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PREFACE

Social sciences are business innovation to a certain extent, business innovation cannot start any activities without doing some research based on social sciences. They must discover a way to communicate in order to promote the value of their work, for instance, through conferences, scientific or specialized journals, and general or specific social networks. The conference aims to bring together researchers, scientists, and scholar students to exchange and share their experiences, new ideas, and research results about aspects of sustainability in post-pandemic, business, education, tourism, arts, aviation industry, innovation, and social sciences, and discuss the practical challenges encountered and the solutions adopted. Dhurakij Pundit University, Chinese Taipei Comparative Education Society, Taiwan Association of Business Schools are the conference organizers, and co-host with Chinese Teachers (Thailand) Association, Hainan Modern Education Research Institute in China, Eastern New Mexico University in the U.S.A, BinZhou Polytechnic, Hainan Vocational University of Science and Technology, Yunnan Normal University College of Arts and Sciences, Ningxia University, and Zhengzhou College of Finance and Economics, Yantai University, Harbin Engineering University, Weinan Normal University in China, National Taitung University, National Chung Cheng University, and National Ocean University in Taiwan, Ubon Ratchathanirajabhat University, Mae Fah Luang University, Nakonsawan Rajabhat University, Chiangrai Rajabhat University in Thailand, Royal Melbourne Institute of Technology University and University of Newcastle in Australia.

This proceeding has 79 papers after peer-review that were presented in the DPU International Conference on Business Innovation and Social Sciences 2024, which was held from 29th to 31st May, 2024 in Bangkok, Thailand. These papers cover the following areas, including but not limit to wellness, future workforce, Thai-China, China-ASEAN studies, business innovation, tourism, hospitality, aviation and services, information technology, marketing, business and management, innovative finance and accounting, innovative communication arts, public administration, economics, education and teaching innovation, and other social science topics.

We thank all the authors who submitted papers to this conference. We also very much appreciate the committee members and peer reviewers who are highly competence and enthusiastic, spending their time and suggestions during the preparation of this conference. We invited more than twenty professional reviewers to evaluate and select the submitted papers.

Thank you so much to all the people who have participated in this conference. Last but not least, who contributed to this conference, we would like to thank our team for putting in much effort in formatting the manuscripts, removing the typos, and checking the references.

We hope this conference has benefited the academics, researchers, students, and practitioners generating new ideas for future research. We look forward to seeing you next year.

DPU ICBISS Committee

Introduction for Keynote Speaker 1

Prof. Dr. Linda Li-Chuan Chiang
National University of Tainan (NUTN)

Professor Dr. Linda Li-Chuan Chiang obtained her PhD from Institute of Education, University College London (UCL), U.K. in 2000. Her current research focuses on the academic profession, higher education, transnational higher education and internationalization, particularly their implications for the governance and development of higher education. For being a social scientist in the field of higher education, she has made efforts to conduct empirical studies to propose her arguments though her publications of journal articles, book chapters and books in English and in Chinese to challenge the dominant discourses in higher education and academic profession.

Title: Opportunity and Challenges: From Survival toward Sustainability Model of Transnational Higher Education (TNHE) through Well-built Partnerships

Abstract: Transnational higher education (TNHE) has been recognized as an innovation to initiate in-depth transformation of higher education for global visibility and engagement in the long term. It is assumed to enhance access to quality education for students around the world, to support host higher education institutions by building capacity, and to help host countries meet labor market needs. For the providing countries, THEN ventures bring them soft power, generate revenue and expand their global academic influence and impact through education. Thus, TNHE, today, is expected to play an important part for providing and host higher education institutions to realizing their contribution to the SDGs if the partnerships are well-built. Both providers and hosts can facilitate TNHE to play as the critical engine of societal transformation by delivering knowledge and innovation and working with faculty, staff and students, and wider community toward a more equitable society and a better world. However, the role of TNHE as a strategic initiative to address the SDGs has been missing. While TNHE does not sit at center for concern by the governance of higher education, sustainability taken by TNHE often sits further on the margins of business model since the survival model, characterized by profit-driven motives to address trade deficit in education and financial threat to higher education, dominates the whole operational concern.

Responding to the impacts of globalization and the knowledge economy, the human capital theory by and large informs the entire educational policies and practices in Southeast Asia to meet the manpower requirements by upgrading workers' skills and knowledge through education. With significant buying power, preference to prestige of the overseas degree leading to better employability, and opportunities to develop international experience, massive demands for higher education in this region are unmet. This creates opportunities for program and institutional mobility. Increasing numbers of students also find TNHE more lower-cost and flexible alternative to going abroad for a full overseas degree programs. This region sits at the forefront of global TNHE developments and attracts enormous attention of TNHE providers, particularly from United Kingdom and Australia.

However, the positive link between importing TNHE and capacity building is empirically weak and suspected since most TNHE programs address only teaching at the expense of research and community services. They tend to more focus on 'job-oriented' and marketable professional courses, leaving aside the basic sciences where there are externalities the country needs for long-term development. Furthermore, the 'cultural imperialism' is shadowed not only in using English as medium of instruction, but also in the prepackaged and mass-produced curriculum materials with no regard to the cultural context and the needs of host countries. The perception of low quality relates to a combination of part-time local teaching staff and the fly-in fly-out and jet-lagged foreign staff. While foreign staff often stays a short period but a tight schedule to cram in a semester's worth of content, there is neither time nor space for further interaction with students or decent engagement with the host community. Furthermore, most host higher education institutions play a greater role in administrative-related affairs such as study location, student support, market and promotion, and financial administration, but a lesser role in knowledge-producing affairs such as curriculum design, developments and delivery, than their foreign partners do. Hence, how to shift from the pure import of western courses to the adaptation and modification of courses to suit the local context and needs, and to co-development of courses and curriculum innovation during partnership becomes a challenging but necessary task for capacity building for host higher education institutions.

A growing number of studies have pointed out how TNHE is unsustainable, and often antithetical to the SDGs. It is believed that more beyond economic survivability should be there for TNHE. And this relies on well-built partnership. The reality of the partnership process and arrangement must be seen as a dialectic and contested process in which all those involved in TNHE with competing values and differential access to power seek to form and shape TNHE policy in their own interests. Therefore, well-built partnership provides more opportunities for mutual learning for provision of programs and quality enhancement, networking and increasing global visibility not only for TNHE providers but also for host.

This presentation will examine how SDGs are translated into TNHE policies and practices, and offer insights into transformative approaches taken by both TNHE providers and host to use the SDG as a means to that end for creating intentional and aspirational partnerships. Well-built partnerships will use TNHE as an important strategy to connect the universities, external communities they serve and interact with locally,

nationally and internationally to respond to global challenges and crises. They will inform leadership at all levels in acting with a shared purpose would facilitate universities to make a contribution to sustaining the economic, environmental, cultural and intellectual well-being of the wider communities. A future direction for TNHE toward the pursuit of the SDGs will be proposed. When COVID-19 pandemic brings challenges but also opportunities for global collaboration, it is also a good time to strengthen the sustainability model for TNHE by recognizing its value as global common good to pursue the SDGs within providing country, in host country and also globally.

Keywords: transnational higher education (TNHE), SDGs, survival model, sustainability model, well-built partnership

Introduction for Keynote Speaker 2

Professor Dr. Boo Ho Voon
ServSust Interest Group, Faculty of Business and Management
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Prof. Dr. Voon is a professor at Universiti Teknologi MARA Sarawak, Malaysia. He is an experienced researcher who has published many papers and a few books in service and marketing, strategic value-chain, and educational administration research. His book chapter on 'Confucian values for service excellence' can provide strategic insights. He has years of experience in education and banking in Sarawak before joining the academia. He teaches various strategic marketing and research methodology courses as well as supervised learners at bachelor degree and postgraduate levels. His innovations such as ServEx, BEHAVE, BLUE-SEA, eDioms (Chinese Marketing), Marketing Research MOOC and MyServEx system have won prestigious awards locally and internationally. MyServEx is commercialized. His consultancy projects on service management, customer experience and product development have helped the clients, and Sarawak government.

Title: Managing for Sustainable Community-based Rehabilitation Service to Co-Serve the Special People

Abstract: Systematically understanding and measuring the service excellence culture of the community-based rehabilitation (CBR) centers is imperative to ensure consistent and continuous superior service quality to the CBR trainees. The trainees are the persons with disabilities (PwDs) recruited from the nearby local community. This paper aims to share the empirical research findings based on focus group discussions and thereafter the nation-wide questionnaire survey to develop a trainee-oriented rehabilitation service management model with the intended co-value creation. In the qualitative phase, the group discussion participants were the CBR center managers, trainers, and parents. The group discussions and interviews analyzed accordingly to generate the meaningful themes and their respective items. These items were used for the quantitative questionnaire survey research phase. There were 6 dimensions and 38 items of rehabilitation service excellence culture (RehabServE) namely: Trainee orientation, Competitor orientation, Inter-functional coordination, Excellence-driven, Long-term focus, and Employee orientation. The multi-item measures were found to be reliable and valid as well as practically useful for service management of the CBR centers. A RehabServE scale was developed and validated accordingly with the nation-wide questionnaire survey data. The measurement would be useful to monitor and support the community-based rehabilitation service excellence from the parents'/guardian's perspective. RehabServE promotes and practice sustainable rehabilitation service to co-serve the persons with disabilities (PwDs) to ensure the triple bottom-lines sustainability (i.e., natural environment, cost-effectiveness, and social inclusivity) are consistently and continuously achieved for better quality of life of the trainees with special needs.

Keywords: community-based rehabilitation service excellence; dimensions; local community

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Comparison on Taiwan Green Building Rating System with LEED and CASBEE – EEWH Policies Implementation and Market Recognition

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Abstract

This study aims to investigate the prevailing policies of the EEWH rating system in Taiwan, drawing comparisons with the LEED system in the United States and CASBEE in Japan. Despite nearly two decades of promotion by the Taiwan government, EEWH certification remains unpopular within the private sector. Through the application of content analysis and marketing mix theories, this research seeks to compare EEWH with LEED and CASBEE rating systems and offer recommendations for enhancing EEWH adoption within Taiwan's private sector.From a policy perspective, green building initiatives in Taiwan should prioritize minimizing environmental impact across all stages of the building life cycle. It is proposed that the EEWH standard transition from optional incentive to mandatory laws and regulations integrated into the existing building code. Additionally, measures such as reducing floor area ratio rewards, subsidizing building management and maintenance, and incentivizing the green material supply chain should be implemented.Furthermore, from a marketing standpoint, the government is urged to actively engage the private sector in EEWH development to strengthen participation and knowledge dissemination. Such efforts are expected to foster recognition and acceptance of the EEWH rating system in the private sector.

Keywords: Green Building Certification, EEWH, LEED, CASBEE, Sustainable Policy

1. Introduction

1.1. Background

The challenge posed by climate change and global warming has prompted concerning efforts all over the world. In Taiwan, the government's proposed policy endeavors to mitigate greenhouse gas emissions by transitioning from conventional and nuclear energy to renewable sources. However, it is also essential to recognize that alongside augmenting on the methods of energy production, reduction on energy consumption is also significant topic of importance. Aspect of energy consumption pertains to the spaces where human activities transpire, predominantly in the form of buildings structure or enclosed space, such as home dwellings, apartments or condominium, office space and building, school, hospital, warehouse, community center, etc. In which, the concept of a green building emerges as a proactive measure to reduce energy consumption within these spaces. Consequently, various countries have devised their own rating systems to evaluate and classify buildings based on their environmental sustainability, exemplified by initiatives such as LEED (Leadership in Energy and Environmental Design) in the United States and CASBEE (Comprehensive Assessment System for Building Environmental Efficiency) in Japan. As for Taiwan, the EEWH (Ecology, Energy Saving, Waste Reduction, and Health) green building certification system was introduced in 1999 (Peng and Wang, 2004). This system reflects Taiwan's commitment to promoting environmentally conscious building practices and underscores the nation's proactive stance towards addressing climate change and advancing sustainable development goals.

1.2.Green Building Certification System in Taiwan

In 1999, the Taiwanese government introduced the EEWH green building certification system, comprising nine quantifiable indicators as benchmarks: Biodiversity, Greenery, On-site Water Retention, Daily Energy Saving, CO2 Reduction, Construction Waste Reduction, Water Resource, Sewage & Garbage Improvement, and Indoor Environment. These indicators, each with distinct high and low scoring ranges, collectively amounted to a maximum of 100 points, with five grade levels: Diamond, Gold, Silver, Bronze, and Qualified, as elucidated by Lin et al. (2005). This grading system served as a foundational framework for government agencies, developers, and building designers to delineate incentive policies pertaining to professional service rewards, taxes, and financing. Scientific analysis indicates that buildings certified under the EEWH system, compared to conventional structures, exhibit an average reduction of 30% in water usage and 20% in electricity consumption. From January 2000 to March 2023, 4453 buildings received EEWH certification, with an additional 8132 in candidate status. Notably, these certified buildings collectively preserved an average of 2,748,525,247 kWh/year of electricity and 136,742,027 m3/year of water, translating into an equivalent conservation of 1,442,006,151 kg/year of carbon dioxide emissions (Taiwan Architecture Building Center, 2023).

Moreover, the government bolstered the adoption of the EEWH system by subsidizing industries associated with green building practices. Incentives were extended to building developers and constructors, wherein clause 8 of the Regulation of Bulk Reward of Urban Renewal stipulated a percentage-based reward system. Buildings that attained the Silver-grade or higher under the EEWH system were eligible for a maximum bulk ratio reward of 10%. On average, Silver-grade buildings received a 6% bulk ratio reward, Gold-grade buildings 8%, and Diamond-grade buildings 10% (Regulation of Bulk Reward of Urban Renewal, 2014).

1.3.Market promotion of LEED and CASBEE

In the United State, LEED was developed in 1994 by the United States Green Building Council (USGBC). From 1994 to 2005; it became one of the most popular green building certification programs used worldwide. LEED system includes a set of rating systems for the design, construction, operation, and maintenance of green buildings, homes, and neighborhoods that aim to help to building owners and operators be environmentally responsible and use resources efficiently.

The popularity of LEED system expands from domestic boundaries of the United State to international real estate market. In 2022, the number of both registered and certified LEED was indicated in Table 1.

Table 1
Number of both registered and certified LEED in 2022

Region	No.
North America	129932
Latin America	5491
Middle East and Africa	6341
Europen	7507

(Source: USGBC, 2023)

Even in Taiwan, in 2023, there were 655 cases registered and 240 cases are awarded with LEED certification. Furthermore, to receive a LEED certification, the potential cost from registration to certification was much higher than the cost of EEWH. On average, the surcharge to register and review a LEED project would cost around $15,000 USD to $22,000 USD (USGBC, 2023).

In Japan, Comprehensive Assessment System for Building Environmental Efficiency (CASBEE) was created in 2001. It is a joint research and development by industrial and academic experts that supported by the Japanese Ministry of Land, Infrastructure, Transport and Tourism. Similar to EEWH in Taiwan, CASBEE is evaluated by the government committees of Japan Sustainable Building Consortium (JSBC) under the auspice of the Ministry of Land, Infrastructure, Transport and Tourism (MLIT). However, CASBEE compromised the assessment from housing and building scale up to urban and city scale. The assessment focused on the balance between input and output of the building, as well as focused on the management of lifecycle stages from pre-design, design, and post-design of the building.

In regard to private sectors, as of March 2015, 24 Japanese local governments have introduced CASBEE system as their environment measures for encouraging green buildings. The governments require the building owners to report the assessment results by CASBEE before its construction. The number of reports submitted to the local governments is over 14000 projects (JSBC and IBEC, 2019). Moreover, after the major earthquake disaster in Fukushima, CASBEE assessments have become mandatory practice for newly constructed building in many local regions (Murakami and Iwamura, 2016). Although CASBEE is concentrated mainly in Japan domestically, it is gaining attentions in China and other neighboring countries (JSBC and IBEC, 2019).

1.4. Market Condition of EEWH System

Despite the prolonged promotion of the EEWH system spanning several decades, its adoption within the building development and construction industry has remained unpopular. In 2022, a mere 2% of all building license submissions applied for EEWH certification. Over the period from 2000 to 2023, of the 4,453 cases awarded EEWH certificates, only 1,479 (33.21%) originated from the private sector. Among these, residential buildings and communities accounted for 40% (592 cases), while financial buildings and offices comprised 17% (252 cases) (Taiwan Architecture Building Center, 2023). During the Second Committee Meeting for the Revision of the Regulation of Urban Renewal, it was highlighted that despite the government's substantial expenditure of approximately $2.1 billion NTD on EEWH promotion and guidance since 1999, the impact of green buildings remained below international standards. Concerns were raised regarding the potential diminution of the green building industry due to prolonged subsidization (Lai, 2021).

In contrast to the situation in the United States and Japan, where a majority of LEED and CASBEE cases are registered and certified, the marketing strategies and mandatory regulations therein incentivize and practically compel developers and constructors to adhere to the systems. Similar approaches should be considered for promoting EEWH adoption within Taiwan's private sector.

The subsequent sections of this paper are structured as follows: Section 2 provides a review of pertinent literature. Section 3 outlines the methodology employed. Section 4 entails a discussion of data and empirical analyses. Finally, Section 5 offers concluding remarks and suggests for further application.

2. Literature Reviews

2.1. Green building in various countries

The term, “Environmental-Friendly Building", is named differently in various countries. In Japan, it is referred to as the “environmental symbiotic building” (Wong and Abe, 2014; Murakami and Iwamura, 2016; Balaban and Puppim de Oliveira, 2017). In North America, it is called "Green Building" (USGBC, 2023). Due to the trend, the term “green building” has been promoted in Taiwan as an eco-friendly building. Many countries have developed its own rating system to assess and classify as a green building, such as LEED in the United States and

CASBEE in Japan (Mao et al., 2009; Nguyen and Altan, 2011). As for Taiwan, EEWH green building certification system was introduced in 1999 (Taiwan Architecture Building Center, 2023).

2.2. Green building certification in the United State

In the United State, green building has promoted for decades. The system was rated under LEED, which is one of the most popular green building certification programs used worldwide. Developed by the non-profit organization of USGBC, it includes a set of rating systems for the design, construction, operation, and maintenance of green buildings, homes, and neighborhoods that aims to help building owners and operators be environmentally responsible and use resources efficiently. LEED concentrates its efforts on improving performance across five key areas of environmental and human health: energy efficiency, indoor environmental quality, materials selection, sustainable site development, and water savings. LEED has special rating systems that apply to all kinds of structures, including schools, retail, and healthcare facilities. Rating systems are available for new construction and major renovations as well as existing buildings. The program is designed to inform and guide all kinds of professionals who work with structures to create or convert spaces to environmental sustainability, including architects, real estate professionals, facility managers, engineers, interior designers, landscape architects, construction managers, private sector executives and government officials (USGBC, 2023).

2.3. Green Building Certification in Japan

In Japan, a sustainable building is defined as one that is designed to save energy and resources, recycle materials and minimize the emission of toxic substances throughout its life cycle. The purpose is to harmonize with local climate, traditions, culture and the surrounding environment. It seeks to sustain and improve the quality of human life while maintaining the capacity of the ecosystem at the local and global levels. As regards, the green building rating system of CASBEE is created in 2001. It is a joint research and development by industrial and academic experts that supported by the Japanese Ministry of Land, Infrastructure, Transport and Tourism. The system assesses the quality of a building base on its comprehensive environmental awareness in building materials and facilities that generate little environmental impact (JSBC and IBEC, 2019).

The purpose of CASBEE was developed in four policies, which compromised the aim to enhancing incentives to designers and others, the assessment system should be as simple as possible, the system should be applicable in wide range of building type, and the system should focus on issues and problems to Japan and Asia. Base on above four policies, the assessment tools have been developed to address on the stages of building lifecycle (pre-design, design, and post design). The assessment system covers four fields of energy efficiency, resource efficiency, local environment, and indoor environment. The assessment categories are classified into BEE numerator Q (build environment quality) and BEE denominator L (built environment load). The building is rated on five-class assessments from excellent (S), extremely good (A), good (B+), rather poor (B-), and poor (C). A building that rated A or above is deemed to be excellent and sustainable. It would be certified as an environmentally friendly building.

2.4. Promotion and Strategy of EEWH in Taiwan

The green building rating system has developed in Taiwan for nearly two decades. Through the joint efforts of the domestic construction industry, government, and academic institutions; EEWH systems were constructed and exchanged with the international green building associations and evaluation system with other countries. In 2004, EEWH system was officially applied to be a member of the World Green Building Association. From the government perspective, by promoting EEWH rating system, the Ministry of Interior has enacted a reward policy for building base and building structure that adopted the system. For building that reward with the silver certificate or above, extra floor area ratio would be awarded. The percentage of awarded floor area ratio is set by regional government administration, but it cannot exceed 10% of the original floor area ratio limit (Peng and Wang, 2004).

As the world is currently facing the problems of drastic climate change, energy shortage, and carbon emissions; various governments are also trying to persuade developers to spend more time thinking about energy conservation, water conservation, and emissions reduction. Although buildings are undergoing continuous renovations with higher quality windows and ventilation systems, and the number of buildings with EEWH certifications continues to grow. However, in fact, most architects do not have sufficient knowledge on how to calculate measures of energy usage. The application and process of green building are time-consuming, which most developers are only willing to pay for what they can see. Moreover, many developers even believed that sustainable construction is just simply referred to as the green component of the material, which is 10% to 40% more expensive than traditional materials. If the building is integrated with green ideology from the beginning, it would begin to save on energy initially. The accumulated savings might even cover the initial cost of the building.

3. Methodology

This paper would apply content analysis for the investigation. Content analysis is a research method used to identify patterns in recorded communication. To conduct content analysis, systematically collect data from a set of texts, which can be written, oral, or visual. Content analysis can be both quantitative and qualitative that focused on counting and measuring, and interpreting and understanding at the same time. In both types, one categorizes or coded words, themes, and concepts within the texts and then analyzes the results.

The method of content analysis is applied in coherence with marketing mix theory of 4C to analyze the current situation and dilemma confronted with the promotion strategy and government policies of EEWH in Taiwan. The marketing 4C are consumer, cost, convenience, and communication. It was developed by Lauterborn in 1990, and the throey is regarded as a more effective framework because it prioritizes the consumer over the product. Marketing 4C is an extension of the marketing 4P model and is customer-centric. Through focusing on customer needs, the 4P helps businesses capture customer insights from which they can build and deploy appropriate marketing strategies to target customers. However, marketing 4C gives businesses a different perspective on marketing – marketing based on customers' views, feelings, and needs.

By adopting a customer-centric approach, one can better comprehend consumers' desires and craft messaging that resonates with the market. With the application of marketing mix theory of 4C, it seeks to compare with the worldwide success of LEED popularity and provide relevant suggestions to enhance the popularity of EEWH rating system in private sectors in Taiwan.

4.Finding

4.1. Green Building Policy Dispute in Taiwan

In Taiwan, the disputed issue is that real estate developers manipulate the green building policy in the name of carbon reduction, which the intention is to receive floor area ratio awards. Developers have lobbied the government to set the green building certification with very low thresholds. Any building construction can easily obtain the green building certification without additions on the cost. By manipulating the name of the green building, the building can reward with additional floor area ratio easily. These additional floor area ratios often grant developers to gain additional substantial profit with little or no costs. However, the government officials do not understand the seriousness on the effect of additional floor area ratio towards the environmental damage.

With the current EEWH rating system, it is only aimed at 20% or 30% on energy saving and water saving. However, the material consumption and energy burden brought by the floor area ratio awards have increased more on carbon dioxide emissions, traffic overload, inadequate public facilities, and widening urban-rural gaps. The effect of damages is more severe than the contribution of green buildings. Originally, the floor area ratio was determined based on environmental tolerance. According to the Construction and Planning Agency, Ministry of Interior, the building materials consumed in each square meter of the reinforced concrete office building in Taiwan is equivalent to about 400 kilograms of carbon dioxide. The annual electricity consumption is about the equivalent of discharging 140 kilograms of carbon dioxide. However, the office building with the green building certification can only reduce the carbon dioxide by 28 kilograms per square meter per year (Wang and Lin, 2019).

In addition, the average annual electricity consumption per hectare in Taiwan's commercial district is about 10 million kWh, equivalent to 6200 metric tons of carbon dioxide per year. It required 20 hectares of forest to offset the greenhouse warming effect caused by these carbons. In other words, for every one hectare per rewarded commercial area, is equivalent to destroying 20 hectares of forest on Earth. Hence, green building certification will no longer encourage greening, and it will not be able to keep up with the speed of deforestation that affected by the floor area ratio. Moreover, under the manipulation of floor area ratio, excess residential and commercial spaces have overwhelmed into the market, which causing vacant rate in Taiwan to reach more than 30%-40%. Resources are not utilized effectively, causing wastage and affecting the stability of the real estate market.

4.2. Green Building in the US and Japan

From the CRS reports by Holt and Glover (2006), the Department of Energy in the United State revised the Energy Policy Act (EPA) in 2005 to provide a total of $14.5 billion USD in tax subsidies, including green building-related construction that encouraging homes to install energy efficient equipment and structures. Each household can receive with a maximum tax deductible of $500 USD. Commercial buildings are also encouraged to buy energy-saving equipment, and 50% of new energy-saving standard equipment would subsidize $1.80 USD per square foot. However, these subsidiaries are all regulated with a deadline in order to enforce the consumers to consider the scarcity of the market and accelerate the application. In addition, the state government has also formulated local energy-saving products tax cuts, such as the New York State proposed to introduce the Green Building Act, which directly subsidizing the upper limit of $10,000 USD per household. If the building received a LEED standard, the state government also subsidized the green building materials about 5% of the market price.

In contrast, the Japanese green building policy is enforced by induction and mandatory regulation. In regard to private sectors, as of March 2015, 24 Japanese local governments introduced CASBEE system as their environment measures for encouraging green buildings. The governments require the building owners to report the assessment results by CASBEE before its construction. The number of reports submitted to the local governments is over 14000 projects. Moreover, after the disaster at the Fukushima nuclear power station, the requisite of energy conservation in the building sector has become a matter of urgency. The environmental load produced in the building sector is so significant that it accounts for 30 to 40% of either the total consumed energy or total CO_2 emissions. Therefore, the reduction of building-induced environmental loads is one of the greatest challenges in CASBEE assessment. As an anticipated effective means of alleviating the current situation, the environmental performance assessment incorporated in administrative systems has proved appealing to the world. In Japan, many local governments have made it mandatory to include CASBEE assessment result in the application for building permits. By popularizing green building in mandatory manner and cooperation with local governments regarding the use of building assessment tools, it is a distinctive approach in Japanese society.

4.3. Fundamental Transformation of Government's Green Building Policy

The green building that emphasizes EEWH is the most important part of the national sustainable policy promoted by the Taiwanese government. However, the implementation of the green building policy is only the compensation measures of reducing further harm to the earth. Constructing a building with green building concept has already been the basic morality of modern construction. It is neither a remedy to save the earth nor great merit towards society. The term of green building should not act is concealment that leads to greater environmental damage to the Earth. With such concern, the government should reduce on the floor area ratio awards. EEWH standard should be mandatory laws and regulations, similar to CASBEE in Japan, that incorporate into the current building code as a standard rather than an optional incentive.

Green building standard should emphasize the minimum environmental load from the complete life cycle stages of building materials acquisition, production, design, construction, use, demolition, and recycling (Pushkar et al, 2005). As identified by Su and Lin (2018), EEWH standard lacks management and maintenance indicators. It causes the green building to gradually increase the proportion of failure and unable to perform energy saving. The monitoring institution after the completion of EEWH rating lacks continuous follow up and surveillance on the quality and performance of the building. Therefore, the enhancing of green building management and maintenance is a crucial issue. From the promotional perspective of CASBEE, the government should promote on the operation stage of the building by implementing the green ideology into the building operation. Also, certain level of monitoring and following up rating assessment regulation should be implemented. Subsidies or inventive should be awards to building that well-management and maintained on energy-saving performance. The green building management and maintenance plan should also be implemented in the apartment building regulations, which is the Regulations of Homeowners Association.

4.4. Promotion of EEWH standard through 4C

The 4C of marketing mix can be very valuable for marketers looking to generate consumer-oriented and relevant content and product messages. By comparing EEWH with LEED and CASBEE systems through 4C marketing mix, it will assist the government to connect with the target consumer, which is private sectors, into an advocate of the brand of the EEWH.

a. Consumer

The government should encourage private sectors to participate in EEWH development and revision. It would strengthen the participation and educational knowledge of private sectors, which in term of generating coherence and recognition with EEWH rating system. Certain green building regulations should be enforced mandatorily into building codes for private sectors to understand the ideology and value of EEWH system.

b. Cost

Private sectors should recognize the value of EEWH through educational and promotional process. By understanding the value of EEWH system, within the acceptable budget, private sectors would strive to achieve EEWH instead of focusing on the initial price of on all preparation and required equipment. Furthermore, by implementing the standard of EEWH from the beginning, it would begin to save on energy at an early stage and could even break-even on the initial cost of EEWH implication. Moreover, partial mandatory regulation should be enforced on private sectors.

c. Communication

The government should create more communication channels through promotion and education, allowing private sectors to understand the value of EEWH. Furthermore, the government should establish a system of EEWH accredited professionals that various professionals in private sectors, such as architects, real estate lawyers, appraisers, developers, engineers, agents, and other related fields; could all be accredited with EEWH knowledge. It would generate coherence and recognition with EEWH rating system, and these professions would promote EEWH and serve as an advocate in the front line of building construction. Furthermore, the government should subsidize the green building award through the ideology of corporate environmental social responsibility (CESR).It would act as a reminder that corporate has responsibility for the environment.

d. Convenience

The government should be a user-friendly operation platform through the internet. It would allow the government to communicate with private sectors more efficiently and effectively. Private sectors should be able to apply and evaluate their building with EEWH rating system online.

By rediscovering the key supply system and provide subsidies using the linkage policy of urban renewal or urban design, only then the effect of implementation on all policies can be observed. If the government seeks the society to recognize and internalize the nature of the green building, the government should develop the assistance platform on every link from the perspective of the green industry supply chain. However, without a comprehensive aim and mandatory laws and regulations, sustainable development policies will be hard to be effective.

5. Conclusion and Suggestion

The objective of this paper is to analyze the current challenges and dilemmas inherent in the promotion strategy and governmental policies surrounding EEWH in Taiwan.

From a policy perspective, green buildings in Taiwan should prioritize minimizing environmental impact across all stages of the building life cycle, encompassing material acquisition, production, design, construction, use, demolition, and recycling. To address this concern, the government ought to reconsider floor area ratio awards and transition the EEWH standard from optional incentive to mandatory laws and regulations integrated into the existing building code. Furthermore, emphasis should be placed on promoting green ideology in building operation, coupled with monitoring and regulatory compliance mechanisms. Subsidies and incentives should be directed towards buildings demonstrating exemplary energy-saving performance, while green building management and maintenance plans should be mandated in apartment building regulations.

From the perspective of market supply and demand dynamics, government subsidies for green buildings should strategically target stimulating demand to catalyze supply-side innovation and R&D in the construction supply chain, thereby facilitating industrial transformation. Encouraging local suppliers to develop and innovate green building materials can bolster domestic market demand and potentially expand into foreign markets. Viewing the marketing mix through the lens of the 4C, the government should actively engage private sectors in EEWH development and revision efforts, fostering participation, knowledge dissemination, and alignment with the EEWH rating system. Establishment of EEWH accredited professionals and online platforms can further facilitate engagement and knowledge dissemination among stakeholders.

However, for the government's sustainable development policies to be induced into the society effectively and engender recognition and internalization of green building principles, a comprehensive approach and robust mandatory laws and regulations are necessary. Without such measures, the recognition of sustainable development objectives may be insignificant and lack of incentative.

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Place Identity, Attachment and Residential Migration – A Case Study of Taipei Metropolitan Areas

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Abstract

This paper aims to investigate the factors influencing intra-district mobility patterns using the lens of residential migration theory. Through the utilization of the intra-district migration to migration ratio (IDMMR), this study analyzes patterns based on various variables including household attributes, affordability levels, housing quality, and place identity and attachment, employing a fixed effect panel data method. The findings suggest significant effects in metropolitan areas. Specifically, the determinants' coefficient values reveal that housing quality plays a key role, positively driving intra-district mobility. Higher housing quality provides households with more relocation options, thereby encouraging them to stay within the same district. Conversely, place identity and attachment negatively impact IDMMR. Place identity and attachment reflect the degree of satisfaction with their current living situation. This emotional connection can be collective and may be expressed through turnout, where higher turnout may indicate dissatisfaction. Household attributes indicate the adaptability of households to relocation, while housing prices can be represented by both household affordability and a combination of district accessibility and amenities. Through panel data analysis, the study also explores district time-invariant effects and time series effects. The results indicate that districts have their own effects on IDMMR, with a 39.2% impact, while time has a lesser influence, at 2.07%.

Keywords: Residential Migration, Housing Quality, Household Attributes, Place Identity, Panel Data

1. Introduction

Residential migration has long been addressed in the literature. It often occurs in the livability during the household life-course and is driven by the relative quality and cost of living, which is in turn affected by complex factors such as social networks, personal circumstances, or cultural values (Jones et al., 2004). Unlike migration across regions where people seek to minimize the spatial cost to maximize economic opportunities (Potepan, 1994), the residential migration aims to optimize the costs and benefits of relocation, is typically measured by distance; and intra-district migration and cross-district migration are further divided, and our focus is on the patterns of intra-district migration.

Studies on the determinants of residential migration have a valuable contribution to make, as they offer dynamic insights into the growth, change, and restructuring of urban areas (Dieleman, 2001). Conversely, the district/suburb identity is one indicator used to label people in different social classes by means of a combination of factors such as earnings, education, etc; for instance, Manhattan in New York represents the rich area. Previous residential migration studies often focus either on the determinants of migration patterns on an “urban-scale” or the casual factors for housing relocation individually, but rarely addresses the linkage, namely, the migration patterns at the district level. Furthermore, a question to ask is whether urban expansion is still a suitable policy for a local administration under a budget constraint, depict the housing crises challenges globally. This research attempts to examine the determinants of migration patterns at the district/suburb level in metropolitan areas by using the Taipei metropolitan area (TMA), as an example.

By leaning on the theory and the phenomena of district's labelling in socially segregation, this paper attempts to answer the following two questions: 1) What are the determinants of intra-district migration? and 2) How does this district labeling affect migration patterns and fill the gap in the migration pattern on a district scale? It is hoped that the outcome will provide the local administration with insights that will foster better resource allocation in housing-related infrastructures or welfare systems to encourage residents to resettle, sales strategy for real estate developers by understanding the local residents' behavioral patterns in each district. Therefore, this research focuses on 32 districts with the TMA from 2009 to 2121 using "panel-data analysis" to determine the factors underlying intra-district migration. The remainder of this paper is organized as follows. Section 2: literature review, Section 3: research design, Section 4: discussions, and Section 5: conclusion.

2. Literature Review

2.1 Place Identity

Place identity can be understood as a collective sense shared by a group of people residing in the same area, characterized by common attributes, perceptions, and socio-cultural interactions, and these processes enable individuals to differentiate themselves, others, and the physical environment (Peng et al., 2020). Places identity can be either positive or negative, and the residents' satisfaction with the social life and public services in the residential municipality help to attach on place thus to improve on place identity positively and vice versa (Devine-Wright & Lyons, 1997). Past papers show the positive place identity could increase and last the residence social relationship, safety, and wellbeing which deter mobility (David et al., 2010). Therefore, understanding the residents' satisfaction and well-being is the key to identify the place and crucially referred to their housing relocation, however, the fact of measuring it quantitatively is challenging.

Literatures on social psychology show that emotions can be determined at the collective level, and the studies on social identity and inter-group behaviour can leads to the emergence of collective emotions (Mackie et al., 2015), especially in negative emotions such as resentment, aggrievement etc. Smith, 2012 find that cohesive communities may experience group-wide aggrievement when they perceive a common threat. Emotions are known to influence voting behavior in a number of ways (Redlawsk et. al., 2017). Protest vote is driven by the desire to take revenge against the present politics, which is deemed responsible for the current situation (Rodrik, 2018). With the classical frustration-aggression hypothesis in psychology, the higher group-wide aggrievement, the higher the desire to take revenge (Miller, 1941).

The phenomena occur the increasing total voters' turnout in recent elections after economic shocks such as globalization or technological shocks globally. Altomonte et al., 2019 found that the turnout and the protest vote are bounded especially in the unpleasant economic time, and it generate the explosions of protest vote in the changes of income distribution or the policy reaction. Hence it can be seen when an individual perceives themselves, against their expectations, to be poorly treated by the political or economic system, they switch voting allegiances or align with an insurgent party or politician, and such resentment would be widespread into community which resulted in higher voters' turnout.

As the above, place identity can be referred to the residents' common attributes on socio-economic perspective; positive place identity deter mobility but negative place identity would force them to move (place identity riches areas, crime zone areas…), and satisfaction and well-being are the key to identify. Such emotion can be collective and reflected by the voters' turnout in the way of presenting their stress under the unpleasant economic status. Therefore, the turnout ratio reflects the residents' un-happiness, which negatively impact place identity. The total voter turnout rate for the chief of the village (PI) in the district in this paper can be used to quantitatively measure and represent negative impact on the place identity.[1]

2.2 Other Determinants

Household Attributes **-** Our research shows the household attributes and family life-course events, such as birth, death, and marital status that generate housing demand and residential migration. It finds that younger households with higher housing affordability have a better adjustment when relocating. The others show that the forming or diminishing of households induces the housing relocation such as a single-family household having less living space, or a household with children putting more pressure on living space (Clark, 2013). Generally speaking, elderly households and households with children in Taiwan pursue stability and are less willing to move (Hsueh & Tseng, 2004). Therefore, household attributes play an important role in the adaptability of the household's relocation and can be categorized by the dependency ratio (DR) and the average age of the household head (AH) that is an indicator of the adaptability of the household to relocation in this paper. If the districts with higher dependency ratios and older average household heads have poor adaptability, the possibility of intra-district migration increases.

Housing quality - Residential moves may be forced by personal circumstances or related to the household-adjustment needs for the residents' housing consumption such as space, location, amenities, and quality, which are often voluntary and induced by housing market conditions (Ommeren & Leuvensteijn, 2005). Past research indicates that the supply of new dwellings boosts residential migration (Peng et al., 2009). However, the fact that there is a limited land supply in cities often leads to a shortage of new housing supply. Furthermore, the purpose of residential migration is to improve the living quality. Although housing quality varies with each family, past studies that measure housing/living quality do so on the basis of tenant satisfaction. Ahlbrandt & Brophy, 1976 point out that tenant satisfaction consists of dimensions concerned with neighbors, neighborhood services, the physical unit, security, neighborhood cleanliness, and management, with management playing an important factor in tenant satisfaction. Further research shows that management improves tenant satisfaction by tangibly providing the benefits of the maintenance of facilities and the housing environment, and by retaining social networks to invisibly provide safety to communities (James & Carswell, 2008), thereby providing adequate maintenance of the housing quality that is crucial in increasing tenant satisfaction. Thus the ratios of dwellings with management (RDM) among the housing stock in each district as a variable can be regarded as an indicator of the overall housing quality in each district. Therefore, households will have more choices for their housing re-location in areas with higher RDM ratios in the district, which means that the districts with higher RDM ratios will tend to attract households to remain in the same district, which will result in higher intra-district migration.

Housing affordability - The choice of housing relocation is important to the residential mobility decision, affecting both housing utility and location or transport utility based on bid-rent theory (Alonso, 1964). The "utility maximization theory" focuses on people seeking to minimize transportation costs in order to have greater accessibility to work when they relocate. In other words, they seek to optimize between affordable housing and transport costs. Ball & Kirwan, 1977 noted a general tendency for unit prices to decline with distance from the center and this suggests that accessibility has a general impact on the housing market by trade-off.

Studies on housing prices mainly affect the households' affordability and show that higher housing prices have a negative impact on immigrants (Frame, 2008). Despite the high housing

[1] The chief of the village is a public official elected by the people of a certain village. The term village is defined by the local administration (city) and is regulated by Article 59 of the "Local Government Act." The main tasks of the chief are to handle village affairs and carry out commissioned tasks.

ownership ratio in Taiwan[2], Lin, 2021 shows that it becomes the main financial support for the migrant's housing affordability, by which is meant that the household will sell or refinance its original dwelling to improve the housing relocation. Thus, the housing price variance that we apply as a proxy can be referred to the housing affordability and accessibility, with a higher housing price denoting the resident's having better financial affordability, also the price of housing. As residents seek better housing quality for their housing relocation, with residential mobility used to be in short distance (Clark & Dieleman, 1996), the intra-district migration ratio rises together with the district's higher housing price.

Finally, we wish to identify these determinants using the TMA, as the TMA illustrates the concentric zone model with housing prices exhibiting the highest prices at the center and decreasing as the distance increases from the CBD which applied by the bid-rent theory.[3]

3. Research Design

3.1 Methodology

The study uses panel-data analysis for 32 districts in the TMA (Taipei City and New Taipei City), Taiwan for the period from 2009 to 2021. The fundamental panel model is expressed as follows:

$$y_{it} = z_i'\alpha + \sum_{k=1}^{k} \beta_k x_{kit} + \varepsilon_{it} \text{...}(1)$$

where y_{it} represents the intra-district migration to migration ratio (IDMMR) of district i in period t, x_{kit} represents k variables of district i in period t without intercepts and β_k is the coefficient of the k variables. ε_{it} is the random error term of district i in period t, where $\varepsilon_{it} \sim idd(0, \sigma_\varepsilon^2)$. $z_i'\alpha$ represents the heterogeneity and individual-specific effect without the time effect (time-invariance), and could include items such as race, gender, and un-identified characteristics of households. z_i represents an intercept and district (individual-specific) effects. Three models we could carefully selected for our study which are pooled model, fixed-effects model (FEM), and random-effects model (REM). Furthermore, if we wish to observe both the cross-section and time-series, it will be referred to as two-way FEM or two-way REM. To test the appropriate model, two test methods will be applied which are the LM (Lagrange Multiplier) test, a test for the REM based on the OLS residual (Breusch and Pagan, 1980), and Hausman (1978) method, a test for the REM or FEM.

Finally, this research wishes to find the determinants in intra-district migration without time effects through a FEM at the district level. By adding the time effect, we can observe the impact on the IDMMR from the macroeconomic perceptive and the real estate market through the period of time. Therefore, our study is situated in the two-way FEM to examine the determinants and confirm our hypothesis. The model is shown as follows:

$$IM_{it} = \alpha + D_i + T_t + \beta_1 X_{1it} + \beta_2 X_{2it} + \beta_3 X_{3it} + \beta_4 X_{4it} + \beta_5 X_{5it} + \varepsilon_{it} \text{......}(2)$$

D_i represents the district (individual-specific) time-invariant effect, T_t means the time district-invariant effect, and α is the common intercept of the model. In a two-way FEM, we have to set the restrictions on the district effect and time effect to $\sum D_i = \sum T_t = 0$ in an attempt to avoid multicollinearity. The subscript i represents district i, t represents year t, X_{1it} refers to the PI, X_{2it} is DR, X_{3it} is AH, X_{4it} is RDM, and X_{5it} is HP.

3.2 Data Sources

The migration data used in our study have three source platforms which are the vital registration of the household statistics of the Taipei City as CBD areas (TC) and New Taipei City as the fringe areas (NTC) statistical database,[4] the "Real Estate Information Platform" of

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[2] The data cover 80% of the housing ownership and are obtained from the National Statistics of Taiwan between 1990 and 2020.

[3] The concentric zone model is a model used to explain urban social structures that was developed by Ernest Burgess in 1925. The "Cathay Pacific Real Estate Price Index" has been calculated quarterly from 2002 to the present, and provides the district's average housing prices geographically.

[4] In reality, the population data obtained from household registration may differ from the real residential population.

the Ministry of the Interior and the Central Election Commission of Taiwan. The intra-district migration to migration ratio (IDMMR) is calculated by the number of migrants in the same district[5] divided by the average of the number of out-migrants and immigrants[6]. The purpose of this ratio is to attempt to eliminate those non-migrants in our model and to further clarify the intra-district migration among the total migration. The above independent variables and the forecast influences are summarized in Table 1 "Summary of variables" and the geographical location in TMA is shown in Picture 1 "Geography of Districts in Taipei Metropolitan Areas" as follows:

Table 1

Definitions of Factors and Variables

Factors	Variables	Definition	Sources	Exp. Sign
		Dependent variables		
Residential intra-district migration	IDMMR	The number of migrants in the same district / 【(the number of out-migrants + the number of immigrants)/2+ The number of migrants in the same district】	Taipei City & New Taipei City statistical database	+/-
		Independent variables		
Place Identity	PI	The number of voter turnout / the total votes for the village chief	Central Election Commission	-
Household attributes	DR	The population of those aged below 14 & above 65 / the population between the ages of 15-64	Same as above	+
	AH	The average age of the head of the household in the district	Real Estate Information Platform	
Housing quality	HQ	The number of dwellings after the regulations announced in 1995 / the total amount of housing stock	Same as above	+
Accessibility	AC	The average housing price of each district – the highest district average housing price of the metropolitan areas	Same as above	+

Note: IDMMR: Intra-District Migration to Migration Ratio, DR: Dependency Ratio, AH: Average Age of Household Head, HP: Housing Price variances, RDM: Ratio of Dwellings with Management, PI: Voter Turnout.

4. Empirical Results

4.1 Descriptive Statistics

Table 2 presents the summary statistics for two cities and 32 districts, and as we can see the IDMMR for NTC (39.97%) is higher than that for TC (32.01%), and the deviation refers to the frequency of migration. The overall trend of IDMMR has tended to increase steadily. Although there were some fluctuations from 2015 to 2020, the deviation has subsequently been narrowing, which is indicative of less migration.

As for the "Report on the Internal Migration Survey" for 2012, it has been calculated that the population of household registration reaches up to 90% of the real residential population, based on which the variance is acceptable and the results for our paper remain the same.

[5] The identification of the migration rate in the same district is the change of address in the same district as the household registration obtained from the government database.

[6] The definitions of out-migrants and immigrants include the migrants who move in/out of the district, the city, the country and the first-registration/ abandoning of the household registration.

The variables DR and AH both represent the household attributes. As for DR, it can be seen that TC (39.35%) is double that for NTC (17.65%), and AH indicates that TC (55.42) is 2 years older than NTC (53.15). The trend of DR is that it has dropped sharply from 28.56% (2009) to 17.66% (2021) in TC, although it was bumpy from 2016 to 2020. On the other hand, as for the trend for AH, in both cities the ages of the citizens have been steadily increasing. Finally, both results indicate that the citizens in the metropolitan city are aging as proved by the AH, and thus the rise in DR is mainly related to the elderly people rather than the children, especially in TC. The demographic structure of both cities suggests that the majority of their population was born during the baby-boomer generation, but the birth rate remains low.[7]

The same situation has occurred in the major cities in developed countries. On the other hand, we can see that young migrants tend to move to the outskirts of the metropolitan areas, which results in a high DR with a young AH geographically.

Table 2: Mean & Trend of Taipei Metropolitan Areas

District	IDMMR		PI		DR		AH		HQ		HP	
Taipei City	32.01%	(2.53%)	69.16%	(2.26%)	39.35%	(6.93%)	55.42	(0.27)	23.39%	(2.55%)	-24.80	(3.11)
Songshan	29.12%	(2.48%)	68.63%	(2.26%)	44.27%	(7.78%)	55.93	(1.17)	15.69%	(1.56%)	-11.76	(6.22)
Da'an	25.82%	(2.12%)	67.06%	(1.52%)	47.04%	(8.47%)	56.69	(1.13)	13.53%	(1.59%)	0.00	(0.00)
Zongshan	27.37%	(2.37%)	67.69%	(2.11%)	37.64%	(7.38%)	54.80	(1.22)	28.37%	(2.76%)	-17.78	(6.71)
Zhongzheng	23.58%	(3.74%)	68.19%	(1.89%)	46.26%	(7.18%)	55.39	(0.85)	22.52%	(3.65%)	-12.28	(3.41)
Xinyi	26.22%	(2.21%)	69.28%	(1.93%)	38.66%	(7.63%)	56.13	(1.17)	16.36%	(1.44%)	-14.89	(2.54)
Neihu	37.39%	(2.89%)	69.51%	(2.50%)	33.45%	(4.90%)	52.78	(1.37)	37.18%	(2.83%)	-32.46	(3.80)
Nangang	25.77%	(3.51%)	70.81%	(1.82%)	35.36%	(6.02%)	54.16	(1.05)	34.45%	(3.69%)	-30.92	(3.00)
Shilin	35.41%	(2.59%)	70.30%	(3.11%)	37.98%	(7.24%)	56.05	(1.25)	17.20%	(1.67%)	-29.99	(3.63)
Datong	31.32%	(3.14%)	70.68%	(2.16%)	39.31%	(7.05%)	55.75	(0.82)	22.24%	(3.75%)	-27.74	(4.14)
Beitou	42.29%	(2.73%)	69.69%	(3.12%)	37.75%	(6.54%)	54.95	(1.18)	24.07%	(3.14%)	-37.76	(6.01)
Wenshan	39.61%	(2.48%)	69.68%	(2.00%)	37.77%	(6.10%)	54.42	(1.14)	35.67%	(2.83%)	-38.92	(5.71)
Wanhua	33.74%	(2.79%)	69.71%	(2.49%)	37.97%	(7.75%)	56.76	(0.84)	14.16%	(2.78%)	-35.94	(6.29)
New Taipei City	39.97%	(1.94%)	68.09%	(6.84%)	17.65%	(1.38%)	53.15	(0.05)	43.35%	(3.15%)	-52.55	(4.72)
Banqiao	44.96%	(1.99%)	68.05%	(4.37%)	18.83%	(0.73%)	53.53	(1.61)	31.70%	(3.22%)	-44.43	(5.79)
Xindain	39.06%	(2.66%)	64.49%	(4.75%)	14.36%	(1.41%)	54.55	(1.63)	43.60%	(2.88%)	-49.28	(4.95)
Yonghe	28.99%	(1.91%)	65.88%	(4.27%)	18.06%	(1.30%)	55.14	(1.75)	28.36%	(1.46%)	-41.91	(4.13)
Zhonghe	33.09%	(1.76%)	66.81%	(4.21%)	15.16%	(0.74%)	53.89	(1.72)	37.14%	(2.15%)	-46.10	(5.85)
Sanchong	44.62%	(1.29%)	68.28%	(4.46%)	16.53%	(1.31%)	53.88	(1.62)	34.04%	(2.34%)	-47.07	(4.92)
Xizhi	36.90%	(3.02%)	62.81%	(5.06%)	14.65%	(1.63%)	52.10	(1.88)	60.72%	(1.89%)	-54.86	(4.75)
Tucheng	41.19%	(1.30%)	64.95%	(4.50%)	17.05%	(1.64%)	52.17	(1.85)	38.29%	(1.95%)	-52.44	(4.70)
Xinzhuang	49.09%	(0.97%)	66.50%	(4.51%)	19.72%	(1.33%)	51.76	(1.66)	41.23%	(3.75%)	-51.32	(4.65)
Luzhou	41.15%	(1.52%)	64.82%	(5.11%)	18.97%	(2.21%)	51.67	(1.91)	47.43%	(1.25%)	-51.11	(4.67)
Sanxia	43.17%	(3.43%)	64.49%	(4.25%)	21.68%	(2.25%)	52.17	(1.39)	63.97%	(3.76%)	-60.51	(4.98)
Wugu	32.07%	(3.56%)	65.52%	(5.04%)	18.27%	(2.59%)	52.23	(1.12)	57.21%	(4.83%)	-58.69	(5.39)
Bali	34.95%	(6.58%)	65.66%	(4.16%)	16.96%	(2.04%)	52.74	(1.62)	63.91%	(3.24%)	-62.91	(5.05)
Linkou	40.08%	(3.62%)	64.19%	(5.30%)	25.52%	(1.41%)	49.62	(1.47)	80.61%	(6.85%)	-58.14	(4.70)
Shulin	36.46%	(2.17%)	65.47%	(4.05%)	19.74%	(1.73%)	52.15	(1.83)	45.50%	(1.30%)	-57.72	(4.78)
Taishan	34.04%	(2.84%)	66.74%	(4.63%)	20.94%	(1.49%)	51.55	(1.87)	44.15%	(1.67%)	-55.73	(6.02)
Tamsui	43.51%	(2.50%)	63.67%	(4.38%)	16.75%	(1.41%)	52.21	(1.37)	66.69%	(5.92%)	-60.04	(5.40)
Shenkeng	26.79%	(4.64%)	66.53%	(4.64%)	14.61%	(2.77%)	53.52	(1.93)	45.53%	(0.84%)	-58.59	(4.99)
Yingge	40.35%	(3.18%)	67.29%	(3.77%)	19.84%	(2.42%)	52.85	(1.45)	38.29%	(5.04%)	-65.16	(5.67)
Year 2009	34.31%	(7.38%)	71.05%	(1.69%)	28.56%	(8.83%)	52.31	(2.26)	33.47%	(16.13%)	-35.34	(14.18)
Year 2010	32.82%	(7.06%)	71.05%	(1.69%)	27.51%	(9.11%)	51.69	(2.21)	34.46%	(16.24%)	-47.43	(17.97)
Year 2011	32.88%	(7.65%)	71.05%	(1.69%)	26.84%	(9.46%)	51.99	(2.07)	35.21%	(16.15%)	-47.86	(17.49)
Year 2012	32.93%	(7.27%)	71.05%	(1.69%)	26.61%	(9.94%)	52.32	(2.03)	36.11%	(16.32%)	-43.94	(16.87)
Year 2013	32.49%	(7.38%)	71.05%	(1.69%)	26.67%	(10.52%)	53.18	(1.87)	36.93%	(16.84%)	-44.39	(17.93)
Year2014	34.46%	(6.93%)	64.96%	(4.99%)	26.85%	(11.13%)	53.55	(1.79)	37.47%	(16.93%)	-47.05	(20.50)
Year 2015	37.74%	(6.31%)	64.96%	(4.99%)	26.83%	(11.90%)	54.00	(1.72)	37.99%	(17.02%)	-41.20	(18.08)
Year 2016	37.94%	(6.46%)	64.96%	(4.99%)	27.29%	(12.78%)	54.40	(1.66)	38.44%	(16.98%)	-39.83	(17.09)
Year 2017	37.66%	(6.18%)	64.96%	(4.99%)	27.70%	(13.59%)	54.89	(1.62)	38.97%	(17.06%)	-35.30	(18.54)
Year 2018	37.72%	(6.60%)	64.65%	(1.83%)	28.13%	(14.37%)	55.26	(1.60)	39.83%	(17.22%)	-40.97	(16.78)
Year 2019	38.20%	(6.81%)	64.65%	(1.83%)	28.66%	(15.13%)	54.72	(1.58)	40.89%	(17.80%)	-39.37	(16.51)
Year 2020	37.98%	(6.52%)	64.65%	(1.83%)	29.31%	(15.98%)	55.08	(1.60)	41.78%	(17.99%)	-39.20	(17.00)
Year 2021	36.03%	(6.78%)	64.65%	(0.00%)	17.66%	(3.26%)	55.41	(1.63)	42.67%	(18.24%)	-44.02	(18.32)

Note: 1. () Standard deviation. IDMMR: Intra-District Mobility to Mobility Ratio, DR: Dependency Ratio, AH: Average Age of Household Head, HP: Housing Price variances, RDM: Ratio of Dwellings with Management, PI: Voter Turnout.

As for RDM, NTC (43.35%) appears nearly double that for TC (23.39%), and the standard deviation can be seen as an extension of new dwelling stock among the districts. Both cities

[7] In the CIA's latest report on the total fertility rate (TFR), which assesses the average number of children women in a given country are expected to have during their childbearing years, Taiwan was ranked last out of 227 countries with 1.07 children per woman. https://www.cia.gov/the-world-factbook/field/total-fertility-rate/country-comparison

appear the same way, the more that RDM comes with a larger standard deviation. The trend of RDM appears to be slowly growing at one percent annually. It seems like the housing replication (new to old) is slow due to the shortage of land provided by urbanized cities. Therefore, the variance stabilizes. Finally, the PI for TC is 1% higher than for NTC, and the trend is decreasing. As shown above, the PI is an anti-estimator of citizens' satisfaction with their living status, and it appears obvious that the districts with the highest turnout ratio are generally in the old districts. Therefore, it has a negative impact on IDMMR.

As for RDM, NTC (43.35%) appears nearly double that for TC (23.39%), and the standard deviation can be seen as an extension of new dwelling stock among the districts. Both cities appear the same way, the more that RDM comes with a larger standard deviation. The trend of RDM appears to be slowly growing at one percent annually. It seems like the housing replication (new to old) is slow due to the shortage of land provided by urbanized cities. Therefore, the variance stabilizes. Finally, the PI for TC is 1% higher than for NTC, and the trend is decreasing. As shown above, the PI is an anti-estimator of citizens' satisfaction with their living status, and it appears obvious that the districts with the highest turnout ratio are generally in the old districts. Therefore, it has a negative impact on IDMMR.

Figure 1: Geography of Districts in Taipei Metropolitan Areas

Note: Yellow districts are the boundary in Taipei City as CBD Areas, and purple districts are the boundary in New Taipei City and Fringe Areas.

4.2 Empirical results

Table 3 presents the summary results for our model. First of all, the variance inflation factor (VIF) is controlled as no multicollinearity effect. The LM test indicates less than 1% significance, and the Hausman test also shows below the 1% significance level. Overall, the TMA model fit well with an estimated $\text{adj} - R^2$ of 0.9440 and the variables were all significant. The most effective variables were followed by the RDM and the DR with positive effects, the PI with a negative impact, and then the AH and HP had relatively little influence.

We summarize the time and district variables, and a combination of the total effects to understand the extent of the influence of the IDMMR. The calculations are presented as follows. The R^2 of the total effect is equation (2) in this paper, and the coefficient of determination includes the independent-variables effect, the district time-invariance effect, and the time-series effect. The R^2 of the "independent-variables effect" only calculates the effects of the variables in an FEM which can be explained by the variables' influences on the IDMMR without the district and time-series effects. The R^2 of the "district effect" represents the individual-specific time-invariant effect and the value estimated based on the OLS regression, and includes both the independent variables and district variables, after deducting the R^2 of the independent-variables effects. Finally, the value of R^2 for the "time-series effect" is calculated by equation (4) after deducting both the "the independent-variables effect" and the "district effect," which represents the effect through the time series on the IDMMR.

By comparing these four effects, we found that the independent variables have the greatest impact on the IDMMR followed by the district, while the time-series effect has the least impact. In the TMA, the extent to which the independent variables explain the IDMMR is as high as 53.78%, while for the district effect the corresponding percentage is 39.20%, and 2.07% for the time-series effect.

4.3 Discussion

As stated above, several findings may be discussed as follows.

First of all, in terms of the place identity, for this indicator we applied the opposite situation. This means that the negative impact has positive place identity effects, and the results show that it has an effect at the 1% significance level. It demonstrates that the place identity does have effected on intra-district migration, which feedback to Kan, 2007 and David et al., 2010 that such social-interaction and public surrounding can be able to influence on the residential mobility, as the residents have psychological constructed and their well-being by the place on both positively and negatively, thus given the place labelling to the self, others, and the environment (Jorgensen & Stedman, 2001; Oishi & schimmack,2010; Gustafson,2014; Adams et al., 2017). On the other hand, the place identity and the electoral outcomes are correlated, especially on the impact of the negative place identity that reflect when the cohesive communities may experience group-wide "aggrievement" or a "resentment" when facing a common threat (such as high housing price) and signal the dissatisfaction by vote, which affect on migration (Altomonte et al., 2019). It shows that if a district with a positive place identity and attachment, the residents will negatively impact the migration, so that they will prioritize to remain in the same district when they relocate.

Table 3 Results of Two-way FEMs

Factors	Variables	Taipei Metropolitan Area
Place Identity & Attachment	PI	-0.1658 (.0000)***
Household Attributes	DR	0.1180 (.0000)***
	AH	0.0057 (.0000)***
Housing Quality	HQ	0.2044 (.0000)***
Housing Affordability	HP	0.0013 (.0000)***
Constant		0.1036(0.231)
Adj-r2		0.9440
LM test		1497.58 (.0000)***
Hausman Test		111.44 (.0000)***
F test		109.31 (.0000)***
Observations		416
Variable		53.78%
Individual specific		39.20%
Time		2.07%
Overall		95.05%

Note: 1. ***, **, & * indicate that the coefficient is at the 1%, 5%, & 10% significance levels, respectively.

Second, the household attributes (the variables for the dependency ratios and the average age of the household head) represent the adaptability of the household's relocation and the results are positive in both the metropolitan areas and the central areas with a 1% level of significance. This confirms that the IDMMR depends on the household attributes as their stability-oriented preference for relocation, so that both the elderly households and the households with children have less of a motive to move (Jiang & Wu, 1994; Hsueh & Tseng, 2004).

Third, the housing quality has a positive effect at the 1% significance level in the Taipei metropolitan area. As the variable denotes the ratio representing the better quality housing at the district level, households will have more choices for their relocation, which attracts households to remain in the same district that feeds back to the residential area often voluntarily and when induced by the housing market conditions (Ommeren & Leuvensteijn, 2005). It also indicates that housing quality is critical, with a high coefficient value for the households' decision to relocate in the Taipei metropolitan area, despite the shortage of land for new dwelling developments, thereby reinforcing the Ahlbrandt & Brophy, 1976 view that management is a key factor in housing quality.

Fourth, housing prices can be represented by both household affordability and a combination of district accessibility and amenities (Ball and Kirwan, 1977; Zondag & Pieters, 2005; Song and Sohn, 2007). The results reveal positive effects that are significant at the 1% level in the three models. Therefore, households prioritize their housing relocation within the same district based on housing utility, location or transport utility, amenities, and affordability (Ma and Lo, 2012; Li et al., 2012, 2013). Furthermore, we use the variance of housing prices from the highest housing price in the district as an indicator, and the IDMMR is lower in those districts in CBD areas, indicating that migrants could be influenced by other factors.

5. Conclusion

Previous migration studies focused on the regional aspect, and the others placed emphasis on the determinants of housing relocation. Therefore, it's needed to discuss the determinants of residential migration on the district's variances in metropolitan areas. We attempt to verify such patterns, and determine the household's housing relocation attribute by using the variables for the adaptability of the household's relocation, the degree of accessibility, the housing stock and quality, and place identity and attachment. It results that the household attributes and the accessibility having positive effects at the 1% significance level on the IDMMR; with PI, it results in a negative effect at the 1% significance level, thus, the PI has a positive influence. With the coefficient, the housing quality, PI, and the dependency ratio are crucial, while the accessibility is less influential. Although the district with better accessibility increases the IDMMR, the ultimate purpose of relocation is to improve the living quality. The housing re-adjustment is triggered by the household's life-course. The contributions for this paper hope to provide the local administration with insights that will foster better resource allocation in housing-related infrastructures or welfare systems to encourage residents to resettle, sales strategy for real estate developers by understanding the local residents' behavioral patterns in each district.

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Acceptance of Virtual Reality Technology among Thai Elderly

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Abstract

Although virtual reality (VR) might be a globally intriguing media technology, for Thai elderly, VR could signify a new form of digital entertainment that they are not yet familiar with. Therefore, studying the acceptance of VR media technology among Thai elderly individuals is crucial. This research offers some fundamental information to foster understanding about the use of VR media, ultimately aiming to enhance the quality of life for Thai elderly individuals in the future. Based on in-depth interviews with 10 Thai elderly individuals in Bangkok, it can be concluded that the elderly fear complex technology. They worry about their ability to process information effectively not being as good as that of younger people. Additionally, they express concern about the enclosed nature of VR headsets leading to feelings of darkness. However, despite these concerns, age does not hinder their interest. They are open to trying and using VR media. Acceptance of VR among Thai elderly involve enjoyment, curiosity, novelty, interest in technology, previous experience with digital media technology, awareness of the benefits of VR to themselves, as well as additional support and encouragement.

Keywords: Elderly, Virtual Reality, Media technology, VR Acceptance

1. Introduction

Virtual Reality (VR), abbreviated as "VR" for the remainder of this research, is one of the digital media forms that offers lifelike content across various types and is beneficial for people of all ages, including adolescents, young adults, and the elderly. In Thailand, VR media has been adapted for various purposes, particularly in healthcare and tourism sectors, aimed specifically at enhancing the quality of life for the elderly (Yenbutra, n.d.). However, the use of VR may not be popular in Thailand due to its relatively high cost and the fact that it's still in its early stages of adoption among the Thai population (Ruangsuphadech, 2022).

Research findings from Blažič & Blažič (2018) indicate that elderly individuals often feel unfamiliar with digital media technology, having not grown up alongside these advancements. However, to avoid feeling outdated, some elderly people willingly and eagerly adapt to acquire new technological knowledge (Morrison & Barnett, n.d.). The emergence of new media technology such as VR is no exception. In both Europe and Asia, some elderly individuals are willing to try using VR media, often with caregivers nearby to guide them in using VR headsets, whether it's for gaming, health recovery, exercise, or exploring travel destinations (NHK WORLD-JAPAN, 2022a; Yenbutra, n.d.). This demonstrates that if elderly individuals perceive the features and benefits of VR as applicable to themselves, they might be willing to consider VR media technology as another viable option in their future media choices.

However, while VR media has gained interest and widespread use in many countries as a digital media technology, Thai elderly may perceive it as a new digital tool they are hardly familiar with, much like their initial experiences with computers or smartphones. Additionally, there might not be a substantial amount of research focused on the acceptance of VR media technology among elderly in Thailand. Hence, the objective of this research article is to elucidate the acceptance of VR media technology among Thai elderly. The aim is to understand the elderly's perspective on VR media exposure, providing essential information to promote and support their learning and utilization of VR media, ultimately improving the quality of life for Thai elderly individuals in the future.

2. Literature Review

This research involved a literature review to comprehend critical issues, as follows:

2.1 Elderly People's Use of Virtual Reality (VR)

Virtual Reality (VR) technology is a form of communication technology that allows individuals wearing VR headset to immerse themselves in a simulated environment that replicates realistic audiovisual experiences. This innovative technology effectively transports users into a distinct simulated setting, detaching them from their immediate physical surroundings. VR media can be applied across various fields such as entertainment, tourism, health, medicine, work training, and e-commerce. Users of VR span across different age groups, including the elderly (Grand View Research, 2022). Moreover, the adoption of VR among the elderly is on the rise across numerous countries, particularly in the domains of entertainment, tourism, physical exercise, and health rehabilitation, encompassing both physical and mental wellness (NHK WORLD-JAPAN, 2022a; 2023; Yenbutra, n.d.). In Thailand, there is a growing use of VR to enhance the quality of life in terms of health for the elderly individuals, similar to other countries (Yenbutra, n.d.).

The willingness of elderly individuals to embrace VR media technology aligns with the explanation of Morrison & Barnett (n.d.) that elderly individuals are open to learning new technologies. Regarding the use of VR to enhance the health-related quality of life for the elderly, it can be observed that certain groups of elderly individuals are actively engaging in learning and are willing to attempt physical rehabilitation exercises to regain muscle strength through VR-based games. These activities involve interacting by tapping symbols displayed on the VR headset screen and are conducted under the supervision of physical therapists. The VR-based muscle recovery game serves to delight and captivate elderly patients, presenting a fresh and engaging method that inspires individuals who might otherwise find traditional physical rehabilitation exercises monotonous. It aims to provide enjoyment while enabling patients to perform muscle stretching exercises for longer durations (NHK WORLD-JAPAN, 2022a).

Many elderly individuals derive pleasure from exercising within VR's simulated environments, leading to increased exercise frequency. This preference for VR-based exercise contributes significantly to their enhanced engagement in physical activities (Yenbutra, n.d.). The elderly individuals can also immerse themselves in stationary cycling sessions while virtually exploring lifelike tourist destinations through VR headsets. This dual engagement contributes to their relaxation and enjoyment (NHK WORLD-JAPAN, 2023).

Moreover, VR tourism serves as an entertaining activity that enhances the quality of life for elderly individuals. According to NHK WORLD-JAPAN (2022b), the immersive virtual environment experienced through VR tourism can significantly motivate elderly individuals to engage more in physical therapy. This motivation aims to bolster their physical strength, empowering them to travel independently in real life. VR tours enable them to lead vibrant and joyful lives, particularly benefiting those elderly individuals with health limitations, mobility issues, or time constraints due to caring for their grandchildren. This technology breaks barriers to travel, allowing them to explore the world once again, reminiscent of their youthful days. VR tours contribute significantly to the emotional and psychological rehabilitation of elderly.

These aspects contribute to the emotional and psychological rehabilitation of the elderly, encouraging them to lead more colorful and vibrant lives. This, in turn, prompts them to engage in more conversations with others due to the excitement derived from exploring through VR. Moreover, VR assists the elderly and general patients dealing with memory loss by allowing them to revisit familiar places. This helps in reliving cherished memories and contributes positively to their overall well-being (NHK WORLD-JAPAN (2022b; Yenbutra, n.d.).

For Thailand, the use of VR technology is still in its early stages (Ruangsuphadech, 2022), especially among the Thai elderly. This might be due to concerns from various parties regarding the rapid movements in VR, which might not be considered suitable for the elderly (Srifar, 2019). However, with proper assistance and guidance on how to use VR headsets, along with support while using them, elderly individuals can certainly choose content types that offer diverse benefits tailored to their individual needs. For instance, they can engage in exercise routines, embark on virtual tours, or participate in physical and mental health rehabilitation exercises (Yenbutra, n.d.; NHK WORLD-JAPAN, 2022b; 2023).

2.2 Acceptance of Digital Media Technology Among the Elderly

The unfamiliarity that the elderly experience with wearing VR headsets is similar to their initial unfamiliarity with using computers. This is due to the fact that seniors did not grow up with such technology and may not feel connected to modern technological advancements (Blažič & Blažič, 2018). In general, the elderly are newcomers to use digital media and may lack confidence in their capabilities. Their uncertainty stems from their unfamiliarity with the device, as they fear causing damage or are concerned about making mistakes while using it (Castilla et al., 2018). Miwa et al. (2017) and Blažič & Blažič (2018), however, explain that reducing anxiety and unfamiliarity in accessing and using media can happen when the elderly undergo digital technology skills training employing enjoyable and gradual teaching approaches. This method fosters interest, enjoyment, and a motivation for the elderly to enhance their skills, thereby boosting confidence and fostering a sense of belonging with technology. Hence, embracing and cultivating digital technology skills necessitates a time investment.

Elderly individuals are adaptable, and a crucial aspect influencing their decision to engage with digital media is their willingness to embrace and utilize new technology. Their motivation to use digital media more extensively is propelled by a desire to avoid appearing outdated (Morrison & Barnett, n.d.). In addition, Dogruel, Joeckel, & Bowman (2015), in their study on the behavior and intentions of elderly media users regarding entertainment media such as 3D movies and computer games, further elaborates that the primary reason the elderly is inclined to embrace and utilize new media technology is the enjoyment and pleasure derived from it. The primary condition influencing their media preferences is the ease of use, particularly when it comes to activities like playing games on smartphones or computers, which are not overly complex to operate. The elderly's acceptance and utilization of new media technology are associated with several different factors, such as the following:

- Demographic characteristics like age, education, and income significantly influence the elderly's acceptance and utilization of new media technology. Typically, younger elderly show a greater inclination towards accessing and using new media compared to their older counterparts (Hunsaker & Hargittai, 2018).
- The fear of technology, encompassing concerns regarding its complexity in usage and security, can significantly influence the acceptance and adoption of new media technology (Yang, Dou, & Han, 2017).
- Previous experiences and technological expertise, like prior computer usage, make it easier for individuals with basic digital experience to understand technology compared to those without such experience (Castilla et al., 2018).
- Recognizing their potential and ability to improve is crucial. When the elderly have continuous learning opportunities and regularly use devices with available assistance, their technology skills are likely to progress. As a result, they become less hesitant and more confident (Castilla et al., 2018).

Based on the review above, it can be concluded that the elderly are adaptable individuals, even though they initially feel unfamiliar and hesitant toward new technology. As they become aware of its features and benefits through enjoyable and gradual training sessions, their familiarity and skills with new media technology, including VR usage, gradually improve.

3. Methodology

This pilot research was conducted through qualitative research via in-depth interviews. The study targeted Thai individuals aged 60 and above residing in Bangkok. For the number of research participants, Sutheewasinnon, and Pasunon (2016) explain that qualitative research does not have strict criteria for determining the number of research participants, but consideration should be given to the data saturation. The number of interviewees may range from approximately 5 to 30 people (Nastasi and Schensul, 2005, as cited in Sutheewasinnon & Pasunon, 2016). Additionally, considering the convenience of elderly participants in providing interview information, therefore, this pilot research has selected a total of 10 interviewees. Remarkably, some of them are still actively engaged in work. The demographic characteristics of the interviewees are summarized in Table 1. Subsequently, the data collected from these interviews underwent qualitative analysis to derive essential insights and summarize key findings.

Table 1

The details of the interviewees' demographics

No.	Age	Gender	Occupation
1	61 years old	female	housewife (no.1)
2	62 years old	female	housewife (no.2)
3	65 years old	male	farmer
4	67 years old	male	teacher
5	69 years old	female	researcher
6	70 years old	male	merchant
7	72 years old	male	retired civil servant
8	73 years old	male	former soldier
9	74 years old	female	former private company manager
10	79 years old	male	lathe factory owner

4. Results

Here is a summary of the key findings from the research, covering four main issues:

4.1 The Elderly Have Encountered VR Headsets through Various Forms of Media

The elderly have encountered VR headsets through television advertisements, international documentaries, technology news, cartoons, as well as via social media platforms like Google, and during events held in shopping malls. However, they are unfamiliar with the name of this device and often mistake the VR headset for binoculars or a kaleidoscope.

> *"I've seen it in powdered milk commercials on TV." (61 years old, female, housewife1)*
>
> *"I've encountered it in cartoons, kept up with it through technology news, and researched it on Google." (67 years old, male, teacher)*
>
> *"Yes, I think it's a box with paper inside, wrapped in colored paper. When you look at it, you'll see a star image." (74 years old, female, former private company manager)*

In terms of benefits and usage, they are aware that VR headsets display three-dimensional images and can be used for gaming, watching movies, or exploring natural scenery. They also recognize its potential use in sports-related activities. However, they remain unaware of the other potential benefits offered by VR headsets.

> *"It's the glasses for watching movies could potentially be used for immersive VR experiences in sports." (65 years old, male, farmer)*
>
> *"I knew I could play virtual reality games with these glasses, but I didn't know they were called VR." (70 years old, male, merchant.)*

4.2 While Interested in Trying VR, The Elderly Likely Won't Purchase

Research results have shown that the elderly perceive VR headsets as a new medium that simulates more realistic images, which can offer both benefits and risks. They still fear darkness caused by the opaque nature of VR headsets. Interesting in trying VR headsets among elderly individuals varies, with some being interested, while others are indifferent due to reasons such as perceived lack of relevance, knowledge, and complexity. However, for the elderly who are interested in trying VR headsets, it's because they want to understand their functionalities and are also interested in understanding technological advancements, including artificial intelligence (AI) and VR. Additionally, they view VR as a conversation topic or a way to showcase their ability to keep up with the times despite aging.

"I want to try it once so I can talk about it with others, saying that I've tried or used it before. I am a modern person." (73 years old, male, former soldier)

"I'd like to give it a try and see how it is, just for the experience. Then I can go elsewhere and tell my friends like 'Hey, my son bought these glasses for me to play with!'." (79 years old, male, lathe factory owner)

"I'm hesitant. I'm afraid it might be dark, and I'm unsure of what I'll see when I wear them due to the opaque nature of the headsets." (62 years old, female, housewife2)

Although the elderly are interested in entering the world of VR, they probably won't purchase VR headsets due to concerns about eye problems, fear of financial wastage, and worries about the complexity of usage. They regard VR as merely an alternative medium that holds no significance and is unnecessary for them, preferring familiar media like smartphones and televisions for daily entertainment and news access, however they may envision using VR as they age, particularly for virtual tourism experiences.

"I don't want to waste money on it. The TV offers everything you need to watch. Why would you want to watch in VR?" (79 years old, male, lathe factory owner)

"I'm curious to try it out, but I won't buy it because I don't personally see a need for it in my life." (61 years old, female, housewife1)

"Everything involves risk. It's essential to try things firsthand and learn whenever possible. Personally, if I'm over 75, I might have to depend on VR for travel." (69 years old, female, researcher)

4.3 The Elderly is Open-Minded and Accepting of VR

Regarding the acceptance of VR media technology among the elderly, it can be summarized that the desire to know, the willingness to try, and the feeling that it might be enjoyable, exciting, and novel, as well as an existing interest in technology, contribute to making the elderly more open-minded and accepting.

"The point is the interesting." (72 years old, male, retired civil servant)

"Enjoyable and exciting to learn about the development of technology." (67 years old, male, teacher)

"What opens our minds is our desire to explore new technology and innovation."
(70 years old, male, merchant.)

The elderly individuals perceive using VR headsets similarly to their initial introduction to smartphones, where they required guidance and a chance to try the device first. Moreover, the elderly highlight several reasons that support their willingness to try using VR media. These include having a patient instructor who explains step by step, the opportunity for device trials, support from grandchildren, easy-to-use devices, assistance in case of malfunctions, affordable pricing, and recognizing the benefits of VR for travel information and health. However, due to increased age-related limitations in processing, understanding, and memory retention, they fear that using VR headsets might be challenging for them.

"Curiosity and supportive teaching aid in opening minds, but I'm worried about the complexity of VR and the elderly's ability to receive, comprehend, and remember information as effectively as younger individuals." (73 years old, male, former soldier)

4.4 Variables Involved VR Usage Among the Elderly

The elderly individuals believe they can engage with VR media if they possess enthusiasm, curiosity, interest, and dedication toward it. They emphasize that age and educational level do not hinder VR usage, as it relies on interest and continuous learning, not restricted by age. They also acknowledge that the elderly phase provides sufficient time and financial resources for exploring VR usage.

> *"Sure, elderly people can use it because there's no age limit to learn." (72 years old, male, retired civil servant)*
>
> *"It depends on our preferences and curiosity." (67 years old, male, teacher)*
>
> *"Yes, at their age, the elderly have both time and money." (65 years old, male, farmer)*

However, they stress the need for cautious consideration due to the high cost associated with VR headsets. Conversely, the elderly believe they aren't well-suited for learning extremely new technologies due to concerns about prolonged screen viewing and fear of complex technology, perceiving themselves as too old to adapt to such advancements. They also consider the difficulty in usage, which depends on their prior familiarity with smartphones and computers. Furthermore, their interest and willingness to try new things also play a role.

> *"Age isn't a problem. The main concern probably relates to the eyes, especially if I have to look at VR screen for an extended period." (61 years old, female, housewife1)*

In terms of income, the elderly perceive VR as a part of expensive new-age technology, posing a challenge for them. Many lack work incomes and prefer not to burden their families with device purchases. However, some elderly consider themselves financially stable in their senior years and capable of affording VR headsets if they desire. Nevertheless, they're unsure about the need to pay for memberships or add funds for accessing more content. Consequently, they require a thorough study and evaluation of the value before making a purchase.

> *"Age and education aren't barriers because it's our choice. However, income may be a factor. Will there be additional charges? Do I need a membership? How do I operate it? So, I need to study first and put in effort." (69 years old, female, researcher)*

Previous experience with digital media technology, like smartphones and computers using, has motivated elderly individuals to contemplate using VR. This familiarity has increased their comfort with technology, leading them to believe that seniors can learn to use VR without much difficulty, akin to the initial challenges experienced when learning to use smartphones.

> *"Partly because it helps you become more familiar with technology, and VR is no exception." (61 years old, female, housewife1)*
>
> *"There is a part where it's seen as gradually learning new technology, similar to practicing using a smartphone." (65 years old, male, farmer)*

Regarding their perception of technological capabilities, the elderly believe that with an interest and patient instructors who teach in an understandable manner, they can develop skills in using technology and VR headsets. Initially, some might face varying degrees of difficulty due to their unfamiliarity with the usage.

5. Discussion

This research presents a comprehensive discussion of the results with the following details:

5.1 Thai Elderly Have Seen VR Headsets but Are Unsure of What They Are Called

The research findings indicate that the elderly individuals are unaware of what this device is called. Nevertheless, half of them have encountered VR headsets through television, online media, or at events. While some are familiar with the fundamental features of VR, others are not. This might be attributed to the possibility that many Thai people, if not part of the technology enthusiast group, might not comprehend what VR media entails (Ariphemphorn, 2017). Furthermore, VR headset are expensive when compared to the cost of living in Thailand. Therefore, the use of VR in Thailand is still in its early stages (Ruangsuphadech, 2022).

5.2 Elderly Content with Smartphones and TVs, yet They Remain Open to Trying VR

The research results on VR usage found that elderly individuals, in general, show interest in trying VR headsets due to their curiosity and desire to explore, as it provides them with conversation topics. Moreover, some individuals have a pre-existing interest in AI and VR. The research findings align with the explanation of Morrison & Barnett (n.d.) that the elderly are adaptive individuals who are enthusiastic and eager to learn and seek new knowledge in technology.

Despite research findings indicating that certain elderly individuals show interest in trying VR headsets and might contemplate using VR as they age, they currently perceive VR as an optional medium rather than a necessity. They express contentment with using familiar devices like smartphones and televisions in their daily lives, given these devices offer abundant access to entertainment and various information sources. This indicates that the primary factors influencing the media choices of the elderly are the utility and benefits provided by the media (Yang, Dou, & Han, 2017). What encourages acceptance and usage of digital media technology is its user-friendly nature (Dogruel, Joeckel, & Bowman, 2015). Furthermore, since the elderly did not grow up alongside digital technology from the start, their acceptance of digital media technology often requires time to become familiar with it (Blažič & Blažič, 2018).

Furthermore, from the analysis of the research findings, it was discovered that the elderly may not fully comprehend the benefits of VR media for themselves. Therefore, applying similar principles to those of general digital media technology, it's crucial for VR to raise awareness about the features, benefits, and appropriate usage of media tailored for seniors. This should be done through teaching methods that are easy to comprehend and do not skip steps (Castilla et al., 2018). Additionally, it is crucial to cultivate a positive attitude towards VR media among the elderly, emphasizing its usefulness if used creatively (Yenbutra, n.d.), for instance; engaging in exercise, muscle recovery, physical therapy, or tourism through VR applications. (Yenbutra, n.d.; NHK WORLD-JAPAN, 2022b; 2023)

Additionally, from the analysis of interview results, it was found that variables contributing to the elderly's reluctance to embrace VR technology include various fears, such as the fear of using unfamiliar devices, fear of darkness, and concern that their ability to receive, understand, and memorize information might diminish. This coincides with the research findings of Castilla et al. (2018), revealing that during training sessions, the elderly fear that they might appear foolish if they can't perform as well as others and are worried about damaging digital devices. However, this research finding indicates that despite their fears, elderly individuals, when guided by patient and kind instructors who teach in an easily understandable manner, are willing to open up and believe that they can enhance their learning skills using VR. This is because they are already familiar with using smartphones and believe that trying VR isn't much different from learning to use a smartphone. This corresponds with the findings of Dogruel, Joeckel, & Bowman (2015), whose research delved into the technology acceptance model among the elderly, revealing that their adoption and utilization of technology correlate with four key factors: demographics and society, fear of technology, experience and technological expertise, and self-perception of their own capabilities.

5.3 Contributing to the Elderly's Openness and Acceptance of VR

From the research findings, it was discovered that the reasons contributing to the elderly's openness and acceptance towards VR can be categorized into two main groups: internal and external.

5.3.1 Internal reasons are those originating from the elderly individuals themselves. These include feelings of enjoyment, curiosity, excitement, novelty, interest in technology, prior experiences using smartphones or computers, as well as the perception and understanding of the benefits of VR content to themselves. This finding aligns with the description of Dogruel, Joeckel, & Bowman (2015) that the primary reasons the elderly accept and use technology is the enjoyment and pleasure they derive from it. Additionally, Castilla et al. (2018) explain further that the elements such as interest, continuous learning, and usage can contribute to the development of digital media knowledge and skills.

The research findings suggest that the previous experience of using computers or smartphones among the elderly contributes to their increased familiarity with VR media. This finding closely aligns with the conclusions drawn by Dogruel, Joeckel, & Bowman (2015), which explain how experience and technological expertise significantly influence the acceptance of technology among the elderly. Individuals with prior experience in using digital media tend to understand various technologies more easily compared to those without experience (Castilla et al., 2018). Moreover, they are adept at using digital media efficiently, as it becomes a common aspect of their daily lives (Tyler, Simic, & De George-Walker, 2018).

Additionally, the development of technological skills among the elderly stems from their self-perception of abilities and the perceived benefits of technology, which requires time (Blažič & Blažič, 2018). This can be observed in the case of the Japanese elderly individuals who acquired information about VR and engaged in physical therapy under the guidance of physical therapists teaching them how to use VR headset, posture techniques, and ensuring their safety. Consequently, elderly patients felt more comfortable, confident, and experienced better physical recovery (NHK WORLD-JAPAN, 2022a). Hence, promoting awareness and understanding of the benefits of VR media to foster a positive attitude towards VR may also encourage Thai elderly individuals to become more open and accepting of VR.

The research results reveal that the elderly individuals are open-minded about trying VR headsets, believing enthusiasm and interest enable engagement regardless of age or education level. However, an underlying issue with advanced age relates to eye health and a fear of complex technology. Thus, the inclination towards using VR media among the elderly might parallel the conclusions drawn by Dogruel, Joeckel, & Bowman (2015), indicating that the younger elderly tend to engage more extensively with digital technology and exhibit enhanced digital skills compared to older age groups. This discrepancy might stem from the fact that older individuals are more concerned about the complexity of technology usage (Yang, Dou, & Han, 2017).

5.3.2 External reasons highlighted by this research, which can support the elderly in becoming more accepting of VR, include having instructors who are kind and patient, having individuals available to provide assistance, such as grandchildren, and having access to free device for the elderly to try out. This research finding aligns with the findings of Blažič & Blažič (2018), summarizing that enjoyable and interactive training helps attract interest, increase opportunities for accessing technology, and build confidence in the elderly to use it. According to Loureiro, & Barbas (2014) and Morrison, & Barnett, (n.d.), initially, elderly individuals might experience worry and lack confidence when introduced to new technology. However, with continuous support and training, they gradually develop their skills, leading to a decrease in their worries. Consequently, they evolve into proficient users of digital media, ultimately deriving expected happiness from using such technology.

Furthermore, regarding teaching elderly individuals to use VR technology, the findings from Castilla et al. (2018) regarding digital media studies can be applied. They suggest that teaching methods should be adjusted to align with the elderly's learning experiences. It's recommended to use a linear model, explaining step-by-step usage to make it easier for the elderly to comprehend. Moreover, Comunello, et al. (2015) additionally proposed that a crucial aspect of elderly learning is their personal network, such as family members. These individuals often act as valuable sources of assistance for the elderly when they encounter difficulties in using technology.

From the presentation above, it's evident that while the elderly individuals are interested in learning to use VR headset, they are hesitant to purchase due to concerns about potential financial wastage, fear of eye problems, and worries about complexity in using the device. These concerns are closely aligned with the findings of Yang, Dou, & Han (2017), which highlighted that certain elderly individuals refrain from using digital media due to financial constraints, intellectual learning, physical health, as well as worries regarding safety and the complexity of usage.

6. Conclusion

VR is considered an alternative medium from the perspective of Thai elderly individuals because it is not essential for them. Alongside this, they remain satisfied with using smartphones and televisions, familiar media that offer easy access to entertainment and information. The elderly fear complex technology. They worry about their ability to process information effectively not being as good as that of younger people. Nevertheless, they are open-minded and willing to learn and try using VR headset. From the analysis of the research findings, it was observed that the reasons for the willingness of Thai elderly individuals to accept VR can be categorized into two main groups. The internal group relates to the elderly themselves, including enjoyment, interest in technology, curiosity to explore, previous experiences with digital media, and awareness of the benefits of VR. The external group involves instructors teaching elderly-appropriate usage methods, promoting VR benefits for the elderly, offering user-friendly devices, and providing VR headset support to alleviate financial burdens.

7. Limitations and Recommendations for Future Research Studies

The current pilot research collected data through in-depth interviews with elderly individuals in Bangkok. Therefore, the research outcomes may not encompass the experiences of the elderly in other provinces. Hence, for future research endeavors, it is advisable to consider collecting data from various provinces and increasing the number of participants. In addition, conducting survey research along with allowing elderly people to try out VR headset to study satisfaction, needs, and effects of using VR among Thai elderly may help make the research results comprehensive, clear, and enabling better utilization.

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Sustainability Communication in the Hotel Industry: a Study of Bangkok Hotel Websites

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Abstract

The objectives of this research were 1.to study whether hotels in Bangkok communicate sustainability practices on their websites, 2. to study the extent and characteristics of sustainability practices that hotels in Bangkok communicate on their websites. A qualitative research was employed and desk research was applied for this study. The population were the websites of hotels located in Bangkok. Stratified and convenience random sampling was applied and the samples were divided into three categories: 3-star, 4-star and 5-star hotels. Within each category, the samples were further divided into sub-categories based on the following management styles: independent, Thai chain management, and international chain management hotels. Data were collected from the websites of hotels by online searches with Google.com and hotel websites from December 2023 to February 2024. The results revealed that websites of 5-star international chain management hotels provided the most sustainability communication information to the public, followed by 5-star Thai chain management hotels and 4-star Thai chain management hotels. The independent hotels, whether they were 3-star, 4-star or 5-star hotels, mostly did not communicate sustainability content on their websites. Most sustainability content on the websites was under a 'sustainability' heading followed by 'CSR'. The sustainability content related to environmental activities that led to cost reductions were communicated the most. For social activities, there were community related projects. Both environmental and social projects that were communicated tended to be more diverse and involved more stakeholders than in the previous decade. Through the findings, both supply side and demand side stakeholders in the hotel industry can better understand, through their communications via their websites, what types of sustainability activities were normally conducted by which category of hotels, and what actions need to be done in order to improve the sustainability communication.

Keywords: Corporate Social Responsibility; ESG; Sustainability Communication; Hotel Industry; Thailand tourism

1. Introduction

The tourism industry has long been a major foreign income earner for Thailand. Before the COVID-19 pandemic, tourism and the hotel industry in Thailand had been on an upturn and the statistics on tourist arrivals were promising. In 2019, the number of international tourist arrivals was 39.9 million and the international tourist receipts were 1.91 trillion THB. Tourism has not only brought economic benefits, but also has an environmental impact that burdens the local ecological system. The consumption of natural resources by tourists leads to environmental deterioration at tourist destinations. The tourism industry has also been recognized as one of the major producers of greenhouse gases, which is a cause of global warming (Scott, Peeters & Gossling, 2010). Prior to the COVID 19 pandemic, one of the major global business trends was to conduct corporate social responsibility (CSR) activities. Several research articles discussed how hotel and tourism businesses implemented CSR activities (Lee & Shin, 2009; Robinot & Giannelloni, 2010; Grobois, 2012) including hotels in Thailand (Sangmanee, 2020). Due to the increasing impact of global warming and climate change, the practices of sustainability and

CSR have continued to be significant issues in the hotel business, particularly for international hotel brands in order to stay competitive in the global tourism market. After the COVID-19 pandemic, the term ESG or Environment, Social and Governance has become more prevalent in both the public and private sectors in Thailand and has gradually been introduced in the hotel business. Up to the present, research on hotels' CSR in the past often conducted with international and large hotels (Lee & Shin, 2009, Grobois, 2012, Pend et al., 2013) and more recent research found that CSR requirement tended to be an obstacle of smaller hotels due to the high investment, staff training and monitoring system (Sangmanee, 2020). There is no research on how Thai hotels practice sustainability activities and communicate them to the public. This researcher is interested in exploring whether hotel businesses in Thailand adopt sustainability practices in their hotel operations through the study of sustainability content on hotel websites.

The objectives of this research are as follows: 1. to study whether 3, 4 and 5-star hotels in Bangkok communicate their sustainability practices on their websites 2. to study the types and characteristics of sustainability practices that 3, 4 and 5-star hotels in Bangkok communicate on their websites.

2. Literature review

Before the COVID-19 pandemic, there were several research articles and publications that discussed the trends in tourism and hospitality businesses, such as sustainability, accessibility for all (Muller, 2019), and responsible tourism (Singjai, Winata and Kummer,2017). Post COVID 19, some global trends have changed due to the impact of the worldwide pandemic including a 'new normal' for living, working and travelling (Siteminder,2023). However, sustainability has remained an important issue to which most countries are committed.

2.1 Sustainability Development, CSR and ESG

Sustainable development was defined by WCED as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs" (WCED,1987, p.43). In 2015, the United Nations proposed SDGs or 2030 Global Goals, which were a universal call to action to end poverty, protect the planet and improve the lives and prospects of everyone, everywhere. They were adopted by 193 countries in 2015 as part of the 2030 Agenda for Sustainable Development (UNDP,2024). For Thailand, the National Tourism Development Plan 2023-2027 has placed significance on sustainable tourism development to achieve Sustainable Development Goals (SDGs). Thai government encourages all parties including the hotel industry to work together in order to achieve these goals.

Corporate social responsibility

Corporate social responsibility (CSR) is defined as the continuing commitment by business to behave ethically and contribute to economic development while improving the quality of life of the workforce and their families as well as the local community and society at large (WBCSD,1999 in Grosbois, 2012). In the hotel sector, CSR was first implemented in the late 1990s by international hotel corporations (European Cities Marketing, 2014). According to European Cities Marketing (2014), CSR measures for tourism business comprise the responsible use of natural and cultural resources; the minimization of pollution and waste; the conservation of landscapes, biodiversity and cultural heritage; fair and responsible treatment of employees, suppliers and guests; fair use of local products and services as well as involvement and cooperation with local communities so as to improve the quality of life of local people.

Environmental, social, governance

Environmental, Social, and Governance (ESG) is a framework that helps stakeholders to understand how an organization manages risks and opportunities related to environment, social, and governance criteria. ESG is also a management and analysis framework to understand and measure how sustainably an organization is operating (Peterdy,2023). The terms used for the sustainability practices of hotels may differ and include sustainability policy, sustainability information, CSR, and ESG.

Hotel CSR characteristics

Grosbois (2012) evaluated CSR reporting practice among the largest 150 hotel companies in the world. It demonstrated that while a large number of companies report commitment to CSR goals, a much smaller number provide details of specific initiatives undertaken to contribute to these goals and even fewer report actual performance. Chubchuwong (2017) summarized the CSR practices of international chain hotels in Table 1.

Table 1

CSR practices of International Hotels

Author	Grobois (2012)	
Topic	Most Popular Environmental Goals That Top Hotels are Committed to	
Finding	CSR Goal	No. of companies committed to
	Waste reduction and recycling	43 companies
	Energy conservation	42 companies
	Water conservation	40 companies
	Mitigation of climate change	27 companies
Author	Levy & Park (2011)	
Topic	Survey on Executives in the US Lodging Industry	
Finding	Most important environmental practices are energy, waste, and water management Greatest benefits of CSR are cost savings and branding-related outcomes	
Author	Peng et al. (2013)	
Topic	Most Common CSR Characteristics of Top Chinese Hotel Companies	
Finding	Most common are charitable donations, volunteer activities, green hotel practices and the reduction of energy consumption Second most common are providing accommodation and support for governmental activities Third most common are responsibility towards the community and society, the environment, employees, governments and customers, suppliers, competitors and creditors	

It can be seen that between 2011 and 2013, the CSR of international hotel companies focused on environmental activities, followed by social activities.

2.2 Consumer behaviors and expectations

Dwyer, Edwards, Mistilis, Roman & Scott (2009) found that consumers particularly in developing countries, had an increased social and environmental consciousness and sought authentic tourism experience, and that affluent consumers were turning to ethical consumption. Brunk (2010) studied a consumer perspective of corporate ethics (CPEs) and categorized the origins of CPEs into six areas i.e. consumers, employees, environment, overseas community, local community and economy and business community. Lee & Shin (2009) tested the relationship between the consumers of CSR activities and purchase intention. The results revealed that there was a positive relationship between consumer awareness of CSR activities and consumer purchase intention.

2.3 Research about green hotels during 2017-2023

Chubchuwong (2021)'s study on online hotel room booking behaviors and preferences revealed ten important factors for customers when checking hotel websites to make room reservations. This research revealed that 'green' or sustainable practices of hotels were not mentioned as an influential factor among the respondents when deciding to book online direct with hotels. Singjai, Winata and Kummer (2017) studied the benefits from the adoption of a pro-environment or green strategy (PES) in the hotel industry in Thailand. The study showed that PES strongly influenced environmental performance in terms of utility consumption, waste management and environmental risk management, which led to the improvement of the organizational competitive advantage in terms of cost competitiveness and differentiation. The results showed that several benefits could arise from the implementation of green strategies in the hotel industry. Sangmanee (2020) studied the perspective and challenges of green hotels in Thailand. The results indicated major challenges in green hotel transition including a high investment in resource consumption and energy efficiency systems, staff straining, monitoring processes, and lack of government support, which creates uncertainty. It was also found that customers are mainly concerned about the price and hotel location. It was also found that education level was the only factor that correlated with the decision to stay at a green hotel.

The above studies indicated that general leisure travelers do not place importance on purchasing trips with socially and environmentally responsible hotel brands. Value for money and location were still the priority. For the supply side, studies indicate that green hotels could influence cost competitiveness and differentiation competitiveness as it requires high investment cost, which is a challenge for small and medium- sized hotels.

2.4 Hotels in Bangkok

In 2021 there were 30,800 hotels in Thailand, and 1,289 hotels were located in Bangkok with 0.1% of hotels with foreign investment (National Statistical Office 2021). Based on the current online literature review, there are 60 international hotel chain brands in Thailand (Reservations.com, 2024). Majority are 5-star hotels followed by 4-star hotels, and less are in 3-star hotels. There are 23 domestic hotel groups and hotel chains (ThaiWebsites.com, 2024). Majority are 5-star hotels followed by 4- star and 3-star hotels respectively.

In this study, samples of hotels were classified by management style and level of service. For management styles, hotels are categorized based on independent management and hotel chain management. Thai, independent hotels refer to hotels that are owned by Thais and are managed independently while hotel chain management refers to hotels which are managed by a hotel management company with a management company brand. Hotel chains in this study can be further divided into international brands (where their headquarters are based overseas) and Thai brands (where the headquarters are in Thailand). According to Chubchuwong (2024), the level of service can be classified into four levels i.e. luxury, deluxe or 5-star hotels, superior or 4-star hotels, mid-market (tourist class) or 3-star hotels and budget, economy or 2-star hotels.

3.Methodology

A qualitative research approach was employed to explore how hotels communicate their sustainability practices on their websites. The researcher applied desk research for this study. The research questions were as follows: section 1) profile of hotels: management style, level of service (star), section 2) hotel websites had sustainable headings or had links to their corporates' sustainability section, what kind of words or terms were used to communicate their sustainability practices to the public on hotel websites or on corporate websites, and what types and characteristics of sustainability practices did they communicate? Regarding the instrument used, an excel table was created, and coding were used, where the answers were inserted, coded, and tabulated categorically, so that the analysis of results could be derived meaningfully.

Population and data collection

The population of this study was websites of hotels located in Bangkok. Stratified and convenience random sampling was applied. The samples were divided into three categories i.e. 3-star, 4-star and 5-star hotels, 20 hotels for each category. Each category was further divided based on the management styles into independent hotels, Thai chain management and international chain management hotels. Data were collected from the websites of hotels based on proportion of hotel management styles and on convenient basis by online searches using Google.com and hotel brand websites between December 2023 and February 2024.

Result analysis

The constant comparative method of Creswell (2007) was applied whereby answers were categorized into groups with similar content. Within each category, the common properties of sub-categories were listed, and the data were dimensionalized.

4. Research results

In this research, 60 websites of hotels in Bangkok were used as samples with 20 websites of 5-star hotels, 20 websites of 4-star hotels and 20 websites of 3-star hotels. Table 2. shows the summary of sustainability practices which were communicated on the websites of 5-star hotels.

Out of 20 hotels, 11 hotels communicated about sustainability on their own websites or on their corporate websites. Eight hotels used the terms '*sustainability*' or '*sustainability policy*', two hotels used the term '*corporate social responsibility*' and one hotel used the term '*environmental practice*'. For the ten international chain management hotels, it was found that three hotels did not provide any content about sustainability on their websites nor had links to their corporate websites. Seven hotels in this group which had sustainability content. One had no sustainability communication on their own website but had a link to sustainability practices on their corporate website. For the hotels that had sustainability content, only two hotels had 'governance' in the content. The rest had only environmental and social practices. In terms of the extent of the content, three hotels practiced four levels i.e. level 1, employ sustainability policies; level 2, conduct sustainability activities; level 3, set sustainable goals, and level 4 measure and report sustainability results.

The sample of sustainable messages found in the 5-star international hotel website are such as Banyan Tree Bangkok "*sustainability vision is holistic, encompassing environmental protection, community enrichment, and a forward-thinking responsibility that seeks to redefine the role of businesses in today's world*"

Environment messages. "*Recognising the symbiotic relationship between tourism and nature, Banyan Tree champions conservation efforts to ensure the environment's wellbeing. The hotel has taken serious steps to monitor and optimise energy consumption, emissions, and waste management, with practices dating back to 2006*".

Social messages*, "For community we actively work to create intrinsic value for the community by empowering them through job creation, education, supporting artisanal cooperatives, community impact initiatives, humanitarian relief, and connecting travellers to local culture and heritage. Through initiatives such as the Seedling Project, over the past two decades, the hotel has sponsored over 60 students for educational support"*

Mandarin Oriental Hotel, for governance*, "Place great emphasis on growing talent and supporting diversity and inclusion throughout workforce, example. 2 female senior managers partook in a leadership program".* Table 2. Showed the sustainability communication of 5-star hotel websites.

Table 2
Sustainability communication of 5-star hotel websites

No.	Stars	Hotel type	Link to Corporate website	Hotel website	Heading	E (Env.)	S (Social)	G (Gov.)	Description/ Policy	Action/ Activities	Goals	Measurement/ reporting
1	5	Int'l chain	N	N								
2	5	Int'l chain	N	y	sustainability information	Y				Y	Y	
3	5	Int'l chain	Y	Y	sustainability commitment	Y	Y		Y	Y	Y	Y
4	5	Int'l chain	N	Y	sustainability	Y	Y		Y	Y	Y	Y
5	5	Int'l chain	Y	N	sustainability	Y	Y	Y	Y	y	Y	
6	5	Int'l chain	N	Y	corporate social responsibility	Y	Y			Y		
7	5	Int'l chain	N	Y	environmental practices	Y			Y	Y		
8	5	Int'l chain	Y	Y	corporate social responsibility	Y	Y		Y	Y	Y	Y
9	5	Int'l chain	N	N	N							
10	5	Int'l chain	N	N	N							
11	5	Thai chain	N	N	N							
12	5	Thai chain	Y	Y	sustainability	Y	Y	Y	Y	Y	Y	Y
13	5	Thai chain	Y	N	sustainability	Y	Y	y	Y	Y	Y	Y
14	5	Thai chain	Y	N	sustainability	Y				Y		
15	5	Thai chain		Y	sustainability policy	Y			Y			
16	5	Independent hotel		Y		Y				Y		
17	5	Independent hotel		N								
18	5	Independent hotel		N								
19	5	Independent hotel		N								
20	5	Independent hotel		N								

Note: Y = Have, N = Not have

There were five Thai chain management hotels in this study. Four of them had some information on sustainability practices, either on their own websites or through links to their corporate websites. Three out of four hotels had content about the environment and two hotels had content about social practices. Only one hotel had content about ‘governance’. In terms of the level of practice, two out of four hotels had information up to level 4 measurement or reporting.

There were five Thai independent hotels. Four out of five hotels did not have any content about sustainability practices on their websites. There was one hotel that had no sustainability content but had information about ‘Premier Sustainable Rooms’ on the website. There were 12 rooms in this category. These rooms were considered to be ‘sustainable’ because they employed water and energy saving equipment, used organic detergents and offered local products in the minibar.

'Governance' was not mentioned in the content of the 5-star Thai independent hotels. The types and characteristics of sustainability content of 5-star hotels could be summarized and listed in accordance with the most-frequently written statements and classified into three areas i.e. environment, social and governance. The details are shown in Table 3.

Goal setting

Sustainability goal setting and reporting were mostly included by international chain and Thai chain management hotel websites. Examples of goal setting include an annual target of a 5% reduction in energy emissions; water and waste are measured based on prior year performance; carbon footprint (kg. per room night), water footprint (liters per room night); emission cuts on own-managed properties (%) and on franchised properties (%).

Table 3

Summary of sustainability content of 5-star hotels

Environmental contents	Social contents	Governance contents
- Energy consumption and conservation -Water conservation, water management -Waste management -Reduce emission /reduce carbon footprint -Reduce single use plastic -Electric car charging -Guest room recycling Responsible purchasing -Use biodegradable products -Promote sustainability sourced food -Purchase organic food -Local product, locally sourced ingredients Ad-hoc program -Green day program, -Home grown planting on earth day -Protect coral reef, -Funding wildlife ranger	-Job creation -Support artisanal, cooperatives -Support local procurement Ad-hoc project -One child, one gift on National Children Day -Community support heroes -Donate money from hotel booking to foundation	-Produce sustainability report -Human right policy -Supplier code of conduct -Empower eco team -Emphasis on growing talent -Support diversity and inclusion policy i.e. women leadership

For the 4-star hotels, Table 4. presents 20 hotels which were categorized into three groups i.e. four international chain management hotels, six Thai chain management hotels, and ten Thai independent hotels. Three hotels used the term '*sustainability'*, one hotel used both '*sustainability'* and *'corporate governance'*; one hotel used '*corporate social responsibilities'* and one hotel used the phrase '*u make a difference'*. Table 4. presents the sustainability communication of 4-star hotel websites.

Table 4
Sustainability communication of 4-star hotel websites

No.	Stars	Hotel type	Link to Corporate website	Hotel website	Heading	E (Env.)	S (Social)	G (Gov.)	Description/ Policy	Action/ Activities	Goals	Measurement/ reporting
21	4	Int'l chain	N	N								
22	4	Int'l chain	N	N								
23	4	Int'l chain	N	N								
24	4	Int'l chain	N	N								
25	4	Thai chain	Y	N	sustainability and corporate governance	Y	Y	Y	Y	Y	Y	
26	4	Thai chain	Y	N	sustainability	Y			Y			
27	4	Thai chain	Y	N	corporate social responsibility	Y	Y	Y	Y	Y		
28	4	Thai chain	Y	N	U make a difference		Y		Y	Y		
29	4	Thai chain	N	N								
30	4	Thai chain	N	N								
31	4	Independent hotel		N								
32	4	Independent hotel		N								
33	4	Independent hotel		N								
34	4	Independent hotel		N								
35	4	Independent hotel		N								
36	4	Independent hotel		N								
37	4	Independent hotel		Y	sustaining	Y	Y		Y	Y		
38	4	Independent hotel		N								
39	4	Independent hotel		N								
40	4	Independent hotel		Y	sustainability	Y		Y	Y	Y	Y	

Note: Y= Have, N = Not have

There were four international chain hotels. None of them had sustainability content on their websites nor had links to ‘sustainability’ content on their corporate websites, which contrasted with 5-star international chain hotels. There were six Thai chain management hotels. Two of them had no information about sustainability practices on the websites. Four of them had sustainability content only on their corporate websites, which could be linked from the hotel websites. Of these three hotels, two of them had content about environmental and social practices, but only one hotel had content about ‘governance’. The hotels conducted some activities about the level of sustainability content but none of them had set goals nor reported the practices. There were ten 4-star Thai independent hotels in this study. Eight hotels did not have sustainability content on their websites. Of the two hotels that had sustainability content, one had content on three areas i.e. environmental, social and governance. This hotel also conducted sustainability practices on four levels and had won several awards. This hotel targeted the business segment as the brand was indicated as a ‘Convention Hotel’. The majority of the sustainability practices of 4-star hotels were on the environment, followed by social activities. Only two hotels had policies on 'governance' which were about anti-corruption and whistle blowing channels. Table 5 presents a summary of the sustainability content of 4 star-hotels.

For the sustainability content of 4 star hotels, the environmental contents include energy and water consumption, waste reduction and nature protection. The social contents include supporting community and social activities, supporting under priviledged youth. The governance contents include whistle blowing, anti-corruption policy, and employee engagement and development.

There were twenty 3-star hotels in the study. There were three international chain management hotels, three Thai chain management hotels and 14 Thai independent hotels. For the international chain management hotels, one hotel had sustainable content based on the ESG of its corporate hotel policy covering levels 1-4. For the Thai independent hotels, only one independent hotel had content which covered environmental and social activities. This hotel focuses on the business tourist segment as the brand was indicated as a 'Convention Hotel'. The other 18 hotels included two Thai chain management hotels and 16 independent hotels, which had no sustainability content on their websites.

5. Discussion

Based on the samples in this study, it can be seen that the numbers of 5-star hotels that were managed by international chain hotel companies communicated information about sustainability on their websites with more, broader and deeper information than Thai management chain hotels and Thai independent hotels. This was perhaps because international hotel brands have been seen as leaders in adopting CSR activities in the hotel industry (European City Marketing, 2014). Thus, they were more aware of the global sustainable trends and changing consumer buying behaviors that expected businesses to be more responsible in regard to the environment and society and to have good governance. In addition, 5-star international brand hotels had more financial and human resources to adopt more sustainability practices with clearer goals and have resources to communicate and produce reports. However, there are some hotels that do not communicate sustainability practices.

For the five Thai chain management hotels, the majority of hotels had sustainability practices on their websites. Two of them practiced all four levels, all of them focused on environmental practices, two of them included social practices but only one had a governance policy. Only one hotel did not have any content about sustainability on their website. For 5-star Thai independent hotels, none of them included sustainability policies on their websites. Only one hotel had a description of a 'premier room' which implemented environmental practices. It can be summarized that for 5-star hotels in Bangkok, apart from international chain hotels and Thai chain hotels, independent hotels still do not regard sustainability as an important aspect to communicate to the public.

For the 4-star international management hotels, in contrast to 5-star international chain hotels, most of them did not communicate sustainability practices on their own websites nor had links to corporate websites. Of the six Thai management chain hotels, 4 out of 6 hotels provided content on sustainability practices. It was found that large Thai chain hotel brands, which had international clients and also managed 5-star hotels and served international clients, tended to communicate sustainability information in more areas than Thai domestic chain hotels. For independent hotels, most of them still did not communicate any sustainability practices.

For the 3-star hotels, apart from an international chain management hotel which had a link to a corporate website, there was only one hotel, a convention hotel, that had sustainability content. The other 18 out of 20 hotels did not have sustainability content on their websites.

For the heading, types and characteristics of sustainability content on hotel websites, most websites used the term 'sustainability' as a heading more than CSR or environmental activity and 3, 4 and 5-star hotel websites provided information about environmental activities more than social activities and governance. The activities which were communicated most were energy and water saving, waste management and carbon emission management. This was similar to recent CSR research, which revealed that the majority of CSR activities communicated by international hotels were environmental activities. These activities led to cost control and direct benefits the hotels. However, today more diverse activities that involved other stakeholders were communicated, such as using biodegradable products, promoting locally-sourced ingredients, and using organic food. For social activities, in the past, ad-hoc charitable projects were conducted and communicated whereas today, longer term projects are done, such as supporting artisans, cooperatives, and community heroes. In terms of good governance, in the past not many activities were communicated on the websites whereas today there are hotel websites that communicate about whistle blowing channels and anti-corruption policy. In addition, hotels involve guests and suppliers in CSR activities. For example, for every booking made, the hotel would donate 40 THB to a charitable foundation, and hotels want to work with like-minded suppliers (suppliers who believe in responsible production).

For goal setting, the study by Grosbois (2012) evaluated CSR reporting practice among the largest 150 hotel companies in the world and demonstrated that while a large number of companies reported commitment to CSR goals, a much smaller number provide details of specific initiatives undertaken to contribute to these goals and even fewer report actual performance. In this study, three out of ten 5-star international chain hotel websites informed that they had a sustainability report and two out of five 5-star Thai chain management hotel websites included a sustainability report. So it was likely that less than 50% of chain management hotels communicate reports of their sustainability practices.

6. Conclusion

This research studied the sustainability communication of the Thai hotel industry by analyzing the sustainability content of hotel websites in Bangkok. The study found that the websites of 5-star international chain management hotels provided the most information about sustainability to the public, followed by 5-star Thai chain management hotels and 4-star Thai chain management hotels. However, some of them provided the information by using links to their corporate websites. Therefore, the contents did not reflect the hotels' own sustainability practices. Independent hotels that were 3-star, 4-star or 5-star hotels mostly did not communicate any sustainability content on their websites. The independent hotels that provided more content were 'convention hotels'. The study revealed that hotels that target business travelers were more aware of the importance of sustainability communication and thus communicated their practices to the public. This might be due to the fact that over the past few decades, international corporations in developed countries, have had policies to adopt CSR and moved towards SGD goals. Therefore, they look for responsible suppliers such as hotels that practice sustainability. However, this finding does not necessarily mean that hotels that do not have sustainability communication have no policies or conduct no activities. It is possible that they might practice sustainable strategies, but the activities were not communicated to the public on their websites.

7. Contributions

The findings from this research serve as a reflection and reminder for hotels of how effectively they communicated their sustainability initiatives to the public via their websites. It is quite plausible that hotels, particularly independent ones, may have done many sustainability initiatives but have not communicated to the public via their websites. As the findings indicated that the international and domestic chain hotels conducted more sustainability initiatives and communicated more than independent hotels. Through the findings, both supply side and demand side stakeholders in the hotel industry can better understand, through their communications via their websites, what types of sustainability activities were normally conducted by which category of hotels, and what actions need to be done in order to improve their sustainability communication.

8. Recommendations

At present, the world is facing the problems of global warming and climate change, economic recession due to the rising price of fuel and political unrest in several nations. The hotel industry, which is one of the industries that creates significant environmental and social impacts, should play a more active role in protecting the environment, the community, and the well-being of the people in the hotel industry. In addition, they should communicate it to the public to create awareness as various research has revealed that there is a positive relationship between consumer awareness of CSR activities and consumer purchase intention.

The researcher recommends as follows: for 5-star international and domestic chain hotels, more social and governance messages should be practiced and communicated, and sustainability reports should be made for the public. By this way, the public will be aware of their serious commitment to sustainability by setting goals and measuring results. For 4-star international chain hotels, sustainability practices should be communicated similar to the 5-star hotels. For both 5-star and 4-star chain hotels that do not communicate sustainability practices on their own websites, more communication should be done in order to build trust and reflect more commitment by each of the hotel, rather than merely having links to the head offices' activities. For most Thai independent hotels, whether they are 3, 4 and 5-star hotels, should explore the significance, necessity and benefits of sustainability practices and try to communicate the practices of their hotels to the public. The government sector and Thai Hotel Association should provide knowledge and training about SDGs, suggest practical implementation methods, and offer consultation for hotels that are ready to adopt such policies. Successful hotels should be regarded as 'best practice' hotels and other hotels should be encouraged to adopt such practices in Thailand.

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Unveiling the Impact of Financial Management Information Systems and Innovative Techniques on SME Performance: Insights from Developing countries

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Abstract

Project Management Processes (PMPs) are imperative in averting project failures, given the intricate nature of software industry initiatives, particularly in developing economies. Consequently, project managers possessing expertise in PMPs are indispensable for the effective implementation of these procedures, leading to the success and sustainability of software projects. This study aims to scrutinize the influence of innovative techniques and financial management information systems on the overall performance of small and medium-sized enterprises (SMEs) in emerging economies, with a focus on the mediating role of innovative culture and the moderating role of charismatic leadership. Specifically conducted in Pakistan, the research reveals the substantial positive impact of financial management information systems on SME performance and the significant positive influence of various dimensions of these systems on SMEs in the emerging economy context. The sample, comprised of 380 individuals in managerial roles, underwent data collection and analysis, employing statistical tools for descriptive statistics and multiple regression analysis. The findings affirm a significant positive linear effect of FMIS on SME performance, with innovative techniques demonstrating an average positive linear impact. Moreover, the study underscores the significant mediated moderation of innovative culture and charismatic leadership in the observed variables. As a recommendation, SME owners are advised to invest in FMIS for enhanced decision-making, future budgeting, and the analysis of financial data.

Keywords: Innovation, Financial Management System, Environmental Performance, Financial Performance

1. Introduction

The research and technological revolution began at the turn of the 20th century and proceeded steadily. The information system is important to optimize the dissemination of knowledge and expertise inside the enterprises and to enable the administration to tap into the knowledge capital of the company. Financial Management information system (FMIS) is a IT-based framework that allows the administration with all financial details of the organization for the purpose of decision making, financing decisions, and preparing of financial statements as demanded by administration and government regulators.

At this point in time, business concerns that develop within the context of an enterprise network are almost exclusively centered on contemporary information technology (Liu et al., 2011). Innovation is the driving behind the international economy, especially in the field of production(Xin et al., 2010). Currently, the world of global economy is growing competition across the businesses in terms of innovation. Innovation is driven by a new design or innovation of technology provides an essential way for the companies to adapt to both technological and market challenges. East-Asian economies exemplified the value of business innovation to make up ground for performance (Wang & Chen, 2020). Innovation involves the production or implementation of new concepts, techniques, reasoning, information, modification, and advancement of established methods. Innovation research in big companies previously concentrated on technology-based innovation, where innovation patterns have been largely overlooked in small and medium size enterprises (Avermaete et al., 2004). The curiosity in examining and debating the importance of innovation in the small medium size enterprises in today's business and management literature, businesses SMEs are growing continuously (Ratten et al., 2020).

Extensive research has been conducted on the framework around charismatic leadership over the course of many years. Charismatic leadership is a crucial determinant of organizational effectiveness. Charismatic leadership pertains to the extent of a leader's influence on their followers and the nature of the leader-follower relationship, which is determined by the leader's behaviors towards their followers (e.g., House et al., 1977; Shamir et al., 1993). Previous research primarily examined the notion of charismatic leadership in various settings. However, there have been few conceptual and empirical investigations into the role of charismatic leadership as a mediator between innovative techniques, FMIS, and organizational performance. The organizational culture has a substantial impact on the success of small and medium-sized enterprises (SMEs). The presence of an innovative culture inside firms is widely recognized as a key determinant of their success (Kim, Watkins, & Lu, 2017). Multiple studies indicate that researchers place significant emphasis on the role of organizational creative culture in influencing their performance (Nafei, 2015; Shurafa & Mohamed, 2016). In addition, the presence of an inventive culture has had a notable impact on determining performance (Wei, O'Neill, Lee, & Zhou, 2013). In the aforementioned research, the significance of an organizational creative culture is recognized as a crucial factor in evaluating organizational effectiveness.

Organizations need to improve their versatility, accessibility, productivity and creativity to adapt to the threats they faced in global and reginal competitiveness (Asbari et al.; Terhorst et al., 2018). The overall climate has changed in various sectors around the world in recent years of globalization process and intensified competition across firms. These issues are also confronting the Islamic Republic of Pakistan. Pakistan is the sixth-largest nation in the world. For eliminating poverty in developing economies, SMEs are playing crucial role in providing new growth avenues and play important part in the industrial growth and sustainable development (Dar et al., 2017). In order to encourage artistic creativity, competitiveness, development, and to grow nation in dynamic climate of innovation, SMEs are main performing artists. SMEs are important for developing countries as these firm hire lower skilled employees that rule these countries overpleases in Pakistan is fundamentally less systematically established division; the research study needs to be carried out in selecting SMEs and checking their success by using the FMIS and innovative techniques. There is a rising need SMEs are revolutionary in order to outstanding results to stand up to domestic and foreign external forces. There's everything highly heavy demand of businesses now to innovate (Eneojo, 2020).

It is seen that gap exists considering research into the effect of FMIS and innovative techniques on the performance of SMEs in Pakistan with the mediating effect of innovative culture and moderating role of charismatic leadership. The previous research studies indicate the cleavage. Also, many studies did not used these variables in one study to check the effect by using the SMEs in Pakistan. Some of studies only examined the innovative techniques and firm performance. These aspects maybe investigated in few comprehensive studies. However, in Pakistan, SMEs does not have appropriate practices for improving efficiency. This study analyzes the factors correlated with SMEs performance. This research also needs an hour to promote the SMEs. No such research was previously done in Pakistan. This study explores the role of independent variables like FMIS and innovative techniques on the performance of SMEs in view of Pakistan's evolving challenges in the current situation. This study bridges the existing gap in literature.

The explanation why SMEs have been selected as the topic for study is double. First, it is SMEs based businesses that make up a vital part in private sector development and jobs prospects in all economies around the world (Kumar et al., 2006). Second, SMEs have been required to pursue projects such as Six Sigma due to the growing existence of the supply chain problems and the demand form manufacturing of original equipment to improve product and process efficiency (Antony et al., 2005). This study sets out recommendation for production issues in Pakistan that will use FMIS and innovation to increase their viability or profitability and environmental performance.

The rest of the paper is systematized as follows: In Section 2 discuss theoretical and empirical results relative to prior studies. In Section 3 introduce empirical methodology and data. In Section 4, discuss and present the findings. In Section 5, conclude the research study.

2. Literature Review

Management performance of a company is considered a product achievement in accordance with target goals. Some people are using knowledge resources to create knowledge to survive. Information and communication technology are lifting the profile of the country. The countries around the world are also failing to encourage technology, information and connectivity.

2.1 Empirical Review

2.2.1 FMIS

According to Shang and Seddon (2002), the FMIS is expected to have a positive effect on improving firm financial result as a consequence of strengthened information system. The researcher had used survey approach to determine data form multiple firms and used the regression analysis to demonstrate significant effect on the firm financial performance. According to Sequeira and Pai (2012), the findings of the research indicate that the supply of timely and trustworthy information across the board is the business sector's primary benefit from the use of computer technology into the financial system. The findings of the FMIS are especially essential for the purpose of enhancing the overall functioning of each business, which will result in an increase in the amount of capital that is used. Chado (2015)investigated that the implementation of the FMIS improved the firm’s efficiency and expertise. Primary data has been collected from the 2013-2015 questionnaire and secondary data on a yearly basis for the FMIS analysis of firm financial results. The researcher has shown that there is a significant correlation between FMIS and firm profitability, system and environmental performance.

Hypothesis 1: There is positive association between FMIS and performance of SMEs.

2.2.2 Innovative Techniques

Innovation seen as new and emerging applications to initiate newscast in the system of Economic era. It can be thought of as the shift in business important information. Innovation has corporate interests significant because of its productivity increase capacity and company profitability. In analytical and theoretical research both, the relationship between innovative techniques and organizational success was verified. Faced with environmental changes, SMEs must be able to innovate based on concepts that are sufficiently novel to set them apart from their competition (Gay & Szostak, 2019).

A large number of empirical studies have intrigued the relationship between innovation and corporate success. It includes a positive indicator of greater innovation resulting in increased organizational performance (Calantone et al., 2002; Carpinetti et al., 2007; Damanpour & Evan, 1984; Deshpandé et al., 1993; Du & Farley, 2001). According to Quadros et al. (2001), innovation trends have a positive effect on productivity, competitiveness and financial firm results in the long-term; moreover, spending has begun in the short term and the utilization of internal capital may result in additional losses at first. According to Walker (2004), innovation has a significant influence on the performance of the business through the creation of an expanded competition with strategic advantageous and increased outcomes. Innovation would theoretically improve the firms success and productivity (Antoncic & Hisrich, 2001; Barringer & Bluedorn, 1999; Narver & Slater, 1990).

Hypothesis 2: There is positive association between innovative techniques and performance of SMEs.

2.2.3 Charismatic leadership

In order to sustain their competitive edge in terms of environmental performance, companies should align their vision with stakeholders, as suggested by the natural-resource-based approach (Hart, 1995). Having a common vision and clear expectations can assist companies in obtaining both human and financial resources to improve their environmental and financial performance (Baumgartner, 2014). It can also serve as a source of inspiration for employees and customers, fostering their enthusiasm and interest in environmental efficiency and innovation (Bos-Brouwers, 2010; Paillé et al., 2014). Furthermore, it can be advantageous for suppliers who provide environmentally friendly raw materials (Dües et al., 2013). Fluid settings and uncertainties in the environmental performance of SMEs are mostly caused by a lack of knowledge and awareness, as well as limited human and financial resources. In order to effectively address these challenges, leaders of small and medium-sized enterprises (SMEs) must possess charisma, which entails having a forward-thinking perspective on investment and dedication (Chen and Chang, 2013). Additionally, they should serve as exemplars in generating ideas for environmental performance (Bos-Brouwers, 2010), and effectively communicate their visions to stakeholders (Hart, 1995; Paillé et al., 2014).

Hypothesis 3: There is significant moderating role of charismatic leadership between innovative techniques, FMIS and performance of SMEs.

2.2.4 Innovative Culture

As stated by Menguc and Auh (2006), innovation (INV) refers to the organization's inclination and openness to adopting ideas that deviate from the usual business practices. Innovation is the willingness to let go of old habits and explore new ideas that have not been attempted before (Tsai & Yang, 2014). Information and communication technology (ICT) has a crucial role in influencing the performance of a company (Uzkurt, Kumar, Semih Kimzan, & Eminoğlu, 2013; Zaefarian, Forkmann, Mitręga, & Henneberg, 2017). Previous research indicates that INV significantly influences organizational performance (Naala, Nordin, & Omar, 2017; Turulja & Bajgoric, 2018). However, the evidence indicates that INV has a negligible impact on organizational performance (Darroch, 2005).

Hypothesis 4: There is significant mediating role of innovative culture between innovative techniques, FMIS and performance of SMEs.

3. Methodology

The population of this study, all managers employed in SMEs based in Pakistan. For this analysis,550 management personnel have selected for sample size, which looks to be the right sample and meets the criteria set out above. From 550-sample scale, the response from 380 finds that every worker has received a true response. A survey research design was used for this study. The primary data from leather/textile/and footwear manufacturing SMEs; wood/furniture and woodwork; and domestic/industrial plastic in Punjab Pakistan were gathered for this research study. Data was obtained from the manufacturing SMEs located in Punjab Pakistan in Lahore, Sheikhupura, Qasoor, Gujranwala, and Faisalabad. In order to measure the FMIS dimensions (Data quality, System quality, Decision-making process, Decision communication, Organizational learning), mangers asked to evaluate the FMIS through a Likert scale of five positions from “1= strongly disagree to 5= strongly agree” as limits which was adapted from(Hou & Papamichail, 2010). Moreover, in order to measure the innovative techniques (product innovation and process innovation) through a Likert scale of five from “1= strongly disagree to 5= strongly agree” as limits which was adapted from (Gunday et al., 2011; Wolff &

Pett, 2006). The Performance (financial performance and environmental performance) was measure through a Likert scale of five from "1= strongly disagree to 5= strongly agree" as limits which was adapted from (Esfahbodi et al., 2016; Jorge et al., 2015; Paladino, 2007).

4. Results and Discussion

Table 1

Regression model summary of FMIS and innovation techniques dimensions and Performance

Model	R	R Square	Adjusted R Square	Std. Error of the estimates
1	.743	.552	.551	.25322
2	.637	.406	.405	.29141
3	.752	.565	.563	.24969
4	.856	.732	.729	.19667
5	.637	.406	.403	.29180

Predictors: (Constant), FMIS, Innovative Techniques. Dependent Variable: Firm Performance

The study reveals that a one-unit change in the Financial Management Information System (FMIS) can lead to a 55.20% change in the performance of SMEs in Punjab State. This indicates that FMIS has a predictive capacity of 55.2% over the output of SMEs, indicating a strong indicator. However, there is a 44.8% unknown variance, suggesting other primary predictors may also affect SMEs' performance. Similarly, the use of innovative techniques has a predictive capacity of 40.6% over the output of SMEs, but this is below 50%. The dimensions of FMIS have a predictive capacity of 73.2% over the output of SMEs, but the remaining 26.8% unknown variance suggests other primary predictors may also affect SMEs' performance. The remaining 59.4% unknown variance suggests other primary predictors may also affect SMEs' performance.

Table 2

Coefficients of FMIS and innovation techniques dimensions and Performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.719	.149		4.813	.000
	FMIS	.819	.038	.743	21.570	.000
2	(Constant)	1.976	.122		16.173	.000
	Innovative Techniques	.500	.031	.637	16.085	.000
3	(Constant)	.755	.148		5.112	.000
	FMIS	.671	.057	.609	11.743	.000
	Innovative Techniques	.139	.041	.178	3.430	.001
4	(Constant)	.497	.135		3.694	.000
	Data Quality	.137	.026	.169	5.245	.000
	System Quality	.096	.046	.083	2.101	.036
	Decision-Making Process	.225	.029	.272	7.870	.000
	Decision Communication	.076	.029	.108	2.587	.010
	Organizational Learning	.603	.045	.590	3.514	.000
5	(Constant)	1.976	.122		16.150	.000
	Product Innovation	.249	.069	.326	3.613	.000
	Process Innovation	.251	.069	.328	3.641	.000

a. Dependent Variable: Firm Performance

The following table shows the regression coefficients of the models which consider the relationships between the dimensions of the model, such as FMIS (Financial Management Information System), innovative techniques, data quality, system quality, decision-making process, decision communication, organizational learning, product innovation, and process innovation, with firm performance, which is dependent variable. As to Model 1, a strong correlation between the FMIS (Beta = 0.743, Sig.) and Bank's decision was noticed. The constant term (Sig. = 0.000) and slope value (Sig. = 0.000) present the statistically significant features of the firm performance. Model 2 signifies those innovative techniques (Beta = 0.637, P<0.001) are equally significant in predicting an oil company's growth. (Intercept = -0.000) and (Intercept = 0.000) are both key factors leading to firm performance. Model 3 yielded evidence with an FMIS of 0.609. As expected, the results reveal that the innovative technique (Beta = 0.178, Sig. = 0.001) and the altruistic channel (Beta = -0.000) play a significant role as predictors. Model 4 includes some additional factors, where data quality as well as the nature of the decision-making process and the learning process within the organization become determining factors in firm performance. Model 5, which specifically underlines the role of product innovation (Sig. = 0.000) and process innovation (Sig. = 0.000) in company performance, is our integral component. The standardized coefficients consequently highlight the relative impact of each predictor into firm performance. In essence, to sum up, among the IFMIS, innovative techniques, data quality, system quality, decision-making process, decision communication, organizational learning, product innovation, and process innovation, all of them are the contributing factors that make company performance possible.

5. Conclusion and recommendations

SMEs play a significant role in the fiscal development. Innovation is a required necessity for current SMEs. The market climate is growing day by day, requiring a competitive solution (such as FMIS and innovative techniques) to take the benefit of performance. Since, innovation was being constructed as an effective strategic factor. Empirical analysis of it affects performance. The study thus describes how FMIS and innovative techniques have impact on the success of financially of SMEs in Pakistan. In previous research shown that, FMIS and innovative techniques factors affect the performance of Pakistan's SMEs. Previous studies have shown FMIS and innovation factors have direct and significant influence on the firm's performance. Few studies have been carried out on this scenario, so our effective assessment on previous foundations and utilize most effective variables to assess FMIS and innovation strategies that influence the performance of SMEs in Pakistan. The findings of the study logically evaluate the interaction of all five study variables (FMIS and innovative techniques) in the research by investigating their connection. The results indicate that the observations presented in this work may use by individual SMEs and policy makers. From the subjective assessment of SMEs, this work indicates that they should always take lead of the resources presented by the FMIS and introduce new approaches to their goods and process. Simply making the most of this opportunity for innovation will allow SMEs to play a major role in enhancing the financial performance. This research would help to illustrate the organizational effects of the performance of SMEs. This study enables policy makers and government determine if weather opportunities for Pakistan's SMEs are required.

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Innovative Circular Economy: The Interplay of Networks Innovation, Knowledge Management and Frugal Innovation

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Abstract

In today's highly competitive economic environment, innovation and knowledge management are vital tools for companies to remain competitive. Innovation networks and knowledge management will be the subject of this study, which is to analyze their contribution to organizational innovativeness. Moreover, there has been extensive investigation into the mediating roles of frugality innovation as well. The research was based on the cross-sectional data collection from the SMEs, which is a well-known research approach in the literature. We managed to survey a sample of 490 managers and owners, and their exact opinion has been used as a basis for our own research. The present research aimed to use structural equation modelling (SEM) rather than other methods in order to test the hypotheses. The study results show a positive relationship among the innovation network, knowledge management and organizational innovative capability. Another part of the findings was that a frugal innovation is anything that reduces an organization's time and cost of innovation, thus, it serves as a mediator between the innovation network and knowledge management to organizational innovativeness. For the circular economy by which the SMEs are operating, which is mostly based on their initiatives and creative plans. SMEs do not only rely on innovation as an additional benefit, but it is more integral to their survival and therefore must be engaged in consistently. Theoretically, this research provides practical contributions for academicians and policymakers.

Keywords: Innovative Circular Economy, Knowledge Management, Frugal Innovation

1. Introduction

Innovativeness of organizational structure has gained a lot of attention from academic institutions and enterprises (both corporates and small businesses) in the modern business sphere. This decision is aiming at modernizing innovative strategies and implementation of digital technologies facing with extremely fast pace of progress in the field of technology (Yousaf et al., 2022). The process of evolution is expedited by the presence of the innovation institutions that are instrumental in the informing of the older generation about the requirements of the circular knowledge-based economy. Among this given standpoint, therefore, "knowledge management" is our proposed independent variable, which is correlated with the innovation network.

The circular economy is attracting attention as a feasible and sustainable functional framework mainly by small and medium-sized enterprises (SMEs) who tend to move away from regular manufacturing strategies into more eco-friendly and financially responsible ones (Yousaf et al., 2022). On one hand, a number of institutions are very much in harmony with the acceleration of tech development, but a different side shows up the fact that these institutions are out of the step with the development of technology (Ul-Durar et al., 2023). The importance of such network should not be undervalued as it has a great effect in the performance of organizations and the success and expansion of small and medium-sized enterprises (SMEs) (Scipioni et al., 2021). The purpose of this research is to investigate the degree of organizational laxity of SMEs working within the circulation of production. We strive to fill a significant gap in the current body of research by implementing knowledge management as an extra variable beside the already existing ones (Malik et al., 2022).

Small and Medium Enterprises (SMEs) become the key institutions to the formation of an economy; however, in the process they rake in environmental problems like the utilization of natural resources and the production of waste. The basic thought of our research is that embracing a sustainable circular model may entail lots of beneficial aspects for the society, nature, and the state. We also believe that this whole process can be accelerated if the creative activities revolving around the concepts of these circular economy are embraced. However, data interaction remains as the biggest barrier, especially when it comes to implementation of new technology (Ndubisi et al., 2021). The aim of this research is to analyze how the innovation network and knowledge management affect the growth of organizational innovativeness at private owned enterprises (SMEs).

Besides that, small and medium enterprises (SMEs) have a close connection with innovation networks where knowledge management and idea generation is done to enhance new products development. Which in the second place, improves the general innovative quality of the organization and allows the implementation of frugal innovation as a way of rationalizing available resource (Albert, 2019). Nowadays the business world is going through the transformation process rapidly and the ability of an organization to be innovative is a critical and dynamic capability that greatly helps the performance of an organization and sustain its competitiveness (López-Sánchez & Santos-Vijande, 2022). Currently, researchers are evaluating the modes for developing the innovation capabilities of SMEs. However, despite the availability of research studies on the role of knowledge management in organisational innovativeness, still there is a lack of robust empirical evidence concerning the impact knowledge management on achievement of this goal in the context of innovation networks (Haffar et al., 2021).

Lean innovation, which is a combination of innovation networks and information management, provides a good opportunity for small and medium-sized firms that want to step up their organizational capabilities in the field of innovation generation (Albert, 2019). The implementation of an innovation network is a crucial feature in allowing for the occurrence of the elements of frugal innovation, technologically stability, and organisational innovativeness within the context of small and medium-scale enterprises (SMEs) (Al Omoush et al., 2023). Among factors that underlie the level of the organizational innovativeness within the circular economy is a category that needs to be explored in the existing scholarly work. The point of the study is to ensure that the elements explorative networks, organizational preparation, frugal innovation and knowledge management are included (Iqbal & Piwowar-Sulej, 2023). This research project is aimed at filling the gap of the research by highlighting the role that knowledge management plays on the level of organizational innovativeness that are seen in small and medium sized enterprises which operate in a part of the circular economy. On top of that, this study evaluates the degree to which knowledge management is linked to the relationship of networks.

Our research evaluates the innovation network influence on the organizational innovativeness development, at the same time as it analyzes the outcomes of frugal innovation and the organizations' readiness to implement the innovation with effective knowledge management. This study will allow and check the newness of innovation in the small business of a medium enterprise (SME) by introducing knowledge management as an added independent variable. Economic and environmental development trends are requiring enterprises to remodel their innovation strategies to cover the growth of new circular economy. The theme of "frugal innovation," which is created with utilization of available goods to produce affordable products has attracted the attention from this specific implied setting (Dost et al., 2019). The cheap innovation works really well for SMEs which working in ‘the circular economy ‘because there is a lot of requests for inexpensive products (Tian & Wang, 2023).

The primary objective of this research is to provide a model of organizational innovativeness specifically tailored for small and medium-sized enterprises (SMEs) that operate within the context of the circular economy. This study aims to investigate the direct impact of the innovation network and knowledge management on organizational innovativeness. In addition, this study aims to examine the mediating effect of frugal innovation and the moderating effect of organizational preparedness on the relationship between the innovation network, knowledge management, and innovativeness. The next parts of this scholarly article will provide an extensive examination of the existing literature, outline our research approach, give the results of our hypothesis, and participate in an in-depth discourse.

2. Literature Review

An innovation network is the one that as a result of its knowledge and skills is given an opportunity to access vital resources and information. These resources and information are very important for providing inputs that can lead to the production of brand new ideas in support of the production of new products, creating and maintaining the demand for these products, and ultimately increasing the overall innovativeness of the business (Yousaf et al., 2022). These networks are so critical because they help establish good relationships with suppliers, partners and competition the competitors. Thus making market entrance in developing economies possible. Companies invent interesting ways to get the most advanced technology on the market. In the end, this results in the development of distinguished goods and an enhancement of organizational innovativeness (Wang et al., 2023).

The pathway towards the character of a business innovativeness is a complex process that needs long-term striving and to be knowledgeable in areas of which one can draw information from a lot of sources (Husain et al., 2016). Values and benefit of innovation networks are knowledge of charismatic opportunities and values, the necessary part and varied information which contain the required information and should be shared to facilitate creative output. Through the knowledge attainment of the employees, the business, consequently, has the capacity to nourish organizational innovativeness (Zhao et al., 2023). The reason innovation networks are built is mainly to generate innovative ideas and the development of product designs. This plays an important role in the invention and development of new processes in the organization; it involves the systematical use of new data (Wang & Lv, 2023). Moreover, innovation networks provide the fast market introduction of innovative items which are enabled by the innovativeness network to be able to make cutting-edge solutions (Li & Wang, 2023). As a result, the argument comes up that the formation of networks of innovative resources can be regarded as a key variable that contributes to providing companies with the opportunities to achieve organizational innovativeness through the way of using new methods of design.

H1: Innovation Network has significant effect on Organizational innovativeness

The role of knowledge management in fostering innovative actions is well documented in previously written works by scholars. An organization's degree of innovation determines how successful it is in consistently launching, adapting, and executing new, fresh, and unique ideas and information to gain competitive supremacy in the environment that is ever-evolving (Trivedi & Srivastava, 2022). Knowledge management encompasses the structured and systematic procedures of procurement, generation, distribution, and utilization of knowledge for the organizational purposes. Extensive researches showed many things such as associations between knowledge management approaches and level of innovation (Trivedi, Srivastava, 2023). Birasnav et al. (2023) in their peninsular research of "'knowledge creation spiral' " have made the revelation that the companies that manage their knowledge resources skillfully provide the spectrum for the ongong birth of new ideas. The way in which knowledge transfer and information exchange of both explicit and tacit form is facilitated within an organization, plays a pivotal role in the creation of new goods, patterns, and services. This often leads to hiked levels of innovativeness.

Besides, study scholars have revealed that knowledge management systems and technologies are very much essential in improving the level of organizational innovativeness. Such knowledge repositories, collaboration tools, and information-sharing platforms are used by employees to maximize contributions and empowerment to the collective knowledge capital of the organization (Li & Wang, 2023). By the same token, it promotes coordination between diverse departments and a speedy dissemination of fresh ideas. Besides, employees within a company implement knowledge management processes which connects the past to the future through analysing the pitfalls that can cause a repetition of the same mistakes. In doing so, new strategies are thus adopted. Professed a great number of empirical works have already indicated that companies endowed with advanced knowledge management systems are the ones that show more creativity. Such may be the outcome of their capability to efficiently utilize the collective intelligence of their employees which gives their company an edge to drive innovation. (Acevedo and Diaz-Molina (2023).

H2: Knowledge Management has significant effect on Organizational innovativeness

An innovation network does not only supply the company a lot of valued knowledge and information which is gathered from the external parties, instead, it plays a major role in doing it. This valuable knowledge gains in importance as it is useful in developing new methods and in correcting processes (Yousaf et al.,2022). As a result, smart innovation is fast recognized as a strategic way that helps firms rely on their existing knowledge and use them to trigger original ideas from within the company, and then, innovative thinking might increase in the organization. Firms that participate in well-functioning innovation networks or innovation networks which develop activities that are highly related to organizational innovativeness have a higher likelihood of implementing changes (such as product development, process improvements, and organizational structure development) (Wang et al., 2016). The prior researches have made it clear that the innovation networks are an effective mechanism of providing assistance to catch the brand new initiatives that improve the company innovation a lot (Husain et al., 2016).

The innovation network works as a potent system that is relevant in acquiring up-to-date notions and ideals in innovation, which, in turn, improves the overall innovativeness level of the company (Freel, 2003). The frugal innovation mechanism, which entails tapping into the available information and knowledge already in the organization and from different external sources, is what makes organizations effective. This, therefore, empowers individuals to nurture and take them to the next level. Leading to the great augmentation of their innovation capacity in the organization (Bhatti, 2012). Low-cost design unlike any other is the engine of change within companies, driving them to rethink the way they do business with cost reduction at the forefront. They do it by cultivating new ideas in networks established to inspire innovation. (Zhao & Yan, 2023) Such networks lead to the obtaining of a diversity of concepts and ideas from the external world and therefore cheaper innovation and at the end, creativity inside an organisation which brings about a high level of creativity.

Before, research has uncovered the fact that as companies use a flexible innovation network architecture, there is a progressive increase in organizational innovativeness. This support system of infrastructures enables creative activities in a way that existing resources and skills can be used (Knight & Cavusgil, 2004). Organizations get an array of innovation techniques due to the inclusion of innovation networks with frugality. Thus, they may fulfil the requirements of consumers even at low levels of purchasing power through the mechanism of frugal innovation. This mechanism acts as the lever which reframe the whole innovative culture (Knight & Cavusgil, 2004).

H3: There is a significant mediating effect of frugal innovation between knowledge management and innovation networks in promoting organizational innovativeness

3. Methodology

The current study is a cross-sectional survey and a quantitative approach to factual data collection from the small and medium enterprises (SMEs) industry of Pakistan. Distributing the questionnaires are common means of data collection. The main idea of this study is to make deductions about the total population of small and medium businesses (SMEs) based on the results from a sample which was well-represented. Since the economy of many developing countries, bearing it to Pakistan, primarily relies on the SMEs industry, the progress of the economies of these countries is very much dependent on this sector. The authority of Small and Medium Enterprises Development (SMEDA) was presented as the source to the entrepreneurs, who run small and medium businesses in Pakistan. Data collection was achieved in a way that it included distributing questionnaires to as many stakeholders as possible so that we were able to get feedback from owners, executives and employees of the SMEs that we had purposefully selected. Two techniques were used to distribute the questionnaires: the electronic medium (for example, email) and the physical platform (through hard copy distribution) with the help of our research partners. During the regular 2 months of data collection process, 490 correspondents replied to the e-mail questionnaire that was sent to them among the 715 respondents. Out of 439, only 439 were selected for analysis from the total replies received of which. Yet we should also take into account the fact that all responses which did not include enough information were removed from the analysis. The expert members from both IT and the academia were involved in the development of the questionnaire. Their preliminary assessment involved checking the content and structure of each variable so as to achieve consistency. The survey was organized into two distinct sections: this beginning part was targeted to collect information about the respondents, including the age, education level, and the experience if were applicable, whereas the subsequent section focused on the factors being studied.

4. Data Analysis

4.1 Structural Equational Model (Hypothesis Testing)

The findings of the structural equation model (SEM) shows the relationships and indications of statistical significance for the hypotheses being tested. The path coefficient of 0.0369 reveals the fact that the frugal innovation has a strong positive impact on organizational innovativeness ($p < 0.001$). A trend coefficient 0.0156 indicates that knowledge management also positively influences organizational innovativeness ($p = 0.0125$). The path coefficient of 0.0104 represents a relatively small (p: 0.0406) direct impact on organizational innovativeness, while the path value of 0.4765 denotes a significant (p:<0.001) effect on frugal innovation. Frugal innovation is highly influenced by knowledge management (p < 0.001), with a direct effect of 0.1449. With a path coefficient of 0.4161, organizational preparedness exerts a substantial positive influence on organizational innovativeness (p < 0.001). Also included, moderating effects that are statistically significant and positively impact organizational innovativeness (p = 0.0454 and p = 0.033) and mediating effects that show knowledge management has significant indirect effect on organizational innovativeness via frugal innovation is also present. Thus, these observations highlight the detailed interactive nature of the variables that could prove many hypotheses and make clear the moderation or mediation of the model.

	Original Sample (O)	**T Statistics (|O/STDEV|)**	**P Values**
Frugal Innovation -> Organizational Innovativeness	0.0369	4.2794	0
Knowledge Management -> Organizational Innovativeness	0.0156	2.5129	0.0125
Innovative Network -> Frugal Innovation	0.4765	14.5291	0
Innovative Network -> Organizational Innovativeness	0.0104	1.8838	0.0406
Knowledge Management -> Frugal Innovation	0.1449	3.9828	0.0001
Knowledge Management -> Organizational Innovativeness	0.1156	2.5129	0.0125
Mediating Effect			
Knowledge management -> Frugal Innovation -> Organizational Innovativeness	0.1149	3.1108	0.0031
Innovative Network -> Frugal Innovation -> Organizational Innovativeness	0.2055	0.2112	0

5. Conclusion

In conclusion, our research demonstrated the complex interplay between innovation networks, knowledge management, frugal innovation, organizational readiness and organizational innovativeness among SMEs that operate within the circular economy. The study has practical importance as firms find ways to innovate when the external business environment is changing. Moreover, the theoretical implications of our findings expand the academic debate by improving the understanding of these important concepts and their interaction, giving a firm foundation for research studies in the same situations. The complete methodology given in this research serves a basis for the companies, which wish to reach the level of excellence in innovation and swiftly adapt to the constantly changing circumstances in the market.

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Investigation of Ideological and Political Course Evaluation Methods in Secondary Vocational Schools in China: A Study of Students' Perceptions

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Abstract

This study compares the evaluation methods of the final grade of the ideological and political course for secondary vocational school students and explores the possible reform direction in the future. And 428 students in a secondary vocational school (ZJ) in Jiangsu Province were investigated, and the evaluation methods such as written test, thesis, group report and oral defense in the final grade evaluation system of ideological and political course were compared to realize the evaluation function and educational and teaching objectives. Through research, it is found that the traditional evaluation method of ideological and political course in secondary vocational schools has obvious shortcomings, and the new evaluation method is perfect in theory, and there will be problems such as difficulty in implementation or new disadvantages in practice. The teaching reform of ideological and political course has a long way to go and needs to be gradual.

Keywords: secondary vocational school, ideological and political course, final grade evaluation, system reform.

1. Introduction

China Institute of Education and Finance Science of Peking University conducted a sample survey in 2020. According to 16,946 survey data covering nearly 1,000 secondary vocational schools in 24 provinces across the country, only 35% of graduates were directly employed, and about 65% went to colleges and universities to continue their studies. It can be predicted that secondary vocational education will be the top priority in the future, and the requirements for students' grades will become more and more comprehensive.

Learning is the most important daily activity for middle school students in secondary vocational schools in China. The level of academic performance not only measures students' learning effectiveness, but also relates to their future development and ability improvement (Kuh, 2001). Academic performance has a profound impact on students.

As one of the public courses in secondary vocational schools, ideological and political education is not only a compulsory course that is included in the final exam score statistics, but also affects students' mental health during their school years, and is related to the improvement of their ability to adapt to society and career development in the future (Yansaputri & Wijaya, 2017).

In addition, the ideological and political course should cultivate students' moral quality through in-depth classroom discussion, case study, social practice and personal reflection. These experiences are far more valuable than exam results. Therefore, students and educational institutions should pay more attention to the actual effect of ideological and political education, not just the exam results. At present, there are still many shortcomings in the evaluation of students' performance in secondary vocational schools, which can not only scientifically evaluate students' comprehensive quality, but also affect students' interest in learning, which is not conducive to students' all-round development (Ton je et al., 2023).

In recent years, the practical exploration and theoretical research on the final examination evaluation system of ideological and political courses in secondary vocational schools have made some progress, but many problems have also been found, and further reform research is needed.

2. Literature Review

2.1 Research on the Evaluation Methods of Academic Achievement

The level of academic performance can reflect the students' mastery of knowledge. The better the performance, the better the students' mastery of knowledge, and the better the academic performance, the better the follow-up knowledge (Nicol, 2021).

At present, there are great differences in the evaluation methods of academic performance in basic education at home and abroad, each with its own characteristics and shortcomings.

GPA is often used as an indicator of academic performance in the west, which reflects the learning effect of multiple disciplines and is an objective and reliable evaluation method (Jihyun & Lazar, 2018), Western GPA test examines students' real level based on their practical performance, such as surveys and papers, and pays more attention to students' participation and promotion, open innovation and so on. However, there are many subjective evaluations, which may also lead to a lack of learning competitiveness among students.

In China, standardized test scores are usually used to represent academic achievements, which greatly reduces the scoring error and is an objective and fair evaluation method.For the evaluation of academic performance, most schools in China at present adopt the staged examination (final or interim results) conducted by the school. For basic courses, professional required courses and public required courses, the form of written paper is basically adopted, and the closed-book written test is the main form (Korkman & Metin, 2021). Generally, the experimental examinations of various majors are in the form of group reports or papers.

With the increasing emphasis on basic education, many organizations in western countries carry out international academic performance surveys, such as the Organization for Economic Cooperation and Development (OECD) and the International Association for Evaluation of Educational Achievement (QEA). PISA made an in-depth analysis of the abilities of students aged about 15 in the fields of reading and science. At present, the East pays more attention to the reform and improvement of academic performance evaluation (Fast et al., 2010), and the academic performance reflects the examination of knowledge and skills, and relatively lacks the examination of practice and innovation ability, which needs further improvement.

2.2 Research on Ideological and Political Curriculum Reform

Ideological and political course is the core course of public compulsory courses in China schools and it involves people's thoughts. Traditional ideological and political education requires face-to-face teaching between teachers and students, adopting a single method and a closed environment; Do not pay attention to classroom teaching interaction; Teachers' evaluation of teaching is one-sided. Students are in the period of rapid development of logical thinking and like to explore problems. This requires schools to develop Hands-on Inquiry Based Leaming step by step, that is, under the guidance of teachers, with students as the main body, let students explore consciously and actively, master the methods and steps of understanding and solving problems, and acquire knowledge through learners' independent construction (Richmond et al., 2015).

Performance evaluation is an important link in the education and teaching of ideological and political theory courses in secondary vocational schools. Promoting the innovation of the evaluation method of ideological and political courses will help to improve the attractiveness and effectiveness of ideological and political courses in an all-round way and give full play to the main channel role of ideological and political courses in students' ideological and political education (Clifford et al., 2015).

3. Research Method

This study mainly adopts the questionnaire survey method, and compares the examination and evaluation functions, education and teaching objectives by means of written test, thesis, group research report and oral speech in the final grade evaluation methods of students' ideological and political course in a secondary vocational school (ZJ) in Jiangsu Province through data analysis.

At present, there are 543 secondary vocational schools in Jiangsu Province, covering all majors and directions. As a major education province in China, its sample is universal. The secondary vocational school (ZJ) in Jiangsu Province, which is selected in this study, has more than 5,000 students, and its analysis can cover more types of students, which is representative of the comparison of final grade evaluation methods and the sample selection of reform and exploration for students in secondary vocational schools.

In order to make the distribution and recovery of questionnaires smooth and efficient, the counselors or teachers who are willing to cooperate with the tested schools are selected, and the questionnaires are distributed in classes after school hours to guide students to answer standardized questions and recover them on the spot.

4. Research results and analysis

4.1 the basic situation of the students surveyed

In a secondary vocational school in Jiangsu Province, 65.93% of boys and 34.07% of girls participated in the survey. Science and engineering students account for 61.48%, while humanities students account for 38.52%. In order to make the survey results more accurate and targeted, it is required that students participating in the survey have taken at least one final ideological and political exam organized by the school. The basic information of personnel is shown in Table 1.

Table 1

Basic information of students surveyed

project	group	figure	Proportion (%)
gender	schoolboy	267	65.93
	schoolgirl	138	34.07
grade	Grade one (class of 2022)	288	71.11
	Grade two (class of 2021)	79	19.51
	Third grade (class of 2020)	38	9.38
major	liberal arts	156	38.52
	Science and engineering	249	61.48

Note: This research summarizes.

4.2 Survey of the most popular final evaluation methods

At present, in vocational schools, students are most inclined to choose which method to evaluate the final grades of ideological and political courses. We provided relevant options and conducted a questionnaire survey on students. After statistics, the relevant results are shown in Table 2.

Table 2

Students' Accepted Final Score Evaluation Methods

Evaluation method	number of people	percentage
Traditional written examination	72	17.78%
Group study report	160	39.51%
Final thesis	94	23.21%
Oral report or speech	97	22.67

Note: This research summarizes

According to the survey, the group research report has the highest proportion, reaching 39.51%, which is the most popular way for students to evaluate their final scores at present, followed by the final paper, with a proportion of 23.21%. The traditional final evaluation methods of written examination and oral speech have low selection rates.

The final grade evaluation method of group research report is recognized by most students, mainly because it is more conducive to the intrinsic and process construction of the knowledge, thinking, innovation ability and values of the learning subject, and is completed in the equal exchange and close interaction of the learning community composed of teachers, students and interest research groups.

4.3 Ideological and Political Course Final Evaluation Method Selection Basis

How do students choose their own final grade evaluation methods? The survey shows that their main considerations are shown in Table 3.

Table 3

The main basis for students to choose the final grade evaluation method

Selection basis	number of people	percentage
Curriculum factors	18	4.44%
Teacher factor	22	5.43%
personal element	209	51.60%
psychologic factor	146	36.05%
social factor	10	2.47%

Note: This research summarizes

Analysis of the survey data in Table 3 shows that the following points are worthy of full consideration by teaching decision-making and management departments when formulating the final grade evaluation system: the final grade of ideological and political courses may have some differences in effect through different evaluation methods. The basis for selection can be determined according to the following factors:

Curriculum factors: curriculum nature, learning objectives and curriculum content. For example, a theoretical course that focuses on theoretical knowledge and conceptual understanding may be more suitable for written test, and an experimental course that emphasizes practical skills and application may be more suitable for experimental report and project evaluation.

Teacher factors: teacher requirements and guidance, academic support and resources. Understand teachers' expectations and requirements for different assessment methods, and whether they have sufficient academic support and resources, such as specific equipment, materials or skills support.

Personal factors: learning style and preference, future planning and growth. Some students may be better at written examination, while others may be more suitable for oral expression. Students should consider which way is helpful for personal and academic growth.

Psychological factors: stress and anxiety level: Some students are weak in resisting stress and need more time and preparation for psychological construction, while others may be more likely to cope with the assessment methods of projects or oral expression.

Social factors: policies and trends of educational institutions, educational institutions may have their own evaluation policies and guidelines, and schools need to abide by these policies to ensure the fairness and consistency of their achievements.

As far as schools are concerned, it should be a comprehensive decision to choose different evaluation methods for final grades, including the nature of courses, students' needs, educational institutions' policies and educational best practices. The ultimate goal is to ensure that the grade evaluation is fair and accurate, and it is helpful for students' learning and development.

As far as students are concerned, choosing different methods of final grade evaluation is to show the knowledge and skills they have learned in the course to the greatest extent. It is necessary to carefully consider the above factors and make wise decisions according to their personal situation.

From the survey results, students choose the final grade evaluation method mainly on the personal level, preferring interactive, open and independent learning and thinking, and rejecting preaching and one-dimensional indoctrination and restraint; The understanding of course learning value is more pragmatic, and more attention is paid to the overall improvement of one's own ability and quality and the development after entering the society.

4.4 Comparative Analysis of Different Evaluation Methods in the Final Exam of Ideological and Political Course

At present, there are written tests, papers, group research reports and oral speeches in the evaluation system. What are the differences between these methods in realizing the evaluation function and the educational and teaching objectives? Based on what objective basis, we choose different evaluation methods, which will be analyzed one by one.

4.4.1 The written test

At present, the closed-book examination is dominant in the final grade evaluation method of ideological and political courses in schools and is the least popular among students. This evaluation method is likely to lead to problems such as insufficient invigilation resources, more cheating and higher failure rate.

Closed-book exams usually take into account the difficulty of test questions and the passing rate of students, and the main content becomes rote memorization of teaching materials. This evaluation method not only can not effectively guide and urge students to study, but also causes the stereotype that ideological and political courses are dogmatic, which hurts students' initiative and enthusiasm for learning. At present, some local schools have gradually replaced closed-book exams with open-book exams, which has greatly reduced students' cheating and failure rate, but on the contrary, it has encouraged students to pay less attention to normal teaching and final exams, and they can still pass the exams smoothly if they cram for help.

With regard to what evaluation function can be achieved in the final written examination, the questionnaire set the topic: "What do you think is the greatest value and significance to yourself if you successfully pass the final written examination?" The survey results are shown in Table 4.

Table 4

Evaluation function of final written examination evaluation method

Selection basis	number of people	percentage
Evaluation function	212	52.35%
Feedback summary function	36	8.89%
test function	103	25.43%
Psychological level construction	54	13.33%

Note: This research summarizes

Written examination is a common way of evaluation, which has many evaluation functions, including:

Evaluation function. Knowledge assessment, to know whether students have mastered relevant knowledge; Standardized assessment, with the same examination conditions, grading standards and the same questions, contributes to the fairness and consistency of assessment; Ability assessment includes analysis, synthesis, problem solving and critical thinking. Finally, the evaluation of students' writing and expression ability.

Feedback, recording and summarizing functions: written test scores can feed back students' academic performance in a short time and be used for students' academic records. It is helpful for students to review and summarize the contents of the whole semester and consolidate their knowledge.

Test function. Students' memory and understanding, whether they can remember and understand the facts, ideas and principles in the course; Time management and stress coping ability help students cope with future academic career challenges.

Psychological construction: encouraging competition and learning motivation. The written test may stimulate students' sense of competition and motivation to learn. Due to other psychological factors such as self-esteem, students will strive for better grades.

The disadvantages and limitations of written examination include: over-emphasis on rote memorization, incomplete evaluation, test anxiety and pressure, fairness, lack of practical application, obstruction of creative thinking, and lack of immediate feedback. Finally, the written test is usually done independently, which is not conducive to cooperation and team work.

4.4.2. Group study report

Students discuss in groups, and then submit the group report. Regarding the evaluation function of the final grade group research report, the questionnaire set the topic: "What do you think is the greatest value and significance to yourself if you successfully passed the evaluation of the final group research report?" The survey results are shown in Table 5.

Table 5

Evaluation function of evaluation method of final group research report

Selection basis	number of people	percentage
Curriculum verification	74	18.27%
Personal ability	168	41.48%
Psychological gain	77	19.01%
vocational development	86	21.23%

Note: This research summarizes

According to the survey data in Table 5, the evaluation method of the final grade of the group research report has great effectiveness and superiority. As long as the system is improved, effective guidance is provided, and most students can complete the group research report, which is a major promotion and breakthrough for the teaching effect and education quality of ideological and political courses at present, and is of great significance.

The first is the course verification: testing and deepening the learning effect and the academic achievement of the report. Students' in-depth study and understanding of a subject can lay a solid foundation for their future academic and professional careers, and their achievements have contributed to some extent, which proves their academic ability and talent and stimulates their interest in academic research.

Secondly, the improvement of personal ability: including critical thinking, communication and expression, teamwork ability. Research reports convey opinions in written form through academic communication. By writing reports, students improve their academic writing and teamwork skills.

Thirdly, psychological gains: self-confidence and self-growth, teamwork and communication. By completing the challenge of the research report, students will enhance their self-confidence, remould themselves and be more willing to achieve teamwork more easily.

Finally, career development: it is very important to provide competitive advantages for future career development, especially for those who want to engage in research-oriented career resumes or need to think critically and solve problems.

There are also some problems in the assessment methods of group research reports, such as inconsistent scoring, unbalanced contribution of group members, plagiarism and academic misconduct, students' anxiety, and difficulty in quantification and comparison. For this reason, we can clearly define the division of tasks when we first set up the group, pay more attention to its standardization and refinement when writing the report, effectively avoid the low quality and plagiarism of students' independent topic selection, and give full play to the learning and construction value of the group research report.

4.4.3. Final paper

The final paper evaluation generally includes content quality, structure organization, literature review, citation and reference, innovation and so on. Regarding the evaluation function of the final paper, the questionnaire set the topic: "What do you think is the greatest value and significance to yourself if you successfully passed the final paper evaluation?" The survey results are shown in Table 6.

Table 6

Evaluation function of final thesis evaluation method

Selection basis	number of people	percentage
scholarly competence	96	23.70%
Future development	95	23.46%
Personal ability	101	24.94%
Psychological level	61	15.06%
social practice	52	12.84%

Note： This research summarizes

The evaluation method of students' final papers has the following values and significance: Academic ability. Academic development to help students improve their research, writing and analysis skills; Academic integrity, by quoting and referring to documents, students learn how to avoid plagiarism and academic misconduct. Evaluate academic ability, and get a more comprehensive understanding of students' academic ability and growth.

Training of future development ability. Personalized learning, students can choose their own topics of interest to study and write, which is conducive to stimulating academic interest. In-depth learning, strengthening understanding of subject knowledge, can cope with higher-level curriculum and career challenges.

Personal ability is improved. Critical thinking, evaluating different viewpoints, evidences and theories, and being able to support one's own viewpoints with logical and simulated operations; Think independently, choose your own research topics, collect and analyze data, and then come to a conclusion. Communication skills require students to express their views clearly and coherently.

Personal psychological level: the opportunity to express oneself and increase students' confidence. Choosing topics of interest to study and write will help stimulate academic interest and may lead them to further explore related fields.

Social practical experience, knowledge accumulation, in-depth study and understanding of the theme will help to accumulate more extensive knowledge; Practical experience, familiar with research methods, literature review, data analysis and academic writing. This is especially valuable for students who plan to engage in research-oriented careers.

There are also some disadvantages in the paper evaluation method, such as: the evaluation standard is not clear, which is not conducive to quick feedback, students' pressure and anxiety, not suitable for all students, plagiarism and so on. To this end, educational institutions can take measures such as defining evaluation criteria and teaching academic integrity to ensure that thesis evaluation is more fair and beneficial to students' academic development.

4.4.4. Oral report or speech

In this way, students are required to express their views and think about the evaluation function of the final paper evaluation when facing questions. The questionnaire is set with the topic: "What do you think is the greatest value and significance to yourself if you successfully pass the final paper evaluation?" The survey results are shown in Table7.

Table 7

Evaluation function of final thesis evaluation method

Selection basis	number of people	percentage
Personal ability	108	26.67%
Psychological construction	115	28.40%
vocational development	123	30.37%
School factors	59	14.57%

Note: This research summarizes

The value and significance of oral report or speech evaluation method are as follows:

Personal skills: presentation skills and time management. Students should clearly express their thoughts and opinions in oral way, which not only requires high oral expression ability, but also helps them develop time management and organizational skills.

Psychological construction: Oral speech in public can enhance students' self-confidence. In some cases, oral presentation is part of a team project, which helps students develop the ability of teamwork and coordination.

Career development: practice, interview and career preparation. Theoretical knowledge perceives the actual situation and connects the learned content with the actual problem. Help students express themselves better in the interview, increase their career opportunities and prepare for their careers.

School factors: feedback and evaluation diversity. Oral speaking will get more direct feedback, which can help students understand their own strengths and improve their room, and help to continuously improve their speaking ability. A diversity assessment method is provided.

The disadvantages of oral report, such as public anxiety, personal preference and advantage judgment of reviewers, may affect the final scoring result; Need a lot of time and work; The evaluation criteria are not clear; Linguistic and cultural differences; Difficult to assess complexity; Personal privacy issues; Class time consumption, etc.

5. Suggestions

The reform of the evaluation method of ideological and political course has been going on and presents new characteristics such as three-dimensional, multi-comprehensive, quantitative objectification, but some problems have been found in the process, which deviated from the original intention of the reform and triggered our teaching reflection on the reform.

Firstly, the shift from closed book exams to open book exams is not conducive to the construction of academic atmosphere. The open-book exam reduces the requirement for theoretical knowledge in basic courses, which may become a weakness for students to participate in graduate entrance exams and work in the future.

Second, lowering the theoretical knowledge of ideological and political course is not conducive to the cultivation of students' ability and virtue. Knowledge is that foundation of ability cultivation and virtue cultivation. when the theoretical foundation is not firm, ability exercise and virtue cultivation will inevitably become castle in the air (Jussim & Harber, 2016).

Third, practical teaching is difficult to implement, and students lack opportunities to participate and their enthusiasm is low. Due to security, funds and teachers' energy, it is difficult to expand the participation of practical teaching. At the same time, due to plagiarism and other problems, students' enthusiasm is further reduced in the absence of a strict assessment mechanism.

Fourthly, strengthening the process evaluation may stimulate students' utilitarianism. From the practical point of view, the process evaluation greatly mobilizes the enthusiasm of students to participate in the educational process. However, this assessment method is likely to lead to alienation: students deliberately show it to teachers to get high marks, and it is difficult to determine the process evaluation of teaching effect.

6. Summary

The final grade evaluation method of ideological and political course should be consistent with the educational goal, and it must be pragmatic and effectively respond to the internal needs and expectations of the new generation of students, and the theoretical education and moral quality cultivation should be subtly embedded in the comprehensive cultivation of students' ability and quality and the development needs after entering the society.

The reform of the final grade evaluation method of ideological and political course should be a gradual process, which requires comprehensive consideration of different evaluation standards and the active participation and cooperation of teachers and students. The reform of the final grade evaluation method of ideological and political course should be open-minded, based on the characteristics of the course and teaching practice, actively absorb and learn from international advanced education theories, and promote the exploration of teaching reform. Conduct scientific investigation and evaluation of the new evaluation system in time, constantly reflect and summarize from the teaching practice, and gradually form a more contemporary and effective institutional mechanism and educational model. In this way, the ideological and political course can actively respond to the challenges of developing teaching practice, and better cultivate Socialism with Chinese characteristics construction talents with both ideological and political theory literacy and all-round development of ability and quality.

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A Study of the Effectiveness of Reciprocal Teaching on Reading Comprehension of Elementary Students with Moderate Intellectual Disabilities

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Abstract

The aim of this study is to explore the intervention and maintenance effects of reciprocal instruction methods on reading comprehension of moderately intellectually disabled vocational college students. A single subject experimental study was conducted on three moderately intellectually disabled vocational school students for three periods of experimental teaching. The study used a self-designed reading comprehension test to test the teaching effectiveness and maintenance effectiveness, and used visual analysis within and between stages analysis methods, combined with C statistics to analyze the data. The results show that reciprocal instruction has significant effects and maintenance effects on overall reading comprehension, explanatory text reading comprehension, and narrative text reading comprehension of moderately intellectually disabled secondary vocational students.

Keywords: Reciprocal Instruction, Moderate Intellectual Disability, Secondary Vocational School Students, Reading Comprehension

1. Introduction

Text is one of the most important ways of presenting information in modern society, people in modern society, reading is the basic ability that must be possessed for social adaptation and independent living, research has found that reading difficulties are the most common second symptom of students with intellectual disabilities (Koritsas & Iacono, 2011),the higher the level of intellectual disability, the lower the reading level (Ratz & Lenhard, 2013). Students with intellectual disabilities have greater difficulties with text comprehension than text recognition, as do children in general. Although students with intellectual disabilities struggle with reading, they are still able to learn to read. Some teachers have low expectations for students with intellectual disabilities and define reading as a goal in the Individualized Education Program (IEP) as recognizing a few specific words, rarely bothering to teach relevant reading skills (Zhu, 2011).

Reciprocal teaching is one of the famous instructional strategies developed in the 1980s due to its remarkable success in teaching reading strategies, which is widely used in reading instruction, and since 2006-2014, the method has been gradually cited in the field of special education.Palincsar and Brown proposed reciprocal teaching for the first time by selecting four specific strategies, summarizing, questioning, clarifying and predicting, in terms of instructional purposes for the six tasks readers need to accomplish while reading (Palincsar & Brown, 1984). Rosenshine proposed in a review of research on reciprocal teaching that there are two forms of reciprocal teaching (Rosenshine & Meister, 1994), one of which is reciprocal teaching only (reciprocal teaching only (RTO) and explicit teaching followed by reciprocal teaching only (ET-RT). The difference between these two different models is when and how the teaching of strategy comprehension takes place, and for strategy-explicit teaching is more applicable to SEN subjects (Man, 2018).

The application of reciprocal teaching in special areas focuses more on the younger age group with mild intellectual impairment. Chen Meijing selected three mildly intellectually impaired in elementary school and junior high school respectively to conduct the study (Chen, 2006), Bos selected mildly intellectually impaired between the ages of 20-72 years old to conduct the study, and although there are more studies that are effective for the method, they mostly focus on the younger age and mildly intellectually impaired (Bos, 2007) , Yao Jingjing selected 24 students with intellectual disabilities in special education schools, including mild to moderate and severe (Yao, 2014) , but the reading comprehension level of the subjects was not accounted for in the study. Therefore, in order to understand the impact of this pedagogy on the reading effectiveness of adolescents with moderate intellectual disabilities, this study intends to take an experimental approach to investigate the effectiveness of reciprocal teaching (ET-RT model) on expository, narrative, and holistic reading for adolescents with moderate intellectual disabilities.

2.Methodology

2.1 Subjects

The school in which the research subjects were enrolled was a district elementary vocational and technical school, which is a school that teaches vocational instruction at the high school education level and enrolls students who have completed the nine years of compulsory education in the accompanying and auxiliary schools. The researcher selected the subjects according to the following three criteria: 1.students identified as moderately mentally retarded; 2.oral expression is basically not a problem, and they are able to carry out simple conversation, ask questions, and express their feelings and thoughts; and 3.parents agree to the students' participation in the experimental teaching, and the students are able to cooperate with the teaching time. Due to the fact that the students in the third and second year of junior grades were arranged for internship tasks, inconvenient time, and high mobility of the subjects, the final grade of the subjects was determined to be the first year of junior grades. The researcher finalized three students, including two males and one female, in the second class of the junior first year through interviews with the classroom teachers of the relevant classes as well as three weeks of classroom observation through the Raven's Test-Joint Intelligence Test.

Table 1

Subject

Number	**Gender**	**Age**
A	Male	14
B	Male	15
C	Female	14

2.2 Experimental materials

2.2.1 Reading instructional materials

The reading materials used in this study were adapted from seven online reading articles and five texts from school-based textbooks, a total of twelve articles, each with a word count of between 400-600 words, and each article was accompanied by four reading comprehension questions compiled by the researcher herself as a practice for reading comprehension in the experiment; this study used Explicitly Reciprocal Teaching and Learning (ET-RT model), and the instruction was divided into two parts, namely, before the instruction took place strategy instruction and formal reading instruction.

2.2.2 Self-administered reading comprehension quizzes

The reading comprehension test is based on the 1995 reading comprehension test developed by Hu Yong-chong of Taiwan (Xu, 2009), which consists of three sets of questions: A, B, and C. Each set contains two narrative texts and two expository texts, with ten multiple-choice questions for each text. The difficulty of the three sets of quiz questions was 0.79 for (A) narrative essays and 0.79 for expository essays; (B) 0.8 for narrative essays and 0.77 for expository essays; and (C) 0.8 for narrative essays and 0.78 for expository essays. the average difficulty of the three sets of quiz questions was 0.79, and in terms of the re-test reliability, the difficulty of the narrative essays was 0.94 and the difficulty of the expository essays was 0.93. in terms of the validity, the difficulty of the narrative essays was 0.72 and for the expository text it was 0.75.

The quiz went through three rounds of revisions, the first of which was the localization of the quiz terms. In the second round, the two first-year junior high school language teachers were consulted, and the original multiple-choice options labeled "1\2\3\4" were changed to "A\B\C\D". \4" to "A\B\C\D", and moved the question number of each question to the front of each question to prevent students from omitting to answer and affecting the statistics. In the third round, two moderately mentally handicapped students from the second class of the first year of junior secondary school were invited to try out the quizzes, and the format of the quiz questions was adjusted according to the feedback. In the end, we obtained 6 sets of quizzes, 2 for each set, 10 questions for each quiz, and the scoring method was one point for each correct answer, with a full score of 20 points, and the question type was four choices of single choice, which was the overall score of the reading comprehension quiz, and the six sets of quizzes were recycled in the three experimental phases.

2.3 Experimental design

The researcher used a single-subject A-B-A design model, and the entire study was divided into three phases: the baseline period (Phase A), the processing period (Phase B), and the follow-up period (Phase A'). In the baseline period (Phase A), no instruction was administered, only data were collected from the subjects prior to the instructional intervention, and the test was administered using a reading comprehension quiz, during which no prompts or feedback were given to the subjects, who were only asked to answer the questions to the best of their ability, and after the data had stabilized, the processing period was entered. Four data points were collected during the baseline period. The processing period (Phase B) enters into reciprocal instruction, where a reading comprehension quiz is administered after each instruction, collecting a total of 12 data points. The tracking period (Phase 'A') was four weeks after the end of the instructional treatment, and data were collected twice a week for two weeks, for a total of four data points to determine if the subjects could maintain the effects of the instructional treatment.

2.4 Experimental procedures

The researcher arranged twelve teaching sessions during the experimental period.The first two sessions are the explicit teaching of strategies, teaching materials from the school textbook,so as to facilitate the students to better grasp the reading strategy; the third to the sixth time to select the illustrative text is selected from outside the classroom, the students are not very familiar with the subject matter; the seventh time, the researcher chose the first narrative text from the school textbook to facilitate the students' transition, and from the seventh time, the researcher began to withdraw the cards used for teaching prompts.

2.5 Data processing

This study used a single-subject A-B-A design, combined with within- and between-stage visual analyses and C-statistics (Du, 2010) on the basis of the visual analyses, to examine whether the trends in the data point changes within and between stages reached the level of significance, and to calculate treatment effects such as intervention effectiveness and retention effects.

3.Results and analysis

3.1Results and Analysis of Reciprocal Instruction for Overall Intervention in Reading Comprehension

3.1.1 Within-stage visual analysis of overall reading comprehension scores

Subject A showed a steady upward trend during the baseline period and an erratic upward trend after entering the treatment period. The change in mean level was erratic during the treatment period, but showed a stable and steady trend during the follow-up period, with a decrease in mean score relative to the treatment period. Subject B showed a downward trend in the baseline period and a steady upward trend with an erratic change in mean level after entering the treatment period. After entering the tracking period, Subject B maintained a steady trend with an erratic change. Subject C showed a steady downward trend in the baseline period, entered the treatment period with an upward trend, tending to stabilize, and in the tracking period, showed a steady downward trend, with an unstable change in the average level.

3.1.2 Interstage Visual Analysis of Overall Reading Comprehension Scores

Subject A maintained an upward trend from the baseline period to the treatment period, with a steady change in trend from stable to unstable, and a level of change of +3 between two adjacent phases, with a percentage overlap of 17%. The performance trend from the treatment period to the tracking period was from increasing to steady, and the trend stability change was from unstable to stable. The level of change between adjacent phases in the treatment and tracking periods is -3, with a 100% overlap.

Subject Ethyl line period has been trending upward and stabilizing with the treatment period, and the level of change between adjacent phases is 0, and the percentage of overlap is 33%. The performance trend from the treatment period to the tracking period has been upward to steady, tending to stabilize the change from stable to unstable, and the level of change between the treatment and tracking phases of subject B is -1, with an overlap percentage of 100%.

Subject C showed a decreasing to increasing trend from baseline to treatment period, tending to remain stable, and the level of change between adjacent phases of baseline and treatment periods was 0, with an overlap percentage of 33%. The treatment period to the tracking period showed an increasing to decreasing trend, tending to remain stable. The level of change between adjacent phases is +1, with a 100% overlap.

3.1.3 Statistical Analysis of C for Overall Reading Comprehension Score

Subject A reached a .01 significant difference (Z=2.6841) in the baseline period plus the treatment period (A+B), indicating a significant effect of the reciprocal teaching intervention. Mean scores in the latter part of the treatment period were high compared to the mean scores for the entire treatment period, but did not show a significant difference. After entering the tracking period, the tracking period as well as the treatment period plus the tracking period (B+A') also did not reach a significant difference.

Subject B reached a significant difference of .05 (Z=2.1981) in the treatment period, .01 (Z=2.6771) in the baseline period plus the treatment period (A+B), and in the latter part of the treatment period, the mean scores were higher than the mean scores for the treatment period as a whole, but did not reach significance. After entering the tracking period, the tracking period as well as the treatment period and the tracking period (B+A') did not reach the level of significance.

The C-statistic z-value of subject C reached the significance level of .05 (Z=1.7430) for the baseline period plus the treatment period (A+B), and six times after the treatment period, the mean score increased compared to the whole treatment period, but did not reach the significance level. After entering the tracking period, the tracking period reached the .05 (Z=1.6484) level of difference from the treatment period, and the treatment period plus the maintenance period (B+A') did not reach the level of significance, with a better maintenance effect.

3.2Results and Analysis of Reciprocal Instruction's Overall Intervention on Expository Reading Comprehension

3.2.1 Within-stage visual analysis of overall reading comprehension scores for expository texts

Subject A showed a steady smooth trend in the baseline period and an erratic upward trend into the treatment period. The tracking period showed a steady smooth trend; Subject B showed a steady downward trend in the baseline period, an unstable upward trend into the treatment period, and an unstable downward trend in the tracking period; Subject C showed a steady downward trend in the baseline period, an unstable smooth trend into the treatment period, and a steady downward trend in the tracking period.

3.2.2 Interstage Visual Analysis of Overall Reading Comprehension Scores for Expository Texts

Subject A's test scores from the baseline period to the treatment period showed a trend from smooth to increasing, with a change in trend stability from stable to unstable, a level change of +2 between adjacent phases, and a percentage overlap of 33%. From the treatment period to the tracking period performance trends ranged from increasing to smooth, trend stability ranged from unstable to stable, the level change between adjacent phases in the treatment and tracking periods was 0, and the percentage overlap between the tracking and treatment period scores was 100%.

The trend in performance between the ethyline and treatment periods for the subjects was down to up, the trend remained stable, the change in level between the baseline and treatment periods between stages was 0, and there were four occasions in the treatment period when the data fell within the level range of the baseline period, with a percentage of overlap of 33%. The performance trend from the treatment period to the tracking period was upward to downward, the trend remained stable, the inter-phase level change was 0, and the percentage of overlap between the tracking and treatment periods was 100 per cent.

Subject C's performance trend from the baseline to the treatment period was downward to steady, trend stability was stable to unstable, the level change between the baseline and treatment periods was +1, and there was one occasion in the treatment period when the data fell within the level range of the baseline period, and the percent overlap was 8%. The performance trend from the treatment period to the tracking period was upward to downward, trend stability was unstable to stable, the change in level between the treatment and tracking periods was 0, and the percentage of overlap between the tracking and treatment periods was 100 per cent.

3.2.3 Statistical Analysis of C Scores for Overall Reading Comprehension of Expository Texts

Subject A reached a significance level of .05 (Z=2.1765) when entering the treatment period and .01 (Z=2.6295) for the baseline and treatment periods (A+B). Mean scores in the latter part of the treatment period increased compared to the entire treatment period, but did not reach the significance level. The tracking period as well as the treatment period plus the tracking period (B+A') also did not reach the level of significance.

Subjects did not reach the level of significance for the ethyl line period, and reached the .05 (Z=1.7163) level of significance for the baseline and treatment periods (A+B). The mean score for the latter part of the treatment period was higher than the mean score for the entire treatment period, but did not reach the level of significance. Neither the tracking period nor the treatment period plus the tracking period (B+A') reached the level of significance either.

Subject C was not significantly different in the baseline period, did not reach the level of significance going into the treatment period, and reached the level of significance of .05 (Z=1.9518) for the baseline period and the treatment period (A+B). The latter part of the treatment period and the follow-up period did not reach the level of significance, and the treatment period plus the follow-up period (B+A') reached the level of significance of .05 (Z=2.1769).

3.3 Results and Analysis of Reciprocal Instruction for Overall Intervention in Narrative Reading Comprehension

3.3.1 Within-Stage Analysis of Narrative Reading Comprehension Scores

Subject A showed an upward stable trend in the baseline, treatment, and follow-up periods. Subject B showed a stable and steady trend in the baseline period. It showed an unstable upward trend into the treatment period. The tracking period showed a steady upward trend. Subject C showed a steady trend towards unstable performance in the baseline period, a stable and steady trend into the treatment period, a steady downward trend in the tracking period, and the highest average score in the tracking period for the average of the three phases, with a steady change in the average level.

3.3.2 Interstage Visual Analysis of Narrative Reading Comprehension Scores

Subjects maintained a steady upward trend from the baseline period to the treatment period, with a change level between phases of +1. The change level in the treatment period fell into the range of the baseline period's level on four occasions, with an overlap percentage of 33%. The upward trend from the treatment period to the tracking period is stable and continuous. The level of change between the treatment and tracking periods was -3. The tracking period fell within the performance level of the treatment period on three occasions, with a 75% overlap.

Subjects shifted from a smooth to an upward trend from the baseline period to the treatment period. The change in level between the baseline and treatment period phases was 0. There were four occasions when scores fell within the level range of the treatment period, with an overlap percentage of 33%. The performance trend from the treatment period to the tracking period showed a continued steady upward trend, indicating a maintenance effect of the instructional treatment, and the change in level between the treatment and baseline phases was -1. There were four occasions in the tracking period when the data fell into the level range of the treatment period, with an overlap percentage of 100 percent. Subject C's performance from the baseline period to the treatment period declined to plateaued, and the stability of the trend went from unstable to stable. The change in level between the baseline and treatment phases for subject C was -1.

Subject C's score in the treatment period had eleven data points that fell within the level of the baseline period, with an overlap percentage of 92%. Subject C's performance trend from the treatment period to the tracking period ranged from smooth to decreasing, with the trend remaining stable and the level of change between the treatment and tracking phases being +1. Three of Subject C's points in the tracking period fell within the level range of the treatment period, with an overlap percentage of 75%.

3.3.3 Statistical Analysis of C Scores for Narrative Reading Comprehension

Subject A reached a steady state during the baseline period and reached a significant difference of .05 (Z=2.0404) going into the treatment period. The baseline period plus the treatment period (A+B) did not reach the level of significance, and the mean scores in the latter part of the treatment period were higher than the mean scores for the entire treatment period, but did not reach the level of significance. The follow-up period as well as the treatment period plus the follow-up period (B+A') also did not reach the level of significance.

Subjects reached steady state in the ethyl line period and reached a significance level of .05 (Z=1.7245) going into the treatment period, and the mean score in the latter part of the treatment period was higher than the mean score for the entire treatment period, but did not reach the significance level. The treatment period plus the tracking period (B+A') also did not reach the level of significance.

Subject C reached steady state in the baseline period, reached a significance level of .01 (Z=2.2693) into the treatment period, did not reach significance in the baseline period plus the treatment period (A+B), reached a significance level of .01 (Z=2.2183) in the latter part of the treatment period, and did not reach significance in the tracking period or in the treatment period plus the tracking period (B+A').

4.Conclusions and recommendations

4.1 Conclusion

Based on the research objectives of this study and synthesizing the results of the data in Part III, this study mainly summarizes the following conclusions.

1.Reciprocal instruction has a significant and sustaining effect on the overall reading comprehension of beginning students with moderate intellectual disabilities.

2.Reciprocal instruction has a significant and sustained effect on the reading comprehension of expository text for elementary students with mild intellectual disabilities.

3.Reciprocal instruction has a significant and sustaining effect on narrative reading comprehension for beginning students with mild intellectual disabilities.

4.2 Recommendations

Summarizing the existing empirical studies on reciprocal teaching, reciprocal teaching has significant results on students' reading comprehension (Tun et al., 2021). The process and results of this study further demonstrate that reciprocal teaching is actionable in real-world teaching.

1. Selection of teaching materials in reciprocal teaching.

When teaching, students are motivated by seeing familiar texts even if they are unfamiliar with the strategies being taught (Vanessa & Cedric, 2023). The materials used by the researcher in teaching were mainly from school textbooks, and students would be more comfortable using the strategies in this way than in unfamiliar texts. In teaching the strategies, the researcher used the article "The Viaduct" as an example to introduce the prediction and questioning strategies. The three subjects lived in Shanghai and were not unfamiliar with the viaduct at all, and during the prediction students made many predictions about the viaduct, and the students showed particular joy if their predictions appeared in the following text, and for the incorrect predictions, the students were more interested in noticing the difference between their predictions and the article's telling, and the students maintained a high level of motivation and interest in learning throughout the lesson (Renninger & Hidi, 2016) and competed with each other on who predicted more accurately. For in the early stages of instruction, the choice of school-based materials can make it less difficult for students to learn the strategies because students have the background knowledge and therefore will focus more on the strategies than the instructional materials when they are learning. The strategies are taught on familiar topics to increase motivation and incentives, and students are rewarded verbally for using the strategies.

2. Selection of Reading Aids and Simple Learning Cards in the Interactive Teaching Process

In this study, study cards are used as an auxiliary tool, through which students are given hints to help them familiarize themselves with the strategies faster and apply them, shortening the time for students to master the strategies. However, the study cards are made to be simple, overly detailed steps, too abstract steps will create a burden for students to use and the effect will be greatly reduced (Iserbyt, 2015). In addition simple picture cards can be used appropriately in a peer interactive process as a medium for pre-class preview (Iserbyt et al., 2010).

3. Reading strategies and forms of instruction in reciprocal teaching and learning

Direct instruction is used to teach strategies that address the cognitive characteristics of students with intellectual disabilities by taking small steps and multiple loops while students become more proficient in mastering and applying the four strategies. Although it is cyclic, each feedback should add something new to arouse students' interest in learning (Byra & Marks, 1993). The main task afterwards is to review the four strategies through the articles, which helps the students to master the content better. Unlike mildly mentally retarded and normal children, different teaching behaviors of the teacher have a direct impact on the effectiveness of reciprocal instruction (Morgan et al., 2005), in the study, the teacher modeled by thinking aloud and gave the students the opportunity to learn directly, and frequently assessed their progress, which increased the students' motivation to learn (Nolen, 2007).

The content of the teaching can be adjusted in time according to the learning characteristics of the students as well as their learning progress. Students are not at equal level in mastering these four strategies (Aliakbari & Adibpour, 2018). In the study, it was found that students have a good mastery of prediction, but they will have no way to ask questions, when summarizing, they will still add some irrelevant information, and in clarification, they will only clarify words

in a single way, so in this case, the teaching arrangement should be appropriately based on the mastery of the strategy of the students to teach the four strategies with emphasis.
Reciprocal instruction is still alive and well in ID classrooms, and P.I.T.S. can draw on the participatory, cooperative, and autonomous elements of reciprocal instruction to create active and effective classroom instruction.

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The Effect of Physical Self-efficacy on the Ability of Exercise Innovation among College Students in Yunnan Province: The Mediating Effect of Exercise Self-learning Ability

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Abstract

The goal of this study is to affect college students' physical self-efficacy, sports innovation ability, and sports autonomous learning ability, as well as to develop an intermediary model based on sports autonomous learning ability. Using the physical self-efficacy scale, sports autonomous learning ability scale, and sports innovation ability scale, this study conducted a questionnaire survey on 363 college students in Yunnan Province, and investigated the relationship between college students' physical self-efficacy, sports innovation ability, and sports autonomous learning ability. The study discovered that college students' physical self-efficacy and sports autonomous learning capacity have a strong positive predictive effect on their ability to innovate in sports. Furthermore, sports autonomous learning ability has a considerable beneficial impact on college students' sports innovation ability, and sports autonomous learning Furthermore, sports autonomous learning ability has a considerable beneficial impact on college students' sports innovation ability, and sports autonomous learning ability serves as a partial intermediary in the influence of college students' physical self-efficacy on college students' sports innovation ability. The findings of this study have theoretical and practical implications for boosting college students' ability to innovate in sports. ability serves as a partial intermediary in the influence of college students' physical self-efficacy on college students' sports innovation ability. The findings of this study have theoretical and practical implications for boosting college students' ability to innovate in sports.

Keywords: college students; Physical self-efficacy; Sports innovation ability; Sports autonomous learning ability

1. Research background and motivation

Talent is the first resource to encourage progress, and inventive talents are the cornerstone of a strong country and a significant factor of national competitiveness (Brandstätter & Bernecker, 2022). College students are a rich ground for cultivating inventive skills, thus we should pay special attention to cultivating the innovative capacity of college students.

Sporting talents are a key driving force in the development of a sporting power (Hassan et al., 2022). The triumph of the 2022 Beijing Winter Olympics has resulted in significant sporting achievements (Chen et al., 2021). The revolution in sports is also progressing. As a result, unleashing the vigor of talent innovation is an essential prerequisite for the development of sports in the new era.

Innovation capacity is an important criteria to gauge educational level in the nurturing of talents in colleges and universities (Kwangmuang, 2021). As a result, paying attention to the cultivation of outstanding talents and innovative talents, increasing the cultivation of original ability and spirit (Chen et al., 2022), and strengthening the cultivation of innovative ability is an unavoidable requirement for the development of high-quality education with Chinese characteristics.

Students who have a strong feeling of physical self-efficacy are more confident in the sun, and having a lot of energy allows them to be more creative (Hébert, 2021). Self-efficacy refers to people's subjective assessment of their ability to do a task successfully. Successful experience increases self-efficacy, while recurrent failures decreases self-efficacy (feather, 2021). That is, physical self-efficacy relates to the ability to establish demanding goals, persevere in the face of adversity, and believe that one's physical fitness is capable of meeting present obstacles (Ronnie & Philip, 2021). When obstacles develop, a better sense of physical self-efficacy can help one to have a calm mind and seek answers rather than denying oneself, and continuous achievements will boost self-confidence (Samuel, & Warner, 2021). However, the ability to learn on one's own is also necessary. Active and passive learning have highly diverse effects on students' abilities to innovate (Lei, 2022). Autonomous learning ability is a modern learning strategy that is equivalent to traditional receptive learning. As the name implies, autonomous learning focuses on students as the primary source of knowledge and fulfills learning objectives through individual analysis, discovery, practice, questioning, and creativity (Zhang, 2022).

As a result, physical self-efficacy and sports autonomous learning ability in college students are essential elements influencing sports innovation, and some academics have argued that these three factors need additional study (Zhang Dajun, 2015). Based on this, the purpose of this paper is to conduct empirical research to identify the outstanding problems of college students' sports innovation ability and autonomous learning ability, to thoroughly analyze the causes of the problems, and to propose effective strategies to improve college students' sports innovation as well as their sports literacy and health awareness. As a result, this study investigates college students' sports innovation capacity further by looking at the impact of physical self-efficacy on sports autonomous learning ability.

2. Literature review

2.1 The relationship between physical self-efficacy and sports innovation ability

It is discovered that there is a positive relationship between self-efficacy and athletic innovation capacity. People who have a high level of physical self-efficacy are more likely to actively explore new ways and skills in sports in order to develop their innovative abilities. Simultaneously, a high sense of physical self-efficacy assists individuals in developing self-confidence, reducing anxiety and stress when confronted with problems, and promoting the exhibition of innovative abilities (Zhang & Wang, 2017). According to Hao and Wang (2015), there is a mutual promotion link between physical self-efficacy and sports innovation capacity, and people who have higher physical self-efficacy are more likely to participate in sports activities. According to Tian (2006), physical self-efficacy refers to a person's confidence and belief in his or her ability and performance in a particular activity. This belief will effect that person's performance and successes in that sport, which will then affect that person's capacity to innovate in that sport.

The self-efficacy hypothesis was developed by Bandura (1997), and it states that an individual's belief and confidence in his or her own success in the face of difficulties and demands. This hypothesis offers a theoretical framework for examining how physical self-efficacy and athletic innovation capacity are related. In conclusion, physical self-efficacy and college students' capacity for sports innovation are closely related, and they interact and grow together. We can increase students' sense of physical efficacy within the real educational process to encourage their active involvement and creative performance in sporting events. On the basis of this, hypothesis 1 is proposed: physical self-efficacy in college students can predict sports innovation ability.

2.2 The relationship between physical self-efficacy and sports autonomous learning ability

Physical self-efficacy and physical autonomous learning capacity are positively correlated, according to the available research (Hu & Zang, 2013). An individual's subjective assessment of his or her ability to succeed in a certain physical activity is referred to as physical self-efficacy. Higher physical self-efficacy makes people more likely to actively try out new techniques and sports skills, which enhances their capacity for independent learning (Shi & Wang, 2010). A high level of physical self-efficacy is also helpful for boosting self-esteem, lowering stress and anxiety when faced with problems, and promoting the growth of independent learning skills. It is discovered that sports autonomous learning ability and physical self-efficacy are positively correlated. An individual's ability to learn on their own while participating in sports activities is improved by having a high sense of physical self-efficacy (Zhang & Wang, 2017). In conclusion, there is a strong correlation between physical self-efficacy and sports autonomous learning capacity, which, by enhancing physical self-efficacy, can encourage active engagement and autonomous learning in sports activities. Using this information as a foundation, hypothesis 2 is proposed: physical self-efficacy can predict a person's capacity for independent learning in sports.

2.3 The relationship between sports autonomous learning ability and sports innovation ability

Sports autonomous learning capacity and sports innovation capacity have been the subject of several studies (Zhang & Wang, 2017). These investigations have often discovered a favorable association between these two constructs. In other words, the level of sports innovation ability increases with the level of independent learning ability of the sport. The ability of individuals to create learning objectives, select learning strategies, modify the learning process, and independently assess learning effects in sports is thought to be the potential mechanism underlying this link (Bandura, 1997). Apart from its correlation with innovation ability, sports autonomous learning ability also has a favorable association with other significant sports achievements including sportsmanship and performance (Tian, 2006). It demonstrates that enhancing one's capacity for independent learning can enhance one's capacity for invention as well as enhance sports performance and mindset. In conclusion, sports autonomous learning ability and sports innovation ability are positively correlated, and sports autonomous learning ability is essential for developing sports innovation ability. On the basis of this, hypothesis 3 is proposed: the capacity for autonomous learning in sports can forecast the capacity for sports innovation.

2.4 The intermediary role of sports autonomous learning ability between physical self-efficacy and sports innovation ability.

According to Aben et al. (2022), self-efficacy theory highlights the importance of personal growth and the pivotal role of individual potential as the primary factor influencing and motivating people's behavior and motivation. According to pertinent research, students who have higher levels of self-efficacy are better able to employ self-regulated learning techniques and are more capable of learning on their own (Emai & Karaca, 2021). In the United States, Schumpeter introduced the idea of "innovation" in 1921. According to Araújo et al. (2021) sports innovation ability is the capacity to generate innovative sports ideas by fusing creativity, sports knowledge, and real-world experience. According to a survey on innovation awareness and results, college students need more attention because their innovation results are low, their innovation consciousness is weak, and there are insufficient measures to develop their innovation capacity (Zhang & Wang, 2022). Research by Stephen and Rockinson (2021) and Wu and Liu (2021) demonstrates that self-efficacy is a critical internal component influencing autonomous learning and that autonomous learning capacity is closely correlated with the degree of innovation ability, which is a requirement for innovation.

Through a comprehensive analysis of the associated theories surrounding the aforementioned three relationships, it becomes evident that there is a theoretical foundation for the existence of a particular relationship between self-efficacy and autonomous learning ability, as well as a relationship between autonomous learning ability and innovation ability. It hasn't, however, been thoroughly confirmed in the field of physical education. Consequently, researching how the three relate to one another in physical education can impact students' physical self-efficacy in addition to illuminating the relationship between sports autonomy learning capacity and sports innovation ability. Based on this, hypothesis 4 is proposed as an effective means of raising the physical and mental self-efficacy of Chinese students: The ability to learn autonomously in sports serves as a bridge between physical self-efficacy and sports innovation.

3. Research methods

3.1Object of study

Convenient sampling was utilized in this study to perform a sample survey of college students at three universities in Yunnan Province, China: A, B, and C. The research subjects included 363 college students, with 168 boys accounting for 46.3% of the total and 195 girls accounting for 53.7% of the total. There are 65 college graduates, accounting for 17.91% of the total, 295 undergraduate graduates, accounting for 81.3% of the total, and 3 master's degree or above graduates, accounting for 0.8% of the total. During the survey, 400 questionnaires were distributed, 375 were recovered, and 363 were valid, for an effective recovery rate of 96.8%.

3.2Measures

To assess the measuring tool's reliability and validity, a pre-test questionnaire was administered before the formal questionnaire for this study was determined, and 130 questionnaires were successfully recovered. To confirm the scientific nature of this research tool, factor analysis was performed using SPSS22.0 software, and unqualified questions were eliminated.

(1) Scale of Physical Self-Efficacy

Sun et al. (2005) created the Physical Self-Efficacy Scale. It has a single dimension and is made up of six questions. The 5-point Likert scale is used, and the higher the score, the greater the pupils' sense of physical self-efficacy. The exploratory factor analysis results show that KMO is 0.820, larger than 0.8, and P value is less than 0.001, indicating that the research data is very suited for information extraction.

(2) Sports Innovation Ability Scale for College Students

Zhang (2022) created the scale, which has three dimensions: innovative surroundings, inventive thinking, and innovative personality, with a total of 19 elements. The scale employs a Likert 5-point scoring approach, and the higher the score, the greater the college students' potential to innovate in sports. The exploratory factor analysis results show that KMO is 0.932, more than 0.8, and P value is less than 0.001, indicating that the research data is very suited for information extraction.

(3) the scale of college students' autonomous learning abilities in sports.

Wu (2010) created the scale, which has three dimensions: learning motivation, learning process, and learning environment, with a total of 27 items. The scale employs a Likert 5-point scoring approach, and the higher the score, the greater the college students' independent learning ability in sports. The exploratory factor analysis results show that KMO is 0.962, more than 0.8, and P value is less than 0.001, indicating that the research data is very suited for information extraction.

3.3 Reliability of the Scale

(1) In this study, the Cronbach's coefficient of the physical self-efficacy scale is 0.728, and the Cronbach's coefficient of the entire scale fulfills the measurement requirement of > 0.700 (Devellis, 1991), indicating that the formal scale of physical self-efficacy has good reliability.

(2) In this study, the scale of college students' sports innovation potential comprises three dimensions: innovative surroundings, innovative thinking, and innovative personality. Cronbach's coefficient of the scale is 0.924, and it fulfills the measurement criteria of > 0.700 (Devellis, 1991), indicating that the formal scale of college students' sports innovation capacity is reliable.

(3) In this study, the scale of college students' sports autonomous learning ability is

separated into three dimensions: learning motivation, learning process, and learning environment. Cronbach's coefficient of the scale is 0.964, and it fulfills the measurement criteria of > 0.700 (Devellis, 1991), indicating that the formal scale of college students' sports autonomous learning ability has good reliability.

4. Research results

4.1 Correlation analysis between variables

The association between each scale and its dimensions was statistically investigated in this study, and the results are displayed in Table 1. The correlation study results show that there is a substantial association between physical self-efficacy, college students' sports innovation capacity, and college students' sports autonomous learning ability, all of which are significant at the 0.001 level. There is a significant positive correlation between physical self-efficacy and sports innovation (r r=.293, p0.001), physical self-efficacy and sports autonomous learning ability (r r=.303, p0.001), and sports innovative ability and sports autonomous learning ability (r r=.786, p0.001), according to the correlation coefficient of variables.

Table 1

Correlation analysis table of college students' physical self-efficacy, sports innovation and sports autonomous learning ability

Variable	Physical self-efficacy	Sports innovation ability	Sports autonomous learning ability
Physical self-efficacy	one		
Sports innovation ability	.293***	one	
Sports autonomous learning ability	.303***	.786***	one

Note: $^{***}P < 0.001$

4.2 Regression analysis

Regression analysis was performed on each scale and its dimensions in this study, and the findings are displayed in Table 2.

(1) According to the first model, regression analysis is used to examine the association between college students' physical self-efficacy and sports innovation capacity, and the F value is 15.528, reaching a significant level (P 0.001). Physical self-efficacy had a significant positive impact on sports innovation ability (= 0.221, p 0.001), with physical self-efficacy accounting for 14.8% of sports innovation capacity. As a result, Hypothesis 1 holds true in this investigation.

(2) The association between college students' physical self-efficacy and sports autonomous learning ability is investigated by regression analysis in the second model, and the F value is 16.600, reaching a significant level (P 0.001). Physical self-efficacy has a strong positive influence on sports autonomous learning ability (= 0.225, p 0.001), and it can explain 15.6% of sports autonomous learning. As a result, Hypothesis 2 holds true in this investigation.

(3) The third model uses regression analysis to examine the link between college students' capacity for sports autonomous learning and capacity for sports innovation. The F value for this association is 119.884, reaching a significant level (P 0.001) in the third model. Sports autonomous learning capacity can account for 62.7% of sports innovation capacity and has a strong beneficial impact on sports innovation capacity (=0.051, p 0.001). As a result, hypothesis 3 is true in this study. The relationship between physical self-efficacy and sports autonomous learning ability is also examined (=0.153, p 0.001), and the physical self-efficacy value for sports innovation ability is lower than that in model 1. This indicates that physical self-efficacy in college students positively influences sports autonomous learning ability, which in turn plays

a role in sports innovation ability. In conclusion, hypothesis 4 is true in this investigation.

Table 2
Regression analysis table of sports autonomous learning ability in the influence of physical self-efficacy on sports innovation ability

Variable	Model 1	Model 2	Model 3
Background variable	Sports innovation ability	Sports autonomous learning ability	Sports innovation ability
woman	0.219^{***}	0.241^{***}	0.037
undergraduate course	-0.543	-0.530	-0.144
Master degree or above	-0.415	-0.448	-0.078
independent variable			
Physical self-efficacy	0.221^{***}	0.225^{***}	0.051^{***}
Sports autonomous learning ability			0.153^{***}
variance ratio	15.528^{***}	16.600^{***}	119.884^{***}
R2	0.148	0.156	0.627
Adj R2	0.138	0.147	0.622

Note 1: $^{***}P < 0.001$.
Note 2: Gender (male) and education (junior college) are the reference groups, and the variables are virtualized.

5. Conclusion

This study examines the relationship between college students' physical self-efficacy, college students' sports innovation, and college students' sports autonomous learning ability, and draws the following conclusions.

5.1 The relationship between college students' physical self-efficacy, college students' sports innovation and college students' sports autonomous learning ability.

5.1.1 The relationship between physical self-efficacy and sports autonomous learning ability.

According to the findings of this study, college students' physical self-efficacy has a significant positive impact on their sports autonomous learning ability, which is consistent with the findings of Ma et al. (2018), and both confirm that the higher the physical self-efficacy, the stronger the sports autonomous learning ability. Physical self-efficacy regulates college students' autonomous learning ability in sports, resulting in a strong desire to participate in sports and, eventually, influencing the quality of physical exercise.

5.1.2 The relationship between sports autonomous learning ability and sports innovation ability

According to the findings of this study, college students' sports autonomous learning ability has a significant positive impact on their sports innovation ability, and the total score of college students' sports autonomous learning ability can significantly predict the total score of sports innovation ability, which is consistent with Liu and Zhao's (2022) research. Recognizing college students' potential to innovate in sports is an internal acceptance process and a driving factor for college students to go all out to learn independently.

5.1.3 The influence of physical self-efficacy, sports innovation and autonomous learning ability

The intermediary effect test procedure reveals that there is a complete intermediary effect between physical self-efficacy and sports innovation, i.e., college students with high physical self-efficacy have stronger independent learning ability for sports, which in turn promotes sports innovation ability. This is congruent with the findings of Blom et al. (2018), Soelton et al. (2020), and certain findings of Gao et al. (2020), all of which demonstrate the tight association between physical self-efficacy, sports innovation, and autonomous learning capacity. Physical self-efficacy improves autonomous learning ability, which in turn influences sports innovation.

5.2 Research suggestions

This study investigates the current state of physical self-efficacy, sports innovation, and autonomous learning ability among college students, explains the association of each component, and makes the following recommendations:

Physical self-efficacy and self-directed learning are essential variables in improving sports innovation. First and foremost, schools can assist college students in understanding and knowing their physical qualities by providing physical self-efficacy training, thereby improving their physical innovation capacity and autonomous learning ability. Specific recommendations include doing special training on students' physical self-efficacy and emphasizing the development of students' physical self-efficacy as part of the existing teacher training curriculum structure. Second, by improving students' ability to recognize physical activity and participate in learning autonomously, with continuous in-depth learning, sports' inventive ability will be considerably increased.

5.3 Research Limitations and Future Suggestions

Although this study is based on existing literature, there are certain limitations due to research time constraints and diverse situations. The following elements are included:

This study's sample size is limited to college students from three universities in Yunnan Province. Future research should investigate broadening the sample range to improve the study's universality.

College students of varied gender, grade, and professional background were not subdivided in this study, and the impact of these characteristics on the research results can be examined more in the future. Consider examining the disparities in physical self-efficacy, sports autonomous learning capacity, and sports innovation ability among college students of various genders, grades, and professional backgrounds.

The measuring of physical self-efficacy, sports autonomous learning ability, and sports innovation ability is simplified in this study, and more precise scales and indicators can be employed in future research for in-depth analysis. We can benefit from the findings of related studies and design more targeted and reliable measurement techniques and adopt diversified research methods.

More intermediary and regulatory variables could be introduced in future research to disclose the relationship between physical self-efficacy, sports autonomous learning capacity, and sports innovation ability more thoroughly. We can, for example, analyze the impact of other personal qualities (such as personality, psychological resilience, and so on), social environment elements (such as family, peer support, and so on), and educational policies on research findings.

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Study on the Impact of Student-centred Teaching Approach for Sustainable Education in China

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Abstract

With the development of educational reform and the need of teaching, the higher education emphasizes a student-centered approach to develop sustainable education. 824 participants are involved the online survey from three universities in China. Quantitative analysis was taken via descriptive analysis, *t*-test, single factor analysis, correlation analysis and regression analysis. Under the guidance of constructivism pedagogy, student-centered education can stimulate students' enthusiasm and sustainability more than traditional teacher-centered teaching. The results found that adopting the student-centred approach has a significant positive influence on sustainable education. In addition, the results show that different genders and ages of teachers, and teachers teaching different grades have all significant effect on the student-centred approach and sustainable education. Future researches should explore more teaching methods to help students and develop the sustainable education.

Keywords: the student-centred approach, sustainable education, constructivism pedagogy, teaching method

1. Introduction

With the development of educational reform and the need of teaching, contemporary higher education puts students on the centre and emphasizes a student-centered approach to help learners construct knowledge in the learning path of higher education (Jaiswal & Al-Hattami, 2020). The approach of student-centered develops the communication skills of the students creatively in different practice activities, which enhances their confidence to continue these activities positively (Wang & Soo-Jin, 2021). Researches have studied that the student-centered teaching method is suitable for practicing thinking and interpersonal competencies of the students, especially for the university students to develop their innovation and entrepreneurship ability (Zhang et al., 2023).

Education of sustainable development is supposed to achieve and how teachers can help students to develop skills that might be needed in order to support a sustainable future (Hofman, 2015). Sustainable education refers to the practice of students' behavior through holistic social, economic and ecological approaches, that is, achievements made in the educational and teaching process (Köybasi, 2020). Researches reported the barriers to educational paradigm shifts or achieving sustainable education, namely the barriers to the failure to fully implement constructivist educational approaches, and the problems arising from educational policy (Adams et al., 2023). Studies calling for changing the educational paradigm suggest that changes in the economic nature and the increased lack of control due to the lax implementation of student-centered teaching approach (Pratiwi et al., 2021). The method of student-centered teaching has challenged the method of teacher-centered teaching, which takes the positive role on the sustainable education (Calderón et al., 2020).

The student-centred teaching allows students to focus on their own learning; they do not rely heavily on educator guidance to facilitate the sustainability of learning (Simanjuntak et al., 2022). Teachers teaching lower classes were more likely to use more student-centered strategies than colleagues in the higher curriculum. Factors associated with greater use of student-centered strategies in lower grade courses are institutional financial opportunities for curricular reform, the use of classrooms designed to promote active learning (Benabentos et al., 2021). Under the guidance of constructivist pedagogy, student-centered teaching methods are more likely to stimulate the learning sustainability of senior students (Zhang et al., 2020). Different ages and genders of the teachers would take different activities for the students, which would have effect on the interest of the students (Simanjuntak et al., 2022).

The student-centered teaching method plays a role in education of sustainable development (Rögele et al., 2022). The student-centred teaching approach is a teaching method that from the teachers as the core to the students as the teaching subject, which can develop their future skills whatever in sustainable education or sustainable life (Zhang et al., 2023). Previous studies demonstrate that the student-centered instructional materials can have a positive impact on education of sustainable development (Doug & McConnell, 2019).

Limited research has evidenced that the higher education takes the method of student-centred would help the students to enhance their cognition and develop the sustainability of learning (Hadgraf & Kolmos. 2020). However, the student-centred approach would be effected after the post pandemic in China (Baker et al., 2022). And in different period, the universities and the teachers would take different activities, especially after the post pandemic (Adams et al., 2023). And limited research has been take the both in China. Therefore, the aim of the study is to explore whether the teachers in the universities as the participants with the method of student-centred would have an effect on sustainable education in China. At the same time, the universities implement sustainable education.

2. Literature Review

2.1 Student-centred teaching approach

Student-centred teaching approach means that teachers put the students on the standpoint and support students studying knowledge actively and positively through various activities (Zhienbayeva & Abdigapbarova, 2021). The student-centred teaching approach is a teaching method that from the teachers as the core to the students as the teaching subject (Zhang et al., 2023). At the same time, this method takes the teaching content from books to practice, which emphasis that the students' enthusiasm to take lots of activities (Wang & Soo-Jin, 2021). What is more, the exams of the student-centred teaching method, especially, in the learning process would be diversified (Zhienbayeva & Abdigapbarova, 2021).

Differently, the student-centred teaching approach would more encourage the students who participant the activities positively and actively than the traditional method taking the the teacher-centred teaching approach (Zhang et al., 2023). Subsequently, researches have reported that the students would have better grades, would like to make more friends , would like to take more activities not just in the classes, etc., which then the students may concentrate more their effort on the study.

2.2 Sustainable education

Education of sustainable development is supposed to achieve and how teachers can help students to develop skills that might be needed in order to support a sustainable future (Hofman, 2015). Sustainable education is a paradigm that ensures an understanding of the social, economic, and ecological systems of world order and provides behaviors that contribute to the survival of these systems (Köybasi, 2020). Sustainable education also explains an improvement that meets the needs educational justice (Adams et al., 2023). It can be made clear that the reasons for the failure to achieve sustainable education can be explained by teaching methods and external factors such as; economics and external power (Zhang et al., 2020). Researches reported the barriers to educational paradigm shifts or achieving sustainable education, namely the barriers to the higher education institutes, the teachers, and educational policy (Adams et al., 2023).

2.3 The constructivist pedagogical approach

Constructivism is a popular concept in contemporary teacher education programs. However, the application of this concept presents a real concern as many faculty and teacher educators claim that knowledge is constructed without understanding the epistemological and pedagogical implications required for this claim (Dziubaniuk et al., 2021). With the emergence of constructivist in educational pedagogy, the global paradigm shifts from teacher-centered learning to student-centered learning (Tengku, 2014). Constructivist learning theory defines learning as a process of active learning, in which learners are positive sensory creators who seek to build knowledge to learn effectively (Narayan et al., 2013).

Constructivism is not only a first condition of sustainable development, but also a process of sustainable development (Kalsoom, 2019). The issue of sustainability is not fixed, but fluid and uncertain. To address the changing and emerging sustainability issues, constructivist solutions are needed as they capture the complexity of this phenomenon. Under the guidance of constructivism pedagogy, student-centered education can stimulate students' enthusiasm and sustainability more than traditional teacher-centered teaching. Therefore, students' cognition and knowledge skills are improved (Köybasi, 2020).

2.4 Teachers concerning student-centred teaching approach and sustainable education

The student-centered teaching method would have effect on the students, not only for their academic performance, but also the communicate skills, psychological health, the ability to make friends, sustainable learning, in-depth understanding and so on (Constantinou, 2020). Researches have reports that the student-centered teaching approach is a very important method for students to live and study independently and positively (Boyaci et al., 2017). Previous studies demonstrate that the student-centered instructional materials can have a positive impact on both the teaching practices and beliefs of college faculty (Doug & McConnell, 2019).

The male teachers hold more positive views on sustainable education disposition compared to their female peers Köybasi (2020). The teachers teaching the fourth year students are rarely able to take student to actively participate in various activities compared to lower grade students (Benabentos et al., 2021). Young teachers are more willing to give the classroom to students freely, and more willing to lead students out of the campus to participate in extracurricular learning (Simanjuntak et al., 2022). In the classroom of male teachers, students are more active than in the classroom of female teachers, which maybe the teaching tools (Adams et al., 2023). Additionally, younger teachers teach the freshmen would have positive effect on the student-centred approach and develop the sustainable learning (Collins-Warfield et al., 2023; Jackson, 2023).

Based on the above studies, the following hypotheses are proposed:

Hypothesis 1. Different genders of the teachers have an effect on the student-centred approach and sustainable education.

Hypothesis 2. Do teachers teaching different grades have an effect on the student-centred approach and sustainable education.

Hypothesis 3. Different ages of the teachers have an effect on the student-centred approach and sustainable education.

Hypothesis 4. The teachers with the student-centred approach have an effect on the sustainable education.

3. Methodology

3.1 Participants

The participants of the study are the teachers from A, B, C universities in China through online to respond the questionnaire. The teachers of the three universities have taken the method of student-centered teaching, and at the same time, they hold the positive view on the sustainable education. Convenience sampling was used in the study to collect the questionnaires of the participants. According to National Policy and Guidelines for Human Research in China, the content of the questionnaires has taken consideration on the ethics committee and the study took full of consideration of the participants.

922 participants have taken the questionnaire, but 98 questionnaires were invalid. Thus, 824 questionnaires were valid with 89% approximately. Gender, age and the teacher teaching in different grades are the three demographic variables. There were 398 females (48%) and 426 males (52%). The teachers teach freshmen with 202 participants (25%) sophomore with 213 (26%), juniors with 234 (28%), and the seniors with 175 (21%). The teachers before the age of 30 have 98 participants (12%), 31-40 years old teachers with 288 (12%), 41-50 years old teachers with 254 (31%) and 51-above with 184 (35%).

3.2 Research instrument

3.2.1 Student-centred teaching questionnaire

The questionnaire of student-centred teaching approach has one dimension with 32 items (Boyaci et al., 2017). The scale was based on 5-point likert scale from strongly disagree=1 point to strongly agree=5. After the analysis of confirmatory factor, the scale reported the root mean square error of approximation (RMSEA=.090), normed fit index (NFI=.940), non-normed fit index (NNFI=.970), root mean square residual (RMR=.040), goodness of fit index (GFI=.700), adjusted goodness of fit index (AGFI=.660), comparative fit index (CFI=.970), and and the (χ^2/df) proportion (2.340). The Cronbach' s Alpha coefficient was found 0.95 in the scale. Based on the above data, it shows that the scale is a good model. Therefore, the scale was selected from Boyaci et al. (2017).

3.2.2 Sustainable education questionnaire

The sustainable education scale was derived from the research of Köybasi (2020). The scale was one dimension with 32 items and 5-point likert scale (totally disagree=1 to completely agree=5). The Cronbach's Alpha coefficient was 0.96, RMSEA=0.09, RMR=0.05, NFI=.950, CFI=.970, x^2/df=1472.03/464=3.170, which shows that the scale of sustainable education is a good model.

4. Results and Discussion

After the *t*-test, the Hypothesis 1 was supported that different genders of the teachers have an effect on the student-centred approach (t=-1.689, p=.015) and sustainable education (t=-.502, p=.006) as seen in Table 1. The male teachers adopt the student-centred approach (M=4.410, SD=1.324) are different from the female students (M=3.578, SD=1.331), which indicates that the male teachers would take more classes of the student-centred approach. In addition, the male teachers adopt the content of sustainable education (M=4.324, SD=1.042) are different from the female students (M=4.276, SD=1.008), which exposes that the male teachers take the more classes about the sustainable education.

The results of the paper are similar to Grøndahl et al. (2023) who studied that the student-centred and sustainable education. Male teachers have more control of the whole class. Male teachers have better physical strength and energy, which will make the classroom more passionate and active, which to some extent promotes students' ability of independent learning (Collins-Warfield et al., 2023). However, some studies have proved that female teachers are good at listening to and understanding the needs of students, and can better meet the needs of students, especially individual differences (Mameli et al., 2020). Therefore, for the first year students, the management of the universities should support the female and male teachers to teach the freshmen.

Table 1
T-test on the student-centred approach and sustainable education

Variable	Female		Male		*t*	*p*
	M	*SD*	*M*	*SD*		
The student-centred approach	3.578	1.331	4.410	1.324	-1.689	.015
Sustainable education	4.276	1.008	4.324	1.042	-0.502	.006

According to a single factor analysis of variance in Table 2, the Hypothesis 2 was supported. Teachers teaching different grades have an effect on the student-centred approach (F=10.981, p < .001) and sustainable education (F=9.058, p < .001). On the one hand, after the post-test, the teachers with the student-centred approach teach freshmen (*M*=4.852, *SD*=.892) are different from sophomores (*M*=4.182, *SD*=.843), juniors (*M*=4.184, *SD*=.706), and seniors (*M*=3.959, *SD*=.758), which implies that the teachers teach freshmen might have more classes about the student-centred approach. On the other hand, the teachers have the content of sustainable education teaching freshmen (*M*=4.433, *SD*=.903) are different from sophomores (*M*=4.212, *SD*=.771), juniors (*M*=4.229, *SD*=.802), and seniors (*M*=4.032, *SD*=.792), which maybe the teachers develop more content about sustainable education.

The prior researches are similar to the study (Brooks et al. 2021). Brooks et al. reported that new students, namely freshmen, will be likely to try new things in the first year. In sustainable education, the sustainable learning of the students would future develop because the method of student-centred takes the students actively and positively from various activities (Collins-Warfield et al., 2023), which would explore the students' thinking ability and practical ability, not only in the classroom. Subsequently, the universities should strengthen sustainable education for students, so that students should pay attention not only to the progress in study, but also to the progress of society and the country as a whole.

Table 2
A single factor analysis of variance on student-centred approach and sustainable education

Variable	Teachers teaching different grades	N	*M*	*SD*	*F*	Post-hoc
The student-centred approach	A	202	4.852	.892	10.981^{***}	A>B A>C A>D
	B	213	4.182	.843		
	C	234	4.184	.706		
	D	175	3.959	.758		
Sustainable education	A	202	4.433	.903	9.058^{***}	A>B A>C A>D
	B	213	4.212	.771		
	C	234	4.229	.802		
	D	175	4.032	.792		

Note: $^{***}p < .001$,Teachers teaching freshmen=A, Teachers teaching sophomores=B, Teachers teaching juniors=C, Teachers teaching seniors=D.

After a single factor analysis of variance in Table 3, Hypothesis 3 was supported. Teachers teaching in different grades have an effect on the student-centred approach (F=9.789, p < .001) and sustainable education (F=9.820, p < .001). From the post-test, the teachers with the student-centred approach before the age of 30 (*M*=4.352, *SD*=.751) are different from 31-40 (*M*=4.183, *SD*=.699), 41-50 (*M*=4.082, *SD*=.678), 51 and above (*M*=3.953, *SD*=.643). It implies that the younger teachers would make more good use of the approach of student-centred. Additionally, the teachers with the sustainable education before the age of 30 (*M*=4.456, *SD*=.885) are different from 31-40 (*M*=4.324, *SD*=.770), 41-50 (*M*=4.239, *SD*=.712), 51 and above (*M*=4.005, *SD*=.692). The results showed that the older teachers maybe fail to implement the concept of sustainable education well.

Based on the above data, the results are similar to the previous that younger teachers consider the future education and focus on the developmental leaning (Jackson, 2023). The method of the student-centred provide feedback of the students to develop the quality education. The younger teacher would have more interest in the method of focusing on the students (Collins-Warfield et al., 2023), which may also be why universities continue to introduce excellent young talents.

Table 3

A single factor analysis of variance on student-centred approach and sustainable education

Variable	Age	N	*M*	*SD*	*F*	Post-hoc
The student-centred approach	E	98	4.352	.751	9.789^{***}	E>F E>G E>H
	F	288	4.183	.699		
	G	254	4.082	.678		
	H	184	3.953	.643		
Sustainable education	E	98	4.456	.885	9.820^{***}	E>F E>G E>H
	F	288	4.324	.770		
	G	254	4.239	.712		
	H	184	4.005	.692		

Note: $^{***}p < .001$, Before the age of 30=E, 31-40=F, 41-50=G, 51-above=H.

From the correlation analysis in Table 4, the teachers adopting the student-centred approach is a significant positive correlation to the teachers implementing the sustainable education (r=.563, $p < .001$). The correlation coefficient is between 0.463 and 0.667, which is a moderate relationship, so there is no collinearity problem. The results suggest that the teachers adopting the student-centred approach and the teachers implementing the sustainable education are interactive.

Table 4

Correlation analysis of the student-centred approach and sustainable education

Variable	*M*	*SD*	The student-centred approach	Sustainable education
The student-centred approach	4.521	.827	1	
Sustainable education	4.401	.743	0.563***	1

Note: $^{***}p < .001$.

