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2023**

DPU International Conference on Business Innovation and Social Sciences 2023

25-26 May 2023

Dhurakij Pundit University, Bangkok, Thailand



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- Dhurakij Pundit University
- Chinese Taipei Comparative Education Society
- Taiwan Association of Business Schools

Co-organizers

- Eastern New Mexico University, U.S.A.
- Chinese Teachers (Thailand) Association, Thailand
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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 entrepreneurs and the researchers are problem-solvers to innovate by developing creative solutions. Entrepreneurship and research are endless activities by means of digital platforms to face challenge in the post pandemic. Therefore, DPU ICBISS 2022 was a hybrid conference that was run fully on-site and fully virtually online using Zoom and Facebook.

The theme of this conference is ‘Business Innovation and Social Sciences,’ which consists of international and national sessions. 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 Ratchathani Rajabhat 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 69 papers in the international sessions, 35 papers in the national sessions after peer-review that were presented in the DPU International Conference on Business Innovation and Social Sciences 2022, which was held from 25th to 27th May 2022 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 very much to all the people who have participated in this conference, especially to the invited speakers from the National Chi Nan University, Taiwan and University of Sunderland, School of Business and Management, United Kingdom. We also thank all the presenters and participants. Last but by 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.

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Introduction for Keynote Speaker



Prof. Dr. Angela Yung-Chi Hou

National Chengchi University

Angela Yung-Chi Hou, is Professor of Higher Education and Associate Dean of College of Education, National Chengchi University, Taiwan. In 2022, she was elected as President of Chinese Taipei Comparative Education Society. She served as Executive Director of Higher Education Evaluation & Accreditation Council of Taiwan (HEEACT) from 2016 to 2021. She has been actively committed to quality assurance practices and international research for more than 15 years, including serving as Vice President & Board member of International Network of Quality Assurance in Higher Education (INQAAHE), Vice President & Board member of Asia Pacific Quality Network (APQN). She specializes in higher education policy, quality management, internationalization, faculty development, and quality assurance of cross border higher education. She served in the service of Chief-in-Editor of Journal of Higher Education by Taiwan Higher Education Society, and Higher Education Evaluation and Development (HEED) by HEEACT. She now is Associate Editor of Journal of Asian Pacific Educational Review (SSCI), Quality in Higher Education (SCPOUS) and several editorial boards of peer-reviewed journals in higher education field. Up to present, she has published more than 130 English and Chinese journal papers, articles, book chapters, reports and monographs in higher education, international education, and quality assurance. Currently, she was granted Outstanding Research Award by National Science and Technology of Taiwan in 2023.

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Title: Sustainability and university governance in Asia - How do global rankings and quality assurance measure university's SDGs?

Abstract: With this growing and expanding mission of higher education, there is an increasing demand among HEIs and their stakeholders for a data-driven analysis of HE and its social impacts. Internally, HEIs need such an analysis to strengthen decision-making processes and foster strategic development. Externally, stakeholders

demand data on these institutions' performance to ensure quality and value for money. 'New' policy issues, such as sustainability, social impact and responsibility, which have reshaped the landscape of global higher education, emerged on the political and public agendas in varying contexts. Higher education institutions (HEIs) are expected to respond to these 'new' challenges and trends.

Demonstrating a commitment to sustainability is becoming essential for the world's higher education institutions. Two quality assessment instruments, global rankings and quality assurance are expected to respond to this global trend and measure university SDGs' commitment. In 2019, Time Higher Education (THE) published the first global ranking titled "**THE Impact Ranking**" to assess universities against the United Nations' Sustainable Development Goals (SDGs). With tables for each of the 17 SDGs, THE impact ranking provides an opportunity to highlight the work universities are doing for global, local society and campuses. In 2022, "**QS World University Rankings: Sustainability 2023**" was published, aiming to assess the environmental and social impact of 700 universities around the world.

Despite global rankings, quality assurance as a policy instrument is being planned to include SDGs into standards and review scheme globally and in Asia. For the past two decades, most Asian nations have developed a national quality assurance system. Several accreditors have undergone substantial transformation from an unsystematic approach to a more comprehensive mechanism, including Malaysia, Japan, Australia, Taiwan, etc. Besides, the roles of the national accreditors in most Asian higher education became not only multi-functional but also international. **Higher Education Evaluation & Accreditation Council (HEEACT)**, a national accreditor in Taiwan starts to include the concept of "sustainability" into the new cycle of institutional accreditation in 2023. At the same time, several universities in Taiwan are advised to respond to SDGs 2030 due to a new QA approach. More than 46 universities have published their sustainability reports.

Therefore, the presentation focuses how the two global rankings measure university governance and its relevance to SDGs first. Second, HEEACT is adopted as a case to examine how a national accreditor responds to the emerging issue. Third, the SDGs' reports and strategies of 46 Taiwan's higher education on top 1000 of THE impact ranking institutions 2022 are analyzed. To look into deeper, three universities are selected to actual implementation at institutional level and challenges encountered.

Keywords: quality assurance, third-cycled institutional accreditation, sustainability

Introduction for Invited Talk



Asst. Prof. Dr. Sohail Younas
Permanent Faculty Member at University of the Punjab,
Pakistan

Dr. Sohail Younas is an Assistant Professor of Commerce at University of the Punjab (One of the largest Public Sector University in Pakistan). He received his undergraduate degree (B.Com Hons) from University of the Punjab. Dr. Sohail got his postgraduate degree (M.Com Hons) from University of the Punjab. He did his doctorate degree (PhD) in Commerce (Management) from Hailey College of Commerce (One of the largest and pioneer college of Commerce in Pakistan), University of the Punjab Lahore Pakistan. His major area of research is Leadership, Anti-Social Behaviors, Corporate Social Responsibility, Organizational Behaviors and related fields. He is currently working as Head of Department (Department of Accounting & Finance) at University of the Punjab. He also worked at different positions like (Focal person for Scholarships, In-Charge Examination, and Member Price Checking Committee in the same institute) in addition to his duty as Assistant Professor.

He has 18 national and international research publications including Impact Factors and Scopus Index. He has chaired many sessions in research conferences. He has presented his research work in several prestigious national and international research conferences. Moreover, he has 10 years teaching and research experience at different Universities at Pakistan along with 2 years industrial experience as well. He is teaching different subjects like Business Management, Organizational Behaviors, Human Resource Management, Research Methodology in Business, International Business, Operations Management and related fields at postgraduate and undergraduate level. He has successfully supervised five research theses at postgraduate level.

Title: Corporate Social Responsibility: A Care for Society and Business

Abstract: The basic objective of this study is to elaborate corporate social responsibility in a business scenario. A business case refers the fundamental opinion that's why business communities should adopt CSR practices. This case is about what a business firm gets through adopting CSR activities? How a firm tangibly benefits from adopting CSR practices? First of all paper describes brief history, background, arguments against and in favor of CSR and assuming any responsibility of business towards society. At end we explain business case key aspect, review, research and practices that are developing this idea.

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Corporate Social Responsibility: A Care for Society and Business

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Abstract

The basic objective of this study is to elaborate corporate social responsibility in a business scenario. A business case refers the fundamental opinion that's why business communities should adopt CSR practices. This case is about what a business firm gets through adopting CSR activities? How a firm tangibly benefits from adopting CSR practices? First of all paper describes brief history, background, arguments against and in favor of CSR and assuming any responsibility of business towards society. At end we explain business case key aspect, review, research and practices that are developing this idea.

Keywords: CSR, CFP, Business Practice

1. Introduction

Look back in 1914 when Henry Ford the founder of Ford motor company explain its mission that “ To do as much as possible for everybody concerned, to make money and use it, give employment, and send out the car where the people can use it, and incidentally to make money ”. After eight years Ford grandson clay Wilson focus on welfare of shareholders and stakeholders and he said we finds superior ways to help and benefits its shareholder and gives new ways to world. According to business point of view Ford is the first who use the CSR but if we see according to research point then Bowen's Social Responsibilities of the Businessman is the to discuss relationship between corporations and with its society. Bowen also written a book in which he explain that business must be aware of business ethics to increase his performance. CSR initiatives are very important in business. 57 years research shows that CSR activities are very important in sales growth, investment and employment and provides a protection like insurance to organizations. The concept of CSR is growing important and significant from decades and under discussion with numerous research, theories and debates. A business has also some responsibilities towards the society instead of making profits and shareholder wealth. It is Second World War phenomena and has not risen after 1960. A business social responsibility association formed in 1992 by business community which provides the expertise and helps the managers to learn more about it with each other. It has been a contradiction about CSR particular in European Union along with other countries. Corporate social responsibility is widely use of term in competition, business ethics, organization citizenship, stakeholder management and Sustainability all are main components of this field. Consequently if we want sustainable capability and long term position in the market then we have to constantly focus on CSR practices and publish its CSR reports to public. The primary and ultimate objective of this paper is Business case for CSR, the arguments and documents that why they support CSR activities and business community accept and promote CSR cause, how they practices and get benefits from it. First of all we provides some background and past history then further more is full understanding of CSR, arguments for and against the corporate social responsibility that

any responsibility of businesses beyond the profits and address business case in more details and some of literature and practices.

2. Background and Historical Perspectives

Spector (2008) suggested that the basis of CSR was started in 1946. The dean of Harvard business school comments about it upcoming MBA students. He stresses business personals for taking the responsibilities of business that comes on their shoulders as business leaders. Frank Abrams (1951) the former executive of standard oil company suggested that management have broader responsibilities in a complex world and they should more focus on not just on profits but also about public, customers at all. Howard R. Bowen publishing a book Social Responsibilities of the Businessman in 1953 in which he predicts about future of CSR. William C. Frederick (2006) a well known contributor in CSR suggests about CSR holds three core areas and these were raised in 1950 and manager as public trustee who fulfill corporate resources and promote human welfare in the organization. A skimp discussion of CSR with benefits of firms in 1950 and ultimate purpose is responsibility of business towards the public and society. Levitt (1958) disclose in 1950 that CSR is dangerous to business organization, but it was still growing in 1960 take the huge movements and time in US and gets a great importance in business world. In 1960 a changing environment in US about civil rights, human rights, and women rights, social development initiatives, all these leads to adopt the CSR practices and policies. As in 1960 advancement in social responsibility has ripped in thoughts but the Professor Theodore Levitt's still on danger of social responsibility for business firm he only emphasized on that business is only for profit motive. A positive voice also that advocating social responsibility and significant contribution of both government and academics in this field. Carroll, Lee (1988) suggested that starting of 19670 brings excessive amount of academic literature contribution emphasizes the CSR concept and realities of business. In 1960 expansion of CSR literature that explains the importance of it to business and society. Davis (1960) and McGuire (1963) explained that corporate social responsibility decision is beyond the firm's technical and economic interest; similarly Frederick (1960) argued that business resources and profits can also be used for CSR.

Murphy (1978) suggested that the era form 1960 to 1970 was the era of development of CSR, social activities, welfare of people. 1970 era was that in which mostly focus and driven of corporate social responsibility, responsiveness and performance (Ackerman, 1973 and Murray, 1976). Carroll (1999) explained that in 1980 new definitions of CSR and emerging concepts. Lee (2008) suggested that era of 1980 was the research in which a relationship between CSR and performance of business has to be checked in. The era of 1990 and 2000 was global corporate citizenship and era of European scandals which also narrated the Wall Street financial scandal which reap all over the globe (Frederick 2008, Carroll 2009). Moon (2005) suggested that Continues advancements in CSR in UK and continental Europe to find out business ethics that enhance the growth of corporate social responsibility.

3. Arguments for and Against CSR

As for the discussion about CSR begin both supporter and detractors coherent the arguments in favor and against the CSR. The arguments against CSR was begin in 1962 when late Milton Friedman (1962) suggested that business enterprises has one of the major aim to enhance profits and shareholder wealth and no other like social welfare and issues, further more he said that its responsibility of free market and if these issues was not solve then its fall upon government. Davis (1973) explained that mangers have expertise of finance and operations not social skills to handle social issues of the society. Hayek (1969) argues that CSR puts business in unrelated

aim which is not its core subject. At last comment against the CSR is that it makes a business less competitive internationally. Davis (1973) suggested about in favor of CSR that its business long term interest and responsibility. Secondly it saves form government regulations as if future government intervenes and changes its policy against businesses that is self-disciplined and matching social expectations. Further arguments are that business have more resources, expertise and finance that other cannot do and solve that social issues. Carroll and Buchholtz (2009) reviewed that business adopted a proactive approach against these issues rather than reacting. Lastly Bernstein (2000) he is also argues that business should engage in social activities because people also wants and strongly support that initiatives of business even its sacrifices its profits and spending it on social activities.

4. Defining CSR Regarding Business Case Purpose

From past half decade even more that 37 definitions of CSR have been indentified but this numbers underestimate the true one, most of them have not been discussed here we only touch few of them, here is some germinate nature of CSR definitions. Vogel, (2005) suggested that at early stages it's called as corporate and social welfare. Dahlsrud (2006) explained that number of CSR definitions is in web pages, sites by the different organizations, a definition is sentence that explains its meaning. Studies find the different dimensions of CSR, including stakeholder Dimension, social dimension, economic dimension, voluntariness dimension and environmental dimension. Carroll (1979) defines CSR in four categories and its combination of economic, legal, ethical, and Discretionary. This definition has been using from 25 years because it shows clear dimension of CRS. Another way this definition is important is that it discusses business legal practices, ethical which are core competency of a firm its performance and benefits to its society, also helpful in generating benefits towards the organization but these categories are critical is describing Business case. Let discuss all these four categories and how it relates with CSR of the business.

5. The Essence of CSR: Ethical and Philanthropic Responsibilities

The four categories explain by Carroll's (1979, 1991) that is economic, social, legal and philanthropic are considered as expectation placed by stakeholders and shareholders of company on it. Major advantage of Carroll's is that it expansion and supporting McGuire views that is organization responsibilities not only legal and economic but also towards the welfare of society.

After that he makes a notion that legal and economic responsibilities are requirements of the ant organization, ethical are expected while as philanthropic responsibilities are considered as desired of firms. He made a distinction between old that is classical like economic, social and new responsibilities.

As for the economic concern, it is producing goods and services and earns profits; the next is that what extent and level profit maximization is acceptable? The profit maximization view authorized by late Milton Fried-man in 1962. According to his only aim to business is to earn profits and to makes itself competitive without any fraud. Another prospective of economic view is profit has three main functions, to makes a business stay in the market, measuring the efficiency of business and supplying its future capital (Drucker 1954/2006). The principle of profit maximization is not in the interest of shareholder but it's for forms own benefits. The profits will rise when firm exploited the stake holder on shareholders and top management (Barnett, 2007).

The legal responsibilities of the firms are rules and regulation imposed by society on business in which it operates, but there is little bit conflicts between legal responsibilities of the firms. One view explains that total responsibility of business towards the society. The social ethics of society norms all these which build a contract between business and society (Caroll, 1991). Some authors suggest more regulation that requires to practices the CSR activities. There have some supposition about market and business environment which we cannot be imagine but necessary for CSR De Schutter (2008). Phillips (2003) opposed to this relation and explains that CSR and stakeholder relationship both are important in business performance and applying more rules and regulations. The two opposing statements strongly consensus on imposing regulation on business, the opponents of regulations believes on that CSR activities perform only when there is free market mechanism (Valor 2008; Williamson.2006).

6. Corporate Social Responsibility: What does it really mean?

Before explaining CSR in business scenario, first we know what does it really means. A business adopts CSR and social activities just for its self interest and profits. Here we also narrated the Milton Friedman's that continuing said that business must be focus on financial activities and benefits financially from CRS. The essence of business for CSR has been accelerating for a decades, number of empirical studies is conducted and findings shows business specific economic benefits that would comes from CSR activities. Kurucz (2008) argued that there have some questions that do any bottom line performance through adoption of CSR? Did any return on investment in CSR? Can company better performing both core operations and engaging towards the society. O'Sullivan (2006) explained that does really CSR improve bottom line performance. It's the duty of companies CEO and CFO who are guardians of company to check all these prospective related to social activities. Numerous studies have been conducted on CSR over a decade and it's seen to note that no single case can solve or explains how CSR improves the bottom line performance. Zadek (2000) breakdown the business case in four parts, there are four other approaches that overlap with Zadek and these approaches are, cost and risk, competitive advantages, developing reputation and win-win outcomes.

7. Documenting the Business Case for CSR

Business case towards CSR has gained an extensive attention of researchers. CSR theories reveals that a strongest connection between CSR and organization economic and financial performance (Lee, 2008). Vogel (2005) observed that CSR analysis moves from broader social level towards the organizational level. He argues that new business world is moves towards financial benefits rather than society that is old crux of CSR and economic consideration was among the CSR practices. He observed and researched that 70% of world CEO of companies believe that CSR has a connection with corporate performance survey by PricewaterhouseCoopers (2002). Berger (2007) suggested two view of business case narrow and broader.

Berger (2007) proposed that CSR thoughts follow from models. Both business model adopted CSR due to certain reasons. Business case concerned with CSR practices that are linked with economic benefits and social performance, while syncretic model focus on CSR initiatives that linked with external market. Both business case models represent two view of business case narrow and broader view. View of business case narrated by business case model is direct relationship of CSR initiatives and organization performance. The syncretic model is a broader view and discussed both direct and indirect relation with CSR and performance. Berger (2007) Broader view explore that opportunities that can't be recognized by narrow view. Broader view

has some advantages that is discussed by syncretic model is interdependence of business and society.

8. The CSP–CFP Relationship

Walsh (2003) suggested that establishing business case for CSR is basically to checked out the relationship between CSR and firms performance from his search of 30 year empirically. There is positive relationship between firm performance and CSR (Griffin and Mahon 1997), the variation of results in previous research is due to the difference of methodology. They shows that results of CSR-CSF fall under three categories, first positive relationship, and second negative relation and third there is no link between them. Margolis and Walsh (2003) proposed that an assessment and reviews of 127 empirical studies and conclude that relationship between CSR and CSF is strongly positive but there is little bit negative relation among them. Goll (2004) proposed results that positive relationship between CSR and organization performance. 68% of empirical studies results shows that positive relation between CSR and firm performance while 6% of results indicates negative relationship between them (Van Beurden and Gössling 2008).

9. Beyond the CSP–CFP Relationship: Role of Mediating Variable

The broader view proposed that if a mediating variable exists then it can better depict the relationship between CSR and firm performance. It is intermediary performance appraisal such as customer orientation, brand loyalty and trust among consumer. This research also shows that indirect relationship with firm performance (Pivato, 2008). CSR with CSF is differing from business to business; there have some factor that attributes to situations. Situational factors also impact that CSR has positive or negative effects and it may be no effect in some other situations. One of them is stakeholder relationship with firm, how firm gain opportunity and improve its stakeholder stock trough future CSR practices (Barnett 2007). A firm SIC influences the extent at which I form impact its stakeholder through applying CSR practices. Hence a firm who has greater and positive SIC stock will support stakeholder while having low level stock would limit the firm to cultivate stakeholder. Porter and Kramer (2006) proposed that role of mediating variable improve the responsibility performance relationship of firms, hence they apply profitable CSR initiatives for the betterment of its organization. Kurucz (2008) give a framework according to this frame work business gets the number of benefits, competitive advantages, cost efficient and risk reduction, developing reputation and Win-Win consequences.

10. CSR in Business Case

In this section we discuss evidence of business case for CSR by adopting mediating role and situational factors. In the first section we will discuss prevalence of CSR and in second benefits of CSR inflow to business through its ethical and philanthropic responsibilities. The benefits of that a firm gains by adopting CSR are cost reduction, competitiveness, developing reputation and win-win outcomes. It must be noted that what points are much important in current discussion.

Fundamentally CSR are the obligations of corporations towards society beyond its economic and financial benefits. These are ethical and philanthropic obligations. Carroll (1991) proposed that ethical responsibilities are refers to the rules, boundaries standards and expectations consider by employees, shareholder and stakeholders are fair-haired. The essence of business case are companies actions that to promote social goals and welfare of society but beyond its financial interest. The consequences of social goals are to check and report performance of firm.

There are different categories of social performance labor practices, human rights and decent work. Printing World (2005) suggested that many organizations adopted the practices that directed towards the ethical responsibilities of the firms. Like British paper manufacturer entail green philosophy that environment friendly and UK First Corporation that certified both Stewardship Council (FSC) and Program for the Endorsement of Forest Certification (PEFC). Carry(2000) proposed An example of ethical responsibility of Starbucks is organization that provides credit and participates in fair trade coffee market which is certified by USA Trans fair. Starbucks double its purchasing in 2009. Starbucks participate in fair trade in 2000 and sell coffee at 2000 stores.

11. Philanthropic Responsibilities in Practice

Carroll (1991) proposed that Philanthropic responsibilities are those obligations of the firm that is in response to the society expectations and promote welfare of people. Seifert (2004) suggested that much business donated in many ways like in education, irrigation of water and improvements of art and culture. CECP proposed that, in 2007 was \$46.31 million which 71% of 100 companies giving in 2006. Muller and Whiteman (2009) explained that corporate philanthropy in 1999 was 1.3% consisting of \$40 million in cash and \$100 millions in stock, there are some other big company's donors included Wal-Mart, Kroger, Philip Morris and Procter & Gamble and a fortune of 500 companies donate in USA, Kashmir and Asia. Global Impact in (2009a) suggested that corporate philanthropy did not limit to monetary benefits. Much of organization like Microsoft, JPMorgan, procter and gamble involves its employees to make charitable contributions from deduction its payroll. Its main objective is to help needy and poor people of the world. Byrnes (2005) explained that General Mills Incorporation collaborate its employees and raise funds for the Susan G. Komen Breast Cancer Foundation. News Channel 11 (2008) suggested that Wal-Mart starting campaign and raise funds through different channels in the form of money and supplies for flood victim of June 2008. CECP (2009b) explained that meeting world CEO and their attendance was in support of CECP mission and increase corporate philanthropic of companies. CSR practices regarding business case proposed by Kurucz (2008). Some of them are cost and risk reduction, competitive advantages and at last win-win situations.

12. Cost and Risk Reduction

Kurucz (2008), p. 88) proposed that through different social and environment performance, a firm can save its cost and reduces its risk. This approach also suggests that whether firms engage in such types of CSR activities that help to reduce cost and risk. CSR practices in the form of equal opportunity, political environment and socially responsible activities increasing shareholder value through reducing cost and risk (T. Smith 2005). Being proactive towards environment also control and reduce cost. Slack resource theory proposed that whenever firm enjoying better-quality financial performance then it's dedicated the extra resources to CSR activities. This approach shows CSR is extra cost and can only be afford when firm numerous resources have (Waddock and Graves, 1997a). PricewaterhouseCoopers proposed in fortune (2003) that 73% of respondents response that cost saving is top reason that why companies adopt CSR practices. Barney and Hansen, (1994) suggested that building trusting relationship with key stakeholder also reduced the cost.

13. Gaining Competitive Advantage

This section explains how firms differentiate itself from its competitor through adopting CSR practices. Kurucz (2008) argues that CSR activities help a firm to achieve competitiveness and fulfilling stakeholder demands through efficient use of resources. Fortune (2003) proposed that competitive advantage ranked among the top priorities of business through CSR initiatives. CSR enhance brand loyalty of the firm (Pivato2008). T. Smith (2005, p. 64) suggested that CSR initiative attracts the new investors towards the firm. Competitive advantage can also be achieved through efficient usage of philanthropic activities within the organizations (Porter and Kramer (2002, p. 59). Companies increase its competitiveness through applying philanthropy in market orientation, selling capabilities and relationship with government and non government organizations (Bruch and Walter 2005), also explain that enhance relationship through involving in community activities. For example some companies offer free consultancy services to school, colleges and general public in culture and education fields. Kurucz(2008,p. 89) proposed that companies influence the stakeholder decision in its own favor through efficient utilization of CSR practices and gain competitiveness.

14. Developing Reputation and Legitimacy

It refers to the firm maintain and strengthen its activities through involving in CSR activities. The actions of a firm must be fair proper and within the social system of norms and values (Suchman (1995,p. 574). N. Smith (2003, pp. 61–63)suggested that CSR activities attracts customers and investors and much of them told that they want to go purchasing due to the CSR reputation of the firm. In his further explanation he suggested that according to \$2.32 trillion or almost 1\$ from 8\$ used under professional management in USA associated with CSR in 2001. Smith and Alcron (1991) proposed that another example of developing reputation and legitimacy is cause marketing, where product benefits and advantages used as charity giving which enhance product sales and image. Through cause marketing companies gets their desired profitable goals and meets the stakeholder needs. (Yoplait 2009a) suggested that Yoplait the subsidiary of general mills starts breast cause cancer and donate 10 cent through purchasing of consumer. Another example is RED initiative that help others, companies participate in RED initiative donate 50 % of its profits in purchasing medicine and transfer to AIDS in Africa. Both of above example shows how a firm gains its financial trough social activities. Chen al. (2008) explains that companies having negative performance pursue CSR activities in building its legitimacy.

15. Seeking Win–win Outcomes Through Synergistic Value Creation

Kurucz(2008) suggested that Synergistic value creation are the arguments center on exploit new opportunity and reconcile and fulfill stakeholder needs and creating value for stakeholder. Porter and Kramer (2002) proposed that corporate philanthropy improve competitiveness of organization which on the other hand fulfills stakeholder needs. Charity given to educations increases and develops human resource available to firm and charities towards communities improve quality of life. Macroeconomic instability, investment restrictions, corruption and political instability have a negative impact on foreign direct investment. Wheeler et al (2003, p.20) suggested that CSR form business to business is to create sustainable value– economic, social and ecological. Life sciences firm a genetic modification promotes and develops healthy and constructive relationship with its stakeholder and their demands and publishing an environmental and social report (Wheeler et al.2003, p. 8). The win- win approach of firms is to fulfill stake holder’s demands and the same time perusing its operations. Through fulfilling stakeholders’ needs and demands firms find the opportunities and pursue its profitability.

16. Limitations

Corporate Social Responsibility has also some reservations, limitations and criticism. Valor (2008) suggested that consumer is unable to support a firm in its CSR activities due to its low power in market place. He also said that CSR initiatives are not rewarded to empower consumer, firm must disclose information regarding social and environment performance. Williamson et al. (2006, p. 326) explained that CSR activities in small and medium scale firms can only be adopted through regulatory structures and direct cost reduction. Market failure has negative affect hence we should promote more strict regulations on supporting CSR (De Schutter 2008).

17. Conclusions

How a business firm using CSR practices are efficient for business interest economically and enhance firm performance? A narrow view of business case suggested that CSR practices are affective in cost saving, while on other side broader view explained that it direct and indirect connected with firm performance. A broader view narrated that business gets benefits like competitive advantage, cost reduction and reputation win –win relationship with its stakeholders are through narrow view. It's further explained that a complex and interrelated relationship among firm performance and CSR activities. This complex relationship recognizes a clear understanding of CSR and performance, in mediating role of situational contingency. Barnett, 2007 suggested that CR activities are directed towards establishing stakeholder relation and building and improving social welfare. A successful CSR strategy that is dependable on mediating variable like trust in mediating in CSR activities and firm performance (Pivot et al.2008), further Barnett (2007) proposed that situational factors and stakeholder capacity both influence CSR initiatives and firm performance. The fundamental of business case are benefits towards the firm like competitive advantage, cost reduction, legitimacy and win-win situation. We can also say that a firm is a part of community and its operations and approved by authority. Competitive arguments make a company to build a strong relationship with stakeholders and lower level of employee turnover. Number of business case support form practitioner shows that CSR has positive impact on form performance but situational and contingency factor may affect this relationship.

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Investigating Dynamic Correlations and Volatility Effects Between Equity Markets of Major Economies

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Abstract

This study researches the presence of error correction, time-varying co-movements and dynamic correlation among the equity market of global major economies, in order to find diversified opportunities for international active investors. The results from VECM, GARCH-DCC and ADCC models show that the error correction mechanism significantly exists, the correlations between equity markets are time-varying and the correlations have significant leverage effects.

Keywords: DCC Model, Equity Markets, Dynamic Correlation

1. Introduction

Globalization has grown rapidly over the past 40 years, especially, after China's accession to the WTO, and the process of globalization has been accelerated. As a part of globalization, international capital mobility and more efficient stock markets play an important role. International investors are facing a key question that whether there are opportunities for global activities investors to gain diversification benefits by constructing a portfolio including stocks from different equity markets. Especially, correlations play an important role in the construction of dynamic investment strategies.

Bessler and Yang (2003) examine the dynamic structure between equity markets of major economies by using Error Correction Model and directed acyclic graphs. They find that only the US stock market has consistently significant effects on others. Syriopoulos (2004) studies the short- and long-term interactions between the stock markets of emerging economies of Central European. If the linkages exist among international equity markets, the investors are facing the question that whether there are opportunities for international investors to gain diversification benefits and control risk. Marcelo et al. (2008) investigate the dynamic interaction mechanism between large and small portfolios in Spain. To design the optimally diversified portfolio, the investors focus on assessing the level of stock market linkage. Mazzotta (2008) studies the leverage effects of covariance in G4 countries. He finds that the covariance asymmetry significantly exists and is time-varying. Xu et al. (2021) propose a novel norm-constrained time-varying minimum variance model with DCC-MIDAS to improve the accuracy of time-varying correlation estimation. Akhtaruzzaman et al. (2020) investigate the

diversification opportunities between Bitcoin and other global industry portfolios and bound index by employing the GARCH-DCC model (Engle, 2002).

The purpose of this paper is to investigate the linkage between the stock markets of global major economies. This paper mainly tests the correlations among the stock markets and whether the correlations are time-varying. And the diversification opportunities are discussed. The GARCH-DCC model, Engle (2002), is employed in this paper. To test the leverage effects, the Asymmetric Dynamic Conditional Correlation (ADCC) model, Tsay (2006), is employed.

2. Data and Descriptive Statistics

This paper investigates the relationships of stock indices between the worldwide main economies including The United States, China, Japan, Germany, and France. The Standard and Poor's 500(S&P 500) is one of the most representative stock indices calculated by 500 large firms listed on The U.S. stock exchange. The Shanghai Stock Exchange Composite Index (SSE) indicates the performance of all companies listed on the Shanghai Stock Exchange. The Shenzhen Stock Exchange Component Index(SZSE) samples 500 large firms listed on the Shenzhen Stock Exchange from different industries. In the Hang Seng Index(HSI), the 66 largest companies listed on Hong Kong Stock Exchange are selected to show the overall market's performance. The Nikkei 225 (NK225)or Nikkei Stock Average is a price-weighted index including the largest 225 listed firms on Tokyo Stock Exchange. The Deutscher Aktien Index(DAX) is calculated by 40 representative companies traded on Frankfurt Exchange. The CAC 40 is the benchmark index of France stock market. The CAC 40 is a combination of 40 top caps traded on the Euronext Paris. The data of indices are from the CEIC database from 01 January 1990 to 31 January 2023.

3. Empirical Methodology

3.1 Vector Error Correction Model (VECM)

$$\Delta x_t = \alpha x_{t-1} + \sum_{i=1}^p \beta_i \Delta x_{t-i} + \sum_{j=1}^q \gamma_j a_{t-j} + \varepsilon_t \quad (3.1)$$

Equation 3.1 shows the structure of error correction in a multivariable system. x_{t-1} is the multivariate time series vector of time t-1. If the data of time series are differenced multi-times, information within the data could decay. x_{t-1} refers to a compensation term for the overdifferenced system. Δx_t and Δx_{t-i} is the vector of differenced multivariate series at time t and t-I respectively. a_{t-j} is the lagged error term of the cointegration system. a_{t-j} is short for $x_i - (a + bx_j)$. ε_t is the error term of the error correction system. α , β and γ are the coefficient matrixes of x_{t-1} , Δx_{t-i} and a_{t-j} respectively. the error correction system shows the mechanism that two or more index series can correct their relationships in short term and maintain long-term relationships. If the coefficients γ_j of error correction term a_{t-j} are positive, it means that the difference between series drifts and persists in the next period. These long-term relationship cannot last. Otherwise, negative coefficients γ_j shows that the series of difference index and error term last period move in opposite directions. So the relationships within the index series revers to the-long term relationship after drifting.

3.2 Dynamic Conditional Correlation (DCC) Model

Normally, the Generalized AutoRegressive Conditional Heteroskedasticity (GARCH) model is proposed to address the heteroskedasticity of the autoregressive series for univariate,

(Bollerslev, 1986). To deal with the multivariate case, Engle (2002) constructs the Dynamic Conditional Correlation (DCC) model. The DCC Model estimates the time-varying correlations and covariances between time series.

If the return series is stationary, the series process can be estimated by equation 3.2.

$$r_t = \mu_t + \varepsilon_t \quad (3.2)$$

Where r_t is multivariate return series, μ_t is the conditional long-term trend of r_t given the past information, ε_t is the volatility at time t . It is easy to describe ε_t with GARCH models under univariate circumstances. But when the series number is equal to or greater than two, it is more complicated.

One way to estimate the covariance matrix of ε_t is reparameterization. The covariance matrix of ε_t is define as Σ_t . The reparameterization of Σ_t is shown in equation 3.3.

$$\Sigma_t = D_t \rho_t D_t \quad (3.3)$$

D_t is a diagonal matrix with the diagonal elements of conditional standard deviations $\sqrt{\sigma_{i,t}}$. And ρ_t is the conditional correlation matrix of ε_t .

The variance matrix D_t can be estimated by the ARMA-GARCH model (Bollerslev, 1986). The another component ρ_t can be described by the DCC model.

$$\rho_t = B_t Q_t B_t \quad (3.4)$$

Where B_t is a diagonal matrix with the elements, $\sqrt{q_{ii,t}}$, and $q_{ii,t}$ is the elements of Q_t .

Finally, the Autoregressive–moving-average (ARMA) model is employed to estimate the Q_t . The DCC model is shown in equation 3.5.

$$Q_t = (1 - \theta_1 - \theta_2) \underline{Q} + \theta_1 h_{t-1} h'_{t-1} + \theta_2 Q_{t-1} \quad (3.5)$$

Where h_{t-1} is the standardized volatility vector of equation 3.2 with elements $h_{i,t} = \varepsilon_t / \sqrt{\sigma_{i,t}}$, \underline{Q} is the unconditional covariance of $h_{i,t}$, and θ_1 and θ_2 are non-negative coefficients satisfying $0 < \theta_1 + \theta_2 < 1$.

Normally, in real world implication, the phenomenon the correlation between return series decrease when stock prices going up, and the correlation increase when stock prices going down. But the DCC model, equation 3.5 does not include the leverage effects in. Tsay (2006) proposes the Asymmetric Dynamic Conditional Correlation (ADCC) model. The ADCC is shown in equation 3.6.

$$D_t^2 = \theta_0 + \theta_1 D_{t-1}^2 + \theta_2 \Sigma_{t-1}^2 + \theta_3 L_{t-1}^2 \quad (3.6)$$

Where D_t is the matrix of equation 3.2, Σ_t is the matrix with elements $\varepsilon_{i,t}$, L_{t-1} is a diagonal matrix with the elements

$$L_{i,t-1} = \{\varepsilon_{i,t-1} \quad \text{if } \varepsilon_{i,t-1} < 0, 0 \quad \text{otherwise.}$$

4. Empirical Results

4.1 Pre-tests

Before the dynamic conditional correlation investigation, the short and long term relationships between index series are examined. First of all, we test whether the index series have trend, namely the unit root, using augmented Dickey–Fuller (ADF) tests. Table 4.1 shows the results of the unit root test. The t-values of the unit root test of raw index series data are too high to keep stationary. So that the stock index daily returns, the first difference of the index series, are tested for the trend. The significant t-values indicate that all of the index return series are stationary. So the index return series are employed for the next tests.

Table 4.1
The Unit Root Test

	Level		First Difference	
	t-Statistic	Prob.	t-Statistic	Prob.
S&P 500	0.1796	0.9714	-26.0599	0.0000***
SSE	-2.1467	0.2264	-32.2878	0.0000***
SZSE	-1.8593	0.3520	-44.3971	0.0000***
HIS	-2.0081	0.2835	-80.0301	0.0001***
NK 225	-1.0427	0.7400	-82.6933	0.0001***
DAX	-0.8520	0.8036	-80.2612	0.0001***
CAC 40	-2.2467	0.1899	-81.5134	0.0001***

Note: ‘*’ significant at level 10%; ‘**’ significant at level 5%; ‘***’ significant at level 1%

The Johansen Cointegration Test is employed for investigating long term relations within the stock index returns. Based on Table 4.2, the Null hypothesis that the stock index returns of the US, China, Japan, Germany and France have no cointegration relationships is rejected. At least seven cointegration relationships exist among the major economies’ indices. It means the index returns series among nations comove in long term. It also indicates that the monetary and financial policies of different nations could interact with financial markets. More investigations should be done to discover whether the interaction is one-way or two-way interactions. If the affection is one-way interaction, which markets are senders and which are receivers?

Table 4.2
Johansen Cointegration Test

Number of Cointegration	t-Statistic	Prob.
None	125.6154	0.0000***
At most 1	95.7537	0.0000***
At most 2	69.8189	0.0000***
At most 3	47.8561	0.0000***
At most 4	29.7971	0.0000***
At most 5	15.4947	0.0000***
At most 6	3.8415	0.0000***

Note: ‘*’ significant at level 10%; ‘**’ significant at level 5%; ‘***’ significant at level 1%

Table 4.3
Vector Error Correction Model

Error Correction:	D(DF)	D(DG)	D(DHK)	D(DJ)	D(DSH)	D(DSZ)	D(DUS)
ECT	-	-	2.6806	2.9872	0.0849	0.5006	-0.0762
Prob.	0.8028	0.8773	0.0000	0.0000	0.0002	0.0000	0.0000
D(DF(-1))	-	0.5989	-1.2121	-	-0.0205	-0.2593	0.0630
Prob.	0.1774	0.0000	0.0000	1.6371	0.3444	0.0027	0.0000
D(DF(-2))	-	0.3136	-0.4359	-	0.0044	-0.0599	0.0199
Prob.	0.0717	0.0000	0.0001	0.7460	0.7913	0.3682	0.0344
D(DG(-1))	-	-	0.0917	0.2102	0.0033	0.0383	-0.0119
Prob.	0.0341	0.7788	0.1021	0.0000	0.7021	0.2686	0.0146
D(DG(-2))	-	-	0.0760	0.1136	-0.0084	-0.0270	0.0053
Prob.	0.0136	0.3702	0.1744	0.0054	0.3347	0.4338	0.2763
D(DHK(-1))	-	-	-0.5733	0.1454	0.0044	0.0233	-0.0065
Prob.	0.0399	0.0487	0.0000	0.0000	0.0743	0.0166	0.0000
D(DHK(-2))	-	-	-0.2848	0.0844	0.0068	0.0273	-0.0046
Prob.	0.0192	0.0252	0.0000	0.0000	0.0023	0.0020	0.0002
D(DJ(-1))	-	-	0.1863	-	0.0031	0.0251	-0.0131
Prob.	0.0958	0.1115	0.0000	0.4790	0.3631	0.0686	0.0000
D(DJ(-2))	-	-	0.0807	-	0.0056	0.0247	-0.0133
Prob.	0.0478	0.0608	0.0000	0.2387	0.0342	0.0181	0.0000
D(DSH(-1))	0.0966	0.0741	-1.1636	-	-0.7173	-0.3671	0.0244
Prob.	0.0206	0.3278	0.0000	0.5945	0.0000	0.0016	0.1359
D(DSH(-2))	0.0166	-	-0.9164	-	-0.4235	-0.4057	0.0124
Prob.	0.6888	0.0133	0.0000	0.5604	0.0000	0.0004	0.4478
D(DSZ(-1))	-	-	0.1618	0.0603	0.0186	-0.5432	-0.0042
Prob.	0.0245	0.0171	0.0006	0.0786	0.0108	0.0000	0.3066
D(DSZ(-2))	-	-	0.1192	0.0754	0.0065	-0.2938	-0.0018
Prob.	0.0068	0.0048	0.0112	0.0276	0.3689	0.0000	0.6616
D(DUS(-1))	0.6158	0.9274	2.1330	2.4844	0.1200	0.4715	-0.7320
Prob.	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
D(DUS(-2))	0.3682	0.6039	1.3331	1.6211	0.1005	0.4318	-0.3244
Prob.	0.0000	0.0000	0.0000	0.0000	0.0001	0.0000	0.0000
C	0.0041	0.0067	0.0351	0.0221	0.0120	0.0500	0.0054
Prob.	0.9962	0.9966	0.9928	0.9938	0.9842	0.9834	0.9873

To maintain the long-term cointegration relationships shown in Table 4.2, the short-term error correction mechanism must exist among the stock index returns. Table 4.3 shows the results of the Vector Error Correction Model (VECM) on the index return series. The columns are the difference in stock index returns, CAC 40, DAX, HIS, NK 225, SSE, SZSE and S&P 500, respectively. ECT is the error correction term in the model. C is the common trend of the error correction system. The -1 and -2 indicate one and two lag of the stock return series respectively. Based on the results of Table 4.3, the coefficients of error correction terms of CAC 40, DAX and S&P 500 are negative and the t-tests are statistically significant. The results from Table 4.3 show that the short-run mechanism exists to push the index return series back to the long-run equilibrium. The lagged terms show the causation among the stock index return series. Most western nations' index return series, especially S&P 500 influence the others, such as the Chinese index return series. Finally, the serial correlation of VECM residuals is tested by correlogram. The results show that the residuals do have heteroscedasticity and serial correlation. The results indicate that the multivariate GARCH system should be constructed.

4.2 The results of Dynamic Conditional Correlation (DCC) Model

The table 4.4-1 and table 4.4-2 show the results of ARMA-GARCH model of every single index. Based on the P-values corresponding to the coefficients of mean equations and GARCH models, the most coefficients are statistic significant. This indicate that the volatility dynamics exist among indices.

Table 4.4-1

The coefficients of ARMA-GARCH model of every single index

	shanghai		shenzhen		hongkong		france	
	coefficient	p value	coefficient	p value	coefficient	p value	coefficient	p value
mu	-0.4124	0.2090	0.0091	0.9927	-7.5933	0.0040	-2.8446	0.0000
AR(1)	-0.7930	0.0000	-0.7601	0.0000	-0.8419	0.0000	0.7546	0.0000
MA(1)	0.8072	0.0000	0.7799	0.0000	0.8544	0.0000	-0.7855	0.0000
omega	9.0223	0.0021	45.5003	0.0078	218.8837	0.0126	52.8233	0.0002
alpha	0.0876	0.0000	0.0791	0.0000	0.0554	0.0000	0.0897	0.0000
beta	0.9089	0.0000	0.9199	0.0000	0.9436	0.0000	0.8991	0.0000

Table 4.4-2

The coefficients of ARMA-GARCH model of every single index

	germany		US		japan	
	coefficient	p value	coefficient	P value	coefficient	p value
mu	-4.6996	0.0000	-0.9503	0.0000	-6.3856	0.0027
AR(1)	-0.3376	0.6606	0.7078	0.0000	0.0427	0.8808
MA(1)	0.3198	0.6794	-0.7514	0.0000	-0.0829	0.7700
omega	40.2672	0.0760	3.7893	0.0000	302.3184	0.0020
alpha	0.0682	0.0000	0.1117	0.0000	0.0825	0.0000
beta	0.9308	0.0000	0.8810	0.0000	0.9165	0.0000

In order to investigate more into the time-varying correlation among indices, the DCC model is employed. The standardized deviation from GARCH helps establish the DCC model. The DCC model is a kind of ARMA model that uses an estimated and historic correlation matrix to move the average of the correlation matrix. In section 3, θ_1 and θ_2 which capture the effects of lagged volatility and lagged dynamic correlation on current dynamic correlation are the

coefficients of the DCC model. Table 4.5 shows the coefficients of DCC, θ_1 and θ_2 . Both are statistically significant, which means that the correlations between indices are time-varying. And the summation the of two coefficients are $0 < 0.9961 < 1$, it indicates that lagged effects on the current correlation matrix decay over time.

Actually, in empirical implication, the correlation raises when the stock prices go up. This is because the stock prices are non-negative. the correlation changing with stock price refers to leverage effects. To investigate whether the leverage effects exist, the ADCC model is employed. Table 4.6 shows the coefficients of ADCC, θ_1 , θ_2 and θ_3 . All of the coefficients are statistically significant. Especially, θ_3 is the load of leverage effects term of ADDC. Being statistically significant indicates the leverage effects exist among correlations of indices.

Table 4.5

DCC Model

	coefficient	P value
theta1	0.0099	0.0000
theta2	0.9862	0.0000

Table 4.6

ADCC Model

	coefficient	P value
theta1	0.0094	0.0000
theta2	0.9861	0.0000
theta3	0.0012	0.0996

To intuitively illustrate the time-varying correlations, figure 1 is drawn. Fig. 1 shows the dynamic correlation of indices with high or medium correlations. Figure DDC_s_z_sh shows the correlation between Shanghai and Shenzhen stock exchanges. Figure DCC_g_f shows the correlation between Germany's and France's stock exchanges. The two pairs of correlation are high, over 0.8. This shows the tight connection between the stock markets. Figure DCC_hk_sh and DCC_hk_s_z show the time-varying correlations between Hongkong and Shanghai, and Shenzhen stock markets respectively. The correlations raise over time, especially after 1997. Figure DCC_us_f and DCC_us_g show correlations between the US and Germany's, and France's stock exchanges. The correlations are medium relatively. Figure DCC_f_hk and DCC_g_hk show correlations between the US and Germany's and France's, and Hongkong's stock exchanges. The correlations fluctuate around 0.4. Figure DCC_j_hk shows correlation among Japan's and Hongkong stock exchange, and the correlation fluctuate around 0.4 as well. Figure DCC_j_f shows correlation among Japan's and France's stock exchange, and the correlation fluctuate around 0.2 as well.

5. Conclusion

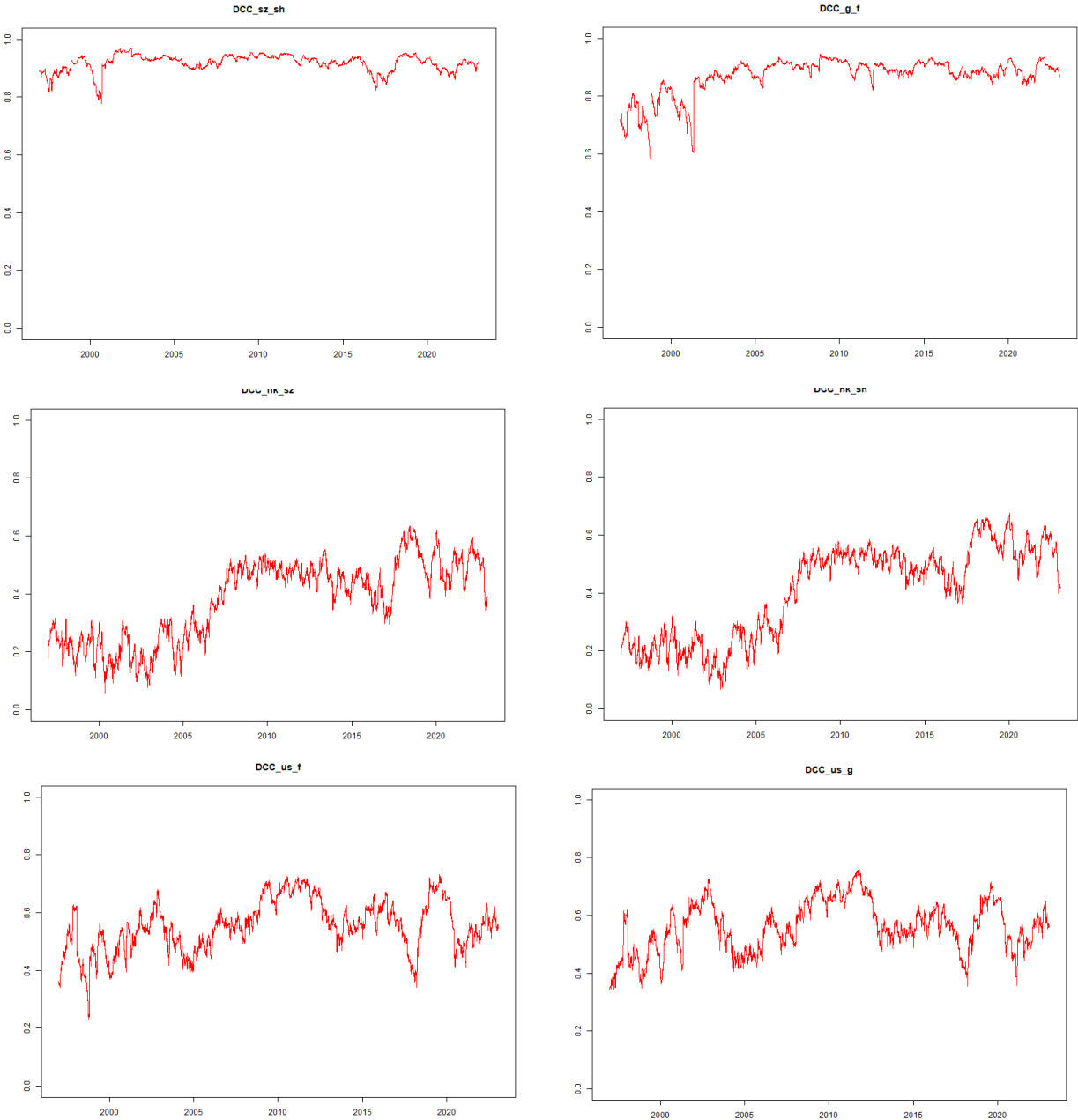
This study has investigated the linkages and interactions among the financial market of global major economies. The core purpose of this paper is to provide a quantitative analysis for international investors. Based on the time-varying correlations, they can construct international diversification portfolios to improve the sharp ratios of their portfolios.

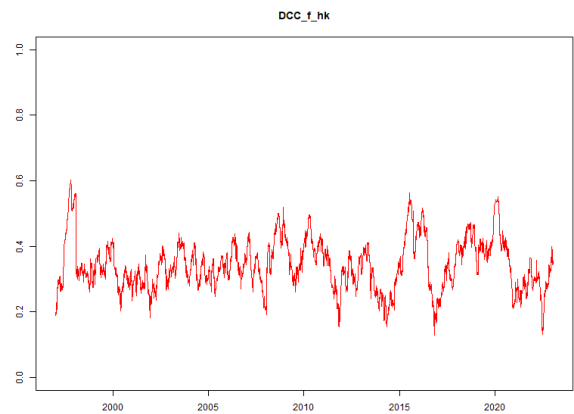
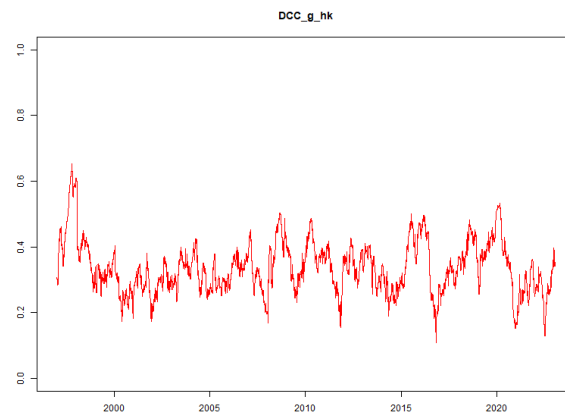
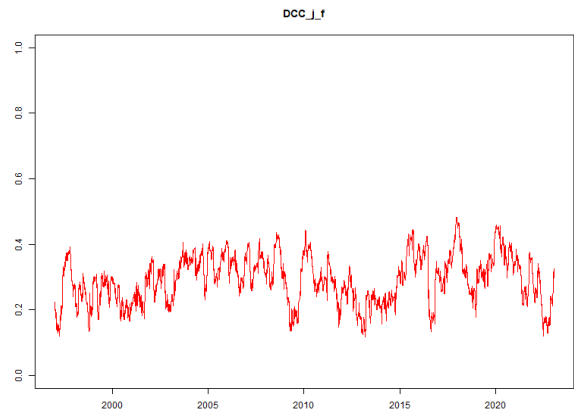
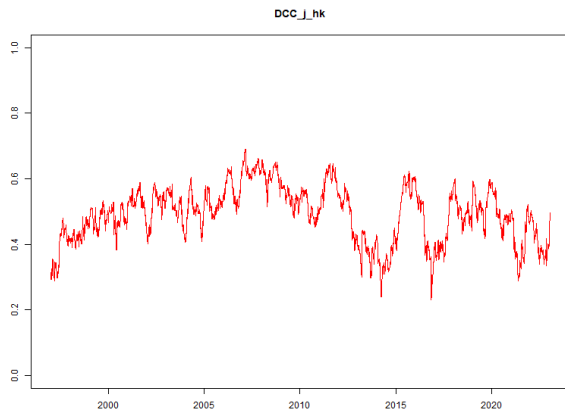
The empirical results show that there are a group of cointegration relations among the global stock markets. Especially, the US stock market significantly effects on other stock markets.

And China's Shanghai and Shenzhen stock exchanges significantly effects on Hongkong stock market. These finding indicate that the long-term co-movements do exist between the indices. It makes the international portfolio diversification more difficult. But there still be investment opportunities for international investors in short-term investment horizon.

Based on the results of DCC model, all of the correlations between stock markets are not constant but time-varying. The most interesting thing is that the correlation coefficients show regional clustering. The correlations between western stock markets, the US, France and Germany, are relatively high, while the correlations between eastern stock markets, Shanghai, Shenzhen, Hongkong and Japan, are relatively high as well. The time-varying correlations indicate the diversification opportunity for active international investors. But these opportunity would get weakened during downward global financial markets.

Figure 1
The Dynamic Correlation





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Influence of Psychological Distance on the Relationship Between Aesthetic Appearance of Auditors and Perceived Audit Quality: A Conceptual Paper

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Abstract

Audit quality is unobservable and subjective, as demonstrated by the several definitions that have emerged over time (Rusmin & Evans, 2017). In addition, as auditing is an interactive professional service, appearance of an auditor influences perceived audit quality of clients. Furthermore, in the social distancing circumstances from COVID-19, we propose that the perceived audit quality has been affected by psychological distance. The purpose of this paper is to conceptualise the relationships between perceived audit quality and novel influenced factors including aesthetic appearance of an auditor, and psychological distance, in terms of both direct and moderating effects. This paper provides important implications for audit firms and scholars that auditors should pay attention to aesthetic appearance and psychological distance to improve the client perceived audit quality.

Keywords: Perceived audit quality, perceived auditor competence, aesthetic appearance, psychological distance.

1. Introduction

The COVID-19 pandemic from the end of 2019 has affected many aspects such as health, society and, specifically, the economy (Altuntas & Gok, 2021). It has caused a significant impact on service providers across the nation because they cannot deliver services in compliance with the social distancing policy. Auditing has been also affected whereby auditors are unable to regularly interact with a client and gather audit evidence at the client's location as in normal circumstances, but they have instead adopted alternative virtual audit procedures. Therefore, it may affect the client's perception of the audit quality.

Despite extant literature has found many factors affecting perceived audit quality, such as compliance with the general audit standards of auditors (e.g. Carcello et al., 1992), audit evidence (e.g. Dowling & Leech, 2007) and auditor competence (e.g. Duff, 2004), some important questions still remain. For instance, are there other factors, such as the appearance of an auditor, that could impact audit quality? As a social distancing circumstance is ongoing, what could be its effects of it on audit quality?

Past research has also demonstrated that the aesthetic appearance of service providers, as measured by their attractiveness, attire and manners (Nickson et al., 2005), can influence the perception of service quality in a variety of professional services, including counsellor (e.g. Cash et al., 1975), medical service (e.g. Kanzler & Gorsulowsky, 2002), legal service (e.g. Linz & Penrod, 1984), and financial analysis (e.g. Li et al., 2020). Moreover, auditors value appearance and constantly improve their personality traits to look aesthetic and appropriate for

a professional service (Haynes, 2012). Therefore, aesthetic appearance has a high likelihood of influencing the perception of audit quality.

Similarly, psychological distance, which refers to the distance between individuals that results in a sense of difference or unfamiliarity (Liberman & Trope, 2008; Trope & Liberman, 2010), may arise between auditors and clients, and consequently affect perceived audit quality. When auditors and clients do not meet in person, auditors not only have fewer opportunities to learn, share information, and collaborate on audit work (Knechel et al., 2019), but alternative audit procedures may also be less effective and efficient. Therefore, psychological distance is likely to decrease client-perceived audit quality and auditor competence.

Although there are studies on the influence of aesthetic appearance and psychological distance on client service quality in other fields, those on audit quality are extremely limited. This paper builds on the contention that aesthetic appearance of an auditor has a positive impact on perceived audit quality both directly and via auditor competence. This paper also aims to address the moderation effects of psychological distance on the association between aesthetic appearance and perceived audit quality.

2. Literature Review and Hypotheses

2.1 Perceived Audit Quality

Audit quality is multifaceted and intrinsically unobservable, comprising extensive definitions in extant literature (Rusmin & Evans, 2017). Even though audit quality has been studied for several decades, there is no universally accepted definition. This has frequently been debated among stakeholders, such as regulators, standard setters and audit firms (International Federation of Accountants, 2014). In addition, audit quality is highly subjective and complex, which cannot be diminished to a simple definition (Financial Reporting Council, 2006).

Audit quality has been illustrated by a wide range of definitions that have evolved over the period. The first and most widely cited definition of audit quality was proposed by DeAngelo (1981), according to which audit quality is the joint probability of discovering breaches and reporting them. However, the definition implies that an audit is identical to an audit report (delivered to clients), thus ignoring the fact that an audit is both a process (how the outcome is delivered) and an outcome. Given that the actual audit quality is intricate to observe directly, perceptions are a significant and reliable measure for investigating the associations between actual audit quality and other determinants. Francis (2004, p. 365) argued that “perceptions are very important with respect to auditor credibility, particularly since audit quality is difficult to observe directly”.

Based on service quality literature, customer-perceived service quality comprises two fundamental components: technical quality (the core service or “what” is delivered) and functional quality (“how” is delivered) (Grönroos, 1984; Parasuraman et al., 1985). In the audit context, technical quality is what clients actually and technically receive from an audit service (e.g. the quality of an audit report and a management report), whereas functional quality is how a technical audit service is delivered (e.g. responsiveness, flexibility and non-audit service support) (Duff, 2004; Grönroos, 1984; Parasuraman et al., 1985). This paper captures perceived audit quality from both components.

2.2 Aesthetic Appearance, Perceived Audit Quality, and Perceived Auditor Competence

Over the past several decades, numerous studies have examined how aesthetic appearance influences service quality, particularly that between service providers and recipients based on

the theory of physical capital and the theory of habitus. Physical capital refers to the human body, which has become a valuable resource that can be converted into economic capital (money, goods and services), cultural capital (e.g. educational qualifications) and social capital (interpersonal networks) (Bourdieu, 1984; Shilling, 2004). The theory of habitus refers to mannerisms as a trait that are acquired in childhood (Bourdieu, 1984). The relationship between habitus and physical capital is dialectical because the physical body is the external manifestation of the habitus (Hunter, 2004). Therefore, a service provider who possesses the valuable physical capital and appropriate manners may be seen as exceptional, and their services may be perceived as superior.

Furthermore, information asymmetry, the information between two parties is not equal that can cause a significant gap in service evaluation (Akerlof, 1970), usually exists between auditors and clients. Audit clients, particularly non-listed companies, are unable to reliably evaluate the technical quality of an audit due to their lack of professional accounting expertise, and they tend to perceive audit quality based on other cues (Sarapaivanich & Patterson, 2014), which would be an auditor's appearance because it is the first observable cue that clients receive.

Aesthetic appearance in this paper is derived from Nickson et al. (2005) indicating that the appearance of service providers can be judged based on a person's attractiveness, attire and manners. Being aesthetic is as important as 'products being sold' and is regarded more than technical expertise and experience of employees (Mears, 2014), which suggests that employees who have an aesthetic appearance can offer a competitive advantage to a service provider. Additionally, the stereotype of 'what is beautiful is good' acknowledges that physically attractive people presumably possess more socially desirable personalities than those who are less attractive (Dion et al., 1972).

Many empirical studies have revealed the potential implications of aesthetic appearance for professional services. Li et al. (2020) found that, in China, female analysts who have facial attractiveness are more likely to be chosen as best-quality analysts. Physical attractiveness of counsellors positively affects service evaluation of clients (Cash et al., 1975).

The association between aesthetic appearance and perceived service quality has also been found in medical service. The formal and professional attire (e.g. white coat and formal shoes) of physicians is perceived more preferable to receive service than the casual and inappropriate attire (e.g. blue jeans and sandals) of patients when visiting (Kanzler & Gorsulowsky, 2002). Rawlings et al. (2019) indicated that compassionate manner with skills of physicians is important for increasing perceived service quality of patients.

Similar to the medical service, Linz and Penrod (1984) suggested that attractiveness of lawyers is one of the most important factors in making a favourable first impression on the jury, persuading the jury of the lawyers' points of view, and ultimately enhancing clients' perceptions of their legal service.

In relation to auditing, Haynes (2012) ascertained that auditors are aware of professionalism towards presentation and embodiment of the required attire, and they need to educate themselves about business etiquette and professional behaviour and appearance. Moreover, auditors and audit trainees in large audit firms (e.g. Big N firms) are often cultivated and trained in the above aspects (e.g. Anderson-Gough et al., 2002). Therefore, aesthetic appearance is a significant cue of audit quality and has a high likelihood of impacting clients' perceptions of audit quality. Based on the above-mentioned studies, we develop the following hypothesis:

H1: Aesthetic appearance is positively associated with perceived audit quality.

Similar to the above hypothesis, clients tend to perceive auditor competence through other cues, such as the auditor's aesthetic appearance. Wilson and Eckel (2006) found that people are likely to evaluate attractive individuals as more trustworthy. Dion et al. (1972) stated that attractive people are expected to possess more socially desirable traits, such as competence and achievement, than unattractive people. In particular, physically attractive individuals are perceived as more intellectually competent than less attractive ones (Jackson et al., 1995). Moreover, being attractive induces assumptions about a person's competence (Hutson, 2013).

The association between aesthetic appearance and competence of service providers has also been found in professional services. Physical attractiveness of counsellors positively affects perceived counsellor competence (Cash et al., 1975). Likewise, attractiveness of analysts is positively associated with accurate earnings forecasts (Gu, 2020). Moreover, in the audit context, Bitbol-Saba and Dambrin (2019) found that beautiful female auditors can obtain audit evidence much more easily. Based on these studies, we hypothesise that

H2: Aesthetic appearance is positively associated with perceived auditor competence.

2.3 Perceived Auditor Competence and Perceived Audit Quality

Auditor competence is recognized as the key factor affecting the perceived audit quality because when an auditor has a high level of performance, the audit output, e.g. an audit report, tends to be of high quality as well, which audit clients can consequently perceive the audit quality (Carcello et al., 1992). Auditor competence is the auditor's ability to perform tasks diligently and in accordance with professional standards (International Auditing and Assurance Standards Board [IAASB], 2013). Apart from professional knowledge, skill, and independence, professional scepticism is a vital requirement for a competent auditor (IAASB, 2016). In accordance with the above definitions, the essential components of auditor competence in this paper are grouped as knowledge and expertise, professional scepticism, and independence.

Auditor knowledge and expertise have a direct correlation to audit quality because knowledge could be synthesized from experience and some audit tasks are knowledge-demanding. Thus, the knowledge and expertise of auditors can be linked to their audit quality (Bonner & Lewis, 1990). Bedard (1989) suggested that, in terms of the cognitive view of expertise, expert auditors tend to make better audit decisions than novice auditors.

Professional scepticism is “an attitude that includes a questioning mind, being alert to conditions which may indicate possible misstatement due to error or fraud, and a critical assessment of audit evidence” (IAASB, 2016, p.85). Literature has indicated that professional scepticism and audit quality are positively correlated. For example, Chen et al. (2010) discovered that a higher level of professional scepticism of an auditor diminishes participating managers' desire to commit illegal corporate actions, which corresponds to improved audit quality outcomes. Hurtt et al. (2008) concluded that auditors with higher levels of professional scepticism exhibit higher-quality assessments of evidence than less sceptical auditors do.

Independence is “compliance with relevant ethical requirements, including those pertaining to independence, relating to financial statement audit engagements” (IAASB, 2016, p.86). DeAngelo (1981) suggested that audit quality is the probability that auditors discover breaches, and report them independently. Thus, if auditors have no independence, they will be less likely to report the breaches, which consequently impairs audit quality. Tepalagul and Lin (2015) also suggested that auditor independence positively impacts on audit quality.

Based on the above-mentioned studies, it can be reasonably stated that auditor competence tends to positively impact the audit quality perceived by clients, which leads to the following hypothesis:

H3: Perceived auditor competence is positively associated with perceived audit quality.

2.4 Psychological Distance

Construal level theory (CLT) of psychological distance explains how a person forms abstract mental construals to interpret distal objects or events (Trope & Liberman, 2010). Psychological distance is defined by CLT as an egocentric subjective experience of a person whose reference point is the self in here and now (Trope & Liberman, 2010). CLT suggests that when an experience is more (vs. closer) distant from the self (here and now), it is interpreted more abstractly (vs. concretely); that is, people perceive the object at high-level construals (vs. low-level construals). This implies that distances between individuals (or self-experiences) can result in a sense of difference or unfamiliarity (Liberman & Trope, 2008; Trope & Liberman, 2010).

According to CLT, psychological distance can be categorised into four dimensions of distances: temporal, spatial, social and hypothetical (Trope & Liberman, 2010): 1) Temporal distance is the perceived time difference between the present time of the perceiver and an event. 2) Spatial distance is the perceived physical distance between a person's location and another person's location or object. 3) Social distance refers to the degree of dissimilarity between a person's self and others. 4) Hypothetical distance is the degree to which an object or event is judged to be real or fictitious.

The effects of psychological distance have been extensively studied in numerous areas, such as human decision-making (e.g. Liberman & Trope, 1998) and marketing buyers' behaviours (e.g. Darke et al., 2016; Park et al., 2020). In this paper, we only focus on spatial and social distances because when auditors cannot directly collect audit evidence or communicate with clients, as they do under normal circumstances—such as face-to-face inquiry and observation—they need to apply remote auditing procedures instead. This creates spatial distance and social distance between the auditors and clients. However, in the context of our conceptual model, temporal distance and hypothetical distance are unrelated; thus, we disregard these two dimensions.

In normal audit fieldwork, most auditors usually retain their audit work in clients' locations for a while (e.g. one week, or one month) depending on the workload, to obtain audit evidence efficiently and effectively. However, under the COVID-19 pandemic, the auditors have to operate their audit fieldwork more spatially and separately without face-to-face contacting their clients, which has affected the clients' perceived audit quality.

When auditors visit clients, it allows them to evaluate the audit quality. Frequent discussions and face-to-face interactions between auditors and clients are the key attributes of audit quality (Carcello et al., 1992). Frequent discussions create more opportunities for auditors to obtain higher-quality audit evidence, especially when clients are willing to discuss closely and continuously with the auditor (McCracken et al., 2008). For instance, before issuing a management letter and an audit report, auditors always discuss the internal control weaknesses and breaches that they have discovered. Thus, throughout the discussion, clients can perceive the audit quality.

Therefore, auditor–client spatial and social closeness positively influences audit quality given that auditors have a better opportunity to gather information about the business nature of a client,

and they can together create intellectual properties that optimise the value of the service (Knechel et al., 2019). Consequently, clients have more chances to evaluate the audit quality.

In contrast, if auditors cannot physically visit clients and interact with them, it is considerably difficult for clients to evaluate the audit quality, owing to psychological distance. Thus, the following hypothesis is proposed:

H4: Psychological distance negatively affects perceived audit quality.

Similar to H4, extant literature has found that psychological distance negatively influences perceived competence within service contexts. For instance, Citera et al. (2005) argued that once psychological distance is increased by moving from face-to-face to online interactions, the perceived credibility of service providers is negatively impacted.

Particularly, when auditors and clients do not meet in person, auditors have fewer opportunities to learn, share information, and collaborate on audit work (Knechel et al., 2019), and alternative audit procedures may be less effective and efficient. Therefore, the client's perceived auditor competence is likely to decrease with an increase in psychological distance. Therefore, we hypothesise that:

H5: Psychological distance negatively affects perceived auditor competence.

In the past pandemics, social distancing, isolation and quarantine have caused depression and anxiety (Venkatesh & Edirappuli, 2020). They can consequently impact humans' mood, sleep quality, and appearance such as, facial expressions and posture (Beck et al., 1961). As more specific effects on appearance, there are problems of poor appetite or overeating (either significant weight loss or weight gain), feeling bad about body image and a decline in self-regard (e.g. worried about being unattractive), moving or speaking more slowly than usual, and social withdrawal (lost most of the interest in other people) (Beck et al., 1961).

Similarly, Castañeda-Babarro et al. (2020) indicated that people have significantly fewer physical activities, whereas sedentary habits have increased due to prolonged stays at home during the COVID-19 pandemic which affects their health and appearance. Furthermore, the COVID-19 pandemic affects people's lifestyles, which may impact their aesthetic appearance. For instance, people prioritise their consumption of necessities (e.g. food, medicine) over non-necessities (e.g. clothes and accessories) (Di Crosta et al., 2021).

Due to the pandemic, most auditors had to adopt alternative virtual audit procedures, such as remote virtual inventory observation, a real-time video-streamed meeting and online transferring of audit documents (Appelbaum & Vasarhelyi, 2020). Consequently, auditors tended to place less emphasis on their aesthetic appearance; for instance, auditors did not have to dress well, groom their hair and skin or maintain professional looks and manners. Thus, psychological distance may impair the aesthetic appearance of auditors who have been socially isolated for a considerably long period. Accordingly, the following hypothesis is proposed:

H6: Psychological distance negatively affects aesthetic appearance.

As previously mentioned in Hypothesis 1, extant literature suggests that aesthetic appearance positively affects perceived professional service quality (e.g. Brase & Richmond, 2004) because aesthetic individuals likely have more socially desirable dispositions than less aesthetic individuals (Dion et al., 1972). Additionally, psychological distance can be a moderator of the association. When psychological distance exists between auditors and clients, it can result in the clients being less exposed to the auditors; thus, the influence of auditors' aesthetic

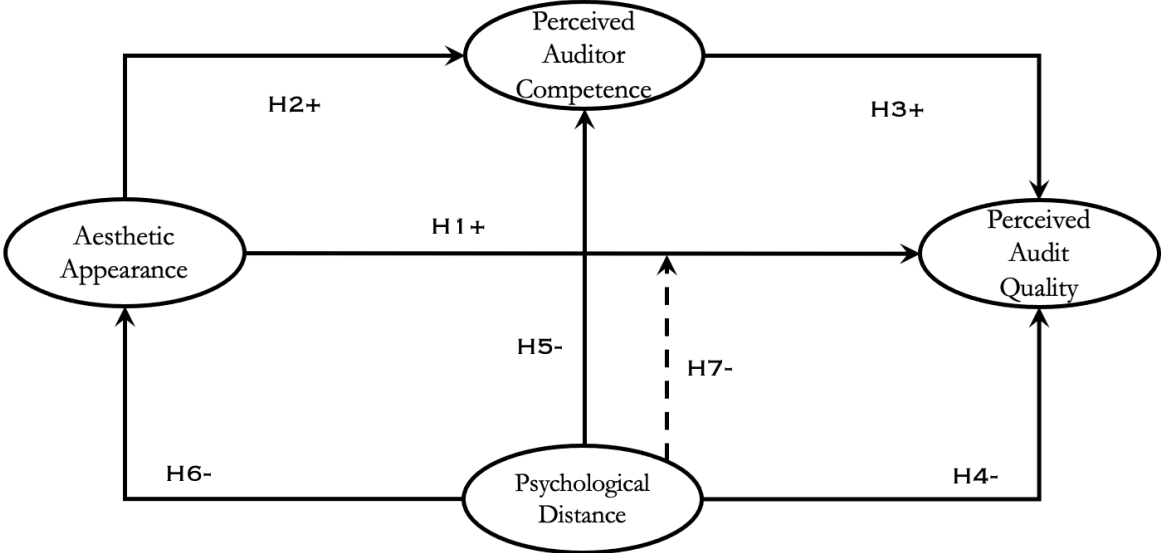
appearance on clients' perception of audit quality tends to diminish. Therefore, the following hypothesis is proposed:

H7: The relationship between aesthetic appearance and perceived audit quality is weakened by psychological distance.

In summary, all mentioned hypotheses can be integrated as a conceptual model below:

Figure 1

The conceptual Model



3. Conclusion

Although numerous studies have investigated factors that influence perceived audit quality, a very limited number of studies have comprehensively evaluated whether aesthetic appearance of an auditor, perceived auditor competence, and psychological distance impact the perceived audit quality. Therefore, this paper aims to conceptualise the integrated framework of perceived audit quality and other impacted factors mentioned previously. This paper yields expected theoretical and practical contributions in the following ways.

3.1 Theoretical contributions

This paper would be the first to provide the conceptual model of whether auditing is an aesthetic-related service and the effects of interactions among aesthetic appearance and psychological distance on audit quality from the related theories.

As aesthetic appearance has never been encompassed in the facets of audit quality, the results of a future study will be expected to clarify whether aesthetic appearance is a key facet of audit quality. In addition, because social distancing has unavoidably introduced psychological

distance between auditors and clients, it may negatively affect auditing. The results of a future study are expected to unfold how psychological distance affects client-perceived audit quality.

3.2 Practical contributions

As auditors perform their audits under codes of conduct that limit them from advertising themselves publicly or using aggressive marketing strategies, the results can encourage auditors to learn and apply aesthetic appearance as an authorised marketing tool to survive in the highly competitive market. The expected results would help in grooming existing assistant auditors to cater to clients' expected audit quality, for audit firms to be able to deal with different clients more effectively.

In particular, as social distancing may be ongoing for a period of time or become the new normal, auditors and clients need to adapt to this situation. For instance, auditors may need to apply alternative virtual audit procedures, such as remote virtual inventory observation or a real-time video-streamed meeting. However, the psychological distance can negatively affect client-perceived audit quality. Thus, this paper can encourage researchers and audit firms to learn about and handle some problems incurred by psychological distance.

Future research can empirically validate the associations among these constructs. In addition to this paper, some research would employ mixed methods (combining qualitative and quantitative methods) in order to provide opportunities to probe answers and generalised benefits. This is because aesthetic appearance and psychological distance are particularly new to auditing research, thus the combination may obtain a better comprehension of research problems and new phenomena than using either method (Creswell & Plano Clark, 2007).

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Using the Theory of Planned Behavior to Predict Sustainable Consumption Behavior of Filipino Consumers

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Abstract

Sustainability has been the topic of discussion for the past few decades. This opened a new perspective as individuals, organizations, and institutions become more cautious about the impacts of their activities on the environment, thus, forming a new behavior called sustainable consumption. This form of behavior pressures businesses to identify ways they can incorporate sustainability into their operations as previous studies have shown that companies integrating sustainable practices attract more consumers. To test this, the researchers gathered 452 Filipino consumers to assess their sustainable consumption behavior through an online survey comprised of 7-point Likert scales adapted from various sources. The results of the study identified that attitude, subjective norms, and perceived behavioral control is a significant predictor of purchase intention and has an indirect relationship with sustainable consumption behavior. Furthermore, it was also seen that both perceived behavioral control and purchase intention have a significant positive relationship with consumers' sustainable consumption behavior. With these results, businesses should continue to maintain their efforts to build their culture of environmental sustainability. This includes improving how they market their products, helping increase the awareness of consumers, and influencing consumers to improve their consumption behavior.

Keywords: sustainable consumption, path analysis, theory of planned behavior, consumer behavior

1. Introduction

1.1 Background of the Study

For the past few decades, multiple businesses have emerged to attempt to overthrow their competitors by enticing more consumers, thus increasing profits. Back then, it was identified that businesses solely operate to gain profit and gain it faster than their competitors. However, it was not until the late 19th century that stakeholders, businesses, and other government institutions had realized that the activities associated with the production, distribution, and consumption- economic and industrial activities - had adverse effects on both the environmental and social aspects. A series of social and economic crises was perceived to be one of the contributing factors that led to the increase in awareness of sustainability and in which fields it could be applied.

With the increase in the integration of sustainable development, consumer attitude plays an important role in this field. Attitude refers to “an internal state of preparation for action”

(Cacioppo, Petty, & Crites, 1994). This implies how one would act a certain way whether favorable or unfavorable given a certain situation. It was also seen that the attitude of an individual consists of three main components, namely: cognitive, affective, and behavioral (Eagly & Chaiken, 2007). The cognitive attitude of individuals pertains to their respective thoughts, beliefs, ideas, and attributes associated with an object of interest (Abun et al., 2019); Affective attitude or response refers to the feelings and emotions associated with a certain object of interest which may yield either a positive or negative attitude; and behavioral attitude or response is the manner in which the individual responds and behaves towards a certain object (Eagly and Chaiken, 2007). There are several studies that distinguish the relationship of consumer attitude towards sustainable business practices. In fact, it was discovered that consumers who are more knowledgeable of businesses practicing sustainability are more likely to support the business (Dickinson, 2000). On the other hand, those who are well-aware of unsustainable utilization of resources are more likely to prefer products that are sustainably made (Peterson et al., 2012).

With the immediate increase of awareness of the adverse environmental impacts of such activities, businesses had to shift, innovate, or even change certain aspects of their business operations to be able to incorporate sustainability into their overall business structure. The term sustainability or sustainable development is a means to preserve existing natural resources for the utilization of future generations while still having the ability to satisfy the current needs and wants of the consumers. It is widely recognized that to be sustainable, companies and other institutions must be knowledgeable of the three main foundations of sustainability, namely: Environmental (Planet), Social (People), and Economic (Profit) (Purvis et.al, 2019). The three main pillars that serve as the foundation of sustainability connotes how to be sustainable, companies and other institutions must look for ways to lessen environmental footprint (environmental); have sustainable job opportunities and sustainable supply chain (social); and must be profitable (economic).

Along with the increase in awareness of sustainable business practices, there has been a considerable growth in terms of eco-conscious consumers especially in the marketplace (Kim et al., 2013). One of the main reasons for this is the increased awareness of consumers about environmental concerns (Chen & Chang, 2013). Eco-conscious consumers are perceived to be those who make conscious decisions that benefit not only themselves but also the security of future generations (Källström & Brandin, 2021). In addition, consumers who are knowledgeable of sustainable business practices are more likely to support or purchase from the business (Dickinson, 2000). With eco-consciousness influencing how consumers perceive sustainable businesses and their intention to either support or purchase from them, this goes to show how eco-consciousness may be considered as a variable that moderates the relationship between consumer attitude towards sustainable business practices and purchase intention.

In relation to the latter, purchase intention refers to the relative strength of a desire to do a certain activity or a decision in buying a certain product or service (Amoroso et al., 2016). The intention to purchase is influenced by external factors which affect consumers' preferences in purchasing certain goods or services. With the knowledge on the purchase intentions of consumers, this serves as a key element to determine possible future purchases consumers may make. As established earlier, it was seen that attitude towards sustainable business practices have an influence towards the intention to purchase. Numerous studies have shown that consumer attitude towards purchasing sustainable products is seen to positively influence the overall purchase intention of the consumers (Nam et al., 2017, Chen, 2007). Thus, showing the importance in which consumer attitude towards sustainable businesses or business practices influence the purchase intention of consumers.

As consumers become more aware of the detrimental effects of business activities on the environment, companies are beginning to seek ways to incorporate sustainability into their business as this will attract consumers and their intent to purchase. Hence, the focus of the study is to predict sustainable consumption behavior among Filipino consumers by utilizing the theory of planned behavior. It aims to answer the following research questions:

1. What is the attitude of online consumers toward sustainable businesses?
2. To what extent does the attitude of online consumers towards sustainable businesses affect purchase intention?
3. To what extent do the opinions of others who are deemed important consumers affect consumers' purchase intention?
4. To what extent does the perceived behavioral control of consumers affect consumers' purchase intentions?
5. What factors affect sustainable consumption behavior?
6. To what extent do attitudes toward sustainable businesses, the subjective norm on sustainable businesses, and perceived behavioral control on sustainable businesses affect the sustainable consumption behavior of consumers?

1.2 Theoretical Framework

Ajzen's (1991) multi-component theoretical framework of the Theory of Planned Behavior (TPB) consists of three components: attitude, subjective norm, and perceived behavioral control. From the time the theory was established, the model has been widely used across different fields to determine the individual's intention and behavior towards a certain aspect or topic of interest. Hence, this fits best with the study as this will help determine the influencing factors of the purchase intention of consumers towards sustainable products.

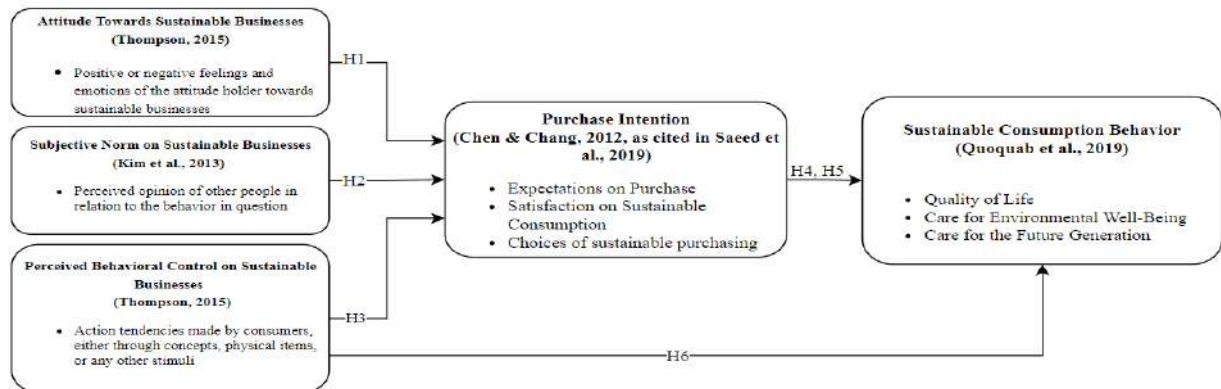
The Triple Bottom Line coined by Elkington (1997) determined the three dimensions that are needed to achieve an outstanding performance of sustainability; economic, social, and environmental. TBL can be considered a measurement of a corporation's ultimate success or health other than the traditional financial bottom line because it fulfills the corporate obligations towards communities, suppliers, customers, and employees. The growing interest in the Triple Bottom Line approach across different sectors has caused companies, non-profit organizations, and even governments to integrate the TBL framework in measuring its sustainability performance for its flexibility which allows organizations to apply the concept based on their specific needs (Slaper & Hall, 2011).

Eagly and Chaiken's (1993) multi-component model of attitude completes the theoretical framework of this study and has been used and studied extensively throughout the years. This model emphasizes attitudes as the summary of an individual's evaluations towards an object of interest that are based on their affects, cognition, and previous behavior (Huskinson & Haddock, 2006). The study will utilize the multi-component model of attitude to identify how the attitudes of consumers towards sustainable businesses and their perceived behavioral control influence their purchase intentions and sustainable consumption behavior.

Thus, it was proposed that attitude, subjective norms, and perceive behavioral control towards sustainable products affect one’s purchase intention, which consequently impacts sustainable consumption behavior. This is depicted in the operational framework labeled as Figure 1.

Figure 1

Operational framework to predict the Sustainable Consumption Behavior of Filipino Consumers in accordance with the adaptation of the Theory of Planned Behavior.



1.3 Hypotheses

There has been an increasing trend in sustainably consuming goods and services. This pertains to the sustainable consumption behavior of consumers. In 1994, Oslo Symposium defined sustainable consumption to be the practice of consuming goods and services that maximizes their utilization while minimizing the waste generated during and after consumption. In doing so, this enables a certain level of security and assurance in which the future generation would also be able to satisfy their needs. In terms of measuring the sustainable consumption behavior of consumers, a great number of studies have utilized the Theory of Planned Behavior as a main construct to predict sustainable consumption behavior. The Theory of Planned Behavior was developed by Ajzen (1991), which is composed of factors that are used to predict the intention and behavior of an individual. This model is recognized as a base theoretical framework for studies that are geared toward predicting various behaviors, such as pro-environmental behaviors and is also used to gain more knowledge on environmental knowledge and concern (Sharma & Foropon, 2019).

Consumers are found to have a higher intent to perform a certain behavior when they obtain a favorable attitude towards the behavior when they consider social pressures in performing said behavior, and when they believe that they can perform the behavior by themselves (Dorce, et al., 2021). However, the influence of subjective norms on consumer purchase intentions may be varying among several studies. There are research studies that showed subjective norms have no significant impact on purchase intention (Chekima, et al., 2019) while some revealed that it does have an influence on purchase intention and the behavior of consumers (Asif, et al., 2018; Bai, et al., 2019).

Prior research has demonstrated mixed results with regards to the significant influence and impact of the three main dimensions of the TPB on consumers’ purchase intentions which may be rooted in the various behaviors that these factors were used in, the population chosen for the study, and the periods utilized by the researchers (Ajzen, 1991 as cited in Dorce, et al., 2021). Although a significant number of studies have regarded attitudes to have the strongest influence

on purchase intention as compared to the subjective norm and perceived behavioral control, the TPB also posits that perceived behavioral control has the most powerful influence on behavioral change (Armitage & Talibudeen, 2010 as cited in Johe & Bullar, 2016). Aside from this, previous studies have also found that perceived behavioral control has a direct effect on both purchase intention and behavior because a consumer's level of perceived control influences their willingness to put in additional effort in performing a particular behavior (Armitage & Conner, 2001; White Baker, et al., 2007).

Based on these, the following hypotheses were formulated and tested:

Ha1: Attitude towards sustainable businesses affects consumers' purchase intentions.

Ha2: Subjective norms on sustainable businesses affect consumers' purchase intentions.

Ha3: Perceived behavioral control on sustainable businesses affects consumers' purchase intentions.

Ha4: Consumers' purchase intentions towards sustainable businesses affect their sustainable consumption behaviors.

Ha5: The three independent variables (attitude towards sustainable businesses, subjective norms on sustainable businesses, and perceived behavioral control on sustainable businesses) affect the sustainable consumption behaviors of consumers.

Ha6: Perceived behavioral control on sustainable businesses affects their sustainable consumption behaviors.

2. Materials and Methods

The researchers made use of a causal research design, which is used to determine whether a variation in an independent variable causes a variation in a study's dependent variable (Kabir, 2016). This type of research design was utilized by the researchers to determine the extent to which attitudes towards sustainable businesses, subjective norms, and perceived behavioral control influences consumers' purchase intentions which in turn affects their sustainable consumption behavior.

The study was conducted among residents of the Philippines. The sample size of this study made use of convenience sampling due to the limited budget and time constraints. The researchers utilized a sample size of four hundred fifty-two (452) respondents who took part in this study.

The research instrument used in this study is an online survey questionnaire created through Google Forms. It utilized a 7-point Likert scale that is segmented into the five variables of the study. All survey questions used in the online questionnaire were adopted from the studies of Thompson (2015) for attitude toward sustainable businesses and perceived behavioral control on sustainable businesses, Kim et al. (2013) for the subjective norm on sustainable businesses, and Chen and Chang (2012), as cited in Saeed et al. (2019) for purchase intention, and Quoquab et al. (2019) for sustainable consumption behavior. Other than conducting a survey, the researchers have performed confirmatory interviews to help support and validate the results found in the survey. For the researchers to identify the relationship between the variables, path analysis was utilized to evaluate and examine the relationships between the dependent variable and independent variables. This can estimate the magnitude and significance of causal connections between different variables.

Respondents expressed strong positive emotions towards businesses that are aware of their impact on the environment, prioritize the welfare of their stakeholders, and toward individuals that became successful through business. However, they slightly dislike businesses encouraging them to buy unnecessary products. Opinions of respondent's important individuals are slightly considered when purchasing sustainable products. Respondents also believe that they have high control over environmental and social considerations. Although, the price, brand, and how established a company is will only slightly change its behavior in sustainable businesses. The sustainability of a product and the satisfaction of buying them yield a high extent and somewhat contribute to purchase intention. Lastly, participants take high consideration how sustainable their lifestyles are for the future of new generations, as well as having a high extent of caring for the natural environment.

The results of the PLS-PM analysis summarized in Table 2 and modeled in Figure 2 revealed that:

- The bootstrapped results showed that each variable had a significant loading.
- R^2 -values possessed a sufficiently large value indicating that the relationships are relevant and accurate for the model.
- All independent variables except attitude predicted PI significantly, PBCSB showed predictive values on SCB, and PI significantly predicts SCB.
- A one-unit increase in each of the latent variables (ATSB, SNOSB, PBCSB) will result in an increase of PI's expected value by 0.41 units, 0.21 units, and 0.58 units, respectively.
- Increasing PBCSB by one unit will likewise increase the value of SCB by at least 0.22 units.
- Raising PI by one unit will also raise the expected value of SCB by 0.24 units.

Table 2

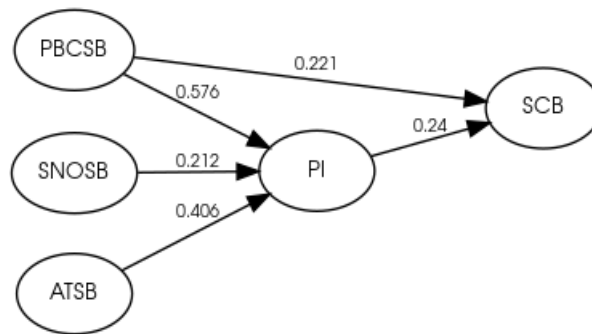
Bootstrap Results for the Inner Model Regression Paths.

Path	Original B	<i>M</i>	<i>SE</i>	95.00% CI
SNOSB → PI	0.21	0.21	0.05	[0.11, 0.31]
PBCSB → PI	0.58	0.58	0.05	[0.46, 0.67]
ATSB → PI	0.41	0.41	0.05	[0.31, 0.50]
PBCSB → SCB	0.22	0.22	0.05	[0.12, 0.31]
PI → SCB	0.24	0.24	0.05	[0.14, 0.34]

Note. Estimates based on 500 samples.

Figure 2

Inner node diagram for the PLS-PM model



For each endogenous variable to determine the appropriateness of the relationships among the latent variables, the R²-values were computed. It is necessary for the endogenous variable to have an R²-value $\geq .20$ (Sanchez, 2013). As shown in Table 3, all the R²-values possessed a sufficiently large value, which indicates that the relationships are relevant and accurate for the model.

Table 3

Model Summary.

Construct	Type	R ²	AVE
PBCSB	Exogenous	--	0.49
SCB	Endogenous	0.52	0.79
SNOSB	Exogenous	--	0.84
ATSB	Exogenous	--	0.37
PI	Endogenous	0.45	0.53

Note. For constructs with formative factors, AVE is not assessed; R² is not calculated for exogenous variables.

3. Results of Hypothesis Testing

The study tested six (6) hypotheses focused on the effects of attitude, subjective norms, and perceived behavioral control on purchase intentions and sustainable consumption behavior of Filipino consumers. A study by Marshall and Jonker (2011) stated that many statisticians utilize a 95% significance level or an alpha value of .05 which shows that a p-value less than .05 is considered significant. Table 4 presents the summary of decisions made using the same premises.

Table 4*Summary of Decisions Made*

Hypothesis	P-value	Decision
H1: Attitude towards sustainable businesses affects consumers' purchase intentions	.396	Not Supported
H2: Subjective norms on sustainable businesses affect consumers' purchase intentions	.002	Supported
H3: Perceived behavioral control on sustainable businesses affect consumers' purchase intentions	< .001	Supported
H4: Consumers' purchase intentions towards sustainable businesses affect their sustainable consumption behaviors.	< 0.001	Supported
H5: The three independent variables (attitude towards sustainable businesses, subjective norms on sustainable businesses, and perceived behavioral control on sustainable businesses) affect consumers' sustainable consumption behaviors.	< 0.05	Supported
H6: Perceived behavioral control on sustainable businesses affects consumers' sustainable consumption behaviors.	< 0.05	Supported

4. Discussion

Through the analysis of Path Analysis, all the relationships showed to have a significant prediction except for the relationship between Attitude Towards Sustainable Businesses (ATSB) and Purchase Intention (PI), which suggests that there is no significant relationship between those variables. Filipinos may be more inclined to purchase sustainable goods if they have friends, families, or other important individuals to encourage them in buying these specific products. Moreover, if the individual already has set preferences and control over what sustainable businesses to support, they would have a higher chance of having an intent to purchase said products. However, the varying evaluations made by Filipinos based on their attitude towards sustainable businesses do not influence their purchase intention. It does still influence their sustainable consumption behavior of quality of life, care for the environment, and care for future generations. Filipinos' willingness to purchase from sustainable brands will also positively affect their sustainable consumption behavior based on how they live their lifestyles. Other dissertations have shown that if an individual were to have a positive attitude towards the behavior, have captivating subjective norms, and a robust perceived behavioral intention it would result in an overall significant behavioral intention (Rise et al., 2010, as cited in Matharu, 2020). ATSB not having a relationship with PI, will not affect the indirect effects that would occur with an individual's Sustainable Consumption Behavior (SCB).

Results revealed that the R2-values of the endogenous variables were significantly large enough to indicate that the relationships between variables are all appropriate for the model. Likewise,

each variable's average was considerably high, which implies that the variables in fact represented a huge portion of the variances of its indicator. The bootstrapping performed on all the latent variables revealed their relationships were all significantly positive. Subjective Norms and Perceived Behavioral Control towards Sustainable Businesses significantly predicted Purchase Intention. Moreover, both PBC and PI were found to be significant predictors of SCB.

More specifically, the results revealed that there is an indirect relationship between the three independent variables and sustainable consumption behavior through the variable purchase intention. Because these independent variables directly influence purchase intention, and the latter likewise has a direct relationship to sustainable consumption behavior, it can be implied that the attitudes, subjective norms, and perceived behavioral control of consumers towards sustainable businesses do have an indirect effect on their sustainable consumption behaviors. In fact, previous studies have shared similar results wherein the attitudes, subjective norms, and perceived behavioral control of consumers have a positive effect on both their purchase intentions and consumption behaviors with regards to sustainable products (Scalo, et al., 2017, Yadav & Pathak, 2016, as cited in Matharu, 2020). A study conducted on Chinese consumers during China's Double-11 shopping festivals revealed that their purchase intentions towards sustainable consumption were significantly influenced by their attitudes, the subjective norms surrounding them, and their perceived behavioral control with regards to the behavior (Yang, et al., 2018).

One of the important findings of the current study is also that the perceived behavioral control of consumers has more of an indirect impact than direct towards their sustainable consumption behaviors. Much like the other independent variables, it was determined by the current study that perceived behavioral control has a direct impact on purchase intention, which in turn also directly impacts the sustainable consumption behavior of consumers. Paul et al. (2016) supports this claim as their study determined that consumers with a more positive perceived behavioral control towards green purchases are more likely to intend buying the products and actually make efforts towards the behavior. Recent studies have also shown that among the variables of the TPB, perceived behavioral control has the most significant influence on behavioral changes among consumers (Armitage & Talibudeen, 2010 as cited in Johe & Bullar, 2016), as well as a direct and indirect effect on purchase intention and the actual behavior (Armitage & Conner, 2001).

5. Conclusion

Consumers are now more well-aware of sustainability-related issues and are more inclined to purchase from brands or specific products that address the concept. They have progressively become more mindful of the ecological impacts of the items and administrations they use or partner themselves with. Hence, it is suggested for enterprises to start rethinking their strategies and slowly incorporate sustainability into their business models. To potentially increase the purchase intention of online consumers, sustainable businesses, as well as those enterprises who wish to include sustainability in their strategies, shall focus on improving the factors that could influence them such as their attitudes, subjective norms, and perceived behavioral control. Specifically, businesses should work on improving their advertising and marketing efforts in the online community as these have been regarded by recent studies to have an impact on the awareness of consumers, which in turn influences their attitudes and perception towards participating in such behavior like purchasing from sustainable businesses.

The study was able to determine that the factor that contributed significantly to the sustainable consumption behavior among consumers is their environmental knowledge which affects their

perception of environmental concerns, thus, boosting the consumers' behavioral intention. Based on the study's survey questionnaire and confirmatory interviews conducted by the researchers to measure sustainable consumption behavior among consumers, it was determined that for the Quality-of-life dimension, sustainable practices are frequently applied by Filipino consumers in their day-to-day activities. For the dimension of Care for environmental well-being, respondents exhibited a high extent of concern and consideration towards environmental issues. Lastly, it was identified that Filipino consumers consider the welfare of future generations in their daily consumption and activities.

Subjective norms on sustainable business and perceived behavioral control have strong, positive and significant impact on purchase intention. Likewise, it was revealed that PI is a significant predictor of SCB indicating that PI has a significant positive effect on SCB. And, while attitude towards sustainable business has no significant effect on PI, it has a significant influence on SCB. In this light, the researchers concluded that the three independent variables have an indirect effect on and significant relationship with sustainable consumption behavior. Recent studies based on various countries have also found the same results where it was indicated that the attitudes of consumers, their subjective norms, and perceived behavioral control were all positively linked to their purchase intentions and in turn their sustainable consumption behaviors (Matharu, 2020).

And, as consumers become increasingly aware of the detrimental effects of business activities on the environment, companies then seek to find ways to integrate and engage in different sustainable activities that will not only attract consumers but also aid in protecting the environment.

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The Outcome of Board Characteristics on Firm Performance in Selected Firms in the Philippines

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Abstract

The paper explores the association between corporate governance mechanisms and firm performance in the Philippines. While preceding research has examined this relationship in developed countries with reputable and robust corporate governance mechanisms, the literature on developing countries is limited. This study aspires to discourse this gap by probing the impact of board characteristics on the performance of business firms in the Philippines from 2010-2019.

To assess the relationship between board characteristics and firm performance, this study employed the two-step system generalized method of moments (GMM). Board size, board independence, CEO duality, management shareholding, and multiple directorships are the characteristics examined. Firm performance is measured using indicators such as return on assets (ROA) and Tobin's Q ratio.

Findings indicate that board size, multiple directorships, and leverage have negative statistical relationships with firm performance using ROA as a financial measure. Moreover, firm size has a positive statistical relationship with ROA. This accords with the recent literature on corporate governance mechanisms. Enigmatically firm size has negative and statistical relation with firm performance using Tobin's Q ratio as a measure of financial performance. Leverage has also been found to be positively related to firm performance. The outcome of this study clamps significant implications for practitioners and policymakers in developing countries, specifically in the Philippines. This will postulate insights into the crucial role of corporate governance practices in improving the performance of firms and accentuate the necessity to establish and enforce strong corporate governance mechanisms and regulations, drawing attention to the peculiar challenges and prospects that are unique to these environments.

Keywords: Board Characteristics, Firm Performance, Agency Theory, Generalized Methods of Moments

1. Introduction

Operative management within a company is critical as it generates positive approaches of certainty and authenticity among its stakeholders and investors. This trust can stimulate investment and growth prospects for the organization. The enactment of strong governance abets businesses in mitigating risks and improving their financial outlook. Several viewpoints exist around corporate governance, including resource dependence theory, stakeholder theory, transaction cost theory, and political theory. These views offer unique angles on the responsibilities and duties involved in corporate governance, eventually assisting companies in formulating effective governance approaches. This encompasses various foci such as risk management strategies, diversity, shareholder, board structure, sustainability, and

compensation of executives. Corporate governance is utilized as a mechanism to establish structures of accountability, power, and decision-making within an organization.

Ensuring effective corporate governance is critical since it fosters assurance and reliance among stakeholders which can potentially open more investment and growth prospects for a company. Various theories are linked with corporate governance, including agency theory, resource dependence theory, stakeholder theory, transaction cost theory, and political theory, among others. These theories provide varying views on the duties and responsibilities involved in corporate governance as it enables companies to establish and implement proficient governance strategies.

Currently, the Philippine corporate governance is defined by a small group of family shareholders holding a significant ownership stake, in a financial market that is dominated by banks. Although there is a set of regulations that govern corporate law and capital markets, these are implemented by institutions that lack significant strength and are currently undergoing reforms. The implementation of the regulatory framework for corporate governance in the Philippines is deficient due to the relatively weak enforcement of corporate legal structures and capital market regulations. This issue is particularly prominent in the context of Philippine conditions, such as the prevalence of large shareholder-dominated companies, corporate groups, and the ownership of banks by groups of companies.

Nevertheless, it must be noted that most Philippines firms currently conform to the ASEAN Corporate Governance Scorecard (ACGS) – the leading standard for corporate governance in the Philippines. The Securities and Exchange Commission or SEC (2016) has released an extensive collection of guidelines on corporate governance for companies that are publicly traded and authorized to issue securities. These guidelines consist of two codes, namely the Corporate Governance Code for Public Companies and Registered Issuers (MC No. 24s.2019) and the Corporate Governance Code for Publicly-Listed Companies (MC No. 19s.2016). These codes offer a set of governance principles and recommendations for companies operating in the Philippines that have registered or listed securities. The Philippine corporate governance system encompasses three key domains: (1) overseeing bank loans, (2) ensuring financial reporting, and (3) ensuring equity markets' integrity and impartiality for investors trading in public (Sullivan & Unite, 1999).

Effective management principles and ethical conduct are indispensable factors for corporations to attain prosperity, adaptability, and continued engagement with their stakeholders. Enhancing governance protocols can bring about favorable and noteworthy outcomes such as increased financial worth, market standing, and profitability for the company (Asian Development Bank, 2019). Corporate governance can have a significant impact on financial performance. The quality of corporate governance can be impacted by multiple factors such as the level of trust and confidence investors place in a firm, this, in turn, affects the firm's financial performance. An efficient and high-performing corporate governance system, enables firms to operate effectively, manage risks competently, and make logical decisions, which all contribute to the better performance of a firm's financial.

In a study by Goel (2018), it was found that there is a positive relationship between corporate governance and financial performance of a firm. The implementation of good corporate governance practices positively influences a firm's ROA, ROE, and Tobin's Q Ratio (Goel, 2018). In the same manner, a study conducted focusing on Chinese listed firms uncovered that mechanisms of corporate governance positively affect the performance of a firm (Guluma, 2021). The study demonstrated that there is a strong positive correlation between ownership concentration and product market competition with firm performance, as measured by ROA

and TQ. On the other hand, presence of dual leadership has a negative influence on TQ, while the use of debt to finance operations has a negative and statistically significant relationship with both ROA and TQ, according to the findings (Guluma, 2021). Lastly, the study of Paniagua, Rivelles, and Sapena in 2018 explored the relationship of corporate governance and firm performance of over 1,207 companies from 59 countries. Their study shows that corporate governance and ownership structures are significantly related to the financial performance of firms (Paniagua et al., 2018). Studies have shown that an efficient and high-performing corporate governance system, enables firms to operate effectively, manage risks competently, and make logical decisions, which all contributes to the better performance of a firm's financial (Maher & Andersson, 1999).

There have been multiple studies carried out to examine the association between firm performance and corporate governance on a global scale. Most of these studies indicate that sound corporate governance practices can have a positive influence on a company's financial performance, resulting in enhanced firm value (Ronoowah & Seetanah, 2022; Kyere & Ausloos, 2021). Moreover, past studies have used the agency theory to elucidate the financing choices of a firm and explore the association between corporate governance and capital structure (Ronoowah & Seetanah, 2022).

The influence of corporate governance on firm performance has been studied in multiple countries such as China (Guluma, 2021), the Gulf Cooperation Council (GCC) countries including Bahrain, Kuwait, Oman, Qatar, Saudi Arabia and the United Arab Emirates (Pillai, 2018). Other studies have also examined the relationship between corporate governance and other factors such earnings quality, climate change risk (O'Kelley et al., 2021), and gender diversity (Zhang, 2020). This literature suggests that there is a positive relationship between corporate governance and firm performance, however, the strength of such relationship may fluctuate depending on several factors such as the scope of the industry or country being studied.

Several research investigations have been carried out on corporate governance in the Philippines, exploring different elements of the nation's corporate governance surroundings. Certain studies have concentrated on the structures of ownership and control systems in companies that are publicly listed, whereas other studies have evaluated the strengths and weaknesses of corporate governance reforms launched by regulatory organizations in the Philippines (Echanis, 2006). An improvement in corporate governance standards is likely to have a constructive and significant effect on a firm's market valuation, profitability, and market capitalization (Asian Development Bank, 2019).

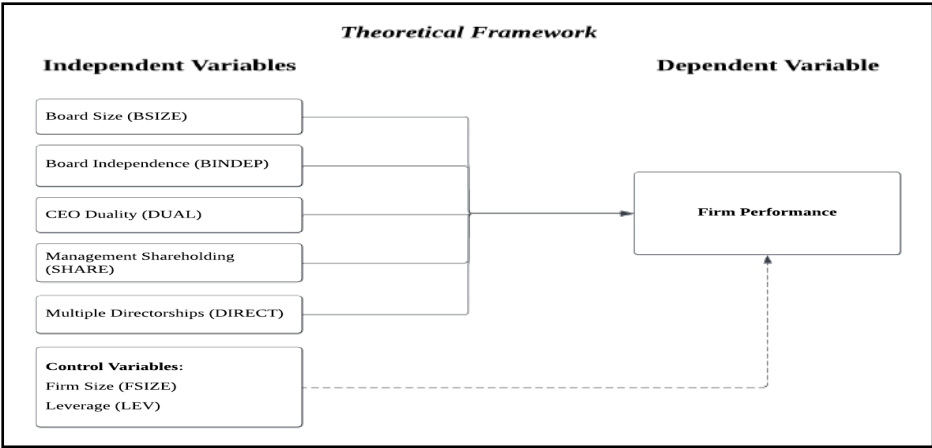
1.1 Frameworks

The dynamic generalized method of moments (GMM) panel specifications was developed by Holtz-Eakin et al. (1988), Arellano and Bond (1991), Arellano and Bover (1995) and Blundell and Bond (1998), and they can address the estimation issues caused by unobserved diversity, simultaneity, and dynamic endogeneity. The technique is widely utilized to validate internal instruments during estimation, resulting in reliable and unbiased estimates. Hence, GMM is widely adopted as a tool to account for the said causes of endogenous variability. Despite the previous discourse, there is still a lack of utilizing comprehensive analysis of the governance-performance relationship using dynamic GMM panel specifications while acknowledging the presence of multiple agency conflicts that require simultaneous management in a company. This paper adds to the existing research by expanding on the work of Wintoki et al. (2012) and exploring the relationship between various corporate governance mechanisms and firm performance. The study employs GMM estimation techniques to address endogeneity concerns and provide a clear understanding of the effects of these mechanisms on performance. This

approach helps to mitigate the estimation issues that previous studies have faced due to unobservable heterogeneity, simultaneity, and dynamic endogeneity.

Agency theory is a theoretical framework utilized in economics and organizational behavior to study the association between principals, such as owners or shareholders, and agents, including managers or employees, who perform tasks on their behalf. The theory further investigates strategies that can harmonize the interests of principals and agents while minimizing agency expenses. Such economic literature has been integrated into business schools, management literature, and business press that constituted for a new inclination and became one of corporate governance’s major institutional logic.

Figure 1.
Research Framework Adapted from Johnson and Mitton, 2003



As seen in Figure 1, this study utilized the following independent variables such as the board size, board independence, CEO duality, management shareholding, and multiple directorships. This is further supported by the key concepts of Agency Theory and Stewardship Theory. Compared to other studies and due to data availability, this paper used management shareholding and multiple directorships to identify and illustrate its correlation with firm performance among the publicly listed companies in the Philippines.

This utilized a framework to examine the relationship between the existence of multiple directorships, characteristics of CEO, and financial performance. Such theory was introduced to identify the incomplete and asymmetric information as it necessitates the board of directors to make use of different mechanisms to bring together and attune the interests of the agents with the principals (Saleh et al., 2020). This suggests that the procedures for monitoring management performance and ensuring that the delegation of power results in the maximum potential returns go hand in hand with the delegation of administrative tasks. This includes the analysis of different existing incentive arrangements such as compensatory systems, government mechanisms, obtaining vital empirical support. Hence, agency theory explains the connection between board members' qualities and the company's success.

Stewardship theory identifies circumstances in which managers are stewards whose motivations are in line with the interests of their principals rather than being driven by personal aspirations. Stewardship theory is rooted from studies of psychology and sociology as it was primarily designed for researchers to investigate circumstances wherein executives are "stewards" who oversee making sure the company is profitable and runs in the best interests of

all of its stakeholders. The notion asserts that managers should behave as accountable stewards who are dedicated to advancing the long-term objectives of their firm and its stakeholders over their personal self-interest. Executives who behave in this manner are more successful and effective in their positions (Davis et al., 1997).

Davis, et al (1997) aligned the differences between the agency and stewardship theory through defining conditions wherein each are posed as necessary presuming that no theory is inferior to another. Compared to agency theory, stewardship is centered on the idea of collectivism as executives aim to achieve organizational objectives (such as profitability). In turn, such behavior will be advantageous for various principals, including external owners (as profits positively impact dividends and share prices) and managerial superiors (as their goals are supported by the steward). Stewardship theory assumes a close link between the organization's success and the satisfaction of its principals. In essence, a steward is defined as an individual who aims to safeguard and enhance shareholders' wealth by ensuring the firm performs well.

Corporate governance in the Philippines still faces certain difficulties, regardless of these efforts. There is a need for greater education and awareness-raising programs to highlight the significance of corporate governance since several companies are still having difficulty putting strong governance principles into reality. Furthermore, certain companies have come under fire for operating with little accountability and transparency. Thus, there is much progress to be done as the Philippine government and regulatory organizations strive to improve corporate governance in the country.

1.2 Hypotheses

The following hypotheses arise after analyzing the different theories and research from earlier studies:

H1: Board size have a significant effect on firm performance.

H2: Board Independence have a significant effect on firm performance

H3: CEO duality have a significant effect on firm performance

H4: Board shareholding have a significant effect on firm performance

H5: Multiple directorships have a significant effect on firm performance

2. Methods and Results

Data was from Eikon Refinitiv, annual reports, corporate governance reports, and public ownership reports submitted by the Philippine publicly listed companies to the Philippine Stock Exchange (PSE). Specifically, financial numbers needed to construct our firm performance indicators and control variables. Additionally, board information needed for our corporate governance characteristics including board size, board independence, CEO duality and multiple directorships are select from the firm's respective annual reports and corporate governance reports. On the other hand, data on board shareholding are taken from public ownership reports.

Analysis was done for 2010 to 2019 data of publicly listed firms excluding financial ones as they adhere to different regulations and accounting standards leading to outliers (Ausloos et al., 2018).

Table 1.
Operational Definition of Constructs

Variable Name	Definition
<i>Return on Assets (ROA)</i>	Measured as net income over total assets
<i>Tobins Q (TOBINS)</i>	Measured as the sum of the market value of common stocks, the book value of long-term debt and preferred stocks all divided by the total assets
<i>Board Size (BSIZE)</i>	Measured as the number of board of directors on firm's board
<i>Board Independence (BINDEP)</i>	Measured as the number of independent board directors divided by the total number of board of directors
<i>CEO Duality (DUAL)</i>	A dummy variable that takes the value of 1 when the CEO and the Chairman of the Board of a firm is the same person; 0 otherwise
<i>Board Shareholding (SHARE)</i>	Measured as the total number of shares owned by board of directors divided by the outstanding shares of the firm
<i>Multiple Directorships (DIRECT)</i>	Measured as the number of board of directors who sit on different boards divided by the total number of board of directors
<i>Firm Size (FSIZE)</i>	Measured as the logarithmic of the firm's total assets
<i>Leverage (LEV)</i>	Measured as total liabilities divided by total assets

Note: The agency theory argues that strong corporate governance characteristics can help mitigate agency problems and improve firm performance (Mahrani & Soewarno, 2018; Goel, 2018). Similar to Kyere and Ausloos (2021), we will analyze the impact of different board characteristics on firm performance by estimated the following model:

Model 1 (ROA as a financial indicator):

$$\begin{aligned}
 ROA_{i,t} = & \beta_0 + \rho ROA_{i,t-1} + \beta_1 BSIZE_{i,t} + \beta_2 BINDEP_{i,t} + \beta_3 DUAL_{i,t} + \beta_4 SHARE_{i,t} \\
 & + \beta_5 DIRECT_{i,t} + \beta_6 FSIZE_{i,t} + \beta_8 LEV_{i,t} + \sum_{z=1}^{z-1} \vartheta_z INDUS_{z,i,t} \\
 & + \sum_{t=1}^{T-1} \delta_t YEAR_t + \varepsilon_{i,t} \quad (1)
 \end{aligned}$$

Model 2 (TOBINS as a financial indicator):

$$\begin{aligned}
 TOBINS = & \beta_0 + \rho ROA_{i,t-1} + \beta_1 BSIZE_{i,t} + \beta_2 BINDEP_{i,t} + \beta_3 DUAL_{i,t} + \beta_4 SHARE_{i,t} \\
 & + \beta_5 DIRECT_{i,t} + \beta_6 FSIZE_{i,t} + \beta_8 LEV_{i,t} + \sum_{z=1}^{z-1} \vartheta_z INDUS_{z,i,t} \\
 & + \sum_{t=1}^{T-1} \delta_t YEAR_t + \varepsilon_{i,t} \quad (2)
 \end{aligned}$$

We estimate equations (1) and (2) using two-step system GMM. As mentioned earlier, there are three econometric problems that must be considered when analyzing the relationship between corporate governance and firm performance. More specifically, Wintoki et al. (2012) state that endogeneity problems may arise due to unobserved heterogeneity, simultaneity, and dynamic endogeneity. Unlike Ordinary Least Squares (OLS), system GMM addresses these problems by internally transforming the data. To check the validity of our model, we also

utilized two diagnostics tests namely Arellano-Bond first and second-order autocorrelation tests and Sargan-Hansen test. These tests ensures that the model free from autocorrelation and are correctly specified (Ullah et al., 2018).

Stated are the empirical findings. A table of descriptive statistics to provide an overview of the data used in the study. Additionally, GMM estimation analysis is done to determine the extent to which corporate governance characteristics affect firm performance indicators.

Table 2.
Summary Statistics

Variable	Obs	Mean	Std. Dev.	Min	Max
Return on Assets (RO4)	1842	.015	.143	-.903	.311
Tobins Q (TOBINS)	1842	19.314	105.78	.056	909.383
Board Size (BSIZE)	1842	9.107	1.98	4	15
Board Independence (BINDEP)	1842	.258	.086	0	.727
Multiple Directorships (DIRECT)	1842	.418	.289	0	1
Board Shareholding (SHARES)	1842	.135	.233	0	958
CEO Duality (DUAL)	1842	.309	.462	0	1
Firm Size(FSIZE)	1842	22.512	2.49	10.985	28.289
Leverage (LEV)	1842	.545	1.275	0	20.416

Table 2 presents the descriptive statistics on the variables considered. This presents the number of observations, mean, standard deviation, minimum, and maximum values. The return on assets has a mean value of 1.5%. The mean value for the Tobin's ration is 19.314. The maximum value for this is 909.383 which suggests that the market value of this one firm included is significantly higher than the cost of replacing its assets. In other words, the company's assets are worth less than the price investors are willing to pay for the company's shares. The average number of board members in a public company is 9.107 or approximately 9. This shows that on average, firms have 9 board members in the Philippines. Furthermore, the standard deviation for this variable is 1.98 which means that the number of board members vary significantly. The minimum value also indicates that the least number of board members is four for a company. Regarding board independence, the standard deviation is 0.258 which indicates smaller variability of the sample. Looking at multiple directorships, on average, 41.8% of the companies have directors that also hold directorships in other companies. The standard

deviation is 0.289 which means that there is small variation within the firms regarding multiple directorships. The mean for board shareholding is 15% which means that on average, board directors hold 15% of a firm's equity in the sample. The highest is 95.8% which means that one board director holds 95.8% of the stake of a company in the sample. Regarding board duality, the mean value is 0.309 and given that this is a dummy variable, it can be concluded that more companies do not have the same CEO or Chairman of the Board as one person than the companies that have.

The control variables, firm size and leverage, are also included in the table. For firm size, it can be concluded that there is high variability given the standard deviation of 2.49. Surprisingly, the minimum number for leverage is 0 which means that one firm in the sample has no recorded liability or debt at all.

Table 3
GMM Estimation Results

VARIABLES	(1) ROA	(2) TOBINS
Return on Assets (ROA_{t-1})	0.347** (0.162)	
Tobins Q ($TOBINS_{t-1}$)		0.691*** (0.0830)
Board Size ($BSIZE$)	-0.0194** (0.00936)	9.953 (10.96)
Board Independence ($BINDEP$)	0.00756 (0.143)	110.9 (144.1)
Multiple Directorships ($DIRECT$)	-0.0908* (0.0498)	131.8 (86.23)
Board Shareholding ($SHARES$)	0.0165 (0.0788)	52.97 (66.30)
CEO Duality ($DUAL$)	-0.00660 (0.0331)	-1.088 (20.07)
Firm Size ($FSIZE$)	0.0186*** (0.00603)	-12.18** (5.958)
Leverage (LEV)	-0.0224* (0.0116)	10.82* (6.396)
Constant	-0.182* (0.0961)	81.13 (79.71)
Observations	1,615	1,615
Number of Groups	206	206
Number of Instruments	65	65

Note: Standard errors in parentheses; *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Our first discussion will be focused on Column 1 where ROA was used as a measure of firm performance. When ROA was used as a measure of firm performance, board size, multiple directorships, and leverage have been found to have negative and statistical relationships. As for board size, the results oppose numerous literature findings where their results concluded a positive relationship between board size and financial performance (Kyerem & Ausloos, 2021). This negative relationship was explained by Arslan et al. (2010) with their claim that this could

be due to the challenges of communication present to board members. Meanwhile, Hundal (2017) posit that multiple directorships lead to lower firm performance. This is supported by the busyness theory which states that directors who hold multiple board positions might not be able to devote adequate time to manage a company which could lead to increased agency costs (Saleh et al., 2020). The results for firm leverage are consistent with Ibhagui and Olokoyo (2018) where it was concluded that leverage negatively affects financial indicators in Nigerian publicly listed firms. Moreover, firm size has a positive and statistical relationship with ROA. This can be attributed to greater capability by firms to have higher revenues which results in higher profitability as explained by Dencic-Mihajalov (2014). It is also to be noted that lagged ROA was significant during estimation. This means that past firm performance affects current performance.

Column 2 presents Tobin's Q ratio as a measure of firm performance. The same observation holds for the lagged Tobin's Q ratio regarding the effect of past performance to current performance. Using this measure, it was found that firm size has negative statistical relation with firm performance. This is inconsistent with the results found in Column 1. But, the relationship between the firm size and its performance does not always result in negative statistical relations. Various studies indicate a positive relationship between firm size and performance, while others fail to establish any significant connection. Nevertheless, recent studies have shown that the negative relationship between a firm's size and its performance could arise from complications associated with corporate governance. This result is in line with the fact that such a negative relationship means that larger firms may suffer from increased bureaucracy and inefficiencies that lead to slower decision-making and reduced innovation. Large firms may also struggle to adapt quickly to changes in the market or to adopt new technologies, as their size and complexity can create internal resistance to change. Moreover, large firms often face challenges in implementing effective corporate governance practices. Ineffective corporate governance can lead to poor decision-making, conflicts of interest, and a lack of accountability, which can all negatively impact firm performance (Arslan et al., 2010). Moreover, studies have shown that companies with a weak board of directors or a lack of independent directors may be more likely to engage in financial misconduct, which can harm performance. Similarly, firms with weak internal control systems or a lack of transparency may be more susceptible to fraud and corruption, which can also negatively impact performance (Zaman, 2021).

Lastly, leverage has been found to be positively related to firm performance as represented by Tobin's Q ratio. This accords with Iqbal and Usman (2018) who posited that financial leverage directly influences a firm's performance. Ibhagui and Olokoyo (2018) support the same and claim there's positive effect on firm market performance for small-sized firms in Nigeria. The use of short-term debt as a way of leveraging investments can create a balancing act between achieving the best market results and minimizing potential losses. The study revealed that for large firms, relying more on long-term debt and less on short-term debt seems to be the optimal strategy, but this may not necessarily hold true for smaller firms as indicated by the trade-off previously stated. Similar findings can be observed in Iqbal and Usman (2018) study, which suggests that financial leverage is positively related to firm performance if firm's debts do not surpass its equity.

3. Conclusion

It is vital to ensure that strong corporate governance is in place since this enriches assurance and reliance among stakeholders and shareholders, which in turn could open up more opportunities for investment and expansion for a company. Operative corporate governance

paradigms can assist organizations in risk management and convalesce long-term financial position. These values can accrue over the course of the company's existence. In the history of corporate governance, focus was centered on developed countries. Hence, we sought to use the Philippines, a developing country, as the area of interest to profoundly add to the body of literature on corporate governance.

Corporate governance is associated to a wide variety of theoretical frameworks. Agency theory, resource dependence theory, stakeholder theory, transaction cost theory, and political theory, were used in this study. These theories overture a variety of perspectives on the obligations and responsibilities that necessitate in corporate governance, which in turn facilitates businesses to develop and put into practice governance methods that are effective.

Corollaries indicate that board size, multiple directorships, and leverage have negative and statistical relationships with firm performance using ROA as a financial measure. Additionally, firm size has a positive and statistical relationship with ROA. This confers with contemporary literature on corporate governance mechanisms. Firm size has negative statistical relation with firm performance using Tobin's Q ratio as a measure of financial performance. Leverage has also been found to be positively related to firm performance.

The findings suggest that the corporate governance mechanisms in the Philippines may not be as robust as anticipated. Considering this, we recommend that regulators work to improve the existing corporate governance codes in the country, particularly in the areas of multiple directorships, leverage, and board size. To ensure that companies have stronger internal control systems, it is suggested that regulators prioritize this as one of the key points for improvement. By focusing on these areas, regulators can help promote the long-term success of public companies in the Philippines and ensure that they are able to operate in a way that is responsible and sustainable.

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Impact of the COVID-19 Pandemic on Aviation Personnel's Quality of Work-Life and Operational Performance Competency at Suvarnabhumi International Airport

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Abstract

This study examines personal factors, the impact of the COVID-19 pandemic on the quality of work-life, and the operational performance of aviation personnel at Suvarnabhumi International Airport. The sample included 400 aviation personnel. The results indicated that the overall impact of the COVID-19 pandemic on quality of work-life was at the highest level (4.36), and the impact on the overall work performance of aviation personnel at Suvarnabhumi International Airport was at the highest level (4.44). The paper discusses the prospective research agenda, the implications of these findings and the benefits of developing operational system guidelines to improve the efficiency of service delivery.

Keywords: quality of work-life, operational performance competency, aviation personnel

1. Introduction

The COVID-19 pandemic affects all occupations. The first visible effects of the COVID-19 virus's transmission are on health. This effect begins when a significant number of people become ill from the virus, which increases healthcare costs and causes deaths. Especially with the elderly, who are most vulnerable to contracting the virus, and the manufacturing sector, which must deal with production interruptions. It also has an effect on employment, which ultimately leads to income loss. This will have an effect on the average family's expenses. (Kritsada Saktrakul, 2020)

Prevention measures that prohibit passengers from traveling internationally and enforce a strict inspection policy that only permits air cargo have a direct impact on the aviation industry. Many nations shut down their airspace. Vaccines or treatments for COVID-19 are not yet available, but the new normal of air travel will force the airline industry to make substantial adjustments. These factors also influence future travel patterns. (Kritsada Saktrakul, 2020)

Personnel in the aviation industry, which is essential to the industry's ability to operate continuously and effectively, are adversely affected especially by the severe mental state caused by stress and depression resulting from a lack of employment and financial security, as well as the lack of physical socialization. Although the ban was lifted on July 1, 2020, the Thai

government still restricts the number of visitors by permitting only certain foreign groups to enter the country under quarantine. (Positioning, 2020)

2. Research Objectives

- 2.1 Study the personal factors of aviation personnel at Suvarnabhumi International Airport.
- 2.2 Explore the level of COVID-19 pandemic impact on the quality of work-life of aviation personnel at Suvarnabhumi International Airport.
- 2.3 Study the operational performance of aviation personnel at Suvarnabhumi International Airport.

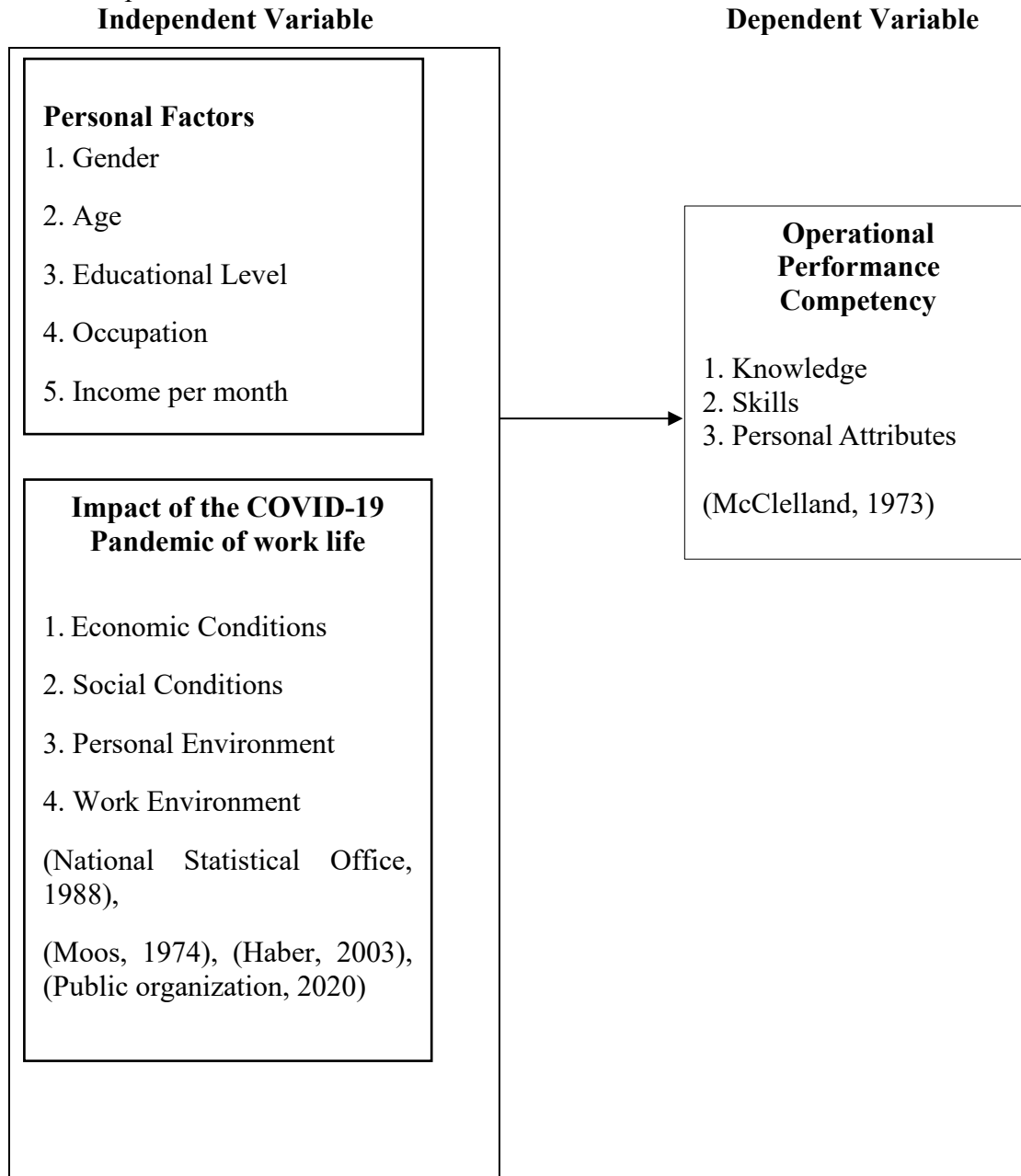
3. Scope of Study

- 3.1 The population includes an unknown number of aviation personnel working at Suvarnabhumi International Airport.
- 3.2 The area of responsibility is Suvarnabhumi International Airport.
- 3.3 The scope of content and the independent variables were personal factors consisting of sex, age, education level, occupation, and average monthly income, and the impact of the COVID-19 epidemic, consisting of economic, social, and personal aspects as well as the workplace. The dependent variables were the ability to perform tasks, namely knowledge, skills, and personal attributes.
- 3.4 The scope of the study period is from December 2021 to January 2022.

4. Research Hypothesis

The impact of the COVID-19 pandemic on the quality of work-life affects the performance of aviation personnel at Suvarnabhumi International Airport.

4.1 Conceptual Framework



5. Theoretical Foundations

5.1 Personal Factors

Essential variables include gender, status, family, age, number of family members, level of education, occupation, and monthly income. Measurable population statistics assist in identifying the target market, while psychological and sociocultural factors explain the target's thoughts and feelings. Demographic data is accessible and beneficial for market targeting. Diverse demographic groups exhibit distinct psychological traits. (Siriwan Sereerath, 2009)

5.2 The Impact of COVID-19 on the Quality of Work-Life

The impact of the COVID-19 pandemic on the quality of work-life can be divided into four categories: economic conditions, social conditions, personal environment, and work environment. The important points are stated below:

5.2.1) Economic conditions: researcher-reviewed papers on economic impact using the National Statistical Office's concept of the income economy (National Statistical Office, 1988), which can be summarized as follows: Due to the economic impact, entrepreneurs are reducing wage rates, compensation, and welfare, affecting personal and family income.

5.2.2) Social conditions can cause changes in life, work, daily interactions, culture, customs, group values, language used for group communication in the community, and the environment in terms of air and water quality, food, and sanitation sufficiency. Community health and well-being are defined as physical and mental well-being, social well-being, disease-free living, anxiety-free living, the need for protection, as well as the community's future concerns and hopes for its children. (Vanclay et al.,2006)

5.2.3) The researcher studies how the personal environment affects the quality of work-life and how supporting factors affect the personal environment of personnel, which can be summarized as follows: Due to social distancing measures, a decline in group activities, and the fact that smaller groups foster greater levels of trust than larger ones, social bonds are weakening. As a result of such occurrences, personal differences increase, leading to a more stressful and anxious lifestyle, as well as mistrust of family, friends, coworkers, and other close individuals. This could result in a lack of cooperation among the organization's employees. Performing collaborative work on your own, resulting in an increase in errors and office tension. (Public Organization, 2020).

5.2.4) Workplace Environment (Moos, 1974) concluded that certain equipment and machinery must be used simultaneously, which increases the risk of virus transmission and poses a health risk. During the pandemic, the organization placed a greater emphasis on preventing the spread of the COVID-19 virus than on improving employee health.

5.3 Operational Performance Competency

In the 1970s, Prof. Dr. university psychologist David C. McClelland was a pioneer in the application of competence concepts. Numerous business consultancies, including Harvard, have studied how the performance of individuals in the same role varies. (McClelland, 1970) The results of the study concluded that highly performing personnel possessed such a thing as competence, and in 1973 McClelland wrote an academic paper, "Testing for Competence rather than Intelligence," which marked the origin of the concept. According to McClelland, a person's characteristics are like icebergs with a tiny portion floating above the water that can be easily viewed and measured: knowledge and skill, where skill refers to ability or exceptional expertise in a variety of disciplines. The other large portion is submerged and cannot be observed or evaluated as the part that has the greatest influence on a person's behavior, such as their social role or self-image.

To achieve exceptional performance requires more than an attribute or the ability to acquire knowledge and skills; for employees to become extraordinary performers, a comprehensive drive is required, such as emphasizing personal characteristics that are properly represented in society. (Scott B. Parry, 1998) Defined competence as a collection of knowledge, skills, and attitudes that influence the accomplishment of individual performance, which is a duty or role. Nevertheless, the essential elements of competence are interdependent and mutually supportive in three ways:

5.3.1) Knowledge is defined as what one learns through study, research, or experience, and this definition includes both practical skills and understanding abilities as well as knowledge obtained directly from experience. Knowledge in people, or implicit

knowledge, refers to individual knowledge derived from experience, study, conversation, training, and an individual's attitude as knowledge plus intellect and experience.

5.3.2) Skills refer to the actions that are repeated many times in matters related to both life and profession based on knowledge, which consists of job-specific skills, the fundamental skills of the job, for which each department has different missions and will be the source of different core skills, and management skills refer to expertise in operations tasks assigned by the organization using various resources through a systematic administrative process.

5.3.3) Person attributes mean thoughts, feelings, attitudes, motivations, and personal needs. A person's image is composed of their characteristics.

6. Methods and Methodology

In this section, we describe the population, data collection methods, instruments, and data analyses used.

6.1 Population, sample, and data collection

This study's population consisted of aviation personnel working at Suvarnabhumi International Airport. The exact number of the population is unknown. The sample size was calculated by using the unknown population formula, which required collecting data from a minimum of 385 aviation personnel and increasing the size of the sample by 15%; therefore, the size of the sample was 400 aviation personnel.

6.2 Instruments

The questionnaire was divided into three sections: demographic information (5 questions), the impact of the COVID-19 pandemic on work-life quality (16 questions), and operational performance (19 questions). The items used were validated and tested for reliability.

Item Objective Congruence Index: IOC was created by three experts. All questions with an IOC value between 0.67 and 1.00 passed the criteria, were taken to try out with a sample group, and received a confidence value of 0.974.

7. Data Analysis and Results

7.1 Descriptive statistic

Table 1
Demographic Characteristics of Participants

	Number	%
Gender (n=400)		
Male	220	55.0
Female	180	45.0
Age		
21 - 30	223	55.8
31 - 40	138	34.5
41 - 50	34	8.5
51 and above	5	1.2
Educational Level		
Lower than high school	13	3.3
High School	28	7.0
Vocational Certificate	36	9.0
Bachelor	277	69.3
Master and above	46	11.4
Occupation		
Flight Attendant	78	19.5
Ground Staff	243	60.8
Security Staff	45	11.3
Cleaning Staff	25	6.3
Others	9	2.1
Income per month		
5,001 - 15,000	86	21.5
15,001 - 25,000	147	36.8
25,001 - 35,000	86	21.5
35,001 and above	81	20.2

The majority of participants were male (55%) and aged 21–30 (55.8%). Most had a bachelor’s degree (69.3%) and were from ground service departments (60.8%). The respondents mostly had a monthly income of 15,001–25,000 Thai baht (36.8%).

Table 2
The overall mean value of the impact of the COVID-19 pandemic on the quality of work life

Impact of the COVID-19 Pandemic	Mean	SD
Economic Conditions	4.34	.58
Social Conditions	4.32	.57
Personal Environment	4.36	.58
Work Environment	4.41	.52
Overall	4.36	.70

Among aviation personnel, the results indicate that the average level of impact of the COVID-19 pandemic on the quality of work life is the highest level (mean = 4.36).

Table 3*The overall mean value of the Operational Performance Competency*

Operational Performance Competency	Mean	SD
Knowledge	4.40	.58
Skills	4.34	.88
Personal Attributes	4.54	.99
Overall	4.42	.69

Among aviation personnel, the results indicate that the average level of operational performance competency is the highest (4.42): work knowledge (highest), feeling supported by your colleagues (high), enjoying working (moderate), not feeling any anxiety at work (moderate).

Regarding personal characteristics at work, the supervisor accepts and believes in your task (highest), you acknowledge and value the work you perform, and you like working (highest).

Factors affecting the work performance of aviation personnel at Suvarnabhumi International Airport when considering all aspects were personal characteristics at work (highest), work skills (highest), and knowledge in practice (highest), respectively.

7.2 Correlations

The impact of the COVID-19 pandemic on the economic conditions, social conditions, personal environment, and work environment aspects that affect knowledge, skills, and personal attributes by using Pearson's correlation statistical analysis.

Impact on the quality of work-life	Economic Conditions, Social Conditions, Personal Environment and Work Environment that affect Knowledge, Skills and Personal Attributes			
	Pearson's Correlation	Signification Level	Direction	Relationship Level
1. Economic conditions that affect knowledge in operational performance competency	.568	.001	positive	moderate
2. Economic conditions that affect skills in operational performance competency	.525	.001	same	moderate
3. Economic conditions that affect personal attributes in operational performance competency	.388	.001	same	low
4. Social conditions that affect knowledge in operational performance competency	.615	.001	same	moderate
5. Social conditions that affect skills in operational performance competency	.584	.001	same	moderate

Impact on the quality of work-life	Economic Conditions, Social Conditions, Personal Environment and Work Environment that affect Knowledge, Skills and Personal Attributes			
	Pearson's Correlation	Signification Level	Direction	Relationship Level
6. Social conditions that affect personal attributes in operational performance competency	.414	.001	same	low
7. Personal environment that affect knowledge in operational performance competency	.634	.001	same	moderate
8. Personal environment that affect skills in operational performance competency	.574	.001	same	moderate
9. Personal environment that affect personal attributes in operational performance competency	.418	.001	same	low
10. Work environment that affect knowledge in operational performance competency	.708	.001	same	moderate
11. Work environment that affect skills in operational performance competency	.630	.001	same	moderate
12. Work environment that affect personal attributes in operational performance competency	.499	.001	same	low

Objective summary

Objective 1: The results of the analysis of personal factors revealed that there were 220 males, 223 people aged 21–30 years, 277 people with a bachelor's degree or equivalent, 243 people who are ground service agents, and 147 people with an average monthly income of 15,001–25,000 baht.

Objective 2: The COVID-19 epidemic had the greatest impact on overall work life quality (4.36), with the first being the workplace aspect (4.41), and the last being the social aspect (4.32).

Objective 3 The performance of aviation personnel at Suvarnabhumi International Airport had the highest overall rating of 4.36, with the first being personal characteristics in the performance of work (4.54), and the last being skills (4.34).

Hypothesis result: The impact of the COVID-19 epidemic on the economic, social, personal, and workplace aspects that affect knowledge, as well as the skills and personal attributes, when viewed individually, can be seen to be in the same direction, respectively, in relation to the level of relationship. There are two levels of correlation: low and medium, respectively.

8. Discussion

Personal factors of aviation personnel at Suvarnabhumi International Airport, when analyzed by aspect, showed that the COVID-19 pandemic affected the quality of work-life similarly across genders, but differently across ages, occupations, education, and average monthly incomes. This is consistent with Sriwan Sereerat (2009), who asserts that individuals with distinct demographic characteristics will have distinct psychological traits.

The COVID-19 pandemic has the same effect on Suvarnabhumi International Airport aviation personnel's quality of work-life and operational performance. In terms of relationship level, there were different levels of relationship at low and medium levels, with the work environment affecting knowledge of work, followed by the personal environment, and then the work environment affecting skills, in line with (Moos, 1974), which states that workplace insecurity due to work equipment increases the risk of disease outbreaks and decreases workplace comfort, and that organizations are decreasing employee health promotion because they must focus on preventing the spread of COVID-19 rather than promoting employee health, which is consistent with Parry, Scott B. (1988). pp. 48–56 said that core knowledge is the fundamental information that every member of an organization must possess. Advanced knowledge is knowledge that guides an organization to the point of competition; it is specialized knowledge that is distinct from competitors, and innovation knowledge is knowledge that enables an outstanding organization to become a market leader.

When each aspect of aviation personnel's operational performance at Suvarnabhumi International Airport was examined, it was discovered that personal attributes in performance were rated the highest. The aspect of work skills was at the highest level of opinion. Working knowledge was at the highest opinion level, respectively. According to the research of Jutamas Charoensuk and Krisada Muhammad (2021), the operational competency factors that most affected the operational efficiency of military officials: a case study of the Royal Thai Armed Forces Development Headquarters were ethics, professional skill attitude, and professional value, with a statistical significance of 0.05 for professional knowledge that did not affect and a predictive power of 73.4%.

9. Suggestion and Future Research

Reducing the impact of the COVID-19 epidemic on the quality of work life.

To reduce the economic impact, the government should provide remedial measures for employees affected by COVID-19 by supporting subsidies for employees with reduced income and aiding companies in covering a portion of affected employees' salaries to prevent layoffs.

To reduce social impacts, organizational executives should schedule video conference meetings and discussions between personnel and organizational executives to discuss the problem and exchange ideas, which can reduce the stress of personnel.

Organizations should maintain the standard of increasing the salary and position of personnel as appropriate, while minimizing the personal impact on personnel, in order to strengthen the confidence of personnel in the organization and provide stability and advancement opportunities at work.

To reduce the impact on the workplace, the organization should implement safety standards to prevent the spread of the virus, such as setting up desks so that there is space between people,

not sharing office equipment unless absolutely necessary, requiring employees to always wear gloves, and requiring employees to always wear a mask at work.

Enhancing the ability on operational performance.

In terms of operational knowledge, executives in the organization should organize work-related knowledge training for personnel via video conference so that personnel are constantly aware of up-to-date information and are aware of operational guidelines that must be revised at least every three months to reflect the current situation.

In terms of operational skills, executives in the organization should organize training for personnel to improve their skills by practicing in actual circumstances with no more than 30 participants.

As for personal characteristics, executives in the organization should test personnel's skills, abilities, and attitudes at least twice a year and set up awards for each rank along with appropriate compensation in each position for service-minded personnel or those who never break the organization's rules to increase motivation and operational efficiency, particularly during the pandemic when personnel may have more time to create work.

For future studies, we suggest further research on operational guidelines to reduce the risk of exposure to COVID-19 and the impact of the COVID-19 pandemic on aviation personnel at other airports and other types of businesses affected by COVID-19.

10. Conclusion

This study presents the average value of the impact of the COVID-19 pandemic on aviation personnel at Suvarnabhumi International Airport. In light of the above discussion, the impact of the COVID-19 pandemic has affected the operations of aviation personnel at Suvarnabhumi International Airport. Organizations and relevant agencies ought to focus on developing, enhancing, and establishing operational guidelines in order to increase their service capabilities during the pandemic.

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Consumer Perception, Behavior and Satisfaction of Mobile Banking Payment Specific in Purchasing at Brick & Mortar Stores

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Abstract

This study focuses on consumer perception impacting on behavior, and satisfaction with mobile banking payments at brick-and-mortar stores. This study's research approach is quantitative research method. Quantitative analysis was performed by administering online questionnaires to 398 respondents. Information gathered from Mobile Banking App users. The majority of respondents are confident in their abilities to do mobile banking transactions. Utilizing the mobile banking app will expedite their activities, provide a new means of payment for each generation, and be beneficial overall. The results show consumer perception and customer satisfaction have a beneficial effect on customers' propensity to use mobile banking applications in physical locations. Moreover, Bangkok and the metropolitan area have higher levels of consumer perception and customer satisfaction than the regions. Respondents already understand and can effectively utilize the mobile banking app, and they will also advocate mobile banking to others. In conclusion, mobile banking app payments increase customer satisfaction when making in-store purchases.

Keywords: Brick & Mortar Stores, Perception, Behavior, Satisfaction, Mobile Banking App

1. Introduction

Historically, when people wanted to purchase something, they used cash. People carry cash to make purchases. During that time, currency was very prevalent. All brick & mortar stores, conventional in-stores, shopping malls, street shops, and markets only accepted cash for purchases. People continue to go directly to stores for purchases, like Face-to-Face shopping practices. Thailand does not yet have a cashless society or electronic transactions at the time.

Modern technology has a significant impact on every element of human life. Technology enables banks to enhance their payment system and develop additional payment choices. People can have a different payment experience on a different platform. Numerous Thai banks have developed Mobile Banking Applications for payment. It enables customers to do financial transactions via smartphones, iPads, and other mobile devices. Currently, individuals have the option to use mobile banking. Payment has grown easier in our daily lives. It is currently one of the cashless payment platforms.

In China mobile payments have increased rapidly every year since 2010. Mobile payment is the favored payment option among Chinese customers. We know that mobile payment has a promising trend and a significant market in China because users value its utility and ease. In addition, each mobile payment provider has contributed to the system's development alongside the government, public sector agencies, and communities. Consumers can utilize online payment systems for a variety of expenses, including network service fees, hospital reservation fees, traffic infraction fees, taxi tickets, and water fees. Concurrently, the implementation of an automatic deduction system makes mobile payment more convenient, intelligent, and efficient, particularly for public sector organizations (Yuanyuan et al., 2019). Approximately two years ago, mobile payment became popular during the covid -19 scenario. People are reluctant to touch objects that have been touched by another person, thus they wish to limit the chance of being exposed to germs by making payments via the mobile banking application. Cashless payment can efficiently aid in maintaining social distance between buyer and seller.

The Thai government developed Bao Tang for Thai citizens. The Bao Tang Application is a digital wallet. It is intended to assist Thais in covid -19 time and increase revenue for local brick-and-mortar stores. The Thai government launches the haft pricing project, we travel together project, and 33 other initiatives to expand payment options and payment channels. People can add funds to the Bao Tang application in order to make purchases in physical stores. The Bao Tang Application enables city residents and residents of other provinces to access cashless payment swiftly and easily. Brick and Mortar Stores can anticipate payment in Bao Tang. It can enhance their store's sales and revenue. As a result, the payment behavior of Thais has radically shifted from traditional to digital. Therefore, the researchers were interested in the characteristics that influence the intention to use mobile payment applications, particularly at brick-and-mortar establishments.

This article intends to investigate customers' perceptions of mobile banking during in-store purchases, a shift in consumer behavior from cash payment to mobile banking payment, and consumer satisfaction with mobile banking in brick-and-mortar stores. We discovered that consumer perception and customer satisfaction have a beneficial effect on customers' propensity to use mobile banking applications in physical locations. Moreover, Bangkok and the metropolitan area have higher levels of consumer perception and customer satisfaction than the regions.

This paper comprises the following 5 sections: Section 1 was the Introduction. Section 2 gives details of the related literature and hypothesis development. Section 3 describes the data, variables and methodology used in this study. The empirical findings and discussions are presented in Section 4. Section 5 concludes our study.

2.Literature Review

2.1/Brick & Mortar Stores

Brick & Mortar Stores allow customers to interact with products. Before buying, consumers want to try, touch, and hold the thing. Brick-and-mortar allows customer-staff engagement. Staff can advise, answer questions, and close sales. Consumers like to see lovely products with creative design in-store, adorning the in-store screens or term with different seasons like Christmas, Halloween, etc., and offering them something they cannot find elsewhere. Brick-and-mortar stores prefer showrooming. Consumers may inspect and research products before buying (Domadenik, P., Koman, M., & Redek, T,2018). Matt Duczeminski (2018) defines a brick-and-mortar store as a retail space where a business owner can display their products and allow customers to try them on. However, online shopping is now growing rapidly, but

consumers still prefer brick-and-mortar stores since they still have trouble checking out and paying online. Online shopping costs more due to taxes and shipping. Online commerce lacks payment mechanisms like QR codes, WeChat pay, and Alipay. Consumers may be dissatisfied since product delivery takes longer than in-store purchases. Sometimes online shopping websites and apps crash during shopping.

2.2 Mobile Banking

Mobile Banking is a bank service that enables customers to do transactions via an application on their smartphone, iPad, or tablet without physically visiting the bank. Mobile Banking is the use of a mobile device, a network or the internet, and a bank account to conduct financial transactions (Bailey, A. A., Pentina, I., Mishra, A. S., & Ben Mimoun, M. S., 2017). There are three distinct types of mobile banking. Mobile Banking via SMS corresponds to SMS banking. SMS texts allow users to check their account balance and receive money. Users must register with the bank for service and register their account number. Mobile Banking using the wireless application protocol (WAP) necessitates the download of an official banking application for use with smart devices. After registering for mobile banking, the customer will receive a username and password from the bank. The use of mobile banking is possible. It is like SMS, except Mobile Banking over unstructured supplementary service data (USSD) does not store these communications. Not required are internet access or smart devices. This sort of mobile banking will include USSD codes, such as checking a cell phone's balance and submitting a USSD code to win a prize (Chen, S. C., Chung, K. C., & Tsai, M. Y., 2019).

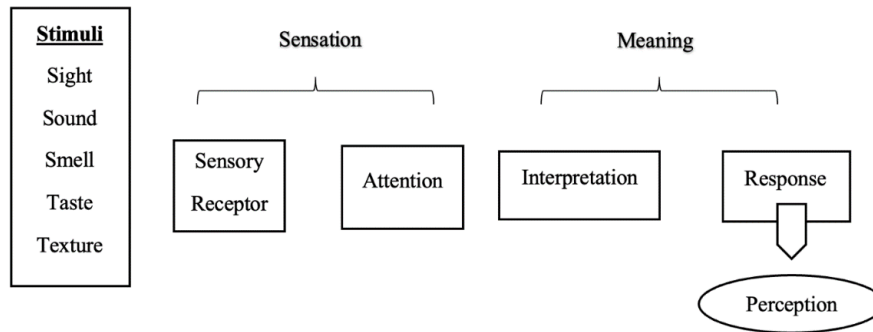
2.3 Consumer Perception

Schiffman and Kanuk (2017) characterized perception as a psychologically complicated process with physiological components. The psychological or mental process begins with selecting, arranging, and interpreting for consumers to give an object meaning. Niosi (2021) indicated the consumer perception process from stimuli to response and perception (see Figure 1). The perception process begins with a stimulus that stimulates the five senses and is referred to as a sensation. Some stimuli originate from outside the individual, while others originate from within the individual. External sensory elements, such as contrast or dramatic differences, novelty, intensity, object size, and movement, might influence consumer decisions. External sensory variables, such as contrast or visible variations, originality, brightness, the number of things, and change or repetition, might impact customer decisions. Therefore, we expect the following:

H1: Perception affect consumers' behavior in using Bank's Mobile Payment Application in purchasing at Brick & Mortar Stores.

Figure 1

Consumer Perception Process



Source: Niosi Andrea (2021)

2.4 Customer Satisfaction

Consumer satisfaction is an assessment of how pleased or dissatisfied a company's customers are with its products, services, or overall experience. Customer Satisfaction is a concept that contributes to consumer satisfaction success. Consumer happiness is the result of both client expectations and operator service. Consumer satisfaction is a metric that measures the pleasant emotions of consumers. Based on the level-based ratings, such as online review ratings, star pressing when paying for services, and assessing the service at the table after receiving it. Therefore, it is crucial to always be open to substances, also known as two-way communication, that is, it is required for humans to speak with one another. It is the acceptance of both compliments and consumer feedback (Sophia Bernazzani, 2018). Yang et al. (2018) discovered that customer satisfaction has a direct effect on customers' propensity to use mobile payment services. It indicates that customer pleasure is believed to positively influence customer behavior. The behavioral intent to adopt a mobile payment service will increase as customer satisfaction levels rise. Yun and Jung-Min (2022) discovered that salesperson selling practices can increase consumer usage intent via customer satisfaction. It indicates that when promoting mobile payment products, vendors must first remove customers' apprehensions about using mobile payment so that customers will gradually gravitate toward mobile payment. In addition, they must explain the functions of mobile payment to customers. After utilizing mobile payment, users can appreciate the simplicity of mobile payment and enjoy the ambiance that new payment methods provide. In addition, the presence of a salesperson can alleviate clients' uncertainties about mobile payment and boost their inclination to use mobile payment. Through customer satisfaction, therefore, customer perceived value and salesperson selling behaviors can improve mobile payment usage intent. Therefore, we expect the following:

H2: Satisfaction affect consumers' behavior in using Bank's Mobile Payment Application in purchasing at Brick & Mortar Stores.

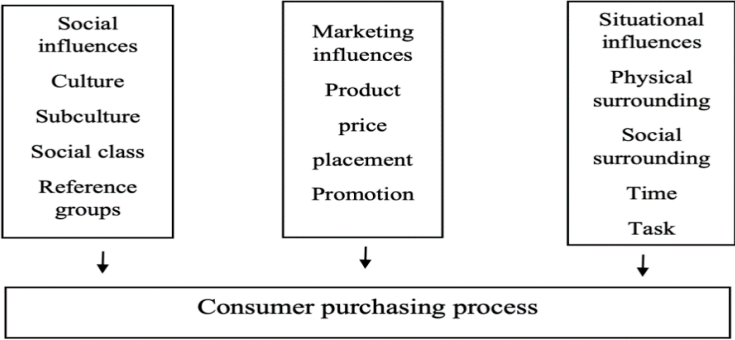
2.5 Consumer Behavior

When consumers desire to purchase a product or pay for a service, they will contemplate their purchase or payment. A consumer's decision-making, influences, social aspects, and actions when purchasing a product or paying for a service (Meg, 2021).

The following three elements influence customer behavior: First, personal variables influence the interests and opinions of consumers. It can be influenced by demographic factors such as income, age, occupation, and way of life. Second, perceptions and attitudes-based psychological aspects. In exchange, all parties should be pleased with the purchase and sale. The perception can accomplish this effect and comprehension from both ends. Psychological

elements include motivation, perception, learning, attitude, and beliefs, as examples. Thirdly, social focus: a community is comprised of a variety of standards and rules to promote systematic behavior. All societal challenges must be present given the current state of affairs and these elements have a significant impact on consumer behavior. Family, society, function, and rank (Louis Hill, 2021).

Figure 2
Three elements influencing Consumer Behavior



Source: Meg (2021)

3. Research Methods

3.1. Data collection

The selected samples in this study are mobile banking app users. Our data is therefore collected from the app users in Thailand. We adopt online-questionnaire, which consists of 40 items and assess on 5-point Likert-type scales. Therefore, the dependent variable in this study is Consumer Behaviour. All items are scattered across the survey randomly, so the respondents could not observe the same underlying factor across multiple items. The questionnaire is developed in English, and then translated into the local language with expert judgments, and back into English to ensure equivalency.

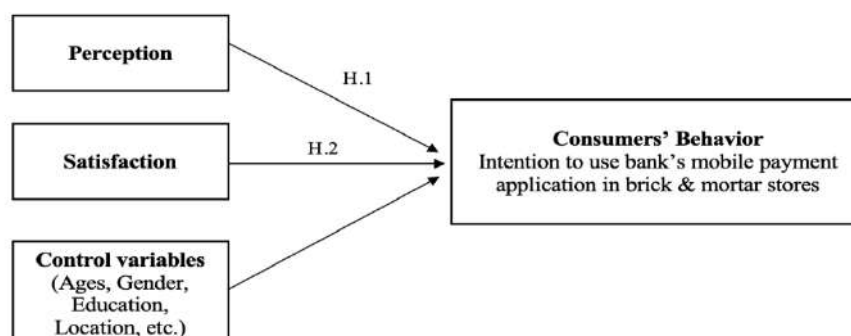
3.2. Empirical model

Our empirical approach proceeds in two ways. First, we investigate the relationship among consumer perception, customer satisfaction and consumer behaviour employing correlation analysis. Figure 3 shows the conceptual framework in this study. Second, we examine the relationship between consumer perception and consumer satisfaction and behaviour intention using regression with control variables for our robustness checks. To do so, we estimate the following equations:

$$CBE_i = \alpha + \beta_1 PER_i + \beta_2 SAT_i + \sum_{j=3}^k \beta_j Control_{i,j} + \varepsilon_i \quad (1)$$

Where, dependent variable is CBE: Consumer Behaviour (intention to use bank’s mobile payment application in brick & mortar stores) and explanatory variables are defined as follows: PER: Consumer Perception and SAT: Customer Satisfaction. Control variables include gender, age, and living location. ε_i is the regression error term.

Figure 3
Conceptual framework



4. Empirical Results

4.1 Sample profile

Table 1 shows the sample profile of the survey in this study. We received acquiescence from 398 participants, all of whom living in Bangkok and Metropolitan area and other area. The items in the sample represent various Mobile App Bank including BualuangM App (204), KMA App (42), K+ App (84) sectors, SCB EASY App (47), Krungthai Next (8) and Other (13). Value per transaction including 1-1,000 Baht (57.3%), 1,001-3,000 Baht (35.4%), 3,001-5,000 Baht (3.5%), 5,001 -10,000 Baht (2.0%) and >10,000 Baht (1.8%). 141 (35.4%) are female and 257 (64.6%) are male. The sample is well educated, with 31.4% having earned undergraduate degree, 59.5% postgraduate degree and 9% high school degree. Most of them are in the age range of below or equal 25 years old (53.3%), 26-30 years old (24.9%), 36-45 years old (9.8%), 46-55 years old (7.3%) and over 55 years old (4.8%). Concerning level of education, 53.3% of our respondents had High school degrees. It can also be seen that most of our participants has Mobile Banking experience.

Table 1
Sample profile of survey

Item	Demographics	Number	%
Gender	Male	141	35.4
	Female	257	64.6
Location	Other	66	16.6
	Bangkok and Metropolitan areas	332	83.4
Education	Undergraduate degree	125	31.4
	Postgraduate degree	237	59.5
	High school degree	36	9.0
Age	below or equal 25 years	212	53.3

Item	Demographics	Number	%	
	26 – 30 years	99	24.9	
	36 – 45 years	39	9.8	
	46 – 55 years	29	7.3	
	over 55	19	4.8	
		204	51.3	
Mobile App Bank	BualuangM (Bangkok Bank)	42	10.6	
	KMA (Krungsri Bank)	84	21.1	
	K+ (Kasikorn bank)	47	11.8	
	SCB EASY (Thai commercial Bank)	8	2	
	Krungthai Next (krungthai Bank)	13	3.3	
	Other			
		1-1,000 Baht	228	57.3
		1,001-3,000 Baht	141	35.4
Value per Transaction	3,001-5,000 Baht	14	3.5	
	5,001-10,000 Baht	8	2.0	
	>10,000 Baht	7	1.8	

Note: 6 Items classify as follows: 1. Gender (male & Female) 2. Location (Other & Bangkok and Metropolitan areas) 3. Education (Undergraduate degree, Postgraduate degrees & High school). 4. Ages (below or equal 25 years, 26 – 30 years ,36 – 45 years ,46 – 55 years, over 55) 5. Mobile App Bank (BualuangM (Bangkok Bank) ,KMA (Krungsri Bank) ,K+ (Kasikorn bank) ,SCB EASY (Thai commercial Bank) ,Krungthai Next (krungthai Bank) , 6. Other Value per Transaction (1-1,000 Baht , 1,001-3,000 Baht,3,001-5,000 Baht , 5,001-10,000 Baht & >10,000 Baht)

4.2 Reliability Analysis

Consumer Perception (PER) are measured with scale developed, which consists of selling orientation (4 items) and Customer Satisfaction (6 items). The Consumer Behavior or intention to use mobile for payment at brick & mortar stores are measured with 4 items. Reliability was examined using composite reliability values. The reliability test estimates the stability of a measure overtime, is also a relevant concern with this type of scale. The Cronbach's alpha value is therefore calculated from variance among. As listed in Table 2, consumer perception, customer satisfaction and customer behavior had acceptable internal consistency with Cronbach's alpha values ranging from 0.074 to 0.826. It is obvious that the alpha value is well above 0.7 as a rule of thumb. Thus, the construct exhibits internal reliability.

Table 2*A summary of reliability and factor analyses conducted.*

Aggregated measure	Number of items	Range	α
Consumer Perception (PER)	4	1 to 5	0.740
Customer Satisfaction (SAT)	6	1 to 5	0.826
Consumer Behavior (CBE)	4	1 to 5	0.763

Note: Cronbach's alpha; PER: Consumer Perception; SAT: Customer Satisfaction; CBE: Consumer Behavior.

4.3 Descriptive Statistics

Descriptive statistics and t-test for living location differences are shown in Table 3. The mean of consumer perception (4.289) is largest for the entire sample. In the same way, Bangkok and Metropolitan people give priority to consumer perception. But the mean of consumer behaviors (CBE) is less than other variables and statistically significant difference among Bangkok & Metropolitan and Province samples. Mostly, the means of consumer perception (PER), customer satisfaction (SAT), and consumer behavior (CBE) in Bangkok & metropolitans are larger than in provinces. Louis Hill (2021) found that personal variables, perceptions and attitudes-based psychological factors, and social orientation have a substantial influence on consumer behavior. Family, culture, function, and status. In addition to this, there are statistically significant differences in PER, SAT and CBE between Bangkok & metropolitans and province samples and statistically significant at 0.01 level.

Table 3*Descriptive statistics and different t-test analysis*

Variable	Entire sample (n=398)		Bangkok & Metropolitan (n=332)		Province (n=66)		<i>t-stats</i>
	Mean	Std.	Mean	Std.	Mean	Std.	
PER	4.289	0.476	4.361	0.451	3.924	0.427	-7.246**
SAT	4.275	0.464	4.351	0.422	3.888	0.473	-7.962**
CBE	4.229	0.479	4.325	0.418	3.746	0.058	-10.038**

Note: PER: Consumer Perception; SAT: Customer Satisfaction; CBE: Consumer Behavior.

** and * statistically significant at the 0.01 level and 0.05 level respectively.

4.4 Hypothesis testing

In addition to this, we also apply the multiple linear regression model with controlling variable such as gender, education level, age, and location for our data analysis. Table 4 shows the regression results. The regression model tested in this research explains 75.9% of total variance of the customer behavior. We can verify the magnitude of multicollinearity by considering each

VIF value. As a rule of thumb, there is high multicollinearity if VIF is above 5. However, Kutner *et al.* (2004) suggested that the multicollinearity problem will occur when the VIF value is over 10 (cut-off point). For the entire sample, we find that PER and SAT positively impacting on the customer behavior and statistically significant. Our results are consistent with our hypotheses; hence we accept H.1 and H.2. Yang et al. (2018) found that customers' tendency to utilize mobile payment systems is directly related to their level of pleasure. It suggests that customer satisfaction is believed to impact customer behavior positively. The behavioral intent to adopt a mobile payment service will increase as customer satisfaction levels rise. When we evaluate the living location independently, we discover that the PER and SAT continue to influence customer behavior in both subsamples. Nevertheless, the tested regression model explains 72.6% and 56.8% of total variance in Bangkok & Metropolitan and provincial samples, respectively. It appears that consumer perception and customer satisfaction can better explain the intention to utilize mobile banking applications in Bangkok and the metropolitan area than in the provinces.

Table 4
Regression analysis predicting customer behavior.

Variable	Entire sample (n=398)		Bangkok & Metropolitan (n=332)		Province (n=66)	
	β	t-stats	β	t-stats	β	t-stats
Constant	0.123	2.539	0.135	3.525	0.396	-0.772
PER	0.039	7.090	0.040**	6.400	0.131**	2.780
SAT	0.041	14.494	0.043**	14.224	0.116**	4.423
Adj. R ²	0.759		0.726		0.568	
F-stats	20.983**		17.586**		18.097**	
Max.VIF.	2.676		2.413		2.396	

*Note: PER: Consumer Perception; SAT: Customer Satisfaction; CBE: Consumer Behavior; Variance inflation factor (VIF) is employed to detect multicollinearity problem and is calculated as $1/(R^2)$ where R^2 is obtained from the regression of the variable on all other regressors specified in the model. ** and * statistically significant at the 0.01 level and 0.05 level respectively.*

5. Conclusion

Overall, the perception of respondents is highly correlated with the objective probability that the use of a Mobile Banking App will inspire confidence and make payment faster than other payment options. When customers think that utilizing a mobile banking app would allow them to do chores more quickly, it will be advantageous to all generations and generate a new method of payment.

When consumers think that utilizing a Mobile Banking App to pay in Brick-and-Mortar Stores inspires trust and is speedier than other payment options, their perception of Mobile Banking

App usage improves. Respondents' daily use of the Mobile Banking App has become a habit. They prefer mobile banking apps to other forms of currency. Respondents already comprehend and know how to use Mobile Banking App, and they will promote Mobile Banking App for payment to friends and others. Moreover, the level of speed and fashion ability of mobile banking apps have become the primary factor in the rise in customer satisfaction. Customer satisfaction increases consumer adoption of mobile banking applications. Using a mobile banking app to pay in brick-and-mortar stores creates convenience for consumers, as well as cost and time savings.

Particularly in Thailand's provinces, several brick-and-mortar retailers lack awareness about mobile payment apps. Government banks and commercial banks should instruct and assist Brick-and-Mortar store owners in implementing improved payment methods for consumers and tourists, such as the creation of QR Code payments and mobile banking applications. This is likely to boost consumer perception and customer happiness, and as a result, consumer intent to utilize mobile banking applications. As a result, Brick-and-Mortar Store owners will be prepared to adopt a cashless world, and banks will gain more customers.

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The Effect of Webcast Atmospheric Cues on Engagement Behavior of Z Generation Customers: Exploring the Role of Customer Experience and Customer Perceived Value

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Abstract

Webcasting has become a new digital economy model for consumption, and live e-commerce has become a popular shopping method for users. Based on stimulus-organism-response theory, this paper explores the influence of webcasting ambient cues on Customers' engagement behavior. This paper also incorporates customer experience as a mediating variable and customer perceived value as a moderating variable to establish a research model and explore the influence mechanism between them in depth. This paper takes Generation Z consumers who already have purchase experience on the webcast platform as the research target, and adopts a convenience sampling method to distribute online questionnaires on the Jitterbug live streaming platform, with an expected return sample of 500. Expected contribution: To provide researchers with new perspectives, enrich the scope and content of each other's research, expand the theoretical base, and give certain management suggestions to business managers. Expected results: Webcast atmospheric cues may indirectly increase customers' engagement behavior by increasing customer experience. Consumers with high customer perceived value may strengthen the relationship between webcast atmospheric cues and customers' engagement behavior.

Keywords: Webcast Atmospheric Cues; Customer Experience; Customers' Engagement Behavior; Customer Perceived Value

1. Introduction

The deep integration of e-commerce and live broadcast has become a new highlight of online consumption. Taobao online independent live-streaming platform, Pinduoduo joint live-streaming promotion with AAUTO Quicker, Jingdong shopping cart access to TikTok, Netease Kaola online short video shopping recommendation channel, and Qunar joint live-streaming platform with Douyu net (Liu, Pingsheng et al., 2020). The live broadcast of e-commerce bypasses traditional intermediate channels such as dealers, adopts live broadcast technology for product display, and relies on the traffic base owned by social media platforms to create a community atmosphere with real-time interaction and enhance the entertainment experience of shopping, so as to integrate consumption behavior with entertainment and social attributes, thus triggering user empathy and sympathy and quickly tapping the consumption potential of platform users, both by providing better experience scenarios and breaking through time and space constraints to achieve consumption upgrade (Liu Fengjun et al., 2020).

With the help of CAS (Celebrity Attitude Scale) scale model, Liu Haiou et al. (2018) established an attribution model for adolescents' involvement in Netflix economic behavior and analyzed

adolescents' involvement behavior and its influencing factors. Liu Fengjun et al. (2020) constructed a theoretical framework of the influence of Netflix live streaming on consumer decision making by combining qualitative and quantitative research, and analyzed the influence of Netflix live streaming on consumer purchase intention and its mechanism. Based on SOR (Stimuli Organism Response) theory, Liu Yang et al. (2020) constructed a research model to analyze the mechanism of the influence of live shopping features on consumers' impulsive and purposeful purchasing behaviors.

Customers' engagement behavior is a customer relationship maintenance tool that is both efficient and low cost, and plays an important role in building sustainable competitiveness for companies (Harmeling et al., 2017). As the Internet has become an effective platform for customer interactions, the paper of customer fit has received widespread attention from both academic and practical communities. With the rise of live webcasting with goods, it has more convenience and serendipity than traditional shopping methods, and driven by live situations, emotional infection and time pressure, live situations make consumers more likely to be willing to purchase than traditional shopping environments (Xie Ying et al., 2019). Then how webcasting can seize the opportunity to increase consumers' Customers' engagement behavior becomes a question worth exploring. In this paper, we read and analyze domestic and international literature and materials, integrate previous studies related to webcasting shopping, and focus on combing the relevant research results of stimulus-organism-response (SOR) theory. Therefore, this paper takes the atmospheric cues of webcasting as the premise to explore how it affects consumers' Customers' engagement behavior. At the same time, SOR theory is applied, and customer experience and customer perceived value are added to create a new model to explore.

2. Literature Review

This chapter provides a more in-depth overview and explanation of the aforementioned webcast ambience cues, customer experience, Customers' engagement behavior, customer perceived value, and stimulus-organism-response theory, and proposes a research hypothesis and research framework based on the theoretical overview.

2.1 Webcast Atmosphere Cues

Atmospheric cues are the creation of a good shopping environment that can generate a positive cognitive-emotional response process, thus contributing to an increase in consumer purchase rate (Lee et al., 2010). These functional cues are called ambient cues, and ambient cues mainly include elements such as environment, communication, function, and structural layout, such as background music. In the live e-commerce industry, conscious website design acts as a positive stimulus for consumers, and the positive stimulus aims to increase effective cognitive-emotional responses from consumers. Hosts or companies can create online ambient cues that influence consumer experiences and perceptions. Floh and Madlberger (2013) define live webcast atmospheric cues as live shopping environments that prompt an emotional or affective response from consumers and increase consumer purchases. This paper adopts Floh and Madlberger's (2013) definition of live webcast atmospheric cues as live shopping environments that prompt an emotional or affective response from consumers and increase consumer purchases.

2.2 Customer Experience

Customer experience is a kind of psychological feeling involving sensory, intuitive, emotional and thinking factors, which is acquired during the process of obtaining goods and receiving

services by customers. According to Becker and Jaakkola (2020), customer experience is a personalized internal reaction formed during the contact process between customers and enterprises. As the research on customer experience continues to deepen, scholars believe that the conceptual definition of customer experience should be combined with the consumption environment in which customers live. Wang, Xinxin and Li, Zhen (2019) believe that customer experience is a unique emotion formed by customers in the process of interacting with goods and services, consumption scenarios, information devices, etc. in a specific environment. This paper adopts the definition of Wang, Xinxin and Li, Zhen (2019), which considers customer experience as a unique emotion formed by customers in the process of interacting with goods and services, consumption scenarios, information devices, etc. in a specific environment.

2.3 Customer Fitting Behavior

According to Brodie et al. (2013), Customers' engagement behavior is the psychological state that customers exhibit as a result of the perception of their experience in building a long-term relationship with a company. van Doorn et al. (2010) argue that Customers' engagement behavior is an extra-transactional behavior. In the virtual brand community, it is the behavior of customers who are motivated by certain factors to spread word-of-mouth, post comments, and help other consumers. The full picture of customer fit cannot be fully captured if it is described only by psychological or behavioral categories, and both psychological and behavioral categories must be considered. This paper adopts the definition of Van Doorn et al. (2010), which considers Customers' engagement behavior as a behavior beyond transaction in which customers identify with a live webcast with goods and show behaviors such as word-of-mouth spreading, posting comments, and helping other consumers in the live broadcast.

2.4 Customer Perceived Value

Customer perceived value is a dynamic rather than a static concept, and refers to a comparison of benefits received and costs paid. The benefits received by customers are the perceived quality of goods or services, and the costs paid include tangible monetary costs and intangible perceived risks. Huang, J. and He, T. (2016) define customer perceived value as the overall evaluation of a product or service that satisfies their specific needs by weighing the benefits perceived by the customer against the costs paid. Customer perceived value is the customer's psychological determination of benefits versus costs during browsing and purchasing activities, and customers will have a stronger perceived value when the benefits received are greater than the costs paid. This paper adopts the definition of Huang, J. and He, T.H. (2016), which argues that customer perceived value is the overall evaluation of the product or service that meets their specific needs by weighing the benefits perceived by customers against the costs they pay on the live streaming platform.

2.5 Research Hypotheses

2.5.1 The Effect of Webcast Atmosphere Cues on Customers' Engagement Behavior

Webcast atmospheric cues are a live shopping environment that can prompt an emotional or affective response and increase consumer purchases in the context of live webcasting with goods (Floh & Madlberger, 2013). Atmospheric cues in online shopping environments can have an impact on both consumer perceptions and emotions (Chiu et al., 2012). On the one hand, when consumers perceive ambient cues from a live platform, consumers are better informed about the platform and the products on the platform, and if the information is accurate, relevant, and timely, it may lead to consumer loyalty to the platform or the products on the platform

(Mazaheri et al., 2011). As a result, consumers may be more willing to use and share the platform and purchase products on the platform.

On the other hand, according to SOR theory, when consumers' perceived webcasting ambient cues are high, they are more likely to induce individual intrinsic responses and extrinsic behaviors (Lai, 2010). In other words, consumers' perceived ambient cues may be attractive to them and trigger a pleasurable mood, and customers will be more likely to have continued use and actively share them with others (Lai, 2010). When live ambient cues are high, customers are more likely to be interested in the platform or the products on the platform, triggering positive customer emotions and more likely to generate Customers' engagement behavior. Therefore, this paper deduces the following hypotheses.

H1: Webcast cue atmosphere has a positive effect on Customers' engagement behavior

2.5.2 Impact of Webcast Atmosphere Cues on Customer Experience

A live webcast ambient cue is a live shopping environment that can prompt an emotional or affective response and increase consumer purchases in the context of a live webcast with goods (Floh & Madlberger, 2013). When consumers' perceived webcast atmospheric cues are high, it helps customers save time, effectively saves time and effort spent in the shopping process, assists consumers in completing purchase transactions with minimal steps, overcomes financial and performance risks, and increases consumer goodwill (Hasan, 2016), resulting in a better customer experience.

According to SOR theory, external stimuli (S) will have an impact on the individual and thus the individual's internal response (O) (Lai, Shengqiang, 2010). In other words, when consumers' perceived webcast atmosphere cues are high, it stimulates consumers' emotions and leads to a pleasant and satisfying psychological state for customers (Gong, Xiaoxiao et al., 2019). As a result, customers are likely to produce a better experience. Therefore, this paper infers the following hypotheses.

H2: Webcast atmosphere cues have a positive impact on customer experience

2.5.3 The Influence of Customer Experience on Customers' Engagement Behavior

The effect of customer experience affects customers' attitudes and behaviors toward the company, such as psychological factors like attitude, satisfaction, trust, and loyalty with behaviors such as continued use, repeat purchase, and value co-creation (Lin et al., 2014). Customers' engagement behavior refers to the behaviors such as word-of-mouth spreading, posting comments, and continued use exhibited by customers in the live webcast bandwagon after being motivated by certain factors (Van Doorn et al., 2010). Meanwhile, good customer experience is an important means for companies to attract and retain customers (Verhoef et al., 2010). Therefore, such customers are more likely to have behaviors such as consistent use and active sharing to others, i.e. Customers' engagement behavior (Brodie et al., 2013).

According to SOR theory, when consumers are stimulated by external stimuli, such stimuli can induce an individual's internal response, i.e., customer experience, which results in Customers' engagement behavior (Shengqiang Lai, 2010). In other words, better customer experience feelings will make customers feel good and dependent on the providers of goods and services of the live platform, which in turn can promote the formation of positive customer attitudes and behaviors, such as consumers will continue to use the live platform and also actively share it with their friends and family. Sun et al. (2014) argue that customer experience perceived usefulness will increase customers' willingness to continue to use. In summary, when customer

experience is high, customers will feel good about and rely on the live streaming platform and the products on the platform, and are more likely to feel satisfied, so customers may identify with the live streaming room and behave in showing word-of-mouth communication, posting comments, and continued use. Therefore, this paper deduces the following hypotheses.

H3: Customer experience has a positive impact on Customers' engagement behavior

2.5.4 The Mediating Role of Customer Experience

When consumers' perceived webcast ambiance cues are high, it helps customers save time, effectively saves time and energy spent in the shopping process, assists consumers in completing the purchase transaction with a minimum number of steps, overcomes financial and performance risks, and increases consumer goodwill (Hasan, 2016), resulting in a better customer experience (Guo & Poole, 2009). When consumers' perceived webcast atmosphere cues are high, it stimulates consumers' emotions, resulting in a pleasurable and satisfying psychological state (Gong, Xiaoxiao et al., 2019). As a result, customers are likely to produce a better experience. Meanwhile, good customer experience is an important means for companies to attract and retain customers (Verhoef et al., 2010). Therefore, such customers are more willing to have the behavior of continuous use and active sharing to others, i.e. Customers' engagement behavior (Brodie et al., 2013).

When consumers perceive vibe cues from a live platform, consumers are better informed about the platform and the products on the platform, and if the information is accurate, relevant, and timely, it may lead to consumer loyalty to the platform or the products on the platform (Vijay et al., 2019). As a result, consumers may be more willing to use and share the platform and purchase products on the platform. According to SOR theory, when consumers' perceived webcasting atmosphere cues are high, they are more likely to induce individual intrinsic reactions and extrinsic behaviors (Lai, 2010). In other words, consumers' perceived ambient cues may be attractive to them and trigger a pleasurable mood, and customers will be more likely to behave consistently using and actively sharing them with others (Lai, 2010). Ambient cues in the online shopping environment can have an impact on consumers' cognition and emotion, suggesting that ambient cues are a stimulus that can lead to emotional responses (Chiu et al., 2012). Customer experience can be used as an intrinsic consumer response, and Customers' engagement behavior as a consumer behavior, so ambient cues will indirectly increase Customers' engagement behavior by influencing customer experience. Therefore, the hypothesis of this paper is as follows.

H4: Customer experience has a mediating role between webcast atmospheric cues and Customers' engagement behavior

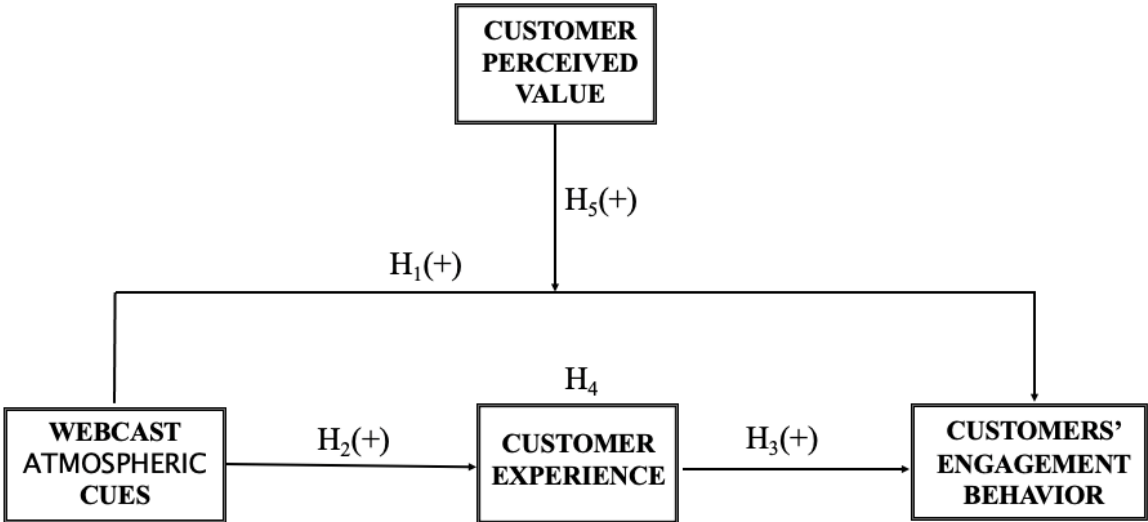
2.5.5 The Moderating Role of Customer Perceived Value

Customers' perceived value comes from the ratio of the benefits consumers receive to the costs they pay (Wang, W. et al., 2018). Customer perceived value is a customer's overall assessment of the utility of a product or service based on benefits and contributions, which is the key to a company's competitive advantage and can directly influence consumer attitudes (Cao et al., 2022). Gan and Wang (2017) proposed that in a live commerce environment, perceived value is a subjective perception of the process and outcome of a user's interaction with a blogger, and customer perceived value significantly affects customer satisfaction and purchase intention. That is, when the customer perceived value is high, the customer will have more satisfaction, generate some positive behaviors, so there will be increased identification and more behaviors such as word-of-mouth transmission, posting comments, and continued use.

Based on what was stated earlier, this paper infers that when the perceived value is high, customers can perceive that the benefits they get from purchasing goods or services on the live platform are greater than the costs they pay, and customers feel satisfied after getting what meets their expectations (Kusumawati & Rahayu, 2020). After being satisfied, customers may be more willing to have continued use and actively share it with others (Brodie et al., 2013). Conversely, when the perceived value of the customer is low, the customer feels that the cost they pay is greater than the benefit they receive, and the customer becomes dissatisfied with the platform. Then customers will not want to use the platform again and will not share it with others. Therefore, there is a reinforcing effect between the positive influence of customer perceived value when the customer is high on webcasting atmosphere cues on Customers' engagement behavior. Therefore, this paper infers the following hypotheses.

H5: Customer perceived value has a positive moderating effect between webcast atmosphere cues and Customers' engagement behavior

Figure 1
Research Framework



Source: Compiled by this paper

3. Research methodology and design

3.1 Variable Definition and Measurement

3.1.1 Webcast Atmosphere Cues

This paper combined the ideas proposed by Floh and Madlberger (2013) to define webcasting ambient cues as the degree to which consumers perceive how many webcasting ambient cues are present. Task cues are shopping environment features used to help consumers achieve their shopping goals, and generally include information such as navigation bars, product descriptions, and shopping carts; aesthetic cues are features that influence the visual image of the shopping environment, such as color, sequencing, website complexity, image style, and other design elements; and social cues support consumer interactions in the shopping environment, such as consumer comments. For the measurement of webcasting atmosphere cues, this paper refers to the scale of webcasting atmosphere cues by Yiwen Zhang (2021), which is divided into three

aspects and mainly contains 10 questions, such as "I think the colors used in Jitterbug live streaming platform are attractive".

3.1.2 Customer Experience

This paper combines the ideas proposed by Xinxin Wang and Zhen Li (2019) to define customer experience as the intensity with which customers form unique emotions. The entertaining experience is a series of inner feelings of pleasure and excitement that consumers have all through the live e-commerce broadcast, and this positive feeling will influence consumers' subsequent consumption behavior. Preferential experience is the attraction such as price discount that consumers are attracted to in the e-commerce live broadcast, such as the issuance of coupons, discount sales, limited-time offers and other activities. Interactive experience refers to the real-time communication and information transfer between consumers and the anchor in the e-commerce live broadcast room, and also includes the experience of consumers interacting with each other through pop-ups, while participating in watching the live broadcast. Professional experience refers to the degree of mastery of the anchor's knowledge related to live broadcast expertise, product performance and other related knowledge and the degree of being able to provide useful information to consumers as felt by consumers in the e-commerce live broadcast room. To measure customer experience, this paper refers to the scale developed by Fan Jin (2022), which measures four aspects, with 15 questions, including "Watching Jitterbug live streaming makes me feel happy", "Jitterbug anchors have rich experience in using the recommended products" "The scale is based on a five-point scale with good reliability and validity.

3.1.3 Customers' Engagement Behavior

In this paper, taking the viewpoint proposed by Van Doorn et al. (2010) and combining it with the context of this paper, Customers' engagement behavior is defined as the extent to which customers identify with the live stream in the webcast and show behaviors such as word-of-mouth communication, posting comments, and continued use in the live stream. For the measurement of customer fit, this paper refers to the viewpoint proposed by Fan (2021) to measure customer fit in terms of behavior, and there are seven questions with topics such as "I will continue to buy the products or services I need on the Jitterbug live streaming platform" with good reliability and validity.

3.1.4 Customer Perceived Value

Referring to the idea proposed by Huang, J. & He, T.H. (2016), this paper defines customer perceived value as the overall evaluation of the product or service that satisfies their specific needs by weighing the benefits perceived by customers against the costs they pay. For the measurement of customer perceived value, this paper refers to the mature scale developed by Yang & Peterson (2004), which has a total of four questions with topics such as "Compared with other live streaming platforms, Jitterbug live streaming platform provides attractive products or services" with good reliability.

3.2 Participants and Data Collection

The respondents of this paper are Generation Z consumers who already have purchasing experience on webcasting platforms (Generation Z refers to people born in 1995-2009). Live-streaming with goods as an online sales method has not only enriched people's shopping, making them shift from a single offline shopping to a multiple shopping method combining online and offline, but also greatly boosted consumption. According to the background of the

paper, this paper is going to investigate from the people who watch the webcast on the platform. Also according to the framework of this paper, the first is the webcast atmosphere cue, which indicates that the investigated group has to watch live on the web platform, and the consumption experience and Customers' engagement behavior, which indicates that the investigated group needs to have the experience of shopping on the web platform in order to produce the consumption experience and Customers' engagement behavior. Social support indicates that the surveyed group has economic independence and live shopping, for example, minors under 18 years old cannot be authenticated with their real names, are not allowed to do live web shopping, and this behavior is not supported by parents.

In this paper, we chose the online questionnaire to obtain the sample. As the "Generation Z" (J. Chen, 2019), who are the native generation of the Internet and important users of social media, online is the main place where they hang out, and with the influence of the epidemic, this paper chooses the online survey method. This paper used the questionnaire star platform to create a web-based questionnaire, which was distributed through social media platforms such as QQ groups and WeChat by means of links and QR codes, and finally collected uniformly. In behavioral research, the basic rule of sample size determination by sampling method: samples larger than 30 and smaller than 500 are suitable for most studies; when there are more variables, a sample size of 10 times or more than 10 times of the variables is optimal. According to Dilman (2000) derived sample formula, the effective sample size must be 384 at 95% credit interval level with sampling error no more than 5% and the parent range in the case of great value. This paper involves more variables, the questionnaire items are 38 questions, and invalid questionnaires are taken into account. Therefore, 500 samples are expected to be recovered in this paper.

3.3 Validity and Reliability Analysis

This paper uses SPSS 26.0 and AMOS 23.0 for reliability and validity testing and hypothesis testing. In this paper, a two-step procedure was used to analyze the data as suggested by Anderson and Gerbing (1988). Confirmatory factor analyses were performed on the validity and reliability of the 35-item four-factor covariance measure model before testing the proposed hypotheses. Hypotheses were then tested with equation-of-variable models, and a mediation analysis was performed using surrogate models.

4. Expected Research Contribution

4.1 Theoretical Significance

With the rise of live webcasting with goods, it has more convenience and serendipity than traditional shopping methods, and driven by live streaming context, emotional infection, and time pressure, the live streaming context makes consumers more likely to be willing to purchase than traditional shopping environments (Ying Xie et al., 2019). Exploring the relationship between ambient cues and Customers' engagement behavior in the context of live webcasting with goods provides researchers with new perspectives and enriches the scope and content of mutual research. Analyzing Customers' engagement behavior, exploring the influence of ambient cues on it, and then seeking how to improve the ambient cues of live streaming scenarios to increase Customers' engagement behavior have become important channels for webcasting platforms to enhance their competitiveness, so this paper wants to explore the relationship between them and highlight the value of the research. This paper also extends the SOR theory by transforming the influence of ambient cues on consumers from the physical to the live webcast with goods in the online environment, and finds that the SOR theory can be

applied as well, providing a new perspective for the paper of live webcast and further extending the SOR theoretical foundation.

4.2 Practical Significance

Webcasting as an interactive way, users can interact with the anchor through instant communication and gift-giving to produce an immersive feeling (Chen & Lin, 2018). In the face of such a large user group, e-commerce companies such as Taobao, Tmall, and Jingdong have opened live-streaming with goods mode as a way to expand sales channels, and the market competition has intensified (Liu et al., 2018). First of all, we expect that the paper of the influence of ambient cues on Customers' engagement behavior through live webcast with goods scene will be beneficial to the live webcast platform to cope with the fierce market competition, and enable the live e-commerce enterprises to gain an in-depth understanding of how ambient cues affect Customers' engagement behavior, so that they can adopt scientific and reasonable development methods and business strategies to build the platform, and make relevant suggestions for platform development projects, market positioning and brand shaping, and continuously promote the development of the platform. This paper is a paper of the influence of customer perceived value on Customers' engagement behavior. By papering the influence of customer perceived value between ambient cues and Customers' engagement behavior in webcasting with goods scenario, this paper expects the live streaming platform to focus on honest transactions to reassure consumers that they can have value for money in the process of using the platform and purchasing products to improve the purchase conversion rate and user experience of webcasting users, enhance brand awareness, reputation and loyalty, and promote economic development.

5. Expected Conclusion

In this paper, we expect that webcast atmospheric cues positively affect customers' engagement behavior, webcast atmospheric cues positively affect customer experience, and customer experience positively affects customers' engagement behavior. In addition, customer experience has a mediating role between webcast atmospheric cues and customers' engagement behavior. At the same time, customer perceived value has a positive moderating effect between webcast atmospheric cues and customers' engagement behavior.

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Explore The Impact of Supply Chain Integration on Procurement and Manufacturing Costs

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Abstract

When the cost of raw materials and labor costs rise, traditional manufacturing enterprises relying on price advantages undoubtedly need effective reforms to deal with them. According to the existing literature and the survey of this study, it is found that the degree of supply chain integration of Chinese manufacturing enterprises is generally low. Therefore, this study selects senior managers of manufacturing enterprises in Guangdong Province and surrounding areas of China, and adopts random sampling method. 303 valid questionnaires were recovered. Discuss the internal integration, supplier integration, customer integration, and enterprise human resource investment level as variables, and explore their impact mechanism on procurement and manufacturing costs. The results of regression analysis show that internal integration, supplier integration, and customer integration all have a significant negative impact on procurement and manufacturing costs; human resource levels have a positive regulatory effect on supply chain integration, procurement, and manufacturing costs.

Keywords: Manufacturing Cost; Internal Integration; Supplier Integration; Customer Integration; Human Resource Investment Level

1. Introduction

The global epidemic and some researches found that the turmoil in Russia, Ukraine, and other regions have led to a surge in the prices of various commodities, resulting in rising manufacturing costs in many important industries. Chinese manufacturing companies do not apply supply chain management as much as Europe and the United States. Supply chain integration may be a viable path. Therefore, this paper deeply studies the impact of supply chain integration on manufacturing costs and the moderating effect of human resource investment levels. The results show that the higher the degree of supply chain integration can reduce manufacturing costs, the level of human resource investment can also play an important role. Finally, provide effective management advice for enterprises to help them survive the crisis. With the continuous advancement of economic globalization, the continuous innovation of partnership and management ideas, and the development and innovation of information technology. The competitive level of enterprises in the market has changed. The competition from traditional economic theories such as reducing manufacturing costs, updating management models, advancing technological equipment, improving product quality, and increasing production and sales scale has transformed into competition between enterprises in the supply chain. After searching and reviewing literature, the author believes that supply chain integration will be a key element for enterprises to win customers and markets, as well as enhance their core competitiveness; The aging population will bring serious challenges to China's overall economy, national finance, and society. The annual decrease in newborns and the gradual aging of the social population will lead to a slowdown or even stagnation in economic growth due to the composition of China's economic debt and the narrowing of the spiral. In combination with the trend of unfavorable survival for enterprises due to changes in

China's social and demographic structure, it has also added more pressure to the human resource management capabilities of enterprises.

Many scholars believe through research that supply chain integration is the most important aspect of reform and upgrading that current enterprises should pay attention to. Chen Xiaohong (2007) believes that in the competitive environment between supply chain and supply chain, supply chain integration ability is a powerful method for enterprises to achieve good performance, stabilize and enhance their competitiveness. In the face of the negative impact of the general increase in manufacturing costs on business operations and the impending negative population growth in China. The important impact of supply chain integration on stabilizing and improving procurement and manufacturing costs on the survival and competition of enterprises in the market, and the role that human resource management can play in it, have become a series of questions worth exploring.

2 Research Hypothesis

2.1 Variable Definition

The definition of supply chain integration in this study is that all units in the supply chain network (suppliers, producers, wholesalers, retailers, customers, etc.) provide higher value to customers, achieve higher business performance, and improve competitiveness through high degree of collaboration (internal integration, supplier integration, customer integration, etc.). And divide it into three dimensions for research: internal integration, supply chain integration, and customer integration. Customer integration refers to the core competitiveness obtained through cooperation with key customers; Supplier integration refers to obtaining core competitiveness through cooperation with key suppliers; Internal integration refers to the foundation for achieving a higher level of supply chain integration in enterprises. Internal integration can promote the interaction of information flow among various departments of organizations, coordinate and optimize the operational efficiency within the organization, so as to better cooperate with external suppliers, provide customers with higher value, and improve the viability and competitiveness of enterprises in the market.

2.2 research hypothesis

Leuschner et al.(2013) found that supply chain integration coordinates and integrates suppliers, manufacturing enterprises, internal enterprises, customers, and other resources so that each node can be seamlessly connected, which can reduce time costs and transaction costs. Flynn et al.(2010) took 617 manufacturing enterprises in mainland China and Hong Kong as the research object and found that the internal integration of supply chain and customer integration has a significant positive impact on operational performance. Petersen et al.(2005) believed that internal integration can optimize development and production processes, reduce product manufacturing costs and improve product quality. Based on the above research, this paper proposes the following hypotheses:

Hypothesis 1: Internal integration and manufacturing cost has reflex the function of cause effect.

Hypothesis 2: Supplier integration and manufacturing cost has reflex the function of cause effect.

Hypothesis 3: Customer integration and manufacturing costs has reflex the function of cause effect.

Bae and Lawler(2000) took 138 Korean companies as the research object, and the research results showed that the level of human resource investment can effectively improve the

degree of supply chain integration, improve corporate performance and reduce the loss of raw materials; Guthrie(2001) took New Zealand companies as the research object. Human resources are the basic conditions for customer integration. The investment effect of human resources investment level can effectively promote the development of enterprises (Li Xiaojuan, 2011). To a certain extent, the level of investment in human resources can reflect the degree of emphasis on human resources, the proportion of capital investment, and the level of human resource management capabilities of enterprises. Based on the above research, this paper proposes the following hypotheses:

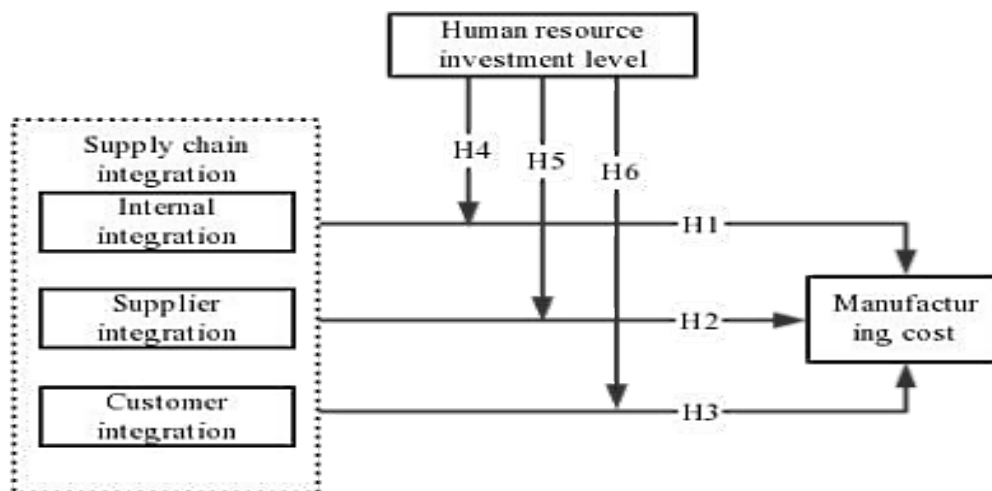
Hypothesis 4: Human resource investment level reflex the positive moderating effect on the relationship between internal integration and production costs.

Hypothesis 5: Human resource investment level reflex the positive moderating effect on the relationship between supplier integration and production cost.

Hypothesis 6: Human resource investment level reflex the positive moderating effect on the relationship between customer integration and production cost.

Figure 1

Theoretical model



Note: Figure 1 is the research model of this study.

3. Research design

3.1 Samples

This study takes the manufacturing enterprises in Guangdong Province of China as the research object, collects data by conducting questionnaire surveys on their managers, and obtains 303 valid questionnaires after screening.

3.2 Variable Definition

According to the definition of supply chain integration by Flynn et al.(2010) and Han (2018), this paper believes that internal integration refers to the higher-level basis for enterprises to achieve supply chain integration. Internal integration can promote the interaction of information flow between various departments of the organization, coordinate and optimize the operational efficiency within the organization, to better cooperate with external suppliers,

provide customers with higher value, and improve the viability of the enterprise in the market and competitiveness. Customer integration refers to the core competitiveness acquired through cooperation with key customers. Supplier integration refers to acquiring core competitiveness through cooperation with key suppliers.

According to the definition of human resource investment level by Li Xiaojuan (2011) believes that the enterprise's human resource investment level refers to the advantages and disadvantages of the enterprise's human resource investment funds in a certain period of time among all enterprises in the same industry. It can indicate the advantages and disadvantages of the enterprise in human resource management, and it is the embodiment of the enterprise's human resource management ability and the relative advancement or level of human resources owned by the enterprise.

Manufacturing cost is the various resources expressed in monetary form consumed by the enterprise in the process of producing products to complete the production and operation goals. Manufacturing cost mainly refers to three parts, namely production-related direct materials, direct labor, and manufacturing costs (Zhang Jianhua, 2001).

4 Empirical Research

4.1 Confirmatory Factor Analysis

Table 4.1
Confirmatory Factor Analysis

Variable	CMIN/ DF	RMR	GFI	AGFI	NFI	IFI	CFI	RMSEA
Customer Integration	1.37	0.04	0.96	0.94	0.96	0.99	0.99	0.03
Internal Integration	1.56	0.03	0.96	0.94	0.96	0.99	0.97	0.04
Supplier Integration	1.16	0.04	0.97	0.95	0.97	0.99	0.99	0.02
HRL Investment Level	2.67	0.06	0.96	0.92	0.95	0.97	0.97	0.07
Manufacturing Cost	1.28	0.04	0.97	0.95	0.98	0.99	0.99	0.03
Standard	<3	<0.08	>0.9	>0.9	>0.9	>0.9	>0.9	<0.08

This study uses AMOS 25.0 software for model fitting analysis. The second-order model of internal integration, customer integration, supplier integration, human resource investment level, and manufacturing cost is connected by oblique correlation. After fitting, as shown in Table 4.2, the fitting index data shows that: CMIN/DF are all less than 3, GFI, AGFI, NFI, TLI, IFI, and CFI are all above 0.9, and RMR is all less than 0.08. The RMSEA is less than 0.08, and each fitting index is in line with the general research standards. Therefore, it can be considered that the model in this study has a good fit, which also shows that the model of each variable in this study is reasonable.

Table 4.2*Validation factor analysis results*

Variable	Item	Normalized factor loadings	CR	AVE
Customer Integration	Customer communications	0.799	0.847	0.649
	Customer partnership	0.814		
	Customer satisfaction	0.804		
Supplier Integration	Supplier exchange	0.904	0.852	0.659
	Supplier Partnership	0.798		
	Supplier participation	0.724		
Internal integration	Internal Information Integration	0.887	0.845	0.646
	Internal Synchronization and Collaboration	0.769		
	Business Process Optimization	0.861		
Human resource investment level	Recruitment	0.734	0.825	0.612
	Training	0.738		
	Result	0.861		
Manufacturing cost	Direct material	0.812	0.829	0.608
	Direct labor	0.819		
	Manufacturing costs	0.726		

After passing the fitting index test of the confirmatory factor analysis model, it is necessary to analyze the convergent validity of the data. According to the suggestion of Fornell and Larcker(1981)[10], judge whether the measurement scale has convergent validity according to three criteria, that is, all standardized the factor loading should be greater than 0.5, the CR should be greater than 0.6, and the AVE should be greater than 0.5. This paper advocate this point of view in the process of empirical research.

As shown in Table 4.3, it can be seen that the factor loading of each measurement index is greater than 0.60, the combined reliability value of each latent variable is greater than 0.7, and the average variation extraction AVE is greater than 0.5, which is consistent with Formell and Larcker (1981) for convergence The test and judgment of validity shows that the items of customer integration, supplier integration, internal integration, human resource investment level, and manufacturing cost scale can significantly converge on common factors, and the convergent validity is good.

4.3 Regression Analysis

Table 4.3
Regression Analysis Results

	Manufacturing Cost
	M1
Customer integration	-0.316***
Internal integration	-0.222***
Supplier Integration	-0.241***
ΔR^2	0.447
ΔR^2 Variety	0.379
F	29.75***

As shown in the table above, Customer integration, internal integration, and supplier integration are used as independent variables, and manufacturing costs are used as dependent variables.

Using SPSS for regression analysis.

From the model M1 in the above table, it can be obtained that internal integration has a significant negative impact on manufacturing costs ($\beta=-0.222$, $p<0.05$), that is, the higher the degree of internal integration, the higher the collaboration ability of various internal parts, and the higher the overall operating efficiency. Reduce manufacturing costs, so assume that H1 is established; supplier integration has a significant negative impact on manufacturing costs ($\beta=-0.241$, $p<0.05$), that is, the higher the degree of supplier integration, the higher the utilization rate of resources in each production link. The waste of resources can reduce manufacturing costs, so the hypothesis H2 is established; customer integration has a significant negative impact on manufacturing costs ($\beta=-0.316$, $p<0.05$), that is, the higher the degree of customer integration, the better the company can understand customer needs the better to adjust the output and quality of the product, the more the manufacturing cost can be reduced, so hypothesis H3 is established.

5. Conclusion

This paper makes an in-depth study of the impact of supply chain integration on manufacturing costs and introduces the level of human resource investment as a moderating variable. According to the results of data analysis, the research conclusions are as follows: internal integration and manufacturing costs have a negative impact, the higher the degree of internal integration, the lower the manufacturing cost; supplier integration and manufacturing costs are negative, the higher the degree of supplier integration, The lower the manufacturing cost; customer integration and manufacturing cost have a negative impact, the higher the degree of customer integration, the lower the manufacturing cost; the level of human resource investment has a positive adjustment effect among internal integration, supplier integration, customer integration and manufacturing cost That is, the higher the level of human resource investment, the stronger the negative impact on integration and manufacturing costs.

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The Impact of Organizational Climate on Job Performance: The Mediating Role of Craftsmanship

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Abstract

This study aims to explore the relationship among organizational climate, craftsman spirit, proactive behavior and job performance. Through literature review, this study makes the hypothesis on the relationship between perceived organizational climate and employee's job performance. The mediating effects of craftsman spirit and the moderating effects of proactive behavior on the above relationship above will also be verified. 500 questionnaires would be distributed by convenient sampling to the employees of the automobile industrial zone in Huadu District, Guangzhou, China. through "questionnaire stars" link to enterprise's work groups. Data will be analyzed by SPSS 25.0 to verify hypotheses. Suggestions to real industrial companies would be proposed.

Keywords: Organizational Climate; Job Performance; Craftsmanship; Proactive Behavior

1. Introduction

Talent is an important competitive resource for an enterprise. In the final analysis, the competition among enterprises is still the competition of "people". Whoever has "talent" will gain an advantage in the competition. Therefore, building an excellent team is the key to enterprise competition. How to attract and retain talents and make talents Creating value for the organization is a topic that the organization must face in its development path. Some scholars have confirmed that a good organizational climate is a key factor affecting employee morale and job satisfaction (Abgozo *et al.*, 2017), and it also affects employee job performance (Osmani *et al.*, 2022).

This article talks about job performance because performance is a key factor in a market economy, which reflects employees' work skills and work enthusiasm (Faeq & Ismael, 2022), In a profit-oriented market economy, the pursuit of high salary is the career ambition and purpose of employees (Pogan, 2014). For enterprises, creative employees are one of the important resources (Xiao, 2020). This article believes that craftsman spirit is an important factor in cultivating employees' creativity, and it may have a guiding role in improving efficiency and job performance.

Scholars believe that the craftsman spirit is a comprehensive reflection of professional norms and professional ethics. In recent years, scholars in various industries have conducted various researches on craftsman spirit. Organizations want to cultivate employees' craftsman spirit to influence and restrain employees' work behavior, encourage employees to maintain a "professional" and "fine" working attitude for a long time, and encourage employees Actively develop one's own ability (Peng & Yang, 2022), so as to achieve the growth of overall performance. Through literature review, the research questions are proposed as follows:

1. How does organizational climate (friendly relationship climate, fair climate, supportive climate) affect job performance?

2. What is the impact of organizational atmosphere (friendly relationship atmosphere, fair atmosphere, supportive atmosphere) and craftsmanship?
3. How does the spirit of craftsmanship (exquisite craftsmanship, excellence) affect job performance?
4. How does organizational climate affect work performance through craftsmanship?
5. What is the role of proactive behavior between craftsmanship and job performance?

2. Literature Review

2.1 Organizational Climate

Organizational climate is a unique situation within an organization, and members of the organization can perceive and influence it (Song & Shan, 2019). It is the common cognition of members of the same organization. After the organizational climate was first proposed in the 1920s, the definition of its concept has not yet reached a consensus among scholars.

From the perspective of individual psychology, this article mainly focuses on the individual's cognition and feelings about the organizational environment or situation. The organizational environment is considered to be an environmental or situational characteristic inherent in the organization, which can be perceived and experienced by each member. This article reference to Song and Shan (2021), the organizational climate is divided into three dimensions: friendly relationship atmosphere, fair atmosphere, and supportive atmosphere. Friendly relations atmosphere is the embodiment of the degree of friendship between individuals in the organization. Fair atmosphere refers to the individual's subjective psychological perception of whether the treatment is fair or not. Supportive atmosphere is the individual's perception of whether there is an environment in an organization that supports learning and work innovation.

2.2 Craftsman Spirit

Craftsman's spirit is a kind of professional quality and professional attitude. It is a comprehensive manifestation of an individual's professional ability, morality and quality, which can be reflected in the behavior of the individual in specific work. The development of craftsman spirit was earlier, but the specific research on the spirit of craftsmanship has only been mentioned again in recent years, and there is no complete and systematic definition (Yang *et al.*, 2021). This article cites the research of Liu *et al.* (2022) believe that craftsman spirit is the conscious behavior formed by employees at work. It is based on superb technology, pursues perfection and excellence, pioneering spirit and, keep improving, strive for excellence, and professional attitude beyond self .

Since the measurement and dimensions of craftsman spirit are the same as its concept, there is no unified for a unified authority (Ye *et al.*, 2023), and craftsman spirit is jointly affected by work motivation, opportunity and ability, and ultimately reflected in the work behavior of excellence (Chen *et al.*, 2022). This article draws on the views of scholars, believe that craftsmanship is a professional attitude of pursuing excellence and excellence, emphasizing high attention to detail and concentration (Liu *et al.*, 2022), the ability to continuously learn and improve one's skills and knowledge (Zhu *et al.*, 2022), the spirit of exploring new methods and technologies in practice (Li *et al.*, 2021). Therefore, this article cites the research of Liu *et al.* (2022) to divide the spirit of craftsmanship into two dimensions: exquisite craftsmanship and keep improving. Exquisite craftsmanship is the level of skill possessed by the employees themselves. Refers to the high-level level in the field of post itself, which is the professional

quality accumulated and possessed in daily study and work; keep improving is the pursuit of perfection, continuous innovation, etc., which means that employees complete the work through their own efforts in the post. Even better, the pursuit of perfection.

2.3 Job Performance

Job performance refers to the results achieved by employees in their jobs. This article cites view of Lian *et al.* (2013). It is considered that the job performance is the result of the employee's behavior, achievement, and potential stimulation in order to achieve the established goals of the organization within a certain period of time, and it is the behavioral result of the employee's work. Divide job performance into two dimensions: task performance and peripheral performance. Task performance refers to the degree of contribution of employees to their own work arranged by the organization, which is a concrete manifestation of job proficiency. Peripheral performance refers to the proficiency of employees in activities other than their own work and in other tasks that improve the overall effectiveness of the organization.

2.4 Proactive Behavior

With the ever-changing market environment, organizations are increasingly relying on the proactive behavior of employees to respond flexibly to changes. "Employee initiative" originated from positive psychology. Referring to the views of scholars, it is found that scholars roughly explain proactive behavior from three perspectives: individual differences, behavior patterns, and behavioral processes. Although they have different perspectives, they seem to have a common understanding of proactive behavior, that is, proactive behavior is spontaneous, motivated, and transformative. Nsereko *et al.* (2022) defined it as a comprehensive behavior, which is a self-directed, proactive, and continuous change behavior in order to change or improve the existing situation or meet more requirements.

2.5 Hypotheses

2.5.1 Organizational Climate and Job Performance

Many scholars believe that the friendly relationship atmosphere is jointly created by individuals and other people (Song & Shan, 2019). In the cooperation, the mutual care and sharing between employees can realize the relationship of trust, the intimate interaction between employees can transfer knowledge to each other and increase the possibility of mutual learning and cooperation between employees, which will be conducive to the improvement of job performance. Scholars believe that organizations will bring unique and innovative ideas through mutual learning among employees, thereby improving employee performance (Desta *et al.*, 2022). Secondly, a good communication atmosphere among employees can promote the transmission and understanding of information (Wang *et al.*, 2014), and provide a suitable space for creativity. By sharing their knowledge and cognition, employees can increase thinking collisions, generate new ideas more easily, put forward new ideas, implement creative behaviors, and finally achieve organizational goals. The higher the degree of intimacy among employees, the more frequent the interaction, and the more conducive to improving employee creativity (Xiao, 2020), thus affecting employee job performance.

The employee's work enthusiasm depends on his perception of the degree of justice in the distribution (Adams, 1956). The degree of fairness employees feel in the organization often affects employee behavior (Song & Shan, 2019), and employees in an atmosphere of organizational justice are more likely to engage in more activities that are beneficial to the organization (Colquitt & Green- Berg, 2003), organizational justice is a key factor affecting

employee behavior and work efficiency (Faeq & Ismael, 2022), which may lead to more job performance for employees. Secondly, when employees get equal rewards for their efforts, employees will be more motivated to improve themselves, engage in creative behaviors, and actively produce results (Xiao, 2020), making efforts for the organization and promoting the development of the organization. There will even be a willingness to give back to the organization (Liu & Zheng, 2021), and repay the organization by making contributions outside the role, thereby affecting employee performance. Therefore, this study believes that organizational justice climate positively affects employee job performance.

Studies have shown that when employees perceive a high level of organizational support, it will significantly increase their job satisfaction and improve their job performance (Ye *et al.*, 2018). The job satisfaction of employees can be transformed into work efficiency. Highly satisfied employees produce higher job performance (Fachri, 2021). The improvement of organizational productivity also depends on the job satisfaction of employees, and this satisfaction is achieved by improving Organizational climate to achieve (Osmani *et al.*, 2022). According to previous research conclusions, some scholars believe that a supportive atmosphere will affect job performance. Jin and Kim (2022) believe that if there is organizational support to stimulate employees' intrinsic motivation, employees will carry out creative work activities and work performance will be higher. Employee job satisfaction and productivity, thereby improving job performance. In conclusion, the hypothesis is proposed as following:

H1: Organizational climate positively affects employee job performance.

2.5.2 Organizational Atmosphere and Craftsmanship

Friendly relationship atmosphere is the perceived harmonious relationship between employees in the process of cooperation, which can significantly improve employees' positive emotions, emotional contracts, and interaction motivation (Chi *et al.*, 2023). Some studies have pointed out that in a positive organizational emotional atmosphere, organizational members will be "infected" by positive emotions, which will cause the entire team to generate or maintain a positive emotional state (Zhu *et al.*, 2022). Specifically, in the positive emotional atmosphere of the organization, members are more likely to generate and feel the emotions of friendship, mutual assistance, conscientiousness, and enthusiasm. These emotions all help foster relationships in an organization. Some studies believe that good interpersonal relationships in organizations can help improve employees' innovative behavior, work initiative, continuous learning ability, and awareness of others (Hu *et al.*, 2019). Consciousness are related to the formation mechanism of craftsman spirit, so this paper believes that the atmosphere of friendly relations may have an impact on craftsman spirit.

The organizational structure in a fair atmosphere has clear organizational goals, visions, responsibilities and powers, standardized organizational systems, and workflow specifications (Hu *et al.*, 2019), and employees can better perceive positive organizational atmospheres such as fairness, responsibility, and integrity (Zhu *et al.*, 2022), with clear tasks and goals, employees have a better understanding of the rights and responsibilities of the job, can better complete the work, and give full play to their talents within the scope of rights (Yang *et al.*, 2021). Under the characteristics of a fair organizational structure, employees will show higher creativity and work initiative (Hu *et al.*, 2019), which will make employees pay more attention to improving their continuous learning ability, work concentration, skill level, creativity and other behaviors, which will improve the level of craftsmanship of employees. Therefore, this paper argues that the atmosphere of fairness may have an impact on the spirit of craftsmanship.

In a supportive atmosphere, on the one hand, group employees will feel more mutual support and trust (Yang *et al.*, 2021), and the learning and training opportunities provided by the organization can also promote the improvement of craftsmanship; on the other hand, high organizational support can improve employees' work responsibility, engagement, initiative and creativity. Some scholars have proved that employee engagement (Kingsley *et al.* 2018) and creativity (Zhu *et al.*, 2022) are closely related to organizational atmosphere, and engagement and creativity are the conceptual connotations of craftsmanship. Therefore, this paper argues that a supportive atmosphere is conducive to cultivating the craftsmanship of employees. In conclusion, the hypothesis is proposed as following:

H2: Organizational atmosphere positively affects craftsman spirit.

2.5.3 Craftsman Spirit and Job Performance

Skilled employees already occupy a relatively high level of status and technical level in their professional fields. The more highly skilled and skilled talents an enterprise has, the better the innovation and development effect of the enterprise (Yang *et al.*, 2021), and the level of productivity development. The higher it is, the more likely it is to improve employee performance. Sinarwati *et al.* (2020) believe that employees with craftsman spirit are brave to take risks, innovate, work hard, and enhance creativity can improve organizational profitability, and creativity and innovation have a direct impact on performance. Therefore, this study believes that the dimension of craftsmanship has a positive impact on job performance.

Excellence is the pursuit of perfection in the work of employees. First of all, employees with craftsman spirit concentrate on their jobs, strive for excellence, and meticulously operate in strict accordance with industry standards, pay great attention to details, and uphold the quality of excellence in their products. Second, excellence is not only the polishing and improvement of product quality, but also the pursuit of transcendence and improvement of product quality (Liu & Jia, 2020). Employees with craftsmanship spirit never stop learning and exploring in their own fields (Peng *et al.*, 2022), especially focusing on quality, continuous learning, and conscientiousness, these spirits will have an impact on job performance (Liu *et al.*, 2022). This study believes that employees with the spirit of excellence are more likely to obtain work performance by meticulously crafting, pursuing the ultimate, pursuing transcendence, and persevering. This study speculates that the excellence dimension of craftsman spirit positively affects job performance. In conclusion, the hypothesis is proposed as following:

H3: Craftsmanship positively affects employee job performance.

2.5.4 Organizational Atmosphere, Craftsmanship and Job Performance

Through the above analysis, it can be known that when employees feel friendly, fair and supported in the organization, they will enhance their sense of identity with the organization, increase the possibility of mutual learning and cooperation among employees, and improve their continuous learning ability, work initiative, and creativity. Employees are more inclined to establish a close connection with the organization and perform at a higher level (Liu & Zheng, 2021); at the same time, it is more conducive to the improvement of craftsmanship. The craftsman spirit can optimize the behavior of employees in the organization. With tolerance, encouragement and support, employees will show the craftsman spirit of hard work, bold exploration, innovation, and excellence, and thus obtain higher performance to repay the organization (Li *et al.*, 2021). To sum up, it can be known that the three dimensions of organizational atmosphere (friendly atmosphere, fair atmosphere, and supportive atmosphere

will have an impact on craftsmanship, and craftsmanship also has a certain impact on employee job performance. Therefore, this article hypothesizes:

H4: Craftsman spirit plays a mediating role between organizational climate and job performance.

2.5.5 Craftsmanship, Proactive Behavior and Job Performance

Proactive behavior is an individual's spontaneous transcendence of a job role in a highly uncertain situation (Griffin *et al.*, 2007), and is usually based on individual motivation and willingness (Chen *et al.*, 2023). Zhang *et al.* (2022) found that proactive behavior can stimulate employees' autonomous motivation, thereby improving work performance and creating value for the organization. Since employees with high proactive behavior are characterized by being more proactive and autonomous, they are more inclined to motivate themselves to achieve better performance than the organization expects. Driven by the sense of responsibility and mission, employees with craftsman spirit will take more risks in order to change the situation and create value, and actively improve the status quo (Morrison & Phelps, 1999). Therefore, the spirit of craftsman gives employees the motivation to pursue excellence in work quality (Gao, 2022), and personal initiative can enable employees to engage in more creative behaviors, resulting in better performance (Chen *et al.*, 2011).

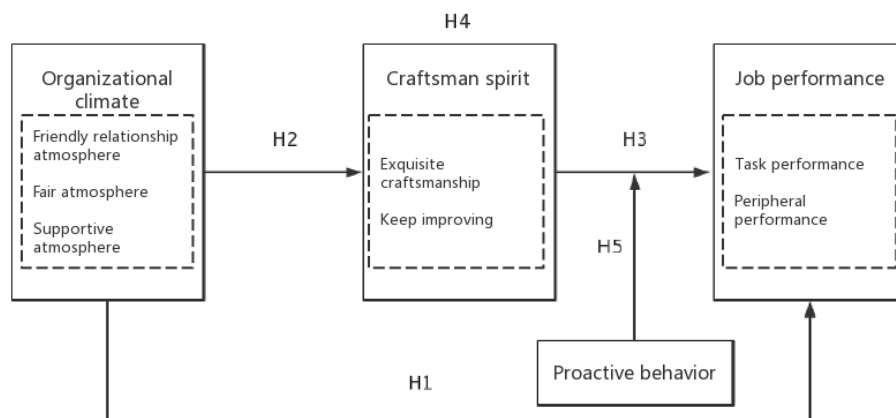
This paper believes that under the adjustment of proactive behavior, employees with craftsman spirit can stimulate their work enthusiasm and vitality, actively participate in the context of organizational development, cope with changing work activities, and be more likely to achieve achievements and generate job performance. The higher the employee's proactive behavior, the greater the impact of craftsmanship on employee job performance. Therefore, this article hypothesizes:

H5: Proactive behavior plays a positive moderating role between craftsmanship and job performance.

According to the logical relationship and theoretical basis among variables, this paper constructs a theoretical framework diagram, as shown in Figure 1:

Figure 1

Research Framework



3. Methodology

3.1 Variable Operational Definition

3.1.1 Organizational climate

In this study, the operational definition of organizational climate is defined as the degree of environmental or situational characteristics inherent in the enterprise that employees can perceive. Refer to the "Organizational Climate Scale" translated by Song and Shan (2021), a total of 10 items, and the reliability of each scale is greater than 0.9, which means the scale is reliable.

3.1.2 Craftsman spirit

This study defines the operational definition of the craftsman spirit as the employees of the enterprise, such as the self-conscious behaviors such as the dedication to work, the scientific spirit of hard work, and the pioneering spirit of excellence, the aggressive spirit of cooperation, and the pursuit of excellence. innovative spirit and other professional attitudes. With reference to the "Craftsman Spirit Scale" of Liu *et al.* (2022), there are 10 items in total. The reliability of each original scale is greater than 0.9, and the scale is reliable.

3.1.3 Job Performance

This study defines the operational definition of job performance as the sum of the efforts and achievements made by employees in their jobs to complete the company's established goals and extra work within a certain period of time, which is a comprehensive reflection of employees' work behavior and results. Cited Lian *et al.* (2013) based on the measurement dimension proposed by Yu (1996) and Borman and Motowidlo (1993), the revised and improved "Job Performance Scale" has a total of 9 items, and the reliability of the original scales The values are 0.835 and 0.888 respectively , the scale is reliable.

3.1.4 Proactive behavior

This study defines the operational definition of proactive behavior as the self-proactive and continuous change behavior of enterprise employees in order to change or improve the existing situation, or meet more requirements. The original text cited is the mature scale developed by Frese *et al.* (1997) adopted by Nsereko *et al.* (2022). Scale reliability $\alpha=0.884$, the scale is reliable.

3.2 Study populations and sampling methods

The research object of this study is the employees of the automobile industry zone in Huadu District, Guangzhou Province. China. As the top of the three major automobile sectors in Guangdong Province and the high-tech manufacturing zone with the highest industrial concentration, the largest scale, and the most complete industrial chain in South China, it integrates R&D, production, trade, science and education, and has certain suitability. This study plans to distribute 500 questionnaires to the employees of the automobile industry base. Questionnaires will be distributed through enterprise work groups using "questionnaire stars". And 500 questionnaires are planned to be distributed. The convenience sampling method is applied to distribute questionnaires, and the Likert-5 point method is used to evaluate the research variables in this study.

4. Expected Research Contribution

From the point of view of management, this paper has certain guiding significance for future scholars and research. Provide research ideas for future research. In practice, the research in this paper first highlights the importance of craftsmanship, and reminds managers that the development of enterprises requires the participation of employees, to cultivate and improve the craftsmanship of employees, so that employees can independently and actively carry out creative activities in organizational activities. And thus bring about high work performance, which helps to achieve high-quality development of the organization. Second, remind business managers that a friendly, fair and supportive organizational atmosphere can enhance organizational cohesion and reduce brain drain while employees communicate and share more smoothly; on the other hand, it can improve employees' work enthusiasm. At the same time, promoting employee creativity brings performance to the organization; moreover, it can bring vitality to the organization by affecting employees' work attitude and job satisfaction, thus affecting organizational work performance. Finally, the paper calls on the organization to establish a good organizational atmosphere, actively cultivate the craftsmanship and work initiative of employees, improve the sense of identity with the organization, reduce brain drain, thereby improving work efficiency and creating more benefits for the organization.

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The Impact of Perceived Differential Climate on Employee Work Procrastination: The Mediating Role of Harmonious Work Passion, and The Moderating Roles of Future Work Self-Clarity and Political Skill

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Abstract

This study is to examine the organizational situational factors that influence employees' work procrastination, or to explore the mechanism through which employees' perceived differential climate affect their procrastinate. Through literature review, this study makes the hypothesis on the relationship between perceived differential climate and work procrastination. The mediating effect of harmonious work passion and the moderating effects of political skill and future job self-clarity among the relationship above will also be verified. After contacting the human resources departments of high-tech enterprises in Jiujiang City, Jiangxi Province, China, on-line questionnaires would be distributed by convenient sampling to employees through their chatting work groups in WeChat or in Dingding. Data will be analyzed by SPSS to verify hypotheses. Suggestions to the real industry would be proposed.

Keywords: Perceived Differential Climate; Work Procrastination; Harmonious Work Passion; Political Skill; Future Work Self-clarity

1. Introduction

With the acceleration of the development of modern society, more and more individual procrastination phenomenon, procrastination has become a management problem that cannot be ignored. The so-called delay refers to the voluntary delay in the beginning or completion of a planned behavior by an employee despite the prediction of the adverse consequences of the behavior (Steel, 2007). In the organizational environment, employees' Work procrastination will not only affect their work performance, salary level and work happiness (Seda, 2019; Metin et al., 2018), will also lead to low organizational efficiency and increase production costs (Seda, 2019; Bolden & Fillauer, 2020). Work procrastination refers to the deliberate delay of expected completion of work tasks (Kaur et al., 2010), which has a profound and extensive impact on employees' life and organizational development (Seda, 2019). Therefore, this study considers it important to explore the antecedents of procrastination because it provides theoretical explanations and practical guidance on how to effectively avoid these problems.

The Perceived differential climate means that an employee perceives that the organization treats him differently, that he cannot enjoy the same treatment as some colleagues, and that he perceives the unequal distribution of resources (Zhu Yu and Xie Binbin, 2018). At this time, an employee will feel that the organization treats him unfairly, why he is still treated differently by the leader despite making the same efforts as his colleagues? Failing to integrate into the circle of leaders, individuals may easily cause their own cognitive conflicts and constantly doubt themselves, which can easily reduce their own passion for work (Huang Youli et al., 2018). Subsequently, employees may not continue to work well as before; employees may fall

into self-demeaning and feel inferior at work. Lack of self-worth (Yang et al., 2020). In this situation, employees' work enthusiasm will be damaged and they will not be able to put their energy into work, which is easy to cause work procrastination (He et al., 2021).

2. Literature review

2.1 Theoretical Basis

The theory of emotional events was proposed by Weiss and Cropanzano (1996), which pointed out that emotional events encountered by employees in the workplace can affect their emotional responses and behavioral consequences. According to the theory, after an individual experiences positive or negative emotional events at work, these experiences about work events will trigger an individual's emotional response, which will stimulate the individual's work behavior.

The process of individual self-regulation all starts from a goal, which is the description of the ideal state in the individual's mind and is generated based on the reality state. The individual will integrate the behavior and the degree of effort according to the difference of "goal-performance" (Lord et al., 2010). The greater the perceived difference, the more the individual activated the behavior. In a word, when an individual perceives the difference between the real state and the ideal state, the individual will try to reduce the difference by constantly adjusting his own resources (such as cognition, emotion and behavior) (Bandura, 1991).

2.2 Perceived Differential Climate

Perceived differential climate refers to employees' perception of the degree of intimacy of interpersonal relations centered on individuals in the organization, which is mainly manifested in two aspects, namely, perception of "bad" in the organization, including differential treatment, biased resource allocation, etc. The perception of "order" in an organization includes the order of power, hierarchy, relationship orientation, support and concern for some people, etc. (Zhu Yu and Xie Binbin, 2018). This study adopts the definition of Perceived differential climate by Zhu Yu and Xie Binbin (2018): It refers to employees' perception of the degree of difference and unequal distribution of leader-centered interpersonal relations in a team, which is mainly a kind of inner feeling of employees' perception of organizational unfairness.

2.3 Harmonious Work Passion

Valland et al. (2003) defined work passion as a strong tendency for employees to enjoy and spend a lot of time on activities they consider important and identify with. The dual passion model can be divided into harmonious passion and obsessive passion. Harmonious passions are associated with an autonomous form of internalization, meaning that individuals unconsciously accept an activity that is important to them without any chance or pressure (Deci & Ryan, 2000). This study adopts the definition of Valland et al. (2003): harmonious work passion is a strong tendency, and employees are willing to devote a lot of time and energy to the work that they think is more important and agree with.

2.4 Work Procrastination

Steel (2007) proposed a broader definition than the previous ones. He argued that procrastination is the voluntary delay of an action plan by an individual in order to avoid the implementation of an intended action plan despite the expected negative impact. This study adopts Kaur et al. (2010) 's definition of work procrastination: it believes that work procrastination is a kind of behavior that employees intentionally postpone work-related

activities, wasting time and energy on things unrelated to work, knowing that they will have adverse consequences, but still choose to postpone things.

2.5 Future Work Self-Clarity

Future work self-articulation is based on the notion of hope for a possible self, which is a cognitive representation of what an individual wish to become in the future (Hoyle & Sherrill, 2006). This study mainly adopts the definition of Strauss et al. (2012): Future work self-clarity is a kind of positive possible self, which refers to the reflection of an individual on himself or herself in the future, reflecting his or her expectations and aspirations for work. An individual with future self-clarity is often full of expectations for future work and life, which encourages the individual to focus on a certain goal and has stronger ability to regulate his or her behavior.

2.6 Political Skill

Politically skilled employees have the ability to understand the environment and adjust their behavior accordingly. Therefore, their proactive behavior may be perceived as more authentic and trustworthy (Shahzadi et al., 2017). Political skill is a comprehensive model of social competence, including cognitive, emotional and behavioral performance, which has a direct impact on outcomes (Ferris et al., 2007). This study adopts the definition of Ferris et al. (2005) that Political Skill are an interpersonal efficacy structure that combines social understanding and the ability to adjust behavioral needs, appear sincere, inspire trust and support, and effectively influence others.

2.7 Research Hypothesis

2.7.1 Impact of Perceived Differential Climate on Work Procrastination

The Perceived differential climate means that an employee perceives that the organization treats him differently, that he cannot enjoy the same treatment as some colleagues, and that he perceives the unequal distribution of resources (Zhu Yu and Xie Binbin, 2018). At this time, an employee will feel that the organization treats him unfairly, why he is still treated differently by the leader despite making the same efforts as his colleagues? Failing to integrate into the circle of leaders, individuals can easily cause their own cognitive conflicts and constantly doubt themselves, which can easily generate negative attitudes and express discontent toward the organization (Huang Youli et al., 2018). Employees may have avoidance behaviors and selectively postpone the work at hand, which is called work procrastination in the work context (Kaur et al., 2010). Therefore, this study proposes the following hypothesis:

H1: Perceived differential climate positively affects work procrastination

2.7.2 Influence of Perceived Differential Climate on Harmonious Work Passion

Huang Youli et al. (2018) pointed out that in an atmosphere of differential order, a management style of unfair treatment runs contrary to employees' values of fairness and justice, and tends to lead to cognitive disharmony among employees; addressing such cognitive differences will consume cognitive resources; a sense of unfair resource skew and emotional opposition to interpersonal conflicts tend to cause employees to have negative emotions such as depression and anger. Dealing with these negative emotions will consume the emotional resources of employees, thus reducing their own harmonious work passion (Gong et al., 2020). Therefore, this study proposes the following hypothesis:

H2: Perceived differential climate negatively affects harmonious work passion

2.7.3 Influence of harmonious work passion on work procrastination

Tian et al. (2019), when studying the effect of workplace gossip on the proactive service performance of bank employees, found that workplace gossip would reduce the harmonious work passion of employees and thus lead to the reduction of proactive service performance. Qadeer et al. (2016) also found that employees who are enthusiastic about work will improve their organizational citizenship behavior and work performance. Because employees with high passion for harmonious work are more involved in work than other employees (Qadeer et al., 2016), they will create a favorable environment for the effective operation of the organization. Therefore, when employees' passion for harmonious work is higher, they will be more willing to put their own resources into the work. Employees are just happy to enjoy the work process, and they may put most of their energy into the work (HO et al., 2010), so there may be less procrastination. Therefore, this study proposes the following hypothesis:

H3: Harmonious work passion negatively affects work procrastination

2.7.4 Relationship Between Harmonious Work Passion and Perceived Differential Climate and Work Procrastination

The Perceived differential climate is that individuals perceive that leaders classify subordinates according to their abilities and relationships, and implement differentiated management for different employees in terms of resource allocation, reward and promotion (Liu Jun et al., 2009). Leaders may treat some employees with extreme relationship and care, but they treat themselves differently. Unequal management runs contrary to employees' values of fairness and justice, and tends to lead to cognitive disharmony among employees. Addressing such cognitive differences will consume cognitive resources, a sense of injustice over resource skew, and emotional improbity over interpersonal conflicts (Huang Youli et al., 2018). At this time, employees will feel that the organization has done injustice to them; why, after having made the same efforts as their colleagues, they are treated differently by the leaders and cannot integrate into the circle of leaders. In this case, individuals can easily cause their own cognitive conflicts and repeatedly doubt themselves, which can easily reduce their own passion for work (Huang Youli et al., 2018). Employees may not be able to continue working as well as before, leading to procrastination. Therefore, this study proposes the following hypothesis:

H4: Harmonious work passion has mediating effect between perceived differential climate and work procrastination

2.7.5 Moderating Effect of Future Job Self-Clarity

Future work itself may expand individuals' aspirations and broaden their creative thinking about future possibilities, which enables them to better proactively shape their own careers (Strauss et al., 2012). First, the self-regulation theory suggests that by creating a difference between the present self and the desired future self, the prominent future work self stimulates expectant and future-oriented behavior and enables employees to work towards an imagined future (Fugate et al., 2004). A clear future self as a cognitive representation of the ideal future, future work converts possible future events into current goals. This preconceived form is a central component of human agency (Strauss et al., 2012). Therefore, the future work self-clarity can effectively alleviate the negative impact brought by the Perceived differential climate. For the sake of personal development, employees may try to choose a positive way to deal with it, so as not to reduce their passion for harmonious work, but to choose a positive way to deal with it and make more efforts to complete the tasks assigned by leaders. Therefore, this study proposes the following hypothesis:

H5: Future job self-clarity has a negative moderating effect on the negative influence of Perceived differential climate on harmonious work passion.

H6: Future job self-clarity has a negative moderating effect on the positive relationship between the perceived differential climate and job procrastination.

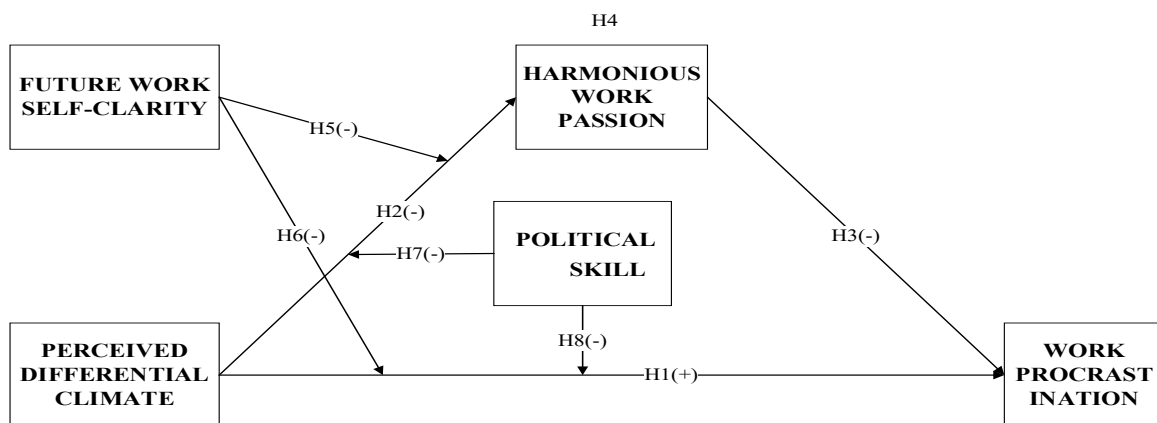
2.7.6 The Moderating Effect of Political Skill

Individuals with high Political Skill can effectively cope with the environmental changes brought by the organization and possess certain social dexterity (Zellars et al., 2008). According to relevant studies, individuals with Political Skill may be more capable of tolerating in the environment composed of negative interpersonal pressure factors. Such as knowledge hiding and the resulting feelings of exclusion, inferiority and exhaustion (Penhaligon et al., 2013). When employees perceive a high level of differential atmosphere in the organization, they will feel that they are treated differently and unfairly by leaders (Zhu Yu and Xie Binbin, 2018). Therefore, employees may have some negative emotions, while individuals with high Political Skill have strong ability to adapt to the environment, even in such an unfair environment of differential atmosphere. Individuals can also skillfully deal with the negative effects brought by such negative pressures, which may not reduce the harmonious work passion, because individuals with high Political Skill not only know what to do in different work situations, but also know how to do it in a skilled way (Ferris et al., 2005). Therefore, this study proposes the following hypothesis:

H7: Political skill has a negative moderating effect on the negative influence relationship between the perceived differential climate and harmonious work passion.

H8: Political Skill have a negative moderating effect on the positive relationship between Perceived differential climate and procrastination.

Figure 1
Research Frame Diagram



3. Research methods and design

3.1 Variable Definition and Measurement

3.1.1 Perceived Differential Climate

This study selects the operational definition of Perceived differential climate by Liu Zhenyu (2003): the degree to which employees perceive differences in the ways and behaviors of

leaders towards subordinates. There are a total of 11 items in the scale, and the scoring method ranges from 1 to 5 points from "completely disagree" to "completely agree". The higher the score, the higher the degree of differential treatment perceived by the leader.

3.1.2 Harmonious Work Passion

This study adopts Vallerand et al. (2003) 's operational definition of harmonious work passion: the degree to which employees feel a strong tendency to invest a lot of time and energy in their work. In this study, the scale proposed by Chen et al. (2020) is selected, with a total of 7 items.

3.1.3 Work Procrastination

As for the operational definition of work procrastination, this study considers it to be the extent to which employees have a behavioral tendency to postpone work. The scale developed by Metin et al. (2016) was adopted in this study, with a total of 6 questions about work procrastination.

3.1.4 Political Skill

This study adopts the operational definition of Political Skill proposed by Ferris et al. (2005): the extent to which employees can understand others at work and use the knowledge gained from understanding to influence others. In this study, Ferris et al. (2005) made reference to the single-dimensional scale for measuring Political Skill, with a total of 5 items.

3.1.5 Future Work Self-Clarity

This paper follows Strauss et al. (2012) 's operational definition of future work self-clarity: the extent to which employees can clearly and easily imagine their future work and life. The scale developed by Strauss et al. (2012) was adopted in this study.

3.2 Research Object and Sampling Method

The survey objects of this study are enterprise employees in Jiujiang City, Jiangxi Province. In recent years, Jiujiang City has steadily promoted the construction of national intellectual property pilot city and actively built a national innovative city. At present, the total number of high-tech enterprises in the city has reached 710. The city has been promoting the construction of industrial parks for high-level talents and constantly enhancing the driving force of industrial innovation. At the same time, Geara et al. (2019) pointed out that employees in high-tech companies are prone to work procrastination, because they usually have higher educational background and work experience, so they face greater work pressure. This study is expected to select part of the 710 enterprises to issue questionnaires. The distribution is mainly conducted by contacting the human resources department of the company. The distribution form is distributed to the We-Chat group and Dingding group of employees in the form of questionnaire star link. According to the limitation and convenience of resources in this study, convenience sampling will be adopted in this study. The questionnaire distribution method is mainly online, and the link of questionnaire star will be distributed online through relatives' work groups. In order to ensure that the target group is more willing to fill in the questionnaire in this study, this study is expected to adopt the method of reward filling, such as giving red envelopes, giving exquisite small gifts, etc. As a token of appreciation.

3.3 Data Analysis

In this study, data analysis software is expected to be used to test the reliability and validity of the 5 variables in this study, and linear regression is also used to verify the hypotheses of this study and obtain the results.

4. Expected Research Contributions

4.1 Theoretical Contribution

Through investigation and research, this study proves how the Perceived differential climate affects the individual's work performance. Based on the affective event theory, this study explores the intermediary path of the Perceived differential climate, and explores whether there are some unique characteristics and internal rules in the influence of the Perceived differential climate on employees by reducing their work passion through the perception of injustice and causing the negative impact of Work procrastination. It provides empirical reference for the research of employees' Perceived differential climate. Based on the affective event theory and self-regulation theory, this study extends the existing literature on work procrastination by focusing on employees' perception of the differential atmosphere and the differences in the effects of different traits on it.

4.2 Practical Significance

It is expected that the research results of this study will also bring some objective suggestions to enterprises. On the one hand, it informs enterprise managers that they should pay attention to procedural fairness, information fairness and interaction fairness in the communication between different subordinates through the fair management mechanism and supervision measures within the organization, and avoid "underhand manipulation" when making decisions concerning employee rights and interests such as incentives and promotions. Create a fair atmosphere within the organization and enrich the social capital within the organization. On the other hand, it is necessary to strengthen the positive political capacity of employees and cultivate their self-clarity in future work, so as to reduce the negative impact of the differential atmosphere on work passion. This can be achieved through the provision of counselling and the design of training programs required for existing employees in positive Political Skill, so that employees can regulate their individual cognition, emotions and the resulting effects of stress. In addition, human resources departments can develop such recruitment and selection strategies to encourage the selection of employees with high levels of such abilities.

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The Impact of the Workplace Incivility on Employee Knowledge Hiding: The Mediating Role of Psychological Distress, and the Moderating Roles of Supervisor Care and Resilience

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The reason why employees hide knowledge may be more related to the negative situational factors in the organization. Therefore, this study explores the impact of workplace incivility on knowledge hiding, investigates the moderating effects of supervisor care and psychological resilience on the impact above and probes the mediating role of psychological distress. The object of this study is the employees of knowledge-based enterprises and 500 questionnaires would be distributed to the employees of Nanchang Huaqin Electronic Technology company in Jiangxi Province, China by convenient sampling. The returned and valid data would be analyzed by statistical software to validate hypothesis. Some suggestions would be proposed to help enterprises to understand why employees hide knowledge, and help managers to realize the adverse impact of incivility workplace on employees.

Keywords: Workplace Incivility; Knowledge Hiding; Psychological Distress; Resilience

1. Introduction

In the era of knowledge economy, individual knowledge resources are the core resources to promote the sustainable development of enterprises within organizations. For managers, how to motivate employees as knowledge carriers to actively share knowledge, promote the smooth exchange of knowledge elements within the organization, and maximize the economic benefits of knowledge resources is the key issue that the organization needs to solve urgently (Anand et al., 2022). However, due to the uniqueness of knowledge resources and the volatility of the external environment of the organization, knowledge workers are more inclined to maintain the internal competitive advantage through knowledge hiding, refuse to respond to the knowledge request of colleagues or deliberately hide their real ability, which has a negative impact on the long-term development of the organization (Connelly et al., 2019).

Scholars in related fields have studied knowledge hiding antecedents mainly from the perspectives of organizational situational factors, leadership factors and employee psychological factors (Abdillah et al., 2022; Zhao et al., 2016). Organizational context is the workplace environment that employees rely on for survival. The workplace exclusion and intra-group interpersonal relationship conflicts felt by employees in the organization will cause psychological distress in interpersonal relationship, thus prompting employees to have knowledge hiding behaviors (Peng & Li, 2021). Workplace incivility is a kind of behavior feeling that employees perceive to be excluded. It mainly shows rude or impolite behaviors that lack respect for others, including: belittling, belittling or harassing others, unnecessarily or disrespectfully disturbing others, ignoring others when they talk to you directly or indirectly,

etc. (Foster, 2004). When employees are faced with negative situations in the organization, they will fall into negative thoughts and heavy emotions (Peltokorp & Ramaswami, 2021). Employees may fall into self-deprecation, feeling incompetent at work and lacking a sense of self-worth (Yang et al., 2020). In this negative situation, employees' enthusiasm for work will be damaged, and they will become silent in the organization, which may lead to knowledge hiding behavior (Yao et al., 2020).

Supervisor care is a dimension of paternalistic leadership, also known as benevolent leadership. It is a kind of recognition from the bottom of the heart for subordinates' personal well-being and individual, comprehensive and lasting care (Zheng Boxun et al., 2000). Research has found that paternalistic leadership has a positive effect on deviant behavior (Wang, 2019). This indicates that the impact of employees' work events on their work attitudes and behaviors is largely influenced by the situational variable of leadership. At the same time, Resilience is a kind of ability or quality, which can be regarded as the ability of individuals to respond positively to adverse situations and minimize adverse effects (Mancini & Bonanno, 2009). Therefore, this study explores whether workplace uncivilization can effectively alleviate the negative impact of workplace uncivilization by reducing employees' harmonious passion for work, and whether individual psychological resilience and supervisor care can effectively alleviate the negative impact of workplace uncivilization, providing a reference for enterprise managers.

Based on the theory of emotional events, this study explores whether employees under the influence of workplace uncivility will have psychological distress and thus cause knowledge hiding. Supervisor care and mental resilience can effectively alleviate the negative impact of workplace uncivility, further enriching the research on the anamorphic variables of knowledge hiding. In fact, the reason why employees hide knowledge may be more related to the negative situational factors in the organization. Therefore, this study selects workplace incivility as the antecedent variable to discuss knowledge hiding, and introduces supervisor care and mental resilience as the mechanism to deal with workplace incivility, so as to minimize the motivation of employees to form knowledge hiding. The results are obtained and provide a reference management perspective for enterprise managers.

2. Literature Review

2.1 Theoretical Basis

Affective Events Theory (AET) was proposed by Weiss and Cropanzano (1996), which pointed out that affective events experienced by employees in the workplace can affect their emotional responses and behavioral consequences. According to the theory, after an individual experiences positive or negative emotional events at work, these experiences about work events will trigger an individual's emotional response, which will stimulate the individual's work behavior. In this study, workplace uncivility is a negative emotional event. When employees are faced with negative situations in the organization, they will fall into negative thoughts and heavy emotions (Peltokorp & Ramaswami, 2021). Employees may fall into self-deprecation and feel low working ability. Lack of self-worth (Yang et al., 2020). In such a negative situation, employees' work enthusiasm will be damaged and they will become silent in the organization, which may lead to knowledge hiding behavior (Yao et al., 2020). At the same time, workplace incivility is a kind of exclusion behavior, but when people with high mental resilience and employees cared by supervisors face such negative emotional events in work, they will try their best to reduce the negative impact (Mancini & Bonanno, 2009).

2.2 Uncivilized Workplace

Foster (2004) believes that workplace incivility is rude or impolite behavior showing a lack of respect for others, including: belittling, belittling or harassing others, unnecessarily or disrespectfully disturbing others, ignoring others when they talk to you directly or indirectly, etc. According to previous studies of scholars, workplace uncivilized behavior refers to behaviors with low intensity and no obvious intention to hurt, but which violate the basic norms of mutual respect in the workplace (Anderson & Pearson, 1999).

2.3 Knowledge Hiding

Oglesby et al. (2013) attributed the generation of knowledge hiding behavior to "retention" in the process of knowledge sharing, that is, some employees hid part or all of the knowledge they possessed and could share for some reasons in the process of knowledge sharing. The main behaviors of knowledge hiding include intentionally hiding knowledge, not sharing and retaining knowledge with colleagues, intentionally not informing relevant knowledge or retaining some important knowledge (Connelly et al., 2019). In this study, knowledge hiding is defined as the behavior of employees intentionally concealing or concealing knowledge requested by others (Connelly et al., 2012).

2.4 Psychological Distress

The indicators of psychological distress generally include stress, anxiety and depression, which is a comprehensive negative mental state. According to the purpose and content of this study, it is believed that psychological distress is caused by employees in the process of daily life. Anxiety and annoyance, confusion and confusion, depression and depression and other adverse reactions in a certain period are caused by internal and external causes (Ridner, 2004).

2.5 Psychological Resilience

Leipold and Greve (2009) pointed out that psychological resilience is a process of relative change in which individuals show some characteristics and abilities in the face of major pressures and dangers. It is a dynamic process that enables individuals to recover from difficult experiences and cope successfully. According to this study, psychological resilience refers to the characteristics and abilities displayed by employees in the face of great pressure and danger, which enables individuals to recover and adopt corresponding behaviors to adapt to the environment in the face of pressure stimuli (Cicchetti & Garmezy, 1993).

2.6 Competent Care

Individualized care in the work area such as allowing opportunities to correct mistakes, avoiding public shaming of subordinates, providing counseling and mentoring, working to solve subordinates' work problems, and caring for subordinates' career development. Individualized care in non-work areas, such as treating subordinates as family, assisting subordinates in personal emergencies, and showing holistic care outside of professional relationships (Zheng et al., 2000). To sum up, this study uses the definition of supervisor care proposed by Zheng et al. (2000) for reference: it means that employees perceive their supervisor's heartfelt recognition of them and provide individual, comprehensive and lasting care.

2.7 Research Hypothesis

2.7.1 Influence of Workplace Uncivilization and Knowledge Hiding

Workplace uncivilized behavior includes disparaging remarks, insulting expressions, exclusion behaviors and other low-intensity behaviors that lack clear intent to harm, but still violate social norms and harm employees (Anderson & Pearson, 1999). When employees are faced with

workplace uncivilized behavior, Employees may think that their superiors or colleagues are demeaning or excluding them (Cortina et al., 2001), and employees subjected to job rejection are prone to lower self-esteem and reduced sense of control in social interactions (Poon, 2018). Aljawarneh and Atan (2018) found that impolite treatment of employees in the workplace would make employees feel cynical and thus hide knowledge as countermeasures. Therefore, this study proposes the following hypothesis:

H1: Workplace Incivility Positively Affects Knowledge Hiding.

2.7.2 Influence of Uncivilized Workplace and Psychological Distress

Park et al. (2018) found that employees faced with uncivilized behavior may experience continuous cognitive awakening, and they will exhaust their resources, leading to psychological distress. Therefore, this study believes that when employees perceive unfair management in the organization, they are easy to have negative emotions. If these emotions are not dealt with in time, they are easy to have emotional exhaustion and even depression, thus causing psychological distress. Therefore, this study believes that uncivilized behavior in the workplace may affect the psychological distress of employees. That is, the higher the uncivilized workplace, the higher the psychological distress of employees. Therefore, the hypothesis is proposed as following.

H2: Workplace incivility has positive impact on psychological distress.

2.7.3 The Influence Between Psychological Distress and Knowledge Hiding

Park et al. (2018) showed that employees dealing with psychological distress tended to keep silent and could not cope well with the active communication from other colleagues or leaders. Lee et al. (2018) showed that employees dealing with depression, anxiety and other tense states are reluctant to share their knowledge, because they are too addicted to the negative mental state unable to extricate themselves. Therefore, this study believes that employees with high psychological distress will hide knowledge and choose the way of knowledge hiding instead of actively answering questions from other colleagues. Therefore, this study believes that employees with high psychological distress will increase their knowledge hiding behavior, so the hypothesis is proposed as following.:

H3: Psychological distress positively affects knowledge hiding.

2.7.4 Influence of Psychological Distress on Workplace Uncivilization and Knowledge Hiding

The affective event theory points out that the emotional events encountered by employees in the workplace can affect the emotional responses and behavioral consequences of employees. After an individual experiences positive or negative emotional events at work, these work event experiences will trigger the emotional responses of the individual. These emotional responses will stimulate individual work behaviors (Weiss & Cropanzano, 1996). When employees are faced with negative situations in the organization, they will fall into negative thoughts and heavy emotions (Peltokorp & Ramaswami, 2021), and they may fall into self-depreciation, feel low working ability and lack of self-worth (Yang et al., 2020). According to relevant studies, workplace exclusion and intra-group interpersonal conflict perceived by enterprise employees in the organization will cause employees psychological distress in interpersonal relationship, thus promoting knowledge hiding behavior of enterprise employees (Peng & Li, 2021). Therefore, the hypothesis is proposed: as following.

H4: Psychological distress has the mediating effect between uncivilized workplace and knowledge hiding.