In Table 5, the gender, educational level, and the age are the control variables. The student-centred approach is independent variable and sustainable variable is dependent variable. After the analysis of regression, Hypothesis 4 was supported. The results was that the explanatory rate of the student-centred approach was 43.7%, F= 148.426, and $p < .001$. The results shows that the student-centred approach has significantly positive prediction on sustainable education.

Under the guidance of constructivist pedagogy, the student-centered teaching methods are more likely to stimulate the learning sustainability of the students (Zhang et al., 2020). Researches have evidenced that the higher education takes the method of student-centred would help the students to enhance their cognition and develop the sustainability of learning (Hadgraf & Kolmos. 2020). The student-centered education can stimulate students' enthusiasm and sustainability more than traditional teacher-centered teaching. Therefore, students' cognition and knowledge skills are improved (Köybasi, 2020).

Table 5
Regression analysis of the student-centred approach for sustainable education

Variable	Dependent Variable Sustainable education		
	B	β	*SE*
Constant	2.650**		0.310
Control variables			
Gender	0.080**	0.023	0.035
Educational level	0.202**	0.298	0.013
Age	0.312**	0.156	0.067
Independent variable The student-centred approach	0.360**	0.240	0.150
F		148.426***	
R^2		0.437	
AdjR^2		0.434	

Note: $^{**}p < .05$, $^{***}p < .001$.

5. Conclusion

The aims of the study is to explore whether the approach of student-centred has an effect on sustainable education. After the analysis, the results support the aims. With the emergence of constructivist in educational pedagogy, the global paradigm shifts from teacher-centered learning to student-centered learning (Tengku, 2014). Under the guidance of constructivism pedagogy, student-centered education can stimulate students' enthusiasm and sustainability more than traditional teacher-centered teaching (Köybasi, 2020). These findings demonstrate that the adoption of student-centered instructional materials can have a positive impact on sustainable education (Doug & McConnell, 2019). The student-centred approach have effected after the pandemic in China (Baker et al., 2022). Namely, the teachers put the students at the core and cultivate their sustainable learning (Adams et al., 2023).

Some studies have proved that female teachers are good at listening to and understanding the needs of students, and can better meet the needs of students, especially individual differences (Mameli et al., 2020). Therefore, for the first year students, the paper suggests the management of the universities should support the female and male teachers to teach the freshmen. The teachers teaching the fourth year students are rarely able to take student to actively participate in various activities compared to lower grade students (Benabentos et al., 2021). Subsequently, the teachers of universities should strengthen various activities for the higher students, so that students should pay attention not only to the progress in study, but also to the progress of society and the country as a whole. Additionally, younger teachers teach the freshmen would have positive effect on the student-centred approach and develop the sustainable learning (Collins-Warfield et al., 2023; Jackson, 2023). Future studies may take the younger teachers as the core to research how they have effected the students.

The findings voice that the efforts on both the method of student-centred and sustainable education are supported from the university teachers. The students are our future, therefore, future studies should placed students in the main position, let students give full play to their highlights, so as to promote the development of education. Additionally, future researches may explore more methods to meet the needs of the students and the development of education.

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The Approach to Early Education Among Different Socioeconomic Groups in Thailand and its Effects on Economic Growth

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Abstract

This paper explores the various approaches and influences to the quality of early education among different socioeconomic groups in Thailand and analyses its effects on economic growth. Investing in education can offer long term economic growth and benefits as it creates much more efficient and skilled workers into the workforce, which can increase Thailand's GDP. However, Thailand's educational curriculum lacks the capability of transferring the content learnt to real-life use (TDRI, 2023). This then creates a large gap of skill between those who are able to acquire early education to those who are not, leading to increased income inequality and resulting in a poverty cycle for those in lower socioeconomic groups. As the growth of the number of skilled workers diminish, the likelihood of investment, such as foreign direct investment, may drop, which may impact on the potential growth of the economy. Through examinations of existing data, and policy analysis, this study explores the factors contributing to these disparities, assessing their implications for Thailand's economic development, and the potential sustainable solutions via high-quality early education.

Keywords: Economic growth, Early childhood development, Early education, Inequality, Socioeconomic group.

1. Introduction

Early education is the very first level of schooling for children from birth to the age of eight. The significance of early education is often overlooked: its role is not only offering the foundations to the following years of schooling, but also shaping the child's cognitive, social and emotional development. Meanwhile, higher development depends on the quality of early education received. Poor early education can result in long term consequences for the future workforce, restricting the occupational option the individual can have along with the average income level. With the considerations of other factors including the ageing population, the impact of COVID-19 pandemic, industrialisation and globalisation, the problem regarding poor early education may exacerbate the situation and affect not only Thailand's labour market but also the general employability as well. Despite the increased expansion of early childhood care and education (ECCE) services in Thailand from increased supply and demand, challenges of promoting their accessibility still remain, including the lack of understanding of comprehensive holistic child development as well as the limitations in the ECCE workforce conditions, eg., training and remuneration. This causes a shortage of workers and results in disparities to the ECCE that disrupts disadvantaged and vulnerable children in their educational journey. Along with the COVID-19 pandemic which has amplified these pullbacks and created new challenges. Thus, the disadvantaged socioeconomic group are facing even greater disparities as they lack access to quality early education. This paper's purpose is to explore and analyse the effects of different approaches in early education to the Thai citizens and their economy by using existing and statistical data. It will consequently illustrate the need to implement quality early education in Thailand in order to enhance its economic growth.

2. The difference in quality of early education between different socioeconomic groups

With high-quality education comes a high price, thus making access to high-quality education in Thailand quite difficult for lower socioeconomic groups. As seen through Figure 1, a study by Schweinhart during 1985, the Peabody Individual Achievement Test in maths score of those in the lower income quartile was significantly lower than those in the higher income low quartile. This then only limits those who are in the middle and higher socioeconomic groups to have access to a decent quality of early education. There are several major factors that influence the quality of the education: the quality and quantity of teachers, the curriculum, the manner in which the lessons are executed, the classroom environment and infrastructure, and the student's attitude towards learning overall. As seen in high-quality elementary schools around the world, the classrooms and other learning infrastructure should be safe and create a welcoming environment to the students. The infrastructure of the classroom doesn't limit to the architecture of the school, however; it extends to the additional curricular and extracurricular facilities including libraries, gymnasiums, and hygiene of the school maintenance. The facilities schools offer often contribute to how well-rounded their students are; the more diverse and accessible the safe facilities the school can offer students to learn, experience, and grow their interest, the higher the quality and quantity of education they receive. Such facilities could be to support the students' athleticism or creativity. Numerous studies have shown that physical activities can increase the cognitive skills of children. A study conducted involved two groups of children: the first groups participated in a 9-month physical activity programme and the second group was used as a control. The investigation observed the working memory of preadolescent children by using the modified Steinberg task. Results show that the physical activity group performed better than the other group in the Steinberg task, indicating a better working memory and cognitive abilities (Kamijo, 2011, p.1046–1058). Overall, these facilities can help more students develop a positive attitude towards school and potentially increase consumption of early education, hence the reason why high-quality preschools now use active learning, a process of having students engaged into an activity that keeps the students mentally and physically active while reflecting their ideas and how they're utilising those ideas. Hygiene also plays a key role in a high-quality school. Not only does it contribute to a much more welcoming learning environment, but it also increases the potential overall development of the child (Petermann-Rocha et al., 2023). Table 1 shows the results of the research conducted. The group of children who were consistent with hygiene practices had a higher likelihood of better overall early childhood development in skills. Good hygiene practices also reduce the risks of ingesting enteric pathogens, which can have long-term consequences for cognitive and language development (Jamison et al., 2006). In contrast, lower quality schools which lack either effective learning programs or hygiene practices or both may hinder the academic potential of their students.

Figure 1

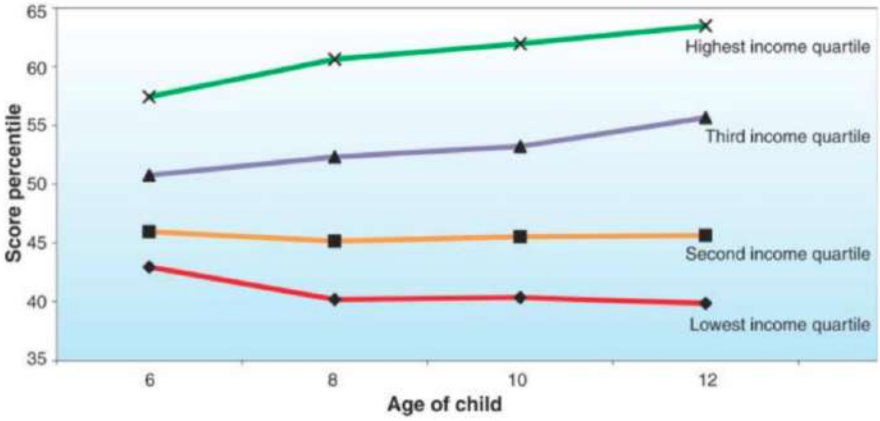


Table 1

	Never		**Rarely**		**Sometimes**		**Always**
	PR (95% CI)	***p*-Value**	**PR (95% CI)**	***p*-Value**	**PR (95% CI)**	***p*-Value**	**PR (95% CI)**
Overall Development	1.67 (1.40; 2.00)	<0.001	1.49 (1.30; 1.71)	<0.001	1.30 (1.14; 1.49)	<0.001	1.00 (Ref.)
Cognitive Development	1.58 (1.29; 1.94)	<0.001	1.61 (1.39; 1.87)	<0.001	1.51 (1.30.; 1.75)	<0.001	1.00 (Ref.)
Language Development	1.57 (1.33; 1.85)	<0.001	1.33 (1.16; 1.52)	<0.001	1.16 (1.01; 1.33)	0.036	1.00 (Ref.)

3. Significance of early education on child development and the economic benefits

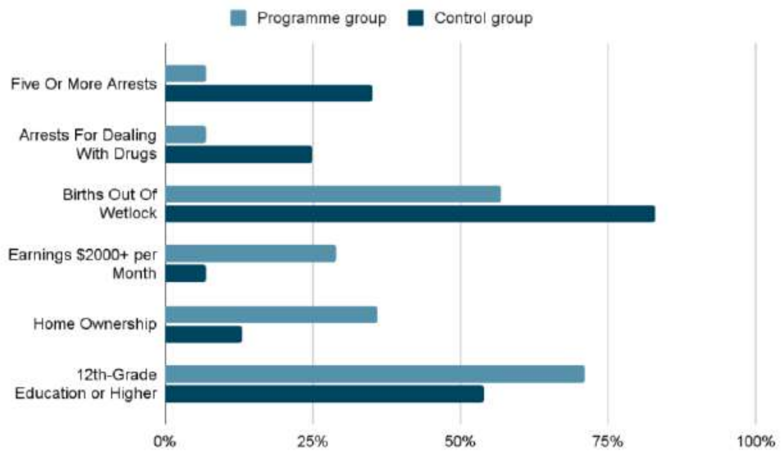
Early education, without a doubt, provides the foundation of learning as well as child development; it forms the biological and psychological structures and functions that affect the health, well-being and productivity throughout the child's life (Richter, 2019). Education is also a very dominant aspect of a focused economic development strategy, and a plan for long-term national economic growth. Every dollar invested in preschool can provide a state with $3 in net present-value earnings (Committee for Economic Development [CED], 2006).

The architecture of the brain and the process of skill formation are resulted by interactions between genetics and experiences in a child's early years, causing external influences to be extremely impactful to an individual (Yoshikawa et al., 2012). Thus, early education is a crucial and critical period for cognitive and non-cognitive development such as social and emotional development (Heckman, 2006). Mastery of these skills are essential for economic success and development, as they will be unquestionably used not only in work but also in their daily lives. Research indicates that children who participate in early educational programmes demonstrated sustained cognitive benefits over time, improving in their language skills and problem solving skills (Barnett, 1995). As once mentioned, a good foundation of education is provided during the early stages of education by heightening a child's overall development. The higher the child development a population receives per time, the more potential and skill the workforce is able to achieve and induce economic growth.

The *High/Scope Perry Preschool Project,* a longitudinal study begun in 1962 (Parks, 2000), focuses on 123 children of lower socioeconomic status; 58 of the participants were assigned to the programme while 65 of these children were placed into a control group. The project showed remarkable results: all participants of the project at the age of 27 have shown higher scholastic success in their following years of schooling, socioeconomic success as well as social responsibility as seen through Figure 2 (Parks, 2000). Delinquencies and crimes are more common for the control group compared to the participants involved in the programme. According to many studies, an increase in crime rates can limit the number of new firms entering the market as well as investments from expanding and boosting the economy (Folorunsho et al., 2017). In this respect, an increase in crime as a result of poor and inadequate educational support since early childhood may substantially reduce economic activity a country will have per time, thus leading to a negative economic growth.

A significantly better quality of life is also evident within the results of the *High/Scope Perry Preschool Project*: the participants are found to have a much higher income and home ownership, not mentioning how 12th-grade education or higher was also completed. Scholastic success and socioeconomic success are greatly linked – the higher the scholastic success, the higher the potential to be employed in jobs of higher qualifications and wages, thus the higher socioeconomic group the individual belongs to. Since skilled workers, adequate and stable incomes, and lower crime rates are some of the most notable contributing factors towards economic growth of a country, wider access to high-quality early childhood education should be provided to cater for the future economic prosperity. In other words, with a higher skill set developed from access to quality early education, these individual learners will be able to learn content at a faster rate than others from a much higher cognitive development and can progress to and be part of the efficient workforce contributing to the country's GDP growth.

Figure 2



Early education in preschool programmes also offers children to socialise and experience new relationships with their peers along with conflicts and unpredictable situations, whether they be mistakes in school work or friendships. This then develops the social competence and emotional well-being of the children. Not only are they able to develop the oral language abilities of adequate hearing, sound differentiation, and the capacity to link the words to their meaning, but they can also develop their ability to concentrate and engage in a meaningful conversation (Harvard, 2007), allowing many children to be able to form relationships with their peers and develop their social abilities which is one of the principal skills in the following years of education as well as their future.

Therefore, an increase in consumption of high-quality early education can boost the workforce's quantity and quality, which consequently induces economic growth from increased productivity rates, driving a much higher standard of life as well as a much more even distribution of income. Early education can also be cost-beneficial to the economy (Committee for Economic Development [CED], 2006). Investments have shown positive returns due to decreased spending on specialised education and grade repetition. Moreover, with a much more high-quality workforce, employment rates will also increase, which will offer the government an increase in government revenue as well. Early education has also been shown to encourage fiscal sustainability, allowing a reduction in public spending on criminal justice, remedial education, etc. With better education also comes better healthcare; an increase in the healthcare workforce as well as accessibility to healthcare services can contribute to the country's sustainable human development which in turn allows for greater opportunity and economic potential to compete in the regional and global market.

Considering the opposition, without early education, risks of negative economic growth can occur. These risks include increased crime and delinquency, lower income levels, increased government spending, etc. Moreover, development of basic literacy, oracy, mathematics and logical skills will not be stimulated and developed. This then will result in the children facing struggles with social interactions and increased emotional impacts. Children who do not take part in early education will also be learning basic content in classrooms at a much slower pace than those in early education programs. Poverty rates can also increase if there is a shortage of skilled workers in an economy as less individuals are fit and able to work in a highly skilled environment, which can cause job changes to lower-income jobs for more individuals or even unemployment, increasing poverty rates. An increase in poverty is extremely threatening towards the economy as it can result in a poverty cycle or a poverty trap – a self-reinforcing event that causes poverty to persist across generations unless there is an external intervention. This cycle carries on for households that are living in poverty, decreasing all beneficial aspects of economic growth to the population. Such economic hindrance will consequently limit the access to education for their future generation, which will cause numerous career and income setbacks for these households. In the long run, social disparity may worsen, causing sustained negative economic growth. As the proportion of lower socioeconomic groups to higher socioeconomic groups increase, this then causes a large gap of income for occupational differences– an extreme problem that is arguably occurring in Thailand at the moment.

4. Educational policies in Thailand

Early education is also not promoted as much as Primary education within the past. Early education focuses on the basic developments of language, literacy and social skills whereas primary education focuses on engaging children into the curriculum and progression from kindergarten to 5th grade. Although the mandation of attending schools until the age of 15 can significantly increase the early education consumption, it does not mean that the quality education received is high enough to achieve these benefits despite the ease in teacher progression during the education reform from 1995 to 1997. The key problem with the educational system here is the outdated curriculum, the quality of teaching, and the management.

In 1980, the National Primary Education Act was promoted, stating that the Office of the National Primary Education Commission (ONPEC) was established as an organisation to oversee the operation under the Ministry of Education. Due to many structural changes, primary education was reformed in various aspects. Quantities of primary schools increased as primary schools have been established in every village (the small unit of communities). Opportunities are also provided for children in remote areas as primary schools now expand to offer lower secondary education as well. The new curriculum was also created during 1978 for primary schools across Thailand, dividing it into four categories: skill enrichment group, life experience promoting group, character building group, and work and occupational fundamentals. However, even with the beneficial groups, it still does not change the fact that the curriculum of Thai education is still outdated and lacks the implementation of the content learnt to real-life situations. Studies have shown that 57.7% of 15-year-olds in Thailand still struggle with applying the concepts of mathematics and science into everyday life problems (TDRI, 2023). The reason for this could be due to the absence of early education to them as they may not be as prepared as the other 42.3% of students who might have a strong foundation in applying content learnt into real-life problems.

In 2003, the Thai government implemented a revised early childhood education curriculum in place of the Pre-Primary curriculum established during 1997 due to socioeconomic reforms Thailand was going through at the time such as influences of other countries, both parents working, etc. It was during 2001 when changes were made necessary to revise the entire education system, including early education, due to the country's economic and social predicaments. The key objectives for revising the curriculum was to maintain Thai culture and to take into consideration the child's social and cultural context (Rattanathongkam, 2007). The 2003 Early Childhood Act, along with an accompanying manual, was then promulgated in both versions of Thai and English. August of 2017 was when the third early childhood curriculum was implemented in the country with the goals of emphasising all areas of child development. The principles of cultivation and the care of education for young children are built with the foundations of a "child centred approach, individual differences, and life styles of children within the context of community, society and Thai culture" (Ministry of Education, 2017). A child centred approach is a sector of slow pedagogy that offers the opportunity for children to choose their own activities and self-direct it to their preferences and pace. Studies have shown that a child-centred approach to learning also enhances teachers' attention, thoughtfulness and responsiveness towards their students, learning to better decision-making when teaching and allows children to adhere to the values that enables them to develop heightened emotional well-being and a stable mental health (Simmonds, 2020). According to results from Catalano et al. (2023), the importance of slow pedagogy ensures the respect of each child's natural rhythm and highlights their individuality. In this respect, child-centred approaches within early education enhance children's development and ensure an emotionally capable member of the workforce for the future of the Thai economy.

Thailand has also reformed the career progression system during the 1995 educational reform of teachers as professional advancement of teachers from level 6 to level 7 no longer requires academic work to be submitted for the government's consideration and approval. Although this can increase the quantity of teachers, it does not increase their quality as there is no academic proof that they are at a higher level. Some may argue that this may help with the accessibility of higher education and increase the quantity of professionals into the workforce, but the quality of education received is still undeniably lower than the expected quality, not improving the aspect of the increase in quality of the education received to Thai students. Moreover, despite the steady increase of budget spending on education ever since, there is no sign of improved student learning at all (Punyasavasut, C., & UNESCO IIEP, 2019). With no improvements regarding student learning, this then shows no progress in an increase in skill level for the workforce and leads to the workforce sustaining the same or possibly even lower skill level.

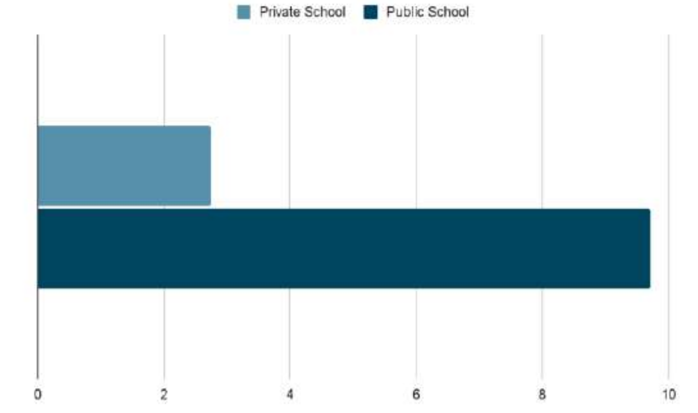
5. Trend towards private sector education

Thailand has experienced numerous educational reforms due to corrupted behaviours (eg., the 1974 educational reform), leading to citizens of Thailand lacking belief and trust in public education. Thus, increasing the consumption of private education for middle to high socioeconomic groups and creating changings in teacher employment patterns. According to the World Bank, Thailand has been experiencing economic growth for the past year. Economic growth rates result from an increase in the percentage of gross domestic product (GDP) which one of the main factors driving this is a general increase in demand for goods and services. Rising demands are incentives for producers of the economy to produce in higher quantities and qualities, this can then increase investment in the economy as well as the general quantity of firms and growth of the tertiary sector, which includes schools and educational establishments in the private sector. It is without a doubt that private sector organisations will sustain a higher quality of the services they provide compared to public sector organisations as private sectors aim for customer satisfaction and profit. With this in mind, private firms will then have a higher incentive and resources to invest in research and development, thus leading to increased innovation and a higher quality of services produced. Along with the disbelief of public education and outstanding results from private education students, Thai citizens who can afford private education then found themselves enrolling their children in private education for the standardised and higher quality of learning. This then increases the skill level of those in private schools and produces workers with higher skill levels compared to those who are enrolled in public schools. However, Thailand still has one of the highest income inequalities in the world, having an income Gini coefficient of 43.3% and ranking 13th most unequal of 64 countries. Considering the concentration of income and wealth, over half the country's wealth is accounted for by the richest 10% of the population (World Bank, 2023). This then creates a huge gap between people who can afford private education for their children, as seen through Figure 3. The graph shows a difference of over 6 million children enrolled in public schools (Statista Research Department, 2023) during 2021. As of 2024, although Thailand's CPI is decreasing significantly, the cost of private education is still high. Thus, those who cannot afford quality education cannot enrol their children in public schools due to the mandate of enrolling students into school until the age of 15. These students will not be able to develop their skills further and will be at risk of entering the poverty cycle in the future. Emphasising the effect that only those with high levels of education will be able to be employed by more notable firms and increasing firm development and economic growth as the income gaps increase due to the general decrease in the employability of those in lower socioeconomic groups.

The changing teacher employment patterns are also a huge factor in this. With the increase in private education and the introduction of hybrid learning, many types of new teachers are introduced within the education industry, and different forms of education are also consumed more, such as homeschooling, e-learning, etc. As once mentioned, high-quality schools focus on other aspects that can affect their students' potential in learning; this then creates the demand for more staff and teachers within a school to support their students' other needs as well. Demands for staff members, such as psychologists, pedagogists, high-quality early education teachers, etc., will then be higher for private education, causing wages for these staff to be significantly higher than wages the public education sector offers from competition within the private sector, resulting in private sector teacher employment being significantly higher than public sector teacher employment. Thus, the quality of private education is even higher than that of public sector education. With a higher quantity of teachers and staff comes a higher quality of education, which then enhances students' skills further. This then also increases the gap in occupation and income between different socioeconomic groups and forms the inequality Thailand has today.

Figure 3

Comparison of Thailand's enrollments in private to public school in millions.



6. Conclusion

One of the possibilities that results in a large income and socioeconomic gap in Thailand could be the lack of early education. Both factors contribute to each other and emphasise the gap even further. Lack of education and a strong foundation in knowledge and development contribute to less capable and skilled workers, leading to increased poverty, income inequality, and decreased economic prosperity. This then leads to those who are in the lower socioeconomic group being trapped within the poverty cycle and unable to access quality early education, only to the extent that public education has to offer, which is far less than what every child could achieve if they were to receive high-quality education that the majority of private schools offer. As early education's main role is to support child development and lay the foundations of skills before entering primary education, it offers the future workforce to progress through the following years of schooling more efficiently and easily, allowing the workforce to possess a higher skill level and for the economy to achieve higher outputs and develop further, along with closing the gap between income levels. To conclude, education is the key driving force for economic prosperity, which then forms a domino-like cycle for more economic benefits to come. Thus, if Thailand were to invest more in early education with sustainable practices and promulgate it as much as primary education would result in significant economic growth along with decreased income and skill gaps between socioeconomic groups of Thailand. If the Thai government were to invest more in early education regarding aspects of individual child development and skill implementation, early education provided to the public would then significantly increase in quality and offer numerous long-term economic benefits to Thailand.

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View of Students' Perception of a Flipped Classroom Approach through Project-based Learning in English-major Classes in a University in Southwest China

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Abstract

This paper endeavors to assess students' satisfaction with a teaching experiment incorporating *flipped classroom* and *project-based learning* within the context of the *Listening and Speaking Practice III* course for sophomore students majoring in English at a Chinese university. The course is aimed to improve listening and speaking proficiency and has fewer limitation on course materials. Given the inherent characteristics of *flipped classroom* and *project-based learning*, 55 students are tasked with pre-class information retrieval on their assigned topics, followed by collaborative presentations with team members during class. Analysis of quantitative data gleaned from the questionnaire reveals that students concur on the positive impact of the experiment, particularly in enhancing nine dimensions across three categories: teamwork-oriented abilities, skills and effectiveness, as well as learning motivation. Subsequent interviews provide additional depth to students' insights, offering explanations and perspectives on the correlations observed in the questionnaire data, specifically concerning the interplay between students' future goals, after-class learning time, and satisfaction across the identified nine dimensions in the three categories. According to results of the mixed-research method, the experiment is deemed successful, presenting a novel approach to initiate teaching reform within the English major curriculum in Chinese universities. This holds particular significance to future language teaching as students who major in language confront unprecedented challenges in the labor market. Therefore, college courses should compel them to cultivate diverse abilities and skills for success as well as have better understanding of the world.

Keywords: Flipped Classroom, Project-based Learning, Learning Motivation, Teaching Innovation

1. Introduction

In the contemporary landscape of education, numerous educators are actively seeking innovative and efficacious pedagogical approaches. Within this spectrum, the methodologies of *flipped classroom* and *project-based learning* have emerged as highly productive strategies. Both methodologies are meticulously crafted to cultivate students' autonomy and initiative, fostering a profound comprehension and application of acquired knowledge.

For English-major students in Chinese application-oriented universities, most of their ideal jobs and future career lie on English teachers and translators. However, students who major in languages are facing numerous challenges nowadays, since language alone will not add too much competitiveness in the job market. Hence, application-oriented universities which emphasizes students' employability and practical skills are appealing for innovative teaching and content reform. This is why this project design is based on an experiment which tries to introduce *flipped classroom* and *project-based learning* in a course named *Listening and Speaking Practice III* for sophomore students in English major. As compulsory courses, the series of *Listening and Speaking Practice* are aimed to better prepare them for courses in junior and senior year which require more listening and speaking proficiency, such as *Intercultural*

Communication. Moreover, since it is a practice class, there is fewer limitation on the class organization and course material, making this experiment easy to be conducted.

In the 17 weeks during the experiment, students are enabled to search information of their project before the class, share their reflections and questions in the class and do presentations in group to formally present their project. The research design is to test whether *flipped classroom* and *project-based learning* is going to help increase students knowledge, skills and abilities in a collaborative way, as both two are respectively popular pedagogy method in recent years.

The *flipped classroom* paradigm represents an instructional model that orchestrates a reconfiguration of temporal and cognitive dynamics within and outside the traditional classroom milieu. While not the first pedagogical innovation challenging conventional teaching models, flipped learning has recently gained substantial traction as a coveted alternative to teacher-centric instruction across diverse educational contexts (van Alten, Phielix, Janssen, & Kester, 2019). Under this model, students can prelude classroom content exposure through pre-class online videos, lectures, or other digital resources, subsequently immersing themselves in more profound discussions and practical applications during in-class sessions. This methodology begets a more personalized learning trajectory, empowering students to structure their educational journey at a pace aligned with their individual needs. Simultaneously, it liberates valuable in-class time for heightened discourse, interactive engagement, and practical exercises, thereby elevating both student comprehension and involvement.

Project-based learning stands as a pedagogical approach that centers on projects as the primary vehicle for instructing and assimilating knowledge, representing the pinnacle of methodologies for instilling student autonomy in learning (Gerber et al., 2001). This method places a spotlight on the acquisition of knowledge and skills through tactile engagement, collaborative efforts, and the resolution of complex problems. Within this framework, students immerse themselves in authentic, interdisciplinary problems or projects, thereby honing their critical thinking, creativity, and problem-solving capacities. *Project-based learning* transcends the mere assimilation of information, serving as a catalyst for improved comprehension, practical application, and the cultivation of teamwork and leadership prowess.

While the *flipped classroom* and *project-based learning* have found application as innovative educational paradigms, each harbors its inherent limitations. Notably, it is believed that flipped learning may pose challenges for less adept learners, potentially yielding suboptimal results, especially when grappling with materials presented in the target language (Milman, 2012). On the other hand, Schmidt raises a concern regarding *project-based learning*, asserting that the acquisition of knowledge through problem-solving may lead to an inadequate systematization of knowledge (Schmidt, 1983). Consequently, this study endeavors to enhance student learning by amalgamating *flipped classroom* and *project-based learning* strategies within the context of the *Listening and Speaking Practice III* class. Through a judicious adjustment of teaching methodologies, leveraging the strengths of both approaches while mitigating their respective drawbacks, we aim to better cater to individual student needs, promoting heightened initiative, participation, and the development of both professional knowledge and skills.

2. Literature Review

2.1 Flipped classroom

The concept of the *flipped classroom* traces its roots back to the 1980s, evolving as a derivative of active learning principles that advocate learning through practical engagement (Ryback & Sanders, 1980). This innovative educational approach redefines traditional instructional practices by "flipping" conventional in-class content delivery to pre-class independent homework activities. *Flipped classroom* pedagogy focuses on problem-solving and tasks demanding higher-order thinking, typically reserved for post-lecture homework assignments (Mehring, 2016). It is a learner-centric paradigm that strategically reconfigures the distribution of time and tasks both inside and outside the classroom, fostering heightened efficacy, initiative, and, beyond linguistic proficiency, the development of professional knowledge and skills.

Numerous studies attest to the advantages of flipped learning. It optimizes classroom time utilization compared to traditional lectures (Mehring, 2018; Voss & Kostka, 2019). Flipped learning stimulates learners to engage in "advanced cognitive levels of taxonomy that are engaged in knowledge application and skill building" in contrast to passive reception (Davis, 2016). As a student-centric approach, the *flipped classroom* encourages active participation, with instructors assuming roles of motivation, guidance, and feedback (Sams & Bergmann, 2012). The shift of lecture content to video format facilitates asynchronous learning, empowering students to pace their learning independently. Collaborative learning is also promoted, as students can choose when to engage with video content according to their preferences. This collaborative spirit extends to problem-solving outside the classroom, reducing the necessity for prolonged lecture periods. Moreover, the adoption of flipped learning introduces students to various technological tools, fostering tech-savvy independent learning, while instructors leverage diverse technological media in their teaching practices (Zainuddin & Attaran, 2015).

The application of the *flipped classroom* methodology has garnered attention across diverse educational disciplines. It is believed that educators are spanning different research domains of experiment with flipped classrooms in their research endeavors, as it is applicable across all learning domains (Sams & Bergmann, 2012). Overall speaking, contemporary research on flipped classrooms predominantly employs mixed methods, combining quantitative and qualitative approaches.

However, despite its merits, flipped learning is not without limitations. Milman highlights its potential challenges for less proficient learners, particularly when materials are presented in the target language, potentially leading to suboptimal outcomes (Milman, 2012). Additionally, Mehring argues that the implementation of flipped lessons demands significant time and effort from teachers, placing increased responsibility on students (Mehring, 2016). Each student is required to exhibit initiative and autonomy in completing pre-class learning tasks, with failure to do so risking challenges in navigating the flipped course successfully (Mehring, 2018).

2.2 Project-based learning

Project-based learning (PBL) finds its roots in Kilpatrick's 1918 description of the project approach, as highlighted in Kolb's work on experiential learning, as he views PBL as a form of experiential learning that surpasses traditional methods, emphasizing a lifelong process rooted in observation and reflection—a continuation of Dewey's theoretical framework (Kolb, 1984). The formalization of the *project-based learning* concept occurred as subsequent researchers provided detailed explanations. PBL is characterized by complex, challenging tasks that either pose problems or motivate students to learn. Thomas outlines key characteristics of PBL, including its central role in the curriculum, its focus on driving students toward key concepts, its guidance in knowledge construction, its student-driven nature, and its grounding in realism (Thomas, 2000). In PBL, the teacher acts as a facilitator and guide, with student learning revolving around the project and questions serving as tools to facilitate the learning process (Loyens & Rikers, 2017).

Project-based learning exhibits numerous advantages in language learning. Beckett underscores PBL's capacity to provide ample opportunities for language acquisition through real-life activities, fostering the development of new knowledge and various social and communication skills (Beckett & Slater, 2005). In addition, her study on the implementation of PBL in Canadian secondary schools revealed positive teacher feedback and a preference for PBL, highlighting its efficacy in enabling a multi-skill approach to language teaching. Thomas emphasizes that PBL motivates students to apply knowledge in real-world projects, enhancing problem-solving skills and deepening subject knowledge (Thomas, 2000). Additionally, PBL is also believed to stimulate interest, initiative, and learning motivation, and its emphasis on collaboration and communication fosters teamwork skills, providing students with a comprehensive and in-depth learning experience (Meng, 2023).

However, PBL is not without limitations. In English language learning environments, English language learners exhibit varying attitudes toward the effectiveness of PBL activities for language progress (Beckett & Slater, 2005). Schmidt notes that PBL's emphasis on knowledge acquisition during problem-solving may result in insufficient knowledge systematization (Schmidt, 1983). Compared to traditional teaching, PBL offers a more open learning path, allowing students to selectively acquire knowledge while solving problems, potentially hindering the establishment of a disciplinary foundation. It is also argued that PBL's emphasis on collaborative learning may overlook individual student differences, leading to uneven knowledge transfer and affecting overall learning outcomes. Furthermore, increased demands on teachers in PBL environments, requiring enhanced instructional and coaching skills as they transition to mentor and facilitator roles, placing higher demands on their professionalism and pedagogical preparation (Petersen & Nassaji, 2016).

2.3 Combining PBL & Flipped classroom

It is shown that combining the flipped classroom model with project-based learning in language teaching can promote active engagement, personalized learning, application of language skills in real-world contexts, collaboration, critical thinking, motivation, autonomy, and the integration of technology (Shih & Tsai, 2017). In other words, this approach can contribute to a more comprehensive and effective language learning experience.

This experiment is based on Social Constructivism, which is an extension of constructivism that places a particular emphasis on the social dimension of learning. This perspective proposes that the learning experience is enriched when individuals engage in collaboration, interaction, and dialogue with others. In the context of project-based learning, students frequently participate in collaborative projects, pooling their efforts to address challenges or generate meaningful creations. Similarly, the flipped classroom model supports collaborative learning by allowing students to share and apply their acquired knowledge during in-class discussions, thereby deriving benefits from social interactions.

3. Research method

3.1 Research objective

Listening and Speaking Practice III class underwent a transformative shift from the conventional teaching model by integrating both *flipped classroom* and *project-based learning* methodologies. The objective of this pilot study is multifaceted, seeking to enhance the efficacy of student learning, foster greater initiative, and cultivate professional knowledge and skills beyond language acquisition. The study aims to achieve the following key goals:

Firstly, the endeavor is directed towards elevating students' learning initiative and independence, as well as augmenting their practical abilities. Through the combined implementation of *flipped classroom* and *project-based learning*, students will be actively engaged in their learning processes, necessitating self-directed exploration aligned with individual needs and interests. This pedagogical approach intends to stimulate critical thinking and problem-solving skills, fostering an environment that nurtures increased learning independence and self-assurance. *Project-based learning*, in particular, offers hands-on opportunities for students to apply acquired knowledge and skills through practical exercises, cultivating creative thinking and practical skills essential for their future careers and lives.

Secondly, the study seeks to foster the development of students' teamwork and leadership competencies. *Project-based learning* necessitates students to form teams, collaborating to resolve challenges and accomplish tasks. This collaborative approach aims to hone students' teamwork and leadership skills, preparing them to adeptly navigate their future professional endeavors and personal lives.

In summary, the overarching aim of this study is to explore the application and effectiveness of the combined *flipped classroom project-based learning* methodologies in the context of *Listening and Speaking Practice III* class. By doing so, the study aims to contribute practical experience and a theoretical foundation to advance educational development. Additionally, it aspires to serve as a valuable reference and source of inspiration for educational reforms across diverse disciplines and academic stages, collectively contributing to the cultivation of more adept and versatile talents.

3.2 Research hypotheses

Research finding of other literature about *flipped classroom* or *project-based learning* all show their contribution to students' learning efficiency and learning motivation. As the combination of the two strategy, this research is also expected to have similar contribution. Besides, since the experiment is conducted in small groups, this project is also expected to improve cooperation among participants. Detailed hypotheses are as follows:

Hypothesis 1: The application of *flipped classroom* in the *Listening and Speaking Practice III* class can improve students' interest in the class and prompt them to understand the course content more deeply.

Hypothesis 2: The application of *project-based learning* in the *Listening and Speaking Practice III* class can help to cultivate students' cooperative spirit and critical thinking skills.

Hypothesis 3: The combination of *flipped classroom* and *project-based learning* can stimulate students' interest in the subject, improve their academic performance, and create a positive learning cycle in the *Listening and Speaking Practice III* class.

3.3 Research design

To validate the aforementioned hypotheses, this initiative initially established a framework grounded in the 17 Sustainable Development Goals (SDGs) delineated by the United Nations. By understanding SDGs, students are expected to develop a sense of global citizenship, improve social and environmental awareness, cultivate problem-solving skills, facilitate career planning, gain cross-disciplinary knowledge as well as prepare to involve in community. Participants were afforded the flexibility to select a SDG aligning with their interests, subsequently forming teams with like-minded peers who shared a common thematic focus. Once teams coalesced, they were tasked with electing a country and subsequently delving into the examination of pertinent policies aimed at realizing the chosen SDG.

Take the team opting for SDG 6 *Clean Water and Sanitation* as an example. They discerned India as a fitting subject. Consequently, through extensive online research, the team crafted their presentation entitled "How does India enhance its water quality and sanitation through the Ganges Project." During the presentation, each team member assumed distinct responsibilities based on their specialized areas— the first student explicated the imperative and exigency of clean water and sanitation, the second elucidated the intricacies of the Ganges Project, the third conducted a nuanced analysis of the project's merits and demerits, while the fourth drew comparisons between India's Ganges Project and Japan's Clean Water for People Initiative.

Following the culmination of the presentations, students were extended invitations to partake in a questionnaire designed to elucidate their satisfaction levels concerning this project, which was structured around the principles of the *flipped classroom* and *project-based learning* according to existing questionnaires from related literature. Rigorous assessments of both reliability and validity were conducted to scrutinize the research outcomes prior to drawing conclusive inferences. In addition to the quantitative data garnered, a qualitative dimension was incorporated into the study through interviews with the engaged students.

3.4 Participants

Before the questionnaire was distributed to students, researchers of this project first collected 11 questions from 4 different orientations from literature and these dimensions are widely accepted ones when it comes to evaluate effectiveness of *flipped classroom* and *project-based learning* (Shih & Tsai, 2017). Questions were declined to 9 questions in 3 groups after an Anova analysis was conducted. 55 students answered 9 questions in a 5-scale Likert-scale questionnaire. From 1-5, the pointing system represents *strongly disagree* to *strongly agree*.

4. Results

The final result shows that average score of each 9 questions ranges from 3.58 to 3.93 (Cronbach α=0.896), indicating that students agree that their knowledge and skills have been cultivated, though to different extent. According to Anova analysis of final result (shown in the Table 1), the experimental project is believed to contribute to students abilities and skills in three dimensions, namely teamwork-oriented abilities, skills and effectiveness, as well as learning motivation (KMO=0.836).

Table 1
Questionnaire used

Question type	Questions
Teamwork-oriented abilities	Q1: Teamwork-based presentation improves my learning effectiveness Q2: Teamwork-based presentation improves my learning motivation Q3: The whole presentation project enhances my cooperative abilities by working with my teammates
Skills & effectiveness	Q4: The whole presentation project cultivates my critical thinking skills Q5: Searching information for the topic I am interested in improves my learning effectiveness
Learning motivation	Q6: Searching information for the topic I am interested in improves my learning motivation Q7: The task of delivering presentation improves my learning motivation Q8: Delivering a presentation within the framework improves my interest for this class Q9: Delivering a presentation within the framework improves my interest in exploring other fields

Apart from 9 questions on abilities and skills, the questionnaire also contains 2 background variables, namely *average time of studying English after class* and *future job preferences*. Variance analysis reveals the connection between background variables and some questions.

It is shown that *average time of studying English after class* has positive influence on students satisfaction on positive influence on students satisfaction on several columns. Curiously, the amount of time students devote to after-class learning does not consistently correlate positively with their satisfaction levels. Students who engage in supplementary learning activities outside the regular class hours, dedicating a weekly time investment ranging from 2 to 7 hours, exhibit the highest levels of satisfaction with the identified indicators, according to result of Q2, teamwork's role in improving learning motivation ($F=3.106$, $p=0.034$); Q3: improvement of cooperative abilities by working with teammates($F=4.450$, $p=0.007$); Q4: improvement of critical thinking skills($F=5.369$, $p=0.003$); Q5, searching information's role in improving learning effectiveness ($F=6.806$, $p=0.001$); Q7, the form of presentation delivery improves learning motivation ($F=4.637$, $p=0.006$).

This finding proves to be intriguing, as it challenges a common assumption that a greater dedication to post-class study, especially beyond 7 hours per week, would correspond to a heightened desire for the acquisition of additional skills and capabilities. Contrary to this expectation, students who invest more than 7 hours in after-class learning each week express lower satisfaction across all surveyed questions when compared to their counterparts dedicating 2-7 hours to post-class study.

Furthermore, according to the data collected, it is posited that future job preferences wield an influence on students' satisfaction and perceptions of such an experimental project because those aspiring to pursue careers as translators or interpreters tend to manifest the highest levels of satisfaction with the project's indicators. Take Q6: *Searching information for the topic I am interested in improves my learning motivation* as an example, students who decide to work as translators or interpreters have satisfaction at 4.5 (SD=0.53, F=3.153, p=0.033), comparing to job satisfaction of 3.57 for those want to become English teachers, and 4.2 for those want to work in foreign trade.

Subsequent to the questionnaire, the research team conducted interviews with students in an attempt to discern the underlying reasons for the aforementioned questionnaire findings and to elicit suggestions for improvement. The majority of students expressed a positive outlook on the project and expressed a desire for its continuation in subsequent semesters.

According to student perspectives, when their after-class learning time exceeds 7 hours per week, they tend to formulate individualized learning plans, making it challenging for them to readily adapt to the project's requirements. This experimental approach necessitates a significant investment of time and energy to secure a favorable grade, leading some students to experience disruptions in their existing plans, particularly when the assigned topic fails to capture their interest. Notably, the constraint of group size (with a maximum of four members) and the necessity for latecomers to integrate into existing SDG groups further compound these challenges. Furthermore, the primary rationale behind the correlation observed between future career goals and satisfaction lies in the divergence of expectations. Students with distinct career aspirations hold varying outlooks on the requisite skills and abilities, even if these expectations may not perfectly align with the demands articulated by employers.

5. Conclusion

Research findings substantiate the positive impact of integrating the *flipped classroom* with the *project-based learning* model, showcasing enhancements in effectiveness, student initiative, and the acquisition of professional knowledge and skills. This instructional fusion contributes to an improved overall student experience, characterized by heightened engagement, increased interest in course content, a perception of acquiring substantive knowledge, and appreciation for the instructor's feedback. Research hypotheses have all been proved.

The *flipped classroom* component involves students learning remotely outside the classroom through video lessons, followed by hands-on activities during in-class sessions. This approach offers several advantages. Firstly, students can tailor their learning experience to their pace and preferences, independently choosing when and where to engage with instructional videos, thereby aligning with their individual learning needs. According to interview results, the *flipped classroom* places emphasis on active participation and cooperative learning, fostering interaction and communication through group discussions and online collaborations. This interactive and cooperative learning framework proves conducive to expanding students' cognitive capacities and nurturing their teamwork and communication skills.

The amalgamation of the *flipped classroom* with *project-based learning* amplifies learning opportunities and practical experiences. This combined model empowers students to integrate theoretical knowledge with real-world problem-solving, actively applying acquired concepts to address practical challenges. This hands-on learning approach not only heightens students' motivation but also cultivates problem-solving and innovation skills, thereby augmenting the overall effectiveness and outcomes of learning.

Furthermore, the study discerns that the benefits of the *flipped classroom* extend beyond language acquisition to the development of diverse professional knowledge and skills. Students engage in self-directed learning through video lessons, utilizing class time for practical exploration and in-depth discussions. The challenges encountered during practical activities stimulate critical thinking and learning motivation, fostering a holistic understanding and application of course content.

In summary, the study underscores the evident effectiveness and success of the *flipped classroom* combined with *project-based learning* in education. It enhances students' learning initiative, expands their knowledge and skills, and fosters creativity and a collaborative spirit. However, acknowledging some students' reservations regarding teamwork, attentiveness, and cellphone distractions, teachers must remain attentive to factors such as course design, student engagement, and the quality of learning resources. Addressing these considerations is imperative to further refine and optimize teaching practices, ensuring that the *flipped classroom* model maximizes students' learning success.

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Differences Analysis among Middle School Students in Achievement Goal Orientation, Academic Emotions, and Self-Regulated Learning Across Grades

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Abstract

This study aims to investigate whether there are differences among middle school students in different grades in terms of achievement goal orientation, academic emotions, and self-regulated learning across various dimensions. To achieve this objective, the study invited students from junior high schools in Shandong Province to complete offline questionnaires. A total of 505 valid questionnaires were collected and subjected to reliability and validity tests. Subsequently, a one-way analysis of variance (ANOVA) was employed for examination. The research findings indicate: (1) Significant differences exist among different grades in achievement goal orientation and mastery-approach goal dimension. (2) Significant differences are observed in academic emotions among different grades, manifesting in both positive high arousal and negative low arousal aspects. (3) Significant differences are identified in self-regulated learning and test anxiety across different grades.

Keywords: middle school student; difference analysis; achievement goal orientation; academic emotions; self-regulated learning

1. Introduction

The construction of a high-quality education system and the comprehensive improvement of education quality are the focal tasks and objectives of China's educational development during the "14th Five-Year Plan" period. The middle school stage is a crucial period that bridges earlier and later stages of education. Under the background of the nation vigorously promoting vocational education, the results of the middle school entrance examination appear to serve as a watershed for most students in their future academic and career paths. Research has exploratively analyzed the situation of adolescents' academic emotions and identified heterogeneity in them. This finding is crucial for schools to accurately pinpoint the diverse characteristics of students in their academic emotional expressions, enabling precise attention to students' mental health and promoting academic development (Jin et al., 2022). Each student experiences various academic emotions throughout their academic journey. Research indicates that the pressures on middle school students increase with grade levels, leading to the emergence of positive or negative emotions during prolonged periods of study (Wang and Xin, 2021). For middle school students, their main focus is on learning, and high achievement goals, negative academic emotions, and weak self-regulated learning abilities become risk factors that hinder their adaptation. At this stage, students are highly distinctive, undergoing rapid psychological changes and experiencing imbalances in psychological development. To help students stably improve their academic emotions, establishing a clear achievement goal for them to strive toward becomes particularly important. Achievement goal orientation profoundly influences students' academic and personal development. Although goal orientation is relatively stable, it can still undergo changes influenced by other factors (Magni et al., 2021). In the learning process, middle school students need to set clear learning goals, possess effective learning strategies, and excel in self-management and reflective consolidation. Self-regulated learning reflects the mastery of learning. Self-regulated learning has been a continuously intensifying research topic in the past decade. Especially in the context of ongoing educational reforms and the growing prevalence of online learning, educators are placing greater emphasis on fostering learners' autonomy, with a particular focus on enhancing students' self-regulated learning abilities (Sun, 2019). Students must change their traditional learning methods to truly learn how to learn, laying a solid foundation for the future need for "learning how to learn" (Ministry of Education, 2001). In a society that demands lifelong learning, an individual's self-regulated learning ability has become increasingly crucial for success in academic and non-academic fields (Kisyner et al., 2010). Therefore, this paper, by summarizing previous scholars' research, aims to explain the differences among middle school students in different grades in terms of achievement goal orientation, academic emotions, and self-regulated learning through scientific measurement methods.

2. Research Questions

Existing research findings indicate significant differences in the grade effect of mastery-approach goal in achievement goal orientation among middle school students (Zhang, 2014). Therefore, it is worth exploring whether students in different grades exhibit significant differences in achievement goal orientation overall and across its four dimensions. As students continuously consolidate their knowledge, achieving satisfactory academic results can evoke positive emotions such as hope and joy. Li's (2013) study reveals significant differences in positive high arousal and negative low arousal aspects among different grades, with the ninth grade scoring significantly higher than the seventh grade in both dimensions. Jiang's (2010) research suggests that as grades advance, middle school students' negative low arousal academic emotions gradually increase. Based on this, it can be inferred that students in different grades exhibit significant differences in academic emotions overall. Liu's (2017) study indicates significant grade differences in overall self-regulated learning and its dimensions of self-efficacy, intrinsic value, and cognitive strategy among middle school students in Nanchang City. Yao's (2020) research on middle school students in Yuhang City shows a decline in self-regulated learning ability with advancing grades. However, Ji's (2005) investigation of middle and high school students in Qingdao City reveals an upward trend in the development of self-regulated learning ability with advancing grades. Therefore, it is pertinent to conduct in-depth research on whether students in different grades exhibit significant differences in self-regulated learning overall and across its five dimensions.

In light of the above questions, the research objectives are as follows:

1. To determine whether students in different grades exhibit significant differences in achievement goal orientation overall and across its four dimensions.
2. To investigate whether students in different grades show significant differences in academic emotions overall and across its four dimensions.
3. To examine whether students in different grades demonstrate significant differences in self-regulated learning overall and across its five dimensions.

3. Literature Review

3.1 Achievement Goal Motivation

In the 1950s, McClelland (1951) built on Lewin's (1938) theoretical foundation to propose the theory of achievement motivation, identifying two types of achievement motivation, including the pursuit of success and the avoidance of failure. Subsequently, the achievement goal orientation theory proposed by McClelland (1951) and Dweck (1988) were extended to various related theories such as the two-factor theory, three-factor theory, four-factor theory, and six-factor theory. In this study, Pintrich's (1999) categorization is adopted, which classifies achievement goal orientation into four dimensions, including performance-approach goal, performance-avoidance goal, mastery-approach goal, and mastery-avoidance goal. According to Jia (2017), individuals with performance-approach goal focus on achieving high grades and surpassing others; individuals with performance-avoidance goal aim to avoid obtaining low grades and demonstrating inadequacy; individuals with mastery-approach goal seek to enhance themselves by pursuing knowledge and skills they can learn; individuals with mastery-avoidance goal aim to avoid tasks involving knowledge they cannot comprehend.

3.2 Academic Emotions

Academic emotion refers to various emotions exhibited by individuals during learning activities (Pekrun et al., 2002). In some aspects, academic emotions differ from general human emotions, as they specifically pertain to the emotional experiences students undergo during the learning process. These emotions are associated with academic activities and may include feelings of frustration after a failed exam, excitement and joy when praised by a teacher in class, or procrastination resulting from difficulties in learning (Lu, 2019). Pekrun et al. (2002) identified nine primary academic emotions and further categorized them into four basic types based on the dimensions of valence and activation, including positive high arousal emotions such as joy, hope, and pride, positive low arousal emotions such as relaxation and comfort, negative high arousal emotions such as shame, anger, and anxiety, and negative low arousal emotions such as boredom and disappointment.

3.3 Self-Regulated Learning

Self-regulated learning (SRL) was first introduced by American scholar Bandura in the 1970s. Zimmerman (1989) provided an early definition, describing SRL as an individual's proactive engagement in learning tasks to achieve learning goals and optimize learning outcomes, allowing individuals to actively regulate cognitive, emotions, and behaviors through metacognitive, motivational, and behavioral processes. Zimmerman (1997) developed the SRL theory, emphasizing active regulation and control (Wolters and Hussain, 2014). Pintrich (2004) proposed four stages of SRL, including planning, monitoring, control, and reflection. Each stage involves cognitive and metacognitive processes, and SRL practitioners need three key capabilities, including cognitive strategy, metacognitive strategy, and effort control (Roth et al., 2016).

4. Research Methodology

4.1 Research Implementation

This study employed a questionnaire survey as the research method, targeting students currently enrolled in several public middle schools in Shandong Province. The questionnaires were distributed using convenience sampling, with the assistance of school headteachers facilitating the distribution and collection of completed questionnaires. The survey period spanned from September 2023 to October 2023. A total of 505 valid questionnaires were collected.

4.2 Sample Distribution

The study collected a total of 505 valid questionnaires, with 184 participants from Grade 7, accounting for 36.44%, 188 participants from Grade 8, constituting 37.23%, and 133 participants from Grade 9, representing 26.34%.

4.3 Questionnaire Tools

The content of the questionnaire was adapted from previous research tools and submitted to three education experts for review. The questionnaire design utilized a Likert 5-point scale, 1 representing strongly disagree, 2 disagree, 3 neutral, 4 agree, 5 strongly agree, as the rating standard.

4.3.1 Achievement Goal Orientation Scale

This study adapted the Achievement Goal Orientation Scale developed by Chinese scholars Liu and Guo (2003). The scale consists of 29 items divided into four dimensions, including performance-approach goal, performance-avoidance goal, mastery-approach goal, and mastery-avoidance goal. The adapted total scale reliability coefficient was 0.8700, and the reliability coefficients for the four subscales were 0.8396, 0.7743, 0.8249, and 0.6989, with a split-half reliability of 0.8764. The scale demonstrated good reliability and validity, adhering to psychological measurement standards.

4.3.2 Chinese Adolescent Academic Emotion Questionnaire

This study utilized the Chinese Adolescent Academic Emotion Questionnaire developed by Chinese scholars Yu and Dong (2007), based on the method proposed by Pekrun et al. (2002). The questionnaire consists of 72 items divided into four dimensions, including positive high arousal, positive low arousal, negative high arousal, and negative low arousal. The internal consistency coefficients for the four subscales before adaptation were 0.785, 0.815, 0.833, and 0.915, with split-half reliabilities of 0.71, 0.78, 0.79, and 0.82, and significant correlations at the 0.01 level. The questionnaire demonstrated good reliability and validity.

4.3.3 Self-Regulated Learning Scale (Chinese Version)

This study employed the Self-Regulated Learning Scale (Chinese Version) initially developed by Pintrich et al. (2000) and later revised by Chinese scholar Zhao (2009). The scale comprises 44 items divided into five dimensions, including self-efficacy, intrinsic value, test anxiety, cognitive strategy, and self-management. Zhao's (2009) research indicate internal consistency coefficients for the five subscales as 0.697, 0.797, 0.793, 0.684, and 0.763, with split-half coefficients of 0.685, 0.770, 0.751, 0.689, and 0.763. The scale exhibited good reliability and validity.

5. Research Results and Discussion

5.1 Reliability and Validity Analysis

In this study, the Cronbach's α values for each variable ranged from 0.908 to 0.984, meeting the research standards as shown in Table 1.

Table 5.1

Reliability and Validity Analysis Table

Scale	Cronbach's α	KMO Value	Bartlett Sphericity Test		
			Approx. Chi-Square	*Degrees of Freedom (df)*	*p-value*
Achievement Goal Orientation Overall	0.946	0.839	7476.295	406	0.000
Performance-Approach Goal	0.953				
Performance-Avoidance Goal	0.952				
Mastery-Approach Goal	0.963				
Mastery-Avoidance Goal	0.937				
Academic Emotions Overall	0.975	0.929	18621.066	2556	0.000
Positive High Arousal	0.970				
Positive Low Arousal	0.972				
Negative High Arousal	0.977				
Negative Low Arousal	0.984				
SRL Overall	0.949	0.853	11593.556	949	0.000
Self-Efficacy	0.960				
Intrinsic Value	0.962				
Test Anxiety	0.908				
Cognitive Strategy	0.977				
Self-Management	0.952				

As shown in Table 5.1, the KMO values range from 0.839 to 0.929, exceeding 0.8, indicating suitability for factor analysis. Additionally, the Bartlett's test of sphericity ($p<0.001$) confirms good validity for the data from each scale, making them suitable for information extraction.

5.2 One-Way Analysis of Variance (ANOVA)

In this study, one-way analysis of variance (ANOVA) was conducted using SPSS software. The analysis revealed significant differences across different grades in terms of overall achievement goal orientation and mastery-approach goal. These findings partially align with the results of Zhang's (2014) study, which indicated significant grade effects in mastery-approach goals. Specifically, students in the ninth grade exhibited higher scores in mastery-approach goal and overall achievement goal orientation compared to students in the seventh and eighth grades. This could be attributed to the heightened pressure faced by ninth-grade students regarding their transition to higher education. They strive to enhance their capabilities to secure admission to an ideal high school, actively working towards their perceived achievement goals. Consequently, as students progress in age, their focus shifts from mere grade comparisons to a deeper concern for mastering new knowledge or gaining a renewed understanding of existing knowledge, emphasizing the improvement of individual knowledge literacy (see Table 5.2).

The study also identified significant differences across different grades in overall academic emotions, particularly in positive high arousal and negative low arousal. Ninth-grade students scored significantly higher in both aspects compared to seventh-grade students. This suggests that emotional experiences during the learning process vary noticeably depending on the grade level. This finding is in line with Li's (2013) study, which observed similar trends. Jiang's (2010) research indicated an increase in negative low arousal academic emotions with the rising grade level, consistent with the partial alignment of results in this study. As the difficulty of studies intensifies and the pressure for further education grows, students may experience negative emotions such as fatigue and frustration when unable to meet academic goals (see Table 5.2).

Regarding self-regulated learning, there were significant differences across different grades, particularly in test anxiety. Ninth-grade students demonstrated significantly higher levels of self-regulated learning and test anxiety compared to seventh and eighth-grade students. This finding contrasts with Liu's (2017) result, which showed significant grade differences in self-regulated learning and its sub-dimensions, including self-efficacy, intrinsic value, and cognitive strategy. The incongruity in research outcomes on grade differences among Chinese scholars highlights the complexity of this subject. Yao's (2020) study on students in Yuhang City suggested a decline in self-regulated learning ability with advancing grade levels, while Ji's (2005) investigation to students in Qingdao City found an upward trend in self-regulated learning ability with age. The variation in research outcomes could be attributed to differences in study regions and the increasing academic stress students face as they progress in grade levels, particularly under the influence of exam-oriented education. The literature review indicates that the conditions required for completing learning tasks are unclear during the early stages of schooling (Meyers and Paris, 1978), meanwhile the cognitive strategies tend to be scattered and naive (Paris et al., 1983). As students age, they gradually realize that effort is not the sole guarantee of success (Nicholls, 1984). The exploration of self-regulated learning in middle school students across different grades remains a significant research topic (see Table 5.2).

Table 5.2
One-Way Analysis of Variance (ANOVA) Table

Scale and Dimensions	Mean (Standard Deviation)			*Between-Groups df*	*F*	*p*	*Post Hoc Comparisons*
	G7 (*n*=184)	G9 (*n*=133)	G8 (*n*=188)				
Achievement Goal Orientation Overall	3.48 (0.73)	3.61 (0.77)	3.36 (0.82)	2	4.204	0.015*	G9>G7>G8
Performance-Approach Goal	3.55 (1.04)	3.70 (0.90)	3.52 (1.05)	2	1.384	0.251	
Performance-Avoidance Goal	3.45 (1.05)	3.36 (1.17)	3.28 (1.12)	2	1.034	0.357	
Mastery-Approach Goal	3.45 (1.02)	3.68 (1.03)	3.26 (1.15)	2	5.981	0.003**	G9>G7>G8
Mastery-Avoidance Goal	3.46 (1.09)	3.64 (1.02)	3.34 (1.12)	2	2.889	0.057	
Academic Emotions Overall	3.38 (0.76)	3.46 (0.80)	3.25 (0.81)	2	3.103	0.046*	G9>G7>G8
Positive High Arousal	3.59 (1.00)	3.77 (0.97)	3.43 (1.12)	2	4.075	0.018**	G9>G7>G8
Positive Low Arousal	3.33 (1.16)	3.25 (1.13)	3.36 (1.12)	2	0.34	0.712	
Negative High Arousal	3.44 (1.06)	3.34 (1.18)	3.21 (1.20)	2	1.879	0.154	
Negative Low Arousal	3.23 (1.19)	3.46 (1.05)	3.09 (1.19)	2	4.157	0.016**	G9>G7>G8
SRL Overall	3.35 (0.82)	3.50 (0.81)	3.27 (0.82)	2	3.175	0.043*	G9>G7>G8
Self-Efficacy	3.26 (1.14)	3.45 (1.02)	3.29 (1.15)	2	1.306	0.272	
Intrinsic Value	3.35 (1.11)	3.40 (1.10)	3.23 (1.16)	2	1.071	0.344	
Test Anxiety	3.36 (1.19)	3.67 (1.05)	3.17 (1.25)	2	6.904	0.001**	G9>G7>G8
Cognitive Strategy	3.35 (1.11)	3.47 (1.08)	3.27 (1.12)	2	1.276	0.28	
Self-Management	3.45 (1.10)	3.61 (1.07)	3.32 (1.15)	2	2.674	0.07	

*p<0.05, **p<0.001.

6. Research Recommendations

6.1 Recommendations for the Study

In light of the observed phenomenon where seventh and eighth-grade students scored higher in achievement goal orientation and mastery-approach goal compared to ninth-grade students, it is recommended to encourage seventh and eighth-grade students to develop personalized study plans and goals, actively engage in extracurricular activities, and enhance their overall qualities and competencies. Ninth-grade students should also balance study with leisure activities to prevent excessive stress affecting their mental and physical well-being.

Considering that ninth-grade students scored significantly higher in positive high arousal and negative low arousal compared to seventh and eighth-grade students, it indicates this group possesses a higher enthusiasm and motivation for academics. However, emotional regulation is crucial to avoid excessive anxiety and tension. Seventh and eighth-grade students should actively communicate with teachers and parents to seek help and support, and focus on cultivating their own learning interests and enthusiasm.

Given that ninth-grade students scored significantly higher in self-regulated learning overall and test anxiety compared to seventh and eighth-grade students, it suggests that this group may experience greater pressure during exams. It is essential for them to gain stress management techniques, master effective exam strategies, and maintain a positive emotional state. Seventh and eighth-grade students, with lower scores in self-regulated learning overall, should develop personalized study plans, foster independent thinking and learning, and pay attention to cultivating their self-regulation ability.

6.2 Future Research Recommendations

This study conducted a questionnaire survey within a limited scope, and the sample representativeness is constrained by its regional focus. Future researchers are advised to validate the results on a larger scale, expanding the sample to various provinces. Exploring and analyzing a more diverse range of study subjects will provide a deeper understanding to the developmental characteristics and relational expressions of different groups, ultimately enhancing the accuracy of research findings.

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A Multimodal Discourse Analysis of Cultural Representations in an English Language Teaching Textbook

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Abstract

Cultures depicted in the English language teaching (ELT) textbooks are one way for English learners to interact with other English users from various cultures. It reveals the authors' intent on what cultures to display and how the cultures interact with readers. The aims of this study are to explore what cultures (types and origins) are represented in the textbook and to examine the interactive meanings of cultural representations. Employing the multimodal discourse approach, 24 images from the *Culture in Mind* section of *English in Mind* students' book 1 were analyzed. These images were counted by frequency and percentage in terms of cultural types (products, practices, perspectives, and persons) and cultural origins (Asian countries, African countries, Western English-speaking countries, Western non-English-speaking countries, and general Western countries). The results show that practices are the most represented cultures. Cultures from Western English-speaking countries accounted for the highest percentage. In addition, 18 images were analyzed in terms of interactive meaning. The results reveal that practices images are the most commonly used to interact with readers. However, most cultural images do not show obvious interaction with readers.

Keywords: Multimodality, Visual Grammar, "4Ps" Culture Model, Textbook Analysis, English in Mind

1. Introduction

Globalization and intercultural communication highlight the importance of cultural learning and teaching in the language education (Xiong & Peng, 2021). Textbooks, as the medium for cultural representations, present the cultures of the target language and how other cultures are represented in that particular language. Studies on cultural representations in the ELT textbook reveal that the cultures of English-speaking countries are favored, while the cultures of other countries are underrepresented (Yuen, 2011). There is a special preference for the Western, European, and Anglo-American cultures (Keles & Yazan, 2020).

There are some limitations in terms of the research method and the selected textbooks. First, content analysis (Yuen, 2011) and critical discourse analysis (Setyono & Widodo, 2019) are the two most commonly used methods. Multimodal Discourse Analysis (MDA) provides another perspective to explore cultural representation via images, camera angles, and the interaction between the image subject and the reader. Second, the most popular textbook series being analyzed are, for example, New Headway, New Interchange, Top Notch, and American Headway (Keles & Yazan, 2020). Other textbooks, such as *English in Mind,* a widely used series in famous schools and language institutions (e.g., Chengdu Experiential Foreign Languages School, Hangzhou Foreign Languages School, and New Oriental Education and Technology Group) in China, are less analyzed.

Based on the '4Ps' Culture Model (Yuen, 2011) and the Grammar of Visual Design (Kress and Van Leeuwen, 2006), this study aims first to examine what cultural types (products, practices, perspectives, and persons) are represented and what the origins of cultures are, and second, to explore the interactive meanings of cultural representations. Therefore, two research questions are: (a) what cultures (types and origins) are represented in an ELT textbook? (b) how do these cultures interact with readers?

2. Literature Review

2.1 Culture representations in ELT textbooks and '4Ps' culture model

One of the research orientations for textbooks treats language textbooks as cultural artifacts (Weninger, 2021) that expose English language learners to the representation of other cultures and communities (Keles & Yazan, 2020). Because most English learners do not have immediate opportunities to interact with other English users from different cultures (Keles & Yazan, 2020), the ELT textbooks serve as a direct way of cultural interaction. They are the materials of authority that reveal identities, values, and power relations (Vu & Pham, 2021). The analysis of cultural representations in ELT textbooks helps us to understand what kind of culture the readers are exposed to and how the authors engage cultures with readers.

Scholars have expressed great interest in examining culture representations in ELT textbooks. For example, Bowen and Hopper (2022) explored five popular textbooks regarding the occurrence, salience, and invited social relationships between the image-participant and readers. They found that White cultures accounted for a large proportion. Based on Kachru's concentric circles model, Keles and Yazan (2020) examined five editions of New Headway elementary-level textbooks to explore how cultures were represented. Results show that over five editions, the Inner Circle has maintained its dominance in content. As for the Expanding Circle, there was an imbalance favoring European cultures against non-European cultures. Risager (2021) pointed out that countries in which English is the first language are the focus of English textbooks. Whereas, the rest of countries in which English is an official language and plays an important role in education are neglected.

According to Yuen's (2011) '4Ps' Culture Model, cultures are classified into four types: products, practices, perspectives, and persons. *Products* indicate proper names of languages, places, and cultural-related objects such as clothes, food, music, and attractions. *Practices* mean all kinds of activities that accompany the products, for example, ping-pong diplomacy. *Perspectives* include religions, myths, important dates, and inspirations, for example, the religious ceremony and National Day. *Persons* such as Martin Luther King and a British girl named Lisa Franklin refer to the real or fictional characters that were created by the authors.

2.2 Multimodal discourse analysis and the grammar of visual design

MDA considers how multimodal texts are designed and how semiotic tools such as color, positioning of elements, and framing focus contribute to meaning-making. Since the information in ELT textbooks is designed and presented in multimodalities such as plain text, images, and pictures, it is important to analyze cultural representation in ELT textbooks from a multimodal perspective.

Visualization is a universal platform for information display (Friedman & Ron, 2017). Based on Halliday's Systemic Functional Linguistics (SFL), Kress and Van Leeuwen (2006) proposed the Grammar of Visual Design (GVD), which emphasizes that, as a special social symbol, images can describe the objective world like language. It is a theory that leads to an in-depth analysis of visual information (Friedman & Ron, 2017). In their theory, images represent social relationships between the authors, the readers, and the objects. Thus, images serve as ways to represent ideological positions through composition, perspective, gaze, lines, and colors.

There are three meanings of images: representational meaning, interactive meaning, and compositional meaning. Among them, interactive meaning reveals how the readers are positioned in different ways towards the visual texts. Kress and van Leeuwen (2020) proposed three key aspects to codify interactive meaning. First, the gaze of people represented in the image, whether it is ‘demand’ (look at the reader directly) or ‘offer’ (do not look at the reader), creates ‘image acts’. Second, the distance of the image (‘close-up shot’, ‘medium shot’, or ‘long shot’) suggests the degree of social distance (closeness or distance). Third, the shooting perspective of the image (camera angle), which includes ‘involvement’ (frontal angle) and ‘detachment’ (oblique angle), indicates the power relation (high angle, eye-level, low angle) between the represented object and the reader.

3. Method

3.1 Research sample and data collection

The textbook for analyzing is one of the *English in Mind* series (2nd edition) published by Cambridge University Press. It is a popular ELT textbook series that is used by both accredited schools and language institutions in China. Employing the convenient sampling method, I selected the student’s book 1 as the research sample. It is the beginning level for English learners to approach the different cultures represented in the textbook. In particular, there are 7 *Culture in Mind* sections that provide learning materials with the explicit purpose of cultural dissemination.

To examine cultural representation, I used purposive sampling to identify all images that include cultural elements. Considering the social and authenticity of the images, only photographs were counted, but cartoons were excluded. There are a total of 24 images from 7 *Culture in Mind* sections. Further, to analyze the interactive meaning, a purposive sampling method was used to select cultural images that contain ‘gaze’. Thus, a total of 18 out of 24 images were selected. The results were presented to another ELT teacher to verify.

3.2 Coding and data analysis

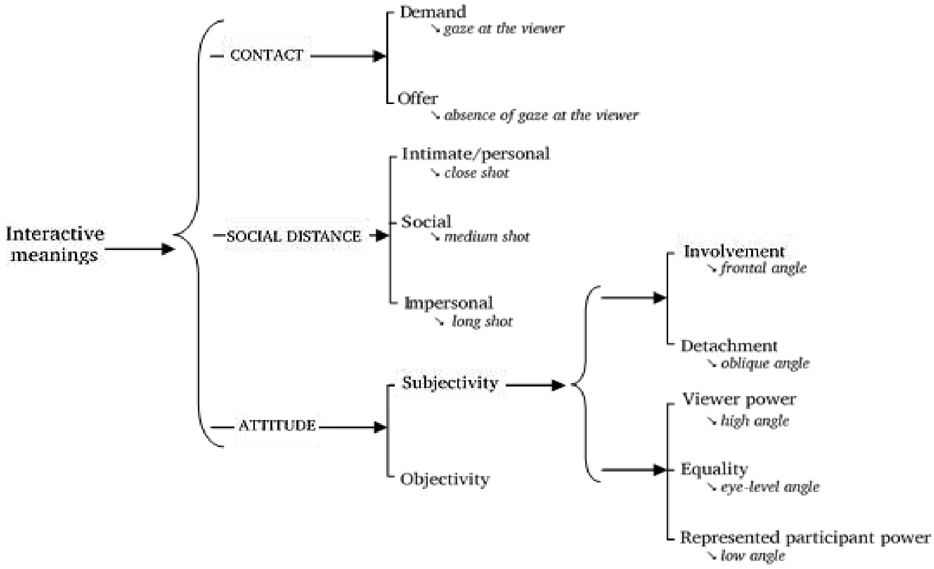
Both quantitative (frequency of occurrence) and qualitative (identification of cultural types and interactive meaning) approaches were used to analyze the data.

To answer the research question (a) ‘what cultures (types and origins) are represented in an ELT textbook?’, I counted the frequency of the occurrence of each culture type and identified the origin of every culture type. The ‘4Ps’ Culture Model (Yuen, 2011), which classified cultures into four aspects: products, practices, perspectives, and persons, was used as the coding framework. In addition, cultures were categorized by their origins according to the subject in the image or the text accompanying the image. Considering English beginners’ awareness and understanding of cultures, the origins include Asian countries (AC), African countries (AFC), Western English-speaking countries (WESC), Western non-English-speaking countries (WNESC), and general Western countries (GWC).

To answer the research question (b) ‘how do these cultures interact with readers?’, the interactive meaning framework (Kress and Van Leeuwen, 2020) was used. The system network for interactive meaning is shown in Figure 1.

Figure 1

System Network for Interactive Meanings in Images (Kress & van Leeuwen, 2020)



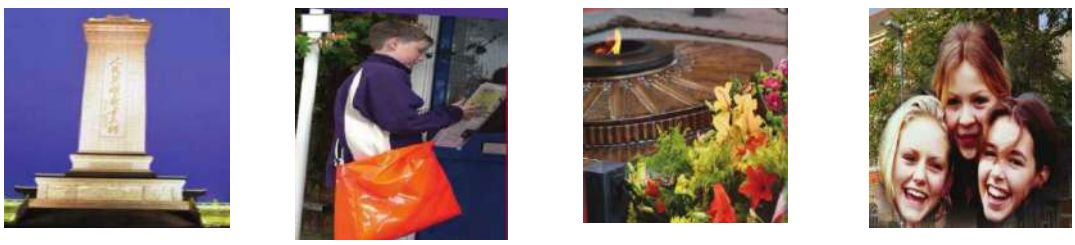
4. Results and Discussion

4.1 Representations of cultures

This section intends to answer the research question (a) what cultures (types and origins) are represented in an ELT textbook? Figure 2 shows examples of cultural types and their origins. Figure 2 (a) is the Monument to the People's Heroes in Beijing, China. Therefore, it would be coded as 'Products' and 'Asian countries (AC)'. Figure 2 (b) shows a white boy delivering newspapers. As the text does not indicate the country, it would be coded as 'Practices' and 'General Western countries (GWC)'. From the text, we know that Figure 2 (c) is the sacrificial fire in Pairs. It would be coded as 'Perspectives' and 'Western Non-English-speaking countries (WNESC)'. Figure 2 (d) shows three white girls. The text indicates they are British. Therefore, it would be coded as 'Persons' and 'Western English-speaking countries (WESC)'.

Figure 2

Examples of Cultural Types and Origins



(a) (b) (c) (d)

In total, there are 24 cultural images presented in the *Cultural in Mind* section. Table 1 shows the numerical and percentage of cultural representations. In terms of the 4 types of cultures, the most often represented are *practices* (50%), followed by *products* (25%), *persons* (21%), and *perspectives* (4%). In terms of cultural origins, cultures from Western English-speaking countries accounted for the highest percentage (29%), followed by general Western countries (25%), and Western non-English-speaking countries (21%). Cultures from Asian and African countries only accounted for 12.5% and 12.5%, respectively. Combining cultural types and their origins, *practices* from general Western countries (25%) and *persons* from Western English-speaking countries (21%) were most represented.

Table 1
Cultural Representations (N_1 = 24)

	AC	AFC	WESC	WNESC	GWC	Cultures in Total (%)
Products	2	0	1	3	0	6(25%)
Practices	1	3	1	1	6(25%)	12(50%)
Perspectives	0	0	0	1	0	1(4%)
Persons	0	0	5(21%)	0	0	5(21%)
Origins in Total (%)	3(12.5%)	3(12.5%)	7(29%)	5(21%)	6(25%)	

We can understand that, compared to practices and persons, the information conveyed by products in images is relatively static. While images of perspectives tend to convey abstract concepts related to religion, belief, etc., which does not meet English beginners' understanding. Their interests in other cultures may be easily aroused by images that show vivid practices and persons.

The above results verified that cultures from Western countries, especially from English-speaking countries, occupied a huge proportion of the images. For (Chinese) English beginners, the starting point for understanding a different culture is the culture of the birthplace of the language (Western/English-speaking countries). Cultural practices can provide readers with a direct, simple, and vivid scene. Yuen (2011) argued that as English is served as an international language, the cultures presented in ELT textbooks should reflect world cultures instead of only the cultures of English-speaking countries.

4.2 Culture interactions with readers
This section answers the research question (b) how do these cultures interact with readers by examining the relations between the subject in the image and the reader?

According to the system network for interactive meanings in images (Kress & van Leeuwen, 2020), there are three combined systems: CONTACT, SOCIAL DISTANCE, and ATTITUDE. CONTACT is measured by the gaze of the subject in the image. It includes two choices: demand gaze (the subject looks at the reader directly) and offer gaze (the subject looks away from the reader). SOCIAL DISTANCE is measured by the size of the frame. It has three choices: close-up shot (camera focuses on the image subject's face), medium shot (camera shows the image subject's waist and above), and long shot (camera presents the image subject's whole body and the environment). ATTITUDE is measured by both vertical and horizontal angles. For vertical angle, it has three choices: low angle (the image subject looks powerful), eye-level angle (the image subject looks equal power to the reader), and high angle (the image subject looks small). For the horizontal angle, it includes two choices: involvement (the reader is involved in the same world as the image subject) and detachment (the reader is apart from the world of the image subject).

A total of 18 images that include 'gaze' were analyzed in terms of interactive meaning. These images included *products, practices, and persons.* The only image of *perspectives* was excluded. Table 2 presents the numerical and percentage of cultural representation with 'gaze' images.

Table 2
Cultural Representation with 'Gaze' Images (N_2 = 18)

	AC	AFC	WESC	WNESC	GWC	Cultures in Total(%)
Products	0	0	0	2	0	2(11%)
Practices	0	3	1	1	6(33%)	11(61%)
Persons	0	0	5(28%)	0	0	5(28%)
Origins in Total (%)	0	3(17%)	6(33%)	3(17%)	6(33%)	

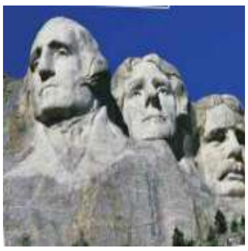
The most commonly presented cultural type is *practices* (61%), which is significantly higher than the other two types: *persons* (28%) and *products* (11%). Combining cultural types and their origins, practices from general Western countries were most represented (33%), and persons from Western English-speaking countries were in second place (28%). It was notable that none of the images representing Asian culture contained 'gaze'. The following uses the cultural type (products, practices, persons) as the classification standard to show how these cultures are represented to readers in terms of CONTACT, SOCIAL DISTANCE, and ATTITUED.

The Interactive Meaning of Products

In total, there are two product images. Both of them in Figure 3 are historical statues from non-English-speaking Western countries. They are presenting in offer & long, shot & [involvement & low camera angle]. This design presents the subject as tall and sturdy, which will make a deep impression on English beginners. It may also reveal the authors' intention to introduce the cultures of other non-English-speaking countries to the readers.

Figure 3
Examples of Cultural Representation of Products

(a)



(b)

The Interactive Meaning of Practices

Totally, 11 images present cultural practices. Among them, 6 images originated from general Western countries. Others originated from African countries, English-speaking Western countries, and non-English-speaking Western countries.

All of these 11 images are presented in offer gaze, which sees the reader as an invisible onlooker. A number of 9 out of 11 images are in long shot, which shows the whole practice to the reader. Both [involvement & eye-level] and [detachment & eye-level] are used. The eye-level angle provides equal power between the represented subject and the reader. Figure 4 shows examples of offer & long shot & [involvement & eye-level] and offer & long shot & [detachment & eye-level]. Overall, the offer gaze decreased the interaction between represented cultural practices and the readers and distanced them, especially for English beginners, from the subjects in the images.

Figure 4
Examples of Cultural Representation of Practices

(a)

(b)

The Interactive Meaning of Persons

All 5 images of persons represented English-speaking Western countries' cultures. Both demand and offer gaze were considered. A number of 4 images provided medium shots, and 1 image was in the close-up shot. The images contained both [involvement & eye-level] and [detachment & eye-level] angles. Figure 5 shows the examples of demand & close-up & [involvement & eye-level], offer & medium & [detachment & eye-level]. Overall, only English-speaking Western countries' persons were included, which may create stereotypes for English beginners.

Figure 5
Examples of Cultural Representation of Persons

(a)

(b)

5. Conclusion

Taking the *Culture in Mind* section in the *English in Mind* student's book 1 as an example, this study examined what cultures are represented and how the cultures interact with readers. The result indicates that the representation of Western cultures has an absolute advantage. Images showing practices are the most commonly used to convey cultures. However, offering gaze in practices images distanced the cultural subjects and readers. Products (historical statues) are easy to impress beginners with their grand image and prominently represent the local culture. The persons in the images are all from English-speaking countries, which highlights their cultural characteristics. Because perspectives are related to abstract concepts, they are not presented in large numbers in this elementary textbook. There is no emphasis on reader participation through the lens angle, but the eye-level perspective shows equality.

This study verified previous results that cultural representations in ELT textbooks focus on general Western countries but ignore Asian and African cultures. The Culture in Mind sections in the example book do not raise English beginners' international cultural awareness. However, as Friedman and Ron (2017) argued, the results of qualitative analysis based on GVD cannot be generalized to the whole population. It can be interpretative, depending on the person.

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The Impact of College Teachers' Classroom Leadership on Classroom Atmosphere

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Abstract

This study aims to thoroughly explore the influence of college teachers' classroom leadership on the classroom atmosphere. The primary objective is to examine the relationship between the leadership traits and behaviors of teachers and students' perceptions of the classroom atmosphere. In pursuit of these objectives, a survey methodology was employed to systematically explore the connections between college teachers' classroom leadership dimensions and students' perceptions of the classroom atmosphere. The sample for this research comprised 503 participants from a full-time undergraduate institution in Yunnan. The research tool employed in this study was College Teachers' Classroom Leadership Questionnaire and College Classroom Atmosphere Questionnaire, allowing for a nuanced examination of the leadership traits and behaviors of college teachers. Both correlation and regression analyses were utilized to provide a robust analysis of the data, enabling a comprehensive understanding of the relationships under investigation. The findings of this study uncovered a significant positive correlation between the four dimensions of college teachers' classroom leadership—idealized influence, motivation stimulation, intellectual stimulation, and individualized consideration—and the five dimensions of the classroom atmosphere: cohesion, support, participation, planning, and fairness. This study provides a foundation for the development of effective teaching methods and strategies. The ultimate goal is to empower college teachers to create and sustain a positive classroom atmosphere, thereby enhancing students' learning experiences and outcomes.

Keywords: College teacher; Classroom leadership; Classroom atmosphere

1. Introduction

Higher education plays a crucial role in shaping future societal leaders and professional talents (Smith, 2019). Within this educational phase, classroom instruction is considered the core element for knowledge impartation, cognitive development, and skill enhancement. In the realm of higher education, classroom teaching is fundamental for both knowledge transmission and the development of students, with classroom atmosphere being a critical factor determining students' academic achievements and learning experiences. The role of college teachers extends beyond being knowledge transmitters; they serve as guides in the holistic development of students. To successfully fulfill this educational mission, the creation of a positive learning environment is paramount. Classroom atmosphere refers to the holistic behaviors or psychological states collectively shaped by both teachers and students within the classroom context (Xing & Meng, 2017). As a perceptual experience of the teaching environment, classroom atmosphere directly influences motivation, engagement, academic performance, as well as individual and social development of students (Frazier, 2018).

The classroom leadership of college teachers plays a pivotal role in shaping the classroom atmosphere. Classroom leadership can be perceived as the qualities and behaviors exhibited by teachers in the classroom, including but not limited to organizational skills, motivational abilities, guidance skills, communication proficiency, and emotional intelligence. These traits and behaviors contribute to establishing a positive teaching environment, fostering students' enthusiasm, and promoting participation. Teachers' manifestations of classroom leadership can be observed through the organization and management of classroom activities, inspiring student interest and engagement, as well as guiding students in active thinking and interaction. Effective classroom leadership enables the maintenance of classroom order and the cultivation of a favorable classroom atmosphere. A positive classroom atmosphere not only enhances students' efficiency in classroom learning but also influences the relationships between teachers and students. Therefore, there exists a close relationship between the classroom leadership of college teachers and the classroom atmosphere, where teachers' leadership behaviors and traits directly impact students' perception of the teaching environment (Schultz et al., 2020).

Previous research has emphasized the important impact of classroom leadership and classroom atmosphere on student learning outcomes. This research situates the relationship between the teachers' classroom leadership and the classroom atmosphere within the context of higher education, addressing the practical needs of education management and instructional quality improvement. This study addresses a research gap by exploring the nuanced impacts of various leadership traits and behaviors on the classroom atmosphere. We aim to delve into the specific impacts of different leadership traits and behaviors of teachers on the classroom atmosphere, with the goal of providing more concrete guidance and recommendations for higher education administrators, teacher trainers, and policymakers.

2. Research Objectives

The objective of this study is to explore the impact of college teachers' classroom leadership on classroom atmosphere; to investigate the relationships between various dimensions of classroom leadership and classroom atmosphere; to provide more effective teaching methods and strategies for college teachers, aiming to foster the formation of a positive classroom atmosphere, thereby further optimizing students' learning experiences and outcomes, and promoting the improvement of higher education quality.

3. Literature Review

3.1 Studies on Classroom Leadership

Teacher classroom leadership is a crucial concept in the field of education, encompassing the qualities, behaviors, and abilities that teachers exhibit in the classroom, with the aim of stimulating students' interest in learning, enhancing motivation, and creating a positive learning environment. Research on teacher classroom leadership originated in the 1980s with discussions on teacher professionalism in the context of American education reform. Over the years, the United States, the United Kingdom, Canada, Australia, and other Western countries have achieved fruitful research results. In China, although the study of teacher leadership started relatively late, many achievements have been made in recent years. Domestic scholars have mainly focused on the definition of teacher classroom leadership and strategies for improving it. Classroom leadership is defined as the comprehensive influence that teachers exert on students in specific classroom situations, utilizing various elements such as professional authority, knowledge, ability, and emotions through interactions with students. Shen Ruihong (2010) defined classroom leadership as the process in which teachers use various influences to inspire and motivate students or student groups, encouraging them to work together toward collective educational goals. Scholars Yan Xingen and Jin Fei (2010) believed that teacher classroom leadership refers to the comprehensive influence that teachers exert on students during classroom teaching activities, through the interaction of their positional elements and non-power elements (such as knowledge, ability, emotions).

To enhance teacher classroom leadership, educational researchers and institutions have proposed various strategies and methods. Smith (2019) suggested that through teacher training and professional development courses, teachers can continually improve their classroom leadership skills and knowledge, keeping abreast of updates in the education field. Schultz et al. (2020) proposed the need for timely and targeted feedback to help teachers identify and improve their classroom leadership, while encouraging self-reflection and growth. Mayer and Salovey (1990) emphasized the importance of providing training and resources to help teachers develop emotional intelligence, enabling them to better understand and respond to students' emotional needs and build closer teacher-student relationships. Among Chinese educational researchers, Tan Xin (2020) pointed out that teachers should continuously improve their classroom leadership through learning, improvement, optimization, and innovation, promoting the reform of classroom teaching models from focusing on students' knowledge learning to focusing on the cultivation of students' abilities, thereby enhancing students' overall learning ability and application of knowledge. Gao Jiefeng (2020) emphasized the need to conduct relevant training to enhance teacher leadership, establish an evaluation system for teacher leadership, and achieve scientific analysis and evaluation, providing scientific guidance for improving teacher leadership.

3.2 Studies on Classroom Atmosphere

Classroom atmosphere refers to students' subjective perception of the classroom environment, including factors such as emotions, interactions, participation, and learning experiences. A positive classroom atmosphere contributes to creating an encouraging environment for learning and growth. It can stimulate students' learning motivation, improve academic performance, cultivate subject interests, and promote their comprehensive development (Frazier, 2018). The formation of a good classroom atmosphere can create a harmonious learning environment, promoting pleasant teacher-student relationships. Achieving this requires emotional investment from teachers, and in instructional design, it involves adding interactive segments and increasing the interesting aspects of the classroom to achieve better teaching results. Hu Zixiang (2010), based on behavior science theory, established a model for evaluating classroom atmosphere in higher education, enriching and deepening the research on the quality of higher education classroom teaching, improving related theories, and assisting relevant departments in conducting more scientific analysis and evaluation of classroom atmosphere. His research identified five dimensions of classroom atmosphere: cohesion, support, participation, planning, and fairness.

3.3 Relevant Studies on the Relationship between College Teachers' Classroom Leadership and Classroom Atmosphere

Increasingly, studies indicate a close relationship between college teachers' classroom leadership and classroom atmosphere. Teachers' leadership traits and behaviors directly impact students' perception of the teaching environment. For example, teachers' organizational and motivational abilities can create an orderly classroom atmosphere and stimulate students' enthusiasm for learning (Schultz et al., 2020). Teachers' guidance abilities and emotional intelligence contribute to building trust and emotional connections, further enhancing a positive classroom atmosphere (Mullen & Hutinger, 2008).

However, despite the growing body of research on the relationship between college teachers' classroom leadership and classroom atmosphere, further in-depth exploration and verification are still needed. Guo Lingjie (2011) pointed out in her study that teacher classroom leadership refers to the comprehensive influence exerted by teachers on students during classroom teaching activities, while classroom atmosphere reflects a psychological state of teachers and students. She explored the relationship between teacher classroom leadership and classroom atmosphere by discussing the influence of the power and non-power elements of teacher classroom leadership on the dimensions of order, necessity, and communication in classroom atmosphere, proposing several hypotheses about their relationship. However, her study only stayed at the theoretical research level and did not conduct empirical research on the relationship between the two.

Therefore, this research aims to use a questionnaire survey method, employing the College Teachers' Classroom Leadership and Classroom Atmosphere scales for a comprehensive study. The goal is to explore how the classroom leadership of college teachers relate to students' perception of classroom atmosphere, providing more specific insights to promote the development of higher education management and teacher training.

4. Research Methods and Design

4.1 Research Subjects

This study targets 503 students from a full-time undergraduate institution in Yunnan. Through online channels, a total of 550 questionnaires were distributed. After excluding unusable and invalid questionnaires, a total of 503 valid questionnaires were collected, with 47 invalid questionnaires removed.

4.2 Research Methods

The research employs a questionnaire survey method. Compared to other research methods, the questionnaire survey method is purposeful, highly standardized, capable of simultaneously surveying a large number of participants, and can collect a substantial amount of research material in a short period.

4.3 Research Tools

For assessing college teachers' classroom leadership in this study, the "College Teachers' Classroom Leadership Questionnaire" developed by Xiao Panpan (2020) is utilized. This questionnaire encompasses four dimensions: idealized influence, motivation stimulation, intellectual stimulation, and individualized care, comprising a total of 20 items. The scale adopts a 5-point Likert scoring standard, where higher scores indicate greater recognition of students towards the teacher's classroom leadership. The alpha coefficient for this scale is 0.93. The "College Classroom Atmosphere Questionnaire" developed by Hu Zixiang (2010), is employed to assess the classroom atmosphere in this study. The questionnaire comprises five dimensions: cohesion, support, participation, planning, and fairness, with a total of 26 items. The scale also uses a 5-point Likert scoring standard, where higher scores indicate a better classroom atmosphere. The alpha coefficients for each dimension of this scale are all above 0.8.

4.4 Research Statistics

As depicted in Table 1, the Cronbach's α for the College Teachers' Classroom Leadership scale is 0.899, meeting the established criteria. Similarly, for the College Classroom Atmosphere scale, the Cronbach's α is 0.906, also meeting the predefined criteria. Consequently, the questionnaire's reliability is deemed satisfactory, rendering it suitable for further analysis in this study.

Table 1

Reliability Analysis Table (N=503)

Variables	Items	Cronbach's α
College Teachers' Classroom Leadership	20	0.899
College Classroom Atmosphere	26	0.906

5. Results

In this study, the distribution, collection, and organization of formal questionnaires were carried out to obtain the questionnaire data, laying the foundation for empirical analysis in this paper. Through online channels, a total of 550 questionnaires were distributed. After excluding unusable and invalid questionnaires, a total of 503 valid questionnaires were collected, with 47 invalid questionnaires removed. The effective rate was 91%, providing a basis for data statistical analysis.

Table 2

Description of Basic Information

Variables	Type	Sample Size	Percentage (%)
Gender	Male	248	49.30
	Female	255	50.70
Grade	Freshman	124	24.65
	Sophomore	122	24.25
	Junior	120	23.86
	Senior	137	27.24
Total		503	100.00

Data Source: Compiled by this Study

As presented in Table 2, this study incorporated basic demographic information, including gender and grade. In the effective sample (N=503), the gender distribution revealed 248 males, constituting 49.3%, and 255 females, constituting 50.70%. This indicates a relatively balanced representation between male and female participants. Examining the grade distribution, there were 124 freshmen, accounting for 24.65%, 122 sophomores, accounting for 24.25%, 120 juniors, accounting for 23.86%, and 137 seniors, accounting for 27.24%. This suggests a comparable distribution across the four grades in the sample, demonstrating a relatively uniform representation. Detailed data are outlined in Table 2.

5.1 Correlation Analysis

To further confirm the relationship between college teachers' classroom leadership and classroom atmosphere, this study conducted a correlation analysis among the variables. The statistical results of the data indicate a significant relationship between college teachers' classroom leadership and classroom atmosphere. The correlation is significant at the 0.01 level, suggesting a substantial positive correlation between college teachers' classroom leadership and college teachers' classroom atmosphere. The results of the Pearson test are presented in Table 3.

Table 3

Correlation Analysis Table (N=503)

	College Teachers' Classroom Leadership
College Classroom Atmosphere	0.585**

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

Data Source: Compiled by this Study

To further confirm the relationships between the dimensions of college teachers' classroom leadership and the dimensions of classroom atmosphere, this study utilized correlation analysis to examine the associations between idealized influence, motivation stimulation, intellectual stimulation, individualized care, and the dimensions of cohesion, support, participation, planning, and fairness. Pearson correlation coefficients were employed to indicate the strength of these relationships. The statistical results demonstrate a significant positive correlation between the four dimensions of college teachers' classroom leadership and the five dimensions of classroom atmosphere. The results of the Pearson test are presented in Table 4.

Table 4

Correlation Analysis Table for Each Dimension (N=503)

	Mean	S.D	Idealized	Motivation	Intellectual	Individualized care	Cohesion	Support	Participation	Planning	Fairness
Idealized	3.311	0.903	1								
Motivation	3.277	0.950	0.357**	1							
Intellectual	3.353	0.949	0.336**	0.376**	1						
Individualized care	3.278	0.965	0.394**	0.339**	0.253**	1					
Cohesion	3.261	0.923	0.325**	0.317**	0.243**	0.270**	1				

	Mean	S.D	Idealized	Motivation	Intellectual	Individualized care	Cohesion	Support	Participation	Planning	Fairness
Support	3.319	0.906	0.328**	0.281**	0.293**	0.326**	0.325**	1			
Participation	3.268	0.983	0.267**	0.241**	0.232**	0.256**	0.328**	0.343**	1		
Planning	3.318	0.891	0.299**	0.235**	0.242**	0.244**	0.260**	0.278**	0.353**	1	
Fairness	3.268	0.926	0.327**	0.341**	0.272**	0.330**	0.372**	0.363**	0.360**	0.357**	1

* p<0.05 ** p<0.01
Data Source: Compiled by this Study

5.2 Regression Analysis

This study examines the impact of each dimension of college teachers' classroom leadership on various dimensions of classroom atmosphere. In order to understand the predictive effects of each dimension of college teachers' classroom leadership on the cohesion of classroom atmosphere, the four dimensions of college teachers' classroom leadership are used as independent variables, and the cohesion of classroom atmosphere is used as the dependent variable. The analysis is conducted using a hierarchical regression method and variables that were significantly different were placed in the regression equation, as shown in Table 5.

Table 5

Regression Analysis of Each Dimension of College Teachers' Classroom Leadership on the Cohesion of Classroom Atmosphere (N=503)

	Non-S.C.		S.C.	t	p	VIF	Tolerance
	B	S.E.	*Beta*				
Constant	1.422	0.190	-	7.487	0.000**	-	-
Idealized	0.192	0.048	0.188	4.010	0.000**	1.321	0.757
Motivation	0.175	0.045	0.180	3.865	0.000**	1.305	0.766
Intellectual	0.081	0.044	0.084	1.838	0.067	1.239	0.807
Individualized	0.108	0.044	0.113	2.474	0.014*	1.258	0.795
R 2	0.169						
ΔR 2	0.163						
F	F (4,498)=25.391,p=0.000						

Dependent variable：cohesion
* p<0.05 ** p<0.01
Data Source: Compiled by this Study

From the table above, it is evident that by employing idealized influence, motivation stimulation, intellectual stimulation, and individualized care as independent variables and cohesion as the dependent variable in a linear regression analysis, the R2 value was found to be 0.169. This indicates that idealized influence, motivation stimulation, intellectual stimulation, and individualized care can account for 16.9% of the variance in cohesion. Specifically, idealized influence, motivation stimulation, and individualized care exhibit significant positive relationships with cohesion.

In order to comprehend the predictive effects of each dimension of college teachers' classroom leadership on the support of classroom atmosphere, a hierarchical regression analysis was conducted. The four dimensions of college teachers' classroom leadership were employed as independent variables, while the support of classroom atmosphere served as the dependent variable. The results are presented in Table 6.

Table 6

Regression Analysis of Each Dimension of College Teachers' Classroom Leadership on the Support of Classroom Atmosphere (N=503)

	Non-S.C.		S.C.	t	*p*	VIF	Tolerance
	B	S.E.	*Beta*				
Constant	1.387	0.184	-	7.529	0.000**	-	-
Idealized	0.168	0.047	0.168	3.610	0.000**	1.321	0.757
Motivation	0.096	0.044	0.100	2.179	0.030*	1.305	0.766
Intellectual	0.144	0.043	0.151	3.369	0.001**	1.239	0.807
Individualized	0.176	0.043	0.188	4.147	0.000**	1.258	0.795
R 2	0.189						
Δ*R* 2	0.182						
F	*F* (4,498)=28.970,*p*=0.000						

Dependent variable：support

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

Data Source: Compiled by this Study

From the above table, it is evident that a linear regression analysis was conducted with idealized influence, motivation stimulation, intellectual stimulation, and individualized care as independent variables, and support as the dependent variable. The analysis revealed an R2 value of 0.189, indicating that idealized influence, motivation stimulation, intellectual stimulation, and individualized care collectively explain 18.9% of the variance in support. Notably, all these dimensions—idealized influence, motivation stimulation, intellectual stimulation, and individualized care—demonstrate a significant positive impact on support.

To understand the predictive effects of each dimension of college teachers' classroom leadership on the participation of the classroom atmosphere, a hierarchical regression analysis was conducted. The four dimensions of college teachers' classroom leadership were utilized as independent variables, with the participation of the classroom atmosphere as the dependent variable. The analysis was performed using a hierarchical regression method, and the results are presented in Table 7.

Table 7

Regression Analysis of Each Dimension of College Teachers' Classroom Leadership on the Participation of Classroom Atmosphere (N=503)

	Non-S.C.		S.C.	t	*p*	VIF	Tolerance
	B	S.E.	*Beta*				
Constant	1.570	0.208	-	7.556	0.000**	-	-
Idealized	0.151	0.052	0.138	2.871	0.004**	1.321	0.757
Motivation	0.106	0.050	0.103	2.146	0.032*	1.305	0.766
Intellectual	0.116	0.048	0.112	2.400	0.017*	1.239	0.807
Individualized	0.140	0.048	0.138	2.928	0.004**	1.258	0.795
R 2	0.123						
Δ*R* 2	0.116						
F	*F* (4,498)=17.476,*p*=0.000						

Dependent variable：participation

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

Data Source: Compiled by this Study

From the above table, it can be observed that a linear regression analysis was conducted with idealized influence, motivation stimulation, intellectual stimulation, and individualized care as independent variables, and participation as the dependent variable. The analysis revealed an R2 value of 0.123, indicating that idealized influence, motivation stimulation, intellectual stimulation, and individualized care collectively explain 12.3% of the variance in participation. Importantly, all these dimensions—idealized influence, motivation stimulation, intellectual stimulation, and individualized care—demonstrate a significant positive impact on participation.

To examine the predictive effects of each dimension of college teachers' classroom leadership on the planning aspect of the classroom atmosphere, a hierarchical regression analysis was performed. The four dimensions of college teachers' classroom leadership were employed as independent variables, while the planning of the classroom atmosphere served as the dependent variable. The analysis was conducted using a hierarchical regression method, and the results are presented in Table 8.

Table 8

Regression Analysis of Each Dimension of College Teachers' Classroom Leadership on the Planning of Classroom Atmosphere (N=503)

	Non-S.C.		S.C.	t	*p*	VIF	Tolerance
	B	S.E.	*Beta*				
Constant	1.736	0.188	-	9.255	0.000**	-	-
Idealized	0.182	0.047	0.185	3.845	0.000**	1.321	0.757
Motivation	0.081	0.045	0.086	1.811	0.071	1.305	0.766
Intellectual	0.112	0.044	0.120	2.573	0.010*	1.239	0.807
Individualized	0.103	0.043	0.111	2.375	0.018*	1.258	0.795
R^2				0.132			
ΔR^2				0.125			
F				*F* (4,498)=18.870,*p*=0.000			

Dependent variable：planning

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

Data Source: Compiled by this Study

From the above table, it can be deduced that a linear regression analysis was performed, treating idealized influence, motivation stimulation, intellectual stimulation, and individualized care as independent variables, and planning as the dependent variable. The analysis yielded an R2 value of 0.132, signifying that idealized influence, motivation stimulation, intellectual stimulation, and personalized care collectively account for 13.2% of the variance in planning. Notably, idealized influence, intellectual stimulation, and individualized care all exhibit significant positive effects on planning.

To understand the predictive effects of each dimension of college teachers' classroom leadership on the fairness of classroom atmosphere, a hierarchical regression analysis was conducted. The four dimensions of college teachers' classroom leadership were used as independent variables, and the fairness of the classroom atmosphere was considered as the dependent variable, as presented in Table 9.

Table 9

Regression Analysis of Each Dimension of College Teachers' Classroom Leadershipon the Fairness of Classroom Atmosphere (N=503)

	Non-S.C.		S.C.	*t*	*p*	VIF	Tolerance
	B	S.E.	*Beta*				
Constant	1.242	0.187	-	6.643	0.000**	-	-
Idealized	0.159	0.047	0.155	3.365	0.001**	1.321	0.757

	Non-S.C.		S.C.	t	p	VIF	Tolerance
	B	S.E.	*Beta*				
Motivation	0.181	0.045	0.185	4.053	0.000**	1.305	0.766
Intellectual	0.102	0.043	0.105	2.345	0.019*	1.239	0.807
Individualized	0.173	0.043	0.180	4.001	0.000**	1.258	0.795
R^2	0.202						
ΔR^2	0.195						
F	F (4,498)=31.424, p=0.000						

Dependent variable: fairness
* $p<0.05$ ** $p<0.01$
Data Source: Compiled by this Study

From the above table, it is evident that a linear regression analysis was conducted, with idealized influence, motivation stimulation, intellectual stimulation, and individualized care as independent variables, and fairness as the dependent variable. The analysis results revealed an R2 value of 0.202, indicating that idealized influence, motivation stimulation, intellectual stimulation, and individualized care can account for 20.2% of the variance in fairness. Importantly, all dimensions, namely idealized influence, motivation stimulation, intellectual stimulation, and individualized care, exhibit significant positive effects on fairness.

6. Conclusions and Recommendations

6.1 Research Conclusions

These results further support the idea of Guo Lingjie (2011) studying the relationship between teacher classroom leadership and classroom atmosphere under modern leadership theory. In reviewing the literature, there was no quantitative research on the association between college teachers' classroom leadership and classroom atmosphere. This study finds that in the dimensions between college teachers' classroom leadership and classroom atmosphere, idealized influence, motivation stimulation, intellectual stimulation, and personalized care all showed a significant positive correlation. This implies that an improvement in teachers' leadership levels in these four aspects may significantly promote the positive development of the classroom atmosphere. In regression analysis, idealized influence, motivation stimulation, and personalized care exhibited positive impact relationships with different dimensions of classroom atmosphere. Specifically, this indicates that efforts by teachers in implementing idealized influence, motivating students, and providing personalized care may significantly contribute to enhancing the cohesion, support, participation, planning, and fairness within the classroom atmosphere.

6.2 Research Recommendations

Based on the above research conclusions, for enhancing the classroom atmosphere in higher education, especially in terms of teacher classroom leadership, the following recommendations are proposed:

1. Enhance Teacher Training: Universities should strengthen teacher training, with a particular focus on cultivating teachers' leadership qualities in idealized influence, motivation stimulation, intellectual stimulation, and individualized care. By improving teachers' professional competence in these areas, their positive impact on the classroom atmosphere can be effectively enhanced.

2. Promote Teacher-Student Interaction: Universities should encourage teachers to actively interact with students, fostering positive teacher-student relationships. Especially in providing personalized care, teachers can pay more attention to individual differences among students, adjust teaching methods based on students' needs, thereby increasing student engagement and motivation, and creating a warmer and more supportive classroom atmosphere.

3. Reinforce School Management Support: School management should provide more support to teachers, offering necessary resources and training to better implement leadership behaviors such as idealized influence, motivation stimulation, intellectual stimulation, and personalized care. Additionally, school management should focus on assessing and evaluating teachers' performance in these areas to promote overall improvement in teaching quality.

4. Establish a comprehensive teacher recruitment assessment system: In addition to traditional interviews and resume assessments, introduce specialized tools and methods designed to evaluate leadership qualities. Structured interviews, leadership assessment tools, or simulated teaching scenarios can be employed to gain a more comprehensive and objective understanding of candidates' performance and potential in terms of leadership.

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The Effects of Internship Experience on Career Expectations among Fresh College Graduates in Fujian Province, China: Mediated by Self-Efficacy

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Abstract

This study aimed to explore the effects of internship experience on career expectations of fresh college graduates with self-efficacy as a mediating variable. A questionnaire survey was used to select fresh graduates from four colleges and universities in Fujian Province, China, and 373 valid questionnaires were distributed. Regression analysis was used to explore the relationship between the variables and to verify the research hypotheses. The results of the study found: first, internship experience and self-efficacy of fresh college graduates have a positive and significant effect on career expectations; second, self-efficacy exists as a mediating effect and is a partial mediator in the relationship between internship experience and career expectations of fresh college graduates; third, this study discusses the results of the previous research and proposes future research recommendations that is colleges and universities should pay attention to the development of various types of internship programs or practical training bases, and explore more issues regarding career planning for recent graduates, which will be more beneficial in the future.

Keywords: fresh college graduates, internship experience, career expectations, self-efficacy

1. Introduction

Liu et al. (2022) argued that the expectation of educators is that students can adapt to the workplace and learn not only from the curriculum, but also from practicing valuable work experience. Internships are often promoted as an extracurricular activity that can enhance students' job prospects and future earnings, as well as meet employers' talent needs (Maertz et al., 2014). As a result, many governments and higher education institutions around the world see internships as central to their employment policies. In some cases, an internship is required in order to graduate (Klein & Weiss, 2011). In the United States, internships are included in the list of high-impact practices that contribute to student engagement and completion, and pre-graduation work placements have a very important and influential role in the U.S. educational system (Kuh, 2008). Liu & Jason (2022) believe that internship experience is part of the valuable work experience for students. In other words, students can not only be equipped with the appropriate experience and ability through practical internships, so as to meet the standards of enterprises; they can also understand the work content in advance through internships, adapt to the workplace and complete the role change as early as possible, so as to become qualified workers (Kaslow & Rice, 1985).

Freudenberg (2010) believes that the stronger the self-efficacy of fresh college graduates, the more confident they are in their own work ability, the more enthusiastic they are about their work, and the more eager they are to engage in related careers. Therefore, exploring the role of self-efficacy in internship experience and career expectation can provide some practical implications for fresh college graduates' employment work.

2. Literature review

Learning is usually a priority for students and most students avoid any work opportunities during school to minimize disruption to their learning. Working students often experience stress and fatigue (Hawkins et al., 2005). However, Tuononen et al. (2016) found that students with work experience performed better academically than students without work experience. Students who work usually organize and learn skills during practice time to help them learn more effectively. Work experience improves students' work-related skills, which generates personal confidence.

Personal work experience is a fundamental consideration in orienting career paths from the student's perspective (Lent.et al., 1994). Past work experience affects the perception of stimulating personal behavior (Mishkin et al., 2016). Detollenaere et al. (2017) argued that students with previous work experience they are more likely to find a job after graduation.

Self-efficacy is an individual's ability judgment, belief, or subject self-assessment and feeling about whether he can complete a certain activity at a certain level (Bandura,1986). Research has found that self-efficacy plays a vital role in career planning. It has been confirmed through research that internships help students develop skills to deal with problems that may occur in a real work environment (Pedro, 1984). Skills learned from internships give students more experience in promoting themselves and improving their communication skills during the job search process. Goltz et al. (2005) reinforce the point that internships can make students more confident in their choice of career. In return, students have clearer career aspirations. In particular, those with global work experience have cross-cultural communication skills in their job search (Shaffer et al., 2012) and have broader job expectations.

Self-efficacy is a predictor of outcome expectations (Lent et al., 1994). Thungjaroenkul et al. (2016) administered the SCCT test to those who wanted to become nurses by using the SCCT concept , which includes expectations of past performance, social influences, self-efficacy and career outcomes. The study confirmed that self-efficacy significantly affects the outcome of career expectations.

Social Cognitive Career Theory (SCCT) has been widely used in research exploring students' career decision-making processes. Lent et al. (1994) developed SCCT, which includes self-efficacy and outcome experiences. Educational activities that help explain an individual's career interests. The theory focuses on the decision-making process while weighing various career options. Self-efficacy is a set of self-beliefs that influence people's behavior in different situations and help predict an individual's outcome expectations (Lent et al., 1994). Outcome expectations, i.e., perceived outcomes, may be influenced by, i.e., self-efficacy, or how people behave in different situations.

Vroom theorizes that the force acting on an individual to work at a particular level is affected not only by the desirability of the outcomes associated with working at that level, but also by the degree to which they are seen as following from the act. Expectancy is defined as a momentary belief on the part of an individual that acting in a particular way will actually be followed by a given outcome. The expectancy value associated with any action-outcome link may range from .00 (no relationship per-ceived) to 1.00 (complete certainty that acting in a particular way will result in the outcome)（Behling, O., & Starke, F. A. ,1973).

The SCCT framework is useful for assessing the development of educational career choices (Blanco, 2011; Chuang & Dellmann-Jenkins, 2010; Lent et al., 1994). Navarro et al. (2007) explored the functioning of the SCCT and found that self-efficacy of Mexican students was related to self-interest, expectations, and decision-making related. In addition, Lindley (2005) used the SCCT to find that students with high self-efficacy were more able to cope with career barriers. Chuang & Dellmann-Jenkins (2010) also found that hospitality students' career intentions were significantly related to demographic characteristics (e.g., gender), work experience, and so on.

Chuang et al. (2007) investigated the relationship between career decision self-efficacy (i.e., self-appraisal, employability, goal selection, plan selection, and problem solving) and career outcome expectations (i.e., self-developmental expectations, social expectations, self-appraisal, and personal competence). It was found that work experience can help students develop realistic expectations of career outcomes and increase commitment to work so that students can make sound direct planning earlier.

Researchers have examined the relationship between work experience, career expectations, and job satisfaction (Knight, 2006; Poggi, 2008). However, researchers expected to explore the overall relationship between these variables. By adding the mediating variable of self-efficacy, the study was conducted on a group of fresh college graduates who are about to enter their careers.

Based on the foundation of the relevant literature reviewed, the following hypotheses were formulated for this study:

H1: There is a significant difference between different background variables (gender) in internship experience of fresh college graduates in Fujian Province.

H2: There is a significant difference between different background variables (gender) in career expectations.

H3: There is a significant difference in self-efficacy among different background variables (gender).

H4: There is a significant effect of internship experience on career expectations among fresh college graduates in Fujian Province.

H5: There is a significant effect of internship experience on self-efficacy among fresh college graduates in Fujian Province.

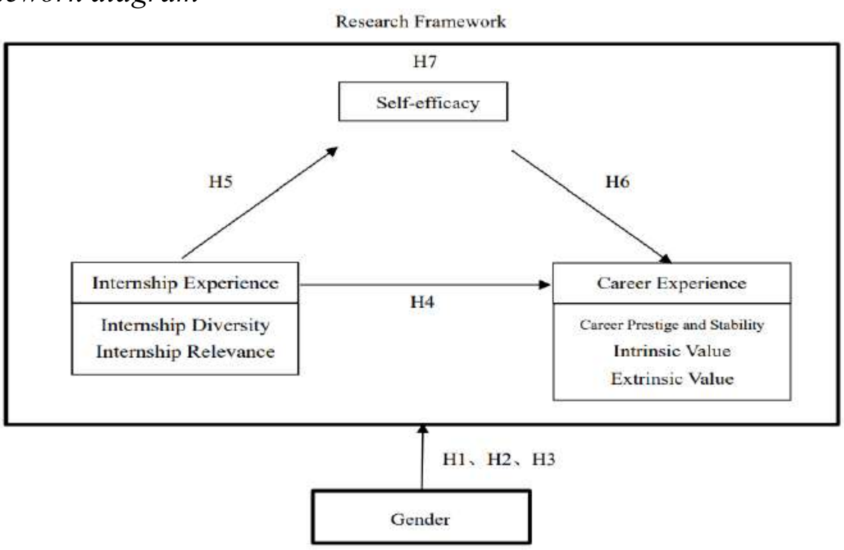
H6: There is a significant effect of self-efficacy on career expectations among fresh college graduates in Fujian Province.

H7: Self-efficacy mediates the relationship between work experience and career expectations among fresh college graduates in Fujian Province.

The research framework for this study was derived from a literature review of work experience, career expectations and self-efficacy, combined with the research hypotheses (Figure 1). We hypothesized that internship experience is related to career expectations and added self-efficacy as a mediating variable in an attempt to explain the relationship between internship experience, self-efficacy, and career expectations, and hoped to be able to use this as a basis for understanding and predicting fresh college graduates' career decision-making and career intentions.

Figure 1

Research framework diagram



3. Method

3.1 Demographic Descriptive Analysis

In this analysis, a total of 390 questionnaires were collected, of which 373 were valid, with an effective rate of 95.64%. From the distribution of gender, the number of female and male is 195 and 178, respectively, accounting for 52.28% and 47.72%, with a higher number of females; From the distribution of age, most of the population is between 20 and 23 years old, with a total of 271 people, accounting for 72.65%.

3.2 Research Instrument

Self-Efficacy Scale: The scale was developed by Lucianetti et al. (2015) and consists of 8 questions. As a one-dimensional scale, a Likert 5-point scale was used. The internal consistency coefficient of the scale was .929.

Career Expectation Scale: The scale was developed by Wu et al. (2001) and consists of 21 questions on three dimensions, namely "career prestige and stability", "intrinsic value" and "extrinsic value", using a Likert 5-point scale. The Likert 5-point scale was used. The internal consistency coefficient of the scale was .892.

Internship Experience Scale: The scale was referred to the studies of Xue et al. (2009) and Yang et al. (2011), and the validity of the scale was tested by using SPSS.26 The Cronbach's alpha coefficient was .882, which indicated that the scale had good reliability.

3.3 Correlation analysis

Pearson Correlation was used to measure the linear relationship between two continuous variables. The correlation analysis as shown in Table 1 shows that the correlation coefficient between internship experience and self-efficacy is .190 (P<.001), between internship experience and career expectations is .488 (P<.001), and between self-efficacy and career expectations is .200 (P<.001). Therefore, internship experience, self-efficacy, and career expectations are all correlated with each other and are low to moderate correlations, allowing for the next step in the analysis.

Table 1

Pearson Correlation

	internship experience	self-efficacy	career expectations
internship experience	1		
self-efficacy	.190***	1	
career expectations	.488***	.200***	1

* p<.05 ** p<.01 *** p<.001

3.4 Difference analysis

The analysis of variance is shown in Table 2: There is a significant difference in internship experience between employees of different genders (t=-5.978, P<.001), and the mean of female (3.05) is lower than the mean of male (4.02), and H1 is established; On self-efficacy, there is a significant difference in self-efficacy among employees of different genders (t=-3.069, P<.01), the mean of female (3.33) is lower than the mean of male (3.59) and H2 holds; On career expectations, there is a significant difference between the career expectations of employees of different genders (t=-7.864, P<0.001), and the mean of female (3.28) is lower than the mean of male (3.69), and H3 is established.

Table 2
Independent t test

	gender (Mean±SD)		t	p
	Female (n=195)	Male(n=178)		
internship experience	3.05±.44	4.02±.27	-5.978	.000***
self-efficacy	3.33±.80	3.59±.82	-3.069	.002**
Career expectations	3.28±.58	3.69±.43	-7.864	.000***

* p<.05 ** p<.01 *** p<.001

3.5 Regression analysis

Regression analysis was conducted with internship experience as the independent variable and career expectations as the dependent variable (column (1) of Table 3). The R^2 is 0.238, which has an acceptable explanatory strength, and the F-test shows that P<0.05. Therefore, at least one of the independent variables is significant. Specifically, the regression coefficient value is 0.441 (t=10.770, P<0.001), the effect of internship experience on career expectations is positive and significant, and H4 holds.

Internship experience was used as the independent variable and self-efficacy as the dependent variable (Column (2) of Table 3). The R^2 was 0.236, which is an acceptable strength of explanation, and in terms of the F-test, P<0.05. Therefore, at least one of the independent variables is significant for the explanation of the dependent variable. In detail, the regression coefficient value is .256 (t=3.729, P<.001), the effect of internship experience on self-efficacy is positive and significant, and H5 holds.

Regression analysis was conducted with internship experience and self-efficacy as independent variables and career expectations as dependent variable (Table 3, Column (3)). The R^2=.25, again with acceptable explanatory strength, and the F-test looked at P<0.001. Thus, at least one of the independent variables was significant. Specifically, the value of the coefficient of internship experience was .422 (t=2.418, P<.001) and the coefficient of self-efficacy was .074 (t=2.418, P<.05). Therefore, the effect of internship experience and self-efficacy on career expectations is positive and significant and H6 holds.

Table 3
Regression analysis

	（1） Career expectations	（2） self-efficacy	（3） Career expectations
constant	1.928*** (13.205)	2.555*** (10.428)	1.738*** (10.537)
internship experience	.441*** (10.770)	.256*** (3.729)	.422*** (10.183)
self-efficacy			.074* (2.418)
sample size	373	373	373
R^2	.238	.236	.25
Adjusted R^2	.236	.234	.246
F-value	F(1,371)=115.997	F(1,371)=13.905	F(2,370)=61.680

* p<.05 ** p<.01 *** p<.001

The mediating effect shows (Table 4) that the total effect value reaches .441, the direct effect is .422, and the indirect effect is .019. therefore, the mediating effect exists and is partially mediated, and H7 holds.

Table 4
Intermediation test

item	notation	significance	Effect	95% CI lower limit	95% CI upper limit	z value /t value	p value	conclusion
internship experience => self-efficacy => career expectations	a∗b	Indirect effect	.019	.004	.044	1.826	.068	partial mediation
internship experience => self-efficacy	a	X=>M	.256	.121	.391	3.729	.000	
Self-efficacy => career expectations	b	M=>Y	.074	.014	.135	2.418	.016	
internship experience => career expectations	c'	Direct effect	.422	.341	.503	10.183	.000	
internship experience => career expectations	c	Total effect	.441	.361	.521	10.77	.000	

4. Conclusion

The purpose of this study is to investigate the effects of internship experience and self-efficacy on the career aspirations of fresh college graduates in Fujian Province, as well as to analyze the mediating effect of self-efficacy in the effects of internship experience on career aspirations. It was found that there were significant differences in internship experience, self-efficacy and career expectations among fresh college graduates of different genders. Comparison shows that: males have higher mean values than females in all data, and males have a significantly higher sense of acquisition and fulfillment at work than females. At the same time, males are more eager to be recognized or promoted at work (Zhu, 2005). As a result, girls have lower job adaptation and future expectations than men.

Regression analysis revealed that the higher the internship experience scores of fresh college graduates, the higher their career expectations. Liu & Jason (2022) argued that the more employees are recognized at work or provided with a higher platform to utilize their talents, the more confident and expectant they are about their future career and the more eager they are to be promoted. Therefore, both work experience and performance during internships can significantly influence fresh college graduates' expectations and career confidence in the workplace.

Also, the significant positive predictive results of internship experience on self-efficacy suggest that the higher the internship experience scores of fresh college graduates, the higher their self-efficacy. Consistent with Freudenberg's (2010) findings, the more learning exposure to work content and achievement during internships can greatly enhance employees' self-confidence and more confidence to challenge difficult work projects. Therefore, the performance of fresh college graduates during internships and the accumulation of work experience can positively affect the self-confidence and self-efficacy of fresh college graduates, and improve the self-identity of fresh college graduates themselves.

Self-efficacy, as a predictor (Lent et al., 1994), is thought to influence fresh college graduates' plans for future careers after some internship experience. This suggests that fresh college graduates' self-efficacy partially mediates the effect of internship experience on career expectations. In other words, fresh college graduates' internship experience affects career expectations through self-efficacy. If fresh college graduates are able to accumulate enough internship experience, it will strengthen their self-efficacy and thus increase their job expectations.

According to the above analysis, it is known that when a fresh college graduate, through his own efforts, uses his professional knowledge and performs well at work in his internship position, then his sense of acquisition and level of self-confidence can be enhanced. If he can perform well when faced with stress, then he can recover himself quickly by means of mental suggestion. Maintaining a positive mindset, thus increasing his love for his job. Conversely, some fresh college graduates will offer to leave their jobs voluntarily because they have not been recognized for their poor performance during their internships (Freudenberg, 2010).

5. Research gaps and recommendations

This study has limitations and certainly identifies opportunities for future research. First, we recognize that our data collection is limited to Fujian province in China. We selected fresh college graduates in Fujian as the research subjects mainly because Fujian is located in the key economic, cultural, and educational regions in southeast China. The education level and requirements of college students in this region are relatively high. If our research subjects include fresh college graduates in remote areas or even ethnic minority regions in China, the results may be different. Second, the scale dimensions of internship experience in this study are not sufficient to fully explain the variable. In the future, we can consider enriching the variable dimensions based on actual circumstances to make it more accurate. Third, according to the findings of this study, compared with previous research literature and considering that the ultimate goal of university educators is to prepare students for their future careers, college students can gain educational experience through courses, guidance, networks, and career development activities provided by specific departments or colleges, and acquire corresponding professional knowledge (Chuang et al., 2007). In other words, universities should focus on the development of various internship courses or training bases, and explore more issues related to career planning for fresh graduates (such as career satisfaction, career planning, and OBE curriculum philosophy), which will be more conducive to future development.

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Application Bottlenecks and Countermeasures Analysis of Modern Information Technology in University Teaching -Taking MOOC as an Example

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Abstract

In recent years, MOOC has developed rapidly in the world by virtue of the incomparable advantages of traditional classroom teaching. However, the development of MOOC also encounters many application bottlenecks. The loss of learners is the biggest bottleneck restricting the development of MOOC. In addition to this phenomenon, English teaching environment and difficult credit recognition also make the interest of MOOC student weak. In view of the above problems, this paper puts forward some countermeasures to improve the efficiency of MOOC, which can provide some references for relevant researchers.

Keywords: MOOC, Information technology, University teaching, Application bottlenecks

1. Introduction

MOOCs (Massive Online Open Courses) are more commonly used in the field of higher education. Through online learning courses, they have the characteristics of high quality courses, flexible learning, few learning restrictions, free or semi-free (Abu-Shanab et al., 2018). The learning in a MOOC is enhanced by participation both in the creation and sharing of personal contributions, and in the interactions with the contributions of others but the participation is voluntary (Baturay, 2015). It features streamlined content, reasonable design and equal teacher-student relationship, There is no pre-set curriculum and no formal teacher-student relationship (Young, 2018). it is realized by effectively integrating a series of linear learning behaviors such as resources, teachers, paths, environment and students, The affordances of MOOCs will need to be harnessed and married to the more traditional forms and mechanisms of higher education (Costello et al., 2018). Now the efficient breakthrough of teaching innovation in time and space is another storm of change brought by the network to education and online education. We need to weaken the traditional structure design appropriately, emphasizing the essential core content of the teaching plan, and subtracting from the complex content of the traditional network course. The original syllabus, key points and difficulties of teaching and the typical problem exercises in chapters of the common standardized courses can retain some elements properly in MOOC teaching link. However, while conforming to the current mainstream classroom teaching process behavior model, we should take into account the innovation of the network platform in the process, so as to realize the all-round penetrateon of the learning process. The adoption of the MOOC has been hastened by the rapid publishing speed of its germination medium, the so-called blogosphere (Baggaley, 2013). The MOOC teaching time is relatively short, which requires the teaching design to highlight the key points, and at the beginning to strongly attract the attention of learners, so that they can generate interest and desire to learn to complete the teaching process. Therefore, MOOC teaching behavior is required to have the characteristics of rich expression and body language, humorous language, adjusting teaching methods and styles according to different teaching contents, ensuring a relaxed atmosphere of teaching and learning in each period of time, enabling learners to fully experience the cultural and academic creativity of the instructional designer, and striving to show the characteristics of the curriculum and the teachers individual or team independence. Special style and charm. In the MOOC experience, most of the learners register for the purpose of satisfying their interests, improving their working skills and enjoying themselves, while only a part of the MOOC registers for the purpose of obtaining credits or certificates.

2. Bottlenecks of MOOC in University Teaching

2.1 Serious Drain Problem

MOOC mode is different from our traditional teaching mode. While MOOCs have been researched extensively in the past few years, research of the usage of MOOCs in ITE has been rather scant (Donitsa-Schmidt et al., 2022). It is an online education mode based on Internet. In this mode, we are far away from the control of teachers, from the supervision of classmates, all rely on their own consciousness. It is in this mode that those users who are not conscious and lack perseverance contribute to today's high dropout rate of MOOC. Indeed, when learning completely becomes an autonomous behavior, when learning is no longer subject to external constraints, the threshold for dropping out is very low, and learning itself does not need to pay. Therefore, in the process of MOOC learning, self-control and willpower are the great masters of dropping out halfway. MOOC offers free or inexpensive university courses to the community, which can be taught in a different way. Those who have enough motivation and perseverance can shape themselves into top-notch talents through cheap or free online courses, but those who do not have enough consciousness must complete their studies through school education (Bali, M., 2014). MOOC learners report also shows that 55% of MOOC users do not learn MOOC because of their little perseverance. In modern society, with the steady growth of economy and the rapid progress of science and technology, people have to face and deal with more and more things, and people’s life rhythm is also faster and faster. In a day, people always think about how to efficiently use the limited time to complete the corresponding tasks, so idle time is relatively valuable. For Chinese MOOC users, college students and new social workers account for a considerable proportion, so it is not surprising that they regard the limited time they can devote as one of the reasons for the high drop-out rate.

2.2 Language Communication Barriers.

The problem of language difficulty is mainly manifested in Chinese MOOC users. It is not a fundamental problem for foreign users in English-speaking countries. Take Coursera in MOOC platform as an example. Therefore, for Chinese users whose English level is not very good, the language problem is really more difficult (Bali, M., & Honeychurch, S., 2014). After registering in Coursera, it is not difficult to find that most of the courses are taught in English. There are no Chinese subtitles available for Chinese students. It is well known that MOOC can provide courses for people everywhere, which proves that MOOC provides opportunities for everyone, regardless of their learning ability and learning foundation. They will be able to join the platform for learning, and Coursera offers courses in English, which causes great trouble to many students with weak learning ability and poor foreign language foundation. This does not take into account the individual differences of students. Especially for Chinese students with weak English foundation, English only plays the role of score assessment in college entrance examination, in many Western countries. In the southern region, English testing only stays on written tests and papers. Most schools do not attach importance to student's listening and speaking ability (Castillo et al., 2015) . Therefore, although international MOOC courses can provide students with opportunities and platforms for learning and practicing English, many students also abandon the learning mode of MOOC courses because of language barriers, which is one of the reasons for the serious loss of students mentioned above.

2.3 Difficulty Credit Accreditation.

From social learning resources to formal learning resources in school, MOOC will change from resources that satisfy individual spontaneous learning to resources that satisfy individual self-conscious learning (Castillo& N. M et al., 2015). Therefore, the learning results of MOOC will face the problem of assessment, which puts the credit recognition of MOOC learning on the agenda. However, the credit differentiation of MOOC courses depends on at least two factors. First, whether the MOOC curriculum has reached the quality required for credit award (Conole, G. 2015). Secondly, how to assess whether the students have completed the above courses through a reliable way. That is to say, it needs at least two steps to realize the academic differentiation of MOOC, which needs to coordinate the relevant stakeholders, and cannot be solved by administrative orders alone. Obviously, the spontaneous coordination between schools cannot solve the problem of credit recognition comprehensively. Only when the national education administration department comes out, can we realize credit recognition from the surface, and truly give MOOC elective credits practical significance. MOOC is a new attempt in teaching mode, but this attempt has three limitations at the beginning. In the previous classroom teaching, students expressed their opinions in three-dimensional space in language, and they could interact with each other through language, action and so on. In MOOC teaching mode, written communication largely replaces oral language communication, which greatly reduces the efficiency of direct experience transmission (Cormier, D. 2008). MOOC teaching mode attaches great importance to the imparting of knowledge, but neglects the cultivation of student's other abilities. It is difficult to guarantee students' all-round development. MOOC teaching mode alienates the educational function, which greatly weakens the individual socialization function of the traditional education mode, and its consequence is that the individual sociality is neglected. These are the concrete manifestations of MOOC's limitations in personnel training (Costello, E., Holland, J., & Kirwan, C. 2018).

3. Countermeasures of MOOC in University Teaching

3.1 Enhance Course Attraction.

MOOCs are often largely complementary to the current missions and activities of established organizations in the field, i. e. higher education institutions (Al-Imarah & Shields, 2018). Course attraction can be achieved through production. The student's final scores are proportional to the number of times they watch videos, do experiments, hand in homework and read forums (Deng, R., Benckendorff, P., & Gannaway, D. 2019). They also found that some homework had become an important reason for many students to stop. Therefore, the active promotion of MOOC learning process can be achieved by grasping the best opportunity of MOOC course publicity to obtain better quality students, providing help to students in the process of problem solving, introducing the medal system commonly used in the game in the forum and other methods (Donitsa-Schmidt, S., Ramot, R., & Topaz, B. 2022). Due to the flexibility and randomness of MOOC course selection, and the low cost, the proportion of dropouts is higher. If the dropout rate of registered students in MOOC courses on this platform reaches a certain proportion, then some restrictions can be set on the course selection conditions, so as to avoid dropping out at will. MOOC providers can require students to pay for identity authentication when they attend the course. Video time is less than 6 minutes. Teacher's enthusiasm and passion. Teachers' head portraits are embedded in the video. Students are given a one-to-one feeling and the application of handwritten pens. Each school has its own characteristic subjects (Flynn, J.T., 2013). Universities must give full play to their own characteristics and do a good job of characteristic resources, which can not only expand their influence, but also enable their teachers to display their talents. If colleges and universities feel that they are useless in the wave of MOOC, they will certainly respond negatively (Fox, A., 2013). Only by making each university display its own characteristics and expertise, can it stimulate the enthusiasm of the University for MOOC, not only enrich the curriculum resources of our country, but also produce courses to meet the needs of learners, and realize the sharing of resources. Teachers should also actively participate in the practice of open curriculum teaching, explore the combination of MOOC and traditional classroom, constantly improve teaching methods, and enhance their teaching, scientific research and social service capabilities (Glass, C. R et al., 2016).

3.2 Improve Language Environment.

As most of the MOOC courses are English courses, many learners, especially Chinese learners, have little knowledge of the course content because of their weak English foundation. Therefore, MOOC courses in China can try to cooperate with other platforms to produce Chinese subtitles in English-speaking courses for Chinese learners to understand and learn (Hollands, F. M. 2015). Besides English courses, China can independently develop traditional culture courses with Chinese characteristics, with English subtitles (Jean-Charles Pomerol et al., 2015). First, it can promote Chinese special courses and expand the global influence of traditional Chinese culture education (Lee, J., Hong, A., & Hwang, J. 2018). Second, it can exercise learner's English level and enhance their understanding of the curriculum. In view of the network limitations of MOOC, although MOOC can affect learners all over the world, it has the advantages of distance education and cannot touch the professors of practical courses. It can try to combine MOOC with traditional classroom, that is to say, it can combine online learning mode in MOOC with traditional classroom learning mode (Li, X., Chen, Y., & Gong, X. 2017). Firstly, the learners in MOOC are classified by region. When a course is finished, the learners in the same region are classified according to their interest in the different questions raised by the course. Students can use these materials and information to find local MOOC learners with the same interest, such as physical education, which is a practical course. They can publish tasks in the MOOC platform. The learners can use these materials and information to find local MOOC learners with the same interest. Find out other local like-minded learners according to the sports of interest, and complete the task in groups. The state has proposed incentive policies to reduce the cost of online course recording and increase the number of free courses. Nowadays, more and more profit-making online course institutions have emerged as the times require (Littlejohn et al., 2016). They have cooperated with various colleges and universities to record and admire courses for their teachers. Some of the recorded courses are used in schools. Students choose the credits of this course or use them in other colleges and universities. These courses are generally free of charge (Liyanagunawardena, T. R et al., 2013).

3.3 Support Credit Mutual-Recognition.

With the growing maturity of network communication technology and the global promotion of large-scale online courses, the teaching organization of courses is breaking through the traditional single school teaching mode, establishing a curriculum contract framework, and forming a new generation of cross-school and cross-regional curriculum community (Atiaja, & Proenza, R. 2016). The alliance will integrate high-quality inter-school teaching resources, form a sharing mechanism of high-quality courses, enrich teaching and learning methods, promote the balanced development of higher education, enhance the level of talent cultivation in different levels of institutions of higher learning and serve the society (Zhang, Jet al., 2019). Through the alliance mechanism, it will integrate the advantages of members, select excellent teachers, build large-scale open online courses, and provide students and social learners in the alliance colleges and universities (Bralić, A., & Divjak, B. 2018).

Choice and service of course learning. Promote credit recognition and credit management system innovation of online open courses. Colleges and universities are encouraged to formulate standards for determining the quality of online open course teaching, incorporate online courses identified by the school into training programs and teaching plans, and formulate methods for evaluating the teaching effectiveness of online courses and for determining credits for students to study online courses. On the premise of guaranteeing the quality of teaching, colleges and universities are encouraged to carry out online learning, combining online learning with classroom teaching and other ways of credit identification, credit conversion and learning process identification (Vardi, M. Y. 2012). How to ensure the quality of credit recognition and take appropriate measures to guarantee the examination link has also become a problem worth exploring. California ties to make universities recognize MOOC course credits through legislation, but most universities believe that the supervision mechanism of online education cannot guarantee the quality of credit (Wang, Y., Dong, C., & Zhang, X. 2020). In order to get credits for real MOOC learners, some courses have participated in the pilot credit system. Some colleges and universities adopt the mixed mode of online learning and online teaching and examination to carry out flipped classroom teaching, which effectively ensures the quality of credit certification (Zemsky, R. 2014).

4. Conclusion

In the era of globalization and informatization, MOOC, as a new teaching form, will lead higher education to a new era. MOOC is not a replica of traditional classroom. Interaction and instant feedback are its important characteristics. We must enhance the attractiveness of courses, improve the language environment, and support credit recognition. We can use modern social media to help learners persist in learning, improve the completion rate and learning effect.

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A Study on the Influence of Cultivating Craftsmanship on Employability of Vocational College Students in Hangzhou, China

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Abstract

The purpose of this study is to investigate the influence of cultivating craftsmanship on employability of vocational college Students in Hangzhou, China. The study was conducted with 464 students from three vocational colleges in Hangzhou, and the "Cultivating craftsmanship Scale" and "Employability Scale" were used as measurement tools to explore the influence of cultivating craftsmanship on employability. The results of the study showed that there was no significant difference between different background variables (gender and major) in the cultivating craftsmanship and employability among senior vocational students in Hangzhou, China, and there was a significant positive effect of cultivating craftsmanship on employability among vocational college student in Hangzhou, China. The research suggests that: firstly, higher vocational institutions should create a good campus culture atmosphere; secondly, higher vocational institutions should independently design "craftsmanship" counseling courses according to the needs of enterprises; finally, higher vocational institutions should follow the trend of the times, deepen the integration system of industry and education, and establish practical training bases, which are conducive to the cultivation of students' craftsmanship and thus enhance their own employability.

Keywords: Cultivating Craftsmanship, Employability, Vocational College Student

1. Introduction

1.1 Research background and motivation

In the new era, with the continuous expansion of colleges and universities, the number of vocational graduates has increased rapidly, and the competition in the job market of vocational graduates is fierce (Yu, 2022). Coupled with the impact of the novel coronavirus epidemic on the job market, China's employment environment is facing greater challenges, and the employment situation of college graduates is very severe. In addition, with the acceleration of a new round of global scientific and technological revolution, China's employment pattern, employment structure and employment stability have undergone great changes, higher vocational education is facing a new stage of high-quality development, and the employability of vocational college graduates urgently needs to be improved to cope with complex and changeable challenges (Zhang, 2021). Hangzhou, the capital city of Zhejiang Province, is the vanguard of high-quality development, and the role of artisan talent training is becoming increasingly prominent. The "Hangzhou Artisan" plan actively builds the brand of "Hangzhou Artisan" in vocational colleges and universities to accelerate the development of highly skilled talents (Zhang, 2019). The survey finds that vocational students in Hangzhou have a one-sided understanding of craftsman spirit as "slow work makes fine work", and believe that only traditional crafts need craftsman spirit, and high-tech, education, medical and other industries do not need craftsman spirit. On the other hand, vocational colleges lack attention to the cultivation of students' craftsman spirit, and teaching and assessment indicators do not contain craftsman spirit and other qualities. Therefore, the cultivating craftsmanship should be integrated into all aspects of talent training in higher vocational colleges to ensure the overall improvement of talent training quality (Chai, 2022).

Marx's All-Round Development Theory was precisely proposed by Marx (1867) in Capital. Marx (1867) argued that "human nature is not an abstract concept inherent in any one individual, but its reality is the sum of all social relations." The basic requirements for the all-round development of man are considered to be the free and all-round development of Labour relations, the free and all-round development of social relations, and the free and all-round development of personality. Achieving comprehensive human development is the main theme of Marxist thought and the theoretical basis of craftsmanship (Zhang, 2019).The spirit of the pursuit of excellence of labor products in order to meet the needs of the society, promote their own and social integration, realize the unity of self value and social value, between human and social relationship between people, the breadth of spirit cultivation directly reflects the people create social relations and the overall situation of human development (Yang, 2022). Therefore, this study is based on the theory of all-round development of human as the theoretical basis to promote the cultivating craftsmanship of students in higher vocational schools and effectively improve their employability.

To sum up, this study will introduce two variables, namely cultivating craftsmanship and employability, to further analyze the impact of cultivating craftsmanship on employability, and provide reference for improving vocational college students' employability.

1.2 Research objectives and problems

Based on the comprehensive concept of human development, this study analyzes the relationship between vocational college students' perception of cultivating craftsmanship and their employability, and explores the impact of vocational college students' perception of cultivating craftsmanship on their employability, so as to improve their employment competitiveness. To explore the influence of vocational college students' perception of cultivating craftsmanship on employability in Hangzhou, China. According to the above purposes, this study raises the research question: What is the impact of the cultivation of vocational students' perceived artisan spirit on their employability in Hangzhou, China?

1.3 Research significance

1.3.1 Theoretical significance

The theoretical significance of this study lies in that it examines the cultivation and development of craftsman spirit based on the theory of all-round human development, provides the basic framework and materials for the reference, reference and development of employment guidance, updates the educational concept, pays attention to the overall improvement of human quality and the development of free personality, guides students to fully tap their potential, enhances the sense of cooperation, and expands social relations. Finally reach the educational goal of achieving students' all-round development in the cultivating craftsmanship.

1.3.2 Practical significance

In order to provide reference and guidance for the improvement of education and teaching, this paper aims to analyze the connotation and structure of craftsman spirit, provide more specific and effective practical guidance for cultivating students' craftsman spirit, and promote vocational colleges to adopt various ways and strategies to cultivate students' craftsman spirit.

2. Theoretical basis

2.1 Theoretical Basis

Marx's All-Round Development Theory was precisely proposed by Marx (1867) in Capital. Marx (1867), in Capital and Economic Manuscripts of 1857-58, made a theoretical study of the overall development of man from the perspective of political economy. Marx (1867) created an analysis of the essential embodiment of man in capitalist society and the conditions for his liberation and free and comprehensive development, and analyzed the material and institutional conditions for free and inclusive human development, which marked the maturity of the theory of man's comprehensive development.

This study will be based on Marx's All-Round Development Theory as the theoretical basis.

2.2 Definition

2.2.1 Definition of artisan spirit

As for the definition of craftsman spirit, spiritual pursuit, practice spirit, excellence and innovation spirit are the core meanings of craftsman spirit, which provides corresponding theoretical support for further study of craftsman spirit. Craftsman spirit refers to the spiritual concept that practitioners always maintain a serious, responsible and loving attitude towards their work, and constantly study, innovate and inherit (Meng&Chen, 2016). In this study, craftsman spirit is defined as an embodiment of professional quality, which is a behavioral awareness that practitioners realize recognition of the industry itself through behavioral performance in the process of growth, highlighting the spirit of professionalism, excellence and innovation (Zhang, 2021).

2.2.2 Definition of cultivating craftsmanship

The cultivating craftsmanship mainly refers to the purposeful, planned and organized cultivation activities of craftsman spirit conducted by school educators on college students through certain methods and means. It is an educational practice aimed at cultivating college students' craftsman spiritual cognition, craftsman spiritual emotional identification, craftsman spiritual will and craftsman spiritual behavior (Zhou, 2021).

2.2.3 Definition of employability

In this study, employability is defined as a comprehensive ability, which refers to a unique ability formed by the organic integration of knowledge, skills and professional quality (Wang, 2018). It is the ability that students have for getting a job (Shi&Wang,2018). Hillage and Pollard (1998) believe that employability is the ability to realize one's potential through continuous employment. According to Fugate (2004), employability refers to the ability of employees to obtain qualifications inside or outside the organization in the process of performing their duties.

2.3 Relationship between cultivating craftsmanship and employability

The cultivating craftsmanship and the improvement of employability can promote and influence each other. As an important part of school moral education, the cultivating craftsmanship plays an important role in the formation of students' innovative spirit, positive psychological quality and excellent psychological quality. As an ideological value, craftsman spirit plays a guiding role in students' behavior. Through the craftsman spirit, students are cultivated to have the professional skills and professional qualities required by their positions, which enables students to show their self-value orientation in the employment process, thus improving their employability and enabling them to take the initiative in the employment competition (Dong et al., 2019).

It can be seen from the above that the cultivating craftsmanship is closely related to employability, and most researchers agree that the cultivating craftsmanship can improve students' employability. Therefore, the hypothesis of this study is:

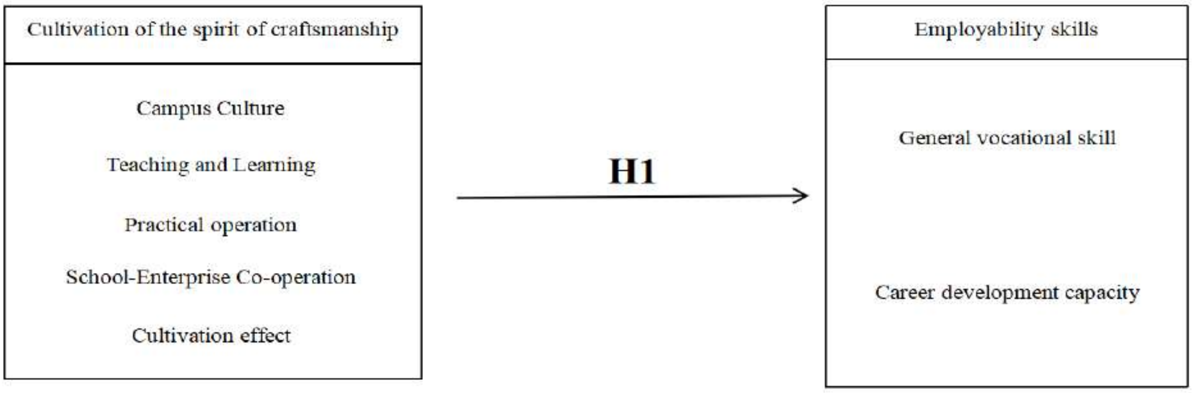
H1: The cultivation of vocational students' perception of artisan spirit in Hangzhou, China, has a significant positive impact on their employability.

3. Research method and design

3.1 Research Framework

This study takes the students of vocational colleges in Hangzhou as the research object, measures the cultivating craftsmanship and employability in vocational colleges in Hangzhou, and discusses the influence of the cultivating craftsmanship on employability. The research frame diagram is shown in Figure 1.

Figure 1
Research Frame Diagram



The research framework mentions the two concepts of cultivating craftsmanship and employability, and the relationship between cultivating craftsmanship and employability of vocational college students has an impact.

3.2 Research method

This study selected juniors from Zhejiang A Vocational College, Zhejiang B Vocational College and Hangzhou C Vocational and Technical College in Hangzhou. As the three vocational colleges are full-time ordinary higher vocational colleges sponsored by the Hangzhou Municipal People's Government, they are the national first-class higher vocational college construction units, the top vocational colleges in Hangzhou, and the national modern apprenticeship pilot units, focusing on the cultivation of artisan spirit, focusing on creating a "cradle of artisans", and cultivating artisan talents in the new era with German skills. In this study, the majors of the three schools can be divided into liberal arts and science categories, so the study divides the major categories into two categories, namely, liberal arts and science. This study will adopt the questionnaire survey method.

In order to facilitate the smooth distribution and recovery of questionnaires and ensure the effective delivery of questionnaires, the teachers and students of the school were selected as the contacts, the communication equipment of the school was used to randomly send electronic questionnaires, and the questionnaire star was used to send online questionnaires. The method of multi-stage sampling is adopted in this paper, starting from purposive sampling in school level and convenience sampling in student level. Therefore, 180 pre-test questionnaires and 500 formal questionnaires (170 from School A, 170 from School B and 160 from School C) are planned to be issued. The pre-test questionnaires and formal questionnaires are distributed and collected online.

4. Analysis of research results

4.1 Descriptive statistics

This study selected juniors from Zhejiang A Vocational College, Zhejiang B Vocational College and Hangzhou C Vocational and Technical College in Hangzhou, Zhejiang Province, China. As the three vocational colleges are the national first-class higher vocational college construction units, pay attention to the training of German skills and training of new era craftsman talents. In this study, the junior students of A, B and C higher vocational schools were distributed online questionnaires through the questionnaire star. A total of 500 questionnaires were issued, 483 were recovered, and 464 were valid. There were two population variables: gender, profession and gender. The results showed that 229 boys, accounting for 49.4%, and 235 girls, accounting for 50.6%. In terms of majors, the liberal arts category 251 students, accounting for 54.1%; Science class 213, accounting for 45.9%.

This study presents the demographic variation of the subjects in frequency and percentage terms, and uses the mean and standard deviation to understand the overall status of perceived artisanship and employability.

4.2 Current situation analysis

The score of students' craftsman spirit cultivation in higher vocational colleges($M=3.632$, $SD=0.790$), It indicates that the cultivation of craftsman spirit in the 3 higher vocational colleges in Hangzhou is at a medium level. The employability score of the students in the tested vocational colleges($M=3.692$, $SD=0.822$), It indicates that the employability of the three higher vocational colleges in Hangzhou is in the middle level.

4.3 Analysis of the differences in the cultivating craftsmanship and employability

The results of independent sample T-test analysis showed that there was no significant difference in the cultivation of craftsman spirit among the students of the three higher vocational colleges in Hangzhou with different genders ($t=0.398$, $p=0.834$), and no significant difference in the cultivation of craftsman spirit among the students of the three higher vocational colleges in Hangzhou with different majors ($t=0.157$, $p=0.875$). There was no significant difference in the employability of students of different genders in the three higher vocational colleges in Hangzhou ($t=0.236$, $p=0.813$), and there was no significant difference in the employability of students of different majors in the three higher vocational colleges in Hangzhou ($t=0.237$, $p=0.813$), which may be related to the limitation of sample size.

4.4 Correlation analysis between two variables

Pearson (1894) pointed out that the correlation coefficient is a quantity that examines the degree of linear correlation between variables, and is used to show whether there is correlation between two variables and how strong the correlation is. Pearson correlation coefficient (*$p < 0.050$; ** < 0.010; *** < 0.001) whether it is significant, and correlation coefficient (r) whether there is a correlation. Generally, Pearson correlation coefficient above ($r \geqq 0.8$) indicates that the relationship is very close and highly correlated. ($0.2 < r < 0.8$) indicates that the relationship is close to moderate correlation; ($r \leq 0.2$) indicates that the relationship is generally low correlation (Gogtay&Thatte,2017). According to Pearson product difference correlation analysis, there was a significant positive moderate correlation between these two variables ($p < 0.001$, $0.707 \leq r \leq 0.785$) All variables were significant between pairiness, and there was no high correlation, which was statistically significant; there was no collinearity problem between variables, which was statistically significant.

According to the research, among the five dimensions of cultivating craftsmanship, course teaching has the highest correlation with employability ($p < 0.001$, $r=0.797$), campus culture had the lowest correlation with employability ($p < 0.001$, $r=0.710$), but the five indicators of cultivating craftsmanship selected in this study all have a strong relationship with employability, indicating that the cultivation of artisan spirit has a significant positive impact on employability, and the cultivation of artisan spirit does promote the improvement of college students' employability.

As shown in Figure 2:

Figure 2
Table of correlation analysis between cultivating craftsmanship and employability （N=464）

Variable	Campus culture	Course teach	Practice Controls	School-owned enterprise cooperation	Cultivate effect	Cultivating craftsmanship	Employ ability
1campus culture	1						
2course teaching	0.773***	1					
3practical operation	0.772***	0.785***	1				
4school-enterprise cooperation	0.730***	0.744***	0.772***	1			
5cultivation effect	0.720***	0.707***	0.736***	0.712***	1		
6cultivating craftsmanship	0.745***	0.740***	0.755***	0.727***	0.712***	1	
7employability	0.710***	0.797***	0.744***	0.716***	0.756***	0.780***	1

Note：***p<0.001
Source: This study collated

4.5 Regression Analysis

The effect of cultivating artisan spirit on employability was examined by regression analysis. The results showed that the cultivating craftsmanship had a significant positive predictive effect on employability (β=0.800, t=4.198, $p < 0.001$), indicating that the higher the degree of cultivating craftsmanship of the students in the three vocational colleges in Hangzhou, the higher the employability.

As shown in Figure 3:

Figure 3
Regression analysis table on employability of cultivating craftsmanship (N=464)

Variable	Dependent variable employability		
	β	*t*	VIF
Independent variable			
cultivating craftsmanship	0.800***	4.198	1.000
R²		0.775	
Adj. R²		0.773	
F		1524.616***	

Note：****p*<0.001
Source: This study collated

5. Conclusion

The results of this study show that the employability of vocational college students in all dimensions and overall situation of cultivating craftsmanship and the employability of vocational college students in Hangzhou, are at the medium level, indicating that the employability of vocational school students in this study is good. The results are basically consistent with previous studies. Through the analysis of data, it can be seen that in this study, the cultivation of vocational students' craftsman spirit "campus culture", "curriculum teaching", "practical operation", "school-enterprise cooperation", "cultivation effect" and overall have a significant positive impact on their employability. This study finds that the cultivating craftsmanship has a significant impact on the employability of vocational students. This paper explains the significance of cultivating students' craftsman spirit, and verifies its positive effect on improving vocational college students' employability (Yang, 2022). In addition, this study takes the cultivating craftsmanship as an explanatory variable, verifying the possibility that the cultivating craftsmanship can improve students' employability through campus culture, curriculum teaching, practical operation and school-enterprise cooperation, which provides a new perspective for the existing research on students' employability to a certain extent.

This study only adopts the research method of questionnaire survey. In the future, more diversified data collection methods should be considered, including interview method, observation method or experiment method, and quantitative research combined with qualitative research, which can achieve a complementary method and have a deeper understanding of cultivating craftsmanship and employability in higher vocational colleges (Chai, 2022).

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Effects of Corporate ESG Performance on Firm Financial Performance: Empirical Evidence from BRICS Countries

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Abstract

An integrated approach to environmental, social, and governance (ESG) is created for long-term organisational growth. It highlights the need for businesses to operate responsibly in these three areas. Investors now place a greater emphasis on funding businesses that have sustainable operations, and they have larger expectations for long-term profits than they did in the past. Thus, the purpose of this study is to investigate the connection between corporate financial performance and ESG performance as measured by Refinitiv ESG Scores. The study focuses on businesses in developing economies that are expanding quickly and have strong potential for growth in several areas. BRICS is the collective name for this group of important emerging markets, which includes Brazil, Russia, India, China, and South Africa. To investigate this hypothesis, we performed multiple regression analysis on a sample dataset consisting of 808 samples from companies in BRICS countries, covering the period between 2018 and 2022. Our results suggest that the ESG performance has both positive and significant impacts over the profitability (ROA) and the firm value (Tobin's Q) of the companies operating in emerging markets. Investors, especially those are into BRICS markets, can use ESG scores to help them make investment decisions in companies with sustainable operations and ESG scores could attract investors seeking sustainable or socially responsible investments.

Keywords: ESG performance, Financial performance, ROA, Tobin's Q, BRICS countries

1. Introduction

The world is facing natural disasters, pandemics, and various global crises. These have disrupted the economy and led to instability in stock markets worldwide. Consequently, investing for effective returns has become challenging. Thus, investors are changing their behaviour in response to these challenges. According to data from MSCI ESG Research LLC, 95% of Gen Y people, or those aged 27-41, who are a large population group with relatively high income and purchasing power, prioritise sustainable investment and choose to invest based on the concept of ESG investing. This notion pertains to sustainable organisational development and places focus on conscientious operations about the environment, society, and governance. Additionally, the trend of investors prioritising investment in companies with sustainable operations and holding higher expectations for long-term returns is evident from the net asset value of sustainable funds. According to Morningstar, a global fund data provider, in the first quarter of 2023, the net asset value of sustainable funds continued to increase to 2.74 trillion dollars or grew by 7.5% which is a higher growth rate than the global fund average of 4%. Therefore, the operation of companies focusing on the environment, society and governance has become an important issue that all companies must devise a business framework to consider the environment, society, and governance. This has led to many organisations ranking ESG and setting ESG scores based on various criteria. This allows investors to use them as a basis for making sustainable investment decisions. ESG scores have been used in research exploring the relationship between environmental, social and governance responsibilities and companies' financial performance. Nevertheless, the results obtained are diverse (Whelan et al., 2021) and no definitive conclusions.

In addition, Tilt (2016) observed that the majority of research on investment in companies with ESG operations concentrates on developed countries. Consequently, this study aims to investigate the relationship between ESG responsibility scores derived from the Refinitiv ESG Scores assessment spanning from 2018 to 2022 and the financial performance of companies. Specifically, the study focuses on companies situated in emerging markets exhibiting rapid economic growth and substantial economic potential across various dimensions. These countries, collectively known as the BRICS countries, include Brazil, Russia, India, China, and South Africa. The objective is to investigate the relationship between social responsibility and the financial performance of companies within the BRICS countries, thereby offering valuable insights to assist investors in making sustainable investment decisions and emphasising the significance of assessing the Environmental, Social, and Governance (ESG) scores of companies in emerging economies within the BRICS countries.

2. Literature Review

2.1 Sustainable Development

Nowadays, many companies are interested in sustainable business practices, emphasising responsibility towards the environment, society, and governance within their operations. This approach aligns with the Triple Bottom Line concept introduced by John Elkington, emphasising the significance of considering not only financial aspects but also environmental and social factors in business operations. Originating from the Brundtland Commission of the United Nations in 1987, this concept emphasises the necessity for balanced growth across three key areas: economic (ensuring profitable business growth), social (supporting the surrounding society), and environmental (ensuring environmental stewardship). Achieving this balance, along with conducting business transparently and with good governance practices, is crucial for fostering sustainable company development.

Increasing evidence indicates that Environmental, Social, and Governance (ESG) performance significantly impacts stakeholder value (Kumar, 2023). Given that companies are influenced by stakeholder relationships and firm value (Huang, 2022), it is imperative for companies to disclose both financial and non-financial information to the public to ensure the long-term viability of ESG practices. Disclosure of ESG information enhances investor confidence by promoting transparency and reducing information asymmetry between companies and investors, leading to lower investment risk (Cheng et al., 2014).

2.2 Sustainable Investment

Over the past decade, the concept of sustainable investing has gained significant traction, with investors increasingly integrating Environmental, Social, and Governance (ESG) factors into their decision-making processes alongside traditional financial analysis. Because the companies that focus on operations in the environment, society, and governance have a positive correlation with profitability ratios. For instance, a study by Wu (2022) identified a positive correlation between ESG performance and profitability ratios among Nasdaq-listed companies. Specifically, the study found that companies with strong ESG practices had high net profit margins.

Furthermore, Wang and Sarkis (2017) observed variations in the level of sustainability assessment and attention to sustainability issues among countries based on their GDP growth characteristics. This allows countries to be classified into developed, developing, and underdeveloped categories. Each of these groups has a distinct level of readiness for ESG activities, leading to different ESG activity planning.

In addition, Naeem and Cankaya (2022) found that investors in developing countries have relatively low confidence in sustainability strategies. This results in diminished investor confidence in companies within developing countries compared to those in developed countries. Investors perceive that sustainability practices in developing countries do not reflect financial performance as much as in developed countries. However, Agrawal (2015) discovered that investing in companies within the BRICS developing countries, including Brazil, Russia, India, China, and South Africa has a long-term positive relationship with companies' financial performance. This makes it advantageous for investors to invest in companies within the BRICS countries more than investing in companies in other developing countries.

2.3 Financial Performance

Griffin et al. (2007) identified over 80 financial performance metrics utilised in various research studies. The most commonly used metrics to interpret a company's financial performance include company size, return on assets (ROA), and return on equity (ROE). Similarly, Velte (2017) also recognised ROA and Tobin's Q as the most appropriate accounting metrics for reflecting financial performance when analysing the relationship between ESG performance and financial performance. These two metrics have been extensively used in many studies to examine the relationship between ESG performance and financial performance. For instance, Dalal and Thaker (2019) examined the impact of ESG factors on profitability and firm valuation, as measured by return on assets (ROA), among Indian public limited companies listed on the NSE 100 ESG database. They found that superior ESG performance correlates with enhanced financial performance. Similarly, Lo and Sheu (2007) studied the U.S. market to explore the correlation between corporate sustainability and firm market value, as proxied by Tobin's Q, and found a positive relationship between them. Among these various studies, there were control variables that were not directly studied but affect the financial performance and thus need to be controlled to avoid erroneous results. These variables typically pertain to firm characteristics. Consequently, this study proposes four control variables: company size, debt-to-equity ratio (D/E Ratio), classification into environmentally sensitive or non-sensitive industries, and BRICS countries.

2.4 Hypotheses

The relationship between Environmental, Social, and Governance (ESG) performance and financial outcomes is a subject of vigorous debate, marked by conflicting research findings. The absence of definitive evidence emphasises the necessity for further investigation, prompting continued research in this domain. Moreover, there is a noticeable shortage of studies examining the impact of ESG factors on financial performance in emerging markets (Yoon et al., 2018). Therefore, this study will focus on companies in these rapidly growing economies that hold significant economic promise.

For the research hypotheses, the study has chosen to use the Return on Assets (ROA) ratio and Tobin's Q as key dependent indicators. These measures are widely used in many previous studies and are recognised as effective tools for assessing the impact of ESG performance on financial outcomes (Velte, 2017). Specifically, ROA measures a company's profitability, while Tobin's Q evaluates a company's overall value. Based on this framework, this study will explore the effects of corporate ESG performance on firm financial performance in BRICS developing countries through the following hypotheses:

H1: ESG performance of companies in BRICS developing countries is related to the Return on Assets (ROA).

H2: ESG performance of companies in BRICS developing countries is related to the market value (Tobin's Q).

3. Research Methods

3.1 Sample selection

Listed companies in the BRICS developing countries (Brazil, Russia, India, China, and South Africa) were selected from Investing.com (Fusion Media Limited, 2024). Financial performance data and ESG performance scores were obtained from the Refinitiv database (London Stock Exchange Group, 2024) for the period spanning from 2018 to 2022. The sample for this study consisted of companies with available ESG data from Refinitiv and complete financial data for the years 2018 to 2022. The sample size was determined using the Cochran formula (1953), which is a formula for estimating the sample size needed to achieve a desired level of precision in a survey. The formula is as follows:

$$n = \frac{P(1-P)z^2}{d^2}$$

Since the population proportion is unknown, a confidence level of 95% or a significance level of 0.05 is used. The corresponding z-score = 1.96. Therefore, the sample size needed for each year is 160 companies.

3.1.1. Dependent variables

In assessing company performance, the researchers have chosen to use the Return on Assets (ROA) ratio and market value (Tobin's Q) as the key indicators of financial performance levels. To find out the impact of ESG activities among companies in developing countries in the BRICS countries. We obtain both variables from Refinitiv at the end of statement date.
The researchers have chosen to use the Return on Assets (ROA), recognised as one of the most prevalent and extensively employed metrics for assessing a company's operational performance and its capacity to generate profits from its operations, grounded in fundamental accounting principles. Many researchers have used ROA in similar kinds of studies such as Velte (2017), Dalal and Thaker (2019), and Giannopoulos et al. (2022). The calculation for ROA usually follows a simple and widely recognised formula, as explained by Jewell and Mankin (2011) and it is shown below:

$$\text{ROA} = \text{Net income} / \text{Total Assets}$$

Tobin's Q is a widely used and popular market-based measure used to analyse firm value. It is defined as the ratio of a company's market value to the physical value of its assets (Kim et al., 2013). Most studies have found a positive relationship between sustainability and firm value. For example, Lo and Sheu (2007) found that firms with high sustainability performance had higher market values. However, some studies have found a negative relationship between ESG performance and firm value (e.g. Brammer et al., 2006; Barnett, 2007). To calculate Tobin's Q, market capitalisation is collected at the end of the financial statement date for each year. As similar as Atan et al. (2018), Tobin's Q is calculated using the following formula:

$$\text{Tobin's Q} = (\text{Market Capitalisation} + \text{Total Liabilities} + \text{Preferred Equity} + \text{Minority Interest}) / \text{Total Assets}$$

3.1.2. Independent variables

The social responsibility of companies in BRICS developing countries using Refinitiv ESG scores for the years 2018 to 2022. Refinitiv ESG Ratings provide a comprehensive assessment of a company's performance across three key pillar scores, of which the E and S are then weighted according to their relevance in the specific industry, while G weights the same across all industries and assign ESG Ratings on a scale from 0 (worst) to 100 (best).

3.1.3. Control variables

Based on the literature review on the relationship between corporate social responsibility and firm performance, it is found that there are some variables that have an influence on firm performance. Therefore, in order to control for the effects of other factors that may affect firm performance as the dependent variable, the researchers have selected the following control variables to be used in the study: Firm size (SIZE), calculated as the natural logarithm of the firm's total assets and Firm leverage (LEV), calculated as the debt-to-equity ratio (Said et al., 2003; Tsai, 2013).

In addition, other control variables include industry groups based on the North American Industry Classification System (NAICS) 3-digit code (U.S. Census Bureau, 2022) and the BRICS countries divided into four groups: Brazil, Russia, India, and China (with South Africa serving as the reference group). Table 1 provides a summary of all variables.

Table 1

Summary of variables

Dependent Variables	Description/Formula
ROA - Return on Assets	Net income / Total Assets
TBQ - Tobin's Q	(Market Capitalisation + Total Liabilities + Preferred Equity +Minority Interest) / Total Assets
Independent Variables	
ESG	Refinitiv score
Control Variables	
Size	Natural logarithm of Total Assets
LEV - leverage	Total Debt/Total assets
CT - Country	Dummy variable that divided into 4 groups, where value = 1, if the country was Brazil, Russia, India, China and value = 0, if the country was South Africa
IND - Industry	Dummy variable that identified Environmentally sensitive Industries that based on the North American Industry Classification System (NAICS) 3-digit code. Recieves the value 1 if yes and 0 otherwise.

3.2 Descriptive statistic

Table 2 presents the summary of the data used in analysis. The dataset comprises 808 samples collected over the period from 2018 to 2022. In relation to the measures, ROA and LEV are measured in percentage points, while firm size as natural logarithms. The authors excluded some samples with incomplete information, including highly dispersed data outliers, resulting in a total of 782 samples.

About the dependent variables, the mean for ROA is 7.77% and the mean for Tobin's Q is 2.87. A high Tobin's Q (greater than 1) implies that the stock is overvalued. We can infer the majority of the firms in our dataset are overvalued. In general, ROA of over 5% is regarded as indicative of strong asset efficiency. Thus, it means that most of the companies in our dataset seem to be at favourable levels of asset utilisation. About the independent variables, ESG mean scores is 51.04. In terms of control variables, the mean for size is 9.66 and the mean for leverage (LEV) is 24.06%, which means that most of the companies in our dataset have more assets than debt.

Table 2
Summary statistics

	N	Mean	St. Dev	Min	Max
Dependent Variables					
ROA (%)	782	7.77	10.01	-102.83	54.72
TBQ	782	2.87	3.08	0.00	19.90
Independent Variables					
ESG (score)	782	51.04	22.91	0.00	93.00
Control Variables					
SIZE (log of total assets)	782	9.66	1.42	5.15	12.88
LEV (%)	782	24.06	22.47	0.00	294.93

3.3 Methodology
The study focuses on whether ESG has an influence on profitability and firm value. The authors applied statistics in SPSS. Moreover, the authors use the multiple regression including two models to investigate research objectives of the study, One for ROA and one for Tobin's Q. And hypothesis test with significance level of 5%

$$ROA_{it} = \beta_0 + \beta_1 ESG_{it} + \beta_2 SIZE_{it} + \beta_3 LEV_{it} + \beta_4 IND_{it} + \beta_5 Brazil_{it} + \beta_6 China_{it} + \beta_7 India_{it} + \beta_8 Russia_{it} + \varepsilon_{it} \quad \text{.......(1)}$$

$$TBQ_{it} = \beta_0 + \beta_1 ESG_{it} + \beta_2 SIZE_{it} + \beta_3 LEV_{it} + \beta_4 IND_{it} + \beta_5 Brazil_{it} + \beta_6 China_{it} + \beta_7 India_{it} + \beta_8 Russia_{it} + \varepsilon_{it} \quad \text{.......(2)}$$

Where ROA_{it} and TBQ_{it} are firm return on assets and Tobin's Q, respectively, ESG_{it} is firm ESG Refinitiv score, $SIZE_{it}$, and LEV_{it}, IND_{it}, and CT_{it} are firm size, leverage, country and industry, respectively, acting as control variables, and ε_{it} is the error term for firm i in period t. Firm i refers to the listed companies in the BRICS developing countries, and period t spans from 2018 to 2022.

4. Empirical Results
This section depicts the results from our Pearson correlation matrix, followed by the analysis of the regression results.

4.1 Correlation results
Table 3 below represents the Pearson correlation matrix for each variable of this study. As the table show, there is a statistically negative correlation with -.085 coefficients between the ESG score and Tobin's Q, whereas a statistically positive correlation with .105 coefficients is observed between the ESG score and ROA. Additionally, Tobin's Q and ROA exhibit correlations with different levels of significance. We also see from the table that there is some correlation between Tobin's Q and ROA. This is not surprising as both ratios reflect financial performance of the company. We ensure there is no multicollinearity within the model by verifying that all variables in the model have VIF ratios below 10.

Table 3
Pearson correlation results

	ROA	TBQ	ESG	SIZE	LEV
ROA	1				
TBQ	.359***	1			
ESG	.105***	-.085**	1		
SIZE	-.172***	-.557***	.271***	1	
LEV	-.549***	-.262***	0.013	.111***	1

*** Correlation is significant at the 0.01 level.
** Correlation is significant at the 0.05 level.

4.2 Regression results

Table 4 shows the results of the regression analysis using ROA as the measure of firm performance. The independent variable, ESG scores, is found to have a positive relationship with the dependent variable, ROA, at a statistical significance level of 0.05. The regression coefficient is 0.001 aligns with the hypothesised relationship and supports the findings of Velte (2017) indicating a positive impact of Environmental, Social, and Governance (ESG) activities on profitability (Return on Asset - ROA). For the control variable analysis results, it was found that size of the business has a negative relationship with ROA, as well as a negative relationship between Leverage (LEV) and ROA, both at the specified significance level. The regression coefficient is -0.245, which is consistent with research by Naeem and Cankaya (2022) reviewing the leverage variable has significantly negative effect on ROA, implying that firms with higher levels of debt are unlikely to achieve higher levels of profitability.

Table 4 also shows the results of the regression analysis using Tobin's Q as a measure of firm value. It was found that the independent variable ESG has a positive relationship with the dependent variable Tobin's Q at the statistical significance level of 0.05, with the regression coefficient equal to 0.012. This result is consistent with the set assumptions and research of Bhaskaran et al. (2020) reviews the impact of ESG on financial performance using firm value (Tobin's Q) and operational performance (ROE and ROA) as dependent variables, revealed that firms with high performance on environment, governance, and social pillars tend to generate more value in the market. The analysis of controlled variables revealed that the size of the business has a negative relationship with ROA, while LEV has a negative relationship with Tobin's Q at the specified significance level. The regression coefficients are -1.276 and -2.427, respectively. These findings are consistent with the research conducted by Aydogmus et al. (2022), which observed that size and leverage exhibit a negative and highly significant correlation with Tobin's Q. In addition, the p-value results of the dummy variables show that the effect of ESG variables when controlling for environmentally sensitive industries (IND) and BRICS countries has a significant effect.

Additionally, the adjusted R-squared of the ROA dependent variable indicates that the independent and control variables can explain 40.9% of the variance in the dependent variable. This is higher than the adjusted R-squared of the Tobin's Q dependent variable, which can explain 36.6% of the variance in the dependent variable.

Table 4
Results of the Regression Analyses

ROA dependent variable						Tobin's Q dependent variable					
	Unstandardized Coefficients		Standardized Coefficients				Unstandardized Coefficients		Standardized Coefficients		
Variable	B	Std. Error	Beta	t	p-value	Variable	B	Std. Error	Beta	t	p-value
(Constant)	0.305**	0.041		7.390	0.000	(Constant)	15.457**	1.318		11.726	0.000
ESG	0.001**	0.000	0.137	4.598	0.000	ESG	0.012**	0.004	0.092	2.984	0.003
SIZE	-0.011**	0.002	-0.162	-5.114	0.000	SIZE	-1.276**	0.071	-0.586	-17.86	0.000
LEV	-0.245**	0.013	-0.549	-19.468	0.000	LEV	-2.427**	0.401	-0.177	-6.047	0.000
IND	0.011	0.007	0.046	1.630	0.103	IND	-0.573**	0.221	-0.076	-2.595	0.010
Brazil	-0.086**	0.037	-0.199	-2.297	0.022	Brazil	-0.733	1.190	-0.055	-0.616	0.538
China	-0.110**	0.035	-0.549	-3.141	0.002	China	0.417	1.122	0.067	0.372	0.710
India	-0.097**	0.036	-0.454	-2.714	0.007	India	-0.129	1.137	-0.020	-0.113	0.910
Russia	0.007	0.037	0.015	0.178	0.859	Russia	-0.161	1.186	-0.012	-0.136	0.892
R Square	0.415					R Square	0.372				
Adjusted R Square	0.409					Adjusted R Square	0.366				
F	68.664					F	57.348				
Sig. of F	0.000					Sig. of F	0.000				
Durbin-Watson	1.847					Durbin-Watson	1.877				

** Correlation is significant at the 0.05 level.

5. Conclusion

The purpose of the paper is to analyse the effects of ESG performance on both profitability and firm value within companies operating in BRICS countries, including Brazil, Russia, India, China, and South Africa from 2018 to 2022. ESG score data has been collected from the evaluation of Refinitiv and the company's financial performance data has also been gathered from its database. Sample data covers 808 firms for the years 2018 to 2022.

We discovered that the institutional environment dominated the relationship between financial and ESG performance based on the outcomes of the model in which profitability was the dependent variable. The ESG score of the companies in BRICS countries, which are emerging markets, has a positive and statistically significant relationship between ESG performance and profitability, confirming the findings of several studies. It shows that ESG scores affect the operating results of companies in the BRICS countries in the same direction. Specifically, a high ESG score leads to a high ROA.

Furthermore, there is a positive and statistically significant correlation between the ESG score and the firm value based on the model's results with firm value as the dependent variable. This demonstrates that company values of the BRICS countries' companies are also impacted by ESG rankings. Businesses with sustainable operating strategies, as evidenced by strong ESG scores may draw attention of investors that value socially conscious or sustainable investing.

Generally, our investigation into the impact of ESG performance on financial performance using firm value (Tobin's Q) and operational performance (ROA) as dependent variables, revealed that firms with high performance on environment, governance, and social pillars tend to generate more value in the market. These results corroborate the stated hypotheses and are in line with existing research suggesting that companies with better ESG performance tend to possess higher value and lower risk (El Ghoul et al., 2011; Hail & Leuz, 2006). Therefore, investors, especially those are interested in investing in companies in BRICS countries, can use ESG scores to complement their investment decisions in companies with sustainable business practices, alongside analysing the companies' financial performance. Furthermore, these results reveal significance of assessing the ESG scores of companies in emerging economies within the BRICS countries.

Regarding the limitations, a smaller sample size was found for some of the nations in the BRICS group than for others because the authors chose data from firms in those countries, making data from those countries more difficult to find than from others. Additionally, the authors were restricted to using solely publicly accessible data, which further narrows the range of data options. Furthermore, the COVID-19 pandemic occurred throughout the research period of

2018 – 2022, which could have affected the findings. Market value data was gathered during the COVID-19 epidemic to compute Tobin's Q ratio, which uses market prices. The sample companies' market prices have shown a notable decline. The figures under regular circumstances may not be entirely reflected as similar as shown in the values of the variables of our results.

To facilitate a more thorough analysis, we propose the following research directions for the future. First, a distinct industry-specific study of developing market enterprises should be conducted. Secondly, different estimation techniques for measuring Tobin's Q could be considered. Lastly, the relationship between ESG performance and financial performance using different ratios as dependent variables and a breakdown of the analysis by ESG pillars can be further investigated.

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The Influence of Consumer Ecocentrism on Decision-making on Green Product Attributes: Mediated by Consumer Psychological Perception and The Interfering Role of Face Consciousness

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Abstract

With global environmental issues becoming increasingly prominent, the realization of environmentally sustainable development has become a common global goal that reaches down to the corporate and individual levels. With the rise of consumers' environmental awareness, the demand for green products and sustainable consumption is also increasing. Focusing on the consumer level, this study investigates the impact of consumer eco-centrism on the decision-making of green product attributes, and constructs a moderated mediation model, focusing on the mediating mechanism of consumer psychological perceptions in it as well as the moderating role of face consciousness. Through a questionnaire survey of 600 consumers and data analysis, the study found that consumer eco-centrism has a positive influence on green product attribute decision-making, and that consumer psychological perception partially mediates and face consciousness moderates the effect.

Keywords: Ecocentrism; Green Product Attribute Decision-making; Consumer Psychological Perception; Face Consciousness

1. Introduction

At present, the Earth is facing many pressing environmental problems, which pose great challenges to human survival and socio-economic development. Among the theories of Western environmental ethics, the ecocentric theory emphasizes the ideological system of harmonious coexistence between human beings and nature (Lu, 2019). In the consumer arena, such concepts may be able to stimulate consumer interest in and acceptance of green products and environmentally friendly behaviours, and promote sustainable development (Zhang, 2023). This choice and identification with green products may also subconsciously influence consumers' perceptions and awareness of sustainability, in addition to the fact that consumers may choose green products and services to preserve their social image.

Currently, academics mostly focus on the study of consumer purchasing behavior, therefore, this study takes a new perspective to explore the influence of consumer ecocentrism on the attribute decision-making of green products, the mediating role of consumer psychological perception, and the moderating role of the sense of face. Based on the rational choice theory and the perceived value theory, consumers who recognize the eco-centrism theory will purchase green products rationally by considering their attributes and their own needs, and such consumers will choose green products after they perceive the value that green products will bring to the environment, which will generate a kind of psychological recognition.

2. Sources and Research Hypotheses

2.1 Consumer Ecocentrism and Green Product Attribute Decision Making

Consumer Ecocentrism means that consumers themselves subscribe to certain ecocentrism concepts and have values that recognize the importance of preserving the ecosystem (Zhang, 2019). Green product attribute decision-making refers to consumers' purchase decisions in relation to their own needs and benefits of the product (Chen et al, 2020). Based on rational choice theory, consumers who endorse ecocentrism are usually more inclined to buy green products that reduce energy consumption or choose green products with long-term sustainability and high quality. Therefore, this study hypothesizes:

H1: Consumer ecocentrism positively influences green product attribute decisions.

This study refers to Hartmann et al.(2005) classification of green product attributes: functional attributes and emotional benefits. Consumers with eco-centered values may still consider their own interests and pursue the functionality and quality of the product due to "rational human" thinking. Based on the perceived value theory, consumers with environmental values may want to support environmental protection and social responsibility through their purchases. Therefore, this study proposes the hypothesis:

H1a: Consumer ecocentrism positively influences functional attributes decision.

H1b: Consumer ecocentrism positively influences emotional benefits decision.

2.2 Consumer Ecocentrism and Consumer Psychological Perception

Consumer psychological perception refers to the process of subjective cognition and perception of products, advertisements, prices, and shopping environments (Schmitt, 2012). Individuals with higher environmental values are more likely to receive environmentally relevant information and form perceptions that lead to positive consumer attitudes. Therefore, this study proposes the hypothesis:

H2: Consumer Ecocentrism positively influences consumer psychological perceptions.

2.3 Consumer Psychological Perception and Green Product Attribute Decision Making

Based on the perceived value theory, consumers may make subjective evaluations of price and emotional factors when making purchases, and consumers' psychological perceptions, including their knowledge of green products and environmental issues, influence their purchase decisions on product attributes, especially when consumers believe that purchasing green products is consistent with their values and goals. Therefore, this study proposes the hypothesis:

H3: Consumer psychological perceptions positively influence decisions on green product attributes.

2.4 The Mediating Role of Consumer Psychological Perception

Consumers are subject to a certain degree of perception in their decision-making on product selection and are more likely to choose beneficial products (Tong, 2017). Consumers who are environmentally conscious will consider the functions and features of a product and judge whether the product meets their needs for purchase through perceived value. Therefore, this study hypothesizes:

H4: Consumer psychological perception mediates the relationship between consumer ecocentrism and green product attribute decision-making.

2.5 The moderating role of face consciousness

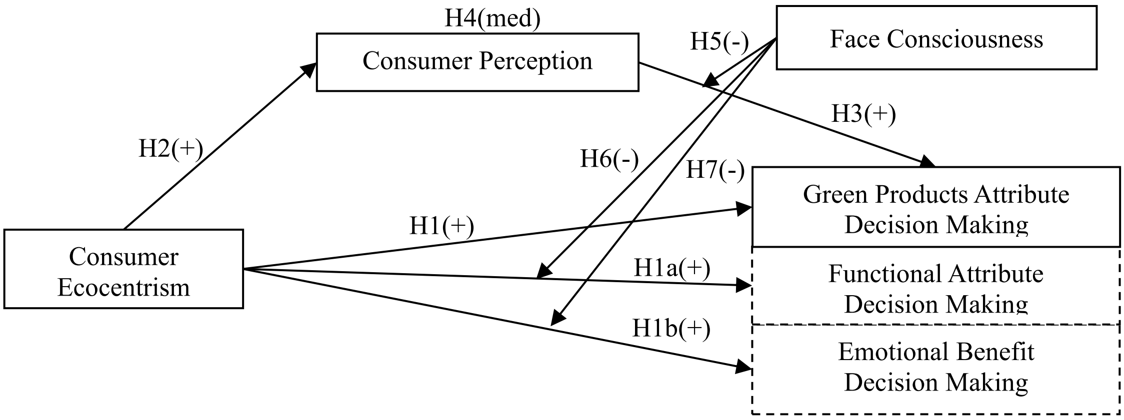
Face consciousness is a kind of consciousness that individuals want to show through their actions in carrying out social activities, aiming to be able to strengthen their face or get recognition and respect from others (Zhang, 2023). Green products may be more able to show recognition and help for environmental issues, and they are more willing to pay for environmental protection in public to enhance their personal image. Therefore, this study hypothesizes:

H5: Face consciousness negatively moderates consumers' psychological perceptions and decisions on green product attributes.

High face-conscious consumers may ignore the functional attributes of products and choose green products with relatively high prices, although they have some losses in terms of economy and functionality, they can feel the social value. Under the long-term profound cultural influence, individuals' concepts, cognitions, and emotions are influenced implicitly, and when facing green products, they may weaken their emotional connection to green products out of the desire to "save face" (Shen, 2022). Therefore, this study proposes the hypothesis:

H6: Face consciousness negatively moderates consumers eco centeredness and functional attribute decision making.
H7: Face consciousness negatively moderates consumer ecocentrism and emotional benefit decision making.
In summary, the research framework diagram is shown in Figure 1:

Figure 1
Research Framework



Source: Compiled in this study.

3. Research Methods and Measurements

In this study, simple random sampling was used to distribute the questionnaires to an unlimited number of cities in Shandong Province, and a total of 600 questionnaires were collected, with 475 valid questionnaires. Except for the control variables, the scale used for each variable was a Likert 5-point scale.
Consumer ecocentrism was referred to Stern (1995) scale about environmental attitudes, and a total of 6 question items were selected. Green product attribute decision making reference was made to the scale developed by Sweeney J.C (2001) and Yu & Lee (2019) with 12 items. Consumer psychological perception is from the scale developed by He (2019) with 6 selected items. Face consciousness was referred from the scale developed by Lee et al. (2007); Burnkrant (1975) with 7 selected items.

4. Results

4.1 Descriptive statistical analysis

In this paper, 475 valid questionnaires were analyzed descriptively in terms of gender, age, education level, marital status, and income, respectively. There was little difference in the percentage of gender; the age groups of 20-25 and 26-35 accounted for a larger proportion of the questionnaires, with 29.7% and 30.5%, respectively; the education level was mostly concentrated in the high school and above, with secondary school/junior college, bachelor's degree, and master's degree and above accounting for 26.9%, 26.9%, 32.2% and 26.9% respectively; there is little difference in the marital status; the income status of 6,000-8,000 yuan and more than 8,000 yuan accounts for more, 26.7% and 32% respectively.

4.2 Reliability Analysis

The reliability is reflected by Cronbach's α coefficient, and the reliability value of each dimension of the variables in this study is greater than 0.8, so the reliability of each dimension is good, as shown in Table 1:

Table 1
Reliability Analysis

Variant	Subject	CITC	Deleted Cronbach's α	Cronbach's α
Consumer Ecocentrism	CE1	0.872	0.840	0.888
	CE2	0.671	0.874	
	CE3	0.697	0.870	
	CE4	0.651	0.877	
	CE5	0.660	0.875	
	CE6	0.675	0.873	
Consumer Perception	CPP1	0.887	0.865	0.905
	CPP2	0.711	0.891	
	CPP3	0.718	0.890	
	CPP4	0.708	0.892	
	CPP5	0.686	0.895	
	CPP6	0.719	0.890	
Functional Attribute Decision Making	GPAD1	0.887	0.900	0.925
	GPAD2	0.735	0.916	
	GPAD3	0.759	0.914	
	GPAD4	0.725	0.917	
	GPAD5	0.772	0.912	
	GPAD6	0.741	0.916	
	GPAD7	0.724	0.917	
Emotional Benefit Decision Making	GPAD8	0.725	0.854	0.882
	GPAD9	0.721	0.855	
	GPAD10	0.708	0.858	
	GPAD11	0.694	0.861	
	GPAD12	0.732	0.853	
Face Consciousness	FA1	0.873	0.866	0.900
	FA2	0.678	0.889	
	FA3	0.674	0.889	
	FA4	0.685	0.888	
	FA5	0.689	0.887	
	FA6	0.710	0.885	
	FA7	0.642	0.892	

Source: Compiled in this study.

4.3 Correlation Analysis

In this study, the correlation coefficients were calculated using Pearson's method. The correlation coefficients of the variables are shown in Table 2:

Table 2
Correlation Analysis

Variant	Ecocentrism	Perception	Functional Attribute	Emotional Benefit	Face Consciousness
Ecocentrism	1				
Perception	.474**	1			
Functional Attribute	.363**	.428**	1		
Emotional Benefit	.347**	.427**	.613**	1	
Face Consciousness	.425**	.501**	.401**	.349**	1

Source: Compiled in this study.

4.4 Validation Factor Analysis

In this paper, a validation factor analysis was conducted by Amos 25.0 to test the goodness of fit of each indicator of model fit, as shown in Table 3:

Table3

Validation Factor Analysis

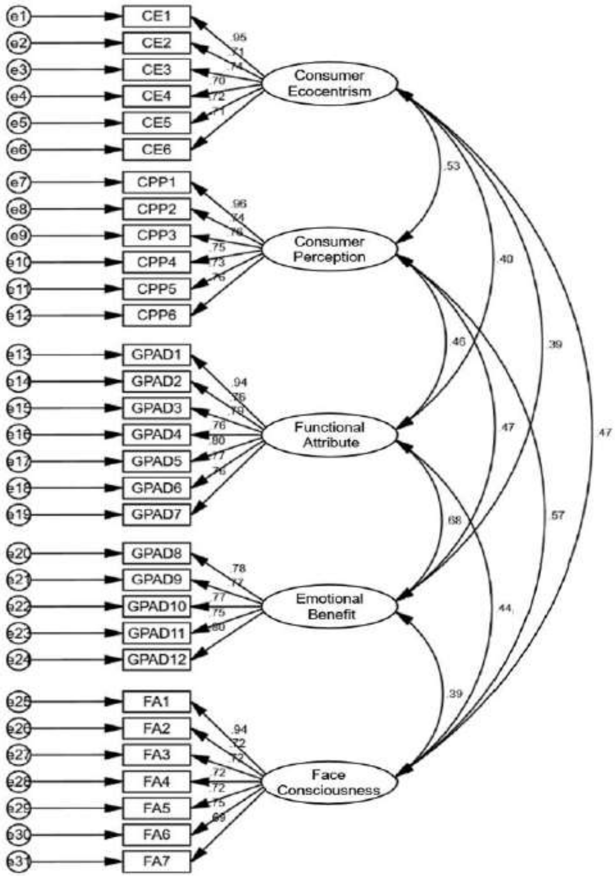
Model Fit Indicators	Optimal Criterion	Statistical Value	Fit
CMIN		444.625	
DF		424	
CMIN/DF	<3	1.049	Good
GFI	>0.8	0.944	Good
AGFI	>0.8	0.935	Good
NFI	>0.9	0.954	Good
IFI	>0.9	0.998	Good
CFI	>0.9	0.998	Good
RMSEA	<0.08	0.010	Good

Source: Compiled in this study.

As can be seen from Table 3, All of them meet the requirements, so the measurement model fit is good.

Figure 2

Overall Validation Factor Analysis Chart

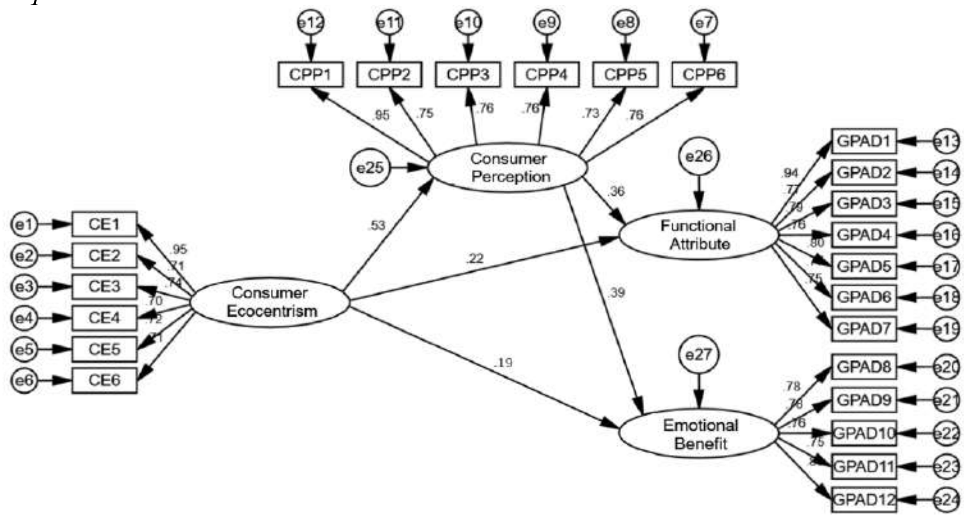


Source: Compiled in this study.

4.5 Structural Equation Modeling

Table 3

Structural Equation Model



Source: Compiled in this study.

In this study, Amos 25.0 was used to construct the full model of the structural equations of this study, and the fitting indicators of the full model are shown in Table 4 below:

Table 4

Structural Equation Fit

Model Fit Indicators	Optimal Criterion	Statistical Value	Fit
CMIN		407.776	
DF		247	
CMIN/DF	<3	1.651	Good
GFI	>0.8	0.938	Good
AGFI	>0.8	0.925	Good
NFI	>0.9	0.945	Good
IFI	>0.9	0.978	Good
CFI	>0.9	0.978	Good
RMSEA	<0.08	0.037	Good

Source: Compiled in this study.

From the results, χ^2/df=1.651<5, the fitness is good; RMSEA<0.08, the fitness is ideal; and the values of AGFI, GFI, and CFI are all higher than 0.9, ideal fitness.

4.6 Direct Effect Test

From Table 5, the standardized path coefficient of consumer ecocentrism to functional attribute decision making is 0.238 ($p<0.05$) and hypothesis H1a is supported. The standard path coefficient of consumer ecocentrism to emotional benefit decision making is 0.164 ($p<0.05$), and hypothesis H1b is supported; the standard path coefficient of consumer ecocentrism to consumer psychological perception is 0.427 ($p<0.05$), and hypothesis H2 is supported; and the standard path coefficients of consumer psychological perception to functional attribute decision making as well as emotional benefit decision making are respectively 0.490, 0.425 ($p<0.05$), and hypothesis H3 is supported.

Table 5

Path Factor Analysis

Trails			Estimate	S.E.	C.R.	*p*
Functional Attribute	<---	Ecocentrism	0.238	0.057	4.169	***
Emotional Benefit	<---	Ecocentrism	0.164	0.048	3.425	***
Perception	<---	Ecocentrism	0.427	0.039	11.062	***
Functional Attribute	<---	Perception	0.490	0.074	6.654	***
Emotional Benefit	<---	Perception	0.425	0.063	6.717	***

Notes： $p<0.001$***

Source: Compiled in this study.

4.7 Intermediation Test

In this study, in order to test the mediating effect of consumers' psychological perceptions, Bootstrap method was used to sample the data for 5000 repetitions and calculate the 95% confidence intervals, and the results are shown in Table 6:

Table 6

Bootstrap Intermediation Test

		Estimate	Bias-corrected 95%CI		Percentile-method 95%CI	
			Lower	Upper	Lower	Upper
Total Effect	Ecocentrism - Functional Attribute	0.408	0.315	0.501	0.315	0.500
	Ecocentrism - Emotional Benefit	0.393	0.295	0.491	0.295	0.492
Indirect Effect	Ecocentrism-Perception-Functional Attribute	0.191	0.130	0.269	0.128	0.267
	Ecocentrism-Perception-Emotional Benefit	0.206	0.143	0.286	0.140	0.283
Direct Effect	Ecocentrism - Functional Attribute	0.217	0.105	0.325	0.104	0.325
	Ecocentrism - Emotional Benefit	0.187	0.072	0.304	0.068	0.302

Source: Compiled in this study.

Table 6 shows that the total effects of consumer ecocentrism on functional attribute decision-making and on emotional benefit decision-making are 0.408 and 0.393, with 95%CI of [0.315, 0.501] and [0.295,0.491], respectively, which means that the total effects between them are significant. The indirect effect values of consumer ecocentrism on functional attribute decision-making through consumer psychological perception and on emotional benefit decision-making through consumer psychological perception were 0.191, 0.206, respectively, with 95%CI of [0.130, 0.269], [0.143, 0.286], respectively, indicating that the indirect effect between them was significant. The total effect and indirect effect are significant, and there is a mediating effect of consumer psychological perception. The direct effect values of consumers' eco-centrism functional attribute decision-making and emotional benefit decision-making are 0.217 and 0.187, respectively, with 95%CI of [0.105, 0.325], [0.072, 0.304], respectively, indicating that the direct effect between them is significant. If the direct and indirect effects are significant at the same time, there is a partial mediation of consumer psychological perception, so hypothesis H4 is supported.

4.8 Moderating Effects Test

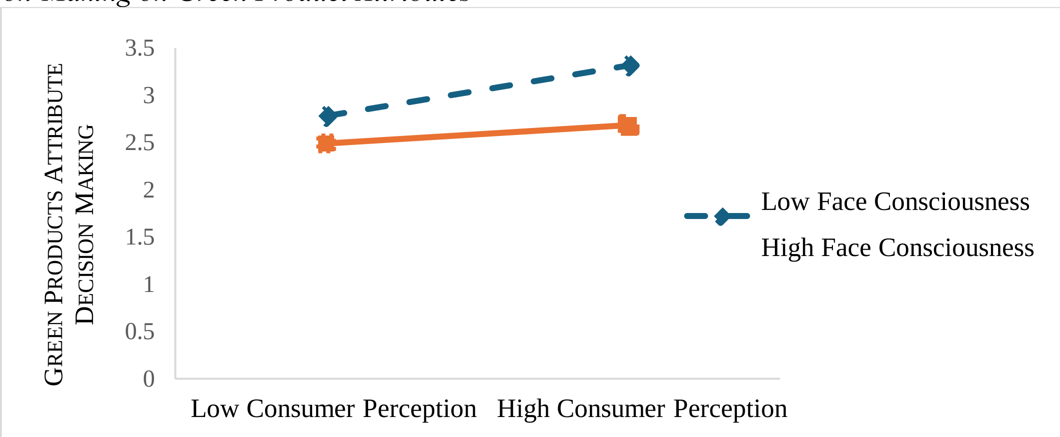
Through Table 7, it can be obtained that the coeff value of int-1 on the decision of green product attributes is -0.180($p<0.05$), which has a significant negative effect, therefore hypothesis H5 is supported.

Table 7
An Examination of the Moderating Role of Face Consciousness on Consumers' Psychological Perceptions and Decision Making on Green Product Attributes

	coeff	se	t	*p*	LLCI	ULCI
constant	3.097	0.182	17.039	0.000	2.740	3.455
Perception	0.283	0.045	6.258	0.000	0.194	0.372
Face Consciousness	0.205	0.048	4.248	0.000	0.110	0.300
int-1	-0.180	0.047	-3.850	0.000	-0.272	-0.088
Sex	0.193	0.070	2.749	0.006	0.055	0.332
Age	-0.047	0.052	-0.896	0.371	-0.149	0.056
Educational Attainment	0.004	0.038	0.105	0.916	-0.071	0.079
Marital status	0.191	0.106	1.807	0.071	-0.017	0.398
Income	0.018	0.032	0.564	0.573	-0.045	0.081

Source: Compiled in this study

Figure 4
Map of the Moderating Effect of Face Consciousness on Consumers' Psychological Perceptions and Decision-Making on Green Product Attributes



Source: Compiled in this study.

Through Table 8, it can be obtained that the coeff value of int-1 on the decision of functional attributes of green products is -0.209(p<0.05), which has a significant negative effect, therefore hypothesis H6 is supported.

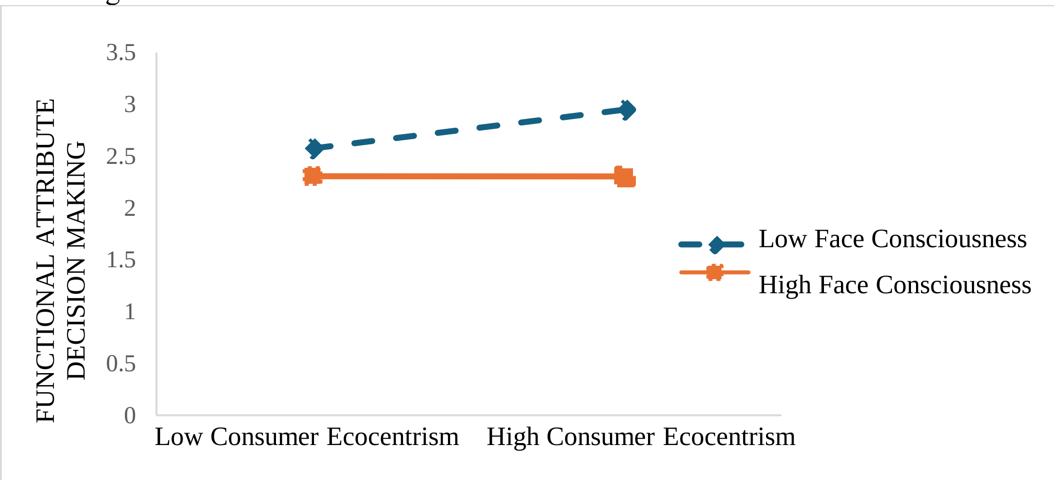
Table 8
An Examination of the Moderating Role of Face Consciousness on Consumer Ecocentrism and Functional Attribute Decision Making

	coeff	se	t	*p*	LLCI	ULCI
constant	3.021	0.212	14.278	0.000	2.606	3.437
Ecocentrism	0.208	0.052	4.024	0.000	0.107	0.310
Face Consciousness	0.309	0.054	5.762	0.000	0.203	0.414
int-1	-0.209	0.053	-3.966	0.000	-0.313	-0.106
Sex	0.175	0.082	2.133	0.033	0.014	0.336
Age	-0.054	0.061	-0.885	0.377	-0.174	0.066
Educational Attainment	-0.006	0.045	-0.141	0.888	-0.094	0.082
Marital status	0.227	0.124	1.841	0.066	-0.015	0.470
Income	0.037	0.038	0.969	0.333	-0.038	0.111

Source: Compiled in this study.

Figure 5

Map of the moderating effect of face consciousness on consumer ecocentrism and functional attribute decision-making



Source: Compiled in this study.

Through Table 9, it can be seen that the coeff value of int-1 emotional benefit decision is -0.244(p<0.05), which has a significant negative effect, therefore hypothesis H7 is supported.

Table 9

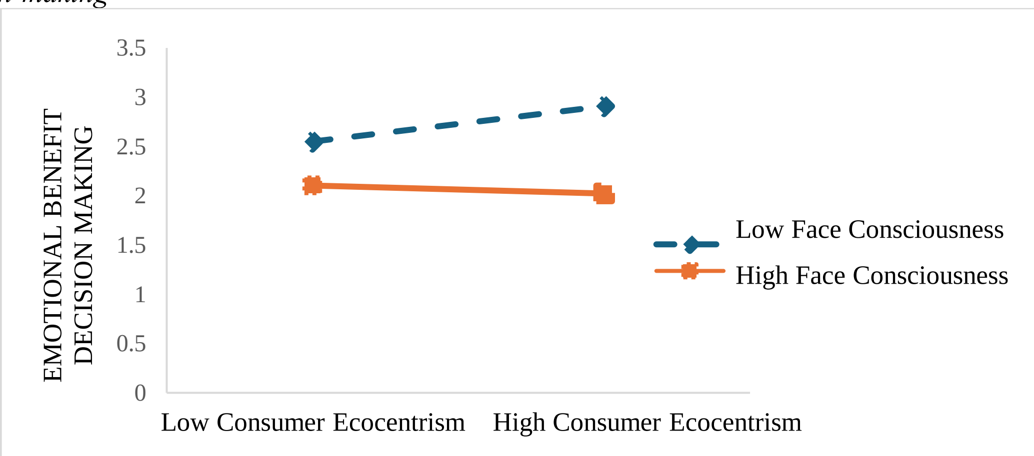
An Examination of the Moderating Role of Face Consciousness on Consumer Ecocentrism and Emotional Benefit Decision Making

	coeff	se	t	*p*	LLCI	ULCI
constant	3.265	0.209	15.643	0.000	2.855	3.676
Ecocentrism	0.199	0.051	3.889	0.000	0.098	0.299
Face Consciousness	0.228	0.053	4.307	0.000	0.124	0.331
int-1	-0.244	0.052	-4.697	0.000	-0.347	-0.142
Sex	0.140	0.081	1.730	0.084	-0.019	0.299
Age	-0.087	0.060	-1.450	0.148	-0.205	0.031
Educational Attainment	0.013	0.044	0.285	0.776	-0.074	0.099
Marital status	0.289	0.122	2.372	0.018	0.050	0.529
Income	-0.006	0.037	-0.149	0.881	-0.079	0.068

Source: Compiled in this study.

Figure 6

Map of the moderating effect of face consciousness on consumer ecocentrism and emotional benefit decision-making



Source: Compiled in this study.

5. Conclusions and recommendations

5.1 Conclusions

Today's society, environmental issues have driven the emphasis on ecology. Consumers with consumer eco-centrism are not only more concerned about environmental issues, but also consider product features and attributes, including functional attributes and emotional benefits, more comprehensively in their purchasing decisions. For this type of consumers, the choice of green products is not based on the functionality of the product, but also involves consideration of emotional fulfillment and ethical dimensions.

Based on the perceived value theory, eco-centrist consumers are more positive in perceiving environmental friendliness and morality, which in turn affects their attitudes toward green products and purchase decisions, and the psychological identification and purchase intention indicate that eco-centrism has a direct and profound influence on green product decision-making. However, although some consumers recognize the eco-friendly viewpoints, those with high face consciousness may face psychological contradictions in their decision-making, associating purchase decisions with social status enhancement rather than focusing on the sustainable attributes of the product itself. This psychological factor has a negative moderating effect on consumers' psychological perceptions and decisions about green product attributes.

5.2 Recommendations

First of all, the development of sustainable consumption is influenced by numerous factors, such as innovation inputs and investments that have a contributing effect on sustainable consumption (Xie et al., 2022). Different cultural and social factors have different impacts, and future comparative studies involving different contexts could be involved to understand how cultural differences affect consumption behavior.

Secondly, there are still some considerations when universal consumers consume green, and companies need to understand the needs of different types of consumers and adopt diversified marketing strategies to better meet the needs of different consumers.

Finally, this study used questionnaires, and other research methods can be used in the future to obtain more in-depth and accurate data.

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The Influence of Platform-Type Leadership on Employees Extra-Role Behaviors：Empowerment as The Mediating Variable

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Abstract

More and more companies today are tapping into an emerging type of leader: the platform leader, to cultivate out-of-role behaviors in their subordinates. Leaders' behaviors and styles have a significant impact on employees' work behaviors and performance. In this study, 501 employee data from different organizations were collected by questionnaire through simple random sampling and data were analyzed using structural equation modeling. The results of the study show that platform leadership has a significant positive impact on organizational employees' extra-role behaviors. By providing support, granting autonomy, and encouraging employees to participate in decision-making, platform leaders enhance employees' creativity, innovation, and autonomy, which, in turn, leads to more positive engagement in extra-role behaviors. Employee empowerment rights play a mediating role between platform-based leadership and employee extra-role behaviors, suggesting that the degree to which employees are empowered by their leaders plays a key mediating mechanism in the relationship between platform-based leadership and extra-role behaviors. Organizations should pay attention to developing platform leaders to create positive work environments by empowering and motivating employees in order to promote positive extra-role behaviors.

Keywords: Platform leadership; Employee extra-role behavior; Empowerment

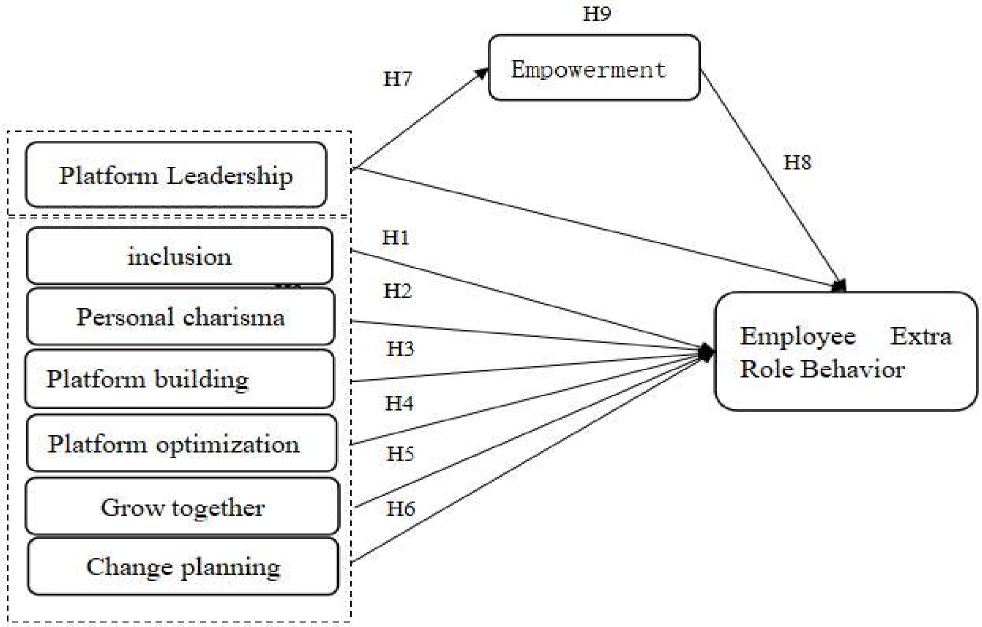
1. Introduction

In recent years, along with the rapid development of the global economy and the intensification of corporate competition, effective management and leadership within organizations has become critical. Leaders' behaviors and styles have a profound impact on employees' daily work behaviors and performance. Therefore, scholars Hao Xuguang et al. (2021) put forward a leadership concept that is quite characteristic of the Internet platform economy era-platform leadership, and defined it as a leadership model that values the development of the common cause of itself and its subordinates, stimulates each other's potential, mobilizes each other's motivation, and works together to make the platform (cause) bigger (Xiong Li, 2022). Employees expect the enterprise to become a platform for value co-creation rather than dependent on the enterprise for survival. In recent years, with the development of social science and organizational behavior, the need for organizational change and new management practices, and the rise of platform leadership, empowerment empowerment, as a management strategy to give power to employees and empower their talents, has gradually attracted the attention of researchers.

2.Literature review and hypotheses

Figure 1

Research framework diagram



Source: Organized by this study

2.1 Variable Definition

2.1.1 Platform Leadership Definition

This paper defines platform leadership as a leader who values common growth and mutual achievement with employees, realizing a win-win situation for both leaders and employees and the lasting development of the enterprise. And it is divided into six dimensions: tolerance, personal charisma, platform building, common growth, platform optimization and change planning.

2.1.2 Extra role behavior Definition

According to Katz & Kahn (1978) Extra role behavior (ERO) is an employee's initiative to seek behavior outside of a specific role is called spontaneous behavior. It is an action that does not fall within the scope of work, but has a very significant impact on the organization. This is also the definition of extra role behavior in this paper

2.1.3 Empowerment Definition

This paper defines empowerment delegation as a leader delegating power to a subordinate and empowering him or her to be able to exercise this power, giving room for greater possibilities of doing things. It is worth noting that empowerment is a different concept from delegation of authority. Empowerment tends to be more of a delegation of power and refers more to the exercise of power in place of the leader. According to Abhishek et al. (2006), the empowering behavior of leaders towards their subordinates includes both "empowerment" and "enabling".

2.2 Research hypothesis

2.2.1The Relationship Between Platform Leadership and Employee Out-of-Role Behavior

When leaders are tolerant and understanding of their employees, it makes them let go and do their work without fear of making mistakes. As a result, employees will feel comfortable doing work outside of their roles, which will help to increase their self-confidence and make them more willing to participate in various extra-role behaviors in the organization. Therefore, hypothesis is proposed:

H1：The inclusion of platform leaders plays a positive influence on employees' extra-role behaviors.

A leader's individual characteristics and style of behavior can subtly influence the values and thoughts of subordinates, motivate employees, and inspire them to perform extra-role behaviors more diligently. Based on this, this paper proposes the following hypothesis:H2: The personal charisma of platform leaders positively influences employees' extra-role behaviors.

H2: The personal charisma of platform leaders positively influences employees' extra-role behaviors.

Platform building aims to provide a greater platform for self-realization through the continuous enlargement of the career platform, and to motivate the inner potential of leaders and subordinates. Therefore, this paper proposes the hypothesis:

H3: Platform building in platform leadership positively influences employees' extra-role behaviors.

The common growth here is to be based on a common career platform, that is, based on platform-based leadership, emphasizing that leaders and employees benefit from each other and grow together. Based on this, this paper proposes the following hypothesis:

H4: Co-growth of platform-based leadership positively affects employees' extra-role behavior.

Platform leaders assist their subordinates in the continuous development of knowledge and skills by providing learning opportunities and training, which helps employees to better perform out-of-role behaviors and adapt to organizational needs and changes. Based on this, this study proposes the following hypothesis:

H5: Platform optimization of platform leaders positively influences employees' extra-role behaviors.

Based on the fact that platforms need to be continuously improved to adapt to the dynamic changes faced by the organization, and that employees understand that change is critical to the development of the organization, and thus are more willing to actively participate in extra-role behaviors, this paper proposes the following hypotheses:

H6: Platform leaders' change planning positively influences employees' extra-role behaviors.

2.2.2The Relationship Between Platform Leadership Enabling Empowerment Behaviors

Empowering empowered employees is a management style that any type of leader needs to master in today's business. And platform leaders are also keen to empower their subordinate employees, not only to reduce their own work pressure, but also to stimulate the potential of employees. Therefore, this paper proposes the following hypotheses:

H7: Platform-type leaders play a positive influence on empowerment delegation behavior.

2.2.3 The Relationship Between Empowerment Delegation and Employee Out-of-Role Behavior

Empowerment delegation helps motivate employees to be more active in taking on additional responsibilities, engaging in innovation, and driving organizational success. Employees are more motivated to perform extra-role behaviors when they feel trusted and supported; therefore, this paper proposes the following hypothesis:

H8: Leaders' empowering delegation behaviors positively influence employees' extra-role behaviors.

2.2.4The brokering role of empowerment authorization

When platform leaders manage their employees through the management style of empowerment and delegation, the employees develop positive emotions and go to complete their extra-role behaviors, believing that the empowerment of the leaders allows employees to recognize their own ability to work and have confidence in their own abilities. In summary, based on the above research, the following hypotheses are proposed:H9: Empowerment delegation mediates the relationship between platform leadership and employees' extra-role

3.Methodology

3.1 Instrument and measurement

3.1.1 The Platform Leadership Scale

The scale cited in this paper is from Hao Xuguang et al: Platform Leadership: validation of multidimensional structure, measurement and impact on innovative behavior (2021), for 6 dimensions with a total of 25 topic options. The reliability and validity of the questionnaire were proved through the study.

3.1.2 Empowerment Scale

The Empowerment Delegation Scale used in this study was derived from (Wang Hui et al., 2008). In developing the scale, reliability and validity have been tested on a wide sample for the instrument being measured. In this paper, 10 questions have been taken to test the empowerment delegation behavior of leaders using a five-point Likert scale, the

3.1.3 Employee Extra Role Behavior Scale

The Extra-role Behavior Scale cited in this paper is divided into two parts: the Employee Extra-role Behavior Scale from Eisenberger (2001), which is based on a 5-point Likert scale, and the revised scale from Lee & Allen (2002), which is also the most frequently used scale for the measurement of pro-social behaviors in the subsequent organizational scenarios, and which consists of 8 question items using a 5-point Likert scale, and the Extra-role Behavior Scale from Eisenberger (2001), which is based on a 5-point Likert scale, and which is used to assess the social behaviors in the organizational scenario.

3.2 Sampling and date collection

This study focuses on three companies in the eastern provinces of China. Eastern China includes some of the most developed and economically vibrant cities, such as Shanghai, Suzhou, and Nanchang. The questionnaire survey method is used. Two questionnaires will be distributed and simple random sampling will be used. The first time is a prediction questionnaire, which is used to test whether the questionnaire is reasonable and credible. The second formal questionnaire is expected to distribute the number of questionnaires referring to Tinsley sample size. In this study, 900 formal questionnaires are expected to be distributed, and the channel of questionnaire distribution is through online questionnaire distribution to the employees of the company by the human resource managers in the company. The distribution of questionnaires includes three enterprises in Jiangxi, Jiangsu and Shanghai regions in electronic communications, financial banking and machinery manufacturing.

4. Results of the study

4.1 Date analysis

During the formal questionnaire distribution phase, a total of 642 questionnaires were recovered in this study through Questionstar. After excluding some invalid questionnaires, 501 valid samples were finally obtained, with a valid sample rate of 78.03%.According to the table of the number of people can be seen, men accounted for 48.5%, women accounted for 51.5%, the questionnaire is more balanced distribution of men and women, 26-35 years old and 36-45 years old group accounted for 28.9% and 30.3%, respectively, 7-9 years and 10 years and more than the overall share of 57.3%, indicating that most of the employees have been working for a long time, and the data provided has a close relationship with the enterprise. The data provided has a close connection with the enterprises. The sample collected in this study is more comprehensive, which can be used for the next study.

4.2 Reliability analysis

There are six factors in the independent variables of this study which are inclusion, personal charisma, platform building, joint growth, platform optimization, and change planning, as well as the dependent variable, mediator variable. Below is the reliability analysis of each variable separately one by one.The Cronbach's alpha coefficients for all nine variables were greater than the criterion of 0.7, indicating good internal consistency reliability of the variables. The CITC was greater than the criterion of 0.5, indicating that the measurement question items met the requirements of the study. Deletion of any of the questions did not cause an increase in the Cronbach's alpha value, which again indicates that the variables have good reliability.

4.3Reliability analysis

Table 1

reliability analysis table

Dimension (math.)	CITC	Cronbach's alpha after item deletion	Cronbach's Alpha
	0.783	0.802	
	0.63	0.841	
Inclusion	0.65	0.836	0.859
	0.642	0.838	
	0.675	0.829	
	0.794	0.835	
	0.716	0.854	
Personal charisma	0.658	0.867	0.88
	0.676	0.863	
	0.722	0.852	
	0.721	0.739	
Platform building	0.588	0.801	0.82
	0.652	0.772	
	0.621	0.787	
	0.759	0.778	
Grow together	0.631	0.834	0.85
	0.683	0.812	
	0.686	0.811	
	0.715	0.756	
Platform optimization	0.622	0.8	0.829
	0.653	0.786	
	0.636	0.793	
	0.672	0.692	
Change planning	0.605	0.762	0.798
	0.65	0.715	
	0.812	0.895	
	0.713	0.902	
	0.648	0.906	
	0.629	0.908	
Empowerment	0.708	0.902	0.913
	0.693	0.903	
	0.708	0.902	
	0.699	0.903	
	0.664	0.905	
	0.675	0.921	
	0.78	0.915	
Employee Extra Role Behavior	0.692	0.92	0.926
	0.699	0.919	
	0.74	0.917	
	0.726	0.918	

0.726	0.918
0.703	0.919
0.693	0.92
0.715	0.919

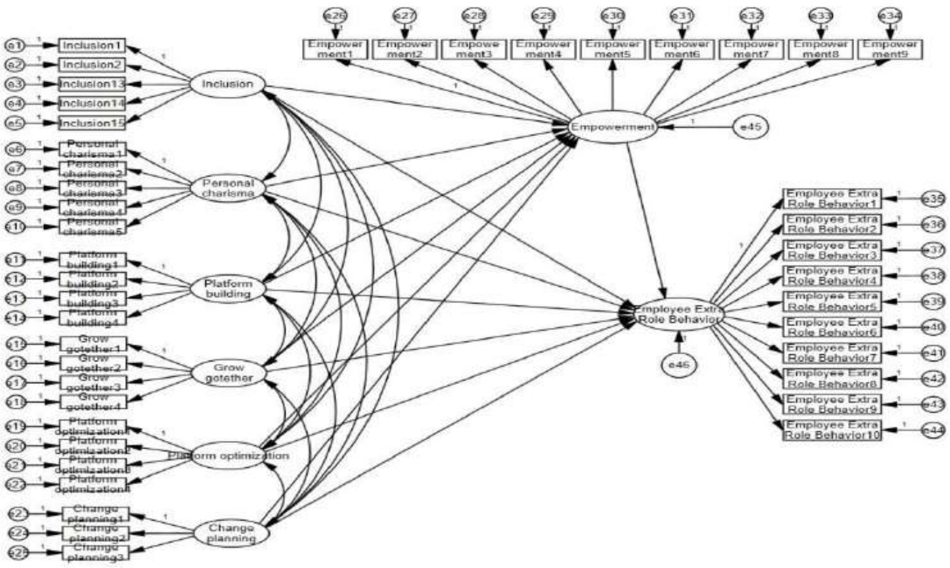
Source: Organized by this study

Inclusion, personal charisma, platform building, joint growth, platform optimization, change planning, empowerment, delegation, extra-role behavior Cronbach's alpha coefficients are greater than 0.7, indicating that the variables have good internal consistency reliability. CITC is greater than 0.5, indicating that the measurement questions are in line with the requirements of the study. From the "Cronbach's Alpha value of deleting the item", deleting any of the questions does not cause an increase in Cronbach's Alpha value, which also indicates that the variables have good reliability.

4.4Validation factor analysis

Figure 2

Overall CFA model diagram



Source: Organized by this study

Table 2

Overall Validated Factor Analysis Model Fit Indicator Table

Model Fit Indicators	Optimal criterion	Statistical value	Fit
CMIN	——	1122.966	——
DF	——	874	——
CMIN/DF	<3	1.285	Good
RMR	<0.08	0.041	Good
GFI	>0.8	0.909	Good
AGFI	>0.8	0.897	Acceptable
NFI	>0.9	0.914	Good
IFI	>0.9	0.979	Good
TLI	>0.9	0.978	Good
CFI	>0.9	0.979	Good
RMSEA	<0.08	0.024	Good

Source: Organized by this study

From Table , it can be seen that CMIN/DF is 1.285, which is less than the standard below 3, AGFI statistic value is more than 0.8, which is in the acceptable range, GFI, AGFI, NFI, IFI, TLI, CFI all reach the standard above 0.9, RMR is 0.041, which is less than 0.08, and RMSEA is 0.024 which is less than 0.08, and the various fitting indexes are in line with the general research standards, so it can be considered that this model consists of a good fit.

4.5 Convergent validity

Convergent validity, which also becomes convergent validity, is the degree of correlation between different items measuring a latent variable. Convergent validity is generally measured by taking the average extracted variance (AVE) and combined reliability (CR) of the observed items. The standardized factor loadings of each measure for each variable in this paper are all greater than 0.6 or more, the component reliability (CR) is greater than 0.7, and the average variance extracted (AVE) is greater than 0.5, so that the observed variables under each dimension can explain the dimension well. The standardized loading coefficients are all greater than 0.6 in absolute value and show significance, which means that there is a good measurement relationship, and the data of this analysis has good convergent validity. Therefore, the scale of this study has good convergent validity

4.6 Discriminant validity

Table 3

Distinguishing Validity Scale

	Inclusion	Personal charisma	Platform building	Grow together	Platform optimiza tion	Change planning	Empow erment	Extra Role Behav ior
Inclusion	**0.746**							
Personal charisma	.509**	**0.773**						
Platform building	.479**	.486**	**0.767**					
Grow together	.414**	.441**	.402**	**0.769**				
Platform optimization	.430**	.447**	.411**	.414**	**0.742**			
Change planning	.404**	.425**	.323**	.360**	.403**	**0.751**		
Empowerment	.536**	.548**	.490**	.468**	.526**	.442**	**0.736**	
Employee Extra Role Behavior	.581**	.563**	.559**	.517**	.554**	.483**	.732**	**0.746**

Source: Organized by this study

The present study used the more rigorous AVE method of assessing discriminant validity, where the open root sign of the AVE for each factor had to be greater than the correlation coefficient for each paired variable to indicate discriminant validity between the factors . The open root sign of the AVE for each factor was greater than the standardized correlation coefficient off the diagonal, so this study still had discriminant validity, and the diagonal lower triangles are the correlation coefficients. See table above for details

4.7 Direct effect test

Table 4
Table of path coefficients

			S.C	N-S.C	S.E.	C.R.	P	hypothesis
Empowerment	<---	Inclusion	0.203	0.214	0.056	3.845	***	Supported
Empowerment	<---	Personal charisma	0.182	0.179	0.053	3.366	***	Supported
Empowerment	<---	Platform building	0.156	0.16	0.054	2.962	0.003	Supported
Empowerment	<---	Grow together	0.117	0.115	0.047	2.443	0.015	Supported
Empowerment	<---	Platform optimization	0.214	0.218	0.054	4.078	***	Supported
Empowerment	<---	Change planning	0.099	0.109	0.055	1.998	0.046	Supported
Extra Role Behavior	<---	Inclusion	0.127	0.118	0.041	2.864	0.004	Supported
Extra Role Behavior	<---	Personal charisma	0.04	0.035	0.039	0.902	0.367	Unsupported
Extra Role Behavior	<---	Platform building	0.166	0.15	0.04	3.753	***	Supported
Extra Role Behavior	<---	Grow together	0.082	0.07	0.034	2.066	0.039	Supported
Extra Role Behavior	<---	Platform optimization	0.112	0.1	0.04	2.538	0.011	Supported
Extra Role Behavior	<---	Change planning	0.095	0.091	0.04	2.295	0.022	Supported
Extra Role Behavior	<---	Empowerme nt	0.443	0.389	0.045	8.625	***	Supported

Source: Organized by this study

From the above table: the six dimensions of platform leadership, except personal charisma is not significant (P>0.05), the other five dimensions: inclusion, platform building, platform optimization, common growth, change planning and employees' extra-role behaviors are all positively affected (P<0.05), so hypotheses H1, H3, H4, H5 and H6 are valid, and hypothesis H2: personal charisma of platform leadership has a positive effect on employee Out-of-Role Behavior is not valid.

Since each of the six dimensions in platform leadership has a significant effect on empowerment (P<0.05), therefore platform leadership plays a significant role in influencing employees' out-of-role behaviors, so hypothesis H7: platform leadership positively influences empowering and delegating behaviors is valid.

4.8 Mediating effects test

Table 5
Mediation effects test table

	Standardized effect value	Bias-Corrected 95%CI		Percentile 95%CI	
		Lower	Upper	Lower	Upper
	Aggregate effect				
Platform Leadership-Employee Extra Role Behavior	0.867	0.812	0.913	0.813	0.914
	Indirect effect				
Platform Leadership-Empowerment -Employee Extra Role Behavior	0.228	0.088	0.371	0.084	0.367

	Direct effect				
Platform Leadership-- Employee Extra Role Behavior	0.639	0.46	0.818	0.462	0.82

Source: Organized by this study

The study used Bootstrap method to test the mediating effect of paths between variables with a sampling number of 5000 and 95% confidence intervals. The total effect value of platform leadership on employees' out-of-role behaviors was 0.867, which did not contain 0 within the value intervals of Lower and Upper (0.813 , 0.914) of the Bias-Corrected (0.812 , 0.913) and Percentile95% CI, indicating that the total effect existed; the indirect effect value of platform leadership's authorization of employees' out-of-role behaviors through empowerment was 0.228, which was within the value intervals of Bias-Corrected (0.812 , 0.913) and Percentile95% CI. The indirect effect of platform leaders' empowerment on employees' extra-role behaviors is 0.228, which does not contain 0 within the value interval of Lower and Upper (0.084 , 0.367) of Bias-Corrected (0.088 , 0.371) and Percentile95% CI, suggesting the existence of an indirect effect, and when the total effect exists with the indirect effect, it suggests that there is a mediating effect of empowerment; the indirect effect of platform leaders' empowerment on employees' extra-role behaviors is 0.228, and the indirect effect is 0.228. mediating effect; the value of the direct effect of platform leadership on employees' out-of-role behavior is 0.639, which does not contain 0 within the value interval of Bias-Corrected (0.46 , 0.818) and the Lower and Upper (0.462 , 0.82) of Percentile95% CI, indicating that the direct effect exists, and when both the total effect and the direct effect coexist and are significant, then empowerment authorization acts as a partial mediator. Therefore, Hypothesis H9: Empowerment Delegation mediates the relationship between platform leaders and employees' extra-role behaviors is valid.

5.Conclusions of the study

5.1Conclusions

In today's highly competitive business world, opportunities always go hand in hand with challenges. Companies are facing great challenges as well as opportunities. How to seize the opportunities requires managers to have strong insight and foresight. Managers need to have a clear goal and knowledge, have a set of their own business appropriate management style, drive its employees, to complete the organizational goals.

5.2Research contributions

Relatively few studies have examined platform leadership, which is currently an emerging leadership style in China. In recent years, more and more scholars have begun to focus on employees' extra-role behaviors, yet few studies have focused on leaders. And this study also enriches the theory of leadership style as well as the related theory of employee role behavior. It also adds empowerment delegation as a mediating variable, which is two different concepts from delegation, and enriches the leadership style more comprehensively. The study of leadership style and employee management behavior can help more enterprises to improve the management system and ease the relationship between leaders and employees.

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Exploring Student Online Interactions and Learning in a Languaging Course

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Abstract

This study investigates the online social platforms utilized by 40 students to discuss their hobby projects and explores the types of posts shared during their interactions. Additionally, it evaluates the outcomes of students' interactions on these platforms and identifies the benefits they gained from engaging in online discussions in the "Hobby Course", a class designed using the approach of languaging curriculum in a Thai university. The researchers questioned the types of online social platforms and posts the students used for their hobby discussions. Also they examined the results of the students' interactions in such platforms as well as the benefits the students gained from such online interactions. Data were collected through a qualitative analysis of students' online interaction reports, posts, and interactions within online communities related to their respective hobbies. The findings reveal a diverse range of online platforms employed by students, including Reddit, Facebook groups, Instagram, Discord and X (Twitter), with various types of posts shared such as questions, requests for recommendations, sharing work for feedback and interactions with other members' posts. The outcomes of students' interactions included receiving feedback, gaining knowledge and insights, building a sense of community, enhancing skills, and overcoming challenges. In general, students derived benefits from their online interactions in terms of learning, skill development, social connection, and personal growth within the context of their hobby projects.

Keywords: English as a lingua franca, Languaging, Online social platforms, Student online interactions, Hobby Course

1. Introduction

1.1 Background and Importance of the Problem

English has become the dominant global language in our interconnected world, with only one in four English users being native speakers (Crystal, 2003). This widespread use of English for international communication has caused significant changes in language conventions, especially among those who speak English as an additional language, known as non-native English speakers (NNES) (Seidlhofer, 2005; Jenkins, 2006; Pakir, 2009). Consequently, the focus of English language teaching has shifted from strictly following native English speaker (NES) norms to emphasizing effective communication strategies for intercultural interactions (Cogo, 2009; Mackenzie, 2013).

Despite the growing recognition of English as a lingua franca (ELF) and its impact on language teaching, research in this area is still relatively limited and has only recently gained attention in the field of English language teaching (ELT) (Cogo, 2012). A key aspect of ELF research is the concept of "languaging," which involves constructing meaning and shaping knowledge through language (Swain, 2006). Unlike traditional language learning methods that prioritize accuracy, languaging focuses on using language dynamically in real-life situations to achieve communicative goals (Thibault, 2017).

1.2 Challenges and the Rise of Languaging Curriculum

ELF and languaging paradigms have challenged established views of language learning and teaching. Research within the ELF framework highlights the multifaceted nature of English use across diverse cultural and linguistic contexts (Jenkins, 2015; Cogo, 2016). Languaging approaches advocate for a shift in focus from solely emphasizing language structure to its practical application (Jenkins, 2015; Cogo, 2016).

However, integrating these principles into teaching practices has faced limitations (Bayyurt & Dewey, 2020). Recognizing the crucial role of ELF and languaging in contemporary language education, a series of English language courses were designed at a Thai university, implementing a languaging curriculum.

This curriculum, based on both ELF and languaging research, emphasizes using English as a tool for achieving communication goals in various contexts and is guided by four key principles:

1) Task-based learning

This core principle prioritizes using the target language to accomplish specific tasks. It transcends rote memorization and grammar drills, encouraging students to actively engage in communication, problem-solving, and information exchange, mirroring real-world language use (Bygate et al., 2001).

2) Motivation

Dornyei (1990) emphasized the critical role of motivation in language acquisition. The languaging curriculum fosters a desire in students to actively use English through incorporating activities relevant to their interests and cultural backgrounds.

3) Metacognition

This principle equips students with the ability to recognize their language strengths and weaknesses, monitor their progress and identify areas for improvement, sand select appropriate learning strategies. By encouraging them to reflect on their learning journey, the curriculum empowers them to take ownership of their language development (Oxford, 2011).

4) Scaffolding

Acknowledging the need for support, the languaging curriculum incorporates scaffolding techniques which provide temporary assistance to students as they develop their language skills (Hammond, 2001). Examples include providing clear instructions and modeling language use, offering differentiated instruction to cater to individual learning styles, utilizing graphic organizers and visual aids to support comprehension. Scaffolding gradually diminishes as students gain confidence and proficiency in using the language independently.

1.3 Research Focus and Objectives

Building upon the established significance of ELF and languaging in language teaching, this study delves into the practical implementation of a languaging curriculum in an English language classroom. This specific course, titled “The Hobby Course,” serves as the first class within this series.

Designed to align with student interests and encourage meaningful English language use, the course centered around exploring hobbies. Students could either pursue new hobbies or enhance existing ones, leading to diverse interests and class discussions. Hobbies like crocheting, baking, and digital drawing were chosen by the participants (Watson Todd & Rangsarittikun, 2021).

Through this study, we aim to:

1) Examine the experiences and perspectives of students involved in this course.
2) Highlight the outcomes of integrating ELF and languaging principles into language teaching practices.
3) Emphasize the importance of fostering dynamic language use and developing communicative competence in intercultural interactions.

4) Ultimately, prepare students for success in today's globalized society.

1.4 Research Questions

1) What online social platforms and types of post did the students use for their hobby discussion?
2) What were the outcomes of the students' interactions in such platforms?
3) What benefits did the students gain from their online interactions in this class?

2. Research Methodology

2.1 Population, Sample and Scope of Study

The subjects of the study were forty first-year undergraduate students of the School of Architecture and Design (SoAD) of King Mongkut's University of Technology, Thonburi (KMUTT), Thailand. All of them enrolled in LNG 221: Academic English for International Students which is one of the fundamental English courses of SoAD. They studied the course for a semester of sixteen weeks. Their English proficiency levels ranged from intermediate to upper intermediate (according to their standardized test scores submitted to SoAD during their enrollment). Their written assignments were randomly selected for this study to analyse their performance and outcomes.

2.2 Teaching and learning of LNG 221 The Hobby Course

The course is one of compulsory courses for students who study in international programmes of KMUTT. It aims at promoting students to expose to authentic English input and motivate them to do things in English. Successful communication is a primary focus of the course; therefore, the issue of language accuracy is not emphasized.

Taking this course, students are required to accomplish one main task which is creating a tutorial video showing how to do a hobby. Certain process of working is provided to help students perform the task successfully. The process consists of five major steps: 1) choosing a hobby, 2) learning about the hobby using reading and video resources, 3) learning about the hobby through online interaction, 4) planning for video creation (storyboarding and scripting), and 5) creating a video. The course encourages its learners to strategically make use of available tools and resources, such as video sharing platforms and online forums for discussion, to acquire English language and communication skills through the implementation of the hobby project.

2.3 Research Methods, Data Collection and Data Analysis

This study focused particularly on step 3) online interaction activity which encouraged students to learn about their chosen hobbies by discussing and exchanging information with different groups of people who shared common interest relevant to their hobbies. The platforms they could use for performing the activity must have provided international communities or forums that used English language as a medium of communication.

To complete the task, firstly, the students explored a variety of online social platforms on purpose to find communities that align with their interests and goals. In addition, the course instructors introduced a forum platform called Reddit with the intention to recommend an interesting and useful choice to the students. Reddit is an online social media forum website in which users share news stories and various other types of content. It consists of millions of individual forums called "Subreddits," which are mostly user-created and organized by topic of discussion (Eldridge, 2024).

Subsequent to selecting communities, the students commenced their online interaction with other members. One requirement for this activity was that they shared at least one post in one of their selected communities. The post could be a question, a request for advice, or a display of their hobby-related work to receive feedback. The time allocated for this activity was two weeks.

After that the students were assigned to produce a written report describing their performances and learning regarding the platforms and communities they joined, their posts and outcomes, and the benefits they gained from this activity. They also shared their online interaction experience with their classmates through class discussions.

For this study, the data were collected through the use of three methods: 1) studying students' online interaction reports, 2) conducting a classroom discussion, and 3) observing the posts they shared in the communities they joined. Their written reports were the primary source used to obtain information on how they performed the task, what results they achieved, and what benefits they gained. The class discussions were used to obtain additional information added to the primary source. Finally, the observation on the students' posts were done in order to examine how they created their posts.

3. Results

The results of the study were obtained from studying the students' online interaction reports which were written after they finished the online interaction activities. The results are presented in both tables and descriptions following the series of questions used in the students' online interaction reports.

Table 1

Online Communities that the students used

Online Communities	No. of student	Percentage
Reddit (recommended by teachers)	33	82.5
Facebook Groups	9	22.5
Instagram	2	5.0
Discord	2	5.0
X (Twitter)	1	2.5
Others	4	10.0

From Table 1, it is not surprising at all that Reddit emerged as the most popular online social platform among the students since it was recommended by teachers. There were 33 students (82.5%) who used it to interact with other members sharing similar interests via its subgroups called 'Subreddits' which allowed students to find niche communities related to their hobbies, such as r/crochet, r/dancing, and r/bicycling. Besides Reddit, the second most popular platform was Facebook groups as 9 students (22.5%) chose to use it for their online community engagement. The rest were Instagram, Discord, X (Twitter) and other websites. Overall, students opted to utilize various online platforms as their choice of platform depended on factors such as the type of hobby, preferred communication style, and target audience.

Table 2

Types of Students' Posts on Communities

Types of Students' Posts	No. of student	Percentage
Asking questions, requests and clarifications	37	92.5
Showing work for feedbacks	9	22.5
Commenting on others' posts	2	5.0

Table 2 presents the type of posts shared by students in the communities they joined depending on their specific hobbies and objectives. It is clearly shown that most students (37 students, 92.5%) posted questions seeking advice, recommendations, or information related to their hobbies. This also included the posts that looked for clarification on specific concepts, techniques, or terms related to their hobbies. These posts aimed to overcome challenges, fill knowledge gaps, or address confusion encountered during their hobby projects. Several students (9 students, 22.5%) shared their own creations e.g. artwork or musical performances, to receive feedback, suggestions for improvement, technical advice and constructive criticism from other community members. Meanwhile, two students (5.0%) stated they engaged with other members' posts by commenting, providing feedback, or asking questions as a part of fostering and supporting their communities.

Results of posting

When the students contributed their initial posts to the online communities of their choice, some of them successfully obtained required information and useful advice through the comments they received, while some encountered challenges that hindered their hobby learning.

Those who obtained positive results reported that their posts received a satisfactory number of responses, allowing them to acquire new knowledge, learn some tips and techniques relevant to their hobbies, and receive advice they were seeking. Their questions were also answered, helping them to find solutions to the problems they were facing while practising their hobbies.

However, while some students succeeded in creating posts and receiving responses at their first attempt, several gained unfavourable results. Their learning was obstructed due to some significant challenges as follows:

1. Lack of response

Several students had difficulty receiving responses to their initial posts. This ranged from no responses to minimal interactions, indicating potential issues with engagement, visibility within online communities, clarity of post, and lack of interest in the post content.

Many of them dealt with this issue by trying different online platforms or communities and eventually became successful in receiving some responses. A few made multiple attempts at posting on the same platforms to finally receive some useful comments. However, they made adjustment to their posts such as changing questions or adding an explanation to make their posts clearer and understandable to other members. When the posts' content and intention were effectively communicated, it increased the chance of receiving responses.

2. Visibility issues

Posts of some students were not visible to others, either due to lack of exposure or delays in post approval in certain communities.

3. Technical problems

Some students who joined Subreddits faced technical issues such as posts being blocked or labeled as spam, affecting visibility and engagement. In this case they were advised by the instructors to discuss the issue with the community moderators who took responsibility for managing and filtering members' posts as there were several possible reasons for post removal. One main reason was that many Subreddits did not allow new users to make posts in order to limit the number of daily posts in their communities.

4. Quality of responses

Some students encountered vague or unhelpful comments. For example, a student whose hobby was cycling asked a question on her Subreddit. "What do I need to do to be able to ride a bicycle without using my hands?" One of the responses received was "Get off Reddit. Put your damn feet on the pedals and turn the pedals." To the student, such a comment was considered unhelpful and could be discouraging. This occurrence was in line with an explanation by Okoro (2013) that social media have downsides, such as language pollution or unverifiable reports. These challenges may decrease the awareness of students to acknowledge social media as a reliable source of information in their daily academic lives. In addition, inconsistency in the quality of feedback and comments could hinder progress in their hobbies and affect the quality of interaction. In this case, the students needed to learn to select certain comments that promote their learning, providing them insights into their hobbies.

5. Difficulty finding active communities

Another challenge the students experienced was difficulty finding active communities for their hobbies, especially for niche or less popular activities such as glass painting or punch needle.

One tip suggested to the students regarding community selection was joining communities with a high number of members and a high engagement rate as it potentially increased a chance for receiving more feedback.

Despite all those challenges, the students explained in their reports and the class discussion that they could learn new knowledge relevant to their hobbies and obtain required information to create content for their video. They also gained more confidence to communicate in English. This could be considered an achievement of the languaging course as its focus is using language in real-life situations to achieve communicative goals (Thibault, 2017).

Apart from reporting the results of their online interaction, the students also identified additional skills they gained from this online interaction task. First, problem-solving skill was acquired when coping with several problems mentioned previously. Second, effective communication skill was developed in an effort to gain more engagement for their posts. The acquisition of those skills was consistent with the task-based learning which is one of the four core principles of this languaging curriculum. This principle was explained by Bygate et al., (2001) for encouraging learners to engage in communication, problem-solving, and information exchange. In addition, analytical skill was also gained when managing and screening the comments and feedback they received.

4. Conclusion, Recommendations and Implications

It can be seen that when making posts in online communities or forums, students can obtain either positive or negative results, depending largely on clarity of posts, community selection, and understanding in community rules and administration process. Negative results such as lack of response and post removal can be discouraging and hinder their opportunity and ability to learn. Instructor and students need to be aware of the factors that lead to such results.

One crucial factor that substantially affects results of online interaction is community selection. Several students chose to participate in other online platforms or communities after facing difficulties with their initial posts. This suggests the importance of diversifying platforms or communities to increase the chances of engagement.

Community dynamics should also be taken into consideration when choosing communities or forums for students' online interaction task. It is suggested that students choose communities showing a high number of members and engagement rate to enhance chances for receiving responses.

Moreover, students need to study rules of the communities of their interest prior to becoming a member in order to ensure that those groups can serve their purposes of learning.

Overall, engaging in online interaction through multiple online social platforms is one approach that can foster students' experiential learning in terms of both specific subjects and English language.

The activity can help students to realise the advantage of using existing resources for developing their English skills. Moreover, it can motivate them to use English language to communicate with other people in intercultural communities. Motivation plays a vital role in language acquisition, and it is also one of the key principles of languaging curriculum as it encourages students to actively use English through incorporating activities relevant to their interests.

In addition, the activity of online discussions not only allows students to expose to the real-world use of English language to communicate with others as a method of learning, but it also helps enhance students' other practical skills that can be applied to other aspects of learning and working. These benefits are supported by studies by Mazana (2018) and Mutarubukwa and Mazana (2020) that recommended students' use of social media as a means of sharing information and tackling various academic difficulties.

For instructors, when teaching languaging courses, it is important that they provide the learners with essential guidelines for performing relevant activities as there are a number of challenges they probably encounter. Providing support for learners is part of scaffolding which is another key principle of languaging curriculum.

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Learning By Doing: Why Project-Based Learning Proves to Be an Effective Method for Developing Self-regulation And Other Emotional Competencies in Gen Z Students

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Abstract

This research paper strives to analyze a project-based learning method and its positive effects on building emotional competencies in Gen Z students. In its initial part, the paper states that because of its capacity to establish and foster a wide range of competencies, project-based learning has - in its various forms - retained its relevance up until today. The paper then narrows its focus onto a method of project-based learning occurring outside of the classroom settings, namely the one adopting the form of community service projects. At its core, the paper concentrates on the effects of community service projects on the development of emotional competencies in project participants. The paper deploys a descriptive research design and relies on data collected through a self-administered questionnaire. Based on the analysis of collected data, the paper contends that community service projects not only provide Gen Z students with ample opportunities for introspection and social and emotional learning, but more crucially, project implementation proves to have positive effects on students' emotional competencies, which include self-regulation, motivation, leadership, and conflict resolution. In its conclusion, the paper argues that project-based learning proves to be an effective teaching method that allows project participants to acknowledge and cultivate feelings about themselves, their peers, or the communities they serve.

Keywords: Gen Z, Project-Based Learning, Community Service Project, Emotional Competencies

1. Introduction

From the global pandemic to learning losses incurred due to school closures, from rising costs of living to elevated school drop-out rates, from the excessive use of digital devices by students to AI-driven plagiarism woes of tutors, from surging mental health problems of the education workforce to diminishing soft skills of students – there has been no shortage of challenges confronting the global academic community over the past few years.

Some of these challenges emerged without prior warnings and left academia with no choice but to adjust to a new reality as quickly as possible. We now know that the creativity and resourcefulness of educators, who also had to acquire roles of IT or administration personnel swiftly, coupled with the proper physical infrastructure that was put in place, played a critical role in keeping educational services going when an emergent change was incorporated into the life of educational institutions by external forces.

Other challenges, however, confront educational institutions at a much slower pace, and the changes they bring along can be irreversible – as they are part of a natural order of things. Perhaps not as quickly, but here, too, educators are compelled to write and adopt a new playbook, while dressing it in a 'Work in Progress' cover – implying the variable character of such changes. If the subsiding pandemic represents a passing category of challenges, then catering to the diverse learning needs of Generation Z students – a major global topic of the current academic discourse – represents the next.

As we aspire to be part of the continuing discussion, our objectives in the presented paper are simple. We are not seeking to elevate the significance of one teaching method over another when it comes to the active engagement of Gen Z students; neither are we trying to adopt a 'one-size-fits-all approach' while referring to the deployment of the teaching method we examine on the following pages.

In a nutshell, what we set out to do is to determine whether project-based learning, as a long-established teaching method, retains any academic relevance in a modern-day era, particularly when we consider the fact that a major generational transformation has been underway, affecting industry and academia alike. In practice, this means that not only providers of primary and secondary education but increasingly the ones offering tertiary education as well, are compelled to resolve the challenges revolving around understanding and catering to the learning needs of the newly emerged demographic segment, popularly known as Gen Z.

Even though our primary attention centers on academia, solving such a challenge extends beyond it, concerning businesses as well. According to some estimates, Gen Z is, by 2025, set to account for nearly a third (27 %) of the global workforce (James, 2023). While businesses are expected to retain training and development as an integral part of their HR practices in the foreseeable future, they noticeably prefer those candidates who are ready to take on their job roles and responsibilities forthright. Research into the skills and competencies of members of this demographic cohort is, therefore, valuable for both entities.

Shaped by distinct external and environmental factors, equipped with a particular set of traits and attributes, and displaying unique behavioral styles, Generation Z is markedly different from previous generations. Many educators, psychologists, or behavioral scientists familiar with the topic will readily attest to it.

Initially used to describe only Americans, the term 'Generation Z' was quickly popularized and applied globally to young people belonging to the same age category regardless of their geographical, ethnic, religious, or social backgrounds. Born during the late 1990s and early 2000s, with some referring to the specific year range of 1997-2012 – although the years spanned are sometimes contested and debated – Generation Z is the generation following the millennial generation, also known as Gen Y (Eldridge, 2024).

Empowered by rapid technological changes that coincided with its emergence, the Gen Z cohort – or digital natives, as they are also recognized – is known for its mobility and ability to reside in multiple realities. Its members value individual expression, avoid labels, and mobilize for various reasons. What they also seem to share across different geographical regions, is that they are comfortable with not having only one way to be themselves. Their search for authenticity generates greater freedom of expression and greater openness to understanding different kinds of people (Francis & Hoefel, 2018).

But just as a unique array of characteristics and strengths sets members of this generation apart from the rest, their weaknesses, too, seem to highlight the striking differences with preceding generations. Native digital skills appear to come at the expense of interpersonal communication and dynamics, which do not come easy to them (Cohen, 2023).

A short attention span is yet another of many apparent weaknesses Gen Z displays – although sudden distractedness and a loss of control are certainly problems affecting other demographical cohorts as well, as some studies indicate (Hunt, 2023).

A glance at this cohort, however, raises an important question of whether it is meaningful to include a project-based learning method in the academic portfolio of active engagement instruments for Gen Z students, particularly where the curriculum of tertiary institutions is concerned.

This paper proposes that a project-based learning method not only retains its academic relevance in the complex context of a rapidly changing educational landscape; it will also show that this educational instrument can facilitate a conducive learning environment by allowing full-time university students – all of whom happen to be part of the same demographical cohort, Gen Z – to develop a unique set of capacities. In addition, it is also important to emphasize that some of these capacities appear to be highly sought-after by employers.

For this reason, we examine the effects of a project-based learning method occurring outside of the classroom settings, namely the one adopting the form of a community service project, on the development of emotional competencies in project participants which include: self-regulation, motivation, and social skills in leadership and conflict management.

In doing so, we draw on the findings of previous research in neuroscience, psychology, pedagogy, and mental as well as emotional intelligence, which are detailed in the paper's second part. This quantitative research paper uses a descriptive research design centered on a survey, developed in line with related literature after consultations with a behavioral scientist, which constitutes the paper's third part. The collected data are analyzed, summarized, and presented in the paper's fourth and fifth parts, which are then followed by the paper's final parts dedicated to the concluding thoughts and references.

2. Literature review

Before we concentrate our attention on project-based learning, let us recall what neuroscience and psychology have to say about learning. Thanks to modern-day research, we now know with certainty that all learning implies a change in the brain, in the form of strengthening of synaptic connections (Goleman, 1995). As learning experiences change the functional circuity that is used to process and remember a given learning event, learning programs the brain (Klemm, 2020).

This effectively means that not only do our brains change physically whenever we learn something new, but they continue to be molded by experience and learning throughout our lives (Cunnington, 2019). Because the brain is home to cognition and emotion alike (LeDoux, 1998), any form of learning leaves a lasting footprint on linear, analytical, and logical thinking as well as on emotional and intuitive impulses. As a result, learning provides us with opportunities to become cognitively and emotionally adept.

We also know that people learn best when they are fully engaged (Goleman, 1998) – and this argument is particularly useful to remember whenever the disruptive effects of modern technology strike in classrooms and beyond. When student engagement and factors hindering its effectiveness become a topic of academic discussions, inevitably, school projects appear to draw significant attention. Though the nature of school projects tends to differ from country to country – and is often determined by wider socio-cultural and religious settings – they have their role to play.

It would be a mistake to consider projects a panacea for all education ills or as the royal road to a nirvana of knowledge. Some materials need to be taught in more disciplined or algorithmic ways. But at their best, projects can serve several purposes well. They engage students over a significant period, spurring them to produce drafts, revise their work, and reflect on it. They foster positive cooperativeness in which each student can make a distinctive contribution. They model the kind of useful work that is carried out in the wider community. They allow students to discover their areas of strength and to put their best foot forward. They engender a feeling of deep involvement. Thus, projects appear to be highly motivating and can be memorable as many students remember best those projects in which they invested much time and effort. Accordingly, educators must do the best they can to continue to feature them in the curriculum (Gardner, 2006).

Placing a project at the very center of an academic approach to facilitate learning in project participants is what a project-based learning method aims to achieve. Although appearing like a new approach, whose popularity has risen only in the past few decades, project-based learning has a long history – its origins can already be traced back to classical times (Lift Learning, 2021). The findings provided by modern-day neuroscience and psychology make a strong case as to why this academic instrument has remained in existence from ancient times until today.

What was once conceived as an intellectual enlightenment of ancient philosophers, project-based learning has, thanks to its benefits, become a commonly used teaching method educators often deploy. Irrespective of their geographical locations, educators use it primarily because of the method's ability to engage students in learning (Almulla, 2020). One of its undisputed strengths lies in its ability to create a hands-on approach to learning while placing learners at the very center of it – inevitably modifying the traditional roles of teachers and students in the learning process (Bell, 2010). As such, project-based learning can also be recognized as learning by doing (Krajcik & Blumenfeld, 2006), or learning through doing (Turk & Berman, 2018).

The variations in its name point to the fact that a precise and universally agreed definition of project-based learning is absent. However, we can describe it as a collaborative, inquiry-based teaching method where students integrate, apply, and construct their knowledge as they work together to create solutions to complex problems (Guo et al., 2020).

Others (Loyens et al., 2015) distinguish it as a form of cooperative and research-based learning technique characterized by active student engagement and comparative learning. Hazard (2023) defines project-based learning as an approach designed to extend beyond knowledge acquisition to competency development, enabling real-world action coupled with a focus on authenticity, inclusiveness, and common impact.

Project-based learning can be used as an effective way to develop twenty-first-century capabilities in learners by promoting critical thinking as well as problem-solving, interpersonal communication, information and media literacy, cooperation, leadership, teamwork, innovation, and creativity (Häkkinen et al., 2017). On top of it, better preparation of students for the workplace reality (Jollands et al., 2012) is seen as yet another of its crucial benefits.

In addition, some of the most common hallmarks assigned to this instructional method are a driving question, a focus on learning goals, participation in educational activities, collaboration among students, the use of scaffolding technologies, and the creation of tangible artifacts (Krajcik & Shin, 2014).

Adding to the list of skills it fosters, others (Lee et al., 2015) state that project-based learning promotes the development of collaboration skills, critical thinking, creative thinking, and complex problem-solving. It also encourages the transfer of learning and positive attitudes towards tasks.

In their study, Yuliani and Lengkanawati (2017) showed that project-based learning promotes learning autonomy, especially in the area of self-instruction and self-direction at each stage of a project-based activity, namely in the planning, implementation, and monitoring processes.

It is, therefore, the method's ability to bring forth a wide range of competencies in project participants that provides a rationale for the integration of project-based learning into the curricula of a wide range of educational institutions globally – including the ones providing higher education (Sviatko, 2023).

But before we proceed further, we wish to add two more points. Firstly, the area of competency development represents a point of convergence between industry and academia. Owing to the realities of skill-based hiring, businesses have become more active in recent years in the academic processes surrounding the creation of a competency framework, often participating in discussions as to which academic subjects are relevant, and which are not. Aligning the needs of industry and academia, which is achieved by the vertical alignment between an academic program and the relevant learning outcomes of its courses, has become the cornerstone of the educational philosophy many educational institutions pursue globally. To some degree, this also determines the use of project-based learning methods in academia.

Secondly, as mentioned earlier, perceiving project-based learning as the only viable solution educators have at their disposal when it comes to solving the variety of problems plaguing academia nowadays, would be a flawed approach. Furthermore, it would be a mistake to promote a ‘one-size-fits-all approach’ towards the use of project-based learning. Just as the needs of educational institutions determine to what extent project-based learning is desirable to incorporate in their curricula, it is the very nature of each academic subject – and the sets of capacities it wishes to imprint in learners – that ultimately decides whether, and in which form, the use of this method is suitable.

For instance, as preceding studies have documented, if project-based learning employed by STEM subjects (Science, Technology, Engineering, Mathematics) influenced the cognitive development of students during problem-solving activities (Marino, et al., 2010), in social sciences, project-based learning, which took the form of community service projects – effectively taking students outside of classroom settings to meet the needs of specific communities – had highly positive effects on the development of emotional competencies in the project participants, which included self-awareness, empathy, and social skills in communication and teamwork (Sviatko, 2023).

Project-based learning’s ability to promote the development of emotional competencies is largely determined by the fact that different tasks call on different intelligences or combinations of intelligences (Gardner, 2006).

As Goleman (1998) asserts, technical training is easy compared to developing emotional intelligence as our entire system of education is geared toward cognitive skills. Capacities like empathy or flexibility differ crucially from cognitive abilities, they draw on different areas of the brain. Because intellectual learning differs from behavioral change in fundamental ways, the models of education for each are significantly different. For intellectual skills, the classroom is an appropriate setting; simply reading about or hearing a concept once can be enough to master it. Strategic thinking and computer programming can be taught effectively in this mode. On the other hand, for behavioral change, life itself is the true arena for learning. Learning emotional competencies requires that we engage our emotional circuity, where our social and emotional habits are stored. Changing such habits – learning to approach people positively instead of avoiding them, to listen better, or to give feedback skillfully – is a more challenging task than simply adding new facts to old ones.

In addition, based on both the findings in this paper, as well as those of previous research, we wish to state that a project-based learning practice that adopts the form of a community service project appears to be a suitable vehicle to facilitate a conducive learning environment by making learners emotionally present. More specifically, it allows full-time university students – all of whom happen to be part of the same demographical cohort, Gen Z – to develop a unique set of emotional capacities.

3. Methodology

As part of their academic studies, 221 full-time university students studying at CamEd Business School, located in Cambodia’s capital, Phnom Penh, carried out their community service projects by late 2023. Assigned to the students at the beginning of November as part of their Leadership subject – an academic course taught at the Year 1 level – the overriding goal of the community service projects was to engage the students in rural, and often underdeveloped communities. In this process, the students, whose age permits us to place them into the Gen Z segment, were tasked with the development of an effective strategy that would allow them to meet the needs of selected communities.

The instructional design relied on a participative decision-making model, as a result of which the students were able to make their own decisions as to how a specific community service project was to be carried out. The students were divided into five different groups according to their class allocations. In total, there were five different community service projects; all of them were completed in November and December 2023.

What the five community service projects, carried out in late 2023, had in common was that the students decided to raise money through donations – and that the main community recipients turned out to be primary schools located in rural areas of the country. The five schools where the community service projects were completed are as follows: Moha Prom Primary School, Bos Trabek Primary School, Snam Puk Primary School, Krahuang Primary School, and Chi Brorng Primary School. All are located in the rural areas of Cambodia.

Overall, up to USD 10,000 was raised – an impressive amount, given the fact that the country's GDP per capita was just USD 1,759.60 in 2022 (World Bank, n.d.). Apart from purchasing much-needed school supplies, in the case of one community service project that was carried out at Chi Brorng Primary School, the raised funds were used for constructing a brand-new classroom, and new toilet rooms.

Academically, the completion of community service projects also marked the fulfillment of both the program's learning outcome as well as the subject's two learning outcomes, which included the development of skills through project-based learning, and the ability to operate effectively in a team.

But perhaps more crucially, thanks to informal discussions with the project participants, we were able to make several interesting observations. Apart from displaying clear commitment and obligation, increased proactivity, and heightened communication, we were also able to witness that the project participants were emotionally present – particularly when the collected supplies and funds were being distributed at the specific community sites.

Such an emotional presence led many of the students to express their feelings that ranged from self-discovery to a sense of appreciation for opportunities given in life – feelings we did not see them sharing earlier – either during their scheduled classes or in other conversations. This can be attributed to the fact that most of them were undertaking community service projects for the first time in their lives. Thus, community service projects appear to generate favorable conditions for spurring emotional presence in project participants. Echoing some findings of preceding research, we can say that once learners face real-life situations, the very nature of such situations often makes the actual learning more genuine.

Encouraged by what we have seen, we decided to 'quantify' emotions, or rather assess the impact of community service projects on the emotional development of students, with an added focus on self-regulation, motivation, and social skills in leadership and conflict management – as these competencies appear to be indispensable for modern-day life. More on how we fared, and what we uncovered will be detailed in the following sections of the paper.

Finally, in our attempt to assess the impact of community service projects on the development of emotional competencies of Gen Z students who carried them out in late 2023, we draw on Goleman's ground-breaking concept of the emotional competence framework – with an added focus on self-regulation, motivation, leadership, and conflict management.

While defining emotional competence as a learned capability based on emotional intelligence that results in outstanding performance at work, Goleman (1998) names five fundamental emotional competencies: self-awareness, self-regulation, motivation, empathy, and social skills. Self-awareness is defined as knowing one's internal states, preferences, resources, and intuitions. It also encapsulates a strong sense of one's capabilities. Thanks to its element of conscientiousness, which implies taking responsibility for personal performance, self-regulation is defined as managing one's internal states, impulses, and resources. Motivation is then defined as emotional tendencies that guide or facilitate reaching goals. Empathy is described as the awareness of others' feelings, needs, and concerns, and taking an active interest in their concerns. Lastly, social skills are described as adeptness at inducing desirable responses in others. Social skills include several elements, including leadership, defined as inspiring and guiding individuals and groups, and conflict management, defined as negotiating and resolving disagreements.

This paper deploys a descriptive research design and relies on data collected through a self-administered questionnaire. The survey was developed after consultations with a behavioral scientist, while the survey statements were formulated in line with the related literature.

The research data were collected through a self-administered questionnaire, delivered in paper-and-pen format in November and December 2023, within forty-eight hours after the completion of each and every single community service project. In total, 221 full-time university students participated in the survey. The questionnaire was presented in both English and in the Khmer (Cambodian) language; the soft copy is provided in the paper's appendix. The collected data were evaluated in February 2024.

There questionnaire consists of two major parts. The first part refers to the demographic characteristics of students, namely age and gender. It also refers to their academic status and academic year. The second part refers to the characteristics related to the selected emotional competencies of students we decided to assess, such as self-regulation, motivation, leadership, and conflict management, all of which were defined in the paper's previous part.

The survey's demographic characteristics are displayed in Table 1. As Table 1 documents, of the total number of 221 participants, the majority of respondents, 157 of them were female (71%). By contrast, only 64 of the respondents were male (29%). We would like to note that the registered gender disparity stems from the fact that the survey's gender ratio mirrors the overall gender composition of the class group. In short, the majority of Year 1 students enrolled at CamEd Business School are female.

Table 1

Demographic Characteristics of Leadership Community Service Project

Characteristics		Frequency n=221	Percentage
Gender			
	Male	64	29%
	Female	157	71%
Age (years)			
	17	9	4%
	18	62	28%
	19	113	51%
	20	37	17%
Academic Year			
	Year 1	221	100%
Academic Status			
	Full-Time students	221	100%

Source: Data from the survey

Bearing in mind the specific year range of 1997-2012, which is crucial for its demarcation, a glance at the demographic characteristics displayed in Table 1 shows that the specific age of all respondents places them firmly into the Gen Z cohort.

The data also show that in terms of the ages of participants, 19-year-olds were the largest cohort (51%), followed by the 18-year-olds (28%), and the 20-year-old group (17%). Finally, 9 respondents were 17 years old (4%).

The survey's second part, which refers to the characteristics related to specific emotional competencies we decided to assess in project participants, requested the participants to identify themselves with a presented statement. The respondents were instructed to choose only one option per statement on the following scale: Strongly Agree; Agree; Neutral; Disagree; Strongly Disagree.

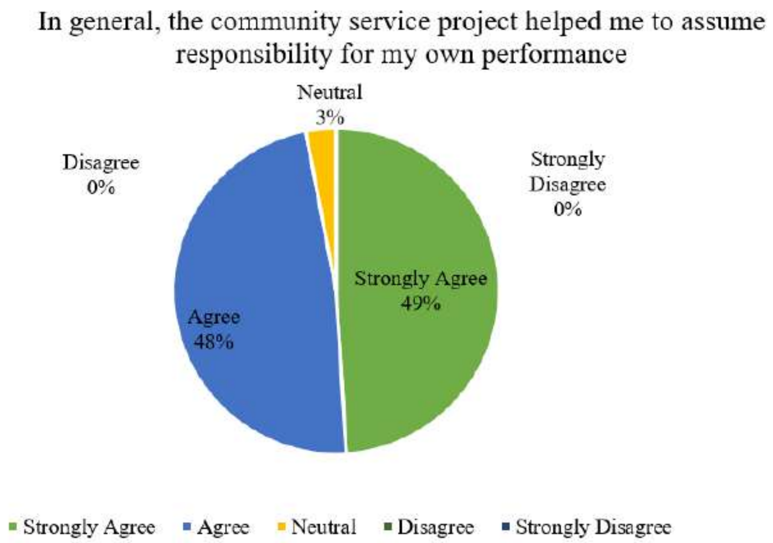
Overall, there were four statements presented in the questionnaire. Self-regulation – being the first emotional competence – was evaluated through the survey's first statement: "In general, the community service project helped me to assume responsibility for my own performance." The second emotional competence – motivation – was evaluated through the survey's second statement: "On the whole, the community service project helped me to become more motivated when it comes to pursuing my goals and aspirations." The third emotional competence – leadership – was assessed through the survey's third statement: "For the most part, the community service project helped me to inspire, guide, and influence others." Finally, the last emotional competence – conflict management – was evaluated in the survey's fourth statement: "To a large extent, the community service project helped me to negotiate and resolve disagreements with others more effectively." The research findings are presented in the paper's following section.

4. Findings

As Figure 1 displays, the vast majority of respondents either strongly agreed (49%) or agreed (48%) with the statement assessing the first emotional competence, which was self-regulation. The survey also revealed that only 3% of respondents chose the neutral option. In addition to this, none of the respondents disagreed (0%) or strongly disagreed (0%) with the first statement presented in the research survey.

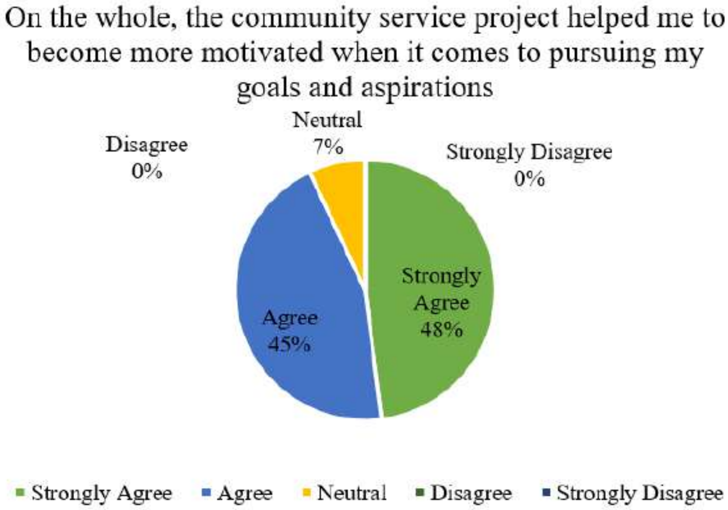
Figure 1

Emotional competence - Self-regulation



As Figure 2 reveals, the respondents perceived the project's ability to impact their motivation along the same lines. The vast majority of them either strongly agreed (48%) or agreed (45%) with the statement assessing the second emotional competence – motivation. Although the number of those respondents, who chose the neutral option slightly increased to 7% as compared to self-regulation, none of the students disagreed (0%) or strongly disagreed (0%) with the statement assessing motivation.

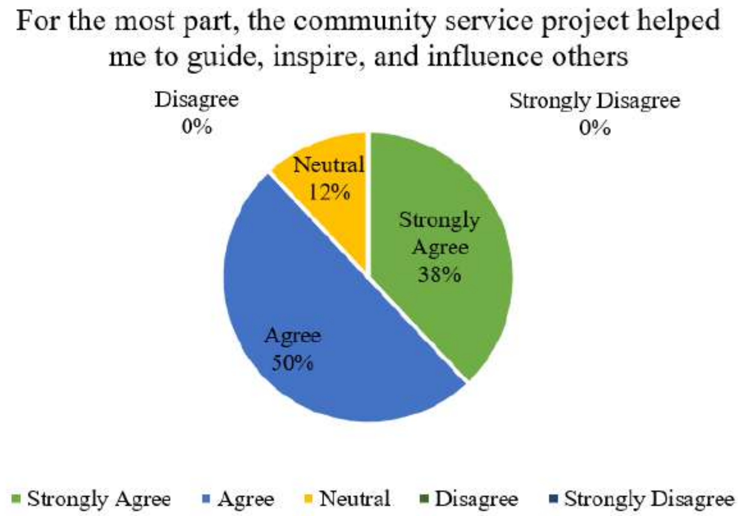
Figure 2
Emotional competence - Motivation



As Figure 3 documents, the majority of students indicated that the community service project helped them to develop their leadership skills, which was the third emotional competence assessed by the survey: 38% of them strongly agreed, while 50% agreed with the statement.

Although the number of respondents, who selected the neutral option increased yet again to 12%, none of the respondents disagreed (0%) or strongly disagreed (0%) with the statement assessing leadership. Here, too, the project's effect on the development of leadership skills was, according to the respondents, predominantly positive.

Figure 3
Emotional competence – Leadership



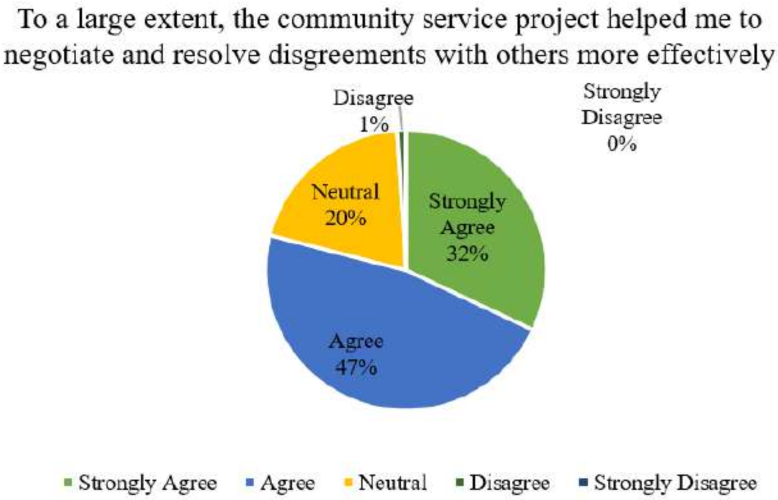
Finally, when it comes to conflict management – the last emotional competence evaluated by the survey – Figure 4 shows that 32% of respondents strongly agreed and a further 47% of respondents agreed with the survey's fourth statement.

The number of respondents who said that the project had a neutral effect on their ability to resolve disagreements with others was 20%. The number of those who disagreed with the survey's fourth statement was 1%. Once more, the number of those who strongly disagreed was 0%. Yet again, according to the survey's respondents, the community service project had a positive impact, in this case, on the development of conflict management skills.

Beyond the research data and quantitative analysis, this community service project provides us with very valuable information. Leaving aside the fact that the project implementation marked the achievement of intended learning outcomes, the community service project was able to shed some light on the daily life of rural school-goers in Cambodia. Judging by the informal feedback provided by the project participants, it appears that many of them were surprised by the level of underdevelopment and marginalization they witnessed at the sites of their projects. From this perspective, the donated school supplies and funds, which in some cases enabled the construction of a new classroom or toilet facilities, certainly helped alleviate some of the communities' long-standing problems.

Figure 4

Emotional competence – Conflict management



On the other hand, the benefits of this kind of project extend well beyond the donation and charity, which brings us back to the research data. Having recognized both the existence of four emotional capacities as well as the positive impacts made on them, our research paper documents that the project participants were emotionally present during the project implementation and that this emotional presence was still active within forty-eight hours after project completion, when the questionnaires were distributed.

Understandably, a few questions emerge in the process of interpretation of the research data: Would the research data differ significantly had the questionnaire been distributed immediately after the project implementation? How long are emotional competencies retained by project participants? What was the role of social conditioning in project participants, or what Cialdini (2021) once described as *peer-suasion* – a phenomenon of conforming to the beliefs and actions of comparable others? We might not be able to answer these questions at this time, however, we may revisit them in further research.

For now, we wish to state that based on the collected data, project-based learning appears to be an effective instrument in the development of emotional competencies in Gen Z students. The research data underpin such a notion. Our research findings presented in Figures 1-4 indicate no significant differences in the respondents' responses across four emotional competencies evaluated by the survey. To reiterate, the respondents evaluated the project's ability to develop their emotional competencies positively.

Both self-regulation as well as motivation recorded nearly an identical level in 'Strongly Agree' responses: 49% and 48% respectively. This was closely followed by the two remaining emotional competencies – leadership skills, which recorded 38% of such responses, while conflict management skills scored 32% in the same category.

In addition, 'Agree' responses appear to be even more evenly distributed compared to the 'Strongly Agree' responses. While leadership recorded the highest number of responses (50%), it was closely followed by the three remaining emotional competencies: self-regulation (48%), conflict management (47%), and motivation (45%).

The number of respondents in 'Neutral' responses was the lowest at 3% for self-regulation. This number increased to 7% where motivation was concerned. A further 12% of the respondents felt neutral when it comes to leadership. Finally, conflict management received the highest number of neutral responses among the respondents – 20%.

The number of respondents who 'Disagree' remains at 0% for the first three emotional competencies that were put forth by the survey. The only exception was conflict management, where the number of those respondents who disagreed was 1%. Finally, the number of those who 'Strongly Disagree' with survey statements was 0 %.

Thus, if we combine 'Strongly Agree' with 'Agree' responses, and further consider the fact that 'Strongly Disagree' is at 0%, while 'Disagree' responses are near 0% across all the evaluated emotional competencies – as displayed in Figure 5 – then research findings document an overall highly positive effect of the community service project on the development of emotional competencies in project participants which include: self-regulation, motivation, leadership, and conflict resolution.

Furthermore, the findings of this research are consistent with those of another research carried out in August 2023, when the community service project was analyzed from a slightly different standpoint.

As mentioned earlier in a section dedicated to the paper's literature review, our preceding research aimed to analyze how project-based learning fostered the development of those emotional competencies, which included self-awareness, empathy, and social skills in communication and teamwork. The results of the preceding research, whose questionnaire was completed by 240 students – all of them also falling into the Gen Z category – were strikingly similar to the current one, as the respondents reported an overall highly positive impact of community service projects on the development of emotional competencies (Sviatko, 2023).

As a result, the findings of the two consecutive research papers validate project-based learning as an effective teaching method that still retains its relevance despite the vast changes occurring in academia globally. The paper also provides an affirmative answer to the important question of whether it is still meaningful to include a project-based learning method in the academic portfolio of active engagement instruments for Gen Z students, particularly where the curriculum of tertiary institutions is concerned.

Figure 5

Summary of the research findings

Thus, at a bare minimum, project-based learning not only provides Gen Z students with ample opportunities for introspection and social and emotional learning – but more crucially, the project implementation has positive effects on a wide range of emotional competencies. Project-based learning proves to be an effective teaching method that allows project participants to acknowledge and cultivate feelings about themselves, their peers, or the communities they serve.

When considering its maximum potential, project-based learning can also be viewed as a vital tool in combating those social and emotional deficiencies that may prevent members of this recently emerged demographic cohort from realizing their full potential.

5. Limitations

The main limitation of the research is associated with the survey's sample size, which includes only 221 respondents. In addition, the survey data originate from the respondents' responses, and because of their subjective nature, self-report tools are subject to bias. Also, the survey only involves Year 1 students. Because the study was conducted in Cambodia, considering wider socio-cultural, religious, and economic factors, similar research conducted elsewhere may produce a different set of results.

6. Conclusion

Despite being an ancient educational instrument, the benefits of project-based learning are evident in our modern-day era as well. The practicality of this medium allows various academic subjects to employ project-based learning inside or outside of classrooms, much to the benefit of learners. Particularly due to its ability to bring learners face to face with real-life situations, project-based learning can instill and develop a wide range of competencies in project participants.

As our research focused primarily on project-based learning occurring outside classroom settings, namely the one taking the form of a community service project, students are not only provided with ample opportunities for introspection and learning, but the emotional presence of project participants is elicited, too. The successful implementation of a community service project results in the development of a variety of emotional competencies in project participants who represent a unique demographic cohort – Gen Z. Thus, project-based learning, as an academic tool, is capable of not only alleviating a country's socio-economic problems but also developing much needed emotional competencies in Gen Z students, which are considered critical for their success in our modern times.

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The Impact of Teacher Emotional Support on Vocational College Students' Learning Engagement in Chongqing, China Mediated by School Belonging

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Abstract

In the context of the new era, in order to explore the impact of teachers' emotional support and school belonging on students' learning engagement in vocational colleges in China, this study used questionnaire survey method to investigate 270 students in vocational colleges in Chongqing, China. The results showed that teachers' emotional support was significantly positively correlated with learning engagement, teachers' emotional support was significantly positively correlated with school belonging, and school belonging was significantly positively correlated with learning engagement. School belonging had a partial mediating effect between teachers' emotions and learning motivation. Therefore, in order to promote the high-quality development of modern vocational education, teachers should strengthen emotional support for students and enhance their sense of belonging to the school, so as to improve students' learning engagement.

Keywords: Teachers' Emotional Support, Learning Engagement, School Belonging

1. Introduction

The "Opinions on Promoting the High-quality Development of Modern Vocational Education" points out that "we should adhere to the principle of catering to everyone and teaching students according to their aptitude, and create a good environment where everyone strives to succeed, everyone can succeed, and everyone can fully display their talents. "It can be seen that China has put forward clear requirements for vocational colleges to create a good learning atmosphere and promote students' learning motivation to strive for success(Central Committee of the Communist Party of China & State Council General Office, 2021).

Students have the need for emotional support from teachers and a sense of belonging in school, which is a powerful driving force for promoting students' mental health and enhancing their learning motivation. China's vocational colleges focus on learning production skills, requiring strong learning engagement to support students in completing a large amount of repetitive training. This study takes vocational colleges in Chongqing, China as the research object, focuses on two factors: teachers' emotional support and school belonging, and explores their impact on learning engagement, providing evidence and reference for promoting the high-quality development of modern vocational education.

2. Literature review

2.1 Teachers' Emotional Support

The concepts explored in this study are rooted in Vosburg's (1972) definition, which regards emotional support as a subsystem within the broader framework of social support. Emotional support can be defined as "the encouragement, assistance, care, and kindness that patients receive from healthcare professionals, family members, and peers in a medical context." Subsequently, this concept has been extended to the fields of education and psychology, garnering significant attention from scholars. The beneficial influence of teachers' emotional support on students can be primarily ascribed to two crucial dimensions. Firstly, teachers' emotional support plays a pivotal role in fostering students' learning. Tait (2000) emphasizes the close connection between teachers' emotional support and students' emotional states related to learning and academic achievement. Becker and Luthar's (2007) research demonstrates a noteworthy positive correlation between students' perception of teachers' emotional support and their academic performance and competency. Secondly, teachers' emotional support also exerts a favorable impact on students' psychological development.

2.2 Learning Engagement

The concept of learning engagement was initially introduced in the 20th century, encompassing two primary dimensions. Firstly, it pertains to the extent of time and effort students invest in their learning and various activities. Secondly, it involves the strategies employed by educational institutions in resource allocation, program organization, and the provision of additional learning opportunities and services to enhance students' involvement in the learning process, ultimately aiming for desired educational outcomes. Shaufeli et al. (2002) accentuate that learning engagement signifies students' profound enthusiasm for learning and their sustained commitment to the learning experience. This enthusiasm is characterized by heightened concentration, abundant energy, and unwavering dedication, which collectively indicate a high energy level and a strong sense of identification with the learning process. It is typified by intense focus, as opposed to aimless engagement. Pietarinen et al. (2014) have emphasized that learning engagement represents a favorable and enduring emotional and cognitive state linked to learning endeavors. This state signifies students' commitment of both time and energy to learning, or their wholehearted participation in learning activities.

2.3 Sense of School Belonging

School belonging, as defined by Goodenow and Grady (1993), pertains to the emotional experience that students undergo within the school environment, encompassing factors such as attention, support, and recognition. Anderman et al. (2003) have established that students' perception of being accepted and acknowledged in the school environment plays a significant role in bolstering their sense of school belonging and fostering their physical and mental well-being. According to Finn (1989), school belonging represents the strong bond between students and their school and class.In this study, it is posited that the sense of belonging to the school is manifested through students' emotional, cognitive, and behavioral identification and investment in the school. As active members of the school community, students can earn respect and showcase their intrinsic value.

2.4 Research on Teachers' Emotional Support and Learning Engagement

Teachers serve as the primary pillars of support within the school's support network, wielding significant influence over students' learning outcomes. To begin with, research underscores the close relationship between students' perception of teacher support and their level of learning engagement (Strati, 2017). Strati et al. (2017) conducted a mathematical analysis of this connection and arrived at a similar conclusion, suggesting that teacher support has a universally positive impact on student engagement, irrespective of the subject. In other words, teacher support is conducive to enhancing student engagement, regardless of the academic discipline. Moreover, teachers' display of positive attitudes, academic expectations, and motivational behaviors effectively elevate students' levels of learning engagement (Sawka, 2002). Notably, among various forms of support, emotional support from teachers exhibits the most potent positive predictive effect. In a study by Bru et al. (2021), it was found that concerning gender disparities, teachers' support in learning and competence has a more pronounced positive impact on the enhancement of male students' learning engagement. Lastly, teacher support behaviors can contribute to the mitigation of student burnout to a certain extent. As students perceive more care and support from their teachers, their psychological satisfaction strengthens, thereby facilitating the establishment of a harmonious teacher-student relationship.

2.5 Research on Teachers' Emotional Support and School Belonging
School belonging encompasses students' emotional perception of being accepted, acknowledged, and supported on campus, including their perception of the level of support provided by teachers. Sari et al. (2012) highlight students' robust desire for school belonging, as they actively seek to establish supportive relationships and value acceptance and approval from their peers. Fulfilling the need for belonging in school life fosters students' sense of security and identity, thus nurturing their positive and holistic physical and mental development. Some scholars assert that the establishment of school belonging is linked to the collective identity students derive from the school community (Wegmann & Kate, 2017). When students feel their own worth and a strong collective identity within this community, they are more likely to experience positive emotions, thereby enhancing their sense of belonging to the school. Therefore, satisfying the sense of belonging in school can help students cultivate positive emotional experiences and enable them to feel more respected and recognized within the campus environment (Goodenow & Grady, 1993).

2.6 Research on the Relationship between School Belonging and Learning Engagement
Hirsch (1950) introduced the social control theory, which posits that when individuals perceive a weakening of their social bonds with society, they are more inclined to engage in unlawful behavior. In a similar vein, students who experience a weaker connection with their school tend to face academic challenges. Roeser and Midgley (1996) discovered a positive correlation between students' sense of belonging and their academic achievement. Research conducted by Visser and Arends (2019) emphasized the significant influence of school belonging on mathematics academic performance. In essence, the stronger the sense of school belonging, the better the performance in mathematics. Demiroz (2020) further supports this notion, revealing a substantial positive correlation between high school students' sense of school belonging and their academic performance.

3. Research Tools and Study Methods
3.1 Study tools
Emotional support of teachers: The scale adopts the emotional support scale compiled by Gao (2017), divided into four dimensions: caring for students (2, 8, 10, 13, 18), understanding students, (3, 5, 11, 14), respect students, encouraging students (4, 1, 6, 12, 15), 5 points (1 ‘disagree’ , 5). Caring, understanding, respecting and encouraging students Cronbach's α coefficient 0.91, 0.86, 0.87 and 0.92.
sense of school belonging: The sense of belonging of the school is the degree of students in the emotion and behavior attitude to the school. Developed by Goodenow (1933), there are 18 items, which have been widely used and translated into multiple languages, such as Spanish, Chinese, etc. Chinese scholars (Pan et al., 2011) were compiled as the PSSM Chinese version, with a total of 18 items.
Learning investment scale: Liao (2022) revised the scale of Fang (2008), learning investment level.17 items, 3 dimensions: vitality (1, 2, 3, 4, 5, 6), focus (12, 13, 14, 15, 16, 17), dedication (7, 8, 9, 10, 11), 5-point scoring (1 point for ‘completely disagree’ , 5 points for ‘full consent’). In this study, the Cronbach's α coefficients were 0.90, 0.92 and 0.91 for the three subdimensions of vitality, focus and dedication.

3.2 Study Methods

This study adopts the method of questionnaire survey. Compared with other research methods, the questionnaire survey method has a high purpose and standardization, which can test a large number of respondents simultaneously and collect a large number of research materials in a short time (Lu, 1993). In this study, 270 students from XXX vocational colleges were selected for convenience sampling.

3.3 Pre-test and Analysis

The pre-test analysis of this study mainly evaluates the data recovered by the pre-test through project analysis and exploratory factor analysis. We collected 126 pre-test questionnaires, with a teacher emotional support reliability of 0.974 and validity of 0.948; The reliability and validity of school belonging are 0.879 and 0.91, respectively; The reliability of learning engagement is 0.942, and the validity is 0.931. Project analysis is to evaluate the appropriateness of the scale, and to see whether the title of each scale is discriminatory (Qiu, 2006). Exploratory factor analysis is to simplify the structure of the factors in the scale, hoping to achieve the maximum explanation of the total number of variation with the least common factors (Wu, 2003).

3.4 Project analysis

In order to ensure the validity of the items, this paper analyzes the items of "Teacher emotional support", "Sense of school belonging" and " learning engagement" respectively, and cuts down the substandard items.details are as follows:

Through the project analysis results of the scale of "Emotional Support for teachers", the decision values of extreme groups (range: -7.813- -21.161) were greater than or equal to 3.0, the correlation coefficient of items and total score (range: 0.678-0.922) was greater than or equal to 0.40, and the p-values were significant.at the same time, Each indicator is within the standard, Therefore, the question item need not be cut; The decision values of the sense of School scale (range-5.582- -11.979) are greater than or equal to 3.0, The correlation coefficient between the question item and the total score (the range is 0.531-0.822) is greater than or equal to 0.40, All the p-values were significant; The decision value of extreme dimensions (range-7.847- -16.044) is greater than or equal to 3.0, The correlation coefficient between question item and total score (range 0.682-0.887) is greater than or equal to 0.40, All the p-values were significant.

3.5 Exploratory Factor Analysis

A good scale needs to meet the following conditions: KMO value greater than 0.8; Bartlett sphericity detection at significant level (p less than 0.001); factor load greater than 0.4; Cronbach's α greater than 0.7; cumulative total explained variability greater than 50%; and eigenvalue greater than 1. This paper conducts exploratory factor analysis of teacher emotional Support, Sense of School belonging and Learning Investment respectively.

Then the KMO value of Teacher Emotional Support was 0.948, Bartlett spherical test 2369.667 (p=0.000), factor load greater than 0.4 (range 0.691-0.869), Cronbach's α greater than 0.7 (range 0.960-0.974), cumulative total explanatory variation was 81.812%, and eigenvalue greater than 1 (range 1.453-4.672). Therefore, the teacher emotional support table has good construction validity and reliability, so all the items need to be deleted. The KMO value of school belonging was 0.910, Bartlett spherical test 1630.309 (p=0.000), factor load greater than 0.4 (range 0.588-0.835), Cronbach's α greater than 0.7 (range 0.789-0.851), cumulative total explanatory variation was 70.027%, and eigenvalue greater than 1 (range 3.682-4.478). Therefore, the teacher emotional support table has good construction validity and reliability, all items need not cut; the KMO value is 0.931, Bartlett spherical test 2108.981 (p equals 0.000), factor load greater than 0.4 (range 0.701-0.857), Cronbach's α greater than 0.7 (range 0.881-0.931), cumulative total explanatory variation is 80.643%, characteristic value greater than 1 (range 3.535-4.899). Therefore, the school investment scale has good construction validity and reliability, so all the items do not need to be deleted.

4.Study the results

4.1 Related analysis of teachers' emotional support, school belonging and learning investment
In this study, Pearson correlation analysis was used to explore the emotional support of teachers, school belonging and learning engagement, and analyze the association among the three. The correlation analysis results shown in Table 1, school belonging was significantly associated with teachers' emotional support (r=0.620, p<0.001), learning engagement (r=0.598, p <0.001), school emotional support and school belonging, and the correlation coefficient did not exceed 0.8, i. e., no collinearity (Xiao, 2009).

Table 1
Correlation analysis

Relativity	Teacher emotional support	Sense of school belonging	Learning engagement
Teacher emotional support	1		
Sense of school belonging	0.620***	1	
Learning engagement	0.598***	0.659***	1

Notes ：*p<0.05 **p<0.01 ***p<0.001

4.2 Class regression analysis of academic self-efficacy on the influence of college students' professional identity on employ ability
By Baron and Kenny (1986), The mediation effect should meet three conditions: (1) self-variable X has significant prediction effect on variable Y; (2) The self-variant X has a significant prediction effect on the mediation variant M; (3) simultaneously adding self-variant X and mediation variant M into the regression model, To predict the variable term Y, Medimediation variant M has a significant prediction effect on variant Y, However, the self-variable X has no significant prediction effect on the variable Y, It is called completely intermediary; If the self-variable X still has a significant prediction effect on the variant Y, The prediction effect of the self-variable X on the variant Y decreased, It is called a partial intermediary.
From the three models in Table 2, the F values are significant, so the R^2 and β values are meaningful, that is, teachers' emotional support and school belonging significantly affect learning engagement. Model 1 teacher emotional support on school belonging (β = 0.620, p <0.001) was positively significant, (Adj. R^2 = 0.382) explained 38.2% of the prediction effect of school belonging; Model 2 teacher emotional support on learning investment (β = 0.598, p <0.001), (Adj. R^2 = 0.355) explained the prediction effect of teachers' emotional support on school belonging; Model 3 school ownership on learning investment (β = 0.659, p <. 001) was positive and significant, (Adj. R^2 = 0.432) explained 43.2% of the predicted impact of teacher emotional support on belonging of school; model 4 teacher emotional support and belonging of school were combined with learning engagement (β = 0.4308, p <0.01, β = 0.467, p <. 001) was positive and significant, model 4 (Adj. R^2 = 0.48.9) explained the predicted influence of professional identity and academic self-efficacy of college students on employability 48.9%; and the β of teachers 'emotional support on learning engagement through the sense of school directly reduced the β value of teacher emotional support, thus indicating that the sense of school has positive and significant influence between teachers' emotional support and learning engagement. Since the VIF values are less than 5, there is no collinearity problem (Xiao, 2009).

Table 2

The influence of teacher emotional support on learning engagement through the sense of school belonging

	Model 1	Model 2	Model 3	Model 4	
	sense of school belonging	learning engagement	learning engagement	learning engagement	
	β	*β*	*β*	*β*	VIF
Independent Variable					
Teacher emotional support	0.620***	0.598***		0.308*	1.623
sense of school belonging			0.659***	0.467***	1.623
F	167.658	149.786***	206.027***	129.935***	
R^2	0.384	0.358	0.434	0.492	
Adj. R^2	0.382	0.355	0.432	0.489	

Notes： *p<.05 **p<.01 ***p<.001

5.Research and discussion

The study found that the higher the emotional support, the stronger the students belong to the school, and the higher the investment in learning. At the same time, teachers' emotional support can also indirectly affect their learning engagement through the sense of school belonging.

5.1 Discussion of the influence of teacher emotional support on learning engagement

The results show that the emotional support given by teachers has a significant positive impact on students' learning engagement, and the results are basically consistent with previous studies. Good relationship between teachers and students is crucial to students' learning, when students feel the teacher recognition, care, attention and support, students in learning will produce positive emotions, full of confidence, and improve the learning consciousness and engagement, the positive mood make students more and more confident, active (Wang et al., 2023). On the contrary, if students are not recognized and valued by teachers, they are likely to have negative emotions such as weariness, inferiority and resentment, which is very detrimental to learning investment. Therefore, the support and care of teachers are crucial to stimulate students' investment and interest in learning (Yi, 2023). In order to promote the good development of teacher-student relationship, it is suggested to carry out caring education training in the process of professional development, aiming to help teachers better understand the emotional needs of students and learn how to express their care and support for students. Through such training, teachers can learn effective communication skills, establish a positive interaction between teachers and students, and develop sincere caring behaviors (Zhang, 2022).

5.2 Discussion of teacher emotion on belonging in school

The emotional support of teachers to students has a significant positive impact on students' sense of belonging to school, and this result is basically consistent with previous studies. Teachers' support can promote students to form a positive attitude towards school. When students have a strong sense of belonging, students will feel that they are important in classroom activities, and then will more actively invest in learning and invest more energy and time (Sun, 2022). Therefore, in the process of teaching implementation, teachers should care education into the syllabus, create a interaction between teachers and students inside and outside the learning environment, by creating such an environment, teachers can awaken and inspire students to the sense of school belonging, and improve their investment in learning, this may include with students to establish a good relationship between teachers and students, provide support and care, listen to the voice of the students, and for them to create a safe, respect and support of the learning space (Wan, 2023).

5.3 Discussion of the influence of school belonging on learning engagement

The findings suggest that a sense of school belonging has a significant positive impact on student learning engagement, which is generally consistent with previous studies. When students feel the recognition and attention of the school, they will stimulate their strong interest and enthusiasm for learning, thus increasing their investment in learning and constantly promoting their own learning. Therefore, enhancing students' sense of belonging to the school will help to enhance their enthusiasm in learning (Gu et al., 2023). The sense of belonging of a school can not only positively affect students 'learning investment, but also improve the sense of belonging of college students in the aspects of strengthening the interaction between teachers and students, improving school infrastructure, enhancing campus academic atmosphere and constructing campus culture, so as to promote students' learning enthusiasm (An et al., 2023). In addition, a sense of school belonging can effectively suppress those risk factors that interfere with learning. Students with a strong sense of belonging in school are usually accepted by their classmates in school and get along in harmony with teachers, and usually have a more positive learning mood (Huang et al.,, 2023). To sum up, strengthen the students 'sense of school belonging can not only actively promote students' learning behavior, but also can effectively reduce the risk factors of interference with learning, teachers 'support and attention can help students adjust the positive mood, and gradually establish a good interaction between teachers and students and students, promote students' learning engagement. The final result will help to improve students' learning outcomes and promote their personal growth (Ma, 2023）.

5.4 Discussion on the Intermediary Role of School Belonging in Teachers' Emotional Support and Learning Engagement

The sense of belonging plays a mediating influence between teachers' emotional support and learning investment. Specifically, perceived teacher support not only has a positive impact on learning engagement, but also can indirectly promote students' learning engagement by enhancing the sense of belonging in school, and the results are basically consistent with previous studies. Teachers play a vital role in the process of students 'learning, when students feel teachers recognition, tolerance, attention and support care, dependence on teachers and schools and emotional positive changes, form a strong sense of security and trust, and can't help have a sense of belonging to school and toward the direction of the expected efforts to improve learning, to improve the level of students learning investment, must enhance the emotional support of teachers, teachers should be in class, extracurricular to care for students as a starting point, to provide students with a full range of emotional support (Gu et al., 2023). At the same time, the intermediary effect of the sense of school belonging should also be given full play to promote students to have a strong identification and sense of belonging to the school in thought, psychology and emotion. This can include strengthening the interaction between teachers and students, optimizing the school infrastructure, and creating a healthy campus culture and atmosphere. These measures will help students to integrate more deeply into the school and become more actively engaged in learning. The ultimate goal is to promote students' lifelong learning and achieve their life goals (Wu, 2020). The intermediary effect of school belonging really has an important effect on teachers 'emotional support and students' learning engagement, By building close connections and emotional relationships between students and the school, School belonging can serve as a bridge, Transfer of teachers 'emotional support to students' learning engagement, When the students feel the emotional support of the teachers, Students will actively feel the care and support from the school, To further enhance the sense of belonging to the school, And this sense of belonging will further stimulate students' learning engagement, Make students more active in learning activities, Improve the quality and results of learning (Gu et al., 2023).

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A Study on the Impact of Time Management on Coping Styles and Academic Achievements of Chinese International Students in Thailand

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Abstract

Academic achievement is an important component of students' dynamic development stage and one of the important indicators to measure the quality of higher education. This study uses tools such as the Time Management Disposition Scale, Academic Achievement Motivation Scale, and Coping Style Scale to conduct a questionnaire survey on 502 Chinese international students from a comprehensive private university in Bangkok, Thailand through convenient sampling. The research results show that time management of Chinese international students in Thailand has a significant impact on academic achievement; The coping styles of Chinese international students in Thailand have a significant impact on their academic achievement; Time management of Chinese international students in Thailand has a significant impact on coping styles; The coping style of Chinese international students in Thailand has a partially mediating effect between time management and academic achievement.

Keywords: Chinese international students in Thailand, Time management, Academic achievement, Coping style.

1. Introduction

With the development of the times and the continuous progress of society, domestic and international standards continue to converge, and more students are studying abroad. Studying abroad can make students expose to different cultures, receive the highest level of education from different countries, which not only broaden their horizons, but also cultivate independence (Li, 2009). Thailand is one of the top three countries with a higher number of international students compared to Asia and Southeast Asia (Marginson & Kaur, 2011). China is the largest country for studying abroad and travelling compared to other countries (Chen et al., 2020), and the number of Chinese students studying in Thailand continues to grow. Jaroen (2014) found that the number of Chinese students increased from 8444 students in 2011 to about 400,000 students in 2016 (Fern & Wang, 2016), and the number continues to significantly increase (Chen et al., 2018, 2020). Therefore, more researchers are paying attention to and studying this group of people.

Time management refers to planning in advance and using certain techniques, methods, and tools to plan and arrange time reasonably, making flexible and effective use of time, and eventually achieve one's own goals (Qin & Zhang, 2002). Time is equal for every individual, because every individual has the same time. Accordingly, how to manage time is particularly important (Zhang, 2014). We can achieve the goal of managing time by managing ourselves, constantly pursuing better efficiency, effectiveness, and effectiveness in the process of time management (Liu, 2009). Students are at a turning point in their lives, and time management is very important. Many college students suffer from academic decline, physical and mental harm, and incapable of dealing with interpersonal relationships due to poor time management, which affects their own lives (Xu et al., 2021). Chinese international students are generally aware of the difficulties they face in adapting to education, so they devote more time and energy than domestic students (Xin, 2008). Huang et al. (2018) found that the main problems that most students face are unreasonable planning of their spare time and weak self-management abilities. In related research, Ni et al. (2017) found that time management skills training can significantly improve the time management ability and academic performance of vocational college students. Individual students should make reasonable use of their time in their studies, and academic achievement is a crucial aspect. Academic achievement refers to what is learned through relatively clear and limited scope of teaching and training (Ma & Gong, 2003). It refers to the development of a person's own knowledge and technical abilities to a certain level. In Burrows' (2017) classification of learning goals, learning goals can be divided into three domains: cognitive goals, emotional goals, and motor skill goals. Therefore, academic achievement assessment focuses on the results in these fields, which can be a single field or a combination of multiple fields. Academic achievement is mainly manifested in the acquiring knowledge and the growth of personal abilities during the student learning. Academic achievement is an important component of the dynamic development of students (Wang, 2010). Time management has a significant predictive effect on students' academic achievement, and it is believed that those who are good at managing time have higher levels of academic achievement or learning engagement (Ren et al., 2006). Previous studies have shown that there is a statistically significant difference between undergraduate and graduate students in terms of total scores of time management tendencies and scores of time monitoring perspectives (Xiao, 2013). With the increasingly fierce social competition, teenagers are facing increasing pressure. However, excessive learning demand often leads to emotional exhaustion, alienation from academic performance, and low sense of achievement among students. Correct coping methods have become a crucial link (Jiang, 2014). Coping style is a psychological concept, also known as coping strategy, which is a means for individuals to handle their emotional state and maintain psychological balance during stress. Psychologist Freud was the first to study this concept. Coping style, also known as coping strategies or mechanisms, have been an important topic in stress research in recent years. They refer to cognitive and behavioral styles adopted by individuals to alleviate or handle physiological or psychological pressures caused by internal and external needs when facing setbacks or emotional situations (Lazarus et al., 2016). As an intermediary factor, coping styles affect the nature and intensity of stress responses, thereby regulating the relationship between stress and physical and mental health. Numerous studies have revealed a significant correlation between coping style selection and individual physical and mental health (Qiu & Dai, 2005). There is a positive correlation between positive coping styles and student academic achievement satisfaction, indicating that students who frequently use positive coping styles have higher academic satisfaction. Coping styles are the individual's way to cope with stress, and positive coping styles can reduce the adverse effects of stress on individuals (Qiao et al., 2021).

The coping style of time management is particularly important in academic achievement. There is a significant correlation between time management, academic achievement, and coping style of college students, and coping style plays a partial mediating role between academic achievement and time management (Huang & Xie, 2016). The order of the degree to which college students use coping styles when facing time and academic pressure, from strong to weak, is: problem-solving, seeking help from others, retreating from failing to seek help, starting to constantly fantasize, gradually feeling rationalized, and finally turning to self blame (Xiao, 1996). College students tend to adopt mature coping styles of problem-solving and seeking help when facing stress (Wang & Xu, 2014).

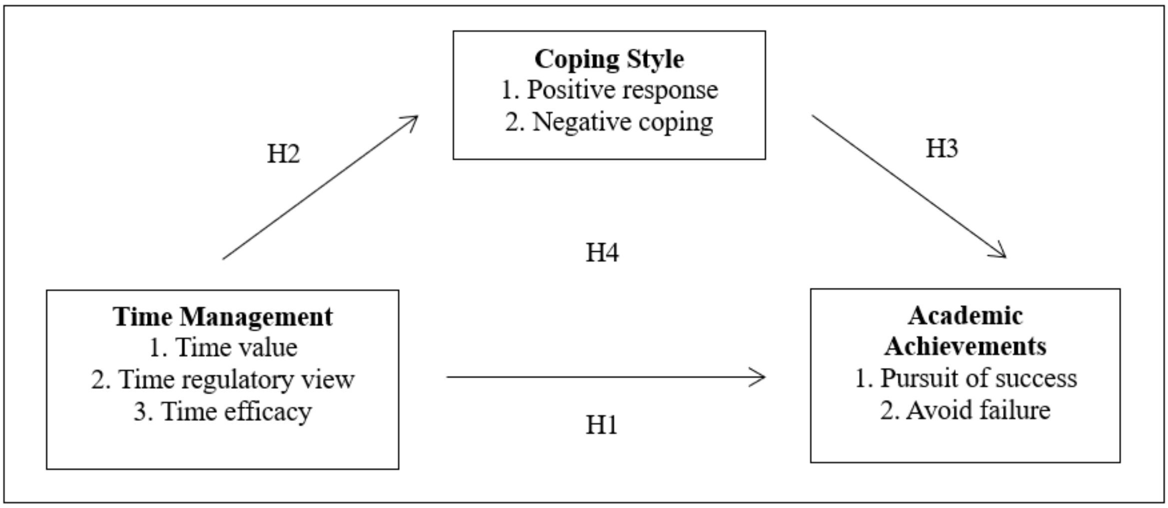
From existing literature, it can be found that scholars generally analyze the impact of students' personality traits, intellectual factors, learning motivation, and other factors on academic achievement (Su, 2020). Previous scholars have conducted research on the three variables: time management, academic achievement, and coping style and their related factors (Zhang, 2014; Su, 2020; Xue et al., 2012), or studied the relationship between the two variables of the three variables (Sun et al., 2022; Zhao et al., 2012; Zhai, 2007). However, there is relatively few research and theoretical support on the joint exploration of these three variables, and there is even fewer research on the relationship between the three variables of time management, academic achievement, and coping styles of Chinese international students studying in Thailand. Therefore, exploring the relationship between time management, academic achievement, and coping styles among Chinese international students studying in Thailand is an important issue worth exploring for educational researchers.

2. Research Framework and Assumptions

This study proposes a framework from three aspects: time management, academic achievement, and coping styles, exploring the relationship between time management, academic achievement, and coping styles. The research framework is shown in the figure:

Figure 1

A hypothetical model of the relationship among time management, coping styles, and academic achievement



The study will explore the relationship between time management and academic achievement, test the mediating role of coping styles between the two, and propose the following hypotheses:
Hypothesis 1. There is a significant impact between time management and academic achievement of Chinese international students in Thailand.
Hypothesis 2. There is a significant impact between time management and coping styles of Chinese international students in Thailand.
Hypothesis 3. There is a significant impact between coping styles and academic achievements of Chinese international students in Thailand.
Hypothesis 4. The coping style of Chinese international students in Thailand has a mediating effect between time management and academic achievement.

3. Methodology

3.1 Sample

This study selected 502 Chinese international students from a comprehensive private university in Bangkok, Thailand as the research subjects. The main research method was a questionnaire survey, using a convenient sampling method. 502 questionnaires were distributed and 421 valid questionnaires were collected, with a valid questionnaire rate of 83.9%. Among them, there are 197 male students, accounting for 46.8%, and 224 female students, accounting for 53.2%. There are 81 freshmen, accounting for 19.2%; 85 sophomore students, accounting for 20.2%; 78 junior students, accounting for 18.5%; 80 senior students, accounting for 19.0%; There are 97 master's students, accounting for 23.0%.

3.2 Research tool

The Time Management Disposition Scale was developed by Huang & Zhang (2001) from South China Normal University. The scale consists of three dimensions: time value, time monitoring, and time efficacy. The scale adopts a five point scoring method, which is: fully consistent, relatively consistent, uncertain, relatively inconsistent, and completely inconsistent. The internal consistency coefficient of each dimension of the scale is 0.88, and the retest reliability coefficient is 0.78. It has good reliability.

The Academic Achievement Motivation Scale, compiled by Gjesme & Nygard (1970), was compiled and revised in collaboration with Chinese scholar Ye Renmin and Norwegian scholar Hegtvet (1992). It is also divided into two parts, measuring the motivation to pursue success and avoid failure, using a 5-level score of l-5. The total score of achievement motivation is from "very inconsistent" to "very consistent". The overall internal consistency reliability of the scale is 0.65.

The Coping Style Scale was developed by Xiao & Xu (1996), consisting of two dimensions: positive and negative coping. The scale adopts a 5-level scale format, with scores of "strongly disagree", "disagree", "cannot say", "agree", and "strongly agree" 1-5 for each of the five answers. The retest correlation coefficient of this scale is 0.89, and Cronbach's α is 0.9. Active coping subscale Cronbach's α is 0.89, and negative coping subscale Cronbach's α is 0.78.

3.3 Statistic analysis

This study used software SPSS 25.0 to conduct item analysis, reliability analysis, validity analysis, descriptive statistical analysis, difference analysis, correlation analysis, and regression analysis on the data.

4. Results

4.1 Analysis of differences in time management, academic achievement, and coping styles among students of different genders

Whether there are differences in time management, academic achievement, and coping styles among students of different genders will be analyzed using mean, standard deviation, and independent sample t-tests. The two sets of gender settings are male and female, and the analysis results are shown in Table 1. The results show that the time management result is not significant; The academic achievement data is not significant; The significant data on coping styles proves that male students have better coping styles than female students.

Table 1

T-tests on time management, academic achievement, and coping styles among students of different genders (N=421)

Detect variables	Male		Female		t	p
	M	SD	M	SD		
Time Management	3.747	1.201	3.938	1.291	1.523	0.441
Academic Achievement	3.049	1.209	3.413	1.273	0.852	0.313
Coping Style	3.610	1.283	3.475	1.259	0.659	0.035

***p<0.001，**p<0.01，*p<0.05

4.2 Analysis of Differences in Time Management, Academic Achievements, and Coping Styles among Students of Different Grades

Whether there are differences in time management, academic achievement, and coping styles among students of different grades will be analyzed using mean, standard deviation, and independent sample t-tests. The grade settings are divided into five groups: freshmen, sophomores, juniors, seniors, and masters. However, due to the large amount of data, this study categorizes grades into undergraduate and master's categories for research. The analysis results are shown in Table 2, and the results show that time management is less than the significant standard. Therefore, this result is significant, indicating that time management is stronger in the current research subjects of the master's degree than in the undergraduate degree, Master's degree is more adept at utilizing time for management; The academic achievement is less than the standard value, so this data is significant, proving that the academic achievement of a master's degree is better than that of a bachelor's degree; The coping style is less than the standard value, so this data is significant, proving that the coping style of a master’s degree is better than that of a bachelor’s degree.

Table 2

T-tests on time management, academic achievement, and coping styles among students of different grades (N=421)

Detect variables	Undergraduate course		Master		t	p
	M	SD	M	SD		
Time Management	3.616	1.340	4.021	1.688	0.792	0.045
Academic Achievement	3.457	1.284	3.721	1.467	0.602	0.039
Coping Style	3.583	1.371	3.730	1.403	0.775	0.037

***p<0.001，**p<0.01，*p<0.05

4.3 Correlation analysis of time management, academic performance, and coping styles

Correlation analysis studies the correlation between variables. It deals with how to trigger one variable to change or whether there is a change in another variable. This study used Pearson correlation analysis to explore the correlation among time management, academic achievement, and coping styles among international students, and analyzed the correlation among the three. The results of the correlation analysis are shown in Table 3. The statistical results of this study indicate that there is a significant relationship among time management, academic achievement, and coping styles, all of which are significant at a significance level of 0.001. From the correlation coefficients among various variables, there is a significant positive correlation between time management and academic achievement (r=0.548, p<0.001) and coping style (r=0.647, p<0.001); There is a significant positive correlation between academic achievement and coping style (r=0.604, p<0.001).

Table 3

Correlation analysis

	Time Management	Academic Achievement	Coping Style
Time Management	1		
Academic Achievement	0.548***	1	
Coping Style	0.647***	0.604***	1

**p<0.01

4.4 Analysis of the mediating effect of time management, academic performance, and coping styles

This study used regression analysis method to set up four research models. Before conducting regression analysis, the research results were analyzed sequentially. If the VIF value is less than 10, it proves that there is no collinearity problem, as shown in Table 4.

The coping style of Chinese international students in Thailand has a mediating effect between time management and academic achievement. Firstly, the relationship between time management and academic achievement is confirmed, then the relationship between time management and coping styles is confirmed. Finally, both coping styles and academic achievement are put in the regression. If the relationship between time management and academic achievement weakens, coping styles serve as mediators. By conducting regression analysis to examine the impact of time management on academic achievement, the study found that β=0.439, F=287.332, and the corresponding p=0.000. At the same time, there is a correlation between academic achievement and coping style β=0.473, adjusted R^2=0.403, which proves that the coping style of Chinese international students in Thailand has a partially mediating effect between time management and academic achievement.

Table 4

Regressive analysis

Y: Academic Achievement					
	Model 1 Academic Achievement β	Model 2 Coping Style β	Model 3 Academic Achievement β	Model 4 Academic Achievement β	VIF
Time Management	0.625***	0.578***		0.439***	1.000
Coping Style			0.535***	0.473***	1.000
t	14.739	15.619	14.350	14.946	
R^2	0.493	0.319	0.397	0.404	
Adj R^2	0.492	0.316	0.396	0.403	
F	274.403***	256.670***	287.332***	284.738***	

p<0.01，*p<0.001

5. Discussion

5.1 There is a significant impact between time management and academic achievement of Chinese international students in Thailand

There is a significant impact between time management and academic achievement of Chinese international students in Thailand, which is consistent with the research findings of Liu et al. (2019), Wei (2015). The results of time management among master's students are significantly different from those of undergraduate students. There are significant differences in scores among graduate students in time management tendencies, time monitoring perspectives, and time efficacy dimensions. Students in higher grades are better able to manage their own time. Students with stronger time management abilities generally have higher academic achievements. The reason for this may be that students with stronger time management abilities have higher efficiency in completing their studies. As the grade order increases, academic achievement gradually increases, and scores for various dimensions of time management disposition gradually increase. There is a positive correlation between graduate students' time management disposition and academic achievement. This indicates that time management ability is closely related to academic achievement in college student learning activities. The more individuals recognize the importance of time, the stronger their ability to arrange and plan time, and the better they can regulate their behavior (Li, 2014). In this study, as the grade order increased, academic achievement gradually grew, and scores for various dimensions of time management tendencies gradually decreased. There was a positive correlation between graduate students' time management tendencies and academic achievement, which is consistent with the research results of Wang (2017).

5.2 The coping style of Chinese international students in Thailand has a significant impact on academic achievement

The coping style of Chinese international students in Thailand has a significant impact on academic achievement, which is consistent with the research results of Cai & Gao (2016). There is a moderating effect between coping styles and academic achievements of college students. For college students with more social experience, students with higher levels of coping efficacy have significantly increased their academic achievements compared to those with lower levels of coping efficacy; For college students with less social experience, those with higher levels of coping efficacy will have a more significant increase in student achievement compared to those with lower levels of coping efficacy. Students with high self-efficacy tend to actively seek problem-solving and external support when facing emergency situations. Those with higher academic achievement levels tend to adopt positive coping methods, while those with lower academic achievement levels tend to adopt less positive coping methods. Chinese students studying abroad in Thailand may have difficulty achieving academic success, so it is necessary to adopt the correct coping strategies and seek help in time. Students with lower academic achievements are more likely to use avoidance methods to deal with problems, which can lead to poorer grades. In addition, there is a significant positive correlation between self-efficacy and avoidance coping methods. After multiple failures, students gradually adopt a avoidance attitude to deal with similar situations, leading to more shyness in learning and forming a vicious cycle of avoidance coping and low academic achievements (Yang, 2008).

5.3 Time management of Chinese international students in Thailand has a significant impact on coping styles

The time management of Chinese international students in Thailand has a significant impact on coping styles, which is consistent with the research findings of Guo (2015). In the correlation analysis between college students' time management tendencies and coping styles, we found that there is a very significant positive correlation between their positive coping level and the three dimensions of time management tendencies. The better time management, they achieve the higher the scores in terms of time value, time monitoring perspective, and time efficiency they achieve, indicating that people who adopt more proactive coping styles also have a positive view of active control in their time management issues (Sun & Yao, 2006). College students who choose positive coping methods to solve problems can also fully recognize the importance of time and be good at managing and utilizing time in their learning and life. This indicates that people who adopt positive coping strategies would cherish time better, manage time well, obtain more positive and effective coping strategies, and better handle possible problems in life and study. For students with poor time management effectiveness, due to unreasonable time arrangements, they often adopt a negative approach when encountering problems, which can lead to problems not being properly handled due to poor problem-solving methods (Fang et al., 2021).

5.4 The coping style of Chinese international students in Thailand has a partially *mediating effect between time management and academic achievement*

The coping style of Chinese international students in Thailand has a mediating effect between time management and academic achievement, which is consistent with the research findings of Yang (2020). The more orderly students manage their time, the more efficient they would be in doing things, and their academic achievements would increase. Students with strong time management control can clearly arrange their time, and academic burnout will decrease, leading to higher academic achievements. College students who tend to adopt positive coping methods would have a more optimistic view of the problem. They can make reasonable use of their time and believe that as long as they actively seek ways to solve the problem, they would be able to overcome difficulties and achieve their desired goals. Students with high time management tend to allocate their time more appropriately, arrange their study time more reasonably, achieve established goals more easily, have the ability to resolve negative emotions, handle relationships with others well, and thus enhance their academic achievements and have better coping abilities. The more orderly students manage their time, the more efficient they will be in their work, and their academic achievements will increase. (Ma et al., 2011).

6. Conclusion and recommendations

The research results indicate that time management and academic achievement of Chinese international students in Thailand are interrelated and mutually influencing. Students studying abroad may experience academic fatigue due to language barriers. To address students' academic burnout or other problems, it is necessary to enable them to have a correct understanding of the importance of academic achievement. Academic achievement refers not only to academic achievements, but also overall comprehensive qualities and abilities. Establishing a correct concept of time, improving efficiency, emphasizing efficiency, cherishing time, and utilizing it scientifically can help Chinese international students in Thailand improve their academic achievements. The stronger a student's time management ability is the better their academic achievement would be. In addition, the coping styles of Chinese international students in Thailand have a mediating effect between time management and academic achievement. Time management and academic achievement can be influenced through coping styles. Therefore, in order to improve students' academic achievement, changing coping styles can affect and enhance their ability to manage time, thereby improving the level of academic achievement.

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The Effects of Online Financial Literacy and Perceived behavior Control on Online Consumption behavior of College Students in Liaoning Province, China

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Abstract

Online consumption in China has boomed in recent years. However, the explosive growth of students' online consumption behavior has brought many problems, and due to the lack of sufficient financial knowledge, it is easy for people to fall into financial difficulties without sufficient knowledge to correct them. Starting with online financial literacy, this study conducted an empirical analysis of the online behavior of 809 undergraduates in Liaoning Province, China, with perceived behavior control as the adjustment. The results show that college students' online financial literacy has a positive and significant impact on online consumption behavior, online financial literacy has a positive and significant impact on perceived behavior control, perceived behavior control has a positive and significant impact on online consumption behavior, and online financial literacy has a moderating effect on perceived behavior control on online consumption behavior. Therefore, improving students' online financial literacy can help students' fund management and reasonable investment. Schools should provide comprehensive financial education and teaching to cultivate students' knowledge, skills and attitudes related to financial management by internalizing financial knowledge, so as to avoid students straying into consumption traps in online consumption and causing financial losses.

Keywords: Online consumption behavior, online financial literacy, perceived behavior control, student management

1. Introduction

With the development and change of society, the network consumption behavior has gradually entered the university life. College students are more receptive to new things, and the consumption of Internet financial management is getting higher and higher (Xiao, 2016). However, due to the indirectness of Internet, Internet financial consumption lacks effective control and proper guidance, which leads to many drawbacks and breeds many bad behaviors (Hong et al., 2019). The consumption of college students is restricted by their parents' income and they are transitioning to adulthood. More than 90% of college students in China completely depend on their parents' economic status for their consumption, and are extremely vulnerable to the influence of consumerism, irrational online consumption behaviors, and even online lending (Zhu, 2019).

College students generally have no experience and lack of Online Financial Literacy. They often do not read the loan contract carefully before signing it, nor do they find out the actual interest, the penalty for defaulting on interest, and the terms of early repayment, not to mention comparing the existing financial service information and the additional fees charged by different Internet lenders for such loans (Dong, 2023). For a long period of time, the supervision and review work of Internet lending by relevant authorities in China was not standardized, which led to the rapid development and spread of Internet lending. This calls for the establishment of a more complete financial supervision system (Liang et al., 2020).

In previous studies, scholars have studied that college students' willingness to use or continue to use online financial services may be affected by various factors. For example, Pi et al. (2012) emphasized the impact of website trust on the intention of continuing to use online financial services. The study believes that transaction security, advanced Internet experience, website and company awareness, and navigation function have a positive impact on cognitive trust, thereby directly or indirectly influencing the intention of continuous adoption through effective trust (Yang et al., 2020). Therefore, this paper mainly analyzes the online consumption behaviors of college students in Liaoning Province, China, and puts forward some specific financial supervision suggestions. On the one hand, it puts forward suggestions to improve the financial supervision system related to campus online lending and promote the construction of campus Internet financial service system; On the other hand, it hopes to promote the healthy and orderly development of online consumption on campus and better serve the campus consumer market.

At present, there are not many researches on college students' online financial behaviors in China, and it is urgent to form a framework to describe and analyze the problems based on empirical analysis. The research questions of this study are as follows:

1. What is the impact of online financial literacy of college students in Liaoning Province on online consumption behavior?
2. What is the impact of online financial literacy on perceived behavior control of college students in Liaoning Province?
3. To explore the impact of online financial literacy on perceived behavior control and online consumption behavior of college students in Liaoning Province of China?

2.Research Hypotheses Development

2.1 Internet finance literacy

When studying individual behavior, Online Financial Literacy refers to an individual's subjective tendency towards certain behaviors and is one of the key factors that are most often considered when studying the influencing factors of behaviors (Banks & Oldfield, 2007). Generally speaking, financial attitudes have a significant positive effect on financial behaviors, while in reality, the results and behaviors do not always show the same results, which may be caused by different components of online financial literacy (Passafaro, 2020). Financial attitudes are composed of cognition, emotion, and willingness, with significant discriminative validity and correlation among the components (Bagozzi et al., 1979). The effect of attitude on willingness can be divided into rationality and sensibility, namely cognition and emotion.

Liu & Zhang (2021) believes that financial cognition is an individual's secondary processing of finance-related information, including screening, organization and understanding, which is influenced by personal knowledge level and information processing ability. The lower the level of online financial literacy, the weaker the information processing ability of consumers and the less sensitive they are to the risks of online finance. As the information basis for the formation of attitudes, cognition is relatively rational, and its influence on behavior is relatively stable. The degree of individual cognition will affect their choice preference. The higher the online financial literacy of college students, the stronger their ability to lower risk.

Based on this, the following hypothesis is proposed:

H1: The online financial literacy of college students in Liaoning Province of China has a positive and significant impact on online consumption behavior

2.2 Perceived behavioral control

Perceived behavioral control is also the degree of control an individual perceives as to whether he or she can complete an action (Ma et al. 2023). An individual needs to have certain basic conditions to complete certain behaviors. When the conditions of an individual are enough to complete these behaviors, an individual will be more willing to do them. However, when the conditions of an individual are not enough to complete a certain action, his behavioral intention will also decrease. Perceived behavioral control will also affect the change of individual behavior, and the premise of these is that the individual must have correct judgment.

According to Aisa (2021), online financial literacy is an important variable in the influence of perceived behavior control. When consumers realize that members of the group are more inclined to understand online financial products, they will subconsciously evaluate such products and further choose whether to buy them after the evaluation. Therefore, they need to have an understanding of online financial products while having a high level of online financial literacy. Lajuni et al.(2019) showed that online financial literacy also has a certain impact on perceived behavioral control, and Tauber et al.(2015) also pointed out that perceived behavioral control can affect an individual's tendency to face a certain behavior. The stronger the perceived behavior control of college students, the stronger their motivation to understand a certain behavior. For example, when it comes to online financial literacy, college students with better online financial literacy tend to have an increase in perceived behavior control.

Based on this, the following hypotheses are proposed:

H2: The positive and significant impact of online financial literacy on perceived behavior control of college students in Liaoning Province, China

2.3 Online consumption behavior

Online consumption behavior refers to a kind of financial behavior carried out on the Internet based on the results of financial electronic construction. Network financial literacy has influenced financial behavior to a great extent, changing the way of asset management and the way of using it. By adjusting the way of saving, investment and finance, and risk management, it changes the habits of thinking and the way of production and life. People with strong perception and behavior control ability will pay more attention to their behavior plan and incorporate financial consumption into daily life planning. Perceived behavior control refers to an individual's perception of the difficulty of completing a certain action, which is affected by the judgment of self-ability. The stronger the perceived behavioral control, the stronger the belief in performing a certain action, and this belief can promote the occurrence of the behavior. Studies have pointed out that when college students think they have enough ability to buy certain online financial products, their perceived behavioral control can promote them to better avoid online financial risks (Nai et al., 2018).

Terry and O 'Leary (1995) proved in the TPB model that perceived behavioral control can not only affect behavioral intention, but also have a direct impact on behavior. Perceived behavioral control is a subjective judgment of an individual on whether he or she can complete an action, which also determines whether an individual will take an action (Bandura, 1997). Stolper and Walter (2017), under the influence of online financial literacy, will have a certain impact on perceived behavior and online consumption behavior. Hernandez (2016) Under normal circumstances, we are always used to doing certain things, and when facing financial problems, we tend to be more cautious, unwilling to take risks and do uncertain things when there is no need to take risks. After understanding online finance, we will generate corresponding perceptual behavior control to improve online consumption behavior. Ma et al. (2023) study confirmed that high perceived behavioral control can promote individuals to avoid risks of online consumption behaviors.

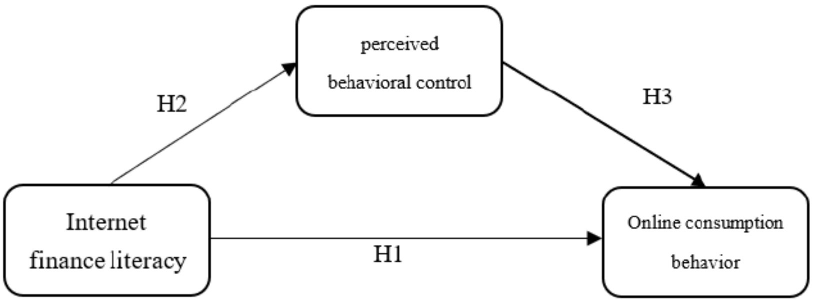
Based on this, the following hypothesis is proposed:

H3: The positive and significant impact of online financial literacy on perceived behavior control and online consumption behavior of college students in Liaoning Province, China

3. Research Model

Figure 1

Research framework diagram



3.1 Research Methodology

This study is a quantitative study, using questionnaire survey method. Since the focus of this research is student-centered, the target population is college students enrolled in 6 different universities in Liaoning Province. We contacted teachers at these universities, who then assisted in sharing the online questionnaire with students at their respective universities. The convenience sampling method and questionnaire method were used as research strategies to collect data from students for data analysis. After a thorough literature review, questionnaire variables from previous studies were adopted, but modified to fit the context of the current study. The following variables were used: Online financial literacy (Elliott et al., 2003), online consumption behavior (Davis, 1989), perceived behavior control (Quintal et al., 2010), and based on previous studies, gender, grade, major, Family status and other background variables (Yin et al., 2016). Questionnaire items were measured using a five-point Richter scale ranging from 1 = strongly disagree (SD) to *5 = strongly* agree *(SA)*. The questionnaire items used are attached as Appendix A. In this paper, a total of 832 formal questionnaires were recovered from January 2023, and after 23 invalid questionnaires were excluded, 809 of them were valid, with a recovery rate of 97.23%. SPSS 26.0 was used to conduct descriptive statistics, item analysis, exploratory factor analysis, validity analysis, correlation analysis and regression analysis of the pre-test questionnaires.

4. Results and Data Analysis

In this paper, a questionnaire survey of college students in Liaoning Province of China was conducted, and a descriptive statistical analysis of the formal questionnaire was carried out in order to further understand the basic situation of the research object more directly.

4.1 Descriptive statistical analysis

From the results of the descriptive statistical analysis in Table 2, the Mean score of online financial literacy of Liaoning college students is 3.835 points and the standard deviation is 0.637; the Mean score of perceived behavior control is 3.993 points and the standard deviation is 0.624; the Mean score of online financial consumption behavior is 3.668 points and the standard deviation is 0.621. It can be seen that the Mean score of perceived behavior control is highest.

Table 1

Results of scale descriptive statistical analysis (N=809)

Dimensions and variables	Number of problems	Mean	Standard deviation	mode	Median	Kurtosis	Skewness
Online financial literacy	2	3.835	0.637	4	4	0.396	0.053
Perceived Behavioral Control	2	3.993	0.624	4	4	0.264	0.359
Online financial consumption behavior	3	3.668	0.621	3.67	3.667	0.307	0.118

Source: This article collated

4.2 Correlation analysis

Correlation analysis of online financial literacy, perceived behavior control and online financial consumption behavior

As can be seen from the specific results of the correlation analysis of each dimension in Table 3, there is a significant positive correlation between the three scales of online financial literacy, perceived behavior control and online financial consumption, and the correlation coefficient is between 0.292 and 0.315, which is a moderate and low correlation. There is a significant positive correlation between online financial literacy, perceived behavior control and online financial consumption, with a correlation coefficient of 0.315 and 0.292 belonging to the medium and low degree. There was a significant positive correlation between perceived behavior control and online financial literacy, and the correlation coefficient was 0.304, which belonged to the moderate correlation.

Table 2

Variable correlation matrix of online financial literacy, perceived behavior control and online financial consumption behavior (N=809)

The variational dimension	1	2	3
1. Online financial literacy	1		
2 Perceive behavioral control	315.***	1	
3. Online financial consumption behavior	292.***	304.***	1

Note: *p < 0.05, **p < 0.01, ***p < 0.001

Source: This article collates

4.3 Regression analysis

A regression analysis of online financial literacy and perceived behavioral control

According to the results of regression analysis of network financial literacy and perceived behavior control in Table 3, R2=0.324, indicating that college students' network financial literacy can explain 32.4% of the variance in perceived behavior control. From the perspective of standardization coefficient, the β value of network financial literacy on perceived behavior control is 0.163, reaching a significant level ($p < 0.001$). And the standardized regression coefficients of perceived behavior control are all positive, indicating that college students' online financial literacy can significantly and positively predict perceived behavior control.

Table 3

Regression analysis of online financial literacy and perceived behavior control

Variables	B	Standard error	Beta (*beta*)	t
Constant	2.064	0.174		11.887***
Online Financial Literacy	0.176	0.037	0.163	4.754***
F	57.040***			
R^2	0.324			
$\triangle R^2$	0.322			

Note:* p < 0.05,**p < 0.01,***p < 0.001

Source: This article collates

According to the regression analysis results of online financial literacy and online financial consumption behavior in Table 4, R2=0.345, indicating that college students' online financial literacy can explain 34.5% of the variability of online financial consumption behavior, and the β value of online financial literacy and online financial consumption behavior from the standardization coefficient is 0.211. Reached a significant level ($p<0.001$), and the standardized regression coefficient of online financial consumption behavior was positive, indicating that college students' online financial literacy could positively and significantly predict online financial consumption behavior.

Table 4

Regression analysis of online financial literacy and online financial consumption behavior

Variables	B	Standard error	Beta (*beta*)	t
Constant	2.178	0.161		13.537***
Online Financial Literacy	0.227	0.035	0.221	6.580***
F	68.534***			
R^2	0.345			
$\triangle R^2$	0.343			

Note:* $p < 0.05$,**$p < 0.01$,***$p < 0.001$
Source: This article collates

According to the regression analysis results of network financial literacy, perceived behavior control and network financial consumption behavior in Table 5, R2=0.324, indicating that college students' network financial literacy can explain 32.4% of the variance of perceived behavior control and network financial consumption behavior. From the standardization coefficient, the β values of online financial literacy, perceived behavior control and online financial consumption behavior are 0.269 and 0.163, both reaching significant levels ($p < 0.001$), and the standardized regression coefficients of perceived behavior control and online financial consumption behavior are positive. In other words, college students' online financial literacy has a regulating effect on perceived behavior control and online financial consumption behavior.

Table 5

Regression analysis of network financial literacy, perceived behavior control and network financial consumption behavior

Variables	B	Standard error	Beta (*beta*)	t
Constant	2.064	0.174		11.887***
Perceived Behavioral Control	0.281	0.036	0.269	7.824***
Online financial consumption behavior	0.176	0.037	0.163	4.754***
F	57.040***			
R^2	0.324			
$\triangle R^2$	0.322			

Note:* $p < 0.05$,**$p < 0.01$,***$p < 0.001$
Source: This article collates

4.4 Research hypothesis testing

According to the above statistical analysis:

H1 The positive and significant impact of college students' online financial literacy on online financial consumption behavior is established

H2 The positive significant impact of online financial literacy on perceived behavior control of college students in Liaoning Province, China is established

H3 The moderating effect of online financial literacy on perceived behavior control and online financial consumption behavior of college students in Liaoning Province, China is established

5. Discussion

College students often need to consume online in their daily life. If they have high financial literacy, they can better understand the risks and benefits of online consumption, so as to make more sensible consumption decisions and avoid economic losses caused by online consumption (Yang, 2016). Colleges and universities may properly carry out financial education, which can be provided by teachers or professional teachers through systematic teaching combined with the application of textbooks and teaching AIDS, so as to promote the education, knowledge and skills in the use of funds or resources, cultivate students' financial behavior in combination with students' real life experience, emphasize practicality in life, and induce students' interest in learning. Teach students financial knowledge and financial behavior, and strengthen student management (Fox et al., 2005). In addition, perceived behavior control is also an important factor affecting college students' online consumption behavior. When college students consume online, if they can control their perceived behavior, they can better control their own consumption behavior, so as to avoid blind consumption and reduce the risk of online consumption. Therefore, strengthening college students' perception and behavior control ability is also the key to improving the quality of online consumption (Fernandes et al., 2014). We need to adopt a series of measures to guide college students to carry out correct online consumption. For example, through the promotion of financial literacy knowledge, strengthen the financial literacy education of college students; By providing relevant consumption tips and suggestions, college students are guided to conduct scientific and reasonable online consumption, thus reducing the risk of online consumption (Wang & Yang,2020).

6. Conclusion

The present research results show that online financial literacy has a positive and significant impact on the online consumption behavior of college students in Liaoning Province of China, the online financial literacy of college students in Liaoning Province of China has a positive and significant impact on perceived behavior control, and the online financial literacy of college students in Liaoning Province of China has a moderating effect on perceived behavior control and online financial consumption behavior. In other words, college students with high online financial literacy may be less likely to get lost in online consumption behaviors. In the case of insufficient control of online financial literacy or perceived behavior, it is more likely to make it difficult to control risks in online consumption behavior and increase the possibility of money loss. Although most universities in China emphasize financial education and risk education, the concept of financial education is still only theoretical. Colleges and universities should put the interests of students first, carry out financial education timely, and help students improve their online financial literacy and perceived behavior control. With the help of schools, financial education will show better learning results, and enable students to quickly establish a complete monetary concept, enhance national financial cognition and ability, change financial behavior, and improve investment efficiency. Narrow the financial risks caused by lack of knowledge, and further move towards the goal of financial health and promote the development of network finance.

6.1 Research limitation

The college students in Liaoning Province of China are the object of this research. In the process of research, because of some limitation factors, there are still some deficiencies in this paper. First of all, the number and type of samples may be limited, which may not be enough to represent the whole population, thus affecting the generalization of the research results. Secondly, the improvement of online consumption behavior cannot be solved only by scientific methods, and may require ethical, legal, political and other considerations, which may put limitations on the feasibility and validity of the study. Finally, the methods and tools of data collection may not be accurate or effective enough. For example, the respondents' answers in the questionnaire survey may be dishonest, which may affect the reliability and validity of the research results.

6.2 Suggestions for future research

Due to the large number and diverse types of online consumption methods involved in this study, as well as the long-time frame, it is difficult to absorb the latest policy requirements in the process of analyzing data on time, resulting in a lack of dynamic and real-time analysis results. This needs to be improved in future research. In addition, this study is only aimed at undergraduate students, and in the future, the research group can be expanded to college and graduate students.

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The Impact of Family Socioeconomic Status on College Students' School Satisfaction: Mediating Role of General Self-Efficacy

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Abstract

This study explores the relationship among family socioeconomic status, school satisfaction, and general self-efficacy among Chinese university students. A convenient sampling method was employed, selecting 341 Chinese university students as participants. Surveys were conducted using the Family Socioeconomic Status Scale, School Satisfaction Scale, and General Self-Efficacy Scale. The following research findings were obtained: 1. Family socioeconomic status significantly negatively influences school satisfaction among university students; 2. Family socioeconomic status significantly positively influences general self-efficacy among university students; 3. General self-efficacy among university students significantly positively influences school satisfaction; 4. General self-efficacy fully mediates the impact of family socioeconomic status on school satisfaction. Based on the conclusions drawn from this study, relevant research recommendations are proposed.

Keywords: Family Socioeconomic status, School satisfaction, General self-efficacy, Structural equation model

1. Introduction

The meaning of socioeconomic status refers to the economic level of individuals, families, or groups in society (Hoff et al., 2002; Mueller Parcel, 1981). Kena & Grace (2015) proposed in their study on American education that family socioeconomic status is differentiated based on the social resources that family members acquire and possess in society, including factors such as family members' salaries, occupational prestige, and cultural levels. Zhao (2021) pointed out that family socioeconomic status (SES) refers to the social status determined by the sum of various social resources individuals or groups possess in their social environment, with major objective factors being the family's economic income, parents' education levels, and parents' occupations.

Satisfaction is a subjective experience at the psychological level, dependent on the comparison between students' psychological expectations and actual outcomes. Xu & Zhao (2010) indicated that college student satisfaction is the degree to which students perceive the actual educational services compared to their expectations. Hu (2017) stated that college students' school satisfaction is an evaluation of various aspects of the school, including environmental facilities, campus culture, life services, education and teaching, and school-enterprise cooperation. The impact of family socioeconomic background on students' self-awareness and academic development during adolescence is more profound than the school environment (Bradley & Corwyn, 2002). Guo (2019) proposed that the school satisfaction of rural college students is higher than that of urban students, and Zhou (2022) suggested that family economic status significantly influences school satisfaction. Therefore, the following hypotheses are proposed:

H1. Family socioeconomic status significantly and positively influences college students' school satisfaction.

The family is the first environment for a child's growth, playing a crucial role in the formation of adolescents' self-efficacy. Sun (2019) and Wang (2020) pointed out that family background factors influence college students' general self-efficacy. Zhai et al. (2000) and Li (2003) found that family background is a significant factor affecting the development of adolescents' self-efficacy. Chen & Liu (2018) suggested that children from higher socioeconomic status families are more likely to adopt positive coping strategies, enhancing their general self-efficacy. Thus, the following hypothesis is proposed:

H2: Family socioeconomic status significantly and positively influences college students' general self-efficacy.

General self-efficacy refers to an individual's belief, judgment, or subjective feeling about whether they can perform a certain behavior or activity at a certain level (Bandura, 1977). Liu (2015) and Zhao (2021) suggested that academic self-efficacy and family socioeconomic status predict students' academic performance, thus influencing school satisfaction. Therefore, the following hypotheses are proposed:

H3: College students' general self-efficacy significantly and positively influences school satisfaction.

H4: College students' general self-efficacy mediates the relationship between family socioeconomic status and school satisfaction.

2. Methods

2.1 Subjects

An electronic questionnaire was created using the Questionnaire Star app. The study employed convenience sampling, with a total of 314 valid questionnaires collected, resulting in a 100% response rate.

In the valid sample (N=314), the gender distribution was 111 males (35.4%) and 203 females (64.6%). Regarding grade level, there were 181 freshmen (57.6%), 59 sophomores (18.8%), 16 juniors (5.1%), and 58 seniors (18.5%).

2.2Tools

Family Socioeconomic Status Scale

The Cronbach's α value was used to measure the internal consistency and stability of each variable, with a reference range proposed by Wu (1985). The total reliability of the Family Socioeconomic Status Scale after item deletion was .785, indicating good reliability.

General Self-Efficacy Scale

The study used the General Self-Efficacy Scale invented by Scholz, U et al. (2002), which has good reliability. The total reliability of the General Self-Efficacy Scale in this study was .953, indicating high reliability.

School Satisfaction Scale

The School Satisfaction Scale referred to the Customer Satisfaction Scale by Homburg y Stock (2005), which has good reliability. The total reliability of the School Satisfaction Scale in this study was .953, indicating high reliability.

3. Model Review

The evaluation of the measurement model includes normality testing, violation estimation testing, model fit testing, convergent validity testing, and discriminant validity testing.

3.1 Normal calibration

In this study, a structural equation model was chosen as the analysis tool. If the sample data are multivariate normally distributed, the estimation method closest to it is selected. If the data distribution is non-multivariate normal, the asymptotic distribution freedom (ADF) method is preferred (Browne, 1984). In this study, the skewness (SK) values for the observed variables of family socioeconomic status, general self-efficacy, and school satisfaction ranged from (-0.707 to 0.910), (-1.000 to -0.266), (-1.288 to -1.080), and the kurtosis (KU) values ranged from (-1.173 to -0.752), (-0.133 to 2.283), (0.938 to 2.161). The absolute values of both skewness and kurtosis were almost all less than 2, indicating univariate normality for all observed variables.

3.2 Test violation estimation

In both the measurement and structural models, the concept of offending estimate was used to assess the accuracy of the model. The error variances for family socioeconomic status were positive, standardized regression weighted coefficients were below 0.95, and there were no excessively large standard errors. Similarly, the standardized regression weighted coefficients for general self-efficacy ranged from .714 to .922, and for school satisfaction, they ranged from .811 to .932. Therefore, there were no violation estimation issues in this measurement model.

Table 1

Verification table of violation estimation

Measurement variables	SK	KU	SFL（t)	EV
Family Socioeconomic Status	-0.707-0.910	-1.173--0.752	-.609(4.346)-.85(7.155)	.130-1.828
General Self-Efficacy	-1.000--0.266	-0.133-2.283	.714(11.926)-.922(9.661)	.090-.343
School Satisfaction	-1.288--1.080	0.938-2.161	.811(11.567)-.932(9.194)	.112-.735

Source: Compiled by this study

3.3 Test the fit of the model

As shown in Table 2, the absolute fit, incremental fit, and parsimonious fit indices for family socioeconomic status, general self-efficacy, and school satisfaction are all satisfactory.

Table 2

Model fitness checklist

Test statistic		Standard score	Family Socioeconomic Status	General Self-Efficacy	School Satisfaction
Absolute fit index	Chi-square	The smaller, the better	0	331.517	20.398
	Chi-square/ degrees of freedom	Less than 5	0	9.472	4.080
	GFI	＞0.900	1.00	0.801	0.976
	AGFI	≥0.800		0.688	0.928
	RMR	≤0.080	0.000	0.036	0.011
	RMSEA	≤0.100	0.000	0.098	0.086
Incremental fit index	NFI	≥0.900	1.000	0.893	0.989
	CFI	≥0.900	1.000	0.902	0.991
	RFI	≥0.900	1.000	0.862	0.977
	IFI	＞0.900	1.000	0.903	0.991
Parsimonious fit index	PNFI	≥0.500	0.000	0.694	0.494
	PGFI	≥0.500	0.000	0.702	0.496

Source: Compiled by this study

3.4 Test Convergent Validity

Convergent validity primarily assesses whether multiple items converge into one construct. Standardized factor loadings should exceed 0.500, t-values should be significant, combined reliability should be greater than 0.600, and average variance extracted should be greater than

0.500. For the Family Socioeconomic Status scale, the standardized regression weights for each item range from 0.609 to 0.85, with t-values exceeding 1.96, a combined reliability of 0.788, and an average variance extracted of 0.558. General Self-Efficacy items have standardized regression weights ranging from 0.714 to 0.922, with t-values exceeding 1.96, a combined reliability of 0.954, and an average variance extracted of 0.676. School Satisfaction items exhibit standardized regression weights between 0.811 and 0.932, with t-values exceeding 1.96, a combined reliability of 0.958, and an average variance extracted of 0.819. These results indicate that Family Socioeconomic Status, General Self-Efficacy, and School Satisfaction meet the requirements for convergent validity, indicating good intrinsic quality of the measurement model.

3.5 test differential validity

Discriminant validity is assessed by examining the correlation between two different constructs. If the correlation is low, it suggests that the two constructs have discriminant validity (Churchill, 1979; Anderson & Gerbing, 1988). According to the criteria suggested by Hairs et al. (1988), discriminant validity is confirmed when the square root of the Average Variance Extracted (AVE) for each construct is greater than the correlation coefficients between the constructs. This criterion should be met for at least 75% of all possible comparisons.

Table 3

Distinct validity checklist

Structure	Number of projects	A	B	C
A Family Socioeconomic Status	3	.747		
B General Self-Efficacy	10	-.148**	.822	
C School Satisfaction	5	.008	.551**	.905

Source: Compiled by this study

Table 3 shows that the square root of the Average Variance Extracted (AVE) for each construct ranges from 0.747 to 0.905, and the square root of the Average Variance Extracted for each construct is greater than the correlation coefficients between the constructs. From this, it can be inferred that the scale has discriminant validity, providing further evidence of the good intrinsic quality of the measurement model.

The model is now suitable for the next step of structural model analysis, which involves validating the causal relationships among potential variables.

4. Results

4.1 inter-variable Correlation

As shown in Table 4: There is a significant negative correlation between college students' family socioeconomic status and general self-efficacy ($r = -0.148^{**}$, $p = 0.009$).

There is a significant positive correlation between general self-efficacy and school satisfaction among college students ($r = 0.551^{**}$, $p = 0.000$).

There is no significant relationship between family socioeconomic status and school satisfaction ($r = 0.008$, $p = 0.888$).

School satisfaction is significantly moderately correlated with general self-efficacy ($r = 0.551$, $p = 0.000$).

There is a significant negative correlation between family socioeconomic status and general self-efficacy ($r = -0.148$, $p = 0.009$).

These findings suggest that each construct exhibits relative independence.

Table 4
Summary Table of Correlation Analysis

	Family Socioeconomic Status	General Self-Efficacy	School Satisfaction
Family Socioeconomic Status	1		
General Self-Efficacy	-.148**	1	
School Satisfaction	0.008	.551**	1

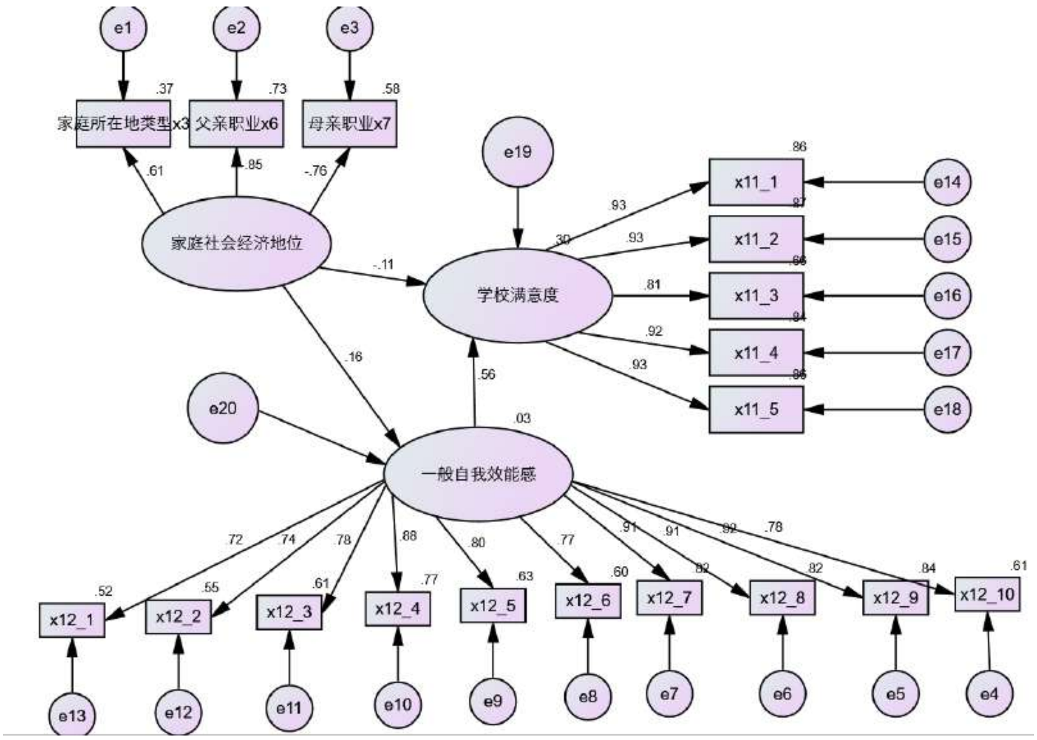
Note: * p < .05; ** p < .01; *** p < .001

Source: Compiled by this study

4.2.1 Model adaptation diagram

In this study, a theoretical model was constructed using a linear structural equation model, and the causal model was validated using AMOS version 22.0 statistical software. The results of the analysis are organized in Figure 1, as shown below.

Figure 1
SEM model diagram



Source: Compiled by the researcher

4.2.2 Violation estimation test

In this study, the error variances for the overall model of family socioeconomic status, general self-efficacy, and school satisfaction range from 0.113 to 1.835, all being positive values. The standardized weighted regression coefficients range from 0.112 to 0.930, with no values exceeding 0.950. Standard errors range from 0.012 to 0.271, and all t-values are significant, demonstrating that there are no significant standard errors in this model.

4.2.3 Overall Model Fit Check

Regarding absolute fit indices, $\chi2$ is 513.259 (df=132, p=.000, $\chi2$/df=3.888), reaching significance, indicating a good fit between the theoretical model and observed data. In other indices, GFI=.825, AGFI=.773, slightly deviating from the standard, and RMR=.045, achieving an acceptable fit. Thus, in terms of absolute fit indices, the model fit is good. In terms of incremental fit indices, all indices NFI=.905, NNFI (TLI)=.992, CFI=.928, RFI=.890, IFI=.928 mostly exceed 0.900, indicating a good fit in terms of incremental fit indices. For parsimonious fit indices, PGFI=.800, PNFI=.781, both exceeding 0.500, showing a reasonably good fit, meeting the requirements for model simplification.

4.2.4Path relationship verification

As known from Table 5, The three hypotheses H1, H2 and H3 are valid.

Table 5

Summary table of effect verification

Assumptions	Paths	Hypothetical relationship s	Path value	Hypothesis valid or not
H1	Family Socioeconomic Status → School Satisfaction	negative	-.024 ***	Established
H2	Family Socioeconomic Status→ General Self-Efficacy	Positive	.158***	Established
H3	General Self-Efficacy → School Satisfaction	Positive	.558***	Established

Source: Compiled by this study

4.3 *The mediating role of entrepreneurial self-efficacy*

The mediating effect was assessed using the Bootstrap test (repeated sampling estimation method) with 1000 repetitions to validate the mediating effect. The study considers the 95% confidence interval of the indirect effect; if it includes 0 (not significant), there is no mediation. If the interval does not include 0 (significant) and, in addition, the direct effect includes 0 (not significant), it is considered complete mediation. If both direct and indirect effects are significant and do not include 0, it is considered partial mediation.

Table 6

Bootstrap intermediary effect checklist

	Estimate	BC/PC P value	95% Confidence Interval	
			BC	PC
Indirect effect Family Socioeconomic Status→General Self-Efficacy→School Satisfaction	0.088	0.001/0.001	0.018～0.170	0.019～0.172
Direct effect Family Socioeconomic Status→School Satisfaction	0.006	0.065/0.076	-0.229～0.005	-0.227～0.006
Total effect Family Socioeconomic Status→School Satisfaction	0.126	0.001/0.001	-0.169～0.116	-0.161～0.126

In Table 6, it can be observed that the 95% confidence interval of the indirect effect does not include 0 (significant), while the 95% confidence interval of the direct effect includes 0 (insignificant). This indicates complete mediation, suggesting that the general self-efficacy of college students plays a fully mediating role in the relationship between family socioeconomic status and school satisfaction.

5.Discussion

The results of this study reveal a significant negative impact of college students' family socioeconomic status on school satisfaction. This aligns with the assertion of Gallo L C and Zhang Xinyi in the alternative capacity model, stating that individuals with lower socioeconomic status face more internal and external pressures, depleting their psychological and social resources and resulting in increased negative emotions.

The findings also indicate a significant positive impact of family socioeconomic status on general self-efficacy among college students, consistent with Sun (2019) claim that higher self-rated family comprehensive social status correlates with higher general self-efficacy. This aligns with Yuan (2020) assertion of a significant positive correlation between family socioeconomic status and general self-efficacy.

Furthermore, the study reveals that general self-efficacy among college students has a significant positive impact on school satisfaction, consistent with Wan (2021) claim that general self-efficacy has a significant positive impact on life satisfaction.

College students' family socioeconomic status can directly and significantly influence their school satisfaction. However, when introducing the variable of general self-efficacy, the direct effect of family socioeconomic status on school satisfaction disappears. It must be achieved through the mediation of general self-efficacy. The reason may be that the family socioeconomic status, including the type of family residence and parents' occupations, can significantly enhance the general self-efficacy of college students. When students gain confidence and increased happiness, their satisfaction with the school also significantly improves.

5.1 Recommendations

Given the high importance placed on the education sector by the Party Central Committee with Comrade Xi Jinping at the core, various significant decisions and arrangements have been made for educational work.

Parents should make greater efforts to improve family income and social status, providing children with more and better interest cultivation. Actively stimulate and guide children's initiative and enthusiasm, educate them patiently, and enhance their general self-efficacy. Universities need to strengthen the construction of ethics and style, accelerate the construction of school infrastructure, continuously research the needs of student development, continue to strengthen educational and teaching management, and enhance monitoring and evaluation of student satisfaction.

5.2 Limitations

This study collected only 314 valid samples when distributing questionnaires, indicating a certain limitation in sample size. To expand the sample size, efforts should be made. Currently lacking standardized measures of family socioeconomic status, future research could contemplate creating a scale to measure family socioeconomic status. The study only explores the overall mediating effect of general self-efficacy, without separately examining the mediating effects of each dimension, making the effectiveness test less thorough.

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Need Analysis of Terminology in ESP Learning in China

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Abstract

This study analyzes the educational needs of 413 Chinese railway engineering majors in the context of English for Specific Purposes (ESP), identifying a need for enhanced terminology teaching to effectively equip students and professionals with essential linguistic and communication skills. Recognizing that most scientific and technological literature is published in English, the study underscores the critical need for robust English language competency within the field. It also highlights a broader need for reliable engineers capable of leading industry 4.0 adoptions. Furthermore, the importance of specialized vocabulary for the comprehension of technical texts is emphasized. Employing surveys and questionnaires, the research adapts established methods from ESP need analysis to explore key issues in ESP instruction, textbook standardization, technical term learning, exploration of term dictionaries, and corpus usage. The findings reveal that while railway engineering students acknowledge the importance of English, there are gaps in available resources and teaching methods, particularly in terminology comprehension and practical application. This study highlights a clear demand for more targeted ESP courses, integrated with specialized corpus-based tools and innovative teaching approaches, to bridge these gaps and better align with the students' academic and professional aspirations.

Keywords: Corpus, English Terms of Railway Engineering, ESP, Need Analysis

1. Introduction

The Chinese government has been committed to improving the level of English education and has made English one of the important areas of education. The government has promulgated multiple policies and plans to promote English learning, including improving the training of English teachers, improving English textbooks and teaching methods, etc. This paper is conducted within the framework of English for Specific Purposes (ESP), a branch of language education focusing on teaching English tailored to specific professional or academic fields. The study aims to analyze the target needs of railway engineering majors in China and to identify the gap between present terminology teaching and the students' needs. The students need linguistic competence and communication skills at the workplace and to pursue higher education in the field of railway engineering. Even professional engineers are required to refresh their knowledge to keep themselves updated with the latest development in their field. Since most of the published literature of science and technology is available in English language, it is mandatory for railway engineers, irrespective of their geographical boundaries, to have good knowledge to excel in their respective field of specialization. A highly qualified engineer in modern times is expected to have well-developed communication and high English language proficiency to get efficient opportunities for competitiveness and success in the global work arena.

In addition, firms face a shortage of engineers that are reliable, with integrity and able to lead the firms to industry 4.0 adoptions (Benis, Amador Nelke, & Winokur, 2021). College students are now expected to be able to read and comprehend the reading materials related to their fields of study (Kim, 2013). Maher (2016) supported this claim by stating that the language now needs to be related to professional areas or fields, especially for scientists and engineers.

This claim suggested that mastery of a language is needed especially in the vocabulary area as vocabulary is related to reading comprehension. The relationship between vocabulary knowledge and reading comprehension has been proved by several types of research (Watson Todd, 2017). Technical vocabulary is defined as vocabulary that has higher frequency words in specific fields such as engineering, science, and medicine. These words have their own specific meanings designed specifically for certain fields (Othman, Wahi, Ya'acob, & Kofli, 2017). Tsou and Gablasova (2015) stated that students tended to be frustrated and demotivated in reading authentic materials or texts with words that they have not mastered such as technical ones.

2. Body

2.1Research Objective

The research objective centers around the semantic analysis of technical vocabulary and terms. Considering that terminology forms an integral component of vocabulary teaching in ESP, a questionnaire-based approach grounded in ESP need analysis is vital. This approach, employed in the initial part of the paper, underpins the rationale for selecting this research topic. Furthermore, the investigation encompasses a comprehensive overview of current trends and methods in ESP term learning. While the scope of this exploration is broad, the objective is to delve into and elucidate the underlying phenomena. Such an in-depth examination aims to establish a solid foundation for the research choices made, ensuring that the analysis is both relevant and contextual to the evolving dynamics of ESP education. By doing so, the study seeks to contribute valuable insights into the pedagogical strategies and curriculum development in ESP, particularly in contexts where specialized technical vocabulary is paramount.

2.2Methodology

Chaiklin (2003) pointed out that need analysis (NA) could be conducted using both inductive and deductive procedures. The former consists of observations, case studies, and interviews, while the latter includes questionnaires and surveys. Educators and scholars considered other methods for need analysis such as focus groups, diaries and journals (Brown, 2016), diagnostic tests, and final evaluations (Thorne, 1975). This qualitative study adapted a need analysis questionnaire developed by Ward (2009) and Kim (2013). On the other hand, according to the focus of this study, the questionnaire is adjusted appropriately, so that the content of the questionnaire and the research objective can be closely combined. There are 5 areas of ESP teaching and learning investigated. This questionnaire was also adapted and modified based on the components of investigating ESP needs defined by Dudley-Evans and St John (year not provided). The language written in the questionnaire was modified to be simpler and more readable for the students.

The questionnaire includes the following aspects: The importance of ESP teaching, textbook standardization, difficulty in learning technical terms, usage of term dictionaries; and the use of corpus. Components of ESP Need Analysis. Different components of language need analysis are employed to investigate different focuses and issues in language planning, development, teaching, and learning. Many ESP scholars suggest that Target Situation Analysis (TSA), Learning Situation Analysis (LSA), Present Situation Analysis (PSA) are the fundamental components for assessing learners' language needs.

TSA refers to a form of need analysis, which centers on identifying learners' language requirements in an occupational or academic setting (West, 1994). Dudley-Evans and St. John (1998) explained it in the following way: "TSA includes objective, perceived and product-oriented needs. The objective and perceived needs are derived by outsiders from facts, from what is known and can be verified. Therefore, 'to be able to spell English words correctly' is an objective/perceived need. Product-oriented needs are derived from the goal or target situation". LSA refers to subjective, felt and process-oriented needs. Therefore, when asked in what way the ESP can help them, the respondents answered that it could help them continue their study or help them with academic research. This is an objective / perceived need.

As described by Dudley-Evans and St. John (2018), PSA is a method employed for evaluating strengths and weaknesses in language proficiency, skill sets, and prior learning experiences. An extensive range of devices for PSA has been developed, focusing on three primary sources of information: the perspectives of students, the insights from language-teaching establishments, and the viewpoints of 'user-institutions'. So, when asking the respondents " Can you master ESP grammar skillfully?", this is an analysis of the status quo. The LSA-learning need encompasses preferences like seeing vocabulary written down, acquiring language skills through listening, enjoying problem-solving, and a dislike for group work, highlighting individual learning preferences and challenges. Therefore, when asking the respondents, "Which part of ESP do you think is difficult for you" and "When you learn a technical term, what do you tend to prefer", it is a question to understand the learning needs of the respondents. TSA-target need involves requirements for professional or academic situations, such as engaging in meetings with British colleagues, extensive reading, report writing, and selecting the right words in professional contexts, emphasizing the practical application of language skills in specific situations. The PSA-present need, on the other hand, points to an immediate challenge in writing persuasively, indicating a current area of focus for language skill improvement. Together, these needs paint a comprehensive picture of the multifaceted aspects of language learning, encompassing personal learning styles, specific professional requirements, and immediate linguistic challenges.

2.2.1 Research Design

The questions in the questionnaire are designed by combining structured questions with open questions. Structure means that it is not necessary for respondents to fill in the content by themselves, but only check the content (Liu & Lei, 2019); openness means that there is a special space after the options provided by each question for the respondents to fill in according to the actual situation under the premise of not making choices. There are 19 questions in the questionnaire, including: age, gender, grade and other basic information, The questionnaire includes not only basic information of age, gender and grade, but also the questions in TSA, PSA and LSA assessment such as: To what extent do you think ESP is important or not important? In what way do you think ESP can help you? Which part of ESP do you think is more difficult for you?What kind of technical terms do you find more difficult to learn?When you learn a technical term, what do you tend to prefer ?What kind of textbooks do you use for professional English? The obtained data are mainly described in the form of overall description and item-by-item comparison. In other words, if the survey results of students of different grades and majors are generally similar, the way of overall description is adopted. Statistics that differ widely from one another are compared. Thus, those percentages were analyzed qualitatively to have a deep and holistic review. In addition, the interaction arose while completing questionnaire. The students gave their opinions and suggestions.

2.2.2 Data Processing

Descriptive analysis and cross-analysis were conducted using SPSS version 22.0. Descriptive statistics were generated in order to report students' degree of needs for course contents and agreements with the patterns of learning and teaching activities. Cross-analysis was performed to gain a deeper understanding of the credibility of the differences. respondents' interview data was transcribed verbatim in Thai language. The transcripts were then coded and content-analyzed in order to find evidence of students' needs for ESP course, their opinions towards their experiences of learning Railway Engineering English purpose and improvement of the future course. The researcher was also open to finding other related themes that emerged from the data and could be added to the existing themes to gain new insights.

2.2.3 Pilot Study

To ensure that respondents were clear about the survey questions, we conducted a pilot study in October 2020 to understand how Chinese railway engineering majors viewed the ESP course and the learning experience of railway engineering terms. To ensure the reliability and validity of the questionnaire, the researchers took some measures to ensure the quality of the questionnaire. First, the items of the questionnaire were cited from established references and double checked by the professors' expertise in SLA, guaranteeing reliability and content validity. There are two factors included in the pilot survey regarding to gender, level of English, there are totally 18 closed questions and one open question. While the 18 closed questions contain the last choice for the respondents to add more answers besides the giving choices.

30 Chinese college students from Shanxi Railway Institute participated in the pilot study offline. Of these, 25 were male and 5 were female. Girls represent only a small percentage of the Railway Engineering major. The demographics for the subjects in the pilot study show a variety of language proficiencies. Regarding language proficiency, 6 respondents have scored above CET4, which is a popular English proficiency test for college students in China. In many universities, undergraduate students need to pass the College English Test Band 4 (CET4) to obtain their degree. 24 students have passed the Professional English Test A, which is an important English level test for professional college students. Generally speaking, CET4 and the Practical English Test for Colleges (PETC) have different test models.

The pilot study was also conducted on Sojump, a popular online survey platform in China. Given the widespread popularity of Internet services in China and the widespread use of smartphones among college students, their willingness to check and use smartphones to communicate with others, conducting an online survey is feasible. The data was distributed and collected through WeChat and QQ (a widely popular social information platform in China). They randomly issued questionnaires using convenience sampling. It took one week from the distribution of the questionnaire to the collection of the results. 8 and 22 copies were collected through QQ and WeChat, respectively, including 22 by males and 8 by females.

The reference items established may not be appropriate due to the different survey duration or the different participant variables. Therefore, after the pilot, the author interviewed some of the respondents to make some suggestions and suggestions. After the pilot study and interview, some of the questions were modified to design some logical relationships between the questions, for example, No15 and No17 are both evaluation of LSA on learning methods for a specific corpus, if No15 answered no, No17 is not seen after formal investigation.

2.3 respondents

In order to get comprehensive data, the target students involved in this study are distributed in many comprehensive universities, engineering colleges, or professional institutes.

When looking for relevant majors to fill in the questionnaire, the author chose railway engineering majors from the following universities and colleges in China. As these universities, colleges, or institutes are distributed in various regions, as shown in Table 1.

The economic development of these areas is at the medium level in China. Not as developed as Beijing, Shanghai, and Guangzhou, and not as underdeveloped as remote areas. Therefore, in general, the data can reflect the learning situation of ESP students, especially in terms of learning situations in Chinese universities and colleges, it should be approached in a balanced way. To ensure the universality and representativeness of the data, each school was allowed up to 50 times, and only one questionnaire for each IP. Forty answers were randomly selected from each university, college, or institute. A total of 440 questionnaires were collected. Invalid questionnaire information (response time is less than 20 seconds or irrelevant information) will be deleted. Finally, 413 copies were adapted for the analysis.

Table 1
Overview of respondents' Schools

No.	Category of the School	Province	City
1	Professional University	Hebei	Shijiazhuang
2	Professional University	Jiangxi	Nanchang
3	Comprehensive University	Hunan	Changshao
4	Comprehensive University	Shandong	Yantai
5	Comprehensive University	Shaanxi	Xi'an
6	Professional University	Shandong	Jinan
7	Comprehensive University	Henan	Kaifeng
8	Professional University	Shaanxi	Hanzhong
9	Comprehensive University	Jiangxi	Jiujiang
10	Comprehensive University	Shandong	Weifang
11	Professional University	Shaanxi	Weinan

2.4 Data Collection

2.4.1 Basic data analysis

Gender and Grade Analysis: The gender distribution among respondents was predominantly male (82.8%), reflecting the gender trend in Railway Engineering majors. This demographic insight is important for ESP teachers as gender differences in learning patterns are significant (Ehsan, Sultana, & Shah; Reid, 1995; Shan & Li, 2020; Thorne & Henley, 1975). ESP teachers can adapt their teaching methods to the characteristics of male students. The increase in ESP course availability from junior year to graduate level suggests that universities are tailoring their teaching plans to students' evolving English proficiency and academic needs.

2.4.2 TSA (Target Situation Analysis)

The importance of the ESP course: This is a very important part of the TSA for the ESP course. Research showed that the vast majority of students think that the ESP course is important, whether it is compulsory or elective, and the cross-analysis results further verified this conclusion. This emphasizes the effect of universiies in shaping students' attitude to ESP. Some learners don't know their learning needs, especially the long-term ones, and they need the guidance of the school and teachers, so from junior to graduate stage, the number of ESP courses is constantly increasing，aligning with Vygotsky's theory of the Zone of Proximal Development and the need for guided learning (Chaiklin, 2003).

2.4.3 LSA (Learning Situation Analysis)

ESP's Role in Career and Academic Development: ESP courses are viewed as beneficial across various domains, including job application, further studies, academic research, and career development. This broad applicability underlines the relevance of ESP in both career and academic contexts.

Learning Challenges in ESP: A significant proportion of students (77.97%) find technical terms the most challenging aspect of ESP courses. This aligns with research emphasizing difficulties in understanding technical and scientific terminology in ESP (Nimasari, 2018; Brieger & Pohl, 2002; Gablasova, 2015; Kockaert & Steurs, 2015; Nagy, 2015; Tongpoon-Patanasorn, 2018; Ward, 2009).

Preferences and importance of technical terms: The majority of students (77.9%) identified technical terms as critical in ESP courses and were generally found to be more challenging than the general vocabulary. In addition, in terms of learning adaptation corpus, ESP teachers suggested and classroom teaching, technical terms learning ranked first, accounting for 74.58% and 79.69% respectively, which highlights the necessity of centralized teaching of ESP technical vocabulary.

2.4.4 PSA (Present Situation Analysis)

Resources and Strategies for Learning Technical Terms: Students predominantly rely on search engines and electronic dictionaries for learning technical terms. The underutilization of specific corpora in ESP learning, despite its effectiveness, is noted (Ädel, 2007; Kazakova, 2015; Mudraya, 2006; Paltridge & Starfield, 2014; Smith, 2020; Staples, 2019). The survey suggests that corpus-based learning methods introduced by ESP teachers are not yet widespread.

Textbook Analysis and Recommendations: The majority of students use Engineering English textbooks authored by school teachers, with a significant number utilizing Civil Engineering textbooks. The need for specialized teaching materials, particularly textbooks and corpora tailored for Railway Engineering ESP courses, is evident.

Table 2

Assessment of ESP Course Importance: Elective vs. Optional

	Important	Neutral	Unimportant	Total
Compulsory	150(86.21%)	20(11.49%)	4(22.30%)	174
Optional	49(67.12%)	22(30.14%)	2(2.74%)	73

As indicated in Table 2, the study reveals that students overwhelmingly regard ESP courses as important, regardless of whether they are compulsory or optional. This underscores the influential role of universities in shaping student attitudes towards ESP, aligning with Vygotsky's theory of the Zone of Proximal Development and the need for guided learning (Chaiklin, 2003).

ESP's Role in Career and Academic Development: ESP courses are viewed as beneficial across various domains, including job application, further studies, academic research, and career development. This broad applicability underlines the relevance of ESP in both career and academic contexts.

Learning Challenges in ESP: A significant proportion of students (77.97%) find technical terms the most challenging aspect of ESP courses. This aligns with research emphasizing difficulties in understanding technical and scientific terminology in ESP (Nimasari, 2018; Brieger & Pohl, 2002; Gablasova, 2015; Kockaert & Steurs, 2015; Nagy, 2015; Tongpoon-Patanasorn, 2018; Ward, 2009).

Preference and Importance of Technical Terms: Most students (77.9%) consider technical terms crucial in ESP courses, often finding them more challenging than general vocabulary. This highlights the need for focused instruction on technical vocabulary in ESP.

Resources and Strategies for Learning Technical Terms: Students predominantly rely on search engines and electronic dictionaries for learning technical terms. The underutilization of specific corpora in ESP learning, despite its effectiveness, is noted (Ädel, 2007; Kazakova, 2015; Mudraya, 2006; Paltridge & Starfield, 2014; Smith, 2020; Staples, 2019). Corpus-based learning, a method where learners engage with authentic language data compiled in large electronic databases, offers insights into practical language usage, The survey suggests that corpus-based learning methods introduced by ESP teachers are not yet widespread.

Textbook Analysis and Recommendations: The majority of students use Engineering English textbooks authored by school teachers, with a significant number utilizing Civil Engineering textbooks. The need for specialized teaching materials, particularly textbooks and corpora tailored for Railway Engineering ESP courses, is evident.

3. Conclusion

3.1Discussion of Findings

The study began by examining various aspects of ESP teaching in the context of Railway Engineering, as gathered through a questionnaire. The aspects of findings included the importance of ESP teaching, textbook standardization, the use of corpus, difficulty in learning technical terms, and usage of term dictionaries.

3.1.1 Student Perceptions and Academic Relevance

The analysis revealed that Railway Engineering majors in the ESP class view English learning as a fundamental support for their formal studies. They acknowledge the significant role English plays in their academic performance, citing that proficient English competence is crucial for meeting university standards. This insight into student perceptions underlines the need for engaged classroom environments that foster active student-lecturer interactions, specifically in the context of railway engineering. While recognizing the specific focus of this study on the Railway Engineering department in a particular geographical context, it's important to note the limited generalizability of these findings. Future research should aim to include a diverse range of departments and locations to provide a more comprehensive understanding of ESP learning needs across various contexts.

3.1.2 ESP Course Availability and Teaching Challenges

The study highlighted a gap in the availability of ESP courses and suitable teaching materials. Despite the recognition of their importance, not all universities offer ESP courses. This gap is further exacerbated by a lack of specialized textbooks in Railway Engineering English. The findings suggest that the learning of technical terms remains a challenge, with existing resources like glossaries and general online tools being insufficient. The debate over who should teach ESP courses - whether language-based or knowledge-based - adds another layer to this challenge (Kim et al., 2018; Paltridge & Starfield, 2014; L'Homme, 2020).To gain a more comprehensive understanding of the ESP learning environment, it's crucial to incorporate the perspectives of ESP teachers. Future research should include interviews or surveys with ESP educators to explore their insights and experiences, which can significantly contribute to the development of more effective ESP teaching strategies and materials.

3.1.3 Gender-Specific Learning Patterns

There is notable research on gender differences in learning patterns, which ESP teachers can utilize to tailor their teaching methods (Ehsan et al., 2020; Reid, 1995; Shan & Li, 2020; Thorne & Henley, 1975). However, there is a lack of substantial research in the field of ESP. Acknowledging the relevance of gender differences in learning patterns, this study needs to further explore how these differences specifically impact ESP learning. A more comprehensive analysis can involve a detailed investigation of gender-specific preferences, challenges, and strategies in ESP education.

3.1.4 Learning Methods and Resources

While the quantitative data from the questionnaire provides valuable insights, it's also crucial to delve into the qualitative aspects of these findings. A deeper exploration of the qualitative data could offer a richer understanding of the complex experiences and needs of ESP learners. A significant majority of students resort to guessing the meanings of technical terms through their professional background knowledge. This highlights the importance of teaching methods that incorporate Rich Knowledge Context (Ramsden, 1988) and the need for rich-knowledge-based materials. The survey suggests that specific corpora and online resources could enhance the learning experience, yet these tools are not widely utilized among graduate students. This finding calls for more focus on developing online resources and professional corpora suitable for students (Ädel, 2007; Kazakova, 2015; Mudraya, 2006; Paltridge & Starfield, 2014; Smith, 2020; Staples, 2019).

3.1.5 ESP Course Effectiveness

Respondents acknowledged the effectiveness of ESP course in meeting their needs, especially in renewable energy engineering. They stated that ESP classes facilitate the development of linguistic skills necessary to comprehend technical and scientific content in their field of study. Students expressed difficulties in learning technical terminology and words related to their majors, emphasizing the need for more specialized learning materials. In addition to the quantitative data presented, it's essential to consider the qualitative implications of these findings. Understanding the nuanced experiences and requirements of ESP learners through qualitative analysis is key to developing more effective and learner-centered ESP programs.

3.1.6 Textbook Limitations

The scarcity of English textbooks specifically targeting Railway Engineering is noted. Due to the difficulty in finding suitable textbooks, some universities opt for Civil Engineering English textbooks instead. Future research should provide detailed guidance on adopting a more comprehensive methodological approach, illustrating how to achieve this broader research goal.

3.1.7 Sub-Skills in ESP Learning

Respondents reported serious difficulties in understanding technical vocabulary and terminology. These difficulties could be attributed to limited practice opportunities outside the classroom and insufficient interaction with authentic materials, suggesting a need for more scientific learning methods in terminology learning. While revising the ESP curriculum is a valid suggestion, it requires more targeted strategies. Future recommendations should detail how to realize the transition from traditional content to more dynamic, context-relevant materials, outlining specific implementation strategies for curriculum development.

3.2 Recommendations

After the need analysis of the terminology learning situation- a case study on Railway Engineering majors, the author found that there is a gap between the students need and the real materials offering for the learners.

3.2.1 Short-term Recommendations

Railway Engineering English Courses are needed but not enough courses are designed for the students. There are few textbooks closely related to Railway Engineering English in China. Technical terms' learning is a challenge for learners while only a glossary of REE and general online resources couldn't meet the needs of learners. ESP teachers should adapt multi-modal teaching methods and incorporate specific corpora in classroom teaching.

3.2.2 Long-term Recommendations

Compiling a specific corpus is beneficial for learners to explore the meanings of technical terms in a rich-knowledge context. It is urgent to compile Frame-based Terminology resources for ESP courses. Finding the conceptual relation within technical terms and adapting a knowledge-based method to design the query entry. To the best of the author's knowledge, no suitable learning materials are available for terminology teaching. There is little research in the field of Railway Engineering exploring the conceptual relations within terms and lexical units. There is little online query in this field based on frame-based theory to find out the knowledge pattern and the conceptual relationship within the technical terms. There are few studies on how students can follow the keywords or seed words to learn related terms and build a conceptual relation in their mind.

In response to the findings of this study, a comprehensive set of recommendations is proposed to enhance the effectiveness of the English for Specific Purposes (ESP) program. A pivotal aspect of these recommendations is the need for a thorough reconsideration of the ESP curriculum. This entails moving away from traditional and standardized content to more dynamic and relevant material that resonates with the evolving needs of students in a world where English has become the dominant language of communication. To achieve this, it is crucial that higher education policymakers and stakeholders collaborate to develop curricula that are more aligned with modern content, pedagogies, and materials.

Another significant aspect is the empowerment of ESP teachers. They should be well-informed about the latest trends in need analysis theory and practice, emphasizing their relevance in language education. By equipping teachers with this knowledge, the ESP course can transcend its traditional role of simply preparing students for exams. Instead, it can be transformed into a tool for preparing students for their future professional lives. This transformation requires the creation of engaging and diverse learning environments. Such environments should incorporate a variety of interactive and practical activities like debates, simulations, problem-solving exercises, and public speaking opportunities. These activities not only enhance language proficiency but also equip students with the skills necessary for their vocational life.

The role of educational institutions in supporting these endeavors cannot be overstated. Universities should provide ESP teachers with the necessary materials and facilities, especially in the realm of information and communication technology (ICT), thus facilitating effective teaching and learning.

However, it is important to acknowledge the limitations of this study. Its reliance on quantitative data from questionnaires, with a relatively small sample size of 413 students, might raise questions about the representativeness and generalizability of the findings. Therefore, future research should incorporate qualitative methods like interviews, focus groups, and classroom observations for a more nuanced understanding. Additionally, expanding the scope of research to include teachers' perceptions, alongside students' attitudes, can provide more comprehensive insights in the effectiveness of the ESP program.

Overall, these recommendations are aimed at creating a more responsive and effective ESP program that not only meets current educational standards but also prepares students for the challenges of a globalized professional world. By focusing on curriculum development, teacher empowerment, and institutional support, and by considering a broader methodological approach in future research, these recommendations seek to significantly improve the quality and relevance of ESP education.

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Exploring The Impact of Self-efficacy on Employees' Knowledge Hiding: The Mediating Effect of Job Burnout, and the Moderating Effect of Leadership Empowerment Behavior

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Abstract

Employees' knowledge hiding behavior appears to be a topic of great interest because it is associated with negative outcomes. Therefore, this study investigates the impact of employees' self-efficacy on their knowledge hiding, and explores the positively moderating role of leadership empowerment behavior on the relationship between self-efficacy and job burnout, as well as the negatively moderating role of leadership empowerment behavior on the relationship between job burnout and knowledge hiding. In this study, convenience sampling was applied to collect data by distributing questionnaires to non-assembly line employees working in Ningbo industrial zone, Zhejiang province, China. Data from 430 valid questionnaires were analyzed by SPSS 27.0 and AMOS 26.0. The result showed that self-efficacy negatively affects job burnout, job burnout positively affects knowledge hiding, and self-efficacy influences knowledge hiding through job burnout mediation. Leadership empowerment negatively moderates the positive link between job burnout and knowledge hiding.

Keywords: Job Burnout; Self-efficacy; Leadership Empowerment Behavior; Employees' Knowledge Hiding.

1. Introduction

With the advent of the knowledge economy, employees' knowledge becomes an important resource for organizational competitiveness (Mikalauskiene & Atkociuniene, 2019). In addition, in Eastern countries where the culture of "rule of man" prevails, leadership style, as an important factor in the work environment, has a particularly strong influence on employees (Clercq et al., 2021). Most extant studies have explored knowledge hiding at the individual level, rarely at the group or organizational level (Anand et al., 2022). Some scholars have also identified four different root causes of knowledge hiding by creating a framework in their research: functional bias, incentive misalignment, resource allocation failure, and value incongruence (Shrivastava et al., 2021), and this study attempts to improve the status quo of employee knowledge hiding through some reasonable measures.

This study in Ningbo's industrial area focuses on non-assembly line employees, investigating how employee's self-efficacy impact on knowledge-hiding through job burnout as the mediating variable and empowering leadership as the moderating variable. Hence, the following research questions were proposed: a) Is there any impact of self-efficacy on employee job burnout? b) Is there any impact of job burnout on employees' knowledge-hiding? c) Does job burnout have a mediating role between self-efficacy and employees' knowledge-hiding behaviors? d) Does leadership empowerment behavior moderate the relationship between self-efficacy and job burnout? e) Does leadership empowerment behavior moderate the relationship between job burnout and knowledge-hiding behaviors?

2. Literature Review

Self-efficacy is an individual's confidence in task accomplishment (Tus, 2020), Cen (2022) defined it as confidence in behavior for a specific situation. Yuan (2022) emphasized self-efficacy's role in behavior regulation. Aligned with Tus (2020), this study defines self-efficacy as employees' confidence in successfully performing a job and achieving the ultimate goal.

Turek (2020) asserted that job burnout, impacting health, well-being, and job performance, stems from high stress and negative work experiences. Guo & Lu (2016) described burnout as an exhausted state, while Xu et al. (2019) emphasized emotional exhaustion. Zhu et al. (2021) added impaired self-identity. This study, aligning with Xu et al. (2019), defines job burnout as the physical and mental exhaustion resulting from prolonged overloaded work.

Leadership empowerment behavior involves sharing power, granting autonomy, and assigning responsibility to followers (Cheong et al., 2018). It is described by Zhang & Bartal (2010) as measures for power sharing, Ding et al. (2022) viewed it as a style where leaders empower subordinates, fostering intrinsic motivation and a sense of meaning. Zhao & Li (2022) emphasized its role in stimulating work motivation and encouraging self-leadership. Aligned with Ding et al. (2022), this study defines empowering leadership as employees' perception of leaders providing autonomy, instilling confidence, and a willingness to share power.

Knowledge hiding, as defined by Connelly et al. (2019) and Wu et al. (2020), involves individuals intentionally concealing or refusing to provide needed knowledge, encompassing actions like shirking and playing dumb. Wu (2022) characterized it as negative interpersonal behavior. These definitions highlight deliberate actions hindering knowledge flow, detrimentally impacting organizational collaboration and knowledge management. This study, aligning with Wu et al. (2020), defines employee knowledge hiding as the intentional concealment of information essential to others, emphasizing the obstructive nature of such behavior.

2.1 Interrelationships among Variables and Hypotheses

Cherian & Jacob (2013) argued that individuals' self-efficacy affects their motivation and behavior, and that employees with higher self-efficacy are also usually more inclined to reduce burnout and are also more willing to share and pass on their knowledge (Tu & Guo 2016), whereas those with low self-efficacy are more prone to fall into a state of burnout and choose to hide their knowledge. That is, individuals with high self-efficacy are more likely to use positive coping methods to solve problems when faced with them, and vice versa (Lin et al., 2022). In summary, the following hypothesis is proposed:

H_1: Self-efficacy negatively affects job burnout.

Emotional burnout, a dimension of job burnout, involves exhaustion and dissatisfaction, potentially leading to knowledge hiding (Coban et al., 2016). Disengagement, marked by apathy, may result in employees finding their job unattractive and losing interest, fostering knowledge retention due to reduced trust (Nonnis et al., 2023). A diminished sense of personal fulfillment might make employees hesitant to share knowledge, questioning its impact on performance (Bakker & Vries, 2020). Koay (2018) suggested that those experiencing emotional burnout, disengagement, and low fulfillment are more prone to knowledge hiding, forming the basis for the study's hypothesis:

H_2: Job burnout positively affects employees' knowledge hiding.

Pan & Zhang (2016) argued that knowledge sharing self-efficacy is a typical endogenous incentive that stimulates individual knowledge sharing behavior. This means that as self-efficacy increases, employees are less likely to hide their knowledge. Employees with high self-efficacy are also psychologically well-prepared to take on more responsibility and believe they can do higher-level work (Wang et al., 2001). To summarize, the following hypothesis is proposed in this study:

H_3: Job Burnout has a mediating role between self-efficacy and employees' knowledge hiding.

Research indicated that employees with high self-efficacy tend to be more motivated, capable, and resilient, experiencing lower levels of job burnout (Heuven et al., 2006). The impact of self-efficacy on burnout can be moderated by empowering leaders in various ways, including providing support, feedback, and building trusting relationships (Yin & Liu, 2022; Kim et al., 2018; Sales et al., 2020). The study proposes the hypothesis based on these relationships and interactions:

H_4: Empowering leaders have a positive moderating role in the relationship between self-efficacy and job burnout.

Leadership empowerment behavior involves leaders delegating decision-making autonomy, resources, and responsibilities to employees (Luo & Chen, 2021). Research, as indicated by Huang (2022), suggests that this leadership style impacts employees' burnout and knowledge hiding behaviors. Empowering leadership correlates with lower job burnout, increased work engagement, and positive emotional states (Liu, 2023). Additionally, empowering leadership negatively influences knowledge hiding, fostering a culture of participation, knowledge sharing, and an open, supportive work environment (Wu, 2022). The study proposes hypotheses based on these relationships:

H_5: Leadership empowerment behavior has a negative moderating role in the relationship between job burnout and employees' knowledge hiding.

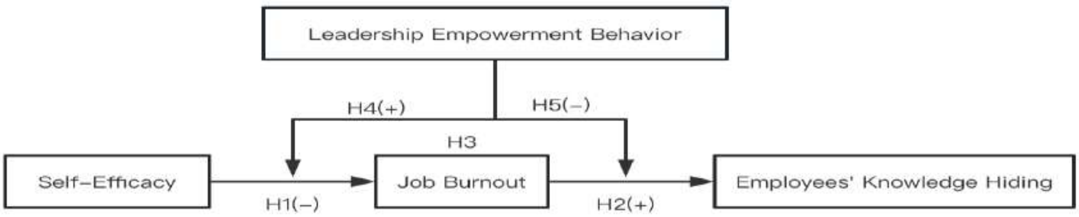
3. Methodology

3.1 Research Framework

According to the hypotheses above, suggesting self-efficacy influences knowledge hiding via job burnout. and leadership empowerment behavior moderates the relationship between self-efficacy and job burnout and the relationship between burnout and knowledge hiding. The proposed research framework is illustrated in Figure 1.

Figure 1

Research Framework



3.2 Operational Definition and Measurement

The operational definition of self-efficacy in this study is: employees' subjective judgment and confidence in their ability to perform a job and achieve the final goal. A 9-question questionnaire, adapted from Wang et al. (2001), employs a 5-point Likert scale for assessment.

The operational definition of burnout in this study is the degree of physical and mental exhaustion of employees in a prolonged overloaded work situation. Study adapted 12-question survey referencing Li (2003), utilizing a 5-point Likert scale for responses.

Study operationalized empowering leadership as employees' perception of leader-provided autonomy, confidence, and power-sharing. A 6-question questionnaire, adapted from Ahearne et al. (2005), employed a 5-point Likert scale for responses.

The operational definition of employee knowledge hiding behavior in this study is the extent to which employees deliberately conceal knowledge needed by others. A 6-question questionnaire, adapted from Connelly et al. (2012), employs a 5-point Likert scale for responses.

3.3 Participants and Data Collection

Convenience sampling was applied in this study to non-line employees in Ningbo's industrial zone, Zhejiang province, China. Questionnaires are distributed via online Questionnaire Star in China.

4. Empirical analysis

4.1 Descriptive statistical analysis

The study was conducted to survey the employees of non-assembly line employees in enterprises in the industrial areas of Ningbo City, Zhejiang province, China. Questionnaies were distributed through convenience sampling method by distributing the questionnaires link to online Questionnaire Star in China through classmates, family members, and friends, to their coworkers in Ningbo's industrial zone, Zhejiang province, China. In total, 430 questionnaires were received. After excluding questionnaires with answer time too quick and those with same answer to all the questions, finally 346 valid questionnaires were obtained, with a validity rate of 80.5%.

In the total sample, women are accounted for 59.7%. Age from 31 to 40 years old are accounted for 38.6%, academic ground with bachelor's degree are accounted for the highest proportion of 38.9%, 27.1% of the employees are with monthly income of 6001-7000 RMB; and they were mainly engaged in the field of automobiles.

4.2 Reliability and validity analysis

The Cronbach 's alpha coefficient of all variables' measurements is above 0.884, which indicates good reliability.

The standardized factor loadings, mostly above 0.7, AVE over 0.5, and CR values range from 0.886 to 0.985, indicates good convergent validity of the measurements. AVE square root values are over 0.717 which are higher than any variable correlation coefficient which is not more than 0.565, indicateing good divergent validity.

4.3 Correlation Analysis

The correlation coefficient among variables is ranging from 0.143 to 0.565, all with significancy.

4.4 Regression Analysis

The self-efficacy versus job burnout β value is -0.363*** significant, indicating that Hypothesis H1 was supported; the job burnout versus knowledge hiding β value was -0.433*** significant, indicating that Hypothesis H2 was supported; the self-efficacy versus knowledge hiding β value decreases from -0.506*** to -0.402**, with a decrease in β coefficient and significant, indicating that hypothesis H3 was supported; the self-efficacy to empowering leadership behavior interaction term β-value is -0.429, which was not significant, so the moderating variable was not significant, and hypothesis H4 was not supported; the burnout to empowering leadership behavior interaction term β-value was -0.866*** significant, so the moderating variable was significant, and hypothesis H5 was supported. As shown in Figure 2 and Tables 1 and 2.

Figure 2
Moderating Graph

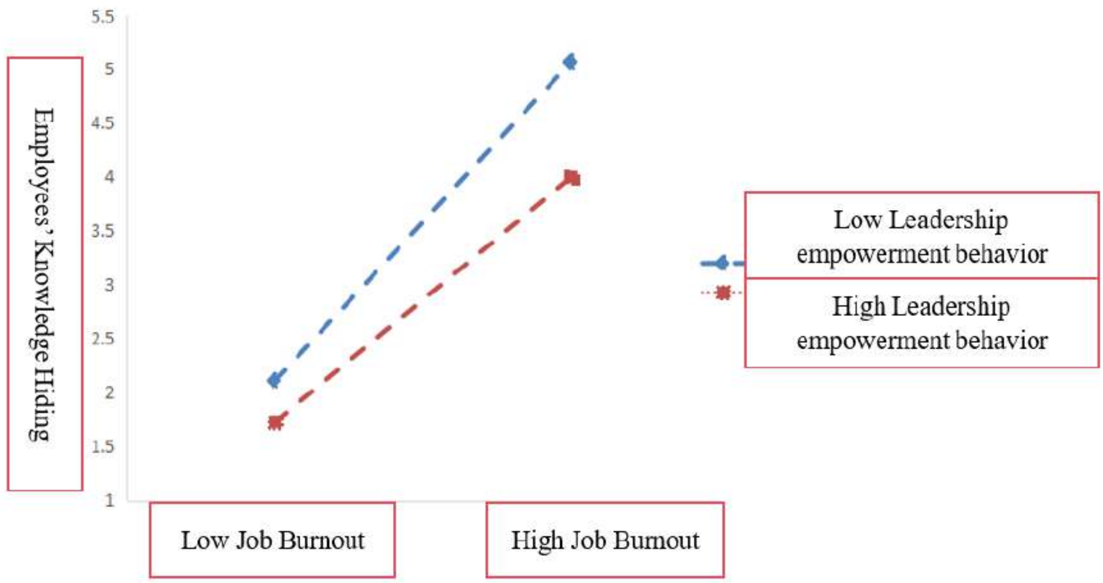


Table 1
A Test of the Moderating Effect of Empowering Leadership Behaviors Between Self-efficacy and Job Burnout

	Job Burnout											
	M5			M6			M7			M8		
	β	*t*	VIF	*β*	*t*	VIF	*β*	*t*	VIF	*β*	*t*	VIF
Sex	0.031	0.569	1.053	0.021	0.405	1.054	0.022	0.508	1.054	0.018	0.419	1.057
Age	-0.005	-0.087	1.093	-0.029	-0.550	1.098	-0.024	-0.545	1.098	-0.030	-0.674	1.105
Academic	0.129	2.343	1.058	0.112	2.175	1.060	0.082	1.886	1.064	0.078	1.785	1.068
Income	-0.066	-1.112	1.216	-0.033	-0.601	1.224	-0.015	-0.322	1.225	-0.022	-0.467	1.235
Position	0.029	-0.502	1.187	-0.030	-0.555	1.187	-0.007	-0.155	1.189	0.002	-0.040	1.207
SE				-0.363^{***}	-7.215	1.014	0.438^{***}	-10.191	1.037	-0.267^{**}	-2.320	7.440
LEB							-0.501^{***}	-11.707	1.029	-0.865^{***}	3.762	29.824
SE*LEB										-0.429	-1.610	40.098
R^2		0.023			0.153			0.397			0.402	
Adjusted R^2		0.009			0.138			0.385			0.388	
F		1.611			10.219^{***}			31.854^{***}			28.328^{***}	

Note1: * indicate $p<0.05$, ** indicate $p<0.01$, *** indicate $p<0.001$
Note 2: SE indicates *self-efficacy*; LEB indicates leadership empowerment behavior;
SE *LEB indicates the interaction term between *self-efficacy* and leadership empowerment behavior.
Source: Organized by this study.

Table 2
A Test of the Moderating Effect of Empowering Leadership Behaviors Between Job Burnout and Employees' Knowledge Hiding

	Employees' Knowledge Hiding											
	M9			M10			M11			M12		
	β	*t*	VIF	*β*	*t*	VIF	*β*	*t*	VIF	*β*	*t*	VIF
Sex	0.044	0.801	1.053	0.031	0.615	1.054	0.011	0.659	1.055	0.006	0.391	1.056
Age	-0.015	-0.263	1.093	-0.013	-0.249	1.093	-0.029	-1.634	1.094	-0.013	-0.903	1.102
Academic	0.072	1.302	1.058	0.016	0.323	1.075	0.012	0.665	1.075	0.007	0.484	1.076
Income	-0.026	-0.440	1.216	0.002	0.043	1.220	0.008	0.444	1.220	0.024	1.554	1.229
Position	0.034	-0.575	1.187	-0.047	0.875	1.188	0.015	0.824	1.189	-0.002	-0.126	1.199
JB				-0.433***	8.773	1.024	0.852***	45.012	1.270	1.358**	30.170	10.214
LEB							-0.943***	-50.254	1.247	-0.449**	-10.180	9.796
JB*LEB										-0.866**	-12.007	26.235
R^2		0.008			0.192			0.905			0.933	
Adjusted R^2		-0.006			0.178			0.903			0.932	
F		0.572			13.412***			457.878***			588.355***	

Note1: * indicate $p<0.05$, ** indicate $p<0.01$, *** indicate $p<0.001$
Note 2: JB indicates job burnout; LEB indicates leadership empowerment behavior; JB*LEB indicates the interaction term between job burnout and leadership empowerment behavior.
Source: Organized by this study.

5. Conclusion

5.1 Research contributions

(a) Academic Contributions

This study contributes by delving into the unexplored aspects of the relationship between self-efficacy, burnout, empowered leadership, and knowledge concealment behaviors in the Chinese workplace, offering a deeper understanding of employee behavior. It also expands the theoretical framework in self-efficacy and knowledge management, introducing burnout as a mediating and empowered leadership as a moderating variable, providing new theoretical insights for related fields.

(b) Substantive contributions

Based on this study, it shows that empowered leadership can increase employees' self-efficacy at work, while empowered leadership also reduces employees' active knowledge hiding behaviors at work, and self-efficacy has a negative effect on burnout, so organizations should strive to create an empowered leadership style that can increase employees' self-efficacy, and give more support and feedback to employees, to reduce the generation of negative behaviors in the organization. The results of this study help organizational managers better understand the internal mechanisms of employee behavior and provide practical suggestions for actual management.

5.2 Research limitations and future research directions

(a) Research limitations

Limitations include a narrow focus on manufacturing in Ningbo, framework constraints on self-efficacy, small regional scope, time constraints, potential gaps in literature review, and biases in survey methods, impacting result accuracy.

(b) Future Directions for Research

Future research should expand geographically and utilize multi-channel distribution for broader data representation. Scholars are urged to focus on specific self-efficacy, like innovation self-efficacy. Diversify research subjects beyond manufacturing, ensuring universality. Extend research duration, exploring long-term tracking or historical data analysis. Strengthen literature reviews by utilizing various sources comprehensively. Improve investigation methods by minimizing bias, conducting pretesting, and using multiple approaches for data reliability.

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Exploring the Impact of Leadership Support on Employee Following Behavior: The Mediating Role of Workplace Enjoyment and the Moderating Role of Leadership Empowerment

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Abstract

This study explores the impact of perceived leadership support on employee following behavior. In this study, convenience sampling was applied to collect data by distributing questionnaires to employees working in Shandong province, China through online platform, QQ star. Data from 626 valid questionnaires were analyzed by SPSS 27.0 and AMOS 26.0. Results show that higher perceived leader support is linked to more employee following behavior and greater workplace fun. Positive workplace enjoyment would increase employee's willingness to follow his leaders. In other words, perceived leader support would influence employee following behavior through workplace fun, and the above relationship would be moderated by leader empowerment.

Keywords: Perceived leader support; Employee following behavior; Workplace fun; Leader empowerment

1. Introduction

As knowledge and information become important social productive forces, enterprise organizations change, and the flat structure enhances the openness of the organization. In the fierce market competition, enterprises rely more on the driving force formed by leaders and employees' following (Xu et al., 2015). The success of enterprises no longer only depends on leaders and decision-making, and the behavior of ordinary employees has become an important factor. Effective following behavior is a key part of leadership because the success or failure of enterprises depends on followers. Inspiring followers to follow effectively has become an issue worthy of in-depth research in organizational management, and it is necessary to deeply understand the formation mechanism of employees' following behavior.

The organizational form requires leaders to have a stable structure, but in China's traditional hierarchical culture, leaders are usually central and authoritarian, which leads to employees' absolute obedience and abandonment of uncertain affairs, forming a hierarchical structure (Wei and Li, 2021). With the progress of society, followers are eager for achievement, recognition and challenging work, and employees expect an equal relationship. Removing traditional leadership constraints and emphasizing equal treatment of employees and providing support have become the focus of research (Jiang, 2022). This study explores the impact of employees' perceived superior support on following behavior, as well as its mediating and moderating mechanism. Workplace fun is away for organizations to support employees, so that employees can experience pleasure and support at work in the organization (Ni and Zeng,2022). This study investigates whether employees' perceived superior support leads to the organization's workplace fun support and improves following behavior. Therefore, this study explores the impact of perceived leader support on employees' following behavior, including the mediating effect of workplace fun and the moderating effect of leader empowerment, so as to promote employee more efficient following behavior and contribute to the enterprise.

2. Research hypotheses and model establishment

2.1 Research hypotheses

2.1.1 Influence of perceived superior support on employees' following behavior

Perceived superior support is employees' overall perception of the extent to which leaders value their contributions and care about their well-being (Kottke & Sharafinski, 1988). Leaders' support and care can improve employees' satisfaction, make employees feel supported and valued, and they are more willing to be involved in their work and more identified with leaders' decisions and directions (Zhou, 2020). In addition, support from leaders can promote the trust relationship between employees and leaders. According to the social exchange theory, when employees feel that leaders care about their development and well-being, in return for leaders' support, employees will be more inclined to trust and support leaders' decisions, so they are more willing to show active following behavior (Wang, 2022).

In addition, from the perspective of followers, the essence of following is an emotional tendency, and how followers behave in following behavior is closely related to their emotional orientation after cognitive experience. Research shows that positive experience will promote employees' following behavior (Xu et al., 2015). High quality supervisor support is conducive to promoting employees' attitude and behavior to change to positive aspects (Zhang, 2021). Therefore, this study believes that positive support by leaders can promote positive psychological experience of employees, which can further affect employees' following behavior.

Through the above research and discussion, leaders' support for employees can increase employees' positive psychological experience, thus changing employees' work attitude and behavior, and promoting their following behavior. To sum up, this study proposes the following hypotheses:

H_1: Perceived leader support positively affects employee following behavior

2.1.2 Influence of perceived leader support on workplace fun

By providing employees with work resources and emotional care, leaders can improve employees' positive emotions at work and reduce employees' negative effects such as work pressure (Li et al., 2012). When employees are under low job stress, they are more likely to be involved in their work. As employees devote more energy and time to work, they will be more immersed in work and more likely to perceive the joy of work (Xiong and Zhu, 2020).

In addition, workplace fun refers to work-related or non-work-related activities that bring fun and joy to employees (Wen et al., 2019). Since workplace fun includes some non-work-related activities, whether employees will conduct workplace fun activities depends not only on the atmosphere of the organization, but also on whether leaders support them. In work, even if the organization has arranged non-work-related fun activities, if the leader adopts a strict leadership style, employees will take into account the leader's evaluation of their behavior and try their best to participate in such fun activities, so as to give the leader an impression of active and diligent work. Leader support is employees' overall perception of whether leaders support their behaviors, including work resources and even emotional support and help (Gu, 2022), which can promote employees' sense of security to a certain extent, and they are more willing to participate in fun activities at work and get enough fun from these activities, thus enriching their inner positive feelings. To sum up, this study proposes the following hypotheses:

H_2: Perceived leader support positively affects employees' workplace fun

2.1.3 The impact of workplace fun on employees' following behavior

According to the theory of job characteristics, job characteristics will trigger employees' psychological states and then affect their behavioral results (Waaland, 2021). Workplace fun, as an element with core job characteristics, including "sociability" and "friendship opportunity", has an important impact on employees' mentality and behavior. Positive workplace fun helps employees to perceive work meaning and responsibility, improve job satisfaction and other positive effects, while negative workplace fun may lead to employee absenteeism or demission (Ugheoke et al., 2022).

By providing work fun activities, organizations can promote employees' positive feelings, stimulate their work meaning and self-value realization, and enhance their satisfaction (Zhao et al., 2022). In addition, positive interpersonal relationships are advocated in workplace fun, and friendly social interactions, such as telling jokes and sharing personal experiences, help employees build a sense of friendship and support (Jyoti, 2022). By implementing workplace fun activities, organizations can create a positive team atmosphere, enhance employees' job satisfaction and keep them positive.

From the perspective of social exchange theory, individuals follow the "principle of reciprocity" in the exchange relationship, and expect to get equal returns after helping others. Accepting the negative party will feel "obligation" or "liability", and in order to weaken this psychology, they are willing to reciprocate the helping party (Cook et al., 2013). After employees participate in the fun activities in the workplace, they may regard them as the psychological contribution of the organization, take positive behaviors to repay leaders, and form the following behavior to leaders. Therefore, this study proposes the following hypotheses:

H_3: Workplace fun has a positive impact on employee following behavior.

2.1.4 Mediating effect of workplace fun

As employees' direct superiors, leaders' behaviors and performances determine whether employees will follow (Wang, 2022). By providing employees with work resources and showing caring behaviors, leaders make employees feel the support of leaders (Li et al., 2012). This feeling makes employees feel satisfied with their work and trust their leaders, which makes it easier for them to follow their leaders.

In this process, workplace fun plays a certain role. With the support of perceived leaders, employees will have a certain sense of security (Liu et al., 2019), and do not have to worry that participating in activities will lead to a bad impression of leaders. They will be more willing to participate in fun activities in the workplace, which can satisfy employees' psychological demands and improve the communication and friendship between employees and colleagues, thus making employees feel a positive psychological state (Men et al., 2012). Xu et al. (2015) pointed out that a positive working psychological state would promote employees' following behavior, and the social exchange theory also proposed that employees would adopt positive behaviors to return the support of leaders, that is, carry out more following behavior.

Therefore, this study believes that employees who perceive support from leaders are more willing to participate in fun activities in the workplace, which further improves their positive psychological state and leads them to adopt following behaviors

Give back to leaders. To sum up, this study proposes hypotheses:

H_4: There is a mediating effect of workplace fun between perceived leader support and employee following behavior

2.1.5 Moderating effect of leader empowerment

Employees' participation in workplace fun activities will provide a relaxed working environment for employees, thus promoting positive psychological experience of employees (Men et al., 2012). Workplace fun includes non-work-related activities, which are also an important way for employees to relax and adjust their work attitude (Wen et al., 2019). When employees perceive an environment without great pressure, they will be more satisfied with their work and will be in a more positive state, which is an important factor affecting employees' following behavior (Zhao et al., 2020).

When leaders use empowerment, employees will feel trusted and valued (Li et al., 2018). On the one hand, this sense of trust and recognition can improve employees' loyalty to organizational leaders and make them more willing to follow leaders (Zhou, 2020). It can improve employees' autonomy and sense of security, so that employees can work in their own way without worrying about being punished. That is, employees empowered by leaders will have a higher sense of security and trust, and enhance their positive psychological state (Ding et al., 2020). It further promotes the role of positive psychological state between workplace fun and employee following behavior. Therefore, this study proposes hypotheses;

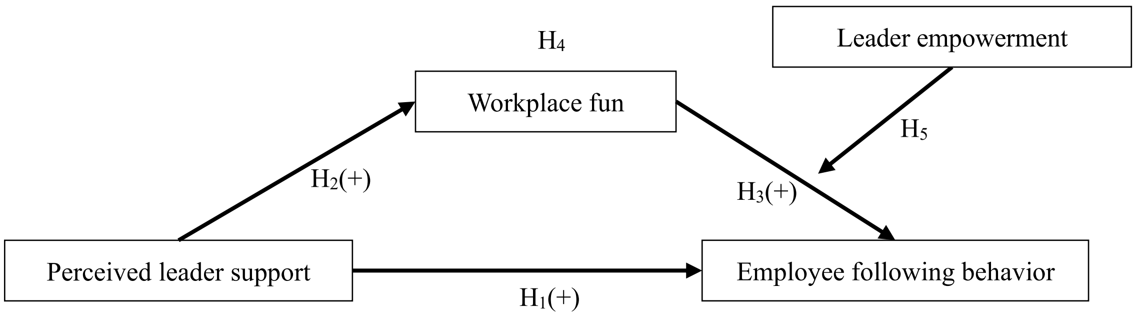
H_5: Leader empowerment has a positive moderating effect on the relationship between workplace fun and employee following behavior

2.2 Theoretical model

According to the above reasoning, this study takes perceived superior support as the independent variable to explore the impact on employee followership (dependent variable), and takes workplace fun as the mediator and leader empowerment as the moderator. The research framework is shown in Figure 1:

Figure 1

Research framework diagram



Source: collated by this study

2.3 Data analysis method

In order to test the hypotheses of this study, the following research methods are proposed:

(1) Reliability analysis. In order to ensure the reliability of all the used scales, this study uses the Cronbach α coefficient method to measure the reliability. The larger the Cronbach α coefficient is, the more stable and reliable the questionnaire data is.

(2) Validity analysis. In this study, the average variance extracted (AVE) and the combined reliability (CR) were used to evaluate the convergent validity of the scale. Generally, AVE should be greater than 0.50 and CR should be greater than 0.60.

(3) Correlation analysis. In this study, Pearson correlation coefficient was used to determine the correlation between variables. If the variables were significant, they were correlated.

(4) Regression analysis. Linear regression was used to verify the hypotheses of the study. The direct effect, mediating effect and moderating effect of the hypotheses of the study were judged by judging the significance and size changes of regression coefficients of variables or interaction terms.

(5) Mediation test. This study was used to evaluate whether the workplace fun variable mediates the relationship between perceived superior support and employee following behavior, that is, it explains the mechanism of causal relationship.

(6) Moderation test. It is used to determine whether a leader empowerment variable plays a moderating role in the relationship between workplace fun and employee following behavior, that is, it affects the strength or direction of this relationship.

3. Empirical Analysis

In this study, convenience sampling was applied to collect data by distributing questionnaires to employees working in Shandong province, China through online platform, QQ star. Data from 626 valid questionnaires were analyzed by SPSS 27.0 and AMOS 26.0.

3.1 Reliability test

SPSS software was applied to conduct reliability test, and the scales of core variables such as leader support, employee following behavior, workplace fun and leader empowerment were calculated and analyzed. The reliability value of each scale is above 0.8, so all the scales in this study have good reliability and the quality of the questionnaire is qualified.

3.2 Validity analysis

3.2.1 Fit index of confirmatory factor analysis model

The fit validity is mainly to test the degree of fit between the sample and the model. If the ratio of *chi-*^{2}*square* to degrees of freedom χ/df is less than 3, RMSEA, SRMR is less than 0.08, and the values of GFI, AGFI, NFI, IFI, and CFI are all higher than 0.8, the overall model fit degree has good agreement (Wu, 2009).

3.2.2 Discriminant validity

In this study, the discriminant validity of the variables was judged by the correlation coefficient between the variables and the AVE square root value of the variables. It can be seen that the correlation coefficient between the four variables of workplace fun, perceived superior support, employee following behavior and leader empowerment is less than the AVE square root value of each variable, which indicates that the variables have good discriminant validity.

3.3 Correlation analysis of each variable

Pearson correlation coefficient test was used for analysis. The correlation coefficient r was between 0.186 and 0.385. A positive value indicates a positive correlation, otherwise a negative correlation, and the greater the absolute value, the stronger the correlation. Through the use of SPSS software to analyze the variables in pairs, there is a positive correlation between the variables.

3.4 Regression analysis

By using SPSS, the number of valid questionnaires collected in this study was processed, and the hypotheses of this study were verified respectively.

3.4.1 Regression analysis of perceived leader support on employees' following behavior

The perceived leader support was used as the independent variable, and the employee following behavior was used as the dependent variable to construct a model for analysis. Demographic variables and independent variables (perceived leader support) were put into M2 for analysis. The results showed that the regression coefficient value of perceived leader support on the dependent variable (employees' following behavior) was β=0.213***(t=7.837, VIF=1.082), which means that perceived leader support has a significant positive impact on employees' following behavior, that is, in this study, H_1: Perceived leader support has a positive impact on employees' following behavior, which is supported.

Table 1

Regression analysis of perceived leader support on employee following behavior

	M1	Employee following behavior		M2		
	Beta.	*t*	VIF	*Beta.*	*t*	VIF
Gender	0.167 * *	2.872	1.228	0.164 * *	2.946	1.228
Marriage	0.124 *	2.067	1.309	0.100	1.738	1.313
Education level	0.068	1.962	1.249	0.050	1.529	1.254
Level of position	0.121 * *	3.218	1.061	0.104 * *	2.900	1.065
Years of service	0.156 * * *	6.307	1.196	0.122 * * *	5.091	1.236
perceived leader support				0.213 * * *	7.837	1.082
R^2		0.184			0.254	
Adjusting R		0.177			0.247	
F		27.910 * * *			35.158 * * *	

Note 1: * p<0.05 ** p<0.01*** p<0.001

Note 2: This study is organized

3.4.2 Regression analysis of perceived leader support on workplace fun

The perceived leader support was used as the independent variable, and the workplace pleasure was used as the dependent variable to construct a model for analysis. In M2, demographic variables and independent variables (perceived leader support) were put into the analysis, and the results showed that the regression coefficient value of perceived leader support on the dependent variable (workplace fun) was β=0.211***(t=8.293, VIF=1.082), which means that perceived leader support has a significant positive impact on workplace fun, that is, in this study, H_2: Perceived leader support has a positive impact on employees' workplace enjoyment, which is supported.

Table 2

Regression analysis of perceived leader support on workplace pleasure

	Workplace fun					
	M1			M2		
	Beta.	*t*	VIF	*Beta.*	*t*	VIF
Gender	0.174 * *	3.179	1.228	0.171 * *	3.283	1.228
Marriage	0.053	0.931	1.309	0.029	0.530	1.313
Education level	0.085 * *	2.630	1.249	0.068 *	2.211	1.254
Level of position	0.071 *	2.010	1.061	0.055	1.621	1.065
Years of service	0.143 * * *	6.154	1.196	0.110 * * *	4.886	1.236
perceived leader support				0.211 * * *	8.293	1.082
R^2		0.163			0.247	
Adjusting *R*		0.157			0.240	
F		24.228 * * *			33.860 * * *	

Note 1: * p<0.05 ** p<0.01*** p<0.001

Note 2: This study is organized

3.4.3 Regression analysis of workplace fun on employees' following behavior

Workplace fun was used as the independent variable and employee following behavior was used as the dependent variable to construct a model for analysis. In M2, demographic variables and independent variables (workplace fun) were put into the analysis. The results showed that the regression coefficient value of workplace fun on the dependent variable (employee following behavior) was β=0.373***(t=9.357, VIF=1.195), which means that workplace fun has a significant positive impact on employee following behavior, that is, in this study, H3: workplace fun has a positive impact on employee following behavior, which is supported.

Table 3

Regression analysis of workplace fun on employee following behavior

	Employee following behavior					
	M1			M2		
	Beta.	*t*	VIF	*Beta.*	*t*	VIF
Gender	0.167 * *	2.872	1.228	0.102	1.856	1.248
Marriage	0.124 *	2.067	1.309	0.105	1.855	1.311
Education level	0.068	1.962	1.249	0.036	1.100	1.263
Level of position	0.121 * *	3.218	1.061	0.095 * *	2.671	1.068
Years of service	0.156 * * *	6.307	1.196	0.102 * * *	4.291	1.269
Workplace fun				0.373 * * *	9.357	1.195
R^2		0.184			0.285	
Adjusting *R*		0.177			0.278	
F		27.910 * * *			41.098 * * *	

Note 1: * p<0.05 ** p<0.01*** p<0.001

Note 2: Data source: organized by this study

3.5 Mediating test

In this study, hierarchical regression was used for mediating test. Control variables (gender, marriage, education level, position level and working years), independent variables (perceived superior support), mediating variables (workplace fun) and dependent variables (employee following behavior) were put into the hierarchical regression analysis of the mediating model. To verify whether workplace fun has a mediating effect on the relationship between perceived superior support and employee following behavior.

Firstly, the influence of control variables on employees' following behavior was tested. The results showed that the control variables had a certain degree of explanation for employees' following behavior (R2 was 18.4%). Secondly, the positive impact of perceived superior support on employees' following behavior is verified, and it is found that perceived superior support has a significant positive impact on employees' following behavior. Then, the positive impact of perceived superior support on workplace enjoyment was confirmed. The results showed that perceived superior support had a significant positive impact on workplace enjoyment. Finally, the joint effect of perceived superior support and workplace pleasure on employees' following behavior is tested. The results show that workplace pleasure plays a mediating role between perceived superior support and employees' following behavior, which supports hypothesis H_4.

In conclusion, this study verifies the positive effect of perceived superior support on employee following behavior and the mediating effect of workplace fun.

Table 4
Mediating test

	Employee following behavior M1			Employee following behavior M2			Workplace fun M3			Employee following behavior M4		
	Beta.	*t*	VIF	*Beta.*	*t*	VIF	*Beta.*	*t*	VIF	*Beta.*	*t*	VIF
Gender	0.167 **	2.872	1.228	0.164 **	2.946	1.228	0.171 **	3.283	1.228	0.112 *	2.081	1.249
Marriage	0.124 *	2.067	1.309	0.100	1.738	1.313	0.029	0.530	1.313	0.091	1.654	1.314
Education level	0.068	1.962	1.249	0.050	1.529	1.254	0.068 *	2.211	1.254	0.030	0.935	1.264
Level of position	0.121 **	3.218	1.061	0.104 **	2.900	1.065	0.055	1.621	1.065	0.088 *	2.537	1.070
Years of service	0.156 ***	6.307	1.196	0.122 ***	5.091	1.236	0.110 ***	4.886	1.236	0.089 ***	3.786	1.284
perceived leader support				0.213 ***	7.837	1.082	0.211 ***	8.293	1.082	0.149 ***	5.419	1.202
Workplace fun										0.303 ***	7.365	1.328
R^2	0.184			0.254			0.247			0.317		
Adjust R	0.177			0.247			0.240			0.310		
F value	27.910 ***			35.158 ***			33.860 ***			41.036 ***		

Note 1: * p<0.05 ** p<0.01*** p<0.001
Note 2: This study is organized

3.6 Moderating test

In order to test the moderating effect of leader empowerment on the relationship between workplace fun and employee following behavior, this study puts the control variables (gender, marriage, education level, position level and working years), independent variables (workplace fun), dependent variables (employee following behavior) and moderator variables (leader empowerment) into the model for regression analysis.

The results show that the regression coefficient of workplace fun on employee following behavior in the model is 0.373, and the significance level is p<0.001. When the moderator variable leader empowerment is put into the model, the regression coefficient is 0.220. The regression coefficient of leader empowerment on employee following behavior shows that leader empowerment has a positive moderating effect on the relationship between workplace fun and employee following behavior.

Further adding the product term of leader empowerment and workplace enjoyment, the regression coefficient of the interaction term on employee following behavior is 0.305, p<0.001, which proves that leader empowerment has a positive moderating effect on the two variables. Then, in this study, H_5 is supported.

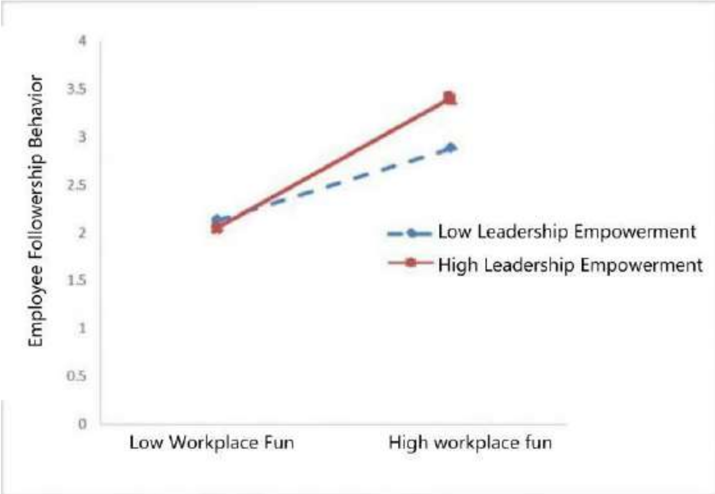
The moderating slope plot of Figure 2 further shows that leader empowerment is higher than that of high leader empowerment at low workplace enjoyment, and lower than that of high leader empowerment at high workplace enjoyment, indicating that leader empowerment has a positive moderating effect on the relationship between workplace enjoyment and employee following behavior.

Table 5
Conditioning test

	Employee following behavior											
	M1			M2			M3			M4		
	Beta.	*t*	VIF	*Beta.*	*t*	VIF	*Beta.*	*t*	VIF	*Beta.*	*t*	VIF
Gender	0.167 **	2.872	1.228	0.102	1.856	1.248	0.099	1.821	1.248	0.092	1.716	1.249
Marriage	0.124 *	2.067	1.309	0.105	1.855	1.311	0.076	1.352	1.329	0.076	1.369	1.329
Education level	0.068	1.962	1.249	0.036	1.100	1.263	0.032	1.016	1.263	0.029	0.916	1.264
Level of position	0.121 **	3.218	1.061	0.095 **	2.671	1.068	0.076 *	2.180	1.082	0.071 *	2.059	1.084
Years of service	0.156 ***	6.307	1.196	0.102 ***	4.291	1.269	0.088 ***	3.700	1.293	0.087 ***	3.714	1.293
Workplace fun				0.373 ***	9.357	1.195	0.354 ***	8.934	1.211	0.359 ***	2.454	43.452
Leadership empowerment							0.220 ***	4.514	1.135	0.243 ***	2.972	25.795
Leadership empowerment X workplace fun										0.298 ***	4.020	82.665
R^2	0.184			0.285			0.308			0.325		
Adjust R	0.177			0.278			0.300			0.317		
Employee following behavior *F* value	27.910 ***			41.098 ***			39.191 ***			37.093 ***		

Note 1: * p<0.05 ** p<0.01*** p<0.001
Note 2: This study is organized

Figure 2
The interaction difference diagram of the moderating effect of leader empowerment on the relationship between workplace fun and employee following behavior



Note: This study is organized

4. Conclusions

In this study, questionnaires were distributed to employees in Shandong province, and the influence of perceived superior support on employees' following behavior was verified through the collected questionnaire data. The 626 valid questionnaires were analyzed by SPSS, and the research results are as the following: 1. The more support employees feel from their leaders at work, the more they will follow their leaders. 2. In addition, the more superior support employees feel, the more fun they will feel in the work environment. 3. The more positive pleasure employees feel in the workplace, the more willing they are to follow their leaders. 4. The level of perceived leader support perceived by employees can further influence employees' following behavior through employees' workplace fun. 5. The more empowering from leaders to employees, the more fun employees will feel in the workplace, which will further promote employees' following behavior to leaders.

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The Impact of Workplace Bullying on Employee Withdrawal Behavior: Taking Workplace Fun as The Moderating Variable

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Abstract

In recent years, workplace bullying has become more and more frequent. As a typical negative behavior prevalent within organizations, it has evolved into a social problem that we must pay attention to today. This study adopted the purposive sampling method, distributed a total of 637 questionnaires to enterprises in Guangdong Province, and recovered 513 valid questionnaires. The results show that there is a significant positive relationship between workplace bullying and employee withdrawal behavior, that is, the stronger the workplace bullying, the more significant the employee's withdrawal behavior; workplace fun has a significant negative moderating effect between workplace bullying and employee withdrawal behavior, that is, workplace fun can weaken the impact of workplace bullying on employees' withdrawal behaviors. This study provides a more comprehensive perspective on workplace bullying and further expands research in related fields.

Keywords: Workplace Bullying; Employee Withdrawal Behavior; Workplace Fun

1. Introductory

Today's Internet era, the rapid development of information, fierce competition among enterprises, enterprises want to succeed, then need to develop from various aspects. Among them, in addition to the leader's vision and strategy, another important but easily ignored aspect is whether the employees will have withdrawal behavior at work, according to relevant statistics, the emergence of work withdrawal behavior in the workplace has reached a proportion of 35% to 55% among employees (Zhang et al., 2019). The emergence of employee withdrawal behavior is affected by individual factors such as individual personality traits, work values, self-discipline, etc., but more importantly, it is affected by factors in organizational management. In recent years, workplace bullying behaviors have been shown more and more frequently in the workplace, and as a typical negative behavior prevalent within the organization, it has evolved into a social problem that we must pay attention to nowadays. According to the theory of self-control resources, the depletion of self-control resources will lead to withdrawal intentions and behaviors, and when employees are subjected to rude verbal aggression or invasive treatment for a long period of time, it will lead to a decrease in self-control and then develop withdrawal intentions and behaviors, such as leaving the job (Li and Zhao, 2016). By introducing workplace fun as a moderating variable, the negative impact of workplace bullying on employees' withdrawal behavior may be mitigated to some extent. It is known that unfair treatment triggers negative psychological and emotional responses in individuals, which ultimately affects their work engagement and performance, according to the social equity theory, which focuses on people's perceptions of organizational equity in an organization (Wang, 2011). This can be explained by the fact that when employees feel pleasure in the workplace, they are more likely to cope with negative events through positive work experiences and mitigate the impact of unfairness on their psychology and behavior.

2.Research Hypothesis

2.1The Impact of Workplace Bullying on Employee Withdrawal Behavior

Workplace bullying refers to employees who experience frequent or persistent negative behaviors over a long period of time in an organization, and whose self-defense or defiance is hampered due to their vulnerability in both formal and informal power (Einarsen, 2000).

Lehman et al. (1992) classified work withdrawal behavior into 2 dimensions, psychological withdrawal behavior and behavioral withdrawal behavior from the perspective of psychology related to the psychological dimension, which often manifests itself in the form of wandering thoughts, lack of seriousness or even perfunctory work on the job. Employees can be distressed by being physically attacked and verbally offended, and therefore experience negative emotions (Oh et al., 2016). Relevant studies have demonstrated that negative emotions cause employee withdrawal behavior (Zhang et al., 2013). In summary, when employees suffer from workplace bullying, their mental health, work attitudes, and work behaviors are greatly negatively affected and they lose their enthusiasm for work, and this avoidance leads to a series of employee psychological withdrawal behaviors. Therefore, this paper proposes the following research hypotheses:

H_1: Workplace bullying positively influences employees' psychological withdrawal behavior.

Whereas, the manifestation of the behavioral level is often manifested as doing something unrelated to their job, leaving their own job without permission, arriving late to work and leaving early from work, leaving the job, etc. (Lehman et al., 1992). When employees are subjected to rude verbal sexual assault or aggressive treatment for a long time, it will lead to a decrease in self-control and then develop withdrawal intentions and behaviors such as leaving the job (Li and Zhao, 2016). Employees experiencing workplace bullying are prone to a lack of personal belonging, which leads to a decrease in recognition of the sense of organizational support and an increase in the tendency to be absent from work due to illness and to leave the job (Nielsen et al., 2019). To summarize, employees who are subjected to workplace bullying may be absent from work or tardy more frequently. This may be due to their reluctance to face discomfort in the work environment. Therefore, this paper proposes the following research hypothesis:

H_2: Workplace bullying positively influences employee behavioral withdrawal behavior.

2.2The Effect of Workplace Fun on Workplace Bullying and Employee Withdrawal Behavior

The existence of workplace fun can make employees maintain a positive working mood, promote communication and interaction with colleagues and also enhance the overall cohesion of the organization (Newstrom, 2002). Employees are more engaged when working in such an environment, achieving a win-win situation for both the individual and the organization (Hazelton, 2014). Successive studies have verified that workplace fun can reduce employees' psychological stress (Kamalan, 2017) and anxiety (Mesmer-Magnus, 2012). In summary, workplace fun can provide an emotional relief mechanism to help employees reduce the negative emotions associated with workplace bullying. Therefore, this article argues that workplace bullying can have an impact on employees' psychological withdrawal behaviors and will be reduced by workplace fun. This article proposes the following hypothesis:

H_3: Workplace fun plays a negative moderating role between workplace bullying and employees' psychological withdrawal behaviors.

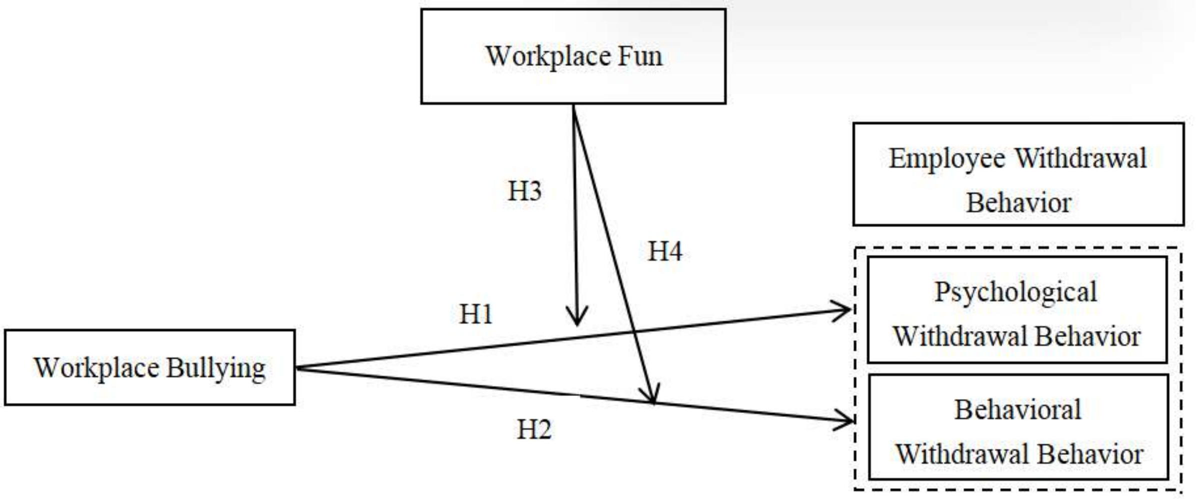
Workplace fun promotes the interaction and communication between employees and the surrounding environment; employees can better integrate into the organizational environment after feeling the workplace fun, and improve the degree of match between individuals and the organization; if employees want to leave the organization, they need to bear the cost of losing a work environment with fun, and if it is difficult to bear such a cost they will continue to stay in the organization, which reduces the turnover rate of the employees (Ma et al. 2016). Therefore, this article argues that workplace bullying will have an impact on employee

behavioral withdrawal behavior and will reduce it with the effect of workplace fun. In summary, this article proposes the following hypotheses:
H_4: Workplace fun plays a negative moderating role between workplace bullying and employee behavioral withdrawal behaviors.

2.3Research framework

Figure 1

Research framework diagram



Source: Compiled in this study.

3.Research Design

3.1Sample Sources and Selection of Information

Before the formal research, this study conducted a pre-survey with the purpose of measuring the T-value and reliability of the scale and analyzing the data. The pre-survey was conducted by questionnaires, and the target respondents were selected from employees of several enterprises in the Pearl River Delta region of Guangdong Province, a total of 152 questionnaires were distributed through the Internet, and 126 valid questionnaires were recovered.

In addition, the formal research of this study was conducted by questionnaires as the survey method, using the method of intentional sampling, and the target respondents were selected from the employees of a number of enterprises in the Pearl River Delta region of Guangdong Province. A total of 637 questionnaires were distributed, 124 invalid questionnaires were deleted, and 513 valid questionnaires were finally recovered.

3.2Gauge

All scale items were measured on a Likert-5 scale (1=never, 5=always).

The main reference for workplace bullying is Einarsen et al. (1997). In light of the literature on workplace bullying, eight items were selected, with typical items such as "I have experienced excessive teasing, insults, and ridicule from others".

Employee withdrawal behaviorThis paper mainly refers to the Work Withdrawal Behavior Scale developed by Lehman et al. (1992), and 12 items were selected. Typical items include "I have thoughts of leaving my job at work" and "I leave work early without my supervisor's permission".

Workplace enjoyment mainly referred to the workplace enjoyment scale developed by McDowell (2004), and combined with the relevant literature of Ma Li et al. (2016), eight items were selected, with typical items such as "My company has a fun-filled atmosphere".

Control variables: gender, age, education, years of service, marital status.

4.Findings

4.1reliability analysis

Table 1 shows that the Cronbach's alpha coefficients are greater than 0.7, which indicates that the variables have good internal consistency reliability, and the CITC is greater than 0.5, which indicates that the measurement items meet the requirements of the study. From the "Cronbach's Alpha value of deleting the question", deleting any question does not cause an increase in Cronbach's Alpha value, which also indicates that the variables have good reliability.

Table 1

Reliability of the variables

Dimension	Subject	CITC	Cronbach's alpha after item deletion	Cronbach's Alpha
Workplace bullying	WB1	0.697	0.879	0.895
	WB2	0.665	0.882	
	WB3	0.631	0.885	
	WB4	0.654	0.883	
	WB5	0.662	0.882	
	WB6	0.729	0.876	
	WB7	0.682	0.881	
	WB8	0.674	0.881	
Psychological withdrawal behavior	EWB1	0.751	0.910	0.921
	EWB2	0.719	0.912	
	EWB3	0.687	0.915	
	EWB4	0.767	0.908	
	EWB5	0.779	0.907	
	EWB6	0.754	0.909	
	EWB7	0.775	0.908	
	EWB8	0.659	0.917	
Behavioral withdrawal behavior	EWB9	0.730	0.770	0.839
	EWB10	0.680	0.793	
	EWB11	0.607	0.824	
	EWB12	0.671	0.796	
Workplace fun	WF1	0.677	0.878	0.892
	WF2	0.605	0.884	
	WF3	0.715	0.874	
	WF4	0.694	0.876	
	WF5	0.692	0.876	
	WF6	0.674	0.878	
	WF7	0.693	0.876	
	WF8	0.602	0.885	

Source: Compiled in this study.

4.2correlation analysis

The correlation and significance between the variables can be seen in Table 2. Workplace bullying was significantly positively correlated with psychological withdrawal behavior ($r=0.396, p<0.001$), and significantly positively correlated with behavioral withdrawal behavior ($r=0.444, p<0.001$); workplace fun was significantly negatively correlated with psychological withdrawal behavior ($r=-0.339, p<0.001$), and significantly negatively correlated with behavioral withdrawal behavior ($r=-0.392, p< 0.001$). Therefore, the hypotheses of this study are tentatively supported.

Table 2
correlation analysis

		Workplace bullying	Workplace fun	Psychological withdrawal behavior	Psychological withdrawal behavior
Workplace bullying	Pearson	1			
Workplace fun	Pearson	-.200***	1		
Psychological withdrawal behavior	Pearson	.396***	-.339***	1	
Behavioral withdrawal behavior	Pearson	.444***	-.392***	.437***	1

Notes: **, P<0.01； ***, P<0.001
Source: Compiled in this study.

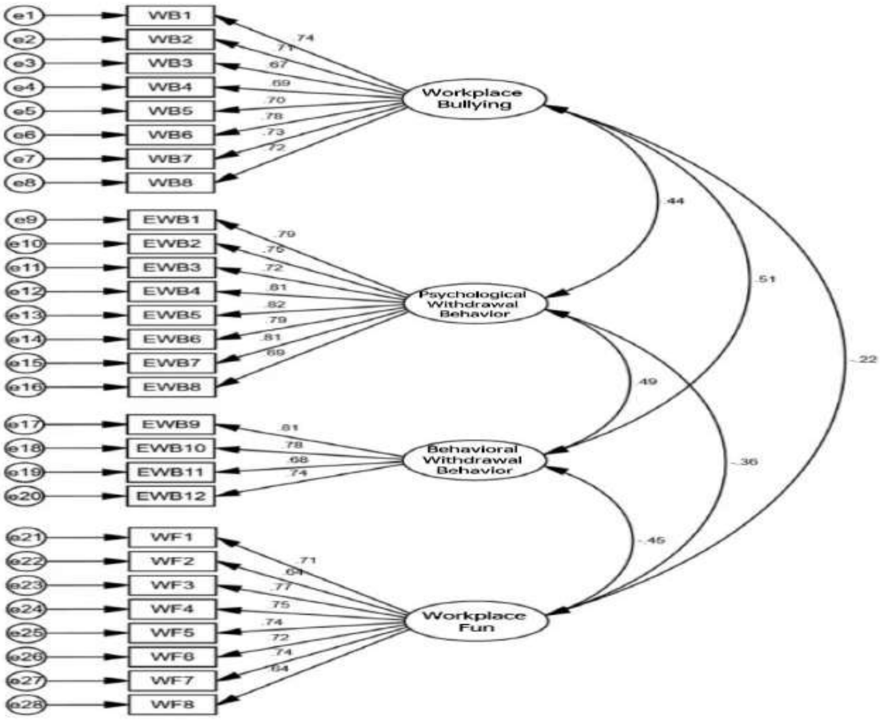
4.3Validation factor analysis
From Table 3, it can be seen that the CMIN/DF is 1.282, which is less than the standard of below 3, the GFI, AGFI, NFI, IFI, TLI, and CFI all reach the standard of 0.9 or above, the SRMR is 0.032, which is less than 0.08, and the RMSEA is 0.023 which is less than 0.08, and the various fit indicators are in line with the general standard of the study, so it can be assumed that this model has a good Fitting Degree. The standardized factor loadings of each measure of workplace bullying, psychological withdrawal behavior, behavioral withdrawal behavior, and workplace fun are all greater than 0.6 or more, the component reliabilities (CR) are all greater than 0.7, and the average variance extracted (AVE) is greater than 0.5, indicating that each variable has good convergent validity.

Table 3
Validated factor analysis model fit

Model Fit Indicators	optimal criterion	statistical value	fit
CMIN	——	440.993	——
DF	——	344	——
CMIN/DF	<3	1.282	Good
SRMR	<0.08	0.032	Good
GFI	>0.8	0.943	Good
AGFI	>0.8	0.933	Good
NFI	>0.9	0.943	Good
IFI	>0.9	0.987	Good
TLI	>0.9	0.985	Good
CFI	>0.9	0.987	Good
RMSEA	<0.08	0.023	Good

Source: Compiled in this study.

Figure 2
Overall Architecture Validation Factor Analysis



Source: Compiled in this study.

4.4Structural equation modeling analysis

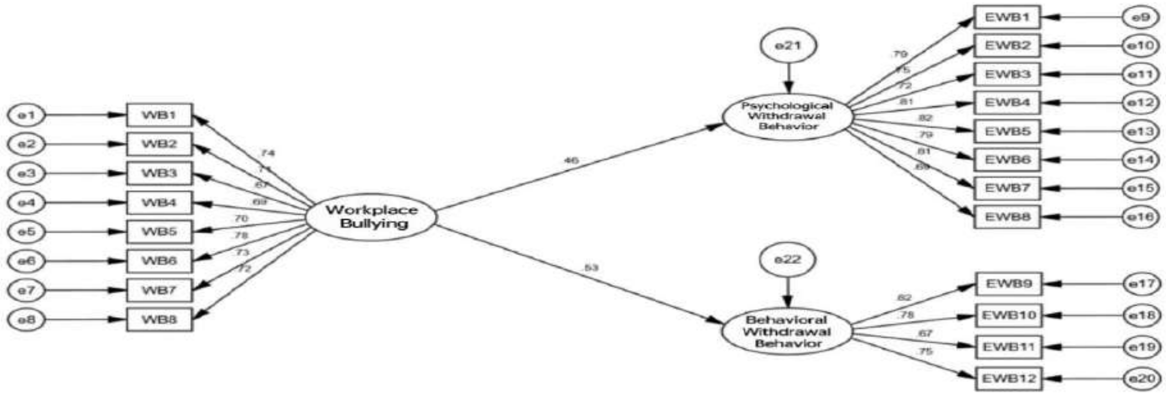
From Table 4, it can be seen that CMIN/DF is 1.617, which is smaller than the standard below 3, GFI, AGFI, NFI, IFI, TLI, CFI all reach the standard above 0.9, SRMR is 0.065, which is smaller than 0.08, and RMSEA is 0.035, which is smaller than 0.08. All the fitting indexes are in line with the general standard of the study, so it can be assumed that this model has a good fitness.

Table 4
Model Fit Test

Model Fit Indicators	optimal criterion	statistical value	fit
CMIN	——	271.736	——
DF	——	168	——
CMIN/DF	<3	1.617	Good
SRMR	<0.08	0.065	Good
GFI	>0.8	0.95	Good
AGFI	>0.8	0.937	Good
NFI	>0.9	0.951	Good
IFI	>0.9	0.981	Good
TLI	>0.9	0.978	Good
CFI	>0.9	0.981	Good
RMSEA	<0.08	0.035	Good

Source: Compiled in this study.

Figure 3
Structural equation modeling diagram



Source: Compiled in this study.

4.5 hypothesis testing
The path coefficients of the structural equation model of this paper are shown in Table 5: workplace bullying has a significant positive effect on psychological withdrawal behavior (β=0.457, $p<0.05$), and hypothesis H1 is valid; workplace bullying has a significant positive effect on behavioral withdrawal behavior (β=0.527, $p<0.05$), and hypothesis H2 is valid.

Table 5
Path Factor

trails			Standardized coefficient	Non-standardized coefficient	S.E.	C.R.	P	Research Hypothesis
Psychological withdrawal behavior	<---	Workplace bullying	0.457	0.559	0.061	9.101	***	be tenable
Behavioral withdrawal behavior	<---	Workplace bullying	0.527	0.560	0.055	10.094	***	be tenable

Source: Compiled in this study.

4.6 Moderating effects test
In this study, model 1 of PROCESS was utilized to select Bootstrap Samples=5000 times for testing. As can be obtained from Table 6, the interaction term between workplace bullying and workplace fun has a significant negative effect on psychological withdrawal behavior (β=-0.161,$p<0.001$), indicating that workplace fun has a significant negative moderating role in the effect of workplace bullying on psychological withdrawal behavior. Therefore, hypothesis H3 is valid. As can be obtained from Table 7, the interaction term between workplace bullying and workplace fun has a significant negative effect on behavioral withdrawal behavior (β=-0.12, $p<0.001$), indicating that workplace fun has a significant negative moderating role in the effect of workplace bullying on behavioral withdrawal behavior. Therefore, hypothesis H4 is valid.

Table 6
Reconciliation test 1

	β	se	t	p	LLCI	ULCI
constant	3.18	0.277	11.495	0	2.637	3.724
Workplace bullying	0.479	0.054	8.81	0	0.372	0.586
Workplace fun	-0.217	0.061	-3.559	0	-0.337	-0.097
Int-1	-0.161	0.06	-2.677	0.008	-0.279	-0.043
Gender	-0.047	0.082	-0.579	0.563	-0.208	0.114
Age	0.011	0.037	0.307	0.759	-0.061	0.083
education attainment	-0.076	0.047	-1.594	0.112	-0.169	0.018
years of experience	0.078	0.06	1.287	0.199	-0.041	0.197
matrimonial	0.093	0.102	0.91	0.363	-0.108	0.294

Source: Compiled in this study.

Table 7
Reconciliation test 2

	β	se	t	p	LLCI	ULCI
constant	3.183	0.222	14.359	0	2.747	3.618
Workplace bullying	0.439	0.044	10.085	0	0.354	0.525
Workplace fun	-0.233	0.049	-4.769	0	-0.329	-0.137
Int-1	-0.124	0.048	-2.572	0.01	-0.219	-0.029
Gender	0.074	0.066	1.121	0.263	-0.055	0.203
Age	-0.001	0.029	-0.025	0.98	-0.058	0.057
education attainment	-0.084	0.038	-2.206	0.028	-0.158	-0.009
years of experience	0.118	0.048	2.427	0.016	0.022	0.213
matrimonial	0.067	0.082	0.811	0.418	-0.095	0.228

Source: Compiled in this study.

In order to explain the moderating effect of workplace fun more clearly, this study draws a simple effect analysis diagram based on the results of the moderating test. It can be seen from Figure 4 that the higher the degree of workplace fun, the smaller the slope between workplace bullying and psychological withdrawal behavior the weaker the effect, which indicates that workplace fun plays a negative moderating effect on workplace bullying and psychological withdrawal behavior. As can be seen in Figure 5, the higher the degree of workplace fun, the smaller the influence of the slope between workplace bullying and behavioral withdrawal behavior is the weaker, indicating that workplace fun plays a negative moderating role on workplace bullying and behavioral withdrawal behavior.

Figure 4
Adjustment effect diagram1

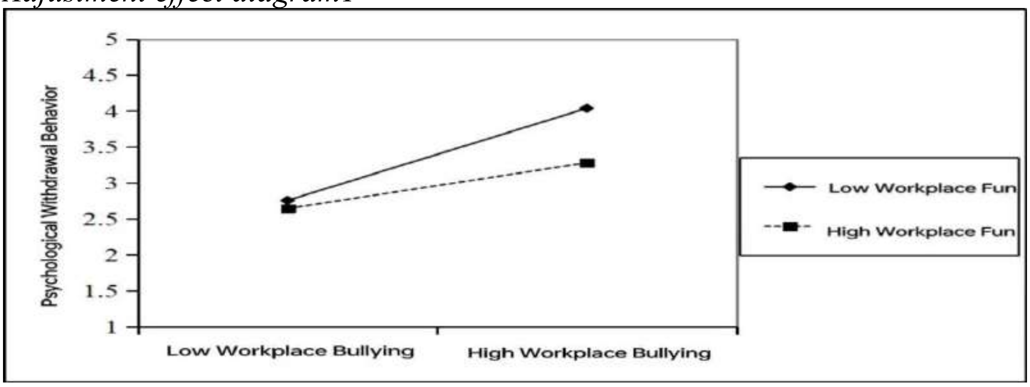
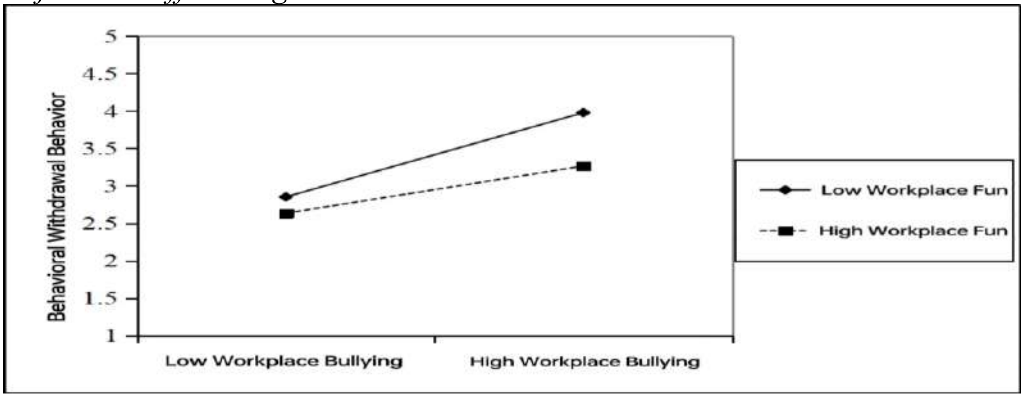


Figure 5

Adjustment effect diagram2



5. Conclusions and recommendations

5.1 Reach a verdict

This study examines the impact of workplace bullying on employees' withdrawal behaviors and conducts an empirical study through a combination of literature research and questionnaires. The results show that workplace bullying affects employees' psychological withdrawal behavior and behavioral withdrawal behavior to some extent. It not only poses a threat to employees' work performance and quality of life, but may also have a negative impact on the overall organizational climate. At the same time, the disruptive effects of workplace fun participation can have a moderating effect. This emphasizes the importance of a good work climate and fun experiences in reducing employees' negative reactions to workplace bullying.

5.2 Suggestion

The results of this study indicate that the effect of workplace bullying on employee withdrawal behavior is characterized by workplace fun as a moderating variable. By comprehensively incorporating the variables of workplace bullying, employee withdrawal behavior, and workplace fun into the study, the study of factors affecting employee withdrawal behavior was broadened from different perspectives, such as companies and individual employees. Meanwhile, an empirical study verified that there is an influential relationship between these variables. Therefore, this study hopes to suggest the following points for subsequent research: interdisciplinary collaboration with researchers in different fields to gain more and more comprehensive perspectives; consideration of different types of workplace bullying, such as vertical bullying, horizontal bullying, or customer bullying; international comparative studies to understand the similarities and differences of workplace bullying and withdrawal behaviors in different countries and cultures; employee training to raise their awareness and prepare them to prepare for the problem; leaders also need to be trained to avoid poor management behaviors; encouraging employees to engage in fun and meaningful work activities; further research on the mediating and moderating mechanisms between workplace bullying, workplace fun, and employee withdrawal behaviors; and a combination of qualitative and quantitative research methods for a comprehensive understanding of the problem.

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The Influence of Social Appearance Anxiety on Compensatory Consumption: Self-esteem Threat and Loss of Belonging as Mediating Effects, Psychological Resilience and Learned Helplessness as the Moderating Variables

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Abstract

This paper provides a conceptual framework for studying the impact of social appearance anxiety on compensatory consumption, aiming to promote cross-research on these two topics. Two mediating variables, namely, respect deficiency and belongingness deficiency, are added, and learned helplessness and psychological resilience are used as adjustment variables. The paper explains why social appearance anxiety may lead to differences in consumer behavior and reveals the psychological mechanisms of its influence. This framework supplements and extends previous literature and provides a new framework for studying the impact of social appearance anxiety on consumer compensatory consumption behavior. Based on an online survey of consumers in Guangdong Province, China (n=778), SEM analysis shows that social appearance anxiety directly stimulates compensatory consumption behavior (β=0.228, P<0.000), and belongingness deficiency plays a partial mediating role (effect size of 0.008, boot SE=0.005, 95% CI [0.001, 0.020]), while self-esteem deficiency plays a partial mediating role (effect size of 0.007, boot SE=0.004, 95% CI [0.001, 0.018]). The current findings extend the model of compensatory consumer behavior, including factors such as demand deficiency and personality traits.

Keywords: Social appearance anxiety; Compensatory consumption; Learned helplessness; Psychological resilience

1. Introduction

In the context of the fast-paced cultural output of the contemporary internet, people are placing increasing importance on appearance as a primary source of information in response to the high-frequency self-media values output and the growing societal demand for outer beauty (Fardouly et al., 2015; Perloff, 2014; Gültzow et al., 2020; Tiggemann & Slater, 2014). Based on the phenomenon and data that have emerged from this research background, it is not difficult to observe that under the rapid development of the internet and the rapid iteration of social and cultural values, the phenomenon of appearance consumption seems to be increasingly prevalent among consumer groups. This phenomenon undoubtedly deserves attention from society due to the economic impact of compensatory consumption caused by the pursuit of appearance. According to the keyword search in major academic journals, there is currently a research gap in the mechanism between social appearance anxiety and compensatory consumption in the academic community.

Social appearance anxiety is significantly positively correlated with loneliness (Osman & BOZGEYÄ, 2015), repetitive negative thinking (Reilly et al., 2018), and negatively correlated with psychological well-being (Duyan et al.,2022) and positively correlated with low self-esteem (Sahin et al., 2014). In this study, we focus on the situation where a specific psychological threat, social appearance anxiety, is present. We propose a hypothesis that when consumers face social appearance anxiety, the lack of self-esteem and sense of belongingness can increase compensatory consumption. The rationale behind this is that when a consumer's self-concept is threatened, the individual tends to prefer purchasing certain products or engaging in buying behavior that can help them cope with the threat to their self-concept. This behavior is called compensatory consumption (Rucker & Galinsky, 2009).In this study, we mainly cite Maslow's hierarchy of needs theory, specifically respect needs and belonging needs, to measure and study self-esteem and sense of belonging in two scenarios of need deprivation. We include a moderating variable to consider the outcome bias caused by different personality traits. Multiple hypotheses are proposed to further refine the research on compensatory consumption.

2. Social Appearance Anxiety and Compensatory Consumption

Social Appearance Anxiety is a form of social anxiety (Moscovitch & Huyder, 2011), and its most obvious difference from other types of anxiety is that it originates from interpersonal relationships. It refers to the negative and negative anxiety that individuals experience in daily social activities due to excessive attention to their appearance that does not conform to public aesthetics, and the possible negative external evaluations of their appearance, In the research on appearance anxiety, the scale that is currently used with high citation times and is most suitable for the variables of this study is the (SAA) Social Appearance Anxiety Scale developed (Hart et al.,2008). Social appearance anxiety is positively correlated with feelings of loneliness (Osman & BOZGEYÄ, 2015) and repetitive negative thinking (RNT) (Reilly et al., 2018). If consumers are dissatisfied with their appearance, they may improve their appearance through exercise or medical aesthetics (Schouten,1991). Here, consumer behavior helps consumers reduce self-differences by improving their appearance to achieve their expected self-views. Alternatively, when an individual's appearance is threatened, they are more likely to have a stronger consumption tendency towards attractive clothes that can enhance their appearance (Park & Maner, 2009). Consumers with higher levels of obesity are willing to pay more for jewelry (Kurt, 2022). They may also cope with negative psychological effects caused by social appearance anxiety by purchasing products or services they like. In addition, scholar Grunert (1993) found that consumers use their eating behavior as a compensatory strategy when their non-physiological needs are frustrated, considering the economic aspects of food consumption patterns. Studies have shown that by bringing personal self-views to the surface and prompting individuals to reflect on physical attributes such as height or body shape that can affect their persistence, privacy, and stability, compensatory tendencies are triggered (Kim & Rucker, 2012). Therefore, based on reasonable deductions, this study proposes the hypothesis:
H1: Social Appearance Anxiety has a positive effect on compensatory consumption behavior.