2.7.5 Moderating Effect of Competent Care

Supervisor care will have a positive impact on individual cognition and psychology. Existing studies show that competent care has a positive effect on psychological empowerment. Because supervisor care cultivates employees' independence and initiative, thus enhancing employees' intrinsic work motivation (Dedahanov et al., 2019) and stimulating subordinates' ability to trust. On the other hand, supervisor care can make employees feel individual attention and stimulate their positive cognition of interactive fairness. Moreover, supervisor's humanistic care for subordinates can create a more relaxed and comfortable working atmosphere for subordinates, thus promoting employees to enter a positive emotional state (Wei Huafei et al., 2018). Supervisor care will have a positive impact on individual behavior, cognition and psychology. It can provide employees with a safe psychological environment, provide more resources for their work, and make employees think that they should work harder (Chi Meina, 2020). Therefore, the higher the perceived care from supervisors, the weaker the impact of uncivilized workplace on psychological distress. Because the care given by the leader can help him cope with this negative situation, knowledge hiding may not occur. To sum up, this study proposes the following hypotheses:

H5: Supervisor care has the negative moderating effect on the positive impact of uncivilized behavior in the workplace on psychological distress

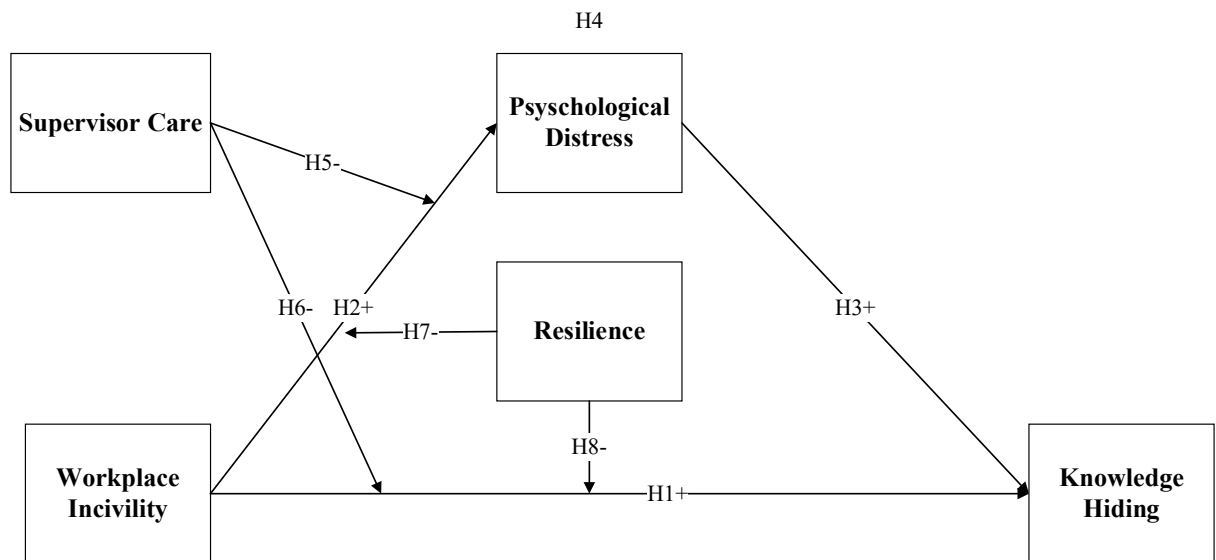
H6: Supervisor care plays the negative moderating role in the positive influence of workplace uncivilized behavior on knowledge hiding.

2.7.6 Adjustment Effect of Mental Resilience

Changi (2014) believes that the trait theory of mental resilience overemphasizes the static and absolutist characteristics of mental resilience, and believes that mental resilience is an inherent quality of individuals, which will be difficult to change once formed. This view regards mental resilience as a "binary" -- a question of yes or no, which means that individuals without mental resilience are bound to be maladaptive in the face of crisis and cannot effectively intervene (Herrman et al., 2011). However, individuals with mental resilience can calmly face any predicament they face (Lantman et al., 2017). Mental resilience refers to the ability of individuals to actively cope with adverse situations and minimize adverse effects (Mancini & Bonanno, 2009). When employees are confronted with uncivilized workplace, employees with high mental resilience have strong mental endurance ability and can deal with it positively instead of producing negative mental state. Therefore, this study believes that high mental resilience can negatively adjust the negative impact of uncivilized workplace on psychological distress and try to reduce the impact and damage of uncivilized workplace on their own psychological. Therefore, individual employees may not generate knowledge hiding. This study proposes the following hypotheses:

H7: Psychological resilience has the negative moderating effect on the positive influence of workplace uncivility on psychological distress

H8: Psychological resilience has the negative moderating effect on the positive influence of workplace incivility on knowledge hiding



Data source: Collated in this study

3. Research Methods and Design

3.1 Definition and Measurement of Variables

3.1.1 Uncivilized Workplace

This study adopts Cortina et al. (2001) 's operational definition of workplace incivility: the degree to which one has been affected by impolite, rude or condescending behaviors of superiors or colleagues. This study adopts the workplace uncivility scale developed by Cortina et al. (2001), which adopts Likert five-point scale, with the scoring method ranging from "completely disagree" to "fully agree" from 1 to 5 points.

3.1.2 Knowledge Hiding

As for the operational definition of knowledge hiding, this study considers it to be the behavioral tendency of employees to intentionally conceal or conceal knowledge requested by others. This study adopts the scale developed by Connelly et al. (2012).

3.1.3 Psychological Distress

This study believes that the operational definition of psychological distress is the degree of negative emotions that employees feel tension, pressure and depression in work. This study will adopt the scale developed by Masseet et al. (1998), with a total of 5 items.

3.1.4 Psychological Resilience

In this paper, the operational definition of mental resilience proposed by Smith et al. (2008) is used: the strength of employees' ability to resist and recover under pressure. The scale developed by Sills and Stein (2007) was adopted in this study, and Likert five-point scoring was adopted.

3.1.5 Competent Care

The operational definition of supervisor care is the degree to which employees perceive supervisor care for them (Zheng et al., 2000). The scale developed by Zheng et al. (2000) was selected, with a total of 4 items.

3.2 Research Object and Sampling Method

The object of this study is the employees of knowledge-based enterprises, because according to relevant studies, knowledge is one of the sources of enterprise value creation, and knowledge sharing among employees is the key to improve the core competitiveness of an organization (Anand et al., 2022). However, if knowledge workers hide knowledge, it will have many negative impacts on the long-term development of organizations and individuals (Connelly et al., 2019). Therefore, this study mainly selects knowledge workers as the research object, generally referring to those who are engaged in the production, creation, expansion and application of knowledge, bring knowledge capital appreciation to the unit (or organization), and take them as their career. The essential characteristic of knowledge workers is that they have knowledge capital, which is the means of production. In other words, knowledge workers are knowledge owners. In this study, employees of Nanchang Huaqin Electronic Technology Co., Ltd. in Jiangxi Province are expected to be selected for investigation. Nanchang Huaqin Electronic Technology Co., Ltd. is a high-tech enterprise with nearly 5,000 employees and its business scope covers intelligent devices, intelligent terminals, VR, Internet of Things, big data, 5G, artificial intelligence and other new industrial development directions. The research method adopted in this study is questionnaire survey. In order to ensure the comprehensiveness of the research results, convenient sampling is adopted in this study. It is expected to use questionnaire star to collect questionnaires and test them through data analysis software, so as to ensure the validity of the data, analyze and improve the reliability of the research. It is also the most convenient and low-cost method (Smith et al., 1991). This study adopts Likert (1932) 5-level scoring method, which consists of a set of statements, each of which has five answers: "strongly agree", "agree", "not necessarily", "disagree", "strongly disagree", respectively recorded as 5, 4, 3, 2, 1. The total score of each respondent's attitude is the sum of the scores obtained from his answers to each question. This total score can indicate the strength of his attitude or his different status on this scale. According to the sample calculation formula derived by Dillman (2000), the sampling error should not exceed 5% at the 95% confidence level, and the valid sample number should reach 384 if the maternal range is at the maximum value. In order to obtain more accurate data, the effective sample size of this study should be larger than 384, so 500 questionnaires will be issued.

4. Expected Research Contributions

4.1 Theoretical Significance

Workplace incivility is on the rise and creating toxic work environments that negatively impact workplaces around the world (Schilpzand et al., 2014), and such behavior is unavoidable in the workplace. However, compared with workplace exclusion, workplace bullying and other behaviors, workplace uncivilization has a certain low intensity, concealment and subjectivity, and is rarely paid attention to. In this study, workplace incivility and knowledge hiding are introduced into the affective event theory to explain the action path of workplace incivility, psychological distress and knowledge hiding theory, which expands the application range of affective event theory in research.

4.2 Practical Significance

Based on the discussion of knowledge hiding under uncivilized workplace, this study helps enterprises to further understand why employees hide knowledge, and helps managers to realize the adverse impact of uncivilized workplace on employees. Employees' knowledge hiding may not be voluntarily produced by employees, but may be related to the negative impact caused by uncivilized workplace. It calls on enterprise managers to cultivate employees' psychological endurance and ability to actively cope with challenges in work. At the same time, they should

pay more attention to subordinates' emotions and give them more care from life and work, so that they can better deal with challenges in work positively, so as to bring more performance to the organization and contribute to the research results. Both for the personal development of employees and for the long-term development of the enterprise are of great significance.

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How Does Empathy Promote Green Buying Behaviors: Exploring the Mediating Effect of Prosocial Motivation, and the Moderating Effects of Perceived Risk and Personal Norms

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Abstract

Changing human behavior can reduce its negative impact on the environment. Studies have shown that people with a high degree of empathy towards nature are more likely to allocate more funds to support environmental activities. Hence, this study constructed a model with empathy as the independent variable, prosocial motivation as the mediating variable, green buying behavior as the dependent variable, personal norms and perceived risk as the moderating variables, so as to explore the formation mechanism of consumers' green buying behavior. The object of this study would be consumers. In order to collect at least 300 valid samples, 500 questionnaires would be distributed to consumers online, Consumers who filled out questionnaires were randomly rewarded with bonus about 2-10 Yuan. SPSS or AMOS statistical software would be applied to validate hypotheses. This study would be expected to provide another perspective for the study of green buying behavior .

Keywords: Empathy; Prosocial Motivation; Green Buying Behavior; Personal Norm; Perceived Risk

1. Introduction

Research shows that it is one of the most effective and practical ways to alleviate environmental degradation and achieve healthy and sustainable development to actively advocate individuals to choose environmentally-friendly materials, green consumption, low-carbon transportation and other environmental behaviors in terms of clothing, food, housing and transportation (Ritter *et al.*, 2015). Many studies have found that consumers' cognition of green products, environmental knowledge, values and personality characteristics affect their green buying behavior (Deliana & Rum, 2019; Gunden *et al.*, 2020). With the advent of the information age, a large amount of environmental information is submerged in people's life, affecting people's awareness of environmental risks and changing people's green buying behavior (Han & Xu, 2020). For example, Xu and Han (2019) pointed out that when people receive negative information damaging the environment, their emotions and cognition towards nature will change, such as sympathy and guilt (Stellar *et al.*, 2017; Scaffidi *et al.*, 2022). As a result, many scholars have begun to study the process and causes of empathy with nature and its impact on an individual's sense of connection to nature (Musitu *et al.*, 2019), But the exact mechanism by which empathy for nature affects environmental behavior has not been explained (Wang *et al.*, 2020). On the other hand, research shows that greater empathy leads to greater prosocial

motivation(Lim & DeSteno, 2016). This is because the theoretical concept of empathy emphasizes that individuals must be able to tolerate responses to the suffering of others in order to effectively formulate helpful behaviors (Strauss et al., 2016). In addition, personal norms, which are considered to be powerful motivators of environmental behavior, influence consumer attitudes toward green products (Chen & Chai, 2010). People with strong personal norms to act in favor of the environment feel morally obliged to act accordingly (Van et al., 2013).

To sum up, as a kind of behavior conducive to global development that can bring long-term welfare to others and the society, whether green buying behavior is also affected by the psychological characteristics of consumers' empathy and prosocial behavior attitude? If so, what are its mechanisms and action processes? These problems are the focus of the study. Based on the above problems, this study constructed a model with empathy as the independent variable, prosocial motivation as the mediating variable, green buying behavior as the dependent variable, personal norms and perceived risk as the moderating variable, so as to explore the formation mechanism of consumers' green buying behavior.

2. Literature Review

2.1 Empathy

As for the definition of empathy, some scholars believe that empathy is an emotional state caused by sharing another person's emotional or sensory state based on the perspective of affective cognition (Hein & Singer, 2008). Some scholars believe that empathy should include cognitive concepts and emotional concepts. Oliveira-Silva and Goncalves (2011) believe that empathy is the ability to empathize with others' emotions, understand his/her thoughts and feelings, and separate our own thoughts and emotions from those being observed. And respond appropriately to prosocial and beneficial behavior. Based on this and the research content of this study, empathy is defined as an individual's empathy for the natural environment, empathy with the natural environment, and the emotional tendency to protect the natural environment, that is, understanding and sharing the emotional experience of the natural world.

2.2 Green Buying Behavior

Green buying behavior is considered to be all behaviors that can reduce environmental pollution and promote the realization of environmental sustainable development in the process of consumption, such as the choice of renewable resources (Liu, 2008). Chen and Peng (2014) believe that green buying means that consumers have the willingness to buy green or ecological products subjectively and actually buy such products. Based on this and the research content of this study, Green buying behavior is defined as the consumption behavior that chooses to reduce environmental pollution and promote environmental sustainable development in consumption decision-making.

2.3 Prosocial Motivation

According to Rosenhan (1978), prosocial motivation refers to the tendency or intention to do something beneficial to others and society that is difficult to get a return, such as wanting to help others and donating to charity. It is a trait as well as a state (Grant, 2008), which reflects the idea of helping and caring for others or things (Grant & Berry, 2011), and is also a goal-oriented motivational state. It emphasizes that different forms of prosocial motivation can be distinguished by helper and helping-related ultimate goal, rather than by the consequences of helping behavior (Batson et al., 2002). Therefore, according to the research content of this study,

prosocial motivation is defined as the motivation and intention that individuals tend to help others psychologically and protect the environment.

2.4 Personal Norms

Gao et al. (2017) put forward in the context of energy saving in the workplace that individual norms for energy saving mean that people regard energy saving as a code of conduct and moral obligation. Ates (2020) defines individual norms as the moral inclination and sense of obligation to perform or take specific actions, which are also influenced by the social status, knowledge structure, life experience, class and personality traits of individuals. Based on this and the research content of this study, personal norms are defined as individuals regard environmental protection as a code of conduct and moral obligation.

2.5 Perceived Risk

Buckley (2012) defined perceived risk as the amount of money that will be lost if the consequences of an action are adverse, as well as an individual's subjective certainty about the adverse consequences. In classical decision theory, perceived risk is considered to be a distribution, which reflects the possible results, probabilities and subjective values of behaviors (Floyd et al., 2004). However, Olya and Alansi (2018) argue that this concept is too rigid and specific to cover such a vague variable, and define perceived risk as a subjectively expected loss. On the basis of the above studies, this study defines perceived risk variables, namely, consumers' subjective psychological feelings about the uncertainties and adverse consequences they face when buying green products.

2.6 Research Hypothesis

2.6.1 The Effect of Empathy on Green Buying Behavior

Research has shown that environmental behaviors and attitudes can be improved by using an empathic perspective to induce empathy, that is, anticipating that higher levels of empathy will tend to protect the environment (Berenguer, 2007; Brown et al., 2019). Past research has shown that inducing empathy may be an effective technique for creating more responsible environmental attitudes. Herrewijn et al. (2021), for example, showed that exposure to VR content versus non-VR content (e.g., video, text) can indeed lead participants to increasingly take action on issues they are concerned about, such as signing petitions or engaging in environmentally friendly purchasing behaviors. Because emotional factors (e.g., I get angry when I think about the way humans destroy the environment) will have a greater impact on green purchases than environmental knowledge (Kim & Cooke, 2021). Therefore, we expect that empathy for nature can promote green buying behavior among consumers. Therefore, this study proposes the following hypothesis:

H1: Empathy has a positive effect on green buying behavior.

2.6.2 The Effect of Empathy on Prosocial Motivation

Studies have shown that greater empathy leads to greater prosocial motivation (Lim & DeSteno, 2016). Because empathy for the environment affects an individual's attitudes and behaviors toward the natural environment (Kim & Cooke, 2021). When people empathize with the natural world, they tend to feel the diversity and complexity that exists in the natural world, as well as the interaction between biology and the environment, and this feeling can inspire prosocial motivation, that is, concern for the well-being and needs of others (Berto & Barbiero, 2017). Because people who empathize with nature are usually recognized and respected by society,

their behaviors are considered to be in line with social values and can promote social progress and development (Yao Deming, Fang Yi, 2022). For example, Chierchia and Singer (2017) demonstrate from a neurological perspective that empathy not only enables us to connect with each other on an emotional level, but also promotes prosocial motivation. Xu and Han (2019) pointed out that when people receive negative information about damaging the environment, their emotions and cognition will change. In conclusion, when consumers with high empathy personally see negative information damaging the environment, they will have stronger concerns or guilt about environmental problems, which then stimulate prosocial motivation. Therefore, the hypothesis is proposed:

H2: Empathy has a positive effect on prosocial motivation.

2.6.3 The Influence of Prosocial Motivation on Green Buying Behavior

Driven by prosocial motivation, consumers will make prosocial consumption behaviors (Schwartz et al., 2019). Studies have shown that consumers are willing to pay a higher price for prosocial products than traditional products (Pelsmacker et al., 2005), despite their perception that prosocial products are of poorer quality (Luchs et al., 2010). This is because prosocial motivation can stimulate people's sense of social responsibility and social care, so they are more willing to buy green products to support environmental protection and social responsibility (Turaga et al., 2010). At the same time, they will consider the environmental performance of green products, social responsibility in the production process and other factors, and are more inclined to choose products in line with their values (Han, 2020). Therefore, the stronger the prosocial motivation of consumers, the stronger the purchase behavior of green products (Bendell, 2017). Therefore, this study believes that individuals with high prosocial motivation may have the intention to buy some green products in order to protect the environment. Therefore, this study proposes the following hypothesis:

H3: Prosocial motivation has a positive effect on green buying behavior.

2.6.4 The Mediating Effect of Prosocial Motivation

According to the attitude ABC theory, natural empathy can be used as an emotional factor to stimulate prosocial motivation. Consumers' emotional response will cause their prosocial motivation, which in turn will strengthen consumers' cognitive belief in environmental protection and behavioral tendency to buy green (Wang et al., 2021). That is, empathy can stimulate consumers' sense of moral responsibility and prompt them to take actions to safeguard the interests of the environment and society (Cavanaugh et al., 2015). This is because when individuals incorporate nature into their own self-concept, damaging the environment is equivalent to hurting themselves, thus forming a prosocial value orientation. It is the emotional value generated by individuals based on ecological responsibility, reflecting consumers' concern for the environment (Hartmann & Ibanez, 2012). Therefore, people with higher levels of empathy usually show stronger prosocial motivation (Suazo et al., 2020). Because when individuals see reports on the consequences of environmental damage or environmental protection propaganda, people with high empathy will be stimulated, think in other people's shoes, arouse the need to protect the environment and generate sympathy for the environment, and make appropriate social and beneficial behaviors (Hartmann & Ibanez, 2012). For example, green buying behavior (Jing et al., 2022). In this study, empathy for the environment can stimulate the prosocial motivation of individuals, thus enhancing the social identity or moral responsibility of consumers and prompting them to buy green products. Therefore, this study proposes the following hypothesis:

H4: Prosocial motivation has a mediating effect between empathy and green buying behavior.

2.6.5 The Moderating Effect of Personal Norms

According to the norm activation theory, individuals have the behavioral psychology that value judgment, belief and behavior tend to be consistent (Park & Ha, 2014). Previous studies have shown that the purchase intention of environment-friendly products is also largely influenced by personal norms (Li Yang, 2014). For example, Jing et al. (2022) finds that the higher the personal norm, the greater the individual's empathy for nature, the stronger the emotional experience of nature, and the more resonance they will have. The motivation of individuals to protect the environment and do something about the current environmental pollution will be more obvious. That is to say, in green consumption behavior, when individuals are faced with environmental protection purchase, personal norms will be activated and affect their green consumption behavior (Han, 2014). That is to say, individuals with high individual norms may have a higher moral emotion towards a series of problems caused by environmental pollution. The higher the individual norms, the higher the moral sense and responsibility, which may lead to consumers wanting to protect the environment and thus producing more green purchasing behaviors. Therefore, this study proposes the following hypothesis:

H5: Personal norms have a positive effect in regulating the relationship between empathy and green buying behavior.

Personal norms are values formed within individuals (Ates, 2020). Because personal norms can affect individuals' knowledge and understanding of morality and ethics, and thus affecting their moral consciousness (Moser, 2015). When individuals have stronger personal norms, they will pay more attention to social responsibility and moral norms (Bertoldo & Castro, 2016). In the context of buying green products, individual norms will be activated, making individuals more aware of the impact of their behaviors on the environment and society, thus generating altruistic motivation (Kim & Seock, 2019). That is to say, the higher the personal norm, the greater the individual's empathy for nature, the stronger the emotional experience of nature, the more resonance, the more obvious the individual's motivation to protect the environment and do something about the current environmental pollution problem will be (Jing et al., 2022). Therefore, this study proposes the following hypothesis:

H6: Personal norms have positive effects in moderating the relationship between empathy and prosocial motivation.

In previous studies of normative activation theory, researchers have emphasized the importance of activated individual norms in explaining prosocial behaviors (Bartels & Onwezen, 2014). When individual norms are activated, they will be influenced by the consciousness of outcome and the attribution of responsibility, and make employees perform prosocial behaviors (Schwartz, 1977). Specifically, the stronger the individual is aware of the consequences of not implementing a prosocial behavior that brings negative effects to other people, things, things around and the whole society and natural environment, and the stronger the individual is responsible for not implementing a prosocial behavior that brings negative effects to other people, things, things around and the whole society and natural environment. The more easily their personal norms are activated, the more likely they are to generate pro-environmental motives (Han et al., 2019). That is to say, individual norms can affect individuals' cognition and understanding of social responsibility and environmental protection, and then affect their attitudes and behaviors towards environmental protection. An individual with higher environmental awareness may pay more attention to the impact of his purchasing behavior on

the environment, so that it is easier to understand and recognize the importance of green purchasing (Gowanda, Sheng Guanghua, 2020). Therefore, in this study, individuals with high individual norms may have a higher moral emotion towards a series of problems caused by environmental pollution. The higher the individual norms, the higher the moral sense and responsibility (Han et al., 2019), which may lead to consumers wanting to protect the environment, thus generating more green purchasing behaviors and prosocial motives. Therefore, this study proposes the following hypothesis:

H7: Personal norms have positive effect in regulating the relationship between prosocial motivation and green buying behavior.

2.6.6 *The Moderating Effect of Perceived Risk*

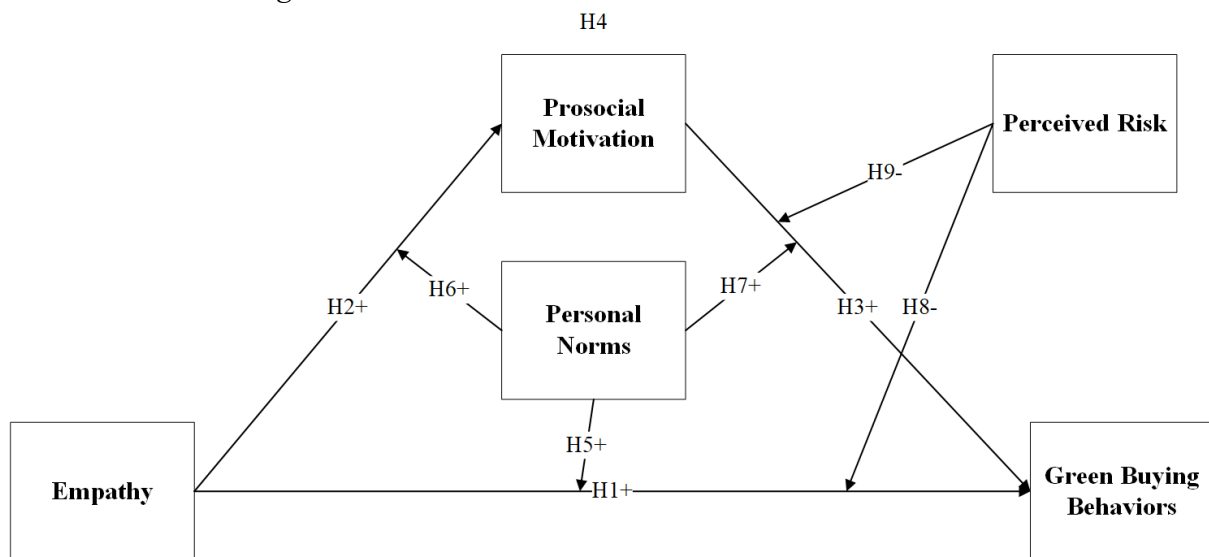
The purchase of products means the payment of time and money, while the degree of demand satisfaction is uncertain, which is accompanied by the purchase risk, and the ignorance of adverse consequences after the purchase behavior will aggravate the perceived loss of consumers (Jawabreh et al., 2022). When individuals perceive a high risk of buying green products, it will reduce the interest in and support for green buying behavior, which may reduce the probability of individuals adopting green purchasing behavior (Tarabieh, 2022). This is due to the fact that perceived risk attributes to psychological feelings, accompanying and affecting the whole purchase process (Buckley, 2012). Therefore, consumers with high perceived risk may think that buying green products may be risky, which may reduce the positive impact of prosocial behavior, and will not produce green purchasing behavior. So this study proposes the hypothesis:

H8: Perceived risk has a negative moderating effect between empathy and green buying behavior.

When purchasing green products, consumers will choose to avoid perceived risks of green products, which will reduce the purchase intention of green products (Tarabieh, 2021). In addition, when individuals perceive the high risk of buying green products, they may pay more attention to their own interests and protect their own rights and interests, while ignoring the interests of the environment and society, which may lead to individuals being more inclined to adopt less risky or more economical purchase behaviors rather than green purchasing behaviors (Jabeen et al., 2021). Therefore, perceived risks may weaken the influence of prosocial behavior on green purchasing behavior. Therefore, this study proposes the following hypothesis:

H9: Perceived risk has a negative moderating effect between prosocial motivation and green buying behavior.

Figure 1
Research Frame Diagram



Data source: This study self-collated

3. Research Methods and Design

3.1 Operational Definition and Measurement of Variables

3.1.1 Empathy

Based on the content and purpose of this study, it mainly measures the empathy of nature and environmental protection. Therefore, this study draws on the scale of Tam (2013) to measure the emotional tendency of individuals to understand and share the emotional experience of the natural world. For example, "I can empathize with the polluted environment", "the environment is polluted, I feel my mood is very bad", etc., a total of 5 questions. The scale ranges from "strongly disagree" to "strongly agree" on a scale of 1 to 5.

3.1.2 Prosocial Motivation

In this study, the prosocial motivation scale proposed by Wang and Cheng (2022) was used to measure the degree of an individual's willingness to do something beneficial to society. For example, "I want to do something beneficial for others or society", "It is important for me to do good for others or society through my ability", etc., a total of 4 questions are listed. The scale ranges from "strongly disagree" to "strongly agree" on a scale of 1 to 5.

3.1.3 Green Buying Behavior

In this study, the scale developed by Muralidharan et al. (2016) was selected to measure individuals' willingness to buy green products. There are 7 items listed, such as "I try to buy energy-saving products and electrical appliances" and "When given a choice, I choose the products that cause the least pollution". The scoring method ranges from "strongly disagree" to "strongly agree".

3.1.4 Personal Norms

This study draws on the personal norm scale developed by Guo i et al. (2019) based on the theoretical framework of norm activation and the personal norm scale developed by Vining and Ebreo (1992) to measure the degree to which individuals regard environmental protection as a

code of conduct and sense of moral obligation. There are four items listed, such as "I think environmental protection should be implemented" and "I will feel guilty if I do not adopt environmental protection". The scoring method ranges from "completely disagree" to "completely agree".

3.1.5 Perceived Risk

In this study, Chen & Chang (2013) takes the perception that the green products purchased may not meet the expectations of individuals (including the green products may have poor environmental performance, may not be able to protect the environment, may cause some harm to themselves, etc.), and lists items such as "The actual performance of the environmental products purchased by me, It may be very different from what I imagined ", "The use of the environmental protection products I bought may damage my original green image or reputation", a total of five questions, from "completely disagree" to "fully agree" scale of 1 to 5 points.

3.2 Research Objects and Data Collection

As the Green buying behavior of consumers has attracted wide attention, not only the group with high education level, but also the ordinary people will carry out green and environment-related behaviors in many aspects through some advertisements and TV publicity (Lim et al., 2020). Promoting Green buying behavior is not only to promote high-quality development, but also to protect the ecological environment. Vigorously promoting green consumption is of great significance for transforming the social development mode, lifestyle and improving environmental quality (Li, & He, 2020). Therefore, this study mainly selects consumers as the object of this study. On the one hand, it wants to promote ordinary consumers to carry out green buying behavior. On the other hand, we want to further promote more green buying behavior of consumers.

In this study, questionnaire survey was adopted to collect data, including basic personal information of respondents and related variable items. In order to ensure the consistency of content expression of each item, we translated the English scale of the questionnaire based on the actual cultural background, and discussed and modified it with the tutor for many times. In addition, in order to ensure the reliability of the results of factor analysis, we refer to the suggestions of Wu and Tu (2011). More than 300 samples are preferred, and 600 questionnaires are expected to be distributed. We collected data by sending out questionnaires online, and adopted a divergent approach. Consumers who filled out questionnaires were rewarded with red envelopes, which were randomly drawn for 2-10 yuan.

4.Expected Research Contribution

4.1 Theoretical Significance

Previous studies mainly focused on the influence of individual environmental attitudes, environmental protection knowledge, external situations and other factors on green consumption behavior (Wu Bo et al., 2014). This study introduced the variables of consumer empathy and prosocial motivation, and proved that these factors are also important factors affecting green buying behavior. This provides a new perspective for the study of green buying behavior. In addition, this study was conducted in the context of China, providing theoretical support for the current green buying behavior of Chinese consumers, and verifying and supplementing the research findings on empathy and prosocial. In addition, this study is the first time to apply the variable of empathy to the research field of green consumption, thus

enriching the research field of green consumption and providing new ideas for the research on the role of empathy in green environmental protection behavior.

4.1 Practical Significance

This study focuses on the research of consumers' green buying behavior. Through the empirical research, this paper explores and supplements the green consumption analysis of Chinese consumers. In terms of practical significance, this study attempts to conduct an empirical study on the impact of psychological traits and attitudes towards consumers' green buying behavior, aiming to understand how and what impact individual psychological traits and attitudes of enterprises will have on consumers' green buying behavior. In this way, it provides suggestions and inspirations for enterprises to carry out green marketing in practice, and as an effective reference it can guide enterprises skillfully stimulate consumers' stronger green buying behavior when carrying out green marketing activities, formulate reasonable expected investment in green marketing, and carry out better collocation and combination when choosing different types of green marketing activities. The strategy of environmental protection and sustainable development can be realized, and it also has distinct practical guiding significance for the government to cultivate the public's green consumption consciousness and for the enterprises to guide consumers' green consumption behavior.

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Factors Influencing Decisions to Apply for Work in Startup Companies among Working-Age Population in Bangkok

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Abstract

The aims of this study were to (1) examine the general characteristics of the sample, (2) investigate the level of decision making, motivation and attitudes towards working at startup companies, (3) compare the level of decision making classified by gender, age, education background, status, career, monthly income, and work experience, (4) inspect the relationship between motivation and attitudes towards working and the level of decision to apply for work in startup companies and (5) analyze the relationship influencing demographic factors, motivation, and attitudes towards the level of decision to apply for work in startup companies. The research population consisted of 400 working-age participants who have experience working in startup companies. The data was generally analyzed using descriptive statistics including percentage, mean and standard deviation. Subsequently, the hypothesis of this study was tested using inferential statistics including independent sample t-test, Pearson's Correlation Coefficient, and One-way ANOVA (F-test). Furthermore, the data was analyzed using Multiple Regression Analysis to predict the outcome value derived from concerned predictor variables.

The findings from the statistical analysis indicate that age and career have a significant influence on their decision to apply for work in startup companies, whereas gender; education; status; income per month; and work experience are not significant. Motivation as well as attitudes and job application decisions in startup companies are significantly related. In addition, the result of further analysis reveals that behavioral attitudes, organization's image, and compensation and benefits could accurately predict the decision to apply for work in startup companies at the percentage of 62 according to the equation = $0.43 + 0.39$ (behavioral attitude) + 0.24 (organizations' image) + 0.13 (compensation and benefits).

Keywords: Motivation, Attitude, Job Application Decision, Startup Company, Bangkok

1. Introduction

Our fast-changing world allows intensive application of digital technology and innovation that lead to the prevailing presence of new businesses so called "Startups". Their occurrence includes problem-solution-fit IT facilities and leapfrogging growth, focusing at solving pain points of people in the era of digital disruption (Suriyawan, 2020). Chuenarom (2016) adds that startups usually start their businesses by employing sound technology to solve problem (s) or fulfil the unknown gap of need (s) to respective customers. In doing so, the success indicators as booster for sustainable growth are: startup funding as well as startup funding life cycle. She also claims that the employers in the past had exclusive power in selecting the right employees best fit to their requirements; whereas nowadays both are equal. And, as the labor landscape has changed rapidly in response to higher competition, working-age population are prone to embrace freelance jobs otherwise work for startup companies. Interestingly, she mentions in her study that "there might be some influential job-application factors that make startup firms more attractive in comparison to conventional corporations". Hence, this research enlightens

about influential factors towards the job application decisions in startup companies among working-age population in Bangkok. The term “working-age population”, in general, can be defined as those aged 15 to 64 in accordance with OECD (2023). It is expected that this study will be beneficial to startup entrepreneurs as well as relevant businesses for their future HR planning and sound policy making.

2. Research Objectives

The study includes three key research objectives as the followings.

- (1) To compare the level of decision making towards working at startup companies in Bangkok, classified by influencing demographic factors.
- (2) To examine the relationship between motivation and attitudes towards working and the level of decision to apply for work in startup companies in Bangkok.
- (3) To analyze the relationship influencing demographic factors, motivation, and attitudes towards the level of decision to apply for work in startup companies in Bangkok.

3. The Scope of Research

3.1 Target population and study area

This investigation covers the target population of Thai, working-age people who reside in Bangkok and hold work experience in startup companies at the time of research between October, 30th – November, 20th 2022, bearing sample size in question for the further figure-out.

3.2 Conceptual scope

The extant literature reveals a set of major independent variables as demographics, motivation on job application, and work attitudes. Whereas, the dependent variable is the decision to apply for work in startup companies.

3.3 Research timeframe

The research was successfully conducted within the total timeframe of 4 months, from August, 5th to December, 10th 2022.

4. Literature Review

4.1 Motivation

‘Motivation’ hereafter refers to the motivation on job application. As Chuenarom (2016) pointed out, this concerns five key aspects: (1) compensation/ benefits; (2) nature of work/ workload; (3) work environment; (4) opportunity for learning and self-development; and (5) organization’s image. These five aspects of motivation enable enterprises to attract talented people to apply for work. On her study, the enabling factors significantly influenced on job application at Japanese companies were: job security; compensation and benefits; organizations’ image; and opportunity for learning and self-development. In this connection, Supatn (2020) stresses the importance of organizational identification derived largely from the expectation on organizational structure, over the career expectations of Generation Y and their job selection. It is also interesting there to know as cited in her study that “Generation Y people do not select the jobs that are fun, exciting, fitting with their life-styles nor having open-minded and understanding managers.” The job characteristics and managerial styles could be of consideration. The study of Leepaiboon (2017), surveying new graduates’ motivation to apply for jobs, points to the key motivating drivers: (1) salary; (2) application procedure (steps and time); and (3) organization’s image and policy (publicly accessible information), respectively. The third driver, in particular, has played a vitally increasing role when applying for jobs nowadays, given its external communication effect so called ‘emotional branding’ among new graduates. In addition, Saengcharoenwanakul (2022) has discovered a keen series of motivation

factors working at startup businesses among young employees (Generation Y and Z) in various business sectors. There they are job opportunity and work experiences, vision and personality of the founder, flexible company culture, supportive colleagues and achievement from challenging tasks.

4.2 Attitudes

‘Attitudes’ here relate to the work attitudes. According to Kaewkred (2017), the work attitudes can be justified in three dimensions: (1) learning attitudes; (2) emotional attitudes; and (3) behavioral attitudes. As the attitudes connect with job application decisions of working people, the organization should therefore pay special attention on those as to make them proud of and stay working for the organization. Further, his study discovered that the three-dimension attitudes have strong influences on the present job’s application decisions, at the percentage of 78, among working people in Nakhon Pathom Province. Gopinath (2020) underlines the employees’ work place behavior, relatively linked to the term ‘work attitudes’, to embrace the prime determinants of job satisfaction; job involvement as well as organization commitment. It is mentioned in the study that “organizational commitment is considered a decisive constituent to the existence of organizations and it has various outcomes such as productivity and overall performance”. Interestingly, either job involvement or job satisfaction has positive relationship with organizational commitment. Skuggen (2016) comes up with her study’s results reflecting on what attracts people (in Denmark) to apply for jobs in startup companies. The organization attractiveness stands out as a total package comprising of (1) startup experience and interest, (2) job attributes of startups (i.e., flexible working schedule; flat hierarchy; communal team climate; company shares as payment; responsibility and empowerment; variety of tasks; leadership functions from early on; steep learning curve; and entrepreneurial knowledge building), and (3) individual personal factors (i.e., openness; conscientiousness; extraversion; agreeableness; and neuroticism). In assertion to the above, Pusparini (2020) demonstrates an empirical study on what persuades the Generation-Z students to apply for jobs in tech startups in Indonesia. Therein, job characteristics and employer’s knowledge play a powerful role on the attractiveness of the organization, the higher belief the higher positivity.

4.3 Decision (to apply for work in startup companies)

The ‘decision’ to apply for work in startup companies concerns five relevant variables, as regards to the studies of Leepaiboon (2017) and Wiriyaiphath (2019). The five variables consist of (1) company profile, (2) career advancement, (3) intuition, (4) business pros and cons and (5) compensation. The so decision-making concerns benchmarking of considerable alternatives under thorough analysis for achieving personal desired goals. Leepaiboon (2017) found out that communications about job application, including concerned steps; detailed procedure; and respective timeframe, will significantly lead to the motivation and accordingly the decision to apply for the job at 95% confidence interval. Additionally, Wiriyaiphath (2019) has shed light on motivating that fits to individual needs is strongly paving the way to employee retention and drive for startup growth at international level, at 95% confidence interval.

5. Hypothesis and Conceptual Framework

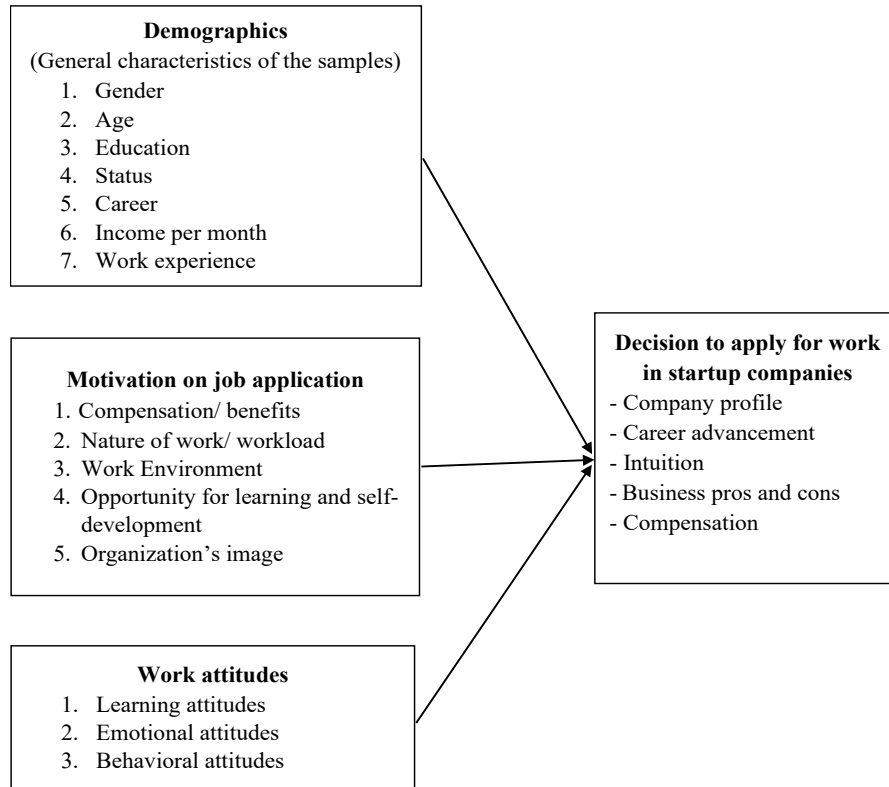
Existing studies have brought about the hypothesis and conceptual framework for this research paper as follows.

H1: Different demographics have different influences on the decision to apply for work in startup companies among working-age population in Bangkok.

H2: The motivation on job application and the decision to apply for work in startup companies are correlated.

H3: The work attitudes and the decision to apply for work in startup companies are correlated.
H4: Demographic factors, motivation and attitudes have influential relationship to the level of decision to apply for work in startup companies among working-age population in Bangkok.

Figure 1
The Conceptual Framework



6. Research Methods

6.1 Target population

Once again, the population targeting for this research went around those working-age Thais who dwell in Bangkok and have work experience in startup companies at the time of research between October, 30th – November, 20th 2022. The sample size estimation was 400 people in accordance with Cochran formula (Vanichbuncha, 2018).

6.2 Sampling method

The research has depended on non-probability sampling using convenience sampling method. Cluster sampling was first in use, followed by purposive sampling. That allowed sampling over the target population as mentioned above to complete the survey at their convenience. There were startup companies from four business categories participated in the survey, namely, property management companies; travel agents; platform providers; and skincare businesses.

6.3 Data collection method

The structured questionnaire was generated, comprising of three sections i.e. (1) general characteristics of the samples (demographics); (2) motivation on job application and work attitudes; and (3) decision to apply for work.

6.4 Statistics used to analyze data

Firstly, the descriptive statistics were of use to explain general characteristics of the samples. Frequency and percentage were helping to understand the level of decision making, job-application motivation and work attitudes. Mean and standard deviation were also useful. Secondly, the independent sample t-test, at 0.05 level of significance, was particularly used for understanding the gender influence over the level of decision making to apply for work in startup companies. Thirdly, one-way ANOVA (F-test) assisted on studying the influences of general characteristics of the samples, other than gender, over the job-application decision in startup firms. On that, the Fisher's least significant difference (LSD), at 0.05 level of significance, had been applied for examining the pairwise comparisons. Fourthly, the Pearson's correlation coefficient, at 0.05 level of significance, helped measuring a linear correlation strength and direction of the relationships of motivation on job application as well as work attitudes and decision to apply for work in startup companies. Lastly, the Multiple Regression Analysis (MRA) was used to examine the influencing relationship of demographic factors; motivation on job application; and work attitudes over the decision to apply for work in startup companies. In so doing, the qualitative predictor variables (nominal, ordinal) were entered accordingly as dummy variables. Also, coefficients of the predictor variables were estimated by the method of Maximum Likelihood Estimates (MLE).

7. Findings

7.1 General results

In general, the empirical result points to the majority of the samples as male; single; aged 25-30; graduated with bachelor's degree; working in private companies; earning around 30,001-45,000 THB/month; and holding work experience of 3-4 years. Having a look through the basic analysis of empirical data regarding the level of job-application decision, motivation on job application and work attitudes, the total average points come out at 4.24 on a 5-point scale staying at the highest-ranking zone of the survey. The nature of work/ workload takes the lead on the average points, followed by organization's image; compensation/ benefits; behavioral attitudes; emotional attitudes; learning attitudes; opportunity for learning and self-development; and work environment, respectively.

7.2 Hypothesis testing results

7.2.1 Demographic influences on the decision to apply for work in startup companies among working-age population in Bangkok

On demographic factors, the variables of age and career demonstrate strong influences on the job-application decision. Whereas, other variables turn out to be of no significance. This paper therefore focuses on the explanation for the two dominant factors as follows.

(1) The variation of age as tested by one-way ANOVA (F-test) show that different ages matter to the decision to apply for work in startup companies among working-age population in Bangkok, as shown in Table 1. Moreover, by doing the pairwise comparison using the LSD method as seen in Table 2, the spotlight goes to the age of 20-25 years old with its different influence on the job-application decision, in comparison to the other ranges of age.

Table 1

Comparison of Means Concerning Decision to Apply for Work in Startup Companies, Classified by Age

	Source of variance	SS	DF	MS	F	Sig.
Decision to apply for work in startup companies	Between groups	4.02	5	0.80	3.19	0.008**
	Whitin group	99.08	394	0.25		
	Total	103.10	399			

Note: **highly significant at the 0.01 level

Table 2

Comparison of Means Concerning Decision to Apply for Work in Startup Companies, Classified by Age (cont'd)

Age	Mean	20-25	36-40	41-45	46-50
		4.07	4.28	4.41	4.40
20-25 years old	4.07		0.016*	0.000**	0.016*
36-40 years old	4.28				0.37
41-45 years old	4.41				
46-50 years old	4.40				

Note: *significant at the 0.05 level **highly significant at the 0.01 level

(2) The variation of career as tested by one-way ANOVA (F-test) show that different careers matter to the decision to apply for work in startup companies among working-age population in Bangkok, as shown in Table 3. In addition, the LSD results seen in Table 4 stress the significant importance of the private employees, in comparison to the other careers.

Table 3

Comparison of Means Concerning Decision to Apply for Work in Startup Companies, Classified by Career

	Source of variance	SS	DF	MS	F	Sig.
Decision to apply for work in startup companies	Between groups	5.70	4	1.42	5.77	0.000**
	Whitin group	97.74	395	0.25		
	Total	103.10	399			

Note: **highly significant at the 0.01 level

Table 4

Comparison of Means Concerning Decision to Apply for Work in Startup Companies, Classified by Career (cont'd)

Career	Mean	Private employee	Work as employee	Business owner
		4.18	4.51	4.45
Private employee	4.18		0.000**	0.002*
Work as employee	4.51			0.627
Business owner	4.45			

Note: **significant at the 0.01 level ; **highly significant at the 0.01 level

7.2.2 Correlation between the motivation on job application and the decision to apply for work in startup companies among working-age population in Bangkok

The correlation analysis reveals that the motivation on job application and the decision to apply for work in startup companies are highly correlated, as shown in Table 5. The higher motivating

efforts made by startups, the higher level of decision making of the working-age people to apply for startup companies, resulting in the increased percentage of 69.

Table 5

Correlation Analysis between Motivation on Job Application and Decision to Apply for Work in Startup Companies among Working-age Population in Bangkok

	Decision to apply for work in startup companies	
Motivation on job application	Correlation coefficient	.692
	Sig.	0.000**
	Correlation level	High

Note: **highly correlated at the 0.01 level

7.2.3 Correlation between the work attitudes and the decision to apply for work in startup companies among working-age population in Bangkok

The result demonstrates that the work attitudes and the decision to apply for work in startup companies are highly correlated. The higher level of work attitudes reflects on the higher level of job-application decision at startup firms, as seen the result of the increased effect at the percentage of 72 in Table 6.

Table 6

Correlation Analysis between Work Attitudes and Decision to Apply for Work in Startup Companies among Working-age Population in Bangkok

	Decision to apply for work in startup companies	
Work attitudes	Correlation coefficient	.723
	Sig.	0.000**
	Correlation level	High

Note: **highly correlated at the 0.01 level

7.2.4 The influential relationships of demographic factors, motivation and attitudes have over the level of decision to apply for work in startup companies among working-age population in Bangkok

As shown in Table 7, it discloses that behavioral attitudes, organization's image, and compensation and benefits could accurately predict the decision to apply for work in startup companies at the percentage of 62 according to the equation = 0.43 + 0.39 (behavioral attitude) + 0.24 (organizations' image) + 0.13 (compensation and benefits).

Table 7

Influential Relationship Analysis of Motivation on Job Application and Work Attitudes over the Decision to Apply for work in Startup Companies among Working-age Population in Bangkok

Predictor Variables	Beta	B	t-value	p value
(Constant)	0.43	0.00	2.41	0.017*
Compensation/ benefits	0.13	0.14	2.92	0.004**
Nature of work/ workload	-0.07	-0.07	-1.36	0.173
Work Environment	0.00	0.01	0.11	0.909
Opportunity for learning and self-development	0.08	0.10	1.85	0.065
Organization's image	0.24	0.23	4.19	0.000**
Learning attitudes	0.04	0.05	0.87	0.386
Emotional attitudes	0.08	0.09	1.69	0.091
Behavioral attitudes	0.39	0.40	8.60	0.000**
R=0.79 R ² =0.62		F=42.02		

*0.05 level of significance **highly significant at the 0.01 level

8. Discussions

There are four arguable issues derived from this study as the followings.

(1) On the demographic factors, the differences in age and career matter to the decision to apply for work in startup companies, whereas the other factors do not (i.e., gender; education; status; income per month; and work experience). This is well in line with the study of Norasetheekul (2018). It is reported that different ages and careers have different influences on business capabilities of startup entrepreneurs in Bangkok, as the working-age people tend to opt for new businesses given their sound challenges. Such trend sticks to Gen Y & later generations. Gender, education, status and income per month are of no influence to business capabilities of the startups. This confirms the importance of working-age people and their potentials as a driving force to the organization's growth.

(2) As regards to the result of the highly positive correlation between motivation on job application and decision to apply for work in startup companies, it leads to a set of compelling factors therein. Compensation and benefits, job security, organization's image, and opportunity for learning and self-development appear to be of importance for attractive recruitment mission as well as competitive advantages of the startup firms in Bangkok. Chuenarom (2016) supports this particular issue by confirming in her study that motivation and job-application decision to the Japanese companies are of high correlation.

(3) Concerning the result of the highly positive correlation between work attitudes and decision to apply for work in startup companies, a series of interesting factors have been showing off. It is highly interesting when working-age people express their attitudes especially in terms of positive thinking, knowledge and capability, feelings towards colleagues and work environment, and also behavioral expression as a fighter or tolerant bearer. These are sound determinants affecting job-application decision at startup companies. Kaewkred (2017) confirms in this study that work attitudes are significantly related to career's selection-decision process among the private employees in Nakhon Pathom Province.

(4) As regards to the MRA results, the influencing relationship of demographic factors; motivation on job application; and work attitudes over the decision to apply for work in startup companies were examined. It sheds light on the predictive power of behavioral attitudes, organization's image and compensation and benefits over the decision to apply for work in startup companies at the percentage of 62. It is perhaps due to today's tendency about working-

age people embracing all of these concerned factors when applying for a job as they look for a place where their knowledge and potentials are of true value to the organization. They would also look at the company's tendency about happy work-life balance as well as sustainable individual growth. On this connection, Jomjaipor & Noppanatwongsakorn (2020) found out that interpersonal relation together with compensation and benefits enhance the higher quality of works. Also, a proper management of work environment and organization's image leads to work motivation. As Tienpermpool (2017) asserts, it is the compensation that actually matters in response to career-selection decision as it brings about better life quality and work satisfaction.

9. Recommendations

The research has gone through a series of emerging determinants for motivating working-age population to apply for work in startup companies, as mentioned throughout the paper. This may raise a series of disputable recommendations as follows.

(1) Startup entrepreneurs should pay attention on job-application-motivation factors as well as work environment creation that fit to the digital-age, working people. A special concern goes to the issue of providing sound learning supports with cutting-edge digital technologies for work flexibility conducive to a happy work-life-balance organization.

(2) As regards to the opportunity for learning and self-development, the entrepreneurs should have an aggressive learning and development plan for their employees. There are some contemporary possibilities to consider such as on-the-job training, analytical thinking skills development, creativity skills development, internal communications skills development, as well as mental and emotional development. This is to believe that efficient employees are excellent assets to the organization.

(3) As the business sustainability issue emerges around the globe, the executives should put concrete efforts on adopting and developing world's leaders' qualities such as risk-taking; creativity; strong commitment to goals; world-class management capability etc. These will help boost organization's trust for further success and sustainability.

(4) It is suggested that the future research shall go around the following aspects. Firstly, in-depth research shall be conducted in exploration of psychological factors of the job seekers when applying for jobs at startup companies. Secondly, an extension to geographical limit of this research, focusing solely in Bangkok, is worth further researching. Thirdly, as this study took the sample of startup companies from four business categories participated in the survey, namely, property management companies; travel agents; platform providers; and skincare businesses, future attention of research shall then go on with an expandable scope of other business categories. Lastly, numerous studies rely at large on HRM perspectives, it is time for current and future research to be conducted based on both HRM and entrepreneurship perspectives (see more details in Dabic et al., 2011).

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Analysis of the factors influencing the purchase intention of New Energy Vehicles in China

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Abstract

The New Energy Vehicle (NEV) industry is a key component of China's low-carbon economy development strategy. After experiencing rapid development, NEV is now in the stage of transition from a policy-oriented to a market-oriented approach. Therefore, during this unique period, it is crucial to develop appropriate models and research the factors that affect consumers' intentions to purchase NEVs in order to develop pertinent theories, adjust policies, and raise awareness of environmental issues. In order to provide guidance for the new round of policy adjustments and enterprise marketing strategy of China's NEV, this paper aims to develop guidelines from two perspectives of policy and enterprise. conducted a survey and used the SPSS tool to analyze the influencing factors of the purchase intention of consumers in China who responded to an online questionnaire.

Keywords: New Energy Vehicles, Purchase Intention, Influencing Factors.

1. Introduction

It is well known that, with today's society's continuous technological development, the energy scarcity problem has become increasingly severe. Many countries have agreed that adjusting and upgrading energy structures is imperative to eliminate this dilemma. In the context of global warming, the international community formally signed the Paris Agreement in April 2016 to jointly maintain the earth's ecological environment. Many countries have further advanced their environmental protection strategies. Promoting green energy and reducing the environmental pollution caused by energy consumption has become an important topic for researchers in many countries. Developing New Energy Vehicles (NEVs) is essential to energy greening and inevitably in line with sustainable development strategy.

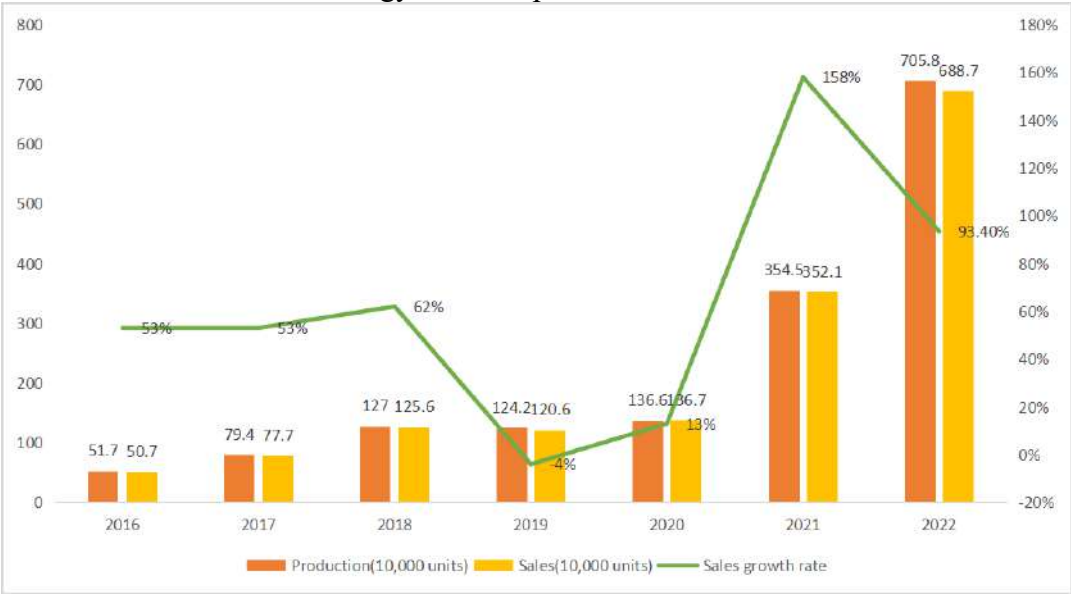
China's "863 Plan" Electric Vehicle major project, which established the "three vertical and three horizontal" NEV industry development route, served as the industry's growth push in 2001. At this point, China started to pick up speed in the NEV sector in order to catch up to other automotive industry titans (Hu and Liang, 2021). Later, in order to encourage the growth of a low-carbon economy, China further regarded the new energy sector as one of the seven strategic emerging industries (Zhang et al., 2013). In the initial stage, the government carried out pilot demonstrations and promotion of energy-saving and NEVs. And for the first time, a pilot subsidy for the private purchase of NEVs. In the stage of rapid development, the government further added a pilot and more detailed division of subsidies for NEVs. At the same time, the government has also implemented various helpful policies, including upgrading infrastructure development and providing substantial subsidies. (Wang & Dong, 2016). Following the national macro policies' guidance, more auto companies have transformed into the NEVs market; also, more consumers and industry insiders have begun to monitor NEVs continuously,

promoting the vigorous development of the NEVs industry. Figure 1 shows that by 2022, China's NEVs sales exceeded 6.8 million units, up 93.4% from 2021.

Moreover, it consistently ranked No. 1 globally; China’s NEVs market has developed. However, 2022 is a watershed for China's NEV market, as the government will officially end the personal fiscal subsidy policy for NEV purchases at the end of 2022. Unlike the past ten years of NEV market development, the future market competition will enter an actual wave phase. The capacity and brands that have grown up on subsidies and needed more competitiveness in the past will face significant challenges in this phase, with some capacities accelerating their withdrawal and some brands disappearing.

Zhao et al. (2018) pointed out that consumers' purchase intention is the basis and prerequisite for creating consumer buying behavior. Although consumer attitudes are not the same as purchase behavior, the more positive the consumer's attitude toward a good or service, the more it will promote purchase behavior. There have been numerous studies on the Chinese NEV market from various perspectives. However, most of them are based on the background of the early policy-orientation development in the past, and most focus on macro policy research. Therefore, it is essential to explore consumer needs further and provide targeted reform recommendations for the government and NEV companies to improve NEV sales and promote market development.

Figure 1
2016-2022 China’s new energy vehicles production, sales trends



Source: Collated from Chinese Foresight Industry Research Institute

2. Objective

This paper's primary research goal is to investigate the variables affecting Chinese consumers' intent to buy NEVs. Moreover, based on the study's findings, to create a roadmap for the development of the current market. Based on the following ideas, the following objectives for this study were created:

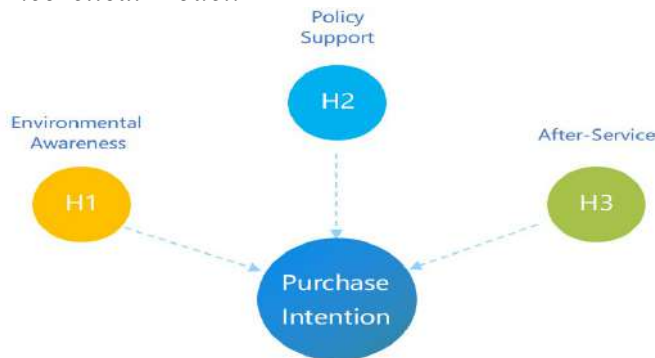
To identify the key elements influencing the growth of the NEV market in China.

To create guidelines for the growth of the NEV market in China.

3. Conceptual Framework

The conceptual framework is shown in Figure 2.

Figure 2
Theoretical Model.



Source: developed by the author

4. Literature Review

4.1 Purchase Intention

Purchase Intention refers to if the consumer is willing to buy goods at their equilibrium market price, given his monetary income. In Nathalie Peña-García et al. (2020) and Morwitz et al. (2007) view, purchase intent can help managers determine whether the current product plan is worthy of deep development and determine markets and target groups. Consumers' willingness to buy is the basis and prerequisite for creating consumer buying behavior. In the opinion of Zhao et al. (2018), although consumer attitudes are not the same as purchase behavior, the more positive the consumer's attitude toward a good or service, the more it will promote purchase behavior.

4.2 Environmental Awareness

Environmental awareness refers to how much people know about the environment and environmental protection, the knowledge we have acquired to protect the environment by improving our social and economic behavior. Yang & Yu (2022) argues that consumer environmental awareness can positively promote the demand for green products and increase corporate profits from the environmentally friendly product. Consumer awareness of environmental protection largely determines the market demand for green products and is, therefore, an essential condition for guiding the transformation of enterprises to green development. Furthermore, the research of Gao (2013) by using citizens' environmental awareness and government policies as moderating variables to construct a model of the effect of consumer perceived value on purchase intention. It also concludes that the more substantial consumers' environmental awareness, the stronger the willingness to buy NEVs. Therefore, we propose that,

H1: Personal environmental awareness positively correlates with customer purchase intention about the New Energy Vehicle of China.

4.3 Policy Support

Xu et al. (2022) pointed out that Policy Support refers to the support provided by administrative agencies (e.g., government departments) to reduce the negative impact of institutional imperfections on enterprises, which is an essential institutional environment for enterprises. Policy support includes direct support and indirect support. Direct support includes financial support, tax incentives, training, and other direct resource support; indirect support policies are environmental policy tools, mainly to provide entrepreneurs with a higher level of government efficiency or services, such as providing a unified market and technology information exchange platform to create a positive environment for technology entrepreneurs. In the research field of the purchase intention of NEVs, Yin & Wang (2013), through a questionnaire, found that government subsidies and consumers' environmental protection behaviors significantly affect the purchase intention of NEVs. The study by Huang (2010) also argues that NEVs need guidance and support from policies. The government should designate relevant preferential policies for them and use public media to help promote and guide them to increase consumers' awareness and purchase intention of electric vehicles. To this point, we proposed hypothesis 2.

H2: Policy support positively correlates with customer purchase intention about the New Energy Vehicle of China.

4.4 After-Sale Service

After-sales service refers to various related services provided after the sale of products. The after-sales service in this article refers to the after-sales service of NEVs. Liu (2021) believes that developing NEVs is a system project, and the after-sales service is an integral part of the system project. Good after-sales service for NEVs is related to the quality and integrity of the company's products and whether customers can get absolute and complete satisfaction. The competition in the NEV market is not only the sales market but also the after-sales service that has become the key to winning the market.

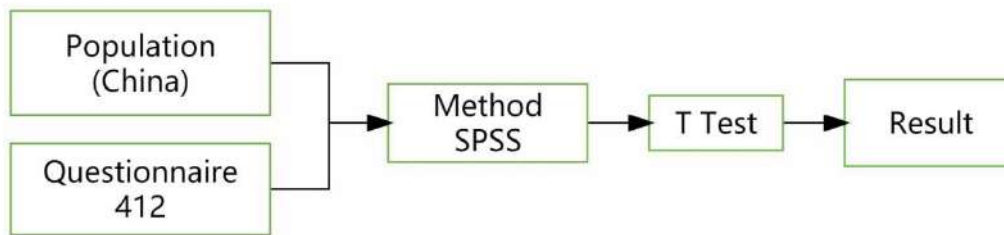
Xu G. H. & Xu F (2010) used principal component analysis to empirically analyze the factors that influence consumers' decisions to purchase NEVs and to make recommendations on the promotion of NEV sales based on empirical analysis. Furthermore, five factors were analyzed. The survey results show that nearly 70% of consumers are more concerned about whether the after-sales service is fast and convenient. Moreover, it is concluded that the low density of after-sales service outlets of NEVs and the high maintenance cost are one of the main reasons why consumers' purchase intention of NEVs has yet to be transformed into actual purchase behavior. Thus, hypothesis 3 was proposed,

H3: After-sales service of the product positively correlates with customer purchase intention about the New Energy Vehicle of China.

5. Research Methodology

This paper conducted an online survey to determine consumer needs, willingness to purchase, and the characteristics of NEVs. The factors influencing consumers' purchase intention in NEVs have been analyzed by descriptive statistics and T-tests with the SPSS tool. The population and method are shown in Figure 3. This paper aims to promote the development of the NEV industry and to promote the NEV industry of China to seize the opportunity to achieve positive development in the new phase.

Figure 3
Methodology



5.1 Questionnaire

The questionnaire is designed in three parts: basic information about customers, the influencing factors of purchase intentions of NEVs, and consumers' preferences in this area. The basic information includes gender, family structure, age, income, Etc. Moreover, the measurements of Policy support, environmental awareness, after-sale service, and purchase intention were adjusted with the current situation of the NEVs market and the characteristics of consumers in China. Through the pretest, the questionnaire included four variables: Policy Support (PS), Environmental Awareness (EA), After-sale Service (AS), and Purchase Intention (PI); thirteen items: EA1, EA2, EA3, EA4, EA5; PS1, PS2, PS3; AS1, AS2, AS3, AS4, PI.

5.2 Model

This study chose T-Test analysis to verify the relationship between purchase intention and three variables: policy support, environmental awareness, and after-sale service.

6. Results

6.1 Descriptive Analysis

This study launched the survey through the internet in February 2023, and the target respondents were the general customers who wanted to buy or had already bought NEVs in China. The research was administered by online survey, and 412 valid questionnaires were obtained.

In these 412 valid questionnaires, the percentage of males and females was about 44.7% and 55.3%. The largest group of participants is 18-35, with 41.5 % of 18-25 and 47.57% of 26-35. Also, most of the respondents already owned one car. For the structure and monthly income of the family, there was little difference in the percentage of each option. Furthermore, after the data, 81.55% of respondents had the purchase intention of NEVs.

6.2 Reliability and Validity Test

As mentioned in the research of Eisinga R. et al. (2013) and Zhou (2017), reliability analysis is used to examine the accuracy and dependability of responses to quantitative data. Tables 1 and 2 display the reliability and validity test results for this study. The reliability coefficient value in Table 1 is 0.900, which is higher than 0.8 and shows the study's data to be extremely reliable. Additionally, every CITC value is greater than 0.4, indicating high reliability and a favorable correlation between the items under consideration. In conclusion, the information gathered in this study is highly reliable and can be used for additional research.

Table 1
Reliability Statistics

Reliability Statistics (Cronbach Alpha)			
Items	Corrected Item-Total Correlation (CITC)	Cronbach Alpha if Item Deleted	Cronbach α
EA1	0.598	0.893	
EA2	0.635	0.891	
EA3	0.673	0.889	
EA4	0.658	0.890	
EA5	0.596	0.893	
PS1	0.694	0.888	0.900
PS2	0.455	0.902	
PS3	0.505	0.897	
AS1	0.611	0.892	
AS2	0.687	0.888	
AS3	0.691	0.888	
AS4	0.673	0.889	
Cronbach α (Standardized): 0.902			

Using KMO and Bartlett test for validity verification, Table 2 shows: that the KMO value is 0.905 and higher than 0.8; the study data is high quality for extracting information.

Table 2
Validity Statistics

KMO and Bartlett's Test		
	KMO	0.905
	Chi-Square	2423.012
Bartlett's Test of Sphericity	<i>df</i>	66
	<i>p</i>	0.000

6.3 T-test

This study used SPSS to analyze the T-test and verify the relationship between the variables.

As Table 3 shows, EA1, EA2, EA3, EA4, and EA5 were all significant ($p < 0.05$), meaning that different Purchase Intention samples were different for EA1, EA2, and EA3, respectively EA4 and EA5. Thus, H1 was confirmed.

Table 3
T-test of H1

	Independent <i>t</i> -test			
	Purchase Intention (Mean ± Std. Deviation)		<i>t</i>	<i>p</i>
	Yes (<i>n</i> =336)	No (<i>n</i> =76)		
EA1	3.97±0.74	3.66±0.84	3.015	0.003**
EA2	4.09±0.76	3.72±0.92	3.256	0.002**
EA3	4.19±0.76	3.72±1.04	3.692	0.000**
EA4	4.26±0.77	3.82±0.98	3.682	0.000**
EA5	3.94±0.84	3.51±1.03	3.407	0.001**

Note: * $p < 0.05$ ** $p < 0.01$

As can be seen from Table 4, all different Purchase Intention samples are significant for PS1, PS2, and PS3 ($p < 0.05$), and different Purchase Intention samples are different for PS1, PS2, and PS3. Thus, H2 was confirmed.

Table 4
T-test of H2

	Independent <i>t</i> -test			
	Purchase Intention (Mean ± Std. Deviation)		<i>t</i> □	<i>p</i> □
	Yes (<i>n</i> =336)	No (<i>n</i> =76)		
PS1	4.34±0.73	3.97±0.86	3.787	0.000**
PS2	3.79±0.94	3.16±1.13	5.051	0.000**
PS3	3.79±0.84	3.36±0.96	4.016	0.000**

Note: * $p < 0.05$ ** $p < 0.01$

As Table 5 shown, different Purchase Intention samples do not show significant value for 1 item in AS1 ($p > 0.05$), and different Purchase Intention samples show consistency for AS1. Therefore, there is no difference. In addition, three Purchase Intention samples were significant for AS2, AS3, and AS4 ($p < 0.05$), meaning that different Purchase Intention samples were different for AS2, AS3, and AS4. Thus, H3 was confirmed.

Table 5
T-test of H3

	Independent <i>t</i> -test			
	Purchase Intention (Mean ± Std. Deviation)		<i>t</i> □	<i>p</i> □
	Yes (<i>n</i> =336)	No (<i>n</i> =76)		
AS1	4.20±0.76	3.97±0.95	1.931	0.056
AS2	4.40±0.80	4.04±1.03	2.909	0.004**
AS3	4.35±0.82	3.91±1.09	3.374	0.001**
AS4	4.18±0.84	3.84±1.06	2.615	0.010*

Note: * $p < 0.05$ ** $p < 0.01$

7. Conclusion

From the data analysis, were drawn three following conclusions:

Consumer purchase intentions for NEVs in China were significantly influenced favorably by the environmental awareness factor. This outcome is in line with research from Yang & Yu (2022) and Gao (2013). In order to grow the NEV market and increase publicity, it is crucial to raise consumer environmental awareness. This will also create a suitable framework for the development of emerging green industries.

Policy Support positively affected the purchase intentions of NEVs in China. The finding followed the previous research of Yin & Wang (2013). The difference in the findings is that government subsidies significantly affect the purchase intention of NEVs. Nevertheless, when this research was conducted, the government had already officially canceled the personal subsidies. In the early stage of the abolition of individual subsidies, consumers' purchase intention in NEVs may decline significantly. However, the data show that policy support still significantly impacts consumers' purchase intention. Results can show that other policies can feel the impact of the cancellation of actual individual financial subsidies; China's NEVs market is becoming mature, the impact of actual individual subsidy cancellation is low, and consumers no longer use subsidy benefits as the primary driver of purchase intention. Therefore, Government Policy support is essential for increasing consumers' purchase intention. The future policy support of the NEV industry can still effectively provide positive guidance in indirect support policies such as infrastructure development and construction.

It was found that After-sale Service significantly positively affected the purchase intentions of NEVs in China. This result is similar to the finding in the research of Chen et al. (2019), the transition of the market from one that is product-oriented to one that is service-oriented. Consumers with higher purchase intentions may care more about the related service of the product. Therefore, improving the related service quality of NEVs must be addressed, and should be in a loop for improving and increasing consumers' purchase intention.

8. Suggestion

This study considered only three influencing factors on consumer purchase intention of NEV: environmental awareness, policy support, and after-sale service. Therefore, future studies may explore more factors influencing NEV to purchase intentions. Following the literature review and other observations, other factors can be price, brand, infrastructure, and intelligence.

Due to location constraints, data for this paper could only be collected using an online questionnaire. Therefore, the data sample is drawn from a younger and more highly educated population, while the future study may try more diverse data collection methods.

Many data items could not be obtained due to time limitations. Further study of the Purchase Intentions of NEVs can collect more data to use grouping or to extend and analyze the NEV industry in other countries.

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Gen Z's Purchasing Behavior of Fashion Products via Instagram

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Abstract

In Thailand, Instagram has emerged as a commercial platform for many businesses, particularly those selling fashion products. To better understand the purchasing behavior of Generation Z customers on Instagram, a study was conducted to identify the factors that influence their decision-making process. This research ultimately led to the development of a guideline for Instagram fashion entrepreneurs and marketers looking to leverage the platform as a social commerce tool. Based on an online survey of 428 respondents, it was found that Generation Z typically shops for clothing products on weekends between 12.01 a.m. and 6 p.m. Their purchasing decision is influenced by their experience with the product and the vendor, followed by their income level. Furthermore, females were found to purchase fashion products more frequently than other genders. The guidelines provide detailed recommendations and suggestions for Instagram fashion entrepreneurs and marketers looking to engage with the Generation Z segment.

Keywords: Instagram, Customers' behavior, Gen Z, Marketing guidelines, Influencing factors

1. Introduction

Combining social media and modern retail, social commerce has emerged as a new channel for online businesses to expand their reach and connect with potential customers. Instagram (IG) is a key social commerce channel, with 18,792,600 users in Thailand representing 26.8 percent of the population (NapoleonCat, 2023) and a strong interest in personal goods, fashion, and beauty (Marketeeronline, 2019). Among the regular users of social commerce, 57 percent are from Generation Z, which refers to individuals born between 1995 and 2009 (Kasikorn Research Center, 2021) and represents a large market segment with significant purchasing power and societal influence. It is projected that by 2030, Gen Zers will comprise half of the world's population (MarketThink, 2022). To make the most of social commerce via Instagram, businesses must understand the Gen Z segment and tailor their marketing strategies accordingly.

1.1 Research Objectives

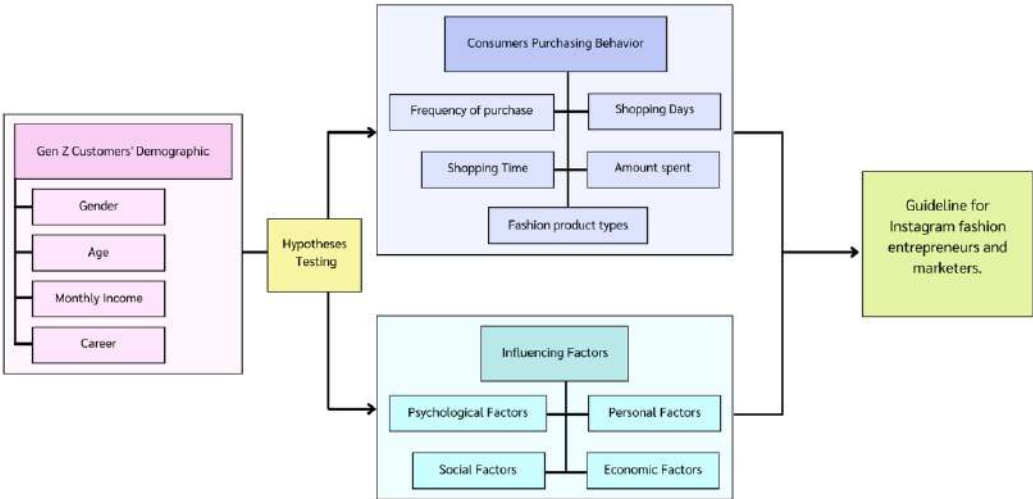
1. To study Generation Z's demographic profile, purchasing behavior, and purchasing decisions.
2. To compare the differences in the level of Generation Z's purchasing decisions classified by gender.
3. To develop guidelines for Instagram fashion entrepreneurs.

2. Concepts and Theories

Instagram accounts related to fashion have a higher number of followers and engagement rates compared to other social media platforms (Sornapudi & Srivastava, 2021). To understand the

purchasing behavior of Generation Z in the fashion industry, this research analyzed various factors that influence their decision-making process, including their shopping habits, buying behavior, preferred brands, and retailers (Gajjar, 2013; Ramya & Ali, 2016). Besides age, other demographic characteristics, such as gender, were also considered in the study, following similar findings in Sethna et al. (2017) highlighting the importance of gender in consumer behavior. The research focused on four factors, namely personal, psychological, social, and economic factors (Qazzafi, 2020), to examine the influences on Gen Z's purchasing decisions. Based on the study's findings, a guideline was developed to assist Instagram fashion entrepreneurs in understanding Gen Z's buying behavior and the factors that impact their decision-making process. (See Figure 1).

Figure 1
The conceptual framework shows the hypothesis testing of the independent variables (demographics) and the purchasing behavior and influencing factors of Generation Z segment to determine the guidelines for Instagram fashion entrepreneurs and marketers.



3. Research methods

To achieve the first two objectives, this research used a quantitative approach and distributed a Google Forms questionnaire through social media channels to reach Generation Z members who actively engage with social media. The questionnaire was composed of three parts, including (1) multiple-choice questions to gather background information, (2) multiple-choice questions related to purchasing behavior, and (3) a five-point Likert scale to measure the influencing factors that affect purchasing decisions (1 = least influential; 5 = most influential). The study population consisted of Generation Z individuals of any gender and nationality, located in Thailand, who had experience purchasing fashion products through Instagram. Although Gen Z includes individuals aged 14 to 28, this study collected data from 18-28-year-olds, as they represent the majority of social commerce shoppers in Thailand (Statista Research Department, 2023). As it was not possible to determine the exact population size, the sample size was calculated using the number of Thai individuals aged between 18 and 28 years old, which is 9,738,543 as of December 2022 (Civil registration demographic statistics, n.d.). Using Taro Yamane's formula, a sample of 428 individuals was determined (Yamane, 1967). To ensure the reliability of the questionnaire, a reliability test was conducted with 15 respondents, resulting in a Cronbach's Alpha of 0.88, indicating that the questions had a "very good" level of reliability (Hair et al., 2003).

4. Research results

The data collected from the 428 responses that met the study's criteria were analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics and Inferential Statistics were used to analyze the data and test hypotheses using the analysis of variances (ANOVA). Multiple comparisons of mean differences were conducted using the LSD method.

4.1 Respondents' demographic profile

The majority of Gen Z individuals who purchase fashion products from Instagram are females (73.4 percent), followed by males (25.2 percent) and LGBTQ+ individuals (1.4 percent). The age range of most buyers is 22-28 years old (75.9 percent). About half of the respondents have a monthly income of 20,001-30,000 baht (55.4 percent), while 46.5 percent work in the private sector and 24.5 percent are students. In terms of purchase frequency, 53.7 percent of respondents bought fashion products from Instagram only once or twice in the previous six months, while 39.5 percent purchased 3-5 times during the same period. Only a small proportion (0.2 percent) made regular purchases. Descriptive statistics were used to report these findings. (See Table 1).

Table 1
Respondent's demographic profile (n=428)

		Overall	
		N	%
Gender	Male	108	25.2
	Female	314	73.4
	LGBTQ+	6	1.4
	Total	428	100
Age	18-21	103	24.1
	22-28	325	75.9
	Total	428	100
Monthly Income	Lower than 10,000	95	22.2
	10,001-20,000	45	10.5
	20,001-30,000	237	55.4
	30,001- 40,000	45	10.5
	40,001 and above	6	1.4
	Total	428	100
Career	Students	105	24.5
	Private Sector Employees	199	46.5
	Government Employees	47	11.0
	State Enterprise Employees	38	8.9
	Entrepreneurs	3	0.7
	Professionals	18	4.2
	Freelancers	16	3.7
	Unemployed	1	0.2
Others	1	0.2	
Total	428	100	
Frequency of purchase	Rarely (1-2 times in the last six months)	230	53.7
	Sometimes (3-5 times in the last six months)	169	39.5

	Overall	
	N	%
Often (1-3 times per month)	28	6.5
Regularly (1-2 times or more per week)	1	0.2
Total	428	100

4.2 Generation Z's purchasing behaviors

Gen Z typically shops for fashion products on Saturdays and Sundays (65.9%) between 12:01-18:00 hours (62.6 percent). Clothing is the most purchased item (63.6%), followed by footwear (20.6 percent). (See Table 2).

Table 2

Data summary of respondents' purchasing behaviors (n=428)

		Total	
		N	%
Shopping Days	Monday to Friday	146	34.1
	Saturday and Sunday	282	65.9
	Total	428	100
Shopping Time	00.01-06.00	3	0.7
	06.01-12.00	85	19.9
	12.01-18.00	268	62.6
	18.01-00.00	72	16.8
	Total	428	100
Money spent on each purchase	Less than 100	5	1.2
	100-500	145	33.9
	501-1,000	222	51.9
	1,001-2,000	45	10.5
	2,001-3,000	8	1.9
	More than 3,000	3	0.7
Fashion product types	Total	428	100
	Clothing	272	63.6
	Footwear	88	20.6
	Accessories	53	12.4
	Bags	15	3.5
	Total	428	100

4.3 Factors influencing purchasing decisions when buying fashion products from Instagram

The data was interpreted using .08 intervals on the Likert scale: 1.00 - 1.80 = Lowest; 1.81 - 2.60 = Low; 2.61 - 3.40 = Medium; 3.41 - 4.20 = High and 4.21 - 5.00 = Highest (Sözen, 2019).

The results show that all factors have a high impact on Gen Z's buying behavior with mean values ranging from 3.41 to 4.20. The top three factors in each category based on mean values are:

Psychological factors: Product experience has the greatest influence on Gen Z's purchasing decisions, followed by vendor experience and prompt response to direct messages. When it

comes to personal factors, fashion products for work have slightly more influence than those for lifestyle. Sense of belonging to a group is the most influential social factor, followed by recommendations from family and friends and social status. Income is the most important economic factor, followed by clear product pricing and promotions. (See Table 3).

Table 3

The mean and standard deviation of factors influencing Gen Z purchasing decision (n=428)

		<i>Total (n=428)</i>		
		Mean	SD	Meaning
Psychological Factors	Needs for new product	3.9650	.73786	High
	Personal desire	3.9393	.68851	High
	Advertisement of product	3.5514	.79204	High
	Influencer's review	3.6262	.86323	High
	Other customer's reviews/feedback/comments	3.9556	.74682	High
	Experience with the vendor	4.0748	.76762	High
	Experience with the product	4.1706	.79599	High
	Prompt reply to direct message	3.9743	.76320	High
	The credibility of IG vendor	3.8481	.74206	High
	Fast delivery	3.7921	.70875	High
	Post-sales service	3.9486	.85325	High
Personal Factors	Products for work	3.9439	.75073	High
	Products for lifestyle	3.8458	.61940	High
Social Factors	Family and friends' recommendations	3.8902	.76492	High
	People on IG that I follow use this product	3.7477	.75399	High
	The product reflects/identifies with social status	3.8481	.86179	High
	To belong to a group I associate with	3.9019	.90001	High
Economic Factors	Income	4.0631	.86744	High
	Display product price clearly	4.0070	.67920	High
	Promotion	3.9463	.80071	High

4.4. Hypothesis Testing

The researcher conducted One-way ANOVA to test four hypotheses and evaluate the significance of the results. The following presents the results of the hypothesis testing to identify gender-based differences:

Research hypothesis 1

H1₀: There is no difference between genders in terms of frequency of purchase.

H1₁: There is a difference between genders in terms of frequency of purchase.

Table 4 shows rejection of the null hypothesis, indicating significant gender-based differences in purchase frequencies at a level of .05 (Sig. < .05). Similarly, Table 5 demonstrates that males and females have significant differences in their purchase frequencies at a significant level of .05 (Sig. < .05).

Table 4

The One-way ANOVA of the frequency of purchase by gender (n=428)

	Gender	N	Mean	SD	F	Sig.
Frequency of purchase	Male	108	1.3426	.49600	6.833	.001
	Female	314	1.5955	.65341		
	LGBTQ+	6	1.6667	.81650		

Table 5

The comparison of the frequency of purchase by genders (n=428)

	Gender	Mean Difference	Sig.	
Frequency of purchase	Male	Female	-.25295*	.000
		LGBTQ+	-.32407	.213
	Female	Male	.25295*	.000
		LGBTQ+	-.07113	.781
	LGBTQ+	Male	.32407	.213
		Female	.07113	.781

Research hypothesis 2

H2₀: There is no difference between genders in 'influencer's review' influence on purchasing decisions.

H2₁: There is a difference between genders in 'influencer's review' influence on purchasing decisions.

Table 6 shows a rejection of the null hypothesis, indicating a significant difference between genders in the 'influencer's review' factor at a significance level of .05 (Sig. < .05). Meanwhile, Table 7 reveals that the 'influencer's review' factor has a different impact on different genders, as evidenced by the significant difference in mean values between Males, Females, and LGBTQ+ at a .05 level of significance (Sig. < .05).

Table 6

The One-way ANOVA of influencer's reviews, family and friends' recommendations, and people on Instagram that customers follow influence purchasing decisions by genders (n=428)

	Gender	N	Mean	SD	F	Sig.
Influencer's review	Male	108	3.6204	.78201	5.331	.005
	Female	314	3.6497	.87832		
	LGBTQ+	6	2.5000	.83666		
Family and friends' recommendations	Male	108	4.0185	.73601	4.524	.011
	Female	314	3.8599	.76637		
	LGBTQ+	6	3.1667	.75277		
People on Instagram that customers follow	Male	108	3.8611	.68982	9.897	.000
	Female	314	3.7325	.74886		
	LGBTQ+	6	2.5000	1.04881		

Research hypothesis 3

H3₀: There is no difference between genders in terms of family and friends' recommendations on Gen Z's purchasing decisions.

H3₁: There is a difference between genders in terms of family and friends' recommendations on Gen Z's purchasing decisions.

Table 6 shows a rejection of the null hypothesis, indicating a significant difference between genders in the 'family and friends recommendations' factor at a level of .05 (Sig. < .05). Table 7 indicates that the Male and Female groups are influenced differently by the 'family and friends recommendations' factor compared to the LGBTQ+ group at a significant level of .05 (Sig. < .05).

Research hypothesis 4

H4₀: There is no difference between genders regarding people on Instagram that Gen Z follows on purchasing decisions.

H4₁: There is a difference between genders regarding people on Instagram that Gen Z follows on purchasing decisions.

Table 6 shows that the null hypothesis is rejected, indicating that there is a significant difference between genders concerning the factor of the Instagram accounts that influence Gen Z's purchasing decisions at a .05 significance level (Sig. < .05). Table 7 further reveals that the impact of 'the people they follow on Instagram use the product' on purchase decisions varies significantly among Males, Females, and LGBTQ+ at a .05 significance level (Sig. < .05).

Table 7

The comparison of influencer's reviews, family and friends' recommendations, and people on Instagram that customers follow influence purchasing decisions by gender (n=428)

	Gender		Mean Difference	Sig.
Influencer's review	Male	Female	-.02931	.759
		LGBTQ+	1.12037*	.002
	Female	Male	.02931	.759
		LGBTQ+	1.14968*	.001
	LGBTQ+	Male	-1.12037*	.002
		Female	-1.14968*	.001
Family and friends' recommendations	Male	Female	.15865	.062
		LGBTQ+	.85185*	.008
	Female	Male	-.15865	.062
		LGBTQ+	.69321*	.027
	LGBTQ+	Male	-.85185*	.008
		Female	-.69321*	.027
People on Instagram that customers follow	Male	Female	.12863	.119
		LGBTQ+	1.36111*	.000
	Female	Male	-.12863	.119
		LGBTQ+	1.23248*	.000
	LGBTQ+	Male	-1.36111*	.000
		Female	-1.23248*	.000

5. Guidelines Development

5.1 Demographic Segmentation

Target Gen Z customers aged 22-28 years old, working in the private sector with a monthly income of 20,001-30,000 Thai baht. Different genders exhibit variations in purchasing frequency, so vendors of men's fashion products should focus on students (18-21 years old) with income below 10,000 baht, while those selling women's fashion products should target women working in the private sector (22-28 years old) with an income range of 20,001-30,000 baht. For LGBTQ+ customers, target students aged 22-28 years old with an income range of 10,001-20,000 baht.

5.2 Customers purchasing behavior

Instagram shoppers tend to shop on weekends, specifically Saturdays and Sundays, between 12:01 PM and 6:00 PM. It is recommended to price products differently for each gender; men tend to spend 100-500 baht, while women and LGBTQ+ tend to spend 501-1,000 baht and 501-2,000 baht, respectively. In terms of popular fashion products, clothing is the most preferred, followed by footwear, accessories, and bags.

5.3 Factors influencing customers' purchasing decision

To attract Gen Z customers, IG entrepreneurs or marketers should prioritize product and service quality to create a positive experience and encourage repeat purchases, especially for male customers. For female customers, the income factor is equally important as product and sales

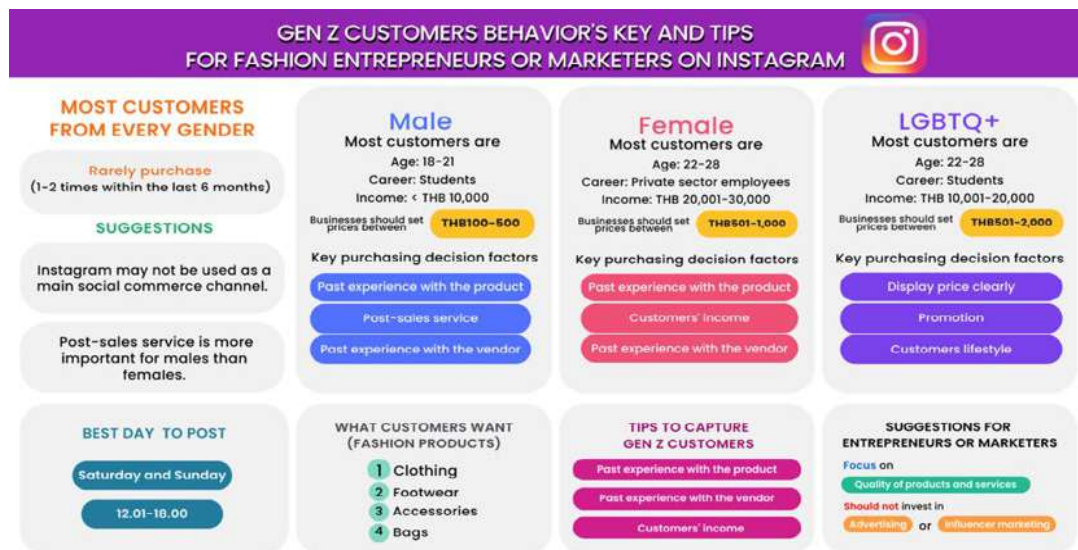
service. Displaying prices and running promotional events are critical marketing strategies. When launching new Instagram commerce, it's important to consider products suitable for both work and lifestyle. Additionally, lifestyle fashion products are more appealing to LGBTQ+ customers.

There are significant differences in the following five factors among different genders:

1. The importance of influencer's reviews is higher for men and women compared to LGBTQ+.
2. Post-sales service is more important for men.
3. Family and friends' recommendations are more influential for men and women than for LGBTQ+.
4. Men and women are more inclined to purchase products used by people they follow on Instagram than LGBTQ+.
5. Men and women are more likely to purchase products to belong to a group than LGBTQ+.

Figure 2

Summarizes the Guidelines



6. Discussions

The research findings suggest that the most important factor influencing the purchase of fashion products from Instagram is customers' past experience with the product, which is consistent with Tevšić & Nanić's (2020) study that found product quality to be the most important factor for customers. However, the present study found that product quality is a key purchasing decision factor for both males and females, whereas Tevšić & Nanić's study indicated that product experience is more important for females. The difference in findings could be due to variations in population characteristics, such as age and geographic location. Additionally, Chen's (2018) study highlights that perceived risk is the most important factor influencing purchase decisions and that online shopping's characteristics, such as not being able to physically examine the product, contribute to this perceived risk. Thus, having a positive experience with the product is crucial to reduce perceived risk and encourage purchasing decisions.

This study's finding on the significance of customers' past experience with the vendor aligns with Porntrakoon's (2018) and Akrajindanon's (2018) research on the direct influence of e-

vendors' characteristics and the need to respond to customer requirements to gain trust and satisfy motives. These studies emphasize the importance of a positive shopping experience, competitive pricing, convenience, product information, and social interaction in keeping customer support.

The research findings on the importance of income for Gen Z customers align with Wood's (2013) study, which suggests that growing up during an economic downturn may make Gen Z more cautious with their spending. While Kahawandala et al.'s (2020) study found that Gen Z primarily seeks recommendations from family and friends, this study suggests that factors such as advertisement and influencer's review are less important than past experiences with products and services. These contradictions may be due to different product types and Gen Z's unique purchasing behavior.

6.1 Suggestions

To improve future research, this study has some limitations, particularly regarding the gender distribution of respondents. The majority of respondents were female or male, with only a few identifying as LGBTQ+. Therefore, future research should aim for a more balanced gender distribution. Additionally, most respondents reported rarely purchasing fashion products from Instagram, which could impact the efficacy of the findings. Future research could use a more specific sampling method targeting active Instagram customers or employ qualitative methods for deeper insights. Finally, future research could explore factors that drive purchasing frequency for Gen Z customers, particularly LGBTQ+ individuals, and investigate other factors influencing their purchasing behavior.

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The Influence of Person-Job Fit on Employees' Turnover Intention: Mediated by Sense of Self-Worth, and The Moderating Role of Leaders' Listening Attitudes

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Abstract

In the context of globalization, more and more enterprises want to know how to reduce brain drain. Based on social cognitive theory and self-worth theory, this study constructed a conceptual model of the impact of person-job fit on turnover intention, with self-worth as the intermediary and leaders' listening attitude as the adjustment, through literature review. In this study, 800 questionnaires were distributed in the form of online questionnaires, and the final 495 valid questionnaires were analyzed to verify the research hypothesis. The results show that: first, person-job fit has a negative impact on turnover intention; Secondly, self-worth has a negative impact on employee turnover intention; Fourth, employee self-worth plays a mediating role in the influence of person-job fit on turnover intention; Third, leaders' listening attitude plays a positive role in regulating the relationship between person-job fit and self-worth. The research enriches the theoretical model of person-job fit, and also refines the understanding of the impact of leadership listening on employees.

Keywords: Person-Job Fit; Turnover Intention; Self-Worth; Leaders' Listening attitudes.

1. Introduction

In recent years, both domestic and foreign countries have been severely affected by the epidemic, resulting in a global economic downturn. For companies, the increasingly complex external environment has made it a top priority to enable employees to play to their strengths and create more value for the company. The main reason for employees to leave is the misfit between individual employees and their jobs. Since the intention to leave can be a valid predictive variable for leaving behavior, it will be better for HR management if organizations can understand employees' thoughts of leaving before they do so. And only when employees' personal qualities, abilities, learning and other personalized factors fit with the position they are working in, they may have higher satisfaction with their jobs (Sun & Zhou, 2020). With a good working environment and suitable job positions in the organization and work area, employees can use their abilities and get a higher sense of value, which increases employee satisfaction and reduces their Turnover Intention. Leadership is also one of the most important ways to increase employee job satisfaction and reduce employee turnover (Mineyama *et al.*, 2007). Leaders who are willing to listen to employees' suggestions or feedback and master the attitude and methods of listening, using verbal or nonverbal skills such as effective listening, silence, and empathy, have a high probability of reducing employees' defensiveness and not being overly concerned about what they are saying.

2. Literature Review & Hypothesis

2.1 Basic Theory

2.1.1 Social Cognitive Theory

Social Cognition Theory (SCT) was proposed by Bandura (1986) and has been widely applied in the study of organizational behavior. The theory focuses on the motivation and behavior of individuals and is concerned with the interactions and mutually supportive relationships among behavior, individuals, and the environment.

Social cognitive theory focuses on the motivation and behavior of individuals and focuses on the relationship between behavior, the individual, and the environment. The person-position fit then includes the individual's perception of self and the feeling of the environment, while the intention to leave the job studied in this paper is the most effective antecedent variable of leaving behavior (Ngo-Henha, 2018). And when the more the person fits with the position, the easier it is for the individual to complete the essential work of the position, and the more he or she will recognize his or her own value, and in this process the individual's perceptions change. The good listening attitude of the leader can also bring a good environment for the company to tell, change the individual's perception of the relationship between the leader and the employee, increase the possibility of the employee's dialogue behavior with the leader, and help the employee to solve the work dissatisfaction, thus reducing the generation of the employee's Turnover Intention.

2.1.2 Theory of Self-Worth

Self-worth theory was proposed by the American psychologist Covington (1984), who believed that maintaining one's own self-esteem and self-worth is a natural need for individuals, and that when self-esteem or self-worth feels externally threatened, individuals will adopt various methods to maintain their self-esteem and self-worth.

The current practical application of self-worth theory is still mainly for some groups that lack motivation to learn, such as adolescents and college students (Lee, 2019). However, perhaps it can be extended to corporate employees, and the possible influence of employees' self-worth on their continued learning progress until success or avoidance of failure, risk avoidance, and Turnover Intention the company can be explored. The self-worth as an internal factor is the main cause of students' motivation to learn, and corporate employees are motivated to devote themselves to their work only when their self-worth is improved. Companies can reduce the fear of employees' sense of failure when they improve their self-worth, and reduce the generation of the idea that employees will not make mistakes if they do nothing or will make fewer mistakes if they do less.

2.2 Variables Definitions

Porter and Steers (1973) considered turnover intention as the next withdrawal behavior of employees after experiencing dissatisfaction. Mobley (1977) considered turnover intention as a series of psychological activities such as weighing and considering before an individual's intention to leave the company after working in the company for a period of time.

Edwards (1991) defines person-job fit as a situation in which the requirements of the job can be matched with the knowledge, skills and abilities of the employee, or the requirements made by the employee can be met with the conditions provided by the job. It includes three forms: requirement-ability Fit, Demand-supply Fit.

Pierce and Gardner (1989) defined organizational self-worth as the degree to which organizational members believe they can satisfy their self-needs by participating in the role in an organizational work situation. Huang and Yang (1998) defined self-worth as the individual's perception and evaluation of positive self-emotional experience as an object self with respect to the subject self and social subjects (others and groups).

The Leader's Listening Attitude is defined with reference to Fredricksson's (1999) definition of effective listening as a behavior that is effective in making the speaker feel actively attended to. It is not only about acquiring the speaker's voice and vocabulary, but also about actively thinking about and understanding the deeper meaning that the speaker is trying to convey.

2.3 Research Hypothesis

2.3.1 The Relationship Between People-Job Fit and Employees' Turnover Intention

Takase *et al.* (2006) found that the higher the personal job fit, the lower the nurses' intention to leave. Duan (2017) argues that employees usually perceive the "pay" and "reward" of work as the basis of job Fit, and finds through empirical research that "reward" is an important indicator for employees to evaluate their jobs. The empirical study found that "reward" is an important indicator for employees to evaluate their jobs, which brings about a high influence of supply-demand on Turnover Intention. Other scholars have also found that when employees get feedback on their "payoffs", their satisfaction with their jobs will increase and they will be more actively engaged in their work, forming a dependence on their jobs(Cai, 2018). In addition, Duan (2017) also found that a misfit between employees' requirements and their abilities would lead to frustration and job stress, which would lead to a Turnover Intention the job. In summary, this paper proposes the following hypothesis.

H1a: Demand-supply Fit has a negative effect on employees' Turnover Intention.

H1b: Requirements - Ability Fit has a negative effect on employees' Turnover Intention.

2.3.2 Relationship Between Person-Job Fit and Self-Worth

From the requirement-ability perspective, employees with a higher person-job fit face less work pressure because their personal abilities meet the job requirements. Individuals with a high self-worth are generally more confident, curious, and able to take the initiative to face various challenges in life or study, thus effectively relieving stress (Zeng & Qi, 2013). On the other hand, from the need-supply perspective, employees' needs being satisfied by work resources will also help to enhance their self-worth. Employees' self-worth will be enhanced when their needs are met by the salary given by the company, and it is a better recognition of their self-worth if they can receive a higher salary (Ohunakin & Olugbade; 2022). In summary, the following hypothesis is proposed in this paper.

H2a: Demand-supply Fit has a positive effect on the self-worth.

H2b: Requirements - Ability Fit has a positive effect on the self-worth.

2.3.3 The Relationship Between Self-Worth and Employees' Turnover Intention

Bussin and Christos (2019) found that salary is the main reason for employees to leave in 2019, the study showed that an important point of self-improvement is self-worth enhancement and getting higher salary is the best affirmation of self-worth. Ohunakin and Olugbade (2022) similarly found that employees' perceived salary system can also effectively reduce employees' Turnover Intention. Zhao (2019) study showed that grassroots civil servants' self-worth was negatively related to Turnover Intention, as those with a higher self-worth had a correspondingly higher job satisfaction, while previous findings indicated that the higher the job satisfaction of employees the lower their Turnover Intention. At the same time, people with high self-worth usually have a positive attitude toward themselves, including their jobs, of course, and then their intention to find other jobs will be lower. Therefore, the higher the self-

worth, the lower their intention to leave the job. In summary, the following hypothesis is proposed in this paper.

H3: The self-worth has a negative effect on employees' Turnover Intention.

2.3.4 The Mediating Role of Self-Worth Between Job Fit and Employees' Turnover Intention

With regard to Requirements - Ability Fit, some scholars have found that individuals with competencies tend to have a higher self-worth, and if the competencies they have happen to fit the organization's requirements, they will have a higher sense of organization-based self-worth (Chan *et al.*, 2013). This organization-based self-worth can be a good inhibitor of employees' Turnover Intention. Demand-supply Fit can indirectly influence employees' Turnover Intention in terms of increasing job satisfaction (Cai, 2018) and satisfying job pay (Ohunakin & Olugbade, 2022). However, in fact, when organizational support meets individual needs or good treatment from the organization, it tends to lead employees to feel their self-worth and competence as members of the organization, when they have tend to form a deeper emotional bond with the organization in return for the support (Wan *et al.*, 2020). In summary, this paper proposes the following hypothesis.

H4a: Self-worth plays a mediating role in the relationship between Demand-supply Fit and employees' Turnover Intention.

H4b: Self-worth plays a mediating role in the relationship between Requirements - Ability Fit and employees' Turnover Intention.

2.3.5 The Moderating Role of Leaders' Listening Attitude Between Job Fit and Employees' Turnover Intention

Fassaert (2007) found that active listening was positively correlated with patient satisfaction with physicians, meaning that active listening by leaders increased employee satisfaction, while job satisfaction was negatively correlated with employees' Turnover Intention. employees to look for alternative job opportunities and thus to leave (Zeng & Qi, 2013). To summarize, leaders have an effective listening attitude, which means that leaders can accurately identify employees' thoughts and intentions through listening. Secondly, the leader can take appropriate measures to adjust the employees' work or help them solve the problems they encounter according to their true level of thoughts and wishes. This can meet the needs of employees to accomplish their work goals and achieve the realization of self-worth.

H5a: Leaders' listening attitude positively moderates the relationship between Demand-supply Fit and employees' Turnover Intention.

H5b: Leaders' listening attitude positively moderates the relationship between Demand-supply Fit and employees' Turnover Intention.

2.3.6 The Moderating Role of Leader's Listening Attitude Between Job Fit and Self-Worth

From the requirement-competence perspective, employees with higher person-job fit are able to show their abilities because their personal competencies meet the job requirements, and although no more problems will arise, they may have more constructive behaviors Kao *et al.*, 2021). And at this point, if the leader shows an active listening attitude, it can further promote employees' voices, and thereafter employees will also take the organization's success as the basis for their own self-worth sense enhancement (Ta'Amnha *et al.*, 2021). In summary, the following hypothesis is proposed in this paper.

H6a: Leader listening attitude plays a positive moderating role between Demand-supply Fit and self-worth.

On the other hand, from the need-supply perspective, when employees' needs for work resources are met, employees will have the opportunity to adopt the most suitable work style to maximize their work ability, and at this time, employees will certainly have many of their own ideas, and if leaders can show an active listening attitude, not only can they better understand employees' needs, they can also If the leader can show an active listening attitude, not only can he or she better understand the needs of the employees, but also the employees can improve their self-confidence and dedication (Menguc *et al.*, 2013). In turn, doing a good job will again increase the employee's self-worth. In addition, Bussin and Christos (2019) showed that receiving higher pay is the best affirmation of self-worth. If leaders can show active listening to employees' grievances about pay, they can also comfort them well, and employees' self-worth will naturally increase. In summary, this paper proposes the following hypothesis.

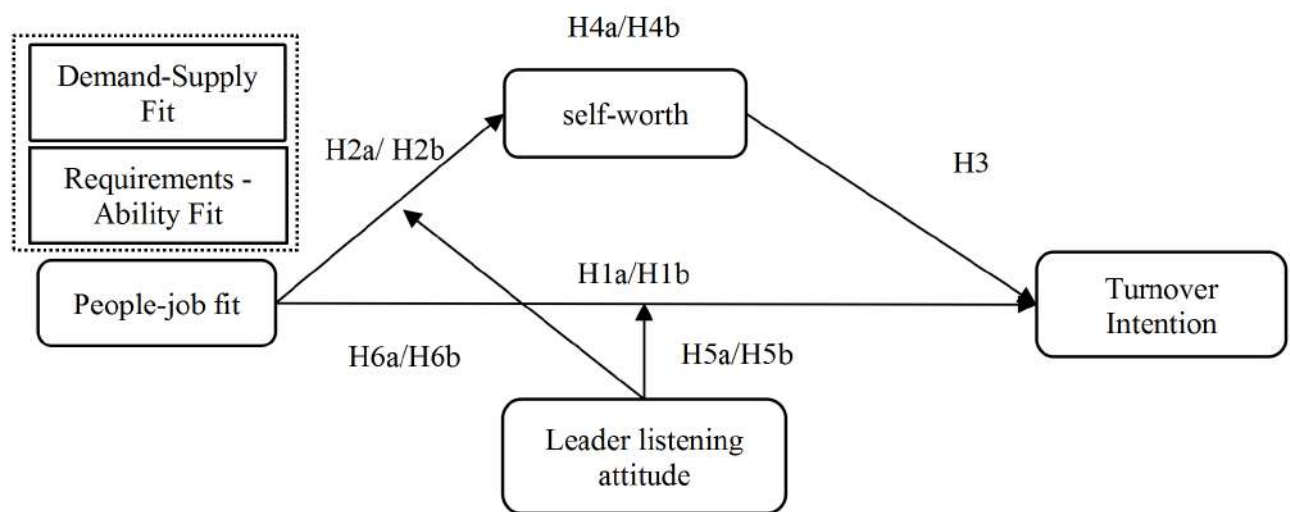
H6b: Leaders' Listening attitudes positively moderate the relationship between Requirements - Ability Fit and self-worth.

3. Research Methodology and Design

3.1 Research Framework

Figure 1

Research Framework Diagram



Source: Collated from this study

This research includes four research variables: person-job fit, employees' turnover intention, self-worth and leaders' listening attitude. Through the review of the previous paper, person-job fit is taken as the independent variable, and the influence on employees' turnover intention is investigated through the two dimensions of demand-supply fit and requirement-ability fit, while self-worth feeling is taken as the mediating variable and leaders' listening attitude is taken as the moderating variable to investigate the influence of the above factors on employees' turnover intention.

3.2 Measurement of Variables

3.2.1 Person- Job Fit

This paper combines the individual perception understanding of the global environment of person-job Fit by Weng (2010) and the three-dimensional person-job Fit scale by Quan (2007), and the person-job Fit scale in this paper includes 2 dimensions (Requirements-Ability Fit and Supply-Demand Fit), and the scale has a total of 8 items.

3.2.2 Turnover Intention

This study used the unidimensional turnover intention scale, translated and adapted from Bluedorn's (1982) turnover intention scale by Kwong *et al.* (2009), and the five-item scale developed by Mobley (1978) and Fan(1978). The scale has a total of 6 items.

3.2.3 Self-Worth

In this study, the organization-based self-worth questionnaire developed by Pierce *et al.* (1989) based on their organization-based self-worth perception theory was used because this questionnaire mainly measures employees' organization-based self-worth, which is consistent with the purpose of this study, and this scale was chosen. The questionnaire had 9 items. Based on the results of exploratory factor analysis, items that were confounded with other dimensions or had insufficient factor loadings were removed, leaving 3 questions at the end.

3.2.4 Leader Listening Attitude

This study used the Effective Listening Observation Scale developed by Fassaert (2007), which has 7 items, and according to the results of exploratory factor analysis, the items that run amok with other dimensions or have insufficient factor loadings were removed, leaving 4 questions, and the scale was originally used mainly in medicine to evaluate the listening ability of health care workers in doctor-patient communication from the patient's point of view.

3.3 Study subjects and data collection methods

This study mainly adopts the online questionnaire survey form, the questionnaire audience is not fixed industry, only the enterprise general employees and enterprise middle and low level managers, the questionnaire distribution location is selected different urban areas in Guangdong Province, this study is expected to use the stratified sampling method, selected China's Guangdong Province as a representative sampling province, now the administrative division of Guangdong Province into the Pearl River Delta, Guangdong East, Guangdong West and Guangdong North four regions. Then a systematic sampling method was used to select Guangzhou city in Guangdong province first, after which a second city was selected as the sampling city for every three cities, and finally eight sampling cities were selected, and because of the online distribution, the number of valid questionnaires was feared to be insufficient, so the official questionnaire was expected to be distributed randomly with 800 questionnaires, so 100 questionnaires were placed in each city based on IP. Due to the inefficiency of online distribution and time, by the collection date, 700 questionnaires were collected, with a valid collection rate of 87.5%. After removing invalid questionnaires (such as basic information confusion, unfinished answers, time spent less than 80 seconds, samples with obvious regularity in filling and answering, respondents with a reputation score lower than 80 or acceptance rate lower than 80%), 495 valid questionnaires were finally available. The effective rate of the questionnaire reached 70.7%. After eliminating invalid questionnaires, the data were standardized.

4. Data Analysis Results

4.1 Reliability Analysis, Descriptive Statistical Analysis and Correlation Analysis of Variable

Table 1

Descriptive Statistical Analysis, Correlation Analysis and Differential Validity Scale

	M±SD	PJSD	PJRA	TI	SW	LLA
PJSD	4.108±0.865	0.764				
PJRA	4.178±0.813	0.314**	0.754			
TI	2.108±1.036	-0.492**	-0.31**	0.789		
SW	4.087±0.851	0.503**	0.266**	-0.425**	0.786	
LLA	4.238±0.786	0.414**	0.228**	-0.344**	0.359**	0.724

Note 1: ** At the 0.01 level (two-tailed), the correlation is significant, as below. Black bolded values are AVE open square roots.

Note 2: Supply-Demand Fit is replaced by PJSD; requirement-ability is replaced by PJRA; Turnover Intention is replaced by TI; self-worth is replaced by SW; leader listening attitude is replaced by LLA. The same below.

Source: Compiled by this study

The factor loadings and AVE mean extracted variance values for each variable in the validated factor analysis of this paper were all greater than 0.5, and the CR was likewise greater than 0.7, indicating good convergent validity among these factors. The Cronbach's alpha coefficients of the questionnaire scales were also greater than 0.8.

As shown in Table 1, the correlation analysis of the variables in this study shows that each dimension of the variables has a significant correlation with the intention to leave the job, and when compared with the correlation coefficients of the five factors, the square root value of AVE is greater than the "correlation coefficient between this factor and other factors", which indicates that the scale has good discriminant validity.

4.2 Direct Effect Test

From Table 2 Supply-Demand Fit has a significant negative effect on Turnover Intention (unstandardized path coefficient = -0.847, $p < 0.001$), hypothesis H1a holds. Requirements - Ability Fit has a significant negative effect on Turnover Intention (standardized path coefficient = -0.696, $p < 0.001$), and hypothesis H1b holds. Demand-supply Fit has a significant positive effect on self-worth (non-standardized path coefficient = 0.916, $p < 0.001$), and hypothesis H2a holds. Requirements - Ability Fit has a significant positive effect on self-worth (standardized path coefficient = 0.597, $p < 0.001$), and hypothesis H2b holds. self-worth has a significant negative effect on Turnover Intention (standardized path coefficient = -0.888, $p < 0.001$), and hypothesis H3 holds.

Table 2

Direct Effect Hypothesis Testing Path

	Estimate	S. E.	Est./S. E.	Two-Tailed P-Value	R ²
PJSD --> TI	-0.847	0.047	-18.174	0.000	0.874
PJRA --> TI	-0.696	0.031	-22.152	0.000	0.485
PJSD --> SW	0.916	0.046	20.041	0.000	0.939
PJRA --> SW	0.597	0.040	15.044	0.000	0.356
SW --> TI	-0.888	0.018	-48.747	0.000	0.788

Source: Compiled by this study

4.3 Mediating Effect Test

Table 3

Bootstrap Intermediary Effect

		Estimate	Two-Tailed P-Value	95%Confidence Interval	
				Lower 2.5%	Upper 2.5%
Indirect effect	PJSD->SW->TI	-0.241	0.000	-0.351	-0.134
	PJRA->SW->TI	-0.314	0.000	-0.393	-0.240
Direct effect	PJSD->TI	-0.576	0.000	-0.698	-0.452
	PJRA->TI	-0.273	0.000	-0.376	-0.174
Total effect	PJSD->TI	-0.817	0.000	-0.854	-0.770
	PJRA->TI	-0.587	0.000	-0.659	-0.499

Source: Compiled by this study

The intermediate effect was examined by Bootstrap method, and after using Bootstrap method for 5000 times, as shown in Table 3, "Demand-supply Fit->self-worth->Turnover Intention" and "Requirements - Ability Fit->self-worth->Turnover Intention" The indirect, direct and overall effects are all significant, with p-values less than 0.001 and 95% confidence intervals excluding 0. This indicates that self-worth plays a partly mediating role between Demand-supply Fit and Requirements - Ability Fit and Turnover Intention, respectively. In summary, hypotheses H4a and H4b hold.

4.4 Moderating Effect Test

Table 4

Test for Moderating Effects

	Estimate	S. E.	Est./S. E.	Two-Tailed P-Value	Standard estimate
PJSD-->TI	-1.536	0.973	-1.578	0.115	-1.651
LLA-->TI	0.663	1.093	0.607	0.544	0.946
PJSD*LLA-->TI	0.158	0.392	0.403	0.687	0.245
PJRA-->TI	-0.345	0.060	-5.731	0.000	-0.310
LLA-->TI	-0.483	0.044	-10.862	0.000	-0.678
PJRA*LLA-->TI	-0.059	0.054	-1.084	0.278	-0.055
PJSD-->SW	0.828	0.159	5.212	0.000	0.875
LLA-->SW	0.245	0.093	2.671	0.000	0.255
PJSD*LLA-->SW	0.153	0.071	2.155	0.000	0.182
PJRA-->SW	0.204	0.062	3.290	0.000	0.196
LLA-->SW	0.586	0.047	12.584	0.000	0.846
PJRA*LLA-->SW	0.121	0.058	2.086	0.000	0.120

Source: Compiled by this study

As can be seen in Table 4, the path coefficients of the interaction terms Demand-supply Fit*leader listening attitude and Requirements - Ability Fit*leader listening attitude on turnover intentions are not significant. This indicates that the positive moderating relationship generated

by the moderating variables in Demand-supply Fit and requirement-competence Fit and turnover intention is not significant, so hypotheses H5a and H5b are not valid. The reason the hypothesis does not hold may be because employees are no longer willing to communicate upward when they have a desire to leave or other negative emotions, so the listening attitude demonstrated by the leader is of little use. The standardized path coefficient of the interaction term demand-supply fit* leader's listening attitude on self-worth is 0.153, $t=2.155$, $p=0.00 < 0.05$. This indicates that the positive moderating variable in demand-supply fit and organizational self-worth is significant, so hypothesis H6a is valid. The standardized path coefficient of the interaction term demand-competency fit* leader's listening attitude on self-worth is 0.120, $t=2.086$, $p=0.00 < 0.05$. This indicates that the positive moderating variable in demand-competency fit and organizational self-worth is significant, so hypothesis H6b is valid.

5. Research Conclusions and Recommendations

5.1 Research Findings

The final results of the study show that they are supported by the results of the data analysis except that hypothesis H5a " leaders' listening attitude has a positive moderating effect on demand-supply fit and turnover intention" is not valid and hypothesis H5b " leaders' listening attitude has a positive moderating effect on requirement-ability fit and turnover intention" is not valid. Therefore, this paper concludes that: 1. Person-job fit negatively affects turnover intention. 2. Person-job fit can negatively affect employees' turnover intention through sense of self-worth. 3. Leader's listening attitude also strengthens the positive relationship between person-job fit and employees' sense of self-worth.

5.2 Research Recommendations

First, the organization needs to understand the importance of Fit people and jobs within the organization. Organizational leaders should understand the Fit status of employees within the organization, learn as much as possible about employees' individual perceived personal traits, and then arrange employees to participate in jobs with Fit job characteristics. Second, the organization should understand the employees' self-worth based on the organization. Appropriately improving employees' self-worth can make employees hold positive and satisfying attitudes toward their jobs, which will bring positive behaviors and results. In this process, organizations should learn to discover the value of employees and reasonably maximize both their self-worth and actual value creation. Thirdly, according to the research results, the leader's listening attitude has a moderating effect on the relationship between job Fit and self-worth. This means that organizations should first focus on developing employees' ability to think well and dare to communicate with their superiors, so that employees can say useful things in the right position and at the right time. At the same time, it should also cultivate the listening ability and attitude of leaders, who are no longer obsessed with giving instructions, but more strengthen the exchange between leaders and employees, which can make employees feel they are more valuable.

5.3 Research Limitations

The following limitations exist in this study: first, due to time constraints and the impact of the new crown epidemic and the researcher's own capacity, I collected formal data mainly by online questionnaire release and questionnaire return. Employees could be followed offline in future studies, and a double-wave study with two measurements before and after different work periods could be conducted. Second, although this study underwent stratified random sampling, the survey respondents were also not subdivided by industry and occupation. In future studies, industries could be refined or subjects could be expanded. Third, the

moderating variable of this study, leader listening attitude, was taken as a self-rating scale due to personal ability and time limitation, which is the leader listening attitude perceived by employees, which adds more subjective perceptions of employees, which may lead to biased results. Leader self-rated listening attitude can be conducted in future studies to conduct leader-employee Fit questionnaire.

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The Impact of Employee Service Failures on Customer Loyalty, The Mediation of Cognitive Fairness, and the Moderation of Service Recovery

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Abstract

Customer assets are important intangible assets in the hotel industry. By providing high-quality services, the hotel industry can obtain customer loyalty and long-term benefits. This is extremely important for the hotel industry. However, in hotel services, service failures are inevitable. How to reduce the impact of service failure on customer loyalty is a huge challenge for the current hotel industry.

This study introduces cognitive fairness and service recovery to explore the impact of hotel staff service failures on customer loyalty. By distributing a total of 1000 questionnaires in ten hotels, the mediating role of cognitive fairness between service failures and customer loyalty, and the moderating role of service recovery between service failures and customer loyalty are empirically verified through data analysis.

Keywords: Service Failure; Customer Loyalty; Cognitive Fairness; Service Recovery

1. Introduction

As a representative enterprise that provides high-quality services, the service quality of high-star hotels depends to a large extent on the working status of service personnel. "Analysis of the Status Quo and Countermeasures of Hotel Service Quality" believes that the key to improving hotel service quality lies in cultivating employees' service awareness. Zhang Ying (2016) proposed that the strategy of improving hotel service quality should strengthen the awareness of hotel staff to organize services.

Guest assets are an important intangible asset of a hotel, which is developed and maintained by staff. In the hospitality industry, service is one of its core contents. The market competition between hotels is becoming increasingly fierce, and the only way to provide consumers with better and more intimate services is to win a competitive advantage. The hotel's staff is the main role in the service of contact with customers. Customer sentiment, feedback and evaluation of service represent the performance of employees in the work. In pursuit of a good experience, customers will demand more from employees, which will also increase the pressure on employees. Therefore, the mistakes of hotel staff can have an important impact on customer loyalty (Huang Qian & Xie Chaowu, 2017)

However, most hotel staff will inadvertently make service failure in the process of providing services on a daily basis. If the hotel can take more targeted service remedial measures, it will leave consumers with a good service experience, so that those consumers who may lose due to mistakes will be transformed into loyal consumers of the hotel. It can be seen that the hotel's service remediation behavior will affect the profitability and development of the enterprise to a large extent.

2. Literature Review and Hypotheses

2.1 The Impact of Service Failure on Customer Loyalty

Song Yiping and Wang Xiaoyan (2005) The difference in the causes of service failure will be different in customer satisfaction, and the service failure caused by guests will have a less impact on their own loyalty than those caused by hotels and service personnel. verified the role of hotels, guests and third parties in the role of failed services, and found that mistakes caused by enterprises have the greatest negative impact and will seriously affect customer loyalty, so they put forward hypotheses:

Hypothesis 1: Service failure have a significant negative impact on customer loyalty

2.2 The Impact of Service Failure on Cognitive Equity

Service failures can lead to dissatisfaction or unfair treatment of customers, which can affect their trust and satisfaction with service providers and services. This feeling may lead customers to question the perceived fairness of service providers, as they may feel that they are not being treated fairly while other customers are better served (Bernarto & Purwanto, 2022). Therefore, the hypothesis is made:

Hypothesis 2: Service failure have a significant negative impact on cognitive equity.

2.3 The Impact of Cognitive Fairness on Customer Loyalty

After an employee makes a service error, the hotel provides a small compensation, which the customer may consider to be an opportunistic act of the company. Customers feel that these remedies are of little value, so customers feel that they have been treated unfairly. According to Kim et al. (2013), if the customer does not receive everything it deserves, it will cause the customer to feel unfair. Therefore, failure to achieve the minimum results that should be due (e.g., to draw attention and avoid ignorance) can seriously affect customer sentiment. Sometimes company decisions infringe on the client's private issues, and the guest feels unfairly treated. Therefore, due to the influence of unpleasant experiences, customers may be measured in cognitive fairness, which affects customer loyalty.

Hypothesis 3: Cognitive fairness has a significant positive effect on customer loyalty.

2.4 The Impact of Cognitive Fairness on the Relationship Between Service Failure and Customer Loyalty

In the relationship between service failure and customer loyalty, service failure first stimulate the customer's inner cognitive fairness, which causes customers to have emotional fluctuations, which in turn affects customer loyalty (Yoo & Park, 2016). When cognitive fairness is stimulated, customers will doubt the professionalism of the hotel and whether to choose this hotel, which will affect customer loyalty. Service lapses may make customers doubt their original loyalty, as sensitivity to loss is always more sensitive than to any gain (Du Xuemei et al., 2022). Based on the above analysis, this study proposes the following hypotheses:

Hypothesis 4: Cognitive fairness plays a mediating role in the relationship between service failures and customer loyalty.

2.5 The Impact of Service Remediation on the Relationship Between Service Failure and Perceived Equity

DeWitt and Brady (2003) argue that service failures do not necessarily lead to customer dissatisfaction, as good remedies can turn customers into loyal customers. McColl-Kennedy and Sparks (2003) found that proactive and effective service remediation not only eliminates customer dissatisfaction, but also leads to stronger customer satisfaction. The process of service remediation by the hotel will allow customers to stimulate cognitive fairness, so as to better feel

the sincerity and apology of the hotel. Timely and appropriate service remediation will also increase guests' recognition of the hotel, so that in the face of service failure, customer satisfaction will be stimulated and improved. Based on the above analysis, this study makes the following assumptions:

H5: Service remediation plays a negative moderating role between service failure and cognitive equity

2.6 The Impact of Service Remediation on the Relationship Between Perceived Fairness and Customer Loyalty

Yaqub (2019) argues that perceptions of perceived fairness are reinforced when people believe they are treated with respect and dignity. Similarly, in the case of service remediation, customers may pay attention to the apology and sincerity conveyed through the remediation process (Zhao Fang, 2021). Research by Mattila and Cranage (2005) shows that when customers who experience service failure are properly remedied, customer satisfaction levels increase accordingly. Hibbert et al. (2012) states that "service remediation can improve customer satisfaction". Most research opinions believe that when customers encounter service failure, if enterprises provide timely and appropriate service remedies, they can not only compensate for the negative losses caused by service failure, but also produce higher customer satisfaction than when no service failure occurred before (Chen Xinxin and Zhang Ting, 2020). Moreover, when the customer's perception is fair, the psychological environment of the customer is changed through service remediation, so that they have changed their previous perception, will it enhance the loyalty of the customer. Based on the above analysis, this study makes assumptions:

H6: Service remediation plays a positive role in moderating between cognitive fairness and customer loyalty.

2.7 The Impact of Service Remediation on the Relationship Between Service Failure and Customer Loyalty

Shams et al. (2020) found that customers felt better after service remediation. When businesses successfully implement service remediation from service failures, customers feel fairer and increase recognition of service providers. Therefore, service remedies can not only play a role in meeting the needs of customers' economic interests, but also play a certain role in customers' cognitive fairness (Gu Fan, 2021). After the service error, the company's sincere apology behavior will make the customer feel the responsibility of the hotel, have more comfort in the heart, and increase the customer's sense of identification with the hotel. Service remediation can make customers feel that the hotel cares about customers and enhance the customer's perception of the enterprise. Based on the above analysis, this study makes assumptions:

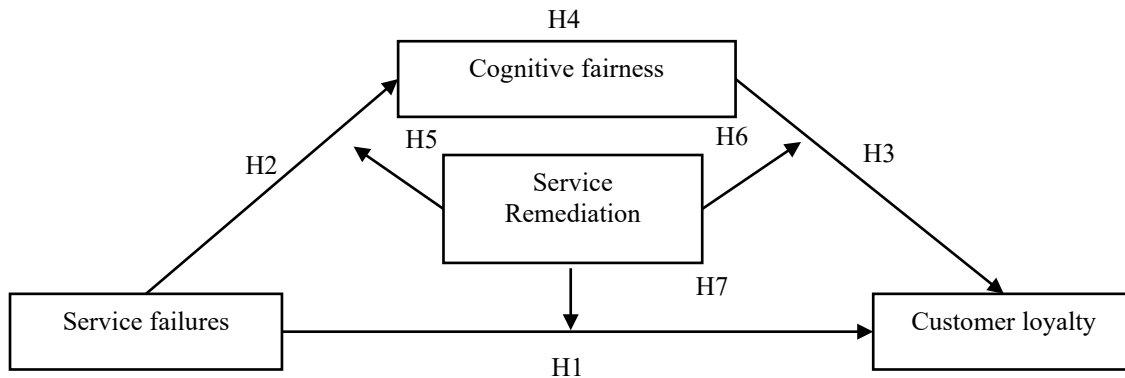
H7: Service remediation plays a negative role in moderating between service failure and customer loyalty.

2.8 Research Framework

In this study, by sorting out the relevant concepts of service error, customer loyalty, cognitive fairness, and service remedy, and sorting out the relationship between variables, we propose the following research framework diagram of this study: H1, H2, H3, H4, H5, H6, and H7, as shown in Figure 1 below:

Figure 1

Research Framework Diagram



Source: Collated from this study

3. Methodology

3.1 Instrument and Measurement

There is not much research on the measurement of service failure, and this paper mainly draws on Nikbin et al. (2014); Tsarenko and Tojib (2012); Vitaliano et al. (1993) measurement scale, 13 items Leninkumar (2017) points out that customer loyalty is one of the topics of greatest concern in marketing, and the root cause of this attention is that customer loyalty is related to profitability.

Regarding the measurement of customer loyalty, this study draws on the research results of scholars Jones and Sasser (1995), Cronin et al. (2000), Huang Jianping and Li Jinming (2003), and measures customer loyalty in a single dimension, which constitutes the customer loyalty scale required in this paper, with a total of 7 questions.

For the measurement of the fairness dimension of customer perception, this paper mainly refers to the more mature general scale in foreign countries to compile, and constitutes the cognitive fairness scale required in this paper, with a total of 15 questions.

In this study, a scale was prepared according to Weun (1997) and Shao Dan et al. (2004) and Levesque and McDougall (2000), and then listed in combination with the actual situation of this study, which has 10 items.

3.2 Sampling and Data Collection

3.2.1 Study Subjects and Questionnaire Collection

In this study, customers of luxury hotels were selected to distribute questionnaires at ten luxury hotels in four cities: Shenzhen, Guangzhou, Beijing and Shanghai. The survey will be conducted with a sample of 1,000 people to complete the questionnaire and 100 questionnaires distributed to each hotel.

3.2.2 Pre-Test Analysis

In order to ensure the reliability and rigor of the study, this study will pre-test the questionnaire, a total of 156 questionnaires will be distributed, and 150 were returned. and the effective

questionnaire recovery rate is 96%, and the prediction questionnaire of this study is analyzed through project analysis, reliability analysis, validity analysis, and exploration factor analysis. The analysis results show that each variable scale in this study has passed project analysis, reliability analysis, validity analysis, and exploration factor analysis, and does not need to delete withdrawals, and can be issued for follow-up questionnaires.

4. Research Results

4.1 Basic Population Information

In this study, a total of 887 questionnaires were collected by contacting ten luxury hotels in four cities of Shenzhen, Guangzhou, Beijing and Shanghai, informing them of the purpose of the questionnaire, requesting help in questionnaire distribution, and distributing recycling through online channels, and obtaining a total of 821 valid questionnaires with an effective rate of 92.6%, for statistical analysis of the data. The sample is reasonable and representative of the population. There were more male respondents than women; The respondents were mainly 35 to 45 years old, followed by 25 to 35 years old, and the number of people older than the age was lower; In terms of education, 672 respondents had bachelor's degree or junior college, 45 had high school or technical secondary school, and 100 had postgraduate education or above. Occupations are diversified, among which self-employed account for the largest proportion of 225 people, professional and technical personnel 214 people, company employees 298 people, and other occupations account for a small proportion; In terms of monthly income, the number of people with a monthly income of 10,000-20,000 yuan is the largest, reaching 516 people, 172 people between 6,000-1,000 yuan, and 133 people with a \geq of more than 20,000 yuan

4.2 Reliability Analysis Table

The reliability analysis results of this study questionnaire are shown in Table 4.1, Cronbach's α of service failure, customer loyalty, cognitive fairness, and service remediation is between 0.822 and 0.919, and Cronbach's α is greater than 0.7, which can be considered to be more reliable (NunnDBBy, 1978), therefore, this study scale has high reliability.

Table 4.1
Reliability Analysis Table

	Number of questions	Cronbach's α
Service failures	13	.900
Service Remediation	7	.892
Cognitive fairness	15	.822
Customer loyalty	10	.919

Source: Collated from this study

4.3 Confirmation Factor Analysis

4.3.1 Convergent Validity Analysis

The polymerization validity of this study is shown in Table 4.3, the factor load numbers of the 4-factor items in this study are between 0.689-0.856, and the AVE and CR are shown in Table 4.3, AVE is greater than 0.5, and CR is greater than 0.7, so the scale has excellent polymerization validity.

Table 4. 3
Aggregate Validity Analysis Table

	AVE	CR
Service failures	0.625	0.912
Service Remediation	0.597	0.887
Cognitive fairness	0.585	0.854
Customer loyalty	0.634	0.919

Source: Collated from this study

4.3.2 Discriminant Validity Analysis

After comparing the correlation coefficients of the 4 factors in this study, the square root values of AVE were greater than the correlation coefficients between this factor and other factors, so there was a good distinction between the scale and the variables in this study, as shown in Table 4.4.

Table 4. 4
Differential Validity Analysis Table

	Service failures	Service Remediation	Cognitive	Customer
Service failures	0.775			
Service Remediation	-0.245**	0.731		
Cognitive fairness	-0.349**	0.297**	0.734	
Customer loyalty	-0.011**	0.252**	0.083**	0.762

Note 1: The diagonal number is the AVE square root value Note 2: * represents $p < 0.05$, ** represents $p < 0.01$, *** represents $p < 0.001$

Source: Collated from this study

4.4 Direct Effect Hypothesis Testing

As shown in Table 4.5, the model $R^2=0.898$ of service error \rightarrow customer loyalty, and the P value of 0.000 is less than 0.001, indicating that the explainable variation of service error \rightarrow customer loyalty is 89.8%. Service error \rightarrow customer loyalty (non-normalized path coefficient = -0.889 , P less than 0.001) has a negative impact, and this study assumes that H1 is true.

The model $R^2=0.569 \rightarrow$ cognitive fairness of service failure, and the P value of 0.000 was less than 0.001, indicating that the explainable variation \rightarrow cognitive fairness of service failure was 56.9%. Service error \rightarrow cognitive fairness (non-normalized path coefficient = -0.761 , P less than 0.001) has a negative impact, and this study assumes that H2 is true.

The model $R^2=0.897$ of cognitive fairness \rightarrow customer loyalty, and the P value of 0.000 is less than 0.001, indicating that the explainable variation of customer loyalty \rightarrow cognitive fairness is 89.7%. Cognitive fairness \rightarrow customer loyalty (non-normalized path coefficient = 0.812 , P less than 0.001) has a negative effect, and this study assumes that H3 is true.

Table 4. 5
Hypothesis Test Table

Hypothesis	Estimate	SE	Est./S.E	Two-Tailed P-Value	R ²
Service failure → customer loyalty	-0.889	0.033	-23.247	0.000	0.898***-
Service failure → perceived fairness	-0.761	0.037	-- 29.124	0.000	0.569***
Recognize fairness → customer loyalty	0.812	0.049	19.451	0.000	0.897***

Source: Collated from this study

4.5 Mediation Effect Hypothesis Test

The mediation test in this study is shown in Table 4.6, and an intermediate two-effect model of cognitive fairness between service failure and customer loyalty is constructed. The Bootstrap method was used for testing. In the indirect effect, the indirect effect value of "service error->r cognitive fairness->customer loyalty" is -0.344, and the 95% trust interval does not include 0, and the p-value is less than 0.05, indicating that self-worth plays an important role in mediating the relationship between the relationship between ability matching and willingness to leave. In addition, the direct effect of "service failure - > customer loyalty" is -0.295, 95% of the trust interval does not include 0, and the p-value is less than 0.05, so the direct effect is significant. Finally, the total effect of "service failure - > customer loyalty" is -0.642, 95% of the trust interval does not include 0, and the p-value is less than 0.05, so the total effect is significant. The above shows that cognitive fairness has a mediating role between service failure and customer loyalty.

In summary, assume that H4: Cognitive fairness has a mediating role between service failure and customer loyalty.

Table 4. 6
Mediation Test

Hypothesis	Estimate	Two-Tailed P-Value	95%Confidence Interval	
			Lower2.5%	Upper2.5%
Indirect effect Service failures→ perceived fairness → customer loyalty	-0.344	0.000	-0.397	-.255
Direct effect Service failure → customer loyalty	-0.295	0.000	-0.379	-0.168
Total effect Service failure → customer loyalty	-0.642	0.000	-0.699	-0.513

Source: Collated from this study

4.6 Moderating Effect Test

4.6.1 The Moderating Effect of Service Remediation on Service Failure and Customer Loyalty

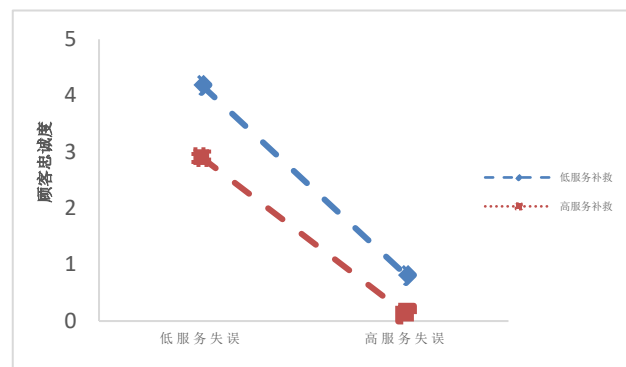
In this study, the normalized path coefficient of the interaction between the independent variable and the regulating variable as shown in Table 4.7 for the interaction of the independent variable and the regulating variable service error X service remediation → customer loyalty was 0.299, $t = 0.428$, $p = 0.000 < 0.05$. It is explained that the negative moderation of this moderating variable in service remediation and customer loyalty is inferred, so it is assumed that H7 is true. At the same time, refer to the adjustment slope chart, when the service remediation is higher, the less effective the negative effect of service failure on customer loyalty. So H7 was established.

Table 4.7
Moderation Test 1

Hypothesis	Estimate	SE	Est./S.E	Two-Tailed P-Value	Standard estimate
Service failure → customer loyalty	-1.658	0.989	-1.699	0.000	-1.687
Service remediation → customer loyalty	0.786	1.113	0.726	0.000	-0.982
Service Failure X Service Remedy → Customer Loyalty	-0.197	0.421	0.428	0.000	0.299

Source: Collated from this study

Figure 4.1
Conditioning test



Source: Collated from this study

4.6.2 The moderating effect of service remediation on cognitive fairness and customer loyalty

In this study, the moderating effect of service remediation on cognitive fairness and customer loyalty is shown in Table 4.8, and the interaction terms between independent variables and regulatory variables are Cognitive fairness X The standardized path coefficient of customer loyalty → service remediation is 0.368, $t = 0.479$, $p = 0.715 > 0.05$. It shows that the moderating variable has no negative moderating effect on cognitive fairness and customer loyalty, so it is assumed that H6 is not valid.

Table 4.8
Moderation Test 2

Hypothesis	Estimate	SE	Est./S.E	Two-Tailed P-Value	Standard estimate
Ren Zhiping → customer loyalty	-1.978	0.996	-1.753	0.158	-1.898
Service remediation → customer loyalty	-0.877	1.246	0.748	0.287	-0.964
Cognitive Fairness X Service Remedy → Customer Loyalty	0.345	0.539	0.479	0.715	0.368

Source: Collated from this study

4.6.3 The Moderating Effect of Service Remediation on Service Failure and Cognitive Fairness

In this study, the normative path coefficients of the interaction between the independent variable and the modulator variable as shown in Table 4.9 were 0.298, $t=0.599$, $\rightarrow p=0.626 > 0.05$. It is explained that the moderating variable does not produce negative moderating effect in service remediation and cognitive fairness, so it is assumed that H5 is not valid..

Table 4.9
Moderation Test 3

Hypothesis	Estimate	SE	Est./S.E	Two-Tailed P-Value	Standard estimate
Service failure → perceived fairness	-0.126	0.864	0.884	0.414	-0.981
Service remediation → cognitive fairness	-0.258	1.001	0.653	0.537	-0.966
Service Failure X Service Remedy → Cognitive Fairness	0.298	0.4331	0.599	0.626	0.298

Source: Collated from this study

4.7 Study Results

Through the questionnaire survey analysis of 821 customers in ten luxury hotels in Shenzhen Guangzhou, Beijing and Shanghai, the results show that service failure can negatively affect customer loyalty, service failure can negatively affect cognitive fairness, cognitive fairness can positively affect customer loyalty, cognitive fairness can play an intermediary role between service failure and customer loyalty, and service remediation can negatively regulate the relationship between service failure and customer loyalty. The results are shown in Table 4.10

Table 4.10*Reconciliation Summary of Research Results*

Suppose	Assumptions	Research results
H1	Service failure have a significant negative impact on customer loyalty	Yes
H2	Service failure has a significant negative impact on cognitive fairness	Yes
H3	Cognitive fairness has a significant positive impact on customer loyalty	Yes
H4	Cognitive fairness plays an intermediary role between service failure and customer loyalty	Yes
H5	Service remedy plays a negative regulating role between service failure and cognitive fairness	Yes
H6	Service recovery plays a positive regulatory role between cognitive fairness and customer loyalty	No
H7	Service recovery plays a negative regulatory role between service failure and customer loyalty	No

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Factors Related to Decision Making on Selection of Food Containers for Older Persons in Bangkok

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Abstract

The objectives of this research are: 1) to study on factors on personal characteristics and decision making on selection of food containers for older persons in Bangkok; 2) to study on relationship between factors on personal characteristics and decision making on selection of food containers for older persons in Bangkok. The research was conducted in the form of a quantitative research. The informants were older persons with the age from 60 years old and over who lived in Bangkok. Top 3 districts with the highest number of older persons were Ladkrabang District, Saphansung District, and Minburi District. The informants were voluntarily obtained and the sample size was 130 samples. These three districts had Youth Centers and the researcher was allowed to conduct a field study to collect data. Tool used in collecting data was questionnaire. Data were analyzed by finding frequency, percentage, mean, standard deviation, and analysis on relationship between factors on personal characteristics and decision making on selection of food containers for older persons in Bangkok. Chi-Square was used for testing. The results revealed that factor on genders (female) had relationship with consideration on usage, selection of ceramic materials and light tone. In addition, it was also found that samples who graduated in Bachelor Degree and higher purchased food containers from department stores and selected cool tone with statistical significance at 0.05.

Keywords: Decision making, Food container, Older person

1. Introduction

Currently, Thai society is encountering with important population structure changes, i.e., approaching to aging society. The major cause of age structure changes in Thai society was consecutive reduction of birth rate and mortality rate making Thai populations have longer life. Gender structure was also changed because females had longer life than males therefore they the number of females in aging society was higher than males. It was found that, in 2019, Thailand had 11.6 million older persons with the age of 60 years old and higher calculated to be 17.5% of total populations. Older persons could be classified into 3 groups and ratio of genders of older persons was as follows: 7 million older persons that were young old (60-69 years old) calculated to be 60.4% of total older persons (82 males per 100 females); 3.3 million older persons that were middle old (70-79 years old) calculated to be 28.0% (68 males per 100 females); 1.3 million that were very old (80 years old and higher) calculated to be 11.6% of total older persons (49 males per 100 females). Simultaneously, life expectancy of Thai people tended to be longer. Currently, average life expectancy of Thai people is around 76 years old (73 years old for males and 81 years for females). From Population Estimate Report from 2010 - 2040 (Amendment), Thailand would become aged society in 2022 when proportion of populations with the age of 60 years old and higher reached 20%. In 2033, Thailand will become super-aged society when proportion of populations with the age of 60 years old and higher

reaches 28% and proportion of populations with the age of 65 years old and higher reaches 20%. In 2039, it is expected that Thailand will have 65.2 million populations consisted of 31.1 million males and 34.1 million females calculated to be gender ratio of 91 male populations per 100 female populations. In addition, it is also expected that life expectancy of Thai people will be 79 years old (75 years old for males and 83 years old for females) in the next 20 years (Banloo Siriphanich, 2019). Bangkok is considered as primate city and the hub of all dimensions of civilization with tendency of modernity, purchasing power, and rapid self-adjustment. From statistics of number of older persons in Thailand in 2016, provinces were ranked to find Top 5 with the highest number of older persons and Bangkok became the 1st rank with the most density of older persons in the number of 978, 455 populations calculated to be 17.22% (Official Statistics Registration System, 2016). In addition, eastern Bangkok also expands its urban areas transforming agricultural areas to be residential and commercial areas with Youth Centers. Youth Center provides recreation services and activities including occupational training, home economics, arts, signing, Thai dancing, ballroom dancing, aerobic exercising, taekwondo, and swimming as well as some spaces for discussing among older persons. Research areas were Ladkrabang District, Saphansung District, and Minburi District Ladkrabang District (Bangkok Statistics, 2016).

Population structure changes leading to aging society have been highly interesting because higher number of older persons will increase number of populations with physical deterioration that are naturally changed by increased age. When people are growing old, they are having higher risks on illness and disability or inability of self-reliance. For better health, besides selecting cooking materials, it is also necessary to consider on selection of proper food containers that suit with usage. Food is one of four requisites and it is important because it is the source of energy making our body to have strength to live our life daily. Moreover, since Bangkok is approaching to aging society, development of products and services for supporting older persons is considered as the challenging issue for developing food containers for older persons. Understanding on selection of food containers is considered as the first step leading to appropriate development and selection of food containers for older persons in Bangkok. Food containers that are extensively used are plates and bowls (Damron Pinkoon, 2015) therefore they are highly important for living. Since these containers have to contact with food directly, it is highly necessary for designers to pay major attention to users whether they are made of plastic, melamine, stainless steel, ceramic, or glass. Since each type of food containers has different properties and components of substances, selection of food containers should be suitable for usage of older persons. There are several types of food containers that are currently preferred and the principles to select food containers for happy eating of older persons are based on theories on design elements including placing for purchasing, consideration on purchasing, usage, and attractiveness of design elements, i.e., styles, shapes-forms, materials, color value, and color tones. Designs were consistent with visibility and the article written by (Nirat Soodsang, 2005) who mentioned that designs could build interest, emotional reaction, and mental influence. The research of Singh Intrachooto (2020) mentioned that designs could promote usage for self-eating in daily life with the design principles on usage, materials, and color value.

As a result, in this research, the researcher was interested in studying on factors related to decision making on selection of food containers for older persons in Bangkok. Related factors for promoting happy usage in daily life could be used as the guidelines for designers and related business sector.

1.1 Objectives

1.1.1 To study on factors on personal characteristics and decision making on selection of food containers for older persons in Bangkok;

1.1.2 To study on relationship between factors on personal characteristics and decision making on selection of food containers for older persons in Bangkok.

1.2 Research's Benefits

The results of this research could be used as the guidelines for providing knowledge on food containers for older persons and the guidelines for designing food containers for older persons in Bangkok who were consumers of niche market that would be the large market in the future.

2. Literature Review

From studying, it was found that related articles were as follows: Related factors affecting to decision making on selection of food containers for older persons in Bangkok in this research covered different factors including factors on personal characteristics and selection of food containers as follows: 1) factors on personal characteristics, i.e., genders, marital status, education, types of residence, average age, number and average monthly income of family members; 2) selection of food containers, i.e., places for purchasing, consideration on purchasing, styles, forms-shapes, materials, texture, color value, color tones, and color matching.

Decision behavior of customer is the important beginning of marketing process. Thing that should be considered is adjustment of marketing strategies to meet with behavioral changes and decision making of customers. Currently, consumers have different demands from the past due to technology and changed lifestyle (Chaisompol Chawprasert, 2004) as follows: 1) demand on convenience, i.e., customers are happy to pay for additional fees for convenience of usage; 2) demand on security, i.e., Thai people tend to pay more attention to health; 3) demand on modernity, i.e., Thai people currently live in urban areas increasingly due to convenience in all dimensions; 4) demand on giving more opinions, i.e., customers are increasingly educated at present time therefore they dare to think and express their opinions increasingly. As a result, it is important to study on and understand behaviors of consumers on decision making because the theory on consumers' behaviors is used for analyzing behaviors expressed by consumers, seeking, purchasing, using, evaluating, or consuming products as well as concepts for studying and analyzing on behaviors of the target group regarding decision making on selection of food containers for obtaining the ultimate quality and satisfaction.

Food containers become the important part of daily life because containers are used for containing food. Moreover, containers are also used for convenience of food preparation and storage. Currently, there are several forms of food containers including plates and bowls with various designs and was of purchasing. Specific food containers can be classified into 2 types including containers for general persons and containers for children. However, there are no specific food containers in general market for supporting physical and behavioral demands on eating of older persons.

Oldness of older person is counted from his/her date of birth and Royal Institute Dictionary B.E. 2542 defined older person as a person with old age whereas old age was defined as old or degeneration. In Thailand, older person as defined by Section 3 of Elderly Person Act B.E. 2546 refers to person with the age higher than 60 years old and holding Thai nationality. Banloo Siriphanich (2018) said that ages of older person could be classified into three age ranges and physical changes caused by degeneration including: young old (60-69 years old), i.e., older

persons in this group are strong enough to help themselves; middle old (70-79 years old), i.e., most of them are strong but some of them have to rely on other persons to do some daily life activities; and very old (80 years old and higher), i.e., they often require help and health care (Vilai Kuptniratsaikul, 2561).

3. Methodology

The researcher conducted this research in the form of a quantitative research for studying on factors related to decision making on selection of food containers for older persons in Bangkok as follows:

3.1 Populations and Sample Group

Populations used in this research were older persons with the age of 60 years old and higher who lived in Bangkok that became the 1st rank with the most density of older persons in the number of 978,455 populations consisted of 9 districts in eastern Bangkok but there were only Top 3 of them with the highest number of older persons that were selected as research areas including Ladkrabang District, Saphansung District, and Minburi District. These three districts had Youth Centers and the researcher was allowed to conduct a field study to collect data. The sample size was 130 samples and the researcher performed the operation by clarifying on objectives, research procedures, and asking for cooperation from the sample group which participated in this research project voluntarily. They could quit this research at any time as demanded. Data of the sample group would be kept as secret and they would be used in this research only. Data were presented in overview and they must be approved by the sample group. To participate in this research project, the sample group must sign in the written consent to participate in this research.

3.2 Tool Used for Collecting Data

The researcher used questionnaire form consisted of 2 parts including:

Part 1: Factors on personal characteristics with questions covering genders, marital status, education, types of residence, average age, number and average monthly income of family members. Characteristics of questionnaire form were percentage, mean, and standard deviation

Part 2: Decision on selection of food containers including places for purchasing, consideration on purchasing, styles, forms-shapes, materials, texture, color value, color tones, and color matching. Characteristics of questionnaire were percentage, mean, and standard deviation.

3.3 Research Tool Validity and Reliability

3.3.1 Content Validity: The researcher submitted Assessment Form on Factors on Personal Characteristics and Decision Making on Selection of Food Containers of Older Persons in Bangkok to 3 experts including expert on Thai language, expert on older persons, and expert on product design for conducting content validity with Index of Item Objective Congruence (IOC) of 1. Subsequently, such Assessment Form was edited and improved as suggested before finding reliability and collecting actual data. For structural questions, the researcher interviewed 3 persons with the same qualifications of the sample group with those questions as the pioneer research before submitting to experts for double check.

3.3.2 Reliability: The researcher trialed Assessment Form on Factors on Personal Characteristics and Decision Making on Selection of Food Containers of Older Persons in

Bangkok with 30 older persons in nearby communities with the same characteristics as those of the sample group in order to find reliability by using Cronbach's Alpha Coefficient (Cronbach, 1951) and obtained reliability of the full Assessment Form was .89.

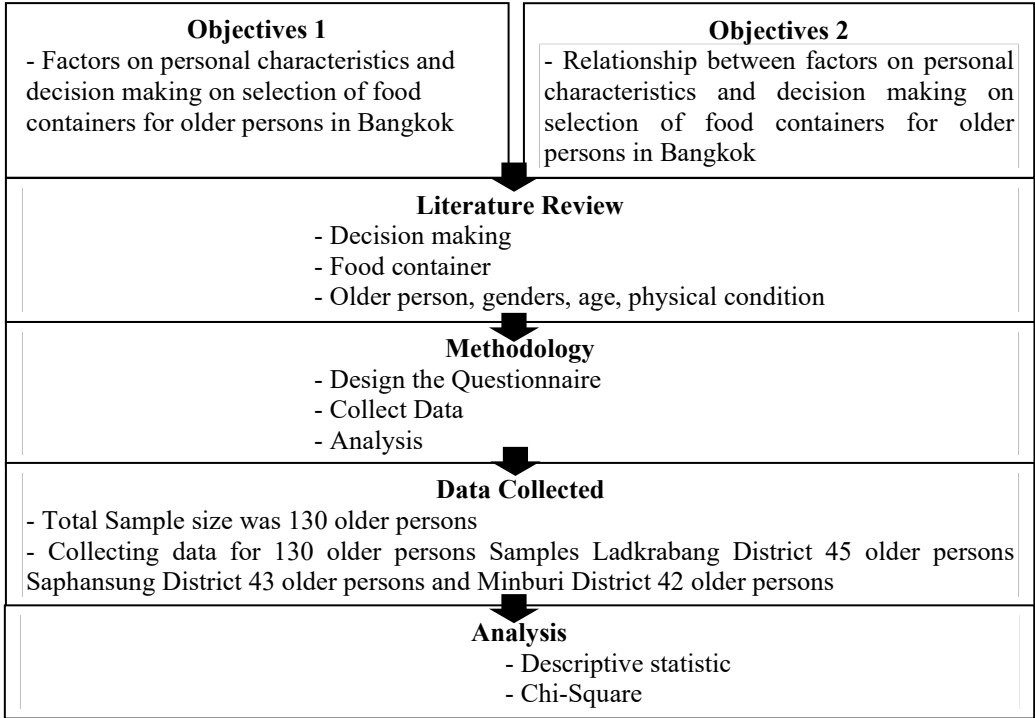
3.4 Data Collection Method

This research was conducted in the form of a quantitative research to study on factors related to decision making on selection of food containers for older persons in Bangkok. The sample group was obtained by using purposive sampling consisted of older persons with the age from 60 years and over who lived in Bangkok. Tool used for collecting data was questionnaire and the respondent voluntarily responded to the questionnaires. There were top 3 districts with the largest number of older persons including Ladkrabang District with 45 older persons followed by Saphansung District with 43 older persons and Minburi District with 42 older persons. Therefore total number of respondents was 130 older persons. Data were analyzed by finding frequency, percentage, mean, and Standard Deviation. Relationship between factors on personal characteristics and decision making on selection of food containers for older persons in Bangkok was analyzed by using Chi-Square.

3.5 Data Analysis

Quantitative data were analyzed by finding frequency, percentage, mean, and Standard Deviation. Data obtained from Interview Form were converted into mathematical frequency before processing with calculation software package. They were analyzed in the manner of descriptive statistic including Frequency, Percentage, Mean, Standard Deviation, and analysis on relationship between factors on personal characteristics and decision making on selection of food containers for older persons in Bangkok. Chi-Square was used for testing.

Figure 1
Factors Related to Decision Making on Selection of Food Containers for Older Persons in Bangkok



Conceptual Framework of the study

4. Results

4.1 Objective 1: To study on factors on personal characteristics and decision making on selection of food containers for older persons in Bangkok. Details of food of older persons in Bangkok were as follows.

Table 1

Factors on Personal Characteristics of the Sample Group Classified by Genders, Status, Education, and Types of Residence (n = 130)

Order	Personal Character	Number (Persons)	Percentage
1.	Gender		
	Male	26	20.0
	Female	104	80.0
2.	Marital Status		
	Single	16	12.3
	Married	77	59.2
	Widowed/Divorced	37	28.5
3.	Education		
	Lower than Primary Education/Primary Education	37	28.5
	Lower Secondary Education/Upper Secondary Education	22	16.9
	Vocational Certificate/High Vocational Certificate/Diploma	11	8.5
	Bachelor Degree and Higher	60	46.2
4.	Types of Current Residence		
	Detached Houses	96	73.8
	Townhouses/Townhomes	19	14.6
	Commercial Buildings	7	5.4
	Condominiums	8	6.2
	Others	0	.0

From Table 1, it was found that the number of females (80.0%) was higher than males (20.0%) and most of the samples were married (59.2%) followed by widowed/divorced (28.5%), and single (12.3%). Most of them graduated in Bachelor Degree followed by lower than primary education (46.2%) and primary education (28.5%) respectively, lower secondary education/upper secondary education (16.9%), and vocational certificate/high vocational certificate/diploma (8.5%). Most of them lived in detached houses at that time (73.8%) followed by townhouses/townhomes (14.6%), condominiums (6.2%), and commercial buildings (5.4%).

Table 2

Personal Factors of the Sample Group, Mean and Standard Deviation of the Sample Group Classified by Ages of Family Members, and Average Monthly Income (n = 130)

Order	Factors on Personal Characteristics	(n = 130)	S. D.
1.	Age	68.23	264.5
2.	Number of Family Members	3.40	1.533
3.	Average Monthly Income	17,282.31	22,512.21

From Table 2, it was found that the sample group had average age of 68.23 years old with average number of family members of 3.40 persons and average monthly income of 17,282.31 baht.

Table 3

Decision Making on Selection of Food Containers of the Sample Group, Number and Percentage of the Sample Group Classified by Places for Purchasing, Consideration on Purchasing, Styles, Forms-Shapes, Materials, Texture, Color Value, Color Tones, and Color Matching (n = 130)

Order	Decision Making on Selection of Food Containers	Number (Persons)	Percentage
1.	Where do you purchase food containers most frequently?		
	Department Stores	67	51.5
	Food containers shops	41	31.5
	Weekend Markets	17	13.1
	Others (Please Specify)	5	3.8
2.	What is the most important thing considered when purchasing food containers?		
	Brand	9	6.9
	Appearance (Attractiveness)	24	18.5
	Materials	21	16.2
	Sizes and Proportion	4	3.1
	Weight	4	3.1
	Price	16	12.3
	Usage (Convenient Storage and Easy Cleaning)	52	40.0
3.	Which style of food containers is mostly selected by you?		
	Simple and modern	108	83.1
	Luxury	19	14.6
	Fine	3	2.3
4.	Which shape-form of food containers is mostly selected by you?		
	Sphere	114	87.7
	Oval	8	6.2

	Chamfered Square	3	2.3
	Chamfered Rectangle	0	0
	Octagon	1	.8
	Free Form	4	3.1
5.	Which material is selected by you?		
	Plastic	18	13.8
	Ceramic	84	64.6
	Wood	0	.0
	Glass	19	14.6
	Aluminum Metal (Stainless Steel)	9	6.9
	Coated Metal (Galvanized Iron)	0	.0
6.	Which texture of food containers is selected by you?		
	Smooth	117	90.0
	Glossy	13	10.0
	Matte	0	.0
	Rough	0	.0
	Rugged	0	.0
7.	Which color value of food containers is selected by you?		
	Light Value	104	80.0
	Neutral	23	17.7
	Dark Value	3	2.3
8.	Which color tone of food containers is selected by you?		
	Warm	117	90.0
	Cool	13	10.0
9.	Which color matching of food containers is selected by you?		
	Complementary Colors	11	8.5
	Harmony Colors	119	91.5

From Table 3, it was found that most samples purchased food containers from department stores followed by food containers shops calculated to be 51.5% and 31.5% respectively. They considered on usage (convenient storage and easy cleaning) in the most level (40.0%) followed by appearance (attractiveness) (18.5%), materials (16.2%), simple and modern style (83.1%), and sphere form-shape (87.7%). Ceramic material was mostly preferred (64.6%) followed by glass (14.6%), and plastic (13.8%), respectively. They mostly preferred smooth texture (90.0%) with light value (80.0%), cool tone (90.0%), and harmony colors (91.5%).

Table 4

Relationship between Factors on Personal Characteristics and Decision Making on Selection of Food Containers, Consideration and Color Values Selected for Each Gender

Personal Factors and Selection of Food Containers		Genders (n=130)		Chi Sq. (Sig.)
		Make (n=26)	Female (n=104)	
Selection of Food Containers				
Consideration	Brand	3	6	
	Appearance (Attractiveness)	2	22	
	Materials	3	18	21.340
	Sizes and Proportion	4	0	(.002)
	Weight	0	4	
	Price	2	14	
	Usage	12	40	
Materials	Plastic	9	9	
	Ceramic	13	71	13.463
	Glass	4	15	(.004)
	Aluminum Metal (Stainless Steel)	0	9	
Color Values	Light Value	16	88	6.979
	Neutral	9	14	(.031)
	Dark Value	1	2	

From Table 4, Chi-square was used for analyzing relationship between factors on personal characteristics, genders, and selection of food containers. It was found that gender (female) had relationship with consideration on selection of food containers, materials, and color values of food containers with statistical significance at 0.05.

When considering with frequency shown in Table, it was found that females tended to consider on usage of food containers mostly followed by attractiveness (appearance). For materials of food containers, females tended to select food containers made of ceramic followed by ceramic with light value as shown in Table 4.

Table 5

Relationship between Factors on Personal Characteristics, Education, and Selection of Food Containers, Places for Purchasing, and Color Tones

Personal Factors and Selection of Food Containers	Educational Level (n=130)				Chi Sq. (Sig.)
	Lower than Primary Education (n=37)	Lower Secondary Education/Upper Secondary Education (n=22)	Vocational Education/High Vocational Education/Diploma (n=11)	Bachelor Degree and Higher (n=60)	
Factors on Demands off Selection of Food Containers Places for Purchasing					
Department Stores					
Food Containers Shop					
Weekend Market	14	10	6	40	14.641
	14	7	5	17	(.023)
	9	5	0	3	
Color Tone of Food Container					
Warm	10	0	0	3	17.252
Cool	27	22	11	57	(.001)

From Table 5, the results of Chi-square analysis on relationship between factors on personal characteristics on educational level, places for purchasing, and color tone of food container revealed that educational level had relationship with demands of selection of food containers, places for purchasing, and color tone of food container with statistical significance at 0.05.

When considering with frequency shown in Table 5, it was found that older persons with all educational levels tended to purchase food containers from department stores more frequently than other places. Older persons with all educational levels tended to purchase food containers with cool tone more than warm tone.

5. Conclusion

5.1 Factors on Personal Characteristics

Most samples of older persons at Youth Centers of 3 districts were females who paid more attention to their health more than males. Their ages were ranged from 60-69 years that were

considered as older persons who could help themselves. This was consistent with the research of Supanee Pruksa (2016: 85) who said that it was difficult to classify levels of older persons in such assessment. Average number of family members was 3.40 persons or 3 family members per one family. From the samples, at least one sample from almost a half of them was 60 years old and higher. This was consistent with the research of Banloo Siriphanich (2018) who said that number of family members was consecutively reduced due to extended family that was single family causing older persons to live alone increasingly. For marital status, most of them were married whether their spouses were alive or dead. They graduated in Bachelor Degree and higher therefore their monthly income was also higher, namely, 17,282 baht per month. This was consistent with the research of Banloo Siriphanich (2020) Krittin Chumkaew and Shiepsumon Rungsayatorn (2014: 16-29) who said that older persons and education were economic indicators because persons with higher educational level often earned higher income than persons with lower educational level.

5.2 Factors on Decision Making on Selection of Food Containers

The sample group consisted of older persons at Youth Centers of three districts and most of them purchased food containers from department stores due to confidence on quality and consideration on usage. This was consistent with the research of Sha Yao (2014) who said that tableware for patients with Alzheimer's disease should be selected by considering on appropriateness with psychology of Chinese older persons and usage (Kulanis Sonvit, 2021: 194). Container with sphere form-shape was selected because it was easy for holding. This was consistent with the research of Kulanis Sonvit (2018: 203) who said that sphere shape was easy for holding and pouring without slipping. Container made of ceramic was selected because it was more available than the previous time. However, it was different from the research conducted by Singh Intrachooto (2020) who said that tableware for older persons should be developed by using PP or Plastic No. 2 and melamine (Kulanis Sonvit, 2018). Container with smooth texture was selected. This was consistent with the research of Singh Intrachooto (2020) who said that older persons felt comfortable when using and touching smooth texture. This demand related to age on senses, hands, and perception. Yada Chavalkul, Andrew Saxon, and Robert N. Jerrard, (2016) said that container with light value, cool tone, and harmony colors was selected. This was different from the research of Singh Intrachooto (2020) who said that older persons selected green color tone because they could see clearly. Kulanis Sonvit (2018) said that texture color should not be yellow because eye lenses of older persons were gloomy therefore it was difficult for them to perceive yellow color. On the other hand, blue texture could enable them separate colors of food from texture color increasingly while increasing their appetite (Sha Yao, 2014).

5.3 Factors Related to Factors on Personal Characteristics and Decision Making on Selection of Food Containers for Older Persons in Bangkok

The sample group consisted of older persons at Youth Centers of three districts and the results of relationship test between two factors revealed that females considered on usage and selected ceramic material and light value. It was also found that older persons graduated in Bachelor Degree and higher purchased food containers from department stores and selected cool tone.

5.4 Recommendation

Since this research was conducted with the specific group, further researches should be conducted for studying and comparing in order to find relationship and study on factors affecting to decision making on selection of food containers for older persons along with in-depth interview conducted with older persons. Consequently, the obtained results could be

developed for promoting appropriate selection of food containers for older persons that covered all dimensions.

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Analysis of Possible Business Plan for EV Charger Center in Thailand: A Case Study of Company A

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Abstract

The adoption of electric vehicles in Thailand has been increasing rapidly due to government policies and incentives. However, the lack of EV charging infrastructure is still a major obstacle for the growth of the EV market in Thailand. To address this issue, setting up an EV charging service center business could be a viable solution. Thus, this research aims to assess the feasibility of this business plan in Thailand, by giving a thorough examination of the viability of the EV charging service center business plan, including identifying issues that may impact the EV charger firm's performance. The study questions are as follows: 1) Is it realistic to establish an EV charging service center company in Thailand? 2) What are this business plan's strengths, shortcomings, possibilities, and business obstacles? This study is based on actual data and analysis, as well as an examination of the particular EV charger firm, in order to assist prospective investors in making educated judgments in the EV charging center field. Furthermore, it can contribute to the development of the EV market in Thailand and promote sustainable transportation.

Keywords: EV charger center, business plan

1. Introduction

Passenger cars dominate the transportation sector, but their reliance on traditional fuels results in significant greenhouse gas emissions (Insan et. al., 2022). To tackle this issue, fuel-switching options have been proposed to reduce emissions, and Thailand is seeing a growing market for electric vehicles due to global concerns over climate change and energy conservation. The government has recognized the need for policy measures and announced an energy efficiency plan aimed at promoting sustainable energy sources (Insan et. al., 2022). The rise of electric vehicles presents an opportunity for a new industry and value creation, and global sales have grown significantly in recent years. Despite the pandemic's impact on automobile sales, electric vehicle sales have continued to rise, with a 140% increase in the first quarter of 2021 compared to the same period last year (Google scholar, 2023). China and Europe have led the way in sales, with the United States also experiencing significant growth. By 2030, it is projected that there will be 145 million electric automobiles worldwide, up from the current 10 million units (Google scholar, 2023).

Starting in 2018, the number of electric vehicles in Thailand has risen, with a total of 1,935 units registered from January to December 2021 (Prachachart Turakij, 2022). According to Thai PBS (2022), there are 3,994 units of 100% electric cars in Thailand. The government has a long-term plan to push electric vehicles in four phases. Phase 1 involves preparing the law for licensing and research support for batteries, as well as piloting the public electric bus group of the Bangkok Mass Transit Authority in conjunction with the supply of additional electric buses within the year 2017 (Electricity Generating Authority of Thailand, 2016). In Phase 2, from 2018 to 2020, intensive and continuous research on battery performance is conducted, along

with an increase in the number of electric cars (Electricity Generating Authority of Thailand, 2016). In Phase 3, from 2021 to 2035, education and promotion of personal electric vehicles will be expanded, and a demand management system will be developed (Electricity Generating Authority of Thailand, 2016). Finally, in Phase 4, from 2036 onwards, the government aims to fully replace combustion vehicles with electric vehicles according to the automotive promotion plan (Electricity Generating Authority of Thailand, 2016). As the number of electric vehicle users and government support for electric vehicles increase, the business has opportunities for growth.

Electric vehicles have numerous benefits, including reduced operating costs and emissions. However, the need for frequent charging presents a major challenge for electric car users, as charging stations are not as widely available as gas stations in Thailand. This lack of infrastructure presents an opportunity for entrepreneurs to develop a business plan that meets the needs of electric car users and generates revenue. To provide charging facilities, it is essential to know the types of charging stations available. AC Level One chargers are the most common type of charger found in homes and are suitable for overnight charging. They charge at a rate of 6 to 10 kilometers per hour. AC Level Two chargers offer faster charging, charging at a rate of 20 to 40 kilometers per hour. DC fast chargers are the quickest charging option, capable of charging the battery from 0% to 80% in less than 60 minutes. However, due to the limited number of charging facilities, the demand for electric car charging centers in Thailand far exceeds the available supply. This presents a significant opportunity for entrepreneurs to invest in charging station infrastructure to meet the growing demand for electric vehicles in the country.

In this research paper, we will analyze the feasibility of a business plan for a charging electric vehicle service center and EV charger sales in Thailand. The proposed business plan will focus on Level 2 AC charging, which is a common charging standard for electric vehicles. Through this case study of Company A, we will explore the potential challenges, benefits, and strategies for developing a successful EV charger center in Thailand. By doing so, we hope to provide insights into how entrepreneurs can capitalize on the increasing demand for electric vehicles and contribute to the development of a more sustainable transportation system in Thailand.

2. Thailand's EV Charging Center Studies' Literature Review

The literature review contains various studies related to EVs and their adoption in Thailand. The following studies used various research methods, such as online surveys and statistical analysis, to examine the topic of EV charging center in diverse fields.

Some of the topics covered include consumer behavior and willingness to purchase EVs. (Wolff et. al., 2019) assess respondents' preferences for privately-used passenger electric vehicle (EV) charging with respect to the six attributes: (1) place of charging; (2) charging duration (full charge); (3) charging technology; (4) waiting time for charging spot to become available; (5) share of renewables in the electricity mix used for vehicle charging; and (6) total cost for the whole bundle of attributes per month. A study conducted by Nutthawu Pramualchok in Thailand analyzed the intention of potential car buyers to purchase electric vehicles using the PESTEL framework. External factors such as availability of electric cars, support from institutions, tax rates, and legislation influence the decision to buy (Pramualchok, 2021). The study surveyed 185 potential car buyers of all ages and economic classes in Thailand and found a high probability of purchasing electric cars if they are available in the country (Pramualchok, 2021).

A study of (Brinkmann, 2021) in Thailand examined factors affecting young-adult consumers' purchasing intentions regarding EVs. The study found that purchase price and environmental consciousness were crucial factors, while governmental subsidies and charging infrastructure had no significant relationship. The study also suggests vehicle manufacturers need to lower EV prices, and government institutions should promote the positive environmental impact of sustainable driving technologies to attract younger consumers. *The 4Ps of Marketing Mix and the Decision of Using Electrical Vehicles for Thai Consumer in Bangkok, Thailand* examines the influence of the marketing mix on the decision to use EVs in Bangkok, Thailand, focusing on the 4Ps. The study found that price with high quality was a priority for both groups, and other factors such as long-life electric motor, effectiveness of electric motor power, safety system, and one-stop service center were not significantly different between them (Koojaroenprasit & Pumpinyo).

Some of the topics covered the state of EV charging infrastructure in Thailand. (Thananusak, 2021) examines the development of EV charging infrastructure in Thailand by various companies and government entities. Key players include state enterprises, oil and gas companies, automotive companies, and green energy startups. The Thai government provides incentives and a database of EV charging stations to support private sector investment, while the Chinese government subsidizes investment and sets a new electricity price to reduce costs. Future plans include demand-pull incentives for EV users, such as direct financial support in the "EV Pracharat" project. (Mohammadi, 2019)'s paper examines the use of secondary batteries for energy storage systems in EVs and HEVs, with a focus on lithium-ion batteries. The paper also analyzes the market for lithium-ion batteries in hybrid, plug-in, and solar-powered electric vehicles and their role in battery market and economics. The contribution of (Chhay et. al., 2019) is to analyze carbon dioxide mitigation options under the cleaner supply-side option beyond the Intended Nationally Determined Contribution (INDC) of Thailand. Primarily focusing on the metropolitan market in Thailand, the study, thus, aimed at the market insight into portable electronics users' characteristics and opinions of thermoelectric-generator (TEG) technology commercialization (Maolikul et. al., 2019). While (Aji et. al., 2020) focus on the development of the charging station management system (CSMS).

Article *The Business Analysis of Electric Vehicle Charging Stations to Power Environmentally Friendly Tourism: A Case Study of the Khao Kho Route in Thailand* (Insan et. al., 2022) discusses the potential for EV charging stations to promote environmentally friendly tourism and reduce GHG emissions in the transport sector. The article focuses on Scenario 2, which involves a quick charger with 6 outlets to improve charging efficiency and encourage more people to switch to EVs. The sensitivity analysis evaluates different factors to determine the viability of EV charging stations as a business model and suggests that Scenario 2 offers a good balance between investment, value for money, and return on ownership.

As for the research topic related to the factors that influence the adoption of EVs, *Barriers to Electric Vehicle Adoption in Thailand* of (Kongklaew, 2021) investigates factors that affect the adoption of electric vehicles (EVs) in Thailand, where the transportation industry contributes significantly to greenhouse gas emissions. The study suggests that public charging infrastructure may be more important than home and highway infrastructure for EV adoption, and experienced drivers aged 26-35 could be targeted as early adopters for widespread EV adoption. However, the study's limitation is that respondents did not have real driving experience with EVs as they are a new technology in Thailand. (Koojaroenprasit & Pumpinyo, 2021) indicate that government support, such as reduced import tax for EV, can be crucial in promoting EV adoption. Their study also provides insights into the factors that affect EV

adoption, which could be useful for policymakers and EV manufacturers in developing effective marketing strategies.

According to the above review of the literature, there are many studies involving EV charger, which is a hot research topic in the business field in Thailand at the moment, but there is no research to analyze the feasibility of a business plan for the Thai electric vehicle market using a specific company as a case study. Thus, this study will make up the inadequacies.

3. Terminology

EV Charger AC level

Service facility for charging and supplying AC Level Two EV vehicle Chargers

Park the vehicle for 4 hours to charge it. The EV electric automobile has a range of 350 kilometers. Charge for electricity per charge 2.6 baht per peak unit (Monday to Fri 22 . 00 - 09 . 00) peak 5.7 baht per unit (Monday to Fri 09 . 00 - 22 . 00). Fee for service: as for the cost of electricity, the monthly service price is 312 baht, as is the FT fee.

Circontrole Home Little Beautiful Design AC Level Two Electric Vehicle Charger

It is barely 4 kg in weight. The outside body is composed of ABS plastic, which is both sturdy and UV resistant. It can charge at a maximum of 7.4 kW or 32A. It is compatible with both Type 1 and Type 2 vehicle chargers. All brands of electric vehicles have a blue LED display on the front of the product, which displays the status of the charger. There is a charging cord storage area with a lock key. It also has a voltage control system. The selling price is around 36,000 - 45,000 baht, and it automatically cuts off the electricity when completely charged.

4. Methodology

4.1 Five Force Model Analysis

Porter's 5 Force Model is a tool used for analyzing the competitive landscape of a particular industry or business. It was developed by Michael Porter, a renowned economist and Harvard Business School professor, in 1979. The model focuses on five key factors that affect a business's ability to compete in the marketplace: the threat of new entrants, supplier bargaining power, buyer bargaining power, the threat of substitute products or services, and the intensity of competitive rivalry. By analyzing these factors, businesses can gain insights into their industry's competitive dynamics and develop strategies to improve their competitive position.

This study utilizes Porter's Five Force Model to analyze the possibilities and challenges of conducting business in the electric vehicle charging industry in Thailand, with a focus on Company A's plan to establish a comprehensive electric vehicle charging center. The following five forces are considered:

New Entrant Threat: Low The threat of new entrants in the electric car charging service industry in Thailand is minimal. Full-service facilities require a location near cities and industries, which limits the availability of suitable sites. Therefore, the likelihood of new entrants is low.

Supplier Bargaining Power: Limited Due to the large number of manufacturers in the electric vehicle charging equipment market, suppliers' bargaining power is relatively low. However, to ensure the quality of products, it is necessary to increase the number of channels through which to purchase products. Some manufacturers sell their products directly to customers, resulting in lower prices but still maintaining quality.

Buyer's Bargaining Power: Limited Customers have limited bargaining power in the electric car charging industry in Thailand. Since there are few firms that provide electric car charging

stations, customers do not have many options to choose from. Therefore, possessing charging stations and charger distributors is an advantage for the company, and customers are likely to choose a high-quality charger for rapid charging.

Threat of Substitute: Low The risks from replacement goods are classified into two types: Type 1: Quick Charge service centers are placed at petrol stations, and consumers may choose whether or not to use the service. However, since it focuses on selling products and services rather than charging equipment, it does not pose a significant threat to Company A.

Industry Competition: Low Since rivals provide AC Level 2 electric car charging services, competition within the same sector is evaluated to be moderate. Nevertheless, there is no service center in the same place for charging and selling electric chargers, resulting in relatively little rivalry within the same business.

Overall, the study finds that Company A's plan to establish a comprehensive electric vehicle charging center has significant potential in the Thai market. While the threat of new entrants and bargaining power of suppliers and buyers are low, there is a potential threat from substitute goods. However, with relatively little rivalry within the same business, Company A has an opportunity to establish itself as a leader in the industry.

4.2 SWOT Analysis of Company A

SWOT analysis is a strategic planning tool used to evaluate an organization's internal and external factors. The acronym stands for Strengths, Weaknesses, Opportunities, and Threats. This analysis provides insights into an organization's current position in the market, helps identify areas for improvement, and determines potential opportunities and threats. By examining its strengths and weaknesses, the organization can capitalize on its strengths and work to improve its weaknesses. Similarly, by assessing the external factors of opportunities and threats, the organization can identify potential areas for growth and areas where it may face challenges. SWOT analysis is a valuable tool for businesses of all sizes, as it can help them create effective strategies and make informed decisions.

Strengths: CompanyA has established itself as a company that offers charging services to customers using their own products. They also provide a complete service package, including selling their own charger products to customers. This approach allows customers to experience the products first-hand and builds trust and loyalty towards the company.

Weaknesses: CompanyA lacks expertise in marketing electric car charging services, especially EV Level 2 AC Level Two, which is a new market that has not yet been fully marketed. As a result, customers may not fully trust their products and services.

Opportunities: There is still room for CompanyA to expand its business and increase its market share. The market for electric cars is still growing, and there is an opportunity to attract consumers by providing a new product that meets their needs. The sale of electric vehicle chargers, EV level 2, AC Level Two, is a new product that can build on the existing customer base that supports electric charging.

Threats: The market for electric cars is still small, and investing in the industry can be risky. There is also the issue of hiring skilled personnel to install new products and compete with other companies in the industry. Furthermore, the knowledge of personnel within the organization may still be limited in managing and growing a new business.

5. Case Study of CompanyA (Business Plan)

5.1 General Characteristics of Target Groups

General characteristics of target groups: The target group of electric car users are high-income individuals who are willing to spend more on electric cars than traditional combustion cars. They are typically early adopters of new technology and are environmentally conscious.

5.2 Organization Management Plan

Vision

To become a leading provider of cost-effective and environmentally friendly electric vehicle charging solutions.

Mission

1 To provide high-quality electric vehicle charging services that save costs for customers.

2 To provide fast, convenient, comfortable, and standardized services.

5.3 Business Goals

Short-term Goals (1-3 years)

1 To increase brand awareness among electric car users.

2 To generate an annual return of 10%.

3 To establish service centers that provide standard and quality services.

4 To train employees to become proficient in products and services for installation.

5 To expand distribution channels to cover a variety of locations.

Long-term Goals (3-5 years)

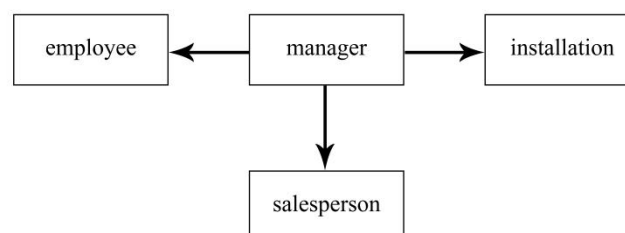
1 To expand branches to other provinces.

2 To sell electric vehicle charger franchises to interested entrepreneurs.

3 To expand distribution channels to the ASEAN market.

4 To create a brand that is memorable and recognized for its quality services.

5.4 Organization Chart



5.5 Duties and Responsibilities of Personnel

5.5.1 Service Center Manager

1. Monitor sales, income, and expenses.
2. Check inventory and product storage.
3. Plan marketing and public relations strategies.
4. Ensure that employees meet business goals.
5. Supervise service operations within the center.

5.5.2 Cashier

1. Check daily sales, income, and expenditure reports and report to the service center manager.
2. Receive payment for services within the center.
3. Ensure that products and services are checked before delivery to customers.

5.5.3 Service Center Sales Representative

1. Present products and services to customers.
2. Assist customers in recharging their electric vehicles.
3. Organize cleaning within the service center.
4. Check inventory and order products for sale.

5.5.4 Electric Charger Installation Employees

1. Deliver and install products and services to customers at various locations.
2. Assist customers in recharging their electric vehicles.
3. Organize cleaning within the service center.
4. Ensure the quality of the electric charger products.

5.6 Marketing Plan

5.6.1 Marketing Goals

- 1 Increase brand awareness and recognition among target customers
- 2 Increase sales revenue by 20% within the first year of operation
- 3 Provide high-quality services and products that meet customer needs and expectations

5.6.2 Marketing Mix Strategies

1 Product

CompanyA will focus on providing high-quality electric vehicle charging services and selling Level 2 electric charging equipment that is certified by TISI. The company will also explore offering Level 3 charging equipment in the future as demand increases. The charging equipment will be priced competitively and will meet industry standards for safety and quality.

2 Price

To attract customers, CompanyA will offer competitive pricing for electric charging services, with a starting price of 80 baht per time, and electricity costs based on actual usage. The charging equipment will be priced between 25,000 - 40,000 baht per device, depending on the model and features.

3 Place

CompanyA will target high-traffic locations, such as shopping malls and department stores in Bangkok and other provinces. The first branch will be located in the vicinity of a busy shopping mall or commercial district. The charging stations will be easily accessible and visible to customers.

4 Promotion

CompanyA will use a mix of online and offline marketing channels to promote its services and products. This will include billboards, websites, social media pages, YouTube videos, and brochures. To attract customers, CompanyA will offer a discount on charging services for customers who purchase a charging device, and will also provide free charging hours during non-peak periods.

5.7 Service Plan and Operation

5.7.1 Location of Service Centers

The location of the service center for CompanyA will be selected after conducting a thorough market analysis to identify areas with a high density of electric vehicle users. The location should be easily accessible and have sufficient parking space to accommodate charging stations. The company will also consider the proximity of other service centers to avoid intense competition. For example, the location of the service center which is located next to Fashion Island, Ram Inthra Road, Bang Chan Subdistrict, Khlong Sam Wa District, Bangkok 10510 may be a possible option.

5.7.2 Service Process of Electric Charging Service Center

The electric charging service center will have a customer-centric service process that is fast, convenient, and standardized. Customers will be welcomed by friendly receptionists who will provide information about the service center's products and services. The customers will then select a charging option and make a payment. If they require installation of electric chargers, the company will schedule an appointment and send staff to install and charge the electric cars at the customer's location.

5.8 Financial Plan

5.8.1 The Financial Goals for Company A

The goal will be to generate a sustainable profit margin that ensures liquidity in business operations while maintaining competitive pricing. The payback period will be determined within three years. The company will maintain financial flexibility by using a combination of owner's funds and loans from financial institutions.

5.8.2 Financial Analysis of Electric Vehicle Charging Service Center Business

The financial analysis will include a detailed projection of cash flow for five years from the first year of investment. The company will also analyze the cost structure of the business, including the costs associated with installation, maintenance, and replacement of charging

equipment. The analysis will help the company to identify potential areas for cost savings and optimization of financial resources. Additionally, the company will conduct regular financial audits to ensure compliance with financial regulations and identify areas for improvement.

As for the preliminary financial plan, the total capital required for starting the business is 20,000,000 baht. The cash flow for the next 5 years is projected from the first year of investment. The discount rate used for this analysis is 10%. After conducting a financial analysis, it was found that the Net Present Value (NPV) is 14,763,963 baht and the Internal Rate of Return (IRR) is 73.81%. These results indicate that the business is profitable and has potential for growth (the discount rate used in the analysis is 10%; the NPV is 14,763,963 baht; the IRR is 73.81%).

5.9 Contingency Plans and Future Plans

5.9.1 Contingency Plan

In the event that the business is affected by the economy, such as an epidemic, a war, and the income does not meet the target, the following actions will be taken:

1 Organizing promotions and discounts, such as giving discounts on the use of charging services and accumulation of charging points. Special product giveaways and product discounts will be offered in case of inviting friends or buying multiple items.

2 Expanding distribution channels by finding new business partners to bring products to promote with products in the same group, e.g. car accessories shop or tire shop, etc.

3 Increasing welfare for employees, such as commissions for selling products and fees for installation of chargers and charging equipment.

4 Reducing unnecessary energy consumption within the electric vehicle charging service center to cut costs.

5 Exploring new sources of capital, such as selling stocks or borrowing money from financial institutions.

5.9.2 Future Plans

Continuing developing the electric vehicle charging center level 2, the following guidelines for business development will be considered:

1 Expanding the services offered within the electric vehicle charging center, such as car maintenance and repair services.

2 Developing new chargers that are faster and save costs for customers in charging electric cars.

3 Expanding the business of electric car charging centers to have multiple branches in different locations.

4 Introducing an electric vehicle charging service center franchise system to reach more customers and increase brand awareness.

6. Limitations and Future Research

Despite the research's useful insights, there are numerous limitations that should be considered when interpreting the results. The sample size is one of the study's major drawbacks. Since the research is restricted to a single case study of Business A, the conclusions may be limited in

their generalizability. As a result, future research should broaden the sample size to include more enterprises in the electric vehicle (EV) charging market. Another constraint is the possibility of researcher bias in data gathering and processing. To overcome this issue, the researchers used strict data gathering procedures and triangulated data from several sources. Nonetheless, it is still conceivable that the researchers' own beliefs and prejudices impacted the findings. To reduce the influence of individual biases, future studies should include a range of data gathering techniques and involve numerous researchers. A third restriction is the research's timing limits. The study was done in a short period of time, which may have reduced the breadth and depth of the research. Future studies should examine longer-term research initiatives that allow for more thorough data collecting and analysis to solve this constraint. Furthermore, the study is vulnerable to external influences that might affect the viability and profitability of the EV charging business plan. Changes in government legislation, economic circumstances, and technical breakthroughs, for example, may have an influence on the industry's growth potential. As a result, future study should evaluate these external issues and how they may effect Thailand's EV charging sector.

Notwithstanding its limits, this study gives useful insights on the prospective business model for an EV charging station in Thailand. Nonetheless, there are other topics that might be researched more in the future. Another topic of study is the economic and legal environment for EV charging stations in Thailand. The government's policies and regulations on EV adoption and the development of charging infrastructure may have a substantial influence on the industry's growth potential. As a result, it is critical to investigate how government policies and laws might help or impede the growth of EV charging stations. Lastly, future study might look at the possibilities for novel business models that use emerging technologies like blockchain, AI, and the internet of things (IoT) to improve the efficiency and efficacy of EV charging services. Researchers can assist advise the creation of sustainable and successful business ideas for EV charging stations in Thailand by investigating these topic.

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The Impact of B2B Customer Orientation on Customer Satisfaction and Customer Trust and Repurchase Intention: a Case Study of an Import-Export Company in China

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ABSTRACT

Customer orientation drives the service company to outperform its competitors. However, there is limited number of research that explore customer orientation in a business-to-business context, particularly in the trading business. This study aims to examine the impact of customer orientation on customer satisfaction, customer trust, and repurchase intention. This research also studies the relationship among customer satisfaction, customer trust, and repurchase intention of a fruit import-export company in China. This study uses a quantitative approach via a self-administered questionnaire. The study collected data from 286 respondents who have experienced as business customers with the selected fruit import-export company in China. The regression analysis confirmed the impact of customer orientation on customer satisfaction, customer trust, and repurchase intention as well as the relationship among customer satisfaction, customer trust, and repurchase intention. This research also found that customer orientation ($\beta=.657$) has a stronger impact on customer trust than customer satisfaction ($\beta=.229$) while customer trust ($\beta=.526$) has a stronger impact on repurchase intention than customer orientation ($\beta=.223$). The findings concluded that a company with a strong and adequate customer orientation is prone to improve customer satisfaction and thereby in the long run will be able to achieve strong customer trust and repurchase intention.

Keywords: Customer Orientation, Customer Satisfaction, Customer Trust, Repurchase Intention, B2B

1. Introduction

In China, the easing of restrictions in the winter of 2022 after the COVID-19 pandemic immediately boosted consumer confidence. According to an economist's analysis, it is expected that economic growth will be improved in the next spring of 2023. The annual growth in 2023 is projected to achieve 5% (Hao et al., 2023). For China, the expansion of imports is the welfare of its people and enterprises, and for the world as it is a boost to global trade. It is widely known that China has a large demand for fruits and vegetables (Azam, 2018). Compared with the shortcomings of vegetables, which are difficult to preserve and transport, fruit import has become increasingly important in China's trading.

Fruit supply chains are a key factor in the import-export industry's rapid development, with overseas supply chains playing an increasingly important role. It is representing a development trend in the Chinese fruit market (Jiang et al., 2022). Izogo (2016) contends that sustainable benefits can only be acquired from B2B customers with relatively high levels of trust and intent to repurchase. Therefore, keeping a customer orientation relationship with customers is an excellent business strategy for success (Izogo, 2016). Harmonious B2B customer orientation relationships between customers and import-export companies will be able to foster customer trust and repurchase intention, significantly increase company profits, and boost import-export competitiveness in the increasingly cutthroat business sector (Ndubisi, 2007). However, there is

limited number of previous research focus on the B2B customer orientation in the trading business. Therefore, the objectives of this study are to examine the impact of customer orientation on customer satisfaction, customer trust, and repurchase intention as well as to study the relationship among customer satisfaction, customer trust, and repurchase intention.

2. Literature Reviews

2.1 Customer orientation

Customer orientation is the concept of companies meeting customer needs, increasing customer satisfaction, and enhancing customer value. Customer orientation is important for the relationship between customers and retail business services (Bansal, Irving, and Taylor 2004). Business operations should focus on feedback analysis of customers' consumption capabilities, preferences, and behaviors while paying attention to new product development and marketing innovation to dynamically adapt to customers' needs (Bansal, Irving, and Taylor 2004). Prior research has focused on the concept of customer orientation of service employees (COSE) and its impact on the success of service firms (Hennig-Thurau, 2004). COSE is defined as the degree to which service employees are focused on understanding and meeting the needs of their customers, and COSE is a key driver of customer satisfaction, commitment, and retention, and has four dimensions which are technical skills, social skills, motivation, and decision-making authority

2.2 Customer Satisfaction Concept

Customer satisfaction specified the degree to which product experience matches customer expectations (Razak & Shamsudin, 2019). It is the expectation that customers have prior to purchasing and experiencing the product or service (Shamsudin et al., 2018). Customer satisfaction is the cognitive state generated by buyers based on their actions and sacrifices of appropriate or inappropriate packages (Howard & Sheth, 1969).

2.3 Customer Trust concept

Blomqvist (1997) has studied diverse aspects of trust in the fields of social psychology, philosophy, economics, and marketing. He enumerated and distinguished several related structures, which are ability, credibility, confidence, faith, hope, loyalty, and trust. Blomqvist (1997) pointed out that trust is the participant's expectation and goodwill toward the other party's ability (Blomqvist, 1997). Once customers trust the company, they perceived the company to be reliable and intend to do business with the company. This derives customer advocacy, loyalty, and engagement. This determines the customer perception of the company. Businesses are prone to attract more customers when customers advocate for them.

2.4 Repurchase Intention concept

Hellier et al. (2003) defined repurchase intention as an individual's evaluation of repurchasing services from the same company based on their present situation and circumstances. Yulisetiari et al. (2017) suggested that repurchase intention is the customer's tendency to rebuy based on their preference for the products. Prior research defined repurchase intention as the probability that customers are keen on purchasing a particular good or service in the future. The customer's likelihood of purchase increases as purchase intention increases (Dodds et al., 1991). Chiu et al. (2009) also explained repurchase intention as the likelihood that customers are willing to buy a product from the same company. Hume et al. (2007) defined repurchase intention as the customer's decision to engage or purchase in future activities with the retailer or supplier.

2.5 Hypotheses Development

Aburayya et al., (2020) found that customer orientation is positively connected with customer satisfaction. This study concluded that customer orientation has a strong correlation with customer satisfaction. Therefore, this study proposed that:

Hypothesis 1: Customer orientation has a positive impact on customer satisfaction

According to a study by Leninkumar (2017), customer satisfaction has been highlighted as a significant trust factor. Thus, the study revealed that there is a substantial relationship between customer satisfaction and customer trust, proving that customer pleasure is a precursor of consumer trust. There is a considerable relationship between customer satisfaction and consumer trust. Therefore, this study proposed that:

Hypothesis 2: Customer satisfaction has a positive impact on customer trust.

Upamannyu et al. (2015) investigate the role of perceived corporate social responsibility (CSR) in their study to determine the relationship between customer trust and repurchase intention. When perceived CSR is used as a moderator, however, the relationship between customer trust and intention to repurchase becomes even more significant. Therefore, this study proposed that:

Hypothesis 3: Customer trust has a positive effect on repurchase intention.

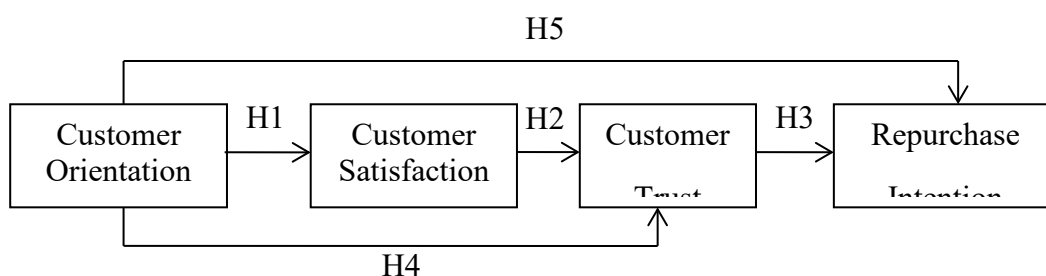
According to Windarti et al., (2020)'s research, enhancing the quality of the business relationship between banks and customers can increase customer trust. It is connected between customer orientation and customer trust. According to this study's findings, there is a strong relationship between customer orientation and consumer trust. Therefore, this study proposed that:

Hypothesis 4: Customer orientation has a positive effect on customer trust.

Liu et al., (2019) conducted a study to determine how key accounts managers' (KAMs)' customer orientation influences customers repurchase intention. The findings of the study indicate that KAMs' functional customer orientation can boost customers' inclination to repurchase, whereas relational customer orientation cannot. Therefore, this study proposed that:

Hypothesis 5: Customer orientation has a positive effect on repurchase intention.

Figure 1
Research Framework



3. Methodology

This study randomly distributed 800 online questionnaires to the retailers which are the customers of the selected fruit import-export company in China. This study determines sample

size based on Cochran (1963) for the unknown population with a 90% level of precision, thus, requiring a minimum of 271 respondents. The study collected data from 286 respondents. The respondents are those who worked for retailers. Of all response shops, 21 % of the respondents are from the supermarket while 20 % of the respondents are from distributors and fruit stores. 30% of the response is located in Guangdong province. Most of the respondents (60%) are female and 40% of them are male. The majority of them (47%) are between the ages of 26-35 years.

Table 1
Demographic Information

		Freq	%			Freq	%
Gender	Male	115	40	Retailer type	Supermarket chain	60	21
	Female	171	60		Distributor	57	20
Age	20-25 years old	77	27	Fruit store	57	20	
	26 - 35years old	134	47	Local shop	43	15	
	36-40 years old	55	19	Grocery	32	11	
	>41 years old	20	7	Others	37	13	
Monthly income	RMB6,501–8,500	86	30	Education	Postgraduate	43	15
	RMB4,501–6,500	80	28		Graduate	43	15
	RMB2,501–4,500	74	26		Beyond post Graduate	8	3
	RMB2,500 & Below	36	12.4		Undergraduate	100	35
					Less than undergrad	92	32

Measurement Items of Variables

Customer orientation, customer satisfaction, customer trust, and repurchase intention are measured on a 5-point Likert scale. The measurement items for customer orientation are adapted from Thorsten, Hennig-Thurau (2004). It contains 9 items with 4 dimensions which are technical skills, social skills, motivation, and decision-making authority. Some examples of items are 1.) The company staff members are very knowledgeable; 2.) Employees of the company are masters in their fields; 3.) The company's personnel are skilled in providing excellent customer service.

For customer satisfaction, it was adapted from Hennig-Thurau et al. (2002). It contains four items which are: 1.) The company's personnel are skilled in providing excellent customer service; 2.) I am fully satisfied with XXX Company. 3.) XXX Company always fulfills my expectations; 4.) The company has never disappointed me so far.

For customer trust, it was adapted from Ballester and Aleman (2001) with eight items. Some examples are: 1.) I believe this Import-Export Company can meet my expectations; 2.) The company is a brand name that never disappoints me; 3.) I could rely on the company's brand name to solve the problem.

For repurchase intention, it was adapted from Kim et al. (2012) with six items. Some examples are: 1.) I will choose this XXX Company products and services in the future; 2.) I intend to continue to do business with XXX Company; 3.) I expect to make my export and import with this company in the near future.

2.6 Validity and reliability test

Validity is an instrument to measure what it purports to measure (Kimberlin, C. L., & Winterstein, A. G. 2008). This study conducted a confirmatory factor analysis to determine the measurement validity. This study found that some of the items that obtain loading values lower than 0.5 were removed from the model. The remaining items of all four variables have a value above 0.5 as shown in table 2 reflecting validity. Meanwhile, average variances extracted (AVE) of all variables are also acceptable according to Fornell and Larcker (1981). If AVE is 0.4 but composite reliability is higher than 0.6, the convergent validity of the construct is still adequate. The current study found AVE as follows: customer orientation (0.426), customer satisfaction (0.434), repurchase intention (0.441), and customer trust (0.494).

For reliability, the composite reliability of all variables is above 0.7, demonstrating internal consistency in terms of reliability. Consistently, all variables have Cronbach's Alpha value above 0.76 which reflected that these variables have high internal consistency according to Hair et al. (2010).

Table 2

Validity and Reliability Test

	Loadings	Cronbach's Alpha	CR	AVE	No. of Items
Customer Orientation	0.613 - 0.692	0.821	0.787	0.426	5
Customer Trust	0.631- 0.764	0.757	0.829	0.494	5
Customer Satisfaction	0.575 - 0.717	0.872	0.752	0.434	4
Repurchase Intention	0.633 - 0.683	0.848	0.703	0.441	3

4. Findings

This study tested hypothesis 1 in model 1 and found that the simple linear regression model is statistically significant at a 95% confidence level as the p-value 0.000 of the model is less than 0.05. Customer orientation ($\beta = 0.629$) could statistically significantly predict customer satisfaction, $F(1,284) = 197.276$, $p = 0.000$. The adjusted R-square of the model is 0.408; hence, customer orientation accounted for 40.8% of the explained variability in customer satisfaction. The effect size is medium level. Therefore, customer orientation has a positive impact on customer satisfaction. Hence, hypothesis 1 is supported.

Model 2 in this study tested Hypothesis 2 and Hypothesis 4. This study found that the multiple linear regression model is statistically significant at a 95% confidence level as the p-value 0.000 of the model is less than 0.05. Customer satisfaction ($\beta = 0.233$) and customer orientation

($\beta=0.656$) could statistically significantly predict customer trust, $F(2,283)=297.076$, $p=0.000$. The adjusted R-square of the model is 0.675; hence, customer satisfaction accounted for 67.5% of the explained variability in customer trust. The effect size is medium level. When customer satisfaction and customer orientation increase, so will customer trust. Hence, hypothesis 2 and Hypothesis 4 are supported.

Model 3 in this study tested Hypothesis 3 and Hypothesis 5. This study found that the multiple linear regression model is statistically significant at a 95% confidence level as the p-value of the model is less than 0.05. Customer orientation ($\beta=0.217$) and customer trust ($\beta=0.513$) could statistically significantly predict repurchase intention, $F(2,283)=149.812$, $p=0.000$. The adjusted R-square of the model is 0.511, Hence, customer trust and customer orientation accounted for 51.1% of the explained variability in repurchase intention. The effect size is medium level. Hence, Hypothesis 3 and Hypothesis 5 are supported

Table 5
Hypotheses summary

Model	Independent	Dependent	Adj. R ²	F	Std. β	P	Result
1	Customer Orientation	Customer satisfaction	.408	197.276	.640	.000	Supported
2	Customer Orientation	Customer trust	.675	297.076	.657	.000	Supported
	Customer satisfaction				.229		
3	Customer satisfaction	Repurchase intention	.511	149.812	.223	.000	Supported
	Customer trust				.526		

5. Discussion and conclusion

This research confirmed hypothesis 1 that customer orientation has a great impact on customer satisfaction. This is consistent with Blocker et al. (2011) who emphasized that customer orientation can predict service quality and moderate the relationship between service quality and customer satisfaction. In addition, this study also confirmed hypothesis 2 that customer satisfaction has a positive impact on customer trust. It is consistent with Horppu et al. (2008) and Moliner et al. (2007) that found that trust is prone to arise from repeated satisfaction and is the result of accumulating satisfying experiences. The findings of the current study also support hypothesis 3 which stated that customer trust has a positive impact on repurchase intention. This is consistent with Upamannyu et al. (2015) that investigate the role of perceived corporate social responsibility (CSR) in their study to determine the relationship between customer trust and repurchase intention. Meanwhile, this research confirmed hypothesis 4 that customer orientation has a positive impact on customer trust. This is aligned with Nwankwo, S. (1995) that refers to customer orientation as the starting point of business operation to meet customer needs and increase customer value. This study also confirmed hypothesis 5 which stated that customer orientation has a positive impact on repurchase intention. It is consistent with Liu et al. (2019) who conducted a study to determine how key accounts managers' (KAMs') customer orientation influences customers repurchase intention and how tie strength and structural flaws in KAMs' client networks mitigate these links.

This research found that customer orientation ($\beta=.657$) has a stronger impact on customer trust than customer satisfaction ($\beta=.229$) because it is a more holistic approach that focuses on building a long-term relationship with the customer, rather than just meeting their immediate needs. This study also found that customer trust ($\beta=.526$) has a stronger impact on repurchase intention than customer orientation ($\beta=.223$). While customer orientation is important in

meeting customer needs, trust is crucial in building long-term relationships and promoting customer loyalty. As a result, customer trust has a stronger impact on repurchase intention than customer orientation.

6. Managerial Implication

According to the survey, the study found that for customer orientation staff knowledge was rated the lowest which is ($\bar{X}=3.63$), to solve this problem to promote customer orientation, the company should provide training, encourage cross-training, offer mentorship, and provide industry-specific resources. The company may also improve customer satisfaction through listening to the customers, offering excellent customer service, delivering as promised, and resolving complaints effectively. For repurchase intention, the company should offer value, be reliable, ask for feedback, and follow up with the customers after a purchase. The study also found that problem-solving as part of customer trust should be improved. Some strategies that can be used to improve staff's problem-solving skills are encouraging collaboration, setting clear expectations, providing resources, and encouraging continuous learning. By implementing these strategies, the import-export company would improve customer satisfaction and trust and repurchase intention, and build a loyal customer base.

7. Limitations and suggestions for future research

The results of this study have certain limitations and constructiveness for future research. The research focuses on customer orientation, customer satisfaction, and how customer trust affects repurchase intention in the export and import industry. It turned out to be a positive relationship based on the results of the study. This study only focuses on the impact of customer orientation on customer satisfaction, repurchase intention, and customer trust. Other factors such as B2B customer commitment and B2B customer motivation may also affect repurchase intention and the organization. Future research should investigate using a combination of quantitative and qualitative survey methods, replicating the study with a larger, more representative sample can help to establish the generalizability of the findings, and also can be used in the future research.

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Energy Model Development in Non-domestic Buildings: A Case Study of Makro Department Stores

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Abstract

Local governments require novel techniques and creative approaches to assess initiatives supporting the transition to carbon neutrality. This paper describes an integrated building energy modeling methodology and analysis of energy conservation measures (ECMs) and energy-related CO₂ emissions in urban areas Makro Department Stores as a Case Study. The results showed that the building stock in the reference case consumed 1,249,055 kWh per year and emitted 727,075 kg CO_{2e} per year. Installations of Insulation Walls provided the highest energy savings and CO₂ emissions reductions of the seven ECMs. Compared to the reference case, This measure resulted in energy savings of 54,261 kWh/yr and emission reductions of 31,585 kgCO_{2e}/yr. Moreover, the total investment cost for wall insulation installation in the present day is 2,551,488 baht. Local governments and stakeholders can benefit from the proposed methodological approach for energy and carbon neutrality pathway decision-making.

Keywords: Energy Conservation, Energy Efficiency, Energy Modeling and Simulation, Low Emission

1. Introduction

The world's cities are home to more than half of the world's population, and urban areas are responsible for more than 70% of total greenhouse gas emissions. (Alhamwi et al., 2019) Current Due to the growth of the people and the city's economy. Many local authorities are committed to addressing climate change to address urban environmental concerns. Because climate change threatens rapidly growing socio-economic development, energy policy formulation and urban citizen participation are critical factors. It will move the world towards meeting the Paris Agreement goals to limit temperature rise to below 1.5 degrees (WWF, 2023). Future population growth and economic expansion contribute to climate change, which will place an even more significant strain on essential resources if operations business as usual continue without measures to reduce energy consumption to support them (Perrone & Hornberger, 2014). Local governments in urban areas are essential in tackling climate change and reducing urban areas' carbon/energy footprint. In addition, the continuous development and growth of urban areas have led to the urban heat island effect (UHI) (Singh & Sharston, 2022), significantly increasing air temperature in urban areas. Moreover, as a result, climate change exacerbates the effects by increasing future heat waves. Modifying the design layout using selected materials for building sustainability allows architects and designers to create appropriate climate change structures. It lessens the likelihood of future mistakes, extending the building's life and reducing energy consumption (Meir & Pearlmuter, 2010). Households in Thailand accounted for 28% of the country's total electricity consumption, while businesses used 23%. There were 182,018 GWh of electricity used in Thailand (Summery-Energy, 2022). Considering Thailand's previously mentioned energy consumption rate, it is clear that governments and local authorities have a significant role in combating climate change and lowering electricity consumption lowering carbon dioxide emissions. However, local authorities need more context and insights to make sound energy policy decisions.

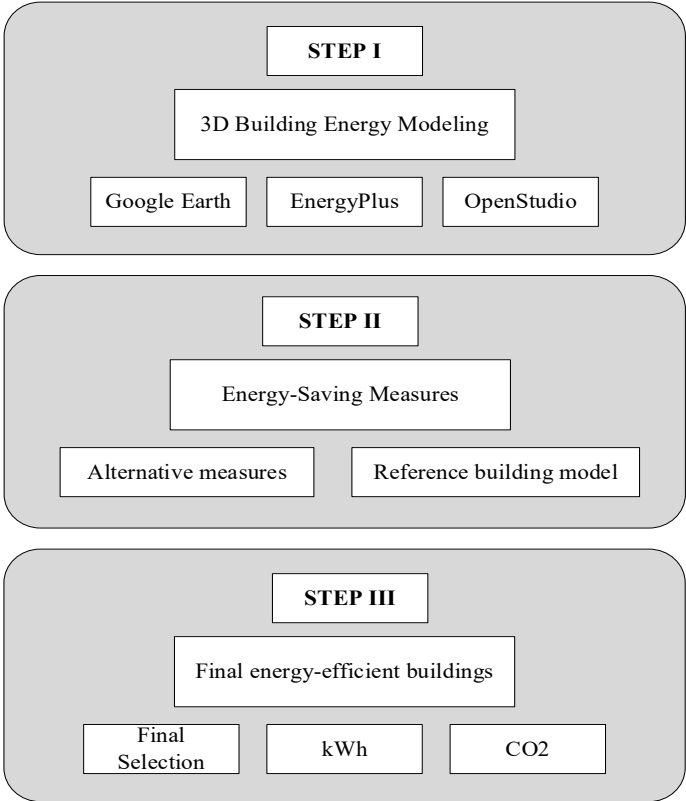
This study aims to devise an integrated process for modeling the energy consumption of public buildings using a three-dimensional building model and to investigate various alternative methods for cutting energy use. In urban areas, the energy consumption of public buildings is typically higher than other types of buildings.

2. Research Methods

This research will develop a model of the energy consumption of public buildings. Makro will be chosen as a case study to investigate and create a 3D building energy model. It can be divided into three main steps, as shown in Figure 1.

Figure 1.

Research Framework Source: Adapted from (Phdungsilp, 2020)



2.1 3D Building Stock Modeling

Measurements of the building's length, width, and height will be taken from the outside using the Google Earth program and compared to data gathered during a survey of the actual site to produce a 3D model of a public building. (ASHRAE 90.1, 2010) After collecting information about the representative building, the information was fed into OpenStudio, a free and open-source energy modeling and simulation tool. (DOE, 2021) OpenStudio was developed by the US Department of Energy (DOE) and is now maintained and supported by the OpenStudio team at the National Renewable Energy Laboratory (NREL). OpenStudio's goal is to simplify and speed up the process of energy modeling and simulation by providing a simple interface and a wide variety of features and tools. It is based on EnergyPlus's simulation engine and can model various buildings and HVAC systems. (Shabunko et al., 2018) OpenStudio's drag-and-drop building model and HVAC system editing tools are made possible by the program's intuitive

graphical user interface (GUI). It has a pre-built library of architectural elements that can be modified to create a unique structure model, such as walls, roofs, windows, and doors. There is a wide variety of analysis tools available in OpenStudio that users can employ to assess the efficiency of their constructed building models. Energy simulation, daylighting simulation, thermal comfort analysis, and other tools fall under this category. OpenStudio uses the EnergyPlus simulation engine, which is regarded as one of the most reliable and comprehensive tools for predicting the energy consumption of a building. (Shabunko et al., 2018) OpenStudio offers an intuitive interface to EnergyPlus and various other features that facilitate the development and modification of building models, the investigation of building performance, and the assessment of energy-saving strategies. The flowchart of the OpenStudio program's operation can be seen in Figure 2.

Figure 2
Workflow in OpenStudio (BESM manual, 2016)

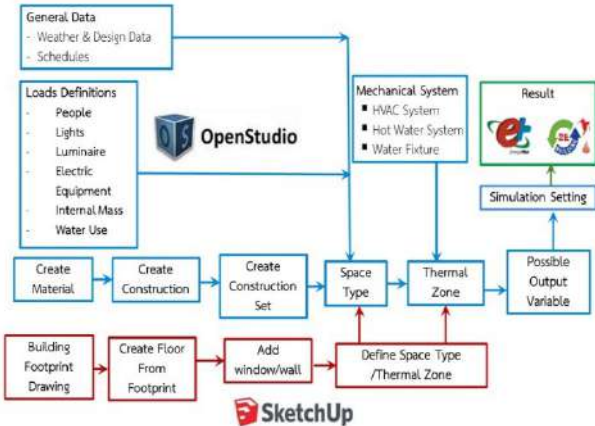
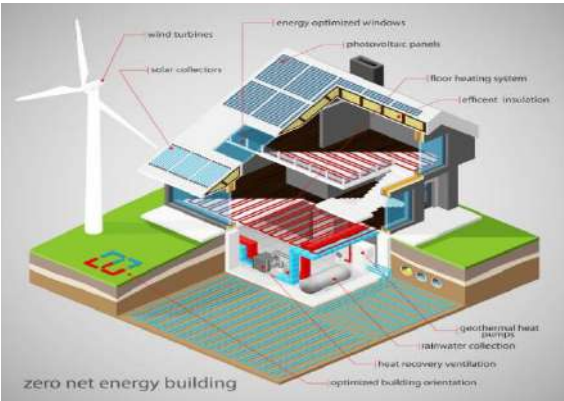


Figure 3.
Zero net energy Building (Net-Zero Energy Buildings, 2023)



2.2 Building Energy-Saving Measures

Reducing energy use in buildings is essential. Not only to save on energy costs but also to help mitigate climate change by reducing greenhouse gas emissions. (Abdul Mujeebu & Bano, 2022) Here are some ways to reduce energy use in buildings to reduce the environmental burden. 1) Install insulation or make improvements to the existing insulation. Insulation installed correctly in a building's walls, roofs, and floors can significantly cut the energy needed to heat or cool the building. Insulation can also help reduce the heat transfer between the interior and exterior

of a building. It does this while simultaneously reducing the energy required to keep the temperature inside at a more comfortable level. 2) Window installation with two or three panes of glass separated by air spaces (double or triple glazing). Coating windows with low-emission coatings can also reduce heat loss. 3) Switching from traditional incandescent light bulbs to newer, more efficient LED bulbs can save significant energy. Standard light bulbs have a shorter lifespan and consume more power than LEDs. 4) Utilize natural ventilation. Instead of using air conditioning, natural ventilation, such as opening windows and ceiling fans, can help cool a building. Natural ventilation can also improve the quality of the air inside a building., Moreover, 5) Use renewable energy sources. Solar panels or wind turbines can install on a building that wants to generate renewable energy. It is the potential to significantly reduce the amount of energy drawn from the grid, lowering greenhouse gas emissions. The above are steps toward achieving a "Zero net energy Building" (Net-Zero Energy Buildings, 2023), the ultimate goal.

2.3 Scenario Analysis

Results for energy use and energy-related CO2 emissions are obtained based on Phases I and II findings. This step aids in prioritizing the best course of action when creating low-carbon urban energy systems. The results incorporate energy and climate strategies suitable for the local or national context. That leads to identifying possibilities for local energy provision and distributed energy sources, improving energy performance and reducing carbon gas emissions in a particular sector. EnergyPlus was used to calculate thermal equilibrium and included the thermal balance at the water's surface, the heat balance in the air, and the simulation of the building's mechanical system. The heat balance calculates as shown in Equations (1–4) (Kampelis et al., 2020):

$$q''_{\alpha sol} + q''_{LWR} + q''_{conv} - q''_{ko} = 0 \quad (1)$$

where:

- $q''_{\alpha sol}$ = absorbed direct and diffuse solar (short wavelength) radiation and heat flux
- q''_{LWR} = net long-wavelength (thermal) radiation flux exchange with the air
- q''_{conv} = convective flux exchange with the outside air; and
- q''_{ko} = conduction heat flux (q/A) into the wall.

Clearly, $q''_{\alpha sol}$ is influenced by parameters such as location, surface angle and tilt, surface material, and weather conditions. q''_{LWR} is determined by the radiation exchange between the surface and the ground, sky and air:

$$q''_{LWR} = \varepsilon \sigma F_{gnd} (T_{gnd}^4 - T_{surf}^4) + \varepsilon \sigma F_{sky} (T_{sky}^4 - T_{surf}^4) + \varepsilon \sigma F_{air} (T_{sky}^4 - T_{surf}^4) \quad (2)$$

where:

- ε = long-wave emittance of the surface
- σ = Stefan–Boltzmann constant
- F_{gnd} = view factor of the wall surface to ground surface temperature

F_{sky}	=	view factor of the wall surface to sky temperature
F_{air}	=	view factor of the wall surface to air temperature
T_{surf}	=	outside surface temperature
T_{gnd}	=	ground surface temperature
T_{sky}	=	sky temperature
T_{air}	=	air temperature

Exterior convection was modeled using Equation 3:

$$q_{conv}'' = h_{c,ext}(T_{surf} - T_{air}) \quad (3)$$

where:

q_{conv}''	=	rate of exterior convective heat transfer
$h_{c,ext}$	=	exterior convection coefficient
T_{surf}	=	surface temperature
T_{air}	=	outdoor air temperature

Conduction heat fluxes were modeled using Equation 4:

$$q_{ko}''(t) = \sum_{j=0}^{\infty} X_j T_{o,t-j\delta} - \sum_{j=0}^{\infty} Y_j T_{i,t-j\delta} \quad (4)$$

where:

$q_{ko}''(t)$	=	conductive heat flux at the current time step
T	=	temperature
T_o	=	surface temperature
T_i	=	inside surface temperature
i	=	internal element of the building
O	=	external element of the building
X, Y	=	response factors

Emissions of GHGs from electricity generation and use can be calculated using Equation 5 (Reduction, 2022):

$$GHG_{(CO_2e)} = A \times EF \quad (5)$$

where:

GHG	=	Greenhouse Gas Emissions
A	=	Activity data on greenhouse gas emissions
EF	=	Coefficient of greenhouse gas emissions

12. Case Study: Makro Department Stores

The Makro Department Stores is another type of non-residential building in a large city that uses much energy due to its size and the high number of people who spend their days inside it,

making the building's air conditioning system run constantly. Based on the above, this research focuses on building a 3D-dimensional model (Heidarinejad et al., 2017) of a Makro department store to be used as a prototype model to analyze how much energy the Makro department store consumes each year. That is shown in Table 1. Then the model will include energy interventions in various areas to compare which measures can Maximum reduction in energy consumption of such buildings.

Table 1

Descriptions of the building stock model.

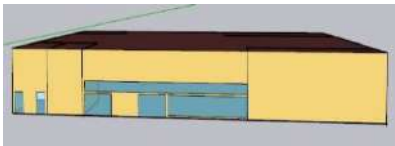
Building type	Non-domestic Buildings
Model	
Floor area (m ²)	3,840
No. of floors	1
Location	Urban
Construction	Masonry-concrete block
External wall	1.00 W/m ² C
Roof U-value	0.64 W/m ² C
Glazing area	6.5%
U-value	5.74 W/m ² C
Lighting load	10 W/m ²
Equipment	5–10 W/m ²
HVAC COP	3.0

Table 2

Energy reduction measures.

Measure	Specification	Symbol
1	Single 6 mm.	W ₁
2	Laminated 6.38 mm.	W ₂
3	Double IGU 6mm 12mm 6mm	W ₃
4	Double IGU with Low-E	W ₄
5	Insulation Roof	A
6	Insulation Wall	B
7	Film RL 01 BK	C

3. Results and Discussion

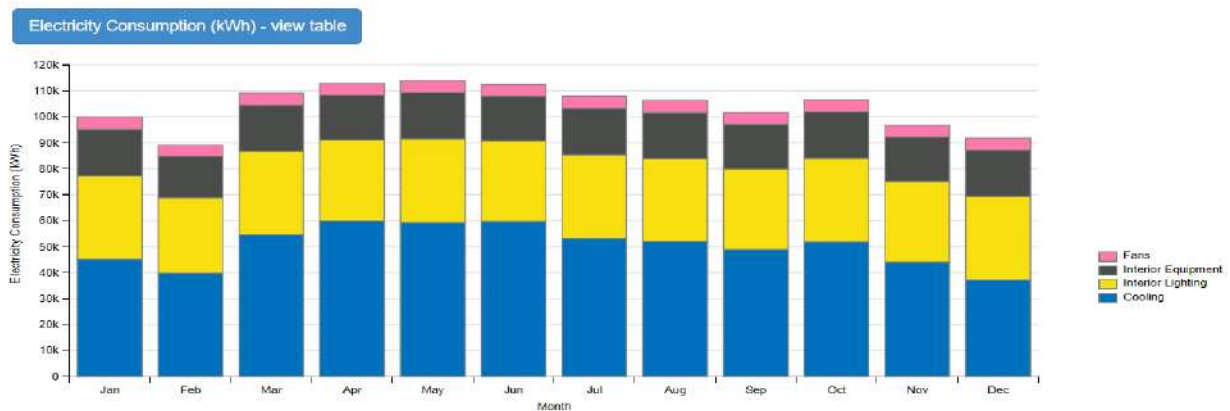
Building energy models were developed and tested at the single-building level by the specifications. The retrofitted building envelopes for the case study area were then simulated. The total energy consumption for each building type was calculated with EnergyPlus, and the results for the energy consumption of the building are shown in Table 3. The total energy consumed by an entire building was 1,249,055 kWh/yr. Laminated glass is the most energy-efficient window glass of all options for building renovation with exterior glass replacement measures, with a total energy consumption of 1,240,991 kWh/yr. In addition, other measures can reduce energy consumption in the building by improving the building walls and roof and installing thermal insulation film by installing an insulation roof, an insulation wall, and RL 01 BK film. The total energy consumption of 1,243,102 kWh/yr, 1,194,794 kWh/yr, and 1,247,961 kWh/yr, respectively. The electricity consumption of original buildings can be divided into the following categories: cooling, interior lighting, interior equipment, and fans (for details, see Figure 4). At the same time, the highest energy consumption per month is in the air conditioners.

Table 3*Energy Reduction Measures.*

Measure	Specification	kWh/yr	CO ₂ Emissions (kgCO ₂ e/yr)
1	Single 6 mm. (W ₁)	1,249,055	727,075
2	Laminated 6.38 mm. (W ₂)	1,240,991	722,381
3	Double IGU 6mm 12mm 6mm (W ₃)	1,245,739	725,145
4	Double IGU with Low-E (W ₄)	1,244,249	724,277
5	Insulation Roof (A)	1,243,102	723,610
6	Insulation Wall (B)	1,194,794	695,490
7	Film RL 01 BK (C)	1,247,961	726,438

Figure 4*Monthly Electricity Consumption*

Monthly Overview



From Figure 4, the total energy consumption per month shows that the energy consumption of the air conditioning system is the highest when compared to other systems. It is worth noting that April and May will have the highest electricity consumption because it is the summer in Thailand, while December and January will have the lowest electricity consumption because of winter in Thailand. The analysis of energy-saving scenarios in a case study area is presented in Table 4.

Table 4.*Energy Saving Scenario*

Scenario	Original (kWh/yr)	Renovated (kWh/yr)	Energy savings (kWh/yr)	CO ₂ Emissions (kg CO ₂ e/yr)
Case I (W ₁ - W2)	1,249,055	1,240,991	8,064	4,694
Case II (W ₁ - W3)	1,249,055	1,245,739	3,316	1,930
Case III (W ₁ - W4)	1,249,055	1,244,249	4,806	2,798
Case IV (W ₁ - A)	1,249,055	1,243,102	5,953	3,465
Case V (W ₁ - B)	1,249,055	1,194,794	54,261	31,585
Case VI (W ₁ - C)	1,249,055	1,247,961	1,094	637

The best scenario for reducing energy consumption in the Makro Department Stores case study is Case V wall insulation installation, as shown in Table 4. This scenario can reduce energy usage by 54,26 kWh/yr and CO₂ emissions by 31,585 kg CO₂e/yr. After analyzing the primary data and developing a model to compare and determine the optimal scenario, Scenario Case V is the measure that can best reduce the power consumption of Makro Department Stores. Calculating the unit investment value and the investment value to reduce CO₂ emissions is possible. as shown in Table 5

Table 5*Investment value in Scenario case V*

Measure	Area Wall (m ²)	Insulation Cost (Baths/m ²)	Total Investment (Baht)	Energy savings per Investment (Baht/kWh/yr)	CO ₂ Emissions per Investment (Baht/kgCO ₂ e/yr)
Insulation Wall	1,664	1,552	2,551,488	47.02	80.78

Table 5 shows the investment value in Scenario Case V by the price that will be considered for thermal insulation of the walls within the case study building of the Makro Department Stores. This case will include the price of material and labor costs included in this installation insulation. Following is a classification of the different types of insulation installation work. 1) Insulation work 495 baht/m², 2) Wall and frame work 618 baht/m², 3) Painting work 78 baht/m², and 4) Factor F operation fee 361 baht/m². (Ministry of Commerce, 2023)

4. Conclusion

This study uses the proposed methodology to develop a method for the integrated modeling of building energy and energy-related CO₂ emissions in urban environments. A case study was conducted in Non-Domestic Buildings; Makro Department Stores served as the case study. In the building energy models, archetype buildings represented the non-residential buildings within the

study area. Prototype representative building energy models were simulated as a reference case to assess their efficacy. Results are shown that the energy used in Original is 1,249,055 kWh/yr and emit 727,075 kgCO₂e/yr.

In contrast, the energy use in the ECMs cases is 1,240,991 kWh/yr for case I, 1,245,739 kWh/yr for Case II, 1,244,249 kWh/yr for Case III, 1,243,102 kWh/yr for Case IV, 1,194,794 kWh/yr for Case V and 1,247,961 kWh/yr for Case VI. The emissions were 722,381, 725,145, 724,277, 723,610, 695,490 and 726,438 kgCO₂e/yr respectively. Scenario case v Installations of Insulation Walls was the best case determined to be the most efficient ECMs for energy savings and CO₂ emission reductions. The measure could reduce emissions by 31,585 kgCO₂e/yr while saving 54,261 kWh/yr. This measure requires an investment of 2,551,488 Baht for wall insulation installation. Also, The investment value per 1 kg CO₂e/year reduction in carbon dioxide emissions is 80.78 Baht, while the investment value per 1 kWh/year reduction in energy consumption is 47.02 Baht. Carbon neutrality and energy decisions can be enhanced using the methods presented in this study. While a database has been developed in this study, along with creating a three-dimensional energy model of Non-Domestic Buildings, the case study used for this research is Makro Department Stores, which can serve as a valuable study guide for energy management.

Those interested in building energy management models for other areas can also use the database. This study used a limited set of data to create a model. Researchers should consider the following factors if conducting future research.

- 1) There must be a more comprehensive analysis of various factors of the prototype building, such as building size, specific features, slope, and area information, to make the model as practical and effective as possible.
- 2) Other energy measures together to analyze alternatives to reduce energy consumption, such as solar rooftops. Modifying the new building frame facilitates the opening of the building, Air conditioning, and light bulbs.
- 3) There should be an economic assessment of the rate of investment and the value of various energy measures.

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A Review of Standard Development Framework for Achieving Digital Government Interoperability

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Abstract

Recently, the Thai government announced a standards development framework in a gazette entitled Thailand Government Information Exchange (TGIX). The TGIX framework can be considered as a starting point for the development of a set of standards for government information exchange. Because of its importance, this paper aims to reintroduce the TGIX framework in a scholarly publication. The content of the framework includes the conceptual background of interoperability and general guidelines for the development of standards to achieve the technical and semantic levels of government interoperability. At the technical level, an initial architecture for a data exchange platform and related technical issues are discussed. At the semantic level, the concept of data schemas based on the NIEM standard is presented with an example. Achieving digital government interoperability is a long-term challenge that requires enormous cost and effort. The TGIX framework could be seen as a beacon for pursuing this valuable goal.

Keywords: Digital Government, Data Exchange, Standard Development Framework, Technical Data Exchange, Semantic Data Exchange.

1. Introduction

Digital transformation refers to the use of disruptive technologies to digitally transform businesses (Baslyman, 2022). Companies need to optimize their products and services to meet technological disruption and improve user experiences. Recently, the Covid-19 pandemic has transformed our daily lives into a "new normal". Limited social interaction, movement restrictions, or business restructuring are disrupted caused by the pandemic (Kutnjak, 2021). This crisis has accelerated the need for digital transformation in all sectors.

In the public sector, government public services and products need to be digitally transformed to meet the needs of citizens. It is seen by policy makers, media, and citizens alike as key to increasing prosperity and well-being (Draheim, 2023). Digital transformation initiatives are the critical building blocks of today's policy agenda in all countries, of course, including Thailand. The shift to digital government (or e-government) is both short-term and long-term goals in the national strategic plan.

Digital government is generally defined as the use of information and communication technologies to support administrative activities, such as providing or improving public services or managing internal administrative processes (Novakouski and Lewis, 2012). Interoperability between government organizations is required for the development of digital government. One of the basic structures behind interoperability is that organizations can share their data with others based on their assigned tasks. Sovereign data sharing (or information sharing in this context) is our goal to achieve.

Presently, a variety of technologies are readily available for implementing Web APIs. Many development tools provide supporting libraries for rapid implementation. If two government parties have agreed to share their data, developing a data exchange project between them is not a difficult task. However, as the number of parties increases (to entire government organizations), the wide

variety of tools and techniques could lead to technical compatibility issues and increased development time.

The wide variety of government data is another challenge to advancing sovereign data sharing for digital government. The various missions of the government result to the wide variety of government data domains, as outlined by the National Bureau of Statistics of Thailand. And each domain has its own characteristics, data management procedures, specific laws and regulations. These are major challenges for all governments.

Government standards and guidelines are necessary to coordinate all government organizations in developing data sharing projects. They must be used to guide several data exchange projects into the same direction and to control costs of the projects. In 2022, the Thai government published a law sheet called Thailand Government Information Exchange, Standards Development Framework (TGIX framework) (Digital Government Development Committee, 2022). The TGIX framework serves as a starting point for the development of data exchange standards for digital government. The framework includes background concepts of interoperability, initiative guidelines for developing standards for the technical level and semantic levels of interoperability.

Due to its importance, this paper would like to presents the framework again in academic publication. We hope that this paper will bring the requirements from the business domain to the academic domain, and they are the objectives of this paper. The rest of the paper are as follows. Section 2 describes the barriers to government interoperability. Section 3 introduces the concepts of "Thailand Government Information Exchange: standard development framework". Section 4 is our conclusion.

2. Obstructions to Government Data Exchange

Achieving interoperability for digital government is challenging tasks due to the numbers of government organizations, variety of missions and services, and various domains of data. Presently, in Thailand, many government organizations have shared their data through web API services. Some organizations have shared data through their own API, while others have shared through data exchange platforms. These platforms operate as the exchange gateways, connecting data providers to the data consumers.

2.1 Connecting APIs and Applications to Exchange Platforms

Supposed that there are two exchange platforms and each operates in different connection protocols and different data formats. For example, the same data object such as Person Identity Number may use different words between organizations' API services.

In data provider role, or API services, some difficulties occur when developers implement API services to support many of those data exchange platforms. Developers have to implement the same API services in different authentication or authorization methods, as well as security procedures. On the other hand, it may be difficult for any exchange platforms that has to handle the variety of behaviors of API services.

In data consumer role, or applications, some difficulties occur when developers have to query data from two data exchange platforms to complete a single business task. A consumer application needs to authenticate two times, and in different protocols. Furthermore, the same data object may appear in different name in exchange platforms, for example, 13-digit person identity number may be "ID13" or "Citizen _ID".

2.2 Connecting the Existing Exchange Platforms

Presently, there are many data exchange platforms operating under Thai government organizations. Those data exchange centers provide services according to their missions, and usually in their data domain. Some examples of those data exchange centers are as follows.

Government Data Exchange (GDX) (<https://gdx.dga.or.th>) is the exchange platform operated by DGA. National Single Window (NSW) (<https://www.thainsw.net>), operated by the Custom Department, supports import, export, and logistics to Thai business and industries, and interconnects to ASEAN Single Window. Linkage Center (<https://stat.bora.dopa.go.th/stat/statnew/statGRAPH/home.php>), operated by Department of Provincial Administration, provides many API services related to people and government services. Data Exchange Center (DXC) (<https://www.dxc.go.th>) providing services in judgement sector, Health Information Exchange (HIE) (<https://www.healthlink.go.th>) providing services in health sector.

These existing exchange platforms have been separately developed and operated upon their missions. Therefore, each exchange platform has its own data standards and operation protocols. Connecting these exchange platforms may not be easy and may consume high implementation cost. Fortunately, by the nature of data usage, the exchange between platforms (cross-border exchange) may not occur frequently. However, these differences could cause problems in the future.

3. Thailand Government Information Exchange Standard Development Framework

In September 2022, Thai government has been announced the government gazette named “Thailand Government Information Exchange (aka TGIX Framework) Standard Development Framework” (Digital Government Development Committee, 2022) to the public. These standard presents the general framework and guideline of how to develop standards for data exchange between government organizations.

The position of this standard is as the starting point for the long-term coming data exchange standards for the public sector. The standard consists of the main three parts, that is, a) the data exchange standard development for Thailand, b) the guideline to develop data exchange standards in technical level, and c) the guideline to develop data exchange standards in the semantic level. The details of the three parts are as follows.

3.1. The Data Exchange Standard Development for Thailand

In order to develop government data exchange standards, a conceptual framework is necessary. Novakouski and Lewis (2012) proposed an e-government interoperability model and it is again represented herein in the Figure 1. The model illustrates the cross relation between the interoperability levels and the influence factors.

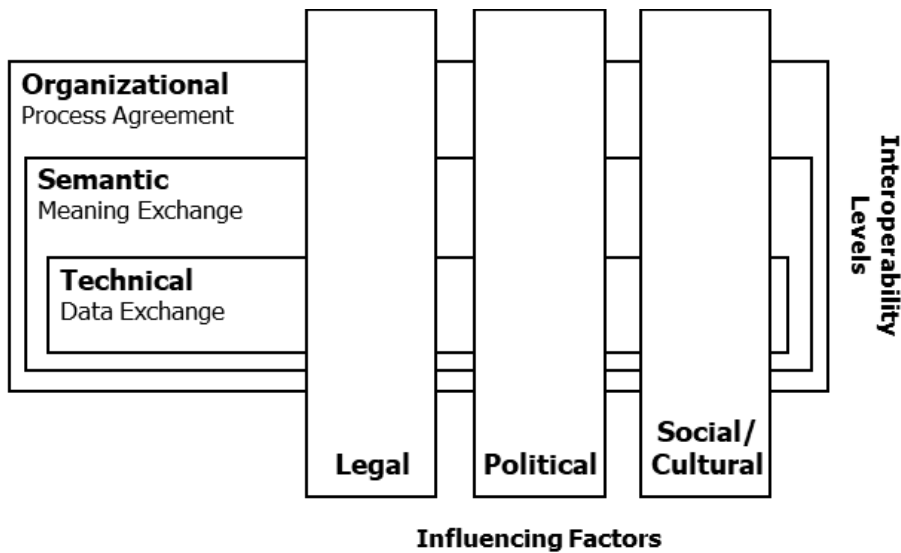
The model divides the interoperability into three levels, technical data exchange, semantic meaning exchange, and organizational process agreement. The objective of the first level is that data can be exchanged between machines and ignore the meaning of data, for example, "46" is determined as just a number. In the second level, meaning of the data can be exchanged, the number "46" is interpreted as the age of a person. In the third level, business processes between organizations can work together seamlessly. One example is that once a person changes his/her name at one government organization, other government organizations would know his/her new name without requesting information again from the person. This promising goal is called “Once Only Principle” (Novakouski and Lewis, 2012)

For digital government, influencing factors are added to the model, that is, legal, political, and social/cultural. One example of the legal influencing factor is that, in the year of writing this paper, Personal Data Protection Act (PDPA) has been announced. This act mostly influences to the technical data exchange level and organizational process agreement level in that the exchange process have to request a consent from data owner (person/juristic person) to allow his/her data the requesters. This act has resulted in more software implementation to make the system right according to the act. Political influencing factor is efforts and budgets from government to support data exchange projects.

An example of social/culture factors is social acceptance of various genders. This issue results in more accepting code values of gender data, not limit to male, female, and unknown.

Figure 1

The e-Government Interoperability Model (Novakouski and Lewis, 2012)



To achieve the organizational process agreement, technical data exchange and semantic meaning exchange have to achieve first, definitely, under influencing factors. The TGIX Framework paves the conceptual way to overcome these challenges.

3.2. To Achieve the Technical Data Exchange Level

TGIX framework proposes a survey study of the present government data exchange platforms. This study can be seen as the first step to investigate common characteristics of the major data exchange platforms of the public sector. The topics of the survey study have been initialized based on well-known data exchange standards including IUDX (<https://iudx.org.in>) and X-Road (<https://x-road.global>). The topics include operation principles, components and interfaces of platforms, and basic services.

In term of operation principles, the survey outcomes are summarized as follows:

- The data exchange platforms usually prefer centralized model. Both request and return messages pass from one client to another client through the central gateway and using digital signature for message validation.
- Some platforms adopt JSON format with RESTful standard, whereas one platform prefers ebXML standard with SOAP standard. This points out that some differences of message formats and protocols must be the key issue.
- One platform can perform cross-border data requests. In the other word, clients of one platform can request data from clients in another platform. This show that federated data exchange (cross-border) is still necessary.

- All platforms operate under privacy and security procedures. Those procedures are differences and usually depend on data messages. One platform that provides personal data services does require authentication process with physical mechanism.
- Client systems that connect to the platforms have to clearly identify themselves as either data consumer role or data provider role. The client system cannot be both roles in the operation.

In terms of components and interfaces, an initial draft of platforms architecture is depicted in the Figure 2. The architecture shows necessary components and their interfaces that are needed to perform the operations. Briefs are as follows:

- *Central data exchange* module acts as center gateway function. The module connects to data consumer systems (applications) and data provider systems (resources). The module performs authentication and authorization functions to control the exchange of data between clients.
- *Service catalog* module represents the list of serviced APIs. It consists of data descriptions, metadata, program examples, return message examples.
- *Certificate authority* module acts as registration point for all consumer and provider systems that connects to the central data exchange.
- *Monitoring and Logging* modules monitor and keep historical logs of the operations.
- *Time-stamping and Digital signature* modules perform time stamp and digital signature functions. These modules may have to synchronize to time outside the system.
- *Provider's Resource* modules can be seen as information systems of organizations that provide API to the consumer's applications.
- *Consumer's Application* modules can be seen as information systems that request data from provider's resources systems via APIs calls.

In term of basic services, data exchange platforms need to provide the service catalogs for developers to implement applications. API providers, on the other hand, have to manage their service catalogs via data exchange platform administration team. In addition, no data exchange platform that allows API providers to manage the authorization policy by themselves.

Finally, based on recommendations from stakeholders, there are two important issues need to be carefully considered, first, the data exchange architecture and related protocols; and second, privacy security and non-repudiation. The former issue makes the data can be exchanged whereas the later issue makes the exchange secured and must compile to law and regulations.

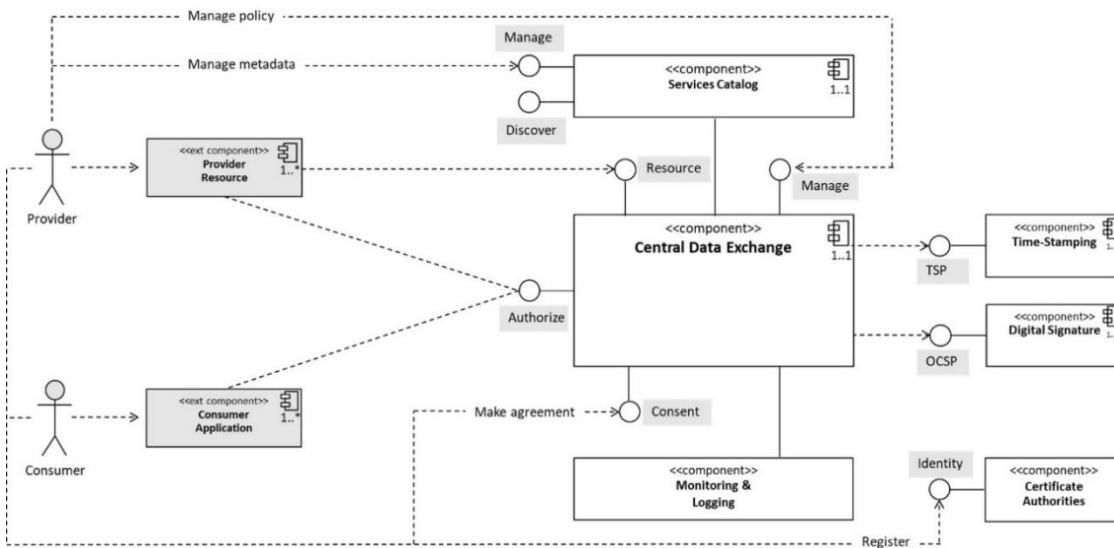
Up to this point, in order to develop standards for the technical level, they should, at least, consist of the following:

- Reference architecture standards to control of components and interface for data exchange providers, data providers and data consumers.
- Authentication and authorization procedures to assist developers of how to connect data consumer systems and data provider systems to the data exchange center.
- Message protocol, end-point and namespace standards to assist developers of how to generate API messages for sending/receiving data synchronously and asynchronously.
- Trust and security standards to ensure that data exchange through the gateway are secured and compile to laws and regulations, especially, personal data.

- Monitor and logging policies to ensure that history of exchange records (not include payload) are kept securely for further investigation if needed.

Figure 2

Initial Data Exchange Platform Architecture (Digital Government Development Committee, 2022)



3.3. To Achieve the Semantic Meaning Exchange

As discussed in Section 2, different government organizations use different vocabularies to refer to the same data objects. For example, the data attribute named "FirstName" and "GivenName" usually refer to the same data object. In order to handle these differences, one national standard is needed as common vocabulary for the same data objects.

The government of the United State of America provides the sort of semantic standard that potentially meet our requirements to achieve the goal. The semantic standard is National Information Exchange Model or NIEM (<https://www.niem.gov>). NIEM is a common vocabulary that enables efficient information exchange across diverse public and private organizations.

Briefly, NIEM divides data into NIEM core and NIEM domains. NIEM core consists of large amount of the data schemas that shared among many domains. NIEM core is divided into five groups, that is, Person, Organization, Location, Item, and Event. NIEM domains, on the other hand, are formally established communities with executive stewards to represent the stakeholders, governance, and data model content oriented around their respective business needs. Currently, NIEM data model consists of fifteen domains and there are opportunities for new domains in the future.

An example of NIEM data type is "nc:PersonType". The data type consists of many elements and it is used to define a person's characteristics. Those elements, for examples, are "nc:PersonName", "nc:PersonBirthDate". Some elements used other data type while others are string type or numeric type. The namespace "nc:" stands for the NIEM Core. Every data type or element have namespace according to its data domains.

TGIX framework adopted this concept to achieve the semantic meaning exchange level. Instead of using namespace "nc:", TGIX framework proposed the data domains as follows:

- *Core data*: are is set of commonly used data and shared among several domains such as person, organization, and location. These set of data has namespace "cd:" as the prefix of element name,

for examples, "cd:Person", "cd:Organization", "cd:Location". Compared to the NIEM standard, core data is the NIEM core.

- *Extend data*: are the sets of data that shared among stakeholders in the domains. These sets of data have namespace depended on its domain, for example, "td:" is for International Trade, "em:" is for emergency management. At the time of writing this paper, domains and namespaces are not officially defined yet.
- *Common reference data*: is the set of core data but it is used as the reference codes. This set of data has namespace "cr:" as the prefix of elements, for examples, "cr:Province", "cr:Road", "cr:Sex", "cr:Nationality". This set of data is similar to lookup tables data in a database.
- *Domain reference data*: is the set of extend data but it is used as the reference codes. These set of data has the namespace according to its domain. Domain reference data can be changed to Common reference data if the data are widely adopted across domains.

Besides the domains of data, the data themselves need to be defined in details, that is, data type, data elements, and data format. A data type can be seen as a class of an object. Data type can be a complex type or a simple type. The complex type may consist of data elements, whereas the simple type is numeric or string.

The data elements are the elements in the data type and data formats represents how that value of the data element interpret. The Figure 3 shows a simple example of data type for exchanging a person data. The "cd:PersonType" consists of six elements and details in Table 1.

The element "cd:PersonName" and "cd:PersonSex" need a data type to support. So, "cd:PersonNameType" and "cr:SexType" are created for this reason. Table 2 and Table 3 show some details of these two data types. One can see that object-oriented concept has been applied in order to create data types. Supposed that there are a new data type that its element needs to represent sex, that element can use vocabulary in "cr:SexType" and no need to create a new data type relating to sex anymore. Figure 4. Shows an example of JSON implementation.

Table 1
Details of The "cd:PersonType"

No.	Elements	Data Type	Format
1	cd:PersonID	String	-
2	cd:PersonName	cd:PersonNameType	-
3	cd:PersonSex	cr:SexType	-
4	cd:PersonNationality	cr:NationalityType	-
5	cd:PersonBirthDate	String	yyyymmdd
6	cd:PersonPhone	String	-

Table 2
Details of The "cd:PersonNameType"

No.	Elements	Data Type	Format
1	cd:PersonNameTitle	String	-
2	cd:PersonFirstName	String	-
3	cd:PersonMiddleName	String	-
4	cd:PersonLastName	String	-
5	cd:PersonNameSuffic	String	-

Table 3

Details of The "cr:SexType"

No.	Elements	Data Type	Format
1	cr:SexCode	String	-
2	cd:SexText	String	-

Figure 3

The relation of "cd:PersonType", "cd:PersonNameType", and "cr:SexType".

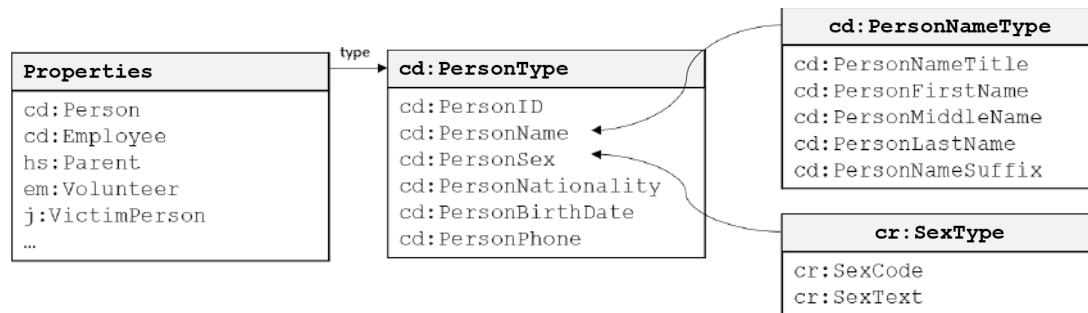


Figure 4.

An example of JSON format implementation.

```

{
  "cd:Person": {
    "cd:PersonID": "",
    "cd:PersonName": {
      "cd:PersonNameTitle": "",
      "cd:PersonFirstName": "",
      "cd:PersonMiddleName": "",
      "cd:PersonLastName": "",
      "cd:PersonNameSuffix": ""
    },
    "cd:PersonSex": {
      "cr:SexCode": "",
      "cr:SexText": ""
    },
    "cd:PersonNationality": {
      "cr:NationalityCode": "",
      "cr:NationalityText": ""
    },
    "cd:PersonBirthDate": "",
    "cd:PersonPhone": ""
  }
}

```

Not only "cd:Person" element has "cd:Person Type", but other elements that match to "cd:PersonType" can also adopt it, such as "cd:Employee", "hs:Patient" ("hs:" stands for human service), "em:Volunteer" ("em:" stands for emergency management. With this conceptual methodology, data standard developers can reuse the data type.

As discussed so far, TGIX framework present a way to develop data exchange standards in both technical level and semantic level, the key factors to organization process agreement level. The framework presents a list of required standards for technical level and present data concept for

semantic level. These are all the long-term tasks. Three influence factors, i.e., legal, political, and culture are all included in the process of standard development. The coming standards must be based on law and regulations and also need budget supports from political. Moreover, all coming standard must pass public hearing process to receive the feedback from stakeholders and social. In the time of writing this paper, a few following standards are published at <https://standard.dga.or.th/category/dga-std/>.

4. Conclusions

Sovereign data exchange is an important pillar for digital government. The TGIX framework shows us the way to achieve the digital government interoperability. Due to its importance, this paper presents the framework again in academic area to connect the government requirements and the researchers who are interested. The framework presents the guideline to develop standards for technical level and semantic level. In technical level, the framework presents an initial concept of data exchange architecture and standards requirement. In semantic level, the framework presents how to adopt NIEM standard to our use case. The difficulty of standards development is the consensus from all stakeholders. Thus, proof of concept may be needed to illustrate the feasibility of the standards. Furthermore, reference implementation could provide examples to stakeholders to understand how to implement the systems complied to the standards; and these are all big challenges.

5. Acknowledgement

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Quantum Image Edge Detection using Quantum Circuit-Based Edge Detection Method

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Abstract

Currently, the use of Quantum Circuit-Based image edge detection is a new concept that is gaining popularity. However, its practical use has not yet been widely accepted. Therefore, there is no official library or package that can be used to perform image edge detection using a Quantum Circuit-Based method. In this research, we proposed a Quantum Image Representation method that encodes images as Qubit values and uses Quantum Circuit-Based edge detection to identify differences in quantum state. The research started with converting the image into grayscale and then creating a quantum circuit. The circuit was used to convert the image into a list of pixel values, which were then looped to process each pixel. Basic quantum functions were used to process each pixel, and the quantum computer was run through a QASM simulator. The result was then measured to obtain binary numbers. The measured values were compared with pixel values to determine whether they were edge pixels or not. The threshold was set to identify edge pixels. The experimental results show that the Quantum Circuit-Based method can successfully identify edge pixels with an accuracy of 95%. The proposed method provides a new approach for image edge detection using Quantum Circuit-Based methods, which could have potential applications in image processing and quantum computing.

Keywords: Quantum Image Processing, Quantum Edge Detection, Quantum Computing

1. Introduction

The detection of edges in images is a process of detecting the boundaries of components to separate differences according to their boundaries. Classic image processing can detect edges, but it may not be efficient for large images with many calculated pixels (Yan & Venegas-Andraca, 2020). Quantum image processing is an alternative with efficient edge detection using the Quantum Probability Image Encoding (QPIE) method to represent the amplitude of quantum states to store the pixel values of classical images. Typically, the number of qubits (n) for an N -pixel image is calculated as $n = \log_2 N$ (Amankwah et al., 2022). The QPIE image model uses only one qubit to store the color data that represents the true value of physical parameters, but the intensity data is not stored. Therefore, several operations related to intensity data cannot be performed. To improve this limitation, a newly improved quantum model, the NEQR model (Zhang et al., 2013), uses the normal superposition of $(2n + q)$ qubits to store the image, where $2n$ qubits represent position data and q qubits represent grayscale intensity data. Thus, the NEQR model is a suitable option when intensity is a primary parameter to control. This paper proposes a quantum edge detection framework based on the NEQR model algorithm that consists of three main steps: smoothing image, highlighting color levels, and edge tracking. The quantum model is compared with classical models designed to compare pixel values with nearby values, and the results show that the quantum model provides better edge detection for grayscale images. This framework could be a useful tool in image processing for applications that require precise edge detection.

2. Quantum Image Representation

Classical images can be converted to quantum images using the Quantum Probability Image Encoding (QPIE) technique, which automatically encodes classical images into quantum probability images to improve image processing efficiency with quantum systems. QPIE uses the principle of transforming classical images into probabilities of quantum states in a quantum system using the Density Matrix function to represent the distribution of states in the quantum system (Zhao et al., 2022). This method utilizes the principles of superposition and entanglement to manage data in QPIE. The image is transformed into a sequence of quantum states using the Quantum Fourier Transform (QFT)(Yuan et al., 2017) technique.

2.1 Quantum Fourier Transform (QFT)

The Quantum Fourier Transform (QFT) is used to convert an image into a probability distribution of each color and pixel, where the state of each pixel represents the intensity of color in that position. Afterwards, these states are encoded as quantum codes by using the domain of being in a state and entangling them through Entanglement. The equation used in QPIE can be demonstrated by setting I as the image to be encoded and $F(I)$ as the QFT result of I for each pixel (i,j) in image I , represented by the state variable $|I(i,j)\rangle$. The encoding of image I for QPIE uses the following equation:

$$|Q(I)\rangle = \sum_{k,l} |F(I)(k,l)\rangle^{2_{k,l}} |I(k,l)\rangle^{2_{k,l}}$$

where k and l are the index values.

In the above equation, $2_{k,l}$ and $2_{k,l}$ represent the state variable of the quantum system, with values being the probabilities of being in the state of $F(I)(k,l)$ and $I(k,l)$, respectively. Therefore, $Q(I)$ is the quantum code of image I . To decode QPIE, Bayes' theorem is used to calculate the probabilities of each pixel's state in the image, using the measurement results of the quantum system's state generated by QPIE encoding. The equation for decoding QPIE can be shown as follows:

$$|I(k,l)\rangle = \sum_{k',l'} F_{k',l'}^{-1} |Q(I)\rangle(k',l') F_{k',l'}^{-1} |I(k,l)\rangle$$

where F^{-1} represents the Inverse Quantum Fourier Transform that converts the state of each pixel from the probability distribution back to the state of color intensity of that pixel in the image.

2.2 Novel Enhanced Quantum Representation (NEQR)

The method of converting an image into the classic gray-scale image format is stored as a matrix. One component of the matrix indicates the gray-level data of the pixel at the same position of the image, and all images must be processed pixel by pixel. In Figure 1, a gray-scale image of size 2×2 with a gray-level range between 0 and 255 is shown. It displays the 2 qubits required for data position storage and requires 8 qubits to store gray-level data (Zhang et al., 2013). Therefore, the NEQR model (Yuan et al., 2019) for this image can be written as follows.

Figure 1

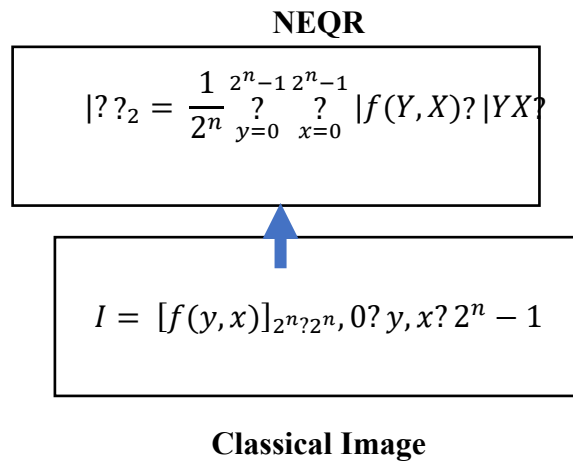
A 2×2 Example Image and Its Representative Expression in NEQR

$$|I\rangle = \frac{1}{2} (|255\rangle|00\rangle + |192\rangle|01\rangle + |127\rangle|10\rangle + |0\rangle|11\rangle)$$

$$|I\rangle = \frac{1}{2} (|11111111\rangle|00\rangle + |11000000\rangle|01\rangle + |01111111\rangle|10\rangle + |00000000\rangle|11\rangle)$$

00 255	01 192
10 127	11 0

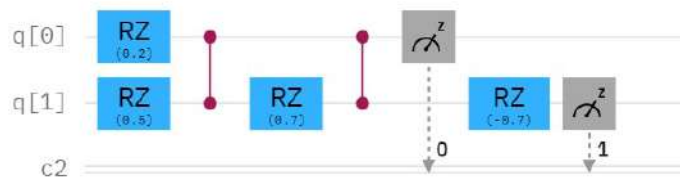
Figure 2
Workflow of Preparing the Quantum Image Model for NEQR



2.3 Quantum Amplitude Encoding (QAE)

To store color values ranging from 0 to 255 in each pixel using a quantum circuit, one can use amplitude encoding. This can be achieved by creating a quantum register with the same number of qubits as the number of pixels in the 2D image and preparing the state of each qubit in a superposition state using the Hadamard gate. Amplitude encoding is then used to store the color values in each pixel by using a qubit to represent each pixel and encoding the color values in binary (base 2), then representing them as amplitude vectors. There are two possible states, namely, a state with an amplitude of 0 and a state with an amplitude of 1. The value of each qubit is measured to convert the quantum state to a classical state, which is then stored in a classical register, as shown in Figure 3. The results obtained from measuring the values in the classical register are used for further processing.

Figure 3
Illustrates the Use of the rz Gate to Set the Phase of Each Qubit and the cz Gate to Set the Combined Phase of Two Qubits Using the Sum of the Phase Values

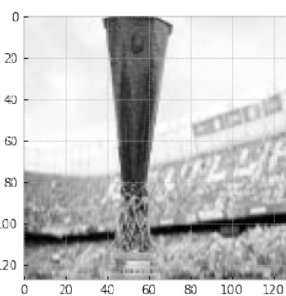


3. Quantum Edge Detection

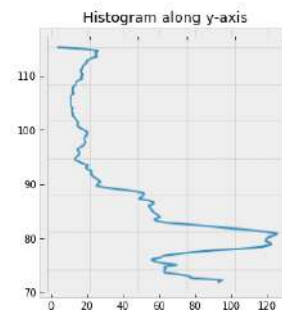
The use of quantum computing for edge detection involves using a simultaneous method to create quantum circuits for each pixel in the image and measuring and computing the values to detect whether each pixel is an edge or not. Qiskit is used for digital image processing (Boreiri et al., 2022) via quantum circuits and the results are displayed in an image for edge detection of a grayscale image using `np.mean(img, axis=2)`, where `axis=2` is the color channel, to calculate the histogram of the grayscale image in the x and y axes using `np.sum()` with `axis=0` and `axis=1` respectively, and storing the results in a variable shown in Figure 3. The pixel intensity values of adjacent pixels are compared to find the differences and a function called `get_pixel_list(image)` is created to convert the grayscale image to a list of pixel values using the `getpixel()` function to extract the pixel values from the image. These values are stored in a list called `pixel_list` and returned. Additionally, the `processed_pixel_list` variable is created to store pixel values after edge detection processing, which currently has no values and will be used in the next step of quantum image processing.

Figure 4

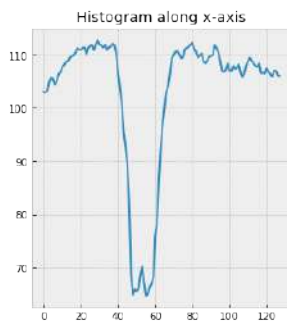
Demonstrates the Calculation of the Histogram using the `np.sum()` function



(a) The results are displayed using `plt.plot()`



(b) The histogram along the y-axis is shown in each column subplot.



(c) The histogram along the x-axis is shown in each column subplot.

Note. Which sums the pixel intensity values in each row and column of the grayscale image to detect differences in intensity values of adjacent pixels.

Afterwards, the image is converted into a numpy array and a quantum circuit is created with the number of qubits equal to the bit length of the numpy array of the loaded image. Hadamard gates (Vogel, 2011) are added to each qubit using `qc.h(i)`, and the values of each qubit are measured using `def create_circuit(pixel)`. A function called `create_circuit` is created that takes a pixel value and creates a quantum circuit composed of 2 qubits and 2 classical bits. It orders the Hadamard gate to qubit 0, Controlled-NOT gate between qubit 0 and qubit 1, Rotation-Z gate to qubit 1 with an angle equal to

the pixel value, Controlled-NOT gate between qubit 0 and qubit 1 again, and orders the Hadamard gate to qubit 0 to measure the values of qubit 0 and qubit 1 and record the results in classical bit 0 and 1 in order, respectively. The state described above can be shown in the circuit diagram as shown in Figure 4 and the result obtained from reading the value of qubit 0 and qubit 1 is recorded in classical bit 0 and 1, respectively, as shown in Figure 5.

Figure 5

The Quantum Circuit Showing the Directed Acyclic Graph (DAG) of the Circuit

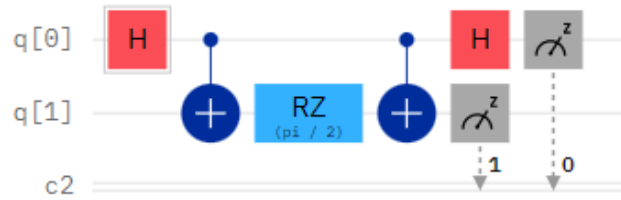
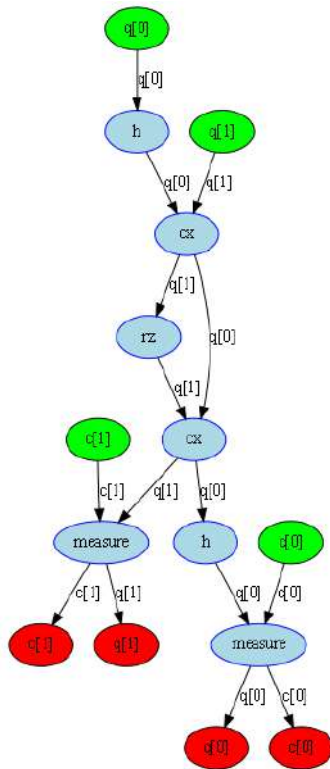


Figure 6 Shows the Quantum State Status and Records the Results Read from Qubit 0 and Qubit 1 to Classical Bit 0 and 1

The method used to detect edges in this article involves comparing the pixel values of the surrounding area to the pixel currently being examined. If the difference in pixel values in the surrounding area is greater than a pre-defined threshold, then the pixel being examined is marked as an edge and displayed in white (255), as shown in Figure 6.

A function named "get_pixel_list" is defined to convert a grayscale image into a list of pixel values. This function takes an image parameter, which is a grayscale image, and converts it into a list of pixel values by reading the value of each pixel in the selected area of the image using the "getpixel" method, which reads the color intensity of the pixel at the specified position in the image. The value of the pixel is then stored in the "pixel_list," and the function returns the converted "pixel_list" of the input image.

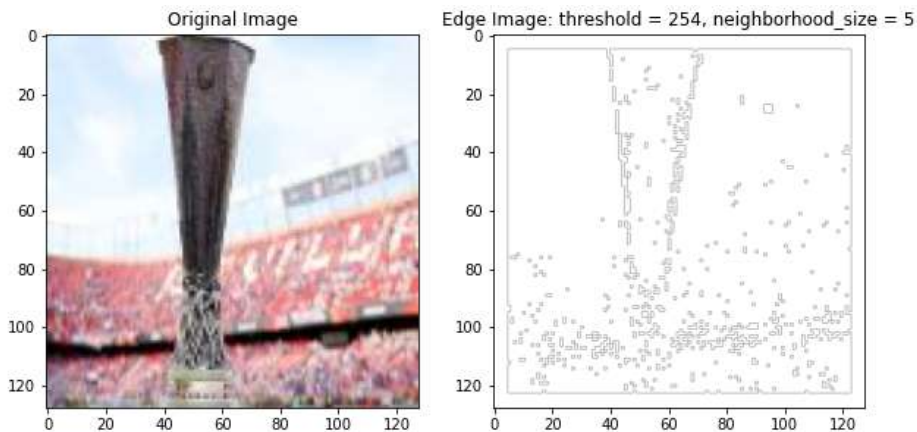
Given a grayscale image of size WxH, where $0 \leq i < H$ and $0 \leq j < W$, the get_pixel_list function converts the image into a list of pixel values as follows:

$$\text{pixel_list} = [p(0,0), p(0,1), \dots, p(0,W-1), p(1,0), p(1,1), \dots, p(1,W-1), \dots, p(H-1,0), p(H-1,1), \dots, p(H-1,W-1)]$$

After converting the image into a list of pixel values, the next step is to extract the data of the image that is inputted. The image is then converted into a list of pixel values using the `get_pixel_list` function, which takes the image as a parameter and returns a list of the pixel values of that image. A blank "processed_pixel_list" is created to store the pixel values obtained from the processing. A threshold value of 254 is set for edge detection.

Figure 7

Shows a Comparison of Pixel Values in the Vicinity of the Pixel being Examined



After the image has been processed through the `processed_pixel_list`, the next step is to perform normalization on the digital image. This involves converting the intensity values of the digital image from the range 0-255 to the range 0-1 by dividing every value in the matrix by 255. The mean square (MS) of the digital image is then calculated by squaring every pixel and adding them together, and dividing the sum by the total number of pixels (N). The intensity values of the digital image are then divided by the MS to normalize the image. A new numpy array is created with the same dimensions as the digital image, and the normalized intensity values are inserted into the array. The equation used to normalize the digital image is:

$$\text{normalized intensity} = \frac{(\text{intensity} - \text{min intensity})}{(\text{max intensity} - \text{min intensity})}$$

In this case, min intensity is 0 and max intensity is 1, so normalization is achieved by dividing every value in the matrix by 255, which is the max intensity of the digital image. The equation for calculating the mean square (MS) is:

$$MS = \left(\frac{1}{N}\right) \sum I_{ps}$$

Where N is the total number of pixels in the image, and I_{ps} is the matrix obtained by squaring every pixel of the digital image and adding them together.

4. Discussion

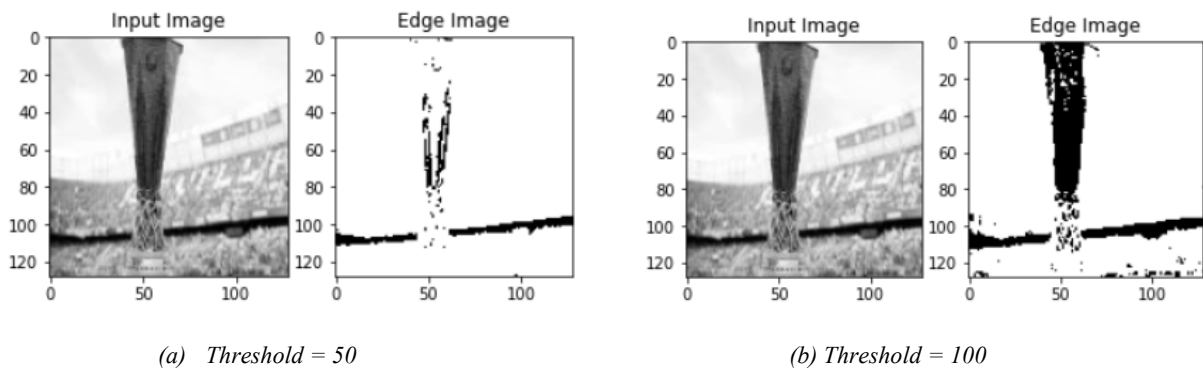
In the process of performing edge detection, the final step to obtain the result will use the concept of XOR between pixels and the measurement results of a quantum circuit. The equation used to calculate the difference between a pixel and the measurement is:

$$Diff = |Pixel - Measurement|$$

In this case, Pixel is the intensity value of the pixel that is being examined for an edge, and Measurement is the result of the quantum circuit measurement. The quantum circuit is executed using `Aer.get_backend()`, selecting the qasm simulator, and the resulting simulation is either a state vector or a binary string. The binary string is converted into an integer, and `execute()` is used to run the quantum circuit with a specified number of shots of 1024. Then, `get_counts()` is used to retrieve the result, and the bitstring with exactly 2 ones is selected for edge detection using `np.unravel_index()`. The image and the detected edges are plotted using `matplotlib.pyplot.imshow()` and `ax1.plot()`, respectively. Finally, a histogram of the measurement values for each qubit is plotted using `plot_histogram()` with `ax=ax2` as the subplot, and the threshold value is used to determine whether a pixel is an edge pixel or not. The threshold value is a numerical value that determines whether the difference between the pixel value and the simulated pixel value exceeds the threshold. If the difference exceeds the threshold, the pixel is considered an edge pixel.

Figure 8

Results Obtained from using Edge Detection Methods for Quantum Component Differentiation



5. Conclusion

Using quantum circuits to find edges in images involves transforming images into qubits and processing them using quantum circuits, then converting the results back into images. Typically, images with a size of 128x128 pixels are used, and the quantum circuit will have a state preparation vector parameter with 16,384 components, requiring 14 qubits for processing. In this article, 2 qubits are used to experimentally transform binary strings representing images into quantum circuits as inputs, which yields the probability distribution of the data when sent through the quantum circuit. Each pixel of the image is then examined, and if a pixel has a different value from its neighboring pixels, it is set to white. Conversely, if a pixel has the same value as its neighboring pixels, it is set to black using the luminance differ threshold, a two-dimensional function $f(x,y)$ of the spatial coordinates x and y and the amplitude f at each point (x,y) , which is the brightness or grayscale level of the image at that point. The result is edge detection, which, although not yet clear or distinct, allows for the gradient of the image to be found using quantum variables. This is a new technique that is gaining interest in image processing. However, edge detection using quantum technology is still a relatively new technology and may not be suitable for processing large images.

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Quantum cryptography: Comparing Number of Photon Error Rate Tolerance under Collective Rotation Noise

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Abstract

Encrypted data transmitted through communication networks, relying on classical encryption, run the risk of being intercepted along with the key by malicious actors. A quantum communication channel was created to mitigate the risk of photon-based exchange keys with the Heisenberg Uncertainty Principle and the no-cloning theorem. The BB84 protocol offers safe communication, using a single photon. However, existing analyses of the protocol assume that the communication channel is free from noise. This is a limited assumption, as noise can significantly impact the performance of the system. This paper analyzes a multi-photon of the three-stage quantum protocol under a total rotational noise model. The aim of this analysis is to investigate the effects of noise levels on the performance of a three-stage quantum cryptography system. Specifically, we investigated how rotational noise impacts the system in the multi-photon regime.

In addition, we present a mathematical model that describes the effect of noise on the system and demonstrates the impact of noise on the fidelity and error rates of the protocol. Our results indicate that the three-stage quantum protocol can be made more robust to noise by modifying the system parameters, such as the number of rounds and the measurement basis. Overall, our study highlights the importance of considering noise when analyzing the performance of quantum cryptography systems. Our findings can inform the design of more robust and efficient quantum cryptography systems, which are increasingly important in the era of information.

Keywords: Quantum cryptography, Three stage quantum protocol, Collective rotation noise, Multi-photon

1. Introduction

In the field of cryptography, the primary objective is to protect confidential messages exchanged between authorized parties. Senders are responsible for devising secure and dependable cryptographic protocols to achieve this goal. Traditional cryptographic techniques, such as symmetric cryptography and asymmetric cryptography, have been widely adopted. However, as classical cryptography relies on computational complexity, becoming increasingly vulnerable to security threats posed by the advent of high-performance computers, such as quantum computers. Classical cryptography is being challenged by quantum cryptography which relies on the Heisenberg Uncertainty Principle and No-Cloning Theorem to establish secure communication between two parties. In 1984, Bennet and Brassard introduced the first quantum key distribution (QKD) protocol, known as the BB84 protocol (Charles H. Bennett, Gilles Brassard,1984). Since then, several variants (Charles H. Bennett, Gilles Brassard,2014,Artur K. Ekert,1991,Artur K. Ekert,1991) of the BB84 protocol have been proposed, along with other protocols such as quantum secret sharing (QSS), deterministic secure quantum communication (DSQC) (Charles H. Bennett,1992), and quantum secure direct communication (QSDC) (Lior Goldenberg,Lev Vaidman,1995, Mark Hillery, Vladimír Bužek, and André Berthiaume,1999). These protocols enable the transmission of secret messages in a secure and

unconditionally confidential manner. In addition, bidirectional quantum communication has been made possible with the introduction of the quantum dialogue protocol. The three-stage quantum cryptography protocol (Kaoru Shimizu and Nobuyuki Imoto,1999) proposed by Kak in 2006 is an example of a protocol that uses multi-photons to increase the stability and security of the transmission (Kim Bostroem, Timo Felbinger,2002). Quantum secure direct communication (QSDC) has also been extended to continuous-variable systems (Marco Lucamarini and Stefano Mancini,2005,Subhash Kak,2006). These developments in quantum cryptography offer a promising approach to secure communication that is resistant to attacks from supercomputers and quantum computers. Noise is an important consideration in the implementation of quantum protocols as it can greatly affect their performance. While many quantum protocols assume a noiseless channel, collective noise has been identified as a particular type of noise that can have a critical impact on the transmission of quantum information. Collective noise was first discussed in the context of quantum cryptography by Ball and Banaszek (Sayonha Mandal, Gregory Macdonald, Maysaa El Rifai, Nikhil Punekar, Farnaz Zamani, Yuhua Chen, Subhash Kak, Pramode K. Verma, Robert C. Huck, James Sluss,2013), and since then, several collective noise analyses have been conducted on previous protocols.

Efforts have been made to develop quantum protocols that are robust against collective noise. For instance, an efficient method for quantum key distribution over collective noise was proposed in (Stefano Pirandola, Samuel L. Braunstein, Stefano Mancini, Seth Lloyd,2008), and an economical setup for faithful entanglement sharing against collective noise was presented in (Stefano Pirandola, Samuel L. Braunstein, Seth Lloyd, Stefano Mancini,2009). The security of the “Ping-Pong” protocol in a noisy environment was analyzed in (Jonathan L. Ball and Konrad Banaszek,2004), and two quantum dialogue protocols that are robust against different types of collective noise were proposed in (Xi-Han Li, Fu-Guo Deng, Hong-Yu Zhou,2008). In addition, continuous-variable quantum cryptography with two-way quantum communication has been found to be highly resilient to the presence of noise (Hui-Chong Niu, Bao-Cang Ren, Tie-Jun Wang, Ming Hua, Fu-Guo Deng,2012,Jian Li, Lingyun Li, Haifei Jin, Ruifan Li,2013). In this paper, we focus on analyzing the effect of collective-rotation noise on a single-photon system under the three-stage protocol, which maps information onto non-orthogonal polarization states of photons. In addition, we present a mathematical model that describes the effect of noise on the system and demonstrates the impact of noise on the fidelity and error rates of the protocol. This protocol is unique in that it relies solely on quantum channels, with no classical information exchanged between the parties involved. In Section 2, we provide a brief description of the three-stage protocol, while Section 3 introduces the collective-rotation noise model and derives the mathematical model for the three-stage single-photon protocol. Finally, we present our numerical results. This work is distinct from existing studies in its focus on the three-stage protocol, which is a versatile protocol that can be used for both QKD and QSDC. Our analysis provides valuable insights into the effects of collective-rotation noise in a practical quantum cryptography system.

2. Background Information

2.1. Three-Stage Quantum Cryptography

Compared to the BB84 protocol and its variations, which are limited to the transmission of qubits in four predetermined states, the three-stage protocol offers the advantage of enabling qubits to be transmitted in any quantum state. This is achieved without requiring any classical information exchange during transmission, which marks a departure from earlier protocols where classical information exchange occurred only after transmission in a single direction.

In the three-stage protocol, the qubit state $|X\rangle$ can be in one of the two orthogonal states, such as $|0\rangle$ and $|1\rangle$. Alternative orthogonal states, e.g. $\frac{1}{\sqrt{2}}(|0\rangle - |1\rangle)$ and $\frac{1}{\sqrt{2}}(|0\rangle + |1\rangle)$ can also be used. The orthogonal states of $|X\rangle$ represent 0 and 1 respectively. The orthogonal states, as well as details such as which state represents 1 and 0, are agreed upon prior to the transmission.

Alice and Bob will apply secret rotation operators $R_A(\alpha)$ and $R_B(\beta)$ on the qubit state $|X\rangle$. $R_A(\alpha)$ and $R_B(\beta)$ are commutative, which means $R_A(\alpha)R_B(\beta)|X\rangle = R_B(\beta)R_A(\alpha)|X\rangle$.

The summarized steps shown in Figure 1 are described as follows:

Step 1: Alice applies a unitary operator $R_A(\alpha)$ on quantum information $|X\rangle$ and sends the qubit to Bob.

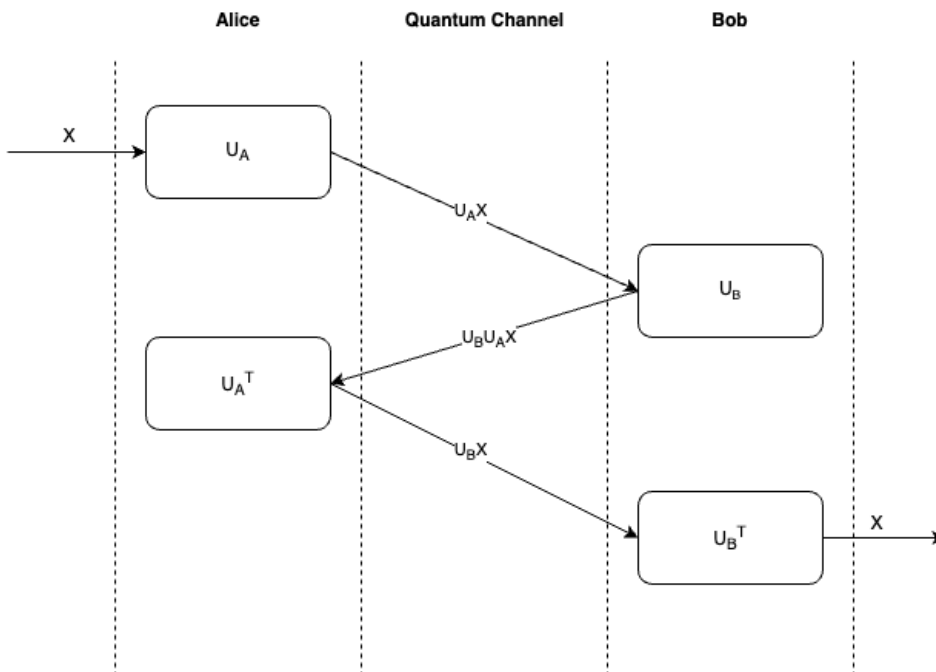
Step 2: Bob applies another unitary operator $R_B(\beta)$ on the received qubit state $R_A(\alpha)|X\rangle$, thereby giving $R_B(\beta)R_A(\alpha)|X\rangle$ and sends it back to Alice. $R_A(\alpha)$ and $R_B(\beta)$ should be commutative $R_B(\beta)$ transformations.

Step 3: Alice applies $R_A(-\alpha)$ (transpose of complex conjugate of $R_A(\alpha)$) on the received qubit state to get $R_A(-\alpha)R_B(\beta)R_A(\alpha)|X\rangle = R_B(\beta)|X\rangle$ and sends it back to Bob.

Step 4: Then Bob applies $R_B(-\beta)$ on $R_B(\beta)|X\rangle$ to get the information $|X\rangle$.

Figure 1

Schematic diagram of the three-stage protocol



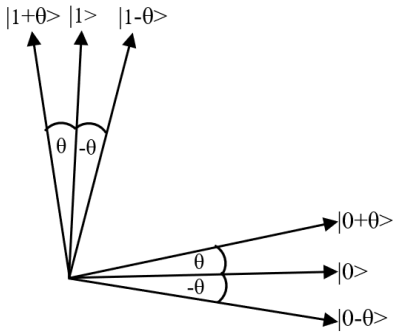
In a secure communication system, both Alice and Bob are able to choose any polarization rotation angle between 0 and 180 degrees to encrypt their information. The encryption angles are not shared with anyone else, including each other, and the process does not require any exchange of information. By independently reversing the angle applied to the information, the receiver is able to retrieve the original data, while any eavesdroppers remain unable to decipher the content.

2.2 Collective-Rotation Noise Model

In this section, we examine the impact of collective-rotation noise on the performance of the three-stage protocol. It is worth noting that in practical scenarios, the noise is a dynamic phenomenon that varies with time and space. For the sake of simplicity, we assume that the environmental noise is a constant value that does not fluctuate, and we use the maximum noise value as an upper limit to evaluate the protocol's performance under the collective-rotation noise model. Under this model, each photon experiences a deflection in either a clockwise or counterclockwise direction, with equal probabilities of 1/2, by an angle of θ . The states $|1\rangle$, $|\theta\rangle$, and their corresponding deflection states are illustrated in Figure 2.

Figure 2

Collective-rotation model on qubit states $|1\rangle$ and $|\theta\rangle$



In this study, the initial qubit prepared by Alice may be in state $|0\rangle$ or $|1\rangle$. Assuming no rotation operator is applied, let us first consider the scenario where Alice sends $|0\rangle$. Due to the collective-rotation noise in the channel, the qubit $|0\rangle$ has an equal probability of becoming $|0 + \theta\rangle$ or $|0 - \theta\rangle$, expressed as follows:

$$|0\rangle \rightarrow \begin{cases} |0 + \theta\rangle = \cos\theta|0\rangle + \sin\theta|1\rangle \\ |0 - \theta\rangle = \cos\theta|0\rangle - \sin\theta|1\rangle \end{cases} \quad (1)$$

The probability that qubit 0 is recognized as $|0\rangle$ is $\frac{1}{2}\cos^2\theta + \frac{1}{2}\cos^2\theta = \cos^2\theta$ and the probability that qubit $|0\rangle$ is recognized as 1 is $\frac{1}{2}\sin^2\theta + \frac{1}{2}(-\sin)^2\theta = \sin^2\theta$. The error rate is given by $\sin^2\theta$.

Let us consider the case where $|1\rangle$ is sent. Similarly, qubit $|1\rangle$ has a probability of 1/2 to become $|1+\theta\rangle$ and a probability of 1/2 to become $|1-\theta\rangle$, which can be written as

$$|1\rangle \rightarrow \begin{cases} |1 + \theta\rangle = -\sin\theta|0\rangle + \cos\theta|1\rangle \\ |1 - \theta\rangle = \sin\theta|0\rangle + \cos\theta|1\rangle \end{cases} \quad (2)$$

So the probability that qubit $|1\rangle$ is recognized as 1 is $\frac{1}{2}\cos^2\theta + \frac{1}{2}\cos^2\theta = \cos^2\theta$ and the probability that qubit $|1\rangle$ is recognized as 0 is $\frac{1}{2}(-\sin)^2\theta + \frac{1}{2}\sin^2\theta = \sin^2\theta$. The error rate is therefore given by $\sin^2\theta$.

For each qubit sent in a noisy quantum channel, the qubit error rate σ_0 is

$$\sigma_0 = \frac{1}{2}\sin^2\theta + \frac{1}{2}\sin^2\theta = \sin^2\theta \quad (3)$$

3. Method and Experiment

3.1. A Single-Photon Analysis

This section analyzes the state of a single photon transmitted three times between Alice and Bob in a three-stage quantum communication protocol, and calculates the resulting error rate from collective-rotation noise. The protocol involves applying a rotation operator to the qubit, which can be altered by adding or subtracting a rotation angle of θ . The rotation operators are omitted in the derivation for brevity as they do not affect the analysis, and Alice and Bob will eventually reverse their rotation operations.

Following the first stage of the protocol, the deflection angle can either be θ or $-\theta$ with a probability of $1/2$, as illustrated in Figure 3 and Table 1.

Figure 3

Deflection angle of the first stage

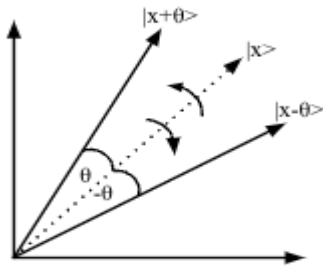


Table 1

Probabilities of the first round transmission

Deflection angle	θ	$-\theta$
Probability	$1/2$	$1/2$

The states of the qubit can be written as

$$|0\rangle = \begin{cases} |0+\theta\rangle = \cos\theta|0\rangle + \sin\theta|1\rangle \\ |0-\theta\rangle = \cos\theta|0\rangle - \sin\theta|1\rangle \end{cases}, |1\rangle = \begin{cases} |1+\theta\rangle = -\sin\theta|0\rangle + \cos\theta|1\rangle \\ |1-\theta\rangle = \sin\theta|0\rangle + \cos\theta|1\rangle \end{cases} \quad (4)$$

Because there are two possible deflection angles at the end of the first stage of transmission, there are three possible angles after the second stage, namely 2θ , 0 , and -2θ . The probabilities of the angles are illustrated in Figure 4 and Table 2.

Figure 4
Deflection angle of the second stage

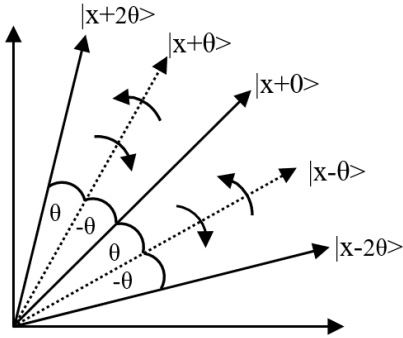


Table 2
Probabilities of the second round transmission

Deflection angle	2θ	0	-2θ
Probability	$1/4$	$1/2$	$1/4$

The possible qubit states can be written as

$$|0\rangle = \begin{cases} |0+2\theta\rangle = \cos 2\theta |0\rangle + \sin 2\theta |1\rangle \\ |0+0\rangle = |0\rangle \\ |0-2\theta\rangle = \cos 2\theta |0\rangle - \sin 2\theta |1\rangle \end{cases}, |1\rangle = \begin{cases} |1+2\theta\rangle = -\sin 2\theta |0\rangle + \cos 2\theta |1\rangle \\ |1+0\rangle = |1\rangle \\ |1-2\theta\rangle = \sin 2\theta |0\rangle + \cos 2\theta |1\rangle \end{cases} \quad (5)$$

After the third stage, there are four possible angles: 3θ , θ , $-\theta$, and -3θ . The probabilities of the angles are shown in Table 3.

Figure 5
Deflection angle of the third stage

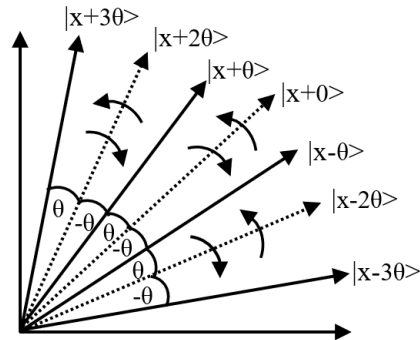


Table 3
Probabilities of the third round transmission

Deflection angle	3θ	θ	$-\theta$	-3θ
Probability	1/8	3/8	3/8	1/8

The possible qubit states can be written as

$$|0\rangle = \begin{cases} |0 + 3\theta\rangle = \cos 3\theta |0\rangle + \sin 3\theta |1\rangle \\ |0 + \theta\rangle = \cos \theta |0\rangle + \sin \theta |1\rangle \\ |0 - \theta\rangle = \cos \theta |0\rangle - \sin \theta |1\rangle \\ |0 - 3\theta\rangle = \cos 3\theta |0\rangle - \sin 3\theta |1\rangle \end{cases}, |1\rangle = \begin{cases} |1 + 3\theta\rangle = -\sin 3\theta |0\rangle + \cos 3\theta |1\rangle \\ |1 + \theta\rangle = -\sin \theta |0\rangle + \cos \theta |1\rangle \\ |1 - \theta\rangle = \sin \theta |0\rangle + \cos \theta |1\rangle \\ |1 - 3\theta\rangle = \sin 3\theta |0\rangle + \cos 3\theta |1\rangle \end{cases} \quad (6)$$

Since each case in equation (6) has an equal probability of occurring, namely 1/8, we can calculate the average error probability as follows:

$$\begin{aligned} \varepsilon_0 &= \frac{1}{8} \sin^2 3\theta + \frac{3}{8} \sin^2(-\theta) + \frac{1}{8} \sin^2(-3\theta) \\ \varepsilon_0 &= \frac{1}{4} \sin^2 \theta + \frac{3}{4} \sin^2 3\theta \end{aligned} \quad (7)$$

3.2. Multi-Photon Analysis

In the context of quantum cryptography, the three-stage protocol has been found to exhibit tolerance to multi-photon interference, which allows for the simultaneous transmission of multiple photons to represent a single bit of information, thereby improving the overall success rate of transmission [11]. It is assumed that each photon is transmitted independently and that all photons transmitted at the same time are subject to the same collective-rotation noise. As discussed in Section 3.2, the mean error rate of a single photon transmitted through the noisy channel is denoted as ε_0 and is derived from Equation (7), which represents the probability that a single photon is recognized as incorrect information. The probability of correctly recognizing a single photon is given by

$$\bar{\varepsilon}_0 = 1 - \varepsilon_0 \quad (8)$$

In our research, we make the assumption that the communication channel is lossless, ensuring that all photons sent by Alice reach the photon detector on Bob's side. For successful transmission, it is required that a majority of photons reach the correct photon detector. In the event of a tie, a correct bit is registered with a 50% probability. Let N denote the total number of photons used in transmitting one bit, where $N = 2k + 1$ for $k \geq 0$, or $N = 2k + 2$ for $k \geq 0$. It is worth noting that we use the notation $2k + 2$ to signify that an even number of photons are used in the communication instead of the standard notation of $2k$. This notation allows us to establish a relationship between the even and odd numbers of photons under the same value of k . In this paper, we derive the error rate for both odd and even numbers of photons used for transmission.

Case 1: $N = 2k + 1, k \geq 0$

In the current scenario, an odd number of photons are simultaneously transmitted. For Bob to successfully receive the correct bit (either 0 or 1) sent by Alice, it is required that more than k photons reach the correct photon detector on his side.

Let i be the number of photons that reach the correct photon detector. The probability of this event is

$$\rho_i^{odd} = C_{2k+1}^i (\varepsilon_0)^i (\bar{\varepsilon}_0)^{2k+1-i} \quad (9)$$

So the overall error rate ε^{odd} is

$$\varepsilon^{odd} = \sum_{i=k+1}^{i=2k+1} \rho_i^{odd} = \sum_{i=k+1}^{i=2k+1} C_{2k+1}^i (\varepsilon_0)^i (1 - \varepsilon_0)^{2k+1-i} \quad (10)$$

Using the results from Equation (7), the overall error rate ε^{odd} can be re-written as

$$\varepsilon^{odd} = \sum_{i=k+1}^{i=2k+1} C_{2k+1}^i \left(\frac{1}{4} \sin^2 \theta + \frac{3}{4} \sin^2 3\theta \right)^i \left(1 - \frac{1}{4} \sin^2 \theta - \frac{3}{4} \sin^2 3\theta \right)^{2k+1-i} \quad (11)$$

Case 2: $N = 2k + 2, k \geq 0$.

In the current scenario, an even number of photons are simultaneously transmitted. For the receiver to successfully detect the correct bit, it is required that more than $k+1$ photons reach the correct photon detector. In the event of a tie, where $k+1$ photons reach the correct detector and $k+1$ photons reach the wrong detector, the system will randomly choose between 0 or 1 with equal probability of 1/2.

Suppose the number of photons that reach the correct photon detector is i . The probability of this event is

$$\rho_i^{even} = C_{2k+2}^i (\varepsilon_0)^i (\bar{\varepsilon}_0)^{2k+2-i} \quad (12)$$

The overall error rate even is

$$\begin{aligned} \varepsilon^{even} &= \frac{1}{2} \rho_{k+1} + \sum_{i=k+2}^{i=2k+2} \rho_i^{even} \\ \varepsilon^{even} &= \frac{1}{2} C_{2k+2}^{k+1} (\varepsilon_0)^{k+1} (1 - \varepsilon_0)^{k+1} + \sum_{i=k+2}^{i=2k+2} C_{2k+2}^i (\varepsilon_0)^i (1 - \varepsilon_0)^{2k+2-i} \end{aligned} \quad (13)$$

It can be re-written as

$$\begin{aligned} \varepsilon^{even} &= \frac{1}{2} C_{2k+2}^{k+1} \left(\frac{1}{4} \sin^2 \theta + \frac{3}{4} \sin^2 3\theta \right)^{k+1} \left(1 - \frac{1}{4} \sin^2 \theta - \frac{3}{4} \sin^2 3\theta \right)^{k+1} \\ &+ \sum_{i=k+2}^{i=2k+2} C_{2k+2}^i \left(\frac{1}{4} \sin^2 \theta + \frac{3}{4} \sin^2 3\theta \right)^i \left(1 - \frac{1}{4} \sin^2 \theta - \frac{3}{4} \sin^2 3\theta \right)^{2k+2-i} \end{aligned} \quad (14)$$

In this research, we have discovered that Equation (10) is equivalent to Equation (13) when they have the same value of k . As a consequence, sending $2k + 1$ photons results in the same mean error rate as

sending $2k + 2$ photons, which is a counter-intuitive result. We present a brief mathematical proof and offer an explanation of the physical significance of this finding.

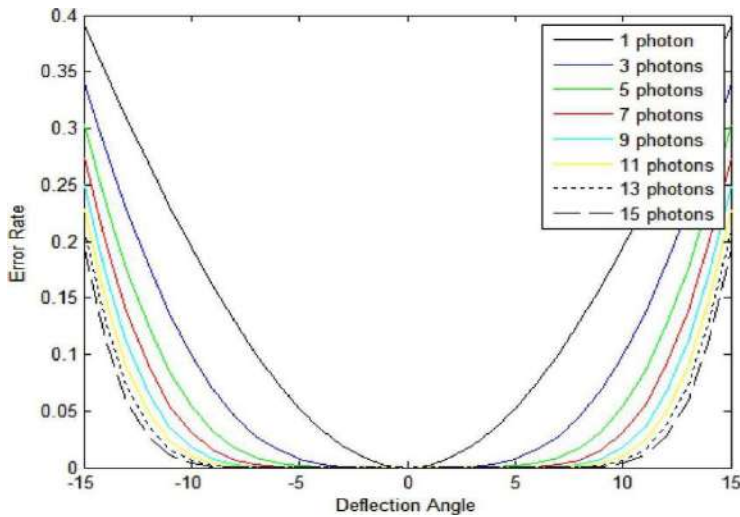
To investigate the effect of adding one more photon to the transmission, we first examine the possible outcomes of the previous $2k + 1$ photons. Let ε_{2k+1} be the mean error rate of sending an odd number of $2k + 1$ photons, and ε_{2k+2} be the mean error rate of sending $2k + 2$ photons. To understand the effect of adding one more photon, we denote the number of photons reaching the correct photon detector as N^c and the number of photons reaching the wrong photon detector as N^w . We assume that the information bit is correctly detected if $N^c > N^w$, or that there is a 50% chance the information is correctly detected if $N^c = N^w$.

4. Result and Discussion

This section presents the numerical results of a three-stage protocol under the collective-rotation noise model. To evaluate the performance of the protocol, we plot the error rate of a single photon and the error rate of multiple photons in Figure 6. Specifically, we only show the results for odd-numbered photons, as we have previously proven that the corresponding even-numbered photons with the same value of k yield the same error rate. As shown in Figure 6, the mean error rate increases as the deflection angle increases. In a multi-photon system, when the photons are affected by the same deflection angle, increasing the number of photons used in the transmission decreases the mean error rate. These numerical results provide valuable insights into the performance of the three-stage protocol under the collective-rotation noise model. The findings of this study have important implications for the development of quantum communication technology and may inform the design of more efficient and secure communication protocols. The achievable bit error rate is a critical metric for evaluating the performance of a quantum cryptography system. Based on the results presented in Figure 6, we observe that a target bit error rate of 0.1 is not attainable under $\theta=15^\circ$ collective-rotation noise, even when using 15 photons. In contrast, a target bit error rate of 0.2 is achievable with 15 photons under the same noise condition. Furthermore, the error rate of a single photon under $\theta=15^\circ$ collective-rotation noise approaches 0.4, which underscores the importance of using multi-photon systems in quantum communication. Specifically, increasing the number of photons from 1 to 3 results in a substantial improvement in the system's ability to cope with collective-rotation noise, as demonstrated by the decrease in the error rate from 0.2 to 0.1 under the same noise condition.

Figure 6

Error rate versus deflection angle in a multi-photon system with odd numbers



Figures 7–9 depict the relationship between the error rate and the number of photons for various deflection angles. As shown, increasing the number of photons leads to a rapid decrease in the error rate, which eventually approaches 0.

Specifically, when subjected to collective-rotation noise with a deflection angle of $\theta=15^\circ$, the bit error rate approaches 0 at 7 photons. For a smaller deflection angle of $\theta=10^\circ$, the bit error rate is close to 0 at 15 photons. However, it should be noted that under high levels of collective-rotation noise (i.e., $\theta=15^\circ$), the quantum cryptography system may not be able to achieve a satisfactory level of performance even with a large number of photons. For example, when 15 photons are used under $\theta=15^\circ$ collective-rotation noise, the system still exhibits a bit error rate close to 0.2, indicating that the noise is too severe for effective transmission.

Figure 7

Error rate versus number of photons when deflection angle is 5°

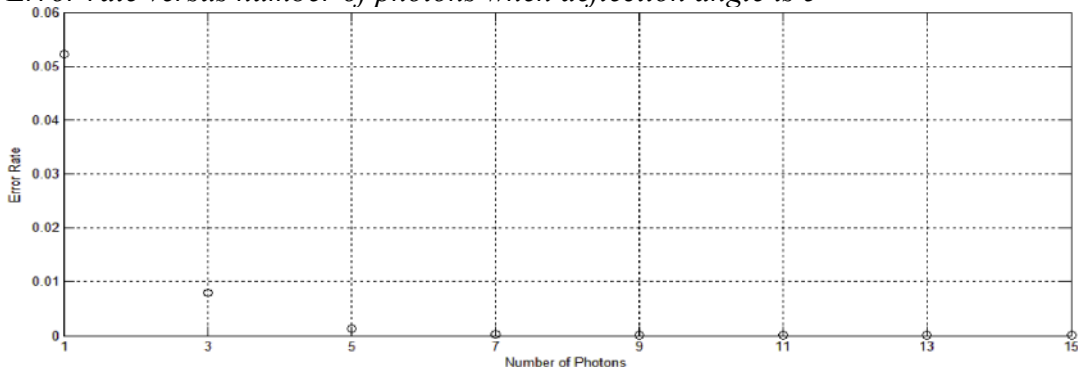


Figure 8.

Error rate versus number of photons when deflection angle is 10°

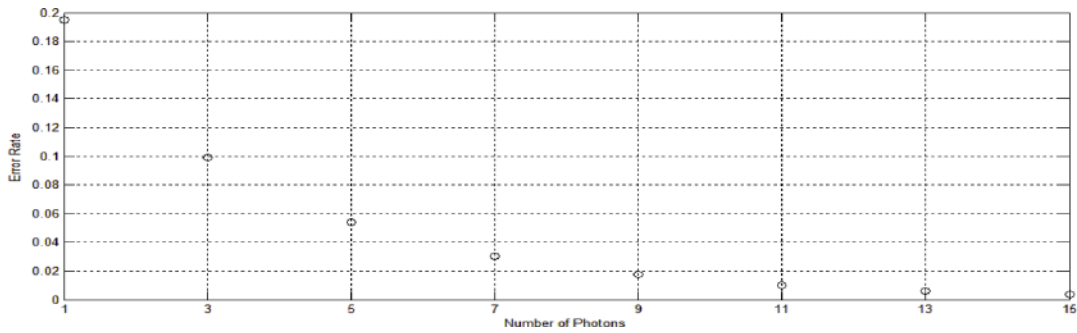
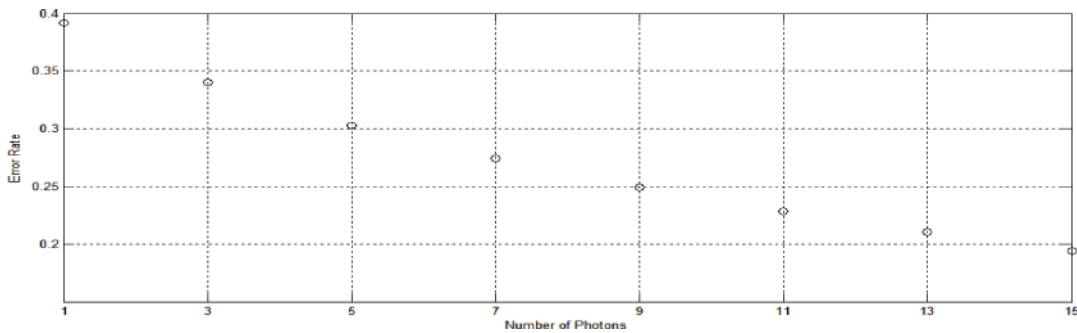


Figure 9
Error rate versus number of photons when deflection angle is 15°



In this section, we propose a method to detect Eve's disturbance of the quantum cryptography system by coupling collective noise information with the number of photons used in transmission. By operating the system at a specific point, the change of the bit error rate from the expected values can signal Eve's siphoning of photons. For example, under collective-rotation noise $\theta = 10^\circ$, if seven photons are used to transmit the information, the expected bit error rate is 0.03. Eve needs to steal at least three photons to obtain information, resulting in a significant change in the bit error rate to 0.1. This change in the bit error rate will allow Alice and Bob to abort the transmission. The system's sensitivity to the loss of photons at this operating point makes it a useful tool for detecting Eve's disturbance of the system.

5. Conclusion

This paper presents a comprehensive analysis of the impact of collective-rotation noise on a three-stage quantum cryptography system using multi-photon analysis. The results demonstrate that a multi-photon system has better error rate tolerance in a noisy environment compared to a single photon system. The analysis of the mean error rate provides insights into the design of hardware equipment. The system is also able to detect Eve's siphoning by monitoring the change in the bit error rate, increasing the robustness of the system. The findings of this study are not limited to the three-stage quantum protocol and can be applied to other multi-photon tolerant quantum cryptography protocols. Overall, the results presented in this paper provide valuable insights into the design and optimization of quantum cryptography systems in the presence of noise.

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Using DIALux Evo to Model Energy Savings in Lighting Systems A Case Study of a Residence in The Grand Amata, a Housing Development Project in Chonburi

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Abstract

The increasing levels of carbon dioxide and the need for energy conservation have raised concerns about reducing energy consumption. Local governments have introduced various energy standards for buildings to address this issue. This paper comprehensively analyzes building energy consumption and CO₂ reduction by optimizing indoor lighting systems following well-building standards. Using the DIALux Evo software, a model of lighting systems in residential buildings is created to evaluate illuminance levels based on the Well Building Standard. The research focuses on improving energy efficiency indoors and outdoors by considering external factors such as air quality. Additionally, using a case study of residential buildings, the study investigates the impact of well-building standards on residents' happiness.

The results demonstrate that by enhancing the lighting in the best-case scenario, the total power consumption is reduced by 59 kWh, reaching a standard average illuminance of 100 Lux. This represents significant energy savings compared to other scenarios. The findings reveal that implementing these improvements across all 400 houses in the Grand Amata Village Project leads to a total energy consumption reduction of 23,600 kWh and a decrease of 13,737 kgCO₂e/year in carbon emissions.

This research not only aids in making informed decisions regarding energy reduction both inside and outside buildings but also contributes to enhancing the well-being of residents. Complying with well-building standards and optimizing lighting systems can achieve energy efficiency goals while ensuring residents' comfort and satisfaction. The insights gained from this study serve as a valuable resource for promoting sustainable practices and reducing energy consumption in the built environment.

Keywords: Energy Conservation, Well Building Standard, DIALux Evo, Green Building

1. Introduction

Since the middle of the 20th century, the number of people living on Earth has more than tripled. Although population growth has slowed since the 1970s, United Nations (UN) forecasts the world population is estimated to reach 11 billion by 2100. (SDG MOVE, 2023) As a result, the demand for resources and energy consumption is also increasing, especially in urban areas. Governments worldwide have made sustainable development a top priority because climate change is one of the most pressing issues of our time. Global energy consumption expects to rise in the coming years due to ongoing economic growth and population expansion. Energy efficiency has become increasingly critical to modern living due to people's high energy needs or office buildings' heavy energy usage. Significantly shopping centers contribute to the emission of greenhouse gases and thus to the acceleration of global warming. (Porumb et al., 2020) People spend roughly 90% of their time indoors in buildings, so the built environment significantly impacts their well-being. The degree to which a building satisfies its occupants' needs depends on several design and operational factors. Therefore, we should have a plan to save energy in various buildings. It started with applying energy-efficient

buildings under the terms of the Well Building Standard. There are seven concepts: 1. Air 2. Water 3. Nourishments 4. Light 5. Fitness 6. Comfort, and 7. Mind (Ildiri et al., 2022) A global standard, LEED, evaluates a building's resource efficiency, emphasizing occupant satisfaction and environmental impact reduction (Leadership in Energy and Environmental Design). (Vosoughkhosravi et al., 2022)

This research aimed to create a model of lighting systems in residential buildings using the Dialux program to evaluate the illuminance according to the Well Building Standard. It then intervenes with the models to compare which models provide the best lighting and reduce energy consumption. To increase energy efficiency by conserving indoor energy and outdoor energy. According to Well Building standards, and increases residents' happiness.

2. Literature Review

(Guerry et al., 2019) This article describes a nursing home facility that created an effective interior lighting system with a standard brightness in the elderly home to boost lighting efficiency utilizing the DIALux Evo interior lighting design program and parameter simulation in MATLAB to estimate luminance contrast. Also, a lighting system design is suitable for the elderly today. They consider various elements, including eye comfort design models of varied environmental conditions, structures, challenges, and locations. As the results of each piece of software vary, it is impossible to generalize about their performance. Many older persons today suffer from vision issues. Most of them in the residential area do not have good quality lighting, which may result in disasters and danger to eye health. It maximizes energy use inside buildings while considering the surrounding area and appropriate lighting. Software is needed to determine the cost of lighting using DIALux Evo correctly. This program is crucial. Because detailed modeling is accurate, it can simulate the lighting used in the building and change it to improve user efficiency and increase comfort levels for the occupants.

(Sun et al., 2011) This research simulated the brightness efficiency of household LED lights, and it was found that LEDs provide high efficiency and are more widely used in general household lighting. With different light brightness standards, LightTools & DIALux software analyzed LED lighting in more areas where LEDs are considered the most environmentally friendly lighting options. Moreover, it is used in everyday life more and more, for example, used in households and industry or construction. Furthermore, it is expected that in the future, it will be used more widely in homes or households. In the past, fluorescent lamps have become commonplace in everyday lighting. Most commonly used in households. In this study, we compared twisted compact fluorescent lamps and white LEDs using twisted compact fluorescent lamps.

We also simulated the efficiency of three different LEDs in lighting a household environment. This study used a twist-shaped compact fluorescent lamp, model T3-24W/W (24W and 1680 lumens), and LED lamps as experimental equipment, including testing the efficiency of different household LED lights. Based on design principles from the Philips Lumileds web design, different types of reflectors were used by LightTools optical software. It was modeled in real space using a 2-story house with a terrace, with a total of 7 rooms, each with its purpose in mind. The lighting is designed and simulated according to the standards set by China National Standards (CNS). The result is above the standard and 3D lighting simulation experiments in different room areas. With the DIALux software program, 3D lighting simulations in 8 rooms were calculated and compared with the electricity cost of compact fluorescent lamps and LED lamps. It uses standard brightness in different household lighting environments. The experimental results found that The power consumption of LED bulbs is lower than that of twisted compact fluorescent bulbs. LED bulbs can significantly save energy and reduce power consumption. In this study, The illuminance was simulated and analyzed for twisted-shaped compact fluorescent lamps and household LED lamps. At the same standard brightness level,

LED design is considered advantageous in terms of brightness at the same standard brightness level. Moreover, reducing power consumption, including LightTools and DIALux software programs, can help simulate brightness and 3D images more efficiently. LED light bulbs are expected to use in more households.

(Lai et al., 2020) This Literature review mainly focuses on searching for the best way to improve, develop and find the best solution for lighting systems in the metro system in China by using DIALux software. The software is for the fundamental functional lighting demands and benefits energy reduction. Therefore, the study recommends an intelligent lighting control system for energy-saving design and framework control. The results are energy saving and improved energy efficiency computational and operation by Artificial Intelligence (AI). The DIALux Evo program aids in calculating both the energy reduction needed to make the building more effective and energy-efficient and the energy demand for lighting. To evaluate the potential, we shall make use of the program. Increase efficiency and save energy.

Due to the conditions of that location, there must be proper lighting. The quantity of light is still just perfect, too much, not too little, making it comfortable to look at objects while also being suitable and secure. The result of a good and suitable lighting installation depends on the law of illumination as shown by Equation (1-4). (NGAMSUPSIRI, 2008)

The luminous amount of light is directly proportional to the luminous intensity. If the luminous intensity is exceptionally. The luminous power will also be higher. It can be written as an equation as

$$E \propto I \tag{1}$$

Where:

E = amount of illumination (luminous power) (lux)

I = Luminous Intensity (lumens)

It is a rule of thumb that the luminous intensity of the light incident on space or object is inversely proportional to the square of the distance from the light source to the light support point, or The point where the light falls or can be written as an equation

$$I \propto 1 / r^2 \tag{2}$$

Where:

r = distance from the illuminated source to the point or surface of the supporting object

brightness (meters).

If there is a change in the distance of the object or the point of light support By keeping away from the original light source, the new luminous intensity can be found as follows:

$$I_1 / I_2 = r_2^2 / r_1^2 \quad (3)$$

Where:

I1 = first luminous intensity

I2 = Last luminous intensity

r1 = distance from the illuminated source to the first exposure point

r2 = distance from the illuminated source to the last exposure point

Lambert's Cosine Law states that "The amount of luminosity varies with the value of Cos of angles that change from the perpendicular or an angle that is tilted away from the perpendicular or can be written as an equation

$$E_2 = E_1 \cos \theta \quad (4)$$

Where:

E1 = amount of illumination at the initial point

E2 = amount of illumination when the scene is tilted out to catch the light

θ = the degree of angle added from the perpendicular to the light

From $E = I / r^2$

Therefore, $E_2 = I \cos \theta / D^2$

Where:

E = amount of illumination (lux)

I = Luminous Intensity (lumens)

D = distance from the illuminated light source to the receiving point at an angle θ (m)

Emissions of GHGs from electricity generation and use can be calculated using Equation 5 (Emission Factor, 2022):

$$EF_{Elec,y} = \frac{\sum_n \sum_i (FC_{n,i,y} \times NCV_{i,y} \times EF_{CO_2,i} \times 10^{-9})}{\sum_n EG_{n,y}} \quad (5)$$

where:

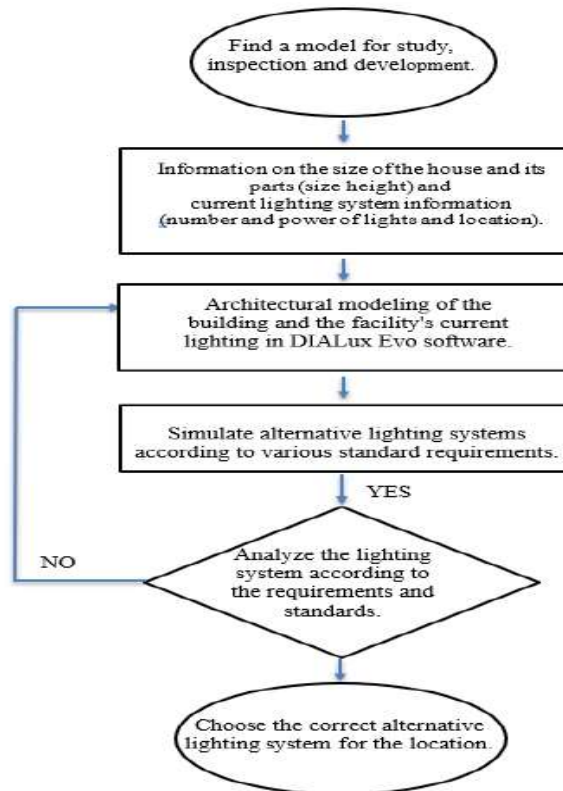
$EF_{Elec,y}$	=	emissions of GHG from the use of electricity in transmission lines (tCO ₂ /MWh)
$FC_{n,i,y}$	=	for year y, the consumption of fossil fuel of type i in power generation (unit/year)
$NCV_{i,y}$	=	net calorific value of fossil fuel of type i in year y (MJ/unit)
$EF_{CO_2,i}$	=	GHG emissions from the combustion of type i fossil fuel (kgCO ₂ /TJ)
$EG_{n,y}$	=	amount of net power generated by power plant n (MWh/year)

3. Research Method

This research will create a model of the lighting system in a one-story residential building, the most common type of building in urban areas. The Grand Amata Chonburi Village will be chosen as a case study to determine the optimal value of lighting and carbon dioxide emissions using a conceptual framework for modeling lighting systems in residential buildings in 3D. The corresponding flowchart is depicted in Figure 1.

Figure 1

Lighting analysis Flow diagram



3.1 DIALux Evo Software

Software called DIALux Evo provides a simulation of a building's interior and exterior lighting. This software is capable of simulating materials with unique properties. (Scorpio et al., 2022) This software can simulate the type of building materials used. The lighting can calculate by using the program to maximize its potential and effectiveness. (Hemmerling et al., 2023) DIALux Evo is lighting design software that enables one to plan, calculate, and visualize light for indoor and outdoor spaces using real luminaires from various manufacturers. It is available for free in 26 different languages. The following are the benefits of using DIALux Evo. 1) DiaLux Evo complies with the lighting design standard EN 12464-2 (STN EN 12464-1) and permits simultaneous modeling of multiple types of lighting, including general, accent, decorative, and emergency lighting. 2) Offers graphical simulation and visualization of the design in various modes, including ray tracing, false colors, and value. 3) provides a detailed summary of the results in a transparent spreadsheet, including illuminance level, uniformity ratio, color rendering index, and energy consumption. and 4) Notifies the user of the minimum required values for each lighting requirement based on standards or regulations, enables the user to save self-constructed furniture or objects in DIALux format and share them with other DIALux users, and provides search and filtering options for objects to make it easier to find what is needed. These advantages make DIALux Evo an effective and user-friendly lighting design application.

3.2 D Building Stock Modeling

In this study, the Grand Amata 6 village project was chosen as a case study as it is a single-story residential project with 400 units. This residential building has a total usable area of 121.50 square meters divided into 1. Garage 35 square meters 2. Living room 25 square meters 3. Bedroom A 15 square meters 4. Bedroom B 15 square meters 5. Bathroom A 4.5 square meters 6. Bathroom B 4.5 square meters 7. Kitchen 12.50 square meters and 8. Laundry room 10 square meters. In this study,

only indoor lighting was analyzed. This study focused solely on indoor lighting. Includes analyzing the brightness according to standard criteria and the maximum brightness according to the specified criteria for each room in a residential building shown in Table 1.

Table 1
Details of the Room and Standard Lighting

Type of room	Area (m ²)	Average Brightness (Lux)	Energy Consumption (kWh)	Luminaire luminous flux (lm)
Living room	25.00	70.80	69	2x2,028
Bedroom A	15.00	53.20	35	1x2,028
Bedroom B	15.00	53.30	35	1x2,028
Bathroom A	4.50	49.80	21	1x380
Bathroom B	4.50	49.80	21	1x380
Kitchen	12.50	62.40	35	1x2,028

From Table 1, The total energy consumption of the lighting system in the prototype building is 216 kWh. The prototype building with the original lighting system installed reveals that the average brightness of each room does not meet the standard. This level of brightness is suitable for regular use. However, it will result in visual discomfort and may cause future eye problems.

4. Results and Discussion

With the help of the DIALux Evo software, building lighting models are developed and modeled. Simulating the building's total energy consumption requires increasing and decreasing the number of bulbs and switching the types of bulbs used, including the brightness level of each model enhancement. The results can show in Table 2.

Table 2
Details of the room and standard lighting

Scenario	Avg. general room (Lux)	Avg. bathroom (Lux)	Energy Consumption (kWh)	CO2 Emissions (kgCO2e/yr)	Luminaire luminous flux (lm)
Case I (Original)	60	45	216	126	5x2028 (general room) 2x380 (bathroom)
Case II (Modify the installation)	100	45	159	93	5x3200 (general room) 2x409 (bathroom)
Case III (Pass Qualify)	180	150	285	166	8x3200 (general room) 8x409 (bathroom)
Case IV (Best Improved)	300	200	460	268	15x3200 (general room) 12x409 (bathroom)

Based on the provided information, we can compare the five lighting models based on their energy consumption and adherence to brightness standards. Here's a comparison of the models from best to worst:

Case II (Modify the Installation):

Energy Consumption: 159 kWh

CO2 Emissions: 93 kgCO2e/yr

General room luminance: 100 Lux

Bathroom luminance: 45 Lux

This model utilizes the least energy while still meeting the brightness standards. It achieves a balance between energy efficiency and adequate lighting.

Case III (Pass Qualify):

Energy Consumption: 285 kWh

CO2 Emissions: 166 kgCO₂e/yr

General room luminance: 180 Lux

Bathroom luminance: 150 Lux

This model consumes more energy than Case II but provides higher luminance levels in the general room and the bathroom.

Case I (Original):

Energy Consumption: 216 kWh

CO2 Emissions: 126 kgCO₂e/yr

General room luminance: 60 Lux

Bathroom luminance: 45 Lux

The original model has the highest energy consumption among the three mentioned and offers the lowest luminance levels, falling below the recommended standards.

Case IV (Best Improved):

Energy Consumption: 460 kWh

CO2 Emissions: 268 kgCO₂e/yr

General room luminance: 300 Lux

Bathroom luminance: 200 Lux

This model has the highest energy consumption and CO₂ emissions. While it provides the highest luminance levels, it sacrifices energy efficiency.

Based on the comparison, Case II (Modify the Installation) is the most energy-efficient model that still meets the desired brightness standards. On the other hand, Case IV (Best Improved) has the highest energy consumption, indicating the trade-off between brightness levels and energy efficiency.

The total energy consumption of the model can be reduced to the indoor energy consumption by using the power and configuration of the lamp according to the model. Case II (Modify the Installation) utilizes the least amount of energy, 159 kWh, and meets the standard criteria for brightness. The general room has an average luminance of 100 Lux, while the bathroom has an illumination of 45 Lux. (See figure 2) Conversely, Case IV (Best Improved) has the highest energy consumption, with a total of 460 kWh, because it satisfies the standard criteria for

brightness the best. The general room has an average luminance of 300 Lux, while the bathroom has an illumination of 200 Lux. (See figure 3) The lamp's type of downline bulb consumes 9 watts, and the brightness is 409 Lumen. They are shown in figure 4. Lamp-type Ceiling mounted lamp. The lamp consumes 31 watts, and the brightness is 3200 Lumen, as shown in figure 5.

However, It's important to consider the specific requirements and constraints of the lighting project when determining the best model. Factors such as energy efficiency goals, budget limitations, and environmental factors are considered to select the most suitable lighting model.

Figure 2
Best case for Energy Reduction

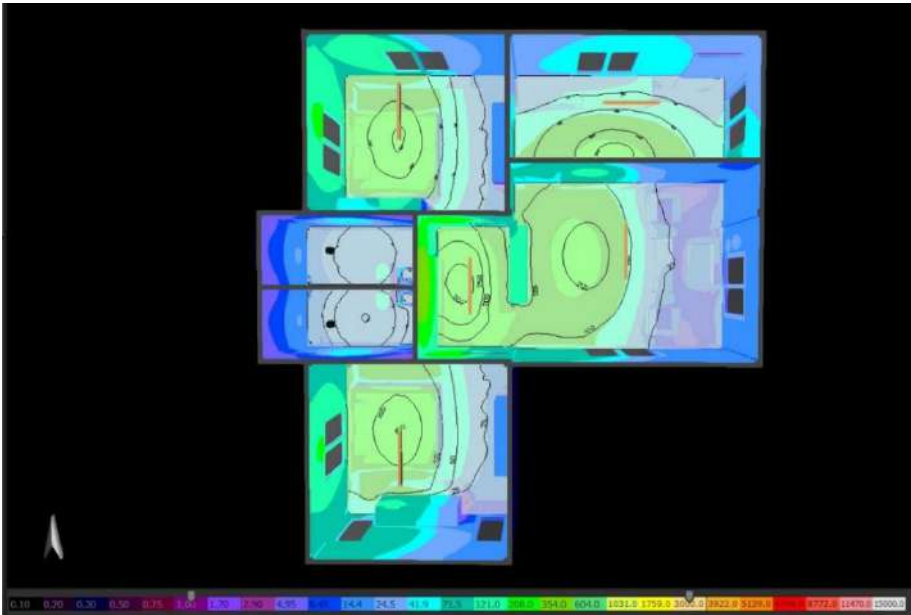


Figure 3

Best case for brightness

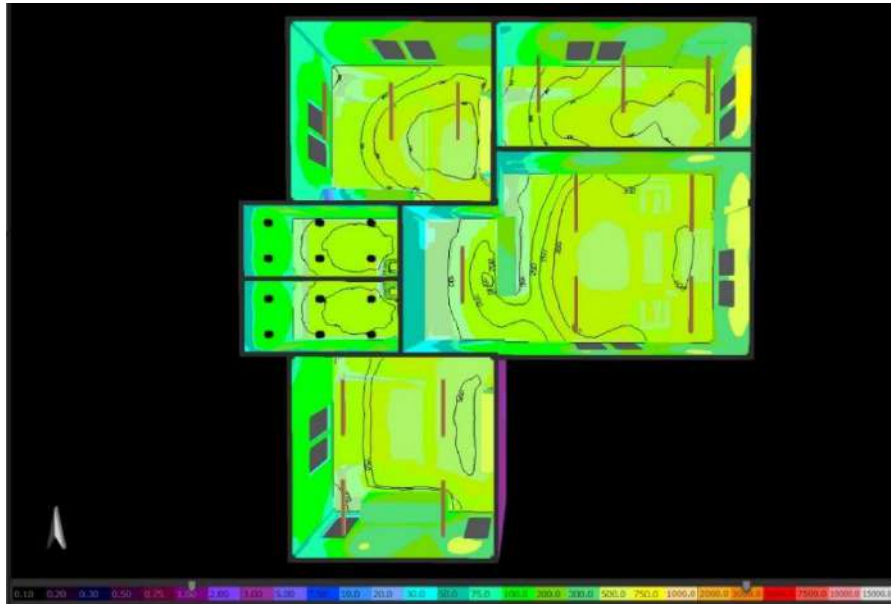


Figure 4
Type of downline bulb

P	9.0 W
Φ_{Lamp}	409 lm
$\Phi_{\text{Luminaire}}$	409 lm
η	99.91 %
Luminous efficacy	45.4 lm/W
CCT	4000 K
CRI	80

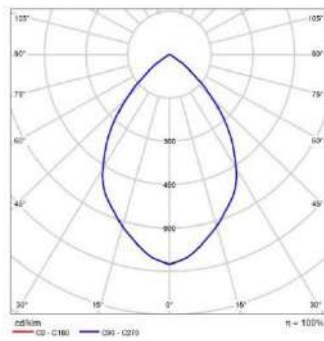
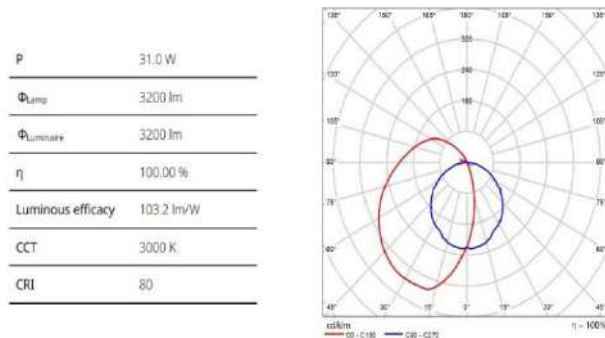


Figure 5

Lamp-type Ceiling mounted lamp



5. Conclusion

This research is studied using the residential building of The Grand Amata Village Project, Chon Buri Province. It is a prototype model to study the current brightness and energy use today. Once the prototype model has been acquired, the model will be enhanced to conform to the Well Building Standard, which will analyze the brightness and energy consumption of the research building by using the DIALux EVO software. It found that the prototype model has a shining value of not passed at the minimum standard of 100 Lux, which has the brightness of the general room at an average of 60 lux, the bathroom at an average of 45 lux, and the energy use of 193 kWh. Case II (Modify the Installation) is the best option for energy savings, and the average brightness meets the criteria of 100 Lux if Case II is improved. In this instance, the total energy consumption is 159 KWH, reducing 59 kWh. Compared with Case I, This case will reduce the total energy consumption of all 400 houses in The Grand Amata Village Project by 23,600 kWh. and emit 13,737 kgCO₂e/yr.

On the other hand, Case IV provides the best illumination based on the Well Building Standard, with a luminance of 300 lux and a total energy consumption of 460 kWh. It results in an increased energy consumption of 244 kWh. Compared with Case I, This case will increase the total energy consumption of all 400 houses in The Grand Amata Village Project by 97,600 kWh. and emit 56,812 kgCO₂e/yr.

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Personality Characteristics and Educational Countermeasures of Left-behind Children in China Rural Areas

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Abstract

With the rapid development of social economy in China, more and more farmers are going to work in cities, and the problem of left-behind children is becoming more and more serious. In a poor mountainous area in northern China, the infrastructure is backward for a long time, the traffic is blocked, the industry is sluggish, and there are few income channels for the masses. Many migrant workers choose to go out to make a living. Due to the high cost of living and education in cities, many families who go out to work can only leave their children in their hometown, and there are "left-behind children" whose parents can't take care of them, which leads to the problem of "left-behind children". Many of these left-behind children have "family hunger" due to the lack of emotional education, inadequate family supervision and insufficient social care, which leads to deviations in personality, mental health and morality. Starting with the present situation of the left-behind children in this village, the author analyzes the characters and causes of the left-behind children, and puts forward the corresponding educational countermeasures.

Keywords:Left-behind Children, Personality Characteristics, Educational Countermeasures

According to the definition of rural left-behind children in "Opinions of the State Council on Strengthening the Care and Protection of Rural Left-behind Children" in China, left-behind children refer to rural registered minors under the age of 16 whose parents go out to work or one of them goes out to work, and the other parent has no guardianship ability and can't live with their parents normally. According to the type of guardianship, the left-behind children can be divided into parents left-behind children and single-parent left-behind children. Left-behind children: Both parents work in other places and are supervised by other relatives. Left-behind children: one parent goes out to work, and the other parent is under the guardianship or other relatives' guardianship.

1. Overview of left-behind children in a village in northern Guangdong

This poverty-stricken village is located in the south of Yangshan County, Qingyuan City, Guangdong Province, China. Because it is located in a remote mountainous area in northern Guangdong, the infrastructure here is backward for a long time, traffic is blocked, industries are sluggish, people have few income channels, and the incidence of poverty is very high. Going out to work has become an important way for farmers to survive and an important source of income for their children to study. As a large number of laborers go out to work, the number of left-behind children is also increasing. These left-behind children have problems such as value, cognitive deviation, abnormal personality and psychological development, weak self-psychological counseling ability, introverted personality and blocked communication due to lack of parental care and normal family education. In this case, if they can't get timely and effective help, their hearts will be greatly hurt, and even they will commit crimes. Lack of emotion seriously affects their healthy growth, and also makes their realistic desire for material

things extremely strong. Money worship, which is out of proportion to their actual age, pervades the hearts of left-behind children, and the values of money worship prevail. Some left-behind children can make money and lead a good life when they meet some illiterate and low-educated people. Coupled with the current severe employment situation, the concept of "useless study" grows among left-behind children. Therefore, left-behind children in rural areas have become a special group of children in China that can not be ignored. Through the investigation of the families of migrant workers in this poverty-stricken village, the distribution of their left-behind children in different ages is shown in Figure 1.

As shown in Figure 1, the proportion of rural left-behind children in compulsory education in this village is the largest. The compulsory education stage is a critical period for children's growth, and children are in a critical period in the cultivation of their behavior habits, moral qualities, and the formation of their outlook on life and values. At this time, parents' care and education are most needed, and among them, more than half of the left-behind children cannot live with their parents, but entrust other guardians to supervise them. According to the survey, 20% of left-behind children are raised by their parents, 53% by grandparents and 27% by relatives. Among them, generation-to-generation rearing accounts for the largest proportion, while many elderly people in rural areas have a relatively low level of knowledge and culture, and there is a phenomenon of "valuing education over education". They only pay attention to their children's food and clothing, while neglecting their education and emotional care. As a result, many left-behind children have low self-esteem, sensitivity, isolation and other personalities, and the lack of long-term education makes many left-behind children become "difficult students" in their studies, and gradually lose interest in learning, resulting in school weariness. Due to the long-term lack of discipline in the family, many left-behind children have also become "problem students" in morality, and their bad behaviors such as lying and stealing have also become "double-trapped students" in the eyes of teachers. However, the deep-rooted "preference for boys over girls" thought in poor mountainous areas leads to unequal treatment of boys and girls in many families, which also causes some degree of psychological damage to the left-behind girls, and makes them have different degrees of abnormalities in personality and psychology.

2. Personality characteristics of rural left-behind children

After parents go out to work, the left-behind children have all kinds of psychological changes, most of which are negative. Due to the imperfect guardianship system, left-behind children become a special group, and there are inevitably some problems. Although to some extent, the guardian takes the place of the parents to take care of the children, in any case, this replacement will have some adverse effects on the left-behind children. The state of long-term separation of parents and children makes the left-behind children lack of family care, which often forms some kind of psychological shadow, which makes some of them have rebellious, withdrawn and introverted bad personality.

1.1 Lonely and indifferent personality, lack of self-confidence, and a strong sense of inferiority.

Yuan Wenjuan(2019) stressed primary school children are the critical period for the formation and development of their emotions, morals and personalities. Because their parents are away for a long time, the left-behind children can't feel the warmth of their affection. Living in such an environment lacking affection and warmth often makes them indifferent and ungrateful. On the one hand, many left-behind children have low self-awareness and evaluation because they are often excluded, discriminated against and bullied by non-left-behind children, and they cannot find someone to talk to for help, coupled with their reluctance to communicate with others. This situation is not conducive to their healthy physical and mental development. On the

other hand, because there is not much contact with parents, once they lag behind other students in some aspects, they often have a strong inferiority complex. Some students even put on a pair of "colored" glasses to treat the left-behind children, which discourages the left-behind children's courage to communicate with each other, and gradually makes the left-behind children feel inferior and become more and more serious(Xie Qiwen,2008).

1.2 Lack of security, sensitivity and suspicion, and serious rebellious attitude.

The insecurity caused by separation from parents makes the left-behind children's hearts more fragile and sensitive. They tend to be alert and hostile to the people around them. They often disobey orders and violate school rules, such as playing truant, fighting, and even associating with some social loafers. These will seriously affect their normal study and life, and are not conducive to their mental health development. In this case, if you don't get timely and effective guidance and help, it may cause trauma to your child's mind, thus inducing various psychological barriers. In addition, the lack of sense of security will not only make left-behind children prone to aggressive behavior, but also lead to rebellious behavior, which is manifested in disobedience, impoliteness and modesty, and tit-for-tat with teachers or guardians.

1.3 Introverted timidity and difficulty in interpersonal communication.

Chen Wenwen(2018) have shown that the experience of staying behind in rural areas has a negative impact on children's interpersonal skills. Many left-behind children are introverted, timid and afraid to communicate with others, resulting in interpersonal barriers. It is characterized by indifference to people, low interpersonal trust, inability to handle interpersonal relationships well, timidity, fear, inferiority or unruly, and often wandering outside the group. When left-behind children get along with their partners, left-behind children are usually indifferent and aggressive. Girls mostly close themselves, while boys mostly provoke others, which is detrimental to the construction and maintenance of friendship.

1.4 Anxiety, resentment and hostility, and serious weariness of learning.

Some left-behind children don't know enough about their parents. They feel that their families are poor and their parents have no ability, so they have to go out to make a living, which leads to resentment. As a result, some children alienate their parents after their parents go home, and they have emotional barriers with their parents, even resenting their parents' ruthlessness and opposing their parents everywhere. Parents of left-behind children often place high hopes on their children, and their expectations are too high, resulting in excessive pressure on their children and anxiety. If it is not relieved for a long time, it will form a vicious circle. This is not only detrimental to the healthy growth of children, but also affects social stability. In addition, left-behind children are usually raised by middle-aged and elderly people in their families, and there are some problems in intergenerational rearing, such as emphasizing parenting and neglecting education. The old generation's educational concept is out of touch with the times, and its concept of raising children still stays at the basic needs of life, such as eating, clothing and keeping warm, without paying any attention to children's psychological feelings and needs(Li Yanjing,2021). Left-behind children suffer from lack of discipline in behavior and guidance in study. As time goes by, they can't keep up with their studies, so they have no intention of learning and are tired of learning.

2. Reasons for the formation of character defects of left-behind children in rural areas

2.1 Family factors

Parent-child separation, lack of family care. For growing children, emotional satisfaction is the key to their healthy development. Because of the lack of effective care and education, many

left-behind children have more or less problems. Parents who go out to work for a long time can't participate in their children's growth, nor can they give their children high-quality family education, which makes the left-behind children psychologically poor on the basis of the original economic poverty(Dai Binrong,2012). Lack of affection leads to left-behind children's apathy, sensitive personality and emotional ups and downs. Therefore, when something happens, it is prone to fluctuations, fights and sometimes even tragedies.

Family supervision is weak, and there is a "emphasis on raising and neglecting education" in intergenerational rearing. As a result of working in cities, many parents have to give custody to their elderly elders or other relatives. The most common one is intergenerational education. Most rural elderly people have a low level of education, and there is a "emphasis on raising and neglecting education". Under the long-term emotional lack of care and psychological imbalance, left-behind children often have some negative behaviors, which are manifested in the following aspects: selfishness, indifference and willfulness, lack of compassion, etc. Lonely and indifferent personality, lack of self-confidence, inferiority complex, weak ability to deal with problems, serious rebellious attitude, weariness of learning, anxiety, etc. In the family, there is a lack of guardians who are capable of educating their children, and the reasons such as the failure of education and management to achieve their goals make the personality problems become more and more prominent. Due to the lack of parents' emotional care and care, they often have feelings of inferiority, depression and anxiety. Moreover, some left-behind children are placed in foster care with relatives and friends. Because they belong to other people's children, it is not easy to manage them, and it is also difficult for relatives and friends to achieve effective education for their children.

2.2 School factor

Lack of psychological education resources in schools. The existing educational resources in rural schools are difficult to bring the psychological support needed by left-behind children. First, there are no related psychological courses. Most rural schools have not set up mental health courses specifically for the psychological development characteristics and needs of left-behind children. This has caused the left-behind children to get no correct guidance, and even serious psychological barriers. Second, there are no related psychological aid institutions and psychological teachers. Left-behind children have many psychological problems due to long-term lack of affection. As the main position of education, the school can find out the problems of children at the first time, but it lacks professional personnel to timely guide these left-behind children with psychological problems.

There are professors who pay attention to knowledge in schools, and they pay insufficient attention to students' moral and psychological education. First, in some teachers' concepts, mental health education is only a matter for school leaders and class teachers, and has little to do with their teaching work. When students have any problems, they will find the class teacher at the first time, and the class teacher will deal with them, instead of carefully analyzing the reasons behind them, finding the root causes and prescribing the right medicine for the disease, resulting in many left-behind children's psychological problems not being intervened in time. Second, due to cognitive bias and inadequate family supervision, some left-behind children have failed to establish correct values and outlook on life, and there are phenomena such as money worship and useless reading, resulting in some left-behind children having no intention of learning, and even having serious weariness of learning. In the daily education of the school, moral education is not implemented, and the only class meeting every week is sometimes occupied to talk about the knowledge of the subject.

2.3 Lack of social care for left-behind children.

Left-behind children, as a special vulnerable group, care for them is the common responsibility of the whole society. The education department pays more attention to the living conditions and psychological development of left-behind children, and calls on schools to take necessary measures to solve the psychological and behavioral problems of left-behind children. However, it is difficult to implement the software and hardware conditions for the actual operation of schools, such as setting up psychological consultation rooms and equipping psychological teachers. In the process of solving the problem of left-behind children, service centers in towns and party groups should go to the homes of left-behind children, get to know the real situation on the spot, and give them care in life and spirit.

3. Educational Countermeasures for Left-behind Children in Rural Areas

3.1 Families should give more care to left-behind children

Change the cognition of family education, and strive to update parents' educational concepts and methods. Left-behind children generally have two kinds of extreme educational cognition in family education. First, they feel that reading is useless, forcing their children to drop out of school and go out to work together. Second, ignore children's moral education, and only ask them to be admitted to universities, thinking that making them have the ability to receive education is equivalent to being responsible for them. Both kinds of educational cognition have brought negative effects on the healthy development of left-behind children. Some parents feel guilty about working outside all the year round, but they spoil their children too much, and they always meet their unreasonable demands. They never criticize and educate their children, which leads to self-centered misconceptions among left-behind children. Some parents are too strict with their children, often scolding them, which leads to the inferiority complex and rebellious character of left-behind children. Therefore, parents should change the wrong concept of family education, organically combine punishment with reward, and educate their children scientifically and correctly. Change the way of preaching in the past, learn to listen and encourage, and help children overcome their inferiority complex and build self-confidence.

Change the family education environment and give more care. First of all, the family is the first environment for left-behind children to receive education. Parents and guardians of migrant workers should pay attention to creating a good family education environment for children to encourage them to study hard. After parents go out, they should use various means to keep close communication with their children, such as telephone communication, WeChat video, etc., give timely guidance and care to their children, pay attention to their physical and mental health during their growth, and strive to make their children feel family affiliation and parental care, and give them timely psychological support. Secondly, it is necessary to change traditional ideas and concepts, treat men and women equally, and give them more care and care as much as possible. Finally, parents should establish a good relationship with their guardians, who should train the left-behind children in moral character, behavior and living habits, and urge them to study hard.

3.2 Schools should give more care to left-behind children.

Establish "staying in Children's Home". Most grandparents who take care of their grandchildren have a low level of education, so they can't give their children effective study guidance, ideological education and personality cultivation, and family education is very weak. In view of the particularity of the group of left-behind children, schools should set up "left-behind Children's Home", assign special teachers to take charge of it, and establish the files of left-behind children. Some important festivals or their birthdays, parents can't accompany their children out of date in time. "Stay in Children's Home" can carry out some colorful activities

with the help of these festivals. Let the left-behind children really feel the warmth of their families, so that they can stay behind and not be lonely. In addition, the school can also unite some social forces, such as women's federations, village committees, enterprises, etc., through "staying in Children's Home", to help some families with special poverty or left-behind children and solve their most practical difficulties in life(Li Yansheng,2020).

Schools should also set up special psychological counseling rooms, equipped with psychological counseling and counseling teachers, and set up mental health education courses to provide targeted counseling for left-behind children's psychological problems. For the students with serious psychological problems, the psychological tutors should give them psychological intervention in time and actively communicate with them, so as to find out, intervene and deal with them early. For some left-behind children whose personality development is not perfect, their studies are seriously declining, and their moral behaviors are out of order, we should formulate individualized education management plans, pay attention to correction and assistance, and teach them in accordance with their aptitude. Teachers should give them more care, especially the class teacher, who should put down her figure, take the initiative to understand their ideological trends, and talk with them about their families, so as to make up for the negative impact of the lack of parent-child relationship on their sound development of personality.

Do a good job in communication between home and school, and set up a "parent school". Try to reduce the impact of lack of affection on children's psychology. Schools should create opportunities and conditions, such as setting up "family micro-chat" and regularly letting children talk and video with their parents. At the same time, taking the opportunity of migrant workers returning home in winter, we set up a "parents' school" to preach effective educational ideas, ways and methods to them, so as to help parents better carry out family education. Teachers can also make sure that the school often gets in touch with parents and guardians through online platforms, so as to objectively and timely understand all aspects of left-behind children, and in this way, strengthen cooperation between home and school, and better care and educate left-behind children.

3.3 Society should give more care to left-behind children.

Implement government responsibilities. The government should strengthen overall coordination, supervision and inspection, formulate care and protection policies and measures, organize and implement care and protection actions, and ensure that all left-behind children in the region are covered. The government regards the education of left-behind children in rural areas as an important task. Through visiting the families of left-behind children, the village committee can learn about the family situation and schooling situation of left-behind children, and establish a detailed and complete data account of left-behind children in rural areas, so as to achieve one person, one file, dynamic management and precise policy.

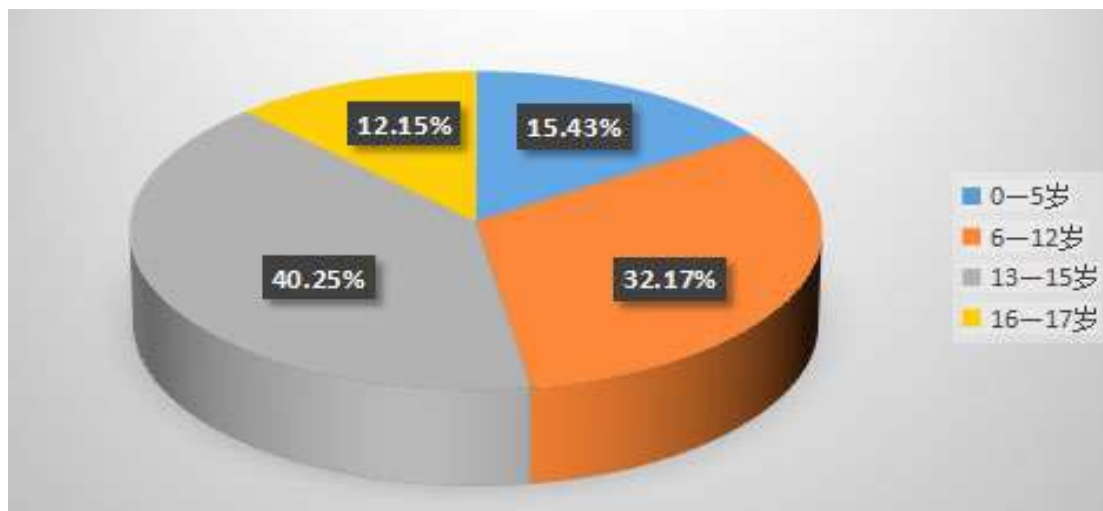
Make use of social organizations and non-governmental forces to mobilize the Communist Youth League, women's federations, village committees and other units to give enough care and help to the left-behind children's lack of love. Women's Federation and village committee can also visit the left-behind children's life and care for their growth. Organize college students to "go to the countryside" to care for left-behind children, interact with left-behind children, and help them form a good outlook on life and values through the words and deeds of volunteers. Organize psychological care volunteers to go to the countryside to provide psychological assistance to left-behind children, help them solve their psychological problems and give them more psychological care through psychological lectures and individual and group psychological counseling. We should also give full play to the call of urban and rural party organizations and

league organizations, actively integrate social resources, and do practical things for left-behind children, such as compulsory tutoring, charity fundraising, and charity education.

Carry out pairing assistance between urban and rural schools, and influence left-behind children with the strength of peers. Under the background of the new educational infrastructure, through the power of the government, the city's high-quality resources are transported to the countryside through the network by using "classroom delivery". Through the twinning of urban and rural classes, urban children and left-behind children in rural areas can have regular correspondence exchanges, regularly carry out online class exchange activities between urban and rural areas, and make use of the power of peers to influence left-behind children in their study and life, and give them more care.

Figure 1

Distribution of left-behind children in different ages



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A Review of Transformative Learning Theory with Regards to Its Potential Application in Chinese ESL Class

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Abstract

This paper seeks to review literature on transformative learning theory and to derive some insight into its potential application in Chinese EFL curriculum. Transformative learning theory (TLT) is a theory that learners are the center of learning process, in which learners actively engage through critical reflection and discourse. Under the guideline, learners are encouraged to question the reference of their preview assumptions and experience so that a deeper understanding and changed perspective could be achieved so as to guide actions. This paper is conducted through a systematic process of paper selection and review, and the conclusion shows that there is great potential in applying TLT in the field of Chinese EFL class, and the transformative learning theory could be taken as an effective theory in Chinese ESL class.

Keywords: TLT, Chinese ESL Class, English Teaching and Learning.

1. Introduction

Chinese traditional teaching approaching in class is emphasizing teachers' didactic knowledge transmission, and teachers' authority has been put in the first place for long history. The students in classroom could only passively receive what their teachers have taught, and then repeat, review what they have learned (Huang, 2022). The traditional pedagogy is believed unfit for China's economic and technological development, and it is imperative that a curriculum change is a necessary way for China to survive in this growing competitive world (Walker & Qian, 2022). Advocating students' autonomous learning has been a major issue in China's curriculum reform (Zhou & Li, 2020).

The rapid growth of the society and economy in this world is an opportunity and challenges for English teaching in China. Zhang (2018) points that the current English curriculum in China could not meet the students' needs. Traditional English curriculum can hardly spur students' learning motivation because of neglecting students' individual needs. A growing number has proved learner-centered curriculum is an effectively way to help learners with their English proficiency (Wang, 2012; Han & Yin, 2016; Shen, 2017; Zhou & Li, 2020;) Transformative learning is a theory that learners are the center of learning process, in which learners actively engage through critical reflection and discourse. Under the guideline, learners are encouraged to question the reference of their preview assumptions and experience so that a deeper understanding and changed perspective could be achieved so as to guide actions (Kleinheksel, 2014; Sweet, 2023). This paper seeks to review literature on transformative learning theory and to derive some insight into its potential application in Chinese curriculum.

2. Literature Review

2.1 English Curriculum in Chinese ESL Class

As English has become a global standard language, China has been sparing no effort to improve the English language teaching (ELT), and to achieve this goal Chinese government has been adjusting syllabus and curriculum (Xu & Fan, 2016b). In 2001, China launched the eighth curriculum reform, in which the new national curriculum advocated a learner-centered approach to language teaching with an emphasis on providing a common foundation for all students and a keen concern for meeting students' personal interests, individual needs, and learning potentials (Q. Wang & Chen, 2012). Under this guideline, Chinese ESL teachers have done a serious of investigating. Ho (2019) using the way of gamifying the flipped classroom, a learner-centered and results-oriented teaching approach, to motivate Chinese ESL students, found out that behavioral, cognitive, and motivational engagement in ESL class has been enhanced. Under the paradigm of learner centered approach, Du (2021) designed instructional activities, through which students the learner-centered approach has remarkably motivated the students, improved their learning strategies, and enhanced their academic performance.

Autonomous learning, a theory emphasizing the subjective responsibility of autonomous learners proposed by Holec (1981), has also been applied in Chinese ESL class by Chinese ESL teachers. Du (2020), based on self-constructed flipped classroom teaching model, designs corresponding instructional activities in college ESL classroom, and finds that the self-regulated learning model of College English based on the flipped classroom can hugely improve the college students autonomous learning behaviors as well as English proficiency. Shi and Han (2019). In addition, a growing number of researchers (X. Wang & Zhang, 2022; Lou, 2021; Su, 2021; Gong & Rina, 2021), realizing the critical role of the autonomous ability in ESL, try to cultivate English learners' autonomous ability through various methods.

Under the context of the Chinese ESL classroom, some prior research have been done and proved that learner as the main role plays a decisive roles (Xiu, X., & Ibrahim, 2021; Lou, 2021).

2.2 Transformative Learning Theory and its applications in classroom

Transformative learning theory was proposed by Mezirow and enriched by his successor (Mezirow, 1994, 2001; Taylor, 2008). TLT was based on Mezirow's initial theory on a research for 83 women going back to college in the background of 12 reentry programs in 1975. Mezirow (2012) argues that TLT is a model of andragogy that can make learner rethink his prior assumption and experience when they encounter a disorienting dilemma, and thus transform the assumptions and experience into new understandings. In Mezirow's initial TLT theory, he unfolds it as ten phases:

1. Experiencing a disorienting dilemma;
2. Undergoing self-examination;
3. Conducting critical assessment of internal assumptions and feeling
alienation from traditional social expectations;
4. Relating discontent to the similar experiences of others. In other words
recognizing the that problem is shared;
5. Exploring options for new ways of acting;
6. Building competence and self-confidence in new roles;
7. Planning a course of action;

8. Acquiring the knowledge and skills for implementing the new action;
9. Trying new roles and assessing them;
10. Reintegrating into society with the new perspective;

Main ideas in TLT are that learners transform their frame of reference through critical reflection on assumptions. Through communicative learning making rational discourse is a key concept in understanding. In TLT, learners' reflection and discourse often happen in the context of problem solving. Only when a learner doubts or rethinks their prior assumptions and experience, learners could eventually develop strategies to transform these assumptions and experience (Mezirow, 1991; Paprock, 1992; Mezirow, 1994b; Mezirow, 1997; Mezirow, 2012;). All these core concepts make TLT available in teaching context.

Since TLT was proposed and developed by Mezirow and his successors, the theory has been applied in individuals and classrooms (Johnson & Olanoff, 2020). Since the 1980s, TLT has been widely used in professional training programs. In classroom, teachers use TLT to inspire students' awareness and critical reflections of their own and others' assumptions, to doubt or rethink their prior frames of reference, and to solve problems from a new perspective. Participating in discourse or group discussing, etc., in which group problem solving, role play, reflective journals class discussions and case study are common activities used in class, students could achieve their academic goals (Zheng & Gao, 2017). Ryan et al. (2022), through an umbrella review for TLT applied in health professional and nursing education, state that transformative learning theory is an effective in curriculum design, program evaluation and healthcare professional education. It is a theory that could be further studied and evaluated in education practice so that educators could take it as a framework in teaching. Bennett et al. (2022) find that, in a pre-university bridging programs, transformative pedagogy developed students' self-awareness, self-efficacy, self-confidence and sense of belonging at university.

2.3 Disorienting dilemma in ESL teaching

King (2000) points out that there is a natural connection between TLT and ESL.

In English learning and teaching, learners and teachers tend to encounter a lot of difficulties or disorienting dilemma as we say in TLT. In the perspective of teachers, the dilemma could be unawareness of ESL learners learning difficulties so that failed to help learners solve learning problems or their own inefficient teaching experience (Gilakjani & Sabouri, 2016). In the perspective of learners, students were often held back by fear and anxiety; they preferred to stay in their comfort zone, avoided seeking constructive solutions to conflicts (Zheng & Gao, 2017). Teachers and learners tend to be confined in their own comfort zones, hardly to change their traditional assumptions, though their low English learning and teaching proficiency. TLT provide a perfect way for both learners and teachers to reflect their disorienting dilemma. To make students realize their ESL learning problems and help them find out strategies to solve problems. Zhang and Gao (2017), under the guideline of TLT, through three cycles of action research, the teacher had developed a new curriculum that was guided by transformative learning theory (Mezirow, 2000) by emphasizing critical reflection where the teacher guided students to become open and critical of their own and others' assumptions, to redefine problems from a different perspective and to incorporate multiple perspectives. Through three cycles of planning, acting, observing and reflecting, the revised teaching steps and techniques were able to help students develop toward a fuller status of productive bilingualism.

However, the literature review resources applied in China's ESL teaching are very scarce. Teachers' unaware of the TLT, the theory's complexity, teachers' original paradigm become the main obstacles for TLT being applied in China's English teaching (Wang et al., 2022). TLT can be a potential theory applied in China's English teaching, and it would be probably used more widely by English teachers in China and benefit ESL learner in the future.

3. Conclusion

There is great potential in applying TLT in the field of Chinese EFL class. To explore the potential application of TLT in Chinese ESL class, this paper has reviewed related literature, discussing TLT applying in teaching and learning, through which TLT applying in Chinese ESL class would probably become a possibility. The author also hopes this study would highlight the transformative potential of using action research for Chinese ESL teachers who seek changes in their own classrooms.

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Research on the Management of Ideological and Political Education in Colleges in the Context of Administering Schools by Law

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Abstract

Ideological and political education work can be said to be a non-negligible component of the current teaching work in colleges and universities, which can effectively improve the final effect of the rule of law and also play a very important role in promoting the current governance ability of colleges and universities. Under the influence of the current development background of university governance by law, managers and educators of universities need to constantly improve the degree of attention to the work of ideological and political education, and need to use a variety of practical measures to make the final effect of ideological and political education guaranteed. This paper firstly analyzes and summarizes the contents related to the current ideological and political education in universities and colleges, and gives specific suggestions and measures for the existing shortcomings.

Keywords: Rule by Law; Ideological and Political Education in Higher Education; Specific Measures

In recent years, the rule of law approach proposed by China has continued to be implemented, and the construction of China's rule of law society has entered a new development environment, and this situation also provides a new development possibility for the sustainable development and progress of socialism with Chinese characteristics. Huang Yan (2015) mentioned that fundamentally speaking based on the development, the reason why we want to promote the rule of law is to be able to make the society in a stable development situation to maintain a sustainable development, and the same is true for the rule of law in schools. Currently, in the future development work carried out, colleges and universities must thoroughly implement strategies related to rule by law, so that the level of ideological and political education can be improved while meeting the development requirements of colleges and universities by law.

1. Legal Basis and Management of the School According to Law

1.1 Legal Basis for the Rule of Law

Xu Tinghan (2017) mentioned that the Party Central Committee for the first time at the 15th National Congress pointed out the rule of law and the conduct of the socialist legal state as the basic strategy for governing the country. From there, the future 16th People's Congress gave further optimization and improvement to the policy guidelines proposed in the past, confirming the basic development concept of governing the country according to the law and governance by law. In the 13th Five-Year Plan and after the Fourth Plenary Session of the 18th CPC Central Committee, the Party Central Committee once again gave the national development policy of "building a moderately prosperous society in all aspects, deepening reform in all aspects, ruling the country in accordance with the rule of law in all aspects, and ruling the Party strictly in all aspects" as well as the national administrative development pattern, in which it was proposed that the concept of developing the country in accordance with the rule of law should be given

continuous It is necessary to further enhance the status of the rule of law in the current development strategy of national administration. The proposed policy of development based on the rule of law can not only be taken as the basic reference for the establishment of the rule of law management system for the campuses in China and other institutions, but also provides good conditions for the development of such an educational concept as rule by law.

If the analysis is only based on the term "rule of law", the rule of law itself has the legal theory of the university itself as a reference. In general, Xie Rong and Zhi Wenyuan (2016) mentioned that the legal theory proposed by the rule of law is formulated based on the influence of the various views of the society on university education in different development periods, and through the continuous and rapid development of the current education system and the current increasing concern of the society on the education of our universities, the theory related to the rule of law began to move from the initial Through the continuous and rapid development of the current education system and the increasing concern of the public about the education of our universities, the theories related to the rule of law began to change gradually from the initial concept of "special power relations" to the development level of "legal reservation principle" and finally formed a unique development system.

Hu Jiansen (2015) mentioned that the special power relationship itself is a jurisprudence-related concept for the general power relationship, which refers to an administrative legal relationship in which the administrative subject presents a dominant power with a generalized one for the relative in the necessary scope in order to achieve a special fixed purpose in law, and as the relative needs to assume the obligation to obey. The special power relationship is only a legal connection proposed for a specific group in the scope of special provisions. Chen Xu (2015) mentions that such a concept was first extended in the medieval period in the relationship between masters and vassals, and through the continuous development of the times, it was gradually applied to the management of prisons and education and other fields. For a long time, because schools have a special status and a special social organization compared to other places, the current educational management of schools is naturally treated as a development institution with a special authority, so that schools can truly refer to the regulations proposed by the legal system in the process of dealing with education-related matters. With the deepening of the application of management science in practice, more and more countries are beginning to consider the rule of law as the basis for state management, and the rule of law is replacing the traditional methods of governance, such as the rule of God, the rule of man, and the rule of morality, and the role of special power relations in the field of education is decreasing. The concept of rule of law has gradually started to maintain integration with education, which has led to a fundamental change in the educational model and the educational management system: the management of universities is carried out in compliance with the principle that law exceeds all development, Teng Susu (2017) mentioned that this is very different from the traditional people's concept of the rule of man; in the form of management, the educational management system adopted by higher education institutions In the form of management, the educational management system adopted by higher education institutions needs to integrate external constraints while putting forward the requirements of self-restraint, fully use the autonomous rights possessed by universities and use the rule of law to make the line of self-restraint develop in the direction of rationalization and legalization. Along with the changes in the educational management mode of higher education institutions and the development of the concept of development, the academic and legal fields have given the "legal reservation principle" to this situation. The principle of legal reservation in China mainly exists in the framework of the development of administrative law, which means that the current administrative acts of administrative subjects can be implemented only if they are based on the relative normative requirements given by the legislature. In the process of ideological and political education in

higher education institutions, the specific mode of presentation refers to the fact that the school must comply with the relevant legal reservation principle when carrying out education-related management actions and formulating the relevant educational system and related requirements for the school, and the handling of the basic rights and interests of teachers and students must comply with the relevant legal provisions for reasonable regulation, and also need to be subject to judicial scrutiny. Therefore, it is essential for the institutions of higher education to replace the traditional special power relations in the current educational system and deny them all. The principle of legal reservation is now widely accepted by the public, and the basic theory of the rule of law has begun to have a legal basis.

1.2 Overview of Ideological and Political Education Management in Colleges and Universities

The ideological and political education is based on the confirmation of the state and the social development class, the ideological and political education is proposed on behalf of the members of the class society to implement, based on the current social development values and social ideological development views, social moral norms and other aspects of the development of a development plan and has the development of the purpose of a development impact, need to be able to the members of society to independently constitute and class An ideal ideological character that is consistent with the social development model. No matter what kind of social development form is adopted, management for ideological and political education is inevitable, and it is also a kind of education mode that necessarily exists in the current universities, even if there are differences, there are only slight differences in the form of performance, and ideological and political education will form a variety of completely different external presentations because of the differences found in the current social system. On the other hand, the management of ideological education in colleges and universities carried out at present is a development process in which the person in charge of management takes the right to plan, decide, organize, regulate, control and other different levels of management, to give a reasonable and optimal allocation to the current organizational resources, and to use all the conditions involved in a reasonable way, so as to achieve the desired goal. These two development situations are very different in nature and function, but they have in common a number of practical activities to achieve fixed goals, so in the process of specific work between the two can penetrate each other and maintain a complementary development relevance.

1.3 The Basic Connotation of Ideological and Political Education Management in Colleges and Universities

Li Xiaolu (2016) mentions that ideological and political education refers to that which arises after the confirmation of the state as well as the social development class, and that the ideological and political education proposed represents that which is executed by the members of the class society, based on the current social development values as well as the social ideological development views, the social moral norms and other multiple levels of having a development plan as well as having a developmental purpose a developmental influence that needs to be put on The members of society are able to autonomously constitute an ideal ideological character in line with the class society development model. Regardless of the form of social development, the management of ideological and political education is inevitable, as mentioned by Weng, Wentai and Yao, Qihuang (2007), and is also an inevitable mode of education in the current universities, even if there are differences, there are only slight differences in the form of expression, and ideological and political education will form a variety of completely different external presentations because of the differences found in the current social system. The differences, if any, are only slightly different in expression. The current management of ideological education in universities is a development process in which the person in charge of management takes the right to plan, decide, organize, regulate, control and

other different levels of management, to give a reasonable and optimal allocation of current organizational resources, and to use all the conditions involved in a reasonable way, so as to achieve the desired goal. These two development situations are very different in nature and function, but they have in common a number of practical activities to achieve fixed goals, so in the process of specific work between the two can penetrate each other and maintain a complementary development relevance.

2. The Significance of Innovation of Online Ideological and Political Education for College Students in the New Era

2.1 The Internet is Changing and Influencing the Study and Life of College Students in the New Era

Chen Qian and Chen Junbao (2008) mentioned that from the 1990s, the Internet began to emerge and achieve rapid development in China, from desktop computers to laptops; from pagers to Nokia to smartphones; from Little King game consoles to computer online games to mobile games; these network-related products have been constantly updated and optimized, promoting the development and progress of society. In addition, the combination of "Internet+" and various fields has become a booster for the current social and economic development.

College students have a vigorous vitality and like to accept and explore new things. The Internet has also developed along with the growth of contemporary college students. College students can order take-out online, socialize through QQ, WeChat and Weibo, etc. They can also study live and recorded classes online, and even online shopping has become a part of college students' campus life. "Today, when mass communication media increasingly penetrate our ordinary life and the practice of media has become an important part of our life practice, no form of hegemony is possible without the power of media, and the media provides the power that can be used not by itself, but by pleasure" In a word, contemporary college students need the Internet. The Internet serves the healthy growth and success of college students.

2.2 The Innovation of Online Ideological and Political Education for College Students in the New Era is an Important Part of the Implementation of "Three Comprehensive Education"

Wang Fang and Chen Ying (2011) mentioned that in the 2016 National Conference on Ideological and Political Education in Colleges and Universities, Xi Jinping emphasized that "we should adhere to the establishment of moral education as the central link, the ideological and political work through the whole process of education and teaching, to achieve the whole process of education and all-round education, and strive to create a new situation in the development of China's higher education. " College students network ideological and political education innovation is an important part of the implementation of the whole staff education, the whole process of education, all-round education. Youth prosperity is the country's prosperity, youth strength is the country's strength, college students are the builders and successors of socialism. "The Internet is the main position of the current propaganda and ideological work. This position we do not go to occupy, others will go to occupy; this part of the people we do not go to unite, others will go to pull together". In the Internet era, the healthy growth and success of college students is about the future of the country, about the prosperity and development of the nation. From the viewpoint of the law of educational growth, college students are in the period of forming world view, life view and value, and further strengthening the ideological and political education work of college students has become an important content of the development of the times, especially the network ideological and political

education work, which has become a hot spot and focus of attention. How to do a good job of network ideological and political education work has an important sense of mission and urgency.

Zuo Zhiyuan (2021) mentioned that college students are the hope of the country, the trust of the nation and the future of the family. Establishing moral education is the center of ideological and political education work in colleges and universities. To do well in ideological and political education in colleges and universities is to implement the basic requirements of who to cultivate and how to cultivate people, and it is also an important task and duty to serve the cause of socialist education with Chinese characteristics. In the Internet era, actively cultivating college students' online patriotism and the will to serve the country has become an important issue of the development of the times. How to respond to the development of the Internet in the new era and actively cultivate the new man of the times who can take up the great responsibility of national rejuvenation through the new concept and new method of online ideological and political education has become a new topic and a new hot spot.

2.3 Innovation of Online Ideological and Political Education for College Students in the New Era is the Main Content of Building a Firm Position of Online Public Opinion

Yuan Li (2014) mentioned that the issue of the orientation of online opinion positions is directly related to the issue of cultivating the new man of the times who will assume the great responsibility of national rejuvenation. Socialism with Chinese characteristics has entered a new era. China has achieved the great leap from standing up, getting rich to getting strong, and in the report of the 19th National Congress, it is mentioned that China will fully build a strong socialist modernization country in the middle of this century. "Cultivating the new man of the times who takes up the great responsibility of national rejuvenation and realizing the major goal of education for a strong country are the major issues of ideological and political education in colleges and universities in the new era." In the background of the Internet era, realizing the innovation and development of good online ideological and political education can better promote the development and changes of the Internet, and also enable college students to establish the correct world view, outlook on life and values, better join the socialist modernization construction, and add bricks to the Chinese dream of the great rejuvenation of the Chinese nation.

Yang (2013) mentioned that innovation in higher education teaching reform is the key to innovation in online ideological and political education for college students. With the continuous development of productivity, new things are becoming more and more demanding in science and technology, and the change from traditional flat teaching to today's multimedia teaching and online teaching is an innovation for current education and teaching, which puts forward higher requirements for current teachers in charge of classes, who not only need to master skilled professional knowledge, but also need to have the ability to use and apply new technologies, and be able to improve education and teaching through diversified Teachers need not only to master professional knowledge, but also to have the ability to use and apply new technologies, so as to enhance the attractiveness and innovation of education and teaching through diversified teaching methods and approaches, to better meet the education and teaching needs of college students, and to provide strong support for the development of education modernization.

Wang Shifang (1994) mentioned that the innovation of college students' network ideological and political education is conducive to building a firm position of network public opinion. The rapid development of network technology and level has not only solved the problem of communication barriers arising from geographical differences, but also brought people closer to each other, making human-to-human communication more convenient and real-time.

However, the rapid development of network also makes college students face a variety of network temptations, such as: net red economy, network celebrities, ideological discourse, secondary yuan culture and other influences. For the innovative development of ideological and political education of college students, it is of great social value to encourage and guide college students to use and apply the Internet correctly, spread positive energy on the Internet, build a clear cyberspace and repair a solid network opinion position of mainstream values.

3. Problems and Analysis of the Innovation of Online Ideological and Political Education for College Students in the New Era

3.1 The Problem of the Subject and Object of Online Ideological and Political Education

The subject and object of network ideological and political education innovation. Network ideological and political education is a planned and purposeful political activity organized in the network environment for the realization of the interests of the people's class and for the long-term stability of the country and the development of the nation. The subject and the object of the innovation of network ideological and political education, the main body mainly refers to college students, while the object is the state, school, teachers, society and family. The subject and the object themselves are a pair of contradictions, and dealing with the supply and demand of both sides of the contradiction is the key to the development of the innovation of network ideological and political education.

To grasp the contradictory nature of the innovative subject and object of online ideological and political education, we must first grasp the characteristics of both sides. Hong Fei and Zhao Hongbin (2009) mentioned that the innovative subject of current network ideological and political education is special, contemporary, and progressive; it is also political, organizational, special, and universal. The universality and specialness of both sides are mainly reflected in, first, conceptual differences. For the ideological and political education subject, college students are more concerned about the satisfaction of personalized needs and the realization of self-worth. While for the ideological and political object, it is a political task and an important work, which needs to shoulder the political and historical responsibility. Second, the difference in roles. To do a good job of network ideological and political education innovation, it is necessary to start from the object, on the basis of grasping the commonality between the subject and the object, and adapt and serve the changes and development of the object. The two sides of the subject and object are interdependent and work together for the development of the subject. The subject of ideological and political education is the recipient, and the object of ideological and political education is the transmitter. The object should actively transmit the content of ideological and political education and train the subject to be the builder and successor of socialism.

In the analysis of the contradiction between the subject and the object of network ideological and political education innovation, the subject of network ideological and political education innovation is contemporary, good at accepting and exploring new things, and has an innate learning advantage for the new technology and means of the network. And the object is to impart ideological and political education content, guide and build socialist value system through the network. Therefore, there is a contradiction between the subject and the object of ideological and political education.

3.2 The Effectiveness of Online Ideological and Political Education

Wu Zhenglong (2021) mentioned that the fragmentation of network information has weakened the effectiveness of ideological and political education of college students. In the cyberspace, college students can access different information contents in real time, while the network as a

tool is constantly serving our learning and life. We call the diverse and real-time changing network information as network information fragmentation. The fragmentation of network information breaks the traditional access to books and language communication, and at the same time creates the current situation of information explosion in cyberspace. The ideological and political education of college students focuses on cultivating the all-round development of college students' moral, intellectual, physical and aesthetic development and cultivating qualified socialist builders and successors. It is the responsibility and mission of contemporary college students to actively cultivate their patriotism through the education of their ideals and beliefs, so that they can actively realize the value of their lives when they enter the society in the future, and can serve and contribute to the construction of the motherland, and become the new man of the times who can take up great responsibilities and national rejuvenation. With the improvement of happiness and the progress of science and technology, the network makes our study and life more convenient, and it becomes more convenient to carry out ideological and political education of college students.

Analysis of the problem of effectiveness of online ideological and political education. The form serves the content, and the content changes and develops through the form. The effectiveness of network ideological and political education determines the success or failure of network ideological and political education innovation. The purpose of network ideological and political education innovation is to be able to enlighten the thoughts of college students. The current innovation of network ideological and political education is mainly in the form and content of two aspects to produce a role. The innovation in the form of network ideological and political education is for the service of content innovation.

3.3 The Problem of Online Ideological and Political Education Discourse

Wu Guangxi (2015) mentioned that online ideological and political discourse is the landing point and starting point of online ideological and political education innovation. For the current college students, they have a strong sense of existence and direction in the network opinion position. With the prominence of multiculturalism in cyberspace, the development of smart phones, 5G networks and various APPs are changing the life of college students, the network information is updated in real time, hot issues are emerging and sensitive issues are of concern to all, while the new problems brought by the network also make the online ideological and political education of college students in the new era face great challenges.

The diversity of online content interferes with the cultivation of college students' ideological and political teaching discourse

The Internet has brought convenience to the study and life of college students. For the growing college students, the Internet is an indispensable part of their study life. Online games, online shopping, online learning and online communication accompany their growth and success. University is a temple for learning knowledge and growing talents, an important stage for reserving talents and showing oneself. Wei Shuling (2011) mentioned that from the influence of the Internet itself, college students tend to be obsessed with online games, will devote themselves to catching up with dramas, and will often shop online. On the other hand, from the law of growth, the Internet can make college students constantly pursue novelty and enjoyment, and are easily tempted by social substances. From the above two aspects, for different college students, the development of the Internet will bring various problems, not uniform or one-size-fits-all, but with different interference to the growth and success of college students. The ideological and political education teachers in universities are important guides to educate and guide college students to develop a scientific worldview, outlook on life and values, and in the era of increasingly rapid development of the Internet, the study life of universities cannot be

separated from the Internet, nor from the Internet ideological and political education. For the college students who are growing up, how to use the Internet scientifically and reasonably, how to exclude the interference of the Internet, how to form a correct worldview, outlook on life and values in the context of the Internet, and how to avoid the interference of money-worship, moneyism and hedonism, this becomes an inevitable problem for the online ideological education of college students.

The liberalization of cyberspace affects the ideological and political education discourse system of college students

Cyberspace has become the object of concern for each of us. We often use cyberspace such as Qzone, microblog, circle of friends, public websites, video sites and some APPs to break the boundaries between people, organizations and society in time and space. Through cell phones or computers in these spaces can freely talk, publish and disseminate relevant information. "The current multi-dimensional access to information, fragmented content, instant communication and diversified ideas, this complex context of information interaction has a great impact on the value perception of college students. From the subjective point of view, college students are at the stage of forming world view, life view and values, and they still lack rational understanding of the size of things and the seriousness of problems, but they have strong cognitive impulses, which are prone to some misunderstandings and deviations. From the objective point of view, the network space has no specific limitation and treats all people equally. The freedom of space and the diversity of contents have a direct impact on the discourse system of ideological and political education of college students.

4. Basic connotation of ideological and political education management in colleges and universities

Yang Song (2011) mentions that the results of historical studies show that if mankind wants to survive, then it is necessary to transmit science and technology and knowledge continuously, and such a situation constitutes a primitive social model of education and educational expression. Initially, education itself conveyed a primary form related to technology and competence, and this form was closely related to the ideological and political education formed in production and daily life. Along with the current production technology continues to improve, the division of labor in society continues to arise, the scale of society is subsequently improved, this situation makes the ideological and political education objects continue to improve, the difficulty of ideological and political education also continues to increase, for ideological and political education has the effectiveness of the requirements put forward constantly show. This has formed a strict demand for the management of ideological and political education. Yang Song (2012) proposes as Marx proposed: "Direct social or common labor on a larger scale requires more or less command to coordinate the activities of individuals and to perform the various kinds of movements arising from the movement of the production totality - the movement of separate organs different from this totality - the general functions." The act of management its belongs to a necessary management behavior formed by human beings in the process of accomplishing the activities of production and human cooperation, and all activities carried out by people in unison and collaboration need to be supported by the act of management, which itself belongs to the content that cannot be missing in all collective behavior. Gong Xiaowei (2015) proposed that in ancient China ideological and political education refers to the governance measures taken by the emperor to carry out state governance, into the modern society, ideological and political education needs to be integrated with the laws and regulations proposed by the socialist state, and comprehensive combing and summarizing from multiple

perspectives, this situation also indicates that ideological and political education has currently formed in the perfect development from experience towards science The metamorphosis.

5. Problems in the management of ideological and political education in colleges and universities

5.1 Backward Management Concept

The individual minds of students in higher education are relatively active, and the conduct of many club activities is all a display of the individual minds of college students. Therefore, ideological and political education for college students' personalities needs to use a relatively ideal and more flexible model. However, the ideological and political education in universities still treats it as a compulsory indoctrination education, and such a dull education mode does not obtain the ideal educational effect, but on the contrary, it makes students resentful. Liang Xiao (2007) suggested that the concept of legal system in the management of ideological and political education in colleges and universities is relatively weak, focusing on the "rule of man" and neglecting the "rule of law" in their education. All education management principles will be affected as long as they are in contact with people, and the management concept of turning a blind eye and a blind eye to some students who are not very sound in ideology and morality makes the ideological education management of college students in some colleges and universities in serious confusion, and the ideological and political management of colleges and universities has lost its original purpose.

5.2 Inadequate Management System

Jin cheng (2007) proposed that the management of ideological and political education in colleges and universities is not a separate management system, it not only includes the management of students' personal psychological situation, but also involves the management of students' personal ideology and morality, which requires the combination of teachers and students' families to carry out a series of educational management for college students in colleges and universities from multiple levels. The management of college students' education from multiple levels. On the one hand, personal psychological factors of college students are the core elements that lead to the problems of college students' ideological and moral concepts, and on the other hand, teachers in the classroom are not able to form scientific values for students because of the relatively backward traditional ideological and political education. Therefore, the current ideological and political education in colleges and universities needs to be effectively linked with classroom education as well as psychological education and family education at many levels.

6. How to Effectively Carry Out the Management of Ideological and Political Education in Colleges and Universities

6.1 Strengthen the Legal Publicity and Constantly Optimize the Management System

Under the influence of the background of the development of the rule of law, universities need to continuously strengthen the legal propaganda and complete the deep management of legal education before the management of ideological and political education. It focuses on dealing with many problems such as the relatively weak legal concept in the management of ideological and political education in schools. The leaders in colleges and universities, as the managers of ideological and political education, need to set up strict management standards to ensure that all actions in the ideological and political education in colleges and universities can maintain rationality and legality.

Chen Ranran (2011) suggested that if we want to reach the rule by law, we firstly require education administrators to continuously change their personal education concept and set up a relatively sound management system, so that all college students can establish the ideal legal concept and can strictly follow the relevant laws and regulations to accomplish college management in their future social life.

6.2 Adhere to The people-oriented, Strengthen the Legal Management

Yue Yanqing (2016) proposed that people-oriented refers to the current ideological and moral education in colleges and universities requires respecting students' personal will and needs to be given to students interested in the development of the basis to complete, so that the current ideological and political education in colleges and universities can constantly influence students' personal development values as well as students' outlook on life. Need to adhere to the basic concept of people-oriented, for students exist some violations to the situation do not appear to turn a blind eye, need to do in accordance with the relevant laws and regulations firmly discard and give timely correction to them.

6.3 Rule by Law and Establish a Long-term Mechanism of Legal Management

Gao Xiaomei (2013) proposes that a good system can make bad people have no capital to run amok at will, while a bad system cannot guarantee good people to do good things adequately, or even develop towards the opposite." This statement fully demonstrates the important role that long-term mechanism development possesses. If a policy and regulation and management methods change from time to time, the system maker and the system implementer will have no credibility, and the implementation of the regulations will encounter many difficulties. Therefore, colleges and universities need to take the rule of law as a guarantee for development, set up a continuous mechanism for the development of ideological and political education in colleges and universities, guarantee that the management of ideological and political education in colleges and universities can be continuously developed under the scientific development system, so that the political management in colleges and universities can really develop in the direction of having laws to follow and laws to follow.

With the continuous exploration and practice of higher teaching reform, the current online ideological and political education for college students is mainly carried out in the form of online live broadcast, relevant public number, flipped classroom, micro video, online discussion and guidance. However, college students lack enthusiasm and initiative for online ideological and political education, and most of them just learn passively out of completing tasks. Therefore, online ideological and political education should take the initiative and positivity of college students as the starting point and anchor point, and then collect and organize the ideological and political knowledge system that college students like, and should focus on how to meet the individual needs of college students, and actively stimulate the pursuit of self-worth and the comprehensive cognition of ideological and political education contents of college students through the effective connection of big data, new media, knowledge system and knowledge points.

Content innovation of online ideological and political education. [33] "The purpose of the content setting of network ideological politics is to achieve the guidance of Internet users' thoughts and behaviors through the integration of the value and meaning embedded in Marxism and the socialist theoretical system of Chinese characteristics with their network life. First, the content should meet the requirements of realistic development. Network ideological and political education should be closely integrated with the characteristics and requirements of the development of the times, from the past to the present and then to the future, vertically grasp

the pulse of the development of the times, while adhering to the correct scientific worldview and methodology, especially in combination with Marxism, all-round integration into the actual, practical connection; second, the content should manifest political orientation. The central task of network ideological and political education is based on the establishment of moral education, serving the construction of socialism and the leadership of the Communist Party of China, and must adhere to the correct political orientation. Third, the content should adapt to the development of network needs. College students' network ideological and political education is delivered to college students through the form of network, which makes college students have good ideological character and political cultivation. The content of ideological and political education for college students should adapt to the changing needs of the Internet, to be close to the reality and to life, to integrate the ideological and political education content, to form a communication content in line with the Internet way, and to further strengthen the roots of ideological and political education.

6.3.1 Enhance the Holistic Knowledge of the Faculty Team on the Integration of Civic Education and the Internet

Liu Chao and Zhang Feng (2017) proposed that to strengthen the innovation of online ideological and political education methods and approaches, three unifications need to be grasped. First, grasp the unity of new technology and content. Here, it mainly refers to the integration of network technology and ideological and political education content. In the network background, how to use the network to make the ideological and political education content more adaptable to the development of the network era, especially how to better implement good interaction between online and offline teaching of ideological and political theory courses for college students. In addition, to actively form the network ideological and political education network database platform, the formation of the network of the big political thinking pattern. Second, grasp the unity of methods and content. This mainly refers to skillfulness and proficiency. We should grasp the content of ideological and political education skillfully, make full use of the characteristics of the Internet, effectively integrate the content of ideological and political education, enhance the fit between form and content, highlight the novelty and political nature, and make the ideological and political theory class lectures more vivid through the form of the Internet. Third, grasp the unity of political and contemporary. Ideological and political education highlights theoreticality, topicality and politeness. Online ideological and political education should grasp the role of politics, follow the main direction of the development of the times, and make the ideological and political theory class a "visible, touchable" course with distinctive practical characteristics, which is more suitable for the growth of college students, and can let them intuitively understand the current situation of social and national development and the real scenes of history. It enhances the authenticity and specificity of the political theory class.

6.3.2 Innovation of Institutional Mechanism of Online Ideological and Political Education Dominates the Discourse of Cyberspace

Network ideological and political education system innovation. The system is the guarantee of solid ideological and political education, which needs to be constantly innovated according to the development of the Internet era, which is the focus of the innovation of network ideological and political education system. The current ideological and political education of college students mainly comes from the ideological and political theory courses and the guidance of daily ideological and political education management teachers. At present, higher education institutions should set up network ideological and political education management system, form top-down and dedicated management system, actively establish their own campus network ideological and political education positions, and guarantee the right of network ideological and

political discourse in colleges and universities based on network ideological and political education system.

Network ideological and political education mechanism innovation. Mechanism is the basis of network ideological and political education, through mechanism innovation, occupy the position of network ideological and public opinion, enhance the attractiveness of mainstream network ideology and culture, play the centripetal force of ideological and public opinion, and share and build ideological and political education information resources. The mechanism of network ideological and political education should pay attention to the ideological dynamics of college students, regularly release the views that resonate with students, provide a window to their hearts, pay attention to their personal hobbies and interests as well as their life path, and pay attention to their growth and success.

7. Conclusion

All in all, the legalization of the rule by law and the ideological and political education management in colleges and universities has received unanimous attention from the public, and some experts and scholars have launched an in-depth analysis of this content, while completing the analysis of the connection between the rule by law and the ideological and political education management based on several angles, and putting forward the importance of the rule by law and the inevitability of the treatment by law. Although there are still many shortcomings in the education and management work carried out by ideology and politics in colleges and universities, the work related to ideology and politics management in colleges and universities can certainly get a fundamental breakthrough under the influence of the development background of rule by law. Under the development basis of continuous optimization of ideological and political education and management system, colleges and universities will certainly be able to cultivate more high-quality talents for the country

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STEAM in the Eyes of Researchers: A Literature Review of Definitions and Purposes

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Abstract

In recent years, discussions about curricula based on the integration of STEAM have been increasing in various countries. However, although there is a wealth of research on STEAM, there is a lack of clarity on the definition and purpose of STEAM. Therefore, the purpose of this study was to explore researchers' understanding of STEAM concepts in the current study. And from it, to compile different types of definitions and purposes of STEAM. Using an integrative review approach, this literature review explored 58 articles published in 2022 and included in Scopus. In terms of the definition of STEAM, this study summarized a total of four major concepts, which are an interdisciplinary, extension of STEM, enhanced STEM, and real-life problems. In terms of the purpose of STEAM, this study summarized a total of four major concepts, which are creativity, problem-solving abilities, workforce, and interest.

Keywords: STEAM, definitions, purposes, literature review.

1. Introduction

In recent years, discussions about curricula based on the integration of STEAM have been increasing in various countries (Mun, 2022). In Korea, the government has been emphasizing an integrated curriculum under the name of STEAM in the hope of cultivating students' character through an instructional strategy that provides emotional stimulation for learning (Mun, 2022). Kazakhstan uses STEAM as a solution for addressing engineering education reforms (Jantassova et al., 2022). In summary, the role that STEAM plays in various countries has become increasingly important.

In addition to the number of regions, research on STEAM is becoming richer in terms of topics. For example, some scholars have focused their research on the arts curriculum. Buono and Burnidge (2022) examine dance/STEAM-based educational workshops led by the artistic director and members of a professional dance company for 3rd and 4th graders at a local science museum. They find that students assimilate and celebrate their new holistic knowledge and make meaning by integrating dance and science. Some researchers have focused more on the impact of STEAM on special populations. Zhang et al. (2022) had a collaborative STEAM outreach project initiated with the Committee on Chemists with Disabilities of the American Chemical Society to design and build an accessible Periodic Table. This project made each student aware of the challenges that disabilities present to individuals in accessing information about the periodic table of elements. In addition to the impact of STEAM, there are also studies examining the impact of other factors on STEAM. Hsiao et al. (2022) have studied the implications of using the project-based learning (PBL) strategy and the cognitive-affective interaction model (CAIM) for a hands-on STEAM activity for junior high school students' STEAM knowledge, creativity, and hands-on performance. They found that using PBL with CAIM in hands-on STEAM activities improved students' learning outcomes and creative abilities. As can be seen, scholars have proposed various models and pedagogical approaches to develop the STEAM curriculum.

Moreover, as the focus on STEAM has increased, the topics of research on STEAM have become richer. Some scholars use the term "cross-disciplinary" to describe STEAM, arguing

that under the cross-disciplinary teaching framework, students can emphasize a topic of interest rather than being limited to a single discipline (Hsiao et al., 2022). Some studies consider STEAM as the integration of the arts into STEM classrooms to improve STEM curriculum outcomes. Hunter-Doniger et al. (2018) realized that infusing culturally relevant arts into STEM created a unique approach to STEAM. This approach 1) gives students the courage to construct academic knowledge, 2) gives students the voice or cultural competence to approach standards in a way that makes information relevant, and 3) allows students to develop socio-political awareness and evoke change.

Some articles also argue that designing an appropriate tool prototype or art model is the most important outcome of STEAM education. A study by Haas et al. (2022) found that the modeling task facilitated and improved relationships between childhood students and their parents, and significantly increased students' motivation for scientific approaches.

However, although there is a wealth of research on STEAM, there is a lack of clarity on the definition and purpose of STEAM. Sigit et al. (2022) proposed that STEAM is a contextual learning approach. It integrates multiple science disciplines, thus leading students to develop skills such as problem-solving, critical thinking, and collaboration. Wannapiroon and Pimdee (2022) consider STEAM education as a teaching method that focuses on enhancing each student's interest in various subjects and, most importantly, fostering innovation by improving their expressive, creative, and aesthetic perception. Chung et al. (2022) see STEAM as an interdisciplinary curriculum. The STEAM course incorporates the arts into STEM and aims to improve students' critical thinking skills and creativity.

In summary, the concept of STEAM is ambiguous. And the ambiguity of STEAM can hinder the development of instruction (Perignat & Katz-Buonincontro, 2019). For STEAM to evolve, it should be clearly defined. However, due to the diversity of STEAM research, it is difficult to obtain a definition of STEAM that integrates all concepts. Therefore, the purpose of this study was to explore researchers' understanding of STEAM concepts in the current study. And from it, to compile different types of definitions and purposes of STEAM.

2. Method

An integrative review of published articles was completed to examine and understand the definitions and interpretations of STEAM education in research and practice. An integrative review is a specific method of review that critiques and synthesizes literature in order to comprehensively understand a specific topic (Torraco, 2005).

The review of the literature was limited to articles published in English. The date of publication of the searched articles is limited from January 1 to December 31, 2022. The search begins on November 20, 2022, and ends on January 10, 2023. The database searched is Scopus. Inclusion criteria focused on the term *STEAM* as referenced in the article's abstract, title, or keyword/subject. There was an overabundance of articles on steam in relation to steam engines or steam as a vapor in scientific experiments, and therefore the search was limited to *social sciences*.

The basic criteria for screening articles were:

- STEAM is an acronym for Science, Technology, Engineering, Arts, and Mathematics.
- Articles are published in English.
- The content of the article describes the definition and/or purpose of STEAM.

We examined 78 articles from the literature search phase. 20 articles were excluded from the review. Therefore, the actual number of studies included in this analysis was 58. Eligible articles (N=58) were reviewed for how different studies described the definition and purpose of STEAM. Notes and direct quotes were recorded in an EXCEL spreadsheet and then coded inductively using NVIVO software to answer the research questions. The results of the analyses

for the research question, final conclusions, and recommendations for future research and practice are described in narrative form below.

3. Results

An integrative review of the 58 articles that met the selection criteria for this study was conducted with the aim of screening for descriptions and keywords that were relevant to the definition and purpose of STEAM. Concepts that are mentioned in more than 10 articles are classified separately. In terms of the definition of STEAM, this study summarized a total of four major concepts, which are *an interdisciplinary*, *extension of STEM*, *enhanced STEM*, and *real-life problems*. In terms of the purpose of STEAM, this study summarized a total of four major concepts, which are *creativity*, *problem-solving abilities*, *workforce*, and *interest*. Table 1 summarizes the coding results.

3.1 Definition of STEAM

Nearly half of the articles (28) use the concept of interdisciplinarity when describing STEAM, and different articles use different words, such as “interdisciplinarity”, “cross-disciplinary”, or “cross-curricular”, to refer to the concept. Different scholars have different views on the interdisciplinary nature of STEAM. For example, Mardiah et al. (2022) argue that STEAM itself is an interdisciplinary course that aims to improve students' critical thinking skills and creativity. In contrast, Zhang et al. (2022) argue that interdisciplinary content is only a part of STEAM and not all of it. Rahmawati et al. (2022) argue that STEAM education can provide students with rare interdisciplinary curricular and instructional opportunities. And ElSayary et al. (2022) argue that the development of STEAM competencies is necessary for interdisciplinary education. As well as Chung et al. (2022) suggest that STEAM focuses on providing students with an interdisciplinary and imaginative situation that helps them solve complex social problems. Of course, there are also some articles that suggest that STEAM is interdisciplinary in nature but do not explain it (Baek et al., 2022; Buono & Burnidge, 2022; Jantassova et al., 2022). As can be seen, different researchers have different views on the relationship between STEAM and interdisciplinarity. Some researchers consider STEAM and interdisciplinarity to be equivalent, while others consider the two to be subordinate. Some scholars believe that STEAM provides learning opportunities for interdisciplinary studies, while others believe that STEAM develops competencies for interdisciplinary work. In summary, current research is ambiguous about whether interdisciplinarity is included in STEAM and how it is viewed.

More than a third of the articles (25) consider STEAM to be an extension of STEM. The term STEM stands for Science, Technology, Engineering, and Mathematics. Basically, scholars who believe that STEAM developed from STEM describe STEAM as adding the arts to STEM. Fernández-Morante et al. (2022) expressed the appropriateness of integrating content and strategies from arts and humanities-related disciplines in STEM, giving rise to the STEAM concept. Lu et al. (2022) argue that STEAM is derived from STEM with an "A" attached to emphasize the importance of the arts in interdisciplinary learning to achieve creativity. Li et al. (2022) view STEAM as originating from STEM with the addition of art disciplines, focusing on developing learners' integrated skills and core literacies. The scholars who hold the view that STEAM is an extension of STEM are largely unbiased in their understanding of this concept. The focus is on highlighting the difference between STEAM and STEM

About a third of the articles (20) consider STEAM as an enhanced version of STEM. This view is that STEAM introduces artistic (creative and humanistic) elements that can effectively enhance the implementation of STEM programs. Liston et al. (2022) indicate that STEAM promotes interdisciplinary learning in STEM disciplines and the arts, increasing students' knowledge and understanding of key science, technology, engineering, and math concepts.

Harron et al. (2022) have shown that STEAM education has the potential to inspire students through creative thinking and artistic expression, building bridges to explore the various disciplines of STEM. As you can see, this STEAM focus is on the science disciplines (both STEM disciplines), and the arts are simply tools used to reinforce learning outcomes or interests. Although this view has a long history, there are still scholars who are critical of it (Mun, 2022). It can be seen that researchers who share this view value the positive impact that innovation through the arts can have on students' learning of STEM subjects. The focus of this view is also basically on the same parts of STEAM and STEM.

Some articles (20) argue that STEAM should revolve around how to confront, as well as solve real-life problems. Many researchers have pointed out that STEAM should center on solving real-life problems (Abueita et al., 2022; Wahba et al., 2022; Zholybayev et al., 2022), while the exact implementation varies from researcher to researcher. Lu et al. (2022) argue that STEAM should be student-centered and encourage students to find answers to their questions in life. The study by Suprpto et al. (2022) conducted a STEAM course by simulating a problem that might be encountered in real life - developing a prototype waterproof doorbell using motion sensors. Zhang et al. (2022) allow students to gain experience in solving real-life problems through a hands-on engineering design process using 3D printing technology. It can be found that there are many ways to connect STEAM to real-life problems. For example, by using special teaching methods, by preparing special teaching content, or by using special teaching tools. The focus is on getting students to engage more with real-life problems and gain experience so that they can acquire problem-solving skills.

3.2 Purpose of STEAM

More than two-thirds of the articles (43) in this literature review agree that fostering students' creativity is a purpose of STEAM. Different articles describe the concept of "STEAM fosters creativity" with various terms for creativity, such as innovative awareness (Taibo & Liang, 2022), innovative talent (Xue, 2022), creative thinking (Harron et al., 2022), and innovation abilities (Ma et al., 2022). There are basically two different perspectives on the purpose of STEAM to "foster creativity". The first view is that fostering creativity is the ultimate goal or a part of the ultimate goal of STEAM. For example, Sigit et al. (2022) concluded that STEAM is effective in increasing interest, creativity, problem-solving skills, and cognitive and communication skills. Lu et al. (2022) point out that STEAM emphasizes the importance of the arts in interdisciplinary learning to achieve creative education, in order to develop individuals with interdisciplinary integration and creativity. Rodríguez-Nieto and Alsina (2022) state that STEAM promotes the development of important global competencies that are valued in today's classrooms, job market, and society at large, such as creativity, critical thinking, communication, and problem-solving. The second view is that fostering creativity is only an intermediate outcome of STEAM, a path to the final outcome. For instance, Liston et al. (2022) state that STEAM is an innovative approach that promotes STEM disciplines and arts learning that enhances students' interest, creativity, and problem-solving skills, thereby increasing their knowledge and understanding of key science, technology, engineering, and math concepts. Hughes et al. (2022) note that STEAM may generate more powerful, creative ideas in a context that invites more students to participate in idea generation, which students can then apply these ideas as they engage in inquiry, ultimately consolidating their learning through a process of adaptation. Houghton et al. (2022) say that the skills developed in STEAM by combining the creative curriculum with the general curriculum are valuable to industry, the nation, and the future. As can be seen, even though there are differences in the process, different researchers basically agree that STEAM can have a positive impact on students' creativity.

Nearly half of the articles (27) noted that STEAM can improve students' problem-solving abilities. Some studies have explained how STEAM enhances students' problem-solving

abilities. Xue (2022) argues that STEAM can guide students' creative thinking and help them break conventional thinking to solve problems. Li et al. (2022) state that STEAM increases students' interest in and understanding of science and technology, which, in turn increases their science and technology-based knowledge and abilities, which students can then draw upon this knowledge to solve problems. Zhang et al. (2022) argue that STEAM can bring emerging technologies into the classroom, while students learn new perspectives and approaches to problem-solving through these new technologies. Since it involves problem-solving abilities, it is natural for some scholars to combine STEAM with the real-life problems mentioned earlier, and in fact, there are many scholars argue that STEAM can enhance students' ability to solve real-life problems (Mun, 2022; Yungkeun, 2022; Zholybayev et al., 2022). In summary, STEAM can increase students' ability to solve both general and real-life problems.

A third of the articles (20) indicated that STEAM could increase the student workforce. By “workforce”, this review refers to students who, after completing STEAM education, have the competencies, skills, and opportunities to successfully enter society or be successfully employed in an industry. H.-S. Hsiao et al. (2022) propose that the ultimate goal of STEAM is to develop interdisciplinary future talents and improve their competitiveness in global trade, technology, and education. Jantassova et al. (2022) argue that the effective implementation of STEAM education will transform the labor supply and increase the number of competitive, professionally qualified engineering professionals. Areljung and Günther-Hanssen (2022) argue that STEAM can meet society's need for civic skills in general, and in particular for students to choose STEM careers to ensure society's need for engineers, scientists, and mathematicians who can solve future challenges. Through STEAM, students have the opportunity to grow their talents in areas that society needs, and they are more likely to become scientists or engineers, among other professions that are in high demand.

A quarter of the articles (15) indicated that STEAM can enhance students' interest. The view of most articles is that STEAM can enhance students' interest in learning STEM subjects or science subjects. Abueita et al. (2022) state that through STEAM creative projects, learners are able to take an active and holistic view of the science disciplines. Ramli et al. (2022) say that STEAM makes science learning more exciting and meaningful for students by embedding visual arts elements in science. There are also individual articles that argue that STEAM improves students' interest, not only in learning, but also in working (Leoste et al., 2022; Mun, 2022). Basically, STEAM's main motivation for enhancing interest comes from creativity and the arts.

Table 1
Results of the coding of 58 articles

Topic	Concept	Number
Purpose of STEAM	interdisciplinarity	28
	extension of STEM	25
	enhanced STEM	20
	real-life problems	20
	creativity	43
	problem- solving abilities	27
	workforce	20
	interest	15

4. Conclusion

4.1 Definition of STEAM

This study found that there are four main perspectives on the definition of STEAM, with the most popular and controversial being interdisciplinary. Even the most talked-about interdisciplinarity is mentioned in only half of the articles. This indicates that there is still ambiguity in the definition of STEAM, and there is still something to add to the discussion of the definition of STEAM. This also indicates that STEAM, at this stage, lacks a single definition or concept that most researchers agree on. Relatively more scholars believe that STEAM is interdisciplinary in nature, which may indicate that interdisciplinary education has advantages that general education does not have or can achieve purposes that general education cannot achieve (Baek et al., 2022). But whether STEAM is equivalent to interdisciplinarity, or whether STEAM is a means of interdisciplinary education, or whether there is some other relationship between the two, requires further study.

It is important to note that while some researchers consider STEAM to be the addition of the arts to STEM to enhance the STEM curriculum (Ortega Torres, 2022), "STEAM is an extension of STEM" and "STEAM is an enhancement of STEM" are not equivalent concepts. The idea of "extension of STEM" focuses on adding to STEM by incorporating art, creativity, and other elements that STEM does not have, such as art, creativity, etc. And the "enhanced STEM" perspective focuses on strengthening STEM by incorporating STEAM elements such as improved learning outcomes and increased interest in learning. While STEAM and STEM share some similarities, they also have distinct differences, making them be independent of each other. Of course, this requires further research.

This study argues that real-life problems cannot be used to directly define STEAM, but they are an important feature of STEAM (Ma et al., 2022). And scholars are so concerned about the relationship between STEAM and real-life issues, probably because the current society has higher demands and expectations for education. As described earlier in this review, problem-solving abilities, workforce, and interest are the main STEAM purposes that have been focused on. And real-life problem-centered STEAM can do just that: 1) allow students to learn with a problem-centered approach to improve their problem-solving abilities (Rahmawati et al., 2022); 2) allow students to gain experience in related industries in advance to enhance their workforce readiness (Zhang et al., 2022); 3) and allow students to learn by doing to increase their interest in learning (Liu & Wu, 2022).

It is because of the multiple primary goals that can be achieved that real-life problem classes are valued in these articles.

4.2 Purpose of STEAM

This study found four main STEAM purposes, with creativity being the purpose that received the most attention and was mentioned in most of the articles. Fostering creativity can basically be said to be one of the recognized purposes of STEAM. Many articles attribute the function of fostering creativity to the arts component of STEAM (Areljung & Günther-Hanssen, 2022; Lu et al., 2022; Park & Cho, 2022). The importance of creativity does not need much elaboration, but as Perignat and Katz-Buonincontro (2019) state, measuring creativity is a challenge. Moreover, given that creativity is not simply the end product of STEAM but may also be an intermediate product, it can be a challenge to specify the impact caused by creativity in the study. It is important to emphasize, of course, that while creativity is an important purpose of STEAM, STEAM is not synonymous with a creativity curriculum.

Unlike creativity, in STEAM, problem-solving abilities generally appear only as an end purpose. In fact, some researchers say that one of the purposes of STEAM, to foster students' creativity, is to help them solve problems (Chung et al., 2022; Kim & Na, 2022; Wu et al., 2022). It can be seen that problem-solving ability is not an independent ability, but a combination of multiple abilities. The ability to solve real-life problems is obviously a more ideal outcome. And one way to achieve this result is through STEAM with real-life problems at its core. But when it

comes to solving real-life problems, what is often referred to are problems that have been extracted and adapted from real life in the curriculum, not actual real-world problems (El Bedewy et al., 2021). How best to reach this idealized purpose remains a challenge.

The workforce is also a property that is closely connected to real life. The perspective of this study is that the ability to solve real-life problems can also be categorized as the workforce skills. Because of its ability to enhance the workforce of students, many countries have introduced STEAM in their education policies (Mun, 2022; Xue, 2022). However, this study argues that measuring the workforce skills that students possess is a complex task that needs to be studied in detail.

Since most of the articles that argue that STEAM can enhance interest believe that STEAM mainly enhances students' interest in STEM subjects, it is likely that the term *enhanced STEM* is more closely related to *interest* in general. However, some scholars point out that the greatest effect of boosting interest is actually to motivate students to learn further and more specialized knowledge (Henze et al., 2022; Leoste et al., 2022). In other words, *interest* may be more closely related to the *workforce*.

4.3 Recommendations for Research

It can be seen that the definition of STEAM is still ambiguous and lacks a definition that can be accepted by most researchers. However, considering the differences in STEAM definitions between studies, an integrated classification of STEAM definitions may be a better option. Currently, the relationship between STEAM and STEM is also not clear. While some researchers argue that STEAM is superior to STEM, others have studied STEM to date. Therefore, future research should attempt to clarify the relationship between STEAM and STEM. Finally, it is about how to measure STEAM for purposes such as creativity. There are many ways to measure creativity, but how do we integrate them with STEAM, and specifically how do we determine if the measurement results are caused by STEAM content, such as art. And how to measure the competencies enhanced by creativity, such as problem-solving abilities.

4.4 Recommendations for Practice

Considering the ambiguity of the definition of STEAM and the fact that the relationship between STEAM and STEM is still open to discussion, this study argues for careful discussion in the design of STEAM programs. The discussion should focus on the choice of STEAM or STEM; whether the definition of STEAM chosen fits with one's intended curriculum model; whether the STEAM goals chosen have appropriate measurements, etc.

4.5 Research Gaps

Due to manpower and time constraints, the articles collected in this study include only those published in 2022 in one Scopus database. Therefore, this study suggests that the collection should be expanded for future articles. Although limited by the amount of information available, this study is not represented in the main text, this study argues that STEAM has national distinctions. For example, Chinese scholars would combine STEAM with China's unique policy of all-round development of morals, intelligence, physical fitness, work, and aesthetics development; as STEAM policy has been developed in Korea for a long time, Korean scholars prefer to interpret STEAM from the policy, etc. Therefore, this study suggests that future research could analyze STEAM from a national perspective.

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The Influence of Teachers' Emotional Support on College Students' Learning Engagement—The Mediating Effect of Gratitude

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Abstract

By distributing a questionnaire, a total of 529 college students were surveyed in this study by adopting a convenience sampling method. This study was intended to probe deep into the impact of teachers' emotional support on HE students' engagement in learning, and the mediating role of gratitude. As evidently revealed by our research findings, As persuasively revealed by this study, teacher emotional support can exert a positive influence on both learning engagement and gratitude. Aside from that, gratitude can positively affect learning engagement in return. What's more, gratitude partially mediated the effect between teacher emotional support and learning engagement.

Keywords: Teacher Emotional Support; Learning Engagement; Gratitude; Chinese College Students

1. Introduction

As the scale of higher education in China expands continuously, the quality of higher education has captured increasingly extensive attention from all walks of life. The key to ameliorating the quality of education is to concentrate on students' learning and development (Li, 2018). Student learning is the whole process of student learning input and participation. Kuh (2001) holds a standpoint that learning engagement is a measure of the time and energy that individual students invest in their own studies and effective educational activities. It's noteworthy that learning engagement is particularly important as an evaluation indicator of students' growth experience and a predictor of the quality of higher education (Kuh, 2001). As a consequence, studying the status quo of college students' learning engagement and its influencing factors will not only help to find effective ways to propel students' active participation in learning activities and better their academic performance, but also help to heighten the quality of higher education (Xu, 2013).

As a behavioral attitude, learning engagement is also affected by the school environment, especially the perceived support of teachers (Chen & Xu, 2011). As the organizer of students' learning activities and the implementer of the specific teaching process, teachers have a direct and important impact on students' learning input (Gheysens et al., 2022). Zhang (2020) pointed out that allowing students to truly perceive teachers' concern, respect, understanding and trust in their study and life can reinforce the correlation between teachers and students, harmonize the class environment, increase students' confidence and motivation in learning, and positively affect students' growth. Positive effect. Wang and Eccles (2012) pointed out that when teachers understand the needs of students and provide sufficient supports as well as encouragement to students, they can help students reduce distraction and deviant behaviors, make students learn harder and more confidently in learning, and actively participate in the learning process.

As indicated by a research conducted by McCullough et al. (2002), gratitude refers to the psychological tendency of individuals to use gratitude cognition, emotion and behavior to

understand or respond to the favor or help of others or things to obtain positive experiences or results. Bono and Froh (2009) pointed out that gratitude can stimulate the struggle and pursuit of goals. In comparison with students with low gratitude levels, students with high gratitude levels are more able to have a heart of gratitude and humility, and can humbly accept the opinions and suggestions provided by others, and persevere towards their own goals. In such case, their learning or life goals generally turn clearer. What's more, their achievement motivation and learning input become correspondingly higher, which in turn enables them to achieve higher grades and reinforce their self-confidence. To put it another way, when a student perceives the teacher's emotional support, the more grateful he is, the more he will strengthen his learning input.

Existing research on the relationship between teachers' emotional support, gratitude, and learning engagement is limited to a certain province or city, and there is no comprehensive collection of questionnaires from Chinese college students. Moreover, although many studies have explored the mediating role of gratitude (Przepiorka & Sobol-Kwapinska, 2021; Pang et al., 2022), none have confirmed the mediating role of gratitude between teachers' emotional support and students' learning engagement. In summary, this study will explore the association between teachers' emotional support and students' engagement in learning in higher education, as well as the mediating role of gratitude. The research findings can also be directly applied to provide a reference for colleges and universities, as well as future student management work.

2. Literature Review

2.1 Teachers' Emotional Support

The term emotional support was first proposed by Vosburg (1972), a medical psychologist, who defined emotional support as the emotional encouragement and support that patients receive from medical staff, relatives and friends during the treatment of diseases, such as Express care, love and support. Later, through evolution, the concept of teacher emotional support emerged. As proposed by Sawka et al. (2002), teachers' emotional support means that teachers can help students learn the skills to effectively manage their emotions and behaviors through positive attention and cooperation with parents. In the research conducted by Yeung and Leadbeater (2010) on the emotional support of parents and teachers to adolescents, they interpreted teachers' emotional support as teachers expressing concern and understanding, listening, respect and encouragement to students in the process of educating students. Xu et al. (2014) believe that emotional support is a paramount part of social support. Teachers' emotional support for students includes: active attention, expressing concern and understanding, listening to students' difficulties, respecting students' personality, and giving encouragement to students.

2.2 Learning Engagement

With the rise of positive psychology, learning engagement has gradually entered the field of vision of educational researchers. As put forth in the research conducted by Schaufeli et al. (2002), learning engagement can be understood as a positive and satisfying attitude displayed by learners. Furthermore, the psychological state correlated with learning is predominantly featured by vitality, dedication and concentration. From the viewpoint of specific connotation, Fredricks et al. (2004) believed that learning input includes three dimensions: behavioral input, cognitive input, and emotional input. Wang's (2015) research pointed out that behavioral engagement refers to learners' ability to follow relevant learning rules, participate in learning-related activities, and make efforts for learning tasks. Hamane (2014) holds a standpoint that cognitive engagement refers to learners' active learning during the learning process. Using relevant learning strategies, such as cognitive processing strategies, self-management strategies, etc. Macfadyen and Dawson (2010) holds a viewpoint that emotional engagement involves

learners' emotional responses during the learning process, such as interest, preference, and value identification. Lv and Yang (2013) believed that learning engagement is affected by a multitude of factors, including students' own factors such as interest, motivation, and ability foundation, as well as external educational factors such as teachers, peers, and learning resource environment that support learning. factor.

2.3 Gratitude

From the standpoint of modern psychology, gratitude is an individual's positive cognition and emotion after receiving help from others (McCullough et al., 2004). In accordance with emotion theory, gratitude can be seen as an emotional trait, state of mind, or mood (McCullough et al., 2002): As an emotional trait, gratitude is a life orientation of attention and appreciation for active living (Wood et al., 2010), can be called gratitude tendency (McCullough et al., 2001); as a state of mind, gratitude is a psychological state that lasts for a period of time, and it will affect people's information processing and response ability in a specific situation (McCullough et al., 2004); as an emotion, gratitude refers to a feeling of gratitude and joy when individuals receive favors (Emmons & McCullough, 2003), that is, gratitude is a state.

For the time being, there are three main views on gratitude. The first view treats gratitude as a behavioral response and immediate emotion of the beneficiary (Emmons & Crumpler, 2000); the second viewpoint reckons gratitude as a cognitive component, which is a special attribution made by a person to the cause of a positive outcome (Weiner, 1985); the third standpoint is to consider gratitude as an affective component, with moral discrimination, moral motivation and moral Enhanced function (McCullough et al., 2001), and further believed that it can develop into emotional traits, that is, gratitude tendency (McCullough et al., 2002). Among them, the moral emotion theory proposed by McCullough et al. (2002) is the most representative, reflecting the trend of positive psychology research and the current mainstream views. In line with this theory, gratitude is an emotional experience that occurs when an individual recognizes that he or she is the recipient of a certain kind of favor, and can respond with gratitude (McCullough et al., 2002).

2.4 Variable Relationships and Research Hypotheses

It deserves to be mentioned that learning engagement is affected by external factors such as schools, and teachers' emotional support among school factors has a significant impact on students' learning (Wentzel et al., 2010). As clearly demonstrated by this study, there is a significant correlation between teachers' emotional support and students' learning engagement (Federici et al., 2016). When students face learning difficulties or exams, teachers can give students more encouragement and support, which can not only relieve students' psychological pressure and anxiety in certain degree, but also further enhance students' self-confidence, thereby increasing their investment in learning (Federici & Skaalvik, 2014). As proven by more in-depth studies, when students feel more emotional support from teachers, they are more likely to put in effort in learning (Goodenow & Grady, 1993).

As a positive psychological quality that individuals can mobilize protective resources to help them better cope with adversity, gratitude can propel individuals to maintain a positive emotional state (Klika & Herrenkohl, 2013), so it has a positive effect on students' learning input. The promotion effect (Li, 2018). As evidently verified by this research, there is a strikingly positive correlation between gratitude and learning input among college students, and it has a positive predictive effect on learning input. High gratitude can impel students to actively cope with academic setbacks, better adapt to adversity, and maintain a higher level of learning input (Li, 2018).

As a pivotal part of social support, teachers' emotional support conducts a crucial role in the development of adolescents' gratitude. Through a study of 622 minority preparatory students in the Han area, Liao et al. (2019) found that teachers' emotional support behaviors such as caring, caring and encouraging students can help students actively cope with setbacks and help students ameliorate their gratitude. By conducting a study on 762 rural left-behind college students, Ma (2019) found that students with a higher perception of teacher support have a higher level of gratitude. Conversely, students with a lower perception of teacher support will have relatively weaker gratitude. Good external factors (such as teachers' caring behavior and good teacher-student relationship) can drive students to ameliorate their gratitude. As already proven by a multitude of studies, positive teacher-student relationships and social support can increase individual gratitude (Morrusib & Allen, 2007). Zhang (2023) has confirmed that teacher support and positive emotions have a chain mediating effect between junior high school students' proactive personality and learning engagement. According to cognitive emotion theory, gratitude is a kind of positive and pleasant emotion that individuals have towards those who help them (Armenta et al., 2017). Therefore, gratitude is likely to act as a mediating variable between teachers' emotional support and students' learning engagement.

As a result, the following theoretical assumptions are made, and Figure 1 shows the framework of the study.

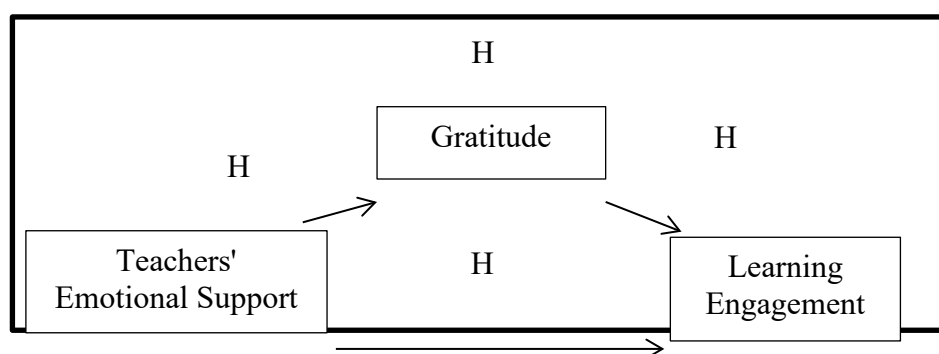
H1. The emotional support of teachers perceived by college students can positively and strikingly affects their learning engagement.

H2. Teachers' emotional support perceived by college students can exert a positive and noticeable influence on gratitude.

H3. College students' gratitude can impose a positive and remarkable influence on learning engagement.

H4. Gratitude plays a mediating role in college students' perceived emotional support from teachers and learning engagement.

Figure 1
Research framework



3. Method

3.1 Research Participants and Procedure

This research adopts questionnaire survey method. In comparison with other research methods, questionnaire survey is a tremendously extensive data collection method in the field of psychology and education. The questionnaire survey method has strong purpose and high degree of standardization. It can test a myriad of respondents at the same time, and can collect

a multitude of research materials (Zhong Xiaoyu, 2021). In this study, college students who had participated in the topics #大学新闻事、#大学生日常 on Weibo were selected to send survey invitations via private messages. With the purpose of making the distribution and collection of the questionnaire smooth and efficient, subjects can receive a red packet when they have completed the questionnaire. The survey time of this study is from October to December 2022, and a total of 529 valid questionnaires were collected.

3.2 Research Instruments

(1)Teacher Emotional Support Scale. The student perceived teacher support questionnaire developed by Gao et al. (2017) was used as the measurement tool in this study, which divided teacher support into four dimensions: understanding students (5 items), concern and care for students(4 items), equal respect for students(4 items), and encouragement for students(5 items), and included a total of 18 questions. The questionnaire was scored on a 5-point scale and the Cronbach coefficient for this study was 0.934 with a KMO value of 0.899.

(2)Learning Engagement Scale. The Learning Engagement Scale measures learning engagement using the Academic Engagement Scale developed by Liao (2011). The scale consists of three dimensions: cognitive engagement(7 items), affective engagement(7 items) and behavioural engagement(6 items), and is rated on a 5-point Likert scale. The questionnaire has a Cronbach coefficient of 0.957 and a KMO value of 0.921 in this study.

(3)Gratitude Scale. The gratitude questionnaire used in this study was the GQ-6, a 6-item gratitude questionnaire developed by McCullough et al. (2002) and revised by Wei et al. (2011), which uses reverse scoring for questions 3 and 6. The questionnaire had a Cronbach coefficient of 0.837 and a KMO value of 0.832 in this study.

4. Results

4.1 Correlation Analysis

For the sake of understanding the correlation among students' teachers' emotional support, learning engagement, and gratitude, this study adopts Pearson correlation analysis to test the correlation among the three. The results are exhibited in the table below. The pairwise correlation coefficients were 0.520-0.577, all of which were medium correlations, which suggests that there was no collinearity problem. Further regression analysis can be conducted.

Table 1
Correlation Analysis

Variable	TES	LE	Gratitude
TES	1	.677***	.588***
LE		1	.520***
Gratitude			1

Note: *** $p < 0.001$, ** $p < 0.01$, * $p < 0.05$

4.2 Regression Analysis

With regard to the correlation between the variables, this section will test them step by step through regression analysis. In the regression analysis of teacher emotional support on learning engagement, the understanding student dimension, the concern and care dimension as well as the equality and respect dimension of teacher emotional support significantly affected on

student learning engagement.

Table 2
Regression Analysis of Teachers' Emotional Support and Learning Engagement

Variable	Learning Engagement	
	β	t
Understanding Student	.249	4.325***
Concern and Care	.222	3.212***
Equality and Respect	.211	4.123***
Encouraging Student	.063	.864
R ²	.462	
AdjR ²	.458	
F	118.465***	

Note: ***p<0.001, **p<0.01, *p<0.05

In the regression analysis of teacher emotional support on gratitude, the understanding student dimension and the encouraging student dimension of teacher emotional support paramountly affected student learning in terms of student engagement.

Table 3
Regression Analysis of Teachers' Emotional Support and Gratitude

Variable	Gratitude	
	β	t
Understanding Student	.223	3.440***
Concern and Care	.036	.458
Equality and Respect	.101	1.751
Encouraging Student	.247	3.020**
R ²	.315	
AdjR ²	.310	
F	63.424***	

Note: ***p<0.001, **p<0.01, *p<0.05

In the regression analysis of gratitude on learning engagement, the β value of the cognitive engagement dimension of gratitude on learning engagement was .486, which was strikingly less than .001 and reached a noticeable level; the β value of the affective engagement dimension of gratitude on learning engagement was .521, which was markedly less than .001 and reached a marked level; the β value of the behavioural engagement dimension of gratitude on learning engagement was .522, which was conspicuously less than .001 and reached a remarkable level; consequently, gratitude strikingly and positively affected learning engagement.

Table 4

Regression Analysis of Gratitude and Learning Engagement

Variable	Model 1		Model 2		Model 3	
	Cognitive Engagement		Affective Engagement		Behavioural Engagement	
	β	t	β	t	β	t
Gratitude	.486	13.094***	.521	14.356***	.522	14.400***
R ²	.236		.271		.271	
AdjR ²	.235		.270		.272	
F	171.456***		206.098***		207.370***	

Note: ***p<0.001, **p<0.01, *p<0.05

In Model 4, the teacher emotional support on learning engagement beta value is .561 and the t-value is 15.316, which is noticeably less than .001 and reaches significance, and the gratitude on learning engagement beta value is .207 and the t-value is 5.655, which is less marked than .001 and reaches significance, and compared to the teacher emotional support on learning engagement beta value in Model 1, the teacher emotional support on learning engagement beta value in Model 4 Support on learning engagement beta value was strikingly reduced . On that account, we can arrived at a conclusion that gratitude plays a partially mediating role between teacher emotional support and learning engagement. What's more, hypothesis H4 of this study is valid. To put it another way, gratitude plays a partially mediating role in the effect of their teacher emotional support on learning engagement.

Table 5
Analysis of the effects of intermediation

Variable	Model 1		Model 2		Model 3		Model 4	
	LE		Gratitude		LE		LE	
	β	t	β	t	β	t	β	t
TES	.677	21.653***	.558	15.812***			.561	15.316***
Gratitude					.520	14.343***	.207	5.655***
R ²	.458		.311		.271		.488	
AdjR ²	.457		.310		.269		.486	
F	468.855***		250.009***		205.728***		263.528***	

Note: ***p<0.001, **p<0.01, *p<0.05

4. Conclusion and Discussion

As evidently revealed by our research findings, gratitude plays a noticeable partial mediating role between teachers' emotional support and college students' learning engagement. In other words, the teacher's emotional support comprehended by college students can positively affect both learning engagement and learning engagement through gratitude. In accordance with the

cognitive emotion theory of gratitude, students can correctly perceive the teacher's emotional support, understand and be grateful for the teacher's intentions, and thus have the belief in success and the desire to pursue success, so they will study harder (Lv et al., 2012). Combined with positive psychology (Sheldon & King, 2001), under the influence of this positive emotion, college students can ameliorate their own behavior to develop in a positive direction, so that it meets the expectations of important others.

Apart from teaching students knowledge and skills, teachers should concentrate more on students' emotional needs and consciously increase the emotional support they give them. Instead of imposing their own ideas on students, they need to think differently, respect students' ideas, patiently explain and analyse problems to students, and provide them with practical advice. Apart from that, teachers should take an active interest in students' development. When students make progress, they should give timely recognition and praise. When students encounter difficulties or fall behind temporarily, they should be sufficiently understood and encouraged. Furthermore, it's advisable for them to look at growing students with a developmental perspective. Relevant teachers should thoroughly figure out the reasons behind that and be provided appropriate help. Altogether, it would be more preferable for schools to reinforce gratitude education for students in higher education. For one thing, schools can cooperate with parents to carry out gratitude education activities. For instance, on Mother's Day, teachers can guide students to swap roles with their mothers and feel the hard work their mothers put into their families, thus prompting students to be more grateful for their mothers' teaching and guidance. For another, schools can also conduct gratitude interventions, such as gratitude records, gratitude reflections and gratitude visits, to facilitate a good sense of gratitude, which will help students to better understand the contribution of others and be more willing to work hard in their studies to give back to others.

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Effect of Chinese University Teachers' Professional Identity on Job Burnout: The Intermediary Role of Social Support

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Abstract

The aim of this study was to investigate the influence of teacher professional identity on professional burnout in Yinchuan and the mediating role of social support between teacher professional identity and burnout. Taking Yinchuan university teachers as the research object, 467 valid questionnaires were collected by convenient sampling, and it was found that the professional identity of college teachers of Yinchuan positively affected job burnout; the professional identity of college teachers of Yinchuan positively affected social support; the social support of college teachers of Yinchuan has some intermediary role between teachers' professional identity and job burnout. There were significant differences in gender and no significant difference in grade. There is no significant difference in the professional identity of college teachers in Yinchuan city in terms of gender and grade. There is no significant difference in social support among college teachers in Yinchuan city.

Keywords: Teachers' Professional Identity; Job Burnout; Social Support; College Teacher

1. Introduction

1.1 Research Background

With the development of education, the progress of science and technology and the prosperity of economy, the era of knowledge economy, we can gain insight into the real economic strength of a country from the quality of higher education in a country (Chen Baifeng, 2022). As one of the main bodies of colleges and universities, and the practitioners of various functions, teachers are bound to attract the attention from all walks of life (Zhang Qianhong, 2010). Higher education has been committed to reform, and college teachers need to constantly adapt, change their teaching methods, and constantly update their knowledge base. All kinds of pressure comes immediately, and job burnout has gradually become a common phenomenon in higher education (Wang Yao, 2021). Therefore, how to improve the work quality of college education, how to make college teachers work more actively, and then make China's higher education to a higher level, has become an urgent problem to be solved in today's society.

Burnout is a psychological problem, that is, a bad behavioral reaction formed in the industry for a long time (Maslach and Jackson, 1981). In previous studies, there are many factors affecting teacher burnout. When burnout occurs and gradually deteriorates, the relationship between teachers and students is very easy to affect, and leads to negative results in students' academic performance and behavior (Wentzel, 2010).

Professional identity is an individual's attitude and sense of commitment to a certain occupation, which is reflected in the individual's desire and love for the continuous work in the occupation (Mahmoudi-Gahrouei et al., 2016). Therefore, teacher professional identity has become an extremely important variable in academic research and has attracted more and more attention. Studies believe that individual professional identity has a significant impact on the degree of burnout, and the stronger the professional identity, the less the possibility of burnout (Kremer-Hayon, 2002). Therefore, as the backbone of higher education, it is necessary to further explore the influence of college teachers' professional identity on job burnout, so as to promote the

professional development of college teachers and improve the quality and efficiency of education and teaching work.

The reasons affecting burnout are not only internal reasons, but also external environment reasons. For example, social support can alleviate job burnout by buffering the pressure of family interpersonal factors, student factors and self-development (Yan Fangfang, 2014). Social support refers to the emotional experience that an individual understands and experiences in the social environment, is understood, respected and supported by others around him, and the satisfaction degree with the support of others (Xiao Shuiyuan, 1994). It may play a mediating role in job burnout and professional identity.

Therefore, this study will explore the influence of college teachers' professional identity on job burnout, and social support between the intermediary effect, in order to improve the effectiveness of teaching management, further promote and improve the university teaching management system, strengthen education teaching environment, to better prevent college teachers job burnout provide psychological basis.

1.2 Study Purpose

Teacher burnout is a common situation in today's society (Zeng Lingjuan, Wu Xinchun, 2003). In previous studies, there are many factors affecting teacher burnout. When burnout occurs and gradually deteriorates, the relationship between teachers and students is very easy to affect, and leads to negative results in students' academic performance and behavior (Wentzel, 2010). Therefore, how to improve the work quality of college education, and then make China's higher education to a higher level, has become an urgent problem to be solved in today's society. According to the above research background and purpose, we explore the intermediary role of college teachers between their professional identity and burnout, and propose the purpose of this study as follows:

- A. To explore the differences in professional identity, job burnout and social support among college teachers with different variable backgrounds (gender and age);
- B. Discuss the current situation of professional identity, job burnout and social support;
- C. To explore the influence of college teachers' professional identity on job burnout;
- D. To explore the influence of university teachers' professional identity on social support;
- E. To explore the influence of social support on job burnout;
- F. To explore the mediating role of college teachers between their professional identity and burnout.

1.3 Study Significance

Professional identity is an important basic factor for educational development and the core of the whole teacher profession, which reflects the common needs of teachers. However, at present, college teachers generally have low professional identity, and their job burnout and turnover rate are high (Lu Chunli, 2020). Study the influence of university teachers' professional identity on job burnout and the intermediary role of social support, can improve the effectiveness of teaching management work, further promote and improve the system of teaching management in colleges and universities, strengthen the education teaching environment, to better prevent college teachers' job burnout provide psychological basis, build physical and mental health of college teachers team. Therefore, this study has a very important practical significance.

On the other hand, although many scholars have studied the relationship between the two variables, such as professional identity negative affects burnout (Lu Chunli, 2020); professional identity positive affects social support (Li Dongbin, 2021), and social support negative influences burnout (Zhou Yushi et al., 2019). However, there is only one paper on professional identity as an independent variable, job burnout as a dependent variable, and social support as an intermediary variable (Li Xu, 2018), and the research object is preschool teachers. The results of this paper will help to explore the correlation and influence mechanism between professional identity, job burnout and social support, and provide a solid theoretical basis for helping college teachers to improve their professional identity and reduce job burnout.

1.4 Research and Innovation

On the job burnout of university teachers, academic studies, but mostly based on theoretical elaboration, few data confirm that the impact of individual, organizational and environmental factors on job burnout in this group needs to be further explored (Lu Chunli, 2020). In previous studies, there are only a few articles on social support for teachers as research subjects. There is only one paper on the three variables of professional identity, burnout and social support on the variable relationship of preschool teachers (Li Xu, 2018). In view of the lack of literature on professional identity, burnout and social support, this study takes university teachers as research objects, so this study is innovative in research relationships and research objects.

2. A Comprehensive Literature Review

2.1 Theoretical basis

2.1.1 Social identity theory

Professional identity is the process of personal psychological socialization. The study of professional identity of university teachers cannot be separated from the guidance of social psychology theories such as social identity theory.

Tajfel (1982) pointed out that social identity is an individual's recognition that he (or she) belongs to a specific social group, and also recognizes the emotional and value significance brought to him as a group member. Social identity theory that individuals through social classification of their own group identity and produce group preferences and group bias, individuals by realizing or maintain positive social identity to improve self-esteem, this positive self-esteem from the favorable comparison, and related groups of other groups, and in seeking of positive social identity and self-esteem experience the differences between different groups (Chen Yongyong, 2015).

2.2 Professional identity

2.2.1 Definition of professional identity

The concept of professional identity was first developed from the "self-identity" (Ego Identity) theory of Erikson (1956), which refers to the core degree of the occupation in the individual identity. In other words, it is the degree to which the individual defines himself by the occupation. Beijaard (1995) found that professional identity is dynamic and will change over time through relevant people, events and experiences. At the same time, professional identity can also be characterized through the relevant characteristics of the occupation. In addition, Ashforth (1992) believes that individuals in organizations have multiple and complex group characteristics, such as the entity identified by the individual may be a work unit or subsidiary, but it may also be an organization or professional group.

In the field of teaching and teacher education, there are also great differences in the definition of teachers' professional identity. Some scholars have defined the professional identity of teachers from a dynamic perspective (Cole, 1994). Wei Shuhua (2005) believes that the professional identity of teachers is both a process and a state, the process in which individual teachers gradually develop from their own experience and confirm their teacher role; the state is the recognition of individual teachers with their own teacher profession.

Based on the domestic and foreign research conclusions and fully considering the usage of the concept of teacher professional identity in China, this study adopts the overview of Wei Shuhua (2005), which refers to both a process and the process of gradually developing from their own experience and confirming the role of a teacher.

2.2.2 Influencing Factors of Professional Identity

In terms of the research on the factors affecting professional identity, the researchers found that some individual characteristics, especially some demographic variables, such as gender, age and other factors, had significant differences in teachers' professional identity (Vermunt, 2000). Verloop (2000) found a significant influence of gender differences on the identity of occupation identity and occupation type. The study by Wen Yanhong (2009) found that the professional identity level of teachers of different ages, professional titles and salary levels varies greatly.

Based on this, the theoretical hypothesis is H1a: there are significant differences in professional identity of college teachers with different background variables (gender and age).

2.2.3 Dimension of Professional Identity

Regarding the dimensional composition of professional identity, there are many views of professional identity from a psychometric perspective. Blau (1988) put forward the single-dimensional view of professional identity based on the attitude theory. He believes that professional identity is the psychological composition of a single element, and the understanding of professional identity focuses on professional emotion, that is, the desire and liking to stay in the current career. Li Yinyin (2017) believes that, starting from the role of university teachers, we should understand the status quo of university teachers' professional identity from the four dimensions of material identity, emotional identity, development identity and role identity, highlighting the characteristics of individual interaction with professional identity and the outside world.

The most appropriate one for the subjects of this study is Li Yinyin (2017)'s four-dimensional theory, which are material identity, emotional identity, development identity and role identity.

2.3 Job Burnout

2.3.1 Definition of Job Burnout

Job burnout was first proposed by Freudenberger (1974), which refers to the phenomenon of physical and mental fatigue due to work reasons. His views have been discussed by many researchers. Among them, Maslach and Jackson (1981) has made a lot of research on this, and they believe that job burnout is a psychological problem, that is, a bad behavior reaction formed in the industry that needs repetition and high pressure for a long time. In addition, Maslach and Jackson (1981) creatively put forward the three core elements of job burnout: (1) emotional failure, that is, the individual cannot bear the pressure at work, loses the enthusiasm, and the emotional emotion is in an extremely low state; (2) the sense of professional achievement is low, that is, the evaluation of the value and significance of the work and the pleasure and value;

(3) dehumanization, which is the attitude of the individual towards others, treating the service object with a negative and numb attitude in the work.

Comprehensive the above literature we know, burnout is a more complex psychological state, considering the different scholars to its interpretation have certain differences, this paper adopts the concept of Maslach and Jackson (1981) the definition of job burnout: burnout is a kind of psychological problems, namely long need to repeat, high pressure industry formed a kind of bad behavior reaction.

2.3.2 Job Burnout of Teachers

Freuden (1974) transplanted job burnout from the concept of psychology to the field of education, causing the research boom of teacher job burnout. Luo Zhihui (2008) pointed out through research that the profession of teachers has its particularity. Compared with other professions, the teacher profession is more stressful. Teachers can directly affect the burnout state of teachers' profession in terms of personality, mental health and their own feelings. Cao Mingqi (2007) conducted a study on teacher burnout from the psychological perspective, pointing out that the high burnout of teachers will greatly affect teachers' work, and the low performance at work will directly affect the close unity relationship between teachers and students, and the interpersonal relationship between teachers with high burnout is cold. Zhang Junyou (2003) studied the impact of teacher burnout on education, and concluded that teachers with high sense of job burnout directly affect their teaching ability and level, and poor work experience, the relationship between teachers and students, and the learning efficiency and effect of students in class.

2.3.3 Factors Affecting Job Burnout

Xue Wenping (2004) explored the negative effects of teachers' job burnout from the perspective of psychology. Teachers' job burnout in work not only directly leads to the unsatisfactory classroom teaching effect, causes the disharmonious relationship between teachers and students, but also causes great damage to their body and mind. Zhao Yufang and Bi Zhongzeng (2003) found that teachers' professional titles affect their work enthusiasm, and they experience a low sense of achievement in work, which has a great impact on job burnout.

To sum up, job burnout is widespread in Chinese teachers, and job burnout has different negative effects on career, professional growth, work status, physical and mental health. Teacher job burnout will also produce different research results due to the different regions, different genders and different professional titles of the selected samples, and the research results are quite different.

Based on this, the theoretical hypothesis is that H1b: there are significant differences in job burnout among college teachers with different background variables (gender and age).

2.3.4 Dimensions and Measures of Burnout

As for the dimension division method of occupational burnout, the most representative one is the MBI scale designed by Maslach, Jackson and Leiter (1996), which divides occupational burnout into three dimensions: emotional failure, deindividuation and low achievement. In the three dimensions, emotional failure is the core dimension.

The BM scale developed by Pines & Aronson (1988) refers to the burnout Questionnaire (Burnout Measure for BM), which is a popular job burnout scale after MBI and contains 21 items. Pines and Aronson (1988) believes that burnout can be produced in any occupation and any population, so the design of BM questionnaire project is not specific to a specific

occupational group. The use scope of BM questionnaire is not limited to the occupation of dealing with people, and the meaning of the project is very broad. Wang Weijie (2010) revised the scale on the basis of MBI, adding a dimension to the original three dimensions, which is divided into four dimensions: emotional failure, depersonalization, low sense of achievement and organizational depersonalization. The Cronbach's α of this scale is 0.910, which has good reliability.

The research on teacher burnout in China is in the exploratory stage, and the theories are the research of primary and secondary school teachers, and the research scale of university teachers is less authoritative, adaptable and reliable, which can be used in practical research. In this study, the scale revised by Wang Weijie (2010) on the basis of MBI, is more aimed at the special group of university teachers.

2.4 Social Support

2.4.1 Definition of Social Support

Due to the different focus and concerns in different research fields, the concept of social support is also diversified. Social support refers to the material and spiritual and emotional support in the relationship network of individual survival, which makes people feel valued as loved and protected (Cobb, 1976). Cohen and Wills (1985) believes that when an individual faces stress, social support can help an individual relieve stress and reduce the stress response.

According to Xiao Shuiyuan (1994), social support refers to the emotional experience that individuals understand and experience in the social environment, and are understood, respected and supported by others around them, as well as the degree of satisfaction with the support of others. Everyone's use of social support is different, although some individuals get support, but it is difficult to feel the support of others. Although different scholars have different views on the concept of social support, most people agree that social support is the material and spiritual support obtained by individuals from their social relations, and these support can help individuals cope with the bad environment, improve self-efficacy and social adaptability.

In conclusion, this study concluded that social support refers to an emotional experience that individuals subjectively perceive the understanding, care and support from the outside world. Therefore, the definition of Xiao Shuiyuan (1994) is selected, that is, social support refers to the emotional experience that individuals understand and personally experience in the social environment, are understood, respected and supported by others around them, and the satisfaction with the support of others.

2.4.2 Influencing Factors of Social Support

Zhao Lijun (2007) mentioned in her study that most teachers in China receive a high level of social support, among which individual factors such as personality, marital status and the presence of children have a significant impact on social support. Teacher is a fine and complex work, teachers will often feel tired and anxiety in the work, if the teachers get social support is higher, will make their anxiety effectively alleviate, so that the teachers' mental health keep a healthy level, higher efficiency in teaching activities, the effect is better (Mao Yanmei, 2010).

Based on this, the theoretical hypothesis is that H1c: there are significant differences in social support among college teachers with different variable backgrounds (gender and age).

2.4.3 Dimensionality and Measurement of Social Support

Social support is measured in a variety of ways, including assessing the availability of support, as well as examining structural factors such as social relationships or social integration. Understanding social support can be measured as a whole structure or as different support subtypes (e. g., emotional, tools) (Uchino, 2010). In the current study, social support was measured by the social support scale (Perceived Social Scale, PSSS) of Zimet, Dahlem, Zimet, & Farley (1988), which focuses on the social support scale focusing on individual self-understanding and self-perception. Zimet et al.(1988) With the method of factor analysis, the social support scale is divided into three dimensions: family support for individuals, friends' support for individuals and individual support for other social group members for themselves.

Most Chinese psychological researchers also use this scale, among which the most representative localization study is Jiang Qianyuan (2001) will Zimet et al.(1988) The PSSS questionnaire was translated and revised to measure the individual's subjective experience and understanding of social support. The present study used the Zimet et al.(1988), revised by Jiang Qianyuan (2001). The Chinese version of the scale has high reliability and validity (Zhao, Kong, & Wang, 2013), so it is very suitable for Chinese scholars to measure the social support degree of individuals.

2.5 Discussion of the Relationship Between the Variables

2.5.1 Discussion on the Relationship Between Professional Identity and Job Burnout

Gaziel (1995) studied the relationship between professional identity and job burnout, and concluded that teachers' professional identity is negatively correlated with burnout; the higher the professional identity, the lower the degree of burnout; the lower the professional identity, the higher the degree of burnout; and proposed a series of methods to improve vocational training and career planning. Fan Caiping et al. (2018) used the questionnaire survey method, took 268 teachers from newly established undergraduate universities as the survey object, and found that professional awareness negatively predicted job burnout. Lu Chunli (2020) conducted a survey of 483 teaching managers, and the results showed that the professional identity of teaching managers in colleges and universities significantly negatively predicted job burnout.

In conclusion, teachers' professional identity has a significant impact on job burnout, with a negative correlation, and the higher the degree of professional identity, the lower the level of job burnout feeling. The research hypothesis H2: Professional identity of university teachers has a significant negative impact on job burnout.

2.5.2 Discussion on the Relationship Between Professional Identity and Social Support

The correlation between professional identity and social support can be supported by many previous studies. As in the study of Moore (2006), professional identity is constructed by individuals through the interaction with the environment, is the cognitive result of the current meaning of the individual and the profession, and is the individual's psychological identity to the teacher profession. Of course, this correlation may also be due to the professional identity of the teachers affecting the individual understanding of social support. In fact, personal positive psychology is extensive, that is to say, personal identity occupation is a positive psychological expression, and this positive psychology widely puts personal interpersonal perception is often positive (Yu Songhua, Chen Jie, Wang Jiaoyan, 2009). Li Dongbin (2021) took rural teachers as the research object and found that professional identity can significantly and positively predict the social support of rural teachers.

To sum up, the professional identity of teachers is an important factor affecting social support. Therefore, the research hypothesis H3: the professional identity of university teachers has a significant positive impact on social support.

2.5.3 Discussion on the relationship between social support and job burnout

A large number of studies have proved that social support is significantly associated with job burnout. The more perfect the social support system, the healthier the physical and mental teachers, and the less job burnout. Most scholars study the influence of the sources of social support on teacher burnout, and believe that different sources of social support have different effects on teacher burnout.

Maslach & Jackson (1986) more agrees that the support of leaders is more conducive to alleviating the burnout of teachers than the support of colleagues and others. High social support from colleagues is related to low exhaustion of teachers, and plays a greater buffer role between the exhaustion of teachers than social support from family and friends. This view is supported by Haddad & Etsion (1988), who all regard support from leaders or superiors as important factors affecting teacher burnout, and play a significant adjustment role between role conflict and burnout.

Wang Fang and Xu Yan (2004), Guo Zhichun (2003), Zheng Meijuan (2010), Cui Lai (2000), Song Zhongying (2007) agreed that support from leaders and superiors has a significant impact on teacher burnout. Meanwhile, Wang Fang and Xu Yan (2004) also emphasized the importance of student support and emotional support; Tan Jinxiu and Wang Bo (2018) found that social support and self-compassion can not only directly negatively predict teachers' burnout, but also indirectly predict burnout by affecting their self-compassion level.

Summarize many scholars on the relationship between social support and teacher burnout research, not to social support and burnout relationship make consistent conclusion, but most agree with social support for teachers burnout relief, based on this research hypothesis H4: university teachers social support has significant negative impact on job burnout.

2.5.4 Mediating role of social support in professional identity and job burnout

Li Xu (2018) conducted a randomly selected survey of 10 kindergartens in Shijiazhuang, and 156 questionnaires were collected, exploring the relationship between professional identity, social support and job burnout. There was a significant positive correlation between preschool teachers' professional identity and social support, and preschool teachers' professional identity and social support had obvious negative prediction effect on job burnout, and the interpretation rate was 43%; the family support and other dimensions of social support had a significant intermediary role between professional identity and job burnout.

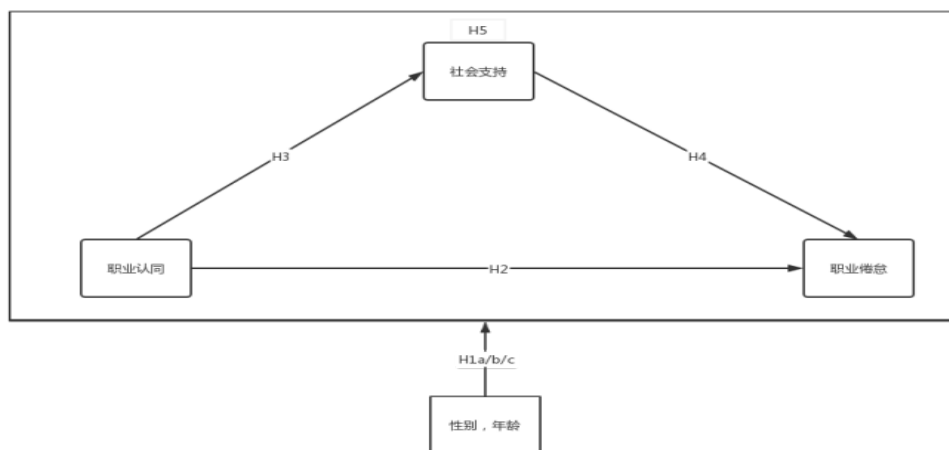
In conclusion, the research hypothesis of this paper is that H5: the social support of university teachers has a significant mediating role between professional identity and job burnout.

3. Methodology

3.1 Research framework

Based on the above theoretical derivation and research hypotheses, the following research framework model is proposed, as shown in Figure 3.1:

Figure 3.1
research framework



Through combing through the previous relevant literature, this paper proposes the following research hypotheses:

H1a: There are significant differences in the professional identity of college teachers with different background variables (gender, age).

H1b: There were significant differences in job burnout among college teachers with different background variables (gender, age).

H1c: There are significant differences in social support among college teachers with different variable backgrounds (gender, age).

H2. Explore the influence of college teachers' professional identity on job burnout;

H3. Explore the influence of college teachers' professional identity on social support;

H4. Explore the impact of social support of college teachers on job burnout;

H5. Explore the intermediary role of college teachers between their professional identity and burnout.

3.2 Study subjects

Yinchuan belongs to China's economic underdeveloped areas teachers salary is lower, and the speed of teachers' salary growth than the speed of currency devaluation, make college teachers lose confidence in work, part teachers also social part-time and business activities, which will lead to the decline of teaching quality (Wang Sa, zhang ning, 2011). The study by Gu Jia (2018) found that college teachers in Ningxia Province under Yinchuan have certain job burnout. In the long run, this will certainly affect the normal education and teaching. Therefore, this study attempts to find the precursor variables of university teacher burnout in Yinchuan to prevent and alleviate it to a certain extent.

This study will select Yinchuan two university teachers as a research object, in order to make the questionnaire distribution and recycling more smoothly, improve the efficiency of collection, select the test school personnel staff cooperate and help contact departments teachers, test use their spare time in QQ, nailing, WeChat work group issued online questionnaires. The following is the introduction of the relevant schools:

School A directly belongs to the State Ethnic Affairs Commission, which is A comprehensive institution of higher learning for ethnic groups. It is also the only university established in the ethnic autonomous region.

School B is a university jointly established by the Ministry of Education and the People's Government of Ningxia Hui Autonomous Region, a university of the national "first-class discipline", and a key university of the national "Project 211".

3.2.1 Study method and sampling method

The present study was conducted using the questionnaire survey method. Moreover, compared with other research methods, the questionnaire survey method is more purposeful and more standardized. It can test a large number of respondents at the same time, and a large number of research materials can be collected in a short period of time (Lu Zhikun, 1993). In the informed consent section of this research ethics, the relevant investigator must obtain the consent of the research subject to make a voluntary decision on whether to participate and whether to withdraw during the study without coercion, improper pressure and external induction. The investigator provided information and the participant was fully informed and fully voluntary. The questionnaire was completely anonymized and the data obtained were used for academic research only, following the "informed consent section" in research ethics.

This study distributed questionnaires by convenience sampling. In this paper, according to the views of Tinsley and Tinsley (1987), the number of formal questionnaires should be added with the number of items, and the ratio of the number of items to the number of samples should be between 1:5 or 1:10. There are a total of 46 questions in this paper, with 1:10 of the number of samples and the reference ratio of this paper. Therefore, at least 460 valid samples are needed. Considering that some questionnaires may be invalid, a total of 480 research questionnaires are issued in this paper. The data required for the research are all from the questionnaire survey. The distribution and collection method is mainly through the QQ, nail and WeChat working groups of the test schools to conduct data collection.

3.3 Research Tools

Professional identity questionnaire in this study is a domestic scholar Li Yinyin (2017) on the basis of the existing questionnaire from the professional identity research questionnaire, using Likert 5 scoring method, a total of 12 questions, highlighting the characteristics of the individual with the outside interaction, more fit professional connotation of identity requirements, and more in line with the needs of this study, thus choose the questionnaire as a basic questionnaire.

The teacher burnout scale used in this study was taken from the scale compiled by Wang Weijie (2010). It is divided into four dimensions: emotional exhaustion, depersonalization, low achievement, and organizational depersonalization. The scale contains twenty items and was scored using Likert 5 points, with higher scores obtained indicating higher levels of burnout, lower scores and lower burnout.

The Social Understanding Support Scale used in this study was provided by Zimet et al.(1988), compiled and revised by Jiang Qianyuan (2001), is a social support scale that emphasizes individual self-understanding and self-feeling. A total of 12 questions, and the overall degree of social support is expressed by the total score. The reliability coefficient of the scale is 0.88, and the test-retest reliability is 0.85 (Wu Haowei, 2019).

4. Data analysis

4.1 Data collection

In this study, Harman univariate test was used and nine factors with feature root greater than 1. The interpretation rate of the first factor was 28.10%, less than the critical value of 40% (Podsakoff et al., 2003), indicating that there is no significant common methodological bias in this study.

In this study, 480 questionnaires were distributed, of which 467 valid sample data were recovered. The background variables included gender and grade. From gender, 208 male teachers and 259 female teachers, 30 teachers under 25,124 teachers aged 26-35,154 teachers aged 36-45,125 teachers aged 46-55, and 34 teachers over 55.

Table 4.1
Basic information of formal respondents (n=467)

metric	class	Example number	percentage (%)
sex	man	208	44.4%
	woman	259	55.6%
age	Under 25	30	6.6%
	26-35 Years old	124	26.4%
	36-45 Years old	154	33.1%
	46-55	125	26.6%
	More than 55	34	7.3%

4.2 Descriptive statistics of each variable

In terms of professional identity, the study used the mean score size. The higher the professional identity score, the higher the ability of teachers in professional identity, and the median score was 3. The average score of the professional identity of college teachers is 3.654, which is slightly higher than the median score of 3 points, thus indicating that the professional identity of college teachers is at a medium and high level.

In terms of burnout, this study take the mean score size control description, the higher the burnout score, the higher the ability of teachers in burnout, after the statistical results of college teachers burnout averaged 2.162, slightly lower than the median 3 points, so that college teachers burnout in a low level.

In terms of social support, this study take the average score size control description, the higher the social support score, the teachers in social support shows the higher the ability, after the statistical results of college teachers social support averaged 3.490, with the median 3 points slightly higher, so college teachers' social support in a high level.

Table 4.2
Descriptive Statistical Analysis Analysis (n=467)

variable	average value	standard deviations
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career identity	3.654	1.093
job burnout	2.162	1.079
social support	3.490	1.163

4.3 Difference analysis

In order to understand whether different demographic variables had significant differences in occupational identity, burnout, and social support, independent sample t-test and ANOVA single-factor variation test were performed using sex and age as factors.

4.3.1 Difference analysis by different genders

In terms of professional identity, in order to understand the differences in different dimensions, independent sample t-test was carried out. According to the mean score results, both men and women are at high levels in terms of material identity, $t = -1.321$, $p > 0.05$, so there is no significant difference in gender of material identity dimension, both men and women in terms of emotional identity, and $t = -1.181$, $p > 0.05$, not significant, so there is no significant difference in emotional identity dimension by gender; male and female scores, $t = -1.259$, $p > 0.05$, no significant difference in developmental identity dimension, gender and high level, $t = -1.868$, $p > 0.05$, there is no significant difference in role identity dimension by gender.

Table 4.3

Analysis of differences in gender (n=467)

Detection variable	sex		t	p
	Male (208)	female (259)		
	M ± SD	M ± SD		
Material identity	3.53 ± 1.393	3.70 ± 1.340	-1.321	.187
Emotional identity	3.74 ± 1.331	3.76 ± 1.330	-1.181	.857
Development identity	3.51 ± 1.448	3.66 ± 1.071	-1.259	.209
Role identity	3.52 ± 1.086	3.72 ± 1.204	-1.868	.062

In terms of job burnout, in order to understand the differences of college teachers in different dimensions, an independent sample t-test was conducted. According to the mean score results, both men and women have high levels of emotional exhaustion, for the difference in emotional exhaustion dimension $t = 0.523$, $p > 0.05$, quiet, Therefore, there is no significant difference in emotional exhaustion dimension; Both male and female are at high levels, For $t = 2.380$, $p < 0.05$, Up to a significant, Thus the depersonified dimension varies significantly in gender, Boys are higher than girls; Low sense of achievement in both men and women at a high level, For the low accomplishment dimension difference $t = 3.098$, $p < 0.05$, Up to a significant, Thus the low accomplishment dimension is significantly differences in gender, Boys are higher than girls; Male and female levels are high in organizational depersonalization, For organizational

depersonalization of dimension differences $t=.669$, $p> 0.05$, was not significant, so that the tissue depersonalization dimension was not significantly different by sex.

Table 4.4
Analysis of gender in burnout (n =467)

Detection variable	sex		t	p
	Male (208)	female (259)		
	M±SD	M±SD		
emotional exhaustion	2.32±1.167	2.26±1.280	.523	.601
Depersonalization	2.38±1.403	2.09±1.152	2.380	.018
Low sense of achievement	2.36±1.394	1.98±1.198	3.098	.002
Organization depersonalization	2.34±1.339	2.26±1.224	.669	.504

In terms of social support, in order to understand the differences between teachers in different support, independent sample t-test was conducted. According to the mean score results, both men and women in family support are at high level, $t= -1.749$, $p> 0.05$, so there is no significant difference in family support dimension in gender; both men and women in friend support, $t= -1.460$, $p> 0.05$, and no significant difference in friend support dimension; both men and women in other support $t. = -.500$, $p> 0.05$, was not significant, thus the other dimensions of support were not significantly different in sex.

Table 4.5
Analysis of differences in social support by gender (n =467)

Detection variable	sex		t	p
	Male (208)	female (259)		
	M±SD	M±SD		
Family support	3.33±1.160	3.52±1.196	-1.749	.081
Friends support	3.52±1.181	3.68±1.139	-1.460	.145
Other support	3.68±1.404	3.74±1.200	-.500	.618

4.4.2 Difference analysis of different ages

In terms of professional identity, in order to understand the differences in professional identity and different dimensions, one-way variance test (ANOVA) was conducted, and post-hoc multiple comparisons were made using Scheffe method. According to the statistical results, there are significant differences in professional identity among college teachers of different ages. Post-hoc examination showed that college teachers aged 36-45 are significantly younger than other teachers of all ages; there is no statistical difference in age between material, emotional, and development identification

Table 4.6
Professional identity and the difference analysis of various dimensions in grade

Detection variable	Under 25	26-35	36-45	46-55	More than 55	F	Scheff e
	M±SD	Years old M±SD	Years old M±SD	M±SD	M±SD		

Material identity	3.67± 1.386	3.59± 1.327	3.5± 1.356	3.59± 1.409	3.87± 1.361	.557	-
Emotional identity	3.81± 1.331	3.69± 1.342	3.56± 1.401	3.85± 1.226	3.92± 1.244	.748	-
Development identity	3.61± 1.222	3.56± 1.309	3.37± 1.33	3.92± 1.133	3.77± 1.012	1.529	-
Role identity	3.72± 1.159	3.6± 1.157	3.4± 1.143	3.67± 1.155	4.08± 1.085	2.902 *	、 2、 4、 5>3

Note: *** p < 0.001, ** p < 0.01, and * p < 0.05

In terms of job burnout, in order to understand the differences between job burnout and different dimensions of college teachers of different ages, one-way variance test (ANOVA) was conducted, and post-hoc multiple comparisons were conducted using Scheffe method. The analysis results are shown in the table. According to the statistical results, there are no statistically significant differences in the cognitive dimensions, interpersonal promotion dimensions, communication dimensions and self-management dimensions of job burnout.

Table 4.7

Professional identity and the difference analysis of various dimensions in grade

Detection variable	Under 25 M±SD	26-35 Years old M±SD	36-45 Years old M±SD	46-55 Years old M±SD	Over 55 years old M±SD	F	Scheff e
Learning cognition	2.24±1.22 1	2.28±1.27 9	2.46±1.27 6	2.15±1.13 6	2.26±1.186	.571	-
Interpersonal promotion	2.19±1.23 3	2.25±1.33 8	2.33±1.44 7	2.05±1.05	2.13±1.08	.419	-
communicate	2.1±1.296	2.19±1.29 3	2.26±1.33 3	2.15±1.36 8	1.95±1.191	.448	-
self-managem ent	2.31±1.28 2	2.29±1.26 7	2.36±1.24 8	2.26±1.22 9	2.1±1.373	.285	-

Note: *** p < 0.001, ** p < 0.01, and * p < 0.05

In terms of social support, in order to understand the differences in social support and dimensions of college teachers of different ages, one-way variance test (ANOVA) was conducted, and post-hoc multiple comparisons were conducted using Scheffe method. The analysis results are shown in the table. According to the statistical results, there is no statistically significant difference between college teachers of different ages in the three dimensions of family support, friend support and other dimensions of social support.

Table 4.8

Social support and differences in grade

	Under 25	26-35 Years old	36-45 Years old	46-55	More than 55	F	Scheff e
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Detectio n variable	M±SD	M±SD	M±SD	M±SD	M±SD		
Family support	3.47±1.18 8	3.37±1.19 3	3.53±1.09	3.05±1.21 3	3.74±1.22 9	1.94 9	-
Friends support	3.66±1.15 5	3.56±1.14 8	3.5±1.148	3.59±1.16 3	3.77±1.24 5	.515	-
Other support	3.73±1.28 5	3.72±1.31 2	3.77±1.28 9	3.44±1.33 4	3.79±1.21 8	.531	-

Note: *** p < 0.001, ** p < 0.01, and * p < 0.05

4.5 Correlation analysis

To understand the correlation between teachers' professional identity, burnout, and social support, the present study was used to test among the three associations by using Pearson correlation analysis. The results are shown in the table below, and the results show that professional identity and burnout are negatively related with a correlation coefficient of -0.779 , $p < .001$; Professional identity and social support are positively related, and the correlation coefficient is 0.770 , $p < .001$; Social support and burnout were negatively associated with a correlation coefficient of -0.779 , $p < .001$;

Table 4.9

Table of correlation analysis

variable	career identity	social support	job burnout
career identity	1		
social support	.770***	1	
job burnout	-.779***	-.652***	1

pour:***p<.001

4.6 Regression analysis

This study will conduct regression analysis on social support, professional identity, and burnout ability to explore the predictive effect of professional identity, social support, and the mediating role of social support on professional burnout. For intermediary effect of inspection, according to Wen Zhonglin and Ye Baojuan (2014) proposed the mediation effect meet the conditions, first, the variable has significant prediction effect of variable, secondly, the variable of the intermediary variable has significant prediction effect, third, when the variable and mediation variable into the regression model, the prediction effect of significant, the variable prediction effect, is part of the variable of the mediation, the prediction effect disappear, is completely mediation.

The results of the regression analysis are shown in the following figure. The results show that in Model 1, the β value of professional identity to burnout is -0.79 and the t value is -26.834 , which is less significant than that 0.001 , achieve significant, so it can show that professional identity can negatively affect the burnout, namely the higher the teacher professional identity, the lower

the burnout, the lower the professional identity, the higher burnout, so this study assumes H2, teachers' professional identity can have a negative significant effect on job burnout..7

In Model 2, social support for burnout β value was-.652, with a t-value of-18.565, less significant than.001, achieve significant, so it can indicate that social support can negatively affect job burnout, that is, the higher the social support of teachers, the lower the job burnout, and conversely, the lower the social support of teachers, the higher the job burnout. Therefore, this study assumes that H4 is established, and the social support of teachers has a negative impact on job burnout.

In Model 3, the β value of social support is.770, with a t-value of 26.044, which is less significant than.001, achieve significant, therefore can show that professional identity can positively influence social support, the higher the teacher professional identity, the higher the social support, and the lower the teacher professional identity, the lower the social support, so this study assumes H3, teachers' professional identity can have a positive significant impact on social support.

In Model 4, professional identity for burnout β value is-.681, with a t-value of-15.062 and less significant than.001, reached significant, social support for burnout β value of-.128, with a t-value of-2.830, which is less significant than.001, achieve significant, and compared with Model 1 professional identity on job burnout β value, Model 4 professional identity for job burnout β absolute value decreased significantly, so can show that social support between professional identity and job burnout, therefore can explain this study assumes that H5, namely teachers' social support in a partial intermediary role in the influence of professional identity on job burnout.

Table 4.10
Regression analysis and mediation effect test table

variable	Model 1		Model 2		Model 3		Model 4	
	job burnout		job burnout		social support		job burnout	
	β	t	β	t	β	t	β	t
career identity	-.779	- 26.834***			.770	26.044***	-.681	- 15.062***
social support			-.652	- 18.565***			-.128	-2.830***
R ²	.608		.426		.478		.614	
AdjR ²	.607		.424		.477		.613	
F	720.070***		334.654***		483.156***		369.466***	

Note 1: * * * p <.001

Note 2: β is the standardized regression coefficient

5. Conclusion and discussion

5.1 Discussion

5.1.1 The influence relationship between professional identity and job burnout

Professional identity can have a negative impact. Job burnout, that is, professional identity, the lower the burnout, and the lower the professional identity, the higher the burnout. This study is consistent with the results of Lu Huimin et al. (2019) and Zhou Xiaoyun et al. (2019). Professional identity affects the individual's basic work attitude, cognition and feelings towards the occupation (Deng et al., 2018). Individuals with high professional identity have a relatively clear understanding of their own work, accept the nature of the work itself, can adjust their expectations appropriately, have more positive professional values, and have a low level of job burnout.

5.1.2 The influence relationship between professional identity and social support

Professional identity can positively and significantly affect job burnout, that is, the higher the professional identity, the higher the social support they feel, while the lower the professional identity, the lower the social support. If teachers have more recognition of their work, they will invest more energy and effort in the work, have higher initiative, and will more actively create value in the work, so that they will get greater support from the surrounding environment.

5.1.3 The influence relationship between social support and job burnout

Social support can negatively affect job burnout, that is, the higher the social support, the lower the burnout, and the lower the social support, the higher the burnout. This study is consistent with the results of Yao Chong et al. (2021) and Liang Jie et al. (2022). The higher the social support of teachers, the higher they will get help and support from many aspects when they encounter difficulties in work or feel physical and mental vulnerability, so as to get out of the burnout period of work quickly, regain the happiness and satisfaction of work, and naturally feel low job burnout.

5.1.4 The role of social support in mediating the relationships between professional identity and job burnout

Social support in professional identity and job burnout between some intermediary role, this shows that in the influence of job burnout, professional identity has both direct effect, and may through social support has played an indirect effect, said teachers realize the social support for professional identity has a good role in promoting, also to a certain extent, reduce the job burnout. Intermediation shows that between professional identity and job burnout is not a simple one-to-one linear relationship, there may also be other factors, it also suggests that can improve the subjective support of college teachers to reduce their job burnout, to their professional identity and development is very helpful. The results of this study are consistent with those of Li Xu (2018).

5.2 Conclusion and recommendations

Social support is the various relationships between individuals living in social life and affecting the subjective and objective aspects of individuals. In social support, whether it is support from the government, leaders, colleagues, parents or support from students, teachers' sense of professional belonging and organization, and thus reduce job burnout (Li Xu 2018). This paper believes that the improvement of social support and establish a good educational atmosphere can start from the following points:

In most cases, the leader of the school is the maker and leader of the school resolution, while the teachers are still the executors and implementers, rarely involved in the management of the school. Therefore, effectively improving the school management system and building a comfortable campus environment will play an important role in reducing job burnout, enhancing professional identity and increasing the sense of responsibility.

Teachers should alleviate job burnout, promote professional identity, enhance the sense of responsibility and can not ignore the concern for self-cultivation. Individual teachers take the initiative to improve their self-cultivation, improve themselves, and constantly develop themselves, so they will find the significance of the profession to themselves, so as to identify and love the teaching profession from the bottom of their heart.

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The Relationship Between Self-Acceptance and Psychological Well-being of Chinese Students in Thailand: The Mediating Role of Academic Self-Efficacy

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Abstract

In this study, convenience sampling selected Chinese students from University A, the largest number of Chinese students in Thailand, as the subjects of the distribution of electronic questionnaires. A total of 521 valid samples were obtained using the study instruments including the Self-Acceptance Scale, Mental Health scales, and Academic Self-efficacy scales. The results are as follows: the self-acceptance, mental health and academic self-efficacy in gender, grade, self-acceptance has a significant positive effects of self-acceptance on mental health; academic self-efficacy plays a mediating role between self-acceptance and mental health.

Keywords: Chinese students studying in Thailand; Self-Acceptance; psychological aspects, Happiness, Self-Efficacy

1. Introduction

Thailand has become one of the countries with the most widespread attention among Chinese international students (Gu Hengyu, 2022). According to the latest statistics released by the Higher Education and Research Department of Thailand, the number of registered Chinese students in Thailand was 10,598 in 2018, 11,978 in 2019, 14,403 in 2020, 15,786 in 2021 and 21,419 in 2022. As can be seen from the data, the year by year increase, 5 years net increase of about doubled. China has become an exporter of a large number of students in Thailand (Shen Shuhan, Chen Yihua, 2017). Once international students are exposed to a new environment and the resulting "strangeness", the multiple challenges needed will gradually emerge (Nada & Araujo, 2018). In this environment, the psychological state of Chinese international students will change, which will affect their psychological happiness (Zheng Xue, 2005).

In the field of psychology research, "self" has always been an important concern of researchers (Yuan Kun et al., 2020). Self-acceptance, as a positive evaluation of the individual self-concept, is an important factor affecting mental health (Li Jianming, 2012). Ni Xinting (2012) discussed and analyzed the relationship between self-acceptance and psychological happiness from the self-awareness and emotional characteristics of middle school students, and achieved certain results. A study by Ruichen Jiang and Ang Lee (2020) found that self-acceptance levels had a predictive effect on mental health. Chen Yupei (2013) pointed out that self-acceptance of college students is the primary criterion of mental health. Previous studies in China have demonstrated the importance of self-acceptance, with differences in self-acceptance among students with different mental health levels (Gao Xiuzhe, 2009). On studies on self-acceptance and academic self-efficacy, Sun Xiaoliang and Zhang Zhuo (2019) believe that college students should be encouraged to know more about themselves in various ways to improve self-efficacy. Xia Shengxian (2015) studied the relationship between self-acceptance and general self-efficacy among rural students. According to his research results, when rural students have high self-acceptance, the corresponding self-efficacy increases, and self-acceptance plays a role in predicting self-efficacy.

Some scholars (Chen Yupei, 2016) conducted a questionnaire survey on 450 college students to explore the relationship between their academic self-efficacy and their psychological well-being in study. The results showed that academic self-efficacy factors were positively associated with the psychological happiness dimension of college students. It provides a theoretical reference for improving college students' psychological happiness in learning. Li Zhixian (2020) explored the relationship between teenagers' overall learning self-efficacy and their subjective well-being in learning, and academic self-efficacy can actively predict the level of teenagers' subjective well-being in learning. Gao Yuanyuan and Huang Xiting (2013) found that self-efficacy was significantly associated with happiness index in six areas. Self-acceptance, mental health and academic self-efficacy should be closely related, but few empirical studies on the relationship between them. The innovation of this study lies in exploring the relationship between self-acceptance, mental health, and academic self-efficacy. Is a problem worth studying by educators.

In conclusion, this paper combines the self-acceptance of Thai Chinese students to explore the mediation effect among academic self-efficacy.

With the breakthrough of academic self-efficacy, this paper discusses the relationship between Thai students' self-acceptance and psychological happiness, enriches the relationship between self-acceptance, psychological happiness and academic self-efficacy theory, provides a new direction for researchers, enriches the intermediary role of self-acceptance and psychological happiness of academic self-efficacy research framework, and provides reliable research conclusions, research and theoretical construction for Thai students.

Huang Yuheng (2020) and the aspects of function, nature, influencing factors and application implementation found that factors, such as well-being, attribution, social support and mental health, were significantly associated with self-efficacy. Xu Zhang (2020) found in his research that the mental health of college students, through the theme of psychological counseling and self-acceptance, the self-acceptance level of college students was significantly improved, so as to achieve the overall improvement of the mental health level of college students.

This study discusses the relationship between Thai Chinese students self-acceptance and psychological happiness, the academic self-efficacy mediation as the breakthrough point, enrich the relationship between self-acceptance, psychological self existence and academic self-efficacy theory, provides a new direction for researchers research, enrich the academic self-efficacy research self-acceptance and psychological happiness research framework, obtain reliable research conclusion, for relevant research and theory construction of Thailand.

2. Literature reviews

The concept of self-acceptance (self-acceptance) was first proposed by American psychologist Gordon Allport (1961), who defined self-acceptance as "his ability to evaluate his ideals, to correctly and objectively compare himself with others, to accept the opinions of others, and to actively correct himself". Unlike this view, Duhurst (1991) defined self-acceptance as unconscious confidence, that is, individuals can be unaffected by others' opinions, regardless of how others evaluate themselves. Goff (1956) believes that self-acceptance is a kind of attitude towards himself, and his ability and sense of value can be seen from his attitude towards himself. Ellis (1997) proposed the concept of unconditional self-acceptance, believing that self-acceptance is "a complete acceptance of oneself, whether its behavior is correct, reasonable, respected or recognized by others". Scholar Li Wen (2002) combines a different point of view, that is, self-acceptance is "an individual is willing to understand and face all his own characteristics, can unconditionally accept, can recognize their own objective existence, will

not be shaken by the reputation of others, will not blindly inferiority". I can correctly and compare my quality objectively, I can calmly accept my strengths and weaknesses, but not feel inferior because of some of my shortcomings (Feng Pan, 2016).

Although different scholars have different specific definitions of self-acceptance, they all believe that the realization of self-acceptance refers to the individual's recognition of themselves, which is an attitude of self-acceptance. Because of individual differences, different individuals have different self-acceptance abilities. Self-acceptance can affect psychological happiness to some extent.

Mental health refers to the perfect experience (Ryff & Keys, 1995). It is an integration of positive spiritual concepts, a close connection to individual potential, and a self-fulfilling happiness (Riediger, 2004). Psychological happiness is the realization of self-value and the formation of spiritual satisfaction in the process of social life. It is the emotional state that meets the individual needs and ideal of human beings. It is the interaction of psychological factors such as demand, cognition, emotion and external conditions to form a complex multi-level psychological state. Waterman et al. (2010) Happiness is divided into two kinds. One is the happiness shown by personality, that is, when a person wholeheartedly into activities, he will realize his own development potential, which helps to realize self-realization experience and self-pleasure. The other is the happiness of enjoyment, that is, one's own life experience or psychological needs are met.

Related researchers of psychological happiness Lyubomirsky et al.(1998) People who are happy and satisfied have more optimistic strategies and personalities: tend to construct life situations in a positive way: can anticipate the appropriate living environment for the future; feel able to control their income; have confidence in their abilities and skills, and be able to turn negative into positive, and think about self and self problems. Chinese scholar Zuo Bin et al. (2002) believe that psychological happiness has evolved from the theory of realization. Happiness is not only an emotional experience, but also the realization of individual potential, which should be assessed by objective standards.

Psychological sense of happiness is defined happiness is people in the process of social life feel the realization of self value and formation of a spiritual satisfaction, is meet the needs of human individuals and ideal of a kind of emotional state, it is by need, cognition, emotion and other psychological factors and external conditions interaction and form a complex multi-level psychological state. Currently, there are no accepted criteria for the definition and structure of psychological well-being.

The concept of self-efficacy (self-efficacy) was first presented in the paper by Bandura (1977), a comprehensive theory of self-efficacy for behavior change. Self-efficacy refers to the belief, judgment or self-perception to what extent they can complete behavioral activities before the behavioral manipulation.(Bandura, 1986) believe that individual self-efficacy varies in different domains, and that self-efficacy is related to specific domains.

Yan-ling liu (2012) in the research to self-acceptance questionnaire, academic efficacy questionnaire and comprehensive happiness questionnaire as measuring tools, in xinhe 466 primary and secondary school teachers as the research object of questionnaire survey and analysis, discusses the xinhe primary and secondary school teachers' self-acceptance, academic efficacy and comprehensive happiness status and the relationship between the three teachers in the study shows that self-acceptance directly affect the comprehensive happiness, and through the academic self-efficacy part of the intermediary effect on comprehensive happiness.

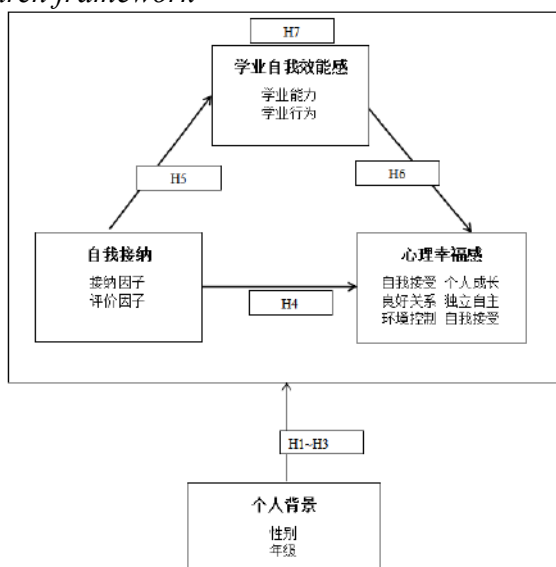
Weng Guifang (2018) found that the self-efficacy of high school students can directly affect the psychological flexibility of individuals, and then affect their subjective well-being. High self-efficacy is an indirect positive predictor of subjective well-being, which highlights the high self-efficacy and high psychological flexibility. Yang Qin (2012) research shows that self-efficacy and self-acceptance has close connection, to the individual mental health has important regulating effect to improve the students' subjective well-being has a very important role, so improve the level of college students' self-efficacy, self-acceptance, to improve their mental health has an important role (CAI too, 2012).

In conclusion, this study suggested that the academic self-efficacy between self-acceptance and psychological well-being

3. Method

3.1

Research framework



3.2 Subject Survey

This study analyzed the mediating effects of self-acceptance, psychological pleasure, and academic self-efficacy of Chinese students in Thailand. Chinese students from the University of Thailand, which is the largest number of Chinese students in Thailand. The reason for choosing this university is: as a business university based on Thailand and facing the world, the quality of education in Thailand has been awarded the "Higher Education Quality Certification Award" by the Ministry of Education. It is a university recommended by the Foreign Supervision Information network of the Ministry of Education, with the largest number of Chinese students in Thailand.

3.3 Test process

A questionnaire survey method was used in this study. Questionnaire is a very common method of data collection in psychology and education. The questionnaire method is highly purposeful, which can test a large number of respondents and collect a large number of research materials in a short period of time (Zhong Xiaoyu, 2021).

In this study, 521 Chinese international students were selected from the university. In order to make the questionnaire issued and collected smoothly and to make the questionnaire efficient, the subject school is willing to cooperate and help to contact, contact the counselors or teachers of the subject class, use the spare time in the classroom questionnaire, guide students to answer according to the teaching norms, and complete the questionnaire on the spot.

In terms of the number of pre-test subjects, the number of samples is based on the psychological happiness scale in the scale, and the principle is 3-5 times the number of questions (Zhu Yujun, Wang Xiangfeng, 2020). A total of 18 questions, 5 to 90 times, considering invalid questionnaires. Therefore, it is expected that 100 questionnaires will be issued during the pretest phase to test the letters and validity of the questionnaire. Gorsuch and Vanace (1983) suggested that the number of sample questions was at least five times the maximum number of formal questionnaire questions and over 100. In this study, 521 questionnaires were used as formal questionnaires. The data required for the study came from questionnaires, and the distribution and collection methods were mainly collected through questionnaire stars.

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3.4 Study tools

In this study, the self-acceptance questionnaire used a 4-level evaluation, namely very inconsistent, basically inconsistent, and basically consistent, with a score of 1 to 4. A higher score indicates a higher degree of consistency. "Academic self-efficacy" is measured by Likert (Likert scale) of 5 points, that is, completely inconsistent, basically inconsistent, uncertain, basically consistent, completely consistent, the score is 1 to 5 points, the higher the score, the higher the degree of compliance. The mental health scale uses a 6-point scale, with 1 to 6 representing scores from low to high. Higher scores indicate higher performance.

A. Self-acceptance scale

"Since the questionnaire" (SAQ) by cluster and high (1999), through orthogonal rotation + oblique rotation 20 Yangzhou professional master thesis subanalysis and statistical processing questionnaire to determine the acceptance and evaluation of two factors, the application of evaluation and measurement of self-acceptance characteristics, the questionnaire classification for four points, a total of 16 (8 per factor),

B. Mental Health Scale

The most widely used scale is the Ryff Mental well-being scale developed by Ryff (1989), revised in 1995 to be tested in a large sample of the US. Ryff (1995) Mental health scale has been widely used in foreign countries, and many researchers have analyzed and studied it to prove that it has good credit validity. This scale has good reliability, validity, and good internal consistency (Lin Chan, 2014). There are currently three versions of the Ryff (1995) Mental Health Scale. The longest item consists of 84 items (14 per scale), including Ryff (1 item (9 per scale), and is currently being used in the Wisconsin longitudinal study. Her colleagues at the University of Wisconsin Madison Institute on Aging used this study. The medium and long version is the shortest version, which is revised by Li (2004) and divided into six dimensions: autonomy, environmental control, personal growth, positive interpersonal relationships, life purpose and self-acceptance.

C. Academic self-efficacy scale

In this paper, using the academic self-efficacy scale of Liang Yusong and Zhou Zongkui (2000), the first 11 questions are the score of college students' academic ability, and the last 11 questions are the score of academic behavior self-efficacy,

4. Study results and analysis

In this study, the basic information of Chinese students in Thailand included gender and grade. In the valid sample (n=521), there were 269 boys, or 51.5%, and 252 girls, or 48.3%. In terms of grade, there are 206 bachelor's degree students, accounting for 39.5%, 157 master's degree students, accounting for 30.1%, and 158 students with doctoral degree, accounting for 30.3%. The results show that the ratio of Chinese male students in Thailand is basically the same, with the largest number of undergraduates. As shown in Table 4.1:

Table 4.1
Basic Data Table of the Study Questionnaire (n=521)

Statistical variables	classify	Sample number	(%)
sex	man	269	51.5
	woman	252	48.3
grade	Undergraduate course	206	39.5
	master	157	30.1
	doctor	158	30.3

Source: The collation of this study

4.2 Descriptive statistical analysis of the samples

This study analyzed self-acceptance, psychological self-existence and academic self-efficacy using mean and standard deviation in Thailand. The higher the score, the higher the level.

4.2.1 Descriptive statistical analysis of self-acceptance

In this study, the self-acceptance of Thai Chinese students was analyzed by the mean and standard deviation. Higher scores, that is, higher self-acceptance level of Thai Chinese students and lower scores, mean lower self-acceptance level. Since the self-acceptance scale used a 4-point score method, the theoretical median value was 2.5 points. As can be seen from Table 4.2, the self-acceptance rate of Thai Chinese students is 3.232 points, higher than the theoretical median value, indicating that the self-acceptance rate of Thai Chinese students is higher than the middle level. From the perspective of each dimension, the scores of the evaluation factors were slightly higher than the acceptance factors, and the average scores of the items were 3.232 and 3.231 points, respectively, indicating that the Thai self-acceptance of Chinese students was relatively balanced in each dimension. In this study, the skewness coefficient and kurtosis of self-acceptance are shown in Fig. According to Kline (2005), the skewness coefficient less than 3 and the kurtosis coefficient less than 10 can be considered as normal points, so that the self-accepting and each surface follows a normal distribution. As shown in Table 4.2 below:

Table 4.2
Descriptive Statistical Analysis of Self-Acceptance of Chinese Students in Thailand (n=521)

<i>M</i>	<i>sd</i>	deflection	kurtosis
----------	-----------	------------	----------

check and accept	3.232	0.763	-1.853	1.640
Accept yourself	3.231	0.771	-1.770	1.521
Assess yourself	3.232	0.776	-1.774	1.519

Source: The collation of this study

4.2.2 Descriptive statistical analysis of mental health

In this study, the psychological well-being of Chinese students in Thailand was analyzed using the mean and standard deviation. The higher the scores, the higher the level of psychological happiness of Chinese students studying in Thailand, and the lower the level of psychological happiness. As can be seen from Table 4.3, the psychological well-being of Chinese students in Thailand is 3.36, which is lower than the theoretical median value, indicating that the psychological well-being of Chinese students in Thailand is at a low level. From the perspective of each dimension, the highest score is the purpose of life purpose and positive correlation with others, the project is divided into 3.9 points, higher than the theoretical value, shows that Chinese Thai students life enthusiasm is higher, harmonious relationship with others, other dimensions for personal growth (3.118 points), environmental management (3.097 points), self-acceptance (3.071 points), autonomous (3.066 points). According to Kline (2005), the skewness coefficient is less than 3, and the kurtosis coefficient is less than 10 can be considered as a normal distribution, so that mental health and each structure follow a normal distribution.

Table 4.3

Descriptive Statistical Analysis of Mental Health of Chinese Students in Thailand (n=521)

	<i>M</i>	<i>sd</i>	deflection	kurtosis
Psychological happiness	3.360	0.246	0.705	0.403
self-acceptance	3.071	0.623	0.876	0.637
The purpose of life	3.902	0.576	-0.592	-0.012
environmental control	3.097	0.621	0.727	0.177
Positive relationships with others	3.908	0.558	-0.526	0.018
personal growth	3.118	0.625	0.814	0.426
write one's own ticket	3.066	0.633	0.777	0.288

Source: The collation of this study

4.2.3 Descriptive statistical analysis of academic self-efficacy

In this study, Chinese students in Thailand showed higher academic self-efficacy, with higher scores indicating higher academic self-efficacy and lower scores indicating lower academic self-efficacy. As can be seen from Table 4.4, the academic self-efficacy score of Chinese students in Thailand was 3.607 points, which was higher than the theoretical median value, indicating that the academic self-efficacy of Thai Chinese students was at a high level. The

skewness coefficient and kurtosis of academic self-efficacy are shown in Fig. According to the recommendation of Kline (2005), the skew coefficient less than 3 and the kurtosis coefficient less than 10 can be used as a normal distribution, so the academic self-efficacy follows a normal distribution.

Table 4.4
Descriptive Statistical Analysis of Academic Self-efficacy of Chinese Students in Thailand (n=521)

	<i>M</i>	<i>sd</i>	deflection	kurtosis
Academic self-efficacy	3.607	0.602	-1.760	1.511
academic competence	3.930	0.955	-1.798	1.552
Academic behavior	3.284	0.311	-0.759	0.272

Source: The collation of this study

4.5 Relevant analysis of self-acceptance, mental health, and academic self-efficacy

To understand the correlation between self-acceptance, mental health, and academic self-efficacy among Chinese students in Thailand, a Pearson correlation analysis was used to examine the correlation between the two. Correlation analysis and validation. As shown in the table, self-acceptance is positively correlated in mental health ($r=.532, p<.001$), that is, the higher the self-acceptance of college students, the higher their psychological well-being; the self-acceptance is positively correlated with academic self-efficacy ($r=.911, p<.001$), that is, the higher the self-acceptance degree of college students, the higher their academic self-efficacy; mental health is positively correlated with academic self-efficacy ($r=.544, p<.$), That is, the higher the psychological happiness of college students, the higher their academic self-efficacy sense. In his study, Wen Zhonglin (2012) pointed out that the mediation effect should be tested by the following three conditions: A. Independent variables and dependent variables; B. Independent variables with mediating variables; C. Dependent and mediating variables. Among the three variables of self-acceptance, mental health and academic self-efficacy, significant positive associations were found between each variable, satisfying the above three prerequisites. Thus, the mediating role of mental health between self-acceptance and self-efficacy of academic self-efficacy can be further explored.

Table 4.9
Correlation analysis of self-acceptance, mental health and academic self-efficacy

variable	Psychological happiness	check and accept	Academic efficacy	self-

Happiness in the heart	1		
check and accept	.730**	1	
Academic self-efficacy	.740**	.959**	1

pour:***p<.001,**p<.01,*p<.05

Source: The collation of this study

4.6 Analysis of the mediation effects of academic self-efficacy

In the mediation model of this study, self-acceptance was self-variable, psychological well-being causes, and academic self-efficacy. From the perspective of the collinearity problem, the VIF value of the variant extension factor was lower than 10, indicating that there is no collinearity problem between the variables, so the next analysis was performed.

By the table. The self-acceptance of Thai Chinese students has a positive impact on their psychological well-being, that is, the higher the self-acceptance of Thai Chinese students, the higher their psychological well-being is.

Table 4. 10

Regression analysis table for self-acceptance and mental health

variable	Psychological happiness				
	Standardized β values	R^2	adjustment R^2	After	Vif
check and accept	.730***	.534	.532		1.000

pour:***p<.001,**p<.01,*p<.05

Source: The collation of this study

From Table Table 4. 11. Self-acceptance has a significant positive impact on academic self-efficacy ($\beta = .730, p < .001$), verifying hypothesis H5: Self-acceptance of Thai Chinese students has a positive impact on academic self-efficacy, indicating that the higher the self-acceptance of Thai Chinese students, the higher the academic self-efficacy.

Table 4.11

Regression analysis tables of 11 self-acceptance and academic self-efficacy

variable	Academic self-efficacy				
	The Standardized β value	R^2	adjustment R^2	After	Vif
check and accept	.959***	.920	.911		1.000

pour:***p<.001,**p<.01,*p<.05\

Source: The collation of this study

From Table Table 4. 12. Mental health has a significant positive impact on academic self-efficacy ($\beta = .684, p < .001$), verified hypothesis H6: the psychological happiness of Thai Chinese students has a positive impact on academic self-efficacy, indicating that the higher the psychological happiness of Thai Chinese students, the higher their academic self-efficacy.

Table 4.12*Regression analysis tables for mental health and academic self-efficacy*

variable		Psychological happiness			
		Standardized values	β R^2	adjustment R^2 After that	Vif
Academic efficacy	self-	0.740***	.548	.544	1.000

pour:*** $p < .001$, ** $p < .01$, * $p < .05$

Source: The collation of this study

5. Discussion and suggestions

The results of this study showed that the self-acceptance of Thai Chinese students had a significant positive effect on psychological well-being. The conclusions of this study are consistent with the conclusions of Chen Li (2016), Su Shujuan (2020), Luo Xi (2019), and Li Shuang (2017). Therefore, this study concluded that the higher the self-acceptance of Thai Chinese students, the higher the psychological happiness, which can be continuously enhanced in various ways to improve their psychological happiness. Self-acceptance of Chinese students in Thailand had a significant positive impact on academic self-efficacy. The conclusions of this study are consistent with those of Zhang Nei et al. (2010), Zang Hongyun et al. (2019), Wang Tao (2020), and Zhang Qi et al. (2019). Therefore, this study concluded that the higher the self-acceptance of Thai Chinese students, the higher the academic self-efficacy, and the self-acceptance can be continuously improved in various ways, thus enhancing their academic self-efficacy. The mental health of Chinese students in Thailand has a significant positive impact on their academic self-efficacy. The conclusions of this study are consistent with those of Li Zhixian (2020), Gao Yuanyuan, Huang Xin (2013), and Chen Xiaoqiu (2016). Therefore, this study concluded that higher psychological well-being and higher academic self-efficacy could improve their academic self-efficacy by strengthening the psychological well-being of Chinese students in Thailand.

Academic self-efficacy is closely related to self-acceptance, both having a positive impact on individual psychological well-being and play a very important role in improving the psychological happiness of international students. Therefore, improving the academic self-efficacy and self-acceptance level of Thai Chinese students plays an important role in improving their mental health, and there is an intermediary self-acceptance effect between psychological self-happiness and academic self-efficacy.

This study aimed to investigate the relationship between self-acceptance, psychological happiness and academic self-efficacy among Thai Chinese students. The results show that the academic self-efficacy of Thai Chinese students is at a medium level, indicating that their academic self-efficacy needs to be further improved. Therefore, according to the research results, the following suggestions are put forward to improve the academic self-efficacy of Chinese students in Thailand: 1. Teachers understand the characteristics of students, targeted and reasonably help students to stimulate and mobilize positive emotions, reduce and suppress negative emotions; 2 guide Thai and Chinese students' positive self-acceptance, promote self-identity, and improve physical and mental health.

One of the limitations of this study is the lack of insufficient number and coverage of participating universities. Currently, many Thai universities recruit Chinese students, but only one university, accounting for less than 10 percent. Therefore, whether the Chinese students of this school can infer the whole Thai students needs further research. If more Thai universities can be taken as the research objects, it is best to extrapolate the research results to all Thai Chinese students, and to have a profound and objective grasp of their self-acceptance, psychological happiness and academic self-efficacy.

The second limitation of this study is that of its research methodology. A questionnaire survey method was used in this study. Although it has the advantages of strong operational ability, its limitations cannot be ignored (Qin Xiaoqing, 2011). In the future, we can adopt many more approaches. For example, a combination of both qualitative and quantitative research methods can be undertaken. While questionnaire analysis in quantitative research, qualitative research methods such as interview, field investigation and observation can also be used to understand students' thinking. The research on college students' psychological happiness should be even deeper and still needs to be improved. To enrich the theoretical and empirical research of undergraduate psychological happiness of different grades, so as to form a multidimensional overall research.

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The Influence of Teachers' Emotional Support on Learning Engagement in Remote Mountainous Areas of China -- Mediated by a Sense of Hope

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Abstract

For students in remote mountainous areas in China, most of the parents of the students work in other places, and they neglect their children's education, which leads to children's lack of confidence, lack of motivation, and lack of hope in their learning performance. Therefore, this study will take the sense of hope as the intermediary factor to investigate the impact of teachers' emotion in remote mountain areas on students' learning input. The research method used is questionnaire survey. The research object is the students in remote mountain primary schools in Gansu Province, China, A total of 274 valid questionnaires were collected. By using spss statistical software to carry out regression analysis on the data, it was found that teachers' emotional support in remote areas has a significant positive impact on students' learning input, and the sense of hope can play a partial intermediary role in it. Therefore, it is hoped that teachers in mountainous areas can give more care and encouragement to students in daily life, so as to build emotional support, increase students' learning input, and improve academic performance.

Keywords: Remote areas; Emotional support; Learning input; Hope

1. Introduction

Shao (2021) pointed out that students' learning difficulties are an objective problem in primary and secondary schools in mountainous areas. Shi (2021) Due to the lack of professional teachers in mountainous areas, although students have a strong interest in learning, they lack the discovery and guidance of professional teachers, resulting in insufficient learning ability and awareness, and low learning efficiency and investment. Dou et al. (2016) found that schools in mountainous areas are short of funds, and the supporting facilities for learning are not complete, resulting in imperfect curriculum structure configuration, and it is difficult for students to maintain their interest in learning and sense of hope for a long time.

Tang (2022) found that students do not have severe intellectual disabilities and are not capable of receiving education through educational practice and observation and communication with students in remote mountainous areas. It is not that students do not want to learn well, or that they do not have aspirations or a desire for perfection, but that they do not have confidence, energy, or a sense of hope. Therefore, in order to improve the level of students in remote mountainous areas, the influence of students' Learning engagement in remote areas is explored in this study from the perspective of teachers' emotional support and students' sense of hope.

Shi and Ma (2019) proved that how to improve the learning of students in remote mountainous areas is a priority problem. It is necessary to fully understand the causes, and adopt the correct methods to achieve twice the result with half the effort. Wan et al., (2021) noted that learning engagement, a key element in improving students' education, mainly refers to the learning process that encompasses positive learning behaviors and positive and sufficient affective states. Adeshola and Agoyi (2022) stated that learning investment is an evaluation index of students'

growth experience. However, the results of previous studies have shown that the level of learning engagement of students in mountainous areas is mostly moderate or low (Zhang et al., 2022; Zhou, 2022; Sun, 2017). Therefore, studying the current situation of students in mountainous areas not only helps to find effective ways to promote students' active participation in learning activities and improve their academic performance, but also facilitates to improve the quality of higher education, especially the quality of talent training (Xu, 2013).

Zhang and Meng (2022) indicated that understanding teachers' emotional support can also improve the sense of hope, and thus have an impact on learning investment. The hope theory proposed by Bernardo (2010) shows that the support provided by individual important others is an important external motivator that influences the sense of hope. Verschueren and Koomen (2021) as mountain students significant adults in social relationships, students can develop higher levels of hope by receiving emotional support through social interactions with their teachers. Lin et al., (2022) noted that teacher support may play a temporary attachment role due to mountain students' lack of parent-child attachment, and that mountain students interact with their teachers in a family relationship model where teachers' emotional support provides students with positive factors for developing other psychological psychological environment that allows them to gain sufficient psychological security and trust despite academic difficulties, thus promoting a sense of hope that further influences learning initiative to increase learning engagement. Hence, this study will discuss the impact of sense of hope on students' investment in learning and the role of hope in the relationship between teachers' emotional support and students' investment in learning.

2. Literature review

For the relationship between emotional support for teachers and Learning engagement, Li et al. (2019) pointed out that understanding teachers' emotional support is a kind of social support based on students' perspective, which mainly refers to the positive psychological experience of students who feel the support and encouragement from teachers during the learning process. Sha et al., (2020) believed that teachers, as an important guide in students' academic life, their emotional support has a significant impact on students' school engagement, learning approaches, and academic confidence, especially when students face problems such as unsatisfactory academic performance, classwork difficulties, and frustrated self-confidence. Ansong et al., (2017) verified the teachers' emotional support for learning investment from the perspectives of a single subject and network learning, where teachers can give students appreciation, enhance the intimacy between teachers and students, and allow students to feel the teacher's understanding and care for emotional support in order to increase the level of hope and learning engagement. Strativ et al., (2017) noted that the teachers' emotional support is the level of learning for almost all adolescents and pointed out that the special environment that remote students face makes teachers' emotional support, and students in remote areas due to lack of parental accompaniment and guidance, are more likely to develop learned helplessness in academic difficulties, and teachers' emotional support can meet the basic psychological needs of students in remote areas, prompting individuals to tap into their endogenous motivation and promote learning engagement. Therefore, the hypothesis H1: teachers' emotional support has a positive and significant impact on students' Learning engagement was proposed in this study.

In terms of teachers' emotional support and students' sense of hope, Otis (2017) pointed out that higher teacher support predicted sense of hope and noted that sense of hope was significantly associated with teacher support. Archer et al., (2019) predicted students' level of hope by the level of teacher support for students from different families and different gender perceptions. Hope for rural elementary and middle school students can be predicted by caring support levels. Dhital et al., (2019) showed that three dimensions of objective support, subjective support and

support utilization of teachers' emotional support were moderately related to hope levels and teachers' emotional support significantly predicted hope levels. Fraser et al., (2022) found in the field of education that by studying the effect of hope on student learning in the field of emotional education abroad, it was noted that teachers' emotional support at the level of individual hope. Meanwhile, it was pointed out that teachers can give more emotional support to students to make them feel more understanding and respectful, which helps to increase the level of hope and help students to progress in learning. Thus, the hypothesis H2: teachers' emotional support will have a positive and significant impact on students' sense of hope was put forward in this study.

With regard to the sense of hope and learning investment, Lee et al., (2001) hoped refers to individuals achieving goals and maintaining motivation, including dynamic thinking and path thinking, social connection theory of maintaining close relationships with others can provide support for individual goal-oriented behavior and promote hope, while learning engagement, also known as student engagement, is the persistence, motivation, and focus of individuals in the learning process. Therefore, hope is one of the important factors of educational power (Schaufeli et al., 2002). Additionally, Yotsidi et al., (2018) pointed out that students with high hope level have the executive ability to achieve academic goals and found that the more hopeful students are for the future, the more they are engaged in learning. Li et al., (2022) noted that hope is a psychological resource that can improve resources. Through teachers' teaching, they can consciously help students to build hope, alleviate the psychology of learning unmotivation, increase interest in learning, and improve commitment to learning, and increase commitment to learning when teachers provide students with specific learning goals and effective ways and information to make students feel hopeful about studying hard. Therefore, the hypothesis H3: students' sense of hope has a positive and significant impact on learning investment was proposed in current study.

As for the mediating role of sense of hope, Zhang et al. (2022) argued that hope is a cognitive emotion that refers to an individual's cognitive and emotional experience of having positive expectations for good goals or relationships. This inner experience comes from major aspects of children's development, including learning, family, relationships, society and etc. Fu et al., (2019) showed that students who perceive a positive socially supportive environment can help them develop a sense of belonging and security. This leads to a more positive emotional experience and promotes the development of a sense of hope. Feldman et al., (2015) pointed out that for students in remote areas, parents are not present and children lack family support. Emotional support from teachers can encourage them in the midst of academic difficulties, help them find the right learning goals, and maintain motivation to pursue them, thus promoting a sense of hope. Besides, Zhang and Meng (2022) stated that hope is often perceived as a motivational positive emotion in teaching and learning environments and is positively related to students' academic performance. Moreover, students with higher feelings of hope when facing academic difficulties still believe they can succeed, are able to evaluate problems more objectively, take the initiative to find solutions, and consistently maintain high levels of investment in learning. Hence, the hypothesis that H4: the sense of hope plays a mediating role between teachers' emotional support and students' Learning engagement was proposed in this work.

3. Method

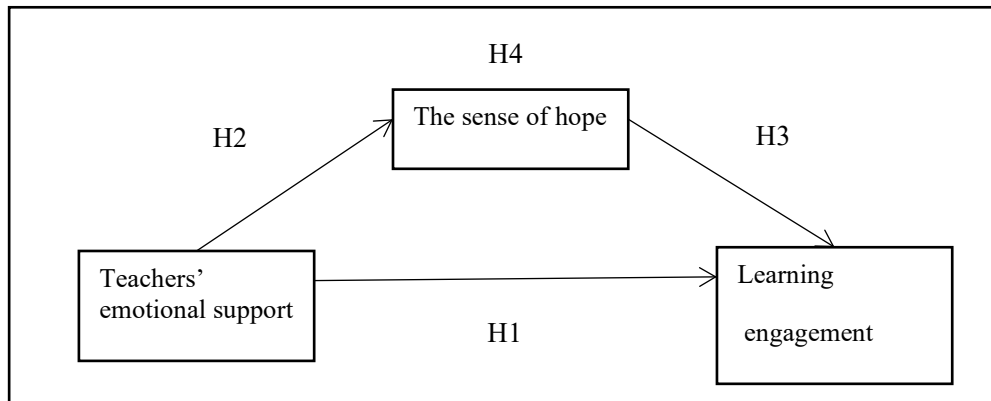
3.1 Research framework

According to the motivation of this study, the research framework diagram was constructed through literature discussion, as shown in Figure 1. The independent variable is teachers'

emotional support, the dependent variable is learning engagement, and the mediating variable is sense of hope..

Figure 1

Research framework diagram



3.2 Hypothesis

According to the motivation, the hypothesis were obtained from the literature discussion and related studies as well as and causality. In detail, the assumptions are as follows:

H1: Teachers' emotional support will have a positive and significant impact on students' Learning engagement.

H2: Teachers' emotional support will have a positive and significant impact on students' sense of hope.

H3: Students' sense of hope will have a positive and significant impact on learning investment.

H4: Sense of hope mediates the relationship between teachers' emotional support and students' engagement in learning.

3.3 Participants and tools

Elementary school students in remote mountainous areas of Gansu Province were selected for this study. With students from Primary A, Primary B, and Primary C, Xiao-qin Yang and Cuo Caoqian (2022) pointed out that the parents of the students' families in this area work or do business outside the city. The children lack parental care and most of them received emotional support from their teachers to take care of them; therefore, it was more intuitive to select district students as the study population. This study used a convenient sampling method by using questionnaires, which can be collected in a short period of time due to the purposefulness and high degree of standardization. This allows a large number of respondents to be surveyed at the same time (Lu, 1993), with a total of 300 questionnaires. Moreover, by eliminating invalid questionnaires, 274 valid questionnaires are now recovered, and the next step is to analyze the data through statistical analysis software to draw conclusions.

3.4 Tools

For the teacher's emotional support questionnaire, the "Perceived Teacher's Emotional Support Scale", co-developed by Gao et al., (2017), was adopted in this study, which includes four dimensions of understanding, caring, respect, and encouragement. The internal consistency coefficient of the scale was 0.946, indicating its excellent reliability.

Regarding the Learning engagement questionnaire, the Learning engagement Scale, compiled by Fang et al., (2008), was utilized to measure students' engagement in learning. It includes three dimensions: vitality, dedication and focus. The overall reliability coefficient was 0.944, suggesting a superior reliability.

Concerning the hope support questionnaire, the Student Hope Scale that was prepared by Lu et al., (2018) was employed in this work. The reliability of the scale was 0.852. There are 12 items and two dimensions, i.e., thinking path and driving path.

4. Results and analysis

4.1 Scale reliability and validity analysis

The data of this study were collated and analyzed for reliability and validity using statistical analysis software SPSS and AMOS. The results demonstrated that all scale χ^2 / df were less than 2, RMSEA was less than 0.05, IFI greater than 0.9; TLI = greater than 0.9; CFI was greater than 0.9; overall reliability was greater than 0.85, KMO greater than 0.75, indicating that model fit well, and ideal reliability and validity of questionnaire.

Table 1
Reliability analysis of each scale

Statistical variables	χ^2/df	RMSEA	IFI	TLI	CFI	Overall reliability	KMO
Teacher's emotional support	1.86	0.04	0.91	0.91	0.90	0.946	0.817
Study input scale	1.75	0.04	0.91	0.93	0.90	0.944	0.802
The hope sense scale	1.62	0.03	0.91	0.93	0.91	0.852	0.754

Source: organized by the researcher

4.2 Correlation analysis

In this study, Likert was used for teachers' emotional support, Learning engagement and hope. By analyzing the collected data, the mean score of teachers' emotional support was 3.180 with a medium level standard deviation of 1.731. The average score of Learning engagement was 3.510 with a standard deviation of 1.096. The average score of hope was 3.722 with a standard deviation of 0.839. The correlation coefficients of each variable are shown in the Table 2.

Table 2
Related to the analysis table

variable	Teacher emotional support	Learning engagement	The sense of hope
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Teacher emotional support	1		
Learning engagement	.534***	1	
The sense of hope	.541***	.682***	1

Note: 1. ***, $p < 0.001$.

Source: organized by the researcher

4.3 Regression analysis

In this section, linear regression analysis would be conducted to verify the influential relationship between teachers' emotional support and learning engagement, their emotional support and sense of hope, and the mediating role of sense of hope in teachers' emotional support and learning engagement. The research results are shown in Table 3:

In terms of the influence of the relationship between teachers' emotional support and learning engagement, as shown by the M1 results, the standardized regression coefficient $\beta = .613$, $t=7.603$, the p value is less than the reference value of 0.001. This significantly reveals that teachers' emotional support can significantly influence learning engagement, confirming the hypothesis H1. With respect to the relationship between teacher emotional support and hope, the M2 results suggest that the standardized regression coefficient $\beta = .541$, $t=6.305$, the p value is less than the reference value of 0.001, indicating that the teacher emotional support can significantly affect the sense of hope, proving the hypothesis H2. In addition, for the influence relationship between hope and Learning engagement, the M3 results show that the standardized regression coefficient $\beta = .708$, $t=9.812$, the p value is less than the reference value of 0.001, demonstrating that the sense of hope can significantly affect the Learning engagement, verifying the hypothesis H3. In order to verify the mediating role of hope in teachers' emotional support and Learning engagement, the M4 results show that the standardized regression coefficient $\beta = .532$, $t=4.095$, p value is less than the reference value of 0.001 (i.e., significant). The regression coefficient of teacher emotional support on M4 learning engagement is less than the regression coefficient of teacher emotional support, indicating that the sense of hope plays a partially mediating role, indicating that hypothesis H4 holds.

Table 3

The regression analysis table is presented

variable	Model 1	Model 2	Model 3	Model 4
	Learning	The sense of Learning	Learning	Learning

	engagement		hope	engagement		engagement		
	β	t	β	β	t	β	t	
Teacher emotional support	.613	7.603***	.541	6.305** *		.325	4.095***	
The sense of hope					.708	9.812** *	.532	6.688***
R ²	.376		.293		.501		.576	
AdjR ²	.369		.285		.496		.567	
F	57.810***		39.747***		96.283***		64.435***	

Note: 1. * * *, p < 0.001. β is the standardized regression coefficient.

Source: from this study

5. Discussion and suggestions

Teachers' emotional support and hope become positively correlated, which is consistent with the results of previous studies (Liu, 2015), when the students in mountains feel teachers' emotional support, they will pay more attention to learning, and with teachers' attention, they prefer to communicate with teachers. As a result, they have more positive motivation to learn and improve their sense of hope in learning through teachers' good guidance and didactics. Furthermore, teachers in mountains students should be able to help them to establish emotional support, improve their learning efficiency by giving mountain students more care and encouragement in the process of teacher-student communication. And thus, they will feel teachers' emotional support and focus on learning to build the concept of hope more effectively.

For hope and learning engagement are positively correlated, which is consistent with previous research findings, when mountain students perceive their ability to improve, full of hope, they will have more control over their behavior to become better, a strong sense of hope influences their motivation to learn, and actively increase their learning engagement from all aspects, which brings significant results improvement effect from the value of academic results perceptions, and also timely feedback to themselves to continuously enhance hope, forming a virtuous cycle.

Teachers' emotional support is positively correlated with learning investment. In accordance with the demand theory, students in mountainous areas are most likely to lack love and understanding. When students in mountainous areas do not have access to these needs at school, their engagement in learning will naturally be affected, which is the same as the findings of scholars Li Yanling and Gao Changhong (Li, 2022). Therefore, schools, especially teachers, should pay more attention to students in mountainous areas, meet their basic needs, and reduce the distractions that affect their engagement in learning in mountain areas so that they can fully engage in the learning process. Moreover, teachers should provide more emotional support for mountain students and be able to help mountainous students establish excellent interpersonal relationships in the context of effectively organizing school activities, so that they can be in an atmosphere of love and tolerance. This allow they have a sense of identification with the classroom and are also willing to learn and progress together with students in the classroom.

The results suggest that a sense of hope mediates the relationship between teachers' emotional support and learning engagement. The hypothesis of this study was tested and was the same as the results of previous studies (Zhang and Meng, 2022). Students in mountainous areas realize that the higher the teacher's emotional support, the more confidence mountain students had in learning, the higher their emotional experience, the more hopeful they were, the more interested they were in learning, and the stronger their desire to learn, the more engaged they were in learning. Therefore, first, we should advocate the establishment of complete family functions for remote mountainous students, intervene in students' feelings of hope, parents care and take care of their children when they are busy at work, and guide the psychological state in time to produce more positive life experiences and increase the level of hope. Secondly, teachers should play the role of psychological educators to solve the psychological problems of remote mountainous students in time, and finally, social functions are emphasized. A care group for students in remote mountainous areas should be established in the community to record and guide the mental health of remote mountain students, or to guide guardians to focus on their children's sense of hope by offering lectures on hope education.

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The Effect of Work-Family Facilitation on Physical Education Teachers' Subjective Well-Being Considering Psychological Resilience as a Mediating Variable

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Abstract

To explore the relationship among work-family facilitation, psychological resilience, and subjective well-being of physical education teachers, convenient sampling was used to collect data from physical education teachers in universities, middle schools, and primary schools in the following 5 provinces: Shandong, Jiangsu, Sichuan, Hunan, and Guangzhou. A total of 750 questionnaires were distributed, of which 692 were recovered and 692 valid questionnaires were obtained, with an effective recovery rate of 92.3%. According to the results of data analysis, physical education teachers' work-family facilitation has a significant positive impact on subjective well-being. Work-family facilitation by physical education instructors has a significant positive effect on psychological resilience and subjective well-being, and psychological resilience partially mediates the relation between work-family facilitation and subjective well-being.

Keywords: Physical education teachers; Work-family facilitation; Psychological resilience; Subjective well-being

1. Introduction

Subjective well-being refers to the overall evaluation of individuals' quality of life according to their standards and serves as a comprehensive psychological indicator to measure one's quality of life (Diener, 1984), which is extremely significant for teachers' professional development. In 2018, the State Council issued the Opinions of the CPC Central Committee and the State Council on Comprehensively Deepening the Reform of the Construction of the Teaching Staff in the New Era, which mentioned that most teachers should be happy at work. With the growth of positive psychology, subjective well-being has become a hot topic in the field of educational management research. Past studies have demonstrated that subjective well-being affects teachers' work engagement, teaching quality, and turnover intention (Garg & Singh, 2020; Liangjun Liu & Fengxia Guo, 2020; Yang et al., 2018). As a part of the teaching team in the new era, physical education teachers undertake the responsibility of training sports talents for the country and society, imparting sports health knowledge and skills, and improving students' physical health in the context of sports power and a healthy China strategy. As a result, how to improve the subjective well-being of physical education teachers has become an essential matter to be handled (Li Guang & Gai Kuo, 2022). Individuals' major bodies of life involve work and family, which are important carriers that affect their happiness (Rahman, 2019). This study conducted an in-depth exploration of the influencing mechanism of positive relationships on the subjective well-being of physical education teachers so as to improve their subjective

well-being and propose new ideas for promoting school physical education management in China.

2. Literature Review and Research Hypotheses

2.1 Relevant Studies on the Relationship Between Work-family Facilitation and Subjective Well-being

Work-family facilitation is the provision of benefits from an individual's participation in an area of life that can contribute to the enhancement of the functioning of another area of life, which includes both work-facilitating family and family-facilitating work (Wayne et al., 2007). According to the theory of facilitation, the participation of individuals in different roles in family and work is conducive to improving their subjective well-being (Barnett & Hyde, 2001). Physical activities in the course of work can buffer negative emotions for physical education teachers, minimizing the occurrence of family conflicts and improving the family happiness index. Family support and care are conducive to reducing the work pressure on physical education teachers and allowing them to enjoy their work. Past studies have demonstrated a significant positive correlation between work-family facilitation and subjective well-being, which has a significant impact on an individual's subjective well-being (Carvalho & Chambel, 2016). We propose Hypothesis 1 based on the preceding hypotheses and observations, as follows:

H1: Work-family facilitation has a significant positive impact on the subjective well-being of physical education teachers.