2.1 Social Appearance Anxiety and Lack of Belongingness

Social appearance anxiety can have a significant impact on an individual's employment and life. In the field of anxiety research, individuals with high levels of anxiety tend to choose to avoid reality in response to social demands, achieving a certain degree of self-protection (Cuming et al.,2009). Similar findings from related studies further support this conclusion, with high levels of social appearance anxiety being associated with higher levels of conversational anxiety and social avoidance intentions (Dion et al.,1990) as well as significant positive correlations with loneliness (Kılıç & Karakuş, 2016; Papapanou et al.,2023). Evidence from the study by Maner and Kenrick (2010) suggests that socially anxious individuals who are rejected do not experience a sense of belongingness recovery process that is typical of the general population but rather exhibit a sense of avoidance of social belongingness. Other studies have shown that social appearance anxiety is also associated with high levels of compliance, low levels of belongingness or social detachment, and avoidance of social relationships. Positive significance has been shown with the degree of dependence on social media use (Ayar et al., 2018). When individuals feel threatened in terms of their sense of belongingness, this defensive state can temporarily alleviate or reduce emotional pain by causing people to escape. The research by Twenge et

al. (2003) shows that the sense of belongingness loss caused by social rejection also includes a perception of time distortion, a sense of detachment from oneself, avoidance of positive and meaningful thoughts, and the perception that life lacks meaning. In this study, the Relationship Conflict Scale is used as a basic measurement tool for a sense of belonging. The Relationship Conflict Scale is based on the Interpersonal Conflict at Work Scale (ICAWS) designed by Spector and Jex (1998) in the work environment. The final total score represents the individual's interpersonal conflict situation. The higher the score, the more severe the lack of a sense of belonging. In the case of social appearance anxiety, an individual's pessimistic and negative state of mind about others' negative evaluations of their appearance can lead to a sense of belongingness loss and self-esteem loss due to the belief that they are socially excluded based on their appearance. Based on this, this paper proposes the following hypothesis:
H2: Social appearance anxiety has a positive impact on the lack of belongingness.

2.2 Social Appearance Anxiety and Self-Esteem Deficiency

Concerns about appearance in adolescents can lead to increasing emotional, social, and dietary problems, and intervening in social appearance anxiety may be crucial for the treatment and prevention of binge eating (Brosoff & Levinson, 2017). Early-maturing boys in puberty are highly ridiculed by their parents, but the situation is particularly so when they are ridiculed by their peers. Over time, they are most likely to experience higher levels of appearance anxiety (Mastro et al., 2016). There is a significant negative correlation between social appearance anxiety and mental health (Duyan et al., 2022), and it also exhibits a negative correlation with confident attitude and optimistic attitude (Baltaci et al.,2021). The higher the degree of social appearance anxiety, the more people pay special attention to others' evaluations of their appearance. Previous research has shown a negative correlation between appearance anxiety and self-esteem. Adolescents with lower self-esteem are more likely to exhibit higher levels of social appearance anxiety (Sahin et al., 2014). The Self-Esteem Scale (SE) is designed to assess an individual's overall feelings about self-worth and self-acceptance. It was developed by Rosenberg in 1965 and has now been widely used as a unidimensional test of self-esteem. Based on the reasonable deduction of the relevant literature above, there is a mutual influence between social appearance anxiety and self-esteem. Therefore, this study proposes the hypothesis:H3: Social appearance anxiety has a positive impact on self-esteem deficiency.

2.3 Compensatory Consumption Theory

Demand deficiency will cause individuals to spontaneously seek compensation. From the research literature and real life, it can be found that compensatory consumption behavior has become a common phenomenon, and there are many forms of expression. For example, when faced with social exclusion (such as rejection by others, breakups, workplace marginalization, etc.), people who lack a sense of belonging may show both prosocial behavior (such as charity donations, conformity consumption) (Ward & Broniarczyk, 2011), nostalgic consumption behavior (Twenge et al., 2007), and conspicuous consumption behavior (Lee & Shrum, 2012). Under the influence of compensatory psychology, individuals are more likely to have compensatory consumption motivation when they are in negative emotions (Koles et al., 2018). For example, a person with a low self-image may want to buy the latest iPhone to enhance their social skills and make up for their relationship needs. Social needs emphasize individuals' desire to maintain good social connections with others. When social needs are not met, such as feeling excluded from interpersonal relationships due to appearance and wanting to escape from social situations, people may experience a sense of deficiency in belonging. Consumption may be a behavior that appears when dealing with unmet needs in the psychological state, usually used to compensate for some areas of frustration or unmet needs. Individuals are more likely to follow group norms directly to enhance their sense of belonging when they lack a sense of belonging (Twenge et al., 2007). The manifestations of compensatory consumption behavior may include increasing the budget for social gatherings, conformity consumption, and so on.

The scale used in this study comes from the variable scale of compensatory consumption (restorative) by scholars Chakraborty and Sadachar (2022).Therefore, this study proposes the hypothesis:
H4: Lack of belongingness has a positive impact on compensatory consumption.
Consumer behavior may emerge as a compensatory behavior to deal with unfulfilled psychological needs, serving as a substitute means to fulfill certain areas of dissatisfaction and setbacks. Grunert (1993) extended the definition of compensatory consumption, stating that any ordinary individual consumer may demonstrate various compensatory consumption behaviors. Grunert also pointed out that while the lack of A can usually be solved by obtaining A, it can also be addressed by obtaining B. When feeling inadequate and lacking confidence, individuals may choose products that can enhance their confidence and ability (Gao et al., 2009) or focus on food and shopping (Atalay & Meloy, 2011). Moreover, associating emotional attributes (such as trendiness, personalization, dignity, and face) with products may stimulate consumer self-esteem and guide compensatory consumption behavior. Therefore, this paper proposes the following hypothesis:
H5: Self-esteem deficiency has a positive impact on compensatory consumption.

2.4 Compensatory Consumption Theory Demand Deficiency and Its Influence on SAA and Compensatory Consumption

Early research focused more on the field of achievement motivation and did not address consumer behavior. In the 1980s, researchers extended the compensation theory to the field of consumption and defined compensatory consumption from the perspective of unmet needs in self-determination theory (SDT), which was proposed by American psychologists in the 1980s (Deci & Ryan, 1985), providing a solid theoretical basis for subsequent research on compensatory consumption. Social appearance anxiety can cause the loss of respect needs (Dion et al., 1990; Kılıç & Karakuş, 2016; Antonietti et al., 2020) or social needs (Kılıç & Karakuş, 2016; Mende et al., 2019), based on the motivational behavior of compensatory consumption, when the self-concept is threatened or psychological needs are missing, it usually causes individuals' psychological deviations, and then motivates them to repair or perfect the psychological deviation (Rucker & Galinsky, 2009; Atalay & Meloy, 2011; Mandel et al., 2017; Koles et al., 2018). In this study, we mainly cite the compensatory consumption theory and combine it with Maslow's hierarchy of needs theory (Maslow, 1970) to investigate the missing situations of respect needs and belonging needs. Respect needs refer to the need for personal dignity, respect, and recognition from others. People crave for a certain social status and recognition. Social comparison, as a common psychological phenomenon in daily life (Gerber et al., 2018), refers to individuals comparing themselves with others in daily life to obtain their own social characteristics (such as ability, intelligence, etc.). When respect needs cannot meet expectations, individuals will face a situation of self-esteem loss, for example: others have better appearance or better ability. Belonging needs refer to individuals' desire to maintain good relationships in the group and expect to be recognized by the group they belong to. Social exclusion, as a common social phenomenon in daily life, may lead people to more actively increase their interactions with others, compensate for the loss of a sense of belonging through re-establishing relationships, and then generate prosocial behaviors. Individuals can obtain an increase in self-worth from satisfying social needs (Pettit & Sivanathan, 2011). Assuming H2, H4; H3, H5, this study chooses two types of missing needs situations as mediating variables to measure and study self-esteem loss and sense of belonging loss. However, to our knowledge, the mediating role of missing needs in the model of social appearance anxiety and compensatory consumption has not been studied. In order to fill this gap and study the partial mediating role of missing needs, we hypothesize:
H6: The sense of belonging loss plays a mediating role between social appearance anxiety and

compensatory consumption.

H7: The self-esteem loss plays a mediating role between social appearance anxiety and compensatory consumption.

2.5 The Impact of Psychological Resilience on the Relationship between Social Appearance Anxiety and Need Deprivation

This study defines mental toughness as the ability to recover and readapt after experiencing stress, setbacks, etc., using the scale designed by Connor & Davidson (2003). As a psychological protective mechanism, resilience can provide direct protection against negative emotions among college students (Rén & Wáng,2015). Resilience enables individuals to mobilize resources and cope with different types of stressors even when encountering adversity or setbacks. In recent years, the study of resilience has gradually become a hot topic in psychology, with some scholars suggesting that it is related to self-determination theory (Gucciardi et al., 2012). Based on Richardson's (2002) findings that resilience can lead to functional reorganization, it can be reasonably inferred that individuals may experience one of four situations in the context of social appearance anxiety. In the first situation, individuals successfully overcome social appearance anxiety through resilience, achieve a higher level of equilibrium, and are no longer easily affected by social appearance anxiety. In the second situation, individuals can just relieve social appearance anxiety through regression, returning to their initial equilibrium before being affected by social appearance anxiety. In the third situation, individuals are unable to get rid of the negative effects of social appearance anxiety due to a lack of regression, resulting in a certain degree of deprivation of psychological needs, such as respect and social needs. In the fourth situation, individuals exhibit negative behaviors because they are unable to cope with the negative effects of social appearance anxiety due to poor functional reorganization. Based on these findings, this study aims to explore the regulatory role of psychological resilience on the relationship between social appearance anxiety and need deprivation and proposes the following hypotheses:

H8a: Psychological resilience has a negative moderating effect on the relationship between social appearance anxiety and a sense of belonging.

H8b: Psychological resilience has a negative moderating effect on the relationship between social appearance anxiety and self-esteem.

2.6 The influence of learned helplessness on the relationship between lack of psychological demand and compensating consumption

The Learned Helplessness Questionnaire (LHQ) was created in the study by Sorrenti et al (2014). Gernigon, Fleurance, and Reine (2000) have demonstrated through experiments that individuals who experience learned helplessness are more likely to actively choose to give up on completing tasks or to frequently encounter failure in easy tasks. Snyder and Frankel (1989) found that students with learned helplessness, despite putting in a lot of effort in their studies, continue to fail repeatedly, leading them to adopt self-protective strategies. The mechanism of self-esteem protection may come into play and contribute to the development of learned helplessness. Some scholars also suggest that students who experience repeated failures may develop defensive pessimism to protect their self-esteem from external harm and avoid negative or non-recognizing evaluations from others (Martin et al., 2001). As previous research has shown, individual consumption is not only influenced by objective needs for goods and services but also by internal needs. Most consumption behaviors can provide individuals with additional emotional value, which is known as compensatory consumption, a way to compensate for unmet needs (Rucker & Galinsky, 2013). Compensatory consumption unconsciously affects consumers' daily behavior. Early studies on compensatory consumption mainly focused on shopping therapy and its effects on emotional restoration (Atalay & Meloy, 2011). Therefore, it is reasonable to assume that when an individual's social and belonging needs are not met, they

are more likely to engage in compensatory consumption to make up for the lack of fulfillment. In addition, learned helplessness can have a positive moderating effect in this context. Based on these assumptions, we propose the following hypotheses:
H9a: Learned helplessness has a positive moderating effect on the relationship between belongingness needs and compensatory consumption.
H9b: Learned helplessness has a positive moderating effect on the relationship between self-esteem needs and compensatory consumption.

3. Methods

3.1 Participants

The participants in this study were a group aged 15 to 32 years old, including individuals from both campus and workplace settings. A stratified random sampling method was used to ensure the representativeness and diversity of the study.In terms of geography, a stratified random sampling method is used to collect questionnaires, so the Pearl River Delta, Western Guangdong, Northern Guangdong, and Eastern Guangdong in Guangdong Province are divided into 4 layers, and 8 cities are randomly selected by the system. According to the results of the survey, there were 408 male participants (52.4%) and 370 female participants (47.6%).The consumer sample in this study covered individuals from different city levels and cultural backgrounds in Guangdong province. We conducted surveys of consumers with different city levels and education backgrounds in Guangdong province, with a total of 778 respondents. Among them, 24.0% of the respondents were from first-tier cities Guangzhou and Foshan, 22.7% were from second-tier cities Zhongshan and Zhuhai, 28.5% were from third-tier cities Chaozhou and Shanwei, and 24.8% were from fourth-tier cities Shaoguan and Maoming. In terms of educational background, 68.2% of the respondents had a higher education background, including undergraduate and graduate degrees, 18.0% had a middle-level education, including high school, technical school, and vocational school degrees, and 8.7% had a lower education background, including junior high school and below. The sample covered individuals from different city levels and education backgrounds, representing consumers from different cities and education levels in Guangdong province.

3.2 Procedure

This study conducted two rounds of questionnaire surveys. The first round was a predictive questionnaire (n=127), which aimed to test the initial questionnaire's reliability and validity, and based on the results, improved and developed the formal questionnaire. The second round was the formal questionnaire (n=778), which was revised based on the predictive questionnaire and collected data through online surveys filled out by others. The formal questionnaire was mainly distributed online through peer recommendations to obtain research data on social appearance anxiety and compensatory consumption tendencies. Participants were informed that the questionnaire was only used for academic research purposes and would not be used for any other purposes. The collected data would be considered highly confidential, and anonymity would be ensured. There were no right or wrong answers to the questions, and participants were encouraged to provide honest answers.

4.Data Analysis and Results

Descriptive statistics were used to obtain the minimum, maximum, mean, standard deviation, skewness, and kurtosis of each variable, and no outliers were found in any of the variables. The skewness and kurtosis were used to describe the distribution of the data, with skewness reflecting the symmetry of the data distribution and kurtosis reflecting the peakedness of the data distribution. In this study, the absolute skewness values of all measured variables were between 0.213 and 0.633, and the absolute kurtosis values were between 0.375 and 1.776, indicating normal distribution (Ghasemi & Zahediasl, 2012).

Table 1
Cronbach's alpha and convergent validity of the measurement scales

Variable Name	AVE	CR	Cronbach's Alpha Coefficient
Social Appearance Anxiety（SAA）	0.755	0.98	0.979
Lack of Self-Esteem (SE)	0.593	0.932	0.905
Lack of Belongingness (EN)	0.799	0.965	0.946
Compensatory Consumption (CC)	0.712	0.908	0.894
Psychological Resilience (CD)	0.814	0.965	0.962
Learned Helplessness（LH）	0.759	0.974	0.873

The average variance extracted of all scales and sub-factors ranged from 0.593 to 0.814, indicating the reliability and convergent validity of the measurement scales (Hair et al., 2006). Confirmatory factor analysis (CFA), structural equation modeling (SEM), and bootstrap mediation tests were conducted using MPlus. The CFA measurement model fit the data well ($\chi 2$ = 2461.393, df = 1567, $p < .001$; $\chi 2$/df = 1.56; RMSEA = .027; CFI = .98, TLI = .91878; SRMR = .025).

Table 2
Mediating effect hypothesis pathway

Pathway	Estimate	Standard Error (S.E.)	T-value	P-value	Corresponding Hypothesis	Result
(SAA) → (CC)	0.228	0.040	5.766	0.000	H1	Hold
(SAA) → (EN)	0.099	0.039	2.541	0.011	H2	Hold
(SAA) → (SE)	0.106	0.038	2.803	0.005	H3	Hold
(EN) → (CC)	0.100	0.040	5.766	0.014	H4	Hold
(SE) → (CC)	0.071	0.037	1.910	0.038	H5	Hold

Table 2 shows the results of the SEM analysis, which examined the relationships among social appearance anxiety, sense of belongingness, self-esteem, and compensatory consumption ($\chi 2$ = 1222.678, df = 555; $\chi 2$/df = 2.204; RMSEA = 0.039; CFI = 0.974, TLI = 0.972; SRMR = 0.055). The results showed that the model fit well, with social appearance anxiety having a significant positive effect on compensatory consumption, sense of belongingness, and self-esteem. In addition, both sense of belongingness and self-esteem had significant positive effects on compensatory consumption. Specifically, the standardized path coefficients of social appearance anxiety on compensatory consumption, sense of belongingness, and self-esteem were 0.228, 0.099, and 0.106, respectively, and all corresponding p-values were less than 0.05, supporting hypotheses H1, H2, and H3. The standardized path coefficient of sense of belongingness on compensatory consumption was 0.1, and the standardized path coefficient of self-esteem on compensatory consumption was 0.071, and both corresponding p-values were less than 0.05, supporting hypotheses H4 and H5. The Bootstrap method was used to test the mediation effects in the model, and the results showed that the direct effect size was 0.228 (SE=0.040, 95% CI [0.154, 0.306]), and the total effect size was 0.243 (SE=0.038, 95% CI [0.155, 0.289]). The mediation effect 1 pathway (SAA-EN-CC) had an effect size of 0.008 (boot SE=0.005, 95% CI [0.001, 0.020]), which supported hypothesis H6, while the mediation effect 2 pathway (SAA-SE-CC) had an effect size of 0.007 (boot SE=0.004, 95% CI [0.001, 0.018]), which supported hypothesis H7. These results indicated that both the direct and total effect sizes had 95% confidence intervals that did not include zero, indicating that these effect sizes were significant. The range of the confidence intervals also helped to determine the reliability of the effect sizes, with smaller ranges indicating greater reliability. In this study, the confidence intervals were relatively narrow, which meant that the estimates of these effect sizes were relatively reliable. The two mediation effects were significant, indicating that the effect of SAA on CC was achieved through the two mediating factors, EN and SE.According to the results of the moderated effects test, when the sense of belongingness was jointly influenced by psychological resilience and social appearance anxiety, the interaction term between the sense of belongingness deficiency and psychological resilience had a significant negative moderation effect on social appearance anxiety (standardized path coefficient was -0.071, t=-2.013, p=0.044<0.05), supporting hypothesis H8a. Similarly, when self-esteem deficiency was jointly influenced by psychological resilience and social appearance anxiety, the interaction term between self-esteem deficiency and psychological resilience had a significant negative moderation effect on social appearance anxiety (standardized path coefficient was -0.074, t=-2.084, p=0.037<0.05), supporting hypothesis H8b. However, when the sense of belongingness deficiency was jointly influenced by learned helplessness and social appearance anxiety, the interaction term between the sense of belongingness deficiency and learned helplessness had no significant moderation effect on social appearance anxiety (standardized path coefficient was -0.012, t=-0.339, p=0.735>0.05), and hypothesis H9a was not supported. Finally, when self-esteem deficiency was jointly influenced by learned helplessness and social appearance anxiety, the interaction term between self-esteem deficiency and learned helplessness had a significant positive moderation effect on social appearance anxiety (standardized path coefficient was 0.078, t=2.209, p=0.027<0.05), supporting hypothesis H9b.

5.Discussion and Conclusion

The results of this study reveal a significant link between social appearance anxiety and compensatory consumption. When consumers experience social appearance anxiety, they may choose to engage in compensatory consumption as a means of alleviating anxiety. At the same time, belongingness and self-esteem are also considered to be important factors driving compensatory consumption. These findings not only help us to better understand the psychology of consumers, but also provide valuable references for marketers to develop more targeted marketing strategies.

However, there are also certain limitations to this study. For example, it focuses mainly on therapeutic compensatory consumption, while other types of compensatory consumption are relatively less involved. In addition, social appearance anxiety may be related to a wider range of unmet needs, which should receive more attention in future research. Finally, as the sample of this study mainly comes from Chinese consumers, the universality of its results may be limited to some extent. The relationship between social appearance anxiety and compensatory consumption is complex and multidimensional, with a sense of belonging and self-esteem playing an important role. These findings not only enrich our understanding of consumer behavior, but also provide more precise strategic guidance for marketers. Future research can further explore the interactions between these variables, while expanding the scope of research samples to include more diverse age groups and cultural backgrounds, in order to obtain more comprehensive and in-depth insights. Through longitudinal research design, we can also more accurately track the changes and development trends of these variables over time.

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Spiritual Cultivation by Samadhi and Prajñā: On Character Education in Platform Sutra

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Abstract

The aim of this article is to discuss spiritual cultivation of Samadhi and Prajñā in *Platform Sutra*. Following this, the significance of character education by Samadhi and Prajñā is analyzed. *Platform Sutra* is a vital classic in Chan school, which is the only Chinese work can be called Buddhist sutra. For Buddhist character education, *Platform Sutra* plays a very important role. This article, first, explains the idea of Samadhi and its manners of practice. Second, the concept of Prajñā is explored, including the relations between Samadhi and Prajñā. Third, based on the main purpose of Samadhi and Prajñā in *Platform Sutra*, its implications on character education are discussed. According to the view of the sixth patriarch—Huineng, being aware of human original mind is a vital task for Buddhist education. The maturity of human character depends on the degree of mind purification. Therefore, this article concludes that the character education of Chan is the education of returning to the original self—the Buddha nature. 'Non-attachment' and 'no-thought' are manners for reaching this educational purpose, in order to obtaining back human original perfect wisdom, and breaking through the limitation of human life.

Keywords: Samadhi; Prajñā; Spirituality; Platform Sutra; Character Education

「禅定」与「智慧」的灵性修养：论《六祖坛经》之人格教育

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摘要

本文主要目的在讨论《六祖坛经》当中「禅定」与「智慧」的灵性修养，并分析其所彰显之人格教育内涵。《六祖坛经》是禅宗的重要典籍，也是华文佛学著作中，唯一被称为「经」的作品，其对于人格教育之启发，在佛学经典中有其重要性。本文首先申论六祖慧能所解释的禅定之意涵及实践方法；接着说明何谓般若智慧，讨论禅定与智慧之间的关系；最后论述《六祖坛经》基于禅定与智慧所展现的人格教育意涵。依据六祖惠能的观点，所有一切关于人的教育皆与「识本心」有关，人格与心灵成熟的条件在于能否「自净其心」；简言之，禅宗所主张的人格教育是回归自性的人格教育，其灵性修养是透过「离相」、「无念」等方式回归清净无染的本心，找回自性当中蕴含的无限智慧，并藉以超越生命的限制。

关键词：禅定；智慧；灵性；六祖坛经；人格教育

1. 前言

1.1 佛法的教育

佛经主要内容谈的多是佛陀对于人的开示与教化方式，尽管是由不同角度切入，开发人的「自性」始终是佛法之最终依归，自性是我们的真心本性，是心灵的本体；佛法主张人人皆有佛性、皆可成佛，自性即是佛性。佛法最重要的人格教育是带领人走向成佛之路，亦是「明心见性」之路，「明心」是无烦恼的清净心，「见性」是见到与佛无二无别的佛性，只要明心就能见性，见性一定是心地光明 （释圣严，1990）。就佛法而言，戒定慧三学是开启个人自性的重要方法，佛陀在《楞严经》当中提到：摄心为戒，因戒生定，因定发慧，是则名为三无漏学。（赖永海、杨维中，2014）由这句话可见戒定慧三者之间的关系，不论是持守戒律或是禅定，最终都是要帮助人们开启般若智慧；另一方面，戒定慧三学主要也在对治身而为人的习气与毛病——「贪瞋痴」三毒。本文主旨是从《六祖坛经》 （赖永海、尚荣译注，2012）。这部经典出发，探讨禅定与智慧之理念与实践，借由此，申论其人格教育取径。

在教育领域中，「灵性修养」（教育部，2019）属于生命教育这个议题的五大范畴之一，它所说明的是，每个生命都有潜能去察觉到自我生命的有限性而生发超越的向往，也具备自我超越、追求真理、爱与被爱、企向永恒的精神特性，从而突破生命困境，达到至善。《六祖坛经》当中对于灵性修养的讨论非常深入，带领人的生命走出限制，寻找一条启发个人自觉且自我超越的出路，这本经典对于灵性修养的讨论，不仅仅是关于人格教育的涵养，也与灵性教育、道德教育皆有相关，其对于禅定的不同观点与探索，在佛法的人格教育中，也相当具有代表性。

1.2 《六祖坛经》简介

《六祖坛经》简称《坛经》，原名为《六祖惠能大师法宝坛经》，它是中国禅宗最重要之典籍，也是华文佛学著作中，唯一被称为「经」的作品（杨惠南，2012）。《六祖坛经》是中国禅宗第六代祖师——惠能大师一生说法的记录，记录者是惠能大师的高徒——法海禅师。全书描述惠能由一个不识文字的砍柴少年，最终成为一代禅宗宗师的经过，概括其主要思想，也记载惠能圆寂前对于禅宗宗旨的总结。

本文主要在讨论佛法当中禅定与智慧的灵性修养，之所以选择《六祖坛经》作为主要文本，是因为六祖曾经提到，其曹溪一脉的修行法门是以定慧为本 ，而定慧本为一体，相辅相成，不应有分别。本文主要说明定慧的实践对于人格教育之影响，透过《坛经》的文本诠释，说明如何经由禅定方式，开启个人智慧，六祖对于禅定的定义有非常深刻之见解，而对于般若智慧的追求，也是禅宗主要的教育目的，般若就佛法而言是至高无上的智慧，般若智慧是从人的自性而来，此种智慧人人本自具有，不假外求，也可以将贪瞋痴的三毒转而为戒定慧 。

本文内容首先说明《坛经》当中对于禅定的解释，以及禅定的灵性修养如何实践，接着论述禅定与般若智慧的关系，最后再进而阐释禅宗基于禅定与智慧的人格教育。

2. 禅定的灵性修养

2.1 禅定的意涵

在解释禅宗的禅定之前，需要对于这个语辞先进行说明，所谓「禅」是指我们的本心自性（星云大师，2022）。而「定」是生命最原初的状态，人之所以无法进行禅定，是因为偏离了自身原来的本性与生命样态。在惠能所处的时代，禅宗分为南北两宗，以神秀为领导的北宗提倡练习静坐的渐悟法门，但整天盘坐追求空相并不是惠能主张的禅定，惠能对于坐禅的看法是：「…无障无碍，外于一切善恶境界，心念不起，名为

坐；内见自性不动，名为禅。」此解释与一般人的见解有所不同，惠能认为，人的自性本定，能够不随外境起心动念，时常处于定境，即是坐禅，是故，坐禅与打坐的修行方式不一定有关系，而是回归自性不动的内心状态，此外，惠能对于禅定的说法如下：

外离相为禅，内不乱为定。外若着相，内心即乱。外若离相，心即不乱。本性自净自定，只为见境思境即乱。若见诸境心不乱者，是真定也。

我们的本心是清净的，一个人能否做到禅定，在于心是「着相」还是「离相」，离相所表达的是，能以旁观者角度看待外界一切事物，不受其干扰，这才是心清净的状态，比如看见他人的是非过患，不放在心上，即为离相；若时常道人长短，就是着相，与道相违背。有没有进入禅定的指标，简单而言，是个人面对外在人、事、物时，心有没有被影响，不论遇到什么情境，心都能保持不乱者，即做到禅定功夫，此种功夫在日常生活的行、住、坐、卧都要能保持，而非只有在打坐中才能得到禅定。

2.2 通往禅定的「无念」法门

无念是《坛经》里面很重要的修行方法，坛经的心理实践名为「无念法门」，无念与无住、无著、无相等名称具相同意义，无念可以得智慧、无著则能离烦恼、无相则是可以证佛性（释圣严，1990）。在〈定慧品〉中，惠能提到：

善知识！我此法门，从上以来，先立无念为宗，无相为体，无住为本。无相者，于相而离相；无念者，于念而无念；无住者，人之本性。于世间善恶好丑，乃至冤之与亲，言语触刺欺争之时，并将为空，不思酬害，念念之中，不思前境。若前念今念后念，念念相续不断，名为系缚。于诸法上，念念不住，即无缚也。此是以无住为本 。

上述这段话是《金刚经》里面「应无所住而生其心」（赖永海、陈秋平，2013）的最佳诠释，当初惠能就是听到这句话而开悟的，可见他对于这句话相当有悟处，再进而以无念、无相、无住对其进行阐释。简而言之，无念即心不染外境，它与无相、无住是同一种心理状态，因为自性本自清净，又有什么可以染著？所有念头，只是人的虚妄造作，这也可以回到《金刚经》所说的：「过去心不可得，现在心不可得，未来心不可得 。」（赖永海、陈秋平，2013）苦人的烦恼念头一切都不可得，无住与无念则是最好的对待方式。在此需要留意的是，惠能所说的无念不是要做到完全没有念头，而是无论多少念头产生，都「念念不住」，才不会进而产生分别与执著，被各种念头系缚。

2.3 明了心的无二之性

真正的禅定不是静坐可以坐多久，而是心处于外境时，是否可以不分别、不执著，「于一切法，不取不舍 。」能夠做到自然可以见性成佛道，这是心灵的修炼，训练自身的平等心。在佛法中，真正的解脱是要消除是非、善恶、好坏等二元对立的心态，没有分别与对立，心才能达到真正的平静。在谈及「功德」这个概念时，惠能也提到：「见性是功，平等是德 。」平等是我们本有的心灵状态，心平等时，心是通流的，如同水的流动没有滞碍；佛法中的各项戒律，也只是要帮助个人回到心灵的平等，惠能言：「心平何劳持戒？行直何用修禅？ 」当一个人的心灵看待所有人事物皆是平等，只是以清净心如实地待人接物，已然不需持戒与修禅，他的所有言行举止，已进入禅的状态，以人身示现禅的存在。《坛经》中惠能与印宗法师的对话，即在表明这个重点。

印宗法师很好奇五祖究竟传惠能什么法，惠能说：「指授即无，惟论见性，不论禅定解脱。」意思是说，他们师徒只有讨论如何明心见性，五祖并不提倡要经由修习禅定才能得到生命的解脱。印宗法师进一步询问为什么？惠能回答：「为是二法，不是佛法，佛法是不二之法。 」想要经由有所作为的禅定或其他方式得到解脱，并非佛法的本义，佛法是不二法，有一个想要有所作为的主体，再加上需要被解脱的客体，有主有客就是二法，主客双泯的「一」才能见性，「一」是相似于忘我、无我的主客融合的状态，有主／客二分的「二」则无法见性；一般人常着眼于二分的差别相，但惠能强调：「…

智者了达其性无二，无二之性即是佛性。」领悟无二之性，即能进入禅定境界，这与各种修行方法或练习不一定相关。

3. 禅定与智慧的关系

3.1 何谓般若智慧

般若是梵语，翻译为汉文是智慧的意思，也可以说是至高无上的终极智慧。依据惠能的观点，最高的智慧与个人的「心行 」有关，也就是说，心的状态是否能够没有障碍，以及能否亲自身体力行，以个人生命实践般若，才算是达到智慧的领悟。惠能对于般若的定义如下：「. . . 心量广大，遍周法界。用即了了分明，应用便知一切。一切即一，一即一切，去来自由，心体无滞，即是般若。」般若是由自心本性所生，本心含藏一切，无所滞碍，并且具有观照的能力，帮助个人解除迷惑，看清楚外在实相的运作。般若智慧与头脑的认知、理解没有很大相关，而是一种由内心带动出来的功能，带领个人活出更开阔、更有深度的生命，而当个人要见到清净的佛性，也需要此种智慧的开展。

3.2「定」与「慧」的关系

就禅宗而言，禅定与智慧两者一样重要且相辅相成，缺一不可。惠能形容定与慧的关系就像灯与光的关系，没有光不能称为灯，是灯一定有光，两者是「体」与「用」的关系，虽分化为两个名词，但实际上是同一件事 。《坛经》中所称的「般若三昧」，其意思是，得到智慧的正定功夫 ，所以缺乏般若智慧不能得到正定，一个人没有定的功夫，也同样无法具备般若智慧，整个灵性修养的过程中，要「定慧等持，意中清净 。」

4. 禅定与智慧的人格教育

人格教育有各种不同取向，就禅宗的教育目的而言，是要帮助个人找回清净心与本心自性，也就是「识本心」，一切教育皆与「心」有关，惠能说：「菩提只向心觅，何劳向外求玄？ 」禅宗谈的是心法，心外的一切追求都不是，「悟人自净其心」、「随其心净即佛土净 」，所以心的状态成熟了，人格自然也就健全，其实是透过让心灵恢复完整功能，找到心中可以涵容一切的智慧，成就生命的整全性。

那么，为什么人需要练习禅定？因为在接触禅定之前，一般人心中有许多杂念纷扰，烦恼心重，心就容易被外境所影响，无法得到安定，所有一切包含打坐、静心的练习，都是为了将心沈淀下来，找到心清净的感觉之后，人会变得放松，烦恼减少；以现代医学对静坐的研究结果来看，这包含能量结的释放，以及神经系统的各种变化 。但惠能所讲的是顿悟法门，不将重点放在练习过程，而是直指人的心性，告诉人们无念、无相、无住更为重要，因为这是见性后的心理状态，能够符合此种心理状态，连练习的过程都不需要，只有当人在迷失的时候，才需要禅定的练习。

针对两者的不同，杨定一提出他的诠释，他认为，静坐是清理心灵、消除烦恼和妄念的方法，但练习静坐与悟道是两回事，只是通常一个要悟道的人，却也还是要历经静坐的过程，但是，走到最后会发现，我们的真实自性早就已经觉醒，那是人类心灵与一切的本质，真实自性是宁静、无有罣碍的，只因人们没有悟到这一点，才无法开悟，或误认为我们需要练习才能开悟。杨定一解释道：

我们的真实自性不假任何外缘，本身即是无条件的光明、无条件的自由、无条件的喜乐，也早已被无条件地悟到了。任何人为的努力，都不能使它更光明、更自由、更喜乐，甚至不能让它被更悟得多一点。只要懂得这个道理，我们马上就能恢复平安的心境，知道自己什么都不需要做、也不需要求（杨定一，2021）。

是故，「真理本来如是」（杨定一，2021），真理与实相和人间百态无关，与任何外境无关，将心的专注力放在外在事物而不是放在心中，造成了人们的迷失。惠能告诉我们要「离相」，是为了让个人从人生剧本的参与者变成旁观者，当心不动了，没有动摇、无所罣碍，心于是就住在真如自性中。所以，不管是静坐或禅定的练习，只是一趟自我探索的旅程，我们「既没有得到什么，也不会失去什么。我们一开始就是圆满的，旅程结束时也依然圆满无缺。差别只在于，我们终于知道了」（杨定一，2021）。

从另一个观点来看，禅宗的人格教育，是在带领个人从「个人意识」进化到「超个人意识 」，这个「超个人意识」（陈玉玺，2004）包含了慈悲、大爱、人我一体，以及「不二」的解脱智慧，它既「超越」又能「含摄」，能超越人世间的苦与乐，又能包容接纳一切苦乐。因为禅定，所以能超越；因为般若智慧，所以能包容接纳人世间的一切，将烦恼转化为菩提，这是我们本自具足的心灵能力。

5. 结语：回归自性的人格教育

禅宗的人格教育不是要教育人们成为什么样的人，或是成为某种社会认可的类型人物，反而是要个人放下各种外在目的，找回真正的自己，这是一种逆向的人格教育，简单的心灵回归；当回归到本源，即自性本来的清净无染状态，也就找到了无条件的光明、无条件的自由与无条件的喜乐，真实自性当中蕴含着无限智慧，能转化烦恼与生命中的各种障碍。就佛法而言，这也是找回人人具有的佛性，找到它就找到解脱生命痛苦的钥匙，得以跨越人世间限制的牢笼。是故，人格真正的圆满是来自于内在的清净与喜乐，与外在任何追求都不相关，因为内外一如，找到内在的圆满，则表现于外的态度、行为，也一样圆满，于是，生命的至善由内外都能显现。

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A Case Study on the Approaches, Strategies, and Challenges of University Social Practice Curriculum Development

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Abstract

To cultivate college students' abilities to address complex societal issues and respond to local needs through their professional knowledge, and to fulfill their civic responsibilities, the Ministry of Education has actively promoted the "University Social Responsibility Practice Program" since 2018. Developing social practice courses in universities is an important approach to nurturing talents with social responsibility. To understand the development of social practice courses in the context of university social responsibility policies, this study conducted case studies to analyze the orientations, strategies, and challenges of social practice course development in various universities. Data collection and analysis were conducted through document analysis and interviews. The results of the study indicate that: First, the development strategies adopted by the two case universities for social practice courses mainly include determining the orientation and content of social practice courses, positioning the development of social practice courses at different levels, and designing the organization of social practice courses. Second, the challenges faced in the development of social practice courses include aspects such as curriculum development and design, school organizational culture, teacher competence and attitudes toward curriculum, student learning, and curriculum evaluation orientation and mechanisms. Finally, based on the above results, this study proposes directions for future efforts.

Keywords: University Social Responsibility; Social Practice Courses; Curriculum Development

大学社会实践课程发展的取向、策略与挑战之个案研究

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摘要

为培养大学生具备解决社会复杂问题的能力，并能透过专业领域知识响应地方需求，以善尽公民责任，教育部自2018年起积极推动「大学社会责任实践计划」。在大学场域中发展社会实践课程，即培育社会责任素养人才的重要途径。为了解各大学在大学社会责任政策脉络下社会实践课程的发展状况，本研究透过个案研究，分析各大学社会实践课程发展的取向、策略及挑战，并采文件分析和访谈，进行资料的搜集与分析。研究结果显示：一、两个个案大学采取的社会实践课程发展策略，主要包括决定社会实践课程的取向及内容、定位社会实践课程发展的层级，以及进行社会实践课程组织设计等；二、在社会实践课程发展所面临的挑战，主要在

课程发展与设计、学校组织文化、教师课程素养与心态、学生学习，以及课程评鉴取向与机制等面向。最后，本研究根据上述结果提出未来可兹努力的方向。

关键词： 大学社会责任；社会实践课程；课程发展

1. 研究背景

受到全球社会经济环境及各种思潮对高等教育政策的影响，特别是避免让大学教育逐渐趋向市场化与大众化，使得世界各国开始反思如何对大学教育进行改革，而以「社会实践」为主轴进行大学人才培育则是其中一个重要的推动方向，国内于 2018 年在高教司主导下所积极推动的「大学社会责任实践计划」(University Social Responsibility Project，以下简称 USR 计划)，即为社会实践理念的落实。该计划从 2017 年起先试办，第一期计划从 2018 到 2019 年，为期两年。第二期则从 2020 年起正式推动，为期三年。第三期则从 2023 年起，为期两年。虽然「课程」是该计划的核心，但在大学场域中，各大学所持的 USR 理念与学校课程图像系呈现多元的样貌，然何者才是最适的课程发展取向，却较少被探究。

根据上述，考量USR 计划虽已受到国内各大学的重视，同时也有一些研究成果，但对于因应该计划所需的社会实践课程发展，仍欠缺深入的探究，特别是在USR 政策脉络下，大学课程参与者是如何发展社会实践课程，采取何种策略，又面临何种挑战，这些议题至今也较少被探究。为了解上述课程问题，本研究透过个案研究，对USR政策脉络下大学社会实践课程发展进行深入探究，研究成果可提供其他大学发展以校为本之社会实践课程的參考。

2. 大学社会实践课程的内涵与作法

一、大学社会实践课程的内涵

大学社会实践课程的发展取向系含盖不同光谱，包括从合作初期的学术或专业咨询，到深度参与合作过程中的所有过程面向(Bourke, 2014)，特别是其并不等同于「服务」，「服务」一词较倾向是一种单向，强调从大学到小区的知识传递(Peacock, 2013)，至于「实践」则有互惠的意涵，近年国内教育改革常使用的「伙伴协作」，更能贴近此一意涵，其系一种不同于国家和市场的社群治理模式，主张行动者是基于互惠、合作、共同利益，而非以自利来进行互动(陈东升，2012)。

其次，「社会实践」的意涵还含盖知识生产与创新的概念，特别是创新，亦即行动者须从在地性实作中重启想象力，找出以在地为范畴，有效转译外来范畴的新方案(杨弘任，2004)。再者，要让场域协同行动者能提供其世界观与主体经验，并成为知识建构的主体；换句话说，大学和场域都是主体，要协同探究问题，重新框架问题及建构知识，改善场域所面对问题。同时大学老师也要进入地方或小区，面对真实社会问题的理解与挑战，重新定位自身的角色与定位(黄世辉，2012)。

其三，社会实践课程重视的是一种动态的课程观，并会将课程视为是一种「关系」，强调大学教师、学生与小区人士，在课程发展与实践过程中的持续性互动、质疑与再建构的过程与结果，而非只在传授孤立于真实世界的课程知识。因此社会实践课程会强调去培育学生跨领域的能力，主要基于场域问题的解决已很难透过传统单一学科，需要透过跨部门、跨学科、跨社群的合作。

二、社会实践课程的发展策略

（一）预先确认所欲培育的社会实践能力

在目前USR政策脉络下，各大学的计划目标、重点和属性各不相同，在发展相对

应的课程方案时，各课程方案欲培育学生达成社会实践能力，应成为优先考虑因素，藉此指引学生学习的方向，同时也可作为进行社会实践课程设计时的引导。此外，本研究认为在发展社会实践课程时，也应同时兼顾学科基础能力的培养，此也在避免知识学习的浅薄化，强调在学科专业支持下进行深度的学习。

（二）系统性的整合学校既有学制与专业课程

推动任何革新课程，无可避免地会与既有课程产生不平衡及扞格，因此在发展某一新兴课程议题时，有必要对学校课程做全面性的盘整与分析，从全校的角度分析欲新增之社会实践课程与既有不同单位或属性课程间的关系，同时思考是否有必要删减一些性质相似的课程，以避免产生课程过度膨胀的现象。

（三）分析在地社会议题作为组织社会实践课程的核心概念

为了让社会实践课程发挥学习的功能，有必要精选和创造出一些主题、理念、议题、问题或疑问等，强化社会实践课程的学习焦点（杨龙立、潘丽珠，2005），并藉此统合各学科的知识概念（Jacobs & Frickle, 2009）。就USR政策脉络下的社会实践课程而言，因每个场域脉络各不相同，所要关注的在地社会议题也必然有所差异。对此，在发展社会实践课程前，便须针对场域中的重要社会议题先进行前导研究，以此作为组织社会实践课程的核心概念。

（四）配合场域之共学社群的运作

大学要落实社会责任，大学教师必须要对场域有深入了解，然相关研究也指出，多数大学教师多缺乏场域的社会实践经验（陈荣政等人，2023）。因此，要发展社会实践课程，大学教师有必要学习与实践场域行动者合作，以此组织共学社群及建立运作模式，这也是社会实践课程发展是否成功的关键。

3. 研究取径与方法

一、分析取径：多重个案分析取径

个案研究是一种适合于去探索真实生活脉络中现象的研究取径(Yin, 1994)，而多重个案则在增加外在效度(Miles & Huberman, 1994)。由于本研究目的在了解USR计划脉络下，大学发展社会实践课程的歷程，因此特针对此目的采取个案研究取径。由于个案研究并不属于一种抽样研究，其对研究对象的选择主要根据研究目的或问题，因而采取的是一种「目的性抽样」原则，在这种情况下，个案的數目一般会比较小，同时是以能够为研究问题提供最大信息的个案为主要考量(林佩璇，2000；陈向明，2002)。此外，Stake(1995)也指出，个案的属性不应成为最优先的考量因素，平衡和多样的例子虽然重要，但更要考虑是否能够提供学习的机会。根据上述多重个案分析取径的设计重点，本研究在对国内USR计划脉络下个案大学发展社会实践课程的现况与问题进行分析，本研究根据以下三个理由：一是能符合文献探讨中所建构的分析概念者，二是其课程发展能提供其他大学作为发展社会实践课程的参考，三是资料搜集的便利性，这两所个案大学皆为研究者已有很一段很长的互动经验。

二、资料搜集方法

（一）访谈

本研究针对个案大学USR计划主持人及关键参与成员进行访谈，以搜集较为深入与完整的资料，本研究的访谈对象共计五人。

（二）文件分析

本研究所要搜集与分析的文件包括官方推动USR计划的政策文件、大学推动USR计划的相关文件，如计划申请书、报告书及年报等。

三、数据处理与分析

关于本研究的资料整理，主要会先将所有录音内容转译成逐字稿，以方便进行基础编码。在数据分析程序方面，则会从基础编码中确定共同出现的主题，然后将相似的主题归类为相关的类别或子类别。在过程中，质性数据分析是递归的和螺旋式的，会持续进行数据的系统性比较，因此在整个数据搜集阶段也都会有分析步骤（Miles et al., 2014），直到确保数据的每一个可能层面都包括在内。

四、研究信实度与伦理

为提升研究信实度，本研究透过多方资料的搜集，以确保研究结果的分析有足够的证据，包括访谈及文件数据，同时在完成访谈的逐字稿后，再邀请研究参与者进行检核，以确保资料内容是否和研究参与者的原初想法相同。此外，在研究伦理方面，本研究在开始执行前会先取得研究参与者的知情同意书，并告知其研究进行与数据运用的方式。

4. 研究结果与讨论

一、个案大学背景

第一所个案大学为国立暨南国际大学，该校所发展的USR社会实践课程共计27 学分，为院本必修，10 学分院选修，课程负责单位为教育学院。相关科目包括教育行脚、校准课程、社会创新导論、重大教育议题、乡村社会教育等课程。其中，「教育行脚」课程主要利用寒暑假到偏乡进行实地学习，以逐步引导有志于参与社会参与专题实作的同学，在大二、大三拟定实作方向与企划。此外，该校亦建构社会参与学习平台，其旨在厚植学生社会参与知能。

第二所为国立东华大学，配合USR计划的实施，该校特设计三种社会实践课程，其一是「BRICK砖家学程」（break、redefined、imagine、catalysis 和kindle），它是由学生自主选择投入具实践内涵的学习活动，该学程实施过程不受学期限制，学分采事后追认（国立东华大学，2021）。其次是由教师自主提出的「VIP 垂直整合专题课程」，藉由不同专业研究領域教师带領学生团队，以跨年年期、跨年级和跨領域的组合，投入改善小区生活或未來社会议题之方案。其三是设置多元的微学程，该课程修满十八小时算一学分，目前共开设包括「社会参与」、「綠色療愈」、「动物与社会」和「冒险教育」等微学程。

二、社会实践课程发展的取向

国立暨南国际大学所发展的 USR 社会实践课程是设置在不分系学士班，课程规划分为「基础培力与探索」、「跨领域人才培育」、「青年返乡创新实作」与「专题企业实作与项目实习」等四个阶段。其中，「基础培力与探索」阶段中的「教育行脚」课程，会特别安排大一学生至偏乡走读。「跨领域人才培育」阶段则是整合学院内的系所资源，对应目前乡村地区教育需求，开设四项专长学分学程（陈启东等人，2022），并配合双专长选修，从中择一专长进行修习，另一专长则是到全校各院。至于「青年返乡创新实作」与「专题企业实作与项目实习」阶段的相关课程设计，则安排至偏乡场域进行社会实践（陈启东等人，2022）。

至于国立东华大学的社会实践课程则是设置在通识教育中心，该课程的目的在建立具乡村需求的实验基地，以及协助偏乡地区经营灾难心理支持和发展合作经济。依目的不同，整个课程内容包含系所专业课程，如咨商心理学系的心理学原理，及通识教育课程。这几年以来，又发展相关的微学程，及自主学习课程，即是以学生为中心，引导学生从修习相关课程的过程中自主提案，并进行学习历程的反思，发现自己在场域实践过程中的不足或优势。另在执行过程中，如发现学生基本能力不足，也会再设

计相关的微学分课程，如沟通表达课程。

三、社会实践课程发展的策略

（一）决定社会实践课程的科目与内容

要发展一个社会实践课程，其中心任务须先确认课程中所适合的科目（李东豪，2009）。就本研究个案大学所发展的社会实践课程，多会纳入至场域进行社会实践所需专业知能的相关科目。其中，国立东华大学还结合学系专业课程、师资培育课程和通识教育课程，将社会实践课程安排在通识教育中心，提供全校学生进行课程修习。然该校并非一开始就采取新增科目的方式，当要决定该纳入哪些具社会实践课程时，会先进行全校性课程的总盘点，若既有的课程中已有符合社会实践的科目，就不会再新增科目。再者，则是对跨领域课程中各科目的上下文属性进行分析，如属基础或实践面向，以作为学生选择科目修习的引导。

（二）定位社会实践课程发展的层级

关于社会实践课程要在哪个层级发展，如全校层级或学院层级，也是在发展社会实践课程时极为重要的考虑因素。个案大学多会依该课程所欲发挥的功能，并考虑计划属性，透过学分学程的设置，让学生进行课程修习，以国立暨南国际大学为例，因计划主持人的服务单位为教育学院，加上计划属性系以解决偏乡学校教育问题为主，因此社会实践课程便会放在教育学院，透过院内不分系学士班，以该学士班学生为主体，规划社会实践课程。至于国立东华大学，为了让各学系学生有机会相互交流，则将社会实践课程设置在校层级的通识教育中心。

（三）进行社会实践课程组织设计

课程组织主要在处理知识或学习经验的排列、整合，以促使学习者有效地学习各种知识概念（甄晓兰，2004），社会实践课程亦需进行课程组织设计。

国立东华大学主要将社会实践课程粗略分为必修和选修。至于国立暨南国际大学的课程组织主要依基础、学科专业和社会实践，进行纵向的课程顺序性设计。在大学入学阶段，先设计全校性的社会服务学习课程，接下来进阶到学科专业知识再安排社会实践课程。

四、社会实践课程发展面临的挑战

（一）在课程发展与设计面向

课程发展与设计乃一复杂的决策过程（Lattuca & Stark, 2009），在USR政策脉络下的社会实践课程发展，决策时所要考虑的要素相对更为复杂，除了相关课程专业问题的考虑，尚须连结与场域有关的需求或社会议题。从本研究可发现，相关USR计划执行者多会偏向关注开设哪些科目，而较少提及系以何种社会实践能力作为课程发展的引导，同时也较缺乏先对场域需求进行深度调查，作为课程设计的依据。当然，场域中需求和社会议题复杂多变也是一大挑战。此外，一些技术性的课程问题也常影响社会实践课程发展，包括学校开课系统的配合，以及不同课程之授课时间的排挤等。

（二）在学校组织文化面向

学科不仅是课程和教学内容，也是教师知性、社会和政治的聚会所（欧用生，2000），而一直以来，以学科为核心的学校运作模式更是大学场域极为根深柢固的组织文化，其原因在于大学是由独立的学术部门所组成，学术高度专门化的学科发展和学科区隔对大学有极大的宰制力（张嘉育、林肇基，2019）。从本研究也可发现，大学教授习惯会去固守自身的专业课程，不愿意调整自己的专业课程，此正是阻碍大学发展社会实践课程的重要因素。

（三）在教师课程素养与心态面向

在大学推动社会实践课程的过程中，大学教师的课程素养与心态也是实务运作中

常会面临的挑战，也就是大学教师虽各具学科知能，但却缺乏社会实践课程设计的知能，甚至未能意识到社会实践课程设计所需考虑的面向。至于在教师心态方面，则是大学教师普遍对社会实践理解不深、认同度也不足，如多数研究参与者所反应，大学教师的升等仍以学术发表为主，导致大学教授缺乏投入社会实践课程的动机。

（四）在学生学习面向

社会实践是USR计划的重要元素，而透过场域实践所规划的社会实践课程，则有助于培养学生具备认同在地及解决场域问题的能力。然在USR政策脉络下推动具社会实践课程时，却也遭遇到一些问题，包括学生到场域进行社会实践时的准备度不足，以及学生很难了解与掌握场域的多变性等，这是在学生学习面向所面临的挑战。

（五）在课程评鉴取向与机制面向

分析本研究个案大学在USR政策脉络下对社会实践课程所进行的评鉴可发现，多数大学仍偏向量化指标，并将学生评量等同于课程评鉴。其次，较偏向外部行政单位主导的评鉴，如教育部对各校推动USR计划的访视，以及每一年USR计划结束后对执行成果所进行的书面审查意见。分析这样的评鉴取向与机制显然是不够的，除了较欠缺完整的内部评鉴机制，也较缺乏从社会正义或道德层面，思考社会实践课程对于改变社会的可能性。

5. 结论与建议

在USR政策脉络下，各大学为达成教育部所赋予的社会责任任务，已发展出各类具社会实践意涵的课程方案，然从理论层面，课程发展者有必要再进一步关注大学定位，以及关于知识、课程和学习等所蕴含的理论观点。具体而言，USR政策脉络下的社会实践课程发展，应凸显的是大学在响应和解决在地问题上所扮演的关键角色，同时也要挑战和重新界定传统大学的知识观与学习观，要将在地社会知识纳为课室中的知识范畴，引导学生走入小区，透过跨界合作，进行有意义的学习。发展社会实践课程一定要掌握上述所提醒的问题，否则很可能会让社会实践课程发展流于表面或技术操作。至于在实务面向，从本研究对个案大学课程发展所进行的分析可发现，课程取向已相当多元，至少包括学分学程、微学分课程、自主学习课程及不分系学士班课程等。本研究乐见这样的社会实践课程发展状况，然透过访谈后的分析却也发现，仍存在诸多挑战，包括课程发展与设计、学校组织文化、教师课程素养与心态、学生学习，以及课程评鉴取向与机制等面向。这些挑战不仅和课程专业有关，同时牵涉到更为深层的大学组织文化，以及大学与场域间的互动关系。根据上述，以下提出未来因应这些挑战可兹努力的方向：

一、厘清USR政策脉络中大学社会实践课程的概念内涵：由于各大学USR计划所要解决的社会议题各不相同，因此各大学在发展在地连结之社会实践课程时，首要任务即要厘清所要连结之社会需求议题为何，包括在课程发展之初，即需分析哪些场域议题适合放在大学社会实践课程中，作为学生学习的素材。另一个要思考的则是社会实践课程的概念，本研究发现，许多大学课程发展者对社会实践课程的概念并不熟悉。其实社会实践课程系强调要把不同学科专业教师及场域的行动者组合在一起，透过共同协力与合作，发展出能响应场域需求与问题的课程。

二、慎思USR政策脉络下发展社会实践课程所涉及的各种决策因素：USR政策脉络下的社会实践课程发展过程中，必然会涉及多方的考虑，包括要思考社会实践课程的定位、目的和组织方式，以及大学与场域情境间的互动关系。然课程设计者在面对上述决策因素时，不可能面面俱到，为因应此一课程挑战，需透过课程领导，引领课程发展成员跳脱课程技术面向的思维，共同觉知发展社会实践课程所会面临的实际问

题，然后再发展出适合自身大学所需的社会实践课程方案。

三、健全学生修习社会实践课程的学习路径与辅导机制：学生是学习的主体，任何课程发展都不能忽视学生的学习经验，社会实践课程发展亦然。本研究发现，学生的学习准备度、学习负担，以及对场域的了解与掌握，是影响学生是否有意愿及有能力投入具实践导向之跨领域课程的关键。为让学生更有动机和有意义地修习社会实践课程，学校应检视学生在大学阶段的修课状况，除提供更多自主修习社会实践课程的空间，也要给予弹性化的大学课程结构与路径，让学生在场域中所进行的社会实践学习也能成为正式课程的一部分。

四、扩展大学社会实践课程的评鉴视野与机制：从本研究对各大学发展社会实践课程的现况分析发现，各大学虽不乏课程评鉴的程序，然整体而言，仍偏向行政和工具导向。由于USR计划的精神在强调透过社会参与，对当下的大学教育现况进行反思，就社会实践课程而言，其重要的课程旨趣更在能改变场域的困境。基于任何场域都有各自的结构、政治和历史性限制，进行社会实践课程评鉴时，建议可再加入Apple与Beyer（1983）所提出之课程的社会评鉴观点，也就是要与偏乡改革所处的社会历史进行对话，并将其纳为课程评鉴的一部分。

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The Affect Mechanism of Foreign Teachers' Future Time Perspective on Ego Depletion

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Abstract

The lack of long-term mental energy seriously affects the mental energy of foreign teachers, and individual trait difference is closely related to ego depletion. Therefore, the relationship between future time perspective and the ego depletion of foreign teachers is studied. In this study, the relationship between future time perspective and the ego depletion of foreign teachers was discussed, as well as the mediating effect of workplace spirituality and emotional regulation self-efficacy on friendship satisfaction, and the promoting effect of a diverse atmosphere. The results show that there is a significant negative relationship between future time perspective and ego depletion, and there is a mediating effect between workplace spirituality and emotional regulation of self-efficacy and friendship satisfaction. The diverse atmosphere has no positive effect on the relationship between future time perspective and the ego depletion of foreign teachers, while the emotional regulation self-efficacy has a negative promoting effect on the relationship between future time perspective and the ego depletion of foreign teachers. This indicates that foreign teachers' future time perspective needs not only positive inner experience but also the belief that can regulate emotions, as well as the connection with the cognitive evaluation of friendship situations and the fair and harmonious atmosphere, to fully reduce the ego depletion of foreign teachers. Finally, these findings also provide lessons for future research.

Keywords: Future Time Perspective; Ego Depletion; Workplace Spirituality; Regulatory Emotional Self-Efficacy; Friendship Satisfaction

外籍教师未来时间洞察力对自我损耗的影响机制研究

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摘要

长期心理能量的不足，将严重影响着外籍教师的心理能量，而个体的特质差异与自我损耗密切相关。因此，研究了外籍教师未来时间洞察力与自我损耗的关系。在研究中，探讨了外籍教师未来时间洞察力与自我损耗的关系，以及职场精神力和情绪调节自我效能与友谊满意度的中介效应，和多样性氛围的促进效果。结果表明，外籍教师未来时间洞察力与自我损耗存在显著负向关系，职场精神力和情绪调节自我效能与友谊满意度在两者之间有介导效果。多样性氛围在外籍教师未来时间洞察力与自我损耗之间没有促进效果，情绪调节自我效能在外籍教师未来时间洞察力与自我损耗之间有负向促进效果。这说明，外籍教师未来时间洞察力既需要积极的内心体验，又需要能够调节情绪的信念，以及与友谊情况认知评价和公平、融洽氛围的联系，才能充分的减少外籍教师的自我损耗。最后，这些发现也为未来的研究提供了经验。

关键词：未来时间洞察力；自我损耗；职场精神力；情绪调节自我效能；友谊满意度

1.研究背景

如今，外籍教师已成为中国铸造卓越大学，培育未来人才之重要力量（刘晓霞，2022；章丽辉等人，2018）。然而，由于多样性文化差异极易导致外籍教师产生消极心理 (Newman et al., 2018)，这也是现代高校管理面临的突出挑战。而如何治理这种顽疾，令外籍教师重新获得心理能量，依然是不明确的。

近期的研究发现，相对稳定的思维和行为模式对教师的乐观与信心十分重要 (Oettingen & Mayer, 2002)，它有助于提升教师积极的心理能量，还有益于缓解情绪与精神的消耗 (Rudolph et al., 2018)。反之，将导致情感资源的枯竭 (Seligman & Csikszentmihalyi, 2000)。

自我损耗(Ego Depletion)会对人们的适应性产生负面反应，这严重影响着教师的现实生活（谭树华等人，2012）。自我损耗属于过程理论 (Baumeister et al., 2000)，它与特质、认知、情绪、亲密关系和氛围联系紧密 (Alberts et al., 2011; Gino et al., 2011; Magaraggia et al., 2013; Ren et al., 2010; Stillman et al., 2009)。然而，尚不清楚其他因素，例如，未来时间洞察力(Future Time Perspective)与自我损耗之间的关系，是否由职场精神力(Workplace Spirituality)、情绪调节自我效能(Regulatory Emotional Self-efficacy)和友谊满意度(Friendship Satisfaction)与多样性氛围(Diversity Climate)所影响。

因此，本研究旨在调查在华外籍教师未来时间洞察力的水平，还有观察他们对自我损耗的反应，以及内心体验的职场精神力和感知的情绪调节自我效能与认知评价的友谊满意度与对情景心理评估的多样性氛围在两者之间的影响。澄清这些关系有利于减弱外籍教师的负面心理能量，并推动自我损耗理论的细化与管理研究。

2.文献综述与研究假设

2.1 资源保存理论

资源保存理论推论认为 (Hobfoll, 1989)，特质是心理反应的关键前因 (Alberts et al., 2011)。这是因为，特质资源有助于个体化解由于资源丧失所产生的压力和倦怠问题（曹霞、瞿皎姣，2014）。而被视为具有价值、不同资源的职场精神力、情绪调节自我效能和友谊满意度与多样性氛围不仅能够满足个体需求，还可帮助其准确地进行自我

识别与社会定位 (Lee & Ashforth, 1996)。此外，与资源相关的因素能够为个人提供乐观与信心，从而缓解消极情绪导致的负面心理 (Rudolph et al., 2018)，而这种影响过程还可通过不同资源来进一步实现。因此，根据资源保存理论推论，不同资源的职场精神力、情绪调节自我效能和友谊满意度与多样性氛围，由于增加了自有资源，它们在个体心理反应的形成中都起着重要作用，是自我损耗研究中的重要资源 (Hobfoll, 1989)。正如 Dohrenwend and Dohrenwend (1978) 所言，拥有较多资源的个体不易受到资源损失的攻击，且更有能力获得资源。因此，未来时间洞察力可以通过个体对不同资源的获取来影响教师的自我损耗。

2.2 自我损耗

与主张能量增强的自我决定论相反，自我损耗反应的是人们如何消耗自己的能量的过程 (Deci & Ryan, 2008)。而 Baumeister and Vohs (2007) 则将自我损耗定义为：由于先前行使意志而导致的自我参与意志行动能力或意愿的暂时减少。它是一种心理状态，描述了自我执行意志如何消耗有限的内在资源 (Hsiao & Lin, 2022)。此外，Hsiao and Lin (2022) 认为，既然主动的自我是一种有限的资源，那么任何意志的行为都可能耗尽内在的资源，并带来有害的后果。

自我损耗与教师职业倦怠的概念类似 (Gholami, 2015)。长期承受压力的教师，身心俱疲，也就是心理能力损耗的感觉。这引发了一个恶性循环，这将导致教师逐渐失去教学与生活的兴趣。

2.3 外籍教师未来时间洞察力与自我损耗的研究假设

自我损耗被描述为“自我控制能力减弱的状态” (Baumeister & Heatherton, 1996)，它会降低后续自我控制力的动机与努力的表现，并激化负面情绪的产生 (Hagger et al., 2010; Tice et al., 2001)。未来时间洞察力则被认为是“在人们整个生命周期中相对稳定的特质差异” (Lang & Carstensen, 2002)，它可以有效的改善心理状态，更好的适应环境 (Schmitt et al., 2013; Zacher & Frese, 2009)。减少教师自我损耗的可能因素，是相对稳定的特质 (Rudolph et al., 2018)。寻找能够减轻自我损耗的前因，将有效抑制自我损耗的后效。而未来时间洞察力作为一种相对稳定的特质，它可以通过设定目标、努力、面对困难时的毅力，以及对失败的适应力，增强动机和调节消极的情绪，减弱自我损耗的效应。因此，假设如下：

H1：外籍教师未来时间洞察力与自我损耗存在负面关系。

2.4 职场精神力作为中介的研究假设

介导教师未来时间洞察力与自我损耗间关系的可能性媒介是职场精神力。职场精神被认为：是个体超越自我并与之产生的一种互联感的内心体验 (Milliman et al., 2003)。属于内在动机 (Ashmos & Duchon, 2000)，因此，内心体验到的精神力可以作为提升心理能量的作用机制 (Alberts et al., 2011)。另一方面，以往研究还支持了特质与自我损耗之间的关系，这说明相对稳定的个体特质能够抑制自我损耗 (Rudolph et al., 2018)。此外，研究也证实，内心体验到的职场精神力在不同的心理因素之间的关系中的介导作用 (Prawira, 2021)。

以感知剩余时间和关注机会为核心的未来时间洞察力，这可以令教师更好的适应环境 (Ashmos & Duchon, 2000)。而完整和快乐的感觉能够通过个体积极的体验 (Gino et al., 2011)，有效调节消极的情绪，减弱他们的负面心理能量。反之，消极的内心体验，会弱化教师的自我控制，激化自我损耗的负面效应。因此，本研究预测内心体验到的职场精神力在两者之间有媒介作用。因此，假设如下：

H2：职场精神力在外籍教师未来时间洞察力与自我损耗之间有中介效应。

2.5 情绪调节自我效能作为中介的研究假设

情绪调节自我效能被定义为：自身有效调节情绪状态的信念，是应对负面心理状态的重要因素 (Schmitt et al., 2013)。而自我损耗与信念有着密切联系 (Alberts et al., 2007)，信念也被发现在减轻自我损耗中的重要作用 (Milliman et al., 2003)。另一方面，未来时间洞察力也被证实是减轻负面心理状态的关键前因 (Schmitt et al., 2013)。

研究发现，作为个人资源的信念可以扭转负面心理能量，能够缓解自我损耗 (Oettingen & Mayer, 2002)。而相对稳定地特质也有助于个人在感知剩余时间方面可以获得额外的资源，并使得个体更加专注于机会 (Zacher & Yang, 2016)。因为情绪调节自我效能可以强化个体的"信心"，并帮助人们改善心理状态，从而获取更好的适应性。因此，情绪调节信念能够成为特质与心理状态之间的重要桥梁 (Milliman et al., 2003)。因此，假设如下：

H3：情绪调节自我效能在外籍教师未来时间洞察力与自我损耗之间有中介效应。

2.6 友谊满意度作为中介的研究假设

自我损耗与亲密关系存在密切关联 (Stillman et al., 2009)。友谊满意度反映了个人对其同伴关系满意的程度（张兴贵等人，2004）。良好的友谊质量能够缓解个体的负面情绪，并有利于他们更好的适应社会环境（苏志强等人，2017）。此外，友谊满意度也被认为是重要的心理桥梁，能够进一步提高个体的情感反应（谢笑春、雷雳，2016）。这是由于良好的亲密关系可以有效地抑制教师的负面心理能量，缓减抑郁情绪，提升他们的适应性。相反，冷漠的同伴关系将激发教师的负面情绪，降低自我控制力。

据此推论，友谊满意度或许是抑制自我损耗过程的重要链接。自我损耗受到特质的影响，而未来时间洞察力能够通过设定目标、努力程度、坚韧的毅力，以及对失败的适应力来影响自我损耗。此外，对其同伴关系满意的程度作为一种心理途径，可以克服消极情绪，并缓解他们的负面心理能量。反之，低质量的友谊满意度会使得教师感到不安全，执行功能受损，无法适应社会与日常生活。因此，本研究推断认知评价的友谊满意度将在此链接中起介导作用。

H4：友谊满意度在外籍教师未来时间洞察力与自我损耗之间有中介效应。

2.7 多样性氛围作为调节的研究假设

多样性氛围被定义为：一种以开放和欣赏个体差异为特征的组织氛围 (Hofhuis et al., 2016)，它在抑制负面态度上具有显著促进效应 (Magaraggia et al., 2013)。

在多样性组织中，公平和融洽的氛围能够提高人们对客观解释新信息的能力，从而使得他们坚持过去的习惯和信念，并在心理上感到安全 (Randel et al., 2016)。这影响着他们的感知，以及随后的态度和行为 (Magaraggia et al., 2013)。相反的，遭受不公正的对待，被剥夺更多的机会，他们可能会对人际关系的处理更加敏感 (Randel et al., 2016)。

稳定的思维和行为模式能够增强个体环境适应力 (Ashmos & Duchon, 2000)，而公正的多样性心理氛围则可为个体提供象征性资源 (Cole et al., 2006)，未来时间洞察力通过与公平和融洽氛围的相互作用，增加了人际信任，还为外籍教师获得更多的心理支持，有效缓解了教师负面心理能量的形成。因此，假设如下：

H5：多样性氛围在外籍教师未来时间洞察力与自我损耗之间有负向促进效应。

特质、亲密关系与自我损耗密切相关 (Alberts et al., 2011; Magaraggia et al., 2013; Ren et al., 2010; Stillman et al., 2009)。未来时间洞察力以坚韧的毅力和强大的适应力，或能改善负面心理的形成。而作为中间机制，情绪调节自我效能也被证实在控制负面心理方面有着重要作用（苏红、冯正直，2018）。作为情绪信念的感知，积极的感知与稳定的思维和行为模式所产生的交互作用，或可强化外籍教师的情绪控制能力，并有效提

升了未来时间洞察力对消耗心理能量过程的阻断水平。

H6：情绪调节自我效能在外籍教师未来时间洞察力与自我损耗之间有负向促进效应。

3.研究对象与方法

3.1 研究对象

调查时间是 2023 年 1 月，有效样本数为 306 份(有效率 46.36%)。受访者为在华外籍教师。以立意抽样，选取广西、浙江与江苏省 18 所高校的在华外籍教师群体，以电子问卷调查他们对未来时间洞察力、自我损耗、职场精神力、情绪调节自我效能、友谊满意度、多样性氛围之看法。

3.2 衡量工具

未来时间洞察力量表：Lang and Carstensen (1996) 编制，包含关注机会、剩余时间 2 个因子，共 10 题(α=0.94)。

自我损耗量表：王利刚等人（2015）编制的自我调节疲劳量表，包含认知和情绪与行为 3 个因子，共 16 题(α=0.84)。

职场精神力量表：Milliman et al. (2003) 编制，包含工作意义、社区意识和一致的价值观 3 个因子，共 17 题(α=0.94)。

情绪调节自我效能量表：精减 Caprara et al. (2008) 的量表，积极表达情绪自我效能单因子，共 4 题。

友谊满意度量表：张兴贵等人（2004）编制，同伴关系满意度单因子，共 7 题(α=0.86)。

多样性氛围量表：Hobman et al. (2004) 编制，共 4 题(α=0.62)。

英文问卷以 5 点法衡量、自评，性别、学位、年龄、在华任教年限为人口变数。

4.结果分析

4.1 人口特征分布分析

有效样本数为 306 份，样本以男性居多，占比 74.51%(228 人)；有硕士学位者占多数，36.93%(113 人)；31-40 岁的青年教师最多，69.61%(213 人)；在华任教时间 3-5 年比例最高 75.82%(232 人)。

表 1
人口特征分布表

项目	分组	n	%
性别	女	78	25.49%
	男	228	74.51%
学位	学士	91	29.74%
	硕士	113	36.93%
	博士	102	33.33%
年龄	24-30 岁	13	4.25%
	31-40 岁	213	69.61%
	41-50 岁	21	6.86%
	51 岁及以上	59	19.28%
在华任教年限	11 个月及以下	0	0.00%
	1-2 年	21	6.86%
	3-5 年	232	75.82%
	6 年及以上	53	17.32%

注：n=306。

4.2 模型适配度分析

样本与模型匹配度分析显示，χ^2/df 值=1.17、SRMR=0.033；其他指数也均符合标准，表明样本与模型匹配度优。

表 2
模型适配度分析表

指标类别	统计检验量	适配标准	总模型
绝对适配指数	χ2		1078.234
	df		921
	P	≥0.05	0.000
	RMR	≤0.08	0.051
	SRMR	≤0.05	0.033
	RMSEA	≤0.05	0.017
	GFI	≥0.90	0.919
增值适配指数	NFI	≥0.90	0.921
	IFI	≥0.90	0.985
	TLI	≥0.90	0.984
	CFI	≥0.90	0.985
简约适配指数	χ2/df	≤3.00	1.170

注：***＝p<0.001。

4.3 相关系数矩阵分析

相关性分析显示，外籍教师未来时间洞察力与自我损耗呈显著负相关(r=-0.380***,p<0.01)，假设 H1 成立。

表 3

叙述性与相关系数矩阵分析表

变数	M	SD	1	2	3	4	5	6
1.未来时间洞察力	3.68	0.91	**0.75**					
2.职场精神力	3.62	0.95	0.503**	**0.80**				
3.情绪调节自我效能	3.73	0.92	0.235**	0.292**	**0.78**			
4.友谊满意度	3.74	0.94	0.229**	0.164**	0.249**	**0.74**		
5.多样性氛围	3.70	0.84	0.092*	0.134**	0.174**	0.178**	**0.76**	
6.自我损耗	3.60	0.95	-0.380**	-0.496**	-0.341**	-0.204**	-0.244**	**0.84**
α			0.89	0.88	0.82	0.89	0.91	0.88
CR			0.72	0.78	0.81	0.81	0.81	0.88
AVE			0.56	0.64	0.61	0.58	0.58	0.71

注：***＝p<0.001。

4.4 中介与调节分析

以路径分析系数乘积法验证介导效应，依表4所示，职场精神力、情绪调节自我效能、友谊满意度能够有效介导外籍教师的未来时间洞察力与自我损耗之间的关系。单变数介导效应显示，职场精神力的介导作用占总间接效应的 51.51%(-0.255/-0.495)，情绪调节自我效能的介导作用占总间接效应的 49.69%(-0.246/-0.495)，友谊满意度的介导作用占总间接效应的 44.64%(-0.221/-0.495)。因此，假设 H2、H3、H4 成立。

表 4

中介分析表

效应	β	SE	t	p
未来时间洞察力→职场精神力→自我损耗	-0.255	0.037	-6.77	<0.001***
未来时间洞察力→情绪调节自我效能→自我损耗	-0.246	0.035	-6.80	<0.001***
未来时间洞察力→友谊满意度→自我损耗	-0.221	0.041	-3.69	<0.001***
间接效应	-0.495	0.035	-16.12	<0.001***

注：***＝p<0.001.

以多层次回归验证促进效应，依表5所示，多样性氛围与未来时间洞察力的交互作用不显著(β=-0.217, p =0.09)，说明多样性氛围无法促进外籍教师的未来时间洞察力与自我损耗之间的关系，假设 H5 不成立。此外，多样性氛围与情绪调节自我效能的交互作用显著(β=-0.139***, p<0.001)，说明多样性氛围显著负向调节外籍教师的情绪调节自我效能与自我损耗之间的关系，假设 H6 成立。

表 5

调节分析表

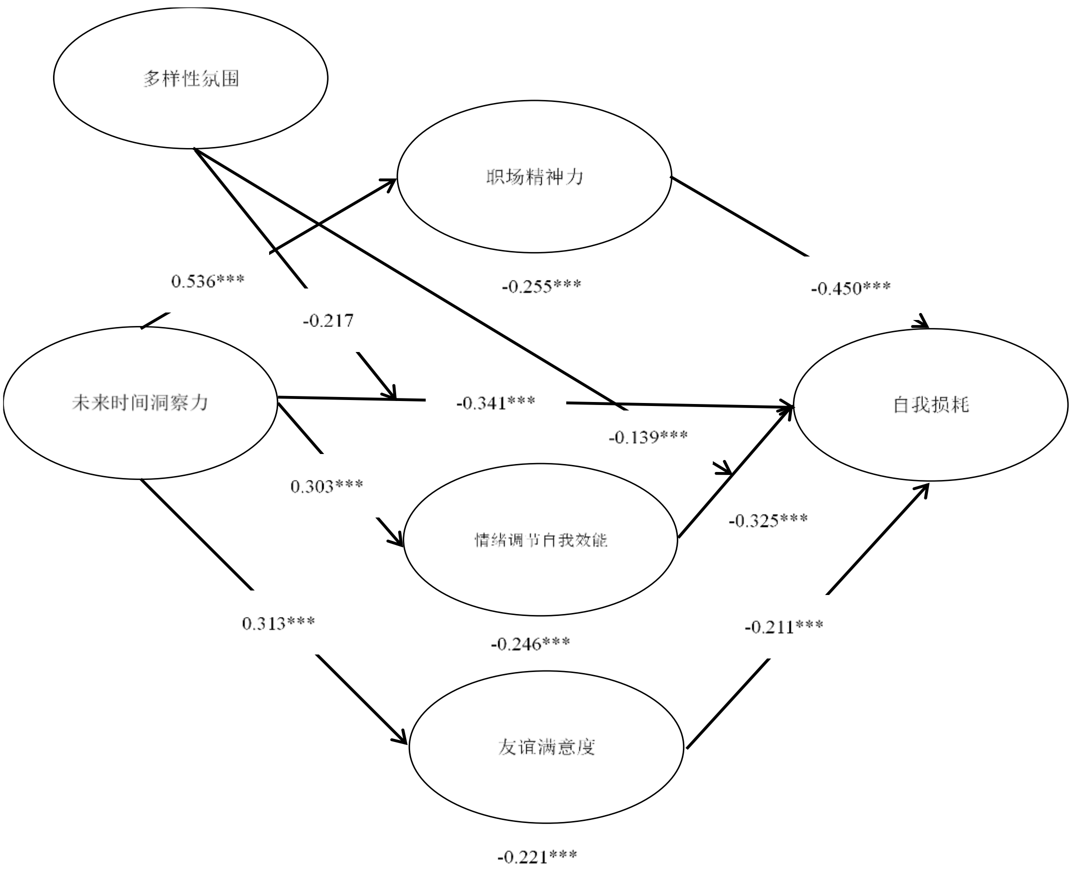
	自我损耗			自我损耗		
	M1	M2	M3	M4	M5	M6
性别	0.006	0.007	0.011	0.007	0.008	0.015
学位	0.094	0.105	0.120	-.082	0.080	0.073
年龄	-0.340	-0.335	-0.349	-0.265	-0.264	-0.255
在华任教年限	-0.067	-0.076	-0.058	-0.055	-0.047	-0.040
未来时间洞察力	-0.373***	-0.354***	-0.360***			
多样性氛围		-0.212***	-0.205***			
未来时间洞察力×多样性氛围			-0.217			
情绪调节自我效能				-0.446***	-0.426***	-0.433***
多样性氛围					-0.119**	-0.179***
情绪调节自我效能×多样性氛围						-0.139***
R^2	0.263	0.310	0.354	0.315	0.312	0.345
$Adj\ R^2$	0.255	0.301	0.343	0.311	0.302	0.336
F	32.63***	34.65***	37.25***	42.04***	38.27***	35.81***

注：***＝p<0.001。

依据研究目的与假设，研究框架如下图所示：

图 1

研究框架图



资料来源：本研究整理

5.结论与讨论

下面将依据本研究的分析结果分别进行讨论和总结。

5.1 未来时间洞察力与自我损耗的关系

本研究调查了外籍教师的未来时间洞察力与自我损耗的看法，以及职场精神力、情绪调节自我效能、友谊满意度、多样性氛围的间接影响。结果表明，外籍教师未来时间洞察力与自我损耗存在显著负相关。因此，外籍教师相对稳定的未来时间洞察力特质对改善负面心理能量显得尤为重要。未来时间洞察力是一种相对稳定的思维和行为模式，可以改善心理状态，增强适应性。相对的，也能够抑制负面的心理能量。以往研究侧重于自我损耗的后效，而本研究则从抑制自我损耗的直接与间接心理因素展开研究。这延申、细化并发展了自我损耗理论。

5.2 职场精神力的中介效应

结果表明，外籍教师的职场精神力在未来时间洞察力与自我损耗之间具有介导作用。职场精神力这种积极的内心体验不仅能够提升个体信念，还可以抑制自我损耗。具体而言，职场精神力展示了其作为一种重要心理机制的媒介作用。当外籍教师在工作场所中感到超越自我并与之产生的一种互联感时，未来时间洞察力能够进一步通过职场精神力激发内在动机，获得积极的内心体验，并缓解教师的负面心理能量。

5.3 情绪调节自我效能的中介效应

结果进一步表明，外籍教师的情绪调节自我效能于未来时间洞察力与自我损耗之间具中介效应。尤其是，情绪调节自我效能在解释为什么教师在具有相对稳定的特质下，外籍教师的负面心理能量会更低的一种机制。这或许是因为教师未来时间洞察力通过设定目标、努力程度、坚韧的毅力，以及面对困境的适应力，通过自身情绪调节信念，进一步增加了外籍教师的自我控制力。反之，不具备强大自我情绪调节信念的教师，则无法掌控消极的情绪，却有益于自我损耗的产生。简而言之，积极情绪调节信念在缓解负面心理能量方面，有着重要作用。

5.4 友谊满意度的中介效应

研究证实，友谊满意度在外籍教师未来时间洞察力与自我损耗之间具有介导作用。教师对同伴关系质量的认知评价，相对稳定的特质可以通过这种良好的友谊关系进一步抑制外籍教师的负面心理能量。尤其是，友谊满意度作为一种有益的心理状态机制，对教师的自我损耗有重要的间接作用。这就证实友谊满意度可以有效缓解负面情绪，增强适应性，抑制自我损耗。

5.5 多样性氛围的调节效应

研究结果还表明，多样性氛围在外籍教师的未来时间洞察力与自我损耗之间没有促进作用，这可能是由于自控能力的差异所造成 (Barber et al., 2009)。研究也证实，相对稳定的思维和行为模式可能会因个人适应环境需求的自我控制能力而无力克服逆境 (Barber et al., 2009)。

最后，研究证实，外籍教师自身感知的情绪调节自我效能，这种积极的调节情绪状态信念与公平和融合的组织氛围的交互作用能够有效缓解外籍教师的负面心理能量。尤其是，多样性氛围可以作为一种强大的组织工具，能够强有力的抑制外籍教师的自我损耗。这或许是因为多样性氛围能够帮助个体增加克服逆境的信念，并促进了思维和行为与对组织公平、融合感知的交融，从而减缓了外籍教师负面心理能量的形成。

研究结果首次证实，外籍教师未来时间洞察力与自我损耗存在显著负向相关关系，还探讨了职场精神力、情绪调节自我效能、友谊满意度的中介作用，以及多样性氛围在情绪调节自我效能与自我损耗之间的促进效应。研究结果支持了上述假设。因此，建议着重关注影响自我损耗的主因，以及其他间接因素，以帮助外籍教师更好的适应

中国社会与在华生活。

5.6 结论

日常生活中的负面心理能量，对外籍教师的自我控制力是有害的，高度的自我损耗所带来的问题行为将会对教师造成无法估量的损害。结果表明，外籍教师的未来时间洞察力这种相对稳定的特质能够扭转教师的负面心理能量。这一发现拓展了直接影响自我损耗的前因。此外，职场精神力、情绪调节自我效能、友谊满意度的中介作用，以及多样性氛围的促进效应也被证实，这延申并发展了自我损耗的中间作用机制，进一步佐证了缓冲负面心理能量的间接指标。

5.7 研究贡献

在本研究中，结合多元化高校与资源保存理论，探讨在华外籍教师未来时间洞察力与自我损耗的关系，以及不同资源于两者之间的间接作用。结果表明，外籍教师未来时间洞察力与自我损耗存在显著负向关系，职场精神力和情绪调节自我效能与友谊满意度在两者之间有介导效果。多样性氛围在外籍教师未来时间洞察力与自我损耗之间没有促进效果，情绪调节自我效能在外籍教师未来时间洞察力与自我损耗之间有负向促进效果。

本研究对自我损耗做出了巨大贡献。首先，贫乏的研究表明，对它依然是一知半解的，为何在华外籍教师未来时间洞察力能够缓解负面心理能力的产生，而并非其他。此外，在华外籍教师群体的研究也是被忽视的。因此，本研究首次通过探索以弥补这一关键空白之一。哪些因素可进一步抑制外籍教师自我损耗的发生，那些主张差异性的理论认为，情境因素对于更好地缓冲自我损耗是不可或缺的。中国高校，本研究已竭力在多元化环境下，增加在华外籍教师自我损耗的进程。

第二，本研究着重说明了自我损耗的特有性，并竭力了解影响在华外籍教师自我损耗的主因，还着重强调职场精神力、情绪调节自我效能、友谊满意度、多样性氛围的作用，以及与自我损耗之间的联系。本研究以多元化视角为根蒂，主导了现有关于自我损耗前提条件的理论解释，并形成了理论框架。正如谭树华等人（2012）所言，综观自我损耗研究，缺乏前因与过程机制的探索，需澄清所存在的争议。

最后，研究结果即拓展还丰富了教师自我损耗的相关文献。以往研究侧重于自我损耗的生理与后效（谭树华等人，2012），与之不同的，本研究则从前因与过程机制提出在华外籍教师自我损耗的影响机制，这将为多元化高校更好地缓解外籍教师负面心理能量的形成，以及对外籍教育人才地实践管理带来渐进式支持。

5.8 建议

高校需要重视外籍教师自我损耗的管理，而不是仍然停留在认识和理论上。应设立可有效缓解外籍教师产生负面心理能量的人资管理与多元文化氛围之政策，还应针对性的开发与提升思维和行为、内在体验、人际关系、情绪控制信念课程，并纳入外籍教师的专项训练计划内，从而更好的控制外籍教师的自我损耗。本研究强调了在融合了多元文化的高校中，外籍教师未来时间洞察力对自我损耗的积极影响，以及职场精神力、情绪调节自我效能、友谊满意度、多样性氛围在缓冲负面心理能量的强大作用。因此，高校应对此着重关注，并帮助在华外籍教师更好的控制和降低负面心理能量的水平。

5.9 限制与展望

本研究存在一些局限。A. 为获得限定范围的样本，仅收集了广西、浙江与江苏省部分高校外籍教师样本，适应性较低。B. 由于在华外籍教师群体数量较少，且没有在不同时间段以随机抽样的方式获取更为广泛的数据，代表性欠佳。C. 呼吁未来研究应在自我损耗的管理与细化研究方面进行更多深入挖掘，以弥补研究的缺陷。

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A Study on the Well-being of Retired Counselors from Universities in Tibet Autonomous Region of China Participating in Universities for the Elderly Utilizing the PERMA Model

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Abstract

This study conducted in-depth interviews with seven retired counselors from universities over 60 years old in Tibet Autonomous Region of China to explore their sense of well-being in participating in universities for the elderly. In terms of positive emotions, they felt novelty and excitement in role transformation, enjoyed learning, challenged themselves, and achieved academic success. Their wholehearted engagement was evident in their complete immersion in learning, indulgence in their favorite subjects, and enhancement of happiness. Regarding interpersonal relationships, they established deep emotional connections through sharing joys and challenges, fostered positive relationships within their families, and became role models for their children's learning. Participation in the senior university made them feel valued, enhanced their self-efficacy, and actively embraced life's challenges. In terms of achievements, they became the protagonists of learning, continually surpassed themselves, and achieved their goals and aspirations, including improving their English proficiency.

Keywords:Retired Counselors；PERMA Model；Positive Psychology；Well-being

运用 PERMA 探究中国西藏自治区高校退休辅导员参加老年大学之幸福感研究

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摘要

本研究通过深度访谈了 7 位年龄在 60 岁以上的高校退休辅导员，探究中国西藏自治区高校退休辅导员参加老年大学之幸福感。在积极情绪方面，他们感受到角色转变的新奇和兴奋，享受学习的乐趣，挑战自我并取得学业成就。全心投入表现在全身心参与学习，沉浸在喜爱的学习兴趣中，提升幸福感。在人际关系方面，他们通过分享快乐和困难建立了深厚情感联系，在家庭中构建了积极关系，成为子女的学习楷模。参加老年大学让他们感受到存在的价值，实现自我效能，积极迎接生活挑战。在成就方面，他们通过不断超越自我、提升英语表达能力等，成为学习的主体，实现了目标和愿望。

关键字： 高龄辅导员；PERMA 模式；积极心理学；幸福理论

1.前言

随着老龄化时代的到来，世界各国对高龄者的晚年生活越发关注。幸福感测量的趋势提升了与国家和国际幸福感比较方法相关的科学标准和严谨性 (Ruggeri et al., 2020)。在这一背景下，中国近年来持续推崇高龄者参加老年大学，将其视为一项重要的教育政策。本研究旨在探究高龄辅导员在参加老年大学过程中所体验到的幸福。通过应用幸福理论 PERMA (Seligman, 2018)，以多元视角深入研究高龄辅导员参与老年大学的幸福内涵。

1.1 研究动机

在 2019 年 11 月，中共中央、国务院发布了《国家积极应对人口老龄化中长期规划》。该规划远期展望至2050年，是中国积极应对人口老龄化的战略性、综合性、指导性文件（新华社，2019）。老年教育作为应对老龄化的关键措施，老年大学作为其主要形式受到广泛关注（何佳敏、李红艳，2023）。尽管老年大学不在当前学校教育体制内，受到的关注相对较少，但随着学习型城市的建设和老有所学的终身学习体系的提出，老年大学作为终身教育的学校最后一站，老年教育的外在形式将得到更广泛的关注。特别是考虑到老年学员与一般学校学生的特殊性，研究范围将进一步扩展。基于对2006 份老年大学学员的调查数据，通过 SPSS21.0 软件进行数据处理发现：学习参与与空巢老人主观幸福感呈显著正相关（孙立新、张家睿，2021）。可见，未来数十年内高龄人口持续增加，关注高龄族群的生活适应与幸福感成为不容忽视的目标。

1.2 研究目的与问题

本研究以 PERMA 幸福理论为框架，旨在深入研究高龄辅导员教师参加老年大学的幸福体验，以拓展对高龄者学习的多元理解。具体研究问题包括：(1) 在高龄者参与老年大学后，他们为何会体验到积极情绪？(2) 他们为何在学习中表现出全心投入？(3) 为何在这个过程中会建立积极且有连接性的关系？(4) 参与老年大学对他们而言具有何种象征性的意义？(5) 参加老年大学后，他们所感受的成就是什么原因引起的？通过这些问题，本研究旨在深刻理解高龄辅导员教师在老年大学学习中的幸福体验，并为高龄者学习领域提供更加全面的认知。

2. 文献综述

2.1 学习与幸福感

目前针对学习幸福感的研究还非常少，大部分都是对于幸福感的讨论。马丁•塞利格曼认为，相较于使用“happiness”，“well-being”更能精准捕捉幸福的本质，更能深刻表达个体生命的繁荣与蓬勃发展的状态，他称之为全面且可持续的幸福（高淑艳，2021）。“幸福感”指的是个体因自身的满足感与安全感所自发产生的喜悦与愉快的情绪体验（黎雪娟，2021）。Hascher and Waber (2021) 的学校幸福感评估方法主要参考了 Opdenakker and Van Damme (2000)的量表，其核心要素包括存在 (being)、感觉 (feeling) 及努力 (striving) 三个层面。显然，该研究中的“学校幸福感”涵盖了在学校环境背景下个体所体验到的主观正向价值、感受以及动力。Benevene et al. (2020) 把幸福感的评估细化为学业满意度和正负向情感两大维度。其中，学业满意度是通过五个具体问题进行衡量，比如：“我对课堂学习的成果感到满意。”而正负向情感则分别通过各自包含的十个题目来量化评估。针对研究生学业拖延与幸福感的研究中，幸福感的测量更为全面。他们使用了六个题目来评估研究生对课程的满意度，五个题目来评估他们对生活的满意度，以及十个题目来衡量他们最近的情绪状态。这样的测量方法旨在更深入地理解研究生在学业拖延背景下所体验到的幸福感 (Naderi et al., 2021)。

幸福感作为一种深层的心理体验，其理论探讨的根源可追溯到古希腊的哲学思想。亚理斯多德在其哲学体系中，将幸福阐释为理性灵魂与卓越性或德性相契合的一种活动状态。简而言之，善被视为人类行为的核心追求，而幸福，即eudaimonia，则被视为这种追求中的最高境界 (Bauer, 2022)。与亚里斯多德的观点有所不同，伊比鸠鲁学派（Epicurus）秉持着一种生存原则，即追求快乐、避免痛苦，他们将幸福视作一种源自感官的愉悦体验。随着时间的推移，不同学者对幸福感的解读也呈现出多样性，涵盖了多个不同的层面。Pera et al. (2020) 认为幸福感本质上是个人主观上的体验，它包括了对自己生活的满意程度以及所经历的正向和负向情绪。学习幸福感（Learning Well-Being）是一个人主观的感受，是个体对自己情绪与整体生活的评估。

2.2 幸福理论之 PERMA 模式

马丁 • 塞利格曼 (Martin E.P.Seligman 1942-)，美国心理学家，既是知名的学者，又是卓越的临床咨询与治疗专家，1998 年以史上最高票数当选为美国心理协会 (APA) 主席，基于习得性无助的研究思考，发起积极心理学运动，被称为积极心理学之父。积极心理学 (positive psychology) 是一门旨在发掘和发挥人类优势与积极潜能的应用科学，它致力于理解和识别人们的优势与美德，从而帮助人们提升幸福感，使生活更富意义。

马丁 • 塞利格曼的幸福理论以积极心理学为基石，他强调通过增强积极情绪、专注投入、优质人际关系、生活意义和个人成就这五个核心要素，同时发掘并利用个人的品格优势和美德，来推动幸福的全面发展（高淑艳，2021）。塞利格曼认为幸福是一种结构 (construct)，由五大元素构成，每一个元素皆能促进幸福，但无法单独定义幸福，取五大元素的第一个英文字首缩写，形成 PERMA 模式 (PERMA model)。其中，P 代表积极情绪 (positive emotion)，E 代表全心投入 (engagement)，R 代表正向关系 (positive relationships)，M 代表意义 (meaning)，A 代表成就 (accomplishment)。以上五大元素具有三个共同特征：能增进幸福、人们对单一元素的直接追求、 元素之间彼此独立 (Seligman, 2011)。这五个因素可以作为实现幸福的基石，它们相互关联、相互促进，让人们感受到全面的幸福。

3.研究方法

3.1 研究途径

个案研究法（case study）是一种深入调查和分析个体案例的方法，通常用于解决相关问题。该方法主要关注一个人、一件事物或一个团体，提供对教育问题成因的深刻理解，并帮助梳理其中复杂的关系（张晓桐，2020）。个案研究具有三种属性，包括解释或因果关系、描述性和探索性。本研究采用了访谈法作为主要的数据收集手段，通过对所获取的材料进行系统的归纳和整理，进而进行深入的描述性个案研究。

3.2 研究对象

本研究的受访对象为来自西藏自治区高校退休辅导员，平均年龄为 64 岁。通过立意抽样方式，我们进行了 7 位受访者的深度访谈，其中包括 3 位男性和 4 位女性。相关资料如表 1。

表 1
研究对象基本资料及背景描述

编号	性别	年龄	背景描述
T01	男	65	退休高校学工部长部长，经验丰富，擅长学生管理与就业指导
T02	女	63	高龄辅导员，曾担任大学形式与政策课程教师，关注学生综合素质培养
T03	男	66	退休职业发展辅导员，主攻大学生职业规划与就业市场趋势
T04	女	65	高校辅导员，前学生就业指导中心主管，熟悉大学生职业生涯规划
T05	男	67	退休高校心理咨询师，关注大学生心理健康与学业压力调适
T06	女	62	高龄辅导员，曾任大学就业服务中心主任，擅长拓展学生就业资源
T07	女	66	退休高校学生事务主管，专注学生综合素质培养与生活适应力培养

3.3 研究工具

研究人员具备丰富的质性研究和正向心理学经验，曾在高校辅导员工作领域有实际从业经验。主要研究者同时充当访谈者和数据分析者，与协同分析者，一位在教育工作方面经验丰富的专业人士，共同协作。研究采用基于 PERMA 理论的五个方面的访谈大纲，详细探讨了高龄辅导员参加老年大学的动机、积极情绪、全心投入、正向关系、生命意义、成就等方面的体验（郑晓枫，2018）。研究者每次访谈后都撰写了详实的研究记录与心得，涵盖了非语言信息和互动脉络，以充实和补充资料分析。

3.4 资料收集

研究参与者在充分了解研究目的、流程及相关权益后，签署了知情同意书。填写了“学习历程概况”，包括个人基本资料、过去工作背景、参与老年大学的体验、人生座右铭等。这些信息有助于深入了解个体的价值观、工作经历和学习动机，为后续的半结构化深度访谈提供了重要参考。访谈采用了大约 40 分钟的半结构化个别深度访谈方式。文本数据的编码中，“T”代表研究参与者，第一位受访者标记为“T01”，其后的三码流水号表示对话的次数序号，例如第三位受访者的第十四句对话被编码为 T03014。

3.5 研究可信度

Guba and Lincoln (1985) 提出了质性研究信度的四个指标，包括可信度 (credibility)、可迁移性 (transferability)、可靠性(dependability) 和可验证性 (confirmability)。在本研究中，为了确保研究的可信性，采用同行检核的交叉分析，对研究数据中的差异进行深入讨论，以确保一致性。为了增强研究结果的可迁移性，特意邀请了 7 位长期从事高校辅导员工作的研究参与者，以深入描述他们在进修经验和内涵方面的观点，最终达到数据饱和的效果。在保障可靠性方面，详细阐述了研究的途径、方法和分析步骤，并通过研究参与者对逐字稿的检核，提高了数据的真实性 (Paloutzian et al., 2021)。在验证性方面，通过在访谈前收集“学习历程概况”以深入了解参与者背景，以及在每次访谈后及时记录访谈心得，从不同角度捕捉关键环节和意义。

4.研究结果分析

4.1 积极情绪

所有受访者都对能够在晚年重新扮演学生角色感到非常高兴。例如，T04 和 T05 提到，在晚年重新回到校园，他们感到异常兴奋和愉悦。T07 则谈到以前忙于工作、生活忙碌，而现在重新回到校园生活，感受到了截然不同的景象。

> 当你重新背着书包走进学校大门时，仿佛回到了过去。看到那么多朝气蓬勃的年轻人，你忘记了年龄，心态变得年轻，感觉如此幸福。(T04006)

在积极情绪方面，高龄辅导员对参加老年大学感到欣喜。学习的过程既轻松又充满喜悦，他们忘记了烦恼和年龄，感受到学习带来的快乐和满足。

4.2 全心投入

受访者在快乐轻松的学习氛围中重新体验到时间的有限和流逝感。T05 和 T01 也发现，全心投入兴趣班会更加渴望时间，相对地消除了繁忙工作和家务带来的心理阴影。

> 在小组讨论环节，有机会分享自己的观点，我全身心投入到团体氛围中。感觉身心轻松，有说不完的话题。我喜欢这样的氛围。(T01013)

在全心投入的过程中，受访者专注于班级兴趣环节，分享个人观点，畅所欲言。在轻松愉悦的氛围中，他们体验到时间的流逝和有限。

4.3 人际关系

相对于过去的职场内卷，校园生活更为清静。同学们之间不必勾心斗角，也不急于求成，每个人都展现出热心肠的一面。例如，T01 感受到自己的直率性格更受同学们欢迎，同时也将快乐传递给了家人，成为子女的榜样。

> 我喜欢那种可以随心所欲说话的感觉，不需要事先打草稿。热心、直率的性格往往更受大家欢迎，我喜欢这种简单而真诚的人际关系，因为在这样的环境中，你不需要担心人情世故，感觉非常放松。(T02011)

在正向关系方面，相对于九零后和零零后，高龄者更加注重人际关系，但也受到人情世故的负面影响。进入老年大学后，高龄者之间建立了深厚的情感联系，在家庭中建立了积极的关系，成为子女的学习楷模。

4.4 意义

部分受访者基于过去在学生系统工作的经历，感觉自己无暇顾及个人兴趣和能力的培养。他们希望在新的领域中发现自我，突破自我，重新找回生命的意义。例如，T05 过去从事学生管理工作，工作繁琐而任务繁重，他希望未来能够进一步提升个人能力。而 T03 擅长绘画，他参加老年大学是为了进一步提升自己的绘画技能。这些受访者表示，高龄参加老年大学的目的是为了在生命中创造新的记忆和亮点。对他们来说，这份记忆不仅仅是填满时间，更是对自己和他人的启发。

> ……在学习中找到了兴趣点，学会了如何学习，感觉挺好、挺充实，对我来说意义非凡。(T07042)

参加老年大学后，受访者找到了学习的乐趣，学会了终身学习所带来的快乐。他们不断挑战自我，重拾信心，积极应对生活中的各种挑战。

4.5 成就

学习英语虽然是一项挑战，但受访者意识到必须克服害羞等各种限制才能完成学业，包括掌握听说读写等技能。在英语学习过程中，他们会主动向同学、老师等寻求帮助，敢于用外语交流，学以致用。因此，T01、T04、T05 以及 T06 都认为，通过学习英语，最大的成就之一是提升了自信心和外语表达能力。T03 还分享说，经过学习新的语言，现在已经不怕独自旅行。

> 刚开始使用英语交流时，我感到非常害羞，不敢用英语表达自己。但在同学和老师的鼓励下，我逐渐意识到学习一门外语并不是一件多么艰难的事情。

我开始变得勇于表达和交流，特别是在口语方面取得了长足的进步。现在，我不再害怕去探索世界各地了。(T04034)

总的来说，成就的核心在于个人的突破与进步。这包括通过参加老年大学学习外语，提升个人的认知和综合能力所取得的结果性成就，以及在学习过程中因思考和认知功能的不断激活而成为学习的主体所获得的过程性成就。成就往往源于克服挑战、勤奋工作和持之以恒的努力，它们可以带来满足感、自豪感和进一步的动力。

5.讨论与建议

5.1 讨论

5.1.1 PERMA 模式的应用

PERMA 模式的提出者，塞利格曼，通过早期的研究发现，解释风格是可调整的，并希望从乐观和人本的角度提高个体幸福感（杜旸，2023）。他的幸福研究早期主要关注个体的主观感受，将生活满意度和积极情绪体验视为幸福感的重要衡量标准。近年来关于幸福感的研究显示，积极心理学逐渐从关注情感体验的幸福观向关注人生丰盈蓬勃发展的幸福观转变（曹瑞、孙红梅，2014）。从研究结果看，学习过程中的幸福状态表现出五大元素的结构具有多方面的广度，似乎还包含序列的相互历程。

5.1.2 高龄辅导员的学习体验与幸福感

塞利格曼的 PERMA 幸福理论在定义各种幸福结构方面被证明是非常有效的。幸福可以分为评估性幸福、享乐幸福和意义幸福三个方面 (Giangrasso, 2021)。高龄辅导员参加老年大学时体验到了社会支持与联系、参与动机、学习兴趣和幸福分享等方面的高度满意度，这主要表现在积极情绪和正向关系方面。此外，本研究进一步补充了全心投入方面的学习体验和幸福感，包括与师生互动、小组作业、共享智慧和快乐等。

5.2 建议

5.2.1 提升 PERMA 模式的研究深度与本土化的建议

为深化 PERMA 模式研究，倡导深度融入各文化和社会背景。采纳质性研究方法，如深度访谈和参与观察，以捕捉不同群体对积极情感、参与度、社交联系、意义感、成就感的深层理解。在本土化研究中，倡导整合当地特色，设计符合文化背景的测量工具，以确保研究在具体环境中的准确性。这一努力有助于打破文化边界，为各地幸福研究提供更富深度和本土化特色的理论基础。

5.2.2 对高龄辅导员参加老年大学的建议

积极情绪的体验，如幸福和满足，以及个人潜力的发展，对个人的生活具有一定的控制感，拥有明确的目标，并体验积极的人际关系。培养积极情感，享受学习乐趣；深度参与，追求有挑战性的学习体验；促进社交联系，建立支持性社群；强调意义感，发现学习的个人价值。这些方面的关注将有助于提升老年大学参与者的幸福感和全面发展。

6. 结论与不足

6.1 结论

研究结果，积极情绪 (Positive Emotion)：高龄者对转变角色感到新奇与兴奋，享受学习过程的快乐以及挑战自我，学业成就感到满意。全心投入 (Engagement)：高龄者全身心投入到学习过程中，体会到时间的可贵和流逝感，沉浸在自己喜欢的学习兴趣，提升了幸福感。人际关系 (Relationships)：高龄者间分享了快乐和困难，加深了彼此的情感联系，不再执着，在家庭中建立了正向关系，成为子女的学习楷模。意义

(Meaning)：高龄者参加老年大学，感受到自己的价值和存在意义，实现自我效能，在学习中不断挑战自己，重拾信心，从而积极的面对生活。成就 (Achievement)：不断超越自我，提升英语表达能力等，在学习中突破自我，变成学习的主体，实现了目的和愿望。学习过程中的幸福状态可以划分为三个阶段：学习前的期待与兴奋、学习中的充实与满足、学习后的成就与自信。这些阶段都有其独特的意义和价值，让高龄者在参加老年大学中体验到不同的幸福感受。

6.2 不足

在研究方法上，本研究主要采用质性研究，以 PERMA 模式为理论框架，专注于深入了解幸福经验的内涵和展开。在数据分析阶段，使用了分析归纳法，但由于理论视角可能未全面考虑其他可能的面向和内容。在资料收集方面，主要依赖于参与者的主观评价，难以回答涉及量化属性的问题，如对五大元素的量化评估以及感受到多少元素才算是幸福等问题。受访对象主要来自教育领域，多数曾在高校学生工作系统工作，这在一定程度上可能限制了研究的广度。同时，研究对象主要是参与老年大学的个体，因此在课程选择上存在主观性，对高龄辅导员参与老年大学整体学习经验的描述可能有一定的局限性。

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The Effect of Coaching Leadership on Proactive Career Behaviors: The Mediating Effect of Psychological Availability and the Moderating Effect of Perceived Leadership Trust

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Abstract

This study focused on enterprise employees and built a research model based on the Social Cognitive Career Theory, including coaching leadership, proactive career behaviors, psychological availability, and perceived leadership trust. It proposed five hypotheses and validated the results based on 422 collected data points. The findings are as follows: 1. Coaching leadership has a positive impact on employees' proactive career behaviors. 2. Coaching leadership has a positive impact on employees' psychological availability. 3. Employees' psychological availability has a positive impact on their proactive career behaviors. 4. Psychological availability mediates the relationship between coaching leadership and proactive career behaviors. 5. Perceived leadership trust positively moderates the relationship between psychological availability and proactive career behaviors.

Keywords: Coaching Leadership; Proactive Career Behaviors; Psychological Availability; Perceived Leadership Trust

教练型领导对主动职业行为的影响：心理可得性的中介作用，感知领导信任的调节作用

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摘要

本研究以企业员工为研究对象，基于社会认知生涯理论构建了教练型领导、主动职业行为、心理可得性和感知领导信任的研究模型，并提出 5 个假设，并通过回收的 422 份数据验证结果如下：1.教练型领导正向影响员工的主动职业行为；2.教练型领导正向影响员工的心理可得性；3.员工的心理可得性正向影响员工的主动职业行为；4.心理可得性在教练型领导与主动职业行为之间存在中介作用；5.感知领导信任在心理可得性与主动职业行为之间存在正向调节作用。

关键词：教练型领导；主动职业行为；心理可得性；感知领导信任

1.绪论

随着时代改变的职业生涯种类越来越丰富，职业生涯的改变使得过去由组织负担的生涯发展逐渐过渡到个人身上，将个体置于自我职业生涯的管理者的地位。组织期待员工通过展现充分的主观能动性来主动塑造自身的职业生涯，员工应该积极主动的面对工作中的机遇和挑战，并高效地完成任务，主动创新并提出建议(Smale et al., 2019)。因此，为了承担起职业生涯管理的责任，个体需要通过更多的积极主动的职业行为。

然而，目前许多员工对工作和职业发展仍然感到一些迷惑。由于各种原因，他们可能没有获得组织的认可，缺乏热情，对工作产生自我质疑，面对重大挑战和压力的

无力感的悲观状态。组织领导风格和员工行为之间有紧密的联系，教练型领导相对于传统领导方式，强调与员工建立良好的互动关系，互利共赢(Peng et al., 2019)。员工对组织和领导的想法、行为及态度由教练型领导影响，从而影响整个企业的发展，因此本研究的主题主要是探讨教练型领导对主动职业行为的影响。

根据心理学刺激→心理→行为的推理逻辑，外部环境可能会对员工进行一定的刺激，通过心理机制影响员工的行为。而感知领导信任是一种是积极的信念，能够有效增加员工的心理资源，促进员工进行学习成长（马华维等人，2021）。基于此，本文探讨“教练型领导-心理可得性-主动职业行为”的作用机制，同时，引入调节变量感知领导信任，探讨感知领导行为对心理可得性和主动职业行为之间的关系影响，为领导行为方式对员工行为的影响提供了理论贡献。

2.文献综述

2.1 教练型领导

2.1.1 教练型领导的定义

从教练型领导一词正式引入学术界后，学界关于教练型领导的定义尚未达成共识，各研究者从不同角度对教练型领导行为提出了不同的观点。而通过对前人的研究进行总结概括，教练型领导的概念基本有几大特点，如：提供指导与建设性反馈、提供心理和资源支持、关注员工个人成长与职业发展、提升员工工作能力等。本研究将借鉴王雁飞等人（2016）的研究成果，将教练型领导定义为使用鼓励与启发等方法，提升员工心智和挖掘员工潜能，并实现组织和员工共同进步与发展的领导方式。

2.1.2 教练型领导的衡量

Ellinger and Bostrom (1999) 通过定性研究最早开发了教练型领导行为的测量量表，该量表为单维度 8 题项量表，后来经过 1999 年、2003 年和 2011 年的多次修订，形成了具有较大影响力的教练型领导行为评价量表 (Managerial Coaching Behavior Instrument)，新的测量量表进一步去掉了信效度较低的题项，最终形成了单维度 5 题项量表，量表的信效度有所提升，赵红丹与刘微微（2018）曾采用此量进行实证研究。

2.2 主动职业行为

2.2.1 主动职业行为的定义

主动职业行为的概念源于主动性行为，Crant(2000)将主动性行为定义为“个体为了改变现有环境或者创造新环境而主动进行的行为”，并提出了主动性行为模型，认为个体差异及背景因素会对主动性行为产生影响。Hirschi and Freund (2014)对现有的与主动职业行为相关的文献进行了总结和分类，他们认为如果从一般角度考虑，对主动职业行为就是个体为了发展自己的职业生涯而产生的各种主动性行为。虽然这些职业行为有所不同，但是彼此之间存在显著的相关性

2.2.2 主动职业行为的衡量

目前学者对主动职业行为的看法各不相同，因此，所开发的量表也有很大的差异。首先，Claes and Ruiz-Quintanilla (1998) 认为对主动职业行为进行更加细致的评价是必要的，因此根据主动职业行为的分类，编制了一个主动职业行为的 4 维度量表。该量表共 11 个项目，如“我已经开始思考，职业生涯未来几年中的计划与安排”。Hirschi and Freund (2014) 开发了单维主动职业行为量表，共 9 个项目。

2.3 心理可得性

2.3.1 心理可得性的定义

最早提出心理可得性这一概念的是 Kahn(1990)，他认为心理可得性是指在某个特定时刻，个体对自身生理的、情绪的或心理的资源的一种可用感受，对个体的态度和

行为均有影响。后来的研究中，大部分学者都选择用 Kahn (1990) 所定义的概念进行，当然也有一些学者，根据实际研究的需要，进行了适当的更改，如 May et al. (2004) 将心理可得性定义为个体对自己所能够调动资源的感知，特别是在其进入某个新的角色时，这种资源可以是生理资源、或者情绪资源，也可以是认知资源。这种资源可以运用于工作中，并且当人们经历了不可避免的分心活动时，仍然能专注于投入工作的信念。不难看出，这是一种即使有外在因素影响的情况下，个体依然坚信自己可以获得工作所需要具备的一切资源的心理信念。

2.3.2 心理可得性的衡量

基于 Kahn(1990)的讨论，May et al.(2004) 编制了 5 题量表采用 5 点计分评价法，目前应用相对广泛。在后续的研究中，Binyamin and Carmli (2010) 开发了心理可得性的 9 题项量表，其中有 5 题项是来自 May et al. (2004) 所编制的，另外四题项出于对研究内容的考量，也采用 5 点计分法，从“1=非常不同意到 5=非常同意”，且该量表的内部一致性系数为 0.73。

2.4 感知领导信任

2.4.1 感知领导信任的定义

Lau et al. (2007) 首次将员工接收领导信任的有效性归纳为“感知领导信任”，又称为感知信任或被信任感。他表示感知被信任是一种对所接收的信息主观意识的感知，是根据来自于信任者的约束性契约和依赖性意愿，从而发自内心产生的自愿遵守和配合契约内容的感知。

2.4.2 心理可得性的衡量

Lau et al. (2007) 在中国文化背景下从员工评价上级行为的视角出发，开发出《感知领导信任量表》，即当员工感知到自身上级进行授权、存在帮助员工的行为、乐意与员工分享关键信息，则员工会认为自身被领导信任，该量表共 4 个题项。

2.5 变量间关系与研究假设

2.5.1 教练型领导与主动职业行为的关系

教练型领导作为一种积极的领导风格，主要有以下特点，如：提供指导与建设性反馈、提供心理和资源支持、关注员工个人成长与职业发展、提升员工工作能力等（朱永跃等人，2020）。一般来说，公司里面的领导的个人能力，对业务的熟悉能力，管理能够各方面来说都高于员工，对工作上的问题更有经验（李倩等人，2022）。而教练型领导在面对其他年轻或较少经验的员工，愿意帮助和提供心理支持和社会资源，以达到员工的职业目标，帮助其发展职业生涯（刘洪艳等人，2021）。

此外，当教练型领导为被指导者提供心理和职业方面的支持时，将有助于降低员工的角色模糊和现实冲突，增加其对组织和自身认知的正确程度(Louis, 1980)；同时有效地提高个体的能力感、同一性和职业角色效能（杨英、龙立荣，2006）。教练型领导的支持反过来会鼓励被指导者有效地完成工作任务和主动寻求来自指导者的反馈(Nifadkar et al., 2012)，以及建立与指导者之间良好的人际关系。因此，本研究提出以下假设：

H1：教练型领导正向影响员工的主动职业行为

2.5.2 教练型领导与心理可得性的关系

心理可得性是个体在工作过程中，对自身所需的生理、情感和心理认知资源的一种可用感知，从本质上反映了个体从事工作的准备状态和信心（王辉、常阳，2019）。资源保存理论认为，个体具有努力获取、保持、培育和保护自身有价值资源的倾向；拥有丰富资源的个体能够利用现有资源进行投资，去努力获取更多新的资源，促使员工产生积极的心理状态和工作行为（段锦云等人，2020）。本研究认为教练型领导对员

工心理可得性具有正向影响。首先，教练型领导提供的职业指导能帮助员工丰富工作所需的知识、技能和能力，促进职业发展提供工具性资源(Wang et al., 2021)，有利于提高员工心理可得性；其次，教练型领导可以为员工提供情绪性资源和心理认知资源，帮助员工建立自信心，进而增强员工对自身工作资源的可用性感知 (González-García et al., 2021)，提高员工心理可得性。综上所述，本研究提出以下假设：

H2：教练型领导正向影响员工的心理可得性

2.5.3 心理可得性与主动职业行为的关系

资源保存理论认为，当员工认为自己在完成工作时所需的生理、情绪及任职等方面的资源能够获得且可用时，就会产生安全感和依赖感，增加工作的积极性、工作乐趣以及完成工作的信心，从而精力充沛地完成工作，并主动承担工作上的责任，主动拓展自己的工作能力（景保峰，2015）。资源保持理论提出个体的资源拥有会影响其资源投资，当员工感知到可用的资源越多时，就会进行越多的冒险投资，以期获得更多的资源。Vinarski-Peretz and Carmeli (2011)指出高心理可得性的员工受到工作中各种因素的影响较少，从而会主动实施探索性活动。这种主动探索的活动，有利于员工的职业生涯发展。即高心理可得性水平下，员工会有意识地开展主动职业行为，因此，本研究提出以下假设：

H3：员工的心理可得性正向影响员工的主动职业行为

2.5.4 心理可得性的中介作用

主动职业行为指的是个体为了发展自己的职业生涯而产生的各种主动性行为（罗萍等人，2020）。根据研究显示，员工会根据具体的环境或组织来决定是否采取主动性行为（贾建锋等人，2020）。因此，员工的主动职业行为需要一定的工作条件、心理状态等。

教练型领导通过引导和启发的方式来帮助员工提升心智和挖掘潜能，并且为员工提供资源支持来保障员工完成工作目标（张晓春、汪珊珊，2022）。从某种程度上满足了员工的心理需求，并为员工提供情绪性资源和心理认知资源，帮助员工建立自信心，增强员工组织支持感、自我效能感和归属感（王艳子、温晓波，2019），克服工作压力以及减少工作环境不确定因素带来的焦虑（王励勤、张斌，2017），进而增强员工对自身工作资源的可用性感知，提高员工心理可得性。当员工从教练型领导获得较多的资源时，就会进行更多的主动职业行为，满足教练型领导的期待，以便获得更多的资源。因此，本研究提出以下假设：

H4：心理可得性在教练型领导与主动职业行为之间存在中介作用

2.5.5 感知领导信任的调节作用

Salamon and Robinson (2008) 的研究发现，感知领导信任可以提高员工的身份感知和组织认同，促使员工更加努力的工作。Brown (2009) 的研究发现当员工感知到被组织或者管理者信任时，会产生积极的意愿和行为。领导向员工释放信任信号，可以帮助员工认识到自我价值，从而激发员工内在工作动力。Deng and Wang (2009) 认为感知领导信任让员工体会到来自领导和组织的尊重和认可，让员工获得了精神上和物质上的满足，员工因此感恩于领导，并以较高的工作绩效回报领导。Lau et al. (2014) 提出，被领导信任可以提升员工组织自尊感知，为了继续维持自尊，员工会在工作中表现出更多的积极行为。王红丽（2018）也发现员工感知被信任可以通过增强组织自尊感知，对组织公民行为产生正向影响。

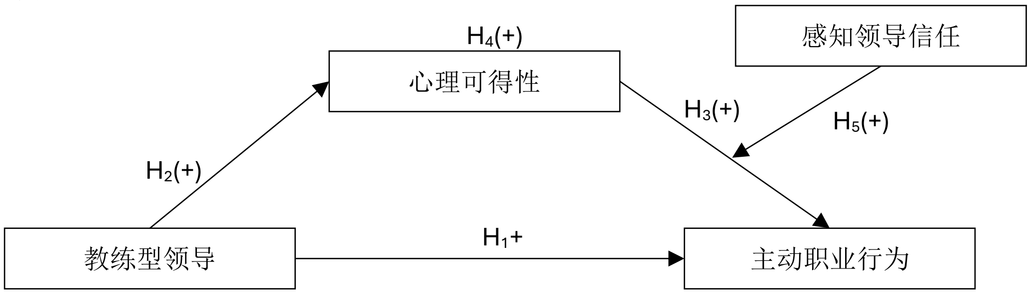
因此，本研究提出以下假设：

H5：感知领导信任在心理可得性与主动职业行为之间存在正向调节作用

2.6 研究框架

通过以上研究，本研究欲探讨“教练型领导-心理可得性-主动职业行为”的作用机制，并引入感知领导信任作为边界条件，研究教练型领导与员工主动职业行为之间可能的作用机制和路径。并根据研究假设，构建研究框架图如图 1：

图 1
研究框架图



2.7 变量衡量

2.7.1 教练型领导的衡量

教练型领导量表采用 Ellinger et al. (1999) 开发的单维度量表，共包括五个题项，采用 5 点计分法。

2.7.2 主动职业行为的衡量

主动职业行为量表采用的是 Hirschi and Freund (2014) 编制的量表，该量表是单维度的。该量表共 8 个条目，量表的 Alpha 为 0.89，修正总条目相关性区间为 0.35-0.77。

2.7.3 心理可得性的衡量

心理可得性量表采用 May et al. (2004)编制的的量表，该量表共 5 个题项，并且采用 Likert 5 点计分法。

2.7.4 感知领导信任的衡量

本文采用 Gillespie(2003)开发的测量量表，共 10 个题项，由员工来直接评价自己被领导信任的感知水平。

3.数据分析

3.1 数据回收及信度分析

本研究通过在网络上发放电子问卷进行，对吉林省的员工发放电子问卷展开调查。本次问卷发放从 2023 年 10 月起至 2023 年 11 月结束，历时一个月，共收到 482 份问卷。将问卷回答时间过短、问卷答案大面积选择同一选项的问卷等无效问卷删除后，共剩余 422 份有效问卷，问卷的有效回收率为 87.55%。并将有效问卷进行信度分析，得到结果如 1 所示，问卷各个量表以及量表的总体信度值均超过了 0.7，说明各个量表均有较好的信度，问卷的内部一致性较好。

表 1
问卷信度分析

变量	克隆巴赫 Alpha 系数	题项数
教练型领导	0.899	5
主动职业行为	0.922	8
心理可得性	0.856	5
感知领导信任	0.943	10

注：本研究整理

3.2 效度分析

3.2.1 聚敛效度

当各因子的信度组合值（CR）大于 0.7，平均萃取方差值（AVE）大于 0.5，通常认为收敛效度较好。由表 4.5 可知，教练型领导，主动职业行为，心理可得性，感知领导信任所对应的因子载荷数均超过了 0.6，说明各变量对应的题目能够很好地代表该变量。此外各个潜变量的 AVE 值和 CR 值均符合要求，说明模型聚敛效度理想。

表 2

聚敛效度分析

维度	标准化因子载荷	CR	AVE
教练型领导	0.813 0.792 0.789 0.781 0.827	0.899	0.641
主动职业行为	0.761 0.756 0.764 0.795 0.821 0.743 0.790 0.753	0.922	0.598
心理可得性	0.697 0.724 0.745 0.759 0.761	0.856	0.544
感知领导信任	0.838 0.826 0.843 0.877 0.850 0.713 0.696 0.718 0.713 0.738	0.941	0.615

注：本研究整理

3.2.2 区分效度

根据表 4.6 可知，变量的 AVE 平方根值均大于与其他维度间的相关系数值，故可认为各个变量内部因子间的区分效度很好，量表的区分效度理想。

表 3

问卷区别效度分析

	教练型领导	主动职业行为	心理可得性	感知领导信任
	0.801			
主动职业行为	0.555***	0.773		
心理可得性	0.365***	0.428***	0.738	
感知领导信任	0.206***	0.297***	0.234***	0.784

注 1：斜对角线为 AVE 平方根值；*p<0.05; **p<0.01; ***p<0.001

注 2：本研究整理

3.3 各变量的相关分析

通过运用 SPSS 进行相关分析，结果如表 4 所示，各变量之间均存在正向相关关系。

表 4

变量相关分析表

	教练型领导	主动职业行为	心理可得性	感知领导信任
	1			
主动职业行为	0.555***	1		
心理可得性	0.365***	0.428***	1	
感知领导信任	0.206***	0.297***	0.234***	1

注 1：本研究整理

注 2：**p*<0.05; ***p*<0.01; ****p*<0.001

3.4 主效应与中介效应分析

本研究采用回归分析法，验证变量之间主效应与中介效应的结果。如下表 5 所示：

一、由表 5 可知，教练型领导对主动职业行为的回归系数值为 0.244 (t=5.356，p<0.001)，即教练型领导会对主动职业行为产生显著的正向影响关系，验证了假设 H1。

二、由表 5 可知，教练型领导对心理可得性的回归系数值为 0.177 (t=3.223，p<0.001)，即教练型领导会对心理可得性产生显著的正向影响关系，验证了假设 H2。

三、由表 5 可知，心理可得性对主动职业行为的回归系数值为 0.209 (t=5.168，p<0.001)，即心理可得性会对主动职业行为产生显著的正向影响关系，验证了假设 H3。

四、通过表 5 可以看出，模型 4 中教练型领导的回归系数绝对值=0.213 小于模型 1 中教练型领导的回归系数绝对值=0.244，说明中介变量心理可得性的中介效应显著，且在教练型领导影响员工心理可得性的过程中存在部分中介效应，即本研究假设 4 成立。

表 5

主效应与中介效应分析表

	主动职业行为 模型 1		心理可得性 模型 2		主动职业行为 模型 3		主动职业行为 模型 4	
	β	t	β	t	β	t	β	t
教练型领导	0.244***	5.356	0.177***	3.223			0.213***	2.970
心理可得性					0.209***	5.168	0.179***	4.709
R^2	0.426		0.211		0.423		0.452	
调整后 R^2	0.419		0.202		0.416		0.445	
F 值	61.686***		22.308***		61.040***		57.152***	

注 1：**p*<0.05; ***p*<0.01; ****p*<0.001

注 2：本研究整理

3.5 调节分析

由表 6 可以看出，交互项（心理可得性*感知领导信任）的 p 值为 0.000 小于 0.05，且交互项回归系数值显著，说明调节变量的调节效应是正向显著的。因此可以看出，感知领导信任正向调节心理可得性影响员工主动职业行为的过程中，且调节作用显著。

表 6
感知领导信任调节效应表

	主动职业行为 模型 1		模型 2		模型 3		模型 4	
	β	t	β	t	β	t	β	t
心理可得性			0.209***	5.168	0.189***	4.715	0.194***	5.262
感知领导信任					0.157***	3.941	0.174***	4.722
心理可得性*感知领导信任							0.229***	8.633
R^2	0.386		0.423		0.444		0.529	
调整 R^2	0.380		0.416		0.436		0.521	
F 值	65.581***		61.040***		55.231***		66.375***	

注 1：$*p<0.05$; $**p<0.01$; $***p<0.001$
注 2：本研究整理

4.管理启示

本研究首先通过阅读大量文献，梳理了教练型领导、主动职业行为、心理可得性和感知领导信任变量的概念、测量和相关研究，并对变量间关系做出评述，然后通过实证研究，证实了研究模型，然后基于实证结果提出本研究的管理建议。

第一、管理者可以转换角色定位，从传统意义上的“监督者”和“控制者”转变为“教练员”，注重“因材施教”，尝试使用教练型领导方式和员工进行平等、包容的交流。教练型领导给予员工关怀以满足其情感需求，给予心理和资源支持并进行实时的建设性指导，以此来提高员工进行主动行为的能力。

第二、教练型领导还可以通过影响员工的心理可得性，进一步促进员工主动职业行为的开展。员工心理可得性形成和培养的一个主要来源就是领导者的行为，因此领导者需要构建一个为员工提供支持和个性化指导、鼓励员工自我管理的工作环境，增强员工自我效能，不断提高员工的心理可得性水平。

第三、重视下属对下属信任的感知，减少下属信任与感知信任的断层。研究表明，领导对下属的信任只有在被下属感知后才能更好地影响其工作态度与行为，即感知信任是员工行动的先决条件。

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A Study on The Impact of Improper Supervision by Leaders on Employee Departure Behavior

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Abstract

This study explores the impact mechanism of inappropriate leadership supervision on job detachment behavior, investigating the mediating role of harmonious passion and the moderating role of job compromise. The conclusions drawn from the analysis of 408 valid questionnaires are as follows: (1) Inappropriate leadership supervision has a significantly positive impact on job detachment behavior. (2) Inappropriate leadership supervision has a significantly negative impact on employees' harmonious passion. (3) Employees' harmonious passion has a significantly negative impact on job detachment behavior. (4) Employees' harmonious passion plays a mediating role in the relationship between inappropriate leadership supervision and job detachment behavior. (5) Job compromise has a negative moderating effect on the relationship between harmonious passion and job detachment behavior.

Keywords: Inappropriate Leadership Supervision; Work Disengagement Behavior; Harmonious Passion; Job Compromise.

领导者不当监督对员工脱离行为的影响研究

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摘要

本研究探讨了领导不当监督对工作脱离行为的影响机制，并研究了和谐式激情的中介作用、工作妥协的调节作用。通过研究分析样本来自 408 份有效问卷，得出如下结论：（1）领导者不当监督对工作脱离行为有着显著正向影响。（2）领导者不当监督对员工和谐式激情具有显著负向影响。（3）员工和谐式激情对工作脱离行为具有显著负向影响。（4）员工和谐式激情在领导者不当监督与工作脱离行为之间存在中介作用。（5）工作妥协在和谐式激情与工作脱离行为之间存在负向调节作用。

关键词：领导不当监督；工作脱离行为；和谐式激情；工作妥协

1.绪论

1.1 研究背景

随着时代的递进，90-00 年代的新生代员工逐渐成为了职场主力军。初入社会的新生代员工在面对快速的工作节奏、频繁的加班等现象，很容易感受到巨大的工作压力，使得工作消极现象在新生代员工中愈加普遍。相关调查显示，由于工作压力过大等原因，有 77%的年轻员工曾有过工作消极的体验，具体表现为易怒、忧虑、消极面对工作、经常失眠等生理、心理和行为问题。而这种工作压力很容易使新生代员工开始对组织产生各种脱离行为，倾向于在情绪上产生退缩，对工作缺乏激情，对他们在工作中遇到的人和任务漠不关心，逐渐脱离其工作角色。因此，工作脱离行为作为组织当

中隐秘消极行为则更加值得关注（王梦凡、周蕾蕾，2022）。而本研究通过构建领导者不当监督对新生代员工脱离行为的影响研究：和谐式激情的中介作用，工作妥协的调节作用，深入了解组织当中对于造成新生代员工脱离行为的因素于抑制因素，为组织更好的管理当前职场主力军，新生代员工提供实践参考建议。

1.2 研究目的

本研究旨在深入探讨领导者不当监督对员工脱离行为的影响，并分析其中的潜在机制。即和谐式激情和工作妥协，并研究它们在这一关系中的作用。

A. 领导者不当监督对员工脱离行为的影响：旨在明确领导者不当监督（如权力滥用、不公平待遇等）对员工的脱离行为（如旷工、辞职、低工作绩效等）的实际影响。这一方面将有助于了解不当监督行为对组织和员工的负面影响。

B. 和谐式激情的中介作用： 其次，本研究研究领导者不当监督是否会引发员工的消极情感，其中特别关注和谐式激情，即员工与领导和组织的积极关系。我们将探讨和谐式激情是否在领导者不当监督与员工脱离行为之间起到中介作用，以解释为什么不当监督会导致脱离行为。

C. 工作妥协的调节作用：此外，本研究将探讨工作妥协在这一关系中的调节作用。工作妥协是员工为了维护职业生涯和组织利益而采取的一种积极适应策略，但它也可能对员工的身心健康产生负面影响。我们将研究工作妥协是否是影响员工和谐式激情的消极影响，从而增高员工脱离行为。

1.3 研究意义

1.3.1 理论意义

本研究主要关注领导者不当监督对工作脱离行为的影响，并分别用和谐式激情与工作妥协作为中介变量和调节变量。理论意义主要包括以下三个方面：

第一，丰富了领导者不当监督的影响结果研究。现有关于工领导中不当监督的研究，缺乏对于员工脱离行为的研究。而本文以工作脱离行为为结果变量，实证验证了领导者监督不当对工作脱离行为的负面作用。

第二，深化了工作脱离的影响因素。工作脱离的影响因素研究主要分为个体和组织两个层面，个体层面包括心理因素、职业生涯阶段因素等，组织层面包括工作本身的特征因素。本将领导不当监督研究与工作脱离研究相结合，在一定程度上，开拓了领带视角对员工工作脱离的影响因素。

第三，明确了领导者不当监督对工作脱离行为作用的中介与调节机制。本研究在验证领导者不当监督对工作脱离行为的影响作用时，也探究了会对两个变量之间的关系产生中介与调节的权变因素，对深入了解领导者不当监督对工作脱离行为影响机制与抑制机制，从领导者层面了解工作当中造成员工脱离行为的影响机制的同时，并探究其个人因素，和谐式激情的抑制机制。

1.3.2 实务意义

研究领导者不当监督对新生代员工脱离行为的影响，并探讨工作获得感和心理资本在其中的中介和调节作用，具有以下研究意义：

1.提供管理干预的依据：研究结果可以为组织管理者提供管理干预的依据。通过了解和谐式激情和工作妥协在领导者不当监督与脱离行为之间的中介和调节作用，管理者可以针对性地制定和实施干预措施，以提高新生代员工的工作满意度和组织认同感，降低脱离行为的风险。

2.促进组织发展和员工培养：研究可以为组织提供发展和培养新生代员工的指导。通过关注领导者的不当监督行为，员工的和谐式激情以及工作妥协，组织可以建立积极的工作环境，提高员工的工作动力和投入程度，增强其适应能力和职业发展前景。

2.文献综述

2.1 领导者不当监督

不当监督行为是领导者负向行为的一种。Tepper (2000) 认为，不当监督行为是指员工感觉到的领导者语言性或非语言性的敌意行为。刘丽丽等人（2016）认为不当监督行为是领导在与下属互动的过程中会经常表现出的语言的敌意行为，而不只是偶尔出现一两次的偶发事件。

2.2 工作脱离行为

Kahn (1990) 将脱离工作描述为了一个内部过程，产生各种脱离行为的员工倾向于在情绪上产生退缩，对工作缺乏激情，对他们在工作中遇到的人和任务漠不关心，逐渐脱离其工作角色。Schaufeli and Bakker (2004)将工作脱离行为定义为个体将自己从工作目标和内容中抽离出来，以减少自己在身体、认知和情绪上与工作角色的联系，对工作任务采用消极的工作态度和行为。

2.3 和谐式激情

Vallerand et al. (2013) 认为和谐式工作激情是因为内在动机倾向，使得个人自由地选择投入某项活动。通常具有五项特征：分别是内外兼具的外向性、目标导向的坚固性、具有多方意见调和风格的调和性、能根据环境变化而处理好工作的稳定性及具有创新性想法的创造性。

2.4 工作妥协

Gati et al. (2019) 将工作妥协界定为，个体愿意把理想职业之外的工作作为自己的职业选择。翁清雄等人（2018）提出较为综合的工作妥协定义：人们由于无法获得理想的职位，降低个人当前的求职目标，以获得工作职位的一种行为。

2.5 研究假设

2.5.1 领导者不当监督对员工工作脱离行为的影响

根据资源保存理论，个体有动力维持和保护对自身有价值且有助于实现自身目标的资源，当实际的或潜在的资源损失发生时，个体会保存剩下的资源，以避免发生新的资源损失(Halbesleben et al., 2014)，工作脱离可能是防止个体资源进一步损耗的一种自我保护机制(Demerouti et al., 2001)。

不当监督在一定程度上代表上级对下属的态度，会影响着下属的心理和情绪，最终会影响下属与上级之间的人际关系（朱祖平等人，2023）。上级领导对下属辱骂、贬低、不理不睬会直接影响员工的心理、情绪、工作行为、态度和工作绩效(Tepper, 2000)，因此上级的不当监督行为让员工产生或者感受到了上级持续的敌意行为，使得员工不得不花费一定的时间、精力等能量资源来面对上级的行为，甚至是来应对和处理这种行为（刘丽丽、王弘钰，2018）。然而，在这个适应、应对和处理的过程中会大量的消耗下属的资源，例如时间、精力以及人际关系技巧等，从而使得下属会感受到个体特质情绪、情感等个体资源和能量资源的耗尽，就会使得下属寻求资源的保护，减少资源的进一步损耗（马晨露等人，2023）。因此，就有可能会促进员工的工作脱离行为。因此，提出假设：

H_1：领导者不当监督正向影响员工脱离行为

2.5.2 领导者不当监督对员工和谐式激情的影响

领导者不当监督对员工的持续性和敌意性特征，即员工感知到领导会持续表现出敌意行为（刘丽丽等人，2016）。这种情况下，员工需要长期投入额外的身体和心理能量来应对。这种额外的投入不仅包括满足基本的日常工作需求，还需要采取补偿策略，即调用大量额外的身体和心理能量来应对辱虐管理（赵富强等人，2022）。

基于资源保存理论模型，本研究认为，在工作中遭受辱虐管理时，员工需要额外

的资源来应对这种不当监督，这可能包括应对监督者的挑战、应对与同事之间的冲突以及保护自己的自尊心（董卫飞、赵红梅，2022）。为了应对这些挑战，员工可能会不断消耗他们的身体和心理能量。然而，长期来看，这种策略会耗尽个体的能量储备。当个体感到精疲力竭时，他们可能会丧失对工作环境的控制感，感觉对工作无所适从，缺乏效率(Bakker et al., 2004)。这意味着他们很难体验到工作的意义或价值，也很难认识到所从事工作的重要性。

当员工在工作中不能产生愉悦感，不能认同并接受该工作的意义、价值和重要性，而是迫于外界的压力时，他们的个体外部动机无法自主内化到自我概念中（张剑等人，2014）。这意味着员工无法真正将工作变成一种内在驱动的活动，无法体验到和谐式激情（马晨露等人，2023）。

综上所述，不当监督和辱虐管理会导致员工长期投入额外的身体和心理能量，最终耗尽他们的资源，使他们感到疲惫和无控制感，从而影响他们对工作的感受和动机。这对组织和员工都可能产生负面影响，因此需要采取措施来减轻不当监督和辱虐管理对员工的影响。因此，本研究提出假设：

H_2：领导者不当监督负向影响员工的和谐式激情

2.5.3 和谐式激情对脱离行为的影响

员工对工作的情感与其在职场中的行为有直接的联系，当员工认为自己的工作富有意义，才会在工作中投入更多精力 (Martin et al., 2010)。员工对自身工作的态度会影响到员工在工作中表现出来的行为，影响员工对工作的投入以及是否从事其他活动的决定（卢艳秋等人，2023）。如果员工工作是为了获得工作本身所带来的满足感，那么员工与工作的关系联结会更强，员工能够从工作中获得更多乐趣，这种情况下员工选择消极工作的概率就会降低（王欢，2015）。

和谐式工作激情作为员工对工作的内化认可，代表员工主动接受工作任务，认可自己的工作，自愿在工作上付出，所以和谐式工作激情能够有效增加员工的工作投入，降低员工对员工的消极态度（张晨阳等人，2022）。和谐式工作激情下的员工主动选择工作而不是被迫工作，和谐式工作激情水高的员工发自内心地重视工作，同时工作与个体的其他活动并不冲突，两者之间能够和谐并存(Vallerand et al., 2003)。

如果员工对工作产生厌恶和抗拒等情绪，无法将工作活动自主性内化，只能被动的接受工作，那么在这种强迫的工作状态中，员工会为了消除这种心里压迫感而选择工作消极行为，以期重新获得自我的心理控制资源（刘玉新等人，2013）。较低的和谐式工作激情将导致员工意识到工作与其他活动相互冲突对立，这种冲突容易导致员工工作投入和兴趣水平的下降（秦伟平、赵曙明，2015），导致采用消极的工作态度和行为，即工作脱离行为。因此，本研究提出假设：

H_3：员工的和谐式激情负向影响员工工作脱离行为

2.5.4 和谐式激情在领导者不当监督与工作脱离行为之间的中介作用

多项研究强调了领导不当监督对员工情感和行为的负面影响。领导者的不适当行为，如不当监督可能导致员工感到不满、抵触，丧失工作的积极性和投入，从而产生消极态度或行为（郑秋兰等人，2015）。

与此同时，和谐式工作激情的概念强调了员工对工作的内化认可（李正卫、吴昊天，2022）。当员工能够在工作中找到满足感、认同工作的意义和价值时，他们更有可能投入工作，表现出积极的工作态度。研究发现，和谐式工作激情可以有效增加员工的工作投入，降低消极态度(Vallerand et al., 2003)。

此外，研究者们也指出领导不当监督对员工和谐式工作激情的负面影响。领导不当监督会引发员工消极情绪，降低他们对工作的内化认可（李晓鹏，2021）。这就构成

了一个重要的中介机制：领导不当监督会降低员工的和谐式工作激情来间接影响员工的工作脱离行为(Bakker et al., 2004)。因此，本研究提出假设：

H_4：和谐式激情在领导者不当监督与工作脱离行为之间具有中介作用。

2.5.5 员工工作妥协的调节作用

首先，工作妥协这种退而求其次的职业选择破坏了员工对组织认同的动力机制，组织认同水平低则意味着组织资源的缺失，员工为了减少自我资源的损耗会努力减少资源投入，从而产生与组织要求相背离的行为（王梦凡、周蕾蕾，2022）。其次，工作妥协会减少员工积极的心理资源，引发个体焦虑或者对于职业前景的失控感等消极情感，从而对当前工作采取消极疏远的态度（张捷等人，2022）。

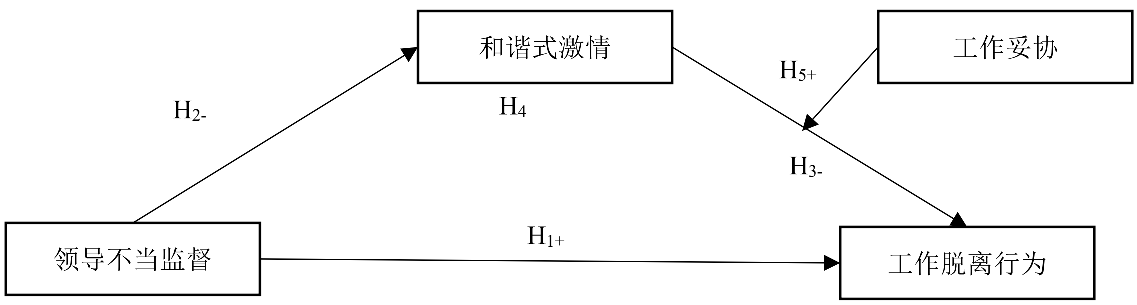
最后，工作妥协的消极性不仅导致员工难以从当前组织中获得优质晋升发展资源，自身资源损耗与工作资源的难以获得的认知状态，引起员工的消极情绪，并通过这种“情感驱动”或者“态度驱动”进一步影响员工对工作的认同程度，抑制了员工将工作的内化认可（王梦凡、周蕾蕾，2022）。和谐式激情正是通过影响员工的积极情绪，促进员工将工作内化，进而抑制员工的脱离行为(Vallerand et al., 2003)。而工作妥协的消极情绪以及对工作、职业的不认同，负面影响了和谐式激情对员工脱离行为的作用机制。因此，本研究提出假设：

H_5：员工工作妥协在和谐式激情对员工脱离行为负向影响关系中具有正向调节作用。

3.研究方法与设计

3.1 研究框架

图 1
研究框架图



3.2 研究对象与抽样方法

本研究研究对象为新生代员工，由于中外学者在代际的理解上有些许差异，综合中国互联网发展的实际情况，本研究采用杨皖苏等人（2019）的观点，将出生在 1990 年以后的员工定义为新生代员工，即主要为 23-33 岁之间的员工，因此，本研究将剔除受访人员在 23-33 之外的数据。

由于空间上的限制，本研究采用便利抽样的方式，以本人所在地黑龙江省的企业员工作为研究对象。通过选取各个变量的合适量表进行问卷编辑，并导入问卷星，将生成的问卷星链接发送给亲朋好友，邀请其在所在公司进行传播。

3.3 领导者不当监督

3.3.1 领导者不当监督的测量

本文参考 Mitchell and Ambrose (2007)开发的量表，该量表共 4 个题项，被广泛应用。

3.3.2 工作脱离的测量

本研究参考 Demerouti et al. (2003)倦怠量表中的工作脱离维度来进行测量。它表示员工认为工作角色与自身不适合，对工作内容感到无趣、厌烦。

3.3.3 和谐式激情的测量

本研究参考 Vallerand et al. (2013)开发的激情量表，该量表以概念划分为依据，包含和谐式和强迫式激情两部分。本文将该量表中“活动”一词替换为“工作”，选取其中和谐式激情的题目共计 4 个题项。

3.3.4 工作妥协的测量

本文采用翁清雄等人（2018）开发的量表，该量表包含十二个题项，分为了三个维度，分别是机会妥协，匹配妥协和期望妥协。

4.研究结果分析

4.1 问卷收集和信度分析

本文主要通过线上调查的方式向黑龙江省的企业员工发放问卷。由于有效问卷需要达到 400 份以上，结合本研究对象为新生代群体，故需要收集 23-33 年龄段的问卷数据 400 份。因此本研究共收集问卷 733 份，其中 23-33 年龄段的有效问卷 408 份。其信度分析如表 1 所示，变量 Cronbach’s α 值分别为 0.826、0.902、0.855、0.943，表明各变量的内部一致性都良好。

表 1
信度分析

量表	项目数	内部一致性系数
领导者不当监督	4	0.826
工作脱离行为	6	0.902
和谐式激情	4	0.855
工作妥协	12	0.943

资料来源：本研究自行整理

4.2 区别效度分析

本研究变量之间的区分效度如表 2 所示，其中变量的 AVE 平方根值最小为 0.737，大于变量之间相关系数的绝对值最大值-0.416，因此本研究量表具有良好的区别效度。

表 2
区别效度分析

量表	领导者不当监督	工作脱离行为	和谐式激情	工作妥协
领导者不当监督	0.737			
工作脱离行为	0.545	0.778		
和谐式激情	-0.416	-0.396	0.775	
工作妥协	0.190	0.395	-0.158	0.761

资料来源：本研究自行整理

4.3 假设检验

4.3.1 主效应与中介效应检验

本研究假设检验分析结果如表 3 所示，模型 1 中，领导者不当监督对工作脱离行为的回归系数为 0.515 (p<0.001)，即领导不当监督正向影响员工的脱离行为，本研究 H1 成立。模型 2 中，领导者不当监督对和谐式激情的回归系数为-0.405 (p<0.001)，即领导不当监督负向影响员工的和谐式激情，本研究 H2 成立。模型 3 中，和谐式激情对工作

脱离行为的回归系数为-0.388 (p<0.001)，即和谐式激情负向影响员工的脱离行为，本研究 H3 成立。模型 4 中和谐式激情的回归系数为-0.205 (p<0.001)，领导者不当监督的回归系数为 0.432 (p<0.001)，小于模型 1 中领导者不当监督的回归系数 0.515 (p<0.001)，且模型 4 中和谐式激情的回归系数也在 p<0.001 的水平上显著，这说明在领导者不当监督和和谐式激情共同作用于工作脱离行为的情况下，领导者不当监督对工作脱离行为的影响得到了削弱，这是由于和谐式激情也会作用于工作脱离行为，和谐式激情承担了部分领导者不当监督对于工作脱离行为的影响，因此和谐式激情能够在领导者不当监督和工作脱离行为的关系之间起到中介作用，且为部分中介，假设 4 得到了验证。

表 3
主效应与中介效应检验表

因变量	工作脱离行为 模型 1 β	和谐式激情 模型 2 β	工作脱离行为 模型 3 β	工作脱离行为 模型 4 β
（常量）	1.737***	4.302***	4.397	2.617***
性别	-0.109	-0.088	-0.085	-0.127
工作年限	0.012	-0.074	-0.068	-0.003
学历	0.002	0.107	0.067	0.024
婚姻状况	-0.062	-0.046	0.013	-0.072
职位	-0.011	0.050	-0.019	-0.001
领导者不当监督	0.515***	-0.405***		0.432***
和谐式激情			-0.388***	-0.205***
R^2	0.301	0.188	0.166	0.337
调整 R^2	0.290	0.176	0.154	0.326
F	28.739***	15.507***	13.324***	29.078***

注：* p<0.05 ** p<0.01 *** p<0.001
资料来源：本研究自行整理

4.3.2 调节效应检验

本研究调节效应的回归结果如表 4 所示，和谐式激情和工作妥协的乘积交互项的回归系数为 0.279 (p<0.001)，这说明工作妥协对于和谐式激情与工作脱离行为之间关系的调节作用存在。

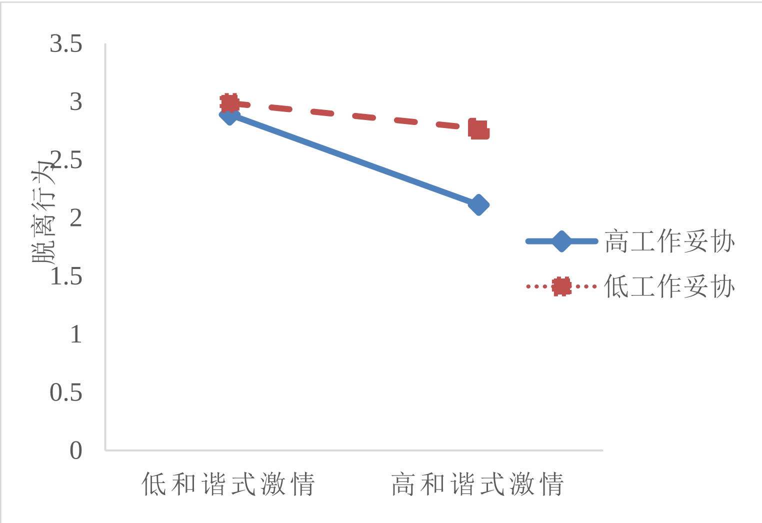
表 4
工作妥协的调节分析表

变量	工作脱离行为 模型 1 *β*	和谐式激情 模型 2 *β*	工作脱离行为 模型 3 *β*
（常量）	3.250***	3.479***	3.375***
性别	-0.085	-0.157	-0.132
工作年限	-0.068	-0.084	-0.058
学历	0.067	0.062	0.066
婚姻状况	0.013	-0.029	0.028
职位	-0.019	-0.014	-0.052
和谐式激情	-0.388***	-0.339***	-0.307***
工作妥协		0.377***	0.393***
和谐式激情*工作妥协			0.279***
R^2	0.166	0.286	0.407
调整 R^2	0.154	0.274	0.395
F	13.324***	67.237***	81.312***

注：* p<0.05 ** p<0.01 *** p<0.001
资料来源：本研究自行整理

以上的检验模型只能检验调节作用是否存在，而调节作用的方向和调节作用的大小需要通过斜率分析图来进一步分析，由图 2 可知，相比于工作妥协低的员工，工作妥协高的员工其和谐式激情对工作脱离行为的负向影响更强。因此，假设 5 得到支持。

图 2
工作妥协的调节作用示意图



资料来源：本研究自行整理

5.研究结论与建议

5.1 研究结论

本研究通过研究分析样本问卷，证实了领导者不当监督对工作脱离行为有着显著正向影响，且领导者不当监督可以通过负面影响员工的和谐式激情，进一步负面影响员工的脱离行为。而工作妥协在和谐式激情与工作脱离行为之间存在负向调节作用。

5.2 研究建议

一、制定规避“不当监督”领导风格的制度

首先，组织在管理者的招聘和选拔过程中，要注重从不同角度多方面考察选拔对

象，建立科学有效的甄别机制（如心理测试、从业背景调查等），避免选拔有不当监督风格的人员进入管理层。其次，组织应当采取一系列减少不当监督行为发生的措施，例如，制定公平公正的规章制度，营造以人为本的企业管理文化，建立员工合理的意见申诉机制。

二、个人应该注重自身的职业方向，减少工作妥协的情况

除了企业组织外，个人也应该注重个人的职业方向，职业决策时应优先考虑职业匹配性。由于中国文化具有典型的集体主义取向。新生代员工在进行职业决策时，首先要考虑个人与职业的匹配性问题，其次才需要衡量职业的发展前景，而应当尽可能地降低家庭或社会期望对个人职业选择的影响。

三、鼓励员工和谐式工作激情的形成

管理者应当转变管理方式，从“监控”走向“引导”，从员工的角度出发，引导员工将工作内容进行自主性内化，自愿接受并强烈认可与喜爱所从事的工作，增加员工的和谐式工作激情。企业可以提供给员工足够的组织支持。

5.3 研究局限与展望

首先，关于本研究的量表选取。比如采用了西方学者开发的领导者不当监督、工作脱离量表等，虽然多位研究者使用过此量表作为测量工具，但本研究在采用过程中难免会出现因翻译不准确、文化背景不同而导致出现语义差异，可能影响了量表的信效度。未来可针对量表进行深入的探讨，开发本土化的量表进行测量。

其次，对于研究样本的选取具有一定的局限性。由于样本以新生代员工为研究对象，主要选取对象在 23-33 岁的群体，研究样本存在一定的局限性。此外，由于调查资源的有限性，使得调查样本的数量也存在一定的局限性，后续的研究需进一步扩大研究对象的年龄以及抽样数量，使研究结论具有更普遍的适用性。

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The Impact of Non-Compliant Task on Employee Feedback Avoidant Behavior: The Mediating Effect of Emotional Exhaustion and the Moderating Effect of Leadership Support

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Abstract

The aim of this study is to investigate the impact of non-compliant tasks on employees' feedback avoidance behavior: the mediating role of emotional exhaustion and the moderating role of perceived leadership support. The data analysis results reveal the following findings:1.Non-compliant tasks have a positive impact on employees' emotional exhaustion.2.Emotional exhaustion positively influences employees' feedback avoidance behavior.3.Non-compliant tasks have a positive impact on employees' feedback avoidance behavior.4.Emotional exhaustion plays a mediating role between non-compliant tasks and feedback avoidance behavior.5.Perceived leadership support negatively moderates the positive relationship between non-compliant tasks and emotional exhaustion.6.Perceived leadership support negatively moderates the positive relationship between emotional exhaustion and employees' feedback avoidance behavior.7.Perceived leadership support negatively moderates the positive relationship between non-compliant tasks and employees' feedback avoidance behavior.

Keywords: Non-Compliant Tasks; Feedback Avoidance Behavior; Emotional Exhaustion; Perceived Leadership Support.

不合规任务对员工反馈规避行为的影响：情绪耗竭的中介作用，领导支持感的调节作用

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摘要

展开此次研究的主要目的在于，员工反馈规避行为的调查与研究中不合规任务的重要性。其中主要评判因素是情绪耗竭的中介作用、领导知识感的调节作用，调查研究的数据结果显示，可以得出以下结论：1.不合规任务正向影响员工的情绪耗竭；2.情绪耗竭能够正向影响员工的反馈规避行为；3.不合规任务能够正向影响员工的反馈规避行为；4.情绪耗竭在不合规任务与反馈规避行为之间存在中介作用；5.领导支持感在不合规任务对情绪耗竭正向影响关系中具有负向调节作用；6.领导支持感在情绪耗竭对员工反馈规避行为之正向影响关系中具有负向调节作用；7.领导支持感在不合规任务对员工反馈规避行为之正向影响关系中具有负向调节作用。

关键词：不合规任务；反馈规避行为；情绪耗竭；领导支持感

1.绪论

1.1 研究背景

根据相关信息显示，在有效时间内发现问题、找到原因对症下药，然后解决问题，如此才能将危险情况扼杀在摇篮中，这也是避免情况恶化的重要方法。然而，组织中仍然会出现这样的情况：初来乍到的新人和经验丰富的员工都不想与领导面对面交流，会想尽办法逃避领导谈话，用佯装生病的方式躲避负面反馈或者避免与领导走同一条路线，这种行为的本质就是反馈规避（申传刚、杨璟，2020）。然而这一行为的背后是员工的消极懈怠，会给组织带来消极影响，也不利于企业提高工作效率，因此展开对员工反馈规避行为影响因素和作用机制的研究，具有理论上和现实上的双重意义。

1.2 研究目的

员工反馈规避行为指的是员工不愿意与领导沟通反馈的行为，这一消极行为不利于员工改进工作效率，也会增加组织的成本，本研究的目标在于变量研究探索员工反馈规避行为背后的作用机制，具体目的主要包括以下几个方面：

员工反馈规避行为是指员工不愿意与领导沟通反馈的一种消极行为，这一消极行为不利于员工及时改进工作，员工对的规避行为也会导致消息流通不及时，给组织带来一定的消极影响或损失。本研究希望通过变量间的研究，以图探究员工反馈规避行为的作用机制，因此，本研究的研究目的如下：

A、整理员工反馈行为的危害，探究员工反馈行为的作用机制；

B、通过对员工反馈行为的作用机制，探究哪些变量对其会有影响，以及对应的影响路径；

C、通过对不同变量的作用机制研究，为企业管理提出一定的建议。

1.3 研究问题

通过本次研究逼着希望了解到员工反馈规避行为的影响因素从根本上解决或根除员工的反馈规避行为，因此本研究以不合规任务为自变、情绪耗竭为中介变量，领导支持感为调节变量，寻找并分析不同变量对员工反馈规避行为的作用。因此，本研究的研究问题如下：

A、不合规任务对反馈规避行为有何影响？

B、不合规任务对情绪耗竭有何影响？

C、情绪耗竭对员工反馈规避行为有何影响？

D、情绪耗竭在不合规任务与员工反馈规避行为之间是否存在中介作用？

E、领导支持感在不合规任务与情绪耗竭之间是否存在调节作用？

1.4 研究理论意义

此次研究引入了不合规任务，作为员工，反馈规避行为的变量因素，因此丰富了读者对反规避行为的理解，与以往的研究不同，此次研究没有过于偏重领导风格和施虐管理等因素，更重要的是将不合规任务引入研究框架接，是一个新型的关联机制。本研究探讨了不合规任务如何通过直接影响员工的情绪耗竭，从而进一步驱使员工采取反馈规避行为。这样一来，有利于读者加深对不同因素之间的相互关联，从而开辟了不一样的探索领域方面组织的管理与进化。

1.5 研究实务意义

在实际中，此次研究的开展为组织提供了大量的借鉴意义，可以更好地帮助组织对员工反馈规避行为采取相应措施。第一，可以提供员工情绪管理和应对不合规任务的程序来增强员工的情绪应对能力，帮助大家处理由任务引发的情绪问题，降低情绪耗竭；第二，任务分配和责任管理也是关键部分，组织需要合理分配任务和资源，确保员工可以利用足够的时间和资源完成工作任务，减少任务不合规而引起的情绪问题

和过激反应；第三，领导者在研究过程中扮演着重要角色，因此组织需要激发领导的共情能力，并让领导清楚指导和反馈的重要性以及如何开展积极的指导与反馈工作，建立员工之间的信任，培养卓越的领导技巧，从而减少员工的反馈规避行为，帮助企业健康良性发展。

2.文献探讨与假设

2.1 不合规任务

2.1.1 不合规任务的定义

不合规任务指的是违反工作角色的条例规范，与员工的预期角色范围相差甚远，往往会侵犯到员工的职业，被认为是不合理或者不必要的存在 (Semmer et al., 2010)

2.1.2 不合规任务的衡量

目前 Semmer et al. (2010) 编制的量表使用较为频繁，该量表共有 8 个题项，具体条目包括“我需要处理一些应该由别人完成的任务”、“我需要处理一些完全没有意义的任务”等。问卷采用李克特 5 点量表，“ 1＝非常不符合，5＝非常符合”。

2.2 员工反馈规避行为

2.2.1 员工反馈规避行为的定义

Moss et al. (2009) 认为反馈规避行为指的是个体有意识、有目的、主动的反馈管理策略。王震等人（2015）的研究认为反馈规避行为是员工为了避免与领导展开正面冲突的规避行为。

2.2.2 员工反馈规避行为的衡量

在反馈规避行为的开发量表方面，目前主要以 Moss et al.(2003)年建立的六条目的反馈规避行为测量量表为代表，量表条目包括“我在路上见到主管会远远避开”、“表现不佳或者未能按时完成工作时，我会躲着我的主管”等。

2.3 情绪耗竭

2.3.1 情绪耗竭的定义

Maslach and Jackson (1981) 最早认为情绪耗竭是个体过度消耗自身情感以及心理资源之后呈现的状态。Maslach and Leiter (2008)将情绪耗竭界定为员工在承受工作压力的过程中由于付出了大量生理和情绪资源而产生的消耗殆尽感。

2.3.2 情绪耗竭的衡量

Maslach and Jackson (1981) 提出了测量工作倦怠的量表，情绪耗竭是其中的子维度，一共有 9 个题目，Watkins et al. (2015) 将情绪耗竭作为单独概念进行研究，优化了该量表，并且将其应用到组织行为学的研究中。并提出情绪耗竭是一维度，用 3 个题目来测量，例如“工作让你感觉身心俱疲”。

2.4 领导支持感

2.4.1 领导支持感的定义

Eisenberger et al. (1986) 的定义认为，领导的支持与谅解对员工十分重要，因为这关乎到员工工作能力以及贡献是否被认可，其利益是否能得到充分满足。胡晓龙与许雪（2018）在研究中将领导支持感由原来的二维理论细化为五个具体方面，包括领导对自己利益的关心、物质帮助、信息支持、情感支撑以及价值认同，同时将“领导”明确为员工的直接主管。

2.4.2 领导支持感的衡量

Eisenberger et al. (1986)开发的领导支持感量表是目前应用广泛的测量量表之一，原量表共有 36 题项。孙健敏等人（2015）改编 Eisenberger et al. (1986)的简化版量表，共 7 个题项。

2.5 研究假设

2.5.1 不合规任务对情绪耗竭的影响

资源保存理论主张，如果要取得不够丰富的资源，每个人都会面临着保持生活现状而不得不攫取资源的问题，因此，为了应对紧急状况，很多人都会承载各种各样的压力，从而保持努力的势头(Hobfoll et al., 2018)。一方面，不合规任务传递了组织不重视员工、给予员工压力、不考虑员工预期的消极信息，会消耗个体的身心资源，当个体无法处理这些要求时，就会导致个体感到疲惫(Semmer et al., 2010)。

另一方面，由于不合规任务会被认作非重要任务，从而会被看作不合理或没必要的存在。因此，个体对工作的意义感知会降低，从而导致工作积极性大打折扣，并降低个体自身工作的满意度(Eatough et al., 2016)，在这种情况下，员工不得不消耗自身原有的积极情绪，以应对各种无意义的工作任务，随即会产生情绪耗竭，对于以上的推导，本研究做出了以下假设：

H1：不合规任务正向影响情绪耗竭

2.5.2 情绪耗竭对员工反馈规避行为的影响

情绪耗竭作为情绪和心理资源损耗匮乏的状态，会使得员工的社交积极性降低，其中包括与领导正面接触（张莉等人，2013）。情绪耗竭会使得员工工作时感到疲倦，并且心情低落，同时也会更倾向避免与领导面对面沟通与交流，包括会议反馈和讨论机会。

此外，情绪耗竭是员工在情绪和精力上透支的体现 (Maslach & Leiter, 2008)，当员工处在情绪耗竭的状态时，会经历匮乏心理资源不足，不想与领导进行沟通，进一步导致员工与领导互动减少，同时引发员工的反馈规避行为，基于以上推导，本研究提出以下假设：

H2：情绪耗竭正向影响员工反馈规避行为

2.5.3 不合规任务对员工反馈规避行为的影响

不合规任务强调与个体角色期望不一致、超越本职工作范围、威胁职业身份，表现为不合理任务与不必要任务 (Semmer et al., 2010)，即本应该由他人完成或完全可以不用完成的工作。这种任务对职业身份造成侵犯，个体为了维护自身会采取相应的行动(Mitchell et al., 2018)。实际上，不合规任务是难以避免的，必须完成的。虽然这些任务会给员工增加额外的压力和负担，但是当他们意识到无法避免的时候，就会通过其他方式减少一些压力，例如避免与领导交流，以免带来更多的困难或不愉快。

另外，不合规的任务会侵犯到员工的身份，让他们感觉当前工作与自身原本的期望值不相符 (Semmer et al., 2010)。同时这种冲突也会导致员工对组织失去原有的信心和一开始的期待，基于以上这种冲突，可能导致员工对组织或领导失去信心，更倾向于避免与领导接触，以避免进一步的不合规任务。因此，基于以上推导，本研究提出以下假设：

H3：不合规任务正向影响员工反馈规避行为

2.5.4 情绪耗竭的中介作用

情绪耗竭是指个体因情绪资源消耗所导致的疲惫状态（何建华等人，2020；Lam et al., 2010）。资源保存理论强调了个体在面对消极事件时资源的重要作用。据此，本研究认为当员工被要求从事不合规任务时，更可能感知到情绪资源的损耗，从而陷入情绪耗竭的状态。具体而言，当被安排从事不合规任务时，员工会因内心的不公平感而产生愤怒和怨恨等消极情绪(Pindek et al., 2019)。此时员工需要花费大量的时间和心理资源去调节和控制消极情绪，因而容易引发情绪耗竭。

此外，从努力-回报失衡角度看，不合规任务不属于角色内的绩效职责，任务的完

成不会给个体带来较大的价值回报，因此会造成互惠亏损，进而导致情绪耗竭等压力反应(Omansky et al., 2016)。因此，本研究推测不合规任务会对情绪耗竭产生显著的正向影响。

进一步地，情绪耗竭会让员工感到身心俱疲，从而难以全身心投入工作，积极履行自身的角色责任，会采取回避的态度，去应对与老板的沟通与交流，这样一来，会减少工作投入以规避资源的再次浪费(Berry et al., 2012)。最终这种消极应对方式会促进员工的反馈规避行为。由此，本研究认为不合规任务会诱发员工的情绪耗竭，进而增强员工的反馈规避行为。基于上述推论，本研究提出假设 4：

H4：情绪耗竭在不合规任务和员工反馈规避行为之间存在中介作用。

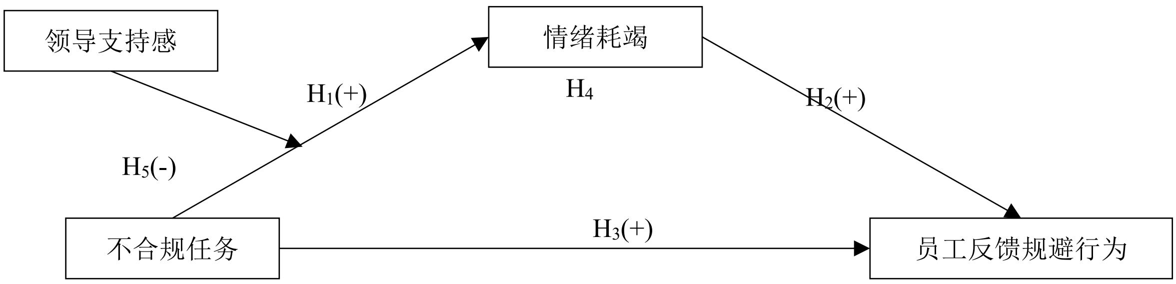
2.5.5 领导支持感的在不合规任务和情绪耗竭之间的调节作用

在当代压力大的情况下，员工会面临各种不合规的任务，他们会感受到自身职业的冲突，因此他们需要在自己的任务范围和执行上级要求之间进行权衡(Semmer et al., 2010)。同时，他们可能会面临巨大的压力，担心可能导致负面后果，如处罚或失去工作机会。因此，处于这种状态下的员工可能会感到不满（王震等人，2015）。

然而，然而领导在该情况下已经扮演了至关重要的角色，如果对员工的绩效予以认可，并对他们的福祉给予关心，员工就会感到被理解、被支持和被重视。这种领导支持感可以显著减轻员工的情绪耗竭程度（何建华等人，2020）。领导支持感不仅提供了情感上的支持，还为员工提供了必要的资源（胡晓龙、许雪，2018）。帮助员工应对不合规任务所带来的负面情绪和压力，从而保持积极的情绪状态。基于上述推论，本研究提出假设 5：

H5：领导支持感在不合规任务对情绪耗竭正向影响关系中具有负向调节作用。

2.6 研究框架图



3.研究对象与方法

3.1 研究对象

由于时间、精力和个人资源的限制，本研究选择黑龙江省的企业员工作为研究对象，采用便利抽样的方式进行问卷收集。

3.2 变量衡量

3.2.1 不合规任务的衡量

不合规任务的测量采用 Semmer et al. (2010) 编制的量表，该 量表共有 8 个题项，具体条目包括“我需要处理一些应该由别人完成的任务”、“我需要处理一些完全没有意义的任务”等。问卷采用李克特 5 点量表，“1＝非常不符合， 5＝非常符合”。

3.2.2 员工反馈规避行为的衡量

本研究调查问卷中员工反馈规避行为量表采用的是 Moss et al. (2003) 建立的六条目反馈规避行为测量量表，该量表是研究者们测量反馈规避行为的主要工具，在中国情境下的研究中也表现出了良好的信度。

3.2.3 情绪耗竭的衡量

本研究对情绪耗竭的测量量表主要是借鉴李超平与时堪（2003）结合中国管理文化背景，编制本土化的、符合中国社会背景的情绪耗竭量表，采用李克特 5 点量表。

3.2.4 领导支持感的衡量

本研究采用孙健敏等人（2015）改编的 Eisenberger et al. (1986)简化版量表，该量表为单维量表，共 7 个题项，采用 Likert 五点量表进行测量，每个题项均为正向计分，量表得分越高说明该员工感知到的领导支持水平越高。

4.研究结果分析

4.1 信度分析

本研究各量表的信度分析如表 1 所示，各量表的 Cronbach'α 系数均大于 0.8，因此，本研究各量表问卷具有良好的信度，可作进一步研究。

表 1

不合规任务信度分析表

变量	题项	Cronbach α
不合规任务	7	0.916
员工反馈规避行为	6	0.891
情绪耗竭	4	0.826
领导支持感	7	0.909

资料来源：本研究自行整理

4.2 效度分析

本研究各个变量不合规任务、员工反馈规避行为、情绪耗竭、领导支持感的区别效度检验如表 2 所示，各个变量之间的相关系数为 r[-0.115，0.396]，其 AVE 的开平方根值为[0.737，0.782]之间，r 均小于 AVE 的开平方根值，因此，本研究不合规任务、员工反馈规避行为、情绪耗竭、领导支持感具有很好的区别效度，能够很好的被测者能够很好的区分各个变量所表达的意义，具有良好的效度。

表 2

区别效度分析表

变量	不合规任务	员工反馈规避行为	情绪耗竭	领导支持感
不合规任务	0.782			
员工反馈规避行为	0.394	0.761		
情绪耗竭	0.386	0.396	0.737	
领导支持感	-0.055	-0.115	-0.027	0.767

资料来源：本研究自行整理

4.3 回归分析

本研究直接检验与中介检验如表 3 所示，模型 1 当中不合规任务对反馈规避行为存在显著性影响(β=0.378, p<0.001)，即本研究假设 H1 获得支持；模型 2 当中不合规任务对情绪耗竭具有显著性影响(β=0.373, p<0.001)，即本研究假设 H2 获得支持；模型 3 当中情绪耗竭对反馈规避行为具有显著性影响(β=0.405, p<0.001)，即本研究假设 H3 获得支持；模型 4 当中情绪耗竭对反馈规避行为具有显著影响(β=0.280, p<0.001)，且在模型 3 当中加入情绪耗竭后，不合规任务对反馈规避行为的影响值从 0.378 下降为 0.274 且存存在显著性影响(p<0.001)，因此，中介效应存在，本研究假设 H4 获得支持。

表 3
直接假设与中介检验

变量	反馈规避行为 模型 1	情绪耗竭 模型 2	反馈规避行为 模型 3	反馈规避行为 模型 4
性别	-0.144	0.048	1.498	-0.158
年龄	-0.024	-0.044	-0.158	-0.012
学历	0.072	0.078	-0.012	0.05
工作年限	0.054	0.104*	0.050	0.025
职务	-0.001	-0.003	0.025	0.000
不合规任务	0.378**	0.373**		0.274**
情绪耗竭			0.405***	0.280**
R^2	0.370	0.371	0.482	0.435
调整 R^2	0.357	0.357	0.481	0.420
F	32.598***	32.638***	36.980***	46.110***

注 1：本研究自行整理
注 2：p＜0.05*，p＜0.01**，p＜0.001***

表 4
直接假设与中介检验

变量	反馈规避行为 模型 1	情绪耗竭 模型 2	反馈规避行为 模型 3	反馈规避行为 模型 4
性别	-0.144	0.048	1.498	-0.158
年龄	-0.024	-0.044	-0.158	-0.012
学历	0.072	0.078	-0.012	0.05
工作年限	0.054	0.104*	0.050	0.025
职务	-0.001	-0.003	0.025	0.000
不合规任务	0.378**	0.373**		0.274**
情绪耗竭			0.405***	0.280**
R^2	0.370	0.371	0.482	0.435
调整 R^2	0.357	0.357	0.481	0.420
F	32.598***	32.638***	36.980***	46.110***

注 1：本研究自行整理
注 2：p＜0.05*，p＜0.01**，p＜0.001***

本研究领导者支持感对不合规任务与反馈规避行为之间的调节检验如表 5 所示，模型 3 当中 R^2 为 0.482，意味着不合规任务与领导支持感的交互项对反馈规避行为具有 48.2%的变化解释量表，因此，且其回归系数为-0.245，p<0.001 存在显著性，因此，调节效应存在，结合斜率图 1 分析可知，当领导者支持感越来越高时，不合规任务对反馈规避行为的影响距离越来越小，意味着其影响效应在减少，调节变量增加，影响效应减少，因此，调节作用为负，因此，领导支持在不合规任务与反馈规避行为存在负向调节，因此，本研究假设 H7，获得支持。

表 5

领导支持在不合规任务与反馈规避行为间关系之调节分析表

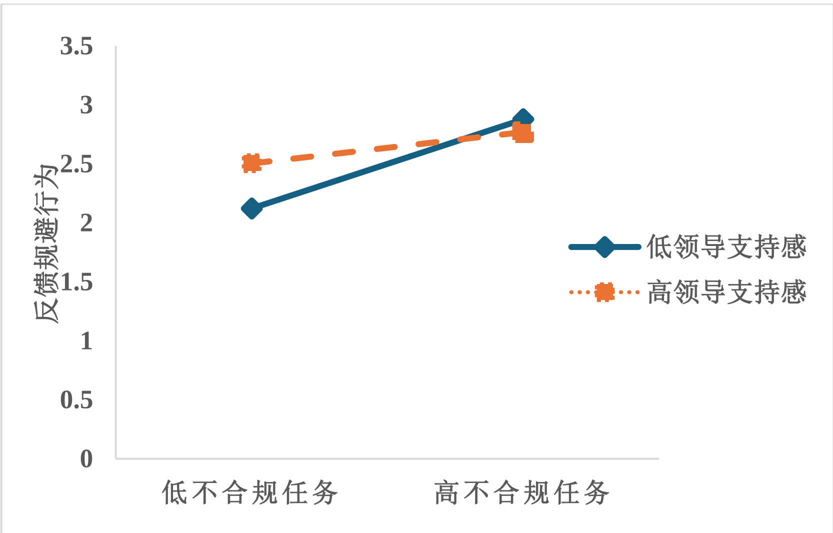
变量	反馈规避行为		
	模型 1	模型 2	模型 2
	β	β	β
性别	-0.144	-0.118	-0.094
年龄	-0.024	-0.021	-0.016
学历	0.072	0.067	0.071
工作年限	0.054	0.059	0.053
职务	-0.001	0.005	0.014
不合规任务	0.378***	0.385***	0.356***
领导支持感		0.137**	0.180***
交互项			-0.245***
R^2	0.370	0.187	0.482
调整 R^2	0.357	0.172	0.466
F	32.598***	32.077***	37.948***

注 1：本研究自行整理

注 2：p＜0.05*，p＜0.01**，p＜0.001***

图 1

调节检验图



注：本研究自行整理

4.4 数据分析结果汇总

本研究旨在探究不合规任务对员工反馈规避行为的影响：情绪耗竭的中介作用，领导支持感的调节作用，通过问卷调查，实证研究，数据分析，本研究假设均成立。

5.结论与建议

5.1 研究结论

本研究通过数据分析证实，本研究所有假设均成立，即工作当中不合规的任务会导致员工出现反馈规避行为，出现负面行为以保护自己。而情绪耗竭在其中存在中介作用，且领导支持感在本研究两两变量之间存在调节作用。

5.2 研究贡献

本研究证实了不合规任务、反馈规避行为、情绪耗竭与领导支持感之间的关系，为了解员工的反馈规避行为提供了理论支撑，填补了当前相关研究的空白。并为减少

员工反馈规避这种负面行为提供了针对、可靠的实践管理建议。

5.3 研究建议

首先，应该建立明确的合规政策，减少员工面临的不合规任务情况。其次，为员工提供必要的培训和资源，培训应包括对合规政策的深入了解，以及如何处理不当行为的指导，有助于减少不当行为可能导致的情绪耗竭。最后，组织领导应注重提供情感和操作性的支持。

5.4 研究不足与未来研究展望

（1）本研究样本选择为黑龙江企业，可能针对其它省份不适用。未来研究可以采用更多样化的样本，跨足不同行业和文化背景，以增强研究结果的适用能力。（2）本研究采用横断面设计，难以建立因果关系。未来研究可以采用纵向设计，追踪员工在时间上的变化，以更好地理解变量之间的关系。（3）若研究依赖员工的自我报告数据，可能存在主观感受和社会回应的问题。未来研究可以结合客观指标或其他评估方法，以提高研究的可信度。

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Why Does an Open Innovation Climate Fail to Produce Promotive Voice Behavior Among Employees? The Dual Mediating Role of Approach- and Avoidance-oriented Job Crafting

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Abstract

This study aims to explore the influence between negative leader gossip, avoidance oriented job crafting, approach oriented job crafting, voice behavior and open innovation climate, by examining how employees deal with leader negative gossip and how the work environment affects the process, provides insights into the potential impact of negative leader gossip on employee behavior in organizations. Based on the self-determination theory and attribution theory, the employees who are currently employed were the subjects of the survey, and a convenience sampling was used to collect and recover 529 questionnaires, of which 265 valid questionnaires were obtained. The results show that in a high open innovation climate, negative leader gossip will increase employees' avoidance oriented job crafting, thereby reducing promotive voice; negative leader gossip will reduce approach oriented job crafting, thereby reducing promotive voice.

Keywords: Leader Gossip; Job Crafting; Promotive Voice; Open Innovation Climate

开放式创新氛围为何不能让员工产生促进性建言行为？趋近性和回避性导向之工作塑造的双中介作用

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摘要

本研究旨在探讨领导负面八卦、回避性工作重塑、趋近性工作重塑、建言行 为和开放式创新氛围之间的影响，通过考察员工如何处理领导负面八卦以及工作 环境如何影响这一过程，深入了解领导负面八卦对组织中员工行为的潜在影响。基于自我决定理论和归因理论，以目前仍在职的员工为研究调查的对象，采便利 抽样法收集并回收问卷 529 份，获得其中 265 份有效问卷。结果表明，在高开放 式创新氛围下，领导负面八卦会增加员工的回避性工作重塑，进而减少促进性建 言行为；领导负面八卦会减少趋近性工作重塑，进而减少促进性建言行为。

关键词：领导负面八卦；工作重塑；建言行为；开放式创新氛围

1.引言

创新是确保组织长期发展的关键性要素，也是维持持续竞争优势的重要支撑(West & Bogers, 2014)。而员工的促进性建言行为，被认为是推动组织创新的重要来源之一(齐干等人，2021)。促进性建言行为是指的员工主动提出改善当前的工作或组织运行的想法、建议、意见和创意，以促进组织的发展和进步(Liang et al., 2012)。Rudolph et al. (2017)提到工作重塑可以有效提高员工的工作投入水平和工作绩效，能给员工带来积极的情感体验。所以员工可能为了更好的参与工作与调整心态，通过重新调整自己的工作内容来适应环境。

Noon and Delbridqe (1993)认为在工作场所中，八卦行为是广泛存在的。员工之间可能会在聊天时谈到关于领导或同事的负面谣言、传闻或评价。而且，当八卦是关于拥有更大权力和地位的领导的时候，更可能是宣泄性的而不是工具性的，因为低权力的员工几乎没有能力去制裁领导(Brady et al., 2017)。这种八卦行为可能是领导对员工的批评、不重视等，员工无法从领导那里获得成就感，以及对领导决策的不满或不信任导致。由于创新具有风险，且员工讲述领导的负面八卦可能导致他们害怕被领导针对。员工则可能会选择不参与，这种恐惧使得员工不愿承担创新的风险，通过降低社交和合作来减少自己在创新中的角色，从而保护自己不受领导的关注和承担潜在的责任。

基于上述，本研究通过自我决定理论，从八卦者的角度出发，探讨领导负面八卦、工作重塑行为和建言行为之间的关系与影响，分析产生回避性工作重塑与趋近性工作重塑的心里机制，引入开放式创新氛围作为调节变量来分析员工八卦领导行为、工作重塑行为与促进性建言行为之间的不同影响。

2.理论基础与研究假设

2.1 领导负面职场八卦与工作重塑

领导负面八卦(Leader Gossip)指的是在职场中，员工在领导不在现场的情况下，与其他员工讨论有关领导的事情。职场八卦(Workplace Gossip)指的是在组织中进行的关于不在场的他人的非正式的且带有评价性的谈话(Kniffin & Sloan, 2010)。根据自我决定理论，领导负面八卦会给八卦者带来成本，例如信任的损失、声誉下降以及情绪负担等(Robinson & Bennett, 1995)，进而导致个体感受到不安全感和焦虑感、感觉幸福感降低等(Brady et al., 2017)。Parker et al. (2010)解释的工作重塑是指的员工根据自己的需求以及工作的特点，对工作方式、工作内容以及工作关系等自发主动地再设计，进而实现自我价值。趋近性工作重塑(Approach Oriented Job Crafting)指个人积极解决工作问题，寻求工作增益的重塑行为；回避性工作重塑(Avoidance Oriented Job Crafting)指个人有意识的减少工作对自我的消耗，是避免损失的应对机制(Philipp & Andrea, 2019)。而这种工作中的负面情绪会降低个人的工作兴趣，从而减少内在动机，不愿意自发地参与活动，导致员工的主动性下降。例如，Demerouti et al., (2001)认为，情感疲劳通常与负面情绪相关，而负面情绪又可能影响个体的内在动机和主动性，虽然这项研究关注的是情感疲劳，但其内容也可侧面反应出负面情绪对个人动机和主动性的影响。

在这种情况下，为了规避损害，员工可能会有意识地减少自己认为不重要或不感兴趣的工作角色和任务责任(Bruning & Campion, 2018)，产生角色脱离与退出的想法，促使员工进行回避性工作重塑，以减少内在动机的缺失带来的负面影响。据上述文献与理论探讨提出假设：

H_1：领导负面八卦会正向影响回避性工作重塑。

员工在八卦领导后可能会有较大的心理压力(Robinson & Bennett, 1995)，为了缓解情绪和自我安慰，根据归因理论， Alicke and Govorun (2005)发现人们不仅将好的结果

归因于内部因素，还将坏的结果归因于外部因素，以保护自己的自尊心。基于以上观点，员工可能会寻找外部因素来解释为什么自己会讲领导八卦。他们可能会倾向于将责任归因于领导的行为，如领导对自己不重视、教导不当或偏心，这可以帮助他们缓解不愉快的情绪和自我价值感受到的损害。

当员工将领导的负面行为视为原因时，员工可能会认为，领导的行为导致他们对工作不熟练或不被重视。可能认为付出的资源得不到回报，所以认为增加工作量或投入更多努力可能是没有意义的(Latham & Pinder，2005)。因此，他们可能会减少参与额外工作或主动做出角色外行为，即降低趋近性工作重塑。据上述文献与理论探讨提出假设：

H_2：领导负面八卦会负向影响趋近性工作重塑。

2.2 工作重塑与促进性建言行为

促进性建言行为是指员工积极主动地把自己对组织的观点和意见反馈给组织，该过程往往能使员工获得领导的欣赏(Liang et al., 2012)。也可以理解为就是一种角色外行为。根据自我决定理论，在高回避性工作重塑的情况下，个体可能出于自我保护和降低压力而降低自主性(Vansteenkiste et al., 2006)，在低自主性的情况下，个体可能只是为了遵守外部规范而从事活动。选择性地减少不必要的工作和远离同事(Bruning & Campion, 2018)。他们可能认为多一事不如少一事，避免过多的工作负担和压力。所以他们可能不会过多思考与关心关于公司的发展有益的内容，转而更关注自己的工作舒适度和减轻工作压力(Jonathon & Anthony, 2008)。从而降低促进性建言行为。

根据自我决定理论，个体感到自主和内在地从事某项活动时，他们可能会更有动力，情绪更积极(Gagne & Deci, 2005)。然而，如果个体被迫从事某项活动或感到缺乏自主性，则会产生负面情绪和低满意度(Van den Broeck et al., 2008)。员工在高回避性工作重塑情境下缺乏自主性，可能导致对工作产生负面情绪，如焦虑和厌恶。内在动机的方面，员工会因为工作的内在兴趣和满足而产生主动行为，从而参与工作和提出建言。然而，由于负面情绪的影响，这种内在动机可能减弱，可能导致个体不太愿意表达自己的意见和观点，内在动机的减弱使得他们缺乏主动参与和表达的动力。据上述文献与理论探讨提出假设：

H_3：回避性工作重塑对促进性建言行为有负向影响。

Wrzesniewski and Dutton (2001)的研究表示, 个体通过工作重塑来增强工作的意义和满足感，从而增加工作投入和满意度。对于高趋近性工作重塑的人来说，他们主动增加工作内容和与同事建立良好关系，意味着他们更加关注工作的内在价值和投入(Grant & Parker, 2009)。基于自我决定理论，Grant and Parker (2009)还认为这种积极的行为表现可能是出于内在动机的驱动，他们希望通过工作的增加和与同事的互动来提高自己在工作中的存在感和满足感，从而使工作更有意义和价值。由于他们的工作动机来自于内在的兴趣和满足，因此他们更可能主动思考和参与与公司发展有关的事务(Gagne et al., 2010)，从而提出对公司有益的意见与观点。

基于自我决定理论，高趋近性工作重塑的人因为内在动机的驱动，则更有可能增加促进性建言行为。即通过积极参与和建言来推动公司的创新和发展。Gagne and Deci (2005)认为工作匹配意味着员工认为自己的价值观与公司一致，会产生更高的承诺，员工满意度更高，有利于实现组织的目标和目的。此观点可以侧面反应出，员工愿意将工作视为内在价值和目标的一部分，则会更愿意投入和关注公司的发展，从而积极地提出对公司有益的意见与观点。据上述文献与理论探讨提出假设：

H_4：趋近性工作重塑对促进性建言行为有正向影响。

2.3 开放式创新氛围的调节作用

开放式创新氛围(Open Innovation Climate)是一种鼓励创新的组织氛围，不但鼓励内部创新，同时也接纳外部创新。这种创新模式主要是为了补足企业内部创新要素的缺陷，从而去外部探求市场信息和技术因素，便于增加企业的创新绩效。在高开放式创新氛围的工作环境中，领导鼓励员工积极提出创新意见。(West & Gallagher, 2006)。但员工讲述领导的负面八卦可能导致他们害怕被领导针对。且员工通常会担心提出建议或反馈会引起负面后果(Detert & Edmondson, 2011)。这种恐惧使得员工不愿承担创新的风险，因为他们担心一旦创新失败，领导可能会借此针对他们。所以在这种大家普遍参与创新活动的氛围中，Tushman and O’Reilly(1996)认为创新具有高风险性和高不确定性。八卦过领导的员工可能会选择不参与，以避免被领导注意而承担潜在的责任(Kish et al, 2010)。能会减少与同事的社交与合作，减少趋近性工作重塑以降低自己被注意的机会。

并且，在高开放式创新氛围中，通过多样化的渠道加入企业内创新能使大家的沟通交流增多(West & Gallagher, 2006)，领导更有可能听到员工的八卦。这使得传播过领导负面信息的员工更加谨慎，以减少被注意的可能性，从而降低趋近性工作重塑。据上述文献与理论探讨提出假设：

H_{5a}：开放式创新氛围在领导负面八卦与趋近性工作重塑之间中起到负向调节作用。

对于高回避性工作重塑的员工，他们可能倾向于避免涉及较为重要和具有挑战性的工作任务(Bruning & Campion, 2018)。当任务可能会带来较高的压力和不确定性，可能会导致员工的动机的缺失(Gagne & Deci, 2005)。这种动机的缺失可能会降低员工的积极性，导致员工对于公司发展有益的内容和建议的兴趣和投入减少(Jonathon & Anthony, 2008)。

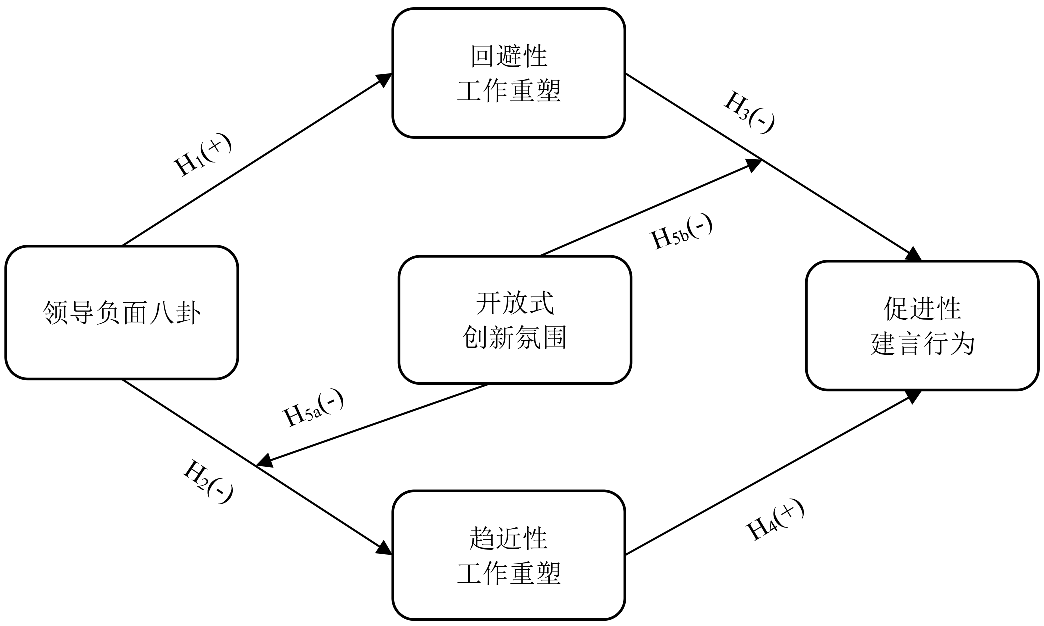
在高开放式创新氛围的组织中，员工受到鼓励和支持，去思考和倾听他人意见，包括内部和外部的意见(Chesbrough et al., 2014)。这种环境鼓励员工主动提出创新或整改方案。在这样高开放式创新氛围的组织环境下，其他同事可能已经在积极参与创新，高回避性工作重塑的员工可能感受到已经有其他人在为公司这种高不确定性的创新任务做出贡献。自己可以去做其他低风险低压力的工作内容，从而减少自己的风险和压力，避免涉及到可能的负面后果(Bruning & Campion, 2018)。则可能更倾向于回避性工作重塑。从而减少对公司发展提出建言的意愿，降低促进性建言行为的可能性。

开放式创新氛围在回避性工作重塑与对领导的负面职场八卦的负向影响中起到负向调节作用，即在这样的氛围下，高回避性工作重塑的员工更可能通过减少参与公司的创新和改进，进而降低自己的促进性建言行为。据上述文献与理论探讨提出假设：

H_{5b}：开放式创新氛围在回避性工作重塑与促进性建言行为的负向影响中起到负向调节作用。

综上各项研究假设，本文研究理论框架如图 1 所示。

图 1
研究框架图



资料来源：本研究整理。

3.研究方法与设计

3.1 研究样本与数据收集

以在职员工为研究对象，在其中选择具有一定的工作灵活性，能相互之间经常交流，基层员工或基层领导、中层领导做为研究对象。采用问卷调查法进行数据收集，通过便利抽样法发放问卷，发放问卷529份，剔除填答时间短、规律性填答等无效问卷后，有效问卷265份。其中男性占比46.000%、女性占比54.000%；年龄26-35岁最多，占34.700%；学历本科占比最多，占比46.00%；工作年份1-3年占比最多，占38.100%；普通基层员工最多，占65.700%；联系频率中偶尔与同事联系的最多，占50.600%；工作性质中四分之一工作自己安排的最多，占43.400%；集体讨论频率中经常讨论的最多，占46.400%。

3.2 测量工具

问卷采用成熟量表，截至 2023 年已被其他学者和研究者采用，为保证调查对象能够理解各题项含义，并且保持与原量表意义相同，对量表的翻译工作进行7次以上的删减与修改，除控制变量以外，其余变量均采用 Likert 5 点评分法，“1”表示“从不”，“5”表示“总是”。

领导负面八卦。选择了由Brady et al. (2017)研发的职场八卦量表，该量表分为四个维度，分别为对领导的负面八卦、对领导的正面八卦、对同事的负面八卦和对同事的正面八卦，本文选择了其中对领导的负面八卦部分。例如：“我常向同事打听，有关领导的负面小道消息”、“我常与同事谈到，领导也有能力不足的时候”。

工作重塑。选择了由 Bruning and Campion (2018)通过对趋近性与回避性的划分方式，划分了四个维度，共 30 题项的工作重塑量表，分别为趋近性角色重塑、回避性角色重塑、趋近性资源重塑和回避性资源重塑，本篇论文将其划分为两个维度，趋近性工作重塑包含了工作角色扩张、社会扩张、工作组织、采用、和元认知等几个维度，回避性工作重塑包含了减少工作角色与退出两个维度。例如：“为了专注于工作，我会将一些不重要的会议安排给他人”、“为了达成更高绩效，我会尽量避开占用大量时间的工作”。

促进性建言行为。选择了由 Liang et al. (2012)编制的 5 题项量表，梁建（2014）已经进行了信效度检验。采用里克特 5 级量表进行评分，研究中，促进性建言量表的内部一致性 α 系数为 0.88。例如："我经常提出可以改善团队运作的建设性意见"。

开放式创新氛围。采用 Remneland and Wikhamn (2011)编制的量表，该量表划分为三个维度分别为创新和灵活性、外向焦点和自反性。共 17 个题项。例如："档位的新创意在执行开发时，可以随时寻求帮助"。

控制变量。为避免其他机制的影响，参考已有研究将年龄、性别、学历、工作年份、职位、与同事的联系频率、工作性质以及讨论的频率作为控制变量。

4.研究结果分析

4.1 信效度检验

如表 1 所示，使用 Cronbach's α 检验各变量以及题项之间的一致性和稳定性。本研究各变量的 Cronbach's α 值都大于 0.8，信度较好，内部一致性较高。各变量的 AVE 值均大于 0.500 且 CR 值大于 0.700，则样本具有良好的收敛效度。同如表 2 所示，AVE 的平方根值均大于其他两变量的相关系数，则说明具有较好的区分效度。

表 1

信效度分析

变量名称	载荷系数区间	Cronbach's α	CR	AVE
领导负面八卦	.794-.869	0.915	.916	.685
回避性工作重塑	.714-.792	0.904	.904	.574
趋近性工作重塑	.913-.952	0.974	.974	.882
促进性建言行为	.812-.874	0.919	.919	.694
开放式创新氛围	.509-.959	0.836	.860	.686

资料来源：本研究整理。

4.2 描述性统计与相关性分析

如表 2 所示，分析负面领导八卦、回避性工作重塑、趋近性工作重塑、促进性建言行为、开放式创新氛围及控制变量的均值、标准差和相关系数。除负面领导八卦与回避性工作重塑、趋近性工作重塑与促进性建言行为外，其他变量间相关系数绝对值均小于 0.5。

表 2

各变量描述性分析和变量间相关系数

变量	1	2	3	4	5
1.负面领导八卦	(.685)				
2.回避性工作重塑	.542**	(.574)			
3.趋近性工作重塑	-.018	.043	(.882)		
4.促进性建言行为	-.021	.083	.634**	(.694)	
5.开放式创新氛围	.293**	.398**	-.021	-.007	(.686)
M	3.090	3.327	3.118	3.106	3.411
SD	1.124	0.982	1.079	1.116	0.824

注 1：* $p<0.05$；** $p<0.01$；*** $p<0.001$。

注 2：对角线括号内数值为 AVE 的平方根，对角线以下为构面之间的相关系数。

资料来源：本研究整理。

4.3 假设检验

4.3.1 领导负面八卦对回避性工作重塑的回归分析

如表 3 所示，通过回归分析结果得出，领导负面八卦正向影响回避性工作重塑（$\beta = 0.52$，$p < 0.001$），假设 H_1 得到支持。

4.3.2 领导负面八卦与开放式创新氛围对趋近性工作重塑的回归分析

如表 3 所示，通过回归分析结果得出，领导负面八卦负向影响趋近性工作重塑（$\beta = -0.033$，$p > 0.05$）不显着，假设 H_2 未能得到支持。加入领导负面八卦与开放式创新氛围的交互项后，交互项负向影响趋近性工作重塑（$\beta = -0.432$，$p < 0.001$），高开放式创新氛围斜率比低开放式创新氛围更低，如图 2 所示，因此趋近性工作重塑在领导负面八卦与开放式创新氛围种起到负向调节作用，假设 H_{5a} 得到支持。

4.3.3 回避性工作重塑与开放式创新氛围对促进性建言行为的回归分析

如表 3 所示，通过回归分析结果得出，回避性工作重塑负向影响促进性建言行为（$\beta=0.088$，$p>0.05$）不显着，假设 H_3 未能得到支持。加入回避性工作重塑与开放式创新氛围的交互项后，交互项负向影响促进性建言行为（$\beta = -0.418$，$p < 0.001$），高开放式创新氛围斜率比低开放式创新氛围更低，如图 3 所示，因此开放式创新氛围在回避性工作重塑与促进性建言行为中起到负向调节作用，假设 H_{5b} 得到支持。

4.3.4 趋近性工作重塑对促进性建言行为的回归分析

如表 3 所示，通过回归分析结果得出，趋近性工作重塑正向影响促进性建言行为($\beta = 0.635$，$p < 0.001$)。假设 H_4 得到支持。

表 3

回归分析表

因变量	回避性工作重塑	趋近性工作重塑		促进性建言行为		
	M2	M7	M8	M11	M12	M14
性别	-0.062	-0.042	-0.048	-0.030	-0.037	-0.013
年龄	0.085	0.056	-0.019	-0.040	-0.041	-0.054
领导负面八卦	0.518^{***}	-0.027	0.088			
回避性工作重塑				0.106	0.122	
趋近性工作重塑						0.635^{***}
开放式创新氛围		-0.025	-0.094	-0.047	-0.092	
领导负面八卦×开放式创新氛围			-0.432^{***}			
回避性工作重塑×开放式创新氛围					-0.418^{***}	
R^2	0.303	0.005	0.175	0.011	0.184	0.405
Adj.R^2	0.295	-0.010	0.159	0.004	0.168	0.398
ΔR^2	0.252	0.001	0.170	0.002	0.173	0.403
F	37.824^{***}	0.314	10.991^{***}	0.746	11.683^{***}	59.110^{***}

注 1：* $p < 0.05$；** $p < 0.01$；*** $p < 0.001$。

资料来源：本研究整理。

图 2

开放式创新氛围与趋近性工作重塑调节图

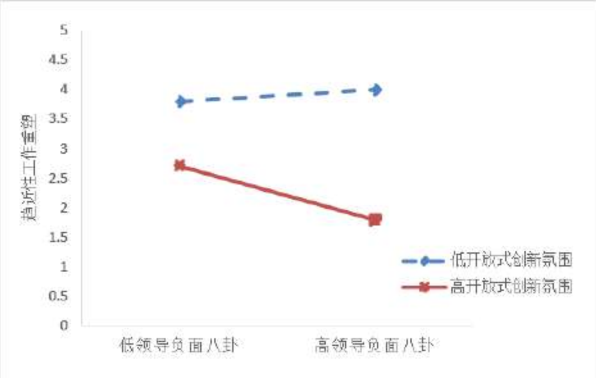
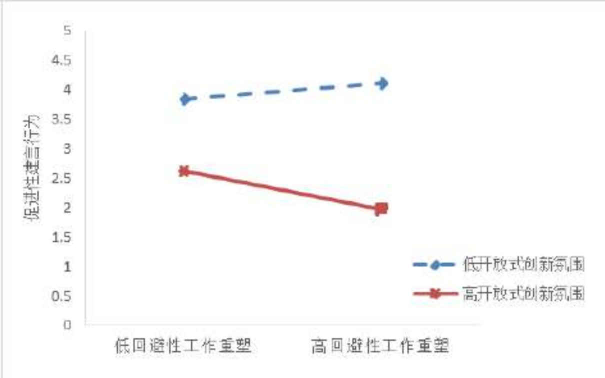


图 3

开放式创新氛围与促进性建言行为调节图



资料来源：本研究整理

5.结论与讨论

5.1 研究结论

本研究为理解领导负面行为、工作重塑、促进性建言行为和开放式创新氛围之间的关系提供了理论基础。通过实证研究，运用自我决定理论和归因理论，领导负面八卦通过回避性与趋近性工作重塑两条路径，高开放式创新氛围的影响最终都会导致员工的促进性建言行为的下降。高开放式创新氛围本该增加员工对于创新的积极性，但在员工谈到领导的负面消息时，员工害怕被领导批评而降低自己的存在感来避免可能出现的风险和负面后果。则出现了在高开放式创新氛围下，反而使员工的创新意见减少的结果。

5.2 研究不足与未来展望

(1)本文通过八卦领导后的两种心态进而可能产生的工作重塑来进行研究，未来还继续研究同事之间的八卦行为是否会对建言行为产生影响。通过对八卦者与被八卦者的探讨来进一步研究。例如，可以调查八卦者是否更倾向于提出建言，因为他们更了解组织内的情况，或者被八卦者是否更抑制自己的建言行为，他们可能担心八卦会引起不必要的关注。

(2)研究主要从开放式的创新氛围下来研究，存在其他未考虑到的潜在影响因素，可能对员工行为产生影响，未来可以通过其他氛围或个人特质来进行研究。

(3)研究因变量主要以建言行为中的促进性建言行为的维度进行研究，未来可以通过研究建言行为的其他维度来深入探讨与其他变量的影响，例如抑制性建言行为。相比之下，抑制性建言行为通常更为激进，可能会影响他人的利益，通常员工在提出抑制性建言行为时显得更为小心，防止侵害到他人利益从而对自己产生不利的情况。

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The Impact of Leadership Empowerment on Proactive Behavior: The Mediating Role of Self-efficacy and the Moderating Role of Achievement Motivation

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Abstract

This study took enterprises in Shenzhen, Guangdong as the research object, and conducted sampling through the Internet. A total of 371 valid questionnaires were obtained. The research hypothesis was tested through data processing. The conclusions are as follows: 1. Leadership empowerment can positively affect employees' forward-looking behavior; 2. Leadership empowerment can affect employees' self-efficacy; 3. Employee self-efficacy can positively affect employees' proactive behavior; 4. Employee self-efficacy has a mediating effect between leadership empowerment and proactive behavior; 5. Achievement motivation has a moderating effect between leadership empowerment and proactive behavior.

Keywords: Leadership Empowerment; Proactive Behavior; Self-Efficacy; Achievement Motivation

领导授权赋能对前瞻行为的影响：自我效能感的中介作用，成就动机的调节作用

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摘要

本研究以广东深圳地区的企业作为研究对象，通过网络方式进行取样，共获取 371 份有效问卷，通过数据处理检验研究假设，所得结论如下：1.领导授权赋能可以正向影响员工的前瞻行为；2.领导授权赋能可以影响员工的自我效能感；3.员工的自我效能可以正向影响员工的前瞻行为；4.员工的自我效能感在领导授权赋能与前瞻行为之间存在中介作用；5.成就动机在领导授权赋能与前瞻行为之间存在调节作用。

关键词：领导授权赋能；前瞻行为；自我效能感；成就动机

1.绪论

目前企业在充满不确定性以及激烈的竞争环境中生存发展愈发艰难，因此，业不得不改变传统的管理规则，希望员工在工作中展现出更多的主动性，面对企业遇到的困难与挑战，主动承担更多的义务与责任，帮助企业更好更快的发展(Kim et al., 2018)。因此，员工的前瞻行为受到了研究者与管理者的关注，员工的前瞻行为正是员工个体为了更好的组织发展，而采取主动的挑战行为以改善组织经营环境的综合行为 (Crant, 2000)。Kanfer et al. (2001)就指出，员工的前瞻行为不仅是员工自我进步与管理的核心动力，也是帮助组织发展成功的重要因素。因此，后续的学者开始聚焦于如何提高员工的前瞻行为，从而帮助员工个人与企业协同发展。

以往学者的研究表明，员工的前瞻行为虽然是个人的主动性行为，受到员工个人本身所具有的特质影响，但是环境因素也是影响员工前瞻行为的重要原因 (Griffin et al., 2007)。而领导作为员工所面临的工作环境的重要前因变量，其行事风格以及对待员工的态度都会严重影响员工是否开展前瞻行为。如，田晓明与李锐（2015）的研究表明，自我牺牲型的领导会促进员工的前瞻行为。而领导授权氛围是员工上级领导采取的一种管理风格，通过为其下属提供一定权力、共享一定资源信息这一方式，促进员工的积极主动行为（张正堂等人，2020）。在如今日益复杂的企业环境下，如果领导采用严格管理的方式，限制员工的工作方式和权限，必然会抑制员工前瞻行为的产生。

而员工采取前瞻行为受到其能力判断的影响，个体判断自己是否有能力实施前瞻行为是员工开展前瞻行为的重要前提（原嘉慧，2021）而自我效能感则表现了员工对自己能力的认知程度，当个体拥有较高水平的自我效能感时，就会对自己抱有强烈的自信心，相信自己在任何情况下有能很好的完成工作任务（陈长彬、郦瞻，2017）。此外，领导的授权赋能行为为员工创造了拥有较多职权和工作自主性的环境，员工受到领导的激励和鼓舞，会增加其完成工作的自信心，显著提升其自我效能感，从而有助于员工表现出更高的工作水平（张晨阳等人，2022），继而表现出更高的积极行为，如前瞻行为。

此外，根据自我决定理论的观点，个人的自我是动机产生的关键作用，并强度自我在决定行为或个人意愿上影响程度(Deci et al., 2017)，高成就动机的个体为了追求内心需要的长久感，会更愿意主动挑战困难的工作（刘蔚，2018）。并会积极采取自主行为，以应对更多更复杂的挑战。因此具有高成就动机的个体在工作中更能自主性地、前瞻性地行动（王大伟等人，2017）。可见，成就动机在领导授权赋能与前瞻行为之间的作用机制，也是值得研究探讨的重要话题。

综上所述，本研究以环境因素中的领导授权赋能作为自变量，探讨如何通过自我效能，进一步影响员工的前瞻行为，并考察成就动机在其中的作用机制，以丰富相关研究，并为组织发展与进步提供借鉴。

2.研究假设和模型建立

2.1 理论基础

领导成员交换(Leader-Member Exhange)作为一个描述领导与员工之间整体交换关系质量的概念，受到实践者和学者的广泛关注。目前受到学者关注的主要是个体层面的领导成员交换。领导成员交换最初源于角色理论而现在则主要由社会交换理论来解释。领导成员交换理论指出于资源，领导与不同特点表现各异的员工所建立的交换关系并不是无差别的，而是亲疏有别，质量不等的。

Wu and Parker(2012)在研究中指出，领导与成员的交换关系能够在一定程度上影响员工的主动性以及前瞻性行为。此外，周冠（2010）的研究也证明，高质量的领导成员关系可以增强员工的自我效能感。曹科岩与李宗波（2016）也指出领导—成员交换关系程度高，领导会据此给予员工更多的培训、晋升以及授权。可见领导-成员交换理论与本研究主要变量之间具有相关性。因此，本研究拟采用领导-成员交换理论为本研究的理论基础，以探讨变量之间的关系。

2.2 研究假设

2.2.1 领导授权赋能对员工前瞻行为的影响

研究表明，当个体能够若得到组织内重要角色人物的更多支持，就会减少自身所受到的社会压力，从而有助于建立前瞻行为意愿，并积极展开前瞻性行为（原嘉慧，2021）。研究发现员工获得更多的权力和资源后，更有动力和能力去实施前瞻性的举措。

此外，领导者提供帮助和资源时，形成了一种互惠关系，双方之间的交换关系得到稳定和强化。员工对领导者的资源回应超出预期的行为，特别是表现出前瞻性的行为，进一步加深了这种互惠关系（刘顿、古继宝，2018）。

此外，员工如果处于积极的情绪当中时，就会更加沉浸到自己的工作当中，而且能将自己的视野放到更高层面的位置对待工作，积极主动的协助同事或者组织，帮助其发展，如更合理的建议与更有效的工作方法，这些都有助于提高员工的前瞻行为（廖雅茹、吴国斌，2020）。因此，本研究提出以下假设：

H1：领导授权赋能正向影响员工的前瞻行为

2.2.2 领导授权赋能对员工自我效能感的影响

授权赋能包括领导提供的支持和帮助（佟丽君、吕娜，2009），当领导关注员工的职业发展，为其提供所需的支持和帮助时，员工感受到了组织对其个人成长的关怀。这种关怀和支持使员工在组织中建立了更为积极的情感联系，同时也降低了执行工作任务的不确定性，增加了员工对自身能力的信心(Semmer & Meier, 2003)。

此外，领导的授权赋能还通过建立信任关系来提高员工的自我效能感。信任是组织和员工之间关系的基石，而授权赋能行为可以被视为领导者对员工的信任表现。当员工感知到组织或领导对其的信任时，他们更有可能体验到工作的安全感，这种安全感有助于提高员工对自身能力的自信(Näswall et al., 2005)。这与组织支持理论中关于信任和安全感的理念相一致，即信任是组织支持的核心要素之一(Chirumbolo & Hellgren, 2003)。本研究提出假设：

H2：领导授权赋能正向影响员工的自我效能感

2.2.3 员工自我效能感对员工前瞻行为的影响

研究表明，相信自己能够成功完成特定任务的员工更有可能展现出前瞻性行为，有效应对变化(Barling & Beattie, 1983)。个体的主动性则体现在他们愿意自发采取行动，以改变和掌控自身状况和外部环境，这对于适应不断变化的工作环境至关重要(Crant, 2000)。在此过程中，个体的自我效能感充当关键角色，影响其是否愿意迎接挑战，以及在面对任务和环境变化时能否积极主动地作出响应(Parker & Collins, 2010)。

此外，处于高水平自我效能感的员工相信他们能够掌控环境和自己的行为，因此他们积极面对负面结果，并能够有效应对挑战(Parker et al., 2006)。研究表明，当员工的自我效能感处于低水平时，就会选择更加保守的目标，对具有挑战性的行为目标持有消极的态度，更认为自己的能力无法再挑战中获得成功的结果，即使面对工作任务有新的想法，他们也不太愿意表达或尝试付诸实践(Gong et al., 2009)，即会减少员工前瞻行为的发生。并提出假设：

H3：员工自我效能感正向影响员工的前瞻行为。

2.2.4 员工自我效能感的中介作用

领导授权赋能行为不仅仅是一种权力分配的过程，它表达出了领导对员工的重视与关注，员工感受到来自领导的重视会提高员工对自我的积极认知 (Semmer & Meier, 2003)。而自我效能感也会随着这种重视进一步得到提高(Siu et al., 2005)。当员工收到来自领导的重视时，会感觉自己被领导所信任（宋璐璐、刘永仁，2014），在某种程度上是属于组织或者领导的“内部人”，这也能提高员工在工作上的自信程度(Chirumbolo & Hellgren, 2003)。这一连锁反应表明，领导者的授权赋能行为通过增强员工的自我效能感，有助于改善员工的心理状态和信任感，从而激发前瞻性行为的发生。

个体在面对环境时，是否采用前瞻性的行为，取决个体是否有信心能够控制环境(Parker & Collins, 2010)。具有高自我效能感的员工相信自己可以控制环境和行为，并且更有信心积极地应对不利情况。相反，低自我效能感的员工在面对挑战和困难时更倾

向于减少努力甚至放弃(Parker et al., 2006)。研究显示，当员工的自我效能感处于低水平时，就会选择更加保守的目标 (Gong et al., 2009)。这表明员工的自我效能感直接影响他们的前瞻性行为，高自我效能感的员工更愿意面对挑战和追求创新，而低自我效能感的员工则更容易陷入保守和回避风险的状态，因此，本研究提出假设：

H4：员工自我效能感在领导授权赋能与员工前瞻行为之间存在中介作用。

2.2.5 成就动机的调节作用

成就动机是一种内在的驱动力，指的是个体追求成功、卓越和高标准的渴望（韩仁生、闫俊梅，2013）。在组织环境中，这种动机对员工的行为产生深远影响，特别是在领导者授权赋能的背景下。

首先，领导者通过授权赋予员工更多的自主权和资源，使他们能够自主决策和行动。而拥有成就动机的员工更倾向于追求卓越和成功，因此他们更愿意追求更高的标准和目标（陶棋然，2014），这种内在的驱动力使员工更积极地参与前瞻性行为。

其次，高成就动机的人通常更愿意寻找新的方法和解决问题的途径，以实现成功。当员工获得更多的权力和资源时，他们可能更积极地提出创新想法，找到前瞻性的解决方案，因为这有助于他们实现更高的成就水平（张健东等人，2012）。这种创新精神在组织中对于前瞻性行为的培育至关重要（刘世卿等人，2015）。

最后，成就动机提升了员工的自我效能感。自我效能感是指员工相信自己能够完成任务并取得成功的信念（顾远东、彭纪生，2011）。在授权赋能的情况下，员工有更多的机会自主决策并实施前瞻性举措，这可以进一步增强他们的自我效能感。因此，本研究提出假设：

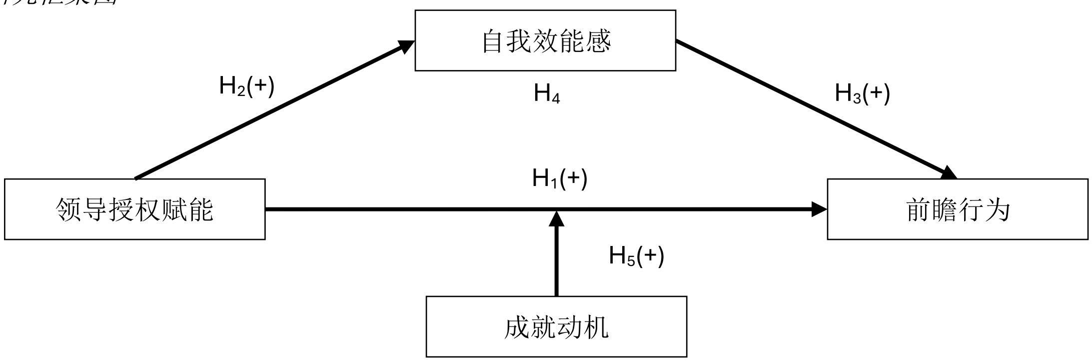
H5：成就动机在领导授权赋能与员工前瞻行为之间存在正向调节作用。

2.3 理论模型

根据以上推论的内容，本研究以授权型领导为自变量，探讨对因变量（前瞻行为）的影响，并以自我效能感为中介，成就动机为调节，构建研究框架图如图 1 所示：

图 1

研究框架图



资料來源：本研究整理

2.4 数据分析方法

为了验证本研究的假设，拟采用以下研究方法：

（1）信度分析。为了保证所有使用量表的可靠性，本研究使用克隆巴赫 α 系数方法测量信度，克隆巴赫 α 系数越大时，说明问卷数据越稳定可靠，当量表的系数大于 0.7 时，即调研结果可被接受。

（2）效度分析。本研究使用了平均方差萃取量(AVE)和组合信度(CR)来评估量表的聚合效度，通常来说，AVE 需要大于 0.50，CR 需要大于 0.60。

（3）相关分析。本研究采用皮尔逊相关系数判断变量之间的相关性，若变量之间

显著，则说明具有相关性。

（4）回归分析。本研究采用线性回归的方式验证本研究假设，通过判断变量或交互项的回归系数显著性、大小变化等，判断研究假设的直接效应与中介、调节效应。

3.实证分析

3.1 研究工具

（1）领导授权赋能的测量工具：本研究参考 Ahearne et al.(2005)编制的量表来测量模型中的领导授权赋能行为，该量表内设 4 个题项，采用员工从自我感知角度对上级授权赋能水平开展评价的方式。

（2）前瞻行为的测量工具：本研究员工前瞻行为的测量采用了 Fuller et al.(2012)设计的测量工具，该测量工具包含一个维度，六个题目，并采用 5 点计分法。

（3）前瞻行为的测量工具：本研究采用 Lang and Fries (2006) 的 7 个题项的量表对成就动机进行测量，该量表包括渴望成功 (Hope of Success) 和害怕失败 (Fear of Failure) 两个维度，分别包含 4 个题项和 3 个题项，邀请被试使用李克特 5 级量表来评估其对于每个题项的同意程度。

3.2 信度检验

本研究通过 SPSS 软件的信度检验方法，对领导授权赋能、前瞻行为、自我效能感、成就动机等核心变量的量表进行了计算分析，其分析结果如表 1 所示。本研究四个变量的 Cronbach’s α 值都显著高于 0.70，因此本研究各个量表都具有较高的可靠性。

表 1

变量的测量量表信度检验结果

量表	题项	Cronbach’s α
领导授权赋能	4	0.885
前瞻行为	6	0.920
成就动机	7	0.916
自我效能感	10	0.940

注：本研究整理

3.3 效度分析

本研究通过 Amos 软件中的验证性因子分析方法对所收集的 371 份有效卷进行梳理分析，其分析结果如表 2 所示，各个题项的因子载荷量在 0.631~0.902 之间，均大于 0.6。而且每个变量的 AVE 值均大于 0.5，各变量的 CR 值均大于 0.7，故测量项均反映相同的构念，表明本研究各个量表均具有较好的收敛效度。

表 2

收敛效度分析结果

变量	测量题项	因子载荷	CR	AVE
领导授权赋能	A1	0.804	0.885	0.658
	A2	0.819		
	A3	0.808		
	A4	0.813		
前瞻行为	B1	0.717	0.921	0.660
	B2	0.854		
	B3	0.802		
	B4	0.855		
	B5	0.786		
	B6	0.849		
成就动机	C1	0.902	0.912	0.602
	C2	0.870		
	C3	0.867		
	C4	0.784		
	C5	0.674		
	C6	0.653		
	C7	0.631		
自我效能感	D1	0.730	0.941	0.615
	D2	0.787		
	D3	0.864		
	D4	0.816		
	D5	0.773		
	D6	0.837		
	D7	0.707		
	D8	0.699		
	D9	0.831		
	D10	0.782		

注：本研究整理

3.4 效度分析与相关分析

区分效度检验方面，本研究采用 AVE 平方根与相关系数的大小比较来进行说明，其分析结果如表 3 所示，可见领导授权赋能、前瞻行为、成就动机与自我效能感 4 个变量的 AVE 的平方根值，均大于变量与变量之间的相关系数，通过对比大小可知本研究每个变量的区分效度良好。且各变量之间的相关系数均呈现显著性，初步验证了本研究的假设。

表 3

区分效度检验与相关分析表

	领导授权赋能	前瞻行为	成就动机	自我效能感
领导授权赋能	0.811			
前瞻行为	0.497***	0.812		
成就动机	0.174***	0.327***	0.776	
自我效能感	0.390***	0.410***	0.183***	0.784

注 1：对角线为变量的 AVE 平方根值

注 2：*p<0.05; **p<0.01; ***p<0.001

注 3：本研究整理

3.5 主效应和中介效应的检验

本研究主效应及中介效应分析结果如表 4 所示，首先，领导授权赋能与员工的前瞻性行为之间的相关系数为 0.133，且存在 $p<0.01$ 的显著性，因此说明领导授权赋能能够显著正向影响员工的前瞻性行为，即本研究假设 1（H1）成立；其次，领导授权赋能与员工的自我效能感之间的相关系数为 0.217，且存在 $p<0.001$ 的显著性，因此说明领

导授权赋能能够显著正向影响员工的自我效能感，即本研究假设 2（H2）成立；再次，员工的自我效能感与前瞻性行为之间的相关系数为 0.197，且存在 p<0.001 的显著性，即本研究假设 3（H3）成立；

此外，本研究采用逐步回归法进对中介效应进行验证。首先将本研究中的控制变量（性别、年龄、最高学历、职位）放入模型 3 中，对员工前瞻行为进行线性回归。然后将本研究的自变量（领导授权赋能）放入模型 4 中，对员工前瞻行为进行线性回归。最后将中介变量（自我效能感）放入模型 6 中，对员工前瞻行为进行线性回归。通过分析，最终结果如表 4.8 所示，可知模型 6 中领导授权赋能与自我效能感均对员工的前瞻行为产生显著正向影响，并且根据模型 2 进行对比发现，领导授权赋能在模型 6 中的回归系数减小，说明自我效能感在领导授权赋能与员工前瞻行为之间存在部分中介作用，因此本研究假设 4（H4）成立。

表 4

主效应与中介效应检验结果

变量	自我效能感				员工前瞻行为							
	M1		M2		M3		M4		M5		M6	
	β (t)	VIF	β (t)	VIF	β (t)	VIF	β (t)	VIF	β (t)	VIF	β (t)	VIF
性别	-0.611*** (-5.715)	1.210	-0.405** (-3.461)	1.509	-0.966*** (-10.295)	1.210	-0.840*** (-8.091)	1.509	-0.846*** (-8.851)	1.318	-0.768*** (-7.417)	1.558
年龄	0.034 (0.620)	1.002	0.029 (0.539)	1.003	0.052 (1.068)	1.002	0.049 (1.013)	1.003	0.045 (0.951)	1.003	0.044 (0.922)	1.004
最高学历	-0.035 (-.544)	1.027	-0.046 (-0.733)	1.029	-0.024 (-0.431)	1.027	-0.031 (-0.557)	1.029	-0.017 (-0.316)	1.028	-0.023 (-0.417)	1.031
职务	-0.258** (-2.760)	1.231	-0.108 (-1.087)	1.441	-0.573*** (-6.990)	1.231	-0.481*** (-5.474)	1.441	-0.522*** (-6.462)	1.256	-0.462*** (-5.349)	1.446
领导授权赋能			0.217*** (3.958)	1.709			0.133** (2.724)	1.709			0.094** (1.923)	1.782
自我效能感									0.197*** (4.392)	1.182	0.179** (3.926)	1.233
R^2	0.154		0.189		0.419		0.431		0.449		0.454	
调整后 R^2	0.145		0.178		0.413		0.423		0.441		0.445	
F	16.664***		16.999***		66.117***		55.306***		59.393***		50.477***	

注 1：*p<0.05; **p<0.01; ***p<0.001

注 2：本研究整理

3.6 成就动机的调节效应检验

本研究调节效应分析结果如下表 4.9 所示，在模型 9 中，领导授权赋能与成就动机的交互项与因变量（员工前瞻行为）之间的回归系数为 0.251，且存在 p<0.001 的显著性，即成就动机能够正向调节领导授权赋能与员工前瞻行为之间的作用，本研究假设 5（H5）成立。

表 5
成就动机的调节效应回归系数表

变量	员工前瞻行为							
	M7		M8		M9		M10	
	β (t)	VIF	β (t)	VIF	β (t)	VIF	β (t)	VIF
性别	-0.966*** (-10.295)	1.210	-0.840*** (-8.091)	1.509	-0.813*** (-8.050)	1.513	-0.665*** (-7.205)	1.560
年龄	0.052 (1.068)	1.002	0.049 (1.013)	1.003	0.040 (0.845)	1.005	0.029 (0.693)	1.005
最高学历	-0.024 (-0.431)	1.027	-0.031 (-0.557)	1.029	-0.020 (-0.366)	1.031	0.028 (0.563)	1.043
职务	-0.573*** (-6.990)	1.231	-0.481*** (-5.474)	1.441	-0.423*** (-4.897)	1.472	-0.322*** (-4.109)	1.500
领导授权赋能			0.133** (2.724)	1.709	0.125** (2.628)	1.711	0.155*** (3.630)	1.721
成就动机					0.206*** (4.733)	1.066	0.237*** (6.043)	1.074
领导授权赋能 X 成就动机							0.251*** (9.330)	1.090
R^2	0.419		0.431		0.464		0.568	
调整后 R^2	0.413		0.423		0.455		0.559	
F	66.117***		55.306		52.525		68.101	

注 1：*p<0.05; **p<0.01; ***p<0.001
注 2：本研究整理

4.结论与建议

4.1 研究结论

本研究通过对实际数据进行分析，得到以下研究结论：1.领导授权赋能可以正向影响员工的前瞻行为；2.领导授权赋能可以影响员工的自我效能感；3.员工的自我效能可以正向影响员工的前瞻行为；4.员工的自我效能感在领导授权赋能与前瞻行为之间存在中介作用；5.成就动机在领导授权赋能与前瞻行为之间存在调节作用。

4.2 研究建议

（一）企业管理者应当尽可能采取授权赋能的行为

首先，员工素质匹配至关重要。领导者应通过全面的素质评估来确保员工的技能、经验和潜力与所授予权力相匹配。这涉及到领导者对团队成员的深刻了解，从而避免将权力授予不适当的人员，防止权力滥用或未能充分发挥员工的潜力。只有在素质匹配的基础上，权责的分配才能更为合理和有效。其次，授权的艺术是领导者必须掌握的核心技能。适度放权是实现员工前瞻行为的关键。领导者需要理解每个员工的工作风格和能力水平，以便量身定制权力分配策略。同时，清晰明确的责任和权力边界能够建立员工对自己工作的自主性和责任感，从而激发前瞻性思维。

（二）帮助拓展员工自我效能感强化途径

本研究显示，自我效能感中介了员工的领导授权赋能对其前瞻行为的影响过程，所以培养员工的自我效能感非常重要。培养员工的自我效能感需要建立一个多样化的培训体系。这一体系应该涵盖广泛的技能和知识领域，以确保员工能够在各个方面都有所提升。这不仅包括技术性的培训，也包括软技能的培养，如沟通、团队协作和问题解决能力。通过提供多元化的学习机会，员工将更有可能在培训过程中不断学到新的技能，从而积累更多成功的经验，最终提升其自我效能感。

（三）加强员工成就动机建设

本研究显示，成就动机正向调节了领导授权赋能对其前瞻行为的影响过程，因此

组织可以通过培养员工的成就动机，加强员工的前瞻行为。可以开展具体的反馈，具体的反馈指向员工提供详细和明确的信息，关于他们的工作表现，包括他们的成功和卓越之处。这种反馈应该是定期的，以确保员工了解他们的进展和表现。具体的反馈可以帮助员工明确了解他们的强项和改进点，以便更好地引导他们的努力。

4.3 研究展望

目前研究中，从组织长远发展角度对资质过剩群体能力价值的充分发挥途径展开讨论的研究仍然较少。未来研究可以从更多角度研究资质过剩感的积极效用，以及促使该积极效用产生的作用机制以及边界条件。除创新行为外，还可以针对更多工作行为及工作表现展开研究。在高质量人才越来越多，而与劳动力市场工序不匹配的背景下，挖掘该类人才的能力价值发挥途径具有实践意义。除组织管理实践外，还可以将领导模式、组织情境等因素纳入模型进行研究。分析在何种培养、发展、管理下，非自愿资质过剩的个体能够通过本职工作外的途径充分发挥自身能力价值。

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The Impact of Webcast Shopping on College Students' Irrational Consumption Behavior

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Abstract

In recent years, with the rapid development of network communication, online shopping is becoming more and more popular. Many college students lack financial literacy and financial skills, and are more likely to be affected by online broadcast, resulting in irrational consumption of college students. This study selected students from a local university as the research object, studied the main factors of college students' irrational consumption behavior in daily life of online shopping, and analyzed three hypotheses of contemporary college students' irrational consumption of online shopping by using the quantitative research method of questionnaire survey. Through the study, it is shown that accurate push to stimulate consumption desire positively affects college students' irrational consumption behavior; shortening the decision-making time process positively affects college students' irrational consumption behavior; electronic payment to reduce cost perception positively affects college students' irrational consumption behavior, and put forward relevant suggestions.