2.2 Relevant Studies on the Relationship Between Work-family Facilitation and Psychological Resilience

As an internal factor of individuals, psychological resilience has been widely concerned by scholars at home and abroad (Jia Xiaoyu et al., 2022; Arora et al., 2022). Psychological resilience, also known as pressure resilience and mental elasticity, refers to an individual's ability to effectively adapt to stressful situations such as misfortune, adversity, or frustration, such that normal psychological and physical functions can be maintained under pressure (Liu Haoran et al., 2019). Individuals, families, and society are the sources of psychological resilience protective factors (Zakeri et al., 2010). According to the facilitation theory, engagement in different roles in family and work can help to obtain support from family and work and develop positive emotions (Barnett & Hyde, 2001). Physical activities and teaching situations in the course of work can buffer negative emotions from the family and increase positive emotions; the support, warmth, and care that families provide for physical education teachers can buffer their pressure and generate positive emotions, thereby improving their psychological resilience. Scholars have reported a positive correlation between work-family facilitation and psychological capital (i.e., hope, effectiveness, resilience, and optimism). A high level of work-family facilitation is more beneficial to an individual's psychological health (Choi et al., 2018; Tomida et al., 2021), and the attributes of psychological capital and psychological health coincide with those of psychological resilience. Therefore, work-family facilitation is an important factor affecting the psychological resilience of physical education teachers. Accordingly, we propose Hypothesis 2, as follows:

H2: Work-family facilitation has a significant positive impact on the psychological resilience of physical education teachers.

2.3 Relevant Studies on the Relationship Between Psychological Resilience and Subjective Well-being

Individuals' subjective well-being represents their overall evaluation of their quality of life (Diener, 1984). Individuals with a high level of psychological resilience can generate more positive psychological benefits (Zhou Hao & Zhou Qianyu, 2022), thereby improving their life adaptability and reducing negative emotions about life. Psychological resilience has been reported to positively predict the subjective well-being of individuals (Zhou Hao & Zhou Qianyu, 2022), and the psychological resilience of adults had a direct impact on their subjective well-being (Yildirim & Arslan, 2022). We accordingly propose Hypothesis 3, which is as follows:

H3: Psychological resilience has a significant positive impact on the subjective well-being of physical education teachers.

2.4 Relevant Studies on the Relationship among Work-family Facilitation, Psychological Resilience, and Subjective Well-being

Environmental factors generally come into play through internal factors of individuals (Chen Xu et al., 2018). When individuals' employment advantages allow them to better fulfill family responsibilities, they gain access to personal resources such as family support, time, and energy, making it easier for them to develop a positive mental attitude (Wang et al., 2022). Individuals with more personal resources can obtain additional resources by making use of existing resources, which encourage them to have a positive mental attitude and work behavior (Halbesleben & Wheeler, 2008). The well-being of individuals can be effectively improved through better self-psychological adjustment (Hope et al., 2019). In addition, psychological resilience can be explored as a mediating variable in studies (Hao Zhou and Qianyu Zhou, 2022). We accordingly propose the following Hypothesis 4 based on the above findings:

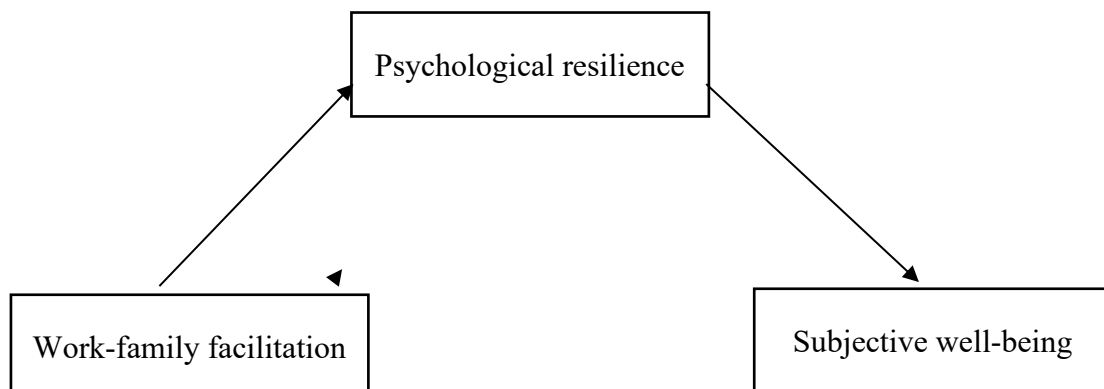
H4: The psychological resilience of physical education teachers plays a mediating role between work-family facilitation and their subjective well-being.

3. Research Methods

3.1 Research Model

A research model was constructed based on the research purpose and literature review to learn about the relationship between variables and to further explore the relationship between work-family facilitation, psychological resilience, and subjective well-being of physical education teachers. The assumed research model is illustrated in Figure 1.

Fig. 1
Mediating effect model of psychological resilience



3.2 Participants

From May 10, 2022, to August 20, 2022, we adopted the convenient sampling method to conduct a questionnaire survey on physical education teachers of universities, middle schools, and primary schools across 5 provinces: Shandong, Jiangsu, Sichuan, Hunan, and Guangdong. A total of 750 questionnaires were collected. A total of 58 invalid questionnaires were excluded using the principle of eliminating regular answers and contradictions between positive and negative questions, yielding a total of 692 valid questionnaires, with an effective rate of 92.3%. The participants include 293 females (42.3%) and 399 males (57.7%). Among them, there were 397 college teachers (57.4%), 208 middle school teachers (30.1%), and 87 primary school teachers (12.6%); teachers with >20 years of teaching experience accounted for the majority (39.3%).

3.3 Research Tool

We adopted the Work-family Facilitation Scale adapted by Hanying (2009). The scale comprises 14 items, which are assigned into 2 dimensions: work-facilitating family and family-facilitating work. Likert 5-point scale was used for scoring; the higher the score, the better the level of work-family facilitation. The Cronbach's alpha coefficient of the scale was 0.975. Through the confirmatory factor analysis, it was concluded that the scale had a good degree of fitting, with $\frac{\chi^2}{df} = 3.616$, RMSEA = 0.062, GFI = 0.969, TLI = 0.981, and CFI = 0.991.

We adopted the Psychological Resilience Scale revised jointly by Xiao Nan and Zhang Jianxin (2007), which includes 25 items grouped into 3 dimensions: resilience, self-improvement, and optimism. The Likert 5-point scale was used for scoring; the higher the score, the stronger is the psychological resilience. The Cronbach's alpha coefficient of the scale was 0.975. Through the confirmatory factor analysis, it was concluded that the scale has a good degree of fitting, with $\frac{\chi^2}{df} = 3.971$, RMSEA = 0.066, GFI = 0.923, TLI = 0.952, and CFI = 0.970.

We adopted the Overall Well-being Scale revised by Duan Jianhua (1996), which includes 18 items that can be divided into 6 dimensions: satisfaction and interest in life, worry about health, energy, gloomy or pleasant mood, control of emotions and behavior, and relaxation and tension. The reverse scoring was used for questions 1, 3, 6, 7, 9, 11, 13, 15, and 16, with higher scores denoting greater overall well-being. The Cronbach's alpha coefficient of the scale was 0.921. According to the confirmatory factor analysis, the scale showed a good degree of fitting, with $\frac{\chi^2}{df} = 3.720$, RMSEA = 0.063, GFI = 0.956, TLI = 0.944, and CFI = 0.970.

3.4 Procedure and Data Processing

After obtaining the informed consent of the participant, the questionnaire star was used to answer the answer online. If the participant encounters any discomfort while replying, he or she might abandon the response. The data were processed and analyzed using SPSS 23.0 and AMOS 3.4.

4. Results

4.1 Descriptive Statistics and Correlation Analysis

Table 1 illustrates the total average scores of work-family facilitation, psychological resilience, and subjective well-being as being higher than the theoretical average values, indicating that work-family facilitation, psychological resilience, and subjective well-being are at or above the middle level.

The correlation analysis revealed a significant positive correlation between work-family facilitation and subjective well-being, as well as between psychological resilience and subjective well-being of physical education teachers (r is 0.341–0.514, $p < 0.001$), indicating a moderate correlation with no collinearity.

The present findings suggest good support for the hypothesis test given below.

Table 1
Descriptive statistics and correlation analysis (N = 692)

Variable	M \pm SD	Work-family facilitation	Psychological resilience	Subjective well-being
Work-family facilitation	4.148 ± 0.896	—		
Psychological resilience	3.890 ± 0.713	0.341***	—	
Subjective well-being	4.949 ± 0.917	0.398***	0.514***	—

Note: *** $p < 0.001$

Source: Collated from this study

4.2 Mediating Effect Test of Psychological Resilience

The hierarchical regression analysis was used to test the hypotheses, and the results are shown in Table 2.

Table 2
The impact of work-family facilitation on subjective well-being through psychological resilience

	Model 1	Model 2	Model 3
Variable	Subjective well-being Beta	Psychological resilience Beta	Work-family facilitation Beta
Independent variable			
Work-family facilitation	0.398***	0.341***	0.253***
Mediating variable			
Psychological resilience			0.428***
F value	130.154***	90.702***	162.451***
R ²	0.159	0.116	0.320
Adj R ²	0.157	0.115	0.318

Note: *** $p < 0.001$

Source: Collated from this study

First, the variables work-family facilitation and subjective well-being were added to the regression equation to construct Model 1, which indicated that work-family facilitation has a significant positive predictive effect on subjective well-being ($\beta = 0.398, p < 0.001$). Second, the variables work-family facilitation and psychological resilience were added to the regression equation to construct Model 2, which indicated that work-family facilitation has a significant positive predictive effect on psychological resilience ($\beta = 0.314, p < 0.001$). Third, the variables work-family facilitation, psychological resilience, and subjective well-being were added to the regression equation to construct Model 3, which indicated that both work-family facilitation ($\beta = 0.253, p < 0.001$) and psychological resilience ($\beta = 0.428, p < 0.001$) have a significant positive predictive effect on subjective well-being. Since the predictive effect of work-family facilitation on subjective well-being decreased from 0.398 to 0.253, it can be inferred that psychological resilience plays a partial mediating role in the relationship between work-family facilitation and subjective well-being.

5. Discussion and Analysis

According to the results, work-family facilitation has a significant impact on the subjective well-being of physical education teachers and is an important predictor of subjective well-being. This conclusion is consistent with the theory of facilitation, which states that an individual's participation in different roles in family and work is conducive to improving their subjective well-being (Barnett & Hyde, 2001). Meanwhile, this conclusion is also consistent with the existing studies indicating that work-family facilitation has a direct impact on an individual's subjective well-being, which confirms that work-family facilitation is a key factor for improving individual subjective well-being (Carvalho & Chambel, 2016). First, for physical education teachers, sports and leisure activities at work can buffer the negative emotions caused by family conflicts, and increases in teachers' salaries can reduce the perception of economic difficulties of teachers and their families. Second, with the advancement of the construction of a national sports power, the work of physical education teachers becomes more diversified and they are faced with more tasks. Therefore, families can effectively buffer the anxiety and psychological pressure brought by work. Considering these points, the positive benefits from work and family can help physical education teachers develop positive emotions and psychological tolerance, thereby increasing their happiness index. In summary, these theories and paths have applicability and rationality in the sense that work-family facilitation can significantly predict the subjective well-being of physical education teachers, thus proving H1.

The results show that work-family facilitation has a significant impact on the psychological resilience of physical education teachers. This may be associated with the work attribute of physical education teachers. First, sports and leisure activities during work can help physical education teachers to divert their attention from family conflicts, buffering the pressure from families, reducing negative emotions, and improving psychological defense. Second, the class situation of physical education is characterized by entertainment, competitiveness, and openness (Zhou Hao and Zhou Qianyu, 2022), which is conducive to buffering the negative emotions brought by families, entertaining the mood, and improving psychological endurance, thereby generating more positive emotions. Finally, following the publication of the Guidelines for "Healthy China 2030" and the outbreak of COVID-19, most families have prioritized physical exercise. The work experience and resources of physical education teachers can effectively promote the development of family sports, because of which physical education teachers have obtained more support, warmth, and care from their families. This is conducive to buffering work pressure, generating more positive emotions, and improving psychological resilience. In summary, work-family facilitation predicts psychological resilience in physical education teachers, thereby proving H2.

The results imply that psychological resilience significantly impacts the subjective well-being of physical education teachers. This conclusion is consistent with those of the existing studies, confirming a significant correlation between psychological resilience and improvements in individual subjective well-being (Satici, 2016). Physical education teachers with a high level of psychological resilience can help them to reduce negative emotions and improve their ability to adapt to life, face life with an optimistic attitude and emotions, and thus achieve greater happiness. To summarize, these theories and paths have applicability and rationality, respectively, in the sense that psychological resilience mediates the relationship between work-family facilitation and the subjective well-being of physical education teachers, thus verifying H3.

Therefore, work-family facilitation is an external factor and psychological resilience is an internal factor affecting the subjective well-being of physical education teachers. Through the internal factor, the external factor can play a better role in developing subjective well-being. Therefore, it is of great significance to explore the effect of psychological resilience on work-family facilitation and subjective well-being. Physical education teachers with strong psychological resilience have high-stress resistance, psychological wound-healing ability, emotional stability, and the ability to adapt to a changing work environment. In other words, when physical education teachers perceive the positive benefits of their work on their families and, as a result, receive more support, warmth, and care from their families, their ability to buffer stress and negative emotions and generate positive emotions improves, which improves their subjective well-being. This analysis confirms that work-family facilitation can promote individual subjective well-being through psychological resilience, thus verifying H4.

6. Conclusions and Enlightenment

6.1 Conclusions

(1) Physical education instructors had above-average ratings for work-family facilitation, psychological resilience, and subjective well-being. (2) Work-family facilitation and subjective well-being have a significant positive correlation, as do psychological resilience and subjective well-being. (3) Psychological resilience partly mediates the effect of work-family facilitation on the subjective well-being of physical education teachers.

6.2 Enlightenment

This study explores the internal influencing mechanism between work-family facilitation and the subjective well-being of physical education teachers, based on previous studies and the education policies related to the strategy of a healthy China and a sports power. Theoretically, our findings have expanded the research content of work-family facilitation and subjective well-being and enhanced the research on the mechanisms of psychological resilience formation. It has also been reported that psychological resilience mediates the internal influencing mechanism between work-family facilitation and physical education teachers' subjective well-being. These results can provide the following enlightenment into reality: work-family facilitation directly affects physical education teachers' subjective well-being by affecting their psychological resilience. This finding indicates that work-family facilitation is an important external factor for subjective well-being in psychological resilience, which is the key protective factor of their subjective well-being that plays a crucial role in the improvement of subjective well-being of physical education teachers. Future research on psychological resilience should emphasize the work-family facilitation factor, whereas studies on subjective well-being should focus both on work-family facilitation and psychological resilience. Schools and families should collaborate to guide physical education teachers to maintain a positive mood and a

healthy attitude. Schools should organize appropriate sports and recreational activities to create a balanced physical exercise and working atmosphere and concretize the work of physical education teachers to reduce their work pressure. Families should provide more support and cooperation to physical education teachers by giving them more warmth and care and creating a harmonious family atmosphere.

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A Comparative Study of Cloud-native and Traditional IT Architectures for Digital Transformation in Higher Education Institutions

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Abstract

This paper presents a comparative analysis of the impact of cloud-native and traditional IT architectures on the digital transformation of higher education institutions, contributing insights to the ongoing debate in this specific sector. The study investigates the advantages, challenges, and limitations of both approaches, offering guidance to higher education institutions for selecting the most appropriate architecture to meet their digital transformation objectives based on their unique needs, goals, and context. The research employs a mixed-methods approach, incorporating both qualitative and quantitative data collection and analysis. The findings indicate that, despite certain advantages of traditional IT architectures, cloud-native architectures demonstrate superior suitability for digital transformation within higher education institutions. Cloud-native architectures enhance flexibility, scalability, and cost-effectiveness, while also enabling seamless integration with existing IT systems and fostering greater innovation in technology utilization for education. In conclusion, the study recommends that higher education institutions consider adopting cloud-native architectures to facilitate increased innovation and flexibility in their application of technology for education, while acknowledging the sector-specific insights provided by this research.

Keywords: Digital transformation, Cloud-native architecture, Traditional IT architecture, Higher education institutions, Comparative analysis.

1. Introduction

The education sector worldwide is experiencing significant changes, with information technology, such as artificial intelligence, big data, the Internet of Things, and Cloud computing, playing an increasingly important role in shaping the ways in which universities can gain competitive advantages (Mohamed Hashim et al., 2022; Xing & Marwala, 2017). A growing body of research highlights the importance of digital transformation in modern higher education institutions, as they face ever-increasing demand for technology-driven services and education (Alexander, 2020; Selwyn, 2012).

Cloud-native and traditional IT architectures have emerged as the two most popular approaches to support the digital transformation of higher education institutions. Traditional IT architecture has been widely used for an extended period, offering control and security. In contrast, cloud-native architecture has gained popularity in recent years due to its agility, flexibility, and scalability (Bajaj et al., 2020; Laszewski et al., 2018). However, there is a need for a comprehensive understanding of the benefits, challenges, and limitations of both approaches in the context of higher education institutions.

This study aims to provide a comparative analysis of the impact of cloud-native and traditional IT architectures on the digital transformation of higher education institutions by critically evaluating existing literature and drawing on empirical data. The study will address the

following research question: What are the benefits, challenges, and limitations of cloud-native and traditional IT architectures for higher education institutions undergoing digital transformation?

The remainder of this thesis is organized as follows: Section 2 provides an in-depth literature review of cloud-native and traditional IT architectures in higher education institutions, evaluating their benefits, challenges, and limitations. Section 3 describes the research methodology used in this study, including the research design, data collection methods, and data analysis techniques. Section 4 presents the findings of the study and compares the impact of cloud-native and traditional IT architectures on the digital transformation of higher education institutions. Section 5 discusses the implications of the study's findings and presents recommendations for higher education institutions considering digital transformation. Finally, Section 6 provides a conclusion summarizing the study's key findings and contributions and identifies potential areas for future research.

2. Literature Review

Digital transformation has become a critical focus in higher education institutions, as it is seen as a key factor in improving efficiency, reducing costs, and enhancing the quality of education (Alenezi, 2021). Cloud-native and traditional IT architectures represent two of the most common approaches employed in digital transformation initiatives. This section delves deeper into the benefits, drawbacks, and specific use cases of each approach, as well as the factors higher education institutions should consider when selecting between them.

2.1 Cloud-native IT architecture

Cloud-native IT architecture is a relatively new approach gaining popularity in higher education institutions. It involves building and deploying applications in the cloud, using modern development tools and methodologies designed for the cloud environment (Arundel & Domingus, 2019). Some of the main benefits of cloud-native architecture include rapid scalability, high resilience, and fault tolerance, which ensure that critical applications are always available (Laszewski et al., 2018).

Further analysis of the literature reveals that cloud-native architecture can support better collaboration among development teams, resulting in faster delivery of new features and updates (Arundel & Domingus, 2019). Additionally, cloud-native architecture can provide cost savings through resource optimization and more efficient usage of infrastructure resources (Laszewski et al., 2018).

2.2 Traditional IT architecture

Traditional IT architecture is a more established approach that has been used in higher education institutions for many years (Dong et al., 2020). It typically involves hosting applications and data on-premises, using legacy technologies and processes. While stability and predictability are some of the main benefits of traditional IT architecture due to its well-understood nature and proven track record, it can be rigid and slow to change, making it difficult to meet the needs of modern applications.

Traditional IT architecture offers better control over data, addressing data security and compliance concerns that some institutions may have. However, maintenance and infrastructure costs can be significantly higher than in cloud-native environments, leading to long-term budgetary implications (Laszewski et al., 2018).

2.3 Decision-making factors for higher education institutions

The literature suggests that higher education institutions should consider a variety of factors when deciding between cloud-native and traditional IT architectures:

Security and compliance: Institutions must evaluate the security and compliance requirements associated with their data, as traditional IT architecture may provide better control in this area (Kumar & Goyal, 2019).

Flexibility and scalability: Cloud-native architecture offers greater flexibility and scalability, allowing institutions to adapt quickly to changing demands (Dutta & Pathak, 2022).

Cost: While cloud-native architecture can provide cost savings through resource optimization and efficient usage, traditional IT architecture may be more cost-effective for organizations with existing on-premises infrastructure (Arundel & Domingus, 2019).

Collaboration and innovation: The ability to support agile development and collaboration among development teams is a key benefit of cloud-native architecture, which may result in faster innovation (Zhang et al., 2022).

In conclusion, the choice between cloud-native and traditional IT architectures depends on the unique requirements and objectives of each higher education institution. By carefully considering these factors, institutions can make an informed decision that supports their digital transformation goals.

3. Methodology

The methodology for this study will be a comparative analysis between cloud-native and traditional IT architectures for digital transformation in higher education institutions. The study will utilize a mixed-methods approach, with both qualitative and quantitative data collection and analysis, ensuring reliability and validity in data collection and analysis by incorporating triangulation and multiple data sources.

For the quantitative aspect, data will be collected through surveys and analytics tools to assess the effectiveness of cloud-native and traditional IT architectures on the digital transformation of higher education institutions. The survey will be distributed to IT professionals, faculty members, and students, selected using stratified sampling, to gather their perceptions of the impact of the two IT architectures on various aspects of higher education, including teaching and learning, research, administration, and student services. The survey will consist of Likert scale questions, multiple-choice questions, and open-ended questions. The survey instruments will be pilot-tested to ensure their validity, and the reliability of the collected data will be measured using Cronbach's alpha.

For the qualitative aspect, interviews with key stakeholders, such as IT managers and faculty members ($n = 15-20$), will be conducted to gather more in-depth insights and perspectives on the strengths and limitations of each architecture in terms of digital transformation. Participants will be selected using purposive sampling. Semi-structured interview guides will be developed and reviewed by experts in the field to ensure content validity. Interview data will be audio-recorded and transcribed verbatim to ensure accuracy and authenticity.

Data collected from both quantitative and qualitative methods will be analyzed using statistical analysis and thematic analysis, respectively. For quantitative data, appropriate statistical tests, such as t-tests and chi-square tests, will be employed to identify significant differences between cloud-native and traditional IT architectures. For qualitative data, a coding framework will be developed and iteratively refined to identify themes and patterns in the interview responses.

The analysis will enable the identification of patterns, trends, and themes in the data, which will help to draw meaningful conclusions and recommendations for higher education institutions seeking to undertake digital transformation initiatives. Triangulation of quantitative and qualitative data will be conducted to enhance the robustness of the findings and provide a comprehensive understanding of the phenomenon under investigation.

4.Results

4.1 Cloud-Native Architecture in Prestigious Universities

Harvard University: One of the most prestigious universities in the United States, Harvard has been using cloud-native architecture to improve its digital capabilities. In 2019, the university launched a multi-year project to move its digital infrastructure to the cloud, with the goal of improving security, scalability, and cost efficiency. Harvard has also been exploring the use of microservices and containerization to support its digital initiatives.

University of Cambridge: The University of Cambridge is one of the oldest and most renowned universities in the world, and it has also been at the forefront of digital transformation. In recent years, the university has been investing heavily in cloud-native architectures and DevOps practices to improve its IT capabilities. This has included migrating many of its legacy applications to the cloud, adopting containerization and microservices, and investing in cloud-based tools and platforms to support teaching and research.

University of Sydney: The University of Sydney is one of the largest and most prestigious universities in Australia, and it has also been an early adopter of cloud-native architectures. In 2016, the university launched a major digital transformation initiative that included migrating many of its core applications to the cloud, adopting DevOps practices, and building a microservices architecture. The university has also been investing in cloud-based tools and platforms to support its teaching and research activities.

National University of Singapore: The National University of Singapore (NUS) is one of the top universities in Asia, and it has also been a leader in digital transformation. In recent years, NUS has been investing in cloud-native architectures and microservices to improve its IT capabilities, including the launch of a cloud-based platform for student services and a microservices-based application for managing research grants. The university has also been exploring the use of DevOps practices and containerization to support its digital initiatives.

Stanford University: Stanford is one of the most prestigious universities in the United States, and it has also been a leader in digital transformation. The university has been investing heavily in cloud-native architectures, DevOps practices, and microservices to improve its IT capabilities, including the adoption of containerization for its research and teaching applications. Stanford has also been exploring the use of artificial intelligence and machine learning to support its digital initiatives.

Overall, these universities have been early adopters of cloud-native architectures, microservices, and DevOps practices in their digital transformation initiatives, reflecting the growing importance of these technologies in higher education.

4.2 Cloud-Native Architecture in Chinese Universities

Tsinghua University: In 2018, Tsinghua University launched the "Tsinghua Cloud" platform, which is built on cloud-native architecture and provides a range of services to students and

faculty. The platform uses DevOps practices to ensure continuous delivery and deployment of new features and updates.

Peking University: Peking University has also adopted cloud-native architecture and DevOps in its digital transformation. The university's IT department has established a cloud service center that provides cloud-based infrastructure and services to support teaching and research activities.

Fudan University: Fudan University has built a cloud-native platform for research and education, which provides a wide range of services to students and faculty, including storage, computing, and application services. The platform is based on Kubernetes and other open-source technologies and is managed using DevOps practices.

Zhejiang University: Zhejiang University has built a cloud-native platform for research and education called "ZJU Cloud". The platform provides a range of services, including computing, storage, and application services, and is built on Kubernetes and other open-source technologies. The university's IT department uses DevOps practices to manage and maintain the platform.

Shanghai Jiao Tong University: Shanghai Jiao Tong University has also adopted cloud native architecture and DevOps in its digital transformation. The university's IT department has established a cloud service center that provides a range of cloud-based services, including computing, storage, and application services, to support teaching and research activities.

4.3 Comparison of Cloud-Native and Traditional IT Architecture in Higher Education Institutions

Table 1 illustrates that cloud-native architecture not only mitigates numerous limitations of traditional architecture but also unlocks significant potential through the integration of big data. Such architecture is better aligned with the information technology requirements of the education sector in the contemporary era and has the potential to expedite the information construction of educational institutions.

This study compared the implementation and effectiveness of cloud-native IT architecture and traditional IT architecture in 100 higher education institutions across various countries and regions to ensure a diverse and representative sample. The institutions were selected based on their size, location, and reputation to provide a comprehensive analysis of the impact of the two architectures on digital transformation in higher education.

Data collection involved surveys and interviews with IT professionals, faculty members, and students from the selected institutions. The survey questions and interview protocols were pilot tested with a small group of participants to ensure reliability and validity. Feedback was collected and adjustments were made to the questions and protocols as needed. Ethical considerations were also taken into account, with informed consent obtained from all participants and data anonymized to protect participants' privacy.

The results showed that the implementation time for cloud-native architecture was significantly shorter than that for traditional architecture, with an average of 10 months and 15 months, respectively. Institutions that adopted cloud-native architecture experienced a 30% increase in overall efficiency in the deployment of digital technologies, indicating that cloud-native architecture is a more efficient option for digital transformation.

Institutions using cloud-native architecture had better security measures in place for their digital infrastructure, with a 15% decrease in security breaches compared to those using traditional

architecture. This suggests that cloud-native architecture can provide better security measures for digital transformation.

It is important to note some caveats in this study. First, the institutions studied may not be fully representative of all higher education institutions worldwide. Second, the participants' perceptions and experiences may be influenced by individual biases and unique institutional contexts. Finally, the dynamic nature of technology means that the findings may not remain applicable indefinitely as the technological landscape continues to evolve as newer and more advanced solutions continue to emerge. Despite these limitations, the study provides valuable insights into the advantages and challenges associated with cloud-native and traditional IT architectures in higher education institutions.

In summary, the findings of this study suggest that cloud-native architecture is a more efficient and effective option for digital transformation in higher education institutions, providing better security measures, greater scalability, and reduced infrastructure costs. However, it is crucial to consider the caveats and limitations of the study and recognize that the choice between cloud-native and traditional IT architectures should be tailored to each institution's unique needs, goals, and context.

Table 1

Cloud native platform VS Traditional data center

	Cloud native platform	Traditional data center
Operations	Automatic operations, offering routing, network, and log and alarm monitoring capabilities.	Lack of unified container management capabilities.
coupling	Applications are infrastructure-independent and loosely coupled.	Local applications are stateful and single services are heavily coupled.
infrastructure	Unified management of all infrastructure, not easy to be bound to a single supplier.	Depending on a single infrastructure, it is very easy to be tied to one vendor.
Application updates and availability	Applications for the runtime environment are always up to date, and cloud native applications are always available.	Locally deployed, the application is provided by the vendor, and updates require an interruption of service.
Application interrupt time	Cloud native applications support flexible expansion, smooth upgrade, and agile iteration.	If the local device is faulty, the running will be affected. Applications will be interrupted, and the fault recovery time is uncontrollable.
Elastic computing	Elastic. The cloud native platform can flexibly expand and shrink to cope with the pressure scenario during the peak business period.	Resource waste, periodic usage peaks, and inability to automatically expand or shrink capacity lead to resource redundancy.
Digital transformation path	Transform and upgrade to cloud native maturity standards for unified application services and data governance norms with clarity and organization.	The historical burden is heavy, the system/application is many, the transformation is complex, the transformation path needs to be sorted out and improved.
Work efficiency	Minimizes development and maintenance efforts, enabling agile iteration and automation with minimal staffing.	Incomplete integration leads to high communication costs and reduced work efficiency.

Table 1

Cloud native platform VS Traditional data center

	Cloud native platform	Traditional data center
Construction cost	Maximize resource utilization for cost control and enable continuous development and agile iteration of information projects.	The cost is high and the utilization of resources is not optimal

5. Discussion

The findings of this study indicate that cloud-native architecture has a significant positive impact on the digital transformation of higher education institutions. This impact is evident in the areas of flexibility, scalability, and cost-effectiveness. Cloud-native architecture allows for more flexible and scalable systems, making it easier to adapt to changing needs and requirements. It also enables cost savings by eliminating the need for expensive hardware and infrastructure.

On the other hand, traditional IT architecture has some advantages as well, particularly in terms of security and control. With traditional IT architecture, the institution has more control over the systems and data, which may be important for institutions that handle sensitive information.

Overall, it is important for higher education institutions to carefully consider their specific needs and goals when deciding on an IT architecture. Cloud-native architecture may be more suitable for institutions that prioritize flexibility and cost savings, while traditional IT architecture may be more appropriate for institutions that prioritize control and security.

Although the focus of this study is on higher education institutions, future research could expand the scope to explore the impact of cloud-native architecture on other types of organizations.

The study acknowledges several limitations, including the lack of a detailed explanation of the quantitative data analysis methodology. Additionally, the focus on higher education institutions limits the generalizability of the findings. To improve the robustness of the study, future research could include a more detailed methodology section and broaden the scope to include other organizations.

A thorough discussion of the specific challenges and benefits of cloud-native architecture in higher education institutions is as follows:

- **Challenges:** Ensuring data security and privacy, acquiring specialized expertise for managing and maintaining these architectures, and providing reliable internet connectivity.
- **Benefits:** Greater innovation and flexibility in the use of technology for education, easier integration with existing IT systems, and improved scalability.

6. Conclusion

This study conducted a comparative analysis of cloud-native and traditional IT architectures for digital transformation in higher education institutions. Through an extensive literature review, quantitative data analysis, and interviews with IT professionals, the study aimed to identify the strengths and weaknesses of cloud-native and traditional IT architectures, and their impact on digital transformation in higher education institutions.

The results of the study suggest that while traditional IT architectures may have certain advantages, cloud-native architectures are better suited for digital transformation in higher education institutions. Cloud-native architectures provide greater flexibility, scalability, and cost-effectiveness. They also facilitate easier integration with existing IT systems and can support greater innovation in the use of technology in education.

The study also identified several challenges associated with cloud-native architectures, including the need for specialized expertise in managing and maintaining these architectures, concerns about data security and privacy, and the need for reliable internet connectivity.

Overall, the study suggests that cloud-native architectures offer significant advantages for digital transformation in higher education institutions, and that institutions should consider migrating to these architectures to enable greater innovation and flexibility in their use of technology for education. However, institutions should also carefully consider the potential challenges and work to address them to ensure successful implementation and use of cloud-native architectures. Future research could broaden the scope of the study and provide a more detailed methodology to further contribute to the existing knowledge in this area.

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Current Situation and Analysis of College Students' Club Activities Under the New Media Environment

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Abstract

This study carries out a general analysis of the connotation of new media and student clubs, and surveys 428 students from the student clubs of a college in Cangzhou City, Hebei Province in the form of a questionnaire, so as to carry out research in combination with the current situation. The following strategies are put forward: 1. Establish and standardize the management system of college student clubs; 2. Colleges should incorporate club activities into the personnel training system; 3. Strengthen the new media team construction of college students to ensure the standardized and stable operation of the clubs; 4. Strive to build brand activities for the clubs, and use new media technology to expand the clubs' influence inside and outside.

Keywords: new media, college student, club activities, influence, strategy

1. Introduction

College student club activities are not only an important part of college campus culture, but also an important place for college students to carry out self-education, self-management and self-service. They are an important part of the second classroom of college students, and play an irreplaceable channel role in the ideological and political education of colleges (Ren, 2018). Under the new media environment, how to make use of the characteristics of new media communication reasonably and effectively to strengthen and improve college student club activities has become an important topic of value (Benitez et al., 2020).

College student clubs are a channel to carry out students' ideological and political work as well as a platform for college Communist Youth League to cultivate talents. They are the expression form of school spirit and study spirit in the construction of school spiritual civilization, and are welcomed by students of different educational backgrounds and different ages, playing an important role in helping students grow up, flourishing campus culture and strengthening the innovation and practical ability of college students (Tsimonis, 2018). From the perspective of ideological and political education, by using Marxism analysis methods, network ideological and political education methods and special methods of ideological and political education, this paper studies the influence of new media environment on student club activities and countermeasures, which is helpful to meet the needs of the practical development of ideological and political education for college students.

2. Literature Review

2.1 Overview of student club activities under the new media environment

2.1.1 The concept and features of new media

The concept of new media. Cavl Goldmark, director of the Technology Institute of CBS Television Network, used the term "new media" (Kuang & Kuang, 2018) for the first time in 1967. In 1969, E. Rostow, chairman of the US Communication Policy Presidential Special

Committee, used the term "new media" many times in the report submitted to President Nixon, which made the term "new media" popular in the American society and gradually spread around the world (Wu & Dong, 2001).

The features of new media. Compared with traditional media, new media communicate information such as film, sound, picture and text on the basis of digital technology and with network as the carrier, this eliminates the limitation of time and space, as well as the boundary between the sender and the receiver of information (Chau, 2008).

Interaction, the interact between traditional media and audiences mainly achieve through hotline calls, visits, letters, etc., while with new media, people can leave "online comments" at the end of some news bulletins on QQ, WeChat, Weibo or the Internet to make comments on the news or headlines (Wang, 2020).

Immediacy, new media can collect and release information at any moment, especially various kinds of media apps with mobile phones as terminals, which can be online all day (Xu et al., 2018). This form of information transmission uses less editing time and is more immediate than that of traditional newspapers, and the public can see the minute-by-minute development of events on the network (Jankowski & Van Selm, 2000).

Massiveness, in the era of big data, the scope of Internet information and transmission has expanded globally, and people can communicate and exchange information anytime and anywhere (Anshari et al., 2016).

2.1.2 Overview of student club activities under the new media environment

According to the literature, we can come to the understanding that college student clubs are informal groups developed and constructed independently by college students based on the same or similar interests and aspirations, which can voluntarily join or quit, and are approved and guided by relevant departments of the college.

The characteristics of college student clubs. Although many scholars hold different views on the characteristics of student clubs, a comprehensive analysis finds that college clubs mainly present the following characteristics:

The folk nature of the organization. A college club is formed spontaneously and voluntarily, it is not arranged by relevant organizations, nor does it need to register with off-campus institutions. What is required is only the approval of the relevant department of the school. It is a spontaneous organization formed by college students with common ideas, interests and hobbies (Windschitl & Sahl, 2002).

The Flexibility of the structure. College students generally only need to register to join a club. They do not need to go through complicated procedures such as joining the Party, joining the Youth League or changing their major, nor do they need to accept strict organizational review. Members can quit at any time (Chou, 2001). Meanwhile, there is no fixed model for the organization structure within the club, which is decided by the collective negotiation of the members according to the goals and size of the club (Aldrich, 2008).

Diversified types. College student club activities are mainly carried out among student groups, covering such knowledge fields as politics, economy, culture, society, education, science and technology, sports, literature and entertainment, etc. Such content richness is determined by the characteristics of contemporary college students themselves (Hogan et al., 2022).

2.2 Challenges faced by college student clubs

While applauding the achievements of club activities, we should also clearly recognize the problems faced by current club activities, such as the lack of continuity, sense of inheritance and connotation (Bennett & Segerberg, 2012).

Firstly, club activities lack continuity. Diversified college club activities are helpful to enrich college students' spare time life, stimulate their creative potential, cultivate their thirst for knowledge, broaden their scope of knowledge, improve their communication skills, enhance their moral self-discipline and so on. The continuity and effectiveness will affect the quality and effect of college club activities (Jia et al., 2022).

Secondly, club activities lack a sense of inheritance. For example, the club does not keep well the materials of organizing various activities, and does not give timely feedback and summary after the completion of activities; the lack of transmission of information in time leads to the lack of inheritance of many club activities; the construction of club culture only pays attention to temporary results, and fails to consolidate and strengthen in time, which leads to the failure to form club culture in time and effectively.

Thirdly, the connotation of club activities is insufficient. Although many clubs demonstrate different natures, their activity modes are very similar (Henderson & Cunningham, 2023). Common forms include celebrity lectures, social practices, forum activities, arts and cultural activities, etc. The organizational form is relatively monotonous and cannot be combined with the updated new media technology, which greatly weakens the connotation of club activities (Langman, 2005).

3. Research method

The research object is a college in Cangzhou City, Hebei Province. The students who participated in the survey carried out an anonymous online questionnaire survey, they can scan the QR code to answer the questionnaire, so as to know the status quo of college students' club activities in the new media environment. A total of 450 questionnaires were sent out, and 428 valid questionnaires were collected, with an effective rate of 95.11%.

4. Research results and analysis

4.1 Basic information about the students surveyed

First of all, we found out the basic situation of the survey objects. The selected college is a science and engineering college, so the proportion of male students is as high as 60.98%, while female students account for only 39.02%. Moreover, the students majoring in science and engineering account for a relatively large proportion, accounting for 71.26%, while the students majoring in liberal arts account for a relatively small proportion, accounting for 28.74%. In order to make the survey more targeted, we specially communicated with the Youth League Committee of the college before the survey, requiring that the students who participated in the survey were all current members of the school clubs, and the basic information of the personnel is shown in Table 1. Among them, 82.1% were freshmen who hoped to expand their interpersonal communication by joining clubs; sophomores accounted for 9.8%, and were mainly backbone members of those clubs; juniors accounted for 6.3%, and most of them were club presidents; seniors accounted for only 1.8%, most of whom were supposed to be veterans or loyal followers. As can be seen from Table 1, freshmen are the most active in club activities and have the strongest enthusiasm to participate in club activities. However, sophomores, juniors and seniors have low degree of involvement due to the pressure of study or employment, and only a small number of students have been active in club activities.

Table 1
Basic information of students surveyed

Item	Group	Number	Proportion (%)
Gender	Male	261	60.98
	Female	167	39.02
Grade	Freshman (The class of 2022)	351	82.1
	Sophomore (The class of 2021)	42	9.8
	Junior (The class of 2020)	27	6.3
	Senior (The class of 2019)	8	1.8
Major	Liberal arts	123	28.74
	Science and engineering	305	71.26

Sources of data: summary of this study

4.2 The main ways for students to join the college clubs

The rapid development of new media technology and the Internet makes traditional media gradually be replaced by new media, and the cultural activities of college clubs have also undergone great changes. The data from Table 2 shows that 31.31% of the students signed up for the clubs through the official WeChat platform. Many colleges in China attach a QR code to students' admission letters, and students can scan the QR code and follow the WeChat platform to learn about brief introduction about the school and club culture. 23.83% of the students learn about the club recruitment through the recruitment information posted on Baidu Tieba, and some students join the clubs through traditional poster recruitment or registering on site. Thus, when it comes to recruiting new club members in the new media era, we should pay more attention to the integrated development of diversified information network and traditional media publicity mode.

Table 2
The main way for students to join the college clubs

Item	Number	Proportion (%)
Baidu Tieba	102	23.83
Recruitment poster of college club	95	22.19
Official WeChat platform	134	31.31
Club onsite recruitment	97	22.67
Effective number of personnel	428	100.00

Sources of data: summary of this study

4.3 The type of clubs that students are involved in

This item (Table 3) is designed according to the diversified characteristics of college club activities. According to the survey, the participation rate of literary and art clubs is higher than

that of other clubs, accounting for 31.31%, followed by sports clubs, accounting for 22.9%, then the public welfare and practice clubs, accounting for 19.62% and 18.22% respectively, and finally the theoretical learning clubs, accounting for 7.95%. The data in Table 3 shows that literary and art clubs are highly attractive to students, and the proportion of students who join other clubs also shows a balanced trend. The development of the clubs is relatively healthy, and students have a wide range of interests and involvement.

Table 3

The type of clubs that students are involved in

Item	Number	Proportion (%)
Literary and art	134	31.31
Sports	98	22.9
Public welfare	84	19.62
Practice	78	18.22
Theoretical learning	34	7.95
Effective number of personnel	428	100

Sources of data: summary of this study

4.4 The use of new media in the implementation of club activities

According to the data in Table 4, students pay little attention to club activities and trends, which leads to a low amount of attention and repost rate of official accounts. Secondly, the survey on the reasons for the low amount of attention and repost rate shows that 45.56% of the students choose "the content is not attractive and lacks innovation", 28.27% of the students choose "lack of knowledge about new media operation", 20.33% of the students choose "inaccurate club positioning", and 5.84% of the students choose "the person in charge of the club has no such awareness". The lack of innovation is the main factor that leads to the low amount of attention, colleges clubs under the new media environment should pay attention to this problem and focus on solving it.

Finally, the survey on "will new media-related training be given regularly within the club?" shows that 41.13% of the students said no such training activities had been given, 33.64% of the students said that they were occasionally organized for training, 17.05% were often organized for training, and only 8.18% carried out new media training activities regularly.

After a comprehensive analysis of the above four items of data, we can draw the following conclusion: there are three main reasons for the decline of amount of attention and low repost rate of the official accounts, namely, the official accounts of the clubs lack creative content and forms, the lack of standard new media publicity team and the lack of new media professional technical guidance.

Table 4

The use of new media in the implementation of club activities

Survey question	Options	Number	Proportion (%)
How often do you use new media to follow club homepage or browse club news?	A. Frequently	105	24.53
	B. Sometimes	145	33.88
	C. Occasionally	163	38.08
	D. Never	15	3.51
What is the amount of attention and repost rate of the information pushed by the official account of your club?	A. High	95	22.19
	B. Ordinary	110	25.71
	C. Low	145	33.87
	D. No one follows or reposts	78	18.23
What is the reason for the low amount of attention and low repost rate?	A. Inaccurate club positioning	87	20.33
	B. The content is not attractive and lacks innovation	195	45.56
	C. The person in charge of the club has no such awareness	25	5.84
	D. Lack of knowledge about new media operation	121	28.27
Will new media-related training be given regularly within the club?	A. Regularly	35	8.18
	B. Frequently	73	17.05
	C. Occasionally	144	33.64
	D. Never	176	41.13

Sources of data: summary of this study

5. Conclusions and suggestions of the research

5.1 The influence of new media environment on college students' club activities

Since its rise, college student club activities have been showing a momentum of vigorous development, and with the continuous development of information technology, new media, as an important communication medium, is gradually becoming an indispensable part of college students' life (Oblinger, 2004). Based on the above analysis of the questionnaire, it can be seen that new media has the following two influences on college students' club activities:

5.1.1 Opportunities brought by new media to college students' club activities

As an important form of new media communication, the Internet has exerted a profound influence on college students (Lewis & Nichols, 2016). The active use of new media forms will help us to seize the new opportunities brought by new media for the development and organization construction of college student clubs. New media is of great significance to the

field expansion, the time and space expansion and the enhancement of attraction of club activities (Lamberton & Stephen, 2016).

5.1.2 The Challenges brought by new media to college students' club activities

According to the content of the activities, student clubs can be divided into theoretical science and technology clubs, practice and public welfare clubs, sports competition clubs, arts and entertainment clubs, etc. The self-organization construction and activities of all types of college clubs are mainly for the purpose of serving students, meeting the needs of students' interests, improving their knowledge, realizing their quality development and enhancing their ideological consciousness (Li & Guan, 2016). Therefore, the implementation of club activities should focus on considering the realistic social life of college students and their ideological and behavioral needs. In this new era of constant economic and social development, college students are deeply influenced by the freedom, convenience and randomness of new media communication, and their modes of thinking, values and behavior habits demonstrate diversified and personalized characteristics (Lv, 2022). Therefore, new media has brought unprecedented challenges to the implementation of club activities (Gifford, 2022).

5.2 Countermeasures of college students' club activities under the new media environment

The rapid development of new media has expanded the field of club activities, broadened the spatiotemporal nature of club activities, and enhanced the attraction of club activities. However, the freedom, convenience and randomness of new media communication also bring problems such as difficult to control public opinion guidance, difficult to choose club activities, and difficult to grasp organizational content. We should seize the new opportunities brought by new media to the clubs and constantly explore new countermeasures to make club activities adapt to new media, we should also further enhance the attraction and influence of club activities, so as to better solve the challenges brought by new media (Saboo et al., 2016).

5.2.1 Establish and standardize the management system of college student clubs

The management departments of college clubs need to establish a clear new media information publicity and release mechanism, and information release shall adopt the new media registration and record system. School-level clubs shall be directly managed by the Youth League Committee, while the secondary college clubs should be managed by the functional departments of the colleges (Halverson et al., 2016). Club managerial personnel responsibility system shall be adopted for information release to ensure the authenticity of information, and the principle of "review before release" shall be strictly implemented. Establish the code of conduct of new media information spreading, so that the club members can have rules to follow for new media communication (Pulido et al., 2020).

5.2.2 Colleges should incorporate club activities into the personnel training system

Community managerial personnel, counselors and psychological advisors should give more thought to such functions of club activities, actively intervene in students with psychological crisis, strengthen the counseling of psychological problems in communication, and jointly create a good interpersonal environment and healthy psychological state (Edmondson et al., 2004).

All in all, college club activities should take advantage of the new media platform, rely on the unique charm of club activities and the rich resources of the new media environment to form a joint force by combining teaching with entertainment, break the previous time and space restrictions, so as to improve the quality and efficiency of club activities, and take into account both the level of club culture construction and the quality of activities (Zhao, 2022). "By

combining traditional activity mode with innovative activity mode, daily activities can be made online, characteristic activities can be realized in scale and innovative activities can be achieved in network mode". In this way, a harmonious campus cultural atmosphere will be created (Theocharis et al., 2015).

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DPUA International Conference on Business Innovation and Social Sciences 2023 (A Learner Corpus-Based Error Analysis on Chinese Classifiers)

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Abstract

Due to Chinese language learners' poor performance of using Chinese classifiers in authentic context, this study attempted to explore the reasons behind it. To reach the goal, the data collected from a learner corpus named TOCFL was analyzed qualitatively and quantitatively. The writing error data was made by non-Chinese adult speakers from 39 different L1 (the first language) backgrounds in CFL (i.e. Chinese as foreign language) context. The quantitative result indicated that the error tag, Scl, which refers to semantic errors of classifiers, were the most frequently marked by 115 times. The interlingual and intralingual cause theories were applied to explain specific cases. Besides the pedagogical implications of teaching Chinese classifiers in CFL were addressed to improve learners' Chinese proficiency.

Keywords: Error analysis, Learner corpus, CFL learner, Chinese classifiers

1. Introduction

A learner corpora consists of text written by language learners. The authentic interlanguage can be retrieved from a learner corpus to facilitate quantitative studies. The analysis and study of the errors made by second language learners (i.e. Error Analysis or EA), has attracted attentions from many educators, language teachers, linguists and researchers in recent years (Heydari & Bagheri, 2012).

Chinese as a classifier language has a clustering of morphemes that characterize nouns while classifiers are absent in English. The noticeable contrast between Chinese and English is likely to cause difficulties for those who learn Chinese as a L2 (i.e. second language) to master the different categories of classifiers in Mandarin.

Although the recent studies of Chinese as interlanguage is not rare, e.g. Zhang (2010) and Xiao (2011), most analysis are confined to the observation of the data made by language learners during the process of CFL context. There seems to lack of analysis of the data based on a systematic proficiency levels. Therefore, the aim of this article is to conduct an EA on Chinese classifiers by collecting data from a learner corpus named TOCFL to analyze the linguistic features based on the different language proficiency. The errors in the writing texts produced by English learners are categorized to explore the possible causes from the perspective of second language acquisition. Besides, based on the results of the study, some teaching strategies and activities emphasizing on Chinese classifiers are proposed.

2. Methodology

2.1 Participants

According to the descriptions of TOCFL web corpus, the participants were CFL learners (i.e. Chinese as a Foreign Language) who took the Mandarin proficiency test, TOCFL during their university years, which means the participants are adults. The L1 background of the subjects is

selected as English in the present study. The data in this study are the errors of Chinese classifiers that the English learners made in their compositions. The writing error data collected from the total 4567 items was made by non-Chinese adult speakers from 39 different L1 backgrounds in CFL context.

As for the candidates' language proficiency, the rank of A2, B1, B2, and C1 correspond to novice-low, intermediate-high, advanced-mid, and superior levels as a reference with the standard of CEFR(i.e.Common European Framework of Reference for Languages).

Table 1

Error tags

Error type	Chinese sentences with annotations
Underuse of classifiers	a.以回去忠孝復興站，因為那裡有一 [Mcl] KTV叫錢櫃。
Overuse of classifiers	b.你喜歡吃什麼種 [Rcl] 食物？比較喜歡吃點心，像小籠包。
Misuse of classifiers	c.是慶祝會的時候我們的公司有一個 [Scl] 重要的事。

2.2 Error tags for category

All the data from the corpus were manual identified with error tags. The annotation system of errors in TOCFL corpora adopts the approach proposed by Heidi & Stephen (1982) and Carl (1998). Three main types of errors including underuse, overuse, and misuse of linguistic items are listed with abbreviations of M,R and S respectively. The POS tag for classifier, which is the linguistic aspect focused in the present study, is cl in the corpus. When there are errors pertaining to classifiers within a Chinese sentence, three categories of annotations will be represented as in the following Table 1:

Table 1 Error tags for misuse, underuse and overuse of Chinese classifiers

(M=underuse, R=overuse, S=misuse, cl=classifiers)

As Table 1 illustrated, in sentence a, the slot of the tag , [Mcl] is supposed to take a Chinese classifier after the number word, 一 yi1, which can be regard as underuse. In contrast, [Rcl] in sentence b is an indication of overuse of classifier, 種 zhong3 before the NP, 食物 shi2wu4. The last type of error tag, [Scl] in sentence c shows the misuse of classifier, 個 ge4 to collocate with the noun, 事 shi4.

3. Literature review

3.1 Interlingual and intralingual cause

Richards (1974) classified errors as two categories. One that were caused by L1 interference is interlingual errors, which means the difference between L1 and L2 may lead to errors. Another is called intralingual and developmental errors that occur during the process of SLA(i.e. second language acquisition) when the learners have not really acquired the knowledge and caused by the difficulty of target language itself.

By comparing Mandarin and English, a distinction can be found when a number occurs before a NP. For example, Mandarin for “three sheep” is 三头羊 san1tou2yang2. The number 三 san1 co-occur with the classifier, 头 tou2 to modify the NP, 羊 yang2 while it is rare to use the expression like “three head of sheep” in English. In other words, it is ungrammatical to say 三羊 san1yang2 in Mandarin when there is an omission of the classifier but it is acceptable to only use number words as modifiers before a NP in English. The overt difference between Chinese and English can be defined as interlingual errors.

3.2 Classifiers

Chinese classifier is a system containing various subcategories. According to Erbaugh(2006), there were five subtypes of numeral classifiers: 1) Measure classifier and precise measure. 2) Collective classifier for arrangement of objects. 3) Kind classifier. 4) Event classifier. 5) Sortal classifier, which refers to a specific type such as 本 ben2 for books, 架 jia4 for machines. Furthermore, Chinese classifiers like 条 tiao2, 张 zhang1, 块 kuai4 are treated as size and shape classifiers which are a sub-set of sortal classifiers. As listed above, the sophistication of Chinese classifier system with various categories and subtypes within each category can bring a demanding task for CFL learners. The complexity of Chinese classifier may lead to intralingual errors.

4. Data analysis

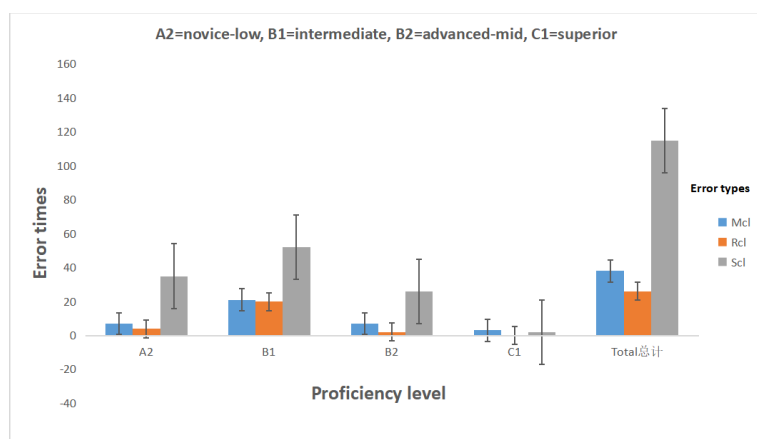
4.1 The Rate of classifier errors

There are 179 inaccurate citations from English speakers, accounting 19.2% of the total classifier errors produced by the learners (923 sentences). Despite the fact that Japanese learners made the most frequent classifier errors with 23.3%, the English CFL learners with a relatively high percentage of 19.2% become the second largest group and rank out other language speakers such as Korean, Italian ect.

In addition, the rate of 179 classifier errors based on three error types mentioned above and the learners’ language proficiency (i.e. novice-low, intermediate-high, advanced-mid, and superior levels) is calculated as shown in the Figure 1 below:

Figure 1

The rate of classifier errors based on language proficiency and error types



It can be seen from the Figure 1, the largest number of errors comes from the intermediate-high English learners and only five incorrect citations are from superior learners. Besides, the most frequent error is misuse of classifier, reaching to a highest percentage of 64.2 followed by 21.2% of underuse and 14.5% of overuse.

4.2 Underuse of classifiers

Among three error types listed in Figure 1, there are 38 erroneous sentences resulted from Mcl. Five of them are extracted for a further analysis:

1. 你是我第一 [Mcl] 筆友
2. 那裡有一 [Mcl] KTV 叫錢櫃。
3. 可是我朋友覺得[Mdet] [Mcl] 電影沒有意思也不太好看。
4. 因為小明的中文不太好， [Mdet] [Mcl] 小姐慢慢地跟他說話。
5. 因為我對電腦這 [Mcl] 課很有興趣。

In general, the missing of classifiers leads to the ungrammaticality of the above five sentences. Sentence 1 and 2 share a similar error pattern without a classifier that should be co-occur with the number 一 yi1 before the NP. From the English translation of sentence 1 “You are my first pen pal” and sentence2 “There is a KTV called Qianguai” , it can be seen that there are no classifiers appearing before the NP in English. Therefore, this pair of errors may be caused by English interference, which is interlingual cause. Sentence 3 and 4 can be another pair to show a similar error pattern that both absence of a determiner and a classifier occur simultaneously. Chinese noun classifiers belong to the numeral classifier subtype which can appear after a determiner equivalent to English “this” or “that” (Erbaugh, 2006). In sentence 5, a determiner 这 zhe4 can be found but not a classifier. It seems when a determiner is needed in a NP, the learners have difficulty in dealing with the relation between the determiner and the classifier. The learners’ confusion may derive from the complexity of the rule that a determiner can co-occur with a classifier in Mandarin. Thus, it is likely that sentences 1,2, 3 can be resulted from intralingual cause.

4.3 Overuse of classifiers

The error of overuse shows the least frequency with 26 sentences written by English learners. It is clearly shown that no errors are from superior learners, so five sentences made by the learners from other three levels are given as below:

6. 喜歡念書，常常考得很好。每一個 [Rcl] 科他都喜歡。
7. 我遇到了一個 [Rcl] 件很難忘的事情，讓我感覺很開心。
8. 我們會去南部幾個 [Rcl] 天。
9. 現在看你對什麼種 [Rcl] 活動比較有興趣。

10. 你喜歡吃什麼種 [Rcl] 食物?

The whole picture of the five examples is more than one classifier are used to describe the noun. In Mandarin, the most common classifier 個 ge4 can be considered as a default. Based on the error pattern in sentence 6,7,8, the appearance of 個 ge4 means the English learners already have had a basic understanding of Chinese classifier. In sentence 6 and 7, the learners even chose the correct form of classifiers, 科 ke1 and 件 jian4 to collocate with the NP. However, they failed to delete the unneeded classifier 個 ge4, which leads to the ungrammatical sentences. At this stage of learning, the CFL learners seem not to master the restrictions of classifiers, which can be developmental errors. As for the pair of 9 and 10, both are interrogative sentences with unnecessary classifier 種 zhong2, before the NP. Similarly, the learners have had awareness to use classifiers. Yet they wrongly added the classifier 種 zhong2 to follow the interrogative word, 什麼 shen2me1. This complex construction brings about intralingual errors.

4.4 Misuse of classifiers

Obviously, the last type is on the top of the error list, occupying over half of the total classifier errors. Although the learners of four language proficiency all have a tendency to misuse classifiers, there are only two incorrect sentences from superior learners. Examples covering four language levels are selected:

11. 這個 [Scl] 街很有名。
12. 這個 [Scl] 事情是幾年前發生的。
13. 社會家庭來說，少養育是少了一個 [Scl] 開銷支出
14. 那位 [Scl] 人說「沒關係，進來。走吧。」
15. 大學生該不該半工半讀，對我一位 [Scl] 美國人來說，是一個很少辯論的主題。

Generally, the five examples have inappropriate classifiers collocating with the NP. The default classifier, 個 ge4 can be found in sentence 11,12 and 13, which is similar to sentence 6 and 7. But the difference is 個 ge4 replaces the correct classifier to be the only classifier in the sentence, which causes misuse of classifiers. As mentioned above, classifiers such as 条 tiao2, 件 jian4, 項 xiang4, which are supposed to collocate with the NP in sentence 11, 12 and 13, belong to three distinctive types of classifiers. It is not easy for CFL learners to distinguish the differences among these Chinese classifiers, therefore, the most common classifier 個 ge4 is preferred. This is caused by intralingual errors. Likewise, the classifier 位 wei4 was wrongly used in the discourse. The acceptable classifier should be 個 ge4 in sentence 14 and 15. It seems that the learners know 位 wei4 can be used to describe a person but fail to know when the classifier can be used in a right way. The difficulties derived from the Chinese classifier system lead to intralingual errors.

5. Conclusion and pedagogical implications

5.1 Conclusion

Based on the quantitative data, it is clear to show that the error tag, Scl for misuse of classifiers, was marked with the highest frequency followed by the Mcl for underuse and Rcl for overuse. The highest percentage of semantic errors of using Chinese classifiers made by CFL learners could be possibly attributed to interlingual and intralingual cause. When Chinese classifiers are featured as the linguistic uniqueness, which do not occur in CFL learners' L1, they tend to be interfered. Another scenario is related to the difficulty of classifiers as intricate linguistic knowledge, especially when some of Chinese classifiers share the similar word form.

5.2 Pedagogical implications

5.2.1 For English elementary learners

At the elementary stage of learning, the adult learners who speak English have already had prior experience of acquiring L1. English plays a dominant role in their process of learning Chinese. It is key to introducing how English and Chinese behave differently when a classifier involved. The prominent structure, a numeral word with the default Chinese classifier 个 ge4 could be a good choice for instructors to start with, comparing the two languages by illustrating this pattern as a model for students. The exercise focusing on oral practice when providing pictures of objects that the students have already learned could be helpful to review the previous vocabulary and reinforce the use of the classifier 个 ge4. The Direct teaching method and Audio-lingual method (Wang, 2006) including repetition drill may facilitate students' learning at the initial stage. The teaching procedure could follow the sequence:

Step1. Presenting the Chinese expression 三个人 san1ge4ren2 with its English equivalence "three people" on the board.

Step2. The students are required to identify the difference between the 2 expressions (i.e. item 个 ge4)

Step3. The teacher introduces the Chinese classifier 个 ge4 as a most common word preceding an object and following a number. The pattern could be given like 数字+个+物体.

Step4. Pictures with objects are displayed for the students to express the content by using the language pattern listed above.

5.2.2 For intermediate and advanced learners

The intermediate and advanced adult learners have already had the concept of Chinese classifiers. Based on the data analysis and explanations of errors, intralingual errors are frequently made by the intermediate and advanced learners. During the process of learning Chinese classifiers, the complexity of classifier categories may hinder the learners' master of this linguistic aspect (Guo, 2002). It is necessary for teachers to help students have a better understanding of different types of classifiers. Integrating systematic and meaningful explanations of classifiers by applying the Cognitive Approach with comprehensive exercise may greatly facilitate the learning. For example, the teacher could provide the explanation of two classifiers that have similar pronunciations and character forms, 幅 fu2 and 副 fu4 by decomposing these two Chinese characters. The teaching procedure is listed as below:

Step1. Decomposing these two Chinese characters. The Chinese character 幅 fu2 is composed of the Chinese radicals 巾 jin1 and 畀 fu2. In contrast, the similar character 副 fu4 contains the identical part 畀 fu2 but a different radical 刂 dao1.

Step2. Giving explanations of the radicals 巾 jin1 and 刂 dao1 from the perspective of their original meanings. 巾 jin1 in Chinese refers to a piece of cloth covering the head and its extensional meaning is associated with the textile while 刂 dao1 denotes a knife. The interpretation of 副 fu4 could be cutting by a knife.

Step3. Bridging the explanations of the radicals (巾 jin1 and 刂 dao1) within the characters (幅 fu2 and 副 fu4) with their classifiers' usage. When the material of the object can be the textile for writing and painting on, such as a piece of cloth, the character 幅 is selected as a classifier to describe the object. However, if the object has a feature of symmetry, especially when it can be a pair, which is like to be cut by a knife into two parts, the Chinese classifier 副 fu4 is usually preferred.

Step 4. Checking students' understanding and applying of the classifiers 幅 fu2 and 副 fu4 by giving a fill-in-blank exercise.

- 1.三 () 画
- 2.两 () 图
- 3.一 () 手套
- 4.五 () 眼镜

To sum up, when teaching the Chinese classifiers at the initial stage, TCFL teachers should guide students to identify the difference between their L1 and Chinese, impressing learners by comparing two languages. With the development of students' Chinese proficiency, teachers should be competent for developing CFL learners' deeper conceptual understanding of Chinese classifiers by providing explicit and systematic explanations, which can facilitate learners' cognitive internalization of the knowledge.

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The Relationship between Entrepreneurial Behavior Learning and Entrepreneurial Intention of Chinese College Students: The Mediating Role of Innovation Self-Efficacy

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Abstract

This study utilizes a questionnaire consisting of three scales: "Entrepreneurial Behavior Learning," "Innovative Self-efficacy," and "Entrepreneurial Intention." It investigates 393 students from ordinary colleges and universities in China through "convenience sampling" to explore innovative self-efficacy and the mediating role of efficacy in the relationship between Entrepreneurial Behavior Learning and entrepreneurial intention. The results indicate that Entrepreneurial Behavior Learning has a positive effect on entrepreneurial intention, and innovative self-efficacy plays a "partial mediating" role in this relationship. There were no significant differences in these results across different genders, professions, educational backgrounds, and ages.

Keywords: Entrepreneurial Behavior Learning; Entrepreneurial Intention; Innovative Self-efficacy; Mediating Effect

1. Introduction

Entrepreneurship has become a powerful driving force for economic development in today's world. Currently, the number of Chinese graduates is increasing every year. According to the Chinese Ministry of Education's prediction, the number of Chinese college graduates will exceed 9 million in 2021. The increase in scale will inevitably make the employment situation more severe (Ministry of Education, 2020). At present, some college students in China do not have a strong sense of innovation self-efficacy and are not clear enough about their creative intentions, which also makes some college students have insufficient entrepreneurial action (Yuan, 2021).

Under the background of the era of "mass entrepreneurship and innovation," more and more college students have entrepreneurial intentions under the guidance of multiple forces such as the power of role models, entrepreneurship education, and entrepreneurship support policies. However, not all entrepreneurial intentions will be transformed into actual entrepreneurial actions (Cooke & Sheeran, 2004). Entrepreneurial Behavior Learning can affect entrepreneurial intention. Specifically, entrepreneurial Behavior Learning can enhance individual entrepreneurial knowledge and skills, improve entrepreneurial success rate, and thus increase individual entrepreneurial intention (Ran, 2019).

Therefore, Entrepreneurial Behavior Learning can enhance individuals' entrepreneurial knowledge and skills, enhance their confidence and determination in entrepreneurship, and thus improve their entrepreneurial intentions. At the same time, entrepreneurship is a process of continuous learning. In this process, innovation and entrepreneurship are important means to promote economic development and enhance development momentum. Also, it is an essential measure to alleviate the employment pressure of current college graduates, create a large number of new jobs, and increase the employment rate (Guan, 2019).

Additionally, the demand for innovative talents in enterprises is also increasing (Cohn & Kahn, 2020). Currently, there are still deficiencies in the research on entrepreneurial action and entrepreneurial intention from the perspective of colleges and universities. The conclusions drawn by some college questionnaires are also typical, reflecting the general characteristics of college students' entrepreneurial status to a large extent: High initial entrepreneurial intention, less Entrepreneurial Behavior Learning, and a lower entrepreneurial success rate (Liu, 2019).

In 1977, the famous American psychologist Bandura first proposed the concept of self-efficacy, which is one of the important core concepts in Bandura's social learning theory. "Confidence in one's own skills to do the job well" (Bandura & Adams, 1977). Bandura regards strong self-efficacy as a necessary condition for creative productivity and discovery of new knowledge and believes that self-efficacy affects the motivation and ability to engage in specific behaviors.

Most scholars believe that entrepreneurial innovation efficacy has a positive effect on individual entrepreneurial intentions (Boyd & Vozikis, 1994; Tang, 2009; Ding et al., 2009), and Bandura's self-efficacy theory believes that goals and employees' self-efficacy are related. Positive correlation (Bandura, 2002) On the one hand, people with higher self-efficacy are more likely to achieve their goals. Many studies have confirmed that entrepreneurial self-efficacy has a good predictive effect on entrepreneurial intentions (Wang & Yang, 2019).

On the other hand, challenging goals are beneficial to improve employees' self-efficacy. For college students, entrepreneurship is often a very challenging goal, so college students will have a higher sense of entrepreneurial self-efficacy through entrepreneurial actions to stimulate entrepreneurial intentions. Enhancing the entrepreneurial self-efficacy of college students can reasonably guide college students' entrepreneurial intentions, eliminate obstacles to college students' entrepreneurship, and improve the effect of entrepreneurship. Based on this, this study explores the mediating role of innovative self-efficacy in the relationship between Entrepreneurial Behavior Learning and entrepreneurial intention, focusing on Chinese college students.

2. Literature Review

Entrepreneurship learning is an important entry point for understanding entrepreneurial phenomena and activities in China's specific context (Cai & Dan, 2013). Based on the current research on entrepreneurial learning, a new perspective is adopted to extract its core features, among which the significant effect of action learning on improving entrepreneurial ability has been widely supported (Adams, 2010; Rae, 2012; Stewart, 2009; Thorpe et al., 2009). The core idea of action learning theory is to require learners to actively participate in practical tasks or solve work problems and improve their abilities and skills through "learning by doing". Liu (2018) pointed out that Entrepreneurial Behavior Learning is a special learning behavior in the process of entrepreneurship. By critically reflecting on the conventional model and entering the cycle path of "action-reflection-reaction-reflection" in behavioral learning, entrepreneurial ability can be spiraled up.

Intention refers to an early psychological manifestation that predicts a certain behavior in the future. According to Bird's (1988) intentional model, environmental and personal factors jointly affect the formation of intentions. Environmental factors are composed of the social, political, and economic environment in which individuals live, while personal factors can be defined in terms of the individual's growth process, personality, and abilities. Entrepreneurial Behavior Learning can affect entrepreneurial intention. Specifically, Entrepreneurial Behavior Learning can enhance individual entrepreneurial knowledge and skills, improve the entrepreneurial success rate, and thus increase individual entrepreneurial intention (Ran, 2019).

The concept of self-efficacy was first proposed by the American psychologist Albert Bandura in 1977. Bandura believes that self-efficacy is an individual's expectation of the behavioral ability required to engage in a certain activity, and the expected individual's psychological cognition and actual behavior of the thing are decisive for the actual behavior. Ru (2009) pointed out that innovative self-efficacy is a concrete manifestation of self-efficacy in the field of innovation, that is, college students' perception of their ability to complete certain innovative tasks or behaviors, or their confidence or belief in achieving innovative behavior goals. When a person has an inner belief that he can confidently exhibit superior creativity, it indicates a high level of creative self-efficacy (Suai et al., 2017).

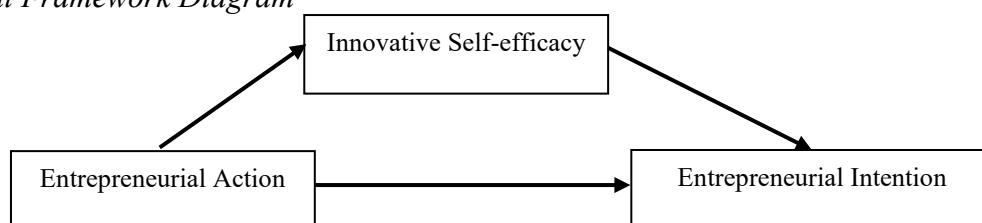
Innovation is the foundation for entrepreneurship, and those who have confidence in their own innovation capabilities have a better chance of starting a business successfully. Qiao (2022) pointed out that individuals with a high level of innovative efficacy are more likely to show strong curiosity and broad interests, and are more likely to find unusual things in daily life. The generation of entrepreneurial intentions requires innovative thinking and innovative capabilities, and Han and Peng (2021) and Huang (2018) and others have the same conclusion: the higher the individual's sense of innovation efficacy, the stronger their entrepreneurial intention.

In previous studies on entrepreneurial intentions, the theories of the entrepreneurial event (SEE) proposed by Shapero and Sokol (1982), the theory of planned behavior (TPB) proposed by Ajzen (1991), and the theory of entrepreneurial self-efficacy (TESE) based on Bandura's theory of self-efficacy have been commonly used.

However, this study adopts the self-determination theory (SDT). This theory suggests that self-determination is not just a human ability but also a need. In order to effectively play its role, individuals need to absorb nutrition and support from the social environment. Entrepreneurial behavior learning can be achieved by satisfying learners' self-determination needs, establishing an appropriate social support network, and improving individual ability levels to enhance entrepreneurial intentions.

Therefore, this study uses self-efficacy as an intermediary variable to examine the impact of the relationship between entrepreneurial behavior learning and entrepreneurial intentions. Based on this purpose, the study proposes the following research hypothesis: Entrepreneurial Behavior Learning can significantly and positively predict entrepreneurial intention, and innovation self-efficacy plays a mediating role between entrepreneurial behavior learning and entrepreneurial intention. The framework of this study is shown in the figure:

Figure 1
Conceptual Framework Diagram



3. Methods

3.1 Research Object

Ghiselli and Zedeck (1981) suggested that the sample size for a questionnaire study should be at least 10 times the total number of questions. In this study, the questionnaire consists of three scales with a total of 17 questions, including 9 items for the entrepreneurial behavior learning scale, 4 items for entrepreneurial intention, and 4 items for innovation action learning. A total of 393 questionnaires were distributed, and 382 valid questionnaires were collected, resulting in an effective response rate of 97.46%. The number of returned questionnaires meets the sample size requirements for questionnaire studies.

The study focuses on students who attended and graduated from ordinary colleges and universities in Southwest China within the past five years. This region was selected due to its policy support and entrepreneurial opportunities for Western China's development, as well as its unique economic development, regional culture, and entrepreneurial environment. See Table 1 for details on the sample demographics.

Table 1
Student Basic Data Analysis Table (Number of samples: 383)

Basic Information		Sample	Percentage
Gender	Male	199	52
	Female	184	48
Major	Natural Science	163	42.6
	Social Sciences	220	57.4
Academic Qualifications	diploma	70	18.3
	undergraduate	313	81.7
Level	Freshman	99	25.8
	Sophomore	129	33.7
	Junior	53	13.8
	Senior	84	51.9
	Worked	18	4.7

3.2 Research tools

In item analysis of a scale, it is common practice to assess the internal consistency and reliability of the scale using Cronbach's alpha. A value of 0.7 or higher is considered to indicate good reliability (Nunnally, 1978). To evaluate the validity of the scale, a Kaiser-Meyer-Olkin (KMO) value greater than 0.8 and a significant Bartlett's test of sphericity are typically required (Bartlett, 1950).

3.2.1 Entrepreneurial Behavior Learning Scale

The entrepreneurial behavior learning scale, developed by Xie and colleagues, was used in this study (Xie et al., 2017). The questionnaire contains 9 items and uses a 5-point scoring system to assess three dimensions: daily life failure, career failure, and entrepreneurial failure. As shown in Table 2, the total scale has an alpha coefficient of 0.845 in this survey, with alpha coefficients of 0.769, 0.732, and 0.723 for each dimension, respectively. Exploratory factor analysis of the Entrepreneurial Behavior Learning Scale yielded a KMO value of 0.874, which is greater than the recommended threshold of 0.8, and a significant Bartlett's test of sphericity with a value of 1203.191, indicating that the validity of the scale meets the requirements.

Table 2*Analysis Table of Facet Factors of Entrepreneurship Action Learning*

Factor	Factor Facet Content	Factor load	Eigen values	Square load after shaft Interpretation different amount %	Cronbach's α
Failure in daily life	1. In the process of entrepreneurial action learning, they will question or even overthrow the old views that they believed to lead to failure	0.794			
	2. In the process of entrepreneurial action learning, decision-making issues will be considered from different perspectives, and whether there will be alternative conclusions;	0.715	2.444	27.151	0.769
	3. In the process of entrepreneurial action learning, they often rethink the problems encountered in the process of entrepreneurship based on previous experience	0.744			
Career failure	4. In the process of starting a business, I often communicate with other people	0.682			
	5 In communicating with others, I can often obtain valuable information and feedback.;	0.709	2.134	23.707	0.732
	6. The more I communicate with others, the more I can learn, the more conducive to starting a business;	0.806			
Entrepreneurial failure	7. I will do things according to the original rules;	0.810			
	8. I will do things in a new way based on the original rules;	0.739	1.487	16.526	0.723
	9. I will change the old rules and do things in a new way.	0.804			
Cumulative Total Explained Variation					
Cumulative total explained variance: 67.384		KMO:	0.874	Approximate Chi-Square:	1203.181
Scale Overall Reliability: 0.845		significant: 0.000			

3.2.2 Innovative Self-efficacy Scale

The study employed the innovative self-efficacy questionnaire developed by Liu and colleagues (Liu et al., 2014). The questionnaire includes 4 items and uses a 7-point scoring system. Table 3 displays an alpha coefficient of 0.882 for the innovation self-efficacy scale in this survey. Exploratory factor analysis of the innovation self-efficacy scale yielded a KMO value of 0.833, which is above the recommended threshold of 0.8, and a significant Bartlett's test of sphericity with a value of 799.053, indicating that the validity of the scale meets the requirements.

Table 3
Analysis Table of Innovation Self-Efficacy Facet Factors

Factor	Factor Facet Content	Factor load	Square load after shaft		Cronbach's α
			Eigen values	Interpretation different amount %	
creative self-efficacy	1. I feel like I'm good at coming up with novel ideas.	0.861			0.882
	2. I have confidence in my ability to creatively solve problems.	0.851			
	3. I have a knack for further complementing other people's points of view.	0.853	2.955	73.876	
	4. I am good at discovering new ways to solve problems.	0.873			
Cumulative total explained variance: 73.876		KMO: 0.833		Approximate Chi-Square: 799.053	
Scale Overall Reliability: 0.882				significant: 0.000	

3.2.3 Entrepreneurial Intention Scale

The entrepreneurial intention questionnaire, compiled by Chinese scholars Hu et al. (2016) was adopted. The questionnaire comprises four items and uses a 5-point scoring system. As shown in Table 4, the α coefficient of the entrepreneurial intention scale in this survey is 0.833. The exploratory factor analysis of the entrepreneurial intention scale reveals that its KMO value is 0.864, which is greater than 0.8, and the Bartlett chi-square value is 616.628, indicating significance and meeting the validity requirements.

Table 4*Analysis Table of Facet Factors of Entrepreneurial Intention*

Factor	Factor Facet Content	Factor load	Square load after shaft		Cronbach's α
			Eigen values	Interpretation different amount %	
Creative self-efficacy	1 I plan to start a business after graduation.	0.861			0.833
	2. I aspire to own my own business.	0.749			
	3. I have a more detailed business plan and ideas.	0.823	2.673	66.821	
	4. I will take the initiative to learn about entrepreneurship and understand the detailed process of entrepreneurship.	0.832			
Cumulative total explained variance: 66.821		KMO: 0.864	Approximate Chi-Square:		616.628
Scale Overall Reliability: 0.833			significant: 0.000		

3.3 Data Statistics and Analysis

All data collected in this study were statistically analyzed using SPSS 22.

4. Findings

4.1 Test Analysis of Variables

It can be seen from Table 5 that there is no significant difference in the aspects of entrepreneurial behavior learning, innovative self-efficacy and entrepreneurial intention among students of different genders. There is no significant difference in entrepreneurial behavior learning, innovative self-efficacy and entrepreneurial intention, no matter the students of natural science or social science. There is no significant difference between junior college students and undergraduate students in entrepreneurial behavior learning, innovative self-efficacy and entrepreneurial intention.

It can be observed from Table 6 that there are no significant differences in terms of entrepreneurial action learning, innovative self-efficacy, and entrepreneurial intention among students of different grades.

Table 5

Displays The Outcomes of a T-Test by Each Component for Students With Various Majors, Genders, And Educational Backgrounds.

Variable	Entrepreneurial Behavior Learning		Creative Self-Efficacy		Entrepreneurship Intention	
	M	SD	M	SD	M	SD
Male	3.781	0.608	5.030	1.272	3.464	0.873
Female	3.824	0.488	4.856	1.080	3.458	0.761
t-Value	-0.757		1.438		0.068	
Natural Science	3.752	0.569	4.896	1.247	3.443	0.812
Social Science	3.838	0.540	4.984	1.139	3.474	0.828
t-Value	-1.515		-0.721		-0.361	
Diploma Undergraduate	3.741	0.515	4.850	1.034	3.400	0.791
t-Value	-1.008		-0.753		-0.686	

Table 6

Summary table of ANOVA test of each variable in different grades

Variable	Grade	People	Average	Standard Deviation	F
Entrepreneurial Behavior Learning	Freshman	99	3.724	0.499	1.323
	Sophomore	129	3.786	0.524	
	Junior	53	3.818	0.616	
	Senior	84	3.866	0.579	
	Has Worked	18	3.988	0.701	
Creative Self-Efficacy	Freshman	99	4.861	1.057	1.295
	Sophomore	129	4.888	1.189	
	Junior	53	4.816	1.291	
	Senior	84	5.179	1.153	
	Has Worked	18	5.139	1.579	
Entrepreneurship Intention	Freshman	99	3.361	0.771	0.692
	Sophomore	129	3.450	0.728	
	Junior	53	3.542	0.902	
	Senior	84	3.521	0.872	
	Has Worked	18	3.569	1.178	

4.2 Descriptive Statistics and Correlation Analysis

Table 7 reveals that the three research variables - entrepreneurial action learning, innovation self-efficacy, and entrepreneurial intention - are all at an upper-middle level. Significant positive correlations were found between entrepreneurial action learning and innovative self-efficacy ($r=0.620$, $p<0.001$), entrepreneurial action learning and entrepreneurial intention ($r=0.648$, $p<0.001$), and innovative self-efficacy and entrepreneurial intention ($r=0.524$, $p<0.001$), with correlation coefficients ranging from 0.524 to 0.648, indicating medium correlation and no collinearity problem.

The results of the correlation analysis indicate that for Chinese college students, higher levels of entrepreneurial action learning are associated with higher levels of innovative self-efficacy and entrepreneurial intention. Moreover, higher levels of innovative self-efficacy are also associated with higher levels of entrepreneurial intention. Therefore, enhancing entrepreneurial action learning in entrepreneurship education can effectively promote the development of innovative self-efficacy and entrepreneurial intention among college students.

Table 7
Descriptive statistics and correlation analysis table

Correlation	Mean (M)	Standard Deviation (SD)	Entrepreneurial Behavior Learning	Creative Self-Efficacy	Entrepreneurial Intention
Entrepreneurial Behavior Learning	3.802	0.554	1		
Creative Self-Efficacy	4.946	1.186	0.620***	1	
Entrepreneurial Intention	3.461	0.820	0.648***	0.524** *	1

4.3 Analysis of the mediating role of innovation self-efficacy

Table 8 shows that after controlling for demographic variables such as gender, major, education, and grade, Model 1 indicates that entrepreneurial action learning has a significant positive predictive effect on entrepreneurial intention ($\beta=0.651$, $p<0.001$), accounting for 41.1% of the variance. In Model 2, entrepreneurial action learning has a significant positive predictive effect on innovative self-efficacy ($\beta=0.622$, $p<0.001$).

In Model 3, when both entrepreneurial action learning and innovative self-efficacy were included, it was found that both had significant positive predictive effects on entrepreneurial intention. Specifically, entrepreneurial action learning still had a significant predictive effect on entrepreneurial intention ($\beta=0.524$, $p<0.001$), and innovative self-efficacy also had a significant positive predictive effect ($\beta=0.205$, $p<0.001$). However, the predictive effect of entrepreneurial action learning on entrepreneurial intention dropped from 0.651 to 0.524, suggesting that innovative self-efficacy partially mediates the relationship between entrepreneurial action learning and entrepreneurial intention, while demographic variables such as gender also play a role.

Table 8

The impact of entrepreneurial action learning and innovation self-efficacy on entrepreneurial intention

		Model 1	Model 2	Model 3
Variable		Entrepreneurship Intention	Creative Self-Efficacy	Entrepreneurship intention
Control Variable	Grade	0.024	0.129	-0.003
	Major	0.037	-0.040	0.045
	Level	0.061	0.015	0.058
	Freshman	-0.005	0.039	-0.013
	Sophomore	0.071	0.028	0.065
	Junior	0.065	-0.031	0.071
	Senior	0.051	0.081	0.034
Independent Variable	Entrepreneurial Action Learning	0.651***	0.622***	0.524***
Mediating variable	Creative Self-Efficacy			0.205***
	F Value	34.325***	31.614***	33.685***
	R ²	0.423	0.403	0.448
	Adj R ²	0.411	0.391	0.435

5. Discussion and Conclusion

This study looked at how Chinese college students' entrepreneurial behavior learning, self-efficacy in innovation, and intention to start their own businesses correlated with each other. The results of the study showed that students of different genders, majors, educational backgrounds, or grades did not significantly differ in their entrepreneurial behavior learning, innovative self-efficacy, or entrepreneurial intention.

The study also employed hierarchical regression analysis, which revealed that, after adjusting for demographic factors, Entrepreneurial Behavior Learning and innovative self-efficacy were positively associated with entrepreneurial intention" to something like: "Additionally, the study utilized hierarchical regression analysis to control for demographic factors and found a positive

association between entrepreneurial behavior learning and innovative self-efficacy with entrepreneurial intention.

The limitation of this study is that it focused on the southwest region but did not study the economically developed coastal areas. This showed that there were certain limitations in the scope of the study. Coastal areas play an important role in China's economic development, and there may have been differences in the entrepreneurial intentions of college students (Wang & Wang, 2021). Failure to include coastal areas in the study may have resulted in incomplete and inaccurate results because the economic development patterns of coastal areas are very different from those of Southwest China.

Chinese college students' entrepreneurial innovation knowledge structure is not yet fully developed, and they often lack the necessary professional knowledge and skills to implement their innovative ideas effectively. In today's highly competitive business environment, both in mature and developing industries, the market competition in China is extremely fierce. As a result, college student entrepreneurs not only face competition from established businesses but also from their peers, which can make it challenging for them to succeed.

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The Importance of Career Planning and Internship

----Insights from a Campus Job Fair for Chinese International Students

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Abstract

Career planning, student internships, and foreign language learning are three critical professional growth areas that significantly impact a student's success in the workforce. Career planning helps individuals identify their strengths, skills, and interests, developing plans to achieve their career goals. Student internships allow individuals to gain real-world experience, build their professional network, and gain valuable skills that can be applied in future jobs. Foreign language skills can open up new opportunities for communication, travel, and business and broaden an individual's perspective, especially for Chinese students studying in Thailand. These areas are interconnected, as career planning can lead to relevant internships, and foreign language skills can provide a competitive advantage in securing international opportunities. This study focuses on the survey from the campus job fair of X university, and then we have gotten the same conclusion from the analysis. We concluded that modern universities must help students develop a comprehensive plan incorporating all three areas and be open to new experiences to achieve personal and professional success in this AI-driven era.

Keywords: Career Planning; Internship; Foreign Language Skills; AI Tools Study

Introduction

In today's competitive job market, career planning, student internships, and foreign language learning have become increasingly important for individuals looking to advance in their careers. These three areas are critical for personal and professional growth and can significantly influence an individual's success in the workforce.

Career planning involves setting specific goals and creating a roadmap for achieving them. This process helps individuals identify their strengths, skills, and interests and develop a plan to achieve their career goals. Students can make informed decisions about their education, training, and job opportunities by growing a clean imaginative, and prescient for the future. Internships are among the most effective ways for students to gain real-world experience and apply their academic knowledge. Student internships allow individuals to work professionally and gain valuable skills that can be used in future jobs. Additionally, internships allow students to build their professional network, make informed decisions about their career path, and stand out to potential employers. Employers often view internships as a valuable asset on a resume. Completing an internship could give individuals a competitive edge in the job market compared to those without.

Foreign language skill is also essential for personal and professional growth, especially for international students. Knowing another language can open up new opportunities for communication, travel, and business. Many employers value language skills, particularly in

international business, translation, and diplomacy industries. Individuals who know multiple languages may be better positioned to communicate with clients or customers from different countries and cultures, which can lead to new business opportunities and increased earning potential. Additionally, learning another language can broaden an individual's perspective and help them gain a deeper understanding of different cultures and ways of thinking.

The interconnectedness of career planning, student internships, and language learning is also essential to note. For example, a student who has identified a career goal through career planning may seek internships in that field to gain relevant experience and build their professional network. Additionally, a student who has learned a second language may have a competitive advantage in securing an international internship or job opportunity.

Individuals need to develop a comprehensive plan that incorporates all three areas to fully leverage the benefits of career planning, student internships, and language learning. Thus, this could include identifying career goals, seeking relevant internships, and dedicating time to learning a new language. Additionally, individuals should be open to new experiences and willing to step outside their comfort zones to gain new skills and experiences to help them achieve their goals.

Literature review

Multiple investigations have researched the influence of career preparation on the future triumph of college scholars. One report discovered that pupils with practical knowledge took part in club activities related to hospitality, attended job expos on campus, had more advanced career schemes, and reported higher-level capabilities than those who did not have better odds of achievement close to graduation (Hertzman et al., 2015). In the meantime, another study revealed that college scholars made decisions after graduation differently (Brown, 2004). Peng (2019) emphasized that graduation, employment, and long-term career growth benefitted from career planning.

Career development classes were recognized as an approach to help learners reinforce their career path by providing self-efficacy models and bolstering their career interests (Parks et al., 2012). However, most campuses give little importance to career counseling efforts and allocate them to the least skilled counselors (Heppner & Johnston, 1994). A career-planning class was found to support college pupils with academic and developmental activities (Swain, 1984).

Jarvis and Keeley (2003) noted that obtaining and retaining jobs' emphasis has changed. Career anchors and job/role planning can better match the individual's and the organization's needs. In the meantime, career planning and management are precursors of career growth and job satisfaction (Adekola, 2011). College scholars' career planning is based on scientific and objective self-awareness (Luo, 2016).

It is critical to equip learners with the requisite skills and focus on their career development to prepare them for the evolving requirements of the modern workplace (Hughey & Hughey, 1999). Zhang (2021) stressed that college pupils should do an exceptional job in career planning for their future development. An interdisciplinary career curriculum has a positive impact on pupils' career decision-making and career decision-making self-efficacy, as found by Gallo and Roberts (2019).

Lastly, colleges and universities should adhere to the student-centric career planning concept (Huang, 2019). Moreover, students' occupational aspirations influence their decision to enroll

in college (Rowan-Kenyon et al., 2011). Finally, high schools strive to assist students in establishing career goals and preparing for successful careers, as Haimson and Deke (2003) highlighted.

Internships are critical for every scholar aspiring to expand their knowledge and pave the way toward a flourishing profession. The numerous benefits of internships cannot be overstated. The primary benefit is that apprenticeships offer scholars exceptional prospects for practical experience. This enables them to apply their theoretical knowledge and cultivate practical abilities essential for any building professionals & Jiao, 2021). Internships facilitate the development of professional competencies, such as communication, collaboration, and time management, which are pivotal for anyone entering the labor force (Fernandez, Martinez, & Garcia, 2018).

Secondly, internships encourage a favorable environment for students to establish a robust professional network. These networks are crucial for scholars to establish connections in their preferred domain and gain industry exposure. Furthermore, this exposure helps scholars understand the work atmosphere and industry-specific procedures, which can aid them in making informed decisions about their future (Brooks & Voorhees, 2018; Hartung, Porfeli, Vondracek, & Rabideau, 2005). Ultimately, internships can play a vital role in enhancing students' resumes and making them more attractive to potential employers. This elevates their marketability and amplifies their chances of securing future employment opportunities (Mazzolini & O'Brien, 2013).

In conclusion, apprenticeships are valuable for scholars and can be the gateway to a thriving career. Besides providing hands-on experience and the opportunity to develop essential professional skills, internships also enable students to exhibit their competencies to potential employers. Furthermore, internships empower students to build robust professional networks and establish valuable contacts in their preferred fields. Consequently, internships are indispensable for students aspiring to join the workforce, fully prepared and confident in their abilities (Trunk, 2016; O'Sullivan & Page, 2015).

Questionnaire analysis

This study utilized a mixed-methods approach to explore the importance of career planning and career skill development for college students and the potential role of a campus job fair in promoting these concepts. The study included quantitative and qualitative data collection methods, including a survey and interviews.

1. Description Analysis

In May 2022, X university held a campus job fair. There are 41 enterprises registered for this campus job fair, covering various industries. Three hundred thirty-three students registered for the job fair.

1.1 Survey feedback from enterprise

After the end of the job fair, 27 valid responses were received from the enterprise survey questionnaire, and the basic feedback information is as follows:

1.1.1 Feedback on job seekers' skills and training

In response to the question, "What are the core skills that your company believes job seekers should have?" foreign language proficiency (74.07%) and social and communication skills (62.96%) are the top two, followed closely by professional knowledge and skills (44.44%) and problem-solving and analytical skills (44.44%).

In response to the question, "In which areas does your company think universities need to improve in the talent cultivation process?", strengthening the training of foreign language communication skills (55.56%) ranked first, followed by enhancing internships, practical training, and hands-on skills development (40.74%), and aligning the training process and educational goals with the needs of the enterprise (33.33%).

1.1.2 Student Internship

Among the 27 surveyed companies, 21 were willing to provide 600 hours (three and a half months) of internship opportunities to students at X university. Most other companies also offered transportation and meal subsidies or negotiated compensation. There were high cooperation possibilities in Field trips, Consulting, Training, and Joint Project Cooperation.

1.1.3 Suggestions from Employers

- Employers pointed out that students' Thai language proficiency needs to be improved, and they also hope to recruit Thai nationals who can speak Chinese at the job fair.
- Students' practical operation skills need to be improved, and their knowledge is only surface-level, indicating a gap between what is taught in class and what is required in the industry.
- Strengthen students' practical training and career planning.

1.2 Survey feedback from the job seeker

142 valuable job seeker feedback were received for this job fair, all from X university, with male students accounting for 65.49% final year's final year students (53.52%) with majors in accounting and finance (52.82%) and international business (33.80%). Chinese students accounted for 97.89%.

In response to the question "What are the most challenging factors in your job search? (Multiple choices)", the majority of respondents indicated insufficient Thai (or English) language communication skills (77.70%), followed by a lack of relevant internship or social experience (38.85%), inadequate professional (or technical) skills (29.50%), and insufficient self-understanding (or self-exploration) (29.50%).

Regarding the inquiry, "What do you believe is the solution to the current challenge of securing employment? (Multiple choice)", the top answers were to improve foreign language (Thai,

English) skills (71.22%), improve professional skills (53.96%), and receive career training guidance (41.01%). These answers were generally consistent with the feedback from employers.

2. *Quantity analysis*

2.1 *Questionnaire Credibility analysis*

The table provided shows the results of a Cronbach's alpha coefficient analysis for a questionnaire with six items and 138 samples.

The Cronbach's alpha coefficient is 0.844, which is considered a good measure of the questionnaire's internal consistency reliability, which indicates that the items in the questionnaire measure the same construct and are consistent with each other.

The standardized Cronbach's alpha coefficient is 0.852, also considered a good measure of the questionnaire's reliability. The standardized coefficient implies that the questionnaire is dependable and can be utilized with confidence to gauge the intended construct.

The Cronbach's alpha coefficient analysis results suggest that the questionnaire has good internal consistency reliability and can be used to measure the construct of interest.

Table 1

Cronbach's alpha coefficient table

Cronbach's alpha coefficient	Standardized Cronbach's alpha coefficient	Number of items	Number of samples
0.844	0.852	6	138

2.2 *Questionnaire Discriminability analysis*

The table provided shows the results of a discrimination analysis for six questions in a questionnaire. The study compares the mean scores and standard deviations of the six questions across three groups of participants (0%-27%, 27%-73%, and 73%-100%).

The results indicate significant differences in the mean scores of the six questions across the three groups. All six questions show a statistically significant difference in mean scores, with p-values less than 0.001, which suggests that the questionnaire has good discrimination ability. It effectively distinguishes participants with different knowledge, skills, and attitudes levels.

Regarding the specific questions, Q18, Q20, Q21, and Q27 show a pattern where the mean scores increase as the percentage of participants grows. Thus, higher-rate participants tend to have more positive attitudes toward these topics. Q19 and Q22, on the other hand, show a pattern where the mean scores decrease as the percentage of participants increases, suggesting that participants with higher rates tend to have fewer positive attitudes toward these topics.

Overall, the discrimination analysis provides evidence that the questionnaire effectively measures differences in knowledge, skills, and attitudes among participants. The significant differences in mean scores across the three groups suggest that the questionnaire is sensitive to

variations in participant characteristics and can provide helpful information for research and practical purposes.

Table 2
Discrimination analysis results table

Discrimination analysis results					
	Group (mean ± standard deviation)			t	p
	0%- 27%(n=38)	27%- 73%(n=62)	73%- 100%(n=38)		
Q18 - Do you know the strengths/weaknesses of your abilities and personality	3.368±0.675	4.065±0.624	4.868±0.343	-12.22	0.000***
Q19 - Your study and career plans for the next three to five years	3.0±0.52	3.887±0.704	4.895±0.311	-19.28	0.000***
Q20 - What do you think of "career planning" for yourself	3.237±0.59	4.048±0.688	4.947±0.226	16.693	0.000***
Q21 - What do you think of social practice and professional experience	3.184±0.563	4.242±0.619	4.921±0.273	17.118	0.000***
Q22 - In your opinion, foreign language communication ability	2.842±0.789	3.968±1.008	4.684±0.775	10.267	0.000***
Q27 - Is this campus job fair helpful to your job hunting (or internship)	3.447±0.795	4.177±0.758	4.974±0.162	11.594	0.000***

Note: ***, **, * represent the significance levels of 1%, 5%, and 10% respectively

2.3 Questionnaire Validity analysis

Table 3 shows the results of the KMO (Kaiser-Meyer-Olkin) test and Bartlett's test for sphericity. The KMO value is 0.838, indicating that the sample is suitable for factor analysis. The correlation matrix is deemed ideal for factor analysis, as evidenced by Bartlett's test for sphericity with a significant p-value of less than 0.001, indicating that it is not an identity matrix.

Table 3
KMO test and Bartlett's test

KMO test and Bartlett's test		
	KMO value	0.838
	Approximate chi-square	336.434
Bartlett test for sphericity	df	15
	P	0.000***

Note: ***, **, * represent the significance levels of 1%, 5%, and 10% respectively

Table 4 shows the total variance explained by the factors extracted from the questionnaire. The table presents each factor's characteristic roots and rotated variance explanation rate. The first factor explains 57.9% of the total variance, while the second explains an additional 12.6%. The cumulative percentage of the first two factors is 70.5%, which suggests that the first two factors may be the most important in the questionnaire. The third to sixth factors explain less than 11% of the variance.

Table 4
Total variance explained

total variance explained						
component	characteristic root			Rotated Variance Explanation Rate		
	characteristic root	Variance explained rate (%)	Cumulative percentage (%)	characteristic root	Variance demonstrated rate (%)	Cumulative percentage (%)
1	3.473	57.9	57.9	2.437	57.9	57.9
2	0.758	12.6	70.5	1.794	29.9	70.5
3	0.659	11	81.5			
4	0.474	7.9	89.4			
5	0.364	6.1	95.5			
6	0.272	4.5	100			

Table 5 shows the rotated factor loading factors of each question in the questionnaire. The table presents the factor loading for two factors and the degree of commonality (common factor variance) for each question. The factor loading measures the strength of the relationship between each question and the extracted factors. In contrast, the degree of commonality calculates the variance in each question explained by the extracted factors. The results suggest that Q18, Q19, Q20, Q21, and Q27 have high factor loadings on the first factor, while Q22 has a high factor loading on the second factor. Overall, the results of the validity analysis suggest that the questionnaire has good construct validity.

Table 5
Total variance explained

	Table of Rotated Factor Loading Factors		Degree of Commonality (common factor variance)
	Rotated Factor Loading Factor		
	Factor 1	Factor 2	
Q18 - Do you know the strengths/weaknesses of your abilities and personality	0.724	0.086	0.735
Q19 - Your study and career plans for the next three to five years	0.786	0.305	0.711
Q20 - What do you think of "career planning" for yourself	0.812	0.57	0.666
Q21 - What do you think of social practice and professional experience	0.559	0.671	0.762
Q22 - In your opinion, foreign language communication ability	0.113	0.91	0.842
Q27 - Is this campus job fair helpful to your job hunting (or internship)	0.652	0.301	0.515

In conclusion, the comprehensive questionnaire analysis, including credibility, discriminability, and validity, suggests that it is a reliable and effective tool for measuring the construct of interest. The solid internal consistency reliability, good discrimination ability, and essential construct validity point to its usefulness in assessing participants' knowledge, skills, and attitudes in career planning and job practices.

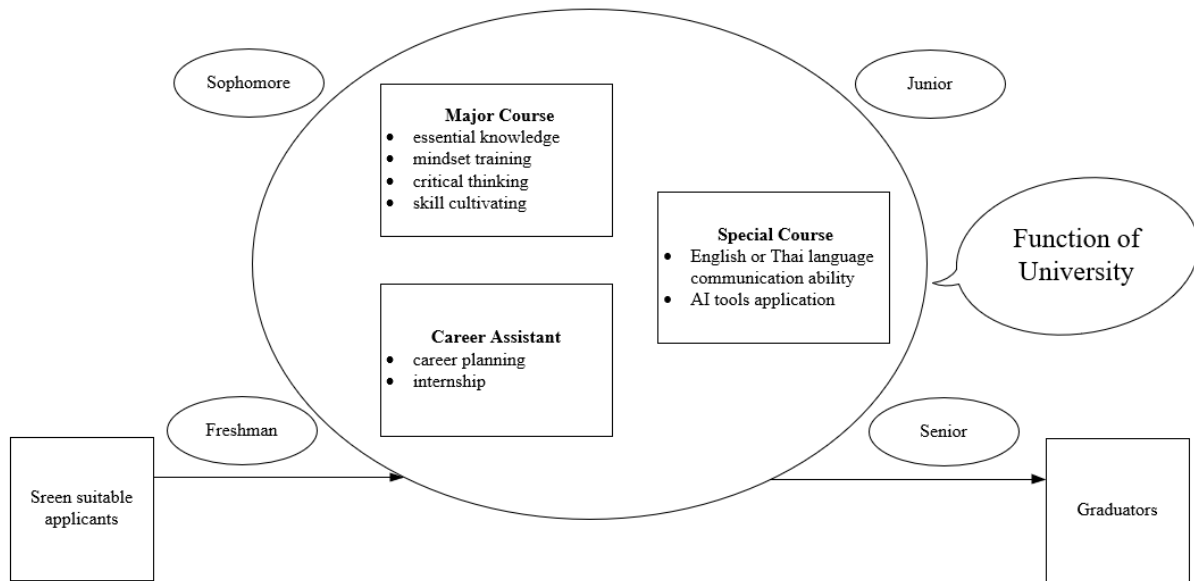
Suggestion

As companies and job seekers value career planning and internship, universities should also adapt their approach to student development. Traditionally, career services have been viewed as a facilitating organization, and students have not given it much importance. However, universities should now consider making it integrating with the particular core course.

In the future, universities and colleges should prioritize effective course teaching, career assistance, and specialized courses such as language learning or AI applications. The classes will give students the necessary skills and knowledge to thrive in their desired professions. By embracing this approach, universities can better prepare their students for the challenges and opportunities of the modern workforce.

Figure 1

The modern function of a university: primary course + career assistant + particular course



Conclusion

This study utilized a mixed-methods approach to investigate the importance of career planning and career skill development for college students and the potential role of a campus job fair in promoting these concepts. The study found that employers valued foreign language proficiency and social and communication skills in job seekers and suggested that universities focus on improving these areas in their talent cultivation process. Furthermore, students identified insufficient language communication skills and a lack of relevant internship or social experience as the most challenging factors in their job search. Both employers and job seekers suggested improving foreign language and professional skills as solutions to these challenges. The study also found that the questionnaire used has good internal consistency reliability and discrimination ability. These findings suggest universities should prioritize language and communication skills and practical training in their curriculum to better prepare students for the job market. The campus job fair can be a valuable platform for connecting students with potential employers and internships and providing career training guidance.

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Exploring The Ways of Integrating Art Education Into The Civics Curriculum in Colleges and Universities

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Abstract

Integrating the content of curriculum thinking politics in the teaching process of college art courses is an important channel for the organic integration of art education and thinking politics education, which directly affects the artistic cultivation and overall quality of college students majoring in art. Based on this, this paper analyzes the requirements of curriculum thinking politics for college art teachers and the importance of curriculum thinking politics for college art teaching education, analyzes the current integration of curriculum thinking politics in college art education, and proposes innovative countermeasures for integrating curriculum thinking politics in college art education to promote the optimization and reform of college art education in China.

Keywords: Colleges and Universities, Art Education, Curriculum Thinking and Politics, Innovative Ways.

1. Civic Practice of Art Education Courses in Colleges and Universities

In the education process of art work appreciation, copying, creation and criticism, it is conducive to subtle influence on the improvement of students' comprehensive quality and help them form a sound personality. As for the curriculum thinking and politics, the current art education teachers in colleges and universities do not deeply explore the ideological and political education resources contained in art works in the teaching process, and lack a systematic teaching system, which causes the nurturing function of art education not to be fully played (Qiong & Xiaoya, 2021), and there is a problem of emphasizing professionalism over culture and knowledge over nurturing (Xiaotian, 2021).

1.1. Lack of Attention to Curriculum Thinking in the Ideology

China's college art education gradually tends to develop in the direction of maturity and scale, and the professional teaching level has been significantly improved. However, the employment-oriented education goal and the view that the core competitiveness is determined by professional ability have made college art education gradually tend to develop in the direction of utilitarianism. Education in citizenship as well as ideology has been neglected, mainly reflected in the insufficient teaching time for ideological and political education, resulting in most students considering professional courses as the main subject and ideological and political education as a secondary subject; the school side also overemphasizes the cultivation of students' professional ability in art, and mainly stays at the superficial stage in ideological and political education, reflected in insufficient policy support and teaching resource support, the system of curriculum ideological and political This is reflected in the inadequate policy support and teaching resources, the imperfect design of the curriculum and the low ability and awareness of teachers (Shulin & Zhong, 2022).

1.2. Curriculum Thinking and Political Skills Need to be Strengthened

Some college art teachers do not combine with personality cultivation while cultivating students' application ability level improvement, and they do not know enough about the ideological and political education. The reason may be that art courses are difficult to play the relevance and teaching characteristics in the original ideological and political education mode (Di, 2022), although some art teachers have integrated some ideological and political education content in the process of carrying out education and teaching, most of them stay at the basic character and morality level and fail to conduct systematic research on the scientific value of ideological and political education, resulting in the integration of ideological and political education into art teaching methods Single. The construction of national ideology requires art workers to play the role of promoting positive energy and mainstream values, and art teachers in colleges and universities should improve their understanding of the ideological politics of the curriculum and strengthen their ability to practice it (Xiaotian, 2021). The creative transformation of ideological education elements in the art curriculum can promote the construction of the ideological education system of the art curriculum in an all-round way, build a new pattern of art curriculum education of "three comprehensive education", and cultivate a large number of high-level art talents with high moral and artistic qualities (Di, 2022).

1.3. Digging Deeper into the Curriculum Civics Teaching Resources

In the process of art education, students are guided to pursue truth, love life, and optimistic moral sentiments through appreciation of learning creation, which is conducive to helping students form a sound personality in a subtle way. For example, red classic art works, which naturally contain socialist core values, are important resources for enhancing cultural literacy and firming cultural confidence (Yiyao, 2022). However, from the current situation of art education in colleges and universities, teachers do not deeply explore the ideological and political education resources rich in art works in the teaching process, which causes the function of art education in educating people not to be fully played (Qiong & Xiaoya, 2021).

2. Important Implications of the Development of Fine Arts Education under the Ideological and Political Construction of the Curriculum

2.1. Excavate the Ideological Connotation of Art Course and Guide Students to Set Up Correct Emotional Values.

In the ideological and political perspective of the curriculum, art teaching in colleges and universities should not only lead students to conduct in-depth exploration of art works, but also let students understand the art culture and improve the ideological and moral level of students. In the process of art learning, students' aesthetics will develop from the discrimination of beauty and ugliness to the judgment of good and evil, and the cultivation of students' moral quality will be strengthened to a certain extent through curriculum ideology and politics. Therefore, in the process of college art education, organic integration with moral education is an inevitable trend of the future development of aesthetic education. Through art education, students can realize the importance of external beauty and spiritual beauty, strengthen students' ability to understand the nature of things, and form correct art concepts and moral concepts in the process of learning beauty and exploring beauty.

2.2. Cultivate Students' Patriotic Feelings by Carrying Forward the National Characteristics of Art Education.

In the process of national development, patriotism is the embodiment of the national spirit. After thousands of years of inheritance and development, the Chinese nation has left a rich fine arts heritage, which provides rich patriotic materials for colleges and universities to carry out fine arts education, is conducive to the cultivation of students' patriotic feelings, and is a

favorable way to carry forward the national spirit. In the process of practical teaching, art teachers in colleges and universities should attach importance to art works with national characteristics when choosing art works for students, organize students to appreciate these art works, so as to promote students to form national pride and self-confidence in national culture. Take the oil painting "Five Strong Men of Langya Mountain" as an example, which embodies the spirit of revolutionary soldiers' heroic resistance against Japanese aggression. When leading students to appreciate the works, teachers should let students realize that today's beautiful life is not easy, so as to stimulate students' spirit of striving for the great rejuvenation of the Chinese nation.

2.3. Guide Students to Build up Noble Moral Character.

Art education is more inclined to the truth, the good and the beautiful, there are a variety of teaching forms for teachers to choose. The integration of ideological and political education in the process of fine arts education can organically fit the ideological and political education with the students' mind, so as to achieve better educational effects. First, teachers should stimulate students' enthusiasm to participate in campus activities and lay a good foundation for creating a true, good and beautiful university cultural atmosphere. Second, build an art education practice platform, and organically combine with current social hot spots and students' actual needs to organize and carry out a series of art appreciation activities, such as: cultivate students' ability to distinguish good from evil in art works exhibition and other activities in the school art festival; Thirdly, the old teaching methods and methods of ideological and political education should be changed, the advantages of practical teaching should be effectively brought into play, the content of ideological and political education should be integrated into the cultural activities that students are willing to participate in, and the function and role of fine arts education in ideological and political education should be continuously improved while improving students' aesthetic ability.

3. The Requirements of Curriculum Thinking Politics for College Art Teachers Present

In recent years, art education in colleges and universities has gradually received widespread attention. In the process of art and culture inheritance and development, art education in colleges and universities shoulders an important responsibility. The quality of art education has a crucial impact on students' growth and future development, and high-quality art education can effectively cultivate students' aesthetic ability and improve their artistic cultivation. Unlike other courses, art courses are rich in ideological and political teaching resources. In the process of ideological and political education, colleges and universities should pay attention to how to integrate ideological and political education into the teaching of various subjects, so as to achieve a more ideal teaching and education effect and promote a better relationship between teachers and students. Firstly, the art teachers in colleges and universities should fully implement the concept of moral education under the perspective of curriculum thinking and politics, and they should start from the aspect of moral education and effectively practice the concept of curriculum thinking and politics; secondly, teachers should have firm beliefs and strengthen ideological, political and moral education; thirdly, schools should cooperate with teachers to carry out curriculum thinking and politics, make full use of educational and teaching resources in all aspects, and create a cultivation mechanism in line with the current development of the times; fourthly, art teachers in colleges and universities should pay attention to how to integrate thinking and politics education in all subjects in the process of ideological and political education, so as to achieve more ideal teaching and education effects and promote better teacher-student relationship. Fourthly, the art teachers in colleges and universities should make positive guiding guidelines for students in an invisible way, and establish correct emotional values for them; fifthly, in the specific teaching process, teachers should update their own ideas

in time, improve their professional ability, enhance teaching quality, and explore diversified teaching methods in practice.

4. The Path Innovation of Integrating Art Education in Colleges and Universities into Ideological and Political Innovation of Curriculum

The key to the ideological and political implementation of college courses lies in teachers. Teachers are the executors of classroom teaching in colleges and universities and the practitioners of teaching and educating people. The effectiveness of curriculum ideology and politics mainly depends on the teaching effect of teachers. To realize the coordinated development of art education and ideological and political education, the key is to establish a long-term mechanism of collaborative innovation with curriculum ideological and political education, emphasizing the need to give full play to the role of teachers. Art education is guided by ideological and political values, promotes the ideological and political construction of colleges and universities, and innovates the specific framework for the development of art education.

4.1. Emphasis on Cultivating Art Teachers' Ideological and Political Awareness and Teaching Ability in the Course Education Process

Art teachers in colleges and universities must recognize the political characteristics of domestic higher education. While paying attention to the education and teaching of art professional knowledge, it is necessary to combine the historical background, artistic phenomenon, and cultural environment of art works, and combine art issues with political, economic, and cultural issues. To lay a good foundation for the ideological and political development of the curriculum, it is undoubtedly necessary to start from the perspective of Marxist thought, grasp the essence of political thought behind artistic issues, and implement the content of ideological and political education into the entire process of education and teaching. Art teachers in colleges and universities should conduct in-depth study and exploration of the basic principles of Marxism and the latest development theoretical achievements of Sinicization, be able to use Marxist positions and viewpoints to solve problems, and apply what they have learned (Fei, 2022) .

Different from the ideological and political theory courses in colleges and universities, there are no clear and standardized textbooks and teaching materials for the ideological and political courses in colleges and universities. There are certain requirements for the professional course teachers' own sorting ability and mining ability, which tests the ability of college art teachers to practice ideological and political courses. The field of fine arts education is rich in ideological and political education resources. The process of appreciating fine arts works, classical fine arts thoughts and the growth of artists all contain rich elements of ideological and political education. National characteristics, and use art as a carrier to publicize the achievements made in the process of party and country construction and development. In the teaching practice, we constantly explore the collaborative innovation methods of art education and ideological and political education, so that the art classroom teaching and moral education practice can be organically integrated, and the art works with the main theme can be used to guide students to establish correct artistic and emotional values, and improve the ideological and political level of the course. Educating people (Huang & Yao, 2020).

4.2. Strengthen Students' Understanding and Innovation of the Ideological and Political Gist in Art Works

When a painter creates art, he will integrate his personal emotions into his works. The external expression content of the work is endowed by the painter on the one hand, and the thought and emotion of the painter on the other hand. Usually, the thoughts and emotions that the painter

pours into the works are more important. Painters will use professional skills to highlight the expressiveness of their works, integrate their emotions and painting ideas into it, and finally present works of art with artistic appeal. By appreciating the works of different painters, you can feel the artistic style, understanding of art and emotional value of different painters. Therefore, teachers, as participants in the practice of ideological and political teaching, must have a deep understanding of the important role of ideological and political education in the discipline, and fully consider the role of their comprehensive discipline quality and moral standards in fine arts in promoting the ideological and political education of the course. (Cochran & Fries, 2001). When choosing art works for students, we must actively select outstanding ones. In the teaching process, students are trained to master aesthetic knowledge, guide students to gradually feel the charm of art from works, and cultivate students' aesthetic consciousness in a subtle way. Under the guidance of teachers, master the aesthetic ability and be able to interpret the connotation contained in art works. For example: when appreciating Van Gogh's "Sunflower", Van Gogh expressed himself through the picture with pure yellow tones, and enthusiastically expressed his desire for life and high-level pursuit; Passion, which brings together personal ideas and thoughts into the works, presents a soul-stirring power; another example is Qi Baishi's shrimp, although the shape is simple, but vivid and bright, from which we can read Qi Baishi's childlike innocence and not being different from others. will to fight. Teachers lead students to feel the spirit contained in art works, and conduct in-depth analysis on this, so that students can have emotional resonance, which is conducive to helping students establish correct ideas and emotional values (Olivová et al., 2011).

4.3. Diversified Management Methods Promote the Integration and Development of Art and Ideological and Political Courses

The original teaching evaluation method with a single form is difficult to support the development model of art education and curriculum ideology and politics in colleges and universities. Therefore, it is necessary to establish a teaching evaluation system aimed at the comprehensive development of students. The current integration of art education in colleges and universities into curriculum ideology makes art education. Be more proactive. Therefore, on the one hand, it is necessary to give full play to the role of diagnosis and motivation in teaching management, and formulate evaluation criteria according to the type of courses, especially in the context of ideological and political courses, it is necessary to pay attention to students' learning attitudes, practical abilities, and innovative abilities. On the other hand, the construction of a multi-dimensional teaching evaluation system can conduct dynamic assessments on students, give full play to the importance of art education in cultivating students' emotional values, respect individual differences of students, and build a dynamic and open composite evaluation system, so as to better adapt to the current situation. Society has diverse needs for individual students (Thornhill et al., 2023).

5. Conclusion

In the ideological and political course of the course, theoretical knowledge is mostly used for teaching. In the teaching process, there is less interaction between teachers and students, and the content of theoretical knowledge in textbooks is difficult to be absorbed by students. This is consistent with the purpose of integrating ideological and political education into the course. Does not match. The art course itself has a strong practicality. If you only focus on theory and ignore the importance of practice, it will be difficult to master relevant skills. This requires that in the process of ideological and political courses, we should fully learn from the practicality of art education, use the "Internet plus" education model to support the combination of online and offline education forms, give full play to the advantages of network information technology, and further expand and extend. In the second classroom, establish a good relationship with

students after class. Push some valuable art works or art phenomena to students through WeChat groups, Weibo, etc., so as to mobilize students to discuss and analyze the ideological and political elements contained in them, so that students can gradually grow in analytical thinking and exploration (Mo et al., 2020).

Not only limited to the leading role of college teachers, college leaders should also continuously improve their ideological level and political literacy, actively promote the integration of art education and ideological and political education content, do a good job in overall planning, organize and scientifically carry out ideological and political work in art education courses, Pay attention to the ideological and moral cultivation of college students, and regard the cultivation of morality as an important standard for testing the education and teaching work of colleges and universities. In the process of implementing curriculum ideological and political innovation and development, colleges and universities must follow the law of curriculum construction, take the implementation of ideological and political education as an important standard in the teaching process, and effectively play a guiding role. The ideological setting of art courses grasps the combination of art professional knowledge education and ideological and political education. Through comprehensive and systematic design, coordination and integration, and smooth docking, the integration of ideological and political education and art education is realized, and practical teaching in art education is strengthened. Improve students' professional ability and ideological and political quality in art in practice, organize students to go deep into the grassroots of society to create art, and lead students to sketch and investigate in the revolutionary traditional education base. Basic art creation. (Mosqueira et al., 2023).

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A Study on the Influence of TikTok Short Videos on the Aesthetic Concepts of Thai University Students

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Abstract

This paper examines the negative influence of entertaining short videos and TikTok short videos recommended and filtered by algorithms and their fragmented dissemination on the aesthetic judgment and habits of Thai university students. The aesthetic judgment of university students showed superficial characteristics, while their aesthetic habits exhibited a tendency towards sensationalism. Long-term engagement in such aesthetic behavior inevitably harms the physical and mental health development of university students. To break free from this constraint and enhance their aesthetic sensibilities, university students and educators in Thai higher education institutions must learn to resist the negative impact of media and environmental characteristics on their aesthetic judgment. In light of this, efforts to improve the media literacy of university students and develop new aesthetic education that is in line with the characteristics of the current media environment should be made to further enhance their aesthetic level.

Keywords: TikTok ; Thai University Students ; Aesthetics ; Media

1. Introduction

In modern society, there has been a significant transformation in the media tools people use in their daily lives. The rise of smartphones and mobile internet technology is undoubtedly the most representative example of this series of changes. Smartphones have partially replaced the functions of televisions and computers, becoming the mainstream channel for media dissemination. In today's society, smartphones are becoming more and more like a media conglomerate, carrying various functions such as communication, learning, entertainment, and various tools to satisfy people's daily needs. Under this big trend, the presentation forms of smartphones in various specific usage scenarios in people's daily lives will inevitably diversify and develop. Additionally, the increasingly open internet environment has allowed for new media usage modes to emerge on smartphones, and various latest media forms have led and influenced people's daily lives. Among them, the explosive growth of short-video platforms, represented by TikTok, is one of the most representative and focused topics of attention in academia (Zeng, 2018; Li, 2018)

Thai university students, as a representative group of the younger generation, have shown changes in their aesthetic views on the TikTok platform, which deserves attention. Therefore, it is necessary to explore the psychological motivations behind contemporary Thai university students' fascination with short-video content, as well as the impact of changes in aesthetic views on their life values. Specifically, TikTok has had a certain influence on Thai university students' aesthetic views in terms of content and dissemination methods. As a new emerging media and rapidly popularizing platform in recent years, short videos should be a research focus in media and aesthetics. On the other hand, TikTok's popularity among Thai university students

is fundamentally due to its adherence to their aesthetic preferences, which will guide and influence their aesthetic views in the long run, thereby playing a far-reaching role in their aesthetic development.

TikTok plays many important functions in contemporary university students' daily lives, not only as a medium for acquiring information but also for socializing and entertainment. These behaviors can have an impact on university students' aesthetic views(Li, 2018; Wang et al., 2020). Therefore, this study can start from an aesthetic perspective and design a survey questionnaire to investigate and verify the overall situation of Thai university students' use of TikTok, and further analyze the impact of TikTok on their aesthetic views. This research associates TikTok with Thai university students' aesthetic views, revealing the logical relationship between the influence of TikTok and Thai university students' aesthetic views behind their immersion in short videos.

2. TikTok's Role in the Daily Lives of University Students

In recent years, new terms such as 5G, mobile internet, and media convergence have become increasingly prevalent in people's lives, reflecting the vast and rapid changes taking place in today's media environment. For example, information dissemination is increasingly trending towards video formats, and people are becoming more accustomed to obtaining information during fragmented moments in their daily lives(Li, 2018). Against this backdrop, TikTok, a short video app launched by ByteDance in May 2017, has emerged as a representative platform for music short videos and social networking. Today, it has developed into a massive platform for information sharing and dissemination.

2.1 The Media Function of TikTok as an Information Channel

On TikTok's short video platform, there are countless news accounts, which use the publication of user-requested information to satisfy users' information needs. As a result, TikTok has gradually become a content system platform with an extremely rich collection of short video news. TikTok's inherent convenience advantages have also made news content production and dissemination more immediate and efficient. At the same time, TikTok's superior recommendation algorithm enables university students to efficiently obtain news with higher value, and to quickly and accurately find content information that interests them(Liu, 2020).

2.2 Social Function as an Interpersonal Communication Platform

TikTok short videos encourage social interaction in various ways, which contributes to user retention, updates, and communication, thereby increasing user engagement and time spent on the platform(Wang et al., 2020). For example, the system accesses users' phone contacts to help them find friends who are also using TikTok, and users can create and maintain their personal image through profiles, avatars, and their video content. Additionally, users can engage with others through classic internet social methods such as following and liking, commenting, and messaging. When users come across videos they find interesting, they can not only interact with the video creators but also communicate with other users in the comment section or send direct messages to any user on the platform. These social features of the TikTok platform meet the social needs of college students. When using their TikTok accounts, the intersection of the "followed by" and "following" lists constitutes their friend list on TikTok. When a friend on the list posts new video content, the TikTok algorithm prioritizes its promotion to friends on the list, thus enabling effective social interaction on the platform(Liu et al., 2017). Moreover, TikTok collects and utilizes the geographical location of users to recommend videos. For instance, if a college student uses TikTok while on campus, the platform uses GPS technology

to locate the user and recommend videos from users located in close proximity. As a result, college students often encounter videos posted by their real-life friends and can interact with them on TikTok or even in person, thus transforming virtual online interaction into real-life social interaction(Liu, 2020).

2.3 Entertainment Function as a Daily Pastime

The software features of TikTok only allow for presenting fragmented, bite-sized videos. Even if video creators want to upload cohesive and complete content, they must chop the video into several shorter videos, which are recommended separately by the TikTok algorithm. As a result, the video's completeness and depth are inevitably diminished, making most of the content on TikTok primarily for entertainment. The entertainment value of short videos allows for the fragmentation of the video's value to be minimized, making TikTok an ideal platform for college students' daily entertainment(Hu, 2020). The initial popularity of TikTok stemmed from its ability to provide users with an intense and stimulating experience in just fifteen seconds. This unique feature rapidly propelled TikTok to popularity, and it is why many college students feel "addicted" when first exposed to TikTok.

3. Questionnaire Survey on Thai University Students' Use of TikTok Short Videos

This questionnaire survey was designed from an aesthetic perspective to investigate and validate the behavioral characteristics of Thai university students that reflect the influence of aesthetic concepts on their overall use of TikTok. The survey results were analyzed and visualized based on the effective questionnaires collected, aiming to further explore the impact of TikTok short videos on the aesthetic concepts of university students.

3.1 Survey Methodology

This study conducted a survey among Thai university students to explore their usage of TikTok short videos and its influence on their aesthetic perceptions. A self-designed questionnaire was distributed through various digital platforms, including computers and mobile phones. A total of 534 questionnaires were distributed, of which 519 were deemed valid. The survey was aimed at understanding the overall usage of TikTok among contemporary university students in Thailand. The questionnaire covered topics such as the type of content preferred by university students on TikTok and their usage habits. These are the preferences and behaviors that are guided by TikTok's algorithm, which influences the aesthetic perceptions of university students. By analyzing the data collected through the survey, we can observe the impact of TikTok on their aesthetic judgments and habits. The survey questionnaire was divided into two parts. The first part focused on the types of content that university students prefer to browse on TikTok. It included the specific categories of content on TikTok and the psychological feedback that university students experience when browsing these contents. This part of the questionnaire reflects the aesthetic judgments of university students. The second part of the questionnaire focused on the usage habits that university students develop while using TikTok, such as usage frequency and duration. This part reflects the aesthetic habits of university students. The survey results were analyzed and presented in a visualized form to illustrate the characteristics of university students' aesthetic judgments and habits influenced by TikTok.

The questionnaire used in this research categorizes TikTok videos into seven types: news and information, educational, celebrity and influencer, comedy, gaming, film and music appreciation, and dance and performance(Hu, 2020). University students selectively choose which types of TikTok videos to engage with, based on their individual aesthetic judgments. The impact of TikTok on students' aesthetic judgments lies in its features that cultivate and

reinforce particular aesthetic tendencies, resulting in a collective preference for certain types of TikTok videos among university students. The questionnaire also collected data on university students' TikTok usage habits, including the average duration of daily use, frequency of opening the app per day, and average usage time per session. These usage habits reflect university students' aesthetic preferences when making judgments on TikTok, which are in turn shaped by the app's deliberate guidance towards specific usage patterns. This guidance improves the spread of videos and makes it easier for university students with poor self-control to become addicted. Such habits are indicative of the influence of TikTok on university students' aesthetic judgments. Short usage times imply that TikTok deliberately shapes students' aesthetic judgments towards quick and superficial judgments, with the core of their pursuit of beauty being sensory stimulation in a short time. On the other hand, TikTok's influence has also contributed to the promotion of such trends among university students, leading them to consider this approach to aesthetic judgment as correct. Over time, this could lead to the development of negative aesthetic habits. The current status of university students' aesthetic habits reflects the impact of TikTok on their aesthetic preferences.

3.2 Analysis of Survey Results

Based on the collected 518 valid survey data, it is known that Thai university students prefer to browse the following categories of short video content on TikTok, ranked from high to low: celebrity and internet celebrity content, comedy skits, singing and dancing talent shows, gaming videos, film and television appreciation, news and information, and knowledge and science popularization. In terms of daily usage duration, 45.4% of college students indicated that they use TikTok for less than 1.5 hours per day, 36.9% use it for 1.5-3 hours per day, 9.8% use it for 4-6 hours per day, and only 2.3% use it for more than 6 hours per day. According to the statistics on the frequency of opening TikTok short videos every day, 78.5% of college students open it more than 4 times a day, 46.1% open it 3 times a day, and only 8.6% open it once a day. Furthermore, 61.9% of college students use TikTok short videos for less than 30 minutes per session on average, 42.4% use it for 30-40 minutes, 31.7% use it for 40 minutes to 1 hour, 10.7% use it for 1-3 hours per session, and only 2.5% use it for more than 3 hours per session.

Thai university students frequently browse four types of short videos on TikTok, namely celebrity and influencer videos, humorous skits, music and dance performances, and gaming videos. These four categories of videos represent the favorite content types of university students on TikTok, and thus their aesthetic preferences. The last two categories of videos are educational and news-related videos. The data shows that the number of university students who frequently browse celebrity and influencer videos is nine times higher than the number of students who browse educational videos. This suggests that Thai university students have a strong preference for entertainment-oriented short videos on TikTok, rather than using the platform for obtaining knowledge or useful information. Their primary motivation for using TikTok is for entertainment and leisure, which indicates that the platform creates a highly addictive media environment that affects the aesthetic judgment of university students. Furthermore, 80.7% of university students surveyed consider browsing TikTok as a pastime with no practical meaning or value. This response represents their self-psychological feedback after using TikTok, suggesting that the majority of students only gain entertainment from the platform and do not receive any substantial personal or lifestyle improvements. The fact that they choose to browse entertainment-oriented short videos on TikTok also indicates their psychological value denial towards the content they choose to consume. This negative value judgment reveals that TikTok only satisfies the surface-level aesthetic pleasure of university students, but fails to meet their deeper spiritual needs and lacks a deeper value identification(Hu, 2020).

In terms of usage habits, university students display a highly fragmented pattern in their use of TikTok short videos, with 78.5% of respondents opening the app more than four times a day on average. Additionally, 45.4% of respondents reported using the app for no more than 1.5 hours per day. When it comes to video content of interest on TikTok, 76.3% of respondents said they would not actively seek further information about the content, but would instead opt to swipe to the next video. As behavior is guided by interests, the fact that students do not actively seek to learn more about the content they find interesting on TikTok suggests that they do not attach sufficient importance to the information they receive from the app. This helps explain why university students tend to exhibit fragmented behaviors when using TikTok(Wang, 2021). At the psychological level, university students do not necessarily want to spend too much time on TikTok, but the app's addictive properties, combined with the general lack of self-control among university students, lead them to often open the app, browse for a short period of time, and then close it. This behavior pattern is the way in which TikTok short videos influence the aesthetic judgment behavior patterns or aesthetic habits of university students, causing a considerable number of them to form a habit of quickly making judgments within a short period of time.

As TikTok is an intelligent medium that promotes content through its algorithmic logic, it could be argued that the types of video content that university students prefer to browse and their usage habits are not entirely self-determined, but rather shaped by TikTok's deliberate guidance. In other words, the preferences and habits of university students using TikTok as reflected in the survey results reflect how TikTok deliberately shapes the aesthetic views of university students and how it encourages them to develop certain usage habits. As a result, the individual aesthetic preferences of university students, which should be diverse, are lost, resulting in a convergence of aesthetic views. The common behavioral characteristics exhibited by the university student group in the survey results are evidence of the aesthetic convergence that TikTok short videos have on university students, highlighting the impact of TikTok on the aesthetic views of university students.

4. College students' aesthetic views and their characteristics

Aesthetic views are an abstract concept. In his book "Aesthetics," Hegel divided the elements of beauty into two categories: intrinsic, or content, and extrinsic, or the form in which the content is presented to express its meaning. The combination of content and form constitutes beauty, and people often evaluate aesthetics from these two dimensions. Combining Hegel's division of beauty, aesthetic views can also be divided into two corresponding levels: aesthetic judgments based on content and aesthetic habits based on form. These two aspects together form a person's aesthetic views(Hu, 2020). Aesthetic views are the overall view of beauty held by the subject, a universal category of aesthetics, a component of a person's worldview, and a concept of aesthetics. The college stage is a period when a person's aesthetic views are shaped and formed. During this stage, college students' aesthetic views have distinct characteristics. Further examination reveals that aesthetic views are comprised of both aesthetic judgments and aesthetic habits. College students' aesthetic views are their overall perception of beauty, and are influenced by the times, nationality, and society, and are a component of their worldview. In today's society, college students' aesthetic views are characterized by strong malleability, distinct personalities, and susceptibility to the influence of social media.

4.1 Strong malleability

From the perspective of an individual's entire life course, the college stage is the period of greatest malleability(Wang et al., 2020). Regarding college students' individual factors, young people around the age of twenty are often at the peak of their abilities, including their ability to

adapt to the social environment, grasp new things, and learn new skills. This leads to a high degree of malleability in their perceptions during this life stage, and therefore, their aesthetic views are often shaped during their college years.

4.2 Distinct Individuality

From the perspective of social environmental factors, the university stage is the first time for a person to truly embark on the path of independence. For the vast majority of young people, it is during this period that they step out of the relatively closed environment of secondary school campuses and truly enter the social environment, gradually taking control of their own lives. It is during this stage that university students begin to face various life choices on their own, and they will also come into contact with a variety of different things due to the different choices they make. These choices made independently by university students actually represent their pursuit of beautiful things from their own hearts. Therefore, university students will unconsciously form unique aesthetic habits by making different aesthetic judgments, and thus, each university student begins to shape their own unique aesthetic perspective, with distinct individual characteristics(Li, 2018).

4.3 Easily Influenced by Social Media

In the era of self-media, the shaping process of university students' aesthetic perspectives is constantly influenced by social media. With the highly developed media technology, various media represented by smartphones are ubiquitous in the daily lives of university students. However, the physical and mental development of university students is not yet fully mature, and they lack the ability to filter information and their judgment of beauty is insufficient. This can lead to university students being easily influenced by the aesthetic tendencies conveyed through social media in the process of shaping their aesthetic perspectives(Liu et al., 2017). Compared to the beauty in the real world, a considerable portion of university students are more willing to pursue the beauty created in media-simulated environments. For example, university students often indulge in watching TikTok short videos and imitating the content of these videos.

5. The Influence of TikTok Short Videos on the Aesthetic Concepts of Thai University Students

As a short video platform, TikTok's algorithmic recommendation mechanism and selection of video content categories are influenced by its own aesthetic judgments. When Thai university students use TikTok for extended periods of time and become dependent on it, the platform will inevitably have a certain biased influence on their aesthetic judgments. The value orientation of TikTok's influence on Thai university students' aesthetic judgments lies in the fact that TikTok is a mass media platform. In order to attract as many users as possible, the majority of the videos on the platform have common and popular characteristics. TikTok's algorithmic recommendation mechanism is based on user behavior habits, known as "guess you like it," which leads Thai university students to get trapped in an information cocoon of repeatedly viewing content they like. The entertaining and mass-market content they enjoy browsing is precisely the freely recommended short video content on TikTok. Consequently, this superficial influence unconsciously affects the value orientation of Thai university students' aesthetic judgments(Guo, 2001; Hu, 2020).

5.1 Popularization of Aesthetic Tendencies

TikTok is saturated with popular short video content. The creators of such content need to display their conformity or rebellion to mainstream aesthetics in their videos in order to comply

with TikTok's algorithm recommendation mechanism and gain more views. Shooting short videos on TikTok can lead to a huge traffic influx, and the platform also has time limits on video length and encourages users to use background music provided by the platform to create their content. As content creators want to gain followers, they will inevitably choose to conform and follow to some extent when shooting short videos. This can result in a narrow range of themes in TikTok short videos, with the background music and shooting themes that receive more attention being imitated by other content creators. This leads to an echo chamber effect on content production, causing the themes of short videos to become increasingly narrow over a certain time period(Wang, 2021).

Given TikTok's huge and active user base, it has become an important information dissemination channel for many media and institutions. From celebrities to ordinary people, official media and government departments, all produce and disseminate short video content on TikTok. The topics of these videos range from ordinary people's daily lives and celebrity endorsements to official news released by People's Daily, reflecting the broad scope of TikTok's video content(Qin, 2021). Secondly, when the video content of a TikTok content creator becomes popular, it will lead to the imitation of many other users, resulting in the production of videos with similar themes.

For college students, their focus on TikTok's highly popularized short videos is on the entertaining content. Their preference for entertaining content reflects the superficiality of their aesthetic judgments. Furthermore, as TikTok is an intelligent media platform, its algorithm recommendation mechanism also caters to college students, further consolidating the trend of superficiality in their aesthetic judgments.

5.2 The Compliance and Rebellion of TikTok Short Video Content to Mainstream Aesthetics

Aesthetics, as a relatively abstract concept of aesthetics, has no absolute right or wrong, superiority or inferiority. Although we cannot say what kind of aesthetics is good or bad, we can distinguish between mainstream aesthetics and non-mainstream aesthetics under the current social context, which have clear boundaries. However, in modern society, aesthetics that conform to positive values of the country and youth are mainstream, while aesthetics that do not conform to positive values are non-mainstream. Under such a distinction, the high-profile content on the TikTok short video platform can be roughly divided into two types. One type is compliance with mainstream aesthetics in video content, which conforms to users' traditional perceptions of beauty and attracts a large amount of attention. The other type is rebellion against mainstream aesthetics in video content, catering to users' curiosity, providing psychological stimulation of abnormality to users accustomed to the unchanging, and forming a unique postmodern non-mainstream aesthetics, which also attracts a large amount of attention. Choosing to comply with or rebel against mainstream aesthetics is itself an aesthetic judgment. The phenomenon of more and more people choosing to attract attention by rebelling against mainstream aesthetics reflects the superficialization of aesthetic judgment(Hu, 2020).

Whether TikTok short videos choose to comply with or rebel against mainstream aesthetics, they cannot escape the shackles of massification. Or it can be said that TikTok short videos were stamped with a profound massification mark since their inception. Therefore, it is not difficult to understand that when college students choose to access TikTok short video content, they usually browse short videos with strong massification attributes, and their aesthetic views are thus showing a strong trend of superficialization(Zeng, 2018).

5.3 Enhancement of Aesthetic Stimuli by Entertainment-Oriented Content

TikTok's short videos possess strong entertainment features, which are reflected in their conspicuous consumer attributes. One of TikTok's revenue models is attention economy. It attracts a sufficient number of users' attention through short video content and then sells their attention to advertisers in the form of information flow(Wang, 2021). In order to attract more content consumers, TikTok needs to have short video content with strong consumer appeal, specifically, it needs to attract users' attention by using the content types they are interested in. In order to quickly capture users' interest and attention within the time limit of short videos, entertainment-oriented content is the best choice. As a result, there has been an increasing amount of entertainment-oriented content in TikTok's short videos, which strengthens the aesthetic stimuli of short and quick sensations. Long-term immersion in entertainment-oriented short video content may lead university students to have a preference for superficial aesthetic judgments based on short and quick sensations.

On the other hand, the extreme fast-food attributes of TikTok's short videos also reflect their entertainment features. From the perspective of internet products, in order to gain as many users as possible, TikTok must first lower the usage threshold to provide users with a convenient usage experience. Therefore, TikTok bypasses users' manual selections and directly recommends content to them based on its algorithmic recommendation mechanism. Secondly, in the age of the internet, there are too many platforms and content for users to choose from. If TikTok wants to retain more users, it needs to provide users with strong stimuli that cater to their interests in a short period of time. This leads to an abundance of fast-food-style video content on TikTok that does not have much value and is only used for daily entertainment, becoming a "fast food" without nutrition. University students who are accustomed to the "fast food" tailored for them by TikTok have also become accustomed to short and quick sensory stimuli, lacking an understanding of deep content and logical thinking, and even viewing all content through an entertainment perspective.

Mass media serves an entertainment function, and TikTok, as a widely-used medium among young users, exemplifies this characteristic. In a media environment where entertainment dominates, college students tend to process all information content through entertainment and relaxation. As a result, many college students, represented by a group of TikTok users, create memes and jokes in combination with TikTok short videos, which are then spread and consumed, making this scene a striking youth subculture in a post-modern media environment(Wang et al., 2020; (Liu et al., 2017)). This is reflected in the aesthetic sense of college students, who tend to appreciate all content with a certain degree of entertainment value. While college students may appreciate traditional beauty, they more often seek beauty that is entertaining, such as TikTok influencers who not only possess physical attractiveness but also have an "interesting soul" with entertainment value. In the simulated environment created by TikTok short videos, both content producers and consumers of beauty reveal surface-level characteristics. College students expect strong sensory stimulation with the characteristics of shortness, conciseness, and quickness in TikTok short videos. The transient satisfaction and the solidifying effect of TikTok on this phenomenon often lead college students to mistake this for beauty. Based on this frequent judgment, college students form their own aesthetic judgments, which only stay on the surface of things and indulge in the entertainment value of video content, resulting in surface-level aesthetic judgments(Zeng, 2018).

5.4 TikTok's Impact on Thai University Students' Aesthetic Perception: The Phenomenon of Spectacularization in Aesthetic Habits

In the field of journalism, the term "media spectacle" was first used to refer to the practice of news media packaging news events in a spectacularized form in order to attract more attention from audiences and to pursue commercial and economic interests. TikTok's algorithmic

recommendation mechanism, which prioritizes traffic, perfectly aligns with this logic, leading to the creation of many media spectacles by content producers on the platform who seek to attract more attention from audiences. One characteristic of media spectacles is their ability to provide audiences with strong and intense sensory stimulation in a short period of time(Liu, 2020). Thai university students often encounter these media spectacles on TikTok and develop aesthetic judgments based on them, leading to the formation of an aesthetic habit with a tendency towards spectacularization.

Thai university students who are addicted to TikTok short videos have become accustomed to fragmented ways of obtaining information and quick aesthetic judgments based on surface-level observations. Such habits are precisely characteristic of spectacularization. For example, university students often prefer shallow video content and have increasingly narrow aesthetic perspectives. They tend to judge aesthetics based only on surface-level observations, comparing videos based on which ones are more eye-catching and provide stronger sensory stimulation in a short amount of time. When making aesthetic judgments, university students often stop at the surface level of things, making superficial aesthetic judgments based only on sensory stimulation in a short period of time. These tendencies represent an aesthetic habit with a tendency towards spectacularization(Hu, 2020).

For the target group of university students, the use of TikTok short videos often involves building and indulging in their own aesthetic comfort zone. As a media platform, the larger the traffic on TikTok, the stronger its commercial characteristics will be in order to achieve profitability. However, because of this, TikTok must quickly obtain more traffic through increasingly impressive media spectacles in order to maintain its commercial characteristics and profitability. In this cycle, it is the TikTok users who bear the negative effects(Liu, 2020). As TikTok users, university students, over time, will be numbed by the essentially similar media spectacles on TikTok, and fall into a shallow and narrow enjoyment of such content, which is their own aesthetic comfort zone. Therefore, many university students feel fulfilled and engaged while scrolling through short videos on TikTok, and consume a large amount of content in a short period of time. However, after using the app, they find it difficult to recall any useful information they may have gained.

After being immersed in their own aesthetic comfort zone, university students use fragmented time and methods to make aesthetic judgments on the media spectacles on TikTok, thereby developing a habit of aestheticization. When making aesthetic judgments, they first do not spend too much time because the duration of a TikTok short video is very short, and most of the time, they use fragmented time to browse. They have become accustomed to making judgments in a short period of time. Secondly, they do not care and will not seek the truthfulness and objectivity of the content. This is because TikTok has extremely strong entertainment characteristics. Unlike traditional news media, there are many short videos on TikTok created by planners and actors(Qin, 2021). In this media environment, university students are influenced by the media spectacles on TikTok in the way that they actively seek media spectacles that fit their preferences, even if they know that they are constructed by short video producers. Finally, the algorithmic recommendation mechanism of "Recommended for You" actually further narrows the university students' own aesthetic comfort zone, and the result of this increasingly narrow field of view is that they are only good at and indulge in making aesthetic judgments on homogeneous content in the same field. This narrow aesthetic habit makes them blindly follow the trend and stay in their own aesthetic comfort zone, leading to an increasingly serious phenomenon of homogenization in aesthetic views.

This paper reveals that the mass-entertainment oriented content of short videos, as well as the algorithmic recommendation and dissemination of TikTok short videos in fragmented ways, have had a certain degree of negative impact on the aesthetic judgment and habits of college students in Thailand. The aesthetic judgment of college students presents superficial characteristics, while their aesthetic habits exhibit a phenomenon of "spectacularization". Such prolonged aesthetic behavior and the resulting aesthetic views are undoubtedly detrimental to the physical and mental health of college students. If college students want to break free from this influence, they must learn to resist the negative effects caused by media and environmental factors on their own aesthetic views. In light of this, both Thai universities as educators of college students and college students themselves must devote themselves to improving the media literacy of college students and launching new aesthetic education that conforms to the characteristics of the current media environment, thereby further improving the aesthetic level of college students.

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Perception of Distance Learners and Teachers Towards Online Physical Education during COVID-19 in China: A Case Study of Nanchong Senior High School of Sichuan Province

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Abstract

This quantitative study aimed to understand students' and teachers' perception of online physical education during COVID-19 pandemic in China. An OLPE survey during the COVID-19 was used, comprising PETs' and students' opinions on OLPE teaching as well as the advantages, disadvantages, difficulties, suggestions. Problems existing in online teaching are listed as follows: First, there is a lack of practice equipment and venues, a poor external environment for learning and exercise, unable to face-to-face communication with students, and competitive skill. Second, it is difficult for students to focus on the process of learning and exercise, and their enthusiasm to participate in the exercise is not high. Third, the lack of face-to-face guidance from teachers, the effectiveness of online teaching is reduced, and the possibility of failure or ineffective learning may increase. Fourth, the interference of some non-human factors in the network and learning platform leads to various problems in video generation during exercise. Online physical education class during the pandemic has given us a lot of inspirations, which may affect the future physical education teaching in schools. First, it provides a solution for physical education in extreme weather. Second, through online teaching, mixed teaching of physical education is realized. As a product of the information age, online physical education cannot replace offline teaching, but the teaching quality of online physical education can also be effectively monitored through the rational use of various sports APP, which is an effective supplement to offline physical education.

Keywords: Online learning, Physical education, Covid-19, Middle school education.

1. Introduction

The rapid spread of the COVID-19 affected all aspects of society worldwide and led to a halt to almost all country's economies, total closure of many service-oriented businesses, industries, and schools. The majority of countries had announced the temporary closure of schools impacting around 1.6 billion learners worldwide, also prohibited for the meantime the conduct of face-to-face classes; thus, educators had to adapt to new means of teaching beginning in the year 2020-2022. Therefore, to avoid an academic freeze, distance learning was actualized (China Ministry of Education, 2020). In China, on January 27, 2020, the Ministry of Education issued a notice, requiring primary and secondary schools around the country to postpone the

spring opening time, and on January 29th an initiative was issued: use of the network platform launched the "suspension of classes" (China Ministry of Education, 2020). Subsequently, local education administrative departments responded and quickly launched online learning guidelines and programs.

Overall, most of the world's education systems delivery of education has been changed (Daniel SJ, 2020) and online education is the most popular way of delivering lessons during this period (Fidalgo P et al., 2020). Before Covid-19, the education system transferring and conducting the face-to-face lessons to the online platform has been an important subject for a long time (Blaine A.M, 2019; Lee NH, 2018).

Physical education (PE) is a school subject that has undergone major changes due to improvements in digital technology owing to COVID-19. These developments have resulted in the shift PE from face-to-face to hybrid and online physical education (OLPE) (Yong N., 2020). OLPE's challenges include teaching motor skills, sports skills, dance, and fitness, and ensuring social emotional development (Filiz B et al., 2020). In addition, in OLPE teaching, teachers experience challenges in transferring traditional movement-oriented course content (Rink J, 2013). Therefore, meeting some of the goals of PE with OLPE becomes extremely difficult. In addition, questions and concerns are raised regarding whether physical education teachers (PETs) are equipped to meet the needs of students, while adapting to this new learning environment. Despite these challenges, teachers should provide information on student performance. When students receive feedback, they understand their level of performance of skills (Filiz B et al., 2020; Konukman F et al., 2001). The online teaching for students is also a new challenge, how can students ensure that class is effective while learning from home, in addition to the school, teachers and parents should play important role for students to show their subjective initiative and actively participate in online teaching. This is a test of students' self management ability which requires students to be responsible for their future.

This research aims to understand students' and teachers' perception of online physical education during COVID-19 pandemic in China.

2. Methods

2.1 Participants

This study used a quantitative design to determine Chinese PETs' and students' opinions on OLPE during the COVID-19 pandemic. It was conducted during the 2020–2021 autumn academic semester. The participating students and teachers were from Nanchong high school. They were recruited using an open sampling procedure, which is a convenience sampling technique, as anyone who met the inclusion criteria and expressed interest were included in the analysis. Twenty five PETs and 704 students participated in this study, voluntarily. Of the participants, 365 students (51.85%) were female and 339 (48.15%) were male, 17 teachers (68%) were female and 8 (32%) were male. Moreover, teacher had average work experience of 15.87 (SD = 8.63) years .

2.2 Procedure

The study was granted ethical approval by Nanchong Electronic Education Hall. The questionnaire was derived from the 23 subject items (Nanchong Education Information Technology Research Project, 2022). Participation in the study was voluntary. In addition, informed consent was obtained from all participants.

2.3 Research Instrument

In this study, some items of the OLPE Survey during the COVID-19, developed by Fan Ya Hui were used. Prior to inclusion, due permission was obtained from the researchers. The survey consisted of two kinds of questionnaires, and each questionnaires have two sections: (1) demographic information (2) subjective assessment of online teaching in PE in the times of the COVID-19 pandemic. The second part of students' questionnaires comprised of 16 questions and included single- and multiple-choice questions, The second part of teachers' questionnaires comprised of 10 questions and included single- and multiple-choice questions. These questionnaires were designed to evaluate the quality of implementation and PE teachers' perceived advantages, disadvantages, and encountered difficulties of online PE teaching during the first wave of the COVID-19 pandemic. The data collection instrument used an online learning questionnaire containing questions that were shared using WenJuanXin form.

2.4 Data Analysis

Data analysis began with standard procedures for data cleaning and screening. No data were extracted from the data set because of the lack of extreme values that would affect the data analysis. Frequency and percentage analyses were used to determine the demographic variables.

3. Results

In Table 1, the gender of the participants, the section and the equipment used in online teaching were listed.

Table 1
Basic Information of the Study Subjects.

Themes	teacher	Student
Gender	17	365
Female	8	339
Studying/Teaching in Grade one	5	171
Studying/Teaching in Grade two	11	326
Studying/Teaching in Grade three	9	207
Use the tablet for online learning	3	203
Use the Mobile phone for online learning	8	266
Use the computer for online learning	14	235

In Table 2, It is shown that 85.65% of students in class can be serious to learn, 83.81% of students are familiar with online learning software, online physical education class time 20-40 minutes, 70.6% of students can finish preview before class, 43.9% of students can finish homework, 57.24% of students can answer questions in class, 31.39% of students can guarantee at least 2 hours of exercise every week, 79.69% of students think that online physical education atmosphere is better.

Table 2
Students' online physical education class situation

Themes	Sub-themes	Frequency	Percent
Which statement express your learning behavior in online	Always follow the teacher's thinking and teaching content, participate in sports and thinking	378	53.69%

Themes	Sub-themes	Frequency	Percent
physical education courses the best	Occasionally do other things, most of the time involved in sports together	225	31.96%
	Often distracted or do other things, less time to participate in sports	54	7.67%
	Just watch teachers teach, do not participate in sports	31	4.40%
	No participating in sports and teaching, free movement (playing mobile phone, sleeping, eating, etc	16	2.27%
Are you familiar with the online teaching software used by your school?	Very skilled	282	40.06%
	More skilled	308	43.75%
	General skilled	84	11.93%
	Not very skilled	28	3.98%
	Very unskilled	2	0.28%
How long does Physical Education and Health course last online?	5-20 minutes	122	17.33%
	20-30 minutes	209	29.69%
	30-40 minutes	273	38.78%
	40-50 minutes	82	11.65%
	More than 50 minutes	18	2.56%
Will you finish the preview assigned by the physical education	Able to complete	203	28.84%
	Most of the time it gets done	294	41.76%
	It can be done occasionally	166	23.58%
	Almost impossible to complete	35	4.97%
How often do you do after-class exercises after online physical education classes	Completely unable to complete	6	0.85%
	Always	94	13.35%
	Often	215	30.54%
	Sometimes	287	40.77%
	Rarely	88	12.50%
In the online physical education course, how often do you participate in answering questions in class	Never	20	2.84%
	Always	142	20.17%
	Often	261	37.07%
	Sometimes	221	31.39%
	Rarely	62	8.81%
How many hours does the online physical education course spend on extracurricular activities?	Never	18	2.56%
	Less than 1 hour per week	139	19.74%
	1-2 hours per week	305	43.32%
	3-4 hours per week	170	24.15%
	5-6 hours per week	51	7.24%
What is the classroom	6 hours or more per week	39	5.54%
	Very pleasant	270	38.35%
	pleasant	291	41.34%
	Neutral	88	12.50%

Themes	Sub-themes	Frequency	Percent
atmosphere of online	boring	42	5.97%
physical education	Very boring	13	1.85%

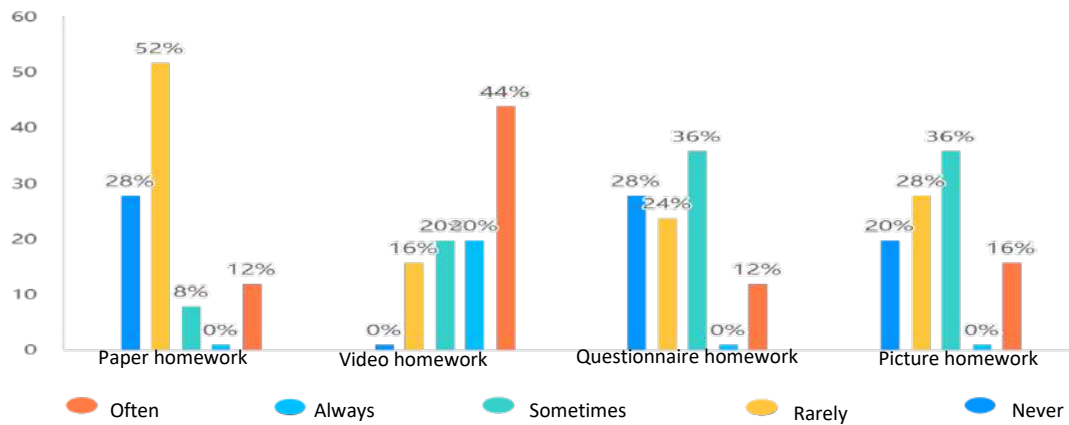
In Table 3, teachers often live broadcast, record and use other apps; they mainly include theoretical knowledge and teacher-led exercises; and mostly assign students to answer questions.

Table 3
Teachers' online physical education class situation

Themes	Sub-themes	Frequency	Percent
Which of the following ways do you usually present your teaching content	Recording form	19	76%
	Play the video	15	60%
	Use APP to teach	15	60%
	In the form of text and pictures	13	52%
	Students study independently, teachers-students' questions	8	32%
	Other (please give examples)	0	0%
What does online physical education include	Physical education and health theory knowledge	23	92%
	Theory of ball games	16	64%
	Theory of track and field	16	64%
	Gymnastic event theory	11	44%
	The teacher led the students in practice	17	68%
	Other (please give examples)	1	4%
Please rank you student behavior when they were asked questions	Let's all answer	20	80%
	Individual students take the initiative to answer	22	88%
	The teacher assigned the students to answer	19	76%
	Everyone kept silent.	16	64%

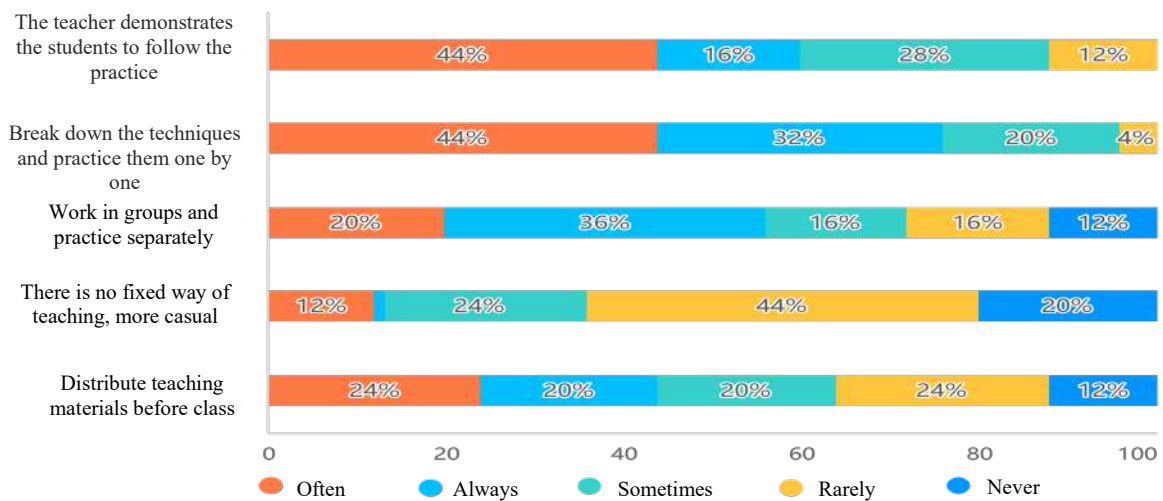
In Figure 1, teachers rarely assign the paper homework, rather they always assign the Video homework, and sometimes assign the Questionnaire homework and Picture homework.

Figure 1
Assign Homework



In Figure 2, when teachers teach new skills, they often use demonstrations for the students to follow and break down the techniques by practicing them one by one, sometimes in group learning methods.

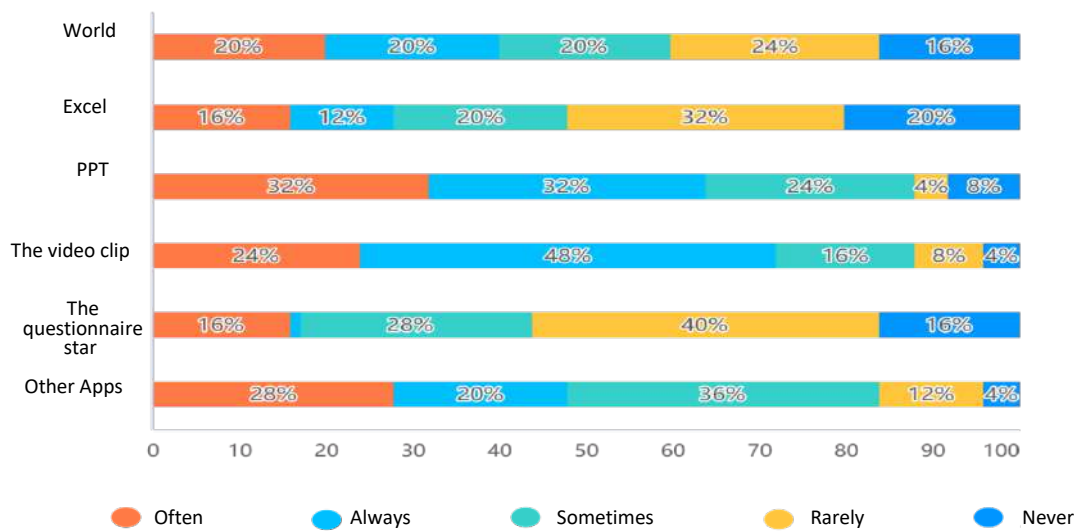
Figure 2
Teach new skills in online physical education



In Figure 3, teachers in the online class always use office software and video for teaching.

Figure 3

Software do you use for your online teaching



In Table 4, 75.43% of students were satisfied with online teaching; 67.47% of the students believe that live broadcasting is the most suitable place for online teaching; 56.39% of the students think that the intensity of online physical education is lower than the offline class. The biggest advantage of online PE education is that time is much more flexible and it can be recorded for replay. Theoretical learning, aerobic courses, and strength training are more suitable for online physical education. Video homework is the most popular. The biggest factors affecting the classroom are that the equipment is not supported, and the teacher can not correct the guidance in time. Most students still want to finish the class online.

Table 4

Students' opinions on online physical education

Themes	Sub-themes	Frequency	Percent
Are you satisfied with the effect of online physical education in schools during COVID-19	Very satisfied	293	41.62%
	More satisfied	238	33.81%
	Satisfied	113	16.05%
	Not very satisfied	52	7.39%
	Very dissatisfied	8	1.14%
	Recording form	79	11.22%
Which method do you think is suitable for online physical education	Live broadcast form	475	67.47%
	Use of APP teaching forms	73	10.37%
	Text, picture explanation form	33	4.69%
	Students study independently, and teachers answer students' questions	39	5.54%
	Other forms (please give examples):	5	0.71%

Themes	Sub-themes	Frequency	Percent
How do you think the exercise load of online PE class compares with offline PE class	Online physical education has a heavy load	47	6.68%
	Offline physical education has a heavy load	397	56.39%
	They're pretty much the same	260	36.93%
	Time is much more flexible	502	71.31%
	Diverse ways of learning	348	49.43%
	Learning materials are more abundant	214	30.40%
What are the advantages of online PE class	Diversity of site	294	41.76%
	Can take care of students of different levels	238	33.81%
	It can be recorded for replay	448	63.64%
	Better Privacy	196	27.84%
	Other :	8	1.14%
	Track and field class	93	13.21%
	Aerobics	431	61.22%
	Wushu	183	25.99%
Which of the following sports do you think is suitable for online education	Balls	130	18.47%
	Quality category (strength, flexibility, etc.)	414	58.81%
	The theoretical knowledge	460	65.34%
	Other emerging sports (expansion, ice and snow, etc.)	67	9.52%
	Paper assignments	205	29.12%
	Video work	532	75.57%
	Questionnaire homework	345	49.01%
What types of homework do you like teachers to assign	Image homework	418	59.38%
	Others:	16	2.27%
	Network problem	292	41.48%
	Site equipment is limited	483	68.61%
	Learning tools are limited	299	42.47%
	Can not timely get the guidance and error correction	390	55.40%
	Teachers' network teaching ability is insufficient	42	5.97%
	The function of the network teaching platform is not perfect	86	12.22%
	Low level of teaching courseware	27	3.84%
	Lack of interest	144	20.45%
Please combine your actual situation, what factors affect online learning in your opinion	They don't adapt	96	13.64%
	Lack of consciousness	338	48.01%
	Learning environment interference	154	21.88%
	The teacher's online explanation and demonstration is not clear	42	5.97%
	Other :	4	0.57%

Themes	Sub-themes	Frequency	Percent
Which way do you prefer to take physical education	Online PE class	65	9.23%
	Traditional PE class	455	64.63%
	Online+Traditional	184	26.14%

4. DISCUSSION

Online education has emerged as an alternative to traditional education during the Covid-19 Pandemic (Handarini, & Winaldari, 2020; Firdaus, 2020; Asmuni, 2020). It is an emergency method for this special period of COVID-19 epidemic. In terms of the characteristics of physical education class, online teaching cannot replace the normal physical education class. After the pandemic, physical education class should still return to the offline line. Problems existing in online teaching are listed as follows:

First, there is a lack of practice equipment and venues, a poor external environment for learning and exercise, unable to face-to-face communication with students and competitive skills, and the lack of offline teaching fun. Second, it is difficult for students to focus on the process of learning and exercise, and their enthusiasm to participate in the exercise is not high. The reason is that students cannot receive the feedback from teachers in time, the teachers' explanation and demonstration cannot be synchronized with students, and they cannot guide the advantages and disadvantages of students in time. This situation can be avoided in offline teaching. When students slack off, teachers can always be there to pay attention to adjust the teaching method to remind students to focus on the classroom. The teacher can also comment on the sports skills of the class. Third, the lack of face-to-face guidance from teachers, the effectiveness of online teaching is reduced, and the possibility of failure or ineffective learning may increase. (Mujiono & Gazali, 2020). To improve the effect of online teaching, teachers need to strengthen the interaction with students, so that students can have a greater sense of participation and are more willing to participate in the course. Before the weekly training program begins, teachers should conduct a theory class to explain the characteristics of the program, how to exercise, exercise what parts and muscles of the human body, and exercise endurance or flexibility. Finally, the interference of some non-human factors in the network and learning platform leads to various problems in video generation during exercise. When teaching on the network, also can not hear the teacher's speech clearly because of the network reason.

5. Conclusion

Online physical education class during the pandemic has given us a lot of inspiration, which may affect the future physical education teaching in schools.

First, it provides a solution for physical education in extreme weather. What about our outdoor sports when it rains and snows? This has always been a difficult problem for us. The online physical education class of this semester provides ideas and methods for carrying out online theoretical and practical teaching. In the future, when rain, snow, wind, hot and other extreme weather, outdoor projects can be converted to online teaching. Second, there has always been a problem of students' insufficient attention to physical education teaching. It was found that during the pandemic, teachers were also affected by their technological readiness for the implementation of online distance education (Rachmadtullah et al, 2020). Through online teaching, mixed teaching of physical education is realized (Daum, D.N, 2018). Before practice class, various teaching resources can be released on the online teaching platform to improve the interest in learning and the initiative of learning. As a product of the information age, online physical education cannot replace offline teaching, but it can make the monitoring and management of physical education more systematic and comprehensive. The teaching quality

of online physical education can also be effectively monitored through the rational use of various sports APP, which is an effective supplement to offline physical education.

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Thai University Students' Problems in Writing Opinion Essays

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Abstract

Writing essays is one mode of writing tasks usually used as writing activities for EFL students due to its benefits to develop students' critical and logical ideas. To produce a good opinion essay relies on several elements, two of which are content development and organization. However, many EFL students still encounter problems to develop ideas and arrange their information whenever they write opinion essays. This study therefore aimed to investigate the types of content and organization problems that students encountered when writing opinion essays. Also when the given topics were different, the researchers wanted to find out whether the problems between the two were similar or different, and the reasons behind them. Two sets of 30 opinion essays—each set with a different topic—written by 30 Thai undergraduate students were collected and analysed with qualitative content analysis methods. The results show that opinion essay problems are different if the given topics are different. Students who were not familiar with the given topic had more problems in terms of content development such as problems in writing thesis statements. Meanwhile students seemed to have problems in arranging information when they had little or no experience in writing opinion essays; that is, students faced this kind of problem when writing the first topic more than the second.

Keywords: opinion essay, writing problems, content development, writing skill, essay organization

1. Introduction

1.1 Background, Review of Literature and Importance of the Problem

It is widely known that academic writing is importantly necessary for EFL students, especially those at the tertiary level. They are often required to take courses in academic writing while one of the writing tasks is usually writing essays. This may be because developing essay writing abilities can help students communicate better, get higher grades, and be a better professional (Okpe & Onjewu, 2017). To produce an essay, these students must go through a number of stages which are challenging and complex as one essay consists of several key elements. Oshima and Hogue (2006) pointed out that an essay is composed of one main topic with sub-topics discussed in several paragraphs. One essay should contain (1) an introduction paragraph consisting of general statements to the readers' attention and a thesis statement that states the main idea of the essay, (2) body paragraphs that discuss the main idea as each sub-topic is supported with additional details in each paragraph, and (3) a conclusion paragraph that summarize the main points discussed in the body.

To perfect the ability to write essays, university students must communicate their thoughts in writing while paying close attention to a variety of factors, including language, grammar and content (Knap & Watkins, 2005). The lack of one or several of these factors indeed leads to students' inability to write a well-produced academic essay. Meanwhile, many university

students have experienced various difficulties in their processes of writing (Bulqiyah et al., 2021). A number of studies (Asadifard & Koosha, 2013; Hosseini et al., 2013; Hajeid, 2018; Toba et al., 2019) have shown that the content—the ideas or arguments to develop the essay and the organization—how to arrange information in the text, are among major difficulties in writing academic essays that EFL tertiary students worldwide, including those of Thai universities, have encountered.

The researchers, English instructors in a Thai university, have found from many years of teaching English writing that many students have struggled to develop content and organize it in their writing including opinion essays. This kind of essay benefits university students in developing their critical and logical thinking abilities but to master writing opinion essays is not easy. This is because a good opinion must provide convincing ideas of the writer to persuade the readers for their agreement. Also, the writer must provide facts and supporting evidence that help make readers believe the presented opinions and attitudes (Setyowati, 2016). This has resulted in numerous problems when they have engaged in opinion essay writing production. As a consequence, this study was conducted to find out the types of problem in writing opinion essays, in terms of content development and organization according to the important three parts of an essay pattern (Oshima & Hogue, 2006) as of the research questions below.

1.2 Research Questions

- 1) What kind of content and organization problems did these students encounter when writing opinion essays?
- 2) Were there any different problems when the given topics were different?
- 3) If there were any different problems when the given topics were different, what were the causes?

2. Research Methodology

2.1 Population, Sample and Scope of Study

The subjects of the study were thirty fourth-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 107: Academic Reading and Writing which is a compulsory English courses of SoAD. 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 selected for this study to analyse problems often found in writing opinion essays. The selection focused specifically on the essays that contained several mistakes.

LNG 107: Academic Reading and Writing

The course is one of compulsory courses for students who study in international programmes of KMUTT. It aims at developing learners' academic reading and writing skills. Students will learn to write two types of essay: opinion and cause and effect. They also learn to use references and citations throughout the writing process. In addition, paraphrasing and summarizing are included in the learning topics for this course. After studying the course, the students are expected to be able to communicate their ideas logically and write well-organised essays with appropriate citations.

2.2 Research Methods, Data Collection and Data Analysis

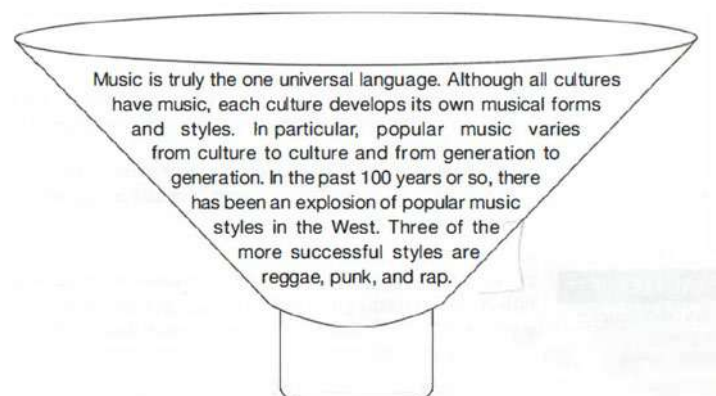
While studying LNG 107, each of the subject had to write two opinion essays under two different topics: 1) Should schools in Thailand reopen for on-site classes in this new term? 2) Do you agree or disagree that Thailand can become a real cashless society? The first topic was purposely assigned to correspond with the situation that the students were encountering at that time. Then their total 60 opinion essays were analyzed based on the essay writing principles thoroughly described in the book “Introduction to Academic Writing third edition” by Oshima and Hogue (2007). The book was used as the main textbook for teaching and learning LNG 107 course. In addition, the analysis focused particularly on writing problems in terms of essay content and organization.

According to Oshima and Hogue (2007), an essay consists of three main parts: The introductory paragraph, body paragraphs, and the concluding paragraph.

The introductory paragraph is the first paragraph of an essay that introduces the topic. This book uses a kind of introductory paragraph called a “funnel” introduction. The funnel introduction begins with general statements that provide background information about the topic. The general statements gradually lead to a very specific idea which is stated in the last sentence in an introductory paragraph. The sentence is called the thesis statement. For an opinion essay, the thesis statement is the sentence that the writer clearly states his/her opinion about the essay topic.

Figure 1

The diagram by Oshima and Hogue (2007): an example of a funnel introduction



Body paragraphs of an essay support the thesis statement. In each body paragraph there are a topic sentence and several supporting sentences. A topic sentence generally introduces one main idea that relates to the thesis statement, and supporting sentences support the topic sentence by providing more information to explain it. In an opinion essay, body paragraphs give reasons to support the writer’s opinion stated in the thesis statement. Furthermore, the given reasons should be proved by details such as quotations, statistics, and summaries of information from outside sources.

The concluding paragraph is the last paragraph that signals the end of an essay. It restates the thesis statement or summarizes the main points already discussed in the body paragraphs. In addition, the writer leaves a final comment in this paragraph as it is the place for expressing opinion, making a judgment, giving a recommendation, or calling for action. However, new ideas must not be added in the concluding paragraph.

The researchers analysed the content and organization in these students' opinion essays by using the Qualitative Content Analysis (QCA) method. Each essay was examined thoroughly as to how each part supported each other, whether or not the students' opinions were strengthened. Also, each essay was investigated in terms of how problems found in each writing topic were different or similar through comparisons. Each problem was counted and classified based on the types of problem that occurred in each element of an essay: the introductory paragraph, body paragraphs and the concluding paragraph.

Apart from analysing students' essays, informal interviews with the students were also conducted in order to know their opinions regarding difficulties in writing the two different essay topics. The results obtained from the interviews would help the researchers to have deeper understanding about the problems found in the students' essays.

3. Results

The results of the study were obtained from the content analysis of students' two opinion essays. The first is titled, "*Should schools in Thailand reopen for on-site classes in this new term?*" The second is titled, "*Do you agree or disagree that Thailand can become a real cashless society?*" The analysis shows obtained results categorized due to the elements of an essay (Oshima & Hogue, 2006): an introductory paragraph, body paragraphs and a concluding paragraph.

Introductory Paragraph

For the introductory paragraph, the analysis revealed the results due to two elements of the paragraph: 1) General Statements and 2) Thesis Statement

1) General Statements

Topic 1

It was found that nine out of thirty students wrote only a few general statements that did not provide enough background information to lead to the thesis statement. Moreover, seven students did not write general statements at all and they had only the thesis statement in the introductory paragraph. Example of too inadequate general statements:

Recently, the Covid-19 situation continues happening. So, it makes kids in this generation have to study online courses (General Statements). In my opinion, I agree to allow the children to join on-site study more than online study because Covid-19 is not serious anymore and I believed physical studying is the best learning for children, also it is important to making kids having Socialization (Thesis Statement).

In this example, the writer had only two short general statements that did not give enough background information about the essay topic.

Topic 2

There were a few problems of writing general statements for this opinion essay topic. Four students were found writing too few general statements while 3 students wrote no general statements in their essays. Also, there were another three students who misplaced their general statements.

2) Thesis Statement

Topic 1

More than half of the students made mistakes regarding this part. Eight of them did not write the thesis statement in one single sentence. Six students gave too much detail in their thesis statements.

Example of a thesis statement that had too much detail:

I agree on the reopening and returning to school because it has impacts on opportunities to learn, mental health and experience with other along with the extent to which the education can be delivered via the online learning model separately, and the widespread vaccination help reduce the harm to people.

In addition, four students misplaced the statement, for they put it as the first sentence in the introductory paragraph. The worst mistake about thesis statement was that two students did not write it at all.

Topic 2

There were many problems of writing thesis statement for this opinion essay topic. Thirteen students were found writing no thesis statement while eleven of them wrote unclear thesis statements. Furthermore, there were seven students who misplaced their thesis statements.

Example of no thesis statement:

Nowadays, our world has grown so fast because of the pandemic which we called "COVID-19". Many countries in the world have policies to protect an infection of COVID-19. Therefore, a "Cashless society" has emerged which is a new way to decrease the infection. But in Thailand, not all of area in the country that become a cashless society.

This student began the introductory paragraph without writing any thesis statement.

Body Paragraph

For body paragraphs, the analysis revealed the results due to three elements: 1) Topic sentence 2) Supporting sentences and 3) other issues.

1) Topic sentence

Topic 1

The most significant problem in this part was about writing broad or unclear topic sentences. The problem was found among seventeen students. For example, "*On the other hand, studying at school is preferable.*" Generally, a topic sentence states only one particular idea that directly supports the thesis statement of an essay. However, this example topic sentence failed to state

a particular point to be discussed in its paragraph.

Another significant problem was writing topic sentences that were too detailed, meaning revealing too much information. Then the students almost had nothing to explain in the supporting details. This problem was found in nearly half of the students' essays. Here is an example:

One reason that reopening the school is a good choice is that it can create a classroom atmosphere to help students focus on lessons because in online classes it is hard to control all students with one teacher.

There were also other relevant problems such as writing a topic sentence that did not support the thesis statement in the introductory paragraph. In addition, some students did not have a topic sentence in some of their body paragraphs.

Topic 2

Students were found having several problems in writing topic sentences. Seven students were found writing no topic sentences while four of them wrote misplaced topic sentences. Lastly, there were five students who had a problem of mentioning irrelevant/unclear topic sentences.

Example of no topic sentences:

What is the good thing about cashless society. First user don't need to carry cash around and worried about is the cash going to be enough in each payment or not and also reduce the crime.

This student started this body paragraph with a question without any topic sentence and then wrote the supporting sentence.

2) Supporting sentences

Topic 1

It was found that most of the students had difficulties writing this part. The major problem was that they failed to provide evidence such as statistical facts to support their ideas.

Example of supporting sentences that do not support the topic sentence:

Socialization of kids makes them grow up effectively. *Social in children period is very important for kids. Being assertive is one thing that makes children have more opportunities to learn new things or new experiences that affect directly their learning system.*

The topic sentence focused on socialization of kids, but the supporting detail did not directly explain this point.

Topic 2

The most serious problem of writing supporting sentences is that there were seventeen students who did not provide enough details in supporting sentences. Meanwhile, five students were found that their supporting sentences did not support the topic sentences.

Example of not enough details in supporting sentences:

Nowadays, technology plays a role in all aspects of human life, especially electronic devices like smartphones that facilitate payment. Shopping applications and online banking are suitable for a cashless society nowadays.

This body paragraph contains only two sentences. The first is the topic sentence and the second is a supporting sentence—not enough to provide details to support the main idea in the topic sentence.

3) Other issues related to body paragraphs

Topic 1

There were other few problems such as writing body paragraphs that were not consistent with the thesis statement, discussing more than one main idea in one body paragraph.

Topic 2

There are other problematic issues in writing body paragraphs. There were nine students whose whole body paragraphs are not consistent with their thesis statements. Also, eleven students mentioned more than one main idea in one body paragraph.

Example of the whole body paragraphs are not consistent with their thesis statements:

In Thailand, we are a partly cashless society and still in the developing phase that has a potential to be a fully cashless society in the future. (Thesis Statement)

On the other hand, there are still some of institutes, mostly states which are controlled and organized by the government do not accept the e-payment and stick with the old traditional cash society for some reason.... (The second body paragraph)

In this example, the thesis statement says Thailand has potential to become a full cashless society. However, the second body paragraph discusses the obstacles of Thailand becoming a cashless society.

Concluding Paragraph

Topic 1

Almost half of the students did not leave final comments in their concluding paragraphs. Moreover, one third of them did not rephrase the thesis statement or summarize the main ideas discussed in the body paragraphs. Eight students wrote too short conclusion, for they only rephrased the thesis statement and wrote a short sentence of final comment.

Topic 2

For the concluding paragraphs, nineteen students were found that they did not summarize the main ideas in body paragraphs while fifteen of them wrote too short summary or provided inadequate details in the summary. Also, ten students included irrelevant information in the concluding paragraph. These problems seemed to be one major weakness of writing this topic.

Example of not summarizing the main ideas in body paragraphs:

If we see another country's cashless society might be store cash not accepted. But Thailand become a cashless society by a user don't want to pay cash and prefer QR code payment.

This concluding paragraph does not summarize the main ideas in body paragraphs. The first sentence mentions a point not existent in any body paragraph (Another country's cashless society).

Misinterpretation of the writing topic

Topic 1

It was found that eleven students misinterpreted the topic; therefore, their content did not comply with the assigned topic. This also led to writing in wrong essay types. For example, the assigned topic required the students to express opinions on reopening schools when the covid-19 situation improved, but some of them discussed advantages and disadvantages of online learning instead, using a discursive essay style, not an opinion essay.

Topic 2

There are nineteen students who either used other different essay styles instead of the opinion essay or used the mixed style in one essay. Also, twelve students seemed to misinterpret the writing topic and write the whole essay in the wrong direction.

Example of writing a different essay style as well as misinterpreting the writing topic

Nowadays, people are easily connected from the stability of the internet. It makes the payment procedure more convenient. However, the cashless payment system has an indirect influence on the customer as well as drawbacks for sellers who lack technological skills. (Thesis Statement)

This thesis statement shows the essay is an argumentative rather than an opinion essay, making the rest of the essay written in the wrong direction since it discusses the advantages and disadvantages of Thailand being a cashless society, instead of showing if the writer agreed or disagreed with the topic.

4. Conclusion, Recommendations and Implications

4.1 The comparative analysis of both opinion essays

When comparing the results of the two essay topics, it can be seen that they were completely different. From interviewing the students, writing the thesis statement for the first topic was less challenging, compared with that of the second. One reason students mentioned was that the first topic was the issue that they knew really well, for it had been an important part of their daily life in the past few years. Once they had a clear idea about the topic, they could define the thesis statement more clearly (Pablo & Lasaten, 2018). It could be seen that the mistakes they made regarding the thesis statement were rather relevant to essay structure, not ideas.

In contrast, the second topic which was relevant to financial and technological issues seemed complicated to them, causing them to be uncertain on what opinion they should have expressed. This was reflected in their thesis statements as many failed to provide qualified thesis statements. According to McClain and Roth (1999) and Wijaya (2017), a thesis statement functions as an answer to the essay topic question, so failure to understand and interpret an essay topic surely leads to problematic thesis statements—not answering essay topics. It can be concluded that if

students clearly understand the topic, they will be able to define the clear thesis statement and vice versa.

For the topic sentences, almost all of the students had difficulties writing this part for the first topic. Some wrote the sentences which looked almost the same as the thesis statement, for they were confused about these two parts as both communicate main ideas of an essay. Many students wrote either too detailed or broad topic sentences while some did not include any topic sentences in their body paragraphs. This might result from the lack of knowledge of essay organization; that is, they did not know they needed to provide the topic sentence (Toba et al., 2019). Meanwhile, students appeared to face fewer problems on providing correct topic sentences in the second essay topic since they perhaps already had better knowledge of applying the correct essay organization from writing the first topic.

When considering supporting sentences, this part was the most problematic for students when they wrote the first topic but became less for the second topic. This can be explained that when writing the first topic, the students might be ignorant about giving enough details to support each main point. They knew that they had to share their points of view but did not realise that it was also important to strengthen their opinions with factual evidence. This phenomenon also concurred with the problem of writing topic sentences for the first topic. All in all, students seemed to understand the essay topic but were unable to develop good body paragraphs out of it. In short, they appeared lost in providing good supports for their main ideas (Nenotek et al., 2022). On the other hand, it was found they had fewer problems in supporting their ideas with related details when writing the second topic. It can be said that they might use things they had learnt from the previous task to improve the second.

Lastly, when students wrote their concluding paragraphs, for the first topic, several students did not follow essay writing rules as they neglected to write a concluding paragraph or wrote too few details. This may be because they considered this part unimportant. That is, they had no clear purpose in writing (Dalsky, 2007). They perhaps thought they already discussed the main points in the body paragraphs; thus, they wrote this part only for the sake of essay completion. Meanwhile, for the second topic, many of the students failed to provide good summaries to end their essay as a number of them wrote irrelevant information which was not the main points of the topic. This perhaps resulted from the inability to fully understand the essay topic as those who fell into this category mostly were the same persons who wrote unqualified thesis statements. From the analysis, it seems that students have problems to provide good concluding paragraphs in writing both topics, making both of their essays lack the good essay construction as Rao, Chanock & Krishnan (2007) mentioned that the conclusion is one key element of an essay. Therefore, it cannot be removed or badly written (Eripuddin, 2016).

4.2 The conclusion and recommendation of the study

Based on the findings, it can be concluded that the students had difficulties in terms of content and ideas development if the topic given was not familiar to them as can be seen from problems in writing thesis statements in the second essay. Also, while writing the first opinion essay, they seemed to face some other problems such as providing inadequate supports for their main points. This perhaps results from their unfamiliarity of the essay style as it was their first time of writing.

There are several recommendations that can help improve these problems. More exposure to the target skills should be encouraged as students should practice more various writing activities as well as read more academic essays as samples for their own essay writing guidelines. Meanwhile, students should be encouraged to be exposed to more world knowledge through researching and reading so they can be more familiar with more various topics outside their

study fields. Also interventions and regular feedbacks from teachers are as necessary as improved materials for writing lessons for better development in their academic writing skills.

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Understanding and Impression of the Student Union by College Students in China

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Abstract

Student Union is an important part of university life in China. It serves as a platform for students to participate in various activities and events, develop their leadership skills, and engage with their peers. This study aims to understand Chinese college students' understanding and impression of student unions and to understand the current development of student unions in colleges. A total of 166 Chinese college students, both current and recent graduates, were surveyed by means of a questionnaire. The study found that the evaluation of college students' union was influenced by their knowledge and participation in the activities of college students' union, as well as factors such as gender and age. The results show that the evaluation of college students' union is complex and needs to be further explored. There is room for improvement in the student union's management and service capabilities, and future research should continue to explore ways to enhance the student union's effectiveness and impact on college students in China. This study provides an important reference for improving the management level and service quality of college students' union.

Keyword: Student Union, Student Voice, Student Organization

1. Introduction

Unlike other learning stages in life, college students do not have regular classrooms, seats and teachers. Except in class, students seldom have the opportunity to communicate with other students except roommates, let alone with teachers. However, colleges also afford many opportunities for students to interact with teachers and other students, such as joining the student union. (Ting et al., 2018) The student union is an important organization in universities that represents students and serves as a bridge between students and the university administration. The purpose of this paper is to examine the existing research on the understanding and impression of the student union by college students in China.

1.1 Student union

The student union has a long history of development in China. There is a fact that students union represent the students' self-management ability, each college or university in China has set up this kind of organization.(Liu,2019)College student union is the link among college students. It is an organization that serves students and unites them.(Wen et al., 1994)The concept of student unions was first introduced during the early 20th century, when Chinese students began organizing themselves into associations to advocate for their rights and interests. Over the years, student unions have evolved to become an important part of university life in China, serving as a platform for students to participate in various activities, develop their leadership skills, and engage with their peers.

In the early years, the focus of student unions was primarily on political activism and advocacy. However, as universities became more established, the focus of student unions shifted towards cultural, social, and recreational activities. Today, student unions are an integral part of university life in China, playing a crucial role in fostering a sense of community among students and providing them with opportunities to develop their leadership skills. Despite the important role that student unions play, they continue to evolve and adapt to changing times and circumstances, making it a dynamic and evolving aspect of university life in China.On the new wave of Chinese College Student Union reform, university student unions in China have experienced obvious changes over the past years. However, some worrying signs such as unreasonable amount of student union members, lack of training mechanisms, inadequacy of work style formation of student unions and so on, remain hidden in the process of their development.(Zhang et al., 1994) Obviously, the traditional management mode of Student Union, which is facing great challenge.(Buhle, 2001) College student management also urgently needs to focus on the current situation of students' theoretical knowledge learning before the change.(Li, 2001)

1.2 Specific work of the Student Union

Student Union is generally composed of three to four departments. It is mainly to build a communication bridge link between teachers and students. The specific work is mainly divided into the following contents, student activity organization: organizing various cultural and sports activities, parties, tours, etc. for students; student welfare promotion: cooperating with the school and related departments to promote various welfare of students, such as study environment, accommodation, campus safety, etc.; student dispute resolution: assisting students to resolve disputes related to the school, teachers, classmates, etc.; on-campus and off-campus exchanges: organizing student unions with other universities Communication: organize exchanges with student unions of other universities to promote communication and cooperation among students; cultural construction: actively carry out cultural construction activities to promote students' cultural literacy and personal development; public welfare activities: actively participate in public welfare activities to make contributions to society. The above work varies from school to school, and some student unions may have other work, but the above is the common scope of work of student unions.

2. Purpose/Objective

The main purpose of this paper is to explore the current views of Chinese college students on student unions and to understand the reasons why students are reluctant to participate in student union activities. It provides suggestions for future student union management.

3. Literature Review

The student union is an independent, non-political, and non-profit organization composed of students. What's more, it is a self-government under the guide of school accepted as a significant part of the college management.(Kang & Guoshan, 2018)It is a platform for students to participate in university affairs and provides services and activities to improve the quality of university life. The student union has a long history in China, with the earliest student unions established in the 1920s. Since then, the student union has undergone significant changes in its role and function, adapting to the evolving needs and demands of college students. Several studies have been conducted to investigate the perception of the student union by college students in China. Several factors have been identified as influencing college students' perception of the student union in China. Other studies have suggested that the effectiveness of the student union's activities and services, as well as the quality of communication between the student union and students, can also impact students' perception.

In summary, the existing research suggests that the student union plays an important role in improving the quality of university life and promoting the development of college students in China. College students generally have a positive perception of the student union, and factors such as organizational structure, management practices, and the effectiveness of activities and services can influence their perception. The student union can provide valuable opportunities for students to develop their skills and gain practical experience. For this study, i want to found that the evaluation of college students' union was influenced by their knowledge and participation in the activities of college students' union, as well as factors such as gender and age.

4. Research Methodology

The subjects of this study were 166 full-time students, including recent graduates, in the School of Art and Design. The questionnaire was in Chinese to avoid any misunderstanding of the respondents due to the language barrier.

The questionnaire was divided into four sections.

Part I: Demographic characteristics of the respondents.

Part II: Understand the reasons why college students are reluctant to join the student union.

Part III: Find out whether recent college graduates who join the student union have an advantage in their work.

Part IV: Assess whether people who have some work experience and who have had student union experience have an advantage in their work.

The questionnaire type is divided into single choice, fill-in-the-blank, multiple choice and degree questions. Questions. In the questionnaire, the degree questions were scored on a scale of 1 to 5 using a Likert scale with five options, namely "strongly disagree", "disagree", "neutral", "agree" and "strongly agree".

5. Data Analysis and Result

According to the fourth question(table 1)and the fifth(table 2) question, we can understand the current reasons why students want to join the student union and why they do not want to join. Most of the students join the student union because they want to exercise themselves during their college years, lay the foundation for entering the society and make like-minded friends. Most of the reasons for not wanting to join are related to their own planning time.

Table 1
Reasons why students join the Student union

List of potential reasons	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Want to better improve my collaboration skills	24(53.33%)	19(42.22%)	2(4.44%)	0(0%)	0(0%)
Find more like-minded friends	20(44.44%)	21(46.67%)	4(8.89%)	0(0%)	0(0%)
To prepare for work after graduation	17(37.78%)	23(51.11%)	4(8.89%)	1(2.22%)	0(0%)
Want to challenge it	18(40%)	25(55.56%)	1(2.22%)	1(2.22%)	0(0%)
Listen to others advices	8(17.78%)	25(55.56%)	7(15.56%)	4(8.89%)	1(2.22%)
Other	9(20%)	25(55.56%)	7(15.56%)	4(8.89%)	0(0%)

Table 2
Reasons why students don't want to join the Student union

List of potential reasons	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
There are too many courses to take care of	17(14.05%)	61(50.41%)	33(27.27%)	2(1.65%)	8(6.61%)
Heard negative comments such as the student union being too bureaucratic	19(15.7%)	34(28.1%)	52(42.98%)	1(0.83%)	15(12.4%)
Simply don't want to join any organization	12(9.92%)	27(22.31%)	41(33.88%)	15(12.4%)	26(21.49%)
Other	22(18.18%)	35(28.93%)	50(41.32%)	3(2.48%)	11(9.09%)

According to the tenth question(table 3), we know that most of the students have a positive attitude towards the satisfaction level of the current student union.

Table 3*Understand the student perceptions of student union members of the image*

List of potential reasons	Very satisfied	Good	Neutral	Not satisfied	Very not satisfied
Work attitude	7(4.22%)	10(6.02%)	87(52.41%)	48(28.92%)	24(14.46%)
Work ability	8(4.82%)	9(5.42%)	75(45.18%)	54(32.53%)	24(14.46%)
Personal image	9(5.42%)	5(3.01%)	81(48.8%)	53(31.93%)	23(13.86%)
The role of the model	6(3.61%)	14(8.43%)	79(47.59%)	49(29.52%)	23(13.86%)

According to the ninth(table 4) and eleventh(table 5) questions to understand the reasons why college students are reluctant to participate in student union activities and the students who have joined the student union through the work in the student union you gain the ability.

Table 4*Reasons why students don't want to participate activities by Student union*

List of potential reasons	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
No time to attend	20(12.05%)	49(29.52%)	71(42.77%)	20(12.05%)	6(3.61%)
The activity is too boring	16(9.64%)	36(21.69%)	73(43.98%)	33(19.88%)	8(4.82%)
Activities are too troublesome and don't want to take time	14(8.43%)	39(23.49%)	70(42.17%)	32(19.28%)	11(6.63%)
Not interested in activity rewards	13(7.83%)	38(22.89%)	72(43.37%)	33(19.88%)	10(6.02%)
Insufficient ability to participate in activities	12(7.23%)	39(23.49%)	72(43.37%)	29(17.47%)	14(8.43%)
Other	25(15.06%)	37(22.29%)	81(48.8%)	15(9.04%)	8(4.82%)

Table 5
Advantages of joining the student Union

List of potential reasons	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Improved their ability in all aspects	23(13.86%)	70(42.17%)	58(34.94%)	8(4.82%)	7(4.22%)
Broaden your network	22(13.25%)	84(50.6%)	48(28.92%)	6(3.61%)	6(3.61%)
To benefit their own scholarships and other honorary selection	21(12.65%)	80(48.19%)	54(32.53%)	5(3.01%)	6(3.61%)
Enrich your resume	19(11.45%)	70(42.17%)	63(37.95%)	6(3.61%)	8(4.82%)
Other	24(14.46%)	52(31.33%)	75(45.18%)	5(3.01%)	10(6.02%)

6. Conclusion

In conclusion, this study aims to understand and analyze Chinese college students' perceptions and impressions of student unions. The results of this study show that college students' perceptions of the student union are generally positive, as it is seen as an important platform for students to express their opinions and participate in various activities. However, there is room for improvement, as some students believe that the student union should be more representative of the student body and more active in addressing student issues. Student Union, as the main power to unite and lead the mass college students to develop and grow up, plays an extremely important role in daily study, work and life of the college students. The findings of this study provide valuable insights for student government leaders and college administrators. In addition, these findings may serve as a reference for similar studies in other areas and provide a basis for future research in this area.

In summary, this study highlights college students' current understanding and perceptions of student government, understands their reasons for joining or not joining student government, and investigates the positive and negative effects of current student government in the minds of college students.

In addition, the results of this study highlight the importance of fostering a positive and supportive university environment in which students feel heard and valued. This can facilitate student-led initiatives by creating more opportunities for student involvement. The study highlights the need for continuous evaluation and improvement of student unions. Regular evaluation of the performance, effectiveness and impact of student unions can provide valuable insights into areas for improvement and help ensure that student unions remain relevant and responsive to the changing needs and concerns of the student body.

In summary, student unions play a key role in the lives of students at university. By understanding and addressing the impressions and concerns of college students, student government leaders and college administrators can work together to strengthen the role and impact of student government and create a positive and supportive college environment for all students.

7. Discussion

Student Union, as the main power to unite and lead the mass college students to develop and grow up, plays an extremely important role in daily study, work and life of the college students. (Liu, 1994) The results of this study provide a comprehensive understanding of Chinese college students' perceptions and impressions of student unions. The findings show that college students generally have a positive attitude toward the student union, as it is perceived as a platform for student expression and participation. However, there are areas for improvement, as some students believe that the student union should be more representative of the student body and more proactive in addressing student issues.

The positive perception of student government by college students highlights the importance of student involvement and empowerment at the university. For example, The organized student movements in India have played a major role in our independence struggle. A student union is a combination of both associational and institutional interest group, like a trade union. (Sonam & Bhatt, 1994) By providing a platform for student expression and engagement, student unions can play a key role in promoting student well-being, participation, and success. However, the findings also suggest that there is room for improvement in the representativeness and responsiveness of student unions. To address these issues, student government leaders and college administrators may consider implementing measures to enhance communication and transparency, and to promote student engagement in activities.

However, it is important to acknowledge the limitations of this study. The findings are based on a sample of college students in China and may not be generalizable to other regions or populations. Further research is needed to explore the perceptions and impressions of student unions in other regions.

In conclusion, the results of this study provide valuable insights into the perceptions and impressions of student unions among Chinese college students. The findings investigate the strengths and weaknesses of student involvement in student unions and the need for ongoing efforts to strengthen the role and impact of student unions in universities.

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Satisfaction and Needs of Students in Financial Bilingual Courses of TIANFU COLLEGE OF SWUFE

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Abstract

Bilingual teaching is considered an effective teaching method in the current education of finance majors in Chinese universities. Due to the internationalization characteristics of some courses, English textbooks are often used in teaching. Therefore, it has become particularly important for teachers to use English for teaching in the classroom. Through this approach, students can better understand modern financial theory knowledge and improve their English speaking and reading skills to a certain extent. This is also a way for Chinese students to connect with the international community.

This article aims to discover students' satisfaction and needs in the bilingual financial course through investigation and analysis, and use this as an important reference for later course construction. The tool used in this article is a questionnaire, designed by the author under the guidance of the instructor. The questionnaire is divided into four parts, using online closed questions, open questions, and a five-point Likert scale. The research results show that the vast majority of students are satisfied with the bilingual course in finance, but there are still problems such as students' perception of the difficulty of exams, lack of extracurricular activities, and more homework. Research suggests that teachers should not only attach importance to classroom teachers, but also attach importance to helping students after class.

Keywords: bilingual courses; students satisfaction ; students needs

1. Introduction

For TIANFU COLLEGE OF SWUFE, the bilingual course in international finance is a new professional education reform. This change means that the international finance course will adopt a mixed teaching method of Chinese and English, that is, bilingual teaching. Teachers will speak less Chinese in the classroom and only explain in Chinese on issues that students cannot understand. This reform method has been ongoing for two semesters at TIANFU COLLEGE OF SWUFE, and we have found that there are certain difficulties in the reform. Therefore, the research in this article will to some extent investigate students' satisfaction with bilingual courses and provide reference opinions for later course construction.

This study aims to answer the following questions: (1) Whether students have good satisfaction with bilingual courses? (2) What do students need more in bilingual course learning? This article is only limited to full-time financial students from TF SWUFE College who are currently studying bilingual courses in international finance. The objectives of this research are: (1) To assess student satisfaction towards teaching and learning in bilingual international finance course? (2) To find students needs on teaching and learning of bilingual international finance lesson. This research provides a reference for the construction of bilingual courses in the college by investigating students' views and needs on bilingual courses.

1.1 Student satisfaction

Elliott (Elliott et. al., 2001) examine which aspects of a student's educational experience are more important in influencing student satisfaction. Thurmond et.al.,2002 proposed a method of satisfaction with web course research in 2002 through a study on controlling students' input into online courses. Wiers-Jenssen et. al.,2002 examine how overall student satisfaction in Norway can be broken down into component assessments referring to broader aspects of the students' learning experience. Helgesen et.al.,2007 adopted a quantitative approach to research, using students' loyalty level in the selection of the dependent variable, teaching equipment, school service quality, school image, and satisfaction as the explanatory variables, and exploring the mutual influence relationship. After analysis, SEM was continued to be used for testing, and an evaluation result was obtained that the school image has a significant impact on student satisfaction (Alves et. al., 2007). Brown et. al., built a regression equation model for PLS in 2009, aiming to construct an evaluation mechanism for student satisfaction by verifying the environment and student loyalty. Kuo et. al., 2014 used a quantitative analysis model to construct a regression equation that can measure students' satisfaction. The regression equation was validated by students' characteristics and predicted factors, and variables such as self-regulated learning, self-efficacy, and course plan and type were selected. Other influential work includes (Bean et. al., 1986), (Helgesen et. al.,2007).

1.2 Bilingual course

Guo et. al., 2019 discuss the teaching outline, teaching method, teaching means, assessment method and selection of bilingual textbook according to the requirements of new engineering discipline and engineering certification. Huo, 2020 discuss the application of the "MOOC+" teaching model in the bilingual course of international logistics in order to provide some useful references for the reform of the bilingual course teaching model in colleges and universities. The aim of (Hua, 2020) is to study the teaching reform of bilingual courses in international financial marketing in application-oriented university. Tsang et. al., 2020 provide a basis to reflect upon transferrable skills and core underlying proficiency as powerful concepts to draw upon in enhancing bilingual proficiency and effecting positive changes in learners' behaviour and psychological well-being. Based on analyzing common problems in the current bilingual teaching (Liang, 2022) discuss possible improvement strategies from the aspects of the construction of teaching mode, the establishment of quality control system, the selection of textbooks and the optimization of assessment methods.

2. Research Methodology

2.1 Participants

The sample selected in this paper comes from the TF SWUFE College. Questionnaires were distributed to about 150 financial students who were studying bilingual international finance course.

2.2 Materials

The questionnaire of this study was designed by the author, and it was in both English and Chinese in order to avoid any misunderstandings caused by language barrier respondents may have.

The questionnaire consisted of four parts:

Part 1: General Information

Part 2: Students' Satisfaction of bilingual courses

Part 3: Students' needs of bilingual courses

Part 4: Suggestions

For part 2 and 3, the criteria of the opinion rates is demonstrated as follows:

Table1

The criteria of the opinion rates

Response	Rate	Mean range
Completely Satisfied / Strongly Agree	5	4.21-5.00
Very Satisfied / Agree	4	3.41-4.20
Moderately Satisfied / Neutral	3	2.61-3.40
Slightly Satisfied / Disagree	2	1.81-2.60
Not at all Satisfied / Strongly Disagree	1	1.00-1.80

2.3 Data Collection

This questionnaire was distributed to 150 students online on February 1, 2023. A total of 150 copies were collected, with a recovery rate of 100%.

2.4 Data Analysis

The data analysis of this questionnaire will be carried out using Excel form and SPSS, and the survey results will be obtained using the statistical method of mean and standard deviation.

3.Results

3.1 General Information

Table 2 showed that vast majority are female students, a total of 105, accounting for 70%. The remaining 45 students are male, accounting for 30%. And the Table 3 showed among the 150 students, the number of students under the age of 18 is 0, 68 students aged 18-20, accounting for 45.3%, 81 students aged 21-23, accounting for 54%, and only one student older than 23, accounting for 0.7%. (All students are from finance.)

Table2*Gender ratio of students majoring in finance*

Gender	Data	Percentage
Male	45	30%
Female	105	70%
Total	150	100%

Table3*Age distribution proportion of students majoring in finance*

Age	Data	Percentage
Under 18	0	0%
18-20	68	45.3%
21-23	81	54%
Over 23	1	0.7%
Total	150	100%

3.2 Students Satisfaction of bilingual courses

The second part of the questionnaire is about the survey of students' satisfaction, mainly focusing on the following these aspects: class academic atmosphere, teachers' teaching attitude, teachers' professional ability, teachers' speaking speed, teaching material, and final test difficulty, as shown in Table 4.

Table4*Students' satisfaction with bilingual courses*

	Mean	S.D.	Degree
Class academic atmosphere	2.91	0.32	Moderately Satisfied
Teachers' teaching attitude	4.25	0.75	Completely Satisfied
Teachers' professional ability	3.65	0.51	Very Satisfied
Teachers' speaking speed	3.38	0.98	Moderately Satisfied
Teaching material	3.87	1.04	Very Satisfied
Final test difficulty	1.74	1.12	Not at all Satisfied

3.3 Students ' needs of bilingual courses

The third part of the questionnaire mainly shows the survey results of students' demand for bilingual courses. This paper is divided into two parts in this survey. By separating the needs in class and after class, students' needs for the course at different times can be reflected, as shown in Table 5.

Table5

Students' needs with bilingual courses

	Mean	S.D.	Degree
In class			
English videos	2.91	1.08	Neutral
More Chinese explanations	4.55	0.35	Strongly Agree
Native English teacher	3.34	0.87	Agree
Classroom interaction between teachers and students	4.28	0.56	Strongly Agree
After class			
Homework	1.52	1.15	Strongly Disagree
Academic lectures	3.29	1.02	Neutral
Weekend group activities	4.33	0.65	Strongly Agree
Extracurricular reading materials	3.97	0.93	Agree

3.4 Suggestions

Of the 150 students interviewed, almost all of them did not fill in the suggestion section, and only 3 students completed the section. Two students agreed that a Chinese reference book should be added as an auxiliary tool for English textbooks. In addition, another student thought that it was possible to let several students with excellent grades exchange for one semester in English-speaking countries.

4. Discussion And Conclusion

4.1 Discussion

Through this questionnaire survey, we can find that students are generally satisfied with bilingual courses. Especially for teachers' professional level, teaching attitude and teaching materials. However, at present, students may still not have a good command of English, which leads to almost all students' thinking that the exam is too difficult. This may also be because the final exam papers are all in English without Chinese annotations. Therefore, students' demand for bilingual courses may be due to their lack of English proficiency.

4.2 Conclusion

It can be seen from the survey results that students are generally satisfied with bilingual teaching, except that they think the examination is too difficult. Therefore, we analyze students' needs according to their course satisfaction.

Therefore, in the future bilingual course teaching, teachers should pay attention to whether students can successfully understand the English teaching content. If not, teachers should appropriately add Chinese explanations or provide Chinese reference books. In addition, teachers should actively communicate with students in English in the classroom, but should control the speed of speaking.

In the process of bilingual teaching, teachers should not only pay attention to the teaching process in class, but also provide some help for students after class. For example, add some weekend group activities, but too much homework may not have any effect.

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Research on the Influence of Work Values on Intra-Role Performance of Employees in Internet Enterprises

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Abstract

Through literature review and on the basis of sorting out work values, emotional commitment, in-role performance and transactional leadership related research results, this research hypothesis and model are proposed. 384 employees of different genders, ages, educational backgrounds, working years and department types are taken as samples. Questionnaires were conducted on their perceptions of work values, emotional commitment, in-role performance, and transactional leadership. Then, SPSS25.0 software is used to make an empirical analysis of the data and test and demonstrate the research hypothesis. Finally, the conclusions of this study are drawn to provide referential suggestions for the management practice of Internet enterprises. The results of this study show that power reward in work values has a significant negative impact on emotional commitment and in-role performance; Ability and growth, status independence have significant positive effects on emotional commitment and in-role performance. Emotional commitment plays a partial mediating role in each dimension of work values and in-role performance. Each dimension of transactional leadership positively moderates the relationship between emotional commitment and in-role performance. **Keywords:** Internet enterprises; Work values; Emotional commitment; Intra-role performance; Transactional leadership

互联网企业员工工作价值观对角色内绩效的影响研究

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摘要

本研究通过文献回顾，在梳理工作价值观、情感承诺、角色内绩效及交易型领导相关研究成果的基础上，提出研究假设与模型，以384名不同性别、年龄、学历、工作年限及部门类型的员工为样本，就他们对工作价值观、情感承诺、角色内绩效及交易型领导的看法进行问卷调查。然后利用SPSS25.0软件对数据进行实证分析并对研究假设做出检验和论证，最后得出本研究的结论为互联网企业管理实践提供可参考的相关建议。本研究结果表明：工作价值观中的权利奖励对情感承诺及角色内绩效存在显著的负向影响；能力与成长、地位独立均对情感承诺和角色内绩效存在显著的正向影响。情感承诺在工作价值观的各维度与角色内绩效起到部分中介作用；交易型领导各维度均对情感承诺与角色内绩效之间的关系产生正向调节作用。

关键词：互联网企业；工作价值观；情感承诺；角色内绩效；交易型领导

1. 引言

在激烈的市场竞争中，优秀的员工可以为企业造成不同程度的价值，也可以为公司赢得竞争优势。那么，什么样的原因使员工内部的工作受到影响呢？其具体作用机理如何？从目前的研究成果来看，大部分研究已表明员工的工作价值观会对员工的工作绩效上产生一定的影响。总之，现有的研究多集中于对员工的心理与行为的影响，以及在其它因素的作用下，员工的心理及行为会对其工作绩效产生一定的影响作用。但是，个人的行为心理与行为都会被其在企业内部中的角色的价值观念所左右，从而影响其内部的工作表现。工作价值观是否会受到员工内部工作表现的影响？具体的作用机理是什么？工作价值观在角色内部表现中的作用是否存在差异？然而，国内学者对企业员工角色内部行为的深层机理进行深入的研究却少之又少。本研究通过对工作价值观与内部绩效的相关性的分析，对其影响机理进行了深入的分析，希望能对工作价值观的发展提供理论参考。

2. 研究假设和模型建立

2.1 研究假设

2.1.1 工作价值观与角色内绩效之间的关系

H1a: 互联网企业员工工作价值观中的舒适与安全黄起与张亚（2017）对工作价值观与工作业绩的相关性进行了分析，结果显示，工作绩效是受到工作价值观的影响较为明显。范利芬（2014）研究了 IT 专业技术人员的工作价值取向和工作表现之间的关系，结果显示，职业价值观对其工作业绩具有积极的作用。从工作价值取向的角度来看，工作导向与工作表现无关，而与工作表现呈正相关。王默凡（2014）通过对知识型雇员的职业定位的调查，发现其与工作表现有一定的正向关系。基于以上，提出本文的研究假设：

对角色内绩效产生显著正向影响。

H1b: 互联网企业员工工作价值观中的能力与成长对角色内绩效产生显著正向影响。

H1c: 互联网企业员工工作价值观中的地位与独立对角色内绩效产生显著正向影响。

2.1.2 工作价值观与情感承诺之间的关系

陈怡帆（2017）对乡村小学教师进行问卷调查和访谈发现工作价值观水平越高的教师，其职业承诺水平也就越高。吕剑辉（2010）以广东省高校教师作为研究对象，也得出了相同的结论，除工作独立性之外，感情承诺对其余维度都产生明显的正向影响；近年来还有一些人员（陈艳辉，2014；刘凯，2016）研究 90 后员工以及新生代员工的工作价值观与组织承诺之间的关系，总体结论一致，但在细分层面存在差异。基于以上的分析，提出本文的研究假设：

H2a: 互联网企业员工工作价值观中的舒适与安全对情感承诺产生显著正向影响。

H2b: 互联网企业员工工作价值观中的能力与成长对情感承诺产生显著正向影响。

H2c: 互联网企业员工工作价值观中的地位与独立对情感承诺产生显著正向影响。

2.1.3 情感承诺与角色内绩效之间的关系

王亚伟（2013）与纪兰（2015）对新一代员工进行了调查，发现随着组织承诺程度的提高，工作绩效的表现也会随之提高，而组织承诺的某些维度，例如标准承诺与关系绩效之间并没有直接的正相关。袁海滨（2012）研究结果表明，员工对直接上司的信任程度愈高，则其工作绩效表现愈佳；王钢等（2015）通过对情绪承诺和工作业绩的实证分析，发现情绪和标准承诺对工作业绩具有正面影响，而持续承诺则对工作业绩产生负面影响。基于以上的分析，提出本文的研究假设：

H3: 互联网企业员工情感承诺对角色内绩效产生显著正向影响。

2.1.4 情感承诺在工作价值观与角色内绩效间的关系

张艺麟(2020)以“90后”高科技公司员工工作价值取向与工作业绩的关系为实证分析,结果表明:组织承诺对工作价值观和工作业绩具有一定的中介作用。郭洪亮(2017)发现,作为中介变量的组织承诺对新一代雇员的工作价值和工作表现有一定的中介效应,这表明新一代员工的工作价值观对其工作业绩有直接的影响,而新一代的工作价值观又会间接的影响其工作表现。张薛(2016)通过实证研究发现,新一代雇员的组织承诺对工作价值和工作业绩有一定的中介效果,即新一代雇员的工作价值观对其工作业绩有直接的影响。基于以上的分析,提出本文的研究假设:

H4a: 情感承诺在员工工作价值观中的舒适与安全对角色内绩效影响过程中起中介作用。

H4b: 情感承诺在员工工作价值观中的能力与成长对角色内绩效影响过程中起中介作用。

H4c: 情感承诺在员工工作价值观中的地位与独立对角色内绩效影响过程中起中介作用。

2.1.5 交易型领导在情感承诺与角色内绩效间的关系

郭桂梅与段兴民(2008)对10个中国公司534位雇员进行了AHP分析。在中国目前的工作环境下,员工的不变处罚行为与其创造力呈正相关;魏峰等(2009)发现,在缺乏委任气氛的情况下,交易性领导会对部属的创造力表现有负面的影响。反之,在高授权氛围团队中,负向作用消失;刘晖等(2009)通过实证分析发现交易型领导对组织创新起到显著的正向影响,其中组织学习为部分中介变量。基于以上的分析,提出本文的研究假设:

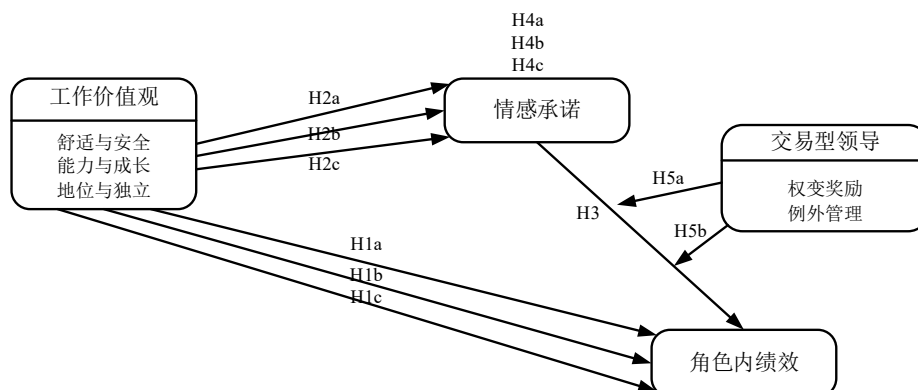
H5a: 交易型领导中权变奖励在情感承诺对角色内绩效影响过程中起正向调节作用。

H5b: 交易型领导中例外管理在情感承诺对角色内绩效影响过程中起正向调节作用。

理论模型

本文采用文献回顾法,发现互联网公司的工作价值观、情感承诺、角色内绩效、交易型领导四大因素间具有显著的相关性。一是对工作价值观、情感承诺和角色内绩效的直接影响了进行了实证检验。二是,以工作价值观对角色内部业绩的直接影响了为依据,通过文献回顾,研究了情绪承诺对工作价值观和角色内部业绩的影响。此外,在分析的过程中,把交易型领导作为调节变量纳入回归方式,从整体的结构出发。如图1所示:

图 1
研究框架图



资料来源：本研究整理

3. 研究设计

3.1 研究对象与资料收集

本研究的研究对象主要是来自于互联网企业在职员工，来探讨其工作价值观对其角色内绩效的作用机制。

本次调查以书面形式和使用问卷调查的形式进行，并以匿名的形式进行。纸质调查问卷的发放方式主要是通过学生与调查机构的联络，并在有关人事部门的帮助下完成调查问卷的发放和回收；电子调查问卷主要由问卷调查和社会媒体分发。此次共发放 400 份问卷，包括 100 份纸质问卷和 300 份电子问卷。问卷回收后，有 16 份为无效问卷，剩余的 384 份问卷为有效问题，有效率达到 96.0%。

3.1.1 变量操作性定义及衡量

(1) 工作价值观的操作性定义与衡量

工作价值观就是指员工对于自己所从事的工作的态度，会让员工的行为及对工作的态度（王兴等，2017）。“工作价值观量表”目的在于测量互联网企业之工作价值观状况，主要改编秦启文（2006）所编之工作价值观问卷，根据文献探讨及指导教授意见修正后而得。本文将工作价值观分为舒适和安全、地位和独立、能力和发展三个方面，共 15 个问题。本文运用这一量表对工作价值观进行了测试。以李克特的五点量表评分，从非常不同意到非常同意，各给 1-5 分，被测者根据内心真实的想法为每一题目进行打分。

表 1

工作价值观量表

维度	题项
舒适与安全	1. 我的工作条件舒适
	2. 我的工作时间明确、场地固定
	3. 我的休闲时间充足
	4. 我的公司有明确的企业制度和工作流程
	5. 我与同事志趣相投
能力与成长	1. 在公司我有晋升机会，可从事管理工作
	2. 我在工作中可以指导或管理别人
	3. 我可以解决工作中的棘手问题
	4. 我的收入有上涨机会
	5. 我的工作具有挑战性
地位与独立	1. 我愿意为敬重的人工作
	2. 我的工作方式自主
	3. 我的工作具有独立性
	4. 我的工作能带来成就感
	5. 我的工作能提升知识和技能

资料来源：秦启文、谭小宏（2006）。国有企业与民营企业员工工作价值观的比较研究。《心理科学》，22（02），440-442。

（2）情感承诺的操作性定义与衡量

情感承诺是指当员工进入到企业中，与其他人或事的参与程度。它是对组织的一种肯定性的心理认可的状态（吴继红等，2012）。吕福新与顾姗姗（2007）使用的情感承诺量表参考了 Meyer and Allen(1993)编制，该量表包含 6 个题项，是一个单维度的量表。本研究参考吕福新与顾姗姗（2007）的量表，对情感承诺这一维度进行测量。计分方式采用的是 Likert 五点打分法，从“非常不同意”到“非常同意”五个选项，依次为 1-5 分，分数越高，表明样本越同意此观点。

表 2

情感承诺量表

维度	题项
情感承诺	1. 我将公司的难题视为自己的难题
	2. 我没有感到和公司有情感上的依恋关系
	3. 这个公司对我而言有着很多的个人意义
	4. 我向我的朋友称赞这是一家很好的公司
	5. 如果可以重新选择，我仍会选择这家公司
	6. 我喜欢这家公司

资料来源：吕福新、顾姗姗（2007）。心理所有权与组织公民行为的相关性分析——基于本土企业的视角和浙江企业的实证。《管理世界》，12（05），94-103。

（3）角色内绩效的操作性定义与衡量

当前，对于角色内绩效的定义，被广大学者认可的是与员工工作角色密切相关的行为，是在企业规章制度中明确规定的工作任务及职责(Vigoda, 2000)。角色内绩效作为一个单维度的量表。当前运用最为广泛的角色内绩效量表是 Williams and Levy (2004) 编制的量表，该量表共有 4 个题项，这是从对角色内绩效的定义发展而来的，主要是以员工的基本工作为基础。刘洁琼（2014）在 Williams and Levy (2004) 的量表的基础，对其进行翻译的同时做了部分改进，此量表已经非常成熟，被大多数学者所采用。因此，本研究采用刘洁琼（2014）翻译量表来测量角色内绩效。计分方式采用 Likert 五分打分法，从“非常不同意”到“非常同意”共五个选项，分数为 1-5 分，被试者根据自己内

心的真实想法来选择适合的分数。

表 3

角色内绩效量表

维度	题项
角色内绩效	1. 我为所在部门的总体绩效做出了突出贡献 2. 我总是能够按时按成工作任务 3. 我是所在部门最优秀的员工之一 4. 我的工作表现总是能够达到上级的期望

资料来源：刘洁琼（2014）。心理契约破裂对角色内绩效与离职倾向的影响机制研究。[硕士学位论文，华南理工大学]。硕博学位论文网 <https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD201501&filename=1014065056.nh>。

（4）交易型领导的操作性定义与衡量

交易型领导是指建立在上下级之间某种交易基础上的领导。这部分领导是通过职位和工作来指导下级，以某种奖励和利益作为下级努力工作的交换条件（刘晖，2012）。陈文晶（2014）将交易型领导分为两个层面，分别是权得奖励和例外管理，共 7 道题目。本研究采用该量表来测量交易型领导。计分方式采用 Likert 的五点打分法，分别从“非常不同意”到“非常同意”的五个选项给予 1-5 分，被试者根据自己内心真实的想法进行相应的打分。

表 4

交易型领导量表

维度	题项
权利奖励	1. 领导在工作中给予我帮助和奖励 2. 领导让每一个人清楚，当完成目标绩效时，我们一定会获得应有的奖励 3. 当我达到预期标准时，领导会表示满意
例外管理	1. 只解决那些“如果不采取行动，会形成长期性问题”的问题 2. 领导把所有精力都放在处理错误和人们的抱怨上 3. 领导把注意力集中在错误事件、例外事件上，重点解决这些事件 4. 领导善于指引我反思工作中的失误，以此明确今后努力方向

资料来源：陈文晶、时勤（2014）。中国管理者交易型领导的结构与测量。《管理学报》，11（10），1453-1459+1513。

4. 实证分析

4.1 样本描述性统计分析

根据本研究的目的，此次调查一共有 400 份问卷发放到被试者，其中回收到的有效问卷为 384 份，具体的有效问卷统计结果如下。

表 5

样本描述性统计分析

变量	选项	人数	百分比%	累计百分比
性别	男	202	52.6	52.6
	女	182	47.4	100
年龄	25 岁以下	73	19.0	19.0
	25-35 岁	248	64.6	64.6
	36-45 岁	55	14.3	14.3
	45 岁以上	8	2.1	100
	高中及以下	16	4.2	4.2
学历	大专	52	13.5	13.5
	本科	255	66.4	66.4
	硕士	57	14.8	14.8
	博士	4	1.1	100
工作年限	1 年以下	38	9.9	9.9
	1-3 年	113	29.4	29.4
	3-5 年	125	33.1	33.1
	5-10 年	72	18.8	18.8
	11 年以上	34	8.9	100
职位类型	营销类	59	15.4	15.4
	研发类	133	34.6	34.6
	服务类	86	22.4	22.4
	管理类	35	9.1	9.1
	采购类	69	18.0	18.0
	其他	2	0.5	100

资料来源：本研究整理

从性别来看，男女相对均衡，男性略多，占比达 52.6%；从年龄来看，25-35 岁占主体地位，占比达 64.6%，年龄段差异较大，主要集中于 25-35 岁；对于学历而言，本科人群占比最多，占比高达 66.4%，本科及以上学历的人群占比加总为 82.3%，普遍学历较高；从工作年限（在职）来看，3-5 年的人群占比达 33.1%，5 年以下的人群占比达 72.4%，普遍工作年限（在职）为 5 年之内；从职位类型来看，研发类职位人群占比达 34.6%，其次为服务类和营销类，其中服务类占比为 22.4%，营销类占比为 15.4%，这也是因为本研究聚焦于互联网企业，因此研发岗位的员工相对较多。总体来看，本研究的调查数据并未见明显异常，适合进行后续分析。

4.2 相关分析

表 6

各维度的相关分析

维度	1	2	3	4	5	6	7
1 舒适 安全	1						
2 能力 成长	0.642*	1					
3 地位 独立	0.569*	0.636*	1				
4 情感 承诺	0.631*	0.710*	0.719*	1			
5 角色 内绩效	0.608*	0.620*	0.620*	0.568*	1		
6 权利 奖励	0.489*	0.680*	0.643*	0.707*	0.449*	1	
7 例外 管理	0.420*	0.586*	0.721*	0.602*	0.503*	0.702*	1

注：***代表 $P < 0.01$ ，**代表 $P < 0.05$ ，*代表 $P < 0.1$

资料来源：本研究整理

从分析结果来看，工作价值观与情感承诺之间存在影响作用，且是正向的；此外，工作价值观对角色内部表现有明显的正相关；情感承诺与角色内绩效具有影响作用，且是正向的；各维度的工作价值观、情感承诺、角色内绩效、交易领导各维度都有显著的正相关，这为后面的分析提供了有力的保障。

4.3 信度分析

从下表可以看出，各个维度的克隆巴赫系数值均大于 0.7，对于一般性的研究而言，当信度系数大于 0.7 就属于高信度。因此，就本研究的 *Cronbach's α* 系数，判定本研究属于高信度。

表 7

问卷信度分析汇总表

维度	题项	<i>Cronbach's α</i>
工作价值观	15	0.842
舒适与安全	5	0.881
能力与成长	5	0.896
地位与独立	5	0.887
情感承诺	6	0.859
角色内绩效	4	0.808
交易型领导	7	0.719
权利奖励	3	0.879
例外管理	4	0.886

资料来源：本研究整理

4.4 效度分析

从下表可知，各个题目的因子荷载均超过 0.5，且组合信度 CR 超过 0.7，以及 AVE 值超过 0.5，则说明问卷的收敛效度较好。

表 8
收敛效度

变量	维度	题项	因子荷载	CR	AVE	AVE 平方根				
工作价值观	舒适与安全	AA1	0.77	0.869	0.570	0.755				
		AA2	0.79							
		AA3	0.68							
		AA4	0.75							
		AA5	0.78							
	能力与成长	BB1	0.76	0.851	0.535	0.731				
		BB2	0.79							
		BB3	0.69							
		BB4	0.68							
		BB5	0.73							
		CC1	0.62							
		CC2	0.92							
地位与独立	CC3	0.70	0.874	0.584	0.764					
	CC4	0.77								
	CC5	0.78								
	CC1	0.62								
	DD1	0.74								
	DD2	0.83								
	情感承诺	情感承诺				DD3	0.78	0.883	0.560	0.748
						DD4	0.75			
DD5			0.61							
DD6			0.76							
EE1			0.71							
EE2			0.87							
角色内绩效	角色内绩效	EE3	0.73	0.841	0.578	0.760				
		EE4	0.72							
		FF1	0.78							
		FF2	0.77							
交易型领导	权利奖励	FF3	0.81	0.830	0.619	0.787				
		GG1	0.77							
		GG2	0.77							
	例外管理	GG3	0.69				0.861	0.610	0.781	
		GG4	0.88							

资料来源：本研究整理

如下表所示，表格主对角线中的元素值（AVE 的平方根）大于与其所在行和列的所有非对角线上的元素值，因此本次调查问卷的区别效度是符合要求的。

表 9
区别效度

	1	2	3	4	5	6	7
1 舒适 安全	0.755						
2 能力 成长	0.642* *	0.731					
3 地位 独立	0.569* *	0.636* *	0.764				
4 情感 承诺	0.631* *	0.710* *	0.719* *	0.748			
5 角色 内绩 效	0.608* *	0.620* *	0.620* *	0.568* *	0.760		
6 权利 奖励	0.489* *	0.680* *	0.643* *	0.707* *	0.449* *	0.787	
7 例外 管理	0.420* *	0.586* *	0.721* *	0.602* *	0.503* *	0.702* *	0.781

资料来源：本研究整理，注：对角线加粗为 AVE 平方根值

4.4 回归分析

首先，将工作价值的三个维度分别为：舒适和安全、能力和成长、地位和独立性，与角色内绩效进行回归分析，并将其纳入到模型中，具体分析结果发下表所示。

表 10

工作价值观各维度与角色内绩效的回归分析汇总表

变量	β	t	VIF
控制变量			
性别	0.013	1.203	1.321
年龄	0.036	1.031	1.152
学历	0.063	1.345	1.461
工作年限	0.021	0.051	1.371
部门类型	0.122	1.267	1.438
自变量			
舒适与安全	0.281***	5.814	1.402
能力与成长	0.188***	3.965	1.511
地位与独立	0.168***	4.072	1.395
R^2		0.338	
Adj. R^2		0.331	
F		100.486***	
D-W		1.783	

资料来源：本研究整理，注：***代表 $P < 0.01$ ，**代表 $P < 0.05$ ，*代表 $P < 0.1$

从表 10 中可知，VIF 值均没有超过 5，这表明变量与变量之间无共线性；D-W 值均小于 2，符合标准的 1.8~2 之内，说明样本之间具有独立性，没有互相干扰的问题出现。通过回归分析，发现工作价值观的三个维度：舒适与安全、能力与成长、地位与独立三个维度均达 0.05，工作价值观的三个维度的影响系数都是正的，则显示三个维

度均对角色内绩效存在正相关。从 R 方的值 (0.338) 可以看出, 工作价值观的 3 个自变量对因变量角色内绩效的解释力度达到了 33.8%, 则说明模型的拟合度也较好。

其次, 把工作价值观的各维度分别与情感承诺进行回归分析, 具体的分析结果如表 11 所示。

表 11

工作价值观与情感承诺的回归分析汇总表

变量	β	t	VIF
控制变量			
性别	0.756	1.231	1.128
年龄	0.060	0.389	1.594
学历	0.101	1.453	1.122
工作年限	0.264	0.043	1.846
部门类型	0.676	1.112	1.574
自变量			
舒适与安全	0.418***	8.082	1.496
能力与成长	0.261***	5.252	1.577
地位与独立	0.238***	5.639	1.532
R^2		0.486	
Adj. R^2		0.480	
F		50.511***	
D-W		1.915	

注: ***代表 $P < 0.01$, **代表 $P < 0.05$, *代表 $P < 0.1$

资料来源: 本研究整理

从上表中可知, VIF 值没有超过 5, 这说明变量与变量之间并不存在明显的共线性问题, D-W 值均小于 2, 符合标准的 1.8-2 之内, 说明样本之间具有独立性, 没有互相干扰的问题出现。通过回归分析, 工作价值观的三个维度对情感承诺的影响均在 0.05 水平下显著, 且三个维度影响系数都为正, 这表明舒适安全、能力和成长、地位和独立都会对情绪承诺有积极作用。从 R 方的值 (0.486) 看出, 工作价值观的 3 个自变量对因变量情感承诺的解释力度达到了 48.6%, 则说明模型的拟合度也较好。

最后, 将情感承诺和角色内绩效分别作为自变量和因变更纳入回归模型, 具体的分析结果见表 12 所示。

表 12

情感承诺与角色内绩效的回归分析汇总表

变量	β	t	VIF
控制变量			
性别	0.013	0.098	1.128
年龄	0.036	1.021	1.594
学历	0.063	1.179	1.122
工作年限	0.021	0.251	1.846
部门类型	0.122	1.335	1.574
自变量			
情感承诺	0.468***	13.008	1.035
R^2		0.304	
Adj. R^2		0.298	
F		77.322***	
D-W		1.720	

注: ***代表 $P < 0.01$, **代表 $P < 0.05$, *代表 $P < 0.1$

资料来源: 本研究整理

从上表中可知，VIF 值没有超过 5，这说明变量与变量之间并不存在明显的共线性问题；D-W 值均小于 2，符合标准的 1.8~2 之内，说明样本之间具有独立性，没有互相干扰的问题出现。从回归模型中可以看出，情感承诺对角色内绩效的影响在 0.05 水平下显著，而且未标准化系数均为正数，这表明情绪承诺对角色内部表现有积极作用。从 R 方的值（0.304）看出，自变量情感承诺可解释因变量角色内绩效 34.40%的变异，则说明模型的拟合度也较好。

4.5 中介效应检验

表 13

情感承诺的中介效应分析汇总表

变量	角色内绩效		情感承诺	
	模型 1	模型 2	模型 3	模型 4
性别	0.039	0.068	0.088	0.083
年龄	0.021	0.024	0.042	0.040
学历	0.081	0.002	0.056	0.080
工作年限	0.055	0.085	0.054	0.051
部门类型	0.063	0.089	0.011	0.087
舒适与安全		0.184*** (5.594)	0.177*** (5.656)	0.281*** (3.334)
能力与成长		0.188*** (6.876)	0.107*** (3.673)	0.126*** (4.853)
地位与独立		0.168*** (6.876)	0.112*** (4.958)	0.110*** (3.973)
情感承诺				0.240*** (4.023)
VIF			1.358	
R ²	0.019	0.338	0.321	0.379
Adj.R ²	0.016	0.332	0.316	0.371
F	2.985*	109.645***	99.726***	54.685***

资料来源：本研究整理，注：***代表 P<0.01，**代表 P<0.05，*代表 P<0.1

从表 13 可以看出，在未将中介变量情感承诺纳入模型时（模型 1），工作价值观的各维度对角色内绩效均呈现出正向的影响（P<0.05），将中介变量情感承诺纳入模型时（模型 3），工作价值观的各维度及情感承诺均对角色内绩效呈现出正向的影响（P<0.05），同时模型 1 到模型 3 的估计系数 β 均有所下降，但仍然表现出了显著性（P<0.05），这说明了情感承诺在模型中起到了中介效应，而且是部分中介效应。

4.6 调节效应

表 14

交易型领导中的权利奖励的调节效应分析汇总表

变量	角色内绩效			
	模型 1	模型 2	模型 3	模型 4
性别	0.063	0.0363	0.084	0.014
年龄	0.053	0.037	0.005	0.021
学历	0.065	0.063	0.050	0.026
工作年限	0.047	0.072	0.013	0.018
部门类型	0.009	0.053	0.061	0.016
情感承诺		0.317*** (8.356)	0.315*** (7.968)	0.049** (3.235)
权利奖励		-	0.025** (2.102)	0.391** (7.862)
情感承诺×权利 奖励		-	-	0.532** (8.697)
VIF			1.338	
R ²	0.021	0.125	0.126	0.140
Adj. R ²	0.019	0.121	0.122	0.138
F	4.132***	112.645***	94.676***	65.685***

资料来源：本研究整理，注：***代表 P<0.01，**代表 P<0.05，*代表 P<0.1

由上表回归结果模型 2 可以看出，情感承诺对角色内绩效存在正向影响（ $\beta=0.315$ ， $p<0.05$ ），在模型 3 中交互项的回归系数也达到了显著水平（ $\beta=0.049$ ， $p<0.05$ ），说明权利奖励越高，员工的角色内绩效就会越受情感承诺的影响。

表 15

交易型领导中的例外管理的调节效应分析汇总表

变量	角色内绩效			
	模型 1	模型 2	模型 3	模型 4
性别	0.063	0.0363	0.084	0.014
年龄	0.053	0.037	0.005	0.021
学历	0.065	0.063	0.050	0.026
工作年限	0.047	0.072	0.013	0.018
部门类型	0.009	0.053	0.061	0.016
情感承诺		0.317*** (8.356)	0.315*** (7.968)	0.049** (3.235)
权利奖励		-	0.025** (2.102)	0.391** (7.862)
情感承诺×权利 奖励		-	-	0.532** (8.697)
VIF			1.338	
R ²	0.021	0.125	0.126	0.140
Adj. R ²	0.019	0.121	0.122	0.138
F	4.132***	112.645***	94.676***	65.685***

资料来源：本研究整理，注：***代表 P<0.01，**代表 P<0.05，*代表 P<0.1

由表 15 可以看出，情感承诺对角色内绩效存在正向影响（ $\beta=0.323$ ， $p<0.05$ ），在模型 3 中交互项的回归系数也达到了显著水平（ $\beta=0.051$ ， $p<0.05$ ），说明例外管理越高，情感承诺就容易影响角色内绩效

5. 结论与建议

5.1 研究结论

(1) 工作价值观对角色内绩效影响的差异性。如果员工为了工作的舒适度和安全,那么他们的工作就会变得更好,工作环境也会变得更为积极,这有助于他们的工作积极性。当一个人把自己的能力和发展看得比自己高,更看重自己的位置和独立性的时候,他就会希望通过自己的工作来达到自己的目的,进而影响到自己的角色内绩效。

(2) 情感承诺的中介作用。工作价值观是某个工作者追求的一种主观思想,它是衡量员工在工作中有关要素在内在意义上的重要程度。工作价值观是个人心理上的一种意识观念,它不仅要通过自己的工作行为来实现,还要通过组织的认同来实现。因此,在员工的工作价值观对其内部业绩的影响中,必须要有情感承诺的参与。因此,情感的承诺可以作为一个中介变量来影响员工的工作价值观。如果员工的工作是为了而寻求安逸和安全,那么就不能被组织所认可,并且会在工作中降低其内部的工作表现。员工在工作中追求个人的发展,必须要投入比较多的时间和精力,而员工的工作态度也会受到公司的重视,进而获得更好的工作表现。同样,若一个人对自身的位置与地位的独立性比较看重时,那么他就必然会获得组织的高度认同,从而能释放出更强的工作能量。

(3) 交易型领导的调节作用。交易型领导者与员工的工作内容,任务目标,报酬等进行交流,并就报酬条件、报酬水平等方面的沟通,最终形成共识。交易型领导注重“等值交易”、“实现”任务、“控制”、“奖励”、“惩罚”机制。可见,公司的领导者受经济和效率的驱使,追求可预见的经济利益是公司发展的内在动力。因此,在团队中,如果拥有高交易型领导时,当组织成员达到他们的业绩目标后,他们会很重视他们提供的相应的报酬,而当他的下属情感或经济利益被损害时,那么会严重影响他们在工作中的表现。与此对应的是,如果情感承诺增加时,交易型领导对其角色内绩效也会增加。

5.2 研究建议

(1) 培养互联网企业员工健康的工作价值观。互联网企业由于工作的一些特征,其工作强度和压力都是非常大的,往往表现出一定的承受力,特别是计划生育政策、高等教育扩招后的就业竞争、住房制度改革后的住房价格暴涨、金融危机后的不景气、社会阶层的固化,以及激烈的社会竞争和居高不下的生活成本,造成了生活压力的强大,其工作价值观也会受到这些因素的影响。因此,互联网企业要加强网络企业员工的心理调整和情感疏导,通过心理教育、工作能力培训等途径,来帮助员工尽可能地提升自身的工作能力,减少互联网企业员工工作中的焦虑感、挫折感、无成就感、无归属感等负面情绪,以激发互联网企业员工的智力激发、创造性、利他主义、成就感等积极的工作价值观的形成与发展。

(2) 提高情感承诺水平。从以上的实证结果可以看出,情感承诺对工作价值观的各个层面和角色内部表现都具有一定的中介效应,同时情感承诺对其行为的表现具有影响作用。在互联网公司中,由于他们都受过高等教育的人才,情感承诺增加的同时,其角色内绩效也会随之增加,由此可以看出情感承诺的重要。在企业的长远发展中,情感承诺贯穿于各个层面。

(3) 改善领导行为,提高上下级之间交换质量。在互联网公司中,管理者一般会被认为是企业的代表,他们会按照公司的制度安排与下属进行物质和感情上的交流。因此,管理者的领导方式与行为会对员工在组织公平上有一点的影响。在现代企业中,由于员工较之前的国企发展了一些改变,领导者与下属之间的互换关系扮演了一个非

常重要的角色，它是维护和联系所有企业行为的根本。员工的教学及知识水平在不断地提升过程中，他们对情感需要的关注程度也在逐渐增加，例如：领导是否尊敬与重视他们。在领导与员工之间的交互中，领导者不仅要考虑他们的社会性的需求，又要注意满足其情感需要。在经营活动中，要对下属表示尊敬与肯定，加深上下级的感情交流，对员工的工作与生活给予关爱。透过持续改进交易型领导与雇员的交易品质，不但能加强雇员对领袖的承诺和认同，还能提高其内部的协调能力，使其对公司的忠诚。

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The Influence of Transactional Leadership on Employees' Constructively Deviant Behavior: Perceived Internal Employee Identity and Error Management Atmosphere as the Mediation Variables and Core Self-evaluation as the Moderating Variable

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Abstract

This study analyzes the influence of transactional leadership on employees' constructive deviant behavior. This paper describes the influence of transactional leadership on employee behavior, and takes internal staff identity perception and error management atmosphere as the intermediary variables between transactional leadership and constructive deviant behavior of dependent variables to study whether there is an intermediary effect. In addition, the core self-evaluation as a moderating variable was used to study the effect between the intermediary variable and the dependent variable. This study explores the effects of transactional leadership on employees' constructive deviant behavior, internal employee identity perception and error management climate, as well as the effects of the moderating variable core self-evaluation on the mediating variable and dependent variable. This study was conducted among employees engaged in finance and education, and 749 questionnaires were collected by means of online questionnaires. Through quantitative statistical software, the research results show that transactional leadership has a positive impact on employees' constructive deviant behavior, internal personnel identity perception and error management climate have a mediating effect between the independent variable and the dependent variable, and core self-evaluation has a positive moderating effect between the mediating variable error management climate and the dependent variable constructive deviant behavior of employees.

Keywords: Transactional Leadership; Employee Constructive Deviant Behavior; Internal Identity Perception; Error Management Atmosphere; Core Self Evaluation

交易型领导对员工建设性越轨行为的影响，以内部人员身份感知及差错管理氛围做为中介变量，以核心自我评价作为调节变量

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摘要

本研究对交易型领导对员工建设性越轨行为的影响进行分析。阐述在交易型领导作用下对员工行为产生何种影响，并把内部人员身份感知及差错管理氛围作为自变量交易型领导与因变量员工建设性越轨行为间的中介变量，研究是否存在中介效果。另以核心自我评价作为调节变量分别研究在中介变量与因变量间的作用效果。本研究探究交易型领导对员工建设性越轨行为、内部人员身份感知及差错管理氛围所产生的影响效果，以及调节变量核心自我评价对中介变量与因变量间的作用效果。本研究对从事金融和教育的员工进行，调查方式采用问卷星线上调查问卷共收集 749 份问卷。经定量统计软件进行数据分析，研究结果表明，交易型领导对员工建设性越轨行为具有正向影响，内部人员身份感知及差错管理氛围在自变量与因变量间具有中介效果，核心自我评价在中介变量差错管理氛围与因变量员工建设性越轨行为间具有正向调节效果。

关键词：交易型领导；员工建设性越轨行为；内部人员身份感知；差错管理氛围；核心自我评价

1.绪论

1.1 研究背景

新时代背景下，社会发展、科技领先，经济全球化对企业的发展带来机遇与挑战，唯有及时、高效地加强员工管理与组织，创新制度管理模式，才可推动企业突破进步的藩篱，在全球诸多同行业企业中脱颖而出，实现成长（林新奇，2022）。知识经济时代下，企业员工以其服务和产品创新发起者的地位成为企业组织及有序高效发展的关键因素。加强员工管理，不得不了解和重视“越轨行为”这一研究对象。“越轨行为”作为一大学术研究对象，诸多学者与专家开展了研究：Noermijati（2021）认为有关于员工越轨行为的探究要点多为“破坏越轨行为”，即员工行事对企业具破坏力和越轨性质，如故意期满、偷窃、肆意破坏、懒散工作、辱没同事及形势腐败等。Alfirdaus（2020）在研究中强调，破坏性越轨于企业和员工而言极具危险性，应加强防范与规避。

针对“越轨行为”这一研究对象，Rahman（2020）从正向进行积极的价值分析，并提出要全面的理解和分析该对象，他强调企业员工既会因私心杂念做出破坏性越轨行为，也可在正向的、积极的价值目标引导下突破创新，推动企业发展。除此以外，亦有诸多著名学者深入探究与分析，进而认为越轨行为有其破坏性和消极性，但也可实现其功能性作用与利他性意义，比如激发员工工作热情与积极态度，使员工在开展生产活动时思维锻炼、创新发展、倍感幸福与快乐（Dahling，2012）。Rahman（2020）提出建设性越轨行为，即有利于优化及调整员工组织并促进成员个体福利增加的越轨行为。

1.2 研究目的

加强对交易型领导对员工行为的影响探究。本文中所提及“交易型领导”研究对象的基本概念最初源于国外，且相关学术型探究成果屈指可数（Dkk and Kuma，2003）。近年来，中国国内学者对该对象关注甚少，大多也是基于国外成果进行分析，比如林新奇（2022）对交易型领导与员工绩效的关系展开研究。另外，在交易型领导与企业员工间的影响预测相关研究也比较有限，故本文论题有较大探究空间。

1.3 研究问题

本研究旨在考察交易型领导对员工建设性越轨行为的作用，以及能否通过交易型领导风格进一步激发员工建设性越轨行为，使员工能够给予企业的发展做出更多有益于企业长期发展的行为，主动地为公司出谋划策，并为公司做出自己的一份力，在对有关的文献进行梳理以后，总结出以下几个问题：

1. 交易型领导方式如何影响员工建设性越轨行为？
2. 内部人员身份感知及差错管理氛围在交易型领导和员工建设性越轨行为中有没有起到中介效应？
3. 能否进一步说明交易型领导是怎样透过内部人员身份感知及差错管理氛围来影响员工建设性越轨行为的？
4. 员工核心自我评价对员工建设性越轨行为有何影响？

1.4 研究意义

此次研究首先对林新奇(2022)的关于领导风格、员工建设性越轨行为两大关键词的文献进行查阅分析,最终发现研究方向大多为中介机制研究、双方联系研究、调节效应研究等,甚至相关资料内容少、不过具体,故该类研究空白多、空间大、意义深。综上,本文将填补空白为重点,形成了交易型领导对下属的建设性越轨行为的中介作用理论模型,研究该调节变量对交易型领导对员工建设性越轨行为的影响的调节作用。

2. 文献探讨与假设发展

2.1 理论基础

二十世纪七十、八十年代, Burns(1978)的“交易领导”理论主要针对的是政治领袖,它的特点是安全的,是一种正面的“避险”。Burns(1978)在这本著作中探讨了观念所具有的保障性质,也就是明确的目标。为了达成预定的目的,交易性的管理者会给出清晰的奖惩来实现工作。也就是说,这种领导者会以最大的利益和最小的风险来与部属协商,从而达到双赢的结果。事实上,关于交易型领导方法的相关学说的代表性建议应该再进一步。Bass(1985)在《Leadership and Performance Beyond Expectation》中提到了这一原理。Bass(1985)对这一学说的特别解释是:建立一个奖励和惩罚系统,使其与下属交易,从而产生一种动机,工作目标与需要之间的关系,通过对工作的要求和对工作要求进行界定,从而促使工作的积极性得到提高,这就是“工作-要求”的一种关系,交易性的领导层更强调目标和结果,相关的管理者会以清晰的任务、目标和分工来指导员工的工作。通常,这种方法是在非常稳定、可控、可预见的条件下进行的,并有很大的内在驱动力。Bass(1985)也从两个层面来剖析了这种导向模式的成因:它是一种保障性质的、是一种正面的规避。Burns(1978)在这本著作中指出了这一点,即基于这两个要素,交易性的领导力产生于社会交论。此外,学术界对“交易型”的涵义也作了很多探讨,并从各个层面对其进行了定义。

2.2 研究假设

首先,“员工”的“积极”是指“以促进组织福利、维护组织利益”为目标,主动、自觉地违背组织已有的组织规范。通过对员工的积极的非正向行为进行分析,发现不同的领导者类型对其积极的非理性行为具有显著的正向作用。

雇员实施的“建设性”的行为往往是冒险的,往往会被人误会成“不守规则”“肆意妄为”,从而损害公司的公共形象,严重地会对工作分配、职位变动、工作表现产生不利的后果,这与中国传统的中国文化公司所提倡的“守规矩”和“按部就班”相违背。史青(2010)发现,交易性的领导者会通过激励、晋升等方式来激励雇员,

以宽容的态度对待下属的非工作。研究人员相信，在现有的企业规则和理念下，可以激发雇员的新想法和想法，减少雇员因失误而产生的危险，从而让雇员相信公司的领导层和机构，为回馈上级，鼓励雇员更倾向于进行有意义的越界活动。也就是说，当前大部分的调查都表明，在交易性的领导层中，权力性的报酬会对员工的工作绩效和创行行为有积极的作用。

即目前多数研究已经证明交易型领导对员工工作绩效、创行行为产生正向影响。因此，基于以上文献和分析，本文提出以下假设：

H₁:交易型领导对员工建设性越轨行为有正向影响

在交易型领导管理中，组织会通过提升员工自主权、个性化培养、鼓励支持参与团队决策给予员工足够的信任和支持，不断增强员工的向心力与对组织的归属感，在员工不断被鼓励和支持的氛围中，员工会逐步感知自身在所属环境中的重要性，使得员工更加肯定自身得价值，坚定自己是所属组织内部人的信念。因此，基于以上分析，本研究提出如下假设：

H₂:交易型领导对员工内部人员身份感知有正向影响

一直以来学术界对于组织氛围和领导风格这两个名词就有持续的研究，对二者的影响关系更是近期研究的热点。Lewinfe and LippittL (1939) 对于领导风格就进行了深入研究，在一组观察中，对比了三种风格的领导方式在组织氛围的形成上的影响，研究结果显示两者之间有紧密的联系。交易型领导方式是通过即时奖酬来对追随者进行激励的一种领导方式；领导者给员工制定一个既定的目标，提出明确的要求，并承诺在完成目标之后满足员工的需要，员工需要与领导者目标进行交易。

交易型领导的特点是重视目标的制定和完成的效果，为了达到目标领导者会指定详细清晰的任务，以便于让员工有合理的分工和行动去达成目标。交易型领导非常重视对于完成目标环境的可操控性和持续性，这也可以被认为是追求一种可预测的稳定性，只有在这样的情况下这样的领导效益才能发挥到最大。正是因为追求这些，交易型领导在员工完成目标过程中出现的差错更具有包容性。

交易型领导在员工面前展示积极的工作形象，有利于在组织内部构建起积极向上的工作氛围。领导者对员工表现出友好和包容的态度时，员工会更加认可这样的领导，并且更加投入到工作中去，为企业目标而努力。基于以上内容，本文提出如下假设，H₃：

H₃:交易型领导对差错管理氛围有正向影响

员工为了更大程度上对组织目标进行跟进，自发地表达观点、进行反馈、采取措施等行为都属于员工建设性越轨行为，这些行为虽然从出发点来说是对公司起推动作用，但依然存在一定的风险，对领导者的权威会有一些的挑战。内部人员身份感知对于员工的个人组织意识具有一定的积极意义，会引导员工为组织的成长和发展投入精力。当员工在组织中找到归属感，认为自己属于组织内部人时，对于组织的经营和发展会有更多的关注，同时也更愿意建言献策。一方面而言，社会交换被看作为一种互惠的社会行为。

在新员工受到器重、支持和信任的时候，其获取到的情感需求会增加他做出互利互惠行为的可能，因此提供更多对企业有利行为，提高组织实施发展效能；另一方面而言，员工是企业组织运营的重要分子，其对组织生存发展情况以及现存问题有着深刻的认知。当员工把自己看作为组织的重要家庭成员时，对于企业出现的弊端问题或是更高决策者的错误引领时，他们更愿意去表达表现自己，并为之正确发展做出行动。因此，员工的企业内部身份意识感的强弱会决定其是否会自觉积极地维护企业发展利益，而不是一味地依赖企业奖励反馈去认同企业。依据以上分析，本文做出以下假设。

H₄:内部人员身份感知对员工建设性越轨行为的正向影响

此外，资源保存理论觉得，在个体在完成一定的工作任务的过程中资源起促进作用，个人不断发展进步以更快更好的获取新资源，也更愿意通过投资获利。差错管理氛围对员工进行建设性越轨行为具有重要意义，倡导员工正确理性认识和利用差错，一方面可以增加员工感知自己建设性越轨行为的程度，减少对其产生差错而担心自身职场发展的情况发生，另一方面可以重筑员工职业发展思维，找到更好的途径去参与和解决企业问题，鼓励员工对企业不合理架构提出更多的建设性建议，以此获得资源增益，与企业产生更多的互利互惠。依据以上分析，本文提出如下假设。

H₅: 差错管理氛围对员工建设性越轨行为的正向影响

从差错管理氛围的结果影响来看，正面的差错取向能鼓励员工创新行为的产生，也在一定意义上可以理解为交易型领导在差错管理氛围中出现正向差错取向的积极作用，这种取向是能促进员工建设性越轨行为的发生。

所以，本研究认为，交易型领导能够通过差错管理氛围形成的正向差错取向对员工建设性越轨行为产生影响。因此，提出假设 H₆。

H₆: 差错管理氛围在交易型领导与员工建设性越轨行为间起中介作用

内部人员身份感知影响这一行为的产生，当感知的程度越高，员工从实际情况出发而做出建设性越轨行为来实现组织的改革，满足组织内部成员及自身的需求。所以，本研究认为交易型领导可以通过增强内部人员身份感知对员工建设性越轨行为施加影响。因此，提出假设 H₇：

H₇: 内部人员身份感知在交易型领导与员工建设性越轨行为间起中介作用

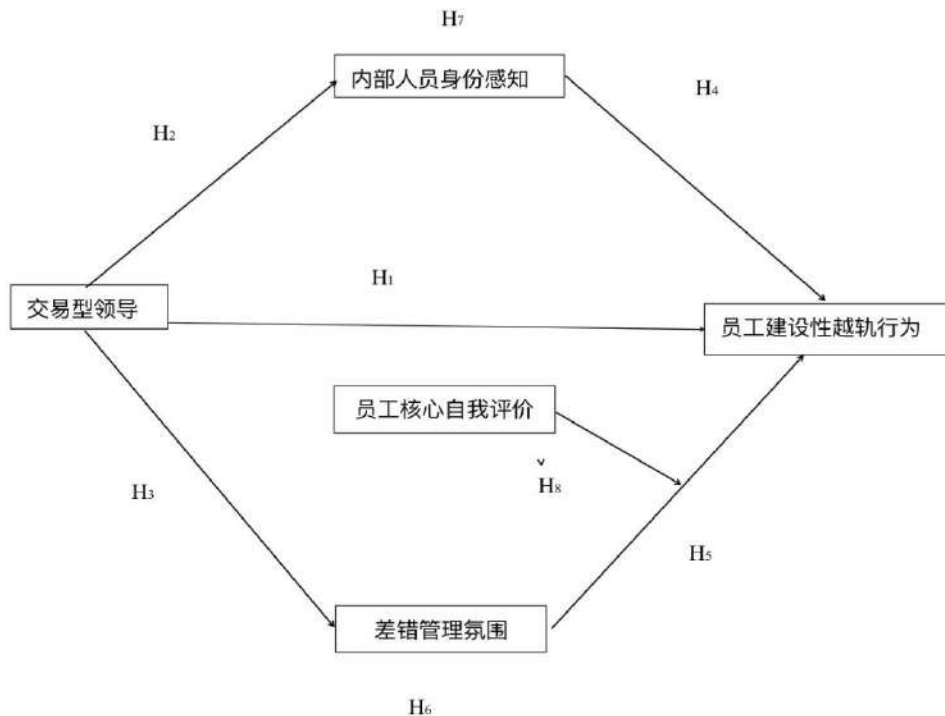
根据崔智淞（2022）等学者的研究，高水平核心自我评价的员工更愿意参与风险行为。这在一定程度上表明核心自我评价高的员工更容易作出建设性越轨行为。这类员工在抗打击和是失败方面，也比其他员工更坚强，并且容易主动作出对组织积极有益的行动。高水平核心自我评价的员工会比低水平的员工做出创新行为，并且为了更好的工作可以违反组织的规则。由此可见，高水平核心自我评价的员工更容易做出建设性越轨行为，他们能通过差错管理氛围的强化影响建设性越轨行为的产生综合以上分析，本研究认为伴随着员工核心自我评价水平的提高，差错管理氛围更容易对员工建设性越轨行为产生积极正面的影响。因此，提出假设 H₈。

H₈: 员工核心自我评价在交易型领导影响员工建设性越轨行为的过程中发挥正面调节作用

3.研究方法与设计

3.1 研究框架

图 1
研究框架图



资料来源：本研究整理

3.2 变量的衡量

3.2.1 交易型领导

本研究采用了 Bass 所修订的交易型领导量表是本文研究的主要依据，从 Bass 的多因素调查问卷中选取相关交易型领导的题目，相关问题的测量主要包括两个方面，第一个方面是权变性奖励，另一个方面是积极例外管理，通过对姚艳红等学者研究的参考，将以上两方面各分 4 题项，总共 8 题项，计分手段主要采取李克特的 5 点计分法。

3.2.2 内部人员身份感知

本研究借鉴了了 Stamper and Masterson (2002) 二人开发的单维度 6 题项量表，该量表应用广泛，但是刘智强等人 (2002) 使用该量表时发现其中一题因子载荷过低，为了能够更为准确的衡量中国企业员工的内部人员身份感知程度，本研究选择刘智强等人 (2015) 开发的 4 题项量表对内部人身份感知进行测量。其中 Q3、Q4 为反向题项。具体题项如下表所示，其中标识“(R)”的题项为反向计分题项。

3.2.3 差错管理氛围

差错管理氛围主要集中运用在组织层次中，但是每个个体具有不同的认知水平，所以员工在组织中关于差错管理氛围感知所引起的一系列反应具有相异性。因此，本文在对 Cigularovetal (2010) 的研究进行参考的同时，以 EMC 量表为基础理论知识，只针对差错管理氛围的正向方面进行研究。EMC 量表共有 8 个题项，该量表已经在国内得到了验证支持，特别是在张宁俊 (2015) 等学者的研究中取得了不错的效度和信度。

3.2.4 员工建设性越轨行为

Galperin(2002)的量表是本文主要采取的测量工具,该量表共7个题项。因为该量表的信度和效度都已经被国内外学者的研究证明能支撑实验的开展。特别是在王艳等学者关于谦卑型领导的研究中已经对该量表的有效性进行过测验,因此,我国在相关研究中均采用此量表进行测量。本文对该量表的7个题项进行编号,分别从H1标志到H7。

3.2.5 员工核心自我评价

对员工核心自我评价的测量也主要是采取 Judge(2003)制作的量表,该表共7个题项,采用五点计分法对相关分数进行统计,其中被标R的项目为反向计分,最后所得分数与个体的核心自我评价呈正相关。

3.3 抽样方法与抽样对象

通过网络发放员工建设性越轨行为的调查问卷是本文的主要途径,同事利用相关社交平台对调查问卷进行宣传,吸引更多的人参与进问卷调查中。根据研究需要,为保证所获得的数据具有多样性和可靠性,主要通过微信、QQ、微博等社交媒体等网络渠道发放问卷链接。

本文主要采取随机抽样的方式进行调查,对调查对象不加区分和限制,用抽签的方法按照比例对样本进行分层后随机抽样。据 Dilman(2000)的样本计算公式看,95%为信用区间的分水岭,误差不能超过5%,推导样本计算公式,在95%信用区间水准下,抽样误差不大于5%,极大值的母体范围这种状况下,样本的有效数要达到384人。吴明隆(2011)对因素分析也作出要求,认为样本数应该超过300份。

因此,本文为减少研究误差,提高数据的科学性和有效性,将本文有效的样本数量定为384份,需要发放共600份调查问卷。为了节省时间和成本,提高数据收集的方便性,本文主要采取便利抽样 Jager et al(2017),并且为了绿色环保理念,利用网络发放和收集数据。本文为了检测各变量的信度,可靠度,在正式发放问卷前,通过发放网络问卷的形式进行了小样本的问卷发放、回收与分析。分析比较小样本数据各变量的信度及相关性,为后期是否剔除无效问卷进行正式问卷的发放提供参考。问卷调查时间具体在2022年10月初到10月中旬,这些问卷都是通过问卷星进行搜集的。一共回收了108份,其中排除掉年龄不对和填写错误的无效的19份,本文预测试的有效问卷为89份,达到了82%的有效率。

考虑到数据分析的严谨性,在进行数据分析前,针对回收的问卷进行认真筛选并删除掉无效问卷,删除标准为:同一个人填的选项都是一样的答案、相似选项回答的程度相差较大的答案、年龄与学历及工龄有矛盾或不相符的答案、结合本问卷的题项数量,那些填写时间在80秒以下的,都作为不认真填写的无效问卷。

4. 研究成果

4.1 研究结论

交易型领导能显著地促进差错管理氛围、内部人员身份感知及员工建设性越轨行为,在交易型领导对员工建设性越轨行为的影响中,差错管理氛围、内部人员身份感知起到了部分中介的作用。交易型领导在实践中对员工差错行为的容忍,也鼓励员工适当的尝试错误,这种领导类型可以更好的帮助组织内部成员感知差错,从而在综合各方面因素和组织氛围后选择出一条正确且合适的道路。其次,从差错管理氛围的结果影响来看,正面的差错取向能鼓励员工创新行为的产生,也在一定意义上可以理解

为交易型领导在差错管理氛围中出现正向差错取向的积极作用，这种取向是能促进员工建设性越轨行为的发生。

内部人员身份感知对员工行动有一定的影响，当员工对内部人员身份的认同越来越强时，员工会逐渐产生主人意识，这对员工积极工作有很大影响，同时这种意识也会促使员工向公司提出更多建设性意见，作出许多创新性行为，开展多样化活动。员工建设性越轨行为在本文可以被界定为员工旨在增加组织或成员的福利，打破了组织所设立的规矩。内部人员身份感知影响这一行为的产生，当感知的程度越高，员工从实际情况出发而做出建设性越轨行为来实现组织的改革，满足组织内部成员及自身的需求。

研究表明，员工的核心自我评价正向调节差错管理氛围对员工建设性越轨行为的正向影响。所以针对中国环境下的企业员工，需要进一步提升员工的核心自我评价，因为高核心自我评价的员工为了提高组织的的工作效率，在有阻碍的情况下，这些员工也能坚守自己的信念，并且也比其他员工更容易走向创新行为的道路。

4.2 研究扩展

1、关于交易型领导与建设性越轨行为关系的研究，后续可以对建设性越轨行为的维度进行划分，具体探究交易型领导对于建设性越轨行为不同维度的具体影响、以及情感关怀和情绪管理维度对于建言行为的不同维度的具体影响；具体研究情感承诺、自我效能感对于建言行为不同维度的具体影响情况。

2、后续研究可以多考虑其他变量对交易型领导与建设性越轨行为行为影响调节效应；另外对于员工核心自我评价是否同时调节了交易型领导对差错管理氛围的关系、交易型领导与内部人员身份感知的关系、交易型领导与建设性越轨行为的关系、内部人员身份感知与建设性越轨行为的关系也可以进行深入探讨。

3、扩大受测者的地区、行业、样本量。后续关于交易型领导与建设性越轨行为的研究可以对其他不同的行业进行实证分析，考虑到不同地区的人由于其生长环境的不同，所受教育等各方面的不同，其想法在大体上具有一定的差异性，所以后续的研究可以在不同的区域、不一样的行业中发放和回收问卷进行研究，或是扩大调查的样本量，或是从纵向时间轴上来具体研究员工在感受到交易型领导行为前后，对于建设性越轨行为倾向的变化。

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The Influence of Benevolent Leadership on Employees' Proactive Behavior: Explore the Moderating Effect of Organizational Climate

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Abstract

Based on the background of Chinese management and self-determination theory, this study constructs a mechanism model of the interaction between benevolent leadership and employee proactive behavior. Proactive behavior is the spontaneous response and behavior of employees to the external environment. At present, there are influences of different leadership styles on the causes and consequences of employees' proactive behaviors, and the depth of discussion needs to be further studied. Therefore, this paper adopts benevolent leadership with Chinese characteristics for in-depth analysis, and takes tacit understanding of subordinates as the intermediary between benevolent leadership and employees' proactive behaviors. The relationship between benevolent leadership and employee proactive behavior is studied and discussed in detail.