Keywords: Online Broadcast; College Students; Irrational Consumption

网络直播购物对大学生非理性消费行为的影响

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摘要

近年来，随着网络通信的快速发展，网络直播购物的普及，很多大学生缺乏财务素养和理财技能，更容易受到网络直播的影响，导致大学生进行非理性消费。本研究选取一高校的学生作为研究对象，研究大学生在日常生活中网络直播购物对非理性消费行为的主要因素，运用问卷调查法的定量研究方法，分析当代大学生对网络直播购物非理性消费的三个假设。通过研究表明，精准推送激发消费欲望正向影响大学生的非理性消费行为；缩短决策时间过程正向影响大学生的非理性消费行为；电子支付降低成本感知正向影响大学生的非理性消费行为，并提出相关建议。

关键词：网络直播；大学生；非理性消费

中国媒体频报大学生非理性消费导致不良后果，引发广泛关注。为何大学生消费欲望膨胀，值得探究。研究大学生网络直播消费问题及根源，可全面了解消费趋势和特征，分析影响因素，引导大学生树立合理消费观念，避免不良行为。

1.文献综述

1.1 大学生非理性消费行为概述

大学生作为消费新力量，其消费理念影响社会未来。据李艺与杨月（2014）的观点，非理性消费如盲目和冲动购物，与成就感、好奇心、追求低价和社交需求相关。Penman and McNeill（2008）研究发现，部分大学生对负债消费较宽容。如何引导大学生理性消费，值得深入探讨。

基于以上研究，笔者将对大学生的非理性消费行为可以从盲目消费、冲动消费和超前消费三个维度进行划分。

1.1.1 大学生盲目消费行为

经济学家 Sudas and Paromita (2007)大学生非理性消费行为首次在研究中提出了“盲目消费”这一概念，它指的是购买行为受到众多外部因素的干扰，导致消费者在购买商品时缺乏理性的分析和充分的判断。

1.1.2 大学生冲动消费行为

冲动消费这一概念最早在 1940 年代由杜邦机构提出，被定义为一种缺乏深思熟虑和非计划性的消费行为。

1.1.3 大学生超前消费行为

iiMediaResearch(艾媒咨询)调研数据显示，有 54.9%的大学生赞成超前消费，且其中 11.9%的大学生有超前消费习惯。

1.2 网络直播购物

1.2.1 网络直播购物的定义及特征

徐莹与肖玲玲（2021）认为，电商直播购物是一种新兴的消费模式，它利用电商直播平台向顾客展示和推销商品，以此吸引顾客进行购物消费。基于以上研究，笔者将直播购物划分为精准推送激发消费欲望、缩短决策时间过程、电子支付降低成本感知三个维度。

1.2.2 精准推送激发消费欲望

卢晨康（2023）认为，随着现代科技的不断发展，网络直播平台能够利用大数据技术来收集和分析消费者的使用习惯，从而精准推送相应的产品和服务。

1.2.3 缩短决策时间过程

王宇璇与武妮娜（2023）研究发现，网络直播能够运用营销语境、提供官方平台外的优惠价格、实施限时限量的饥饿营销手段，以及利用从众社交心理等策略，有效吸引 00 后大学生进行消费。

1.2.4 电子支付降低成本感知

陈佳琳等人（2022）认为，线上支付方式付款使得资金的减少只是一个数字的变化，这种支付方式弱化了资金的实际印象，减轻了消费者的心理压力。

2.研究假设及模型

2.1 研究假设

2.1.1 精准推送激发消费欲望与大学生非理性消费行为的研究假设

随着网络技术的飞速发展，网络直播购物已成为一种新型的消费模式，尤其是对大学生群体产生了深远的影响。董洁（2022）研究发现，视频媒体信息的推送在激发

大学生消费需求的同时，为消费者提供了更广泛的选择空间，然而，这种推送也可能引发一定程度的消费从众和盲目行为。周雪薇与张卫平（2022）研究发现，在大数据的时代背景下，各种社交软件运用先进的算法技术，在你前一刻提到了某个商品，当你紧接着打开相关软件时，这个商品已经智能地呈现在了你的眼前。这种个性化的推送方式，使得大学生在接收到信息时感到被关注和重视，从而激发了他们的消费欲望。

综上，可以推断出当大学生接收到符合其需求的精准推送信息时，他们的消费欲望会被激发，进而可能导致非理性的消费行为。基于前文研究，提出研究假设：

H1：精准推送激发消费欲望正向影响大学生的非理性消费行为。

2.1.2 缩短决策时间过程与大学生非理性消费行为的研究假设

随着网络技术的飞速发展和直播购物形式的兴起，消费者的购物决策过程变得越来越快速和便捷。直播平台通过实时互动、限时促销等手段，为消费者创造了一种紧张而快速的购物体验，在这种体验下，有时甚至只需要几秒钟就能完成从观看直播到下单购买的全过程，进而产生非理性消费行为。苏汀等人（2022）认为：网络直播有意营造出“限量抢购，不买绝对后悔，买了绝对不亏”的心理暗示，正是在这种紧张感、资源稀缺感的影响下，消费者极易丧失独立思考、理性判断的能力，不得不在极短的时间内做出判断。罗茗方等人（2023）研究表明：超过两成的消费者在限时限量抢购的营销手段刺激下冲动消费、盲目消费。基于以上研究，提出研究假设：

H2：缩短决策时间过程正向影响大学生的非理性消费行为。

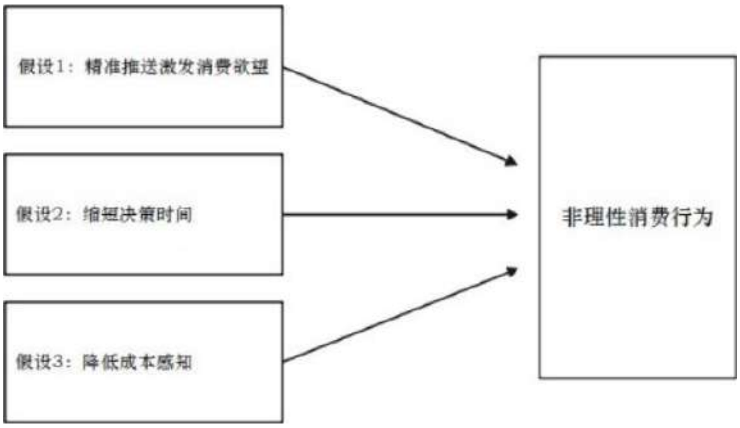
2.1.3 电子支付降低成本感知与大学生非理性消费行为的研究假设

陈佳琳等人（2022）研究发现，线上支付方式付款使得资金的减少只是一个数字的变化，这种支付方式弱化了资金的实际印象，减轻了消费者的心理压力。电子支付使得消费更加便捷，特别是对于大学生来说，他们可以随时随地进行购物和消费，无需携带现金或银行卡，降低了购物的门槛和成本。根据孔琳含（2023）的调查结果，蚂蚁花呗是大学生中常用的借款平台。在 200 人的调查中，有 166 名大学生使用过蚂蚁花呗，占比高达 83%。张春霞与黄丽莹（2023）指出，在数字经济全球化的时代，消费主义通过数字媒介的不断发展呈现出广泛渗透的趋势，从而引发年轻人过度超前消费等非理性消费行为的现象。基于以上研究，提出以下研究假设：

H3：电子支付降低成本感知正向影响大学生非理性消费行为。

2.2 假设模型

图 1
假设模型图



资料來源：本研究整理

3.研究分析

3.1 研究过程

本研究通过问卷调查，包含个人特征及信息、精准推送、高度匹配、缩短决策时间、电子支付便捷性、盲目消费、冲动消费及超前消费等量表，采用李克特五点法测量。针对在校大学生网络发放问卷，共回收有效问卷476份。样本中性别分布上女性受访者占多数。低年级（大一和大二）的学生比高年级（大三和大四）的学生在调查中的比例更高。文史类是受访者中最常见的专业，其他专业的学生较少。大多数受访者报告的每月生活费属于较低至中等水平，极少数人处于较高消费档次。

3.2 研究结果

表 1

信度分析

Cronbach 信度分析

变量	名称	校正项总计相关性(CITC)	项已删除的 α 系数	Cronbach α 系数
精准推送	A1	0.801	0.770	0.867
	A2	0.739	0.821	
	A3	0.723	0.837	
高度匹配	B1	0.784	0.750	0.856
	B2	0.725	0.804	
	B3	0.694	0.832	
缩短决策时间过程	C1	0.795	0.774	0.865
	C2	0.726	0.831	
	C3	0.738	0.819	
电子支付便捷性	D1	0.807	0.753	0.865
	D2	0.733	0.821	
	D3	0.705	0.846	
电子支付降低成本感知	E1	0.780	0.797	0.870
	E2	0.738	0.829	
	E3	0.752	0.820	
盲目消费	F1	0.837	0.802	0.888
	F2	0.784	0.839	
	F3	0.753	0.870	
冲动消费	G1	0.841	0.736	0.869
	G2	0.722	0.844	
	G3	0.720	0.843	
超前消费	H1	0.843	0.763	0.878
	H2	0.726	0.865	
	H3	0.756	0.837	

资料來源：本研究整理

本研究中的数据信度系数值均超过了 0.8，这充分证明了数据的信度质量非常高，可以进行深入分析。

表 2

方差解释率表格

方差解释率表格

因子编号	特征根			旋转前方差解释率			旋转后方差解释率		
	特征根	方差解释率%	累积%	特征根	方差解释率%	累积%	特征根	方差解释率%	累积%
1	7.461	49.741	49.741	7.461	49.741	49.741	2.435	16.235	16.235
2	1.229	8.191	57.933	1.229	8.191	57.933	2.410	16.064	32.300
3	1.134	7.557	65.490	1.134	7.557	65.490	2.379	15.863	48.163
4	1.072	7.145	72.635	1.072	7.145	72.635	2.349	15.661	63.825
5	1.027	6.844	79.478	1.027	6.844	79.478	2.348	15.654	79.478

从表 2 可知：因子分析一共提取出 5 个因子，特征根值均大于 1，此 5 个因子旋转后的方差解释率分别是 16.235%,16.064%,15.863%,15.661%,15.654%，旋转后累积方差解释率为 79.478%。

表 3

方差解释率表格

旋转后因子载荷系数表格

	名称	因子载荷系数					共同度(公因子方差)
		因子 1	因子 2	因子 3	因子 4	因子 5	
精准推送	A1	**0.846**	0.158	0.196	0.180	0.178	0.842
	A2	**0.796**	0.192	0.185	0.184	0.204	0.781
	A3	**0.770**	0.203	0.192	0.243	0.167	0.758
高度匹配	B1	0.181	0.157	0.146	**0.836**	0.248	0.839
	B2	0.262	0.115	0.204	**0.783**	0.194	0.774
	B3	0.173	0.277	0.208	**0.757**	0.156	0.747
缩短决策时间过程	C1	0.123	**0.841**	0.234	0.148	0.211	0.843
	C2	0.185	**0.798**	0.208	0.236	0.111	0.782
	C3	0.262	**0.774**	0.171	0.147	0.240	0.777
电子支付便捷性	D1	0.152	0.154	0.203	0.157	**0.871**	0.872
	D2	0.177	0.196	0.211	0.232	**0.781**	0.778
	D3	0.264	0.229	0.198	0.236	**0.718**	0.734
电子支付降低成本感知	E1	0.161	0.185	**0.839**	0.182	0.198	0.836
	E2	0.204	0.235	**0.770**	0.211	0.192	0.772
	E3	0.230	0.213	**0.784**	0.169	0.218	0.788

旋转方法：最大方差法 Varimax。

本研究采用最大方差旋转方法（varimax rotation）对数据进行旋转，旨在明确各因子与研究项之间的对应关系。从上表可知，所有研究项对应的共同度值均高于 0.4，这表明研究项与因子之间存在较强的关联性，因此因子能够有效地提取出相关信息。

表 4

方差解释率表格

方差解释率表格

因子编号	特征根			旋转前方差解释率			旋转后方差解释率		
	特征根	方差解释率%	累积%	特征根	方差解释率%	累积%	特征根	方差解释率%	累积%
1	4.278	47.535	47.535	4.278	47.535	47.535	2.483	27.590	27.590
2	1.595	17.724	65.259	1.595	17.724	65.259	2.431	27.014	54.605
3	1.433	15.928	81.186	1.433	15.928	81.186	2.392	26.582	81.186

从表 4 可知：因子分析一共提取出 3 个因子，特征根值均大于 1，此 3 个因子旋转后的方差解释率分别是 27.590%,27.014%,26.582%，旋转后累积方差解释率为 81.186%。

表 5

方差解释率表格

旋转后因子载荷系数表格

变量	名称	因子载荷系数			共同度(公因子方差)
		因子 1	因子 2	因子 3	
盲目消费	F1	**0.919**	0.145	0.099	0.875
	F2	**0.874**	0.153	0.165	0.815
	F3	**0.845**	0.183	0.185	0.782
冲动消费	G1	0.079	0.131	**0.933**	0.893
	G2	0.184	0.161	**0.838**	0.762
	G3	0.194	0.236	**0.811**	0.751
超前消费	H1	0.134	**0.916**	0.156	0.881
	H2	0.215	**0.824**	0.175	0.756
	H3	0.140	**0.858**	0.191	0.792

旋转方法：最大方差法 Varimax。

本研究通过最大方差旋转方法（Varimax）对数据进行了因子旋转，揭示因子与研究项之间的潜在关系。从表中可以看出，所有研究项的共同度值均超过 0.4，这强烈表明研究项与因子之间存在紧密的关联性，从而确保了因子能够有效地提取出相关信息。

表 6

相关分析

	精准推送	高度匹配	缩短决策时间过程	电子支付便捷性	电子支付降低成本感知	盲目消费	冲动消费	超前消费
精准推送	1							
高度匹配	0.544**	1						
缩短决策时间过程	0.509**	0.506**	1					
电子支付便捷性	0.527**	0.553**	0.526**	1				
电子支付降低成本感知	0.531**	0.525**	0.553**	0.554**	1			
盲目消费	0.530**	0.533**	0.478**	0.514**	0.506**	1		
冲动消费	0.484**	0.500**	0.516**	0.522**	0.505**	0.348**	1	
超前消费	0.505**	0.514**	0.513**	0.508**	0.511**	0.373**	0.401**	1

从表 6 可知，利用相关分析去研究盲目消费,冲动消费,超前消费分别和精准推送,高度匹配,缩短决策时间过程,电子支付便捷性,电子支付降低成本感知共 5 项之间的相关关系，使用 Pearson 相关系数去表示相关关系的强弱情况。具体分析可知：

盲目消费与精准推送,高度匹配,缩短决策时间过程,电子支付便捷性,电子支付降低成本感知共 5 项之间全部均呈现出显著性，相关系数值分别是 0.530,0.533,0.478,0.514,0.506，并且相关系数值均大于 0，意味着盲目消费与精准推送,高度匹配,缩短决策时间过程,电子支付便捷性,电子支付降低成本感知共 5 项之间有着正相关关系。

冲动消费与精准推送,高度匹配,缩短决策时间过程,电子支付便捷性,电子支付降低成本感知共 5 项之间全部均呈现出显著性，相关系数值分别是 0.484,0.500,0.516,0.522,0.505，并且相关系数值均大于 0，意味着冲动消费与精准推送,高度匹配,缩短决策时间过程,电子支付便捷性,电子支付降低成本感知共 5 项之间有着正相关关系。

超前消费与精准推送,高度匹配,缩短决策时间过程,电子支付便捷性,电子支付降低成本感知共 5 项之间全部均呈现出显著性，相关系数值分别是 0.505,0.514,0.513,0.508,0.511，并且相关系数值均大于 0，意味着超前消费与精准推送,高度匹配,缩短决策时间过程,电子支付便捷性,电子支付降低成本感知共 5 项之间有着正相关关系。

表 7
回归分析 1

线性回归分析结果 (n=476)

	非标准化系数		标准化系数	t	p	共线性诊断	
	B	标准误	Beta			VIF	容忍度
常数	1.060	0.087	-	12.154	0.000**	-	-
精准推送	0.312	0.026	0.420	11.844	0.000**	1.421	0.704
高度匹配	0.341	0.027	0.447	12.602	0.000**	1.421	0.704
R^2	0.581						
调整 R^2	0.579						
F	F (2,473)=327.855,p=0.000						
D-W 值	1.588						

因变量：大学生非理性消费行为

* p<0.05 ** p<0.01

资料來源：本研究整理

从表 7 可知，模型公式为：大学生非理性消费行为=1.060 + 0.312*商品推送 + 0.341*高度匹配，模型 R 方值为 0.581。

总结分析可知：精准推送激发消费欲望会对大学生非理性消费行为产生显著的正向影响关系。

表 8
回归分析 2

线性回归分析结果 (n=476)

	非标准化系数		标准化系数	t ·	p ·	共线性诊断	
	B ·	标准误 ·	Beta ·			VIF ·	容忍度 ·
常数	1.613	0.088	-	18.230	0.000**	-	-
缩短决策时间过程	0.487	0.026	0.657	18.994	0.000**	1.000	1.000
R^2	0.432						
调整 R^2	0.431						
F	F (1,474)=360.760,p=0.000						
D-W 值	1.469						

因变量：大学生非理性消费行为
* p<0.05 ** p<0.01
资料來源：本研究整理

从表 8 可知，模型公式为：大学生非理性消费行为=1.613 + 0.487*缩短决策时间过程，模型 R 方值为 0.432。

总结分析可知：缩短决策时间过程会对大学生非理性消费行为产生显著的正向影响关系。

表 9
回归分析 3

线性回归分析结果 (n=476)

	非标准化系数		标准化系数	t ·	p ·	共线性诊断	
	B	标准误 ·	Beta ·			VIF ·	容忍度 ·
常数	1.100	0.086	-	12.724	0.000**	-	-
电子支付降低成本感知	0.313	0.027	0.420	11.677	0.000**	1.443	0.693
R^2	0.577						
调整 R^2	0.575						
F	F (2,473)=322.126,p=0.000						
D-W 值	1.450						

因变量：大学生非理性消费行为
* p<0.05 ** p<0.01
资料來源：本研究整理

从表 9 可知，模型公式为：大学生非理性消费行为=1.100 + 0.331*电子支付便捷性 + 0.313*电子支付降低成本感知，模型 R 方值为 0.577。

总结分析可知：电子支付降低成本感知会对大学生非理性消费行为产生显著的正向影响关系。

3.3 研究总结

网络直播购物对大学生非理性消费行为有显著正向影响，涉及精准推送、高度匹配、快速决策、便捷支付及成本感知降低等因素。后续将探讨如何引导大学生树立理性消费观念，培养消费习惯，并从个人、家庭、学校和社会层面提出相关建议。

4.结论及建议

4.1 结论

4.1.1 精准推送激发消费欲望正向影响大学生非理性消费行为

网络直播购物中的精准推送对于激发大学生非理性消费行为具有显著影响。

4.1.2 缩短决策时间正向影响大学生非理性消费行为

网络直播购物中，缩短决策时间对大学生非理性消费行为具有显著影响。

4.1.3 电子支付降低成本感知正向影响大学生非理性消费行为

网络直播购物中，电子支付的便捷性和降低成本感知对大学生非理性消费行为具有显著影响。

4.2 建议

4.2.1 提高大学生的财商教育水平

财商教育是预防非理性消费行为的重要途径之一。高校应该加强财商教育，提高大学生的金融素养和理财能力。通过财商教育，大学生可以更好地理解金钱的价值和作用，掌握理财的基本知识和技能，从而更好地规划个人财务，避免盲目、冲动和超前等非理性消费行为的发生。

4.2.2 引导大学生树立正确的消费观念

消费观念是影响消费行为的重要因素。高校和社会应该引导大学生树立正确的消费观念，包括量入为出、理性消费、勤俭节约等。通过引导大学生树立正确的消费观念，可以增强他们对非理性消费行为的自觉抵制意识，培养他们健康的消费习惯。

4.2.3 强化家庭教育的引导作用

家庭教育是预防大学生非理性消费行为的重要一环。家长应该加强对孩子的财商教育和消费观念的引导，培养他们正确的金钱观和价值观。通过强化家庭教育的引导作用，可以增强大学生的财商素养和理性消费意识，降低非理性消费行为的发生率。

4.2.4 加强社会舆论的监督和引导

社会舆论对大学生的消费行为具有重要的影响。媒体和社会组织应该加强对非理性消费行为的舆论监督和引导，倡导健康的消费文化和价值观。通过社会舆论的监督和引导，可以营造良好的消费环境和社会氛围，促进大学生的理性消费行为。

4.3 研究展望

4.3.1 扩大研究对象范围

本研究在样本采集过程中，我们受到了时间和空间的双重约束，导致问卷调查的覆盖范围相对有限。

4.3.2 深化与其他领域的交叉研究

未来的研究可以深化与其他领域心理学、经济学、社会学等交叉研究，借鉴相关领域的理论和方法，为解决网络直播购物对大学生非理性消费行为的负面影响提供更全面的视角和方法。

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How to Perform Well in the Workplace：The Process of Striving for Friendships and the Differences in Performance

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Abstract

Based on identity control theory, this study explores the dynamic relationship between the five dimensions of self-awareness (self-critical, self-reflection, insight, performance indifference and feedback seeking). Under the impact of social exclusion, this study develops a theoretical model to explore and conduct in-depth research on a core issue in organizational behavior: How can employees improve their performance in the workplace through self-awareness? The expected results are that, firstly, employees can promote self-reflection through self-critical; secondly, the positive effect of self-reflection will promote self-insight. On the other hand, the negative effect will promote fear self-compassion; then, fear self-compassion inhibits workplace friendship. Among them, limited social participation may play a negative moderating role in the relationship between insight and performance indifference. Feedback-seeking may play a negative moderating role in the relationship between fear of self-compassion and workplace friendship. For individuals with high feedback-seeking, the negative emotions induced by fear of self-compassion will be offset. In addition, this article also combines identity control theory with self-awareness to further explore how it affects workplace friendships.

Keywords: Self- awareness; Limited Social Participation; Workplace Friendship; Fear of Self-compassion; Identity Control Theory

如何在职场表现优异：争取职场友谊及表现差异的历程

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摘要

本文将身份控制理论与自我察觉进行结合，探究自我察觉五个维度（自我批判、自我反思、自我察觉、寻求反馈）之间的动态关系，发展出一个理论模型，旨在研究：员工如何通过自我察觉提升自己在职场中的表现并争取职场友谊？结果显示：员工透过自我批判能够促进自我反思；自我反思的积极效应会促进自我洞察产生表现差异，消极效应会促进自我同情恐惧产生职场友谊；其中，缺乏社会参与负向调节自我洞察和表现差异的关系；寻求反馈负向调节自我同情恐惧和职场友谊的关系。

关键词：自我察觉；缺乏社会参与；职场友谊；自我同情恐惧；身份控制理论

1.引言

员工行为表现可能来自于，自己对于自身内在心理或外在行为的观察与知觉的程度。自我察觉(self-awareness)是一种个体能把自我当成客体来注意的能力，并能知觉到自己的心理状态，像是，知道自己所知道的，以及记得自己记得的(Marino et al., 1994)。为什么个体要进行自我察觉，原因有两个，一是克服习惯性反应，二是避免大脑自动编故事。首先，在一个知识密集的经济时代，人们普遍存在着一种思考习惯上的惰性。而工作惯性从本质来看是个人作风问题，它具备顽固性和反复性，很难在短时间内快速得到改善，还需要让员工从主观上进行一个自我察觉，从而去破除惯性思维。自我察觉能够让个体认识自己，从察觉自己的固有习惯来向内展开探索，是一个对内心活动、身体知觉和情感进行感知的动态过程(Fletcher, 2003)。

当一个员工的自我察觉与外部同事或领导对他的评价高度一致时，意味着这个员工对自己有着清晰的认知，面对复杂而又多样性的信息网络环境时也能去进行辨别和提取。这些具有自我察觉、和自我改变能力的员工，可能是企业能保持长期持续进步的主要原因之一。过去的自我察觉大多把它当作一个单一、静态的变数来进行探讨，例如，组织内部是否有自我察觉的氛围。而本研究认为自我察觉是一个过程，究其事物原理从而获得知识的过程，过程的前半部分是推究，后半部分是求得。

结合已有研究，本文以身份控制理论(identity control theory)为基础，将自我察觉视为一个动态的过程，去探讨自我批判(self-critical)、自我反思(self-reflection)、自我洞察(insight)、反馈寻求(feedback-seeking)、表现差异(performance indifference)之间的影响机制；并且在该过程中加入缺乏社会参与作为调节变量，探讨是否会阻止个体产生表现差异；同时探讨，在自我同情恐惧对职场友谊的影响路径中，寻求反馈产生的调节作用；以及自我反思的双重路径。基于自我察觉的过程，试图发掘人才的内在资源，让员工做出持续的改变，进而帮助企业保持长期持续进步的有效途径。

2.理论基础与假设

2.1 身份控制理论

身份控制理论即个体跳出事件本身来思考事件对个体确立的角色身份带来的伤害(Burke, 1991)。社会中的人们，根据自己所占据的位置来命名彼此和自己，个体可以是主管、助理、设计师、实习生等。该理论强调，重要的是结果，也就是说，尽管有各种不可预测的干扰出现，个体也会通过各种手段实现对身份的控制。因此身份控制的含义也可以理解为，个体以将身份差异减少至零为目标，做出行为上的改变。

通过身份控制理论产生自我察觉的过程如下：首先，通过自我批判帮助个体对自我身份进行初步识别。其次是通过自我反思修正身份识别，帮助个体去发现行为与内在身份的不一致。接着通过自我洞察感知，导致身份不一致的内在原因，是否是理解出现误差。第四是，探索调整策略，去寻求外部反馈来影响自我，通过他人的反馈来帮助自己获得身份控制。最后，意识到造成身份差异的原因后，个体会做出长期的改变来控制或维护身份角色。理论的关键概念有：确立身份、身份识别、比较差异、身份变更流程。整个过程都涉及与身份标准的比较，身份标准不仅指个体自我定义的标准，还包括相关利益者的标准感知。该理论认为身份识别在自我价值、自我效能和真实感中会发挥积极的作用。总体而言，身份控制理论为自我察觉提供一个框架，帮助个体更深入地理解和控制自己的身份，从而实现更全面的个人发展。

2.2 自我察觉

自我察觉(self- awareness)即个体将自我从心智中分离出来进行审视的过程，其审视的内容为：感觉、信念、态度、价值观、目标、动机、行为。即个体把自我当作客体

来观察的能力， 另一方面也可以是，用语言对自我认知进行描述的能力。Fletcher (2003)将自我察觉分为特质自我察觉和状态自我察觉，特质自我察觉以个人人格、特征、价值观为主导；状态自我察觉则多受周围环境状况影响。可以理解为自我察觉会因人格特征、价值观以及周遭环境的改变而受到影响。Ashley and Reiter-Palmon (2012)将自我察觉分为五个维度，分别是：自我批判、自我反思、自我洞察、反馈寻求和表现差异。

本研究认为，自我察觉的起始是自我批判，接着是自我反思和自我洞察。从自我批判的认识自己，到自我反思的修正认识。首先，个体只是在该过程中可看到表面差异，接下来个体会思考，为什么自己的行为已按照标准表现，但是行为却没有符合角色标准。此时的个体会从内在去进行洞察，个体能够由此感知到自己理解的标准是怎样的，以及该理解是否会与身份标准产生差异，从自我反思到自我洞察的过程是具有思辨性的。

自我察觉在组织管理的重要性已被研究发现，谦卑型领导较常产生自我察觉，通过该过程来审视自身的局限和不足，并以开放性的心态接纳和纠正(Crook et al., 2021)。因此，自我察觉是可以进行有意识的培养和训练的。综上所述，在组织内部管理时，可通过教育训练来提高员工的自我察觉能力。

2.3 自我批判与自我反思

善于自我批判的人大都具备批判性思维。Facione (2011)研究指出，批判性思维包含批判性思维技能 (critical thinking skills)和批判性思维倾向(critical thinking disposition)，技能包括分析、评价、推理、解释、自我调节；倾向包括能力、开放思想、自信心、好奇心、认知成熟度、探究能力，且认为技能和倾向是两个不同的概念，拥有批判性思维技能的人，不一定具备批判倾向，因为人的惯性思维是很难改变的，同样拥有批判性思维倾向的人，不一定具备很好的批判能力。

Facione (2011)认为自我调节和自我监控是批判性思维的核心，拥有自我批判能力的人通常更具有自信心和判断力。同时表示，自我批判旨在对问题提出质疑的同时，也会审视自己观点的合理性。换言之，个体以第三方的视角，对问题本身和自己的言行思想进行推敲和思考。在自我察觉的初始，这里的思考更多是对于追求真相的好奇，和对现状的怀疑。Nesbit (2012)认为自我反思是在学习动机的驱使下，通过认知过程决定自身能力和态度的动态心理过程。

具备自我批判能力的个体，通常具有公正开放的倾向，善于将未查明的事实与假设和偏见分开探讨，且善于接纳各种观点 (Facione, 2011)。并且，善于自我批判的人通常会，为决定做什么而进行合理的、反复的思考。Eikey et al. (2021)的研究表明，自我批判会产生自我反思，自我反思建立在对思想、行为和情感的自我批判基础上。总而言之，自我批判的核心可总结为，习惯性质疑、乐于思考、善于反思等。

Deng et al. (2021)认为，身份控制理论强调个体在社会互动中是如何维护和管理自己的身份标准的，这与反思密切相关。反思程度会随时间的不同和工作场景而发生变化(Silva & Larentis, 2022)。即，若个体在自我批判的过程中识别出身份角色标准的变化或感受到身份威胁，可能会产生自我反思，目的为帮助恢复身份控制。因此，提出假设：

H_1: 自我批判会正向影响自我反思。

2.4 自我反思与自我同情恐惧

自我同情(self-compassion)是指个体对遭受痛苦的自己展示关爱，并对自己的不足感到理解。同情恐惧(Fear of Compassion)指个体认为表现同情是一种软弱和顺从，同时在面对同情时会产生一系列消极反应(Silvia et al., 2001)。因此，个体认为同情对自己来

说是一种威胁，会影响个体的进步。

Joeng et al. (2015)将同情恐惧分为了三个维度类进行探讨：接受同情恐惧、表达同情恐惧和自我同情恐惧(fear of self-compassion)。自我同情恐惧指个体认为自己不值得被同情，在抵制自我同情的同时也很难接受别人的同情。Gilbert et al. (2011)指出，自我同情恐惧就是，个体恐惧对自己产生关心、同情、仁慈的感觉，担心自己会因此变得软弱。其中，经常自我批评的人，会产生自我同情恐惧，当自我反思出现反刍时，个体很容易对自身产生消极看法与严厉的批评，他们往往会忽视自己的优点，不仅很难做到自我同情，还可能会产生自我同情恐惧。

Eikey et al. (2021)认为过度的自我反思就会产生反刍，即个体对自己过度关注，且面对困难时会提前害怕失败，并不断怀疑自身价值。通常这种过度的内省带来的是焦虑、抑郁等心理功能障碍。因此，提出假设：

H_2：自我反思正向影响自我同情恐惧。

2.5 自我反思与自我洞察

Nesbit (2012)认为自我反思与自我意识水平和个人成长呈正相关，另外自我反思和自我洞察呈正相关；而自我洞察可以缓解抑郁症状增加个体坚韧度。除此之外，意义寻求在自我反思和智慧水平之间起到了正向的中介作用，意义寻求的过程包含个体向内在理解事物的意义，也代表了个体对深层含义的渴望。

Harrington et al. (2011)的研究表明，情商也是自我洞察的一部分，涉及识别、理解和管理自己和他人的情绪，有助于改善人际关系和决策。Crane et al. (2023)认为，自我洞察是对感知、情绪和行为清晰程度的觉察能力，自我洞察涉及内省反思并在其基础之上，区别在于前者是注意性的后者是评价性的，通常这种程度的内省带来的是积极的健康心理。

Grossmann et al. (2021)发现，自我反思水平的增加会带来智慧水平的增加，而智慧也会反过来促进个体产生反思性思考。智慧水平的增加都可以帮助个体更好的自我洞察。在组织领域，自我反思在工作挑战降低离职倾向间起到中介作用(Nesbit,2012)。因此，提出假设：

H_3：自我反思正向影响自我洞察。

2.6 自我同情恐惧与职场友谊

根据 Lee et al. (2022)指职场友谊是在职场中建立平等融洽的人际关系。这种非正式关系代表同事间互相把对方看作工作中的角色扮演者，各自履行自己的职责；“自愿”可理解为，员工虽然无法选择自己和谁一起工作，但有权选择和谁成为朋友。

Andiappan and Dufour (2020)的研究指出在行为方面，员工间相似的行事作风有助于促进职场友谊，例如，适当的职场八卦可以增进员工交流频率；能力方面，情绪、智慧、情商可以帮助员工处理好职场关系，建立融洽氛围；感知方面，工作场所氛围不安全感会阻碍职场友谊。Lee et al. (2022)研究发现，职场友谊通过工作积极情感正向影响工作绩效，通过情绪耗竭负向影响工作绩效。因此，职场友谊因能满足员工的情感归属需求、改善工作氛围在组织中发挥着重要的作用。

自我同情恐惧的员工认为，允许自己同情自己可能会降低自己的动力、或者无法达到他人的期待 (Sak et al., 2023)。Lee et al. (2022)强调职场友谊建立在双方深度互动的基础上，友谊的强度和互动的频率都是评判友谊的关键，员工间相似的行事作风可以增加同事间交流频率，情绪、智慧、情商可以帮助员工处理好职场关系。由此可知，同事双方有一方抗拒或避免深度互动，都无法获得深度的职场友谊。因此，提出假设：

H_4：自我同情恐惧负向影响职场友谊。

2.7 自我洞察与表现差异

Ajzen (2002)认为表现差异指，个体实际表现出的技能、能力、行为与他们的认知之间的差异。这种差异体现在高估或低估自己能力。这里的表现差异并不仅局限与行为方面，而是由内在的认知转变延伸至行为，当个体打破惯性，所产生的改变通常是具有持久性的。

Harrington et al. (2011)研究表明，自我洞察能正向影响坚韧性和自我意识，负向抑制抑郁、焦虑和情感淡漠。即，个体通过对自我内在的深刻洞察，除了能对自己产生更深刻的认知之外，还可以调节负面情绪，如抑郁症状减轻、坚韧度增强。Crane et al. (2023)认为，自我洞察的个体更能适应新的环境。主要是通过更好的理解自己，促进积极的成长和改变。根据身份控制理论，一切内部的探索和外部的搜寻都是为了缩小身份差异，维持或恢复对身份的控制(Anderson & Mounts, 2012)。因此，提出假设：

H_5：自我洞察正向影响表现差异。

2.8 寻求反馈的调节作用

反馈指个人或者组织主动的从外界获取有关于绩效、行为、产品、服务等相关反馈(Ashford & Cummings, 1983)。寻求反馈行为是员工主动向上级或同事了解与绩效相关信息的行为(Anseel et al., 2015)。

反馈的目的在于，个体对内在进行自我批判、自我反思、自我洞察之后，对答案和解决之道的找寻。反馈主要有三个途径，一是内在自我反馈，涉及对既有标准的理解，即个体在内在思索过程中，审查自己的理解或态度是否有误，是一个发现问题和解决方法，并反馈给自己的过程；二是听取别人，领导或同事的意见，根据他人意见深度思考并论证的过程，该过程注重对外部反馈的渴望，这种渴望意味着个体认识到了自身的局限性，想要通过外力来获得改善；第三是对反馈的处理，通常来自外部的反馈少不了会带有一些主观评判，此时，个体对这些反馈的态度就很重要。

Gong et al. (2017)认为，寻求反馈会影响个体积极或消极的生活态度。个体为了对自我身份进行控制，会主动改善或弥补错误。此外，当个体产生同情恐惧时，来自外界的积极反馈或建设性反馈，可以增加个体的自信，脱离自我质疑的困境。寻求反馈也被视为是一种自我调节策略(De Stobbeleir et al., 2011)。即，个体由调节功能失调而产生的自我同情恐惧，可以通过自我寻求反馈来进行调节。因此，提出假设：

H_6：寻求反馈负向调节自我同情恐对职场友谊的影响。

2.9 缺乏社会参与的调节作用

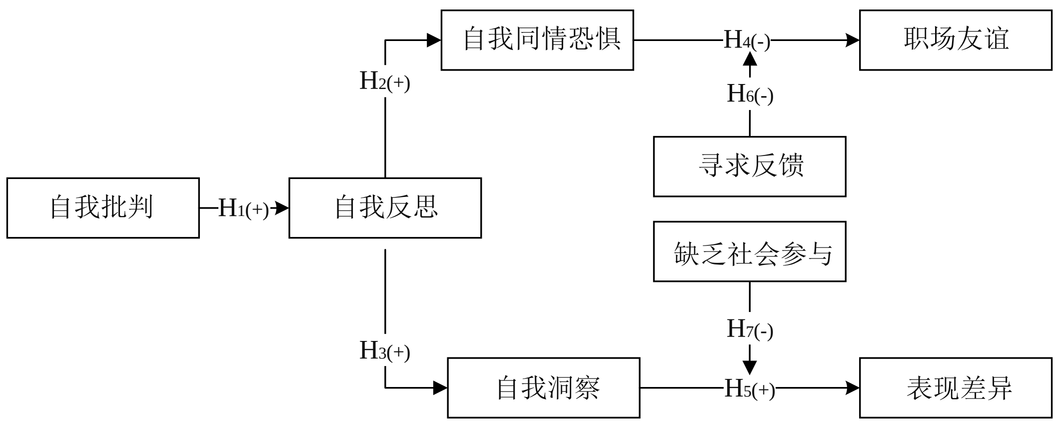
Twenge et al. (2001)将社会排斥定义为，个体由于缺乏社会参与、不能充分享受社会基本权利、物质匮乏、缺乏规范整合这四个方面造成的社会排斥感知。其中缺乏社会参与指个体感受到的社会孤立，以及无法参与到社会公共事件中，多体现在个体性格不合群或不被团体接纳。具体表现形式为拒绝社交活动、不具备组织会员资格、群体活动被组织孤立等。

Blackhart et al. (2009)研究发现，被孤立会引起强烈的消极情绪，并且与焦虑存在因果关系。缺乏社会参者与由于无法与组织建立联结，会降低个体对所属群体的社会认同，影响主观幸福感。更甚者由于被孤立，会诱发一定程度的敌意认知，产生攻击行为(Boardman, 2011)。除此之外，个体为了避免进一步受到伤害，会产生切断与群体的联系，主动远离社会关系。相反，有些被孤立者，为了缓冲和减少负面影响，会想要重建社会关系来应对危机，做出亲群体、亲社会行为。因此，提出假设：

H_7： 缺乏社会参与负向调节自我洞察对表现差异的影响。

根据综合上述各项研究假设，绘制出研究框架图，如图 1 所示。

图 1
研究框架图



注：本研究整理。

3.研究方法与设计

3.1 研究程序与对象

本研究采用调查问卷方法，首先，问卷调查之前分析相关文献资料、选取适合本研究的问卷。其次，调查结果的验证分析。研究通过问卷星网站发布问卷，针对在职员工展开调研，前后历时 2 个月，共发放问卷 548 份，剔除不合格问卷，最终有效问卷为 282 份。其中男性 108 份，女性 174 份；年龄大部分集中在 21-40 岁；教育程度本科居多；应试者的大部分好友来源于同学，较少部分来源于亲戚或同事。

3.2 测量工具

自我察觉采用的是 Ashley and Reiter-Palmon (2012)开发的关于测量自我察觉的量表。量表共有 54 个题项，分为自我批判、自我反思、自我洞察、寻求反馈、表现差异 5 个分量表，其中自我批判有 10 个题项，如“当您犯错时，它会在多大程度上扰乱您的一天？”；自我反思指仔细地理解自己的思想、感觉和行为，共包含 10 个条目，如“您经常思考如何通过了解以往的经验来完善自己吗？”；自我洞察指对一个人内部状态的认识，与识别和表达情绪感受的能力相关，包含 10 个条目，如“你在多大程度上了解自己的价值观和信仰？”；寻求反馈有 7 个题项，如“您在多大程度上喜欢导师或老板提供反馈？” 表现差异有 9 个题项，如“当目标难以实现时，我总是会降低标准。”问卷采用 Likert 5 点记分，0 表示“从不”，1 表示“偶尔”，2 表示“有时”，3 表示“经常”， 4 表示“总是”。所有题项均采用正向计分的方式，无反向计分项目。

自我同情恐惧使用 Gilbert et al. (2011) 开发的同情恐惧量表，其中对自己的同情恐惧由 13 道题组成，对他人的慈悲恐惧由 10 道题组成，本研究选取对自己的同情恐惧量表，如：“我觉得我不值得对自己同情和宽容。”。

职场友谊采用自 Nielsen et al. (2000)开发的 10 项职场友谊量表，包含友谊机会、友谊强度两个维度，如“我所在的单位鼓励员工间的交流”、“我觉得我可以非常信任这位同事。”。缺乏社会参与采用由 Van Bergen et al. (2017)所编制的社会排斥量表(social exclusive scale)，从其中四个维度中，选取缺乏社会参与这一维度进行测量，包含 6 个题项，如“当我遇到问题时，有许多人可以教导我”。

4.研究结果与分析

4.1 信效度检验

本研究用 Cronbach’s α 系数值作为检验问卷信度的指标。研究分析的结果显示，八

个变量的 Cronbach’s α 系数均大于 0.70（范围自.795 至.939 之间），因此，各测量量表具有较高的信度。且各变量的 AVE 均值都大于 0.05，同时由表 1 可知，AVE 平方根均大于各两两变量间的相关相关系数，表明区分效度良好。

本文通过验证性因子分析构建了八因子模型，得到了模型的拟合指标，结果优于前七个模型。其中 $\chi2$=1990.381，*df*=1099，$\chi 2/df$ =1.811，RMSEA=0.054，模型接近拟合；SRMR=0.054，小于 0.08；CFI=0.911， NFI=0.821，说明量表整体拟合度可以接受。

表 1

各变量描述性分析和变量间相关系数

变量	1	2	3	4	5	6	7	8
1.缺乏社会参与	(0.788)							
2.自我同情恐惧	0.516***	(0.827)						
3.寻求反馈	0.496***	0.606***	(0.866)					
4.表现差异	0.586***	0.568***	0.593***	(0.708)				
5.自我批判	0.629***	0.62***	0.624***	0.559***	(0.846)			
6.职场友谊	0.490***	0.476***	0.622***	0.453***	0.602***	(0.844)		
7.自我反思	0.460***	0.559***	0.617***	0.457***	0.634***	0.629***	(0.872)	
8.自我洞察	0.642***	0.546***	0.657***	0.500***	0.627***	0.665***	0.63***	(0.849)
M	2.666	2.749	2.803	2.766	2.838	2.766	2.779	2.987
SD	0.864	0.909	0.983	0.900	0.981	0.907	0.939	0.972

注 1:* p＜0.05；** p＜0.01；***p＜0.001。
注 2：对角线括号内数值为AVE的平方根，对角线以下为构面之间的相关系数。
资料来源：本研究整理。

4.2 描述性统计与相关性分析

表 1 也给出了各研究变量的均值、标准差以及相关系数。其中，各研究变量之间均呈显着相关。且相关系数绝对值均小于 0.70，说明受到多重共线性的影响较小。

4.3 研究假设检验

4.3.1 主效应检验

本文运用 SPSSS 对假设进行了检验，回归分析结果如表 2 所示，由模型 1 可知，在控制了教育程度变量后，自我批判对自我反思有显着正向影响（β=0.58，p＜0.001），即自我批判每增加一个单位，自我反思得分增加 0.58，因此假设 H1 成立。

表 2
回归分析表

因变量	自我反思	自我同情恐惧	自我洞察	职场友谊		表现差异	
	M1	M2	M3	M4	M5	M6	M7
教育程度	.171***	-.044	.125*	.152**	.153***	-.841	-.050
自我批判	.580***						
自我反思		.554***	.542***				
自我同情恐惧(FCS)				.188***	.177**		
寻求反馈(FB)				.457***	.448***		
自我洞察(IN)						.295***	.269***
缺乏社会参与(SE)						.316***	.309***
FCS×FB					-.094*		
IN×SE							-.116*
R^2	.397	.296	.344	.391	.400	.280	.292
Adj. R^2	.392	.291	.340	.385	.391	.272	.282
$\triangle R^2$		.286	.273	.142	.008	.071	.012
F	91.723***	58.681***	73.241***	59.591***	46.139***	35.974***	28.579***

注1：以上系数为标准化系数 β。* p＜0.05；** p＜0.01；*** p＜0.001。
注2：程度教育中高中及以下为“1”，专科为“2”，本科为“3”，硕士及以上为“4”。
资料来源：本研究整理。

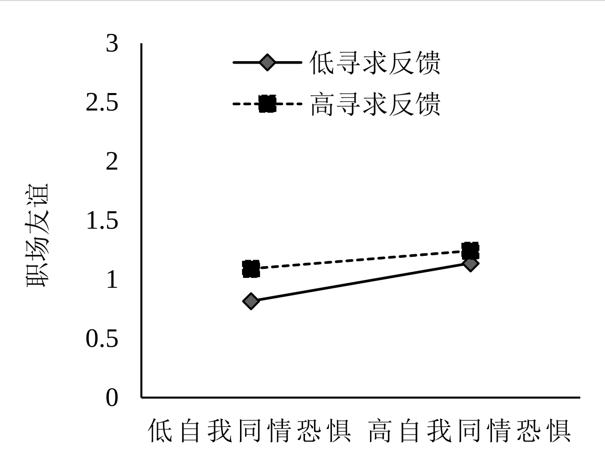
由模型 2 可知，在控制了教育程度变量后，自我反思对自我同情恐惧有显着正向影响（β=0.554，p＜0.001），即自我反思每增加一个单位，自我同情恐惧得分增加 0.554，因此假设 H2 成立。由模型 3 可知，在控制了教育程度变量后，自我反思对自我洞察有显着正向影响（β=0.542，p＜0.001），即自我反思每增加一个单位，自我洞察得分增加 0.542，因此假设 H3 成立。

由模型 4 可知，在控制了教育程度变量后，自我同情恐惧对职场友谊有显着正向影响（β=0.188，p＜0.001），即自我同情恐惧每增加一个单位，职场友谊得分增加 0.188，因此假设 H4 不成立。由模型 6 可知，在控制了教育程度变量后，自我洞察对表现差异有显着正向影响（β=0.295，p＜0.001），即自我洞察每增加一个单位，表现差异得分增加 0.295，因此假设 H5 成立。

4.3.2 调节效应检验

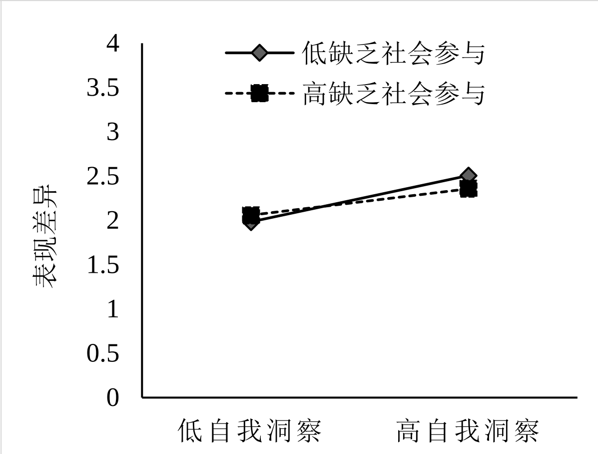
本文先将调节效应模型中的相关自变量和调节变量进行了中心化处理，相乘后得到其交互项。模型 5 为假设 H6 的调节效应检验结果，该模型在模型 4 的基础上增加了自我同情恐惧与寻求反馈的交互项，该交互项对自我反思有显着负向影响（β=-0.94，p＜0.05），即当寻求反馈增加时，自我同情恐惧的增加会弱化职场友谊的发生，因此假设 H6 成立；模型 7 为假设 H7 的调节效应检验结果，该模型在模型 6 的基础上增加了自我洞察与缺乏社会参与的交互项，该交互项对表现差异有显着负向影响（β=-0.116，p＜0.05），即当缺乏社会参与增加时，自我洞察会弱化表现差异的发生，假设 H7 成立。上述二项调节效果关系，如图 2 及图 3 所示。

图 2
缺乏社会参与调节效果图



资料来源：本研究整理。

图 3
寻求反馈调节效果



资料来源：本研究整理。

5.结论

本研究以身份控制理论为视角，探究员工在自我察觉过程中，如何通过内在认知的提升，来增强职场友谊和做出表现差异。重点分析，自我反思的双重效应，以及缺乏社会参与和寻求反馈的调节作用。结果发现：自我批判的增加会产生自我反思的增加；自我反思的积极效应会产生自我洞察，从而产生表现差异；缺乏社会参与在自我洞察和表现差异中起到调节作用，相较于低缺乏社会参与而言，高缺乏社会参与能抑制自我洞察对表现差异的正向影响；自我反思的消极效应会产生自我同情恐惧，从而增加职场友谊；寻求反馈在自我同情恐惧和职场友谊中起到调节作用；相较于低寻求反馈而言，高寻求反馈能抑制自我同情恐惧对职场友谊的正向影响。

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How Learning Goal Orientation Affects Employees' Incremental Innovation: The Mediating Role of Friendship Opportunities and Strength

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Abstract

This article mainly explores how learning goal orientation affects employees' incremental innovation. The theoretical model of this study starts from the perspective of learning goal orientation and analyzes the mediating role of the two dimensions of workplace friendship, as well as the moderating role of the two dimensions of psychological resilience and error aversion culture, on employees' incremental innovation. This article collected a total of 412 valid questionnaires. The results show that: error aversion culture negatively moderates the relationship of the negative impact of learning goal orientation on friendship opportunities, and error aversion culture positively moderates the relationship of the positive impact of learning goal orientation on friendship strength. The personal ability positively moderates the relationship of the positive impact of friendship strength on employees' incremental innovation, and the acceptance and life for oneself positively moderates the relationship of the positive impact of friendship strength on employees' incremental innovation.

Keywords: Learning Goal Orientation; Workplace Friendships; Incremental Innovation; Error Aversion Culture;Psychological Resilience

学习目标导向如何影响员工的渐进式创新：职场友谊机会与强度的中介作用

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摘要

本文主要探究学习目标导向如何影响员工渐进式创新。本研的理论模型，系从学习目标导向切入，分析职场友谊的两个维度的中介作用，以及心理弹性的两个维度和差错反感文化的调节作用，对员工渐进式创新有何影响。本文共回收 412 份有效问卷，研究结果表明：差错反感文化负向调节学习目标导向对友谊机会之间关系的负向影响，差错反感文化正向调节学习目标导向和友谊强度之间正向影响关系的正向影响，个人能力正向调节友谊强度和员工渐进式创新之间关系的正向影响，对自己和生活的接受程度正向调节友谊强度和员工渐进式创新之间关系的正向影响。

关键词：学习目标导向；职场友谊；渐进式创新；差错反感文化；心理弹性

1. 引言

创新的形式有很多，具有对比性质的突破式创新与渐进式创新(Gilson et al., 2005)，并被众多企业选择并应用。渐进式创新被定义为对现有产品及技术等的改进和强化，突破式创新被定义为对现有产品及技术等的颠覆和突破(Fores & Camison, 2016)。

渐进性技术创新主要是对市场的多数用户来提高和改进产品与服务，无论这种改进有多少困难，只要其能符合目标用户的需要，就依然还是渐进性技术创新(Christensen, 2013)。渐进性创新是针对用户微小需求变化的创新，是研发者站在市场角度面向客户需求导向的创新，是源于用户与研发者互动的以结果为导向的战术。由此，渐进式创新相对突破式创新在渗入市场上占优势，可以深入研究，为企业带来更多效益。

员工是企业的主体，人才是企业的创新主体。Amabile(1988)认为企业中员工的创新能力主要受到其掌握的知识、技能以及动机的影响，所以员工的个人目标导向很重要。Dweck(1986)根据能力发展和能力稳定提出目标导向两维度模型,包括学习目标导向和绩效目标导向，而学习目标导向强调不断地掌握新知识以提升自身能力，其与技能获取和内在动机产生都紧密相关，所以学习目标导向对于创新行为来讲更为重要。

学习目标导向都出自员工个体之上，员工的内在动机会受到组织以及环境氛围等因素的影响，而员工的外在行为表现，则会受到心理等因素的影响。本文将员工的内在动机与外在行为相互联系起来，深入研究学习目标导向影响员工渐进式创新的作用机理和边界条件，找到可以走的通，并且能够提高渐进式创新的途径，进一步提升企业的效益。

2. 理论基础与研究假设

2.1 社会认同理论

本文理论观点采用社会认同理论(Social Identity Theory)。Tajfel(1982)认为社会认同的心理过程包含三个部分， 依次是社会分类(Social Categorization)、社会比较(Social Comparison)和积极区分(Positive Distinctiveness)。即个体通过社会分类，在自己所处的群体内产生认同，并产生自己所处群体的偏好和对其他群体的偏见。个体通过维持积极的社会认同感来提高自尊，积极的自尊来源于在自己所处群体与的其他群体的比较。

2.2 学习目标导向与友谊机会

Dweck(1986)提出学习目标导向(Learning Goal Orientation)，具有学习目标导向的人，通常会主动去选择具有挑战性的任务，高学习目标导向的人注重提升个人能力，认为能力是可增长的，并努力通过后天的学习来掌握新的知识和技能来提升自我能力。

友谊机会(Friendship Opportunities)是允许组织内的员工互相讨论，并建立与其他员工的非正式关系。学习目标导向强的员工会过于专注工作而忽略掉其他同事的需求或者评价，可能不利于团队内部的沟通与和谐(Hirst, 2009)，人们倾向于根据自己与他人的异同进行分类，从而把他人归为同一分类的内群成员或者是不同分类的外群成员（闫丁，2016）。由此会导致学习目标导向强的员工越发不合群，减少友谊机会。综上所述，提出假设：

H_1：学习目标导向负向影响友谊机会。

2.3 学习目标导向与友谊强度

友谊强度(Friendship Strength)是重在体现员工相互依赖的水平和维持的难度。当职场友谊满足员工对组织情感认同方面的需求后，其更高水平的忠诚度与归属感也得以强化(Armstrong-Stassen & Schlosser, 2011)。

根据社会认同理论，强学习目标导向的员工在职场中去结交朋友时，往往会去寻

找具有高强度工作效率，有计划，非常自律，能够不断的学习新知识和新技能，去提升自己的人，这样才算志同道合、三观一致、并且能力相当，友谊强度也能够使他们提高工作效率与工作投入程度(Yan et al., 2021)。综上所述，提出假设：

H_2：学习目标导向正向影响友谊强度。

2.4 友谊机会与渐进式创新

渐进式创新(Incremental Innovation)针对消费者的需求，不断地将产品改进完善，使现有技术不断成熟，以满足复杂市场的需求(Tushman, 1986)。又因其创新周期短、不确定性程度较低、创新风险较易控制等特征，逐渐成为企业在获取持续性优势和稳定回报的创新首选。

在产品的更新换代与消费者的需求变化中，离不开每个科研人员的技术创新，他们不断的将产品改进与完善，取得更多效益。因此，提升员工渐进式创新绩效在工作中有人在领导的指点和员工同事的帮助下，从而进行自我知识的融合转化与应用，并且消除信息差，提高创造力，那么其他员工便会想要主动与其沟通，拉近关系，表现出对群体的承诺以及强烈的团队身份认同(Kim et al., 2022)，并成为朋友，获得信任，得到相关工作资源，不断提高个人渐进式创新。综上所述，提出假设：

H_3：友谊机会正向影响员工渐进式创新。

2.5 友谊强度与渐进式创新

在工作时有关系很好的员工群体，在群体内员工们可以毫无顾虑的去寻求帮助，并且在此过程中，可以共享知识与资源，互帮互助，更加加深双方的情感(Berman et al., 2002)。通过共同解决困难，也提升群体内成员的自我价值，认同感更加强烈，关系更加紧密，自信心的提升，也会使得员工在处理工作任务时，更加敢于去做，加上群体内朋友的帮助，会迸发出更多新的想法，产生更多的创造力。综上所述，提出假设：

H_4：友谊强度正向影响员工渐进式创新。

2.6 差错反感文化的调节作用

差错反感文化(Error Aversion Culture)是否定差错的组织文化取向，主张保守与安稳的氛围。当职场中存在强差错反感文化时，会使员工处于比较拘束、有压力、害怕犯错的环境中，对于工作任务非常谨慎，以防出现错误引起批评与指责，导致负面情绪的出现(Van Dyck et al., 2005)，员工大多会选择更多的顾及自己，好好完成自己分内的工作。

在强差错反感文化中，强学习目标导向的员工更愿意把困难当做机遇，愿意花费时间和精力去解决困难，靠自己努力获取知识和个人成长，将失败视为改进未来表现的重要反馈(Song et al., 2015)。并将自己与他人区隔开来，不太会主动寻求他人帮助，更不会花费心思讨论非工作话题等。综上所述，提出假设：

H_5：差错反感文化负向调节学习目标导向和友谊机会之间的关系。

在强学习目标导向的员工群体内，员工都具有较强的工作能力，较高的工作效率，他们积极寻求具有学习机会的挑战，努力获取知识和个人成长，将失败视为改进未来表现的重要反馈(Song et al., 2015)，如若出现工作失误，员工便会互帮互助，抓住差缺补漏的机会，努力提升自己，并且在这种较为极端的磨练中，使得他们增强自我价值，加强对群体的认同感，想要变得更好来取得更加积极的优势，帮助其他员工，使得员工间的情感更加紧密。综上所述，提出假设：

H_6：差错反感文化正向调节学习目标导向和友谊强度之间的关系。

2.7 个人能力、对自己和生活的接受程度的调节作用

渐进式创新是一个持续的向更好的方向改进、永远没有停止的状态，只有不停的进行改进与完善，才可以越做越好，得到更好的结果(Berger, 1997)。

员工在工作中，需要与其他同事沟通交流，组成群体，群体内员工若个人能力(Individual Ability)与对自己和生活的接受程度(Acceptance of Self and Life)较强时，就能够以更好的心态接受对方的意见和想法，互相分享知识与资源，即使出现矛盾，也能灵活的处理问题，快速消化吸收，专注到工作当中，提出更多想法，不会打击到自己的自尊心，也不会想远离群体，保持积极乐观的状态，使得员工在不断的碰撞中发现新的东西，提高创造力。综上所述，提出假设：

H_{7a}：个人能力正向调节友谊机会和员工渐进式创新之间的关系

H_{7b}：对自己和生活的接受程度正向调节友谊机会和员工渐进式创新之间的关系

社会比较使社会分类变得更有意义，个体为了获得和维持自尊，在群体比较时倾向于在特定维度上夸大群体间的差异，给群体内部的成员更加积极的评价(Hogg et al., 2012)。员工的个人能力与对自己和生活的接受程度较强时，对事物的接受程度会更高，也更能接受自己，面对困难与挫折的心态也会更好，能够平稳的去处理事情，展现自己的能力。

当员工在工作中有困难与问题时，可以放心去找自己关系好的同事，因为信任与认同，不会担心引发冲突，而是重点聆听他人意见与想法，解决问题，改进提升。并且在沟通与交流的过程中，可以互相共享知识与资源，根据自身能力，进行吸收与转化。员工对内部群体产生强烈的认同感时，其在工作上会表现出更积极乐观的态度，愿意投入更多的精力(Marstand et al., 2021)，并迸发出不一样的想法，产生新的创造力。综上所述，提出假设：

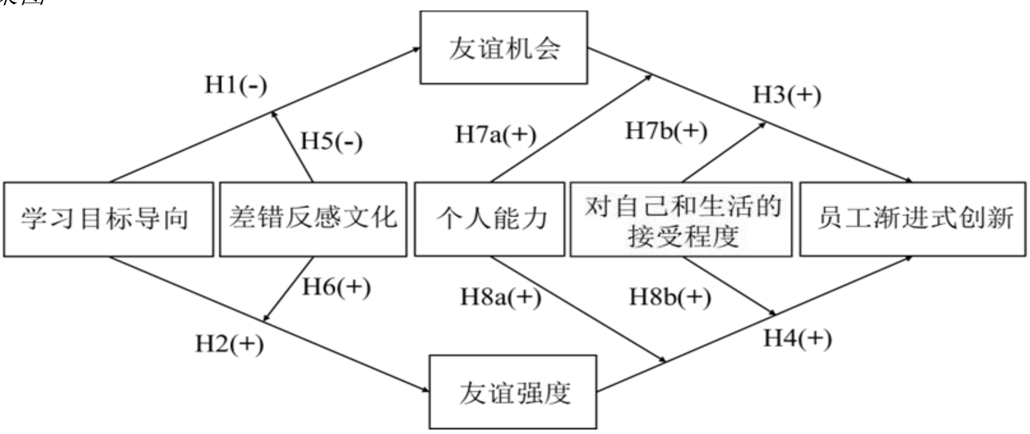
H_{8a}：个人能力正向调节友谊强度和员工渐进式创新之间的关系。

H_{8b}：对自己和生活的接受程度正向调节友谊强度和员工渐进式创新之间的关系。

整合上列各项研究假设，本研究理论模型，如图 1 研究框架图所示。

图 1

研究框架图



资料来源：本研究整理。

3. 研究方法与设计

3.1 研究样本与数据收集

本研究将采用问卷调查的方法进行研究抽样。研究对象选取企业在职员工，调研时间为 2023 年 7 月至 2023 年 9 月，共回收问卷 741 份，删除掉填写时间过短、规律性作答等无效问卷，有效问卷为 412 份，调查方法选取便利抽样。

研究样本中男性占比 48.300%，女性占比 51.700%；年龄 26-35 岁占比居多，占比 37.100%；教育程度大学本科占比居多，占比 68.400%；工作层级职工占比居多，占比 61.900%；日常工作弹性 25%占比居多，占比 65.000%；换过工作岗位的占比 57.500%，

没有换过工作岗位的占比 42.500%；以往工作最长年限 1-5 年占比居多，占比 42.500%；目前工作年限 1-5 年占比居多，占比 43.900%。

3.2 测量工具

问卷采用成熟量表，截至 2024 年已被其他学者和研究者采用，为保证调查对象能够理解各题项含义，并且保持与原量表原意，对量表的翻译工作进行 5 次以上的删减与修改，除控制变量以外，其余变量均采用Likert 5 点评分法，“1”表示“从不”，“5”表示“总是”。

学习目标导向。操作性定义为员工重视各种可以积累知识和技能的机会，致力于通过完成挑战性任务发展技能提高自身能力。采用VandeWalle(1997)编制的 13 题项量表，并分为三个维度：学习目标导向 5 个题项、证明（绩效）目标导向 4 个题项、避免（绩效）目标导向 4 个题项。代表题目为：“为了学习到更多知识，我愿意选择，具有挑战性的工作任务。”

友谊机会。操作性定义为允许组织内的员工互相讨论，并建立与其他员工的非正式关系。采用 Nielsen et al.(2000)编制的 12 题项量表中的一个维度，为 6 题项量表。代表题目为：“我经常有机会，去了解其他同事。”

友谊强度。操作性定义为组织内员工相互依赖的水平和维持的难度。采用Nielsen et al. (2000)编制的 12 题项量表中的一个维度，为 6 题项量表，其中(R)为反向题项。代表题目为：“我经常有机会，去了解其他同事。”

渐进式创新。操作性定义为不断进行中的创新，针对消费者的需求，不断地将产品改进完善，使现有技术不断成熟，以满足复杂市场的需求。采用 Zhou and George (2001)编制的 13 题项量表，代表题目为：“为了完成工作任务，我会不断的提出新的方法。”

差错反感文化。操作性定义为员工在工作中出现差错会感到害怕，并且会避免出现差错。采用 Van Dyck(2005)编制的 11 题项量表，代表题目为：“我觉得，同事们犯错时，都会感觉到压力。”

个人能力。操作性定义为一个人能够拥有自力更生、独立、决心、毅力、足智多谋等能力。采用Wagnild and Young (1993)编制的 25 题项量表中的一个维度，为 17 题项量表。表题目为：“我会坚持，按照自己的计划去做事情。”

对自己和生活的接受程度。操作性定义为一个人对生活的接受程度和面对逆境时的平静感。采用Wagnild and Young (1993)编制的 25 题项量表中一个维度，为 8 题项量表。代表题目为：“我会坚持，按照自己的计划去做事情。”

控制变量。根据本文研究选取性别、年龄、教育程度、工作状态、工作层级、日常工作弹性、是否更换过工作岗位、以往工作过的最长年限、目前工作年限作为控制变量。

4. 研究结果分析

4.1 信效度检验

本文使用Cronbach’s α 系数来评估信度，从表 1 可知本研究的 7 个变量的载荷系数均大于 0.700，说明各变量与因子间关系较强。Cronbach’s α 系数均大于 0.700，信度良好，可靠性高。

表 1
信效度分析

变量名称	载荷系数	Cronbach's α	CR	AVE
学习目标导向	.722~.861	.933	.820	.605
友谊机会	.798~.822	.920	.920	.659
友谊强度	.733~.778	.892	.894	.584
渐进式创新	.811~.861	.931	.929	.686
差错反感文化	.850~.905	.933	.938	.753
个人能力	.880~.910	.967	.967	.787
接受程度	.805~.842	.943	.943	.675

资料来源：本研究整理。

主要变量CR值均大于 0.700，AVE值均大于 0.500，说明变量具有较好的聚合效度。同时由表 2 可知，AVE平方根值大于任一两两变量间的相关系数，表明变量的区分效度较好。

4.2 描述性统计与相关性分析

本研究分析了学习目标导向、友谊机会、友谊强度、渐进式创新、差错反感文化、个人能力、对自己和生活的接受程度以及各控制变量的均值、标准差和相关系数。在本研究变量间的关系中，变量间相关系数绝对值均小于 0.500。详情内容见表 2。

表 2
各变量描述性分析和变量间相关系数

变量	1	2	3	4	5	6	7
1.学习目标导向	(.778)						
2.友谊机会	-.341***	(.812)					
3.友谊强度	.229***	.390***	(.764)				
4.渐进式创新	.457***	.129**	.390***	(.828)			
5.差错反感文化	.111*	.091	.488***	.239***	(.868)		
6.个人能力	.062	.067	.275***	.095	.341***	(.887)	
7.接受程度	-.042	.096	.216***	.021	.310***	.461***	(.822)
平均数 M	3.244	2.661	3.641	3.649	3.664	3.456	3.344
标准差 SD	1.009	1.113	0.826	0.889	0.912	1.034	1.123

注 1:* $p<0.05$；** $p<0.01$；*** $p<0.001$。
注 2：对角线括号内数值为AVE的平方根，对角线以下为构面之间的相关系数。
注 3：“M”为均值，“SD”为标准差。
资料来源：本研究整理。

4.4 研究假设的检验

4.4.1 学习目标导向、友谊机会和差错反感文化的回归分析

如表 3 所示，通过回归分析结果得出，学习目标导向负向影响友谊机会（β=-0.342，$p<0.001$），假设 H_1 得到支持。加入学习目标导向与差错反感文化的交互项后，交互项负向影响友谊机会（β=-0.095，$p<0.05$），高差错反感文化斜率比低差错反感文化更高，如图 2 所示，因此差错反感文化在学习目标导向与友谊机会中起到负向调节作用，假设 H_5 得到支持。

4.4.2 学习目标导向、友谊强度和差错反感文化的回归分析

如表 3 所示，通过回归分析结果得出，学习目标导向正向影响友谊强度（β=0.226，$p>0.05$）显着，假设 H_2 得到支持。加入学习目标导向与差错反感文化的交互项后，交互项正向影响友谊强度（β=0.115，$p<0.001$），高差错反感文化比低差错反感文化更高，如图 4 所示，因此差错反感文化在学习目标导向与友谊强度中起到正向调节作用，假设

H_6得到支持。

4.4.3 友谊机会、渐进式创新和个人能力、对自己和生活的接受程度的回归分析

如表 3、表 4 所示，通过回归分析结果得出，友谊机会正向影响渐进式创新（β=0.128，p＜0.01），假设H_3得到支持。加入友谊机会与个人能力的交互项后，交互项正向影响友谊机会（β=0.030，p＞0.05）不具备显着效果，假设H_{7a}没有得到支持。加入友谊机会与对自己和生活的接受程度的交互项后，交互项正向影响友谊机会（β=0.077，p＞0.05）不具备显着效果，假设H_{7b}没有得到支持。

4.4.4 友谊强度、渐进式创新和个人能力、对自己和生活的接受程度的回归分析

如表 3、表 4 所示，通过回归分析结果得出，友谊强度正向影响渐进式创新（β=0.385，p＜0.001），假设H_4得到支持。加入友谊强度与个人能力的交互项后，交互项正向影响友谊强度（β=0.127，p＜0.01），高个人能力斜率比低个人能力更低，如图 3 所示，因此个人能力在友谊强度与渐进式创新中起到正向调节作用，假设H_{8a}得到支持。加入友谊强度与对自己和生活的接受程度的交互项后，交互项正向影响友谊强度（β=0.182，p＜0.001），高对自己和生活的接受程度斜率比低对自己和生活的接受程度更低，如图 5 所示，因此对自己和生活的接受程度在友谊强度与渐进式创新中起到正向调节作用，假设H_{8b}得到支持。

表 3

回归分析表

因变量	友谊机会		友谊强度		渐进式创新			
	M1	M2	M3	M4	M5	M6	M7	M8
性别	.022	.018	-.026	-.021	-.042	-.041	-.020	-.014
日常工作弹性	-.068	-.069	-.056	-.054	-.036	-.034	-.009	-.008
工作层级	.000	.002	-.039	-.037	-.080	-.079	-.055	-.055
学习目标导向(IG)	-.356***	-.360***	.176***	.181***				
友谊机会(FO)					.122*	.121*		
友谊强度(FS)							.388***	.388***
差错反感文化(EA)	.127**	.107*	.463***	.488***				
个人能力(IA)					.090	.098	.010	.034
接受程度(AL)								
IG×EA		-.095*		.115***				
FO×IA						.030		
FS×IA								.127***
R^2	.138	.147	.274	.286	.033	.034	.025	.031
$Adj.\ R^2$	.128	.134	.265	.276	.021	.019	.013	.016
$\triangle R^2$	.016	.009	.211	.013	.008	.001	.000	.006
F	13.025***	11.620***	30.577***	27.052***	2.754*	2.348*	14.954***	13.793***

注1：以上系数为标准化系数β。接受程度(AL)指对自己和生活的接受程度。

注2：* p＜0.05；** p＜0.01；*** p＜0.001。

注 3：性别中男为“1”，女为“2”；年龄中 18-25 岁为“2”，26-35 岁为“3”，36-45 岁为“4”，46-55 岁为“5”，55 岁以上为“6”；工作层级中职工为“1”，基层管理者为“2”，中层管理者为“3”；日常工作中有 25%弹性为“2”，有 50%弹性为“3”，有 75%弹性为“4”，有 100%弹性为“5”。

资料来源：本研究整理。

表 4

回归分析表

因变量	渐进式创新			
	M9	M10	M11	M12
性别	-.040	-.043	-.020	-.007
日常工作弹性	-.033	-.032	-.010	-.004
工作层级	-.078	-.079	-.050	-.064
友谊机会(FO)	.127*	.120*		
友谊强度(FS)			.399***	.405***
个人能力(IA)				
接受程度(AL)	.013	.028	.062	.026
FO×AL		.077		
FS×AL				.182***
R^2	.025	.031	.159	.190
Adj. R^2	.013	.016	.149	.178
$\triangle R^2$	.000	.006	.004	.031
F	2.080	2.134*	15.361***	15.884***

注1：以上系数为标准化系数β。接受程度(AL)指对自己和生活的接受程度。

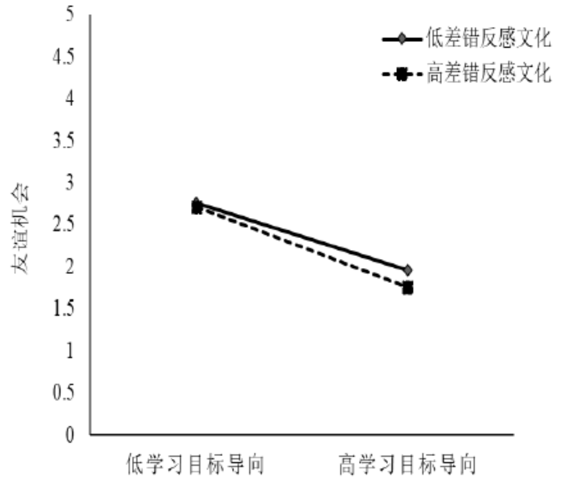
注2：$^{*}p<0.05$；$^{**}p<0.01$；$^{***}p<0.001$。

注 3：性别中男为“1”，女为“2”；年龄中 18-25 岁为“2”，26-35 岁为“3”，36-45 岁为“4”，46-55 岁为“5”，55 岁以上为“6”；工作层级中职工为“1”，基层管理者为“2”，中层管理者为“3”；日常工作中有 25%弹性为“2”，有 50%弹性为“3”，有 75%弹性为“4”，有 100%弹性为“5”。

资料来源：本研究整理。

图 2

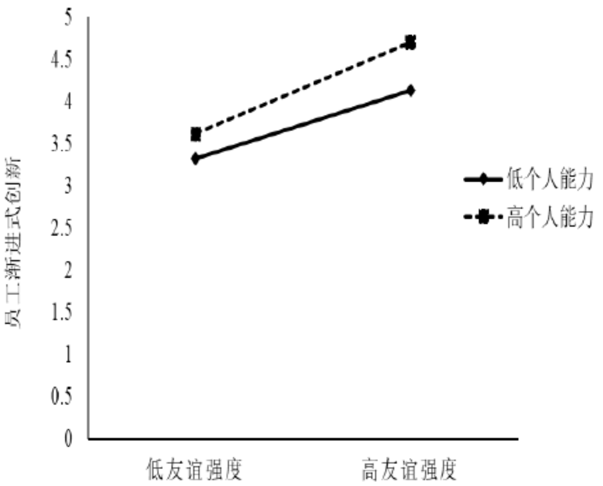
差错反感文化调节效果图



资料来源：本研究整理。

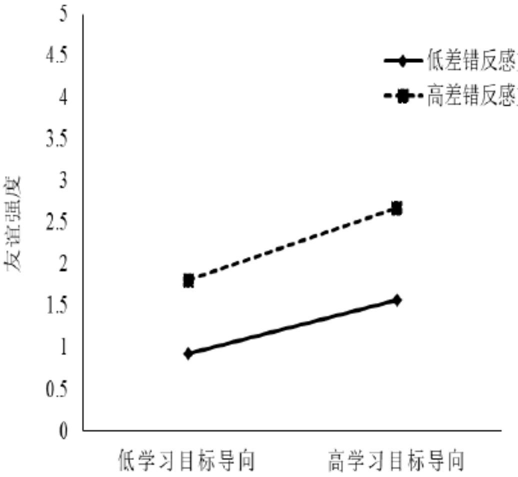
图 3

个人能力调节效果图



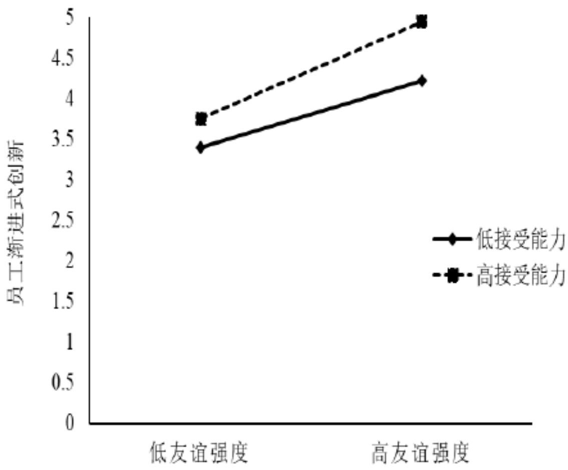
资料来源：本研究整理。

图 4
差错反感文化调节效果图 2



资料来源：本研究整理。

图 5
对自己和生活的接受程度调节效果图



资料来源：本研究整理。

5.结论与讨论

5.1 研究结论

本文研究主要分为两大路径，一条为学习目标导向促进友谊强度，增加员工渐进式创新；一条为学习目标导向减低友谊机会，减少员工渐进式创新。

强学习目标导向的员工会因为自身学习工作目的性过强，导致错失与同事沟通交流的友谊机会，而与同事的接触与交流，是增加资源，减少信息差的便捷途径，其可能会因为友谊机会的减少使得创造力变缓，减少渐进式创新。强学习目标导向的员工在结交朋友上，也会以目标一致为出发点，由此其结交到的朋友各方面能力都比较强，当工作出现突发情况时，每个人都可以共同面对，相互之间的紧密度很强，友谊强度较强，并通过互享资源信息，增加创造力的产生，进而产生渐进式创新。

在差错反感文化中，强学习目标导向的员工以及其群体间，都喜欢从挫折与困难当中汲取经验，且群体间可提供有效知识与资源，便能够靠自己去改进不足，不去寻求他人帮助，由此会导致友谊机会减少，友谊强度增加。

心理弹性是面对困难很好的恢复能力，但本文从个人能力与对自己和生活的接受能力两个不同维度进行分析，当员工拥有个人能力与对自己和生活的接受程度时，工作若出现困难与问题，员工可以放心的寻求朋友的帮助，不会害怕暴露自己的缺点，也不会抵触朋友间的批评与建议，能够以更放松的心态面对，通过朋友们的帮助解决问题，可以在朋友得到较强的认同感，解决问题时不断的产生新的想法，进而增加自我的渐进式创新。员工在只有靠自己的情况下，心态随时会变化，所以个人能力与对自己和生活的接受程度，去影响友谊机会与员工渐进式创新，有不可控的因素存在。

5.2 研究贡献与局限性

(1) 企业可以更加了解具有学习目标导向的员工，如何对其进行管理。企业是希望员工可以不断创新的，所以应该使得员工多增强友谊强度。现如今许多企业多以聚餐、旅游、团建等方式增加员工之间的友谊机会，这样有可能不会使员工渐进式创新有所增加，反而会分散学习目标导向员工的精力，打乱个人节奏；企业应多支持员工之间能够找到志同道合的伙伴这类的活动，比如组织社团等，使学习目标导向的员工愿意去结交适合自己的朋友，更好的提升自己，并且能够强化现有的友谊，发展的更好，不断的产生渐进式创新，给企业带来更多效益。

(2) 本文主要研究学习目标导向员工在日常工作中，有关友谊对渐进式创新方面的研究，未来研究可通过社交产生的其他不同的现象切入，且本文采用比较消极的差错

反感文化，探讨学习目标导向对友谊机会和友谊强度的影响，未来研究可选用其他的企业文化氛围进行分析。

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Exploring the Impact of Humble Leadership on Subordinate Followership: Testing the Moderating Effects of Leader-member Exchange

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Abstract

With the change of environment, it is difficult to adapt to the competition in the market with the development strategy which is only centred on leadership. Therefore, how to enhance subordinates' motivation and stimulate their followership is a question for managers to ponder. Through the social exchange theory, this study aims to explore how does a humble leader influence subordinates' followership? This paper takes the working employees of Hangzhou Internet as the research object, uses the questionnaire survey method, and recovers 471 valid questionnaires. The conclusions of the study are: (1) humble leaders have a positive influence on subordinates' followership, while psychological security plays a partly mediating role between them; (2) leader-member exchange can positively modulate the influence relationship between humble leaders and subordinates' followership. This study enriches the research situation of humble leadership and subordinate followership, and provides some management suggestions for enterprises.

Keywords: Humble Leadership; Psychological Security; Leader-member Exchange; Subordinate Follower

探讨谦卑型领导对下属追随力的影响：检验领导成员交换的调节效果

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摘要

随着环境的改变，仅仅以领导为核心的发展策略，难以适应市场的竞争。因此，如何提升下属的能动性，激发下属追随力，是管理者值得深思的问题。本研究通过社会交换理论，旨在探讨谦卑型领导如何影响下属的追随力？本文以杭州互联网的在职员工为研究对象，使用问卷调查法，回收有效问卷 471 份。研究结论为：（1）谦卑型领导对下属追随力有正向影响，而心理安全感在他们之间起部分中介作用；（2）领导成员交换可以正向调节谦卑型领导与下属追随力的影响关系。本研究丰富了谦卑型领导与下属追随力的研究局面，同时给企业提供一些的管理建议。

关键词：谦卑型领导；心理安全感；领导成员交换；下属追随力

1.绪论

1.1 研究背景

当今，科技迅猛发展和信息传递速度的加快，使企业间的竞争变得更加激烈。企业面临着市场的不确定性，单方面以领导为核心的发展策略已经难以适应环境的复杂性。这种自上而下的管理模式束缚了企业的发展、员工的创新能力、变革性及合作精神等等。追随者在领导过程中扮演着关键角色，追随力是领导与下属互动时的实际表现，是衡量领导者对下属完成工作目标影响程度的标志（刘新民等人，2013）。但是仍然领导来配合，它承担着管理和监督，引导下属进行一定目标实现过程的责任，这强调了同时拥有追随力和领导力的重要性(Afshan et al., 2021)。因此，如何激发下属追随力，促进组织长久发展显得日益重要，是管理者值得深思的问题(Wang & Zhang, 2018)。

在众多领导风格中，谦卑型领导是一种代表性的风格，其特点在于领导者会审视并重视自身，接受自身缺陷导致问题并承担责任，能够允许下属失误、包容过失、带领员工共同提升技能(Owens & Hekman, 2012; Al Hawamdeh, 2023; Chandler et al., 2023)。在这种领导的引领下，员工是否能够更自由地表达自己，实现个体发展与组织需求的高契合度，并通过关注、引导、愿景等方式去塑造员工在职业领域的信念，来创造下属追随力的可能性(Wang et al., 2018a)。因此，本研究从社会交换的角度，以心理安全感为桥梁，领导成员交换为调节因素，深入探讨谦卑型领导与下属追随力之间的关系。

2. 文献综述

2.1 理论基础

社会交换理论认为，交换是人们在社会交往中的重要方式，因为人们能够从彼此交往和人际互动中各取所需(Blau, 1964)。在社会交换中，关系双方必须共同遵守互惠的原则，当个体接受别人为自己的付出时，应该给予对方回报，未能遵循或达成互惠而引起的亏欠感和心理紧张是互惠规范的作用机制，只有回报才能消除这些不适的心理(Blau, 1964)。本研究通过谦卑型领导是一种积极的领导，对员工有所帮助，而员工也会回报领导，从而增加下属追随力。此外，领导成员交换是一种交换关系，可以给员工提供资源。因此，也会加剧员工的回报心理，从而增强下属追随力。

2.2 谦卑型领导对下属追随力的影响

谦卑型领导是一种从下而上的领导风格，在与下属交往中，领导者会坦诚地承认自身的不足，欣赏下属的优点，并愿意向下属虚心学习(Owens & Hekman, 2012; Chandler et al., 2023)。谦卑型领导注重与下属共同成长，会受到员工的认可。同时，谦虚向下属学习的行为更是缩短了上下级之间的等级距离，让员工产生亲切感，直接影响了员工对领导的正面评价(Al Hawamdeh, 2023)。谦虚型领导会欣赏下属的优点与长处，作为谦卑领导的下属，他们在工作中取得的成就，会得到领导的认可和鼓励(Owens & Hekman, 2012)。因此，下属会感受到自己在组织中存在的价值，从而更加努力并忠于自己的领导。

根据社会交换理论，谦卑型领导展现出谦逊、开放的态度，能够赢得下属的信任，信任被视为一种重要的社会资本，通过与下属建立信任关系，谦卑型领导能够获得下属更高的追随度。社会交换理论强调互惠的原则，当员工感知到谦卑型领导高的时候，员工会认为这样的领导很好，对其有很多帮助。因此，会激起员工的回报之心，增加更多的追随力(Blau, 1964)。综上所述，本研究提出假设：

H1：谦卑型领导会正向影响下属追随力

2.3 谦卑型领导对心理安全感的影响

谦卑型领导会坦然承认自身不足、欣赏下属长处、虚心向下属学习等信息 (Owens & Hekman, 2012)。谦卑型领导能够坦诚承认自身的不足和过失，传递对失败的包容态度，接受下属的失误与失败，并鼓励员工从中学习(Owens & Hekman, 2012; Chandler et al., 2023)。他们将错误视为机会而非惩罚，有助于减少下属因失败而害怕受罚的心理，提高员工的心理安全感（王富祥，2018）。

当下属感知到自己的领导是谦卑型领导时，下属会感知关心和支持，通过提供情感上的支持和理解，使下属感受到组织和领导的关怀(Wang et al., 2018b)。当下属感知到这些的信息时，这些信息将有助于提高下属的心理安全感(Carmeli et al., 2010)。换句话说，谦卑型领导会鼓励员工不断尝试并将错误视为成长的工具，并包容下属的错误(Owens & Hekman, 2012)。这些信息会向下属发出信号，表明犯错和是可以接受的(Hu et al., 2018) 。因此，下属很可能自由地展示自己想法，而不用担心产生不利影响，增加下属的心理安全感。综上所述，本研究提出假设：

H2：谦卑型领导会正向影响心理安全感

2.4 心理安全感对下属追随力的影响

心理安全感是个体认为自己在组织中，可以自由的表达真实的自我，不用担心这种行为会损害自己的职业生涯或形象(Kahn, 1990)。心理安全感可以促进组织中员工之间的合作、信任和学习，提高组织的适应性和绩效。例如王朝晖（2018）认为，心理安全感可以让下属感知到，即使犯了错误，也不会受到太严厉的指责。心理安全感鼓励团员之间的互相尊和持，创造了一个和融洽的作环。这种归属感满足了他们的归属感需要，进一步促进了下属的追随力。

当下属有较高的心理安全感时，下属能抛开顾虑，不会因害怕被罚而瞻前顾后，增强其工作积极性与主观能动性，使下属产生更多的工作活力(Kark & Carmeli, 2009)。而工作活力高的下属对待生活和工作更加充满活力和热情，还会展现更多例如积极执行、忠诚奉献等一系列的追随力（王健菊、李姝姝，2022）。综上所述，本研究提出假设：

H3：心理安全感会正向影响下属追随力

2.5 心理安全感的中介作用

当下属感知到自己的领导是谦卑型领导时，下属会获得很多的积极信息(Wang et al., 2018)。例如谦卑型领导会坦然承认自身不足、欣赏下属长处、虚心向下属学习等(Randel et al., 2018; Chandler et al., 2023)。当下属感知到这些积极的信息时，会认为这样的领导为人坦荡，能接受他人提出的建议，因此，下属会积极的发表自己的看法，而不担心给自己的职业生涯带来负面影响，有助于提高下属的心理安全感(Carmeli et al., 2010)。

心理安全感高的下属有助于追随力的形成。具体来说，心理安全感可以让下属感知到，即使犯了错误，也不会受到太严厉的指责，这种自由的表达想法能增加下属工作的积极性。例如当下属的心理安全感高的时候，他们的自主性得到尊重和支持，可以自由地表达自己的观点和意见(Kahn, 1990)。下属会认为这样的氛围很好，更愿意待在这样的工作环境中，从而增加下属的追随力。综上所述，本研究提出假设：

H4：心理安全感在谦卑领与下属追随力有中介作用

2.6 领导成员交换的调节作用

领导成员交换是一种交换关系，由于时间和资源的有限性，领导与每一位下属都会建立不同的交换关系(Graen & Uhl-Bien, 1995)。当下属与领导者之间关系较好时，会增加彼此的信任感，领导者会将下属当作“圈内人”，并提供给下属很多资源。根据社

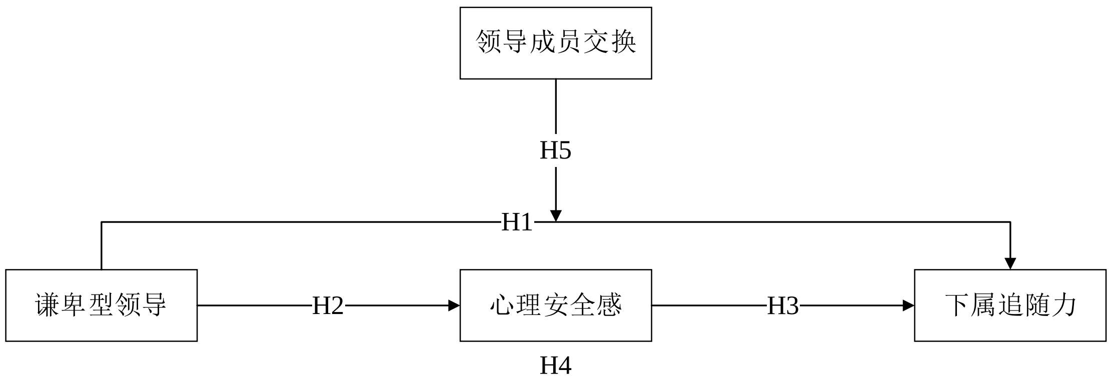
会交换理论，基于互惠的原则，当员工从领导那里获得好处时，员工会产生回报之心，进而做出一些积极的行为(Blau, 1964)。当领导成员交换关系高的时候，下属会得到很多的资源与信息，这会增强积极行为的产生，即追随力。具体来说，在领导成员交换关系高的时候，下属会感知到领导与自己的关系较好(Graen & Uhl-Bien, 1995)，下属可以获得更多的资源。在面对谦卑型领导产生的追随力时，下属可能会认为跟随与自己关系好的领导能获得更多的利益，所以会激发下属更多的追随力。因此，高领导成员交换会加强谦卑型领导与下属追随力之间的关系。综上所述，本研究提出假设：

H5：领导成员交换在谦卑型领导对下属追随力正向影响关系中具有正向调节作用

2.7 研究框架图

图 1

研究框架图



资料来源：本研究整理

3. 研究方法

3.1 研究对象

本研究以互联网行业的员工为调查对象。互联网行业是一个创新和变革非常迅速的行业，他们需要足够的知识跟随互联网的发展节奏，在这些工作范围内，领导风格对员工的影响可能更加明显。谦卑型领导会鼓励员工创新、接受变化和适应快速发展的环境方面可能会发挥重要作用(Cho & Chung, 2021)。而杭州市是中国互联网行业的重要中心之一，拥有众多知名的互联网企业和创业公司，这些企业员工的经验和观点能够提供有价值的数据。因此，本研究主要调查杭州市的互联网员工。

3.2 变量测量工具

谦卑型领导：本研究采取 Owens et al. (2013)编制的三维度测量量表。此量一共有 9 题，分为认知到自身局限、重视员工的优点与虚心向他人请教三个维度，每个维度3个题，例如："我的领导会积极地向我寻求反馈，即使是批判性的反馈"、"我的领导常常会称赞我的优点"、"我的领导愿意向我学习"等。

心理安全感：本研究采取用李宁与严进（2007）编制的单维度量表来衡量心理安全感。此量表一共有 5 题，题项有："在工作中，我可以随意地展示自己"、"在工作中，我可以自由表达自己的真实感受"等，Cronbach's α 为 0.83，有较好的信效度。

下属追随力：本研究采取周文杰等人（2015）编制的的本土化量表来衡量下属追随力。此量表由 21 个项目组成，例如："领导发言时，我总是非常专注地学习吸收"、"当领导与别人意见发生分歧时，我毫不犹豫声援领导"等。

领导成员交换：本研究采取 Graen and Uhl-Bien (1995)编制的单维度量表来衡量领导成员交换。此量表由 6 题项组成，题项有："我的领导了解我的工作问题和需求"、

“无论我的领导有多大的权力，他都会帮助我解决工作问题”等。本研究采用五点计分法，“1”表示非常不同意，“2”表示不同意，“3”表示一般，“4”表示同意，“5”表示非常同意，得分数越高，代表领导成员交换越高。

3.3 抽样方法与资料收集

本研究采用便利抽样法，使用问卷调查工具，通过在杭州互联网的朋友将网络问卷发放到企业群中，让同事帮忙填写。为了防止有人胡乱填写，本人会告知填写者，此问卷是关于学术研究的调查，且调查内容匿名填写，不包括个人隐私，希望大家认真填写。根据一般研究标准，问卷调查法的样本量在 300-500 之间适合大部分研究，当变量较多时，样本量为问卷数的 10 倍以上最好(Tinsley & Tinsley, 1987)。因此，本研究回收 471 份有效样本进行分析。

4. 研究结果

4.1 信度分析

信度分析主要用于检验各变数的内部一致性。当 Cronbach's α 大于 0.7 时，则证明该变量的信度较好（吴明隆，2000）。通过信度分析，我们得出谦卑型领导的 Cronbach's α 为 0.940，心理安全感的 Cronbach's α 为 0.923，下属追随力的 Cronbach's α 为 0.972，组织偏离行为的 Cronbach's α 为 0.931，领导成员交换的 Cronbach's α 为 0.925。所有变量的 Cronbach's α 值都大于 0.7，说明所有变量内部一致性较好。

4.2 相关及效度分析

相关分析是分析出两个变量之间相关性的强弱程度。相关系数是介于 0-1 之间，相关系数越大，表示两个变量之间的相关性越强。当变量之间的相关程度过高时，有可能存在共线性问题（见表 1）。

效度是测验问卷的有效性，测验效度越高，表示测量的结果越能突显其想要测量的内容，效度分为收敛效度与区别效度。通过验证性因子分析，得到模型的卡方与自由度比值为 1.271，SRMR 为 0.041，RMSEA 为 0.024，CFI 为 0.986，GFI 为 0.908，AGFI 为 0.898，说明模型拟合度较好。根据验证因子分析的结果显示，谦卑型领导的组合信度为 0.940，平均方差萃取量为 0.634，心理安全感的组合信度为 0.923，平均方差萃取量为 0.704，下属追随力的组合信度为 0.971，平均方差萃取量为 0.623，领导成员交换的组合信度为 0.925，平均方差萃取量为 0.673。各变量的组合信度均大于 0.7，平均方差萃取量均大于 0.5，说明有较好的收敛效度(Fornell & Larcker, 1981)。根据分析结果显示，各变量的 AVE 平方根均大于与其他变量间的相关系数，说明各变量之间有较好的区别效度(Fornell & Larcker, 1981)。

表 1

相关系数表

变量	1	2	3	4
谦卑型领导	**.796**			
心理安全感	.372**	**.840**		
下属追随力	.389**	.445**	**.789**	
领导成员交换	.175**	.146**	.329**	**.820**

注：对角线为变量的 AVE 平方根
资料来源：本研究整理

4.3 回归分析

本研究将谦卑型领导作为自变量，将下属追随力作为因变量，心理安全感作为中介变量，使用线性回归分析去探讨谦卑型领导对于下属追随力的影响关系。同时在分

析中加入干扰项“性别、工作年限、年龄”后，分析变量关系之间的真实影响情况。从模型 1 中可以看出，谦卑型领导对下属追随力有 15.7%的解释度，*VIF* 值小于 5，意味着不存在着共线性问题，谦卑型领导对下属追随力的回归系数值为 0.391(p<0.001)，说明谦卑型领导对下属追随力有正向影响，假设 1 获得支持。从模型 2 中可以看出，心理安全感对下属追随力有 20.4%的解释度，*VIF* 值小于 5，心理安全感对下属追随力的回归系数值为 0.447(p<0.001)，说明心理安全感对下属追随力有正向影响，假设 3 获得支持。

从模型 3 中可以看出，谦卑型领导对心理安全感有 14.1%的解释度，*VIF* 值小于 5，谦卑型领导对心理安全感的回归系数值为 0.371(p<0.001)，说明谦卑型领导对心理安全感有正向影响，假设 2 获得支持。从模型 4 中可以看出，加入中介变量心理安全感后，此模型整体对下属追随力有 26.3%的解释度，*VIF* 值小于 5，此时谦卑型领导对下属追随力的回归系数值为 0.261(p<0.001)，小于之前的 0.391(p<0.001)，说明心理安全感在谦卑型领导与下属追随力之间有部分中介作用，假设 4 获得支持（见表 2）。

表 2

中介分析表

因变量	下属追随力				心理安全感		下属追随力	
	M1		M2		M3		M4	
	β	*VIF*	β	*VIF*	β	*VIF*	β	*VIF*
性别	.040	1.024	.048	1.023	-.006	1.024	.042	1.024
工作年限	.069	1.266	.048	1.264	.023	1.266	.061	1.266
年龄	-.064	1.253	-.069	1.253	.034	1.253	-.076	1.254
谦卑型领导	.391***	1.005			.371***	1.005	.261***	1.165
心理安全感			.447***	1.003			.350***	1.164
R^2	.157		.204		.141		.263	
Adj-R^2	.148		.196		.131		.253	
F	17.370***		23.894***		15.208***		27.568***	

注：*p<0.05, **p<0.01, ***p<0.001

本研究将谦卑型领导作为自变量，将下属追随力作为因变量，领导成员交换作为调节变量，使用回归分析去探讨领导成员交换的调节影响。调节影响的分共分为四个模型，模型 1 放入控制变量，模型 2 放入自变量（谦卑型领导），模型 3 放入调节变量（领导成员交换），模型 4 放入交互项（谦卑型领导与领导成员交换的乘积项）。从模型 4 可以看出，谦卑型领导与领导成员交换的乘积项对下属追随力的回归系数是 0.270(p<0.001)，说明领导成员交换在谦卑型领导与下属追随力之间有正向调节作用，假设 5 获得支持（见表 3）。

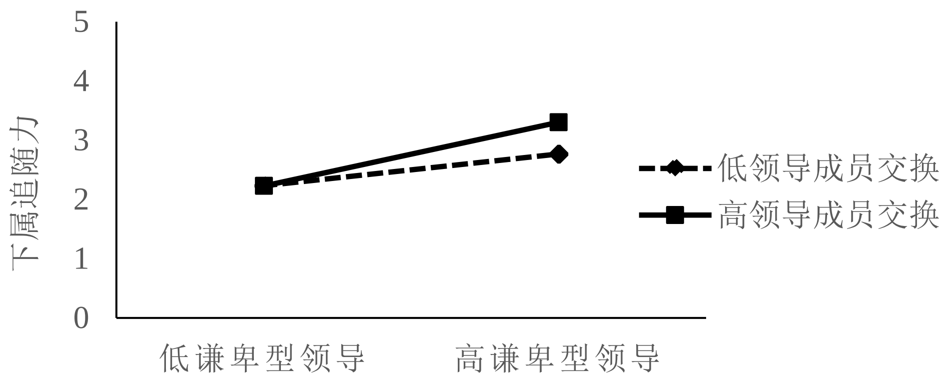
表 3
调节分析表

因变量	下属追随力							
模型	M1		M2		M3		M4	
	β	*VIF*	*β*	*VIF*	*β*	*VIF*	*β*	*VIF*
性别	.050	1.023	.040	1.024	.038	1.024	.045	1.025
工作年限	.051	1.263	.069	1.266	.079	1.267	.081	1.267
年龄	-.045	1.250	-.064	1.253	-.075	1.254	-.082	1.255
谦卑型领导			.391***	1.005	.344***	1.035	.268***	1.121
领导成员交换					.272***	1.035	.265***	1.036
谦卑型领导 X 领导成员交换							.270***	1.091
R^2	.005		.157		.229		.296	
Adj-R^2	.001		.148		.219		.285	
F	.630		17.370***		22.939***		27.780***	

注 1：$^{*}p<0.05$, $^{**}p<0.01$, $^{***}p<0.001$

为了更直观的展现领导成员交换在不同水平时，谦卑型领导对下属追随力的影响幅度差异情况，通过分析结果，画出调节效果图。从图2可以看出，随着谦卑型领导的增加，下属追随力也随着增加。而在领导成员交换水平较高的时候，随着谦卑型领导的增加，下属追随力的增加幅度明显更强，说明在领导成员交换高的时候，谦卑型领导对下属追随力的影响更大。因此，领导成员交换在谦卑型领导与下属追随力之间有正向调节作用（见图 2）。

图 2
调节效果图



5. 结论与建议

5.1 研究结论

本文探讨谦卑型领导对下属追随力的影响，从社会交换理论的视角进行分析，最后得出研究结论。首先，谦卑型领导会接受自身缺陷导致问题并承担责任，能够允许下属失误、包容过失、带领员工共同提升技能。员工能够更大程度上自由表达，实现个体发展与组织需求的契合，所以下属会更愿意在这样的领导下工作，会增加下属追随力。其次，谦卑型领导者展现出对下属的尊重和包容，创造了一个开放、接纳不同观点的氛围。这种氛围使下属感到他们可以自由表达自己的想法，不会受到负面评价或惩罚，从而提高心理安全感。同时，下属更倾向于参与团队讨论，分享观点，提出建议，从而增强下属的追随力。最后，高质量的领导成员交换关系有助于下属获得好处，例如工作资源、职位晋升等，会激发下属的回报之心，进一步增强下属追随力。

5.2 贡献与管理意涵

从理论上来看，本研究深入探讨谦卑型领导通过心理安全感，对下属追随力产生影响，有助于深刻理解谦卑型领导对下属追随力的影响机制，丰富对下属追随力的相关研究。同时，从社会交换理论切入，诠释变量之间的关系，拓展对理论的探讨。此外，通过研究，提出新的研究思路，具有一定的指导和借鉴意义。

从管理上来看，告知企业管理者需要转变管理思维，注重培养谦卑型领导。这种倡导谦卑、真诚、开放的领导方式，有利于促进下属的追随力。同时，企业应关注员工的内在需要，采取合理措施提高其心理安全感。这种安全感使下属不再害怕批评或遭受负面评价，从而增强他们参与企业活动的信心和意愿，促进他们的积极工作态度与行为。此外，企业应该提升领导与下属的交换关系，例如提供工作资源、关怀员工、给予帮助等，可以激发下属的回报之心，有助于增加下属的工作积极性和追随力。

5.3 研究局限与建议

本研究在问卷收集方面存在一些局限性，主要集中在杭州地区，导致数据的地理覆盖范围相对有限。这限制了研究结果的普适性和泛化能力。未来研究可以考虑突破这种地理和行业的局限性，通过扩大样本来源，涵盖更广泛的地域和行业，以获取更具代表性和普适性的数据，增强研究结论的可信度。此外，本研究采用横截面研究设计，难以全面把握谦卑型领导与下属追随力的动态演化关系。为了更全面地理解这两者之间的因果关系，未来的研究可以考虑采用多时点的数据追踪设计或实验法。通过跟踪一段时间内的变化，可以更准确地捕捉谦卑型领导与下属追随力之间的长期关系，提高研究结论的准确性和客观性。

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The Influence of Negative Workplace Gossip on Employees' Silent Behavior: The Interference Effect of Abusive Supervision

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Abstract

Existing studies have not explored the role of negative gossip in the workplace. This study aims to find out the negative role of negative gossip in the workplace, and 433 questionnaires were collected according to the questionnaire survey method. The conclusions are as follows: (1) negative gossip has a positive effect on employees' silent behavior; (2) Negative workplace gossip has a positive impact on work alienation; (3) Job alienation and employee silence have positive effects; (4) There is a mediating effect between negative gossip in the workplace and employees' silent behavior; (5) The moderating effect of negative gossip on job alienation caused by improper supervision. The conclusion of this study can enrich the situation of relevant research, and also urge the organization leaders to pay full attention to the phenomenon of negative gossip in the workplace.

Keywords: Negative Workplace Gossip; Employees' Silent Behavior; Work Alienation; Improper Supervision

职场负面八卦对员工沉默行为的影响探究：不当督导的干扰作用

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摘要

现有研究对于职场负面八卦的作用发掘较少，本研究旨在发现职场负面八卦的消极作用，并根据问卷调查法，回收问卷 433 份。研究结论：（1）职场负面八卦对员工沉默行为有正向影响；（2）职场负面八卦对工作疏离感有正向影响；（3）工作疏离感和员工沉默行为有正向影响；（4）工作疏离感在职场负面八卦与员工沉默行为之间存在中介作用；（5）不当督导在职场负面八卦对工作疏离感的调节作用。本研究的结论能够丰富相关研究的局面，也能够促使组织领导充分重视起职场负面八卦现象。

关键词：职场负面八卦；员工沉默行为；工作疏离感；不当督导

1. 绪论

1.1 研究背景

伴随着企业间的竞争不断激烈化，职场的冷暴力情形越来越普遍化，八卦为其中之一(Li et al., 2023)。作为一种非正式沟通在许多场合中都发挥着传递信息的作用，例如在公司里、休息的茶厅、厕所，甚至上班路上与同事坐电梯的时间，都能发现它的存在，可以看出，八卦的功能性是巨大的，具有传递、传递信息、娱乐、建立人际关系以及影响他人的作用(Bai et al., 2020)。在职场中，负面八卦作为一种冷暴力，有 20.9%的员工选择以同样的冷暴力作为回应，可以看出，被针对的员工有效回应的方式就是减少主动工作行为或增加消极工作行为（郑馨怡，2019），以冷治冷，如沉默行为。沉

默行为虽然不会对企业产生直接的伤害，但是却间接使得组织错过改进和完善自身的机会。

工作疏离感是由于人的精神和身体存在的差异，而导致的感到陌生和陌生的状态(Özturk, 2021)。疏离感高的员工不仅会感到不情愿，还会感到情绪和身体上的沮丧和疲惫，因为员工无法干预工作中发生的事情，也无法将自己视为组织的一部分(Özturk, 2021)，会导致工作活动投入度下降和组织公民行为减少(Singh & Randhawa, 2018)。不当督导与负面结果变量相关，例如工作不满意、组织认同感较低，甚至导致追随者辞职(Tepper et al., 2017)。这种持续的干扰对下属来说是致命的，因为他们现有的资源不断受到威胁，尤其是那些依赖领导获取宝贵资源（例如升职、加薪和继续就业）的人，更有可能因工作中的主观疏远感而面临幸福感较差的风险(Du et al., 2022)。此外，不当督导会使员工失去自主权，从而增加员工的工作疏离感(Du et al., 2022)。综上所述，期望通过引用工作疏离感、不当督导等因素，并以情感事件理论和资源保存理论做理论基础去展开讨论，推动了员工沉默行为研究的进程。

2. 文献综述

2.1 理论基础

2.1.1 情感事件理论

情感事件理论出情感反应是理解职场中所发生的事件是如何影响员工行为的核心，主要途径是通过工作事件到个体的情感反应，最后情绪的变化影响到个体对工作的态度(Weiss & Cropanzano , 1996)。

根据情感事件理论，工作场所发生负面事件后，个体不会立即对情况作出理性评估。相反，通常是消极情绪被唤起，如愤怒或恐惧。但是，当人们做决定时，可能会优先考虑结果和收益。即，情感反应导致的行为可分为两种，一是快速反应的以情感为基础的行为，二是缓慢反应的以态度为基础、判断驱动的行为(Huang et al., 2019)。

2.1.2 资源保存理论

资源保存理论认为人们总是向有价值的资源方面努力，这些有价值的资源同时也是与物质有关的事物，例如工作控制感与决定权、工作主动性、工作需求等，然而也有可能是与人格有关的自我同情和自尊等。但是有价值的资源灭失或被局限时，不能满足个人需要时，负面影响的产生，也就是工作消极行为就很可能发生，比如沉默行为。但防止消极现象发生的主要方法就是防止和减少珍贵资源的继续流失以及增加获取其他珍贵资源的机会 (Hobfoll, 1989)。该理论被认为是能够帮助个体实现目标或满足心理的一系列重要因素，从该视角来解释员工沉默行为的内在动机。

2.2 职场负面八卦对工作疏离感

职场负面八卦是指员工在职场中主观感知别人在背后讨论或者散步恶意关于自身的负面消息(Chandra & Robinson, 2009)，属于一种间接的攻击行为(Rai & Agarwal, 2018)。在工作场所中，负面八卦的传播速度较快(Kong, 2018)。当目标主观感知到自身的负面八卦，目标会从内心产生对组织和传播八卦同事的厌恶感以及被员工排斥的感觉（杜恒波、朱千林，2018），目标会在工作中难以正常对接工作任务，或者因消极的社交关系不能控制工作进展，由此产生无力感和孤独感，最后导致员工感知自身工作不能达到自己的预期期望以及潜在的需求，仅仅认为自身的工作是满足于基础的金钱交易，从而出现员工工作疏离感的现象(Nair & Vohra,2010)。其次，从心理层面来讲，职场负面八卦容易分散目标的注意力，是目标重新调配资源去消除负面八卦以及提防八卦的再次产生(Kurland & Pelled, 2000)。因此，职场负面八卦消耗了目标的心理资源不能专心工作，也削弱了目标的积极情绪，增强了目标的负面心理和消极情绪，包括情绪耗

竭、沮丧、羞愧，这些情绪会持续性折磨目标的精神状况(Liu et al., 2020)。最终使个产生对工作的无力感、无助感和疏离感等消极心理，具体表现在员工对工作投入的精力减少，像积极的工作热情等内在动机也在减少(Li et al., 2023)，目标会认为他的工作仅仅是为了换取外在报酬，而不是目标对工作的更高期望(Ohly, 2006)，从而导致目标工作疏离感的产生，由此可见，目标工作疏离感即可能是工作本身（单一枯燥的工作特征）不存在潜在需求，也有可能是不良人际氛围（职场负面八卦）导致。

基于情感事件理论，职场负面八卦作为在工作环境中的负面事件。对目标有攻击行为(Rai & Agarwal, 2018)，当目标在工作场所中感知到自身被谣言谈论或者中伤时，会引发自身的消极情绪反应，进而影响到自身的工作，阻碍目标实现工作计划完成或者推迟完成，让目标对工作不用有良好的掌控能力，从而使目标对工作产生无力感和社会孤立感等现象，引发目标工作疏离感的产生。因此，本研究提出：

H1：职场负面八卦对工作疏离感有正向影响。

2.3 工作疏离感对员工沉默行为

工作疏离感是因工作缺乏满足个人显著的需求和潜在的期望而在心理和工作上产生分离的状况(Banai & Probst, 2004)，简单来说，就是工作情景无法满足个人需要而产生的一种消极的心理状态。而员工沉默行为是个体根据自愿实施的主动性行为，因为各种原因在人际互动的过程中，明明有好的想法和观点却故意选择默不作声，不发表任何意见(Dyne et al., 2003）。

当员工持续性处于一种消极心理状态，这种消极的心理会损耗个体的内在资源，其中对工作的无意义感会降低员工对工作内容的内在驱动力和动机，最终降低对组织的依附感和归属感，往往对组织持有一种漠视、顺从的态度，不会因为实现组织目标努力，发现问题也只想保持沉默，降低自身存在感。同时，对组织同事及领导的消极人际关系也会使个人在组织活动中的参与感会降低，难以把自身的潜在需求跟组织联系在一起，这部分员工会自然认为自己没有指出组织存在问题的义务，会采取沉默的消极态度和行为（丁宁、张敬洁，2019）。

基于资源保存理论，当个体没有足够的资源应对工作情景时，更可能会出现消极或者保守行为，具备工作疏离感的员工，他们会心理上分离自身与工作，以减少工作参与(Suárez-Mendoza, 2007)，这在一定程度上保留了自身已有的资源避免过多的消耗。同时，他们的目标是金钱交换为主来看待自己的工作，避免自主权、责任和更高的地位，并从事非工作的追求，更会减少个人在工作中的参与感(Shepard, 1970)，这样的行为现象自然会使员工做出不利于组织的生产行为（黄丽、陈维政，2017），也包括员工退缩行为（于晓彤等人，2019），沉默行为也属于退缩性行为(Whiting, 2012)。最后，Usman et al. (2021)认为有意义的工作会增强个体的工作动机与工作目的，而工作疏离感削弱了员工对于工作意义的感知，认为工作仅仅是为了换取工资，动机不足，这也有可能导致员工在工作中只做好自己的工作，对相关的事物保持沉默行为。本文提出假设：

H2：工作疏离感对员工沉默行为有正向影响。

2.4 职场负面八卦对沉默行为

员工所感受到的职场环境是可以影响到员工的工作行为（刘家珉、陈家田，2005），而负面的职场八卦一定程度上是会对员工带来巨大的副作用，比如说降低员工的工作效率以及对工作的满意度(Greengard, 2001)。

在对目标进行负面八卦时，隐私的披露会让目标对负面的八卦感到困惑，从而增加心理和身体上的压力(Chandra & Robinson, 2009)，而这种压力源，需要目标利用他们已有资源来应对，而资源的损失将导致目标减少积极主动的行为产生(Wu et al., 2018)。

比如说：员工在应对被八卦时，需分散精力防范与处理，按照资源保存理论，这消耗心理资源。当资源无法补充时，个体通过沉默保护已有资源。在工作中，即便发现组织问题，若处于不利位置（被负面八卦困扰），可能选择保留观点，甚至不关注无关事务，在组织中表现为较少发言或沉默。其次，在对员工进行负面八卦的间接性攻击时，员工很难与领导、同事保持良好的人际关系，而这种这种组织氛围会使员工更加采用沉默的方式来进行应对(Edmondson, 2003)。最后，被八卦者往往会受到自尊的威胁，严重损害身心健康，作为回应，被八卦者往往表现出消极情绪，动力减弱等现象（岳文忠，2015；杜恒波，2018），所以，员工在职场工作中，极有可能出现员工参与感降低以及对组织的沉默行为。因此，本研究提出假设：

H3：职场负面八卦对员工沉默行为有正向影响。

2.5 工作疏离感对职场负面八卦与员工沉默行为间的中介作用

职场负面八卦涉及负面信息和负面情绪的内容，例如谣言、诽谤或对同事的负面评价(Chandra & Robinson, 2009)。这些负面信息和情绪会导致员工感到焦虑、沮丧和不满(Liu et al., 2020)，因为他们这种情绪反应可能会增加员工的工作疏离感。同时，员工可能会怀疑自己的同事或领导是否对他们保持诚实，这种信任破裂可能会导致工作疏离感，因为员工可能感到他们不再能够真正信任他们的同事和领导(Hershcovis et al., 2018)。在工作场所中，负面八卦可能会充满负面情绪和紧张气氛，这可能会降低员工的工作满意度，而降低工作满意度与工作分离感之间存在紧密的关系，因为员工可能不再对自己的工作感到满足，从而增加了工作疏离感的可能性。

工作疏离感是因工作缺乏满足个人显著的需求和潜在的期望而在心理和工作上产生分离的状况(Banai et al., 2004)。通常伴随着员工对工作环境的消极情绪，如不满、沮丧和无助感。这种情绪消极性可能会导致更多倾向于保持沉默，因为他们可能觉得员工没有积极参与动力或意愿，而选择快速与同事和领导的交流（丁宁、张敬洁，2019）。员工工作疏离感可能导致社交回避，即避免与同事和领导互动。这种回避行为包括减少与他人的交流、避免参加社交活动以及避免在工作中表现出过多的存在感(Madlock, 2012)。社交距离的回避与沉默行为相关，因为员工可能会很少分享信息、观点或问题，以维持他们的社交距离(O'Driscoll & Beehr, 1994)。员工可能会认为在工作环境中保持沉默是一种自我保护的策略。基于情感事件理论，职场负面八卦是一种负面工作事件，会产生负面的情感反应（工作疏离感），最后使员工表现出负面的行为（员工沉默行为）(Weiss & Cropanzano, 1996)。因此，职场负面八卦会通过增加工作疏离感，从而增加员工的沉默行为。因此，本研究提出假设：

H4：工作疏离感对职场负面八卦与员工沉默行为间有中介作用

2.6 不当督导对职场负面八卦与工作疏离感间关系的调节作用

在工作场所中，领导的不当督导包括对员工的公开批评、冷嘲热讽、轻视、谩骂、侵犯隐私、压制、抹黑等行为(Tepper, 2007)，这中行为在不违背组织规范的情况下会侵害员工(Einarsen et al., 2007)。

当被八卦者处在负面八卦的组织中，被八卦者会失去对他人的信任，从而导致内部怀疑、敌意和不合作的情况，在这种情况下，员工将会被困在焦虑、失望、愤怒、抑郁等消极情绪中(Hobfoll, 1989)，被八卦者在这种环境中难与领导、同事建立良好关系，可能感到排斥和孤立，影响工作环境和人际关系(Cui, 2020)，被八卦者因负面信息焦虑，工作无法正常进行，对自身工作掌握不足。外在干扰使工作预期脱离需求，领导的不当督导导致工作资源损失，心理压力扩展到工作层面(Carlson et al., 2012)，使员工遭受长期的持续性的不公平对待(Harvey et al., 2007), 特别是让员工承受更多的工作压力，在感受到压力的同时，不当督导会强化员工的焦虑和抑郁等负面心理状况(Tepper,

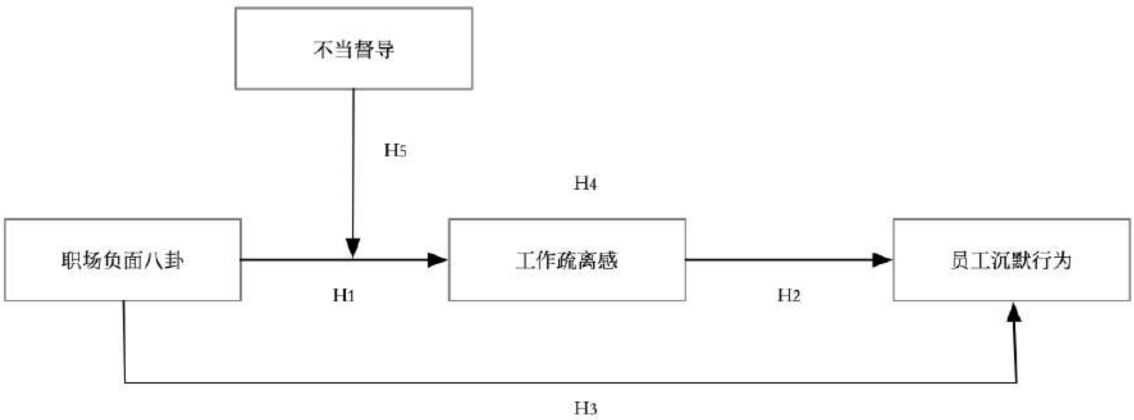
2007)。因此，领导不当督导会导致被八卦者应害怕无法达到目标任务，从而加大员工在工作上个人需求与工作实际情况的差距，对被八卦者冷嘲热讽、谩骂，使被八卦者产生对工作的无力感以及对未来意义感知的不清晰，加深职场负面八卦对员工工作疏离感的影响。因此，本研究提出假设：

H5：不当督导在职场负面八卦与工作疏离感之间有正向调节作用

2.7 研究框架图

图 1

研究框架图



资料來源：本研究整理

3. 研究方法

3.1 研究对象

本研究以酒店业的员工为调查对象。酒店业通常是一个快节奏和高压的行业，员工需要处理客户的需求和应对各种问题。负面八卦的传播可能加剧员工在工作中的紧张程度，导致员工选择保持沉默，以避免被卷入办公室政治或团队内部的冲突中。负面八卦的传播可能会导致员工对工作和组织失去信心和动力。员工可能会感到不安和不满，选择保持沉默是一种避免进一步冲突和困扰的方式。根据现有的资源，基于样本的可代表性，本研究采用简单随机抽样，考虑到调查中个人隐私问题，本研究采取匿名填写问卷的方式来收集问卷。根据 Bosnjak et al. (2009)的研究，网络调查可以用来精确估计特定人群的特征分布，所以本研究通过与相关负责人发送问卷链接来回收问卷。

3.2 变量的测量

职场负面八卦：本研究采用 Chandra and Robinson (2009)的量表，认为职场负面八卦是个体在组织中察觉到的其他成员（八卦者）对自身不良信息的散布、传播或评价的程度。共有 7 个题项，具有良好的信效度，项目例如“我最近察觉到，组织中的其他人传播了有关自己的有害信息；我最近察觉到，组织中的其他人对自己做过的事情去发牢骚”等。

员工沉默行为：本研究采用采用李锐等人（2012）的量表，认为员工沉默行为是员工已经发现组织存在问题、形成有益的建议及观点，却因为某些原因，保留真实想法的行为。此量表采用李克特五点计分法，一共有 5 个题项，题目例如：“尽管有改善组织工作的想法或建议，但我没有提出来”等。

工作疏离感：本研究采用 Banai et al. (2004)的量表，认为工作疏离感是员工对当前

的工作情境感到失望或需求没有得到满足，而产生的员工与工作的疏离状态，是一种主观的心理状态。量表共有 10 个题项，项目包括"我会考虑我做工作到底是为了什么"、"我发现这份工作难以激发我的工作热情"、"我不享受我的工作，就是"当一天和尚，撞一天钟"等。

不当督导：本研究采用 Tepper (2000)的量表，认为不当督导是员工感知到的上级领导持续表现出性或言语性敌意行为，但不包括身体接触。该量表含有 15 个项目，项目的评分是通过员工的主观感受来决定，如"我的上级用言语嘲笑我"、"我的上级对我不理不睬"等。

4. 数据分析

4.1 信度分析

信度分析主要用于检验各变数的内部一致性。当 Cronbach's α 大于 0.7 时，则证明该变量的信度较好(Kline, 1998)。通过信度分析，职场负面八卦的 Cronbach's α 为 0.917，员工沉默行为的 Cronbach's α 为 0.895，工作疏离感的 Cronbach's α 为 0.953，不当督导的 Cronbach's α 为 0.962。所有变量的 Cronbach's α 值都大于 0.7，说明所有变量内部一致性较好。

4.2 效度分析

本研究通过用 AMOS 进行验证性因素分析，来进一步检验正式问卷测量的适配度，检验问卷的有效性，对其量表进行结构方程模拟适配度、收敛效度和区别效度进行分析。模型的卡方与自由度比值为 2.016，RMSEA 为 0.049，CFI 为 0.992，GFI 为 0.982，AGFI 为 0.963，NFI 为 0.984，IFI 为 0.992，而判断准则是卡方自由度比值小于 5，RMSEA 小于 0.08，CFI、GFI、AGFI、NFI 与 IFI 大于 0.9，说明模型拟合度很好(Marsh et al., 1988)。本模型的各项指标都符合，所以说明本模型的模型拟合度较好。根据 CR 大于 0.7，AVE 大于 0.5，说明有很好的收敛效度的检测标准(Fornell & Larcker, 1981)，通过验证性因子分析，得出职场负面八卦 CR 为 0.917，AVE 为 0.611，员工沉默行为 CR 为 0.895，AVE 为 0.629，工作疏离感的 CR 为 0.953，AVE 为 0.670，不当督导的 CR 为 0.962，AVE 为 0.629，可以看出本文的所有变量 CR 都大于 0.7，AVE 都大于 0.5，均符合判断标准，说明有很好的收敛效度。

根据 Fornell and Larcker (1981)对区别效度的评判标准，当变量的 AVE 平方根值大于与之相关的系数值，就有较好的区别效度。如表 1 所示，职场负面八卦的 AVE 平方根最小，值为 0.782，其 AVE 平方根均大于职场负面八卦与其他变量的相关系数，符合判断准则，说明有较好的区别效度。

表 1

区分效度分析表

变量	职场负面八卦	员工沉默行为	工作疏离感	不当督导
职场负面八卦	.782			
员工沉默行为	.551**	.793		
工作疏离感	.332**	.515**	.819	
不当督导	.119**	.244**	.292**	.793

注：对角线为变量的 AVE 平方根

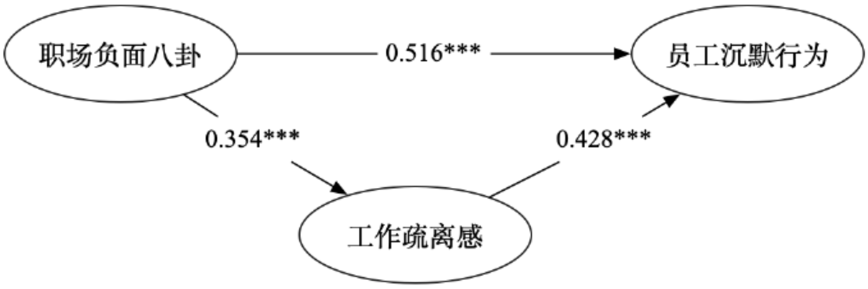
4.3 结构方程模型

如图 2，经结构方程模型分析后，得出职场负面八卦对工作疏离感的标准化路径系数是 0.354（p＜0.001），说明假设 1 成立。工作疏离感对员工沉默行为的标准化路径系数是 0.428（p＜0.001），说明假设 2 成立。职场负面八卦对员工沉默行为的标准化路径

系数是 0.516（p＜0.001），说明假设 3 成立。加入工作疏离感后，职场负面八卦对员工沉默行为的标准化路径系数均不同程度的显著，因此，假设 4 成立。

图 2

路径图



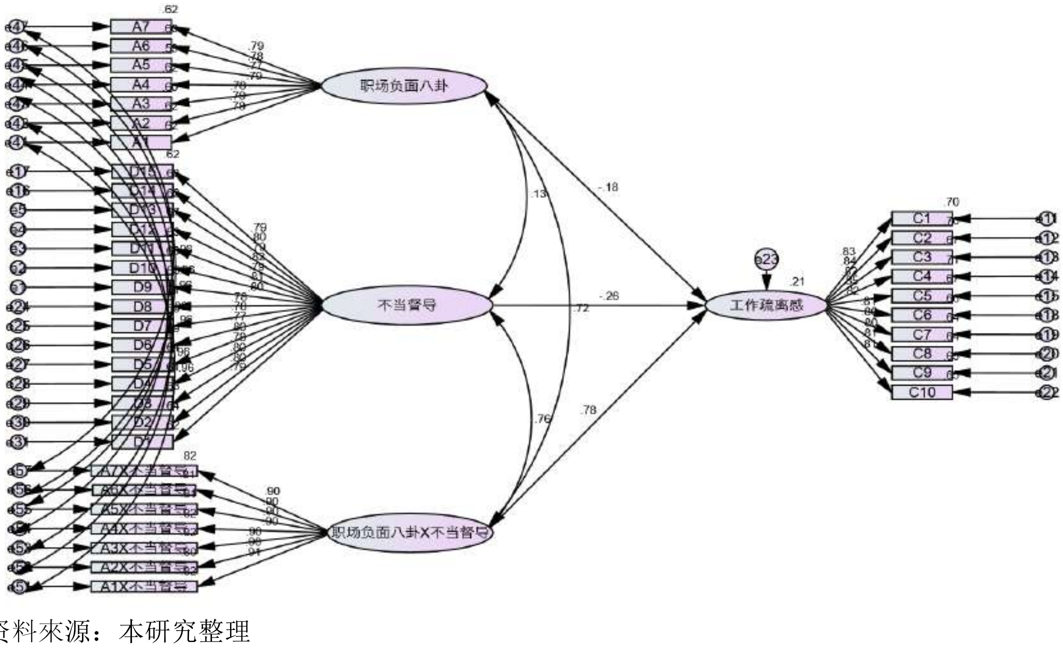
资料來源：本研究整理

4.4 调节分析

如图 3 所示，通过 AMOS 检验，职场负面八卦 X 不当督导对工作疏离感的系数为 0.782，*p* 值为 0.035，调节效应显薯为正的，接下来，我们绘制交互作用图，如图 3 所示，斜率图展示调节变量不当督导在不同水平时，职场负面八卦对于工作疏离感的影响幅度差异情况。

图 3

调节图

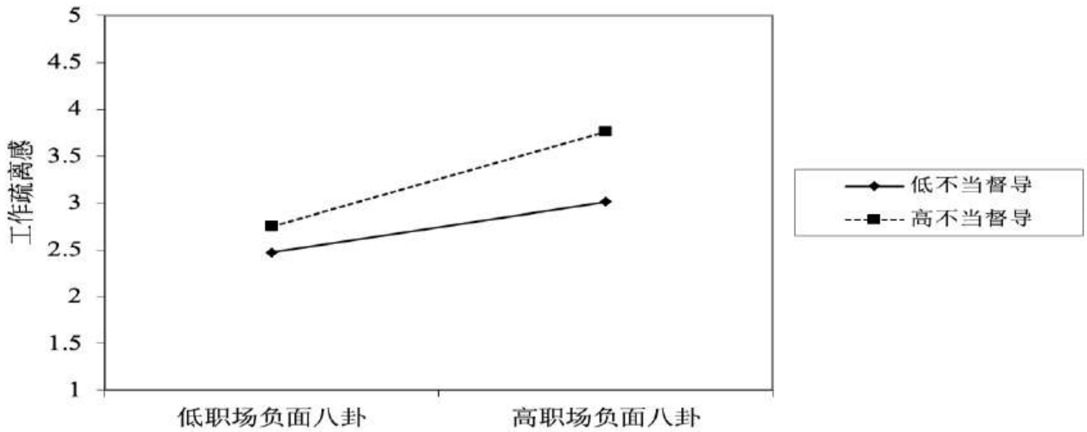


资料來源：本研究整理

职场负面八卦对于工作疏离感的影响情况，即为直线的斜率大小进行对比。由此可知，在低职场负面八卦影响工作疏离感的关系中，不当督导的调节作用相当明显。同时，在高职场负面八卦影响和工作疏离感的关系中，高不当督导的调节作用比低不当督导的影响力更加明显，假设 H5 成立。

图 4

调节效果图



资料來源：本研究整理

5. 结论与建议

5.1 研究结论

本文主要探讨职场负面八卦对员工沉默行为的影响，从情感事件理论与资源保存理论的视角进行分析，最后得出本文的研究结论。首先，职场负面八卦的消极氛围表明其作为员工沉默行为的前置变量，能够说明职场负面八卦作为消极人际关系的外在感知行为，能够推动个体远离工作，疏离工作，无法专注从事工作。同时，员工的沉默行为往往源于领导的不公平对待、不当的督导，通过职场负面八卦和员工沉默行为的深层影响建立在工作疏离感的中介作用中。因此，通过降低员工对组织的信任和忠诚，通过心理疏离感来克服生活和工作上的困难，将成为降低员工沉默行为的关键。

5.2 研究建议

组织中的职场负面传播频繁发生，不仅影响员工的生产行为，但同时可能会对组织的管理造成一定的阻碍。管理者应该如何控制、遏制职场负面八卦的产生以及采取如何有效的方式让其在组织内部停止传播，急需领导者深刻了解职场负面传播的影响机制。员工沉默行为在当前企业环境中呈现出一定的现状，成为管理研究领域的一个备受关注的议题。这种行为可能对企业造成潜在的负面影响。沉默行为的广泛程度凸显了这一现象在组织中的普遍性。有关员工沉默行为的研究主要集中在理解其具体的定义、影响因素以及可能引发的组织问题。然而，目前对于沉默行为的确切界定和其影响的深入了解仍存在一些模糊之处。有的研究将员工沉默行为仅仅视为一种消极行为，而另一些研究则强调了员工沉默行为可能是一种自我保护或适应的机制。这在一定程度上增加了理解和解释员工沉默行为的复杂性。鉴于员工沉默行为的研究仍存在一些模糊之处，期待未来学者能够深入挖掘这一领域的文献空白。更具体、全面的定义和界定，以及对于员工沉默行为影响的深入研究，将有助于企业管理者更好地理解、预防和处理这一现象，从而提高组织的健康度和绩效。

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Why Are Employees' Core Self-evaluations Important? The Moderating Role between the Influences of Humble Leadership on Job Burnout

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Abstract

Do employees feel burnt out at work (i.e., have a negative work attitude and a lack of accomplishment)? It has always been an issue that practitioners and academic researchers have long paid attention to. This study starts from the two main influencing factors: leadership style (that is, humble leadership) and employees' core self-evaluation. Based on the goal setting theory, this article argues that humble leadership may also affect work through the mediating effects of job autonomy and psychological entitlement. Then, the two mediating variables may further affect depersonalization at work and reduced personal accomplishment respectively. Based on the above, the constructed theoretical model will be further tested. This article is to be in the form of a questionnaire, and the research object will be second-line employees of a state-owned enterprise. The results show that managers understand further the impact of humble leadership on job burnout and provide theoretical and practical significance for the appropriate way leaders manage employees.

Keywords: Humble Leadership; Job Autonomy; Psychological Entitlement; Job Burnout; Core self-evaluation

为何员工的核心自我评价重要？在谦卑型领导对工作倦怠作用过程中的调节角色

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摘要

员工在工作中是否产生倦怠感，即工作态度消沉以及缺乏成就感，一直是实务工作者与学术研究者长期被关注的议题。本研究从领导型态之一的谦卑型领导，以及员工核心自我评价二个主要影响因素出发，基于目标设定理论，本文认为谦卑型领导同时可能透过工作自主性和心理特权的中介作用，分别影响工作态度消沉以及缺乏成就感。基于上述，将所建构的理论模型做进一步的检验。本文采用发问卷的形式，研究对象为某国企二线员工。本研究结果，将可进一步丰富有关谦卑型领导对工作倦怠的影响之研究议题，并为领导者与员工有效互动的方式，提供新的理论见解和实务启示。

关键词: 谦卑型领导；工作自主性；心理特权；工作倦怠；核心自我评价

1.绪论

1.1 研究背景

领导者的能力以及和员工的互动方式是组织管理长期被关注的重要议题。那么，领导为什么谦卑呢？一方面，可能是因为领导者的能力尚有不足，需向员工求教，以拓宽自身视野；另一方面，谦卑能够提高员工的工作积极性，增强员工的责任感和权力感，从而更好地满足员工的心理需求。然而，作为员工，看到领导的谦卑行为，一方面会产生积极影响，激发自己的效能感；而另一方面，可能导致员工误解，会认为领导软弱无能，不愿去遵照领导的指令(Guo et al., 2020)，在这种情况下，领导者的请教行为常常会使员工产生自我优越感，反而带来消极影响。

1.2 研究目的与问题

本研究探究谦卑型领导(Humble Leadership)的积极影响，即工作自主性(Job Autonomy)，还有消极影响，即心理特权(Psychological Entitlement)，以及这两者对于工作态度消沉(Depersonalization)和缺乏成就感(Reduced Personal Accomplishment)的影响，并以核心自我评价(Core Self-evaluation)作调节探讨对于工作自主性和心理特权的影响，分析核心自我评价的重要性。因此，本研究将探讨以下问题：

(1)谦卑型领导是否影响员工的工作自主性。

(2)工作自主性是否影响工作态度消沉、低成就感。

(3)谦卑型领导是否影响员工的心理特权。

(4)心理特权是否影响工作态度的消沉以及成就感的降低。

(5)核心自我评价是否在谦卑型领导对工作自主性、心理特权作用中具有调节作用。

1.3 研究意义

丰富现有谦卑型领导的研究。大多数学者都在研究谦卑型领导的好处，却少有学者探讨谦卑型领导的消极层面，本文通过工作自主性与心理特权探讨了谦卑型领导与工作倦怠之间的关系，加上核心自我评价调节作用的加持，丰富了谦卑型领导的正负向研究。此外，本文至少有下列现实意义：（1）理解核心自我评价的重要性。员工可以清楚了解自己，解决自身问题，按照自身特性安排工作，可以更好地贴合工作，投入到工作中去。（2）谦卑型领导者控制好对待员工的尺度。合理地运用谦卑的特性帮助员工自主地完成工作，给员工提供轻松愉快的工作氛围，员工需要以平常心去看待领导的谦卑，两者都需做好自己的本职工作，降低工作倦怠，共同帮助组织前进，但如果谦卑过度会导致员工心理特权的特性出现，反而不利于员工的工作完成，更不利于谦卑型领导者的管理。

2.文献综述

2.1 目标设定理论

目标设定理论(Goal Setting Theory)指的是个体将自身需求转化为动机，通过自身的努力来判断，将自身的行为与设定的目标进行对比，做出修改，从而实现目标。理论主要分为两个基本模式 (Hur & Abner, 2023)，目标明确性、目标难度。高工作自主性员工会明确自己的工作安排，可以自行调整自己的工作方式及工作目标，自主性很强。高心理特权的员工会依照难易程度进行工作，以此来影响工作倦怠。核心自我评价作调节员工可以从自身出发设定问题的难易程度，有利于员工更加自主，减少心理特权的产生。

2.2 谦卑型领导

谦卑型领导的领导方式为“自下而上”。目前的研究大多数采用的三个维度的领导方式，（1）愿意正确地看待自己，接受自己的不足，承认自己的过错，不指责员工。（2）欣赏并肯定他人的优点，不侵占他人的成果。（3）愿意以开放包容的角度接受员

工的建议，以谦虚的态度去学习(Li, 2023)，增强员工的参与感。

2.3 工作自主性

工作自主性主要描述的是员工期望可以自我控制工作任务的程度，即个体在安排工作任务及进展工作的过程中，可以独立、自由、自己进行决策的程度(Hackman & Oldham, 1975)。

2.4 心理特权

心理特权是指个体应该拥有更多更好的东西，自己应该比别人受到优待，以及自己的水平高于其他同等层次的人，是一种个体的主观想法(Campbell, 2004)。部分研究者认为心理特权是一种稳定的特有的状态(Harvey & Martinko, 2009)，也可能是一种瞬间的感觉，具备心理特权的员工会认为自己是有具备比同层次员工高的特殊待遇的能力。

2.5 工作倦怠

Maslach (1997)对工作倦怠定义为三维度：情绪衰竭(Emotional Exhaustion)、工作态度消沉、缺乏成就感，其中本研究仅探讨其后二个维度。工作态度消沉指的是不愿意做自己的工作，对于周遭来说也产生了一定的疏离感。缺乏成就感指的是认为自己没有价值，对于工作一无是处。

2.6 核心自我评价

核心自我评价指的是个体对于自身能力及自身价值的基本评价(Son & Pak, 2024)，对自身的了解，以及正向地预测，来发挥自己的能力，提自己的价值。高核心评价的员工认为自己是有自信且有能力去处理工作上的问题，他们更愿意去面对，而不是逃避。

2.7 研究假设

2.7.1 谦卑型领导和工作自主性

在谦卑型领导的引领下，员工的未来职业发展路径得以妥善规划，工作环境也更加开放、包容。由于谦卑型领导能够认识并反思自身不足，这种特质显着提高了员工对谦卑型领导的信任度。信任是员工忠诚度的重要表现(Liao, 2010)，而工作自主性则是组织对员工信任的重要体现。在组织中，领导是员工获取信息的重要来源。谦卑型领导在分享信息时能够公平、公正地传达，有效避免了领导与员工之间可能的沟通误解，进而增强了双方的信任，提升了员工的工作自主性。由此引出如下研究假设：

H_{1a}：谦卑型领导对工作自主性呈正向影响。

2.7.2 工作自主性和工作态度消沉

当个体面临压力时，更倾向于根据个体需求主动寻求资源以缓解压力。工作自主性被认为是一种促进员工获取工作资源的关键因素(Qin et al., 2018)，进而增强他们对工作的投入，以满足自身需求，减少工作倦怠的倾向。当员工的工作自主性弱，无法独立完成自己的工作，或是员工无法合理安排好自己的工作，此时就需要领导对其“推一把”，被动地接受领导的工作指示或接受现有的工作流程的安排(Trépanier et al, 2014)，这种情况可能会导致员工感受到较大的工作压力，出现不安全感的情绪，促使他们对于工作的厌烦度增加，工作态度逐渐消沉，进而加剧工作倦怠。由此引出如下研究假设：

H_{2a}：工作自主性对工作态度消沉呈负向影响。

2.7.3 工作自主性和缺乏成就感

对于拥有高工作自主性的员工来说，员工会对自己的工作有着极高的认同感，工作也会带给他一定的使命感和责任感(Yang, 2009)。创新会进一步获得领导的认可和奖励，如升职、加薪等，从而激发员工的工作动力。根据目标设定理论，员工若拥有明

确的目标和方向，更愿意付出努力去实现目标。他们将个人目标与所获得的认可和奖励相结合，有利于实现目标，最大程度地达到成就感。面对困难时，高工作自主性的员工也会主动寻求资源，以满足自身需求，从而获得更高的成就感。由此引出如下研究假设：

H_{2b}：工作自主性对缺乏成就感呈负向影响。

2.7.4 谦卑型领导和心理特权

当谦卑型领导过于谦卑，尤其是领导者谦卑的态度让员工误会，夸大了对自己的认知，例如领导试图表达的谦卑却被员工误解时，员工将领导谦卑的态度和行为归因于自己，那么这时员工就产生了心理特权(Harvey & Martinko, 2009)，自信地认为自己在这份工作中可以发挥很大的价值，尤其是当领导对此专业领域不熟悉时，并且可能会形成对自己的依赖态度，这种心态容易使员工高估自己在组织中的重要性，认为组织离不开自己。引出如下研究假设：

H_{1b}：谦卑型领导对心理特权呈正向影响。

2.7.5 心理特权和工作态度消沉

有研究证实了员工的心理特权会受工作环境影响，比如说，领导者的行为特征以及态度(Harvey & Martinko, 2009)，当员工完成工作后，需要领导的反馈，但这并不意味着所有员工都对领导的反馈持接受或抵触的态度，有些员工可能会在意领导的反馈是积极的还是消极的。随着员工心理特权感的增强，他们更容易表现出消极行为，有些员工在看到利益后，会直接在工作场所有限满足自己，变得更加自私。由此引出如下研究假设：

H_{3a}：心理特权对工作态度消沉呈正向影响。

2.7.6 心理特权和低成就感

心理特权越高的员工，在工作中更容易感受到挫败感。当这些员工晋升至管理层后，由于心理特权较高，他们的行为产生的积极效应的可能性相对较小，相较于其他员工，心理特权偏高的员工更容易通过不道德的方式来达成自己的目标(Naseer et al., 2020)，当这些员工因消极行为而受到指责时，他们倾向于将这种行为视为合理并归因于道德准则，从而合理化其不道德行为。由此引出如下研究假设：

H_{3b}：心理特权对低成就感呈正向影响。

2.7.7 核心自我评价的调节作用

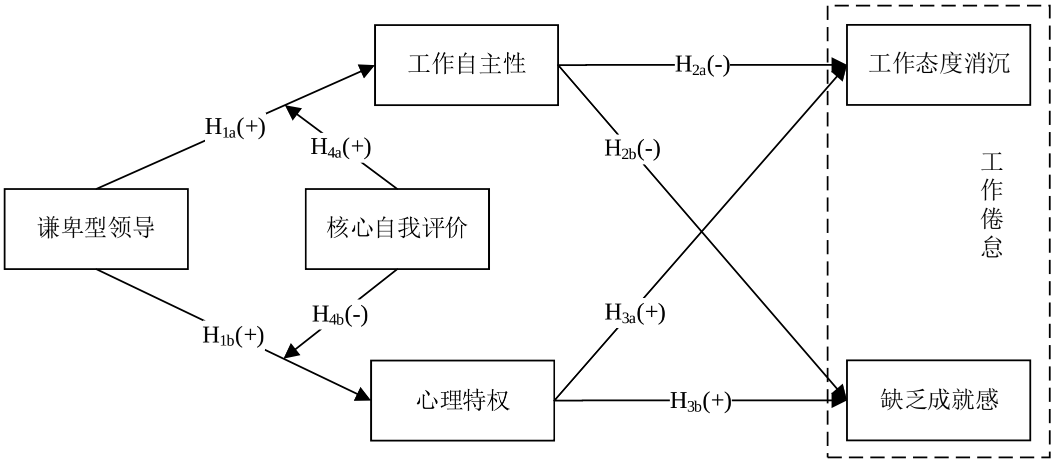
核心自我评价的强弱对于谦卑型领导与工作自主性之间的影响是不同的，对于高核心自我评价的员工来说，他们会以一种积极的态度来看待领导所给出的反馈，会通过自行推断来判断反馈是否是正面反馈还是负面反馈(Xing et al., 2023)。若反馈为负面，他们会进行深入分析，激发自我学习的潜力，从而提升自我。结合目标设定理论，高核心自我评价的员工更容易设定适合自己且容易实现的目标，通过与目标有关的行为努力实现目标。由此引出如下研究假设：

H_{4a}：核心自我评价将会正向调节谦卑型领导对工作自主性的影响。

H_{4b}：核心自我评价将会负向调节谦卑型领导对心理特权的影响。

将上述各项研究假设，绘制成一整体的研究框架图（如图 1 所示）。

图 1
研究框架图



资料来源：本研究整理。

3.研究方法与设计

3.1 研究方法与抽样设计

本研究的调查对象为某国企二线员工。其中包含技术人员、行政人员、财务人员等。选用其原因是该国企的员工每月都有固定薪资收入，而且企业重视人才，在奖金分配等其他方面不免会有竞争的出现，二线员工的工种涵盖量多，人数较多，竞争更为激烈，并且该国企的二线多为技术性员工，技术能力强不强，熟不熟练一目了然，所以针对谦卑型领导对于员工的感受来说最为直观，员工所给予的反馈也更加有效。本研究采用便利抽样的方法，通过问卷星 APP 进行线上发放。

3.2 问卷的设计

由于员工的教育程度层次不齐，为保证问卷填答的真实性，以紧扣主题、语言简约、通俗易懂为原则进行翻译，所以，翻译量表时，会首先从变量的定义出发，标出重点，确保原词语的准确，不会脱离原文的意思。在保证量表内语句表达顺畅、词义准确的同时，采用“大白话”的方式进行翻译，使量表更加通俗易懂，便于员工的理解。翻译完成后，在研究对象中以专业不同、年龄不同、学历不同进行区分，抽取了 50 名员工进行试填写，收集反馈后，进行二次改进升级。反馈内容多为句子复杂、，难以一眼看明白，浪费时间，所以接下来的修改着重于确定每个题项的主要含义，准确用词，以及精简语句。整份问卷的设计加入了许多标点符合，方便研究对象阅读思考。

3.3 变量操作性定义与衡量

本研究量表采用 Likert 五点计分法 1—5 进行计分，由 1—5 分别是“非常不符合”、“比较不符合”、“基本符合”、“比较符合”、“非常符合”。

本研究谦卑型领导的操作性定义为对自我的认知到位，承认自身的缺点，可以关注到员工的优点，并且愿意请教、主动学习。采用 Owens et al. (2013)的 9 题项量表，该量表用于考察领导在工作中是否谦卑，代表题项有“我的领导会接受员工的建议，发现员工的优点，给予表扬”。工作自主性操作性定义系指在工作中有权利可以按照自己的想法、自由、独立地决策。采用 Kirmeyer and Shirom(1986)的七题项量表，代表题项有“我可以决定我的工作方法和目标”。在工作范围内，高工作自主性的员工会根据自己的方式完成工作满足自身需求，低工作自主性的员工则需要领导的推动来完成工作。

心理特权指员工拥有一定能力时，来自于同事地请教、领导地请教，使员工自身心理发生改变，扩大了自我的认知。以 Campbell et al. (2004)开发的九项量表来测量下属的心理特权。代表题项有“我值得拥有更好更多的东西”。工作态度的操作性定义为

面对工作态度变得越来越消极。采用 Maslach (1997)三维度量表，翻译为工作态度消沉、情绪耗竭、缺乏成就感，共 22 题。这里的工作态度消沉取自于工作态度量表。工作态度消沉的代表题项有“工作会让我产生负面情绪”。

缺乏成就感的操作性定义是在工作中没有办法找到成就感，态度也很消极。题项来源，采用工作倦怠(Job Burnout)采用 Maslach (1997)三维度量表之一的缺乏成就感，缺乏成就感的代表题项有“我认为我的工作可以帮助到其他人及公司”，指的是工作上有些许的不如意，所完成的工作也认为不值得一提。核心自我评价的操作性定义是指的是员工是否可以清楚地了解自己，解决自己日常和工作上的事情。采用 Judge (2003)的 12 题项量表。代表题项有“我清楚我自身的能力”。

4.研究结果分析

4.1 描述性统计分析

本研究通过线上问卷星平台共发放 1463 份问卷，根据设置的反向题、重复题等标准，剔除了 998 份不合格问卷，最终得到 465 份有效问卷，有效率为 31.78%。

在所有样本中，多数员工为普通员工，共有 329 名普通员工，占比 70.75%，其余均为基层管理者，一共 136 名，占比 29.25%；工龄 6-10 年的员工最多，占总员工数量的 31.40%；学历集中在本科（30.97%）和专科（31.40%）；与上司共事年限在 1-2 年的员工最多，一共 193 人，占比 41.51%，其次是半年到一年，一共 175 人，占比 37.63%。

4.2 信度分析

信度系数使用内部一致性系数 Cronbach's α 系数来判断表示，本研究各量表的信度，各量表 Cronbach's α 系数均大于 0.9，说明量表信度佳。

4.3 验证性因子分析

为了检验各变量的区分效度，本研究对谦卑型领导、核心自我评价、工作自主性、心理特权、工作态度消沉和缺乏成就感进行验证性因子分析，数据分析结果，相较于前五种备择模型，六因素模型（$\chi 2/df$=1.048，df=1415，*RMSEA*=0.010，*IFI*=0.997，*TLI*=0.997，*CFI*=0.997）的拟合效果最佳，由此说明这六个核心变量具有良好的区分效度，是六个不同的构念。

4.4 收敛效度与区分效度

变量的因子载荷均大于 0.5，如表 1 所示，组合信度（CR）均大于 0.8，平均变异抽取量（AVE）大于 0.5，说明该量表的效度较好。AVE 的平方根值大于变量间其两两变量的相关系数，所以变量之间具有区分效度。详情内容见表 1。

4.5 相关分析

表 1 展示变量的均值、标准差和相关系数。谦卑型领导与工作自主性（r=0.264，p＜0.01）之间显着正相关；谦卑型领导与心理特权（r=0.462，p＜0.01）之间显着正相关；工作自主性与工作态度消沉（r=-0.244，p＜0.01）之间显着负相关；工作自主性与缺乏成就感（r=-0.132，p＜0.01）之间显着负相关；心理特权与工作态度消沉（r=0.273，p＜0.01）之间显着正相关；心理特权与缺乏成就感（r=0.553，p＜0.01）之间显着正相关，这些结果均符合预期。

表 1

区分效度分析表

变量	M	SD	1	2	3	4	5	6
1.谦卑型领导	3.777	1.088	.859					
2.核心自我评价	3.787	1.036	-.340	.877				
3.工作自主性	3.725	1.052	.264**	.156**	.850			
4.心理特权	3.848	0.936	.462**	-.118*	-.164**	.876		
5.工作态度消沉	3.768	1.167	.286**	-.260	-.244**	.273**	.888	
6.缺乏成就感	3.698	1.149	.195**	-.690	-.132**	.553**	.264**	.887

注 1：* p<0.05；** p<0.01；*** p<0.001。
注 2：“M”为均值，“SD”为标准差。
注 3：对角线为构面的 AVE 的平方根，对角线以下为构面之间的相关系数。
资料来源：本研究整理。

4.6 回归分析

4.6.1 谦卑型领导对工作自主性的影响

本研究通过分层回归模型进行假设检验。首先在因变量加入工作自主性，其次在自变量 M1 中加入员工性别、教育程度、职级、工龄和与上司共事年限、情绪耗竭等控制变量，接着在自变量 M2 中加入谦卑型领导，以此构建分层回归模型进行效应检验。结果如表 2 所示，谦卑型领导与工作自主性显着正相关（β=0.284，p<0.001），假设 H1a 成立。

表 2

谦卑型领导、工作自主性、心理特权、核心自我评价的回归分析

模型	工作自主性				心理特权			
	M1	M2	M3	M4	M5	M6	M7	M8
性别	-.031	-.019	.016	.081	-.018	.000	-.018	-.041
教育程度	-.052	-.070	-.055	-.025	.082	.055	.048	.037
职务层级	-.066	-.108	-.116	-.147	.102	.041	.044	.055
工龄	-.017	-.031	-.107	-.019	.104*	.034	.026	.027
与上司共事	-.018	-.095	-.085	-.066	.032	-.079	-.073	-.088
情绪耗竭	-.214***	-.213***	-.222***	-.145***	.038*	.039	.043***	.016
谦卑型领导		.284***	.289***	.316***		.412***	.410***	.400***
核心自我评			.166***	.140***			-.083*	-.074*
谦卑型领导				.332***				-.114***
F	4.092***	9.787***	10.967***	19.976***	1.923	117.710***	5.482*	11.199***
R²	.051	.130	.161	.283	.025	.224	.234	.252
Adj.R²	.038	.117	.147	.269	.012	.212	.220	.237
ΔR²	.051	.079	.031	.122	.025	.200	.009	.018

注 1：因变量为工作自主性和心理特权。
注 2：N = 465。
注 3：*表示 p < 0.05; **表示 p < 0.01; ***表示 p < 0.001。
资料来源：本研究整理。

4.6.2 谦卑型领导对心理特权的影响

首先在因变量加入心理特权，其次在自变量 M5 中加入员工性别、教育程度、职级、

工龄和与上司共事年限、情绪耗竭等控制变量，接着在自变量 M6 中加入谦卑型领导，以此构建分层回归模型进行效应检验。结果如表 2 所示，谦卑型领导与工作自主性显着正相关（β=0.412，p<0.001），假设 H1b 成立。

4.6.3 工作自主性对工作态度消沉的影响

接下来在因变量一栏中加入工作态度消沉，其次在自变量 M9 中加入员工性别、教育程度、职级、工龄和与上司共事年限、情绪耗竭等控制变量，接着在自变量 M10 中加入工作自主性，以此构建分层回归模型进行效应检验。

结果如表 3 所示，工作自主性与工作态度消沉显着负相关（β=-0.237，p<0.001），假设 H2a 成立。

4.6.4 工作自主性对缺乏成就感的影响

在因变量一栏中加入缺乏成就感，其次在自变量 M12 中加入员工性别、教育程度、职级、工龄和与上司共事年限、情绪耗竭等控制变量，接着在自变量 M13 中加入工作自主性，以此构建分层回归模型进行效应检验。

结果如表 3 所示，工作自主性与缺乏成就感显着负相关（β=-0.135，p<0.001），假设 H2b 成立。

4.6.5 心理特权对工作态度消沉的影响

先在因变量一栏中加入工作态度消沉，其次在自变量 M9 中加入员工性别、教育程度、职级、工龄和与上司共事年限、情绪耗竭等控制变量，接着在自变量 M11 中加入心理特权，以此构建分层回归模型进行效应检验。结果如表 3 所示，心理特权与工作态度消沉显着负相关（β=0.308，p<0.001），假设 H3a 成立。

表 3

工作自主性、心理特权、工作态度消沉、缺乏成就感的回归分析

模型	工作态度消沉			缺乏成就感		
	M9	M10	M11	M12	M13	M14
性别	.271*	.263*	.276**	.067	.063	.079
教育程度	.061	.048	.036	.115*	.108*	.060
职级	.055	.039	.024	-.160	-.169	-.228*
工龄	.101	.105*	.069	.038	.040	-.030
与上司共事年	.107	.102	.097	-.027	-.0297	-.048
情绪耗竭	.200***	.149**	.188	.060	.0311	.035
工作自主性		-.237***			-.135***	
心理特权			.308***			.663***
F	4.702	7.37***	9.000***	1.463	6.928***	30.751***
R^2	.058	.101	.121	.019	.033	.320
$Adj.R^2$	.046	.088	.108	.006	.019	.310
ΔR^2	.058	.043	.036	.019	.015	.301

注 1：因变量为工作态度消沉和缺乏成就感。
注 2：N = 465。
注 3：*表示 $p < 0.05$; **表示 $p < 0.01$; ***表示 $p < 0.001$。
资料来源：本研究整理。

4.6.7 核心自我评价在谦卑型领导与工作自主性之间的调节作用

先将工作自主性放入因变量，然后将性别、教育程度、职级、工龄和与上司共事年限、情绪耗竭等控制变量加入自变量 M1 中，再将谦卑型领导和核心自我评价加入自

变量 M3 中，最后将谦卑型领导和核心自我评价的交互项加入自变量 M4 中。

结果如表 2 所示，谦卑型领导和核心自我评价的交互作用正向影响工作自主性（β=0.332，p<0.001），初步验证了假设 H4a。

进一步绘制了调节效应图，进行简单斜率分析。如图2所示，核心自我评价水平高时，谦卑型领导对工作自主性的正向作用更强烈，即相较于低核心自我评价水平，高核心自我评价加强了谦卑型领导对工作自主性的正向影响，证实了假设 H4a。

4.6.8 核心自我评价在谦卑型领导与心理特权之间的调节作用

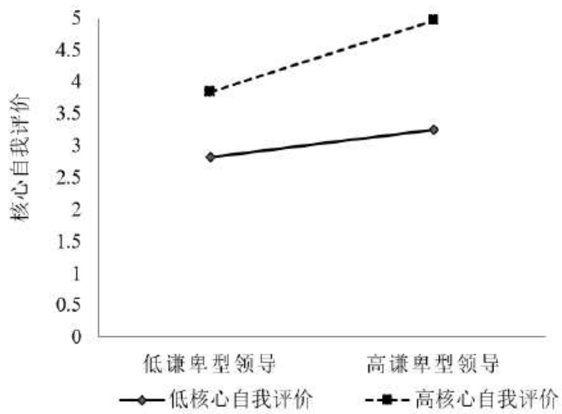
首先将心理特权放入因变量，然后将性别、教育程度、职级、工龄和与上司共事年限、情绪耗竭等控制变量加入自变量 M5 中，再将谦卑型领导和核心自我评价加入自变量 M7 中，最后将谦卑型领导和心理特权的交互项加入自变量 M8 中。

结果如表 2 所示，谦卑型领导和工作自主性的交互作用正向影响心理特权（β=-0.120，p<0.001），初步验证了假设 H4b。

进一步绘制了调节效应图，进行简单斜率分析。如图3所示，核心自我评价水平低时，谦卑型领导对心理特权的正向作用更强烈，即相较于高核心自我评价水平，低核心自我评价加强了谦卑型领导对心理特权的正向影响，证实了假设 H4b。

图 2

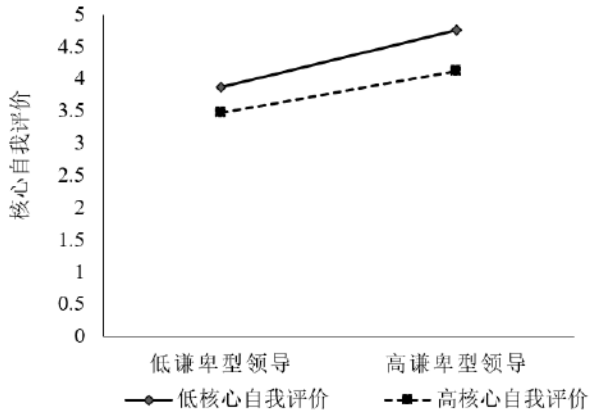
核心自我评价调节效应图



资料来源：本研究整理。

图 3

核心自我评价调节效应图



资料来源：本研究整理。

5.结论

本研究是从领导型态之一的谦卑型领导出发，与传统的型态不同，本研究有所新发现，以往的研究更多的是探讨谦卑型领导的正面影响，却很少看到其负面影响，而本研究洽从其正面影响与负面影响相对应去影响不同类型的工作倦怠，研究也证实，谦卑型领导确实会产生负面影响。所以，员工也不可盲目地追随领导，要有一定的自主性以及自我的思考，避免判断失误，造成组织与自身利益的损失。核心自我评价在员工的日常工作是十分重要的，它可以是员工的基础，也可以是后天来自于领导的培养、组织的环境、周边同事的影响等。这是来自于人的一种性格，更可以说是一项技能，帮助自己在工作中找到适合的位置，做适合的工作，处理适合的事情。当遇到谦卑型领导，长期以往，甚至可以去勇敢面对具有挑战性的工作，增强自身的才华，提升自己的价值。

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The Influence of Perceived Differential Treatment by Leaders on Employees' Withdrawal Behavior: The Mediating Effect of Work Loneliness and the Moderating Effect of Psychological Resilience

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Abstract

This This study, based on social exchange theory, explores the impact of individuals' perceptions of differential treatment by leaders on their work withdrawal behavior. It also introduces individuals' feelings of workplace loneliness as a mediating variable and examines the moderating effect of psychological resilience on the relationship between workplace loneliness and employee withdrawal behavior. This study used an empirical research questionnaire survey method and conducted statistical analysis of 433 valid responses collected through online means. The results support the hypotheses proposed in this study: 1) differential treatment by leaders has a positive impact on employee withdrawal behavior; 2) differential treatment by leaders has a positive impact on employees' feelings of workplace loneliness; 3) differential workplace loneliness has a positive impact on work withdrawal behavior; 4) workplace loneliness mediates the relationship between leadership differential treatment and work withdrawal behavior; and 5) psychological resilience negatively moderates the positive relationship between workplace loneliness and work withdrawal behavior.

Keywords: Differential Treatment by Leaders; Workplace Loneliness; Employee Withdrawal Behavior; Psychological Resilience.

感知领导者区别对员工退缩行为的影响：工作孤独感的中介作用，心理弹性的调节作用

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摘要

本研究基于社会交换理论探讨了个体对感知领导区别对待与其工作退缩行为的影响，同时引入工作孤独感作为中介变量，并检验了心理弹性对工作孤独感与员工退缩行为的调节作用。本研究采用实证研究的问卷调研方法，对通过网络方式收集到的 433 份有效问卷进行统计分析，结果支持了本研究提出的假设：1. 领导者区别对待正向影响员工退缩行为；2.领导者区别对待正向影响员工工作孤独感；3.工作孤独感正向影响工作退缩行为；4.工作孤独感在领导区别对待与工作退缩行为之间存在中介作用 5.心理弹性负向调节工作孤独感对工作退缩行为之正向影响关系。

关键词：领导区别对待；工作孤独感；员工退缩行为；心理弹性

1.绪论

1.1 研究背景

当前管理学的研究应该立足于管理实际，结合具体管理情境中真正存在的现实问题展开研究。在日益激烈的市场竞争环境下，有效的领导方式和科学的管理方法成为企业长远发展的关键要素，但管理者和员工的负面行为却是制约组织发展的毒瘤（李姜锦、刘春林，2021）。目前，心理学和组织行为学方面的学者在进行领导力方向的研究时，大多关注道德型领导、授权型领导等积极的或者正向的领导行为，对管理者负面行为的关注较少（魏华飞等人，2020；曹元坤等人，2022）。但实际上，管理者和员工的负面行为才是组织管理的现实痛点，是每个组织皆有可能存在而又无法彻底消除的困扰，既对个人发展无益，又对组织绩效和企业长远发展造成严重威胁（李姜锦、刘春林，2021）。从这个角度来看，有效识别管理者和员工的负面行为，研究其发生机制和作用机理，避免给组织发展造成破坏性影响，成为研究者必须关注的课题（赵晓蕾，2021）。因此，本研究将从管理实践入手，在中国组织情境之下，对管理者和员工存在的负面行为展开探索。

经济极速发展，各企业间的竞争程度只增不减，而在企业追求高绩效高回报的同时也会对员工提出更高要求，极大可能导致员工有较大压力（李锡元、王伟叶，2020）。在这种情况下，员工可能对工作有排斥心理，从而易产生退缩念头，这种想法投射到行为上直接表现为拖延完成工作，亦或是选择逃避来应对，这就是员工工作退缩行为的典型表现，该行为会对个人及企业带来一系列负面影响。如：负向影响个人在企业中的绩效，还可能影响组织的整体绩效甚至引发员工离职（侯曼等人，2022）。因此，想要助力企业畅通发展，同时也让员工拥有健康心理，更加积极的面对工作，越来越多的学者对其开始关注重视并进行深入研究，对于在心理学领域较受重视的有关该行为的研究也延伸到了组织管理领域（陶建宏等人，2021）。考虑到工作退缩行为可能产生的一系列负面影响，思考对其的形成与抑制机制就极为必要。在影响该种负面行为的众多因素中，领导行为是较为直接、影响较深的因素之一（张捷等人，2020）。然而在学术界关于研究领导对员工工作退缩行为的研究却较少，而且在之前的研究中，学者较多的集中在维度单一的领导方式上，他们共同的特征是领导在处理问题时展现出非此即彼的风格，如变革型领导、辱虐管理等（王子仪，2021）。

综上所述，本研究探究领导负向行为对员工退缩行为的形成机制，并探究其抑制机制，为此，本研究通过构建领导者区别对待为自变量员工退缩行为为因变量，工作孤独感为中介变量，探究其领导者不作为对员工工作退缩行为的工作孤独感中介形成机制，并深入探究其员工心理弹性的抑制调节机制，从而帮助企业了解领导者负向行为区别对待对员工负向行为退缩行为的形成与抑制机制，从而更好的管理领导，管理员工。

1.2 研究目的

在复杂多变的经济形势和严峻的市场竞争下，企业的成功与否取决于领导方式和管理方法的有效性。虽然已经有很多研究关注了这一问题，但阻碍组织发展的负面领导行为和消极员工行为在现实中依然广泛存在，对组织的可持续发展产生了严重影响。

特别是在中国这样一个文化和管理情境独特的国家，这些问题变得更加复杂。因此，本研究的目的是深入研究在中国组织文化和管理情境下，管理者如何区别对待员工工作退缩行为的形成和抑制机制。通过本研究，旨在为企业领导者、管理者和决策者提供有关如何更好地应对这些现实痛点问题的实际指导和战略建议。以通过科学的研究方法，揭示管理实践中的最佳实践，以推动组织的发展，提高员工满意度，提升竞争力，最终实现可持续繁荣。

2.文献综述

2.1 领导者区别对待对员工退缩行为的影响

社会交换理论认为，与领导成员交换关系高的“圈内人”相比，领导交换关系质量低的“圈外人”则享受不了高领导成员交换关系质量的员工所能享受到的特权，难以感受到领导支持，从而会导致消极的工作表现和心理状态 (Jiang, 2014)。“圈外”员工在感觉到区别对待后，也会对自身工作投入（成本）与所能得到的预期报酬（领导支持、薪资等等）进行计算比较，得出所能获得的预期报酬远小于工作投入的结论，根据社会交换的互惠性原则，“圈外”员工会减少自身工作投入，即产生退缩行为 (Jiang & Qu, 2023)。

March and Simon (1994) 提出工作退缩指员工的一种反馈行为，是对组织给予感到不公的消极反馈行为，这类行为在组织中很常见，对组织发展有非常大的危害。而领导领导行为是影响员工退缩行为的重要环境因素（侯曼等人，2022）。领导者区别对待会降低员工的动力和积极性，导致员工感到他们的工作和贡献没有得到公正的认可和回报（田在兰、黄培伦，2013），而当员工感知到工作当中付出没有得到回报与公平对待时，就会消极对待工作内容、减少工作时间，违反组织纪律、无故迟到早退、甚至产生离职的想法等，不再投入到工作中（王燕等人，2007）。这些消极负面的行为，即为退缩行为。

领导区别对待的会破坏组织中的信任关系，导致员工对领导的意图和动机产生怀疑，不再相信领导的指导和决策（陶厚永等人，2016）。这种信任缺失会导致员工感到不安和焦虑，容易引发对工作的不满，认为自己已经不再是组织重要的一分子，倾向于采取工作退缩行为，从而产生退缩行为（周密、赵欣，2017)。

综上所述，本研究推断领导者区别对待会导致员工产生工作退缩行为，因此，提出假设：

H_1：领导者区别对待正向影响员工退缩行为

2.2 领导区别对待对员工工作孤独感的影响

领导区别对待会使员工感到领导者不关心员工的需求和问题，区别的提供适当的帮助和指导，这使得员工感到在工作中没有得到必要的支持和资源（林英晖、程垦，2017)，而这种感知会导致员工感到被领导孤立从而增加职场孤独感（吕惠聪等人，2015）。领导区别对待往往与员工之间存在紧张和不和谐的人际关系（赵倩，2017），他们可能对员工采取不公平的对待策略、批评指责或者忽视员工的存在。这种情况下，员工会感到被孤立和排斥，导致职场孤独感的加剧（陈晓等人，2022）。领导区别对待会使员工感到没有得到同等的认可和奖励，导致员工认为领导者可能只关注自己的功绩，而忽视员工的贡献（谢雨，2017）。这使得员工感到他们的工作没有得到公正的认可，增加了职场孤独感（刘芳、李良玉，2020）。因此，本研究推断，领导区别对待会促进员工的工作孤独感，因此，提出假设：

H_2：领导者区别对待正向影响员工工作孤独感

2.3 员工工作孤独感对员工退缩行为的影响

职场孤独感是指员工在工作环境中感到孤立、与他人缺乏联系和支持的情况（刘芳、李良玉，2020)。而工作退缩行为是指员工在面对工作压力或不满意的情况下选择减少工作投入、避免挑战性任务或寻求退避的行为（杨亚中等人，2014）。职场孤独感会降低员工的动力和积极性，当员工感到与他人缺乏联系和支持时，他们可能会失去对工作的热情和投入（刘芳、李良玉，2020），这种情况下，他们更容易产生工作退缩行为，不再愿意主动承担挑战性的任务或积极参与工作（杨亚中等人，2014）。职场孤独感对员工的心理健康产生负面影响。长期的孤独感可能导致员工感到沮丧、焦虑和

无助（陈晓等人，2022）。这些心理健康问题会影响员工的情绪和情感状态，使他们更容易选择退缩，以减轻心理压力和负面情绪（熊静等人，2018）。缺乏支持和合作机会：职场孤独感意味着员工无法获得他人的支持和合作机会。缺乏合作和团队协作的环境可能导致员工在面对挑战时感到无力和无助。他们可能觉得没有人可以与他们分享负担或提供帮助（毛重琳、马超，2012），从而选择退缩而不是主动应对工作困难。因此，本研究推断职场孤独感知会导致员工产生工作退缩行为，因此，提出假设：

H_3：工作孤独感正向影响工作退缩行为

2.4 工作孤独感在领导区别对待与工作退缩行为之间的中介作用

首先，根据 March and Simon (1994)的研究，领导者的区别对待，如不公平的对待、不提供支持和忽视员工需求，会导致员工感到被孤立和排斥。这种情感会激发工作孤独感的产生，因为员工感到与他人缺乏联系和支持（王燕等人，2007）。

根据研究发现，一旦工作孤独感产生，它会对员工产生负面影响，降低其动力、积极性和情感健康（刘芳、李良玉，2020）。孤独感使员工更容易选择退缩行为，如避免挑战性任务、减少工作投入或产生离职的想法（杨亚中等人，2014）。这是因为孤独感让员工感到无法获得他人的支持和合作机会，增加了他们采取退缩行为的可能性。

因此，工作孤独感在领导区别对待和工作退缩行为之间充当了关键的中介变量。它连接了领导行为的不公平对待和员工的退缩行为，通过对员工情感和行为的影响，解释了这两者之间的关系。综上所述，本研究提出假设：

H_4：工作孤独感在领导区别对待与工作退缩行为之间存在中介作用

2.5 心理弹性正向调节工作孤独感与工作退缩行为之间的关系

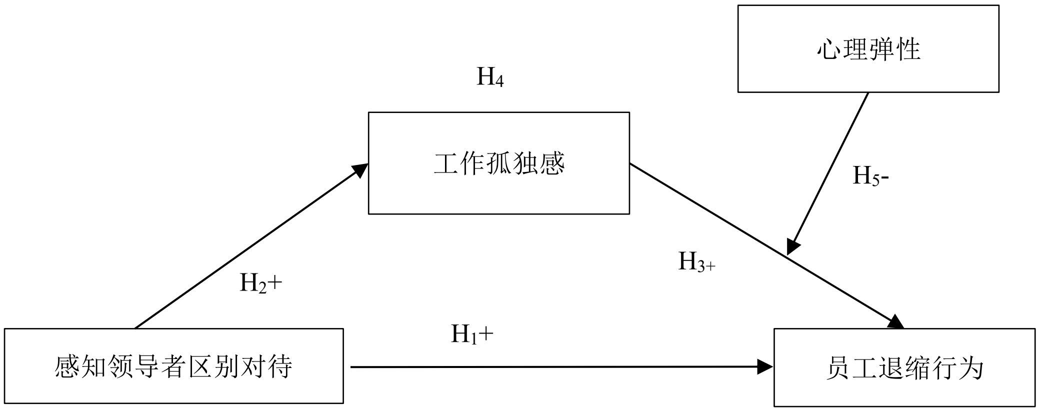
心理弹性是指个体应对压力和逆境的能力，包括积极适应、恢复力和灵活性等方面（王永跃、张玲，2018)。当员工具备较高的心理弹性时，他们更能够应对职场孤独感带来的压力和负面情绪，从而减少工作退缩行为的发生（王长峰、刘柳，2023）。心理弹性高的员工更具有积极适应压力和困难的能力，他们能够寻求支持、制定解决问题的策略，并寻找改善职场关系和增加社交联系的方法（谢文心等人，2015）。这种积极适应能力可以帮助员工降低职场孤独感，并减少对工作的退缩行为（聂婷、苏秋丽，2017）。心理弹性高的员工更能够从挫折和压力中快速恢复，他们能够积极调整情绪，寻找情感支持，并采取适当的自我照顾措施（罗田等人，2015）。这种恢复力可以减少他们在感到职场孤独感时负面情绪的持续时间，使员工更能够保持对工作的投入，而不是退缩和回避（涂红伟、江梓铭，2022）。心理弹性高的员工更具有灵活性和适应性，能够应对不同的工作情境和变化，他们能够适应不同的人际关系和工作要求，找到适合自己的工作方式，并主动寻求合作和支持（张文华，2011）。这种灵活性可以帮助员工减少职场孤独感（王长峰、刘柳，2023)，更好地融入工作环境，并保持工作的积极性，从而减少退缩行为（涂红伟、江梓铭，2022）。因此，本研究推断，心理弹性负向调节工作孤独感与工作退缩行为之间的关系，因此，提出假设：

H_5：心理弹性负向调节工作孤独感对工作退缩行为之正向影响关系

3.研究方法与设计

3.1 研究框架

图 1
研究框架图



资源来源：本研究整理

3.2 研究对象与抽样方法

本研究以企业员工作为目标对象展开研究，以探讨员工感知领导区别对待、工作孤独感、心理弹性与员工退缩行为之间的关系。考虑到研究对象为企业员工，因此本研究以广东省深圳市作为样本母体。广东省深圳市作为中国改革开放的重要城市之一，是当前中国最为发达的城市之一，吸引了大量来自中国各地以及海外的人才。因此，选择深圳市的企业不仅能够得到不同背景员工的数据，也能统计不同行业员工的特性。本研究以深圳市员工作为研究对象，方便覆盖不同类型的员工，可以用以推断整个中国企业员工的状况，使得研究具有代表性。

其次，由于客观条件和自身资源的限制，本研究采用便利抽样的方式进行抽样调查。首先通过问卷星平台设置好调查问卷，包括受访者个人信息的调查以及具体量表题目，并生成访问链接。然后，将问卷链接发放给在深圳工作的亲朋好友，邀请其发送到工作群，请其同事在问卷上按自己真实情况进行填写。

3.3 变量衡量

领导区别对待采用姜定宇与郑伯埙（2014）在实证研究中，编制的差序式领导的量表，该量表共 11 个题项，经多位学者检验，该量表具有较好的信度和效度，已成为学界普遍采用的测量工具。工作孤独感参考毛重琳与马超（2012）编制的职场孤独感量表。例如“我感觉自己在单位可有可无，没有什么价值。”等。该量表也逐渐被学者认可，并运用于中国情境下的职场孤独感测量。员工退缩行为参考 Lehman and Simpson (1992) 开发编制的量表，这是目前关于工作退缩行为最常用的测量量表。心理弹性参考 Campbell and Stein(2007)编制量表。该量表 Cronbach's α 值为 0.91，信度良好。

4.研究结果分析

4.1 信度分析

本研究总共回收有效数据 433 份，并采用信度分析检验量表的稳定性与一致性。本研究所采用的各量表的内部一致性系数如表一所示，根据结果显示，各量表信度良好，Cronbach’s α 均比较高，表现出了较高的一致性水平。

表 1
各量表信度分析结果

量表名称	Cronbach’s α
领导区别对待	0.943
工作孤独感	0.914
员工退缩行为	0.875
心理弹性	0.839

4.2 区别效度分析

本研究根据各量表相关性以及与其 AVE 平方根的关系，进一步分析量表的区分效度，其区别效度分析结果如下表二所示，各变量之间的区别效度均小于其 AVE 平方根值，因此本研究变量之间具有良好的区别效度。

表 2
区别效度表

	领导区别对待	工作孤独感	员工退缩行为	心理弹性
领导区别对待	0.776			
工作孤独感	0.381	0.756		
员工退缩行为	0.555	0.446	0.736	
心理弹性	0.091	-0.005	-0.133	0.720

4.3 回归分析

4.3.1 主效应与中介效应检验

本研究采用层级回归的方法以检验领导区别对待与员工工作退缩行为之间的关系。数据处理结果如表三所示：

首先检验领导区别对待对员工工作退缩行为是否存在显著影响，由模型 2 中领导区别对待会正向影响员工工作退缩行为(β=0.519, p<0.001)，可知假设 1 验证成立；其次，检验自变量领导区别对待对中介变量工作孤独感是否存在显著影响，模型 1 中加入自变量领导区别对待，数据结果显示领导区别对待对工作孤独感有显著正向影响(β=0.390, p<0.001)，假设 2 得到验证。模型 3 中，在回归方程中引入工作孤独感，以检验工作孤独感对员工工作退缩行为的影响，数据分析结果显示工作孤独感显著正向影响员工工作退缩行为(β=0.406, p<0.001)，假设 3 得到验证。最后检验中介变量加入回归方程的结果变化，将领导区别对待、工作孤独感与员工工作退缩行为同时加入回归方程后，模型 4 发现领导区别对待对员工工作退缩行为的影响有所减弱(β=0.422, p<0.001)，而此时工作孤独感对员工工作退缩行为的正向影响依然十分显著(β=0.250, p<0.001)。因此，本研究满足中介效应检验的三个步骤标准，即假设 4 中工作孤独感在领导区别对待与员工工作退缩行为二者之间关系中起中介作用得到数据支持。

表 3
回归分析表

	工作孤独感	员工退缩行为		
	模型 1	模型 2	模型 3	模型 4
控制变量				
性别	-0.002	0.005	-0.051	0.005
最高学历	0.006	-0.043	-0.028	-0.044
企业类型	0.026	0.021	0.017	0.014
工作年限	-0.029	-0.005	0.018	0.002
自变量				
领导区别对待	0.390***	0.519***		0.422**
中介变量				
工作孤独感			0.406***	0.250**
Adj R^2	0.138	0.302	0.192	0.365
F	14.855***	38.356***	21.477***	42.328***

注：* p<0.05 ** p<0.01 *** p<0.001

4.3.2 调节效应检验

本研究将中介变量工作孤独感和调节变量心理弹性进行了标准化处理，建立交互作用乘积项，回归分析结果见表四。模型 1 代表中介变量工作孤独感对员工退缩行为的影响，模型 2 则反映了调节变量心理弹性对员工退缩行为的影响，模型 3 在加入工作孤独感和心理弹性的交互项后，结果显示员工心理弹性负向调节工作孤独感对员工退缩行为的影响(β=-0.303, p<0.001)。

表 4
调节分析表

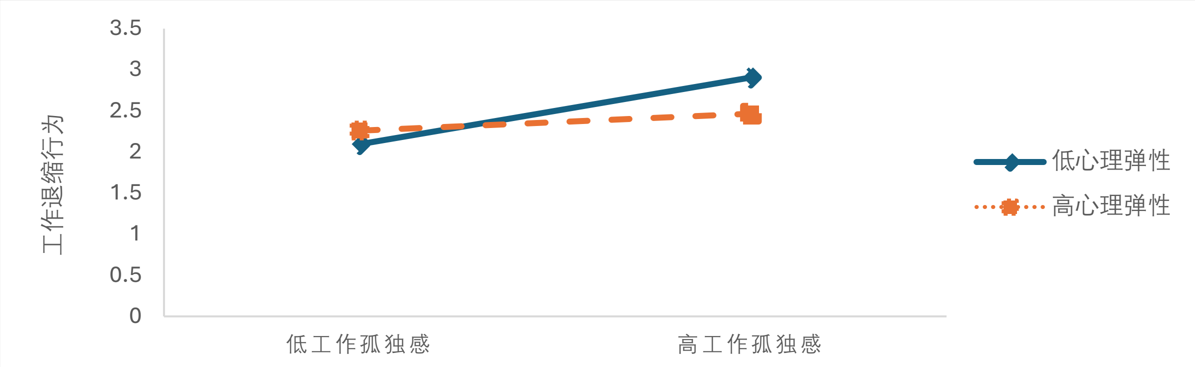
	员工退缩行为		
	模型 1	模型 2	模型 3
控制变量			
性别	-0.051	-0.049	-0.083
最高学历	-0.028	-0.017	-0.035
企业类型	0.017	0.022	0.006
工作年限	0.018	0.017	0.014
中介变量			
工作孤独感	0.406***	0.405***	0.316***
调节变量			
心理弹性		-0.138***	0.180***
交互项			
工作孤独感 x 心理弹性			-0.303***
Adj R^2	0.192	0.207	0.344
F	21.477***	9.274**	90.221***

注：* p<0.05 ** p<0.01 *** p<0.001

为了更好地阐释心理弹性对工作孤独感和员工退缩行为的负向调节作用，绘制调节效应关系图时，分别取高于和低于均值一个标准差为基数，以说明不同程度的心理弹性在工作孤独感与员工退缩行为之间的差异。如图二所示，员工的心理弹性越高，工作孤独感对员工退缩行为的消极影响越弱；反之，员工心理弹性越低，工作孤独感对员工退缩行为的消极影响越大。因此，假设 5 成立。

图 2

调节检验图



资源来源：本研究整理

5.结论与讨论

5.1 研究结论

本研究基于社会交换理论探讨了个体对感知领导区别对待与其工作退缩行为的影响，同时引入个体的工作孤独感作为中介变量，并检验了心理弹性对工作孤独感与员工退缩行为的调节作用。本研究采用实证研究的问卷调研方法，对通过网络方式收集到的 433 份有效问卷进行统计分析，结果支持了本研究提出的假设。

5.2 管理启示

一、企业应该积极将更多的目光放在员工所感知到的区别对待问题上。本研究建议组织应该促使领导者应该合理利用权力，当员工受到惩罚或奖励时，应按照公司的规则制度，公平公正的原则处理。

二、管理者应采取多种措施减少员工感知领导的区别对待及其引起的消极反应，通过降低工作孤独感的方式来弥补领导区别对待负面的关键路径，从而减少工作退缩行为。

三、企业在人力资源管理工作中需要重视对员工心理弹性识别与培育。

5.3 研究局限与展望

由于调研资源的限制，本研究在样本数据收集方面存在一定的局限性。首先，本研究主要采取网上发放问卷的方式收取数据，并未将量表所测量的具体含义对被试进行详细描述和解释，这可能会导致被试对问卷题项的理解和评价产生偏差。同时，员工的心理弹性与孤独感状况存在动态的特征，后续的研究需要更多时段的长期跟踪调研，以确保研究的可靠性和探索的深层性。其次，本研究在同一时间收取数据，未考虑时间节点问题。因为不同时间点对变量进行测量可能会产生不同的结果，因此数据收集过程分为两个时间阶段能够更好地控制同源方差问题。

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How Could Employees with Low Inferiority Avoid Emotional Exhaustion? The Critical Role of Psychological Detachment and Work-related Rumination

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Abstract

This study mainly explores and analyzes the impact of inferiority complex on employee emotional exhaustion, and explores the moderating effect in the above-mentioned impact process from the two levels of psychological detachment and work rumination. This article collected a total of 408 valid questionnaires, The research results show that: sense of inferiority positively affects work alienation, work alienation positively affects emotion exhaustion, sense of inferiority positively affects downward social comparison, and downward social comparison negatively affects emotion exhaustion. Psychological detachment plays a positive moderating role in the relationship between work alienation and emotion exhaustion. Problem-solving rumination plays a positive moderating role in the relationship between downward social comparison and emotion exhaustion.

Keywords: Sense of Inferiority; Downward Social Comparison; Emotion Exhaustion; Psychological Detachment; Work-related Rumination

自卑感较低的员工是如何能不被情绪耗竭所影响? 心理脱离和工作反刍的关键作用

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摘要

本研究主要探讨与分析自卑感对员工情绪耗竭的影响，并从心理脱离和工作反刍两个层面探讨在上述影响过程中的调节作用。本文共回收 408 份有效问卷，研究结果表明：自卑感正向影响工作疏离感，工作疏离感正向影响情绪耗竭，自卑感正向影响下行社会比较，下行社会比较负向影响情绪耗竭。心理脱离在工作疏离感与情绪耗竭的关系中起到正向调节作用。问题解决沉思在下行社会比较与情绪耗竭的关系中起到正向调节作用。

关键词：自卑感；下行社会比较；情绪耗竭；心理脱离；工作反刍

1.引言

自卑感(Sense of Inferiority)是社会中普遍存在的一种心理现象，不管是性别，年龄，社会地位，职场经历，人们在其中都会感受到自卑感。情绪耗竭(Emotion Exhaustion)作为职业倦怠的重要表现形式，已经不再是医生、教师、警察等人性较强职业的专属名词，在企业员工薪资水平不断提高的同时，也逐步习惯高强度的工作模式。资源保存理论的核心是个体拥有保护自己现有资源、获取新的或者没有的资源动机，个体现有资源遭到损失、现有资源在未来可能会遭到损失时，就会产生工作压力。为了减少或消灭工作压力，个体会尽最大程度地维护、获取他们认为有价值的资源(Hofoll, 2001)。

在工作中一定会有努力上进与无所事事的员工，为何大多数个体会产生情绪耗竭，或许自卑感是情绪耗竭的影响因素之一。当个体产生自卑感后可能降低对工作的热情从而减少工作投入，但工作压力的增大使得个体产生情绪耗竭，个体若是过度心理脱离可能会进一步产生更多的消极情绪。若是个体产生自卑感后想要他人进行比较，或许可以通过比较产生优越感并减少情绪耗竭的产生，通过在非工作时间反刍工作时的相关问题以及事件进一步降低情绪耗竭水平。

综上所述，整理清楚自卑感如何影响情绪耗竭，工作疏离感与社会比较如何影响情绪耗竭，心理脱离和工作反刍在其中起到怎样的调节作用，变量与变量之间的相互作用如何缓解情绪耗竭带来的情感体验，并基于资源保存理论，明晰个体心理资源和情感资源在其中的动态传导过程，丰富自卑感与情绪耗竭关系的理论研究，同时为企业如何给予个体良好的工作环境提供一定的管理建议。

2. 理论基础与研究假设

2.1 自卑感与工作疏离感

自卑感是指个体对预期目标的可达性低的认知，内心产生看轻自我和不如他人的消极情绪(Adler, 1931)。工作疏离感其实是个体的一种认知，个体认为所做的工作不能满足自己的需求和期望，从而导致心理上与工作的分离(Kanungo, 1979)。Akdogan and Cimsir (2022) 实证结果表明自卑感与社交焦虑存在紧密关系，即自卑感体验越强，社交焦虑越强。当个体对自身价值和能力的认同感较低时, 此时个体倾向认为社交情境具有危险性, 于是焦虑感便油然而生(Ran et al., 2018)。当自我效能感低时, 人们则会自觉无力、容易淡漠而对事视而不见（段锦云、魏秋江，2012）。

综上所述，提出假设：

H_{1a}：自卑感正向影响工作疏离感。

2.2 自卑感与下行社会比较

下行社会比较(Downward Social Comparison)指个体与弱于自己的他人进行比较的过程。Wills (1981) 提出下行比较理论，认为当个体的自尊受到威胁时，此时想要与比自己差的人进行比较，通过比较来获得优越感并产生主观幸福感。Tamannaeifar and Motaghedifard (2014) 发现自我效能感可以显著正向预测主观幸福感。拥有自卑感的个体自信心较低，对自我能力在特定情况下会产生怀疑态度，降低个体主观幸福感。感受威胁的个体可能会从下行社会比较中受益，从而提高个体的主观幸福感和自尊，并反过来减轻个体焦虑，产生积极情绪(Vazire & Funder, 2006)。当目标实现的可能性较低时，个体可能会通过

下行社会比较保护心理资源，避免心理资源进一步消耗(Heckhausen & Schulz, 1998)。综上所述，提出假设：

H_{1b}：自卑感正向影响下行社会比较。

2.3 工作疏离感与情绪耗竭

Maslach et al. (2001) 认为情绪耗竭是由于工作压力所引起的，是一种过度消耗自身生理、心理资源从而产生的一种疲惫状态。工作疏离感可以成为各种阻碍性需求的形式，例如对自己的工作角色及其意义的不理解，以及对资源可用性的模糊性，这些都会导致情绪耗竭(Khan et al., 2019)。工作疏离感会造成资源流失,拥有高工作疏离感的员工需要消耗更多心理资源来投入工作（赵琛徽、刘欣，2020）。综上所述，提出假设：

$H_{2:}$ 工作疏离感正向影响情绪耗竭。

2.4 下行社会比较与情绪耗竭

Vogel et al. (2014) 研究发现，下行社会比较则会提高自我评价，幸福感水平也会相应提高。个体主观幸福感的增强有利于增强个体创造力，通过选择适合自身的工作模式减轻工作压力，以及所带来的负面情感体验(Oswald et al., 2015)。下行社会比较可以积极改善情绪状态，个体情绪状态受所阅读信息的影响，若是信息接收对自身有利，则会降低个体消极情绪体验(Gibbons & Gerrard, 1989)。综上所述，提出假设：

H_3：下行社会比较负向影响情绪耗竭。

2.5 心理脱离的调节作用

Sonnentag and Fritz (2007) 认为心理脱离(Psychological Detachment)指个体非工作时间不再处理工作相关任务，并且也会主动地、自觉地远离与工作相关的活动，不再考虑工作中的相关事情。Shimazu et al. (2012) 认为当个体在非工作时间高度脱离时，个体在第二天面对工作时可能需要动用更多的资源以及能量来投入工作，导致工作投入度受损。Shimazu et al. (2016) 通过实证研究发现心理脱离过高可能会需要更多的时间才能达到第二天的工作状态。综上所述，提出假设：

H_{4a}：心理脱离正向调节自卑感对工作疏离感的影响。

工作疏离感往往和远离于工作环境和组织场所之外、同事之间较少的社交互动相关(Mulki et al., 2008)。高心理脱离状态的员工在非工作时间会减少工作相关的思考以及与同事的社交互动, 易产生工作疏离感（万金等人，2023）。当资源得不到补充难以回到基准线水平时，个体会对于自己的工作感到身心俱疲(Hobfoll, 1989)。综上所述，提出假设：

H_{4b}：心理脱离正向调节工作疏离感对情绪耗竭的影。

2.6 情感反刍的调节作用

Cropiey and Zijlstra (2011) 将工作反刍(Work-related Rumination)定义为个体在非工作时间思考与工作相关的问题或事件的倾向，并将工作反刍区分为情感反刍(Affective Rumination)和问题解决沉思(Problem-solving Pondering)两个维度，其认为情感反刍是一种具备侵入性、普遍性和反复性的思想体验，个体会思考工作相关问题并带来负面情感，而问题解决沉思侧重于寻找解决方案并表现出创造力。Deselms (2016) 通过实证研究发现具有高水平情感反刍的个体会产生更多的消极情绪，例如情绪耗竭和疲劳感。Locatelli et al. (2012) 通过实证研究发现情感反刍与主观幸福感呈现负相关关系。综上所述，提出假设：

H_{5a}：情感反刍正向调节自卑感对下行社会比较的影响。

2.7 问题解决沉思的调节作用

Querstret and Cropley (2012) 研究发现, 问题解决沉思会促使个体构思工作解决方案或朝着工作目标取得进展。随着时间的推移，个体可以通过问题解决沉思产生与主观幸福感相关的个人资源来应对困难(Minnen et al., 2021)。Weinberger et al. (2018) 通过实证研究发现, 前一天晚上的问题解决沉思可以显著正向预测个体第二天的工作创造力。个体在非工作时间思考问题可以被看成资源恢复的过程，在该过程中问题会被重新定

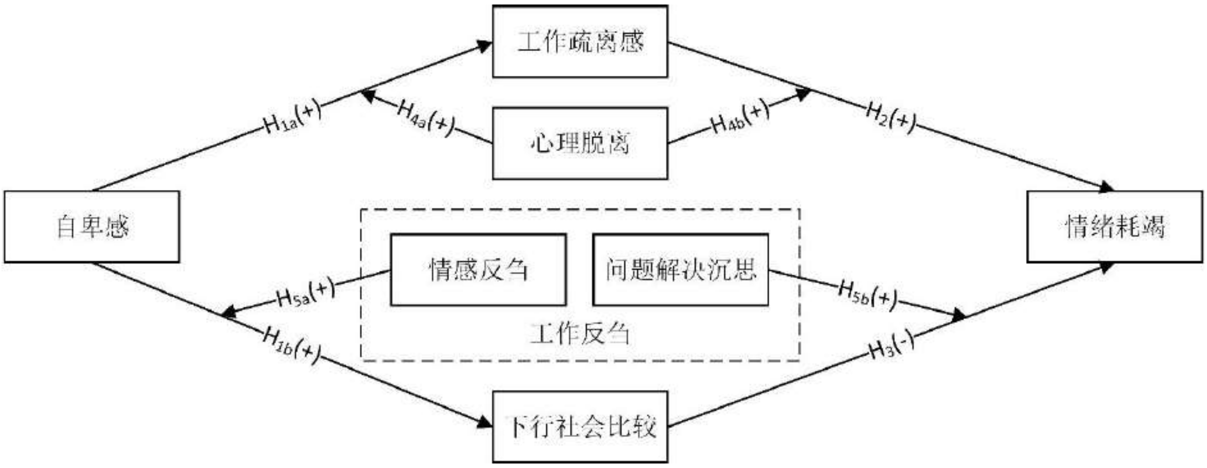
义并进行探索, 个体会从尝试解决问题中获取经验。但是问题解决沉思仍会消耗个体资源，虽被看成资源恢复的过程，但是个体资源恢复的速度无法弥补个体资源消耗的过程。综上所述，提出假设：

H_{5b}：问题解决沉思正向调节下行社会比较对情绪耗竭的影响。

整合上列各项研究假设，本研究理论模型，如图 1 研究框架图所示。

图 1

研究框架图



资料来源：本研究整理。

3.研究方法与设计

3.1 研究样本与数据收集

本研究将采用问卷调查的方法进行研究抽样。研究对象主要集中在企业员工，拥有工作经历的工作人员。调研时间为 2023 年 7 月至 2023 年 10 月，共回收问卷 603 份，删除掉填写时间过短、规律性作答等无效问卷，有效问卷为 408 份，调查方法选取便利抽样。研究样本中男性占比 47.500%，女性占比 52.500%。调查对象年龄 26-35 岁占比居多，占比 37.300%。学历在大学本科层次占比居多，占比 55.600%。工作状态在职状态占比居多，占比 90.400%。个人情绪偶尔会影响工作表现占比居多，占比 49.800%。工作绩效偶尔需要与同事比较占比居多，占比 60.500%。

3.2 测量工具

问卷采用国外学者的成熟量表，截至 2023 年已被其他学者和研究者采用，为保证调查对象能够理解各题项含义，并且保持与原量表原意，对量表的翻译工作进行 7 次以上的删减与修改，除控制变量以外，其余变量均采用 Likert 5 点评分法，“1”表示“从不”，“5”表示“总是”。

自卑感。采用 Fleming and Courtney (1984) 修订后的 FIS 量表。该量表共有 36 道题目，共划分为 5 个维度，其中自尊(Self-regard)包括“我经常感觉，自己什么事也做不好”等；社交自信(Social Confidence)包括“我认为自己比较自觉”等；学习能力(School Abilities)包括“我常常感觉，自己的学习能力不如别人”等；外貌(Physical Appearance)包括“我常常想着，要让自己更好看”等；体能(Physical Abilities)包括“我最近常常感觉，自己的手脚不协调”等。

工作疏离感。采用 Hirschfeld et al. (2000) 修订的单维度量表，该量表共有 10 道题目，包括“我完全不知道为什么要工作”等。

下行社会比较。采用 Gibbons and Buunk (1999) 编制的社会比较量表，该量表共有 11 道题目，将其分为能力(Abilities)比较和观念(Opinions)比较。观念比较包括“当别人面临和我相似的问题时，我想知道别人会怎么想”等。能力比较包括“我经常喜欢与别人作比较，看谁做的比较好”等。

情绪耗竭。采用 Boswell et al. (2004) 的 3 题项量表，该量表共有 3 道题目，包括“在工作中，我常常感到情绪低落”等。

工作反刍。本采用 Cropley et al. (2012) 编制的工作反刍量表，该量表共有 15 道题目，情感反刍包括“在休闲时间，我会因为思考工作相关的事情，而感到紧张”等，问题解决沉思包括“在休闲时间，我会重新评估在工作中所做的事情”等。

心理脱离。采用 Cropley et al. (2012) 编制的工作反刍量表，该量表共有 15 道题目，心理脱离包括“我感觉时时刻刻都无法放下工作”等。

控制变量。参考已有研究，选取性别、年龄、学历、工作状态、个人情绪会不会影响工作表现、工作绩效需不需要与同事比较作为控制变量。

4. 研究结果分析

4.1 共同方法偏差检验

采用 Harman 单因素检验方法，对所有测量数据进行无旋转的主成分因子分析。结果显示，本研究中所有因子的总解释变异量是 69.721%，第一个因子的方差解释率为 28.832%，小于 30%，没有一个单一的因子能解释绝大部分的变异量，表明本研究不存在严重的同源偏差。进一步采用控制未测量的潜在方法因子法进行检验，即在七因子模型的基础上增加一个负载了所有题项的潜在共同因子，构建一个八因子模型，八因子模型拟合度（χ2=746.724，df=642，χ2/df=1.163，RMSEA=0.022，SRMR=0.031，CFI=0.983，TLI=0.981），并没有显著优于七因子模型（χ2=833.341，df=681，χ2/df=1.224，RMSEA=0.023，SRMR=0.033，CFI=0.985，TLI=0.984），说明本研究不存在严重的同源偏差问题。

4.2 信效度检验

本文使用 Cronbach’s α 系数来评估信度，从表 1 可知本研究的 7 个变量的 Cronbach’s α 系数均大于 0.700，信度良好，可靠性高。主要变量 CR 值均大于 0.700，AVE 值均大于 0.500，说明变量具有较好的聚合效度。同时由表 2 可知，AVE 平方根值大于任一两两变量间的相关系数，表明变量的区分效度较好。

表 1
信效度分析

变量名称	载荷系数	Cronbach’s α	CR	AVE
自卑感	.725~.789	.968	.878	.591
工作疏离感	.753~.806	.940	.940	.611
下行社会比较	.799~.895	.952	.950	.759
情感反刍	.783~.852	.908	.909	.666
问题解决沉思	.759~.778	.878	.879	.591
心理脱离	.766~.816	.891	.891	.622
情绪耗竭	.712~.743	.771	.771	.528

资料来源：本研究整理。

4.3 描述性统计与相关性分析

本研究分析了自卑感、工作疏离感、下行社会比较、情感反刍、心理脱离、情绪耗竭以及各控制变量的均值、标准差和相关系数。在本研究变量间的关系中，除去工作疏离感与心理脱离的相关系数值；心理脱离与问题解决沉思的相关系数值；情绪耗

竭与心理脱离的相关系数值，其余变量间相关系数绝对值均小于 0.500。详情内容见表 2。

表 2

各变量描述性分析和变量间相关系数

变量	1	2	3	4	5	6	7
1.自卑感	(.769)						
2.工作疏离感	.399***	(.782)					
3.下行社会比较	.114*	.131**	(.871)				
4.情感反刍	.124*	.289***	.387***	(.816)			
5.问题解决沉思	.418***	.485***	.251***	.195***	(.769)		
6.心理脱离	-.458***	-.611***	-.197***	-.307***	-.525***	(.789)	
7.情绪耗竭	.337***	.464***	-.133**	.154**	.322***	-.538***	(.727)
M	3.188	3.382	3.080	2.965	3.430	2.627	3.724
SD	0.899	1.006	1.030	1.139	1.011	1.057	0.933

注 1:* p＜0.05；** p＜0.01；***p＜0.001。

注 2：对角线括号内数值为 AVE 的平方根，对角线以下为构面之间的相关系数。

资料来源：本研究整理。

4.4 研究假设的检验

4.4.1 自卑感、工作疏离感和心理脱离的回归分析

如表 3 所示，通过回归分析结果得出，自卑感正向影响工作疏离感（β=0.153，p＜0.001），假设 H1a 得到支持。加入自卑感与心理脱离的交互项后，交互项正向影响工作疏离感（β=0.498，p＜0.001），高心理脱离斜率比低心理脱离更高，如图 2 所示，因此心理脱离在自卑感与工作疏离感中起到正向调节作用，假设 H4a 得到支持。

4.4.2 自卑感、下行社会比较和情感反刍的回归分析

如表 3 所示，通过回归分析结果得出，自卑感正向影响下行社会比较（β=0.072，p＞0.05）不显著，假设 H1b 未能得到支持。加入自卑感与情感反刍的交互项后，交互项正向影响下行社会比较（β=0.159，p＜0.001），高情感反刍斜率比低情感反刍更高，如图 3 所示，因此情感反刍在自卑感与下行社会比较中起到正向调节作用，假设 H5a 得到支持。

4.4.3 工作疏离感、情绪耗竭和心理脱离的回归分析

如表 3 所示，通过回归分析结果得出，工作疏离感正向影响情绪耗竭（β=0.212，p＜0.001），假设 H2 得到支持。加入工作疏离感与心理脱离的交互项后，交互项正向影响情绪耗竭（β=0.114，p＜0.05），高心理脱离斜率比低心理脱离更高，如图 4 所示，因此心理脱离在工作疏离感与情绪耗竭中起到正向调节作用，假设 H4b 得到支持。

4.4.4 下行社会比较、情绪耗竭和问题解决沉思的回归分析

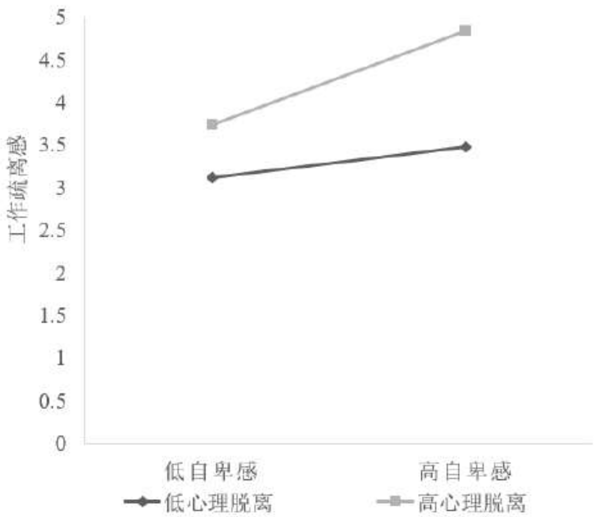
如表 3 所示，通过回归分析结果得出，下行社会比较负向影响情绪耗竭（β=-0.228，p＜0.001），假设 H3 得到支持。加入下行社会比较与问题解决沉思的交互项后，交互项正向影响情绪耗竭（β=0.170，p＜0.001），高问题解决沉思斜率比低问题解决沉思更低，如图 5 所示，因此问题解决沉思在下行社会比较与情绪耗竭中起到正向调节作用，假设 H5b 得到支持。

表 3
回归分析表

因变量	工作疏离感		下行社会比较		情绪耗竭			
	M1	M2	M3	M4	M5	M6	M7	M8
性别	.034	.060	-.037	-.044	.023	.030	.030	.023
年龄	-.022	-.021	-.084	-.089	-.001	-.009	-.023	-.040
情绪影响工作	-.035	-.009	.014	.008	-.044	-.046	-.015	.001
自卑感	.153***	.181***	.072	.105*				
工作疏离感					.212***	.197***		
下行社会比较							-.228***	-.251***
情感反刍			.372***	.388***				
问题解决沉思							.377***	.419***
心理脱离	-.541***	-.331***			-.410***	-.376***		
自卑感×情感反刍				.159***				
下行社会比较×问题解决沉思								.170***
自卑感×心理脱离		.498***						
工作疏离感×心理脱离						.114*		
R^2	.394	.602	.163	.187	.321	.332	.154	.180
Adj. R^2	.386	.596	.153	.175	.313	.322	.143	.168
$\triangle R^2$	.230	.208	.136	.024	.105	.011	.132	.026
F	52.251***	100.886***	15.664***	15.341***	38.063***	33.244***	14.625***	14.706***

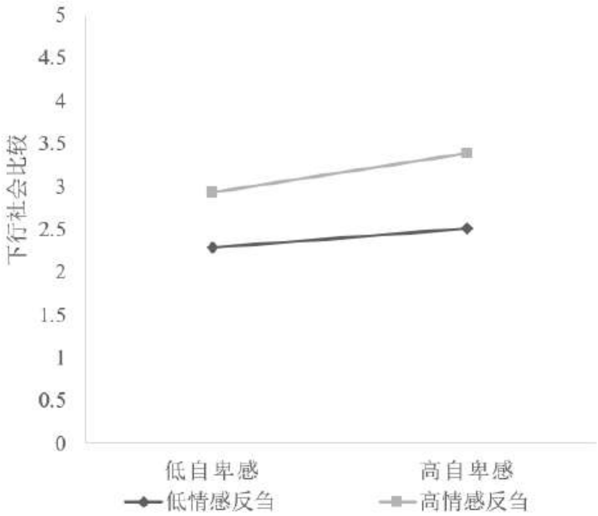
注 1：以上系数为标准化系数 β，情绪影响工作指个人情绪会不会影响工作表现。
注 2：$^{*}p<0.05$；$^{**}p<0.01$；$^{***}p<0.001$。
注 3：将性别中男性编为 1，女性编为 2；年龄中 18-25 岁编为 2，26-35 岁编为 3，36-45 岁编为 4，46-55 岁编为 5，55 岁以上编为 6；个人情绪会不会影响工作表现中偶尔会编为 2，有时会编为 3，经常会编为 4，总是会编为 5。
资料来源：本研究整理。

图 2
心理脱离调节效果图



资料来源：本研究整理。

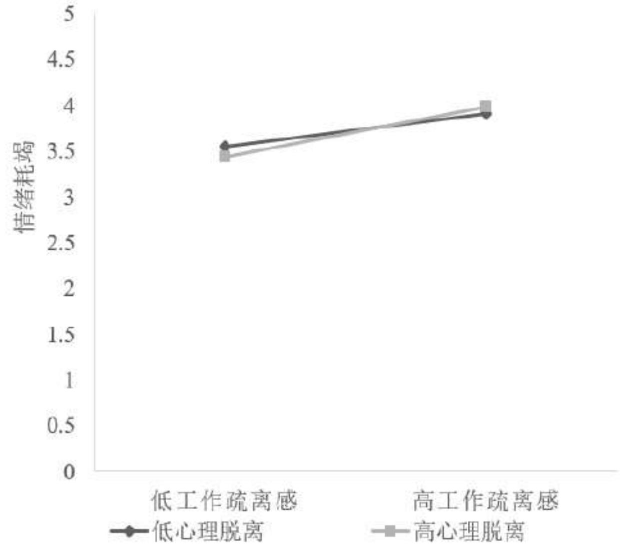
图 3
情感反刍调节效果图



资料来源：本研究整理。

图 4

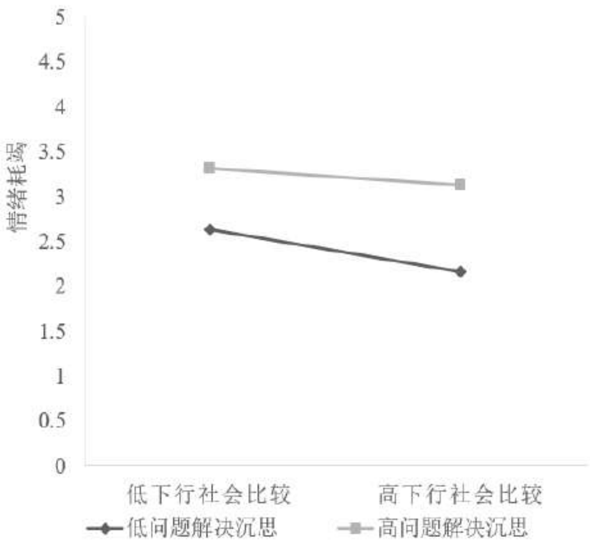
心理脱离调节效果图2



资料来源：本研究整理。

图 5

问题解决沉思调节效果图



资料来源：本研究整理。

5. 结论与讨论

5.1 研究结论

在自卑感如何影响情绪耗竭的关系中大致有两条路径，第一条路径中自卑感可以通过工作疏离感提高个体情绪耗竭水平，当个体在非工作时间高度脱离时，个体需要动用更多的资源以及能量来投入工作，进而提高情绪耗竭水平。第二条路径中自卑感可以通过下行社会比较降低情绪耗竭水平，个体在非工作时间思考工作中的事件或问题，会产生更多下行社会比较的想法，进而降低情绪耗竭水平。个体在非工作时间进行问题解决沉思会促使个体构思工作解决方案或朝着工作目标取得进展，但是此方式降低情绪耗竭水平程度较小。

5.2 研究不足和未来展望

(1)本研究聚焦员工非工作时间产生的自卑感，会对员工工作表现造成怎样的影响，但个体与个体之间的比较还体现在工作时间。未来研究可以聚焦员工工作时间产生的自卑感，有哪些因素会导致员工产生自卑感，进而影响员工情绪耗竭的消极情感体验。

(2)本研究选取了社会比较类型中的下行社会比较，来探讨自卑感与情绪耗竭之间的关系，未来研究可以通过上行社会比较这一比较类型，来探讨自卑感与情绪耗竭之间的关系，并通过上行社会比较所产生的对比效应或者同化效应来解释个体心理状态的变化。

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Transformational Leadership and Job Satisfaction: Current Status and Trends in WOS Database SSCI Analysis

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Abstract

This study conducts a bibliometric analysis of papers indexed in the Social Science Citation Index (SSCI) of the Web of Science database, to deeply explore the relationship between transformational leadership and employee job satisfaction. Utilizing quantitative analysis, it systematically examines the trends, geographical distribution, author collaborations, and evolution of keywords in the relevant literature, revealing the current academic status and developmental trends of transformational leadership's impact on job satisfaction.

The research identifies transformational leadership as an effective approach in enhancing employee potential and job satisfaction. The findings indicate a growing global interest in the study of the relationship between transformational leadership and job satisfaction, especially in fields like psychology, management, and human resource management. Additionally, the study observes variations in the impact of transformational leadership on job satisfaction across different cultural backgrounds and industries, suggesting future research should consider more multifaceted factors.

This paper not only summarizes the trajectory and current hotspots of transformational leadership research but also provides valuable references for future academic study and practical application by envisioning future research directions. It recommends that future studies should explore the varied mechanisms of transformational leadership from a multicultural perspective and focus on the interaction between leadership behavior and individual employee characteristics to enrich and deepen the theoretical foundations and practical applications in this field.