Keywords: Employee Initiative; Benevolent Leadership; Self-determination Theory; Subordinate Tacit Understanding; Organizational Climate

仁慈型领导对员工主动性行为之影响：探讨组织氛围的调节效应

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摘要

本研究以中国管理情景为背景，且以自我决定理论等为基础，构建了一个以仁慈型领导与员工主动性行为相互影响的机制模型，主动性行为是员工自发对外部环境做出的反应及行为，现目前对员工主动性行为的探究存在不同的领导风格对其的影响，并且探讨的深度还有待进一步的研究，因此，本文采用中国文化背景下的仁慈型领导对其进行深入的剖析，并以下属默契作为仁慈型领导与员工主动性行为之间的中介作用，对仁慈性领导与员工主动性行为的关系进行详细的研究与探讨。

关键词：员工主动性行为；仁慈型领导；自我决定理论；下属默契；组织氛围

1. 绪论

1.1 研究背景

当企业已经步入全球化的市场经济体系中，以及互联网经济的加持，让全球企业组织都面临着激烈的外部环境，和内部的竞争压力，同时也造就了行业进入门槛低、产品更新快，行业将面临退出时的门槛高，用户转换成本低等高分险因素，随着全球经济一体化的演变，企业之间的市场竞争也相对白炽化。已有研究证实员工的主动性行为不仅影响到自身未来的发展，同时会影响企业的基业和绩效（乔坤、刘赛，2018）。员工作为企业的实践者及推动者，是每个企业和组织发展、创新的动力，而现在，员工仅是完成自己的工作不能支撑起企业的大梁，环境的复杂多变，企业发展的不确定因素风险提高，外部的市场环境迫使企业在竞争的过程中是否能推动员工来获取更大的优势，那如何让员工为企业的发展起到关键的作用，员工能自觉主动的投入到企业的工作中（陈庆江等人，2021），发挥员工的主动性行为，主动承担更多的责任和义务，高效的完成领导安排的工作任务，并有独立自主的判断意识，去纠正企业在发展过程中的潜在风险，让企业能够在激烈的竞争中取得更多的优势筹码去赢得博弈，特别是在中国情境下，仁慈型领导能够显著的提高员工工作结果和组织绩效(Niu *et al.*, 2009)。仁慈型领导本身对员工工作和生活方面存在个性化的关怀 (Liu *et al.*, 2010)，所以是一种积极的领导方式，应受到国内的高度重视。进一步，员工主动性行为作为能够影响企业和个人的重要因素，员工在面临外部环境变换时，主动作出选择和决断，积极完善工作的闭环程序（陈志霞、廖建桥，2006），因此，企业的发展很大程度上取决于员工是否能够以主动的工作方式，让企业取得先机（王辉等人，2018）。

2. 文献综述与衡量

2.1 变量定义与衡量

2.1.1 仁慈型领导

本研究在对仁慈型领导进行解读时，基于中国企业情境下，以本土概念为主，结合之前研究学者的结论，本文将仁慈型领导概念分为5个纬度：一是对下属的指导，仁慈型领导更愿意将自己的经验进行分享、传授给下属，并进行业务和技能的培训；二是关怀，仁慈型领导不仅关心下属的工作状态，工作之外会像对待家庭成员一样，为下属提供一定的帮助；三是包容，仁慈型领导会给员工中足够的学习成长空间，给下属改正纠错的机会；四是激励，仁慈型领导会对表现好的下属进行奖励，给下属工作更好的激励；五是支持，仁慈型领导会利用自己的资源给员工工作和生活中提供物质和心理上的支持。仁慈型领导的量表选取，还应该注重文化差异，中国文化普遍存在仁慈型领导不仅在工作中关怀员工，还会在非工作上关怀员工的个人生活 (Chen *et al.*, 2009)。但是对于西方情境中，工作和生活一般区分明确 (Chua *et al.*, 2008)。因此，本研究采用的是樊景立、郑伯坝（2000）编制的家长式领导量表(Paternalistic Leadership Scale) 中的仁慈领导分量表，共8个项目，具有良好的信度和效度，采用 Likert 5 点计分，表示“非常不同意”到“非常同意”。

2.1.2 下属默契

本研究采用 Zheng *et al.* (2019) 下属可以在领导没有明确指示的情况下准确地感知和理解上司的想法和期望。它是一种下属对上司工作相关的期望、意图和要求，不经

言传而暗相投合的状态。本文将研究下属默契对仁慈型领导与员工主动性行为之间的影响，解释下属默契是会给领导，员工以及组织带来怎样的回报。下属默契作为一个基于中国文化情境下的新概念，其相关的研究目前还存在不足。本文采用 Zheng *et al.* (2019) 开发的主管-下属默契量表具有良好的信度和效度。该量表共包括有八个测量项目，采用 Likert 五点进行计分，表示“非常不同意”到“非常同意”。

2.1.3 员工主动性行为

本研究主要是为了探讨仁慈型领导如何激发员工主动性行为，并沿用 Griffin *et al.* (2007) 的定义进行探讨，去剖析他们之间的内在影响机制。即主动性行为是一种结果，员工产生这种行为是有动机引导的。本研究中，选取采用 Griffin *et al.* (2007) 年开发的主动性绩效测量量表，该量表总共包含 6 个题项，该量表显示出良好的信效度。采用 Likert 五点进行计分，表示“非常不同意”到“非常同意”。

2.1.4 组织氛围

本文采用王士红（2007）对组织氛围的阐述：被看作是组织成员对组织所营造的公平环境氛围以及友好关系的感知，能够对组织内员工的行为产生影响，包括组织公平、同事协作以及领导支持等方面。通过本文对组织氛围的文献研究分析，并结合本文的实际情况，本研究采用李建军（2016）开发的组织氛围量表，该量表共包括 6 个题目。采用 Likert 五点进行计分，表示“非常不同意”到“非常同意”。

2.2 研究假设

2.2.1 仁慈型领导与员工主动性行为的关系

在中国情境背景下，仁慈型领导源于传统的儒家思想，并在此背景下塑造了领导仁慈对待下属的文化。根据社会交换理论 (Mikolajczak *et al.*, 2009)，仁慈型领导关注员工的福利，并给予员工真正的关怀和培训，激发了员工对领导的积极情感，而显示足够的忠诚和尊重。在生活中，将员工看成自己的亲人，遇到生活困难时，仁慈型领导会给出一定的帮助，因为涉及到对员工家人的关心行为，员工也会对领导产生感激之情（张瑞平等，2013），这样也会驱使员工在工作主动的投入更多的时间和行为进行回报。

再者，仁慈型领导本身具有与员工相互沟通的技能，那么员工在某中程度上，能够获取更多的知识和技术能力，这种行为有利益员工产生更高的任务绩效。由文献证明，Tierney and Farmer (2011) 当领导支持下属的行为时，会产生连锁行为，比如员工得到自我满足感和尊重，成就，这些会促使员工产生积极的情绪，从而有更过行为的体现。因此，本研究提出假设。

H₁: 仁慈型领导正向影响员工的主动性行为

2.2.2 仁慈型领导与下属默契的关系

仁慈性型领导在企业文化中融入道德要求，以关怀、培训下级的管理方式，能够有效的使员工感到心理上的舒适和信任 (Arnold *et al.*, 2001)，根据社会交换理论所提及的互惠原则 (Gouldner, 1960)，当一方为另一方提供帮助时，后者是愿意回报给帮助自己的人，那么，当仁慈型领导对下属的关怀以及支持是出于公平公正的角度，通过平等对话与协商的方式处理利益冲突时，当下属感知到领导的平易近人，不存在面对领导的权威挑，权威挑战会使下属对权威形成一定的尊重和害怕 (Detert & Edmondson, 2011)，降低员工外在的积极行为和心理，比如建言行为。换个角度，当下属意识到对领导及组织的忠诚及这段互惠互利关系的可持续性，那基于自我决定理论，下属感性与理论相结合，有内在的积极心理驱使外在行为的转变，将领导的目标内化为自身的目标，从而积极的去了解领导的处事风格与工作期望等等，实现对领导的默契行为，仁慈型领导会在非工作场所给予下属帮助，并奖励那些作出自己期望的员工（樊景立、

郑伯坝, 2000), 最后, 仁慈型领导能激发下属对领导者的感激和回报心理 (Cheng *et al.*, 2004), 从而使下属主动性的了解领导, 加大与领导的默契行为, 为组织创造更好的发展。通过以上分析, 本文提出以下假设:

H₂: 仁慈型领导正向影响下属默契

2.2.3 下属默契与员工主动性行为的关系

下属默契则是反映了下属对领导不经言传及暗相投和的一种状态 (Zheng *et al.*, 2019), 这种模糊、非正式关系的状态一定程度上能够给员工的工作状态和行为带来积极的影响 (Xing & Liu, 2015)。当下属越来越懂领导时, 下属能够从领导上获取与工作相关的信息, 如工作期望、要求、意图等等 (Zheng *et al.*, 2019), 而足够的工作资源, 会产生高水平的内在动机, 从而反过来刺激积极的工作行为 (Parker, 2000; Broeck *et al.*, 2016)。

同时, 下属通过对这些信息的解读更加的理解工作任务、工作要求, 从而降低下属在工作中的不确定性 (Zheng *et al.*, 2019), 从而提高了工作投入 (Li & Zheng, 2020), 高工作投入意味着高水平的注意力, 努力程度和持续性 (Schaufeli *et al.*, 2002), 也意味着员工自身有一种内在的驱动力, 而这种驱动力促使员工主动实施行为, 也正是主动性行为模型中的一种原因动机, 加上下属凭借默契获取的更多信息, 更好的完成工作, 获得上级的积极评价 (周馨、郑兴山, 2019), 在这个过程中, 领导对员工的不断肯定, 下属更可能驱使内在动机以主动性行为的方式来回报上级。下属对领导一致的认知, 会在工作中带来更多的积极情感体验 (Zheng *et al.*, 2019)。就比如说调动员工的工作积极性, 激发员工的内在动机, 而这内在动机会使员工愿意放弃自身利益创造组织利益, 以实现自我价来驱动主动性行为。基于以上分析, 提出本研究假设:

H₃: 下属默契正向影响员工主动性行为

2.2.4 下属默契对仁慈型领导与员工主动性行为之间的关系

在企业中, 高质量的领导成员关系意味支持、信任、忠诚及互惠等积极潜在关系, 在这样的关系中, 领导会给员工提供更多的信息、资源、渠道, 以及对员工的额外支持。Zheng *et al.* (2017) 下属可以在没有领导明确指使下去感知和理解领导的想法及期望。可以看的出来, 下属默契是员工主动性对领导的感知与理解行为, 最终达到契合的状态。

员工在这种默契的影响下, 充分了解到领导的期望、需求。其次, 高质量的默契让领导与员工共享信息, 相互信任等潜在关系, 从而使员工自我满足、成就感更高, 产生积极的情绪, 从而有效的提高主动性行为, 同时, 高质量的默契关系, 让上级领导对属下的评价很好, 更容易刺激员工对角色外的行为, 最后, 高质量的属下默契会使属下同化自身的工作身份, 通过员工的认同和内化机制, 会是促使员工产生积极的态度和行为表现 (Kelman, 1961), 进而主动接受角色外的工作任务。总的来说, 仁慈型领导可以通过下属默契来正向影响员工的主动性行为, 基于以上观点, 本研究提出假设:

H₄: 下属默契中介了仁慈型领导对员工主动性行为之间的关系

2.2.5 组织氛围对仁慈型领导与员工主动性行为之间的关系

领导行为在促进员工工作主动性的过程中发挥着重要作用 (Rank *et al.*, 2009; Belschak & Hartog, 2010), 所以在仁慈型领导带领下, 也可能是大多数人开展积极的主动性行为进行回报组织。员工会更加清晰的认识到自己与组织、领导的关系, 增强对自己身份和组织的归属, 同时, 组织氛围的支持调节了员工与领导之间的地位差距, 强化了员工的积极性。况且在自我决定理论的基础上, 员工对外部环境的识别, 比如说主管对其的支持, 同事之间的相互协作, 即仁慈型领导对其工作的照顾行为, 员工

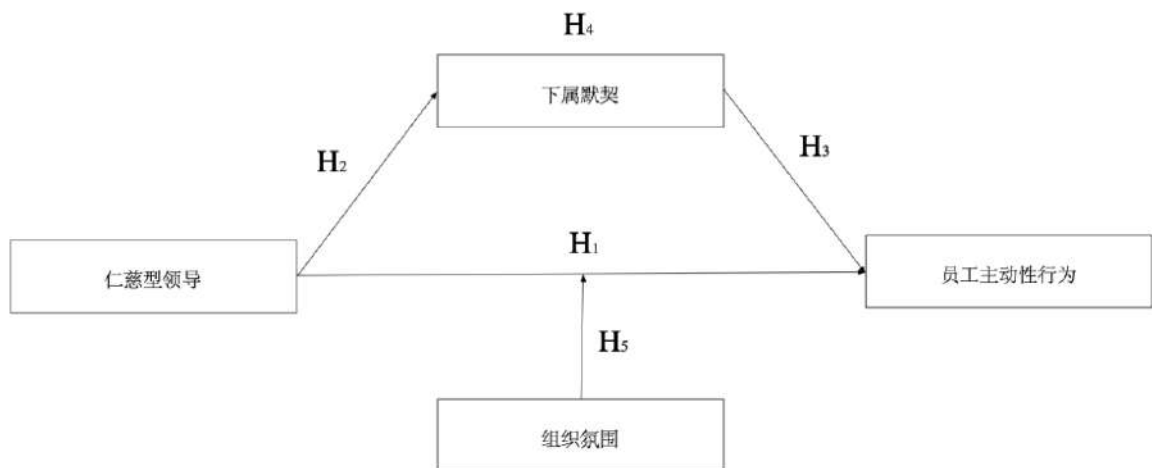
通过这些外部因素会使员工自己决定回报组织，表现出积极的态度和行为，与他人相比，受到组织氛围有利的调节作用的员工对自身充满了信心，因此使仁慈型领导促进主动性行为的过程中表现的更加突出。基于以上研究，提出以下假设：

H₅: 组织氛围正向调节仁慈型领导和员工主动性行为之正向影响关系

2.3 研究框架

本研究框架由自变量仁慈型领导，中介变量下属默契，因变量员工主动性行为与调节变量组织氛围四个变量组成。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

将问卷发放的调查研究对象设为昆明城市区域内，因昆明市以 GDP 总量 5711.94 亿元，工业产值占云南省第一，工业重的地区较为适于我的调查，企业人口密度大，更能够证明调查结论。该研究的内容是仁慈型领导对员工主动性行为的影响，样本对象为政府及事业单位的员工、基础管理者以及中高层管理人员。人口统计包括被调查的教育，工资，学历和工时等。Sudman (1976) 认为，所选择的样本数量是通过分析母体分布区域所决定的。当母体范围为地区性时，在样本数量越多，就越能代表母体的情况下，采用 QQ、微信以及问卷星链接发放，本研究预计发放 700 份问卷。采用 5 点李克特来计分。

4. 数据分析结果

4.1 信效度分析

4.1.1 信度分析

如表 1 所示，仁慈型领导系数为 0.911，下属默契、员工主动性行为、组织氛围数据均在 0.9 左右，说明各变量的内部一致性很好，也证明本次研究采用问卷数据可信度是接受的，可以继续操作下一步。

表 1

信度汇整表

变量	项目	题项数量	Cronbach's Alpha
仁慈型领导	A1-A9	9	0.911
下属默契	B1-B8	8	0.892
员工主动性行为	C1-C6	6	0.879
组织氛围	D1-D6	6	0.852

资料来源：本研究整理

4.1.2 收敛效度分析

根据 Fornell and Larcker (1981) 提出的标准即所有的标准化因子载荷系数值要大于 0.5、CR 值大于 0.6、AVE 要大于 0.5，证明测量量表具有收敛效度。

4.1.3 区别效度分析

如表 2 所示，仁慈型领导的 AVE 平方根大于与其他变量间的相关系数值；下属默契的 AVE 平方根大于与其他变量间的相关系数值；员工主动行为的 AVE 平方根大于与其他变量间的相关系数值；组织氛围的 AVE 平方根大于与其他变量间的相关系数值。证明各变量存在区别效度，可以做后续数据分析。

表 2

区别效度分析表

变量	1	2	3	4
1.仁慈型领导	0.729			
2.下属默契	0.443**	0.713		
3.员工主动性 行为	0.169**	0.238**	0.741	
4.组织氛围	0.017**	0.052**	-0.014	0.709

注 1: ** $p < 0.01$

注 2: 表格对角线数值为 AVE 平方根值

资料来源：本研究整理

4.2 假设检验

4.2.1 仁慈型领导对员工主动性行为影响的假设检验

模型 1 仅加入控制变量，模型方差 F 值为 1.298， p 值大于 0.05，不具备显著水平，因此 M1 模型并没有有效，没有统计的意义。M2 在 M1 的基础上加入自变量仁慈型领导变量，模型方差 F 为 3.213，且 p 值 < 0.001 ，该模型显著，具有分析意义。M2 中的各个变量的 VIF 值均在 1-2 之内，远小于 10 的标准，所以 M2 不存在多重共线性问题。 R^2 值为 0.043，调整后 R^2 值为 0.03，说明 M2 中的仁慈型领导对员工主动性行为的解释力度为 3%， β 值为 0.167， p 值 < 0.001 ，达到显著标准，其各项数据都达到显著标准，说明仁慈型领导表现对员工表现的越好，员工的主动性行为产生的可能性越高。本研究的假设 H1 成立：仁慈型领导对员工主动性行为有正向的影响。

4.2.2 仁慈型领导对下属默契影响的假设检验

模型 1 仅加入控制变量，模型方差 F 值为 0.786， p 值大于 0.05，不具备显著水平，因此 M1 模型并没有效，没有统计的意义。M2 在 M1 的基础上加入自变量仁慈型领导变量，模型方差 F 为 17.261，且 p 值 <0.001 ，该模型显著，具有分析意义。M2 中的各个变量的 VIF 值均在 1-2 之内，远小于 10 的标准，所以 M2 不存在多重共线性问题。 R^2 值为 0.196，调整后 R^2 值 0.184，且 p 值小于 0.001，说明 M2 中的仁慈型领导对员工主动性行为的解释力度为 18.4%。 β 值为 0.433， p 值 <0.001 ，达到显著标准，说明仁慈型领导对员工工作的支持，员工对领导的工作行为方式能够更好的掌握并为领导排忧解难。本研究的假设 H2 成立：仁慈型领导对下属默契有正向的影响。

4.2.3 下属默契对员工主动性行为影响的假设检验

模型 1 仅加入控制变量，模型方差 F 值为 1.298， p 值大于 0.05，不具备显著水平，因此 M1 模型并没有效，没有统计的意义。M2 在 M1 的基础上加入下属默契变量，模型方差 F 为 5.175，且 p 值 <0.001 ，该模型显著，具有分析意义。同时 M2 中的各个变量的 VIF 值均在 1-2 之内，远小于 10 的标准，所以 M2 不存在多重共线性问题。 R^2 值为 0.068，调整后 R^2 值 0.055，且 p 值小于 0.001，说明 M2 中的仁慈型领导对员工主动性行为的解释力度为 5.5%。

β 值为 0.230， p 值 <0.001 ，达到显著标准，说明当下属对领导的工作方式更加了解后，员工会更加投入到平时的工作中。本研究的假设 H3 成立：下属默契对员工主动性行为有正向的影响。

4.2.4 下属默契对仁慈型领导与员工主动性行为影响的假设检验

本研究以 Baron and Kenny (1986) 的检验方法来检验下属默契的中介效应，根据表 3 可知，当控制变量加入到 M1 时， F 值为 1.298，但是 p 值 >0.05 ，不满足显著要求，因此，M1 的统计分析不具备分析意义。M2 模型中，在加入控制变量的基础上加入了自变量仁慈型领导， F 值为 3.213，且 p 值 <0.001 ，达到显著的评判要求，可以继续分析数据，M2 中各个变量的 VIF 值均远远低于 10，所以 M2 中不存在多重共线性，再看调整后的 R^2 ，数值为 0.030，说明 M2 的模型中，自变量对因变量的解释力度为 3%。看 M3，在原有的基础上加入中介变量进行检验分析，先看 F 值为 4.924、 p 值 <0.001 ，为显著，说明模型有效，M3 可以继续更深入的检验分析，当中介变量加入模型中， β 值是 0.194， p 值 <0.001 显著，说明下属默契是对员工主动性行为有影响，仁慈型领导的 β 值为 0.084， p 值 >0.05 ，因此，经过分析，本研究的 H4 假设成立：下属默契在仁慈型领导与员工主动性行为之间有中介作用。

表 3

中介分析表

变量	M1		M2		M3	
	Beta	VIF	Beta	VIF	Beta	VIF
控制						
性别	-	1.013	-0.010	1.013	-0.011	1.013
	0.013					
学历	0.098*	1.007	0.093*	1.008	0.083*	1.012
工作年限	-	1.046	-0.037	1.047	-0.026	1.051
	0.033					
年龄	0.055	1.006	0.051	1.007	0.044	1.008
收入	-	1.779	-0.048	1.780	-0.052	1.781
	0.043					
职位	0.015	1.772	0.011	1.773	0.022	1.776
自变量						
仁慈型领导			0.167***	1.005	0.084	1.238
下属默契					0.194***	1.243
R^2	0.015		0.043		0.059	
调整 R^2	0.004		0.030		0.059	
F 值	1.298		3.213***		4.924***	

资料来源：本研究整理

4.2.5 组织氛围对仁慈型领导与员工主动性行为影响的假设检验

看 M3 中，去中心化的仁慈型领导与组织氛围的乘积项对员工主动行为的 β 值为 0.087， p 值 < 0.05 ，说明对仁慈型领导与员工主动行为的调节作用是显著的，且是正向的调节作用，因此本研究假设 H5 成立：组织氛围正向调节仁慈型领导和员工主动性行为之正向影响关系。

表 4

调节分析表

变量	M1		M2		M3	
	Beta	VIF	Beta	VIF	Beta	VIF
控制						
性别	-	1.013	-0.011	1.015	-0.007	1.013
	0.013					
学历	0.098*	1.007	0.093*	1.008	0.091*	1.012
工作年限	-	1.046	-0.036	1.054	-0.036	1.051
	0.033					
年龄	0.055	1.006	0.052	1.007	0.051	1.008
收入	-	1.779	-0.049	1.781	-0.050	1.781
	0.043					
职位	0.015	1.772	0.011	1.773	0.020	1.776
仁慈型领导			0.168***	1.005	0.171***	1.238
组织氛围			-0.016	1.010	-0.017	1.243
仁慈性领导 X 组织氛围					0.087*	1.105
R^2	0.015		0.044		0.051	
调整 R^2	0.004		0.030		0.034	
F 值	1.298		2.822***		2.956***	

资料来源：本研究整理

5. 研究结论

5.1 研究结果

仁慈型领导与员工主动性行为之间的关系是正向影响机制。我们的工作社交当中，投桃报李、礼尚往来是非常平常的社会现象。那么当员工遇到领导时刻的关怀时，会产生一定的愧疚心理，并且会有回馈给领导同等的价值观念，比如说员工愿意使用过多的时间工作、提高效能等方法来回报领导的关怀和照顾。希望未来能够随时追踪匹配数据，讲员工主动性行为和下属默契能够间隔测量，如采用动态评估技术，分多次重复测取平均值，从而提高数据的可靠性 (Klumb *et al.*, 2009)，获得更有效的数据进行检验。回归分析中解释能力较低，建议未来研究可以多加注意无效问卷的删除。

下属默契完全中介了仁慈型领导与员工主动性的影响关系，那么在不确定的社会环境中，外部的压力会使我们小心翼翼，承受着心理压力以及不确定的因数，通常会使我们产生逃避心理，在工作中一样，百份的努力不如 60 的决策正确，因此，在工作着，员工会主观的想要掌握、理解领导的思路，去消除在工作中的部分压力，所以当仁慈型领导共享资源与员工时，员工对事物的掌控能力越大，员工工作行为越大胆，能力得到提升，并衍生出对领导忠诚、组织责任意识。

组织氛围对仁慈型领导影响员工主动性行为的过程中起到强化的作用，当员工得到领导支持时，员工的能力提升，经验积累丰富，增强员工对组织感恩心理，员工的这种心理会使自己与组织连为一体，为自己和组织更好的发展做出主动性行为。在实证研究的过程中，发现组织氛围对员工主动性行为的影响并不显著，有可能是当今社会，这个群体所接受的教育程度普遍偏高，并且全球联通，思维更加的广泛，他们会在事物上以自我为中心，他们更喜欢表现出自己独特的行为和方式，更加关注自我需要是否能够得到满足以及自我的价值能否实现，在职场中维护社交关系已然不是主要目的，因此，目前出现员工离职率偏高，工作时间短的问题，基于以上分析，组织氛围对员工主动性行为的影响不显著。

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**The Sense of Security at Work on Voice Behavior:
Organizational Trust as The Mediating Variable, and Employeess'
Sense of Responsibility and Organizational Support as the
Moderating Variables**

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Abstract

In this article, the motivation to explore what Chinese enterprise employees have changed their opinions of their opinions under the influence of work security, organizational trust, organizational support, and employee's sense of responsibility. In response to this situation, based on the discussion of variables in social exchange theory, data analysis is performed through the questionnaire survey method. If the company wants to improve the enthusiasm of employees, it is necessary to pay attention to the sense of work security of employees. When employees' sense of work security increases The willingness of employees to make suggestions will also increase. Only when employees have enough work security and feel the organization trust and organizational support can they actively provide suggestions and suggestions for enterprises and promote the development of the enterprise.

Keywords: The Sense of Security at Work; Voice Behavior; Organizational Trust; Organizational Support; Employeess' Sense of Responsibility

**工作安全感对建言行为之影响：以组织信任为中介变量，以员工
当责感与组织支持感为调节变量**

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摘要

本文针对不同工作安全感环境下员工对建言行为所做出的反应，与组织信任、组织支持感、员工当责感的关联性进行探究，通过对研究变量之间的关系进行研究以解答相关假设、问卷调查法进行数据分析，得出企业若想要提升员工建言的积极性，就需要重视员工的工作安全感，本文有利于企业认识到建言行为对企业发展的重要性，利于企业从工作安全感入手，提高员工建言献策积极性。目前还未有研究将组织信任作为工作安全感影响建言行为的中介变量，本研究可为后续研究提供一定的理论支撑，为企业提出新的实践管理建议。

关键词：工作安全感；建言行为；组织信任；组织支持感；员工当责感

1. 引言

对于愈发激烈的市场竞争以及复杂的内部组织环境，员工积极有效的建言行为可以促使企业充分利用已有资源，推动组织的成长与创新、提升组织内部绩效，使企业迅速发展提升。但当组织无法提供给员工安全感时，员工更亲倾向于隐藏问题，拒绝建言，从而给企业带来不必要的损失。本研究探讨的是在组织信任作为中介变量，员工当责感和组织支持感作为调节变量时，员工工作安全感对建言行为之影响。

2. 理论基础与研究假设

2.1 相关变量概念

工作安全感概念使用 Hackman and Oldham (1974) 提出的定义，定义指出工作安全感是员工工作满意度的一种表现形式，也是工作的一个部分。并提出工作安全感的不足可以使员工在对待日常工作时出现负面反应，工作安全感指员工在日常工作中，感知到自身在企业内的工作是稳定且可持续的，员工不会时刻担心自己是否会被解雇，是企业对员工长期雇佣的一种组织承诺，是员工工作满意度的一种表现形式，也是工作的一个部分；建言行为概念使用 Premeaux and Bedeian (2003) 提出的定义，定义表示员工公开表达对企业经营运营中所出现问题或可能会出现之问题的意见或看法，对企业进行建议或有必要调整的内容，处理相关的问题的方法与不同见解，旨在为企业规避后续发展会出现或有可能出现的问题，针对问题对组织建言献策，提出意见，以达到改善自身工作环境及督促企业成长、促使企业更好运营的行为；最早在中国提出当责的概念，认为员工当责感指员工承担了对工作内容的责任，即完成在职责范围内应尽的责任和义务，员工会做好分内的事，却不一定做出组织公民行为，当责感通常指一个个体对另一个体或组织负责的行为，这里指的责任既有道德层面，亦有法律层面的责任。而员工当责感则是指员工在工作中完成组织所指派的每一项指标，完成公司任务的行为；组织信任概念使用 Dirks and Ferrin (2001) 提出的定义，组织信任是企业组织内部的一种氛围表述，是员工作为个体对所在组织中各项影响因素的感知感受，是员工对主旨环境是否安全的一种主观性评价；组织支持感概念使用 Eisenberger (1986) 在社会交换理论中提出的定义，Eisenberger 认为组织支持感就是组织内部成员对于企业看待企业员工在工作中贡献看法的感知和企业对员工既得利益的关注度的感知。既是员工对企业对其支持程度感知的行为。

2.2 工作安全感与建言行为之关系

根据马斯洛需求理论以及 Hackman and Oldham (1974) 研究指出，员工缺乏工作安全感，将会在处理日常工作时做出一些本可以规避的负面行为，最终对企业造成损失。研究认为，员工的工作安全感越高，就会越积极参与到工作中，做好职责范围内的任务，也在职责范围外尽自己的努力做出更多有益于组织发展的个人贡献，提出以下假设：

H1：工作安全感对建言行为产生正向影响作用，即员工工作安全感越高，员工个体进行建言行为的概率越大。

2.3 工作安全感与组织信任之关系

员工在工作安全感高的工作氛围之下，更易于做出有利于组织的组织员工行为。邓懿萱 (2011) 表述员工的工作不安全感将会导致员工对组织信任下降，尤其是对薪资的不安全感以及对工作执行的不安全感对组织信任存在显著的负面影响。韩平等 (2017) 表述，组织信任在心理安全和工作压力有着完全中介效应作用。综合以上研究成果，本研究针对工作安全感与组织信任之关系做出以下假设：

H2: 工作安全感对组织信任具有正向影响作用, 即工作安全感越高, 员工的组织信任感越高。

2.4 组织信任与建言行为之关系

段锦云等人(2011)研究认为信任中的组织信任、上级信任以及同事信任均可对建言行为产生促进作用。且对直接上级信任部分地通过对组织信任影响员工建言。研究认为员工在企业内对同事、上级以及组织的信任都对建言行为的不同维度产生着显著影响, 且企业员工对上级的信任也可以在组织信任与建言行为中起到一定的中介作用。何嫚莉(2013)在研究中表述, 建言行为中的抑制性建言行为、促进性建言行为与企业内组织信任等变量两两之间呈现显著正相关。综合以上研究结论, 本研究认为组织信任与建言行为之间除了建言行为促进员工组织信任度提升外, 组织信任也对建言行为有着显著的正向影响。本文在此做出以下假设:

H3: 组织信任对建言行为存在正向影响, 即员工对组织信任的程度越高, 则员工做出建言行为的概率就越大;

H4: 组织信任在工作安全感与建言行为之关系中存在正向中介作用。

2.5 员工当责感的调节作用

冯星宇(2022)在研究中表述, 工作的不安全感会对建言行为产生抑制性作用, 在一定程度上证实工作安全感对建言行为有一定的促进作用。张洁(2016)在研究中表明, 员工当责感对建言行为所包含的促进型建言以及抑制型建言均有促进作用。黄攸立与张洁(2016)在研究中表述, 建言属于一种角色外行为, 当员工感知到提出建言后所获得的认可和回报与建言应得回报不符时, 就会减少建言行为。建言行为是不属于员工责任的部分, 需要员工有较高的当责感对举措进行支撑。但是员工提出有效建言时, 将会对组织发展起到促进作用。员工当责感指员工对企业所指派任务的负责人程度高低。员工当责感高, 会促使其做出更多有利于企业发展的员工组织行为。从上述资料分析整理可知, 员工当责感对建言行为产生实质性影响。员工当责感是适合对组织行为做出研究分析的变量。本研究根据以上学者对工作安全感对建言行为的影响以及员工当责感对的影响, 对工作安全感、建言行为以及员工当责感之间的关系做出如下假设:

H5: 员工当责感在工作安全感对建言行为的正向影响关系中, 具有正向调节作用, 当员工当责感程度高时, 就会强化工作安全感对建言行为的正向影响。

2.6 组织支持感的调节作用

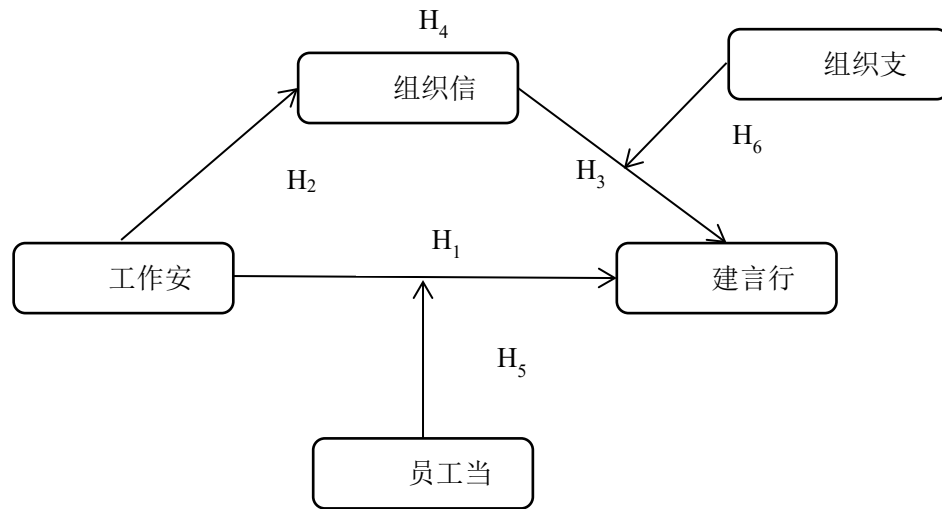
窦吉芳等人(2021)在相关研究中表明, 员工建言前会依据风险规避选择先行对潜在的风险和威胁进行先行感知, 当员工感知到更高的组织支持感对员工的促进型建言和抑制型建言均存在显著的正向影响。张恒慎(2019)在相关研究中得出结论, 组织支持感会促使员工对企业做出正向的组织员工行为, 对员工组织行为有正向影响。结合上述学者对组织信任与建言行为之关系以及组织支持感与建言行为之关系的研究结果, 本文做出以下假设:

H6: 组织支持感在组织信任对建言行为的正向影响关系中, 具有正向调节作用, 当组织支持感程度高时, 就会强化组织信任对建言行为的正向影响。

2.7 研究框架图

研究框架共由五个部分组成, 包含中介变量组织信任, 调节变量组织支持感和员工当责感, 自变量工作安全感和因变量建言行为。

图 1
研究框架图



资料来源：本研究整理

3. 研究方法

3.1 数据搜集与研究样本

结合研究背景，本文所选取的研究对象应为在中国西安在职的基层中青年企业员工为代表的大陆企业员工，主要探讨西安企业员工在组织信任、员工当责感、及组织支持感等因素下的工作安全感变化及其对建言行为的影响变化。本研究抽样方法使用便利抽样法。本研究调查量表之研究样本数据共计四十四道题均为正向问题，无反向问题，据 Roscoe (1975) 研究认为三十到五百的样本量适合于大部分研究，本文发放五百份相关问卷，投放地区为中国西安。问卷通过问卷星 APP 进行问卷发放以及后续的数据回收。

共计收到 507 份问卷，446 份有效问卷，可用问卷在 440 份以上，回收率高于 87%。综合上述人口统计变量分析结果，正式本次调查的样本与调查实际情况基本相符，可以证明本次的样本具有一定的代表性，可以用于问题研究且不存在较大的结构性偏差。

3.2 变量的测量

工作安全感量表取自 Oldham (1986) 编制的工作安全感量表，本文认为该可以全面反映工作稳定性的内容，该量表共计包含 7 个题目；建言行为量表取自段锦云等人 (2017) 所编制的量表，Liu 等人 (2016) 认为建言行为是企业员工突破现有环境，主动挑战现状，对企业建言献策以达到企业建设性变革的举措。Liu 等人开发了建言行为量表，认为检验行为应分为上行建言和平行建言两个维度。段锦云等人 (2017) 在研究建言行为与组织承诺之关系时，对量表进行修订。该量表共计包含 15 个题目；组织信任量表使用孟立娟 (2017) 在研究时对组织信任进行研究时使用的量表，该量表共计包含 5 个题目；员工当责感量表共计包含 4 个题目；组织支持感量表采用凌文铨等人 (2006) 所编制的测量量表，并结合本文的研究情境进行适当的修改。该量表共计包含 11 个题目，为提升问卷可信度，本研究采用李克特五点计分法，回答从“非常不同意”到“非常同意”。

4. 数据分析结果

4.1 信度分析

在 Cronbach's α 分析结果中可得知, 工作安全感的 Cronbach's α 的系数值为 0.853; 建言行为的 Cronbach's α 的系数值为 0.907; 组织信任的 Cronbach's α 的系数值为 0.846; 员工当责感的 Cronbach's α 的系数值为 0.916; 组织支持感的 Cronbach's α 的系数值为 0.902, 各变量系数值均大于 0.8。由此可证本次研究中所使用的问卷信度在可接受范围之内, 可以说明变量具有可信度、一致性以及稳定性。

4.2 效度分析

由数据可知, 各个潜变量所对应的各个题目因子载荷量均大于 0.7, 由此可证各个潜变量对其相应所属的题目都具有较高的代表性, 各个潜变量的平均方差变异 AVE 均大于 0.6, 组合信度 CR 均大于 0.8, 由此可证本数据信效度理想, 也证明收敛效度良好。

4.3 相关分析

本文所涉及的变量相互之间相关系数除组织信任与建言行为关系相关系数为 0.688 位于 0.4 至 0.7 的关系紧密区间外, 其余相关系数均大于 0.7, 维度之间的相关系数都存在着显著正相关关系。初步验证本文所提出的研究假设。

4.4 回归分析

表 1

回归汇总表

自变量	因变量								
	组织信任			建言行为					
	β	t	VIF	β	t	VIF	β	t	VIF
常数	1.029***	9.062	-	1.103***	9.755	-	1.134***	9.393	-
工作安全感	0.720***	21.836	1	0.716***	21.613	1			
组织信任							0.688***	19.958	1
R ²		0.518			0.513			0.473	
调整 R ²		0.517			0.512			0.472	
F		476.793***			647.108***			398.303***	
DW 值		2.081			1.936			2.017	

注: * $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

资料来源: 本研究整理。

工作安全感对组织信任之关系由分析可得, 影响系数为 0.701, 回归系数为正, 回归分析模型的 F 检验值为 476.793, 说明回归分析模型是显著有效的, 并能够解释组织信任的 51.7% 的变化原因, 所以工作安全感对组织信任有显著的正向影响, 本文假设 H2 成立, 即工作安全感对组织信任具有积极的正向影响作用; 工作安全感对建言行为之关系由分析可得, 影响系数为 0.691, 回归系数为正, 且 p 值为 0 小于 0.05, 回归分析模型的 F 检验值为 467.108, 回归分析模型是显著有效, 并能够解释建言行为的 51.2% 的变化原因, 工作安全感对建言行为有显著的正向影响, 本文假设 H1 成立, 即工作安全感对建言行为产生积极的正向作用; 组织信任对建言行为之关系由分析可得, 影响

系数为 0.681，回归系数为正，且 p 值为 0 小于 0.05，回归分析模型的 F 检验值为 398.303，回归分析模型是显著有效，并能够解释建言行为的变化原因的 47.2%，所以组织信任对建言行为有显著的正向影响，本文假设 H3 成立，即组织信任对建言行为存在正向影响。

4.5 中介效果检验

表 2

中介作用分析结果 ($n=446$)

	建言行为		组织信任		建言行为	
	β	T	β	t	β	t
常数	-	9.755	-	9.062	-	6.413
工作安全感	0.716	21.613	0.72	21.836	0.459	10.276
组织信任					0.358	8.01
R^2	0.513		0.518		0.574	
调整后 R^2	0.512		0.517		0.572	
F 值	467.108		476.793		298.862	

注：* $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

资料来源：本研究整理

表 3

中介作用检验结果汇总

项	c			a*b	a*b	a*b	a* b	a*b	c'	检验 结论
	总效 应	A	B	中介 效应 值	(Boo t SE)	(z 值)	(p 值)	(95% BootCI)	直接 效应	
AGQ=>XR=>J Y	0.69 1 ***	0.70 1 ***	0.35 4 ***	0.24 8	0.03 8	6.59 9	0	0.183 ~ 0.331	0.44 3 ***	部 分 中 介

注：* $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

* AGQ=>XR=>JY 为工作安全感=>组织信任=>建言行为

资料来源：本研究整理

从组织信任在工作安全感与建言行为之间的中介作用分析表中可以看出：影响系数为 0.691，回归系数为正，且 p 值为 0 小于 0.05，总效应成立，直接效应成立，自变量对中介变量也有显著影响，最后间接效应也成立，所以中介效应成立，且为部分中介作用。故本研究所涉及的假设 H4 成立，即 H4：组织信任在工作安全感与建言行为之关系中存在积极的正向中介作用。

4.6 调节效果检验

表 4

组织支持在组织信任对建言行为的影响中的调节作用检验 (n=446)

	模型 1			模型 2			模型 3		
	B	t	β	B	t	β	B	t	β
常数	3.471***	119.156	-	3.471***	126.736	-	3.425***	119.072	-
组织信任	0.681***	19.958	0.688	0.578***	16.63	0.584	0.544***	15.592	0.549
组织支持				0.255***	7.7	0.27	0.297***	8.802	0.316
组织信任*组织支持							0.156***	4.44	0.148
R ²	0.473			0.535			0.555		
调整 R ²	0.472			0.533			0.552		
F 值	398.303			254.942			183.714		

因变量：建言行为

注：* p<0.05 ** p<0.01 *** p<0.001

表 5

员工当责感在工作安全感对建言行为的影响中的调节作用检验 (n=446)

	模型 1			模型 2			模型 3		
	B	t	β	B	t	β	B	t	β
常数	3.471***	119.156	-	3.471***	126.736	-	3.425***	119.072	-
组织信任	0.681***	19.958	0.688	0.578***	16.63	0.584	0.544***	15.592	0.549
组织支持				0.255***	7.7	0.27	0.297***	8.802	0.316
组织信任*组织支持							0.156***	4.44	0.148
R ²	0.473			0.535			0.555		

调整 R^2	0.472	0.533	0.552
F 值	398.303	254.942	183.714

因变量：建言行为

注：* $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

由表 4 可看出，分析结果最后交互项的系数为正，且 p 值小于 0.05，所以组织支持在组织信任对建言行为的影响中存在显著的正向调节作用。也可由下面斜率图检验。故本研究所涉及的假设 H6 成立，即 H6：组织支持感在组织信任与建言行为关系中存在积极的正向调节作用。

由表 5 可看出，分析结果最后交互项的系数为正，且 p 值小于 0.05，所以员工当责感在工作安全感对建言行为的影响中存在显著的正向调节作用。也可由下面斜率图检验。故本研究所涉及的假设 H5 成立，即 H5：员工当责感在工作安全感对建言行为的正向影响关系中，具有正向调节作用。

5. 研究结果

本文主要探讨工作安全感对建言行为之影响，以组织信任为中介变量，以员工当责感和组织支持感为调节变量。经过问卷设计、问卷收集以及数据分析等研究过程，得到变量间关系符合文本研究假设之关系，变量之间均存在者较为显著的影响。根据本文研究结果，向需要调动员工积极建言的企业或需要提高员工建言积极性的企业提出重视员工的工作安全感、建立提升企业内部的信任环境、让员工切实感受到组织支持感、让努力的员工得到等价的回报等相关意见。在文献搜集过程中暂未发现将组织信任作为工作安全感和建言行为的研究，通过数据分析对假设进行验证，证实组织信任在工作安全感与建言行为之间存在着显著的正向影响，具有一定的创新性。数据分析证明了员工工作安全感越高，做出建言行为的概率也越高，上述结论证明，企业若想提高员工建言献策的积极性，可以从提高员工的工作安全感入手，引导员工积极建言献策，为企业内外部发展做出自己的贡献，促进企业健康发展，提高核心竞争力。本文存在变量维度单一、研究方法单一和参考文献来源单一的问题，期望后续的问题探讨可以深入探讨细化研究。

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Research on the Influence Mechanism of Work-family Conflict on Work Engagement: A Case of Female Employees in Digital

Companies

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Abstract

Taking female employees of digital companies as the research group, this paper collected questionnaires from 25 digital companies in Shandong, Henan, Hubei, Zhejiang, Shanghai and other places, using convenient sampling methods, which took a total of 1.5 months and obtained a total of 235 valid questionnaires.

Through data analysis, it is found that work-family conflicts of female employees in digital companies negatively affect work engagement, work stress and interpersonal psychological capital play a mediating role between work-family conflict and work engagement, and organizational support play a negative moderating role between work-family conflict and work pressure. Through the results of this study, reasonable measures can be better taken to improve the work engagement of the company's employees, promote the professional development of individual employees, and improve the overall effectiveness of the work.

Keywords: Work-family Conflict; Work Engagement; Work Stress; Interpersonal Psychological Capital; Organizational Support

工作-家庭冲突对工作投入的影响机制研究：

以数字公司女性员工为例

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摘要

本文以数字公司女性员工为研究群体，通过对山东、河南、湖北、浙江、上海等地的 25 家数字公司进行问卷发放，使用方便抽样方法进行问卷收集，用时共计 1.5 个月，共获得 235 份有效问卷。

通过数据分析发现数字公司女性员工工作-家庭冲突负向影响工作投入，工作压力、人际型心理资本在工作-家庭冲突和工作投入之间起中介作用，组织支持感在工作-家庭冲突和工作压力之间起负向调节作用。通过本研究得出的结果，可以更好地采取合理的措施来提高公司员工的工作投入，促进员工个人的职业发展，以及提高工作的整体效益。

关键词：工作-家庭冲突；工作投入；工作压力；人际型心理资本；组织支持感

1. 绪论

本章主要介绍研究相关的基本信息，其中包括研究背景、研究动机、研究问题，以及研究意义，并对全文的研究内容进行了规划。本文研究了后疫情时代背景下数字公司女性员工工作投入的相关影响因素，旨在探索和研究如何提高数字公司女性员工的工作投入程度，具有积极的社会意义。

1.1 研究背景

从新冠疫情开始后，中国对疫情严加防控，对出现疫情的区域实行居家隔离，在这种环境背景下大批新网民涌入互联网，网购、外卖、远程办公、远程教育和医疗等网络应用成为人们生活的主流（湛力，2020）。人类已经进入了后疫情时代，所谓后疫情时代就是指疫情发生并得到缓解后的时期，但对于人们所产生的和生活和工作影响一直存在，并不会像疫情前一样。疫情会影响人们的日常生活，甚至间接改变人们的工作节奏和生活方式，乃至多个行业人员的心理状态（王竹立，2020）。疫情使得人们对于数字公司的需求骤增，数字公司的业务量得到了大幅度提升。2022年中国国务院发布了“十四五”数字经济发展规划，国家大力重视数字产业的发展，并对数字公司进行政策支持和鼓励，足以见得数字公司在中国的发展得到了政府的高度重视，其发展必要性和重要作用被广泛认可，将会迎来新的发展机遇和助力。总体上，新冠肺炎疫情期间数字经济更好地把握住了产业链发展趋势，在国内经济地位上升（刘诚与徐紫嫣，2021）。

工作-家庭冲突，通常是指在家庭和工作领域中员工在时间和资源上有着不匹配的局限，由于家庭职责与工作职责的不同，从而使得员工与其配偶之间、家庭成员之间的冲突变得更加严重（张慧英、宫火良，2005）。Kahn et al. (1964) 作为工作家庭冲突这一概念的开辟者，指出了工作家庭冲突是因为工作和家庭两方面的角色冲突导致的，不同角色之间会因为诸多问题导致冲突。

本文研究对象主要集中于中国数字公司的女性员工。虽然现代社会在对于性别方面越来越趋向于公平，但是女性在就业中还是会面临较多的招聘、竞争压力，同时在家中女性会承担更多的家务和精神负担，对于“妻职”和“母职”会付出较多（王诗语，2021）。同时疫情期间数字公司业务量较之前大幅度增加，员工经常面临加班、休息时间减少的情况，这对于数字公司女性员工在进行工作角色与家庭角色的平衡时，很容易出现冲突现象，本文针对数字公司女性员工工作投入情况将做出具体探讨。

1.2 研究动机

本研究基于对之前文献的综述分析，结合数字公司女性员工工作情况，继续进行了更多的研究思考。关于研究动机总结为以下几点：

一是在疫情期间数字公司比以往受到了更多关注和青睐，面临着更大的社会需求和压力，员工的工作投入情况直接影响了数字公司对于社会大众的服务质量，具有社会效益。二是数字公司员工的工作-家庭冲突可能会影响员工工作绩效与数字公司利益情况。特别是女性员工，面临更多的职场压力和家庭责任，工作-家庭冲突对于女性员工的工作生活情况和婚姻情况有重要的影响作用，她们对于工作的态度和投入程度更加会受到这一变量的影响（余鹏与周占武，2021）。三是在以往文献中，关于新冠疫情环境下数字公司女性员工工作投入的相关研究存在空缺，因此对此进行研究可以补充研究空缺。

1.3 研究问题

本文选择了工作-家庭冲突、工作压力、人际型心理资本、组织支持感、工作投入这5个变量进行研究，研究工作-家庭冲突是否对工作投入有影响作用，工作压力、人

际型心理资本是否在数字公司女性员工的工作-家庭冲突和工作投入的关系中起中介作用，组织支持感是否可以调节数字公司女性员工的工作-家庭冲突和压力之间的关系。

1.4 研究意义

从理论的角度来看，本文可以丰富认知资源理论相关研究，补充有关疫情期间数字公司女性员工工作投入方面的研究缺口。从实践的角度来看，能够利于数字公司女性员工在疫情期间的个人发展，对数字公司的整体发展具有借鉴意义，同时也可以更好地服务于社会大众。

2. 文献综述

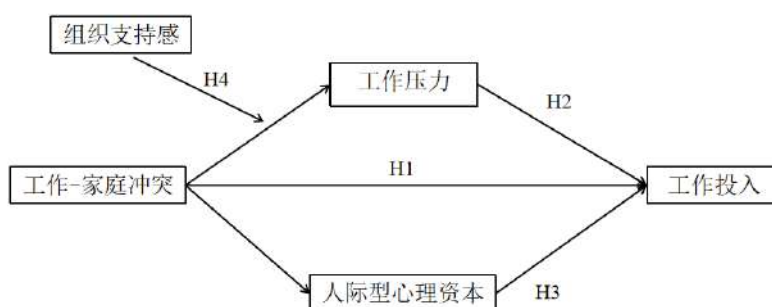
基于前文提出的研究问题，本章将对研究模型涉及到的工作-家庭冲突、工作压力、人际型心理资本、组织支持感、工作投入五个变量的相关研究进行归纳与梳理，了解变量概念和维度等方面的研究情况，提出研究假设并建立研究模型。

2.1 研究框架

根据相关的理论基础，本文通过工作-家庭冲突、人际型心理资本、工作压力、组织支持感、工作投入为此次研究变量，探讨各变量间的联系，如图1所示：

图1

研究模型



资料来源：本研究整理

2.2 变量定义与衡量

2.2.1 工作-家庭冲突的操作性定义与衡量

工作-家庭冲突 (WFC) 的操作性定义：因工作领域的矛盾，使得一个人所承担的工作和家庭的角色责任发生矛盾，从而产生的冲突 (Greenhaus & Beutell, 1985)。工作-家庭冲突的衡量：本文主要是以 Carlson and Kacmar (2000) 的量表为基础，选取量表中针对工作-家庭冲突的题项，并结合本次研究的群体实际情况对其进行了部分修改，共计 7 个题项。

2.2.2 工作压力的操作性定义与衡量

工作压力 (WS) 的操作性定义：当个体与外部环境共同作用下，对个体的工作行为造成威胁与压迫的因素作用继而导致的心理、生理、行为的反应 (白玉苓, 2011)。工作压力的衡量：王红丽与张筌钧 (2016) 基于中国国情对 Motowidlo *et al.* (1986) 的量表进行了修改使用，此量表较为简单并且广泛适应于多个行业，在国内多个研究中得到了广泛使用。共计 3 个题项。

2.2.3 人际型心理资本的操作性定义与衡量

人际型心理资本 (IPC) 的操作性定义：人际型心理资本是基于中国人际关系文化特色与社会背景下，个体在进行人际相处、为人处事的时候，所表现出来的一种积极的心理状态，对于工作绩效和工作状态有积极的影响作用（吴利红、刘君雨，2019）。人际型心理资本的衡量：主要来源于柯江林等人（2009）的量表，此量表是在 Luthans (2007) 量表的基础上，结合中国国情和行业情况进行了修改，归纳分为事务型心理资本、人际型心理资本，本研究选取了其中人际型心理资本这一维度的量表。共计 4 个题项。

2.2.4 组织支持感的操作性定义与衡量

组织支持感 (OS) 的操作性定义：当组织重视员工的付出、关注员工的利益时，员工对此的感受和想法。即当员工认为组织关注自身利益、加大工作支持、认同自我价值观时，员工就会产生更加努力工作回报组织的积极正向的心理活动（孙健敏等人，2015）。组织支持感的衡量：主要来源于 Eisenberger *et al.* (1986) 的量表，这个量表较为成熟，被我国众多学者采用，其中杨付等人（2011）采用此量表对在职工女性管理者群体进行研究，并得出了相关的研究结果。共计 6 个题项。

2.2.5 工作投入的操作性定义与衡量

工作投入 (WE) 的操作性定义：个人对工作和组织高度的认可与归属感，愿意主动参与到工作中去且高度投入，可以有效地将工作与生活相结合，并希望能够通过工作提升自我，获得进步与发展，进而为企业提供更多绩效（杨巍，2008）。工作投入的衡量：主要来源于 Schaufeli (2002) 开发的 UWES 量表，分为 3 个维度：活力、奉献和专注，共计 9 个题项。

3. 研究方法与设计

本章详细阐述了研究方法，首先设计调查问卷选择研究样本进行调查收集资料，解释变量定义与衡量项目。

3.1 研究样本群体

由于本研究针对的对象为中国数字公司的女性员工，本文主要在山东、河南、湖北、浙江、上海等地的 25 家数字公司进行问卷发放。因此，为尽可能保证问卷数据的代表性和有效性，结合抽样的方式，其中年龄跨度全面，25 岁以下（大于 18 岁）、41 岁以上皆囊括在内。问卷调研工作的时间为 1.5 个月，主要在数字公司员工内部群体开展线上调研整理，确保调研对象填写的有效性。

3.2 问卷的发放和收集

3.2.1 问卷设计

根据研究群体，问卷主要使用中文编写。本次问卷主要由以下三部分组成：

第一部分：问卷的声明部分，告知所有被调查人员本次问卷的目的等。

第二部分：主要为被调查人员的基本信息部分，包括性别、年龄、婚姻状况、职业层次、教育程度、工作年限、工资情况等。

第三部分：是调查问卷的主体部分。这部分包括工作-家庭冲突、工作压力、人际型心理资本、组织支持感、工作投入 5 个变量的相关题项。经过前文对于衡量项目的分析整理，问卷共计 29 个题项。采用李克特 (LIKERT) 五点量表，分数由 1 到 5，分别代完全不同意、比较不同意、不确定、比较同意、完全同意五个选项，由被调查者进行打分选择。

3.2.2 问卷的发放

本研究主要采用问卷星进行网络问卷发放，问卷调查的中文版本将公布于

<https://www.wjx.cn/>，这是一个在中国被广泛应用的网上调查站点。这些问卷调查的连接，经由微信、QQ聊天、邮箱进行传递。

3.2.3 问卷的收集及选取

本次问卷发放时间为 2022 年 12 月和 2023 年 3 月下旬，问卷收集用时共计 1.5 个月。使用方便抽样方法进行收集问卷。本次问卷收回数量为 749 份，在 2022 年 12 月 1-15 日，收回问卷数量 389 份；在 16-31 日，收回问卷数量 231 份；在 2023 年 3 月 20 日-4 月 2 日，收回问卷数量 129 份。在剔除填写问卷用时低于 30 秒的无效问卷，采用软件剔除题项答案具有明显规律性和一致选项的问卷，剔除男性员工填写的问卷 51 份，经过选取后，最终有效问卷为 535 份。

3.3 数据分析方法

本文运用 SPSS 26.0 和 AMOS 26.0 分析收集的数据，验证提出的假设，解决研究问题。本文根据研究内容和研究目的需求，主要采取了描述性统计分析、信度分析、效度分析、验证性因子分析、中介效应分析、调节效应分析。

4. 研究结果与分析

本章主要对收集到的问卷数据进行工具分析，运用 SPSS 26.0 和 AMOS 26.0 软件工具对问卷结果进行分析，验证本文所提出的研究模型和研究假设。数据分析内容包括描述性分析、信度分析、效度分析、验证性因子分析、中介效应分析和调节效应分析。

4.1 描述性分析

本研究设置的被测者基本资料包括性别、年龄、受教育程度、职业层次、在本单位的工作年限、每月大概收入。

因为本研究主要研究群体是数字公司女性员工，所以剔除男性问卷后，被调查者女性人员为 100%；年龄方面，25 岁以下人员占 34.5%，26-30 岁人员占 20.7%，31-35 岁占 23.4%，36-40 岁占 17.8%，41 岁以上占 3.6%；婚姻状况方面，已婚已育人员占 49.2%，已婚未育人员占 27.5%，未婚人员占 17.5%，离异或丧偶占 5.8%；最高学历方面，高中/中专及以下占 15.7%，大专占 10.5%，本科占 48.6%，硕士及硕士以上占 25.2%；职业层次方面，基层占 40.9%，中层占 35.2%，高层占 23.9%；工作年限方面，3 个月及以下占 16.1%，3 个月以上至 1 年占 14.8%，1 年以上至 3 年占 24.1%，3 年以上至 5 年占 18.3%，5 年以上至 10 年占 16.6%，10 年以上占 10.1%；每月收入方面，2000 元及以下占 1.7%，2000 元以上至 4000 元占 14.2%，4000 元以上至 6000 元占 43.9%，6000 元以上至 8000 元占 37.0%，8000 元以上占 3.2%。

4.2 信度分析

由表 1 可知，本研究各变量量表的 Cronbach's α 均大于 0.70，表明各量表的内部一致性较高，信度较好。

表 1
各量表信度分析表

变量	题项	测量项数	Cronbach's α
工作-家庭冲突	WFC1-7	7	0.895
工作压力	WS1-3	3	0.811
人际型心理资本	IPC1-4	4	0.823
组织支持感	OS1-6	6	0.870
工作投入	WE1-9	9	0.864

资料来源：由本研究整理

4.3 效度分析

4.3.1 收敛效度

如表 2，组合信度 CR 值是组合信度是测量模型的一种可靠性指标，它反映了测量模型中潜在变量和测量题项之间的关系。如果题项之间相关性越强，潜在变量对它们的解释能力也越强，CR 值就越大，内部一致性就越好。组合信度 CR 值一般要求高于 0.6，本模型的组合信度 CR 值都远大于 0.80，证明模型内部一致性好。

收敛效度 AVE 值是测量模型的一种效度指标，它反映了潜在变量对测量题项的解释程度。AVE 值越大，潜在变量能够同时解释它所对应的题项能力就越强。收敛效度 AVE 值一般要求大于 0.5，本模型的收敛效度 AVE 值大于 0.53，证明模型收敛效度好。

表 2

模型效度表格

变量	题项	CR	AVE
工作-家庭冲突	WFC1-7	0.903	0.562
工作压力	WS1-3	0.834	0.599
人际型心理资本	IPC1-4	0.854	0.626
组织支持感	OS1-6	0.820	0.534
工作投入	WE1-9	0.847	0.563

资料来源：由本研究整理

4.3.2 区分效度

区分效度分析是通过比较结构变量中测量指标的内部相关性与各结构变量的外部相关性，从而估计出测量指标与内、外不同结构变量相关程度的差异，进而判断出变量的区别效度。当各变量的 AVE 平方根值大于其和其他各变量相关系数时，量表才具有区别效度。如表 3 所示，各变量的 AVE 平方根值（主对角线部分）均大于该变量与其他变量的相关系数绝对值，表明正式量表问卷各维度均已达到区别效度的标准，通过了区分效度的检验，正式量表问卷可以构建结构方程模型。

表 3

区分效度表

	AVE	工作投入	组织	人际型	工作压力	工作-家
工作投	0.563	0.750				
组织支	0.534	0.432***	0.731			
人际型	0.626	0.420***	0.528***	0.791		
工作压	0.599	-0.541***	-0.453***	-0.586***	0.775	
工作-	0.562	-0.632***	-0.538***	-0.659***	0.436***	0.751

注：***. 在 0.001 级别（双尾），相关性显著。资料来源：由本研究整理

4.4 验证性因子分析

本研究通过验证性因子分析结果表明，本研究将工作-家庭冲突、工作压力、人际

型心理资本、组织支持感和工作投入五个变量进行验证性因子分析，测量模型与数据拟合良好。

表 4
适配度指数表

统计检验量	适配临界值	检验结果	适配判断
CMIN 值（卡方值）		757.656	良好
CMIN/df 值（卡方自由度比）	<3, 不严格是小于 5（甚至 8）	2.087	良好
GFI 值（拟合优度指数）	>0.90, 接近 0.9 基本可以接受	0.963	良好
AGFI 值（调整后的拟合优度指数）	>0.90, 接近 0.9 基本可以接受	0.962	良好
RMR 值（均方根误差）	<0.05, 不严格是小于 0.1	0.045	良好
SRMR 值（标准化均方根误差）	<0.05, 不严格是小于 0.1	0.022	良好
RMSEA 值（近似误差均方跟）	<0.05（适配良好）<0.08（适配合理）	0.042	良好
NFI 值（规范拟合指数）	>0.90, 接近 0.9 基本可以接受	0.980	良好
IFI 值（增值拟合度指数）	>0.90, 接近 0.9 基本可以接受	0.991	良好
TLI 值（Tucker-Lewis 指数）	>0.90, 接近 0.9 基本可以接受	0.988	良好
CFI 值（比较拟合指数）	>0.90, 接近 0.9 基本可以接受	0.991	良好

资料来源：由本研究整理

4.5 工作压力在工作-家庭冲突与工作投入间的中介效应分析

由表 5 得出，间接效应的置信区间 95%CI (0.0205, 0.1676) 不包含 0，则说明中介效应存在，中介效应值 0.0888，说明压力在工作-家庭冲突与工作投入之间的中介效应为正向影响，同时自变量工作-家庭冲突到因变量工作投入的路径显著，所以说明中介效应为部分中介。

表 5
工作压力在工作-家庭冲突与工作投入间的中介效应

	效应值	Bootstrap 标准误	Bootstrap CL 下限	Bootstrap CU 上限
总效应	-0.8585	0.0362	-0.9296	-0.7874
间接效应	0.0888	0.0375	0.0205	0.1676

资料来源：由研究整理

4.6 人际型心理资本在工作-家庭冲突与工作投入间的中介效应分析

由表 6 得出，间接效应的置信区间 95%CI (-0.1911, -0.071) 不包含 0，则说明中介效应存在，中介效应值-0.1251，说明人际心理资本在工作-家庭冲突与工作投入之间的中介效应为负向影响，同时自变量工作-家庭冲突到因变量工作投入的路径显著，所以说明中介效应为部分中介。

表 6

人际型心理资本在工作-家庭冲突与工作投入间的中介效应

	效应值	Bootstrap 标准误	Bootstrap CL 下限	Bootstrap CU 上限
总效应	-0.8585	0.0362	-0.9296	-0.7874
间接效应	-0.1251	0.0309	-0.1911	-0.071

资料来源：由研究整理

4.7 调节效应分析

采用 Preacher 和 Hayes(2008)的 Bootstrapping 中介效应检验方法(设置 5000 次), 该方法主要看自变量与调节变量的交互项对因变量的 p 值, p 值 < 0.05 , 说明调节成立, p 值 > 0.05 , 说明调节不成立。

由表 7 得出, 自变量工作-家庭冲突与调节变量组织支持感的交互项对因变量工作压力的影响显著 (p 值 $= 0.000 < 0.05$), 交互项显著, 说明调节效应显著。交互项的值 -0.0879 , 说明组织支持感在工作-家庭冲突与工作压力之间的调节效应为负向调节, R -sq 是 0.8766 反映自变量工作-家庭冲突对因变量工作压力的解释程度是 87.66% , 解释程度可以接受。

表 7

组织支持感 OS、工作-家庭冲突 WFC 与工作压力 WS 的检验结果

因变量: WS				
自变量	beta	se	t	p
constant	3.1405	0.0219	143.3943	0.000
OS	-0.509	0.0217	-23.4758	0.000
WFC	0.5344	0.0207	25.8393	0.000
交互项	-0.0879	0.0147	-5.9892	0.000
R			0.9363	
R-sq			0.8766	
F			1147.9617	

资料来源：由研究整理

4.8 假设检验结果总结

经过以上数据分析, 对于前文提出的假设检验结果请参考下表 8。

表 8

假设检验结果

编号	假设内容	验证结果
H1	工作-家庭冲突负向影响工作投入。	成立
H2	工作压力在工作-家庭冲突和工作投入的关系中起中介作用。	成立
H3	人际型心理资本在工作-家庭冲突和工作投入的关系中起中介作用。	成立
H4	组织支持感在工作-家庭冲突和工作投入的关系中起负向调节作用。	成立

资料来源：由研究整理

5. 研究结论与展望

本章内容主要通过前文的数据分析结果，对本文的研究情况进行总结分析。总结论述本文5个变量之间的关系，数据分析结果是否能够验证前文所提出的研究假设，对于数字公司提出发展建议，同时针对本次研究提出展望与研究建议，为后续研究提供参考依据。

5.1 研究结论

本文基于前人研究成果，根据认知资源理论，提出了疫情环境下数字公司女性员工工作-家庭冲突对工作投入的影响作用，引入工作压力和心理资本作为中介变量，组织支持感作为调节变量，建立研究模型并进行了问卷调查，对问卷结果进行了数据分析，根据数据结果做出以下结论内容。

5.2 研究建议

5.2.1 对后续研究人员的建议

对于影响工作-家庭冲突对工作投入的因素变量还有待于继续研究，可以从其他角度查找变量，多角度分析其中可能有影响的因素，同时对于工作投入的影响后果还可以继续进行研究。

5.2.2 对数字公司的建议

通过本文的研究可知，在疫情环境下，数字公司面临较大的市场业务量，员工在此时承受较大的工作量，还要面对疫情带来的恐慌，尤其女性员工，在工作和家庭两方面的角色冲突导致了工作-家庭冲突增加，工作投入程度变会受到负向影响而降低。数字公司应该积极引导员工面对疫情时的恐慌心态，发放口罩、酒精消毒液等物品，减少员工对于疫情的消极情绪，同时面对激增的业务量，数字公司也应该为员工提高福利待遇，增加加班费用和补贴，保障每个员工的平等发展机会，让员工在公平的就业环境下工作。

通过数据分析可知，工作压力对于工作-家庭冲突和工作投入的关系有中介作用，所以数字公司在平时要善于引导女性员工排解工作压力，设立心理谈话室、健身房、咖啡厅等，在节日为员工送福利，合理利用休息日，舒缓女性员工的工作压力，这对于降低工作-家庭冲突对工作投入的负面影响有很大的作用。

通过数据分析可知，人际型心理资本对于工作-家庭冲突和工作投入的关系有中介作用。所以数字公司在平时要注重对女性员工人际型心理资本的培训和引导，帮助员工建立强大的内心，树立积极的工作态度和应对困难的坚韧品质，让员工拥有战胜困难的信心，面对高压工作时也能够充满斗志，这样女性员工在面对工作-家庭冲突带给工作投入的负面影响时，能够凭借高人际型心理资本状态来缓和负面影响。

通过数据分析可知，组织支持感对于工作-家庭冲突和工作投入的关系有负向调节作用，组织支持感较高时，工作-家庭冲突对工作投入的负面影响会降低。所以数字公司在平时要关注女性员工的个人发展，关注女性员工的个人价值观和发展目标，帮助员工解决工作中遇到的问题，重视员工对于公司的付出和努力，增强员工的组织支持感，这样女性员工在面对工作-家庭冲突带给工作投入的负面影响时，能够凭借高组织支持感状态来缓和负面影响。

5.3 研究局限性与展望

由于时间关系，并未找到只适用于研究女性群体的量表，所使用的量表大多是普遍性比较强的量表。其次，本文对于数字公司女性员工并未进行细分，所有婚姻情况、职业层次和岗位种类的女性员工都参与了问卷调查，不同情况的女性员工可能对于问卷的相关问题会有不一样的答案，这对于详细研究数字公司女性员工工作情况具有很大的价值。

今后在进行女性群体的研究时，应该找寻只适用于女性群体的研究量表，这样具

有群体针对性，能够更好地收集问卷信息，对于结果也能够更加准确。此外，在今后对女性员工进行研究调查时，要更加详细具体地进行分类，通过对不同婚姻状况、岗位和级别的女性员工在面对相同的背景环境和工作问题时，是否会有不同的处理方式；公司在针对不同级别的女性员工时，是否应该采取不一样的扶持力度和措施，这些问题都值得继续深入研究。

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Research on the Influence of Douyin Platform Webcast on Consumers' Purchase Intention of Beauty Products

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Abstract

This research uses the questionnaire survey method to investigate a total of 476 potential beauty product consumers who watched the excellent Douyin webcast room, in order to analyze the visibility, interaction, authenticity and entertainment of the webcast and potential beauty product consumers relationship between purchase intentions. The relationship between consumers' purchase intentions of potential beauty products. This research uses SPSS statistical software to analyze the data, and the research results are as follows: (1) The visibility of Douyin's webcast features has a significant positive impact on the purchase intention of potential beauty product consumers; (2) The interactivity of Douyin's webcast features It has a significant positive impact on the purchase intention of potential beauty product consumers; (3) the authenticity of the Douyin webcast feature has a significant positive impact on the purchase intention of potential beauty product consumers; (4) the Douyin webcast characteristics Entertainment has a significant positive impact on the purchase intention of potential beauty product consumers.

Keywords: Webcast; Purchase Intention; SOR Model; Theory of Planned Behaviour

抖音平台网络直播对美妆产品消费者购买意愿影响研究

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摘要

本研究采用问卷调查法，调研观看优秀抖音网络直播间的潜在美妆产品消费者共476名，以此分析网络直播之可见性、互动性、真实性和娱乐性与潜在美妆产品消费者购买意愿之间的关系。本研究通过 SPSS 统计软件分析数据，研究结果如下：(1)抖音网络直播特性之可见性对潜在美妆产品消费者购买意愿具有显著正向影响；(2)抖音网络直播特性之互动性对潜在美妆产品消费者购买意愿具有显著正向影响；(3)抖音网络直播特性之真实性对潜在美妆产品消费者购买意愿具有显著正向影响；(4)抖音网络直播特性之娱乐性对潜在美妆产品消费者购买意愿具有显著正向影响。

关键词：网络直播；购买意愿；SOR 模型；计划行为理论

1. 绪论

COVID-19 大流行造成了自二战以来最严重的全球经济冲击(Brown & Arnholz, 2020)。大流行病引起的经济衰退引发了广泛的系统性变化，改变了企业、消费者和公共行为者的行为(IMF, 2020)。据 CNNIC 统计，截至 2020 年 12 月，中国网络直播用户

数量达到 6.17 亿，较 2020 年 3 月增加 5703 万，占互联网用户总数的 62.4%。直播带货具有原有电商所不具备的社交属性，客户与主播、客户与客户之间的实时互动在一定程度上促进了平台的发展。目前，各大电商巨头、直播平台和一些短视频平台都加入了直播的行列（谭羽利，2017）。网络直播的实时互动和意见领袖的存在，也可以在与消费者互动的同时，为消费者提供产品购买指导，全面展示家居、运动、电器等产品，让消费者了解产品。不仅性能得到更好的理解，而且消费者通过主播试用对产品质量更有信心（贾晓锋，2019）。

在网络直播中，消费者可以根据个人喜好，选择同类产品的不同直播间。网络直播增强了线上营销的可信度，因为消费者会与电子供应商进行实时聊天，从而激励消费者关注焦点产品。网络直播也为小型零售商提供了一个与消费者建立更紧密联系的机会。值得注意的是，与电子供应商的密切接触对于做出购买决定至关重要(Ho & Rajadurai, 2020)。有学者认为消费者的购买意愿是指在购买某种产品或服务时，消费者自身产生的主观判断以及一些可能性(Dodds, 1991)。购买意愿是消费者的心理活动内容，能够用购买意愿来预测购买行为（费小燕，2012）。根据 SOR 模型理论，个人受到外部刺激后会作出反应(Liu et al., 2018)。消费者在观看到网络直播后，也会由于网络直播的特性而受到不同程度的购买意愿。

与其他平台不同的是，抖音应用的功能可以等同于多个应用的功能，进一步加深了抖音与用户的联系。抖音电商网络直播的特点是以主播为核心的病毒式传播，营销成本低，进入门槛低，直播数据可视化，直播效果可持续，以及直播互动性强，流量大（陈品琪、殷彬，2022）。观看抖音直播已经成为了很多人的日常，网络已成为重要的在线产品销售渠道和媒介互动形式，网络直播用户的增加势必将电商平台的发展推上新高点，探讨网络直播与潜在消费者购买意愿之间的关系至关重要。因此，本研究探讨的问题是：网络直播特征对消费者购买意愿影响作用如何？

2. 文献综述

2.1 SOR 模型

SOR 模型的概念最初是从刺激-反应理论发展而来的，该理论描述了个人如何对外部刺激作出反应(Liu et al., 2018)。Mehrabian and Russell (1974)提出，环境刺激（S）引起情绪反应（O），这反过来又唤起了行为反应（R）。该模型已被应用于各种购物环境来解释消费者的决策过程(Richard et al., 2010)。刺激物影响个人的认知和情绪反应，而这些反应又反过来影响个人的认知和情绪，这影响了行为。在社会商业环境中，刺激因素包括内容、网络和互动特征，机体指的是个体内部的认知和情感状态，如感知的价值、社会 and 关系导向的感知和感受，响应包括搜索、评估和购买等要素。

将 SOR 范式作为一个整体理论来应用有两个原因。首先，许多研究已经应用 SOR 模型来探索数字环境中的消费者购物行为。例如，Park et al. (2014) 利用 SOR 框架，研究了在线社交网络的结构特征对在线参与和购买意向的影响。Liu et al. (2016)利用 SOR 模型研究了人际互动因素和流量体验对购买意向的影响。以及 Richard and Chandra (2005)调查了在线交流中网站导航功能、用户特征和内部状态、消费者反应与结果之间的关系。Eroglu et al. (2001)发现在线环境，包括颜色、图形、布局和设计，可以提供关于零售商的信息，并开发了一个模型，提出它们可以影响消费者的情感和反应。Mummalaneni (2005)也将 S-O-R 模型应用于在线零售环境，发现该模型对理解网站特征、情绪反应和消费者购买行为之间的关系很有用。

根据以上讨论，本研究认为网络直播可以作为一种外部刺激，来影响消费者的购买意愿。

2.2 网络直播与购买意愿的关系

Schiffman and Kanuk (2000) 将衡量消费者购买商品的可能性, 定义为购买意向。李义昭等人 (2009) 认为购买意愿越高, 购买概率越高, 购买意愿可以衡量消费者购买行为的可能性, 购买意愿是预测行为程度的指标。Belanche et al. (2017) 认为消费者的购买过程不仅包括消费者在购买时为产品或服务支付的金钱, 还包括购买前后的许多行为反应, 而购买意向则属于购买前的行为和反应。在本研究中, 对美妆产品潜在消费者的购买意愿理解为是潜在美妆产品消费者根据当前或未来的情况决定从一个直播间购买美妆产品。

梁芷璇 (2019) 指出, 与传统数字营销相比, 直播具有更大的优势。商家利用直播平台向消费者展示产品的基本信息, 并实时解答消费者的疑问, 刺激消费者产生不可抗拒的购买意向和行为。Ma and Mei (2018) 从直播带货的角度, 认为网络直播的特点是可见性、互动性、真实性和娱乐性。(1) 可见性是指消费者在与主播的互动中对信息的可视化程度, 重点是视觉可及性, 在线活动中的可见性包括互动性、沉浸感和概念化。(2) 互动性, 也被称为实时互动性, 指的是消费者与信息提供者沟通交流的程度, 强调的是双向的信息传播。(3) 真实性是指对个人接触到的信息内容的真实性的评估。在基于网页的数字营销中, 存在着过度美化图片、更换镜头和照片处理 (PS) 的风险。(4) 娱乐性是指消费者在观看直播过程中的愉悦程度, 目的是满足消费者的享乐心理。

5G 在媒体行业的应用将使超高清直播视频具有更清晰的图像质量和逼真的细节。当消费者被眼前的事物所吸引时, 他们会忽略其他信息以提高感知价值, 可见性是消费者感知形成的重要影响因素 (喻昕等人, 2017)。根据多感官交互和整合理论, 良好的可视性效果可以增加虚拟触觉, 提升网络购物临场感 (Sohn et al., 2017)。Adelaar et al. (2003) 认为良好的视觉性会显著影响消费者情绪感知。Liu et al. (2013) 证实视觉吸引力能够显著提升即时满足, 进而影响冲动购买。因此, 本研究提出理论假设 H1: 网络直播之可见性对消费者购买意愿有正向影响。

互动性是网络直播的一个关键因素 (刘凤君等人, 2020)。在直播过程中, 消费者不仅接受主播提供的信息, 还以弹幕的形式向主播和其他消费者提问, 与其他消费者分享自己的购买经验, 营造出人人都在看直播的氛围, 产生购买欲望, 受到参与式文化的影响 (刘忠宇等人, 2020)。直播创造了一种自由的场景式购物方式, 但主播在选择互动对象时, 往往会选择参与产品信息的用户进行更深入的产品介绍 (申静等人, 2019)。主播与消费者的互动可以为消费者提供反馈的心理暗示, 增加信任 (陈迎欣等人, 2021)。姚曦与张梅贞 (2021) 在对电商直播的服务场景氛围线索研究中发现消费者与主播之间的“面对面”积极互动会让消费者产生依恋和依赖, 深入影响顾客忠诚和购买意愿。因此, 本研究提出理论假设 H2: 网络直播之互动性对消费者购买意愿有正向影响。

用产品进行直播填补了传统数字购物的空白, 产品被完整地投射和再现, 增加了真实感, 使消费者更接近产品 (杨刚等人, 2018)。社会化媒体用户的真实性影响着用户之间的关系, 进而影响产品的口碑, 一个具有强烈可信度的品牌形象更容易让用户感知到品牌的真实性 (李梦吟、王成慧, 2019)。主播在直播中的言行通过摄像机实时传递给观众, 增强了直播的可信度。直播购物与其他网络购物方式最大的区别在于直播过程是现场的、即时的, 没有镜头切换, 是整个购物场景和商品的完整呈现, 具有很强的现场带入感 (刘洋等人, 2020)。Weinberg and Gottwald (1982) 认为, 消费者真实性的感知对购买意向有显著影响。

因此, 本研究提出理论假设 H3: 网络直播之真实性对消费者购买意愿有正向影响。网络直播购物过程中的娱乐性以激发或刺激消费者达到满足和快乐的心理状态为

目的(Ma & Mei, 2018), 体现在直播过程中主播生动趣味的娱乐话题、购物平台或主播所采取的一系列娱乐性活动, 如定时抽奖、红包派送、赞一赞等。同时, 弹幕信息受众之间趣味性与创造性的网络语言、直播窗口的悬浮动画等也会增加直播购物过程的娱乐性(喻昕、许正良, 2017)。观众倾向于使用媒体进行娱乐和缓解压力, 而消费者的消费主要是为了个人放松和缓解压力(王晰巍等人, 2020)。直播的娱乐价值增加了潜在消费者对品牌的积极感受, 并鼓励他们购买。因此, 本研究提出理论假设 H4: 网络直播之娱乐性对消费者购买意愿有正向影响。

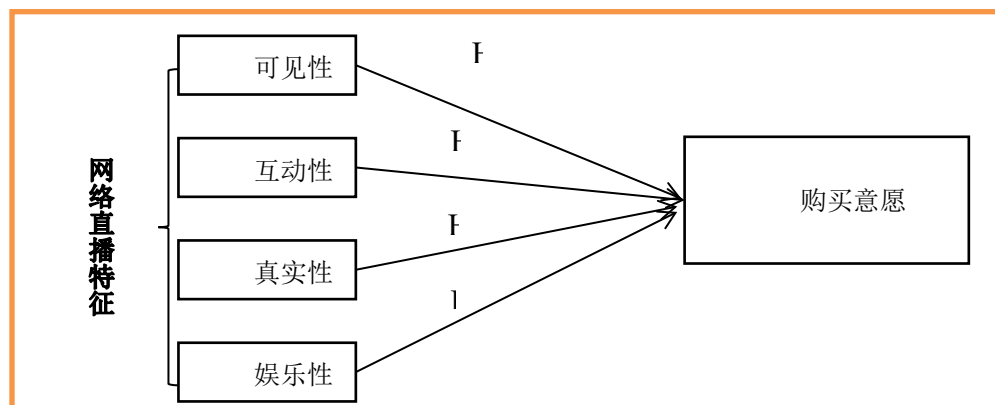
3. 研究方法

3.1 研究框架

该研究基于以上讨论, 探讨网络直播之可见性、互动性、真实性、娱乐性对购买意愿的影响, 设计研究框架图如下:

图 3.1

研究框架图



3.2 研究对象与抽样方法

该研究采用了在 2023 年 1 月至 2023 年 2 月期间分发问卷的调查方法, 调查对象是观看优秀抖音网络直播间的潜在美妆产品消费者。本次研究采用的抽样方式为立意抽样, 问卷发放阶段使用问卷星在抖音粉丝群、微信粉丝群等社交媒体上发放电子问卷。这些群都是优秀直播间对于潜在消费者建立的沟通群, 群里的成员都是曾经观看过该直播间美妆直播的潜在消费者。

由于 Reece and Harkless (1998) 提出了样本的规模在大于 30 小于 500 的时候适用于大多数研究, 因此本研究共计发放问卷 500 份用于本次调查研究, 回收有效问卷 476 份。

3.3 测量工具

网络直播量表: 本研究使用了张宝生等人(2021)基于 SOR 模型开发的量表。测量量表使用五点李克特量表, 从 1 非常不同意到 5 非常同意来评估被测项目。该量表由网络直播的四个维度组成: 网络直播之可见性有 3 道题, 网络直播之互动性有 3 道题, 网络直播之真实性有 4 道题, 网络直播之娱乐性有 3 道题。本研究先对问卷进行了预试分析, 分析结果为: 网络直播量表的信度系数为 0.931, 其中可见性因子为 0.730, 互动性因子为 0.755, 真实性因子为 0.883, 娱乐性因子为 0.792, KMO 值为 0.911, 球形检验达显著。

购买意愿量表: 本研究参考了 Chen et al. (2017)的研究, 因为该研究所使用的量表更加适用于本研究的直播购物的情境。测量量表采用李克特五点量表, 从 1 强烈不同意到 5 强烈同意评估测量项目。该量表是单维度的, 一共有 5 道题。该量表的预试分析结

果为：信度系数为 0.847，KMO 值为 0.852，球形检验达显著。

3.4 数据分析方法

本研究采用 SPSS19.0 对数据进行描述性统计、效度分析、信度分析、方差分析、相关分析和回归分析。

4. 分析结果

4.1 描述性统计

本研究发放问卷共500份，剔除了前后矛盾或明显错误的问卷，以及回答没有变化的问卷，如：全部题目的答案都为非常同意。共剔除无效问卷24份，回收有效样本数据476份。其中，从年龄上看，30岁以下242人（占比46.3%）；31-40岁152人（占比29.1%）；41-50岁76人（占比14.5%）；51岁以上6人（占比1.1%）。从性别来看，男生124人（占比23.7%），女生352人（占比67.3%）。

4.2 相关分析

为了解抖音网络直播之可见性、网络直播之互动性、网络直播之真实性、网络直播之娱乐性、美妆产品购买意愿之间的相关性，本研究采用Pearson相关分析对其进行相关性检验。其结果如下表所示，结果显示，网络直播可见性与网络直播之互动性为正相关，相关系数为.672， $p < .001$ ；网络直播可见性与网络直播之真实性为正相关，相关系数为.659， $p < .001$ ；网络直播可见性与网络直播之娱乐性为正相关，相关系数为.609， $p < .001$ ；网络直播可见性与购买意愿为正相关，相关系数为.228， $p < .001$ ；网络直播互动性与网络直播之真实性为正相关，相关系数为.656， $p < .001$ ；网络直播互动性与网络直播之娱乐性为正相关，相关系数为.610， $p < .001$ ；网络直播互动性与购买意愿为正相关，相关系数为.223， $p < .001$ ；网络直播真实性与网络直播之娱乐性为正相关，相关系数为.612， $p < .001$ ；网络直播真实性与购买意愿为正相关，相关系数为.212， $p < .001$ ；网络直播娱乐性与购买意愿为正相关，相关系数为.195， $p < .001$ 。相关性系数在0.195-0.672之间，属于中低相关，因此，不存在共线性问题，数据可进行回归分析。

表 4.2

相关分析表

变量	网络直播之可见性	网络直播之互动性	网络直播之真实性	网络直播之娱乐性	购买意愿
网络直播之可见性	1				
网络直播之互动性	.672***	1			
网络直播之真实性	.659***	.656***	1		
网络直播之娱乐性	.609***	.610***	.612***	1	
购买意愿	.228***	.223***	.212***	.195***	1

注：*** $p < .001$

资料来源：本研究整理所得

4.3 回归分析

本研究将对网络直播分维度与购买意愿进行回归分析，探讨网络直播之可见性、网络直播之互动性、网络直播之真实性、网络直播之娱乐性对购买意愿的预测作用。其回归分析结果如下图所示，结果显示：在Model 1中，网络直播之可见性对购买意愿 β 值为.228， t 值为5.093，显著性小于.001，达到显著，因此可以说明抖音网络直播之可见性可以正向显著影响美妆产品购买意愿；在Model 2中，网络直播之互动性对购买意愿 β 值为.223， t 值为4.990，显著性小于.001，达到显著，因此可以说明抖音网络直播之互动性可以正向显著影响美妆产品购买意愿；在Model 3中，网络直播之真实性对购买意愿 β 值为.212， t 值为4.720，显著性小于.001，达到显著，因此可以说明抖音网络直播之真实性可以正向显著影响美妆产品购买意愿；在Model 4中，网络直播之娱乐性对购买意愿 β 值为.195， t 值为4.326，显著性小于.001，达到显著，因此可以说明抖音网络直播之娱乐性可以正向显著影响美妆产品购买意愿。

表 4.3
回归分析检验表

变量	Model 1 购买意愿		Model 2 购买意愿		Model 3 购买意愿		Model 4 购买意愿	
	β	t	β	t	β	t	β	t
可见性	.228	5.093***						
互动性			.223	4.990***				
真实性					.212	4.720***		
娱乐性							.195	4.326***
R ²	.052		.050		.045		.038	
AdjR ²	.050		.048		.043		.036	
F	25.940***		24.898***		22.275***		18.716***	

注 1: *** $p < .001$

注 2: β 为标准化回归系数

资料来源: 本研究整理所得

5. 结论与讨论

5.1 变量之间关系讨论

抖音网络直播之可见性可以正向显著影响美妆产品购买意愿，因此本研究假设 H1 成立。在抖音网络直播购物的 4 个特征中，可见性对购买意愿的影响作用最大，说明视觉冲击是直播中最重要的，直播购物的可见性让消费者想要购买美妆产品的反应影响较强。美妆产品和其他产品有所不同，美妆产品的外观、质地、试用等都可能让消费者有视觉上的良好体验，并认为整个购物过程是可信的、可靠的，进而产生购物行为。

抖音网络直播之互动性可以正向显著影响美妆产品购买意愿，因此本研究假设 H2 成立。从结果可知，抖音网络直播之互动性对购买意愿的路径系数仅次于可见性。说明传统网络购物与直播购物中互动性的表现形式、互动目的虽不相同，但其对购买意愿的显著性影响是一致的。直播购物情境中，互动的原因并非完全是对商品感兴趣，也有可能是热衷参与的过程，因此直播购物中的互动更容易给消费者带来愉悦感，但是却很难让消费者达到激动、兴奋的程度。另一方面，消费者在直播中参与商品交流与弹幕交互的过程中，互动会令消费者愉悦，消费者在对美妆产品提问时，主播如果及时解答，也会消除消费者的疑虑。同时，网络直播中互动内容具有多样性，可以增加消费者的购买意愿。

抖音网络直播之真实性可以正向显著影响美妆产品购买意愿，因此本研究假设 H3

成立。抖音网络直播之真实性对购买意愿的影响是第三位的，没有可见性和互动性重要。但是直播购物中，消费者的真实性来源于主播对商品信息、功能、品牌、生产过程等的介绍与展示，虽与广告传播的真实性内容有差异，但都体现了消费者对商品品质真实的需求。美妆产品不像其他类型的产品，如果虚假宣传，将会对消费者造成不利的身体影响。比如有的产品添加了敏感肌不可用的成分，如果主播不告知或欺骗消费者，都会对消费者造成困扰。而当真实性需求得到满足时，便产生购买意愿，进而促进购物行为。

抖音网络直播之娱乐性可以正向显著影响美妆产品购买意愿，因此本研究假设 H4 成立。抖音网络直播之娱乐性能够提升消费者积极的购物态度(Chen & Lin, 2018)，提升主播与消费者之间的情感联系(Hilvert-Bruce et al., 2018)。比如一些主播在直播中会穿插一些才艺表演，又或是别出心裁帮男生化妆等。娱乐性越强，消费者越容易进入沉浸状态，进而产生购物行为。

5.2 研究结论与建议

(1) 增加直播平台的可见性

在可见性方面，抖音网络直播购物平台和美妆商家应有针对性地设计购物场景，全方位多角度地展示商品及销售过程、消费者信息交流过程等，充分体现直播购物的动态可视性，增强消费者信任，对消费者观看并关注直播购物、促进商家商品销售量和粉丝数量的提升具有重要意义。

(2) 增加直播平台与消费者的互动

抖音网络平台之互动性会显著影响消费者对美妆产品的购买意愿。因此，在直播购物的过程中，直播平台要积极加强与消费者的互动，尤其是美妆主播要积极与消费者沟通，及时有效地解答消费者对产品的疑问，通过有效的解答来打消消费者对平台或主播的怀疑和不信任，从而更好地优化购买体验，促进购买意愿。

(3) 提升直播平台的真实性

抖音网络平台之真实性会显著影响消费者对美妆产品的购买意愿。因此，在直播带货过程中，美妆主播或直播平台应主动展示商品的款式和产地，通过试用等方式向消费者全方位展示商品的性能，并且可以通过传递消费者日常护肤理念、化妆技巧等，让消费者好像身临其境，仿佛自己在使用产品，进而促进消费者的购买意愿。

(4) 提升直播平台的娱乐性

抖音网络平台之娱乐性会显著影响消费者对美妆产品的购买意愿。因此，在直播购物过程中，直播平台或主播要增加娱乐活动，比如讲一些故事，或者在传播过程中使用幽默的语言来活跃气氛。此外，还可以限时派发红包，给消费者送福利，增强消费者的参与感，让消费者放松心情，尽情享受。通过娱乐活动，可以增进平台或主播与消费者之间的情感，消除彼此之间的不信任感，进而促进消费者的购买意愿。

5.3 研究限制与未来研究建议

本研究的研究局限在于研究方法具有一定的局限性。本研究全部采用问卷调查法，问卷调查法虽然具有可操作强等优点，局限性也是不可忽视的(秦晓晴, 2011)。今后可以采用更多的方法，如研究方法上也可采取定性与定量研究方法的结合开展研究，在运用问卷分析进行量化研究的同时，也可采用访谈法、田野调查法、观察法等质性研究法，以了解抖音平台美妆消费者的深度想法。

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Research on the Relationship Between Workplace Bullying and Job Performance

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Abstract

As a country emphasizing collectivism and power distance, China's overall environment is more likely to encourage bullying. The banking industry is the basis for promoting the country's economic development. In addition to ushering in the vigorous vitality of the industry, the internal competition between enterprises and talents, as well as the resulting bullying phenomenon cannot be ignored, otherwise the low work performance caused by it will curb the development of enterprises to a certain extent. This study adopts the questionnaire survey method and takes the employees of Bank of Xuzhou as the research object to deeply explore the impact of workplace bullying on job performance. Through analysis, the results of this study are shown below: work-related bullying has a negative and significant effect on job performance; person-related bullying has a negative and significant effect on job performance; and physical intimidation has a negative and significant effect on job performance.

Keywords: Workplace Bullying; Job Performance; Bank Employees

工作场所欺凌与工作绩效的关系研究

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摘要

作为一个强调集体主义和权利距离较大的国家，中国的整体大环境更容易助长欺凌行为。银行业作为促进国家经济发展的基础，除了迎来蓬勃的行业生机以外，企业和人才的内部竞争，以及由此引发的欺凌现象不容忽视，否则由其导致的工作绩效低下将一定程度遏制企业发展。本研究采用问卷调查法，以徐州银行的员工作为研究对象，深入探讨工作场所欺凌对工作绩效的影响。通过分析，本研究结果如下所示：与工作相关的欺凌对工作绩效有负向显著影响；与人相关的欺凌对工作绩效有负向显著影响；身体恐吓对工作绩效有负向显著影响。

关键词：工作场所欺凌；工作绩效；银行员工

1. 绪论

工作场所欺凌是指同事们不断面临虐待、戏弄和冒犯痕迹的情况(Khalique et al., 2018)。欺凌包括在组织中经常发生的不愉快的、不必要的行为。欺凌行为也经常被认为涉及滥用权力(McMahon, 2000)。根据Townend (2008)的说法,欺凌是一种造成破坏的现象,这就是为什么它的发生会对组织的表现造成损害。因此,大多数员工在工作中生活在恐惧的状态中,并且害怕与他们的同事和经理分享他们的问题。2020年6月,某招聘平台发布的《2020年白领生活状况调研报告》指出,工作场所欺凌在商业服务行业是第一重灾区,其次是金融业。在同年的8月23日,网络爆出厦门国际银行北京分行某支行一位员工在新入职银行聚餐时,因为不能喝酒而被领导扇巴掌和辱骂,还有一群同事对其进行追骂,同时还有领导对女同事动手动脚的行为,8月24日该银行迅速作出回应对“相关责任人”进行停职处理。该事件在网络上引起轩然大波,一时间所有人都在关注银行的欺凌情况。

事实上,工作场所欺凌被广泛认为是一个广泛而严重的问题。据估计,在全球范围内,大约15%的员工参与欺凌,11%的员工认为自己是欺凌的受害者(Nielsen et al., 2010)。Fox and Stallworth (2005)说,工作场所欺凌几乎是一种全球现象,97%的员工都经历过工作场所欺凌,不同国家发生工作场所欺凌的概率也不同,根据研究,美国和印度的工作场所欺凌现象更多,分别有46.8%和44%的人经历过工作场所欺凌(D’Cruz & Rayner, 2013)。作为一个强调集体主义和权利距离较大的国家,中国的整体大环境更容易助长欺凌行为(蔡礼彬、刘博,2017)。在中国,智联招聘2009年的一项调查显示,70%的人经历过“职场冷暴力”。这表明,工作场所欺凌现象十分普遍,对员工的工作和生活产生了巨大影响。

工作绩效对于一个整体的组织和工作个人来说都很重要(Pradhan & Jena, 2017)。个人为实现组织目标做出贡献的成功程度可以通过商品或服务的产出、投入与产出(生产力)、时间、速度、效率和外观(绩效)的比较来衡量。个人绩效是组织绩效的基础,了解员工行为对于直接管理的有效也很重要(Lee & Raschke, 2016)。因此,为了提高组织绩效,有必要首先提高个人绩效(Ndegwa & Moronge, 2016)。

工作场所的欺凌是一个负面因素,有可能会扰乱工作表现(Park & Ono, 2017)。任何员工都希望在一个平等、温馨的环境中工作,但事实并非如此,工作场所欺凌让很多员工处于焦虑、苦恼和低效率的状态(Nielsen & Einarsen, 2012)。Goodboy et al. (2020)通过自我决定模型,认为工作场所欺凌通过否定员工的自主权,拒绝他们的相关需要,从而阻碍员工的工作动机,产生负面的工作行为。Ferris et al. (2008)的研究表明,工作场所欺凌会削弱员工的人际行为,降低工作投入,进而损害工作绩效。虽然已经有大量的研究引导组织更好地管理危害,建立更好的文化,指导组织改进管理,但工作场所欺凌仍然是一些形式中的一个重大问题。

虽然中国的大环境如此,但是每一个行业都有自己的文化,不同的行业文化对于职场行为的影响更为明显,本研究要以银行员工作为研究对象,探讨工作场所欺凌对工作绩效的影响。

2. 文献综述

2.1 工作场所欺凌

Einarsen (1999)认为工作场所欺凌是指一位或众多雇员的重复行为,通常这种行为都是故意的,但明显给他人造成了羞耻感、冒犯和痛苦,并能影响工作业绩或造成不

愉快的工作气氛。Aryanne (2009)认为, 工作场所欺凌是指的是另一个同事使用情感和心理惩罚的行为对一个同事进行个性化的、经常持续的攻击。工作场所欺凌是指对个人或一群员工的任何持续的、不想要的、冒犯的、羞辱的行为。蔡礼彬与刘博(2017)认为工作场所欺凌包括上级管理者的辱虐管理和来自同事的职场排斥行为。孔凡柱与赵莉(2018)认为工作场所欺凌是工作场所中, 经常遭遇优势方长期、不断的干扰、威胁、冒犯和压迫, 以及各种具有敌意的负性行为。彭淑超(2020)觉得工作场所欺凌是一种故意地并不不断的对他人做出了一系列具有攻击性或者羞辱性言论的消极举动, 并且会给被欺凌者和组织带来消极影响。

Einarsen et al. (2009)认为工作场所欺凌包括三个维度, 分别是与个人有关的欺凌行为、与工作有关的欺凌行为、身体恐吓行为。以下是三个维度的具体内涵: (1) 与工作相关的欺凌行为是指提供无法完成的任务、不可能的最后期限、无法管理的工作量、毫无意义的任务或提供不明确的信息、安全威胁等 (Beswick et al., 2006)。 (2) 与人相关的欺凌行为是公开羞辱、忽视、侮辱、散布谣言或八卦、侵犯隐私、大喊大叫等 (Beswick et al., 2006)。 (3) 身体恐吓行为不需要直接身体接触, 哪怕只是侵犯个人空间、指责或类似行为都可能构成身体恐吓和欺凌 (Cregan & Kelloway, 2021)。

本研究对工作场所欺凌的定义是: 一位或众多雇员的重复行为, 通常这种行为都是故意的, 但明显给他人造成了负向情绪, 比如给某一位员工安排不合理的工作量等, 并能影响工作业绩或造成不愉快的工作气氛。

2.2 工作绩效

Bernardin and Beatty (1984)将工作绩效定义为员工在一段时期内就某项具体任务或活动取得的结果。Campbell (1990)认为, 工作绩效是指个人作为组织的一员, 完成组织所期望和要求的行为结果的能力。Motowidlo et al. (1997)也强调, 工作绩效应该是具有评价因素的行为, 并具有消极或积极的作用。Porter and Lawler (1968)将工作绩效定义为在工作中取得的行为表现和结果。罗双平(2008)认为, 工作绩效是过程和结果的统一体, 绩效考核应包括行为表现和工作结果两个方面。

基于上述学者的观点, 笔者同意罗双平(2008)的观点, 即工作绩效应包括工作结果和员工行为两个方面。因为银行员工的行为是为了完成任务而进行脑力劳动和体力劳动的综合结果。因此, 行为本身也是从另一个角度表现出来的结果。行为和结果是辩证的统一体关系。此外, 工作绩效的高低不仅取决于做事的结果, 更取决于做事的态度、行为和过程, 这与社会主义职业道德理念不谋而合。因此, 本研究中的工作绩效采用罗双平(2008)的定义: 工作绩效是过程和结果的统一体, 绩效评价应包括行为表现和工作结果两个方面。

2.3 假设提出

Einarsen et al. (2009)认为工作场所欺凌包括与工作相关的欺凌、与人相关的欺凌或身体恐吓, 以下是三个维度与工作绩效的关系:

与工作相关的欺凌行为是指提供无法完成的任务、不可能的最后期限、无法管理的工作量、毫无意义的任务或提供不明确的信息、安全威胁等 (Beswick et al., 2006)。Yahaya et al. (2012)研究发现, 与工作相关的欺凌与工作表现之间有显著负相关关系。工作场所的欺凌, 如贬低评论、对工作的持续批评和隐瞒资源, 似乎对员工造成更多的伤害, 它也会影响个人表现良好的工作能力 (Koh, 2016)。因此, 本研究提出假设: H1: 与工作相关的欺凌对工作绩效有负向影响作用。

与人有关的欺凌被认为是一种能够对员工的健康造成负面影响的压力形式, 可能导致心理-身体症状、情绪和人格的改变、精神障碍, 如焦虑-抑郁障碍、慢性适应障碍和创伤后应激障碍。与人相关的欺凌行为是公开羞辱、忽视、侮辱、散布谣言或八卦、

侵犯隐私、大喊大叫等 (Beswick et al., 2006)。这种欺凌会让员工感受到被别人骗、需要时刻提防、无法专注于工作任务、对工作失去自信, 焦虑情绪失控等情况。工作场所的欺凌者利用他们的权力来破坏、吓唬或恐吓另一个人, 常常让受害者感到恐惧、无能为力、无能和羞愧(Arifin et al., 2019)。在这种情绪下, 员工很难全身心工作, 从而可能降低工作绩效。Yahaya et al. (2012) 研究发现, 与人相关的欺凌与工作表现之间有显著负相关关系。因此, 本研究提出假设: H2: 与人相关的欺凌对工作绩效有负向影响作用。

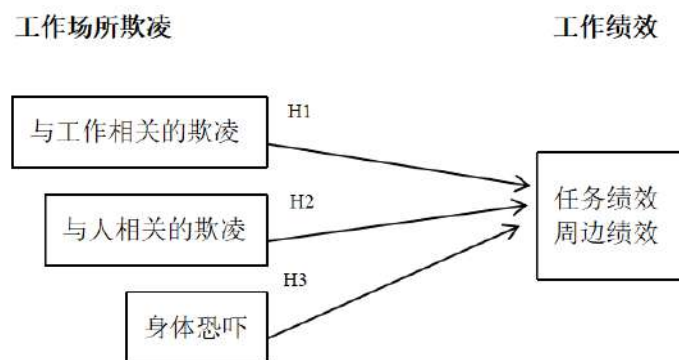
身体恐吓行为不需要直接身体接触, 哪怕只是侵犯个人空间、指责或类似行为都可能构成身体恐吓和欺凌(Cregan & Kelloway, 2021)。Fisher-Blando (2008)用她的工作场所欺凌研究攻击性行为及其对工作满意度和生产力的影响, 展示了身体恐吓行为如何影响个人执行工作的能力, 从而影响员工的士气和组织的财务表现。Yahaya et al. (2009)发现显示工作场所欺凌的频率, 检查特定类型的虐待和负面行为的目标, 确定与欺凌相关的身体和精神上的压力, 并揭示身体欺凌及其对工作满意度和生产力的影响。因此, 本研究提出假设: H3: 身体恐吓对工作绩效有负向影响作用。

3. 研究方法

3.1 研究框架

图 3.1

研究模型框架图



3.2 研究对象与抽样方法

本研究利用问卷调查法, 以徐州三所银行的员工为调查对象。这三家银行分别是 A 银行、B 银行和 C 银行。选择这三家银行的原因是该三家银行的员工较多, 并且本人和三所银行的领导属识, 方便采样。因本研究内容较为敏感, 2022 年 12 月底, 研究者先通过个人关系与三所银行的领导沟通研究内容与研究目的, 对研究结果的公开和使用进行告知, 得到同意之后方才进行。本研究的数据收集采用线上问卷 (问卷星), 线上通过微信、钉钉、QQ 等工作群组发送问卷链接邀请员工进行填写。在问卷开始前, 出示知情同意书, 详情见附录 1。本研究的问卷收集时间为: 2023 年 1 月 25 日至 2 月 5 日。Gorsuch (1983)从测量问卷的视角对样本数的多少进行规定, 认为测量题项的样本数量应大于 1:5, 最好达到 1:10。本研究中测量题项为 46 个, 以比例 1:10 计算, 需要有效问卷数量为 460 份, 因为担心有的问卷填写不完整或填写时间过短导致无效,

因此本研究共发放线上问卷 500 份。

3.2 测量工具

工作场所欺凌：本研究将采用 Einarsen et al. (2009)所编制的工作场所欺凌量表，维度包括 3 个方面，分别是与工作相关的欺凌、与人相关的欺凌或身体恐吓。量表共 22 个条目，包括与工作相关的欺凌（1-7 题）、与人相关的欺凌（8-19 题）、身体恐吓（20-22 题），采用 1 分（很少或无）到 5 分（经常发生）的计分方式。经预试分析检验，工作场所欺凌量表的分维度信度为 0.770-0.966，总信度为 0.965，KMO 系数为 0.729，且 Bartlett' s Test 显著性 $p < 0.001$ 。

工作绩效：本研究采用余德成（1996）修订 Motowidlo and Van Scotter（1994）的任务绩效量表和周边绩效量表所形成的中文量表，共有 24 道题。其中 1-8 题是任务绩效，9-24 题是周边绩效。采用里克特五分计分方式，1 分代表完全不同意，5 分代表完全同意。经预试分析检验，工作绩效量表的分维度信度为 0.895-0.955，总信度为 0.937，KMO 系数为 0.709，且 Bartlett' s Test 显著性 $p < 0.001$ 。

3.3 数据分析方法

针对本研究的数据，选取 SPSS 19.0 作为主要的分析工具。并进行以下分析过程。包括量表的信度分析，效度分析，各维度之间的相关分析，变量之间的回归分析等。

3.4 研究伦理

在本研究伦理中的知情同意部分中，相关研究者必须出示知情同意书，获得研究对象同意，在没有强迫、不当压力和外界诱导的情况下，自愿做出是否参与以及在研究过程中是否退出的决定。研究者提供信息，参与者完全了解且完全自愿。问卷调查完全匿名，获得的数据仅用于学术研究，遵循研究伦理中的“知情同意部分”。

4.分析结果

4.1 共同方法偏差

共同方法偏差在心理学和行为研究中广泛存在，是在心理测量中不可避免的系统误差之一，指的是由于同样的来源、测量环境、评分者、题目语境或者题目本身特征所造成的预测变量与效标变量之间人为的共变。本研究将工作场所欺凌量表和工作绩效量表的所有因子进行探索性因素分析，结果分析出3个因子，其中第一个因子的解释量为29.251%，可认为本研究不存在严重的共同方法偏差。

4.2 现状分析

本研究采用描述性统计对徐州银行员工的工作场所欺凌、工作绩效现状进行分析，结果见表 4.3。结果发现，在工作场所欺凌中，与工作相关的欺凌高于中值，而与人相关的欺凌和身体恐吓偏低。在工作绩效中，银行员工的任务绩效水平偏高，周边绩效比任务绩效低一些。

表 1

描述性统计分析

变量	维度	平均值	标准偏差
工作场所欺凌	与工作相关的欺凌	3.203	1.618
	与人相关的欺凌	2.287	1.690
	身体恐吓	2.181	1.633
工作绩效	任务绩效	4.001	1.523
	周边绩效	3.713	1.425

资料来源：本研究整理

4.3 相关分析

观察数据可知，职场霸凌的三个维度（与工作相关的霸凌、与人相关的霸凌、身体恐吓）与工作绩效的两个维度（任务绩效和周边绩效）之间相关性显著。其中，与工作相关的霸凌与人相关的霸凌呈显著正相关（ $r=0.695$ ； $p<0.001$ ）；与工作相关的霸凌与身体恐吓呈显著正相关（ $r=0.512$ ； $p<0.001$ ）；与工作相关的霸凌与工作绩效呈显著负相关（ $r=-0.256$ ； $p<0.001$ ）；与人相关的霸凌与身体恐吓呈显著正相关（ $r=0.536$ ； $p<0.001$ ）；与人相关的霸凌与工作绩效呈显著负相关（ $r=-0.358$ ； $p<0.001$ ）；身体恐吓与工作绩效呈显著负相关（ $r=-0.228$ ； $p<0.001$ ）。相关性系数在0.228-0.695之间，属于中低相关，因此，不存在共线性问题，数据可进行回归分析。

表 2

职场霸凌各维度与工作绩效相关分析表

变量	与工作相关的霸凌	与人相关的霸凌	身体恐吓	工作绩效
与工作相关的霸凌	-			
与人相关的霸凌	0.695***	-		
身体恐吓	0.512***	0.536***	-	
工作绩效	-0.256***	-0.358***	-0.228**	-

注：* $p<.05$ ；** $p<.01$ ；*** $p<.001$

4.4 回归分析

以职场霸凌的三个维度（与工作相关的霸凌、与人相关的霸凌、身体恐吓）为自变量，继而以工作绩效为因变量开展多元回归分析，从而检验职场霸凌对工作绩效的预测作用。由表 4.5 结果可知，与人相关的霸凌对工作绩效的影响，F 值为 163.084，p 值小于 0.001，因此，该结果有统计学意义， β 值为 -0.447，t 值为 -6.851（ $p<.001$ ），则与人相关的霸凌对工作绩效有负向预测作用；身体恐吓对工作绩效的影响，F 值为 91.569，p 值小于 0.001，因此，该结果有统计学意义， β 值为 -0.287，t 值为 -4.431（ $p<.001$ ），则身体恐吓对工作绩效有负向预测作用；与工作相关的霸凌对工作绩效的影响，F 值为 65.713，p 值小于 0.001，因此，该结果有统计学意义， β 值为 -0.207，t 值为 -3.229（ $p<.001$ ），则与工作相关的霸凌对工作绩效有负向预测作用。因此，职场欺凌三个维度（与工作相关的霸凌、与人相关的霸凌、身体恐吓）对工作绩效均有显著的负向预测作用，共解释工作绩效总变异的 29%。其中，与人相关的霸凌对工作绩效的负向影响最大，身体恐吓次之，与工作相关的霸凌对工作绩效的负向影响最小。

表 3

职场霸凌各维度对工作绩效的多元回归分析

因变量	自变量	R^2	F	β	t	VIF
工作绩效	与人相关的霸凌	0.252	163.084***	-0.447	-6.851***	1.788
	身体恐吓	0.275	91.569***	-0.287	-4.431***	2.223
	与工作相关的霸凌	0.290	65.713***	-0.207	-3.229***	2.269

注：* $p < .05$ ；** $p < .01$ ；*** $p < .001$

资料来源：本研究整理

5. 结论与讨论

5.1 研究讨论

5.1.1 徐州银行职场霸凌与工作绩效现状

在银行职场霸凌中，按平均值看，与工作相关的霸凌平均值达到中值以上，需要引起重视，其次是与他人相关的霸凌，再者才是身体恐吓。分析原因可能是银行管理本应该较为合理、有序，而安排繁重工作易被人察觉，且对人的影响较大，即一旦有了繁重、不合理的工作就可以确定对方在施行霸凌和工作压制。而与他人相关的霸凌较低，可能是因为银行员工普遍学历较高、有修养，公开羞辱、大喊大叫等不雅情况不太容易出现。身体恐吓平均分最低，可能是因为在中国文化背景下，中国人的理念更倾向于“君子动口不动手”，所以肢体冲突可能会比较少。

从银行工作绩效上看，任务绩效比周边绩效高。这可能是因为任务绩效代表着工作任务的完成情况，与银行的绩效工资有关，所以银行员工会更重视，表现得更好。但周边绩效不在银行的绩效考核的范围内，所以员工就会对这方面不太在意。

5.1.2 职场霸凌对工作绩效的影响

通过回归分析证明职场霸凌的三个维度都可以负向预测工作绩效，即（1）与工作相关的霸凌对工作绩效有负向显著影响；（2）与他人相关的霸凌对工作绩效有负向显著影响；（3）身体恐吓对工作绩效有负向显著影响。说明遭受职场霸凌，会降低员工的工作绩效，且遭受的欺凌越严重，工作绩效下降的越多。这一结论与代同亮等人（2018）研究结果一致。该结果进一步验证工作压力理论与个人-环境契合模型在本研究中的作用。在中国的文化背景下，研究职场霸凌是非常有必要的，聂光辉等人（2013）研究了护士群体在工作场所中受到欺凌而导致其工作绩效下降，本研究扩展了研究的群体，说明不仅仅是在高服务行业，银行的员工仍然会出现职场霸凌现象，且显著影响员工工作绩效。

该研究进一步说明职场霸凌给个人及企业带来的影响不是短暂的，而是延续性的，但也能够提醒我们，如果采取正确的措施，在一定时间内进行个体或团体干预，缓解由于职场霸凌带来的工作绩效下降是有可能的。职场霸凌现象很多时候不易察觉，特别是中国银行的员工由于受到集体主义思潮的影响，重视与他人的人际关系，施暴者的欺凌行为也略显隐蔽性与温和性，很少出现明显的语言或肢体上的欺凌（苏涛等人，2021），受害者很多时候的回应方式也并不直接，这给我们察觉是否发生欺凌行为带来了一定的难度。但工作绩效是可量化的指标，虽然不能说绩效下降一定是由于发生了欺凌现象，但这一结论可以给我们提供更多解决问题的路径。

5.2 对策建议

(1) 建立畅通的沟通机制,创造良好的沟通氛围

银行管理者在工作中要摒除官本位思想,以积极开放的心态和以人为本的理念鼓励员工积极沟通,创造平等、活跃的沟通氛围。首先要畅通银行内部的沟通机制,除了定期的工作例会外,当有重要的政策变动、人事变动等与银行、与员工工作本身息息相关的信息时,要及时利用内部报刊、网络等方式向员工传输,保障员工能及时掌握银行发展相关的信息。其次,完善员工论坛、经理信箱等非正式沟通制度,建立鼓励性的沟通文化,鼓励正面积积极的沟通方式。然后,要革新观念,与时俱进,积极利用网络技术和手机客户端平台,比如微博、微信等手段建立非正式沟通机制。

(2) 明确划分职责范围

加强银行基础人力资源建设,加强对每个岗位的职责分析,形成规范系统的职位说明书,明确每个岗位的职责范围,形成系统科学的绩效考核指标体系,建立合理的评价尺度和标准。同时,按照银行业务类型进行工作分析,明确各个部门的工作范围,绘制层次分明的工作关系网络图,规划好银行内各个职能部门的业务关系。通过明确各个部门和各个岗位的职责边界和权责边界,保证各部门在大有所为的同时有所不为。

5.3 研究限制与未来研究建议

本研究深入探讨了职场霸凌与工作绩效之间的关系与机制,得出了一些结论,但还存在很多的不足之处,有待以后改进:

(1) 探究职场霸凌情况时,采用的是自我报告法,由于每个人对职场霸凌的理解与评定标准不同,很可能造成报告的结果并不能反映真实的情况,不够客观。

(2) 本研究采用的是横断研究方法,未来的研究可以采用一些干预实验,通过纵向研究进一步得出解决由于职场霸凌带来的绩效下降的有效方法;

(3) 对职场霸凌的前因变量缺乏探索,未来可以从职场霸凌出发,找到导致的原因,从根本上解决职场霸凌现象。

(4) 本研究单从受害者角度切入,可能会出现夸大的现象,未来可将视野放广泛,从施暴者与旁观者的角度出发,能够更好地解释职场霸凌现象。

(5) 在接下来的研究中,可以进一步探究其他关于职场霸凌的结果变量,分析职场霸凌产生的原因,提出更加具有实际意义的解决办法,帮助更多的企业与员工,减少由于职场霸凌带来的负面影响,增加工作绩效。

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The Effect of Workplace Incivility on Workplace Anxiety

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Abstract

This study explores the impact of workplace incivility as an independent variable on workplace anxiety, with employee responsibility as a moderating variable and interpersonal relationships as a mediating variable, examining the underlying mechanism. A survey was conducted using the online platform "Wenjuanxing", and 400 valid responses were obtained and analyzed using SPSS software. The results show that workplace incivility has a positive effect on workplace anxiety, a negative effect on interpersonal relationships, and that interpersonal relationships have a negative effect on workplace anxiety, while serving as a mediator between workplace incivility and workplace anxiety. Additionally, employee responsibility plays a negative moderating role between workplace incivility and workplace anxiety.

Keywords: Interpersonal relationship; Workplace incivility; employee responsibility; workplace anxiety.

职场内卷对职场焦虑的影响

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摘要

本研究以职场内卷为自变量来探讨对职场焦虑的影响，并以员工责任感为调节，人际关系为中介，探讨其反应机制。通过问卷星进行问卷调查，共收回有效问卷 400 份，通过 SPSS 软件进行数据分析得出结论。职场内卷正向影响职场焦虑；职场内卷负向影响人际关系；人际关系负向影响职场焦虑；人际关系在职场内卷与职场焦虑之间起中介作用；员工责任感在职场内卷与职场焦虑之间起负向调节作用。

关键词: 人际关系；职场内卷；员工责任感；职场焦虑；

1. 绪论

1.1 研究背景

随着“内卷”一词的流行，越来越多的人开始关注当前企业员工的工作状态和职场焦虑问题。尽管职场内卷发展带来了很多表面上看起来不错的数据，但实际上它只是一种无效的竞争方式。这种竞争方式不仅无法提高员工的生产力，反而增加了职业厌恶、跳槽、反内卷以及躺平等负面情绪的出现。如何防止员工产生这些消极情绪和职

场焦虑，保持他们对工作的热情和清醒的思维，已成为企业运作中的重要问题。

职场焦虑也是一个越来越普遍的问题，特别是随着年龄和工作年限的增加。职场焦虑会导致身体和心理上的不良反应，降低职业成就感和满足感，甚至可能引发心理疾病。职场竞争的激烈程度是导致职场焦虑的主要原因之一。在许多一线城市，员工们常常陷入内卷的局面。新员工为了追求更好的发展前景而不断努力，这种竞争的氛围迫使老员工也加入竞争中，从而加剧了内卷的问题。

赵锋和李牧（2011）指出，刚进入职场的人普遍感到自己本领不足，难以胜任工作，业绩和工资水平也不高。他们可能有目标，但缺乏行动力和执行力。另一方面，这种本领不足也意味着他们找不到工作的意义，无法实现自我价值。当前就业竞争激烈，学历和年龄等因素对职业发展也有明显的影响，这些问题都会加剧职场人的焦虑情绪。此外，一些自媒体也常常以职场焦虑为卖点，炒作热点话题。因此，预防员工产生消极的职场内卷情绪和职场焦虑，保持他们的清醒和工作责任感，已成为企业运营中的重要问题。据《向内而生中国职场流动趋势年度报告》显示 45%的受访者最希望得到涨薪，因为当前就业竞争激烈，学历等硬件条件不易突破，年龄天花板效应也十分明显，这些问题都会加重职场人的焦虑情绪。

1.2 研究动机与问题

职场内卷会造成更多的职场焦虑情绪，而职场焦虑对企业来说是一把双刃剑。从积极的角度来说，适度的职场焦虑可以激励人将更多的时间和精力投入到工作中，从而更好地完成工作，但过度的焦虑会干扰职场人的认知和思考过程。“当人们沉浸于焦虑状态时，往往无法专注于手头的任务，有时甚至无法理解工作任务的需求。”

因此本研究旨在探讨实证研究，探究在职场内卷对职场焦虑的影响。希望可以给企业管理提供一些参考。因此提出本研究问题：

- （1）职场内卷如何对职场焦虑产生正向影响
- （2）职场内卷如何对人际关系产生负向影响
- （3）人际关系如何对于职场焦虑产生负向影响
- （4）人际关系如何对职场内卷与职场焦虑之间产生中介作用
- （5）员工责任感对职场内卷与职场焦虑之间是否具有负向调节作用

2. 文献综述

2.1 资源保存理论

Hobfoll 在 1989 年首次提出所提出资源保存理论（Conservation of Resources theory），他认为“资源就是指那些有价值的事物，如物品、规则、人格特质以及能量等等。”资源保存理论认为，资源的流失给个体带来倦怠等压力反应，而个体为避免资源的再次流失会采取措施保存资源（Hobfoll, 1989）。随后由 Halbesleben(2014)补充说个体会尽可能地保护、获取和维持现有的资源，将一切的损失视作外部威胁，并会根据外部环境的变化来进行自我调整。而个体也会通过选择合适的环境从而避免资源损耗的状况发生，以此来维护现在所拥有的资源并试图获取新的资源。

因此本研究，使用资源保存理论作为本文的研究基础，考察职场内卷与职场焦虑间的传导作用。职场内卷为自变量，职场焦虑为因变量，人际关系为中介变量，员工责任感为调节变量。基于此，本研究推断职场内卷导致的员工工作负荷不足会使得个人资源的浪费和损耗，从而增强员工的职场焦虑，因此，员工会消耗更多的职场时间以避免自身资源的进一步流失。

综上所述，本研究旨在从资源保存理论出发将进一步探讨职场内卷影响职场焦虑的心理机制和人际关系的中介作用，员工责任感的调节作用，希望可以给企业管理提供一些参考。

2.2 研究假设

2.2.1 职场内卷与职场焦虑的关系假设

职场内卷指组织和工作中的无意义竞争和内耗，是一种具有过度竞争特征的现象（杨均等，2021；周施恩，2022）。企业员工间的恶性竞争会给员工带来严重的负面影响，它会对员工和组织的工作绩效和效率带来负面影响并给自身带来巨大的压力（张琳等人，2014）。然而，职场内卷的产生，其实质就是表面的繁荣与实质的停滞这两种现象混为一体的焦灼反应状态，员工工作中不断提高自身压力，导致其自我的迷失与工作焦虑的产生（胡劲松，2022）。而职场焦理论(TWA)通过借鉴资源保存理论提出了特质职场焦虑是会通过引发个体的情绪耗竭从而影响其典型的工作表现。会使员工更容易将各种情况视为威胁(Hobfoll, 2008)。这种焦虑感通常是由于员工需要长时间完成一成不变的任务，并因消耗过多精力而出现情绪耗竭，导致无法集中精力去完成后续的工作任务(Sackett, 1988)。也就是说职场内卷的特征之一过度竞争会导致员工的压力不断增加故而产生职场焦虑，由此可得出员工内卷会导致职场焦虑的产生，进而得出本文的假设：

H1：职场内卷和职场焦虑之间呈正向关系。

2.2.2 职场内卷与人际关系的关系假设

资源保存理论指出，当个体长时间保持高度集中时，个体会持续消耗自身的资源。本文中职场内卷表现之一指的是在工作中过度追求高绩效、高压力和高竞争，以至于工作成为了一种不健康的竞争状态。这种状态下，人们往往会出现相互攀比、互相嫉妒、排挤甚至背叛的情况，导致人际关系紧张和恶劣。因此，Levinet(2006)从密切程度、认可、信任、共同愿景、工作氛围这五个方面来解释企业中人与人之间的人际关系。

在职场内卷状态下，人际交往的频率和密切程度会降低(Sherif, 2013)。人们因为忙碌、焦虑等原因而缺乏与同事交流的时间和精力，导致人际关系疏远(Kahn, *et. al.*, 1964)。

其次人们往往会因为过度追求绩效和成就而忽略了对同事的认可和尊重，甚至出现抢功、抢资源等不正当的行为，导致同事之间的认可度下降，进而影响人际关系的质量(Liao & Chuang, 2007) (Thomas, 2011)。再次人们往往会因为竞争激烈和资源稀缺而破坏同事之间的信任关系(Kramer, 1999)。McAllister(1995)怀疑彼此的动机和行为，认为其他人会通过不道德或不公平的手段来获得优势。然后在职场内卷的情况下，同事之间的关系往往会受到个人利益的影响。每个人都想获得更多的机会和优势，很难达成共同的愿景和目标 DeWit.(2012)。以及会导致同事之间的关系变得疏远和敌对。而在良好的人际关系中，同事之间的工作氛围通常更加和谐和积极，这样才能激发出更好的合作和创造力(Patricia & Daniel, 2009)。

综上所述，职场内卷和人际关系之间呈反向关系，因为职场内卷通常会导致同事之间工作氛围的紧张和疏离，破坏良好的人际关系，很难达成共同愿景与目标。因此得出 H2：职场内卷和人际关系之间呈负向关系。

2.2.3 人际关系与职场焦虑的关系假设

良好的人际关系可以帮助员工建立积极的工作认同感和自尊心，增加工作满意度和幸福感(Yvonne Lott, 2022)从而可以减少职场焦虑。此外，良好的人际关系还可以提供情感支持和实质性支持，帮助员工应对职场挑战和应对工作压力，减轻职场焦虑的

风险(Cohen & Wills, 1985)。例如,有同事可以互相帮助解决问题,有领导可以给出指导和支持,有朋友可以提供安慰和鼓励等等。

相反,缺乏支持和互动的不良人际关系可能导致孤立和排斥,增加职场焦虑的风险(Yang Woon Chung, 2022)。例如,当员工感到自己处于职场的孤立状态,没有得到同事和领导的支持和认同,他们可能会感到沮丧、无助和不安,这些情绪可能会转化为职场焦虑和情感疲惫。此外,不良的人际关系可能导致员工感到工作环境充满敌意和竞争(Wu & Parker, 2017),导致职场内卷的出现,增加工作压力和焦虑。因此,职场中的人际关系对于预防和管理职场焦虑至关重要。

综上所述,人际关系和职场焦虑之间的负向关系可以从多个方面解释,如果想减轻职场焦虑,可以尝试加强人际关系,建立信任和认可,明确共同的愿景和目标,创造积极向上的工作氛围。因此得出假设:

H3: 人际关系和职场焦虑之间呈负向关系。

2.2.4 人际关系的中介作用

上文提出, H1 职场内卷可能会正向影响职场焦虑(Hobfoll, 1989); (Cronbach, 1970); (Sackett, 1988); (胡劲松, 2022)。H2 职场内卷可能会负向影响人际关系(McAllister, 1995); (Colquitt, *et al.*, 2007); (DeWit, 2012); (Patricia, 2009)。H3 人际关系可能会负向影响职场焦虑(Yvonne Lott, 2022); (Cohenm 1985); (Yang Woon Chung, 2022); (Podsakoff, 2007)所以根据中介变量的定义,职场内卷可能会影响职场焦虑,职场内卷可能会影响人际关系,人际关系可能会影响职场焦虑,那么人际关系可能使职场内卷与职场焦虑之间的中介变量。因此本文提出以下假设:

H4 人际关系在职场内卷与职场焦虑之间起中介作用。

2.2.5 员工责任感的调节作用

从更广泛的心理学文献中,能够发现焦虑与绩效之间是存在一定的关系。Ford (2011)通过元分析调查发现了焦虑与工作绩效之间存在负相关关系。而 Byron (2011)则发现员工的特质和状态性焦虑会对他们的创造性表现造成不同程度的影响。这些研究为我们提供了许多有关职场焦虑的信息。而(赵国祥, 2004; 黄逸群, 2007; 魏思敏, 2018)等人通过实证研究发现责任感强的员工会自发的充分利用自身的资源来达到升工作绩效的目的。工作特征理论将责任感描述为员工对其工作以及结果负责任程度的关键心理状态(Hackman&Oldham,1976)。进一步指出,这种心理状态能够产生强大的工作动机、较高的满意度,并促使员工对工作质量高度关注。在一方面,员工的责任感也可以减少职场焦虑。当员工对自己的工作充满责任感时,他们可能会有更强的信心和毅力,从而能够应对工作中的各种挑战和压力,减少职场焦虑。因此,员工的责任感可以在职场内卷和职场焦虑之间发挥调节作用,帮助员工在工作中找到平衡。

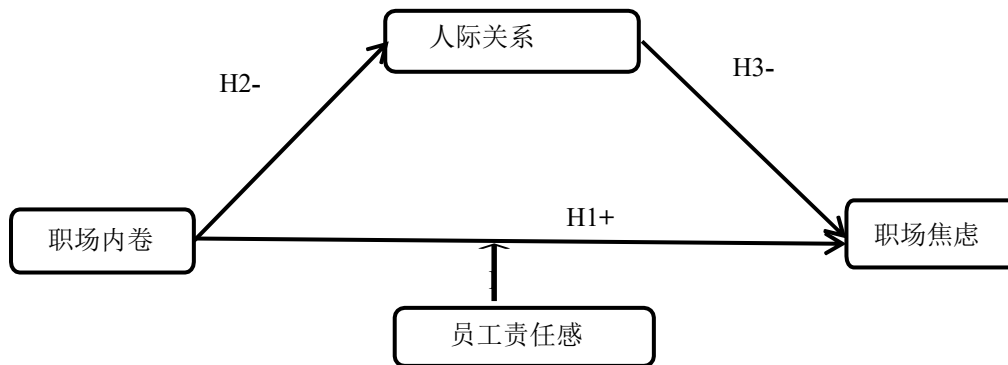
综上所述,职场内卷对员工的职场焦虑产生正向影响,而员工的责任感可以在其中起到调节作用,减少职场焦虑的产生。因此,组织应该关注职场内卷对员工的影响,并采取措施缓解职场内卷,提高员工的责任感和降低职场焦虑。由此得出假设:

H5: 员工责任感在职场内卷与职场焦虑之间起负向调节作用。

2.3 研究框架图

图 2.3 研究框架图

资料来源：本研究自行整理



3. 研究方法与设计

3.1 变量衡量

3.1.1 自变量—职场内卷

职场内卷是指在职场中，由于竞争激烈、工作压力大、工作时间长、工作任务多、薪酬待遇不合理等因素的影响下，员工过度追求自我超越、高工作量和高产出，导致职业疲劳、心理问题和人际关系问题等问题的一种现象(Luhmann, 1984)。本文采用陈启和张玉珠 2022 年编制的《新入职员工职场内卷问卷》该量表在使用时被证明具有较高的信度，该量表从四个维度综合衡量了新入职员工在工作场所中所体验到的职场内卷感。

3.1.2 中介变量—人际关系

人际关系指的是人与人之间在交往时，面对共同的工作、生活和学习，通过相互作用、相互满足、相互影响所产生的各种关系的总和。Maslow(1943)提出的人际需要理论也极具代表性，该理论主要从个体需求角度出发，说明人际关系的相关问题。而本研究从个体出发参考了（李鹏，2016）对人际关系研究的量表该量表从密切程度、认可、信任、共同愿景、环境五个方面对企业内部员工同级人际关系加以衡量。

3.1.3 调节变量—员工责任感

员工责任感指企业员工的一种人格品质，具体是指企业员工自觉执行自己在企业中所承担的责任和义务，对其自身的本职工作做到尽职尽责，并在其日常工作中自觉地积极地发挥自己的积极性、主动性和创造性（赵国祥，2004；黄逸群，2007；魏思敏，2018）。本文参考了（黄文述，2006）的观点，黄文述在其《企业员工责任心结构维度及其相关研究》一文中将员工责任感的维度划分为尽职尽责、团结助人、勤勉努力和成就追求四个指标，因此本文将采用这四个维度对企业员工的责任感进行问卷调查的编写和测量。

3.1.4 因变量—职场焦虑

职场焦虑指职场焦虑是指个体在工作环境中因工作要求、工作内容、工作关系、职业发展等方面的压力和挑战，而产生的一种负面情绪状态。Beehr(1995)认为职场焦

虑是处于职场这一特定领域的焦虑，因个体差异和工作场所特点而表现程度不同。Zeidner and Matthews(2005)将职场焦虑定义为员工在面临特定的工作任务时出现的害怕、紧张的心理状态。而本文参考了（任荟竹，2017）修订的量表，该量表将职场焦虑分为3个维度：生存意义、不足认知和心理生理健康焦虑。

3.2 研究对象与数据收集方式

为了保证本研究的普适性与客观性本次调查对象为上海、广州等地区一二线城市的金融、咨询、科技等行业在职企业的非领导员工。本研究主要采取线上网络问卷调查的方式，同时为了提升样本回收速度与降低地域性限制，通过发放同学、家人、朋友等在他们所在公司内部发放，再请他们将在线网络问卷提供给他们同事进行填写问卷，预计发放问卷450份，对无效问卷进行分类和筛选，得出400份有效问卷，有效率88%。

4. 结论与建议

4.1 结论

本研究的实证研究表明，职场内卷对职场焦虑具有显著正向影响($\beta=0.608$, $p<0.001$)这是因为职场内卷所带来的过度竞争使得员工感受到更大的工作压力和竞争压力，从而引发焦虑情绪。根据资源保存理论，人类在生存和发展过程中需要管理和保护其资源，以便更有效地适应环境和应对挑战。在职场内卷的情境下，资源包括时间、精力、情感和社交支持等，过度竞争和压力可能会导致资源消耗过度，从而引起焦虑情绪和身心问题。

在职场内卷和职场焦虑的关系中，良好的人际关系可以作为缓解职场压力和不安全感的资源，减少职场内卷和职场焦虑的发生。因此人际关系在职场内卷和职场焦虑中起到了中介作用。员工可以通过积极建立和维护良好的人际关系，获得更多的社交支持和情感支持，从而提高其心理韧性和应对压力的能力。此外，员工的责任感可以作为一种内部资源，有助于负向调节职场内卷和职场焦虑的关系。当员工感到自己在工作中扮演着重要的角色和对工作有责任感时，可能会更加自信和有动力，更好地应对职场内卷的挑战和压力，从而减少职场焦虑的发生。

4.2 建议

4.2.1 如何解决和避免职场内卷和职场焦虑给人际关系带来的负面影响

首先，企业需要关注职场内卷的影响：职场内卷是一种不健康的组织文化，会增加员工的职场焦虑。管理者应该通过组织文化建设，促进员工之间的合作和互助，避免职场内卷的发生。从员工自身方面来说：（1）与同事之间建立良好的人际关系可以帮助缓解职场压力和焦虑，增强情感支持和信息支持，同时有助于避免因内卷竞争而导致的人际矛盾和冲突。（2）设定适当的工作边界，不仅可以帮助员工更好地处理工作和生活之间的平衡，还可以帮助员工避免过度追求高工作量和高产出而导致的职业疲劳和焦虑。（3）学会拒绝和说不，在工作中适当的拒绝和说不是很重要的，可以帮助员工更好地管理自己的时间和精力避免因贪多而导致的内卷和焦虑。（4）提高自我意识和情绪管理能力，可以帮助员工更好地识别和处理自己的负面情绪和情感，从而避免负面情绪对人际关系的影响。

从管理者方面来说：（1）制定明确的工作目标和职责，可以帮助员工避免过度追求高工作量和高产出而导致的职场内卷和焦虑。（2）提供适当的工作支持和资源，可以帮助员工更好地完成工作任务，减少工作压力和焦虑，从而避免负面情绪对人际关系的影响。（3）建立支持性的工作环境和文化，可以帮助员工更好地处理工作和生活之间的平衡，减少因工作压力而导致的职业疲劳和焦虑，同时增强员工之间的情感支

持和信息支持。(4) 加强沟通和交流,建立良好的管理与员工之间的信任关系,及时解决员工遇到的问题和困难,减轻员工的焦虑和压力。

4.1.2 如何进一步增强员工责任感以解决职场内卷和职场焦虑的负面影响

员工责任感的增强可以帮助员工更好地应对职场内卷和职场焦虑的负面影响。(1) 建立透明的目标和绩效评估体系:让员工清楚地知道自己的工作目标和绩效评估标准,以便他们更好地规划和管理自己的工作。(2) 提供职业发展和培训机会:让员工知道他们在公司中的地位和职业前景,以及如何提高自己的技能和知识,有助于员工认识到自己的价值和责任,并能够更好地应对工作压力。(3) 建立良好的工作氛围和团队合作:通过建立良好的工作氛围和团队合作,员工可以感受到集体的力量和支持,减少单打独斗和竞争,从而降低职场内卷和职场焦虑的风险。(4) 加强沟通和反馈:让员工知道他们的工作表现如何,并在需要时提供指导和支持。同时,倾听员工的想法和意见,为他们提供更多的参与和决策的机会,这有助于增强员工的责任感和参与感。(5) 建立健康的工作与生活平衡:让员工知道他们的工作不是一切,他们需要有时间和空间来放松和照顾自己的家庭和个人生活。通过提供灵活的工作时间和假期,可以帮助员工更好地平衡工作和生活,减少职场内卷和职场焦虑的负面影响。(6) 建立合理的薪酬制度:合理的薪酬制度可以帮助员工感受到自己的工作价值,从而增强他们的责任感和动力。此外,透明的薪酬制度还可以减少内卷和竞争,避免因薪酬问题导致的人际关系问题。

综合考虑多个因素:职场内卷、人际关系和员工责任感都是影响职场焦虑的重要因素,管理者应该在管理实践中综合考虑这些因素,制定相应的管理策略和措施,以提高员工的工作满意度和心理健康。

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The Effect of Quantum Leadership on Employees' Deviant Innovation Behavior is Mediated by Organizational Self-esteem and Moderation by Psychological Resilience

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Abstract

After combing and reviewing the literature, this paper takes social exchange theory and leadership behavior theory as the theoretical basis, takes quantum leadership and employee deviant innovation behavior as the independent variable and dependent variable of the theoretical model, and incorporates organizational self-esteem as the mediator variable and psychological resilience as the intermediary variable. Moderating variables, and construct a moderated mediation theoretical model, put forward three hypotheses of main effect, mediation effect and moderation effect.

This paper uses AMOS17.0 and SPSS23.0 statistical software to conduct statistical analysis on 500 valid data collected, and draws the following conclusions: (1) Quantum leadership significantly positively affects employees' deviant innovation behavior; (2) Quantum leadership significantly positively affect employees' organizational self-esteem; (3) Organizational self-esteem plays a partial mediating role between quantum leadership and employee deviant innovation behavior; (4) Psychological resilience positively regulates the relationship between organizational self-esteem and deviant innovation behavior; (5) Psychological resilience positively regulates the relationship between quantum leadership and deviant innovation behavior. This study demonstrates the influence mechanism of quantum leadership on employee deviant innovation from the theoretical and empirical levels, integrates organizational self-esteem and psychological resilience factors, further explores the operating mechanism of quantum leadership and employee deviant innovation behavior, and expands the influence of quantum leadership Force research complements the way quantum leadership works. In a practical sense, this study provides a new type of leadership style choice for organizational managers, helps organizations better understand the causes of employee deviant innovation.

Keywords: Deviant Innovation; Quantum Leadership; Psychological Resilience; Organizational Self-esteem

量子型领导对员工越轨创新行为的影响：以组织自尊为中介，心理弹性为调节变量

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摘要

经过文献梳理与述评后，本文以社会交换理论和领导行为理论为理论基础，将量子型领导、员工越轨创新行为别作为理论模型的自变量和因变量，纳入组织自尊充当中介变量、心理弹性充当调节变量，并构建了有调节的中介的理论模型，提出主效应、中介效应和调节效应三方面假设。

关键词：越轨创新；量子型领导；心理弹性；组织自尊

1. 绪论

经济、社会生活和思想的混乱在 21 世纪开始出现，这将组织重新导向一个混乱和不确定的世界。传统的领导方法不足以解决组织中的问题或找到问题的解决方案，因为这个时代已经伴随着非估计性变革的浪潮。多样性、灵活性和定制化是未来的关键词 (Ersetin *et al.*, 2013)。公司无法依靠自创业以来沿袭下来的习惯和假设、技能和思维工具来保持可持续发展。无论是个人层面还是企业层面，都有必要对大脑进行重组。量子系统具有随着时间推移而定义自身的充分灵活性。在量子组织中，每个员工都是潜在的领导者，竞争优势取决于最善于处理的一方。同样，在一个混沌的物理系统中，创造性的未来只能在与更广泛的经济、政治、社会和生态环境的自由流动对话中出现。认为具有量子管理特征的组织或管理者，在管理情境中会高度认可并重视管理的复杂性、整体性、关系性、包容性、多样性、灵活性、潜在性和去中心性（王方华，2019）。学家 Peter 提出，当组织鼓励创造力时，员工自动思考和追求新想法时，组织为员工提供他们发挥这些想法所需的资源，创造力就会蓬勃 (Amabile *et al.*, 1988)。所以组织鼓励员工创造时，即使想法已经被领导叫停，也会促进员工越轨创新行为的发生。

2. 文献综述与衡量

2.1 变量定义与衡量

2.1.1 量子型领导

量子世界观认为领导活动处于一个“参与性”的宇宙之中，充满了量子跃迁、复杂性、突变等情形，量子领导活动运行的模式也展现出自组织的、持续创新的、复杂多变的内在秩序。本文采用辛杰（2020）开发了 VUCA 背景下适合中国文化背景量子型领导量表。量表主要包含 34 个题项，包含自觉觉他、连接交互、探索求新、和合共赢、利他包容、赋能无为、重建秩序 7 个维度。具有良好的信度和效度，采用 Likert 5 点计分，表示“非常不同意”到“非常同意”。

2.1.2 越轨创新

本研究采用最新版越轨创新行为 2022 年赵静的定义：员工回避甚至不顾领导的否决，仍然认为自己的创造性想法可能会给团队带来价值，并采用非常规的方式持续实施的创新行为。本研究主要是为了探讨量子型领导如何影响员工越轨创新行为，去剖析他们之间的内在影响机制。即越轨创新行为是一种结果，员工产生这种行为是有动机引导的。本文采用邹纯龙（2020）开发的而二维度量表，此量表在中国情境下具有良好的信效度。该量表显示出良好的信效度。采用 Likert 五点进行计分，表示“非常不同意”到“非常同意”。

2.1.3 组织自尊

本文中沿用 Pierce et al. (1989) 的定义：为组织成员相信他们可以通过参与组织环境中的角色来满足自己需求的程度。本文将研究组织自尊对量子型领导与员工越轨创新行为之间的影响，解释组织自尊是会给领导，员工以及组织带来怎样的影响。采用 Pierce et al. (1989) 开发的 10 个题项单维度量表具有较高权威性和信度效度，并且是目前学术界最受认可并广泛使用的量表。之前在中国情境的研究中此量表被使用过。该量表共包括有 10 个测量项目，采用 Likert 五点进行计分，表示“非常不同意”到“非常同意”。

2.1.4 心理弹性

本文采用 Kathleen (1997) 定义心理弹性是一个过程，是指个体良好适应压力和逆境的过程。本文采用的是能将弹性量表更好地应用于中国人心理弹性的测量表，Yu 和 Zhang 于 2007 年对 CD-RISC 量表 25 题版表进行检验和修订。采用 Likert 五点进行计分，表示“非常不同意”到“非常同意”。

2.2 研究假设

2.2.1 量子型领导与员工越轨创新行为的关系

一直以来领导风格受到了研究者的广泛关注，领导具有不同的风格其管理方法也会有所不同，上级的态度和决策会直接对下属的行为产生影响，根据领导行为理论，量子型领导作为一种新的领导风格，基于灵活变通、主客互动的思维范式，诉诸平台化、分布式、自下而上的组织模式，表现为兼容并包、极大开放性、应对不确定性、灵活决策、授权赋能、合作互助等其他经典领导风格所不具备的优点。领导会默许、支持员工的创新想法。（辛杰、韩愈，2021）而这种含蓄的方式会更容易让员工感受到来自领导的创新期许，激发员工创新斗志，这也符合东方文化的高语境文化（朱頔，2018）。根据社会交换理论，量子型领导给员工提供自由民主的环境，员工在从事相关活动时更容易自己做主，更大程度上发挥自己的实力，员工与量子型领导建立一种相互尊重和信任的关系，得到量子型领导的支持和理解（辛杰、谢永珍，2021）量子型领导支持员工独立行动，促进信息的自由流动，在这种高度自由充分尊重员工的工作环境下促使员工敢于承担风险而进行越轨创新行为。鉴于此，本文提出如下假设：

H1:量子型领导对员工越轨创新行为具有显著正向影响作用

2.2.2 量子型领导与组织自尊的关系

量子型领导具有“利他包容”的个性特征，利于形成包容、和谐的良好组织氛围，员工的自我才能更容易受到重视，上下级之间的关系更融洽。量子型领导者是员工的榜样，量子型领导不靠权力操控员工，在量子文化的氛围下组织的成员都能够发挥自己的创意，受到重视，自下而上的领导方法为公司产生绵绵不绝的动力。因此在这种领导氛围下，员工的组织自尊也会比较高。综上所述，本文提出假设 2：

H2 量子型领导正向显著影响组织自尊

2.2.3 组织自尊与越轨创新的关系

Jefirey & Linn (2001) 的研究发现, 组织自尊水平和员工外在行为存在相关关系。研究发现拥有较高组织自尊水平的员工个体对自己在组织内部的地位和价值有较高的评价, 认为自己会对组织有更大的价值和贡献, 相反的, 组织自尊水平较低的员工会怀疑自己在组织内部的地位和价值, 内心不自信水平较高, 相对于组织水平高的员工有更多的担忧和顾虑, 不倾向于采取积极主动行为改变自己或付出努力和贡献。而在管理者知晓前, 员工越轨创新行为是员工主动性行为的一方面, 因此, 组织自尊对员工越轨创新行为起正向预测作用, 提出了本文假设 3:

H3: 组织自尊正向影响员工越轨创新行为

2.2.4 组织自尊对量子型领导与员工越轨创新行为之间的关系

领导风格作为一种对员工主动性行为产生影响的环境因素(远因), 可以通过影响员工的内部动机(近因)来施加影响。也就是说, 员工可以通过组织中的其他人(如上司)对待他/她的方式而形成自己对其所在组织产生影响力的感知, 即组织自尊, 这种心理感知进而对员工的行为产生影响。由此可见, 量子型领导通过接纳员工的不同, 包容员工的错误, 让员工在平等自由的环境下工作, 使员工感知到自己对组织是重要的、对组织是有价值的感觉, 从而提升员工的组织自尊水平, 进而激发员工主动性行为的产生, 产生员工越轨创新行为。

H4: 员工组织自尊在量子型领导与越轨创新行为之间起中介作用

2.2.5 心理弹性, 量子型领导与员工越轨创新行为之间的关系

心理弹性的影响主要聚焦于个人方面, 包括自我效能感、情绪和行为 Gu and Day (2017)在行为方面, 高心理弹性者更不容易产生自我怀疑(Rutter, 2007), 更易顺利就业。高心理弹性者容易拥有更积极正面的心态, 其各方面综合能力也会因此得到进一步提升(Gibbons et al., 2011; Tugade & Fredrickson, 2004;)。由此可见, 高心理弹性的员工更加可能会做出越轨创新行为, 低心理弹性的员工可能会为了规避风险不进行越轨创新。

H5: 心理弹性对量子型领导和员工越轨创新行为有正向调节效果

2.2.6 心理弹性, 组织自尊与员工越轨创新行为之间的关系

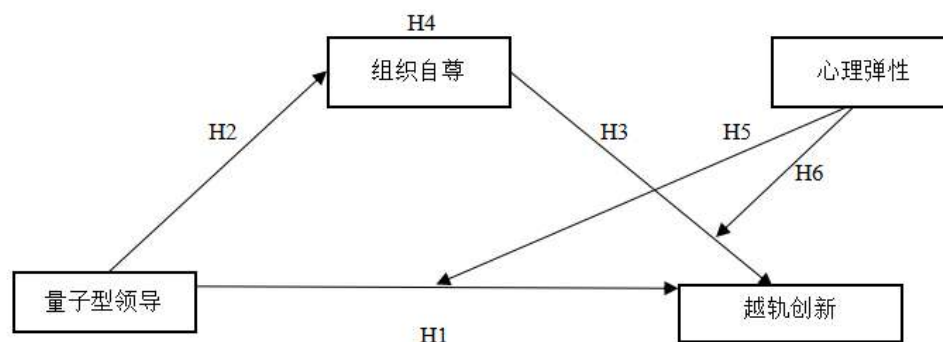
张苏(2014)研究指出, 心理弹性愈高,愈趋向于积极应对方式,心理弹性愈低, 则愈趋向于消极应对方式, 这与王春振(2020)的调查结果一致;同时, 晏登莲(2014)研究表明, 心理弹性及其各因子与积极应对方式均呈显著正相关, 与逃避等消极应对方式呈显著负相关。因此具有组织自尊的员工, 在高心理弹性下, 更有可能产生越轨创新行为。低心理弹性的员工, 具有组织自尊的员工可能会害怕自己的失败会造成不好的影响, 会减少越轨创新行为。此外, 创新过程中如果出现差错, 员工会惩罚, 高心理弹性的员工不在意责备和惩罚, 低心理弹性的员工会尽量避免惩罚从而中断越轨创新进程。

H6: 心理弹性对组织自尊和员工越轨创新行为有正向调节。

2.3 研究框架

本研究框架由自变量量子型领导, 中介变量组织自尊, 因变量员工越轨创新行为与调节变量心理弹性四个变量组成。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

将问卷发放的调查研究对象设为北京城市区域内，因北京市代表北方最高 GDP 城市，Sudman (1976) 认为，所选择的样本数量是通过分析母体分布区域所决定的。当母体范围为地区性时，在样本数量越多，就越能代表母体的情况下，采用 QQ、微信以及问卷星链接发放，本研究预计发放 700 份问卷。采用 5 点李克特来计分。共回收 500 份有效问卷。

4. 数据分析结果

4.1 信效度分析

4.1.1 信度分析

由表 1 可知，本文正式量表的各题项的 Cronbach's α 值均大于 0.7，最高 0.919，最低 0.89，所以满足吴明隆 (2000) 提出的信度水平最好是在 0.7 以上的标准。具体数据如表 1 所示。

表 1

信度汇整表

变量	项目	题项数量	Cronbach's Alpha
量子型领导	A1-A7	7	0.89
组织自尊	B1-B10	10	0.91
心理弹性	C1-C9	9	0.904
越轨创新	D1-D9	9	0.919

资料来源：本研究整理

4.1.2 收敛效度分析

本文收敛效度分析，4个因子的 ave 值范围是：（0.504，0.556）ave 值全部均大于 0.5，最小是 0.504，明显高于 0.5 这一标准，组合信度 CR 值均大于 0.9，高于 0.7 这一标准。因而说明本次研究量表具有优秀的聚合效度。

4.1.3 区别效度分析

如表 2 所示，量子型型领导的 AVE 平方根大于与其他变量间的相关系数值；组织自尊的 AVE 平方根大于与其他变量间的相关系数值；员工越轨创新行为的 AVE 平方根大于与其他变量间的相关系数值；心理弹性的 AVE 平方根大于与其他变量间的相关系数值。证明各变量存在区别效度，可以做后续数据分析。

表 2

区别效度分析表

均值	标准差	量子型领导	越轨创新	心理弹性	组织自尊
2.988	0.16	0.732			
2.845	0.143	0.333	0.746		
2.986	0.156	0.059	-0.027	0.715	
2.87	0.131	0.467	0.3	0.084	0.71

资料来源：本研究整理

4.2 假设检验

4.2.1 量子型型领导对员工越轨创新行为影响的假设检验

量子型领导的 β 值为 0.337， p 值 <0.001 ，达到显著标准，其各项数据都达到显著标准，说明量子型型领导表现对员工表现的越好，员工的越轨创新行为产生的可能性越高。本研究的假设 H1 成立：量子型型领导对员工越轨创新行为有正向的影响。

4.2.2 量子型领导对组织自尊影响的假设检验

量子型领导的 β 值为 0.227， p 值 <0.001 ，达到显著标准，说明量子型领导对员工组织自尊的支持，量子型领导能够提高员工组织自尊，本研究的假设 H2 成立：量子型领导对组织自尊有正向的影响。

4.2.3 组织自尊对员工越轨创新行为影响的假设检验

组织自尊的 β 值为 0.19， p 值 <0.001 ，达到显著标准，说明当下员工的组织自尊更高时，更容易提高员工越轨创新行为发生的机率，本研究的假设 H3 成立：组织自尊对员工越轨创新行为有正向的影响。

4.2.4 组织自尊对量子型领导与员工越轨创新行为影响的假设检验

根据表 3 可知，本研究以 Baron and Kenny (1986) 的检验方法来检验组织自尊的中介效应，量子型领导的回归系数值为 0.179，并且呈现出 0.01 水平的显著性($p<0.01$)，意味着量子型领导会对越轨创新产生显著的正向影响关系。组织自尊的回归系数值为 0.193，并且呈现出 0.01 水平的显著性($p<0.01$)，意味着组织自尊会对越轨创新产生显著的正向影响关系。

因此，经过分析，本研究的 H4 假设成立：组织自尊在量子型领导与员工越轨创新行为之间有部分中介作用。

表 3
中介分析表

	越轨创新	组织自尊	越轨创新
量子型领导	0.337 (t=11.611)	0.227 (t=7.905)	0.294 (t=9.7)
组织自尊			0.19 (t=4.25)
性别	0.079 (t=1.643)	-0.014 (t=-0.29)	0.081 (t=1.726)
年龄	0.0 (t=0.009)	-0.006 (t=-0.168)	0.001 (t=0.041)
学历	0.016 (t=0.476)	0.014 (t=0.432)	0.013 (t=0.401)
收入	0.02 (t=0.454)	-0.0 (t=-0.004)	0.02 (t=0.463)
职位	-0.001 (t=-0.021)	-0.05 (t=-1.179)	0.009 (t=0.204)
样本量	500	500	500
R ²	0.222	0.119	0.25
调整R ²	0.213	0.109	0.239
F值	F(6,493)=23.443***	F(6,493)=11.125***	F(7,492)=23.37***

资料来源：本研究整理

4.2.5 心理弹性对量子型领导与员工越轨创新行为影响的假设检验

组织自尊与心理弹性的交互项呈现出显著性 ($t=2.0513, p=0.0408 < 0.05$)。意味着组织自尊对于越轨创新影响时，调节变量（心理弹性）在不同水平时，影响幅度具有显著性差异。交互项的回归系数值为 0.1125，即说明组织自尊对于越轨创新的影响时，心理弹性起着正向调节作用，因此本研究假设 H6 成立：心理弹性对组织自尊和员工越轨创新行为有正向调节。

表 4

心理弹性对量子型领导与员工越轨创新行为调节分析表

	模型1	模型2	模型3
常数	2.118(t=9.99)	2.237(t=9.627)	2.985(t=17.093)
组织自尊	0.308(t=7.022)	0.313(t=7.108)	0.317(t=7.227)
心理弹性		-0.041(t=-1.243)	-0.044(t=-1.335)
组织自尊*心理弹性			0.112*(t=2.051)
性别	-0.031(t=-0.586)	-0.036(t=-0.681)	-0.037(t=-0.696)
年龄	0.007(t=0.202)	0.004(t=0.098)	0.007(t=0.205)
学历	-0.005(t=-0.135)	-0.002(t=-0.058)	0.003(t=0.092)
收入	-0.012(t=-0.256)	-0.009(t=-0.193)	-0.005(t=-0.103)
职位	-0.064(t=-1.364)	-0.067(t=-1.414)	-0.07(t=-1.483)
样本量	500.0	500.0	500.0
R ²	0.098	0.101	0.109
调整R ²	0.087	0.088	0.094
F值	F(6.0,493.0)=8.953***	F(7.0,492.0)=7.903***	F(8.0,491.0)=7.486***

资料来源：本研究整理

4.2.6 心理弹性对组织自尊领导与员工越轨创新行为影响的假设检验

如表 5 所示：量子型领导与心理弹性的交互项呈现出显著性 ($t=2.0788$, $p=0.0382<0.05$)。意味着量子型领导对于越轨创新影响时，调节变量（心理弹性）在不同水平时，影响幅度具有显著性差异。交互项的回归系数值为 0.0791，即说明假设 5 成立：量子型领导对于越轨创新的影响时，心理弹性起着正向调节作用。

表 5

心理弹性对组织自尊领导与员工越轨创新行为调节分析表

	模型1	模型2	模型3
常数	2.2(t=11.063)	2.311(t=10.42)	2.928(t=16.982)
量子型领导	0.244(t=7.767)	0.246(t=7.826)	0.248(t=7.897)
心理弹性		-0.037(t=-1.13)	-0.037(t=-1.14)
量子型领导*心理弹性			0.079*(t=2.079)
性别	-0.016(t=-0.299)	-0.02(t=-0.381)	-0.023(t=-0.451)
年龄	0.006(t=0.168)	0.003(t=0.073)	0.004(t=0.111)
学历	0.01(t=0.279)	0.013(t=0.352)	0.011(t=0.317)
收入	-0.015(t=-0.315)	-0.012(t=-0.257)	-0.006(t=-0.121)
职位	-0.049(t=-1.037)	-0.051(t=-1.081)	-0.05(t=-1.067)
样本量	500.0	500.0	500.0
R ²	0.116	0.119	0.126
调整R ²	0.105	0.106	0.112
F值	F(6.0,493.0)=10.805***	F(7.0,492.0)=9.449***	F(8.0,491.0)=8.864***

5. 研究结论

5.1 研究结果

(1) 量子型领导对员工越轨创新行为有显著的正向影响

本文论证了量子型领导可以显著促进员工的越轨创新行为。一方面，量子型领导对员工越轨创新行为产生直接影响。量子型领导在高动态情境下保持清醒的意识，快速识别外界风险帮助企业困境中成长，能为员工树立榜样并带来安全感。量子型领导注重对员工的精神引导和心灵成长，增加员工为组织贡献的内在动机，同时积极创造价值共享平台，帮助员工在职业生涯中实现自身的价值增量，为员工在工作过程中实施越轨创新行为提供动机支持和能力支撑。另一方面，量子型领导可以通过增加员工组织自尊影响员工越轨创新行为。员工能从量子型领导的自下而上，高度自由的氛围中提高组织自尊。

(2) 组织自尊在量子型领导与员工越轨创新行为之间起中介作用

本文从实证层面论证了量子型领导可以通过提高员工组织自尊这一中介变量进而提升员工越轨创新行为。量子型领导主张赋能无为和利他包容，结合环境与工作为员工树立清晰目标，后续工作则授予员工决策权并尽量减少干预，员工在工作流程和安排上具有一定的掌控权，更容易提高员工的组织自尊，更利于从而做出越轨创新行为（付竞瑶等人，2021；王辉、肖宇婷，2022）。本文论证中介作用丰富了量子型领导对员工越轨创新行为的影响路径，清晰了量子型领导可以借助提高员工组织自尊进而影响下属行为。

(3) 心理弹性的调节作用

一方面，心理弹性被证实在研究模型中具有显著调节作用，也就是心理弹性越高，量子型领导与员工越轨创新行为的正向关系越强。当员工处于高心理弹性时，可以降低对创新风险敏感度，用积极的情绪去做出创新行为（He et al., 2019）。进一步增强越轨创新行为。另一方面，从有调节的中介检验中发现，心理弹性能有效地增强组织自尊的调节作用，即高心理弹性的员工，再有组织自尊的公司中，更容易进行越轨创新行为。

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Research on the Effect of Non-Contingency Punishment on Employees' Counterproductive Behavior

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Abstract

In this study, the independent variable is non contingent punishment, and the dependent variable is anti productive behavior, using organizational justice as an intermediary variable. Firstly, a systematic review of the relevant theories and literature on the variables studied was conducted, and then assumptions and theoretical models for this study were proposed. Using mainstream scales widely used by scholars at home and abroad for measurement, the data were collected from samples from all over the country. Exploratory factor analysis, correlation analysis, and multiple regression analysis were conducted on the data collected through formal research. Draw conclusions based on the analysis results

Finally, based on the empirical results, this article proposes suggestions for managers to reference in order to reduce or curb employees' anti productive behavior and enhance their sense of organizational justice.

Key words: non contingency punishment; Perception of organizational justice; Anti productive behavior

非权变惩罚对员工反生产行为的影响研究

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摘要

本研究自变量为非权变惩罚，因变量为反生产行为，将组织公平感作为中介变量。首先系统回顾了所研究变量的相关理论与文献，然后提出了此次研究的假设与理论模型。采用被国内外学者广泛使用的主流量表进行测量，数据采集的样本来自于全国各地。对正式调研收集到的数据进行了探索性因素分析、相关分析、多元回归分析等处理。根据分析结果，得出结论

最后基于实证结果，本文提出了可供管理者参考的建议，以降低或遏制员工的反生产行为，增强其组织公平感。

关键词：非权变惩罚；组织公平感知；反生产行为

1 绪论

反生产行为是员工对企业或组织做出损害的行为。近年来，我国经济发展越来越快，社会竞争越来越大，领导往往会采取惩罚的方式对犯错误的员工进行处罚，领导者实施惩罚的根源是希望起到员工能够以此为戒，以起到警示的作用。以这种负激励的方式来约束和管理员工，试图增加员工的组织绩效，但是并不是所有的惩罚都能达到预期效果，比如在组织中常见的非权变惩罚。以往研究表明，非权变惩罚被视为一种负性领导行为，它能够促进员工消极怠工等越轨行为。由于非权变惩罚的存在，导致那些对负性领导行为十分敏感的员工态度和行为会受到很大的影响。组织公平感知也会影响员工的反生产行为，组织公平感知可分为程序公平，分配公平，互动公平。本文将主要研究领导非权变惩罚对其产生反生产行为的影响，以组织公平感为中介变量

1.1 研究背景：

在经历了三年新冠疫情的冲击后，我国宣布在 2022 年底彻底开放，但是，我国经济遭遇巨大冲击，如今我国经济持续处于低迷状态，大环境的低迷再一次向了企业的存活发起了挑战，现在，企业想在如今的大环境下长久、持续的生存下去，需要不断地吸引人才，不断地增强其业务能力，提高核心竞争力，同时，企业还应该合理并且科学的管理员工。领导的奖励与惩罚行为被认为是领导关键的行为 (Podsakoff, Bommer, & MacKenzie, 2006)。尽管会带来一些负面结果，惩罚作为一种负面的激励方式，却一直都没有退出管理实践的舞台(鞠炜，刘宁，张正堂，2014)。但如今，特别是在我国的传统行业的组织发展中已经逐渐形成“以罚代管”的管理习惯(张正堂，刘宁，丁明智，2018)，领导为了方便管理员工，只要犯错就会处罚，不管原由，处罚方式就包括警告、罚款、调岗、劝退等。还有企业通过惩罚加班的形式，以延长工作时间作为惩罚。本来惩罚的目的是为了约束员工，提高员工的绩效水平，提高组织管理水平，但是如何科学管理、合理化惩罚员工就成为领导关注的问题，并且还能提高员工的积极性。企业想要长久的生存就必须做好奖惩措施。

目前，我国还存在许多管理问题，列如领导无理由的处罚员工，或者与事实不相符合的无端的处罚，中国的领导者深受儒家文化的影响，重视儒家倡导的“道行德范”，领导为了维护自身的威严和权利，同时又要顾及自身形象，不会轻易虐待员工，而是选择一种更为含蓄的负面管理—非权变惩罚(张正堂，丁明智，2018)。所以本研究将讨论领导非权变惩罚对组织员工的反生产行为作用的研究，以组织公平感为中介变量，从员工角度出发，当员工遭受领导非权变惩罚时会以怎样的方式回应。

2 文献综述

2.1 理论基础：

2.1.1 挫折-攻击理论：

挫折-攻击理论是由心理学家 Dollard 于 1939 年首次提出，其认为攻击行为是由于个体遭受挫折所引起的行为。该理论有三个核心观点：(1)攻击行为必然发生在遭受挫折之后；(2)遭受挫折后是否会采取攻击行为存在个体差异

2.1.2 公平理论：

公平理论可分为三种：程序公平、互动公平和分配公平，分配公平主要强调分配的结果公平，还探讨了薪水的公平性如何影响员工的工作热情，程序公平是指员工对

于其所获得结果的程序性的公平，如果员工觉得该组织的程序不公平时即该组织没有完善的分配体系时，就不会觉得其分配会公平。互动公平可以指员工在组织中是否感觉到自己受到尊重，在资源分配中能够在第一时间获取相关资讯，如果是则员工公平感较高。互动公平还分为信息公平与人际公平，信息公平指员工对于领导做出相关决策时会员工进行该决策的公平性做出有效并且详细的解答的感知，人际公平指在与人际交往中给予或受到尊重。一般而言，人们重视自己是否得到公平回报，这一感受也将促使他们有理由将公平延续到与同事、领导的关系中。然而，已有研究指出，员工基于公平认知的比较往往会带来一种不公平的感觉，这种比较是主观意识产生的，并且通常是由领导者行为引发的(Klaussner, 2014)。例如，当员工认为组织内部存在程序不公时，即认为组织并不具备公平的分配决策体系时，顺理成章的会认为自己因此并未获得公平的分配结果，即报酬。显然，入不敷出必然会导致员工工作积极性下滑。也就是说，公平感会直接影响员工的工作动机热情和情绪。当员工感知到领导者是公平的，他们就会表现出组织所期待的、有助于提升组织绩效的行为，并且对回报没有过多要求。此外，个体对组织公平性的敏感程度也会影响个体对组织公平程度的感知。由于个体内在特征的差异性，不同个体在评估组织公平程度的结果上是不一样的。也就是说，即使组织建立起一套完善的、公平的分配、决策、互动体系，如果未获得员工的接纳和认可，那么这一组织的公平性是无法体现的。本文运用公平理论来指导研究组织公平感在组织地位感知和反生产行为中的调节作用，即员工一旦做出组织公平程度的判断，便会在往后长期的工作当中，据此来指导自己的工作实践活动。

2.2 研究假设

2.2.1 非权变惩罚与反生产行为:

非权变惩罚是领导无端式、无理式惩罚员工的行为，或没有根据、过分的处罚员工。这种与员工过失不相称的领导行为，不仅容易在心理上对员工造成消极影响，如对组织的满意度的降低(Tremblay et al., 2013)、公平感和认同感的否定(张正堂等, 2018; 丁明智等, 2018); 而且还会导致员工的诸多负面行为，如沉默(张正堂等, 2018)和越轨行为(张浩等, 2018)等。反生产行为是指员工出于对工作的不满而违反组织准则，妨碍组织获利的行为，是属于消极行为。反生产行为的本质是员工在工作中受到的不平衡感和压力感造成。通过对反生产行为的前因变量的探究得知，情景因素是员工产生反生产行为的前因变量之一，领导风格也是员工反生产行为的前因变量之一，大量研究表明，辱虐管理对员工反生产行为具有显著正向影响作用(马吟秋, 席猛, 许勤, 等, 2017)。领导非权变惩罚经常被员工看做是领导者的消极对待，Shoss et al. (2013)也在其研究中指出，员工习惯性将领导的消极的，差别的对待理解为组织对自己的消极差别对待，从而做出一些损害组织的行为。

基于以上研究本文提出假设:

H1: 非权变惩罚对组织反生产行为具有正向影响

2.2.2 非权变惩罚与组织公平感:

在组织中，领导者拥有各种资源的分配权，因此员工认为自己对于领导者的重要性，决定了员工在组织中的分量，同时，领导者给予自己的奖惩也就象征了组织的奖惩。Ball(1992)指出在组织惩罚的情景下，员工一般会通过比较自己与组织其他成员所受惩罚的一致性和合理性来评估组织公平程度，其中“惩罚的一致性”是指员工会和以前有相同案例的员工相比，如果自己受到的惩罚力度和前人受到的惩罚力度无差别，且领导者对此类问题的处理都一视同仁，不偏不倚，那么员工将会倾向于认为自己得

到了公平对待，反之，如果领导者对同类问题差别对待，尤其是对自己处罚明显较重时，员工更倾向于领导的惩罚不公平。由于领导非权变惩罚较为随意，受人为因素的影响较大，所以普遍认为“一致性”较低，对员工的组织公平感知具有负向影响作用。“合理性”是指领导者能否结合员工的过失大小、工作环境氛围、组织文化和个体特质等因素来实施惩罚。Trevino(1993)& Ball et al. (1994)研究表明，组织环境因素、员工过失行为的特征以及员工个人特质等多方面因素的交互影响员工的组织公平感知。管理者在实施组织惩罚时，在考虑到多方面的综合影响下，并对这些因素综合考虑，采取权变的惩罚措施，员工就会产生高的组织公平感知表现出更高的积极性，Podsakoff (2006)在其研究中证明了这一关系。

基于以上研究本文提出以下假设：

H2：非权变惩罚对组织公平感具有负向影响。

2.2.3组织公平感与反生产行为：

根据挫折攻击理论，有学者研究发现，员工感受到组织的不公平后可能会增加或减少投入改变产出、重新获得公平感。通过对国内外文献梳理可得知，反生产行为作为组织公平感的结果变量之一，二者具有显著的联系。苗仁涛等（2012）选择我国中小企业员工作为样本人群发现员工的公平感与员工行为显著相关。Devonish & Greenidge(2010)、郭文臣等（2015）认为组织公平感对员工的反生产行为具有显著的预测能力。Greenberg(1990)通过实验证明了员工的组织公平感对偷窃行为有显著影响。Cohen-charash & Spector(2001)通过研究对组织公平感的前因后果加以总结，研究结果表明缺乏组织公平感会导致反生产行为的发生。龙立荣、刘亚(2004)也通过研究发现组织不公平可导致消极行为的产生。徐亚萍、王慈（2015）指出组织不公平感对反生产行为有积极的促进作用。Cohen-Charash Spector(2001)构建的组织公平感模型表示组织不公平会产生反生产行为。Devonish 和 Greenidge(2010)的实证研究证明组织公平感及其三个子维度分别与反生产行为有显著负相关关系。

在如今的社会背景下，员工更加注重公平，员工会根据企业给员工的反馈来决定自身的行为和态度，员工心理承受能力差，遇事容易冲动，在感受到组织不公平后，更容易通过报复行为来平衡内心的不平衡

基于以上研究本文提出假设：

H3：组织公平感对反生产行为具有负向影响。

2.2.4 组织公平感的中介效应：

组织公平感知是组织惩罚研究中最常用的中介变量。社会平等理论认为受罚者会注意到自己是否和以往类似的情况得到相同的对待，也就是说惩罚事件的前后一致性是受罚者评判公平的重要因素。从惩罚的角度来看，这种感知会引起员工对组织公平的判断，而这种判断的结果会通过意义建构(Sense Making)过程给员工传达组织是否关心和重视他们的信息，如果他们接收到的信息是领导不重视自己，并导致组织公平感降低，这就会使得员工的行为受到影响。研究表明当受到了与以往类似程度的处罚时，受罚者的公平感知将会高于受到了过高或者过低的惩罚(Trevino, 1992)。

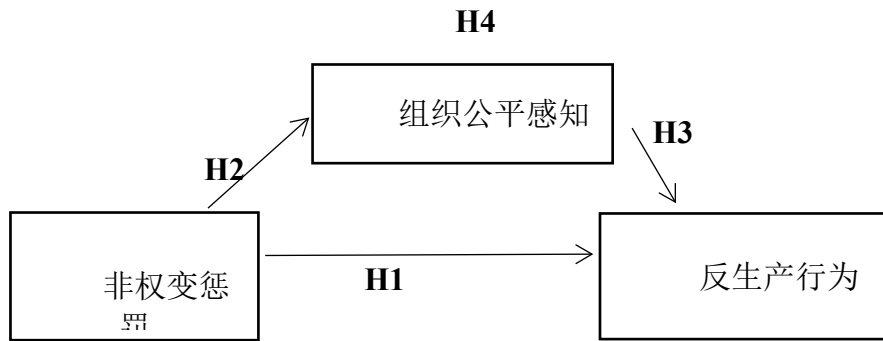
研究表明，管理者的奖惩会影响下属的公平感知，进而作用于下属的态度和行为，甚至影响团队绩效。结果表明，与非权变惩罚相比，权变惩罚对提高公平感知和降低角色模糊有更加好的效果，进而对下属的工作态度和情绪行为有更好的正向作用，也证明了公平感知的中介作用。

基于以上研究本文提出假设：

H4: 组织公平感对于组织地位感与反生产行为之间具有中介效应。

图 1

研究框架图



3 研究方法与设计

3.1. 变量的测量:

3.2.1 非权变惩罚:

本研究站在员工的自我感知视角看待领导的非权变惩罚, 采用 Podsakoff (1982)提出的非权变惩罚的定义, 即与员工过失无关, 不加选择地、无条件地惩罚员工。而该定义也得到了众多学者的认可。且回顾以往的研究来看, 该变量为单维变量。测量上, 本文将采用 Podsakoff(1984)开发的量表, 该量表从员工感知视角测量员工在实际工作是否受到了领导的非权变惩罚, 同时该量表也得到了绝大部分学者的使用, 并在中国文化背景下被证实了具有较好的效度 ($\alpha = 0.76$) (张正堂等, 2018a)。该量表不含有反向条目。量表包含 4 个条目, 经典条目如: “我的上司经常让我对自己无法控制的工作结果负责” 等。量表采用 Likert 5 点计分, 从 1-5 分依次表示认同的程度。

3.2.2 反生产行为:

反生产行为是指组织成员自发的对组织或其他成员做出的违背组织准则和规范, 会产生破坏性的消极的角色外行为。本研究采用被学术界广泛采用的 Bennett et al. (2000) 的量表, 该量表将反生产行为分为两维度 (组织指向和人际指向), 其中组织反生产行为包含 12 个测量题项, 人际反生产行为包含 7 个测量题项。

3.2.3 组织公平感知:

对于组织公平的测量, 本研究将以 Moorman and Niehoff (1993) 编制的组织公平感三维度量表为基础, 在结合实际情况进行调整后对组织公平感进行测量。在该量表中, 分配公平维度包括 4 个题项, 主要用于衡量员工对于组织中的分配结果的公平性在多大程度上是认同的。程序公平维度包括 6 个题项, 主要用于衡量员工对于组织中存在的分配程序和分配程序的执行的公平性在多大程度上是认同的。互动公平维度包括 5 个题项, 主要用于衡量上级对分配结果和分配程序相关信息的解释程度和员工在分配过程中被上级的尊重程度。

4 结论与建议

4.1 结论

本研究的实证研究表明，领导非权变惩罚对员工组织反生产行为具有显著正向影响($\beta=0.577$)，当领导采取非权变惩罚时，会影响员工的心理状态，基于组织公平理论，员工受到不公平的非权变惩罚时，员工会认为这是不公平的对待，在排除掉自身的原因后，员工会认为领导在针对自己，会激发员工的负向情绪，而根据挫折-攻击理论，当员工遭受到挫折时，会激发员工的攻击欲望，从而产生反生产行为，以这种攻击行为来抵消员工心理的不公平感，从而达到内心的平衡。以此得出结论：非权变惩罚对反生产行为具有正向影响

本研究表明，领导非权变惩罚不仅对员工反生产行为具有直接影响，基于公平理论和挫折-攻击理论等理论解释领导非权变惩罚还可以通过组织公平感知的中介作用，间接影响员工反生产行为，这也表明组织公平感知是影响员工反生产行为的因素之一。通过实证研究已经表明非权变惩罚对组织公平感具有负向影响，组织公平感对反生产行为具有负向影响。领导非权变惩罚通常被员工理解为一种负面的刺激源会影响员工组织公平感知。而组织公平感知的降低则会产生一系列负面影响，如消极怠工，反生产行为等。以此得出结论：组织公平感在非权变惩罚和反生产行为中具有中介效应。

5.2 管理启示

对于组织而言，有一个良好的奖惩措施可以很好的激励员工，提高员工绩效，增加组织收益，而领导实施非权变惩罚会让员工增加心理压力，提高负向情绪，对于领导者而言，需要时刻关注员工的心理状态与压力状态。在中国的高权力差距组织情景中，领导者是组织的核心和代表，领导者采取负责任风格，积极向下属展现真实的自我，优先带头认真工作，如此不仅能够激发员工的创造性、高绩效等积极组织行为，更能够抑制反生产行为。在当下疫情阴霾尚未消散，经济下行压力增大的当下，抑制反生产行为等，守好底线，尤为重要。领导者应积极寻求员工的认同。领导者的所作所为，领导者是否能起到带头作用，能否得到员工的充分认同是关键。在当下的组织环境中，许多领导者并未认识到这一点，或我行我素不重视员工感受；或只顾做自认为正确之事，不顾及员工意见而随意惩罚员工。领导者应积极寻求员工的共识，其品格作为才能真正影响员工、带动员工，进而抑制反生产行为。

5.3 研究不足

本文将非权变惩罚作为自变量研究对员工反生产行为的影响，以组织公平为中介变量，本文将反生产行为分为组织指向反生产行为和人际指向反生产行为，本文缺乏对人际反生产行为的研究，导致因变量为单维度。对于中介变量，本文采用当前较为成熟的三维度，但是缺乏对各维度更深层次的研究，究竟是那个维度起到最显著的作用，未来的研究中应该对这些问题进行更深层次的研究。

5.4 相关建议

员工犯错是日常团队管理中必不可少的一种现象，几乎每天都会出现。作为领导如果桩桩件件都上纲上线，不仅自己疲累不堪，也很容易给自己树敌，逐渐失去人心。所以本文提出以下建议

(1) 惩罚员工，切记不可一杆子打翻一船人，否则必然成为众矢之的。宁可多一个朋友，也绝不多一个敌人，更何况这个敌人还是每天低头不见抬头见的下属。若是你把所有的下属都得罪光了，纵使你地位很高、权力很大，也绝对坐不了太久就会被调走。领导要想管的住人，就一定要有威严。若是随便一个下属都能骑到你的头上，今后还有谁会把你放在眼里。对待这些跳的最狠的人，必须以雷霆手段将其斩于马下，才能展现出自己的手段和强势，令人心生敬畏。

(2) 一定要让员工知道自己做错了什么，你可以很明确的提出这些错误，然后他才会认可你对他的惩罚。管理者要结合实际具体问题具体分析，如果他们一开始就考虑如

何惩罚和责备员工，那就非常容易得不偿失，员工也很难表扬他们。所以总的原则是：在员工可以接受的范围内，先协助员工找到“错误原因”，并正确引导员工“思考和改正”，最后才会考虑“惩罚或责备”，这也是妥善处理这类事情的逻辑。

(3) 员工犯错后，领导要态度端正，做得好的给奖励，做得不好的给惩罚。只有这样，才能让所有员工信服。领导一定要按照犯错的标准来惩罚员工。例如，如果员工玩忽职守，给公司造成经济损失，那么就通报批评员工，并根据相关法律法规让其承担损失。粗心的错误是一个态度问题。不能只给口头教育。他只会觉得你小题大做。你要采取实质性的惩罚措施，但要掌握好度。教导员工会让他们对你产生发自内心的感激，让他们信任你，认可你，他们会更加努力的完成工作，创造更大的价值。

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The Impact of Person-post Matching on In-role Performance: The Mediating Effect of Job Satisfaction and the Moderating Effect of Organizational Commitment

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Abstract

People post match to promote individual career development and enterprise growth plays a crucial role, there are scholars discuss people post match work attitude and work performance lack the direct relation between the two variables in the same situation considering the process of action between the three variables. Therefore, this study on post match and exploration on the content and structure, and to bring it into reality organization cases, discusses the hillock matching effects on employee role in performance, to enrich the company system, provide theoretical guidance for the organization and management practice. Enterprise staff as the research object, this study adopts the form of questionnaire investigation and study, a total of recycling effective questionnaire 682, through empirical analysis it is concluded that the results. Results show that people post to match the role within the significant influence on the performance of people post match has a significant influence on job satisfaction, job satisfaction within the role on significant influence on the performance of job satisfaction in xingshugang matching effects within the role on performance of partial intermediary effect,

Keywords: Person-Post; Matching; In-Role; Performance; Job Satisfaction; Organizational Commitment

人岗匹配对角色内绩效的影响：以工作满意度为中介作用，以组织承诺为调节作用

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摘要

人岗匹配对促进员工个人职业发展及企业成长起着至关重要的作用，目前已有学者探讨人岗匹配度工作态度与工作绩效两两变量间的直接关系缺乏在同一情境下考虑三个变量间的作用过程。因此，本研究对人岗匹配内容和结构进行探索，并且将其引入现实组织情况中，探讨人岗匹配对员工角色内绩效的影响，以此丰富公司体系，

为组织管理实践提供理论指导。本研究以企业员工作为研究对象，采用调查问卷的形式进行调查研究，共回收有效问卷 682 份，通过实证分析得出其结果。

关键词：人岗匹配；角色内绩效；工作满意度；组织承诺

1. 绪论

近二十年来，人岗匹配对于促进员工个人职业发展及企业组织的成长有着非常重要的作用。因此，人岗匹配对各项绩效的影响关系成为重要的研究问题，同时角色内绩效也是组织创新、组织行为等领域研究比较多的一个热点话题。人岗匹配度是测量岗位特性与员工个人特性一致性程度的指标，它包含两类，一类是岗位要求—员工能力匹配度，强调员工胜任某一工作岗位必须具备一定的知识、技能和才干；另一类是员工需求—岗位供给匹配度，强调岗位提供的工作条件要满足员工个人期望（冯佳慧，2015）。目前，已有学者探讨人岗匹配度与各种绩效变量间的直接关系，（邱泽敏，2018）但缺乏在同一情境下考虑人岗匹配机制对于角色内绩效的影响作用过程。本论文基于工作满意度视角研究人岗匹配度对角色内绩效的影响；并从人岗匹配度的视角出发对企业角色内绩效的直接影响及工作满意度在人岗匹配度和角色内绩效之间起到的中介作用，以及组织承诺为调节变量来如何调节人岗匹配对与角色内绩效的影响。

2. 文献综述

2.1 组织行为学

组织行为学是管理类专业非常重要的专业课程，强调理论性与实践性的统一。组织行为学作为一门学科，经历了漫长的发展。根据其发展的时间阶段，可将组织行为学归纳总结为以泰勒科学管理为代表的古典科学管理理论阶段、以霍桑实验为起始的人际关系理论以及双因素理论阶段、以权变态度和方式对个体及其管理心理与行为进行分析的理论阶段和现今的积极组织行为学理论阶段这四个阶段(O'Reilly, 1991)。

2.2 人岗匹配

人岗匹配是指在人与环境匹配理论中，人岗匹配备受研究者们的关注。所谓人岗匹配，它是指企业按照人适其事、事宜其人的分配原则，根据员工特质差异和岗位要求差异，将不同的员工配置到最适合自己的岗位上，从而达到人尽其才物尽其用的效果（李芳芳,2011）。企业通过岗位说明书，可明确不同工作岗位的工作环境、工作内容、工作目标，及完成岗位任务时所需要的专有技能；同时，企业管理者通过员工个体素质测评，明确不同员工的工作技能、身体素质水平和各自适宜的工作

2.3 角色内绩效

基于角色理论可以把绩效划分为角色内绩效和角色外绩效。个体的绩效行为主要涵盖两个层次：其一为角色内绩效行为，其内涵与任务绩效相近，个体基本的、应达成的行为与职责；其二为角色外绩效行为，其内涵与周边绩效相近，强调个体职责以外的奉献行为(Podsakof, 2001)，

2.4 工作满意度

工作满意度是指个体在对其工作进行评价时产生的愉快的、积极的情绪体验的强度，简而言之，即个体对其工作的喜爱程度。员工对工作内容的感知能够影响工作满意度水平。当员工感知到自身工作能力与岗位要求匹配度较高时，由于自身所学的专业和技能与岗位所需专业和技能相符，员工能够较好地胜任岗位工作，因此不会感受

到很大的工作压力。本研究定义使用的是任晓慧（2021）员工心理上和生理上对工作环境和工作本身的满意感。

2.5 组织承诺

组织承诺的概念包含了心理学、社会学和管理学的内容。在心理学中探讨的是个人产生承诺的内在动机，个体对组织产生承诺的机制。社会学中探讨的是影响承诺，这一社会表现的社会因素。

2.6 研究假设

2.6.1 人岗匹配对工作满意度的影响

Bittiner（1987）研究提出，如果个体和组织在认知方面的一致性更高，那么个体在自我评价环节体现出的绩效和成就感知就更加强烈。员工和组织彼此之间如果能够实现价值观的高度匹配，那么员工就更加愿意主动的进行工作之外的工作，获得更好的工作心态从而提高员工的工作满意度。反之如果企业不能根据员工特性等将员工分配到合适的岗位上，员工的工作与自己的专业，特性等不符合，那么员工不能胜任这个岗位的工作，从而会降低员工的工作满意度。因此我们得到假设一：

H₁：人岗匹配正向影响工作满意度。

2.6.2 工作满意度对角色内绩效的影响

Chen and Silverthorne(2008) 给出了工作满意度可以正向预测工作绩效的结论。员工在组织工作中受外部或内部影响致使工作心态以及对于工作本身喜好程度较高时就具有良好的工作态度，较高的工作认同度，这对于员工工作行为以及工作期望都有良好的提升，员工可以自主了解自己工作规定范围内的基本的岗位职责和岗位任务，因此可以对员工的角色内绩效有着积极地影响，良好的行为可以为绩效带来正向影响。Lee(2010)认为满足员工的工作满意度会直接增加他们的工作绩效。这对于员工工作行为以及工作期望会带来负面的影响，员工不想要了解自己工作规定范围内的基本的岗位职责和岗位任务，从而降低角色内绩效。因此我们得到假设二：

H₂：工作满意度正向影响角色内绩效。

2.6.3 人岗匹配对角色内绩效的影响

林新奇（2017）较强的人岗匹配可以使员工在企业中的自我价值最大化，员工所处的岗位以及他所从事的工作是他本身所擅长的，因此员工可以将本职工作做的更好，只有在自己专业的领域才会拥有较高的兴趣以及良好的心态，才能熟悉了解自己职责范围内的基本的岗位职责和岗位任务，对自己的任职工作较为熟悉从而提升员工的角色内绩效。反之较低的人岗匹配会使员工在岗位上不能得到合理的分配，不能发挥自己最大的作用，对于自己所在的岗位所做的本职工作熟练度不高，所以会导致不能熟悉了解自己职责范围内的基本的岗位职责和岗位任务，对现在的工作缺乏兴趣，对员工工作行为不能带来良好的影响，从而导致员工的角色内绩效下降。因此我们得到假设三：

H₃:人岗匹配正向影响角色内绩效。

2.6.4 工作满意度在人岗匹配与角色内绩效间的关系

我国学者林文新(2012)在研究中提出，工作满意度高低评分往往是在同类岗位职务人员的比较之间进行的，心理学专家阿依孜和费解拜恩共同提出的“理性行为理论”，此理论也称为“理性行动理论”，这一理论揭示了态度与行为的关系是行为意向理论的基础，其数学表达式是 BI (行为意向)=A (主观态度)+环境因素 SN，其中，公式中的主观态度指成就感的满足程度。周建荣(2005)良好的人岗匹配可以使得员工可以做与自

己能力技能相关的工作内容，进而工作满意度提高，员工对目前的工作拥有一个比较良好的心态，以及对于目前所从事的工作具有一定的兴趣，也就意味着对于现在的工作没有太多的意见，员工对于自己的本职工作的评价会增加，从而增高员工的角色内绩效。由此推断，人岗匹配程度可以增强员工的满意度，进而影响其角色内绩效的发展。因此本研究得到假设四：

H₄：工作满意度在人岗匹配与角色内绩效间起中介作用。

2.6.5 组织承诺在人岗匹配对角色内绩效间关系的调节作用

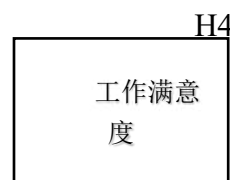
员工觉得自己与企业保持着密不可分关系时，员工对组织的管理从简单的服从提升为认同组织对他（她）的管理和要求，当员工在工作的过程中发现企业的愿景与自己未来的规划方向大体一致时，员工就会有较强的企业认同感表现出内化的态度和行为（凌文，2001）。Karasek（2010）提出的工作需求—控制模型中，工作控制（Job Control）和自由裁量权（Discretion）的概念一致，反映了员工在工作场所的自主性，它使员工感觉到工作处于控制之下。在其控制下其工作积极性高，组织承诺较高，就会想要接着工作，创造价值，那么对于目前工作的认真程度就越高，对于自己工作的兴趣培养也有帮助，对于了解自己职责范围内的基本的岗位职责和岗位任务有所提升，从而增强人岗匹配对角色内绩效的影响。所以以组织承诺为调节时，人岗匹配对角色内绩效的影响就越强。因此我们得到假设五：

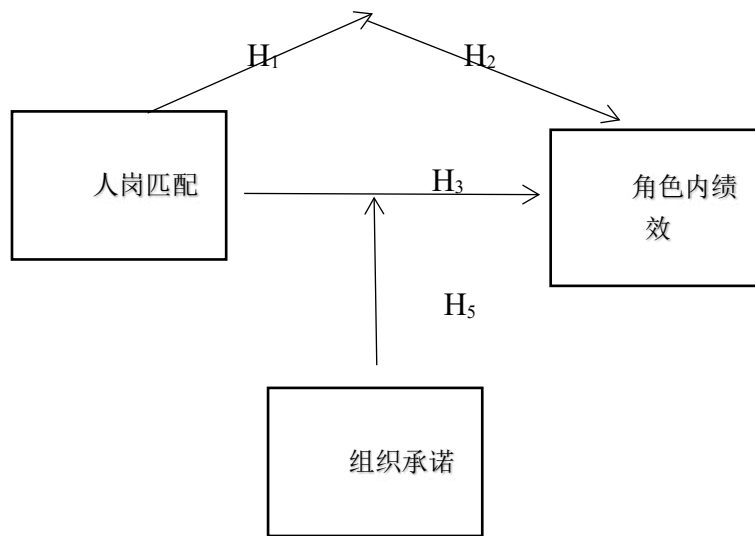
H₅：组织承诺增强人岗匹配对角色内绩效的影响，组织承诺越高时人岗匹配对角色内绩效的影响越强。

2.7 研究框架

本文探讨基于人岗匹配理论，讨论员工工作满意度对员工角色内绩效方面地影响，调查员工经由对人岗匹配的感知让角色内绩效发生变化，研究工作满意度的中介路径和作用机制。同时在组织承诺调节角度，探究，使人岗匹配降低对于角色内绩效的意义。构建本文探究的研究框架图如图 2.1 所示：

图 2.1
研究框架图





3.研究方法与设计

3.1 操作性定义与衡量

3.1.1 人岗匹配

A. 人岗匹配的操作性定义

定义是指在人与环境匹配理论中，指企业按照哪些人合适做哪些事，哪些事合适哪些人做的分配原则，根据员工特质差异和岗位要求差异，将不同的员工配置到最适合自己的工作岗位上，从而达到最理想的效果（荣洁. 2012）。

B.衡量：人岗匹配度量表是借鉴 Lauer 等人,研究量表，共五个题项。

3.1.2 工作满意度

A.工作满意度的操作性定义

Judge（2009）考察了负面情感对工作满意度的影响，研究发现，工作满意度非常依赖于幸福感。同时从组织支持资源角度出发，发现当组织如果充分的提供相应的工作资源时，可以有效的使员工的工作热情以及动机提升，可以减少员工的工作压力和工作疲倦，致使员工的幸福感以及对公司的认同感提升。

B.衡量：本文借鉴了工作满意度的测量是根据 Tsui *etal.*（1992）提供的量表修订而成，共 7 个题项，选取五点计分方式，分值越高工作满意度越高。

3.1.3 角色内绩效

A.角色内绩效的操作性定义

Murphy（1990）认为绩效是一种“行为”，是与组织目标有关的一连串行动。岗位所要求的或期望的行为，是常规、持续工作绩效的基础”，侧重于工作角色所包含的工作内容，是组织对成员正常的工作要求。

B.衡量：本文角色内绩效的测量是根据 Eisenberger *etal*（2010）学者在 2010 所编制的量表进行修订，该量表在中国背景下具有很好地效度，量表共 5 个题项，选取五点计分方式，分值越高角色内绩效程度越高。

3.1.4 组织承诺

A.组织承诺的操作性定义

组织承诺指组织中个体对其组织在情感上的忠诚，以及对在组织中去留成本与收益的权衡后，愿意继意留在该组织的意向(Kanter, 1968)。；

B.测量：本文借鉴了组织承诺的测量是根据 Meyer and Allen（1991）提供的量表修订而成，共 6 个题项，选取五点计分方式，分值越高组织承诺值越高。

3.2 研究对象和数据收集

通过网络问卷形式，亲友帮忙发放的形式对陕西省西安西安市员工进行问卷发放，例如制造业，IT 行业，信息技术等对角色内绩效要求较高的行业。因为这些行业的员工对专业技术的依赖比较大，如果在自己的岗位不能发挥自己的技术特长，那么他们的工作效率以及积极性会大打折扣。本文探讨的研究对象为基层员工，基层员工的思想更能反映出本研究的普遍与真实。

4. 数据分析

4.1 描述分析

本文共收集有效样本 682 份，分别从性别、年龄、婚姻状况、教育程度、月收入等方面对被调查者基本情况描述分析，填卷人性别，男性有 350 人，占 51.3%，女性有 332 人，占 48.7%，两者间差距不大。

4.2 信度分析

信度分析（Reliability Analysis）采用克朗巴哈（Cronbach's Alpha）信度系数来检查调查问卷研究变量在各个测量题项上的一致性程度。Devellis(1991)认为变量要有良好的信度则 Cronbach's Alpha 系数须大于 0.7。

本研究共有 4 个因素分别为工作满意度、角色内绩效、人岗匹配、组织承诺，以下分别逐一对每个变量进行信度分析。

4.3 验证性因素分析

共有 4 个维度，分别为工作满意度、角色内绩效、人岗匹配、组织承诺，共包含 23 个测量题目，执行验证性因素分析。

4.4 区别效度

本研究采用较严谨的 AVE 法对区别效度进行评估，Fornell and Larcker, 1981 每个因素 AVE 开根号须大于各成对变数的相关系数，表示因素之间具有区别效度。

4.5 回归分析

4.5.1 人岗匹配对工作满意度回归分析

以性别、年龄、婚姻状况、教育程度、月收入作为控制变量，人岗匹配作为自变量，工作满意度作为因变量，进行回归检验分析。

表 4.1

人岗匹配对工作满意度回归分析

	工作满意度					
	M1			M2		
	β	t	VIF	β	t	VIF
性别	0.041	1.077	1.006	0.014	0.444	1.008
年龄	-0.033	-0.867	1.009	-0.017	-0.533	1.01

婚姻状况	-0.013	-0.338	1.013	0.007	0.212	1.014
教育程度	0.12**	3.132	1.014	0.1**	3.153	1.015
月收入	0.055	1.448	1.004	0.032	1.032	1.005
人岗匹配				0.564***	17.92	1.008
R ²		0.021			0.337	
调整后 R ²		0.021			0.315	
F		2.968*			57.168***	

资料来源：本研究整理

注：*， $p < 0.05$ ；**， $p < 0.01$ ；***， $p < 0.001$

由表 4.1 模型中可以得到，R 方为 0.337，表明工作满意度可解释变异为 33.7%，人岗匹配对工作满意度（ $\beta=0.564$ ， $p < 0.001$ ）具有显著正向影响，假设 H₁ 成立。

4.5.2 岗匹配对角色内绩效回归分析

以性别、年龄、婚姻状况、教育程度、月收入作为控制变量，人岗匹配作为自变量，角色内绩效作为因变量，进行回归检验分析。

表 4.2

人岗匹配对角色内绩效回归分析

	角色内绩效					
	M1			M2		
	β	<i>t</i>	VIF	β	<i>t</i>	VIF
性别	0.024	0.627	1.006	-0.007	-0.251	1.008
年龄	-0.004	-0.104	1.009	0.015	0.512	1.01
婚姻状况	-0.004	-0.107	1.013	0.019	0.637	1.014
教育程度	0.067	1.744	1.014	0.043	1.491	1.015
月收入	0.106**	2.762	1.004	0.079**	2.737	1.005
人岗匹配				0.65***	22.412	1.008
R ²		0.017			0.436	
调整后 R ²		0.017			0.42	
F		2.269*			87.011***	

资料来源：本研究整理

注：*， $p < 0.05$ ；**， $p < 0.01$ ；***， $p < 0.001$

由表 4.2 模型中可以得到，R 方为 0.436，表明角色内绩效可解释变异为 43.6%，人岗匹配对角色内绩效（ $\beta=0.65$ ， $p < 0.001$ ）具有显著正向影响，假设 H₂ 成立。

4.5.3 工作满意度对角色内绩效回归分析

以性别、年龄、婚姻状况、教育程度、月收入作为控制变量，工作满意度作为自变量，角色内绩效作为因变量，进行回归检验分析。

表 4.3

工作满意度对角色内绩效回归分析

	角色内绩效					
	M1			M2		
	β	<i>t</i>	VIF	β	<i>t</i>	VIF
性别	0.024	0.627	1.006	-0.002	-0.065	1.007
年龄	-0.004	-0.104	1.009	0.017	0.566	1.01

婚姻状况	-0.004	-0.107	1.013	0.004	0.136	1.013
教育程度	0.067	1.744	1.014	-0.009	-0.288	1.029
月收入	0.106**	2.762	1.004	0.071*	2.376	1.007
工作满意度				0.63***	21.012	1.022
R ²		0.017			0.405	
调整后 R ²		0.017			0.389	
F		2.269*			76.705***	

资料来源：本研究整理

注：*， $p < 0.05$ ；**， $p < 0.01$ ；***， $p < 0.001$

由表 4.3 模型中可以得到，R 方为 0.405，表明角色内绩效可解释变异为 40.5%，工作满意度对角色内绩效 ($\beta=0.63$, $p < 0.001$) 具有显著正向影响，假设 H₃ 成立。

4.6 中介检验

以性别、年龄、婚姻状况、教育程度、月收入作为控制变量，人岗匹配作为自变量，工作满意度作为中介变量，角色内绩效作为因变量，进行中介检验分析。

表 4.4

中介检验

	角色内绩效		工作满意度		角色内绩效
	M1	M2	M3	M4	M5
	β	β	β	β	β
性别	0.024	-0.007	0.041	0.014	-0.013
年龄	-0.004	0.015	-0.033	-0.017	0.021
婚姻状况	-0.004	0.019	-0.013	0.007	0.016
教育程度	0.067	0.043	0.12**	0.1**	0.005
月收入	0.106**	0.079**	0.055	0.032	0.067*
人岗匹配		0.65***		0.564***	0.435***
工作满意度					0.382***
R ²	0.017	0.436	0.021	0.337	0.533
调整后 R ²	0.017	0.42	0.021	0.315	0.516
F	2.269*	87.011***	2.968*	57.168***	109.761***

资料来源：本研究整理

注：*， $p < 0.05$ ；**， $p < 0.01$ ；***， $p < 0.001$

由表 4.4 模型可以得到，人岗匹配对角色内绩效具有显著影响，人岗匹配对角色内绩效的标准化系数由 0.65 下降为 0.435，且仍具有显著影响，表明工作满意度在人岗匹配对角色内绩效的影响中具有部分中介效应，假设 H₄ 成立。

4.7 调节检验

以性别、年龄、婚姻状况、教育程度、月收入作为控制变量，内隐追随作为自变量，组织承诺调节变量，角色内绩效为因变量，进行调节检验分析，

表 4.5

调节检验

	角色内绩效			
	M1	M2	M3	M4
	β	β	β	β
性别	0.024	-0.007	-0.008	-0.006
年龄	-0.004	0.015	0.01	0.001

婚姻状况	-0.004	0.019	0.026	0.026
教育程度	0.067	0.043	0.051	0.052
月收入	0.106**	0.079**	0.066*	0.06*
人岗匹配		0.65***	0.508***	0.542***
组织承诺			0.258***	0.287***
人岗匹配 x 组织承诺				0.099**
R ²	0.017	0.436	0.482	0.488
调整后 R ²	0.017	0.42	0.046	0.006
F	2.269*	87.011***	89.477***	80.232***

资料来源：本研究整理

注：*， $p < 0.05$ ；**， $p < 0.01$ ；***， $p < 0.001$

由表 4.5 模型中可以得到，人岗匹配 x 组织承诺对角色内绩效 ($\beta=0.099$, $p < 0.01$) 具有显著正向影响，表明组织承诺在人岗匹配对角色内绩效具有显著正向调节作用，假设 H₅ 成立。

5. 结论与建议

5.1 研究贡献

5.1.1 理论

本研究通过文献综述整理了本研究对于变量间的相关文献以及假设关系，理论基础，理论上为后续研究该领域，涉及该研究变量提供了参考，补足了对于人岗匹配对于角色内绩效的研究理论，以及组织承诺的调节作用，研究了人岗匹配对于角色内绩效的影响能力，扩充了相关的研究，加上工作满意度的介入，分析其对人岗匹配对于员工角色内绩效而产生的影响，为该角色内绩效的研讨增加了研讨的贡献。

1.1.15.1.2 实务

为指导企业管理者更好地进行绩效管理提出管理建议，明确上岗要求，提高岗位要求一员工能力的匹配度。企业应针对不同的岗位设计不同的工作说明书，进而明确上岗要求。这样企业才能在众多求职者中挑选适合在某岗位工作的员工。只有提高了要求能力匹配度，才能有效提高员工的作绩效，为企业创造利益。

5.2 研究局限性以及未来研究建议

任何研究都难以做到十全十美，由于各方面条件的限制，研究仍然存在一些不足之处，在此对其进行概述，为未来进一步的研究方向进行展望。

本研究的局限性首先是本研究的抽样方式：本研究用便利抽样，但是没能到达随机抽样的原则。而且抽样范围局限于陕西省内，容易造成样本不具整体代表性，准确度不够，而使模式产生偏误。因此，建议后续研究者可以将范围扩大至其他地区。

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Research on the Impact of Online Shopping Experience on Consumers' willingness to Purchase Yu'e Bao Products

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Abstract

This study takes Yu'e Bao as an example to investigate the influence of online shopping experience on consumers' willingness to purchase financial products on financial platforms. Data was collected through a questionnaire survey, and statistical analysis was conducted using SPSS25.0 software through descriptive statistics, reliability and validity analysis, correlation analysis, and regression analysis to test the relationship between theoretical model factors and variables. The results show that purchase intention has a positive impact on information experience, cognitive experience, emotional experience, and relational experience, while information experience, cognitive experience, emotional experience, and relational experience have a positive impact on consumers' purchase intention, with relational experience having the greatest impact. Based on the research results, several suggestions are proposed: strengthening information content supervision mechanisms, increasing platform visibility, enhancing emotional and relational experiences in online shopping, in order to facilitate effective adjustment and improvement of online platforms, promote safe and efficient use of relevant functions by users, and promote the healthy development of the market.

Keywords: Online Shopping Experience; Purchase Intention; Yu 'e Bao; Consumer

网购体验对于消费者购买余额宝产品意愿的影响研究

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摘要

本研究以余额宝为例研究理财平台网购体验对消费者购买理财产品意愿的影响，通过问卷调查法进行收集数据，利用 SPSS25.0 统计软件对数据进行统计分析，并通过描述性统计分析、信效度分析、相关分析以及回归分析等分析方法，来检验理论模型因子关系及变量间关系。研究表明：购买意愿对信息体验、认知体验、情感体验以及关联体验有正向影响，而信息体验、认知体验、情感体验和关联体验会正向影响消费者的购买意愿，其中关联体验对购买意愿的影响最大。根据研究结果，提出几点建议：加强信息内容监管机制、提高平台知名度、提升网络购物情感体验、提升网络购物关联体验。以便网络平台有效调整并改进，方便用户安全快捷的使用相关功能，促进市场良好发展。

关键词：网购体验；购买意愿；余额宝；消费者

1. 绪论

1.1 研究动机

近年来，随着经济的不断发展，人们也越来越富有，对于资产管理与资产增值的愿望更加迫切。传统金融机构基本上是遵循二八定律的，对于消费者的闲置资金不够重视，推出的理财产品不仅门槛高，操作也不便捷，这就造成了消费者在理财上的一些困难。直到 2013 年 6 月，中国最大的互联网金融产品余额宝一经问世，就获得了人们的一致好评，不仅门槛不高，而且操作也十分便捷，使消费者的理财变得更加容易，互联网理财的时代也随之而来。然而，许多互联网理财产品在发展的同时，出现了资金存量规模增速缓慢和收益下降的问题。互联网理财平台要想继续发展，就必须留住老用户，并吸引新用户。因此，明确消费者对互联网金融理财产品的需求和态度，对于该类产品进一步的完善和理财市场的健康发展具有重要的意义。

1.2 研究目的及问题

本研究着眼于当下备受关注且竞争激烈的互联网金融理财产品，通过对消费者的调查研究来探讨城市市民对余额宝理财产品购买意愿产生影响的主要因素，并对这些因素影响居民购买意愿进行进一步的分析，进而达到充分了解市民的投资行为，使互联网金融公司有针对性的设计和改进产品，更好地满足普通大众的理财需求，并在竞争白热化的新兴互联网金融市场中提高竞争力，扩大市场份额。结合研究背景及研究意义，本研究拟解决以下几个问题：

- (1) 网购理财产品的现状如何？
- (2) 网购体验中的信息体验对消费者购买余额宝意愿是否有影响作用？
- (3) 网购体验中的认知体验对消费者购买余额宝意愿是否有影响作用？
- (4) 网购体验中的情感体验对消费者购买余额宝意愿是否有影响作用？
- (5) 网购体验中的关联体验对消费者购买余额宝意愿是否有影响作用？

1.3 研究意义

1.3.1 理论意义

当前许多文献从宏观上对互联网金融理财产品进行研究，包括该类理财产品的特征、对传统金融机构的倒逼作用、政府监管与防范措施。关于该产品购买意愿及购买行为的影响因素方面，鲜有学者从消费者存在的非理性行为进行研究。本研究从消费者视角出发，探究该产品购买意愿的影响因素，以期丰富当前研究，为理财市场的发展提供参考性意见。

1.3.2 实践意义

本研究深入剖析消费者的平台购买体验，探讨影响客户使用平台购买理财产品的因素，可以使理财平台在提供服务时考虑消费者的平台购买体验，有助于相关互联网理财产品平台完善平台和产品建设，提高市场竞争力。

2. 研究假设和模型建立

2.1 研究假设

在网购情境下，消费者的购买意愿受消费心理的影响模式变得更加复杂多样，本文将网购体验分成四个维度。即信息体验、认知体验、情感体验以及关联体验，来探究网购体验对消费者购买意愿的影响作用。通过文献梳理和理论推导，提出以下研究假设和理论模型。

康健（2019）以体验经济理论为指导，对旅游者的体验感知进行了研究，指出旅

游者的体验感知正向促进其购买意愿。曲霏等（2015）指出，网购体验会直接影响用户满意度，最终影响用户消费意愿。黄敏学等（2015）以消费者体验视角出发，对消费者参与虚拟社区所产生的信息体验、娱乐体验以及互动体验对消费者的品牌忠诚度进行研究，结果显示这些因素能促进消费者购买意愿。张颖（2020）运用结构方程模型对网络购物情境中品牌体验对购买意愿的影响进行了研究，结果显示：品牌体验中的感官体验、情感体验、认知体验以及行为体验都对购买意愿具有正向的影响作用，然而，品牌体验的不同维度对购买意愿的影响大小具有显著的差异性。影响最大的因素为感官体验，影响最小的因素为情感体验。杨慧敏（2022）以支付宝为例研究理财平台网购体验对消费者购买理财产品意愿的影响，采用结构方程模型（SEM）方法对提出的理论模型因子关系及变量间关系和调查数据进行分析 and 检验，验证了产品效用对认知体验、情感体验以及关联体验有正向影响，而认知体验、情感体验和关联体验会正向影响消费者的购买意愿，其中产品效用对购买意愿的影响最大。

网购本身具有的社交化特性，使得平台会大量聚焦一些产品信息，良好的信息体验能有效降低消费者的感知风险，因此，信息体验可以对消费者的购买意愿具有促进作用。基于以上分析，本文提出研究假设 H1：

H1：网购体验中的信息体验对购买意愿具有正向影响。

消费者在网络上的良性互动可以提升其对产品的好感和关注，因此本研究推测，认知体验对购买意愿具有积极作用。基于以上分析，本文提出研究假设 H2：

H2：网购体验中的认知体验对购买意愿具有正向影响。

情感体验是一种主观的体验，良好的情感体验有助于形成产品满意，进一步提升其购买意愿。基于以上分析，本文提出研究假设 H3：

H3：网购体验中的情感体验对购买意愿具有正向影响。

关联体验有助于消费者与余额宝之间产生某种心理联结，使用户得到一种产品之外的满足，增强用户对余额宝的正面评价，因此推测，关联体验有可能形成消费者形成购买意愿。基于以上分析，本文提出研究假设 H4：

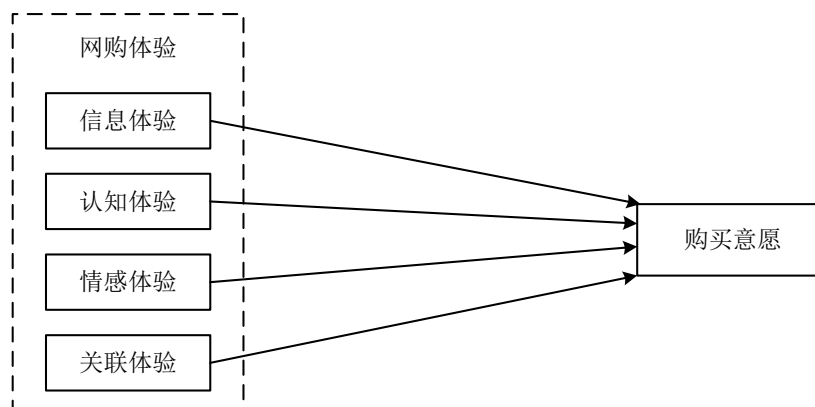
H4：网购体验中的关联体验对购买意愿具有正向影响。

2.2 理论模型

根据前文理论分析和假设，有关网购体验与消费者购买意愿的关系研究比较零散，还没有形成完整的关系模型。本研究把网购体验中的各维度当作自变量，购买意愿作为因变量，深入探讨各变量之间的影响关系。如图 1 所示：

图 1

研究框架图



资料来源：本研究整理

3. 研究设计

3.1 研究对象与资料收集

本研究以余额宝为例，对互联网金融产品进行研究。余额宝是互联网金融产品，是行业中市场份额和规模最大的金融产品。通过有代表性而且最大的互联网金融产品进行分析，具有很强的代表性。

本研究样本抽样方式为简单随机抽样方法，在问卷星网站上进行问卷的设计，并在该平台上正式投放。接着把问卷投放后生成的二维码和网址链接分享到微博、微信、豆瓣等社交平台以扩大填写人群。共发放450份正式问卷，剔除未回收及无效问卷，实际回收有效问卷408份，有效问卷回收率达91.0%。

3.2 变量操作性定义及衡量

3.2.1 信息体验的操作型定义与衡量

信息体验是指为用户在浏览该产品时获取到的对自己有价值或有帮助的信息内容（盛光华等，2022）。郑楠和黄卓（2018）在虚拟品牌社群下消费体验对品牌忠诚的影响研究一文中，对信息体验的测量运用了3个题项进行，为单一维度量表。本研究将采用郑楠和黄卓（2018）的量表来进行测量。分数采用李克特(Likert)五点式，按照的实际状况，填写“非常不同意”，“不同意”，“有点同意”，“同意”和“非常同意”这五个连续变量，以1-5的分数来进行评分。

表 16

信息体验量表

维度	题号	题项
信息体验	IM1	在余额宝官网上，我可以获取到有用的信息或资料
	IM2	我愿意分享关于余额宝的一些理财信息
	IM3	当我在理财时遇到一些难题时，我会到余额宝官网中寻求资料

资料来源：郑楠、黄卓（2018）。虚拟品牌社群下消费体验对品牌忠诚的影响研究。

商业经济研究，19（03），76-78。

3.2.2 认知体验的操作型定义与衡量

认知体验是指消费者对平台知名度、标识、形象等抽象概念的基本认知（杜鹏，2012）。宋明元（2014）以智能手机市场为背景，从消费者的角度将品牌体验划分为5个维度，其中认知体验由4个题项组成。吴镓斌和曲洪建（2022）运用3个题项对认知体验进行测量，主要包括知名度、标识、实力强等项目。本研究参考吴镓斌和曲洪建（2022）的认知体验量表，同时结合本研究的研究目的进行对其修正，形成本研究的认知体验量表。分数采用李克特(Likert)五点式，按照的实际状况，填写“非常不同意”，“不同意”，“有点同意”，“同意”和“非常同意”这五个选项，以1-5的分数来进行评分。

表 17

认知体验量表

维度	题号	题项
认知体验	CG1	余额宝具有很高的知名度
	CG2	我认识余额宝的标识
	CG3	余额宝所属企业的实力很强

资料来源：吴镓斌、曲洪建（2022）。基于认知-态度-行为意愿理论的仿冒服装购买意

愿的影响因素。《现代纺织技术》，30（04），230-240。

1.1.2 情感体验的操作型定义与衡量

情感体验是指消费者在使用产品时产生的一系列情绪和感情，包括用户之间通过沟通互动、交流分享而相互产生的感情（朱益平等，2022）。孙小丽（2018）将情感体验划分为单维度量表，共包含3个题项。本文在借鉴孙小丽（2018）的情感体验量表的基础进行修正，共包含3个题项来测量情感体验。分数采用李克特(Likert)五点式，按照的实际状况，填写“非常不同意”，“不同意”，“有点同意”，“同意”和“非常同意”这五个连续变量，以1-5的分数来进行评分。

表 18

情感体验量表

维度	题号	题项
情感体验	EM1	余额宝能够引起我的兴趣和美好的情绪
	EM2	使用余额宝理财会让我感到享受和投入
	EM3	我觉得余额宝不仅仅是一个工具，是有感情的

资料来源：孙小丽（2018）。消费者网购体验、体验价值与购买意愿。《商业经济研究》，35（12），60-63。

（4）关联体验的操作型定义与衡量

关联体验是指消费者感知到该产品理念与消费者之间具有的某些共通性或独特性，其超越用户情感，是个人对理想自我的关联，关联的目的是要让个体对自我有变得更好的渴望，从而得到对自我的肯定及他人的认同。（崔筱婷和曲洪建，2020）。申姝红（2018）通过问卷发放的方式，获取了研究 B2C 跨境网购体验对消费者重复购买意愿影响的样本数据，其中在关联体验的量表通过生活态度、共同话题、心中形象、交往接触等4个层面进行测量。崔筱婷和曲洪建（2020）在研究跨境电商平台网购体验对服装消费者购买意愿的影响中，从浏览评论、链接分享、互动提问等3个层面进行对关联体验进行测量。本研究结合以上学者的分析，用3个题项对关联体验进行测量。分数采用李克特(Likert)五点式，按照的实际状况，填写“非常不同意”，“不同意”，“有点同意”，“同意”和“非常同意”这五个连续变量，以1-5的分数来进行评分。

表 19

关联体验量表

维度	题号	题项
关联体验	AS1	在余额宝理财可以帮助提升我在别人心目中的形象
	AS2	自己与那些同样喜欢余额宝的人会有更共同的话题
	AS3	更倾向于与那些同样喜欢余额宝理财的人交往接触

资料来源：申姝红（2018）。B2C 跨境网购体验对消费者重复购买的影响。《商业经济研究》，22（14），69-71。

4. 实证分析

4.1 样本描述性统计分析

与预调研一样，正式问卷仍然采用问卷星来发放问卷并收集数据，本次调查共发放450份正式问卷，剔除未回收及无效问卷，实际回收有效问卷408份，有效问卷回收率达91.0%，具体的有效问卷统计结果如下。

表 20

样本描述性统计分析

变量	选项	频率	百分比
性别	男	165	40.4
	女	243	59.6
学历	专科及以下	77	18.8
	本科	233	57.1
	硕士研究生	66	16.2
	博士研究生	32	7.9
月收入	3000 元以下	153	37.5
	3001-6000 元	94	23.0
	6001-8000 元	99	24.2
	8000 元以上	62	15.3
	没有使用过	21	5.2
使用余额宝时间	1 年以下	71	17.3
	1-2 年	77	18.8
	2-3 年	104	25.4
	3 年以上	136	33.3
使用余额宝原因	相比于银行理财收益高	122	29.9
	周围人都在使用	97	23.7
	朋友推荐	60	14.8
	广告宣传及吸引	57	13.9
	觉得新鲜, 想尝试一下	72	17.7

资料来源: 本研究整理

从表 5 中可以看出, 男性占总人数的 40.4%, 女性占 59.6%, 被调查者的性别分布较为合理; 从学历分布来看, 拥有本科学历的人数最多, 为 233 人, 占整体的 57.1%, 其次是拥有硕士的人数, 为 66 人, 占比达到 16.2%, 从中可以看出网购余额宝产品的人群学历较高; 从月收入来看, 样本群体主要集中在 3001-8000 元这个区间, 这与中国当前的企业薪酬结构较为相符; 从调查中发现, 样本在使用余额宝时间超过 3 年以上的 136 人, 占比达到了 33.3%, 使用时间为 2-3 年的有 104 人, 占比达 25.4%, 使用时间为 1-2 年的有 77 人, 占比达 18.8%, 使用时间在一年的有 71 人, 占比达 17.3%, 从来没有使用过的人数为 21 人, 占比 5.2%。从使用余额宝的时间来看, 在被试者使用时间 3 年以上的人数最多, 超过了总人数的三分之一。余额宝在中国的互联网金融理财产品中是属于最早, 且最为成熟的产品, 自推出不到 10 年的时间, 使用人数最多的在 3 年以上, 这也从侧面说明当下中国的普通居民对于零散资金的理财需求是十分迫切的, 同时也能看出余额宝类理财产品很好地满足了普通居民对于小额资金理财的这类需求。从使用余额宝来调查结果来看, 因为余额宝收益高而使用的人有 122 人, 占比 29.9%, 因为周围人都在用余额宝而使用的人有 97 人, 占比 23.7%, 因为广告宣传吸引而使用的人有 57 人, 占比 13.9%, 因为朋友推荐而使用的人有 60 人, 占比 14.8%, 因为对余额宝有新鲜感而尝试使用的人有 72 人, 占比 17.7%。由调查结果可以发现, 居民使用余额宝的主要原因是周围人都在使用余额宝和余额宝较高收益率。

4.2 信度分析

从下表可以看出，各个维度的克隆巴赫系数值均大于 0.7，对于一般性的研究而言，当信度系数大于 0.7 就属于高信度。因此，就本研究的 *Cronbach's α* 系数，判定本研究属于高信度。

表 21

问卷信度分析汇总表

变量	题项	<i>Cronbach's α</i>
信息体验	3	0.780
认知体验	3	0.842
情感体验	3	0.860
关联体验	3	0.887
购买意愿	3	0.763

资料来源：本研究整理

4.3 效度分析

在进行效度分析之前，先对问卷进行 KMO 和 Bartlett 球形度检验，当 KMO 值大于 0.6 并且 Bartlett 显著性水平小于 0.05，说明数据适合做因子分析。问卷的 KMO 和 Bartlett 球形度检验结果如表 7 所示。

表 22

KMO 和巴特利特检验

KMO 取样適切性量数。	0.938
近似卡方	6866.929
巴特利特球形度检验	自由度
	351
	显著性
	.000

资料来源：本研究整理

由表 7 可知，本研究所收集到的问卷数据 KMO 值为 0.938，大于最低接受值 0.6，且巴特利特显著性水平为 0.000，小于 0.05，表明数据适合做因子分析。

对收集到的 408 份问卷数据进行探索性因子分析，利用 SPSS25.0 进行最大化正交旋转后截取出 5 个特征值大于 1 的因子，解释的总方差累计达到 75.49%。说明本研究涉及的 15 个题项均在其所属的维度之下，且各因子负荷系数均大于 0.5。表明本研究所选用的量表具有较好的区别效度。

表 23
探索性因子分析

题项	成分					旋转载荷平方和累积 %
	1	2	3	4	5	
BB1	0.807					
BB3	0.807					
BB2	0.790					
CC3		0.755				
CC2		0.738				
CC1		0.714				
AA2			0.801			
AA3			0.776			75.49
AA1			0.731			
EE2				0.782		
EE3				0.779		
EE1				0.751		
DD1					0.734	
DD3					0.698	
DD2					0.680	

资料来源：本研究整理

4.4 相关性分析

由表 9 可知，信息体验、认知体验、情感体验、关联体验与购买意愿均有正向的相关关系，且达到 0.05 显著标准 ($p < 0.05$)。上述分析为本研究的假设检验进行了初步验证。

表 24
相关分析

	信息体验	认知体验	情感体验	关联体验	购买意愿
信息体验	1				
认知体验	0.386**	1			
情感体验	0.509**	0.495**	1		
关联体验	0.549**	0.426**	0.489**	1	
购买意愿	0.369**	0.302**	0.316**	0.513**	1

注：***代表 $p < 0.01$ ，**代表 $p < 0.05$ ，*代表 $p < 0.1$

资料来源：本研究整理

4.5 回归分析

以性别、学历、收入、使用时长 4 个控制变量作为自变量，以购买意愿作为因变量，构建 M1 作为基准模型，反映控制变量与因变量之间的关系；其次，M1 的基础上，加入信息体验、认知体验、情感体验、关联体验 4 个自变量，构建 M2，以检验信息体验、认知体验、情感体验、关联体验和购买意愿之间的关系。详见表 10。

表 25
回归分析

变量	M1		M2	
	β	t	β	t
性别	-.011	-.229	-.014	-.331
学历	.121	1.435	.079	1.853
收入	.021	.427	-.014	-.330
使用时长	.009	.177	.059	1.372
信息体验			.111***	2.017
认知体验			.085***	3.229
情感体验			.021***	2.396
关联体验			.403***	7.441
R^2	.016		.690	
Adj. R^2	.006		.676	
F	1.633**		20.392***	

资料来源：本研究整理，注：***代表 $p<0.01$ ，**代表 $p<0.05$ ，*代表 $p<0.1$

由表 10 可知：模型中的 F 值为 20.392，且达到显著标准 ($p<0.01$)，则说明此次构建的模型是有意义的，换句话说，就是模型中至少有一个自变量对因变量产生影响。M1 中的控制变量对购买意愿不构成显著影响；M2 在 M1 的基础上加入信息体验、认知体验、情感体验、关联体验后， R^2 值有显著提高，为 0.690，这表明信息体验、认知体验、情感体验、关联体验对购买意愿有重要的影响作用。具体而言，信息体验 ($\beta=0.111$, $p<0.01$)、认知体验 ($\beta=0.085$, $p<0.01$)、情感体验 ($\beta=0.021$, $p<0.01$)、关联体验 ($\beta=0.403$, $p<0.01$) 对购买意愿有显著的正向影响，因此，假设 H1、H2、H3、H4 均成立。

5. 结论与建议

5.1 研究结论

在基于互联网金融平台的余额宝产品网络购物情境下，消费者的信息体验、认知体验、情感体验和关联体验均对消费者在线购买余额宝产品的意愿产生显著影响，影响程度为关联体验>信息体验>认知体验>情感体验。说明消费者关注金融平台与自身的联系、信息价值、认知信息和情感依恋。消费者在网络购物过程中的体验是影响其购买意愿的重要因素之一。良好的信息体验能让消费者通过在线获得有用的信息，有利于更全面地了解余额宝产品。此时，当消费者获得信息的价值时，就会促进购买意愿的产生。良好的认知和情感体验可以帮助消费者与余额宝平台建立牢固的联系，表达对余额宝的未来发展的强烈关注。消费者会自觉参与余额宝内的商品分享和购物交流

活动，从而增强购买意愿。关联体验是指用户以余额宝平台为场景，利用余额宝中的话题和分享，让自己变得更好，从而提高他人对自己的认可度。这种体验会增加消费者对余额宝产品或服务的偏好，从而激发消费者的购买意愿。

5.2 研究建议

5.2.1 加强信息内容监管机制

在这互联网泛滥的时代，网络病毒也不容忽视，所以同时，余额宝平台还应及时删除或过滤情绪极端或来源不可靠的信息，以提高平台内的信息质量，从而提高消费者的满意度，促进其购买意愿。此外，互联网金融用户以年轻人为主，追求独立，对产品和服务的个性化展示要求越来越高。互联网金融平台应该增强消费者设计网站的独特感，让消费者感受到一个更真实的购买产品的平台。

5.2.2 提高平台知名度

做好市场宣传，提升平台知名度。金融平台的知名度、标识和关联企业的实力都对认知体验有重要影响。利用社交媒体、短视频和母公司的强大背景来提高其产品的知名度，是一个不错的选择。目前很多企业会通过微博、微信等社交媒体与客户沟通，互联网理财公司也可以通过这种方式与客户沟通。他们利用社交媒体传播理财理念，发布相关内容，与粉丝互动，以吸引客户，提高粉丝忠诚度。它还可以引导客户关注金融平台上的社交账户，从而提高粉丝流量。通过短视频提高意识。现在短视频很受欢迎，短视频已经成为很多公司推广产品的一种方式。

5.2.3 提升网络购物的情感体验

利用互联网技术，消费者足不出户就可以进行投资理财，比传统的理财方式方便快捷得多。但是，这样就需要互联网理财产品可以让客户自己动手，这就要求互联网理财平台易学、操作简单方便，满足客户自助理财。因此，在设计互联网金融平台时，设计者应综合考虑平台的设计、功能和服务，提高平台的有用性和易用性，从而为互联网金融平台吸引新用户、留住老客户，进一步促进消费者对互联网金融产品的选择。

5.2.4 提升网络购物关联体验

在当前互联网环境下，社交属性和场景紧密相连，因此金融平台不仅仅是一个金融工具，更是一个社交场所。很多财富管理平台都有用户评论和交流区，但运营不好，只有少数用户会发表一些意见。财富管理不仅可以是一个金融场景，还可以与生活、消费、娱乐、体育等紧密相连，从而改善消费者、平台和类似消费群体之间的互动。在设计平台和产品时，尽量连接用户习惯的日常生活场景，让消费者在使用互联网金融平台的过程中，感受到与类似消费群体的连接，而不是简单的金融工具。这样才能更好地将用户体验提升起来。

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Study the relationship between gamification and customer engagement

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Abstract

With the explosive development of the Internet in the current 4.0 technology era, the e-commerce industry has also developed rapidly in recent years. Especially when the Covid-19 outbreak broke out globally in late 2019, which had a negative impact on the economy and changed consumers' shopping habits. Faced with these problems, many companies have implemented marketing strategies, transforming the traditional mode of operation into an online mode of operation in order to adapt to the new environment, and at the same time to maintain and increase the consumption of the enterprise. Faced with the above situation, e-commerce platforms must improve the quality of service experience and launch new strategies to attract a large number of new users and retain old customers. In recent years, e-commerce platforms have been improving user experience on application platforms, especially combining entertainment games with shopping applications, which is the so-called gamification. Integrate gamification into shopping applications to retain users through e-commerce platforms and increase consumers' participation frequency and purchase intention. E-commerce platform games contain simple tasks and rewards as well as accumulated vouchers that can be used in shopping, attracting people who participate in the daily check-in on the app to accumulate reward points and use them for the next shopping.

Based on the above reasons, I decided to carry out the project of "Research on the Impact of Gamification on Customer engagement " to analyze the factors that affect consumer engagement in the context of gamification in e-commerce platforms

Keywords: Gamification marketing, customer engagement, PBL model

游戏化与消费者参与度之间的关系研究

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摘要

随着当前 4.0 技术时代互联网的爆发式发展，近年来电子商务行业也跟着发展迅猛。尤其是 2019 年底 Covid-19 疫情在全球爆发时，这对经济产生了负面影响，并改变了消费者的购物习惯。面临这些问题，许多企业实施了营销策略，将传统的经营方式转变为线上经营方式为了适应新环境，同时也是为了保持与增长企业的消费额。2020-2022 年，电商领域发展迅猛牵动了电商领域企业竞争激烈，如：Shopee、Lazada、京东等。面对上述情况，电子商务平台必须提升服务体验质量，展开新策略以吸引大量新用户并留住老顾客。近年来，电商平台纷纷在应用平台上提升用户体验，尤其是在购物类应用上结合娱乐游戏，也就是所谓的游戏化。将游戏化融入购物应用，以通过电商平台留住用户，

提高消费者的参与频率和购买意愿。电商平台游戏包含简单的任务和奖励以及可在购物中使用的累积代金券，吸引了在应用上每天参与签到以累积奖励积分并用于下次购物据越南电商报告显示，16-64岁的网民每周参与购物活动，占比58.4%。与2021年相比，2022年越南网购人数增长了9%，其中消费者继续网购的原因是为了让生活更加轻松、更加方便。

基于上述原因，本人决定开展“游戏化对消费者参与的影响研究”课题，以分析影响消费者参与的因素在电商平台中的游戏化背景下。

关键词：游戏化营销，消费者参与度，PBL模型

1. 简介

Werbach和Hunter(2012)、Zichermann和Linder(2013)研究指出获取游戏中常见的有趣和引人入胜的元素并将其应用到现实世界或生产活动中的过程被称为游戏化。游戏可以使人物变得有趣和更加吸引的假设推动了对游戏化的管理和研究兴趣的增加。因此，游戏化被视为一种机制，它有可能将常规、互动或活动转变为有趣、愉快和诱惑的体验。简而言之，Werbach和Hunter(2012)提到游戏化需要采用设计游戏的结构、外观和感觉，以推进管理目标，同时为参与者创造与他们玩游戏时相同的体验。Agogué(2015)和Scheiner(2015)的研究指出游戏化的有效性已在涉及顾客的多个目的方面得到证实，例如增加他们的参与度、增强他们的创造力、开始学习、改变行为促进技术采用，并为顾客提供愉快的体验。Huotari(2017)提到尽管人们普遍对游戏化及其在促进积极成果方面的有效性持乐观态度，但对其真正的潜力和影响知之甚少。游戏化主要在信息系统中进行研究，因此从设计师的角度来看：在营销和商业领域，它仍然是一个较少开发的话题。然而，即使在这些领域，电子游戏也引起了相当大的兴趣和不同的意见，同时也存在概念上的缺陷和缺乏实证研究。

虽然电子商务继续流行起来，但处理吸引没有经验的顾客或新手在线购买的复杂性是与卖家相关的一个重要话题。本文的目的是探讨游戏化机制在电子商务平台上对消费者参与度产生积极的影响。

2. 文献综述

2.1 电子商务

首先，电子商务或世界贸易组织(WTO)定义的电子商务是：通过电子方式制造、分销、广告、销售或运输产品和服务，参与电子商务交易的参与者可以是企业、个人、团体、政府等。在电子商务平台中，Zhang等(2014)提出顾客通过阅读其他顾客撰写的评论和评论者通过撰写自己的价格评论来充当消费者。Lee(2013)也提出购物者可以选择写自己的评论。Zhao等(2020)所提供信息的质量有助于提高信息搜索结果的可靠性游戏化功能可以增强顾客效果。

2.2 游戏化

游戏化旨在建立功能和交互之间的联系，而且戏化可用于改善用户体验，创造更愉快的体验，并产生积极的业务影响。因此，Werbach和Hunter等(2012)指出这些应用程序通常包含一系列游戏化功能通常称为PBL积分，徽章、排行榜和公共状态主要用于提高在线零售商网站上的顾客参与度和其他行为。许多对游戏化感到好奇的知识匮乏的人开始相信，游戏化方法论和哲学的总和仅仅是为产品添加积分、徽章和排行榜的现象。

2.4 消费者参与度

消费者参与已在各种学术社会科学中进行了研究。Yang(2017)并使员工保持积极参与和娱乐Ray(2014)、Cheung(2015)的研究指出在电子商务中，参与被认为是吸引网

络顾客和在线社区协作的关键。Andersen (2005)、Chan 和 Li (2010) 的研究指出在这些概念中, 承诺、授权和忠诚在在线社区的背景下尤为突出。

O'Brien (2016) 指出顾客参与是顾客体验的一个特征。这描述了个人在参与数字系统方面的投资深度。O'Brien 和 Toms 等 (2010) 的研究目前已经表明, 积极倡导实用性和可用性的实用品质是吸引顾客的先决条件。因此, 必须强调 O'Brien 和 Toms (2008)、O'Brien 和 Toms (2010) 以及 O'Brien 和 Toms (2012) 进行的调查, 作为他们对 UES 的发展和改进的自我评估工具。O'Brien 和 Toms (2010) 提出的原始 UES 包括 31 个元素和 6 个元素。这些因素包括以下内容: 集中注意力 (时间感的集中、吸收和丧失); 感觉参与 (体验是否有趣或愉快); 新颖性 (系统在购买过程中产生的兴趣或好奇心); 持久性 (对交互体验和整体成功的总体反应); 审美吸引力 (视觉形式, 即界面、图像和图形的内容为顾客创造了一定的感官吸引力); 和可用性感知 (使用系统产生的情感和认知方面)。

2.5 心流理论

心理学家米哈里 提出“心流”的理论。理论指出心流是一种积极的心理状态, 在这种状态下, 执行一个动作的个人“沉浸”在情绪的流动和集中的能量中, 充分参与并享受这个过程。; 理论认为人们最常体验到的终极情感是动机。无论在何种情况下, 能够满足人们的能力需求、自主需求和关系需求的活动往往是引人入胜和有趣的。心流的核心理论包含了五个成因和特征是集中注意力、有具体的目标、有即时的回馈、全神贯注、忘我状态。

综上所述消费者使用与游戏化相结合的电子商务应用程序的心理流动的理论基础。在回顾和分析游戏化领域以往的研究过程后, 通过游戏化的整合者和研究者应用心理流理论来研究消费者在使用应用程序上匹配游戏化技能的心理和体验与这些经历相关的因素预计会增加参与的频率。

3. 研究假设和研究方法

3.1 研究方法

游戏化应用程序中的奖励也被证明是提高顾客参与的好战略。游戏化里的积分使互动更加有趣和激励。通过这种方式, 游戏化促进了积极的行为改变。它激励参与者按照一定的框架行驶, 以获得更多的积分作为奖励。Werbach 和 Hunter (2012) 指出玩游戏背后的动机已被广泛研究可以深入了解顾客参与游戏化应用程序的动机。同时, 积分在游戏化力是衡量玩家能力或游戏中仍然可用的消耗性资源的数值, 当玩家在游戏中的表现逐渐获得奖励时就会受到激励 Gabe Zichermann 和 Christopher Cunningham (2011) 在射击游戏话的研究提到了游戏化积分的成分。因此, 本文提出以下假设:

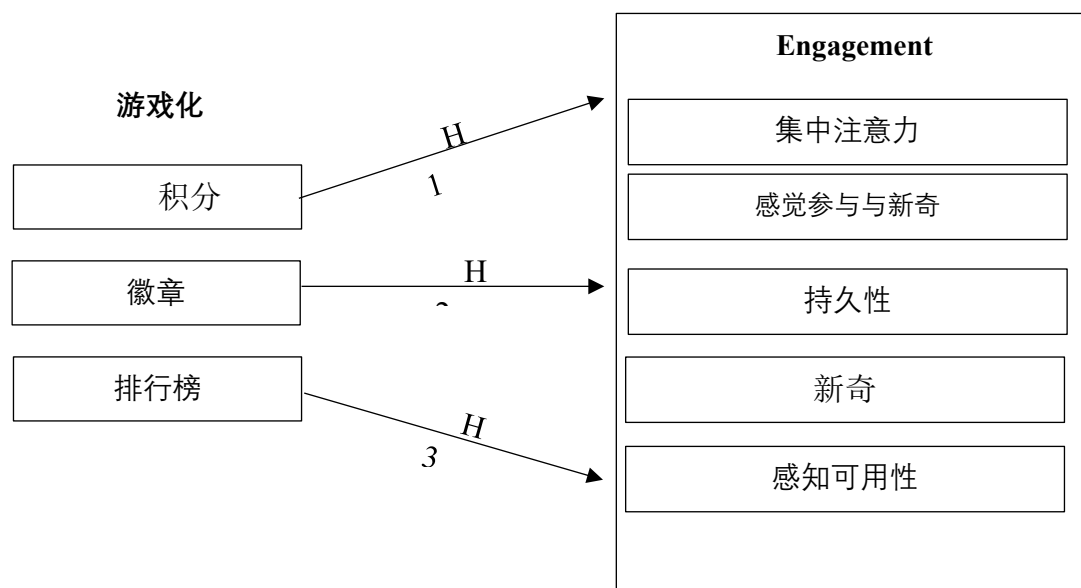
H1: 游戏化积分对于顾客的参与度的正相

Gabe Zichermann 和 Christoper Cunninham (2011) 关于徽章在游戏化成分里面也曾经提到了徽章是鼓励社会推广其产品和服务的绝佳方式。徽章也标志着目标的完成和系统内比赛的稳步推进。本人对于相关的理论来提出以下假设

H2: 游戏化中的徽章与顾客参与的正相关。

Gabe Zichermann 和 Christopher Cunningham (2011) 的研究也指出游戏化体验的设计者不会使用电子游戏中的传统等级, 而是理解它们可以为自己的设计添加一个强大的工具。等级作为解玩家在游戏体验中所处位置的标记因此, 本人提出游戏化与排行榜的相关假设如下:

H3: 游戏化中的排行榜与顾客参与度的正相关。



3.2 研究方法

第一步：研究定量。作者参考原始测量作为构建研究中使用的初步量表的基础。用于收集数据的量表为 5 点李克特量表，等级对应每项陈述的不同同意程度（1：完全不同意；2：不同意；3：正常；4：同意；5：完全同意）。

第二步：初步定量研究。量表用于初步定量研究，通过方便抽样方法调查了 15 至 20 名受访者的一小部分研究对象，这些是当前使用该应用程序的消费者在线购物应用程序。根据受访者的评论和回应，本人对术语进行了调整，以确保理解，避免在用于调查收集研究数据的主要问卷的问题和陈述内容方面出现重复。通过初步的量化研究，作者对调查阶段的遭遇和实践中收集到的数据质量进行了预测和捕捉，从而为调查参与者制定了合适的实施方案。

第三步：正式研究。作者进行了初步的定性研究，调查了一小部分研究对象以调整草案规模以确保适合上下文并且研究对象是消费者使用应用程序在线购物并参与旨在集成到此购物应用程序中的游戏。量表信度检验结果见表 3.1：

表 3.1

观测变量的 Cronbach's Alpha 分析结果表

观察变量	Cronbach's Alpha if Item Deleted
克隆巴赫阿尔法系数（积分）	0.882
克隆巴赫阿尔法系数（徽章）	0.951
克隆巴赫阿尔法系数（排行版）	0.864
克隆巴赫阿尔法系数（参与度）	0.983

在量表信度检验结果总结中可以看出，各量表的大部分观测变量的 Corrected Item-Total Correlation coefficient 为 0.3 且较大，所有变量的 Cronbach's Alpha 系数均大于 0.7，这表明研究中使用的量表是一个很好的量表。但是，对于具有观察变量 P4 的积分量表和具有两个观察变量 L2 的排行榜量表，如果变量类型大于总 Cronbach 的 Alpha 系数，则 L3 具有 Cronbach 的 Alpha 系数。此外，这些观察变量的总相关系数均在 0.5 或更高，积分因子的总 Cronbach's Alpha 值为 0.882，排行榜为 0.864，均在 0.8 以上，表明这是一个很好的指标

4. 结果和讨论结果

4.1 结果

表 4.1

本研究调查对象的描述性统计

特别	组	频率	百分	有效百分比	累计百分比
性别	男	192	48.0	48.0	48.0
	女	208	52.0	52.0	100.0
岁数	<18	48	12.0	12.0	12.0
	18-55	272	68.0	68.0	80.0
	>55	80	20.0	20.0	100.0
学问	高中	216	54.0	54.0	54.0
	大学	184	46.0	46.0	100.0

来源：作者分析

描述性统计显示，参与调查的受访者比例为女性 52%，男性 48%。对于正在使用应用程序购物和参与应用程序游戏的研究对象，在男女比例相差不大的情况下，这种性别样本比例几乎有效。在参与调查的受访者中，18 岁至 55 岁的受访者群体占比最高，达到 68%。这是已经开始或已经有稳定的自营收入的年龄段。频率最高。网购频率高于 18 岁以下和 55 岁以上的人群。调查的大多数受访者具有高中和大学或大学的教育水平。受访者的访问渠道选择为中青年加上受教育程度相对较高这使得这部分受访者极有可能使用智能手机，并且会选择手机形态在线购买而非传统购物。

表 4.2

自变量的因子旋转矩阵 *Rotated Component Matrix^a*

观察变量	成分		
	1	2	3
B3	0.933		
B1	0.927		
B2	0.914		
B4	0.909		
L1		0.920	
L4		0.918	
L2		0.768	
L3		0.680	
P2			0.970
P1			0.966
P3			0.915
P4			0.547

根据因子旋转矩阵表的结果，观测变量的载荷系数均大于 0.5。这表明观测变量都与观测变量所属的因子相关，不存在观测变量在多个因子中同时具有高负荷系数的情况。

表 4.3

因子参与因子分析结果 *Component Matrix^a*

	成分
EN_15	0.939
EN_16	0.930
EN_11	0.930
EN_14	0.928
EN_09	0.926
EN_13	0.919
EN_04	0.911
EN_03	0.910
EN_12	0.902
EN_10	0.901
EN_01	0.895
EN_07	0.885
EN_02	0.872
EN_05	0.871
EN_08	0.857
EN_06	0.821

综上所述，自变量和因变量的探索性因素分析结果与调查收集的研究数据一致。所有观测变量均满足收敛值和判别值的要求，各组因子的观测变量与该因子有密切关系。

表 4.4

因素的 *Pearson* 相关矩阵表 *Correlations* (相关性)

		EN	P	B	L
EN	Pearson Correlation	1	.377 ^{**}	.642 ^{**}	.547 ^{**}
	Sig. (2-tailed)		0.000	0.000	0.000
	N	400	400	400	400
P	Pearson Correlation	.377 ^{**}	1	.211 ^{**}	.317 ^{**}
	Sig. (2-tailed)	0.000		0.000	0.000
	N	400	400	400	400
B	Pearson Correlation	.642 ^{**}	.211 ^{**}	1	.300 ^{**}

	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	400	400	400	400
L	Pearson Correlation	.547**	.317**	.300**	1
	Sig. (2-tailed)	0.000	0.000	0.000	
	N	400	400	400	400

注: **. Correlation is significant at the 0.01 level (2-tailed).