Keywords: Transformational Leadership; Job Satisfaction; Bibliometric Analysis

变革型领导与工作满意度：WOS 数据库 SSCI 分析的现状与趋势

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摘要

本研究通过对 Web of Science 数据库中社会科学引文索引（SSCI）收录的论文进行计量书目分析，深入探讨变革型领导与员工工作满意度之间的关系。研究采用定量分析方法，对相关文献的发表趋势、地理分布、作者合作、关键词及其演变进行了系统性分析，揭示了变革型领导对工作满意度影响的学术界现状和发展趋势。

研究发现，变革型领导作为一种有效的领导方式，在激发员工潜力、提高工作满意度方面发挥着重要作用。分析结果显示，对变革型领导与工作满意度关系的研究在全球范围内持续增长，尤其在心理学、管理学和人力资源管理等领域表现突出。此外，研究还发现，变革型领导对不同文化背景和行业领域的员工工作满意度影响存在差异，这提示未来研究需考虑更多维度的因素。

本文不仅总结了变革型领导研究的发展轨迹和当前的研究热点，而且通过对未来研究方向的展望，为学术研究和实践应用提供了有价值的参考。建议未来研究可从多元文化视角深入探讨变革型领导的不同影响机制，同时关注领导行为与员工个人特征的交互作用，进一步丰富和深化该领域的理论基础和实践应用。

关键词：变革型领导；工作满意度；文献计量

1.引言

在组织行为学和人力资源管理的当代文献中，变革型领导一直是领导学者和政策制定者关注的焦点（Avolio et al., 2004）。个人和组织层面的证据积累表明，变革型领导与工作态度和行为之间存在正相关关系(Khan et al.,2002)。变革型领导者的开放沟通、激发员工参与创新的行为，有望创造积极的工作环境，从而影响员工对工作的感知和评价，被认为在提高员工工作满意度方面发挥着关键作用，使得变革型领导和工作满意度的关系成为管理学领域备受关注的研究议题。

2.研究目的

本文以 WOS 数据库 SSCI 论文为基础，深入挖掘变革型领导与工作满意度研究领域本研究旨在识别变革型领导研究领域的关键研究方向、当前动态以及未来发展方向。为了达到这一目的，本文采用文献计量技术,力图回答以下问题：

1.变革型领导和工作满意度研究在过去的发展中如何演变？

2.变革型领导和工作满意度研究领域，哪些国家、期刊、文章的影响力最为突出？

3.在全球范围内，变革型领导和工作满意度研究领域的研究热点和未来趋势分析？

3.文献综述

领导理论是研究领导有效性的理论，是管理学理论研究的热点之一，也是组织行为学研究中的一个核心问题。变革领导理论最早由 James MacGregor Burns 在 1978 年的著作《领导》中提出，区分了交易型领导和变革领导。Avolio et al. (1999)探讨了变革领导与组织绩效、员工满意度、创新能力等变量之间的关系，证实了理论的有效性并扩展了其应用范围。

工作满意度（Job Satisfaction）的概念最早可追溯到心理学家赫兹伯格（Herzberg）在 20 世纪 50 年代的研究。赫兹伯格的双因素理论（Two-Factor Theory）提出，工作满意度和工作不满意度是由两组独立因素引起的，即激励因素和卫生因素。激励因素（例如成就、认可和工作本身的性质）导致工作满意，而卫生因素（例如公司政策、工资、工作条件和人际关系）的不足则导致工作不满意。

纪春梅等人（2022）的研究探讨了校长的变革领导风格如何通过情感承诺影响中小学教师的工作满意度，并考察了情绪智力的调节作用。魏晓宇等人（2021）基于工作要求-资源(JD-R)理论，提出了一个三维度 JD-R 拓展模型，分析了上海初中教师工作满意度的影响因素。研究发现，工作要求和资源的平衡对于提升教师工作满意度至关重要，这一发现为教师工作环境的优化提供了理论支持。Maheshwari (2021) 的研究强调了不同领导风格对工作满意度的不同影响，揭示了变革领导风格与工作满意度呈正相关，而交易型领导风格则可能产生负面影响。

4.研究方法

4.1 资料来源

为了回答上述研究问题，本研究主要采用文献计量的研究方法。作为研究和测量文献信息的系列方法，文献计量学被广泛应用于诸多科学领域，以分析特定文献、科研人员或学科领域影响力为手段，实现对某一科学系统体系结构、内在运行机制和时空特征的捕捉与描绘。

本文从科研产出的视角对领导风格领域的发展态势展开分析，以 2004-2023 年 Web of Science 数据库的 SSCI 论文作为研究样本，关注变革型领导与工作满意度研究的发文量、空间分布和时间演化，重点就高频关键词及其聚类的战略坐标展示二十年来该领域研究的分布情况，具体分析整体文献产出、国际合作、学科交叉、期刊分布、研究主题与研究热点，特别是指出我国在该领域的国际影响力，为该领域的学科发展提供些许参考。

4.2 技术方法

本文统计数据来源于科睿唯安（Clarivate Analytics）的 Web of Science 数据库的 WOS 论文。基于布尔运算符，采用高级检索，设置 TS="Transformational leadership"AND TS="Job satisfaction"and Article (Document Types) and English (Languages)，索引日期：2004-2023(Publication Years)，采用全作者统计口径，中国港澳台单独列出，共计得到 1292 篇文献（检索日期：2023 年 12 月 13 日）。利用 Cooc 软件对 Web of Science 数据库导出的 txt 格式文献进行合并、提取，剔除重复文献 2 篇、年份错误 1 篇、作者关键词缺失 132 篇，国家（地区）、机构缺失 3 篇，最终得到 1154 篇文献进入计量分析。因为中英文存在翻译上的误差，在图表部分，不对从数据库中导出的作者名、文章名、期刊名、国别地区名等文献特征做中文翻译处理。研究主要采用 EXCEL、VOSviewer、CO-occurrence(Cooc)软件做技术处理。

5.研究结果

5.1 整体产出分析

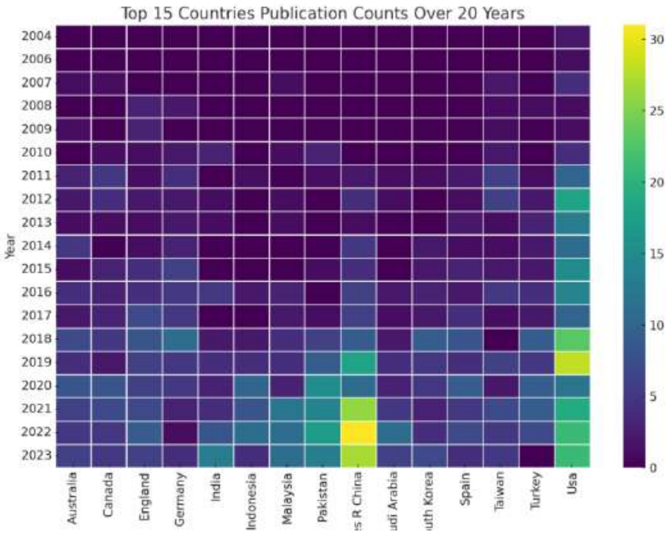
论文数量通常被认为是评估研究规模和活力的一个重要指标。在学术界，一个研究团队或机构所发表的论文数量往往被视为其在特定领域内的研究生产力和影响力的体现。较大的论文数量可能意味着该团队或机构投入了更多的研究资源、拥有更多的研究人员，或者在特定领域内取得了更多的研究成果。

研究梳理了 2004-2023 年变革型领导和工作满意度研究发文数量 TOP15 的国家/地

区来具体分析发文量的变化情况，形成图 1。热力图每个方块代表一个特定年份和国家的发文数量，颜色的深浅表示发文量的多少，颜色越深表示发文量越高。

图 1

2004-2023 年变革型领导与工作满意度领域发文量 TOP15 国家/地区时序热力图



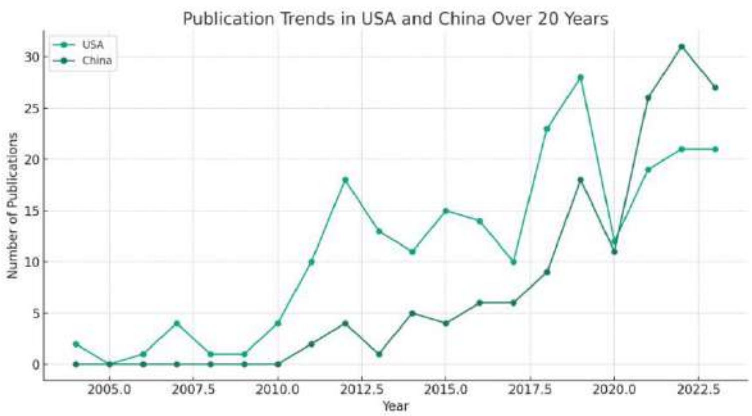
资料来源：本研究整理

从图 1，可以看出在 2004 年仅有美国在该领域发表 2 篇文献，2005 年虽有文献产出，但不在发文总量 TOP15 国家/地区之列，予以剔除。2006 后，英国、澳大利亚、加拿大等发达国家，中国、土耳其、马来西亚等发展中国家也加入到该领域的研究中来。从发文量变化来看，2009-2012 年发文量快速增长的阶段，2012 年的发文量是 2009 年发文量 10 篇的 4 倍。

但从整体而言，发达国家/地区依然占据发文总量的大多数，主要得益于它们拥有丰富的科研资源、雄厚的企业支持和充足的经费。21 世纪初，大型组织和公司主要聚焦在发达国家，尤其是美国，这一趋势为变革领导和工作满意度研究奠定了深厚基础。但随着全球化推动，发展中国家在组织变革和领导研究领域积极参与，经济崛起和社会结构变迁提升了对领导行为和工作满意度的关注度。信息技术普及和学术资源全球化使发展中国家学者更容易获取最新研究成果，促进了其积极参与和贡献。这一趋势为全球变革领导研究提供了更为全面的视角，丰富了对跨文化差异和多元背景下领导影响的理解。

图 2

2004-2023 年中国美国在变革领导与工作满意度领域发文量趋势对比折线图



资料来源：本研究整理

从图 2 来看，美国在这 20 年中的发文数量整体呈现波动性，有一些年份的发文数量相对较高，而其他年份则相对较低。这种波动可能反映了研究兴趣、资金分配或其他影响学术产出的因素的变化。中国在早期几年的发文数量较低，但随后呈现出显著增长的趋势。这大致表明中国在过去 20 年中在学术研究和发表方面取得了显著的进步和发展。

5.2 期刊发文量

期刊是重要的学术信息交流载体，期刊质量和影响力受期刊影响因子、载文量以及被引频次等诸多因素共同影响。载文量可以直接表征期刊传递学术信息能力的高低，而影响因子（Impact Factor,IF）则是代表期刊影响大小的一项定量指标(王菲，2023)。本研究选取了研究常用的 InCites Journal Citation Reports-Social Science Edition（期刊引用文献统计报告--社会科学 SSCI)公布的 2022 年期刊影响因子。

本研究通过考虑每个期刊的发文数量占比和影响因子，综合计算了占比因子加权，该计算公式如下：

$$\text{占比因子加权} = \sum_{i=1}^{n}(\text{数量占比}_i \times \text{影响因子}_i) \tag{1}$$

其中，数量占比 i 表示第 i 个期刊在总发文量中的占比，影响因子 i 表示第 i 个期刊的影响因子。这一计算方法综合考量了期刊的研究产出和学术影响力，使得占比因子加权成为一个全面评估期刊质量的指标。

本研究根据上述公式对发文量占比和影响因子进行加权处理，对变革领导与工作满意度领域的研究文献进行综合评估，并对相关研究文献的来源期刊进行统计。统计覆盖了 2004 年至 2023 年期间，共计有 435 本来源期刊，采用排名前 10 位的期刊进入统计，形成表 1。

表1

2004-2023年变革型领导与工作满意度领域发文量TOP15来源期刊

来源期刊	发文量	占比	影响因子	国别	占比因子加权
Frontiers In Psychology	44	0.1011	3.8	瑞士	0.3848
Leadership & Organization Development Journal	33	0.0759	4.9	英国	0.3702
Leadership Quarterly	32	0.0736	7.5	美国	0.552
Sustainability	29	0.0667	3.9	瑞士	0.2601
Journal Of Nursing Management	26	0.0598	5.5	英国	0.3289
Personnel Review	20	0.046	3.9	英国	0.1794
Journal Of Business Ethics	17	0.0391	6.1	荷兰	0.23831
International Journal Of Contemporary Hospitality Management	16	0.0368	11.1	英国	0.4098
Sage Open	15	0.0345	2	美国	0.069
Educational Management Administration & Leadership	15	0.0345	3.6	英国	0.1254

资料来源：本研究整理

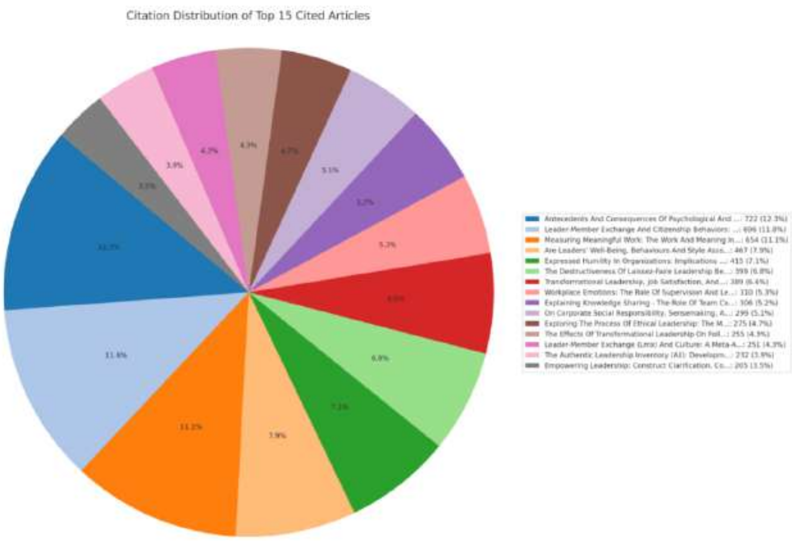
根据表 1 的数据，英国在这 10 种顶级来源期刊中占据了 5 种，这显著地突显了英国在学术出版领域的领先地位，尤其是在管理学和心理学等学科领域。相较之下，美国虽然在期刊数量上不及英国，但其期刊的影响因子普遍较高。瑞士在跨学科领域的研究中占据了重要的地位，表明了瑞士在促进多学科交叉和创新研究方面的贡献。

5.3 被引情况

高被引论文具有较高的学术话语权与参考价值，判别其核心影响因素对于学术论文获得持续吸引引文能力，建立并强化高被引竞争优势至关重要。研究对变革型领导和工作满意度领域研究的 1154 篇文章的根据被引频次择取 TOP15 依次排序，并将选定文献数量进行汇总整理，形成图 3。

图 3

2004-2023 年变革型领导与工作满意度研究被引频次 TOP20 文献数据饼图



资料来源：本研究整理

从图 3 可知，排名前三的文章贡献了选定文献总量的 35.2%，表明了它们在领域研究中的重要作用。下面对排名前三的学术论文所讨论的内容进行概述：

Seibert et al. (2011)在 web of science 核心合集中获得了最高的 722 次引用。研究着眼于探讨组织中心理与团队赋能的动因和效果，通过对心理与团队赋能相关研究的元分析，文章发现高绩效管理实践和领导力等情境前因与心理赋能之间存在强烈的关联。

Ilies et al. (2007)研究对领导-成员交换质量与公民行为之间的关系进行了深入的元分析。结果表明，领导-成员交换质量与公民行为之间存在中等程度的正相关性，并且公民行为的类型在这种关系中起到了调节作用。

Steger et al. (2012)研究开发并测试新的量表工具——工作与意义清单（WAMI），用以评估工作的意义感。通过使用不同的样本群体，研究表明 WAMI 是一个有效且可靠的工具，用于评估有意义的工作，并对理解工作满意度和职业发展具有重要贡献。

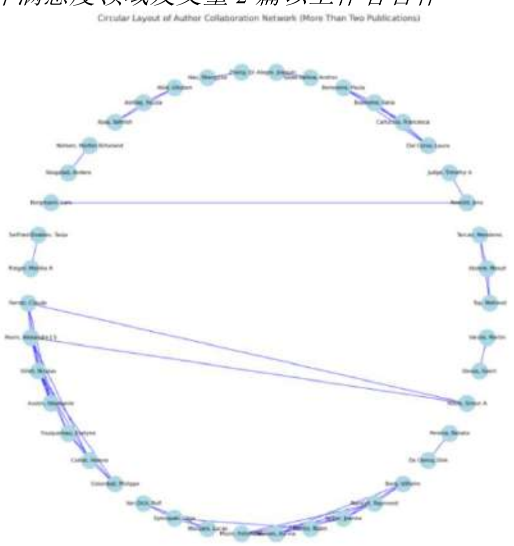
5.4 作者合作

作者合作网络分析在领域研究中扮演着重要角色。它有助于揭示学术领域内的合作模式和网络结构，识别关键的研究者和他们的不同角色，以及了解这些网络对不同背景下研究的影响(Fonseca et al.,2016)。利用 Cooc 对 2001—2020 年各发文作者进行频次分析和共现分析，以便分析各作者的发文总量及作者合作的情况。统计发现，1154 篇文献中，作者数量共计有 3259 人。发文量最高的作者都是 7 篇，分别是 Rowold, Jens；Fernet, Claude；Nielsen, Karina 三位作者。由普赖斯定律可得出 N=3.67，即发文量≥4 篇的作者为该领域核心作者，共有核心作者 23 位，表明该领域的核心作者团队尚未形成。

研究选择发文量在 2 篇以上的 264 位作者进行合作统计，生成图 4。在这个图谱中，每个节点代表一个作者，而节点之间的连线表示作者之间的合作关系。在图中，合作频次最高的一对作者是 Salas-Vallina, Andres 和 Alegre, Joaquin。他们在 2017 年开始合作，并在接下来的几年中继续合作，特别是在 2018 年有密集的合作活动。这种持续和频繁的合作可能反映了他们在研究领域的共同兴趣或相似的学术目标。

图 4

2004-2023 年变革型领导与工作满意度领域发文量 2 篇以上作者合作



资料来源：本研究整理

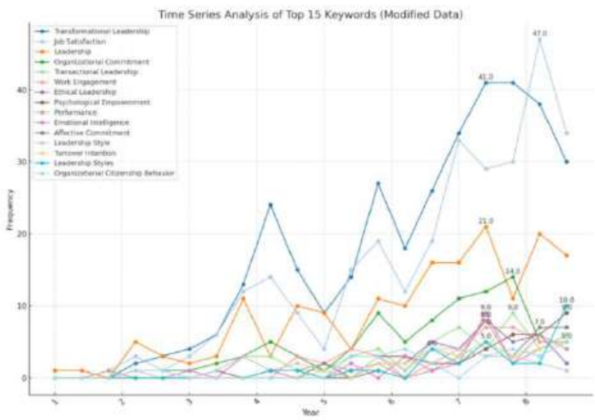
5.5 关键词共现

共词分析主要用以确定文献集中各主体之间的内部关系，通过将数据集中的重要主题词或关键词依据特定逻辑进行筛选、分类，可进一步归纳出本领域的研究热点、主题与结构。

本研究提取 WEB OF SCIENCE 数据中的关键词部分，利用 COOC 软件对关键词词意相同但表达形式不同的关键词，如 Leadership style 和 leadership styles、Transactional Leadership 和 Transactional leaders 等合并为标准术语，并依关键词出现频次进行排序。研究选取 TOP15 高频关键词，利用 EXCEL 生成时间序列图谱图 5，利用 Vosviewer1.6.13 软件设置关键词词频阈值为 3，生成关键词共现图谱 6，进一步探究研究主题的结构与演化。

图 5

2004-2023 年变革领导与工作满意度领域研究 TOP15 高频关键词时间序列图



资料来源：本研究整理

图 6

2004-2023 年变革领导与工作满意度领域研究词频≥3 关键词共现图谱

资料来源：本研究整理

从图 5 可知，变革型领导（Transformational Leadership）、工作满意度（Job Satisfaction）、领导风格（Leadership）这三个关键词在过去 20 年中在学术研究中显示了显著的趋势和热点。组织承诺（Organizational Commitment）、交易型领导（Transactional Leadership）这两个关键词在 21 世纪的前 10 年关注度较高，但随着时间的推移，可能是学术界和实践界越来越倾向于更具变革性和激励性的领导方法，其

热度有所下降。工作投入（Work Engagement）、情商（Emotional Intelligence）、心理赋权（Psychological Empowerment）等作为一个相对较新的研究领域，关键都是在 2010 年前后，随着对员工福祉和积极心理学的关注增加，逐渐成为一个越来越热门的议题。

图6使用关键词共现数据生成的网络可视化图形。图中，每个点代表一个关键词，而点之间的连线表示关键词之间的关联度。“Job Satisfaction”、“Leadership”和“Transformational Leadership”、“Organizational Commitment”这些关键词因为在图中显示得非常大，且居于图谱中心，与多个领域相关，表明它们是研究中的热点话题，在文献中被更频繁地提及。

6.讨论

从上述分析，我们可以看出管理和组织研究领域的演进历程。2010 前后变革领导和工作满意度研究注重传统的管理理论和实践，主要基于伯纳德·M·巴斯（Bernard M. Bass）在 1985 年提出的变革领导的四个要素方面进行研究，即理想化影响、激励性激励、智力激励和个性化关怀。所有这些行为维度都能影响员工的内在动机。Bass(1985)研究发现，变革领导能够提升团队成员对于工作的乐趣和满意度，增强他们的情感和情境稳定性，以及提升自我解决问题的信心。研究者如阿维里奥（Avolio）和巴斯（Bass）通过他们的多因素领导问卷（MLQ）对此理论进行了实证研究，进一步证实了变革领导对组织和个人绩效的积极影响。

近年来，有关变革领导和工作满意度的研究更加关注员工的心理需求、多样化的工作环境以及更为复杂和人性化的领导和管理方法。Greenhaus and Allen (2011)的研究开始关注变革领导如何通过提升员工福祉和帮助他们实现工作与生活的平衡来提高员工的满意度和忠诚度。变革领导被认为是激发员工创新和创造力的关键因素，通过鼓励员工探索新思路和解决方法，促进组织创新。变革领导理论在可持续发展和企业社会责任领域方面的研究受到关注，Waldman et al.（2006）的研究探讨领导者如何影响员工在环境和社会绩效方面的行为。这些趋势不仅反映了学术领域的动态变化，也体现了社会和工作环境变化对管理实践的影响。

7.总结与建议

7.1 重视员工心理和情感需求

SSCI 文献计量学统计数据显示，员工心理和情感需求的关注明显增加。特别是在变革领导与工作满意度的关系中，研究强调了领导者在满足员工心理需求方面的关键作用。姜艳艳（2013）认为变革型领导为组织构建愿景,并通过沟通,激发等方式,满足员工的高层次需要,获得他们对组织目标的认可。Hammer et al. (2011)研究结果表明，领导者的支持性行为被发现与员工的心理健康状况正相关，这在工作压力日益增大的今天显得尤为重要。员工参与和心理健康不仅影响个人绩效，也是组织成功的关键因素。未来的研究可能会探讨如何通过组织文化和管理实践进一步促进员工的心理福祉，以及这对组织变革和适应性的影响。

7.2 关注领导力的多样化和个性化

文献计量分析表明，领导力理论正经历多样化和个性化的转型。变革领导和领导-成员交换（LMX）理论的文献量在过去十年中持续增长，反映出学术界对领导者与员工个性化互动方式的持续兴趣。个性化的领导风格被认为更能满足不同员工的需求，并促进工作满意度。领导力的个性化也与员工的创造性表现和团队协作质量相关联。Nguyen et al.（2024）通过利用自我决定理论（SDT）检验了三种领导风格（交易型、变革型和创新型）对在线知识分享和员工创造性的影响。随着对领导者角色和影响的

进一步研究，未来的研究可能集中于探索如何在不同文化和组织结构中实现有效的领导力个性化。

7.3 细分组织行为的研究领域

组织公民行为（OCB）和信任在组织行为研究中一直是中心议题，近年来的文献计量统计也证实了这一点。研究者们越来越关注员工在正式职责之外的行为，以及这些行为如何影响组织效率和氛围。Mutha and Srivastava（2023）研究表明，领导者在虚拟团队中的角色对员工的参与度有显著影响。变革型领导行为，特别是理想化影响和激励性激励，能够积极地吸引虚拟团队中的员工。这些发现强调了团队成员之间信任的重要性，以及信任如何在领导沟通效果和虚拟员工参与度之间起到中介作用。随着工作方式的多样化，如何在组织中建立和维持信任将是未来研究的关键领域，同时也需要进一步探索信任与组织绩效之间的关系。

7.4 加强远程工作与团队动态研究

远程工作的普及不仅改变了工作方式，也对领导力和员工管理提出了新的挑战。文献计量统计显示，从计量分析可以看出，远程工作、团队动态和领导效能的研究在最近几年显著增加。Mutha and Srivastava（2023）研究特别强调变革型领导行为，如理想化影响和激励性激励，对提升虚拟团队中员工参与度的积极作用。De Vincenzi et al.（2022）的研究探讨了COVID-19对远程工作员工的影响，包括挑战、风险和机遇，特别关注了工作-家庭冲突和社会隔离这两个在远程工作环境中尤为突出的挑战。Weber et al.（2022）探讨了 COVID-19 之后员工对远程工作的倾向以及远程工作条件对认知生产力的影响。远程工作环境下员工福祉与组织绩效之间的关系，以及跨文化团队管理的最佳实践，将是未来研究的重要方向。

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Employees with Change-oriented Organizational Citizenship Behaviors Have Lower Job Crafting? Base on Organizational Innovation Climate and Workplace Status

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Abstract

This study mainly explores and analyzes why employees with change-oriented organizational citizenship behavior are unwilling to craft their jobs. This study believes that it can be explained by workplace ostracism (subdivided into bosses and colleagues). At the same time, situational factors also considers both organizational innovation climate and workplace status. And then, assess what impact they will have on employee job crafting. This article collected a total of 412 valid questionnaires, and the research results show that change-oriented organizational citizenship behavior positively affects boss and colleague ostracism. Both supervisor and coworker ostracism negatively affect job crafting. In addition to negatively moderating the relationship between change-oriented organizational citizenship behavior and supervisor ostracism, organizational innovation climate will also positively moderate the relationship between supervisor ostracism and job crafting. Finally, workplace status will negatively moderate the relationship between change-oriented organizational citizenship behavior and coworkers ostracism.

Keywords: Change-oriented Organizational Citizenship Behavior; Boss Ostracism; Colleague Ostracism; Job Crafting; Organizational Innovation Climate; Workplace Status

挑战型组织公民行为的员工不愿意工作重塑？来自于组织创新氛围和职场地位的影响

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摘要

本研究主要探讨与分析挑战型组织公民行为类型员工，为什么不愿意工作重塑，本研究认为可以从工作场所排斥（细分为上司与同事）来解释，同时，考虑组织创新氛围和职场地位两情境因素，进而评估会对员工工作重塑会产生什么样的影响。本文共回收 408 份有效问卷，研究结果表明：挑战型组织公民行为正向影响上司排斥和同事排斥。上司排斥和同事排斥都会负向影响工作重塑。组织创新氛围除了会负向调节挑战型组织公民行为和上司排斥的关系，也会正向调节上司排斥和工作重塑的关系，最后，职场地位则会负向调节挑战型组织公民行为和同事排斥的关系。

关键词：挑战型组织公民行为;上司排斥;同事排斥;工作重塑;组织创新氛围;职场地位

1.引言

当今市场竞争环境日益激烈，如果想在这种环境下突显出自身优势，就要不断地进行创新。因此员工创造力和创新是企业革新的主要来源，其提出的革新意见以及新想法也是促使推动企业发展的强效动力,因此挑战型组织公民行为受到广泛的关注。Mackenzie and Podsakoff(2011)认为挑战型组织公民行为是指个体主动、自发为了改变组织现状，提升组织绩效的一种创新性主动行为。因其富有创新和变革意识，有利于促进组织的创新与发展，因此这种类型的员工对于企业的变革和持续发展是必需且尤为需要的。

在传统企业运营管理中，领导分配给组织员工的工作任务一般非常详细精准，但随着经济不断发展、企业间竞争加剧、内外部环境变化复杂多样的情况下，企业意识到员工在组织中不仅仅是被动的接受任务角色，而且也需要员工在工作中自主的对工作进行调整和适应来应对不断变化的市场环境。因此需要越来越多的员工拥有自我意识以及自主能动性即工作重塑，使其更快的调整自身来适应工作环境。

2.理论基础与研究假设

2.1 社会认同理论

本文理论观点采用社会认同理论(Social Identity Theory)。Tajfel(1982)认为社会认同指个体将自身归属于某一特定环境氛围或社会群里中，是个体对于群体的一种依赖。当个体身处某一个特定环境氛围或社会群体中时，个体会自我的认为在这种环境氛围或群体中获得一种对于该群体的归属感，而当个体认为自身归属于这种环境分为或群体中时，那么个体自身就会产生认同感。当个体对其所在的特定环境氛围或群体产生了认同感时，那么个体可能就会想要为这个群体而做出贡献，做出更多有利于这一社会群体发展的超出自身角色范围的一些主动的角色外形为。

2.2 挑战型组织公民行为与上司排斥、同事排斥

挑战型组织公民行为(Change-oriented Organizational Citizenship Behavior)是在组织公民行为概念基础上划分出来的一种行为，其作为组织行为的一种细分是指个体为改善组织现状促进组织良性发展所提出的变革性建议，并为此做出建设性努力的一种行为(Choi, 2007)。职场排斥(Workplace Ostracism)是在职场上由于不同工作情况发生的一种具体体现，Williams(2001)将排斥行为定义为个人或者群体忽视排斥其他个人或群体的任何行为，也可指个体在社会交往中受到来自于其他群体或个人的冷落或排挤行为。

职场排斥进行细致划分，个体感受到的来自不同组织群体排斥是有区别的，其造成影响也不同，因此将职场排斥细分为上司排斥(Workplace Supervisor Ostracism)和同事排斥(Workplace Co-worker Ostracism)。上司排斥是指领导者对员工下属所表现出的不友好或刻意冷落的行为。同事排斥是指员工在工作环境中，同事之间因为偏见、或竞争关系等问题所表现出的不友好，孤立的一种排斥行为。Seppälä et al. (2012)认为挑战型组织公民行为因想要促进组织变革发展而提出的某些建言或努力会对组织现状进行挑战，这种挑战可能会被领导者视为对自身权利或权威的挑战，从而引起组织内部的冲突关系，引发上司排斥。并且这种挑战性行为有可能被认为是对规章制度的威胁挑战，因此排斥有这种想法或者倾向的员工或群体，通过边缘化这类员工的行为以达到维持原有秩序的稳定(Sias, 2008)引发同事排斥。综上所述，提出假设：

H_{1a}：挑战型组织公民行为对上司排斥有正向影响。

H_{1b}：挑战型组织公民行为对同事排斥有正向影响。

2.3 上司排斥、同事排斥与工作重塑

工作重塑(Job Crafting)是个体在环境中主动的对工作进行调整、再设计的行为。Kuilk et al.(1987)认为无论组织领导是否参与，员工都会自主的对工作进行调整以满足自身的需求。Wrzesinewski and Dutton(2001)认为工作重塑是员工为适应环境而去主动的对自身进行调整或改变，包括对工作性质的界定、认知以及对工作内容和工作性质的重新界定。即员工可以通过工作重塑来对自身进行调整，从而对工作产生更多激情和兴趣，加深员工与工作之间联系。在公司中，组织之间的关系氛围至关重要，其能影响员工个人情绪，进而能够影响到团体内部的整体情绪(Ashkanasy & Daus, 2002)，良好的环境氛围中，员工会有较强幸福感和满意度，以及较强组织认同感，使得组织员工更加愿意专注于工作、发挥能力(Fisher, 2010)，更加愿意提出想法，行为更加活跃，使员工在工作中更具有主动性，从而促使组织的整体工作质量和积极性提升，促使组织员工在工作中主动地进行工作重塑行为。相反，在受到排斥这样压抑的环境氛围里，员工不论从领导还是同事之间所感受到的被排斥冷落，都会让员工感受到压力、失落以及自尊心受损(Vogel & Mitchell, 2017)，并且这种消极的感受会不断损耗着员工情绪，这种情况就会抑制员工工作积极性和活跃度，降低了员工自主性，使得员工在公司中不愿意发表自己看法和改进建议，从而降低其工作重塑的意愿。综上所述，提出假设：

H_{2a}：上司排斥对工作重塑有负向影响。

H_{2b}：同事排斥对工作重塑有负向影响。

2.4 组织创新氛围的调节作用

组织创新氛围(Organizational Innovation Climate)是组织成员对于工作环境所共有知觉，是一种个体主观上的知觉感受，例如组织成员对于组织环境的创新气氛、鼓励创新的一种主观感受(Amabile et al., 1996)。组织创新氛围是员工个体在组织中感受到的其对于创新能力养成、运用的心理认知。Glisson(2015)认为组织创新氛围是个体的认知条件下的一种产物，并且个体行为和对组织的态度是由个体认知和组织环境所共同决定，因此组织对于创新的支持、鼓励程度的强弱也会直接影响员工个体对创新的动力与激情。由此可见，当组织中具有组织创新氛围时，挑战型组织公民行为类型员工作为拥有批判性思维，敢于提出创新想法以推动组织变革与创新的个体，感受到组织对创新的重视、积极鼓励推动组织创新发展的情况下，通常会更加积极提出创新、改进建议，且更愿意花费时间精力投入工作，推动组织创新发展。作为需要持续发展的组织，不断提出创新建议对组织发展十分重要，因此领导可能会更加愿意去听取该类型员工的意见或建议，从而降低上司对于其类型员工的排斥。综上所述，提出假设：

H_3：组织创新氛围负向调节了挑战型组织公民行为和上司排斥的关系。

在组织中，营造一个良好、积极健康的氛围不仅能够提升员工工作幸福感，也有助于组织良性发展和运营(Harter et al., 2003)。因此，一个良好的组织创新氛围的构建，既有助于激发员工自身动力与活力，又能使员工在拥有新想法、新创意时，能够直接大胆表达出来，并且这种被鼓励提出新想法的氛围，也有助于员工思维创新（刘云、石金涛，2009），因此，当一个组织中具有较高组织创新氛围时，组织鼓励、推动员工创新想法的产生，使员工感受到组织对于创新的重视程度，因此能够更加积极发表自己观点与看法，使员工个体在内在情感上感受到动力与支持。因此即使员工在受到上司排斥时，因这种良好的组织氛围也仍可能愿意做出改变，提升自身的能力和表现，提升自身工作重塑意愿来改变领导对看法。综上所述，提出假设：

H_4：组织创新氛围正向调节了上司排斥与工作重塑之间的关系。

2.5 职场地位的调节作用

职场地位(Workplace Status)是指个人在他人眼中所享有的尊重、声望、影响力

Anderson et al.(2001)。Perretti and Negro(2006)认为职场地位是指个体在组织中的相对位置，相比实际地位更加侧重个体在组织中的声望，是个体或群体对其高于平均水平表现所给予的尊重、敬仰等认可。因此职场地位越高的个体，其在组织中声望越高，影响力越强，在组织中的工作资源也越丰富，可能拥有比其他人更多权力和权威(Nembhard and Edmondson, 2006)。其提出的意见可以对工作环境和公司决策产生很大影响，也更容易得到组织其他成员的支持并被组织其他成员所信服，因此，当挑战型组织公民行为员工在拥有一定职场地位时，因其较高影响力、声望等原因更容易被其他组织成员所信任，因此其提出的有关组织的意见或建议更容易被同事所接受。并且由于其地位的原因，其他组织长远可能会表现出更多的尊重，并且员工个体基于能够得到的工作资源、工作机会等方面原因，可能会对职场地位相较于自身较高的个体产生示好行为，不愿与其产生冲突，从而减少对这类员工的排斥。综上所述，提出假设：

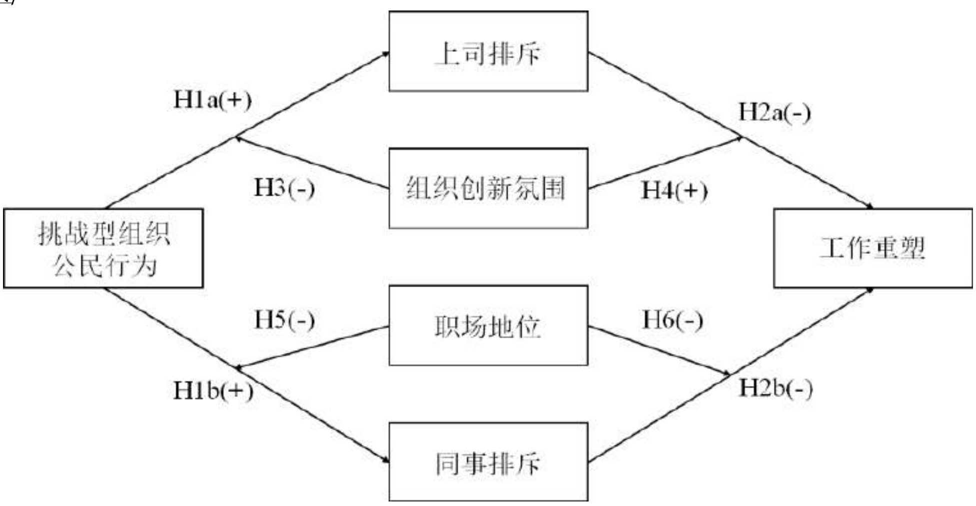
H5：职场地位负向调节挑战型组织公民行为和同事排斥之间的关系。

在工作环境中，组织个体可能会出于对工作岗位的竞争、绩效的高低、嫉妒的情感等原因，而对其他组织成员产生敌视等负面情感和排斥的情绪(Schaubroeck & Lam, 2004)。而职场地位相对较高的个体相对于团队其他成员更加具有影响力(Nembhard and Edmondson, 2006)，对于自身的能力有一定的自信，有一定的权威和声望，且自身的职场地位也相对证明自身能力与价值，因此其在受到同事排斥时，可能会认为同事对其的排斥可能是一种出于嫉妒的行为从而坚持自己，保持自身原有的工作方式而拒绝做出改变，导致个体自身工作重塑意愿降低。综上所述，提出假设：

H_6：职场地位负向调节了同事排与工作重塑之间的关系。

整合上列各项研究假设，本研究理论模型，如图 1 研究框架图所示。

图 1
研究框架图



资料来源：本研究整理。

3.研究方法与设计

3.1 研究样本与数据收集

本研究采用问卷调查方法进行研究抽样。研究对象选取为中国企业在职员工，调研时间为 2023 年 9 月至 2023 年 12 月，共回收问卷 761 份，删除掉填写时间过短、规律性作答等无效问卷，有效问卷为 408 份，调查方法选取便利抽样。

3.2 测量工具

问卷选自已被其他学者和研究者所采用成熟量表，为保证调查对象能够理解各题

项含义，因此保持与原量表原意，对量表的翻译工作根据自身研究内容进行了多次删减与修改，除控制变量以外，其余变量均采用Likert 5 点评分法，“1”表示“非常同意”，“5”表示“非常不同意”。

挑战型型组织公民行为。操作性定义为组织员工 主动地提出变革性建议，目的是为打破组织现状，提高组织绩效，促进组织发展。采用Mackenzie et al.(2011)编制 5 题项量表，代表题目为“对于工作的不同看法，我很愿意主动的与其他同事分享。”

上司排斥。操作性定义为个体感知到的来自领导的冷落或不公平对待。采用Hitlan and Noel (2009)编制的 17 题项量表，代表题目为：“在我提出问题或请求后，领导通常不会立刻回复我。”

同事排斥。操作性定义为个体感知到的同事个体或群体对其的冷落或不公平对待，采用 Ferris et al.(2008)编制的 10 题项量表，代表题目为：“我感觉其他同事常常会无视我。”

工作重塑。操作性定义为员工响应工作要求，获取更多的工作资源，并且能够满足自身发展需求的一种主动性行为。采用 Tims et al.(2012)编制的 21 题项量表，代表题目为：“我会不断地努力提升，自身的的工作能力。”

组织创新氛围。操作性定义为员工个人对组织工作环境中对创新的支持程度的一种心理感知和体验。组织创新氛围采用Bock et al.(2005)编制的 10 题项量表，代表问题为：“公司总是鼓励我们，提出新的想法。”

职场地位。操作性定义为指个人在他人眼中所享有的尊重、声望、影响力。职场地位采用Djurdjevic et al.(2017)编制的 5 题项量表，代表题目为：“在组织里，我觉得我有比别人更高的威望。”

控制变量。根据本文研究选取性别、近一周内与同事互动人数、我认为我对自身工作的不确定程度作为控制变量。

4.研究结果分析

4.1 信效度检验

本文使用Cronbach’s α 系数来评估信度，从表 1 可知本研究的 6 变量的Cronbach’s α 系数均大于 0.700，信度良好，可靠性高。主要变量CR值均大于 0.700，AVE值均大于 0.500，说明变量具有较好的聚合效度。同时由表 2 可知，AVE平方根值大于任一两两变量间的相关系数，表明变量的区分效度较好。

表 1
信效度分析

变量名称	载荷系数	Cronbach’s α	CR	AVE
挑战型组织公民行为	.766~.806	.892	.892	.623
上司排斥	.775~.801	.890	.890	.618
同事排斥	.789~.737	.953	.953	.669
职场地位	.791~.844	.907	.909	.667
组织创新氛围	.682~.761	.909	.777	.538
工作重塑	.634~.858	.927	.812	.523

资料来源：本研究整理。

4.2 描述性统计与相关性分析

本研究样本中，女性 195 名，男性 213 名，分别占比 47.8%和 52.2%。调查对象年龄 26-35 岁居多，人数为 160 名，占比 39.2%。教育程度在本科层次居多，人数为 281 名，占比 68.9%。工作年限填写 5-10 年居多，人数为 136 名，占比 33.3%。工作层级剔

除了高层管理者，填写职工居多，共 354 名，占比 86.8%。

在日常工作中，调查者根据自身情况做出判断，认为填写自己近一周内与同事的互动人数为 6-10 人的人居多，人数 217 名，占比 53.2%。近一周内，与同事互动频率填写为一般的人数居多，为 207 名，占比 50.7%。近一周内，与上司的互动频率填写为偶尔的人数为 140 名，占比 34.3%；填写一般的人数为 140 名，占比 34.3%。在日常工作中，填写我认为我对自己工作的不确定程度为 25%的人数居多，人数为 174，占比 42.6%。

本研究分析了挑战型组织公民行为、上司排斥、同事排斥、职场地位、组织创新氛围、工作重塑以及各控制变量的均值、标准差和相关系数。在本研究变量间的关系中，变量间相关系数绝对值均小于 0.500。详情内容见表 2。

表 2

各变量描述性分析和变量间相关系数

变量	1	2	3	4	5	6
1.挑战型组织公民行为	(.623)					
2.上司排斥	.279***	(.618)				
3.同事排斥	.344***	.417***	(.669)			
4.职场地位	-.315***	-.073	-.127*	(.667)		
5.组织创新氛围	-.380***	-.487***	-.495***	.145**	(.538)	
6.工作重塑	-.350***	-.432***	-.492***	.210***	.503***	(.523)
M	2.802	2.760	2.794	3.308	3.296	3.608
SD	1.093	1.087	1.143	1.004	1.140	0.758

注 1:* $p<0.05$；** $p<0.01$；*** $p<0.001$。

注 2：对角线括号内数值为AVE的平方根，对角线以下为构面之间的相关系数。

资料来源：本研究整理。

4.3 研究假设的检验

4.3.1 挑战型组织公民行为、上司排斥和组织创新氛围的回归分析

如表 3 所示，通过回归分析结果得出，挑战型组织公民行为正向影响上司排斥（β=0.287，$p<0.001$），假设 H_{1a} 得到支持。

加入挑战型组织公民行为与组织创新氛围的交互项后，交互项负向影响上司排斥（β=-0.369，$p<0.001$），低组织创新氛围斜率比高组织创新氛围更高，如图 2 所示，因此组织创新氛围在挑战型组织公民行为与上司排斥中起到负向调节作用，假设 H_3 得到支持。

4.3.2 挑战型组织公民行为、同事排斥和职场地位的回归分析

如表 3 所示，通过回归分析结果得出，挑战型组织公民行为负向影响同事排斥（β=0.342，$p>0.001$）显着，假设H_{1b}得到支持。

加入挑战型组织公民行为与职场地位的交互项后，交互项负向影响同事排斥（β=-0.415，$p<0.001$），高职场地位比低职场地位更高，如图 4 所示，因此职场地位在挑战型组织公民行为与同事排斥中起到负向调节作用，假设H_5得到支持。

4.3.3 上司排斥、工作重塑、组织创新氛围的回归分析

如表 3 所示，通过回归分析结果得出，上司排斥负向影响工作重塑（β=-0.429，$p<0.001$），假设H_{2a}得到支持。

加入上司排斥与组织创新氛围的交互项后，交互项正向影响工作重塑（β=0.140，$p>0.01$），加入上司排斥与对组织创新氛围的交互项后，交互项正向影响工作重塑（β=0.077，$p>0.05$），低组织创新氛围比高组织创新氛围更高，如图 3 所示，因此组织创新氛围在上司排斥与工作重塑起到正向调节作用，假设H_4得到支持。

4.3.4 同事排斥、工作重塑、职场地位的回归分析

如表 3 所示，通过回归分析结果得出，同事排斥负向影响工作重塑（β=-0.488，p＜0.001），假设H_{2b}得到支持。

加入同事排斥与职场地位的交互项后，交互项正向影响工作重塑（β=0.234，p＜0.001），数据与假设呈相反结论，故假设H_6没有得到支持。

表 3

回归分析表

因变量	上司排斥		同事排斥		工作重塑			
	M1	M2	M3	M4	M5	M6	M7	M8
性别	-.050	-.087	.029	.015	.045	.049	.036	.034
互动人数	.026	-.002	-.007	-.037	.062	.051	.017	.035
不确定程度	.010	-.024	-.042	-.016	.040	.037	.029	.025
挑战型组织公民行为(OC)	$.283^{***}$	$.292^{***}$	$.183^{***}$	$.189^{***}$				
上司排斥(SW)					$-.417^{***}$	.412		
同事排斥(WW)							$-.321^{***}$	$-.319^{***}$
组织创新氛围(WS)	.016	$.190^{***}$			$.178^{***}$	$.131^{***}$		
职场地位(IN)			$.429^{***}$	$-.299^{***}$			$.340^{***}$	$.307^{***}$
OC×WS		$-.369^{***}$						
OC×IN				$.415^{***}$				
SW×IN						$.140^{**}$		
WW×WS								$.234^{***}$
R^2	.082	.185	.276	.432	.226	.243	.333	.387
$Adj.\ R^2$	.070	.173	.267	.423	.216	.232	.325	.378
$\triangle R^2$	.000	.103	.156	.155	.031	.017	.086	.054
F	7.135^{***}	15.146^{***}	30.675^{***}	50.758^{***}	23.425^{***}	21.436^{***}	40.166^{***}	42.138^{***}

注1：以上系数为标准化系数β。

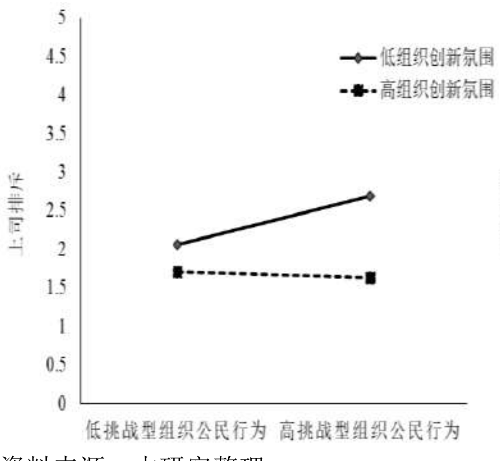
注2：$^{*}p$＜0.05；$^{**}p$＜0.01；$^{***}p$＜0.001。

注 3：性别中男为“1”，女为“2”；近一周内，与同事的互动人数 6-10 人为“2”， 11-15 人为“3”，15 人以上为“4”；我认为，我对自己工作的不确定程度填写 100%为“1”，75%为“2”，50%为“3”，25%为“4”

资料来源：本研究整理。

图 2

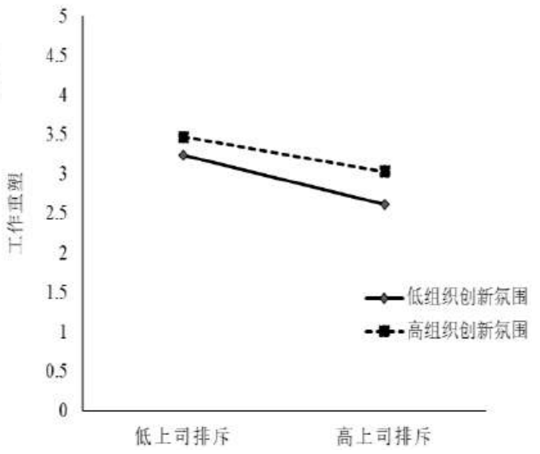
组织创新氛围调节效果图 1



资料来源：本研究整理。

图 3

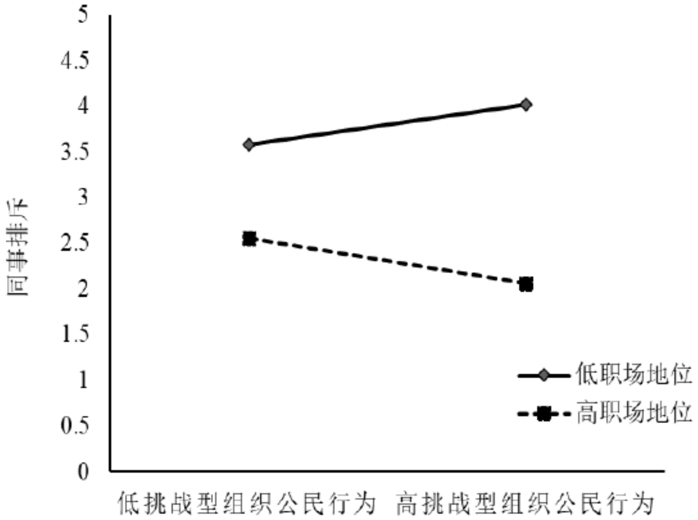
组织创新氛围调节效果图 2



资料来源：本研究整理。

图 4

职场地位调节效果图



资料来源：本研究整理。

5.结论与讨论

5.1 研究结论

本章主要针对本论文研究结果进行阐述，总结研究问题，提出本研究对企业管理以及相关的研究贡献，并针对研究结果的局限性提出相关建议。

在研究挑战型组织公民行为类型员工与工作重塑的关系中，通过加入组织层面的工作场所排斥这一因素，并将其细化分类为上司和同事两种路径，来分析组织中挑战型组织公民行为类型员工工作重塑意愿不强的原因。本文采用社会认同理论分析挑战型组织公民行为类型员工，其作为有变革意识，敢于提出创新想法以推动组织的变革发展的这类群(个)体，本身对组织有较强的信任和认同感，但由于其建议的创新变革性，往往意味着结果的不确定可能导致破坏现有规则，更容易受到来自组织不同层面的排斥。而这些排斥都会作为一种压力损耗这类型员工的情绪抑制其工作主动性。

当组织有较强创新氛围时，组织鼓励创新想法的产生和行为的推动。而这类员工本身作为有较强创新意识的个体，感受到组织支持后，即使在感受到来自上司的排斥，因这种氛围仍可能愿意提升自身能力和表现，来改变领导对看法。

当此类型员工在组织中有一定的职场地位时，其在组织中有一定能力和声望，且职场地位也侧面反映出其能力与价值，因此其受到同事排斥时，认为排斥市场一种出于嫉妒行为从而坚持自己，保持自身原有工作方式拒绝改变。但本文通过数据分析研究得出此结论并不支持。研究结果表明当员工有一定职场地位时其受到同事排斥时更愿意进行工作重塑，其可能原因为理论推断与现实实际结果不符或理论推断切入角度不同。

5.2 研究贡献与局限性

本研究从不同角度对挑战型组织公民行为进行研究分析，由于其所包含的创新意识与变革能力以及其对组织发展的作用和重要性，导致大多数对于其行为研究多为正向积极的，鲜有关于这类员工的不利影响与相关研究，从不同角度来对这一变量进行分析，为企业能够更好的管理任用这类员工做出更好解读。

本文研究其中的作用机理所包含的层面不够细致，仅加入了组织和环境成层面中的特定情况进行研究分析，研究结果具有一定的局限性。不同影响因素可能会产生不同的结果，未来研究可通过其他层面的影响因素来分析研究挑战型组织公民行为与工作重塑之间的作用机理。

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Can Inclusive Leadership Reduce Employee Workplace Loneliness? Mediated by Workplace Spirituality and Regulated by a Sense of Work Control

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Abstract

This study used convenience sampling to conduct a questionnaire survey on employees of three Internet companies in Shanghai. 500 questionnaires were issued and 473 valid samples were recovered, with an effective rate of 94.600% and sufficient valid samples. This study used SPSS software to conduct regression analysis on the questionnaire data and obtained the research results: inclusive leadership has a negative impact on employees’ workplace loneliness; inclusive leadership has a positive impact on workplace spirituality; workplace spirituality has a negative impact on employees’ workplace loneliness Impact; workplace spirituality has a mediating effect between inclusive leadership and employee workplace loneliness; job control sense has a positive moderating effect between inclusive leadership and employee workplace loneliness.

Keywords: Inclusive Leadership; Employee Workplace Loneliness; Workplace Spirituality; Sense of Work Control

包容型领导是否能够降低员工职场孤独感？以职场灵性为中介，工作控制感为调节

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摘要

本研究采用便利抽样的形式对上海市 3 家互联网公司员工进行问卷调查法的抽样其中发放问卷 500 份回收有效样本数 473 份，有效率为 94.600%有效样本充足。本研究采用 SPSS 软件对问卷数据进行回归分析得出研究结果：包容型领导对员工职场孤独感具有负向影响；包容型领导对职场灵性具有正向影响；职场灵性对员工职场孤独感具有负向影响；职场灵性在包容型领导与员工职场孤独感之间具有中介作用；工作控制感在包容型领导与员工职场孤独感之间具有正向调节影响。

关键词：包容型领导；员工职场孤独感；职场灵性；工作控制感

1.绪论

在当代社会中，随着信息技术的迅猛发展和全球化的不断推进，工作环境变得越来越复杂和多样化 (Lim et al., 2020)。许多组织面临着由于高度竞争和经济不确定性所带来的压力，这使得员工面临着更大的工作要求和挑战（毛重琳、马超，2012）。同时，随着远程工作、虚拟团队和灵活工作安排的普及，员工与同事之间的实际互动和面对面沟通的机会可能减少，这进一步加剧了员工的职场孤独感 (Eccles & Qualter, 2021)。

Wright et al. (2006) 认为职场孤独感不仅对个人造成了负面影响，也对组织运营和绩效产生了潜在的不利影响。孤独感的员工往往缺乏支持和归属感，他们可能感到与组织目标和价值观的脱节，缺乏参与感和工作投入度。这可能导致员工的工作满意度下降、员工流失率增加以及组织绩效的下降。

员工的工作表现受多种因素影响，其中，领导方式是一个重要因素（曹晓丽等人，2021）。员工直接对上级领导负责，上下级关系也是职场中最关键的关系之一。领导不仅要制定组织的管理制度，负责统筹、管理和分配工作任务，起着统领工作方向的作用，还要关心员工的工作情绪，与不同的员工沟通交流以及平衡他们之间的关系，所以领导是影响员工工作表现的重要前因变量（陈璐、朱晓妹，2021）。已有国内外多项研究表明，员工所感知到的领导风格会显著影响员工自身的工作投入 (Christian et al., 2011)。比如，变革型领导通过鼓励和引导激发员工内在的自我价值感，让员工认可自己组织成员的身份 (Bass, 1985)。这种领导能够提高员工的工作动机，让员工感受到工作的快乐和价值（李超平、时勘，2005），从而超越个人的利益，为了组织的利益而表现得更好。包容型领导通过鼓励参与、提供支持和建立亲密关系等方式，有助于降低员工的职场孤独感，并促进更积极的工作环境（孟华、滕巧，2023）。这种领导风格对员工的心理健康和整体福祉具有积极影响。

工作控制感是指在工作中个体表现出的善于应对的能力，是个体对自己的工作及工作环境所拥有的影响力 (Nagami, 2010)，在本研究中，工作控制感起到了一个重要的调节作用。工作控制感是指员工对自己工作环境的感知和对工作任务的控制程度。它反映了员工在工作中的自主性和能力，以及对工作结果的影响力 (Gupta et al., 2017)。当员工具有较高的工作控制感时，他们更有可能感到自己能够主动应对工作环境中的挑战和压力，具备自主决策的能力。这种主动性和控制感可以帮助员工更好地应对职场孤独感，减少其负面影响。具备较高工作控制感的员工更有可能主动寻求支持，与同事合作，从而减轻孤独感的程度（蒋晚晴，2014）。

综上所述，基于中国组织管理情境，本文的研究问题是探究包容型领导是否能够降低职场孤独感，并以职场灵性为中介和工作控制感为调节。研究问题如下：1.包容型领导对职场孤独感是否具有反向影响？2.包容型领导对职场灵性是否具有正向影响？3.职场灵性是否对职场孤独感具有反向影响？4.职场灵性在包容型领导与职场孤独感之间是否具有中介影响？5.工作控制感在包容型领导与职场孤独感之间是否具有调节影响？

2.文献综述

2.1 包容型领导对职场孤独感的影响

包容型领导注重建立支持性和亲和力的工作环境，关注员工需求和情感，从而提供了一种积极的工作氛围和人际关系，有助于降低职场孤独感（唐锐，2021）。包容型领导倾听员工的意见和感受，关注他们的情感需求，并提供积极的反馈和鼓励。这种情感支持和关怀有助于建立信任和亲密感，减轻员工的孤独感（古银华等人，2017）。包容型领导鼓励团队成员之间的合作和互助，营造积极的团队氛围。通过促进团队合作和互动，包容型领导为员工提供了社会支持和社交机会，使员工感到更有归属感和组织认同，减少了职场孤独感的出现（方阳春等人，2021）。

包容型领导给予员工更多的自主权和责任，允许员工发挥自己的才能和创造力。这种工作授权和参与程度的提高可以增强员工的参与感和控制感，减少他们在工作中的孤独感（段诚、唐宁玉，2016）。员工感受到包容型领导的关怀和支持时，他们更有归属感、更好地融入团队，并与他人建立良好的关系（唐锐，2021）。这种正向的人际关系和工作环境减轻了员工的孤独感，提升了他们的工作满意度和心理健康。因此，

本文提出假设 H1:包容型领导对职场孤独感具有负向影响

2.2 包容型领导对职场灵性的影响

包容型领导营造了积极的工作氛围，为员工提供了一个追求个人发展和实现职业目标的空间。这积极的氛围为员工创造了更为开放和支持的环境，使得他们更容易体验到职场灵性的愉悦感（陈慧等人，2021）。

方阳春等人（2021）包容型领导注重员工的个人目标和价值观，鼓励员工将工作与个人使命相结合。这种关注个体的方式有助于激发员工对工作的深层理解和参与度，从而提升其对职场灵性的感知。员工在意义和目标感方面的满足度提升，使他们更有可能体验到职场灵性，因为他们在工作中找到了与个人价值观一致的方向，进一步增强了他们对工作的投入（刘永震，2017）。

情感连接是职场灵性的核心组成部分之一。在一个充满支持和理解的环境中，员工更容易与组织建立深层次的情感联系，从而提升他们的职场灵性水平（何奎，2021）。此外，包容型领导通过提供个人发展机会，鼓励员工追求学习和成长，为员工拓展技能和经验的机会。这种个人发展的支持不仅使员工在职场中更具竞争力，还增强了他们对工作的投入和满足感，与职场灵性的实现相辅相成（张同全等人，2017）。因此，本文提出假设 H2:包容型领导对职场灵性具有正向影响

2.3 职场灵性对职场孤独感的影响

职场灵性通过将工作与个人价值观相结合，员工更容易找到工作中的意义和目标。这种深层次的认同感和追求使得员工在工作中感到自己不是孤立的个体，而是与组织共鸣的一部分（邓昌盛，2016）。职场灵性帮助员工超越工作任务的表面层面，从而减轻了因为缺乏共鸣感而产生的职场孤独感（张同全等人，2017）。

刘永震（2017）职场灵性强调情感连接，不仅是与领导之间的连接，还包括与同事以及整个组织的关系。在一个注重情感联系的工作环境中，员工更容易建立亲密的工作关系，分享彼此的想法和经验。这种共情和合作有助于降低员工在职场中的孤独感，使其感到自己是一个被理解和支持的一部分（黄依琳，2020）。

王小霏（2013）职场灵性倡导个人发展和成长，强调在工作中学习、掌握新技能和拓展职业能力。这种追求个人发展的态度不仅提高了员工在职场中的竞争力，还为他们提供了与同事合作和学习的机会。通过共同的学习和成长经历，员工更容易建立起共鸣感和共同体验，降低了因为个体发展缺乏支持而引发的孤独感（柯江林等人，2017）。因此，本文提出假设 H3:职场灵性对职场孤独感具有负向影响。

2.4 职场灵性的中介影响

方阳春等人（2021）包容型领导通过倡导开放沟通和理解，为员工创造了开放的环境。在这种环境下，员工更容易感受到领导对他们的关心和理解，从而促使职场灵性的形成。职场灵性的核心特质之一是建立深层次的情感连接，而包容型领导通过其倡导的沟通和理解，增强了员工与领导之间的情感联系，减轻了员工在领导层面上的孤独感（陈慧等人，2021）。古银华等人（2017）包容型领导强调个体的价值和目标，鼓励员工将工作与其个人使命相结合。这与职场灵性追求工作中深层次意义和目标感的理念相契合。当员工能够在工作中找到与个人价值观一致的方向时，职场灵性得以加强（柯江林等人，2017）。

包容型领导注重个体发展和成长，为员工提供学习和拓展职业技能的机会。这种个体发展的支持不仅增强了员工在职场中的竞争力，也为他们提供了更多的机会与同事共同成长（何奎，2021）。在共同的学习和发展过程中，员工更容易建立起深层次的情感联系，减轻了由于个体发展缺乏支持而引发的职场孤独感。因此，本文提出假设 H4:职场灵性在包容型领导与职场孤独感之间具有中介作用

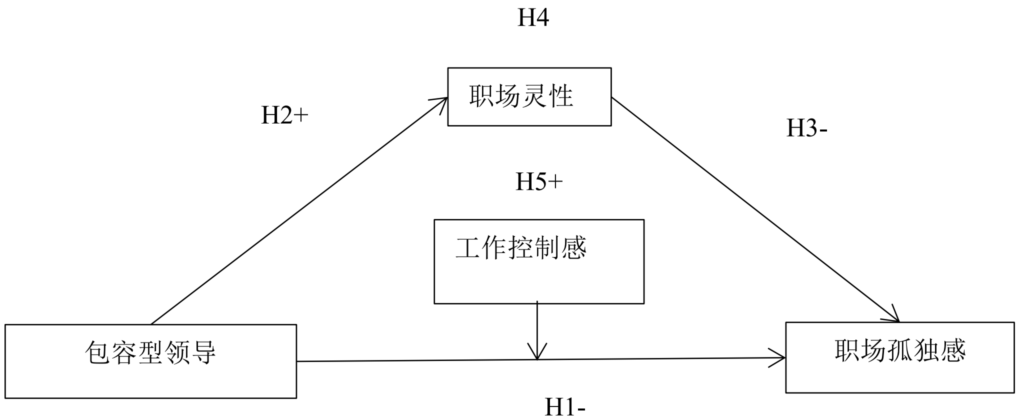
2.5 工作控制感的调节影响

包容型领导通过提供支持和资源，帮助员工减轻工作压力和负担。当员工感到有足够的工作控制感时，他们更能够应对工作中的挑战和压力，减少了职场孤独感的产生（高建丽、孙明贵，2015）。工作控制感使员工感到自己能够应对困难和挑战，提高了他们的工作适应能力，从而降低了职场孤独感的存在。

包容型领导通过提供支持和关怀，帮助员工发展出对自己能力和控制力的信心。当员工感到自己能够在工作中自主决策和控制情况时，他们更容易产生自我效能感，减轻了职场孤独感的体验。工作控制感的增强提升了员工的自信心和自我实现感，促进了积极的情感体验和人际交往，从而减少了职场孤独感的存在（唐锐，2021）。

工作控制感的增强通过提供自主性、参与决策和调节工作压力等方式，增加了员工的工作满意度、自我效能感和适应能力，从而降低了职场孤独感的产生（何奎，2021）。这一发现强调了工作控制感在组织管理中的重要性，并凸显了包容型领导在促进员工工作控制感方面的关键作用。因此，本文提出假设 H5:工作控制感在包容型领导与职场孤独感之间具有正向调节影响。

图 1
研究框架图



注：资料来源为本研究整理

3.研究设计

3.1 变量测量

包容型领导。Carmeli et al. (2010) 对包容型领导的定义，即认为包容型领导是一种关系型领导，主要是通过开放性、可利用性和易接近性三个维度与员工进行双向互动。本研究采用国外学者 Carmeli et al. (2010) 开发的包容型领导量表，是一个 9 题项成熟量表，为单维度测量。

员工职场孤独感。Wright et al. (2006) 通过大量的调查研究更加清晰地定义了职场孤独感，她将职场孤独感定义为员工自身没有能力消除存在于自己预想人际水平与实际人际水平之间的差距，从而导致的一种消极孤独体验。职场孤独感的测量采用毛重琳与马超（2012）在 Wright et al. (2006) 的基础上结合中国情景编制的测量量表，具体内容包括“我认为我在组织中无关紧要，不具备必不可少的价值”、“我认为我未在组织中获得上级和同事们的肯定和看重”等 10 个题项。

职场灵性。王明辉等人（2022）将职场灵性定义为个体在工作中，感受到的一种超越性体验，个体能够认识到工作的意义与目的、与团队中的其他同事有很强的联系感，从而丰富了个体的内心生活体验，提升心灵层次，实现个体的成长与进步。本研

究采用 Milliman et al. (2003) 的测量量表，该量表有 12 个题项，分为三个维度：工作意义感、团队联系感、个人-组织价值观契合度，每个维度都有 4 个测量题项。本研究采用李克特量表 5 点计分，在中国情境下的相关实证研究已表明，该量表具有良好的信效度。

工作控制感。本研究将工作控制感定义为：工作控制感是反映工作自身特点的内在因素之一，工作控制感是指工作能够员工的自由选择权，并且使员工体会到工作可以由他们控制的程度。本研究工作控制感的测量采用 Yperen and Hagedoom (2003) 编制的工作控制感量表，共 11 个条目，包含时间控制和方法控制两个维度。使用李克特五级量表判断个体的工作控制感分数越高代表工作控制感越强。

3.2 样本选择

本研究采用分层抽样的形式对上海市 3 家互联网公司员工进行抽样，研究使用问卷星软件形成二维码，利用网络发放调查问卷的形式，通过企业和个人的线索，利用笔者的同学同事的人脉关系进行推广发放，为保证问卷的回收率以及回答倾向与被试者的真实情况，在问卷设计和发放过程中，首先问卷设计简洁，选项问题便于填答，同时在问卷开始对问卷的作用进行说明，并对问卷结果保密，其次尽可能的利用比较密切的职脉关系和人脉关系，对被试者的选择绝大部分通过同事及朋友圈发放确保被试者在互联网行业。

4.研究结果

4.1 描述性统计

表 1 是对本研究的包容型领导、职场孤独感、职场灵性、工作控制感量表进行数据情况分布分析。如果其峰度绝对值在 10 以下，偏度绝对值在 5 以下，那么就与正态分布规定相符，数据质量较好，允许进一步分析与检验。所测变量各维度偏度绝对值在 0.004-0.377 之间，峰度绝对值在 0.248-0.721 之间，满足正态分布要求。员工职场孤独感均值为 2.729，处于中等偏下水平，包容型领导、职场灵性、工作控制感均值在 3-4 分之间处于中等偏上水平，各变量标准差均在 1 以下，说明数据离散程度较小。

表 1
样本描述性统计

变量	均值	标准差	偏度	峰度
包容型领导	3.216	0.855	-0.004	-0.721
职场孤独感	2.729	0.851	0.172	-0.631
职场灵性	3.369	0.672	-0.377	0.249
工作意义感	3.347	0.765	-0.077	-0.248
团队联系感	3.393	0.817	-0.119	-0.571
个人-组织价值观契合度	3.366	0.837	-0.059	-0.698
工作控制感	3.340	0.752	-0.091	-0.372

注：资料来源于本研究整理

4.2 相关分析

本研究通过对各个变量之间进行相关分析，由结果得知各个变量之间均具备显著的相关关系($p<0.05$)，如表 2 所示：

表 2

各变量相关性分析

变量	包容型领导	员工职场孤独感	职场灵性	工作控制感
包容型领导	1			
职场孤独感	-0.510***	1		
职场灵性	0.539***	-0.531***	1	
工作控制感	0.442***	-0.500***	0.334***	1

注 1：* p<0.05 ** p<0.01*** p<0.001

注 2：资料来源于本研究整理

4.3 回归分析

由模型 1 结果可知，本研究以包容型领导为自变量，以职场孤独感作为因变量进行回归分析，从表可以看出，模型 *R* 方值为 0.260，说明包容型领导可以解释职场孤独感的 26.0%变化原因。*F* 值为 165.495，*p* 值小于 0.001，证明回归模型显著。包容型领导的标准化回归系数值为-0.510 (*t*=-12.865, *p*=0.000<0.01)，说明包容型领导对职场孤独感产生显著的负向影响关系。

由模型 2 结果可知，本研究以包容型领导为自变量，以职场灵性作为因变量进行回归分析，从表可以看出，模型 *R* 方值为 0.291，说明包容型领导可以解释职场灵性的 29.1%变化原因。*F* 值为 192.926，*p* 值小于 0.001，证明回归模型显著。包容型领导的标准化回归系数值为 0.539 (*t*=13.890, *p*=0.000<0.01)，说明包容型领导会对职场灵性产生显著的正向影响关系。

由模型 3 可知，模型 *R* 方值为 0.282，说明职场灵性可以解释职场孤独感的 28.2%变化原因。*F* 值为 185.003，*p* 值小于 0.001，证明回归模型显著。职场灵性的标准化回归系数值为-0.531 (*t*=-13.602, *p*=0.000<0.01)，说明职场灵性会对职场孤独感产生显著的负向影响关系，假设 H3 获得支持。

由模型 4 结果可知，包容型领导和职场灵性同时对职场孤独感回归分析时包容型领导的标准化系数为-0.315，且 *p*<0.001，职场灵性的标准化系数为-0.361，且 *p*<0.001，可知包容型领导对职场孤独感有显著负向影响，也可通过职场灵性对职场孤独感产生显著负向影响，即职场灵性在包容型领导与角色外行为之间有中介作用。因此本研究假设 H4 得到验证。如表 3 所示。

表 3

回归分析

模型	模型 1 职场孤独感 *β* (*t*) (VIF)	模型 2 职场灵性 *β* (*t*) (VIF)	模型 3 职场孤独感 *β* (*t*) (VIF)	模型 4 职场孤独感 *β* (*t*) (VIF)
包容型领导	-0.510*** (-12.865) (1.000)	0.539*** (13.890) (1.000)		-0.315*** (-7.154) (1.410)
职场灵性			-0.531*** (-13.602) (1.000)	-0.361*** (-8.195) (1.410)
R^2	0.260	0.291	0.282	0.353
调整 R^2	0.258	0.289	0.280	0.350
F 值	165.495***	192.926***	185.003***	127.946***

注 1：* p<0.05 ** p<0.01*** p<0.001

注 2：资料来源于本研究整理

4.4 调节检验

由表可知，模型 2 加入自变量包容型领导和调节变量工作控制感后，R^2为 0.353，说明模型 2 能够解释职场孤独感 35.1%的变异量，F 值为 128.463，p 值均小于 0.001，证明回归模型显著；模型 3 在模型 2 的基础上加入包容型领导和工作控制感的交互项之后，R^2为 0.372，说明模型 3 能够解释职场孤独感 37.2%的变异量，F 值为 92.498，p 值小于 0.001，证明回归模型显著，且包容型领导和工作控制感的交互项标准化系数为-0.149，数值为负，p 值小于 0.01，因此本研究得出结果，工作控制感在包容型领导与职场孤独感之间起正向调节作用。

表 4

工作控制感在包容型领导对职场孤独感的调节检验

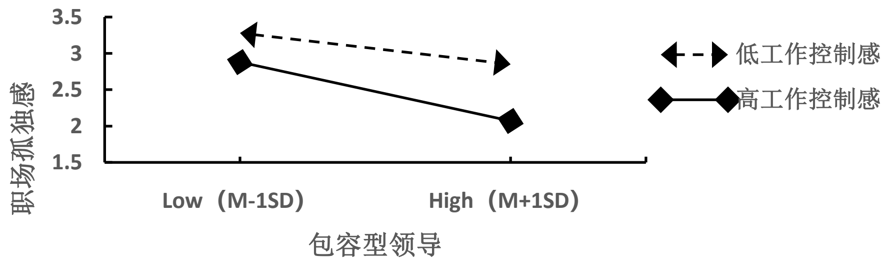
模型	职场孤独感 模型 1 B (*t*) VIF	模型 2 B (*t*) VIF	模型 3 B (*t*) VIF
包容型领导	-0.507*** (-12.865) (1.000)	-0.357*** (-8.358) (1.243)	-0.359*** (-8.991) (1.243)
工作控制感		-0.386*** (-10.009) (1.243)	-0.389*** (-10.568) (1.244)
包容型领导*工作控制感			-0.149*** (-6.211) (1.001)
R^2	0.260	0.353	0.372
调整 R^2	0.258	0.351	0.368
F 值	165.495***	128.463***	92.498***

注 1：* p<0.05 ** p<0.01*** p<0.001
注 2：资料来源于本研究整理

为了更清晰的解释工作控制感的调节作用，本研究根据调节检验的结果画出简单效应分析图，从图中可以看出，工作控制感程度越高，包容型领导与职场孤独感之间的负向影响越强，说明工作控制感对包容型领导与职场孤独感起正向调节作用。如图 2 所示。

图 2

工作控制感调节效应斜率图



注：资料来源于本研究整理

5.研究建议

5.1 管理意涵

研究包容型领导对职场孤独感具有负向影响的管理意涵十分丰富，它对于组织管理和领导力的提升具有重要的指导意义。首先，这一研究结果提醒组织管理者要重视职场孤独感问题，职场孤独感作为一种负面的心理体验，不仅影响员工的工作满意度和绩效，还可能对员工的身心健康造成长期影响。因此，管理者应该积极关注员工的心理状态，通过有效的领导风格和管理措施来降低职场孤独感。

其次，包容型领导被证实是一种有效降低职场孤独感的领导风格，这意味着组织应该积极培养和推广包容型领导。在选拔和培养领导人才时，除了注重其业务能力和管理经验外，还应关注其领导风格和人格特质，尤其是是否具有包容性。通过培训和教育，提升领导者的包容性特质，使其能够更好地关注员工的需求和感受，建立积极的员工关系，降低职场孤独感。

此外，研究结果还提示管理者应该创造一个开放、接纳和尊重的工作环境。这种环境有助于员工感受到组织的关心和支持，从而减轻孤独感。管理者可以通过制定公平公正的制度和政策，鼓励员工参与决策和提出意见，建立有效的沟通机制，促进员工之间的交流和互动，增强团队凝聚力和向心力。

最后，管理者还应该关注员工的个体差异和需求。不同员工对领导风格和工作环境的适应性和需求可能存在差异。因此，管理者应该根据员工的个体差异，灵活调整领导风格和管理措施，以满足员工的需求和期望。例如，对于性格内向或缺乏自信的员工，管理者可以给予更多的关心和鼓励，帮助其融入团队和适应工作环境。

综上所述，研究包容型领导对职场孤独感具有负向影响的管理意涵在于提醒组织管理者重视员工的职场孤独感问题，积极培养和推广包容型领导，创造开放、接纳和尊重的工作环境，并关注员工的个体差异和需求。这些措施有助于降低职场孤独感，提升员工的工作满意度和绩效，进而促进组织的长期发展和成功。

5.2 未来研究展望

（1）未来的研究可以进一步探索包容型领导与职场孤独感之间的动态关系，现有的研究主要关注了两者之间的静态关系，但职场环境和领导风格都可能随着时间和情境的变化而发生改变。因此，未来的研究可以通过纵向设计，观察包容型领导在不同时间点上对职场孤独感的影响，以及员工孤独感的变化如何反过来影响领导的包容性。

（2）未来研究可以更加深入地探讨包容型领导的内在机制和具体行为对职场孤独感的影响，包容型领导是一个多维度的概念，包括开放性、可用性、易接近性等特征。未来的研究可以分别考察这些特征对职场孤独感的独立和联合影响，以及它们是如何相互作用的。同时，也可以进一步挖掘包容型领导在具体行为表现上如何降低职场孤独感，例如通过提供支持和资源、鼓励员工参与决策、建立积极的沟通氛围等。

（3）未来的研究还可以考虑更多的个体差异和组织变量对包容型领导与职场孤独感关系的影响。例如，员工的性格特质、工作经验、组织文化、团队氛围等因素都可能对两者之间的关系产生调节作用。通过深入研究这些变量，本研究可以更全面地理解包容型领导在不同情境下的有效性以及职场孤独感的形成机制。

（4）未来的研究还可以进一步探索包容型领导对职场孤独感的长期影响和潜在后果，员工职场孤独感不仅会影响其工作满意度和绩效，还可能对员工的身心健康和职业发展产生长期影响。因此，未来的研究可以通过跟踪调查等方法，评估包容型领导对员工职场孤独感的长期改善效果，以及这种改善如何进一步影响员工的工作表现、职业发展和组织忠诚度。

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Analysis and Research on Music Teaching Model of Art Appreciation Classes in Higher Vocational Colleges in Yunnan Province, China

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Abstract

The research attempts to explore the reasons for the formation of the music teaching model in sample higher vocational art appreciation classes and propose corresponding countermeasures and analysis. Taking a higher vocational college in Yunnan Province as an example, through field research, teachers and students at the school were selected as the research objects, and research methods such as literature analysis and semi-structured interviews were used. The research found that the interviewed teachers and students believed that the teaching content, Teaching concepts, communication methods, implementation conditions and the school's emphasis are the main reasons for the current situation of the sample higher vocational art appreciation-music class teaching model. This study looks at the three dimensions of students, teachers, and schools, teaching concepts, teaching content, etc. Countermeasures have been proposed from all angles.

Keywords：Collaborative Education; Art Appreciation;Political Thought; Fuse Action

中国云南省高职院校艺术鉴赏课-音乐教学模式分析研究

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摘要

研究尝试探索样本高职艺术鉴赏课-音乐教学模式的形成的原因，并提出相应的对策分析。以云南省某高职院校为例，通过开展实地调研，选取在校教师和学生作为研究对象，运用文献分析、半结构化访谈等研究方法；研究发现，受访师生认为是教学内容、教学理念、传播手段、实施条件以及学校的重视程度共同造成样本高职艺术鉴赏-音乐课教学模式现状的主要原因，本研究从学生、教师、学校三个维度，教学理念、教学内容等多个角度都提出了对策。

关键词：高职院校；艺术鉴赏；教学模式

1.绪论

1.1 研究背景

艺术鉴赏-音乐是国民素质培养和审美能力提升的重要路径，曾姝（2009）的研究指出高等职业教育在层次上具有“高等性”，在类型上具有“职业性”，其人才培养表现出特有的表征指向，即以“全面性，专业性和创造性”为统一指导思想。根据中国经济社会发展的现状及趋势，在培养全面发展的人的教育理念指导下，高等职业教育必须以“素质本位”作为人才培养模式的框架。对于高职学生开设艺术鉴赏-音乐课程可以培养他们对音乐审美能力和思想内涵的提升。

在中国知网 CNKI 上搜索关键词“高职院校”、“艺术鉴赏”、“教学模式”搜索结果有

5 页，参考了其中 68 篇文献内容发现，这些研究中，都不同程度的提到了艺术鉴赏课教学模式的问题，李朝晖（2017）的研究指出高职艺术鉴赏-音乐课误教学模式还不成熟，大多是松散的教学结构，比较随意的课程设置。张扬（2011）的研究对高职院校艺术鉴赏课教学模式进行了探讨。研究认为艺术鉴赏-音乐教学模陈旧、固化僵化，造成学生没有兴趣，很难融入到音乐当中。提出的对策包括力大音乐实践，把艺术鉴赏-音乐扩展到课堂以外，鼓励学生收集资料，自己动手录音解说，通过多种形式提高学习音乐的热情。还有开展课堂讨论，激发学生思想碰撞，表达自己的真实想法，张扬个性。最后利用现代教学手段，信息媒体技术不断更新教学模式。

刘勇（2021）调研了几所院校的艺术鉴赏-音乐课现状，发现其共同的特点是教方法相对落后，教学模式比较单一，授课教师教学积极性不高，学生课堂纪律漫，不能明确学习目的，对艺术类选修课普遍存在刻板偏见，针对此种现状，究者尝试将翻转课堂引入高职艺术鉴赏-音乐课，翻转课堂又叫做颠倒课堂，起源于美国。刘焱（2010）针对高职院校艺术鉴赏-音乐课的教学模式改革提出了新型的教学体系，将艺术鉴赏-音乐分成4个阶段。即初步感知阶段，理性分析阶段，情感体验阶段和研讨交流阶段，每个阶段都有独立的教学模式。一是感性阶段，创设情境，在学生没有提前心理准备的情况下，如进入教室的时候聆听音乐。二讲授教学模式，开始给学生讲解相关的乐理知识，音乐作品的背景，即理性认知的过程。三是引导、参与教学模式，激发和引导学生的情感并反复聆听。四是讨论模式，全部以学生讨论为主，这项研究充分体现了合作、交流、平等教育原则。与刘勇的研究相比，突出了教师的主体地位，但在整个教学过程当中，还相对依赖教师的个人素养和能力，尤其是在第二个阶段理论讲授过程，高职学生可能会因其自身音乐修养不够而快速产生倦怠感。

李丽珍（2013）首先分析了高职艺术鉴赏-音乐的不足。认为高职院校的主要问题是教学模式，师生缺乏必要互动，学生难以参与到教学活动中去，课堂气氛过于严肃，学生失去兴趣，学习效率较低。研究者提出改进的策略，如创设音乐的故事背景，充分发挥学生的积极性，通过媒体、画画和乐器等手段促进师生交流，提高教学质量。通过正反馈进行教学评价，通过课外活动延伸课堂教学内容等。通过以上对策完善教学模式，提升高职艺术鉴赏-音乐课教学效果。

综上，赵书艺（2019）提出关于艺术鉴赏-音乐教学模式的研究发现，任课教师和研究者已经开始探索新的、更开放、更多元的艺术鉴赏-音乐课程的教学模式，运用理论研究、逻辑推理和量化研究等方法解决高职院校艺术鉴赏-音乐课程中出现的种种问题，但是运用质性研究相对来说较少。针对艺术鉴赏-音乐课程出现的问题，需要研究解决方案，以促进大学生艺术鉴赏-音乐审美意识和欣赏水平的提高，本研究尝试以样本高职院校为例，通过对艺术鉴赏-音乐课程教学模式的现状分析进行调研和访谈，找到深层次的原因和相应的对策。

1.2 研究的目的

A．探讨中国云南省高职院校艺术鉴赏-音乐课程教学模式现状及其原因

B．探讨中国云南省高职院校艺术鉴赏课程教学模式改革与对策

1.3 研究的问题

A．探讨中国云南省高职院校艺术鉴赏-音乐课程教学模式现状及其原因为何？

B．探讨中国云南省高职院校艺术鉴赏课程教学模式改革与对策为何？

1.4 研究的意义

李清清（2021）提出高职院校艺术鉴赏-音乐的重要意义还在于，音乐审美能力的高低可以影响人的思想道德素质，具备很好音乐审美能力的人表现得更加乐于助人，尽其所能的奉献自我；重视亲情、乡情、友情、爱情，常回家看看，常望月思乡，常

眷恋故友，常歌颂挚爱；道德修养也很高，不会轻易去做违背社会道德、公序良俗的事；心智也更加坚定，不会轻易被外界的诱惑所吸引而信念动摇；心态更为平和，在与他人发生矛盾时处理的更加理性。许月（2021）指出高职院校艺术鉴赏-音乐对于学生的思想道德具有很好的引导作用对于当代大学生而言，高校艺术鉴赏-音乐可以在信仰、观念、道德、情操等方面对其产生影响。高校艺术鉴赏-音乐对于思想道德具有很好的引导作用，可以在无形中影响人的思想品行，对于一个人的道德建设具有重要作用。一个人的思想道德的形成需要多方面的配合，教育占了很大一部分，虽然“棍棒底下出孝子”的做法不值得提倡，却也从另外一个方面看到了教育的重要性，高职院校艺术鉴赏-音乐可以很好的帮助高校学生树立正确的思想品德的价值取向。

2.文献探讨

本研究通过知网（CNKI）以及相关艺术鉴赏-音乐教学模式书籍等渠道进行资料检索，关于艺术鉴赏-音乐与教学模式研究的文献资料共有 1.64 万条。其中学术期刊 1.26 万篇，硕博士论文 392 篇，会议报道 386 篇，图书 16 本。通过对艺术鉴赏-音乐与教学模式的研究文献的整理研究发现，有关艺术鉴赏-音乐对教学模式的文献资料共有 90 篇，其中学术期刊 78 篇，硕博士论文 1 篇，会议报道 2 篇；特色期刊 9 篇。通过对这些文献资料的深入分析发现，近三年的艺术鉴赏-音乐对于课堂教学模式的研究数量不断上升。学者们的主要研究的方向与范围集中在艺术鉴赏-音乐对教学模式的影响，存在的问题以及解决的对策。

2.1 国内研究现状

唐方方（2019）从艺术鉴赏-音乐的概念来看，艺术鉴赏-音乐是高校思想政治教育的有益补充当代大学生是社会的中坚力量，是祖国的未来，他们是否有正确的人生观、价值观，是否能成为有理想、有道德、有文化、有纪律的社会主义新人关系着我们国家和民族未来的发展。纪研（2018）使他们具有健全的人格，把他们培养成国家需要的人才是高校思想政治教育的目的，但是随着社会经济的不断发展，人们的价值观越来越多元化，这就需要更加充实的思想政治教育内容和更科学的思想政治教育方法。艺术鉴赏-音乐以其特点和优势，引起高校思想政治教育工作者的关注和探究。艺术鉴赏-音乐可以通过帮助大学生树立正确的性别意识，培养其树立正确的人生观、世界观、价值观，从而达到让当代大学生全面发展的目的。吴玥（2020）这是高校思想政治教育理论的深化和延伸，也是增强高校思想政治教育实效性的有益探讨，对加强和改进当前思想政治教育有积极的现实意义。

2.2 大学生思想教育的文献探讨

马克思主义理论的教育研究的价值存在于以下 3 个方面：

A.个人层面：每个人作为一个独立的个体，一个独立的社会存在，就有着跟别人不一样的东西，这就牵涉到自我认知的问题，这也是思想政治教育的前提。纪研（2018）指出每个人只有正确客观的认识自我、评价自我之后，才能找到适合自身发展的途径，促进自身的全面发展。梁燕妮（2019）表示加强音乐意识教育，从社会角度对自我进行剖析，不断扩充自己的认知，用动态的观点来分析音乐，转变刻板的思维方式，从传统文化中解放出来，用正确的意识和价值观引导自我，正确定位自身的角色，规划自我，从而实现个体的和谐全面发展，实现自身价值，这就是思想政治教育的主要目的。

B.教育层面：吴玥（2020）由于受传统文化的影响，思想政治教育的评价标准带有传统特色，它在评价当代大学生时，深受传统社会角色定位的影响，通过艺术鉴赏-音乐，可以让当代大学生正确认识自我，发扬自己的个性优势，用音乐的手段表现和

塑造人的情感，使人在暴躁中冷静下来，将悲观的人变得乐观，对未来充满希望，进而促进马克思主义理论效果的实现。

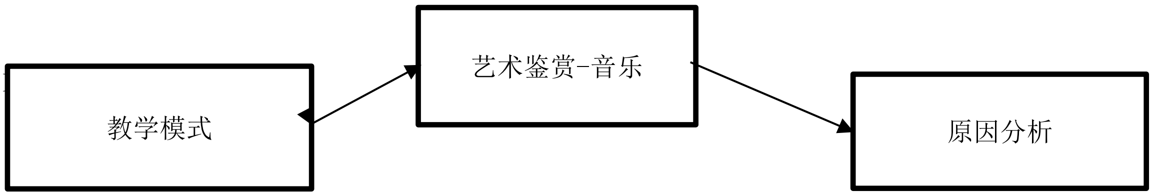
C.社会层面：伴随着高校招生，学生规模的不断扩大，多元化的价值观开始出现，受大众媒体的影响，开始出现内心的价值冲突等，这些都是高校马克思主义理论需要解决的新问题（杨三峡，2019）。从心理健康教育的视角出发，解决这些新问题，是高校马克思主义理论的新的方法和途径。

3.研究方法与设计

3.1 研究框架

图 1

研究框架



资料来源：本研究整理

假设 1：艺术鉴赏-音乐教学模式对学生提高审美能力是否有正向影响

假设 2：教学模式、教学手段对艺术鉴赏-音乐有正向影响

假设 3：艺术鉴赏-音乐课程改革加入思想政治教育对大学生提高素质培养的程度

3.1 调查对象

研究对象为云南省某高职学校学生，选取在校学生中 598 人为调查对象，各学院辅导员随机抽取学生参加在线问卷调查。此次调查共发放调查问卷 598 份，回收 545 份，其中有效问卷 524 份，无效问卷 21 份，有效回收率达 88%。接受调查的男生人数占比 51%，女生占比 49%。

3.2 调查工具

以网上问卷形式（问卷星）向公办高职学生发放问卷并回收。

3.3 施测过程

测试前向学生发布测试要求、注意事项、保密原则等内容，为保障问卷内容真实有效，以不记名方式进行测试，要求学生在一个星期之内单独作答并回收问卷。（胡静敏、陆云、朱娜，2020）

3.4 统计方法

应用 spss23.0 统计分析软件，采用一般描述性分析和相关分析，对比分析艺术鉴赏-音乐与思想政治教育程度的水平。以 P＜0.05 为差异标准，具有统计学意义。

3.5 结果

艺术鉴赏-音乐课程融入思想政治教育课，如何促使大学生从音乐的角度观察社会、认识自我，追求更为积极的人生是一个难题。针对当前主流课程教育并没有把艺术鉴赏-音乐的意识当作一种重要的思想意识来对待，在推广和普及还处于被动、缓慢的发展状态。郭欣（2022）作为大学生马克思主义理论主阵地的课程可以成为强化音乐理论、理念的切入点，促使大学生能够在学习音乐维度上更加全面地认识自己和发展自我。

3.5.1 艺术鉴赏-音乐课程融入理想信念、人生价值观教育的内容

当前在就业严峻形势以及就业中存在性别歧视的情况下，使得大部分大学生高不成低不就，至此找不到自己诚心如意的工作，并对将来就业抱消极态度。孙丽娟

（2021）针对这一背景，在人生价值观教学中，一方面，要教育学生主动以积极的心态充分认识时代特征。让学生积极主动追求具有社会价值的成功，培养他们的学业成就感和将来的职业憧憬。还要强化学生的进取意识、开拓精神，消除人格依附、安逸享受、漠视社会责任的思想，发挥自身特长、不断努力进取。教师应该正视这些问题的存在，并通过课堂举例成功事业者，激发大学生积极进取精神。牛敏（2019）对大学生而言，追求远大的信念理想，确立自尊，即尊重自身人格和认识到自己的主体地位；自信，相信自己的能力和实力，敢于竞争，自我激励、努力成才；自立，拥有独立的人格和增强独立能力，克服依赖心理，消除人格依附；自强，即自强不息、奋斗不止，敢于追求学业的进步和事业的成功。可见，以"四自"精神教育为理想信念和人生价值观的着力点，引导建构现代大学生的品格，从而激发大学生自强自立的重要途径。

3.5.2 艺术鉴赏-音乐课程融入道德观教育的内容

郭艳燕（2023）指出在大学生道德教育中，要充分借鉴传统文化的精华，让大学生在道德教育中找到归属感，艺术鉴赏-音乐意识的融入是人在社会化过程中不断形成和塑造的，在发展大学生道德能力的同时，让她们既能排斥传统道德价值观中的糟粕部分，同时又能汲取传统道德价值观中的精华部分。

3.5.3 艺术鉴赏-音乐课程融入法律观教育的内容

刘世学与郝苗苗（2022）。在进行艺术鉴赏-音乐中我们把思想政治教育课中的法律教育融入其中，法律教学是教育体系不可或缺的一部分，对于培养学生良好的法律意识以及法律行为，提升法律素养起到了非常重要的作用。首先，通过思想政治理论的教育，让学生掌握思想政治教育的基本观点和分析方法，让学生爱上政治从思想上有自我保护的法律意识，通过法律内容各章节的环节，促使学生充分认识法律的作用和效果，帮助学生正确树立社会生活中对应的权利和义务观念，培养互相尊重和保护意识，强化守法和用法的理性意识。其次，针对不同专业，结合实际地有针对性和选择性地介绍进一步改进法律教育的教学方式，可以通过案例强化法律意识。

4.研究的结论与贡献

艺术鉴赏-音乐课程教学内容众多，艺术鉴赏-音乐也是其中之一。梁燕妮（2019）对于高校而言，艺术鉴赏-音乐是作为一种补充课程而存在。结合高校办学特点，通常艺术鉴赏-音乐也蕴含着浓浓的思政气息。可以适当地把艺术鉴赏-艺术鉴赏-音乐内容融入到高校思政教学内容中。教学内容由浅入深、层层递进，有侧重地在不同思政教学阶段选择有一定深度且蕴含相应爱国主义、集体主义、民族主义等精神的曲目，深刻学生对思政知识的印象，潜移默化地培养学生音乐审美能力。首先，关注音乐作品与思政教育内容的契合度，要求兼具思想价值与美学价值。黄文专（2018）高校思政教育中的音乐，更重要的是其精神感染、精神启迪、思想道德教育功、能。因此，所选择的音乐应当至少蕴含爱国主义、勤劳勇敢、集体主义等思想道德内容之一。教师通过有效利用音乐阐述 社会健康、积极、正面的人物、事例等，以升华学生们的 心灵，使其具有心灵美，激励学生努力向上、勇于创新， 培养学生的集体观念，强化学生的民族自豪感，逐步实现马克思主义理论的目标。其次，马克思主义理论教学中融入的艺术鉴赏-音乐内容应当趋于民 族化与大众化。段君妍（2023）。让学生加深对中华民族的了解，强化其民族自豪感。 最后，融入艺术鉴赏-音乐的思政教材，其本质仍为教材， 因此必须保证教材的一体化、协调性。坚持"一纲多本" 的教材内容优化原则，形成思政基本与辅助教材、线上与 线下教材统一的局面，提高思政教材新颖性。 思政新型教学内容编撰完成以及教学体系建构完成 之后，教师还应当注重改良与之相对的评

价制度。但是融入音乐的思政教学，若继续沿用传统的评价方法则会出现难以体现艺术鉴赏-音乐作用的 困局，进而不利于师生认识到艺术鉴赏-音乐对于思政教育的意义。

总之，艺术鉴赏-音乐课程在音乐文化传承中具有积极的作用，通过高职院校艺术鉴赏课程的教学，让大学生们加深对音乐的理解和认识，用大众喜闻乐见的艺术作品和表演方式，带给学生前所未有的独特审美体验，促进音乐文化的影响力，用音乐中的优秀品质、人文精神、正确的价值观，对大学生进行德育教育，发挥艺术鉴赏-音乐课程的德育功能（黄文专，2018）。

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Thoughts and Research on the Role of Music Education in Higher Vocational Colleges in Improving the Social and Emotional Abilities of College Students

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Abstract

The study attempts to explore the reasons why sample higher vocational music education improves the social and emotional abilities of college students, and proposes corresponding countermeasures and analysis. Taking a higher vocational college in Yunnan Province as an example, through field research, teachers and students at the school were selected as the research objects, and research methods such as literature analysis and semi-structured interviews were used. The research found that the interviewed teachers and students believed that the teaching content, Teaching concepts, communication methods, implementation conditions, and the school's emphasis jointly cause the impact of sample higher vocational music education on the current social and emotional abilities of college students. This study looks at the three dimensions of students, teachers, and schools, as well as teaching concepts, teaching content, and other perspectives. All were discussed.

Keywords： Vocational College; Musical Education; College Students; Socioemotional Skills

高职院校音乐教育对提高大学生社会情感能力的思考研究

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摘要

研究尝试探索样本高职音乐教育对提高大学生社会情感能力的形成的原因，并提出相应的对策分析。以云南省某高职院校为例，通过开展实地调研，选取在校教师和学生作为研究对象，运用文献分析、半结构化访谈等研究方法；研究发现，受访师生认为是教学内容、教学理念、传播手段、实施条件以及学校的重视程度共同造成样本高职音乐教育对大学生社会情感能力现状的影响，本研究从学生、教师、学校三个维度，教学理念、教学内容等多个角度都提出了探讨。

关键词：高职院校；音乐教育；大学生；社会情感能力

1. 绪论

1.1 研究背景

随着社会的进步和时代的发展，大学生音乐教育在高校中扮演着越来越重要的角色。音乐不仅是一门艺术，更是一种文化，一种精神。孟蕾（2021）指出首先，音乐是一种艺术形式，具有很高的审美价值和表现力，可以激发人们的情感和创造力。通过学习音乐，大学生可以感受到音乐的美妙之处，培养审美能力和美感。同时，音乐

还可以表达情感和思想，帮助人们更好地理解和体验生活，培养出对生活的热情和敏感性。对于高职院校的大学生来说，音乐教育可以帮助大学生全面发展，提高多元智能。在音乐教育的过程中音乐不仅要求学习者具备技能和理论知识的积累，还需要学习者注重对感知、表达、创造等多个方面的能力。这种多元智能的培养带给大学生更多选择和更广阔的机遇，同时也有助于提高综合能力和解决问题的能力。

21 世纪是一个充满挑战与希望的时代，国家教育部印发的各项文件都明确指出大学生应该提升自己的专业知识、培养自己的专业能力。与此同时还应该全面提升大学生的社会的社会情感能力。当代大学生应该逐渐转变为精通所学专业、懂得全面发展的高质量人才。随着科学的进步、社会的发展，越来越多的产业与企业希望能够在社会中招聘优秀人才，全面提升自身员工的素质、越来越多的企业希望能够在社会上寻求具有专业素质的复合型人才，并将其分配到企业的各个岗位之中。管理人才、信息工作人才、熟练工种都是市场急需的人才要素。随着社会的发展以及产业集成化的展现，社会分工将会越来越细，对于专业人才的需求将会越来越明显。第二，应该从多个角度全面提升工作人员的专业能力以及社会情感能力。企业以及社会应该意识到即使是一个普通的工作者也应该全面提升自身社会情感能力、提升自己与其他人沟通的能力、提升自己处理信息的能力、提升自己判断正误的能力。人才是全社会永恒的话题，人才的发展将直接决定企业的发展、社会的发展乃至国家的发展。如果一个人的综合素质有所欠缺，甚至不能够说他是一个健全的人。也正因如此，大学生应该掌握社会的需求，并全面提升自身素质，通过教育来发展自己、优化自己，让自己能够在智力方面、道德精神方面、审美方面、工作能力方面都有所造诣，让自己成为复合型高端人才。

岳姝伶（2022）指出音乐教育可以帮助大学生锻炼良好的心态和品格素质。学习音乐需要投入大量的时间和精力，但同时也需要耐心和毅力。通过这种学习方式，大学生可以锻炼出自律、耐心、坚韧、乐观等品质，从而在以后的学习和工作中更加容易取得成功。音乐教育可以促进人类文化的传承和发展。音乐是一种文化现象，有着丰富的历史和传统。通过学习音乐，大学生可以了解到不同文化中的音乐风格和特点，了解音乐艺术的发展历程和重要人物，帮助他们继承和推广音乐文化，并在自己的音乐创作中融合多种文化元素。高校大学生音乐教学不仅要注重技术的传授，更要注重情感态度和价值观的培养。本文将从学生社会情感能力的情感态度和价值观的培养角度探讨高校音乐教学的重要性和方法。

1.2 研究的目的

A. 探讨高职院校音乐教育对提高大学生社会情感能力现状分析

B. 探讨高职院校音乐教育对提高大学生社会情感能力的思考对策

1.3 研究的问题

A. 探讨高职院校音乐教育对提高大学生社会情感能力现状分析为何？

B. 探讨高职院校音乐教育对提高大学生社会情感能力的思考对策为何？

1.4 研究的意义

音乐教育是大学生德育体系中最为重要的组成部分之一，对于提升大学生的社会情感能力往往会起到极其重要的作用，在教育体系中也有着举足轻重的地位。音乐的独特性能够让听音乐的人认识世界、感受世界，并能够帮助自己塑造完美人格。也正因如此，在大学生群体之中积极推广音乐教育能够全面提升学生们的自我审美能力，让学生在听音乐的过程中陶冶情操增长见识并塑造完善的人格。这对于保障大学生全面发展而言，有着极其重要的意义。音乐教育是审美教育的重要方法，也是高职院校校园文化的重要部分。在人们的成长历程中扮演着极其重要的角色。具体来说可以将

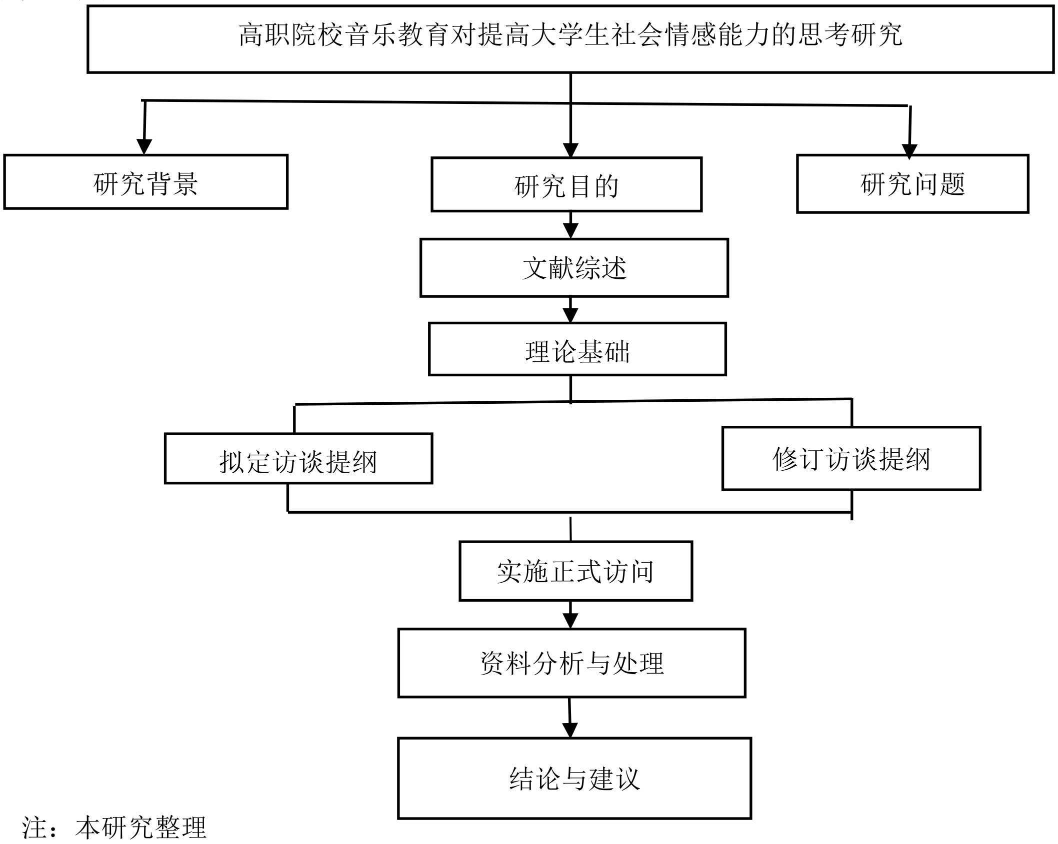
音乐的作用概括为以下五个部分：首先，音乐能够让学生提升自己的文化底蕴。无论是文学角度还是艺术角度，音乐教育都能够让学生获得更多的知识、音乐知识、美术知识、文学知识、宗教知识、历史知识。其次，音乐的教育能够让大学生拥有更加完善的情感体验以及情感表达能力。在这个过程中，大学生们的心灵将被升华。音乐是最普遍的艺术形式、是全人类的共同语言，所有具有进步特性的音乐艺术都有着歌颂社会前进的内核。从事这种音乐活动必然能够让大学生剔除心中的不良欲望、创建良好的情感体系，能够在生活与学习中不断克服困难、奋勇前进，并在这个过程中不断对自己的人生观进行优化。第三，音乐教育的存在能够大幅度提升学生的道德品质以及思想素质。在进行音乐教育的过程之中，不同的教育内容往往能够展现出不同的教化作用。如果一首歌曲所歌颂的是革命内容，那么就能够提升学生的政治素养，对于提升其品德也有至关重要的意义。第四，音乐教育体系的存在能够让更多的大学生更加具有创造性以及进取精神。优秀的音乐往往能够让人与社会发生联系，并且展现生命的创造力以及活力。在这个过程中音乐所展现的自由特性以及独创特性将直接培养大学生的创造精神，提高其创造能力。第五，教学过程中如果能够增加音乐知识，那么能够大幅度提升学生的业余生活乐趣。在大学生活之中，学生们总是面临着压力与挑战，希望能够在学习之余找到放松的机会来保持自己的经历，以及不断进取的心境。在这个过程中音乐就是一种天然的心灵调剂办法。从上述的五点就能看出，对于广大大学生而言，音乐教育至关重要。西方交响乐是世界音乐宝库中最为重要的组成部分，可以让众多非音乐专业的学生了解基础知识并提升自己的音乐鉴赏水平。所以笔者认为应该让广大在校大学生了解与交响乐有关的知识，提升大学生的交响乐鉴赏能力。与此同时在其他方面音乐教育也有其他学科无法比拟的教化作用，比如心理健康方面。如果能够科学的运用音乐教育体系，那么就能够让学生拥有更加健康的心理，让学生在大学期间能够全面发展、健康发展。

1.5 名词解释

在社会情感能力的概念被提出之前,关于人类情绪的非认知能力主要有加德纳(HowardGardner)提出的人际交往智能(Interpersonal intelligence)与梅尔(John D.Mayer)和萨洛维(Peter Salovey)提出的情绪智力(Emotional intelligence)。

1.6 研究流程

图 1
本研究流程图



注：本研究整理

2.文献综述

2.1 理论基础

马克思主义理论的教育研究的价值存在于以下 3 个方面：

个人层面：每个人作为一个独立的个体，一个独立的社会存在，就有着跟别人不一样的东西，这就牵涉到自我认知的问题，这也是思想政治教育的前提。每个人只有正确客观的认识自我、评价自我之后，才能找到适合自身发展的途径，促进自身的全面发展。因此加强音乐意识教育，从社会角度对自我进行剖析，不断扩充自己的认知，用动态的观点来分析音乐，转变刻板的思维方式，从传统文化中解放出来，用正确的意识和价值观引导自我，正确定位自身的角色，规划自我，从而实现个体的和谐全面发展，实现自身价值，这就是思想政治教育的主要目的。

教育层面：由于受传统文化的影响，思想政治教育的评价标准带有传统特色，它在评价当代大学生时，深受传统社会角色定位的影响，通过艺术鉴赏-音乐，可以让当代大学生正确认识自我，发扬自己的个性优势，用音乐的手段表现和塑造人的情感，使人在暴躁中冷静下来，将悲观的人变得乐观，对未来充满希望，进而促进马克思主义理论效果的实现。

社会层面：伴随着高校招生，学生规模的不断扩大，多元化的价值观开始出现，受大众媒体的影响，开始出现内心的价值冲突等，这些都是高校马克思主义理论需要解决的新问题。从心理健康教育的视角出发，解决这些新问题，是高校马克思主义理论的新的方法和途径。

本研究基于 CASEL 提出的社会情感能力的核心要素,探讨了音乐教育与社会情感能力的核心要素间的关系,并提出在音乐教育中培养大学生社会情感能力方法与策略。本

研究将从学理上丰富社会情感能力在音乐教育研究领域中的不足,将为音乐教育者提供可供操作的教学思路。

2.2 音乐教育对提高大学生社会情感的分析

进入 21 世纪以来,培养社会情感能力逐渐成为国际教育改革与发展的一项重要议题。社会情感能力是一个人在成长和发展的复杂情境中掌握并应用的一系列的与个体适应及社会性发展有关的核心能力。四社会情感能力对一个人的成长与发展至关重要。CASEL 基于二十多年的研究和实践经验指出,对社会情感能力最好的实践是课堂教学。音乐课堂教学具有普通课堂教学的普遍价值与意义。同时,音乐是一门特殊的学科,更多涉及到学生创新能力、合作能力、审美能力的培养。音乐教育的过程是培养社会情感能力的过程,音乐教育在促进社会情感能力发展方面处于独特的地位。社会情感能力对于一个人的发展越来越重要,是在学校、公共场所、人际关系和生活中取得成功的关键。它们已逐渐成为一个人成长成熟的重要目标,对于大学生更是如此。

2.3 音乐教育与社会情感能力的关系

音乐教育对培养社会情感能力方面有着天然的潜力,音乐教育的过程有助于大脑开发,同时也是影响学生身心健康的重要因素之一。音乐教育与 CASEL 提出的社会情感能力要素具有关联性。音乐教育有助于培养学生的自我意识、有助于培养学生的社会意识、有助于提高负责任的决策技能、有助于培养鼓励积极的人际关系。

3. 研究方法与设计

3.1 研究方法

本研究采用的半结构式访谈法。访谈是质性研究中一种非常有价值的方法，被广泛用于社会科学研究。它具有一些其他方法无法提供的独特优势（杨威，2001）。根据访谈内容的构成方式，访谈方法可以分为有结构的访谈、半结构化访谈和无结构的访谈三种（韩海燕，2010）。在半结构型访谈中，研究者对访谈的结构具有一定的控制，但同时也允许受访者积极参与（韩冬冬，2012）。

半结构化访谈是一种位于结构化访谈和非结构化访谈之间的方法，具有更高的灵活性。肖娅云（2017）研究表明在半结构化访谈中，研究人员会确定研究的关键主题，在访谈过程中，研究人员可以根据这些主题提问，并且还有机会讨论新的问题，这种方法既允许研究人员保持一定的结构和重点，又给予了被访者表达自己观点和经验的自由度。

3.2 研究对象

访谈对象为云南省某高校 2022 级学前教育 2 班 15 为学生，音乐教育任课教师 5 位。访谈人员为研究者本人，从事音乐教育专业 13 年。本研究采用半结构化访谈形式，分为两部分，第一部分为学生访谈；第二部分为任课教师访谈。访谈实践大约 20-40 分钟，访谈全程做笔录，征得受访者同意后录音。为保证访谈效果，避免访谈对象的社会期望 (Social Desirability) 影响质性访谈效度，每次访谈之前做简要说明，向访谈对象说明整个访谈过程是如何进行在往下走（李博等人，2018）。研究对象使用代码描述基本资料。

表 1

访谈学生及访谈情况信息表

代码	性别	类别	专业	访谈时间	访谈地点
S1	女	学生	健康管理	28 分钟	教室
S2	女	学生	健康管理	35 分钟	教室
S3	女	学生	健康管理	25 分钟	教室
S4	男	学生	健康管理	23 分钟	教室
S5	女	学生	健康管理	30 分钟	教室
S6	女	学生	健康管理	29 分钟	教室
S7	女	学生	健康管理	25 分钟	教室
S8	女	学生	健康管理	30 分钟	教室
S9	男	学生	健康管理	28 分钟	教室
S10	男	学生	健康管理	26 分钟	教室
S11	女	学生	健康管理	30 分钟	教室
S12	女	学生	健康管理	29 分钟	教室
S13	男	学生	健康管理	36 分钟	教室
S14	女	学生	健康管理	30 分钟	教室
S15	女	学生	健康管理	25 分钟	教室

注 1：访谈均为使用化名。
注 2：S 为中国云南省高职院校学生。
注 3：分析方法本研究采用 MAXQDA 软件作为质性材料分析使用，并就访谈结果进行编码。对在访谈后研究者将采取主题分析法对其结果进行分析。
注 4：资料来源，本研究整理。

表 2

访谈教师及访谈情况信息表

代码	性别	教龄	类别	兼职情况	所教学科	访谈时间	访谈地点
T1	女	5	教师	兼职	音乐教育	30 分钟	教室
T2	男	3	教师	全职	音乐教育	35 分钟	教室
T3	女	12	教师	兼职	音乐教育	37 分钟	教室
T4	女	4	教师	全职	音乐教育	30 分钟	教室
T5	女	6	教师	全职	音乐教育	39 分钟	教室

注 1：访谈均为使用化名。
注 2：T 为中国云南省高职院校学生。
注 3：分析方法本研究采用 MAXQDA 软件作为质性材料分析使用，并就访谈结果进行编码。对在访谈后研究者将采取主题分析法对其结果进行分析。
注 4：资料来源，本研究整理。

3.3 研究工具

3.3.1 访谈提纲

研究者采用有目的的抽样方法，从云南省普通高校学生中抽取性别、年龄、专业等不同的教师。随后，研究人员收集了相关文献，制定了访谈指南，并对符合条件的参与者进行了访谈。这些访谈的主要目的有两个：首先，了解导致受访者心理健康的因素；其次，对访谈结果进行分析，为今后的研究提供建议。基于收集到的访谈数据，对数据进行整理、归纳、分析和分类。目的是更深入地了解导致这种现象的各种因素。

访谈问题的内容效度评估采用 Likert 量表 3 分制。专家完全同意内容且不建议修改的项目被指定为 3 分。专家大致同意但建议在保留之前稍作修改的项目的评分为 2。专家不同意并建议删除该项目的项目的评分为 1。访谈内容效度评定表见表 3。

表 3

学生访谈提纲

序号	题目内容
1	谈谈你在音乐教育对提高学生情感的认知？
2	谈谈你对音乐教育课程的收获和体会？
3	请问在音乐教育对提高学生社会情感学的效果如何？

注：资料来源，本研究整理

表 4

教师访谈提纲

序号	题目内容
1	您能简要介绍一下音乐教育对提高大学生社会情感的指导作用？
2	您对大学生会社情感的教学效果如何？
3	您怎么看待音乐教育对大学生社会情感能力的提升？对提升的途径有哪些建议？

注：资料来源，本研究整理。

Lai and Ayyub (1994) 表明在项目中可以使用可靠性评估来验证工具的有效性，其中包括项目内容有效性指数 (I-CVI) 和修改后的 Kappa (k*)。当专家人数少于或等于 5 人时，I-CVI 应为 1，即全部专家均认为该条目与所要测量的概念内容有较好的关联性，才认为这个条目的内容效度较好；当专家人数是 6 人或更多时，标准可以降低，但要求 I-CVI 不低于.780。同时，请教了五位在职业教育中音乐教育方面有贡献的专家，见表 5（E1、E2、E3、E4、E5）对访谈提纲进行修订或指导，以检测访谈内容的信效度，最后，确定了访谈内容。

表 5

专家信息表

代码	性别	职称	职位	研究方向	时间	地点
E1	女	教授	副校长	艺术教育	37 分钟	办公室
E2	女	副教授	教务处长	音乐教育	30 分钟	办公室
E3	女	副教授	副院长	音乐教育	35 分钟	办公室
E4	女	副教授	教研室主任	音乐教育	39 分钟	办公室
E5	女	教授	副院长	音乐教育	40 分钟	办公室

注：资料来源，本研究整理

表 6

访谈内容效度专家评分及内容效度指数

序号	专家评分					评 2、3 人数	I-CVI	K^*	评价
	F	L	W	S	Y				
1	3	3	3	2	3	5	1	1	优秀
2	3	2	2	3	3	5	1	1	优秀
3	3	3	3	2	2	5	1	1	优秀
4	3	3	2	3	3	5	1	1	优秀
5	3	3	3	2	3	5	1	1	优秀

注：资料来源，本研究整理

3.3.2 访谈流程

主要步骤为选取访谈对象、初步制定访谈提纲、专家评定修订提纲、正式访谈、电子录音转逐字稿、资料编码处理。此部分大致分为以下步骤：

A．选取访谈对象

B．初步制定访谈提纲

C. 专家评定修订提纲

D. 正式访谈

E．访谈资料编码处理

3.4 资料分析处理

3.4.1 主题分析

本研究采用MAXQDA软件进行数据分析，并对访谈结果编码处理，它被广泛应用于社会科学、人文科学和市场研究等领域，用于管理、分析和解释质性研究数据。MAXQDA 软件可以帮助研究人员系统地分析和解释大量的质性数据，从而提取出研究中的主题、模式和关系，以支持深入的理论构建和理论发展(Kiger & Varpio, 2020) 。

3.4.2 信度分析

信度可以分为内在信度和外在信度两个方面 (Collingridge & Gantt, 2008) 。内在信度是指在质性研究中，研究者对同一情境或事件进行多次观察、记录和解释时的一致性程度。也就是说，研究者在不同时间、地点或情境下进行观察和分析时，能否得到类似或相似的结果。内在信度关注的是研究者对数据和现象的一致性解释，以确保研究的可靠性和稳定性。通过增强内在信度，研究者可以提高对研究现象的准确理解，并减少可能的偏差和误解。

3.4.3 效度分析

首先，本研究采用了半结构式访谈作为主要数据收集方法。通过对目标群体中的受访者进行半结构访谈，深入了解他们的观点、经验和态度，这些访谈数据提供了详尽的描述性信息和个体观点，有助于揭示研究问题的复杂性和多样性。

其次，对访谈资料进行分析，查阅以往相关主题的研究，这些资料提供了对本研究主题的信息补充。通过与访谈数据进行对比和验证，能够检查数据的一致性和相互印证性（李爱霞，2018）。

再次，为了进一步验证研究结果，研究者可以邀请多个观察者或研究者参与研究过程。Grandpierre et al. (2022) 认为不同的观察者可以通过各自的视角和经验提供不同的观察和解释，从而减少个体主观性的影响。

4. 研究的结论与贡献

杜雅歌与王磊（2023）指出音乐教育对促进大学生社会情感能力有着重要作用,音乐教育可以通过合理的设计与扩展教学内容,更好地加强大学生自我意识、社会意识、人际交往以及责任感。我们可以在短期内展望音乐教育如何培养大学生的社会情感能力,或者更长远地展望社会情感能力最终将如何塑造学生的一生。正如菲利普·鲍尔(PhilipBall)所言:音乐是教育的基本和不可或缺的组成部分，这是一个真正的心灵健身房:没有任何其他活动可以同时使用大脑的这么多部分,并将它们同等程度地整合在一起,敏感的音乐教育,不是对年轻演奏家的密集训练,而是揭示了这门艺术最宝贵的属性之一,即社会情感的培养和教育。

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Analysis of Graduate Student Mental Health Education from the Perspective of Positive Psychology

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Abstract

This article employs positive psychology as the theoretical framework to discuss the pathways and methods of mental health education for graduate students. It analyzes the potential mental health issues that graduate students may face, as well as the role of positive psychology in enhancing the mental health levels of graduate students. Based on this analysis, the article proposes a series of effective mental health education pathways, aiming to provide theoretical support and practical guidance for the mental health education of graduate students.

Keywords: Positive Psychology; Graduate Student; Mental Health Education

积极心理学视角下研究生心理健康教育路径探析

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摘要

本文以积极心理学为理论框架，探讨研究生心理健康教育的路径与方法。本文分析了研究生阶段可能面临的心理健康问题，以及积极心理学在提升研究生心理健康水平中的作用。在此基础上，本文提出了一系列有效的心理健康教育路径，旨在为研究生心理健康教育提供理论支持和实践指导。

关键词：积极心理学；研究生；心理健康教育

1. 绪论

研究生阶段是个体学术生涯的关键时期，同时也是一段潜在心理健康问题凸显的时期。随着社会的发展和竞争的加剧，研究生们承受着更大的学术压力、生活压力和职业压力。为了更好地满足研究生心理健康的需求，积极心理学作为一门关注个体优点、幸福和积极经验的学科，为研究生心理健康教育提供了新的视角。本文将从积极心理学的角度出发，探析研究生心理健康教育的路径与方法，旨在为提升研究生心理健康水平提供新的思路。

1.1 研究目的

为推进研究生心理健康教育，我国在 2011 年提出了 7 项高校研究生心理健康教育项目。这一附件内容明确表达了国家对研究生的心理健康水平的关注，对我国心理健康教育事业发展的期盼，对高校为什么开展、如何开展此项工程的意见等明确指出了未来努力的方向，同时也为高校整合各方资源推动心理健康教育形式的多样化和推进我国心理健康教育工作的科学性和前瞻性的建设。

我国目前正处于经济发展的转型期和关键时期，某些焦点问题和特殊人群等越来越值得研讨和反省。在这个关键时期对研究生的能力、素质和心理都是一个巨大的挑

战。不少新闻报道、社会热点也都聚焦于研究生的心理问题，为什么研究生频频引起热议？从我国目前的教育情况来看，我国的心理健康教育主要以传统心理学为主，高校配备教师有限，没有专门的一套教学体系等。由于我国专职教师的有限，在普及心理健康教育和进行心理干预、咨询中使得研究生的心理需求得不到充分的满足，研究生的心理问题也日渐突出，造成了社会关注度高、社会性事件影响严重。因此，急需在国家的七个建议下稳步推进我国高校心理健康教育工作。

1.2 研究意义

1.2.1 对心理健康教育的内容的优化

积极心理学关注的不是问题和过去，而是集中在关注个体、教育者、接受者和他们周围的环境。将积极心理学的理论指导充分运用到心理健康教育实践中去，在实践中找出其不足、挖掘最新的信息、根据研究生的发展需求与时俱进，将实践知识转化成丰富的理论的知识，不断深化积极心理学的内容体系。

1.2.2 丰富心理健康教育的措施

建立心理社团、开展新生心理团辅、开展朋克咨询、心理咨询中心等等是我国近十年来普遍推广研究生心理健康的一个方式。虽然活动看起来丰富多彩，但是仅限于传授知识和不自治。心理健康教育是学校内部的独立机构。积极心理学提出了多元化发展的心理健康教育，使心理健康教育更加贴近学生的问题、更容易被学生接受从而达到改善心理健康水平的目的。

2. 积极心理学的理论基础

2.1 基本内容

2.1.1 积极心理学

积极心理学是一门关注于研究个体如何追求幸福、提高生活质量以及发挥最佳潜能的心理学分支。与传统心理学关注问题和障碍不同，积极心理学主张研究和培养个体的优点、积极情感和心理健康资源。它强调个体的优点、成就和幸福感，旨在为个体提供更加全面和积极的发展视角（李素敏、米志旭，2020）

2.1.2 积极情绪

积极心理学的首倡者赛里格曼将情绪分为了时间上的三个维度，肯定了积极情绪的正向作用，积极的情绪体验会起到一个唤醒的作用，对个体的心理运作起到一个情绪调动的作用，也能为个体的神经系统增添新的活力，可以增强个体的潜能开发，提升个体生理和心理机能运作的时间和效率的效率。积极情绪体验常常伴随着感兴趣、期望、荣誉感等的刺激而产生。其中包含了欢愉、幸福、乐观、自信、专注等因素。

2.1.3 人格特质

我国传统心理学学者和积极心理学者对人格特质的两个流派对此的关注度不一样，传统心理学侧重于关注个体的负面特质，忽略了积极方面的潜质和能量的开发，这就使得积极心理学的关注面不再是以问题而导向，而是转为更好的关注个体内心深处积极的力量，挖掘个体深处的力量从而达到问题的缓解和消除。

积极心理学认为人格在形成的过程中是各种因素相互作用的结果，在某一层面上认为人的生理机制可以影响人格特质的形成，但不能决定人格特质的形成，它还受到外界环境和个体行为因素的影响。

2.1.4 社会制度

从我国大数据进行分析无论是国内还是国际的学者，关于社会制度的研究大多集中于消极的方面。正如塞利格曼说的:“这些社会科学通过发现和揭示制度给人类生活带来困扰和痛苦为研究目的，提出的关键是帮助政府调整不友好的制度使其减少给人

类带来困扰和痛苦。”而积极心理学与传统心理学对社会制度研究角度的不同是，将个人积极的品格与系统架构结合在一起，通过与系统内各个要素的相互作用，达到对积极品格的培养。同时也将每个阶段个人的发展规律至于不同的系统结构中，将积极的个人品格与积极的系统结构的各个要素将结合，从而更好的引导人往积极的品质方面去发展。

3. 研究生心理健康问题的现状分析

研究生阶段是个体学术生涯的关键时期，然而，随之而来的学术、生活和职业压力可能会对研究生的心理健康产生负面影响。这一部分将详细分析两个主要方面的问题，即学术压力与焦虑以及生活压力与人际关系。

根据 2023 年中国科学院心理研究所发布的《中国国民心理健康发展报告（2021-2022)》显示，大学生是中国国民中心理健康水平最低的群体之一。报告中采用了积极心理健康指数（PPHI）来评估国民的心理健康水平，该指数包括了情绪、意义、自主、关系、成就和活力六个维度。报告显示，大学生的 PPHI 平均分为 3.21（满分为 5)，低于全国平均水平（3.42)，也低于其他年龄段（如中小学生、职工等)（孙然等人，2023)。

报告还显示，大学生中有近四分之一（24.6%）存在不同程度的抑郁症状，有近五分之一（19.8%）存在不同程度的焦虑症状。这些负面情绪不仅影响了大学生的身体健康、学习效率和社会适应能力，也增加了他们出现自杀或暴力行为的风险（佟璐、黄磊，2023)。

3.1 学术压力与焦虑

研究生在追求学术成就的过程中常常面临巨大的学术压力。学术要求的提高、科研任务的增多以及对个体研究水平的不断挑战，都可能导致研究生出现学术压力感（李娟等人，2023)。此外，导师与同行之间的竞争、学术期刊发表的压力等因素也是导致学术焦虑的原因。学术压力可能引发的焦虑表现为对学业成绩的过分关注、担忧未来职业发展、对自身能力的怀疑等。这种焦虑状态不仅影响研究生的学术表现，还可能对其整体的心理健康产生负面影响。

3.2 生活压力与人际关系

除了学术压力，研究生还常常面临着来自多方面的生活压力，如经济负担、时间管理困难、职业规划等。这些生活压力可能直接影响到研究生的情绪和心理状态。同时，研究生在学术环境中的人际关系也是一个值得关注的方面。导师与同学之间的关系、合作与竞争的平衡、实验室或研究团队的氛围等都可能对研究生的心理健康产生积极或消极的影响。社会支持的不足可能导致研究生感到孤立，增加心理压力。

总体而言，学术压力与焦虑以及生活压力与人际关系是研究生心理健康问题的两个主要方面。深入了解这些问题，有助于制定更有针对性的心理健康教育措施，以提高研究生心理健康水平（王新珠等人，2023)。

4. 积极心理学在研究生心理健康中的作用

4.1 积极情绪对心理健康的影响

积极心理学认为积极情绪是促进心理健康的重要因素。积极情绪包括喜悦、爱、幸福等正面的情感体验。刘振中（2020）研究发现，培养积极情绪可以改善心理健康状态，减轻焦虑和抑郁等负面情绪，提高生活满意度。

4.2 积极情绪与心理抗压能力

在研究生成长的过程中，面对学术、生活和职业的压力是不可避免的。积极心理

学强调积极情绪对心理抗压能力的积极影响。具有积极情绪的个体更倾向于积极应对挑战，更具有适应能力，能够更好地面对困境并保持心理平衡。

4.3 幸福感与自我实现

积极心理学关注个体的幸福感和自我实现。通过培养幸福感，研究生可以更好地体验到生活的意义和满足感。同时，积极心理学认为追求自我实现是每个个体内在的驱动力，有助于发挥潜能、实现个人目标和成就。

4.4 提前干预在研究生成长中的应用

积极心理学学者塞利格曼说过："在我看来，治疗通常太迟了。如果你能在人们过得很好的时候采取行动，你就能省下很多繁琐的步骤。"意思是在疾病来临之前，我们可提前采取手段进行干预，减少疾病发生的可能性。从积极心理学研究结论分析，积极的人格特质如勇气、人际交往能力、理性、洞察力和真诚等都可以从一定程度缓解心理疾病。在对自身了解的过程中学会根据自己的人格特质进行探索、干预和不断的加强这些积极地内在力量。Seligman（2002）研究表明，对接受积极的干预后，在接下来的两年里，儿童和成人的乐观训练将焦虑和抑郁减少了 50%，帮助 10 岁儿童进行积极的行为训练和积极思考练习会降低 50%在青春期抑郁发生的比例。由此可见，早期的积极训练和培养积极的人格品质可以有效预防心理疾病的发生。

综合而言，积极心理学为研究生心理健康提供了丰富的理论和实践支持，为其提供了更加积极的心理健康路径。通过培养积极情绪、提升幸福感和实现自我潜能，研究生可以更好地应对学术与生活的挑战，取得更好的心理健康和发展。

5. 研究生心理健康教育现存问题

5.1 心理健康教育课程缺少有效的性和实践性

部分心理健康教育课程内容过于理论化，缺乏具体的实践性内容和案例分析。研究生在学习过程中可能难以将理论知识应用到实际生活中，缺乏实际操作和实践经验；心理健康教育课程缺乏个性化的指导和辅导，无法满足不同研究生的个体需求。个体心理咨询和团体心理辅导的覆盖面不够广，无法提供针对性的帮助和支持；部分心理健康教育课程缺乏互动性和参与性，学生被动接受知识，缺乏主动思考和参与。缺乏互动和参与性的课程难以激发学生的学习兴趣和积极性；部分心理健康教育课程缺乏实践性技能培训，学生在课程学习过程中无法掌握实际应用技能。缺乏实践性技能培训导致学生在实际问题解决中缺乏自信和能力；心理健康教育课程缺乏具体的实际案例分析，无法帮助学生理解心理健康问题的实质和复杂性。缺乏实际案例分析也影响学生对心理健康问题的认知和理解。

5.2 心理辅导中个体和团体咨询问题

个体心理咨询问题：一些学校或机构缺乏足够的心理咨询师，导致研究生无法及时获得个体心理咨询服务。研究生可能担心个体心理咨询中的隐私泄露问题，影响他们的信任和开放程度。个体心理咨询往往是短期的，缺乏长期的跟踪和支持，难以解决研究生心理健康问题的根本。

团体心理辅导问题：部分研究生可能对参与团体心理辅导缺乏兴趣或信任感，导致参与度不高，影响团体心理辅导的效果。一些研究生可能担心在团体中分享个人问题会引起他人的嘲笑或否定，产生羞耻感和隐私问题。团体心理辅导中缺乏专业心理咨询师的指导和引导，导致研究生无法得到有效的帮助和支持。

5.3 导师和校园社群与学生沟通有障碍

导师和学生之间缺乏有效的沟通渠道，导致信息传递不畅、沟通不及时。学生可能无法及时获得导师的指导和支持，影响学业和心理健康。导师和学生之间存在沟通

障碍，可能是由于语言、文化、性格等方面的差异导致的。这种沟通障碍会影响双方的理解和信任，导致沟通不畅和误解。导师和校园社群在与学生沟通时可能缺乏倾听和理解，只是简单地传递信息而忽略学生的真实需求和情感。学生可能感觉被忽视或不被重视，导致沟通失效。导师和校园社群在与学生沟通时可能缺乏给予支持和指导的能力，无法有效地帮助学生解决问题和应对挑战。学生可能感到无助和孤立，影响心理健康。导师和学生之间可能存在不同的沟通风格和习惯，导致沟通不畅和误解。例如，有些导师可能更倾向于直接表达意见，而学生更习惯于间接表达情感，导致沟通困难。

5.4 研究生的心理健康教育缺乏创新性实践和活动

传统的心理健康教育往往只注重课堂教学，缺乏多样化的活动形式，如心理健康主题讨论会、心理健康游戏、心理健康互动体验等，无法激发研究生的学习兴趣和参与度。研究生心理健康教育缺乏实践机会，无法让学生将所学知识应用于实际生活中，缺乏实践锻炼的机会和平台。传统的心理健康教育内容和方法单一，缺乏创新性和前瞻性，无法满足研究生对于个性化、多元化的需求，难以引起学生的兴趣和共鸣。研究生心理健康教育缺乏与其他学科的跨学科合作，无法将不同领域的知识和资源整合，缺乏创新性实践和活动的支持。传统的心理健康教育往往只注重短期的活动和项目，缺乏持续性和系统性的实践活动，难以形成良好的实践习惯和心理健康教育体系。

6. 研究生心理健康教育路径构建

为了提高研究生心理健康水平，需要构建一套全面有效的心理健康教育路径。以下是针对研究生成长过程中心理健康问题的路径构建，包括课程设置、心理辅导服务、社会支持网络建设和创新性实践和活动。

6.1 课程设置

6.1.1 心理健康教育课程设计

在研究生课程设置中，心理健康教育具有重要地位。该课程旨在全面涵盖积极心理学、心理抗压策略、情绪管理等多方面的内容，为研究生提供全面、系统的心理健康教育。熊英与卫吉（2022）通过深入的理论学习和实际案例分析，研究生将有机会更深入地认识心理健康的重要性，并学会应对学术和生活压力的有效方法。积极心理学方面的课程将注重培养学生正面的心态和生活态度，通过实例引导他们建立积极的人际关系、提高自我意识，并激发个人潜力。童辉杰等人（2015）心理抗压策略的学习将使研究生能够更好地面对挑战，解决问题，并增强逆境中的适应能力。情绪管理方面的内容则帮助学生认识自己的情绪，学会有效地调节情绪，提高情绪智商。

6.1.2 实践性课程和技能培训

为了更好地培养研究生的实际心理应对能力，课程设置中特别强调实践性课程和技能培训。冥想训练等实践性课程将通过引导学生亲身体验冥想的益处，提高他们的专注力和心理平衡感。毛富强等人（2020）沟通技巧培训将强调有效沟通的重要性，通过角色扮演、小组讨论等方式培养研究生的良好沟通技能，使他们更好地处理人际关系。技能培训方面将涵盖多个方面，其中包括时间管理、情绪调节等。时间管理的培训将使研究生更好地规划和安排他们的学术和生活，提高工作效率。方鸿志与邓婉琦（2021）情绪调节的培训将通过实际案例和角色扮演等方式，帮助学生更好地理解和调整自己的情绪，增强情绪适应能力。

综合而言，这些课程的设置旨在为研究生提供全面的心理健康教育，既通过理论学习深化对心理健康的认识，又通过实践性课程和技能培训提升实际应对能力，为其在学术和生活中取得更好的平衡和成就打下坚实基础。

6.2 心理辅导服务

6.2.1 个体心理咨询

为了更全面地关注研究生成长过程中的个体心理健康，还应提供个体心理咨询服务，使研究生能够与专业心理医生进行一对一的交流。柯小君与杨睿（2021）这种服务形式为研究生提供了一个安全的空间，让他们能够深入探讨个人心理问题，包括但不限于学术压力、人际关系、职业发展等方面的困扰。通过个体心理咨询，专业心理医生能够深度了解研究生成长中可能面临的具体问题，从而实施更有针对性的心理干预，帮助他们更好地应对挑战，提升心理韧性。

6.2.2 团体心理辅导

除了个体心理咨询，还应定期组织心理辅导小组，以团体形式分享和讨论学术、生活压力等主题。樊亚茹与方鸿志（2017）这种团体心理辅导的方式旨在促进研究生之间的相互理解与支持。通过小组讨论，研究生可以分享彼此的经验和应对策略，从而建立起一个共同成长的社群。这有助于减轻研究生心理负担，让他们在共同的心理支持体系中感到更加融洽和安心。

团体心理辅导不仅仅关注问题本身，更关注集体力量的作用，通过集体的智慧和支持，帮助研究生更好地应对挑战，增强团队协作和沟通能力。这一服务形式旨在为研究生提供一个共同成长的平台，让他们在学术和生活中都能够获得更全面的支持和关怀。

6.3 社会支持网络建设

6.3.1 导师与同学支持

为了构建更加全面的社会支持网络，应着重构建导师与同学之间的紧密联系，建立良好的沟通机制，包括但不限于定期的学术讨论和心理支持小组。这些机制旨在提供学术和心理上的支持，让导师与同学之间能够更加深入地了解和支持彼此。导师在这一过程中应该鼓励开放性的沟通，关心研究生成长过程中的心理状况，积极参与解决可能存在的问题。通过学术讨论，研究生可以分享研究经验、提供建议，促进彼此的学术成长。梁社红等人（2018）心理支持小组则提供了一个开放的空间，让研究生能够在小组成员间分享心理健康的关切，共同寻找解决问题的途径。这一系统性的导师与同学支持机制有助于建立一个紧密的社会支持网络，使研究生在学术和生活中都能够得到及时而全面的支持。

6.3.2 校园社群建设

在校园内应积极创建研究生成长社群，以促进研究生之间的交流与合作。通过建立在线平台或组织定期的社交活动，致力于为研究生提供一个共同成长的社交空间，增强他们的社会支持网络。社群成员可以分享学术心得、生活经验，互相支持和鼓励。这不仅有助于建立更深厚的友谊，还提供了一个解决问题、共同应对挑战的平台。这样的社群建设旨在强化社会支持网络，使研究生在整个学术旅程中都能够感受到来自同龄人和不同层级的支持，形成一个共同成长的大家庭。通过这样的社交机制，期望研究生在学术和心理层面都能够更好地融入大家庭，获得更全面的支持。

6.4 创新性实践和活动

6.4.1 心理健康主题活动

为了丰富研究生成长的体验，学校应致力于组织各种形式的心理健康主题活动，包括但不限于心理健康沙龙、讲座、主题研讨等。这些活动旨在通过互动性和参与性，提高研究生对心理健康问题的认知水平，启发他们思考和讨论心理健康的重要性。心理健康主题活动将不仅仅关注理论知识的传递，更注重在轻松愉悦的氛围中培养积极向上的心态。通过参与这些活动，研究生将有机会共享彼此的观点，形成积极的心理

氛围，促使他们更好地适应学术和生活的挑战。

6.4.2 实践性项目

为了培养研究生的社会责任感、心理韧性和社会适应能力，应鼓励其参与各类实践性项目，如社区服务、志愿者工作等。这些实践性活动不仅提供了锻炼的机会，也将为研究生提供一个更加全面的成长平台。通过参与社区服务项目，研究生可以将所学的理论知识运用到实际中，增强实践能力，同时培养与他人协作、沟通的技能。志愿者工作则有助于拓宽视野，促进研究生更全面地认识社会，提高他们的社会适应力。

通过以上综合的心理健康教育路径构建，可以更全面、有针对性地提高研究生的心理健康水平。这一路径的核心在于通过知识传递、心理支持和实践活动的结合，为研究生提供多层次、全方位的心理健康教育，助力其更好地适应学术和生活挑战。

7. 结论

通过对研究生心理健康问题的深入分析和对积极心理学的运用，本文提出了一系列有效的心理健康教育路径。培养研究生的积极心理品质，建立支持体系与社会网络，将有助于提升研究生的心理健康水平。然而，研究生心理健康是一个复杂而多层次的问题，需要更多的研究来进一步验证和完善这些路径。未来的工作应该在不断总结经验的基础上，更深入地探讨研究生心理健康的特点和需求，以便更有针对性地制定和改进相应的心理健康教育措施，为研究生提供更为全面和有效的支持。

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The Exploration of Teaching Innovation in Higher Vocational Education in the Information Technology Era

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Abstract

Under the background of the rapid development of information technology in the 21st century, higher vocational education is facing great opportunities and challenges of transformation. Such as the limitations of teaching methods and resources, insufficient professional development of teachers, and the campus management and evaluation mechanism is not modern. In response to these problems, the study proposes a number of solutions: implementing student-centered instructional reforms, integrating information technology and traditional instruction, strengthening teacher training, optimizing campus management systems, and emphasizing continuous evaluation and improvement. This study provides practical guidance for the informatization and modernization of higher vocational education and has certain significance for future education policy and practice.

Keywords: IT; Higher Vocational Education; Innovate

信息技术时代下高等职业教育教学创新探索

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摘要

在 21 世纪信息技术的快速发展背景下，高等职业教育面临转型的重大机遇和挑战。如教学方法和资源的局限性、教师专业发展不足，及校园管理和评估机制的不现代化。针对这些问题，本研究提出了多项解决方案：实施以学生为中心的教学改革、结合信息技术和传统教学、加强教师培训、优化校园管理系统，以及强调持续评估和改进。本研究为高等职业教育的信息化和现代化提供了实践指导，对未来教育政策和实践具有一定意义。

关键词：信息技术；高等职业教育；创新

1.研究背景

在 21 世纪信息技术的迅猛发展下，高等职业教育作为专业技术人才培养的关键领域，面临着转型的重大机遇和挑战。互联网、移动计算、大数据和人工智能不仅重塑了全球经济结构和就业市场，也深刻影响了教育领域，黄亚飞（2016）也提及信息技术为高等职业教育引入了创新的教学工具和方法。这些技术发展带来的挑战不容小觑：传统教学模式与快速发展的技术之间的脱节、教师对信息技术对掌握不熟悉等等一系列问题，均成为教育质量提升的瓶颈。在这种背景下，高等职业教育的教学创新，特别是教学方法、课程内容和管理方面的改革显得迫在眉睫。

本研究旨在探讨信息技术在高等职业教育中的应用现状和挑战，以及如何通过信息技术推动教育模式的创新和优化。此研究不仅关注教学技术和方法的改进，也涉及教育理念和管理模式的革新。在信息化社会背景下，高等职业教育扮演着培养专业技

术人才的重要角色，因此，深入分析信息技术对高等职业教育的影响和挑战，对于推动教育改革和提升教育质量具有重要的理论和实践意义。

2.研究目的、意义及方法

2.1 研究目的

本研究旨在探索信息技术在高等职业教育中的应用及其对教育模式、教学方法和教育管理的潜在影响，特别关注于如何利用 21 世纪信息技术的迅速发展来优化高等职业教育，提高教育质量和教学效率。研究的主要目标包括分析现有教学模式与信息技术的结合情况，考察高等职业教育中传统教学方法与信息技术的融合程度，发现存在的差距和挑战；探讨信息技术在提升教育质量中的作用，通过案例研究，评估信息技术在提高学生学习成效、教师教学效率和教育管理现代化方面的作用；提出信息技术与高职教育整合的策略和建议，基于研究发现，提出切实可行的建议和策略，从而推动信息技术在高等职业教育中的有效应用。

2.2 研究意义

本研究在高等职业教育的理论发展、实践指导、社会贡献及未来研究方向的探索中展现出显著意义。理论层面，它可以深化对教育技术整合、教学方法创新和管理现代化的理解，为高职教育改革提供了新视角。实践层面，它可以为高职教育中信息技术应用的教学设计与管理策略提供了基于证据的指导，旨在提高教育效率和质量，同时为教育政策制定提供理论依据。社会层面，研究成果可以帮助培养符合当代需求的技术熟练人才，促进经济与行业发展。

2.3 研究方法

本研究采用文献研究法，通过查阅大量期刊、论文、报告、新闻等，了解与信息技术及高等职业教育有关的最新资料，经过分类整理后，结合本研究论题对现有研究进行总结，分析了信息技术在高等职业教育教学中的应用，随后围绕信息技术在高等职业教育教学中应用所存在的问题进行进一步的思考，同时结合现有的案例为分析解决方案及研究对策的可能性提供理论支撑。

3.研究结果

在当前的学术界，对于信息技术在高等职业教育中的应用和影响已经有了一定程度的认识和探索。近年来，信息技术在高等职业教育中的普及和应用，如在线学习平台、虚拟实验室、移动学习应用和互动式教学工具的使用，极大地丰富了教学手段和学习资源，提高了教育的可和灵活性。信息技术的引入促使教育模式由传统的教师主导向以学生为中心进一步转变，教学进一步注重学生的主动参与和实践体验。同时，在教育管理方面，诸如学生信息系统、在线评估工具和数据分析平台等技术的应用，信息技术正在改善教育机构的运营效率和决策质量。

陈逸怀与何凤梅（2023）提到尽管现代教育技术如 5G、人工智能等已在部分发达地区高校得到应用，但在大部分高职院校，这些技术的应用还不充分，教学方式和资源的多样化亟待加强。此外，邱娟（2023）提到大量教师缺乏必要的数字技能及信息技术知识，从而限制了信息技术在教学中的有效应用。孟春青（2018）认为，校园内的信息化这软硬件设施及其教育资源需要不断优化、升级更新，才能更加高效地服务于教学与管理。李晨与陈模（2024）提到，现阶段高职院校可以运用信息技术教学平台合成学生总评成绩，并对班级考核情况进行数据分析。

4.现存问题

4.1 教学方法和学习环境的局限性

当前高等职业教育中普遍存在的一个重要问题是教学方法和学习环境的局限性。吕慧慧（2022）也提及现阶段大多数教学活动仍然依赖于传统的、以讲授为主的方法，缺乏足够的项目导向学习（Project-Based Learning, PBL）和实践机会。这种偏重理论而忽视实践的教学模式未能有效激发学生的创造性思维及问题解决能力，导致学生在实际工作环境中难以应对复杂和动态的挑战。此外，教室环境和学习资源的设计往往没有充分考虑到技术的融合，限制了学生主动学习和探索的空间。

4.2 教学资源和方法的不足

白广申（2016）认为新兴的信息技术，如虚拟现实（VR）、增强现实（AR）和在线协作平台，为教育带来了巨大潜力，但在高等职业教育的实际教学过程中，这些技术的应用依旧有限。许多高职院校并未实现技术与传统教学方法的有效融合，这导致了教学资源和方法的不足，进一步限制了教育的创新和效果。现阶段高职院校面临如何将这些现有先进技术融入现有教学体系的挑战，同时也需要考虑如何平衡技术应用与传统教学在教学中的占比情况。

4.3 教师专业发展和数字技能的不足

教师是教育创新和改革的关键，但在高等职业教育领域，许多教师缺乏对新兴技术的了解和应用能力。王博（2021）认为这种现象主要是由于缺乏系统的专业培训和支持。教师培训项目中信息技术的相关内容占比较小，进一步导致教师无法将这些新兴技术有效融入课堂教学，一定程度限制了教育创新的发展和学生技能的全面提升。

4.4 现代化技术与学校资源管理配置融合不充分

尽管大数据和 AI 技术等现代化技术为高职院校提供了提升管理效率和优化资源配置的巨大潜力，但许多高职院校在校园管理和资源配置上未能充分、有效利用这些现代化技术。导致学校资源管理配置效率无法与日益发展的现代化技术相匹配。

4.5 缺乏有效的评估和反馈机制

虽然现阶段高职院校已经开始运用信息技术平台来统计学生与班级的成绩状况，但这些教学评估手段往往未能有效反映学生的实际学习成效及学习需求，缺乏及时、个性化的反馈机制。这导致教师的教学策略和课程内容不能及时根据学生的实际表现及反馈进行调整，从而一定程度上影响学习效果。尤其是在信息技术广泛应用的背景下，传统的评估方法可能无法准确衡量学生在在线学习环境中的表现情况。

5.解决方案及对策建议

5.1 强调以学生为中心的教学方法改革

当代教育理论强调学生为中心的教学方法，鼓励学生主动参与、实践体验。项目导向学习提供了这一理论的实践路径，通过设计与真实世界场景相关的项目，促进学生在解决实际问题的过程中发展关键技能。同时信息技术也为项目导向学习提供了实用工具。如在线协作平台和模拟软件，这些工具使得学生能够在虚拟环境中模拟真实世界的场景，进行项目设计和实施，从而更好地链接理论与实践。

美国麻省理工学院（MIT）的媒体实验室就是一个采用信息技术改善教学方法和学习环境的例子。该实验室利用各种先进的信息技术工具，如虚拟现实和人工智能，创建了一个动态的学习环境，使学生能够在实践中学习并解决复杂的问题。学生不仅学习理论知识，还能够通过实际项目来应用这些知识，从而更好地准备应对未来的职业挑战。

5.2 推荐数字技术和传统教学方法的融合应用

为了提升教育体验和效果，虚拟现实（VR）和增强现实（AR）等先进技术的融合至关重要。这些技术可以创建沉浸式学习环境，模拟真实的工作场景，从而增强学生的职业技能。此外，在线协作平台的使用促进了远程学习和团队协作，为学生提供了更加灵活的学习方式，这些先进技术与传统教学方法的结合，可以充分利用各自优势，创造更加丰富和有效的学习体验。

例如美国哈佛大学推出的"虚拟解剖课程"使用 VR 技术，让学生能够以三维形式学习人体解剖，这种互动式学习方法提高了学生的参与度和学习效果。

5.3 提出针对教师培训和专业发展的策略

Harriet and Pieter（2005）认为实施教师数字素养提升计计划将有助于改善教师对新兴技术的了解和应用能力。所以我们可以通过定期举办以信息技术为主题的工作坊或研讨会，高职院校的教师可以学习如何有效地将新技术整合到教学中。此外，我们还可以建立在线学习社区，鼓励教师分享经验、互助学习，促进专业成长。

例如新加坡的教师发展模型是一个成功的案例，其中包括定期的专业发展课程和教师学习社区。这种模式促进了教师在信息技术应用方面的持续成长。

5.4 推动学校管理和教育资源的现代化

Saykili（2019）认为利用大数据和人工智能技术优化高职院校教学管理和教育资源配置是提高教学效率和质量的关键。所以我们可以通过智能化管理系统来协助高职院校进行更有效的课程安排、学生表现追踪及资源分配。此外，通过数据分析，学校可以获得关于学生学习习惯及学习成效的更有效的数据，从而进行更加精准有效的教学策略调整。

例如荷兰的阿姆斯特丹大学通过引入基于云计算的学生信息管理系统，改进了课程安排和资源分配，提高了行政效率和教育质量。

5.5 强调持续评估和改进的重要性

基于智能化管理系统，我们可以实施动态评估机制，通过结合数据分析和反馈系统，高职院校实时调整教学策略。这将促进基于学生学习成效的教学方法和课程内容的持续改进，确保教学政策始终与学习成效及学习需求保持一致。

例如澳大利亚国立大学开发了一个基于数据分析的学生评估系统，该系统可以追踪学生的学习进度和表现，为教师提供实时反馈，以便及时调整教学策略。

6.总结与展望

在本研究中，我们深入探讨了信息技术在高等职业教育中的应用现状、面临的挑战以及相应的解决策略。我们发现，虽然信息技术的引入为高职院校的教学方式带来了革命性的变化，如提升教学效率、丰富教育资源、增强学生的参与度和互动性，但同时也暴露了诸多挑战。这些挑战包括教学方法与技术的不完全融合、教师专业技能的不足、校园管理和评估机制的滞后等。面对这些挑战，本研究提出了以学生为中心的教学改革、数字技术与传统教学的有效融合、加强教师专业培训、优化校园管理系统，以及强调持续评估和改进的策略。这些策略和建议不仅对当前的高职教育发展具有指导意义，也为未来相关领域的研究提供了新的方向，特别是在教育技术的持续发展和应用范围扩大的趋势下。通过这项研究，我们不仅能够更深入地理解信息技术在高等职业教育中的作用和潜力，还能够为未来教育的改革和发展提供坚实的理论基础和实践指导。

展望未来，随着信息技术的不断进步和创新，我们期待高等职业教育能够更加灵活、高效地融合这些技术，创造出更加丰富和多样的教学环境。未来的研究应更深入

地探讨如何有效地将先进技术融入教学设计和实践，如何培养教师在这一过程中的关键角色，以及如何构建更加智能化和适应性强的教育管理系统。此外，随着全球化和数字化时代的发展，跨文化和国际视角下的教育技术应用也将成为重要的研究领域。综合来看，信息技术在高等职业教育中的应用前景广阔，它将不断推动教育模式的创新，培养出更加适应未来社会需求的高素质技术人才。

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Research on the Impact of Self-Leadership of College Students in Jiangsu Province on Academic Procrastination Behavior of College Students: The Mediating Role of Career Planning

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Abstract

This study explores the relationship between self-leadership and academic procrastination among college students in Jiangsu Province, building upon previous research to enrich the relevant theories and provide broader theoretical perspectives for future studies. It also offers insights for the formulation of policies in Jiangsu Province, student management in schools, and the development of mental health education. A questionnaire survey method was employed, with a total of 569 students participating. The research findings are as follows: (1) Self-leadership among college students in Jiangsu Province negatively predicts academic procrastination. (2) Self-leadership among college students in Jiangsu Province positively predicts career planning. (3) Career planning among college students in Jiangsu Province negatively predicts academic procrastination. (4) Career planning among college students in Jiangsu Province mediates the relationship between self-leadership and academic procrastination.

Keywords: Self-leadership; Academic Procrastination; Career Planning

江苏省大学生自我领导力对大学生学业拖延行为的影响研究：职业生涯规划的中介作用

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摘要

本研究在前人的基础上探索江苏省大学生自我领导力与学业拖延行为的关系，既丰富两者的相关理论，也为今后的研究提供更广阔的理论视角，为江苏省政策的制定、学校的学生管理以及心理健康教育发展提供一定的借鉴意义。本研究采用问卷调查法，共抽取 569 名学生填写问卷。本研究的研究结论如下：（1）江苏省大学生的自我领导力对学业拖延行为具有负向预测作用。（2）江苏省大学生的自我领导力对职业生涯规划具有正向预测作用。（3）江苏省大学生的职业生涯规划对学业拖延行为具有负向预测作用。（4）江苏省大学生的职业生涯规划在自我领导力与学业拖延行为之间存在中介作用。

关键词：自我领导力；学业拖延行为；职业生涯规划

1.绪论

1.1 研究背景与动机

自 Solomon and Rothblum (1984) 提出了学业拖延的概念之后，学业拖延得到了学者的普遍关注，并且其研究结果表明，至少有 50%的学生存在学业拖延问题。因此，可知拖延这种行为广泛存在于大学生的学业活动中，影响了他们的学习效率、学习状态，导致作业拖沓、不能按时完成或者完成质量不高，考试挂科甚至影响毕业 (Zacks & Hen, 2018)。更严重的是这种拖延还会对学生的心理造成负面影响，产生焦虑、抑郁等负面情绪，部分学生甚至因为压力过大而产生躯体不适症状。江苏省作为中国的教育大省，是中国拥有高校最多的省份之一。截至 2022 年年末，江苏省普通高等教育本专科招生数 71.000 万人，在校生数 221.900 万人，毕业生数 57.400 万人；研究生招生数 10.000 万人，在校生数 30.000 万人，毕业生数 6.700 万人。江苏省在中国现代化发展进程中发挥了重要作用，其经济发展迅速，拥有独特的区域文化和经济发展特点。可见研究江苏省大学生可以更好地理解当地年轻一代的成长经历、价值观念和社会责任感。因此，选择江苏省大学生作为研究对象来探讨大学生学业拖延行为对其他省份具有参考价值。

大学生自我领导力是自我领导力在大学生群体的一种表现，自我领导力中的行为聚焦可以有效提高个人的自我认知，从而促进行为的规范和管理，进一步提高自我控制能力 (Neck & Manz, 2010)。而自我控制力越强的学生自身监控能力越强，他们不会被外界因素干扰，可以清晰规划和安排学习任务，能及时完成学业上的任务，从而个体的学业拖延行为会一定程度上的减少（李菁，2015）。有学者研究提出自我领导力涵盖了目标设定、计划和执行的能力，这对于规划学业并按时完成任务至关重要，研究发现，自我领导力强的学生更倾向于制定明确的目标、建立计划，并在任务上保持专注，从而降低了学业拖延的可能性（赵聪环、周作宇，2017）。综上所述，本研究从大学生自我领导力出发，探讨大学生自我领导力对大学生学业拖延行为的影响。

有学者研究提出自我领导力强的学生更可能在大学期间明确自己的职业目标，并制定清晰的计划来实现这些目标（鲁子问、王雯，2014）。大学生自我领导力强调对自身的控制，可以清晰的规划和安排学习任务，对其职业生涯规划中的目标规划具有积极作用。有学者提出大学生的学业拖延行为往往是与其就业焦虑有关，而具有职业生涯规划的大学生会为自己设定奋斗的目标，从而激发学生内在学习动力（张红兵、刘娜，2013）。因此，探讨以职业生涯规划为中介变量在大学生自我领导力和学业拖延行为之间的影响对于制定个性化的干预措施，提高大学生的学业管理能力，减少拖延行为是具有现实意义的。

综上所述，本研究以大学生自我领导力为切入点，引入职业生涯规划和大学生学业拖延行为这三者之间的关系，为江苏省的教育机构降低大学生的学业拖延行为，提高江苏省大学生的学业水平，促进大学生心理健康发展提供理论支持。

1.2 研究目的

本研究主要探讨大学生自我领导力对大学生学业拖延行为的影响：职业生涯规划的中介作用。若能从源头把握大学生学业拖延行为形成的原因，则能对纠正和改善大学生普遍存在的学业拖延行为、提高其学业任务完成度和质量提供一种改进思路。其意义十分重要，理应受到足够重视。为此，本研究以期达到如下目的：

A.探究江苏省大学生自我领导力对大学生学业拖延行为的影响机制；

B.探究江苏省大学生自我领导力对职业生涯规划的影响机制；

C.探究江苏省大学生职业生涯规划对大学生学业拖延行为的影响机制；

D.探究江苏省大学生职业生涯规划在大学生自我领导力和大学生拖延行为上的中介作用机制。

1.3 研究问题

研究大学生学业拖延的整体状况及个体差异，分析大学生自我领导力对学业拖延的影响，拟构建以职业生涯规划为中介变量的理论模型，并进一步探讨多种因素共同作用时对学业拖延行为产生的影响。因此，本研究的研究问题可以分解为如下几个点：

根据本研究的研究目的，提出以下研究问题：

A.探讨中国江苏省大学生自我领导力如何影响大学生的学业拖延行为？

B.探讨江苏省大学生自我领导力如何影响职业生涯规划？

C. 探讨江苏省大学生职业生涯规划如何影响大学生学业拖延行为？

D. 探讨江苏省大学生职业生涯规划如何在大学生自我领导力与大学生学业拖延行为之间起中介作用？

1.4 研究意义

1.4.1 理论意义

首先，对自我领导力的深入探讨使学者能够理解自我激励、目标设定和时间管理等方面的复杂动态，这有助于揭示为何一些学生更容易表现出学业拖延行为，而其他学生则能更有效地应对学业挑战（李尚儒等人，2016）；其次，研究突出了职业生涯规划在整个过程中的重要中介作用。职业生涯规划不仅仅是职业选择的问题，更关涉到对个体自我发展的全面考量。

然后，本研究为研究变量之间的关系进行了补充与扩展，以往对于自我领导力，学业拖延行为以及职业生涯规划的研究大多集中于变量两两之间的探讨，而较少将三者变量构建模型，以分析变量之间的关系。因此本研究补充了相关领域的内容，填补了当前研究的空白。这不仅加深了对变量的研究，还能够为其未来职业生涯奠定更为稳固的理论基础（李黎明、李洋，2014）。

因此，这项研究在理论上为之后的研究提供了深刻认识大学生发展过程中心理因素的作用提供了丰富的借鉴的内容。

1.4.2 实践意义

大学时期是个体人格趋向稳定、思维逐渐发展成熟的阶段（徐秦法、黄俞静，2022）。这个时期，拖延行为的发生不免让大学生有心理苦恼，并对日常学习生活产生负面的影响（玉霞青等人，2019）。

根据本研究的研究结果，首先，通过本研究，学校可以有针对性地设计和实施教育干预措施。通过为学生提供相关的培训和支持；其次，通过本研究，学校可以加强对学生的职业发展支持，提供职业规划咨询、实习机会和相关课程，帮助学生更明晰地制定职业目标，增强对学业的动机，从而降低学业拖延的风险（罗杰等人，2019）；

在学生个体层面，这项研究为他们提供了实际的行为建议。了解自我领导力对学业的积极作用，学生可以积极参与提升自己领导力技能的活动，例如参加领导力培训或加入相关社团。同时，关注职业生涯规划的重要性，学生可以主动寻求职业指导，参与实践机会，有助于更好地规划未来职业发展。

综合而言，研究为学校和学生提供了具体的行动方向，帮助他们在实践中更有效地应对学业拖延问题，促进学生全面发展。

1.5 研究创新点

本研究在江苏省大学生领域的创新点主要体现在对自我领导力、学业拖延行为以及职业生涯规划之间关系的深入剖析。首先，通过关注大学生自我领导力的角度，研究在理论上丰富了我们对该领域的认知。自我领导力不仅仅是一种能力，更是一种对目标的明确、自我激励和自我控制的复杂心理过程。这种理论角度为解释大学生学业表现提供了更为深刻的理解（高晗等人，2021）。

其次，研究聚焦于学业拖延行为，这是大学生群体中普遍存在的问题。通过揭示自我领导力与学业拖延之间的关系，研究为制定有效的学业管理策略提供了新的视角（曾弘扬，2018）。对这一现象的深入了解，使得学校和教育机构可以更有针对性地设计培训和支持措施，以帮助学生更好地应对拖延行为，提高学业成就。

最后，探讨职业生涯规划在自我领导力与学业拖延之间的中介作用，不仅丰富了职业生涯规划的理论框架，同时为解决学业拖延问题提供了更为系统和综合的解决途径。通过将职业规划纳入考虑范畴，研究为大学生提供了更具前瞻性和综合性的发展支持（张晗、刘璐，2016）。

2.文献探讨

2.1 大学生自我领导力对大学生学业拖延行为的影响

自我控制理论认为，自我控制力越强的学生自身监控能力越强，可以清晰规划和安排学习任务，不会被外界因素干扰，能及时完成学业上的任务，避免学业拖延现象的出现（李菁，2015）。而自我领导力中的行为聚焦策略可以有效提高个人的自我认知，从而促进行为的规范和管理(Neck & Manz, 2010)。结合自我控制调节理论，即拥有高自我领导力的学生会运用已掌握的认知策略与学习方法（如聚焦策略），会对自身的行为管理更加严格（李红霞等人，2019），以积极方式应对当前学习任务，主动适应学习情景，这在一定程度上能够预防和减少学业拖延行为（孙瑞雪，2018）。同时，曾洁与李钰（2019）的实证研究也得出结论，学生的自我管理以及自我认知、自我激励、自我控制程度越高，其学业拖延程度就越低。

此外，赵聪环与周作宇（2017）研究提出自我领导力涵盖了目标设定、计划和执行的能力，这对于规划学业并按时完成任务至关重要。研究发现，自我领导力强的学生更倾向于制定明确的目标、建立计划，并在任务上保持专注，这能降低了学业拖延的可能性；曹科岩与王磊（2012）研究结论关注大学生的心理和情感方面，强调自我领导力在情感调控和情绪稳定性方面的作用，他们的研究深入挖掘了自我领导力与情感智能之间的紧密联系，通过培养情感调控技能，学生可以更有效地管理负面情绪，如焦虑和压力，从而减轻学业拖延的倾向。

由此推测，大学生的自我领导力水平也是影响其学业拖延程度的行为因素之一。因此本研究提出以下假设：

H1：中国江苏省大学生自我领导力对学业拖延行为具有显著负向影响。

2.2 大学生自我领导力对职业生涯规划的影响

自我领导力是个体不断进行积极的自我评估、自我影响的过程（鲁子问、王雯，2014），它包含自我目标设定、自我奖励、自我惩罚、信念假设评估等多种方法（陈菁，2015）。大学生在学习过程中通过多种策略、方法的联合应用进行自我导向和自我激励，有助于培养大学生的学习兴趣，加强自我管理，有利于解决大学生在进行职业生涯规划和成长中面临的各种困难（郭佩佩等人，2021），提高了大学生在职业生涯规划上的能力。

李金林等人（2010）研究侧重大学生自我领导力在自我认知和适应能力方面对职业生涯规划的影响。其研究可能指出，强化自我领导力可以培养学生对自己兴趣、价值观和能力的深刻认识，使其更好地理解适合自己的职业方向，李金林等人认为，自我领导力强的学生更具备在不同职业环境中适应和调整的能力，有助于更灵活地应对职业生涯中的挑战。

因此，本研究提出以下假设：

H2：中国江苏省大学生自我领导力对职业生涯规划具有显著正向影响。

2.3 职业生涯规划对大学生学业拖延行为的影响

学习动机是影响学业拖延的重要因素，大学生在他人决定学习任务上的拖延显著高于自我决定学习任务上的拖延。职业生涯规划是解决“我想干什么”与“我能干什么”这样的问题。通过职业生涯规划，学生能够看到“我想干”与“我能干”之间存在着一定的差距，而弥补这种差距的唯一方法就是努力学习。因此，职业生涯规划会激发学生内在学习动力，学生会自己为自己确定奋斗目标，是将“要我学”变为“我要学”，是主动要求发展自己、提高自己各方面的能力。进而，学生知道学习的目的是学习本身，因此，在学习过程中关注的是自身能力的发展，注重的是学习任务的理解和掌握，那么，学生在学习过程中就会积极地、有计划、有安排地进行学习，从而减少学业拖延行为（张红兵、刘娜，2013）。

庞维国与韩贵宁（2009）在对大学生学业拖延现状与成因的调查中发现，时间管理倾向是影响学业拖延的重要主观原因之一。研究结果表明，拖延程度越高，高估未来的学习意向的倾向越明显。职业生涯规划很重要的特点是目标的可操作性和长期性，它确定的行动方向、行动时间、操作方法都非常具体，因此，可以帮助学生成功驾驭时间、学习自我管理，成为一个有效的学习者。因此，本研究提出以下假设：

H3：中国江苏省大学生职业生涯规划对学业拖延行为具有显著负向影响。

2.4 职业生涯规划的中介作用

自我领导力是包含了行为聚焦、建设性思维模式、自然回报 3 大策略，各个策略也具有多种方法，如自我目标设定、自我奖励、自我惩罚、信念假设评估等（陈菁，2015）。大学生在学习过程中通过多种策略、方法的联合应用进行自我导向和自我激励，有助于培养大学生的学习兴趣，加强自我管理，有利于解决大学生在进行职业生涯规划（郭佩佩等人，2021）。职业生涯规划可帮助大学生进行职业生涯定向，但同时还要求大学生对自我和对社会都有清晰的认知，自我领导力的提高有助于大学生进行准确的自我评估，设定恰当的职业目标，运用各种策略不断进行反馈修正，不断提高自我认知。因此具有自我领导力的大学生对自我认知更加清晰，更能满足职业生涯规划的前提要求。

职业生涯规划水平高的大学生会为自己设定奋斗的目标，从而激发学生内在学习动力。为了实现目标，大学生就会在学习中积极地、有计划地进行学习，进一步减少学习拖延行为（张红兵、刘娜，2013）。此外，庞维国与韩贵宁（2009）发现时间管理倾向是影响学习拖延的重要主观原因之一，其研究结果表明，拖延程度越高，高估未来的学习意向的倾向越明显。职业生涯规划很重要的特点是目标的可操作性和长期性，它确定的行动方向、行动时间、操作方法都非常具体，因此，可以帮助学生成功驾驭时间、学习自我管理，成为一个有效的学习者，进一步减缓拖延行为的产生。综合以上观点，可以认为大学生自我领导力可以对职业生涯规划产生积极影响，从而减缓拖延行为的产生。因此，本研究提出以下假设：

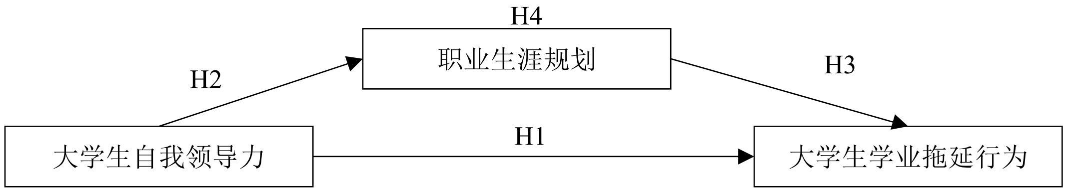
H4：中国江苏省大学生职业生涯规划在自我领导力与学业拖延行为之间具有中介作用。

3.研究方法

3.1 研究框架

本研究旨在探究中国江苏省大学生自我领导力对大学生学业拖延行为的影响研究：职业生涯规划的中介作用，通过对三者之间的关系进行探究，从而提出研究框架图：

图 1
研究框架图



资料来源：本研究整理

3.2 问卷调查法

问卷调查法是一种被广泛使用的量化研究方法，问卷调查法具有高效、经济的特点，适用于大规模数据收集。总体而言，问卷调查法为获取量化数据和形成结论提供了有效途径。因此，本研究采用问卷调查法对数据进行收集。

3.3 研究对象

江苏省共有167所大学，其大学生群体反映了中国东部发达地区的教育背景和社会文化，这一地区的大学生面临着相似的学业压力和职业竞争。此外，江苏省大学生在中国的经济发展和社会变革中扮演着重要的角色，研究该群体有助于更好地理解当代中国大学生面临的挑战和机遇。因此，本研究采用江苏省大学生作为研究对象来探讨大学生自我领导力对学业拖延行为的影响研究。

因此本研究选取中国江苏省六所大学一年级到四年级的学生作为研究对象，所选择学校涵盖综合类大学、理工科大学、医学院校、财经类大学、师范类大学、艺术类大学，覆盖多个领域，以保证在研究对象的选取上具有代表性和科学性。并采用便利抽样，选取江苏省不同高校大学生进行调查，通过网络收集的方式采集数据。正式问卷回收 600 份，有效问卷 569 份，问卷有效率为 94.83%。

3.4 研究工具

3.4.1 大学生自我领导力量表

本研究采用曾天德等人（2023）开发的中国大学生自我领导力量表，该量表共分为目标及计划、自我评估、意志行动与自然激励四个维度，共 17 个题目，采用 Likert 5 点计分法（1="非常不符合"，5="非常符合"），在原问卷的检测中，该量表的总 Cronbach's Alpha 系数为.881，因此具有良好的可靠性。

3.4.2 学业拖延行为量表

本研究采用庞维国与韩贵宁（2009）编制的学业拖延行为量表，共 22 个题项，包含三个维度，分别是完成作业、复习备考和自主学习。采用 Likert 5 点计分法，被试得分越高，说明被试拖延程度越严重。

3.4.3 职业生涯规划量表量表

本研究采用王玉珅与张微（2008）编制的职业生涯规划量表，量表采用了 Likert 5 点计分法，共 28 个题项，Cronbach's Alpha 系数.854，因此，量表具有良好的信效度。

4.分析结果

4.1 相关分析

通过下表 1 中的相关分析结果可知，大学生自我领导力与学业拖延行为之间为负相关(r=-0.424, p<0.001)；大学生自我领导力与职业生涯规划之间为正相关(r=0.329, p<0.001)；大学生职业生涯规划于学业拖延行为之间为负相关(r=-0.380, p<0.001)。

表 1

变量相关分析

变量	自我领导力	学业拖延行为	职业生涯规划
自我领导力	1		
学业拖延行为	-0.424***	1	
职业生涯规划	0.329***	-0.380***	1

注：****p*<0.001

资料来源：本研究整理

4.2 变量间的回归分析

通过下表 2 的回归分析结果可知，大学生自我领导力对学业拖延行为的回归系数为-0.424，且具有显著性(p<0.001)。说明大学生自我领导力能够显著负向预测学业拖延行为，即本研究假设 H1 成立；

此外，大学生自我领导力对职业生涯规划的回归系数为 0.323，且具有显著性(p<0.001)。说明大学生自我领导力能够显著正向预测职业生涯规划，即本研究假设 H2 成立；

最后，大学生职业生涯规划对学业拖延行为的回归系数为-0.372，且具有显著性(p<0.001)。说明大学生职业生涯规划能够显著负向预测学业拖延行为，即本研究假设 H3 成立。

表 2

变量间的回归分析

因变量	学业拖延行为		职业生涯规划		学业拖延行为	
自变量	β	t	β	t	β	t
自我领导力	-0.424***	-11.149	0.323***	8.138		
职业生涯规划					-0.372***	-9.556
F	0.180		0.105		0.139	
R^2	0.178		0.103		0.137	
$Adj\ R^2$	124.305***		66.224***		91.320***	

注：****p*<0.001

资料来源：本研究整理

4.3 中介效应检验

本研究以阶层回归分析验证职业生涯规划变量中介效果是否存在，并根据分析结果进行讨论。如下表 3 所示，在模式 3 中，加入中介变量职业生涯规划后，自变量自我领导力对学业拖延行为依然存在显著性(p<0.001)，且回归系数从模式 1 中的-0.424 减小为-0.339。且同时利用 Bootstrap 抽样法检验，回归系数 a 和回归系数 b 的乘积项 (a*b) 的 95%置信区间为-0.120～-0.053，不包含 0，则职业生涯规划在自我领导力与学业拖延行为之间存在中介作用，且效应占比为 20.042%，为部分中介，说明本研究中的职业生涯规划在自我领导力与学业拖延行为之间存在部分中介作用。

表 3
中介效应检验

变量	模式 1 学业拖延行为 *β*	模式 2 职业生涯规划 *β*	模式 3 学业拖延行为 *β*
自我领导力	-0.424***(c 总效应)	0.323***(a)	-0.339*** (c’)
职业生涯规划			-0.263***(b)
a*b 中介效应值		-0.085	
a*b(Boot SE)		0.017	
a*b(z 值)		-4.959	
a*b(95% BootCI)		-0.120 ~ -0.053	
效应占比		20.042%	
F	0.180	0.105	0.242
R^2	0.178	0.103	0.239
$Adj\ R^2$	124.305***	66.224***	90.180***

注：***p<0.001
资料来源：本研究整理

5.结论与建议

5.1 研究结论

通过对本研究 569 位受访者的调查分析，本研究得出以下结论：

（1）江苏省大学生的自我领导力对学业拖延行为具有负向预测作用。首先，自我控制理论认为，学生的自我控制力越强，他们就越能够自我监控，并且能够清晰地规划和安排学习任务，不容易受到外界干扰，从而能够及时完成学业任务，避免学业拖延现象的发生（李菁，2015）。其次，自我领导力中的行为聚焦策略能够有效提高个人的自我认知，进而促进行为的规范和管理 (Neck & Manz, 2010)。具有高自我领导力的学生会运用已掌握的认知策略与学习方法，对自身的行为管理更加严格（李红霞等人，2019）。他们能够积极应对学习任务，主动适应学习情景，从而在一定程度上预防和减少学业拖延行为（孙瑞雪，2018）。

（2）江苏省大学生的自我领导力对职业生涯规划具有正向预测作用。首先，自我领导力是个体不断进行积极的自我评估、自我影响的过程（鲁子问、王雯，2014）。这包括自我目标设定、自我奖励、自我惩罚、信念假设评估等多种方法（陈菁，2015）。另一方面，李金林等人（2010）的研究指出，自我领导力也在自我认知和适应能力方面对职业生涯规划产生影响。强化自我领导力可以培养学生对自己兴趣、价值观和能力的深刻认识，使其更好地理解适合自己的职业方向。

（3）江苏省大学生的职业生涯规划对学业拖延行为具有负向预测作用。职业生涯规划具有明确的行动方向、时间和方法。因此，职业生涯规划的特点包括目标的可操作性和长期性，它可以帮助学生成功应对时间管理问题，提高学习效率（庞维国、韩贵宁，2009）。职业生涯规划激发了学生内在的学习动力，使他们自主确定奋斗目标。因此，学生在学习过程中关注自身能力的发展，注重学习任务的理解和掌握。这种态度促使学生积极、有计划地进行学习，从而减少学业拖延行为（张红兵，刘娜，2013）。

（4）江苏省大学生的职业生涯规划在自我领导力与学业拖延行为之间存在中介作用。自我领导力的策略和方法的联合应用可以帮助大学生培养学习兴趣、加强自我管理，从而解决职业生涯规划中的问题。高水平的职业生涯规划可以激发大学生的内在学习动力。这会使他们在学习中更积极、有计划、有安排，进而减少学习拖延行为（张红兵、刘娜，2013）。职业生涯规划的特点是目标的可操作性和长期性，确定的行动方向、时间、方法都非常具体。因此，它有助于学生成功地管理时间、自我管理，成为有效的学习者，进一步减缓拖延行为的发生。

5.2 研究建议

5.2.1 学校角度

学校可通过开设自我领导力培训课程，教授时间管理、目标设定、情绪管理等技能，帮助学生提升自我领导力，减少学业拖延行为的发生。此外，提供职业生涯规划指导也是关键。通过开展指导活动，帮助学生认清自我，设定明确的职业目标，从而提高他们对学业的积极性和主动性。建立支持体系也十分重要，学校可以设立心理健康服务中心，为学生提供情绪支持和心理辅导，帮助他们有效应对学业压力，减少拖延行为的发生。此外，建立奖励机制也能激励学生，对于那些能够有效管理时间、高效完成学业的学生给予表彰和奖励，以此促进其他学生学习其优秀的自我领导力经验。

5.2.2 个人角度

学生可以制定明确的学习计划，并严格执行。明确每天的学习目标和任务，避免因为模糊的计划而导致的拖延行为。同时，培养良好的时间管理习惯也至关重要，学习并实践时间管理技巧，如番茄工作法、四象限法则等，合理安排时间，提高学习效率，减少拖延行为。加强自我认知也是关键，了解自己的个人特质、学习方式和职业目标，有针对性地制定学习和职业规划。最后，学生应该勇于寻求支持与帮助，在面对学业困难或情绪压力时，可以向老师、辅导员或同学寻求支持和建议，共同解决问题，避免因压力而导致的学业拖延行为。

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An Analysis of Ways to Improve the Entrance Examination Rate of Applied Undergraduate Colleges in Guangxi, China -- A Case Study of Hezhou University

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Abstract

Objective: Through understanding the current situation and influencing factors of college students' entrance examination for postgraduate studies, the measures to improve the entrance examination rate were put forward. Methods: A total sampling method was adopted to investigate 180 undergraduate graduates of x College, and statistical analysis was carried out with SPSS22.0 software. Conclusion: There are significant positive correlations between the four factors of postgraduate entrance examination guidance and planning factors, professional core curriculum training, family support, postgraduate entrance examination policy and intention. Suggestions: Taking Hezhou University as an example, through the indepth analysis of the intention of taking the postgraduate entrance examination by four factors, this paper puts forward suggestions on improving the entrance examination rate of the whole staff, the whole process and all aspects, guiding and planning the entrance examination in advance, establishing the entrance examination goal, strengthening the learning of professional knowledge, laying the foundation for the entrance examination, and providing guidance and services.

Keywords: Applied Colleges; Postgraduate Entrance Examinationrate; Path Analysis

高校提升本科大学生考研率的路径探析——以贺州学院为例

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摘要

目的：通过了解高校本科学生考研现状及影响因素，提出提高考研率的措施。方法：采取整体抽样的方法，对 x 学院 180 名本科毕业生进行调查，用 SPSS22.0 软件进行统计学分析。结论：考研引导与规划因素、专业核心课程培养、家庭支持、考研政策和考研意向四个因素和考研意向存在显著性正相关。建议：以贺州学院为例，通过四个因素对考研意向的深入分析考研现状，从而提出了全员、全过程、全方位提高考研率，提前对考研进行引导和规划，树立考研目标、加强专业知识学习，为考研打下基础、提供考研指导和服务的建议。

关键词：应用型高校；考研率；路径探析

教育部（2024）提出，在 3 年内培养一批厚基础、实战型、能集中解决企业最急迫技术难题的高层次创新人才。这个社会需要培养高层次人才，本科教育已经满足不了社会对高层次人才的需要。为了体现人才培养质量和素质教育水平，高校要提高办学质量，引导学生考研，努力为学生搭建优质就业的阶梯（云长海，2010）。随着高校扩招大学生，毕业生越来越多，社会就业竞争激烈，学生的就业压力不断增高，越来越

多大学生选择考研，缓解就业压力，也能满足家长们的“望女成凤，望子成龙”殷切希望（人民政协网，2022）。本研究对大学生考研的现状调查研究，分析学生对考研的意向并提出培养学生对考研产生兴趣的对策，目的在于让更多的学生意识到考研的重要性，并积极参加考研提升自己。

1. 应用型高校提升考研率的重要性

1.1 符合应用型人才培养

教育兴则国家兴，教育强则国家强。教育部（2015）下发《关于引导部分地方普通本科高校向应用型转变的指导意见》，明确指出要创新应用型人才培养模式，深化人才培养方案，因此应用型高校要积极探索如何培养人才，动员学生参加考研，是促进应用型人才培养的方式之一。人民政协网（2020）提出研究生教育是国民教育的重要组成部分，是教育强国建设的引擎，在培养高层次创新人才方面具有既直接又基础的重要意义。姜竹康等人（2024）提出地方应用型高校是培养更多应用型人才的重要阵地，因此高校要结合自身优势，鼓励学生积极考研。

1.2 提高学校知名度

考研率是指在校学生报考研究生人数占总本科人数的比例。报考研究生考试的人数越多，高校的考研率就会提高。赵文艳（2016）提出考研成功是提升学生自身学术水平和人生价值的直接表现，学生自身是直接受益者。王文平与白明月（2019）提出学生选择考研对学校有深远影响，考研学生能促进学校学风建设，促进形成良好学习氛围。陈广云与商春雪（2022）提出考研率是加强学校一流本科教育、提高学校社会声誉和专业培养质量的重要途经。应用型大学专业的学生毕业后对社会发展起重要的作用，学生的考研率反应着该学校的教学水平和培养人才的质量，考研率高的学校会会提高学校的知名度和影响力，比如 2021 年 x 学院食品与生物工程学院 2017 级食品科学与工程“学霸班级”22 人考研成功，东校区 7 栋 602 被称为“学霸宿舍”的事迹被各大知名媒体争相报道，提高了该校的知名度和影响力。。

1.3 缓解学生就业压力

自 2015-2023 年来。我国硕士研究生报考人数不断增长，从 165 万人，涨到 474 万人。考研被越来越多的高校毕业生选择，那么应用型本科提升考研率顺应了时代的发展，也贴合高校毕业生的需求。朱贵宪（2017）提出考研能缓解学生的就业压力，进一步提高学生的就业质量。杨思旬与李校影（2019）提出严峻的就业形势促使“考研热”持续升温，越来越多学生为提高就业竞争力加入“考研大军”。朱东缘等人（2022）提出大部分学生会选择通过读研来提高就业竞争力、避免面对残酷就业市场。

2.应用型本科高校影响考研意向的因素分析

本研究采取网络问卷调查的方法，经过文献资料研究和征求专家意见，最终确定了问卷共有 19 题，问卷主要包括考研引导与规划因素、专业核心课程培养、报考和复习指导、家庭支持和考研政策五个方面的内容。调查对象是广西贺州市贺州学院本科毕业生。发放问卷 180 份，回收 180 份，有效问卷 180 份，有效回收率 100%。在有效数据中，男生 56 人（31.11%），女生 124 人（68.89%）；大一 29 人（16.11%）,大二 24 人（13.33%），大三 17 人（9.44%），大四 110 人（61.11%）。用 SPSS 软件分析数据，探讨考研引导与规划因素、专业核心课程培养、报考和复习指导和考研政策四个方面对考研意向的影响。

问卷回收率到本演技库样本所需量，即问卷题项的 5-10 倍，95 份以上，问卷回收率合格。有效问卷通过 Cronbach's Alpha 信度系数进行分析，以评估问卷的内部一致性，从而以保证研究结果的可靠性。本研究正式问卷的信度分析如下：

本研究探索影响本科大学生考研意向因素的信度分析结果如表 1 可知，影响本科大学生考研意向因素分析涉及的维度：考研引导与规划因素 Cronbach's Alpha 值为 0.886、专业核心课程培养 Cronbach's Alpha 值为 0.745、家庭支持 Cronbach's Alpha 值为 0.798、考研政策 Cronbach's Alpha 值为 0.761 和考研意向 Cronbach's Alpha 值为 0.809，其维度的 Cronbach's Alpha 系数在 0.7 到 0.9 之间时，整体量表的 Cronbach's Alpha 系数大于 0.7，因此影响本科大学生考研率各因素的信度达到了理想的水平，故此，本研究的影响本科大学生考研意向因素问卷具有非常理想的可靠性。

表 1

影响本科大学生考研意向因素信度分析表

量表名称	构面	题数	各构面信度（Cronbach's Alpha 值）	总量表信度（Cronbach's Alpha 值）
影响本科大学生考研率因素	考研引导与规划因素	7	0.886	0.879
	专业核心课程培养	4	0.745	
	家庭支持	2	0.798	
	考研政策	2	0.761	
	考研意向	2	0.809	

注：资料来源：本研究整理

中国广西省贺州市贺州学院影响本科大学生考研率因素现状分析。采用 Likert 5 级量表，1 为非常不同意，5 为非常同意。其现状分析结果如表 2 所示；影响本科大学生考研率因素平均值为 4.085 大于 3 的中等水平，因此，本研究影响本科大学生考研率因素处于中等偏上的水平。

表 2

影响本科大学生考研意向因素现状分析表

名称	平均值	标准差
考研引导与规划因素	4.250	3.278
专业核心课程培养	4.060	2.011
家庭支持	4.537	0.892
考研政策	4.505	0.944
考研意向	3.075	.421

注：资料来源：本研究整理

本研究中国广西省贺州市贺州学院影响本科大学生考研率中考研引导与规划因素、专业核心课程培养、家庭支持、考研政策和考研意向因素的相关分析，采用皮尔森相关分析进行检验，通过其相关系数 r，进行判断，越接近 1 与则为正向关系，越接近-1 则为负相关，本研究相关分析如表 3 所示：

考研引导与规划因素和考研意向显著性正相关（r=.249，***p<.001），故此，当中国广西省贺州市大学生考研引导和考研意向越高，其考研率就越高。

专业核心课程培养和考研意向存在显著性正相关（r=.268，***p<.001），故此，当中国广西省贺州市大学生专业核心课程培养和考研意向越高，其考研率就越高。

家庭支持和考研意向存在显著性正相关（r=.349，***p<.001），故此，中国广西省贺州市大学生家庭支持和考研意向越高，其考研率就越高。

考研政策和考研意向存在显著性正相关（r=.333，***p<.001），故此，中国广西省贺州市大学生考研政策和考研意向越高，其考研率就越高。

表 3
影响本科大学生考研意向因素相关分析表（N=180）

	M	SD	考研引导与规划因素	专业核心课程培养	家庭支持	考研政策	
考研引导与规划因素	4.250	3.278	1				
专业核心课程培养	4.060	2.011	.369***	1			
家庭支持	4.537	.892	.355***	.429***	1		
考研政策	4.505	.944	.385***	.452***	.552***	1	
考研意向	3.075	.421	.249***	.268***	.349***	.333***	1

注：***p<.001
资料来源：本研究整理

3. 应用型高校提升考研率的路径

为了让更多的学生参加考研，在校园内形成良好的学风，营造人人都想学、以考促学考研氛围，拓展学生就业的途径，提高培养人才的质量，保证保研率的逐年上升，贺州学院制定了《关于进一步做好学生考研工作的实施意见》、《x 学院学风建设与创建文明校园工作实施方案（2021-2023 年）》、《关于进一步促进 2021 届毕业生就业创业工作的七项措施》等举措。本研究研究广西省贺州市大学生考研引导与规划因素、专业核心课程培养、家庭支持、考研政策对考研意向的影响，将为应用型本科院校教育管理和提高大学生考研率领域提供了重要的理论建议：

3.1 重视考研引导和规划，筑牢考研想法和信心

考研率是检验应用型高校办学水平的重要方面之一，高校可以通过加强考研宣传、入学教育、职业生涯规划、主题班会、考研经验分享会、搭建考研社团、考研俱乐部、考研同桌、考研宿舍、提供舒适的考研环境等提高考研兴趣，增强考研信心。

3.2 提高专业核心课程培养，促进学生成长成才

专业和核心课程是稳固考研阵地的核心（谭伟等人，2021）。培养人才是高等教育的根本任务，需重视学生的专业学习和培养，培养学生对专业产生兴趣，让学生有继续深造的计划，为考研做铺垫。由于男女生对于专业学习的态度不一样，因此在计划专业核心课程培养方面时，要结合男女生的特点。

3.3 细化报考和复习指导，为考研路上保驾护航

为了指导考研学生根据自己的专长，选择适合自己报考的院校和专业，组织专任教师为学生提供考研基本知识的同时，动员全体教师都参与、行动起来。发挥班主任、辅导员在指导学生考研方面的积极作用，了解学生的考研意愿，为考研学生提供从报考、备考到复试全过程的技术引导，关心学生考研期间的思想动态等。2021 年 3 月份，学校领导也亲自带队去区内各高校进行学习调研，了解各高校研究生招生政策，为我校考研学生提供最新考研资讯。2021 年暑假，为了让考研学生能在学校安心考研，建立了“2021 年暑假留校学生考研交流群”。2021 年 12 月，特派学工处的三名老

师前往桂林师大附近助力考研学生。2022 年暑期将至，继续为留校学生提供贴心服务，及时了解暑假留校学生的需求。2022 年 9 月举行广西师范大学、桂林电子科技大学研究生招生线上宣讲会，为学生解答招生信息。2022 年 10 月举行 x 学院硕士研究生线上辅导会，解答学生在报考中遇到的问题。为了帮助考研学生提高英语和政治分数，学校 2022 年 11-12 月邀请名师为考研学生举行英语和政治冲刺培训班，切实把助力考研的工作办好，把该事做实。

3.4 加强家长联系，形成家校联动

班主任可以摸排班级学生的考研动态，如是因为家庭不支持的原因的话，可以尝试与家长联系，发挥家校联动的作用，如是因为家庭经济困难的原因，可以利用寒暑假时，发放致家长的一封信中表达考研的重要性和宣传比较多学生报考学校的资助政策，增加家长对考研的了解和重要性，减轻经济困难家庭的心理负担，让家长也成为学生考研的一股前进动力。

3.5 完善考研激励机制，激励学生积极考研

学校设立考研专项资金，用于引导和激励毕业生考研及开展考研辅导培训等。发动爱心校友帮助经济困难学子颁发升学助学金等。

2020 年 7 月，习近平同志就研究生教育工作作出重要指示，党和国家事业发展迫切需要培养造就大批德才兼备的高层次人才。周珊珊（2022）提出，现在党和国家事业发展对教育的需要、对科学知识和优秀人才的需要比以往任何时候都更为迫切。汪小帆（2022）提出应用型高校应该培养国家急需的高层次人才，为坚持和发展中国特色社会主义、实现中华民族伟大复兴中国梦作出贡献。考研率是应用型高校本科教学质量的重要标志，具有拉动教风、推动学风、引领教学工作的重要作用，也有利于彰显本科教学质量与水平，舒缓就业压力，增强教师和学生的信心，扩大学校影响的重要作用，高校应加强学生的思政教育以及就业指导，燃起对考研产生兴趣的内在动力。应用型本科高校应针对考研率低的情况，分析原因，然后从重视考研引导和规划、提高专业核心课程培养、细化报考和复习指导、加强家长联系等落实相关举措，推进考研工作向前发展，培养更多优秀人才。

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Research on Competence of Teachers in Local Application-oriented Universities

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Abstract

With the development of higher education in China, local universities are gradually being transformed into application-oriented universities. The construction of teaching staff has become a key issue. The competence model can provide guidance for the construction of teaching staff with its objective and practical competence evaluation of teacher. This study proposed a competence model for teachers in local application-oriented universities through literature analysis, behavioral event interview, Delphi expert consultation, questionnaire survey and analysis. The results shows that the model included five dimensions, namely teaching knowledge, teaching practice, scientific research and social service ability, personal characteristics of teachers and professional ethics and professional quality. Finally, the status quo of the construction of teacher in local application-oriented universities is analyzed and suggestions are given.

Keywords: Local university; Application-oriented; University teachers; Competence

地方应用型高校教师胜任力研究

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摘要

随着中国高等教育的不断发展，地方高校逐步向应用型高校转变，应用型高校师资队伍建设是大部分高校面临的关键问题。胜任力模型能够客观的、实用的评价教师能力，可为应用型师资队伍建设提供指导依据。通过文献分析法、行为事件访谈法、德尔菲专家咨询法、问卷调查及分析构建了地方应用型高校教师胜任力模型。结果表明，该模型包含了 5 个维度，分别为教学知识、教学实践、科学研究与社会服务能力、教师个人特质、师德与职业素养。最后，针对地方应用型高校师资队伍建设现状进行了分析并给出了建议。

关键词：地方高校；应用型；高校教师；胜任力

1.研究背景

随着中国高等教育的不断发展，高等院校的数量和在校学生数量都不断的增长，不同层次的高校毕业生在就业市场中定位出现重叠，导致地方性高校毕业生就业情况不理想。在地方性高校毕业生就业情况不理想的情况下，地方产业又面临人才短缺的问题。因而，在上述因素推动之下，近年来地方院校逐步的开始向应用型高校开始转型（郭琳，2022）。

地方应用型高校在转型阶段面临的最主要的难题是缺乏能够适应转型任务的高水

平应用型教师队伍。虽然，很多地方应用型高校已经开展了例如"双师双能型教师"、"企业导师"等工作，但是很多评聘出来的教师只是纸面意义上的"双证型"教师，不能满足地方应用型高校的实际需求（周兴志，2023）。因此，研究地方应用型高校教师胜任力模型，促进教师队伍考核与建设，对于提高地方应用型高校办学水平具有重要意义。

胜任力是区分优秀工作者与普通工作者的深层次特征（McClelland，1973），胜任力模型被广泛应用在管理、教育、医疗、IT 等领域。教师胜任力模型评价不同于传统评价体系，它是结合高校的发展目标、学生的培养情况、教师的自我发展来构建的具有客观性、实用性的先进评价模型。在国际上，Danielson（1996）首先提出了基于计划与准备、教师环境监控、教学过程、专业与责任四个维度的教师胜任力模型。在中国，徐建平与张厚粲（2006）最早针对中小学教师提出了由 11 个胜任特征组成的教师胜任力模型。在高校教师的胜任力模型研究方面也有一些发展，陈艳与胡卉明（2021）提出了一种地方本科高校教师科研胜任力的模型，包含了"科研胜任力"、"科研育人胜任力"、"服务社会胜任力"、"职业素养"、"人格特质"五个方面的维度。黄河东（2017）从"教学知识"、"教学实践"、"教学动机"、教师特质"四个维度构建了地方高校青年教师教学胜任力模型。但是，教师胜任力模型研究不是一成不变，先进的教师胜任力模型往往需要随着教育发展的改变和时代的进步而不断的改进。

综上所述，本文在地方应用型高校转型之际，对地方应用型高校教师展开胜任力调查研究，编制胜任力调查问卷，并开展讨论与建议，为地方应用型高校教师队伍建设提供有力的理论支持。

2.研究方法与流程

2.1 地方应用型高校教师胜任力特征探索

在本文的研究中依次采用文献分析法、行为事件访谈法和德尔菲专家咨询法来探索地方应用型高校的教师胜任力特征。

2.1.1 文献分析法

地方应用型高校教师既有一般高校教师的胜任力特征，同时又要能够胜任地方应用型办学的特点。本文首先通过文献分析法收集整理高校教师胜任力的特征，根据文献与本文研究内容的接近程度，选取了一些代表性论著并提炼了其关于教师胜任力的特征描述，结果如表 1 所示。

从表中 1 可以看到，不同的学者关于教师胜任力的研究描述既有相同之处又存在不同之处的。为此，对表 1 中所提到的具有相似描述的教师胜任力特征进行合并，如"学科知识"和"专业知识"，"沟通表达"和"语言表达"等是描述的同一个胜任力特征。经过合并处理以后，初步得到描述高校教师胜任力的 57 个胜任特征。

2.1.2 行为事件访谈法

在文献分析获得的 57 项教师胜任力特征基础之上，本文采用行为事件访谈法来确定对于地方应用型高校教师评价更为准确的胜任力特征。选取苏北地区 4 所地级市应用型高校的 24 位专任教师作为访谈对象，其中包括教授、副教授、讲师、助教等不同的职称类型，年龄阶段也包含了中老年教师和青年教师。访谈主要围绕"您认为哪些方面的特征可以衡量地方应用型高校教师的胜任力"，"对于已总结的地方应用型高校教师胜任特征您是否有不同意见？"，"您认为哪些胜任特征未被考虑需要列入特征量表的"这三方面的问题开展。最后，通过对访谈记录的整理与数据分析，得到了基于文献和访谈的地方应用型高校教师胜任特征指标，共计 40 项。

2.1.3 德尔菲专家咨询法

上述指标是从文献和教师层面研究所获得，由于地方应用型高校刚刚开始转型，

还需要征询能够在宏观层面把握学校转型发展方向的专家的意见才能更好的定位地方性与应用型的特点。为此，本文依据上述 40 个胜任特征，设计了《地方应用型高校教师胜任力特征调查问卷》，问卷中每个指标均采用 Likert 五点量表进行量化分析，从 1 到 5 分别代表该特征对于教师胜任力"极不重要"、"不太重要"、"一种重要"、"比较重要"、"极其重要"。

咨询对象由 12 名专家组成，包括了地方应用型大学的资深教授、科研主管、教学主管等方面的专家，保证了咨询内容的权威性和代表性。每名专家的意见都是由调查者单独收集完成，保证了专家意见的客观性和真实性。最后，由调查者将 12 名专家的意见整理汇总，初步提取了 32 个胜任特征用于进一步的研究。

表 1
典型的高校教师胜任特征

研究者	胜任特征
黄河东(2017)	男教学知识、专业知识、通识知识、教材分析、教学内容、教学设计、教学演示、语言表达、教学方法、师生互动、疑惑解答、教学研究、热爱教学、职业发展、自我实现、受人尊敬、敬业爱岗、创新精神、关爱学生、廉洁自律、勤奋努力
吕政宝与刘翠华(2018)	解决问题、分析问题、良好的学习、专注力、持续追求卓越、学生关系融洽、良好的师德、传授与共享、明确的学习目标、热爱自己、专业行业、持续关注行业近况、跟踪行业发展技术、敬业意识、自信心、创业意识、创新思维、挑战意识、主动性
李政(2020)	公平公正、热爱教师职业、主动学习、履行岗位义务、立德树人、不断学习、动手能力、科研项目、实践能力、实践技能、表达能力、沟通能力、理论实践教学能力、教学方法、丰富的专业知识储备
陈艳与胡卉明(2021)	学科知识、科研能力、科研意识、科研精神、科研育人知识、科研育人能力、科研育人意识、科研育人精神、经济社会知识、服务能力、服务意识、服务精神、职业认同、职业态度、职业追求、自我特性、人际特征
金丹(2021)	教育管理类知识、专业类知识、学科前沿、通识类知识、教材分析、教学内容、教学设计、教学展示、语言表达、教学教法、师生互动、教学研究、实践教学、实践环境、实践场所、创新精神、科研意识、研究方向、科研氛围、综合素质、廉洁自律、勤奋努力、敬业爱岗、关爱学生
吕悦(2021)	专业知识、跨学科知识、国际化视野、科研转化能力、创新能力、前瞻意识、实践能力、教学理念、沟通表达、课堂教学能力、逻辑思维、团队协作、终身学习
崔慧丽(2022)	教育知识、学科知识、通识性知识、教学设计与实施能力、教学监控与评价能力、教学研究与反思能力、爱国守法、教书育人、为人师表、学生观、教学观、教学魅力特征、教学人际特征、教学内部动机、教学外部动机

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崔慧丽（2022）。高师院校青年教师教学胜任力现状、问题与原因分析——基于 895 名高师院校青年教师的调查。扬州大学学报(高教研究版)，(03)，55-64。

2.2 地方应用型高校教师胜任力调查流程

2.2.1 编制地方应用型高校教师胜任力调查初始问卷

根据对地方应用型高校教师胜任力的初步探索得到了 32 项胜任力特征，为了对这些胜任力特征进行调查研究，对每项胜任力特征编制问卷题目，这些问卷题目主要是

对教师在该胜任力特征上的行为描述。调查问卷采用 Likert 五点量表进行量化分析，从 1 到 5 分别代表"完全不同意"、"不太同意"、"不确定"、"基本同意"、"完全同意"。为了保证调查的客观性与准确性，将问卷题目按随机顺序进行排列，最后形成了包含 32 个题项的初始调查问卷。

2.2.2 问卷初次施测

选取 4 所地级市应用型高校作为问卷调查实施地点，随机选取教师作为调查对象，采用网络问卷的方式进行调查，共发放调查问卷 200 分，收回问卷 185 份，回收率 92.5%，其中有效问卷 166 份，有效率 83%。通过对调查教师的基本信息分析，样本基本信息如下：男性、女性教师占比 57.2%、42.8%；正高级、副高级、中级和初级职教师称分别占比 12.8%、34.9%、46.5%和 5.8%。测试样本基本代表了地方应用型高校的师资结构特征。

2.2.3 问卷的修订与再次施测

根据初次问卷获得的反馈进行探索性因素分析，并最终确定了由 5 个维度，24 项胜任力构成的地方应用型高校教师胜任力模型。以此模型对初始问卷进行修订得到最终的调查问卷，依然选取 4 所地级市应用型高校作为问卷调查实施地点，随机选取教师作为调查对象，采用网络问卷的方式进行调查，共发放调查问卷 400 分，收回问卷 379 份，回收率 94.75%，其中有效问卷 344 份，有效率 86%。通过对调查教师的基本信息分析，样本基本信息如下：男性、女性教师占比 55.2%、44.8%；正高级、副高级、中级和初级职教师称分别占比 11.6%、36.3%、43.6%和 8.5%。测试样本基本代表了地方应用型高校的师资结构特征。

2.2.4 统计分析

将两次问卷调查获得的数据使用 SPSS 和 AMOS 软件进行相关数据分析，第一组初始问卷 166 个样本用于相关性分析、探索性因素分析，第二组最终问卷 344 个样本用于验证性因素分析。

3.结果与分析

3.1 项目分析

首先对本问卷结果的第一组数据进行同质性检验分析，对问卷中每个题项得分与问卷总得分进行相关性分析，分析结果见表 2。以 Person 相关系数为指标对题项进行筛选，题项 Person 相关系数小于 0.3 的予以删除，结果表明有 3 个题项被删除。其次，独立样条 T 检验法对对本问卷结果的第一组数据进行差异性检验，计算样本中每份问卷的总得分，并取总得分前 27%和后 27%作为高分组和低分组，通过对高分组和低分组的 T 检验，结果表明 CR 值达到显著水平（$p<0.05$），表明题项的区分度显著。

3.2 探索性因素分析

对问卷中第一组样本中有效的 29 个题项进行探索性因素分析，对样本数据进行 KMO 测度和巴利特检验。经过计算分析，本研究调查数据 KMO 值为 0.904，巴特利特球形度检验近似卡方值为 6143.781（$p<0.001$）达到显著水平。该结果表明该数据适合做探索性因素分析。

采用主成分分析法和最大方差正交旋转得到题项的负荷矩阵，并按照如下规则进行题项的筛选：（1）特征值大于或等于 1；（2）每个因子最少包含 3 个题项；（3）共同度大于 0.4 且最大负荷的载荷大于 0.5。

经过探索因素分析，最终得到了 5 项共性因素，保留了 24 个题项，因素累计变异解释达到 72.153%。根据题项最初设计的意图和题项所对应的胜任力特点，对 5 项共性因素进行命名，分别为："教学知识"、"教学实践"、"科学研究与社会服务能力"、"教师

个人特质"、"师德与职业素养"，其具体对应的胜任力模型见图 1。

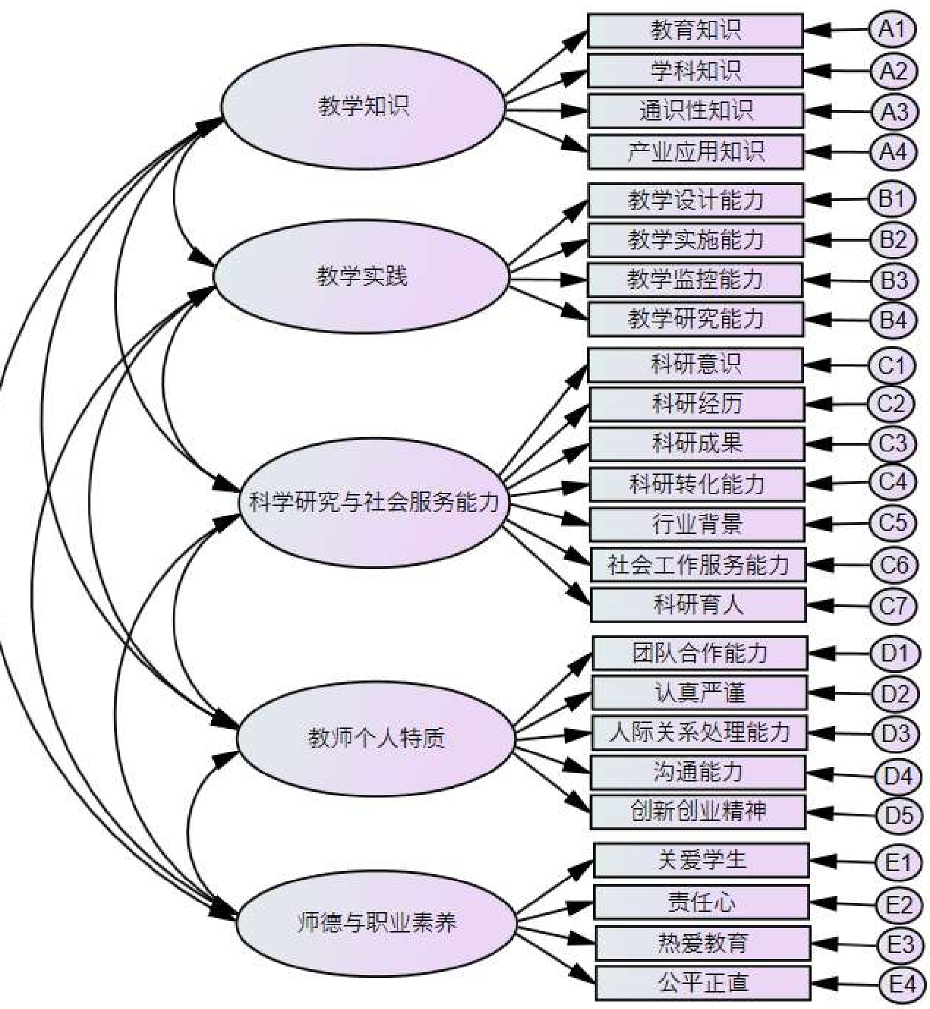
3.3 验证性因素分析

利用探索性因素分析获得的地方应用型高校教师胜任力模型构建用来修订调查问卷，修订的调查问卷由 5 个维度的 24 项胜任力特征所对应的题项组成。将第二次再次施测的调查问卷数据用来验证性因素分析，以考察问卷各因子与实际数据的拟合度以及结构效度。

为了验证由探索性因素分析得到的五维度模型是否合理，将假设的五维度模型和假设的单维度模型进行对比分析，对比结果见表 2。

图 1

地方应用型高校教师胜任力 5 维度模型



资料來源：本研究整理

表 2

地方应用型高校教师胜任力问卷模型对比

模型类型	χ^2/df	RMSEA	CFI	GFI	AGFI	IFI
五维度模型	2.765	0.062	0.927	0.914	0.905	0.927
单维度模型	4.128	0.091	0.901	0.855	0.814	0.901

资料來源：本研究整理

从模型对比结果中可以看出，五维度模型的卡方自由度比值小于 3，RMSEA 小于

0.08，CFI、GFI、AGFI、IFI均大于0.9，各项指标表明数据拟合情况较好，且五维度模型表现优于单维度模型，说明所构建的地方应用型高校教师胜任力模型是可接受的模型。

3.4 模型检验

3.4.1 问卷的信度检验

用第二组调查问卷的数据，采用内部一致信度来检验地方应用型高校教师胜任力问卷的信度。经计算，"教学知识"、"教学实践"、"科学研究与社会服务能力"、"教师个人特质"、"师德与职业素养"这五个维度分量表的 Cronbach's α 系数分别为 0.955，0.907，0.835，0.869，0.861，分半系数分别为 0.935，0.872，0.868，0.874，0.859。结果表明问卷的信度较好。

3.4.2 问卷的效度检验

采用第二组调查问卷的数据，对问卷结构效度进行检验。对各维度的量表与问卷总量表及各维度量表之间的相关性进行计算，结算结果如表 3 所示。

表 3

分量表及总量表之间的相关系数

分量表	F1	F2	F3	F4	F5	总量表
F1	1					0.894
F2	0.638	1				0.826
F3	0.614	0.647	1			0.742
F4	0.464	0.501	0.594	1		0.772
F5	0.551	0.626	0.521	0.572	1	0.725

资料來源：本研究整理

从结果可以看出，各分量表与总量表之间的相关系数聚在 0.725（$p<0.01$）以上，属于中高度相关。各分量表之间的相关系数在 0.464-0.647（$p<0.01$）之间，属于中度相关。上述结果表明各分量表之间有一定的鉴别度。综上所述，本文所设计的问卷具有较好的结构效度。

从本文研究得到地方应用型高校教师胜任力模型与现有文献的胜任力模型对比分析可以看出，地方应用型高校教师在胜任力特征上更加凸显了地方性、应用型的特点，如教学知识中强调了地方产业应用知识，在地方研究与社会服务能力方面更加强调了科研转换能力与社会服务能力等，这些胜任特征可以更好的帮助教师实现自我发展，帮助学校取得转型成功。

4.讨论与建议

本研究所提出的地方应用型高校教师胜任力模型包含了 24 项胜任特征，包含了教学知识、教学实践、科学研究与社会服务能力、教师个人特质、师德与职业素养5个维度。

教学知识是教师自身所具备的知识，包含教育知识、学科知识、通识性知识、产业应用知识。教育知识的是一个教师掌握教育理论、教育方法的基础。学科知识代表了高校教师在专业领域内理论知识的掌握情况。通识性知识是指高校教师在培养学生过程中所能融汇到专业中起到辅助作用的知识。产业应用知识的掌握则反映了地方应用型高校在培养学生时能否帮助学生了解产业业发展、提高就业能力。

教学实践是教师开展教学活动，完成教学任务实现教学目标的过程，包含了教学设计能力、教学实施能力、教学监控能力、教学研究能力。教学设计是有规划的安排教学内容与教学计划。教学实施在组织学生按计划开展教学活动。教学监控则是根据

教学效果对教学过程进行有效的反馈与调整。教学研究则是对教学手段、教学方法进行反思与改进以提高自身的教学水平。

科学研究与社会服务能力是指地方应用型高校教师开展科学研究服务地方，包含了科研意识、科研经历、科研成果、科研转化能力、行业背景、社会工作服务能力、科研育人。科研意识指高校教师要具备主动探索科学与行业问题的意识。科研经历是教师从事过的科研历程。科研成果主要指论文、专利、项目等成果。科研转化力是将科研成果应用到社会中产生一定的成效。行业背景主要指教师对从事的专业是否有一定的社会工作背景。社会工作服务能力指教师能够承担社会工作解决相应问题的能力。科研育人指教师能够根据科研成果及行业问题反哺教学工作，提升育人质量的能力。

教师个人特质是教师个人具有的独特品质，包含团队合作能力、认真严谨、人际关系处理能力、沟通能力、创新创业精神。团队合作能力指团队成员之间的协作、工作分配的能力。认真严谨是教师教学、科研所必须的特点。人际关系处理能力和沟通能力是教师在团队、教学过程中处理好同事、师生关系所需的品质。创新创业精神是在时代背景下教师自我发展与培养学生创新能力的重要特质。

师德与职业素养是教师职业精神与树德立人的重要因素，包含关爱学生、责任心、热爱教育、公平正直。这些因素是教师作为立德树人形象所必须具备的特征。

根据调研，目前地方应用型高校教师胜任力不足主要表现在长期从事理论教学，工程实践力不足；教学手段单一，教学内容陈旧；教师多是单打独斗未形成有效团队，在教学和科研中力量不足；教师主动提升意愿不强烈。针对上述胜任力不足的问题提出以下几点建议：

（一）加强科学研究与实践锻炼，提升教师行业背景与应用能力

地方应用型高校培养的是具有深厚理论基础与较强实践能力的应用型人才，与传统高校不同的是更加注重培养学生的实践能力并服务于本地产业发展。教师队伍建设应由理论教学型教师逐步转变为“双师双能”型教师，应该加强教师在产业中的科学研究、实践锻炼，增强行业背景与应用能力。

（二）多渠道提升教师教学水平，更新教学内容

地方应用型高校对外可以通过教师的短期技能培训、企业挂职锻炼等方式提升教师的专业应用技能与专业认知，对内则可以开展岗位培训、公开观摩课、应用技能比武、教学竞赛等方式，帮助教师提升教学水平更新教学内容。

（三）构建团队培育体系，提升教师团队合作能力与交际沟通能力

构建的团队培养体系，鼓励教师参加团队，增强教师的团队合作能力与交际沟通能力。以团队的形式更能提升教师的教学能力和科研实践能力，更能够让教师获得成就感，增强教师的积极性。

（四）改革评聘与考核制度，提升教师积极性

由于地方应用型高校教师多是具有事业编制的“铁饭碗”，没有优秀高校“非升即走”的淘汰制度，很多教师变得没有进取心，不愿意提升自身。为此，需要改革教师的考核制度与聘用制度，对于考核不合格的教师，应该施行解聘或者转岗，以加强教师的危机感提升教师工作的积极性。

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Exploration of Career Choices among "Post-2000s" Students in Yunnan Province's Normal Colleges and Universities - A Case Study of XX Normal College

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Abstract

Education is the foundation of a nation, teachers are the cornerstone of education, and the primary source of teachers is graduates from teacher training institutions. This article explores the career choices of "Post-2000s" students in normal colleges and universities in Yunnan Province from three perspectives: individual factors, family factors, and societal factors. Through in-depth interviews with seven students from different majors in normal colleges and data analysis, we gain insights into the various issues these students encounter in their career choices.

Keywords: Post-2000s; Normal colleges and universities; Career choice

云南省"00 后"师范类院校学生职业选择探讨---以 XX 师范学院为例

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摘要

教育是立国之本，教师是教育的基石，而教师的主要来源是是师范类院校的毕业生。本文从个人因素、家庭因素和社会因素三个方面来探讨云南省"00 后"师范类院校学生的职业选择。通过对 10 名不同专业的师范类学生的深度访谈和资料分析，了解学生职业选择所面临的各种问题。研究结果表明：1. 师范类学生的性格和专业素养对职业选择有重大影响。2. 师范类学生的家庭经济状况对职业选择有重大影响 。3.学校对师范类学生的职业选择有重大影响。

关键词：00 后；师范类院校；职业选择

1.前言

1.1 研究背景

教育强则国家强，教育兴则国家兴，大国兴衰的决定性因素是教育（马晓强等人，2022）。习近平总书记在中共中央政治局第五次集体学习中指出：强教必先强师。要把加强教师队伍建设作为建设教育强国最重要的基础工作来抓，健全中国特色教师教育体系（新华社，2023）。而教师的主要来源是师范类院校毕业生。

研究地区为云南省地方高校，云南省地处我国西南边陲，省内各民族习惯和文化差异都错综复杂（张火林等人，2023）。作为少数民族学生的聚集地，特别是那些来自跨境民族地区的毕业生，云南地区的就业问题不仅仅是一个局部性的问题，而是具有全局性的重要问题（陈海燕，2023）。

《2022年中国大学生就业报告》显示，2021届本科毕业生有1076万人，预计2023年我国毕业生人数达到 1158 万人。在这种情况下，关注"00 后"师范生的就业状况是至关重要的，这有助于我们深入了解师范生的当前就业状态以及他们对职业前景的渴望（黄雨榴，2022）。国内某"985"师范院校的毕业生有 59.90%从事教育科研工作，有12.36%进入党政机关工作，有 9.06%进入企业工作其余 18.68%选择进修或待业（北京师范大学官网，2022）。国内某普通师范院校的毕业生有 41.7%从事教育行业，12.9%从事政府或企业工作，有 45.4%选择升学或待业（李慧东，2022）。在中国的基层基础教育领域，教师是一种稀缺资源。然而，每年云南师范大学只有不到30%的师范类毕业生选择从事教师工作，比例过低（明文钦等人，2021）。

1.2 研究目的

由此本研究探讨师范类院校学生的就业意向受个人因素、家庭因素、社会因素的影响程度。同时，需要明确在师范类院校学生毕业后就业方面存在的挑战和问题。通过深入分析这些问题，可以找到相应的对策，这对于提高师范类院校学生的就业机会和质量至关重要，具有现实意义（李欣铖，2023）。

1.3 研究问题

根据上述的研究背景及研究目的，探讨云南省"00"后师范类院校大学生职业选择的现况，提出本研究的研究问题如下：

A.云南省"00"后师范类院校大学生职业选择现况为何？

B.云南省"00"后师范类院校大学生职业选择的因素有哪些？

2.文献综述

2.1 职业选择的理论基础

本研究以职业领域发展型理论中的自我决定理论 (Deci & Ryan,1991) 和生涯分析理论 (Krumboltz，1979) 为理论基础。

自我决定理论强调了自主性、能力和关系对于职业选择的影响，认为满足这些需求可以帮助个体做出更有意义的职业选择（林桦，2008）。詹奉珍和王静（2020）、李贵妃（2022）、袁琪（2023）等学者也都认为大学生的个人能力和自我认知是影响其职业选择的关键因素。

生涯分析理论指出社会学习和环境因素对职业选择的影响，认为人们可以从他们的社会经验中学到职业选择的技能 (Krumboltz,1979) 。杨叶与尹倩（2021）、张婉婷（2023）等学者认为生涯分析理论在诸多生涯选择理论中对各种变因的陈述最为明晰。

2.2 职业选择的概念

职业选择的最初定义为"人职匹配"。对自身的个体特征有充分了解后，将个人特征与职业环境协调一致，可以显著提高工作效率和职业成功的可能性 (Hogan R＆Blake R, 1999) 。职业选择是指个人对于自己就业的种类、方向的挑选和确定。它是人们真正进入社会生活领域的重要行为，是人生的关键环节（路正社，2017）。

2.3 职业选择影响因素

在职业选择的研究方向里，对职业选择影响因素的探究是重中之重。国外学者对影响职业选择因素主要有两分法、三维度观点和四维度等观点（贾素英等人，2015）。国内主要是张昀（2008）将职业价值观划分通过调查研究将其为八种类型。而近几年的研究是从微观个人因素到宏观的社会因素分析对个人的职业选择影响（周文静，2020）。在过去大量研究中将影响职业选择的因素分为以下几类：

A 个人因素：影响个人职业选择的主要因素有个人能力，职业规划，性格特征，兴趣爱好和薪资水平五点（詹奉珍、王静，2020；陈家田，2006）。

B家庭因素：主要是以下四类：家庭经济，父母受教育程度，个人成长经历和父母期望（乔东，2010；陈幼梅，2023）。

C 社会因素：主要是以下四类：性别刻板印象，国家政策，学校教育和工作地域（宋剑祥，2014；李礼，2017）。

2.4 师范类院校就业

我国的师范院校学生对于基础教育事业的发展至关重要，因为他们是教师最大的来源。师范类学生的就业情况成为评估地方院校培养人才质量和教育水平的重要标志。但随着我国高等教育的规模逐年扩大，而新生儿童逐年递减使得基础教育生源减少，这两个原因导致幼儿园、中小学的教师需求量减少，尤其是地方本科师范类学生的就业问题变得越来越显著（李燕兴，2023）。

2021年"双减"政策的提出使得中小学教师的职业压力更大，师范类院校毕业生从事教师行业人数比例逐年减少（张馨仪等人，2023）。李燕兴（2023）认为国家非常重视年轻大学生的就业问题，地方师范院校需要思考如何提升整体教育水平，增强师范生的竞争力，这已经成为新时期教育发展中的一个紧迫问题。如果高校培养的师范生不能满足基础教育教师的需求，那将是人才资源的浪费。

基于以上的诸多原因，本研究从个人、家庭和社会三个方面来探讨师范类院校学生的职业选择所受影响程度并了解学生职业选择状况，探索师范类学生在职业选择中所呈现出的主要问题。

3.研究方法与实施

3.1 研究方法

根据访谈内容的构成方式，访谈方法可以分为三类：结构性访谈、半结构访谈和无结构访谈。在本研究中采用的是半结构式访谈，这是一种在质性研究中非常有价值的方法，广泛应用于社会科学研究领域。在半结构式访谈中，研究者对访谈的结构有一定程度的控制，同时也鼓励受访者积极参与其中（赵丹琦，2021）。

本究对 10 名 XX 师范学院的不同专业的大四学生进行访谈并对资料进行整理分析，提纲设置了8个问题，包含个人因素、家庭因素和社会因素。在进行访谈时，会使用录音和笔记的方式来记录访谈内容。这一过程需要获得被访者的合作与明确同意，并且会详细说明访谈资料的处理方法以及如何确保保护被访者的隐私，最后会整理并存档访谈信息（陈娟，2015）。

3.2 访谈实施与对象

本研究从个人因素、家庭因素和社会因素这三个方面来展开访谈，更好的倾听学生们内心的真实想法，从而了解师范类学生的职业选择。本研究通过立意抽样选取云南省 XX 师范学院的 10 名大四同学进行访谈与分析，为兼顾样本的代表性与实际操作的可行性，选取对象为师范类院校不同学院的大四同学。为了保证隐私，同学的姓名均由字母编码代替（字母代表访谈对象，数字代表访谈时间），本研究将以编码表示个案，例如：（A-20231015）表示研究者于 2023 年 10 月 15 日对 A 同学进行了访谈。

表 1

访谈对象及访谈情况信息表

学生编码	年龄	生源地	学院	访谈时间	访谈地点	性别
A	22	云南保山	数统学院	20 分钟	腾讯会议	女
B	22	云南曲靖	人文学院	20 分钟	腾讯会议	男
C	21	河北邯郸	信息工程学院	20 分钟	腾讯会议	女
D	23	江西宜春	人文学院	20 分钟	腾讯会议	女
E	21	福建漳州	经济与管理学院	20 分钟	腾讯会议	男
F	22	云南昭通	体育学院	20 分钟	腾讯会议	男
G	21	云南昆明	外国语学院	20 分钟	腾讯会议	女
H	22	山东潍坊	马克思主义学院	20 分钟	腾讯会议	女
I	21	山西运城	信息工程学院	20 分钟	腾讯会议	男
J	23	吉林长春	生物与环境工程学院	20 分钟	腾讯会议	男

资料来源：本研究整理

3.3 访谈提纲

访谈提纲：对云南省 XX 师范学院的 10 名大四同学进行访谈。每次访谈时间持续 20 分钟左右，访谈时研究者会认真做好笔记，在访谈结束后会对笔记进行详细整理。每次访谈开始时提访谈提纲，说明访谈目的和访谈如何进行。

本提纲主要围绕着上述研究中影响学生职业选择三个因素来进行，题目一、二问题围绕着学生个人因素展开（詹奉珍、王静，2020；陈家田，2006）。题目三、四问题围绕着家庭因素展开（乔东，2010；陈幼梅，2023）。题目五、六、七、八问题围绕着社会因素展开（宋剑祥，2014；李礼，2017）。由于访谈提纲是由研究者依据相关文献所提出的方向自编提纲内容，所以联系了3位相关专业的专家教师（专家教师相关背景为表 2），进行资料分析及结果检验，确保访谈内容的有效性。

表 2

专家教师背景表

专家	工作年限	背景	工作单位
1	26 年	人文社会学，教授	高校
2	18 年	教育学，副教授	高校
3	9 年	大学生就业指导，讲师	高校

资料来源：本研究整理

表 3

专家修改意见表

题目	适用	修改后适用	不适用	修改意见
你有职业规划么？你毕业后会选择教师行业吗？ 若回答会：你认为你的性格和专业素养与教师职业是否适配？ 若回答不会：请说明原因。		3 人		题目有诱导性需要修改
你认为教师在如今社会上的待遇如何？	3 人			无
你家庭经济状况对你职业选择有多大影响？	1 人	2 人		无
你父母受教育程度如何，父母期望是否对你职业选择有重大影响？	1 人	2 人		无

你的性别对你的职业选择是否有影响？	1 人	2 人	无
国家最新的政策对你的职业选择是否有影响？	3 人		无
你要去工作的地域是否对你的选择有影响？	2 人	1 人	无
你认为你的学校对你的职业选择是否有影响？	3 人		无

资料来源：本研究整理

专家老师认为原访谈提纲的第一题具有诱导性，需要对题目进行修改。认为原访谈提纲的二到八题叙述方式过于直白，容易引起受访者的不适，可以对问题的叙述方式进行修改。在听取专家老师意见后，将访谈提纲修改成表 4。

表 4
访谈提纲表

序号	因素	题目
一	个人因素	你毕业后会从事什么工作？ 若回答为教师及相关行业：你认为你的性格和专业素养与教师职业是否适配？你有职业规划么？ 若回答为非教师及相关行业：请说明原因。
二	个人因素	你认为教师在如今社会上的待遇如何？
三	家庭因素	你认为家庭经济状况对职业选择是否有影响？
四	家庭因素	你认为父母受教育程度如何，父母期望是否对职业选择是否有影响？
五	社会因素	你认为的性别对职业选择是否有影响？
六	社会因素	你认为国家最新的政策对职业选择是否有影响？
七	社会因素	你认为要去工作的地域对选择是否有影响？
八	社会因素	你认为学校对职业的选择是否有影响？

资料来源：本研究整理

3.4 研究伦理与信效度

3.4.1 研究伦理

王润兰和李梦雪（2023）指出研究伦理问题是研究过程中至关重要的点，研究者必须坚定自己的伦理规范和道德原则，这是研究开展所必需的基本素质，本研究访谈中涉及到多个人员，包括协助研究者和研究对象，其中可能会涉及到个人隐私信息，因此，本研究在处理伦理问题时将遵循以下伦理道德原则：

一、知情原则：在访谈开始前，研究者事先向研究对象说明调查目的、访谈方式、调查结果的运用等，在获取对方的知情同意后再进行访谈录音（凌晓雄等人，2023）。

二、自愿原则：本研究的参与者可以自愿决定是否参与本研究，同时在研究过程中也有权决定是否坚持全过程（张琳、卢慧，2023）。

三、保密原则：研究的具体实施环节，在访谈录音转录文本中使用编号代替研究对象的真实姓名，承诺获得的研究资料仅用于本研究，不会流出外泄研究对象的隐私

（崔玉红等人，2023）。

四、公正原则：研究者应遵循伦理原则，确保在与受访者互动时保持公平和平等，避免对文化、性别、职业等差异进行歧视。此外，在数据收集和研究结果处理过程中，研究者也应保持公平和合理的方式。（岳昌君，2023）。

3.4.2 信效度分析

研究信度是指一个研究工具或测量方法的稳定性和一致性，即在不同时间点或不同研究条件下，结果是否能够保持一致。信度评估了研究工具的可靠性，确保其能够稳定地测量研究对象的特征或变量，而不受随机误差的干扰。（邢成建等人，2023）。在访谈中，本研究选取不同学院、不同班级的大四学生作为受访对象，可避免访谈文本内容单一化和狭窄化。由研究者一人访谈 10 位大四学生，并用文字、录音方式进行记录并一起分析访谈内容，使得访谈结果较为有效排除主观因素，研究资料更客观，更增强了本研究信度。

效度是指研究者所设计和编写的问题是否能够准确地反映日常生活情境。性质上，研究的效度可以分为外部效度和内部效度：外部效度关注研究者是否能够有效地捕捉研究对象所表达的情感和经验，并在文字、表情等互动方式中准确再现这些内容；而内部效度关注研究者所收集的数据是否准确反映了研究对象的真实情况，以及研究者是否成功观察到他们本来想要观察的内容。（徐丽丽等人，2023）。本研究在资料收集的过程中，会将访谈内容完整记录下来，充分保证研究资料的真实性、完整性。

4.研究结果与分析

4.1 学生的个人因素

4.1.1 学生的性格和专业素养影响职业选择

学生的性格和专业素养对职业选择有重大影响。如果学生认为自己的性格和专业素养与要从事的职业不符就不会选择这个职业。如果性格和专业素养符合要从事职业，就会有明显的促进作用，使学生更加坚定的从事这项职业。

B 同学说：*“教书对我来说有一些困难，我的专业知识不是很扎实，平时成绩也只是及格水平。因为大三有实习我认为自己的教学水平跟其他同学差距很大，所以我要找准自己的定位，参加公务员考试。”（B-20231015）*

D 同学说：*“我没有考虑过教师行业，因为我有一些怯场，在很多人面前会紧张。”（D-20231015）*

E 同学说：*“从我的性格来讲的话比较喜欢小朋友，在实习教学过程中我的教学风格是比较偏向于幽默风趣一点的，在课后可以跟小朋友成为朋友。因为我是休闲体育专业，从专业素养来讲相对于体育教育来说的话可能会比他们略差一点。”（E-20231016）*

F 同学说：*“学生应该比较喜欢有趣或者是活泼一点的老师，所以我的性格也是应该是比较适配的。从专业素养上来说在大学四年也进行了很多相关的教学训练，所以应该是比较适配的。”（F-20231016）*

4.1.2 社会待遇影响职业选择

社会待遇对职业选择会有一些影响，主要是来自社会地位和薪资待遇两方面。

A 同学说：*“我认为教师的社会地位也就一般般吧，而社会待遇方面起初还是可以的，但是想要提到比较高的水平要综合综合来评判的，就比如教龄还有经验和做出的成绩来评判。”（A-20231015）*

C 同学说：*“体制内的老师们工资可能就是会低一点点，但是假期就是很多。老师*

们的社会地位其实挺高的。”（C-20231015）

G 同学说：*“从社会地位上来说，我感觉大家好像听如果听到你说你是一个老师的话好像还是比较尊重你的。但是从这个工资待遇上来讲就不怎么样了，我认为教师的工资有点低。”（G-20231016）*

4.2 师范生学生的家庭因素

4.2.1 家庭经济影响职业选择

家庭经济对职业选择有很大的影响，家庭经济差的同学会选择稳定的职业，而家庭经济好的同学选择会更多，比如选择自己喜欢的职业，创业或者继续读研读博深造。

B 同学说：*“我认为家庭经济状况对职业选择还是有影响的，并且影响很大啊。拿我自己来说，我出生在一个普通的农村家庭，还是倾向于进入有编制、有保障，待遇也说得过去的一些单位去。如果说我家庭条件比较好的话，我个人更倾向于创业。”（B-20231015）*

J 同学说：*“我认为是有的。如果家庭经济状况现在比较窘迫的话，家里可能会对你施加压力，然后让你尽快将学历变现，就是尽快就业。如果家里还算比较好的或者没有那么多经济压力，可能还会支持你继续读书，可能不会让你那么快就业。”（J-20231016）*

F 同学说：*“如果家庭经济状况好一些的话那职业选择肯定是选择自己喜欢的，然后有很多那种反正自由程度比较高。但是如果你家庭经济状况不太好的话那你职业选择肯定是偏向于比较稳定。”（F-20231016）*

4.2.2 父母受教育程度和期望影响职业选择

通过访谈发现父母受教育程度越高，对子女的期望也就越高，从而对学生的职业选择会产生更大的影响。相反，父母受教育程度越低，则对子女期望越低，越不会插手子女的职业选择。

G 同学说：*“我觉得是肯定有影响的，我感觉如果说父母都是老师的话他其实更建议的就是孩子去从事教师这个职业。家里面可能说是做土木建筑的那一方面他可能也会让孩子去从事这个建筑行业。因为按照家长来说他就是想按照他走的一个路然后给孩子去铺路。可能说他更熟悉这条路他更了解，他也会让他的孩子去选择。我觉得这个就是影响还是挺大的。”（G-20231016）*

E 同学说：*“我认为是有一定的影响但不是很重要。就拿我来说，我的父母总体来说他们的受教育程度比较低。他们对现在的就业形势也不是特别清楚，他们对我的就业态度就是无条件支持。”（E-20231016）*

A 同学说：*“期望有是有但是不会很强制性的要求你去做什么，反正就是你可以做你喜欢的。”（A-20231015）*

I 同学说：*“父母对子女期望还是有影响的。反正就我这个年龄段的来说更多的人还是会考虑父母的感受。比如说以后给父母养老啊，距离他们近啊远啊，能不能照顾他们啊这些都会考虑在内。”（I-20231016）*

4.3 社会因素

4.3.1 性别影响职业选择

按照常理来说当今社会提倡男女平等，性别差异应该对职业选择没有影响。但事实上性别对职业选择是有影响的。

C 同学说：*“我认为是有影响的，就是有些工作他天生就不适合女性去做的。比如土木，或者需要强大的体力劳动的工作下可能不太适合女生。比较客观上的因素，男*

女身体上的一些差别。主观上无论是父母还是社会都认为女生应该从事一些偏向脑力和稳定的工作。"（C-20231015）

H 同学说：*"看职业，在我的这个专业来看，性别对职业没有影响。但是性别的差异在其他职业上可能会有影响，需要具体职业具体分析。"（H-20231016）*

4.3.2 国家政策影响职业选择

国家政策对职业选择有一定的影响，主要是看政策的力度大小和是否与自己从事的职业相关。

A 同学说：*"我好像不太会回答，因为我不知道国家的最新政策是什么。在学校进行政策方面的教育时，我也没有仔细听老师怎么说。可能我下意识里认为政策与我的职业选择没有什么影响。"（A-20231015）*

C 同学说：*"我认为肯定是有影响的，就比如说一九九几年国家鼓励学习计算机，然后当时就涌现出一大批学习计算机的相关人员。国家政策如果鼓励某些职业，就会有很多人去选择这个职业。"（C-20231015)*

E 同学说：*"有影响的，就比如双减政策，就是减轻学生的压力负担，然后适当的提倡参与一些体育活动。以往学生放学后会去补课，现在会有更多的时间来参加体育运动。对我来说是非常利好的，而对于一些补课机构的老师来说就相当于灭顶之灾了。"（E-20231016）*

4.3.3 工作地域影响职业选择

工作地域对职业选择有重大影响，无论是离家远近、城市发展程度或者城市的地理位置都会对学生的职业选择产生影响。

E 同学说：*"我对于这个问题的话有一点转变的，最初我没有思考过地区的问题。但是自从我大三的上学期寒假那段时间，我去了一个海拔比较高的一个滑雪场去做滑雪教练。那段时间到做完以后就开始对地域选择有一定影响了。就是偏向于基础设施和地理环境比较好的城市。"（E-20231016）*

F 同学说：*"我是师范类嘛，我是云南的。然后我当然首选是在云南省内工作。像就是广西那边也有要招老师的，然后他们的招聘条件就比较低，然后就比较容易进去。但是那个太远了，如果你是当老师的话就不值得你去那么远的地方。"（F-20231016）*

C 同学说：*"肯定有影响，南北方的饮食习惯啦，气候环境啦肯定是不同的。我如果去太远的城市可能会出现不适应的情况。"（C-20231015）*

4.3.4 学校影响职业选择

学校对职业选择有重大影响。通过访谈后发现学校的影响因素大致分为三种：学校的种类、学校的社会影响力（排名）和学校的支持。这三种因素都会对学生的职业选择产生影响。

B 同学说：*"有很大影响，就像我们学校是地州师范类院校，我们学校更多的毕业生他的选择是进入一个有编制有保障的单位，而理工科的院校可能会有更多的选择。所以我觉得他这个学校性质啊对我们职业选择还是影响还是很大的。从学校排名来说，像公立学校对我们这种地州院校上的一个评价就是觉得地州院校的同学能通过笔试录取进来就是还是比较努力刻苦的。但是他用人单位招人的话他还是更倾向于那种免费师范还有研究生学历以上的。"（B-20231015）*

E 同学说：*"我也看了非常多那种学校的招聘公告，就比如高中招体育教师的话，第一个对学校有要求。只要国家教育部直属那几所免费师范院校，另外就是 985、211 这类学校的毕业生。"（E-20231016）*

G 同学说：“*我们学校其实在师范类里面排名比较靠后嘛，找老师工作的时候就比较麻烦、比较难。然后我们班主任就一直跟我们讲要考研，考研究生是我们现在大部分人的选择。*”（*G-20231016*）

5. 结论与建议

5.1 研究结论

本研究对 10 名不同学院的师范类大四学生进行访谈后得出以下结论：地州师范类院校的学生在毕业后从事教师职业的人数不多、影响师范类院校学生职业选择的主要因素是个人因素、家庭因素和社会因素。个人因素中学生的性格和专业素养对职业选择的影响最大；家庭因素中家庭经济状况对学生的职业选择影响最大；社会因素中与以往研究不同，本研究发现学校对学生的职业选择有重大影响。影响因素分别是学校的种类、学校的社会影响力（排名）和学校的教育方式。

5.2 相关建议

5.2.1 个人因素层面

正确的职业选择前提是师范类学生能够正确地认识自我，特别是认识到自身的实际情况。根据访谈发现，有学生就业意向受到家庭的影响，在一定程度上忽视了自身的实际情况，在职业选择中也出现盲目跟风的问题。

A 同学说：“*我们班上 80%的同学都在考研，所以我也跟大家一起考研。*”（*A-20231015*）

所以说职业选择应该从学生自己的角度出发，要找到符合学生本人性格的职业并且提高学生的基础知识和专业素养、提高学生的竞争意识和创新能力。只有提高自身的硬核实力，才有可能在未来的职业选择上更占优势。

5.2.2 家庭因素层面

一.家庭的经济条件是学生职业选择最重要的影响因素。师范类学生应该根据自身家庭实际的经济条件进行职业选择。要做到“脚踏实地，目光长远”，既要落实解决现实的经济问题，也要放眼未来不忘初心。

C 同学说：“*就是可能说以后还是会选择优先考公务员吧，公务员的话考上了然后再干个几年，就是自己有一定的经济基础之后再去干律师这行业吧。*”（*C-20231015*）

二.父母在子女职业选择方面具有显著的影响力。作为孩子的第一位教育者，父母在塑造子女的未来道路上扮演着重要的角色。父母的支持与鼓励不仅有助于培养子女的自信心和勇气，还在潜移默化中影响了他们的性格、兴趣和价值观。因此，父母的教养方式直接影响孩子成年后的职业选择（王佳节、胡艳丽，2023）。

5.2.3 社会因素层面

宋剑祥（2014）、李礼（2017）认为学校因素在社会因素中的影响程度最小。但本研究通过对师范类院校学生的访谈后认为学校因素是社会因素中重要的组成成分。研究认为学校影响师范类学生职业选择的因素有三种：学校的种类、学校的社会影响力（排名）和学校的支持。

A 同学说：“*我们准备考银行就是班主任推荐的。*”（*A-20231015*）

G 同学说：“*我们老师是会给我们分享一些学长学姐在哪里工作、从事什么职业，给我们作为参考。*”（*G-20231016*）

学校的种类和社会地位的改变不是一朝一夕就能发生改变的，所以可以从学校的支持来改善师范类学生的职业选择。比如学校可以扩宽信息推送渠道，为学生提供更多职业选择的信息来源，帮助学生有接触到更多适合自己的职位。师范类学校也可以和更多的用人单位进行合作比如地方的民办学校，为师范类学生提供更多的职业选择。

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A Study of the Impact of Food Appreciation Classes on Professional Identity Among College Students in Yunnan Province, China

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Abstract

The purpose of this study is to explore the impact of a food appreciation course on students' professional identity in colleges and universities in Yunnan Province, China, by using a semi-structured in-depth interview method to dig deeper into the students' experiences and feelings in the food appreciation course and how these experiences shaped their sense of professional identity. This study concludes that food appreciation courses play an important role in enhancing students' professional identity by providing them with unique academic and practical experiences.