通过上表的相关性分析结果可以看出, 在 1%的显着性水平上, 自变量和因变量之间具有良好的相关性: -变量点数(P)与变量参与度(EN)的相关系数为 0.377。-徽章变量(B)与参与度变量(EN)的相关系数为0.642。排行榜变量(L)与参与度变量(EN)的相关系数为 0.547。

表 4.5

回归系数检验 Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.757 ^a	0.573	0.570	0.80065	0.601

注: a. Predictors (因素测量): (Constant (恒量)), L, B, P

b. Dependent Variable (因变量): EN

回归模型检验结果如表 4.9 所示, 调整后的 R^2 值=0.570, 即模型中的自变量解释了 Engagement 因变量 57%的变异。因变量的其余 43% 的变化是由于研究模型之外的其他因素造成的。

表 4.6

线性回归模型分析结果 Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients			
		B	Std. Error	Beta	t	Sig.	VIF
1	Constant	-0.971	0.219		-4.428	0.000	
	积分 (P)	0.233	0.050	0.161	4.620	0.000	1.130
	徽章 (B)	0.477	0.033	0.505	14.539	0.000	1.117
	排行榜 (L)	0.540	0.056	0.344	9.625	0.000	1.187

注: Dependent Variable: EN

表 4.6 显示变量点数 (P)、徽章 (B)、排行榜 (L) 和变量参与度 (EN)、值 Sig 的线性回归模型分析结果。各自变量的 t 检验的 <0.05 且 β 系数大于 0。因此，自变量 P、B、L 均对因变量 EN 有影响。因此，假设 H1、H2、H3 均成立。

4.2 讨论结果

经过回归分析，模型结果显示，变量对用户的参与度因子影响最大是排行榜因子，最后是积分因子 (B=0.505 的标准化回归系数序列，L=0.344 和 P=0.161) 这代表游戏化成分对用户参与度的影响。假设 1：“当集成游戏化时，积分对用户的参与度有积极影响”。积分变量的归一化 beta 系数为 0.161，这意味着如果应用户对积分评级增加 1 分，那么在其他变量不变的情况下，用户参与度也会增加 0.161 分。这两个变量在 Sig 时呈正相关且具有统计显著性 <0.05。假设 2：“当集成游戏化时，徽章对用户的参与度有积极影响”。徽章变量的归一化 beta 系数为 0.505 据了解，如果用户对徽章因素的评分增加 1 分，则在其他变量不变的情况下，用户参与度将增加 0.505 分。徽章变量和用户参与度有正相关关系。假设 3：“当集成游戏化时，排行榜对用程序用户参与度有积极影响”。排行榜的归一化 beta 系数为 0.344，这意味着如果用户对包含排行榜方面的游戏化因素的应用的评分增加 1 分，则用户参与度 (Engagement) 将分别增加 0.344 分，保持其他变量不变。这两个变量在研究模型和分析结果中呈现出正相关关系。

5. 结论

通过回归分析的结果表明，以应用用户为研究对象，3 个因素积分 (P)，徽章 (B)；排行榜 (L) 对应用用户的参与度 (Engagements) 有积极影响。特别是用户在应用上参与游戏并取得好成绩时获得的徽章因素对应用用户参与度的影响最大，回归归一化系数为 0.505。接下来是归一化回归系数为 0.344 的成就排名因素 (Leader board)，最后是积分因素 (Points) 对 Shopee 应用用户的参与度影响最小，结果最积极。集成更多任务游戏，游戏应用程序。用 SPSS 软件进行数据分析后得到的回归模型如下：

$$EN = 0,161 P + 0,505 B + 0,344 L$$

EN: 参与度 P: 积分 B: 徽章 L: 排行榜

在这项研究中，积分、排行榜和徽章等因素都是相互关联的。当用户参与游戏时，他们获得的奖励点数越多，并将奖励点数视为重要组成部分，他们也就越会意识到收到徽章的重要性及其在世界排行榜上的地位。此外，获得奖励徽章和在排行榜上获得高排名将提高用户在参与游戏时的娱乐性和竞争力。从以上因素来看，将激励用户更频繁地访问应用程序，增加用户参与度。

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The Effect of Narcissistic Leadership on Job Engagement: Leader-member Exchange As the Mediating Variable and Self- efficacy As the Moderating Variable

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Abstract

According to social exchange theory, the degree of employee job engagement is related to their perceived leadership and organizational support. According to the JD- R theory, job resources are an important condition for job engagement, and various job supports and social supports provided by organizations belong to the category of job resources, which help to improve employees' job engagement. Narcissistic leadership is a typical representative of negative leadership. Narcissistic leaders will lead to malicious jealousy of subordinates, induce counterproductive behavior of subordinates, destroy teamwork, and create a negative organizational atmosphere. However, few studies have focused on the impact of narcissistic leadership on employee job engagement, and even fewer studies have taken Chinese companies as samples. Based on this, this paper studies the impact of narcissistic leadership on employee job engagement, Using the questionnaire method, specifically analyzes the intermediary relationship between leadership and employee exchange between narcissistic leadership and employee job engagement, and the moderating role of self- efficacy in it. To enhance the human resource management capability of the enterprise.

Keywords: narcissistic leadership; job engagement; leader-member exchange; self- efficacy

自恋型领导对员工工作投入的影响：以领导-成员交换为中介变 量，自我效能感为调节变量

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摘要

根据社会交换理论，员工工作投入的程度与其所感知到的领导和组织支持有关。根据 JD-R 理论，工作资源是工作投入的重要条件。自恋型领导就是负面领导的典型代表。然而，较少研究关注自恋型领导对员工工作投入的影响，以中国企业为样本的研究则更少。基于此，本文针对自恋型领导对于员工工作投入的影响进行研究，采用问卷调查法，具体分析领导成员交换在自恋型领导对于员工工作投入之间的中介关系，以及自我效能感在其中起到的调节作用，以提升企业的人力资源管理能力。

关键词:自恋型领导；工作投入；领导-成员交换；自我效能感

1. 绪论

1.1 研究背景

在知识经济时代，员工工作投入是衡量员工工作热情、组织承诺和工作参与程度的重要指标，成为组织维持和提升竞争力的主要驱动力（Shin Y et al., 2018）。复杂多变的内外部环境和日益精细化的工作任务，逐渐增加了对组织的要求。随着以人为本管理理念的深化，组织获得和保持核心竞争力的方式，在很大程度上取决于对人的管理，领导者作为企业的灵魂，其每一个决策都直接影响着企业当前或未来的发展。

此外，根据工作要求-资源模型（JD-R 模型）的作用机制，员工的工作积极性会受工作资源影响，进而影响员工的工作投入，并在员工感受到工作资源的时候产生出积极的工作结果(Schaufeli et al., 2002)，可以看出工作资源是工作投入的必要条件。同样，工作要求-资源模型指出，工作要求和资源作为主要的工作特征，会共同影响员工的生理以及心理资源，从而影响其工作投入（万金等人，2022）。组织提供的各种工作支持和社会支持属于工作资源的范畴，能够显著提升员工的工作投入。

之前的研究发现，自恋型领导对组织存在破坏性的影响。自恋型领导会对员工产生恶意嫉妒，诱发他们的反生产行为，破坏团队合作，营造消极的组织氛围。

基于此，本研究探索了自恋型领导对员工工作投入的影响，具体分析了自恋型领导与员工工作投入之间的中介关系，以及自我效能感在此结构中的调节作用，帮助提高企业的人力资源管理能力。

1.2 研究动机与目的

刘雯清（2007）研究发现，员工的工作绩效受其工作投入的影响，高工作投入才会有高工作绩效，并且组织绩效也受员工的工作绩效所影响，故许多企业人力资源管理越来越重视员工的工作投入。同理，领导风格的不同也会对员工工作投入之高低产生不同的影响。在以往领导风格对员工工作投入的影响研究方面，研究者们主要关注较为正面的领导类型，例如：变革型领导、真诚型领导和谦逊型领导等（林新奇、徐洋洋，2021）。但是，组织中同样存在着不少消极的领导类型，例如滥用型领导、破坏型领导。鉴于消极领导行为在组织中的一些危害性，研究人员已经开始将消极领导行为的影响纳入研究范围，但到目前为止研究文献的数量仍相对较少。随着西方个人主义文化价值观的加深，越来越多的自恋型领导开始在中国企业涌现。但是，目前中国对自恋型领导的研究还处于理论研究阶段，实证研究相对较少（王楷文，2020），自恋型领导对员工工作投入的影响是目前需要重点研究的内容。

研究目的 1：研究自恋型领导、员工工作投入、自我效能感和领导-成员交换的研究现状。2：探讨自恋型领导、员工工作投入、领导-成员交换与自我效能感变量之间的相关情形。3：探讨自恋型领导、员工工作投入、领导-成员交换与自我效能感变量之间的影响效果。4：探讨领导-成员交换对员工工作投入的影响。5：探讨自我效能感对自恋型领导和员工工作投入的影响并通过相关研究介绍自我效能感的调节作用，领导-成员交换的中介作用，从而建立自恋型领导、员工工作投入、领导-成员交换和自我效能感的结构模型。

1.3 研究意义

1.3.1 实务意义

一方面，本研究系统地研究讨论自恋型领导对组织以及组织内员工的正面和负面影响，为企业在选择和任命自恋型领导后减少其负面影响提供了参考，企业可通过对领导自恋型特质研究制定更加明智的人才选拔策略，招募更适合企业文化的领导，以提升员工工作投入和企业绩效。另一方面，通过领导成员互换作用的中介效应，企业

可以更加深入地了解领导团队之间的相互作用，进而管理和调动领导团队的潜力和价值。并且企业可以通过提高员工的自我效能感，促进员工对工作的积极投入和发挥，进一步增强团队的凝聚力、竞争力和绩效表现。最后，研究发现自恋型领导可能导致员工的工作疲劳和情感疲劳，因此企业需要注意到员工的心理健康，在领导管理上更加关注员工的工作和情感状态。

1.3.2 理论意义

对自恋型领导理论的完善和发展具有重要意义。本研究深化了自恋型领导的研究内容，更深入发展和完善了自恋型领导的理论意义。其次，本研究对中国背景下的自恋型领导探索具有重要意义。通过文献回顾，本研究发现，自恋型领导在西方已经引起了学者们的充分关注，但其本土化研究略显不足，目前，中国对自恋型领导的实证研究依旧偏少（王楷文，2020）。Norouzinik et al. (2022) 研究表明自恋型领导的特征会影响员工的态度，对员工的工作投入产生负面影响。总体而言，这些发现表明，自恋型领导可能会对员工的工作投入产生不利影响，这种关系受到领导成员交流和自我效能等其他因素的影响。最后，本研究丰富了对员工的工作投入有影响的领导类型。不同的领导风格会对员工在工作场所的行为和态度具有不同程度的影响，进而对员工的工作投入产生影响。

2. 理论基础与文献综述

2.1 积极组织行为学

Luthans (2002)就认为积极的组织行为具有紧迫性，并呼吁学术界关注组织的积极行为，提出了行为研究和应用科学领域的积极组织理论，这些理论可以积极地侧重于评估、发展和有效管理员工的心理能力。积极组织行为学的研究源于积极心理学，并与传统的组织行为研究相结合。组织的传统做法主要是解决组织中存在的问题。通过积极组织行为宣传，积极参与组织管理，重点研究和发展个人积极的心理潜力(Luthans, 2002)。工作投入强调的个体积极心理行为状态，对工作的贡献包括活力、奉献和专注，是由个体的生理、情感和行为三个层面决定的，包括他的身体能量、情感热情和奉献精神，以及他为不脱离孤立状态而做出的行为努力(Hallberg & Schaufeli, 2006)。

动荡的环境应采取积极的领导模式，需要领导员工的积极行为。自恋型领导会影响员工的心理资本，影响管理者与其成员之间的互动和沟通，从而产生负面的心理影响，削弱他们的工作投入。另一方面，本文探讨的领导-成员交换和员工的自我效能感都强调其本身的积极心理行为的重要性、积极组织的基础、组织行为积极变化的理论意义和实践意义。

2.2 自恋型领导定义

在现有研究中，研究人员主要采用行为观和特性观两种研究视角来界定自恋型领导的概念并进行具体研究。然而，学术界对于采用何种研究视角还没有达成统一的结论。目前，较为主流的研究视角是特质观，本研究的自恋型领导定义采用张新岭等人（2021）认为自恋型领导是组织中崇尚个人主义，自尊心强，行为多是因为利己需求，但又希望得到他人认可的一种领导。总的来说自恋型领导的自我意识非常强烈，行为方式多以自我为中心且更注重自己的利益，忽视组织的利益。他们喜欢吸引他人的注意，并拥有熟练的人际交往技能，但是又不愿意接受他人建议和批评。

2.3 工作投入定义

Maslach et al. (1997)从工作倦怠的对立面对其进行了解释，将工作倦怠和工作投入视为一个对立面，他们提出了工作倦怠的3个维度：讥诮、枯竭、低落的专业效能感，相应的，工作投入被冠以参与度、精力和效能感3个维度特征。但是，Schaufeli et

al. (2002)在其研究中表明,投入和倦怠是两个彼此区别而又有所关联的概念,二者并不是人们通常所理解的简单线性的对立关系。为此,该研究团队从体验出发,将员工所呈现出来的一种关于工作的,踊跃且完备的情绪及认知状态界定为工作投入。综合上述观点,本研究采用 Schaufeli et al. (2002)对工作投入的概念,将员工工作投入定义为一种关于工作的,踊跃且完备的情绪及认知状态。

2.4 领导成员交换定义

关于领导-成员交换, Andersen et al. (2020)依据社会交换理论 (theory of social exchange) 认为,领导-成员交换的特征通常表现出两种情况:一种是领导与员工之间只有雇佣合同以内的经济性或是合同性交换;另一种则是领导与员工之间除了雇佣合同以外的经济性或合同性互换,还有建立了信任的社会性互换。综上,本研究认为领导-成员交换即领导依据与员工的关系亲疏之分差别对待员工,与不同员工交换不同的内容。在组织中产生低质量或高质量的领导-成员交换关系。

2.5 自我效能感定义

Bandura (1999)提出了自我效能感的概念,将自我效能感定义为个体对自己执行、完成某项任务所需的行动及能力的信念。后续的研究者们多以 Bandura 对自我效能感的理念,进行自我效能感的定义。自我效能感是个体对自己在克服未来困难情况方面能够取得多成功的判断和信念(Güzide, 2021)。综上所述,本研究将自我效能感定义为员工在工作情景下,对处理或完成某项工作所要具备的能力的信心。

2.6 研究假设

2.6.1 自恋型领导与员工工作投入之间的关系

领导风格与工作投入的关系国内外学者进行了许多研究,领导风格是一个主要变量,工作投入是结果变量(李丙宁, 2022),即员工感知到的领导风格影响其对工作的投入。

Schaufeli et al. (2002)认为工作投入是一种包含奉献、活力和专注三个维度特征的积极工作状态。员工投入工作时,会精力充沛,努力工作,不那么容易疲劳,能不厌其烦地迎难而上,以热诚和奉献精神工作,乐于接受挑战,能专心工作,乐在其中。自恋型领导的行为往往会因为其自身自恋人格特性的作用而展现出一些自恋的行为,这些行为同时会对员工产生影响。张新岭等人(2021)认为,自恋型领导会正向影响员工的沉默行为、离职倾向、职场偏差行为、创新绩效等方面,负向影响员工的工作幸福感、忠诚度、工作绩效等方面。基于上述研究结论和本研究背景,本文提出以下假设:

H1: 自恋型领导显著负向影响员工工作投入。

2.6.2 自恋型领导与领导-成员交换之间的关系

领导行为和领导风格一直被视为影响管理层和员工之间交流的重要因素,当管理层和员工关系处于低质量水平时,双方是仅仅为了利益而交流,基于经济的契约而交流;当这些交流实现质的飞跃,走向质的层次,也就是说表现出领导和员工之间的相互尊重及信任,两者之间存在一定的感情交换,就不再是简简单单的利益交换。

关于自恋型领导与领导-成员交换的机制,佘凤清(2017)研究表明,自恋型领导的三个要素(魅力、利己主义、欺骗性动机)对于领导-成员交换的影响不同,领导的魅力与领导成员的交流具有正向关系,而利己主义和欺骗性动机对领导成员之间交流的影响明显具有负向关系。总的来说,特别是在领导层和下属已经共事一段时间的情况下,自恋领导层对领导层之间的交流存在负向作用。

因此,综上所述,本文提出以下研究假设:

H2: 自恋型领导显著负向影响领导-成员交换。

2.6.3 领导-成员交换与员工工作投入之间的关系

员工在工作角色中的投入水平受领导-成员之间的交换质量影响。员工确定他们是否有义务以亲切的态度和高的工作投入来回应并回报组织是从他们所获取的经济和社会资源来决定的(Cropanzano & Mitchell, 2005)。高质量的 LMX 关系通过干预员工的工作投入水平来有效的影响下属的工作(walumbwa et al., 2011)。根据相关讨论, 高质量的领导-成员交换关系中, 领导在多方面帮助员工并给予奖励, 下属会直接回报领导以相应的工作投入水平。Aggarwal et al. (2020)研究探讨了 LMX 对工作投入的影响, 研究表明, 高质量的领导-成员交换关系可以显著提高员工的工作投入。

根据以上分析, 本文提出以下研究假设:

H3: 领导-成员交换显著正向影响工作投入。

2.6.4 领导-成员交换在自恋型领导与员工工作投入之间的关系

Boyd and Taylor (1998)研究认为高质量的领导-成员交换关系(圈内人)有利于增强领导和员工间的信任和责任, 低质量的领导-成员交换关系(圈外人)则会减弱两者间的信任、尊重和责任。这将有利于推动员工以更加积极的方式回报领导, 表现在工作过程中充满活力、激情、干劲十足以及韧性等, 进而增强员工的工作投入。

此外, 自恋型领导是其自恋人格特性以及其领导行为的结合, 是组织中崇尚个人主义, 自尊心强, 行为多是因为利己需求, 但又渴望得到认可的领导(张新岭等人, 2021)。他们不利于增强员工对其内部接受和认同, 进而不益于形成高质量的领导-成员交换关系, 最终影响员工的工作投入。

基于上述文献与分析,结合假设 H2、H3, 本研究认为领导-成员交换关系是自恋型领导影响员工的工作投入的重要纽带。因此, 本研究提出以下假设:

H4: 领导-成员交换在自恋型领导与员工工作投入之间具有中介效果。

2.6.5 员工自我效能感在自恋型领导与员工工作投入之间的关系

自我效能感属于心理意识范畴领域的概念, 常作为研究模型中的调节变量, 其在领导风格与员工行为间的调节作用已经得到了证实(王宁等人, 2014)。

崔芸蕾(2020)研究认为员工对待工作的态度和展现的行为与自我效能感密切相关,并且会在一定程度上影响员工的工作投入, 并且得出结论:自我效能感正向影响工作投入的三个维度:奉献、专注、活力。胡中慧(2019)研究指出, 员工的自我效能感与工作投入之间具有相互作用, 员工的自我效能感高就有相应高的工作投入, 反过来, 高的工作投入也会进一步作用于员工的自我效能感。张宏远等人(2018)研究发现员工心理需求满足可以积极作用于员工的主动行为, 而员工自我效能感可以加强这种积极作用。

基于以上的分析, 本文提出下列假设:

H5: 员工自我效能感在自恋型领导和员工工作投入中起正向调节作用。

2.7 研究框架

根据前文理论分析和假设, 本研究把自恋型领导当作自变量员工工作投入作为因变量, 引入领导-成员交换作为中介变量和员工自我效能感作为调节变量, 深入探讨四者的影响关系。具体的理论模型如图 1。

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 变量的操作性定义与衡量

3.1.1 自恋型领导

认同并借鉴张新岭等人（2021）提出的自恋型领导是组织中崇尚个人主义，自尊心强，行为多是因为利己需求，但又期盼得到他人认可的领导。结合本研究的目的，本研究将自恋型领导视作整体变量进行研究，参照 Hochwarter（2012）编制的量表来衡量自恋型领导。在测量变量时不细分具体维度。该量表由 6 个要素组成，具有良好的信度和效度。

3.1.2 员工工作投入

认同并借鉴员工个体内心对工作的认同，工作中持续、积极的心理状态和对工作成就的重视程度(Schaufeli, 2002)。采用 Schaufeli 提出的工作投入的测量量表 UWES(Utrecht Work Engagement Scale)，包括奉献、活力和专注三个维度，共有 17 个题项，其中活力题项 6 个，奉献题项 5 个，专注题项 6 个。

3.1.3 领导-成员交换

认同并借鉴 Loi et al. (2009)提出的定义：领导成员交换包含资源交换和情感交换。领导依据关系亲疏之分将下属划分为圈内人和圈外人，从而对员工的工作资源及工作绩效产生不同程度的影响。根据本文的研究目的和内容，本文将使用 Graen and Uhl-Bien (1995)开发的 7 个题项的单维度量表来衡量领导成员交换的质量。

3.1.4 自我效能感

认同并借鉴 Stajkovic and Luthans(1998)指出的自我效能是个体对自身能力的一种确信，这能够使个体成功完成特定任务并在这一过程中充分调动所拥有的资源来采取行动。本研究的自我效能量表是 Schwarzer (1995)编制的 GSES(General Self-Efficacy Scale)量表。

3.2 研究对象与抽样方法

本研究通过问卷调查法的形式获取数据，主要通过 QQ、微信问卷星链接发送。研究对象选取宁夏省煤业、能源业具代表性的企业在职员工。谨慎起见，作者先在本人所在的企业中通过网络平台（问卷星）进行了少量问卷试测，对调研结果进行了初步的检测分析。结合结果偏差，对问卷进行了修正，最后大范围进行问卷的调研。另外，问卷内容真实与否直接影响论文结论。所以为了提高问卷的信度，本文着重控制

答卷过程。为了保障问卷能够及时有效回收，本文主要通过网络平台（问卷星）发放问卷为主，被试者填完可快速回收。本次问卷预计发放 800 份。

3.3 数据分析方法

3.3.1 描述性统计

描述性统计主要用于样本特性描述及量表的集中度与离散度的情况，本研究通过频率分配及百分比来描述样本特性，利用平均数及标准差来描述样本在自恋型领导、工作投入、领导-成员交换、自我效能感量表的分布情况。

3.3.2 相关性分析

本研究采用 Pearson 相关分析来确认维度间的关联性，从而分析研究框架中两两变量之间的关系。相关系数越高，关系越密切；反之越不相关。还可以检验两变量间是否存在共线性及方向。

3.3.3 信度分析

信度可以理解为问卷内容的一致性和稳定性。Cronbach's Alpha 系数介于 0 和 1 之间，如果 Cronbach's Alpha 系数的值越大则表示问卷内容的一致性越高。为确保问卷内容的稳定性和可靠性，通常 Cronbach's Alpha 系数大于 0.6 即可。

3.3.5 回归分析

为了对每个变量的影响度和方向做更深入的研究和分析，故先采用回归分析进行详细的研究。本研究主要用回归分析来预测假设一、二、三、四、五，探讨自恋型领导、工作投入、自我效能感、领导-成员交换的预测力。

4. 研究结论

本研究有助于辩证认识自恋型领导，重视其兼具光明和阴暗面的双面特质，扬其长而避其短。自恋型领导不是非黑即白的，而是兼具光明和阴暗面双面特质的领导风格，会对员工心理认知、态度和行为产生不同的影响。在企业的管理实践过程中，要重视自恋型领导特质的双面性，做到扬长避短。

领导-成员交换关系可以正向影响员工工作投入，因此，领导在和下属建立良好关系的时候，要让员工感受到自己是属于“圈内人”，要重视员工的自我效能感，通过倾听员工意见、增加工作多样性、增强员工在组织中的影响力等方面来提升员工的专注、奉献、投入水平，从而提高员工的敬业程度。

物质奖励是管理者激发员工工作热情的重要途径，但仅限于此是远远不够的，管理者要在提高工作本身的丰富性、挑战性和趣味性，针对员工的思维特性、个性特点、技能类别等不同个体特征，针对其对组织的反馈程度、贡献程度等不同工作特点，对应实施“个性化多元”的激励制度，让员工发挥更多自主性；合理规划岗位设置与职位晋升制度，让员工看到可以努力的方向，增强其工作积极性，从而提高员工的敬业程度。

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Why Did Gender Pay Convergence in China Stall?

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Abstract

Many countries and regions, including China, are actively promoting gender pay convergence. China has made some progress in this area, but research in this area has slowed down recently and shows that research in this area in China is weak. The purpose of this study is to fill this knowledge gap by reviewing data from domestic and foreign literature and survey reports. Using individual panel data and a cross-validation approach, we investigate two categories of factors that impede gender earnings convergence, namely, social and cultural norms and job flexibility. Our goal is to identify factors that can break the deadlock of gender pay convergence in China, and provide more comprehensive support and research directions for this field. The study found that strengthening the promotion of gender equality in the workplace, ensuring the real implementation of laws and regulations in government departments, and increasing flexible work opportunities may be an important direction to narrow the gender pay gap.

Keywords: Gender pay gap; Social and cultural norms; Work flexibility; China

为何中国的性别薪酬差距收敛停滞不前？

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摘要

许多国家和地区包括中国在内都在积极推动性别薪酬趋同。中国在这一领域曾经取得了一些进展，但近期相关研究有所放缓，同时显示出中国在该领域研究的薄弱面。本研究旨在通过回顾国内外文献和调查报告数据来弥补这一知识空白。我们利用个人面板数据和交叉验证法，调查了阻碍性别薪酬趋同的两类因素，即社会和文化规范及工作灵活性。我们的目的是找出能够打破中国性别薪酬收入趋同僵局的因素，为该领域提供更全面的支持和研究方向。研究发现，加强职场性别平等宣导，确保法律法规的执行及增加灵活工作机会可能是缩小性别薪酬差距的重要方向。

关键词：性别薪酬趋同；社会和文化规范；弹性工作；中国；

1. 引言

新冠疫情的后疫情时代，中国社会的经济环境、行业结构和商业模式出现了许多新的变化。这些变化使得“性别薪酬差距收敛停滞不前”这个难题变得更加突出和紧迫，不只在中国，许多其他国家也面临着类似的挑战。

根据世界经合组织（OECD）2021年发布的报告，尽管欧洲25个国家围绕性别平等的社会规范和政策逐渐完善，但是有同样能力、资质的男女性，其时薪仍存在大约15%的差距。这导致了女性无法在劳动力市场充分发挥潜力，从而加剧了性别不平等，限制了社会和经济的增长。而皮尤研究中心的调查数据显示，在过去的20年中，美国的性别薪酬差距几乎没有缩小（皮尤研究中心，2023）。同样，根据中国2021年统计年鉴的数据显示，中国近5年来关于性别薪酬差距收敛的进展不大。

由于新冠疫情的影响，全球劳动力市场正面临不同程度的失业危机。有证据表明，在某些国家中，女性可能成为首批失业的群体，因为女性的失业率上升，劳动力参与率下降（Alon et al., 2020）。中国家庭金融调查与研究中心发布的《新时代中国家庭薪酬状况报告（2019）》显示，中国城市女性劳动力参与率和文化程度均高于男性，但女性劳动者的平均薪酬水平低于男性。来自中国国家统计局《全国劳动力调查报告（2021）》的数据显示，2019年全职员工的性别薪酬差距为19.8%，而2021年则上升到了21.5%。其中，男性的平均工资为7346元/月，女性为5763元/月。

后疫情时代下中国社会的经济环境、行业结构和商业模式正在经历着巨大变化，这加剧了“性别薪酬差距收敛停滞不前”这个困境。在此背景下，本文的主要研究问题：

- 为何中国的性别薪酬差距收敛停滞不前？
- 造成中国性别工资趋同僵局的因素，以及这些因素对中国经济的影响是什么？
- 缩小性别薪酬差距的下一步工作方向及其应该如何实施？

1.1 在中国背景下研究课题的重要性

本文聚焦中国经济社会环境，特别是经历了Covid-19后的中国，研究性别薪酬趋同的重要性主要体现在以下几点：

（1）中国消除性别薪酬差距有所成果但差距依然普遍存在，且差距一直高于世界平均水平16%。根据中国国家统计局的数据，2020年中国城镇非私营企业的女性月人均收入为5023元，而男性则为7286元，差距为31%。本文引言部分提及的《全国劳动力调查报告（2021）》同样给出了全职员工性别薪酬差距2019年为19.8%，2021年为21.5%。这些数据都交叉验证了目前中国消除薪酬差距的成果和差距。

（2）中国老龄化、少子化、不婚三大趋势加速，直接影响中国未来劳动力及经济发展，鼓励生育刻不容缓。2022年中国人口开始负增长，总和生育率跌破1.1，全球倒数第二。随着社会结构的变化和个体对爱情婚姻的观念、需求的改变，中国单身人数不断增加。而根据Chatterjee（2023）的研究显示，美国在2019新冠疫情期间的性别工资差距，没有子女的女性比单身女性的工资差距缩小得更多。研究性别薪酬差距显得愈发重要。

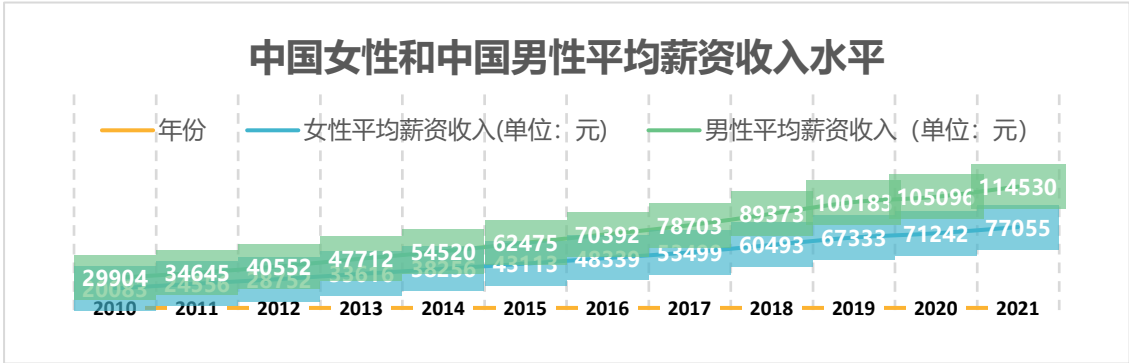
1.2 研究背景

关于性别薪酬差距的研究在中国可以追溯到上世纪80年代。当时中国推行计划经济，国家决定资源配置和收入分配，企业工资水平基本相同，且女性的劳动力参与率较低，因此，性别薪酬差距并不是一个突出的问题，研究也较有限。随着中国逐渐走向市场经济，国有企业的改革和私营企业的兴起，使得女性劳动力参与率逐渐上升，工资水平逐渐形成市场定价机制，产生了个人的获利能力。在这样的背景下，性别薪

酬差距逐渐凸显出来，成为国内外学者普遍关注的热点问题。比如制度方面，取消婚姻律师和有关制度安排，不再限制已婚女性进入劳动力市场(Goldin, 1988)；建立反歧视立法和平权法案政策(Bertrand, 2011)；通过扩大家庭福利政策，如提供儿童保育和早期教育支出，降低婚育女性负担(Olivetti and Petrongolo, 2017)。与社会规范变化有关的研究方面，如虽然女性越来越多的进入传统上男性主导的岗位(Goldin, 2006; Bertrand, 2011)，但女性在职业上的报复仍旧损害着她们的婚姻前景，而男性并无需权衡此问(Bursztyn et al., 2017)。结构性经济变革的影响方面，由于男女具有不同的技能组合，就可能造成带有性别偏见的影响，如从商品到服务的经济结构转型对工作体力要求低且在人际交流技能更强 (Ngai and Petrongolo, 2017; Petrongolo and Ronchi, 2020)，而女性明显更具优势 (Borghans et al., 2006)

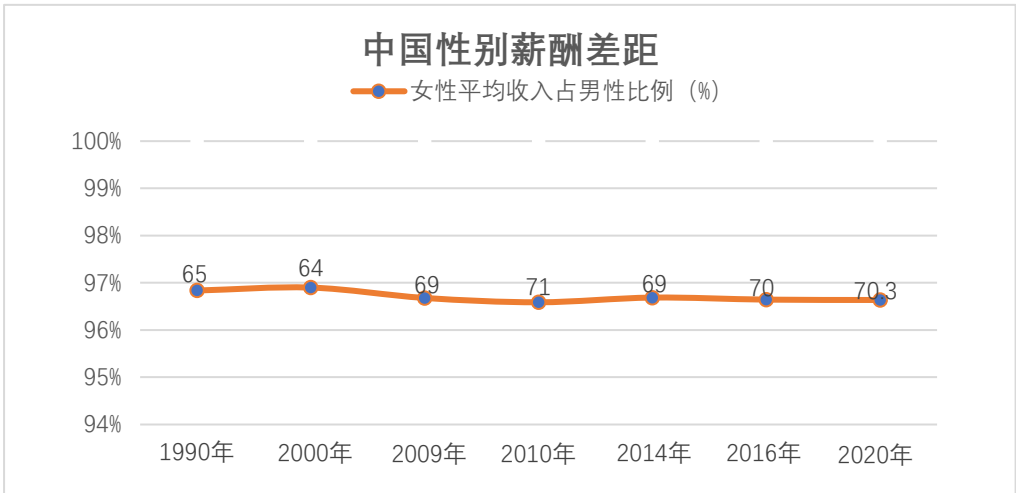
根据中国国家统计局 2021 年 2 月发布的《中国就业形势月报》。我们可以对目前中国的性别薪酬差距有基本的了解，其中包括各类就业数据，例如失业率、薪资收入、职业分布等。这些薪资收入数据反映了当前中国劳动力市场的情况，如图 1，图 2。

图 1
中国男女平均薪资收入水平



资料来源：根据中国国家统计局《中国就业形势月报》，2021。本研究整理所得。

图 2
中国性别薪酬差距



资料来源：《中国全国城镇职工平均工资统计公报》，中国国家统计局，2021；《中国人力资本指数报告》，中国社会科学院人口与劳动经济研究所，2020。本研究整理所得。

以上数据来自于中国国家统计局和中国社会科学院发布的相关数据报告。可以看出, 10 年时间里, 中国的性别薪酬趋同收敛进展缓慢, 甚至有差距加大的趋势, 性别薪酬比逐步上升, 但收敛速度减缓。

2. 文献综述

2.1 性别薪酬趋同

根据国际经合组织 (OECD) 的描述, 性别薪酬差距 (gender pay gap) 通常是指男女收入中位数相对于男性收入中位数的差距。性别工资差距是现代经济的一个持久特征, 并且以往大量的文献研究了这些差距缩小的三大类根本原因: 制度、文化和经济因素。(Cortes, et al., 2020)。消除性别歧视和促进社会公平是很重要的一步。

2.2 影响性别薪资差距的因素

目前的国内外研究成果显示影响性别薪酬差距的因素主要有性别歧视、性别分工、教育程度和工作经历、职业板块和部门、工作性质等。Christofides (2013) 试图了解 26 个欧洲国家的性别薪酬差距, 利用 2007 年的 EU-SILC 报告数据, 发现国家政策和制度与其无法解释的性别薪酬差距的特征是相关连的, 呈现出系统性、定量化和重要性。Xiu 和 Gunderson(2015)认为工资歧视仍然是造成按职业类别分列的薪酬差距的主要原因, 且这些影响在各分类职业中的职业歧视之间存在相当大的差异。

Blau 和 Kahn(2017)利用 1980-2010 年的 PSID 微观数据研究性别薪资差距的程度和趋势, 表明传统人力资本基本无法解释性别薪资差距, 而职业和行业中的性别差异以及性别角色和性别分工方面的差异仍然很重要, 同时也不能忽视歧视。还有研究表明社会规范、性别刻板印象和歧视对性别薪酬的影响占到 40%, 而与母职惩罚相关的因素影响占到 60%(Ciminelli, G. et al., 2021)。德国学者通过调查包括 60000 家公司超过 100 万雇员信息, 使用差异框架, 利用最低工资的区域差异, 发现最低工资对地区性别薪酬差距有显著的负面影响(Caliendo et al., 2022), 即明确了最低工资确实会减少性别薪酬差距。Blair 和 Posmanick(2023)的研究提到性别薪酬差距会随着年龄的增长而增加, 而母亲 (已婚育有工作女性) 和非母亲 (未育有工作女性) 的收入大致相同, 但均低于其丈夫, 且女性教育水平的提升, 种族和族裔也对性别薪酬差距有影响, 而那些更广泛的经济力量因素影响力还需研究。

中国学者刘亚莉和刘潇潇(2013)的研究显示, 中国民营上市公司男性高管总薪酬和货币性薪酬均显著高于女性高管, 且呈逐年扩大的趋势, 但通过对 CEO 为男性组和 CEO 为女性组公司的对比检验, 发现女性高管获得的薪酬激励相对较少。同样的研究成果是杨伟国和陈玉杰(2014)对职位隔离的研究, 结果表明中国上市公司女性高管存在着“玻璃天花板效应”, 其每一个职位层级上, 女性高管职位晋升的门槛值都显著高于男性高管职位晋升的门槛值, 男性高管和女性高管存在明显的性别薪酬差距, 其中有超七成的薪酬差异无法用教育程度, 工作经验等可观测因素解释。

学者张子君(2021)研究支持通过合理运用绩效激励政策来减少性别收入差距。易莹莹和姚紫薇 (2021)更关注生育对流动女性的就业影响, 通过对全中国流动人口动态监测三期混合截面数据展开实证分析后发现: 生育行为对不同户籍类型的流动女性的劳动参与率均产生消极影响, 且生育对非农户籍与农业户籍流动女性工资水平分别产生正、负效应。我们可以理解为女性的生育行为是影响中国性别薪酬差距的一个因素。

通过梳理国内外的研究成果可见, 影响性别薪酬差距的因素复杂多样, 总结起来, 包括但不限于社会文化、国家政策规范、薪酬制度、受教育程度、年龄、母性观念等, 它们存在交叉影响和互动作用。这说明解决性别薪酬差距的问题, 需要从多方面入手, 需结合最新的社会及经济环境, 制定一系列综合性的政策措施。

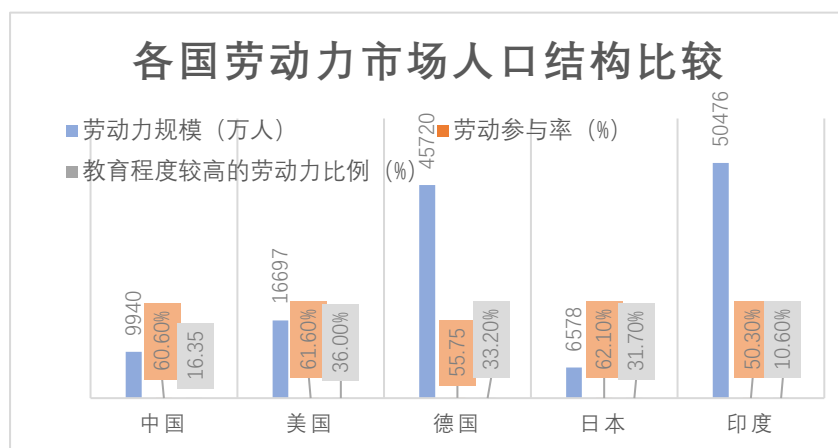
2.3 导致性别薪酬趋同停滞的因素

有研究表明，内部性别隔离与性别差异有关系，在职业生涯的早期，工资差距很小，但是当女性雇员结婚生子时，这种差距会越来越明显(Chen et al.,2021)。我们可以理解为在女性分娩前后性别薪酬趋同停滞会出现短期高峰，而长期来看，则是由于女性集中在较低级别的工作岗位导致的。从制度执行方面看，在 20 世纪后的几十年里，同工同酬原则的广泛应用，作为“可比价值”或“薪酬公平”的主张，都在试图纠正性别薪酬差距和对女性化工作的低估(Gunderson,1994)。然而趋同停滞的事实说明“同工同酬”这一原则的实施并不完全。从社会规范方面，Kochhar(2023)最近的研究表明，美国的性别薪资差距在过去的 20 年里几乎没有收敛，尽管女性教育取得进展，即今天的女性比男性更有可能从大学毕业，但性别薪酬差距收敛的进展依然放缓，这表明还有其他因素在起作用，比如更深层的社会规范变化及灵活工作类型的发展。Gharehgozli 和 Atal (2020)的研究就表明造成性别薪酬差距的两个原因：兼职倾向和缺乏技能。女性由于育儿问题、其他家庭问题或个人义务感的原因，通常会比男性更愿意自愿从事“兼职”工作，而女性可能由于教育程度较男性低而缺乏相应技能从而更多从事低技能的低收入工作。

Iwasaki 和 Ma. (2020)的研究表明，在中国，性别对工资的影响因在地区和企业部门之间差异很大，私企的快速发展及管理自主权的政策可能刺激性别薪酬扩大的趋势。也有学者认为品味歧视可以解释为何女性薪酬会低于男性，这可能是由于女性更不愿意与雇主讨价还价 (Sin, et al.(2022))。

劳动参与率也是影响性别薪酬差距的因素之一，全球各国和中国的劳动力市场存在很大差异，上个世纪美国劳动力市场最重要的发展是女性集体进入劳动力市场(Goldin,2014)。在 1945 年世界第二次世界大战以后，美国女性劳动参与率有所提高，但是性别薪酬差距保持在 40%(Blau & Kahn,2000)。而目前，根据中国统计局 2021 年发布的数据显示，中国 15-64 岁女性劳动参与率为 60.9%，男性为 78.2%。本研究结合整理了主要各国和中国的主要劳动力数据，详见图 3，图 4。

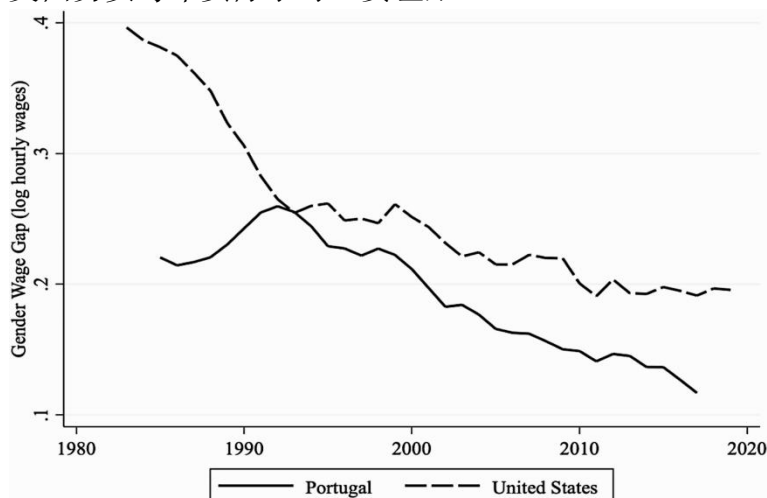
图 3
全球主要国及中国劳动力市场人口结构对比



数据来源：中国统计局《中国统计年鉴 2021》，美国劳工部《劳工部月度就业报告 2021》，德国联邦劳工局劳动市场报告《Arbeitsmarktbericht 2021》，日本劳动力政策研究所《就/失业证实申请人劳动力基本调查》，印度劳动力与就业统计局《第 75 次国民样本调查》(NSS 75th Round)，2017-2018 年。本研究整理所得。

图 4

美国男女每年实际小时工资差距



资料来源: Oxf Rev Econ Policy, Volume 36, Issue 4, Winter 2020, Pages 903–924, <https://doi.org/10.1093/oxrep/graa051>

2.4 两个因素如何影响性别薪酬趋同

我们考虑到 Covid-19 后的全球经济环境,本研究将聚焦于那些广泛的经济力量,这些因素会以不同的方式推动男性和女性的收入水平,从而影响性别薪酬趋同。本研究重点讨论社会文化规范因素和工作灵活性对性别薪酬趋同的影响。

研究表明,改善社会和文化责任感和政策规范有助于性别薪酬趋同的实现。卿石松(2019)指出中国的传统性别角色观念限制着女性的工资收入,这导致中国女性在职场中受到巨大的不利,包括薪酬收入方面的差距。此外,一个区域的父权制性别文化越强,女性的平均收入就越低(陆杰华、刘畅,2023)。女性在社会再生产和人口再生产方面扮演着双重角色,参与劳动力可以促进女性个人的福利和发展,同时还可以提高整个社会的劳动力供给,对于社会进步和可持续发展具有重要意义(吕邵河,袁君丽,2021)。

Tsou 和 Yang (2019) 发现,增加受过高等教育的女性员工的比例显著提高了中国的企业生产率。

Goldin (2014) 的研究表明在美国,性别薪酬差距逐渐缩小主要是因为女性拥有了更好的社会文化氛围,她们可以获得更多的教育及参与更多职业机会。Hegewisch 和 Hartmann(2019)的研究集中于性别薪酬差距的原因和解决方法,并呼吁采取更多的政策措施以缩小性别薪酬差距。

有关工作灵活性因素的研究表明,大多数北欧和西欧国家需要优先制定能解决“母职惩罚”问题的政策(Ciminelli, et al., 2021)。因为“母职惩罚”意味着女性会因为母亲这个角色更愿意选择较低工资但工作时间和地点更灵活的工作以支持幼儿保育。同时 Zamberlan 和 Barbieri(2023)的研究发现,当女性有成为母亲的潜在几率时更容易受到雇主的歧视,从而导致薪资差距。而在中国,传统的“男主内女主外”的家庭分工模式思想的影响也是导致性别薪酬趋同缓慢的一个因素。

3. 结论

3.1 回顾要点

本文试图通过查阅国内外文献,交叉核对权威来源和调查报告的数据,解决这一

知识差距。通过使用综述文献中现有的面板数据，与中国的情况相比较验证，调查了可能阻碍性别薪酬趋同的两类因素，即社会和文化规范和工作灵活性。本研究认为，完善社会和文化规范，比如重视职场中的性别平等意识、制定公平的薪酬结构和加强法律法规的效力及落地执行，提供更多弹性工作的机会，可能是缩小性别薪酬差距的重要方向。

3.2 未来展望及研究的下一步

随着数字科技与经济的深度融合，越来越多的公司已经采用了人工智能等新技术走向智能化、信息化的时代，这也让性别薪酬差距的问题得到更好解决的可能。此外，这些科技的应用可以帮助包括中国在内的国家更加准确的统计和分析性别薪酬差距，以让企业更加高效地实现性别平等，从而更加有效地推动企业持续稳定发展。

中国目前面临更加严峻的老龄化问题，就业结构不断优化，女性生育意愿是否提高与其在职场中获得的公平感及推进性别薪酬差距可能是此领域的下一步。

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The Impact of Management Entrepreneurship on the Sustainable Development of Enterprises: Exploring the Mediating Effect of Employee Training, Human Capital, and Organizational Justice

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Abstract

This study focuses on how to promote human capital, and explores the interaction between entrepreneurship and sustainable development of enterprises. Taking employees of innovative enterprises as the research object, 631 questionnaires are collected for empirical analysis. The results of the study show that all the assumptions are valid, which also verifies the research purpose, motivation and assumptions of this study. The stronger the employee's perceived entrepreneurial spirit, the greater the employee's willingness to go to training and the perceived benefits of the training center will increase, thereby enhancing the knowledge capability, knowledge reserve and depth of knowledge of their own human capital; employees perceive The higher the degree of organizational justice, the stronger the perceived benign consequences of entrepreneurship. Discuss the impact of entrepreneurship on the sustainable development of enterprises, prompt more entrepreneurs to pay attention to entrepreneurship issues, and help enterprises make correct and efficient strategic decisions;

Keywords: Entrepreneurship; Sustainable Development of Enterprises; Employee Training; Human Capital; Organizational Justice

管理层企业家精神对企业可持续发展的影响：探讨员工培训、人力资本的中介作用、组织公平的调节效果

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摘要

本文以如何促进人力资本为研究，探讨企业家精神与企业可持续发展间的相互作用关系，以创新企业的员工为研究对象，回收问卷 631 份进行实证分析。研究结果表明，所有假设均成立，也验证了研究目的、动机以及假设。员工通过感知企业家精神越强，会促进员工想要培训的意愿及培训中的感知收益会增强，从而会增强自身知识能力、知识储备及知识深度；员工感知到组织公平的程度越高，会增强感知到的企业

家精神所形成的良性后果。探讨企业家精神对企业可持续发展的影响，促使更多企业家对企业家精神问题的关注，有利于企业进行正确、高效的战略决策。

关键词: 企业家精神; 企业可持续发展; 员工培训; 人力资本; 组织公平

1. 绪论

1.1 研究背景

企业家精神是一种不可模仿且独一无二的无形资产，企业家精神的充分发挥可以让企业在变幻莫测的市场环境中拥有敏锐的嗅觉，可以及时地发现危机、抓住机遇、采取策略、应对挑战、并带领企业走在行业的前沿（尹奎等人，2020）。有效的企业员工培训可以提升企业的人力资本质量，也能吸引更多的人才，增加其人力资本存量，因而人力资本要素是促进经济发展的活跃因子，企业注重人才的存量和质量，应当使员工培训变得高效(Raimo *et al.*, 2020)。

1.2 研究动机与目的

本研究以如何促进人力资本为中心点，探讨企业家精神与企业可持续发展之间的相互作用关系，即研究企业家精神在中国社会是否可以促进经济增长，推进环境目标和改善社会条件。通过员工视角感知的企业家精神是否可以通过人力资本，从而积极的影响企业的可持续发展，同时将组织公平与员工培训作为中介与调节的机制引入其关系中进行讨论。

1.3 研究问题

本研究想通过员工感知视角，探讨员工感知到企业家精神是否会对其自身的人力资本获得收益；企业家精神是否会促进员工培训的感知收益增加，从而影响到其人力资本；企业家精神是否会企业的可持续性发展形成积极的影响；员工感知到组织公平的程度越高，是否会增强企业家精神所带来的积极影响。

1.4 研究意义

本研究探讨企业家精神与可持续发展之间的相互作用关系，特别是员工感知视角的企业家精神是否会对员工个体的人力资本起到促进的作用，从而更好的有利于企业的可持续发展，同时引入组织公平这一外界情景变量来引入其关系中是否可以起到更好的促进作用，进一步的丰富企业家精神的后果研究。

2. 文献探讨与假设

2.1 企业家精神

2.1.1 企业家精神的定义

吕爱权与林战平（2006）认为企业家精神是创新精神、冒险精神、创业精神、英雄主义精神、宽容精神。这些研究肯定了企业家偏好创新、冒险的行为方式，并对这些特质从人格特征、价值观偏好方面进行了提炼，是对于企业家精神从个体进行的研究。企业家精神的内涵很丰富，通过归纳国内外学者对企业家精神的定义，可以发现企业家精神包含了冒险、创新、合作、责任等多个方面。

2.1.2 企业家精神的衡量

关于企业家精神被普遍认可和广泛应用于衡量企业家精神（俞仁智等人，2015）。蔡华（2009）则以民营企业为对象，构建衡量民营企业家的五维度量表，即创新精神、学习精神、合作精神、敬业精神和责任精神。王安悦（2021）综合采用蔡华（2009）、陈忠卫（2008）成熟的企业家精神研究问卷，并结合研究的现实情况形成

最终测量量表。该量表包括进取性、冒险性、奉献性、创新性、主动性 5 个维度。

2.2 企业可持续发展

2.2.1 企业可持续发展的定义

对于企业可持续发展的定义，刘力钢（2000）将企业可持续发展定义为：企业在追求自我生存和永续发展的过程中，既要考虑企业经营目标的实现和提高企业市场地位，又要保持企业在已领先的竞争领域和未来扩张的经营环境中始终保持持续的盈利增长和能力的提高，保证企业在相当长的时间内长盛不衰。

2.2.2 企业可持续发展的衡量

关于企业可持续发展的衡量，学术界广泛认可的划分方式为三重底线原则，该方法由 Elkington（1998）年提出，他认为企业在追求自身发展的过程中，应当同时考虑经济繁荣、环境保护和社会福利三个方面的绩效。Ahmad et al.（2015）设计的企业可持续发展绩效量表，从环境绩效、财务绩效以及社会绩效 3 个维度。

2.3 员工培训

2.3.1 员工培训的定义

尽管学者们对于员工培训的定义不一致，但是其包含的基本含义是相似的，它们都是基于组织的发展而对员工进行的有计划、有目的的培养和训练（朱晓青，2016），被视为人力资源管理实践的关键要素，能够使企业获得可持续的竞争优势（Ji et al., 2012; Drela, 2020）。

2.3.2 员工培训的衡量

关于员工培训的衡量，从主观感知出发，Noe & Wilk（1993）认为受训者的学习动机和环境特点是影响员工培训兴趣和评估的关键性决定因素。他们开发了两种培训的测量方式：一是从培训的实践内容出发进行测量，主要包括培训的课程门数、每年培训的小时数、未来一年参加培训的打算等；二是基于员工感知角度衡量员工对企业培训制度的评价，主要从培训意愿、培训机会、培训收益和上级支持四个方面出发。

2.4 人力资本

2.4.1 人力资本的定义

关于人力资本的定义，根据本文的研究内容及目的，本文借鉴逯进与张德茗（2012）的定义：凝聚在每一个人身上可以带来相关经济收益，并需要一定程度的激励才能发挥出来的知识、健康、技能以及道德伦理等元素所构成的无形资产。

2.4.2 人力资本的衡量

借鉴谢智红等人（2015）开发的人力资本量表。因此谢智红等人（2015）结合中国文化开发由思维能力、人际能力和知识技能三维度组成的人力资本的量表。

2.5 组织公平

2.5.1 组织公平的定义

关于组织公平，最早的是 Adams（1965）综合了相对剥夺理论、社会交换理论、社会比较理论，以及早期的认知失调理论（Festinger, 1957），形成了一个关于感知公平的前因后果的理论。根据本研究的研究目的及内容，借鉴 Greenberg（2009）对组织公平的定义：人们在工作场所中感受到的公平的一种感知。

2.5.2 组织公平的衡量

关于组织公平的衡量，根据本研究的研究目的及内容，本研究是通过研究管理层的企业家精神对企业可持续发展、人员培训以及人力资本的影响，因此需要关注人际互动方式对公平感的影响，特别是信息公平，因此本研究将选取 Colquitt（2001）所开发的量表来衡量员工感知到的组织公平。

2.6 变量间关系及研究假设提出

2.6.1 企业家精神对企业可持续发展的影响

企业家精神是一种不可模仿且独一无二的无形资产，企业家精神的充分发挥可以让企业在变幻莫测的市场环境中拥有敏锐的嗅觉，带领企业走在行业的前沿（李颂，2017）。本研究提出假设：H1：企业家精神对企业可持续发展具有正向影响

2.6.2 人力资本的中介效果

企业家精神在企业前进发展的步伐中战略决策对企业发展的方向与速度起着重要作用(Giannikis & Nikandrou, 2013)。本研究认为员工感知到的企业家精神越高，自身的人力资本的程度也会随之提高。H2：企业家精神对人力资本具有正向影响。企业员工人力资本的水平越高，代表了企业员工掌握的技术和能力越多越先进。在以人力资本为依托的新经济时代，人力资本日益成为最重要的生产要素(Raimo *et al.*, 2020)。H3：人力资本正向影响企业可持续发展。本研究认为具有进取性、创新性企业家精神的管理者，会积极组织员工进行培训，这样可以增强员工的人力资本，才会更好的有利企业的可持续发展（刘爽，2018）。H4：人力资本在企业家精神与企业可持续发展间具有中介效果

2.6.3 员工培训的中介作用

企业设有较好的员工培训制度将有助于企业吸纳更多的人才，因为他们能看到企业对自我的重视，在较为专业化的培训中，不仅提高了员工的工作能力，还在一定程度上满足了员工的精神需求（孙永波等人，2020）。因此本研究提出假设：H5：企业家精神正向影响员工培训。员工培训是企业对人力资本投资的一种方式，既然有投资，就要求一定的收益，这才符合资本的性质(Noe and Kodwani, 2018)。可以通过员工培训来提高企业的人力资本量，促进企业收益的提高和竞争优势的显现，（朱平利、刘骄阳，2020）。H6：员工培训正向影响人力资本。本研究认为，具备良好企业家精神的管理者会通过培训来提高员工自身的能力，员工从培训中获益的效果越多，不仅仅可以让其具备完成工作所需要的知识和技能，并且能够将学习到的知识和技能应用到工作中去。本研究提出假设：H7：员工培训在企业家精神与人力资本之间具有中介效果

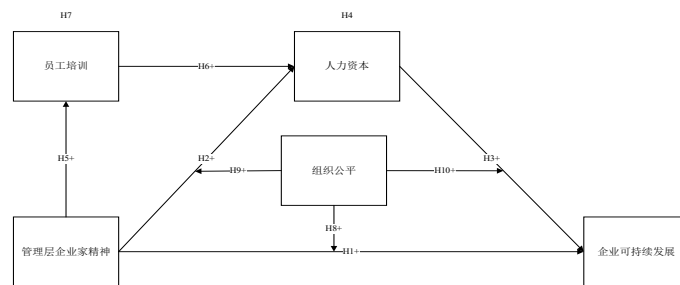
2.6.4 组织公平的调节效果

组织公平感主要关注分配结果是否公平，指出组织公平感是对组织资源分配结果是否公平的一种主观感知(Greenberg, 1987)，因为只有分配结果与公司规范或章程符合时，才认为分配是公平的（Greenberg, 1990），即组织的政策和规章制度涉及到个人利益时，个人根据规则评判自身利益是否受损的感知。H9：组织公平正向调节企业家精神与人力资本之间的关系。当员工在感受到公平时，使得员工感受到组织对自身利益与发展的重视，认识到自己在组织中较高的价值，进而积极响应组织的各项培训发展措施（樊耘等人，2014）。因此本研究提出假设：H8：组织公平正向调节企业家精神与企业可持续发展之间的关系。程序公平可以有效提高组织政策的稳定性使得员工充分实现自身价值，使得员工对组织更加的信任，然后对企业的发展也会起到较为积极的作用（何玲，2016）。因此，本研究提出假设：H10：组织公平正向调节人力资本与企业可持续发展间的关系

2.7 研究框架的提出

图 2. 1

研究框架图



3. 研究方法与设计

3.1 研究对象与数据收集

本研究主要着重于员工对企业家精神的感知，为此对初次抽样名单中所列的企业进行了筛选。为了确保因素分析结果的可靠性。因此本研究预计发放 500 份问卷进行调查。

3.2 变量操作性定义与衡量

3.2.1 企业家精神

表 3. 1

企业家精神量表

一级指标	二级指标	三级指标	问项
X: 管理层企业家精神	X1: 进取性	X11:	领导具有很强的事业心，在工作中积极进取
		X12:	公司领导对工作非常投入，始终保持高度的热情
		X13:	公司领导能不断学习，以充实提高自己
	X2: 冒险性	X21:	公司领导敢抓敢管，善于处理棘手问题
		X22:	公司领导不怕困难，视挑战为机会
		X23:	公司领导对未知风险有一定承受力
	X3: 奉献性	X31:	公司领导对事业锲而不舍
		X32:	公司领导廉洁奉公，不图私利
		X33:	公司领导吃苦在前，享受在后
	X4: 创新性	X34:	公司领导不计较个人得失，尽心尽力工作
		X41:	公司领导总是有许多源源不断的创意
		X42:	公司领导在工作中总有新想法
	X5: 主动性	X43:	公司领导强调产品设计的创新程度
		X41:	公司领导在工作中擅长主动出击
		X52:	公司领导主动制定可以改变市场行情的策略
		X53:	公司领导宽容员工的失败

资料来源：王安悦（2021）。《企业家精神对员工内创业行为影响研究》。[硕士学位论文，东北农业大学]，中国知网。

本研究将采用王安悦（2021）开发的企业家精神量表，该量表一共有 5 个维度，一共 16 个题项，内部一致性系数为 0.93，采用 Likert 5 点计分，表示“非常不同意”到“非常同意”。详细题目，参考上表 3.1。

3.2.2 企业可持续发展

表 3. 2
企业可持续发展量表

一级指标	二级指标	三级指标	问项
Y: 企业可持续发展	环境绩效	Y11:	所在的企业在日常活动中会注意遵守环保法律法规
		Y12:	所在的企业会在日常活动中注重预防和化解环保危机
		Y13:	所在企业会在日常活动中注重传播绿色文化、培养员工环保意识
		Y14:	所在的企业会在日常活动中减少生产过程中废料的排放
	社会指标	Y21:	我认为公司为社会做出了贡献
		Y22:	我认为公司承担了社会责任
		Y23:	我认为公司提供了数量多、质量好的就业岗位
	财务指标	Y31:	我认为公司的薪酬数量很合理
		Y32:	我认为公司的福利待遇很好
		Y33:	我认为公司的薪资水平相比于其他同行业公司较高

资料来源: Amir, A. F., Abd Ghapar, A., Jamal, S. A., & Ahmad, K. N. (2015). Sustainable tourism development: A study on community resilience for rural tourism in Malaysia. *Procedia-social and behavioral sciences*, 168, 116-122.

在本研究中企业可持续发展的操作性定义为员工感知企业为社会做出贡献以及日常遵守法律、环保等事情的程度(陈亦轩, 2021)。本研究选取 Amir et al. (2015) 开发的量表, 一共三个维度, 10 个题项来衡量员工感知视角下的企业可持续发展。

3. 2. 3 员工培训

表 3. 3
员工培训量表

一级	二级指标	三级	问项	
M1: 员工培训	愿	M111	愿意利用各种学习和发展的机会	
		M112	业余时间我愿意参加与工作相关的课程的学习。	
		M113	我愿意努力提高技能完善自己以谋求更好的发展	
	益	M12: 培训收	M121	参加培训有助于个人发展
			M122	参加培训有助于了解与工作相关的新理念、方法
			M123	参加培训会使我对从事的职业有更深入的认识
	会	M13: 培训机	M131:	单位对员工可以接受的培训总量和类型有明确的规定
			M132	我清楚未来一年单位能够为我提供培训的类型及总量
			M133	单位为我提供各种培训的机会

资料来源: 凌玲(2012)。《员工培训对组织承诺、离职倾向的影响机理研究》。[博士学位论文, 西南财经大学], 中国知网。

本文沿用凌玲(2012)的员工的操作性定义: 如表 3.3 所示, 员工感知到培训对于自我重要性以及收获的程度, 该量表一共是 3 个维度, 共计 9 个题项, 采用 Likert 五点计分, 让受访者自评自己感知到的员工培训程度, 计分方式从“完全不同意”到“完全同意”依次计 1 到 5 分, 得分越高。

3.2.4 人力资本

表 3. 4
人力资本量表

一级指标	二级指标	三级指标	问项
M2: 人力资本	M21: 思维技能	M211:计划能力	确定工作目标、任务、方法和工作实施步骤的能力。
		M212:创新能力	持续产生新认识, 创造新事物的能力。
		M213:逻辑思维 能力	对事物内部及事物间规律性关系进行深入了解的能力。
	aM22: 人际能力	M221:团队合作 能力	有与他人和团队合作以实现组织目标的能力
		M222:人际理解 力	把握人际信息和人际关系的敏感性
		M223:协调能力	对自己、他人、部门的活动及利益进行适当调整的能力。
	M23: 知识	M231:知识的宽 度	1、涉及单一技能 2、介于1和3之间 3、涉及少数几种技能 4、介于3和5之间 5、涉及多种技能
		M232:知识的深 度	1、涉及单一技能 2、介于1和3之间 3、涉及少数几种技能 4、介于3和5之间 5、涉及多种技能
		M233:知识技能 的 互补程度	1、涉及单一技能 2、介于1和3之间 3、涉及少数几种技能 4、介于3和5之间 5、涉及多种技能

资料来源：谢智红（2017）。人力资本维度结构及测量研究。《南大商学评论》。（1），184-208。

本研究借鉴谢智红等人（2017）对人力资本的操作性定义：如表 3.4 所示，员工感知到自身对于知识、思维以及人际关系的能力强度。本研究选取谢智红等人（2017）开发的人力资本量表，该量表一共分为3个维度，一共9个题项，计分方式采用Likert 5点计分，表示“完全不同意”到“完全同意”。得分越高，员工的人力资本程度越高。

3.2.5 组织公平

表 3. 5
组织公平量表

一级指标	二级指标	三级指标	问项
Z: 组织公平	Z1: 分配公平	Z12:	薪酬反映了我对工作所作的努力
		Z22:	就我的工作量而言, 我的薪酬待遇是合理的
		Z23:	薪酬反映了我对公司的贡献
	Z2: 程序公平	Z21:	当领导制定与我工作有关的决策时, 我可以发表自己看法和感受
		Z22:	制度的实施不会因人而异
		Z23:	我可以对领导制定的工作决策提出质疑和申诉
		Z24:	领导制定的工作决策符合伦理道德标准
	Z3: 信息公平	Z31:	领导能够坦诚地与我沟通
		Z32:	领导详尽解释了与我的工作有关的决定
		Z33:	领导对与我有关工作决策的解释是合理的

资料来源：Colquitt, J. A. (2001). On the dimensionality of organizational justice: a construct validation of a measure. *Journal of Applied Psychology*, 86(3), 386-400.

本文沿用凌玲（2012）的组织公平的操作性定义：如表 3.5 所示，员工感知到培训对于自我重要性以及收获的程度，该量表一共是 3 个维度，共计 10 个题项，采用Likert 五点计分，让受访者自评自己感知到的组织公平程度，计分方式从“完全不同

意”到“完全同意”依次计 1 到 5 分，得分越高。

4. 数据分析

4.1 信度分析

表 4. 1
信度分析表

变量	题数	Cronbach' s α
企业家精神	16	. 825
企业可持续发展	10	. 750
员工培训	9	. 827
人力资本	9	. 793
组织公平	10	. 773

资料来源：本研究整理

企业家精神、企业可持续发展、员工培训、人力资本、组织公平的 Cronbach' s α 分别为 0. 825、0. 750、0. 827、0. 793、0. 773，达标判定标准，因此认定问卷信度良好，合适本研究进一步的分析。

4.2 效度分析

表 4. 2

区别效度分析表

	企业家精	企业可持续	员工培	人力资	组织公平
企业家精神	. 782				
企业可持续发	. 460***	. 793			
员工培训	. 532***	. 381***	. 803		
人力资本	. 514***	. 495***	. 589***	. 801	
组织公平	. 340***	. 493***	. 423***	. 433***	. 798

注 1：斜对角线数字为 AVE 平方根值注 2：*代表 $p < 0. 05$ ，**代表 $p < 0. 01$ ，***代表 $p < 0. 001$

资料来源：本研究整理

企业家精神、企业可持续发展、员工培训、人力资本与组织公平的 AVE 平方根分别为 0. 782、0. 793、0. 803、0. 801、0. 798，均大于各变量之间的相关系数，因此说明本研究的数据具有良好的区分效度（参考表 4. 2）。

4.3 描述性统计分析

本研究通过通过网络渠道，共计回收 631 问卷份，共获得有效问卷 564 份，有效率为 89. 38%，以进行数据统计分析。样本合理，具有总体代表性。

4.4 相关性分析

表 4. 3

相关分析表

	平均	标准	企业家精神	企业	员工培	人力资	组织公平
企业家精神	2.96	0.78	1				
企业可持续发展	3.03	0.81	.460**	1			
员工培训	3.04	0.92	.532**	.381**	1		
人力资本	3.08	0.91	.514**	.495**	.589**	1	
组织公平	3.16	0.87	.340**	.493**	.423**	.433**	1

注：*代表 $p < 0.05$ ，**代表 $p < 0.01$ ，***代表 $p < 0.001$

资料来源：本研究整理

企业家精神对企业可持续发展的相关系数为 0.46^{***} ($p < 0.001$)；对员工培训的相关系数为 0.532^{***} ($p < 0.001$)；对人力资本的相关系数为 0.514^{***} ($p < 0.001$)；对组织公平的相关系数为 0.340^{***} ($p < 0.001$)。因此说明企业家精神与企业可持续发展、员工培训、人力资本和组织公平之间存在一定的正相关性。企业可持续发展对员工培训的相关系数为 0.381^{***} ($p < 0.001$)；对人力资本的相关系数为 0.495^{***} ($p < 0.001$)；对组织公平的相关系数为 0.493^{***} ($p < 0.001$)，因此说明企业可持续发展与员工培训、人力资本、组织公平存在一定的正相关性。员工培训对人力资本的相关系数为 0.589^{***} ($p < 0.001$)；对组织公平的相关系数为 0.423^{***} ($p < 0.001$)；因此说明员工培训与人力资本、组织公平间存在一定的正相关性。人力资本对组织公平的相关系数为 0.433^{***} ($p < 0.001$)，因此说明人力资本与组织公平之间存在一定的正相关性。具体结果参考表 4.3。

表 4.4

模型拟合度分析表

鉴别项目	适配指标	鉴定结果数据	模型适配度
CMIN/DF	<5.00	1.235	适配
GFI	>0.900	.943	适配
AGFI	>0.900	.938	适配
SRMR	<0.05	.0244	适配
RMSEA	<0.050	.015	适配
NFI	>0.900	.938	适配
IFI	>0.900	.986	适配
CFI	>0.900	.986	适配
TLI	>0.900	.985	适配

资料来源：本研究整理

通过验证性因子分析发现，本研究的研究模型指标均符合要求 ($\chi^2/df=1.235$; $RMSEA=0.015$; $SRMR=0.0244$; $CFI=0.986$ 等)，因此可以得到测量模型具有不错的模型拟合度，所以可以进行进一步的分析。

4.5 直接假设与中介效应检验

根据表 4.5 数据，假设 H1-假设 H7 均得到验证，假设成立

4.6 调节作用检验

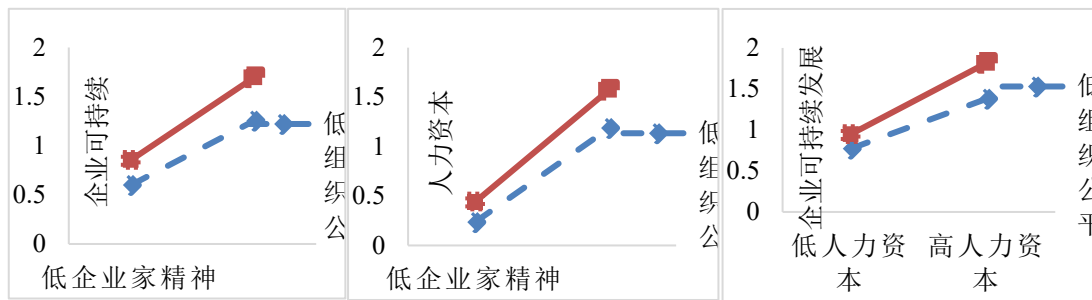
如表 4.6 所示，假设 H8 获得支持，即组织公平可以正向调节企业家精神对企业可持续发展的影响。

4.7 组织公平在企业家精神与人力资本之间的调节效应分析

图 4.1 组织公平在企业家精神与

图 4.2 组织公平在企业家精神

图 4.3 组织公平在



人力资本与企业可持续发展之间的调节效应图 与人力资本之间的调节效应图 企业可持续发展之间的调节效应图

5. 研究结论与建议

5.1 研究结论

研究结果表明，所有假设均成立，这也验证了本研究的研究目的、动机以及假设。员工感知到的管理层企业家精神的程度越高，他们感知到企业可持续发展能力程度也就越高。人力资本在管理层企业家精神与企业可持续发展之间、员工培训在管理层企业家精神与人力资本之间起中介作用。最后，本研究还发现组织公平可以增强管理层企业家精神与人力资本之间、管理层企业家精神与可持续发展之间，以及人力资本与企业可持续发展之间的关系。

5.2 研究贡献

本研究结果进一步的证实了企业家精神作为一种无形资产，是企业可持续发展不可忽略的重要因素之一。对员工的培训，不仅可以提高员工的竞争力，还会进而增强了企业的竞争优势；本研究证实了企业家精神对人力资本、员工培训以及企业可持续发展的积极影响。

5.3 研究建议

首先，企业内部应积极培育企业家精神。其次，注重员工培训意愿的提高以及切实提高员工的培训收益。最后，本研究认为，公司高层应该重视组织公平的问题，对个人成就感的提升有益处。

5.4 研究局限性

(1) 本研究主要采取问卷调查法，难以完全排除共同方法偏差的影响，也无法进行因果推断。存在共同方法偏差问题不可避免。(2) 本文的调查过程中可能受到各种情景因素的影响。(3) 本研究建议未来研究可以采用访谈的方式进行调查，通过访谈的方式进一步深入的了解到员工的内心想法，从而验证本研究框架的结果。

	企业可持续发展	人力资本	企业可持续发展	企业可持续发展	员工培训	人力资本	人力资本
	M1	M2	M3	M4	M5	M6	M7
	β (t)	β (t)	β (t)	β (t)	β (t)	β (t)	β (t)
性别	.014 (.491)	.034 (1.252)	.003 (.112)	.002 (.071)	.034 (1.254)	.02 (.789)	.019 (.786)
年龄	-.07 (-.826)	-.007 (-.082)	-.064 (-.766)	-.068 (-.848)	-.038 (-.472)	.019 (.242)	.01 (.135)
受教育程度	.011 (.357)	.02 (.665)	-.007 (-.228)	.004 (.14)	-.001 (-.031)	.012 (.442)	.02 (.752)
工作经验时间	.079 (.959)	.014 (.172)	.067 (.831)	.075 (.957)	.036 (.457)	-.013 (-.167)	-.002 (-.029)
企业家精神	.460*** (16.319)	.514** (18.841)		.280*** (9.056)	.531*** (19.713)		.281*** (9.687)
人力资本			.495*** (17.916)	.351*** (11.342)			
员工培训						.587*** (22.852)	.438*** (15.118)
R^2	.214	.264	.247	.304	.285	.347	.404
调整后 R^2	.208	.261	.241	.299	.279	.343	.399
F 值	38.568***	51.390***	46.401***	51.168***	56.358** *	75.368***	83.850***

表 4.5 直接假设与中介效应检验

注：*代表 $p < 0.05$ ，**代表 $p < 0.01$ ，***代表 $p < 0.001$

表 4.6

组织公平调节效应分析

	企业可持续发展		人力资本		企业可持续发展	
	M1	M2	M3	M4	M5	M6
	β	β				
性别	.018 (.681)	.018 (.705)	-.028 (-.993)	.038 (1.455)	.01 (.401)	.013 (.510)
年龄	-.088 (-1.135)	-.094 (-1.208)	-.041 (-.603)	-.025 (-.326)	-.082 (-1.050)	-.099 (-1.278)
受教育程度	-.002 (-.074)	-.001 (-.038)	.003 (.095)	.011 (.377)	-.014 (-.501)	-.014 (-.512)
工作经验时间	.087 (1.152)	.097 (1.282)	.002 (.032)	.028 (.371)	.078 (1.024)	.095 (1.267)
企业家精神	.330*** (12.010)	.324*** (11.806)	.415*** (15.164)	.408** (14.853)		
人力资本					.345*** (12.041)	.342*** (12.048)
组织公平	.381*** (13.898)	.372*** (13.500)	.292*** (10.667)	.285** (10.329)	.344*** (12.025)	.333*** (11.695)
企业家精神 ×组织公平		.075** (2.870)		.065* (2.477)		
人力资本 ×组织公平						.117*** (4.562)
R^2	.342	.348	.342	.339	.343	.356
调整后 R^2	.337	.342	.337	.342	.337	.350
F 值	64.428***	58.602***	64.345***	58.174***	64.552***	60.839***

注：*代表 $p < 0.05$ ，**代表 $p < 0.01$ ，***代表 $p < 0.001$

资料来源：本研究整理

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Study on the Relationship between Learning-Centered Leadership and Special Education Teacher Professional Learning: Taking Subjective Well-Being as Mediating Effect

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Abstract

In the challenging and highly centralized special education school environment, active leadership goes hand in hand with enhancing professional learning. Therefore, the relationship between learning-centered leadership and teachers' professional learning and the mediating role of subjective well-being between the two were investigated. The results show that learning-centered leadership has a significant positive impact on teachers' professional learning, and subjective well-being has a partial mediating effect between learning-centered leadership and teachers' professional learning. Finally, it is suggested that the improvement and management of positive leadership and teachers' professional learning should be emphasized in today's special education management.

Keywords: Learning-Centered Leadership; Teacher Professional Learning; Subjective Well-being

以学习为中心的领导与特殊教育教师专业学习之关系研究：兼论 主观幸福感之中介之影响

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摘要

在充满挑战与高度集权的特殊教育学校环境中，积极的领导力与提高专业学习密切相关。因此，研究了以学习为中心的领导与教师专业学习的关系，以及主观幸福感在两者之间的中介作用。研究表明，以学习为中心的领导对教师专业学习有显著正向影响，主观幸福感在以学习为中心的领导与教师专业学习之间有部分中介作用。最后，建议在现今的特殊教育管理，应该突出对积极领导力与教师专业学习的改善与管理。

关键词：以学习为中心的领导；教师专业学习；主观幸福感

1. 介绍

最新一代关于学校领导效应的研究旨在识别和探索学校领导影响学生学习和学校改进的“路径”(Hallinger, Liu, & Piyaman, 2019)。Talebizadeh, Hosseingholizadeh and Bellibaş (2021) 强调, 应重视教师心理因素, 因为这对进一步提高教师专业学习具有重要意义。这表明, 研究者需要更明确地关注学校领导如何塑造教师的专业学习, 这是以前所被忽略的。

此外, 在传统文化中, 特殊教育的教学改革也愈发困难, 这也挑战了学校管理者的传统角色 (Seong, 2019)。学校管理者面临的一个新挑战, 集中在如何创造一个可以加强教与学的学校环境。根据 Clair (2020) 的说法, 成功的校长在这种情况下被视为价值驱动、合作导向、在适当的情况下分享和授权领导, 并制定适当的策略, 作为建设学校能力以提高教学质量和学生学习。因此, 这种类型的学校领导需要领导者有能力为所有教师创造持续且有意义的专业学习机会。

重要的是, 以往关于学校领导的研究已经表明, 学校领导可以通过工作条件影响教学和学习, 还能直接和间接地影响学生的成绩 (Hallinger, Piyaman, & Viseshsiri, 2017; Pan & Chen, 2021)。其中一条路径, 即校长领导力和教师专业学习之间的联系, 近年来越来越受到重视。一项关于学校领导在教师学习中的作用的最新研究得出的结论是, 校长领导对教师专业学习的影响在很大程度上受教师心理因素的介导 (Hallinger et al., 2019; Talebizadeh, et al., 2021)。因此, 本研究探索了以学习为中心的领导(learning-centered leadership)与教师专业学习(teacher professional learning)之间的关系, 以及教师主观幸福感(subjective well-being)在两者间的中介作用, 以确定学校通过领导所影响教师发展的机制。作为发展专业学习的关键, 教师主观幸福感可以帮助他们解决与教学和学习相关的各种问题 (Briscoe, 2019)。主观幸福感被广泛认为是通过发展教师的重要内驱力, 因为它有助于特殊教育教师的学习和交流活动 (Briscoe, 2019)。

虽然学者们提供了领导力对教师学习的积极影响的证据, 但绝大多数此类工作都广泛关注西方背景下的教育和学校系统。非西方社会的校长是否以及在多大程度上可以对教师专业学习产生影响仍未得到探索。支持这一点的学者断言, 有必要探索领导力对教师专业学习的影响, 同时考虑到文化差异 (Hallinger et al., 2017)。此外, 以往研究尚无在中国背景下的探索以主观幸福感在以学习为中心的领导和专业学习之间的介导效应。因此, 本研究旨在调查中国特殊教育教师对以学习为中心的领导的看法, 还有教师专业学习的程度, 以及主观幸福感在上述关系之间的介导效应。澄清这些关系与差异可以帮助学校确定促进特殊教育教师专业学习的关键因素, 还有助于提供教学质量和学生学习。

2. 文献综述与假设

2.1 中国背景下特殊教育学校的管理者

本研究希望强调可能与研究结果相关的特征。首先, 中国的特殊教育机构都以高度等级化的方式运作。尊重年龄、经验和等级是中国社会规范行为背后的核心社会价值观。事实上, 等级关系对于定义中国组织内外的社会关系至关重要 (Wang, 2016)。中国社会属于集体主义, 这意味着人们较少将其识别为个人, 而更多地与群体相关 (Dimmock & Walker, 2000)。集体主义规范塑造了工作场所对协作、创新和冒险的态度。等级制度和集体主义规范共同影响工作场所的协作学习 (Wang, 2016)。中国开展的教育改革平台共享重塑教学过程的目标 (Hallinger et al., 2017)。毫不奇怪, 尽管这些改革的

成功实施需要校长熟练的“领导”，但无论是哪个社会都没有一个具有正式准备的管理者作为“学习领导者”(Wang, 2016)。事实上，直到现在，这一现象依然是普遍存在的。

2.2 以学习为中心的领导力

以学习为中心的领导的概念化与教学型领导力、以学习为中心的领导力和学习型领导力有着共同的根源——所有这些都假设“学习”应该是学校领导力的关键成果(Hallinger *et al.*, 2017)。“以学习为中心的领导”与“教学领导”互换使用(Hallinger & Lee, 2014)。Hallinger *et al.* (2019) 断言，学习型领导力应以教学型领导力的概念为基础，并具有变革型、分布式和情境型领导力模型的选定特征。

以学习为中心的领导被定义为“学校领导有意识地努力引导、指导、支持和参与教师学习，以增加他们的专业知识，最终促进学生学习和学校效率的过程”(Liu, Hallinger, & Feng, 2016)。类似的，Hallinger (2011) 则将其定义为校长有意识地努力支持、启发、指导和指导教师学习的过程。

2.3 以学习为中心的领导与教师专业学习的假设

领导力与教师专业学习有着密切联系，具有“建设能力”特征的学校领导者有助于教师专业的发展(Hallinger *et al.*, 2019)。教师专业学习被定义为“一个动态的、持续的、互动的、发展的过程，而不是一系列孤立的活动”(Liu *et al.*, 2016)。发展教师专业学习，是提高学生成绩的重要方法(Pan & Chen, 2021)。而以学习为中心的领导被发现是提高教师学习活动的强大因素，对教师专业性有着重要影响(Talebizadeh, *et al.*, 2021)。而领导行为中的建立学习愿景、提供学习支持、管理学习计划、建模属性可以利用多种能力来影响教师的专业学习，当教师认为他们的领导者具备卓越的能力，可以为他们提供发展时，这将激发教师的学习热情，更加专注于自我发展，以及提高他们的学习活动。据此，假说如下：

H1：以学习为中心的领导对教师专业性有显著正向影响；

2.4 以学习为中心的领导与教师主观幸福感的假设

教师主观幸福感被描述为“积极的心理功能”，它对教师的专业学习具有积极影响(Talebizadeh *et al.*, 2021)。以学习为中心的领导则被认为是“学校领导有意识地努力引导、指导、支持和参与教师学习，以增加他们的专业知识，最终促进学生学习和学校效率的过程”(Liu *et al.*, 2016)。学校如何提高教师专业学习所需要关注的因素之一，是对领导力中的正面领导行为进行有效管理，因为这影响着教师的幸福感知(Tang, 2018)。而以学习为中心的领导是一种积极的领导行为，它可以通过多种“建设能力”有效提升教师的主观幸福感。据此，假说如下：

H2：以学习为中心的领导对教师主观幸福感有显著正向影响；

2.5 主观幸福感作为中介的假设

以“建设能力”为中心的领导力，它可以增强学校的指导、组织效率和建设组织能力，是一种积极的领导行为，可以促进教师专业学习的提高(Liu *et al.*, 2016)。而令人愉快的情绪可以通过个人的感知，进一步地提升他们的学习活动(Briscoe, 2019)。如果教师认为分布式领导的民主与协作对自己是有益的，并且认为领导者具有较高的分布式领导能力，那么积极的感知就会提高教师的学习活动倾向。

教师主观幸福感通常被认为是心理功能方面的一种。因此，感知到的幸福感被成为促进教师专业性的一种机制(Talebizadeh, *et al.*, 2021)。以类似的方式，相关研究还发现幸福感与教师专业学习的关联有一些经验支持，这表明组织拥有较高的幸福感也能够有效地提高教师工作表现(Talebizadeh, *et al.*, 2021)。此外，先前的研究表明，感知到的心理功能因素能够在教师专业学习的过程中起着特别重要的作用(Talebizadeh, *et al.*,

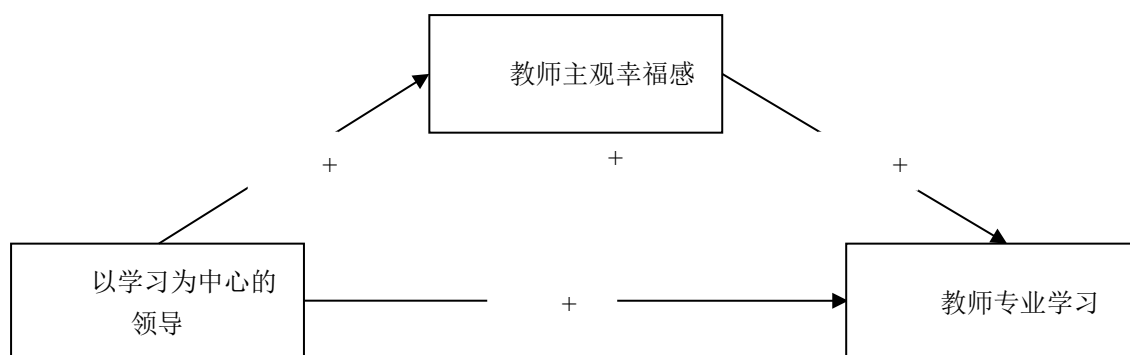
2021)。因此，本研究预测感知到的教师主观幸福感将在两者之间起中介作用。据此，假设如下：

H3：教师主观幸福感对教师专业学习有显著正向影响；

H4：教师主观幸福感在以学习为中心的领导和教师专业学习之间有中介影响。

综上所述，本研究考察了教师主观幸福感在以学习为中心的领导和教师专业学习之间的中介影响(图 1)。

图 1
研究模型



资料来源：本研究整理。

3. 方法

以立意抽样调研，用以检验 LCL、EE 和 OA 之间关系的性质，以及说明中国特殊教育学校教师样本、数据收集工具等。

3.1 样本与程序

本研究的受访者为江西省 5 家特殊教育学校的教师，采用立意抽样。通过问卷星网络平台以电子问卷的形式发放，研究先前已经由这些学校与教师同意后开始的。调查的时间是 2022 年 12 月，最终获取问卷 569 份(有效率 81.33%)。

3.2 衡量工具

以学习为中心的领导力量表：由 Liu *et al.* (2016) 编制，分为四个维度：建立学习愿景、提供学习支持、管理学习计划、建模 4 个维度，共 25 题，量表的 α 为 0.965。建立学习愿景反映了校长阐明和传达教师学习的愿景；提供学习支持反映了校长在学校创造必要的条件来支持教师的学习；管理学习计划反映了领导者制定、管理和监控教师学习计划；建模反映了校长努力通过他们的行为来支持开放、冒险和协作的价值观 (Liu *et al.*, 2016)。

教师专业学习量表：由 Liu *et al.* (2016) 编制，分为四个维度：协作、反思、实践和接触知识库，共 25 题。量表的 α 为 0.90。协作、反思、实践和接触知识库反映了教师作为反思实践者、思考者、探究者和概念化者，他们致力于构建和分享知识以开发新的教学实践 (Liu *et al.*, 2016)。

教师主观幸福感量表：Talebizadeh *et al.* (2021) 编制，分为二个维度：教师效能($\alpha = .87$)和学校连通性($\alpha = .87$) 2 个维度，共 8 题。教学效能反映了教师在所有学生(包括那些可能被认为最具挑战性的学生)中成功带来良好教育成果的感知能力；学校连通性反映了教师“在学校里感受到他人的支持和良好的关系” (Talebizadeh *et al.*, 2021)。

本研究选择性别、年龄、教龄、现任教时间、学位作为人口变数，以 5 点法测量

(范围从 1 =非常不同意到 5 =非常同意), 自评。

4. 结果分析

4.1 人口特征分布

本研究回收有效样本共计 569 份, 有效率 81.33%。样本分布特征如表 1 所示:

表 1

人口特征分布表

人口	组别	n	%
性别	男	292	51.32%
	女	277	48.68%
教龄	未满一年及以下	0	0.00%
	一年~未满三年	200	35.15%
	三年~未满五年	284	49.91%
	五年及以上	85	14.94%
现任教时间	未满一年及以下	0	0.00%
	一年~未满三年	288	50.62%
	三年~未满八年	238	41.83%
	九年及以上	43	7.56%
职级	普通特殊教育教师	550	96.66%
	基层特教学校管理者	12	2.11%
	中层特教学校管理者	2	0.35%
	高层特教学校管理者	5	0.88%
学位	学士	551	96.84%
	硕士	18	3.16%
	博士	0	0.00%

资料来源: N=569.

如表 1 所示, 男性居多(292, 51.32%); 教龄中以三年~未满五年工龄的特殊教育教师群体占多数(284, 49.91%); 现任教时间以一年~未满三年的人群居多(288, 50.62%), 说明样本以青年特殊教育教师为主; 职级以普通特殊教育教师比例最高(550, 96.66%), 说明样本以非管理岗教师为主; 学位以学士的教师群体较多(551, 96.84%), 说明多数样本具有一定文化水平。

4.2 适配度分析

本研究对样本与模型进行了适配度分析, 验证样本与模型的匹配度。如表 2 所示:

表 2

适配度分析表

模型	χ^2	df	χ^2/df	RMR	GFI	AGFI	NFI	IFI	TLI	CFI	RMSEA
参考值			< 3	< 0.05	> 0.90	> 0.90	> 0.90	> 0.90	> 0.90	> 0.90	< 0.08
总体模型	858.211	693	1.238	0.040	0.930	0.921	0.940	0.987	0.986	0.987	0.021

资料来源: 本研究整理.

如表 2 所示, 简约适配指数的 χ^2/df 值为 1.238 (小于 3); RMSEA 为 0.019; 其他指数也均符合标准, 说明样本与模型匹配度较好。

4.3 相关性分析

本研究对各变数进行了相关性分析，验证各变数之间的关联关系。如表 3 所示：

表 3

相关性分析表

变量	M	SD	1	2	3
1. 以学习为中心的领导	3.56	0.78	0.782		
2. 教师专业学习	3.64	0.84	0.421***	0.830	
3. 教师主观幸福感	3.62	0.90	0.509***	0.458***	0.771
α			0.944	0.912	0.910
CR			0.863	0.816	0.911
AVE			0.612	0.689	0.595

资料来源：本研究整理。*代表 $p < 0.05$ ，**= $p < 0.01$ ，***= $p < 0.001$ 。

如表 3 所示，以学习为中心的领导与教师专业学习呈显著正相关($r = 0.421^{***}$, $p < .001$)。以学习为中心的领导与教师主观幸福感呈显著正相关($r = 0.509^{***}$, $p < .001$)。说明以学习为中心的领导与教师专业学习和教师主观幸福感具有显著正向关联关系。

4.4 假设验证

本研究使用回归分析和逐步中介法验证因果关系与中介效应，如表 4 所示：

表 4

回归与中介分析表

	教师专业学习		教师主观幸福感	
	M1	M2	M3	M4
性别	0.020	-0.020	0.021	0.027
教龄	0.006	0.043	0.094	0.092
现任教时间	0.047	0.000	0.048	0.047
职级	-0.076	-0.036	-0.071	-0.064
学位	0.016	0.039	0.001	0.003
以学习为中心的领导	0.415***	0.504***		0.252***
教师主观幸福感			0.450**	0.322***
			*	
R 方	0.194	0.263	0.223	0.271
调整后 R 方	0.186	0.255	0.215	0.262
F			27.055*	
	22.650***	33.601***	**	29.847***

资料来源：本研究整理。*代表 $p < 0.05$ ，**= $p < 0.01$ ，***= $p < 0.001$ 。

如表 4 所示，模式 1 为带入人口变量的以学习为中心的领导对教师专业学习进行回归分析；结果发现，以学习为中心的领导对教师专业学习有显著正向影响 ($\beta = 0.415^{***}$, $p < 0.000$)，可得知，整体模式是显著的。再者，由每个模式中所增加的 R²，可看出加入不同的影响因素后，其解释能力的改变量，表 4.6 模式 1 的 R² 为 19.4%，同时，以学习为中心的领导对教师专业学习有显著的影响。因此，假设 H1 成立。

表 4 之模式 2 为带入人口变量的以学习为中心的领导对教师主观幸福感进行回归分析；结果发现，以学习为中心的领导对教师主观幸福感有显著正向影响 ($\beta = 0.504^{***}$, $p < 0.000$)，可得知，整体模式是显著的。再者，由每个模式中所增加的 R²，可看出加入不同的影响因素后，其解释能力的改变量，表 4.6 模式 2 的 R² 为 26.3%，同时，以学习为中心的领导对教师主观幸福感有显著的影响。因此，假设 H2 成立。

如表 4 所示, 模式 3 为带入人口变量的教师主观幸福感对教师专业学习进行回归分析; 结果发现, 教师主观幸福感对教师专业学习有显著正向影响 ($\beta=0.450^{***}$, $p<0.000$), 可得知, 整体模式是显著正向的。再者, 由每个模式中所增加的 R^2 , 可看出加入不同的影响因素后, 其解释能力的改变量, 表 4.6 模式 2 的 R^2 为 22.3%, 同时, 教师主观幸福感对教师专业学习有显著的影响。因此, 假设 H3 成立。

如表 4 所示, 模式 1、2 为带入人口变量的以学习为中心的领导对教师专业学习、教师主观幸福感的回归分析, 即中介三步法的 1、2 步, 显著。模式 4 为带入人口变量的以学习为中心的领导与教师主观幸福感同时对教师专业学习进行回归分析; 结果发现, 以学习为中心的领导与教师主观幸福感同时对教师专业学习有显著正向影响 ($\beta=0.252^{***}$ 、 $\beta=0.322^{***}$, $p<0.000$), 可得知, 整体模式是显著的。再者, 由每个模式中所增加的 R^2 , 可看出加入不同的影响因素后, 其解释能力的改变量, 表 4 模式 4 的 R^2 为 27.1%, 同时, 以学习为中心的领导与对教师专业学习有显著的影响。因此, 由研究结果显示, 变革型领导与教师主观幸福感同时对教师专业学习有显著的正向影响。因此, 假设 H4 部分成立。

5. 结论

本研究调查了在传统文化背景下中国以学习为中心的领导对特殊教育教师专业学习的看法, 以及主观幸福感在两者之间的介导效应。结果表明, 以学习为中心的领导对教师专业学有显著正向影响。因此, 以学习为中心的领导似乎对教师的学习活动很重要, 这对突破“传统文化”显得非常重要。领导力中的以学习为中心的领导是一种积极的新概念, 它是提升特殊教育教师学习活动的重要途径。

研究结果还表明, 以学习为中心的领导对教师主观幸福感有显著正向影响。这就解释了有着强大领导力的以学习为中心的领导为何能够有效提高特殊教育教师在高校组织中感知到的幸福感。这或许是因为以学习为中心的领导会创造并促进学习活动与感知的融洽, 从而增加了教师积极的感知。

研究结果也证实, 特殊教育教师主观幸福感对专业学习有显著正向影响。教师感知到的积极心理功能, 这种积极的心理状态感知可以提高教师的“能量”。具体而言, 主观幸福感作为一种积极的心理状态对教师学习活动有着重要影响。这或许是因为, 当教师在工作中的感知能力和在学校里感受到他人的支持和良好的关系, 它可以创造一个积极的主观感知, 从而有效的提高了教师的学习活动倾向。

结果进一步表明, 特殊教育教师的主观幸福感在以学习为中心的领导与专业学习之间有部分中介效应。尤其是, 主观幸福感在解释为什么在具有“能力建设”的领导中, 教师学习活动的倾向将更高的一种机制。因为以学习为中心的领导创造并促进了“激励与学习”的融洽, 从而增加了教师个体积极的感知, 这进一步更加有效的提升了教师学习活动的趋向。

简而言之, 本研究首次从实证研究的角度证实中国特殊教育教师的主观幸福感在以学习为中心的领导与教师专业学习的中介作用, 研究结果也支持了以上假设。同时, 建议中国的特殊教育学校和领导者通过建立以学习为中心的领导来提升教师的专业学习。此外, 主观幸福感部分地介导上述两者之间的关系。这可能意味着学校领导者也需要重视教师的主观幸福感的管理, 以增强以学习为中心的领导对教师学习活动的影响。

研究也存在一些限制, 调查范围只在江西省内进行, 数量不足 10 家。因此, 研究适用性不能广泛推广。此外, 受限于空间和时间等原因, 研究方法过于简单, 未能涉

及和形成以不同办学性质的学校作为研究对象，也未能实施国外样本实施对比分析。最后，未充分考虑到中间机制的研究，今后可以从多层面考察中间机制的作用。

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The Influence Of Surface Acting And Deep Acting Of Emotional Labor On Employees Deviant Behavior: Based On The Moderating Effect Of Organization Support

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Abstract

In daily communication or work, employees need to adjust their emotions according to the rules and show the emotional state satisfying the organization. Based on the theory of resource conservation, this paper discusses the influence mechanism of surface acting and deep acting on employees' deviant behavior. The results show that surface acting and deep acting will affect employees' deviant behavior; Emotional exhaustion plays a mediating role between surface acting, deep acting and employees' deviant behavior. The perceived organizational support has a moderating effect on the relationship between emotional exhaustion and employees' deviant behavior. The research results enrich the theoretical model of emotional labor, and enterprises can take appropriate intervention measures to alleviate the emotional exhaustion and deviant behavior of employees caused by surface and deep acting.

Keywords: Surface Acting; Deep Acting; Emotional Exhaustion; Sense of Organizational Support; Employee Misconduct

情绪劳动中的表层与深层扮演对员工越轨行为的影响：基于组织支持感的调节作用

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摘要

在日常交往或工作中，员工需根据规则调整情绪，表现出令组织满意的情绪状态。本文基于资源保存理论，探讨表层扮演、深层扮演对员工越轨行为的影响机制。研究发现：表层扮演、深层扮演会影响员工的越轨行为；情绪耗竭在表层扮演、深层扮演与员工越轨行为间具有中介作用；组织支持感对情绪耗竭与员工越轨行为间的关系具有调节效应。研究结论丰富情绪劳动的理论模型，企业可以采取相应的干预措施缓解员工由于表层扮演、深层扮演带来的情绪耗竭和员工越轨行为的问题。

关键词: 表层扮演；深层扮演；情绪耗竭；组织支持感；员工越轨行为

1.引言

1.1 研究背景

在企业中，员工的越轨行为是一个普遍且日益严重的问题，直接影响企业的绩效水平（李茹等人，2022）。工作场所越轨行为会对员工与组织在众多方面产生不良影响，如导致组织生产率下降、员工工作效率低、员工满意度低、高离职率等（Liu et al., 2021）。员工越轨行为普遍存在于工作场所中，不仅给企业造成严重损失，还和企业业绩显著相关。员工作为企业的生产力来源，其越轨行为直接威胁或阻碍企业的整体绩效水平的提高和组织的持续发展，因此对企业员工的越轨行为分析以及变得非常重要。

当个人在面对资源丧失威胁、投入无法获得回馈等工作负荷时，在心理上产生愤怒、烦躁、沮丧、失望等不适的情绪，这些负面情绪会产生不利组织的行为，据员工越轨行的统计，员工的错失每年将给各类组织造成约 60 亿到 2000 亿美元的损失（林玲等人，2018）。员工的消极怠工、偷工减料等行为导致生产力水平下降、企业形象受损及顾客流失等隐性成本更难以衡量。员工针对组织各种越轨行为所造成的不良结果会间接威胁其他成员，而辱骂或人身攻击的行为则会直接影响他人的情绪、工作及生活（Yang et al., 2020）。总之，工作场所中员工越轨行为发生越频繁，对组织有巨大的破坏力，给企业带来的威胁越大。

随着服务性岗位的工作逐步取代劳力取向工作，情绪劳动成为目前职场上关注的重要因素。近年来针对各类服务业员工的情绪劳动进行研究，包含：医生护士人员（毛晋平、莫拓宇，2014）、电话专线人员（何建华等人，2020）、学校教师（秦虎等人，2011），亦有研究者认为在工作场所中凡是涉及到人际接触，无论接触频率的多少都会有情绪劳动的产生（刘朝等人，2013），因此本文的研究对象方面不针对某类别的工作人员进行限制。

这些行为严重影响组织的持续发展，在组织层面导致企业的高成本、低生产率，在个人层面会导致员工身心受损、离职意愿高（李茹等人，2022）。给组织造成的不良影响受到管理实践界的关注，所以探究该行为产生的原因，达到有效防范和减少该行为的产生，对于提高企业经济利益、提升企业形象、提高企业管理效率具有里程碑的意义。

如何预防这些行为的发生已成为企业管理者亟待思考和解决的问题。因此，对情绪劳动的两种表现形式的研究，既可以有效防范情绪劳动对员工及组织造成的伤害，也可以有效地促进员工职业良性发展（蔡礼彬、陈正，2016）。本文将研究情绪劳动中的表层扮演和深层扮演、情绪耗竭、组织支持感和员工越轨行为这几个变量间的关系，探究情绪劳动是如何引发员工越轨行为的产生，同时组织支持感在两者之间起了怎样的作用。

1.2 研究目的

本文以员工情绪劳动与越轨行为为出发点，探讨员工在工作场所中采用情绪劳动中的表层扮演和深层扮演体验到的情绪耗竭是否有显著差异？在个体长期处在应付组织所要求的情绪规则的环境下，个体有限的情感资源被过度地消耗，从而形成一种消极的情绪表达，这种情感资源的消耗希望一定程度上能受到组织资源支持（李嘉等人，2015）。那么，组织支持感是否会干预情感耗竭的员工对越轨行为的影响，进一步而言，员工的情绪耗竭在其情绪劳动和员工越轨行为之间影响关系的中介效应，是否会

受到组织支持感的调节作用的影响。以表层行为、深层行为为自变量，研究其对因变量员工越轨行为的影响，并加入情感耗竭作为中介变量来探讨其在表层扮演、深层扮演和员工越轨行为之间的中介作用，同时在研究中加入组织公平感的调节作用，构造研究模型。本文的研究的目有：

1、进一步丰富影响员工越轨行为的理论研究，为组织人力资源管理提供一定的参考价值；

2、探究情绪劳动的两个维度是如何影响员工越轨行为等消极结果变量的；

3、在实践中减少情感劳动者的情感耗竭现象有重要的应用价值。

4、探讨相应对策及建议，以达到降低员工情绪耗竭，缓解负面情绪，减少员工越轨行为。

1.3 研究意义

1.3.1 理论意义

本文通过文献综述还发现，大部分的文献关注情绪劳动与组织公民行为、离职意愿间（赵慧军、席燕平，2017）的关系等问题。情绪劳动在我国管理学与组织行为学方面被认为不仅是员工的一种组织行为，也是个体在工作中付出的一种新型的劳动方式（叶宝娟等人，2020）。因此，本文将从实证角度将情绪劳动与员工越轨行为两个问题整合起来，探讨二者之间内在联系，基于资源保存理论，加入情绪耗竭作为中介变量，探讨中介的作用机制，结合实证研究的方法检验模型变量之间的关系，在一定程度上丰富了我们队员工越轨行为产生原因的认知途径，将情绪劳动视为一种新型劳动方式对其进行深入细致的分析，扩大相关领域的研究范畴。

1.3.2 实务意义

员工情绪劳动会对员工越轨行为产生影响，所引起的负面情绪经长时间积压对员工身心健康与工作态度都会存在潜在的破坏力。因此，如何消除员工消极情绪，规避越轨行为的发生是企业需要高度重视的问题。

本研究以资源保存理论（Hobfoll，2018）为基础，来探讨情绪劳动的两个维度与员工越轨行为之间的关系，引入情绪耗竭来测量情绪劳动的两个维度作用于员工越轨行为的机理。此外，本文还将检验来自组织层面的资源支持能否有效缓解情绪耗竭的负面影响，探讨组织支持感在情绪耗竭与员工越轨行为之间所发挥的调节效应。研究结论试图扩展情绪劳动的两个维度和员工越轨行为的理论研究范畴，同时也为实践中组织有效防范员工情绪状态、减少员工越轨行为提供有价值的理论指导和借鉴。期望组织在实际管理工作中正确看待情绪劳动和减少员工越轨行为提供有价值的参考。

1.4 研究创新

本研究关注员工的情绪劳动，同时把情绪劳动、情绪耗竭、组织支持感与员工越轨行为四个变量放在一起研究，这些问题的探讨既在理论上丰富和拓展情绪劳动与员工越轨行为等相关主题的研究分析出人的心理因素不可忽视。通过探究组织支持感对情绪耗竭及员工越轨行为的调节作用，试图提醒组织管理者注重员工工作一段时间后的心理变动，并针对性地提出解决对策，避免不良影响因素对组织绩效产生影响。同时，探究情绪耗竭对员工越轨行为的影响，在人力资源管理过程中，除合理配置相关资源外，还应充分考虑人的心理情感元素，让员工心理层面的影响因素主导员工的工作行为和工作态度。在实践中减少情感劳动者的情感耗竭现象有重要的应用价值。

2.文献综述

2.1 相关理论：资源保存理论

资源保存理论由 Hobfoll 发表，该理论表明个体的首要目标是保护有价值的资源，为资源保持平衡，使资源损耗程度达到最小(Hobfoll et al., 2018)，遵循的动机是人们努力获得和保护他们的个人和社会资源，当环境威胁导致他们失去这些有价值的资源时，他们会感到有压力 (Bliese et al., 2017)。

当现存的资源损失受到威胁时、当资源实际损失时、当未能获得与先前投资资源平衡的状态时，人们就会产生压力，为了避免资源的损失，人们不会被动地等待压力环境的发生，而会从其他地方补充资源，以应对未来可能的损失(Chen et al., 2015)。

当个体按照组织所期望的情绪规则来调整或表达情绪过程中所付出的努力时，会期望的到组织薪酬、奖励或福利待遇方面的补偿，以弥补情绪资源的损耗。但当个体的努力付出没有得到相应的回报或者资源不平衡，难以弥补损失的资源，个体便会减少努力。如果投入与损失相平衡，个体对工作满意程度提高，就会继续为组织表达出符合规则的情绪。否则，个体就会出现工作倦怠，情绪失调等消极行为 (Holmgreen et al., 2017)。

2.2 变量之间的关系与假设

2.2.1 情绪劳动中的表层扮演和深层扮演与情绪耗竭之间的关系

情绪劳动作为一个人工作角色的一部分，可能会导致情绪耗竭 (Choi et al., 2019)，导致情绪耗竭有两个关键的原因：(1) 情绪失调导致的紧张体验。(2) 在努力行动时消耗资源 (Lee & Chelladurai, 2016)。

当员工使用采用表层扮演来调整自身情绪的时，这是一种违背员工内心真实感受的伪装，长期积累下去，激增大量的负面情绪 (陈卿, 2014)，负性情绪包括失落、恐惧、愤怒、焦虑、沮丧等一系列处于情绪低落、不愉快境况中的主观体验 (Hayes, 2015)，负性情绪不仅会在生理及心理方面对个体产生影响，还会影响个体的工作满意度 (晁罡等人, 2013)、工作倦怠 (叶宝娟等人, 2020) 等。若个体积极的内部资源大量损耗，且得不到及时得补充，则会造成情绪耗竭 (张莉等人, 2013)，即情绪耗竭是指当个体的有限的情感资源被过度地消耗时，所处的一种极端疲惫的状态 (赵慧军、席燕平, 2017)。

个体深层扮演越多，就会从有益的社会关系中获取较多的资源 (吴宇驹等人, 2011)。个体若经常运用深层扮演策略便可能发展成一种习惯性行为，习惯性行为的启动发生在无意识水平上，需要的认知资源极少 (钱士茹等人, 2015)。随着一天工作进程的推进，个体预期自己在情绪调节中付出的资源会得到有价值的回报，深层扮演的资源进程便进入一个良性循环，所需投入的资源越来越少，而获取的资源越来越多，个体资源储备以加速度进行时，当个体认为预期实现，便会体验到个人成就感 (安丹丹、张小永, 2020)。

根据以上文献资料，本文提出如下假设：

H₁：情绪劳动中的表层扮演对情绪耗竭有正向影响

H₂：情绪劳动中的深层扮演对情绪耗竭有负向影响

2.2.2 情绪耗竭与员工越轨行为之间的关系

情绪耗竭是员工心理资源处于过度消耗的状态，出现难以承受的资源损耗，且这

种损耗无法弥补，就会到职员工出现很多负面情绪，这些负面的情绪这是诱发员工出现越轨行为的消极情感因素（李茹等人，2022）

消极情绪是削弱个体控制冲动的能力，使得个体更容易做出冲动的选择和失去自我控制（李然等人，2018），所以当员工产生负面情绪时，会产生撒谎、散播谣言、迟到早退、偷窃、破坏公共财务、倦怠等越轨行为来疏散这些消极情绪，而长期处在消极状态，精神上有巨大负担，工作热情下降，甚至会对组织产生厌恶（李茹等人，2022）。

个体在挫折面前会感受到恐惧、愤怒、焦虑和紧张等消极情绪，这些情绪会加剧实施员工越轨行为的发生（Noermijati et al., 2021），实证研究指出，沮丧等负面情绪与职场上人身攻击行为、蓄意破坏、退缩等不良行为相关，进一步发现挫败与员工越轨行为有影响（Hayes, 2015）。

据此，本文提出的假设如下：

H₃: 情绪耗竭对员工越轨行为有正向影响

2.2.3 情绪劳动与员工越轨行为之间的关系

在积极的情绪状态下，员工会表现出团结互助和关爱他人的行为，减少对他人的攻击，而在消极的情绪状态下，可能会出现损害集体或他人利益的行为，且认为员工的情绪劳动又是与员工个人行为是相关的（李然等人，2018）。

员工在工作场所中频繁的使用情绪劳动中两种情绪表达方式后，会导致员工心理和身体资源的消耗，加强员工的心理压力和情绪耗竭程度（蔡礼彬、陈正，2016），采用表层扮演策略的员工，会引发自我不真实感，表层扮演是一种消极的情绪劳动策略（陈卿，2014）。长期积累下去，激增大量的暴躁、冷漠等消极情绪，消极的情绪状态这是诱发员工出现越轨行为的消极情感因素（李茹等人，2022）。

采用深层扮演策略的员工是通过唤起自己内在感受中的积极情绪，由内而外、自然而然地流露出积极的情绪，这种内外趋于一致的表现无需消耗太多的情绪资源（吴宇驹等人，2011）。该情绪是发自内心的，会给顾客真实而诚挚的感觉，积极互动的关系中获得来自顾客的性称许、反馈（安丹丹、张小永，2020）。

当员工采用表层扮演时，这是一种违背员工内心真实感受的伪装，且这种伪装的情绪容易被识破，进一步加剧了员工的挫败感也压力，长期积累下去，员工的负面得不到宣泄，就会导致员工出现情绪耗竭（安丹丹、张小永，2020），从而也会给组织带来很多负面影响。但当员工采用深层扮演的表现形式时，这是一种由内而外、自然而然地流露出来的工作情绪，内心也会处于积极状态，可能得到领导方面的积极反馈，获得自我成就和满足感，工作中损耗的情绪资源也会得到补充（何建华等人，2020）。

根据以上文献资料，本研究提出假设：

H₄: 情绪劳动中的表层扮演对员工越轨行为有正向影响

H₅: 情绪劳动中的深层扮演与员工越轨行为有负向影响

2.2.4 情绪劳动在情绪耗竭与员工越轨行为之间的关系

情绪耗竭是指个体面临高工作要求的应激反应，是过度使用情绪或相关生理资源后产生的一种消极状态（王红丽、张钧，2016），此时员工会产生很多负面情绪，从而会产生偷窃、破坏公物、人身攻击等越轨行为（Hayes, 2015）。研究表明越轨是情绪衰竭的另一个负面后果，员工越轨行为描述为员工违反重要组织规范的行为，这样做会威胁到一个组织的福祉（Bennett & Robinson, 2000）。员工越轨行为包括不努力，忽视方向，工作缓慢，沉溺于侵蚀组织价值并消耗生产力的行为资源（Noermijati et al.,

2021)。沮丧的员工对自己的工作会产生不良影响，可能会违反组织规范，从而导致业务效率低下（林玲等人，2018）。

由于情绪劳动最终会导致实施者心理资源消耗殆尽，这也就相当于情绪耗竭的本质内涵（Klusmann et al., 2016），长期从事情绪劳动的员工，员工不断消耗自身的心理资源，这样容易出现精疲力尽、暴躁、冷漠等消极情绪（黄敏儿等人，2010）。在之前的研究中发现，情绪耗竭可作为员工越轨行为产生的压力源的后果变量（李茹等人，2022），所以本文推测，情绪劳动可以通过情绪耗竭来影响员工越轨行为的发生。

H₆:情绪耗竭在情绪劳动中的表层扮演与员工越轨行为之间起中介作用

H₇:情绪耗竭在情绪劳动中的深层扮演与员工越轨行为之间起中介作用

2.2.5 组织支持感的调节作用

基于资源保存理论，情绪耗竭的员工处于情绪资源和其他身心资源被过度消耗的状态，该员工会寻求其他途径来补偿资源。高组织支持感会让员工感受到支持及信任、尊重、关爱等心理资源，员工会倾向于汇报组织的恩惠，抑制不利于组织发展的行为（Chen et al., 2015）。

在高组织支持感水平下，员工能从组织那里获得工作支持和积极的情感资源，即更大的组织支持感预计将导致更大的情感依恋和责任感，如果员工对公司就越具有责任感，会抑制越轨行为的发生(Wen et al., 2019)。此外，组织支持感会为员工提供的各种资源可以激发员工来回报感恩，在工作上更努力(Liu et al., 2021)，抑制职场的越轨行为，减少对组织资源的浪费。相反，组织只顾利益，对员工漠不关心，会遭到员工抱怨和不满，甚至恶化关系，促使员工做出一些越轨的行为来获取内心平衡（林玲等人，2018）。综上分析，组织支持感作为一项工作资源时，可能会弱化情绪耗竭的员工对越轨行为的正向影响。

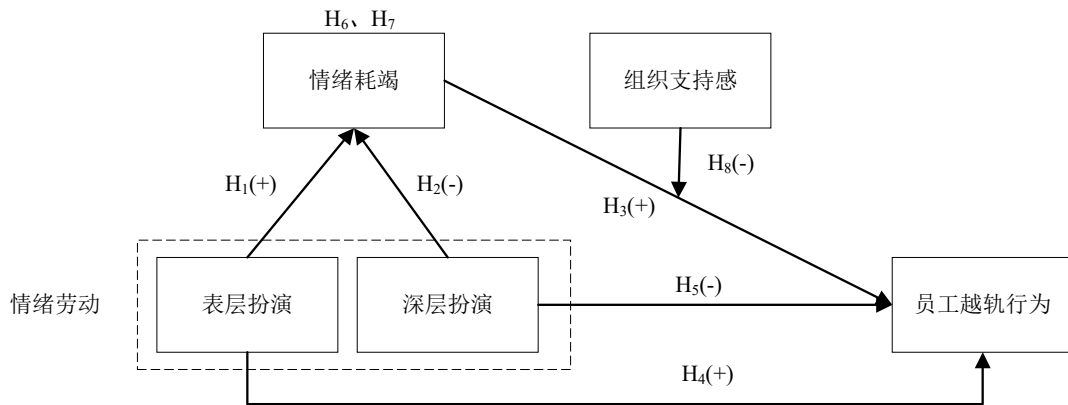
综合上述推论，本文推出假设：

H₈:组织支持感在情绪耗竭与员工越轨行为之间具有负向调节作用，即当员工感知的组织支持感越高，情绪耗竭对员工越轨行为的正向影响会减弱。

2.3 研究框架

本研究包括表层扮演、深层扮演、情绪耗竭、组织支持感及员工越轨行为5个研究变量。通过对前文的综述将情绪劳动的二维度表层扮演、深层扮演作为自变量研究对员工越轨行为的关系，将情绪耗竭作为中介变量，组织支持感作为调节变量探究以上因素对员工越轨行为的影响，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

3.1 研究对象和抽样方法

本文主要探讨在工作场所中员工的情绪劳动对越轨行为的影响，选取的研究对象是云南省就职于服务岗位的员工。为在数据的收集上，考虑到时间、成本与便利性因素，本文采用便利抽样法(Jager et al., 2017)，为保证环保，采用线上问卷的调查方式搜集研究样本，并委托云南从事服务岗位的朋友和同学发问卷，预计发放问卷 700 份。为了确保所获得信息的有效性和真实性，首先，调查参与者将被告知问卷调查的学术目的，以及承诺所有材料仅用于学术研究，所做问卷答案将严格匿名和保密，从而消除人们的担忧；其次，本次调查采用问卷星及 QQ 群、微信群等平台收集数据；最后计数问卷的应答时间等措施来严格控制研究过程中的所有环节。

3.2 变量测量

情绪劳动：本文采用情绪劳动的二维度，即表层扮演指在工作过程中，虽然员工表现出的表情行为与组织所要求的情绪规则一致，但内心的感受并没有改变。深层扮演指员工会发自内心地深入思考他们的服务角色，积极地进行心理调节，自己内心真实的感受与表现出的行为一致(Yang et al., 2019)。

本研究在测量中参照 Grandey(2003)的量表，该量表按情绪劳动中表层扮演和深层扮演两个维度进行测量，表层扮演有 5 个题项，深层扮演有 6 个题项，共计 11 个题项。通过 Likert-5 点计分法则，分值越高，员工认为发生情绪劳动的程度越高。

情绪耗竭：认为情绪耗竭是员工面对工作的过度要求，而造成员工情感、活力和精力耗尽的心理状态。参考 Lee and Chelladurai (2016) 提出的量表，整个量表的 Cronbachs' α 值为 0.91，高于 0.7，共计 5 个题项。通过 Likert-5 点计分法则，分值越高，员工认为发生情绪耗竭的程度越高。

组织支持感：本文将组织支持感的定义为员工对于来自组织的支持、福利和鼓励的一种主观看法。参考 Shen and Benson(2016)提出的量表，值整个量表的 Cronbachs' α 值为 0.83，高于 0.7，共计 8 个题项。通过 Likert-5 点计分法则，分值越高，员工认为得到组织的支持感越高。

员工越轨行为:是组织成员故意针对内部的其他成员或者是组织本身做出的一些违反组织的管理制度和准则的行为。参考 Noermijati et al. (2021)提出的量表, 整个量表的 Cronbachs' α 值为 0.776, 高于 0.7, 共 10 个题项。通过 Likert-5 点计分法则, 分值越高, 员工认为发生越轨行为越高。

4.预期结果

许多服务性岗位员工表现出情绪化以高度重复的方式进行劳动, 是导致员工情绪耗竭的重要因素之一, 而表层扮演、深层扮演是员工常见的情绪表达策略。本研究目的在于探索情绪劳动中的表层扮演、深层扮演引发的与压力相关的负面后果。

首先, 本研究提供了情绪耗竭在情绪劳动中的表层扮演、深层扮演与员工越轨行为关系的中介效应的实证检验。虽然表层扮演对员工越轨行为有正向影响, 深层扮演对员工越轨行为有负向影响, 但与情绪耗竭这一中介变量具有更强的相关性。这一发现支持了我们的假设, 即情绪劳动最终会导致实施者心理资源消耗殆尽, 这也就相当于情绪耗竭的本质内涵, 进而引起员工越轨行为。这与资源保存理论相一致, 即表层扮演是员工资源的潜在威胁。为了应对工作中的情绪要求, 员工要付出更多的努力。如果付出努力之后没有获得预期的回报, 员工可能经历资源的净损失并经历情绪耗竭。由于缺乏足够的资源, 员工可能选择在行为上或态度上做出一些违反组织规定的行为。

其次, 组织支持感作为调节变量, 本研究的发现加深了我们对组织支持感降低情绪耗竭不良后果的理解。当员工更多地参与到表层扮演中和深层扮演时, 感受到更多支持的员工会比感受到低支持度的员工经历更少的情绪耗竭。而当员工的组织支持感较低时, 他们可能无法获得或重新获得足够的资源去缓冲情绪耗竭对他们所造成的不良影响。这与资源保存理论是一致的, 即组织支持感可以激励员工保存当前资源, 最小化他们消耗资源的程度并重新获得预期的资源。有效的人力资源管理政策, 比如奖励的公平性、成长机会和决策参与都会促进组织支持感的积极作用。而有效的人力资源管理政策如何降低表层扮演中的压力需要在未来的研究中进一步分析。

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The Impact of Corporate Philanthropy on Employee Initiative Behavior: The mediating Role of Job Meaning and Career

Compromise

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Abstract

The main purpose of this study is to explore the impact of corporate philanthropy on employees' proactive behavior, and to explore the chain mediating effects of job meaning and professional compromise between the two, and add responsibility as a control variable.

Distributing questionnaires through the Internet, 465 valid questionnaires were collected, analyzed by Spss26.0 and Amos software, and descriptive statistics were used to analyze the status quo of demographic variables, corporate charity behaviors, proactive behaviors, sense of work meaning, career compromise and sense of responsibility. The results of linear regression show that corporate philanthropy has a significant positive impact on proactive behavior; the chain mediation effect of job meaning and professional compromise is significant.

Keywords : Corporate Philanthropy ; Employee Initiative Behavior ; Meaningful Work ; Career Compromise

企业慈善行为对员工主动性行为的影响——工作意义感与职业妥协的中介作用

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摘要

本研究主要目的在探讨企业慈善行为对员工主动性行为的影响，同时探讨工作意义感及职业妥协在二者间的链式中介作用，并加入责任感作为控制变量。

通过网络发放问卷的形式，收回有效问卷465份，通过Spss26.0及Amos软件进行分析，描述性统计分析人口统计变量、企业慈善行为、主动性行为、工作意义感、职业妥协及责任感的现状。线性回归结果显示：企业慈善行为对在主动性行为有显著正向影响；工作意义感与职业妥协的链式中介作用显著。

关键词：企业慈善行为；主动性行为；工作意义感；职业妥协

1. 绪论

1.1 研究背景

企业慈善行为源自 20 世纪 30 年代的美国企业伴随权力的增大，社会压力的增强，由企业出于道德层面的个人自律行为，转变为受到外界压力下的应激反应或防御性为（赵如，2012）。企业更加注重慈善行为带来的外部社会评价的改善。

随着中国居民可支配收入的不断提升，许多人希望他们的职业和工作不仅仅是赚取薪水或打发时间的一种方式；他们希望他们的工作有意义。但中国国家统计局发布的 2022 年 7 月份国民经济运行情况答记者问来看，新冠肺炎大流行前的 2018 年 6 月份中国失业率为 4.8%，2022 年 6 月份为 5.9%，增长 1.1%，涨幅为 22.9%。中国仍面临着劳动人口多、就业矛盾突出的问题。当劳动市场供需不平衡或受个人能力限制，个体难以获得追求或相契合的职业（胡啸天，2017），被迫选择职业妥协。而个体的主动性行为可以协助企业走出疫情下的困境，也帮助员工在困难时期获得更多的发展机会。

1.2 研究意义与问题

1.2.1 理论意义

随着企业越发意识到社会责任的重要性，对企业慈善行为的深层影响仍有较大的空间。且国内研究多探索职业妥协所带来的结果，较少探究如何减少组织中员工的职业妥协。对于工作意义感对员工行为或情绪的影响上研究较多，对于受工作动机及环境因素影响的职业妥协研究较少。综上所述本文将探究企业慈善行为、工作意义感、职业妥协与主动性行为之间的作用机制。

1.2.2 实务意义

主动性行为能帮助员工克服工作困难改善工作环境，以完成工作目标达成更高的绩效。员工作为企业的主要劳动力个体的工作能力一定程度上影响企业的发展。提升员工的工作意义感一定程度上缓解了员工压力，提高对组织的认同水平。但员工职业妥协所引发的消极情绪损害了企业的利益，拖慢了企业实现愿景的脚步。因此本文在企业进行慈善行为的前提下，探究能否缓解员工的职业妥协，提升员工主动性行为。

1.2.3 研究问题

基于新冠肺炎疫情依旧持续，员工失业率不断上升，企业与员工做出怎样的行为能帮助二者走出困境的时代背景。本文以企业慈善行为为自变量，员工主动性行为为因变量，探究自变量到因变量的影响路径，加入工作意义感与职业妥协作为中介变量。研究问题有以下三点：

问题一：企业慈善行为能否提升员工主动性行为。

问题二：工作意义感是否部分中介企业慈善行为与员工主动性行为。

问题三：职业妥协是否中介工作意义感与员工主动性行为。

2. 文献综述与假设发展

2.1 理论基础

2.1.1 归因理论

归因是指个体对他人行为背后的动机进行推断的过程，并且个体对他人行为背后原因的认定会影响个体的反应（Weiner, 1985）。通常个体会根据与自己相关的因素做出内部归因与外部归因（Weiner, 1985）。当个体认为企业履行社会责任时是为了增加社会福利时，个体会做出内部归因。当个体认为企业履行社会责任只是为了自身利益或被迫时，个体会做出外部归因（Vlachos et al., 2013）。个体对事情的归因会影响其的情感与态度。当个体认为企业的积极行为是真诚的、自愿，个体会产生赞许、

感激和认同的情绪。但当个体认为企业的积极行为是利己的、被迫的，个体不仅无法产生正面情绪，还有可能产生厌恶、鄙夷等负面情绪（Weiner, 1985）。

2.1.2 个人-环境匹配理论

个人-环境匹配理论存在两大类型的匹配模式，即一致性匹配与互补性匹配（Kristof et al., 2010）。一致性匹配指的是当个体与环境特征相类似，一方面关注个体与组织在价值观方面的匹配，另一方面关注个体的目标与领导、组织或同事的目标的匹配（Cable et al., 2002）。互补性匹配是个体特征与环境特征互相补充，互补性匹配包含供给-需求匹配及需求-能力匹配。供给-需求匹配是环境特征对个人特征进行补充，需要指的是个人的愿望、需要、动机、目标、偏好及兴趣，供给指的是组织能满足个人需求的环境。如工资、组织认可或在组织内活动所获得的内在奖励，并对这些供给的数量、频率和品质有一定要求（刘云, 2011）。需求-能力匹配是个人特征对环境特征进行补给，能力指的是个人在适应环境的过程中付出的技能、时间、精力，要求指的是环境对于个人的客观需求，如工作的强度、工作技能并强调匹配的发生是在个人拥有组织所需求的能力（刘云, 2011）。

2.2 研究假设

2.2.1 企业慈善行为与主动性行为的关系

柯江林等人（2015）认为企业慈善行为是企业从物质或精神方面对内外部主体实施的一种不附加强制回报条件的自愿性利他行为。张志鑫（2021）从归因理论出发，认为当员工发现企业履行社会责任的目的在意解决社会问题，为社会大众谋求福利时，员工会做内在归因，而员工对企业社会责任的内在归因正向影响员工做出主动的创新行为。

孙永波等人（2020）认为主动性行为是个体旨在改变或改善情境或自身的一种自发的、有预见性的行为，其涉及主动改善现状或创造新情况。Balakrishnan et al.（2011）实证研究发现企业的慈善捐赠会对员工产生较大的利他主义影响，员工对企业的贡献行为显著增加，提高了员工对组织的奉献程度。元帅等人（2022）研究认为，当员工具有公共服务动机（维护公民、国家和社会的利他主义动机）时，正向促进员工主动性行为的产生。综上所述本文，本文提出假设：

H1：企业慈善行为正向影响员工主动性行为。

2.2.2 工作意义感的部分中介作用

Christopher and Linda（2012）认为企业履行社会责任是能积极影响员工工作和生活的行为，因此当企业履行社会责任时可以潜在的满足员工对工作意义感的需要。尚玉钊与马娇（2011）认为组织应创建一个更有活力、使命感、参与感的组织，以满足员工在工作与生活中的平衡感寻求工作意义。根据归因理论，当个体对企业慈善行为做出内部归因时，员工会产生积极的心理情绪，增强员工对于组织的认同感（Peterson, 2004）。

Steger et al.（2012）从三个维度分析了工作意义是如何影响员工主动性行为的：工作中的积极意义，个体对于工作是否有意义的判断会形成一种心理资本，为个体对环境做出积极反映提供心理资源（Terborg, 1981）。通过工作创造意义，工作是生活意义的来源之一，工作能更好的帮助个体体验生活的意义，减少工作与生活之间的冲突，因此也更有可能获得家庭成员的认可与支持，为个体变革环境和改变自身提供精神鼓励与物质支持（张昊民等人, 2021）。至善动机，指的是对更广泛的目标产生积极的影响，具有利他动机的个体更容易做出对组织有利的角色外的行为（Ma et al., 2018）。

综上所述，本文提出假设：

- H2: 企业慈善行为正向影响员工工作意义感。
 H3: 工作意义感正向影响员工的主动性行为。
 H4: 工作意义感部分中介企业慈善行为对主动性行为的正向影响关系。

2.2.3 职业妥协的部分中介作用

企业外部慈善行为能够提升企业的社会认同，使企业在社会中树立起良好的企业形象（黄静、刘秋玲，2014）。Maslach et al.（2001）在回报匹配理论中提出，个体除经济回报外，他人的接受与肯定更被重视，即社会回报。当个体从事的工作不被社会认可，可能会产生失望与不满的情绪。这与职业妥协中的社会期望妥协相呼应，当个体从事的职业或企业受到社会的广泛认可，个体收获家人或朋友的正向评价，进而降低社会期望妥协带来的负面影响。柯江林等人（2015）在研究中提出内部慈善行为在良好的福利条件和慰问奖励的基础上，把员工当家人看待、领导友善对待员工、实施计划帮助员工发展等也属于企业内部慈善行为。而机会妥协与职业间妥协与个体未来职业发展以及各因素间的取舍相关。

职业妥协本身作为一种负面的求职体验，体现出员工在求职互动中心理资源及发展机会的损耗，迫使员工做出保护资源的措施，个体会避免出现利用自身有限资源从事有益于组织但并非强制性的行为，产生减少工作投入的趋势（Merouti & Bakker, 2003）。谷建光（2020）认为当个体产生职业妥协后对其生理与心理都存在抵触情绪与消极影响，这直接影响员工对待工作的用心水平。张昊民（2021）研究认为个体的主观感受影响员工对是否进行主动性行为的判断。翁清雄等人（2018）认为当员工在能够发挥自我能力的组织中，他们的工作积极性会显著提高。综上所述，本文提出以下假设：

- H5: 企业慈善行为负向影响职业妥协。
 H6: 职业妥协负向影响主动性行为。

2.2.4 工作意义感与职业妥协的关系

任何工作中的特征因素都可归为工作要求或工作资源（Bakker & Demerouti, 2007）。工作意义感可以通过工作的积极意义为员工对周围环境做出积极反映提供心理资源（Terborg, 1981），通过减少工作与生活间的冲突为个体变革环境和改变自身提供精神鼓励与物质支持（张昊民等人，2021）。姚丹枫（2020）研究认为当个体存在工作与家庭的冲突时会增强其职业妥协的程度，即人的资源是有限的，承担一种角色责任会影响到承担另一种角色责任的可用资源。

Fairlie（2011）在其研究中，也得出了工作意义感工作满意度的正相关关系。感觉工作有意义的个体有更大的幸福感（Arnold et al., 2007），认为自身的工作更重要（Harpaz, 2002），对生活的更大意义的看法（Dik et al., 2008）。总结以往学者研究认为良好的报酬及声誉也是工作意义的一种体现 Steger et al.,（2012）。综上所述，本文提出以下假设：

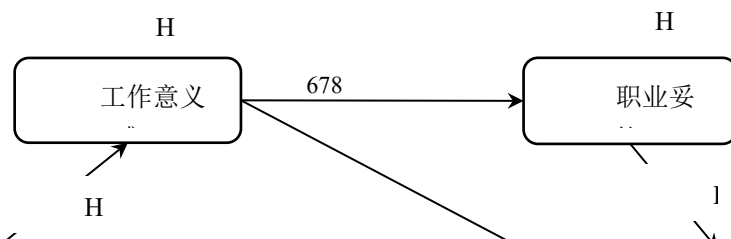
- H7: 工作意义感负向影响职业妥协。
 H8: 工作意义感与职业妥协在企业慈善行为对主动性行为中存在链式中介作用。

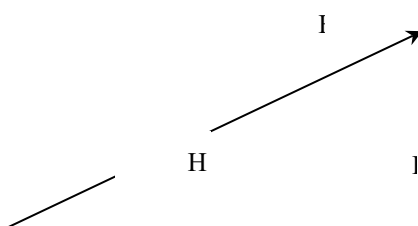
3. 研究方法与设计

3.1 研究框架

综合假设发展中变量关系的推导，本文提出图 1 的链式中介模型作为本文研究框架，意在探究员工感知的企业慈善行为对员工主动性行为在不同层面的影响，并探究工作意义感及职业妥协的中介效应。

图 1





资料来源：本研究整理

3.2 变量操作性定义

问卷采用李克特 5 点量表测量，其中 1 为“非常不同意”，5 为“非常同意”。

企业慈善行为采用柯江林等人（2015）设计的问卷，将企业慈善行为划分为两个维度：企业外部慈善行为与企业内部慈善行为。共计 10 个测量题项。主动性行为采用 Griffin（2007）开发的测量量表，共 9 道题，将员工主动性行为划分为三个维度：个体层面、团队层面、组织层面。工作意义感采用 Steger（2012）开发的工作意义感量表，将工作意义感划分为三个维度：工作中的积极意义、通过工作创造意义、至善动机。职业妥协采用翁清雄等人（2018）开发的量表。本文在其量表基础上增强对于妥协的体现，将职业妥协划分为三个维度：机会妥协、匹配妥协、社会期望妥协。

3.2.1 控制变量

除常见的人口统计学变量外，Parker et al.（2006）研究认为个体的背景与责任感会影响员工主动性行为。因此本文采取以上作为控制变量。责任感采用黄文述（2006）开发的员工责任感量表，共 16 个题项，量表 Cronbach's α 值为 0.952，大于 0.7 的标准，表明量表信度较好。

3.3 问卷发放

问卷发放需考虑不同城市规模内企业面临的生存压力与发展机遇不同，分别在河南城市等级中选择一座进行问卷发放。本文通过网络途径发放问卷，采用分层抽样的方式，通过问卷星对抽样城市企业员工发放问卷。本文发放 700 份问卷。在对收回数据进行标准化后，获得标准分数（Z-score） z 值对比后，以 z 值 ± 2 进行筛选。共计获得有效样本 $n=465$ 份，有效样本率为 66.428%。

其中男性 223 人（47.9%），女性 242 人（52.1%）；25 岁及以下 71 人（15.3%），26-35 岁 231 人（49.7%），36-45 岁 147 人（31.6%），45 岁及以上 16 人（3.4%）；高中及以下学历 182 人（39.8%），大专学历 212 人（45.6%），本科学历 54 人（11.6%），硕士及以上学历 14 人（3.0%）；工作 1 年及以下 108 人（23.2%），1-3 年 164 人（35.3%），3-5 年 110 人（23.7%）5 年及以上 83 人（17.8%）；月收入水平 4000 元及以下 5 人（1.1%），4001-6000 元之间 14 人（3.0%），6001-8000 之间 213 人（45.8%），8001-10000 之间 191 人（41.1%），10001 元及以上 42 人（9.0%）。

4. 研究结果

4.1 量表信度检验

企业慈善行为量表 Cronbach's α 系数为 0.961，系数大于 0.7 的界限值，表明本文采用的企业慈善行为量表有良好的信度。主动性行为量表 Cronbach's α 系数为 0.945，系数大于 0.7 的界限值。表明本文采用的主动性行为量表有良好的信度。工作

意义感量表 Cronbach' s α 系数为 0.941, 系数大于 0.7 的界限值。表明本文采用的工作意义感量表有良好的信度。职业妥协量表 Cronbach' s α 系数为 0.951, 系数大于 0.7 的界限值。表明本文采用的职业妥协量表有良好的信度。

4.1 量表效度检验

采用 Amos 建立结构方程模型进行验证性因子分析, 问卷各题项标准化因子载荷均大于 0.5 的标准值, 表明各题项能较好衡量所在变量, 即问卷具有聚合效度。组合信度 (CR) 及平均提取方差值 (AVE) 均大于 0.7 及 0.5 的标准值。

采用 Amos 建立结构方程模型后进行验证性因子分析, 各变量两者之间不含 1, 各变量之间相关程度均小于对应变量的 AVE 值平方根, 表明本文变量具有良好的区分效度。

采用 Amos 分析本文理论模型的拟合指数。卡方自由度比 (χ^2/df) 位于 1-3 的标准之间, 均方根误差 (RMR) 达到小于 0.05 的标准值, 比较拟合指数 (CFI) 达到大于 0.9 的标准值, 近似误差均方根 (RMSEA) 达到小于 0.05 的标准值, 拟合优度指数 (GFI) 达到大于 0.8 的标准值, 规范拟合指数达到大于 0.8 的标准值。以上指标表明本文模型可接受, 理论模型与基本模型差异较大, 理论模型拟合效果较好。

4.2 描述性统计及相关性分析

各变量的描述性统计及相关性分析如表 1 所示。除企业慈善行为对职业妥协、工作意义感对职业妥协、职业妥协对工作意义感为显著负相关外, 均为显著正相关。

表 1

各变量的描述性统计及相关性分析 ($n=465$)

	M \pm SD	1	2	3	4	5
企业慈善行为 (1)	3.003 \pm 0.841	1				
主动性行为 (2)	2.990 \pm 0.832	.642**	1			
工作意义感 (3)	2.904 \pm 0.717	.515**	.499**	1		
职业妥协 (4)	2.599 \pm 0.792	-.241**	-.417**	-.403**	1	
责任感 (5)	2.978 \pm 0.807	.068	.494**	.034	-.037	1

注: *表示 $p < 0.05$, **表示 $p < 0.01$, ***表示 $p < 0.001$, 下同;

资料来源: 本研究整理

4.3 回归分析

采用 Spss26.0 进行多元线性回归验证本文假设, 结果如表 2 所示。

表 2

企业慈善行为对主动性行为回归分析系数表

变量	主动性行为				职业妥协		工作意义感
	模型 1	模型 2	模型 3	模型 4	模型 5	模型 6	模型 7
控制变量							
性别	-.010	.014	.034	-.016	-.024	-.048	-.062
年龄	-.046	-.014	-.057	-.058	-.042	-.017	.046
受教育水平	-.013	.001	-.022	-.017	-.016	-.002	.027
工作年限	-.084	.013	-.049	-.056	.027	.033	-.006
月收入水平	-.054	-.047	-.058	-.048	.011	.017	.013
责任感	.401***	.398***	.424***	.419***	.041	.020	-.045

自变量							
企业慈善行为	.612***				-.296***		.488***
中介变量							
工作意义感		.550***				-.411***	
职业妥协				-.460***			
Adj. R ²	.161	.534	.462	.372	.581	.488	.239
F	16.934***	82.763***	62.183***	53.300***	85.297***	62.517***	20.547***

注1: *表示 $p < 0.05$, **表示 $p < 0.01$, ***表示 $p < 0.001$

注2: 模型1-模型7, VIF最大值为1.680, 最小值为1.005

资料来源: 本研究整理

模型1在对控制变量与主动性行为进行回归, 结果显示责任感显著正向影响主动性行为 ($\beta = 0.401, p < 0.001$), 在模型2中对企业慈善行为与主动性行为进行回归, 结果显示企业慈善行为对主动性行为显著正相关 ($\beta = 0.612, p < 0.001$), 责任感对主动性行为的影响为显著正相关 ($\beta = 0.398, p < 0.001$), H1得到验证。在模型3中检验工作意义感作用于主动性行为为显著正相关 ($\beta = 0.550, p < 0.001$), H3得到验证。在模型4检验职业妥协对主动性行为的作用是否显著相关, 结果显示职业妥协显著负向影响主动性行为 ($\beta = -0.460, p < 0.001$), H6得到验证。模型5中检验企业慈善行为对职业妥协的作用是否显著相关, 结果显示企业慈善行为显著负向影响职业妥协 ($\beta = -0.296, p < 0.001$), H5得到验证。在模型6检验工作意义感对职业妥协的作用是否显著相关, 结果显示工作意义感显著负向影响职业妥协 ($\beta = -0.411, p < 0.001$), H7得到验证。在模型7中检验企业慈善行为对工作意义感为显著正相关 ($\beta = 0.488, p < 0.001$), H2得到验证。

4.4 链式中介检验

使用Hayes(2013)开发的Spss插件Process中模型6, 进一步对本文链式中介进行检验。路径系数如表3所示, 结果表明工作意义感与职业妥协的中介效应显著, 效应值为0.136, Bootstrap95%置信区间内不含0。路径1效应值为0.086, Bootstrap95%置信区间内不含0, 表示工作意义感的中介作用显著。路径2效应值为0.018, Bootstrap95%置信区间内不含0, 表示职业妥协的中介作用显著。路径3效应值为0.032, Bootstrap95%置信区间内不含0, 表示工作意义感与职业妥协具有中介作用且链式中介作用显著, H4及H8得到验证。

表3

链式中介检验结果表

	效应值	Boot 标 准误	Boot CI 下限	Boot CI 上限	效应占 比
Total	.136	.016	.106	.169	30.222%
Ind1	.086	.014	.060	.115	19.111%
Ind2	.018	.008	.006	.034	4.000%
Ind3	.032	.006	.021	.045	7.111%

注1: Total为总间接效应, 总直接效应值为0.450。

注2: Ind1: 企业慈善行为 → 工作意义感 → 主动性行为

Ind2: 企业慈善行为 → 职业妥协 → 主动性行为

Ind3: 企业慈善行为 → 工作意义感 → 职业妥协 → 主动性行为

5. 结论与讨论

5.1 研究结论

企业慈善行为主要为员工感知到组织或领导有对外及对组织内部员工进行慈善捐

赠、帮助困难员工、给与员工晋升途径等等。员工感知到企业慈善行为存在后，员工从事的工作不仅能够获得相应的报酬，获得外界对企业积极的评价。员工从事的工作在改善自身生活的情况下也在改善社会环境，员工作为企业的一员产生荣誉感及较高的道德感知。员工自主自愿的产生进一步提升着自我及改善组织环境的想法，做出相应的行为。

企业慈善行为帮助员工找寻工作中的意义并帮助员工寻找工作与生活之间的平衡。强化员工对更高层级工作意义的追寻，将工作的意义看做自身价值与薪酬的交换，更趋向于能够对他人产生正面的影响。工作意义感搭建起企业慈善行为与主动性行为之间的桥梁，员工意识到提升自我、为组织变革出谋划策等。企业对内部员工的慈善行为能强化企业与员工之间价值交换的关系，企业给予员工较好的福利，员工以强化自身价值的方式给予企业回馈。从而使两者之间的关系更加牢固。

5.2 研究不足

以往学者有考量员工的个体因素（如：是否婚配、子女数量、需要赡养老人数量等）作为控制变量，探究其对主动性行为的影响。原因在于主动性行为作为改变自身及周围环境的的行为方式，本文虽然认为员工总会做出有益的主动性行为，但主动性行为往往伴随着风险，盲目的改变自我或环境也可能带来负面影响。个体可能因为家庭压力或生存压力不愿冒险尝试，以保证现有利益不流失为首要目的，从而避免承担风险。本文仅使用常见的人口统计学变量及责任感作为本文的控制变量，在个体因素对主动性行为的影响上的探究还有缺失。

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The Realization Path of University Libraries' participation in the Construction of Local Public Cultural Service System

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Abstract

Under the premise of ensuring on-campus services and normal working order, university libraries open to the society and provide public cultural services, which is an important help to build a public cultural service system covering the whole society. Taking the current situation of university libraries' participation in the construction of grassroots public cultural service system, analyzing the necessity and feasibility of their integration and participation, clarifying the functional positioning of d libraries under the new situation through literature research and on the basis of data statistics, and proposing a clearer and specific path for exploring university libraries' participation in the construction of local public cultural service system.

Keywords: University Library; Public Cultural Services; Realization path

浅谈高校图书馆参与地方公共文化服务体系构建的实现路径

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摘要

在保证校内服务和正常工作秩序前提下，高校图书馆向社会开放，提供公共文化服务，是构建覆盖全社会的公共文化服务体系的重要助力。以目前的高校图书馆参与基层公共文化服务体系建设的现状，分析其融入参与的必要性、可行性，通过文献研究，在数据统计基础上，厘清新形势下高校图书馆的功能定位，对探索高校图书馆参与地方公共文化服务体系构建提出了较为明晰的具体路径。

关键词: 高校图书馆; 公共文化服务; 实现路径

1. 绪论

文化兴则国运兴，文化强则民族强。习近平总书记指出，一个国家、一个民族的强盛，总是以文化兴盛为支撑的，中华民族伟大复兴需要以中华文化发展繁荣为条件（李翔海，2013）。发挥图书馆在传承文明与弘扬文化中的作用，实现图书馆功能向“以人中心”转型，营造融入人民群众日常生活的高品质文化空间，已成为构建公共文化服务体系新格局的时代任务。但是由于科技迭代的高速性与教育体系演化的低速性之间巨大矛盾的现实存在，现有的公共文化服务体系难以满足人民群众多样化的基本文化需求。高校图书馆作为我国先进文化建设不可或缺的重要组成部分，处于国民教育阵地的最前沿，理应成为国家全力推进公共文化服务体系构建的最强助力。

2. 文献综述

公共文化服务，是指由政府主导、社会力量参与，以满足公民基本文化需求为主

要目的而提供的公共文化设施、文化产品、文化活动以及其他相关服务（康媛媛，2021）。构建公共文化服务体系作为加强基层治理体系和治理能力现代化建设的重要举措，是保障和改善民生，实现人民基本文化权益的主要途径，是弘扬社会主义核心价值观、建设社会主义文化强国的重大任务。党的十八大以来，以习近平同志为核心的党中央高度重视公共文化服务体系建设。随着2016年12月25日表决通过的《中华人民共和国公共文化服务保障法》的颁布，实现了人民群众基本文化权益和基本文化需求从行政性“维护”到法律“保障”的跨越，基本公共文化服务标准化均等化建设得以全面推进（李鑫炜，2018）。公共图书馆根据社会经济发展战略规划，由财政拨款设立的非营利性文化事业单位，是公共文化服务的最主要提供者。作为文化惠民的重要阵地，在完善现代公共文化服务体系和学习型社会的建设过程中发挥着区域性文献保障和智库中心作用。

3. 研究方法

本研究主要采用文献研究法、调查研究法和综合分析法等社会科学常用研究方法。本研究综合调查了国内公共图书馆发展的基本情况。截至2021年末，全国共有公共图书馆3215个，总藏量126178万册，人均拥有公共图书馆馆藏量0.89册，江苏省共有公共图书馆123个，总藏量11161万册，人均拥有公共图书馆馆藏量1.31万册。从全国统计数据来看，江苏省人均公共图书馆馆藏量位居上海、天津、浙江、北京之后，居于全国（不含港澳台地区）第五位。在江苏省内，人均拥有公共图书馆馆藏量以苏州2.1册位居省内第一位，而徐州以人均公共图书馆馆藏量0.59册，位列省内倒数第二。根据国际图联，“每1.5公里半径内、平均2万人左右要拥有一所图书馆，居民人均拥有图书2册及增量0.25册”的标准，从统计数据来看，徐州市公共图书馆在文献资源建设，实现公共图书馆服务的均等化方面，未能满足市民需要。这与徐州市近年来做强城市功能、做优城市品质，全力打造淮海经济区文化中心城市的目标仍存在较大差距。

当前，随着数字信息技术的迅猛发展和广泛应用，高校图书馆也在智慧转型和服务创新中进入到了新时代的发展快车道。图书馆要依据相关法规、合同、协议在行业、联盟、地域等范围内继续推进资源、人才、技术等方面的共建共享。图书馆可利用馆藏资源和人力资源面向公众提供开放服务，以彰显其社会责任。《普通高等学校图书馆规程》第三十七条规定，高校图书馆“应在保证校内服务和正常工作秩序的前提下，发挥资源和专业服务的优势，开展面向社会用户的服务”。此外，当今时代，社会公众获取文化信息资源的渠道日益丰富，精神文化需求出现许多新变化新特点，现有的公共图书馆由于自身发展不充分、不平衡的问题，存在着服务能力、服务半径、服务时效等方面的不足和制约，短期内无法适应和满足新时代人民群众对美好精神文化生活的需要。公共图书馆作为公共文化服务体系构建的关键一环，急需争取政府部门、高校图书馆和其它社会力量的有益补充。《图书馆合作与信息资源共享武汉宣言》指出：“图书馆之间的合作，图书馆与其他相关机构之间的合作，是实现信息资源共享的重要途径。（孟繁晶，2016）”高校图书馆的参与是推进基本公共文化服务标准化、均等化，加强文化治理的必然措施，也是符合时代发展的战略举措。

4. 研究结论

4.1 高校图书馆参与地方公共文化服务体系构建的可行性

公共文化服务体系建立是要为全体公民提供基本公共文化服务产品和服务，具有普适性，是一项全民性建设事业，它不应仅仅是公益性文化机构的专属，也应是一切有能力的社会组织有责任与义务。高校图书馆在文化服务上有卓然优势，高校图书馆的缺失会影响整个体系的整体性和完备性。

4.1.1 文献资源优势

经费在图书馆文献信息资源建设中起着至关重要的作用。高校图书馆不仅仅是学校的文献资料信息中心，更是重要的学术性机构，承担着人才培养和科学研究服务的重任。《普通高等学校图书馆规程》第十七条规定：高等学校要把图书馆的经费列入学校预算，并根据发展需要逐年增加。由于逐年递增的文献购置经费的投入，高校图书馆根据教学科研需要，逐渐形成了独具特色的文献资源优势。从在徐高校的馆藏数量来看，截至 2021 年底，4 所公办本科院校的馆藏文献量累积超过 1596.1 万册，在徐 5 所公办专科层次高校馆藏文献量累积超过 590 万册。在徐高校公办高校普遍采购读秀学术检索、中国知网、万方数据、超星图书、博看期刊等数字资源 5 种以上，各校另有针对自身办学特色订购的诸如师范教育专题、应急管理文献等专业数据库及其它自建特色数据库。其中以收入经费 2477.12 万元为最多的中国矿业大学图书馆订购数字资源达到 114 种以上。综合来看，高校图书馆拥有的大量的纸质资源和电子资源是其他任何个人、团体、企业以及科研机构所难以比拟的。

4.1.2 人力资源优势

当前，政府向社会力量购买公共文化服务已成为公共文化服务市场化供给和社会化运营的重要方式。面对基层公共文化服务建设工作者学历不高、年龄偏大、活力不足，流动频繁等现实问题，地方公共文化服务体系建设急需一批有文化、高素质、年轻的专业人员。相比之下，随着 2015 年国务院发布《统筹推进世界一流大学和一流学科建设总体方案》和 2016 年中共中央印发《关于深化人才发展体制机制改革的意见》的通知相继出台，高等教育改革进程的加快得益于国家的创新驱动发展战略。高校图书情报事业也进入到了转型发展的新契机，呈现出丰富的新业态。各地高校坚持问题导向、加强顶层设计，发挥起集聚优秀人才的特有优势。高校图书馆新进人员以硕士研究生学历为主，其中不乏博士研究生的身影。《2020 年度江苏省高等学校图书馆发展报告》统计数据显示，中国矿业大学图书馆博士研究生学历馆员数量 5 名，名列全省本科院校第九，硕士研究生学历馆员 35 名，名列全省第六。江苏师范大学图书馆硕士研究生学历馆员数量 26 名、徐州医科大学图书馆硕士研究生学历馆员数量 23 名，分别名列全省本科院校第十五、第十八。从全省提交有效数据的 91 家高校图书馆综合统计数据来看，硕士研究生馆员占比已达到 36.67%，2017 至 2020 四年间，占比最低的博士馆员人数也在逐年增加。高校图书馆中逐步建立起了一支以具有图书情报专业、信息技术专业为主要学科背景，辅以其它与本校主体专业相关学科背景的专业人员共同构成的一支综合素质较高的馆员队伍。高校图书馆高素质人才作为信息文化传播的主力军参与地方公共文化服务事业中去，提供更多的信息文化知识、为社会公众服务。

4.1.3 设备技术优势

在信息时代的背景下，计算机技术、网络技术开始被广泛地引入高校图书馆建设中，一些高校在其发展过程中逐步形成了图书集成管理系统、文献信息查询系统、自动化网络管理系统，实现了业务流程自动化。在移动数字图书馆技术、无线网络覆盖、与校园网相连的图书馆局域网等技术支撑下，馆藏资源呈现出“多载体并存”、“虚拟结合现实”的趋势。智能移动终端的普及使得碎片化阅读的获取信息方式普及开来。此外，JALIS 项目建设自 1997 年正式启动以来，经过二十多年全省高校图书馆界同行的共同努力，已经初步建成了“江苏高等学校数字图书馆联盟”。至今，江苏省 JALIS 的建立已取得一定的成果，目前已经做到覆盖主要中心城市，成为涵盖各大学科门类的文献信息服务网和地区文献服务中心，主要提供面向全省高校师生的 7×24 小时全天候网上文献信息服务。综合来看，高校图书馆积极融入地方公共文化服务体系构建能带来丰富的文献资源，高级的设施设备，专业人才和技术，不但能提供大量的公共文化服务产品与服务，还能提供精、专、深的特色专业服务，提高公共文化服务体系建设

的效果，具有不可替代的作用。

4.2 高校图书馆参与地方公共文化服务体系构建的实施路径

在建设发展社会公共文化服务体系的文化方针指导下，高校图书馆应把自身致力于国家文化服务体系的大格局中，重新审视自身定位与发展战略，在持续推进 IT 基础设施建设、发展数字馆藏、支持馆员专业技能提升的基础上，以开放、共享、互惠的心态积极融入社会公共文化服务体系构建中去，主动发挥其在国家文化治理体系中“第三部门”作用。

4.2.1 强化制度赋能 优化发展战略

从全社会信息资源共享出发，打破高校图书馆、公共图书馆和其它各类型各系统图书馆因隶属不同而实行的条块分离、各自为政的体制壁垒，从公共文化资源供给、技术服务支撑、管理标准统一和运行评估一体考量，合理布局文献信息资源保障系统，提供不同层次的信息服务的推进国家公共文化服务体系制度建设的重要途径。高校图书馆参与到建设公共文化服务体系中主要依据的是对人力资源重要性的判断，首要着手的就是根据图书馆的组织发展战略，制定详细的人力资源引进计划，招募和选拔馆员，通过继续教育、岗位技能培训提升他们的综合素质，以公平竞争、绩效考核、薪资结构和岗位合理流动调整激发他们的工作热情，建立起一支优秀的人才队伍，有效满足多元用户的实际需求。面对地方基层文化服务单位计算机网络建设滞后、自动化水平低、技术设备落后、管理人员专业技能有限等因素，高校图书馆要充分发挥人才引领作用，结合基层的实际问题进行计算机检修、辅助计算机维护管理、移动图书馆升级、举办数字图书馆信息检索与运用专门业务培训等实践指导，为其培养专业人才，并通过对口技术支援等形式，为地方基层文化单位提供持续性的技术支持服务。高校图书馆应利用信息组织，加快创新产品和服务，促进全民阅读运动和终身学习为主体的基层文化交流和信息服务，活跃基层文化生态，更新文化的驱动机制，释放活力的文化创新，推动可持续发展教育机制建设。

4.2.2 深化集成改革 延伸平等服务

延伸服务是高校图书馆融入地方公共文化服务体系建设的实现路径。当下，美国大学图书馆在拓展延伸服务的内容上早已不再局限于发展读者这一单一形式，而是呈现出多元化的局面。这为我们国内高校图书馆参与地方公共文化事业、拓展延伸职能提供了具体范例。高校图书馆可以在保护师生文献需求的基础上加大开放力度开展社会服务，除了提供传统的文献流通借阅，在参考咨询服务、教育科学研究、信息素养讲座、专项技能培训等领域皆可拓展到该地区的社会行业人群。高校图书馆在具体开展延伸服务时，应以人为本、因时因势，在时间和空间上，采取灵活多样的形式满足信息时代读者个性化的实际需求。高校图书馆可根据馆员职责、学科背景为不同层次人员提供解决疑难问题、预测学科动态、跟踪学术活动、科研项目决策、学术评价等创新型服务。此外，致力于为所有读者提供平等服务的原则，高校图书馆或可与地方残联等社会福利机构以项目、框架和伙伴关系等多重形式联合组建志愿服务团队，为弱势群体及其它有特殊需要的读者提供现场借阅、在线检索、扫描复印和多媒体使用等其它服务，实现高校图书馆延伸服务的结构性公平和包容。

4.2.3 建设协调机制 服务云端共享

公共文化服务体系的建设是一项跨部门、跨区域、跨层级的系统工程，是全社会的共同责任，要靠各部门、各单位乃至全社会共同努力才能做好。早在2017年8月2日，徐州市委全面深化改革领导小组就审议通过了《徐州市公共文化服务体系构建协调机制工作方案》，正式组建了徐州市公共文化服务体系构建协调组。协调组应充分发挥组织优势，借助高等教育布局调整和提档升级之际，围绕“构建现代公共文化服务体

系”总目标，主动联系在徐高校，从高校图书馆履行社会教育职能处着手，制定协同发展战略，提高高校服务地方发展的贡献度。“十三五”期间，在徐高校图书馆大力建设数字资源，各校已经初步建立起了一个以共享共建知识网络系统为根基，能够打破时空限制，实现跨库无缝连接和职能检索数字化知识系统，现正向着传统图书馆、数字图书馆和移动图书馆三位一体的现代智慧型图书馆方向发展。同时，伴随着以各级公共图书馆为基础、覆盖全国范围的全国文化资源信息资源共享工程数字资源体系的建立，高校图书馆数字资源的融入在技术已没有实质性障碍。高校图书馆除以遵守现行知识产权保护相关法律法规为重要前提外，还应根据地方社会经济发展实际，找准自己的定位和服务重点，加强与地方公共文化服务机构间的协调合作，从特色馆藏专业服务处着手，充分发挥各类型地方文化机构优势互补的整体效能，共同搭建起数字化、开放式的公共文化服务云平台，确保图书馆能够以最大的数字功能支持获取、出借、修改格式和保存内容，最大可能地满足当地研究学者紧迫的文化需求，促进国家文化事业的发展。有兴趣的居民可利用公共文化服务云平台提供的文献检索、数据分析、软件应用，如 Endnote、PubMed, E-Study 等，以及应急管理、安全救援专业课程学习、个人基金申请、科技查新和信息检索分析等个性化创新服务，推动实现高校图书馆的社会文化功能，以文化创新引领、内涵驱动发展的重要抓手和根本途径，在地方公共文化服务体系构建中彰显其服务地方经济高质量发展的作用。

5. 结束语

高校图书馆作为国家文化事业的重要支柱，主动参与地方公共文化服务体系构建，在文献借阅、信息交流、知识传播等领域主动承担起社会教育职责，是由图书馆人的政治觉悟和文化担当意识所决定的。但由于馆舍空间、经费有限、人力资源和体制束缚等多重因素的束缚，高校图书馆参与社会公共文化服务体系建设的进展仍然缓慢。值此情形下，国家应主动完善相关法律法规，从制度上对高校图书馆在公共文化服务体系中的身份地位、资金来源、服务内容、收费标准等方面进行规定，使高校图书馆在提供公共文化服务时有法可依。高校图书馆也要明确自身功能定位，努力克服参与公共文化服务的诸多障碍，在理念、法律、体制机制和内容等方面不断改进，以担当、共享、互赢的积极姿态融入到国家基层文化治理的大环境中去，才能更高效地发挥优势，为社会主义创新型社会的建设贡献更多的力量，成为社会主义创新型社会更重要的支撑。

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The Impact Of Platform Leadership On Proactive Behavior Of New Generation Employees: Organizational Identification As The Mediating Variable And Differential Atmosphere As The Moderating Variable

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Abstract

With the comprehensive development of society, organizations are facing great competitive pressure. In this context, the forward-looking behavior of employees is becoming more and more important. As an important factor affecting employee behavior, leadership style has gradually become the focus of discussion among scholars. Different from previous studies, platform leadership pays more attention to two-way interaction with subordinates rather than one-way output. At present, the research of platform-based leadership is still in the initial stage, and its influence mechanism and boundary conditions are still unclear. The effect of platform-based leadership on employees' prospective behavior needs to be explored.

Key words: Platform leadership; Organizational identification; Differential atmosphere ; Prospective behavior

平台型领导对新生代员工前瞻性行为的影响研究： 以组织认同为中介变量，差序氛围感知为调节变量

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摘要

随着社会的全面发展，组织面临较大的竞争压力，在此背景下，员工的前瞻性行为愈发重要，组织迫切提升员工的前沿性、新颖性等思维意识，作为影响员工行为的重要因素，领导风格逐渐成为学者们讨论的焦点。平台型领导与以往研究有所差异，更加重视与下属的双向互动而非单向输出。目前学者们对平台型领导的研究仍处于起步阶段，其影响机制及边界条件仍不明确，对员工前瞻性行为的作用有待挖掘。

关键词: 平台型领导；组织认同；差序氛围感知；前瞻性行为

1. 绪论

1.1 研究背景

随着数字经济发展，前瞻性行为逐渐成为决定组织成功的关键。所谓前瞻性行为是一种旨在改变环境或自我的预测性行为。而领导作为影响员工行为的重要因素，已有研究表明领导风格对员工行为与态度会产生重要影响。

现有研究表明，魅力型、授权型等领导方式能使员工产生更高的满意度，激发员工的工作自主性和创新活力（Sani, 2023；李永占，2019；管春英、汪群，2016）。而平台型领导的特别之处在于平台型领导重视的是自己与下属的双向互动。目前学者们对平台型领导对员工创新行为的影响机制及边界条件仍不明确，值得进一步深入研究。

而组织认同体现了个体对自我进行定义的一种状态和对组织的归属感(Yesim & Sibel, 2002)。领导风格能显著影响员工的组织认同，要探究领导风格对员工前瞻性行为产生的影响，就应该深入探讨员工与领导的关系亲疏差异感知差异是否存在影响。

综上，本文以新生代员工为研究对象，探讨平台型领导对前瞻性行为的影响作用以及其中组织认同的中介作用、差序氛围感知的调节作用。

1.2 研究目的

具有较强前瞻性行为的个体通常会在工作表现出较强的自由性、潜力和创造力，是组织发展的重要影响因素。平台型领导作为一个全新的概念，强调领导与员工间的平等与共享，能够对员工的行为产生重要影响。因此，研究平台型领导对新生代员工前瞻性行为的作用，组织认同在其中的中介作用，以及差序氛围感知的调节作用，可以了解影响新生代员工前瞻性行为的因素，从而为增强新生代员工的前瞻性行为提供相关的意见与建议。

1.3 研究意义

1.3.1 实务意义

本文探究平台型领导对新生代前瞻性行为的影响机制，可以为增强新生代员工的前瞻性行为提出建议。具体而言：

(1) 可以为组织改进管理方式与领导风格提供一定的建议。面对员工创新动力不足、前瞻性行为欠缺的时代，企业应注重领导方式和管理风格的改变，增强员工对组织的信任与认同，进而激发其前瞻性行为。

(2) 帮助新生代员工了解并增强前瞻性行为。启发新生代员工实现更高层次的精神追求，帮助新生代员工找寻工作意义与个人价值的契合点，增强对组织的认同与默契，以激发新生代员工的前瞻性行为。

1.3.2 理论意义

(1) 丰富平台型领导的理论研究。本文借鉴现有相关文献，提出了平台型领导各个维度对新生代员工前瞻性行为的研究模型，并通过实证研究验证了影响机制的合理性，丰富了平台型领导的研究，扩宽平台型领导的研究范围和边界。

(2) 丰富前瞻性行为的理论研究。近年来，越来越多的学者与组织管理者开始关注到员工的前瞻性行为，学者们将研究重点放在前瞻性行为的影响机制上，而较少关注前瞻性行为的领导风格层面的影响因素，本研究探讨了平台型领导风格对新生代员工前瞻性行为的影响作用，拓展了前瞻性行为的研究视角与范围。

(3) 丰富组织认同的理论研究。在最近的研究中，前瞻性行为的作用越来越得到学者的关注。本文探讨了组织认同在平台型领导与前瞻性行为之间的中介作用，为后续研究者提供参考。

(4) 丰富差序氛围感知的理论研究。本文探讨了差序氛围感知在平台型领导与前瞻性行为间的边界效应，为差序氛围感知调节作用的相关研究提供了文献补充。

2. 文献综述

2.1 社会交换理论

社会交换理论 (Social Exchange Theory) 最早由社会学家 Homans 提出, 被界定为“人类一切行为的本质归根结底均为交换, 交换存在于个体之间、个体与组织之间”。

在组织行为学领域, 组织支持、员工-组织关系等众多问题的探究均采用社会交换理论 (刘柳、王长峰, 2022)。这种理论指出人与人之间的交流活动实际上是一种通过报酬和成本相互交换的经济活动 (Mansoor et al., 2023)。本文借助社会交换理论探讨平台型领导风格对员工的前瞻性行为的作用 (高乔子、黄滨, 2022)。

2.2 自我决定理论

自我决定中, 个人存在的自我发展和自我实现的心理趋向, 他们的独立、胜任、关系的基本要求得以实现, 促进他们形成积极的角色行为并完成其自我任务 (王琼、蔡子君、钱婧, 2021)。自我决定论指出, 在员工优势使用过程中, 社会和谐型工作激情的形成必须以良好社会环境为基础, 这就意味着组织领导对为员工创造资源丰富、实现人生价值的平台至关重要 (赵红丹等人, 2019)。

综合现有文献, 本文将借鉴自我决定理论, 探究平台型领导风格会对员工前瞻性产生何种影响。

2.3 平台型领导

2.3.1 平台型领导的定义

平台型领导最早是由郝旭光在 2014 年提出来的, 他从人本主义角度出发, 通过对比分析不同传统领导类型的异同, 并对其进行了概念界定, 认为平台型领导风格以平等与共享为核心内涵, 他们通过与下属平等沟通, 对组织系统有整体认知, 鼓励组织资源的共享, 发展和下属的共同事业, 激活内在潜能, 增强工作动力, 是一种彼此成全、共同成长进步的领导风格。此后, 郝旭光 (2016) 对平台型领导的概念内涵进行进一步深化, 将之定义为领导者重视事业发展, 注重员工的个人成长, 以提升事业质量、层次、范围等方式激发员工潜能的领导类型。

因此, 本文采用了郝旭光 (2016) 提出的平台型领导的概念。

2.3.2 平台型领导的维度

郝旭光 (2016) 通过梳理传统领导类型文献, 提出平台型领导的概念和维度, 将平台型领导划分为四个维度 (Wang et al., 2022), 包括关注领导者和下属成长维度、打造并不断扩大事业平台、塑造相互成全的互动关系和互动过程的动态优化。

辛杰等 (2020) 认为, 平台型领导的主要领导维度包括五个方面, 即分享利他、交互协作、孵化创客、度己化人以及赋能平等。郝旭光 (2021) 综合以往研究, 采用扎根理论方法, 进一步将平台型领导完善与划分为六个维度, 即包容、个人魅力、变革规划、平台搭建、平台优化和共同成长。

综合以上, 本文借鉴郝旭光 (2021) 的研究, 将平台型领导划分为“包容”、“个人魅力”、“变革规划”、“共同成长”四个维度。

2.4 组织认同

2.4.1 组织认同的定义

Freud (1992) 认为组织认同源于社会认同理论, 人在社会生活里存在两种认同基本需求, 与众不同的独特性和与众不同的一致性。组织认同包括两种基本动机, 自我归类需要和自我提升需要。组织认同使组织成员相互支持与彼此忠诚, 员工对组织强烈认同才能在内部形成共同面对外部竞争的竞争力与克服危机的心理应激力。熊明良 (2008) 等学者提出组织认同促使员工认可和支持组织价值观, 进而产生作为其中一

员感到光荣，将自己看作主人翁的情感。从行为视角，组织认同是组织中个体的特有行为的综合表现过程，在行为与心理观念等方面与组织具有一致性。Mao et al. (2023) 从认知视角认定组织认同是个体愿意认可其组织成员身份，将组织看作自己一部分的心理认知。

综合以上分析，本文发现理论界对于组织认同的界定仍然没有达成共识，大概分为认知、情感、行为三个方面对其内涵进行界定。本文采用 Mao et al. (2023) 的界定。

2.4.2 组织认同的维度

当前，组织认同的维度结构主要从单维度、双维度、三维度、四维度模型展开。

Lisah & Mayer (2009) 开发单维 6 项组织认同量表测量员工对组织归属感的认知以及他们对组织成功与失败的内在化程度，该量表得到了学者的广泛认可（张淑华与刘兆延，2016）。刘钊（2009）在此基础上，将组织认同划分为价值性认同和交换性认同两个维度，有学者研究提出组织认同量表包括成员资格、忠诚和相似性 3 个维度。还有研究提出组织认同包括认知、情感、评价和行为 4 维度（Dick et al., 2004）。

综合以上分析，本文借鉴 Lisah & Mayer (2009) 的研究，采用六个问项测量组织认同。

2.5 差序氛围感知

2.5.1 差序氛围感知的定义

刘军（2009）认为组织中下属能够不同程度的感受到领导者的差别化对待，提出了差序氛围概念，即“下属感知到的组织中弥漫的领导对不同员工采取差别式对待的氛围”，并指出其重要的三个组成部分：相互依附、偏私对待和亲信角色。

差序氛围在研究中根据测量方法的特征可分为两个层面，个体与组织层面，但二者的概念特征基本相同（朱瑜、谢斌斌，2018）。差序氛围在个体层面的研究中，被称为“差序氛围感知”，反映了个体对组织亲疏状态的一种感知（冯涛等人，2023）。

本文主要研究个体层面的差序氛围，因此此文的差序氛围主要指的是下属的差序氛围感知，借鉴刘军等人（2009）的观点，此研究从个体角度出发把差序氛围感知概念化为：下属对其上级差异化的对待自己与其他成员的一种感知。

2.5.2 差序氛围感知的维度

关于差序氛围感知的结构维度与测量，单一维度方面，高翔等人（2015）基于中国本土的文化背景开发了情感网络量表。该量表包括 4 个题项。多维度方面，刘军等人（2009）指出差序氛围感知的 3 个结构维度：偏私对待、相互依附以及亲信角色。该量表具有较高的信效度，已成为较为成熟的差序氛围感知测量量表。

综上，本文采用刘军等人（2020）的研究测量差序氛围感知变量。

2.6 前瞻性行为

2.6.1 前瞻性行为的定义

林叶与李燕萍（2016）将前瞻性行为定义为员工为改善自身和环境而采取的主动性预期行动，认为倾向于实施前瞻性行为的人会对机会具有相当的敏感度，一旦机会出现便会积极把握，采取行动来达到目标。张健东等人（2020）在整理了关于前瞻性行为的研究后，指出前瞻性行为是指改变自己或环境的个人自发行为，给个人或环境带来积极影响。这一定义为研究者们普遍认同。Brooks et al. (2023) 定义前瞻性行为是为使自身受益而面向未来的主动行为。这种行为是自我想象中认定为积极的行为表现，实施该行为能够对自我现状产生改善作用。

本文借鉴林叶与李燕萍（2016）的研究。

2.6.2 前瞻性行为的维度

对前瞻性行为的维度测量，还没形成权威、统一的量表。目前被学者广泛采用的

是李锐与田晓明（2014）的单维度量表，包括 12 个题项。学者张健东（2020）的研究则从主动进取、机会识别、关注长期绩效等五个方面来衡量前瞻性行为；唐琪（2017）则在张健东的研究基础上，提出了员工前瞻性行为的三个维度，涉及对工作的思考、对机会的识别以及对创新的实施三个方面。

本文采用唐琪（2017）的量表测度员工的前瞻性行为。

2.7 研究假设

2.7.1 平台型领导与新生代员工前瞻性行为

前瞻性行为能反映出个体面对环境变化的主动性和促进组织发展的积极性。研究发现，领导的期望与态度是影响员工主动性与积极性的重要因素(Berraies & Abidine, 2019)。本文认为员工前瞻性行为的发生与领导风格密切相关，将探究平台型领导与新生代员工前瞻性行为的关系，并借鉴郝旭光（2021）的研究，将平台型领导划分为包容、个人魅力、变革规划、平台搭建与优化、共同成长四个维度。

首先，具有包容特质的领导能够为组织中的个体提供自我决定和自我价值感知的机会 (Nembhard & Edmondson, 2006; Randel & Galvin, 2018)。其次，拥有魅力特质的领导有潜力与员工建立魅力型关系，理智激励员工从新的方向思考并传达对其的信心 (Strickland & Towler, 2011)。员工将领导者价值观和目标内化于心 (Conger & Kanungo, 2000)，实现前瞻性行为。并且，鼓励变革的领导者在思想上激励员工不断改变现有的思维模式，引导他们进行反思，确定潜在挑战，产生独到想法（李渊等人，2019）。员工倾向于以主动的、自由支配的方式完成工作 (Berraies & Abidine, 2019)。最后，强调与下属共同成长的领导者，注重与员工的良性互动（郝旭光，2016），帮助员工进一步挖掘工作价值与意义（陈春花，2016），最终增强主动性、自发性行为。

综上，本文认为平台型领导能捕捉员工自我实现的需求，通过搭建平台让员工感知到组织的重视与认可，激发员工的内在价值与积极性，释放员工的工作激情和意愿，有利于员工前瞻性行为的产生。因此，提出假设：

H1a: 平台型领导的包容性显著正向影响新生代员工的前瞻性行为

H1b: 平台型领导的个人魅力显著正向影响新生代员工的前瞻性行为

H1c: 平台型领导的变革规划显著正向影响新生代员工的前瞻性行为

H1d: 平台型领导的共同成长显著正向影响新生代员工的前瞻性行为

2.7.2 平台型领导与组织认同

具有包容特质的领导强调领导者对员工工作及生活上的全面支持，员工能感受到组织对自身的信任与认可，进而提升其组织认同感。

具有魅力特质的领导有潜力与员工建立一种魅力型关系，增强员工对公司愿景的坚定信念，促使员工接受领导者提出的业绩期望，促进员工接受组织目标和价值观，从而提升员工的组织认同。

鼓励变革的领导鼓励员工对当前工作进行反思，从批判思维出发确定潜在挑战，产生独到的想法（李渊等人，2019），员工对自身工作拥有更多自主权和决定权，将会看到自身的角色在组织内更加明确和重要，继而增强了这些员工认同组织的意愿。

与员工共同成长的领导强调自己与员工共同进步，将共同事业平台做大，重视与员工之间的学习交流（李玲等人，2022）。这种共同交流学习的分为首先会带来员工的尊重和对领导的认可，进而原意通过自己的行为回报组织，这就是员工组织认同感的表现。

综上，本文认为，平台型领导能使员工感受到组织的信任、认可与尊重，进而增强员工的情感依附程度，提升对组织的认同程度。由上文所述，提出以下假设：

H2a: 平台型领导的包容性显著正向影响新生代员工的组织认同

H2b: 平台型领导的个人魅力显著正向影响新生代员工的组织认同

H2c: 平台型领导的变革规划显著正向影响新生代员工的组织认同

1.1.4H2d: 平台型领导的共同成长显著正向影响新生代员工的组织认同

2.7.3 新生代员工组织认同在平台型领导与前瞻性行为中的中介作用

平台型领导注重打造和发展自己和员工的共同事业（辛杰等人，2020；郝旭光，2021），在共同愿景、共同成长和全员认同的组织文化影响下，受到平台型领导影响的追随者更具有主动性，会积极和同事交流以获得现有知识以外的经验和技能。

平台型领导营造的共同成长、乐于共享的氛围，使成就动机强的员工愿意和同事联动以获取更多资源，组织认同作为重要一环降低了员工的不确定感 (Mittal & Dhar, 2015)，让员工勇于创新。基于以上分析，本文提出以下假设：

H3a: 新生代员工组织认同在平台型领导的包容性与前瞻性行为的关系中起部分中介作用

H3b: 新生代员工组织认同在平台型领导的个人魅力与前瞻性行为的关系中起部分中介作用

H3c: 新生代员工组织认同在平台型领导的变革规划与前瞻性行为的关系中起部分中介作用

H3d: 新生代员工组织认同在平台型领导的共同成长与前瞻性行为的关系中起部分中介作用

2.7.4 差序氛围感知的调节作用

领导风格对员工态度、行为具有重要影响，这个影响取决于员工个体比较的结果。组织内部领导与员工之间通常是等级分明的，具有较大的权利距离和信息差距，因此研究差序氛围感知对领导风格与员工前瞻性行为的影响具有重要意义。

低差序氛围下，平台型领导对员工前瞻性行为的提升效果更为明显。当组织差序氛围不明显，领导能公平对待员工并分配资源，提供良好的工作环境。员工对于平台型领导的感受也更直观和明显，进而产生前瞻性行为。反之在高差序氛围下，为了获得领导的赏识，获取更多的资源，员工会采取投机取巧等不正当行为，平台型领导对员工前瞻性行为的提升效果会被弱化。综上，本文提出：

H4a: 差序氛围感知显著调节平台型领导的包容性与新生代员工的前瞻性行为间的关系

H4b: 差序氛围感知显著调节平台型领导的个人魅力与新生代员工的前瞻性行为间的关系

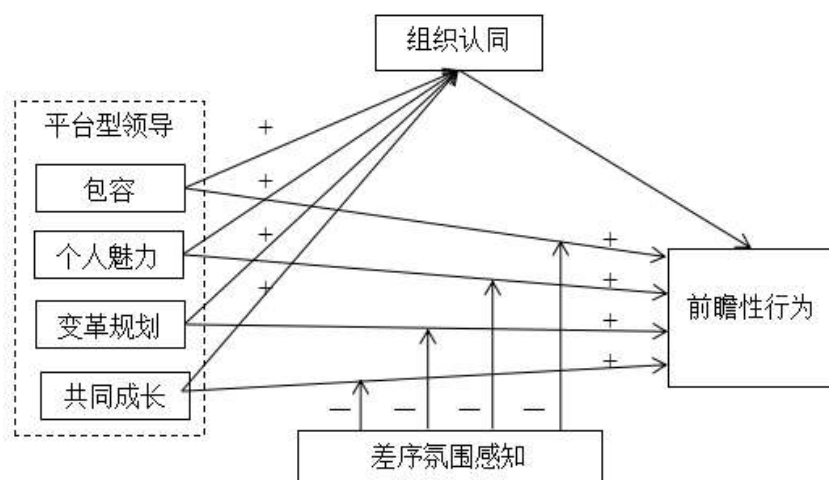
H4c: 差序氛围感知显著调节平台型领导的变革规划与新生代员工的前瞻性行为间的关系

H4d: 差序氛围感知显著调节平台型领导的共同成长与新生代员工的前瞻性行为间的关系

2.8 研究框架

本研究聚焦平台型领导对新生代员工前瞻性行为的影响研究，结合领导理论、自我概念理论等探讨组织认同的中介效应，及差序氛围感知的调节作用，建立影响新生代员工前瞻性行为的理论框架，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. 研究方法与设计

3.1 研究母体与抽样方法

本文采用问卷调查法，通过线上线下结合的方式收集数据。针对不同地域行业的员工发放 500 份问卷，并将问卷全部回收。以设计的校检型问卷题项排查无效和不符合研究的问卷 49 份，有效问卷数为 451 份，有效回收率达到 90.2%。

3.2 问卷设计及说明

初始问卷包括两部分，第一部分是对本研究的主要变量包括平台型领导、前瞻性行为、差序氛围感知、组织认同的调查。调查由新生代员工根据自身情况进行主观评价，量表均采用 Likert7 分量表计分，从 1 到 7 分别表示“非常不符合”到“非常符合”。第二部分是对被试者背景信息的调查。以上内容均要求被试者根据自己真实情况进行填写。

3.3 变量的衡量

3.3.1 平台型领导

本文借鉴郝旭光（2021）的研究开发的平台型领导量表，整个量表共有 18 个题项。

3.3.2 前瞻性行为

1.1.8 本文借鉴李锐与田晓明（2014）的前瞻性行为量表，经过与国内专家的讨论翻译，形成最终量表，整个量表共有 12 个题项。

3.3.3 差序氛围感知

在已有研究的基础上，综合借鉴差序氛围感知测量量表，结合实际调研和专家意见，采用 11 个题项进行衡量，并用李克特七点量表评分法进行测度。

3.3.4 组织认同

本研究借鉴 Farida (2022) 的组织认同量表，经过与国内专家的讨论翻译，形成最终量表，整个量表共有 6 个题项。

3.4 数据分析方法

3.4.1 描述性统计分析

对各变量以及维度可以用均值和标准差来说样本数据的总体特征。其中，均值说明样本数据的集中程度，标准差说明样本数据的离散状况。

3.4.2 相关分析

相关性就是对两个或者两个以上的变量进行分析，来衡量变量之间的密切程度，一般来说皮尔逊相关性系数在 0.6-0.8 说明变量间具有强相关性，这说明各项之间皆有强正相关性。常用的显著性水平是 0.05、0.01 和 0.001。水平越小，判定显著性的证据就越充分，越能证明相关性是真实存在而不是实验误差（杜鹏程等人，2014）。

3.4.3 信度分析

采用总项的系数和内部一致性进行检验，克隆巴赫系数以数学公式来直接估量测验的内部一致性，现在是研究中最常使用的信度指标。 α 系数的取值范围是值在 0 和 1， α 系数 < 0.6 ，则认为信度不足，0.7-0.8 意味着的信度可以被接受，0.8-0.9 代表量表信度非常好。

3.4.4 效度分析

效度是指选用的量表能够测量变量的程度。收敛效度用 CR 和 AVE 值来表现，首先对变量量表题项进行验证性因子分析，得到标准化因子载荷值，从而得到 CR 和 AVE 值，若其中 CR 值大于 0.7、AVE 值大于 0.5，则说明量表的收敛效度可以被接受。区别效度可用相关系数矩阵表示该矩阵表明 AVE 与潜变量的关系。变量的 AVE 平方根大于各个构念的相关系数值，则区别效度较为理想。

3.4.5 中介效果检验

本文采用温忠麟等人（2004）的因果逐步回归检验法，其中有四个必要的操作分别为：第一，验证自变量与因变量之相关关系；第二，验证自变量与中介变量之相关关系；第三，判断自变量和因变量在加入中介变量后的相关关系；第四，验证中介变量与因变量之相关关系；

3.4.6 调节效果检验

本研究结合温忠麟与叶宝娟（2014）的调节效应的验证方法，并利用 SPSS 中的回归分析法来分析研究框架中调节效应差序氛围感知。

4. 预期研究成果

本文将如何增强员工的前瞻性行为作为研究目标，预计研究结果显示：平台型领导的四个维度均能够增强员工的前瞻性行为，其中包容性特质和个人魅力对员工的组织认同起到正向作用，变革和共同成长特质对组织认同的影响不明显，且领导的包容性特质和个人魅力对员工前瞻性行为的影响会受到差序氛围感知的影响。具体的边际贡献包括：通过分析平台型领导对新生代员工前瞻性行为的研究模型，丰富了平台型领导的研究，扩宽平台型领导的研究范围和边界，也从前因角度出发拓展了前瞻性行为的研究视角与范围。为组织改进管理方式与领导风格提供一定的建议，有助于帮助新生代员工了解并增强前瞻性行为和组织认同。

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Research on the Relationship between Paternalistic Leadership and Occupational Calling of New Generation Employees : Organizational Self-esteem as the Mediating Variable and Person- organization Values Fit as the Moderating Variable

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Abstract

The new generation of employees have a significant need to pursue career calling. As they gradually occupy the core position in the workplace, they expect a harmonious, friendly, inclusive and supportive work atmosphere, autonomous and challenging work tasks, and hope to obtain work passion and happiness, find work meaning, and realize personal value as the core needs of career development. Organizational leaders need to find a style suitable for cultural background to effectively influence the career call of the new generation of employees. In the process, organizational self-esteem and value matching are the key mediators that leadership style affects employees' career calling.

This paper takes the new generation of employees as the research object, and discusses the influence of paternalistic leadership style on career calling, as well as the mediating role of organizational self-esteem and the moderating role of value matching by studying the sampling method and the operational definition and measurement method of each variable.

Keywords:Career call;Paternalistic leadership;Organizational respect;Individual-organizational value matching

家长式领导对新生代员工职业召唤的关系研究： 以组织自尊为中介，价值观匹配为调节

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摘要

新生代员工具有显著的追求职业召唤的需求，随着他们在职场逐渐占据核心地位，期望和谐友善包容支持的工作氛围，期望富有自主性和挑战性的工作任务，希望在工作中获得工作激情和快乐，找到工作意义，实现个人价值成为职业发展的核心需求。组织领导需找到适合文化背景的风格才能有效影响新生代员工的职业召唤。过程中，组织自尊及价值观匹配是领导风格影响员工职业召唤的关键中介。

本文以新生代员工为研究对象，通过研究抽样方法与各变量的操作定义与衡量方法，探讨家长式领导风格对职业召唤的影响作用以及其中组织自尊的中介作用、价值观匹配的调节作用。

关键词：职业召唤；家长式领导；组织自尊；个人-组织价值观匹配

1. 绪论

1.1 研究背景

80后、90后的新生代员工逐渐踏入工作领域并开始占据核心地位，其具有显著的职业召唤需求。

领导的方式和风格会影响员工个体的认知与心理知觉，进而对其行为产生影响。领导在工作中表现出的对新生代员工的态度、行为以及支持等，会影响其组织自尊。组织自尊水平高的员工将会对组织安排的任务抱有积极乐观的态度，这都是职业召唤的具体体现。而家长式领导是在华人组织中发现并发展起来的领导理论，是更符合华人组织特点的领导方式。

个人-组织价值观匹配对员工和组织都有积极影响，匹配程度较高的员工，其工作激情、对组织的信任与认可、工作主动性与积极性等行为都会较高，对员工职业召唤有重要意义。

综上，本文以新生代员工为研究对象，探讨家长式领导对职业召唤的影响作用以及其中组织自尊的中介作用、价值观匹配的调节作用。

1.2 研究动机与目的

本文以领导理论、自我概念理论与职业召唤理论与基础，以新生代员工的职业召唤为因变量，研究家长式领导对其的影响机制，并加入组织自尊作为中介变量，同时加入个人-组织价值观匹配的调节作用，构造本文的研究模型。从领导特质方面找到影响员工职业召唤的驱动因素，为有效促进新生代员工的职业召唤水平提供理论支持。

1.3 研究问题

本研究聚焦新生代员工，研究提升其职业召唤水平的机制，提出以下问题：

- (1) 家长式领导如何影响新生代员工的职业召唤水平？
- (2) 组织自尊对新生代员工的职业召唤水平有何影响？
- (3) 组织自尊在家长式领导和新生代员工职业召唤之间是否存在中介效应？
- (4) 个人-组织价值观匹配在家长式领导和新生代员工职业召唤之间是否存在调节效应？

1.4 研究意义

本文探究家长式领导对新生代职业召唤的影响机制，可以为增强新生代员工的职业召唤提出建议。在实务方面，一是可以为组织改进管理方式与领导风格提供一定的建议；再者可以帮助新生代员工了解并增强职业召唤。在理论方面，丰富家长式领导的理论研究、丰富职业召唤的理论研究、丰富组织自尊的理论研究、丰富价值观匹配的理论研究。

1.5 研究创新

基于相关文献的研读，在前人研究的基础上，本研究加入以下三点创新：

- (1) 本文立足于前人研究，拓宽家长式领导对新生代员工职业召唤的研究；
- (2) 本文探究了中国情境下广泛存在的家长式领导各维度对新生代员工职业召唤与职业召唤影响的内在影响机制；
- (3) 本文探讨了组织自尊在家长式领导与职业召唤之间的中介作用，完善了职业召唤的前因因素的研究。

2. 文献综述

2.1 领导理论

领导理论是有关领导行为有效性的理论，研究重点是领导力的产生及其影响机制 (Davidson & Caddell, 1994)。20 世纪初，领导科学开始得到研究者的关注。

近年来学者不断对不同国家、地区的员工文化价值观进行深入的探索与研究，并思考不同地区、不同文化背景的领导是否会对员工行为、组织绩效等产生不同的影响。同时相关研究也探究了不同特质的领导风格对组织绩效产生的异质性影响 (Hui & Lee, 2000)，主要包括变革型领导、交易型领导、放任型领导、家长式领导等不同领导风格 (彭正龙等人, 2019)。本文基于华人组织，主要探讨家长式领导风格。

2.2 自我概念理论

自我概念理论认为，个体会在与周围环境的互动过程中获得来自环境的反馈，并根据这个反馈形成对自我的认知与评价，进而影响个体的社会行为。

现有研究基于自我概念视角，引申出领导认同、组织自尊、自我效能感、领导反馈等多维新兴概念，并探究了上级发展反馈如何通过释放一种积极的反馈信号，进而向员工提供有价值的信息。相关研究也证实了领导认同作为一种自我概念，能够传递积极型领导行为对下属反应的影响 (Wrzesniewski, 1997)。与此同时，也有研究证实了个人感知到的来自领导和同事的支持与基于组织的自尊正相关。

2.3 家长式领导

2.3.1 家长式领导的概念

Redding (1990) 最早对家长式领导的内涵做出具体阐述，他指出家长式领导是指下属必须依赖、服从领导者的层级分明、上下级距离明显的一种领导方式；几经演变，郑伯坝等人 (2003) 对家长式领导定义进行完善，并提出家长式领导是指一种将强烈的纪律性和权威与父亲般的仁慈与德行综合地表达在人格氛围中的领导行为。该定义得到了学者的广泛认可与应用。

2.3.2 家长式领导的维度

本文将借鉴郑伯坝等人 (2003) 的研究，将家长式领导定义为一种将强烈的纪律性和权威与父亲般的仁慈与德行综合地表达在人格氛围中的领导行为。并本文也将借鉴郑伯坝 (2000) 的维度定义，将家长式领导划分为仁慈领导、德行领导和权威领导三个维度进行研究。

2.3.3 家长式领导的相关研究

家长式领导作为结果变量时，个体特征因素与组织因素会对其有所影响。刘善仕等人 (2004) 的研究发现当员工的集体取向与家族取向较强时，家长式领导更容易发挥作用。林姿葶等人 (2007) 的研究发现组织环境是影响家长式领导行为有效性的显著因素。根据张鹏程等人 (2010) 的研究，组织价值观可能也会对家长式领导行为产生影响。汪林等人 (2020) 指出家族角色日常互动是影响家长式领导发展的重要因素。

作为预测变量时，家长式领导对个体、团队与组织层面均会产生重要影响作用。在个体层面，威权领导与工作满意度、留职意愿与组织公平感 (郑伯坝, 2002)、工作投入中的活力与奉献维度 (杨五洲, 2014) 等呈显著负相关；而仁慈领导、德行领导则与组织承诺 (Cheng, 2000)、工作满意度 (邓志华, 2013)、留职意愿等工作态度正相关。

2.4 组织自尊

2.4.1 组织自尊的概念

Pierce (1989) 首次提出了组织自尊的概念，他指出组织自尊是个人将自己视为是重要的、有能力的、对组织有价值的成员的程度。此后，对于组织自尊的研究在组织

行为领域开始兴起。Hui (2000) 认为组织自尊是基于特定组织环境和个体对组织的感知的自尊, 是由个体过去的经验(如任务的成功和失败)所构建的。宝贡敏与徐碧祥(2006)认为组织自尊与整体自尊是包含与被包含的关系, 自尊更为广泛而组织自尊限定在组织情景中, 是个体的主观感受并且会随着组织情景的改变而变化。潘孝富等人(2012)结合Pierce(1989)的研究, 提出组织自尊是个体在组织环境中感受到来自他人的尊重, 进而获取到的一种满足感与价值感。谢含霁等人(2022)指出组织自尊是指对于企业而言, 自己的价值以及被信任的程度。

2.4.2 组织自尊的维度

借鉴Pierce(1989)的研究, 本文将组织自尊定义为个体将自己视为重要的、有能力的、对组织有价值的成员的程度, 并借鉴其量表, 并在此基础上进行修正与完善, 探讨其在影响员工职业召唤中的中介作用。

2.4.3 组织自尊的相关研究

组织自尊既是一个预测变量, 能够影响员工态度和动机以及员工行为, 又是一个结果变量, 受到一系列因素的影响。

作为预测变量时, 组织自尊会显著影响员工的组织承诺(Jaewon & Lee, 2003)、职业承诺(谢凌凌, 2011)、情感承诺(Lee & Peccei, 2003)、持续承诺(Beehr Terry A, 2022)。另外, 组织自尊也会影响员工的工作满意度(Wendy Pan Hui Ling, 2022)、工作投入(唐汉瑛, 2015)、组织认同(许璟, 2017)、建言行为(Liang, et al., 2012)等。作为结果变量时, 研究表明, 从纵向上来看, 首先领导风格会影响员工的组织自尊。从横向上来看, 员工在与同事人际互动中感知到的来自同事的帮助与支持也会影响其组织自尊水平。另外, 作为组织情景下的自尊, 组织自尊也受到组织特征(Pierce & Gardner, 2004)、组织支持(Chen, 2014)、组织公平以及组织所有权的影响。

2.5 个人-组织价值观匹配

2.5.1 个人-组织价值观匹配的概念

个人-组织价值观匹配的研究发源于人-环境匹配领域, Schneider(1987)最早将个人-组织价值观匹配引入组织行为学领域, 并提出其定义为个体与组织的相似性而相互吸引的程度, 强调个体目标、价值观与组织目标、价值观的同质性。此后, 多位学者对这一概念进行完善和修正。

另一些学者从交互作用的视角来界定个人与组织价值观的匹配, 强调其中的相容性和相互影响。如Edward and Cable(2009)等人将个体价值观与组织所持价值观的相似程度来界定两者的匹配性。于维娜等人(2019)认为个人-组织价值观匹配是指员工与组织之间的融合性, 具体而言, 指员工的个性、态度和价值观等与其所在组织的文化及其他组织特征具有一致性和相容性。Erdogan等人(2020)将其定义为个人与组织的耦合程度与匹配(契合)程度。。

2.5.2 个人-组织价值观的维度

Cable et al.(2002)提出了人-组织匹配的三维结构, 即个人需求与组织供给匹配、组织的工作要求与个人能力匹配以及相似性匹配。该三维结构是目前被普遍接受、应用最为广泛的划分, 并不断被许多研究采纳和证实其良好的信效度。王震与王萍(2009)通过对6家高科技企业157名员工开展的问卷调查, 验证了人-组织匹配三维模型在中国管理情境下的适用性。

综上所述, 本文认为个人-组织价值观应是一种交互关系, 并采用3个题项单维度结构测量个人-组织价值观匹配变量。

2.6 职业召唤

2.6.1 职业召唤的定义

现有学者均强调了职业召唤体现的工作目的、工作价值与工作意义等感知，但由于研究对象与内容的不同，对于职业召唤的定义存在差异。一部分学者认为职业召唤是一种工作方向与定位 (Naus et al., 2007)；一部分学者认为职业召唤是一种价值观体现；另一部分学者认为职业召唤是个体内在的驱动力（黄丽等人，2019；李翊君等人，2021）。

2.6.2 职业召唤的维度

目前学者们对职业召唤的构成维度存在不同的认知，有学者认为职业召唤是不能被分割的单维度构念，也有学者从多个维度对职业召唤进行了测量。

许多学者发表单维度量表，最具代表性以及使用率最高的是 Dobrow and Tosti-Kharas (2011) 开发的 CQ12 问卷，涉及了音乐、艺术、商业、管理四个不同的领域，量表共有 12 道题项。也有部分学者从多个维度对职业召唤进行了测量。Dik and Steger (2006)开发的量表共有四个题项，分别用来测量职业召唤找寻和职业召唤感知。

Dik et al. (2008) 在前人研究的基础上，开发出包含超然召唤、意义性和亲社会性三个维度的职业召唤量表。后来由于“超然召唤”不易被理解与测量，致使学者对该量表的认可度不高，该量表的适用范围较窄。Hagmaier and Abele (2012) 将职业召唤划分为超然引导力、意义感与价值驱动行为三个维度。

2.6.3 职业召唤的相关研究

对于职业召唤的前因变量研究，Galles and Lenz (2013)发现具备高职业认同的大学生更有可能拥有召唤。Duffy (2015)研究调查显示积极追寻人生意义，更加关注个人成长的学生在以后的生活中更有可能实现职业召唤。田红彬与田启涛 (2019) 发现服务型领导对实现员工职业使命感起到促进作用。史珈铭、赵书松与吴侯含 (2018) 的研究结果发现精神型领导增强员工工作的内驱力，进而提高员工的职业召唤水平。

对于召唤的结果变量研究发现，职业召唤对工作满意度 (王惊, 于桂兰, 2018)、工作安全感 (Bai & Wendy, 2022)、员工敬业度 (王默凡, 2016)、工作投入 (Kim & Beehr, 2022)、工作绩效 (Robert & Wasti, 2002) 职业自我效能 (王惊、于桂兰, 2018)、职业承诺 (王惊、于桂兰, 2018; Reddings, 1990)、建言行为和创新行为 (周霞、李铁城, 2018) 等有显著的预测作用。

本文认为职业召唤是价值观的体现，并将职业召唤定义为“职业召唤是指个体对职业的主观感受和心里知觉，指个体将自己的职业视为重要的生命意义和自我价值。”。

2.7 研究假设

2.7.1 家长式领导与新生代员工召唤

家长式领导包含威权型、仁慈型及德行型领导三个维度。

威权领导强调个人的绝对权威，信息与资源完全掌握在自己手中，对员工严格控制并要求完全听从指挥，这样的领导方式下，员工无法参与决策，没有自主性与控制权，员工很难在这样的工作环境中体会到工作意义。

仁慈领导关心员工的工作与生活。仁慈领导把帮助员工解决遇到的困难视为份内之事，同时致力于为员工谋取福利，帮助员工获得更多的工作资源与成长机会，在完成工作的过程中体会到工作的意义与价值。

德行领导不自私，在以身作则等方面表现卓越，对员工一视同仁，员工体会到来自组织领导的公平与公正，更愿意认可、追随领导者的价值观、态度与行为，从而实现对工作价值与目标的认同与内化，最终实现职业召唤。因此，提出假设：

- H1: 家长式领导显著影响新生代员工的职业召唤。
H1a: 威权领导显著负向影响新生代员工的职业召唤。
H1b: 仁慈领导显著正向影响新生代员工的职业召唤。
H1c: 德行领导显著正向影响新生代员工的职业召唤。

2.7.2 家长式领导与组织自尊

组织自尊是自我概念理论中的重要构成,体现了员工对自己在组织中的重要性、能力以及价值感的认知(常育榕、王忠军,2021)。

仁慈领导关心和支持员工的工作和生活,尊重员工的情感需求和情感状况,员工在这些信号中做出关于自身工作价值及自我价值的积极判断,其组织自尊水平得到显著提高;德行领导的高尚品质和友善行为首先会带来下属的尊重和对领导本人的认可,其次德行领导工作过程中注重资源的合理有效分配,当员工获得上司更为优越和公正的对待时会对自我角色在组织中的价值有着更高的评价,个体基于组织的自尊水平将会有所提升;威权领导与员工之间缺乏情感上的沟通,造成员工对上级信心度低。且威权领导往往会贬低员工的贡献,使得员工得不到认可,这样会损带来更多的消极态度和不利定位,不利于员工组织自尊水平的提升。由上文所述,提出以下假设:

- H2: 家长式领导显著影响新生代员工的组织自尊。
H2a: 威权领导显著负向影响新生代员工的组织自尊。
H2b: 仁慈领导显著正向影响新生代员工的组织自尊。
H2c: 德行领导显著正向影响新生代员工的组织自尊。

2.7.3 新生代员工组织自尊在家长式领导与职业召唤中的中介作用

领导行为具有广泛的影响力,通常是通过影响个体自我概念的产生而间接作用于个体的态度和行为。组织自尊水平高的员工相信自己能顺利完成组织安排的任务,而对自己所承担任务的成功预期会带来对其所从事工作的愉悦情感;员工不仅可以从工作中(工作本身)体会到意义感,也会在工作时(为组织工作)感知到意义(谢玉华,2020)。

组织自尊水平较高的员工相信自己的工作可以为组织带来利益和价值,这会增强其对于工作意义的感知,进而增强员工的职业召唤。由此,本文推测,当新生代员工相信自己完成任务的能力,认可自己在组织中的价值时,便会对工作产生积极情感甚至带来工作激情,同时带来工作意义的感知,而这都是职业召唤的具体体现。由上所述,提出以下假设:

- H3: 新生代员工组织自尊在家长式领导与职业召唤的关系中起部分中介作用。
H3a: 新生代员工组织自尊在威权领导与职业召唤的关系中起部分中介作用。
H3b: 新生代员工组织自尊在仁慈领导与职业召唤的关系中起部分中介作用。
H3c: 新生代员工组织自尊在德行领导与职业召唤的关系中起部分中介作用。

2.7.4 价值观匹配的调节作用

领导风格的有效性可能受到员工个体差异的影响。新生代员工这个群体的工作价值观是多元化的。匹配理论中强调个体的行为和态度深深的受到其自己与所处环境交互的共同影响。实证研究表明,价值观匹配对员工和组织都有积极影响,价值观匹配度高的员工,其工作满意度、情感承诺、工作绩效、组织公民行为等都会较高,且价值观匹配还能够较准确的预测员工的态度。而组织自尊也是员工积极的一种表现。

当个人-组织的价值观匹配程度较高时,员工感受到的价值观与组织相似,此时,员工更能感受到领导的特性与行为。当面对仁慈领导时,员工能够更加感受到领导的关心,此时与组织一致性的价值观会推动员工更加积极、努力工作,从而更加肯定自身在组织中的价值与胜任能力;当面对德行领导时,员工能够更加感受到领导的公私

分明、正直廉洁，进而更加认可领导、跟随领导，为了团队和集体的利益而努力拼搏，提升自身在组织中的价值与意义；当面对威权领导时，即使面对领导的批评与建议，员工很少会产生反抗心理，会认为这是为了达成工作目标，综上，本文认为家长式领导与员工价值观匹配交互作用的有效发挥能够提升员工的组织自尊水平。因此本文提出假设：

H4：价值观匹配显著调节家长式领导与职业召唤之间的作用。

H4a：价值观匹配显著正向调节威权领导与职业召唤之间的作用。

H4b：价值观匹配显著正向调节仁慈领导与职业召唤之间的作用。

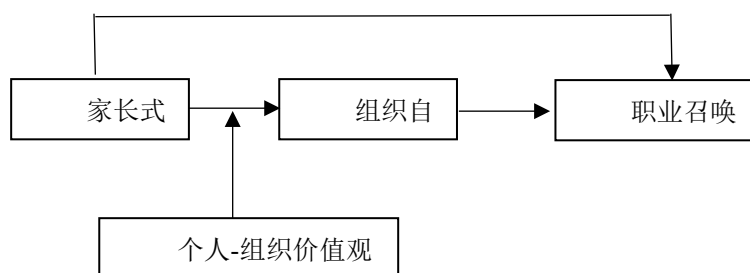
H4c：价值观匹配显著正向调节德行领导与职业召唤之间的作用。

2.8 研究框架

本研究在参考国内外经典文献的基础上，聚焦家长式领导对新生代员工职业召唤的影响研究，同时结合领导理论、自我概念理论等，深入探讨职业召唤的中介效应，以及价值观匹配的调节作用，建立了影响新生代员工职业召唤的理论框架。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. 研究方法与设计

3.1 研究母体与抽样方法

本文选择的研究对象是出生于 1980 年 1 月 1 日（含）之后中国出生的在职员工。采取问卷调查法获取数据，使用便利抽样方法，对于不符合研究内容的数据进行及时删减。为了尽可能提高问卷的数量和质量，本研究借助线上、线下相结合方式发放 400 分问卷，调查问卷共 34 个题项，满足统计分析的条件。

3.2 问卷设计与说明

本研究的初始问卷包括两部分，第一部分针对主要变量家长式领导、职业召唤、价值观匹配、组织自尊的调查。这四个研究变量由新生代员工根据被试自身情况进行主观评价，采用 Likert7 分量表计分，从 1 到 7 分别表示“非常不符合”到“非常符合”。第二部分是对被试者背景信息的调查。以上内容均要求被试者根据自己真实情况进行填写。

3.3 变量的衡量

3.3.1 家长式领导

本研究借鉴郑伯坝等人（2003）开发的量表，经过讨论形成最终量表，共有 14 个题项。

3.3.2 价值观匹配

本研究借鉴 Edward and Cable (2009) 与杨皖苏与杨善林 (2020) 编制的个人-组织价值观匹配量表, 经过讨论形成最终量表, 共有 3 个题项。

3.3.3 组织自尊

本研究借鉴 Pierce et al. (1989) 开发的单维度组织自尊量表, 经过讨论形成最终量表, 共有 10 个题项。

3.3.4 职业召唤

本研究借鉴 Dobrow and Tosti-Kharas (2011) 的职业召唤量表, 经过与国内专家的讨论翻译, 形成最终量表, 共有 12 个题项。

3.3 资料分析方法

3.3.1 描述性统计分析

本研究将首先对收集的问卷数据进行描述性分析, 旨在解样本特性及其分布特征, 进而描述与检查数据的整体情况与质量。

3.3.2 相关性分析

本研究采用 Pearson 的相关关系判定变量间的相关性, r 值表示变量间具有线性相关关系, r 大于 0 时, 说明变量间具有正相关关系, r 小于 0 时则说明具有负相关关系, 越靠近 1 说明变量间线性相关越高。

3.3.3 信度分析

本研究运用 Cronbach's α 系数判断问卷量表和变量的可靠性, 当 α 大于 0.8 时, 则判断该量表或变量的信度极好; 当 α 介于 0.7-0.8 之间时, 则判断该量表或变量有较好的信度; 当 α 介于 0.5-0.6 之间时, 判断该量表或变量的信度较差; 如果 α 小于 0.5 时, 则必须放弃量表, 重新进行编制 (吴明隆, 2009)。

3.3.4 效度分析

本研究所采用的量表均来源于国内外相关领域研究学者成熟的量表, 该量表都已在相关研究领域中得到了很好证实, 具有代表性和适用性。

3.3.5 中介效果检验

本研究借鉴 Baron and Kenny (1986) 的因果逐步回归检验法, 先进行自变量与因变量的回归分析; 其次进行回归分析; 再次将自变量与中介变量对因变量进行回归分析; 最后, 对中介变量与因变量进行回归分析, 观察回归系数是否具有显著性。

3.3.6 调节效果检验

本研究结合温忠麟与叶宝娟 (2014) 的调节效应的验证方法, 并利用 SPSS 中的多元回归分析法来分析研究框架中调节效应个人-组织价值观匹配。

4. 研究贡献

本文将如何增强新生代员工的职业召唤作为研究目标, 而实证研究结果显示: 仁慈领导和德行领导提高了新生代员工的组织自尊, 进而增强了他们的职业召唤。这一过程会受到价值观匹配的影响; 而威权领导则对新生代员工的组织自尊和职业召唤没有显著影响。

因此, 实务中首先要重视家长式领导的影响。领导者应当增加仁慈领导行为和德行领导行为, 关怀员工。其次要增强新生代员工的组织自尊。组织自尊对员工的工作态度、工作行为和工作感知具有重要的影响作用, 组织自尊水平高的员工更容易感知

到工作的意义、价值和快乐。最后要关注价值观匹配倾向的作用，营造组织中的价值观匹配氛围。提高企业凝聚力和价值观匹配氛围，进而提高员工的价值观匹配倾向。

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Research on the Influence of Job Insecurity on Employees' Proactive Behavior——Mediated by Work Engagement and Moderated by Regulatory Focus

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Abstract

Job insecurity has gradually become a common phenomenon, and its impact on employee attitudes and behavior has received more and more attention. In fierce organizational competition, employees' proactive behavior is an important way to promote enterprises to keep innovating to maintain competitive advantages. Then how does job insecurity affect employees' proactive behavior? Based on conservation of resources theory and transactional theory of stress, this paper discusses the impact of job insecurity on employees' proactive behavior. In order to dig deeper into the path mechanism, this paper also introduces "job engagement" variable and "regulatory focus" variable to explore the mediating role of job engagement and the regulating role of regulatory focus.

Key words: Job insecurity; work engagement; employees' proactive behavior; regulatory focus

工作不安全感对员工前瞻性行为的影响研究 ——以工作投入为中介，调节焦点为调节

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摘要

工作不安全感逐渐成为一种普遍现象，其对员工态度和行为的影响也受到越来越多的关注。在激烈的组织竞争中，员工前瞻性行为是推动企业不断革新以保持竞争优势的重要途径，那么工作不安全感会对员工前瞻性行为产生怎样的影响？本研究基于资源保存理论和压力认知评价理论，探讨员工工作不安全感对员工前瞻性行为的影响，为深入挖掘其中的路径机制，本文也将引入“工作投入”变量和“调节焦点”变量，探究工作投入的中介作用，以及调节焦点的调节作用。

关键词：工作不安全感；工作投入；员工前瞻性行为；调节焦点

1. 绪论

1.1 研究背景

员工的前瞻性行为（Proactive Behavior）是推动企业不断革新以保持竞争优势的重要途径，关乎组织的可持续发展以及组织核心竞争力的培育与保持。当前，组织面临的内外部环境变化日益加剧，组织结构逐渐由集中化向扁平化发展。由于组织结构的变化，组织更希望员工在面对威胁和挑战时，能自发、积极地解决工作中出现的各种突发问题，而非像往常一样被动、刻板的执行工作职责的要求。

前瞻性行为是一种预先选择并决定改变环境或自身的行为（林叶与李燕萍，2016），是一种个体的、自我导向且着眼于未来的行为，适用灵活动态和复杂多变的工作任务及员工不仅关注现状、而且在工作中以发展观的眼光发现问题并采取措施的工作模式（王大伟等，2017）。故国内外知名学者长期以来一直认为，组织内部员工的前瞻性行为是决定组织能否获得卓越地位的关键（张柏楠与徐世勇，2019）。例如，随着组织扁平化管理制度的出现和广泛接受，从组织中增加的一系列指令正在逐渐缩短，组织也严重依赖员工的努力寻找和解决问题，而一些组织由于扩张战略以及当前疫情影响，造成了不断增多的权力下放，也强化了员工在职场中灵活的角色定位和前瞻性行为。甚至很多组织都将前瞻性行为视为员工融入工作的基本角色要求（叶莲花、凌文铨，2007）。

综上所述，由于前瞻性行为对于个体与团队的积极作用，因此探索前瞻性行为的驱动因素显然有理论和管理实践双重价值。

1.2 研究目的

本研究的目的旨在探究工作不安全感对员工前瞻性行为的影响，并且借助 COR 理论和 TTS 理论探究其内在机制，以期为企业降低员工的工作不安全感带来的负面影响提供理论指导，并对企业如何有效促进员工的前瞻性行为具有一定的启发意义。

1.3 研究意义

1.3.1 现实意义

本研究通过揭示工作不安全感对员工前瞻性行为的作用机制对企业管理实践有一定的现实意义：

第一，为企业有效激发员工前瞻性行为提供参考。本研究预揭示员工在不同工作不安全感状态下的前瞻性行为，这对于促进管理者关注员工的工作不安全感，了解前瞻性行为的形成机制，进而有针对性地激励积极行为具有推动作用。

第二，为企业引导员工形成促进性调节焦点提供建议。高促进性调节焦点取向的员工，面对工作不安全感所带来的压力时，更倾向于将其视为一种挑战，全力积极应对。帮助组织更好的关注员工的不同调节焦点取向，实施个性化管理策略，从而最大化个体的心理资源，采用有意义的方式帮助引导员工形成促进性调节焦点，进而增强个体的心理资源，匹配其以恰当的“个人软实力”。

1.3.2 理论意义

首先，丰富工作不安全感的理论研究。现有关于工作不安全感对员工前瞻性行为的影响研究相对较少，而且结果存在不一致。

其次，丰富员工前瞻性行为的理论研究。近年来，越来越多的学者与组织管理者开始关注到员工前瞻性行为，但学者们对前瞻性行为的情境前因研究不足，研究大多围绕工作特征、个人特征和领导风格展开，（Fay & Sonnentag, 2002; Luszczynska et al., 2005; Den Hartog & Belschak, 2012），忽略了工作不安全感对前瞻性行为的影响研究。

最后，丰富调节焦点的理论研究。除了验证工作不安全感对员工前瞻性行为的直接效应之外，本研究还拟通过对调节作用的分析，更深入地探讨工作不安全感如何影响员工前瞻性行为，以及在不同取向的调节焦点作用下，工作不安全感对员工前瞻性行为的影响机制是否存在差异，进而深化对于两者关系的理解。

1.4 研究创新

基于相关文献的研读，在前人研究的基础上，本研究加入以下几点创新：

(1) 本研究立足压力认知评价理论（TTS）和资源保存理论（COR），从不同角度揭示了工作不安全感影响前瞻性行为的作用机制和边界条件。现有研究大多关注的是工作不安全感对员工的工作投入、离职倾向、工作满意度、工作绩效、组织公民行为等方面（Hsieh & Huang, 2017; Jung et al., 2021; Magnus Sverke et al., 2002）的影响，对于工作不安全感与前瞻性行为之间的研究却还不够充分，且存在矛盾之处。本研究从资源保存理论（COR）和压力认知评价理论（TTS）出发，以一种新视角探索了工作不安全感情境下员工前瞻性行为的决定因素，丰富了工作不安全感的研究所。

(2) 员工前瞻性行为作为一种主动性行为，该领域研究主要聚焦于领导风格、管理模式、绩效考核方式等变量对其的影响，选择压力源作为前因变量探索对员工前瞻性行为的影响研究较少，尤其缺乏基于理论框架，探究压力源影响员工前瞻性行为的内部作用机制的系统性研究。作为职场压力之一，本研究选取工作不安全感作为压力源，探究并揭示了员工工作不安全感影响其前瞻性行为的路径机制，丰富了员工前瞻性行为的研究，为研究学习前瞻性行为提供了新的且可靠的独到见解。

2. 文献综述

2.1 资源保存理论

Hobfoll（1989）首次提出“资源保存理论（Conservation of Resources Theory, COR）”，用来描述个体与社会环境互动的过程，强调个体努力获取、保护和维持那些重要资源，避免资源损失（Hobfoll, 2001）。根据 COR 理论，资源可以被广泛地定义为那些能够使个体实现目标的对象条件、能量、个体特征或任何东西（Hobfoll et al., 2001），从物品（如工作工具、金钱）、自身（如自我效能、健康）到环境（如就业、主管支持）（Hobfoll et al., 2018）。从本质上讲，资源是强大的激励。资源的增加会对员工产生积极影响，如改善适应功能（Holahan et al., 1999）；然而，潜在或实际的资源消耗却是有害的形式，会使员工产生压力感和紧张感（Hobfoll, 1989），以及反生产行为（Yang & Treadway, 2018）。

2.2 压力认知评价理论

“压力认知评价理论（Transactional Theory of Stress）”也称“压力认知交互作用理论”，是由美国心理学家 Lazarus 提出来的。它通常被用来分析个体在应对压力时所经历的复杂过程。该理论的核心假设是，应对是一个过程，其中适应结果取决于个体如何评价压力经验、个人所采用的应对方式，以及性格和情境等因素（Lazarus & Folkman, 1984）。压力认知评价理论包含两个重要过程——“评价”和“应对”。

“评价”是指个体在面对外界环境中可能存在的各种压力时，他们会自动根据过往经验，并结合个体认知因素启动自我评估过程，将这些压力信息引起的不同效应归类为积极或消极，为后续的应对方式奠定基础。“应对”是个体采取某种行动或措施应对威胁或挑战的行为，包括减少、避免、接受这些压力源，以及试图控制环境。

2.3 工作不安全感

2.3.1 工作不安全感的定义

工作不安全感（Job Insecurity）是组织行为学研究中的一个重要问题，已经成为当

今组织中员工职场压力的最常见来源之一。依据 Greenhalgh and Rosenblatt (1984) 的研究观点, 工作不安全感是指个体对当前工作或许会发生变化的一种主观认知, 员工对当前工作的担忧, 既可能是害怕失去工作本身, 也有可能是担心丧失某些关键性的工作特征。换句话说, 工作不安全感可以用来描述个体对工作环境变化的认识, 不仅包含对失去工作本身的恐惧, 而且包含失去工作相关福利和特征(比如工资、职位等)的担忧(Cuyper & Witte, 2006; Witte, 1999)。工作不安全感是一个人面对未来工作连续性不确定程度的主观感知, 担心失去工作, 担心被降薪、被降职等。但是, 这些威胁都是尚未发生的, 个体的担忧恐惧情绪都是源于自身。也就是说, 个体感知到工作不安全感并不意味着一定失去工作或某些工作特征, 工作不安全感是一种对未来长期不确定性的日常体验。因此, 本研究采取 Hellgren et al. (1999) 对于工作不安全感的定义和分类, 认为工作不安全感是以未来为焦点的, 员工对当前工作的担忧, 既可能是害怕失去工作本身, 也有可能是担心丧失某些关键性的工作特征。

2.3.2 工作不安全感的维度

员工前瞻性行为具有以下三个特定的基本属性。第一, 它是自运行, 即这种积极行为基于自我认知的基础; 第二, 它以变革为导向, 前瞻的意图是适应随时变革的环境, 改变那些需要或可以改变的东西; 第三, 它是未来导向的行为, 当前的行动选择是基于未来的机会制定的。据此, 不同学者对前瞻性行为的维度进行了划分, 测量方法一般包含以下两种类型。

第一, 单维度/整体测量。有些研究认为前瞻性行为是从整体视角对员工综合表现行为的考察, 因此使用单维度测量的方法。Frese et al. (1996) 最早提出前瞻行为量表, 共 4 个测量项目。在此基础上, Frese et al. (1997) 对量表进行改良, 共 7 个测量项目。Fuller et al. (2012) 研究中所使用的前瞻性行为量表, 共有 6 个测量项目。

第二, 多维度测量。Grant and Mayer (2009) 编制了包括建言行为、合理说服和负责行为三个维度的主动性行为量表。Griffin et al. (2007)、Belschak and Den Hartog (2010) 从个体、团队以及组织三个层面编制了主动行为量表。

本文采取 Frese et al. (1997) 的研究量表进行测量。

2.4 前瞻性行为

2.4.1 前瞻性行为的定义

前瞻性行为是员工为了改善自身以及所处环境而主动做出的预期性行为, 具有自发性和前瞻性 (Grant & Ashford, 2008; Frese & Fay, 2001)。自前瞻性行为提出以来, 许多研究者针对围绕这一主题进行了大量研究, 在这一过程中发展出了侧重不同方面的概念界定。Frese et al. (1996) 最早提出前瞻性行为及前瞻行为性量表, 认为前瞻性行为是指员工以未来为导向, 能够积极主动地去完成超出一般工作要求的行为。在此基础上, Frese et al. (1997) 对前瞻性行为量表进行了补充修改。Frese 在 2001 年进一步提出, 前瞻性行为是个体为了达成组织目标, 改变自身或企业现状而主动采取的行为, 具有自主性、前瞻性和持久性。Crant et al. (2000) 认为, 前瞻性行为是一种意图改变自身和环境行为的, 具有未来导向、变革导向和自发性的预测行为, 是能为组织带来效益的亲组织行为。还有学者认为, 前瞻性行为是员工自发采取的、能够改变自己或环境的工作行为, 这些行为能够对个体自己的生活环境产生积极影响 (Parker et al., 2006)。

综上所述, 由于前瞻性行为具有积极行动和未来导向两个特征, 员工不会被环境所困, 而是会为完成工作目标积极寻求方法以期在未来能够产生积极影响。因此, 本研究采取 Frese et al. (1996) 对前瞻性行为的定义, 认为前瞻性行为是员工面向未来,

积极主动地完成超出一般工作要求的行为。

2.4.2 前瞻性行为的维度

员工前瞻性行为具有以下三个特定的基本属性。第一，它是自运行，即这种积极行为基于自我认知的基础；第二，它以变革为导向，前瞻的意图是适应随时变革的环境，改变那些需要或可以改变的东西；第三，它是未来导向的行为，当前的行动选择是基于未来的机会制定的。第一，单维度/整体测量。有些研究认为前瞻性行为是从整体视角对员工综合表现行为的考察，因此使用单维度测量的方法。Frese et al. (1996) 最早提出前瞻行为量表，共 4 个测量项目。在此基础上，Frese et al. (1997) 对量表进行改良，共 7 个测量项目。Fuller et al. (2012) 研究中所使用的前瞻性行为量表，共有 6 个测量项目。

第二，多维度测量。Grant and Mayer (2009) 编制了包括建言行为、合理说服和负责行为三个维度的主动性行为量表。Griffin et al. (2007)、Belschak and Den Hartog (2010) 从个体、团队以及组织三个层面编制了主动行为量表。

本文采取 Frese et al. (1997) 的研究量表进行测量。

2.5 工作投入

2.5.1 工作投入的定义

二十世纪末，在积极心理学浪潮的影响之下，一大批组织行为学者将研究视角转向工作投入。Kahn (1990) 最先提出“工作投入 (Work Engagement)”的概念，认为工作投入是指员工自主调节个人状态之后，努力让个体与岗位角色相匹配一致。Schaufeli et al. (2002) 在以上研究的基础上，将工作投入界定为“一种乐观的、持续的、满足的、与工作有关的内心状态”，特点是活力、奉献与专注。其中，“活力 (vigor)”是指工作时情绪高昂、精力充足；“奉献 (dedication)”是指努力投入到工作中，愿意牺牲自己的时间，从工作中体验到成就感；“专注 (absorption)”是指集中精神，对待工作专心致志。这一概念在后来得到了人们的普遍认同，且被学者们广泛引用。由此可知，如果员工的工作投入度低，这意味着他们可能对工作缺乏专注力和热情 (Schaufeli et al., 2002)；而那些工作投入度高的员工会发现他们的工作是有趣、有意义、充满活力的，并能够体验到很多积极的情感，包括幸福、快乐和热情等 (Bakker & Demerouti, 2008)。

本研究采用 Schaufeli et al. (2002) 对工作投入的定义，将工作投入视作员工积极融入工作的一种心理行为状态的反映，个体能够从中体验到与工作相关的积极情绪。

2.5.2 工作投入的维度

Schaufeli and Bakker (2003) 将工作投入分为活力、奉献、专注三个维度，并据此开发出 UWES 量表。在量表中，活力维度有 6 个条目，评估个体的能量、弹性水平；贡献维度有 5 个条目，测量个体为组织付出后的成就感；专注维度有 6 个条目，评价个体对工作的沉浸程度。UWES 量表被广泛应用于国外研究，而为了使 UWES 量表适用于中国本土的文化情境，张轶文与甘怡群 (2005) 修订原量表，编制出中文版 UWES 量表，经过实证检验，发现该量表的信效度良好，因此也被国内学者广泛采纳。后来，Schaufeli et al. (2006) 认为 UWES 量表的条目过多，精简后得出 UWES-9 量表，仅含 9 个条目，并通过研究证实 UWES-9 问卷可以替代最初的 UWES-17 问卷，能够较好地评价工作投入。

目前，UWES 量表已成为研究者们测量工作投入的常用工具。因此，本研究也将采用 UWES-9 量表。

2.6 调节焦点

2.6.1 调节焦点的定义

Higgins (1997) 提出了“调节焦点理论 (Regulatory Focus Theory, RFT)”。该理论认为调节焦点是指个体在实现目标的自我调节过程中所表现出来的特定方式或倾向,个体在追求期望目标状态时,会普遍使用两种不同的目标实现策略:一是促进性调节焦点 (Promotion Focus),二是防御性调节焦点 (Prevention Focus)。具体而言,促进性调节焦点导向的个体更加追求成长与发展需求,高度重视工作晋升,追求抱负与成就,他们更喜欢使用激进冒险的方法策略去解决问题;防御性调节焦点导向的个体高度关注安全需求,谨防周围可能出现的各种风险,在解决问题时更喜欢使用警惕回避的应对策略 (Levontin et al., 2004)。这两种不同导向的调节焦点以不同的方式影响着个体的倾向与信息加工 (Wallace & Chen, 2006)。

本研究采用学术界公认的 Higgins (1997) 对调节焦点的定义,即个体在追求期望目标状态时,通常有促进性调节焦点和防御性调节焦点两种导向,不同导向的调节焦点会使人们在追求目标的过程中表现出不同的行为倾向。

2.6.2 调节焦点的维度

Neubert et al. (2008) 针对工作情境,以员工为测量对象,编制出工作调节焦点量表 (WRF)。此量表共包含两个不同维度促进性调节焦点和防御性调节焦点,每个维度都由9个条目组成。促进性调节焦点维度以晋升为主,包含成就、理想、收益三个方面,如“为了取得成功,我倾向于在工作中冒险”;防御性调节焦点维度以防御为主,包含安全、义务、损失三个方面,如“为了增加工作安全感,我致力于准确完成任务要求”。

本研究是以在职员工为研究对象,故采用 Neubert et al. (2008) 针对员工编制的 WRF 量表作为测量工具。

2.7 研究假设

2.7.1 工作不安全感与员工前瞻性行为的关系研究假设

鉴于当前技术、商业模式和工作环境的快速变化,组织和管理者越来越依赖员工的前瞻性行为来获得竞争优势。Tuuli (2009) 称员工个人所处的工作环境是员工行为的先导,意味着在环境的影响下,员工行为与其环境相吻合 (杜鹏程、刘升阳, 2021)。基于工作环境与员工行为的关系我们认为,情境或组织因素能够推动员工前瞻行为的发展,工作不安全感作为一种情景因素,在影响员工前瞻行为的过程中发挥着关键作用。

COR 的核心观点是个人倾向于节约和增加资源,当个人感到自己即将失去宝贵的资源时,他们会感到受到威胁 (Hobfoll, 1989)。因此,借鉴 COR 理论,当员工面临资源损失时,他们将首先采取措施防止进一步损失。资源越宝贵,员工避免此类损失的意图就越强烈 (Rappaport, 1981)。显然,稳定的收入和工作是员工珍惜的宝贵资源 (Sverke et al., 2002)。这些资源的丧失会影响员工的态度和行为 (Hobfoll, 2001),比如员工在临时工作中会比较敷衍。

因此本研究以下假设:

H1:工作不安全感负向影响员工的前瞻性行为

2.7.2 工作投入的中介作用

工作投入是一种积极和投入的工作状态 (Schaufeli et al., 2002)。作为一种强大的压力源,工作不安全感会减少员工的工作投入。目前,工作不安全感与工作投入之间的关系已被大多数学者所证实。Greenhalgh and Rosenblatt (1984) 发现,工作不安全感较高的员工无法全身心投入到工作当中,更不愿意为实现组织目标而付出努力,所以在工作上花费的时间和精力就更少。De Witte (2005) 认为,当个体对组织工作产生高度不安全感时,员工的工作热情会减少,工作投入度也随之降低。Guarnaccia et al.

(2018)的研究表明,员工感知到较高的工作不安全感时,个体的自我效能感会降低,进而对他们的工作投入度产生负面影响。Yu et al. (2020)研究发现,工作不安全感容易激发员工的消极情绪,负向影响员工的工作投入度。Zhang et al. (2021)的研究表明,工作不安全感会引起员工失眠,进而减少其对工作的付出与投入。Jung et al. (2021)的研究发现,新冠疫情给员工带来了工作不安全感,进而使员工减少对工作的投入。

因此提出以下假设:

H2:工作不安全感负向影响员工的工作投入

H2b: 工作投入正向影响员工前瞻性行为

H2c: 工作投入在工作不安全感与员工前瞻性行为的关系中起部分中介作用

2.7.3 调节焦点的调节作用

依据调节焦点理论(Higgins, 1997),促进性调节焦点的员工更注重实现成长和发展需要的满足,关注目标和理想,倾向于利用趋近性的目标实现策略;而防御性调节焦点的员工更注重追求安全需要的满足,关注责任和义务,倾向于采取回避性的目标实现策略。一般来说,个体都会倾向于采用他们所偏爱的目标和策略来应对压力情况。根据COR理论,当员工在组织中感知到工作不安全感的威胁时,为了抵御这种外在威胁对资源的损耗,个体会积极主动地寻找其他内在或外在资源来替代,以期望能够拥有足够资源应对压力。同时,Hobfoll(1989)认为,资源是指那些能够使个体实现目标的对象、条件、能量、个体特征或任何东西包含物质资源、条件资源、个体特征资源和能量资源。基于此,作为个体的一种心理品质,调节焦点也可以被视为一种个体特质资源。换句话说,调节焦点是个体感知外在环境的一种内在倾向。不同个体面对压力所采取的不同应对方式,其本质源于个体自身的心理调节(Brockner & Higgins, 2001)。

因此提出以下假设:

H3a: 促进焦点调节了工作不安全感与工作投入之间的关系,即当个体促进性调节焦点程度越高时,工作不安全感对工作投入的负向影响越弱,反之越强

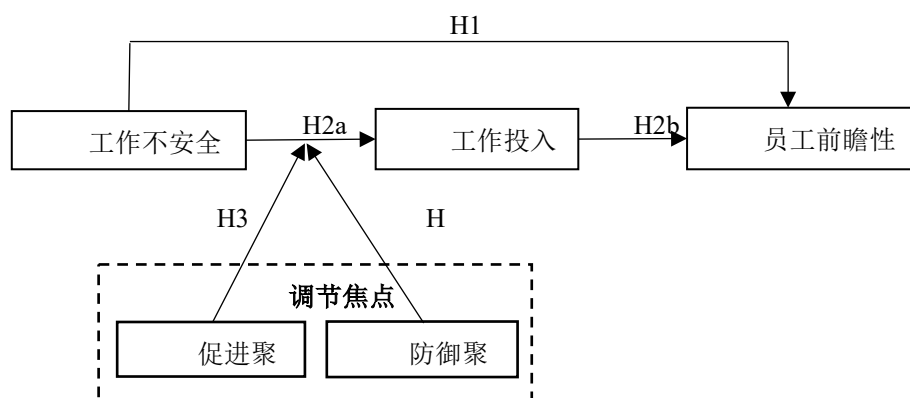
H3b: 防御焦点调节了工作不安全感与工作投入之间的关系,即当个体防御性调节焦点程度越高时,工作不安全感对工作投入的负向影响越强,反之越弱

2.8 研究框架

本研究聚焦平台型领导对新生代员工前瞻性行为的影响研究,结合领导理论、自我概念理论等探讨组织认同的中介效应,及差序氛围感知的调节作用,建立影响新生代员工前瞻性行为的理论框架,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. 研究方法与设计

3.1 研究母体与抽样方法

本研究采用的是便利抽样的方法进行问卷调查，通过线上线下结合的方式收集数据。针对不同地域行业的员工发放 500 份问卷，并将问卷全部回收。以设计的校检型问卷题项排查无效和不符合研究的问卷 68 份，有效问卷数为 432 份，有效回收率达到 86.4%。

3.2 问卷设计及说明

本研究的初始问卷共包括两部分内容：第一部分是对本研究的主要变量包括工作不安全感、工作投入、调节焦点与前瞻性行为的调查。这四个研究变量均采用员工自我报告的方式，根据被试自身情况的实际符合程度进行主观评价，并且所有量表均采用 Likert7 分量表计分，从 1 到 7 分别表示“非常不同意”到“非常同意”。第二部分是对被试者的背景信息的调查。以上内容均要求被试者根据自己真实情况进行填写。

3.3 变量的衡量

3.3.1 工作不安全感

本研究借鉴 Hellgren et al. (1999) 开发的量表，共有 7 个题项。

3.3.2 前瞻性行为

本研究借鉴 Frese et al. (1997) 的量表，共有 5 个题项。

3.3.3 工作投入

UWES-9 量表已成为研究者们测量工作投入的常用工具，本研究借鉴 Schaufeli et al. (2006) 精简后的 UWES-9 量表，共有 7 个题项

3.3.4 调节焦点

Neubert et al. (2008) 在以上定义的基础上，以在职员工为研究对象，编制出 WRF 量表。本研究借鉴 WRF 量表，共有 11 个题项。

3.4 数据分析方法

3.4.1 量表信效度分析

量表信效度分析。信度分析方面，现有研究常采用 Cronbach's Alpha 系数代表量表的信度。Cronbach's Alpha 系数大于 0.7 表示量表内部一致性能够接受，大于 0.8 表示内部一致性很好 (Bland & Altman, 1997)。根据调查问卷的样本数据，使用专业数据分析软件，对工作不安全感、工作投入、调节焦点和前瞻性行为量表进行信度检验。效度分析方面，收敛效度上，根据 Fornell and Larcker (1981) 提出的标准，即所有的标准化因子载荷系数值要大于 0.5、CR 值大于 0.6、AVE 要大于 0.5，证明测量量表具有收敛效度。区别效度上，根据 Fornell and Larcker (1981) 提出的标准，符合平均提取方差值 AVE 的平方根大于与其他变量的相关系数值，证明区别效度的有效性。

3.4.2 相关性分析

在检验假设之前，本研究首先通过相关分析探究变量之间的正负相关性，对本研究提出的假设进行初步的验证。采用 Pearson 提出的标准，当系数 r 的绝对值在 0 与 0.3 之间， $p < 0.05$ 表示弱关系；0.3 与 0.5 之间， $p < 0.05$ 表示低相关；0.5 与 0.8 之间， $p < 0.05$ 表示显著相关； r 的绝对值等于 0 表示不相关； r 的绝对值等于 1，且 $p < 0.05$ 表示完全相关。

3.4.3 假设检验

为验证各变量因果关系，本研究采用多元线性回归法，检验工作不安全感对员工前瞻性行为的主效应、工作投入的中介作用和调节焦点的调节作用。对于工作不安全

感对员工前瞻性行为的主效应，本研究采用层次回归分析方法进行假设检验。对于工作投入的中介作用，本研究选用 Baron and Kenny (1986) 的中介效应检验方法。对于调节焦点的调节作用，本文采用温忠麟等人 (2005) 提出的检验方法。

4. 研究贡献

第一，本研究从资源保存理论和压力认知评价理论出发，以一种新视角探索了工作不安全感情境下员工前瞻性行为的决定因素，丰富了工作不安全感的研究所。

第二，本研究选择工作不安全感作为压力源，探究并揭示了员工工作不安全感影响其前瞻性行为的路径机制，丰富了员工前瞻性行为的研究，为研究学习前瞻性行为提供了新的且可靠的独到见解。

第三，组织在管理过程中应该注意员工的调节焦点导向，通过创造更加积极的工作氛围和文化，帮助员工减少防御性调节焦点，增强促进性调节焦点，从而缓解工作不安全感对员工工作投入的负面影响，提高员工的前瞻性行为和组织绩效。

第四，组织在管理过程中应该注重营造积极的工作环境和文化，帮助员工降低工作不安全感，提高工作投入度，从而促进员工的前瞻性行为，为组织的长远发展创造更多的价值。

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Research on the Influence of Corporate Social Responsibility and Employees' Environmental Protection Behavior: Taking banks as an example

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Abstract

On the basis of the stakeholder theory, this study demonstrates the impact mechanism of corporate social responsibility dimensions of employee responsibility, product responsibility, integrity and justice, charity and public welfare, and environmental responsibility on bank employees' environmental protection behavior, which is beneficial to Enrich the management theory of the banking industry that has a Chinese context and meets the needs of practice. The research scope of this study is in Xuzhou City, Jiangsu Province. The questionnaire survey method was used to investigate 477 employees of 4 banks, and the returned questionnaires were processed and analyzed with SPSS 19.0 statistical software. The results show that the dimensions of employee responsibility, product responsibility, integrity and justice, charity and public welfare, and environmental responsibility all have positive and significant predictive effects on employees' environmental protection behavior.

Keywords: Bank of China; Employee Environmental Protection Behavior; Corporate Social Responsibility; Stakeholder Theory

企业社会责任与员工环保行为的影响研究——以银行为例

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摘要

在利益相关者理论的基础之上，本研究论证了企业社会责任的员工责任维度、产品责任维度、诚信公正责任维度、慈善公益责任维度、环境责任维度对银行员工环保行为的影响机制，有利于丰富具有中国情境、符合实践需要的银行行业管理理论。本研究的调研范围在江苏省徐州市，采用问卷调查法调查 4 家银行的 477 位员工，并把回收来的问卷用 SPSS 19.0 软件来处理和分析数据。结果显示：员工责任维度、产品责任维度、诚信公正责任维度、慈善公益责任维度、环境责任维度都对员工环保行为具有正向显著预测作用。

关键词：中国银行；员工环保行为；企业社会责任；利益相关者理论

1. 绪论

世界不同地区脆弱的气候条件已经引起了所有利益相关者对环境的关注(Aprile &

Fiorillo, 2017)。环境问题，如极端天气、臭氧层的枯竭和自然资源的短缺，包括受污染的水和受损的生态系统，这些例子引起了人们对于环境的重视(Sanchez-Sabate & Sabaté, 2019)。而中国经过政府的政治，结果环境问题却是“整体恶化，局部好转”。

企业污染治理不能仅靠政府控制下企业的被动参与，更需要企业的主动参与。无论是企业环境形象的培育，还是环境社会责任的践行，鼓励员工参与都是一种有效的方式，无论是制造工艺的改进，还是环保政策的制定和实施，都离不开员工（蔡建政、胡建绩，2019）。在组织环境中，由于员工每天在工作场所花费了大量的时间，塑造他们与环境相关的行为有助于减轻组织的整体环境足迹(Wu et al., 2021)。如何激励员工更加积极主动地实施员工环境行为，已成为现阶段员工环境行为研究领域的一个热点话题。

企业社会责任（CSR）已成为服务行业中被广泛认可的商业需求(Glavas & Kelley, 2014)。在金融服务业，企业社会责任至关重要，因为研究表明，有社会责任的金融机构可以更好地定位自己(Wu et al., 2021)。针对企业社会责任的举措由一个组织实施，以赢得所有利益相关者的信念，即这些举措将为所有利益相关者带来积极的结果(Afridi et al., 2020)。员工是组织重要的通往成功的利益相关者(Molnár et al., 2021)。在过去的时候，企业社会责任没有得到应有的关注，然而，各种与环境相关的问题，如全球变暖和气候变化已促使企业拥抱可持续性，以降低其生态足迹，以保护自然(Ahmad et al., 2021)。

让组织的员工参与不同的企业社会责任具体活动是至关重要的，因为如果没有内部利益相关者（如员工）的积极参与，则一个公司对实现可持续发展目标的期望将不会是成功的(Kucharska & Kowalczyk, 2019)。同样地，Afsar et al. (2018)承认了员工在实现不同的企业社会责任相关目标的重要性，员工感知到的企业社会责任对其亲环境行为有直接的影响。

此外，银行在中国是一个劳动密集型行业，因此观察员工的环境行为非常重要。虽然各种研究已经考察了企业社会责任活动对员工行为和结果的影响，但缺乏针对中国大陆地区的银行员工的研究，这对于目前的中国来说极其重要。

2. 文献综述

2.1 利益相关者理论

传统理论认为，企业为股东利益服务，然而，这种以股东为中心的观点因为它的片面，而在管理实施中受到了异常多的挑战。Clarkson (1995)等学者对企业社会责任的内涵进行了相当多的探索，他们普遍觉得，企业是含有社会属性的组织，因此，其应当在经营过程中，主动承担起其力所能及的社会责任。关于企业社会责任的争论喋喋不休，从而导致了企业社会责任一直没有稳定的理论基础，但是随着利益相关者理论的出现，使企业社会责任有了坚固的理论支撑（何显富等人，2010）。自1990年以来，利益相关者理论将一直被学术界认为是评估企业社会责任最合适不过的理论框架(Wood & Jones, 1995)。其实利益相关者理论的中心内涵是，企业由方方面面的利益相关者组成，因此，企业的一大重要责任就是为了保护每个利益相关者的权益。利益相关者理论的出现给企业社会责任带来了重大影响，学术界将其总结为三点：首先，它确定了企业社会责任的目标受众群体；其次，它帮助学者们发现了基于许多利益相关者来衡量企业社会责任的新方法；最后，它为企业社会责任提供了理论基础。Clarkson (1995)认为，正是因为有了利益相关者理论，才能更有效地分析和评估企业社会责任的履行表现。中国学者陈宏辉与贾生华（2003）曾经理出了企业社会责任概念的发展历史，其指出中国的企业社会责任应从利益相关者理论出发进行研究和实践，中国企业的经

营决策也必须考虑到每一个利益相关者的合理期望。

结合以上学者提出的观点和见解,不难看出企业社会责任与利益相关者是密切相关的,因此,利益相关者理论已经成为企业社会责任及相关研究的重要理论基础。

2.2 企业社会责任与员工环保行为的关系

Jamali and Mirshak (2007)提出了有趣的例子,普通人或者公民需要承担责任并遵守道德准则、履行义务,企业也是一样的,并在有可能介入并做出贡献的更广泛的范围内让它更完美。李淑英(2007)指出,所谓企业社会责任,就是企业不应该以利润最大化为唯一目标,而应该以社会利益最大化为目标,这并不是对企业利润的否定。总之,这个广义的概念要求企业不仅要关注自身的经济利益,还要考虑经济利益之外的社会利益。何显富等人(2010)认为,在中国背景下,基于利益相关者视角的企业社会责任包括五个维度,即员工责任、产品责任、诚信公正责任、慈善公益责任和环境责任。

Boiral (2009)认为,员工环保行为是员工组织公民行为在环境保护实践中的具体体现。Boiral and Paillé (2012)将员工环保行为分为三个维度,分别是环保主动行为、环保参与行为与环保互助行为,环保主动行为包括与工作场所的个人环保倡议有关的项目,可以定义为未被正式奖励制度认可的自由裁量行为或建议,累积有助于改善组织的环境实践或绩效;环保参与行为包括了与组织的环境活动(包括组织忠诚度和自我发展)相关的公民意识项目,公民参与环境活动意味着捍卫该组织的一般利益,并支持其环境承诺,因此,环保参与行为被定义为自愿和无奖励地参与环境活动(有助于该组织制定的活动、倡议或项目),以改善其形象或实践,该维度中所包括的所有项目都与处理该组织整体环境状况的事件、倡议或项目有关;环保互助行为包括所有与支持行为和考虑到环境问题的同事关系有关的项目,被归类为生态帮助的公共行为保护办公室被定义为自愿和无奖励的行为,旨在帮助同事更好地整合工作场所的环境问题。

利益相关者理论认为,组织要对各种利益相关者负责(O'Toole & Mayer, 2013),当一种责任感在一个组织的员工中反复灌输时,它就会使他们能够以能导致组织环境的可持续性的方式采取行动。员工对企业社会责任的关心越多,他们就越会自愿或非自愿地参与导致可持续环境的行为,从而最终提高组织绩效。基于利益相关者理论,我们认为感知到的企业社会责任增加了员工的环保行为。感知企业社会责任在组织行为和心理学中获得越来越多的关注(Vallaster, 2017)。因此,感知到的企业社会责任对员工的态度和行为的影响越来越重要(Afsar et al., 2018)。一些证据表明,感知到的企业社会责任会影响员工的环保行为,如回收、开发和实施减少公司对环境影响的想法,开发绿色产品和工艺,质疑有害产品和做法(Blok et al., 2015; Wesselink et al., 2017)。根据 Celma et al. (2014)的研究,个人对其组织的企业社会责任战略的感知影响了他们采取环保行为的意图。Zientara and Zamojska (2018)发现,企业社会责任发展了一种文化,使个人环境价值观成长并转变为环保行为。Tian and Robertson (2019)发现酒店员工感知的企业社会责任影响自愿环保行为。AlSuwaidi et al. (2021)表明,在组织中服务的员工的企业社会责任感知会在员工中注入关心他人的意识,并且期望他们通过参与保护环境的不同活动来支持他们的组织实现其企业社会责任目标。在 Murtaza et al. (2021)的研究中,以巴基斯坦银行业员工作为研究对象发现,企业社会责任与员工的环保行为是正相关的关系。但在之前的研究中,还未曾有研究将中国银行业员工作为研究对象。

2.3 假设提出

员工责任是指保证员工的健康和安全,公平对待员工并满足其需要,使员工工作生活达到平衡(何显富等人, 2010)。具有社会责任感的企业拥有无形资源,例如,创新、基于承诺的人力资源实践、声誉和人文文化(Surroca et al., 2010),这些资源使该

企业成为理想的工作场所，并且员工会产生想要回报企业的义务感，增加自主活动和志愿活动的形式，例如参与保护环境等(Cheema et al., 2020)。当员工感受到在该企业的归属感后，他们试图表现出与组织环境管理系统相一致的行为，他们也站出来承担责任，产生积极的社会和环境影响(Cheema et al., 2020)。Steg and Vlek (2009)表明，当员工为了牺牲个人利益而支持集体利益时，他们就会从事保护自然环境、节约能源、提出环保理念等行为。本研究基于以上探讨此提出以下假设：H1：员工责任对员工环保行为有正向影响。

产品责任是指提高产品质量，维护消费者的合法权益（何显富等人，2010）。通过实施绿色信贷产品，将环境和社会责任标准纳入商业银行的经营管理活动中，动态评估和监测环境和社会风险，并通过差异化定价引导资金流向有利于环境保护的行业、企业和项目，中国的银行可以有效地促进可持续发展，特别是注重帮助企业提高经济和环境效益，使其努力达到环保法律法规的要求。在此过程中，银行员工对环境保护的认同感可以得到有效提升（陈雁，2008）。银行对于环境的态度，在一定程度上会给员工起一个正面的榜样，促进其环保行为。本研究基于以上探讨此提出以下假设：H2：产品责任对员工环保行为有正向影响。

诚信公正责任是指避免不正当竞争，遵循社会规范，坦诚处理企业事务（何显富等人，2010）。有研究认为社会规范对行为意图有直接影响，因为人们通常更倾向于认为自己对社会责任具有重要意义；因此，来自社会规范的感知压力导致他们以利他的方式行事，而不是利己(Vining & Ebreo, 1992)。也就是说，愿意与他人相处、避免社会丑陋现象、寻求社会尊重是社会规范影响个人行为的主要方式(Lakhan, 2015)。因此，当银行履行诚信公正责任时，员工会将社会规范内化，产生积极的个人环保行为。本研究基于以上探讨此提出以下假设：H3：诚信公正对员工环保行为有正向影响。

慈善公益责任是指维护良好的社区关系，支持慈善和捐赠事业（何显富等人，2010）。在企业践行慈善公益责任时，该组织中工作的员工会产生这样一种感觉，即他们的组织是一个充满爱心的组织并认真对待他人的更大利益(Murtaza et al., 2021)。员工通过社区慈善的积极参与，支持慈善公益，响应企业和社会行为号召，维护企业的威望和形象(Liya & Shaohong, 2013)，从而促进员工的日常环保意识和行为。本研究基于以上探讨此提出以下假设：H4：慈善公益责任对员工环保行为有正向影响。

环境责任是指企业重视环境问题，注重环境保护（何显富等人，2010）。Vlachos et al. (2014)发现，当员工判断他们的公司对社会和环境负有责任时，他们更有可能提出想法，参与他们组织的整体企业社会责任计划的实施，并接受他们。企业对环境履行良好的公民责任，使员工具有良好的社会公民意识，通过维护企业形象、参与环保活动等，回报企业和社会(Liya & Shaohong, 2013)。积极参与环境保护的企业赢得了社会的接受、认可和支持，其员工也将受益于社会的赞扬和自尊，从而产生环境意识，进一步提高环保行为(Raza et al., 2021)。本研究基于此提出以下理论假设：H5：环境责任对员工环保行为有正向影响。

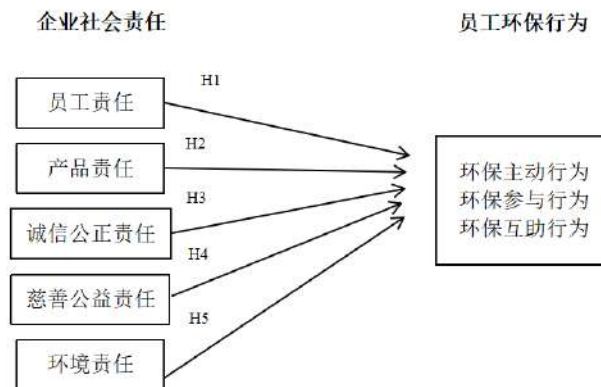
3. 研究方法

3.1 研究框架

基于以上假设讨论，本研究提出以下研究框架：

图 1

研究模型框架图



3.2 研究对象与抽样方法

该研究的调研范围在江苏省徐州市，涉及 4 家银行，调查对象包括以下岗位的员工，前台岗位：综合柜员、客户经理、大堂经理；中台岗位：风险经理、授信审查、财务管理；后台岗位：内审经理、会计经理。本研究采用的是问卷调查法，取样方式采用便利抽样。本研究委托人力资源部门进行协助，以确保问卷调查的回收率与准确率。由于 Reece and Harkless (1998) 提出了样本的规模在大于 30 小于 500 的时候适用于大多数研究，因此本研究在相关工作人员的配合下，共发放 500 份问卷。经过对问卷的数据整理与分析，剔除不完整或回答前后矛盾问卷之后，获得最终的有效问卷。

3.3 测量工具

员工感知企业社会责任的测量主要参考何显富等人（2010）将 Turker (2009)开发的量表通过回译程序翻译的版本，该版本结合中国文化背景、根据中国语境优化条目表达，便于理解。该量表一共有 20 道题，五个维度，分别是员工责任（1-6 题）、产品责任（7-10 题）、诚信公正责任（11-14 题）、慈善公益责任（15-17 题）、环境责任（18-20 题）。本研究采用 5 级李克特测量尺度测量感知的企业社会责任。在预试问卷检验中，企业社会责任量表信度为 0.720，KMO 为 0.753，Bartlett 的球形度检验显著性为 0.000。

针对员工环保行为的测量，本研究采用的是 Boiral and Paillé (2012)开发的总共 10 个题项的量表。该量表由三个维度组成：环保主动行为（1-3 项）、环保参与行为（4-7 项）和环保互助行为（8-10 项）。采用 5 点李克特量表来测量感知的企业社会责任。在预试问卷检验中，员工环保行为量表信度为 0.714，KMO 为 0.778，Bartlett 的球形度检验显著性为 0.000。

3.4 数据分析方法

本研究采用 SPSS19.0 对数据进行描述性统计、效度分析、信度分析、相关分析和回归分析。

4. 分析结果

4.1 描述性统计

本研究共发放问卷 500 份，其中回收有效问卷 477，无效样本 23 份为填写答案不齐全，整体回收率为 95.4%，其具体描述性统计结果如图所示。经过统计结果的得出企业社会责任平均分为 4.136，因此说明徐州银行员工感知到的企业社会责任处于中等偏上水平。员工环保行为平均分为 3.993，因此说明徐州银行员工环保行为处于中等偏

上水平。

4.2 相关分析

本研究采用 Pearson 相关分析对其之间进行相关性检验。其结果如下表所示，结果显示：企业社会责任的五个维度之员工责任、产品责任、诚信公正责任、慈善公益责任、环境责任和员工环保行为之间是两两显著正相关关系。

表 1

相关分析表

变量	员工责任	产品责任	诚信公正责任	慈善公益责任	环境责任	员工环保行为
员工责任	1					
产品责任	.701***	1				
诚信公正责任	.689***	.672***	1			
慈善公益责任	.648***	.694***	.635***	1		
环境责任	.706***	.683***	.710***	.767***	1	
员工环保行为	.625***	.609***	.670***	.547***	.643***	1

注：*** $p < .001$

资料来源：本研究整理

4.4 回归分析

回归分析结果如表 4.6 所示，回归模型的 F 统计量为 107.585，显著值小于 0.001，说明模型具有统计学意义。企业社会责任的员工责任维度 β 值为 0.164， t 值为 3.218，显著性小于 0.001，说明员工责任维度对员工环保行为具有正向显著预测作用；产品责任维度 β 值为 0.153， t 值为 2.984，显著性小于 0.01，说明产品责任维度对员工环保行为具有正向显著预测作用；诚信公正责任维度 β 值为 0.320， t 值为 6.418，显著性小于 0.001，说明诚信公正责任维度对员工环保行为具有正向显著预测作用；慈善公益责任维度 β 值为 0.155， t 值为 3.038，显著性小于 0.001，说明慈善公益责任维度对员工环保行为具有正向显著预测作用；环境责任维度 β 值为 0.229， t 值为 3.995，显著性小于 0.001，说明环境责任维度对员工环保行为具有正向显著预测作用。

表 2

多元回归分析

因变量	自变量	F	β	t	VIF	AdjR ²
员工环保行为	员工责任	107.585***	0.164	3.218***	2.627	.528
	产品责任		0.153	2.984**	2.636	
	诚信公正责任		0.320	6.418***	2.507	
	慈善公益责任		0.155	3.038***	2.828	
	环境责任		0.229	3.995***	3.317	

注：* $p < .05$; ** $p < .01$; *** $p < .001$

资料来源：本研究整理

5. 结论与讨论

5.1 结果讨论

根据前文的论述，本文提出的假设 H1 得到数据分析支持，即：H1 员工责任对员工环保行为有正向影响。也就是说，当员工感知到银行在为员工的权益保护而努力时，会有感动等积极情绪，激励员工产生更多的员工环保行为。具体来说，员工在体会到

企业对自己的关心后，会激发出感恩的情绪，为了报答和反馈企业，员工会主动参与组织开展的环境活动，帮助其他同事解决工作或生活中的环保问题，并且在企业需要时努力开发提高环境绩效的解决方案（李星星等人，2021）。这可能是因为在银行为员工提供舒适的工作环境和广阔的发展空间时，员工会产生感激之情，从而对银行产生归属感，把银行当成自己的家去维护，从小事出发报答银行，如：出办公室随手关灯等，进而促进员工的环保行为。

根据前文的论述，本文提出的假设 H2 得到数据分析支持，即：H2 产品责任对员工环保行为有正向影响。银行开发和销售绿色金融理财、绿色信贷等产品，可以给员工树立一个正面的形象。银行会开展工作人员的培训，学习绿色信贷等产品的相关知识，并将业务经验丰富、专业能力高的精英人才挑选出来，进行跨行业的绿色知识学习，培养出更多既懂金融业务又了解环保法律知识的专业人才（王晓雪，2018）。员工通过学习相关绿色金融产品，在销售过程中一遍又一遍地内化，可能会对自身的环保理念做出调整，从而促进个人的环保行为。

根据前文的论述，本文提出的假设 H3 得到数据分析支持，即：H3 诚信公正责任对员工环保行为有正向影响。按照本研究的研究结果，诚信公正责任对员工环保行为的影响最大。这可能是因为企业的诚信公正责任会给员工形成良好的榜样，诚信公正责任会导致银行以利他的方式行事，而不是利己(Vining & Ebreo, 1992)。企业下属中制定、传达和实施明确的公正和道德标准，在促进道德氛围方面充当良性推动者(Flynn, 2008)。当个体感知到企业的诚信公正时，就会产生一种不可抗拒的冲动去从事美德行为。员工通过银行培训、学习，或从银行的处理事务风格可以规范行事，树立正确的价值观，从内心深处想要做对环境有利的的事情。

根据前文的论述，本文提出的假设 H4 得到数据分析支持，即：H4 慈善公益责任对员工环保行为有正向影响。在银行企业践行慈善公益责任时，在该银行工作的员工会产生这样一种感觉，即他们的银行是一个充满爱心的组织并认真对待他人的更大利益的银行(Murtaza et al., 2021)。银行的慈善公益包括了教育、医疗、扶贫、救灾和环保等多个不同的领域，活动积极践行和传播银行的核心价值观，传递了正能量，在工作范围营造了积极参与公益事业，为社会奉献爱心的良好氛围。因此，员工积极参与慈善公益，也是在践行银行的责任，这种道德氛围感会让员工产生更多积极的态度与行为，继而产生对环境、他人有益的行为。

基于前面的讨论，本文提出的假设 H5 得到了数据分析的支持，即 H5 环境责任对员工的环保行为有正向影响。当员工感知到公司为改善环境福祉所做的努力时，员工将能够接收到组织传达的环境线索和信号，即环境行为是对员工的期望（田虹、田佳卉，2021）。通过企业环境责任政策的实践，员工将注意力更多地放在环境保护行动上，员工将更有可能接受、参与、提出公司的环境责任计划(Tian & Robertson, 2019)。从另一个角度看，积极参与环境保护的银行有可能赢得社会的赞誉，而员工也会因为在这里工作而获得赞誉(Raza et al., 2021)。员工因此会形成环保意识，并进一步改善其环保行为。

5.2 管理建议

(1) 银行应积极承担企业社会责任。企业有着天然的逐利性，其经营的本身目的就是为获得更高的利润，因此往往忽视他们的社会责任。从上述研究可以看出，员工感知到的中国的银行社会责任较高，但还有提升的空间。银行的企业社会责任可以分为对员工的责任、对产品的责任、对诚信和公平的责任、对慈善的责任和对环境的责任，这些责任的感知对于员工的环保行为都有显著正相关。因此，银行需要积极履行对各利益相关方的社会责任，维护其权益。银行必须将其提升到企业战略的高度，

推动企业社会责任的履行与发展。

(2) 银行应重视和培养员工的环保行为。在本研究中,企业的诚信公正责任对员工的环保行为预测力最强,因此,银行应采取公正和规范的态度对待任何事情,力求做正确的事并以道德的方式管理,营造好的工作氛围,感染和引导员工做对的事情。银行应通过企业社会责任的履行而塑造利他的氛围,领导以身作则,激发员工的环保热情。此外,银行应该制定和环保相关的规范细则,帮助员工更好地理论哪些行为是环保行为。最后,银行可以经常开展关于环保知识的培训,与相关林业部门、环保部门等做合作联谊项目,邀请相关人士进行解答与宣讲。

5.3 未来研究建议

首先,本研究采用了问卷调查的研究形式,这不可避免地产生了经验证据中常见的方法学偏差。建议后续研究采用实验或客观观察的真实数据,用不同的方法来检验主要影响因素的效果。第二,后续对企业社会责任的纵向探索,不仅可以了解企业社会责任形成的发展趋势,也可以了解随着情况变迁造成员工环保行为的变化。对企业社会责任形成的动态研究,有助于本研究对企业社会责任形成机制有更深入的了解,也能为领导在管理实践中提出更具有针对性的建议。第三,中国人民银行不属于企业,属于例外情况。本研究的结果不能推论和代表中国人民银行。未来的研究可以以该银行作为研究范围进行调查,会更有针对性。

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Research on the Effects of Organizational Support on Job Focus

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Abstract

On the basis of literature theory, this study established research hypothesis and theoretical model for the relationship between organizational support and job mission, employees' job focus and internal identity perception. A total of 400 questionnaires were sent out, and then correlation analysis and regression analysis were conducted on the 382 valid questionnaires collected by SPSS 25.0. Conclusions were drawn as follows: (1) Organizational support has a significant positive impact on employees' work focus; (2) Organizational support has a significant positive impact on employees' sense of mission; (3) The sense of work mission has a significant positive impact on employees' work focus; (4) Job mission plays a partial mediating role in organizational support and employee focus; (5) Internal identity perception has a positive moderating effect on the relationship between job mission and job focus. This study puts forward some practical suggestions on the optimization of organizational support, the perception of insider identity and the strengthening of employees' work focus, in order to provide practical help for enterprises to create better organizational support and improve employees' work focus.