Keywords: Food Appreciation Class, Professional Identity, College Students, Universities in Yunnan Province, China

中国云南省高校大学生食品鉴赏课对专业认同影响研究

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摘要

本研究旨在探讨中国云南省高校中食品鉴赏课程对学生专业认同的影响，通过半结构化深度访谈法，深入挖掘学生在食品鉴赏课中的体验和感受，以及这些体验如何塑造他们对专业的认同感。本研究得出食品鉴赏课程在提升学生专业认同方面发挥了重要作用，为学生提供了独特的学术和实践体验。

关键词：食品鉴赏课，专业认同，大学生，中国云南省高校

1.绪论

1.1 研究背景

随着社会的不断发展和经济的快速增长，中国高等教育体系在不断发展的过程中，越来越注重培养学生的专业素养和实际操作能力，在这一背景下，食品鉴赏课程作为一门融合理论和实践的课程，逐渐受到高校的关注，能够培养学生对食品的敏感性和专业素养，因此可能对学生的专业认同产生积极的影响（陈璇等人，2023）。

食品鉴赏课是一种专注于培养学生对食品品质、口感、香气、色泽等方面进行敏感觉察和评价的课程。这类课程通常包括理论知识的讲解和实践操作，帮助学生提高对各类食品的鉴别和评价能力，食品鉴赏课程的目标是培养学生对于食物的感官体验，

使其能够更加细致入微地分辨不同食材的特点，品尝出食品的质量和特色，这种课程常涵盖了食品的来源、生产工艺、保存方式、烹饪技巧等方面的知识，以及与之相关的食品文化和营养学等内容（陈金凤，2023）。学生通过参与食品鉴赏课程，能够培养对美食的鉴别力，提高对食物的欣赏水平，同时也加深了对食品产业和相关专业领域的理解。这种课程通常结合实际操作，例如品鉴不同类型的食材、食品组合搭配、以及与厨艺相关的实践活动，从而使学生在理论与实践中全面发展，食品鉴赏课程有助于激发学生对食品科学、烹饪艺术等专业的兴趣，同时也促使其更深刻地认同相关专业领域（陈守江等人，2020）。

专业认同的概念最早由奥地利著名心理学家 Freud (1897) 提出的把个体在心理上与外界趋于一致的心理历程定义为认同，不同的领域对认同有着不同定义和概念，F 首创自我认同概念，认同的实质是个体或群体生活中的自我意识，个体与群体达到自我同一性，崔红芳等人（2023）研究显示专业认同意味着个体对其所从事工作或者专业的认同感与归属感，认为专业认同的形成是一个渐进的过程，包括个人对职业的了解、选择和持续的投入与经验积累。

本研究旨在通过对云南省高校大学生的调查和分析，探讨食品鉴赏课程对其专业认同的具体影响机制。

1.2 研究目的

基于研究背景及研究动机，本研究目的如下

A. 探讨中国云南省高校大学生食品鉴赏课对专业认同的影响。

1.3 研究问题

A. 探讨中国云南省高校大学生食品鉴赏课对专业认同影响的影响为何？

1.4 研究意义

通过参与食品鉴赏课，学生深入了解相关专业领域，能够更准确地感知自己的兴趣和擅长之处。这有助于他们在大学阶段更早地确定职业发展方向，提高对未来职业的认同感，食品鉴赏课程不仅关注实际技能，还涉及食品科学、烹饪艺术等理论知识。学生在课程中对这些理论有更深的了解，可能激发他们对相关学科的学术兴趣，使其更倾向于深入学习相关专业知识（郭松、苏龙，2022）。食品鉴赏课程培养学生的感官观察能力、口味辨别能力等实际操作技能，这些技能在食品及相关行业中是十分重要的，通过提升这些专业素养，学生更容易融入相关专业领域，增强对专业的认同感。食品鉴赏涉及多个领域，包括食品科学、营养学、烹饪艺术等，学生通过这门课程可能培养跨学科的思维方式，更好地理解专业与其他领域的关系，提高对所学专业的整体认同感。食品鉴赏课程将理论知识与实际操作相结合，学生在实践中更深入地理解课堂所学。这有助于培养学生的综合素养，使其在专业领域更具竞争力，从而增强对所学专业的自信心和认同感（冯向阳等人，2008）。

2.文献综述

2.1 理论基础

2.1.1 社会认同理论

社会认同理论是由 Turner et al. (1979) 提出，主要解释了个体是如何构建和维护自己的社会认同的，这一理论强调了人们倾向于将自己视为特定社会群体的成员，从而形成一种对这个群体的认同感，人们通过与其他群体进行比较，强化自己群体的正面形象，以提高自尊心和认同感。这可以包括与其他群体的优越性对比，以增强自己群体的凝聚力，个体通过对自己所属群体与其他群体的对比来强化自己的社会认同，内群

体通常是个体所属的群体，而外群体是其他群体，这种对比可能导致对外群体的负面评价，以巩固内群体的认同，社会认同是一个动态的过程，受到社会情境、个体经历和社会交往等多种因素的影响，个体的社会认同可以随着时间和环境的变化而发生变化 (Turner et al. 1979)。

2.1.2 专业认同

张俊杰等人（2022）研究指出个体对所从事的专业的认同感和归属感与其学业成绩有密切关系，一个具有强烈专业认同的个体往往更有动力去学习和掌握专业知识和技能，从而获得更好的学业成绩。对所从事的专业的认同感和归属感与其就业意愿有密切关系，一个具有强烈专业认同的个体往往更愿意从事与其专业相关的工作，并且更容易获得职业成功和满足感。李怡蓉（2022）研究表明，社会支持对大学生专业认同感的形成和发展具有积极影响，社会支持可以来自家庭，教师，同学，朋友等各个方面，这些支持提供情绪支持，信息支持和行动支持，帮助大学生更好地适应和融合自己所从事的专业。不同文化背景的大学生在其专业认同上可能存在差异。

2.1.3 食品鉴赏

食品鉴赏是一种对食物进行专业、系统评估和品味的过程，这包括对食品的外观、香味、口感、口味、质地等多个方面的深入分析和评价，食品鉴赏是更全面、深入地理解和欣赏食物的品质、特点以及制作过程，同时提高个体对美食的感知水平（轩瑞静、张榆琴，2019）。在食品鉴赏中，专业的品味者（如美食评论家、厨师、品酒师等）利用他们的感官和专业知识，通过视觉、嗅觉、味觉等感官来全面评价和描述食物。

这种过程通常涵盖了以下几个方面；察食物的外形、颜色、质地等方面，从而获得初步的印象，闻取食物的香味，评估其中的芳香成分，以了解食物的气味特征，食品鉴赏是一门综合性的学科，要求品味者具备对食物的感知敏感度、专业知识和口味辨别能力，这一过程有助于提高人们对美食的欣赏水平，促使食品产业更注重品质和创新（王振兴等人，2023）。

2.1.4 社会认同对食品鉴赏的影响

社会认同理论在食品鉴赏领域可以对专业认同产生一定的影响，社会认同理论强调个体如何通过与特定社会群体的认同来构建自己的身份，在食品鉴赏领域，专业认同可以理解为个体对于自己在美食评价和鉴赏方面的专业身份感知。

3. 研究方法与设计

3.1 研究架构

本研究探讨中国云南省高校大学生食品鉴赏课对专业认同影响研究如图 3.1 为本研究架图

图 3.1

本研究构架图

注：本研究整理

3.2 研究方法及对象

本研究采用半结构式访谈法（常俊跃等人，2021）。研究表明在半结构化访谈中，研究人员会确定研究的关键主题，在访谈过程中，研究人员可以根据这些主题提问，并且还有机会讨论新的问题，这种方法允许研究员保持一定的结构和重点，又给予了

被采访者发布自己观点和经验的自由度。

访谈提纲的编制，为确保采访内容的有效性，自编了访谈提纲，设置了 10 个问题，采访时间大概 5 分钟，Lynn (1986) 建议邀请至少 3 名专家和最多 10 名专家，建议对内容效度评定所需的专家数量的应该至少包含两名相关领域的在专家，本次邀请的三名专家均为食品专业的教师，也拥研究生学历，访谈内容效度评定，采用 Likert 5 计分法，经过专家修改意见进行修订之后，确定半结构访谈提纲框架结构，通过进行访谈演练，根据其中出现的问题和细节进行修订，最终确定的访谈提纲，本研究对象的受访者为中国云南省二所知名大学 12 名大学本科生，访谈大纲如下表 3.1。

3.2.1 研究伦理

Curis et al. (2000) 研究指出用质性研究中，样本充足是研究效度的根本保证，样本资料既要饱和，又不能浪费，如何让受邀请者自愿参与研究，并且不拘束的阐述真实感受，说出自己的想法，是研究人员需要解决的问题，编写成内容和整理资料的过程是研究伦理的关键所在。研究人员征求受邀者的意愿，确保受邀者的权利，取得受邀者的信任后开始进行资料收集，编写访谈提纲，始终尊重受邀者的访谈绝定，如需在访谈中使用录音笔也应该征求受邀者同意，访谈结束后，除对受邀者表示感激之情，还需要维系好与访谈者的关系。

3.2.2 研究信度与效度的提升

信效度指的是涉及与测量结果的一致性或稳定性的可靠性，即测量仪器是否能够稳定地测量其想要测量的元素，有效性涉及正确性的程度，即测量工具可以准确地评估其特征，有效性越高，测量结果就越能反映测量对象的真实特征（潘淑满，2022），本研究基于受访者建立平等、信任的关系，让受访者愿意接纳访谈并且说出真实想法和经验分享出来，提升资料的可靠性，通过研究设计与工具选择，以及资料分析整理等研究过程，保证该研究的可靠性。

3.2.3 研究工具

基于采访稿的内容，根据访谈对收集整理的一手资料进行分析，访谈的辅助工具是自编的访谈提纲，目的是为了让访谈过程依照研究方向进行，本研究的记录工具主要是录音设备，访谈开始前，先沟通交流，对方意愿后再进行，访完后给受访者看内容意识是否表达一致，如果有不同，再进行修改，直到对方认可。

表 3.1

访谈提纲

序号	题目内容
1	你认为什么是食品鉴赏课？
2	你对食品鉴赏课的态度如何？
3	你会主动观看食品鉴赏相关视频？
4	你支持食品鉴赏课的开展吗？
5	你观看食品鉴赏课有没有想做美食的冲动？
6	你会反对食品鉴赏课的传播？
7	未来你会从事食品相关行业？
8	观看食品鉴赏课会影响你的心情？
9	你在进行碎片化观看食品相关视频会上瘾？
10	你在上食品鉴赏课中的体验和感受？

注：本研究整理

4. 研究结果分析

本研究旨在通过对访谈结果的整理和分析，按照主题分析法的步骤：熟悉、编码、

产生主题、审查、界定主题范围、命名主题、撰写访谈报告的顺序生成编码表，并加以解析，本研究对 12 名大学本科生进行一对一结构访谈，部分采用现场面对面访谈，部分采用的是线上微信语言的形式与访谈者进行交流，访谈结果如表 3.2。

表 3.2
访谈结果

序号	访谈结果
T1	我认为通过对食品的感官评价可以评估和改善食品的口感、香气、颜色等特性，以满足消费者的需求和偏好此外，食品鉴赏课程还可能涵盖食品分析、营养成分分析、添加剂分析、有害物质分析、微生物分析等内容，以帮助学生全面理解食品的质量、安全性和营养价值，总的来说，食品鉴赏课是一门旨在提高学生对食品的理解和欣赏能力的课程。
T2	我对学习食品鉴赏课表支持态度，这门课程的目标是激发学生的创造力，让我们通过品尝和鉴赏美食，不仅满足味觉上的享受，还能深入了解不同地域的文化背景和历史传承。
T3	我会主动观看食品相关课或者视频。
T4	我非常支持食品鉴赏课的开展，食物不仅是生活的必需品，也是一门艺术，通过鉴赏课，我们可以更好地理解食物的历史、文化和制作过程，无论是品尝美食还是学习如何制作它们，都是一种愉快的体验。
T5	我观看食品鉴赏课会有一种写做美食的感觉。
T6	我支持食品鉴赏课的传播。
T7	我未来有可能会从事食品相关行业如烘培师等。
T8	观看食品鉴赏课使我的心情变好。
T9	我在进行碎片化观看食品相关视频会偶尔上瘾。
T10	在食品鉴赏课上，我感到非常兴奋和好奇，这些课程不仅让我更深入地了解了食物的特点，还让我对食品行业产生了浓厚的兴趣，通过品尝不同类型的食物，我学到了如何评估它们的质量、口感和外观，此外，我还学到了如何识别不同食材的气味和味道，这对于成为一名优秀的食品专业人员至关重要，总之，食品鉴赏课程为我提供了丰富的知识和技能，让我更好地理解和欣赏美食。

注：本研究整理

综述上述中国云南省高校大学生食品鉴赏课对专业认同具有正向影响作用，两所大学的食品专业食品鉴赏课达到预期效果，其一访谈者对食品鉴赏课评价很高，参加食品鉴赏课是一种独特的体验，它可以带给我们深入了解食物的机会，让人们通过感官去探索食品的味道、质地、气味等方面，以下是我们在参加上食品鉴赏课时的体验和感受，感官的享受，学习和启发，参加食品鉴赏课可以学到很多关于食物的知识，包括不同食材的特点、制作过程、搭配技巧等，这些知识不仅可以丰富我们的饮食文化，还可以启发我们对食物的独特理解和欣赏方式，提升品味， 通过参加食品鉴赏课，人们可以逐渐培养出更加敏锐的味觉和品味，学会欣赏不同食物的独特之处，提升自己的鉴赏能力。其二后续我们对访谈者继续追踪了解，访谈者在期中和期末测试中得出不错成绩有优秀有良好，没有不合格，所以充分说明食品鉴赏课对专业认同具有正向影响作用。

5.结论与建议

本研究主要探讨中国云南省高校大学生食品鉴赏课对专业认同的影响，共分为三节，第一节研究结论、第二节为研究限制，提出本研究所存在的局限性、第三节为研究建议，为未来提出研究提出参考建议。

5.1 研究结论

通过研究发现大学生通过食品鉴赏课的学习和鉴赏，得出食品鉴赏课的开展学习

对专业认同具有正向影响作用，很多采访者得出上食品鉴赏课时，我既激动又好奇，这几节课不但使我更加深刻地认识到食品的特性，而且也使我对食品行业兴趣盎然，通过对不同种类食品的品鉴，了解到对其品质，口感及外观的评价方法，另外还了解到对不同原料气味及滋味的辨别，对于我来说，成为一名杰出的食品行业专家是非常关键的，总的来说，食品鉴赏的课程为我带来了大量的知识和技巧，使我能够更深入地理解和欣赏各种美食，在学校实践于理论学习中相互转换，从食品鉴赏课到食品产品的加工，大学生都具有认同感和支持感。

5.2 研究限制

A. 本研究在研究对象上，选取中国云南省二所高校食品专业大学生作为研究对象，由于时间、地理条件及研究者研究资源的关系，本研究的研究对象具有局限性，研究对象只能在该地区具有代表性，对该地区的实证研究具有一定意义，不代表整个大学本科生群体在以后的研究中增加研究对象的范围（崔红芳等人，2023）。

B. 本研究在研究方法上只是采用单一的质性研究法，存在一定的局限性，这是一个横向的研究，其核心是一个相关的研究，并不能直接反映结果的因果关系。

C. 本研究中没有研究背景，目前研究变量数量比较少得出的结论不够全面，再后续相关增加研究背景和变量使研究更加严谨更具有代表性。

5.2 研究建议

A. 在研究对象方面，本研究的研究对象选取范围不够，只选取中国云南省二所高校来进行调查，在日后的探究中应选择更多地区更多具有代表性的学校，不同地域的高校进行全面扩展研究，更大程度的扩大样本的选择多样性和丰富性，使得研究更加客观，更加严谨，结论总结更全面（王华、金勇进，2009）。

B. 在研究方法方面，只是采用单一的质性研究，在未来的研究中采取更多的研究方式方法，例如质性方法结合量化研究方法进行研究。

C. 后续相关研究增加研究背景和变量使研究更加严谨更具有代表性。

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Synthesis of Master Dissertation in Chinese Teaching in Thailand on CNKI Database during 2010-2023

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Abstract

This paper selects the Master Dissertation of Chinese Language International Education during 2010-2023 on Chinese Knowledge Network (CNKI) as research sample. Utilize the content analysis as research methodology. The results show that in the Master dissertation on Chinese Education in Thailand from 2010 to 2023, t the research objects mainly focus on the dimensions of teaching, schools, teachers and students. The current study focuses on the current situation of Chinese education in Thailand, teaching methods, teacher training and student motivation. The author's affiliation are mainly concentrated in Guangxi, Yunnan, Shanxi, Jiangsu, Henan and Shandong. In terms of volume, it grew abruptly and rapidly in 2012, reaching its highest value between 2010 and 2023 in 2018, and gradually declined in 2019. In terms of content, there is a growing number of research categories and a growing focus on practical issues.

Keywords: MTCSOL, Thailand, CNKI, Master Dissertation

2010-2023 年中国知网泰国汉语教育方向硕士学位论文的研究

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摘要

本文基于中国知网选取 2010-2023 年的汉语国际教育专业硕士学位论文为研究对象，以文献分析及计量分析法为研究方法。研究结果显示在 2010 年至 2023 年的中国知网泰国汉语教育方向硕士学位论文中，研究对象主要集中于教学、学校、教师及学生维度。研究主题集中于泰国汉语教育现状、教学法、教师培养和学生学习动机等。作者所处学校主要集中于广西、云南、山西、江苏、河南和山东等地。在数量上，于 2012 年突然迅速增长，在 2018 年达到 2010 至 2023 年间最高值，于 2019 年逐渐下降。在内容上，研究类别逐渐增多，且愈发关注实践问题。

关键词：汉语国际教育；泰国；中国知网；硕士学位论文

1.前言

1.1 研究背景

近年来，随着中国经济发展愈发迅速，诸多国家与中国的贸易往来也愈发密切，人们对中文学习的热情也愈发高涨（Sin Yee Koh and Haji-Othman，2021）。中国的“带与路”政策更是推动了中国及世界的经济贸易。其中，泰国与中国的经济政策互联尤为密切。早在 2022 年末，习总书记便提出：中泰两国应加强共建“一带一路”和“泰国 4.0 战

略"、"泰国东部经济走廊战略"对接，把基础设施"硬联通"作为重要方向，把规则标准"软联通"作为重要支撑，把"中泰一家亲"和公民"心联通"作为重要基础，携手推动中泰高质量共建"一带一路"，共同打造中泰命运共同体（万喆，2022）。近日中泰两国关系持续升温，中国与泰国签署互免持普通护照人员签证协定，协定将于 2024 年 3 月 1 日正式生效。中泰两国将实现"双向奔赴"（邱丽芳，2024）。这一切政策都将使得中泰关系及往来更加密切。这预示着中文学习在泰国必将愈发流行，中文教学将会更加深入的融入泰国的各教育体系。

由此可见，对于泰国汉语教育的研究是十分必要的，了解学者们对于泰国汉语教学研究现状也是十分必要的。（拜梦娇与王亚琼，2022）指出，在汉语国际教育领域，汉语国际教育中文化传播研究的内容丰富，部分学者在这一领域中积累了不少研究成果。而在该领域的论文中，研究生学位论文占据了很大的比例。王辉与施武佳（2022）指出，当前汉语国际教育研究生专业和学位点建设发展迅速，学位论文质量却亟待提升。但尽管如此，把握泰国汉语教育方向论文写作内容仍是十分必要的。这不但关系到对近年来研究生就在泰国汉语教育现状的了解，同时也关系着在泰汉语教育人才培养，高水平的论文可以加快学科维度的水平提升与创新，也为后来学者点明现时研究的缺失，从而易于进行维度精准与深刻研究。因此，本文拟对 2010-2023 年间，知网上泰国汉语教育方向硕士论文的基本情况，特征及趋势进行计量分析，以期待更好的了解国内对于泰国汉语教育现状，为更多的研究提供参考价值。

1.2 研究目的

1. 了解 2010-2023 年间中国知网上泰国汉语教育方向硕士论文的基本情况。
2. 探究 2010-2023 年间中国知网上泰国汉语教育方向硕士论文的特征。
3. 探究 2010-2023 年间中国知网上泰国汉语教育方向硕士论文的发展趋势，并做出相关建议。

1.3 研究意义

在以往的研究中，对于泰国汉语教育方面的研究很多，但对于泰国汉语教育维度相关论文的研究却是较少的，通过对《对 2010-2023 年知网泰国汉语教育方向硕士学位论文的研究》课题的研究，可填补关于泰国汉语教育硕士学位论文研究的空缺，具有一定意义的理论研究价值。并且，通过该课题的研究，可以了解知网上泰国汉语教育方向硕士论文的基本情况、特征及发展趋势，从而可为后来的研究提供更好的泰国汉语研究现状和数据，为该领域的研究提供参考价值，具有一定的现实意义。

1.4 研究不足之处

本文研究对象仅限于发表在 2010-2023 年之间的泰国国际汉语教育方向的硕士论文，没有对博士论文及相关发表的期刊以及刊物等的研究。故其研究结果只能算为部分的代表性。

2.文献综述

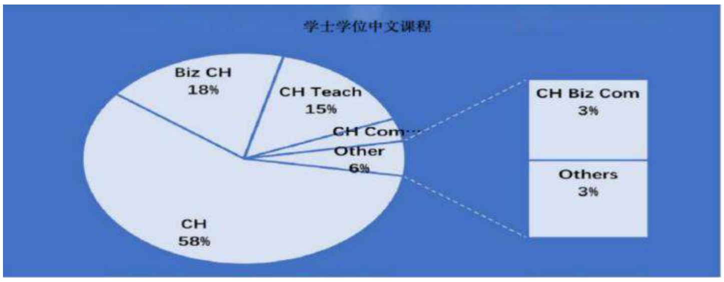
2.1 在泰中文教育

泰国的老一代华人和华人社团为泰国的中文教育作出重要贡献。泰国的华人一直以来尊师重教，在各地兴办了一批华文学校，目前保留的华文学校在泰国均具有民办学校法律地位，可从幼儿园到中学连续办学（宁赋魁，2020）。

据泰国高等教育部数据信息，2022 年，泰国共有 68 所大学开设本科汉语专业，分别是公立大学 78% 和私立大学 22%。而在本科点的汉语专业中，普通的汉语专业为 58%，次要的是商务汉语 18%，而汉语教育的排在第三名 15%。（Office of the Permanent Secretary, ministry of Higher Education, Science, Research and Innovation，2023）

表 1

2022 年泰国本科点汉语专业开设基本数据



数据摘自：2023 年泰国高等教育部数据

据上述信息，目前为止，泰国至少有 100 万人在以各种各样的方式学习中文。但其汉语人才的需求量仍是供不需求。随着当前中泰关系的不断紧密发展，泰国的中文热已席卷全国各地。公立中小学均都设立了中文课程，针对各个年级的不同学习程度都开设了中文选修课程，中文现在已经成为了泰国除英语以外学习的第二大外语习得。

2.2 国际中文教育

起初，国家创办对外汉语专业，是为了培养擅长一门外语（英、德、日、俄）的高级专门人才，具备全面的汉语语言文学知识。随着对外汉语的快速发展和广泛应用，2012 年，国家教育部发布了《普通高等学校本科专业目录及专业介绍(2012)》，外语类专业现已更名为汉语国际教育，不再作为控制设点专业进行分类。在《普通高等学校本科专业目录》新旧专业对照表中，对外汉语(050103)、汉语言文化(050106W)、汉语言文学(050108S)3 个专业合并组成了汉语国际教育(050103)专业。从 2023 年 9 月起，中文国际教育正式更名为国际华文教育(International Chinese Education)。中泰通过留学生教育、语言学习、办学合作和孔子学院开展了全面交流与合作。双边教育合作和交流取得了丰硕成果，对两国产生了积极影响(武敏敏，2021）。

2.3 中国知网

中国知网是指中国国家知识基础设施（China National Knowledge Infrastructure，CNKI），创建于 1999 年 6 月，是在教育部、中共中央宣传部、科技部、国家新闻出版广电总局、国家计委的支持下，由清华大学和清华同方发起，是一个支持全国各行业知识创新、学习和应用的交流合作平台。在中国知网中收录了大量的硕士论文。我们此次研究的在泰国汉语教育方向硕士学位硕士论文均选自知网。在以往的研究中，诸多学者都对汉语教育方向硕士学位硕士论文的选题及发展趋势进行过研究，如段亚男和夏勇《国际中文教学案例硕士论文选题现状与发展趋势研究》（教育探索，2024）。由此可见，对于在泰国汉语教育方向硕士学位硕士论文是十分必要且有意义的。

3.研究方法

3.1 研究方法

文献研究法：

对收集到的文献进行分析、概括与比较。在本课题研究过程中，通过查找和整合书籍、学术期刊及硕士论文等资源，搜集整理有关泰国、硕士学位论文、汉语国际教育研究等方面文献资料，在此基础上对 2010 年至 2023 年 CNKI 汉语国际教育泰国相关硕士学位论文的选题情况进行分析和反思，并针对发现的问题提出了行之有效的改进策略。

统计分析法：

通过整理 2013 年至 2023 年之间与泰国国际中文教育相关的硕士学位论文数据，分析该领域硕士学位论文现状。

4. 2010-2023 年 CNKI 泰国汉语教育方向硕士论文基本情况分析

在分析中国知网（CNKI）泰国汉语教育方向硕士论文基本情况时，我们发现在 2023 年发表的 5 篇论文，均未被引用。缺少学者对其内容的验证，因此在本次的课题中，我们并没有将这 5 篇论文加入分析的对象中。

根据剩余硕士学位论文的相关信息，可以得出以下关于 2010 至 2022 年泰国汉语教育方向论文基本情况如下：

表 2

2010-2022 年中国知网泰国汉语教育方向硕士学位论文年发表量

数据摘自：中国知网

据表 2 所示，2010-2022 年汉语国际教育论文发表量 2012 年时上升趋势明显,并于 2018 年发表量最多，共计 41 篇，占总数的 14.96%。

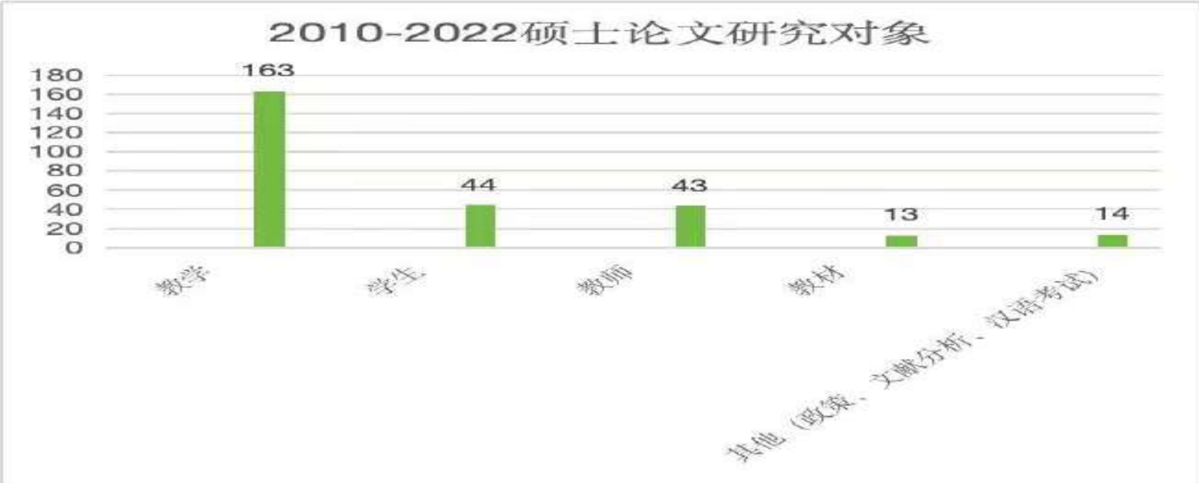
在 2018 年有关汉语国际教育论文的发表数量明显多于其它年份，经调查研究，2018 年中国和泰国的高等教育交流和合作十分频繁。中国教育部于泰国教育部于 2018 年签署《华文教育合作备忘录》，鼓励和支持两国高校开展留学合作，促进双方学生的交流与互动（王国安，2018）。除此之外，中泰在 2018 年举行了科技合作的会议多达 20 余次。因此，我们认为论文发表数量可能与此有关。

根据此表，可以观察出到在 2012 年，论文发表数量近乎呈直线上升趋势。经调查发现，2012 年 4 月 19 日发表了《关于建立全面战略合作伙伴关系的联合声明》（新华社，2013），这一协定的签署推动了中泰两国教育事业的发展与合作，在这一协定的背景下，越来越多的留学生前往泰国留学，使"中泰一家亲"得到更好的诠释。因此，我们认为，2012 年论文发表数量的激增可能与此有关。

最后，我们发现，在 2020-2022 年期间，论文发表数量急剧减少。在新冠疫情的这两年里，新冠疫情对经济的各个方面都产生了巨大的影响，教育领域也不例外。由此我们充分合理认为，2020-2022 年论文发表数量的减少与此有着密切关系。

表 3

2010-2022 年中国知网泰国汉语教育方向硕士学位论文研究对象



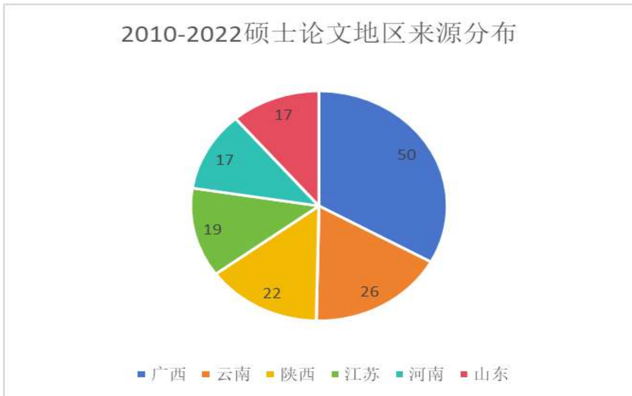
数据摘自：中国知网

据表 3 所示，CNKI 泰国汉语教育方向硕士论文主要研究对象为教学类，共有 163 篇论文，占总数的 59.49%。

其中在教学主题的论文中，子分类为学校教学现状调查研究占比最大。

表 4

2010-2022 年中国知网泰国汉语教育方向硕士学位论文地区来源分布



数据摘自：中国知网

据表 4 所示，汉语国际教育硕士论文集中发表最多的省份是广西省，共计 50 篇，占总数的 18.25%。其次为云南省，共计 26 篇，占总数的 9.49%。据了解，广西与东盟国家交流频繁，其中与泰国在经济、文化等方面有着密切的联系，这为广西的学者提供了研究泰国汉语国际教育的有利条件。早在 2010 年 12 月广西首家泰语文化中心成立，泰国驻南宁总领事馆参赞吉拉鹏•阿鹏拉女士表示，广西师院泰语文化中心开展的泰语教学、培训及开办研修班、举办中泰文化交流活动，有力地促进了两国人民对彼此生活方式的了解，并将推动今后双方在教育、旅游等方面的友好发展。(林涌泉，2013）

4.1 2010-2023 年 CNKI 泰国汉语教育方向硕士论文基本特征

从论文年份来分析基本概况：2010 年有关于泰国汉语教育方向的硕士论文数量最少，研究主题为关于汉语师资培养。2011 年开始，相关方面的论文开始大幅增加，2012 年达到顶峰，这可能与泰国政府当年为了促进外语的多样化发展而发布的《泰国语言政策》草案有关。紧接着在 2013 年，随着中国"一带一路"计划提出，以及泰国教

育部于 2014 年再次推出《汉语教学改革政策》，使得泰国的"汉语热"更加强烈。2014 年有关泰国汉语教育论文的发表及其引用数量较 2013 年又大幅增加，其内容涉及了泰国各地区和不同类型学校的汉语教育现状、教学方法、教师培训、教材使用情况等方面的调查和研究；2015 年-2018 年，相关论文发表与引用继续保持着高位数，涉及到了泰国汉语教育的进一步发展，包括教学资源的增加、课程设置的创新调整、教学方法的改进等方面；2018-2019 年，相关论文的研究更加深入，更多的关注汉语教学方法创新和教学资源优化，例如泰国汉语教师语言背景对比分析、主题式教学在泰国幼儿汉语教学中的应用研究；2020-2022 年，可能随着新冠疫情的全球蔓延，相关论文的发表与引用也在逐年减少，但也随之新增了汉语互联网在线教学的研究类别，如"互联网+汉语教学"模式在泰国的应用研究等。

4.2 2010-2023 年 CNKI 泰国汉语教育方向硕士论文特征

4.2.1 研究领域广泛

论文涵盖了汉语教学的各个方面，包括教学状态（40.88%）、教学法 （13.14%）、教师培训（5.84%）、教材研究（5.11%）、偏误研究 （4.38%）、试题分析（1.09%）等。

4.2.2 研究角度多样

研究从教师、学生、学校、教材等不同角度进行，旨在全面了解泰国汉语教育的现状和问题。其中对于汉语教育现状的研究多以高中学校为研究对象；对于教师发展的研究多以志愿者为研究对象；对于学生的研究，多以研究其学习动机为主。

4.2.3 关注实际问题

论文关注教学现状、教学策略和课堂管理等实际问题，旨在为教学实践提供指导和建议，这对于推动汉语国际教育的发展是至关重要的。

4.2.4 教学状态调查为主

所选论文中有 64 篇都涉及到了对泰国汉语教育的教学状态进行调查和分析，占总数的 23.36%。其含盖了不同地区（基本上泰东北、泰南地区都有涵盖）、不同类型学校（其中包含了幼儿园、职业学校，华裔学校）的汉语教学现状、问题和发展策略等。这表明笔者们对泰国汉语教育的实际情况十分关注，并试图从中找到改进和促进泰国汉教发展的路径。

4.2.5 教学法和教学设计论文较多

除教学状态调查外，还有相当一部分论文专注于教学法、课堂设置等方面的研究，探讨了不同教学方法、教学模式，如游戏教学法在汉语课堂应用的分析，对于泰国汉语教育的影响和应用情况等。

4.2.6 部分研究维度论文较少

少数论文关注了教材的编写、应用和本土化等问题。占总数的 5.11%。此外，极少数论文聚焦于教师工作满意度、汉语考试分析、相关政策分析等问题。这些领域相关论文较少，有着广阔的发展空间。

4.3 2010-2023 年 CNKI 泰国汉语教育方向硕士论文发展趋势

4.3.1 越来越关注实践问题

随着时间的推移，泰国汉语教育研究越来越侧重于实践问题的调查和分析，而不仅仅停留在理论探讨阶段。这可能是因为笔者们意识到了理论研究需要与实际问题相结合才能更好地推动汉语教育的实际发展。

4.3.2 多样化的研究视角

除了常规的教学法、教材等方面的研究外，近年来涌现出了越来越多关注文化方

面的研究内容，这表明笔者们对于泰国汉语教育的研究视角正在逐渐多样化。

4.3.3 研究类别逐渐增多

随着汉语教育与文化交流、国别化教育等问题的日益突出，2019 年伊始，一些论文开始涉及互联网教学及跨学科的研究内容，如互联网+教学、文化政策、形象认知等。其探讨了互联网＋教学模式的应用及汉语学习者对中国国家形象的认知、文化政策对汉语教育的影响等问题。学者们可能开始意识到了汉语教育与其他领域的紧密联系及教学环境的转变。

综上所述，2010-2023 年知网泰国汉语教育方向硕士论文研究角度广泛，研究视角及研究类别愈发多样，内容关注实际问题，在教学状态调查方向的研究较多。在诸多论文中，各位笔者也在努力试图为泰国汉语教育的改进和发展提供理论支撑和实践指导尽一份力。

5.讨论与结语

本研究认为，研究生论文能在一定程度上反应该领域的教育教学水平，同时，对于论文各维度的分析，不仅能揭示现阶段泰国汉语教育的重点和难点，更能找到未来研究缺口，为今后的研究提供参考。本研究数据表明：

第一, 2010-2023 年间中国知网上泰国汉语教育方向硕士论文在时间维度上，2018 年论文最多；在研究对象维度上，以教学为研究对象的论文最多；在地区来源上广西地区的论文数量最高。

第二，2010-2023 年间中国知网上泰国汉语教育方向硕士论文研究领域广泛，研究角度多样，研究对象以教学为主，研究内容以学习教学状态调查为主。

第三，2010-2023 年间中国知网上泰国汉语教育方向硕士论文创作在数量上，于 2012 年突然迅速增长，在 2018 年达到 2010-2023 年间最高值。在内容上，研究类别逐渐增多，且愈发关注实践问题。然而在针对汉语教师本土化培养的论文较少，一方面受目前汉语教师人才培养及输送渠道的影响——主要来源于中国汉办人才输出。另一方面，这也表明了教师培养中，应多关注本土教师的培养，这样才能为泰国汉语教育提供更加本土化、高质量、稳定性的教师队伍。在文化部分的研究中，中泰文化差异对于教育教学的作用研究较多，然而，如何将中国文化融入课程教学的相关案例研究较少。本研究认为，汉语作为现存为止最古老的语言，其本身具备丰富的文化内涵，如果汉语教师能熟悉的将中国文化运用到汉语教学中，将有效提升教学效率，让汉语学习更加有趣。同时，这也有利于汉语教育的进一步传播和发展。

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The Evolution and Prospects of China's Vocational Education Industry-Education Integration Policy

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Abstract

This study delves into the evolution of China's vocational education industry-education integration policy and its characteristics at different stages of development. After analyzing the background, drivers, and impacts of policy changes since the reform and opening up, the paper focuses on how the policy has adapted and guided the vocational education system to meet the challenges of economic, social, and technological changes. The research finds that the policy evolution has gone through four main stages: reconstruction and initiation, development and consolidation, exploration and innovation, and deepening advancement. These stages reflect a shift from centralized management to market orientation, continuous innovation and practicality in education content and methods, and a trend from universal education to enhancing education quality and efficiency. The findings suggest that the policy has gradually adapted to the needs of economic and technological development, with vocational education moving from an emphasis on basic skills training to a focus on market demands and practical technological applications. The study recommends that future policy formulation should continue to strengthen school-enterprise cooperation, innovate in educational content and methods, and enhance education quality and efficiency to better meet the needs of economic and social development. Through these measures, vocational education can more effectively support national economic development and social progress, while providing students with practical and applicable education.

Keywords: Vocational Education; Industry-Education Integration; Policy Text

中国职业教育产教融合政策的演进与展望

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摘要

本研究深入探讨了中国职业教育产教融合政策的演进过程及其在不同发展阶段的特征。在分析了从改革开放以来的政策变迁背景、动因和影响之后，本文特别关注了政策如何适应并引导职业教育系统应对经济、社会和技术变化的挑战。研究发现，政策演进经历了四个主要阶段：重建起步、发展巩固、探索创新和深化推进。这些阶段反映了从集中式管理向市场导向的转变，教育内容和方法的不断创新与实用化，以及政策重点从普及教育转向提高教育质量和效率的趋势。研究结果表明，政策逐步适应经济和技术发展的需求，职业教育逐渐从重视基础技能教学转向强调市场需求和技术应用的实用性教育。研究建议，在未来的政策制定中应继续加强校企合作，创新教育内容和方法，以及提升教育质量和效率，以更好地满足经济社会发展的需求。通过这些措施，职业教育将能更有效地支持国家的经济发展和社会进步，同时为学生提供具有实际价值和应用性的教育。

关键词：职业教育；产教融合；政策文本

1.引言

当下职业教育与产业之间的融合成为了势在必行的趋势，成为了推动人才培养与产业协同发展的重要途径。产教融合的兴起是对传统职业教育模式的一次革命性尝试，通过实际的产业合作，使学生能够更好地理解和适应实际工作环境。

2.研究目的

本研究旨在深入分析中国职业教育政策的演进过程及其阶段性特征，以准确理解政策变迁的背景、动因和影响。研究的主要目的包括：阐释职业教育政策的历史演变，探究自改革开放以来，中国职业教育政策的发展路径，理解不同阶段政策的重点和特征；评估政策效果和社会影响，评价各阶段政策对职业教育质量、结构、效率的影响，及其对社会经济发展的贡献；提出政策建议和方向，基于历史和现实分析，为当前和未来职业教育政策的制定提供建议，特别是在促进产教融合、技术创新和教育质量提升方面。

3.文献综述

3.1 产教融合概念的提出

产教融合这一概念是在产学研合作、校企合作、工学结合等概念的基础上演变而来。施也频与陈斌（2007）在对江苏省无锡市职业院校提高实习质量的研究中首次提出了"产教融合化"的概念。2013 年出台的《中共中央关于全面深化改革若干重大问题的决定》中提到"加快现代职业教育体系建设，深化产教融合、校企合作，培养高素质劳动者和技能型人才"，这是产教融合这一概念的首次正式出现在国家政策中。

3.2 产教融合政策发展与政策文本研究综述

肖靖（2019）政策变迁的过程是从追求短期效益到注重长效发展，不断推进参与主体的多元化，不断完善双师型队伍建设以及不断推进职业教育与产业之间的精准对接的。祁占勇与王羽菲（2018）梳理政策后总结出改革开放 40 年来，我国职业教育产教融合政策的发展历经了初步探索阶段（1978–1995 年）、多样化创新阶段（1996–2010 年）和不断深化阶段（2010 至今），呈现出了不断追求长效发展的价值取向、积极倡导多元主体的合作参与等特点。李新生与杨正香（2022）对国家政策文本分析后发现，国家职业教育政策对职业教育产教关系发展的描述随着时间的推进由隐性的模糊变得显性的清晰。尽管近年来我国在职业教育领域取得了显著的进展，但对于职业教育产教融合政策的全面研究仍显不足，特别是对政策的历史演进与阶段性特点等方面，

尚未形成深入的理论探讨和实证研究。

4.研究方法

4.1 政策文本的选取

本文按照权威性原则、公开性原则、全面性原则对政策文本进行选取，从而能科学、合理、准确地筛选出具有代表性的政策文本（钱梦兰，2018）。研究样本是由国家权威机关提供的，政策文件均为国务院、教育部等国家机关部门出台，且来源于北大法宝（中国法律信息网）和北大法意（中国法律资源全互动数据库）两大权威法律数据库。

4.2 研究方法

本文通过分析产教融合政策出台的规律后重点分析政策文本中有关产教融合的政策话语，以审视职业教育产教融合的政策变迁以及实践方向。首先对职业教育产教融合政策进行阶段划分，罗列出每个阶段有代表性的、相关性较高的政策文本，然后排除无关语句，并以全面性的原则从政策文本中提取出与职业教育产教融合相关的部分语句，汇总到一个文档中，导入 ROST CM 6.0 软件中进行词频分析，并设置停用词表以排除非必要定义的用词，选取前 20 个高频关键词。通过对政策文档中的关键词进行词频分析，揭示不同时期政策重点的变化，以及这些变化对职业教育政策方向的影响。

5.研究结果

5.1 重建起步阶段 1978-1995

社会各界的青年由于受到文革的长期影响，缺乏必要的知识和技能，很难适应经济社会的变化，无法承担重任，从改革开放伊始，以经济建设为中心成为了我国社会经济发展的首要目标，推进职业教育的恢复，实现职业教育与经济社会发展的结合，成为了职业教育产教结合政策的重建和起步时期。1978 年，邓小平同志在全国教育工作会议上指出，要使各级各类教育协调发展，要更多兴办中等专业学校、技工学校。1980 年金陵职业大学成立，职业大学诞生，专科教育也随之恢复，也是国家逐步开始恢复全国教育事业发展的元年，是中共十一届三中全会拉开经济体制改革序幕之年（高文静、傅琳，2018）。1986 年颁布的《国家劳动总局技工学校工作条例(试行)》（现已被《技工学校工作条例》代替）中指出学校教学生产实习应尽可能地贴近企业生产实际，着重培养学生的实际操作技能和解决企业生产实际问题的能力;要求学校的行政主管部门应该安排好相关企业专责协助学生的生产实习。这一条例首次以国家文件的形式讲明了教学与社会生产不可分割的关系，以及职业教育要秉承教学与社会生产实践相结合的教育理念，首次将产和教结合在一起，成为了职业教育产教融合政策起步的标志。

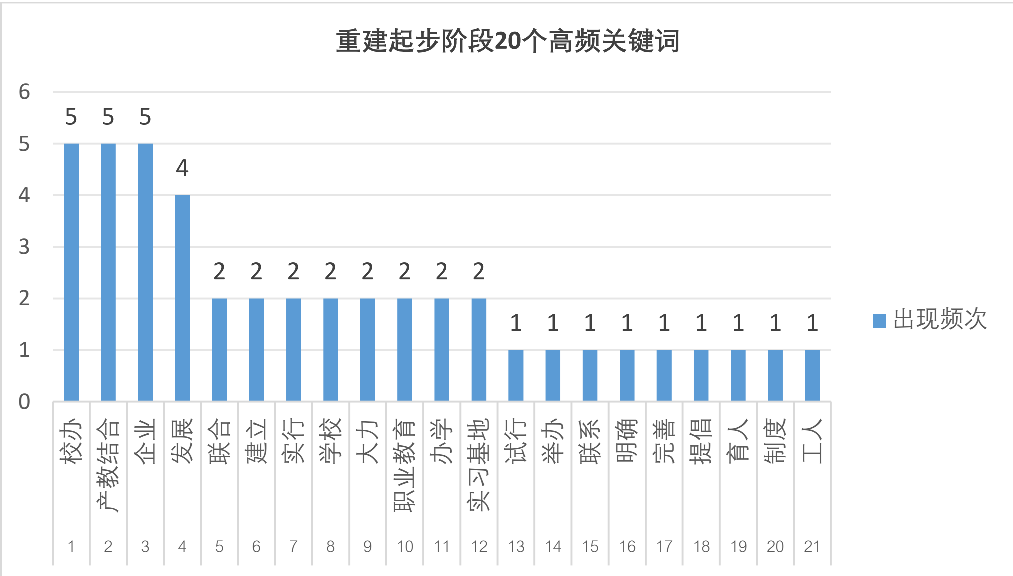
本阶段较为有代表性的文件主要有《关于大力发展职业技术教育的决定》（国务院，1991)、《关于加快教育改革和发展的若干意见》（国家教委党组，1992)、《关于中国教育改革和发展纲要的实施意见》（国务院，1994）等 5 个文件，将这 5 个文件中与职业教育产教融合相关的语句提取出，导入 ROST CM 6.0 软件中进行词频分析，选取前 20 个高频关键词，形成表 1、图 1。

表 1
重建起步阶段 20 个高频关键词表

序号	关键词	出现频次	序号	关键词	出现频次
1	校办	5	12	实习基地	2
2	产教结合	5	13	试行	1
3	企业	5	14	举办	1
4	发展	4	15	联系	1
5	联合	2	16	明确	1
6	建立	2	17	完善	1
7	实行	2	18	提倡	1
8	学校	2	19	育人	1
9	大力	2	20	制度	1
10	职业教育	2	21	工人	1
11	办学	2			

资料来源：本研究整理

图 1
重建起步阶段 20 个高频关键词柱状图



资料来源：本研究整理

从表 1 与图 1 可以看出，重建起步阶段国家对于职业教育领域的重视和推进改革的决心。产教融合是政策关注的核心,这个时期政策开始强调职业教育与产业的联系，通过产教结合，校办企业促进教育体系与市场需求的对接。政策开始对校企合作和实践教学重视起来，通过建立实习基地、推动校企联合办学等方式，加强理论与实践的结合，以培养学生的实际工作技能。同时政策在实施细节上的积极探索，推行明确责任分配、制度建设、劳动力培养等方面的措施。这一阶段的政策较为宏观和笼统，结合社会背景，可视为职业教育产教融合的重建起步阶段。

5.2 发展巩固阶段 1996-2002

1996 年《中华人民共和国职业教育法》颁布，明确职业教育发展应当实行产教结合教学模式，支持职业学校由社会多主体联合举办，进一步确立了职业教育产教结合的法律地位，该法律的颁布和实施，标志着我国职业教育产教融合从国家政策的层面

上升到国家法律的层面，职业教育地位得到明显提升，从此职业教育拥有了自己的法律（古光甫、邹吉权，2020）。至 2002《国务院关于大力推进职业教育改革与发展的决定》出台，明确提出发挥行业企业举办职业教育的重要作用，企业行业和职业学校要加强校企合作，形成政府主导、依靠企业、社会力量、充分发挥行业作用的多元办学格局，实行多种形式的联合办学，同时确立了政、行、校、企协同联动的职业教育产教融合组织布局。一系列促进职业教育"产教融合"的政策相继出台，职业教育不断发展，同时对上一阶段的刚刚起步的政策和成果进行了细化和巩固。

本阶段关于职业教育产教融合较为有代表性的政策文件主要选取了《中华人民共和国职业教育法》（中华人民共和国主席令，1996）、《关于印发面向二十一世纪深化职业教育教学改革的原则意见的通知》（国家教委，1998）等 4 个文件。将这 4 个文件中与职业教育产教融合相关的语句提取出，导入 ROST CM 6.0 软件中进行词频分析，选取前 20 个高频关键词，形成表 2、图 2。

表 2

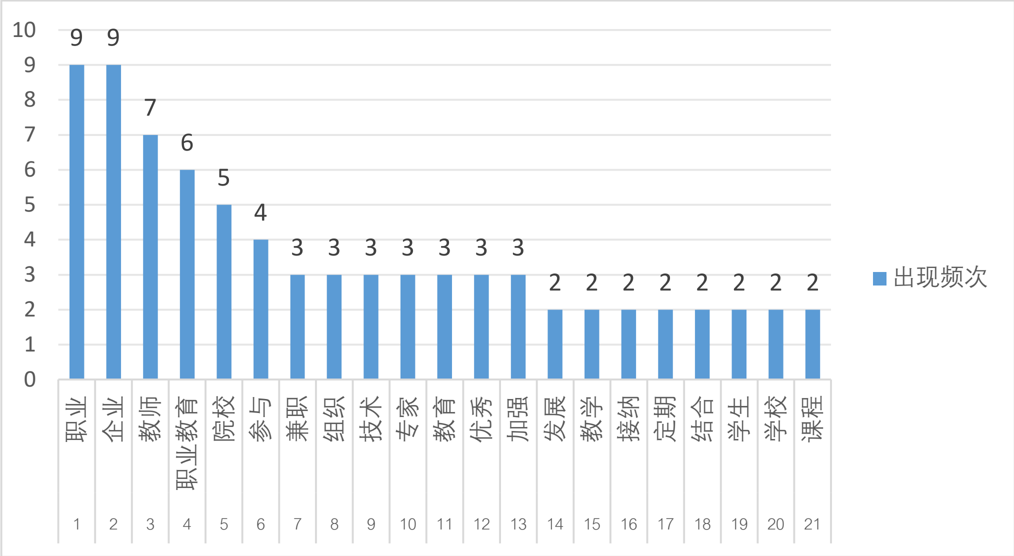
发展巩固阶段 20 个高频关键词表

序号	关键词	出现频次	序号	关键词	出现频次
1	职业	9	12	优秀	3
2	企业	9	13	加强	3
3	教师	7	14	发展	2
4	职业教育	6	15	教学	2
5	院校	5	16	接纳	2
6	参与	4	17	定期	2
7	兼职	3	18	结合	2
8	组织	3	19	学生	2
9	技术	3	20	学校	2
10	专家	3	21	课程	2
11	教育	3			

资料来源：本研究整理

图 2

发展巩固阶段 20 个高频关键词柱状图



资料来源：本研究整理

通过表 2 和图 2 可以看出这一时期政策强调职业教育与企业界的密切合作，这也是对职业院校功能的发展和完善。政策体现出政府鼓励企业提高职业教育的参与度，鼓励教师与企业专家的互动，以保证教育质量和实用性，同时突显了教师和行业专家在职业教育中的重要性，通过兼职教师和技术培训，将实践经验和专业技能融入教学中。除此之外，政策更为关注在具体实施上的细节，如加强教学质量、定期评估和调整课程设置，以及学生与企业的实际接触，教育内容持续优化，以适应不断变化的市场和技术需求。与上一时期相比，这一时期的政策更为强调职业教育与企业界的紧密结合，重视教师和行业专家的作用，因此这一时期的政策可以被视为职业教育发展和巩固的重要阶段。

5.3 探索创新阶段 2003-2013

21 世纪初，经济社会发展对高技能型人才的需求不断增加，对职业教育结构与类型的要求日益多样化。因此，国家不断对“产教融合”路径进行多样化的创新性政策探索。教育部（2004）印发的《关于进一步加强职业教育工作的若干意见》指出，要推动产教结合，加强校企合作，积极开展订单式培养，行业企业应积极参与技能人才培养培训，开创行业企业与职业院校协同育人的教育模式，在实践中丰富职业教育产教融合的内涵。该文件的出台标志着政策的多元化创新发展，改进人才培养模式，走向“订单式”的培养模式。国务院（2005）颁布的《关于大力发展职业教育的决定》也强调政府主导、依靠企业、充分发挥行业作用的多元办学格局。教育部（2011）发布《关于推进高等职业教育改革创新引领职业教育科学发展的若干意见》中，鼓励高等职业院校与政府企业合作，探索建立职业教育集团。这份文件的出台，说明了除“订单式”的培养模式之外，又探索出“职业教育集团”的新实践。

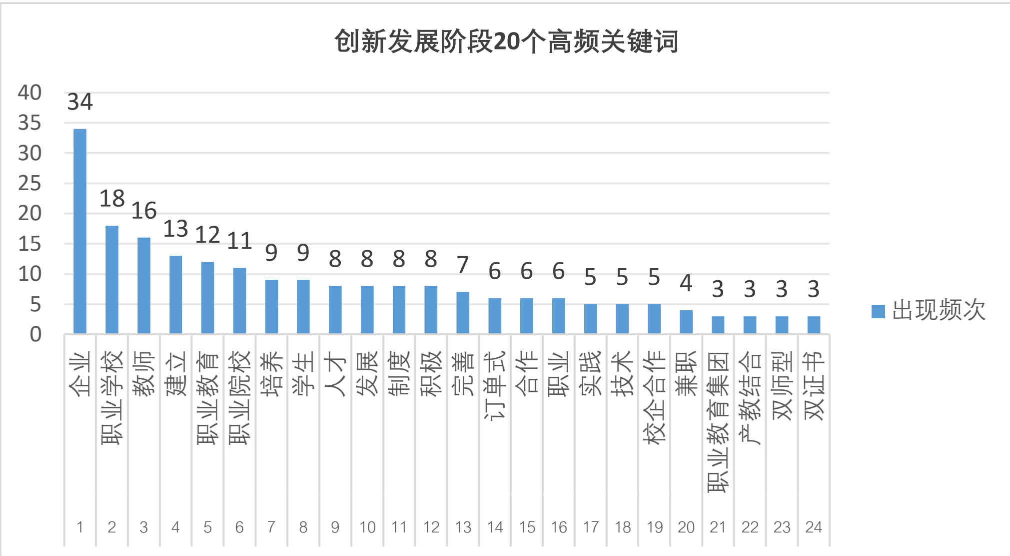
探索重新阶段关于职业教育产教融合的政策文件较多，主要选取相关性较高的 11 份政策文本，包括《关于进一步加强职业教育工作的若干意见》（教育部等七部门，2004）、《关于大力发展职业教育的决定》（国务院，2005）等 11 个文件。将这 11 个文件中与职业教育产教融合相关的语句提取出，导入 ROST CM 6.0 软件中进行词频分析，选取前 20 个高频关键词，形成表 3、图 3。

表 3
探索创新阶段 20 个高频关键词表

序号	关键词	出现频次	序号	关键词	出现频次
1	企业	27	13	基地	5
2	职业院校	14	14	创新	5
3	产教融合	12	15	育人	4
4	开展	12	16	实践	4
5	职业教育	10	17	鼓励	4
6	参与	10	18	机制	4
7	建设	8	19	教学	4
8	资源	8	20	大力	3
9	合作	8	21	学徒	3
10	培养	8	22	区域	3
11	加大	6	23	制度	3
12	政策	5	24	技术	3

资料来源：本研究整理

图 3
探索创新阶段 20 个高频关键词柱状图



资料来源：本研究整理

通过表 3 和图 3，可以分析出次此阶段政策促进校企之间的更加紧密的合作，这一阶段重点在于完善和发展更加适应市场需求的职业教育制度。"双师型"教师被多次提及，显示了师资队伍的多样化和专业化的重要性，强调了实践经验与理论知识的结合，政策鼓励更多以实践和技术为导向的教学方法，以培养符合市场需求的通过"双证书"这种学术和职业资格的双重认证的高技能人才。"职业教育集团"和"订单式"模式的探索，显示了对新型职业教育产教融合模式探索，这些创新模式旨在更好地整合资源，提高教育效率，并直接响应市场的具体需求。这些措施表明，政府在这一时期非常重视职业教育的适应性、灵活性和市场导向，通过这些创新和探索，职业教育政策显示出对于教育质量、教育与产业结合、以及教育模式创新的深刻关注，为职业教育系统注入了新的活力，确保它能够有效地适应经济发展的需求。

5.4 推进深化阶段（2013 至今）

2013 年，中共中央印发的《关于全面深化改革若干重大问题的决定》指出："加快现代职业教育体系建设，深化产教融合、校企合作，培养高素质劳动者和技能型人才"，首次使用"产教融合"这一概念替代"产教结合"，并将深化产教融合纳入国家经济社会发展的重大战略之中。2017 年，国务院办公厅印发《关于深化产教融合的若干意见》，将产教融合上升为促进经济社会协调发展的国家战略，肩负着全面提高教育质量、扩大就业创业、推进经济转型升级、培育经济发展新动能的重要使命。自此，产教融合成为国家层面上教育改革、经济发展和产业升级的制度安排。2019 年 2 月，国务院出台《国家职业教育改革实施方案》(简称《职教二十条》)，强调"促进产教融合校企'双元'育人"。同年 6 月，教育部出台《关于职业院校专业人才培养方案制订与实施工作的指导意见》，强调要"深化产教融合、校企合作"。2023 年 6 月 13 日，国家发改委、教育部、中国人民银行等 8 部门联合发布了《职业教育产教融合赋能提升行动实施方案（2023—2025 年）》，为职业学校产教融合提供了新思路和新启发。同年 7 月，《教育部办公厅关于加快推进现代职业教育体系建设改革重点任务的通知》再次强调深化产教融合、协同育人。这一阶段产教融合得到了前所未有的推进和深化。

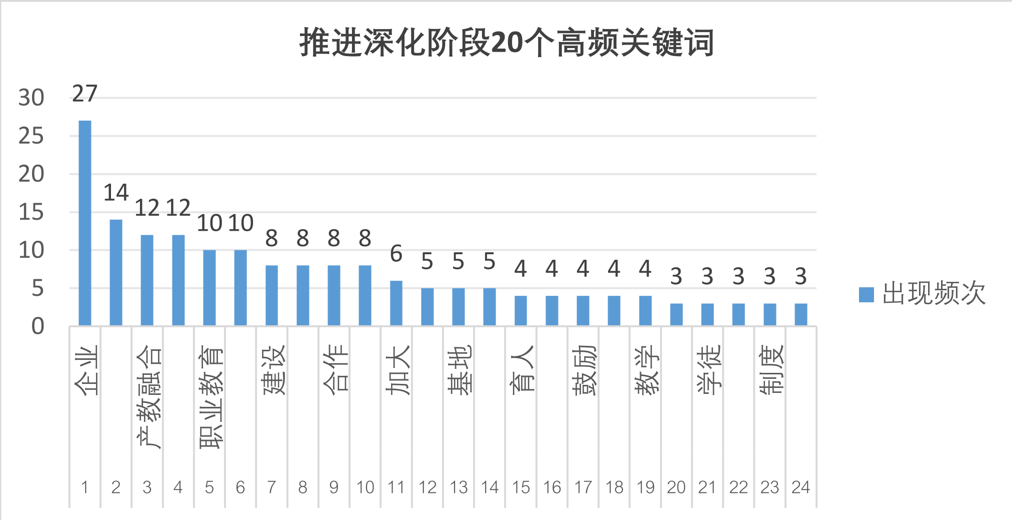
推进深化阶段关于职业教育产教融合的政策文件十分丰富，主要选取《关于开展现代学徒制试点工作的意见》(教育部，2014)、《关于深入推进职业教育集团化办学的意见》(教育部，2015)、《关于深化产教融合的若干意见》(国务院，2017)、《职业教育产教融合赋能提升行动实施方案（2023—2025 年）》(发改委，2023）等 12 份政策文件，将这 12 份文件中与职业教育产教融合相关的语句提取出，导入 ROST CM 6.0 软件中进行词频分析，选取前 20 个高频关键词，形成表 4、图 4。

表 4
推进深化阶段 20 个高频关键词表

序号	关键词	出现频次	序号	关键词	出现频次
1	企业	27	13	基地	5
2	职业院校	14	14	创新	5
3	产教融合	12	15	育人	4
4	开展	12	16	实践	4
5	职业教育	10	17	鼓励	4
6	参与	10	18	机制	4
7	建设	8	19	教学	4
8	资源	8	20	大力	3
9	合作	8	21	学徒	3
10	培养	8	22	区域	3
11	加大	6	23	制度	3
12	政策	5	24	技术	3

资料来源：本研究整理

图 4
推进深化阶段 20 个高频关键词柱状图



资料来源：本研究整理

观察表 4 和图 4 可以发现，企业在职业教育中扮演着日益重要的角色，校企之间的合作空前深化，教育内容与产业实际需求对接方面得到空前重视。在这个过程中，政策要求教育机构开展新的教育项目、建设更为先进的教育基础设施，以及在教学方法和课程设计上的创新，与企业之间的资源共享、合作开发课程和培训项目。同时，政策还强调了实践教学和技术应用在职业教育中的重要性，鼓励将实际工作经验和现代技术融入教育过程中。值得注意的是，多个文件提及"现代学徒制"，现代学徒制更加注重技能的传承，由校企共同主导人才培养，设立规范化的企业课程标准、考核方案等，体现了校企合作的深度融合。这一阶段，企业与教育机构的合作空前深化，政策安排更为完善详尽，对职业教育发展进行全方位的政策支持，大量出台产教融合校企合作的相关政策，旨在构建一个更加适应市场需求、技术发展和国家战略的高效、现代化的职业教育体系。

6.讨论

通过研究报告中关于我国职业教育产教融合政策演进的四个阶段的文本分析，不难总结出政策的演进规律。

6.1 从集中式管理向市场导向的转变

早期职业教育政策主要集中在国家层面的管理和控制之下，强调政府对教育体系的直接指导，以及教育内容和结构的统一规划。政策的主要目标是恢复和重建职业教育体系，职业教育的发展主要依赖于政府的支持和资源分配，反映出一种集中式的管理模式。深化推进阶段职业教育政策开始显著转变，更多地强调市场需求和企业的参与，政策不再仅仅侧重于政府的直接干预，而是开始倡导校企合作，鼓励企业参与职业教育的课程设计、实习安排和技能认证。这一转变的核心是使职业教育更加紧密地与市场需求对接，提高教育体系的适应性和灵活性。此外，政策也开始鼓励私营部门和其他非政府实体投资于职业教育，从而促进教育资源的多元化和优化配置。这表明职业教育政策正在从单一的政府主导模式，转向更为市场导向和多元参与的模式。总体而言，这一转变反映了中国职业教育政策的逐步成熟和对外部环境变化的灵活适应。通过引入市场机制和鼓励多元参与，职业教育不仅能更好地满足经济发展的需求，还能促进教育资源的有效利用和人才培养的质量提升。

6.2 教育内容和方法的不断创新与实用化

重建起步阶段政策集中于恢复职业教育体系，重点放在基础技能和知识的传授上。内容侧重于传统的工艺、技术操作等，教学方法多为理论讲授和基本技能训练。随着经济的发展和市场需求的变化，职业教育开始逐渐向实用性和市场需求靠拢。政策开始支持和鼓励职业院校与企业合作，以便更好地理解市场需求，并将这些需求融入教育内容和课程设计中，教育内容开始注重培养学生的实际操作技能，同时也加强了与企业实际工作环境的联系，如通过实习、实训等方式，使学生能够获得更多实践经验。深化推进阶段，职业教育政策进一步强调教育内容和方法的创新与实用化。技术进步和经济结构的变化使得职业教育必须不断更新教学内容，以适应新的行业技术和市场需求，教学方法也从传统的课堂讲授转向更多互动、项目导向和基于问题的学习方式，以提高学生的批判性思维和创新能力。整体而言，这些变化反映了中国职业教育政策在适应国家经济和社会发展需求的过程中，不断推动教育内容和方法的创新与实用化。从重建基础技能教育到逐步引入与市场紧密相关的技能培养，再到加强技术融合和创新能力的培养，这一演变过程不仅提升了职业教育的质量和效率，还确保了教育体系能够更好地适应快速变化的经济和技术环境。通过这些变革，政策制定者期望培养出能够适应未来劳动市场需求、具备高技能和创新能力的人才，从而支持国家的长远发展和国际竞争力提升。

6.3 政策重点从普及教育转向提高教育质量和效率

早期中国的职业教育政策主要集中在恢复和普及职业教育上，政府致力于重建职业教育体系，以满足快速工业化和经济发展对技术工人的大量需求。政策重点在于扩大职业教育的覆盖面，建立更多的职业学校和技工学院，以及提供各类职业培训项目。教育内容多以基础技能和知识传授为主，以确保最大数量的劳动力能够获得基本的职业技能。进入到中期阶段，随着经济的发展和劳动市场的变化，职业教育政策开始逐渐从单纯的普及转向提高教育的质量和效率。政策开始强调教育内容和方法的创新，以更好地适应经济结构的转型和新兴行业的需求。这包括加强与企业的合作，引入市场导向的课程设计，以及提高教育与实际工作环境的紧密结合。政策也开始关注教育成果的质量，如通过引入新的评估标准和质量监控机制，以确保教育质量符合行业标准和市场需求。深化推进阶段，职业教育政策更加明确地聚焦于提高教育质量和效率。这一阶段的政策措施包括推动教育与产业的深度融合、鼓励创新教学方法如项目式学习和实践教学、以及加强教师培训和专业发展。政策还强调了教育内容的持续更新，以适应技术进步和市场变化，同时通过建立更有效的管理和运营机制，提高教育体系的整体效率。整个政策演变过程中，从最初的普及阶段到后期的质量和效率提升，反映了中国职业教育政策适应国家经济和社会发展需求的过程。这一变化不仅体现了对当前劳动市场需求的响应，而且也展示了对未来技术和经济发展趋势的前瞻性规划。通过提高教育质量和效率，政策目的在于培养更具创新能力和适应性强的劳动力，以支持国家的经济转型和持续发展。这一转变也体现了职业教育从量的扩张到质的提升的重要转折，确保职业教育既满足了当前市场的实际需求，也能够预见和适应未来发展的挑战。

7.总结与建议

本文通过梳理职业教育产教融合政策，提取政策中的关键语句，利用 ROST CM 6.0 软件进行词频分析，得出在中国职业教育产教融合政策的演进中，可辨识出四个明显的阶段：起始的"重建起步阶段"主要集中于重建和普及基础职业教育，以政府主导为特点，着重于技能和知识的基础传授。随后进入"发展巩固阶段"，政策开始关注教育内容的市场适应性和实用性，逐步引入校企合作和产教融合的概念。进一步发展至"探索创

新阶段"，政策重点转向教育方法和内容的创新，更加强化与市场和技术进步的结合，推动教师队伍和教学方法的多元化。最终到达"深化推进阶段"，聚焦于提高教育质量和效率，深化产教融合，加强市场导向，注重技术和实践技能的融入。整体上，这一过程体现了职业教育政策从集中式管理向市场导向的转变，教育内容和方法的持续创新与实用化，以及政策重点从普及教育的扩展转向提高教育质量和效率的发展规律。

持续强化产教融合政策制定者应继续推动校企合作和产教融合，以确保职业教育更加紧密地符合市场和行业需求。加强企业在课程设计、实习安排和技能认证中的作用，以提高毕业生的就业适应性和职业技能。创新教育内容和教学方法，鼓励职业院校采用更加灵活和创新的教学方法，如项目式学习、模拟实践和在线教育平台，以提升学生的实际操作能力和创新思维。同时，应定期更新课程内容，以反映最新的技术趋势和行业需求。提升教育质量和效率，建立和完善教育质量监控体系，确保教育成果与市场标准一致。同时，优化资源分配，提高职业教育体系的运营效率，确保资源得到有效利用。

继续政策支持与激励机制，政府应持续提供政策支持，如税收优惠、资金补贴和政策引导，鼓励企业和私营部门参与职业教育。同时，建立激励机制，鼓励院校和教师在教育创新和质量提升方面的努力。同时关注未来趋势和持续适应面对快速变化的经济和技术环境，职业教育政策应保持灵活性，及时适应未来劳动市场的需求变化。预见性地调整政策方向，为未来的经济发展和技术变革做好准备。

通过这些措施，中国的职业教育体系将更加贴合市场需求，更有效地支持国家的经济发展和社会进步，同时为学生提供具有实际价值和应用性的教育。

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Exploring The Work Vallues and Influencing Factors of POST-90S Preschool Teachers in Linyi City Shandong Province

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Abstract

This study employs purposive sampling to conduct semi-structured interviews with 10 post-90s preschool teachers in Linyi City, Shandong Province, China. The research aimed to delve into the current status of their work values and the influencing factors. The results revealed that the work values of post-90s preschool teachers in this region are generally positive. Influencing factors include the work environment, salary and benefits, interpersonal relationships, professional development, and social recognition. Based on the research findings, strategies for enhancing positive work values among preschool teachers are proposed.

Keywords: Preschool teacher; Work values; Self-verification theory

探究山东省临沂市"90"后幼儿教师工作价值观及其影响因素

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摘要

本研究通过立意抽样，对山东省临沂市 10 位"90"后幼儿教师进行半结构化访谈，深入探讨其工作价值观现状以及影响因素。研究结果显示，该地区"90"后幼儿教师的工作价值观较为积极，影响因素包括工作环境、工资待遇、人际关系、专业发展和社会认同，基于研究结果提出提升幼儿教师正向工作价值观的策略。

关键词：幼儿教师；工作价值观；自我验证理论

1.绪论

1.1 研究背景

幼儿教师作为学前教育发展的第一资源，肩负着培养社会主义建设者和接班人的重任。《山东省"十四五"教育事业发展规划》明确指出："将师德师风作为评价教师队伍素质的第一标准。"师德与工作价值观是相辅相成的，教师具备良好的师德作风和积极的工作价值观才能够更好地履行工作职责。工作价值观是个人对其工作的评价与认同，能够体现个人对工作条件的追求与期望(Kalleberg，1976)。由于教师生长的年代不同，其工作价值观也会随着时代的变革而改变，教师对其工作所重视的层面也不尽相同，

因此教师工作价值观对各项工作的影响值得关注（张和然、江俊龙，2011）。此外，"80"后和"90"后成长于信息技术快速发展和社会变革的时期，他们更接触多元化的信息和快速变化的社会环境，相比较"70"后，他们对环境的不确定性的感知更为敏感，这也表明不同年代的人可能因为成长背景和所处环境的差异而对环境不确定性的感知上有所区别（孟秀兰等人，2020）。

已有研究表明，个体的工作价值观不仅会影响到其工作行为和工作意愿，也会影响到个体的工作成果(Jennifer J，1997；Vansteenkiste et al.，2007)。教师工作价值观则是指在教师职业生涯中所具备的价值观念，这种价值观不仅决定了教师对职业的选择和发展方向，还会影响教师的工作态度、行为举止以及工作绩效（胥兴春、张大均，2011）。张洵（2022）对幼儿教师工作价值观的研究结果表明，当教育教学工作能够满足幼儿教师的工作价值观时，幼儿教师就会对该工作产生较高的满意度，同时也会提升工作投入。

教育部—联合国儿童基金会流动儿童学前教育质量提升项目至今已经开展了五年，山东省临沂市作为该项目的实践地区之一，在教育变革的影响下，该地区幼儿教师的教育观念和教学策略有了不同程度的转变，其工作价值观具有研究价值。因此，本研究基于自我验证理论探讨山东省临沂市"90"后幼儿教师工作价值观现状及其影响因素，期于帮助幼儿教师树立正向工作价值观，提升幼儿园保教质量。

1.2 研究目的

A．探讨山东省临沂市"90"后幼儿教师工作价值观现状及其影响因素；

B．探讨提升"90"后幼儿教师正向工作价值观的策略。

1.3 研究问题

A．影响山东省临沂市"90"后幼儿教师工作价值观的因素有哪些？

B．如何引导"90"后幼儿教师树立积极正向的工作价值观？

2.文献综述

2.1 自我验证理论基础

Swann(1983)在符号互动理论和自我一致性理论的基础上，提出自我验证理论，他认为个体之所以进行自我验证是因为他们具有增强控制和预测现实的动机，因此提出假设：个体为了维持原有的自我概念，会不断地寻求能够进行自我验证的信息，从而增强对外界的控制感和预测感。其次，个体主要从两个方面满足自我验证：营造自我验证的社会环境和处理自我验证的信息。一方面，个体会建立并维持能够进行自我验证的人际关系，引导他人做出评价，希望他人看待自己的方式与自我评价的方式保持一致。另一方面，个体会收集、选择并加工与自我概念相一致的信息，以此满足自我验证的需求(Swann et al.，2003，2009)。基于自我验证理论的观点，个体的自我观念是动态的、可塑的，会受到外部社会情境和他人评价的影响。当个体的自我观念与外部环境或他人的评价不一致时，个体可能会感到认知不一致和心理不适，为了恢复认知一致性，他们会倾向于寻找与自身观念一致的信息，或者通过调整自身观念来适应外部情境，以维护自我认同。

近年来，越来越多的学者基于自我验证理论对不同领域的个体进行动机和行为等方面的实证研究。刘小禹等人（2015）基于自我验证理论对员工和主管的配对数据按层级进行分析，发现职场排斥对员工的主动性行为具有显著的负向影响。在自我验证理论和人际关系的相关研究中，Swann et al.(2000)对多样化组织中的自我验证也进行了研究，结果表明自我验证会提高组织成的群体认同，从而降低矛盾冲突。当个体的属

性得到群体的认可时他们会受到鼓舞，从而在观念和行为上展现出不同程度的创新性。

本研究以自我验证理论为基础，以"90"后幼儿教师为研究对象，探讨其工作价值观及影响因素。

2.2 工作价值观的相关研究概述

2.2.1 工作价值观的内涵

由于各位学者的研究基于不同的理论，且研究目的和背景不同，因此对工作价值观的定义也有所不同。Super(1970)最早提出工作价值观的定义并编制了相关量表，他认为工作价值观表现为个体对工作目标和工作特质的追求，反映出个体的内在需求。Lincoln(1990)经研究发现，工作价值观包括个体对工作以及经济角色的需求，以及对薪酬回报的预期和评价，这种需求与动机指导着个体在工作和组织中的发展方向。田蕴祥（2014）经研究指出，工作价值观是评价工作各维度的标准，以此分辨各维度在工作中所获得的满意程度，也因此会影响个体的工作行为和工作态度。工作价值观在教育情境中则是指教师对于教学工作本身、工作历程和工作结果的整体性主观价值判断，包含感觉、态度和情意反应（沈硕彬、黄文三，2018）。

本研究采用学者侯炬方等人（2014）对工作价值观的定义，即教师对工作的原则、伦理和信念的认知，是其为了明辨是非以及确定个体偏好所采用的工作标准。

2.2.2 工作价值观的结构

Super(1962)依据工作价值观结构理论编制了工作价值观问卷 (WVI)，将工作价值观分类三类，即内在价值、外在价值和外在报酬，共有 15 个因子。Manhardt(1972)经实证研究提出工作价值观由舒适和安全、能力和成长以及地位和独立等三个维度构成。Ros(1999)将工作价值观分为四种类型：内在价值、外在价值、社会价值和声望价值。宁维卫（1996）根据 Super 的工作价值观量表，将工作价值观的结构分为经济价值、声望、生活方式、进取心和工作安全等五个维度。袁立新等人（1994）编制的中学教师工作价值观量表包含心理、精神、物质三个因素，根据因素得分高低将教师的工作价值观分为心理型、精神型和物质型。

2.3 影响幼儿教师工作价值观的因素

由于公立幼儿园与私立幼儿园的薪资水平不一，办园条件有差距，以及教学方法不同等因素，公立园的教师和私立园的教师其工作价值观具有显著差异，已有学者通过量化研究给予这一研究结果进行了较为详细的解读，该学者也提出工作价值观可能会受到各地区经济发展、地理位置或文化差异等因素的影响（张建人，2014）。林玉秋（2022）经实证研究发现，兼任不同工作岗位的教保人员由于工作时间和工作量的差别，导致其工作价值观具有显著差异。也有学者表示，相关政策的颁布体现了学前教育的重要性，也是对幼儿教师的职业认同，因此，除了工作经验和社会因素之外，教育政策也会影响幼儿教师工作价值观（张洵，2022）。

综上所述，以往研究大多使用量表从不同的维度对幼儿教师的工作价值观及其影响因素进行探究，且研究者控制的人口学变量不同。本研究基于侯炬方等人（2014）编制的量表改编设计访谈提纲，结合受访教师的性别、教龄、园所性质、所在地区等因素探山东省临沂市"90"后幼儿教师工作价值观现状及其影响因素。

3.研究方法与设计

3.1 研究方法

半结构式访谈法能够使研究者更加深入地感受受访者的主观体验，也可以弥补其

设计访谈活动时未曾考虑到的细节问题，在访谈过程中可以进行调整或者补充(Flick，2002)。为深入了解山东省临沂市"90"后幼儿教师的工作价值观及其影响因素，本研究采用半结构式访谈，通过立意抽样对山东省临沂市 10 位"90"后在职幼儿教师进行线上语音访谈，并在访谈过程中全程录音，访谈结束后将访谈内容转换为逐字稿，对访谈资料进行校对、编码以及主题分析。

3.2 研究对象

本研究的 10 位受访者均为"90"后在职幼儿教师，其中男性幼儿教师 4 位，女性幼儿教师 6 位，所在幼儿园分布在城区、镇区以及乡镇。10 位受访者签署访谈同意书之后，提出具体的访谈时间，研究者通过微信语音一对一的方式对受访者进行访谈，全程 20-30 分钟。基于研究伦理，根据访谈顺序将受访者身份进行编码，例：T1 代表第一位受访教师，以此类推。

表 1

受访者信息一览表

教师代码	性别	年龄	教龄	所带班级	园所性质	所在地
T1	男	25	3	中班	公办	城区
T2	女	27	5	中班	公办	镇区
T3	男	28	7	大班	公办	城区
T4	女	27	5	大班	民办	城区
T5	女	32	9	中班	民办	城区
T6	女	29	7	小班	民办	城区
T7	女	27	4	中班	公办	乡镇
T8	男	28	6	小班	公办	乡镇
T9	女	27	7	大班	民办	乡镇
T10	男	27	6	大班	公办	镇区

资料来源：研究者整理

3.3 访谈提纲

本研究的访谈提纲来源于侯炬方等（2014）对新生代员工工作价值观结构、测量的实证研究中使用的量表，根据量表中的具体题目改编成访谈问题，形成访谈提纲。

表 2

访谈提纲

题号	题目
一	请教师自我介绍（年龄、教龄、教学经历等）
二	您对目前的工作待遇是否满意，请谈谈您的看法。

访谈提纲（同表 2）

题号	题目
三	您如何平衡工作与生活的关系？
四	您所在的单位领导风格与您的工作观念相契合吗？请举例说明。
五	您和同事之间的关系如何？
六	您能谈一谈创新对幼儿教师教学工作和班级管理方面的重要性吗？
七	您认为幼儿教师的发展前景如何？
八	请谈一谈您的职业发展规划。

资料来源：研究者自行整理

访谈提纲由 2 位学前教育专业教师和 1 位教育管理专业教师进行审查并提出修改建议，经过整合专家教师的建议后，访谈提纲调整为 8 个题目，经过预访谈之后用于正式

访谈环节。

表 3
专家教师信息一览表

专家代码	教龄	职称	工作单位	专业领域
A1	18	讲师	高校	学前教育
A2	25	副教授	高校	学前教育
A3	7	讲师	高校	教育管理

资料来源：研究者自行整理

3.4 研究伦理与信效度

3.4.1 研究伦理

本研究遵循自愿与公开原则、保密原则、公正合理原则和公平回报原则（陈向明，2002）。研究者在征得受访者的同意后，先签订访谈同意书再进行访谈和其他资料收集，在访谈过程中征求受访者意见后再开启录音。访谈逐字稿整理完毕后由受访者检查并确认。

3.4.2 研究信效度

研究者自 2017 至 2022 年在山东省临沂市某幼儿园担任带班教师，有五年的从教经验，对幼儿教师的日常工作和教研活动非常熟悉。自 2018 年幼儿自主游戏在临沂地区开展以来，研究者经历了幼儿教师教育观念转变、创新教学模式等一系列教育变革，因此在访谈过程中能够敏锐地捕捉关键词，根据受访者的回答进一步展开提问。除此之外，本研究从确实性、可转换性、可靠性三个层面来检验信效度（胡幼慧、姚美华，1996）。研究者遵循公平、真实的原则以客观的立场进行资料记录和分析，通过研究设计、研究工具和多方资料收集等研究过程确保研究的可靠性。

3.5 资料处理与分析

本研究通过主题分析法对访谈资料进行分析，在访谈内容转换为逐字稿的过程中，将受访者回答时停顿的部分做出注解并删减重复的内容，完成逐字稿的转换和校对后根据受访者、采访时间以及各维度的问题进行分类编码。在整理资料时将所有原始资料内容打乱、重组，使资料内容更加系统化（陈向明，2000）。本研究采用交互式编码的方式，通过反复阅读数据深入地理解研究对象的观点、经验和感受，多次提炼、归纳主题，最终形成三级编码(Braun＆Clarke,2012)。本研究以代码表示个案，例如 T1-20231009 表示研究者在 2023 年 10 月 9 日对 T1 教师进行访谈，以此类推。

4.研究结果与讨论

4.1 访谈内容主题分析

4.1.1 编码及佐证

本研究探讨山东省临沂市"90"后幼儿教师的工作价值观现状以及影响因素，对 10 位受访教师进行访谈后，根据录音和笔记整理出逐字稿，经过反复阅读和审核之后，对访谈原始资料进行逐句分析并形成分类归纳，形成编码。

表 4.1
编码及佐证材料

编码	佐证材料
待遇问题	1.我感觉工作强度太大，很累，所以我对工资不是特别满意。 2.我感觉工资和老师的付出是不成正比的......单位会交"五险"但是没有住房公积金。
绩效考核	1.绩效考核的标准过于繁琐，形式主义的东西过多，工作方式没有弹性。 2.我觉得教师的绩效考评标准不是很合理。
工作压力	1.如果休息时间有突发情况，会影响到我的休息状态或者情绪。 2.这样的工作量会给身心带来很大的影响，还有来自各方面的压力。
性别	1.作为男生，我偶尔没有那么多的耐心，也没有那么细心去处理繁琐的事情。有时候会感到有一点苦恼。 2.由于性别原因，我可以在体育教学这方面发挥我的优势
领导评价	1.领导属于高控型的风格，罗列了很多条条框框，限制了老师的发展。 2.我觉得她的领导风格和我的工作观念是相契合的，我是一个比较认真的人，如果有任务交给我，我会百分百尽全力做到。
同事评价	1.和同班同事平时就是一起相互配合，共同努力，每天在一起相处比较亲密，一起工作很愉快。 2.每次分班的时候，领导会考虑到老师之间的关系，会提前协调好。
创新行为	1.老师们都在围绕着自主游戏开展一系列活动，观念有所转变，但是上课模式没有创新的方式方法。 2.我会结合以前的工作经验，进行整合之后运用到现在的工作中。
教育资源	1.相比较一线城市，这边的资源没有那么丰富，依靠线上资源开展适合本班的教育活动。 2.由于教育资源的限制，有很多创新性的想法并不适用于当地，老教师也不认可。

编码及佐证材料（同表 4.1）

编码	佐证材料
学习途径	1.希望通过自主学习或整合经验的方式提升工作能力，能有更多的机会参与实地调研。 2.外出学习的机会不是那么多，很多比赛和活动是公办园教师参加的，民办园的教师无法参与。
生源问题	1.随着生源的减少，很多幼儿园面临着缩班、裁员，甚至闭园，会有一些担忧的情绪。 2.目前周围的园所，教师人员少，幼儿人数也少，可能会将几所幼儿园合并到中心园。
社会影响	1.得不到家长的尊重，从工作中以及网络评论中可以发现很多家长对幼儿园老师有满满的恶意。 2.幼儿教师发展前景相对来说是可观的，因为国家对于幼儿教育是相当重视的。
专业发展意识	1.要有更多的精力专注于自身专业化的发展。 2.幼儿教育仍然需要专业的人员，想立足于这个行业就要在综合素质、管理能力等多方面提升自己。

资料来源：研究者自行整理

4.1.2 主题归类

将上述编码分类归纳为次主题，次主题能够准确表达研究对象所述语句中的细节，并且能体现不同的维度和特征(Braun＆Clarke,2012)。经检查编码不具重复性，根据编码的相似性再次进行分类归纳，本研究的 12 个编码最终归类成 5 个次主题。

表 4.2
次主题一览表

编码	次主题
待遇问题 绩效考核	工资待遇
工作压力 教育资源 生源问题	工作环境
领导评价 同事评价	人际关系
创新行为 学习途径 专业发展意识	专业发展
性别 社会影响	社会认同

资料来源：研究者自行整理

4.2 影响因素分析

根据主题分析，影响山东省临沂市"90"后幼儿教师工作价值观的因素分别为工资待遇、工作环境、人际关系、专业发展和社会认同。

其中，工资待遇包含工资福利以及绩效考核标准等具体因素，公办幼儿园和民办幼儿园教师的工资差距较大，且绩效考核标准不一，不具公平性，或是教师对考核标准不了解。工作环境包含工作压力、教育资源和生源问题等具体因素，多数教师都提到了生源问题，公办幼儿园的教师认为生源减少反而会注重教师专业化的提升，要教师的专业素养要求会更加严格；民办幼儿园的教师则是面临没有生源就要闭园失业的危机，结合自我验证理论可以看出，这部分教师无法预测、掌控工作的发展趋势，因此内心感到不安，对待工作的投入程度会减弱。

在人际关系方面，T8 教师提出其所在单位会根据教师之间的关系，征求教师意见之后再进行班级的人员调配，这正是为教师的自我验证创造良好的环境，教师与自我观念相一致的同事在一起工作有利于提高自我认同，产生积极的工作价值观。

专业发展这一因素中可以看出教师积极寻求学习途径，有较强的学习意识和创新意识。T9 教师提到幼儿教师需要实地考察和实践等学习途径，目前该园多数教师的学习途径大多来自网络，但是受到教育资源的限制，很多创新意识无法体现在实际行动中。

社会认同因素包含性别和社会影响，有两位男性教师提到性别对工作产生的影响，T3 教师考虑离职，T9 教师则是表示在从教过程中会偏向技术岗位或是体育课程。与此同时社会的支持也会影响到教师的工作价值观，从自我验证理论的视角来看，教师渴望获得积极的、与自我观点相一致的评价，同时教师的观念会受到外部评价的影响，如果外部存在大量消极评价，极少给予教师社会支持，教师对于工作的价值和认同会因此受到影响。根据访谈结果可知，多数教师认为相关政策是比较明朗的，因此对于职业的长期规划也有相应的目标。

4.3 讨论

结合 10 位受访者的访谈资料来看，影响山东省临沂市"90"后幼儿教师工作价值观的因素包含工作环境、工资待遇、人际关系、专业发展和社会认同等。多数受访者的工作价值观较为乐观积极，个别民办幼儿园教师在社会认同和工作环境等维度表现较为消极，由于工作压力较大，有离职或是发展目标不明确等倾向。

5.研究结论与建议

5.1 研究结论

5.1.1 工资待遇

由访谈得知民办幼儿园和公办幼儿园的教师工资待遇有较大的差距，且不同幼儿园的工作时间和工作量也有所差距。受访教师比较重视物质回报，但同时对工资待遇的标准和绩效考核的方式有理性的分析。相比较收获物质回馈，受访教师表示更希望能够在岗位上有所成就和成长。除此之外受访者对教师绩效考核标准的评价态度不一，个别教师认为考核标准不符合工作重点或者缺乏公平性，但是他们并没有直接提出提高工资待遇的设想和期望，而是希望通过公平公正的制度和标准获取自己应有的回报。

5.1.2 工作环境

多数受访教师表示，他们在工作日大部分时间和精力都放在了工作上，民办园的幼儿教师一天的工作时间最长达到 10 小时，期望工作与生活能够达到平衡的状态。韦洪涛（2016）曾指出，教师的部分压力来源于工作的安全稳定。根据访谈得知由于生

源问题导致部分民办幼儿园面临闭园的问题，部分偏远的公办幼儿园也会进行合并，教师面临更换工作地点等问题，因此相对来说民办幼儿园的教师工作压力更大，其工作价值观在这一维度较为消极。

5.1.3 人际关系

通过分析可以发现，幼儿教师在与同事相处时受到性格和领导风格等因素的影响。多数受访者对领导风格较为重视，他们会关注领导的态度和决策，如果领导的行事作风与自己的工作观念相一致，则会感受到领导的支持，且对工作有较高的积极性。此外，受访者都表示在与同事相处的过程中很少出现矛盾和冲突，在选择合作对象的时候会考虑到性格、观念等方面的问题，因此日常的工作氛围是比较融洽的。曹桂莲（2008）对广州市幼儿教师工作价值观进行实证研究也有同样的发现，人际关系这一维度的评价不仅指幼儿教师与同事之间的相处，也包含了幼儿教师与管理者的沟通，且该地区的教师长期处于融洽的工作环境中。

5.1.4 专业发展

部分教师能够在实际工作中转变教育观念，大胆革新，也有个别教师由于工作繁琐、教育资源等因素无法实施创新行为，例如教师身兼数职工作较为繁琐，或是每天的工作流程是固定的，可自由支配的时间较少。多数教师提出有效的学习途径较少，且无法满足所有教师参与到学习活动中。周喜华与腾菲（2019）教师对工作越是投入越会出现大量的创新行为，同时对自己专业化发展会有更高的要求，本研究结果与其一致。

5.1.5 社会认同

部分受访教师认为，在教师这一职业群体中，幼儿教师的社会地位最低，社会层面的影响因素也是极为重要的，社会群体对幼儿教师的评价会影响到其自身对职业的认同以及工作投入。尤其是乡村地区，家长对幼儿教育不够重视，教师则很难开展部分教育活动。男性教师思考的角度也有不同之处，在现有的工作中寻找更合适的岗位，或是放弃这个职业寻求更合适的工作，原因来自家庭和社会不同方面的舆论和压力。宁玉慧（2021）的研究也有相同的结论，并且认为这是受到标签化思维的影响。

5.2 研究建议

5.2.1 完善考核制度

幼儿园应该重视并尊重幼儿教师的工作价值观，了解幼儿教师的内在需求和工作动机，为个体的职业发展及成长提供空间和支持。完善教师绩效考核制度，合理安排工作时间，具备弹性的工作时间和制度，激励幼儿教师提高工作效率和质量。打破固有的管理模式和教学模式，鼓励幼儿教师建言行为，培养积极创新的组织氛围，将创新纳入组织发展目标和考核标准。

5.2.2 提高社会支持

社会各渠道需要加强对幼儿教师的正面宣传，认同幼儿教师的社会地位。部分个体仍然认为幼儿教师的工作相当于"保姆"或是看护的成分较多，应当加强社会群众对幼儿教师工作的认知，理解支持幼儿教师的工作。

5.2.3 增加学习途径

教育有关部门应当根据各地教师资源情况开展有效的教师学习活动，了解一线幼儿教师的发展需求，提升幼儿教师队伍的整体素质，激励教师加强学习和自我修养，为确保学习效果，可以采取自评和他评等方式进行评价考核。

5.2.4 促进专业化发展

幼儿教师个体应重视专业学习与职业规划，积极寻求自我提升的途径。有效利用

休息时间，根据自身兴趣爱好采取合理有效的方式缓解工作压力和职业倦态。结合实际工作开展的情况树立长期、中期、短期专业发展目标，提高自身对职业的认同感，以积极正向的心态投入到工作中。

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Study on influencing factors of work stress of preschool teachers in Yunnan Province, China

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Abstract

The purpose of this study was to explore the influencing factors of job stress of preschool teachers in Yunnan Province, China. Through in-depth interview and data analysis of 10 different kindergarten teachers, the status, performance and influencing factors of work stress were investigated. The results show that preschool teachers generally face high work pressure, especially the pressure related to their interpersonal relationship, kindergarten management, parents and social requirements. This study puts forward effective methods to relieve the work pressure of kindergarten teachers from social factors, kindergarten factors and preschool teachers' own factors.

Keywords: Kindergarten Teacher; Working Pressure

中国云南省幼儿教师工作压力影响因素研究

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摘要

本研究旨在探讨中国云南省幼儿教师工作压力的影响因素。通过对 10 名不同幼儿教师的深度访谈和资料分析，对其工作压力的状况、表现和影响因素进行调查研究。研究结果表明，幼儿教师普遍面临着较高的工作压力，尤其是与自身人际关系、幼儿园管理、家长期望及社会要求相关的压力较大。本研究从社会因素、幼儿园因素及幼儿教师自身因素提出有效缓解幼儿教师工作压力的方法。

关键词：幼儿教师；工作压力

1.绪论

1.1 研究背景

Haslip and Gullo (2018) 研究发现，学前教育是终身教育的起点，随着国家经济和教育事业的发展，中国对学前教育的关注不断增加。幼儿教师作为学前教育的实施者，在幼儿发展中扮演着关键的角色，面对国家、社会、职业和家庭对幼儿教师提出的更高要求，以及面对各方面能力尚缺的幼儿，幼儿教师常常面临工作负担沉重、工作待遇差、社会地位低等问题，这导致他们承受着日益增加的工作压力（许颖，2020）。在全球范围内，工作压力成为一个备受关注的热门话题，工作压力既可以是一种强大的推动力，也可能成为影响职业幸福的消极因素 (Bostock et al., 2019)。教学无疑是一项艰难的职业，幼儿教师面临工作环境、薪资、地位等挑战 (Li et al., 2021)。在美国幼儿教师的离职率较高，幼儿教师离职率大约 30%，而 4 年前的离职率只 7% (Kim et al., 2020)。

Nislin et al. (2016) 研究认为，社会和家长对担负学前教育重任的幼儿教师提出更高的要求，与一般人群相比，幼儿教师面临更多的工作压力，幼儿教育者所感受到的压力程度较高。曹蕊（2012）对长春市幼儿教师的工作压力进行了调查，有 70%的幼儿教师认为自己面临较大的工作压力，说明幼儿教师的工作压力处于中等偏高水平。综上，中国幼儿教师的工作压力普遍存在，在该研究范围内探讨幼儿教师工作压力选择受各方面的的影响程度，各个因素之间关系及幼儿教师目前的工作现状，探索幼儿教师在工作压力产生过程中呈现出的主要问题。

1.2 研究目的

本文的主要了解幼儿园教师工作压力的现状、表现及产生工作压力的原因，并进一步提出应对的策略，所以本研究的目的如下：

A.探讨幼儿教师工作压力的现状。

B.探讨影响幼儿教师工作压力的因素。

1.3 研究问题

根据研究背景和研究目的的基础上，本研究将对幼儿教师工作压力的现状进行分析，本问探讨的问题如下：

A.幼儿教师教师工作压力的现状为何？

B.影响幼儿教师工作压力的因素有哪些？

2.文献探讨

2.1 个体-环境匹配理论

唐凯娜（2021）把个体—环境的匹配本质归纳于，个体层面上的行为、态度等变量不仅仅受个体自身和所处环境的单独影响，而且个体与环境之间的相互关系具有决定性的作用。Van Vianen (2018) 研究发现，人的工作压力的来源不仅在于个体的特质或环境的特征，而是将二者融合在一起，寻找其共同性。人们所感受到的压力不仅仅是外在压力的结果，更是个体内在因素与外界压力相互作用的结果，压力的产生并非单独由外部环境或个体因素引起，而是个体与环境的相容性。本研究将工作环境和个体需求结合起来考察，而不是只强调环境或个体一个方面的特点，该理论是一个更全面的、可能更能准确揭示幼儿教师工作压力成因的理论。

2.2 幼儿教师工作压力

2.2.1 幼儿教师工作压力的概念

主要是指幼儿教师在工作中，由于自身的素质或者外界各方面的原因，包括人、事、物等导致的不愉快的负面情感体验，进而产生焦虑的紧张情绪，对其工作和身心都造成了重大影响（杨鑫池，2021）。

2.2.2 幼儿教师工作压力的现状研究

Camerino et al., (2011) 研究指出幼儿教师的工作具有相当的投入、活力、奉献和参与，但仍观察到以下问题：行政任务的分配没有得到地区办事处的适当支持，难以获得支持服务；临时教师和辅助人员短缺，而且仅限于某些设施，缺乏足够的物理空间用于教学活动；人员还缺乏职业前景，与该地区其他设施接触的机会很少，并且没有充分参与市一级的决策过程。

白传亮（2014）发现幼儿教师的工作压力来源于幼儿、家长、幼儿园领导、福利待遇四个方面，可以在政策支持、幼儿园领导和幼儿园教师自身调节三方面进行改善。叶晓慧与张翔（2022）通过对 47 篇幼儿教师工作压力的实证研究报告进行元分析方法

发现幼儿园教师整体工作压力感受程度较低，其次幼儿园工作压力主要来源于"社会地位与工作待遇""工作负荷""幼儿园管理"三者上，最后，幼儿园中的"幼儿因素"和"人际关系"造成的工作压力较低。由此看出，幼儿教师工作压力的研究在研究对象中针对的群体已有区分，也有学者对已有文献进行统计分析，幼儿教师工作压力需要得到关注。

2.2.3 幼儿教师工作压力的影响因素

郭永红（2020）研究发现影响幼儿教师工作压力的因素来源于两方面，工作方面如幼儿园管理、职业发展因素等；家庭与社会方面如工作待遇，家长对工作的不理解，社会认可度等。赖德信（2011）发现在年龄、职称、办学水平的程度不同都会对幼儿教师的工作压力有影响。任秀华等人（2016）从幼儿园管理、教师教学和日常工作三个方面出发：在幼儿园管理中的主要压力来自于幼儿园的考核制度；教学过程中的主要压力来自幼儿的安全问题及家长的不理解和不支持；在日常工作中的压力来自教学以外的繁杂事务和工作量大。影响幼儿教师压力的因素有5个，从高到底依次排列为：管理风格、家长因素、人际关系、幼儿因素、工作负荷，其中园长管理风格影响最大，工作负荷最少（陈利平、刘云艳，2009)。

王张连（2012）将幼儿教师的工作压力的影响因素划分为三方面，一是自身层面的压力，二是幼儿园层面给教师带来的压力，三是社会层面给教师带来的压力。

A.教师自身因素。分为以下几类：年龄和教龄、自我期望、个人能力、身体情况、心理素质、人际关系、教师家庭问题（刘鑫鑫，2018）。

B.幼儿园因素。分为以下几类：管理制度、工作量、考核制度、幼儿问题（侯林、邹晓燕，2009）。

C.社会因素。分为以下几类：社会地位、薪资待遇、社会期望、家长问题（任佳琦，2019）。

2.3 幼儿教师工作压力应对方式的研究

周冰（2013）指出缓解教师工作压力方法，离不开社会的支持；教师要培养积极乐观的心态；教师需要有效管理自己的时间；自我放松必不可少。李生兰（2000）给出建议，自我保健方面，教师要建立合理的期望、要培养适度幽默感、要改善同事关系；园长工作中，为教师解决实际困难，关心教师；幼教行政管理部门应举办讲座、咨询活动；幼教师资培训机构应加强心理健康教育。Cancio et al., (2018) 对于如何缓解幼儿教师压力的研究中，从三方面出发：幼儿教师自身，保持乐观平和的心态、准确客观的定位；幼儿园角度，领导要关心教师、健全教师考核制度；社会角度，对教师的期望值应该理论和实践相结合，理解教师难处。

3.研究方法与设计

3.1 研究方法

根据访谈内容的构成方式，访谈法可分为结构性访谈、半结构访谈和无结构访谈（罗静等人，2015）。本研究采用半结构式访谈，提纲设置了 7 个问题，包含幼儿教师自身、幼儿园、社会因素以及工作压力现状。访谈进行时，均采用录音与笔记方式进行访谈记录工作，在征求被访者的配合与同意下进行，同时也告知访谈资料的处理方式与保障其隐私的原则，最后整理访谈信息（陈娟，2015）。

3.2 访谈实施与对象

本研究选取云南省 10 所幼儿园的幼儿教师进行访谈与分析，为兼顾样本的代表性与实际操作的可行性，选取对象包含小、中、大三个班级的教师，基本涵盖了各学历层面、各年龄段的教师。为了保证隐私，幼儿教师姓名均由字母编码代替（字母代表

访谈对象，数字代表访谈时间），本研究将以编码表示个案，例如：（A-20230617）表示研究者于 2023 年 6 月 17 日对 A 教师进行了访谈。

表 1
访谈对象及访谈情况信息表

教师编码	年龄	学历	所带班级	工作年限	访谈时间
A	32 岁	专科	大班	7 年	20 分钟
B	20 岁	专科	大班	2 年	20 分钟
C	22 岁	本科	中班	10 个月	20 分钟
D	23 岁	本科	大班	1 年	20 分钟
E	24 岁	本科	小班	1 年	20 分钟
F	23 岁	本科	中班	1 年	20 分钟
G	24 岁	本科	中班	8 个月	20 分钟
H	24 岁	本科	小班	1 年	20 分钟
I	24 岁	本科	大班	1 年半	20 分钟
J	22 岁	专科	小班	2 年	20 分钟

资料来源：本研究整理

3.3 访谈提纲

对 10 名不同学校的幼儿教师进行访谈。每次访谈时间持续 20 分钟左右，访谈时研究人员将认真做好笔记，访谈结束后对笔记进行整理。提纲设置了 7 个问题，主要围绕着上述研究中影响幼儿教师工作压力的三个部分以及幼儿教师工作压力的现状来进行，题目一、二问题围绕着幼儿教师自身因素展开（刘鑫鑫，2018）。题目三、四问题围绕着幼儿园因素展开（侯林、邹晓燕，2009）。题目五、六问题围绕着社会因素展开。题目七问题围绕着幼儿教师工作压力现状展开（马新新，2016）。

表 2
专家修改意见表

题目	适用	修改后适用	不适用	修改意见
您与同事、幼儿、家长的关系如何？	2 人	1 人		关系：领导与教师、教师与教师、教师与家长、教师与幼儿、教师与园内其他工作人员。
您觉得自己能胜任幼儿园教师这份工作吗?有哪些不足之处?	1 人	2 人		后面的问题有一种引导作用。
您觉得幼儿园的管理机制和考核制度如何?	3 人			
幼儿哪方面的问题让您困扰吗？您觉得家长认可您的工作吗？		2 人	1 人	幼儿家长属于社会的各岗位人员，所以家长属于社会因素。
你觉得福利待遇如何？与你的付出相当吗？	1 人	2 人		后面问题属于个人教师自身因素。
您认为社会对教师有什么看法、要求和期望吗?	3 人			
您的工作压力大吗？压力来源于什么？您用什么方法缓解压力？	2 人	1 人		应先和幼儿教师确定有无压力，后面的题目才具有延伸性。

资料来源：本研究整理

表 3
访谈提纲表

序号	因素	题目
一	教师自身	您的人际关系如何？
二	教师自身	您觉得自己能胜任幼儿教师这份工作吗?在你的工作中有没有哪些不足之处?
三	幼儿园	您觉得幼儿园的管理机制和考核制度如何?
四	幼儿园	您认为幼儿哪些方面的问题让您困扰？
五	社会	您觉得薪资待遇如何？
六	社会	您认为社会对教师有什么看法、要求或者期望吗?
七	现状	您的工作是否有压力？如果有，主要来源于哪些方面？您是怎么缓解压力的？

资料来源：本研究整理

3.4 研究伦理和信效度

3.4.1 研究伦理

李荷（2011）指出研究伦理问题是研究过程中至关重要的点，研究者必须坚定自己的伦理规范和道德原则，这是研究开展所必需的基本素质，本研究访谈中涉及到多个人员，包括协助研究者和研究对象，其中可能会涉及到个人隐私信息，因此，本研究在处理伦理问题时将遵循以下伦理道德原则：

一、知情原则：在访谈开始前，研究者事先向研究对象说明调查目的、访谈方式、调查结果的运用等，在获取对方的知情同意后再进行访谈录音（麦子翘，2021）。

二、自愿原则：本研究的参与者，包括主持人、记录员、受访者等可以自愿决定是否参与本研究，同时在研究过程中也有权决定是否坚持全过程（杜刚等人，2021）。

三、保密原则：研究的具体实施环节，在访谈录音转录文本中使用编号代替研究对象的真实姓名，承诺获得的研究资料仅用于本研究，不会流出外泄研究对象的隐私（任锋，2019）。

四、公正原则：研究者定当遵循道德原则，在对受访者时保持公正态度，避免受到文化、性别、职务等差异的歧视，同时，在收集研究数据和处理研究结果时，也应保持公正和合理（杜刚等人，2021）。

3.4.2 信效度分析

信度主要指研究的前后一致性，研究能在多大程度上重复，即如果其他研究人员也重复此研究，他们能否能得到与此研究相同或相似的结果（袁振国，2000）。在访谈中，本研究选取不同学历、不同教龄、不同班级、不同学校的有经验的教师作为受访对象，可避免访谈文本内容单一化和狭窄化，由研究者一人访谈 10 位幼儿教师，让其他三位同伴用文字、录音方式进行记录并一起分析访谈内容，使得访谈结果较为有效排除主观因素，研究资料更客观，更增强了本研究信度。

效度指的是研究者所设计和撰写的题目能够准确地符合日常生活情境，也有研究提出性研究的效度可以分为外在效度和内在效度：外在效度指的是研究者能够有效地描述研究对象所表达的感受或经验，并将其通过文字、表情等交互方式进行再现的程度；内在效度则指研究者在研究过程中所收集到的数据的真实程度以及研究者真正观

察到所希望观察的内容（鲍镇邦，2012）。本研究在资料收集的过程中，会尽可能将访谈内容完整记录下来，充分保证研究资料的真实性、完整性，此外联系3位相关专业的专家教师，进行资料分析及结果检验，确保访谈的有效性。

表 4
专家教师背景表

专家	工作年限	专业	工作单位
1	15 年	教育心理	高校
2	10 年	教育学	幼儿园
3	6 年	学前教育	幼儿园

资料来源：本研究整理

4.研究结果与分析

4.1 幼儿教师自身因素

4.1.1 人际关系影响工作压力

A 教师说：*"我不知道怎么和家长反应孩子的问题，有时候和家长反应，家长接受不了，她们认为自己孩子在家里很乖，怎么在幼儿园就有问题。" (A-20230617)*

C 教师说：*"学校的领导分发任务让我们去实施，不会考虑我们做不做得到，完成不了还要被骂。同一时间进入幼儿园的老师挺好的，但是在我们之前进入幼儿园已经形成了小团体，很难融入她们。" (A-20230617)*

4.1.2 教师的个人能力影响工作压力

E 教师说：*"我不能胜任幼儿教师这份工作，我技能方面不太行，虽然在大学期间钢琴跳舞音乐手工啥都学过了，但是都没有学得很精湛。" (A-20230618)*

F 教师说：*"胜任幼儿教师这份工作有点难，因为是少数民族地区，用普通话与幼儿沟通的时候，会有困难。" (A-20230618)*

J 教师说：*"我觉得自己胜任幼儿教师还有所欠缺，首先是我个人能力还需要提升，还有和家长沟通的能力还有所欠缺。" (A-20230619)*

4.2 幼儿园因素

4.2.1 幼儿园管理机制影响工作压力

A 教师说：*"我们幼儿园没有满足两教一保，没有保育员，所以整个幼儿园的卫生都得幼儿老师下班后来做。" (A-20230617)*

B 教师说：*"管理制度不健全，没有聘请专门的财务或者相关人员，每次教育局下发的文件填资料、上报，园长都是让年轻老师停课代办。" (A-20230617)*

C 教师说：*"没有考核制度，管理不太行，幼儿三餐两点准不能剩下，剩很多就会扣老师工资。" (A-20230617)*

E 教师说：*"我们加班比较多，但是没有加班费；学校资金不到位，置办的器材很少，基础设施也不足。" (A-20230618)*

I 教师说：*"幼儿园管理制度一般，工作中只有惩，没有奖，幼儿园不能请周一和周五的假，周一到周四请假一天扣200，周一和周五请假一天扣600。" (A-20230619)*

4.2.2 幼儿问题影响工作压力

A 教师说：*"幼儿的安全问题让我很头疼，班上幼儿又小又多又调皮，经常会出现磕磕碰碰。" (A-20230617)*

F 教师说：*"幼儿言语发展方面困扰我，对普通话的理解不全面，其次这边有住校*

的幼儿，她们自理能力还没有发展完善，很多时候需要教师帮助才能完成。" (A-20230618)

G 教师说：*"幼儿的情绪让我困扰，如果放假时间有点久，或者幼儿请假很多，再次回学校她们就会闹情绪。" (A-20230618)*

H 教师说：*"班上小朋友太调皮，一个或者几个幼儿调皮就会带动周围的幼儿，影响整个班级的教学。" (A-20230619)*

J 教师说：*"我们班的幼儿太小，她们还需要换尿不湿，这点对我来说挺困扰的。"(A-20230619)*

4.3 社会因素

4.3.1 薪资待遇影响工作压力

C 教师说：*"我们工资本来就低，每个月还要给食堂负责人交 200 元现金当伙食费，而且我们还要自己租房子。" (A-20230617)*

D 教师说：*"我们工资很低，无法满足日常开销，工作时常在 10 小时以上，加班也没有加班费。" (A-20230617)*

F 教师说：*"幼儿园的薪资我并不满意，特别对于我们签合同的外聘老师来说待遇不会很好，工资很低，没有五险只有一金，付出与回报不成正比。" (A-20230618)*

H 教师说：*"县城里幼儿教师工资普遍比较低，幼儿园的工资还会根据工作年限、学历、证书、考勤等多方面考虑。" (A-20230619)*

4.3.2 社会看法要求影响工作压力

A 教师说：*"社会对小学以上的教师是挺不错的，但是幼儿园教师这块真的应该引起重视，感觉幼儿教师在别人看来就是保姆，地位很低。" (A-20230617)*

B 教师说：*"家长一边希望幼儿老师多交幼儿一些东西，一边又觉得给幼儿的压力太大了，还希望幼儿老师不要让幼儿受伤。" (A-20230617)*

D 教师说：*"社会上的人认为幼儿教师就是带孩子玩玩，学历不高。" (A-20230617)*

G 教师说：*"家长对我的要求很严格，他们要求多关注孩子，帮助孩子发展，但是反映孩子问题时，家长不认为孩子有问题，也不会去实施。" (A-20230618)*

4.4 幼儿教师工作压力现状

4.4.1 幼儿教师工作压力较大

C 教师说：*"最近这两年的事业单位考试，我们班的同学都有参加。大家都是一边工作一边准备。但是好不容易进面试了，又要求要舞蹈、音乐专业毕业的，所以我们根本没有机会，可以说主打陪伴了。" (A-20230617)*

E 教师说：*"每过一个节日幼儿园都要搞活动，教师要策划整个活动，还要给幼儿上课；平时还有做不完的环创；早起很让人痛苦，上班的时候都是 6 点起床。"(A-20230618)*

F 教师说：*"我的工资不能满足生活需求，收入与付出不对等；同事之间还会打小报告；还有领导的不理解。" (A-20230618)*

G 教师说：*"和主班老师、幼儿、家长的问题都让我感到压力。我觉得在工作上很努力了，但是主班老师还是一直挑我毛病，没有给我任何肯定。幼儿的安全问题，幼儿受伤，然后又导致了家长的不满。" (A-20230618)*

H 教师说：*"压力很大。写不完的教案，流动红旗机制，每个星期都有考核，班级者拿不到流动红旗，我会自责。幼儿表现不好，也让我很有压力。" (A-20230619)*

I 教师说：*"我的压力来自家长和幼儿园工作，家长不理解，平时休息都用来回复家长；工作很长又比较繁琐，各种各样的资料和检查。" (A-20230619)*

J 教师说：*"每个星期要交很多教案，幼儿的各种问题，工资不高的情况下，还面临着各方的关系。" (A-20230619)*

4.4.2 幼儿教师缓解压力措施

D 教师说：*"会在周末约朋友散心、逛街。" (A-20230617)*

H 教师说：*"我想要逃避，这个学期结束就辞职，想休息一段时间。" (A-20230619)*

I 教师说：*"我通常会选择吃一些美食缓解压力。" (A-20230619)*

J 教师说：*"之前也试过其他办法，但压力无穷无尽，只能硬抗。" (A-20230619)*

5.结论与建议

5.1 研究结论

本研究对 10 名不同幼儿园的幼儿教师访谈后得出三个结论：幼儿教师承受着严重的来自不同方面的工作压力；幼儿园教师缺乏有效地缓解工作压力的措施；影响幼儿园教师工作压力的因素主要来自幼儿教师自身、幼儿园和社会三个大方面。

5.2 相关建议

5.2.1 幼儿教师自身方面

教师要注重职业发展，提升专业能力；树立良好的教育教学理念和乐于奉献的教育信念；学会调整心态，放松自己的情绪与缓解压力；加强与同事、家长的关系，幼儿教师互相学习与扶持，避免嫉妒与互相拆台，共同进步（董慧芳，2020）。

5.2.2 幼儿园方面

幼儿园要优化管理机制，确立教师的主体地位，为教师实现自我价值提高机会；加强与教师的情感交流，使教师心情舒畅地投入工作；完善各种制度，建立科学的评价制度，针对教师的实际情况，采用发展性评价，指导教师的发展方向，提供具体的帮助和指导；根据教师的身心特点，开展丰富多彩的活动（颜艳，2011）。

5.2.3 社会方面

王红芬（2009）指出逐步提高幼儿教师的待遇与社会身份是改善幼儿教师心理负荷的必要途径，首先政府应加大对幼教事业的财政投入，为幼儿教师的工作提供支持和保障；其次提高幼儿教师的社会地位；通过相关媒体对幼儿教师作正面宣传，让更多的人了解幼儿教师工作，使公众对幼儿教师的工作有一个正确的认识。

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Exploring the Impact of Chongqing Undergraduate Students' Perceptions of Art Teachers' Innovative Teaching on Critical Thinking Abilities

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Abstract

This study employs a questionnaire survey method, targeting undergraduate students from A University in Chongqing, China. It analyzes potential differences and correlations between perceptions of teacher innovation in art education and critical thinking abilities among students of different genders, grades, and family structures. The aim is to provide empirical support for improving art education and optimizing teaching methods, with significant implications for nurturing students' artistic interests, creativity, and critical thinking skills, contributing to the development of students' personalities and rational thinking to meet the challenges of future society.

Keywords: Teacher Innovative Teaching Practices; Critical Thinking Abilities; Undergraduate Students

探究中国重庆市本科生感知美术教师创新教学行为对批判性思维能力的影响研究

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摘要

本研究采用问卷调查法，以中国重庆市 A 大学本科生为调查对象，分析不同性别、年级、家庭结构的本科生对感知教师创新教学行为与批判性思维能力之间存在的潜在差异及二者之间的相关性。旨在为美术教育的改进和教学方法的优化提供实证支持，以培养学生的艺术兴趣、创造力和批判性思维能力，健全学生人格和理性精神具有重大意义，以适应未来社会的挑战。

关键词：教师创新教学行为；批判性思维能力；本科生

1.绪论

1.1 研究背景与动机

自21世纪以来，科技进步为生活带来便利的同时，也对人们的思维方式提出了巨大挑战，教育模式也在不断进行更新和改革（李花，2021）。国务院（2019）将“构建创新型、专业化、高素质的教师队伍”列为推动教育现代化的战略任务之一（李琼、裴丽，2020）。2021年11月，中央颁布了关于《提升全民数字素养与技能行动纲要》，该纲要旨在培养一批高水平、富有创新力、多才多艺的数字化人才队伍。同时强调塑造批判性思维的重要性（苗淼儿，2022）。为更好地满足当今社会对全面发展和高层次人才的需求，中国高校也开始越来越注重培养学生的批判性思维能力（田社平等人，

2020）。刘琦等人（2023）在教育教学中，特别强调批判性思维的关键作用，批判性思维成为21世纪毕业生不可或缺的素养。此外吴仁荷（2023）研究提出，美术是一种创造性的活动，其中批判性思维在创造性思维中扮演关键角色。

我国美术教育存在的问题，主要体现在教师过于强调基础知识与技能传授，同时，对学生思维能力的培养也缺乏足够的重视，导致学生普遍的思维水平相对较弱（李星，2013）。教师的首要角色是育人，学生批判性思维的发展与教师的教学行为密切相关（张应强，2009）。创新教学行为作为一个引人注目的研究课题，它不仅仅是一种教学手段，更是一种有影响力的工具，尤其是在培养批判性思维能力方面，这一点至关重要。研究对象重庆市A大学作为中国八大美院之一，同时也是全国深化创新创业教育改革示范高校，为我们的探索提供了一个恰当的缩影。

通过查阅文献发现，尽管美术教育在中国教育体系中的地位不断提升，但关于美术教师创造性教学行为如何影响本科生的批判性思维能力的实证研究相对有限。因此本研究将通过探讨不同变量（如性别、年级和家庭结构）在结果上的潜在差异。研究的最终目的不是为了知识而知识，而是为了获得可用于完善教学策略的可行见解。

1.2 研究目的

A.探讨目前中国重庆市 A 大学本科生感知教师创新行为现况

B.探讨目前中国重庆市 A 大学本科生批判性思维能力现况

C.检测中国重庆市 A 大学本科生基于不同性别、年级和家庭结构对感知教师创新行为的差异

D.检测中国重庆市 A 大学本科生基于不同性别、年级和家庭结构对批判性思维能力的差异

E.调查中国重庆市 A 大学本科生感知创新教学行为与批判性思维能力之间的相关性

1.3 研究问题

A.目前中国重庆市 A 大学本科生感知教师创新行为现况如何？

B.目前中国重庆市 A 大学本科生批判性思维能力现况如何？

C.中国重庆市 A 大学本科生基于不同性别、年级和家庭结构对感知教师创新行为是否有差异性？

D.中国重庆市 A 大学本科生基于不同性别、年级和家庭结构对批判性思维能力是否有差异性？

E.中国重庆市 A 大学本科生感知创新教学行为与批判性思维能力之间的关系？

2.文献综述

2.1 理论基础

建构主义理论(constructivism)属于认知心理学派的思想体系， 杜威（2005）提出的"做中学"理论对建构主义有着深刻影响，强调学生在学习中应该扮演主动的角色。学习者只有通过自主思考，并有目的有意识地进行分析和反思，才能真正地获得知识（王予涵，2021）。何克抗（2021）强调学习并非简单地接受知识传递，当面对新知识时，学习者需要积极思考。李晶莹（2021）探讨了建构主义下高中英语教学方法的应用研究，指出教师在教学中不仅是知识的传递者，还应关注学生在学习中产生的问题。帮助学生调整他们对知识的理解和解释，使学习更为有深度和个性化。胡佳（2023）对基于建构主义教学理论的语文教学进行了深入研究和讨论。

依据建构主义观点，学生在学习过程中，要学会自主探究，并在这个过程中形成批判性思维技能。这与培养批判性思维的要求相契合。这一目标符合建构主义学习理

论的基本观点，使得建构主义在当前教育环境中展现出强大的生命力（龚一鸣，2022）。综上，建构主义教育理论在学科教学实践中被广泛应用，研究成果丰富而深入。因而本研究选择建构主义学习理论作为理论基础。

2.2 教师创新教学行为

2.2.1 教师创新教学行为的定义与内涵

王晓曦（2004）指出，创造性教学模式，即教师采用创新的教学策略，鼓励学生发挥创造，同时培养他们的创新人格。张景焕等（2008）阐述，创造性教学是一种教学方式，其目的是鼓励教师积极培养学生的创新思维和实践行动，并在学生展现创新表现时给予积极肯定。郑红娜（2017）创造性教学是一种新型的教学形式，相较于传统的填鸭式、继承式教学等，更符合时代发展的需求。

因此，本研究研究认为教师创造性教学行为是指教师根据科学的教学原理，遵循学生身心发展规律，通过采用多样化的创新教学策略和方法，引导其深入思考，形成对知识的更为深刻和全面的理解，促进学生全面发展和批判性思维的培养。

2.2.2 教师创新教学行为的相关研究

本研究主要基于学生视角，调查重庆A大学本科生学生感知教师创造性教学行为，金艾裙（2001）提出学生对教师教学质量的评价可能会受到自身包括年级、性别、学历层次等方面的影响。赵静（2016）研究结论显示，不同年级的学生在对教师评价方面呈现出差异。周林芝（2020）研究表明，在师生互动维度的评价中，男性学生和女性学生之间存在显著的差异。强调了在师生互动维度上存在性别差异。李瑾（2021）指出影响教师创造性教学行为的因素还包括家长的支持和学生自身的素养等。

2.3 批判性思维

2.3.1 批判性思维能力的定义与内涵

批判性思维是一种通过深入思考、辩证和质疑达到理性判断的思维方式（刘儒德，2000）。根据德尔菲（1992）的报告，提出了批判性思维倾向的概念，并总结为七个要素，具体包括求真、思想开放、系统化能力、分析能力、成熟度、自信心和求知欲。何云峰与金顺耀（1998）所说，批判性思维是一种积极主动的思考方式，要求个体从多个不同的角度出发，对所学知识和信息进行深入而有目的性的分析和批判。罗清旭（2001）批判性思维被定义为对某一理论或行为过程进行评价的能力，同时强调对知识生成过程的审视。

结合本研究主题，批判性思维是指学生在美术学习中运用批判性思维的情况，能否用批判性思维的态度来看待和解决美术问题，在美术学习过程中是否具备一种批判性思维视角。

2.3.2 批判性思维能力相关研究

张青根与沈红（2018）研究表明大学生的批判性思维仍有较大的提升空间。高迦南（2021）学生通常习惯接受灌输式教学，导致学生养成依赖性思维，进而影响他们寻求真理的能力。甘伟与张美霞（2022）研究提出，学生性别、家庭结构（单亲、双亲）都可能对批判性思维产生影响。以及在学校中师生互动、合作学习和教师角色等方面的因素也可能对大学生的批判性思维产生影响。李俊龙与单姗（2022）研究结论得出，与男生相比女生在批判性思维倾向方面更具优势，且学生的批判性思维倾向可能随着年级的增长而发生变化。

2.4 美术教师创新教学行为与批判性思维能力的关系

随着教育理念的变革，美术教育逐渐将注意力从传统的技能传授转移到培养学生的全面素质，尤其是批判性思维。钱颖一（2018）指出，教师的创造性教学行为会促进学生的批判性思维。在课堂上，激发学生的学习兴趣，并帮助学生掌握所学知识并

解决实际问题，培养学生兼具创造性思维和批判性思维的能力。张倩（2017）经研究发现大学生的批判性思维与教师的创造性教学行为呈正相关关系。吴霞（2019）认为教师的创造性教学行为在多个层面上对学生的批判性思维产生影响。唐旭亭与郭卉（2020）认为，在大学生与教师的互动中，与教师更为频繁互动的学生能够迅速解决问题，同时推动了批判性思维能力的发展。

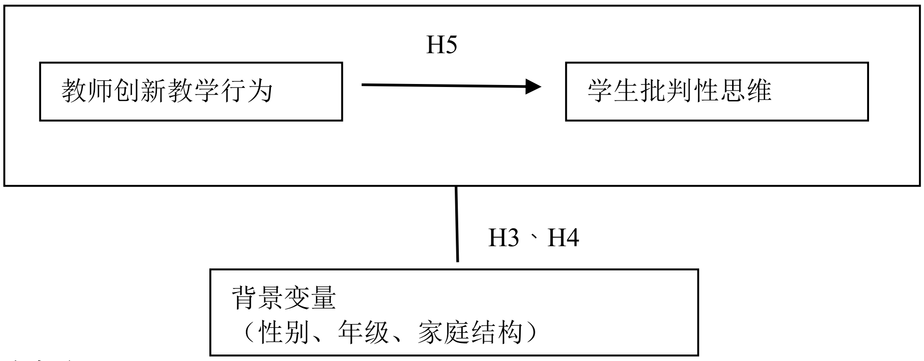
3.研究方法与设计

3.1 研究框架与假设

3.1.1 研究框架

图 1

研究框架图



3.1.2 研究假设

H1: 目前中国重庆市 A 大学本科生对感知教师创新教学行为的均值为中等偏上

H2: 目前中国重庆市 A 大学本科生批判性思维能力的均值为中等偏上

H3: 中国重庆市 A 大学本科生，基于性别、年纪、家庭结构对感知教师创新教学行为存在明显差异

H4: 中国重庆市 A 大学本科生，基于性别、年纪、家庭结构在批判新思维能力存在明显差异

H5: 中国重庆市 A 大学本科生感知教师创新教学行为与批判性思维能力之间存在明显正相关性

3.2 研究对象与样本

本研究将选取重庆市 A 大学在校本科生做为研究对象，重庆市 A 大学迄今已有 82 年的办学历史，学校本科生约 5000 余人，是西南地区唯一一所高等美术院校，同时也是中国培养高层次美术人才的摇篮和推进高水平艺术研究的重地。本研究拟以重庆市 A 大学为例，期待能够得出比较具有代表性与准确性的研究结论。

研究采用的定量研究法，实施起来较为便捷且节省人力、物力（朱乙艺、洪赛宇 2023）。采用便利抽样的方法参与收集数据，根据统计学领域相当多的学者(Anderson et al.,2022;Bautista&Anderson,2021;Jung,2021;Kieser,2020)，研究中样本量确定的关键性直接影响到研究的准确性和成本效益。最佳的样本量一般在 10%到 15%之间，并且不应该超过 1000 人的限制。因此，根据研究设计，理想的样本量大约为 280 到 420 名参与者。

3.3 问卷调查法

问卷调查法是开展调查研究的一种重要方法， 应用范围十分广泛。金雨倩（2021）与其他调查研究方法相比，问卷调查法是最为常见的研究方法之一，运用

频率最高。

3.4 研究工具

第一部分是背景变项，了解研究对象的基本情况；第二部分是研究工具问卷，由教师创造力行为问卷、批判性思维处置量表组成，均采用李克特 5 点计分，从 1-5 分别代表代表非常不同意、不同意、一般、比较同意和非常同意，以此为评量标准。

3.4.1 背景变项

A. 性别：男、女

B. 年级：大一、大二、大三、大四

C. 家庭结构：单亲家庭、双亲家庭

A.教师创造力行为问卷

教师创造力行为问卷(Sharma,2018)该问卷由四个维度组成，分别为抽象（5 项目）、探究（3 项目）、积极（3 项目）和批判性思维（4 项目），共 15 个项目。基于 6 分的李克特量表，范围从 1（完全不同意）到 6（完全同意）。分数越高，说明教师的创造力培养行为越高。总量表的内部一致性信度达到 0.90。（本研究将统一采用李克特五分评分制）

表 1

教师创造力行为维度及题项内容摘要表

维度	题号	题项及内容
抽象	AT1	我的美术老师定期布置小组作业
	AT2	我的美术老师会让学生有机会在课堂上分享他们的想法和建议
	AT3	我的美术老师要求学生在小组中合作学习
	AT4	我的美术老师对学生的想法提出质疑，让他们思考并进一步探索
	AT5	我的美术老师不会立即对学生的建议作出反应，而是给他们时间
探究性	PI1	我的美术老师会追踪学生想法的进展情况
	PI2	我的美术老师重视每个学生的疑问
	PI3	我的美术老师让学生有机会分享他们的想法和思路
积极性	VR1	我的美术老师鼓励学生学习该主题的基础知识
	VR2	我的美术老师强调熟练掌握基本知识和技能
	VR3	我的美术老师愿意倾听学生的苦恼
批判性思维	CT1	我的美术老师激励学生在不同情境中应用所学知识
	CT2	我的美术老师激励学生在不同情境中应用所学技能
	CT3	为了培养学生的批判性思维，我的美术老师询问学生的想法
	CT4	我的美术老师为学生提供自我评价和判断的机会

注 1：AT-抽象，PI-探究性，VR-积极性，CT-批判性思维

资料来源：(Sharma,2018). Creativity nurturing behavior scale for teachers. International Journal of Educational Management Vol. 32 No.6.1016-1028

B.批判性思维处置量表(SF-CTDI)

批判性思维处置量表(Hwang et al., 2010)，由 18 个项目和 3 个分量表组成：系统分析、框内思考和框外思考。每个问题采用李克特 5 分制评分，从 1（从不）、2（很少）、3（有时）、4（经常）到 5（总是）。在信度和效度方面，SF-CTDI量表建立了44%的变异描述，总体和子尺度Krumbach的alpha系数和类内相关。在信度和效度方面，量表整体达 0.84。

表 2

批判性思维维度及题项内容摘要表

维度	题号	题项及内容
	SA1	我是一个具有逻辑思维能力的人
	SA2	我善于解决问题
系统分析	SA3	我很容易组织自己的思维
	SA4	我认为自己是一个思维全面而准确的人
	SA5	在面对问题时，我的同伴习惯于在决策时征求我的意见，因为我是客观的分析问题
	TB1	我只寻找支持我观点的真理，而不是否认我观点的真理
	TB2	我害怕发现许多问题的真相
	TB3	在团队讨论中，如果有人的观点被其他人否定，那么他就没有权利表达自己的观点
	TB4	每个人都有权发表自己的观点，但我不会理会他们说什么
框内思考	TB5	我假装自己很有逻辑，其实不然
	TB6	继续教育活动是浪费时间
	TB7	如果可能，我尽量避免阅读
	TB8	权威作出的决定总是正确的
	TO1	我有强烈的求知欲
	TO2	我对自己能够理解他人的想法感到满意
框外思考	TO3	我期望面对同伴的挑战
	TO4	解决棘手的问题很有趣
	TO5	我喜欢了解事情的结果

注 1：SA-系统分析，TB-框内思考，TO-框外思考，

资料来源：Hwang, S., Yen, M., Lee, B., Huang, M., & Tseng, H. (2010). A critical thinking disposition scale for nurses: Short form. *Journal of Clinical Nursing, 19(21–22), 3171–3176.*

3.5 资料分析方法

为研究重庆市 A 大学本科生感知教师创新教学行为、学生批判性思维的研究问题(RQ1-RQ5)，本研究以问卷调查法收集资料，涉及分析方法如下：

A.为解决研究问题 RQ1- RQ2，将进行描述性分析，以获得重庆市 A 大学本科生感知教师创新教学行为、学生批判性思维的平均值、标准偏差和频率。这将提供有关变量的当前水平的概述。

B.为回答研究问题 RQ3- RQ4，将进行方差分析(ANOVA)测试，以确定学生感知教师创新教学行为、批判性思维能力方面是否存在基于性别、年级和家庭结构的显著差异。

C.对于研究问题 RQ5，将计算皮尔逊相关系数，以衡量学生感知教师创新教学行为、学生批判性思维之间关系的强度和方向。这将有助于确定变量之间是否存在重要的关联，并对它们之间的潜在互动关系提供见解。

4.研究结论与建议

4.1 研究结论

4.1.1 重庆市 A 大学本科生感知教师创新教学行为、批判性思维能力的现况

有关感知教师创新教学行为，本研究发现，重庆市 A 大学本科生处于中上水平。不同性别、年级、家庭结构在感知教师创新教学行为上存在显著差异。从性别来看，均为女生大于男生，这与赵瑞芬（2019）的研究结果一致。从年级上来看大三大四学生对感知教师创新教学行为较高，而大一学生则较低，这与赵静（2016）研究结

果一致。而从家庭结构上看，双亲家庭的学生对感知教师创新教学行为显著高于单亲家庭的学生，这与李瑾（2021）的研究结果相一致。

有关批判性思维能力，本研究发现重庆市 A 大学本科生处于中上水平。不同性别、年级、家庭结构在批判性思维能力上存在显著差异。从性别来看，女生在批判性思维倾向方面比男生更具优势，这与李俊龙与单姗（2022）的研究结果一致。从年级来看，大一大二学生批判性思维能力较弱于大三大四学生，这与唐旭亭与郭卉（2020）研究结果相一致。从家庭结构来看双亲家庭学生的批判性思维能力比单亲家庭学生更高，这与甘伟与张美霞（2022）的研究结果一致。

4.1.2 感知教师创新教学行为与批判性思维能力存在正向相关性

本研究结果表明，重庆市A大学本科生，感知教师创新教学行为与批判性思维能力之间存在明显的正向相关。即感知教师创新教学行为越强，学生批判性思维能力越高，与刘玉广（2022）、邱玲（2021）、吴霞（2019）的研究结果相一致。

4.2 研究建议

4.2.1 教师方面

教师应提高自身创新教学能力，引领学生思维发展。通过合理有效的提问，合作探究等方式，创建适合思考的学习环境，培养学生形成良好的问题意识，进一步发展学生批判性思维能力。对于不同年级的学生，需采取针对性的教学策略对批判性思维进行培养。

4.2.2 学生方面

学生应积极参与课堂，锻炼发现问题的能力，敢于提问，增强与教师间的交流互动，教师也能在此过程中了解学生的思维和知识的掌握程度。

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Research on the Current Situation of English Learning and Coping Strategies among Vocational College Students in Henan Province, China

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Abstract

The purpose of this article is to propose countermeasures to the existing problems in English teaching in higher vocational colleges. Students in the 2022-2023 academic year of a higher vocational college in Henan Province were selected as the research subjects. Using the teaching experiment method and teacher interview method, the students' interest in English learning, independent learning ability, and mastery of English learning strategies before and after one year of learning public English in the 2022-2023 school year were analyzed. The research results show that before the implementation of the teaching experiment, the proportion of students who were interested in English learning, able to learn independently, and mastered English learning strategies was low; after the implementation of the teaching experiment, the proportion of students increased significantly. Therefore, the improvement of teachers' abilities and the implementation of diversified teaching models play an important role in students' interest in English learning, independent learning ability and mastery of English learning strategies.

Keywords: vocational English teaching； student problems; teacher problems; teaching ability; teaching model

中国河南省高职院校大学生英语学习现况及应对策略研究

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摘要

本文研究目的旨在针对高职院校英语教学中存在的问题，提出应对策略。选取河南省某高职院校 2022-2023 学年学生为研究对象。采用教学实验法和教师访谈法，分析了 2022-2023 学年学生对公共英语进行一年学习前后，在英语学习兴趣、自主学习能力、掌握英语学习策略方面情况。研究结果表明在教学实验实施前，对英语学习感兴趣、能够自主学习、掌握英语学习策略的学生人数比例偏低；在教学实验实施后，学生的比例有明显提高。因此，教师能力的提升和实施多元化的教学模式，对学生在英语学习兴趣、自主学习能力和掌握英语学习策略的问题方面起到了重要的作用。

关键词:高职英语教学；学生问题；教师问题；教学能力；教学模式

1. 绪论

1.1 研究背景

《高等职业教育专科英语课程标准（2021 年版）》指出高等职业教育专科英语课程

是高等职业教育专科课程体系的有机组成部分，是各专业学生必修或限定选修的公共基础课程。高等职业教育专科阶段的英语学科核心素养主要包括职场涉外沟通、多元文化交流、语言思维提升和自主学习完善四个方面（教育部办公厅，2021）。目前，很多高职院校英语教学还是如初高中般的传统授课方式，教学内容中心还是放在阅读及语法点的讲解上，未能体现高职院校英语学科的特点。学生对英语的学习不感兴趣，自主学习意识能力薄弱（何荷，2010）。高职英语教学的培养目标应是"以实用为主，应用为目的"，注重学生英语实际应用及实践能力（张莎莎，2014）。对高职院校英语教学进行深入研究，有助于更好地满足中国社会快速发展下对学生英语能力的需求。基于此，有以下两点进行现状分析。

1.1.1 学生英语学习需求与困难的现实考量

一、学生基础薄弱, 对英语课程兴趣低

高中同一个教学班里的学生成绩相对差别不大, 同地区教师的教学方法也比较类似。而高职院校的生源相对比较杂, 英语水平参差不齐（田洁，2015）。其中有些来自偏远地区的学生, 如青海, 新疆的少数民族学生可能英语分数极低, 英语课时较少, 而一些高职院校是同专业不同班一起上课(杜明媚，2010)。部分英语程度较弱的学生, 英语水平基本上停留在初中阶段。甚至单词音标不会读, 音节不会划分，还在单词上用拼音标注（郑锐宁，2016），听力听不懂, 跟不上录音, 教师的课堂口语也听不懂。

二、学生英语学习缺乏自主性

学生在高中阶段，英语课程学习都以高考为目的进行的，教师在教学中过多侧重英语基础知识, 高考考点等，并伴随有大量的书面练习，学生的学习时间较长, 学习过程中也有老师的辅导和家长的督促, 学习主要由老师安排，学生缺乏自主性（刘兴华，2011）。有一部分学生也因为偏科, 特别是因为英语成绩不理想而进入了高职院校，没有了高考的压力，满堂灌的知识点讲解、教师的教学目标、教学方法等也发生了变化，高职英语教学中更强调学生自主性学习，注重学生的听说能力, 词汇的积累，提高阅读理解和英语知识的运用能力等(甘文，2015)。

三、学生对英语学习及自身认识不足, 缺乏学习策略

以作者学校为例, 高职英语只对大一学生开设课程,每学期课时 64 学时,平均每个班级每周 4 小节课。由于高职英语课程设置安排，课时少，内容多，学生需要利用课外时间去消化和巩固，但是很多学生因为本身英语基础薄弱, 不知如何学英语, 也不会主动学习, 不知道从哪里入手去提升自己的英语水平(武力宏，2010)。

1.1.2 高职英语教育改革与发展的要求

一、高职英语教师教学能力需要提升

部分高职英语教师是从研究生毕业就进入高职院校, 只会按照传统教学一味的讲知识点。对高中英语教材、教学目标、教学方法不甚了解, 基本没有关注高中英语课程标, 对学生实际英语水平及学习状态没有进行分析, 没有做好高中英语和高职英语的有效衔接（袁芳，2023）。英语教学任务也是依据教学大纲，没有考虑到学生的专业及未来的职业发展。按时完成学期、学年的教学计划应是多数年轻教师的想法。对高职英语到底应该怎样教授可能未有过多的思考(段飞龙，2024)。

二、高职英语教师教学模式单一

高职英语教师普遍依赖教师用书，配套课件"照本宣科"。没有对学生学情进行分析，实施分层教学，没有针对不同层次的学生设计教学内容（赵怡莲，2023）。没有考虑到学生专业未来工作岗位对英语个性化的需求特点，把学生的专业与英语课程内容融合，学生的职业素质没有得到培养（李晓斐，2023）。有些学校因为合班教学，班级学生人

数较多，而缺少和学生的课堂互动，还是以教师为中心，学生被动学习，教学重心还是在词汇、阅读分析和语法基础知识的讲解（王悦，2023）。

三、高职英语教学与学生职业发展关联较少

高职院校大一公共英语课属于通用英语，教学模式具有基础性和综合性（吴艳，2024）。而行业英语教学更适合高职院校学生，行业英语培养目标是培养与行业岗位相关的技能型人才，这和高职院校学生专业目标是一致的，行业英语更具实用性（李野，2023）。高职院校英语教学更适合以就业岗位为导向的行业英语模式，公共英语要转向实用交际英语方向，教师也应该致力于高职学生不同专业的行业英语教学策略的研究，让英语与学生职业发展相联系（王静雨，2023）。

1.2 研究目的

教师能力的高低和教学模式的方式是学生获取知识、提升素质和能力的重要因素。实现良好教学效果的重要条件和必要保障。但是，当前中国高职公共英语教学存在以上方面的不足（孙方方、孙静，2023）。为了剖析产生这些问题的深层次原因，并找出有效的应对策略，本研究的目的为了解决以下几个问题：

一、英语学习现状问题：需要深入探究河南省高职院校大学生的英语学习现状。这包括学生的学习动机、学习策略、学习成效以及学习过程中遇到的困难和挑战。具体来说，可以研究学生的学习态度是否积极，学习方法是否有效，以及学习成效是否达到预期。

二、英语教学问题：研究需要关注高职院校的英语教学情况。这包括教学方法、教学内容、教材使用以及教师队伍建设等方面。具体而言，可以探究教学方法是否适应学生的学习需求，教学内容是否与时俱进，教材是否符合行业标准，以及教师队伍的素质和能力是否满足教学要求。

三、学习环境与资源问题：学习环境与资源也是研究的重要问题。例如，学校的英语学习氛围如何，是否提供了足够的学习资源，如图书馆、在线学习平台等。同时，也要关注学校是否为学生提供了足够的实践机会，如英语角、英语演讲比赛等，以帮助学生提高实际应用能力。

四、应对策略问题：研究的核心问题是如何针对当前高职学生英语学习现状和教学问题提出有效的应对策略。这包括如何改进教学方法，提高教学效果；如何优化教学内容，使之更符合行业需求；如何加强教师队伍建设，提升教学质量；以及如何改善学习环境，为学生提供更好的学习条件。

1.3 研究意义

英语属于第二语言, 虽然学生从小学开始就进行英语学习, 但诸多因素的影响, 英语学习效果并不理想, 导致逐渐对英语失去兴趣。高职院校的学生对英语课程兴致缺缺。学生自主学习意识能力薄弱（朱美思，2023）。大多数学生学习英语抱着"期末考试不挂科就好"的想法学习, 并没有把英语和自己未来的职业挂钩, 没有充分发挥自身的主观能动性, 就谈不上去思考如何学好英语这门学科了。通过本文的研究，从高职英语教师教学能力和教学模式两方面入手，去解决高职院校学生英语学习中存在的问题，为高职学生英语学习及未来职业发展及后续研究提供一定的研究基础。

2. 文献探讨

2.1 教学能力

2.1.1 加强高职英语教师知识素质能力的提升

高职院校要不断强化英语专业知识，加强对教育教学理论和教育政策的学习，因此需要提高教师的学习意识（肖阳，2023）。新进教师要做好岗前培训工作，通过专家

讲座等渠道了解高职英语的特点。英语教师的评价机制可以把是否实施与就业导向关联的教学活动，作为考核标准之一，督促教师对自己的教学行为即使做出调整，以此来提升教师的教学能力（李立琴、肖丽娟，2021）。新进教师需要对每节课进行教学反思，重点是激励学生，管理课堂，明确教学目标，教学过程和学生能力适配(Jin et.al., 2022）。完善教科研任务，教师可以根据教学实际积极研究相关课题，不断反思，对自己的教学行为进行优化，也为教学工作找寻有效途径。

2.1.2 校企合作,培养"双师型"教师

学校安排教师寒暑假期间赴企业锻炼和企业现场教学等形式，以此督促高职英语教师"双师"素质的提升。教师还可以通过参加教学能力大赛、创新能力大赛、创建精品课、1+X 技能证书培训等方式来提高自己的理论教学能力和实践教学能力(战海林、杨慧，2023)。

2.1.3 开发校本课程, 助力产教融合

"十四五"教育是中国未来五年教育事业发展的关键时期，教材建设是必不可少的。教材必需符合国情，能够反应社会现状，注重学科之间的交叉和融合，以学生为中心，根据学生的知识水平、兴趣爱好和认知差异，采用多种方式进行教学，培养学生的探究精神和创新精神。教材应该适应未来社会和职业发展的需要，注重培养学生的职业素养。（高查清、纪艳，2023）高职公共英语教学也应该结合学生生源及学情，开发符合办学特色的校本课程，编写校本教材。校本教材应显示其实用性和职业性，不再是单纯地传授英语框架知识（黄新蓉，2023）。比如：词汇及表达要涉及专业术语，创设与学生专业相关的情景教学。建设教学资源库，根据学校专业行业特点分成不同的主题模块，难度要符合本校学生英语水平程度。因此，高职英语要打破传统的以教材为核心的教学模式，依据人才培养方案和学生职业发展能力，整合教材内容，考虑学生发展需求的多样化，建设职场英语模块教学模式（彭莉，2023）。

2.2 教学模式多元化

2.2.1 任务型教学法

一、任务型教学法涵义

任务型教学法是一种以任务为导向的教学方式，以提出一个任务为出发点, 通过让学生积极参与、探究、解决实际问题的过程，达到提高学习效果的目的。任务型教学法充分考虑了学生的个别差异和学习需求，强调学生主动学习和合作学习，注重学生能力和学科知识的综合运用（Ellis, 2006）。

二、任务型教学法的优势

第一、强调任务导向，以任务为主线，使学生在任务的解决过程中掌握知识。在设置教学任务时，教师要根据学生的需求及能力水平，结合生活实际和学生的兴趣点来进行规划。适应多样化的需求，发掘学生的潜能，有一定挑战性的同时，又符合"跳一跳摘桃子"的可操作性（周悦，2023），培养学生的创新意识和实践能力。

第二、任务型教学法能够提升学生的活跃性与主动性，激发学生的学习兴趣和积极性。传统教学方法是教师为中心的"填鸭式"，学生只是被动的接受知识，枯燥乏味不言而喻。任务型教学法以学生为中心，教师作为引导者，鼓励学生主动学习、积极思考，在完成任务的过程中，逐渐建立对英语学习的信心和兴趣。教师针对学生的问题答疑解惑，充分调动了学生主动学习的主观能动性，这能改变学生依赖教师解决问题的固化思想，也能够灵活掌握所学知识（石磊，2024）。

第三、促进学生合作学习和交流互动，增强学生的团队意识和合作精神。学生可以在合作学习中，互帮互助，互相学习，提升学习效率和学习效果（连鹏，2023）。

第四、根据学生的差异性进行个性化教育，实现教育公平。教师应该根据教学内容情境，设置不同层次不同的问题，注意任务的难易程度，满足各种层次的学生（丁瑞，2018）。学生可以根据自己的实际情况进行选择性学习，充分照顾到语言水平相对薄弱的学生，避免这部分学生无法融入到课堂活动中，从而导致厌学现象。

三、任务型教学法的实施步骤

首先，教师提出具体的任务，使学生清楚知道任务的目的和要求(Izadpanah, 2010）。以教育科学出版社《英语 基础模块 II》Unit1 Diversified Culture Text A Chinese Tea Culture 为例，看视频前提出问题，1. How many kinds of tea mentioned in the video? 2. How much do you know about tea culture?

其次，形成合作群体，通过小组讨论、调查研究等方式，积极探究问题，了解相关知识和实际情况，合作完成任务。小组内学生可以分成两部分，一部分同学去了解中国茶的种类，另一部分同学去了解中国茶历史。把双方了解到的中国茶进行汇总，再讨论的出结论（Huang, 2016）。

再次，学生需提交任务完成的成果给其他同学和教师查看。为保证学生完成任务的有效性，教师要适时引导，把握其完成情况，及时给予学生专业指导。通过学生完成任务的情况，对任务的设定做合理化调整，确保学生的自主探究和相关知识内容的学习和掌握（朱锦霞、朱长贵，2023）。

最后，教师根据任务的完成情况，给予学生正反馈，并引导学生对任务完成过程和结果进行总结评价，反思自身的学习和合作过程，发现不足，改进提升。教师可以通过学生自评、学生互评等方式，对学生完成任务情况的表现予以评价。此外，教师要对学生任务活动中整体表现给予客观、全面的评价和指导，提高英语教学的效果（郝素珍，2017）。

2.2.2 混合式教学法

一、混合式教学法涵义

混合式教学是把传统的面授教学和在线教学相结合，从而实现更有效的学习方式。混合式教学通过在线教学和传统面授教学相结合，提高了教学的灵活性和互动性，能够更好满足学生的学习需求（Rao, V.，2019）。

二、混合式教学特点

混合式教学是把传统的面授教学和在线学习教学方式相融合，满足不同学生学习需求。为学生提供更多互动机会，利用网络资源可以通过详细问题解答、互动讨论等方式，极大提高了学生参与率和师生互动率（孙艳丽，2023）。互动式教学更强调学生的自主学习和自我管理能力的培养，灵活且自主的学习，作为一个很好的沟通方面，可以与其他课程成员及老师联系。课程开始时，不同水平的知识可以单独平衡，不会妨碍其他学生。它让学生有机会跟随自己的学习速度，与其他人区分开来（孟艳，2023）。使学生更有意愿和能力在除课堂以外的地方解决学习问题，提供不受时间和地点限制的独立性（Yalcınkaya, 2015）。有效减少学习成本，提高学习效率，让学生在更短的时间内完成更多的学习任务。

三、混合式教学的基本模式

第一步，课前线上预习：在超星学习通上发布任务，任务可以是微课，视频或者讨论。让学生提前了解新课内容，学生自主学习能力得到了锻炼。学生有疑惑可借助平台与同学、老师沟通交流（莫敏香，2022）。教师也可通过学习通了解到学生前置作业的完成情况，可以及时对课程内容做出调整，为在线下课堂活动做好铺垫，并能对学生存在的问题针对性解答。

第二步，课中线下课堂教学：在课前预习阶段，学生基本了解新课教学内容，因

此在线下课堂教学过程中，教师应集中讲解重难点，实现知识的内化，培养学生良好的英语思维和学习能力。可以设立课堂活动，利用学习通教师可以让学生抢答或随机选人回答问题。回答正确给学生加分，计入过程评价中，激发学生参与课堂活动的积极性（袁莉，2022）。

第三步，课后线上巩固：课后，教师可利用超星学习通布置作业，教师可以根据学生的学习情况来设置分层作业，用学习平台数据库筛选不同难度的作业，让学生完成有效作业，真正做到因材施教（李秀梅，2023）。比如，口语作业，小组编对话，再分角色朗读。线上以小组为单位，给其他小组打分，教师也打分，最后选出表现最优小组，给予加分奖励，同时方便其他小组参考学习。促进小组合作交流，提升团队协作能力。英语水平能力强的学生还以用趣配音、配音秀、等软件练习口语（翁庆，2023），得到额外加分。错题可以进行反复练习, 线上软件具有评阅功能, 这样也能减少老师的负担学生。

2.2.3 产教融合教学法

一、产教融合涵义

产教融合是产业需求和教育培养的有机融合。目的是通过教育和产业组织的紧密合作，提高学生的综合素质与实践能力，同时通过优质人力资源的培养，促进产业创新、发展与升级。在职业教育中，教师在教学中应把一般知识应结合相关职业实践（宁春燕、梁春联，2023）。融合被认为通过优先考虑学科相关性和学生的兴趣来提高职业学生参与一般学习的意愿，有助于高阶思维技能的发展，并展示知识如何跨领域转移，学生更有学习动力和更好地了解如何在不同背景下应用学习时，他们就会增加学业成功的机会（Skarpaas&Hellekjær, 2021）。

二、产教融合教学实施

"岗课赛证"和"1+X"证书促进学校与企业紧密联系，为学生就业提供更多的机会（肖青，2023）。这无疑是为学生未来职业发展增强了竞争力，在深化产教融合、校企合作制度起到了至关重要作用。教师在实施教学过程中，可以制作"精品在线"课程，把公共英语和学生的专业相结合，分主题和模块进行结构化教学（孙川等人，2021）。最近几年，各专业越来越重视通过以赛促教、以赛促学的形式提升学生技能，如全国职业院校高职英语口语技能比赛等都在强调学生的职场英语应用能力等综合素质提升的重要性。将 "1+X" 制度下 VETS 实用英语交际证书考试与赛事融合，更能指导学生提高职业技能（曾密群，2023）。

3. 研究对象和研究方法

3.1 研究对象

河南省高职院校经过多年的发展和改革，目前已经形成了一定的规模和发展态势。高等职业教育数量和规模的迅速增长，基础能力建设逐步扩大，教育环境发生了深刻的变革。因此，选取河南省某高职院校 2022-2023 学年全体学生作为本研究对象具有一定的代表性。

3.2 研究方法

3.2.1 文献资料法

本研究通过搜索中国知网、谷歌学术、维普网、ARRUS Journal of Social Sciences and Humanities 等网站键入关键字查阅相关文献为文章奠定理论基础。

3.2.2 教学实验法

本研究通过公共英语教研室全体英语教师对 2022-2023 学年全体学生在第一学期开课前前进行英语测试（口语和笔试）并记录成绩。教师认真学习备课并对学生进行详

细的学情分析后，采取任务教学、混合式教学及产教融合教学等教学模式，实施教学过程。在第二学期结课后，对 2022-2023 学年全体学生再次进行英语测试（口语和笔试），开课前的试题和结课后的试题是同一套试题。学生英语水平是否真正得到提高，成绩对比详见表 1。

3.2.3 教师访谈法

本研究的访谈对象是公共教学部英语教研室全体英语教师，根据研究需要，对教师进行开放式访谈，了解学生在教师积极认真备课，探讨如何上好每一节课并采取任务教学法、混合式教学法及产教融合教学法等教学模式施下，学生在英语学习兴趣、自主学习能力、掌握英语学习策略等方面是否真正得提升。访谈全程录音，为本研究提供依据，详见表 2。

表 2

访谈对象及访谈情况信息表

访谈对象	性别	教龄	所教学科	访谈时间	访谈地点
组长	女	10	公共英语	40 分钟	部门会议室
老师 1	女	8	公共英语	40 分钟	部门会议室
老师 2	女	3	公共英语	30 分钟	部门会议室
老师 3	女	5	公共英语	35 分钟	部门会议室
老师 4	女	5	公共英语	40 分钟	部门会议室
老师 5	男	3	公共英语	30 分钟	部门会议室
老师 6	女	9	公共英语	40 分钟	部门会议室
老师 7	女	3	公共英语	30 分钟	部门会议室

资料来源：本研究整理

4. 研究结果

4.1 教学实验结果

表 1

实验对象成绩对比信息表

实验对象	英语测试时间	英语测试结果		
		85 分以上	85-60 分	60 分以下
2022-2023 学年全体学生	第一学期开课前	220 人	1480 人	1800 人
2023-2023 学年全体学生	第二学期结课后	450 人	2080 人	970 人

资料来源：本研究整理

由表 1 可知，在教学实验前，2022-2023 学年全体学生（3500 人）英语测试成绩 60 分以上有 1800 人，85-60 分有 1480 人，85 分以上有 220 人；在教学实验后，2022-2023 学年全体学生（3500 人）英语测试成绩 60 分以上有 970 人，85-60 分有 2080 人，85 分以上有 450 人。60 分以下人数减少了 830 人，85-60 分人数增加了 600 人，85 分以上人数增加了 230 人。总体来说，2022-2023 学年全体学生在教学实验后，成绩有明显的提高，教师自身能力的提升和教学模式的多元化对学生成绩的提高有正向影响。

4.2 访谈结果

表 3
任课教师关于学生问题在实施教学实验前后的变化情况访谈结果

组别	英语学习兴趣人数比列	自主学习能力人数比例	掌握英语学习策略人数比例
教学实验前	30%	20%	15%
教学实验后	60%	45%	42%

资料来源：本研究整理

由表 3 可知，通过访谈公共英语全体教师，了解到教师利用超星学习通平台在教学过程中对学生的表现进行了统计，在教学实验实施前，对英语学习感兴趣的学生人数比例为 30%，在教学实验实施后，对英语学习感兴趣的学生人数比例为 60%；在教学实验实施前，能够自主学习的学生人数比例为 20%，在教学实验实施后，能够自主学习人数的比列为 45%；在教学实验实施前，掌握英语学习策略的学生人数为 15%，在教学实验实施后，掌握英语学习策略学生的比例为 42%；总体来说，学生在教学实验实施前后存在明显差异，学生对英语学习兴趣、自主学习能力及掌握英语策略方面都有所提升。

5. 结论和建议

5.1 结论

采用教学实验前后，2022-2023 学年全体学生用同一套英语测试题测试结果有明显差异。不及格人数有明显减少，及格人数和优秀人数有不同程度的增加。这一结果证明了教学实验的有效性。在教师提升了自己的教学能力和实施任务型教学、混合式教学及产教融化教学等教学模式后，学生在英语学习兴趣、自主学习能力和掌握英语学习策略的问题方面都得到了不同程度的正向提升。

5.2 建议

高职英语要跟上时代变化，进行切实有效的改革。教师要对自身教学能力有所反思，成为"双师型"教师。结合本校学生的特点，实施多元化的教学模式，把"课本英语"变为实用英语，充分做到以职业教育为理念，教学内容与学生职业相结合，提升学生的英语实际应用能力，培养学生的职业素养和实践能力。让学生在未来职业道路上多一分选择，成为复合型人才。

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A Study on The Impact of Perceived Parental Parenting Styles on Cross-Cultural Adaptability among Young International Students in Thailand

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Abstract

This study investigates the impact of perceived parenting styles on cross-cultural adaptation among Chinese underage students (aged 14-17) attending international schools in Thailand through a questionnaire survey. The results indicate that: A. Positive parenting styles characterized by emotional warmth positively influence cross-cultural adaptation among underage Chinese students in Thailand. B. Negative parenting styles, specifically parental rejection, negatively affect cross-cultural adaptation among underage Chinese students in Thailand. C. Negative parenting styles marked by overprotection negatively impact cross-cultural adaptation among underage Chinese students in Thailand.

Keywords: Parenting Styles; Cross-cultural Adaptability; Young Overseas Students

在泰低龄留学生感知父母教养方式对跨文化适应性的影响研究

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摘要

本研究通过对就读泰国国际学校的 14-17 岁中国低龄留学生进行问卷调查以探究在泰低龄留学生感知父母教养方式对跨文化适应性的影响研究，研究结果表明：A. 积极的父母教养方式情感温暖正向影响在泰低龄留学生跨文化适应。B. 消极的父母教养方式父母拒绝负向影响在泰低龄留学生的跨文化适应。C. 消极的父母教养方式过度保护负向影响在泰低龄留学生的跨文化适应。

关键词：父母教养方式；跨文化适应性；低龄留学生

1. 绪论

1.1 研究背景与动机

随着中国经济的蓬勃发展和家庭收入的逐步增加，许多家长如今具备了更多的经济实力，使得他们能够选择将子女送往国外，让他们能够亲身感受和体验国际化的教育环境。与此同时，国外教育资源的共享和透明度的提高，为学生提供了更广泛的信息渠道，使得留学选择变得更加开放和可行。"去精英化"和"平民化"已经成为当前留学潮的显著特征，逐渐成为一般家庭的主流选择（胡吉亚、刘小友，2021）。根据《2018中国留学白皮书》的同数据中发现，家长对于小学阶段和中学阶段的留学意向日渐增

长，低龄化化留学现象愈发明显（胡荃荃，2019）。林易（2011）研究提出作为东盟的主要入口之一泰国是中国教育部确定的 33 个主要留学目的地国家之一，尽管如此，目前家长对于中国在泰的低龄留学生问题缺乏足够的了解。因此，研究赴泰低龄学生留学已经成为了当前具有重要现实意义的探讨方向。

留学有很多优势但是同时低龄留学时机遇和挑战并存，低龄留学失败的案例屡见不鲜。低龄留学是指中国小学、初中或高中阶段选择去国外继续学习的留学生，年龄通常在 14-17 岁之间，正值青春期，这个阶段是个体三观形成非常特殊的时期（汤蕾，2022），根据针对中国留学生的数据显示，低龄留学生更有可能被学校劝退，更有可能违反法律（胡荃荃，2019）。而跨文化适应作为留学生生活中的重要因素，对留学生的负面行为能产生抑制作用。跨文化适应程度高，不仅有利于留学生留学期间的身心健康，还有利于学习效果的提升（石凤、黄丽嘉，2018）。因此解决在泰留学生在跨文化适应方面的问题是具有现实意义的。

低龄留学生已经进入青春期，身心发展速度飞快，如果此时父母使用恰当合理的教养方式对其进行教育，那将会有效地促进低龄留学生学校适应能力的发展，对身心健康有着积极的作用，而消极的教养方式则会对低龄留学生起到消极的作用（李世清，2003）。可知子女的学校适应状况与父母的教养方式具有密切关系。

因此，本研究选择泰国的低龄留学生作为研究研究对象，以解决日益增多的泰国低龄留学生的现实需求。并探讨在泰低龄留学生感知父母教养方式对其学习适应性的影响。帮助低龄留学生更好的适应泰国的生活，满足其不同教育需求。

1.2 研究意义

1.2.1 理论意义

本研究将针对留学低龄化成因进行总结与归纳，并分析留学生海外适应性问题及其影响因素，这有助于更清晰的认识和理解低龄留学生这一特殊群体的海外生存现状。同时，本研究将深入探讨低龄留学生海外适应水平及变化规律、以及影响适应的各项因素，深度挖掘影响不同留学期限低龄留学生适应状况的重要因素，并根据适应情况分析结果设计处提升低龄留学生海外适应性的具体策略。本研究通过对低龄留学生群体的研究探索，更有利于相关理论的丰富和完善。特别是在中国低龄留学生被教育界越来越多研究者重视并探索的背景下，本研究还将对未来关于中国低龄留学生海外适应性的相关探索提供证据支持和研究启示。

1.2.2 实务意义

本研究通过问卷调查的方式收集相关研究数据，通过对影响低龄留学生海外适应的各项因素相关模型的建立和检验，还可以更好地把握低龄留学生海外适应性的规律特点以及发现其中可能存在的实际问题，从而能提出更具针对性的策略与建议。对留学生家长而言，海外留学对于家庭和孩子的一生来说是一种重要抉择与投资。本研究也能够帮助他们全面了解中国低龄留学生在泰国的生存现状及存在的问题，以促进留学生家长更为理性的对待与选择低龄留学，树立科学的留学观。留学生本人亦可从中获得启示，使他们在泰国留学面临挑战时能更加有能力应对，更快更好的渡过适应期，顺利完成学业，获得更好地教育和发展。

1.3 研究创新

随着中国经济实力的提升、家庭收入的增长，以及各方面资源的普及。留学生"去精英化""平民化"已经成为留学潮的鲜明特点，日趋成为普通家庭的选择（胡吉亚、刘小友，2021）。泰国由于独特优势逐渐成为了中国留学生的留学目的地。此外中国人主要还是去西方发达国家留学，而来像泰国这样的发展中国家留学，仍属于新生事物，对此家长仍缺乏足够的了解（林易，2011）。目前中国留学生占到泰国留学生人数的四

分之三（王昭华，2021），本研究选择泰国的低龄留学生作为研究研究对象，以往的研究往往针对大学生、研究生等群体，对低龄留学生的研究较少，更不用提在泰的低龄留学生（庄若冰，2014）。因此本研究选择该群体，以填补当前研究的空白。

2.文献探讨

2.1 感知父母教养方式

2.1.1 感知父母教养方式的定义

李改与方平（2007）认为，父母教养方式是一种态度和情感上的汇总，表现为父母对孩子的态度，例如：温柔，冷漠，拒绝等，以及父母的某些行为，例如：声音语调的变化、自然情感的流露与表达、身体部位的动作所反映出的情感表现。王树青等人（2008）则认为父母教养方式蕴含着父母有关教育的理念和思想，在相对一致的情形中所展现出的语言和行为表达的整体形式。

2.1.2 感知父母教养方式的衡量

中国有关父母教养方式的测量问卷，被较为广泛使用的是岳冬梅等人（1993）对父母教养方式问卷(Egna Minnen Barndoms Uppfostran, EMBU)进行本土化的翻译与修订后的量表；蒋奖等人（2010）修订的《简式父母教养方式问卷》。本研究详细整理如下：

岳冬梅等人（1993）对 EMBU 进行了本土化的翻译与修订，并以神经症患者为研究对象进行验证。修订后的量表分为母亲版和父亲版，其中母亲版分量表有 5 个维度共 57 个题项，父亲版分量表有 6 个维度共 58 个题项，采用 Likert 4 点计分法，分别从从不、偶尔、经常、总是四个层次予以评价。量表信度 Cronbach's Alpha 在.700 以上，此量表已被广泛应用于研究中，且信效度良好。

蒋奖等人（2010）修订的用于测量大学生感知父母教养方式的父母教养方式量表，由三个维度构成，维度 1：父母的拒绝、维度 2：情感温暖、维度 3：过度保护，并且该量表共有 21 个题项。量表采用了 Likert 5 点计分法，从 1-5（从不-总是）。该量表信度 Cronbach's Alpha 在 0.740-0.840 之间。该问卷在前人的研究受到广泛使用，信效度良好。

2.2 跨文化适应性

陈国明与余彤（2012）将跨文化适应看作是一个复杂的过程，包括对新文化的认知适应、情感适应和行为适应。Kim (2005) 将跨文化适应定义为个体对文化差异的认知、情感和行为上的敏感性，并且具备在跨文化环境中与他人建立有效关系的能力。

2.1.2 感知父母教养方式的衡量

Searle and Ward (1990) 设计的社会文化适应量表，分为社会支持 (1-5) 5 个题项； 人际交往 (6-12) 7 个题项；生活环境 (13-18) 6 个题项；学业适应 (19-22) 4 个题项，共有 4 个维度 22 个题项。并且量表采用 Likert 5 点计分法，由 1-5（非常不符合-非常符合），量表信度 Cronbach's Alpha 为 0.799。量表具有较为满意的可靠性和稳定性。

傅琳杰（2022）通过自编问卷，对世界 9 个国家和地区学习的 29 名中国留学生进行问卷调查，以探讨探究赴外中国留学生的跨文化适应过程及影响因素。一共 18 个题项，根据李克特五级量表进行评分（1=非常不同意，5=非常同意），经过对回收数据的分析，该调查问卷的信度较好 (Cronbach's Alpha=0.858)。

2.3 变量关系

2.3.1 父母教养积极方式情感温暖与跨文化适应性的关系

本研究的研究对象为 14-17 岁的低龄在泰留学生，处于这个阶段的学生属于三观形

成的重要阶段，并且还没有完全独立思考和生活的能力（林崇德，2009）。在这时期的父母教养方式是非常重要的。感知父母教养方式蕴含着父母有关教育的理念和思想，在相对一致的情形中所展现出的语言和行为表达的整体形式（王树青等人，2008）。Wolfradt et al. (2003) 的研究表明，父母在传承文化价值观、语言使用以及培养自我肯定感等方面的方式，与子女在多元文化环境中的适应性存在紧密联系。同时，有学者提出坚定有力的父母支持造就更好的人际适应能力（屠嘉俊等人，2016）。而对于低龄的留学生而言，积极的父母教养方式会促进学生采用积极的态度应对困难，减少低龄留学生跨文化适应的时间，而父母的积极教养方式主要为情感温暖。余小烁（2022）的研究也表明，情感温暖型父母教养方式能够减少低龄学生对于陌生环境的胆怯，从而具有较快的陌生环境适应性。综上所述，本研究提出研究假设 H1：

H1：父母教养积极方式情感温暖对在泰低龄留学生跨文化适应具有显著正向影响。

2.3.2 父母教养消极教养方式父母拒绝与跨文化适应性的关系

研究表明，消极的父母教养方式消极的教养方式不利于培养个体的人际交往能力（陈晓惠等人，2012）。因而留学生是面临很多压力的，如语言障碍，社交困境、工作和学习的压力等等 （孙烨，2023）。而父母拒绝则为一种消极的教养方式，朱盈盈（2022）的研究也表明，父母消极教养方式，父母拒绝，使孩子产生对于陌生环境的接触的抗拒心理，不愿意接触新鲜的环境，使孩子更加胆怯，因此，降低了其适应能力。李世彧（2021）的研究结果表明，父母拒绝，会导致孩子对生活当中的产生过度的胆怯没从而害怕接触他人，接触陌生环境，从而相对于其他孩子，具有教差的社会适应能力，综上所述，本研究推测，父母拒绝教养方式会低龄孩子产生胆怯，对于陌生环境的抗拒，从而对于泰国的相对陌生环境，产生较低的跨文化适应，综上所述，本研究提出研究假设 H2：

H2：父母教养消极方式父母拒绝对在泰低龄留学生跨文化适应具有显著负向影响。

2.3.3 父母教养消极教养方式过度保护与跨文化适应性的关系

父母的消极教养方式还包括过度保护，鲁飞飞（2021）的研究表明过度保护的孩子可能缺乏独立性，因为还在未能学会应对生活中的挑战和困难。这可能导致孩子在面对新的环境或任务时感到不安或无法自主处理问题。董春艳（2021）的研究表明过度保护的孩子可能会变得过于谨慎，对任何可能带有一定风险的情境都感到恐惧。这可能阻碍孩子尝试新事物、挑战自己或者学习通过失败而成长的适应能力。杜天凤（2021）的研究表明由于过度保护，孩子可能没有机会在社交场合中独立交往，从而导致社交技能的不足。这会影响其与同龄人的关系和合作能力，从而具备较低的适应能力 (Khanum et al., 2023)。同时过度保护可能导致孩子对自己的能力缺乏信心，因为他们没有经历过克服困难和挑战的机会(Want & Kleitman, 2006)。这会降低孩子的自尊心和自信心，胆怯对于陌生环境的接触，不能更快的适应新的环境（杨宇，2021），因此，本研究推测，父母过度保护会降低在泰低龄儿童的自信心，独立能力，社交能力从而降低其跨文化适应，综上所述，本研究提出研究假设 H3。

H3：父母教养消极方式过度保护对在泰低龄留学生跨文化适应具有显著负向影响。

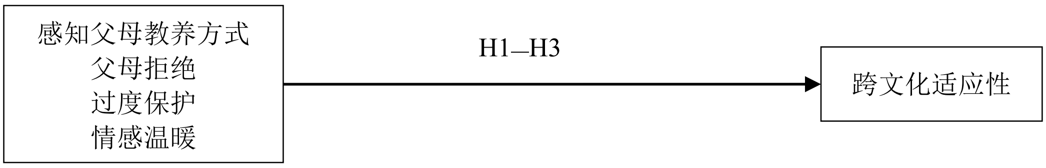
3.研究方法与设计

3.1 研究框架图

本研究旨在探究在泰留学生感知父母教养方式与跨文化适应性的关系。从而探明感知父母教养方式、跨文化适应性的关联，通过第二章文献综述，对两者之间的关系及背景变量对两者的影响进行探究，提出本研究的研究框架图 1 如下：

图 1

研究框架图



资料来源：本研究整理

3.2 研究对象

泰国国际学校面向全世界招生，目前 10 所在校学生国籍超过 50 个国家。泰国教育部规定 18 岁以下未成年人就读国际学校，必须有陪读监护人陪同学生就读全程居留泰国境内，泰国移民局为国际学生陪读监护人提供非移民类陪读签证，每年续签，以方便照顾低龄留学生，直到学生毕业离开泰国。

所以本研究选择就读泰国国际学校的 14-17 岁中国低龄留学生来探讨跨文化适应性，由父母监护人陪同共同在海外学习生活，始终在家人的照抚下面对学校和社会的心理调整和行为调整，低龄留学生可以更好的感知父母教养方式。

3.3 研究方法

本研究采用问卷调查法，以方便快捷的获取大量数据。并且由于个人资源以及客观条件的因素影响，本研究拟通过线上问卷发放的方式，通过曼谷华人家长微信群，联系在泰的华人家长和家委会负责人，将问卷发放到在泰的低龄留学生生家庭进行调查。同时，根据吴明隆与涂金堂（2006）的观点，当研究问卷涉及到量表时，需要发放问卷总量表题数的 5-10 倍，本研究量表共有 39 题，问卷数量应在 195-390 之间，综合考虑会有部分无效问卷，因此，本研究拟发放 400 份正式问卷以验证本研究假设之间的关系。为了得到每所学校的数据，本研究历时一个月左右，通过线上微信群，联系在泰的华人家长与家委会负责人进行分发，最终回收数据有效问卷 389 份，样本数据包含目标十所学校，可进行详细分析以获得不同分布下各研究变量的具体情况。

3.4 研究工具

3.4.1 感知父母教养方式的测量

本研究使用由蒋奖等人（2010）修订的简式父母教养方式问卷中文版作为测量问卷。该问卷共 21 道题，采用 Likert 5 点计分的方法，共包括三个维度：拒绝、过度保护和情感温暖，其中拒绝与过度保护这两个维度属于消极教养方式，而情感温暖属于积极教养方式。

3.4.2 跨文化适应的测量

本研究采用傅琳杰（2022）的自编跨文化适应问卷，该问卷采用 Likert 5 级进行评分，一共有 18 个题项。

3.5 数据分析方法

本研究采用 SPSS 软件对收集到的数据进行相关的处理，通过信度检验、描述性统计、相关分析、回归分析，得出研究结论。首先，进行信度检验，确认通过问卷收集到的数据的稳性。其次，通过描述性分析，对研究数据样本的个人人口学基本信息进行简要分析。接着，采用皮尔逊相关分析对研究样本的感知父母教养方式各维度与跨文化适应进行分析，最后通过回归分析，对感知父母教养方式各维度与跨文化适应的关系进行验证，并得出结论。

4.研究结果

4.1 正式问卷信度分析

本研究正式问卷经过为期一个月的发放，共计收集回收有效问卷389份，为验证本研究回收问卷的可靠性，对回收问卷进行信度分析，其信度分析结果如表1所示；其父母教养方式整体的 Cronbach's Alpha 为 0.967，其维度情感温暖的 Cronbach's Alpha 为 0.906，过度保护的 Cronbach's Alpha 为 0.924，父母拒绝的 Cronbach's Alpha 为 0.895，跨文化适应的 Cronbach's Alpha 为 0.963，本研究的各个维度均在 0.800 以上，因此，本研究问卷具有良好的可靠性，可继续下一步研究。

表 1
正式问卷信度分析表

变量	Cronbach's Alpha	项数
情感温暖	0.906	7
过度保护	0.924	8
父母拒绝	0.895	5
父母教养方式整体	0.967	20
跨文化适应	0.963	18

资料来源：本研究整理

4.2 相关分析

本研究旨在探究《在泰低龄留学生感知父母教养方式对跨文化适应性的影响研究》调查对象为泰国国际学校的 14-17 岁中国低龄留学生，其调查对象的基本信息如表 2 所示；在性别上男生为 163 人，占比 41.900%，女生为 226 人，占比 58.100%，是独生子女的为 266 人，占比 68.380%，不是独生子女的为 123 人，占比 31.620%。有基本信息判断，泰国国际学校当中 14-17 岁中国低龄留学生当中女生教占多数，其较多为独生子女。

表 2
研究对象基本信息统计分析表

名称	选项	频数（人）	百分比(%)
性别	男	163	41.900
	女	226	58.100
独生子女	是	266	68.380
	否	123	31.620
合计		389	100

资料来源：本研究整理

4.3 相关分析

本研究的相关分析如表 3 所示，本研究各个变量之间均存在显著性相关 ($p<.001$)，其具体为：

1.父母拒绝与跨文化适应存在负相关 ($r=-0.387$)，即父母拒绝越高，其跨文化适应越低。

2.父母过度保护与化适应存在负相关 ($r=-0.388$)，即父母过度保护越高，其跨文化适应越低。

3.父母情感温暖与化适应存在正相关 ($r=-0.388$)，即父母情感温暖越高，其跨文化适应越高。

表 3
相关分析表

	父母拒绝	过度保护	情感温暖	跨文化适应
父母拒绝	1			
过度保护	0.421***	1		
情感温暖	-0.447***	-0.505***	1	
跨文化适应	-0.387***	-0.388***	0.441***	1

资料来源：本研究整理

4.4 回归分析

本研究的回归分析如表 4 所示，回归模型的 VIF 为[1.373, 1.552]在小于 5 的标准以下，因此，本研究回归模型不存在变量之间的共线性，模型结果表明调整 R^2 为.279 意味着模型当中的自变量变化会导致因变量产生 27.900%的变化，本研究回归模型用以检验 H1、H2、H3，其具体结果为：

积极教养方式情感温暖与跨文化适应的回归系数 β=-0.128，且存在 p=0.007<0.010 的显著性，因此，积极的父母教养方式父母情感温暖正向影响跨文化适应，因此，本研究假设 H1：父母教养积极教养方式情感温暖对在泰低龄留学生跨文化适应具有显著正向影响，成立。

消极教养方式父母拒绝与跨文化适应的回归系数 β=0.208，且存在 p=0.007<0.010 的显著性，因此，消极的父母教养方式父母拒绝负向影响跨文化适应，因此，本研究假设 H2:父母消极教养方式父母拒绝对在泰低龄留学生跨文化适应具有显著负向影响，成立。

消极教养方式过度保护与跨文化适应的回归系数 β=-0.105，且存在 p=0.033<0.050 的显著性，因此，消极的父母教养方式父母过度保护负向影响跨文化适应，因此，本研究假设 H3:父母消极教养方式过度保护对在泰低龄留学生跨文化适应具有显著负向影响的假设，成立。

表 4
回归分析表

因变量	跨文化适应		
	β	*t*	VIF
常数	2.371	6.541***	-
性别	0.251	2.508*	1.384
年级	0.257	2.426*	1.373
父母拒绝	-0.128	-2.732**	1.443
过度保护	-0.105	-2.144*	1.552
情感温暖	0.208	4.214***	1.535
R^2		0.289	
调整 R^2		0.279	
F		31.065***	

资料来源：本研究整理

5.研究结论与建议

5.1 研究结论

本研究通过 SPSS 软件，对在泰 389 名低龄留学生数据进行研究分析，最终分析结果如下：

A. 积极的父母教养方式情感温暖正向影响在泰低龄留学生跨文化适应。

B. 消极的父母教养方式父母拒绝负向影响在泰低龄留学生的跨文化适应。

C. 消极的父母教养方式过度保护负向影响在泰低龄留学生的跨文化适应。

父母教养方式作为父母在教养子女的过程中所表现出的稳定风格倾向，可以在一定程度上决定青少年能否更好地应对事件，不同的父母教养方式可能会导致个体截然不同的应对行为(Bhattacharyya & Pradhan, 2015)。经常被父母拒绝的个体在任何场所都会表现出更多的防御、敌对、攻击等行为 (Rohner & Rohner, 1980)。反之，当父母采取积极的方式教养子女时，其子女在遇到困难时更倾向于采用积极的应对方式解决问题(Wolfradt et al., 2003)。而无论是深刻的融入东道国还是浅层的心理调整，文化适应都是一个回应外在环境的过程，并非一蹴而就的变化。像留学生这样的带有特定目的的短期访客被学者们归为"旅居者"，与定居海外的移民不同，留学生在东道国的停留时间有限，对东道国的文化也没有强烈同化的意愿。此外有学者提出坚定有力的父母支持造就更好的人际适应能力（屠嘉俊等人，2016），而对于低龄的留学生而言，文化的冲突以及生活习惯上的差异，都是对其的挑战。积极的父母教养方式会促进学生采用积极的态度应对困难，减少低龄留学生跨文化适应的时间，而父母的积极教养方式主要为情感温暖。而消极的父母教养方式则相反，会对低龄留学生的文化适应产生负面的影响(Li et al., 2017)。

5.2 实证研究建议

A. 在情感温暖上：本研究结果表明了情感温暖的父母教养方式对于留学生跨文化适应性的积极作用。这样的计划可以包括家庭沟通、情感支持和共享文化体验等方面，以加强留学生在异国他乡的适应能力。同时研究结果可以用于开发父母教育资源，帮助父母理解和运用情感温暖的教养方式。这有助于创造一个支持性的家庭环境，促进留学生更好地适应新的文化和社会背景。

B. 在父母拒绝上：若父母采用了过于严苛或拒绝的教养方式，可能导致留学生在新文化环境中感到孤立、焦虑、抑郁等心理健康问题。父母的教养方式可能影响孩子在新文化中建立社交关系的能力，拒绝的教养方式可能导致留学生在社交场合中更为内向或难以融入。因此父母应该减少拒绝的教养方式，多与孩子进行沟通交流，满足孩子正常的生活与心理需求。

C. 在过度保护上：过度保护可能导致孩子在处理问题和面对挑战时缺乏自主性和独立性。在新的文化环境中，这可能会成为适应的障碍。因此父母应该给予孩子更多的自主权，在孩子能力范围内提供帮助，而不是为了避免危险而拒绝孩子进行自主性的尝试。

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Research on The Effectiveness of Applying Music Education in Improving the Mental Health of College Students Based on 5G Background

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Abstract

This article conducts in-depth research and analysis on music education to improve college students' mental health in the context of 5G and provides practical application. Based on the investigation of the psychological and emotional health status of contemporary college students, exploring how to use music education to ease and solve the psychological problems of this group of students, and then help them create a healthy and upward mental state, has become a problem that most music educators need to solve important issues. Nowadays, college students are affected by various influences from the living environment and are also facing employment pressure after graduation. Therefore, the mental health of college students cannot be ignored. Music education in colleges and universities can relieve the psychological pressure of college students and help them find an appropriate mental state, which is of great benefit to their future life and work. This article starts from the impact of music education in colleges and universities on the mental health of college students, and analyzes how to use music to improve the psychological quality of college students.

Keywords：Musical Education，College Students，Mental Health，Analyze

基于 5G 背景下应用音乐教育对改善大学生心理健康有效分析的研究

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摘要

本文对 5G 背景下改善大学生心理健康的音乐教育进行了深入的研究分析并供实际应用。基于对当代高校大学生心理情绪健康状况的调查，探索如何利用音乐教育疏导和解决这一学生群体的心理问题，进而帮助他们塑造健康向上的心理状态，成为摆在大多数音乐教育工作者面前需要解决的重要问题。现如今，高校大学生受到了生活环境的各种影响，也面临着毕业后的就业压力，因此大学生的心理健康状态不容忽视。高校音乐教育能够缓解大学生的心理压力，帮助他们找回适当的心理状态，对他们未来的生活、工作都有着莫大的益处。本文从高校音乐教育对大学生心理健康的影响谈起，分析了如何利用音乐来提高大学生的心理素质。

关键词：音乐教育；大学生；心理健康；分析

1.绪论

1.1 研究背景

刘潇潇（2021）指出大学生心理健康是当前社会关注的焦点问题之一，利用音乐调节大学生心理状况是一条值得探索的途径。为充分发挥高校自身拥有的音乐课程对大学生心理健康建设性干预的潜在功能，研究者查阅了大量文献并进行了调查。本研究将从教学实际出发，结合现场教学考试，真实展现高等院校音乐教育对非音乐专业大学生心理调节功能的影响，旨在能够更加客观地认识高校音乐教育对非音乐专业大学生心理调节功能的影响。当前大学生在音乐教学活动中的心理体验，能够在今后的教学实践中总结经验，寻求合适的教学方法，为学校和家庭的良好教育奠定基础。节律速度的变化可以唤醒个体大脑活动相关的激活，这表现为与左运动皮层通道事件相关的不同步脑电图强度显着相关。同时，丰富高等院校非音乐专业大学生音乐教育心理调节功能的理论研究，可以使局限于理论方面的研究得到进一步的实践探索，验证音乐教育在大学生心理调节中的作用。通过对教学内容和教学形式的调查和实证研究，进一步肯定非音乐专业大学生音乐教育的心理构建为高等院校音乐教育的改革与发展提供一些参考资料（韩巍，2009）。由于目前我国普通高校学生的各种心理健康状况较为突出，因此如何利用高校的教育功能来调节大学生的情绪，解决其心理健康问题是一个亟待解决的问题。由于音乐是一种情感艺术，它对人的情感和心理有着天然的作用，因此高校如何利用音乐教育来调节大学生的心理状况成为一个值得探索的方向。本论文旨在通过调查和实证研究，为高校音乐教学的改革和发展提供一些理论和实践参考。

1.2 研究的目的

A．探讨中国云南省高职院校音乐教育教学模式对提高大学生心理健康的现状

B．探讨中国云南省高职院校音乐教育教学模式对改善心理健康的改革与对策

1.3 研究的问题

A．高校音乐教育教学模式对提高大学生心理健康的现状为何？

B．高校音乐教育教学模式对提高大学生心理健康的现状为何？

1.4 研究的意义

本文拟将音乐教育与高校实施素质教育的实践紧密结合起来。素质教育的根本任务是培养具有创新思维的社会主义建设者。音乐教育可以通过启发学生的想象力和联想，发展学生的兴趣、情感等非智力因素，从而达到培养学生创新人格的目的。因此，高校音乐教育是纠正当代大学生"功能失调"人格的良药。借助音乐教育，可以培养学生的创造性人格，体验自我价值感和自我效能感，从而克服当代文化环境中诸多负面因素所形成的各种人格缺陷。李清清（2021）指出在加强高校音乐教育的措施方面，研究提出建立校内外各类音乐实践基地，通过加强课外活动和"第二课堂"促进音乐教育的普及，加强大学生音乐教育的培育及音乐教育的效果。从高校音乐教育发展的实际来看，他认为高校音乐教学要发挥其对学生思想引导的作用，从音乐教育的心理调节功能理论出发，结合教学发展实际，探索并找到一条专门的音乐教学之路。适合高校大学生的音乐心理健康教育之路。白艳（2020）说到借助音乐教育中的欣赏课程和表演活动，可以鼓励大学生积极参与，使他们成为音乐教学活动的主人，帮助大学生走出封闭的思维，主动与他人交流，学习接纳他人，在交往中学会控制自己的情绪，调节自己的心态，缓解自己的压力，提高自己的身心健康。

2.文献探讨

本研究通过知网（CNKI）以及相关 5G 背景下应用音乐教育对改善大学生心理健康有效分析的书籍等渠道进行资料检索，5G 背景下应用音乐教育对改善大学生心理健康有效分析的研究的文献资料共有 2.04 万条。其中学术期刊 1.56 万篇，会议报道 386 篇，图书 28 本。通过对 5G 背景下应用音乐教育对改善大学生心理健康有效分析的研究文献的整理研究发现，有 5G 背景下应用音乐教育对改善大学生心理健康有效分析的研究文献资料共有 120 篇，其中学术期刊 98 篇，硕博士论文 3 篇，会议报道 4 篇。通过对这些文献资料的深入分析发现，近三年的 5G 背景下应用音乐教育对改善大学生心理健康有效分析的研究数量不断上升。学者们的主要研究的方向与范围集中在 5G 背景下应用音乐教育对改善大学生心理健康有效分析的研究存在的问题以及解决的对策分析。

2.1 国内研究现状

李清清（2021）。认为音乐教育不仅是艺术教学的一种手段，其对于心理调节和治疗的作用也非常显着；因此，高校音乐教育应积极发挥音乐教育治病的作用和价值，因为学生独立人格的培养是最重要的。其他音乐老师经常用他们的威严来威慑学生，用他们的知识压倒他们。目前，外部动机占学生学习的很大一部分。一旦外部动机被撤回，学生就会发现很难继续在该领域学习。高校应从学生的实际心理健康出发，赋予丰富多彩的音乐教学活动以心理调节功能，广泛应用于大学生心理健康工作实践中。具体来说，可以借助学校的教学资源和设施，通过开设音乐治疗室来帮助学生改善心理状态，也可以通过开设相关的音乐心理学选修课，帮助学生了解良好的心态对于学习和成长的重要性。围绕与学生学习和生活密切相关的内容开设课程，帮助学生建立良好的社交圈，增进彼此之间的情感交流。内容以与学生学习、生活密切相关的内容为主。此外，我们还可以利用互联网资源，通过互联网开展在线心理咨询活动，帮助学生推荐更多优美、励志的音乐作品，并提供一些音乐治疗的常识，让学生喜欢通过音乐获得心理愉悦。同时，学校组建了相关心理方面的社团，以音乐为载体，通过游戏、表演等方式加强学生之间的交流，形成了助人为乐、团结友爱的良好氛围，潜移默化地调节学生紧张的学习压力，帮助他们消除焦虑，营造健康的心理状态。

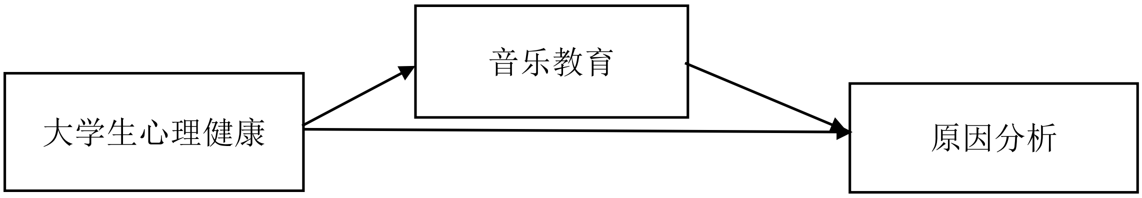
2.2 国外研究现状

注重研究、哲学和探索是美国音乐教育课程的特点之一。此外，美国学校能够体现音乐教育理念的教学模式，如过程模型、遵循的目标模型等，也是理论发展和达到音乐教育辅助功能的路径。以我在实践中发现的高校音乐教育教学中的教育现象为背景，探讨音乐教育辅助功能在高校音乐教学中的发展与应用，并参考音乐教育的功能来更多地工作。全面为学生服务。同时分析了音乐教育辅助功能的内涵、构成、实现途径和途径，为普通高中音乐教育教学提供理论支持；基于研究成果，探讨如何在普通高校层面开展音乐教育教学，从材料分析、教学设计、教学实施、教育评估等方面为教师教学提供实践参考。从心理学角度从教师心理建设和教学态度两个方面描述了互动音乐课堂中音乐教师的特征和作用。

3.研究方法与设计

3.1 研究框架

图 1
研究框架



假设 1：5G 背景下音乐教育对改善大学生心理健康是否有正向影响
假设 2：5G 背景下音乐教育对改善大学生心理健康教学模式是否有正向影响
假设 3：5G 背景下音乐教育对提高大学生心理健康的程度

3.2 调查对象

研究对象为云南省某高职学校学生，选取在校学生中 608 人为调查对象，各学院辅导员随机抽取学生参加在线问卷调查。此次调查共发放调查问卷 608 份，回收 533 份，其中有效问卷 510 份，无效问卷 23 份，有效回收率达 88%。接受调查的男生人数占比 51%，女生占比 49%。

3.3 调查工具

以网上问卷形式（问卷星），通过 QQ 聊天组和微信对话组向公办高职学生发放问卷并回收。

3.4 施测过程

测试前向学生发布测试要求、注意事项、保密原则等内容，为保障问卷内容真实有效，以不记名方式进行测试，要求学生在一个星期之内单独作答并回收问卷。（胡静敏 陆云 朱娜 2020）

3.5 统计方法

应用 spss23.0 统计分析软件，采用一般描述性分析和相关分析，对比分析艺术鉴赏-音乐与思想政治教育程度的水平。以 P＜0.05 为差异标准，具有统计学意义。

3.6 结果

5G 背景应用下音乐教育对改上大学生心理健康的的应用起到了举足轻重的作用，通过音乐教育促使大学生从音乐的角度观察社会、认识自我，追求更为积极的人生是一个难题。针对当前主流课程教育并没有把音乐教育的意识当作一种重要的思想意识来对待，在推广和普及还处于被动、缓慢的发展状态。郭新（2022）作为大学生心理健康教育主阵地的课程可以成为强化音乐理论、理念的切入点，促使大学生能够在学习音乐维度上更加全面地认识自己和发展自我。

3.5.1 5G 背景音乐教育设计

5G 技术的日益成熟带动了众多行业的发展，大多数高科技企业成为了这场变革的重要参与者，开始利用 5G 技术推动自动驾驶、医疗大数据、装配制造、在线教育、智慧城市等等行业走向智能化（孙田琳子，2020）。高职学生在求职竞争中会遇到来自本科生和中职生的强大竞争压力，相应会增加高职学生的心理压力，引发其焦虑、强迫等心理症状。黄梦思（2022）指出随着 5G 生态系统的成熟，网络范围更广。目前，很多钢琴培训机构都会邀请国内外名师录制高质量的教学视频供钢琴孩子学习，而目前

学生在观看这些教学视频时普遍使用手机或平板电脑来学习相关内容旁观者的视角。为提高琴童学习钢琴的主动性和娱乐性，不少在线教学软件都开发了钢琴游戏。它可以帮助学生塑造更加积极、正确的世界观和价值观，从根本上发挥音乐对学生思想品德的教育功能。融合教育认为，要发展全人，必须考虑方方面面，而促进个人成长的途径就是增加自我意识。教师可以把主动权交给学生，这在高校音乐欣赏课上更容易做到，因为大学生往往有很强的音乐个性，当学生适应这种方法时，他们会充分表达自己，他们的创造力也会随之增加。杨三峡（2019）提到在活跃的音乐课堂上，教师尽可能自由地开放自己和学生，建立良好的关系，老师和学生在彼此舒适、充满爱的关系中成长和治愈。音乐欣赏过程中很容易产生心理流畅体验，教师可以积极创造产生心理流畅体验的条件，但这并不意味着每堂课的师生都必须有流畅体验；这只是一种让课堂变得更有趣、更生动的方法，而不是目的。

王雅丽（2020）。老师所教授的学习内容的难度和课堂上演奏的音乐作品的审美水平可以有所不同，但最好对课堂主题有一个单一的目标，以便学生确切地知道自己需要掌握什么班上。同样重要的是，老师教授的知识和课堂上演奏的音乐作品是交织在一起的，而不是散布各处。能够在今后的教学实践中总结经验，寻求合适的教学方法，为学校和家庭的良好教育奠定基础。实现参与式音乐课堂需要师生拥有独立、积极的人格，即积极的自我，实现课堂的有效参与，使师生充分发挥学、教的内在动力，进行客观的自我评价，形成参与和学（教）的良性循环。因此，将积极自我和积极动机的理念运用到音乐课堂中，对于实现音乐课堂的参与性、提高师生的人格具有重要的价值。

3.5.2 应用音乐教育改善大学生心理健康分析

音乐教师需要无条件地自我接纳，并无条件地积极关注学生。只有做好这两件事，教师才能肯定自己和学生的价值，无论他们优秀还是不够优秀。赵书艺（2019）。指出在音乐欣赏课上，学生的音乐感知和欣赏能力与他们在文化课上的学习成绩无关，但老师总是特别偏爱品行良好、学习成绩好的学生。薛晨（2014）指出在音乐欣赏课上，学生常常对音乐作品有自己的看法，但如果老师一直让学生学习他们不感兴趣的音乐，他们就会感到厌倦。这时，一些聪明的老师会用小奖励来激励学生学习，但不宜经常使用，因为培养学生的独立性才是最重要的。其他音乐老师经常利用自己的权威来震惊学生，让他们的学习压倒他们，当外部动机占学生学习的很大一部分时，一旦外部动机退出，学生就很难继续这方面的学习。教师需要从学生的兴趣点和情感体验出发，让学生产生内在动力，驱动学习并给予认可。

杨三峡（2019）。指出教师需要鼓励学生在音乐作品的学习中运用自主选择、自主学习、自主评价的方式，建立学生内部的评价体系，众所周知，当今社会是一个人才竞争异常激烈的社会。而高职学生则因高考受挫而被迫选择职业院校。这很容易导致他们在入学之初产生一定的失败感和自卑感。入学后，如果学习成绩不能得到有效提高，他们很容易对自己的未来变得悲观和失望。已成为一个值得探索的方向。通过调查和实证研究，为高校音乐教学改革和发展提供一些理论和实践参考资料。时间长了，很容易变得抑郁。在求职竞争中，高职学生会遭遇来自本科生和中职生的强烈竞争压力，这会增加高职学生的心理压力，引发其焦虑、强迫心理症状。

黄梦思（2022）指出当今多媒体教学环境为学生提供多角度视听刺激，营造适合音乐心理调节的氛围和情绪，为音乐教学实验发挥学生心理调节作用提供了便利和基础；由于身体韵律教学的设计，学生在得到视听刺激的同时，又将这种刺激转化为身体动作，从而从视觉、听觉、触觉、动作、感觉等角度加强心理治疗。这样，可以从视觉、声音、触觉、动作、感觉等多维度强化音乐对学生神经系统的积极刺激作用，

大大强化音乐心理调节的效果；由于"迷你音乐沙龙"包含众多师生互动、协作活动，学生在感受音乐魅力的同时，可以及时与他人分享听音乐的心理感受。由于"迷你音乐沙龙"包含众多师生互动、协作活动，学生在感受音乐魅力的同时，可以及时与他人分享听音乐的心理感受。师生关系变成了朋友关系，音乐欣赏变成了有意义的音乐分享。这就是社交音乐课堂的魅力。这不仅无时无刻地将他们从狭隘、封闭的思维空间中拉出来，而且让他们在协作音乐创作活动的过程中发现自己的潜力，增强自信心，欣赏自己，学会欣赏他人。这样，才能帮助学生塑造更加积极、正确的世界观和价值观，从而从根本上发挥音乐对学生思想品德的教育功能。

4.研究的结论与贡献

廖山卉（2017）高校有必要通过有效的教学策略，积极开展大学生心理健康教育活动，引导学生保持良好的心情，更加积极地应对困难和挫折，树立正确的人生观、价值观，并实现自己的人生价值。在大学生心理健康教育过程中，音乐教育发挥着不可替代的作用。音乐教育可以有效干预大学生心理健康，促进大学生身心健康，提高心理素质，引导大学生形成健康人格，陶冶情操。将音乐教育推广到大学生心理健康教育领域，有效拓展了大学生心理健康教育的渠道，进一步推动了大学生心理健康教育的创新与发展。还有在 5G 背景下教师应大胆利用 5G 技术营造的空间和场景环境，设计具有挑战性的课程内容，不断保持学生的学习兴趣，适当增加学生选择动态内容进行互联网钢琴教学的机会，不断提高学生的网络钢琴教学质量。学习经验。教师应合理选择钢琴教学内容，注重各阶段互联网课程的衔接，考虑学生对互联网的理解能力，以适应 5G 相对抽象的技术应用。使钢琴课堂线上与线下的联系更加紧密，避免课程内容碎片化，偏离原汁原味的互联网钢琴教学目标。此外，举办各种音乐活动，让参与者享受成功的喜悦和自我认可，这也是一个身心愉悦的过程；同时，音乐依靠声音的动态形式使人产生生理、心理上的感应，还可以调节人的情绪：愉快的音乐欣赏使学生精神愉快，消除不愉快，这些都是音乐教育强身健体功能价值的具体体现。最后，音乐教育的国际理解和沟通能力还体现在能够妥善处理师生之间的音乐文化偏见和音乐文化态度。可以避免产生一种认为其他国家的音乐文化比我们的音乐文化更能代表上层文化的观念。

马斯洛的自我实现理论，即需求层次的最高层次，是一种终生的追求，而实现这一目标的方法之一就是做自己喜欢和擅长的事情。实现自己潜力的过程给人带来无尽的快乐和成就感。少数人利用养育和陪伴来实现自我价值，但其他人的自我实现很容易变成控制，最终导致叛逆。因此，自我实现更常见的是通过工作中自我价值的实现和生活中幸福的体验。所以利用 5G 的技术优势，致力音乐教育增强互动、提升体验、丰富课堂、打破时空限制、降低学习成本、推进教育公平，我是加而不是减，求合作而不是合作。而不是寻求颠覆。积极心理学则更进一步，注重增强人的积极情绪和积极品质，推动人的生活和自我实现向积极的方向发展，使积极的自我在积极情绪的引领下，在积极动机的驱动下，实现自我价值。

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Why Employees Secretly Want to Do the Work They Want to Do? The Role of Cognitive Style and Felt Obligation

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Abstract

Based on cognitive theory, explore how employees' cognitive style affects the individual's influence mechanism in the organization, and verify the moderating effect of felt obligation. Data from individuals of middle and high-level managers of private enterprises, a total of 456 valid questionnaires were collected, and the structural equation model was used to analyze the relationship between individual bootlegging activity, workplace ostracism, performance goal orientation, felt obligation and bootlegging activity. The results show that the three dimensions of sufficiency of originality, efficiency and rule regulation of employees' cognitive style have a significant positive impact on workplace ostracism and performance goal orientation. The conclusions are helpful for managers to understand the impact mechanism of employees being ostracized in the workplace, and have strong enlightenment significance for management practice.

Keywords: Bootlegging activity; Employees' cognitive style; Workplace ostracism; Performance goal orientation; Felt obligation

为何员工会私下做自己想做的工作? 探讨认知风格与责任知觉的角色作用

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摘要

基于认知理论，探究认知风格如何影响个人在组织中的影响机制，验证责任知觉的调节作用。采用问卷法，以中國长三角地区私营企业的个体和中高层管理者为调查对象，共回收 456 有效问卷，使用结构方程模型分析个体认知风格、职场排斥、绩效目标导向、责任知觉与干私活之间的关系。研究结果表明，个体认知风格的三个维度原创、效率、规制均对职场排斥和绩效目标导向均有显著的正向影响。研究结果有助于企业了解员工受到职场排斥后的影响机制，对于管理实践具有较强的启示意义。

关键词：干私活；个体认知风格；职场排斥；绩效目标导向；责任知觉

1.介绍

职场排斥 (Workplace Ostracism) 是个体在职场中普遍存在、不可避免的一部分。这种微妙形式的虐待会对员工的心理健康，工作满意度、离职倾向等产生影响 (Howard et al., 2020; De Clercq et al., 2019)。不同认知风格 (Employees' cognitive style) 的个体在受到职场排斥后，会产生迥异的应对机制，从而影响后续一系列的影响路径（方志斌、林志扬，2011）。至今尚未有实证研究证实职场排斥会对后续行为有直接影响。针对以往的研究分析，目标导向是促进员工进行成就动机生产的主要因素。然截至目前为止，绩效目标导向 (Performance goal orientation) 的两个维度绩效验证导向 (Prove orientation) 和绩效规避导向(Avoid orientation) 是否存在互相影响，依旧存在不一致的结论。

调查显示，干私活 (Bootlegging Activity) 已经有超过 80%的企业报告组织内部曾经出现过干私活行为 (Augsdorfer, 2012)，该行为在当下的激烈市场竞争氛围中无可避免，个体自主权和管理问责制之间的紧张关系进一步迫使个体干私活行为的产生。梳理当前已有文献，我们发现当前有关干私活行为的研究还存在以下值得進一步探討的問題：一、当前企业对于干私活行为的认识不足。管理者很难有效识别进行干私活行为的群体，多数辨别干私活行为的理论仅留存于书面，难以真正实操（贾建锋等人，2022）。二、当前許多研究者对于"越轨创新"的定义，叙述各有千秋 (黄玮等人，2017；Mainemelis, 2010)。

本研究的主要贡献包括以下三个方面：首先，本研究通过梳理不同认知风格的个体受到职场排斥后的影响机制，证实了绩效目标导向对于绩效规避导向存在显着负向影响，澄清了以往对于研究不一致的问题。其次，在华文研究圈中首次准确定义 Criscuolo (2014)的文章中所提出的 Bootlegging Activity。最后，通过证实 Kirton(1976)提出的个体认知风格三个维度，对其理论进行了丰富和拓展。

2. 文献综述和研究假设

2.1 认知风格与职场排斥

认知风格是指个人偏好的感知、组织、处理和表示信息的方式，它影响人们思考、学习、解决问题和做出决定的方式以指导后续行动 (Kozhevnikov, 2007)。依据个体在解决问题的过程中依据"缓慢改变"还是"迅速改进"两种不同的认知模式，Kirton (1976, 1978) 将个体的认知风格分为原创(Sufficiency of Originality)、效率(Efficiency)、规制 (Rule/Group Conformity) 三个维度。原创型认知风格的个体具有高创造性，面对不同问题时能够提出不同的想法，拥有很多独特的想法；效率型认知风格的个体做事有条不紊，属于组织中高执行力的个体；规制型认知风格的个体具有严谨、遵守规则的特质，其会倾向服从管理者的指令。认知风格在辨析中其拥有两个特质：(1)稳定性(2)自我性。稳定性体现在当个体产生较为稳定的认知风格后，不易产生较大的改变，拥有相对的稳定性，在其工作以及生活中为面对的问题产生解决模式。自我性主要体现在只是认知风格的表现倾向，无法代表其个人的性格、情绪等其它特征，也无法定义其 IQ 高低。

职场排斥是指个体或工作对象在工作场所中感知到别人对他的忽视、排挤或者孤立的一种程度 (Ferris, 2008)。职场关系圈小，利益的分配不乏竞争，当竞争存在时，往往排斥就会显现，而在职场中的冷暴力、无视、忽视等行为即被称为职场排斥。个体感知自身受到这种行为的影响程度，即代表排斥的高低。职场排斥具较强的隐蔽性，能否感知以及感知的程度高低，很大一部分的衡量因素取决于被排斥个体的主观感知 (Williams, 1997)。排斥源可分为多样化，有来自于领导或者同事的排斥，也可以被分为有意排斥和无意排斥的层面(Howard, *et al.*, 2020)。职场排斥的切入点仅为个体受到排斥的总和，并无从维度区分具体的排斥源。

规制型认知风格个体通常墨守陈规，严格遵守社会规则，规则至上，无视同事之

间的友谊致使其易受到职场排斥 (Mao *et al*., 2018) 个体安于现状的倾向会抑制个体参与偏离社会规则，这种倾向性回避就会主动降低社交互动的，遵守规章、严格服从权威的积极型个体易受到管理者所青睐，但严格遵守指令，铁面无私不近人情会导致其很难掌控与同事之间的尺度，容易造成同事距离感增加，诱发引发职场排斥。综上所述，得出以下假设：

H1a：规制型认知风格对职场排斥具有正向影响。

效率型认知风格的个体以目标为导向使其能够创造更高的工作绩效、任务效率和目标的实现（张勇等人，2017），获得特定绩效以及奖励容易引起同事的妒忌，有可能引发一定程度上的排斥产生。个体具备快速处理杂乱信息，以及分析决策的能力在职场中容易令其他人感到黯然失色或被低估，从而导致其他个体安全感的丧失而引发职场排斥个体倾向于独立思考，因为可以更为快速准确的处理信息，在职场中易被人误解为排斥的个性以及低合作效能的个体，从而可能导致团队孤立以及职场排斥的产生 (Ferris *et al*., 2015)。综上所述，得出以下假设：

H2a：效率型认知风格对职场排斥具有正向影响。

相比较于实用而又常见的想法，新想法和有创意的东西更让人感觉到存在不确定性，这种感觉会让人拥有不愉快的个体情绪产生，最终导致人们对创新敬而远之，甚至是反对创新。从感知偏袒角度而言，富有创造力的个体因其创新想法而受到认可或奖励，组织其他成员会因为其受到特殊优待，产生怨恨和嫉妒，最终引发职场排斥 (Howard et al.,2020)。社会认同理论表明，与群体规范不同的个人可能会经历社会排斥或歧视 (Tajfel & Turner, 1986)。就原创型风格的个体而言，他们偏爱独立工作可能会导致他们认为自己偏离了群体规范，并增加了他们在工作场所遭受排斥的可能性(Howard et al.,2020)。而不愿意接受新的、不确定的想法和事物，以此来避免面对不确定性和风险，这种心理倾向可能会抑制人们接受新想法和创新；再者，经验主义会促使个体对创新持怀疑态度甚至反对倾向，其认为过去的成功经验可以重复使用，从而导致对于新鲜事物持保守态度，以避免失败和损失(Dodgson et al.,2006)。心理悖论导致个体坚持自己已有的信念和偏见，更愿意接受已知和易知的事物，综上所述，得出以下假设：

H3a：原创型认知风格对职场排斥具有正向影响。

受到排斥的个体为积极避免负面评价，进行绩效验证导向以证明个体价值和能力，以消除负面影响，在工作中受到排斥后会更加细致以及谨慎，以避免给他人进一步排斥的理由(Ferris et al., 2015)。当前已有研究表明，不同个体在面对相同的职场排斥时，不同的性格特质会导致对刺激产生截然不同的反应。综上所述，得出以下假设：

H4：职场排斥对绩效验证导向具有正向影响。

2.2 认知风格与绩效目标导向

绩效目标导向是指展示能力或胜过他人的愿望，寻求确认他们能力的反馈，并避免可能挑战他们能力的任务(Elliot & Dweck, 2005)，绩效目标导向又被分为绩效验证导向和绩效规避导向。Vandewalle (1997)认为：具有绩效验证的主体，侧重于在他人面前展示个人实力并且倾向主动获取正面评价；而绩效规避的主体更倾向，避免接受负面反馈和避免在他人面前展露无能。绩效目标导向的概念基于目标理论，提出个人有设定目标并努力实现目标的自然倾向 (Locke & Latham, 2002)，以目标为导向的个人更有可能被激励去实现他们的目标。具有高绩效目标导向的规制个体专注于当前的绩效导向的最终目标，并不愿意额外获取更多不相关的结果。

规制型认知风格的个体敏感的意识，较为比较在意他人的评价以及产生结果，保护自己避免受到负面情绪带来的不适，个体主观降低犯错的可能迫使其选择绩效规避

导向完成工作，避免个体从事冒险性的工作又能减少个体在他人面前获得负面评价的可能。综上所述，得出以下假设：

H1b：规制型认知风格对绩效规避导向具有正向影响。

效率型认知风格的个体快速有效完成任务的能力令其获得自我认可，谋求组织或领导认可的需求促使其拥有更高的展示需求，从而寻求绩效的验证，将绩效评估视为展示实力的机会。指出，高效率型风格个体强调明确目标、结构化规划和自我调节的重要性，并以更为有效的方式实现其目标，从从而寻求展示的机会。(张健东等人，2021)。如果个人相信自己有能力取得预期的结果，他们就更有可能付出努力,从而带来更高的绩效水平和展示机会。(Feyzioğlu，2019)。综上所述，得出以下假设：

H2b：效率型认知风格对绩效验证导向具有正向影响。

个体的创造力特性导致其在面对拒绝时引发的自我保护反馈。其创造力通常涉及挑战既定规范和跳出框架思考，而出格的创新在面临初期的评估时存在不稳定的风险，存异的观点导致其易受到拒绝，个体为规避创造力受到评估或抑制，主动寻求减少获得负面反馈以及保护其的独特的创意表达 (Elliot & Dweck, 1983)。高创造力倾向的个体注重个体的创造内在动机，以及个体的自我意识表达，而过度倾向绩效的评估会被其个体认为破坏了其创造力动机，而选择保护性的绩效规避导向行为。综上所述，得出以下假设：

H3b：原创型认知风格对职场排斥具有正向影响。

绩效验证导向的个体在向他人展示实力时，可以获取更为广泛立体的评价，引导其他人评判性地评估自己的工作，并且寻求改进的错误，也有助于实现更高质量的结果，并且减少可能引发绩效规避导向产生的错误 (Elliot & Dweck, 1983)。在绩效验证中获得的正向评价可以增加个人的信心，从而减少绩效规避产生的相关焦虑。

H5：绩效验证导向对绩效规避导向具有负向影响。

高绩效规避导向希望通过间接结果来证明自己并非差劲，由于担心在执行中出现差错，被认为愚蠢，所以从而会选择进行干私活行为(Schwinger & Pelster, 2011)。由于害怕他人的评价，更倾向于选择私下完成结果，最终直接展示成果，即低调执行过程，高调宣扬结果。综上所述，得出以下假设：

H6：绩效规避导向对干私活具有正向影响。

2.3 责任知觉的调节作用

责任知觉 (Felt obligation) 是指个体在特定的工作场合，以组织利益为前提，希望通过自身驱动力帮助组织实现目标的一种主观激励 (Eisenberger *et al.,* 2001)。在意识形态表现中更多以"我该"出现，强调自我的向上引导，往往可以为组织创造更高的绩效。当个体具有高责任知觉时，个体可能会设定积极的目标，他可能不太愿意调节自身的行为，责任知觉会加强绩效规避，专注于最终的成就动机以及结果。当个体责任知觉低时，也许会被内化并且接受组织的规范和价值观，更加可能会被激励去避免任何可能回去避免任何可能导致负面评价或潜在处分的行为。综上所述，得出以下假设：

H7a：责任知觉在规制型认知风格与绩效规避导向中存在正向调节作用。

Gächter and Fehr (1999)进行的研究发现，当个体有高责任知觉时，他们更有可能在组织中坚持完成那些其他人所认为不正确的事，诱发个体角色外行为的产生。个体会更加严谨对待自身的工作和角色义务，更有可能在他人反对时，仍旧坚持自身的主见，即使以职场友谊为代价,坚持以继续完成组织的绩效为前提。相反，当个体的责任知觉低时，积极的调节作用就会削弱，较低的责任知觉会削弱个体对于职场排斥的影响。去了解自身受到排斥的原因，寻求改善社交互动的方法寻找替代解决方案，以促进职

场友谊。综上所述，得出以下假设：

H7b：责任知觉在效率型认知风格与职场排斥中存在正向调节作用。

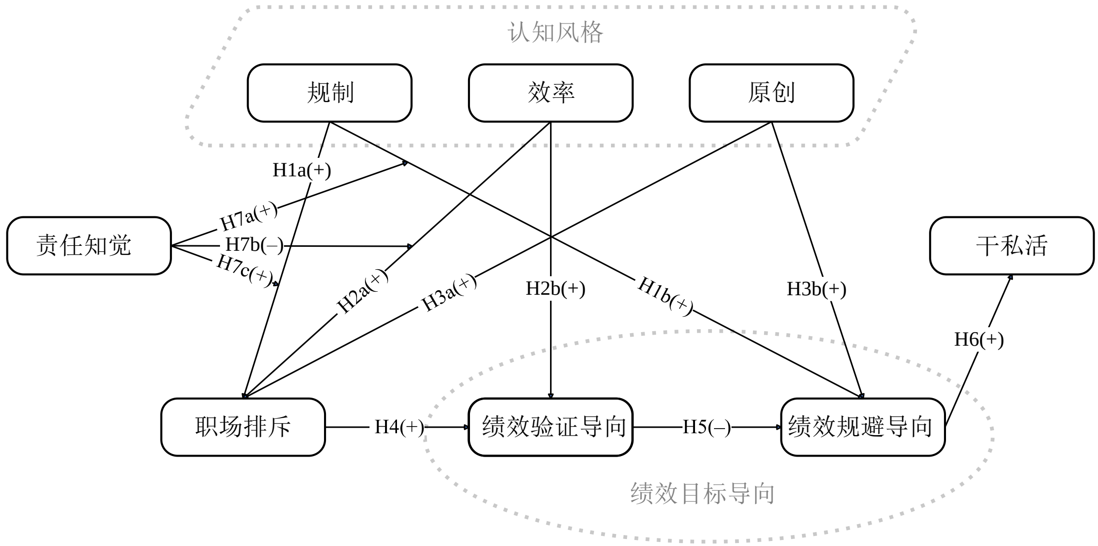
当个体具有高责任知觉时，规制型认知风格个体的员工更有可能认为他在工作中具有更为重要的意义。当面临职场排斥时，责任知觉的个体可能会表现出更大的韧性，会更加坚持完成工作的解决方案，会更加专注于解决问题以及寻求社交的互动的方式中寻找解决方案，但是这种不顾一切的坚持往往会引起排斥。相反，当个体的责任知觉低时，积极的调节作用就会削弱，个体不会去寻求问题有效的解决手段。这位成员会被内化而寻求问题的改善，最终恢复友谊降低职场排斥。综上所述，得出以下假设：

H7c：责任知觉在规制型认知风格与职场排斥中存在正向调节作用。

整理上述各項研究假設，形成研究框架如圖 1 所示。

图 1

研究框架图



资料來源：本研究整理

3. 研究方式

3.1 研究对象

本研究采用问卷法获取数据，调查对象为中国长三角地区民营企业的在职非高阶管理层员工。本研究采用便利抽样法获取数据，利用线上的软件问卷星共回收问卷 1823 份，通过筛除无效问卷 1367 份，保留有效问卷 456 份，有效率 25.01%。在 456 份问卷填答者中，女性 220 名，占 48.25%，77.67%以上接受过大专以上教育，平均年龄 41.2 岁；男性 236 名，占 51.75%，67.07%以上接受过大专以上教育，平均年龄 43.7 岁。

3.2 研究工具

本研究对 5 个主要变量进行测量。为确保变量之可靠性与有效性，英文量表采用“翻译-回译”的方式准确有效的保证其原始问卷之含义，翻译时与專家经过多次探讨交流。除控制变量外，所有测量量表均采用 Likert-5 点计分法（“1”表示完全不同意，“5”表示完全同意），各量表之可靠性均已得到多个文献验证。

(1)干私活。本研究采用 Criscuolo et al.(2014)开发的 4 题项量表。干私活行为的个体会更倾向于去秘密进行额外的工作，个体坚信自身的行为会为公司创造绩效，会选择在组织未授权的情况下以隐蔽的状态继续深耕。Cronbach's α 值为 0.89。

(2)认知风格。本研究采用 Kirton(1976)开发的 KAI 量表，共计 32 题项量表。量表包括三个分量表：原创、效率、规制。原创型认知风格为 Rogers(1959)所谓的创意独行侠(Creative Loner)的，拥有较高的原创性，并且其能够在面对不同问题时能够提出不同的想法，敢于面对困难，乐于挑战难题。其中共包含 13 个题项，但是对于创造力角度更多体现的是个体偏好创造，而并未衡量创造能力；效率型认知风格源自于 Weber(1970)对于有条不紊个体的描述分析，这类个体往往能够依据优先级，笼统的安排现有工作，能够有效掌控手头的资源，最后按照计划严格的执行，精确、可靠、有纪律的特质使其能够更快速的完成组织的任务，属于组织中高执行力的个体。其中共包含 7 个题项，可以较为稳定的反应填答者的认知特质；规制源自于 Merton(1957)对于官僚个体的描述，认为个体具有严谨、遵守规则的特质，其会倾向服从管理者的指令，运用已有的知识，提出严谨且实用的建议。Cronbach's α 值为 0.80。

(3)职场排斥。本研究采用 Ferris et al.(2008)开发的 10 题量表。职场排斥是指个体或工作对象在工作场所中感知到别人对他的忽视、排挤或者孤立的一种程度。Cronbach's α 值为 0.98。

(4)绩效目标导向。本研究采用 VandeWalle(1997)开发的 10 题项量表。量表包括两个分量表：分别是绩效验证导向和绩效规避导向，每个维度包含 5 个题项，绩效验证的个体侧重于在他人面前展示个人实力并且倾向主动获取正面评价；而绩效规避的主体更倾向于避免接受负面反馈和避免因自身问题在他人面前展露无能，Cronbach's α 值为 0.82。

(5) 责任知觉。本研究采用 Eisenberger et al.(2001)开发的共 7 题量表。责任知觉体现个体在特定的工作场所对工作有正向激励的个人信念，在对应自身的工作以及结果呈现出一种主动的承担和正向的公民行为。Cronbach's α 值为 0.86。

(6)控制变量。为避免有其它无关变量本研究带来可能带来的影响，诸如性别、年龄、学历、职业、工作年限、工作状态以及企业资本性质等人口统计学变量均被用作控制变量。

4. 统计分析结果

4.1 相关性分析表

表 1 为相关系数表。

表 1

相关系数表

变量	1	2	3	4	5	6	7	8	9
1.干私活	-.11	.81							
2.原创型认知风格	.01	.18***	.76						
3.效率型认知风格	-.13**	.28***	.21***	.85					
4.规制型认知风格	.09*	-.18***	.43***	-.17**	.64				
5.职场排斥	-.04	.47***	-.09	.41***	-.24***	.89			
6.绩效验证导向	.20***	-.15***	.44***	-.14***	.48***	-.01	.70		
7.绩效规避导向	-.07	.46***	.10*	.50***	-.14**	.44***	-.11*	.82	
8.责任知觉	.17***	-.07***	.46***	-.07	.46***	.00	.42***	.10*	.91

注 1： 1.干私活行为；2.原创认知风格；3.效率认知风格；4.规制认知风格；5.职场排斥；6.绩效验证导向；7.绩效规避导向；8.责任知觉。
注 2： * p<0.05;** p<0.01;***p<0.001。
注 3：对角线为构面的 AVE 平方根值，对角线以下为构面之间的相关关系。
资料来源：本研究整理。

4.2 量表信度分析

干私活的 Cronbach's α 为 .93、原创型认知风格的 Cronbach's α 为 .97、效率型认知风格的 Cronbach's α 为 .92、规制型认知风格的 Cronbach's α 为 .86、职场排斥的 Cronbach's α 为 .86、绩效验证导向的 Cronbach's α 为 .90、绩效规避导向的 Cronbach's α 为 .92、责任知觉的 Cronbach's α 为 .88，证明量表是有效的。

4.3 效度分析

通过验证性因子分析得到模型的拟合指标 df 为 719，χ^2/df 是 1.16，RMSEA 是 .02 表示模型接近拟合，GFI 是 .92、AGFI 是 .91、CFI 是 .98、NFI 是 .88 均大于 .90；SRMR 是 .04。

4.4 回归分析以及研究成果

表 2 和表三是本研究的回归分析表。通过回归分析结果得出，M1 为自变量对应变量的直接效应，路径系数为 -.24，p > .05，因此假设 H1a 没有得到支持；M2 为自变量对应变量的直接效应，路径系数为 -.42，p > .05，因此假设 H2a 没有得到支持；M3 为自变量对应变量的直接效应，路径系数为 .45，且 p < .001，因此假设 H3a 得到支持；M4 和 M5 为调节变量的调节效应检验；M6 在 M4 的基础上加入了标准化后的自变量以及调节变量的乘积，路径系数为 .28，且 p < .001，具备显著效果。因此假设 H7c 得到支持；M7 在 M5 的基础上加入了标准化后的自变量以及调节变量的乘积，路径系数为 -.28，且 p < .001，具备显著效果；M8 为自变量对对应变量的直接效应，路径系数为 -.13，且 p < .01，因此假设 H1b 得到支持；M9 为调节变量的调节效应检验；M10 为责任知觉的调节效应检验，在 M9 的基础上加入了标准化后的自变量以及调节变量的乘积，路径系数为 .47，且 p < .01，具备显著效果，因此假设 H7a 得到支持。M11 为自变量对因变量的直接效应，路径系数为 .10，p < .05，因此假设 H3b 得到支持；M12 为自变量对因变量的直接效应，路径系数为-.10，p < .05，因此假设 H5 得到支持；M13 为自变量对因变量的直接效应，路径系数为 .86，p < .001，因此假设 H4 得到支持；M14 为自变量对因变量的直接效应，路径系数为 .50，p < .001，因此假设 H5 得到支持；M15 为自变量对因变量的直接效应，路径系数为.56，p < .001，因此假设 H6 得到支持。以上变量 VIF 值均低于 1.1，变量间不存在多重共线性。

表 2

回归分析表

应变量	职场排斥						
变量/模型	M1	M2	M3	M4	M5	M6	M7
规制(RU)	-.24			-.31***		-.22***	
效率(EF)		.42			.42***		.36***
原创			.45***				
责任知觉(FE)				.15**	.03	.18***	.06
RU×EF						.28***	
EF×FE							-.28***
R^2	.06	.17	.20	.08	.17	.14	.24
$Adj.R^2$	.05	.17	.19	.07	.16	.13	.24
F	8.28	26.47	31.82***	8.59***	.54***	14.28***	27.52***

注1：$^{*}p<0.05$，$^{**}p<0.01$，$^{***}p<0.001$。
注2：以上的回归系数均为标准化系数β。
资料来源：本研究整理。

表 3

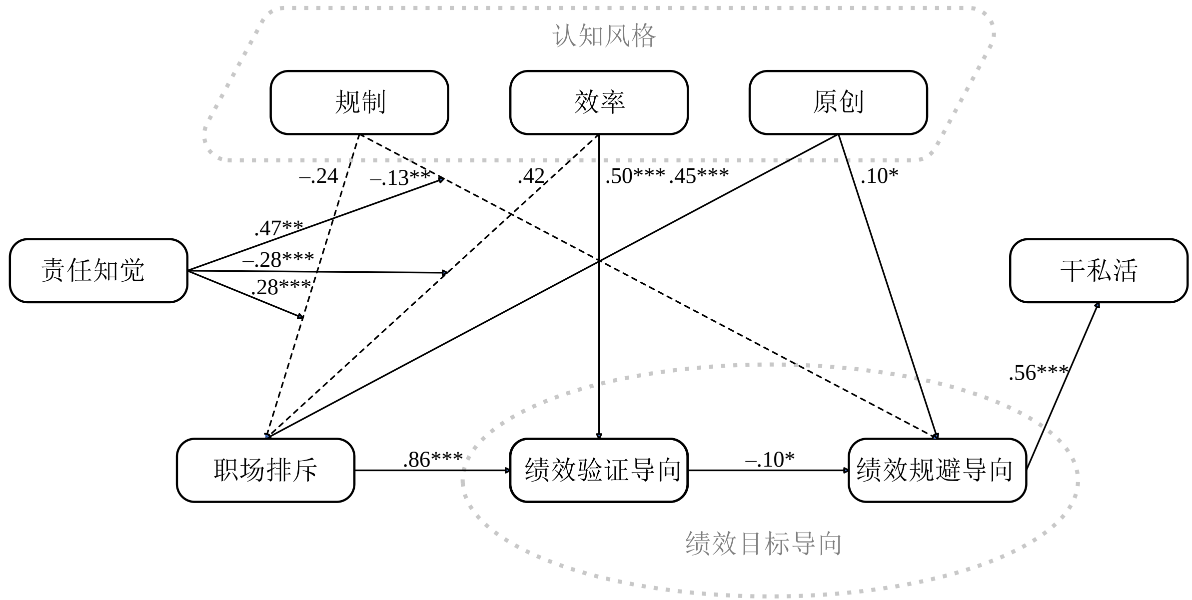
回归分析表

应变量	绩效规避导向					绩效验证导向	干私活	
变量/模型	M8	M9	M10	M11	M12	M13	M14	M15
规制(RU)	-.13**	2.28*	-.27					
效率(EF)							.50***	
原创				.10*				
绩效验证导向					-.10*			
职场排斥						.86***		
绩效规避导向								.56***
责任知觉(FE)		-1.28	-.27					
EF×FE			.47**					
R^2	.04	.04	.11	.03	.03	.76	.26	.33
$Adj.R^2$	.03	.03	.10	.03	.03	.76	.26	.32
F	5.41***	4.44***	10.91***	4.57**	4.54**	416.25***	45.71***	62.08

注1：$^{*}p<0.05$，$^{**}p<0.01$，$^{***}p<0.001$。
注2：以上的回归系数均为标准化系数β。
资料来源：本研究整理。

图 2

研究假设的检验结果图



资料来源：本研究整理。

5. 结论

效率型认知风格的个体并不能简单的通过适应性—创造性量表进行两项极端的区分，原创型认知风格的倾向倾向于创造型偏好，规制型认知风格的个体更倾向于适应環境，但是效率型认知风格的个体会受到多方面的影响因素而去偏向极端，效率型认知风格的个体受到职场排斥时会偏向去创造，受到排斥的个体认知会迫使其去证明自身的能力，从而进行突破，但当受到绩效验证导向时，创造力要素中的目标动机就会削弱个体创造的能力，从而抑制个体的创造能力。在职场排斥对于干私活的影响机制中，不同认知风格会对职场排斥、绩效 验证导向、绩效规避导向产生的影响不同。

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The Impact of Change-oriented Organizational Citizenship Behavior on Employee Time Theft: An Exploration of Positive and Negative Influence

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Abstract

This paper mainly analyzes the impact of change-oriented organizational citizenship behavior on employee time theft behavior, explores the moderating effect from psychological entitlement and authentic leadership style. First of all, by consulting the relevant research literature, determine the preliminary direction of this research. Then define and select the variables, and put forward hypotheses. After establishing the model, design the questionnaire according to the actual situation of this study, adopt the mature scale of scholars' research and practical data analysis methods. A total of 215 valid questionnaires were recovered in this paper, the research results show that when employees' change-oriented organizational citizenship behavior is high, it will increase employees' psychological safety and weaken employees' time theft behavior, but it will not affect employees' psychological entitlement. Authentic leadership strengthens the effect of psychological safety on employees' time theft behavior, thereby further reducing employees' time theft behavior, but psychological entitlement does not have a moderating effect.

Keywords: Change-oriented Organizational Citizenship Behavior; Psychological Safety; Psychological Entitlement; Authentic Leadership; Employee Time Theft

变革导向型组织公民行为对时间侵占行为的影响：正向与负向影响情况的探讨

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摘要

本文主要分析变革导向型组织公民行为对员工时间侵占行为的影响，从心理特权以及真诚型领导风格探讨调节作用。首先通过查阅相关研究文献，确定出本研究的初步方向。进而对变量进行界定和选取，并提出假设建立模型之后，根据本研究的实际情况对问卷进行设计，采用学者研究成熟量表以及切实可行的数据分析方法。本文共回收 215 份有效问卷，研究结果表明，当员工变革导向型组织公民行为高时会增加员工的心理安全进而削弱员工的时间侵占行为，但不会影响员工的心理特权。真诚型领导加强了心理安全对员工时间侵占行为的作用，从而进一步降低员工的时间侵占行为，但心理特权不具备调节作用。

关键词：变革导向型组织公民行为；心理安全；心理特权；真诚型领导；时间侵占行为

1.引言

员工在上班时间从事与工作无关的事情会导致企业经营成本的增加，企业管理者则希望员工能进行高效的工作和产出，以达到节约成本、增加组织效益的目标。但有相关研究表示：在工作中，员工至少会浪费掉 1/4 的时间，有研究显示员工平均每天花费 1 小时左右的工作时间从事在与工作无关的事情上 (Griffiths, 2010)，例如，2018 年夏天有关 Department of Motor Vehicles, California 的调查中，在过去 4 年的工作时间里，一名员工每天占用三个小时的时间睡觉；同份报告里，有两名国家雇员在工作上班打卡后立即进行休息，延长自己的休息时间，未经许可离开自己的工作岗位，在 4 年的时间里，这两名雇员大约得到了 5100 个小时的非工作时间报酬，使得国家损失 11.11 万美元(Harold *et al*., 2021)。

若放任时间侵占行为的发生，员工会无法高效的把控自己的工作时间从而大大降低工作时间利用率，导致组织绩效低下(Baer & Frese, 2000);提升组织内员工的惰性，降低员工的工作时间利用率(Harold *et al*., 2021)。如果不注重对员工时间侵占行为的改善及管理，无疑会给企业带来风险。"千里之堤，溃于蚁穴"，进行时间侵占行为的员工就像是蚁穴里的蚂蚁，而企业则相当于千里堤坝。如果企业以及领导者不注重改善或者制止员工时间侵占行为的发生，可能会致使组织绩效低下，逐渐侵蚀企业。

王雁飞等人（2015）指出现有研究多为个人因素对时间侵占行为的影响，建议也可以通过研究领导类型以及组织入手，探讨变革导向型组织公民行为作为一种员工角色外的积极行为，旨在向组织或领导提出变革性的建议来提升组织的绩效，这一行为容易得到领导的赏识，本文通过员工在进行该行为后的两种心理上的知觉，一种为感受自己能否在组织中充分展示自我的心理安全，以及自己认为自己应该获得更多的心理特权去影响时间侵占行为，并加以组织情境下的积极领导风格真诚型领导去着手研究如何影响时间侵占行为。

2.文献综述

2.1 理论依据

社会交换理论(Social Exchange Theory)认为人类交往的过程就是一种互相交换的过程。而这个过程不仅仅局限于物品上的交换，还会进行信息、情感等非物质层面资源的交换，交换的行为不一样时，也可能会带来不同的结果(Cropanzano & Mitchell, 2005)。当员工在组织中表现出积极的态度或行为时，组织也会对员工表现出照顾关系个体的行为。

例如，当员工提出有利于组织的建议即变革导向型组织公民行为能够提升组织的绩效时，组织或领导者也会对员工予以一定资源或其他方面上的帮助，这样的交换行为加强双方之间的关系；但当员工表现出积极的态度或行为时，组织或领导者对于员工的反馈没有达到或超出员工预期时，又会产生另外一种结果。员工与组织以及领导者的关系本质上也是一种社会交换的关系，因此本研究将社会交换理论为理论基础。

2.2 变革导向型组织公民行为与心理安全

当组织正推动变革时，员工都被鼓励为了集体的利益而能积极地参与变革(Chiaburu *et al*., 2022)。变革导向型组织公民行为，作为员工工作角色外的一种自发性行为，旨在提出变革性的建议来帮助组织能够更高效的完成绩效目标(Choi, 2007)。

Kahn(1990)指出心理安全是员工在组织中能够充分展示自我，而不用担心充分展示自我后，对自身影响以及之后的职业生涯，所带来一系列的不良影响。刘晖等人

（2020）指出这种提出建设性的变革行为的员工会被领导视为工作能力强且具有一定创新思维，而这种能力可能有效的帮助领导减轻工作上的负担，使领导专注于重要的事情在一定程度上成全了领导的成功，下属因此收获领导的信任、支持与授权。

从社会交换理论来看，员工提出变革性建议来提升组织绩效，能够帮助领导更好的完成工作（颜静等人，2016），领导者通过给予下属更多的情感关怀、支持、信任、机会和工作自主性，来交换下属的忠诚、尽责性和个人主动性，而持续的变革导向行为并获得高绩效的员工又进一步促进领导的信任、支持和授权，当组织或领导认可员工的付出时，领导和组织就会给员工留下一种良好的印象，进而提升员工在组织内的心理安全感（刘美玉等人，2020），因此提出假设：

H1：变革导向型组织公民行为对员工心理安全有正向影响

2.3 变革导向型组织公民行为与心理特权

心理特权是个体不管自己付出与否，都认为自己应该受到优待的主观知觉(Harvey et al., 2009)。根据社会交换理论，在员工提出变革导向型组织公民行为时，代表着员工对于组织的贡献度以及一种自我价值的体现，致力于提升团队或组织的绩效，容易使员工得到组织或领导的优待，致使实施者会觉得理应受到一些不同于其他人的特权，使其在心理上的特权得到一种膨胀(Campbell et al., 2004)，实施者会认为自己理应享受特权，促使心理特权水平的极大膨胀（吴明玉等，2020），因此提出研究假设：

H2：变革导向型组织公民行为对心理特权有正向影响

2.4 心理安全与时间侵占行为

时间侵占行为作为职场偏差行为中的一种，是指员工在本该工作的时间进行与工作无关的活动(Martin et al., 2010)，员工进行时间侵占行为的方式也越来越多，也越来越隐蔽，从在工作中睡觉、抽烟与同事交谈等等演变成玩手机与上网冲浪等等。

已有研究证明员工心理安全上升时，会使员工的创造力以及工作绩效上升，会促使员工进行具有挑战以及变革性的创新工作，也可以提高员工在组织内的建言行为(Liang et al., 2012)，从而抑制员工的反职场行为（吕逸婧、苏勇，2015、刘辉等，2020）。反之，员工的心理安全感下降时，会导致员工的反职场行为，即时间侵占行为等职场偏差行为的产生。

刘美玉等（2020）指出心理安全是正向影响员工创造力的重要变量，员工心理安全是员工对于冒险创新行为时的所产生后果的判断和感知，而员工对冒险创新行为的所产生后果的判断和感知恰恰能够激励他们提出与传统观念相悖的想法和观点，对传统概念进行挑战，这也迎合了员工创新行为中的冒险需求。

而且员工在感知心理安全感高的时候，就会减少不必要的担忧与顾虑，不会在进行创行行为中联想到失败后的后果，从而致使员工投入更多的时间和精力去投入到那些冒险创新行为，而不会导致时间侵占行为等职场偏差行为的产生（刘美玉等，2020），因此提出假设：

H3：员工心理安全对员工时间侵占行为具有负向影响

2.5 心理特权与时间侵占行为

心理特权是指个体认为自己有权获得优待的主观信念或认知，例如有些员工只完成了自己分内工作却认为自己应该得到更多的奖励与机会(Campbell et al., 2004)。Harold et al. (2022)指出时间侵占行为与其他越轨工作行为不同，它更难被发现，也受到工作性动机的影响（例如：工作环境以及薪酬福利等）。

在已有研究中，心理特权经常和消极结果结合在一起(Yam et al., 2007、 Campbell et al., 2004、Harvey et al., 2009)。例如：高心理特权的人总认为自己应该比别人得到更多

(Lessard et al., 2011)，自我增强理论提出，个体会选择性的关注自身的积极方面，对自己的优势进行过分肯定，夸大自己的能力（白宝玉等，2017）。

正是他们这种信念，让他们在工作或日常生活中能够更容易感知不公平，容易对生活、工作或薪酬等感到不满，因为他们认为自己能够得到更多，当他们得到的与他们期望的存在差距时，越轨行为可能是自我休息这种不平衡的一种方式，从而致使时间侵占行为等一系列偏差行为的产生(Harold et al., 2022)，因此提出假设：

H4：员工心理特权对员工时间侵占行为具有正向影响

2.6 变革导向型组织公民行为、真诚型领导与心理安全

真诚型领导体现为虚心接受下属建言、在工作中呈现真实的自我以及能够对员工进行客观的评价等积极行为会影响到员工的心理与行为，能够促进组织成员积极心理状态和良好道德氛围形成(Walumbwa et al., 2008)。

根据社会交换理论，当员工提出变革导向型组织公民行为时，体现为员工对组织的贡献，有利于提升组织绩效，容易得到领导者的优待。但在当今组织中，以权威型领导居多，员工对领导者普遍具有刻板印象，强势、说一不二等等。

据社会交换理论，当领导者接受员工的建言行为，能够提升组织绩效时，会给予员工一定程度上的优待及资源，而当员工接收到这种额外的优待及资源时，会反思自己的行为并产生疑问，怀疑领导者的动机（刘美玉等，2020），从而致使员工心理安全的下降，基于此提出假设：

H5：真诚型领导在变革导向型组织公民行为对员工心理安全的影响中存在负向调节作用。

2.7 心理安全、真诚型领导与时间侵占行为

在组织中，领导者的作用非常重要，可以影响到许多变量。不同的领导风格对变量正负向影响也不同。积极的领导风格可以提升员工的创新行为和绩效等（李燃等，2016、李爱梅等，2018）；消极的领导风格会引起员工的工作压力和组织内的冲突等（刘美玉等，2020、彭伟等，2020）。

真诚型领导作为一种正向积极的领导风格，领导者对于下属的建言虚心接受、能够呈现真实的自我以及能够对员工进行客观的评价等积极行为会影响到员工的心理与行为，能够促进组织成员积极心理状态和良好道德氛围形成(Walumbwa *et al*., 2008)。领导与下属坦诚相待与互动，不会因为自己身为领导而尽力为自己打造人设，更容易让下属感受到与领导之间的平等关系（李爱梅等，2018）。

在以往领导风格与职场偏差行为的相关研究显示，道德型领导、服务型领导以及责任型领导等积极的领导方式能够有效减少职场偏差行为的发生。因此可以推测真诚型领导这种积极的领导风格可能会对员工的行为产生重要的作用，但目前对于真诚型领导的研究中，对于职场偏差行为的研究较少。但是真诚型领导能够正向影响员工组织公民行为、知识分享行为等积极行为已得到广泛检验（李燃等，2016、李爱梅等，2018）。

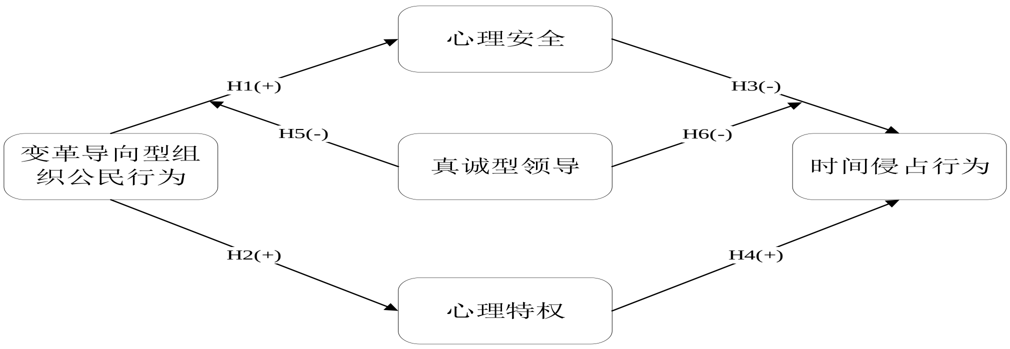
真诚型领导是员工可以依赖的对象，不会树立高高在上的道德形象，这样可以使得员工展示出自己最真实的想法，从而抑制沉默行为的产生(Peterson *et al*., 2012)。基于此看来。真诚型领导作为一种积极的领导方式也可能会抑制职场偏差行为即时间侵占行为的产生。根据瓶颈理论，在本文中时间侵占行为就相当于制约企业生产的条件，在本文中加入真诚型领导这种积极的领导风格对时间侵占行为进行削弱。基于此提出假设：

H6：真诚型领导在心理安全对时间侵占行为的影响中存在负向调节作用。

2.8 研究框架

整理各项研究假设，绘制研究框架，如图1所示。本文主要研究变革导向型组织公民行为对时间侵占行为的影响作用。基于对前面文章的分析与整理，本文把变革导向型组织公民行为作为自变量，将时间侵占行为作为因变量，将员工心理安全以及员工心理特权作为中介变量。并在此基础上，本研究还探讨真诚型领导对于员工心理安全、员工心理特权以及时间侵占行为的调节作用，将真诚型领导作为调节变量，建立相关理论模型。

图 1
研究框架图



资料来源：本研究整理

3. 研究方法与设计

3.1 研究对象与抽样方法

本研究将采用问卷调查的方法进行研究抽样。研究对象为中国的山东中小型企业员工，中小型企业所面对不稳定因素较大企业较多，变动也较多。

因为涉及的研究含有员工进行变革导向型组织公民行为后产生的主观认知影响，所以选择人群为公司中的组织员工（包括基、中层管理人员），本研究主要以便捷抽样为问卷调查方法，通过问卷星的网络电子调查问卷进行发放。

3.2 量表设计

变革导向型组织公民行为采用 Choi (2007) 编制的 4 题项量表，代表题目为"我经常建议修改无用的规则和政策"，该量表的信度系数为.81。

心理安全采用 Liang *et al.* (2012)编制的 5 题量表，代表题目为"在我的工作单位中，我可以表达我对工作的真实感受"，5 个题项中，设置了一个反向题项，代表题目为"我担心在工作中表达真实的想法会使自己造成伤害"，该量表的信度系数为.79。

心理特权使用量表 Campbell *et al.* (2004)编制的 9 题项量表代表题目为"我总认为我应该比别人得到的更多"，量表信度系数为.89。

真诚型领导采用 Walumbwa *et al.* (2008)编制的 16 题项量表，代表题目为"我的领导会在了解相关信息后再进行决策"，量表信度系数为.90。

时间侵占行为采用 Harold *et al.* (2022)编制的 15 题项量表，代表题目为"我觉得，工作中规定的休息时间是不够的，我会多休息一些时间"，量表的信度系数为.93，量表均

采用 likert5 级量表，信度均大于.79，说明量表均有可靠性。

3.3 分析方法

为确保研究的可靠度以及有效度，本研究对于数据的统计分析，主要采用描述性统计分析、Cronbach's α 分析、验证性因子分析、相关分析、回归分析来对数据进行统计分析。

4.实证研究分析

4.1 样本与数据采集

本研究采用便利抽样的方法，问卷收集时间为 2023 年 5 月 26 日至 6 月 26 日，共发放问卷 827 份，回收有效问卷 215 份，有效回收率为 26.00%。性别方面：女生占比高于男生；分别为，女生共计 143 名，占比 66.51%，男生共计 72 名，占比 33.49%；年龄方面，以 36-45 岁居多，共有 97 名，占比 45.12%，其次为 26-35 岁，共有 90 名，占比 41.86%；工作年限方面，以 16 年以上居多，共有 67 名，占比 31.10%，其次为 5-8 年，共有 54 名，占比 25.17%；职位方面，以职工居多，共有 169 名，占比 78.60%；工作状态方面，以在职居多，共有 186 名，占比 86.51%。

4.2 研究结果

本文主要通过聚合效度以及区别效度来完整对数据的整体效度检验。本节通过验证性因子分析，得出本文模型拟合指标数值。CMIN 值为 2210.57，CMIN/DF 值为 2.17＜3，可以得知本研究验证性因子分析模型适配度良好；RMSEA 值为.06，小于标准值.10；NFI 值为.75，CFI 值为.85，IFI 值为.85。虽然 NFI 值不在标准范围内，但较为接近标准值.85。继而采用 Pearson 相关系数分析对变量间相关性进行检验，相关系数如表 1 所示。

表 1

相关系数表

变量	1	2	3	4	5
1.变革导向型组织公民行为	.81				
2.心理安全	.42***	.75			
3.心理特权	.06	-.02	.71		
4.真诚型领导	.36***	.57***	-.04	.76	
5.时间侵占行为	-.27***	-.18**	.30***	-.21**	.83

注 1：* $p<.05$;** $p<.01$;*** $p<.001$。

注 2：对角线为构面的 AVE 平方根值，对角线以下为变量之间的相关关系。

资料来源：本研究整理

继而进行回归分析，通过回归分析结果得出，M1 为自变量变革导向型组织公民行为对因变量心理安全的直接效应，路径系数为.42，F 为 15.45，且 $p<.001$，具备显着效果，VIF 为 1.00 变量间不存在多重共线性。因此，变革导向型组织公民行为对心理安全具有显着正向影响，因此假设 H1 得到支持。

M2 为自变量以及调节变量对因变量的影响；M3 为真诚型领导的调节效应检验，在 M3 的基础上加入了标准化后自变量变革导向型组织公民行为以及调节变量真诚行领导的乘积，路径系数为-.21，F 为 29.42，且 $p<.001$，具备显着效果，VIF 为 1.23，变量间不存在多重共线性，因此假设 H5 得到支持；M4 为自变量心理安全对因变量的直接效应，路径系数为-.17，F 为 6.22，且 $p<.01$，因此假设 H3 得到支持。

M5 为自变量以及调节变量真诚型领导对因变量的影响；M6 为真诚型领导的调节效应检验，在 M5 的基础上加入了标准化后的自变量心理安全以及调节变量真诚型领导的乘积，路径系数为-.19，且 p ＜.01，具备显着效果。因此假设 H6 得到支持；M7 为自变量变革导向型组织公民行为对因变量的直接效应，路径系数为.06，F 为 1.91，但 p ＞.05，因此假设 H2 没有得到支持。M8 为自变量心理特权对因变量的直接效应，路径系数为.29，F 为 10.98，但 p＜.00，因此假设 4 得到支持，具体如表 2 及表 3 所示。

表 2
回归分析表

应变量	心理安全		
变量/模型	M1	M2	M3
变革导向型组织公民行为(COCB)	.42***	.26***	.16**
真诚型领导(AL)		.47***	.53***
COCB*AL			-.21***
R^2	.18	.38	.41
$Adj.R^2$	.17	.37	.40
□ R^2	.18	.20	.04
F	15.45***	31.79***	29.42***

注1：$^{*}p<0.05$，$^{**}p<0.01$，$^{***}p<0.001$。
注2：以上的回归系数均为标准化系数β。
资料来源：本研究整理。

表3
回归分析表

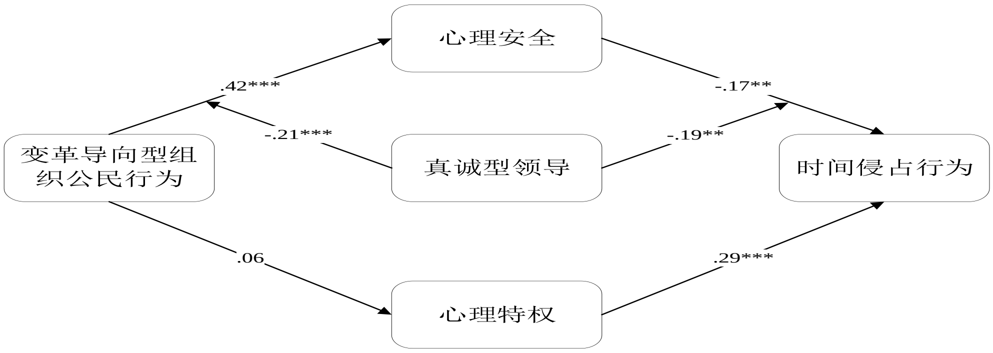
应变量		时间侵占行为		心理特权	时间侵占行为
变量/模型	M4	M5	M6	M7	M8
变革导向型组织公民行为(COCB)				.06	
心理安全(PS)	-.17**	-.09	-.09		
心理特权(PE)					.29***
真诚型领导(AL)		-.15	-.18*		
PS*AL			-.19**		
R^2	.08	.10	.13	.02	.14
$Adj.R^2$	.07	.08	.11	.01	.12
□ R^2	.03	.01	.03	.00	.08
F	6.22***	5.54***	6.17***	1.50	10.98***

注1：$^{*}p<0.05$，$^{**}p<0.01$，$^{***}p<0.001$。
注2：以上的回归系数均为标准化系数β。
资料来源：本研究整理。

本研究结果，整理如图 2 所示。

图 2

研究假设的分析结果图



资料来源：本研究整理

5. 研究结论

在数据分析结果的基础上，本文得出几点结论：

1. 真诚型领导在整个影响过程中的关键性作用，由于是因为员工在向组织提出建议后，对领导者突如其来的好感不适应，会对领导者的动机产生质疑，从而降低其自己感知中的组织中的心理安全；真诚型领导在员工心理安全对员工时间侵占行为的影响中起到负向调节作用，真诚型领导作为一种积极的领导风格，在工作中虚心接受员工的建议，并且不会因为自己身为领导而设立人设，这种积极的领导风格能够促进员工提升心理安全，从而降低员工的时间侵占行为。真诚型领导作为众多领导者风格中的一种，未来学者可以从其他领导风格入手或其他职场条件入手研究

2. 当员工心理安全感高时，员工可以进行具有挑战性创新性的工作，而不会担心任务工作失败后的负面影响，能够提高员工在组织中的绩效，从而不会从事时间侵占行为等一系列职场偏差行为；组织中过的领导者们可以根据员工心理安全感高与低，为组织中的员工安排合适的具有创新性挑战性的工作，从而使组织中员工工作效率更高。

3. 本文中变革导向型组织公民行为不能对正向影响员工心理特权。心里特权高的员工使得自己觉得自己应该比别人得到更多，他们在完成份内某项任务后带来的优越感是高出常人的，员工会认为自己理应得到更多更好的待遇，而不管自己是否匹配这些，当他们期望与所得不匹配时，便会通过时间侵占行为来弥补其之间的差距；组织领导者应及时关注员工的心里特权高低，员工心理特权高时会做出不利于组织发展的职场偏差行为，未来研究者可以根据如何降低员工时间侵占行为做出研究。但在问卷的填答时，收到的反馈较低。

4. 本文研究对象虽为山东中小型企业员工，但无法代表完整的山东省的样本，样本性质来源及数量存在局限性，并且抽样方法为便捷抽样，未来学者可以使用分层等其他抽样方法进行调查。

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The Impact of Workplace Anxiety on Innovative Performance: Exploring the Moderating Effect of Social Support and the Mediating Effect of Innovative Self-Efficacy

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Abstract

This paper investigates the ways in which workplace anxiety affects innovation performance based on social cognitive theory and social support theory, and the mediating role of innovation self-efficacy and the moderating role of social support in it. The study used snowball sampling method to collect data, and a total of 469 valid questionnaires were recovered. The study found that work anxiety negatively affects innovation performance, while social anxiety has a non-significant negative effect on innovation performance; both work anxiety and social anxiety negatively affect innovation self-efficacy; innovation self-efficacy partially and fully mediates the relationship between workplace anxiety dimensions and innovation performance; social support negatively moderates workplace anxiety on innovation self-efficacy; and social support negatively moderates workplace anxiety on innovation self-efficacy and innovation self-efficacy. support negatively moderated the negative effect of workplace anxiety on innovation self-efficacy; innovation self-efficacy had a positive effect on innovation performance.

Keywords: Job anxiety; Social anxiety; Innovative self-efficacy; Innovation performance; Social support

职场焦虑对创新绩效的影响：探索社会支持感的调节效应与创新自我效能感的中介效应

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摘要

本文基于社会认知理论和社会支持理论研究职场焦虑对创新绩效的影响途径，及创新自我效能感的中介作用和社会支持在其中的调节作用。研究采用滚雪球式抽样方法来进行数据收集，共回收 469 份有效问卷，研究发现，工作焦虑会负向影响创新绩效，社交焦虑对创新绩效的负向影响则不显著；工作焦虑和社交焦虑均会负向影响创新自我效能感；创新自我效能感在职场焦虑两个维度和创新绩效之间具有部分和完全中介作用；社会支持会负向调节职场焦虑对创新自我效能感的负向影响；创新自我效能感对于创新绩效具有正向影响。

关键词：工作焦虑；社交焦虑；创新自我效能感；创新绩效；社会支持

1.引言

近年来随着市场竞争的加剧，从市场环境以及消费者需求来看是否拥有创新能力已经成为组织保持市场竞争和长期可持续发展的基石。然而，追求创新往往会带来挑战、风险和不确定性 (Van, 2001)，以及对于创新任务所带来的繁重的工作量和组织文化的不同，从而极易引发员工的职场焦虑。此外相关研究表明，职场焦虑会对创新绩效产生负面影响，在焦虑状态下，个体的思维容易受到干扰，难以集中注意力 (Bishop, 2009)。因此更容易出现错误，不仅会影响个体的创新表现 (Samma et al., 2020)，还可能对创新绩效产生负面影响 (Zhong et al., 2022)。

根据 Okpara (2007) 的研究表明创新绩效对企业的长期可持续发展产生积极影响，研究指出企业可以通过不断进行创新，适应多变的市场环境，从而保持竞争力并实现长期增长。另外，根据 Bandura et al. (2001) 的研究认为，自我系统在社会认知理论中起着关键作用，本文将创新自我效能感作为影响途径加入研究，这有助于解释为什么焦虑会导致创新绩效下降，同时，加入社会支持作为调节变量丰富现有的创新研究，强调了社会支持在减轻职场焦虑对创新自我效能感和创新绩效负面影响所发挥的积极作用，强调了社会支持在工作场所的重要性，有助于丰富在工作场所社会和心理因素之间相互作用的理解。

2.理论与假设

2.1 职场焦虑与创新绩效

从工作焦虑的角度来看，这种类型的职场焦虑源于任务的复杂性、困难和不确定性。高度的工作焦虑可能导致员工在处理工作任务时感到压力过大，从而无法全身心投入到创新活动中，例如 Llera and Newman (2020) 的研究认为焦虑会在一定程度上损害个人解决问题的能力。也就是说焦虑可能会干扰批判性思维，使员工更难识别和评估复杂问题的潜在解决方案，进而阻碍其创新绩效。

而从社交焦虑的角度来看，这种焦虑源于对他人评价的担忧。在一些组织文化中是厌恶失败的，这种焦虑情绪会降低员工的冒险创新意愿 (Chouchane & St-Jean, 2023)，从而抑制员工的创新行为，因为他们害怕因失败而受到同事或上级的负面评价。同时，根据 Liu et al. (2020) 的研究认为高度焦虑还会削弱心理安全感，而心理安全感是促进员工创新的关键因素。综上所述，本文提出以下假设：

H1a：工作焦虑会负向影响创新绩效。

H1b：社交焦虑会负向影响创新绩效。

2.2 职场焦虑与创新自我效能感

根据 Mielniczuk and Laguna (2018) 的研究认为工作焦虑与自我效能之间存在负向关联或影响，这种现象可以部分归因于焦虑使个体对自己的工作能力产生怀疑，降低了他们参与创新活动的信心。同样 Hammad (2016) 的研究也认为焦虑也可能会增加个体对于失败的担忧，从而降低他们在创新任务中的信心。Chen et al. (2022) 的研究也认为焦虑可能干扰个体的认知功能，使其难以集中注意力和思考创新问题，从而抑制了创新自我效能感的发展。社交焦虑则通常会影响到团队之间的表现和合作，相关研究表明，社交焦虑与团队协作和沟通技巧之间存在负向关联 (Scanlon et al., 2020)，这就意味着产生社交焦虑的个体可能在团队中感到不安，难以有效的与同事或领导交和合作，阻碍信息流通和知识共享，降低个体甚至团队的创新自我效能感。综上所述，本文提出以下假设：

H2a：工作焦虑会负向影响创新自我效能感。

H2b：社交焦虑会负向影响创新自我效能感。

2.3 创新自我效能感的中介作用

根据 Schaufeli et al. (2009) 的研究认为，工作焦虑可能导致个体对其创新能力和自我效能感产生怀疑。同样 Gkontelos et al. (2023) 的研究表明，工作焦虑可能影响可能会通过降低个体创新自我效能感对创新绩效产生负面影响，因为焦虑可能导致对个体创造力和创新能力的低估。社交焦虑可能导致个体对自身在创新活动中的能力产生怀疑，降低创新自我效能感 (Puggioni, 2023)，即焦虑状态可能削弱个体的自我效能感。因此社交焦虑可能通过降低员工创新自我效能感减弱个体在创新任务中的积极性和投入，进而降低创新绩效的表现。综上所述，本文提出以下假设：

H3a：创新自我效能感在工作焦虑和创新绩效间存在中介效应。

H3b：创新自我效能感在社交焦虑和创新绩效间存在中介效应。

2.4 社会支持的调节作用

社会支持可以通过多种机制缓冲职场焦虑对创新自我效能感的负面影响，首先可以通过情感支持来减轻焦虑情绪，研究发现，当个体经历焦虑情绪时，得到他人的情感支持可以减轻焦虑的感受，提供安慰和安心的感受 (Calvete & Connor-Smith, 2006)。World Health Organization (2020) 的研究同样认为情感心理方面支持可以提供同理心，减少焦虑造成的紧张情绪。这种情感支持使得个体能够更好的面对压力和挑战，增强其对自身能力的动力和信心 (Klyver et al., 2018)，从而在创新任务中表现出更高的创新自我效能感。其次信息支持可以为个体提供有关创新任务的指导和信息，降低不确定性 (Usman et al., 2021)，进而增强其信心，降低焦虑感受，提高其创新自我效能感。综上所述，本文提出以下假设：

H4：社会支持会负向调节职场焦虑对创新自我效能感的负向影响。

2.5 创新自我效能感与创新绩效

创新自我效能感与创新绩效之间的联系，是由班杜拉的社会认知理论作为基石的，强调自我效能对人类行为的影响，他认为，自我效能感较高的人更有可能设定具有挑战性的目标。Teng et al. (2020) 的研究也强调，创新自我效能感较高的员工更有可能在组织内创造性的解决问题并表现出创新行为。以及 Alshebami (2023) 的研究也强调了自我效能在促进创新活动中的作用。另外，创新往往是需要跨学科合作和冒险的，根据 Laud et al. (2023) 的研究发现，具有高创新自我效能感的个人更可能产生合作创新的想法，他们认为其是有效协作创新的决定因素。综上所述，本文提出以下假设：

H5：创新自我效能感对创新绩效具有正向影响。

综合而言，本文的研究框架如图 1 所示。

图 1
研究框架图

资料来源：本研究整理

3.研究方法

3.1 抽样对象与方法

本文调查的对象主要来自于北京、上海、深圳等职场高度竞争地区。为了了解员工真实的焦虑情绪，选择了各行业地区朋友、同学、亲戚等为指定抽样对象，因行业较多所以采用滚雪球式抽样方法进行数据收集，减少收集多行业的困难。问卷收集使用问卷星进行，收集指定对象后，通过指定对象派发其余问卷。共收集 552 份问卷，无效问卷剔除准则为问卷漏填，乱填、当前状态不符合本次研究主题以及时间填答少于 5 分钟的问卷后剩余 469 份，有效回收率约为 84.9%。

3.2 变量测量

本文量表选择国内外学者成熟量表，根据内容进行相应修改，并进行探索性因子分析确定题项信效度良好。问卷统一采用 5 点李克特法进行检验。职场焦虑量表采用的是 McCarthy et al. (2016) 所开发的职场焦虑量表，为了符合研究内容修改了部分题项。共 8 个题项。本研究中工作焦虑 Cronbach 's Alpha 值为 0.847；社交焦虑 Cronbach 's Alpha 值为 0.783。

创新自我效能感量表采用的是 Carmeli and Schaubroeck (2007) 所开发的单维度创新自我效能感量表，共 8 个题项。本研究中该量表的 Cronbach 's Alpha 值为 0.905。

创新绩效采用的是韩翼等人（2007）所编制的创新绩效量表，共 8 个题项。本研究中该量表的 Cronbach 's Alpha 值为 0.898。

社会支持采用的是 Allen et al. (1998) 和 King et al. (1995) 所编制的社会支持量表为了更符合本研究将对 King et al. (1995) 的量表进行一定修改，共 14 个题项。本研究中该量表的 Cronbach 's Alpha 值为 0.960。

4.研究结果

4.1 验证性因子分析

本研究使用验证性因子分析对模型的拟合度进行检验，结果如表 1 所示，可以看到

CMIN/DF 值为 1.424， RMSEA 值为 0.030。Standardized RMR 值为 0.034。另外的 GFI、CFI、NFI 以及 AGFI 的检验结果均达到了 0.9 以上的优秀水平。因此，综合本次的分析结果可以说明该 CFA 模型具有良好的适配度。

表 1
验证性因子分析模型拟合度检验表

指标	参考标准	值
CMIN/DF	1-3 为优秀，3-5 为良好	1.424
RMSEA	<0.05 为优秀，<0.08 为良好	0.030
Standardized RMR	<0.05 为优秀，<0.1 为良好	0.034
GFI	>0.9 为优秀，>0.8 为良好	0.943
CFI	>0.9 为优秀，>0.8 为良好	0.980
NFI	>0.9 为优秀，>0.8 为良好	0.937
AGFI	>0.9 为优秀，>0.8 为良好	0.930

注：本研究整理

4.2 描述性统计分析

在描述性统计分析中，关注的主要统计指标包括平均值、标准差、偏度和峰度。这些指标帮助我们了解数据的集中趋势和离散程度及分布情况。根据 Kline (1998) 指出的标准认为，偏度系数绝对值在 3 以内，峰度系数绝对值在 8 以内，则可认为数据满足近似正态分布的要求，根据表 2 的分析结果可以看出，本次研究中各个测量题项的偏度和峰度系数绝对值均在标准范围内。因此可以说明各个测量题项数据均满足近似正态分布。

表 2
描述性统计分析表

变量	平均值	标准差	偏度	峰度
工作焦虑	3.925	0.817	-0.993	0.950
社交焦虑	4.107	0.810	-1.362	2.085
创新自我效能感	2.122	0.814	0.947	0.759
创新绩效	2.232	0.804	0.621	-0.126
社会支持	3.158	0.566	-0.263	1.041

注：本研究整理

4.3 区别效度及相关分析

根据表 3 的分析结果可以看出，各个变量两两之间的标准化相关系数均小于变量所对应的 AVE 值的平方根，因此说明各个维度之间具有良好的区别效度。其中对角线数值为各变量 AVE 值。在本次分析中除社交焦虑与社会支持之间不存在相关关系外其余各个变量之间均存在显著的相关关系。

表 3
区别效度及相关分析检验结果表

变量	AVE 值	工作焦虑	社交焦虑	创新自我效能感	创新绩效	社会支持
工作焦虑	0.530	.728				
社交焦虑	0.548	$.383^{**}$	.740			
创新自我效能感	0.545	$-.480^{**}$	$-.465^{**}$	.738		
创新绩效	0.528	$-.319^{**}$	$-.297^{**}$	$.395^{**}$	.727	
社会支持	0.683	$.300^{**}$	.050	$.483^{**}$	$.119^{*}$	.826

注：**在 0.01 级别（双尾），相关性显著。
*在 0.05 级别（双尾），相关性显著。

4.4 结构方程模型假设检验

根据表 4 的分析结果可以看出在本次研究的路径假设关系检验中工作焦虑显著的负向预测创新绩效(β=-0.154, p=0.015<0.05)，因此假设 H1a 成立。社交焦虑对于创新绩效的预测作用不显著(β=-0.128, p=0.053>0.05)，因此假设 H1b 不成立。

工作焦虑显著负向预测创新自我效能感(β=-0.381, p<0.001)，因此假设 H2a 成立。社交焦虑显著负向预测创新自我效能感(β=-0.377, p<0.001)，因此假设 H2b 成立。

创新自我效能感显著正向预测创新绩效(β=0.279, p<0.001)，因此假设 H5 成立。

表 4
结构方程模型路径关系假设表（标准化）

路径关系			Estimate	S.E.	C.R.	*p*
创新自我效能感	<---	工作焦虑	-0.381	0.055	-6.737	***
创新自我效能感	<---	社交焦虑	-0.377	0.060	-6.513	***
创新绩效	<---	创新自我效能感	0.279	0.067	4.130	***
创新绩效	<---	工作焦虑	-0.154	0.060	-2.434	0.015
创新绩效	<---	社交焦虑	-0.128	0.068	-1.934	0.053

注：本研究整理

4.5 中介效应检验

本文中介分析采用 Preacher and Hayes (2008) 的 Bootstrap 中介效应检验方法(设置 5000 次)。根据表 5 结果可以看出工作焦虑显著负面影响创新自我效能感，进而负面影响创新绩效，这一路径的中介效应是成立的，同时，工作焦虑还拥有对创新绩效负面的直接效应，这就意味着创新自我效能感在工作焦虑与创新绩效的关系中扮演了部分中介的作用。因此假设 H3a 成立而社交焦虑在影响创新绩效的过程中的确存在中介效应，即社交焦虑通过降低创新自我效能感间接负面影响创新绩效，这意味着创新自我效能感在这段关系中扮演了完全中介的作用。因此假设 H3b 成立。

表 5
中介效应检验表

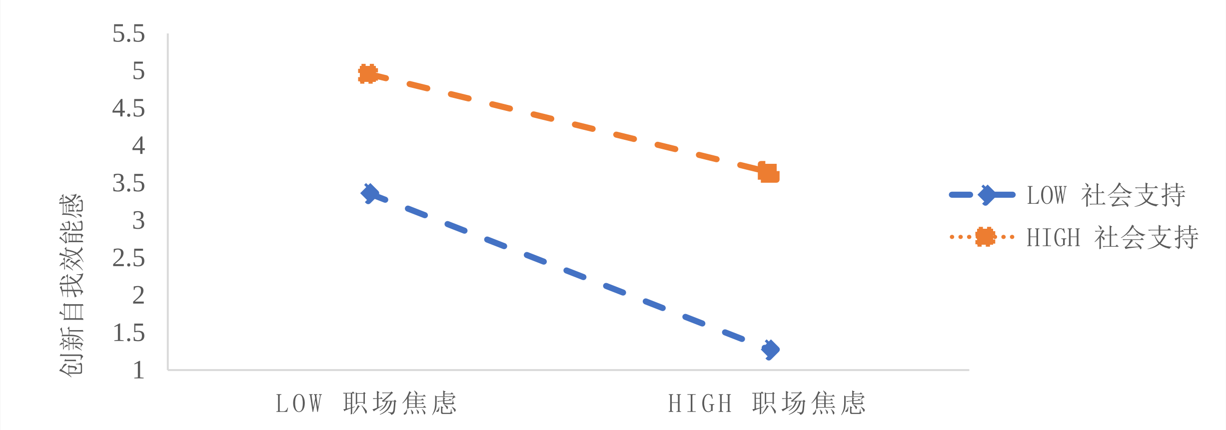
路径关系	效应值	SE	Z	Lower	Upper
工作焦虑-创新自我效能感-创新绩效 间接效应	-0.102	0.031	-3.290	-0.176	-0.050
工作焦虑-创新自我效能感-创新绩效 直接效应	-0.147	0.064	-2.297	-0.276	-0.030
工作焦虑-创新自我效能感-创新绩效 总效应	-0.249	0.063	-3.952	-0.378	-0.132
社交焦虑-创新自我效能感-创新绩效 间接效应	-0.108	0.033	-3.273	-0.184	-0.052
社交焦虑-创新自我效能感-创新绩效 直接效应	-0.132	0.075	-1.760	-0.285	0.012
社交焦虑-创新自我效能感-创新绩效 总效应	-0.240	0.072	-3.333	-0.382	-0.108

注：本研究整理

4.6 调节斜率图

根据图 2 可以看出当社会支持从低水平到高水平的时候，自变量职场焦虑对因变量创新自我效能感的影响斜率明显增加，证明了社会支持在职场焦虑与创新自我效能感之间的调节效应为负向调节。

图 2
调节斜率图



注：本研究整理

4.7 有调节的中介效应检验

根据表 6 的结果来看，职场焦虑对创新自我效能感有显著负影响(β=-1.130, p<0.001)，社会支持对创新自我效能感有显著正影响(β=0.632, p<0.001)，交互项(Int_1)的显著性为(β=0.087, p=0.029<0.05)表明社会支持可能在职场焦虑和创新自我效能感之间起到调节作用。因此假设 H4 成立。

表 6
社会支持、职场焦虑与创新自我效能感检验结果表

自变量	因变量: 创新自我效能感			
	β	SE	t	P
constant	3.464	0.479	7.235	0.000
职场焦虑	-1.130	0.128	-8.805	0.000
社会支持	0.632	0.150	4.224	0.000
Int_1	0.087	0.040	2.194	0.029
性别	0.027	0.040	0.689	0.492
年龄	0.018	0.018	0.995	0.320
学历	-0.030	0.024	-1.237	0.217

注：本研究整理。

根据表 7 的结果来看该分析检验了创新自我效能感作为中介变量在不同水平的社会支持感下如何影响职场焦虑与创新绩效之间的关系。当社会支持处于不同水平时可以了解在较高水平的社会支持下，职场焦虑对创新绩效的负面影响虽然依然显著，但效应大小有所减弱。综上所述，结果表明社会支持水平能够调节职场焦虑通过创新自我效能感对创新绩效的影响。因此假设 H4 成立再次得到验证。

表 7
有调节的中介效应检验表

		β	SE	LLCI	ULCI
直接效应		-0.241	0.060	-0.358	-0.123
	M-SD 水平	-0.248	0.051	-0.35	-0.148
间接效应	M 水平	-0.233	0.046	-0.322	-0.141
	M+SD 水平	-0.217	0.044	-0.302	-0.131

注：本研究整理。

5.研究结论与讨论

本研究以一线地区不同行业的469人作为样本，采用滚雪球式问卷调查，探讨了职场焦虑下员工对于创新绩效的影响，着重了解了社会支持感的作用。研究发现，工作焦虑会负向影响创新绩效；而社交焦虑不会直接负向影响创新绩效，而是通过其他因素可以间接影响创新绩效；工作焦虑和社交焦虑均会负向影响创新自我效能感；创新自我效能感会正向影响创新绩效；社会支持会负向调节职场焦虑对创新自我效能感的负向影响。

5.1 研究贡献

5.1.1 理论贡献

第一，丰富了创新绩效的理论研究，本研究以创新自我效能感为中介变量，揭示了职场焦虑如何影响创新绩效，进一步了解和补充其之间的复杂关系，这样的一种理论模型可以提供一个全新视角，理解并可能预测创新绩效的走向。

第二，过往的研究大都集中在积极心理状态对创新绩效的影响上如自信、乐观，而本研究则关注了负面情绪焦虑的影响，从而拓宽了后续研究的视角。

第三，研究明确了社会支持的调节作用，对于社会支持能够正向调节职场焦虑对创新自我效能感的影响，这个发现强化了社会支持在组织行为学中的重要地位，同时也拓展了其应用范围。

5.1.2 实务贡献

第一，理解职场焦虑对创新绩效的影响，有助于组织制定相关策略来降低员工的焦虑水平，从而提高员工的满意度和幸福感。

第二，研究明确了社会支持对于减轻职场焦虑，提高创新自我效能感的重要作用，可以为企业提供有关如何制定和实施有效员工支持和关怀政策的价值建议，为提升企业创新绩效提供了实践指导。

第三，研究提高了公众对职场焦虑的认识，有助于推动更健康、更公正的职场环境的形成，也可以引导企业在人力资源管理中更加注重建立健全的社会支持系统，以调整员工的情绪状态，进而提高创新绩效。

5.2 研究局限性与未来发展建议

首先，研究在样本的地区、行业选择上存在一定局限性，今后需要增加更多行业、地区确保数据更加准确。其次，研究使用了滚雪球式问卷收集，可能会因为社会背景以及个体自我认知的影响，对数据结果产生偏差，今后可以选择随机抽样方式避免偏差影响。最后研究结果可能受到特定时期或社会经济背景的影响，无法反应长期或未来趋势，未来需要不断继续研究，保证长期的时效性。

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Discuss External Cues, Green Authenticity Perception and Green Trust - Take a Case Research of The Green Cosmetics

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Abstract

The purpose of this paper is to explore the influence mechanism of external cues of green cosmetics on green trust, as well as the mediating role of green authenticity perception and the moderating role embodied in environmental values. Based on the theory of the Cue Utilization Theory and SOR theory, the research examines the interaction between different variables, and provides more suggestions for enterprises on marketing. Using the convenience sampling method, the Gen Z consumer group was taken as the object of this study, and a total of 459 valid questionnaires were obtained. The results show that external cues have a positive impact on consumers' green trust and green authenticity perception, green authenticity perception positively affects green trust, green authenticity perception plays a mediating role between external cues and green trust, and environmental values play a negative moderating role between external cues and green trust.

Keywords： Green cosmetics; External cues; Green authenticity perception; Green trust; Environmental values

探讨外部线索、绿色真实性感知与绿色信任 -以绿色化妆品为例

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摘要

本文旨在探讨绿色化妆品的外部线索对绿色信任的影响机制，以及绿色真实性感知的中介作用和环境价值观所体现的调节作用。研究以线索利用理论和SOR理论为基础去检验不同变量间的交互作用，为企业提供更多关于营销方面的建议。使用便利抽样法，将 Z 世代消费群体作为本次研究对象，共收获有效问卷 459 份。研究结果表明，外部线索对消费者绿色信任及绿色真实性感知产生正向影响；绿色真实性感知正向影响绿色信任；绿色真实性感知在外部线索和绿色信任间起到中介作用；环境价值观在外部线索和绿色信任间起负向调节作用。

关键词：绿色化妆品；外部线索；绿色真实性感知；绿色信任；环境价值观

1.引言

生态保护已成为企业和消费者的最先考虑的事项，两者皆向绿色生产和消费进行转变(Sreen et al., 2018)。多数消费者意识到保护环境的重要性，并主动寻求环保产品(Peattie, 2001)。然而，在查看实际数据就可以发现，绿色市场中对绿色产品表达认可的消费者占比虽超过 30%，但此占比没有在销售数据中有所体现(Pat et al., 2007)。出现该现象的原因之一可能是绿色产品常因表达内容不清晰和宣传内容夸大使得漂绿事件频繁出现，消费者在购买前无法真正接收到了解其本质和价值的关键线索。以绿色化妆品为例，由于其概念模糊不清加上律法不完善，导致消费者很难辨别绿色化妆品。有学者发现，消费者倾向于绿色化妆品的天然成分，但该领域对天然成分的标识仍不够充分，致使消费者越来越对产品的真实性产生怀疑(张秀娜、林炯婧，2011)。同时一些企业在营销过程中只是将此作为卖点们并没有实际的环保行为(小兵、广丰，2009)。像某品牌绿色化妆品其外包装上写着"你好，我是纸瓶"，但实际上只是一个简单用纸包裹的塑料瓶，企业使用了误导性文案使消费者认为该绿色产品使用环保包装，而实际上只是一层伪装。由此可以看出消费者辨别绿色产品真实性需要花费很多精力(Hartmann et al., 2005)，这严重影响了信任的产生。

本研究旨在为打造绿色化妆品发展绿色营销的相关企业提出一些建议。企业需要了解外部线索如何向消费者传达产品以及相关品牌的信息，以刺激消费者对绿色真实性方面的感知，进而影响到消费者信任度，引导顾客做出实际购买行为。

2.理论与假设

2.1 外部线索对绿色信任的影响

企业通过外部线索向消费者传达购买该产品对于环境的好处这一信号，消费者接受到这些线索展现的信息后，会对企业产生一定的印象，从而影响其对该产品或品牌的相信程度。维度绿色广告在向消费者描绘环保形象方面起着关键性作用(Grillo et al., 2008)。在研究中发现，通过绿色广告增加消费群体对环保产品的熟悉程度对人们购买行为的影响最明显 (Delafrooz et al., 2014) 。除了可通过绿色广告向消费者展示线索信息外，还可以通过认证标识，例如绿色标识和生态标签等来证明权威性，提高消费者信任。Chekima (2016) 认为生态标签能够被直观显示且可被查询，其转换了绿色产品的可信性属性，使得消费者可以根据可信的信息做出正确的判断。郭锐等人(2015)指出绿色品牌战略中绿色标识对绿色品牌信任有显著影响。综上，本研究提出假设:

H1：外部线索对消费者绿色信任具有正向影响。

H1a：认证标识对消费者绿色信任具有正向影响。

H1b：绿色广告对消费者绿色信任具有正向影响。

2.2 外部线索对绿色真实性感知的影响

从广告这个维度来看，学者张启尧与郑爱青(2022)在研究促销刺激对消费者绿色品牌价值共创意愿的影响中认为在广告促销刺激中，展示是消费者在绿色品牌真实性感知方面的重要线索之一，其能满足消费者对绿色品牌判断是否货真价实的心理预期，进而提高消费者的绿色真实性感知能力；至于认证信息，有学者认为消费者对于产品或服务是否真实的感知和评价关键之一就是第三方的权威解释(Carroll et al.,2021)。由于市场上绿色产品信息的不对称性，消费者有时会对产品及相关是否是真正的绿色产品并没有充足的把握。企业将绿色化妆品的相关线索传递给消费者，消费者就可以结合这些线索中的信息来判断这款产品的真实性。因此，本研究提出假设:

H2：外部线索对绿色真实性感知具有正向影响。

H2a：认证标识对绿色真实性感知具有正向影响。

H2b：绿色广告对绿色真实性感知具有正向影响。

2.3 绿色真实性感知对绿色信任的影响

Erdem and Swait(2004) 在研究中发现品牌的真实性可以提高消费者对品牌的信任度，品牌真实性对品牌信任有显著的影响。而产品角度来看，产品的真实性意味着企业会承诺消费者交付其与公司价值观相一致的产品，若产品真实地反映了企业的环保理念，就会提高消费者对该产品的信任(王娜等人，2017)。本研究做出推测，消费者越能从绿色产品相关方面判断出这款产品的真实性，就越容易产生信任感，从而对这款绿色产品产生期待。本研究由此提出假设:

H3：绿色真实性感知对绿色信任具有正向影响。

2.4 绿色真实性感知的中介作用

王娜等人(2017)认为当消费者清楚、真实地知晓品牌地的更多信息时，就会感知到品牌更真实，对品牌就会越熟悉，品牌信任程度越高；同时，企业为消费者提供的信息应保持公开透明的状态，有利于增强消费者的期望值，提高消费者信任。因此，企业展示绿色品牌的相关线索，消费者接收到线索中的信号刺激，对这个产品或相关品牌进行有关真实性的主观评价，进而影响消费者对产品或相关品牌的信任度和期望值。因此，本研究提出假设:

H4：绿色真实性感知对外部线索和绿色信任之间起中介作用。

2.5 环境价值观的调节作用

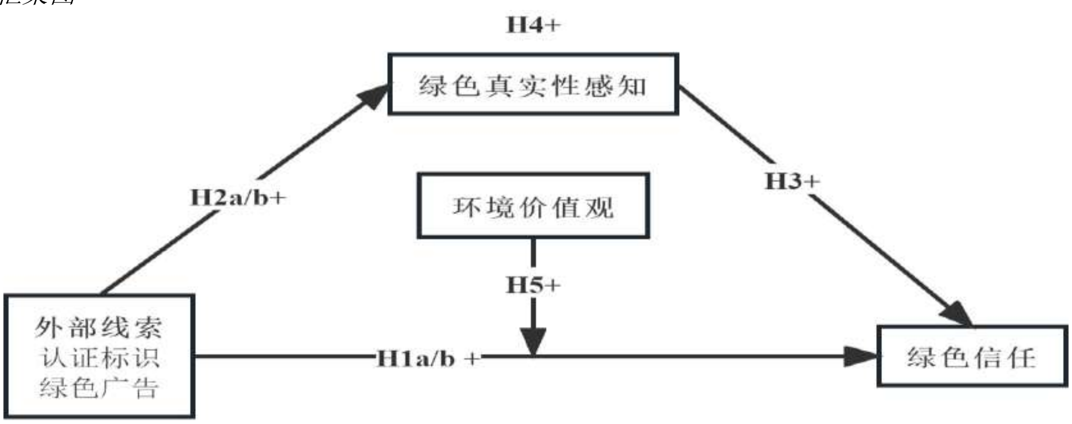
不同环境价值观的消费者对环境的认知和价值评判有所不同，具有较高环境价值观的消费者，会更加注重产品体现的绿色相关属性信息(贺健风等人，2022)。同时，具有强烈环境价值观的人更倾向于绿色消费等亲环境行为 (Loebnitz & Aschemann-Witzel , 2016)。现有研究表明绿色信任是个体亲环境价值取向与行为间的重点传播媒介（Chen & Chang，2012；2013），这表现了绿色信任和环境价值取向之间的联系。当具有强烈环境价值观的消费群体接收的外部线索中企业理念和个人价值观更契合，这类群体要比低程度得群体更容易产生绿色信任。由此本研究提出假设:

H5：环境价值观对外部线索和绿色信任之间起正向调节作用。

综上所述，本文的研究框架如图 1 所示。

图 1

研究框架图



资料来源：本研究整理

3.研究方法

3.1 抽样对象与方法

本文调查的对象为Z世代消费群体，Z世代是指1995年至2009年出生的年轻群体（李林等人，2022）。集中在北京、上海和深圳这三个经济能力强的城市。问卷采用便利抽样法通过问卷星进行线上数据收集，共收集597份问卷，剔除非Z世代消费群体、填写时间异常等无效问卷后剩余459份，有效回收率约为76.9%。

3.2 变量测量

本文量表选择国内外学者成熟量表，根据产品绿色化妆品进行适当调整。所有量表均采用5点李克特式评分法，其中，外部线索两个维度认证标识和绿色广告的测量题项皆参考了Chin et al.(2018)的原始量表。其中认证标识从了解和关注程度两方面来衡量，绿色广告则是从途径、重要性及内容这几方面来衡量，Cronbach's α系数分别为0.850和0.864，共 9 个测量题项。绿色真实性感知参考孙习祥与陈伟军(2014)的原始量表，Cronbach's α系数为0.905，共8个测量题项。绿色信任参考Chen (2010)的相关量表，从观点、行为、期望值和承诺来衡量题项内容，Cronbach's α系数为0.827，共4个题项。环境价值观参考Dunlap et al.(2000)的原始量表，Cronbach's α系数为0.759，共6个题项。问卷信度皆呈现良好。

4.研究结果

4.1 描述性统计分析

表1为描述统计表，表现了各变量及维度常用的描述性统计指标。如表所示，环境价值观均值为2.88，较低于均分值3，表明了尽管Z世代对绿色消费拥有正向的态度，但其环境价值观的体现并没有预期那样强烈。在偏度和峰度方面，各变量中最小偏度值为-0.94，将其取绝对值后不大于 2；最大峰度值为0.80，将其取绝对值后不大于 5，符合测量标准（Bentler & chou,1987），表明测量数据均能满足正态分布要求，适用于后续其他检验方法例如回归分析等。

表1
统计分析表

变量	N	均值	标准偏差	偏度	峰度
认证标识	459	3.75	0.90	-0.68	-0.04
绿色广告	459	3.68	0.89	-0.64	0.01
外部线索	459	3.71	0.81	-0.62	0.08
绿色真实性感知	459	3.86	0.82	-0.94	0.80
消费者绿色信任	459	3.81	0.85	-0.63	-0.07
环境价值观	459	2.88	0.65	0.28	0.26

注：本研究整理

4.2 验证性因子分析

由于本研究结合主题对所采用的成熟量表进行调整，同时探索性因子分析在预调研中已经完成，因此进行验证性因子分析 CFA 对模型拟合度进行检验。如下表 2 模型拟合系数表所示，卡方自由度比（$\chi 2/df$）数值为 1.256 小于标准数值 3，误差均方根（RMSEA）为0.024小于标准值0.05。同时GFI等其他指标均达到0.9的标准值，体现出较高的结果适配度。

表 2
模型拟合系数表

常用指标	χ2	df	χ2/ df	RMSEA	SRMR	GFI	CFI	NFI
判断标准	--	--	<3	<0.05	<0.05	>0.9	>0.9	>0.9
样本数值	231.123	184	1.256	0.024	0.027	0.956	0.990	0.953

注：本研究整理

4.3 结构方程模型

本研究构建结构方程模型（SEM）对主路径的假设进行显著性分析。如表 3 模型参数估计摘要表所示，外部线索到绿色信任的标准化因素载荷量=0.298，p <0.001，支持显著，因此假设 H1 外部线索对绿色信任具有正向影响成立；外部线索到绿色真实性感知的标准化因素载荷量=0.607，p <0.001，支持显著，即 H2 外部线索对绿色真实性感知具有正向影响成立；绿色真实性感知到绿色信任的标准化因素载荷量=0.326，p < 0.001，支持显著，即 H3 绿色真实性感知对绿色信任具有正向影响成立。

表 3
模型参数估计摘要表

路径关系			Estimate	S.E.	C.R.	P
绿色真实性感知	<---	外部线索	0.607	0.068	9.23	***
消费者绿色信任	<---	绿色真实性感知	0.326	0.07	4.759	***
消费者绿色信任	<---	外部线索	0.298	0.078	4.011	***

注：本研究整理

4.4 回归分析

上述使用 SEM 去验证主路径是否成立，然而外部线索分为认证标识和绿色广告这两个维度，因此本研究针对这两个维度衍生来的子假设进行逐步回归分析。如表 4 回归分析表所示，模型 1 到 3 探讨了两维度对绿色信任的影响机制，模型 4 到 6 是对绿色真实性感知的影响机制。此外，考虑了性别、学历和收入等控制变量。由于使用 SPSS 进行逐步回归时会剔除不显著的变量，因此控制变量性别被排除。

模型 2 中认证标识的数值 β=0.169(p<0.001)，假设 H1a 认证标识对消费者绿色信任具有正向影响成立。模型 3 中绿色广告的数值 β=0.173(p<0.001)，假设 H1b 绿色广告对消费者绿色信任具有正向影响成立。模型 5 中认证标识的数值 β=0.426(p<0.001)，假设 H2a 认证标识对绿色真实性感知具有正向影响成立。模型 6 中绿色广告的数值 β=0.405 (p<0.001)， H2b 绿色广告对绿色真实性感知具有正向影响成立。在控制变量方面，性别的影响不显著，学历的影响相对较小，但统计上显著。而月收入对绿色信任的影响最为显著，这说明经济状况较好的消费者由于较高的容错率会对绿色化妆品产生更高的信任度。

表 4
回归分析表

因变量	绿色信任						绿色真实性感知					
	模型1	VIF	模型2	VIF	模型3	VIF	模型4	VIF	模型5	VIF	模型6	VIF
月收入	.862***	1.002	.821***	1.067	.831***	1.036	.292***	1.002	.189***	1.067	.221***	1.035
学历	-.070**	1.002	-.046*	1.025	-.052*	1.014	-.091*	1.002				
认证标识			.169***	1.092					.426***	1.067		
绿色广告					.173***	1.048					.405***	1.035
R^2	.754		.780		.782		.096		.257		.246	
调整后 R^2	.752		.778		.781		.092		.254		.242	
ΔR^2			.026		.029				.162		.150	
F 值	697.092***		537.105***		544.107***		24.122***		78.969***		74.292***	

注：*P＜0.05；**P＜0.01；***P＜0.001 本研究整理

4.5 中介效应分析

本研究的中介效应分析采用 Bootstrap 中介效应检验法(温忠麟、叶宝娟，2014)，该方法构成了一个置信度为 95%的置信区间，如果置信区间不包含 0 则系数乘积显著，即中介效应显著(方杰、张敏强，2012; Preacher & Hayes, 2008; Preacher et al., 2007；温忠麟等人，2012)。根据表 5 中介效应检验表可得，绿色真实性感知通过外部线索对消费者绿色信任的间接效应为 0.207，标准误(SE)为 0.051，95%的置信区间为 0.114 到 0.313。因为置信区间不包含 0，因此 H4 绿色真实性感知对外部线索和消费者绿色信任之间起中介作用成立。

表 5
中介效应检验表

中介路径	β	SE	LLCI	ULCI
总效应	0.519	0.073	0.376	0.660
直接效应	0.312	0.084	0.158	0.482
间接效应	0.207	0.051	0.114	0.313

注：本研究整理

4.6 调节效应分析

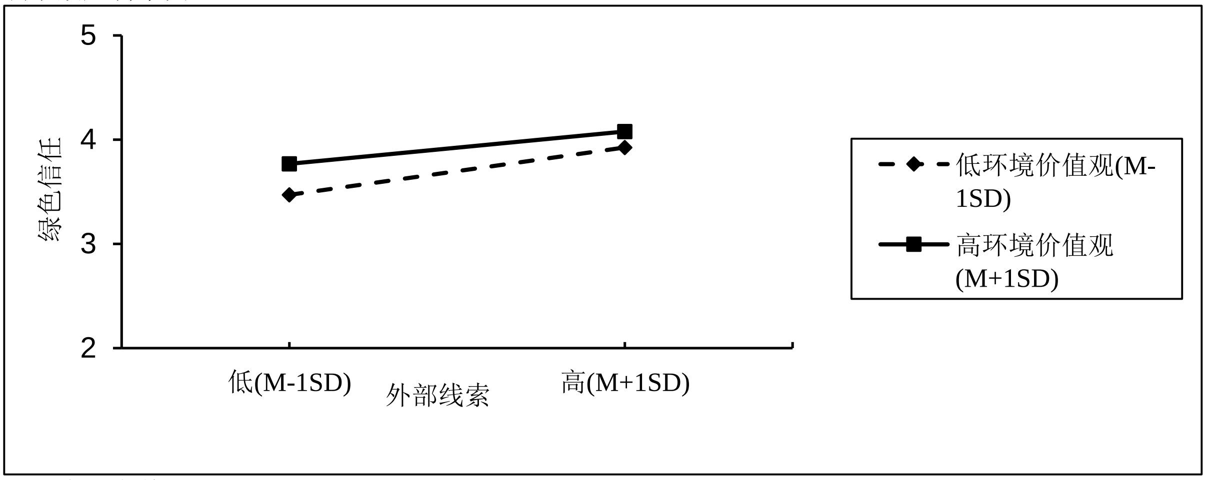
如表 6 所示，主效应中外部线索对绿色信任存在显著正影响(β=0.235, p<0.001)。环境价值观对消费者绿色信任的影响亦显著(β=0.173, p<0.001)，然而，外部线索与环境价值观的交互项显著性为 β=-0.068, p=0.036<0.05，呈现出负向显著的状态，虽然环境价值观在绿色真实性感知与消费者绿色信任之间存在调节作用，但方向为负。如图 2 为调节效应斜率图，高水平的斜率低于低水平的斜率，表明随着 Z 世代环境价值观的提高会削弱外部线索对绿色信任的正向影响，因此 H5 环境价值观对外部线索和绿色信任之间起正向调节作用不成立。

表 6
中介效应检验表

	因变量: 绿色信任			
自变量	β	SE	T	p
constant	2.593	0.095	27.371	0.000
外部线索	0.235	0.023	10.040	0.000
环境价值观	0.173	0.033	5.293	0.000
Int_1	-0.068	0.033	-2.098	0.036
性别	-0.010	0.036	-0.288	0.774
学历	-0.039	0.021	-1.814	0.070
月收入	0.683	0.023	30.127	0.000

注：本研究整理。

图 2
调节效应斜率图



注：本研究整理。

5.研究结论与讨论

本研究分析了外部线索（认证标识和绿色广告）对绿色信任的影响机制，探究了绿色真实性感知的中介作用及环境价值观的调节作用。结果表明，绿色信任受外部线索影响，认证标识和绿色广告对消费者绿色信任均存在显著正向影响；绿色真实性感知受绿色化妆品外部线索影响，认证标识和绿色广告对绿色真实性感知均存在显著正向影响；绿色信任对绿色真实性感知存在正向影响；绿色真实性感知在绿色化妆品外部线索对绿色信任的影响中起到了中介作用；环境价值观在绿色真实性感知与绿色信任之间呈现负向调节作用。

5.1 实务建议

第一，提供真正有效的外部线索。企业在为消费者提供外部线索时可将认证标识和绿色广告充分结合，前者以提高说服力，后者来增加消费者对绿色化妆品的关注程度，通过提供清晰而有效的信息来表明企业自身的可持续性计划，帮助消费者做出明智的选择。

第二，要清楚绿色真实性感知所发挥的重要作用。企业对环境的破坏之大足以掩盖众多消费者的努力。因此，每一个环保企业落实环境友善，同时提供给消费者的每一个产品最基本的质量要得以保证，并真诚营销，拒绝漂绿行为。

5.2 研究的局限性

首先是研究产品、地点和对象的选择。本次研究地点主要集中在北京、上海和深圳这三个超一线城市，绿色化妆品作为本次研究的产品，考虑到 Z 世代消费群体在消费领域较大的影响，因此将该群体作为研究对象。诚然，将产品、地点和人群进行控制便于更细致、深入地考察，但得到的结果是否具有普适性还有待考证。其次是研究维度的选择。考察外部线索对绿色信任的影响还是过于表面，需要更加具体和深入。同时，不同学者对于外部线索维度存在不同角度地划分，是否还有其他维度适用本研究主题还需要具体验证。

5.3 未来发展方向

针对以上列出的局限性，以下几点可以作为未来研究的方向。第一是增加样本普适性，对研究地点进行延伸，后续可对各区域进行比较研究。第二是深入研究外部线索维度并进行系统整合。认证标识可考察其位置和颜色等方面对绿色信任的影响，绿色广告可研究消费者对绿色广告情感与理性的诉求。同时，整合外部线索维度，通过数据分析更细致地找出其他合适维度，并探索加入后所产生的影响。第三是在时间充裕的情况下，更适用于实验法来探讨，这样得出的结论更能体现反映出现实意义。

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The Impact of Shared Leadership on Employee Job Crafting: Exploring The Mediating Effect of Role Breadth Self-Efficacy and The Moderating Effect of Tradition

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Abstract

Based on 341 questionnaires, this study investigates the positive effects of shared leadership on job crafting in traditional cultural settings like China. Findings reveal a strong positive link between shared leadership and job crafting, with a notable enhancement in role breadth self-efficacy, further fostering job crafting. The study identifies role breadth self-efficacy as a mediating factor in this dynamic. However, a traditional cultural orientation may adversely affect this relationship. Thus, management should implement open, collaborative leadership to boost employee engagement and innovation, redefining work processes and content. It's essential for organizations to offer training and development opportunities, strengthening employee confidence. Cultural considerations are crucial when integrating shared leadership within traditional cultural frameworks.

Keywords: Shared Leadership; Job Crafting;Traditionality;Role Breadth Self-Efficacy

共享型领导对员工工作重塑的影响：探讨角色宽度自我效能感的中介效应与传统性的调节效应

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摘要

本研究基于 341 份问卷，探讨了在中国等传统文化背景下共享型领导如何正向影响员工的工作重塑。结果表明，共享型领导与工作重塑之间存在显著正相关，且能增强角色宽度自我效能，进一步促进工作重塑。研究发现，角色宽度自我效能在这一过程中起到中介作用，但传统文化倾向可能对这种关系产生负面影响。因此，为了提高员工的参与感和创新性，管理层应采用更开放和协作的领导方式，重塑工作流程和内容。同时，组织需要提供培训和发展机会，增强员工的自信心。在传统文化背景下，引入共享型领导时需要考虑文化因素。

关键词：共享型领导；工作重塑；传统性；角色宽度自我效能感

1. 研究背景与意义

1.1 研究背景

传统企业如诺基亚因决策中心化而错失智能手机革命，显示单一领导决策的局限。现代企业，如 Google，采用半结构化组织，重视员工创新和团队合作。如李学东等人（2023）的研究中就指出，传统领导的失能往往体现在一线员工的机械式工作，公司领导层失去对一线工作变化的感知而导致的。所以共享型领导模式渐渐成为趋势，强调团队成员共同决策，适应性强。这种模式下，员工根据专长和任务担任领导角色，鼓励自主和创新，同时重塑工作方式。共享型领导与工作重塑结合，提高工作效率和团队满意度。自我效能感在此过程中促进员工参与和创新。

然而，中国企业深受儒家文化影响，传统性思维可能影响员工的自我效能感。杨国枢（1991）的研究显示，中国人传统性倾向于尊重权威和完成任务。这种思维方式可能对共享型领导和工作重塑的适应性产生影响。因此，对于习惯传统文化的员工，适应共享型领导模式和主动参与的能力成为值得探讨的问题。

1.2 研究目的

首先，研究旨在理解共享型领导是否能积极影响员工的工作重塑，即探讨两者之间的直接关联。其次，除了确定它们之间的联系，研究还将深入探究共享型领导如何具体影响员工工作重塑的过程，揭示其背后的作用机制。最后，考虑到中国的特定文化背景，研究将探讨文化因素如何调节共享型领导与工作重塑之间的关系，即在尊重权威的文化背景下，这种领导方式和工作重塑的相互作用是否会发生变化。这些研究目的旨在为学术界提供新的见解，并为实践界，特别是中国文化背景下的企业，提供有价值的策略建议。

1.3 研究意义

本研究主要探讨了共享型领导和工作重塑行为之间的关系，提出了三个研究方向。首先，强调了探索工作重塑的领导机制的重要性，指出历史研究中领导风格对工作重塑的影响是一个较少涉及的领域。其次，基于社会认知理论，探讨共享型领导和工作重塑之间的关系，特别关注自我效能感在其中的中介作用。此外，提出了引入"传统性"这一变量，来探索共享型领导推动工作重塑的边界条件。文本还强调了这些研究的实际意义，包括如何优化企业的工作设计，重视共享型领导的积极作用，以及关注员工的传统性程度，并据此实施差异化的管理策略。这些研究旨在帮助企业在现代快速变化的市场环境下保持竞争力，并在尊重传统的同时实现创新和高效管理。

1.4 研究创新

本研究旨在丰富中文学术领域中关于共享型领导与工作重塑关系的研究，特别关注其对组织转型的影响。虽然国际学术界已有一定程度上的探讨，但中文研究在这方面相对匮乏。通过检索中国知网、维普、Google 和百度等数据库和搜索引擎，发现中文文献相对较少。外文文献自 2018 年以来已有 5 篇论文探讨共享型领导与工作重塑的交互效应。本研究意在探讨共享型领导如何促进工作重塑，并进一步考察这一关系在中国特定文化背景下的表现。

研究重点包括分析现有文献中提及的工作重塑与组织转型之间的联系，并探讨个体内部认知、外部刺激和行为之间的相互作用，强调创造有利于员工工作重塑的环境的重要性。此外，研究还探讨文化背景对共享型领导与工作重塑关系的潜在影响，特别是员工的心理特质（如心理授权和学习意愿）作为中介变量的作用，以及儒家文化背景下员工对共享型领导接受程度的影响。最后，研究提出将员工的传统性作为关键的调节变量，以更全面和深入地理解文化背景对共享型领导与工作重塑关系的影响，为理论研究和实际应用提供新的洞见。

2. 假设提出

2.1 变量定义

2.1.1 共享型领导的定义

本研究通过归纳总结现有的研究，找到他们的共性从而提出共享型领导的三个主要特征即：(1) 属于一种非正式的、团队内在控制的领导力类型(2) 关注垂 直领导职能在成员之间的共享，即由团队成员来担任领导角色(3) 强调成员之间 的社会交互和集体角色定制过程，然后根据以上三大特点与本研究以中国企业员工为主体的样本为考量，本研究关于共享型领导的定义将采用彭天宇（2010）的定义即「共享领导是一种理念，它倡导团队内部权力平衡，团队成员共同承担责任并根据团队成员专长、团队环境的变化以及团队任务的需求，领导权在团队成员中动态转移，其目的是为了更好地整合团队知识以更好地实现团队目标。

2.1.2 工作重塑的定义

从角色认知的维度出发，深入探讨 Wrzesniewski and Dutton (2001) 所提出的工作重塑观点。他们认为工作重塑是一种"自下而上"的主动过程，员工对工作中的任务边界和关系边界进行实质性或认知上的调整，以便使工作内容与自己的价值观和偏好更为吻合。这种调整并非仅限于工作的实际任务，更深层次地，它反映了员工对于自身在组织和团队中角色的新的认知与定位。这种基于个体主动性的工作重塑，使员工能够在现有的工作结构中寻找并创造更多的意义，从而增强其工作满足感和归属感。

2.1.3 角色宽度自我效能的定义

Bandura (1991) 发现，一般的自我效能感无法完全涵盖所有情境，例如一个人对自己的身体有自信，他可能会对跑步登山等表现出高自我效能，但在数学，物理上并不一定会拥有高自我效能。

在现代组织心理学领域中，除了传统的自我效能感，还有一种特殊的自我效能概念被提出，即"角色宽度自我效能感"。据 Parker (1998) 的定义，这是指员工对于积极执行更为广泛、超出自己传统职责边界的工作任务的能力感知。与一般的自我效能感不同，角色宽度自我效能感更多地强调员工能够跳出传统的角色框架，更加主动地应对工作中和外部环境的挑战。

2.1.4 传统性的定义

以杨国枢（1991）基于中国传统的儒家思想和中华民族悠久的传统文化提出了中国人独有的中国传统性，其主要表现在中国人在其生活圈子中在社会取向上呈现出的各种特征，主要包括四个特征：家族取向、关系取向、权威取向、他人取向。这种传统性在个体上展现为个体融如在社会取向上表现为个体为配合其家族、社会团体、权威人士等所表现出来的社会互动的风格特点。

2.2 共享型领导对员工的工作重塑有正向影响

积极主动是指主动控制并影响环境或自身带来变化。工作重塑是员工积极性的外在表现，由 Dutton and Wrzesniewski (2001) 提出。员工感知到在工作中有自由和机会进行重塑时，更可能尝试改变工作。Erkutlu (2012) 使用来自土耳其 21 家商业银行的 420 名团队成员的数据，发现工作团队内的共享型领导与团队的主动行为呈正相关。在支持性文化水平较高的组织中，共享型领导与团队主动性的关系更为紧密中文文献也支持共享型领导能激发员工积极性，如建言、创新和寻找变革行为。因此，本研究提出假设：

H1: 共享型领导对员工工作重塑有正向影响。

2.3 共享型领导对员工的角色宽度自我效能有正向影响

共享型领导强调团队成员间的合作与互学，不依赖单一领导者，而是鼓励所有成员共同承担领导责任。这种环境促进成员通过观察、互动和反馈学习发展。Pearce (2002) 发现，员工授权行为增强自我效能感，Bandura (1977) 的社会认知理论也指出自我效能感对动机和行为有积极影响。李晓玉（2021）研究表明，共享型领导下，权力是交互式流动的，团队成员共同决策，积极合作，充分发挥专长，营造积极和谐氛围，并提升员工自我效能。因此，提出假设：

H2: 共享型领导对员工的角色宽度自我效能有正向影响

2.4 角色宽度自我效能感对员工的工作重塑有正向影响

工作重塑是员工积极主动性的体现。Parker et al. (2006) 研究显示，自我效能感是预测员工主动性的关键因素，影响他们调整和优化工作的能力。Bandura (1977) 的社会认知理论也强调自我效能感对行为选择和面对困难时的坚持有重要影响。在工作场景中，高自我效能感的员工可能更主动寻找提升工作效率和质量的方法。Tims et al. (2010) 的研究直接显示了自我效能感与工作重塑的正向关联，李岩等人（2022）的临床护士研究也证明了高自我效能感的护士更积极地实践自己的想法，改进工作方法，促进个性和自主性发展，实现更高水平的工作重塑。因此，提出假设：

H3: 角色宽度自我效能感对员工的工作重塑有正向影响

2.5 角色宽度自我效能感在共享型领导与工作重塑之间起到中介的作用

Bandura (1977) 指出，高自我效能感的员工在完成工作任务时表现出更大的信心和积极性。林新奇等人（2019）提出，高角色宽度自我效能感的员工不仅对完成多项工作更有自信，而且愿意并有动力承担组织之外的额外任务，如改进工作方法和流程。因此，可以推断，共享型领导可能通过提高员工的自我效能感来影响其工作重塑，李晓玉（2021）和李岩等人（2022）的研究支持这一观点。这表明，自我效能感可能在共享型领导与工作重塑之间起中介作用。因此，提出假设：

H4: 角色宽度自我效能感在共享型领导与工作重塑之间起到中介的作用

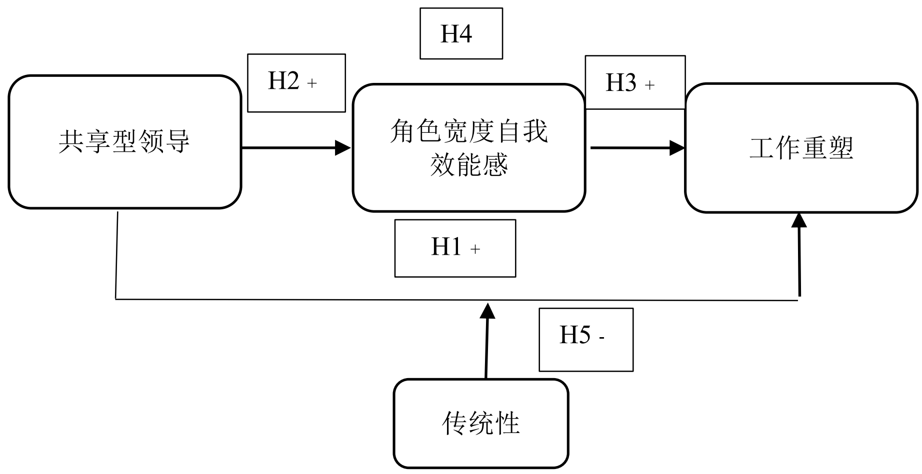
2.6 在共享型领导对工作重塑的影响中，传统性具有显著的负向调节作用

中国传统文化特征如家族、关系、权威和他人取向，在全球化背景下与现代价值观融合，形成独特的社交行为模式。杨国枢（1991）描述了这些特征，强调集体和谐、避免冲突和尊重权威的倾向。同时，现代中国社会中个性、自由的追求与集体、权威的传统价值存在平衡。Farh (1997) 研究显示，群体中个体倾向于同质化行为，强化集体意识。在这种文化背景下，共享型领导的影响和员工对自主权的体验成为值得探讨的问题。本研究探讨中国传统性文化对共享型领导与工作重塑关系的调节作用，提出假设：

H5: 在共享型领导对工作重塑的影响中，传统性具有显著的负向调节作用

2.7 研究框架图

图 1
研究框架图



资料來源：本研究整理

3. 对象与方法

3.1 研究对象

本研究以北京，上海，广州三座超一线城市的办公室文员为抽样对象，这个因为根据 Ensley et al. (2003) 的研究可以发现共享型领导需要一些组织支持的先决条件，而北京、上海和广州是中国的超一线城市，这些城市不仅经济发达，而且是多元文化和先进管理理念的聚集地，于此同时我们也要考虑到工作重塑是否能在所有行业的工作人员中展开，根据 Dutton and Wrzesniewski (2001) 的研究，本研究发现其在办公室文员中的发生率是最高的所以本研究将抽样对象选择为办公室文员，而由于资源与时间的限制本研究采用方便抽样方法通过将电子问卷转发到办公室内部的社交媒体群组内并在填答完成后给予一些诸如水杯、手机支架等奖励来确保采样对象认真填写问卷，最终本研究采集到了 426 份数据。

3.2 研究方法

本文采用了数理统计、文献资料法,以及问卷调查法。共享型领导量表:由彭天宇（2010）编制，通过受试者对 20 个题项的作答得分进行分析，我们可以判断该团队在共享型领导方面的表现如何。高分意味着团队在共享型领导方面表现良好，低分则表明需要改进。工作重塑量表:由 Slemp and Vell (2013) 编制，通过 15 题目问卷测量员工为了能让自己与工作内容匹配所想要付出的资源采用 Likert 5 点评分法对其进行评分，最终得分越高说明员工想要付出的资源越多，也就说明其工作重塑的意愿越高，反之则说明越低。角色宽度自我效能感量表:由 Parker et al. (2006) 编制，通过 7 项问题的问卷测量情境性的主观知觉员工在进行综合且宽泛任务时的胜任信心，得分越高说明其越自己也就是角色宽度自我效能感越强。传统性量表:由 Farh (1997) 编制，总共 5 个题项，通过 Likert 5 点量表法发测量员工对权威的尊重和服从，其得分越高说明其在组织环境中的传统性越强，反之则说明越低。以上所有问卷均通过众多文献的引用和检验，其信度和效度皆得到验证，本研究共发放问卷 500 份,回收 426 份,有效问卷 341 份,其回收率

为 85%、有效率为 80%，这些问卷为接下来的研究提供了良好的数据支持。

4. 数据分析

4.1 描述性统计分析

在本次问卷调查中，我们获得了一组多元且平衡的数据，覆盖了不同性别、年龄、教育背景和职业经验的参与者。性别比例接近平衡，男性略多于女性。年龄主要分布在 25 至 45 岁之间占比 73.6%，这个年龄段的人在职业生涯中较为成熟，对共享型领导的反应具有代表性。大多数参与者接受过高等教育，尤其是大学本科占比 46.3%，这有助于他们更深入地理解和评价共享型领导对工作重塑的影响。工作经验方面，参与者从初入职场到资深员工都有，反映了不同职业阶段对共享型领导的不同需求和反应，其中初级员工可能更看重指导和支持，而资深员工更倾向于自主性和参与决策。尽管调查中没有特别突出的行业，这反映了调查的广泛性和多样性。而根据表 1，我们可以发现各个变量的均值与标准差皆符合标准，说明本研究所采集的数据具有鉴别力，可以用来进行统计分析，且偏度和峰度的绝对值都小于 1，符合正态分布，可以进行回归分析。

表 1
均值与标准差

	均值	标准差	偏度	峰度
共享型领导	3.65	0.8	-0.77	0.41
工作重塑	3.85	0.78	-0.87	0.60
角色宽度自我效能	3.67	0.85	-0.86	0.46
传统性	2.49	1.01	0.45	-0.74

4.2 信度效度检验

首先本文使用 SPSS 对数据进行了克隆巴赫系数检验，结果可以看出所有量表的系数均大于 0.7，这代表本研究的数据值得信赖。

之后本研究通过 AMOS 程序对数据进行了聚合效度分析检验，首先结果显示所有题项的因子载荷量都超过了 0.5，而共享型领导，工作重塑，角色宽度自我效能与传统性的 AVE 值分别为 0.518、0.536、0.575、和 0.629，而 CR 值分别为 0.955、0.945、0.915、和 0.895，这些数据均显著高于标准要求。这样的统计结果不仅强调了量表的高度可靠性，也表明了我们的量表能够以极高的准确度对所研究的变量进行测量。这为我们的研究结果提供了坚实的数据支持，增强了研究的整体可信度。

4.3 相关与拟合优度分析

表 2
相关分析

	传统性	角色宽度自我效能	工作重塑	共享型领导
共享型领导	-0.141**	0.409**	0.507**	
工作重塑	-0.245**	0.447**		0.507**
角色宽度自我效能	-146**		0.447**	0.409**

注：* p<0.05 ** p<0.01

依照表 2，通过相关分析，本研究发现各变量之间均有相关性且显著，说明本研究所收集数据可以用来进行回归分析

表 3
拟合优度检验

拟合指标	数值
DF	1074
CMIN	1677.08
CMIN/DF	1.562
Standardized RMR	0.046
RMSEA	0.041
CFI	0.940
IFI	0.940
TFI	0.937

在本研究中，我们使用 AMOS 24.0 软件对模型的拟合度进行了详细分析。分析结果如表 3，CMIN/DF 的值处于 1 到 3 之间，这是一个理想的范围，表明模型与数据之间的拟合度是良好的。此外，RMSEA 的值低于 0.05，进一步强调了模型的高质量拟合度。

除此之外，本研究的模型还显示出其他积极的拟合指标。IFI、TFI、CFI 的值都大于 0.9，这进一步证明了模型的优秀拟合度。这些指数都超过了普遍接受的良好拟合的临界值，表明模型在不同的拟合度评价标准下都表现出色。。

4.4 假设检验

表 4
回归分析

变量	模型 1	模型 2	模型 3	模型 4	模型 5	模型 6
年龄	-0.144	-0.078	-0.059	-0.005	-0.118	-0.077
学历	-0.068	-0.061	0.016	0.022	-0.75	-0.067
工作年限	0.151	0.130	0.109	0.091	0.103	0.104
共享型领导		0.505**		0.412**		0.387**
工作重塑						
角色宽度自我效能					0.442**	0.283**
传统性						
R^2	0.021	0.271	0.008	0.175	0.214	0.337
调整 R^2	0.012	0.263	-0.001	0.165	0.205	0.327
ΔR^2		0.251		0.168	0.193	0.064
F	2.363	31.278**	0.859	17.852**	22.896**	34.103**

注：* p<0.05 ** p<0.01

通过表 4 的回归分析模型 1 与模型 2 本研究发现，共享型领导与工作重塑之间存在显著的正相关关系（β=0.505，p<0.001），因此可以确认本研究的 H1 得到了支持，即共享型领导对员工的工作重塑具有显著的正向影响，之后通过模型 3 与模型 4，本研究发现共享型领导与角色宽度自我效能也存在显著的正相关关系（β=0.412，p<0.001），由此可以确认本研究的 H2 得到了支持，即共享型领导对员工的角色宽度自我效能有正向影响，于此同时通过模型 2 与模型 5 的对比分析，本研究发现角色宽度自我效能与工作重塑存在显著的正向相关（β=0.442，p<0.001），基于这些发现，我们可以确认本研究的 H3 得到了支持，即角色宽度自我效能感对员工的工作重塑有正向影响，之后将共享型领导与角色宽度自我效能都作为自变量带入模型 6 中，我们可以与模型 2 的共享型领导的 β 值对比，我们发现其虽然从 0.505 降低到了 0.387 但依旧显著，这就代表着角色宽度自我效能在共享型领导与工作重塑之间起到的是部分中介的作用，本研究的 H4 即角色宽度自我效能感在共享型领导与工作重塑之间起到中介的作用也得到了验证。

之后我们对共享型领导与传统性的数据进行了中心化的调整，从而方便验证调节作用具体结果如表 5,根据表 5 所表现的结果我们可以发现调节效应分析表的结果显示，调节效应分析表的结果显示，基于交互项传统性（中心化）×（共享型领导（中心化），显著性 P 值为小于 001，模型 3 的交互项呈现显著性；意味着调节变量传统性对于共享型领导对工作重塑的影响会产生显著干扰，这也意味这本研究的假设 H5 成立

表 5
调节作用逐步分析

变量	模型 1	模型 2	模型 3
年龄	-1.037	-0.962	-1.005
学历	-0.73	-0.54	-0.572
工作年限	1.292	1.095	1.031
共享型领导（中心化）	0.366	0.349**	0.337**
传统性（中心化）		-0.38**	-0.376**
传统性（中心化）×（共享型领导（中心化）			0.019**
R^2	0.271	0.297	0.32
调整 R^2	0.263	0.287	0.308
ΔR^2		0.297	0.32
F	31.278**	28.35**	26.183**

注：* p<0.05 ** p<0.01

5. 结论与展望

5.1 主要结论

本研究基于社会认知理论，成功地验证了五个假设，揭示了共享型领导、员工角色宽度自我效能、工作重塑以及传统性之间的复杂关系。以下是本研究的主要结论：(1) 本研究发现共享型领导对员工的工作重塑具有显著的正向影响。这表明当领导采取更加开放和协作的管理方式时，员工在重塑其工作内容和流程方面表现得更为积极和有效。(2) 本研究显示共享型领导能够增强员工的角色宽度自我效能。这意味着在共享型领导的环境中，员工更有可能相信自己能够成功地扩展和履行其工作角色 (3) 本研究结果表明，角色宽度自我效能感与员工的工作重塑行为正相关。(4) 本研究证实，在共享

型领导与工作重塑之间，角色宽度自我效能起到了中介作用。这意味着共享型领导通过增强员工的自我效能感来促进工作重塑行为(5) 本研究发现在共享型领导对工作重塑的影响中，传统性展现出了显著的负向调节作用。这表明在较为传统的文化或环境下，共享型领导对于促进工作重塑的效果可能会受到抑制。

5.2 理论与实务意义

本研究的理论贡献主要在三方面：首先，通过实证研究深化了对共享型领导与工作重塑关系的理解，尤其是其通过提升员工自我效能感的作用机制；其次，强调了文化传统性在领导与员工行为关系中的调节作用，对跨文化管理理论有重要意义；最后，通过角色宽度自我效能感作为中介变量，揭示了领导风格如何间接影响员工心理状态和工作行为，丰富了领导力和组织行为学的理论。

在实务方面本研究强调，为实现组织效益，关键是采用开放协作的共享型领导风格，提高员工参与度、满意度，并促进创新和效率。共享型领导通过鼓励团队合作和共决，激发员工创造力，打造包容支持的环境，使员工感受到自己的贡献受到重视。此外，为员工提供培训和发展机会，增强他们的自我效能感和职业满意度，对提高工作绩效和减少员工流失率至关重要。

5.3 局限与展望

本研究采用问卷调查法探讨共享型领导的影响，但面临一些限制和未来研究方向。首先，由于共享型领导在当下企业管理中并不普遍，调查结果可能缺乏代表性和深入性。未来研究可采用实验法来更精确控制变量，深入探讨共享型领导在不同环境中的效果。其次，本研究采用了彭天宇(2010) 编制的问卷，适合中国文化和组织环境。但由于共享型领导在中国的研究相对较新，其测量方法多样且缺乏统一标准，这可能影响结果准确性和普适性。因此，未来研究需要开发和完善更加权威和科学的共享型领导量表，考虑文化差异，通过大规模实证研究验证其可靠性和效度。最后，本研究聚焦于共享型领导的正面效应，但也存在潜在负面影响。对于不愿或不习惯积极参与的员工，共享型领导可能带来压力和挑战，如角色混淆和决策冲突。未来研究应更深入探讨这些负面效果，并研究如何在实际应用中有效缓解，识别共享型领导最有效的情境，并调整领导策略以减少潜在负面影响。

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Does Leader Member Exchange Affect Employee Self-Affirmation? Mediated by Employee Feedback Seeking Behavior and Moderated by A Taking Charge at Work

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Abstract

This paper aims to investigate the influence of Leader-Member Exchange (LMX) on employee affirmation, examine the mediating role of employee feedback-seeking behavior, and explore the moderating effect of conscientious personality in this relationship. Ant Technology Group Co., Ltd. employees were selected as the research subjects, and data were collected through a questionnaire survey. A total of 664 questionnaires were distributed online, and 617 valid responses were obtained after screening. Statistical analysis methods, such as correlation analysis and hierarchical regression analysis, were employed to process and analyze the collected data. The aim is to provide organizational insights into leader-member relationships through this research.

Keywords: Leader-member exchange; Employee affirmation; Employee feedback seeking behavior; Taking charge at work

领导-成员交换是否影响员工自我肯定？以员工反馈寻求行为为中介，以尽责型人格为调节

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摘要

本论文旨在探究领导-成员交换(LMX)对员工肯定的影响，并考察员工反馈寻求行为在其中的中介作用，以及尽责型人格在这一关系中的调节作用。将蚂蚁科技集团股份有限公司的员工作为研究对象，采用问卷调查的方式收集数据。通过线上程序发放问卷 664 份，筛选后有效问卷 617 份。利用统计分析方法，如相关分析和层次回归分析，对收集到的数据进行处理和分析。期望企业组织可以通过本研究获得领导成员关系的相关启示。

关键词：领导-成员交换；员工肯定；员工反馈寻求行为；尽责型人格

1.研究背景与意义

1.1 研究背景

PUA（Pickup Artist）原本指一种能在公共场合快速和陌生人建立感情的技巧，但本质是一种打压贬低行为。后延伸出了职场 PUA 这一领导管理行为，即领导通过打压、贬低成员等行为，使员工产生自卑感、挫败感，对自身能力产生怀疑，而对领导产生

一种特殊的信赖感，领导能更好的掌控员工。但是员工的自我肯定能力下降后，他们的创新能力、工作主动性都会下降。而与之相反在组织管理领域，领导-成员交换(LMX)被认定为是一种对员工自我肯定能产生显著影响的组织关系，故本文将两者作为主变量，意在探讨 LMX 对员工自我肯定的影响。

1.2 研究目的

首先，通过研究 LMX 与员工自我肯定之间的关系，探究 LMX 对员工自我肯定的直接影响效应，有助于深入理解领导行为对员工自我肯定的影响机制。其次，探讨了员工反馈寻求行为在 LMX 与员工自我肯定关系中的中介作用，LMX 是否会促进员工进行一些主动行为，这种主动行为是否会加强员工自我肯定关系。最后，研究了尽责型人格在 LMX 与员工自我肯定中的调节作用，即不同性格、习惯的员工在此过程中是否可能存在不同的影响程度。

1.3 研究意义

本文提出了在探究 LMX 对员工自我肯定影响关系中，加入变量员工寻求行为和尽责型人格的全新研究框架，这对于组织管理和领导研究领域具有重要的理论意义。加入了人格和行为两个方向，研究了个体特质与组织关系研究提供新的理论视野，进一步拓展了人格特质对组织行为和结果的影响机制。其次，研究结果可以帮助组织管理者更好地理解领导行为对员工自我肯定的影响机制，从而设计和实施有效的领导发展和管理策略。对于领导者来说，研究结果提醒他们在与员工互动时注重建立和维护高质量的 LMX 关系。对员工个人发展具有指导意义，员工可以意识到与领导建立良好的工作关系对自身自我肯定的重要性，通过积极寻求反馈和建立沟通渠道，提升自己的自我肯定水平。

1.4 研究创新

本研究旨在填补中文学术领域中关于 LMX 与员工自我肯定的研究空白，加入了员工反馈寻求行为这一中介，在 2023 年 9 月份在中国知网上以"员工反馈寻求行为在领导-成员交换与员工自我肯定之间的中介机制"进行搜索，未找到相关论文及期刊，同样加入尽责型人格作为调节的研究同时在知网上也未找到相关论文及期刊。本研究的创新之处在于可以明确员工反馈寻求行为在这一关系中的作用，揭示尽责型人格在这一关系中的调节作用影响。本研究将实践需求与学术规范相结合。研究题目紧密联系着实际组织管理和领导实践的问题，能够为组织管理者和领导者提供有益的启示和指导。同时，在研究过程中，本研究严格遵守学术规范，进行理论构建、变量测量、样本选择等方面的严谨研究设计，确保研究结果的可靠性和有效性。

本论文旨在为领导-成员交换对员工自我肯定的影响提供更加全面和深入的理解。同时，我们的研究也将为实践中的组织管理提供有益的建议和指导，帮助组织提升员工自我肯定水平，促进员工个人发展和组织绩效的提升。

2.文献综述及相关假设

2.1 领导-成员交换

领导-成员交换(Leader-member exchange, LMX)，由 Dansereau et al.(1972)首次在公众视野中提出的概念。其核心思想强调，在组织内部，领导与其下属之间必然存在一种相互依赖的关系。然而，由于领导的时间、能力、精力和资源都是有限的，他们与下属之间的依赖关系可能存在质量上的差异。因此，领导可能会采用不同的管理方法和交换策略来对待下属。下属可能会根据领导的方式产生不同的反馈，从而产生不同质量的 LMX。那些追求高品质领导与成员交流的下级将获得更丰富的领导资源，并且为

了回馈领导和组织，他们会增加更多的工作成果；那些处于质量不高的领导与成员交换状态的下属往往缺乏必要的资源支持，他们更关心自己职责范围内的工作是否能够顺利完成。后来，Dienesch (1998) 将 LMX 发展为四维结构，包括情感、忠诚、贡献和专业尊重。不同的维度反映了不同类型的交换和关系。LMX 的测量方法多种多样，有多个不同的量表可供选择，题项数量从 2 到 25 个不等。不同的研究情境和视角可能需要不同的 LMX 测量工具。在文中，作者选择了单维度理论，只针对工作方面的 LMX 进行研究。

2.2 员工自我肯定

自我肯定最初起源于西方的心理学领域，随后扩展至社会学，逐渐成为研究人与社会和谐相处的关键社会学研究领域。美国精神分析学家 Erikson(1950) 被誉为自我肯定研究的先驱。他从个体的内在状态与外界环境的融合与和谐的视角出发，深入探讨了自我肯定(self-identity) 的定义，并将这一概念融入到青少年的心理问题研究中。他坚信，自我肯定是指青少年在形成和成长过程中，其内在状态（如信仰、本质和意识）与外部环境的和谐统一。本研究采用 Ashforth(1996) 的定义认为自我肯定是员工对自己的积极评价和自信态度的程度。它是指员工对自身能力、价值和价值观的认同和接受程度。同时采用 Ashforth(1996) 开发的员工自我肯定量表，共 11 个题项

2.3 员工反馈寻求

Ashford (1983) 在他的学术研究中首次提出了"员工反馈寻求行为"这一创新观念。它指员工对组织中的一些问题进行积极回应的过程。这一观念阐述了员工在组织内是如何通过观察周围环境和与高层同事的互动来搜集有用的信息，并据此进行自我调整，以适应组织发展的各种需求。该理论认为员工反馈寻求行为可以作为企业战略制定的一个重要因素。本文采用 Callister(1999) 的定义，他认为员工反馈寻求行为指的是员工保证自己可以做出正确判断和合适行为以得到最终价值而积极主动地努力的行为。

2.4 尽责型人格

尽责型人格的概念最早是由 Morrison and Phelps(1999) 提出，是指员工自发地做出改进现有的工作流程和政策，实现有利于组织的功能性变革的建设性行为。员工主动尽责行为的量表最初是由 Morrison and Phelps(1999) 开发完成，这一量表有十个题项。由于具良好的信效度结果，这一量表被研究学者们广泛地使用，应用于测量员工主动尽责行为。也有相关研究中将该量表进行简化并投入使用(Parker & Collins, 2010)，简版的量表同样是优秀的测量工具（杨琼，2019）。Morrison and Phelps(1999) 的量表仍然是研究人员最常使用的测量工具，本研究也采用的是 Morrison and Phelps(1999) 的量表。同时使用其定义，员工尽责型人格是指员工在工作中表现出的一种稳定的个人特质或倾向，表明他们具有高度的责任感、自律性和勤奋努力的态度。具有尽责型人格的员工通常对工作任务和职责感到责任重大，并以高度的自我要求和奉献精神对待工作。他们通常积极主动、可靠可信，注重工作质量和效果，严格遵守规章制度，善于自我管理和自我激励。员工尽责型人格对于组织具有积极影响，可以提高员工的工作表现、工作满意度和组织绩效，同时也有助于建立积极的工作氛围和团队合作。

2.5 相关假设

首先，高质量的 LMX 提供了员工获得正向反馈和认可的机会。领导者在与员工之间建立良好的工作关系后，会更加关注和观察员工的工作表现，并及时给予积极的反馈和肯定（姜诗尧等人，2019）。这种正向的反馈可以增强员工对自己能力和价值的认知，促进员工的自我肯定。其次，高质量的 LMX 提供了员工个人发展和成长的机会。领导者在与员工之间建立良好的工作关系后，更愿意分享资源、提供培训和指导，支

持员工的发展和成长（戚玉觉、杨东涛，2018）。通过获得这些支持和机会，员工能够实现自身潜力的发挥，并取得更好的工作成绩，从而增强自我肯定。

假设 H1：LMX 对员工自我肯定具有正向影响。

首先，良好的 LMX 鼓励员工主动寻求领导者的反馈和建议。在高质量的 LMX 中，领导者与员工之间的沟通和互动更加频繁和有效（张萌琦、周霞，2019）。其次，良好的 LMX 提供了安全和支持的工作环境，鼓励员工表达意见和反馈。在高质量的 LMX 中，员工感受到领导者对他们的信任和支持，不会担心批评或惩罚的后果（张端民，2017）。

假设 H2:LMX 对员工反馈寻求行为具有正向影响。

首先，员工反馈寻求行为提供了增强自我肯定的机会。当员工寻求他人的反馈时，他们展示了对自身能力和表现的关注，并表达了对他人意见和建议的重视（樊耘等人，2015）。其次，员工反馈寻求行为帮助员工了解自己的优势和改进的空间，从而有针对性地提高自己的工作表现和技能。通过寻求他人的意见和建议，员工可以获取客观和不同角度的反馈，帮助他们认识到自己的优势和潜在的改进领域（王怀勇等人，2022）。

假设 H3:员工反馈寻求对员工自我肯定具有正向影响。

首先，良好的 LMX 鼓励员工更加愿意主动寻求领导者的反馈和建议(Ferit, 2015)。其次，员工反馈寻求行为通过建立良好的反馈循环，增强了员工与领导者之间的互动和合作。当员工向领导者寻求反馈时，他们表现出对领导者意见和建议的重视，并展示了学习和改进的态度（邓昕才等人，2017）。

假设 H4:员工反馈寻求行为在 LMX 与员工自我肯定之间具有中介作用。

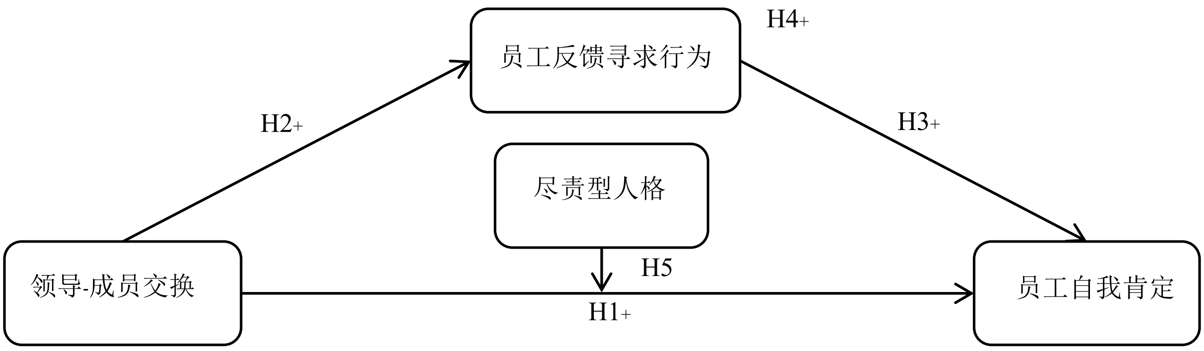
首先，尽责型人格对 LMX 的建立和发展产生影响。尽责型个体通常表现出高度的自律性和专业素养，他们在工作中表现出可靠、有条理和高效的特点。这种特质使得他们与领导者之间能够建立更为密切和积极的工作关系，从而形成更高质量的 LMX（马璐等人，2020）。其次，尽责型人格调节着员工对领导者的评价和反应。具有尽责型人格的员工往往更加注重任务的完成和工作表现，他们对自己的责任感和能力有较高的要求。在 LMX 中，这些员工可能更加关注领导者的指导和评价，对领导者的认可和支持更为敏感（谢清伦、郗涛，2018）。

假设 H5:尽责型人格在 LMX 与员工自我肯定之间具有正向调节作用。

2.6 研究框架图

图 1

研究框架图



资料来源：本研究整理

3.对象与方法

3.1 研究对象

本研究以蚂蚁科技集团股份有限公司员工作为研究对象，采用方便抽样的方法进行抽样，笔者通过制作电子问卷，交由笔者在其公司内的朋友通过相关社交媒体进行发放，最终共回收问卷 664 份。

3.2 研究方法

本文的四个变量均采用了其在相关研究中的高引用量表，LMX 的测量量表由 Graen and Uhl-Bien (1995) 编制，员工自我肯定的测量量表由 Lee and Ashforth(1996) 编制，员工反馈寻求行为的测量量表由 Callister(1999)编制，尽责型人格的测量量表由 Morrison and Phelps(1999) 编制，回收问卷经过筛选，剔除如回答时间过短、选项过于极端等不合格问卷后，有效问卷数量为 617 份，有效率为 92%。这些问卷为后续的数据分提供了良好的数据支持。

4.数据分析

4.1 样本分布情况

进行数据统计后可得受试人群涵盖了公司多个部门，不同学历、工龄、职务级别的员工。其中男性和女性的比例基本均衡。从学历看，专科和本科学历的员工占比较高，共 80.55%，这与公司业务性质相关。从工龄看，半年至 1 年和 1-5 年的员工较多，共占 55.92%，符合互联网公司员工流动性高的情况。营销部和技术部的员工占比最高，符合公司的业务方向。专员级员工占比较高，这是典型的金字塔型组织结构分布。从年龄看，主要集中在 18-45 岁，以青年员工为主。薪资以 3001-5000 元的员工较多，占 32.41%，这与专科、本科学历员工较多以及专员级员工占多数情况相符合。通过样本分析可以看出，本次调研年龄以青年员工为主，学历以专科和本科为主，这符合公司业务发展方向的需求。薪资与学历、职务级别也存在一定的匹配性。本次样本能很好反映公司的实际情况，结果具有一定的代表性。

根据表 1，从平均分上来看每个变量的相关得分平均值都在 3 分以上, 接近 4 分, 表示被调查员工对各变量的评价较为正面。从标准差上来看，各变量的标准差都在 1.1 以下，表示样本分散度较小，被调查员工对各变量的评价较为一致和趋同。

表 1
变量得分情况表

	平均值	标准差
领导-成员交换	3.403	1.097
员工反馈寻求行为	3.472	1.092
尽责型人格	3.397	1.110
员工自我肯定	3.465	0.872

资料来源：本研究整理

4.2 信效度检验

通过 SPSS 对题项进行检验，项已删除的 α 系数均小于 Cronbach's α 系数，说明各题项对量表内部一致性良好，不需要修改题项。其次所有量表的克隆巴赫系数都大于 0.7，量表的信度表现良好。之后通过 AMOS 对数据进行聚合效度检验，通过效度分析，所用题项的标准化因子载荷皆大于 0.6，LMX、员工反馈寻求行为、尽责型人格和员工

自我肯定的 AVE 分别为 0.579、0.563、0.589、0.573，AVE 均大于 0.5，而 CR 分别为 0.906、0.838、0.935、0.829，CR 均大于 0.7 均超过标准，所以本研究确认量表准确可靠。

4.3 拟合优度分析

依照表 2，卡方值/自由度比(χ^2/df) 为 1.684，小于 3，表示模型整体拟合良好。RMSEA 为 0.033，小于 0.1;RMR 为 0.047，小于 0.05，表示模型误差在可接受范围内。GFI、AGFI、IFI、TLI 和 CFI 等指标都大于 0.9，NFI 也接近 0.9，表示模型与样本数据匹配良好。SRMR 为 0.0251，小于 0.05，也显示出了良好的拟合效果。综合各项指标，该模型与数据拟合效果较好，说明量表具有较好的效度。

表 2
量表聚合效度表

常用指标	χ^2	df	卡方自由度比 χ^2/df	GFI	RMSEA	RMR
值	756.277	449	1.684	0.931	0.033	0.047
其它指标	TLI	AGFI	IFI	SRMR	CFI	NFI
值	0.969	0.918	0.972	0.0251	0.972	0.933

资料来源：本研究整理

4.4 相关分析

通过 Pearson 相关分析,获得表 3，表 3 中变量之间的关系中 p 值均小于 0.01，证明变量之间存在着显著影响关系。

表 3
Pearson 相关分析表

	领导-成员交换	员工反馈寻求行为	尽责型人格	员工自我肯定
领导-成员交换	1			
员工反馈寻求行为	0.552**	1		
尽责型人格	0.365**	0.335**	1	
员工自我肯定	0.620**	0.604**	0.415**	1
		* p<0.05 ** p<0.01		

资料来源：本研究整理

4.5 回归分析

通过回归模型建立了表四中的三个模型,模型 1 中在控制变量对员工自我肯定的影响过程中加入了 LMX，LMX 与员工自我肯定正相关(β=0.617，p＜0.01)，且调整 R^2=0.386,说明该模型可以解释 38.6%的变异，支持假设 H1，LMX 对员工自我肯定有正向影响。模型 2 中在在控制变量对员工反馈寻求行为的影响过程中加入了 LMX，研究表明，LMX 和员工反馈寻求行为显著正相关(β=0.554，p＜0.001)，解释 30%的变异，支持假设 H2，LMX 对员工反馈寻求行为具有显著的正向影响。模型 3 中在在控制变量对员工自我肯定的影响过程中加入了员工反馈寻求行为，此时员工反馈寻求行为与员工自我肯定正相关(β=0.598，p＜0.01)，解释 36%的变异，支持假设 H3，员工反馈寻求行为对员工自我肯定有正向影响。

表 4
回归分析

	模型 1	模型 2	模型 3
领导-成员交换	0.617**(19.432)	0.554**(16.387)	
员工反馈寻求行为			0.598**(18.524)
调整 R^2	0.386	0.303	0.364

资料来源：本研究整理

4.6 中介分析

根据因果逐步回归检验法，首先根据 LMX 对员工自我肯定的回归模型可知，回归系数 c=0.617，且显著。此时根据 LMX 对员工反馈寻求行为和员工反馈寻求行为对员工自我肯定的回归模型可知 a=0.554,b=0.37，且都显著。此时观察 LMX 对员工自我肯定的回归可知 C'=0.412，且显著，说明员工反馈寻求行为在 LMX 对员工自我肯定中呈部分中介。

表 5
中介作用分析结果

	员工自我肯定	员工反馈寻求行为	员工自我肯定
领导-成员交换	0.617**(19.432)	0.554**(16.387)	0.412**(11.743)
员工反馈寻求行为			0.37**(10.577)

资料来源：本研究整理

4.7 调节分析

模型 2 在模型 1 的基础上加入调节变量尽责型人格，尽责型人格效应显著(β=0.221，$p<0.01$)，说明其也对员工自我肯定存在正向预测作用。模型 3 加入交互项后，交互项效应显著(β=0.362，$p<0.01$)，支持了尽责型人格的调节作用存在。交互项效应表明，在自变量对因变量的影响中，调节变量尽责型人格在不同水平下起调节作用。即尽责型人格会增强自变量对因变量的影响。

表 6
调节作用分析结果

	模型 1	模型 2	模型 3
领导-成员交换	0.617**(19.432)		
尽责型人格		0.221**(6.685)	
领导-成员交换*尽责型人格			0.362**(13.004)

资料来源：本研究整理

进行简单斜率分析可以在尽责型人格高水平和低水平下，LMX 对员工自我肯定的回归系数都达到了显著水平($p<0.001$)。当尽责型人格在高水平时，LMX 的回归系数是 0.718，在低水平时，回归系数是 0.198。两者存在显著差异。简单斜率分析支持了尽责型人格在 LMX 影响自我肯定中的显著正向调节作用。

表 7
简单斜率分析

调节变量水平	回归系数	*SE*	*t*	*p*	95% *CI*	
高水平(+1SD)	0.718	0.032	22.229	0.000	0.655	0.781
低水平(-1SD)	0.198	0.029	6.797	0.000	0.141	0.255

资料来源：本研究整理

5.总结

5.1 主要结论

本研究通过相关分析，成功检验了五个假设，揭示了 LMX、员工反馈寻求行为、尽责型人格、员工自我肯定之间的复杂关系。得到了一下结论：（1）LMX 对员工自我肯定具有正向影响。在所研究的公司中，LMX 通过提供正向反馈、个人发展机会和参与感，促进了员工对自己能力和价值的认知，从而显著提升了员工的自我肯定水平。这为组织管理者强调和加强 LMX 的重要性提供了实际的支持。（2）LMX 对员工反馈寻求行为具有正向影响。在所研究的公司中，良好的 LMX 通过鼓励员工主动寻求反馈、提供安全和支持的环境，以及提供发展机会，促进了员工的反馈寻求行为。（3）员工反馈寻求对员工自我肯定具有正向影响。根据数据分析结果和理论推导，通过提供增强自我肯定的机会、帮助员工了解自己的优势和改进空间、促进与他人的互动和展示自信心，员工反馈寻求行为有助于提高员工对自己的评价和认知，增强自我肯定的程度。（4）员工反馈寻求在 LMX 与员工自我肯定之间起到了部分中介作用。管理者可以通过提供有效的反馈机制和建立开放的沟通渠道，激发员工寻求反馈的动机，从而提高员工对自己的肯定感。（5）尽责型人格在 LMX 与员工自我肯定之间具有正向调节作用。在 LMX 中，这种积极的态度可能使得尽责型人格的员工更容易与领导者建立密切的工作关系，进而增强了 LMX 对于员工自我肯定的正向效应。

5.2 理论与务实意义

首先通过本研究深化了对领导-成员交换关系的理解，通过本研究，发现领导-成员交换对员工自我肯定产生了积极影响。拓展了员工反馈寻求行为的研究，发现员工反馈寻求行为在领导-成员交换与员工自我肯定之间发挥着中介作用。探索尽责型人格的其他调节作用，未来的研究可以进一步探索尽责型人格在组织管理中的其他调节作用，例如在团队合作、创新能力等方面的影响，以更全面地理解尽责型人格的作用机制。

务实方面，鉴于 LMX 对员工自我肯定的重要影响，表明了提升领导者的沟通和反馈技能的重要性，组织可以通过培训和发展计划提升领导者的沟通和反馈技能。组织可以建立积极的反馈文化，为了激发员工的反馈寻求行为。在人才管理和团队建设中，组织可以更加重视员工的个性特征，根据员工的个性不同制订个性化的发展计划，以更好地激发员工的潜力和提升自我肯定感。

5.3 局限与展望

首先局限部分，本研究的样本选择的局限性，样本主要来自特定行业组织，因此对于其他行业的泛化能力存在一定的局限性。未来的研究可以考虑扩大样本范围，包括更多不同行业和地域的组织，以增加研究结果的普适性。数据采集方式的单一性，本研究采用了问卷调查的方式收集数据，存在被受访者主观因素影响的可能。未来的研究可以结合实际工作表现、领导者评价等客观数据，采用多种方法进行数据采集，以提高研究结果的客观性和可靠性。模型中可能存在的遗漏变量，尽管本研究尽力控制了多个变量，但在实证模型中仍可能存在未考虑到的潜在变量。未来的研究可以进一步深入挖掘和考虑其他可能的影响因素，以建立更为全面和精准的研究模型。

展望部分，希望后续研究者可以考虑领导者和员工个体差异，未来的研究可以更加深入地考虑领导者和员工的个体差异对领导-成员交换和员工自我肯定之间关系的影响。例如，研究领导者的领导风格、员工的个性特征等因素对研究模型的调节效应，以获得更为精细化的研究结果。探究不同文化背景下的影响机制，本研究并未深入挖掘不同文化背景下的具体机制。未来的研究可以更为细致地分析文化因素，深入研究领导-成员交换在不同文化背景下的特殊影响机制。考察长期效应，本研究主要关注了领导-成员交换和员工自我肯定的关系，但未涉及时间因素对这一关系的长期影响。未来的研究可以通过追踪研究或纵向研究设计，更全面地考察领导-成员交换对员工自我肯定的长期效应。本研究研究了领导-成员交换对员工自我肯定的影响，在研究时可以发现自我肯定程度较高的员工更为自信愿意展示自己的能力，这有助于领导更为直观的了解下属员工的需求，猜测领导成员交换和员工自我肯定可能存在双向的影响，后续研究者可以考虑研究员工自我肯定对于领导成员交换是否存在影响作用。

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The Impact of High -Commitment Work Systems on Thriving at Work——Mediation Model Based on the Moderation of Organizational Justice Perception

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Abstract

Based on self-determination theory and social exchange theory, this study constructs a research model on the impact of high-commitmenting work systems on employees' thriving at work. It used a purposive sampling method to conduct hypothesis testing on 505 valid questionnaires, the results show that: a high- commitmenting work system has a significant positive impact on employees' psychological capital, work engagement and thriving at work; employees' psychological capital and work engagement have a significant positive impact on thriving at work. Employee psychological capital and work engagement both play a partial mediating role between high-commitmenting work systems and thriving at work; while the moderating role of organizational justice perceptions has not been verified and supported. The research conclusions are not only conducive to improving employees' sense of thriving at work, but also provide theoretical guidance for companies on how to promote the sustainable development of employees and organizations.

Keywords: Highly Commitment-Work System; Thriving at Work; Psychological Capital; Work Engagement; Organizational Justice

高委任工作系统对工作旺盛感的影响 ——基于组织公平感调节下的中介作用模型

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摘要

本研究基于自我决定理论和社会交换理论构建了高委任工作系统影响员工工作旺盛感的研究模型，采用立意抽样的方法对 505 份有效问卷进行假设检验，结果表明：高委任工作系统对员工心理资本、工作投入和工作旺盛感都具有显著的正向影响；员工心理资本、工作投入对工作旺盛感都具有显著的正向影响；员工心理资本和工作投入在高委任工作系统与工作旺盛感之间都起到了部分中介作用；而有关组织公平感的调节作用均未得到验证支持。本研究结论有利于提高员工工作旺盛感，而且还为如何促进员工和企业的可持续发展提供了理论指导。

关键词: 高委任工作系统；工作旺盛感；心理资本；工作投入；组织公平感

1.引言

「千秋基业，人才为本。」在当今人才竞争加剧环境下的同时，企业正面临着技术迭代不断加快和消费需求层出不穷的激烈竞争环境，而企业员工也正面临着既要与人竞争，又要同人工智能进行拼杀的社会情况，因而组织对员工有了更高的要求和期望，组织期望员工在工作中不仅能保持积极情绪，还能自主学习和成长(Cameron *et al*., 2003)，而如何组建工作旺盛感型人才队伍也已成为企业面临的严峻问题，工作旺盛感 (thriving at work) 因此成为备受关注的概念之一。

此外，国内外学者的研究结果表明，提升员工的工作旺盛感程度，将有助于员工减轻职业倦怠，增强工作满意度和快乐感，从而提高员工身心健康水平和工作绩效，进而为企业持续创造价值，使组织受益（刘芳、刘嘉华，2019），因此，工作旺盛感愈发受到学术与管理界的青睐。综上所述，在此背景下，企业若想在竞争中获得优势地位，就需要员工保持旺盛的工作活力和高效的工作学习状态，因此，如何提升员工工作旺盛感成为当前管理理论与实践中的重要议题。

2. 文献综述

2.1 理论基础

Deci and Ryan (2012) 提出自我决定理论 (Self-Determination Theory，SDT) 是关于人类人格发展与动机过程的理论，它被认为是所有人与生俱来的本能，即人类固有的三种最基本的心理需求，包括胜任需求、自主需求和关系需求。当这三种基本的心理需求得到满足时，若满足水平越高，其行为的自主动机就越强，人们会达到最佳的机能水平，体验到个人成长与幸福。本研究基于自我决定理论认为，在高委任工作系统下，员工基于对自我决定理论中三种需求的满足需要，会促使其做出相关积极工作行为，从而提升员工工作旺盛感。

社会交换理论 (Social Exchange Theory, SET) 以互惠互利为原则，认为人们的一切关系建立在社会交换的基础上，一切行为都可以视为交换行为，是人际关系最本质的形态(Cropanzano et al, 2005)。本研究基于社会交换理论认为，在高委任工作系统下，员工基于组织为其带来的外在或内在的正向回报，会促进员工工作旺盛感。

2.2 高委任工作系统对心理资本、工作投入、工作旺盛感的影响

在高委任工作系统下的员工能通过提高员工对工作的自豪感和满意感，增强其内在动机，从而提高员工心理资本。具体而言，Min et al. (2015) 指出高委任工作系统通过严格遴选程序、内部晋升机制等措施提高了员工的自豪感和满意感，员工因此可以在工作中激发自身热情与活力，保持充沛的精力迎接挑战。此外，自我决定理论认为，高内在动机的员工面对挑战性任务时会坚持不懈，因此员工会积极面对具有复杂性和新颖的工作任务，且会更加专注努力地投入到工作中（王朝晖，2018），以此回报组织，从而提高员工心理资本。

既有研究表明，高委任工作系统能够增加员工的工作投入（李燕萍、刘宗华，2015）。具体而言，根据自我决定理论，高委任工作系统可以满足员工的关系需求，它通过平等参与、培训等措施，可以为员工创造出大量的思想交换机会，进而增强员工之间的互动联系，在工作场所建立高质量的人际关系归属感（王朝晖，2018），根据社会交换理论，员工获得积极的心理意义后，会更加愿意投入到工作中，以此回报组织。

任云霞（2022）认为高委任工作系统是员工工作实践活动的重要载体，它在不同程度上决定了员工对工作的感受和体验。具体而言，在高委任工作系统下，员工能拥有更多的自主权以及实现工作价值的机会，这将较大程度地提高员工对工作价值的积极体验，进而增强员工对工作的兴趣和热情（白静、王梦蕾，2020），唤起员工的积

极态度、行为和工作表现，从而激发员工工作旺盛感。因此，提出如下假设：

H1：高委任工作系统对员工心理资本具有显著的正向影响。

H2：高委任工作系统对员工工作投入具有显著的正向影响。

H3：高委任工作系统对工作旺盛感具有显著的正向影响。

2.3 心理资本、工作投入对工作旺盛感的影响

Paterson et al., (2014) 根据自我决定理论提出，人类天生具有对胜任需求的渴望，而心理资本能帮助员工强化自身胜任感的认知，满足其胜任感的需求，并使其更多地体验到繁荣的状态。具体而言，心理资本高的员工由于具备较高的自我效能感和积极乐观的心态，因此他们一般具备较为积极的心理素质，在遭遇挫折时能快速恢复，这激励着他们长期保持旺盛的工作活力与情感能量，以此不断适应外部环境和完成任务，从而提高工作旺盛感。

Robledo et al. (2019) 指出工作投入程度高的员工有着更高的生活满意度、幸福感和健康状况，从而有利于激发员工工作旺盛感。具体而言，此类员工会认为自己是工作任务的重要组成部分，并有信心去胜任工作的要求，愿意付出工作要求之外的时间、精力等资源以更好地完成工作，从而表现出更多的工作旺盛感状态（詹小慧等人，2018）。因此，提出如下假设：

H4：员工心理资本对工作旺盛感具有显著的正向影响。

H5：员工工作投入对工作旺盛感具有显著的正向影响。

2.4 心理资本、工作投入的中介作用

Paterson et al. (2014) 研究发现，具有较高心理资本并处于被支持氛围下的员工更容易达到工作旺盛感。具体而言，在以高委任工作系统善待员工的措施氛围下，基于自我决定理论，员工心理资本易被得到激发，而随着其心理资本的增强，其工作满意度和组织承诺也会得到增强，这些态度和行为在为组织带来良好的绩效的同时也有助于激发员工内在动机，使员工更好地呈现出活力和学习的状态回报组织。

高贵德（2021）认为，高工作投入能够给员工带来身心愉悦，并有利于其在职业生涯中实现个人成长。具体而言，根据自我决定理论，当员工因在高委任工作系统下，工作投入得到提高时，其内在动机和胜任需求就会得到激发和满足，因此在面对高难度任务时的自我效能感也较为充足，从而会以积极的态度迎难而上地投入到工作中，基于社会交换理论，员工也会更加愿意通过增强其工作旺盛感来回报组织，实现个人成长。因此，提出如下假设：

H6：员工心理资本在高委任工作系统和工作旺盛感之间起显著的中介作用。

H7：员工工作投入在高委任工作系统和工作旺盛感之间起显著的中介作用。

2.5 组织公平感的调节作用

首先，既有研究表明，组织公平感可以正向调节员工心理资本（马珺怡，2019），当员工韧性和乐观等个体心理资源水平较高时，员工便能维持良好的心态，更好地克服工作中的困难，积极地投入到工作中。具体而言，组织公平感较高的员工会认为在高委任系统环境下，组织提供的各类培训和晋升机会等措施都是处于公平的状态，就会对组织更加忠诚，从而建立高质量的交换关系，基于社会交换理论，高组织公平感有利于激发员工对组织的回馈感，使得其在提高心理资本的同时，会增加其良好的活力和学习状态。

其次，许红华与张萍（2021）认为组织公平感能够有效预测员工工作投入，同时，张舒雅（2019）指出，当员工组织公平感增强，员工会更加愿意保持活力与学习的状态，通过提高员工工作旺盛感来回报组织。具体而言，基于社会交换理论，当员工感受到来自组织和同事的关怀与帮助时，会更加倾向于贡献自己投入到工作中，反之，

当感受到来自组织和同事的欺凌、不公平等负面行为时，也会通过降低工作投入和工作旺盛感来维护自身内部心理的平衡。

最后，梁荣成与马思璐（2021）指出，当员工感知的组织公平较高时，根据自我决定理论，其内在动机和积极资源也会相应得到提高，因此会增强其信任度，相信组织及个人会更有未来，也会对整个组织更加认同和忠诚，而这种忠诚度又能激发员工的工作激情和投入度，进而有利于提高员工活力与学习状态，从而在一定程度上激发员工的工作旺盛感。因此，提出如下假设：

H8：组织公平感在高委任工作系统与心理资本之间起显著的正向调节作用。

H9：组织公平感在高委任工作系统与工作投入之间起显著的正向调节作用。

H10：组织公平感在心理资本与工作旺盛感之间起显著的正向调节作用。

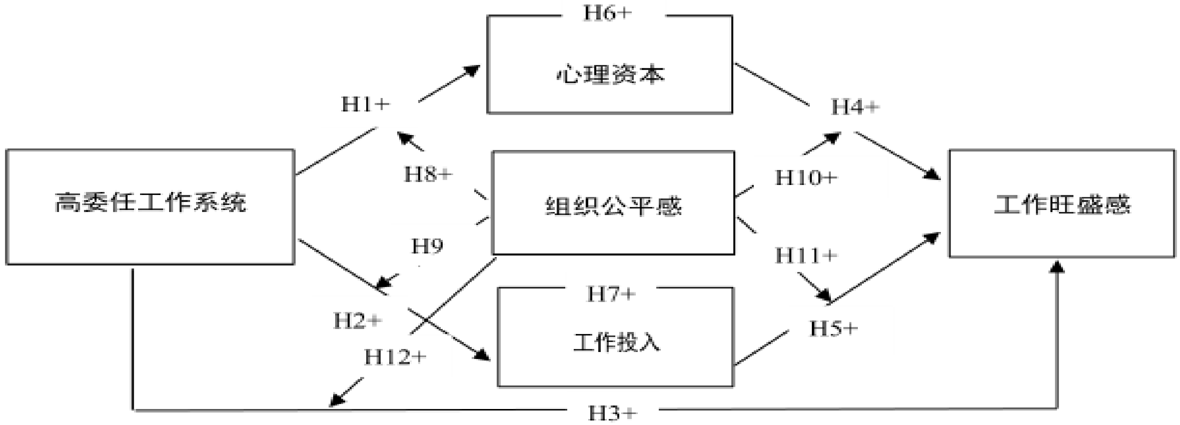
H11：组织公平感在工作投入与工作旺盛感之间起显著的正向调节作用。

H12：组织公平感在高委任工作系统与工作旺盛感之间起显著的正向调节作用。

综合上述研究假设，绘制出本研究框架图，如图 2.1 所示：

图 2.1

研究框架图



注：本研究整理。

3.研究方法

3.1 样本选择与数据收集

本研究采用立意抽样的方法，对重庆市地区的相关企业，20 岁以上且有过工作经验的员工进行问卷调查，调研对象涵盖了管理人员、生产人员和技术人员等。同时，根据《信度与效度分析》指出，调查问卷发放数量在 300 份以上才有统计学意义，因此本研究预计发放约 500 份调查问卷，并对回收后的问卷进行筛选，剔除掉无效问卷后，对有效问卷采用 SPSS 进行描述性统计分析，以此验证本研究模型，最终得到本研究的结论。

3.2 测量工具

□高委任工作系统：参考借鉴田立法（2015）、Xiao and Tsui (2007) 编制的量表后，自行设计出适合本研究的 13 个题项，包括培训、遴选、授权与平等参与这四个维度。□工作旺盛感：采用 Porath et al. (2012) 所编制的量表，选择其中 6 个题项，包括活力与学习两个维度。□心理资本：采用 Luthans et al. (2006) 所编制的心理资本量表，选择其中 12 个题项，包括自我效能感、希望乐观与韧性四个维度。□工作投入：参考结合分析 Kahn (1992) 与 Schaufeli et al. (2002)所提出的概念与维度，自行设计出适合本研究的 9

个题项，包括时间投入、情感投入与资源投入三个维度。□组织公平感：采用 Colquitt (2001) 编制的量表。选择其中 12 个题项，包括分配公平、程序公平、人际公平与信息公平四个维度。

4.数据分析与研究结果

本研究各量表信度在 0.721~0.839 之间，所采用量表的 KMO 值均大于 0.7，且 Bartlett 球形检验结果均为显著，因此满足因子分析的前提研究条件。具体结果如表 4.1 与表 4.2 所示：

表 4.1

信度分析表

量表名称	题项数目	Cronbach α 系数
高委任工作系统	13	0.839
心理资本	12	0.832
工作投入	9	0.793
组织公平感	12	0.763
工作旺盛感	6	0.721

注：本研究整理。

表 4.2

KMO 和 Bartlett 检验表

KMO 和 Bartlett 的检验		
KMO 值		0.803
Bartlett 球形度检验	近似卡方	3093.308
	df	136
	p 值	0.000

注：本研究整理。

表 4.3

各变量方差解释率表

因子编号	特征根			旋转前方差解释率			旋转后方差解释率		
	特征根	方差解释率%	累积%	特征根	方差解释率%	累积%	特征根	方差解释率%	累积%
1	5.033	29.605	29.605	5.033	29.605	29.605	3.275	19.265	19.265
2	1.674	9.845	39.450	1.674	9.845	39.450	1.865	10.971	30.235
3	1.443	8.487	47.937	1.443	8.487	47.937	1.801	10.593	40.828
4	1.225	7.204	55.141	1.225	7.204	55.141	1.789	10.526	51.354
5	1.021	6.005	61.146	1.021	6.005	61.146	1.665	9.792	61.146
6	0.910	5.350	66.497	-	-	-	-	-	-
7	0.858	5.046	71.543	-	-	-	-	-	-
8	0.755	4.442	75.985	-	-	-	-	-	-
9	0.739	4.345	80.330	-	-	-	-	-	-
10	0.686	4.036	84.366	-	-	-	-	-	-
11	0.632	3.715	88.080	-	-	-	-	-	-
12	0.592	3.483	91.564	-	-	-	-	-	-
13	0.578	3.401	94.965	-	-	-	-	-	-
14	0.237	1.394	96.359	-	-	-	-	-	-
15	0.232	1.366	97.724	-	-	-	-	-	-
16	0.215	1.265	98.990	-	-	-	-	-	-
17	0.172	1.010	100.000	-	-	-	-	-	-

注：本研究整理。

本研究采用主成分分析法提取因子，以最大方差法旋转因子，主要通过提取特征值大于 1 为标准提取因子，最终提取出了 5 个因子，此 5 个因子旋转后的方差解释率分别为 19.265%、10.971%、10.593%、10.526%、9.792%，其旋转后累积方差解释率为 61.146%，达到标准 60%的要求，且量表各题项的因子载荷均大于 0.5（吴明隆，2010），因此本研究量表具有良好的效度，符合研究要求。具体结果如表 4.3 所示。

根据表 4.4 结果显示：各变量间的相关系数均显著且小于 0.8，说明各变量间有显著的相关关系，且不存在共线性问题，因此符合研究要求，可进行下一步研究分析。具体结果如表 4.4 所示：

表 4.4

各变量的均值、标准差以及相关系数表

	平均值	标准差	1	2	3	4	5
1.高委任工作系统	3.969	0.593	1				
2.心理资本	3.870	0.622	0.619**	1			
3.工作投入	3.743	0.656	0.704**	0.658**	1		
4.组织公平感	3.418	0.726	0.121**	0.101*	0.132**	1	
5.工作旺盛感	3.890	0.661	0.633**	0.497**	0.640**	0.173*	1

注：* $p<0.05$, ** $p<0.01$, *** $p<0.001$。本研究整理。

从表 4.5 可知：高委任工作系统显著正向影响心理资本 (β=0.619, p<0.01)；高委任工作系统显著正向影响工作投入 (β=0.704, p<0.01)；高委任工作系统显著正向影响工作旺盛感 (β=0.257, p<0.01)；心理资本显著正向影响工作旺盛感 (β=0.190, p<0.01)；工作投入显著正向影响工作旺盛感 (β=0.370, p<0.01)，因此假设 1 至假设 5 均得到支持。具体结果如表 4.5 所示：

表 4.5

直接效应的路径分析表

X	□	Y	*SE*	CR	标准化路径系数
高委任工作系统	□	心理资本	0.037	17.693	0.619**
高委任工作系统	□	工作投入	0.035	22.278	0.704**
高委任工作系统	□	工作旺盛感	0.037	7.809	0.257**
心理资本	□	工作旺盛感	0.022	9.024	0.190**
工作投入	□	工作旺盛感	0.046	8.122	0.370**

注：* $p<0.05$, ** $p<0.01$, *** $p<0.001$。本研究整理。

由表 4.6 中的模型 1 可知，当中介变量心理资本进入后，模型 3 中的自变量高委任工作系统对因变量工作旺盛感的影响效应减弱，由模型 1 中的 (β=0.705, p<0.01) 减小为 (β=0.587, p<0.01)，但因其工作旺盛感的回归系数依旧是显著的，所以心理资本在高委任工作系统与工作旺盛感之间起到部分中介作用，假设 6 得到支持。

同理，当中介变量工作投入进入后，模型 5 中的自变量高委任工作系统对因变量工作旺盛感的影响效应减弱，模型 1 中的(β=0.705, p<0.01)减小为(β=0.402, p<0.01)，但因其工作

旺盛感的回归系数依旧是显著的，所以工作投入在高委任工作系统与工作旺盛感之间起到部分中介作用，假设 7 得到支持。

表 4.6

中介效应的回归分析表

	模型 1	模型 2	模型 3	模型 4	模型 5
	工作旺盛感	心理资本	工作旺盛感	工作投入	工作旺盛感
常数	1.093**	1.296**	0.859**	0.656**	0.839**
高委任工作系统	0.705**	0.649**	0.587**	0.778**	0.402**
心理资本			0.181**		
工作投入					0.388**
R^2	0.400	0.383	0.418	0.496	0.475
调整 R^2	0.399	0.381	0.416	0.495	0.473
F 值	335.528**	311.835**	180.320**	494.561**	227.067**

注：* p <0.05, ** p <0.01, *** p <0.001。本研究整理。

表 4.7 结果表明，心理资本在高委任工作系统与工作旺盛感之间的中介效应显著，其间接效应值为 0.117，95%置信区间为［0.048，0.163］，其效应值处于该区间，且区间不包含 0，表明其间接效应显著，因此假设 6 得到支持。同理，工作投入在高委任工作系统与工作旺盛感之间的间接效应显著，因此假设 7 得到支持。具体结果如表 4.7 所示：

表 4.7

中介效应的 Bootstrap 分析表

变量	心理资本			工作投入			结论
	效应值 Effect	95% CI		效应值 Effect	95% CI		
		下限	上限		下限	上限	
间接效应	0.117	0.048	0.163	0.302	0.211	0.336	
直接效应	0.587	0.493	0.682	0.402	0.303	0.502	部分中介
总效应	0.705	0.629	0.780	0.705	0.629	0.780	

注：本研究整理。

与此同时，从表 4.8 中的模型 2 可知，心理资本与组织公平感的交互项对工作旺盛感为负向影响且不显著 (β=-0.035, p>0.05)；模型 4 表明工作投入与组织公平感的交互项对工作旺盛感为正向影响但并不显著 (β=0.031, p>0.05)；模型 6 表明高委任工作系统与组织公平感的交互项对工作旺盛感为负向影响且不显著 (β=-0.018, p>0.05)；模型 8 表明高委任工作系统与组织公平感的交互项对心理资本为负向影响且不显著 (β=-0.039, p>0.05)；模型 10 表明高委任工作系统与组织公平感的交互项对工作投入为负向影响且不显著(β=-0.089, p>0.05)，因此假设 8 至假设 12 均未得到支持。具体结果如表 4.8 所示：

表 4.8

变量	工作旺盛感						心理资本		工作投入	
	模型 1	模型 2	模型 3	模型 4	模型 5	模型 6	模型 7	模型 8	模型 9	模型 10
常数	3.890** (152.12)	3.891** (151.36)	3.890** (171.742)	3.888** (170.185)	3.890** (170.431)	3.891** (169.272)	3.870** (177.665)	3.872** (176.605)	3.743** (180.773)	3.748** (180.402)
心理资本	0.525** (12.695)	0.523** (12.586)								
工作投入			0.646** (18.527)	0.651** (18.301)						
高委任工作系统					0.705** (18.177)	0.703** (17.975)	0.645** (17.432)	0.641** (17.189)	0.771** (21.923)	0.762** (21.572)
组织公平感	0.021 (0.600)	0.021 (0.588)	-0.011 (-0.333)	-0.009 (-0.296)	-0.003 (-0.092)	-0.003 (-0.106)	0.023 (0.749)	0.022 (0.717)	0.043 (1.500)	0.041 (1.431)
心理资本*组织公平感		-0.035 (-0.627)								
工作投入*组织公平感				0.031 (0.664)						
高委任工作系统*组织公平感						-0.018 (-0.375)		-0.039 (-0.835)		-0.089 (-1.988)
R^2	0.247	0.248	0.409	0.410	0.400	0.400	0.383	0.384	0.498	0.502
F 值	82.363**	54.973**	173.900**	115.951**	167.437**	111.481**	156.062**	104.211**	249.021**	168.308**

注：* p<0.05, ** p<0.01, *** p<0.001。括号里面为 t 值。本研究整理。

综上所述，本研究通过对有效数据进行统计学分析后，得出研究结果：本文提出的 12 个假设，除了关于调节作用的 5 个假设没有通过验证支持外，其余 7 个假设均得到验证支持。

5.结论与建议

5.1 研究结论

随着社会经济的不断发展，员工作为企业发展的原动力，其工作状态对企业发展意义重大，而工作旺盛感作为员工积极发展状态的重要标志，已成为组织管理领域日益关注的话题。本研究基于自我决定理论和社会交换理论构建了高委任工作系统影响员工工作旺盛感的研究模型，得到如下主要结论：高委任工作系统能激发员工心理资本、工作投入；高委任工作系统、心理资本和工作投入能激发员工工作旺盛感；员工心理资本和工作投入部分中介了高委任工作系统对工作旺盛感的影响；组织公平感在高委任工作系统对工作旺盛感的整个作用机制下都不具备调节作用。这可能由以下原因导致：一方面，员工感知到的组织公平感具有主观性，员工的认知、性格、个人偏好等因素可能也会影响组织公平的感知，本研究未考虑到人格特质的影响；另一方面，本研究高估了组织公平感在该机制中出现的正向影响作用，且本研究调节作用的路径假设所设过多，可能对其成立也产生了一定程度的影响。

5.2 研究贡献

（1）如何提升员工的工作旺盛感仍是重点话题，本研究补充了工作旺盛感的积极前因变量。（2）本研究揭示了心理资本和工作投入在高委任工作系统与员工工作旺盛感之间都发挥了部分中介作用，为后续相关研究提供了研究基础。（3）研究结论有助于实现组织和员工在当前时代背景下的可持续发展，为企业如何提升员工在工作中的活力感和学习感，以及缓解员工心理状态提供了参考依据。

5.3 管理建议

（1）企业管理者要重视人力资源管理实践的选择，增加对高委任工作系统建设的投入水平，构建员工与组织之间的良好雇佣关系，促使员工提高自身工作目标，进而提升组织目标。（2）企业要重视提高员工的心理资本和工作投入。可借助开展有意义的活动或问卷调研等方式定期了解员工的心理状态，并做出相关调节方案，使员工保持乐观的心态等积极心理资源。（3）企业要通过提高相关高委任工作系统措施，促进员工的工作旺盛感。需在日常管理中强化领导通过适当授权和鼓励员工平等参与等措施的意识，以平等友好的情感交流和资源支持，从而增强员工的积极态度和行为。

5.4 研究局限性

（1）受资源和条件的限制，本研究只收集了单个时间段的数据。（2）本研究的数据均由员工根据主观认知进行填写，可能存在同源方法偏差等问题。（3）研究数据主要来源于重庆企业的员工，得出的研究结论是否适用于其它地区的企业还需进一步验证。

5.5 研究展望

（1）本研究对深入探究变量间的因果关系仍然存在不足，如员工心理资本和工作投入之间是否存在着链式中介效应，因此有待未来研究进一步分析两者的链式中介作用。（2）本研究调节作用均不显著，未来研究可以在此基础上寻找新的切入点，探索高委任工作系统与工作旺盛感之间的调节作用机制。（3）工作旺盛感的研究仍然处于探索阶段，未来研究可以探索影响员工工作旺盛感的负面行为的前因变量，如当工作情境无法支持员工工作旺盛感时，员工是否会产生消极怠工等负面行为。

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A Study on the Impact of Student Satisfaction on Learning Attitudes of Private Vocational College in Yunnan Province, China: A Case Study of Pharmacy Major

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Abstract

This study aims to thoroughly investigate the impact of student satisfaction on learning attitudes in private higher vocational colleges in Yunnan Province, China. These two factors are considered crucial indicators for measuring education quality and student development, with far-reaching implications for enhancing the level of educational services. The research, based on Maslow's Hierarchy of Needs theory, utilizes a questionnaire survey method, employing the "Student Satisfaction Scale" and the "Learning Attitude Scale" as primary research tools. A convenient sampling method was used to survey students from two private higher vocational colleges in Yunnan Province. The research results indicate that students generally exhibit low levels of satisfaction and learning attitude. Furthermore, student satisfaction demonstrates a significant positive influence on learning attitude, suggesting that an increase in student satisfaction leads to a more positive learning attitude.

Keywords: Private Vocational College ; Student Satisfaction ; Learning Attitude ; Vocational College Students

中国云南省民办高职院校学生满意度对学习态度的影响研究—以药学专业为例

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摘要

本研究旨在深入探讨中国云南省民办高职院校学生的满意度对学习态度的影响，这两个因素被视为衡量教育质量和学生发展的关键指标，对提升教育服务水平具有深远的影响。研究基于需求层次理论采用了问卷调查法，运用了"学生满意度量表"和"学习态度量表"作为主要研究工具，并对中国云南省两所民办高职院校的学生进行了便利抽样调查。研究结果显示，学生的满意度和学习态度普遍偏低，且学生满意度对学习态度具有显著的正向影响，即学生满意度越高，学习态度越积极。

关键词：民办高职院校；学生满意度；学习态度；高职生

1.绪论

1.1 研究背景

学生满意度在高等教育质量评估与发展中扮演着关键角色(Wong & Chapman, 2023)。目前，中国教育部（2023）通过建立专业教学资源库、发展信息化标杆学校、创建示范性虚拟仿真实训基地，以及推动一流核心课程的建设，此举旨在深化现代职业教育体系的改革，显示政府对职业教育的强烈重视，并促使教育质量与人才培养互相促进。而在提升教育服务质量的关键方法中，高等职业院校教育服务质量评价中学生满意度成为其中至关重要的评价指标（韩策、蒋春洋，2019）。因此，深入了解学生满意度不仅能够反映学生对学习的态度和倾向，还能间接反映学校的绩效表现及改进方向（田喜洲、王晓漫，2007）。

已有研究明确指出学生满意度与学习态度之间存在密切关系。Banahene et al. (2018) 在探讨学生的学习态度如何在高等教育服务质量和学生满意度中的作用时发现了学生满意度对学习态度产生显著影响，而 Kim et al. (2022) 的研究也强调了课堂和教师满意度对学习态度的显著影响。教师的教学态度、授课内容、水平和方法满意度影响学生学习态度，从而进一步证实了学生满意度对学习态度的正向影响（方正美等人，2023）。此外，李艺花和朴光赫（2015）为给高校提高大学生的专业满意度提供对策和建议，在探究大学生的学习环境满意度对学习态度的影响时发现，学习环境满意度对学习态度有显著影响。

然而，当前的研究主要集中在阐释或测量高职学生满意度的一般理论方面，而对于特定地区高职院校学生满意度的具体研究相对匮乏（杨院，2016）。且王晶（2021）在对中国高职院校学生满意度的现状进行研究时，发现调查条件、学生群体特性和地域差异等因素导致结果具有显著差异。另外，尽管有关中国职业院校学生满意度研究已取得进展，但对影响因素的全面探究仍不足（苏颖宏、罗薇薇，2019）。再者，调查显示，72%的学生群体展现中等程度的学习态度疲惫，虽未极度严重，但需教育工作者重视并提升学习态度（张宇、张茹粉，2020）。

此外，陈中耀等人（2019）基于《2019 年高等职业教育质量年报》的统计与比较分析，云南省高职院校的学生满意度达到 90.50%，但未及全国平均水平 91.66%，学生满意度受教师素质、课程设置、教学资源、教学管理以及教学效果等多种因素的影响（姚培博、姚培格，2022）。与此同时，学生在其学业过程中会经历来自不同方面因素的作用，这些因素包括但不限于同伴影响、家庭期望和个人目标等，都或多或少地塑造了学生的学习态度（王涛，2020）。李永芬和赵敏（2021）也指出，云南省高职院校学生普遍缺乏明确的短期学习目标，其学习态度显著受朋友和家长意见影响，缺少自主性和个性化选择。基于此，进行针对云南省高职院校学生满意度和学习态度的深入研究，显得尤为重要。

综上所述，深入了解学生满意度对学习态度的影响，对于提升高职教育质量具有重要意义。因此，本研究旨在探讨中国云南省高职生学生满意度对学习态度的影响，为高职院校教育质量提高及发展提供一定的参考，为现代职业教育体系的改革提供一定的理论基础，在研究及实践中促进教育质量与人才培养的协同发展。

1.2 研究目的与问题

本研究旨在全面地理解和探讨学生满意度与学习态度之间的关系。其次，本研究希望通过对学生满意度与学习态度的深入研究，提供一些关于如何改进教育实践，提升学生满意度，以及如何通过改善学生满意度来促进学生积极的学习态度的建议。

基于此，本研究拟探究以下几个问题：

1．中国云南省民办院校高职生满意度中的服务与保障对学习态度是否具有影响？
2．中国云南省民办院校高职生满意度中的专业知识获取对学习态度是否具有影响？
3．中国云南省民办院校高职生满意度中的个人发展对学习态度是否具影响？
4．中国云南省民办院校高职生满意度中的教务管理对学习态度是否具有影响？
5．中国云南省民办院校高职生满意度中的学生管理对学习态度是否具有影响？

1.3 研究意义

1.3.1 理论意义

探究学生满意度与学习态度的关系有助于理解教育服务质量与学生学习行为之间的联系，认知发生依赖于情感，情感又能促进认知构建，这两者依学生的学习需求和动机紧密结合，互相促进。只有在良好的情感状态下，学习者才能展现最佳认知能力，而消极态度则会限制学习能力的发展（冯辉，2018）。需求层次理论将人类需求划分为不同的层次，以层次化的方式解释人类行为的动机，而爱与归属感是 Maslow 的需求层次理论的第三层次，与社交和情感需求相关，这可以增强满意度，并且在一定程度上与生理需求的满足有关(Poston, 2009)。由此可见，从需求层次理论视角来看，满足学生的需求层次有助于培养积极的学习态度。因此，基于需求层次理论对学习态度的研究能够深化对学生满意度对学习态度影响的理解，对学生满意度的关注和满足可以营造积极的学习环境，从而促进学生培养良好的学习态度，这对于教育实践和教育政策制定具有重要的指导意义，有助于提高学生的学习动机和学习成果。

1.3.2 实践意义

对学生满意度的研究有助于准确识别课堂教学的改进方向，从而提高教学质量，并增强职业教育培养人才的社会适应性（覃日娜，2023）。况且，探究学生满意度有助于理解高职教育的期望与需求，对促进其改革与发展至关重要，这不仅能增强学生的满意度和幸福感，还能识别和解决教育问题，从而有效提高教育质量和标准（徐桂庭，2020）。此外，戚春燕（2022）指出，研究学生的学习态度对于促进文化知识的学习、培养正确的价值观和世界观具有重要作用，可为高等职业教育的发展提供宝贵的参考资料。基于此，了解学生满意度与学习态度的关系，不仅对于提高教学效果和质量具有重要意义，而且对于推动教育改革、满足学生需求、培养合格人才、以及提升教育系统的整体效率和效果都发挥着关键作用。

1.4 研究创新

对高等教育学生总体满意度的众多维度的识别上表明，学生满意度是一个多维结构，但是迄今为止进行的研究往往侧重于使用通用或单维测量来测量学生满意度 (Wong & Chapman, 2023)。因此，本研究从服务与保障、专业知识获取、个人发展、教务管理和学生管理五个维度全面考察了学生满意度，并将其与学习态度进行关联，丰富和发展了现有理论视角。本研究欲通过探讨，提供改进教育实践、提升学生学习态度的策略性建议，这将为教育实践提供新的理论指导和实践借鉴。

2.文献综述

2.1 需求层次理论

20 世纪 50 年代，Maslow (1958) 提出需求层次理论 (Maslow's Hierarchy of Needs)。需求层次理论是心理学领域的一种理论，该理论将人类需求划分为五个层次：生理需求(Physiological)、安全需求(Safety)、爱与归属感需求(Love and Belonging)、尊重需求(Esteem)，以及自我实现需求(Self-Actualization)，该理论认为，当人们感觉到已经充分满足了前一个需求时，层次结构中的下一个需求就会出现(Hopper, 2020)。

马斯洛的需求层次理论为理解和满足高等教育学生需求提供了理论框架，将教学质量、校园设施和安全视作基本需求，强调教师态度和行为对学生心理健康的重要影响(Abbas, 2020)。此外，归属感也被证明对心理健康有着重要影响(Moeller et al., 2020)。而在本研究中，学生满意度的考量因素包括教学质量、校园设施、安全保障以及教师行为（马林，2012），因此，学生满意度的各个方面可以看作是对 Maslow 需求层次理论各个层次的实际反映。而 Maslow 的需求层次理论是一种动机理论，根据 Maslow 的观点，当且仅当缺陷需求得到满足时，个人才准备好根据成长需求采取行动 (Huitt, 2007)。由此可见，人的学习态度可能影响动机，而这种动机在很大程度上取决于人们当前的需求是否得到满足。通过满足学生不同层次的需求，教育不仅有助于学生建立良好的社会联系，提高自我价值感，还能激发学生的内在动力，促进其达到自我实现的状态(Desme t& Fokkinga, 2020)。

因此，本研究基于 Maslow 的需求层次理论探讨高等教育环境下学生满意度与学习态度之间的关系，并将其联结到学生在不同层次需求上的表现，包括满足学生的生理需求、安全需求、爱与归属需求、尊重需求以及自我实现需求。通过研究学生满意度与学习态度之间的关系，可以深化了解对不同层次需求的理解，从而为高等教育实践提供深远的实际意义，并促进学生的全面发展和提升教育质量。

2.2 学生满意度

学生满意度被定义为学生对于教育经历和结果的主观评价的肯定性水平，它揭示了学生期待达到的最佳状态 (Oliver & DeSarbo, 1989; Borishade et al., 2021)。在国家职业教育专业教学资源库的范围内，学生满意度衡量的是学生对该资源库的系统、信息和服务质量是否符合他们的预期（韩策、蒋春洋，2022）。从教育质量评价的视角来看，胡炳仙与魏立才（2022）提到，学生满意度涵盖的是学生对学校全方位服务，包括教育和生活服务等的满意度。在 Wiers et al. (2002) 的研究中，学生满意度被定位为学生对大学和学院服务的综合评价。此外，朱从书（2019）则将学生满意度视作学生的心理期望与他们在学校学习生活等各方面的实际情况相比较后产生的心理反应。Wong and Chapman (2023) 的研究则指出，学生满意度是一个包含多个方面的包括对课程、教师教学、校园设施、机构、学生支持等元素的维度的多维结构。Subandi and Hamid (2021) 也提到，学生满意度是衡量高职教育服务质量的重要指标，反映了学生对教学质量、教师素质、学术设施、校园设施、支持服务、学术服务和校园管理的满意程度。

基于此，本研究的学生满意度是一个由多种因素构成的多维结构(Hanssen and Solvoll, 2015)，学生对教育体验的总体期望可以通过学生满意度来全面评价，体现了学生对学校所提供的综合服务质量的整体感受（Borishade et al., 2021; 胡炳仙、魏立才，2022）。

2.3 学习态度

学习态度是一种影响学习效果的重要因素，主要由认知、情感和行为三个方面构成 (Weng et al., 2018)。Mazana et al. (2018) 从认知和社会的角度出发，认为将态度定义为积极或消极的情感倾向更适合学生。此外，学习态度还包括学生的情感、信念和行为倾向 (Zulfikar et al., 2019)。而 Şen (2013) 的研究认为，学习态度是影响学习者设定目标的水平、解决问题的能力、学习信念、学习过程中的内外动机以及学习成绩的关键因素。这一观点得到了 Cahill et al. (2018) 的研究支持，该研究也显示学习态度会对学生的学习产生影响。包乌力吉仓等人（2017）进一步指出，学习态度能深刻影响学生的认知过程、策略选择、动机、行为、情感体验及学业成绩。而陶德清（2001）则认为学习态度是反映学生学习行为的多层次精神现象，由学习动机、情感体验、行为倾向及

认知水平等心理因素相互作用而形成。

综上所述，尽管学者们对学习态度的解释有所不同，但都一致认为学习态度受认知、情感和行为等影响。因此，本研究将学习态度定义为在学习过程中受情感体验、行为倾向和认知水平等心理因素影响的一种积极或消极的心理现象（陶德清，2001；Mazana et al.，2018）。

2.4 学生满意度与学习态度的关系

Gremler and McCollough (2002) 在探讨学生满意度保证的概念、设计、实施和影响，以及其对服务保证理论和实践的启示时提出，学生满意度可能会影响其学习态度，满意度较高的学生可能会表现出更积极的学习态度。Zhao et al. (2022) 基于计划行为理论，预测高中生对 STEM 教育的态度、接受度和满意度时也发现，学生满意度和学习态度之间存在正相关的关系：态度积极、接受度高的学生往往满意度也较高，然而这种关系可能受到其他因素的影响，从而影响学生的满意度。

关于学生满意度不同维度与学习态度之间的关系研究有很多，其中，Malkawi et al. (2020)在分析阿联酋大学(UAEU)学生对在线学习和虚拟课堂的满意度和态度时发现，学生对平台设备的不满或困扰可能会影响他们的学习态度。而方正美等人（2023）以学生对课程教材、课时安排、教师授课情况等方面的满意度与学习态度关系研究时发现，学习态度与课时安排及教师教学态度、授课内容、水平、方法以及课程整体教学效果满意度呈正相关。此外，李艺花与朴光赫（2015）为探究学生满意度与学习态度之间的关联，以学生对专业的兴趣、校园网络、运动设施、实验室和住宿条件等作为满意度的测量指标进行研究，结果发现学生满意度与学习态度之间存在显著的正相关。后续，淡清雅与叶春（2023）在研究高校如何从学生管理的角度实施高质量和高效率的学风建设时，提出其基本目标为培养学生积极的行为态度，特别是形成良好的学习态度，表明学生管理对促进学生学习态度的形成具有积极作用。

综合以上研究，可以看出学生满意度的研究广泛覆盖了服务与保障、专业知识获取、个人发展、教务管理和学生管理五个方面（马林，2012），正是这些方面共同构成了学生教育体验的基石。基于此，本研究从服务与保障、专业知识获取、个人发展、教务管理和学生管理五个维度对学生满意度在学习态度上的影响进行探讨，并提出如下假设：

H1：中国云南省民办院校高职生服务与保障对学习态度具有显著正向影响。

H2：中国云南省民办院校高职生专业知识获取对学习态度具有显著正向影响。

H3：中国云南省民办院校高职生个人发展对学习态度具有显著正向影响。

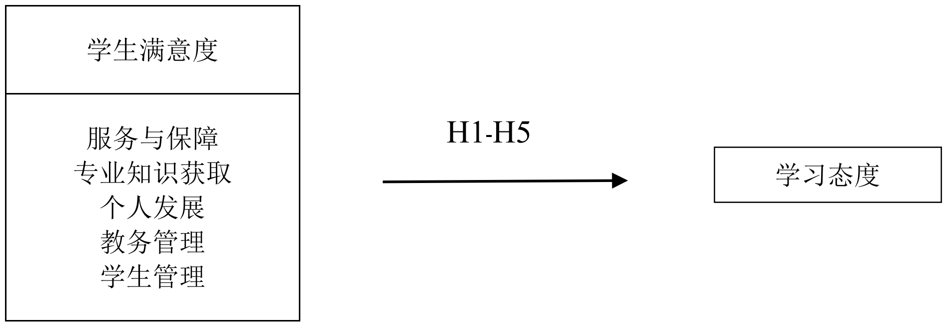
H4：中国云南省民办院校高职生教务管理对学习态度具有显著正向影响。

H5：中国云南省民办院校高职生学生管理对学习态度具有显著正向影响。

2.5 研究框架

本研究将建立一个以学生满意度与学习态度之间的关系为核心，从服务与保障、专业知识获取、个人发展、教务管理和学生管理五个维度对学生满意度在学习态度上的影响进行探讨，如图 1 所示。

图 1
研究框架图



注：本研究整理

3.研究方法

3.1 研究对象与抽样方法

本研究采用便利抽样方法进行问卷调查，通过问卷星平台进行问卷的发放和数据的收集，针对中国云南省内两所知名高等职业技术学院的高职学生群体发放了 532 份问卷，并成功收回所有问卷，排除了无效和不符合研究要求的 51 份问卷，因此有效问卷数为 481 份，有效回收率达到 90.4%。

3.2 变量测量

3.2.1 学生满意度

本研究采用马林等人（2012）编制的学生满意度量表对学生进行满意度测量。该量表包括 5 个维度，涵盖服务与保障、专业知识获取、个人发展、教务管理和学生管理，共包含 26 个题项。在量表评分上，采用了李克特七点量表法，分别对应着从"完全不满意"到"非常满意"的 7 个级别。整体量表的 Cronbach's Alpha 系数为 0.923，表明量表信度较高；量表的内容效度分析显示，KMO 统计量为 0.947，Bartlett 球形检验的 $\chi2$ 为 10,071.792（p=0.000）；探索性因素分析提取了 5 个因子，共解释了 53.05%的总方差。此外，量表总分与总体满意度得分之间呈现显著的负相关（r=-0.390，p＜0.01），这进一步证明了量表的结构效度良好。

3.2.2 学习态度

本研究采用 Çetin et al. (2019) 编制的学习态度量表进行学习态度的测量，这份量表由学习努力、学习重视和学习回避 3 个维度组成，共 34 个题项，采用李克特五点量表法进行评分，1 到 5 分代表非常不同意到非常同意五个评分等级。整体量表 Cronbach's Alpha 系数为为 0.94，各维度的 Cronbach's Alpha 系数分别为 0.92（学习投入）、0.86（学习重视）和 0.84（学习回避）；探索性因素分析提取了 3 个因子，共解释了 53.161%的总方差；验证性因素分析显示模型的匹配值为：RMSEA=0.068；$\chi2$/df=1.9；SRMR=0.076；NFI=0.94；NNFI=0.97；IFI=0.97；CFI=0.97；RFI=0.94，各项拟合指标均达到了良好或可接受的水平；此外，量表的编制过程参考了相关文献，结合了学生的实际情况，经过专家评审和预试验，保证了量表的内容覆盖面和代表性。

4.研究结果

4.1 描述性统计

在本研究中，参与者的基本信息包括性别和年级。在有效样本量为 481 的情况下，

性别分布方面，男生有 213 人，约占 44.3%；女生为 268 人，约占 55.7%。就年级分布而言，一年级学生占了有效样本的 56.5%，共 272 人；二年级学生有 209 人，占 43.5%。详细的数据分布可参见表 1。

表 1
研究样本基本数据分析表（样本数：481 人）

研究样本基本资料		样本数	比例
性别	男	213	44.3%
	女	268	55.7%
年级	一年级	272	56.5%
	二年级	209	43.5%

注：本研究整理

4.2 相关分析

本研究通过应用 Pearson 相关分析探讨了中国云南省高职生的学生满意度与学习态度之间的相关性。研究结果表明，学生满意度的服务与保障(r=.760, p＜.001)、专业知识获取(r=.520, p＜.001)、个人发展(r=.787, p＜.001)、教务管理(r=.563, p＜.001)以及学生管理(r=.464, p＜.001)均与学习态度呈现显著正相关，说明当学生在这些维度上的满意度提高时，学生的学习态度也会相应改善。

表 2
学生满意度与学习态度的相关性分析表

	1	**2**	**3**	**4**	**5**	**6**
1	1					
2	..491***	1				
3	.689***	.497***	1			
4	.488***	.304***	.479***	1		
5	.485***	.353***	.490***	.363***	1	
6	.760***	.520***	.787***	.563***	.464***	1

注 1：***p＜.001
注 2：1=服务与保障；2=专业知识获取；3=个人发展；4=教务管理；5=学生管理；6=学习态度
注 3：本研究整理

4.3 回归分析

在控制人口学变量的情况下，本研究将性别（以女生为基准）、年级（以二年级为基准）纳入第一回归阶层，把可能影响学习态度的学生满意度各维度纳入回归方程第二层，经过回归分析，结果如表 3 所示，在控制人口学变量的影响下，学生满意度各维度对学习态度均有显著的正向影响。因此，本研究的假设 H1-5：中国云南省民办院校高职生服务与保障、专业知识获取、个人发展、教务管理、学生管理对学习态度具有显著正向影响，均成立。

表 3
学生满意度与学习态度的回归分析表

变量	模型 1 学习态度		模型 2 学习态度	
	β	t	β	t
背景变量				
性别	-.548	-14.512***	-.249	-11.666***
年级	.172	4.559***	-.154	-7.010***
自变量				
服务与保障			.314	10.493***
专业知识获取			.125	5.305***
个人发展			.371	12.653***
教务管理			.157	6.804***
学生管理			.053	2.257*
F	112.373***		309.209***	
R^2	.320		.821	
Adj.R^2	.317		.818	

注 1：***p＜.001 *p＜.05
注 2：本研究整理

5.研究贡献

本研究通过多维度的深入考察，系统探讨了学生满意度对学习态度的影响。研究结果表明，中国云南省的民办院校高职学生的满意度和学习态度普遍偏低，同时，各维度的学生满意度均对学习态度呈现出显著的正向影响，即随着学生满意度的提升，其学习态度也趋于积极。因此，学校应高度重视学生满意度对学习态度的重要影响。

本研究针对中国云南省高职生的低学生满意度和学习态度问题，提出了几项建议以期改善当前状况。首先，通过优化服务和保障体系，比如改善食堂服务、教室和宿舍条件，以及校园网络，来提升学生的整体满意度。其次，强化学生获取专业知识的途径，包括改进教材选用、课程设置，以及提升教师的授课技巧和专业水平，以增强学生的专业兴趣。此外，通过完善就业辅导服务和丰富课外活动来促进学生的个人发展机会。改善教务和学生管理，包括加强教师职业道德培训和优化学生管理制度也十分必要。

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Research on the Cross-cultural Adaptation Process and Influencing Factors of Chinese Students in Thailand

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Abstract

With the development of society and economy, education has gradually become more internationalized, and the group of international students in my country has become increasingly large. The proportion of international students studying in Thailand continues to increase. There are huge cultural differences and language barriers between Thailand and China, which often make it difficult for Chinese students to quickly adapt to the new environment. Cross-cultural adaptation causes Chinese students studying in Thailand to face huge challenges in life, study and other aspects. Cross-cultural adaptation problems arise when people enter different cultural environments. Some of these problems come from the external environment, and some come from the cross-cultural people themselves. Generally speaking, cross-cultural people will go through several stages such as stress, adaptation, and advancement, and finally complete their acceptance of the new cultural environment. Whether cross-cultural adaptation goes smoothly or not depends on both external and internal factors. Understanding these influencing factors can help people better deal with the problems encountered in the process of cross-cultural adaptation.

Keywords: cross-cultural adaptation; adaptation process; influencing factors; international students

在泰中国留学生跨文化适应过程及影响因素研究

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摘要

随着社会和经济的发展，教育逐渐趋于国际化，中国留学生群体日益庞大。赴泰留学生的比例持续上升。而泰国与中国之间存在巨大的文化差异和语言障碍，常常致使中国学生很难快速适应新环境，跨文化适应导致中国赴泰留学生面临在生活、学习等方面中的巨大挑战。当人们进入不同的文化环境时，就会产生跨文化适应问题。这些问题有的来自外界环境，有的来自跨文化者自身。一般来说，跨文化者会经历压力、适应、前进等几个阶段，最终完成对新文化环境的接受。跨文化适应顺利与否，受外在因素和内在因素的共同作用。了解这些影响因素，能帮助人们更好地处理跨文化适应过程中遇到的问题。

关键词：跨文化适应；适应过程；影响因素；留学生

1.引言

1.1 研究背景

20 世纪中叶以后，随着世界经济联系的日益紧密、国际政治关系的日趋复杂、全球知识网络的不断延展，各国教育之间的国际联系也愈加紧密（王英杰、高益明，2000）。沈梦姝与陈奕桦（2017）认为中国自从改革开放后，出国留学的人数日益增加，留学的国家也从早期的欧美西方国家，转向为更多元化的选择，其中泰国因为较低的消费水平与迷人的异域文化，成为中国学生留学的主要考虑国家之一。教育全球化的背景下，出国留学受到了广大学生的青睐。教育部在《2018 年度中国出国留学人员情况统计》文件中公布了 2018 年的出国留学总人数，该数量为 66.21 万人。同时，教育部还将 2017 年度及 2018 年度的相关数据进行了对比。很显然，可以从教育部提供的对比数据中发现，较 2017 年度而言，2018 年度的出国留学总人数增加 5.37 万人，增长率为 8.83%；留学回国总人数增加 3.85 万人，增长率为 8.00%。在泰中国留学生的族群，随着 2010 年中国—东盟贸易区建立，呈现更为爆炸性的增长，较 2001 年增长近 10 倍，资料显示，中国成为泰国最大的留学生来源国。随着留学生人数的增加，越来越多的研究者开始关注这一群体（王凯等人，2015）。

踏出国门意味着要接受不同的语言环境、社会环境、文化价值观，感受他国与自己国家在各个方面所存在的差异，这是一种奇特的体验，也是一种宝贵的经验。但是离开自己熟悉的环境，去重新适应一个差异性较大的新环境，对于留学生来说也是一种压力和挑战。然而，并不是每个人都可以顺利完成出国留学计划，因为，生活在不同文化环境的过程中，有着许多的不为人知的辛苦与挑战，也常因为受到文化差异、语言障碍所造成的困难而产生文化冲击，导致感到焦虑、挫折失落无助等适应不良的问题(Malek&Budhwar,2013)。因此，克服文化冲击的适应能力对于留学生在跨文化环境中是非常重要的。跨文化适应能力是指学生对于陌生文化环境的行为与价值观的适应能力（Searle&Ward,1990）,在陌生的文化环境中，留学生首先受到从熟悉到不熟悉的环境挑战，他们经常因为语言、沟通方式、宗教习惯、情感与态度的表达、与当地居民的互动等因素而面临适应新文化的瓶颈（Chen et al.,2011），在适应新的文化环境时，学生必须调适文化的差异并且改变原有的习惯、生活方式与思维原则（Abdullah et al.,2015)，进而理解并融入当地文化。对于留学生而言，跨文化的适应尤为困难，因为学生们不得不面对双重适应的挑战：一为进入到学校的学业适应。二者为平时生活的文化适应挑战。

随着中国来泰留学生数量的持续增加，来泰中国留学生的跨文化适应问题成为研究者们关注的重点。因为这不但影响跨文化交际者的学习和生活，而且可能影响到国家之间的交流交往。很多学者从各种角度对在泰留学生跨文化适应问题进行了探讨，并提出了很多有针对性的解决措施。

1.2 研究目的

泰国与中国不但自然环境不同，风俗文化等方面也存在着巨大差异，本研究对中国留学生个体作为研究对象，从跨文化的角度分析中国留学生在泰国留学生涯中的适应过程，中国留学生在泰国的跨文化适应研究有其独特性，只有解决好这些跨文化适应过程中出现的新情况新问题，中国留学生才能更好地在泰国学习和生活。本文以访谈调查的形式，研究在泰中国留学生的学习、生活和跨文化适应情况，提出跨文化适应应对策略和改进方法，以此对在泰中国留学生的学习、生活有一些帮助，另一方面，为准备赴泰留学的中国学生提供参考经验。

1.3 研究意义

在理论意义方面，跨文化适应方面的研究主要集中对留学生群体的研究，针对留学生个体的跨文化适应研究较少，而本研究只专注于赴泰留学生个体在适应方面的问题，这不仅为中国海外留学生教育方面的研究提供了新视角，也是为跨文化适应理论开拓新的运用领域。

在实践意义方面，本研究符合中国留学生教育政策的发展需求，可以为中国留学生的发展和人才交流提供现实参考。留学生群体在国外的适应和表现是一个非常关键的问题。本研究描述了赴泰留学生在泰国的跨文化适应过程，并分析了影响这一过程的重要因素，为提高中国海外学子的跨文化适应提供相关建议，对于计划留学的同学可以提供借鉴的意义，为已经留学但是适应较慢或者较困难的学生提供参考。面对原有文化和异文化的冲突和作用，本文不仅希望能够展示留学生可能会遇到的困难，还希望能够帮助大家建立主动沟通和交流的信心，学会灵活变动，学会利用各种资源去适应新的学习文化，不仅做到"成功留学"，更要做到"留学成功"。

1.4 研究问题

在前文研究背景的基础上，本研究将对在泰中国留学生跨文化适应力现状进行分析，本研究所要讨论的问题简述如下：

1.赴泰留学生个体的适应过程是否遵循压力-适应-前进这一模式？

2.赴泰留学生个体的适应状况受到哪些因素影响？

2.文献综述

在留学生远赴海外求学的过程中，他们的心理与生理都必须重新适应新环境，对陌生环境的不适感，使他们经历了「文化冲击」，而后他们透过与当地人的互动中，重新学习地主国环境的语言、文化与社交技巧，而这一连串的过程即是留学生的跨文化适应。

2.1 文化冲击

Oberg(1960)首次提出「文化冲击」的概念，指出旅居者由于对对方社会文化的不熟悉，而在心理上产生的深度焦虑。另有学者使用「文化疲劳」一词去定义这种沮丧和困惑的感觉 (陈国明，2003)。文化冲击发生在人们进入新文化的时候，因他们失去了原先所熟悉母国社会的文化或意象，而无法理解新文化的社会价值，此时，沮丧、困惑和焦虑的感觉会伴随而来，当察觉到新文化的不同时，会有惊讶、焦虑、愤怒、或生病的感觉。

冲击的产生源自于各个国家之间政治经济及风俗民情的不同，即使中国与泰国同为亚洲文化圈，在文化上却各自有其独特之处，留学生到新环境后仍要适应有别于国内的风俗民情。进入陌生的国度生活之后，为了面对新环境的转变而产生心理上及生理上的转变以适应环境的过程，称为「跨文化适应」。

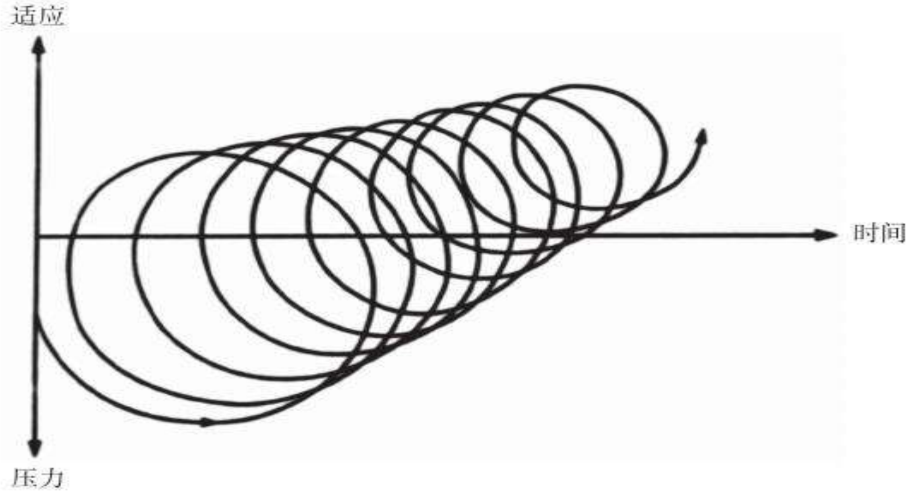
2.2 跨文化适应

已有许多研究以各种方式定义了跨文化适应(Cross Cultural Adjustment)。美国国家事务局的 Powell 于 1880 年提出了"acculturation"(中文意思为：文化适应)的明确定义，这是该词的首次出现，这个词被定义为外来文化者在模仿新文化行为所引起的心理变化（Rudmin，2010）。在一些专业的英文期刊文献中，跨文化适应一词，除了"acculturation"，还有"culture-adaption"和"enculturation"，还存在多种表达方式（林欣达，2018）。最初，Oberg（1960）用客服文化冲击的概念来说明跨文化适应，而文化冲击被定义为个人在适应新文化之前的焦虑症状。Church(1982)将文化适应描述为适应文化压力的过程，其中涉及焦虑、无助、烦躁等负面情绪。

Black（1991）指出，跨文化适应是因人而已的，并定义为个人在异国他乡环境中所能感受到的心理舒适度与自在感。Rui&Wang（2015）将跨文化适应定义为个人为了适应不同的文化、环境下所产生文化冲击的过程。在跨文化的过程中，适应不良可能会导致个人产生焦虑感与不确定性(Bucker et al,2016)。

跨文化适应综合理论提出了压力—适应—成长动态模型(图 1),形象展示了跨文化适应的螺旋式动态过程(李腾子，2022)。在跨文化适应初始阶段,陌生人必然面临各种压力,这是主观经历与当地环境要求之间不对等关系的直接体现。但是,陌生人作为开放系统具有很强的适应性,随着时间推移,压力所带来的波动将逐渐降低,所需要适应的压力也逐渐减弱。与此同时,开放系统并不能长时间保持稳定状态,因此跨文化适应过程不是线性的,而是类似弹簧状的螺旋式结构,呈现出从后退到适应再到改善的跃进式过程（Schaetti,2002）。

图 1
压力—适应—成长动态模型



以文化冲击的角度来看，适应并接受异文化的行为可以减少不确定性与焦虑，并减少个人在适应新环境的困难(Oberg,1960)。Collie et al.（2015）认为成功的跨文化适应是个人的心里压力的缓解，当在不同环境中遇到跨文化冲击时，可以降低工作的冲突和压力，并获得心理上的安慰和放松(Stilianos et al..2017)。Abdullah et al.(2015)指出，所谓的跨文化适应为从一种特定的文化跨越到另一种文化时，个人必须重新适应文化的差异并且改变原有的习惯、生活方式与思维原则。在这样的跨文化体验当中，个人将获得明显的感知变化和身心变化，因此，跨文化适应可被视为个人在心理上与情绪上对异文化的反应，并能够使他轻松的与新环境建立联系。

2.3 跨文化适应阶段

跨文化适应在 Oberg(1960)的研究里面分成四个不同时期：蜜月期、危机期、恢复期以及适应期。此外，Black&Mendehall（1991）也针对此四种时期加以延申，定义出蜜月阶段、个人美好幻灭或震惊阶段、调试阶段与文化精通阶段。奥伯格还将跨文化适应过程分为蜜月，沮丧，适应和稳定四个阶段。邱珊与肖书成（2018）这四个阶段的变化是"U"形的并且彼此之间相互关联，但却具备不同的特征。陈国明(2003)整合各学者的理论后，认为 U 型曲线中「跨文化适应」，大致包含四个阶段：蜜月期(Honeymoon stage)、危机期(Crisis Stage)、复原期(Recovery Stage)、与双文化适应期(Biculturalism)。

在教育管理的研究中，提到跨文化适应对于国际学生来说是个艰巨的双重挑战，就像刚进入大学的新生一样，除了要卖你对校园里的学业生活外，同时也要适应不同文化的当地社会（Li&Gassser，2005），因此可将跨文化适应分为两个构面：社会适应与学业适应。

3.研究方法与设计

3.1 研究方法

本研究透过质性半结构访谈的方式获取研究所需的资料，研究者认为「跨文化适应」的经验研究应以质性访谈的方式，让受访者以自身主观的角度去描述其在异国的求学经验。访谈在于透过语言交流，不同的人之间可以达到一定的相互「理解」。质性研究访谈的主要的功能之一，是了解受访者的所思所想，包括他们的价值观念、情感感受和行为规范，从访谈中可以了解研究对象在生活中曾经发生的事情以及他们行为所隐含的意义。

确定研究对象之后，依据文献整理出可能影响受访者适应的几个面向，并拟定访谈大纲；访谈大纲采取「半结构式访谈」，由研究者事先设计访谈大纲，并按照访谈大纲的提示和受访者进行访谈；不同于问卷的制式化，在访谈过程中，研究者依照每位受访者的不同情况，由他们的回答中继续提出与研究目的可能相关的问题。尽管这样的资料搜集方式有些美中不足，研究者仍旧能从受访者回答的语气及态度去揣摩他们内心的想法，因此这些资料还是极具参考价值的。本次研究所采用的访谈提纲为李晗铮（2020）研究赴美留学生文化适应过程所用，研究中将部分涉及美国的题项改为泰国。

访谈提纲：

A.为什么决定出国留学，是什么样的契机让你产生了这样的想法？

B.来之前对泰国的期待，来了之后的真实感受

C.讲述一下你从决定出国留学到现在，整个过程经历了什么样的心路历程？

D.你觉得你最大的变化是什么？

E.生活上遇到过什么样的困难？

F.学习上遇到过什么样的困难？

G.如果再给你一次机会重新选择，你还是会决定这样吗？

H.你认为你在这个过程得到了什么？失去了什么？

I.你所感受到的中泰差异

J.你觉得是什么帮助你更快的适应下来？或者是什么影响了你的适应过程。通过什么样的方式？

3.2 研究对象

本研究采用立意抽样(Judgmental Sampling)的方式对自愿接受访谈者进行访谈，被受访者为在泰国博仁大学就读的硕士中国留学生，他们来自中国不同地区，都具备高等教育本科学历，其中部分学生具有多年工作经验。

4.研究结论

在对泰国博仁大学5位同学留学过程进行了解时，在与五位同学交谈和观察的过程中，我发现五位同学作为初入跨文化环境的陌生人，虽然由于个性和其他影响因素，他们都存在各自独特的跨文化经历，同时五个人适应的时间也存在差异。尽管如此，

他们的跨文化适应却呈现了同一模式，该模式具体表现为压力-适应-前进的一个动态形式。也就是说五位留泰学生的共同经历都是围绕着"成为一个跨文化的适应者"而述说的。五位留泰学生作为踏入新环境中的陌生人，他们都需要经历一个在新环境下逐渐适应的过程。

首先，压力阶段是指受访者初到泰国，由于中泰两国的文化差异所导致的迷茫和困惑的这一阶段。其次，适应阶段是指伴随着时间的流逝，受访者逐渐适应了泰国的生活，开始融入泰国社会。第三，成长阶段是指受访者最终的收获和变化。而本文所选取的对象是同一所大学中的五位留泰学生，根据他们的经历，基于留泰学生的跨文化适应力这一角度，将其适应过程通过三个方面的内容呈现出来，这三个方面分别是学习，生活和工作。

访谈节选：

同学 A

Q:讲述一下你从决定出国留学到现在，整个过程经历了什么样的心路历程？

A：从决定出国留学到现在这个过程就是从出国之前的这种兴奋高兴再到,出国的这种平淡的一个整个过程，在整个过程中有一种说不出的兴奋感觉。

Q:你觉得你最大的变化是什么？

A：现在最大的变化就是从专业上的学习和生活上的变化以及交朋友的方式都发生了变化。

Q:生活上遇到过什么样的困难？

A：来到泰国遇到的困难就是语言的障碍和生活的不习惯和,嗯，和交朋友方式都有有困难等等。

Q:学习上遇到过什么样的困难？

A：学习上也有遇到了困难就是这个专业上的学习，语言的不变通导致的学习的嗯遇到了障碍，通过交朋友的方式或者同学的帮助来解决生活上的和学习上的

Q:你认为你在这个过程得到了什么？失去了什么？

A：在整个过程我得到了这个自身的认知上的提升和处理问题的这个能力。失去了国内的朋友的生活娱乐,到了泰国就是,一种孤独孤独的感觉,

同学 B

Q:讲述一下你从决定出国留学到现在，整个过程经历了什么样的心路历程？

A：本人在某高校工作了六年，当我决定出国学习时辞掉了工作，期间有犹豫，但不后悔，待硕博连读后，重新找一份好一点的工作。

Q:你觉得你最大的变化是什么？

A：心情平静了，感觉没那么卷，学会用心感受生活啦。

Q:生活上遇到过什么样的困难？

A：学校没有中餐馆，早饭比较苦难。

Q:学习上遇到过什么样的困难？

A：上课比较紧，学校没开设课外兴趣课，比如泰语、英语课等。

同学 C

Q:请讲述一下你从决定出国留学到现在整个过程经历了什么样的心路心理路程。

A:我经历的第一个阶段就觉得沉甸甸的，自己能不能适应，能不能干得了。第二个阶段，就是家人对我的支持。我感觉到大家怎样都支持我去做这一件事情。我就有了一种信心，也就有了一种力量，这是第二阶段，特别渴望。第三阶段就是来到

学校之后，我感觉到同学们老师们对我啊进行了各个方面的一些帮助。我也感觉到了我们之间的一些友情.因此啊我就达到了一种适应的阶段。这就是整个过程当中的三个心理变化。

Q:您觉得您最大的变化是什么？

A:我觉得我最大的变化就是重新进入学习状态。学习上感受到的压力对我来讲还是最重要的一个因素。

Q:好的，那生活上遇到过什么样的困难，

A:生活上倒是没有遇到过很多的困难。同学们在生活这方面给了我很大的指导和帮助，我也特别感动特别感激。所以啊我能很快的适应泰国的学习和生活。

Q:嗯，好的，学习上遇到过什么样的困难，

A:学术上遇到的困难还是比较多的，就主要是集中在两个方面。一个是我们感觉到研究生的学习方式有了很大的变化，第二个呢就是有一些课程以前没接触过，从理论方法一直到实战的技能，都需要自己下很多功夫才能掌握起来。

由于个体之间的差异性及特殊性，受访者在文化交流中不可避免的受到不同因素的影响，从而决定了他们的跨文化适应的方式和时间。通过对受访者回答的统计与分析，可认为影响赴泰留学生个体的适应状况的因素包括以下几个方面：（1）环境：陌生人能否获得足够的沟通渠道很大程度上取决于东道国社会对陌生人的接受程度。东道国具备当地人约定俗成的文化，这文化意味着个体如果想要融入当地环境，必须按照当地文化的规矩来做事。如果旅居者过于依赖原有文化族群在东道国的组织，那么他一定会影响到他的跨文化适应过程。（2）适应的心理准备。需要留学生不遵循自己本族的旧习惯且喜欢改变自己的性格，他们往往具有较高的适应水平。（3）交流。交流是关键要素，交流不仅与客观环境相关，还和陌生人的内在世界有关。最关键的适应挑战，例如文化差异，种族立场和压力，只能通过交流来解决，交流可以提高旅居者的交际能力。因此，适应过程中的“引擎”应该是交流。

访谈节选：

同学 A

Q:你觉得是什么帮助你更快的适应下来？或者是什么影响了你的适应过程。通过什么样的方式？

A：帮助我更快的适应下来还是在学习当中的同学帮助老师帮助,学生服务中心的老师帮助和不同专业的同学之间相互帮忙使我在泰语上或者是英语上都能够更加适应泰国的文化,能够沉静下来更快的去适应泰国的生活。

同学 B

Q：你觉得是什么帮助你更快的适应下来？或者是什么影响了你的适应过程。通过什么样的方式？

A：学校附近中餐馆解决了饮食上的不适应问题，也让我认识了许多朋友，打开了视野，增长了见识，越来越喜欢目前的生活，打算继续读博。

同学 C

Q:你觉得是什么？帮助你更快的适应下来，或者是什么影响了你的适应过程。通过什么样的方式。

A:我觉得第一个是我适应下来的，还是我自己的决心。第二个原因呢就是老师的指导。第三个，那自然就是家庭家庭成员的鼓励和他们平时对我的支持。第四个是同学之间的一种情谊。

因而，根据受访者的个人经历，我们可以验证，跨文化适应是一个包含压力-适应-成长三个阶段的过程。在一个踏入新环境的陌生人身上，这个过程会不断反复出现。同时，在这个过程中，跨文化适应者会受到环境，对适应的心理准备，交流的影响。

5.建议和对策

随着中国来泰留学生数量的持续增加，来泰中国留学生的跨文化适应问题成为研究者们关注的重点。本研究对在泰中国留学生有一定的启示意义，通过本研究对在泰中国留学生如何更快捷的完成跨文化适应给出以下建议：（1）提高语言能力：以便更好地与当地人交流和理解他们的文化。参加语言课程、语言交流活动或找到语言交换伙伴都是有效的学习方法。（2）深入了解泰国文化：积极学习和了解泰国的文化、价值观和行为规范。尊重和理解当地人的传统和习俗，遵守当地的社会礼仪和规定。（3）寻求社会支持：与家人、同学和学校建立紧密联系，寻求他们的情感支持和实质性帮助。参加校园组织和社团活动，扩大社交圈子，建立支持网络。（4）积极参与学习和社交活动：融入学术和社交活动，与当地学生和其他国际学生互动。（5）保持开放心态：保持积极、开放和灵活的心态，对新的文化经验和观点持有包容和接纳的态度。愿意主动学习和适应新的文化环境，同时保持自己的文化身份。（6）寻求心理支持：如果遇到情绪困扰或适应压力，寻求心理咨询或支持服务。专业的心理咨询师可以提供情绪支持和应对策略，帮助应对跨文化适应带来的挑战。

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A Study on the Operational Problems and Countermeasures of Personnel Management System Informatization Construction in Universities in Guizhou Province, China - A Case Study Based on University Y

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Abstract

The purpose of this study is to analyze the operational problems in the process of personnel management system informatization construction in universities in Guizhou Province, China, and to conduct related countermeasures research. The study analyzes the personnel management system of University Y in Guizhou Province as a case study, which shows that the insufficient development and utilization of personnel information resources will lead to inefficient management, and the "fragmentation" of the development of personnel management information system will affect the synergy and efficiency of personnel work. In order to solve the problems of personnel management informatization in colleges and universities, it is proposed that the construction of personnel management informatization should strengthen the top-level design, improve the working mechanism, and promote the data sharing and integration between various systems. Through the integration of personnel business, comprehensive personnel information of teaching staff can be obtained, so as to establish the foundation for the future electronic informatization of teaching staff files and data-based management development.

Keywords: Personnel management system; computerization; business operations

中国贵州省高校人事管理系统信息化建设的运行问题及对策研究-基于 Y 大学的案例分析

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摘要

本次研究的目的是分析中国贵州省高校人事管理系统信息化建设过程中的运行问题，并进行相关对策研究。本研究以贵州省 Y 大学的人事管理系统为案例进行分析，研究表明，人事信息资源的开发利用不足会导致管理效率低下，人事管理信息系统发展"碎片化"将影响人事工作的协同性和效率。为解决高校人事管理信息化存在的问题，提出人事管理信息化建设应加强顶层设计，健全工作机制，促进各系统之间的数据共享与整合。通过对人事业务整合，获取教职员工全面的人事信息，从而为未来教职员工档案电子信息化、管理发展数据化建立基础。

关键词：人事管理系统；信息化；业务运行

1. 引言

中国高校人事管理一直是高校运行中的关键环节，然而，其效率、准确性和发展速度仍存在挑战。随着信息技术的普及和大数据时代的到来，高校人事管理信息化建设成为提升管理水平的重要途径。本文旨在探讨高校人事管理信息化的重要性，并通过对问题的分析和对策的提出，推动高校人事管理工作的现代化建设。

1.1 研究背景

回顾过去数十年间中国高校的人事管理工作，可以说大部分高校的人事管理工作都是高校运行中效率比较低、准确性比较差、发展速率比较慢的工作。研究表明，高校人事管理工作的低效率和准确性不足在一定程度上影响了高校的整体发展，虽然在过去中国高校发展不完善的背景下，人事管理工作上的不足并不会对高校发展造成严重的影响，但是随着现代高校体育构建的日益完善，人事管理工作中存在的不足对高校发展造成的负面影响越来越明显（吴晓琴，2019）。

当前，在信息技术普及的大背景下，中国逐步走进"大数据"的时代，越来越多看上去毫不起眼的数据汇集在一起也能发挥出巨大的效用。郭炎（2016）的研究成果发现，信息化建设是提高高校人事管理效率和准确性的关键方向，可以有效减少管理信息的纰漏。人事管理由于任务的工作特性，因此呈现出了业务经办人员管理水平参差不齐，各业务间缺乏关联管理机制，各业务环节操作标准缺乏统一管理，要做到人事管理工作规范有序，形成"闭环管理"，信息化建设是整合提升人事管理业务职能的重要优化方向。人事管理的信息化建设被认为能够提高高校人事管理工作的效率，减少管理信息在流通中可能会出现的纰漏，进而提高人事管理的准确性，为后续高校科学、有序地发展提供帮助。

宋岩（2014）强调了大数据时代对高校管理的重要性，指出大数据的应用可以为高校提供巨大的潜在效益。人事管理的整体程序较为复杂，涉及多方面管理，不但包括日常的管理工作，比如单位信息维护、员工调入调出、人事档案管理和工资变动等工作，还要进行更全面的人事管理业务工作的全程联动、具体执行和结果存档。除此之外，对某些事业单位来说，仍存在缺乏规范性管理的现象，有必要通过信息化手段强化管理与监督，避免单位自由裁量。信息化建设可以实现人事管理业务各个项目和阶段的有效衔接，加强人事管理工作的有机联动，能够提升工作效率，也能减少工作模式中的漏洞问题。实现信息化管理，不但能实现理念的，也能促进管理模式和管理制度的，要重视相关工作的建设，采用更全面的方式促进信息化建设。

在先进的信息技术和管理方式的支持下，信息化建设不仅能够实现人事管理的理念，还有助于促进管理模式和制度的创新。人事管理领域陆续开发了具体业务的管理系统，从而替代了传统手工操作模式，逐步实现信息化平台的办公环境。随着信息技术和人工智能管理方式的不断优化，个人身份、学历、社保等大数据信息互联互通，将拓展人事业务间的功能对接，进一步促进人事管理信息化工作向整体性谋划布局迈进，从而提升事业单位人事工作效能（董春艳，2015）。

因而，在大数据时代背景下，可以说在中国高校现代化建设过程中，推动高校人事管理工作的信息化建设已经成为未来发展的必然趋势。如何贴合自身高校实际情况，创设适合自己高校的人事管理信息化建设举措也就成了当下高校教育改革中迫切需要解决的问题。

1.2 研究问题

1、高校人事管理的效率与准确性问题是否存在？

2、人事管理信息化建设是否能够解决高校人事管理工作存在的问题？

1.3 研究目的

1、探讨高校人事管理的现状和问题： 通过对中国高校人事管理工作的回顾与分析，深入了解其存在的问题，包括效率低、准确性差等方面。

2、研究人事管理信息化建设的重要性： 分析信息化建设对高校人事管理工作效率和准确性的提升作用，以及推动高校现代化建设的必要性。

3、提出解决方案和对策： 针对现有问题，探讨建立健全人事管理信息化建设的工作机制的对策，以及如何贴合高校实际情况，创设适合自身高校的信息化建设举措。

2. 文献综述

过去的研究表明，中国高校人事管理面临着诸多挑战，包括效率低、准确性差等问题。信息化建设被认为是解决这些问题的关键。借助信息化技术，可以提高管理效率、减少管理信息的错误和流失，为高校的科学发展提供支持。

2.1 信息化时代下高校人事管理的重要性

随着信息技术的迅速发展，高校人事管理也迎来了新的机遇和挑战。信息化时代下，高校人事管理的重要性日益凸显，这体现在提高效率、优化管理、促进发展等多个方面。杨小兵 （2021）在指出，随着信息技术的广泛应用，高校人事管理面临着更多的挑战。传统的人事管理方式已经无法满足信息化时代的需求，因此需要制定相应的对策来适应新形势。张婷婷（2019）探讨了大数据时代对高校人事管理的影响，并提出了一些创新的管理模式。通过利用大数据技术，高校可以更好地了解教职员工的情况，从而更加科学地进行人事管理。Chen(2024)研究了信息技术对高等教育人事管理的影响。研究发现，信息技术的应用可以提高人事管理的效率和准确性，为高校的发展提供更好的支持。刘春英（2011）对信息化时代下高校人事管理的现状进行了调查和分析，并展望了未来的发展趋势。文章指出，信息化已经成为高校人事管理的必然选择，未来的发展将更加依赖于信息技术的支持。Zhao（2023）探讨了信息技术在高等教育人事管理中的作用。研究发现，信息技术可以提高管理效率，优化资源配置，从而促进高校的发展。

因而，信息化时代下高校人事管理的重要性不容忽视。通过引入信息技术，高校可以提高管理效率、优化管理模式、促进发展，从而更好地适应时代的变化，实现高质量的人才培养和科学的管理。

2.2 高校人事管理信息化的现状与发展

在信息化时代，高校人事管理的信息化建设已成为当务之急，其现状和发展呈现出一系列特点和趋势。关学铭和马遥知（2022）系统分析了高校人事管理信息化的现状，并提出了相应的对策。研究发现，虽然许多高校已经开始了人事管理信息化建设，但在系统整合、数据共享等方面仍存在不足，需要加强对信息化建设的规划和管理。Shams Tabrez Siddiqui et al. (2023)探讨了信息技术在高等教育人事管理中的应用现状和未来趋势。研究发现，目前高校人事管理信息化程度参差不齐，一些高校已经实现了信息化平台的建设，但还有很多高校仍处于起步阶段。苏子微（2014）对高校人事管理信息化的发展现状进行了调查和分析，并提出了相应的对策。研究发现，高校人事管理信息化建设存在着技术水平不高、数据孤岛现象严重等问题，需要加强对信息技术人才的培养和引进。李晶和陈颖（2021）探讨了高校人事管理信息化的发展路径和对策。研究发现，高校人事管理信息化的发展需要与高校发展战略相匹配，同时要加强对人才、技术和资金的支持。综上所述，高校人事管理信息化的现状和发展呈现出一定的差异性，需要各高校结合自身实际情况，加强规划和管理，不断完善信息化建设，促进高校人事管理水平的提升。

2.3 高校人事管理信息化的问题与挑战

高校人事管理信息化在发展过程中面临着诸多问题和挑战，这些问题和挑战影响着信息化建设的进程和效果。

戚冬冬（2021）分析了高校人事管理信息化存在的问题，并提出了相应的对策。研究发现，高校人事管理信息化建设中常见的问题包括数据孤岛、系统不兼容、业务流程不畅等，需要加强数据整合和系统优化。张彦臣（2019）探讨了在高等教育人事管理中实施信息技术所面临的挑战。研究发现，高校人事管理信息化建设过程中常见的挑战包括技术更新换代、人员培训、数据安全等方面，需要制定相应的策略应对。李静（2015）研究了高校人事管理信息化发展中存在的问题，并提出了相应的对策。研究发现，高校人事管理信息化建设中存在着数据保护、信息安全、系统稳定性等问题，需要加强管理和监督。林奕璇（2018）分析了高等教育人事管理信息化中存在的问题和挑战。研究发现，高校人事管理信息化建设中常见的问题包括系统不稳定、用户培训不足、数据质量不高等，需要加强技术支持和管理。张海莹（2020）研究了高校人事管理信息化建设中存在的问题，并提出了相应的对策。研究发现，高校人事管理信息化建设中常见的问题包括系统更新困难、数据共享不畅、业务流程不完善等，需要加强协调和沟通。结合近年来学者的研究，高校人事管理信息化建设中依然存在着诸多问题和挑战，需要各高校加强管理和监督，制定相应的对策，推动信息化建设取得更好的效果。

3. 案例研究

在本研究中，研究者采用了个案研究方法，深入了解和分析中国高校人事管理信息化建设的过程和效果。以贵州 Y 大学为例，介绍了其采用 "一件事" 系统进行人事管理的运行实例。该系统通过整合各项业务，提高了办事效率，展现了信息化建设的潜力。

3.1 案例背景

研究者选择贵州 Y 大学为个案研究对象的依据在于其在"一件事"系统试点中的积极参与和系统运用。Y 大学是贵州省内一所具有代表性的高校，其实施"一件事"系统的经验将为其他高校提供有益的借鉴。此选择基于系统全面性和代表性，有助于深入了解"一件事"系统在高校人事管理中的应用情况。

为进一步清事项、减材料、压时限，为事业单位及其工作人员提供更快更优的经办服务，2021 年贵州省作为全国试点省份，探索推进事业单位人事管理"一件事"服务试点。"一件事"系统主要聚焦人社系统涉及到的事业单位工作人员业务管理。通过全面梳理事业单位公开招聘、人员调入、人员调出、岗位变动、解除聘用合同、开除、退休等 7 项业务，制定全省统一的"一件事"办事事项、业务流程、申报信息、申报材料、数据标准和办结时限等业务标准，切实做到办理流程、业务表单和数据标准统一，最大程度精简填报信息和申报材料，同时有效解决了因各系统事项名称、申报材料、数据格式等不统一、不规范造成信息共享难的问题。该系统的运用可使用人单位业务办理通过线上一次性填报，实现相关业务并联办理、分类反馈，提高办事效率，实现人社系统内部人事管理、工资、社保等办事环节的"一件事"服务。

3.2 案例分析

研究者采用了观察法获取贵州 Y 大学"一件事"系统实施过程、运作机制、业务流程等方面的详细信息，在实际操作中对系统的使用和效果进行信息验证。研究者详细剖析了 Y 大学在 "一件事" 系统下的公开招聘业务流程。我们了解了该业务在系统中的填报、审核、资料核实和提交等环节的具体操作。特别是在人事处核实人员档案信息方面，系统的应用如何提高了工作效率、减少了信息不一致的情况，形成了更加规范、

高效的业务流程。

3.2.1 实施方案

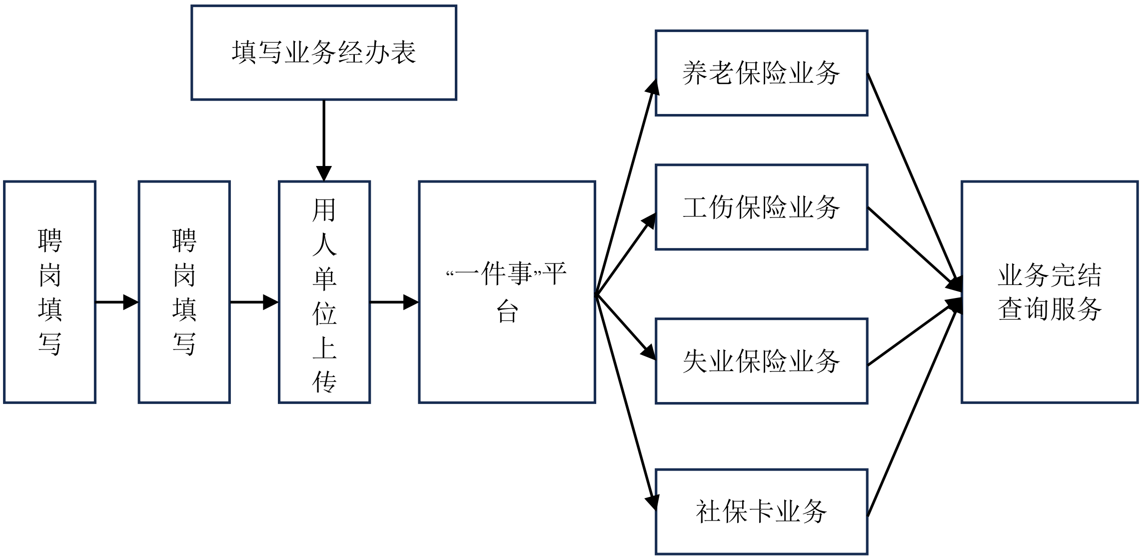
在个案研究中，贵州省在全省推广使用"贵州人才人事综合业务管理服务平台"和"贵州省机关事业单位工资管理信息系统"。基于该信息化平台，相关事业单位设立子系统管理平台，支持事业单位人事管理业务经办，为"一件事"申报提供业务办理前提和相关数据支持。同时，利用贵州人社网上办事服务大厅开通"一件事"服务事项，作为"一件事"服务平台，提供线上办理总入口。"一件事"服务平台对接社会保障卡卡务管理系统、社会保险业务经办系统等，根据统一表单和申报材料，实现一次申报，同步办理，及时反馈。

3.2.2 系统业务基本流程

以贵州 Y 大学人事管理系统中的公开招聘经办业务为例，说明 Y 大学使用该系统办理此业务的具体流程。

图 1

贵州 Y 大学"一件事"系统公开招聘业务流程



资料来源：本研究整理

如图 1 所示，Y 大学通过公开招聘到校工作人员，可通过"贵州人才人事综合业务管理服务平台"，"贵州省机关事业单位工资管理信息系统"初步填报《贵州省事业单位工作人员公开招聘后续经办业务申报总表》。随后，由人事处审核该表内容，并通过调阅人员档案、电话面谈等方式核实补充相关信息及附件，工作的重点是到校人员的养老保险业务办理（涉及到校人员于原单位的缴费工资、原参保地、参续保时间等环节）。最后，于平台提交此表及相关附件。平台则根据业务申报类别，提示所有经办单位于平台并联，同步审核资料、系统自动归集处理，业务办理时限可精简到 1-2 个工作日。这样就会省去之前需要数次往返人社厅等部门的时间与环节流程，大大提高了办事效率。

通过平台所提交的数据通过处理可成为该工作人员的电子档案信息。目前，本研究者所在的 Y 大学正联合人事处、组织部、教务处、科技处等职能部门，推进人力资源管理于人事管理系统的运用。通过该系统的信息填报、整理与数字化，可逐渐集齐全校教职工的人事信息数据，为后续全校教职员工的档案管理、工资审核、绩效管理的标准化、数据化奠定坚实基础。通过规模化、体系化的处理，可以更直观有效地掌

握教职员工队伍发展的状态和规律，增强未来学校发展战略的合理性，为学校未来发展决策提供有力的数据支撑。

4. 问题分析

根据贵州 Y 大学人事管理系统研究者发现高校人事管理信息化仍存在一些问题。首先，人事信息资源的开发利用不足，导致管理效率低下。其次，人事管理信息系统发展"碎片化"，各系统之间缺乏有效的数据互通与整合，影响了工作的协同性和效率。

4.1 人事信息资源开发利用不足

从 Y 校人事管理工作的开展来看，人事管理工作要求较为专业的人员。具体来说，要求业务人员先期熟悉掌握全面的政策知识并具有一定的管理经验，同时具备一定的计算机应用能力。这些工作业务能力的形成，需要长期的工作经验才可获得。但在实际中，Y 校人事工作队伍人手不足，且大量人员属于临时工作岗位，缺乏一支专业高效稳定的人事管理队伍。此外，各种信息仍是散落在文本资料中，需要人事管理人员先翻阅文本资料加以汇集整理。如若缺乏相关知识与经验，就会造成关键信息的遗漏。这种传统人事管理的工作模式，查阅和统计材料非常烦琐，导致事业单位对人事信息资源的开发利用力度不足，整体水平较低，不利于相关工作的进展。

4.2 人事管理信息系统"碎片化"发展

在事业单位发展的过程中，基于人事管理的信息化系统较多，呈"碎片化"特征。比如笔者所负责的窗口工作就包括了工资统发系统、编制管理系统、人才引进系统、军转安置系统等。这些人事工作具有相互影响的特点。比如，单位编制决定了岗位设置，而岗位设置决定了公开招聘的岗位数量，招聘的需求量与实际人员调入调出存在数据上的逻辑关系。而当前在校内，这些业务系统目前还不能实现信息互通，虽然各业务系统的信息化取得了积极的作用，是信息化建设的必经之路，但也体现了人事管理信息子系统的"碎片化"发展，不同管理系统之间的数据信息呈"碎片化"状态出现，过于松散导致工作效率不高，也很难进行统一而完善的管理。

5. 对策提出

为解决高校人事管理信息化存在的问题，提出以下对策：首先，加强顶层设计，建立统一的信息管理平台；其次，建立健全的工作机制，促进各系统之间的数据共享与整合；最后，组建高效稳定的人事管理队伍，提升人才队伍的专业水平。

5.1 加强人事管理信息化建设的顶层设计

在高校人事系统信息化过程中，学校主管部门可结合现实情况建立网络资源管理数据库，采用科学合理的管理结构进行规范管理，针对实际情况促进数据的筛选。比如，目前正在试运行的"一件事"系统已经把单位管理、岗位设置方案、岗位聘任结构比例、公开招聘、工资管理等人事管理职能工作纳入信息化平台。Y 校可在此系统下设置子平台系统，将学校人事系统各个不同管理模块进行充分整合，创设出涵盖大范围的"学校人事信息数据库"。同时加强数据之间的有效传递与共享，避免出现重复的无效劳动，此举可以破除高校人事工作长期以来的沟通不畅，信息无法共享的局面。因此，有必要提升顶层设计的科学性，为人事管理工作提供技术支持，奠定良好的发展基础。

5.2 建立健全人事管理信息化建设的工作机制

要实现高校人事管理信息化以及规范化管理，就要利用高校人事管理信息化系统，实现各部门，各业务端的有效互通与信息整合。通过建立工作机制，让信息系统与业务工作高度契合，实现信息化管理的效能。另外，要健全人事管理信息化建设的工作

机制，进行更全面地完善管理，还要加强对数据信息的搜集与处理，进行各个环节管理力度提升，还要做好不同阶段的工作衔接，促进人事管理信息化建设水平提升。

5.3 组建高效稳定专业的人事管理队伍

工欲善其事，必先利其器。在人事管理信息化建设的过程中，组建一支高效稳定专业的人事管理队伍是非常重要的。建立专业的工作群，进行工作过程中的沟通与交流，实现顺畅的沟通。要根据具体情况进行探讨和解答，加强业务人员之间的联系，在交流中优化业务工作信息化管理的流程和规则，提升整体业务管理效率和工作水平。例如，刚刚融入人事管理部门工作的年轻职员，缺乏丰富的工作经验，但具备创新意识和创新能力，能够很好地操作信息设备。而资历较老的人事干部，恰恰相反，具有丰富的工作经验，但对新技术和新设备的接收能力较差，在实现沟通交流之后，可以实现优势互补，二者可以共同交流自身不擅长的领域，促进有效合作。资质较老的工作人员发挥经验教导的作用，年纪较轻的工作人员也可以带领老员工学习更多的先进技术，并且不断提升信息化应用水平，构建和谐发展的团队，发挥团队的发展力量。

6.结论与展望

本文通过对高校人事管理信息化的问题分析和对策提出，期望能够推动高校人事管理工作的现代化建设。未来，可以进一步探讨新技术的应用，不断完善信息化建设，实现高校管理的数字化、智能化发展，为高校的长远发展提供更有力的支撑。

信息化已经成为推动高校人事管理工作的重要手段，尤其是在信息技术快速发展的今天，高校人事管理信息化已经成为高校现代化建设的必然要求。然而，目前在高校人事管理信息化建设过程中，仍然存在一系列问题需要解决，如人事信息资源开发利用不足、人事管理信息系统"碎片化"发展等。

为此，建议高校加强信息化建设的顶层设计，建立健全人事管理信息化建设的工作机制，组建高效稳定专业的人事管理队伍，以此推动高校人事管理工作的信息化建设，提升高校人事管理工作的水平和效率。相信在全社会对信息化建设越来越重视的背景下，高校人事管理工作必将迎来更好的发展，为高校的长远发展提供有力保障。

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