Keywords: Organizational Support; Sense of Job Mission; Job Focus; Internal Identity Perception; Regression Analysis

组织支持对工作专注的影响研究

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摘要

本研究在文献理论的基础上，建立对组织支持与工作使命感、员工工作专注度、内部身份感知之间关系的研究假设和理论模型，共发出 400 份问卷，然后对回收的 382 份有效问卷用 SPSS 25.0 进行相关分析和回归分析等，得出的结论有：（1）组织支持对员工工作专注有显著的正向影响；（2）组织支持对员工工作使命感有显著的正向影响；（3）工作使命感对员工工作专注有显著的正向影响；（4）工作使命感在组织支持与员工工作专注起到部分中介作用；（5）内部身份感知对工作使命感与工作专注之间的关系产生正向调节作用。本研究针对组织支持的优化和内部人身份感知及员工工作专注度的加强提出了实用性相关的意见，以期在企业创造更好的组织支持及提高员工工作专注等方面给出切实的帮助。

关键词：组织支持；工作使命感；工作专注；内部身份感知

1. 引言

在知识经济时代，人力资本的价值在企业竞争中是一项不可忽视而且占的比较相当大的成份。人力资本的价值也是决定企业能否做强、做大的关键所在，而员工的工作专注则是影响其发展和利用的重要因素。企业管理人员在积极的组织行为理论和实践中得到了迅速的发展。所以，在企业中，员工的工作专注度是一个值得相关的企业以及管理者的关注。因此，快速发展的今天，中小企业必须进行内部的人事管理改革，企业必须进行内部改革，使自身的管理效能提高，从而对自己多方面的发展起到了积极的推动作用。本文以太原市的中小型企业为研究对象，将组织支持、工作使命感、工作专注及内部身份感知的机构以及内涵理论汇编和归纳，利用理论研究提出了改进中小企业人力资源管理的观点。这既对企业员工存在着巨大的意义。

2. 研究假设和模型建立

2.1 研究假设

2.1.1 组织支持与工作专注之间的关系

对组织的支持和工作专注的调查显示：员工如果从心里感觉到更多的组织支持，在他们的工作过程中会更多的积极投入。Schneider *et al.*(2017)认为，有效的组织支持可以让员工在情感上、身体上和认知上积极的投入到他们正在做的工作中。陈天祥和周珺（2012）以问卷调查的形式，深入地研究了志愿者工作投入的组织影响因素，并通过研究发现，组织支持感会显著地影响义工的工作投入。另外，组织支持感越强，尤其是当员工感到有更多的支持时，他们就会更加努力地工作。如果以组织支持感为自变量，那么员工的工作投入度就会越高。或透过其它中介变量间接地影响（刘华和李亚慧，2011）。基于以上，提出本文的研究假设：

H1：组织支持对员工工作专注具有正向影响。

2.1.2 组织支持与工作使命感之间的关系

以往的研究都是从员工和组织两个层次来考察工作使命感的作用，但很少涉及到工作使命感的前因变量。从认知角度来看，工作使命感的形成要经过外在的灌输、宣传、示范等过程。在这种作用下，员工逐渐观察、认知、学习、选择、固化的结果，而专业的使命感则必须通过特定的组织载体加以体验和实施（刘华和李亚慧，2011）。有研究显示，高的组织支持会让员工对组织有一种责任意识 and 使命感（卢纪华，2012）。基于以上的分析，提出本文的研究假设：

H2：组织支持对工作使命感具有正向影响。

2.1.3 工作使命感与工作专注之间的关系

工作使命感非常强调个人在执业过程中自我实现的内在驱动力，工作使命感高的个体更容易在工作的过程中展现更多的活力，更加投入的工作（姚柱等，2021）。Seco and Lopes(2013)在研究真实型领导对员工工作投入的影响时，在控制相关变量后，职业使命感仍能显著正向预测员工的工作投入水平。姚军梅（2017）依据动机理论，对758名企业员工进行调查，探究职业使命感、工作投入、职业成功的发生机制，发现具有高职业使命感的员工，更愿意努力地工作，其工作投入水平也越高。基于以上的分析，提出本文的研究假设：

H3：工作使命感对工作专注具有正向影响。

2.1.4 工作使命感在组织支持与工作专注之间的关系

Hall and Chandler(2005)认为，当人们把事业看作是一种使命时，他们会更加关注

那些能反映生命意义的工作目标，并为实现这些目标付出更多的努力；Dobrow and Tosti-Kharas(2011)的研究调查中表明，工作使命感与员工敬业度之间存在中度相关。在组织情境中，强烈的工作使命感有助于提高员工职业生涯成功的可能性，这类员工相比缺乏工作使命感的人来说能获得更高的收入、职位和社会地位，甚至也较少请病假(Steger, 2010)。基于以上的分析，提出本文的研究假设：

H4a 工作使命感在组织支持影响工作专注的关系中起中介作用。

2.1.5 内部身份感知在工作使命感与工作专注间的关系

王永跃(2014)研究了伦理型领导、工具主义伦理气氛与员工不道德行为三者之间的关系，把内部人身份感知定义为调节作用，结果表明，内部人身份感知在工具主义伦理气氛与员工不道德行为之间起到了调节作用。王永跃与段锦云(2015)的研究虽然并没有直接涉及到工作专注，但在某种程度上这种工作表现与员工工作专注紧密相关，而且研究表明内部人身份感知在一定程度上可以影响和调节员工的工作表现和行为。基于以上的分析，提出本文的研究假设：

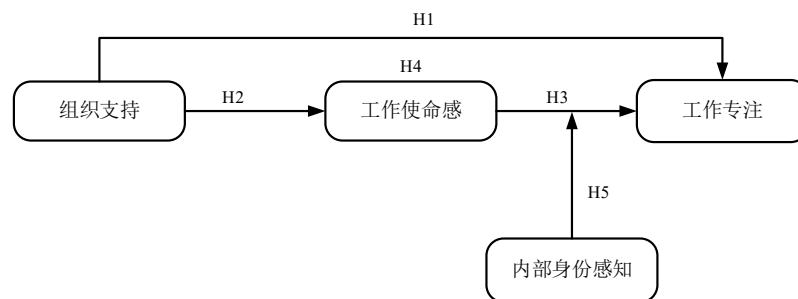
H5：内部身份感知在工作使命感对工作专注的影响关系中起到正向调节作用。

3. 理论模型

根据前文理论分析和假设，有关组织支持、工作使命感、工作专注及内部身份感知的关系研究比较零散，还没有形成完整的关系模型。本研究把组织支持理当作自变量工作专注作为因变量，引入工作使命感作为中介变量和内部身份感知作为调节变量，深入探讨四者的影响关系。如图 1 所示：

图 1

研究框架图



资料来源：本研究整理

4. 实证分析

样本描述性统计分析

本研究的样本描述性统计包括性别、年龄、学历、职位级别、工作年限，本次共发放 400 份问卷，剔除未回收及无效问卷 18 份，实际回收有效问卷 382 份，有效问卷回收率达 95.5%，具体的有效问卷统计结果如下。

表 26

样本描述性统计分析

变量	选项	人数	百分比%	累计百分比%
性别	男	213	55.8	55.8
	女	169	44.2	100
年龄	24 岁以下	13	3.4	3.4
	25-35 岁	148	38.7	38.7
	36-45 岁	190	49.7	49.7
	46 岁以上	31	8.1	100
学历	高中及以下	63	16.4	16.4
	大专	59	15.4	15.4
	本科	194	50.8	50.8
	硕士	66	17.3	100
工作年限	1 年以下	34	8.9	8.9
	1-3 年	74	19.4	19.4
	4-5 年	67	17.5	17.5
	6-10 年	56	14.7	100
	11 年以上	151	39.5	39.5
职位类型	一般工作人员	145	38.0	38.0
	基层管理	113	29.6	29.6
	中层管理	97	25.4	25.4
	高层管理	27	7.1	100

资料来源：本研究整理

通过对以上样本的描述性统计汇总进行分析，可得知以下情况：对于性别而言，样本的性别比例分布比较均衡，男性为 55.8%，女性为 44.2%。对于年龄而言，样本的年龄以 26 岁至 45 岁为主，占总样本的 88.4%，这个人群也是目前市场劳动力的主要力量，这个人群所处的工作环境更能反映本论文的研究主题。对于学历而言，样本的教育背景以本科学历为主，占了 50.8%，硕士以上人群占 17.3%。可见样本群体都有比较好的教育背景。对于工作年限而言，样本在当前企业的工龄，1 年以上的占了 91.1%，其中 10 年以上的占 39.5%。对于职位类型而言，样本的职务类型中，一般工作人员占 38.0%，基层管理人员占比 29.6%，中层管理人员占比 25.4%，这三者共 92.9%，占了样本的大部分，这个比例也符合市场实际的金字塔职务级别层级情况。总体来说，本研究的调查数据并未见明显异常，可以进行后续的进一步分析。

相关分析

表 27

各维度的相关分析

变量	组织支持	工作使命感	工作专注	内部身份感知
组织支持	1			
工作使命感	0.542**	1		
工作专注	0.589**	0.536**	1	
内部身份感知	0.701**	0.610**	0.519**	1

注：***代表 $P < 0.01$ ，**代表 $P < 0.05$ ，*代表 $P < 0.1$

资料来源：本研究整理

从分析结果来看，组织支持和工作使命感、工作专注、内部身份感知行为均为正向相关（ $r=0.542$ ， $p<0.05$ ； $r=0.589$ ， $p<0.05$ ； $r=0.731$ ， $p<0.01$ ）；工作使命感与工作专注正向相关（ $r=0.536$ ， $p<0.05$ ）；工作专注和内部身份感知正向相关（ $r=0.519$ ， $p<0.05$ ）。这为本研究的假设提供了初步支持。

信度分析

从下表可以看出，各个维度的克隆巴赫系数值均大于 0.7，对于一般性的研究而言，当信度系数大于 0.7 就属于高信度。因此，就本研究的 *Cronbach's α* 系数，判定本研究属于高信度。

表 28

问卷信度分析汇总表

变量	题项	<i>Cronbach's α</i>
组织支持	6	0.823
工作使命感	6	0.863
工作专注	6	0.799
内部人身份感知	6	0.846

资料来源：本研究整理

效度分析

从下表可知，组织支持、工作使命感、工作专注以及内部人身份感知的组合信度 CR 分别为 0.886、0.803、0.886、0.871，均大于临界值 0.7；且各个量表的平均方差萃取量 AVE 分别为 0.556、0.557、0.567、0.532，均大于 0.5，经过两项指标的衡量，表明本研究选取的量表的收敛效度均符合要求。

表 29
收敛效率

题项	因子荷载	CR	AVE	AVE 平方根
组织支持	0.805	0.886	0.556	0.720
	0.795			
	0.783			
	0.749			
	0.638			
	0.728			
工作使命感	0.798	0.883	0.557	0.744
	0.769			
	0.759			
	0.701			
	0.678			
	0.765			
工作专注	0.788	0.886	0.567	0.754
	0.801			
	0.807			
	0.785			
	0.647			
	0.671			
内部人身份感知	0.758	0.871	0.532	0.721
	0.735			
	0.664			
	0.645			
	0.698			
	0.856			

资料来源：本研究整理

如下表所示，表格主对角线中的元素值（AVE 的平方根）大于与其所在行和列的所有非对角线上的元素值，因此本次调查问卷的区别效率是符合要求的。

表 30
区别效率

变量	组织支持	工作使命感	工作专注	内部人身份感知
组织支持	0.720			
工作使命感	0.542**	0.744		
工作专注	0.589**	0.536**	0.754	
内部人身份感知	0.701**	0.610**	0.519**	0.721

资料来源：本研究整理，注：对角线加粗为 AVE 平方根值

回归分析

多元回归分析是一种阐释变量之间相互依存关系的统计方法。一般包括一个因变量与两个或两个以上的自变量，本研究也选用了回归分析的方法来检验研究假设 H1、H2、H3。

表 31

回归分析汇总表

因变量	自变量	β	R^2	Adj. R^2	VIF	D-W	F
工作专注	组织支持	0.665*** (12.993)	0.544	0.535	1.233	2.191	67.104***
	工作使命感	0.657*** (14.621)	0.453	0.443	1.432	2.182	44.231***
工作使命感	组织支持	0.704*** (8.968)	0.557	0.548	0.480	2.081	67.104***

资料来源：本研究整理，注：***代表 $P < 0.01$ ，**代表 $P < 0.05$ ，*代表 $P < 0.1$

从表 13 中可以看出，VIF 值均没有超过 5，则说明变量之间没有共线性的问题，D-W 值接近 1.8，符合标准的 1.8-2 之内，说明样本之间具有独立性，没有互相干扰的问题出现。从回归模型中可以看出，组织支持与工作专注产生正向影响作用 ($P < 0.05$)，组织支持与工作使命感产生正向影响作用 ($P < 0.05$)，工作使命感对工作专注产生正向影响作用 ($P < 0.05$)。通过以上回归分析，研究假设 H1、H2、H3 均得到验证。

中介效应检验

表 32

工作使命感的中介效应分析汇总表

变量	模型 1	模型 2	模型 3	模型 4
性别	-0.026*	-0.032	-0.041	-0.044
年龄	0.066	0.011	0.014	0.002
学历	-0.034	-0.020	-0.021	-0.024
工作年限	-0.057	-0.032	-0.028	-0.033
职务类型	0.101	0.012	0.004	0.028
组织支持		0.704***	0.223***	0.704***
工作使命感			0.647***	
t		5.594	2.334	5.656
VIF		1.337	1.226	1.205
R^2	0.026	0.341	0.368	0.506
Adj. R^2	0.021	0.334	0.378	0.501
F	3.726*	49.572***	48.186***	98.287***

资料来源：本研究整理，注：***代表 $P < 0.01$ ，**代表 $P < 0.05$ ，*代表 $P < 0.1$

从上表可以看出，在未将中介变量工作使命感纳入模型时（模型 1），组织支持的对工作专注估计系数为 0.074，且呈现出显著性 ($P < 0.05$)，将中介变量工作使命感纳入模型时（模型 2），组织支持的对工作专注估计系数 0.647，且达到显著标准 ($P < 0.05$)，由此可以看出，模型 1 到模型 2 的估计系数 B 均有所下降，但仍然达到 0.05 的显著标准，表明工作使命感在组织支持与工作专注之间起部分中介作用。假设 H4 得到支持。

调节效应

表 33

内部身份感知的调节效应分析汇总表

变量	工作专注			
	模型一	模型二	模型三	模型四
性别	-0.025***	-0.053	-0.028	-0.672
年龄	0.027	0.211	0.287	0.133
学历	-0.045	-0.190	-0.006	-0.226
工作年限	-0.017	-0.233	-0.004	-0.032
职务类型	0.12	0.005	0.023	0.257
工作使命感		0.523***	0.350**	0.281*
内部身份感知		-	0.327***	0.098
工作使命感×内 部身份感知		-	-	0.105**
<i>t</i>		18.996	8.796	5.783
<i>VIF</i>		1.277	1.316	1.288
<i>R</i> ²	0.035	0.612	0.689	0.701
<i>Adj. R</i> ²	0.028	0.602	0.682	0.694
<i>F</i>	3.678***	65.541***	69.472***	42.550***

资料来源：本研究整理，注：***代表 $P < 0.01$ ，**代表 $P < 0.05$ ，*代表 $P < 0.1$

从上表分析可知，工作使命感与内部身份感知的交互相均对角色内绩效产生正向的调节作用。因此，研究假设 H5 得到了验证。

5. 结论与建议

研究结论

(1) 组织支持对工作专注具有正向的影响作用，这说明在工作环境下，加强对员工的支持、对员工的关注、对其价值的关注，都会使他们的工作热情、主动性得到显著的提升，从而使他们更加集中精力，集中工作专注度，从而为组织创造更大的价值。

(2) 组织支持对工作使命感具有正向的影响作用说明在工作环境中，提高组织支持，让员工感受到公司的关怀和重视，可以明显提高他们在行为意愿层面对组织文化的认可，在各方面都会践行组织的价值观，提高他们的工作使命感。在前人的研究里很少有见到对组织支持和员工工作使命感之间的关系的研究，本研究的研究成果为此方面的研究做了重要的补充。

(3) 工作使命感对工作专注具有正向的影响作用。说明在工作情境下，建立更加让人认可的组织文化，从行为意愿层面让员工融入组织，提高对组织的认知，让他们有更高的组织支持感，进而能提高他们在组织里的积极主动性，这是提高员工工作专注的重要手段。

(4) 工作使命感在组织支持与工作专注之间具有中介作用。工作使命感的中介效应，说明了工作使命感在组织支持对员工工作专注的影响过程中具有关键意义。

(5) 内部身份感知在工作使命感与工作专注之间具有正向的调节作用。这说明当组织成员的自我认同程度越高，就越能确定“内部人”的地位，而自我认同意识越强，则越能有效地调整组织支持对员工工作专注的影响。

研究建议

(1) 提高组织支持力度。研究发现，企业组织支持与员工的工作专注程度有明显的关系。因此，在企业的 HR 管理中，必须注重对员工的工作支持。员工对组织工作支持的认知程度愈高，则其工作态度愈高。所以组织要对员工的价值观表示尊敬和认可。组织要对其做出的贡献予以肯定和肯定，并通过晋升、奖励等方式来体现组织对其工

作业绩的肯定。第三，积极关注员工的权益。组织应自觉地关心员工的个人需要与利益。

(2) 提高员工的工作使命感。以工作使命感为出发点，激发员工的工作专注力。经理必须意识到，在工作中，有一种强烈的使命感。司马迁写《史记》、李时珍尝百草，都是有志之士毕生的追求。其实每个人最初的工作梦想与追求都是充满着很大的期待的，只不过随着时间的推移都被磨灭了。庄子曾经说过，工作的使命感就是“无用之用”，可能就某件工作而言它的本质并不难看起来并没有多大用处，其实它可以发挥非常大的作用。虽然说工作的最基本的本质就是物质，但是与追求金钱、名望相比，使命感更具有持久的动力。在使命感的驱使下，努力提升自己，同时，他们也有很强的责任感和道德意识。

(3) 提升员工工作专注度。个人要积极地培育良好的工作态度，使自己对工作充满热情，尽职尽责，共同成长。其次，要不断地学习，不断地提高自己。认真工作的人，决不是一成不变、一成不变，他们会不断丰富自己，不断提高自己的技术和技能，为企业带来更多的价值。责任，主动奉献，将企业的发展理念与企业的战略目标有机地结合在一起，从而实现企业与个人的共同发展。

(4) 提升组织“温度感”。如今，90后和00后的公司员工已经成为了主要的力量，他们已经不像是70、80后那样的员工，他们为了现代型的员工，互联网为他们提供了更多的信息，但也阻碍了他们与他人进行面对面的沟通，使得他们的个人更加独立，比较不太喜欢社交。而当一个组织对员工的关心，在不违背标准的情况下，又有很强的人情味，经常会给人以“温度感”，就像是冬天的阳光一样，这就是一种组织的感受。这样的话，员工们就会更加真心实意的接近组织，更多的奉献，更多的信赖，更多的依靠，更多的激励他们以所有者的姿态面对组织的发展与发展。这样，员工就能更好的把自己看成是一个内部人，从而有效地提高了员工的内在认同感。

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The Impact Of Empowering Leadership On Employees' Job Insecurity: Mediated By Psychological Empowerment And Role Pressure, And Moderated By Personal-Job Fit

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Abstract

Therefore, on the basis of the resource preservation theory and self-determination theory, this article has further studied the dual effects of authorized leaders on the sense of insecurity of work, trying to provide reference and suggestions for enterprise management to promote the common development of enterprises and employees to cope Changes in the external environment.

Study selection of enterprise employees in Beijing, Shanghai, Guangdong, Zhejiang and other places conducted questionnaires, and recovered 557 valid samples. The results of the research show that 1. Authorized leaders can affect the sense of insecurity of work through psychological authorization. 2. Authorized leaders can reduce employees' role pressure at a certain level of layer and negatively affect work insecurity. 3. The fit of the individual-work will also strengthen the positive relationship between the authorized leaders and the psychological authorization of employees, and at the same time, it will also strengthen the negative relationship between the authorized leaders and the pressure of the character.

Keywords: Empowering leadership; Psychological empowerment; Role pressure; Personal-job fit; Job insecurity

授权型领导对工作不安全感的影响——一个有调节的中介模型

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摘要

在日益激烈的市场竞争环境下，为了响应快速变化的市场环境，企业逐渐意识到以往“自上而下”的领导方式已逐渐不能适应市场竞争环境，权力的下放能让企业快速的响应竞争环境，但这些变革也可能会加剧员工对工作持续性的不确定性。本研究选取北京、上海、广东、浙江等地的企业员工进行问卷调查，研究结果显示：1. 授权型领导可以通过心理授权负向影响工作不安全感。2. 授权型领导可以在一定层度上降低员工的角色压力进而负向影响工作不安全感。3. 个人-工作的契合也会强化授权型领导与员工心理授权之间的正向关系，同时也会强化授权型领导与角色压力之间的负向关系。

关键词：授权型领导；心理授权；角色压力；个人-工作契合度；工作不安全感

1. 引言

为了适应组织外部环境的变化，领导者很难凭借传统“自上而下”的命令、控制、监督等方式来对组织进行管理，在这样一个局势下领导向下属授权的管理方式慢慢开始显现出来（陈晨等人，2020）。

有研究表明工作不安全感会受到工作环境中情境变量的影响，而领导力是工作环境中的重要因素，逐渐受到相关学者的关注(Wang *et al.*, 2021)。授权型领导通常被认为是有益的,授权型领导是指通过与员工分享权力，提高员工的工作决策自主性，从而激发员工自我效能感的领导行为(Ahearne *et al.*, 2005)。有大量研究表明，授权型领导对工作满意度、工作绩效、组织承诺、员工创造力、等许多方面都具有积极效应(Vecchio *et al.*, 2010;Ahearne *et al.*, 2005;Zhang & Bartol., 2010)。

但是随着研究的不断深入，也有不少学者对授权型领导的有效性进行了质疑(Cheong *et al.*, 2019)。有研究发现授权型领导也会带来潜在的负面效果（王宏蕾、孙健敏，2019）。这些领导力的负面效果是否会对员工工作安全感造成影响，进而对组织发展造成不良影响？带着这些疑问本文在资源保存理论与自我决定理论的基础上将从不同的影响路径来对授权型领导与员工工作不安全感之间是否存在“双刃剑”效应做进一步的探讨。

并且员工和组织关系之间是基于资源的交换行为而形成双方依赖的，如薪酬、职位、信任、支持等（段锦云等人，2020）。因此本文也从契合视角分析个人-工作契合度在授权型领导与员工工作不安全感中的调节作用。根据本文假设检验结果对对领导授权行为与工作不安全感之间的关系做进一步的实证检验，并通过研究结论做出进一步的研究启示与建议。

2.1 授权型领导与心理授权的关系

Ahearne *et al.* (2005)提出的授权型领导的四个维度来进行分析。1.从增强工作意义这一维度来看，领导授权可以帮助员工了解自身工作对组织效率的贡献，这就能让员工体会到其工作对于组织的重要性，进而能促进员工的工作意义(Zhang & Bartol, 2010)。2.从促进更多决策参与这个维度来看，授权领导可以促进下属参与决策(Manz & Sims, 1987)。3.从提供更多自主权这一维度来看，授权型领导行为的本质是向员工下放权力，促使员工在没有监督或干预的情况下能做出决策与行动(Bass, 1985)。领导授权行为给予员工更多的自主权与决策权，让其在工作中有更多的决策与行动的空间。4.从表达高绩效的信心这一维度来看，领导相信员工可以处理要求很高的任务，通过心理激励领导授权能够促进员工自我效能感。

由以上分析可知授权型领导的各个维度都对应心理授权的四个维度，对员工心理授权的感知具有很强的促进作用，由此本研究提出以下假设：

H₁：授权型领导正向影响员工心理授权。

2.2 心理授权与工作不安全感的关系

本文通过心理授权的维度进行分析，自我决定、影响力水平较高时员工在工作过程中拥有更高的工作决策权与对部门事务影响程度，进而让提升员工的自主性心理需求。而意义与能力，是员工对自我工作价值和完成工作的能力与信念的认知。自我效能感和影响力增强了个体工作满足的基本需求，心理授权水平较高的员工可能会在工作过程中感知到更多心理需求的满足(Seibert *et al.*, 2011)。

同时心理授权所涉及的能力、自我决定和影响感可以使员工体验到对他们的任务

和环境的控制感(zhang *et al.*, 2018),这能满足自身能力需求及关联需求。并且,心理授权的提高意味着员工拥有更多的自主权和决策权,这是员工的重要资源(Wang & Zhang, 2011)。

当心理授权水平较高时,根据自我决定理论,个体基本需求得到满足,能够促进员工心理健康与工作绩效的提升,当员工绩效得到提升时其能够更好的应对组织工作内容,同时心理授权给员工赋予了重要的资源,这能够促进员工更好的完成任务,这会减少员工对自身工作及工作特征如薪资、未来发展机会等威胁感的产生,从而减少员工的工作不安全感。

因此我们提出以下假设:

H₂: 员工心理授权负向影响工作不安全感。

2.3 心理授权的中介作用

综合上面的分析我们可知,领导授权更像是一种激励方式,而心理授权是对领导授权行为的心理认知(Zhang & Bartol, 2010),授权领导是心理授权的前因变量之一(Cheong *et al.*, 2019;Maynard *et al.*, 2012;Seibert *et al.*, 2011;Zhang & Bartol, 2010)根据自我决定理论,当感知到的心理授权水平能够满足员工心理需求时,就能提升员工的自主动机、心理健康以及工作绩效(Deci & Ryan, 2000)。这能够促进员工更好的完成工作任务,从而减少员工的心理担忧。并且个人心理授权水平越高,会感觉到组织对其更为重视,会降低员工的工作不安全感(Wang *et al.*, 2021)。

因此本文提出以下假设:

H₃: 心理授权在授权型领导与工作不安全感感之间起中介作用。

2.4 授权型领导与角色压力的关系

Vecchio *et al.* (2010)研究中的定义将授权型领导定义为领导与下属分享权力的行为,旨在鼓励员工独立行为、培养员工机会主义思维、促进团队合作,让员工形成自我控制并开展自主行动的领导风格。授权的目的是鼓励员工能够独立行为并且为提高组织的绩效,Ahearne *et al.* (2005)所开发的量表中也提及授权过程中组织会为员工简化规章制度来帮助员工更好的开展自主工作。本研究认为为了提高员工的工作绩效能让员工更高效的工作,领导会避免对员工提出相互冲突的角色要求。同时Arnold *et al.* (2000)的研究结果中显示领导授权的同时会表达对团队成员的关心,会听取团队成员的想法意见、并且帮助团队间相互交换信息,帮助发展团队成员间的良好关系,这些行为都会在一定程度上为员工提供变量并帮助他们减少角色冲突对工作效率的影响。

Ahearne *et al.* (2005)在其文章中自主性维度下提及,领导授权是为了能让员工能更高效的工作,领导会通过简化组织规章制度、并且基于员工一定的职权来快速回应顾客的需求,并允许员工以自己的方式开展工作,这在一定程度上是帮助员工减少其工作压力的产生,省去了不必要的流程。

因此本文认为虽然授权可能会导致职责范围的增加,但领导在授权的同时会关注到员工实际工作中不必要的麻烦,并且会给员工提供变量,这帮助员工共减弱了工作过程中的工作压力,这对角色超载是负向的影响。

综合以上分析,本研究提出以下假设:

H₄: 授权型领导负向影响员工角色压力。

2.5 角色压力与工作不安全感的关系

Ashford *et al.* (1989)认为受到威胁的工作特征越多,工作不安全感就越大。当个体面对来自多方的角色期望以及对角色期望不明确时,由于期望之间不相容以及个体不知道该如何达成角色期望,这会给个体带来心理冲突与模糊进而增加员工消极情绪带来精神压力。随着工作压力的增加,员工可能会开始出现职业倦怠,导致工作中存在

更多的消极情绪和精神疲惫的产生(Deniz *et al.*, 2015)。Akgunduz (2015)也在其研究中也表明角色冲突、角色模糊会对员工的工作绩效产生负面影响。

根据上述分析,角色压力会对促使员工产生精神压力,导致员工出现职业倦怠并对员工工作绩效产生负面影响,进而会进一步导致员工个体工作特征的损失,员工会对其工作持续性产生不确定感,甚至造成员工工作不安全感的生产。

根据上述分析,我们进一步提出以下假设:

H₅: 角色压力正向影响工作不安全感

2.6 角色压力的中介作用

始资源较多的个体,更有获得资源的能力,并且会拥有更多的能力获得资源不断累积产生收资源增益螺旋。(Hobfoll *et al.*, 2018)。领导授权行为会给予员工一定的心理、实务上的资源,这能够提高员工的初始资源,当员工拥有较多资源时,为了防止资源的丢失,员工会通过改善自身工作状况,例如更多提升自身工作能力等去减少角色压力的影响,同时会通过团队成员合作的方式,减少角色压力的集中影响,并且组织为了让员工能更好的全身心的投入工作会帮助员工改善工作环境促进员工更好的投入工作中去,当员工积极改善工作压力而提高工作绩效的同时,组织也会帮助员工甘山环境,这种相互以来的关系会促使员工与组织之间产生资源增益螺旋的效果,进而会降低员工的工作不安全感的影响。

根据上述分析,我们进一步提出以下假设:

H₆: 角色压力在授权型领导与工作安全感之间起中介作用

2.7 个人-工作契合与授权型领导与心理授权、工作不安全感之间的关系

Scroggins (2003)认为当工作任务与个体的自我概念相契合时,个体就会觉得工作是有意义的。如果个体具备完成任务所需的能力,那么自我效能感就会较高(Bandura, 1991)。自我概念与实际工作的契合,增加了个体对其可以控制和操纵环境中的情况的感觉(Scroggins, 2003)。这在一定程度上也影响了个体对其工作自主权的感知。资源较多的个体不仅会维持和保存现有的资源,而且会寻求更多的资源(Hobfoll *et al.*, 2018)。当员工个人-工作契合水平较高时,其能更好的满足工作的需求,领导授权在下放权力的同时会导致职责范围的增加(Seibert *et al.*, 2011)。为了从领导处获得更多的资源,员工会促进自身与新工作任务要求之间的契合,进而从领导的授权中换取更多的身心资源,例如意义、能力感、影响力、自主权、薪酬、职位等从而满足其授权体验。因此本文综合上述分析提出以下假设:

H₇: 个人-工作契合在授权型领导与员工心理授权之间具有正向调节作用。

2.8 个人-工作契合与授权型领导与角色压力、工作不安全感之间的关系

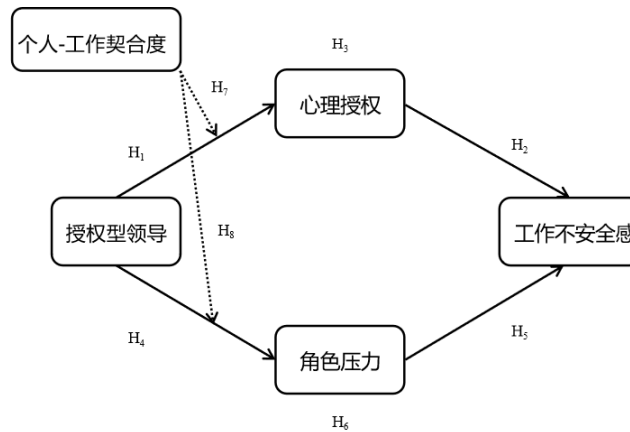
员工与组织是基于资源的交换行为而形成双方依赖的(段锦云等人, 2020)需求-供给维度,认为当个体工作对其自身需求、欲望和偏好满足时能够提升个体-工作之间的契合度。当员工在履行角色要求时,提供明确的信息或知识能够促进员工完成任务所需资源的需求,这有助于工作-个人契合度的提升,进一步的减少角色模糊。角色模糊和冲突是由于工作要求不匹配而造成的工作压力(Xie & Johns, 1995)。同时个人-工作契合是一个动态的过程,当组织工作要求增加时,那么组织成员为了继续在组织中生存和发展就必须有能力的提升,组织应该提供再培训和再发展计划,以帮助员工提高能力。角色超载是指个体的时间、能力及资源无法支撑其履行角色的要求与义务(Peterson *et al.*, 2002)。我们进一步推测当组织帮助员工提高工作能力的同时,员工有能力应对角色要求时员工的角色超载会降低。当个体满足工作要求,或工作满足个体需求时,就形成会形成个人-工作的契合(Brown, 2000)。从而推动员工角色压力的下降,减少员工的工作不安全感。

综合上述内容，当要求-能力，供给-需求等方面的契合时，员工就能够应对组织的工作要求，同时组织也会为员工提供帮助以提高其应对工作任务的能力，因此根据上述内容本文做出以下假设：

H₈: 个人-工作契合在授权型领导与员工角色压力之间具有正向调节作用。

图 1

研究框架图



3.假设检验

3.1 研究对象

本研究是授权型领导对员工工作中不安全感的影响调查，员工不安全感主要存在于竞争压力较大的行业，故本研究选取北京、上海、广东等地的销售及制造行业的员工进行问卷调查，并且此类沿海地区就业竞争较大，员工对工作不安全感的敏感程度更高，本研究采用网络问卷的方式进行数据收集，最终样本的特征分布如表 1 所示：

表 1

人口特征分析

项目	分组	频率	百分比	项目	分组	频率	百分比
性别	男	232	41.3	收入	3000 以内	4	0.7
	女	330	58.7		4001-5000	16	2.8
学历	高中及以下	34	6		5001-6000	42	7.5
	专科	63	11.2		6001-7000	92	16.4
	本科	371	66.0	7001 及以上	219	39	
	硕士及以上	94	16.7				
年龄	20 岁以下	0	0	职位	普通员工	250	44.5
	21-30 岁	260	46.3		基层管理	153	27.2
	31-40 岁	246	43.8		中层职务	156	27.8
	41 岁以上	56	10		高层职务	3	0.5

资料来源：本文整理

3.2 效度分析：

本文各变量在验证性因子分析中的因子载荷与 AVE 平均提取方差值均大于 0.5，CR 同样也大于 0.7，表明这些因子间的收敛效度较好。

表 2

	1	2	3	4	5	6	7
1.授权型领导	0.74						
2.心理授权	0.451**	0.862					
3.角色冲突	-0.237**	-	0.806				
4.角色模糊	-0.301**	0.214**	-	0.864			
5.角色超载	-0.373**	0.358**	0.344**	-	0.521**	0.713	
6.个人-工作契合	0.564**	0.429**	0.468**	0.390**	-	0.82	
7.工作不安全感	-0.455**	0.268**	0.338**	0.390**	0.557**	-0.560**	0.763
		0.498**	0.390**	0.492**	0.557**	-0.560**	0.763

注: * $p < 0.05$ ** $p < 0.01$ 资料来源: 本研究整理 Pearson 相关与 AVE 平方根

如表所示两两变量之间 Pearson 相关系数显著各变量之间 p 值均小于 0.01, 综上所述各变量呈显著相关, 为假设验证提供了初步验证。并且在对各个因子的相关系数对比中, 各因子与其他因子的相关系数均小于 AVE 的平方根值, 因此表明本研究中各变量间具有良好的区分效度。

3.3 结构方程模型

在结构方程检验模型中, 模型 $X^2/df=2.069$ 小于 3 在标准范围内, 并且 GFI 值为 0.866、AGFI 值为 0.850、TLI 值为 0.931、CFI 值为 0.935, RMSEA 值为 0.44。模型结果显示, 授权型领导对员工心理授权具有显著的正向影响关系, 授权型领导对心理授权的标准化路径系数为 0.686, t 值为 7.961, $p < 0.001$, 假设 H_1 获得支持。员工心理授权对工作不安全感具有显著的负向影响关系, 员工心理授权对工作不安全感的标准化路径系数为 -0.472, t 值为 -7.551, $p < 0.001$, 假设 H_2 获得支持。授权型领导对员工角色冲突具有负向影响作用, 授权型领导对员工角色冲突的路径系数为 -0.421, t 值为 -7.006, $p < 0.001$, 因此假设 H_{4a} 成立。授权型领导对员工角色模糊具有负向影响作用, 授权型领导对员工角色模糊的路径系数为 -0.523, t 值为 -7.877, $p < 0.001$, 因此假设 H_{4b} 成立。

授权型领导对员工角色超载具有负向影响作用, 授权型领导对员工角色超载的路径系数为 -0.596, t 值为 -8.557, $p < 0.001$, 因此假设 H_{4c} 成立。员工角色冲突对工作不安全感具有显著的正向影响, 员工角色冲突对工作不安全感的标准化路径系数为 0.137, t 值为 3.129, $p < 0.002$, 因此假设 H_{5a} 成立。员工角色模糊对工作不安全感具有显著的正向影响, 员工角色模糊对工作不安全感的标准化路径系数为 0.235, t 值为 5.06, $p < 0.001$, 因此假设 H_{5b} 成立。员工角色超载对工作不安全感具有显著的正向影响, 员工角色超载对工作不安全感的标准化路径系数为 0.325, t 值为 6.813, $p < 0.001$, 因此假设 H_{5c} 成立。

3.4 中介效应检验

由标准化的中介效应检验结果可知, 授权型领导通过心理授权影响工作不安全感的间接效应值为 -0.324, Bias-corrected 与 Percentile 的 95% 置信区间均不包含 0, 且 p 值均小于 0.05, 由此说明心理授权在授权型领导与工作不安全感之间扮演者重要的中介角色, 授权型领导可以通过心理授权对工作不安全感产生影响, 因此假设 H_3 获得支持。授权型领导通过角色冲突影响工作不安全感的间接效应值为 -0.058, Bias-corrected 与 Percentile 的 95% 置信区间均不包含 0, 且 p 值均小于 0.05 由此说明角色冲突在授权型领导与工作不安全感之间扮演者重要的中介角色, 授权型领导可以通过角色冲突对工作不安全感产生影响, 因此假设 H_{6a} 获得支持。授权型领导通过角色模糊影响工作不安全感的间接效应值为 -0.123, Bias-corrected 与 Percentile 的 95% 置信区间均不包含 0,

且 p 值均小于 0.05 由此说明角色模糊在授权型领导与工作不安全感之间扮演者重要的中介角色，授权型领导可以通过角色模糊对工作不安全感产生影响，因此假设 H6b 获得支持。授权型领导通过角色超载影响工作不安全感的间接效应值为-0.194，Bias-corrected 与 Percentile 的 95%置信区间均不包含 0，且 p 值均小于 0.05 由此说明角色超载在授权型领导与工作不安全感之间扮演者重要的中介角色，授权型领导可以通过角色超载对工作不安全感产生影响，因此假设 H6c 获得支持。

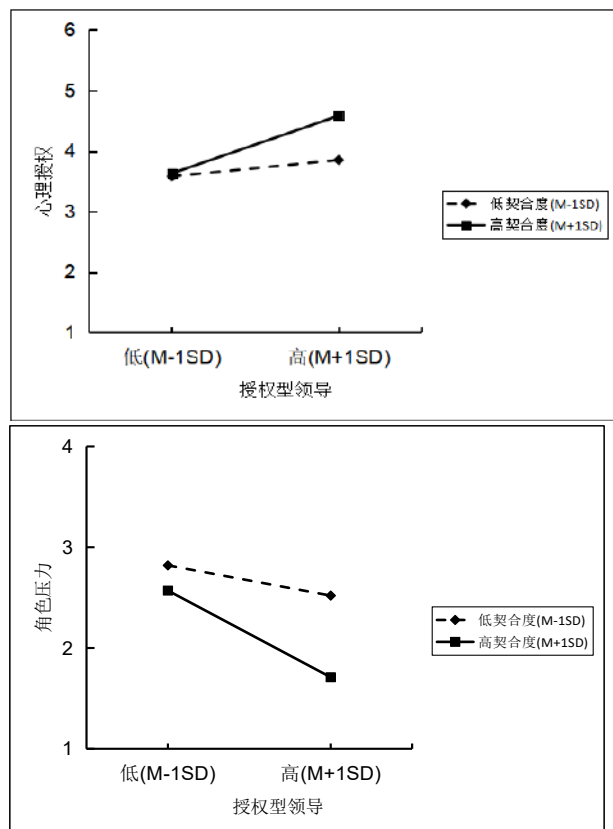
3.5 调节效应检验

A. 从模型中可知，授权型领导与个人-工作契合度的交互项呈现出显著性 ($p < 0.001$)，这就意味着授权型领导在对于心理授权的影响中，不同水平的个人-工作契合度对其影响显著，其影响幅度具有显著的差异。

B. 从模型中可知，授权型领导与个人-工作契合度的交互项呈现出显著性 ($p < 0.001$)，这就意味着授权型领导在对于角色压力的影响中，不同水平的个人-工作契合度对其影响显著，其影响幅度具有显著的差异。

图 2

个人-工作契合度调节作用的简单斜率图



资料来源：本研究整理

如图 2 左图所示调节变量在高个人-工作契合度水平下，自变量授权型领导程度越高因变量心理授权的程度就会越高，个人-工作契合度强化了授权型领导与心理授权之间的关系，因此个人-工作契合在授权型领导与员工心理授权之间具有正向调节作用，假设 H7 成立。

如图 2 右图所示调节变量在高个人-工作契合度水平下，自变量授权型领导程度越高因变量角色压力的程度就会越低，个人-工作契合度强化了授权型领导与角色压力之间的负向关系，因此个人-工作契合在授权型领导与员工角色之间具有正向调节作用，假设 H8 成立。

4. 研究结论及建议

本研究在员工视角对授权型领导对工作不安全感的影响进行探究，并在此基础上加入中介与调节变量进一步构建模型来对模型间关系进行研究，经过前文假设的提出与数据的验证，得出如下结论：

本研究自变量授权型领导分别从两个不同的路径对员工工作不安全感产生影响关系。最终研究结果显示：1. 授权型领导可以通过心理授权负向影响工作不安全感。2. 授权型领导可以在一定层度上降低员工的角色压力进而负向影响工作不安全感。3. 个人-工作的契合也会强化授权型领导与员工心理授权之间的正向关系，同时也会强化授权型领导与角色压力之间的负向关系。

4.1 管理启示

领导授权在一定范围内可以降低员工共角色冲突、模糊、超载，但根据相关论文显示这也可能会给员工增加这些压力，因此管理者在实际管理过程中要适度的进行授权，针对不同经验、职责范围、能力、责任范围来进行授权行为的分配，以免导致员工角色压力的产生，进而对员工造成工作不安全感。适当适度的授权可以促进员工心理授权感知以及在一定程度上减弱员工角色压力，当然这同时也需要组织建立适宜授权环境下，员工能更好开展工作的相关制度、例如：简化公司规章制度，加强指导这能在很大程度上促进员工在实际授权行为下有良好的工作环境，进而推动员工与企业共同发展。

领导在授权过程中不能仅仅是权力的下放，更多的要关注员工的内在心理感知，在此过程中领导要倾听下属意见，促进员工形成职责范围内的自主行动，并简化不必要的规章制度，来提高员工工作效率，激发员工工作活力，以此来减少员工在实际行动过程中的阻碍，这样能够促进员工更好的回应组织的期望，实现组织与员工共赢的效应。

员工与组织是基于资源的交换行为而形成相互依赖的关系，合理的薪酬制度也是授权行为长期健康发展的必要前提，在对员工下放权力的同时，也需要相应的后勤保障进一步建立与员工间的信任关系，推动员工对授权领导行为的感知，以此来减弱员工的工作压力。员工在竞争激烈的就业环境下，也要不断的学习适应企业变革所带来的工作内容的变更，以适应快速变化的就业环境，同时员工的长期发展也要同自身自我概念相契合，工作与自我概念相契合能够促进员工长期在此领域得到发展。

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The Effect of Brand Experience on Brand Stickiness: Brand Emotion as The Mediating Effect, Brand Identity as The Moderating Effect

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Abstract

Today, companies are realizing that understanding how consumers experience a brand is crucial to developing a brand strategy. Therefore, this study focuses on promoting the relationship between consumers and brands, and explores whether brand experience generated during consumption has an impact on brand stickiness. The results show that all hypotheses are valid. The brand experience of consumers during consumption will positively affect the brand stickiness, and brand experience will affect the brand stickiness by improving consumers' brand emotion towards the brand. When consumers have high recognition of brand concepts and other characteristics, the positive impact of brand experience on brand stickiness will be greatly increased. Exploring brand experience can promote enterprises' understanding of the influence of their brands on consumers from various dimensions, create a more favorable consumption environment, and contribute to the economic development of the whole society. It also provides reference value and effective suggestions for the sustainable development of future enterprises.

Keywords: Brand Experience; Brand Stickiness Brand Emotion; Brand Recognition

品牌体验对品牌黏著度的影响—以品牌情感为中介效果, 品牌认同为调节效果

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摘要

现如今, 企业逐渐意识到了解消费者如何体验一个品牌, 对于发展品牌战略至关重要。因此本研究以促进消费者与品牌之间的关系为中心, 探究在消费时所产生的品牌体验, 是否会对品牌黏著度产生影响。结果表明, 所有假设均成立。消费者在消费时的品牌体验, 会正向影响品牌黏著度, 品牌体验, 会通过提高消费者对该品牌的品牌情感, 而影响其品牌的品牌黏著度。当消费者对品牌的理念等特质认可度较高时, 产生的品牌体验对品牌黏著度的正向影响将大幅提高。探究品牌体验, 促进了企业对自身品牌从各个维度对消费者的影响程度的了解, 创设出一个更加良好的消费环境,

有利于整个社会的经济发展。并为未来企业的可持续发展提供了借鉴价值和有效建议。

关键词：品牌体验；品牌黏著度；品牌情感；品牌认同

1. 绪论

1.1 研究背景

近些年来，越来越多的企业充分的清楚了让消费者如何更好的体验一个品牌，并对其产生强烈的购买欲，对企业产品的发展有着重大影响。随着研究的不断深入，品牌管理的研究领域中，大量学者也提出了许多关于品牌的概念，例如品牌社区，品牌认同，品牌个性等等，随着更多有更好效果的体验营销模式的不断出现，更多的企业实践者也逐渐意识到了了解消费者如何体验一个品牌对发展品牌战略是非常重要的（Brakus et al, 2009）。

并且，在我国国内，随着互联网经济的发展，各平台的企业之间的竞争愈演愈烈。所有企业的目标都是提高产品的用户流量，实现新用户的加入，争取老用户的留存。在这一背景下，品牌黏著度的重要作用就愈发凸显。但是关于品牌黏著度的研究相关文献还比较少。贾微微（2017）研究了品牌黏著度的形成原因，研究发现用户体验价值对于品牌黏著度有着正向影响。那么，关于品牌体验将会以何种方式，对品牌黏著度产生何种影响，并且在这个过程中将有哪些因素可能会对这个作用进行促进或者阻碍的影响，将是目前每个品牌学者所必须要共同探究的问题。

1.2 研究动机

在以往的学者研究中，在探讨品牌体验的影响时，主要表现为消费者的认知。而对关于品牌黏著度的影响少之又少。而消费者与产品的交互过程中一定会产生情感变化。由于品牌情感可以反应出消费者对品牌从情感上的承诺行为，并且可以解释的品牌体验营销中较高层次的消费者行为。其次,过去的研究发现，当消费者对品牌有较强的品牌情感时，会因为该品牌与消费者有着特别紧密的联系，从而导致消费者对产品品牌有着较为正面的联想。可惜的是并无相关的研究证明。那么本次研究将会接下前人的研究结果，继续探究，在这一领域上添加对应的研究证明。另外更会探究是否在模型中还存在着其他变量，共同影响着品牌黏著度？这也是本次研究得动机。

1.3 研究目的

在当前的经济环境之下,受到疫情的影响,各个行业都受到了或多或少的冲击,不少企业都面临着收益下滑,顾客流失,甚至是破产的风险。那么面对如此严峻的经济市场,如何使得自己的品牌产品与消费者之间的关系更加紧密,使得品牌与客户之间的黏性处于一个较为平稳的状态,这个问题就显得尤为重要。本研究的研究目的就在于探究消费者在与其消费的产品品牌的交互中,其产生的品牌体验,对于该产品品牌的黏著度的影响,并且探究品牌情感与品牌认同,在这个影响中所起到的效果。并由此建立本研究框架,结合理论依据,得出影响的品牌黏著度的重要条件以及效果。从而进一步帮助企业了解以及提高对品牌的重视程度,以及提高产品体验,发现产品问题,改善产品,提升品牌形象以及价值等。

1.4 研究问题

本文探究品牌情感依附是否品牌体验营销和品牌黏著度的关系中起到重要作用,如果起到作用,那么会起到的是何种作用?并且在研究品牌体验营销对品牌黏著度的作用时,常常会出现这样一个问题,就是消费者根本对消费的品牌观念以及设计,达不到内心层面上的认同。导致对品牌的认知产生偏差,这样的情况会对研究结果产生一定的影响。使得研究结果不够准确。那么本研究决定将品牌认同这一影响因素作为干扰变项(调节变量)加入整个研究模型中,去探究在拥有不同产品知识的消费者的

情况下，是否会对品牌体验营销对品牌黏著度的作用产生影响？

本文根据之前上述研究，提出如下疑问：

A:品牌体验是否会对品牌黏著度产生何种影响？

B:品牌体验是否对品牌情感产生影响？

C:品牌情感是否会影响着品牌黏著度？

D:品牌情感是否在品牌体验以及品牌黏著度之间起到哪种作用？

E:消费者对品牌的认同程度是否会在几种变量之间共同影响着品牌黏著度？起到哪种作用？

1.5 研究意义

1.5.1 理论意义

本论文所研究的内容为当下研究热点，当今社会，品牌营销成为了各个企业所不能忽视的营销模式，而现有关于品牌体验营销的研究理论中，极少是探究对品牌黏著度的关系，更多是对品牌忠诚的关系。通过文献综述可知品牌黏著度与品牌忠诚又存在着某种相似之处。并且关于品牌情感产生的中介研究也是少之又少。那么本研究将从这两点出发，换另一个不同的角度，去探究品牌体验营销为前因变量所能造成的不同影响，完善品牌体验和品牌黏著度的研究。

1.5.2 实务意义

在营销实践方面，本研究的结果将对企业品牌与消费者之间的关系进行梳理，如果模型得到数据支持，那么将更有力的证明品牌体验营销中品牌黏著度对于消费者的重要性，以及消费者的情感需求在整个消费中所能起到的不可替代的作用。只有获得更高的品牌黏著度，企业才能与消费者建立更加良好，稳定的品牌关系，进而促进一系列正向的消费者行为。这对未来企业营销的发展，都起着至关重要的作用。

2. 文献探讨与假设发展

2.1 品牌黏著度

随着时代的发展，关于品牌黏著度的定义也随着营销活动的不断变化变得不断拓展丰富。薛君（2012）认为品牌黏著度是在持续使用基础上所形成的一种心理依赖行为。赵青等（2012）从用户心理和行为的角度将品牌黏著度解释为对品牌的过度使用意愿，并且会具体表现为消费者使用频率的维持与提高。黏性行为是顾客基于持续使用品牌的基础上，对其产生的一种心理的依赖感。本研究将品牌黏著度定义为顾客被某产品或服务的特点所吸引，而表现出来的持续关注或使用意愿的强度。只有保持住品牌的黏著度，才能促使该品牌有着长远的发展。那么通过反复比对不同学者对品牌黏著度的定义，本研究将采用赵青（2012）对品牌黏著度的定义。

2.2 品牌体验

自体验被引入研究，由于研究的兴趣不同，品牌体验与顾客体验，购物体验等构念混为一团(张振兴与边雅静，2011)。Brakus(2009)认为品牌体验是指由作为品牌设计、识别、包装、沟通、环境的一部分的相关刺激引发的消费者主观反应(感觉、感受和认知)和行为反应。总而言之，品牌体验逐渐成为营销领域上的重要研究问题。而本研究在仔细推敲反复琢磨各类定义之后，决定将沿用 Brakus (2009)对品牌体验的定义。即品牌体验是基于品牌的刺激，例如品牌的包装，设计，交流以及环境，产生的感官，情感，和行为反应（Brakus et al,2009）。

2.3 品牌情感

消费者的情绪和情感一直是学者们关注的热门课题。情感(Affect)和情绪经常被混用。情感通常指有效价的感觉状态,而情绪是这种状态的形式。情绪是情感的基础，情感通过情绪表达出来。情绪具有较大的情境性和暂时性,而情感非常稳定。因此在消

费体验的情境中，通常使用消费情绪，而与品牌相联时，则使用品牌情感。因此，消费情绪一般指对现象的直接认识获取的主观体验，提供了对产品或服务的整体性的、以及体验性信息。Chaudhuri and Holbrook (2001) 将品牌情感定义为一个品牌在消费者的使用过程中引发积极情感性反应的潜力。后来很多学者都沿用这一定义(例如 Sung and Kim,2010;谢毅与彭泗清, 2014),本研究将沿用 Chaudhuri and Holbrook(2001)关于品牌情感的定义。

2.4 品牌认同

Venkatesh(2000)从群体认同的视角出发，将品牌认同的定义定为评价自己属于某个品牌的心态，个体感觉与感知。并认为消费者与其品牌的契合与他们的归属感从而形成品牌认同。因此可以初步得出结论——品牌认同会使得消费者对较好品牌体验的品牌产品产生更加强烈的购买意愿。随着社会化媒体的不断进步与发展，也有许多学者研究现代消费环境下的品牌建设。李英禹与王玥(2020)指出一些具有网络意见的特征，例如知名度、专业性、产品涉入度等等，也会显著增强消费者对产品的感知价值，从而加强消费者对其品牌产品的认同感，进而获得更高的消费体验。根据反复对比不同学者对品牌认同的定义，不断观察不同定义的精确性。本研究将采用 Venkatesh (2000)对品牌认同的定义，即评价自己属于某个品牌的心态，个体感觉与感知。

2.5 品牌体验与品牌黏著度的关系

体验的本质使得竞争对手很难去模仿，尤其是涉及到五感的感官体验，这些感官体验可以帮助消费者去区分不同的品牌(Hulten, 2011)。宋明元等(2016)界定在智能手机行业，证明了品牌体验会正向影响消费者的购买意愿，并提出对于不同的客户群体，不单要注意产品本身的功能或质量，更要注重多渠道的品牌传播和品牌社会互动，增强购买意愿，发生购买行为。在接受到该品牌提供的产品以及服务以后，消费者在生活方式及行为上因为收到品牌影响而产生的体验，及行为体验，会促进消费者对该品牌产生的更紧密的购买行为(Weinberg,2012)。进而将会对品牌黏著度产生影响。消费者在与该品牌产品进行交互的同时，也会产生自己的思考，这些思考会导致消费者对自身与品牌之间的关系的理解更加清晰。最终也会导致促进消费者对品牌产品产生更高水平的推崇以及认可(Hulten,2015)，进而与品牌之间的联系更加密切，从而提高品牌黏著度。综上所述，因此本研究在品牌体验对品牌黏著度的影响上，提出如下假设：

- H1a: 感官体验对品牌黏著度产生正向影响。
- H1b: 情感体验对品牌黏著度产生正向影响。
- H1c: 行为体验对品牌黏著度产生正向影响。
- H1d: 思考体验对品牌黏著度产生正向影响。

2.6 品牌体验与品牌情感的关系

Ong et al. (2018) 认为为提升品牌体验的重要营销策略。消费者不仅需要寻求企业或品牌提供的有形利益，也寻求与品牌相关的情感体验。考虑到品牌关系的建立以及其持续性，品牌体验不一样，产生的情感也会有所差异，强烈的情感能增强消费者的购买意愿，企业可以通过品牌情感营销这种手段达到最终销售目的。因此，本研究提出如下假设：

- H2: 品牌体验对品牌情感产生正向影响作用。

2.7 品牌情感与品牌黏著度的关系

消费者面对一个复杂的情境时，会利用他们的整体感知和情感体验来做消费决策。情感与感知质量和购买涉入度相关。Kim,et al. (2001)得出消费者会与他们的诸如喜欢和

爱的情感相一致的品牌建立关系，从而提高产品的品牌黏著度。可见，学者们支持品牌黏著度不仅与产品品牌本身的体验有关，更受情感的影响。因此，本研究提出如下假设：

H3: 品牌情感对品牌黏著度产生正向影响作用。

2.8 品牌情感在品牌体验和品牌黏著度之间的中介作用

消费者在获得较好品牌体验之后，会使得对该品牌的情感更加亲切，苏勇等(2018)出发于消费者品牌情感来源的角度，认为消费者在接触品牌时拥有的体验，能够引发内心情感。品牌体验不一样，产生的情感也会有所差异，强烈的情感能增强消费者的购买意愿，进而提高品牌黏著度。许正良等(2011)认为品牌情感会让消费者在体验过该品牌逐渐喜欢上该品牌，承诺与品牌联结长期密切的关系，形成强烈的品牌偏好，表现出高层次的行为意向。具体表现为重复消费、口碑传播和推荐购买等积极行为。这与本研究对品牌黏著度的定义不谋而合。因此本研究提出如下假设：

H4: 品牌情感在品牌体验和品牌黏著度之间起中介作用。

2.9 消费者品牌认同在模型中的调节作用

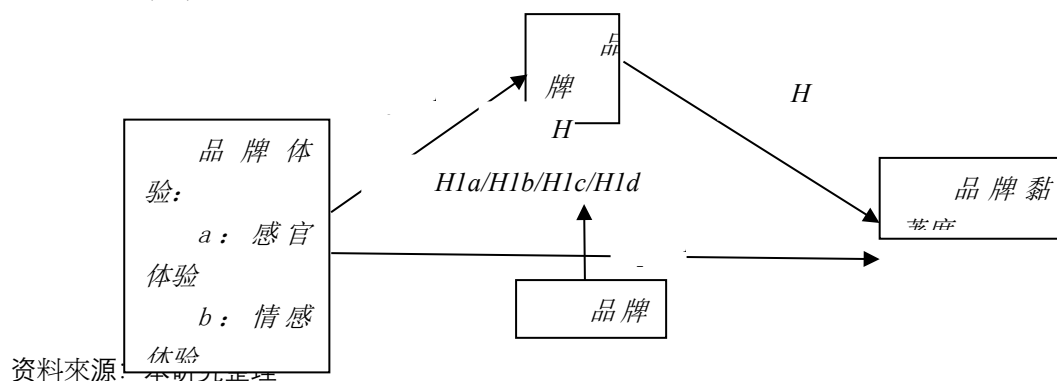
在品牌营销阶段，消费者通过对对应品牌进行消费所产生的品牌体验，来与品牌之间产生联系，同时强化了消费者与品牌之间的关系。这无形当中会提高消费者的认同感。品牌认同是指消费者可以依靠品牌的独特特征，将其与其他品牌区分开，Lam等(2013)以社会认同理论为基础，将品牌认同定义为消费者对品牌归属的认知感觉和评估的心理情况。所以在消费者心目中，高品牌认同的品牌也更加能够满足顾客对品牌的需求，增强购买欲望，使消费者对高品牌认同的品牌黏著度更容易提高。因此，本研究提出如下假设：

H5: 高品牌认同的品牌会在品牌体验和品牌黏著度之间产生正向调节作用。

3. 研究方法与设计

3.1 研究框架图

图 3.1 研究框架图



3.2 变量的操作性定义与衡量

本文对品牌体验的量表采用 Brakus et al. (2014) 在 SEMs 的基础申请上，添加了 6 项研究，并重新研制出了品牌体验的量表，这一量表因为能够将品牌个性、品牌平价、品牌涉入、品牌依恋等构念非常明显的区分开来，因此其具有较好的信度和效度。所以本研究将采用 Brakus et al. (2014) 的四维量表，即感官体验、情感体验、思考体验和行为体验。四个维度的题项每个维度是 3 个题项，共计 12 个题项。采用 Likert 五点计分，计分方式从“完全不同意”到“完全同意”依次计 1 到 5 分。

本文对对于品牌黏著度的测量，本研究采用 Likert 五点计分，计分方式从“完全不

同意”到“完全同意”依次计 1 到 5 分。

本文对品牌情感的量表因为本研究的品牌情感定义采用的是(Chaudhuri and Holbrook, 2001)的定义,即一个品牌在消费者的使用过程中引发积极情感性反应的潜力。在衡量量表的选择上,本论文在综合考虑之下,决定采用何佳讯(2008)的品牌情感量表。共计 8 个题项。采用 Likert 五点计分,计分方式从“完全不同意”到“完全同意”依次计 1 到 5 分。

对于品牌认同的衡量,本研究将借鉴已有文献中比较成熟的量表,反复比对,最终选定金立印(2007)的量表作为本研究量表,该量表较为全面完整的编制问卷题项。因此选定该已有问卷作为本次研究品牌认同的衡量量表。共计 6 个题项。采用 Likert 五点计分,计分方式从“完全不同意”到“完全同意”依次计 1 到 5 分。

3.3 样本获取方法

首先本章首先对运用数据分析软件对有效样本数据进行描述性统计分析、信度、效度检验。在产品选择时,本文章选择 20 位受访者进行深度访谈,令受访者提出其体验较好的三个品牌,将品牌出现次数进行排序,最终分类成以饮料、手机和运动鞋等三大类品牌为研究对象,探索品牌体验对品牌黏著度的影响机理。其次本研究对于选取样本的抽样方法,将根据辽宁省东南西北各区域人口分布不均的特点,进行分层随机抽样。为了获得全方位的辽宁省人口数据,将按照辽宁省东部、南部、西部、北部进行分层。参考辽宁省统计局的人口数据,以及各地经济发展以及一些影响因素,最终选定样本数量,最终敲定北部占总人口的 30%,为 150 份,南部人口占总人口的 26%,为 131 份,西部人口占总人口的 22%,为 114 份,东部人口占总人口的 22%,为 107 份。本研究将拟定发放有效问卷 500 份。按照人口比例计算,以及各区域人口的代表性的综合考量来商定发放量。

4. 实证研究

4.1 共同方法偏差

本研究的数据主要通过调查问卷方式获取,为了规避调查问卷来源相同,被调研人、或者同一测试环境引起的效度问题,通过渠道偏差测量。经检验,本文所有条目经过因子分析,未旋转时共析出 7 个特征值大于 1 的因子,其中第一因子的解释力度占总载荷量的 26.605%,小于 40%的标准。故本文中所测变量之间并不存在严重的同源偏差问题。具体数据参考表 4.1。

表 4.1

共同方法偏差检验

成分	初始特征值	方差的%	累积%	提取平方	方差的%
1	9.578	26.605	26.605	9.578	26.605
2	6.135	17.041	43.646	6.135	17.041
3	2.890	8.029	51.675	2.890	8.029
4	1.975	5.486	57.161	1.975	5.486
5	1.531	4.252	61.413	1.531	4.252
6	1.285	3.569	64.981	1.285	3.569
7	1.152	3.201	68.183	1.152	3.201

资料来源:本研究整理

4.2 模型拟合指标

从表 4.2 可知,本研究的验证性因子分析模型拟合指数均符合要求($\chi^2/df=1.123$; $RMSEA=0.016$; $GFI=0.924$; $AGFI=0.915$; $CFI=0.990$; $NFI=0.960$; $TCI=0.979$; $SRMR=0.036$),因此可以得到测量模型具有不错的模型拟合度。具体数据参考表 4.3、图 4.1。

表 4.2

模型拟合指标

综合指标	χ^2/df	RMSEA	GFI	AGFI	CFI	NFI	SRMR
判断指标模型	<3	<0.08	>0.8	>0.8	>0.8	>0.8	<0.05
结果	2.343	.052	.855	.831	.925	.877	.053

资料来源：本研究自行整理

4.3 效度分析

在进行区别效度检验时，通过变量间的相关系数矩阵来体现。经过数据分析发现，感官体验、情感体验、行为体验、思考体验、品牌黏着度、品牌情感与品牌认同的 AVE 平方根均大于各变量之间的相关系数，因此说明本研究的数据具有良好的区分效度（参考表 4.3）。

表 4.3

区别效度

	SE	EE	BE	TE	BS	BA	BR
SE	.785						
EE	.512**	.831					
BE	.347**	.619**	.737				
TE	.329**	.354**	.416**	.787			
BS	.445**	.518**	.480**	.418**	.713		
BA	.473**	.472**	.397**	.356**	.463**	.711	
BR	.293**	.399**	.276**	.188**	.290**	.354**	.766

注 1: * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

注 2: 斜对角线数字为 AVE 平方根值

注 3: SE 代表感官体验; EE 代表情感体验; BE 代表行为体验; TE 代表思考体验 BS 代表品牌黏着度; BA 代表品牌情感; BR 代表品牌认同

资料来源：本研究自行整理

4.4 信度分析

由表 4.4 可知，品牌认同的 Cronbach's α 值在 0.9 以上，表示其信度分析结果十分可靠。而感官体验、情感体验、行为体验、思考体验、品牌黏着度、品牌情感的 Cronbach's α 值均大于 0.8，说明其信度较高，符合学术界普遍对信度的标准。具体数据参考表 4.4。

表 4.4

信度分析

变量	Cronbach's α	题数
感官体验	.837	3
情感体验	.869	3
行为体验	.768	3
思考体验	.829	3
品牌黏著度	.885	4
品牌情感	.894	8
品牌认同	.944	12

资料来源：本研究自行整理

4.5 品牌情感的中介效应分析

由表 4.5 表明，模型 M2 中品牌体验对品牌黏著度的预测作用显著 ($\beta = 0.624$, $t = 17.769$, $p < 0.001$)，而当在模型 M4 放入中介变量品牌情感后，品牌体验对品牌黏著度的直接预测作用依然显著 ($\beta = 0.535$, $t = 12.575$, $p < 0.001$)。品牌体验对品牌情感

的正向预测作用显著 ($\beta = 0.58, t = 15.844, p < 0.001$), 品牌情感对品牌黏著度的负向预测作用也显著 ($\beta = 0.152, t = 3.567, p < 0.001$)。因此假设 H4 获得支持。

表 4.5

品牌情感的中介效应分析

	黏著 M1			情感 M2			黏著 M3		
	β	t	p	β	t	p	β	t	p
性别	.065	1.844	.066	.020	.543	.588	.062	1.778	.076
年龄	.012	.299	.765	.011	.269	.788	.010	.259	.796
学历	.007	.137	.891	-.014	-.2700	.787	.009	.182	.856
年收	-.011	-.217	.828	-.008	-.1442	.885	-.010	-.196	.844
职业	-.008	-.205	.838	-.009	-.220	.826	-.006	-.172	.863
品牌体验	.624***	17.769	.000	.580***	15.844	.000	.535***	12.575	.000
品牌情感							.152***	3.567	.000
R^2	.391			.337			.407		
F	53.033***			41.946***			48.351***		

注 1: * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

资料来源: 本研究自行整理

4.6 品牌认同的调节效应分析

由表 4.5 的中模型 M2 可知, 在添加品牌体验和品牌认同之后, 能够解释品牌黏著度 38.5% 的变异量 ($F = 45.877, p < 0.001$), 品牌体验对品牌黏著度有正向影响 ($\beta = 0.601, p < 0.001$); 品牌认同对品牌黏著度有正向影响 ($\beta = 0.056, p < 0.01$)。在模型 M3 中, 在添加交互项的回归方程后, 能够解释情感依恋 40.9% 的变异量 ($F = 44.370, p < 0.001$), 品牌体验 ($\beta = 0.584, p < 0.001$)、品牌认同 ($\beta = 0.097, p < 0.01$) 以及交互项 ($\beta = 0.162, p < 0.01$) 均对品牌黏著度产生显著的正向影响。因此假设 H5 获得支持。

表 4.6

品牌认同在品牌体验和品牌黏著度之间的调节检验

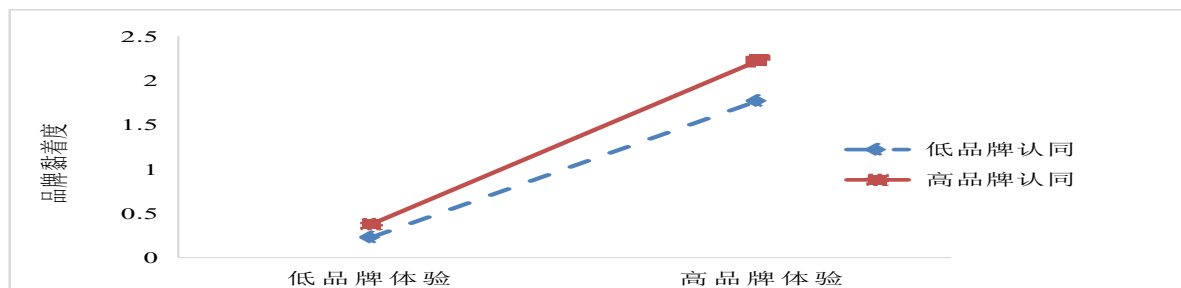
	品牌黏著度					
	M1		M2		M3	
	β	t	β	t	β	t
性别	.049	1.096	.066	1.881	.067	1.941
年龄	.023	.469	.013	.343	.006	.151
学历	-.003	-.054	.004	.081	-.002	-.043
年收入	.000	.006	-.013	-.254	-.006	-.120
职业	-.011	-.223	-.009	-.238	.001	.040
品牌体验			.601***	15.765	.584***	15.525
品牌认同			.056**	3.876	.097**	3.522
品牌体验×品牌认同					.162***	4.571
R^2	0.003		0.394		0.419	
调整后 R^2	0.001		0.385		0.409	
F 值	0.303		45.877***		44.370***	

注 1: * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

资料来源: 本研究自行整理

为了更清晰的解释品牌认同的调节作用, 本研究根据表 4.5 中的数据做一个简单斜率检验, 并画出简单效应分析图。从图 4.1 中可以看出, 在低品牌体验时, 高品牌认同组高于低品牌认同组, 并同时呈现上升趋势; 在高品牌体验时, 高品牌认同组明显高于低品牌认同组, 并呈现上升趋势, 因此表明, 高品牌认同可以增强品牌体验对品牌黏著度的影响, 起到正向调节的效果。

图 4.1



资料来源：本研究整理

5.研究结论与建议

5.1 研究结论

根据本研究的研究结果表明，所有的假设都是成立的，验证了本研究的研究目的、动机以及假设。消费者对该产品品牌的品牌体验越强，会使得消费者对该品牌的品牌黏著度以及情感得到一个有效的增强。如果消费者本身对该产品品牌所传达的品牌特性，理念等表示十分认同，那么会增强产品品牌体验对该品牌黏著度的正向的一种影响效果。

5.2 研究贡献

随着企业对产品品牌的重视程度不断提升。本研究的结果进一步的证实了品牌体验对于消费者而言是影响品牌黏著度从而影响消费者购买决策的关键因素之一。深度探究品牌体验在消费过程中对消费者基于情感心理角度的影响，是目前企业所需要着重考虑的重要方向。本研究为企业对于品牌体验营销发展做出了充分的理论贡献，使得企业可以在理论层面根据初步了解来对应的调节自身产品品牌的体验营销。

5.3 研究局限性

首先，本研究是首先确定了三个品牌大类，但是受访者对于所选用的三个品牌都产生过品牌体验，或者是由于不熟悉这个品牌而产生认知偏差。未来在探讨的研究过程中可以将品牌熟悉度加入模型，将使该模型的理论更加完善准确。

其次，本研究选用的产品品牌都为实体产品，随着时代发展，会有更多不同类型的产品品牌加入到市场中。所以该模型对于其他类别的产品品牌是否适用还不确定，未来可以考虑对其他类别产品品牌进行研究，完善该部分的理论。最后，本研究的模型是否可以适用于电子商务中，即对网站的体验是否也会因为影响其情感进而影响黏著度？这也是未来需要研究的一个课题。

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The Impact of Corporate Non-compliance Tasks on Carrier

Burnout of New Generation Employees

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Abstract

With the new generation of employees as the main force to enter the workplace, employees began to enhance their self-awareness, and have their own views on the rationality of the work task itself. Therefore, based on the theories of stressor-disengagement expansion model and resource conservation, this study explores the influence of non-compliance tasks on job burnout through psychological disengagement and the moderating effect of job insecurity. Taking the new generation of in-service employees in Linyi City as the research object, a total of 404 valid questionnaires were obtained by convenient sampling. The empirical analysis results show that the more non-compliance tasks an enterprise has, the lower the psychological detachment level of the new generation of employees, and the more insecure the employees are, the stronger the negative effect and the stronger the negative effect of job burnout.

Keywords: Non-compliance Tasks; Job Insecurity; Psychological Disengagement; Carrier Burnout

企业不合规任务对于新生代员工职业倦怠之影响

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摘要

随着新生代员工作为主力军进入职场，员工的自我意识开始增强，对于工作任务本身的合理性也有了自己的见解。因此本研究在压力源-脱离拓展模型与资源保存等理论的基础上，探讨不合规任务通过心理脱离对职业倦怠的影响，与工作不安全感的调节效果。以临沂市在职的新生代员工作为研究对象，采取便捷抽样，共获得 404 份有效问卷，通过实证分析结果表明，企业不合规任务越多，新生代员工的心理脱离水平就越低，而工作不安全感越高的员工这种负面效果就越强烈，带来职业倦怠的负面效果也越强。

关键词: 不合规任务；工作不安全感；心理脱离；职业倦怠

1. 绪论

随着新生代员工开始成为职场的主力军，在工作中更重视自我感受，更加追求工作中的独立自主性以及公平，（杨铭，2020）。同时“996”等加班理念的提出，使得员工很难完全的从工作中脱离出来，而低水平的心理脱离也不利于员工的自我恢复，从而形成恶性循环（廖展鹏，2020）。因此当下自我意识不断提高的员工对于工作任务的合规性提出来了质疑，除了工作特性以及职业发展带来的传统压力源外，不合规

任务作为新型压力源开始受到员工重视，本研究在压力源脱离拓展模型理论与资源保存理论的基础上，探讨不合规任务对于新生代员工职业倦怠的影响，并引入心理脱离作为中介变量，以及加入工作不安全感这一调节变量，构建有中介的调节模型，主要研究问题如下：(1)探究不合规如何影响职业倦怠；(2)探讨不合规任务对心理脱离的影响；(3)探讨心理脱离对职业倦怠的影响；(4)探讨工作不安全感在不合规任务对心理脱离影响过程中的调节作用

2. 文献综述

2.1 不合规任务

章惠敏等人(2019)认为不合规任务是指非员工预期工作范围内不必要以及不应该由员工自身完成的工作任务，同时文献认为大部分不合规任务的出现会对于员工产生一系列的负面影响。学术界大部分都普遍认为，不合规任务是由两个维度构成的，即不必要任务与不合理任务(Semmer *et al.*, 2010; 董佳会, 2021; 李烁萍, 2022)。不必要任务是指员工自身判断其本来就不该存在，并且浪费个人时间，不必须去做的工作任务(章惠敏等人, 2019)。不合理任务是指员工个体自我认知不在其工作范围之内，甚至是应该由他人来完成的工作任务(Sonnentag & Lischetzke, 2017)。

2.2 心理脱离

关于心理脱离的概念，钱珊珊(2016)认为心理脱离是指个体在非工作时间内，身体远离工作场所，心理不再思考与工作相关的事宜，停止个体资源被消耗从而得到恢复的心理进程。关于对于心理脱离维度的研究，从学术的文献来看大多数学者将心理脱离作为单维度变量来进行分析。Sonnentag and Fritz (2007)对于心理脱离单维度的界定，主要指的是员工个体在非工作情景中对于从工作心理状态中得以脱离的状态感知。

2.3 工作不安全感

Sverke and Hellgren (2002)认为工作不安全感是员工主观上对于由于工作变化等相关事宜产生的消极影响，造成员工对于工作持续性以及工作预期能否达成的忧虑感，同时也是员工个人对于自身失业风险状态的一种评估，即使员工个体面临相同的外部环境，那么不同的员工在面临相同的外部环境时，因为不同个体对于工作不安全感的的主观感受不同，因此其受到影响后的行为方式也不相同。Hellgren *et al.* (1999)的工作数量不安全感以及工作质量不安全感双维度的概念来探讨工作不安全感。工作数量不安全感则指的是员工对于工作能否持续的忧虑感。工作质量不安全感指的是员工对于当下工作特征相关事宜能否持续的焦虑感知。

2.4 职业倦怠

关于职业倦怠孙红(2005)认为职业倦怠是指员工个体在职业目标与自我期望与现实存在较大差距下的情感体验，包括员工个体在工作压力以及重复性枯燥劳动下引起的员工个体对于他人、所在组织以及工作本身的负性态度和情感表现。李超平与时勘(2003)认为职业倦怠是由情绪耗竭、玩世不恭以及成就感降低三个维度构成，情绪耗竭指的是员工个体在长期疲倦状态下，其身体状态以及情绪反应过度消耗，而导致的疲惫状态。玩世不恭是指员工对于工作敷衍不认真的状态，怀疑工作的意义并且不在意自己对于工作的贡献等。成就感降低是指员工个体否定自身价值且在工作中缺乏自信心的状态。

2.5 研究假设

2.5.1 不合规任务对职业倦怠的影响

不合规任务超出了员工作为工作角色自身所要完成工作的范围，是对于员工工作

要求的增加给员工带来了更大的工作压力 (Eatough *et al.*, 2016)。而履行较高的工作要求则将会进一步加速员工个体资源的流失, 高伦与袁勤俭 (2022) 基于资源保存理论认为, 当伴随着个体的资源的进一步损失, 个体资源的损失速度将会加快, 而随着员工个体资源的流逝, 资源储存量锐减。而消耗的资源得不到及时的补充, 便会形成职业倦怠 (王欣, 2016)。

另一方面李超平与时勘 (2003) 认为职业倦怠是由情绪耗竭、玩世不恭以及成就感降低三个维度构成的, 不合规任务的存在, 在给新生代员工带来了更大工作压力的同时, 也带来更大的心理压力。相较于上一代老员工, 新生代员工更加重视自身在工作中的自我感受, 并且跟更加追求工作中的独立自主性以及公平, 同时对于职业界限的感知也更加敏感 (杨铭, 2020)。不合规任务与新生代员工价值观相矛盾, 而压力源-脱离拓展模型认为, 不合规任务作为工作压力源会给员工个体带来消极的反刍思维 (Sonnentag & Lischetzke, 2017)。因此在面对不合规任务时, 员工个体需要耗费更多有限的情感和认知等心理资源来理解并应对 (Hobfoll, 1989)。而消耗的心理资源得不到及时的补充, 则会对于员工个体产生负面的情绪压力 (王欣, 2016)。而由于个体不能有效地应对工作上连续不断的情绪压力, 便会产生情绪耗竭、玩世不恭和成就感降低的长期性心理反应 (Maslash *et al.*, 2010)。因此做出下列假设:

H1: 不合规任务对职业倦怠具有正向影响。

H1a: 不合规任务对情绪耗竭具有正向影响。

H1b: 不合规任务对玩世不恭具有正向影响。

H1c: 不合规任务对成就感降低具有正向影响。

2.5.2 不合规对心理脱离的影响

基于 Sonnentag and Fritz (2015) 压力源-脱离扩展模型理论。压力源-脱离扩展模型理论认为工作压力源会对于心理脱离水平产生影响, 并且个体会根据压力来做出相应反应, 而工作压力源则是与工作相关的压力因素, 工作压力越大则对于心理脱离的阻碍效应就越强。而王震等人 (2020) 认为不合规任务是一种新型的工作压力源, 因此基于压力源-脱离扩展模型理论, 本研究认为不合规任务越多则对于个体心理脱离水平的阻碍效果就越强, 并且 Eatough *et al.* (2016) 也认为不合规任务会对于员工的身心健康产生消极影响, 因此本研究认为作为压力源的不合规任务对心理脱离具有负向影响, 故本研究推论出下列假设:

H2: 不合规任务对心理脱离具有负向影响。

2.5.3 心理脱离对职业倦怠的影响

心理脱离作为员工个体资源补充的重要部分, 当员工心理脱离水平越高时, 其自身将会更加持续性的进行工作。同时王欣 (2016) 通过研究认为心理脱离能够促进员工资源的恢复与保存, 并且减弱工作压力带来的消极状态, 而孙红 (2005) 认为职业倦怠是指员工个体在职业目标与自我期望与现实存在较大差距下的情感体验, 包括员工个体在工作压力以及重复性枯燥劳动下引起的员工个体对于他人、所在组织以及工作本身消极状态的表现。

另一方面, 李超平与时勘 (2003) 认为职业倦怠是由情绪耗竭、玩世不恭以及成就感降低三个维度构成的。基于资源保存理论, 心理脱离作为员工个体资源补充的重要部分, 在资源损失情境下, 资源的补充和增加对于个体会显得尤为重要, 在高强度的工作压力下, 员工个体得到休息有利于在这一段时间内在情绪与认知等相关资源上得到恢复, 从而更加持续的工作 (Meijman & Mulder, 1998)。而当个体不能有效地应对工作上连续不断的情绪压力, 便会产生情绪耗竭、玩世不恭和成就感降低的长期性心理反应 (Maslash *et al.*, 2010)。因此做出下列假设:

- H3: 心理脱离对职业倦怠具有负向影响。
- H3a: 心理脱离对情绪耗竭具有负向影响。
- H3b: 心理脱离对玩世不恭具有负向影响。
- H3c: 心理脱离对成就感降低具有负向影响。

2.5.4 工作不安全感的调节作用

压力源-脱离拓展模型认为压力源对于心理脱离的影响主要取决于个人对资源的获取水平，在工作中获得高水平社会支持的员工 (Halbesleben, 2006) 更倾向于在非工作时间脱离工作，因为他们知道别人会在需要的时候帮助他们。然而，缺乏资源会加强工作压力源对心理脱离的负面影响，因为当资源缺乏时，员工更有可能被压力源压垮。当个体经历在负面影响时，则会以更消极的眼光看待自己 (Watson & Clark, 1984)。这使得个体很难感知可用的资源，并找到新的资源处理压力源。因此，当消极情绪较高时，工作压力源对心理脱离的影响越强，而工作不安全感是员工对于工作持续性以及工作预期能否达成忧虑的消极情绪 (Sverke & Hellgren, 2002)。因此员工工作不安全感越强，则不合规任务对于员工心理脱离的负面影响就越强，故本研究做出以下假设：

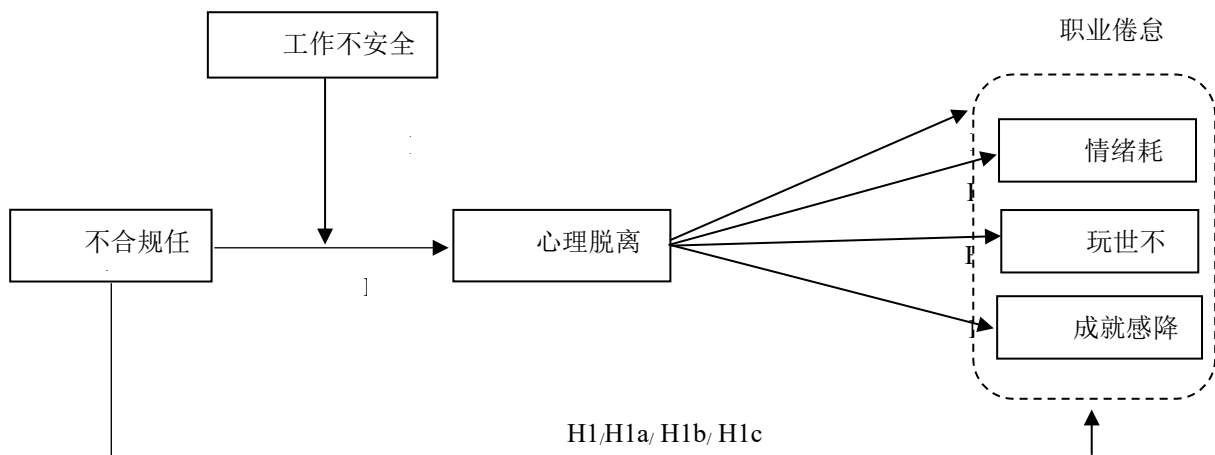
H4: 工作不安全感在不合规任务对心理脱离的影响中存在正向调节作用。

2.6 研究框架

本研究通过对变量进行定义，以及通过文献的梳理，本研究对变量之间进行假设，共设立有四条主假设，而在涉及到职业倦怠变量的假设时又会下设有三条分假设。根据假设进行数据分析以便于验证假设是否成立。

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 研究对象与数据收集方式

本研究将主要测量出生于 1980 年以后年满 18 岁，并且具有一定教育背景的 80 后、90 后以及 00 后在山东省临沂市进行工作的在职员工，采用线上问卷的调查方式，采取便利抽样对于员工的性别、年龄、婚姻状况、文化程度等员工基础背景状况以及各变量的测量题项数据进行收集。

3.2 操作性定义与衡量

3.2.1 不合规任务

章惠敏等人(2019)认为不合规任务是指非员工预期工作范围内不必要以及不应该由员工自身完成的工作任务。具体主要指的是员工在工作情境中自我感知到不合理与不必要的工作任务的频率。将采用葛文静等人(2022)在BITS量表基础上,基于中国本土化编制的适用于中国员工的不合规量表,分为不合理任务与不必要任务两个维度,采用Likert 5点计分,表示“非常不同意”到“非常同意”。经过探索性因子分析发现KMO系数为0.867, Bartlett卡方值为1851.189,且显著水平0.000,显著拒绝零假设,能够因子分析,表明不合规任务量表具有良好的效度。使用主成分法提出公共因子,对不合规任务的8道题目进行因子分析,提出1个公因子,贡献率为81.84%,累积解释方差为81.84%,符合本研究设定的变量因素,因此本文采用的不合规任务量表具有良好的结构效度。该问卷的Cronbach's α 系数为0.862。因此不合规任务量表的信度和效度均符合要求。

3.1.2 心理脱离

钱珊珊(2016)认为心理脱离是个体在非工作时间内,身体远离工作场所,心理不再思考与工作相关的事宜,停止个体资源被消耗从而得到恢复的心理进程。主要指的是在非工作时间员工个体自我感知脱离工作的概率。采用Sonnetag and Fritz(2007)的恢复体验量表中的心理脱离单维度分量表作参考,采用Likert 5点计分,表示“非常不同意”到“非常同意”。经过探索性因子分析发现KMO系数为0.835, Bartlett卡方值为853.819,且显著水平0.000,显著拒绝零假设,能够因子分析,表明心理脱离量表具有良好的效度。使用主成分法提出公共因子,对心理脱离的4道题目进行因子分析,提出1个公因子,贡献率为81.03%,累积解释方差为81.03%,符合本研究设定的变量因素,因此本文采用的心理脱离量表具有良好的结构效度。该问卷的Cronbach's α 系数为0.884。因此心理脱离量表的信度和效度均符合要求。

3.1.3 工作不安全感

Sverke and Hellgren(2002)认为工作不安全感是员工主观上对于由于工作变化等相关事宜产生的消极影响,造成员工对于工作持续性以及工作预期能否达成的不确定感,主要是指员工对于目前工作本身与工作特性的能否持续性的忧虑感的频率。本研究将采用胡三嫚与佐斌(2007)基于Hellgren *et al.*(1999)翻译与改进的工作不安全感量表,分为工作数量不安全感与工作质量不安全感两个维度,采用Likert 5点计分,表示“非常不同意”到“非常同意”。经过探索性因子分析发现KMO系数为0.817, Bartlett卡方值为1321.931,且显著水平0.000,显著拒绝零假设,能够因子分析,表明工作不安全感量表具有良好的效度。使用主成分法提出公共因子,对工作不安全感的12道题目进行因子分析,提出1个公因子,贡献率为79.89%,累积解释方差为79.89%,符合本研究设定的变量因素,因此本文采用的工作不安全感量表具有良好的结构效度。该问卷的Cronbach's α 系数为0.818。因此工作不安全感量表的信度和效度均符合要求。

3.1.4 职业倦怠

孙红(2005)认为职业倦怠是指员工个体在职业目标与自我期望与现实存在较大差距下的情感体验,包括员工个体在工作压力以及重复性枯燥劳动下引起的员工个体对于他人、所在组织以及工作本身的负性态度和情感表现。而具体是指在工作情景中由于工作压力源而导致员工个体情绪耗竭、玩世不恭和成就感下降负面反应出现的频率。测量工具主要是参考李超平与时勘(2003)基于中国员工背景下进行编纂的职业倦怠量表,主要分为情绪耗竭、成就感降低,玩世不恭三个维度,采用Likert 5点计分,表示“非常不同意”到“非常同意”。经过探索性因子分析发现KMO系数为0.916, Bartlett卡方值为3793.727,且显著水平0.000,显著拒绝零假设,能够因子分析,表明职业倦怠量表具有良好的效度。使用主成分法提出公共因子,对职业倦怠的10道题目

进行因子分析, 提出 1 个公因子, 贡献率为 81.13%, 累积解释方差为 81.13%, 符合本研究设定的变量因素, 因此本文采用的职业倦怠量表具有良好的结构效度。该问卷的 Cronbach's α 系数为 0.896。因此职业倦怠量表的信度和效度均符合要求。

4. 数据分析结果

4.1 线性回归检验

从表 2 可以看出, 在不合规任务对职业倦怠的影响中, 不合规任务的 β 值为 0.593 ($p < 0.01$), 说明不合规任务对职业倦怠具有正向关系, 故假设 H1 成立。在假设 H1a 中, 不合规任务的 β 值为 0.455 ($p < 0.01$), 说明不合规任务对情绪耗竭具有正向关系, 故假设 H1a 成立。在假设 H1b 中, 不合规任务的 β 值为 0.428 ($p < 0.01$), 说明不合规任务对玩世不恭具有正向关系, 故假设 H1b 成立。在假设 H1c 中, 不合规任务的 β 值为 0.445 ($p < 0.01$), 说明不合规任务对成就感降低具有正向关系, 故假设 H1c 成立。

从表 2 可以看出, 在以不合规任务对心理脱离的影响中。不合规任务的 β 值为 -0.483 ($p < 0.01$), 说明不合规任务对心理脱离具有负向影响, 故假设 H2 成立。从表 1 可以看出, 在假设 H3 中, 不合规任务的 β 值为 -0.493 ($p < 0.01$), 说明心理脱离对职业倦怠具有负向关系, 故假设 H3 成立。在假设 H3a 中, 不合规任务的 β 值为 -0.359 ($p < 0.01$), 说明心理脱离对情绪耗竭具有负向关系, 故假设 H3a 成立。在假设 H3b 中, 不合规任务的 β 值为 -0.339 ($p < 0.01$), 说明心理脱离对玩世不恭具有负向关系, 故假设 H3b 成立。在假设 H3c 中, 不合规任务的 β 值为 -0.398 ($p < 0.01$), 说明心理脱离对成就感下降具有负向关系, 故假设 H3c 成立。

表 1

回归分析检验 1

	职业倦怠	情绪耗竭	玩世不恭	成就感降低
心理脱离	-0.493** ($t = -11.367$)	-0.359** ($t = -7.722$)	-0.339** ($t = -7.216$)	-0.398** ($t = -8.689$)
R ²	0.241	0.129	0.115	0.158
调整后 R ²	0.243	0.127	0.112	0.156
F 值	129.218**	59.626**	52.067**	75.503**

注: * $p < 0.05$, ** $p < 0.01$ 。

资料来源: 本研究整理。

表 2

回归分析检验 2

	心理脱离	职业倦怠	情绪耗竭	玩世不恭	成就感降低
不合规任务	-0.483** ($t = -11.061$)	.593** ($t = 14.775$)	.455** ($t = 10.231$)	.428** ($t = 9.499$)	.445** ($t = 9.973$)
R ²	0.233	0.352	0.207	0.183	0.198
调整后 R ²	0.231	0.35	0.205	0.181	0.196
F 值	122.338**	218.293**	104.669**	90.238**	99.452**

注: * $p < 0.05$, ** $p < 0.01$ 。

资料来源: 本研究整理。

4.2 调节效应检验

从表 3 中可以看出在调节效应检验部分, 不合规任务与工作不安全感中心化乘积后

的调整后的 R^2 由 0.286 变为 0.310, 呈现为增长趋势, 同时不合规任务与工作不安全感的交互项的回归系数为 0.177 ($p < 0.01$) 显著, 因此可以判定工作不安全感在不合规任务对心理脱离的影响中存在调节作用。结合图 2 可以看出, 工作不安全感的高低, 在低工作不安全感时, 不合规任务影响心理脱离的关系中, 差异不大, 未具有明显的强化效果, 但工作不安全感的高低, 在高工作不安全感时, 不合规任务影响心理脱离的关系中, 差异较大, 具有明显的强化效果, 因此工作不安全感在不合规任务对心理脱离的影响中存在正向调节作用, 假设 H4 成立。

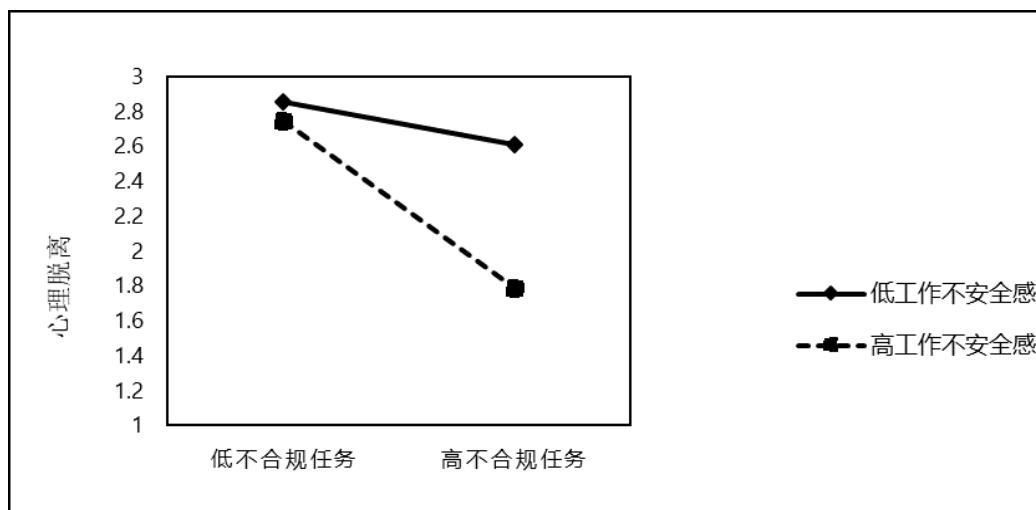
表 3
调节效应检验表

		心理脱离	
不合规任务	-0.483** ($t = -11.061$)	-0.354** ($t = -7.381$)	-0.302** ($t = -6.168$)
工作不安全感		-0.270** ($t = -5.626$)	-0.233** ($t = -4.832$)
不合规任务*工作不安全感			0.177** ($t = 3.851$)
R^2	0.233	0.289	0.315
调整后 R^2	0.231	0.286	0.31
F 值	122.338**	81.655**	61.257**

注: * $p < 0.05$, ** $p < 0.01$ 。

资料来源: 本研究整理。

图 2
工作不安全感在不合规任务对心理脱离交互影响的差异图



资料来源: 本研究整理。

5. 结论

5.1 研究结论

通过研究发现, 企业的不合规任务对职业倦怠产生正向影响, 同时不合规任务对心理脱离产生负向影响, 心理脱离对职业倦怠存在负向影响, 同时当不合规任务越多时, 对于工作不安全感越高的新生代员工, 不合规任务对于心理脱离水平的负面影响越强。

5.2 研究贡献

理论贡献上本研究通过梳理相关文献，整理出关于各变量之间的假设关系为后续相关变量研究提供了参考。同时补足与深入研究了企业不合规任务对新生代员工职业倦怠的影响，以及工作不安全感的调节作用，扩充了相关变量的研究。

实务贡献上研究结果显示不合规任务正向影响职业倦怠等负面效应，因此为降低不合规任务带来的负面影响。企业应该注重沟通交流，合理安排工作任务。另一方面，由于工作不安全感会增强不合规任务对于心理脱离的负面影响，因此企业应优化管理制度，增强员工工作安全感。同时由于员工心理脱离与职业倦怠存在负向关系，适当的心理脱离能够帮助员工从工作中得以恢复，减少负面效应的出现，因此企业应该以人为本，保障员工恢复。

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The Influence of The Consumption Value of Cultural and Creative Products in The Palace Museum on Consumer Satisfaction

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Abstract

This paper mainly studies the relationship between the consumption value of cultural and creative products in the Forbidden City and consumer satisfaction. By analyzing the classification and characteristics of the cultural and creative products in the Forbidden City, and combining with previous literature research, this paper summarizes the unique consumption value dimensions of the cultural and creative products in the Forbidden City, and divides them into five dimensions: practical value, cultural value, collection value, brand value and innovation value. By issuing questionnaires to collect data, and then carrying out correlation analysis and regression analysis on the data, it is determined that there is a significant positive relationship between cultural value, collection value, brand value, innovation value and consumer satisfaction. Based on this, this paper provides some feasible suggestions on improving consumer satisfaction of cultural and creative products in the Forbidden City, with a view to promoting the development of cultural and creative products in museums.

Keywords: Forbidden City Cultural and Creative Consumption Value Consumer Satisfaction

故宫文创产品的消费价值对消费者满意度的影响

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摘要

本文主要研究故宫文创产品的消费价值与消费者满意度之间的关系。通过对故宫文创产品的分类以及特点进行分析，在结合以往的文献研究，总结出了故宫文创产品特有的消费价值维度，将其划分成了实用价值、文化价值、收藏价值、品牌价值、创新价值五个维度。通过发放调查问卷进行数据收集，然后对数据进行相关性分析以及回归分析，确定了文化价值、收藏价值、品牌价值、创新价值与消费者满意度之间存在显著的正向影响关系。基于此，对故宫文创产品在提高消费者满意度方面提供一些可行的建议，以期促进博物馆文创产品的发展。

关键词：故宫文创 消费价值 消费者满意度

1. 研究背景

随着中国博物馆的现代化建设不断地推进和发展，中国各地的博物馆文创产业也因此迎来了飞速发展的时期，市场规模逐渐扩大。其中，北京故宫博物院在文创产品创新的发展道路上已经渐渐形成了符合自身特色的品牌文化和品牌属性。这些有着中国特色传统文化的文创产品不仅让传统文化得到了现代化的解释，也使得传统文物吸引了一大批年轻群体的目光。虽然北京故宫博物院的文创产品虽然在博物馆文创产品中占据主导地位，但是消费者对其一些文创产品的满意度不高。随着文创产品行业的不断发展，故宫产品的问题也逐渐出现。通过对现有的故宫文创产品和产品特点进行分类和分析，以现有的消费价值维度研究为基础，发现了属于故宫文创产品特有的消费价值维度。通过对其进行研究分析，探求故宫文创产品的消费价值对消费者满意度的影响，以及提出一些合理的建议。以期待能够帮助故宫文创产品更好的发展。

2. 文献综述

2.1 故宫文创产品的研究现状

故宫博物院位于北京地区，为明清两代首都，拥有丰富的历史文化资源且经济发达，经济的发展有利于带动文化产业的发展，对故宫文创产品的研究主要分布在文创产品的营销、文创产品的发展、文创产品的开发与设计和文创产品的价值等方面。

赵砚彤（2018）对故宫博物院文创产品的营销策略进行了细致的分析，基于此来对其他博物馆文创产业的营销方式和产品的营销提出发展对策。

房瑗（2019）通过分析故宫博物院文创产品营销策略的利弊，为故宫博物院提出有利的营销建议以及为其他博物馆如何制定营销策略提供了宝贵的经验。

总的来说，对于故宫文创产品的研究主要在于文创产品的发展以及文创产品的营销两个方面，对于故宫文创产品的消费价值的研究相对来说较少。

2.2 故宫文创产品分类

文创产品并不仅仅局限于传统的手工艺品，也包括了许多形式的制式产品。其主要的要素是包含文化内涵、产品价值以及产品内容等。通过对收集到的故宫博物院资

料进行整理后发现其文创产品主要分为以下几类：

(1) 出版物：故宫博物院的有关工作人员将研究多年的文件及文档进行现代文字信息和影像视频处理后，通过出版社进行策划出版的书籍、纪录片等出版物。

(2) 实用型产品：蕴含故宫文化内涵的创意性产品，贴近现代人的生活场景，实用并具有创意性，主要包括文化衫、彩妆、饰品、摆件以及手办等产品。

(3) 文物工艺品：故宫博物院将一些具有代表性的文物进行复刻，通过现代工艺进行开发。

(4) 应用软件与小程序：故宫博物院在移动设备上开发出各种应用软件和小程序进行在线服务，来为人们进行传统文化知识科普以及让人们更加地了解故宫。

(5) 立体技术展示：故宫博物院使用现代科技手段将一些珍贵文物进行展览以及通过先进的立体技术使文物展览不再拘泥于故宫博物院，让人们更加方便、感同身受地了解历史文化。

(6) 联名产品：故宫博物院通过各大食品品牌进行联名合作所生产的故宫食品以及跟各类品牌跨界合作的文创产品。

2.3 故宫文创产品的特点

通过对故宫文创产品分类的分析，能够发现故宫文创产品具备以下几种特点：

(1) 创新性。故宫文创产品紧跟时尚潮流，以当下的热点时事作为基础，设计出蕴含文化价值以及符合时代审美的创意文创产品，打破了消费者对于文创产品的刻板、严肃的印象，极具创新性。

(2) 极具品牌影响力。故宫博物院发挥自身优势将自己打造体现故宫品牌形象的文创产品并且与各大知名品牌以及平台进行跨界合作，推出一系列故宫联名产品，以全新的品牌形象吸引了众多消费者。

(3) 实用属性。故宫博物院的文创产品以自身优秀文化为基础，与人们的日常生活紧密相连，研发出一系列的日常实用性产品，满足人们不同的需求。

(4) 收藏意义。收藏故宫博物院所开发出来的一些文创产品是对故宫博物院所藏的珍贵文物进行复刻，限量发售并且附有特别的认证证书，具有一定的独特性和收藏意义。

(5) 文化属性。故宫博物院所开发出的应用软件、小程序以及发行的出版物普及了人们对于传统文化的认知，使消费者在使用产品的同时，也满足了人们对于传统文化知识理解，具有一定的文化属性。

2.4 消费价值的研究

通过查阅文献发现，国内外学者从消费价值的定义、构成维度、影响因素等方面进行了研究。

冯娟（2018）认为消费价值是指特定产品实体特件、服务特性和特定条件提供的技术支援。

李伟卿等（2021）将消费价值的定义总结为消费者在购买以及使用产品的过程中，产品的功能、质量、服务以及是否达到了心理预期的一个总体评价。消费者感知价值是由消费者而不是销售者，生产者或其他利益相关人决定的；消费者感知价值受特定的产品或服务的影响；消费者感知价值是消费者在消费活动中对其所获得的和失去的权衡。

Hsiao 和 Hsueh（2021）指出，消费价值是消费者在综合多方面考虑的情况下对产品所做出的利得判断，不仅仅包括产品的使用和产品所花费的金钱，也包括了情感、审美等其他问题。

综上，不同学者根据不同视角对于消费感知价值有着不同的定义，通过对这些文

献的分析，本文将 Hsiao 和 Hsueh（2021）所提出的消费价值含义作为故宫文创产品的消费价值定义。

2.5 消费价值的研究维度

为了进一步对消费价值的进一步研究和测量，研究人员分别以不同的维度为基础，通过结合消费者的消费行为和消费心理将消费价值划分为不同的维度。

张学睦与王希宁（2019）在产品购买意愿的研究中，对作为中介变量的消费价值进行了维度划分，主要分为了环境价值、社会价值、功能价值—质量、功能价值—价格。

疏淑进与邵隽（2021）将消费价值划分为划分为质量、社会、价格、创新、教育和体验六个不同的维度。

Young-Jae 与 Yeon-ji（2021）在研究文化艺术休闲参与的感知价值与休闲利益的关系中，将消费价值划分成为了三个维度和七个子因素，即功能维度（实物价值、价格价值、商品价值、专业价值）；情感维度（指导价值和情感价值）和社会层面（社会价值）。

综上，通过对消费价值的维度分析发现，消费价值的维度主要集中在功能价值、社会价值、情感价值、商品价值、体验价值等维度。根据文献资料以及故宫文创产品的分类和特点进行分析，划分出了故宫文创产品特有的消费价值维度：实用价值、文化价值、收藏价值、品牌价值、创新价值。

2.6 消费者满意度

2.6.1 消费者满意度的研究

Shen（2021）等将商品满意度定义为消费者在进行商品比较时，对商品的表现所做出的心里期望。

2.6.2 消费者满意度的测量

马天（2019）在通过消费者对产品进行购买后的心理预期进行分析，得感触结论，当消费者购买故宫文创产品达到心理预期或者超过心理预期时，表现出来的态度会非常满意，当没达到心理预期时，为不满意。

郭晓姝等（2020）通过运用差距理论将消费者满意度定义为消费者在消费过程中对产品的期望与使用产品后的实际心理预期之间的差距。这个差距的大小代表了消费者满意度的大小。除此之外，消费者也会将购买产品所付出的金钱成本与其使用产品后所得到的受益进行比较。如果这个金钱成本低于消费者所获得的收益，消费者满意度表现结果为升高，反之消费者满意度的表现结果为降低。

2.7 相关研究

郭安禧等（2019）以团队游客为研究对象，发现旅游，目的地给游客带来的较高感知价值会明显提升满意度和重游意愿。想要提升产品的消费者满意度，就必须注重消费者感知价值的获取，其是消费者满意度的关键驱动力。消费者的感知价值对顾客满意度有着直接的作用，其关系着产品能否满足消费者的需求以及消费者所期望获得的产品价值。

张辉与陈雅清（2020）在展会上的实证研究中发现参展商对展馆的感知价值会直接提升其满意度和参展意愿。感知是通过消费过程来影响消费者对产品所触发情感的反应，产品给消费者所带来的情感越强烈，消费者满意程度就越高；反之，消费者满意程度就越低。除此之外，在某些研究文献上，消费者满意度是顾客感知价值的结果。许多研究人员在对消费者满意度进行研究时，通常以“前因-结果-行为意向”行为学路径作为研究的方向路径。但其实消费者满意度是消费者期望所得到的与实际所消费之间的差值。因此，消费者满意度的测量大多与消费价值有关。消费价值更符合消费者

的需求，满足消费者的需要和愿望，从而进一步地提升消费者满意度。

2.8 研究假设

2.8.1 实用价值对消费者满意度的影响

李超（2020）等人发现，产品在不同场景下的实际应用以及不同类别产品的实用性会影响消费者对产品的需求，从而进一步对消费者满意度有影响。

基于此，提出研究假设 H1：实用价值对消费者满意度有正向影响。。

2.8.2 文化价值对消费者满意度的影响

Lin 等（2018）等使用 DEMATEL 技术，将对消费者选择故宫文创产品有影响的 6 个主要因素以及 15 个次要因素进行了分析，结果表明，消费者对故宫文创产品满意度会受到文化因素影响。

基于此，提出研究假 H2：文化价值对消费者满意度有正向影响。

2.8.3 收藏价值对消费者满意度的影响

疏淑进和邵隽（2021）通过研究发现故宫文创产品所具有的所具备的文物收藏因素会对消费者满意度产生影响。

基于此，提出研究假设 H3：收藏价值对消费者满意度有正向影响。

2.8.4 品牌价值对消费者满意度的影响

卜立言与李鹤森（2019）在消费者视角下对消费者心理进行研究，发现文创产品的品牌个性是影响消费心理的四个因素之一。

基于此，提出研究假设 H4：品牌价值对消费者满意度有正向影响。

2.8.5 创新价值对消费者满意度的影响

Tu 等（2019）通过对消费者购买文创产品的研究发现，消费者非常关注文创产品在传统文化以及创新思维等元素。

基于此提出研究假设 H5：创新价值对消费者满意度有正向影响

3. 研究设计与方法

3.1 研究对象

本文的研究主题为故宫文创产品的消费价值对消费者满意度的影响，因此，将故宫文创产品贴吧的人作为研究对象。

3.2 调查内容与方法

使用调查问卷进行数据收集，调查问卷主要采取线上发放模式。在正式问卷调查中，发放了大约 220 份调查问卷，剔除无效和异常问卷后，有效问卷 200 份，问卷回收率大约为 90.91%。

调查问卷第一部分为主导介绍。其主要介绍被调查者，即北京故宫文创产品进行本次调查的目的及具体内容。

第二部分为调查对象的基本信息统计。该部分主要是收集调查对象的相关信息，包括性别、年龄、收入以及职业等。

第三部分为调查问卷主体内容，即在功能价值、社会价值、情感价值、认知价值、条件价值、体验价值、服务价值七个维度及方面以及消费者满意度进行内容设计。使用李克特五级量表进行测量，测量题数设置为 24 道，问项回答分为“非常不同意”、“不同意”、“不确定”、“同意”、“非常同意”。

3.3 信度与效度分析

根据表 1 所示，调研问卷的克隆巴赫系数为 0.965，大于 0.8，说明调查问卷的整体信度比较高。

表 1
信度分析表

可靠性统计		项数
克隆巴赫 Alpha	.956	18

数据来源：数据分析整理所得

由表 2 可知，KMO 值为 0.965，并且巴特利球形检验显著性水平小于 0.05，这表明所收集到的数据适合做因子分析，量表的效度较好

表 2
效度分析表

KMO 和巴特利特检验		
KMO 取样适切性量数。		.965
巴特利特球形度检验	近似卡方	2379.357
	自由度	153
	显著性	.000

数据来源：数据分析整理所得

4. 研究结果与分析

4.1 基本情况分析

在性别统计分析中，男生占比 51.14%，女生占比 48.86%，男女比例相差不大，男性消费者略多于女性。

在年龄的分布上，主要集中于 25 岁以上群体，占比达到了 71%，其中 25-30 和 30-35 的占比均为 35.5%。18-25 岁占比为 12.5%，35 岁以上占比为 16.5%，说明样本的主要对象主要集中于青年或者中年。

在职业上，私营业主、公务员、白领（普通职员）占据了前三位，占比分别为 30.5%、24.5%和 21.5%。由此可见，购买故宫文创产品的群体是有一定的稳定收入。

月收入基本呈正态分布，占据月收入前三位的分别是 5000-10000 元、10000 元以上以及 2000-5000 元，所占比例分别为 33.5%、33%以及 18%。这个占比结果基本符合当前中国发达地区的收入水平。

在购买故宫文创产品这一题项中，主要集中在半年 1-2 次以及每年 1-2 次，占比分别为 29%和 41.5%，由此可见，故宫文创产品的客户黏性不是很大，多次购买的消费者不多。

4.2 数据分析

4.2.1 数据的正态分布检验

使用 SPSS 软件对量表各个变量的均值、标准差、偏度以及峰度进行描述性统计分析并进行正态分布检验。具体结果如表 3 所示。

表 3
样本数据的描述统计分析表

描述统计									
N	最	最	均	标	偏	峰			
统	小	大	值	准	度	度	标		
计	值	值	统	偏	统	统	准	准	准
	统	统	计	差	计	计	错	错	错
	计	计	统	统	计	计	误	误	误
	计	计	计	计	计	计	计	计	计

实用价值	200	1.00	5.00	3.922	.935	-	.172	1.304	.342
						1.325			
文化价值	200	1.00	5.00	3.956	.937	-	.172	1.676	.342
						1.443			
收藏价值	200	1.00	5.00	3.990	.859	-	.172	3.127	.342
						1.448			
品牌价值	200	1.00	5.00	4.008	.842	-	.172	1.749	.342
						1.604			
创新价值	200	1.00	5.00	3.973	.868	-	.172	1.653	.342
						1.282			
消费者满意度	200	1.00	5.00	3.960	.916	-	.172	2.045	.342
						1.484			
有效个案数(成列)	200								

资料来源:通过数据收集分析整理。

结果显示,项目的偏度系数绝对值小于 3,峰度系数绝对值均小于 10,样本数据可以视为符合单变量正态分布。

4.3 假设检验

4.3.1 相关性检验

通过表 4 能够知道实用价值、文化价值、收藏价值、品牌价值、创新价值和消费者满意度互相之间存在显著的相关关系。且相关性系数都为正数,可初步判断存在显著的正向相关。而且相关系数均小于 0.8,不存在共线性问题。除此之外,实用价值、文化价值、收藏价值、品牌价值、创新价值都与消费者满意度存在显著的相关性,同时相关性系数为正,可以初步判断都与消费者满意度有显著的正向相关。

表 4

皮尔逊相关系数检验分析结果

		平均值	标准差	实用价值	文化价值	收藏价值	品牌价值	创新价值	消费者满意度
实用价值	皮尔逊相关性	3.922	.935	1					
	个案数			200					
文化价值	皮尔逊相关性	3.956	.937	.791**	1				
	个案数			200	200				
收藏价值	皮尔逊相关性	3.990	.859	.762**	.781**	1			
	个案数			200	200	200			
品牌价值	皮尔逊相关性	4.008	.842	.705**	.751**	.737**	1		
	个案数			200	200	200	200		
创新价值	皮尔逊相关性	3.973	.868	.753**	.793**	.736**	.736**	1	
	个案数			200	200	200	200	200	
消费者满意度	皮尔逊相关性	3.960	.916	.706**	.763**	.797**	.736**	.746**	1
	个案数			200	200	200	200	200	200

4.3.2 回归分析

在通过皮尔逊系数检验得出上述变量之间存在显著相关关系的基础上，为了进一步探索自变量和因变量之间的因果关系，本研究通过 SPSS 软件对自变量和因变量之间分别进行线性回归分析，结果如表 5 所示。表 5

线性回归分析结果表

	系数 ^a					共线性统计			
	未标准化系数		标准化系数			容差	VIF	调整后的 R 方	DW 值
	B	标准错误	Beta	t	显著性				
(常量)	.187	.193		.967	.335				
文化价值	.264	.075	.270	3.543	.000	.282	3.542		
品牌价值	.261	.074	.240	3.549	.000	.360	2.779	.680	1.999
收藏价值	.221	.081	.207	2.743	.007	.287	3.480		
创新价值	.201	.081	.190	2.471	.014	.277	3.611		

a. 因变量：消费者满意度

资料来源：由数据分析整理

从表 5 线性回归分析结果可以看出模型调整后的 R 方为 0.680。说明消费价值的四个维度可以解释消费者满意度变异程度的 68%且 VIF 值均小于 5，说明不存在共线问题。除此之外 DW 值在 2 附近，样本独立，模型可以接受。

各变量之间具体回归分析结果如下：

文化价值的回归系数为 0.264 ($t=3.543$, $p<0.05$)这意味着服务价值对消费者满意度存在显著的正相关关系，即故宫文创产品的服务价值越高，消费者满意度就越高。

品牌价值的回归系数为 0.261 ($t=3.549$, $p<0.05$)，这意味着社会价值对消费者满意度存在显著的正相关关系，即故宫文创产品的社会价值越高，消费者满意度就越高。

收藏价值的回归系数为 0.221 ($t=2.743$, $p<0.05$)，这意味着功能价值对消费者满意度存在显著的正相关关系，即故宫文创产品的条件价值越高，消费者满意度就越高。

创新价值的回归系数为 0.201 ($t=2.471$, $p<0.05$)，这意味着认知价值对消费者满意度存在显著的正相关关系，即故宫文创产品的认知价值越高，消费者满意度就越高。

在进行线性回归分析时，实用价值作为排除的变量并不会对消费者满意度产生影响关系。

通过分析消费者满意度量表均值能够发现消费者满意度量表得分略高于 3.5 分，结果说明消费者对于故宫文创产品的满意度仍有较大的提升空间。因此可以通过消费价值的五个维度来对故宫文创产品在消费者满意度方面提出合理的建议。

4.4 本章小结

通过对收集的数据进行了正态分布的检验，发现数据符合正态分布。又对数据进行了相关性检验，发现社会价值、认知价值、条件价值、体验价值、服务价值都与消费者满意度有显著的正相关关系。最后通过回归分析对数据进行进一步的检验，最终发现研究结果与最初假设如下所示，即：

H1:实用价值对消费者满意度有正向影响 不成立

H2:文化价值对消费者满意度有正向影响 成立

H3:品牌价值对消费者满意度有正向影响 成立

H4:收藏价值对消费者满意度有正向影响 成立

5. 提高故宫文创产品消费者满意度的策略

5.1 提高文创产品的文化内涵

文创产品与其他产品最大的不同在于文创产品充满文化内涵。随着我国经济飞速发展，人们越来越注重文化内涵。故宫文创产品需要具有专业知识的人员将文创产品与传统文化相结合，给与文创产品长久的生命力。并且在宣传产品时将产品背后所包含的故事讲出来，不仅仅让消费者了解产品，也要让消费者了解到足够的文化知识。

除此之外，故宫博物院需要将重点放在文创产品的文化内核建设，将中国几千年的文化价值与传统历史发扬光大形成具有独属于故宫的文化传播产品，不断的传播正能量，正确的引导消费者的价值观，提升产品的文化价值。让购买文创产品的消费者感受到文创产品与其他产品不一样的魅力，进而提高消费者的满意度。

5.2 提升品牌影响力

故宫文创产品的品牌价值包含两个方面，其一是精神符号，其二是具体实物。精神符号代表了故宫文创品牌所具有的中国传统文化精神。自古以来中国文化一直以各种方式进行传播，消费者心中没有一个形象构建的过程。故宫文创所做的就是将品牌形象构建起来，让人们真的理解品牌的真正意义。具体实物则是故宫文创品牌的品质保证。故宫文创产品包含了许多方面。为消费者提供高品质的文创产品是故宫文创所必须做的。以将品牌进行形象构建为基础结合高品质的文创产品，让消费者在看到文创产品时就会想到故宫文创是文创产品行业内的品质保证，提升品牌价值。从而让消费者首选故宫文创把并且买到心仪的文创产品，进而提高消费者的满意度。

5.3 提高文创产品的精品度

现阶段，故宫文创产品的精品度不够，有收藏价值的产品不多。而且一些珍贵文物的制作技艺也已经逐渐开发出来。其完全可以使用传统的制作工艺在材料、颜色以及造型上对馆内藏品的限量复刻来加强产品的精品度，进而加强产品的收藏价值，吸引人们的眼球。除此之外，故宫博物院完全可以和一些珠宝商进行合作，打造出具有传统文化的奢华首饰、手串以及佛珠具有收藏价值的产品，满足人们对于收藏品的追求，进而提升消费者满意度。

5.4 多元化开发创新文创产品

故宫博物院受到生产能力以及人员不充足的等因素的影响，主要是靠合作以及品牌授权来开发生产，就目前产品创新开发来看，产品同质化逐渐加重，创新能力可能遇到瓶颈。这将会导致产品创新价值不足。其完全可以将产品进行多元化的产品领域创新。例如动漫领域、小型家具领域或者拼装积木领域等。除此之外，故宫博物院完全可以建立一个创意社区，通过面向消费者征集创新方案，让消费者自己进行创意设计，开发出满足消费期望的文创产，提高产品的创新价值，进而提高消费者的满意度。

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Discussion on the implementation effect of the output-oriented applied talent training quality assurance system: Take the English major (teacher training) of Hengshui University as an example

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Abstract

Under the background of the transformation of local general undergraduate colleges, the English major (teacher class) of Hengshui University, according to the professional certification standards of teacher class, follows the OBE concept, builds a quality assurance system for the cultivation of applied talents that organically combines "national standards" and "school standards", and improves Training goals, graduation requirements, and course goal achievement evaluation operation mechanism; based on reasonable evaluation data content, methods and sources, optimize the continuous improvement mechanism of talent training quality, and form a closed-loop management of evaluation-feedback-improvement-re-evaluation-re-feedback-re-improvement.

Keywords: output-oriented; applied talents; quality of talent training; graduation requirements

面向产出的应用型人才培养质量保障体系实施成效探讨

——以衡水学院英语专业（师范类）为例

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摘要

在地方普通本科院校转型背景下，衡水学院英语专业（师范类）根据师范类专业认证标准，遵循 OBE 理念，构建“国标”与“校标”有机结合的应用型人才培养质量保障体系，完善培养目标、毕业要求、课程目标达成评价运行机制；基于合理的评价数据内容、方法与来源，优化人才培养质量持续改进机制，形成评价-反馈-改进-再评价-再反馈-再改进的闭环管理。

关键词: 面向产出；应用型人才；人才培养质量；毕业要求

2017 年，教育部颁发《普通高等学校师范类专业认证实施方法（暂行）》，继工程类专业后在师范类专业启动三级五类专业体系；2020 年《深化新时代教育评价改革

总体方案》指出“教育评价事关教育发展方向，有什么样的评价指挥棒，就有什么样的办学导向”，把评价提高到了国家教育战略发展的高度。但建立系统科学的应用型人才培养质量保障体系，进而全面推进自觉、自省、自律、自查、自咎的质量文化与质量革命，这还需要应用型大学再探索，再研究、再实践。

基于“人、事、物”统一体的东方哲学，我国系统科学家顾基发提出解决复杂性问题的“物理-事理-人理”方法论，简称 WSR 系统；基于 WSR 系统论，应用型本科院校代表枣庄学院选取体育教育专业首次尝试了应用型人才培养评价指标体系实验研究，迈出了人才培养质量评价定性问题定量化的第一步，并且突出了应用型人才培养评价过程中“人”的主体作用。周生旺与张翠梅（2013）借鉴了国际标准，工程类专业认证首先提出 OBE 的理念，师范类专业认证推出了面向产出的培养目标、毕业要求、课程目标达成情况评价并持续改进机制。在师范类专业认证视域下，黄升平（2021）认为人才培养质量保障体系还存在一些问题，面向产出的人才培养质量理念还未有效转化为教育教学行为，人才培养质量保障体系还存在结构性缺失与弱化现象，人才培养过程常态化监控机制有待提高，评价结果用于持续改进的机制也还不健全。认证标准下，师范类专业质量保障体系出现了新动向，实施“四位一体、五个达成”质量保障运行机制，即目标决策、运行实施、监控评价与反馈改进“四位一体”系统以及培养目标达成度、社会需求适应度、数字资源支撑度、质量保障有效度、学生和用人单位满意度五个达成情况的评价（马晓春、周海瑛，2021）。在先行研究基础上，课题组以衡水学院英语专业（师范类）为为例，系统开展面向产出的应用型人才培养质量保障体系研究与实践。

本篇论文的调查对象为师范生利益相关方：地方教育行政部门、基础教育单位和毕业生。针对不同调查对象，设计3套问卷，分别供地方教育行政部门、基础教育单位和毕业生自我评价使用。

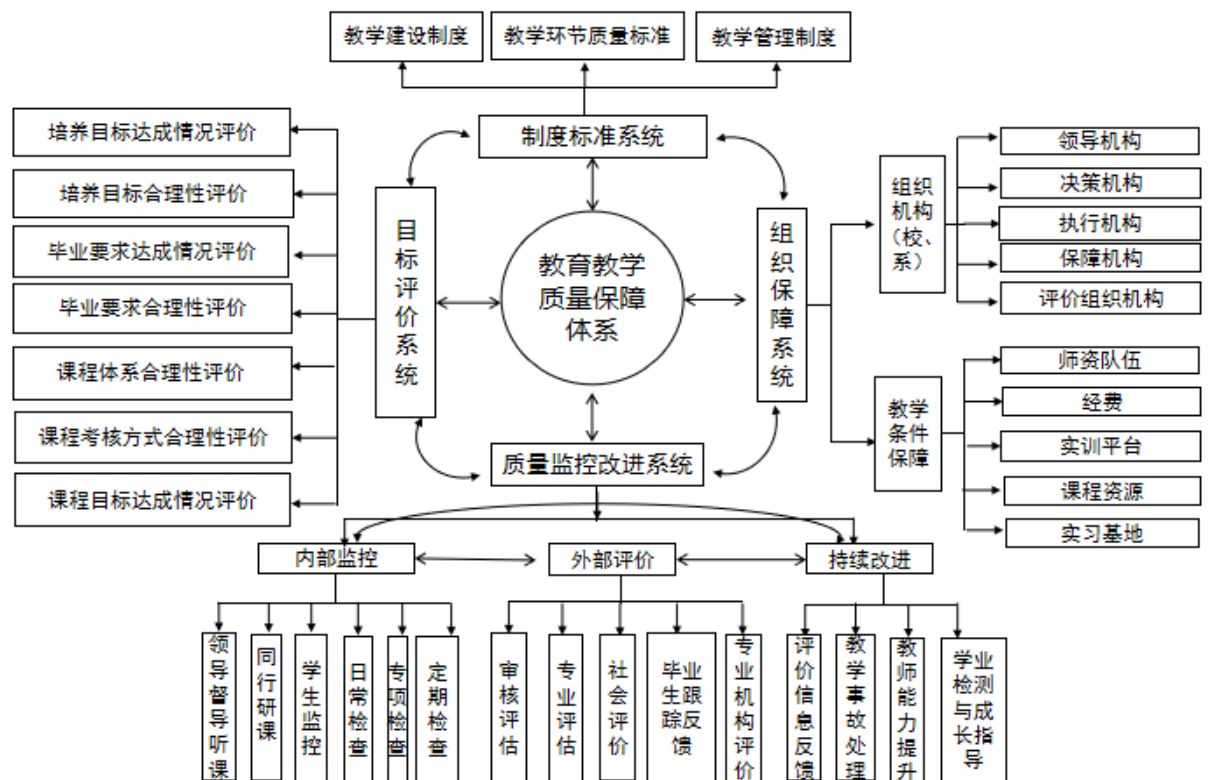
本研究在河北、海南、天津等地通过微信或者电子邮件方式发放调查问卷，其中问卷回收情况为调查地方教育行政部门 88 个、基础教育单位 167 个、毕业近 5 年左右师范生 233 位。

1. 质量保障体系

建立面向产出的评价改进机制，本专业构建了师范人才培养质量保障体系，包括质量保障组织架构、制度标准系统、目标评价系统和质量监控改进系统四大部分（见图 1），形成评价-反馈-改进-再评价-再反馈-再改进的闭环管理机制，人才培养质量保障体系在结构与功能上保障专业课程目标、毕业要求、培养目标的达成。

图 1

师范人才培养质量保障体系



资料来源：本研究整理

其一，质量保障组织机构为该体系提供组织保障与支持条件。其组织机构由校、系两级领导机构、决策机构、执行机构、保障机构与评价组织机构组成；其教学条件保障包括师资队伍、教学经费、实验实习基地、课程资源以及社会资源在内的支持条件保障系统组成。质量保障组织架构各司其职，确保质量保障体系运行有序、质量落实到位，对毕业要求达成起有效支持作用。

其二，以毕业要求达成为核心的质量保障目标系统，确保专业认证“主线”逻辑清晰。目标系统包括培养目标达成评价以及合理性评价、毕业要求达成评价以及合理性评价、课程体系合理性评价、课程考核方式合理性评价以及课程目标达成评价七大评价机制，确保依照“国标”“校标”，反向设计培养目标、毕业要求、课程体系的分解链，正向施工三大目标的支撑链。

其三，为确保对学生有效学习和获得学习效果的支持作用，构建了精细化的学校和外语系两级质量保障制度与标准，确保了人才培养质量保障有章可循。在三年内，根据专业认证理念以及全国教育大会精神，更新和修改完善了三大制度标准体系——教学建设制度、教学环节质量标准和教学管理制度，明确各主要教学环节的质量要求与毕业要求的关联情况及要点，明晰专业教学过程常态化监控的方法和质量评价的周期，明确每个教学环节质量监控和评价的主要责任人。

其四，质量保障实施系统，保障校、系两级以学生的发展配置教育资源和安排教学活动，并将学生和用人单位满意度作为衡量人才培养质量的重要依据；基于评价结果，积极推进内外联动的质量监控与持续改进机制建设，形成评价-反馈-改进-再评价-再反馈-再改进的闭环管理机制。

2. 面向产出的毕业要求达成情况评价机制

该人才培养质量保障体系紧紧围绕毕业要求这一准绳，全面推进面向产出的质量评价改进“底线”建设。下面以面向产出的毕业要求达成情况评价机制为例，阐述该质量保障体系的具体运行情况。

1. 毕业要求达成情况评价相关制度

根据学校《人才培养质量达成情况评价管理办法》、《关于健全教育教学质量保障体系的实施意见》，《师范类专业课程目标达成情况评价实施办法》、《师范类专业毕业要求合理性评价实施办法》及《师范类专业毕业要求达成情况评价实施办法（试行）》等人才培养质量评价制度，建立了系级《课程目标达成情况评价实施细则》和《毕业要求达成情况评价实施细则》，构建起了校系两级课程目标和毕业要求达成情况评价制度，确保面向产出的人才培养质量评价有章可循。

2. 毕业要求达成情况评价机制运行

毕业要求达成情况评价制度涵盖了以下五个方面的内容：1) 评价工作责任机构、责任人和主要职责，2) 评价对象和评价周期，3) 评价过程，4) 评价方法，5) 结果使用要求。整体情况如表 1 所示。

表 1

毕业要求达成情况评价机制

评价机制	评价工作 责任机构、 责任人和 主要职责	评价对象 和评价 周期	评价过程	评价方法	结果使用要求
毕业要求达成情况评价机制	1. 责任机构：评价小组； 2. 责任人：系主任； 3. 主要职责：评价、分析与改进。	1. 评价对象获得毕业证的毕业生 2. 评价周期：一年	直接评价毕业要求达成情况：专业负责人根据支撑指标点的课程目标达成度和权重，算出该毕业要求指标点的达成度；根据取值最小原则，得出每一项毕业要求的达成情况； 调研学生对毕业要求达成情况的主观判断和自我评价：开展毕业生调查问卷、座谈以及第三方评价等，获知毕业要求的认可情况。 反馈毕业要求达成情况：综合毕业要求的达成和认可情况，形成毕业要求达成情况评价报告，确定毕业要求是否支撑培养目标，并提出持续改进意见。	直接评价：基于课程目标达成情况评价； 间接评价：对各项毕业要求达成情况的问卷调查结果	单项分析：分析单项毕业要求达成情况与期望值之间的吻合度，确定毕业要求是否达成。 横向分析：横向比较毕业要求情况，找到短板，持续改进。 比较分析：比较直接评价和间接评价结果，从差异中寻找问题，持续改进。

资料来源：本研究整理

3. 毕业要求达成评价采用数据的合理性

1. 数据的内容

毕业要求达成评价数据包括以下三方面，涵盖了三层对应关系。首先，根据人才培养方案中毕业要求与培养目标对应支撑关系，确定毕业要求八个观测点与培养目标四个内涵的对应关系，确保毕业要求对培养目标可形成基础支撑。其次，按照认知、

技能、应用和问题解决能力的内涵逻辑关系分解毕业要求指标点，确认英语专业毕业要求能够在广度和深度上覆盖认证标准中的毕业要求；比如毕业要求 1（师德规范），从政治素养、价值规范和职业规范三个层面涵盖专业认证标准师德规范能力体系。最后，支撑本专业毕业要求指标点的教学环节（课程）涵盖了理论课程、第二课堂活动课程与综合实践课程，建立起了毕业要求能力体系与“一践行三学会”养成体系，确保了毕业要求的可实现。

其中在人才培养方案中，一般会列出几个培养目标。这些培养目标描述了应该培养出哪些具有特定素质和能力的人才。同时，针对这些培养目标，人才培养方案中还会有一些期望达成的要求，也就是所谓的“毕业要求”。这些毕业要求具体表述了学生在特定的领域或方面应掌握的知识、能力和素质等方面的要求。而对于毕业要求而言，为了更好地跟踪、评估和实现这些要求，往往会把毕业要求进一步细分为几个重要的指标点。这些指标点可以看作是对毕业要求更具体和详细的阐述。这些指标点也被称为“观测点”。培养目标与毕业要求之间的对应关系可以让我们更加清晰地了解在人才培养过程中需要强化培养哪些技能能力；而毕业要求中的具体观测点则转化了这些目标和要求，让我们能够更好地跟踪、评估和实现这些要求，对毕业要求的达成情况进行 A/B 测试和分析。

而“四个内涵”，则是围绕认知、技能、应用和问题解决能力这四个方面。对于每个毕业要求指标点内，我们需要明确它对应的认知、技能、应用和问题解决能力，使学生可以在这些方面进行有针对性的学习和训练，以帮助学生找到更有效的学习方法和途径，进一步提高学生的综合素质和能力。

这些能力之间也是相互关联的，比如学生的认知能力和技能能力需要在实践中得以转化；而问题解决能力也需要在日常的学习过程中存在激发和训练。因此在学生的培养过程中，需要对这些能力给予充分的重视和培养，以提高学生在应用场景中的实际表现能力。

从而，毕业要求对培养目标内涵的支撑，毕业要求指标点对毕业要求的分解、课程体系对毕业要求的支撑，这三大对应关系实现了毕业要求达成情况数据内容的相关性与全面性。

2. 数据收集方法

本专业毕业要求收集方法有两种：直接评价和间接评价。直接评价为课程目标达成度乘以课程支撑权重。间接评价，即测量学生对自己在毕业时是否具有毕业要求所规定的能力的判断、信念或主体自我把握与感受；间接评价方法有毕业要求达成情况问卷调查、毕业生座谈以及第三方评价。毕业要求达成情况问卷包含 20 个问项，采用李克特 7 分量表记录，分别记为 1、2、3、4、5、6 和 7 分。每条毕业要求取学生样本的平均值，折合成百分制，即为该条毕业要求的间接评价价值。

由此，通过对学习成果的客观评价以及对学生毕业要求达成的主观评价，确认毕业要求评价方法与学生的能力相关，确保了数据收集方法的可靠性。

3. 数据来源

毕业要求达成评价数据有两大来源，直接评价数据和间接评价数据。

直接评价数据来源为课程考核材料、活动记录以及相关评价报告。下面以衡水学院英语专业毕业要求中学科素养直接评价达情况为例。（见表 2）。

表 2

学科素养达成情况一览表

毕业要求	毕业要求指标点	支撑课程	课程权重	课程目标达成情况	课程对指标点达成情况	指标点达成情况	毕业要求达成情况 (直接评价)
3 学 科 素 养	3.1 语言 能力	基础英语 1-4	0.2	0.84 0.81 0.79 0.80	0.16	0.81	
		高级英语 1-2	0.1	0.78 0.78	0.08		
		英语语音	0.1	0.85	0.09		
		英语视听说 1-4	0.2	0.78 0.76 0.81 0.78	0.16		
		英语写作 1-2	0.1	0.76 0.80	0.08		
		英语语法	0.1	0.80	0.08		
		英语阅读 1-2	0.1	0.77 0.73	0.08		
		英汉/汉英笔译 1	0.1	0.82	0.08		
		英语语言学	0.2	0.78	0.16		
		英国文学 1	0.2	0.76	0.15		
	3.2 学科 知识	美国文学 1	0.2	0.82	0.16	0.78	0.78
		跨文化交际	0.2	0.74	0.15		
		第二外语 1、2	0.2	0.81 0.82	0.16		
	3.3 相关学科 知识	中国近现代史纲要	0.4	0.76	0.30	0.82	
		大学语文	0.3	0.86	0.26		
		大学计算机基础	0.3	0.87	0.26		

资料来源：本研究整理

间接评价数据来源有三部分为，毕业生毕业要求达成情况调查问卷，毕业生代表座谈纪要以及第三方评价报告。间接评价数据以毕业要求达成情况调查问卷为主。毕业生座谈以及第三方评价本文不做研究。问卷调查报告由调查目的、调查过程、数据分析、结论与调查局限五部分组成。以下是衡水学院英语专业 18 级毕业要求达成情况问卷调查结果。

表 3

最近一次毕业要求达成情况问卷调查结果（间接评价）

毕业要求	平均值（满分 7 分）	达成度
师德规范	6.251	0.932
教育情怀	6.482	0.926
学科素养	6.21	0.887
教学能力	6.24	0.891
班级指导	6.054	0.865
综合育人	6.221	0.889
学会反思	6.243	0.892
沟通合作	6.329	0.904

资料来源：本研究整理

据以上数据，毕业要求达成达成情况的评价数据内容全面，具有相关性；采取评价方法实现了主客观相结合，定量评价和定性评价相佐证，由此可确认毕业要求达成达成情况的评价数据合理。基于合理数据，专业持续地改进毕业要求达成情况以及合理性，以保障其与培养目标相符合。

4. 研究结论

建立面向产出的人才培养质量保障体系是确保应用型人才培养质量的关键措施，在该体系的构建过程中需要充分考虑毕业要求、培养目标、课程体系的对接与协调。实施面向产出的毕业要求达成情况评价机制是保障人才培养质量的有效手段，直接评价和间接评价的结合能够提高评价结果的客观性和准确性。唯有对学生学习效果的全面监控和评价，才能为人才培养质量保障提供可靠的数据支持和有效的改进措施，因此建立质量保障的数据检测与分析机制是不可或缺的。在面向产出的人才培养质量保障体系中，不仅需要高效的组织架构和支撑机制，还需要强大的师资力量和教学资源的保障，以保证人才培养质量体系的顺利运行。忠实、全面地落实产出导向的人才培养质量保障体系，必将有力地提高应用型人才的质量和社会价值，从而为国家经济社会发展作出重要贡献。

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The Effect of College Students' Perceived Entrepreneurial Leadership on Entrepreneurial Intention in Hainan Province, China

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Abstract

This study mainly explores the effect of college students' perception entrepreneurial leadership on entrepreneurial intentions and provides new ideas for education and teaching for colleges and universities to improve college students' entrepreneurial intentions. This study adopts the convenience sampling method, uses the entrepreneurial leadership scale and the entrepreneurial intention scale as the research tools, and conducts a questionnaire survey on college students in three universities in Hainan Province. A total of 781 questionnaires were returned, and 12 invalid questionnaires were screened out 769 questionnaires were recovered, and the effective rate of the questionnaire was 98.5%. The valid questionnaires were analyzed by SPSS statistical software. The research results show that college students' perception entrepreneurial leadership has a significantly and positively effects on entrepreneurial intentions. The results of this study have important reference value for further improving college students' entrepreneurial intention.

Keywords: College students; Perceived entrepreneurial leadership; Entrepreneurial intention

大学生感知创业型领导对创业意向的影响

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摘要

本研究主要探讨了大学生感知创业型领导对创业意向的影响，并为高校提高大学生创业意向提供教育教学的新思路。本研究采用便利抽样的方式，以创业型领导量表、创业意向量表为研究工具，对海南省3所高校的大学生进行问卷调查，总计收回问卷781份，筛除无效问卷12份，实际收回769份，问卷有效率为98.5%。有效问卷经SPSS统计软件进行数据分析，结果显示，大学生感知创业型领导对创业意向存在显著正向的影响。本研究的结果对进一步提升高校大学生创业意向具有重要的参考价值。

关键词: 大学生；感知创业型领导；创业意向

1. 研究背景与动机

在竞争日益激烈的商业环境下，创业对一个国家或地区的经济、政治和社会环境有重要影响 (Montiel & Clark, 2018)。创业意向被定为开始一项新业务的承诺，被认为是创业行为的先决条件，是促进个人成功创业的关键 (Zhang et al., 2014)。

过去实证研究侧重于探索影响创业意向的重要因素, 研究人员认为, 领导力在影响员工或学生创业意向方面发挥着重要作用 (Ni & Ye, 2018; Mali et al., 2019)。有研究表明, 领导者的主动性人格、冒险精神能够激励员工或学生的创业意向 (Gurel et al., 2021; Solesvik, 2017; Syed et al., 2020)。而这些是创业型领导者最为突出的特征 (Chen, 2007)。创业型领导者如何激发下属的创业意向, 就成为了一个关键问题。创业型领导者能够在高速和不确定的环境中持续创新和适应, 并且在创新创业和创新方向过程中扮演者重要角色 (Surie & Ashley, 2008)。因此, 本研究推论, 创业型领导可能会激发创业意向的提升。

然而, 检视过去的文献, 现有的研究证实创业型领导能够促进个人创新行为的产生 (Bagheri & Akbari, 2018; Newman et al., 2018) 和创造力的提高 (Cai et al., 2019; Mehmood et al., 2021), 而较少有研究关注创业型领导对创业意向的影响, 仅有 Suyudi et al. (2020)发现创业型领导可以促进创业意向的提升, 需要更多的实证研究来确立这个关系。

为了理解大学生感知创业型领导是如何影响其创业意向, 本研究检验了大学生感知创业型领导对创业意向的影响。本研究结果可以深化大学生感知创业型领导对创业意向影响机制的理论和实证研究。

2. 文献综述

创业型领导指领导者能够制定长远的目标, 并且及时的抓住机会, 乐于赋予员工权利, 同时能够保持组织间的亲密关系 (Cunningham & Lischeron, 1991)。Chen (2007) 认为, 创业型领导者的特征主要包括: 主动性、创新能力和冒险精神。主动性指领导者能够比竞争对手抢先一步的积极参与市场变化的倾向或行为 (Zampetakis, 2008)。创新能力则是指创业领导者在识别创业机会、利用资源和解决问题方面发展新颖和有用想法的倾向和能力, 冒险精神反映了领导者在领导创业活动和为未来承担责任时承担计算风险的倾向和能力 (Okudan & Rzasa, 2006)。类似的, Surie and Ashley (2008) 将创业型领导定义为领导者拥有在高速变化和不确定性的创业过程中持续创新和适应能力, 着重于创业领导者在创新创造和创新方向过程中所扮演的角色。Renko et al. (2015) 还指出, 创业型领导者能够影响和指导团队成员的表现, 以实现组织目标, 包括识别和利用创业机会。简而言之, 创业型领导者与追随者建立了良好的关系, 增强了组织间的亲密关系, 并通过展示自身识别创业机会、解决问题等方面的能力, 为追随者树立榜样, 进而可能会激发追随者的创业意向。

虽然目前鲜少有实证研究探讨创业型领导与创业意向的关系, 但却有一些间接性的研究可以佐证这一观点。有研究表明, 主动性人格是创业意向的关键因素 (Hu et al., 2018)。Drăgan et al. (2022) 则发现, 冒险精神与创业行为密切相关, 因为具有冒险精神的个人更加愿意尝试新的机会。创业型领导者自身的冒险精神能够有效提升下属的创新工作行为 (Bagher & Akbari, 2018)。Iqbal et al. (2020) 的一项实证研究结果表明, 创业型领导者会鼓励下属挑战现况, 创造性地思考和行动, 并利用与商业相关的机会, 从而激发员工展示创新行为。许多研究者证实了创业型领导与创新行为之间的积极作用 (Bagheri et al., 2020; Hoang et al., 2022; Malibar & Bajaba, 2022)。

当创业型领导应用于教育领域时, 过去研究者们广泛关注于学生感知创业型领导对其创新行为的影响 (Harrison et al., 2016; Bagheri et al., 2020; Ariyani & Zuhaery, 2021)。鲜少有研究者探讨学生感知创业型领导对创业意向的影响 (Suyudi et al., 2020; Park, 2017; San-Martín et al., 2021), 例如: Suyudi et al. (2020) 发现具有创业型领导风格的校长能够为教师和大学生提供企业家的知识, 注重培养创新创业能力, 而从激发教师和大学生

的创新行为。Park (2017) 的研究证实, 积极主动的教师领导风格可以有效增强大学生在创业准备过程中的应变能力, 从而导致真正的创业。具有创业型领导风格的教师一般更加的自信, 且具有冒险精神, 因此, 当大学生们感知到教师的创业型领导时, 会更加坚定进行创业的想法 (San-Martín et al., 2021)。综上所述, 创业型领导风格的教师愿意与大学生分享创业方面的知识, 大学生们也愿意以他们为榜样, 当创业相关知识得到丰富, 而且有榜样力量的加持后, 大学生的创业意向会得到促进, 因此, 大学生感知创业型领导对于培养其创业意向至关重要。据此, 本研究提出以下假设:

大学生感知创业型领导对创业意向存在显著正向影响。

3. 研究方法

3.1 研究样本

本研究采用便利抽样法, 选取海南省 3 所高校的 769 名高校大学生为研究对象。在填答之前, 研究人员会告知参与者, 他们的个人信息都会被保密, 并随时可以退出本研究, 同时不会对个人产生任何的影响。参与者的基本信息如下所示: 在性别方面: 男性 245 人, 女性 524 人; 在独生子女身份方面: 是独生子女 91 人, 不是独生子女 678 人; 在家族是否有创业经验方面, 家族有创业经验 205 人, 家族没有创业经验 564 人。

3.2 研究工具

3.2.1 创业型领导量表

本研究采用 Renko et al. (2015) 编写的创业型领导量表, 测量大学生感知到的创业型领导。该量表由 8 个项目组成, 采用李克特 5 点量表进行打分, 范围从 1=非常不同意到 5=非常同意, 得分越高, 说明感知的创业型领导越高。由于该量表原本是测量员工感知到的主管创业型领导, 而本研究研究对象为大学生, 因此, 为了符合本研究情境, 将原量表中的“主管”改为“老师”。为了进一步确认大学生是否能够真正感知到创业型领导, 本研究参考了多因子领导量表 (Bass & Avolio, 1995) 的做法, 将计分方式改编成 0=从不, 1=极少, 2=有时, 3=经常, 4=总是, 得分越高代表大学生感知的创业型领导越高。在本研究中, 整体量表的 Cronbach's $\alpha = .871$, 信度良好 (Nunally & Bernstein, 1978)。

3.2.2 创业意向量表

本研究采用 Liñán and Chen (2009) 编写的创业意向量表评估大学生的创业意向水平。共包含 6 个题项, 采用李克特 5 点量表 (从 1=非常不同意到 5=非常同意)。在本研究中, 整体量表的 Cronbach's $\alpha = .875$, 信度良好。

4. 研究结果

4.1 描述性统计分析与相关分析

对各变量进行描述性统计与相关分析, 详情见表 1。创业型领导与创业意向之间呈显著正相关 ($p < .001$), 相关系数为 .363, 所以本研究不存在严重的共线性问题。详情见表 1。

表 1

描述性统计分析与相关分析

变量	M	SD	创业型领导	创业意向
创业型领导	3.658	.553	1	
创业意向	3.433	.596	.363***	1

注: *** $p < .001$ 。

4.2 回归分析

本研究将检验大学生感知创业型领导对创业意向的影响。由表 2 可知，大学生感知创业型领导显著正向影响创业意向 ($\beta=0.363$, $t=10.787$, $p<0.001$)，假设成立，详情见表 2。

表 2

感知创业型领导对创业意向的影响检验

变量	创业意向	
	β	t
创业型领导	.363	10.787***
R ²		.132
Adj R ²		.131
F		116.361***

注 1: *** $p < 0.001$, β 为标准化回归系数。

5. 结语

本研究探讨了大学生感知创业型领导与创业意向的关系。结果表明，大学生感知创业型领导对创业意向存在显著正向影响。这一结果表明大学生感知创业型领导对创业意向的影响，具有一定的理论和实践意义。

5.1 讨论

本研究结果发现，大学生感知创业型领导显著正向影响创业意向，这与过去的研究结果相类似 (Harrison et al., 2016; Bagheri et al., 2020; Ariyani & Zuhaery, 2021)。上述的研究主要探讨学生感知创业型领导对创新行为的影响，而鲜少有研究者探讨学生感知创业型领导对创业意向的影响 (San-Martín et al., 2021)。本研究结果可在一定程度上弥补现有实证研究的不足。

本研究推论可能原因在于，创业型领导风格教师通过鼓励学生放弃传统方式，支持他们实施新的想法，从而促进学生创新和新的机会识别 (Bagher & Akbari, 2018)。此外，当学生们发现他们教师能够创造性地思考和行动，并且能够合理利用创业相关机会的能力时，会视教师为榜样，从而树立前进的方向，最终产生和实施新颖的想法 (Iqbal et al., 2020)。综上所述，创业型领导风格的教师为了培养学生的创业精神，会提供更多的见解与灵感，并在学生心中树立榜样，进而培养学生的创业意向。

5.2 建议

创业意向的发展是创新创业教学的一个重要目标。因此，本研究根据研究结果提出以下建议：第一，学校领导者要重视引进和培养具有创业型领导风格的教师，同时，也可举办关于创业型领导的讲座与培训，为教师提供创业型领导的理论知识，培养教师的创业型领导，从而提升教师创业型领导对学生创业意向的积极影响；第二，教师应当在平常教学中通过分享自身的成功经验，进而树立榜样的作用，最终促进创业意向的提升。

5.3 局限性和对未来研究的启示

虽然本研究证实了大学生感知创业型领导对创业意向的影响，但却也存在一定的局限性：第一，本研究为横断面的研究，因此无法得出确切的因果结论，因此，建议未来研究者可通过纵向研究或准实验设计来确认其因果关系；第二本研究仅选取了中国海南省 3 所高校的高校大学生为研究对象，在研究结果的推论方面存在局限性，因

此，我们鼓励未来研究者进一步在其他国家和环境中测试本研究模型，以得到更多的证据。

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National Session

The Impact of Employee Status Perception on Suggestion Behavior: Trust Within the Organization as the Intermediary, the Leader Regulates the Behavior Adjustment Variable

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Abstract

In this study, the dependent variable was voice behavior, the independent variable was intra-organizational status perception, intra-organizational trust as the mediating variable, and leader regulated focused behavior as the moderating variable. Innovation within the organization of trust before variables for employees for the depth study, depth understanding of the leadership showed different focus adjustment behavior will influence on employees, this study in China Jiangsu and other regions, traditional industries such as manufacturing, Internet companies and information technology companies and state-owned enterprises industry practitioners such as spot check object, collect screening 496 effective questionnaire. Performed the data analysis to draw the conclusions. The perception of status within the organization positively affects employee behavior.

Keywords: status perception within the organization; trust within the organization; Suggestive behavior; Leaders focus on moderating behavior

员工地位感知对建言行为影响：

以组织内信任为中介变量，领导调节聚焦行为调节变量

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摘要

本研究因变量为建言行为，自变量为组织内地位感知，将组织内信任作为中介变量，领导调节聚焦行为作为调节变量。创新了组织内信任的前因变量对于员工对于员工的信任维度进行了深化研究，深度了解了领导表现出不同的聚焦调节行为会对员工产生的影响，本研究以中国江浙沪等地区，传统行业如制造业、互联网公司和信息技术公司以及国企等行业从业人员进行抽查对象，收集筛选了496份有效问卷。进行数据分析得出结论。组织内地位感知正向影响员工建言行为。

关键词：组织内地位感知；组织内信任；建言行为；领导调节聚焦行为

6. 绪论

6.1 研究背景

员工建言行为是组织获得员工反馈的重要途径，当组织中员工建言行为较多时，有利于员工在组织内提出更多诉求同时激发员工的工作能力。当今社会中企业的发展与员工的诉求存在着很强的联系，进而如何促进员工的建言行为成为了近些年组织管理层较为关注的方面，近几年毕业生相较于过去从马斯洛需求理论出发来看，近几代毕业生不在拘泥于生理和安全方面的需求，而是增加了向着更高层级的情感和尊重方面的需求，这种需求层级的提升是不可逆的，所以了解当代员工情感和尊重方面需求，是研究员工行为较为重要的一环，其员工在组织内的地位或许可以直接反馈其员工在组织内所受到的尊重和关心，组织内地位的感知包含了正式地位和非正式地位，其正式地位往往属于传统地位难以改变，而非正式地位是一个从多维度评判的角度去定义员工所可以感知到的地位，是基于员工自身判断而产生影响的地位感知，这种感知会随着员工自身的需求而发生改变，随着尊重和关心的需求逐渐加大，员工对于自身的非正式地位感知逐渐提升，而当员工所感知到的地位发生变化时，其员工对于组织的建言行为也会发生相应的改变。随着需求的改变组织内的信任也成为了员工在组织中重视的一个维度，组织内信任可以划分成员工对领导、组织和员工以及领导对员工的，本文主要研究员工视角下的信任，随着毕业生的增多员工的数量也随之增多，员工与员工直接的信任也变得重要起来，组织内地位感知会改变员工对组织所感知到的公正性发生改变从而影响员工的组织内信任。

7. 文献综述

7.1 理论基础

2.1.1 组织公平理论

组织公平理论中组织公平是员工对于所处工作环境中整体的公平感知，当员工所获得的结果以及获得的方式是公平时，才会认为所在组织是公平的，总体而言人总是以自我为中心带有偏见的想法，将有利于自己的分配结果和过程看作为公平。组织公平理论包括三种形式：分配公平、程序公平和互动公平。其一分配公平往往是指员工对于他们所得到的结果的公平性的感知；其二程序公平是指员工对于决定他们所得到的结果的程序的公平性的感知，根据公平过程效应，在过程公平的条件下即使结果不利，个体也会感觉公平；其三互动公正当人们认为他们被给予了尊严和尊重，以及在重要资源分配上能获取相关信息或得到充分解释时，其公平感知会更高。将互动公正进一步分为两个独立的成分：信息公正和人际公正。

2.1.2 行为管理理论

行为管理理论该理论是指管理层将员工满意度和工作条件视为提高生产力的一种方式，而建言行为与工作满意度密切相关，理论指出当员工感知到自身在工作中的自治程度或自我能动性更高时员工更愿意努力工作提高工作效率和满意度，较高的地位感知会使得员工对于自身的自治程度和自我能动性有明显提高。

7.2 相关定义

对于建言行为的划分，本文使用 Liang&Farh(2012)划分的建言维度，将建言行为分为促进性建言和抑制性建言。促进性建言是指员工为优化企业流程，促进企业发展而提出建设性意见和积极性行为，而抑制性建言是指员工面对组织发展中存在的阻碍组织发展的问题，从而提出的解决性观点。

地位感知是员工感知到的基于个体主观评价,判断自己在组织中的相对低位,此相对地位是非正式地位。及本文中的地位为非零和博弈,所有员工都可以拥有。在此基础上历代学者进行了讨论,认为员工自身评价会受到自我感受到的组织内其他员工或领导如何看待自己的态度和方式的影响(Blader&Chen, 2012),而结合中国文化和外国学者研究可以看出组织地位感知概念为主观评价,其定义较为单一大致分为员工个体内心对于自我的判断和感受到组织内部其他相关人诸如同事、直接领导等的行为所影响的总和(吴梦雯, 2018)。

信任概念本身的理解与经济社会、人力资源和组织管理等具体领域的理解存在差异(祁顺生, 2006)。组织行为学中对于组织信任的研究主要从两个方面进行研究,其一组织内信任,主要指组织内员工对于上级领导的信任、对组织内其他员工的信任以及对整个组织的信任与认知;其二组织外信任包含了企业间信任、客户对企业信任和企业社会中的口碑和责任感(段冰, 2014)。

促进型调节聚焦行为源自管理者强烈的内在理想、成长诉求,管理者更关心成绩与愿望,对于是否获得奖励或成绩更敏感,并在实现个体目标过程中采取促进型目标实现策略,从而在解决问题的过程中显得更富创造性,面对风险时表现得更加积极,防御型调节聚焦管理者在工作行为上关注对组织程序和规则的遵从,即使这种规则的打破是合情合理,或者这种规则的打破是获得工作成功的必然条件,尽量规避“不必要”的创新活动所带来的风险,以避免来自上层的批评(赵乐, 2019)。

7.3 研究假设

2.3.1 组织内地位感知与建言行为之间关系

研究表明组织内地位感知对于组织公民行为存在影响,且建言行为属于组织公民行为,胡琼晶(2016)提出非正式地位对建言行为的影响取决于员工的地位关心水平,当地位关心水平较高时,非正式地位会促进建言行为,而当较低时则二者不会存在影响,本研究问卷方法对象为北京大学在校生存在更多探讨价值,在疫情后全民“摆烂”的文化和需求都发生改变的当前时代文化。进而提出本文研究假设。

假设一:组织内地位感知正向影响员工建言行为

2.3.2 组织内地位感知与组织内信任之间关系

将组织内信任划分为对领导、员工和组织三个维度推导,学者Mayer(1995)提出的组织内信任一体化模型,学者认为人与人信任程度取决于信任者所能感知到被信任者的能力,但并没有区分信任对象。Yui-TIMWong(2003)等学者对中国合资企业的员工进行的实验研究结果得出,员工所感知到的人际间公正性水平与员工对主管忠诚度水平、员工对主管信任水平成正相关;员工对主管的信任是员工所感知人际间公正性和对主管忠诚度之间的中介变量,而组织内地位感知中包含了员工感知人际间公平性,同时根据学者对于上下级的研究可以得出结论,上下级之间的关系与员工对主管的信任、员工的组织承诺成正相关,上下级关系是员工信任主管的前因变量,郑伯壘学者指出上下级之间社会连带与感情关系可能会作为上下级之间的前因变量属于组织内地位感知的一环。当员工信任的对象划分为员工对组织的信任时,HweeHoonTan(2000)证实了员工对组织的信任前因变量包括了程序的公正性、分配的公正性、可感受到的组织支持,其中可感受到的组织支持是本文中较为看重的影响因素,因为组织内地位感知包含了感受到的组织支持。当员工信任的对象划分至员工间信任时,根据前面员工对领导的信任中部分学者Mayer等整理出的前因变量并没有明确表示信任者对于被信任者的区分,同时有学者指出组织内信任的未来研究方向会以信任同事、主管和组织之间的关系,员工与员工作为组织中平等地位的信任者与被信任者,应该有其区别于上下级信任的前因变量,要准确度量组织内信任,就需要对不同结构维度的前因变量加以准确的区分,有必要挖掘更能代表人际信任的前因变量,

贺宏卿(2006)指出信任姿态，即人们将会有更高的初始信任对那些有着更高信任姿态的员工，初始姿态与组织地位中非正式单位或先赋地位有关。进而提出本文研究假设。

假设二：组织地位感知正向影响组织内信任；

2.3.3 组织内信任与建言行为之间关系

郑伯璜学者指出中国的特殊文化背景下，员工采取Cheng(1998)& Wong(2003)在对中国企业的实证中采取的量表，在该维度下后致变量在相关研究中包含了组织公民行为，其中建言行为属于组织公民行为的下属行为。员工对组织的信任研究中后致变量包含了员工的组织承诺和离职倾向，戚玉觉(2016)提出组织承诺正向会影响员工建言行为。员工对于员工间的信任时，贺宏卿(2006)指出后致变量包含了团队凝聚力、感情承诺和离职率等，后致变量均会影响建言行为。进而提出本文研究假设。

假设三：组织内信任正向影响建言行为；

假设四：组织内信任对于组织地位感知与建言行为之间有中介效应

2.3.4 领导调节聚焦行为在地位感知与建言行为之间起到的调节作用

领导调节聚焦行为其本质为领导对于员工工作中焦点的调节，影响员工在组织工作对于工作的判断，李香芬(2016)指出促进型领导时，对于心理授权、创新、分配公平、规范承诺、情感承诺和领导成员交换存在正向影响，防御型领导时对持续承诺存在正向影响，心理授权与组织内信任存在影响(王颖，2014)，心理授权与建言行为存在影响(李梦雅，2015)，分配公平与组织信任存在影响(迟景明，2021)，分配公平与建言行为存在影响(籍林，2013)。持续承诺对于员工建言行为影响不显著(钱源源，2010)综上所述提出本文假设。

假设五：领导调节聚焦行为表现出促进型时，加强整个框架链式反应，

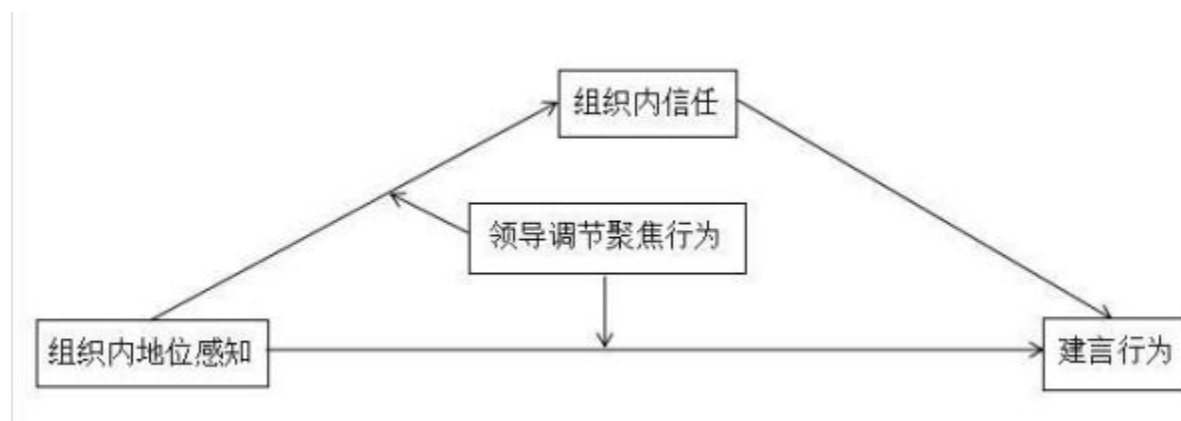
假设六：领导调节聚焦行为表现出防御型时，减弱整个框架链式反应。

8. 研究方法与设计

8.1 研究框架

图 1

研究框架图



资料来源：本研究总结

8.2 变量衡量

3.2.1 建言行为

本文为提高问卷的信度本文首先采取了Liang(2012)对建言行为将维度分为趋向型建言和规避型建言，同时因为调查国内市场，中国特殊的文化背景所以同时参考了段锦(2014)当员工提出建议时不仅会根据自身需求出发同时会考虑自身和组织发展。将维度划分为顾全大局式和自我冒进式建言，本文综合中外研究从四个维度对建言行为进行划分。

3.2.2 组织内地位感知

社会学最初将地位划分成两个维度正式地位和非正式地位(Blau, 1995)。Linton(1936)提出地位的不同划分地位,分为先赋地位和后致地位,有学者提出根据不同影响效果进行划分。划分为认为地位是基于胜任力的,将其归纳为保持持久的个人特征和认为地位是基于威严的。因此本文选择将Blau(1995)&Linton(1936)两位学者的定义维度结合,重新设计本章问卷划分为正式地位、非正式地位、先赋地位和后致地位。

3.2.3 组织内信任

学者祁顺生(2006)对于组织内信任进行了详细的维度划分本文所选择的是祁顺生(2006)提出的定义将组织内信任划分成系统信任和人际信任,所选问题为前人问卷进行小幅度修改后使用。

3.2.4 领导调节聚焦行为

领导调节聚焦行为分为促进型聚焦行为和防御型聚焦行为,通过前人研究总结(尚玉钊, 2011)将领导调节聚焦行为的两个维度下均划分出三个方面进行测量领导示范行为、语言符号、反馈。本文采取该学者问卷进行发放。

8.3 研究对象与数据收集方式

见数开展调研。为了保证本研究的普适性与客观性,本研究调查对象集中在疫情常态化效果好,年轻外来人口涌入多的城市或地区,选择中国江浙沪、深圳、武汉、广州和成都等地区,传统行业如制造业和服务、互联网公司和信息技术公司等行业从业人员以及国企工作人员进行抽查对象,采取样本抽样的方法,本研究选取这四个行业是因为本研究问卷第一部分涉及到的基本情况,所选取的这四种行业可以帮助研究讨论研究对象可以区分量表的程度以及人口变量对于变量的影响。正式调查问卷共包含六个部分,第一部分是个人基本信息的统计,包括性别、年龄、工龄、文化程度、单位性质等基础信息,主要是为研究因人口统计学变量的不同而带来的差异性。主要以网络问卷方式展开问卷调查。并且通过与导师进行研究探讨,将以上变量的量表进行小范围的修正。最终形成最后的调查问卷。本文采用网上发放问卷方式共计发放问卷500份,回收问卷500份,问卷回收率100%。经过对数据进行筛选,根据三个标准差原则对无效样本进行删除处理,同时对存在错填、漏填及误填样本进行删除,最终删除无效样本4个,保留有效样本496份,问卷有效率为99.2%。

9. 数据分析与结果

9.1 各变量的描述性统计分析与相关性分析

表1利用相关分析去研究建言行为,组织内地位感知,组织内信任,促进型领导,防御型领导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。

表 1

相关性

	M	SD	1	2	3	4	5
组织内地位感知(1)	2.805	0.826	1				
建言行为(2)	3.408	0.804	0.480***	1			
组织内信任(3)	3.448	0.809	0.389***	0.477***	1		

促进型领导 (4)	3.316	0.913	0.232***	0.358***	0.295***	1	
防御型领导 (5)	2.567	0.987	-0.166***	-0.272***	-0.196***	-0.396***	1

注: * p<0.05 ** p<0.01 *** p<0.001

9.2 直接效应检验

表2组织内地位感知的回归系数值为0.470(t=11.334, p=0.000<0.01), 意味着组织内地位感知会对建言行为产生显著的正向影响关系。因此假设H1成立。表三组织内地位感知的回归系数值为0.359(t=8.271, p=0.000<0.01), 意味着组织内地位感知会对组织内信任产生显著的正向影响关系。因此假设H2成立。表四组织内信任的回归系数值为0.465(t=11.514, p=0.000<0.01), 意味着组织内信任会对建言行为产生显著的正向影响关系。因此假设H3成立。

表 2

线性回归分析

	非标准化系数		标准化系数	t	p	VIF
	B	标准误	Beta			
常数	1.854	0.298	-	6.221	0.000***	-
组织内地位感知	0.470	0.041	0.483	11.334	0.000***	1.155
R ²			0.233			
调整 R ²			0.222			
F			21.198***			

注: * p<0.05 ** p<0.01 *** p<0.001(n=496)

资料来源: 本研究整理。

表 3

线性回归分析

	非标准化系数		标准化系数	t	p	VIF
	B	标准误	Beta			
常数	2.214	0.312	-	-7.104	0.000***	-
组织内地位感知	0.359	0.043	0.367	8.271	0.000***	1.155
R ²			0.170			
调整 R ²			0.158			
F			14.304***			

注: * p<0.05 ** p<0.01 *** p<0.001(n=496)

资料来源: 本研究整理。

表 4

线性回归分析

	非标准化系数		标准化系数	t	p	VIF
	B	标准误	Beta			
常数	1.393	0.309	-	4.501	0.000***	-
组织内地位感知	0.465	0.040	0.468	11.514	0.000***	1.155
R ²			0.238			
调整 R ²			0.227			
F			21.803***			

注: * p<0.05 ** p<0.01 *** p<0.001(n=496)

资料来源: 本研究整理。

9.3 中介效应检验

从表5可知, 模型1中, 自变量组织内地位感知对建言行为存在显著正向影响(B=0.470, p<0.05), 表明总效应显著; 在模型2中, 组织内地位感知对组织内信任存

在显著正向影响(B=0.395, $p < 0.05$); 模型3在模型1的基础之上加入中介变量组织内信任, 此时自变量组织内地位感知仍对建言行为存在显著正向影响(B=0.346, $p < 0.05$), 表明直接效应显著, 中介变量组织内信任对对建言行为存在显著正向影(B=0.347, $p < 0.05$), 表明中介效应显著假设H4成立。

表 5

中介作用分析结果

	建言行为		组织内信任		建言行为	
	B	t	B	t	B	t
常数	1.854***	6.221	2.214***	7.104	1.086***	3.72
组织内地位感知	0.470***	11.334	0.359***	8.271	0.346***	8.367
组织内信任					0.347***	8.586
R ²	0.233		0.17		0.334	
调整 R ²	0.222		0.158		0.323	
F	21.198***		14.304***		30.527***	

注: (n=496)* $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

被调节的中介效应检验

4.4.1 促进型领导的调节作用检验

在模型1中, 组织内地位感知对组织内信任存在显著的正向影响(B=0.359, $p < 0.05$)。在模型2中, 自变量组织内地位感知对建言行为存在显著的正向影响(B=0.342, $p < 0.05$)。中介变量组织内信任对建言行为存在显著的正向影响(B=0.342, $p < 0.05$), 调节变量促进型领导对建言行为存在显著的正向影响(B=0.172, $p < 0.05$)。同时, 组织内信任与促进型领导的交互项对对建言行为存在显著的正向影响(B=0.100, $p < 0.05$), 表明促进型领导对组织内信任与建言行为的关系存在调节作用假设H5得到验证。

表 6

促进型领导调节检验

	组织内信任		建言行为	
	B	t	B	t
常数	-1.234***	-3.957	2.347***	8.580
组织内地位感知	0.359***	8.272	0.311***	7.679
组织内信任			0.342***	7.974
促进型领导			0.172***	5.129
组织内信任*促进型领导			0.100**	2.879
R	0.413		0.616	
R ²	0.170		0.380	
F	14.304***		29.664***	

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

4.4.2 防御型领导的调节作用检验

在模型1中, 组织内地位感知对组织内信任存在显著的正向影响(B=0.359, $p < 0.05$)。在模型2中, 自变量组织内地位感知对建言行为存在显著的正向影响(B=0.321, $p < 0.05$), 中介变量组织内信任对建言行为存在显著的正向影响(B=0.348, $p < 0.05$), 调节变量防御型领导对建言行为存在显著的负向影响(B=-0.122, $p < 0.05$)。同时, 组织内信任与防御型领导的交互项对对建言行为存在显著的负向影响(B=-0.091, $p < 0.05$), 表明防御型领导对组织内信任与建言行为的关系存在调节作用假设H6得到验证。

表 7

促进型领导调节检验

	组织内信任		建言行为	
	B	t	B	t
常数	-1.234***	-3.957	2.313***	8.365
性别	-0.091	-1.273	0.039	0.616
年龄	0.013	1.391	0.005	0.570
文化程度	-0.013	-0.225	0.027	0.516
组织内地位感知	0.359***	8.272	0.321***	7.856
组织内信任			0.348***	8.415
防御型领导			-0.122***	-4.017
组织内信任*防御型领导			-0.091*	-2.560
R	0.413		0.604	
R ²	0.170		0.364	
F	14.304***		27.800***	

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

10. 研究结论与意义

研究结论

基于组织公平理论，组织内地位感知是员工基于所处组织环境主观评价的结果，对于员工的发展起到了关键作用，对于企业而言激发组织内员工对于地位的感知可以使得员工在工作过程中产生许多积极影响，提高员工在组织内地位感知是企业管理中重要的一环，本研究通过归纳总结过往学者对于组织内地位感知及其相关变量的研究，明确变量定义以及分析变量的前因变量和后致变量，基于组织公平理论，组织内地位感知是员工基于所处组织环境主观评价的结果，对于员工的发展起到了关键作用，对于企业而言激发组织内员工对于地位的感知可以使得员工在工作过程中产生许多积极影响，提高员工在组织内地位感知是企业管理中重要的一环，本研究通过归纳总结过往学者对于组织内地位感知及其相关变量的研究，明确变量定义以及分析变量的前因变量和后致变量。组织内地位感知作为一种正向心理感知，其本质在于员工处于自我角度去看待组织对于自身的地位，当员工的组织内地位感知较高时，员工的建言行为会增加。而组织内信任其本质分为与同事、领导和组织的信任，随着时代的发展三种信任所占的比率发生了变化，员工更愿意去关于与同事之间关系，组织内信任的前因变量和后致变量分别与组织内地位感知和建言行为存在关系，当员工拥有较高的组织内地位感知时会使得员工的组织内信任增加进而使得员工建言行为增加；当员工拥有较低的组织内地位感知时会使得员工的组织内信任降低进而使得员工的建言行为减少。领导调节聚焦行为属于领导在管理过程中表现出不同目标重点的管理风格，当领导表现出不同风格时对于员工心理和行为的影响会发生改变。

10.1 研究不足

1. 本研究所选取的研究组织内地位感的对象具有局限性，对于不同地区员工的地位感知所受到的影响因素存在诸多差别，当不同行业、区域政治、经济和文化的背景下，地位感知的关注点对存在差异，为确保研究的科学性，需要进一步在不同区域和工作环境上扩大取样。

2. 受到新冠疫情影响，所有问卷均采用线上填写方法，对于问卷在发放过程中收集的信息无法做到完全客观和真实。

10.2 研究建议

1. 拓展研究目标群体提高研究范围，面对不同地区、不同区域经济、不同部门、不同岗位以及不同收入的员工进行多层次对比分析组织内地位的感知，进而做到扩大研究领域。

2.本研究将组织内信任作为中介变量,将其看成一个整体变量分维度测量,但随着员工与员工之间的信任得到重视,后续研究可以作为单独变量进行研究。

3.领导调节聚焦行为作为领导表达给员工的一种信息,作为员工也拥有促进和防御两种属性,则领导与员工的属性如果匹配的话,是否会激发组织内地位感知和组织内信任的增加,可以作为后续研究的方向,同时建言行为也拥有促进和防御两种建言行为对于其影响是后续研究的方向。

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The Influence of Leader-Member Exchange on Employee Job Performance: Exploring the Hypothesis of Zhengchong Behavior

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Abstract

Based on the theory of Organizational Citizenship Behavior and Employee Self-Efficacy Theory, this study explores how Leader-Member Exchange affects Employee Job Performance through Employee Zhengchong Behavior, with Employee Voice Behavior as a moderating variable. This study distributed questionnaires through an online questionnaire platform to several university alumni groups and company work groups. A total of 702 questionnaires were collected and 274 were retained after data cleaning. Through data analysis, it was found that Leader-Member Exchange has a positive impact on the dimensions of Zhengchong Behavior's ability to display, assist and share, and upward flattery, but has no significant impact on the dimension of crowding out others. The ability to display and assist in sharing has a positive impact on Employee Job Performance, crowding out outsiders has a significant negative impact on performance, and upward flattery has no significant impact on Job Performance. Through moderation testing, it was found that promotive voice positively moderates the relationship between Leader-Member Exchange and the ability to display and assist and share, while inhibitive voice positively moderates the relationship between Leader-Member Exchange and upward flattery.

Keywords: Leader-Member Exchange; Job Performance; Employee Zhengchong Behavior; Voice Behavior

领导-成员交换对员工任务绩效的影响：探讨员工争宠行为的假设

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摘要

本研究基于组织公民行为理论和员工自我效能理论，探讨领导-成员交换如何通过员工争宠行为影响员工任务绩效，加入员工建言行为作为调节变量。通过线上问卷平台发放问卷，回收702份，保留274份。数据分析发现领导-成员交换会对争宠行为的展示能力、协助与共享、向上讨好维度产生正向影响。展示能力和协助共享会正向影响员工的任务绩效，排挤外人对绩效有负向影响。促进型建言正向调节领导-成员交换与展示能力与协助与共享，抑制型建言正向调节领导-成员交换与向上讨好。

关键词：领导-成员交换；任务绩效；员工争宠行为；建言行为

1.绪论

1.1 研究背景

领导与员工之间的关系是组织管理中的一个重要的组成部分，良好的关系可以提高员工的任务绩效和提高组织的运行效率。员工之间的排挤和妒忌以及员工对领导的奉承和讨好等，这些竞争性行为在组织内部是普遍存在的。这些行为会对员工与领导之间的关系、员工内部之间的关系、绩效以及组织的管理策略产生很大的影响。到目前为止，

大部分研究认为这些竞争性行为是消极的，对组织管理有害的负面行为，少有研究对其正面进行考量。

一些最新的研究如 Ma *et al.* (2022)发表的文章表明，员工之间的这种为了获得领导青睐而采取的竞争性行为并不完全是消极的，而是一种复杂的社会现象，也是存在正面的行为，并可能会对组织产生积极的影响。如：通过展示能力，高效完成任务可以激励员工竞争，提高他们的工作表现。通过帮助团队同事，与他们分享自己的观点，从而促进团队之间的协作和沟通等。

因此，我将在我的研究中探讨这种竞争性行为的不同方面，包括其负面影响和积极影响，并探讨这些影响对领导与员工之间的关系、员工内部之间的关系和组织绩效的影响。

1.2 研究目的

通过对以往文献的回顾与整理，系统分析领导-成员交换，争宠行为，建言行为和任务绩效的理论基础、相关研究成果、研究现状、限制性与未来展望。拓展此研究领域的范围，为今后的学者提供更为完善的理论基础。

通过实证研究对领导-成员交换，争宠行为，建言行为和任务绩效的量表进行描述性统计分析、相关分析和信效度分析。通过回归分析分析领导-成员交换对争宠行为的影响，以及争宠行为对绩效的影响。同时验证员工建言行为是否起到了调节作用。

根据研究的结果，从组织管理的角度出发，为企业提供正向引导员工争宠行为的方法，使其控制在促进绩效提高的范围内。丰富建言行为作为调节变量时的研究对象。为领导-成员交换促进员工绩效的提高提供理论支持，丰富对争宠行为的相关研究。

1.3 预期研究贡献

理论贡献：1、争宠行为的相关研究较少，截止到 2023 年 3 月，谷歌学术的数据显示仅有两篇在 2022 年发表的关于(Zhengchong Behavior)的实证研究，许多与争宠相关领域的研究并未展开讨论，通过研究文章中变量之间的联系，有利于完善该变量并为后来学者的研究提供理论基础。2、领导-成员交换理论一直是组织管理研究的热点问题，通过进一步探讨能拓宽该理论的研究范围。3、领导-成员交换对员工绩效的影响有着大量的相关研究，但使用争宠行为作为模型中介的研究尚属首次，如果能通过验证，将会使争宠行为的理论变得更实用。

实务贡献：本研究从关系出发，探索争宠行为在变量之间的影响，会使公司更加重视正向引导员工争宠行为，使其控制在促进员工任务绩效提高的合理水平，从而提高组织运行效率、获得更多的组织效益。

1.4 研究问题

如何提高自己与领导间的交换关系，提高个人任务绩效是员工关注的问题。争宠行为的存在会不断影响领导与员工之间的交换关系，进而影响员工的任务绩效。综上，本文的研究问题是：领导-成员交换是怎样通过员工争宠行为影响员工任务绩效的。

2.文献综述

本研究主要研究的是领导-成员交换、争宠行为、建言行为、任务绩效之间的关系。梳理相关文献并了解各项变量的定义，掌握相关理论研究，在现有研究上拓展及找出不足，并在此基础上建立理论模型，提出研究假设。

2.1 理论基础

组织公民行为(Organizational Citizenship Behaviors)是指员工自愿在职责以外的工作投入精力的行为，如主动帮助同事、自发的维护组织声誉、主动为组织发展建言献策等。并将其定义为职责范围外的员工自发行为，通常这种行为能提高组织有效性和绩效水平的提高，在争宠行为的四个维度中，“协助与共享”是一种组织公民行为而“排挤他人”是

一种负向的组织公民行为，组织公民行为理论适合本研究。

自我效能理论是旨在解释个体如何通过自己的观点、信念和态度，对自己的行为和情境做出评估，并决定其努力程度和坚持力度。强调个体在完成任务时的信念和态度，因此自我效能感是影响员工绩效的重要因素之一，因为自我效能感的高低可能会影响员工采取不同行为进行争宠，如“展示能力”和“向上讨好”因此该理论也适用于本研究。

2.2 变量综述

本文有四个变量，其中，领导-成员交换认为领导对待下属是有区别的，依据与领导交换关系质量的高低，分为受宠的亲信和普通员工。Graen and Uhl-Bien (1995)认为领导-成员交换是指领导和员工之间的一种二元互动关系，双方之间的互动和交流是建立和维护领导-成员交换关系的关键因素。员工与领导之间的良好关系可以提高员工对组织的忠诚度、归属感和自我效能感，从而促进他们采取更多的组织公民行为。本文中领导-成员交换分为三个子维度:尊重、信任和忠诚。这些子维度是相互影响和相互依赖的，不能孤立地看待。量表参考 Graen and Uhl-Bien (1995)构建的包含 7 个题项的量表。

争宠行为则是普通员工为了成为亲信或者是亲信为了维持自身地位而采取的行动。本文认为争宠行为是为了获得更高的领导成员交换而采取的竞争性行为，分为积极和消极两部分，积极部分包括“展示能力”和“协助与共享”，消极部分包括“排挤他人”和“向上讨好”。量表参考 Ma et al. (2022)构建的包含“展示能力”3 题、“协作与共享”4 题、“排除外人”5 题以及“向上讨好”4 题。共计 16 个题项的争宠行为量表。

Detert and Burris (2007)的研究，认为建言是员工自愿地向组织内部具有权威和影响力的人提供旨在改善组织运作的信息，即使这些信息可能会挑战现状。所以说建言行为是一种积极主动，挑战现状的角色外行为，它可以帮助组织创新、学习和适应变化。量表参考 Liang and Farh (2008)构建的包含抑制型建言 5 题，促进型建言 5 题，共十个题项的员工建言行为量表。

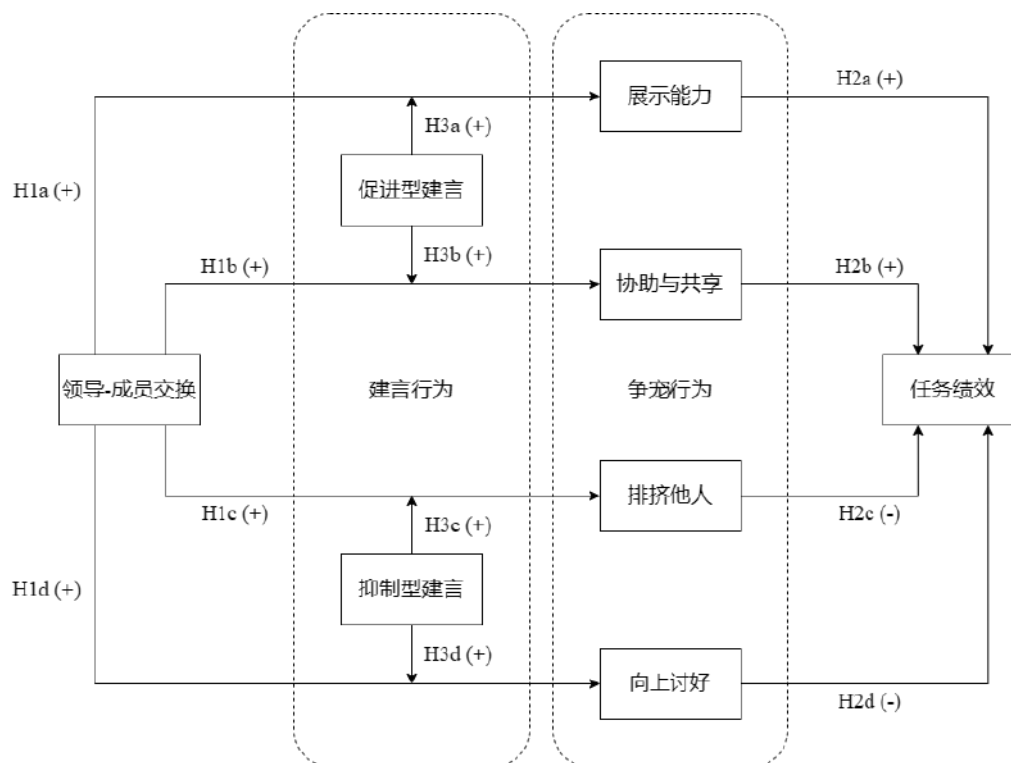
最后本文认为任务绩效是指完成任务的质量和效率。并按照任务完成效率、任务完成质量、任务完成能力、任务完成数量和任务完成贡献五部分进行评定。量表参考 Ingold et al. (2015)构建的包含 5 个题项的任务绩效量表。

2.3 研究假设与研究框架

通过对领导-成员交换、争宠行为、任务绩效、建言行为的关系进行分析后，本文为了探讨领导-成员交换如何通过员工争宠行为对任务绩效产生影响，以及建言行为对于领导-成员交换与争宠行为的关系中是否起着调节作用。在此基础上，建立如图 1 所示研究框架图。

图 1

研究框架图



资料来源：本研究整理

Graen and Uhl-Bien (1995)认为通过建立高质量的 LMX 关系，员工可以感受到领导的支持和授权，从而可能会更加自信地展示自己的能力。展示能力是通过积极完成任务，展示自我来为团队做出贡献，从而提高自身在领导心目中的地位。领导-成员交换越高代表员工从交换关系中获得资源越多，在组织中的权力越高。而资源的获取和权力的提高会正向影响员工绩效，进而增加员工展示能力的积极性，综上本文提出假设：

H1a: 领导-成员交换对展示能力产生正向影响。

Hogan and Holland (2003)发现与领导保持高交换关系的员工有更高的组织公民意识行为，因此乐于承担角色外行为。Ford and Seer (2006)发现，领导成员交换与群体一致性存在正相关关系；Boies and Howell (2006)发现，高领导成员交换关系提高了团队潜力。员工更愿意为了获得领导的赏识，进行更多的角色外行为，如帮助团队同事完成工作、积极与团队分享经验和努力提高团队效率等。综上本文提出假设：

H1b: 领导-成员交换对协作与分享产生正向影响。

Boies and Howell (2006)发现不平等的交换关系会导致团队冲突的发生。Kim *et al.* (2010)发现，与领导保持高交换关系的员工很容易受到同事的妒忌。员工为了获得更高的交换关系，会排斥与领导保持高交换关系的“亲信”。综上本文提出假设：

H1c:领导-成员交换对排挤他人产生正向影响。

Graen and Uhl-Bien (1995)认为高质量的领导-成员交换关系会提高员工对领导的忠诚度、信任度和依附感，从而增加员工对领导的讨好行为。这意味着领导更容易接受和赞赏来自核心成员的讨好。进而增加员工实施讨好行为的动机。Song *et al.* (2017)通过研究发现领导-成员交换增强了员工心理安全和心理意义，促使其产生回报领导的意图。这种回报依据个人选择可能有多种不同的表现形式，有可能是认真完成工作任务，也有可能是对领导的讨好。综上本文提出假设：

H1d: 领导-成员交换对向上讨好产生正向影响。

本文依照 Ma *et al.* (2022)的研究将争宠行为分为展示能力、协作与分享、排挤他人和向上讨好四部分。其中展示能力更多的体现在完成职责内的任务和和领导、同事面前展现出自身才能这两件事上。为了展示能力，员工会更快的完成工作任务，在领导面前表现自己，所以说展示能力会提高员

工的任务绩效。Judge and Bono (2001)的研究认为自我效能感与工作满意度和工作绩效之间存在显著的正相关关系,而自我效能感又与展示能力密切相关。综上提出假设:

H2a:展示能力正向影响员工任务绩效。

协作与分享主要表现在员工协助同事完成工作,与同事分享自己的新点子,新方法。这种行为不在职责要求内,却能帮助他人更好的完成任务,因此协作与分享是一种组织公民行为,能促进任务绩效的提高。Podsakoff *et al.* (2000)发现组织公民行为与任务绩效之间存在显著正相关。综上提出假设:

H2b:协作与分享正向影响员工任务绩效。

排挤他人主要表现在排挤领导的“亲信”或排挤与自己具备相同能力的员工这件事上,一般通过为其工作设置障碍,或通过语言诋毁,表示敌意等措施实现。无论是采取哪种措施,都是一种负向的组织公民行为,是一种反生产行为,会间接导致任务绩效的降低。Dalal (2005)总结了前人对反生产行为的研究并证实了反生产行为与任务绩效之间存在显著负相关。综上提出假设:

H2c:排挤他人负向影响员工任务绩效。

向上讨好主要表现在员工总是寻找机会奉承领导,总是迎合领导者的利益以及他的想法,即使可能会影响自身的利益。还有主动协助领导完成他的工作等方面。花费在讨好行为上的时间越多,员工自身完成职责内任务的时间越少,任务绩效越低进而影响任务绩效。DeConinck (2011)的研究指出,高质量的领导-成员交换能够提高员工的组织认同和任务绩效。然而,当领导-成员交换过高时,可能会引发员工对领导的过度依赖和奉承行为,从而削弱他们的组织认同和任务绩效。综上提出假设:

H2d:向上讨好负向影响员工任务绩效。

在本研究中,争宠行为的展示能力是绩效趋近导向,依照 Kakkar *et al.* (2016)的研究越是有能力的员工越倾向于促进型建言, Liang *et al.* (2012)的研究表明,随着领导-成员交换关系的提高,员工的自我效能感也随之提高,从而促进建言行为的产生。员工的展示能力可以促进领导和同事对其的正面评价,从而增加其在组织中的影响力和声望。这些因素可以激励员工表现出更积极的促进型建言行为,提高其展示能力。因此本文认为促进型建言会对领导成员交换与展示能力产生调节,提出假设:

H3a:促进型建言正向调节领导-成员交换与展示能力。

在本研究中,争宠行为的协助与共享也被认作是自己个人能力的一种体现,在完成自己的任务绩效后,员工会做出帮助同事,分享工作方法等让领导欣赏的行为来提高领导-成员交换。依照 Kakkar *et al.* (2016)的研究,这部分人也是绩效趋近导向,会产生促进型建言。同理,员工帮助他人的这种组织公民行为也将在同事和领导那里得到正向反馈,从而激励员工做出促进型建言。因此本文认为促进型建言会对领导成员交换与协助与共享产生调节,提出假设:

H3b:促进型建言正向调节领导-成员交换与协作与分享。

在本研究中,争宠行为的排挤他人依照 Kakkar *et al.* (2016)的研究属于绩效回避导向,因为在能力的竞争上处于劣势,为了争得领导的宠爱,这部分员工会通过排挤与领导关系好的这部分“亲信”的方式,来孤立这些亲信,为亲信的工作设置障碍,降低亲信的绩效,进而降低亲信与领导的交换关系。

Kim *et al.* (2010)的研究也证明了,与领导保持高交换关系的员工容易受到同事的妒忌。员工为了获得更高的交换关系,会排斥与领导保持高交换关系的“亲信”。这种行为是负向的组织公民行为,而建言行为又是正向的组织公民行为,因此研究认为抑制型建言的实施会产生正向影响。因此本文认为抑制型建言会对领导成员交换与排挤他人产生调节,提出假设:

H3c:抑制型建言正向调节领导-成员交换与排挤他人。

在本研究中,争宠行为的向上讨好依照 Kakkar *et al.* (2016)的研究属于绩效回避导向,因为在能力的竞争上处于劣势,为了争得领导的宠爱,这部分员工会通过讨好领导的方式,来获得领导的支持与宠爱,所以会产生抑制型建言,建言行为属于组织公民行为,会增加领导对其的评价和认同,为员工形成正向反馈,促使员工继续实施。因此本文认为抑制型建言会对领导成员交换与向上讨好产生调节,提出假设:

H3d 抑制型建言正向调节领导-成员交换与向上讨好。

3.分析结果

本文的抽样方式是方便抽样，本文的调查渠道是通过网络问卷平台发放问卷，邀请数个大学校友群和公司工作群进行填答。本文的调研对象应该满足以下几个条件：年龄在 20 岁以上，有一年及以上工作经验的人且调查时未退休。问卷从发放到回收历时三个月，回收到 702 份，通过数据清洗保留 274 份。使用 AMOS 和 SPSS 进行数据分析，并最终得出分析结果。

3.1 描述性统计分析

本研究的样本中有 124 名男性，女性 150 名，分别占总数的 45.3%和 54.7%。本研究的调查对象的年龄以 41-50 岁中年人士居多，占总样本的 47.1%。大专和本科学历的人很多，占总样本的 82.1%。工作年限在 13 年以上的人数居多，占样本总数的 66.8%，可以从描述性统计分析看出收集到的数据数据适合本次研究。

3.2 信度分析

可以从表 1 看出大部分的信度系数大于 0.7，因而说明研究数据信度是可以接受的可用于本文研究。

表 1
信度分析

变量名称	标准化 Cronbach's α 系数	项数
领导-成员交换	0.77	3
展示能力	0.63	3
协助与共享	0.87	4
排挤他人	0.74	5
向上讨好	0.77	4
促进型建言	0.84	5
抑制型建言	0.74	5
任务绩效	0.73	5

资料来源：本研究整理

3.3 效度分析

通过验证性因子分析得到模型的拟合指标。其中 χ^2 为 881.47，df 为 499， χ^2/df 为 1.77，RMSEA 等于 0.05。GFI=0.84, AGFI=0.81, CFI=0.9, IFI=0.9, TLI=0.88，可以看出各指标均处于 0.8-0.9 之间，接近 0.9，SRMR 为 0.07，小于 0.08，模型拟合度处于可以接受的范围之间。

通过各变量的因子载荷来计算各变量的 AVE 和 CR，其中 AVE 的值大部分在 0.5 左右，小部分 AVE 的值在 0.35 的水平上，聚敛效度可以接受但不是很理想，在区分效度分析中 AVE 的平方根均高于其他潜在变量的相关系数，区分效度可以接受。

3.4 相关分析

通过 Pearson 相关分析矩阵发现排挤他人与领导-成员交换、协助与共享之间的相关系数均不显著 ($p > 0.05$)。同时，向上讨好与任务绩效之间的相关系数也不显著 ($p > 0.05$)。除此以外均呈现显著相关性。此外，还发现性别与领导-成员交换和向上讨好存在显著负相关，这意味着在样本中，男性参与者在领导-成员交换和向上讨好方面得分普遍高于女性参与者。具体而言，在此次问卷调查中男性参与者可能更加重视领导的支持和认可，并希望通过积极的互动和表现来获得这些支持和认可。

3.5 回归分析

通过回归分析可得：领导-成员交换对展示能力也有显著正向影响 $\beta=0.46$ ($p < 0.001$)。可以得出结果，假设 H1a 得到支持，也就是说领导-成员交换能对展示能力产

生正向影响。同时展示能力对任务绩效也存在显著的正向影响 $\beta=0.24$ ($p<0.001$)。由此可以得出结果, 假设 H2a 得到支持, 也就是说展示能力能正向影响员工任务绩效。

领导-成员交换对协助与共享有显著正向影响 $\beta=0.42$ ($p<0.001$)。由此可以得出结果, 假设 H1b 得到支持, 也就是说领导-成员交换能对协助与共享产生正向影响。同时协助与共享对任务绩效也存在显著的正向影响 $\beta=0.28$ ($p<0.001$)。由此可以得出结果, 假设 H2b 得到支持, 也就是说协助与共享能正向影响员工任务绩效。

领导-成员交换对排挤他人不存在显著影响 $\beta=-0.11$ ($p>0.05$)。由此可以得出结果, 假设 H1c 未得到支持, 也就是说领导-成员交换不能对排挤他人产生显著影响。同时, 抑制型建言对领导-成员交换与排挤他人的调节假设也因两者没有显著关系而得不到支持。由此可以得出结果, 假设 H3c 未得到支持, 也就是说抑制型建言不能正向调节领导-成员交换与排挤他人的影响。排挤他人对任务绩效存在较为显著的负向影响 $\beta=-0.15$ ($p<0.05$)。由此可以得出结果, 假设 H2c 得到支持, 也就是说排挤他人能负向影响员工任务绩效。

领导-成员交换对向上讨好有显著正向影响 $\beta=0.25$ ($p<0.001$)。由此可以得出结果, 假设 H1d 得到支持, 也就是说领导-成员交换能对向上讨好产生正向影响。向上讨好对任务绩效不存在显著影响 $\beta=0.02$ ($p>0.05$)。由此可以得出结果, 假设 H2d 未得到支持, 也就是说向上讨好不能正向影响员工任务绩效。

在调节检验部分, 交互项在模型中存在较为显著的正向影响 $\beta=0.14$ ($p<0.05$), 而且领导-成员交换对于展示能力的解释 F 比较显著, 在加入促进型建言变量后 F 变小, 但仍然达到了显著水平。说明促进型建言对于领导-成员交换与展示能力之间的关系产生了调节作用。由此可以得出结果, 假设 H3a 得到支持, 也就是说促进型建言能正向调节领导-成员交换与展示能力。

更改因变量为协助与共享, 并进行回归。交互项在模型中存在较为显著的正向影响 $\beta=0.17$ ($p<0.01$), 领导-成员交换对于协助与共享的解释 F 比较显著, 在加入促进型建言变量后 F 变小, 但仍然达到了显著水平, 说明促进型建言对于领导-成员交换与协助与共享之间的关系产生了调节作用。由此可得出结果, 假设 H3b 得到支持, 也就是说促进型建言能正向调节领导-成员交换和协助与共享。

更改因变量为向上讨好, 调节变量为抑制型建言, 交互项在模型中存在显著的正向影响 $\beta=0.19$ ($p<0.001$), 领导-成员交换对于向上讨好的解释 F 比较显著, 加入促进型建言变量后 F 变大, 仍然显著。说明抑制型建言对于领导-成员交换与向上讨好之间的关系产生了调节作用。由此可得出结果, 假设 H3d 得到支持, 也就是说抑制型建言能正向调节领导-成员交换与向上讨好。

4. 研究结论

研究证实, 争宠行为既有消极影响也有积极影响。领导者应该注重与员工之间的交流和互动, 建立良好的领导-成员交换关系, 以促进员工的积极行为和减少负面行为。

展示能力和帮助同事可以有效提高员工的任务绩效, 而排挤同事则对员工的任务绩效有负面影响。因此, 企业管理者和领导者应该重视员工之间的合作和团队精神, 避免员工之间的矛盾和对立, 从而提高整个团队的工作效率和任务绩效。同时, 为员工提供合适的培训和支持, 使员工能够更好地协作, 共同完成任务。领导应该鼓励员工之间的互助和支持, 营造良好的团队氛围。这样可以提高员工的工作效率和团队的凝聚力, 从而带动整个企业的发展。

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The Impact of Career Exploration and Decision Self-efficacy on Innovative Work Behaviour: Exploring The Moderating Effect of Perceived Respect and Emotional Approach Coping

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Abstract

This paper focuses on the individual members who generate results of their assessment of their level of confidence in career decision-making. Based on experiences, individual members experiences gained in exploration and the evaluations of others, and that the level of self-efficacy in career decision-making. This experience could develop an impact on the development of interpersonal relationships in workplace if the development determines the positive informal interpersonal relationships in the workplace, which contributes to the overall innovative work behaviour of the organization, and then add efficiency to innovative work behaviour within the organisation. Secondly, whether the recognition level and respect that employees feel from their colleagues promotes workplace friendships. In addition, it was explored whether the level of individual employees' ability to deal with and tolerate and understand their negative emotions in the face of stress at work has a moderating effect on innovative work behaviour.

Keywords: Career Exploration and Decision Self-efficacy; Workplace Friendship; Innovative Work Behaviour; Perceived Respect; Emotional Approach Coping

职业探索与决策自我效能对创新工作行为的影响：探究感知尊重和情绪应对的调节作用

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摘要

本文首要探讨，个体成员根据过去的经历、探索中获得的经验和他人的评价，产生对自己职业决策信心水平的评估结果，职业决策自我效能的高低可能对职场友谊关系的发展产生影响。良好的职场非正式人际关系的发展，是否有利于提高组织整体的创新工作行为，为组织内部创新工作行为增加效率。工作场所中良好的非正式人际关系的发展是否有助于组织的整体创新工作行为，并为组织内的创新工作行为增加效率。其次，员工从同事那里感受到的认可和尊重程度是否促进了工作场所的友谊。再次，探讨了员工个人在面对工作压力时处理和容忍、理解自己的负面情绪的能力水平是否对创新工作行为有调节作用。

关键词：职业决策自我效能；职场友谊；创新工作行为；感知尊重；情绪应对

1.绪论

1.1 研究背景

一个组织内的生产活动需要人们之间的沟通交流。在今天这个科技发达的时代，4G 和 5G 的连接速度让人们可以跨越经纬线瞬间获取信息。微信、QQ、钉钉和 LINE 等社交通讯软件的出现，让我们的沟通更加便捷。但是，有了这些技术，人们就不会出现

沟通问题，大量资讯信息的提供，就能很好的帮助人们做抉择吗？事实上，如果你思考生活中发生的事情，你会发现技术让人们的生活变得更容易，但它不能解决所有的问题，它只解决了其中的小部分。例如：由于疫情的影响，网络课堂应运而生，原本是方便学生在疫情期间仍能上课，企业员工能正常工作，但是根据学生的反馈：线下沟通更及时。

粗略观察，技术可以解决人们的所有问题，但仔细观察，它只是使这些问题变得不那么困难，最终，还得“以人为本”。本文需要去证实个人的心理因素与个人和团体之间的沟通和互动之间的关系；需要去证实心理因素、人际互动在个人工作中对创新工作行为具有的影响。

职业决策自我效能被视为个人对自己职业道路的选择、职业调整、改变、适应能力的自信心 (Lent et al.,2016)。职业决策自我效能，是指个体在进行职业选择的决策时相信自己选择，职业决策自我效能程度较高的求职者能正常分析思考做出职业决策，并相信自己的决策（张书皓等人，2022）。自我效能感 Bandura et al. (1999) 提出的概念,影响人自我效能的主观判定有主要的四个方面 1.个人成功与失败的经验；2.观察性经验；3.他人鼓励；4.情绪和生理影响。因此，当个体主动积极对自己职业生涯的可能性进行尝试、实验、实践和探索感知有助于增加对职业决策的信心。已有研究表明，高职业决策自我效能可以减少求职时的职业决策困难，是建构职业生涯的重要环节之一。高水平的自我效能感通常意味着更明确的职业目标、职业自主和职业参考性（张书皓等人，2022）。

职场友谊 (Workplace Friendship), Nielsen et al. (2000) 指出工作场所的友谊被视为组织非正式结构的一个重要部分，衡量的是职场产生一般性与普遍性友谊的机会，并不是实际存在的亲密友谊。进入职场工作后，大多数的时间都是再工作场所度过，职场友谊又与工作相关内容（工作贡献、工作参与、员工合作）结果可能存在相关性，因此同事之间发展正常和建立非正式人际关系能够加深组织内员工的交流与合作。建立了职场友谊的员工相较于没有建立职场友谊的员工，在工作参与、工作满意度上呈现不同状态。

1.2 研究意义

撰写本文最初的写作灵感来自源于自己的生活经历，然后在研究结构中进一步理论化，研究框架变形与简化，形成了目前的研究框架。为了验证论文研究框架中变量之间关系的新颖性，先进行了单一变量的文献检索，然后在现有文献中寻找变量与变量之间存在的某种效应（中介或调节效应）。因语言能力有限，只对中文和英文文献进行检索与了解，发现：职业决策自我效能，感知尊重，情绪应对，职场友谊，创新工作行为的现有研究比较丰富，可以为研究假设起到一定程度的理论支持，但是缺乏变量与变量之间影响与作用的研究。以本文中的职业决策自我效能对职场友谊的影响为例，截至2023.03.10 再次进行整理和补充了文献引用，发现：1.关于职业决策自我效能对职场友谊的影响的直接研究较不丰富；2. 在职业决策自我效能感和职场友谊之间的关系中，关于感知尊重的调节作用的研究较少；3.情绪应对在职场友谊和创新工作行为之间的调节作用的研究较不丰富；4.职场友谊对创新工作行为的影响研究丰富。据此，本研究的理论意义：一定程度上丰富了现有文献。

1.3 研究目的

当个体对完成工作任务，没有足够的信心支撑，同时也不能处理工作带来的负面情绪，使得工作压力、负面情绪一直累积堆压，就不能正常完成工作任务或者在没有效率的工作着。此类现象在工作中出现，对组织（单位），员工个人都是一种不正常的损耗。因此要对员工心理情绪的处理要引起重视，要为员工建立一个合理，减少不必要情绪损耗的工作环境，以此来促进员工的工作效率。职场友谊对创新工作行为具有正向影响，以往的研究中存在大量的关联研究，现在的研究贡献，就是尽可能的丰富现有的研究内容，供后续研究者参考。关于职业决策自我效能的相关性研究,涉及到：感知压力、财务、态度、行为和职业发展 (Sandler, 2000) 等。据文献调研，较少涉及职业决策自我效

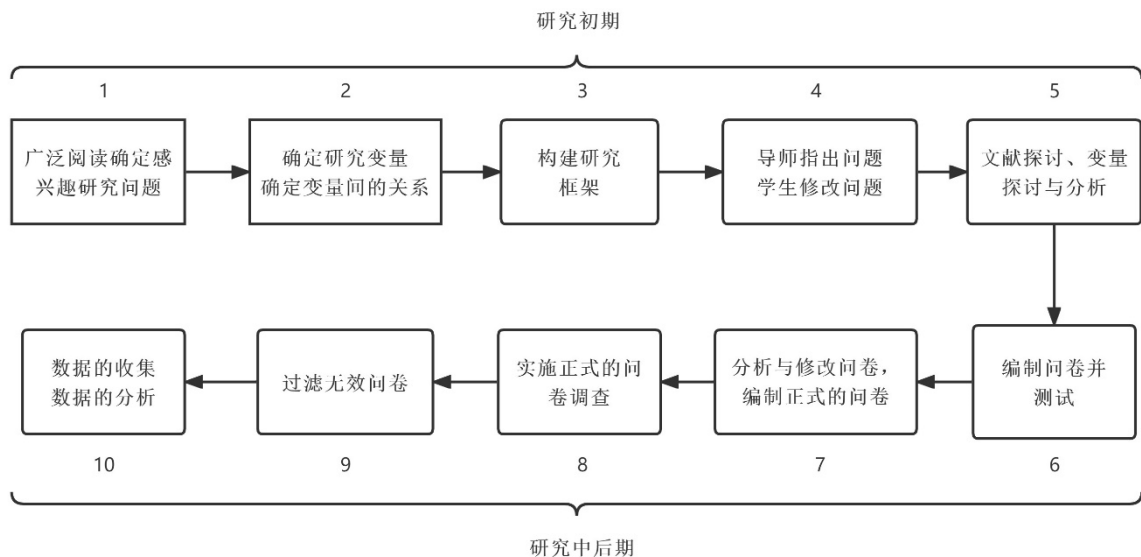
能对职场友谊的影响，理清职业决策自我效能的两个维度“简明职业决策自我效能”和“职业决策应对效能”对职场友谊的影响。

1.4 研究问题

具有高度职业决策自我效能的个体，带着内在有效心理动机进入组织环境进行工作生产时，即我很相信，我很清楚自己对职业决策的判断；当个体进入到非理想目标组织工作时，根据 Lent et al.(2016) 的研究结果，职业决策应对效能作为职业决策自我效能的另一个维度时，人们在追求自己喜欢的职业选择时遇到障碍，在这种情况下，那些对自己在这种情况下应对决策挫折的能力有信心的人，可以去积极适应现在的工作环境，并为将来做好计划。结合时代背景在对组织内部员工个体心理因素，组织内个体与群体之间的交往等相关变量研究现状有了了解之后，本研究提出以下问题：(1) 职业决策自我效能是否能正向影响职场友谊？(2) 职场友谊是否能正向影响创新工作行为？(3) 感知尊重在职场决策自我效能和职场友谊中是否会产生调节作用？(4) 情绪应对在职场友谊和创新工作行为中是否会产生调节作用？

1.5 研究流程

图1
研究流程图



资料来源：本研究整理

2. 文献综述

2.1 理论基础

2.1.1 自我效能定义

现有文献中常常提及的自我效能 (Self-efficacy), 是 Bandura(1977) 提出，指人们对实现特定领域目标的信心，不同形式的自我效能前缀有一定差异。对个体效能的期望程度，将会决定可能会付出相应行为多少，会付出多少努力，以及在遇到阻力和不可抗力因素时能坚持多长时间。

2.2 职业决策自我效能

职业决策自我效能 (Career Exploration and Decision Self-efficacy), 是指个体在进行职业决策过程中对自己完成各项任务所必需的能力的自我评估或信心和信念。Gati et al. (1996) 提出职业决策自我效能的定义，个体衡量探索自己的能力、职业偏好、与职业相关的需求和价值观以及自我定性的能力；获取职业信息的能力；将个人属性与工作特征相匹配以进行目标选择的能力；做出职业决定，然后实施职业规划的能力；以及解决或应对遇到的问题或障碍的能力等一系列能力的信心。

Ireland and Lent (2018) 进一步研究 Lent et al. (2016) 的职业决策模型, 得出职业决策模型的重点在于指导自己的职业发展(例, 寻找工作, 平衡多种角色, 调整适应过渡期)。职业决策自我效能对个体完成特定任务有一定的自我预测的效果, 自我激励, 形成自信心对个体的行为有内在驱动力。相较于低职业决策自我效能的高职业决策自我效能个体, 可能会更好的适应将来的职业环境, 能坚持更长的时间, 更多的行为付出。综上所述, 提出假设:

H1: 职业决策自我效能正向影响职场友谊。

2.3 职场友谊

职场友谊, Berman et al. (2002) 从职场友谊的基本特征出发, 将职场友谊界定为一种“非排他性自愿职场联系”, 表现为彼此信任、喜爱、利益分享和价值观分享。组织关系中存在着正式和非正式两种人际关系。作为非正式人际关系的一种, 职场友谊指的是一种“非排他性的人际关系感知”(Sias et al., 2003), 也有学者从友谊功能的角度对职场友谊的概念进行了界定, 认为职场友谊能够服务于个人和组织目标, 为员工提供情感支持(Zarankin & Kunkel, 2019)。Islam and Chaudhary (2022) 关于职场霸凌文, 职场友谊的可以帮助减少职场霸凌对知识隐藏的不利影响。将职场霸凌也视为工作压力来源和消极行为, 面对职场霸凌员工会产生情绪抑制进而较少工作贡献, 而职场友谊可以减少这种工作场所的压力。

影响职场友谊的因素有个人因素和组织因素, 首先职场友谊的建立是一种雇员自愿型情感投入行为, 职场友谊的建立和发展首先与个人因素相关。实证研究指出, 女性雇员视工作场所中的友谊为重要的情感支撑, 注重情绪分享; 男性雇员在职场友谊中多以利益为导向, 注重分享行动(Morrison, 2009)。Song (2006) 的研究结果表明, 职场友谊可以使员工产生积极的工作态度, 强调工作友谊对提高员工积极工作态度和绩效的重要性, 组织可能会受益于鼓励员工之间的友谊。

Tse et al. (2008) 通过实证研究证实了职场友谊对雇员工作满意度存在显著正向影响。Song et al. (2008) 等指出, 职场友谊能够正向影响员的工作态度。由于工作满意度、工作态度也会影响员工离职率, 因此可以推判职场友谊与雇员出勤率、离职率存在一定的对应关系。Ok et al. (2019) 研究取得一致的观点, 职场友谊通过一定的作用机制会负向影响雇员工缺勤率和离职率。Winstead et al. (1995) 该研究考察了工作友谊的质量与工作满意度之间的关系, 一个人在工作场所最好的友谊的质量可以预测工作满意度。

2.4 创新工作行为

Amabile et al. (1996) 认为创新行为是指个体提出新颖和有用的想法。员工创新行为的模型是活动阶段模型, 最常用的活动阶段模型将员工创新行为划分为两个阶段: 想法产生和想法实施。Janssen (2000) 创新工作行为是指在工作过程中产生新构想和形成问题解决方案, 努力付诸实践的行为。从 Janssen (2000) 量表中可知, 员工产生了新的想法需要应用到实际的工作中, 需要向同事和组织领导分享取得他们的认可, 才有可能把创行想法付诸实践并搜集信息, 转化为可应用的方案。根据职场友谊与创新工作行为的相关研究, 提出假设:

H2: 职场友谊正向影响创新工作行为。

2.5 感知尊重

Ng and Lucianetti (2016) 感知尊重是员工对他作为组织成员被接受、赞赏和重视程度的评估。首先, 随着时间的推移, 个人内部组织信任和同事尊重的增加会促进个人内部创造力、说服力和变革自我效能的提高。其次, 我们提出随着时间的推移, 个人内部自我效能感信念的增加会促进个人内部想法产生、传播和实施的增加。

相关的研究涉及群体绩效、领导尊重、员工个人内在动力的影响, 对个人层面和组织层面产生的影响研究。Quaquebeke et al. (2008), 以其, 一篇关于与感知的组织实践相比, 人际尊重在工作价值观中的重要性的文章, 为最终源头, 总结现有的研究方向和研究成果。Quaquebeke et al. (2008) 对工作价值观的研究表明, 员工非常需要尊重他人的

领导。Ellemers et al. (2011) 先前的研究表明，群体内的尊重可以促进个人与工作团队或组织的互动。基于社会认同分析，感知包容有助于形成积极的团队认同（个人对团队的感受），而感知价值会引发投资团队的意愿（个人愿意为团队做什么）。Huo and Binning (2008) 研究证实，尊重不仅在塑造社会参与群体生活方面发挥着重要作用，而且对个人的自尊和身体健康也起着重要作用。员工在工作场所和同事之间的互动交流，个体员工感知同事对他行为、言语的反馈表达，积极或消极会使员工之间的交流和沟通产生影响，已有研究表明感知尊重会对员工的合作意愿产生影响 (Wang et al.,2018)。综上所述，提出假设：

H3: 感知尊重在职业决策自我效能与职场友谊中起到正向调节作用。

2.6 情绪应对

通过 Stanton et al. (2000) 为出发点，开始浏览与情绪应对有关的文献，过去的研究学者将情绪应用到人格与心理学领域，后来医学领域对情绪应开始相关研究，Ziadni et al. (2020) 研究情绪方法应对慢性疼痛的作用，研究结果表明，较高的情绪应对 (EAC) 与较低的疼痛强度相关，这是通过样本的年轻/中年部分的较低负面影响来实现的，但与老年人无关。

Stanton et al. (2000) 情绪应对，是积极尝试处理情绪和理解情绪，努力缓解因工作环境和环境压力导致的负面情绪。Kennedy-Moore and Watson (2001) 个体对心理痛苦，也就是对消极情绪做适应性的表达，以应对消极情绪和压力带来的压抑。研究者认为，消极情绪的表达在某种程度上是适应性的，即慢慢逐渐降低压力最开始带来的极大痛苦不适应，是一种有意义的解决方法。Ziadni et al. (2020) 情绪应对 (EAC) 是一种潜在的适应性以情绪为中心的应对方式，涉及理解或处理一个人的情绪并适当地表达它们。

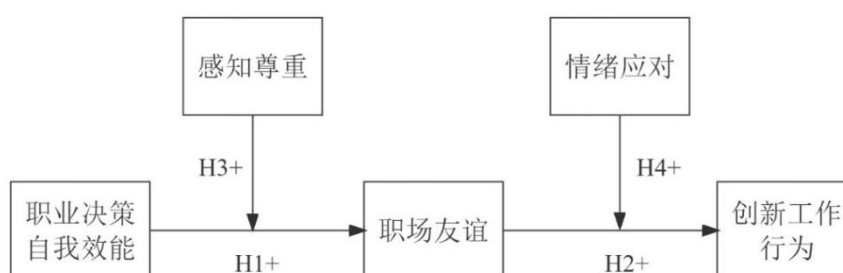
综上所述，提出假设：

H4: 情绪应对在职场友谊与创新工作行为中起到正向的调节作用。

2.7 研究框架

综上所述，根据对本文的 5 个变量之间的关联推论，得出 4 项研究假设推论，具体研究框架图，如图 2 所示。

图 2
研究框架图



资料来源：本研究整理

3. 研究方法与设计

3.1 变量的定义与衡量

3.1.1 职业决策自我效能

职业决策自我效能引用 Lent et al. (2016) 的量表，是指个体在进行职业探索与决策的过程中对自己完成各项任务的能力和素质的自我评估或信心。对于个人的职业发展，个体决策者有去进行充分的了解与选择。Lent et al. (2016) 将职业决策自我效能分为两个

维度，共 12 项：简明职业决策自我效能（Brief Decisional Self-efficacy Factor），例如，我能够确定哪些职业，能够很好的展现我的专业技能；职业决策应对效能（Decisional Coping Efficacy Factor），例如，即便第一次没有得到自己想要的工作，我也不会失望。采用 Likert-5 级量表（从“1”=“非常不同意”到“5”=“非常同意”）得分越高，职业决策自我效能感水平越高。

简明职业决策自我效能共 8 题项，测试个体主动去探索、决策、适应的职业决策与管理过程自我评估倾向。职业决策应对效能共 4 题项，测试个体应对职业决策不理想时态度行为改变或调整管理过程或自我选择评估倾向。

3.1.2 职场友谊

职场友谊引用 Nielsen et al. (2000) 的量表，当组织员工与其部门内部员工建立了友谊，他们与那些只建立自己单纯朋友圈的员工相比，他们更有可能在危机中进行合作。在工作环境中，如果正式的组织设计促进了频繁的互动，那么员工更有可能有机会与其他员工建立友谊的机会。工作场所的友谊被视为组织非正式结构的一个重要部分。该量表用于衡量工作场所友谊的两个方面：友谊普及率和友谊机会，共 12 题项。

3.1.3 创新工作行为

创新工作行为（Innovative Work Behaviour）是指在工作过程中产生新构想和形成问题解决方案，努力付诸实践的行为采用 Janssen (2000) 开发的共 9 题项量表，包括提出创意、推展创意、实施创意三个方面。

3.1.4 感知尊重

Ng and Lucianetti (2016) 感知尊重（Perceived Respect），指个人内部的组织信任和同事的尊重的增加，促使个人内部的创造力和变革自我效能感随着时间的推移而增加。感知尊重，降低与创新尝试有关的焦虑和恐惧，促进对创新（Boezeman & Ellemers, 2007）。

采用 Ng and Lucianetti (2016) 等人研发的感知尊重量表，即员工对自己作为组织成员被接受、欣赏和重视的程度的评估，共 7 题项。

3.1.5 情绪应对

情绪处理采用 Stanton et al. (2000) 的研究中发表的量表，以最后的得分高低评估被测者的情绪应对水平，其中测试情绪处理和情绪表达两个维度，共 8 题项。

3.2 问卷设计

问卷采用国外学者的成熟量表，截至 2023 年已多次被其他学者和研究人员采用，因为是英文问卷，调查的对象使用的母语言是中文，所以对原文进行中文翻译，为了是调查对象能够理解题项的意思，又为了保持和原文原意，对问卷的翻译工作进行了 6 次以上的删减与修改，其中就包含检查翻译过来的中文语句是否通顺，简明扼要，标点符号是否规范以及是否存在错别字等。制作中英对照文档，看到麻木，还需要借助老师和朋友的帮忙再检查一遍翻译，语句是否通顺。根据前三章答辩时，答辩主席和答辩委员提出的一些合理建议，对问卷进行再次调整。研究对象是有求职经验、有在职工作经验、正在工作、有职场交际经验的组织员工，简单描述就是：有职场工作经验的在职业员工。对无效问卷的剔除就包含，将 20 岁以下可能是学生的人群剔除，零次实习经验的人群剔除等，为了尽量保证问卷的有效性。

3.3 样本抽样方法

本文采纳的抽样方式为非概率抽样的方便抽样，根据自己划定的抽样对象选择样本。使用方便抽样（非概率抽样），从网络问卷的总样本中，使用控制变量剔除与研究对象、研究范围无关的无效问卷，对剩下的有效问卷样本做定量分析。网络问卷调查，在时间、空间、速度、成本花费上比较访谈、电话访谈、邮寄问卷有一定优势。但是后前会发现利用访谈收集调查更具备准确性，例子：拿着问卷去请在职博士生填写问卷，她会向你及时反馈信息。建议在后续的研究者拥有更多人力、物力、财力、研究方法运用更成熟

的时候，可以采用访谈问卷的方式。

抽样对象：21岁以上，有实习经验，主要调查企业员工，有组织工作经历的工作人员。

抽样渠道：通过在问卷星平台收集网络问卷，将问卷链接发放到亲人和朋友的社交软件上，在借助他们的人力、物力对问卷投发进行广泛投放，如企业员工内部聊天群，父母校友群，单位工作群以及医院医护群进行问卷投放。依靠这些力量进行后续问卷的回收，以此扩大样本可筛选量。

3.4 控制变量

本文研究，将性别、年龄、实习经历、工作状态、工作性质、入职时间设置为控制变量。当调查对象的选项是：0次实习经历，21岁以下，工作性质与企业脑力劳动不符合的体力劳动等在本研究中作为无效问卷剔除。控制变量是科学研究的重要组成部分之一，它们可以帮助获得更准确、可靠和有用的研究结果。

3.5 样本数据分析检验工具

本文研究采用 IBM SPSS Statistics 29 和 IBM SPSS Amos 26 Graphics 工具，分别对收集的数据进行假设检验：信效度、调节效果检验、中介效果检验，验证性模型探索 (Confirmatory Specification Search) 验证假设是否成立。

信度 (Reliability)、效度 (Validity) 是研究方法中的两个中重要的概念，也是任何测量工具（指，问卷）不可或缺的条件。信度用来测量问卷是否具有内部一致性 (Consistency) 和稳定性 (Stability)，如果问卷是可靠的那么，同样的问卷多次测量同一组数据（研究对象），应该得到类似的结果。Cronbach's α 在专题研究中常用来作为测试信度的标准，Cronbach's α 值 ≥ 0.70 时，属于高信度； $0.35 \leq$ Cronbach's α 值 < 0.70 属于尚可；Cronbach's α 值 < 0.35 则为低信度。

效度是指测量工具是否能够准确地测量所要测量的概念或变量，收敛效度探讨的是：要求对原理论构建的充分了解；区别效度：要求是将不相关的理论构建排除在外（排他性）。收敛效度与区别效度，可以用相关系数和因素负荷量。（荣泰生，2006）

调节效果检验，使用 SPSS 29 里的回归分析来探调节变量对自变量和变量之间关系的影响，如孩子和父母之间是有关系的，孩子可以影响父母的决策。有一点要注意，在实际使用 SPSS 进行回归的时候，要注意将职业决策 (X) 与职场友谊 (M) 转化成 Z 分数，一种平均数中心化，目的是为了完全共线性（两个变量，表达的是同一个意思），再将 2 个 Z 分数相乘，形成一个新的交叉相乘项（交互项）后，再去做线性回归或者多元线性回归，因为两种方法都可行。结果查看表：系数^a中的显著性。

中介效果检验是用于确定，中介是否在解释自变量和因变量之间的关系起到了作用，用本文举例：职业决策自我效能通过职场友谊影响创新工作行为。

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Study on the characteristics and promotion strategies of Internet medical services used by patients

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Abstract

On the basis of understanding the characteristics of the use of Internet medical services for patients, this study proposes to promote the construction of one-stop Internet medical service model to provide more convenient services for patients; Strengthen the construction of WeChat official account for Internet medical services to provide patients with full process online services; Strengthen the supervision of Internet medical service platform to ensure the reliability of medical resources; continuously optimize Internet medical services and accurately respond to patients' needs. These countermeasures have important practical significance in promoting the application of Internet medical services and alleviating the imbalance in the allocation of medical and health resources.

Keyword: Internet medical services; one-stop; Reliability of medical resources; Promotion strategy;

患者互联网医疗服务使用特点及其推广策略研究

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摘要

本研究在了解患者互联网医疗服务使用特点的基础上，提出推进一站式互联网医疗服务模式建设，为患者提供更加便利的服务；加强互联网医疗服务微信公众号建设，为患者提供全流程线上服务；加强互联网医疗服务平台监管，保障医疗资源可靠性；不断优化互联网医疗服务，精准回应患者需求的对策，对促进互联网医疗服务应用，缓解医疗卫生资源配置不均衡具有重要的实践意义。

关键词：互联网医疗服务；一站式；医疗资源可靠性；推广策略；

1. 研究背景

在数字经济时代，新冠疫情推动线上与线下经济深度交融，我国医疗行业经历巨大变化，打造线上线下一体化医疗健康闭环是未来发展趋势，“互联网+医疗健康”深度融合发展受到国家、社会各界的高度重视。2018年《国务院办公厅关于促进“互联网+医疗健康”发展的意见》中明确支持“互联网+医疗健康”融合发展，提升医疗卫生现代化管理水平，优化资源配置，创新服务模式，提高服务效率，降低服务成本，提高医疗健康服务可及性。互联网医疗有助于缩小区域性医疗条件差异，并促进分级诊疗政策落地（Shuren et al., 2018; Hydari et al., 2019; Thompson et al., 2019）；互联网医疗具备超时空多层次的资源协同与业务协同架构，可通过系统自适应配置满足医疗健康服务相关的人与人、人与物、物与物的交互与远程协同需求（Jiang, 2020）。但是互联网“虚拟性”带来的医疗损害责任风险，互联网的“不对称”带来的医患矛盾风险，

互联网“开放性”造成主体难以监管控制的风险（魏明月等, 2020）；“互联网+医疗”目前没有针对性的行业政策法规，也没有明确的行政管理部门与监管主体，互联网+医疗行业监督与管理缺失，“互联网+医疗”目前没有针对性的行业政策法规，也没有明确的行政管理部门与监管主体，互联网+医疗行业监督与管理缺失，医生只通过线上和患者交流患者的病情，距离感、虚拟感增加了误诊、漏诊的风险（李菲、张研，2021），多重因素综合作用下，互联网医疗利用率低，应用推广受限。因此，对患者互联网医疗服务使用特点及其推广策略开展研究，为促进互联网医疗服务应用，缓解医疗卫生资源配置不均衡，促进医疗卫生资源优化配置，提高医疗健康服务可及性和公平性具有重要的实践意义。

2. 对象与方法

2.1 调查对象

本研究于2022年9月-10月采用方便抽样方法，通过线上线下相结合的方式在贵州省贵阳市开展问卷调查，共收集有效问卷246份。纳入标准：愿意参与本次研究；年龄18岁以上；表达能力正常；使用过互联网医疗服务的患者。

2.2 调查内容与方法

使用自制调查问卷收集数据，问卷主要包含调查对象基本情况和患者互联网医疗服务使用行为。调查对象基本情况包括：性别、年龄、教育程度、健康状况。患者互联网医疗服务使用特点量表包含“使用互联网医疗服务原因”、“获取互联网医疗服务渠道”、“选择互联网医疗服务平台考量因素”、“互联网医疗服务优势”、“互联网医疗服务劣势”5个题目。

2.3 统计分析方法

用Excel和SPSS 26.0软件对问卷数据进行描述性统计分析。

3. 结果与分析

3.1 调查对象的基本情况

被调查者中男性占比47.2%，女性占比52.8%；年龄为18-29岁占比2%，30-39岁占比45.1%，40-49岁占比17.5%，50-59岁占比17.9%，60岁及以上占比17.5%；教育程度为大学本科的占比54%，小学及以下占比为5.3%，受教育水平比较高；健康状况较差的占比为10.6%，健康状况一般的占比48%，健康状况较好占比41.4%。

3.2 患者互联网医疗服务使用特点分析

本研究运用多重响应法，分析患者使用互联网医疗服务原因、获取互联网医疗服务渠道、选择互联网医疗服务平台考量因素、互联网医疗服务优势及劣势5个方面的特点。

3.2.1 简单便捷、省时省力是患者使用互联网医疗服务的首因

患者使用互联网医疗服务原因调查结果如图1所示：

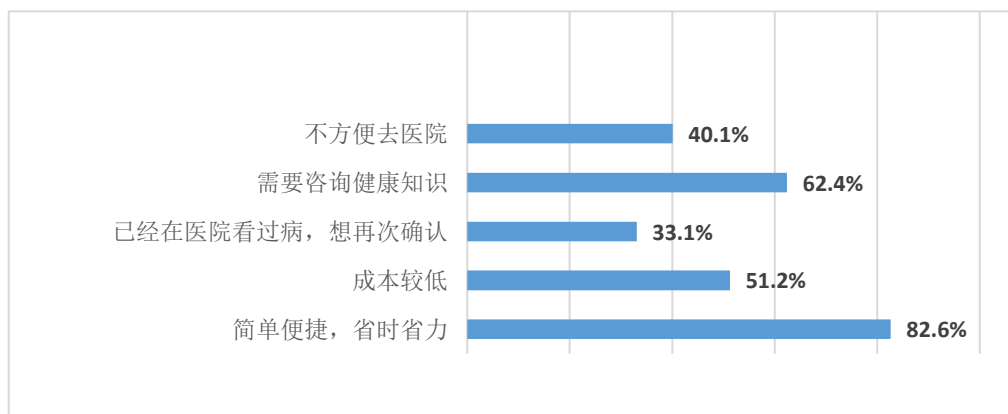


图1 患者使用互联网医疗服务原因（复选）

图1数据显示，患者使用互联网医疗服务原因排名前三位的分别是：简单便捷，省时省力（200次，82.6%）、需要咨询健康知识（151次，62.4%）、成本较低（124次，51.2%），另外，不方便去医院（97次，40.1%）、已经在医院看过病，想再次确认（80次，33.1%）也是患者选择使用互联网医疗服务的重要原因。值得注意的是，简单便捷，省时省力是患者使用互联网医疗服务的首因。

3.2.2 微信公众号是患者获取互联网医疗服务的首要渠道

患者互联网医疗服务获取渠道调查结果如图2所示：

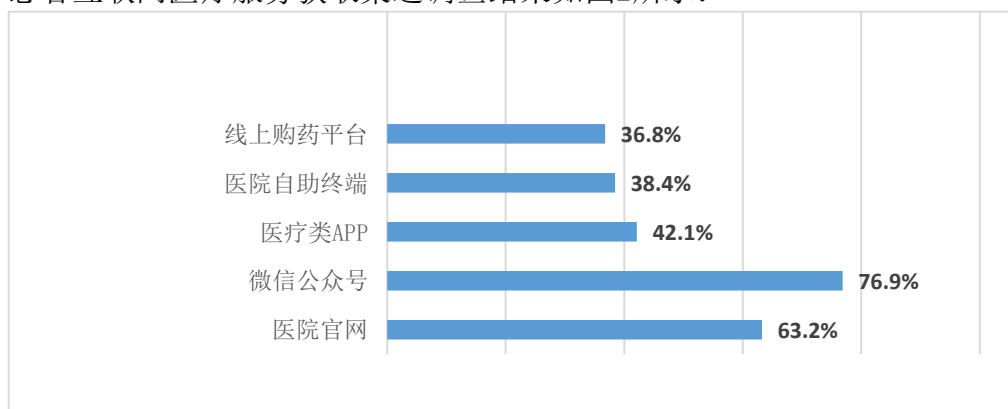


图2 患者获取互联网医疗服务渠道（复选）

图2数据显示，患者获取互联网医疗服务渠道排名前三位的分别是：微信公众号（186次，76.9%）、医院官网（153次，63.2%）、医疗类APP（102次，42.1%），另外，医院自助终端（93次，38.4%）、线上购药平台（89次，36.8%）也是患者获取互联网医疗服务的重要渠道。值得注意的是，微信公众号是患者获取互联网医疗服务的首要渠道。

3.2.3 医疗资源可靠性是患者选择互联网医疗服务平台最关键因素

患者选择互联网医疗服务平台考量因素调查结果如图3所示：

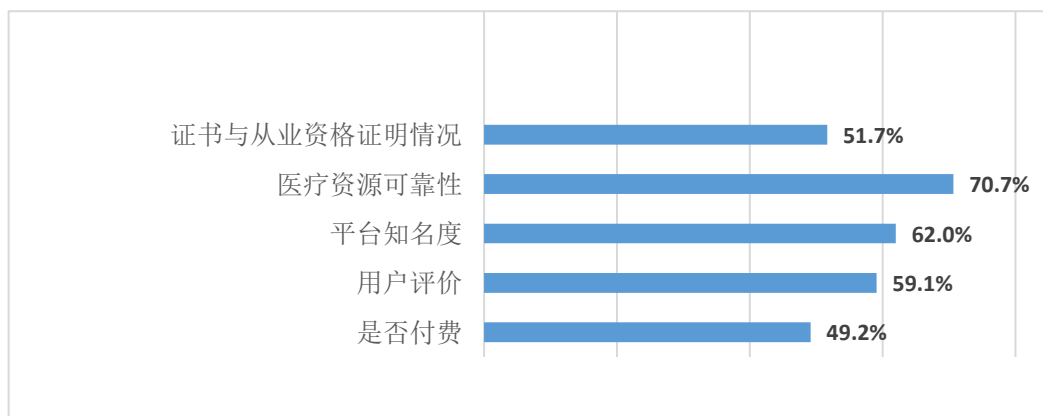


图3 患者选择互联网医疗服务平台考量因素（复选）

图3数据显示，患者选择互联网医疗服务平台考量因素排名前三位的分别是：医疗资源可靠性（171次，70.7%）、平台知名度（150次，62%）、用户评价（143次，59.1%），另外，证书与从业资格证明情况（125次，51.7%）、是否付费（119次，49.2%）也是患者选择互联网医疗服务平台考量重要因素。值得注意的是，医疗资源可靠性是患者选择互联网医疗服务平台最关键因素。

3.2.4 不用亲自排队、挂号是互联网医疗服务最大优势

使用互联网医疗服务优势调查结果如图4所示：

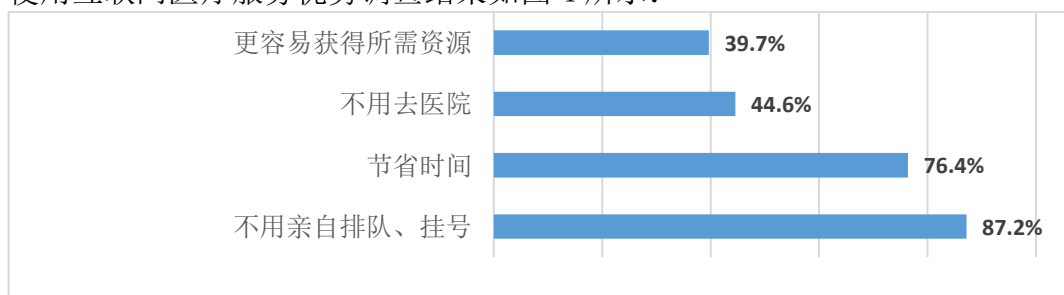


图4 互联网医疗服务优势（复选）

图4数据显示，使用互联网医疗服务优势排名前三位的分别是：不用亲自排队、挂号（211次，87.2%）、节省时间（185次，76.4%）、不用去医院（108次，44.6%），另外，更容易获得所需资源（96次，39.7%）也是互联网医疗服务优势之一。可见，不用亲自排队、挂号是互联网医疗服务最大优势。

3.2.5 不能保证诊断结果的准确性是互联网医疗服务最大劣势

使用互联网医疗服务劣势调查结果如图5所示：

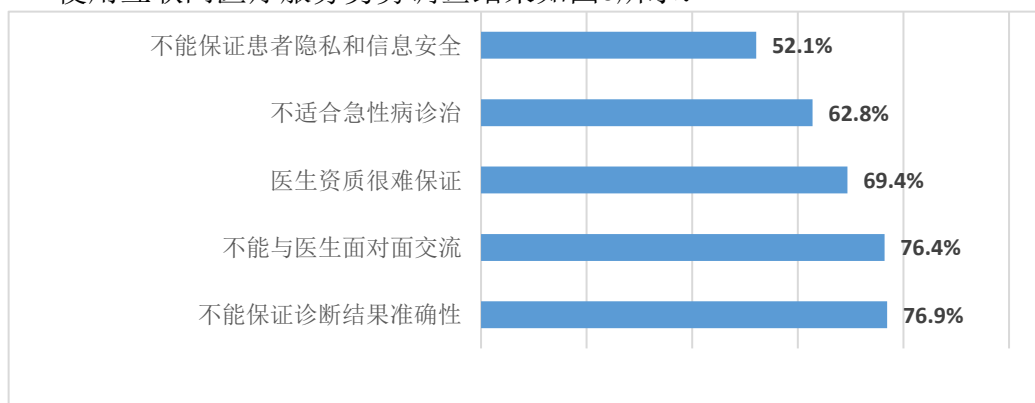


图5 互联网医疗服务劣势（复选）

图5数据显示，互联网医疗服务劣势排名前三位的分别是：不能保证诊断结果准确

性（186次, 76.9%）、不能与医生面对面交流（185次76.4,%）、医生资质很难保证（168次, 69.4%），另外，不适合急性病诊治（152次, 62.8%）、不能保证患者隐私和信息安全（126次, 52.1%）选择也是影响互联网医疗服务发展的瓶颈。可见，不能保证诊断结果的准确性是互联网医疗服务最大劣势。

4. 互联网医疗服务推广策略

4.1 推进一站式互联网医疗服务模式建设，为患者提供更加便利的服务

加快实现医疗健康信息互通共享，健全互联网医疗服务标准体系，提高医院管理和便民服务水平，提升医疗机构基础设施保障能力，及时制订完善相关配套政策，为互联网医疗服务提供体系支撑。基于互联网平台打造的“预防、诊断、治疗、康复”一站式医疗服务能力，通过数字化手段赋能医生，服务患者，持续构建从预防、诊断到治疗、康复的完整闭环，利用好数字技术，为患者提供更加便利的服务。

4.2 加强互联网医疗服务微信公众号建设，为患者提供全流程线上服务

组建专门的运营团队，负责互联网医疗服务微信公众号建设，为患者提供全流程线上服务。微信公众号提供当日挂号、预约挂号、线上问诊，门诊结算、检查检验报告查询、症状自查等功能，通过微信公众号实现“线上看病问诊、医护上门服务、送药到家，且实时医保报销”等覆盖诊前、诊中、诊后的全流程、个性化、智能化服务，让居民足不出户即可实现就医购药。

4.3 加强互联网医疗服务平台监管，保障医疗资源可靠性

加强对互联网医疗服务平台医生资格审查，确保互联网医疗服务医生资质合格，规范互联网医疗服务诊疗路径，完整记录互联网诊疗行为的过程及结果，尤其是病历、处方等关键信息的可追溯，以此确保互联网诊疗全程都在法规的监控和保护范围内，落实互联网医疗服务的医疗质量安全责任，确保线上线下医疗服务一体化、医疗质量安全同质化，提高互联网医疗资源可靠性。

4.4 不断优化互联网医疗服务，精准回应患者需求

互联网医疗服务建设中扬长避短，充分发挥互联网医疗服务不用亲自排队、挂号，节省时间，不用去医院等优点，构建覆盖诊前、诊中、诊后的线上线下一体化医疗服务模式，促进药品网络销售和医疗物流配送等规范发展，完善互联网药品供应保障服务。同时加强互联网医疗服务医生资质和平台资质审核，提高医疗资源可靠性和诊断结果的准确性，不断优化互联网医疗服务，精准回应患者需求，提高患者满意度，优化患者互联网医疗服务使用体验。

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Research on the Impact of Customer Engagement on Brand Experience in the Context of Social Media

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Abstract

With the continuous intensification of market competition, consumers' brand awareness continues to upgrade, in the context of the continuous development of social media, enterprises through social media platform to spread their own brand concept, and consumers to contact communication and interaction has been the current mainstream way, so customer participation has become an important part of brand building and development, through the reception of information, find the impact mechanism between customer participation on brand experience, it has become a more important issue at present.

Therefore, based on the existing research, this paper constructs relevant hypotheses and corresponding theoretical models, collects data through questionnaires, and draws the following conclusions through empirical analysis. In the context of social media, customer engagement has a significant impact on brand experience, among which browsing behavior and interactive behavior in customer engagement significantly positively affect sensory experience in the dimension of brand experience, with standardization coefficients of 0.512 and 0.533, standardization coefficients of 0.425 and 0.386 for thinking experience, and standardization coefficients of 0.462 and 0.571 for relationship experience, respectively. According to the empirical results obtained in this paper, it can attract more customers to participate in social media marketing for VIVO mobile phone brands in the social media marketing battlefield, summarize the enlightenment of corresponding management, improve customer brand experience, build brand enterprises and create a foundation for development.

Key words: Social media; Customer participation; Brand experience

社会化媒体背景下的顾客参与对品牌体验的影响研究

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摘要

随着市场竞争的不断加剧，消费者的品牌意识不断升级，在社会化媒体不断发展的背景下，企业通过社会化媒体平台来传播自身的品牌理念，和消费者进行接触沟通互动已经是当前的主流方式，因此顾客参与成为了品牌塑造和发展的重要环节，通过信息的接收，发现顾客参与对品牌体验之间的影响机理，也就成为了当前较为重要的问题。

因此，本文在现有研究的基础上，构建相关假设并构建对应理论模型，通过问卷收集数据，通过实证分析得出以下结论。在社会化媒体背景下，顾客参与对品牌体验有显著影响，其中，顾客参与中的浏览行为和互动行为显著正向影响品牌体验维度下的感官体验，标准化系数分别为 0.512 和 0.533，对思考体验的标准化系数分别为 0.425 和 0.386；对关系体验的标准化系数分别为 0.462 和 0.571。根据本文得到的实证结果，可以为 VIVO 手机品牌在社会化媒体营销战场上吸引更多的顾客参与社会化媒体营销，总结相应管理的启示，提升顾客品牌体验，打造品牌企业并创造发展基础。

关键词: 社会化媒体；顾客参与；品牌体验

1 引言

进入 21 世纪以来，互联网技术逐步发展，网络设备不断出现，人们的日常生活方式也不断更新。中国互联网络中心发布的《第 47 次中国互联网络发展状况统计报告（2021 年）》报告显示，中国手机网民规模已达 7.31 亿，上网率增长至 53.2%。随着前一代产品台式电脑使用的减少，越来越多的用户通过手机等移动设备上网，中国移动互联网用户规模已上升至 6.95 亿，增速超过 10%。许多公司也开始关注当今用户的上网习惯，并用更好的营销策略来帮助顾客。在这样的背景之下，社会化媒体也将利用其长时效并且流量大的特点，推动电子商务的发展，这不仅能为本身带来收入，也为企业和社会提供种类繁多的传统品牌赋予了更多的发展先决条件。品牌体验一直是品牌营销中比较热点的话题。品牌体验是将关系营销理论与品牌理论和人际关系理论相结合而发展起来的。有研究者提出，品牌体验是消费者与产品、消费者与品牌、消费者与消费者之间的关系。社会化媒体的深远发展为品牌体验的发展也带来了新的机遇。不可忽视的是，打造品牌体验离不开用户的积极参与。基于社会化媒体的特点，本文将尝试在社会化媒体背景下对顾客参与对品牌体验的影响进行建模，并采用实证分析的方法来验证该模型并分析其作用机制。通过查阅相关文献资料发现，现有文献中关于用户参与社会化媒体对品牌体验影响的研究较少，本研究可以补充现有理论。实践意义在于让中国品牌企业意识到社会化媒体发展给企业带来的机遇，重视在社会化媒体上投入相应的营销资源。

2 文献综述

2.1 社会化媒体相关研究

在 2007 年，Antony Mayfield 在个人媒体上发表了《什么是社会化媒体》一书，首次引入了“社会化媒体”概念。书中，社会化媒体在这里被定义为一种新的网络媒体，它给人们很大的参与空间，让每个人都可以创造和传播内容。Andreas Kaplan 和 Michael Haenlein（2010）将社会化媒体定义为一系列基于 web2.0 技术和思维方式的网络应用，其核心是让顾客有机会创造自己的内容。游恒振（2012）认为，社会化媒体的概念应该从三个方面来概括：支撑平台、媒体属性和社交属性。邹姝玉（2015）认为，社会化媒体是指各种需要联网的应用平台比如（微博、微信等），她将社会化媒体定义为一种信息传递工具。肖琳（2016）对社会化媒体进行了广义的定义。社会化媒体被认为既包括顾客生成的内容，也包括顾客之间的关系。

2.2 顾客参与相关研究

Love lock（1983）是提倡顾客参与的先驱，他认为顾客是有助于提高组织服务绩效的资产，公司应该鼓励顾客参与所有服务的生产和销售。在这个阶段，很多研究都是从公司的角度出发，将顾客作为生产要素来考察。Germak File 和 Prince（1994）指出，顾客参与是一种具体的行为，反映在服务生产和交付的道德和物质方面。杨帅（2014）将顾客参与定义为顾客为满足其心理需求而将个人资源投入到公司产品、服务和管理流程中的一组行为。王海军、王涛（2007）指出，顾客参与是顾客在购买过程中的体验过程。与预期目标相比是一致的，这是满足顾客心理预期的一种方式。

2.3 品牌体验相关研究

吴水龙（2009）指出，品牌体验是消费者与品牌互动后对品牌的有形或情感印象和体验。Brakus 等（2009）指出，顾客需求有时还与公司发放的特殊奖励有很大关系。不同的刺激给顾客带来不同的情感，这就是品牌体验。在梳理品牌体验的相关文献后，得出了与张振兴、边雅静（2011）相似的观点，他们都认为品牌体验存在于消费的方方面面。其他顾客、购物和消费环境等要素促进消费感受，使消费者的思想、感受等影响成为关于商业体验的一部分。基于张振兴（2011）和李启庚（2012）的研究结果，

将社会化媒体中的品牌体验定义为感官体验、关系体验和思维体验。感官体验指信息内容刺激顾客，引发情感共鸣，从而带来顾客行为的改变。关系体验是指顾客在体验过程中可以体验到与其他顾客的交流 and 互动。思考的体验是指一个品牌可以让顾客对一种体验进行深入思考。

3 研究假设与理论模型

3.1 顾客参与的浏览行为与对品牌体验的假设研究

王庆稳(2009)认为浏览行为是顾客在社会化媒体平台上寻找品牌信息的行为，快捷、综合的搜寻到大量的相关媒体内容，通过多方面浏览各种信息。刘华真等(2021)认为当顾客决定浏览品牌对象时，他们是以一个目标为导向的，这个目标可以是一种爱好，也可以是学习的需要，引导顾客获取他们正在浏览的信息。顾客在浏览阶段的目标导向跟随浏览行为和浏览信息的不断积累，最终产生对信息的主观选择。社会化媒体的多平台给顾客带来了视觉等感官上的刺激，引发情感共鸣，从而带给顾客情绪感受上的变化。浏览行为具有复杂思考性。互联网资源数不胜数，其运营者以网页、顾客端等形式展现。因此，从逻辑上讲，网络信息资源的信息结构非常复杂，顾客自身的信息浏览和思维结果也千差万别。浏览行为是当下顾客在网络环境中最普遍的行为模式，李伟超和付永华(2011)认为网络以现实环境为依托，而品牌体验的最终目标是在品牌与消费者之间建立联系。为了建立关系，顾客必须对品牌有深刻的了解。

综上所述，本文提出假设：

H1 顾客参与的浏览行为与对品牌体验有正向影响

H1a: 顾客参与的浏览行为对感官体验有正向影响

H1b: 顾客参与的浏览行为对思考体验有正向影响

H1c: 顾客参与的浏览行为对关系体验有正向影响

3.2 顾客参与的互动行为与对品牌体验的假设研究

周璇(2015)认为当顾客参与品牌活动、搜索品牌信息、收集品牌体验时，顾客与品牌之间产生了一种社交关系，并在顾客之间建立了联系，从多个角度影响着顾客的品牌体验。互动行为能够给消费者全面的感官体验，与被动观察相比，人们从积极参与中学到更多。陈焜(2020)认为在实践中，顾客处于最前沿，亲自参与可以增强品牌知名度。通过与顾客互动，公司可以通过深入和全面地了解顾客以及顾客如何体验品牌下的产品和服务来创造出出色的体验。李朝辉(2013)认为思考体验是有偏向于理性的。它想激发人的智慧，交互行为可以让人们获得创造性理解和解决问题的经验。互动行为能够推动企业和消费者之间的双向流动，促进顾客与品牌之间相互学习、彼此改进。孟韬与刘敏(2015)认为先找出品牌的精彩之处，知道如何展现自我概念和身份；然后将其视为个体而不是群体，以了解品牌如何与消费者的自我概念和生活方式相关联。

综上所述，本文提出假设：

H2 顾客参与的互动行为与对品牌体验有正向影响

H2a: 顾客参与的互动行为对感官体验有正向影响

H2b: 顾客参与的互动行为对思考体验有正向影响

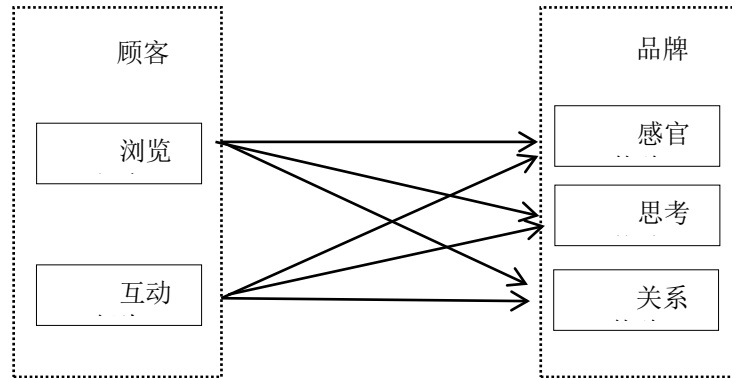
H2c: 顾客参与的互动行为对关系体验有正向影响

3.3 理论模型

本文在梳理顾客参与和品牌体验相关文献的基础上，总结分析了以往关于顾客参与和品牌体验关系的研究成果。基于社会化媒体研究背景，本文重点关注顾客参与对品牌体验的影响。其中，顾客参与通过浏览行为和互动行为两个维度进行研究，品牌体验通过感官体验、思考体验、关系体验三个维度进行研究。由此，构建了顾客参与

对品牌体验影响的理论模型，如图 1 所示：

图 1
理论模型图



3.4 研究设计

本研究采用问卷调查的方法进行数据收集，在文章提出的理论模型和研究假设的基础上，结合比较成熟的变量测量量表编制问卷条目。并采用里克特 5 级评分法，“非常不赞同”、“不赞同”、“一般”、“赞同”、“非常赞同”来测量顾客对各问卷题项问题的接近程度。

本文问卷内容分为三部分，第一部分主要关注受访顾客的个人数据；第二部份以被调查顾客在社交媒体中的参与行为发生情况为主；第三部分以被调查顾客在社交媒体平台中的品牌体验为主。

3.4.1 变量的界定

通过文献回顾和理论分析，本文选取浏览行为和互动行为两个变量对顾客参与进行测量，品牌体验通过感官体验、思考和关系体验三个变量来衡量。具体见表 1：

表 1

量界定及文献来源

研究变量	变量定义	文献来源
顾客参与	浏览行为 指在社交媒体中浏览信息，并利用所获得信息为自己服务。	谭玉婷(2012)
	互动行为 指发布信息、回帖响应、分享经验、情感联系。	袁登华等(2016)
品牌体验	感官体验 品牌通过文字、音频、视频等一系列的信息内容刺激顾客，产生情感共鸣，从而改变顾客的情感感受。	张振兴和边雅静(2011)
	思考体验 顾客对手机品牌产生的主观情绪感受。	Chqudhuri(2001)
	关系体验 体验中能够感受到人与人的交往和沟通。	张振兴和边雅静(2011)

资料来源：谭玉婷(2012). 基于 SNS 的用户参与行为对用户忠诚度的影响研究。[硕士学位论文, 华南理工大学], 中国知网

<https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMF01301&filename=1012450092.nh>

张振兴, 边雅静(2011). 品牌体验——概念、维度与量表构建。《统计与决策》(10), 177-179。doi:10.13546/j.cnki.tjyc.2011.10.040

3.4.2 量表的设计

表 1

量表设计及文献来源

研究变量	测量问题	文献来源
顾客参与	Q101 我经常在社交媒体平台中浏览信息	赵宏霞 (2015)
	浏览行为 Q102 我经常运用社交媒体平台来搜寻我感兴趣的信息	
	Q103 我经常运用在社交媒体平台中搜寻到的信息来满足自己的需求	
	Q104 我能够很容易使用社交媒体进行互动	
	互动行为 Q105 我经常会在社交媒体平台中将自己的经验和想法与他人分享。	
	Q106 我会积极响应他人在社交媒体平台中发布的信息	
品牌体验	Q201 该品牌的广告很吸引人	谢毅, 彭泗清 (2014)
	Q202 该品牌名称让我感觉很亲切	
	感官体验 Q203 该品牌标识让我非常喜欢	
	Q204 该品牌能让我感觉与众不同	
	Q205 该品牌对我很有感染力	
	Q206 与该品牌接触使我有一种愉悦的感受	
	Q207 该品牌给我带来了乐趣	
	思考体验 Q208 当接触该品牌时, 我会产生一些思考	
	Q209 该品牌能激发我去了解它	
	Q210 该品牌使我想去探索它	
	Q211 使用该品牌时, 会使我学习更多知识	
	Q212 我认为购买该品牌产品的用户与我很相似	
关系体验	Q213 该品牌使我和一些生活方式产生共鸣	
	Q214 使用该品牌很适合我的身份	
	Q215 我喜欢与该品牌的其他用户进行交流	
	Q216 我认为该品牌很适合我的个性	

资料来源: 谢毅, 彭泗清 (2014)。品牌信任和品牌情感对口碑传播的影响: 态度和态度不确定性的作用。《管理评论》(02), 80-91。doi:10.14120/j.cnki.cn11-5057/f.2014.02.011

赵宏霞 (2015)。网购中消费者体验对信任的动态影响机制。《中国流通经济》(06), 78-87。doi:10.14089/j.cnki.cn11-3664/f.2015.06.012

3.4.3 调查问卷发放与整理

为确保问卷的代表性, 本次问卷调查以使用 VIVO 品牌的顾客群为调查对象, 调研的数据主要来源于 VIVO 官方论坛和淘宝 VIVO 官方旗舰店粉丝群内发放回收问卷。针对样本量, 查阅相关文献发现, 通常样本量在问卷题项的 5~10 倍左右为, 因此, 计算样本量在 150 到 300 之间比较合适。考虑到问题填写错误或数据不合理的情况。最终确定发放回收的问卷数量在 400 份左右。整个调查期间共回收问卷 421 份, 删除无效问卷的问卷后, 共取得问卷 392 份有效问卷。其中无效问卷主要包括: (1) 填写时间过长或过短; (2) 填写相同或不合理的数据。

4 实证分析

4.1 样本数据描述性统计分析

本文在研究社会化媒体背景下的顾客参与对品牌体验的影响过程中, 将性别、年龄、学历、月收入情况等人口统计变量作为研究中的控制变量。人口统计变量的具体统计分析结果如表 3 所示。

表 3

调查样本基本情况统计结果

人口统计变量	变量维度	人数	百分比
性别	男	201	51.3%
	女	191	48.7%
年龄	18 岁以下	34	8.7%
	18-22 岁	52	13.3%
	23-27 岁	83	21.2%
	28-32 岁	95	24.2%
	33-37 岁	49	12.5%
	38-42 岁	33	8.4%
	42 岁以上	46	11.7%
学历	高中或中专及以下	108	27.6%
	大专	60	15.3%
	本科	186	47.4%
	硕士及以上	38	9.7%
月薪	2000 元以下	64	16.3%
	2001-4000 元	124	31.6%
	4001-6000 元	98	25.0%
	6001-8000 元	68	17.4%
	8000 元以上	38	9.7%

4.2 信、效度检验

4.2.1 信度检验

本文运用了 SPSS 对顾客参与、品牌体验两个变量及其对应维度进行了 Cronbach's α 系数检验, 结果如表 4 所示。

表 4

问卷的信度分析

变量	Cronbach's α 系数	
顾客参与	整体变量	0.842
	浏览行为	0.808
	互动行为	0.825
品牌体验	整体变量	0.933
	感官体验	0.880
	思考体验	0.763
	关系体验	0.837

由表 4 可看出, 各变量及维度的 Cronbach's α 系数均大于最小信度标准 0.7。其中因变量 Cronbach's α 系数均超过 0.9, 自变量的 Cronbach's α 系数超过 0.8, 通过信度检验, 量表具有较高的可靠性。

4.2.2 效度检验

本文以问卷为基础的论文借鉴了前人的研究成果, 结合研究需要, 选择了成熟的、具有较高信度和效度的量表。因此, 它可以被认为是一个内容效度很好的量表。在本文中, 将使用探索性因素分析来检验量表的结构效度。对样本数据进行 KMO 测度和

Bartlett 球形检验是探索性因素分析的第一步，以衡量项目之间是否存在相关性。分析结果如表 5 所示。

表 5

变量 KMO 值与球形检验值

变量	KMO 值	Bartlett 球形检验			
		卡方值	自由度	显著水平 (P)	
顾客参与	整体变量	0.830	754.007	5	0.000
	浏览行为	0.715	248.6	1	0.000
	互动行为	0.809	437.781	2	0.000
品牌体验	整体变量	0.948	2064.435	15	0.000
	感官体验	0.914	745.751	4	0.000
	思考体验	0.762	239.076	6	0.000
	关系体验	0.857	438.031	3	0.000

由表 5 的结果可知,各变量 KMO 值均大于 0.7,P 值均小于 0.01,非常显著,顾客参与、品牌体验间的相关性较高,该问卷中的顾客参与度与品牌体验之间的相关性非常适合进行因子分析。

4.3 因子分析

根据本研究的问卷变量设计，确定并提取了 5 个公因子。而且选择常用的主成分分析提取，通过使用软件 spss 实现因子分析过程，由总方差解释表格可知:共有 5 个公因子的特征值大于 1，故提取前 5 个公因子。5 个公因子累计方差贡献率为 69.788%，表明这 5 个公因子能够解释所有变量 69.788%的变异，解释程度良好。

表 6

旋转后的成分矩阵

	成分				
	1	2	3	4	5
T6	0.840				
T4	0.729				
T5	0.722				
T9		0.846			
T7		0.810			
T12		0.774			
T11		0.769			
T12		0.751			
T13		0.750			
T10		0.745			
T14					
T1			0.893		
T3			0.852		
T22			0.814	0.832	
T19				0.765	
T20				0.715	
T21				0.706	
T14					0.822

T15	0.808
T18	0.756
T16	0.755
T17	0.742

对提取的 5 个公因子进行因子旋转，得到旋转后的因子载荷表，与预期维度划分一致，效度良好。

4.4 相关性分析

为了验证各个变量与品牌体验之间的相关性，本文采用 SPSS，Pearson 分析法对顾客参与（浏览行为和互动行为）和品牌体验（感官体验、思考体验和关系体验）进行相关性分析，各变量采用其题项的均值进行赋值。各变量的相关性如表 7 所示。

表 7

各变量的相关性分析表

	1	2	3	4	5	6	7
浏览行为	1						
互动行为	.628**	1					
顾客参与	.595**	.761**	1				
感官体验	.420**	.354**	.333**	1			
思考体验	.325**	.485**	.204**	.511**	1		
关系体验	.321**	.226**	.496**	.492**	.531**	1	
品牌体验	.266**	.354**	.473**	.378**	.409**	.435**	1

注 1: **在 0.01 水平（双侧）上显著相关。

注 2: * 在 0.05 水平（双侧）上显著相关。

由表 7 可知，在主要变量之间，顾客参与（浏览行为和互动行为）和品牌体验（感官体验、思考体验和关系体验）显著相关。因此，可以进行下一步分析，采用多元回归分析方法对其因果关系进行检验。

4.5 回归分析

4.5.1 顾客参与的浏览行为维度对品牌体验的回归分析

通过逐步回归，将性别等 4 个因素作为控制变量，加入顾客参与的浏览行为维度作为自变量，分别将品牌体验的感官体验维度、思考体验维度、关系体验维度作为因变量，建立模型 1、2、3。经 SPSS 分析并整理成汇总表 8。

表 8

顾客参与的浏览行为维度对品牌体验的回归分析表

变量	感官体验	思考体验	关系体验
	模型 1	模型 2	模型 3
	β	β	β
(常量)	0.625***	0.744***	0.713***
性别	0.162**	0.156**	0.177**
年龄	0.053	0.016	0.103
学历	0.035	0.044	0.028
月薪	0.042	-0.058	-0.023
浏览行为	0.512***	0.425***	0.462***
F	52.362***	72.335***	75.92***
R ²	0.435	0.521	0.455
调整后 R ²	0.412	0.517	0.427

注: * $p < 0.1$, ** $p < 0.05$, *** $p < 0.01$

4.5.2 顾客参与的互动行为维度对品牌体验的回归分析

采用逐步回归，先将性别等 4 个控制变量以及顾客参与中的互动行为维度作为自变量，品牌体验的感官体验维度、思考体验维度、关系体验维度作为因变量，建立模型 5、

6、7。经 SPSS 分析并整理成汇总表 9。

表 9

顾客参与的互动行为维度对品牌体验的回归分析表

变量	感官体验	思考体验	关系体验
	模型 4	模型 5	模型 6
	β	β	β
(常量)	0.716***	0.750***	0.743***
性别	0.158**	0.133**	0.144**
年龄	0.015	0.007	0.013
学历	0.024	0.051	0.034
月薪	-0.003	-0.028	-0.017
互动行为	0.533***	0.386***	0.571***
F	48.623***	74.916***	79.625***
R ²	0.507	0.488	0.496
调整后 R ²	0.496	0.470	0.430

4.5.3 回归分析结论

假设 H1 检验结果获得支持，在回归模型 1、2、3 中，感官体验的回归系数 $\beta = 0.512$ ($p < 0.01$)；思考体验的回归系数 $\beta = 425$ ($p < 0.01$)；关系体验的回归系数 $\beta = 462$ ($p < 0.01$)；并且显著性水平都为 $P < 0.001$ ，所以顾客在社会化媒体中平台中，浏览行为与对品牌体验有正向影响。

假设 H2 检验结果获得支持，在回归模型 4、5、6 中，从感官体验的回归系数 $\beta = 0.533$ ($p < 0.01$)；思考体验的回归系数 $\beta = 386$ ($p < 0.01$)；关系体验的回归系数 $\beta = 571$ ($p < 0.01$)；并且显著性水平都为 $P < 0.001$ ，所以顾客在社会化媒体中平台中，互动行为与对品牌体验有正向影响。

5 结论与展望

5.1 研究结论

基于第 4 章的实证分析，对结构模型进行了分析，并对研究假设进行了检验。本文将所有的研究假设验证情况进行汇总。本研究共有 8 个假设，其中 2 个大假设，6 个小假设，这些假设的验证情况汇总成表 10

表 10

研究假设验证情况汇总

研究假设	结果
H1 顾客参与的浏览行为与对品牌体验有正向影响作用	支持
H1a: 顾客参与的浏览行为对感官体验有正向影响作用	支持
H1b: 顾客参与的浏览行为对思考体验有正向影响作用	支持
H1c: 顾客参与的浏览行为对关系体验有正向影响作用	支持
H2 顾客参与的互动行为与对品牌体验有正向影响作用	支持
H2a: 顾客参与的互动行为对感官体验有正向影响作用	支持
H2b: 顾客参与的互动行为对思考体验有正向影响作用	支持
H2c: 顾客参与的互动行为对关系体验有正向影响作用	支持

5.2 研究结论分析

对品牌内容感兴趣的顾客会主动搜索平台上的品牌信息以满足自己的需求，无形中加深了对品牌的了解，顾客对品牌的形象，标识，文化，价值观等有了进一步的了解，这些都是对顾客品牌体验中的感官体验行为体现。在浏览相关信息的过程中，消费者在接触手机品牌时会产生思考体验，用自己的思维方式核对输入的品牌信息，引发其与品牌等事物的联系，进而产生自我思考，从而获得思考体验。

消费者会获得大量的品牌方面的信息和知识，从而提升品牌对他们在感官上的冲击，形成感官上的体验。顾客在社会化媒体上发帖、转发、分享品牌信息、推荐品牌话题等，这些互动行为都是对品牌的一种宣传形式。分享越积极，顾客和其他顾客就越受益。顾客在参与线上线下活动时，对品牌的了解更加深刻。顾客的负责任行为越积极、越深入，品牌体验就越深。

5.3 管理建议

(1) 注重多维度提升消费者品牌体验。如今，消费者非常重视消费过程中的消费体验，就智能手机而言，除过基础的手机性能之外，消费者对于手机品牌给自身带来的体验价值也相当重视。因此企业更应该结合产品和服务理念及特点，通过顾客参与的路径为消费者带来良好的品牌体验，这样可以形成独特的竞争力。

(2) 提高社会化媒体平台信息质量。结合本文的研究可以发现，顾客参与中的浏览行为和互动行为都对品牌体验有显著的正向影响，因此对于 VIVO 等手机品牌，在社会化媒体平台中，要尽力提高平台内的服务质量和信息质量，以此来提高顾客参与行为。在社会化媒体平台的相关信息发布中，企业需要确定顾客的信息需求，注意信息发部的时效性和有效性。

(3) 提高顾客品牌体验质量。结合上述分析可以发现，顾客参与对于品牌体验有着正向的显著影响，社会化媒体平台中，消费者会不断的接触阅读相关品牌信息，因此品牌的形象和品质就显得尤为重要，VIVO 等品牌可以将顾客参与的过程进行分解，对各个阶段的细节进行补充和提升，并制定详细的可执行的标准化规范方案，这样减少品牌体验风险，并制定相关的风险预案，从而提高顾客品牌体验质量。

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The Impact of Soft Management on Employee Career Burnout: The Perceived Organizational Support as the Mediating Variable and the Psychological Focus as the Moderating Variable

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Abstract

This study analyzes the influence of flexible management on employees' career exhaustion. This paper expounds the influence of flexible management on employee behavior, and takes the sense of organizational support as the mediating variable between the independent variable of flexible management and the dependent variable of employee career exhaustion to study whether there is a mediating effect. In addition, psychological adjustment was used as the regulating variable to study the effect between the independent variable and the dependent variable. This study explores the effects of three dimensions of flexible management: functional flexibility, salary flexibility and time flexibility on employees' career exhaustion and sense of organizational support, as well as the effects of psychological focus of regulatory variables on the interaction between independent and dependent variables. The effect between the independent variable and the dependent variable under the joint action of two regulating variables.

Keywords: Flexible management; Employees' sense of career exhaustion; Sense of organizational support; Mental focus

企业柔性管理对员工职业枯竭的影响：以组织支持感为中介变量，另以心理调焦为调节变量

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摘要

本研究对企业柔性管理对员工职业枯竭的影响进行分析。阐述在柔性管理作用下对员工行为产生何种影响，并把组织支持感作为自变量柔性管理与因变量员工职业枯竭间的中介变量，研究是否存在中介效果。另以心理调焦作为调节变量分别研究在自变量与因变量间的作用效果。本研究探究柔性管理的三个维度：职能柔性、薪酬柔性、时间柔性对员工职业枯竭、组织支持感所产生的影响效果，以及调节变量心理调焦对自变量与因变量间的作用效果。两个调节变量共同作用下对自变量和因变量间的作用效果。

关键词：柔性管理；员工职业枯竭感；组织支持感；心理调焦

1. 绪论

1.1 研究背景

当前全球经济政治文化不断交融，互联网的发展也让各国交往更加的紧密，企业则要在日益复杂的环境中进行竞争以求得生存，任何企业都无法在这样的环境中永久地保持其独特竞争性，而学者将这样的现象称之为“超竞争”时代。

付丽（2013）指出在全球经济紧密联系的当下，企业如何通过管理在“超竞争”时

代保证自己的生存优势，是非常值得思考的。在企业频频倒闭的当下，柔性管理对于企业的意义显而易见，这不仅仅是一个企业管理能力的体现，更成为企业生存的必要条件。胡敏（2021）提出在企业中最重要的组成是员工，优秀的员工比任何资源都更珍贵，优秀的员工对于企业生存的重要性体现在其创造力和思考力上。“超竞争”时代，任何企业都有可能面临被竞争下去的危险，想要保持生存就必须依靠企业员工的创新能力和优秀的管理能力，以确保企业健康稳定的发展（李昕，2007）。

管理人员是柔性管理中非常关键的一环，只有管理人员合理利用好柔性管理，营造出良好的企业工作氛围，才能让企业在面外强竞争的高压下有条不紊，持续运转。中国经济制度的特殊性在于以国有经济为主导地位，在中国经济发展中起着举足轻重的作用，同时扮演着稳定经济和经济风向标的角色（田青萍，2013）。基于中国经济制度的大背景，对于国有员工的管理、以及员工的创新能力的发展等问题需要不断更新的管理思维，这是当下中国国有企业管理层需要思考的。

管理模式的落后会制约员工的在企业内部的发展，在企业突发多变的情况下不利于员工发挥自己的主观能动性，最终导致员工失去创造力和积极性。因此，一个企业的健康持续发展必须要及时更新管理理念，利用管理理念引导员工走向更持久更长久的发展。组织支持感作为员工对组织态度的综合体现也会员工职业枯竭感的产生具有一定影响。基于以上的时代要求，柔性管理思想对企业发展的积极意义更为企业所重视（刘尊，2022）。柔性管理对于人性非常重视，对于员工积极采用包容的态度，营造轻松的工作氛围，激发员工在工作中的生产性，发挥员工的工作潜能，在当下时代背景下提高企业的生产能力，是迎合时代的管理模式（董殿祥，2020）。

1.2 研究目的

中小企业的管理改革需要做好一系列的综合调查，在不断试验中循序渐进进行柔性管理模式，本文致力于提出柔性管理模式对中小企业经营状况的影响，主要可以概括为以下三点。

1.通过实际案例对企业实施柔性管理后员工对职业态度的转变，探求柔性管理中最能影响员工的因素，以及这些因素所产生的影响，包括影响的强度和效果，最后提出切实可行的企业柔性管理建议。

2.在中国企业多元化发展过程中，员工职业枯竭感对员工个人发展及企业的长远发展产生阻碍作用。本文旨在探讨如何通过柔性管理方式不断减弱员工职业枯竭感的产生，激发员工主动性，以推动公司的创新与可持续发展。

3.本研究探讨在中国企业发展实际情况下，柔性管理如何影响员工职业枯竭感，并将组织支持感与心理调焦做为中介与调节变量，来探讨其对员工职业枯竭感的影响。

1.3 研究意义

柔性管理作为当下管理模式的新时代代表，从底层思维上改变着传统管理模式中存在的不足，为企业管理提供真实可靠的理论依据，同时对于人力资源领域的研究具有一定的丰富作用。目前，柔性管理得到各类别企业和部门的青睐，在实际操作中都有很好的运用（赫文莉，2015）。

从理论上讲，化青报（2007）认为过去对于柔性管理的讨论主要集中在实际运用之中，也就是企业如何运用和提升柔性管理，而从企业外部环境思考企业内部是否达到柔性管理水平的研究还存在空缺。本文致力于填补这一空缺，从内部因素和外部环境视角出发，对企业实施柔性管理进行研究，为中国中小企业利用柔性管理营造良好工作氛围，提升企业竞争力，求得企业健康长久发展提供一些借鉴和指导，为传统刻板的企业改革提供一些思路。

从实践上看，对企业柔性管理过程中对员工实施的评价体系是否合理，吸取好的

方面，弥补缺陷，以此基础提出切实可行的评价指标体系，为更多企业管理创新提供思路，促进中小企业从管理层面刺激核心竞争力的增强，对企业健康稳定发展具有现实意义。目前已有的研究表明，柔性管理模式对企业的资源利用有积极意义，能够最大程度利用好企业资源。柔性管理更能让企业从内部因素和外部环境的视角对自身状况进行分析，以此合理调整自己的战略定位，在竞争中取得优势（陈西玲，2016）。

1.4 研究创新性

本研究的创新视角立足于当前我国经济环境与企业所面临的困境，分析企业传统管理模式与员工职业枯竭之间的联系。丰富当前学术界关于中小企业柔性管理的研究，探寻柔性管理理念对员工职业枯竭的影响，分析其影响因素。本文期望通过以上研究，总结得出激发企业内部员工主观能动性的经验，为企业谋得更好的发展。

1.5 研究问题

本文主要研究员工的职业枯竭是如何受到企业柔性管理的影响以及如何利用组织支持感来解决这一现象，提高员工的积极性和主动性，为企业提供一些方法上的支持。通过对相关文献的归纳整理，本文将研究的问题规整为如下几点：

- 1.员工的职业枯竭是如何受到柔性管理的影响？
- 2.企业的柔性管理与员工的职业枯竭中间是否存在一个中介，这一中介可以利用组织支持感起作用吗？
- 3.企业的柔性管理利用组织支持感来影响员工职业枯竭的具体表现。
- 4.心理调焦在企业柔性管理与员工职业枯竭之间的作用？

2. 文献综述

2.1 柔性管理

刘鸿宇（2016）认为柔性管理与刚性管理相对的概念，将柔性管理定义为一种与固定的组织结构和规章制度无关的管理制度，它依赖于员工共同价值观的产生和企业人性化氛围的实现。这一具有人性且民主的管理模式能提高员工的主动性，是一种组织目标向个人行为转变的过程的人力资源管理模式。

根据谢琳（2006）有关人力资源的柔性管理方面的研究，她对柔性管理的四个方面进行了阐述。第一个是职能柔性，这一柔性可以通过公司对员工进行相关培训来提高，具有这一柔性的员工适应能力较强，对任务和技术的变化能做出很快的反应，所以他们能在变化后顺利地新的工作目标；第二个是数量柔性，企业为了平衡内部员工的需求和供应之间的关系，减少用人成本，从而对公司人员的数量和类型进行调整，这种数量柔性的完成依赖于兼职员工、短期工或合作伙伴等方式的合理使用；第三个是时间柔性，企业在制定时间制度时对业务和员工需求等方面进行充分考虑，并利用缩短或增加，轮班和弹性等方式对工作时间进行调整。第四个是薪酬柔性，它与固定薪资相较，增加了工作绩效这一指标，员工通过固定薪资、奖金和福利等方式获取一份令人满意的薪酬，这属于多元化薪资结构的一种，对员工积极性的提高有很大的作用。

本文根据谢琳（2006）有关柔性管理的分类，即职能柔性、时间柔性、数量柔性和薪酬柔性这四个维度，结合实际情况将数量柔性删减。职能柔性是企业为中小型民营企业提供发展空间的一种职能属性，它能够各国企业培训获得；时间柔性是企业为员工提供的方便灵活的办公地点和时间；薪酬柔性与员工的绩效高低有关，企业根据绩效发放实际工资，由不同的薪资构成不同的方案，员工可以自由选择。

2.2 员工职业枯竭

Abraham (2008)将职业枯竭定义为一种延迟反应，这些反应来源于工作时所产生的

负面情绪和人际交往方面的压力。Maslach and Jackson (1981)曾经对职业枯竭的相关概念进行研究试验,通过使用三维模型这一手段,经过长期的试验和研究后,将职业枯竭定义为一种综合性的心理病症,对外界相关因素很敏感。结合 Maslach and Jackson (1981)两位研究学者的相关研究成果,本文将企业员工的职业枯竭定义为人们在持续对进行高强度的精力输出时,自身精力的过度透支并伴随着相应的负面情绪,造成了员工个人的低落情绪。

2.3 组织支持感

组织支持感最早是由 Eisenberger (1986)提出并解释的,从相关理论中得出,组织支持感的发展得益于员工与企业之间的关系,受到员工赋予企业人性化特征的影响,是员工观察企业对个体的重视程度的表现,但是随着社会的发展,受到其它理论的影响,组织支持感出现其他内涵。根据凌文铨(2016)的相关论述内容,结合中国的实际状况,本文将组织支持感定义为员工自身所感受到的来自于企业工作环境中的认可与支持,该项要求不仅仅体现在企业对员工的薪资待遇方面,还表现在企业对员工自身价值的认同方面。

2.4 心理调焦

Higgins (1987)自我之间差异为基础理论依据进行论证其个人提出的调节聚集理论。在自我差异理论的相关内容描述中,将个体中存在着自我意识形态分为了理想自我(ideal-self)和责任自我(ought-self),在该理论当中,将个体的理想追求形态根据自我意识形态的不同而分成了两个部分:理想终极形态与责任终极形态。理想终极形态更加侧重于强调追求者的理想追求,并且追求的强烈程度比较高,突出强调理想追求对其自身或者他人的重要意义与希望。本文结合学者 Higgins (1987)的相关文献,将心理调焦的相关概念定义为职员在工作中及时调整个人期望并认清现实能力,通过正确良好的个人心态提高工作效率。

2.5 研究假设

2.5.1 企业柔性管理对员工职业枯竭的影响

企业实行柔性管理措施能够为员工提供更多的培训机会,使员工在不断地学习中获得专业知识,提升个人的职业素养与业务水平,使自身处于一个与时俱进的状态中。Cherniss (2015)提出员工个人专业能力的提升能够从本质上教会其个人更多的业务技能,促使员工养成良好的独立解决问题的个人习惯,同时还能有效缓解员工的焦虑与恐惧,养成自信的积极情绪。根据柔性管理对员工职业枯竭这一现象呈现出积极的影响作用,本文在此基础上提出假设 H1、H1a、H1b、H1c。

H1:企业实施的柔性管理对员工职业枯竭的现象具有负向影响。

H1a:职能柔性对员工职业枯竭的现象具有负向影响。

H1b:时间柔性对员工职业枯竭的现象具有负向影响。

H1c:薪酬柔性对员工职业枯竭的现象具有负向影响。

2.5.2 企业柔性管理对员工职业枯竭的影响

曹晋(2020)认为以人为本的柔性管理在外科护理管理中不仅能体现科室的人文关怀以及提升凝聚力,同时还能有效提高护理服务满意度和护理质量;王平(2016)也报告柔性管理理论应用于急诊护理管理中能够有效缓解护理人员心理压力,提高护理人员对工作的认同感,对促进工作质量整体提升具有重要意义。当前的职场中员工面临的压力普遍较大,而长期处于高压环境当中不利于员工的个人发展。在此情况下,柔性管理制度的有效实施能够缓解员工的个人情绪压力,建立一个健康的工作心态并创造出更多的业务价值(Kalleberg, 2000)。因此,针对这一相关内容,本文在此基础上提出以下假设:

H2:企业柔性管理对员工的组织支持感具有正向影响。

H2a:职能柔性对员工的组织支持感具有正向影响。

H2b:时间柔性对员工的组织支持感具有正向影响。

H2c:薪酬柔性对员工的组织支持感具有正向影响。

2.5.3 组织支持感对员工职业枯竭的影响

孙博(2010)通过研究发现,企业员工组织支持感与工作倦怠呈显著负相关,即企业员工对组织支持的体验程度越低,则企业员工出现工作倦怠的程度将越大,员工更容易出现职业枯竭感。Brewer(2002)提出结合相应的研究成果可以看出,造成员工的职业满意度下降与对职业产生枯竭感的主要原因在于员工自身在职场当中遇到了难以解决的困难以及自身存在的种种缺点,使员工个人的自信心不足,进而出现员工职业枯竭、企业业绩迅速下降的现象发生。

综合以上的相关内容,本文提出了以下的假设:

H3:组织支持感对于企业员工职业枯竭具有负向影响。

2.5.4 组织支持感在企业柔性管理与员工职业枯竭之间的关系

组织支持感在企业进行柔性管理体制的过程中发挥着重要的缓冲作用,不仅有助于缓解员工的精力过度损耗,很能够有效缓解其焦虑的情绪,帮助员工调整自身的工作状态,创造更佳的工作业绩。柔性管理制度从员工的角度出发,能够准许员工个人选择可供利用的资源,并提出自己的看法与见解,并选择适合自己风格的方式进行工作,在愉悦的情绪状态中完成自己的任务。

在企业管理者执行的柔性管理措施当中,时间柔性能够为员工带来充足的弹性空间,促使员工的个人责任意识有效增强,进而与企业建立良好的契约合作精神,提高个人组织归属感与支持感,从而有效缓解企业员工职业枯竭的问题。综合以上内容,本研究提出以下相关假设:

H4:组织支持感在企业的柔性管理措施与员工职业枯竭关系中具有中介效应。

H4a:组织支持感在企业的职能柔性措施与员工职业枯竭关系中具有中介效应。

H4b:组织支持感在企业的的时间柔性措施与员工职业枯竭关系中具有中介效应。

H4c:组织支持感在企业的薪酬柔性措施与员工职业枯竭关系中具有中介效应。

2.5.5 心理调焦作为企业柔性管理与员工职业枯竭的调节

在参考部分参考文献的过程中,可以发现大部分研究学者将个人的心理调焦定义为一个调节变量的角色,并广泛应用于领导组织风格与员工工作表现之间的关系研究当中。对于柔性管理影响员工的职业枯竭这一理论进行研究时,员工的个体性格特征性的聚焦调节能够作用于员工个人的工作状态(李磊,2012)。不难发现,当员工个体的促进聚焦调节与企业的绩效管理机制高度匹配时,员工能够萌生出更多具有创意性的工作方式与创意思维(韩强,2013)。除此之外,相关研究结果表明,当员工个体充分具备领导者或是管理人员的谦卑状态时,促进聚焦调节能够在员工的心理安全方面产生更加强烈的影响,这一作用有助于改善员工职业枯竭的问题。

结合以上的内容分析,本文提出心理调焦的作用程度会正向调节企业柔性管理对员工职业枯竭的负向影响,并提出以下假设:

H5:心理调焦会正向调节企业柔性管理对员工职业枯竭的负向影响。

H5a:心理调焦会正向调节企业职能柔性管理对员工职业枯竭的负向影响。

H5b:心理调焦会正向调节企业时间柔性管理对员工职业枯竭的负向影响。

H5c:心理调焦正向调节企业薪酬柔性管理对员工职业枯竭的负向影响。

2.6 研究框架图

经过第二章相关文献探讨与整理后,本研究特提出研究框架,如图1所示。

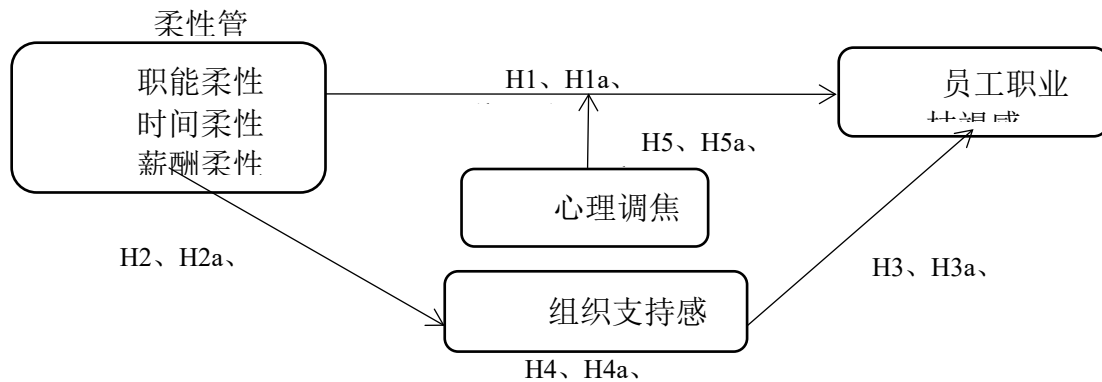


图 1. 研究框架图

资料来源：本研究整理。

3. 研究方法与设计

3.1 变量的操作性定义与衡量

3.1.1 企业柔性管理

针对企业柔性管理的测量这一内容，结合陈西玲（2016）的相关内容以及李克特五级量表进行分析，可以将企业的柔性管理分为三个维度：职能柔性，时间柔性，薪酬柔性，共计 12 个选项。

3.1.2 员工职业枯竭

结合 Maslach and Jackson (1981)两位研究学者的相关研究成果，本文将企业员工的职业枯竭定义为人们在持续对进行高强度的精力输出时，自身精力的过度透支并伴随着相应的负面情绪，造成了员工个人的低落情绪。在具体的测量过程中，本文采用的是国内学者戴俊明以国际通用的 22 个条目的马斯勒问卷为基础，再辅以 Boles and Johnston (1997)等修订的英文版为参照进行修订而成，修订后的版本在使用中有良好的信度和效度。职业枯竭问卷包含有 12 个条目，每个条目运用李氏 5 级赋值法进行评分。

3.1.3 组织支持感

据凌文轻（2016）的相关论述内容，结合我国的实际状况，本文将组织支持感定义为员工自身所感受到的来自于企业工作环境中的认可与支持，该项要求不仅仅体现在企业对员工的薪资待遇方面，还表现在企业对员工自身价值的认同方面。本文以此为基础设计了满足员工实际需求的调查问卷。该问卷主要涉及 6 个题项，且量表中的各个选项均为正向选项。

3.1.4 心理调焦

在本文的研究过程中，根据 Higgins (2001)关于心理调焦的相关论述，心理调焦主要指的是对员工个人在工作过程中对关注的重点工作内容进行调节，并以此实现自身的期望目标，平衡心理落差。

针对心理调焦的检测，Higgins (2001)在结合经典动机成就理论的基础上，设计了聚焦调节的问卷内容，并详细记录了各个答题者的不同经历，其中既包括成功的个人经历，也包括失败的个人经历，综合评定 5 个题项的问卷调查表更加具有说服力与公信力，可作为最终的评定工具。

3.2 研究对象

本文以 Roscoe (1975)提出的二项调查原则为基础，确定了样本当中的调查数目。该两项原则如下：（1）在进行样本筛选时，30~500 是比较合适的研究范围；（2）针对多变量的样本研究类型，在进行样本数量的筛选时，要求数量必须达到问卷题项的倍数以上才具有调查意义。根据 Dilman (2000)推导样本计算公式，在 95%信用区间水

准下, 抽样误差不大于 5%, 母体范围在极大值的情况下, 有效样本数须达到 384 人。为了获得更加精准的数据, 本文有效样本量应大于 384 份, 因此, 本文拟在江苏省苏州市进行问卷发放, 采用便利抽样的方式通过亲友以及互联网来进行问卷发放。

3.3 研究工具

回收问卷后, 剔除漏答、无效回答、选项回答明显与题项表述不契合或选项一致的问卷后, 使用 SPSS 26.0 软件工具中的可靠性分析(Reliability Analysis)进行分析的 Cronbach's α 值确定了问卷的可信度各个量表的测量都是采用 Likert 5 点评分法: “非常同意-5 同意-4 没意见-3 不同意-2 非常不同意-1”

4. 研究结果

4.1 研究成果

本研究主要采用验证性因子分析、信度分析、效度分析、回归分析、中介分析、调节分析等。本研究结果均能支持研究假设内容: 企业实施柔性管理的职能柔性、时间柔性、薪酬柔性都负向显著地作用于员工职业枯竭; 组织支持感对员工职业枯竭有显著的负向影响作用; 组织支持感在柔性管理中的职能柔性、时间柔性、薪酬柔性与员工职业枯竭间起中介作用; 心理调焦对职能柔性、时间柔性、薪酬柔性与员工职业枯竭有调节影响关系。

5. 结论与讨论

5.1 研究结论

柔性管理能显著地促进员工组织支持感知并减弱员工职业枯竭感, 在柔性管理对员工职业枯竭感的影响中, 组织支持感起到了中介的作用。组织支持感在企业进行柔性管理体制的过程中发挥着重要的缓冲作用, 不仅有助于缓解员工的精力过度损耗, 很能够有效缓解其焦虑的情绪, 帮助员工调整自身的工作状态, 创造更佳的工作业绩。柔性管理制度从员工的角度出发, 能够准许员工个人选择可供利用的资源, 并提出自己的看法与见解, 并选择适合自己风格的方式进行工作, 在愉悦的情绪状态中完成自己的任务。Lynn (2006)提出员工会在循序渐进的工作状态中逐步接受柔性管理的相关管理规定, 并顺应着管理制度的不断深入落实而形成完整的工作方式。在企业管理者执行的柔性管理措施当中, 时间柔性能够为员工带来充足的弹性空间, 促使员工的个人责任意识有效增强, 进而与企业建立良好的契约合作精神, 提高个人组织归属感与支持感, 从而有效缓解企业员工职业枯竭的问题。

员工的心理调焦水平正向调节了柔性管理对员工职业枯竭的负向影响, 当员工个体的促进聚焦调节与企业的绩效管理机制高度匹配时, 员工能够萌生出更多具有创造性的工作方式与创意思维。当员工个体充分具备领导者或是管理人员的谦卑状态时, 促进聚焦调节能够在员工的心理安全方面产生更加强烈的影响, 这一作用有助于改善员工职业枯竭的问题。

总的来说, 柔性管理行为能降低员工的职业枯竭感, 提升他们的组织支持感, 并促使他们在完成自己分内工作的同时, 激发员工的积极主动性, 并且在此过程中会受到心理调焦的正向调节。

5.2 学术贡献与实务贡献

5.2.1 学术贡献

本文基于中国背景下, 补充完善了“柔性管理—组织支持感—员工职业枯竭感”的研究路径。基于本研究来看, 如何通过柔性管理方式和减弱员工的职业枯竭感来达到员工工作积极性和主动性的提高是企业需要思考的问题。基于此, 本文提出以下建议,

希望对企业管理提供现实可行的指导意见。

对学术界：本研究在参阅大量相关研究文献的基础上探讨了组织支持感及心理调焦在柔性管理影响员工职业枯竭感过程中所担当的角色，对于充实关于柔性管理的研究，员工职业枯竭的研究具有一定的理论贡献。虽然有对于柔性管理与员工职业枯竭的国内外研究，但是大多数研究解释这两者关系的研究都较为单一，本文则认为可以从多个角度来解释两者的关系，将这些原因综合起来解释组织支持感、心理调焦对减弱员工职业枯竭感的作用对于探讨柔性管理影响员工职业枯竭感的具体机制提供了一定的理论引导。

5.2.2 实务贡献

对业界：重视员工的培养及甄拔。注重员工表达自己的意愿与感受，虽然企业不能实时了解员工的想法，但是却可以引导员工产生不一样的想法。本研究发现如果企业能在工作中多给予员工自主性以及自我心理调整的时间可空间，充分然后员工感受到企业组织对他们的支持，那么越能调动员工对于工作的积极性，继而减弱员工的职业枯竭感。当检测到员工有负面的思想时要与其进行耐心与热情的沟通，引导他们拥有正面的想法。并且在员工工作上完成目标时给予一定的奖励与鼓励，将负面情绪降至最低甚至是没有。与此同时在企业察觉到自身的管理问题时要及时纠正处理。

5.3 研究局限

本文未对员工职业枯竭感划分维度的分析，并不能细致的区分出柔性管理的职能柔性和薪酬柔性、时间柔性维度对于员工职业枯竭感不同维度的具体的影响情况，也无法具体的看出组织支持对于员工职业枯竭感的不同维度的具体的影响情况；只考虑了心理调焦对柔性管理与员工职业枯竭感影响的调节机制，并未顾及到其他调节效应的影响，且心理调焦是否对柔性管理对组织支持的关系、组织支持与员工职业枯竭的关系还未进行考量。

研究结果可能存在一定偏差，不够精准。由于本文样本量有限；搜集时间也相对较短，并未对群体进行纵向时间轴的研究，无法看出同样的群体对于柔性管理行为发生前后的变化，所以也无法得知柔性管理对员工职业枯竭的具体的影响力；问卷都是采用员工自测的方式，难免存在主观性，造成其结果在一定程度上不够客观；

本文结论有一定的局限性。另外，本文的样本数据主要采集于苏州，也使数据具有一定的地域限制性从而出现偏差。所以，在未来的研究中，可以拓宽数据的收集范围，将其他地区其他行业如服务行业、制造行业等行业的数据纳入研究中。

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The Impact of Perceived Organizational Support on Employees' unethical Pro-organizational Behavior: The Mediating Role of Perceived Insider Status and the Moderating Role of Power Distance

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Abstract

The dependent variable of this study is pro-organisational unethical behaviour, the independent variable is perceived organisational support, with perceived insider status as the mediating variable and power distance as the moderating variable. The study innovates the study of the antecedent variables of pro-organisational unethical behaviour and deepens the study on the dimension of employees' sense of organisational support to gain a deeper understanding of how employees are affected when they show different moderating behaviours when they feel power distance in the organisation. 659 valid questionnaires were collected and screened from a sample of traditional industry practitioners in representative regions of China. Data analysis was conducted using questionnaires and statistical analysis to draw conclusions. A sense of organisational support positively influences employees' pro-organisational unethical behaviour, and the aim of this paper is to explore the interaction between corporate support at the organisational level and employees' own level.

Keywords: Sense of organizational support, Unethical Pro-Organizational Behavior, Insider identity perception, Power distance.

组织支持感对员工亲组织不道德行为的影响： 以内部人身份感知为中介变量，权力距离为调节变量

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摘要

本研究因变量为亲组织不道德行为，自变量为组织支持感，将内部人身份感知作为中介变量，权力距离作为调节变量。创新了亲组织不道德行为的前因变量研究，并对于员工的组织支持感维度进行了深化研究，深度了解了当员工在组织中感受权力距离时表现出不同的调节行为会对员工产生何种影响，本研究以中国代表性地区的传统行业从业人员进行抽查对象，收集筛选了659份有效问卷。采用问卷调查和统计分析的方法进行数据分析得出结论。组织支持感正向影响员工亲组织不道德行为，并且本文旨在探讨企业在组织层面的支持与员工自身层面的互动关系。

关键词：组织支持感、亲组织不道德行为、内部人身份感知、权力距离

1. 绪论

1.1 研究背景

在经济飞速发展的如今，我们一边享受着商业社会带来的实惠和便利，也亲眼目睹了许多商业丑闻。从微观角度看，现阶段很多雇员在工作阶段中会因为某些原因进行一些缺少道德规范的行为（徐亚萍等，2014）。从宏观上看，美国“安然”事件、

大众“尾气门”事件、金融业“庞氏骗局”“三聚氰胺”事件等都是企业为保护自身利益而犯下的种种不道德行为。事例都表明了不道德现象是普遍且严重。企业迫切需要减轻道德危机。学者们认识到了这个问题的重要性，并在此基础上进行了大量的研究。然而，近来已有学者质疑先前的研究成果。Umphress(2010)指出，指责自私、报复组织、伤害同事是触发员工不道德行为的三大原因，但通过前人的广泛研究上述因素并不能完全描述。目前，关于UPB的研究前人学者都均有一定量的论述研究并从多个角度探讨了亲组织的不道德行为，有学者认为认知理论认为个人的道德行为是受理性影响的(Bandura,1991)。而理性则会影响到个人的道德判断和道德行为(Chartrand & Bargh,2002)。也就是说，目前学者的研究倾向都是从上层到底层的视角去分析雇员的UPB，很少从员工在组织生存的角度去讨论UPB。因此这篇论文对其进行了补充回应，通过研究组织层级影响员工是否产生何种影响，何种状态下产生UPB行为。以满足公司对避免不道德亲组织的迫切需要。

2.1 理论基础

2.1.1 社会交换理论

社会交换理论是目前解决组织内员工行为的一个重要依据。社会交换理论是Homans在行为心理学与经济学相关理论的基础上，于20世纪50年代中后期创立。随后Blau(1964)加以完善，他将交换行为定义为“个体想要从对方处获得自己所需而自愿产生的行为”。社会交换行为通常有两个显著特点，首先，人们在交换行为发生前从不做任何具体规定和明文承诺，因而对交换中得到的利益感知主观性较强、难以准确衡量。其次，交换行为通常与对方的回报有密切联系，同时或先后发生，若一方停止回报，则另一方也立即停止。研究发现，尽管互惠利益是自愿的，但是不愿意互相回报的人可能会受到诸如不信任、声誉下降、遭到拒绝和其他制裁的惩罚(Gouldner, 1960)。

2.1.2 组织认同理论

组织认同理论是以社会认同理论为基础的。法国社会心理学家Tajfel(1974)基于对影响知觉的社会因素的一系列研究(如种族偏见、歧视等)首次提出社会认同理论，它是有关群际关系及群体历程的社会心理学理论。随后由学者陆续加以修正(Tajfel & Turner, 1979)并提出与社会认同相关的社会分类理论，从而进一步深化了社会认同理论的研究，社会认同理论中区分了两类认同，一类是个人认同，另外一类是社会认同。

2.2 相关定义

亲组织不道德行为不仅包括个体接近其所属的社会实体，而且还包括对其外部成员的排斥。个人的不道德行为还可以建立在对组织有利的基础上(Vardi & Weitz, 2002)。Umphress (2010)把亲组织的不道德行为界定为雇员为其组织的利益而作出的不道德的行为,这种行为包含两个方面：一是不道德的亲组织的行为本质上是不道德的；第二，不道德的亲组织行为具有对组织有利的特性。

Eisenberge在1986的一项调查中，建立了一种“组织支持”的概念，其重点主要包含于就是企业员工对自身贡献的评价，对自身幸福感的评价，管理者对自身支持的评价。这一概念已经得到了学术界的广泛认同，并且得到了广泛的运用，其中不仅有对企业员工的亲密支持，还有对企业员工的尊重支持。

上世纪六十年代内部人身份感知一词被提出就受到了广泛关注，尽管是一个不够成熟的研究成果，但受到学界广泛关注。Stamper & Masterson(2002)根据雇员在组织中的不同待遇，指出内部人认同是雇员的自我价值和被公司视为“内部人”的程度，是雇员个人对雇员的雇用关系的认识。

权力距离第一次被提出，它反映了一个国家或民族的权力距离。学者Hofstede(1976)首先提出了权力距离，它是指个人接受和认同组织内部的不公平权力。

这个概念最初被应用到一个国家或一个组织的总体价值层次，用以衡量个人对一个国家和一个组织的权力范围。

2.3 研究假设

2.3.1 组织支持感与员工亲组织不道德行为

基于社会交换理论，在组织与员工的互动中，组织为员工提供支持，满足了员工情感需求与利益期望，将会激发员工采取措施来回报组织。作为回报，员工往往会提高工作绩效，积极维护组织的效益，从而产生更多亲组织的行为。当在回报组织的动力足够强大的情况下，员工很容易忽视自身原本坚守的行为准则，即使这越过了原本的工作边界且违背了主流核心价值，但其表面亲组织的特性和短期内给组织带来的效益暂时蒙蔽了其不道德的一面，使得员工在内心把亲组织非伦理行为的动机正当化，消除了自责感，进而可能发生更多此类行为(Maizerun,2016)。反之，未从组织中获得足够支持感知的则会对组织的认可度较低而弱化了组织的未来效益与自身行为的关联，容易做出只产生短期效益的亲组织不道德行为(王永跃等,2016)。进而提出本文研究假设；

假设 1:组织支持感对员工亲组织不道德行为具有正向影响；

2.3.2 组织支持感与内部人身份感知

林新奇和丁贺于 2018 年提出，内部人身份认同的重点在于员工对企业的归属感，而 Stamper& Masterson (2002)则认为，内部人身份认同具有可塑性，一方面可以在组织社会化的过程中与其建立起良好的心理合同，另一方面也能根据员工的不同需要，对员工进行福利、培训、晋升等激励手段，对员工进行"内部人"的激励，增强其对内部人身份的认同感。组织支持感会提升雇员对自我认同的认知，同时，员工也会因为自己的工作而对自己的工作产生影响，从而更好地认识到自己的价值，认识到自己的工作职责和组织，从而更加坚信自己是团队中的一员，进而提出本文研究假设；

假设 2:组织支持感对内部人身份感知具有正向影响；

2.3.3 内部人身份感知与员工亲组织不道德行为

内部人身份认知的结果变量主要有员工态度和员工行为。Buonocore(2009)研究发现内部人身份认知较强的员工大多对自己的工作和组织都有很高的满意度，信任组织，工作很开心和快乐，就算不是正式员工也会很满意。Knapp(2014)指出在满意的基础上员工自然而然的想要留在组织，组织的人员流失率会降到最低。如果从理论视角进行推演，我们会发现在互惠效应的作用下，员工接收到了来自组织信任与肯定，作为回报，员工倾向于形成组织承诺，且这种情感承诺的质量是很高的(Lapalme, 2009)。内部人身份感知较高的员工更有可能进行亲组织不道德行为(马德先, 2015)。研究表明，当员工在组织中被视为是“自己人”时，会在心中将自己与组织的目标进行一致化，当组织荣誉或利益受损时，自身也会受到损害，所以内部人身份感知高的员工在遇到某些对组织造成不利影响的事件时，更容易做出亲组织不道德行为来维护组织利益。进而提出本文研究假设；

假设 3: 内部人身份感知对员工亲组织不道德行为具有正向影响；

假设 4: 内部人身份感知在组织支持感与员工亲组织不道德行为中具有中介影响；

2.3.4 权力距离对组织支持感、内部人身份感知与员工组织不道德行为

在低权力距离的组织或企业中，组织文化较开放、友好，组织及管理者对待员工的包容性强，因此会促进新观点及员工亲组织不道德行为的产生(Amabile & Grysiewicz, 1989)。而由于高权力距离的个体不能够平等地对待个体，在创造性观点产生的阶段会抑制成员的行为，不利于员工亲组织不道德行为的产生(丁孝莉、戴昌钧，

2012)。并且组织支持感主要会导向两大方面，一方面自己感受到的组织的认可和支持感非常强，自然而然自己心里的满意度就会提升；另一方面，正如感情的回馈一样，自己受到了组织的情感给予，会情不自禁非常愿意做出一些承诺，承诺与组织一心，永不背离组织等等。因此，本研究提出假设：

假设 5:权力距离在组织支持感与员工亲组织不道德行为间具有负向调节影响。

假设 6:权力距离在组织支持感与内部人身份感知之间具有负向调节影响。

假设 7:权力距离在内部人身份感知和亲组织不道德行为之具备负向调节作用。

3. 研究方法与设计

3.1 研究框架

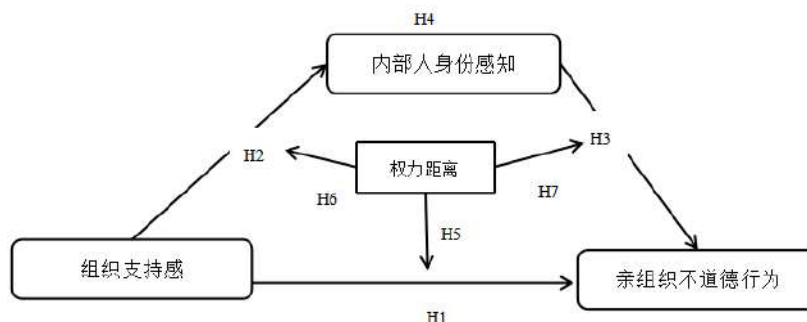


图 1 研究框架图

资料来源：本研究总结

3.2 变量衡量

3.2.1 自变量—组织支持感

组织支持感是指员工如何理解企业所提供的服务和相应的报酬。即员工对企业的贡献，员工福祉的认知状况（吴清津，林丹，2008）。本文运用凌文铨（2006）定义的组织支持感，即雇员对工作的支援，对利益的关注和对价值观的认同感。共三个维度，24 个题项。包括 10 项的工作支援维度题项，共性认同和关心利益都是 7 个项目，因为原量表题项太多，所以本文删除了表达含义相同、题目难以理解的题项，最终共选取了 9 个项目作为问卷。

3.3.2 因变量—员工亲组织不道德行为

员工亲组织不道德行为的概念由 Umphress& Bingham 在 2010 年首次提出，即“社会价值观”、“法律规范”“社会价值观”、“法律规范”、“正当行为准则”等。我国的夏福斌研究人员在中国环境下发展了 UPB 的量表。在此基础上，本文运用上述两种不同的成长性量表，分别为六个问题。

3.3.3 中介变量—内部人身份感知

它的概念最早是由 Stamper& Masterson 在 2002 年提出的，在两位学者的研究中，定义了“内部身份感知”，即“内部人认同”，即“在组织中，个体觉得自己是该组织的成员”，这表示了雇员和企业间的一种感情，也可以说是一种对雇员的归属感。。

3.3.4 调节变量—权力距离

“权力距离”表示员工对不公正的权利的宽容程度， Hofstede 认为，权力的范围是个体对不公正的权利的接纳和认可。以前的研究主要集中在国家层面，后来逐渐转向个人层面的权力距离(Lian, 2012)。根据 Clugston（2000），在一个组织情境中，权力的间隔是一个人可以接受的权力分配不均衡。权力距离愈大，个人接受能力愈强，愈能接纳阶层结构，工作上的决定愈多；也不想和上级有太多的接触。权力距离越小，

个人在组织中的地位就会越高，他们会觉得自己在组织里的每一个人都有发言权，所以他们更容易质疑自己的上级。

3.3 研究对象与数据收集方式

为了保证本研究的普适性与客观性，本研究选择中国四川、广州和郑州等地区，传统行业如银行、汽车维修、证券所、私人企业/公司等行业从业人员以及国企工作人员进行抽查对象。因疫情原因本研究采用网上发放问卷方式，预计发放问卷 800 份。实际收集到 700 次调查表，对无效调查表进行分类和筛选，得出 659 次有效调查表，有效率 94.1%。并且为加强调查人员的高度合作，每个接受调查的雇员都会收到礼品，以确保他们的调查结果真实。并且为确保不存在领取奖励而胡乱填写，在提交时间进行设置，最大程度上避免了情况的出现。

4. 研究结果分析

4.1 各变量的描述性统计分析与相关性分析

表一利用相关分析去研究组织支持感、亲组织不道德行为、内部人身份感知、权力距离 4 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。

	1	2	3	4	5	6	7	8	9
工作支持	.813								
共性认同	.739**	.796							
关心利益	.722**	.743**	.788						
利己	.732**	.738**	.729**	.789					
亲组织	.729**	.755**	.715	.716**	0.789				
身份感知高	.729**	.739**	.727**	.739**	.725**	.803			
身份感知低	.712**	.748**	-.732**	.724**	.735**	-.723**	.782		
组织	.722**	.749**	.739**	.737**	.732**	.738**	-.740**	0.795	
团队	.731**	.737**	.735**	.724**	.723**	.733**	-.740**	.726**	.800

注：*为 $P < 0.05$ ，**为 $P < 0.01$ **

资料来源：本研究整理

4.2 直接效应检验

(1) 组织支持感对员工亲组织不道德行为的回归分析

从回归系数可知，在控制变量的控制作用下，组织支持度对员工亲属组织不道德行为的规范回归系数大小为 0.928， $P = < 0.001$ 。证明组织支持感对员工亲属组织的不道德行为有明显的正向作用。故假设 H1 获得支持。

变量	因变量: 员工亲组织不道德行为			
	模型 1		模型 2	
	β	VIF	β	VIF
性别	-0.010	1.014	0.010	1.015
年龄	-0.049	4.211	-0.022	5.212
受教育程度	-0.021	2.367	0.007	2.368
工龄	-0.052	3.343	0.009	3.347
职务	0.004	1.438	0.027	1.436
组织支持感			0.928***	1.011
R^2	0.008	0.860		
ΔR^2	0.008	0.852		
Adj. R^2	-0.003		0.859	
F 值	0.747		500.065***	

(2) 组织支持感对内部人员身份感知的回归分析

从回归系数可知，在控制变量的控制作用下，组织支持感对内部人员身份感知的

标准化回归系数的大小为 0.923, $p < 0.001$, 证明组织支持感对内部人员身份感知存在显著的正向影响关系, 故假设 H2 获得支持。

变量	模型 1		模型 2	
	β	VIF	β	VIF
性别	-0.010	1.014	.011	.448
年龄	-0.049	4.211	-.028	.405
受教育程度	-0.021	2.367	.017	.468
工龄	-0.052	3.343	-.004	.877
职务	0.004	1.438	.024	.181
组织支持感			.923***	.000
R^2	0.008	0.855		
ΔR^2	0.008	0.842		
Adj. R^2	-0.003		0.853	
F 值	0.747		478.892***	

(4) 内部人员身份感知对员工亲组织不道德行为的回归分析

从回归系数可知, 在控制变量的控制作用下, 内部人员身份感知对员工亲组织不道德行为的标准化回归系数的大小为.915, $p < 0.001$, 证明内部人员身份感知对员工亲组织不道德行为存在显著的正向影响关系, 故假设H3获得支持。

变量	模型 1		模型 2	
	β	VIF	β	VIF
性别	-0.010	1.014	-.002	1.014
年龄	-0.049	4.211	.001	4.214
受教育程度	-0.021	2.367	-.010	2.368
工龄	-0.052	3.343	.007	3.347
职务	0.004	1.438	.003	1.438
内部人员身份感知			.915***	1.013
R^2	0.008		0.835	
ΔR^2	0.008		0.827	
Adj. R^2	-0.003		0.832	
F 值	0.747		409.707***	

4.3 中介效应检验

如表可知, 模型 2 中自变量组织支持感对员工亲组织不道德行为有显著的积极影响 ($\beta = 0.928$, $p < 0.001$); 模型 3 中中介变量内部人员身份感知对员工亲组织不道德行为的回归系数为 ($\beta = .387$, $p < 0.001$), 当模型 3 加入中介变量内部人员身份感知后组织支持感对员工亲组织不道德行为的影响系数明显降低, 且模型 2 的 R^2 是 0.860, 模型 3 的 R^2 是 0.882, 显著提高, 故证明中介变量内部人员身份感知在组织支持感与员工亲组织不道德行为之间具有显著的中介作用, 故假设 H4 获得支持。

变量	因变量: 员工亲组织不道德行为	
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	模型 1		模型 2		模型 3	
	β	VIF	β	VIF	β	VIF
性别	-0.010	1.014	0.010	1.015	.006	1.016
年龄	-0.049	4.211	-0.022	5.212	-.011	4.218
受教育程度	-0.021	2.367	0.007	2.368	.001	2.370
工龄	-0.052	3.343	0.009	3.347	.010	3.347
职务	0.004	1.438	0.027	1.436	.018	1.443
组织支持感			0.928***	1.011	.571***	4.882
内部人身份感知					.387***	4.894
R^2		0.008		0.860		0.882
ΔR^2		0.008		0.852		0.022
Adj. R^2		-0.003		0.859		0.880
F 值		0.747		500.065***		500.065***

4.4 调节效应检验

(1) 权力距离在组织支持感与员工亲组织不道德行为的调节分析

如表可知，模型 2 中自变量组织支持感对员工亲组织不道德行为有显著的正向影响作用($\beta=.552$, $P<0.001$)；模型 3 中自变量与调节变量的交互项的回归系数为-0.009($P>0.05$)，说明交互项对员工亲组织不道德行为没有显著的影响作用，且模型 2 的 R^2 是 0.869，模型 3 的 R^2 是 0.869，没有变化，说明模型解释能力没有变化。故证明调节变量权力距离在组织支持感与员工亲组织不道德行为的影响关系上没有有显著的调节作用，故假设 H5 没有获得支持。

变量	因变量: 员工亲组织不道德行为					
	模型 1		模型 2		模型 3	
	β	VIF	β	VIF	β	VIF
性别	-0.010	1.014	.008	1.015	.008	1.015
年龄	-0.049	4.211	-.008	4.234	-.008	4.237
受教育程度	-0.021	2.367	.007	2.368	.007	2.371
工龄	-0.052	3.343	.003	3.351	.002	3.352
职务	0.004	1.438	.025	1.439	.025	1.441
组织支持感			.552***	4.767	.393***	4.704
权力距离			.389***	4.731	.556***	4.668
组织支持感*权力距离					-.009	4.538
R^2		0.008		0.869		0.869
ΔR^2		0.008		0.861		0.000
Adj. R^2		-0.003		0.867		0.867
F 值		0.747		479.347***		430.769***

(3) 权力距离在组织支持感与内部人员身份感知的调节分析

如表可知，模型 2 中的自变量组织支撑感对内部人员身份感知($\beta=$)有显著的正向作用。516, ($P < 0.001$)；模型 3 中的自变量和调节变量的交互项的回归系数是-0.098($P < 0.05$)，说明交互项对内部人员身份感知没有显著的影响作用，且模型 2 的 R^2 是 0.871，模型 3 的 R^2 是 0.872，没有变化，故证明调节变量权力距离在组织支持感与内部人员身份感知的影响关系上有显著的负向调节作用，故假设 H6 获得支持。

因变量: 内部人员身份感知						
变量	模型 1		模型 2		模型 3	
	β	VIF	β	VIF	β	VIF
性别	-0.008	1.014	0.009	1.015	0.009	1.015
年龄	-0.055	5.211	-0.01	4.234	-0.008	4.237
受教育程度	-0.012	2.367	0.016	2.368	0.018	2.371
工龄	-0.065	3.343	-0.013	3.351	-0.013	3.352
职务	0.001	1.438	0.022	1.439	0.023	1.441
组织支持感			.516* **	4.767	.563* **	4.704
权力距离			.423* **	4.731	.471* **	4.668
组织支持感*权力 距离					-.098*	4.538
R^2	0.013		0.871		0.872	
ΔR^2	0.013		0.858		0.001	
Adj. R^2	0.002		0.869		0.87	
F 值	0.747		486.120***		486.120***	

(3) 权力距离在内部人员身份感知与亲组织不道德行为的调节分析

如表可知, 模型 2 中的自变量内部人员身份感知对员工亲属组织的不道德行为产生了显著的正向影响($\beta = .539, P < 0.001$); 自变量与调节变量在模型 3 中的交互项, 其回归系数为 .014 ($P > 0.05$), 说明交互项对职工亲属组织的不道德行为影响不大。且模型 2 的 R^2 是 0.875, 模型 3 的 R^2 是 0.875, 没有变化, 故证明调节变量权力距离在内部人员身份感知与员工亲组织不道德行为的影响关系上没有有显著的调节作用, 故假设 H7 没有获得支持。

因变量: 亲组织不道德行为						
变量	模型 1		模型 2		模型 3	
	β	VIF	β	VIF	β	VI F
性别	-0.010	1.014	.002	1.015	.002	1.015
年龄	-0.049	4.211	.009	4.215	.008	4.219
受教育程度	-0.021	2.367	.000	2.370	-.001	2.373
工龄	-0.052	3.343	.000	3.348	.000	3.349
职务	0.004	1.438	.014	1.441	.014	1.444
内部人员身份感知			.539***	4.151	.538***	4.207
权力距离			.416***	4.149	.403***	4.618
内部人员身份感知*权力 距离					.014	4.703
R^2	0.008		0.875		0.875	
ΔR^2	0.008		0.867		0.000	
Adj. R^2	-0.003		0.873		0.873	
F 值	0.747		505.572		454.398***	

5. 研究结论与建议

5.1 研究结论

组织支持感能显著地促进员工内部人身份感知并增强员工亲组织不道德行为，在组织支持感对员工亲组织不道德行为感的影响中，内部人身份感知起到了中介的作用。内部人身份感知在组织支持感影响员工亲组织不道德行为的过程中发挥着重要的促进作用，不仅有助于缓解员工的精力过度损耗，很能够有效缓解其焦虑的情绪，帮助员工调整自身的工作状态，创造更佳的工作业绩。

简要而言，组织支持感让员工感受到组织给予的福利，这种被组织充分支持和重视的感知会促使员工认为自己有必要从事一些帮助组织实现工作目标的行为，以此回馈组织的恩惠，甚至为了让组织获得利益而做出不道德行为（夏福斌，2016）。

罗帆等（2018）验证了当组织给员工带来更多支持感知，满足了员工的期待时，员工为了回馈组织的恩惠，会做出帮助组织获取更多益处的不道德行为。

总的来说，组织支持感及内部人身份感知能增强员工亲组织不道德行为，提升他们的组织支持感，并促使他们在完成自己分内工作的同时，激发员工的积极主动性，此外，在组织支持感及工作支持、共性认同等维度影响员工内部人身份感知的过程中并且在此过程中，会受到权力距离的负向调节。

5.2 研究不足

- (1) 本文未对员工亲组织不道德行为感划分维度的分析，并不能细致的区分出组织支持感的各个维度对于员工亲组织不道德行为感不同维度的具体的影响情况，也无法具体的看出组织支持感对于内部人身份感知的不同维度的具体的影响情况。
- (2) 研究结果可能存在一定偏差，不够精准。由于本文样本量有限；搜集时间也相对较短，并未对群体进行纵向时间轴的研究，无法看出同样的群体对于组织支持感行为发生前后的变化
- (3) 本文结论有一定的局限性。另外，本文的样本数据主要采集于几大重点地区城市，也使数据具有一定的地域限制性从而出现偏差。所以，在未来的研究中，可以拓宽数据的收集范围，将其他地区其他行业如服务行业、制造行业等行业的数据纳入研究。

5.3 研究建议

（一）在工作支持方面，上级领导需要充分肯定员工组织支持的积极意义，但同时也需要兼顾考虑员工亲组织不道德行为对企业长远发展的不良影响。在给予员工更多的工作支持时，要结合员工具体工作实践，当员工出现员工亲组织不道德行为倾向时，需要减弱甚至停止对员工的工作支持行为，避免员工出现员工亲组织不道德行为倾向。

（二）在共性认同方面，要注重对员工正确价值观念的培养和引领，对于具亲组织不道德行为倾向的员工而言，上级领导管理者需要纠正员工对亲组织不道德行为亲组织不道德行为的片面认识，帮助员工全面具体的剖析亲组织不道德行为对企业发展的两面性，以及对企业长期发展的不利性。对员工正确价值观念给予更多的支持，从思想层面减小员工出现亲组织不道德行为的可能性。

（三）关心利益方面，上级基层领导要重点突出对员工切身利益上的关心，当要引导员工将亲组织不道德行为可能产生的短期利益与长期兢兢业业认真工作所带来的长期利益区分开，对后者予以充分的支持，而对前者则需要管理者谨慎对待。

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Research on the Influence of Virtual Community Sense on Continuous Participation: Take the Virtual Second-hand Trading Community as an Example

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Abstract

Discussing the influencing factors of users' continuous participation in virtual communities can help virtual community managers deeply understand the motivations of users' continuous participation, so as to promote users' continuous participation in the community and bring long-term development momentum to the community. This paper mainly studies the antecedent variables of continuous participation based on virtual community perception theory, use and gratification theory and social exchange theory, builds a theoretical model, and uses SPSS 26.0 statistical software for empirical testing. The following results are expected, the three dimensions of virtual community sense, membership, influence and immersion, respectively positively affect continuous participation; User satisfaction plays a partial mediating role in the relationship between membership, influence, and immersion, respectively, and continuous participation; Perceived community support negatively moderated the relationship between membership, influence, and immersion, respectively, and user satisfaction.

Keywords: Virtual Community; Continuous Participation; Virtual Community Sense; User Satisfaction; Perceived Community Support

虚拟社区感对持续性参与的影响研究：以虚拟二手交易社区为例

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摘要

对虚拟社区中用户持续性参与的影响因素进行探讨，可以帮助社区管理者深入了解用户持续性参与的动机，从而促进用户持续参与社区，为社区带来长期发展动力。本文基于虚拟社区感知理论、使用与满足理论和社会交换理论对持续性参与的前因变量进行研究，构建理论模型，并使用 SPSS 26.0 统计软件进行实证检验。预期得到如下结果，虚拟社区感三个维度成员感、影响力和沉浸感分别正向影响持续性参与；用户满意度分别在成员感、影响力和沉浸感与持续性参与的关系中起到部分中介作用；感知社区支持分别负向调节了成员感、影响力和沉浸感与用户满意度的关系。

关键词：虚拟社区；持续性参与；虚拟社区感；用户满意度；感知社区支持

1. 绪论

1.1 研究背景

近年来，在 COVID-19 疫情环境下，依托互联网产生的虚拟社区蓬勃发展。疫情期间的防控措施以及对疫情的恐惧，使得人们在传统线下社区内活动的时间显著减少。这时，人们开始向虚拟社区寻求帮助，并逐渐形成主要通过虚拟社区和平台满足日常生活交际与购买需要的习惯。虚拟社区，

是指用户拥有共同参与主题、主要依靠用户生成内容发展的网络关系群体(王莹, 2022)。如今, 防疫进入新阶段, 然而已经依赖虚拟社区的人们, 仍然更为喜爱这种便利的互动方式。

虚拟社区快速发展的背景下, 各大电商平台把握机会持续推出宣传活动, 创造节日刺激消费。目前, 经济复苏, 加上商品的快速更新迭代(苏隽熙, 2022), 以及疫情带给人们的囤积习惯, 导致大量闲置物品产生, 许多虚拟二手交易社区应运而生。二手交易, 是指卖方将自己不需要的闲置物品以较为低廉的价格卖给需要此物的买方的过程(苏隽熙, 2022)。而虚拟二手交易社区, 是指依托互联网进行闲置物品在线交易行为的关系群体, 群体中的用户通过网络交流达成二手交易。因此, 本文选择虚拟二手交易社区为背景, 探讨各变量之间的相互关系。

当虚拟社区的竞争越来越激烈, 如何在白热化的竞争中占有一席之地, 成为亟待解决的问题。虚拟社区以用户生成内容为重要发展动力(王莹, 2022), 虚拟二手交易社区也不例外。然而, 最初的用户参与仅仅是成功的第一步, 社区的发展需要依靠用户的持续行为(Wu & Gong, 2020), 也就是较高程度的参与。持续性参与能够对用户个人、其他成员以及社区产生积极作用(王莹, 2022)。但由于进入壁垒低于传统社区壁垒, 虚拟社区成员流动性较大, 互动短暂, 更倾向于轻易地选择离开(Kim *et al.*, 2020)。因此, 如何留住用户, 使其进行持续性参与, 成为虚拟社区的重要课题。只有深入探索持续参与的影响因素, 才能为社区的长期生存发展提供有价值的理论指导(王莹, 2022)。因此, 本文引入持续性参与作为因变量, 希望能够对虚拟社区的长期生存发展提供方向。

近年来, 虚拟社区感的概念逐渐被学者所关注。虚拟社区感是用户将自己所处社区区别于其他社区的重要心理因素, 这使得虚拟社区感成为虚拟社区成功的关键(Chen & Lin, 2014)。同时, 用户参与意味着大量的信息交流(王莹, 2022), 只有对社区有较强的虚拟社区感, 用户才会积极参与。在虚拟品牌社区中, 虚拟社区感对顾客参与价值共创有积极影响(彭晓东、申光龙, 2016)。有研究表明, 基于移动健康服务社区情境, 虚拟社区感部分维度显著影响虚拟社区成员参与, 而成员满意度受到虚拟社区感显著正向影响(Kim *et al.*, 2019)。由此得出, 虚拟社区感是提升用户满意度, 增加用户互动参与程度的关键因素。因此, 本文选取虚拟社区感作为自变量, 进一步展开对虚拟社区的研究。

用户满意度可以较好地反映用户体验, 而用户体验会对持续性参与产生影响。在 APP 持续使用意愿的研究中, 任卓异与姜凌(2020)探索出满意度对用户持续使用 APP 意愿具有正向影响。刘懿(2022)基于使用与满足理论对移动图书馆用户参与进行探讨时得出, 实用满足、社会满足、技术满足与享乐满足都对用户参与具有显著积极作用。因此, 本文选取用户满意度作为中介变量, 希望能够拓展虚拟社区感与持续性参与的相关研究。

在虚拟社区中, 过往的研究大部分得出如下的结论, 如果用户可以感受到来自社区的积极支持, 那么用户就会倾向于回报社区, 即产生对社区的积极态度或行为。这种用户对虚拟社区给予支持的感知, 就被称为用户的感知社区支持。然而, 如今人们普遍存在“信息过载”或“隐私担忧”等问题, 由于虚拟社区依赖网络生存和发展的特征, 虚拟社区的支持往往通过大量的信息来体现, 这些过度的关注和奖励活动弹出的海量信息, 往往会使用户感到信息过载而产生焦虑、倦怠等消极情绪, 从而降低用户对虚拟社区的满意度(周涛等人, 2022)。因此, 本文纳入感知社区支持作为调节变量, 探索虚拟社区中感知社区支持的作用。

1.2 研究动机

由于虚拟社区数量持续增加, 用户们目不暇接, 有些用户虽然参与过多个虚拟社区, 但是并没有真正认定并持续参与某个社区, 这就导致虚拟社区较难拥有用户优势。因此, 在虚拟社区获得市场竞争力的过程中, 用户的虚拟社区感和满意度十分重要, 这两个变量都可以对持续性参与产生积极作用。同时, 针对目前信息过载的网络环境, 虚拟社区应通过对用户提供适当的关注与支持来促进用户对虚拟社区的态度, 进而使用户产生满意度, 并持续参与虚拟社区。本文通过对上述虚拟社区感、持续性参与、用户满意度和感知社区支持四个变量进行探讨, 希望可以得出合理的变量间影响路径, 进而为虚拟社区的管理带来启示。基于以上研究背景和研究动机, 为了使用户长期留存于虚拟社区进行持续性参与, 给社区带来可持续的生存发展动力, 本文根据虚拟社区感、用户满意度、持续性参与和感知社区支持四个变量以及变量间关系, 提出以下五个研究问题。

第一, 在虚拟社区中, 虚拟社区感是否会对持续性参与产生影响? 如果是, 它将如何发生作用?

第二, 在虚拟社区中, 虚拟社区感是否会对用户满意度产生影响? 如果是, 它将如何发生作用?

第三, 在虚拟社区中, 用户满意度是否会对持续性参与产生影响? 如果是, 它将如何发生作用?

第四，在虚拟社区中，用户满意度是否会在虚拟社区感和持续性参与之间起中介作用？如果是，它将如何发生作用？

第五，在虚拟社区中，感知社区支持是否会在虚拟社区感和用户满意度之间起调节作用？如果是，它将如何发生作用？

1.3 研究意义

1.3.1 理论意义

针对目前逐渐兴起的虚拟社区，需要更多相关理论来为其获得持续竞争力指明方向。本文丰富了虚拟二手交易社区的相关研究，拓展了虚拟社区研究的理论视角。增添了虚拟社区用户持续性参与的相关文献，厘清了虚拟社区感作用于持续性参与的影响路径。具体来说有三点理论意义，第一，解释了虚拟社区感直接对持续性参与产生影响的内在作用机理，研究虚拟二手交易社区用户虚拟社区感直接对持续性参与产生影响的文献不太充足，本文的研究结果可以作为补充；第二，为虚拟社区用户满意度研究提供了新的框架，并对用户满意度在虚拟社区感与持续性参与之间的中介作用进行了探索；第三，拓展了感知社区支持起到负向调节效果的文献，丰富了社会交换理论的研究方向，在虚拟社区感通过用户满意度影响持续性参与的中介路径中，引入用户在虚拟社区中的感知社区支持为调节变量，可以打开用户满意度、持续性参与和感知社区支持的研究新思路。

1.3.2 实务意义

本研究采取较为鲜明、易于研究的虚拟二手交易社区为案例，得出的研究结果可以帮助虚拟社区管理者了解到，增加用户虚拟社区感可以有效提升用户参与程度，即让用户进行持续参与。另外，虚拟社区感得到提升后，会影响到用户满意度，从而间接影响用户的持续性参与。这可以促使虚拟社区管理者产生新的思考，并使其对用户虚拟社区感和满意度给予更多重视，同时带领相关人员开发出更多能够增强用户归属感、满足用户需求和提升用户信任的功能，从而积极影响用户虚拟社区感和满意度，进而促使用户在虚拟社区中持续参与，为虚拟社区获取用户优势。用户的虚拟社区感、满意度、和持续性参与的提升，都可以为社区的生存发展提供源源不断的活力，使社区获得长期竞争力。同时，管理者应注意虚拟社区为其成员提供支持的程度，避免因信息过多而使用户对虚拟社区产生消极情绪。

1.4 研究创新

基于对已有研究的整理，得出本文具有如下三个研究创新点。

第一，已有文献对虚拟社区感的研究，多集中在虚拟社区感对用户行为产生影响，如虚拟社区感影响用户购买行为等，而对虚拟社区感影响用户满意度等心理因素的研究稍显不足。本文将虚拟社区感作为自变量，用户满意度作为中介变量，希望能够增添虚拟社区感的研究角度。

第二，已有文献对用户参与的研究较为丰富，但是对用户持续行为的研究比较欠缺。本文将持续性参与作为因变量，希望能够拓宽虚拟社区中有关用户持续行为的研究视野。

第三，已有文献对感知社区支持的研究，大多数得出较为积极的结论。然而随着信息过载问题的出现，虚拟社区用户对于社区支持的态度开始有所改变。本文将感知社区支持作为调节变量，希望能够结合当下实际得出更为符合现状的结论，并为管理者提供新的思考线索。

2. 文献综述

2.1 理论基础

2.1.1 虚拟社区感知理论

虚拟社区感知理论，是 Koh *et al.* (2003) 在社区感知基础上提出的理论，该理论描述了社区用户对虚拟社区的体验与感知。虚拟社区感知理论保留了传统社区感知理论中的成员感和影响力两个维度，并增加了新的维度，即沉浸感维度（彭丽徽、蒋欣，2023）。在虚拟社区的研究中，虚拟社区感可以有效促进用户的顾客参与价值共创（彭晓东、申光龙，2016）等用户参与行为。虚拟社区感知理论将其解释为，在用户产生虚拟社区感后，其对虚拟社区的态度得到改善，这会积极影响用户对社区的体验以及在社区中的行为（彭晓东、申光龙，2016）。

2.1.2 使用与满足理论

使用与满足理论(Uses and gratifications theory)，简称 UGT，解释了人们为什么以及如何通过个人选择媒介渠道，来满足自身的各种需求（任卓异、姜凌，2020）。在选择过程中，人们清楚自身需要被满足的需求，从而会具有目标性地选择合适的媒介来满足需要。通过比较媒体的内容

价值与自身的需要,用户会主动将该媒介与自身需要的满足联系起来(Nambisan & Baron, 2009)。也就是说,当用户的需求得到虚拟社区或其他成员的较好满足时,用户会体验到心理预期的实现,感到愉悦和满意,进而对虚拟社区产生满意度,这将促进用户的持续性参与。

2.1.3 社会交换理论

社会交换理论,描述的是个体在与他人或组织进行资源交换时,通过评价交换过程中的感知收益与个人成本是否匹配来决定交换与否(于贞朋等人, 2022)。感知社区支持作为一种以社会交换理论为基础的交换关系,交换双方所理解的支持行为可能差异较大(邵芳, 2014)。虚拟社区为了使用户感知到社区给予的支持,就会想要积极地向用户推送活动或奖励信息。而如今,人们备受“信息过载”的困扰,虚拟社区这样的支持方式,可能会引起用户的社交过载,即用户所接收到的过多社交方面请求或是过度社会支持,超出了其所能承受的范围(Maier *et al.*, 2015)。这会导致用户的社交网络倦怠,降低用户对虚拟社区的满意度(Maier *et al.*, 2015)。如果用户感受到社区支持超过了其所能承受的范围,感知收益就会降低,那么感知社区支持也有可能削弱用户作为交换回馈给社区的积极态度或行为。

2.2 研究假设

2.2.1 虚拟社区感与持续性参与之间的关系

虚拟社区感是指用户在虚拟社区中对成员感、影响力和沉浸感的个人感知(Koh *et al.*, 2003),分别反映了成员对虚拟社区的归属感、影响程度和介入度(彭晓东、申光龙, 2016)。另外,根据虚拟社区感知理论,虚拟社区感可以有效改善社区成员的态度,从而对用户的持续性参与行为产生正向影响(彭晓东、申光龙, 2016)。关于成员感,根据马斯洛的需求层次理论(Maslow's hierarchy of needs),满足了社区用户归属与爱的需要(彭聃龄, 2003),这会使用户倾向于长久地积极参与到该社区当中;关于影响力,由于具有社交需要,个体希望能够在一定程度上影响他人,影响力的提升会促进用户持续参与,彭丽徽与蒋欣(2023)提出,当用户在虚拟社区中获得他人的认可和赞许后,心理需要就会得到满足,用户为了维持所获得的影响力,会选择更为积极地参与社区,比如主动进行知识创新;关于沉浸感,用户越沉溺于社区,就会投入更多的时间心力加入到该社区的活动中,即增加持续性参与。综上所述,提出如下假设。

H1: 虚拟社区感对持续性参与具有正向影响作用。

H1a: 成员感对持续性参与具有正向影响作用。

H1b: 影响力对持续性参与具有正向影响作用。

H1c: 沉浸感对持续性参与具有正向影响作用。

2.2.2 虚拟社区感与用户满意度之间的关系

虚拟社区感是对社区成员认知和行为起到关键作用的因素(彭丽徽、蒋欣, 2023),这其中包含对社区用户满意度的提升效果(Kim *et al.*, 2019)。如果虚拟社区可以帮助成员更快地建立虚拟社区感,就可以提升用户体验,较为高效地改善用户满意度。虚拟社区感知理论将虚拟社区感划分出三个维度,分别是成员感、影响力和沉浸感。其中,成员感主要描述社区用户的归属感(Koh *et al.*, 2003),这种感受可以满足用户的社交需要,进而使其感到愉悦,产生满意感;影响力主要描述社区用户能够对他人产生影响的程度(Koh *et al.*, 2003),与他人建立较深层次的联系,可以提升用户在社区中的满意度;沉浸感主要描述社区用户的社区介入度(Koh *et al.*, 2003),投入社区的时间精力越多,越能改变用户对于社区的态度,从而对其满意度起到正向作用。综上所述,提出如下假设。

H2: 虚拟社区感对用户满意度具有正向影响作用。

H2a: 成员感对用户满意度具有正向影响作用。

H2b: 影响力对用户满意度具有正向影响作用。

H2c: 沉浸感对用户满意度具有正向影响作用。

2.2.3 用户满意度与持续性参与之间的关系

用户参与,主要包含知识共享、信息交换、价值共创等行为,这些行为都会对虚拟社区的持续健康发展产生促进作用(王莹, 2022)。持续性参与,是用户更加积极主动,产生更多贡献的用户参与行为,表征了用户与虚拟社区较为紧密的联系(庞立君、杨洲, 2021)。对于虚拟社区的发展来说,是比用户初次参与更为重要的用户行为(王莹, 2022)。根据使用与满足理论,虚拟社区中的用户会主动选择持续参与能够满足其需要的社区,从而长期满足特定需要。也就是说,如果虚拟社区能够满足用户需求,使用户产生满意度,那么用户就会持续参与该社区。Oliveira *et*

a1. (2016)在基于 Facebook 的研究中,探索出实用性满意度会对用户参与产生积极作用。综上所述,提出如下假设。

H3: 用户满意度对持续性参与具有正向影响作用。

2.2.4 用户满意度的中介作用

用户满意度,是指在参与虚拟社区的过程中,用户进行各种行为活动时得到的体验与先前预期相比较得出的差异程度(廖闯,2014)。在对移动应用的研究中,有学者得出满意度会在用户参与和持续使用意愿之间起到中介作用的结论(任卓异、姜凌,2020)。由社会认同理论可知,虚拟社区用户产生成员感后,会认同自己归属于该社区,这将促进满意度的产生,进而对用户积极参与社区活动产生正向影响,同时促进用户价值共创等活动(彭晓东、申光龙,2016)。当虚拟社区用户影响力提升时,会掌握更多社区或其他成员的知识,同时可以更好地在社区中满足自身需求,这会让用户产生满意度,从而对持续性参与起到积极作用。沉浸感是对虚拟社区用户介入度的反映,由消费者介入理论可知,用户介入度越深,就表明该用户花费了越多的时间来评价该社区与自己兴趣爱好的匹配程度(高鸿铭等人,2021)。如果花费了大量时间精力进行评价之后,用户仍然继续留在社区,就说明用户认为该社区与自身喜好较为匹配,更容易感到满意。这使得用户长期选择更为稳定,用户会倾向于持续参与社区活动。最终可得,用户满意度在虚拟社区感和持续性参与间起到中介作用。综上所述,提出如下假设。

H4: 用户满意度在虚拟社区感与持续性参与关系中具有中介作用。

H4a: 用户满意度在成员感与持续性参与关系中具有中介作用。

H4b: 用户满意度在影响力与持续性参与关系中具有中介作用。

H4c: 用户满意度在沉浸感与持续性参与关系中具有中介作用。

2.2.5 感知社区支持的调节作用

在虚拟社区研究中,感知社区支持是个体对社区促使其参与到社区活动中的各类激励措施的个人总体感受(王松等人,2019)。根据社会交换理论,如果用户感受到虚拟社区的适当支持,那么用户就会产生满意情感。但是,当虚拟社区提供的支持超出了用户所能承受的范围,用户就会感受到对社区的倦怠,从而降低满意度。在信息过载普遍存在的环境中,当虚拟社区利用大量的弹窗和消息来为用户提供支持时,用户的主观体验可能只是被打扰和不愉快。这将导致用户对于虚拟社区信息的规避,甚至使用户减少或停止使用该社区(周涛等人,2022)。当虚拟社区用户产生成员感后,若是有大量信息干扰其使用社区,成员感对用户满意度的积极作用将相应减少。当虚拟社区用户产生影响力后,对社区支持的需要相应降低,如果虚拟社区仍发送大量信息提供支持,用户就会感到被打扰的不愉快,从而削弱满意度。当虚拟社区用户产生沉浸感后,会花费大量时间和精力对虚拟社区进行探索(韩月静,2014),如果社区使用与用户兴趣爱好无关的奖励弹窗来提供支持,反而会给用户带来负担,进而负向影响用户满意度。综上所述,提出如下假设。

H5: 感知社区支持在虚拟社区感影响用户满意度的过程中具有负向调节作用。

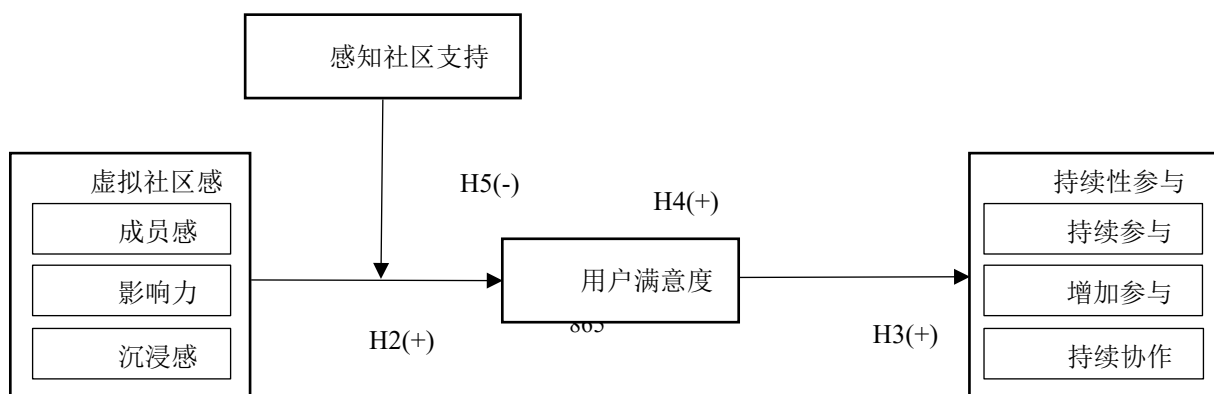
H5a: 感知社区支持在成员感影响用户满意度的过程中具有负向调节作用。

H5b: 感知社区支持在影响力影响用户满意度的过程中具有负向调节作用。

H5c: 感知社区支持在沉浸感影响用户满意度的过程中具有负向调节作用。

2.3 研究框架

图1
研究框架图



资料来源：本研究整理

本文的研究框架如图 1 所示，其中，虚拟社区感影响持续性参与和用户满意度的路径，可以受到虚拟社区感知理论的支持；用户满意度影响持续性参与的路径，可以受到使用与满足理论的支持；感知社区支持的调节路径，可以受到社会交换理论的支持。

3. 研究方法与设计

3.1 变量的衡量

3.1.1 虚拟社区感

虚拟社区感的概念为，虚拟社区中的成员感受到的对虚拟社区的归属感、影响程度和介入度(Koh *et al.*, 2003)。虚拟社区感的操作性定义，本文采取 Koh *et al.* (2003) 以及彭晓东与申光龙(2016)的方式，将虚拟社区感划分为成员感、影响力和沉浸感三个维度。测量量表则选取彭晓东与申光龙(2016)对 Koh *et al.* (2003) 的研究量表进行翻译后的量表，共有 9 个题项。并根据本文实际情况对该量表进行适当的修改，比如将题项中的“虚拟社区”具体化，变为“我最常参与的虚拟二手交易社区”。使用李克特 5 点计分法，量表的得分越高表明用户的虚拟社区感越强。

3.1.2 持续性参与

持续性参与的概念为，持续参与意向和增加参与意向概念的集合(王莹, 2022)，具体而言，即成员持续选择某活动或使用某系统的意愿强度(贺爱忠、向爽, 2019)与成员对社区活动和系统使用的参与水平和努力程度的决定(Sun *et al.*, 2015)。持续性参与的操作性定义，本文采取王莹(2022)的定义，将其划分为持续参与意向、增加参与意向和持续协作意向三个维度。其中，持续参与意向和增加参与意向量表，选取王莹(2022)改编自 Wu and Gong(2020)的测量量表，持续协作意向量表，选取王莹(2022)改编自 Srivastava and Chandra(2018)的测量量表，共有 10 个题项。根据实际情况，本文对量表进行了适当修改，比如将题项中的“社区”具体化，变为“我最常参与的虚拟二手交易社区”。使用李克特 5 点计分法，量表的得分越高表明用户的持续性参与程度越高。

3.1.3 用户满意度

用户满意度的操作性定义，本文参考任卓异与姜凌(2020)的文献，将其定义为，因虚拟社区中活动的实际体验实现或超出先前预期，虚拟社区用户感受到的愉悦感与满足感。本文选取任卓异与姜凌(2020)的测量量表，共有 4 个题项，并根据实际情况进行了修改，主要是将题项中的“这款移动 APP”修改为“我最常参与的虚拟二手交易社区”，可以这样修改的原因是，虚拟二手交易社区与移动 APP 的呈现形式较为相似。使用李克特 5 点计分法，量表的得分越高表明用户拥有越高的满意度。

3.1.4 感知社区支持

感知社区支持的操作性定义，本文参考王松等人(2019)的文献，将其定义为，个体感受到虚拟社区平台以及虚拟社区中其他成员对其个体意见、个人贡献、福利等方面的重视和保障程度。本文选取王松等人(2019)的测量量表，共有 4 个题项，并根据实际情况进行适当修改，比如将题项中的“社区”具体化，变为“我最常参与的虚拟二手交易社区”。使用李克特 5 点计分法，量表的得分越高表明用户感受到社区给予的支持水平越强。

3.2 问卷发放与收集

本文的问卷主要包含两个部分，第一部分对被试基本信息进行了解，包括性别、年龄、学历、使用时长、使用频率以及每次使用时间等题项，控制变量的选择主要参考丁霞(2020)和王莹(2022)的文献；第二部分是由所选量表组成的与变量相关的题项。本文通过问卷星设计问卷，生成链接，进行线上问卷发放。

虚拟二手交易社区的用户较为活跃，且较为依赖用户生成内容生存和发展。因此，本文采用虚拟二手交易社区为代表案例。发放的对象是，实际使用过虚拟二手交易社区的用户。发放的范围，一方面是身边的亲属朋友以及亲属朋友的亲友，本文问卷设置了“您是否使用过虚拟二手交易社区”题项，以便筛选出有效问卷；另一方面是学校内的中小型二手交易群聊以及咸鱼等大型虚拟二手交易平台，之所以选择校内的二手交易群聊发放问卷，是因为校内二手交易群聊中的成员多数是学生，空闲时间较多，在社区内较为活跃，且校内虚拟二手交易社区因为二手商品类型众多，所以会比较容易达成交易活动。

在问卷回收数量方面，常见的标准是，有效问卷回收数量应达到问卷总题项数量的 5-10 倍（吴明隆，2003）。本文目前形成的问卷总题项数量是 27 个，至少应回收 135 份有效问卷。然而本文为了保证研究结果具有足够的说服力，预计回收的有效问卷越多越好，以便进行后续的定量分析。

4. 预期结论与贡献

本文主要利用 SPSS 26.0 统计分析软件对收集到的问卷数据进行以下四种分析：第一，描述性统计分析；第二，信度和效度分析；第三，相关性分析；第四，关系假设检验。

预计本文的所有假设都能够得到实证分析结果的支持，进而可以得出以下预期结论：虚拟社区感的三个维度成员感、影响力和沉浸感均显著正向影响持续性参与；虚拟社区感的三个维度成员感、影响力和沉浸感均显著正向影响用户满意度；用户满意度显著正向影响持续性参与；用户满意度在虚拟社区感三个维度成员感、影响力和沉浸感与持续性参与的关系中均起到部分中介作用；感知社区支持在虚拟社区感三个维度成员感、影响力和沉浸感与用户满意度的关系中均起到负向调节作用。

结合本文的预期结论，根据对现有文献的梳理，可以得出本文具有一定的理论贡献，主要包括如下三点：第一，本文拓展了虚拟社区持续性参与的前置影响因素研究，以虚拟社区感和用户满意度作为持续性参与影响因素，同时引入虚拟社区感知理论和使用与满足理论，扩展了虚拟社区感知理论的解释范围；第二，本文厘清了虚拟社区感与用户满意度的关系，基于虚拟社区感知理论进行研究，既拓宽了虚拟社区感后置结果因素相关文献，又扩展了虚拟社区感知理论的研究视野；第三，本文丰富了感知社区支持起到负向调节效果的文献，先前学者对于感知社区支持的研究，多为其起到正向作用的研究，本文预期得出感知社区支持调节效应为负向的结论，为未来对感知社区支持的研究提供了新的思考方向。本文的预期结论可以使虚拟社区管理者更加充分地认识到用户持续参与行为的重要性，可以通过建立专门的用户关系管理团队，来提升用户的虚拟社区感和满意度，进而促使用户持续参与社区。另外，虚拟社区为用户提供的支持都应以用户能够接受的方式和程度来呈现，不要让奖励和保障反而成为用户的负担。

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The Effect of Perceived Green Self-efficacy on Organizational Citizenship Behavior for the Environment - An Analysis from a Moral Perspective

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Abstract

Based on the AMO and self-determination theory to research the effect of perceived green self-efficacy on organizational citizenship behavior for the environment (OCBE) and the role of green work motivation and moral reflectiveness in this paper, then provide a guideline to enterprises to help them implement the environmental protection strategy. A total of 500 employees will be investigated by questionnaire method in Chinese enterprises, and set up a regression model to do analysis, the final reach results: green self-efficacy had a positive impact on OCBE, and green work motivation mediated the relationship between green self-efficacy and OCBE, and it was moderated by moral reflectiveness on the relationship of green work motivation and OCBE. Enterprise managers should promote employees' the green self-efficacy and green work motivation, strengthen the proper guidance of moral values, and improve the management policies of OCBE, let employees have stronger OCBE to help enterprises achieve environment performance and strategy.

Keywords: Perceived Green Self-efficacy; OCBE; Green Work Motivation; Moral Reflectiveness

绿色自我效能感对环保组织公民行为的关系研究—从道德的角度分析

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摘要

本研究基于 AMO 和自我决策理论探讨绿色自我效能感对环保组织公民行为的影响, 及绿色工作动机和道德反思在其中的影响作用, 供企业参考。使用问卷调查法对中国企业 500 名员工进行调查, 构建回归模型进行分析, 并证实: 绿色自我效能感正向影响环保组织公民行为, 绿色工作动机在其中起中介作用, 道德反思对绿色工作动机与环保组织公民行为起调节作用。企业管理人员应积极调动员工的绿色自我效能感与绿色工作动机, 加强道德观的正确指引, 并完善环保组织公民行为的管理制度, 让员工具有更强的环保组织公民行为, 帮忙企业环保战略的达成。

关键词: 绿色自我效能感; 环保组织公民行为; 绿色工作动机; 道德反思

1. 引言

随着全球经济的高速发展，人们在享受其红利时也给环境带来了巨大挑战，如温室效应、水污染、废弃物和土地沙漠化等环境和资源问题日益突出（岳婷等人，2022）。企业是国家的经济命脉和绿色发展的源头，一举一动对环境的影响都举足轻重，肩负着环境保护和改善的重任，众多企业已纷纷将可持续发展作为自己的长远战略（张娜等人，2021），以减少企业发展对环境的影响，与生态环境和谐共生。

基于已有文献的研究，目前绿色环保发展的研究较多是从管理层面、企业面和政府面出发；而员工作为公司的重要组成部分，他们的环保行为不可轻视。侯楠等人（2019）认为员工环保行为研究空间还很大；张娜等人（2021）则建议可从 AMO 模型来对绿色环保行为进行研究，这样将更全面和系统性。因此，绿色自我效能感与环保组织公民行为存在什么样关系值得我们去探讨；同时，引入绿色工作动机和道德反思后又呈现什么样的关系，目前尚缺乏证实。基于此，以 AMO 理论和自我决策理论构建研究框架，对以上问题展开深入研究。

2. 理论基础与研究假设

2.1 AMO 理论

Appelbaum *et al.* (2000) 对 A (Ability)- M (Motivation)- O (Opportunity)理论进行了研究，指出个人的行为和绩效与能力、动机和机会构成了一个综合的影响体；此三者构成一体后，便于评估个体开展某些行为的力度和持久性 (Hong & Gajendran, 2018)。张靓婷等人（2022）认为三者的意思分别为：能力是个体完成事情的“软硬”本领；动机是能内在激起和驱使个体开展的某些行为；机会是提升或阻止个体开展某些行为的前提。AMO 理论认为，如果职工具备必要的动机和机会，但缺少必备之能力，则可能绩效水平和相关行为表现无法达到预期；而如果职工具备足够的能力和机会，但缺少动机，则可能绩效水平和相关行为表现平平。

2.2 自我决策理论

心理学家 Ryan and Deci (2000)对自我决策理论 (Self-Determination Theory, 简称 SDT)进行了研究，指个体根据环境与需要作出行动上的选择，旨在解释人类行为中的自主性和内在动机。自我决策理论认为，人类天生具有一种内在的生长和自我实现的驱动力，可以自主地决定和调整自己的行为，而不仅仅是受到外部环境的压力和激励。又将其分成自我决策和非自我决策行为，能分辨内部、外部和去动机三者情况，是一个较全面的动机理论框架。内部动机是指基于自身兴趣和任务或活动本身所具有的乐趣而开展活动的活动动机；外部动机是指为了获取活动带来其他结果而开展的活动动机；去动机是指缺乏开展活动企图动机。

2.3 绿色自我效能感

社会心理学家 Bandura (1977)对自我效能感进行了研究，并将其定义为个体能顺利实施和完成特定领域的任务需要的能力信念，用来分析回避行为和恐惧行为的变化。后来，他在新的研究中又将自我效能感重新定义为个体感知会对动机、情绪、思维方式和表现行为产生影响 (Bandura, 1982)。随着绿色环保时代的到来，一些学者们将自我效能感也延伸到了绿色环保的研究范围，并对绿色自我效能感进行了定义，Huang (2016)认为绿色自我效能感是个体相信他们有能力 and 力量采取缓解环境行动的信念。Chen *et al.* (2014)则定义为个体相信自己有能力组织和实施实现环境目标需要的行动信心；同时 Chen *et al.* (2014)将绿色自我效能感划分为单维。经过对文献梳理，目前 Chen *et al.* (2014)对绿色自我效能感的定义和维度被广泛使用，也更易让人理解；因此，本文也将采用此定义和维度。

2.4 绿色工作动机

工作动机是心理学、组织行为学等领域的一个重要研究方向, Ambrose and Kulik (1999)则在“90年代的动机研究”中引用了组织行为学中的工作动机的定义,将工作动机定义为一揽子与工作有关系的的行为,同时会决定与这些形式有关的方位、维持长短的内外部力量,是一种看不见摸不着的虚拟结构。随着对绿色环保问题的研究和发展,学者们开始将动机引入到了环境领域,即绿色动机或绿色工作动机,强调了环境责任感和环保意识,同时强调了对环境保护的价值认同和信仰。刘媛媛与李恩平(2022)将绿色工作动机定义为员工绿色环保行为的原动力和驱动力。Li *et al.* (2020)将绿色工作动机分内外两个维度,绿色内在动机是指个体内部潜在的,能让自己感到有趣或满足而开展绿色环保行为的动机;绿色外在动机是指个体受外部因素影响,必须或应该开展的绿色环保行为的动机,如为获取奖励或避免惩罚。总的来说,绿色工作动机是一种积极的工作动机,它有助于个人和组织更好地理解 and 应对环保挑战,实现可持续发展。同时,可以让个人获得更多的成就感和自豪感,为社会和环境做出贡献。基于对文献的梳理,刘媛媛与李恩平(2022)的定义和 Li *et al.* (2020)的维度划分符合本文之研究;因此,将参考他们的定义与维度。

2.5 环保组织公民行为

组织公民行为是指员工超越组织角色内范围执行的角色外行为,组织也不会为此提供报酬(Parnell & Crandall, 2003),环保组织公民行为则是从组织公民行为针对环境保护的基础上发展而来,其中 Boiral (2009)将环保组织公民行为定义为个体自主对提高组织环保战略有助的行为,但组织并不会在奖励制度上明确规定。Daily *et al.* (2009)将其定义为不是组织官方要求且非奖赏所驱使,而是员工自发在组织内开展的环境改善活动行为,并认为环保组织公民行为是组织公民行为的细分领域。Boiral and Paille (2012)将 OCBE 划分为环保互助、环保公民参与与环保主动性三个维度。环保互助是指在组织内部自发自愿地帮助和影响同僚更好地关心环境相关问题。环保公民参与是指组织举办的环境保护相关活动自愿参与其中。环保主动性是指个体对组织环境措施实施和绩效有帮助的建言或主动性行为,但这种行为未被正式列入组织激励奖赏范畴。Boiral (2009)的定义和 Boiral and Paille (2012)的划分维度更符合本次研究;因此,本文将参考他们的定义和维度。

2.6 道德反思

人们在实际生活中常常在思考自己的行为对或错,应该这样做或不该这样做,也就是心里存着着担忧或顾虑的道德反思。Reynolds (2008)认为道德反思则是指个体用道德来检讨和反思自己的日常经历;并将维度划分为单维。Babalola *et al.* (2019)认为道德反思是个人使用道德的方式来应对外部信息的程度,是有意识且自我操控的一种社会面的认知过程,促使个体在企业的道德行为,突出员工的自主想法和行为。薛希彤(2021)则认为道德反思是个体一种自我检验行为,它会影响人的道德评判,并改变个体的行为。基于对文献的研究梳理,Reynolds (2008)的定义和维度更易让人理解;因此,本文将参考此定义和维度。

2.7 绿色自我效能感与环保组织公民行为的关系

黄亮等人(2019)评述了个人的信念信心会对自身的绿色环保行为产生明显作用,个人的环境信念信心能激起自身对环境方面的承诺,进而促使个人产生环保组织公民行为。Kim *et al.* (2017)提到人格特质会对个人的感知、思维产生影响,并由此让个体激发环保行为。Chen *et al.* (2014)对绿色变革型领导与绿色绩效关系研究中证实了绿色自我效能感对绿色绩效起正向影响。彭清华等人(2022)研究得出了绿色自我效能感正向影响绿色行为,也就是绿色自我效能感高的员工能很自信地施展绿色环保行为和处

理环境相关问题，而低自我效能感的人则因信心不足或丧失信心而怀疑、害怕和焦虑等而减少绿色环保行为。基于以上分析，提出如下假设，绿色自我效能感对环保组织公民行为具有正向影响。

H1：绿色自我效能感对环保组织公民行为具有正向影响。

2.8 绿色自我效能感与绿色工作动机的关系

Warden (2013)构建了自我效能感、动机性努力和工作绩效的研究模型，并证实自我效能感正向影响动机性努力。王冰等人（2012）研究得出外部工作动机会降低他们的职业效能，但自我效能感会对工作动机会产生正向影响。邹瀚祖（2020）在对小微企业进行了研究时，证实自我效能感对工作动机起到了正向影响作用。康蓉等人（2020）则阐述了自我效能感能激发资源和内在动机等居多正向行为。Wang *et al.* (2021)研究了新冠期间人们对新冠的感知与绿色动机的关系，同样证实了绿色自我效能感对绿色动机具有正向影响关系。基于以上分析，提出如下假设，绿色自我效能感与绿色工作动机具有正向影响。

H2：绿色自我效能感与绿色工作动机具有正向影响。

2.9 绿色工作动机与环保组织公民行为的关系

Faraz *et al.* (2021)在研究中证实绿色内部动机对员工环保行为呈正向影响。Budzanowska and Tutko (2021)则分析和证明自主性控制动机对员工的私域和公域环保行为呈正向影响，控制性动机不会负向影响员工的私域和公域环保行为。黄亮等人（2019）研究得出员工的内在动机可以促使个人的绿色环保行为，但外部动机则对绿色环保行为的影响不明显。Sharpe *et al.* (2021)则研究了员工的绿色环保动机对环保组织公民行为和环境支持的关系，并得出这两项关系均呈正向影响。刘媛媛与李恩平（2022）验证了绿色工作动机对员工的绿色环保行为呈正向影响关系。基于以上分析，提出以下假设，绿色工作动机与环保组织公民行为具有正向影响。

H3：绿色工作动机与环保组织公民行为具有正向影响。

2.10 绿色工作动机在绿色自我效能感与环保组织公民行为之间的关系

Wang *et al.* (2021)研究证实绿色自我效能感与绿色动机呈正向影响。康蓉等人（2020）在探讨自我效能感、内在动机、价值观和工作绩效关系时阐述了自我效能感能激发资源和内在动机等居多正向行为。邹瀚祖（2020）则通过员工自我效能感、创造力和工作动机的研究，证实自我效能感对工作动机呈正向影响作用。王冰等人（2012）则研究得出自我效能感会对工作动机会产生正向影响。因此，我们推测绿色自我效能感与绿色工作动机具有正向影响。

Budzanowska and Tutko (2021)则证明自主性控制动机对员工环保行为呈正向影响，但控制性动机不会负向影响员工环保行为。Sharpe *et al.* (2021)证实绿色环保动机和环保行动呈正向影响。Faraz *et al.* (2021)以绿色内部动机作为中介研究了绿色公仆型领导对员工环保行为的关系，证明了他们呈正向影响关系。刘媛媛与李恩平（2022）通过对煤炭企业员工的绿色环保行为研究得出绿色工作动机对员工的绿色环保行为呈正向影响关系。因此，我们推测绿色工作动机对环保组织公民行为具有正向影响。

如上所述，我们推测绿色自我效能感对绿色工作动机具有正向影响，而绿色工作动机对环保组织公民行为也具有正向影响。因此，我们认为绿色工作动机在绿色自我效能感与环保组织公民行为之间具有中介作用。

H4：绿色工作动机在绿色自我效能感与环保组织公民行为之间具有中介作用。

2.11 道德反思在绿色工作动机与环保组织公民行为的关系

张娜等人（2021）打破常规，从道德决策理论入手，最终得出道德因素会影响员工的绿色环保行为。田虹与田佳卉（2021）基于认知情感加工理论，并结合道德因素

的影响，证明道德反思与环保组织公民行为呈正向影响关系。杨晓彤与周琼瑶（2020）基于情感事件理论，构建了道德反思及同理心对责任型领导与员工的绿色环保行为的研究模型，并证实道德反思对员工的绿色环保行为具有正向影响。因此，我们推测道德反思与环保组织公民行为具有正向影响。

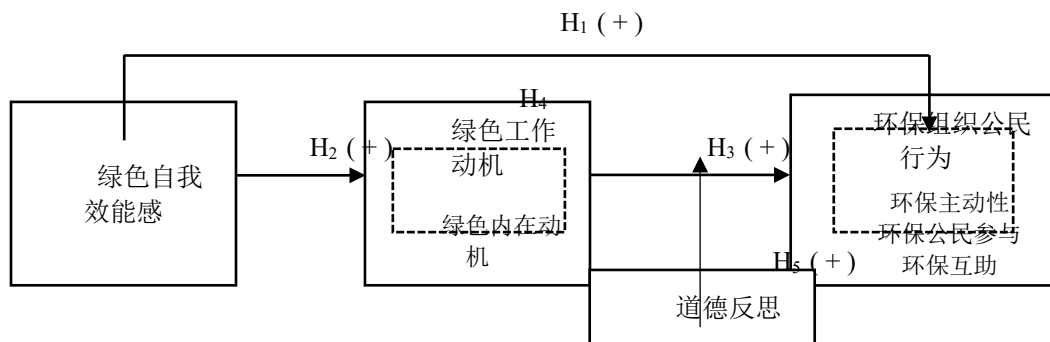
刘媛媛与李恩平（2022）通过对环境污染严重的煤炭企业员工的绿色环保行为研究，证实绿色工作动机对员工的绿色环保行为呈正向影响。Sharpe *et al.* (2021)则研究了员工的绿色环保动机对环保组织公民行为的关系，得出呈正向影响。Faraz *et al.* (2021)以绿色内部动机作为中介探讨了绿色公仆型领导与员工环保行为的关系，同样得出正向影响关系。因此，我们推测绿色工作动机对环保组织公民行为具有正向影响。

如上所述，我们推测道德反思与环保组织公民行为具有正向影响，而绿色工作动机对环保组织公民行为同样具有正向影响。因此，我们认为道德反思对绿色工作动机与环保组织公民行为具有正向调节作用。

H5：道德反思对绿色工作动机与环保组织公民行为具有正向调节作用。

根据以上阐述的理论基础和各变量之间的关系，构建如图 1 所示研究框架：

图 1
研究框架



资料来源：本研究整理

11. 研究方法

11.1 变量的操作性定义和测量

3.1.1 绿色自我效能感

本研究将绿色自我效能感的操作性定义为员工在企业计划和执行环境目标所需能力的信心。参考 Chen *et al.* (2014)的 6 题项成熟量表来测量绿色自我效能感，信度系数为 0.92，量表可靠。

3.1.2 绿色工作动机

本研究将绿色工作动机的操作性定义为员工依靠自身环保喜好自愿开展的环保行为，而企业与同事的认可或奖赏可进一步驱使自己的环保行为。参考 Li *et al.* (2020)划分的绿色内在工作动机和绿色外在工作动机二维的 11 题项成熟量表，其中绿色内在工作动机为 6 个衡量题项，信度系数为 0.87；绿色外在工作动机为 5 个衡量题项，信度系数为 0.75，量表可靠。

3.1.3 环保组织公民行为

本研究将环保组织公民行为的操作性定义为员工不以企业奖励为目的，自发自愿了解企业环境政策，从环境的角度思考问题，并乐意承担环境任务和帮助同事参与环保，有助于企业环境管理的行为。参考 Boiral and Paille (2012)划分的环保互助、环保公

民参与和环保主动性三维的 10 题项成熟量表，其中环保主动性为 3 个衡量题项，信度系数为 0.92；环保公民参与为 4 个衡量题项，信度系数为 0.90；环保互助为 3 个衡量题项，信度系数为 0.81，量表可靠。

3.1.4 道德反思

本研究将道德反思的操作性定义为员工在工作中从道德的角度对自己在任务执行过程中或者完成结果进行检查与反思。参考 Reynolds (2008)开发的道德反思 5 题项成熟量表，信度系数为 0.84，量表可靠。

3.2 研究母体与抽样方法

绿色环保涉及到各行各业，为了样本更具有广泛性，本研究将选择中国江苏、浙江、安徽、辽宁、福建和广东等省份民营企业员工作为主要抽样对象。考虑到时间和便利因素，将使用便利抽样法。参考张小玲等人（2022）数据具有代表性，问卷数量需为衡量题项的 5~10 倍，考虑 20%无效问卷，本研究总共衡量题项为 32 个，问卷数量不能低于 $32 \times 10 \times (1+20\%) = 384$ 份，此样本量范围属于“好”，但如样本量达到 500 份则为“非常好”；因此，预计发放 500 份问卷。将采用李克特 5 点量表。为了绿色环保，减少纸质调查问卷给环境带来的负面影响，并借助数字化时代的优势，将使用“问卷星”问卷系统通过网络发放问卷，100%进行线上调查；并通过问卷星系统对数据进行回收。

12. 研究结果

经过对数据进行整理分析，得到有效问卷 445 份，其中被调查人员以 31~40 岁已婚在民营/私人企业工作 10 年以上的基层员工为主。根据中国政府网于 2022 年 10 月 12 披露之信息，中国民营/私人企业在企业总量中占比达 93.3%，而企业人数占比以基层员工为主；因此，本次被调查之样本符合母体特征，并进行以下分析。

12.1 问卷信度分析

利用 SPSS26 进行信度分析，其中绿色自我效能感信度系数为 0.92；绿色内在工作动机为 0.92；绿色外在工作动机为 0.91；环保主动性为 0.87；环保公民参与为 0.89；环保互助为 0.88；道德反思为 0.90；即各变量的信度系数均大于 0.80，表明各量表的一致性和信度均较高，均可用于后续分析。

12.2 模型拟合度分析

如「表 1」所示模型拟合指标值，其中 $\chi^2/df < 3.00$ ；GFI, AGFI, CFI, NFI, IFI 均大于 0.90；RMSEA、SRMR 均小于 0.10。因此，表明该模拟结果优。

表 1

模型拟合指标

常用指标	χ^2	df	χ^2/df	GFI	AGFI	CFI	NFI	IFI	RMSEA	SRMR
判断标准	-	-	<3.00	>0.90	>0.90	>0.90	>0.90	>0.90	<0.10	<0.10
值	503.15	443	1.14	0.94	0.92	0.99	0.95	0.99	0.02	0.03
拟合结果	-	-	优	优	优	优	优	优	优	优

资料来源：本研究整理

12.3 假设检验

采用 SPSS26 对各假设进行回归分析，以性别、学历和职位作为 3 个控制变量，得出如「表 2」所示两两变量关系均成立之结果和「表 3」部分中介作用之结果与「表 4」具有调节作用之结果。

表 2
回归分析

回归分析	β 值	t 值	检验结果
H _{1a} : 绿色自我效能感对环保主动性	.38**	8.43	成立
H _{1b} : 绿色自我效能感对环保公民参与	.34**	7.54	成立
H _{1c} : 绿色自我效能感对环保互助	.37**	8.22	成立
H _{2a} : 绿色自我效能感对绿色内在工作动机	.43**	9.83	成立
H _{2b} : 绿色自我效能感对绿色外在工作动机	.32**	6.93	成立
H _{3a} : 绿色内在工作动机对环保主动性	.30**	6.65	成立
H _{3b} : 绿色内在工作动机对环保公民参与	.36**	8.01	成立
H _{3c} : 绿色内在工作动机对环保互助	.29**	6.32	成立
H _{3d} : 绿色外在工作动机对环保	.34**	7.42	成立
H _{3e} : 绿色外在工作动机对环保公民参与	.40**	9.10	成立
H _{3f} : 绿色外在工作动机对环保互助	.36**	8.00	成立

注: * $p < 0.05$ ** $p < 0.01$

资料来源: 本研究整理

表 3
中介作用检验

项	c 总效应	a	b	a*b 中介效应值	a*b (95% BootCI)	c' 直接效应	检验 结论
绿色自我效能感=> 绿色工作动机=>环 保组织公民行为	.38**	.37**	.43**	.16	.16 ~ .25	.23**	部分 中介

注: * $p < 0.05$ ** $p < 0.01$

资料来源: 本研究整理

表 4
调节作用检验

	环保组织公民行为								
	M27			M28			M29		
	β	t	VIF	β	t	VIF	β	t	VIF
性别	-.01	-0.12	1.01	-.01	-0.17	1.01	-.02	-0.52	1.01
学历	-.08	-1.97	1.10	-.07	-1.91	1.10	-.07	-1.71	1.10
职位	.03	0.76	1.10	.03	0.73	1.10	.03	0.82	1.10
绿色工作动机	.57**	14.55	1.01	.45**	10.78	1.26	.40**	9.57	1.33
道德反思				.27**	6.52	1.25	.26**	6.31	1.25
绿色工作动机* 道德反思							.19**	4.90	1.11
R^2		.33			.39			.42	
调整 R^2		.33			.38			.42	
F 值		54.76**			56.46**			53.52**	

注: * $p < 0.05$ ** $p < 0.01$

资料来源: 本研究整理

13. 研究结论与贡献

5.1 研究结论

经过研究分析, 证实绿色自我效能感越高的员工, 其环保组织公民行为表现越好。同时, 绿色自我效能感越高的员工, 越容易产生绿色工作动机; 而绿色工作动机越高

的员工，环保组织公民行为表现越突出。除此之外，绿色工作动机在绿色自我效能感与环保组织公民行为之间起部分中介作用；而道德反思在绿色工作动机与环保组织公民行为之间起正向调节作用。

5.2 研究贡献

理论上本研究创新性地从道德观的角度来探讨对员工环保组织公民行为的影响，并引入绿色工作动机作为中介进一步验证绿色自我效能感与环保组织公民行为的关系，充实了研究的范围，扩展了研究框架，也为后续研究搭建了桥梁。另外，对环保组织公民行为和绿色工作动机进行多维度分析，提供了更加精准和细分化的指导参考。除此之外，本研究关于绿色外在工作动机对环保组织公民行为的关系中得出与其他学者不一样的结论，证实呈正向影响作用，为后续研究者提供了参考依据。

实践上本研究为企业对员工环保组织公民行为的影响因素提供了参考指引，企业在日常工作中应该注重培养员工的绿色自我效能感和道德价值观，以提高员工的自信度和道德水平。同时，应加强对员工绿色外在工作动机的驱动或激励，如建立长期的激励机制，让员工保持稳定长久的绿色外在工作动机，增进环保组织公民行为的表现。除此之外，根据多维度的分析结果，可根据员工的不同状况，差异化、细分化培养和提高员工的环保行为，各个“击破”，有的放矢，进而让员工最大程度地帮助企业环保绩效和环保战略的达成。

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The Influence of E-commerce Platform Live Streaming Marketing on Consumer Attitudes

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Abstract

This paper analyzes the relationship between live streaming marketing behavior and consumer attitude on e-commerce platforms against the background of e-commerce live streaming mode. Using the ABC attitude theory model, referring to the relevant maturity scale, 414 valid questionnaires were screened out by questionnaire survey method, and the SPSS data statistical analysis software was used for empirical analysis, and it was verified that e-commerce live broadcast anchors and popularity, professionalism, interactivity, task-oriented interaction and relationship-oriented interaction had a positive and significant impact on consumers' cognition, emotion and behavioral attitude, respectively. According to the research conclusions, the above five aspects are used to put forward targeted suggestions for live streaming merchants to improve consumers' attitudes when watching live broadcasts.

Keywords: E-commerce platform; live marketing; Consumer attitudes

电商平台直播营销对消费者态度的影响研究

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摘要

本文以电商直播模式作为背景,分析电商平台直播营销行为和消费者态度关系。使用 ABC 态度理论模型,参考相关成熟量表,通过问卷调查法筛选出 414 份有效问卷,利用 SPSS 数据统计分析软件进行实证分析,验证得出电商直播主播的知名度、专业性、互动性、任务导向型互动方式、关系导向型互动方式均分别对消费者认知、情感、行为态度有正向显著影响。根据研究结论以 5 个方面分别对直播商家提出关于提高消费者观看直播时态度的针对性建议。

关键词: 电商平台; 直播营销; 消费者态度

引言

随着中国经济高速发展,现代化水平不断提高。智能手机等可携式终端的普及,使得人们在日常生活中可以随时看到网络直播。电商直播发展势如破竹,对于经济发展起到一定作用,目前很多电商平台比如天猫、淘宝、京东等纷纷开通直播专栏,很多明星也参与到直播带货中。在电商直播模式下,消费者又多了一个购物选择的渠道。消费者观看真人直播,会产生类似和真人交往的亲切感,从而建立情感性链接(刘凤君等人,2020)。Mesch and Talmud(2006)认为这种类似社会交往的情感是由多因素构成,包含彼此感觉亲近的程度、亲密与信任。消费者观看直播过程中,直播营销的信息源特性可以影响对消费者的说服效果,并通过心理内化、心理顺从和心理认同作用于消费者的态度(Kelman,1961)。消费者态度包含认知成分、情感成分和行为成分(Freedman,1984)。在电商直播营销中,及时获取消费者对直播营销时的态度,对直播商家非常重要,了解消费者对直播时的态度,可以让商家对直播及时做出改变,吸引

更多消费者参观。

本文主要探讨以下问题：（1）电商平台直播方式能够影响消费者态度的营销行为有哪些？（2）电商平台采取的各种营销方式在影响消费者态度时存在哪些差异？研究范围是以观看过抖音短视频平台食品类直播的用户为研究对象。

当下直播营销是一种新兴的营销方式，目前中国对直播营销领域的研究相对较少，本文引入消费者态度理论，将其与消费者认知、情感、行为态度之间的关系进行分析，分析电商主播特性、主播与观看者的互动方式对消费者认知、情感、行为态度产生的影响。新与旧的结合，题目较新颖，一定程度扩展了直播营销的研究领域，并且本文的研究结果可以对直播商家起到借鉴的作用。

文献综述

1. 消费者态度理论相关研究

（1）态度相关研究

Allport(1935)将态度定义为是对于对象或价值的赞成和反对的情感程度。他主张人们运用历史经验确定自我的环境反应状态，认为态度是心理、神经筹备状态的表现。Krech(1962)立足认知派理论的主张，认为态度是个人对自己生活世界中某些现象的动机过程、情感过程、知觉过程的持久组织。Freedman(1984)提出，态度对任何给定的客观对象、思想或人，都是具有认知的成分、表达情感的成分和行为倾向的持久体系。Hawkins *et al.*(1980)对态度作出的定义是个人对某些事物或想法长期持有的好与坏的认知评价、情感感受和行为倾向，即认为态度是认知成分、情感成分和行为成分的综合体。刘京林（1999）在其著作中对态度进行解释，他认为认知因素是指个人对情境以及事物的认知、理解，带有评价意义的叙述，并不涉及个人主观的情感。

（2）态度模型

Rosenberg *et al.* (1960)提出 ABC 态度模型(又名三元态度模型)，通过三维的心理过程说明消费者态度的形成。模型分为三个成分，分别是认知(Cognition)、感情(Affect)和行为(Behavior)。ABC 态度模型通过认知、感情和行为三个维度相互影响。三者共同构成态度，整体协调一致，相互影响才最终可以形成一个稳定的心理倾向，他们的关系是非线性关系，其中一个成分发生变化都可能引起另一个或两个成分的变化。

2. 直播营销行为对消费者态度影响相关文献

吴娜等人（2020）从主播与消费者的沟通风格角度分析消费者购买行为，认为主播与消费者的沟通风格相似会增强消费者购买意愿。主播与消费者沟通风格相似会提升主播吸引力，而人际吸引力会影响人们之间的认知和情感反应。根据上述，主播与消费者的沟通风格相似性和认知、情感存在间接联系。

冯馨瑶与靖鸣（2020）认为消费者在直播营销中增加互动，可以提升消费者自身认知，从而形成情感基础。她依据埃米尔的仪式互动论指出：每个个体的自我认同都在不断的社会互动中形成的。她认为消费者在直播中和主播或其他消费者发送弹幕等实时聊天，可以通过这种互动和他们有认知上的表达交流，进而产生一种共有的情绪，影响着他们情感，通过网络的传播又会影响更多消费者的认知和态度。

陈春琴（2019）总结直播营销中的特点，她认为网红直播营销具有很强的互动性，可以根据消费者的喜好和建议及时作出更改。并且网红拥有强大的话题创造能力，和消费者进行互动的同时可以了解消费者想法、认知，做出迎合大众的举措，形成良好直播营销氛围，让消费者沉浸在里面，产生情绪价值，进而购买行为意向。

李艺滨等人（2018）认为直播内容和主播魅力会对消费者行为有显著影响。通过直播的方式丰富消费者获取信息的途径，增加对产品的信息的更全面认知，直播的实时动态展示讲解产品，让消费者对接主播产生信赖。以及直播中互动的优惠活动形式多

样，比如限时抢购、促销活动等，增强了价格影响，通过这些使消费者获得好的情感体验，从而影响消费者购买决策行为。

综上所述，分析电商直播营销对消费者态度的影响，一部分是介绍主播的身份属性、沟通风格、吸引力、互动性、知名度、可信度等特点，说明主播所具备的特性对消费者态度产生积极影响。另一部分是介绍主播和观看者的不同互动方式对态度产生的积极影响。因此，本文将直播营销划分为两个部分：电商直播主播特性、主播与观看者互动方式。分别研究和消费者态度之间的关系。电商直播主播特性在本文指主播在直播中具备的相关特点属性。主播与观看者的互动方式在本文指主播在直播中和观看者进行互动采取的相关方式类型。

本文将电商直播主播特性分为知名度、专业性、互动性三个维度。对不同维度下的主播特性对消费者态度的影响进行研究。结合本次研究对象以及研究变量的实际情况，本文对知名度、专业性、互动性做出以下定义：

- (1) 知名度：电商直播主播被观看者知晓、了解的程度。
- (2) 专业性：电商直播主播具备的产品专业知识的特性。
- (3) 互动性：电商直播主播与观看者通过互动表达他们的需求和欲望。

本文将主播与观看者的互动方式分为任务导向和关系导向两类。对不同类型下的互动方式对消费者态度的影响进行研究。结合本次研究对象以及研究变量的实际情况，本文对任务导向型互动、关系导向型互动做出以下定义：

- (1) 任务导向型互动：主播以营销任务为导向和观看者进行的互动。
- (2) 关系导向型互动：主播以观看者为导向进行的关系维护的互动。

3. 研究假设及框架图

本文主要研究电商平台直播营销对消费者态度的影响，采用ABC态度模型理论，将消费者态度分为认知态度、情感态度和行为态度。具体假设如下：

方超（2018）认为电商网络主播的知名度和专业性会对消费者态度产生影响，电商网络主播的知名度对消费者态度的认知性态度、情感性态度、行为倾向性态度均产生正向影响。杨荣等人（2021）认为主播的知名度对消费者购买意愿在认知上有较好的解释力，对消费者购买意愿行为有显著影响。

根据以上文献分析，提出以下研究假设：

- H1a 电商主播的知名度对消费者的认知有正向影响
- H1b 电商主播的知名度对消费者的情感有正向影响
- H1c 电商主播的知名度对消费者的行为有正向影响

杨荣等人（2021）认为主播的专业性对消费者购买意愿在认知上有较好的解释力，对消费者购买意愿行为有显著影响。王津蕊等人（2022）认为主播的专业性对消费者信任情感具有正向影响。

根据以上文献分析，提出以下研究假设：

- H2a 电商主播的专业性对消费者的认知有正向影响
- H2b 电商主播的专业性对消费者的情感有正向影响
- H2c 电商主播的专业性对消费者的行为有正向影响

姜佳奇（2019）从购买决策角度出发，认为在网红直播营销过程中其个人魅力和高度互动性会正向影响消费者认知、情感态度。并且消费者的认知、情感态度会正向影响消费者的购买决策行为。赵雪丽（2017）认为电商网红与粉丝交流互动程度与消费者对该网红推荐的产品认知、情感、购买意愿有正向相关关系。

根据以上文献分析，提出以下研究假设：

- H3a 电商主播的互动性对消费者的认知有正向影响

H3b 电商主播的互动性对消费者的情感有正向影响

H3c 电商主播的互动性对消费者的行为有正向影响

郑兴（2019）提出消费者观看电商直播，关系导向型互动和任务导向型互动均对消费者情感的专注与愉悦有显著正向影响，进而对消费者冲动性购买行为有正向影响。范钧等人（2021）认为主播的互动方式影响观看者的认知和情感，从而对观看者行为产生影响。任务导向型互动、关系导向型互动方式均对观看者的认知、情感有正向影响，进而对观看者的行为起到正向影响作用。

根据以上文献，提出以下研究假设：

H4a 关系导向互动对消费者的认知有正向影响

H4b 关系导向互动对消费者的情感有正向影响

H4c 关系导向互动对消费者的行为有正向影响

H5a 任务导向互动对消费者的认知有正向影响

H5b 任务导向互动对消费者的情感有正向影响

H5c 任务导向互动对消费者的行为有正向影响

研究方法与设计

据研究假设，使用定量研究方法。首先确定研究总体和样本，通过调查问卷研究方法进行数据收集，最后使用相关数据统计方法对数据进行研究分析，检验样本数据的整体情况。本研究的对象为观看过抖音直播食品类的消费者群体。选取的研究样本为 400 人。选用简单随机抽样方法。通过参考前人已经开发出来的相关调查问卷，从多份现成的调查问卷中抽取部分题项，结合本文研究对象进行修改，最后组成自己的调查问卷。根据国内外成熟量表，本文使用李克特量表测量消费者反映的态度。根据本文研究内容，本次调查问卷主要包括以下三部分：

第一部分是对样本进行甄别，检验调查对象是否观看过抖音食品类直播，只有观看过这一类型才可以继续作答，否则该样本不属于本研究对象。第二部分是对电商直播主播的知名度、专业性、互动性和主播与观看者的任务型互动方式、关系型互动方式，对消费者态度的认知、情感、行为之间关系的具体测量题项，这是本次问卷的主要部分，共设有 32 个问题。采用李克特量表的测量方式。第三部分是对调查对象进行基本信息的收集，其中包括调查对象的性别、年龄、学历、职业、收入以及所在城市等级。

研究结果分析

本文的研究目的是分析电商平台直播营销行为是否影响消费者态度，并且分析对消费者态度产生影响的差异，总结归纳后为电商平台直播商家提出相关营销建议。本文的研究对象为观看过抖音平台食品类的消费者群体，使用问卷星平台发放问卷，共计发放 450 份问卷，回收 420 份，问卷回收率为 93.3%，剔除 6 份无效问卷后问卷有效率为 92%。本章对收到的有效问卷进行数据分析与汇总，分别进行描述性统计分析、信效度分析，相关分析以及回归分析，对研究假设分别进行验证。

1. 描述性统计分析

根据样本分布情况，性别、最高学历、职业来看、月收入、观看时长、所在城市等级均符合实际，样本总体分布合理。各个变量的总体描述性分析如下：题项有效样本数均为 414，最小值为 1，即非常不同意，最大值为 5，即非常同意；各题项的均值在 3.83-4.04 之间波动，即问题的回答集中趋势介于不一定与同意之间；标准差在 0.607-0.838 之间波动；方差在 0.368-0.703 之间波动，即样本波动较平缓；偏度的绝对值在 0.458-0.904；峰度的绝对值在 0.121-0.1443，均处于合理范围，符合正态分布。

2. 信效度分析

样本被测量的 Cronbach's Alpha 值均在 0.7 以上, 说明各个变量的信度较好, 其中知名度的信度相对较低, 总体基本满足实验标准。各变量的问设置合理, 具有较好的一致性。问卷总体 KMO 值为 0.950, 大于 0.9, 巴特利特球形度检验显著性 <0.05 , 说明适合做因子分析, 问卷效度较高。

3. 相关性分析

相关性分析主要分析研究变量之间的相关性, 采用 Pearson 相关系数分析法对样本各个变量进行相关性检验。根据数据分析结果, 可以看出各个变量的相关系数介于 0.359-0.896 之间, 各变量的相关性较好, 均属于正相关关系, 并且均在 0.01 的显著水平上。

电商直播主播的知名度与消费者认知、情感、行为态度的相关系数分别为 0.466、0.444、0.447, 并且均在 0.01 的显著水平上, 初步证明假设 H1a、H1b、H1c 成立。专业性与消费者认知、情感、行为态度的相关系数分别为 0.424、0.400、0.386, 并且均在 0.01 的显著水平上, 初步证明假设 H2a、H2b、H2c 成立。互动性与消费者认知、情感、行为态度的相关系数分别为 0.418、0.359、0.388, 并且均在 0.01 的显著水平上, 初步证明假设 H3a、H3b、H3c 成立。任务导向型互动与消费者认知、情感、行为态度的相关系数分别为 0.411、0.398、0.402, 并且均在 0.01 的显著水平上, 初步证明假设 H4a、H4b、H4c 成立。关系导向型互动与消费者认知、情感、行为态度的相关系数分别为 0.811、0.796、0.803, 并且均在 0.01 的显著水平上, 初步证明假设 H5a、H5b、H5c 成立。

4. 回归分析

根据相关分析结果, 电商直播主播特性和与观看者互动方式对消费者态度有显著的相关关系, 因此可以继续做回归分析。本研究使用 SPSS25.0 统计软件对电商直播营销行为 5 个维度分别与消费者态度进行回归分析。电商直播主播的知名度、专业性、互动性、任务导向性、关系导向型为自变量, 消费者认知、情感、行为态度为因变量。

(1) 电商直播主播特性对消费者认知态度, 数据分析结果如表 1 所示。

表 1
回归分析结果

模型		未标准化系数		标准化系数	t	显著性	共线性统计	
		B	标准错误	Beta			容差	VIF
1	(常量)	1.671	0.211		7.908	0.000		
	知名度	0.565	0.053	0.466	10.697	0.000	1.000	1.000
2	(常量)	2.386	0.163		14.616	0.000		
	专业性	0.391	0.041	0.424	9.502	0.000	1.000	1.000
3	(常量)	2.356	0.169		13.912	0.000		
	互动性	0.399	0.043	0.418	9.327	0.000	1.000	1.000

资料来源: 根据 SPSS 输出结果整理得出

知名度的回归系数为 0.565, t 值为 10.697, P 值 <0.001 , 对消费者认知态度有显著的正向作用。因此, 假设 H1a 成立。专业性的回归系数为 0.391, t 值为 9.502, P 值 <0.001 , 对消费者认知态度有显著的正向作用。因此, 假设 H2a 成立。互动性的回归系数为 0.399, t 值为 9.327, P 值 <0.001 , 对消费者认知态度有显著的正向作用。因此, 假设 H3a 成立。可建立回归分析方程:

电商直播主播的知名度=1.671+0.565x 消费者认知态度

电商直播主播的专业性=2.386+0.391x 消费者认知态度

电商直播主播的互动性=2.356+0.399x 消费者认知态度

(2) 电商直播主播特性对消费者情感态度, 数据分析结果如表 2 所示。

表 2
回归分析结果

模型		未标准化系数		标准化系数	<i>t</i>	显著性	共线性统计	
		B	标准错误	Beta			容差	VIF
1	(常量)	1.748	0.216		8.090	0.000		
	知名度	0.543	0.054	0.444	10.049	0.000	1.000	1.000
2	(常量)	2.446	0.167		14.671	0.000		
	专业性	0.372	0.042	0.400	8.871	0.000	1.000	1.000
3	(常量)	2.551	0.176		14.527	0.000		
	互动性	0.346	0.044	0.359	7.802	0.000	1.000	1.000

资料来源: 根据 SPSS 输出结果整理得出

根据表 2 可以看出, 知名度的回归系数为 0.543, *t* 值为 10.049, *P* 值<0.001, 对消费者情感态度有显著的正向作用。因此, 假设 H1b 成立。专业性的回归系数为 0.372, *t* 值为 8.871, *P* 值<0.001, 对消费者情感态度有显著的正向作用。因此, 假设 H2b 成立。互动性的回归系数为 0.346, *t* 值为 7.802, *P* 值<0.001, 对消费者情感态度有显著的正向作用。因此, 假设 H3b 成立。可建立回归分析方程:

电商直播主播的知名度=1.748+0.543x 消费者情感态度

电商直播主播的专业性=2.446+0.372x 消费者情感态度

电商直播主播的互动性=2.551+0.346x 消费者情感态度

(3) 电商直播主播特性对消费者行为态度, 数据分析结果如表 3 所示。

表 3
回归分析结果

模型		未标准化系数		标准化系数	<i>t</i>	显著性	共线性统计	
		B	标准错误	Beta			容差	VIF
1	(常量)	1.797	0.215		8.346	0.000		
	知名度	0.546	0.054	0.447	10.137	0.000	1.000	1.000
2	(常量)	2.560	0.167		15.284	0.000		
	专业性	0.358	0.042	0.386	8.496	0.000	1.000	1.000
3	(常量)	2.501	0.173		14.460	0.000		
	互动性	0.374	0.044	0.388	8.558	0.000	1.000	1.000

资料来源: 根据 SPSS 输出结果整理得出

根据表 3 可以看出, 知名度的回归系数为 0.546, *t* 值为 10.137, *P* 值<0.001, 对消费者行为态度有显著的正向作用。因此, 假设 H1c 成立。专业性的回归系数为 0.358, *t* 值为 8.496, *P* 值<0.001, 对消费者行为态度有显著的正向作用。因此, 假设 H2c 成立。互动性的回归系数为 0.374, *t* 值为 8.558, *P* 值<0.001, 对消费者行为态度有显著的正向作用。因此, 假设 H3c 成立。可建立回归分析方程:

电商直播主播的知名度=1.797+0.546x 消费者行为态度

电商直播主播的专业性=2.560+0.358x 消费者行为态度

电商直播主播的互动性=2.501+0.374x 消费者行为态度

(4) 与观看者的互动方式对消费者认知态度, 数据分析结果如表 4 所示。

表 4

回归分析结果

模型	未标准化系数		标准化系数	<i>t</i>	显著性	共线性统计	
	B	标准错误	Beta			容差	VIF
1	(常量)	2.358	0.172		13.693	0.000	
	任务导向型	0.397	0.043	0.411	9.153	0.000	1.000 1.000
2	(常量)	0.139	0.136		1.025	0.306	
	关系导向型	0.964	0.034	0.811	28.094	0.000	1.000 1.000

资料来源：根据 SPSS 输出结果整理得出

根据表 4 可以看出，任务导向型互动的回归系数为 0.397，*t* 值为 9.153，*P* 值<0.001，对消费者认知态度有显著的正向作用。因此，假设 H4a 成立。关系导向型互动的回归系数为 0.964，*t* 值为 28.094，*P* 值<0.001，对消费者认知态度有显著的正向作用。因此，假设 H5a 成立。可建立回归分析方程：

任务导向型互动=2.358+0.397x 消费者认知态度

关系导向型互动=0.139+0.964x 消费者认知态度

(5) 与观看者的互动方式对消费者情感态度，数据分析结果如表 5 所示。

表 5

回归分析结果

模型	未标准化系数		标准化系数	<i>t</i>	显著性	共线性统计	
	B	标准错误	Beta			容差	VIF
1	(常量)	2.383	0.175		13.617	0.000	
	任务导向型	0.388	0.044	0.398	8.806	0.000	1.000 1.000
2	(常量)	0.159	0.141		1.122	0.263	
	关系导向型	0.957	0.036	0.796	26.738	0.000	1.000 1.000

资料来源：根据 SPSS 输出结果整理得出

根据表 5 可以看出，任务导向型互动的回归系数为 0.388，*t* 值为 8.806，*P* 值<0.001，对消费者情感态度有显著的正向作用。因此，假设 H4b 成立。关系导向型互动的回归系数为 0.957，*t* 值为 26.738，*P* 值<0.001，对消费者情感态度有显著的正向作用。因此，假设 H5b 成立。可建立回归分析方程：

任务导向型互动=2.383+0.388x 消费者情感态度

关系导向型互动=0.159+0.957x 消费者情感态度

(6) 与观看者的互动方式对消费者行为态度，数据分析结果如表 6 所示。

表 6

回归分析结果

模型	未标准化系数		标准化系数	<i>t</i>	显著性	共线性统计	
	B	标准错误	Beta			容差	VIF
1	(常量)	2.429	0.174		13.939	0.000	
	任务导向型	0.392	0.044	0.402	8.916	0.000	1.000 1.000
2	(常量)	0.197	0.139		1.416	0.158	
	关系导向型	0.962	0.035	0.803	27.303	0.000	1.000 1.000

资料来源：根据 SPSS 输出结果整理得出

根据表 6 可以看出，任务导向型互动的回归系数为 0.392，*t* 值为 8.916，*P* 值 < 0.001，对消费者行为态度有显著的正向作用。因此，假设 H4c 成立。关系导向型互动的回归系数为 0.962，*t* 值为 27.303，*P* 值 < 0.001，对消费者行为态度有显著的正向作用。因此，假设 H5c 成立。可建立回归分析方程：

任务导向型互动 = 2.429 + 0.392x 消费者行为态度

关系导向型互动 = 0.197 + 0.962x 消费者行为态度

研究发现、结论与建议

本次研究的目的是对电商平台直播方式对消费者态度的影响因素分析，本章分别从研究发现、结论以及建议三个方面进行说明。

1. 研究发现

电商直播主播知名度、专业性、互动性分别显著正向影响消费者认知、情感、行为态度。电商直播主播与观看者的任务型互动方式、关系型互动方式分别显著正向影响消费者认知、情感、行为态度。

2. 研究结论

本文以电商平台为背景，基于消费者态度 ABC 模型，研究电商平台直播营销对消费者态度的影响。本文将直播营销划分为电商直播主播的特性和主播与观看者的互动方式，其中电商直播主播特性又分为知名度、专业性和互动性三个维度，主播与观看者的互动方式分为任务导向型互动和关系导向型互动两个维度。根据消费者态度 ABC 模型可知，消费者态度分为认知、情感和行为态度三个变量。并参考前人成熟量表，结合本文研究背景，制作出新量表，其中包含 8 个变量、32 个测量题项。通过 SPSS 数据统计软件，证明了电商平台直播营销行为对消费者态度有正向影响。

3. 研究建议

(1) 电商主播的知名度越高，吸引消费者参观直播的数量就越多。因此，首先可以选择知名度高的主播进行直播，或者在某一领域人气高的主播，可以利用高人气吸引其粉丝或者关注者参与直播，促使消费者购买产品。其次可以选择来自普通人群的专家或者博主，与人气高的主播相比，这类人群在自己领域有更专业的看法，可以使消费者更加信任他们，做出消费行为。

(2) 电商主播的专业性高，可以让消费者快速得到产品的有效信息，给消费者提供性价比较高的产品。因此，主播需要提升自己的专业技能，将营销的产品信息尽可能多的了解，培养相关领域产品的知识储备；同时需要关注产品的更新迭代等产品动

态，最好对推荐的产品有使用经验，并且可以和同类型产品进行对比，这样可以更熟悉产品的优劣势，解答消费者的各方面问题，让消费者更直观全面的了解产品，解除对产品的疑虑。

(3) 电商平台直播营销和传统电商最明显的区别在于主播可以实时互动，这也是吸引消费者观看的原因之一。因此，首先需要主播对产品进行专业的讲解介绍；其次需要关注评论区消费者的反馈和互动，根据消费者提出的问题进行及时解答，或者根据消费者的要求进行产品细节的耐心展示；最后主播可以通过其他方式和消费者进行互动，比如参与福袋、发放优惠券、抽幸运观众等来吸引消费者参与，并且可以在适当时间提醒消费者关注直播间、亮粉丝灯牌、参与评论等，这样可以增加直播粉丝数量，有效提升消费的参与。

(4) 在直播中，可以适当增加一些任务型的互动方式，比如关注直播间，亮粉丝灯牌等，使观看者参与到直播中，引导观看者积极的体验，增强与观看者的粘性，促进消费。主播也需要及时做出反应，比如“感谢某某的关注”“感谢某某的粉丝灯牌”等，增强直播活跃的氛围，激发观看者的积极认知和情感体验，提升消费者购买行为。

(5) 根据研究结果，关系导向型互动对消费者态度影响最大，因此，在直播中增加关系导向型互动非常有必要。关系导向型互动是为了和消费者建立长期友好的关系，主播可以分享热点话题或者分享自身有趣事情来吸引消费者观看，以此增加与观看者的距离。并且需要提高主播的服务质量，让观看者享受直播营销过程，提升观看者的情感，激发观看直播时的认知和情感，促使行为的产生。

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Research on the Effect of Workplace Pleasure on Job Reshaping: The Mediating Effect of Job Exuberance

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Abstract

It is particularly important for the construction of teachers in Guizhou to find ways to promote the overall improvement of Guizhou's education level. Job remodeling is a positive and proactive behavior that teachers can change according to new environmental changes and combine themselves. There is a strong connection between teacher behavior and the environment, and the individual's heart. Therefore, this study takes teachers in Guizhou as the research object to explore the relationship among workplace fun, work exuberance, and job reshaping. And by distributing 450 questionnaires for empirical analysis, the analysis results show that: (1) teachers' workplace fun has a positive impact on job reshaping; (2) workplace fun has a positive impact on work exuberance; (3) teachers' work The sense of exuberance has a positive impact on job remodeling; (4) Teachers' job exuberance has a mediating relationship between workplace fun and job remodeling.

Keywords: Workplace Fun, Thriving at Work, Job Crafting

工作场所乐趣对工作重塑的影响研究：工作旺盛感的中介作用

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摘要

寻求办法促进贵州教育水平整体提升，对于贵州教师的建设尤为重要。工作重塑是教师能够根据新的环境变化，结合自身，进行改变的积极性主动行为。而教师行为与环境，个人心里有极强的关联。因此，本研究以贵州教师为研究对象，探究工作场所乐趣、工作旺盛感、工作重塑之间的关系。并通过发放450份问卷进行实证分析，分析结果显示：（1）教师工作场所乐趣对工作重塑产生正向影响；（2）工作场所乐趣对工作旺盛感产生正向影响；（3）教师工作旺盛感对工作重塑产生正向影响；（4）教师工作旺盛感在工作场所乐趣与工作重塑之间具有中介关系。

关键词：工作场所乐趣、工作旺盛感、工作重塑

1 绪论

1.1 引言

对贵州来讲，发展不足、质量不高仍然是社会主要矛盾的主要方面。寻求贵州策略、贵州办法促进教育水平整体提升，对于贵州教师的建设尤为重要。而对于贵州教师培养难点在于教师在参与培训的过程中，往往是被动的参与，导致其参与的积极性不高，反思性意识不强。教师专业成长的目的是为了获得向善的人格和自我完善，只

有做到真正意义上的内发自主的自我主动性，才能激起教师个体的内发性意识、创造性意识和实践性意识（任胜洪、黄欢，2019）。由此可见解决贵州教师发展，需要解决贵州教师对于接受新事物的态度和进程，适应环境的变化，激起教师个体的主体性意识，积极主动性，养成自主反思的习惯。

教师的工作重塑是教师对工作自发地做出改变以达到人-职匹配的职业行为。通过工作重塑，教师可以通过主动的自我价值驱动和自我引导来对教师改变角色、自我创新教学方式等。而应对这些要求的一个重要途径就是需要教师进行工作重塑（赵鹤宾，2021）。齐亚静与伍新春（2016）认为，工作重塑是教师能够根据新的环境变化，结合自身，进行改变，适应环境的积极性主动行为。综上所述以工作重塑为本研究自变量，研究探讨影响提高教师工作重塑，从而提高贵州教师接受新事物的态度和进程，来达到提高教学质量的结果，具有重要的意义。

白正月（2022）的研究认为工作场所乐趣是组织为个体所创设的愉快条件，员工在享受工作场所乐趣时与其他人的交流也会变得频繁，从组织和其他同事那里获取的资源也就会变得更多，这就支持了员工的改变，因而员工更可能做出工作重塑行为。倪旭东与曾子宁（2022）的对于工作场所乐趣对员工创造力的影响：工作重塑和工作旺盛感的链式中介作用的研究当中从资源视角，认为工作场所乐趣可以通过乐趣活动、同事社交和管理者支持乐趣得以体现，有助于员工从任务、关系和任职方面来调整自己的工作（工作重塑）。

工作旺盛感反映了个体在工作中充满活力和学习感的心理状态。工作场所乐趣可以增加同事之间的互动和积极联系，增强彼此的合作与信任，从而增强职场友谊（Spreitzer et al. 2005）。Spreitzer et al. (2005)在工作旺盛感的社会嵌入模型中提出，良好的关系会给个体带来知识和积极情感资源，帮助个体进行信息交流，促进个体的主动工作行为，从而提升工作旺盛感。Sonnentag (2003)认为，工作场所乐趣可以帮助个体获得恢复体验，从而释放压力、缓解疲惫，在工作中恢复活力。管理者对乐趣的支持能够促进员工的自我学习提高工作旺盛感（倪旭东、曾子宁，2022）。

工作旺盛感有助于提高效率和适应性，工作旺盛的员工往往能够通过各种方式学习技能和有效的工作方法。当个体在工作中学习时，增强个体的自我效能感，从而驱动创造性的行为。而活力确保员工在精神和身体上保持活跃，可以促使个体有更多的精力和动力去研究和实施新的工作流程。Spreitzer et al. (2005)的社会嵌入模型指出，知识、意义感、积极情感和关系这些资源是工作旺盛感的积极推动者，个体可以通过认知重塑，增加对工作目的和意义的感知，了解自身工作所创造的价值，从而产生更多活力和自主学习的内在动机。

从工作场所乐趣、工作重塑、工作旺盛感变量之间的研究对于教师的研究较为缺少（张珂等人，2020），对于贵州教师的研究尤为稀少，因此，本研究以贵州教师为研究对象，探究工作场所乐趣、工作重塑、工作旺盛感之间的关系，为贵州教师能够结合自己的教学实际进行自我创新和改变，来达到提高教学质量的结果，提供参考意见，同时为进一步提高中学教师工作重塑提供新方向。同时尝试将研究三个变量之间的关系及其内在的影响机制，为丰富中学教师工作重塑影响机制作进一步丰富拓展，为今后开展贵州中学教师以及中学教师工作重塑研究提供理论依据。

1.2 研究意义

1.2.1 理论意义

以往对于教师工作重塑的研究大多从而工作要求与工作资源两个方面对工作重塑进行研究，即个体为实现满足平衡工作要求与工作资源的需求，根据其自身能力、技能、偏好的实际情况对行为做出的主动改变，使得与工作相适应。其中包括四个方式：

(1)增加结构性工作资源,如抓住工作机遇、发展机会和工作主动权;(2)增加社会性工作资源,如得到上级支持或积极反馈(3)增加挑战性工作要求,如承受高压环境与时间压力;(4)减少阻碍性工作要求,如降低工作负荷或角色模糊等(倪旭东、曾子宁,2022)。

如教师的自我认知,如价值观,认知性,职业成长,职业的挑战性,工作资源,而对于教师工作场所的资源的研究较少(李虎林、唐宽晓,2022),在工作场所乐趣、工作重塑、工作旺盛感变量之间的研究较少主要集中在企业员工(倪旭东、曾子宁,2022;)对于教师的研究较为缺少(张珂等人,2020)而对于研究贵州教师的研究更加稀少,对于贵州教师的研究较为薄弱。

因此,本研究以贵州教师为研究对象,探究工作场所乐趣、工作重塑、工作旺盛感之间的关系,同时尝试将研究三个变量之间的关系及其内在的影响机制,为丰富中学教师工作重塑影响机制作进一步丰富拓展,为今后开展贵州中学教师以及中学教师工作重塑研究提供理论依据。

1.2.2 实践意义

工作场所乐趣、工作重塑、工作旺盛感变量之间的研究较少主要集中在企业员工(倪旭东、曾子宁,2022)对于教师的研究较为缺少(张珂等人,2020),而对于研究贵州教师的研究更加稀少,对于贵州教师的研究较为薄弱。

因此,本研究以贵州教师为研究对象,探究工作场所乐趣、工作重塑、工作旺盛感之间的关系,通过提高贵州中学教师工作场所乐趣的支持,来提高教师的工作旺盛感,从而使贵州中学教师工作重塑能力得到提升。以此达到解决贵州中学教师建设与发展的问題。通过本研究,对教育机构如何提高教师的工作重塑能力,进而提高教学水平,培养高质量学生提供一定的指导意见。

2 文献综述

2.1 工作场所乐趣

Ford et al.(2003)认为工作场所乐趣是能够“有意识的鼓励、启发和支持一系列能对个体和组织的态度和生产率产生积极影响的令人愉悦的活动” Mcdowell(2004)认为工作场所乐趣是“参与那些不一定和工作相关,但令人愉快且有趣的玩乐性活动”。Fluegge(2008)认为工作中的乐趣是具有玩乐或幽默等特点,能够为个体提供消遣、享受和快乐的活动。门志芳(2013)认为工作场所乐趣是能使人们快乐并且提升生产率的一种工作环境。蔡礼彬与宋莉(2016)认为工作场所乐趣为在工作环境中通过参与工作相关活动和非工作相关活动而感受到的快乐、愉悦和趣味性,使得工作对员工产生持续吸引。刘诗瑜(2013)认为工作场所乐趣指能够在工作中给员工带来愉悦的心情的事,通常表现为把幽默和欢乐等。

2.2 工作重塑

Wrzesniewski and Dutton(2001)提出员工工作重塑是一种以获得对工作角色的认同为目的,对自己的工作进行主动的建构的过程。Ghitulescu(2007)将工作重塑定义为把个人的任务概念化,为完成任务而与工作人员建立关系,认为自己所担任的职务有重要的意义。Parker and Ohly(2008)则将把工作重塑定义为通过选定任务的优先级、协商不同的任务以及调整个人在执行任务或工作时的工作配额来主动改变工作。

2.3 工作旺盛感

Spreitzer et al.(2005)将工作旺盛感定义为员工在工作中所体验到的一种积极的心理状态,其特征是活力和学习的共同感觉。Niessen et al.(2012)从动态视角发现工作旺盛感反映个体持续的发展和变化,而不是在某一领域获得完善的静止状态。魏华飞与汪章(2019)认为工作旺盛感具有一种适应功能,可以帮助个体适应工作环境,从而促

进个体的成长发展。

2.4 变量间的相关研究

2.4.1 工作场所乐趣与工作重塑的关系

白正月(2022)的研究认为工作场所乐趣是组织为个体所创设的愉快条件,员工在享受工作场所乐趣时与其他人的交流也会变得频繁,从组织和其他同事那里获取的资源也就会变得更多,这就支持了员工的改变,因而员工更可能做出工作重塑行为。工作场所乐趣,一方面,员工的精神需求的满足要求理应获得工作场所乐趣;另一方面,人们在工作中获得更多的乐趣满足能够激发他们工作的热情,各级管理部门就应该承担为工作人员提供工作乐趣,满足他们精神需求的责任。从而提高了工作效率和热情。越来越多的研究从个人层面出发,以验证工作场所乐趣价值的普遍性,工作场所乐趣作为组织重要的工作资源,被证实对个体具有积极的正向影响,如员工工作投入(Plester et al.,2015)、组织公民行为(杨浩,2013)等。工作场所乐趣可以促进工作场所的和谐,降低员工流失率(马丽等人,2016)。倪旭东与曾子宁(2022)的对于工作场所乐趣对员工创造力的影响:工作重塑和工作旺盛感的链式中介作用的研究当中从资源视角,认为工作场所乐趣可以通过乐趣活动、同事社交和管理者支持乐趣得以体现,从而帮助个体获得更多的情感资源、社会资源等,有助于员工从任务、关系和任职方面来调整自己的工作(工作重塑)。因此本研究提出假设 H1:

H1:贵州中学教师工作场所乐趣对工作重塑产生正向影响。

2.4.2 工作场所乐趣对工作旺盛感的关系

Spreitzer et al.(2005)出于对工作场所旺盛感的关注,最早在组织行为学领域率先构建了工作旺盛感的社会嵌入模型并提出了“Thriving at Work”的概念,将其定义为员工在工作中所体验到的一种积极的心理状态,其特征是活力和学习的共同感觉。更具体地说这些研究人员认为工作旺盛的员工通过感到精力充沛和充满活力以及不断获得并应用知识的感觉来体验个人成长。从定义可以看出,Spreitzer et al.(2005)从学习(Learning)和活力(Vitality)两个维度来解释工作旺盛感。学习是工作旺盛感的认知维度,代表一种通过知识和技能的获取和应用,来建立能力和信心的感受;活力是工作旺盛感的情感维度,代表一种精力充沛和对工作充满热情的感觉。(Porath et al.,2012)。

工作旺盛感(Thriving at Work)反映了个体在工作中充满活力和学习感的心理状态。活力反映了拥有能量的感觉;学习感则是指个体正在获取并可以应用某些知识和技能的积极体验。工作场所乐趣可以增加同事之间的互动和积极联系,增强彼此的合作与信任,从而增强职场友谊(Spreitzer et al., 2005)。Spreitzer et al. (2005)在工作旺盛感的社会嵌入模型中提出,良好的职场友谊关系会给个体带来知识和积极情感资源,帮助个体进行信息交流,促进个体的主动工作行为,从而提升工作旺盛感。工作旺盛感是活力和学习的共同体验,Sonnetag (2004)认为,工作场所乐趣可以帮助个体获得恢复体验,从而释放压力、缓解疲惫,在工作中恢复活力。已有多个研究发现,趣味活动可以正向预测员工的非正式学习,管理者对乐趣的支持能够促进员工的自我学习从而产生更多的工作旺盛感(倪旭东、曾子宁,2022)。因此本研究提出假设 H2:

H2:工作场所乐趣对工作旺盛感产生正向影响。

2.4.3 工作旺盛感对工作重塑的关系

Kleine et al.(2019)的元分析提出并证实,工作旺盛感与工作满意度、组织承诺、对自我发展的积极态度正相关,与离职倾向负相关。此外,Walumbwa et al.(2018)发现工作旺盛感与情感承诺正相关;Jiang(2017)对证实工作旺盛感能够提升个体的职业适应能力。Kleine et al.(2019)的元分析证实,工作旺盛感对员工的任务绩效具有显著的正向影响。Ali et al.(2018)证实工作旺盛感能够提升员工绩效。Niessen et al.(2012)通过对 200 名

教师的调查研究，发现教师的工作旺盛感能够促进他们的任务掌握度。Carmeli and Spreitzer(2009)的研究发现工作旺盛感与创新行为正相关。陈晓敏等人（2018）发现员工的工作旺盛感是影响他们职业成长的重要因素，保持较高的工作旺盛感越高，有利于员工获得积极的职业成长。董炯华（2019）认为在当前社会激烈的竞争中，员工极易表现出较低的工作旺盛感，作为高职教师需要不断提高自身的工作旺盛感，不仅有利于促进教师的身体和心理健康、提高他们工作的积极性，激发工作的活力与创造力，还有助于教师专业能力和业务水平的提高，并对学生产生积极的影响，而创新能力，积极性，积极的职业发展，创造力均是工作重塑的重要因素，Bajaba et al.(2021) 检验出具备主动性人格的个体会更倾向发生角色重塑和资源重塑。杜鹏程与刘升阳（2021），因此本研究提出假设 H3:

H3:工作旺盛感对工作重塑产生正向影响。

2.4.4 工作旺盛感在工作场所乐趣与工作重塑之间的中介关系

假设 2 与假设 3 的推论中，工作场所乐趣与工作旺盛感，工作旺盛感与工作重塑之间，两两具有影响。工作旺盛感有助于提高效率和适应性，工作旺盛的员工往往能够通过各种方式学习技能和有效的工作方法。当个体在工作中学习时，他们处于一个识别和实现成长机会的理想位置，这可以帮助个体获得专业知识，增强个体的自我效能感，从而驱动创造性的行为。而活力确保员工在精神和身体上保持活跃，有助于个体扩展认知思维和创造性地解决问题，并可以促使个体有更多的精力和动力去研究和实施新的工作流程。已有部分研究表明，工作旺盛感与创造性绩效正相关。Kleine et al.(2019)的元分析也进一步为此提供了有力的依据。Spreitzer et al. (2005)的社会嵌入模型指出，知识、意义感、积极情感和关系这些资源是工作旺盛感的积极推动者，个体可以通过认知重塑，增加对工作目的和意义的感知，了解自身工作所创造的价值，从而产生更多活力和自主学习的内在动机。倪旭东与曾子宁（2022）的研究也表明工作旺盛感在工作场所乐趣与创造性之间是具有中介作用的。因此本研究提出假设 H4:

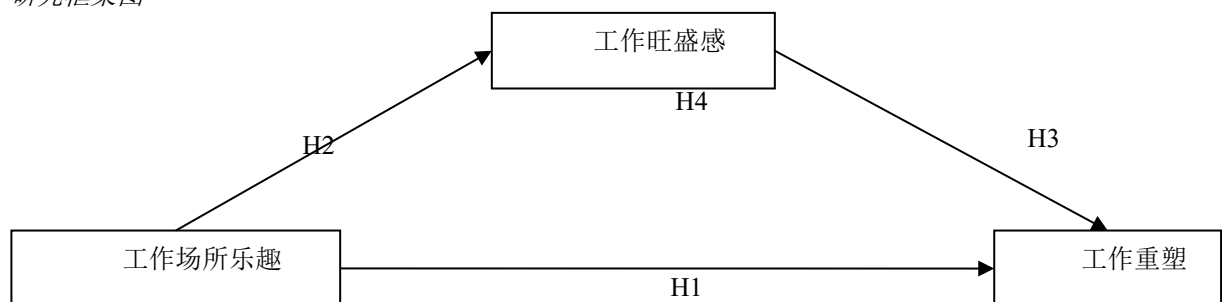
H4:工作旺盛感在工作场所乐趣与工作重塑之间具有中介关系。

2.5 研究框架图

本研究通过整理工作场所乐趣、工作重塑、工作旺盛感的文献，梳理变量之间的关系，提出：H1、H2、H3、H4，从而得出本研究的研究框架图，如下图 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 变量的衡量工具

本研究所选研究衡量工具如下：

1.工作场所乐趣采用 McDowell (2004) 发的量表，该问卷将采用 Likert 五点计分法，总共 24 个题项；

2.工作重塑的测量采用 Slep and Vella-Brodrick(2013)开发的量表，共计 15 个题项；

3.工作旺盛感选用的是 Porath et al.(2012)开发的两维度量表,共包括 10 个题项,其中 5 个题项测量活力,另外 5 个题项测量学习。

3.2 研究方法

3.2.1 研究对象和问卷收集

选取贵州省省级重点中学的教师为研究样本,共抽取 4 所中学,其中两所所为贵阳市重点中学,另外两所为所为遵义重点中学,该四所中学均为贵州省省级重点中学,师资队伍相对其它地区较强,因此以该四所中学的教师作为研究样本具有代表性。吴明隆(2003)的研究指出,有效样本数目与问卷题项数成一定的比例关系,比例大约为 1:5 至 1:10 之间。综上,本研究的题项总数为 49 题,所以样本总数大约在 245 至 490 之间,取其中间数,因此本研究预计发放 450 份问卷。本研究通过问卷星平台生成问卷,并通过同事、朋友,在微信朋友圈,社交工具上进行分发,后续采用问卷星平台进行数据回收处理。

3.2.2 分析工具与分析方法

通过对于问卷的回收数据,排除无效问卷数据,然后对有效问卷进行数据分析。本文主要采用 SPSS26.0 以及 AMOS26.0 软件对数据进行分析,具体数据的分析方法有:描述性统计分析、相关性检验、回归分析、中介验证。

4 数据分析

4.1 描述性统计分析

本研究共计发放 450 份问卷,经过描述性统计分析,样本数据合理,具有代表性。

4.2 信度分析

本研究量表问卷信度如表 1,各量表 Cronbach's α 值均符合要求,大于 0.8,表示本研究所选量表均具有良好的信度。

表 1
信度分析表

变量	题数	Cronbach's α
工作场所乐趣	24	0.899
工作重塑	15	0.857
工作旺盛感	10	0.914

资料来源:本研究自行整理

4.3 效度分析

本研究聚合效度如表 2,各变量之间的 AVE 和 CR 均符合标准 (AVE>0.5, CR>0.7),因此,本研究各个变量之间具有良好的聚合效度。

表 2
聚合效度检验表

变量	平均方差萃取 AVE 值	组合信度 CR 值
工作场所乐趣	0.649	0.871
工作重塑	0.614	0.831
工作旺盛感	0.541	0.869

资料来源:本研究自行整理

本研究区别效度如表 3,各变量之间均存在显著性,显著性正向相关。且 AVE 的开平方均大于相关系数,因此,本研究各个变量之间具有良好的区别效度。

表 3

区别效度检验表

	工作场所乐趣	工作重塑	工作旺盛感
工作场所乐趣	0.860		
工作重塑	0.513**	0.814	
工作旺盛感	0.176**	0.415**	0.806

注：*代表 $p < 0.05$ ，**代表 $p < 0.01$ ，***代表 $p < 0.001$

资料来源：本研究自行整理

4.4 假设检验

工作场所乐趣对工作重塑、工作旺盛感的回归分析如表 4 所示，工作场所乐趣与工作重塑的关系呈正向显著性关系 ($\beta=0.264$; $p < 0.001$)，即教师工作场所乐趣正向影响教师工作重塑，本研究 H1 成立。工作场所乐趣与工作旺盛感的关系呈正向显著性关系 ($\beta=0.341$; $p < 0.001$)，即教师工作场所乐趣正向影响教师工作旺盛感，本研究 H2 成立。

表 4

回归分析表 1

	工作重塑		工作旺盛感	
	β	p	β	p
1.性别	0.081	0.410	0.051	0.691
2.你的年龄	-0.024	0.724	0.031	0.425
3.工作年限	0.042	0.671	0.029	0.547
工作场所乐趣	0.264**	0.000	0.341**	0.000
R^2		0.086		0.078
调整 R^2		0.084		0.071

注： p 值 $< 0.05^*$ ， $p < 0.01^{**}$ ， $p < 0.001^{***}$

资料来源：本研究整理

本研究工作旺盛感对工作重塑的回归分析如表 5 所示，工作旺盛感与工作重塑的关系呈正向显著性关系 ($\beta=0.179$; $p < 0.001$)，即教师工作旺盛感正向影响教师工作重塑，本研究 H3 成立。

表 5

回归分析表 2

	工作重塑	
	β	p
1.性别	-0.054	0.511
2.你的年龄	0.061	0.354
3.工作年限	0.055	0.614
工作旺盛感	0.179**	0.000
R^2		0.043
调整 R^2		0.035

资料来源：本研究自行整理

4.5 中介效应假设检验

本研究的中介作用如表 7 所示，由模型 1 可知，工作场所乐趣与工作重塑存在显著性关系 ($\beta=0.338$, $p < 0.001$)，由模型 2 可知，工作场所乐趣与工作旺盛感存在显著性关系 ($\beta=0.294$, $p < 0.001$)，由模型 3 可知，加入工作旺盛感后工作场所乐趣与工作旺盛感存在显著性 ($\beta=0.321$, $p < 0.001$)，小于没有加入中介变量之前自变量与因变量的 β 值 0.338，因此工作旺盛感在工作场所乐趣与工作重塑之间存在中介作用，且为部分中介，本研究假设 H4 成立。

表 6
中介检验表

	模型 1 工作重塑		模型 2 工作旺盛感		模型 3 工作重塑	
	β	p	β	p	β	p
1.性别	-0.031	0.519	0.081	0.410	-0.042	0.593
2.你的年龄	0.081	0.154	0.072	0.281	0.079	0.181
3.工作年限	0.051	0.384	-0.017	0.683	0.054	0.382
工作场所乐 趣	0.338**	0.000	0.294**	0.000	0.321**	0
工作旺盛感					0.089*	0.037
R^2	0.086		0.078		0.114	
调整 R^2	0.084		0.071		0.089	

注: p 值 $< 0.05^*$, $p < 0.01^{**}$, $p < 0.001^{***}$

资料来源: 本研究整理

4.6 研究结论

通过对 450 份贵州省省级重点中学教师的问卷数据进行分析可知, 本研究研究假设均成立, 即:

1. 中国贵州省中学教师工作场所乐趣对工作重塑产生正向影响。则在工作当中为教师提供工作场所乐趣能够提高教师的工作重塑行为。

2. 中国贵州省中学教师工作场所乐趣对工作旺盛感产生正向影响。当教师感受到工作当中工作场所的乐趣时, 教师能够产生工作旺盛感。

3. 中国贵州省中学教师工作旺盛感对工作重塑产生正向影响。工作旺盛感能够促进教师在工作当中进行工作重塑。

4. 中国贵州省中学教师工作旺盛感在工作场所乐趣与工作重塑之间具有中介关系, 则当教师在工作当中工作场所乐趣时, 教师能够产生工作旺盛感, 从而促进教师的工作重塑行为产生。

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Research on the Influence of Psychological Capital of Enterprise New Employees on Job Adaptation: Moderated by Sense of Organizational Support

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Abstract

At present, various industries are booming, and new employees are indispensable for enterprises. Most new employees must go through a self-adjustment process. If you can go through it smoothly, you will be able to get on track earlier; otherwise, employees will feel pressure and affect the operation of the organization. Therefore, it is of great significance to explore the factors that solve employees' work adaptability. Therefore, this article introduces psychological capital, trying to explore its impact on job adaptation. The new employees of 5 enterprises in Liuzhou, Guangxi were selected as the research objects, and a total of 473 valid questionnaires were collected. The analysis results show that psychological capital and its sub-dimensions (transactional psychological capital and interpersonal psychological capital) positively affect job adaptation; organizational support positively regulates psychological capital and its sub-dimensions (transactional psychological capital and Interpersonal psychological capital) and job adaptation.

Keywords: Psychological Capital; Job Adaptation; Sense of Organizational Support; New Employee

企业新员工心理资本对工作适应的影响研究： 以组织支持感为调节

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摘要

目前各个行业蓬勃发展，企业少不了新员工“扩容充血”，新员工多半都必须经历一段自我调适过程。如果能够顺利度过，那就能够更早步上轨道；反之，员工会产生压力感受，影响组织的运作，由此探究解决员工工作适应性的因素具有重要意义。因此，本文引入了心理资本，试图探其对工作适应的影响。并选择广西柳州地区5家企业的新员工作为调研对象，共回收473份有效问卷。分析结果表明：心理资本与其子维度（事务型心理资本与人际型心理资本）正向影响工作适应均正向影响工作适应；组织支持感正向调节心理资本和其子维度（事务型心理资本与人际型心理资本）与工作适应之间的关系。

关键词：心理资本；工作适应；组织支持感；企业新员工

1 引言

目前新经济形势下，随着我们国家经济的发展，各个行业蓬勃发展，一个企业想要在自己的行业内崭露头角，人力资源是不可或缺的资源。新员工在进入一个陌生环境任职的初期，多半都必须经历一段长短不一的自我调适过程，无论是在工作职务或是人际相处上，往往需要付出大量心力去观察、学习、尝试、修正，以便尽早熟悉所

承担的工作内容，融入现有的工作团队之中（杨瑾，2021）。当事人如果能够顺利度过调适期，那么也就能够及早在工作上步上轨道。

新员工在入职时需要大量的消耗心理资源，用心去观察去观察、学习、尝试、修正，以便尽早熟悉所承担的工作内容，融入现有的工作团队之中，同时身心有具备莫大的压力（杨瑾，2021），而心理资本是员工重要的心理资源，一种在个体的生活经历和成长发展过程中不断形成的一种较为稳定的心理特征，它可以影响人们的工作效率，是个体重要的心理资源。由此可知当员工拥有良好的心理资本可以帮助员工克服困难，拥有较强的心理韧性，乐观，自我效能，一种重要的心理资源，而新员工刚入职时，面对的困难较多，需要较强的心理韧性，去克服困难，需要消耗极大的心理资源去适应工作，那么提高员工的心理资本是否能够帮助员工进行更好的进行工作适应？因此，本文引入了心理资本，试图探究企业新员工的心理资本是否影响其工作适应。

组织支持感指员工在组织当中感受到组织的关系、支持、帮助的知觉（魏仕龙，2022），当员工进入到一个组织集体之中，由最初的磨合到最后的适应的过程，如果再到感知到来自组织的栽培与关心之后，心理上一定会发生变化。根据资源保存理论，如果员工得到较多组织或上级的支持与帮助，个体内在资源消耗能得以缓解，从而达到维持内部资源平衡的目的，能够更快的融入组织（朱述美等人，2022）。因此，本研究引入组织支持感作为调节变量，探究组织支持感是否会影响企业新员工心理资本对工作适应的作用。

2 文献综述

2.1 心理资本的定义

Goldsmith et al. (1997) 最先对“心理资本”定义：是一种在个体的生活经历和成长发展过程中逐渐形成的较稳定的心理特征，它可以影响人们的工作效率，它可以影响人们的工作时间，反映出个体人生观与价值观、道德、行为态度、自我认知等。Luthans and Youssef (2004) 认为心理资本是个体重要的心理资源，它是指个体总体热情的核心心理要素，包括四个要素：乐观、自我效能、希望和韧性。Kurt and Demirbolat (2019) 在前人的基础上提炼了特质与心理资本的关系，将情绪、内外向、责任心等方面总结为心理资本。

2.2 心理资本的衡量

Luthans et al.(2007)根据相关实证研究，结合自我效能感、希望、乐观及韧性的现有测量量表，进一步开发较具系统性和完整性的心理资本问卷 (PCQ)，共 24 个条目，确立并提出了自我效能感、希望、乐观、心理韧性四维度构成的心理资本模型。

柯江林等人（2009）编制了符合中国文化背景的心理资本量表，其 2 个分量表分别是“事务关系型心理资本”和“人际关系型心理资本”，两个分量表均有 20 个题目，总共 40 个题目，具有较高的信度和效度。

2.3 工作适应的定义

Huang et al. (2020) 认为工作适应是个人能获得一份工作并稳定而有次序的升迁达成个人职业生涯目标和期望的过程。Bayl-Smith and Griffin (2018) 研究了个体和环境之间的互动过程，认为个体和工作环境满足彼此需求的过程就是适应过程。Oliver (2018) 认为工作适应是新进员工学习适应新的工作角色、新的工作环境以及新的组织文化，并使其自身的行为与其工作要求与期望达到一致的过程。

2.4 工作适应的衡量

Hua et al. (2020) 将工作适应划分为角色清晰、任务掌握、社会整合和文化适应这四个维度，每个维度包含 4 个题项，即整个量表共 16 个题项。Valenzuela and Rogers (2021) 开发的工作适应量表包括明晰角色定位、工作技能掌握、组织整合和文化适应

四个维度。张扬蕾（2019）认为在职业发展过程中积极的工作适应包括四个方面的内容，即完善人格、压力管理、调整个性和提高能力。牟蕾（2010）在适用于中国背景下的前提下，将 Morrison (2002) 等编制的量表进行翻译修订，该问卷延续了原量表中的四个维度，即角色清晰、任务掌握、社会整合和文化适应。每个维度4个题项，工作适应量表共计16个题项。

2.5 组织支持感的定义

Preti et al. (2020) 认为员工在工作中所感知到的组织对他们工作的支持与关心就是组织支持感。Park et al. (2018) 对 Eisenberge (1986) 的定义进行了补充，他认为，组织对员工进行培训，为其提供技术上和外在于物质上的支持也属于组织支持的一部分，因此他在情感支持和尊重支持的基础上又新增了工具支持；凌文铨等人（2006）基于中国社会这一特定情形下，提出组织支持感是员工对组织在关心其利益、认同其价值、支持其工作三个层面上的总体感受。

2.6 组织支持感的衡量

Eisenberger et al. (1986) 编制的“组织支持感调查量表(Survey of Perceived Organization Support, SPOS)”是组织支持感量表的研究鼻祖和单维度代表范例。SPOS 原始量表共有36个条目，有正向和反向条目各18条。在国际实证研究中该量表被公认具有较良好的信效度（董萍等人，2018）。之后学者们开始形成精简版的单维测量量表，分别包含17题项、9题项、8题项。其中应用最为广泛的是采用 Eisenberger et al. (1997) 修订的简版组织支持感量表，该量表包括8个题项，采用五点记分，各条目均为正向问题，在研究中经检验简单版问卷也具有良好的信效度（文吉、候平平，2018）。在中国的研究探索里面，大多认同组织支持感并非只有单一维度，而是由多个维度组成的。

2.7 变量间的相关研究

2.7.1 心理资本与工作适应的关系

心理资本是由许多因素共同构成的整合体，是个体重要的、积极的心理能力和心理状态。它对个体的自我认知、工作满意度以及绩效等都能够产生显著且正面的影响。与此同时，状态论的相关研究还进一步提出，心理资本是基于积极组织行为学提出的一种核心积极心理状态，这种个人心理资源可以推动个体积极主动创造高绩效，可以促使个体产生积极的行为(Chen et al., 2019)。心理资本能够通过一些举措来进行干预、开发和培养，对个体来说是一种相对稳定的资源(Shah et al., 2019)。

心理资本水平较高的员工具有更正面的组织公民行为（赵晨、高中华，2014）。具体表现在他们会更积极地推动个人和组织目标的实现，愿意对同事、组织等提供帮助，主动参与职责以外的事务工作，愿意为事业发展付出更多精力，有更高的工作投入（朱锦鸿、林海，2016）。

综上所述心理资本能够帮助员工提高工作的自信且具有高的自我效能，韧性，乐观愿意接受工作当中的挑战，一种重要的心理资源，能够更加积极的投入到工作当中。

同时，新员工在入职时需要大量的消耗心理资源，用心去观察去观察、学习、尝试、修正，以便尽早熟悉所承担的工作内容，融入现有的工作团队之中，同时身心有具备莫大的压力（杨瑾，2021），对于刚入的员工来说在工作当中往往也不够自信，困难重重，心理韧性较差这是员工不能很快适应工作的重要原因（周舜怡、苏中兴，2021）。而新员工刚入职时，面对的困难较多，需要较强的心理韧性，去克服困难，需要消耗极大的心理资源去适应工作，那么提高员工的心理资本便能够帮助员工进行更好的进行工作适应。因此本研究提出假设：

H1：心理资本正向影响工作适应性。

2.7.2 组织支持感对心理资本与工作适应的关系

江艳（2022）认为个体满足工作环境要求、工作环境满足个体需求的互动过程就是工作适应。关注工作人格和工作环境之间的互动以及成人阶段的适应过程，注重建立个人和工作环境之间的一致性。当彼此能满足对方要求时，则个体和工作环境之间达成了一致。衡量工作适应有三个指标，个体对工作环境的满意度、工作环境对个体的满意度和任期（江艳，2022）。则当员工感知到环境的满足能够提高其工作适应性。

凌文铨等人（2006）基于中国社会这一特定情形下，提出组织支持感是员工对组织在关心其利益、认同其价值、支持其工作三个层面上的总体感受；Park et al.(2018)认为，组织支持感指员工在组织当中感受到组织的关系、支持、帮助的知觉（魏仕龙，2022），当员工进入到一个组织集体之中，由最初的磨合到最后的适应的过程，如果再到感知到来自组织的栽培与关心之后，心理上一定会发生变化。根据资源保存理论，如果员工得到较多组织或上级的支持与帮助，个体内在资源消耗能得以缓解，从而达到维持内部资源平衡的目的，能够更快的融入组织（朱述美等人，2022）。则组织支持感能够使员工感受到对组织得满意度，从而提高其工作适应力，且当员工进入到一个组织集体之中，由最初的磨合到最后的适应的过程，如果再到感知到来自组织的栽培与关心之后，心理上一定会发生变化。根据资源保存理论，如果员工得到较多组织或上级的支持与帮助，个体内在资源消耗能得以缓解，从而达到维持内部资源平衡的目的，能够更快的融入组织。因此，本研究提出假设 2：

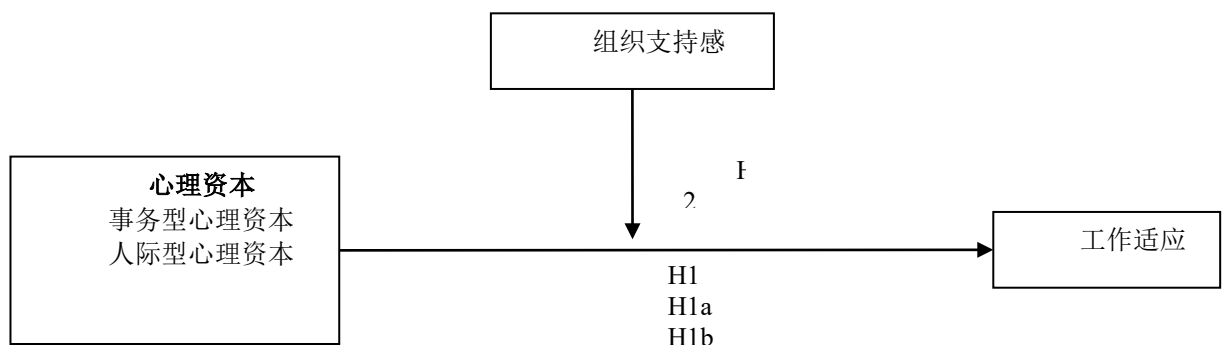
H2:组织支持感正向调节心理资本与工作适应性之间的关系。

2.8 研究框架图

本研究通过整理心理资本、组织支持感、工作适应的文献，梳理变量之间的关系，提出：H1、H2，从而得出本研究的研究框架图，如下图 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 变量的衡量工具

3.1.1 心理资本的衡量工具

考虑到本研究是立足于中国环境下的研究，因此本文采用柯江林等人（2009）开发的本土心理资本量表。此量表共包含二个维度。分别为事务型心理资本和人际型心理资本。量表一共有 40 道题目，量表采用 Likert 五点计分标准计分，得分越高说明被

试的心理资本越高，该量表拥有良好的信效度，具体题项如下表 1 所示：

表 1
心理资本量表

维度	题项
事务型心理 资本	1.我喜欢给自己不断设定更高的目标
	2.我是一个雄心勃勃的人
	3.我每天都在思考如何把工作做得更好
	4.我希望承担有挑战性的任务
	5.我的朋友说我是一个有抱负的人
.....	
人际型心理 资本	20.我勇于提出自己的见解
	21.与自己性格反差很大的人，我也能合作得很好
	22.无论遇到什么风格的领导，我都能够适应
	23.即使不赞成别人的价值观，我还是能与他们和睦相处
	24.我几乎跟什么性格的人都能成为好朋友
.....	
	40.我几乎没有顶撞过我的领导

资料来源：柯江林、孙健敏、李永瑞（2009）。心理资本：本土量表的开发及中西比较。《心理学报》，41（9），875-888。https://bbs.sciencenet.cn/upload/blog/file/2010/10/2010109214328115420.pdf

3.1.2 工作适应的衡量工具

该变量量表选取牟蕾（2010）修订的适应中国背景的量表。该量表由 16 个题项组成，具体量表如表 2 所示：

表 2
工作适应量表

变量	题项
工作适应	1.我对自己的工作职责十分了解
	2.我掌握了工作所需要的知识和技能
	3.我知道如何获取对工作有用的信息和资源
	4.我能有效的完成领导指派给我的工作和任务
	5.我清楚的知道领导对我的工作成效是否满意
.....	
	16.我以企业的价值观和理解指导自己的行为

资料来源：牟蕾（2010）。《我国中小企业新员工工作适应管理研究》。[硕士论文，江苏大学]，中国知网，https://cdmd.cnki.com.cn/Article/CDMD-10299-2010087988.htm

3.1.3 组织支持感的衡量工具

本文采用凌文铨（2006）年开发的具有工作支持、关心利益、认同价值三个维度的组织支持感量表，该量表是具有 24 个题项的三维量表，信度较高，Cronbach's α 系数高达 0.96，其效度及其各项拟合指标系数都良好，均可以达到心理测量学规定的标准，得到学者们的广泛认可和使用。具体量表题项如下表 3 所示：

表 3
组织支持感量表

变量	题项
组织支持感	1.组织会注意到工作出色的员工
	2.组织会在工作中不会有机会就利用员工
	3.组织会同意合理的改变工作条件要求
	4.组织会看重员工工作目标价值观
	5.组织会在工作中遇到问题给予帮助

	24.组织会做决策时要考虑员工利益

资料来源：凌文轻、杨海军、方俐洛（2006）。企业员工的组织支持感。《心理学报》，（02），281-287。 <https://journal.psych.ac.cn/xlxb/CN/article/downloadArticleFile.do?attachType=PDF&id=2331>

3.2 研究方法

3.2.1 研究对象和问卷收集

本研究的样本群体为企业入职3年内的新员工，目前学术界对新员工的界定还没有形成统一结论，有部分学者认为，“入职1年以内的员工是新员工”，但也有学者认为新员工至少需要10-12个月的时间（何辉、黄月，2015），何辉与黄月（2015）把新员工定义为入职1-3年的员工。由于本研究的调查对象涉及多个不同的企业，新员工的工作适应状况存在差异，因此，本研究将新员工定义为入职3年以内的员工。此次调研选择了广西柳州地区5家企业的职工作为调研对象，为了保证研究对象的全面性，此次调研选择了广西省教育、金融、娱乐、IT、服务的企业的职工作为调研对象，研究对象覆盖广西省多个行业，并且行业从业人员较多，行业类型具有代表性。因此对这些行业的职工进行调查，可以推断广西省职员的整体情况。

发放份数根据 Redline and Dillman (2000)的观点，有效样本须达到384份，才能得到更加精准的数据，使数据更具有代表性，因此本研究对于问卷的发放预计在500份。

3.2.2 分析工具与分析方法

通过对于问卷的回收数据，进行有效问卷的筛选，再进行有效问卷的数据分析。本文主要采用SPSS26.0以及AMOS26.0软件对数据进行分析，具体数据的分析方法有：描述性统计分析、信度检验、效度检验。

4 数据分析

4.1 描述性统计分析

本研究通过网络渠道，共计回收500问卷份，共获得有效问卷473份，有效率为94.60%，以进行数据统计分析。样本合理，具有总体代表性。

4.2 信度分析

表 4.1 信度分析表

变量	题数	Cronbach's α
事务型心理资本	4	0.897
人际型心理资本	4	0.886
工作适应	16	0.884
组织支持感	24	0.948

资料来源：本研究自行整理

4.3 效度分析

表 4.2 模型拟合度分析表

鉴别项目	适配指标	鉴定结果数据	模型适配度
χ^2/df	<5.000	1.471	适配
GFI	>0.800	.897	适配
AGFI	>0.800	.884	适配
SRMR	<0.050	.030	适配
RMSEA	<0.050	.029	适配
NFI	>0.800	.927	适配
IFI	>0.800	.977	适配
CFI	>0.800	.977	适配
TLI	>0.800	.972	适配

资料来源：本研究整理

表 4.3 区别效度分析表

	事务型心理资本	人际型心理资本	工作适应	组织支持感
事务型心理资本	0.827			
人际型心理资本	0.578 **	0.813		
工作适应	0.505 **	0.492 **	0.716	
组织支持感	0.321 **	0.317 **	0.527 **	0.772

注：斜对角线数字为 AVE 平方根值；注：*代表 $p < 0.05$ ，**代表 $p < 0.01$ ，***代表 $p < 0.001$

资料来源：本研究整理

4.4 相关性分析

表 4.4 相关分析表

	平均值	标准差	事务型心理资本	人际型心理资本	工作适应	组织支持感
事务型心理资本	2.948	1.113	1			
人际型心理资本	3.014	1.103	0.578 **	1		
工作适应	3.131	0.685	0.505 **	0.492 **	1	
组织支持感	3.020	0.732	0.321 **	0.317 **	0.527 **	1

注：*代表 $p < 0.05$ ，**代表 $p < 0.01$ ，***代表 $p < 0.001$

资料来源：本研究整理

4.5 假设鉴定（回归分析）

根据数据分析，事务型心理资本对工作适应的调整后 R^2 为 0.253，调整后模型解释程度为 25.3%， F 值为 27.648*** ($p < 0.001$)，表示模型拟合良好。同时，事务型心理资本的回归系数值为 0.310 ($t=12.642$, $p=0.000 < 0.01$)，意味着事务型心理资本会对工作适应产生显著的正向影响关系。

人际型心理资本对工作适应的调整后 R^2 为 0.245，调整后模型解释程度为 24.5%， F 值为 26.518*** ($p < 0.001$)，表示模型拟合良好。同时，人际型心理资本的回归系数值为 0.308 ($t=12.373$, $p=0.000 < 0.01$)，意味着人际型心理资本会对工作适应产生显著的正向影响关系。综上所述，本研究 H1 成立。

4.6 调节作用检验

由分析数据可知，事务型心理资本与组织支持感的交互项呈现出显著性 ($t=3.648$, $p=0.000 < 0.05$)。意味着事务型心理资本对于工作适应影响时，调节变量（组织支持感）在不同水平时，影响幅度具有显著性差异。人际型心理资本与组织支持感的交互项呈现出显著性 ($t=4.123$, $p=0.000 < 0.05$)。意味着人际型心理资本对于工作适应影响时，调节变量（组织支持感）在不同水平时，影响幅度具有显著性差异。

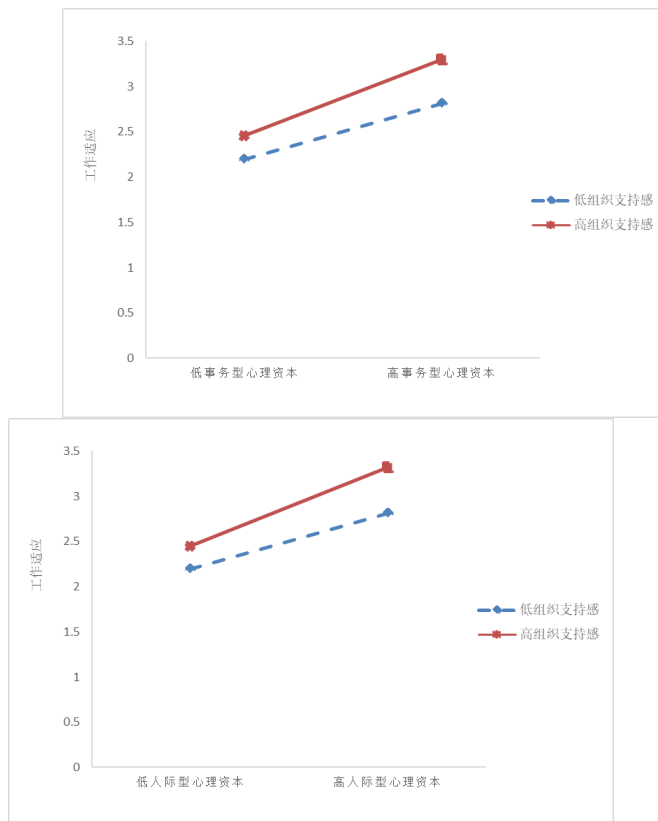


图2 事务型心理资本斜率图

图3 人际型心理资本斜率图

5. 研究结论与建议

5.1 研究结论

本研究分析结果表明，心理资本及其子维度（事务型心理资本、人际型心理资本）正向影响工作适应性；组织支持感正向调节心理资本及其子维度（事务型心理资本、人际型心理资本）与工作适应性之间的关系。

5.2 研究贡献

从员工视角出发，探讨员工心理资本对于其工作适应的影响，促使企业关注员工的心理资本问题。同时，本研究丰富了工作适应的相关研究。并通过本研究的模型，验证了心理资本可以正向影响员工的工作适应，并且组织支持感能够正向调节这一作用机制。

5.3 研究建议

首先，企业应该提高新员工心理资本。其次，企业应该建立良好的组织文化，通过建立积极的工作氛围可以让员工感受到组织的支持和鼓励，增强信心和动力，从而更好地应对工作压力和挑战。最后为新员工提供适当的培训和支持帮助他们更快地适应新的工作环境和工作要求。

5.4 研究局限性

(1) 样本局限性：本研究可能只针对特定的人群或地区进行，无法推广到所有的员工群体与所有的国家地区。(2) 数据收集的局限性：研究数据来自于问卷调查，和实际生活中的情况存在一定差异，结果可能不够准确或可靠。(3) 研究范围的限制：本研究仅考虑到心理资本对工作适应的影响研究，而忽略了其他影响员工工作适应的因素，如工作环境，领导风格等。

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The Effect of Information Sharing on Job Prosperity—— Double Moderating Effects of Interpersonal Relationship and Family Supportive Supervisor Behaviors

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Abstract

In today's environment of intensified talent competition, organizations have higher requirements and expectations for employees. Organizations expect employees to experience more than positive emotions in the workplace, making work prosperity one of the concepts that has received much attention. Compared with ordinary employees, prosperous employees can use more energy to learn the skills and methods required for work when facing work tasks, so as to adapt to the dynamic changes in the working environment and bring development and competitiveness to the enterprise. Therefore, this study uses information sharing, supportive leadership behaviors, and interpersonal relationships to explore the empirical factors that information sharing can improve employees' personal growth and job prosperity. In this way, it can help enterprises better understand when employees can generate strong energy and work enthusiasm, generate a sense of work prosperity, and provide effective reference and solutions.

Based on the above, this study selects employees of enterprises in Guangdong Province to conduct surveys, organizes and designs questionnaires and distributes them. After collection, a total of 609 valid questionnaires were collected. The research shows that 1. Information sharing positively affects job prosperity; 2. Supportive leadership behavior has a positive moderating effect on the relationship between information sharing and job prosperity. 3. Interpersonal relationship has a positive moderating effect on the relationship between information sharing and job prosperity.

Keywords: Family Supportive Supervisor Behaviors; Job Prosperity; Interpersonal Relationship; Information Sharing

信息共享对工作繁荣感的影响——人际关系与 家庭支持型领导的双调节作用

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摘要

在当今人才竞争加剧的环境下，组织对员工有了更高的要求 and 期望。组织期望员工在工作场所中不仅能保持积极情绪，工作繁荣感因此成为备受关注的概念之一。与一般员工相比，繁荣的员工在面对工作任务时更能以充沛的精力去学习工作所需的技巧和方法，以适应工作环境的动态变化，为企业带来发展力和竞争力。因此本研究以信息共享、家庭支持型领导行为、人际关系来探寻信息共享对于提高员工个人成长，工作繁荣感的实证因素。从而帮助企业更好的了解员工何时能产生旺盛的精力和工作积极性，产生工作繁荣感，提供有效的参考与解决方案。

由以上所述，本研究选取广东省企业的员工进行调查，整理设计并发放问卷，经过收集，共收回有效问卷 609 份。通过研究表明，1.信息共享正向影响工作繁荣；2.家

庭支持型领导行为对信息共享与工作繁荣感之间具有正向调节作用。3.人际关系对信息共享与工作繁荣感之间具有正向调节作用。

关键词：家庭支持型领导行为；工作繁荣感；人际关系；信息共享

1 引言

在当今人才竞争加剧的环境下，组织对员工有了更高的要求 and 期望。组织期望员工能自主学习和成长，工作繁荣感因此成为备受关注的概念之一(Porath et al., 2012)。工作繁荣感是个人在工作中同时感觉到活力和学习的状态(Spreitzer et al., 2005)，此外，个体繁荣所带来的个人绩效提升以及健康费用的减少可以产生组织繁荣提升的协同效果，更进一步促进社会繁荣（李想，2021）。

Spreitzer and Porath(2014)认为自发的信息共享，互相尊重的社交氛围，绩效反馈和环境易变性等环境变量通过满足个体自我决定的三种需要，也就是自主权的需要，胜任感的需要和关系需要从而使个体感知到活力与学习体验，并最终影响员工的绩效、主动性，调整和健康等结果。因此本研究以信息共享为自变量探寻信息共享对于工作繁荣感的实证因素。

陈洪安等人（2016）学者通过实证研究指出，职场友谊在一定程度上带给员工积极的情感，正向影响工作繁荣感。Niessen et al.(2012)的研究认为员工在工作当中的人际关系行为能够提高员工的工作体验，正向预测员工的工作繁荣感。因此本研究以人际关系作为调节变量，来探究信息共享与工作繁荣感之间的关系。

而“家庭支持型领导行为”是一种企业较为容易实施的管理行为，在减轻员工工作-家庭冲突方面有着积极且重要的地位，能够很好的帮助员工平衡工作与家庭之间的关系。此外，对于员工来说，工作和家庭是其生活的主要场所，而员工工作和家庭的边界随着目前的形势变得模糊化，两个领域之间的影响日益密切(Choi et al., 2018)。因此，本文以家庭支持型领导行为来探究信息共享与员工工作繁荣感的调节作用。从而帮助企业更好的了解员工何时能产生旺盛的精力和工作积极性，产生工作繁荣感，提供有效的参考与解决方案。

2 文献综述

2.1 家庭支持型领导行为的定义

Thomas and Ganster(1995) 率先提出“家庭支持型领导行为”的概念，即“对员工期望获得工作与家庭的平衡具有同理心的领导”。该定义强调领导对下属家庭的情感支持功能，这种支持可能包括给予员工灵活的工作时间，容忍员工在工作中接听短期的私人电话，给予员工适当的家庭关怀(Crain & Stevens, 2018)。随后，Jolly et al. (2022) 将家庭支持型领导定义为“支持下属履行家庭责任的主管”。

2.2 家庭支持型领导行为的衡量

Clark (2001)采用3道情感支持维度题目对领导的家庭支持行为进行测量，采用5点计分。Hammer et al. (2009)有针对性地开发了领导的家庭支持行为问卷，包含4个维度，共14道题目，其中情感支持维度共4道题目。

2.3 工作繁荣感的定义

Spreitzer et al.(2005)认为“工作繁荣是员工的一种心理状态，指员工在工作中同时具备学习和活力的状态”，将工作繁荣分为了学习和活力两个维度：学习和活力。韩翼与魏文文（2013）指出，繁荣不是静态的，而是不断变化的，员工的工作繁荣是员工实时的心理状态，很容易被工作环境和氛围等影响。

2.4 工作繁荣感的衡量

工作繁荣的二维度结构在学术界已被广泛认可并使用，而 Porath et al.(2012)经过借鉴、设计、预测试、删减和修改问卷，最终形成包含学习和活力两个维度，各5个题项

的工作繁荣量表，并被学者广泛应用到工作繁荣的实证研究中。

2.5 人际关系的定义

人际关系是指人与人之间，在一段过程中，彼此借由思想、感情、行为所表现的互动之关系，包括社会中所有人与人之间的关系，以及人与人之间关系的所有方面，以心理关系为主的一种显在的社会关系（张荣伟与李丹，2020）。是人与人之间的心理之间的关系，这主要反映了人与人之间的心理距离（陶塑等人，2019）。

2.6 人际关系的衡量

目前，中国最常用的人际关系量表是郑日昌（1999）发表的人际关系量表，此量表包括交谈、交友、待人接物、异性交往四个维度，通过对 28 个条目进行统计分析，另外，沃建中等人（2001）编制的人际关系量表用于评估人际关系，评价该陈述在多大程度上符合描述他们人际关系的感知质量。

2.7 信息共享的定义

信息共享是在信息的基础上延伸和扩展开来的。关于信息共享，学者们从不同角度给出了相应的概念，大致可以归纳为三个方面：一种是把信息共享定义为群体过程(Hahm, 2017)，是指群体成员基于任务目标，交换与任务相关的信息，并把个人信息最终转化为群体层面信息；一种是把信息共享定义为群体能力(Garg et al., 2010)，是群体成员共享信息的能力；一种是把信息共享定义为群体系统(Weldy & Gillis, 2010)，是从学习型组织的角度把信息共享定义为嵌入组织的接近信息，分享信息的系统。

2.8 信息共享的衡量

信息共享的测量量表包括 Ganguly et al. (2019)的信息共享量表，总共 3 个题项；Lu et al.(2006)的测量量表，共 8 个题项；以及 Bock et al. (2005)、李英姿（2013）的量表，包含两个维度，分别是共享意愿与共享行为，共 8 个题项。

2.9 变量间的相关研究

2.9.1 信息共享对工作繁荣感的影响

通过信息共享，团队成员可以更容易地共享知识和经验，这可以帮助团队成员更好地理解彼此的角色和职责，这样一来，团队合作可以更加顺畅，同时使员工在工作当中感觉到更多的活力、增加工作自主性，从而增强了工作繁荣感(Garg et al., 2010)。

信息共享可以减少重复工作和错误，因为团队成员可以更快地获取所需信息并避免重复工作。这可以让工作变得更加高效和轻松，从而提高工作繁荣感（李英姿，2013）。同时，信息共享可以让团队成员学习新的技能和知识，增加学习机会(Weldy & Gillis, 2010)。这可以让员工感到更有成就感，从而增强了工作繁荣感。基于上述分析，本研究得出如下假设。

假设 1：信息共享正向影响工作繁荣

2.9.2 家庭支持型领导行为对信息共享与工作繁荣感之间的调节作用

家庭支持型领导行为对信息共享和工作繁荣感之间具有重要的调节作用。具体来说，家庭支持型领导行为可以促进员工的信息共享，从而提高组织中的信息流动和效率(French et al., 2018)。同时，家庭支持型领导行为还可以提高员工的工作繁荣感，包括工作满意度、工作表现和组织绩效等方面(Novaes et al., 2017)。

这种调节作用的原因主要在于家庭支持型领导行为可以增强员工的自我效能感和组织认同感，促进员工的参与感和责任心，从而提高他们的信息共享和工作繁荣感。此外，家庭支持型领导行为还可以创造一个安全的工作氛围，让员工更愿意分享知识和信息，从而促进组织的创新和发展。

综上所述，家庭支持型领导行为对信息共享和工作繁荣感之间具有积极的调节作用。因此，组织可以通过提升领导者的支持型行为，促进员工的信息共享和工作繁荣，

进而提高组织的绩效和竞争力(Crain & Stevens, 2018)。因此提出以下假设：

假设 2：家庭支持型领导行为对信息共享与工作繁荣感之间具有正向调节作用。

2.9.3 人际关系对信息共享与工作繁荣之间的调节作用

良好的人际关系可以促进员工之间的信任和互动，从而增加员工之间的信息共享程度，提高组织中的信息流动和效率（张长亮等人，2019）。同时，良好的人际关系还可以提高员工的工作繁荣感，包括工作满意度、工作表现和组织绩效等方面。此外，良好的人际关系还可以促进员工之间的合作和团队精神，从而提高员工的工作效率和质量，进而提高员工的工作繁荣感和组织绩效（陈洪安等人，2016）。然而，如果人际关系出现问题，如存在冲突、争执等情况，可能会影响员工之间的信息共享和合作，从而降低组织的效率和绩效。因此，组织应该重视员工之间的人际关系，鼓励员工之间建立良好的合作关系和团队精神，从而促进信息共享和工作繁荣。

综上所述，人际关系对信息共享和工作繁荣之间具有调节作用，因此提出以下假设：

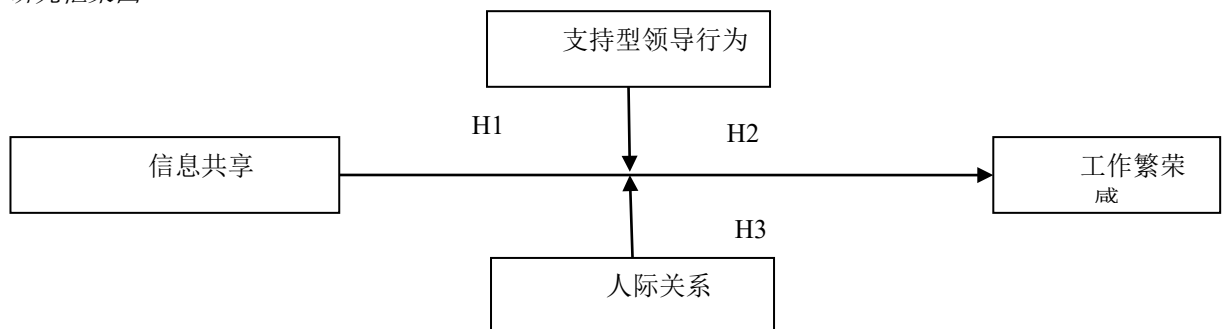
假设 3：人际关系对信息共享与工作繁荣感之间具有正向调节作用。

2.10 研究框架图

本研究通过整理心理资本、组织支持感、工作适应的文献，梳理变量之间的关系，提出：H1、H2、H3，从而得出本研究的研究框架图，如下图 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 变量的衡量工具

3.1.1 家庭支持型领导行为的衡量工具

本研究采用 Hammer et al. (2009) 开发的量表，共有 14 个题项。该量表采用李克特 5 点计分法，从 1 逐渐到 5，该量表具有很好的信效度。因此本研究采用该量表，具体题项如下表 1 所示：

表 1

家庭支持型领导行为量表

维度	题项
情感 性支持	1 我的领导愿意倾听我，周旋于工作与生活之间的问题。
	...
	4 在如何解决工作与家庭冲突方面，我的领导和我的谈话很有效。
工具 支持	5 如果需要，我可以依靠领导来帮助我协调冲突。
	6 当我有意外的家庭需求时，我可以依靠我的领导来确保我的工作有人处理。
	7 我的领导与员工一起高效工作，能够创造性的解决工作与家庭之间的冲突。
角色 榜样行为	8 我的领导是一个，能够平衡工作与家庭的好榜样。
	9 我的领导在如何兼顾工作与家庭，这个问题上展示了有效的行为。
	10 我的领导展示了如何在工作和家庭上双赢。
创新 式工作— 家庭管理	11 我的领导需要考虑如何处理工作与家庭冲突，才能够对员工和企业斗都有利。
	...
	14 我的领导能够把整个部门管理的如同得到一个更有创造力团队，使每个人的需求都能够满足。

研究来源：Hammer, L. B., Kossek, E. E., Yragui, N. L., Bodner, T. E., & Hanson, G. C. (2009). Development and validation of a multidimensional measure of family supportive supervisor behaviors (FSSB). *Journal of Management*, 35(4), 837-856.

3.1.2 工作繁荣感的衡量工具

本研究在工作繁荣的量表选取上，选取 Porath et al.(2012)开发设计的量表，该具有较高的严谨性，并且经过学者的多次实证检验，具有良好的信效度（时勘等人，2015；陈洪安等人，2016），因此本研究采用该量表进行测量，具体量表如表 2 所示：

表 2
工作繁荣感量表

维度	题项
学习	1 在工作当中，我发现自己会经常学习
	...
	5 作为一个个体，我感觉自己获得了很大的发展。
活力	6 在工作中，我感觉自己生机勃勃。
	...
	10 在工作中，我很期盼开启新的一天。

研究来源：Porath, C., Spreitzer, G., Gibson, C., & Garnett, F. G. (2012). Thriving at work: Toward its measurement, construct validation, and theoretical refinement. *Journal of Organizational Behavior*, 33(2), 250-275.

3.1.3 人际关系的衡量工具

本研究参考的是郑日昌（1999）发布的人际关系量表，共有四个维度，一共有 28 道题目，该量表采用李克特 5 点计分法，从 1 逐渐到 5。具体量表题项如下表 3 所示：

表 3
人际关系量表

维度	题项
人际交 谈	1 关于自己的烦恼有口难言。
	... 7.不能广泛地听取各种各样意见、看法。
人际交 友	8.和生人见面感觉不自然。
	... 14.自己常因受伤害而暗自伤心。
待人接 物	15.过分地羡慕和妒忌别人。
	... 21.常被别人谈论、愚弄。
异性交 往	22.与异性交往太少。
	... 28.与异性交往不知如何更好相处。

资料来源：郑日昌（1999）。*心理测量学*。人民教育出版社。

3.1.4 信息共享的衡量工具

对于信息共享的量表选取参考 Bock et al. (2005)、李英姿（2013）的量表包含两个维度。共享意愿与共享行为，共 9 个题项，如表 4

表 4
信息共享量表

维度	题项
团 队 信 息 共 享 意 愿	1 领导，同事之间愿意分享彼此之间的想法。
	... 4 领导同事之间愿意分享对工作与生活当中有帮助的信息。
团 队 信 息 共 享 行 为	5 在日常工作中，同事与领导之间会主动共享和传授业务知识信 息。
	... 9 其他同事需要，大家总是知无不言，言无不尽。

研究来源：

李英姿（2013）。*信息共享与员工的工作表现:角色清晰的调节作用*。[博士论文，北京大学]，中国知网。
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Bock, G. W., Zmud, R. W., Kim, Y. G., & Lee, J. N. (2005). Behavioral intention formation in knowledge sharing: Examining the roles of extrinsic motivators, social-psychological forces, and organizational climate. *MIS quarterly*, 87-111. <https://www.jstor.org/stable/25148669>

3.2 研究方法

3.2.1 研究对象和问卷收集

广东省是中国经济最为发达的地区之一，拥有大量的企业，不同规模和性质的企业都有代表性，因此选取广东省企业可以更全面地反映中国企业的情况。广东省企业在市场具有一定的竞争力和影响力，其发展状况和经验可以为其他企业提供借鉴和参考。广东省企业在信息化建设方面比较先进，信息共享程度较高（余碧仪等人，2022）。因此可以更好地反映信息共享对工作繁荣感的影响。选取广东省企业可以更好地探究这些因素对信息共享和工作繁荣感的影响。

同时根据抽样标准：如研究涉及到量表使用，研究样本数量最少为题目总数的 10 倍，本研究所采用的三个量表共有 61 道题目，应效回收数据 610 份以上，因此本研究选择便利抽样调查，通过问卷星进行问卷的发放与回收，在微信、QQ、社交软件，企

业邮箱等发放渠道，预计发放 650 份研究问卷。

3.2.2 分析工具与分析方法

本研究采用 SPSS 软件，对问卷数据进行收集、统计、分析，对使用问卷收集到的问卷数据进行统计分析，所开展的统计分析有信度分析、效度分析、假设检验、中介检验、调节检验。

4 数据分析

4.1 描述性统计分析

本研究共计回收 650 问卷份，共获得有效问卷 564 份，有效回收率为 86.77%。通过问卷数据进行统计分析，样本整体数据合理，具有总体代表性。

4.2 信度分析

表 5

信度分析表

变量	题数	Cronbach's α
信息共享	9	0.909
工作繁荣感	10	0.938
家庭支持型领导行为	14	0.950
人际关系	28	0.971

资料来源：本研究自行整理

4.3 效度分析

表 6

模型拟合度分析表

鉴别项目	适配指标	鉴定结果数据	模型适配度
χ^2/df	<5.000	1.461	适配
GFI	>0.800	0.984	适配
AGFI	>0.800	0.971	适配
SRMR	<0.050	0.026	适配
RMSEA	<0.050	0.028	适配
NFI	>0.800	0.926	适配
IFI	>0.800	0.975	适配
CFI	>0.800	0.975	适配

资料来源：本研究整理

4.4 相关性分析

表 7

相关分析表

	信息共享	工作繁荣感	家庭支持型领导行为	人际关系
信息共享	1			
工作繁荣感	0.463 **	1		
家庭支持型领导行为	0.545 **	0.414 **	1	
人际关系	0.411 **	0.394 **	0.541 **	1

注：*代表 $p < 0.05$ ，**代表 $p < 0.01$ ，***代表 $p < 0.001$

资料来源：本研究整理

4.5 假设鉴定（回归分析）

根据表 6 所示，本研究信息共享与工作繁荣感的回归分析模型当中，模型 R^2 为 0.360，意味着学历，工作年龄，工作部门，性别，共享意愿，共享行为可以解释学习的 36%变化。且模型中 VIF 值全部均小于 5，不存在共线性；因此，本研究样本数据之间并没有关联关系。

信息共享对工作繁荣感的回归分析为 $\beta=0.586(t=18.365, p=0.000<0.01)$ ，因此，信

息共享会对工作繁荣感产生显著的正向影响关系。综上所述，本研究 H1 成立。

表 8
回归分析表

	β	VIF
常数	1.393 (8.753)	-
学历	0.001 (0.034)	1.096
工作年	-0.004 (-0.104)	1.093
年龄		
性别	-0.067 (-1.055)	1.003
信息共	0.586 (18.363)	1.006
享		
R^2	0.36	
调整 R^2	0.356	
F	85.001***	

资料来源：本研究整理

4.6 调节作用检验

由分析数据可知，信息共享与支持领导行为的交互项呈现出显著性($\beta=0.152, p=0.000<0.05$)。意味着信息共享对于工作繁荣感影响时，调节变量（支持领导行为）在不同水平时，影响幅度具有显著性差异。由此可知，支持领导行为能够正向调节员工信息工作对工作繁荣感的影响。信息共享与人际关系的交互项呈现出显著性($\beta=0.215, p=0.000<0.05$)。意味着信息共享对于工作繁荣感影响时，调节变量（人际关系）在不同水平时，影响幅度具有显著性差异。由此可知，人际关系能够正向调节员工信息共享对工作繁荣感的影响。本研究 H2、H3 成立。

图 2
家庭支持型领导行为斜率图

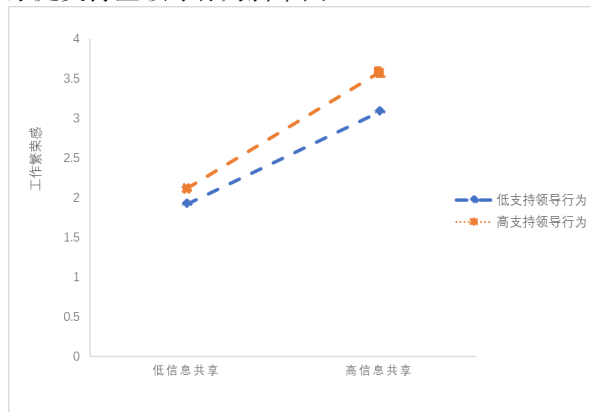
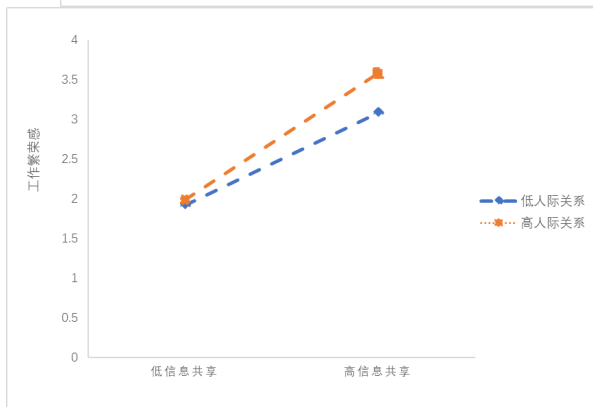


图 3
人际关系斜率图



5 研究结论与建议

5.1 研究结论

本研究对 609 份有效进行数据分析，得出，1.共享信息所有维度均对工作繁荣感的维度产生正向影响，2.家庭支持型领导行为正向调节信息共享与工作繁荣感之间的关系，3.人际关系能够正向调节信息共享与工作繁荣感之间的关系。

5.2 研究建议

1.关于信息共享方面：组织应该加强员工之间的沟通和交流，鼓励员工分享信息和经验。2.关于领导支持行为方面，领导者可以通过识别员工的情感需求和提供适当的支持，帮助员工在工作中感受到满足和归属感。3.人际关系方面，培养沟通技能：提高员工的沟通技能，帮助他们更好地与同事、上级和下属进行交流。

5.4 研究局限性与未来展望

1.局限性：（1）研究主要关注了信息共享与工作繁荣感之间的关系，而未考虑其他因素的影响。（2）研究使用的数据通常是员工的自我报告，因此可能存在主观偏见或记忆偏差。（3）本研究的样本主要来自于广东省的组织和员工，因此可能样本上存在局限性。

2.未来展望：（1）可以考虑其他因素，以更全面地了解员工工作繁荣感的形成过程。（2）不同文化的员工可能对信息共享和工作繁荣感的关系有不同的看法。因此，未来的研究可以考虑跨文化的影响。（3）可以探索如何通过改进组织和领导者的行为来促进信息共享和工作繁荣感。这将有助于提高员工的工作满意度和组织绩效。

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The Influence of Authorized Leadership in Guizhou Province on Sense of Job Gain of College Counselors: The Mediating Role of Job Crafting

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Abstract

Counselors are the backbone of ideological and political work in colleges and universities, and their sense of acquisition directly affects the realization of the fundamental task of building morality and cultivating talents in colleges and universities in the new era. Delegating leadership, as a leadership style that empowers employees with autonomy, can give counselors more power and trust, thereby improving the job satisfaction of college counselors. In addition, job reshaping behavior can also affect the psychological state of counselors. Therefore, this study conducted research on counselors in higher vocational colleges in Guizhou Province, and the analysis results show that: (1) Authorized leadership has an The sense of job gain has a positive and significant impact; (2) Authorized leadership positively affects job remodeling; (3) Job remodeling positively affects job gain; (4) Job remodeling has a positive effect on empowering leadership and job gain There is a mediating effect between feelings.

Keywords: College Counselor, Empowering Leadership, Job Reshaping, Job Gain

贵州省授权型领导对高校辅导员工作获得感的 影响：工作重塑的中介作用

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摘要

辅导员是高校思想政治工作的骨干力量，其获得感状况直接影响着新时代高校立德树人根本任务的实现。授权型领导作为一种赋予员工自主权的领导风格，能够赋予辅导员更多的权力与信任从而提高高校辅导员的工作获得感。此外，工作重塑行为也能影响辅导员的心理状态，因此，本研究通过对贵州省高职院校的辅导员进行研究，分析结果显示：（1）授权型领导对高职院校辅导员的工作获得感具有正向显著的影响；（2）授权型领导正向影响工作重塑；（3）工作重塑正向影响工作获得感；（4）工作重塑在授权型领导与工作获得感之间存在中介作用。

关键词：高校辅导员，授权型领导，工作重塑，工作获得感

1 绪论

1.1 引言

高校辅导员是开展大学生思想政治教育的骨干力量，是高等学校学生日常思想政治教育和管理工作的组织者、实施者、指导者。辅导员是高校思想政治工作体系中的中流砥柱，其获得感水平关系高校立德树人根本任务的实现，关系高校思想政治教育实效性和思想政治教育质量的提升，关系辅导员队伍的稳定健康发展。目前，学术界

在思想政治教育获得感研究方面取得了大量丰富的成果，但研究的对象大多集中于大学生思想政治教育获得感研究，而对作为思想政治教育工作者主体性力量的辅导员获得感研究关注度不够，研究成果较少，研究也不够系统和深入。辅导员获得感是大学生思想政治教育获得感的前提和基础，这就迫切需要从学理层面对高校辅导员获得感这一重要课题进行研究。

所谓获得感，就是以获得为基本前提，进而产生的一种心理感受和情感反应。高校辅导员获得感指辅导员在其所从事职业的过程中，基于物质和精神两个层面的满足而产生的主观心理感受。辅导员获得感会对其工作的稳定性产生积极影响，甚至还可能涉及高校既定教育目标的实现。因此，如何提高高校辅导员的工作获得感，对于高校与学生，都有很重要的意义。

在过去二十多年里，以分享权力、鼓励员工自我管理为核心的授权型领导作为新的管理方式，越来越受到研究者和管理实践者的青睐。授权型领导是指领导通过强调下属的工作价值、肯定其工作能力等方式，授予下属更大的决策权，并让下属更加自主地执行工作任务，从而实现与下属分享权力的一系列行为(Ahearne et al., 2005)。大量研究发现，授权型领导对下属、团队的工作相关结果具有积极的影响。授权型领导作为一种强调授权、赋予员工自主权、激发员工内在动机及自我效能感的领导风格，能够更好地满足员工的管理需求。

在高校的环境下，由于大学生并不足够成熟，做事有强烈的学生气息，书卷气较重，与大学生沟通交流，处理大学生的学业和生活问题，成了辅导员一个不小的问题。处理不好容易对辅导员与学生都产生负面影响，如何让辅导员积极面对大学生的问题，让辅导员能够具有较高的激情与活力，对于提高高校的教学目标与质量，有重要的意义。因此，本研究以辅导员的工作获得感入手，通过工作获得感提高辅导员的激情、活力与积极性。

授权型领导这种管理方式，会赋予辅导员更多的自主权和决策权，在这种领导风格下，辅导员遇到问题能够自己决策，发挥更多的自主性与能力，提高辅导员的自我决定感和满意度；此外，授权型领导鼓励员工积极参与到管理的任务中，从而感受到自己对于团队或高校的重要性，增加辅导员的工作意义。通过这种管理方式，让高校辅导员获得更多的心理收获，满足辅导员的心理感受，从而提高高校辅导员的工作获得感。因此，本研究采用了授权型领导为切入视角，探讨授权型领导管理方式对于贵州省高校辅导员工作获得感的积极影响。通过本研究，为提高高校辅导员工作获得感，从而提高高校教学质量给出一定的参考意见。

1.2 研究目的

本文旨在探究贵州省高职院校以授权型领导方式去管理辅导员，对于提升其工作获得感的影响，以及其工作重塑的中介作用，对贵州省高职院校辅导员进行问卷调查，以达到以下研究目的：

- 1.探析贵州省高职院校授权型领导对辅导员工作获得感的影响。
- 2.探析贵州省高职院校授权型领导对辅导员工作重塑的影响。
- 3.探析贵州省高职院校授权型领导对辅导员工作获得感影响当中，工作重塑的中介作用。

1.3 研究问题

根据本研究的研究目的，本研究探讨以下研究问题：

- 1.探讨贵州省高职院校授权领导对工作获得感是否存在正向影响？
- 2.探讨贵州省高职院校授权型领导对工作重塑是否存在正向影响？
- 3.探讨工作重塑对工作获得感是否存在正向影响？

4.探讨工作重塑在授权型领导与工作获得感之间是否存在中介作用?

2 文献综述

2.1 授权型领导的定义

Martin et al. (2013) 将授权型领导定义为领导者通过提供更多责任、更多决策权、更多支持, 与员工分享权力的过程。Arnold et al. (2000) 认为授权型领导为下属提供了更具自主权的工作环境。Thomas and Velthouse (1990) 将授权与内在任务动机联系起来, 侧重于将心理授权作为一种认知动机状态, 反映个人对授权这一领导行为的心理反应。Srivastava et al. (2006) 将授权型领导定义为领导者与下属分享权力并提高其内在动机水平的过程。Zhang and Bartol (2010) 将授权型领导定义为: 通过强调工作意义、提升下属工作自主权、信任下属具有能够完成绩效的能力并向其表达信心、尽可能消除因授权而对高绩效造成的障碍等领导行为, 向下级员工授予权力, 以期提高员工的内在动机水平并降低其无助感。

综上, 本研究将授权型领导定义为在工作中, 为实现员工内在激励水平和工作动机持续提升, 与员工分享权力的领导行为。

2.2 授权型领导的衡量

Ahearne et al. (2005) 开发的领导授权行为量表共有 12 题项。从 4 个维度对授权型领导进行评估, 包括提高工作意义、鼓励参与决策、表达对高绩效的信心、提高工作自主性。强调促进员工内在动机, 提高员工工作自主性。该量表信效度良好, 且题项较少, 有利于研究的开展, 因此在后续研究中使用非常广泛。

王辉等人(2008)根据中国企业情境, 采用实证研究方法开发了一个领导授权赋能行为测量工具。该项测量工具共有 6 个维度, 共 24 题, 包括个人发展支持、过程控制、权力委任、结果和目标控制、参与决策、工作指导。该问卷在中国企业研究中被广泛使用。

2.3 工作获得感

黄冬霞与吴满意(2017)认为获得感是一个由“获得”和“感”组成的组合词, 只有客观实实在在的获得, 才能引起主观的感触, 二者之间存在因果递进的关系。吕小康与黄妍(2018)提出获得感是在中国特有的社会背景下, 人民群众对国家普遍惠及大众的一种主观体验, 普遍惠及大众的内容包括来自国家改革发展的物质利益成果与人民应享受的基本权益。杨伟荣与张方玉(2016)认为获得感其实是物质的获得与精神层面的提升, 即由实在与意义两个获得感的方面构成。曾维伦(2017)认为, 获得感是一种人们在当前社会发展进程中对与自己利益实现情况有关的方方面面的直观感受。苏岚岚等人(2016)指出获得感更侧重的是实实在在的得到, 它既体现在人民对物质生活水平提高的感知, 也体现在人民对精神生活丰盈的感知, 它在一定条件下可以与幸福感相互转化, 但它又有别于幸福感。

综上所述, 本研究借鉴结合杨伟荣与张方玉(2016)的定义与本研究的对象, 将工作获得感定义为辅导员在工作中实际与精神层面的收获。

2.4 工作重塑

Wrzesniewski and Dutton (2001)正式提出了“工作重塑”的概念, 认为工作重塑是员工为了适应工作需要, 主动地对工作的任务、认知、关系等方面进行边界调整的工作行为。Leana et al. (2009)指出工作重塑就是员工通过与组织内外成员进行合作, 从而对自身的工作任务与工作能力进行重新塑造, 最终完成工作任务的主动性行为。Demerouti et al. (2015)则认为工作重塑是员工采取一系列的策略以促进工作健康、工作动力和人-岗匹配而对工作特征进行调整的行为。

本研究采用 Wrzesniewski and Dutton(2001)关于工作重塑的定义, 即工作重塑就是

辅导员主动地对自身工作的任务、认知、关系等三方面的内容进行边界调整，以适应自身工作发展的需要。

此外，Petrou et al. (2012) 也结合工作要求-资源模型将工作重塑划分为寻求挑战、寻找资源、减少要求 3 个维度，并在此基础上开发出具有 13 个条目的工作重塑量表。随着研究的深入，Slomp and Vella-Brodrick (2013) 在 Wrzesniewski and Dutton(2001)的研究基础上，编制出包含认知重塑、关系重塑、任务重塑 3 个维度，共计 15 个条目的工作重塑量表。

2.5 授权型领导对工作获得感的影响

授权型领导通常指的是一种管理风格，领导者在此风格下会赋予下属更多的自主权和决策权，鼓励员工在工作中展现自己的才能和能力，建立一种合作共赢的工作关系。而工作获得感是个体获得实际利益与预期获得利益的主观感觉，通过劳动获得的实际利益所产生的主观感觉与劳动预期价值的一致性程度 (Feng & Zhong, 2021)，其中的利益包括心理层面和实际层面 (杨伟荣、张方玉, 2016)。因此，授权型领导通过赋予辅导员更多的自主权和决策权，提高了辅导员的自我决定感，工作意义感，成就感和团队凝聚力，让下属得到心理层面上的收获，从而提高了员工在工作中的获得感。

总的来说，授权型领导可以提高高校辅导员的自我决定感、工作意义感、成就感和团队凝聚力，从而对高校辅导员的工作获得感产生积极影响。提出本研究假设 H1：

H1:授权型领导对高校辅导员的工作获得感具有正向显著的影响。

2.6 授权型领导对工作重塑的影响

Martin et al. (2013) 研究指出授权型领导会对个体的自主性和胜任力产生正向影响，而这会有助于增强个体的内在动机。因此，授权型领导可能会对个体的工作重塑行为产生一定的正向促进作用。工作重塑作为一种自发的工作改变行为，本质上也是一种冒险行为，需要基于一个信任安全的环境氛围。Lyons (2008) 指出个体做出工作重塑的决定会受到感知重塑实行机会与可能性的影响。授权型领导赋予员工自主权，增强了员工的自我效能感和控制感 (Ahearne et al., 2005)，为员工创造了灵活的工作环境，消除了与工作重塑相关的结构性约束。在这种环境下，员工有权基于自身需要对工作做出适当改变，因此，工作重塑的可行性较高。综上所述，授权型领导会为员工创造有利的工作环境，进而促进其工作重塑行为的产生。提出本研究假设 H2：

H2: 授权型领导正向影响高校辅导员的工作重塑

2.7 工作重塑对工作获得感的影响

员工主动根据自身需要做了工作调整，之后逐渐完善出现了工作重塑。员工也从底层被动执行者，到工作调整者和主导者，使个体体会更多的工作价值和获得精神力量。工作重塑可使员工个人工作能力得到提升，可根据个体喜好不同、自身需求及个体能力改变现有现实资源 (柳溪萌, 2019)。个体对当前从事工作满意度也可用工作重塑来代表，具有工作重塑的个体会更加积极的从业态度，能够客观评价付出与回报之间的对比情况，积极体验感存在于其物质及生理上的获得，此时个体不仅能够感受到当前的工作获得感，并且在内心深处积极的认为这种获得感是可持续性的 (梁奇, 2022)。因此，本研究提出假设：

H3: 高校辅导员的工作重塑正向影响其工作获得感

2.8 工作重塑的中介作用

授权型领导赋予员工自主权，增强了员工的自我效能感和控制感(Ahearne et al., 2005)，为员工创造了灵活的工作环境，消除了与工作重塑相关的结构性约束。在这种环境下，员工有权基于自身需要对工作做出适当改变，因此，工作重塑的可行性较高。另外，授权型领导注重对员工的情感鼓励，并为员工提供工作发展所需的资源支持，

激励员工自主设定具有挑战性的高要求工作目标，这会增强员工的内在工作动机和自我效能感，因此，员工会倾向于寻求更具挑战性的任务实现自我价值提高工作重塑（鲍传友、马楠，2022），假设 3 中提到工作重塑一定程度上会给个体带来更好的机会，能够给个体带来具有更高报酬和更大空间的工作，在某种程度上可以提高员工到手的报酬和福利。梁奇（2022）的研究，研究表明了，工作重塑在职业召唤与工作获得感之间存在中介作用，可知工作重塑是员工工作获得感的一个潜在因素，且工作重塑可作为工作获得感与其它变量的中介变量，因此，提出假设：

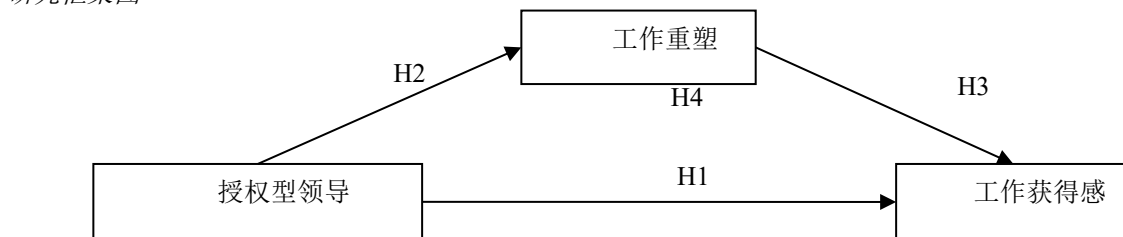
H4：高校辅导员的工作重塑在授权型领导与工作获得感之间存在中介作用

2.8 研究框架图

本研究通过以上文献整理，从而得出本研究的研究框架图，如下图 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 变量的衡量工具

3.1.1 授权型领导的衡量工具

本文参考由 Ahearne et al.(2005)开发的量表。量表包含 4 个维度，分别是提升工作意义、鼓励参与决策、表达对高绩效的信心以及提供不受层级限制的自主权，每个维度各包含 3 个题项，共 12 个题项。具体题项如下表 1 所示：

表 1

授权型领导量表

维度	题项
工作意义	1.我的上级领导会帮助我理解我的目标和学校目标是如何关联
	2. 我的上级领导会帮助我认识到我的工作对学校整体的重要性
	3. 我的上级领导会帮助我理解我的工作是如何融入全局的。
参与决策	4. 我的上级领导会让我参与决策的制定。
	5. 我的上级领导会和我讨论决策问题。
绩效信任	6. 我的上级领导在可能影响我的决策上征求我的意见。
	7. 我的上级领导相信我能够处理要求高、复杂的工作。
	8. 即使犯错，我的上级领导依然相信我能够进步和提高。
提供自主权	9. 我的上级领导相信我能够出色地完成任务。
	10.我的上级领导允许我以自己的方式做事。
	11.我的上级领导会尽可能保持规章制度简洁，从而使我在学校的工作当中起来更高效。
	12.我的上级领导允许我快速地做出重要决策来满足学生需求。

资料来源：Ahearne, M., Mathieu, J., & Rapp, A. (2005). To empower or not to empower your sales force? an empirical examination of the influence of leadership empowerment behavior on customer satisfaction and performance. *Journal of Applied Psychology*, 90(5), 945-55. <https://www.zhangqiaokeyan.com/journal-foreign-detail/0704025350295.html>

3.1.2 工作获得感的衡量工具

本文的测量工具参考的是学者康飞与张颖（2021）开发的工作获得感量表，并结合本研究选取其中的心理资本获得感与物质资本获得感，共包括 8 个题项，具体量表如表 2 所示：

表 2

工作获得感量表

维度	题项
心理资本获得感	1.我的工作自信心不断提升
	2.我的工作越来越朝着我希望的方向发展
	3.我越来越敢于面对工作中遇到的难题
	4.我越来越相信自己可以实现我为自己设定的工作目标
物质资本获得感	5.我的物质财富不断积累
	6.我的物质生活水平不断提升
	7.我的银行存款不断增多
	8.我的收入不断提高

资料来源：康飞、张颖（2021）。企业员工获得感研究：量表编制与效度检验。《科学与管理》，41（1），7-17。https://www.cnki.com.cn/Article/CJFDTotal-JXYG202101012.htm

3.1.3 工作重塑的衡量工具

本研究采用 Slemp and Vella-Brodrick (2013)编制的工作重塑量表，量表由 15 个题目构成，具体量表如表 3 所示：

表 3

工作重塑量表

维度	题项
任务重塑	1、我主动引入新方法以提高工作效率
	2、我主动调整工作任务的范围或类型
	3、我主动提出更适合自己的技能或兴趣的工作任务
	4、我主动承担额外的工作任务
	5、我优先考虑适合自己的技能或兴趣的工作任务
认知重塑	6、我想目前的工作会为自己提供新的生活目标
	7、我认识到自己努力工作有助于学校的发展
	8、我认识到自己努力工作有助于社会发展的
	9、我认识到自己努力工作会改善生活
	10、我认识到努力工作有利于自己的心理健康
关系重塑	11、我努力增强与同事在工作上的交流
	12、我主动参加与工作有关的社交活动
	13、我主动组织与工作有关的社交活动（如，为同事庆祝生日）
	14、我主动结交志同道合的同事
	15、我主动带新入职的老师

资料来源：Slemp, G. R., & Vella-Brodrick, D. A. (2013). The Job Crafting Questionnaire: A new scale to measure the extent to which employees engage in job crafting. *International Journal of wellbeing*, 3(2), 147-157. http://www.researchgate.net/publication/312192742_the_job_crafting_questionnaire_a_new_scale_to_measure_the_extent_to_which_employees_engage_in_job_crafting

3.2 研究方法

3.2.1 研究对象和问卷收集

本研究的分析目标是授权型领导与工作获得感的关系。为了样本获取的便捷性，本研究选取本人所在地（贵州省贵阳市）八所高职院校的辅导员作为研究对象。为了保证数据具有代表性，本次调查选取综合类大学、理工类大学、师范类大学、专业类大学各两所的辅导员进行调查研究。

在正式的问卷调查中，研究样本最少为量表题项总数的 5 到 10 倍。本研究两个量表总计 35 个题项，所以本研究在正式调查时预计发放问卷 200 份问卷。

3.2.2 分析工具与分析方法

本文主要使用 SPSS 26.0 软件进行有效问卷数据的分析, 问卷内容将以李克特的五点量表为尺度来衡量题项, 分析客观取得的相关数据资料。本研究主要采用描述性统计、信度分析、效度分析等数据方法对正式问卷进行分析。

4 数据分析

4.1 描述性统计分析

本研究通过同事、亲戚、朋友进行问卷分发, 主要采用网络方式, 通过微信群, 朋友圈等社交工具向贵州省贵阳市八所大学的辅导员分发 200 份问卷。共回收有效问卷 187 份, 有效回收率为 93.5%。通过人口信息统计分析, 回收问卷数据合理。

4.2 信度分析

运用 SPSS26.0 中文版对问卷整体和各维度进行信度检验, 授权型领导量表的克隆巴赫 α (Cronbach's α) 系数为 0.817, 工作获得感量表的克隆巴赫 α (Cronbach's α) 系数为 0.800, 工作重塑量表的克隆巴赫 α (Cronbach's α) 系数为 0.713, 问卷整体量表的克隆巴赫 α (Cronbach's α) 系数为 0.857, 说明该问卷内部一致性很好。

4.3 效度分析

4.3.1 聚合效度检验

本研究聚合效度检验如表 4 所示, AVE 均大于 0.5, CR 均大于 0.7, 因此, 本研究各个变量之间具有良好的聚合效度。

表 4
聚合效度检验表

变量	平均方差萃取 AVE 值	组合信度 CR 值
授权型领导	0.681	0.912
工作获得感	0.669	0.911
工作重塑	0.575	0.964

资料来源: 本研究整理

4.3.2 区别效度检验

本研究区别效度分析结果如表 4.6 所示, 各变量之间均存在显著性($p < 0.05$), 显著性正向相关。且 AVE 的开平方均大于相关系数, 因此, 本研究各个变量之间具有良好的区别效度。

表 5
区别效度检验表

	授权型领导	工作获得感	工作重塑
授权型领导	0.824		
工作获得感	0.213**	0.817	
工作重塑	0.376**	0.449**	0.756

注: 斜对角线数字为 AVE 平方根值

资料来源: 本研究整理

综上所述, 本研究问卷效度良好。

4.4 假设检验

由表 6 数据可知, 授权型领导对工作重塑具有显著的正向影响, 其回归系数为 0.371 ($p < 0.01$), 故本研究的假设 1 (H1) 成立。授权型领导对工作获得感具有显著的正向影响, 其回归系数为 0.421 ($p < 0.01$), 故本研究的假设 2 (H2) 成立。工作获得感对工作重塑具有显著的正向影响, 其回归系数为 0.361 ($p < 0.01$), 故本研究的假设 3 (H3) 成立。

表 6
假设检验表

	工作获得感			工作重塑		
	β	t	p	β	t	p
授权型领导	0.421	0.472**	< 0.001	0.371	5.842**	< 0.001
工作获得感				0.361	5.127**	< 0.001
R^2		0.151			0.371	
F		22.641**			35.831**	

资料来源：本研究整理

由表 7 数据可知，授权型领导对工作重塑的总效应值为 0.574，95%置信区间[0.358, 0.454]，不包括 0 结果显著。工作获得感在授权型领导与工作重塑之间的间接效应值为 0.264，95%置信区间[0.049, 0.158]不包括 0 结果显著，在工作获得感作为中介变量时，授权型领导对工作重塑的直接效应值为 0.344，95%置信区间[0.226, 0.438]，不包括 0 结果显著。表明工作获得感在授权型领导与工作重塑之间具有部分中介作用，间接效应量占比 27.08%，假设 H4 得到验证。

表 7
总效应、直接效应及中介效应分解表

	Effect 效应值	Se 标准误	LLCI 下限	ULCI 上限	相对效应 值
直接效应	0.344	0.077	0.226	0.438	74.72%
间接效应	0.264	0.068	0.049	0.158	26.08%
总效应	0.574	0.059	0.358	0.454	

资料来源：本研究整理

5 研究结论与展望

5.1 研究结论

本研究在问卷调查的基础上，运用相关分析和回归分析，对贵州省高校的授权型领导、工作获得感、工作重塑进行了测量分析，探讨各变量之间相互作用机制，得到以下结论：

1. 授权型领导对高职院校辅导员的工作获得感具有正向显著的影响，即领导授权越多，高职院校辅导员的工作获得感越强；
2. 授权型领导正向影响工作重塑，即高职院校的领导进行越多授权，越能激发辅导员的工作重塑行为；
3. 工作重塑正向影响工作获得感，即高职辅导员进行越多的工作重塑行为，越能感受到工作获得感；
4. 工作重塑在授权型领导与工作获得感之间存在中介作用，即高职院校授权型领导可以通过促进辅导员的工作重塑行为，进而使辅导员有更多的工作获得感。

5.2 研究局限性与展望

1. 本研究以贵州省高职辅导员为研究对象，研究对象的选择上较为局限。后续研究者可以选择其他行业或地域的群体进行研究，探讨不同地域，不同职业的群体工作重塑、授权型领导与工作获得感之间的关系；
2. 本研究构建了授权型领导对工作获得感的影响，工作重塑的中介作用的研究模型，探讨了三者之间的关系。但是是否还有其他变量能够影响工作获得感？或者能调节变量之间的关系，还有待研究讨论。

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The Effect of Future Workself-Salience on Slow-Employment Attitudes among Higher Vocational Students in Guizhou Province, China: The Mediating Role of Career Decision-Making Difficulties

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Abstract

Slow employment itself is a phenomenon in which fresh graduates suspend employment for various reasons, lack of career development planning, and no clear career goals. Difficulty in career decision-making is an important reason why vocational students' low vocational ability leads to slow employment attitude. The self-clarity of future work may directly affect students' employment concept. Individuals set higher goals than their current self and can better shape their careers. This study takes higher vocational students in Guizhou Province as the research object, distributes 400 questionnaires, and explores the impact of higher vocational students' future job self-clarity on slow employment attitudes in higher vocational students in Guizhou Province. The research shows that: 1. Future work self-clarity negatively affects slow employment attitude; 2. Future work self-clarity negatively affects career decision-making difficulties; 3. Career decision-making difficulties positively affects slow employment attitude; 4. Career decision-making difficulties in Future job self-clarity and slow employment attitude play a mediating role.

Keywords: Future Workself-Salience, Slow Employment Attitude, Career Decision-Making Difficulties, Higher Vocational Students in Guizhou Province

中国贵州省高职学生未来工作自我清晰度对慢就业态度的影响：职业决策困难的中介作用

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摘要

慢就业本身是应届毕业生出于各种原因暂缓就业的现象，职业发展规划缺失，没有明确的职业目标。职业决策困难是高职学生职业能力低导致慢就业态度的重要原因。未来工作自我清晰度可能直接影响学生的就业观念，个体设定高于现在自我的目标，能够更好的塑造自己的职业生涯。本研究以贵州省高职学生为研究对象，发放400份问卷，探讨贵州省高职学生未来工作自我清晰度对于慢就业态度的影响。通过研究表明：1.未来工作自我清晰度负向影响慢就业态度；2.未来工作自我清晰度负向影响职业决策困难；3.职业决策困难正向影响慢就业态度；4.职业决策困难在未来工作自我清晰度与慢就业态度中起到中介作用。

关键词：未来工作自我清晰度，慢就业态度，职业决策困难，贵州省高职学生

1 绪论

1.1 引言

目前,越来越多的高校毕业生毕业后,既不就业也不继续深造,而是暂时选择游学、支教、在家陪父母或者创业考察,慢慢考虑人生道路,这种现象被称为“慢就业”(江胜锋,2020)。大学生是中国未来发展的中坚力量。大学毕业生“慢就业”现象势必影响国家前途、社会稳定。如何预防和减少“慢就业”问题有重要的现实意义。

从慢就业的概念来看,慢就业本身是应届毕业生出于各种原因暂缓就业的现象,职业发展规划缺失,未来职业决策困难,甚至没有明确的职业目标是高职学生职业能力低,进而导致慢就业态度的重要原因(陈璐,2020)。职业决策困难是指为个体在做出职业相关决定时遭遇困难和挑战的经历(杨强等人,2020)。当个体在受到职业决策困难时,会影响其求职的积极性。而未来工作自我清晰度可能直接影响学生的就业观念,个体设定高于现在自我的、更有野心的目标,能够在当下或未来承担未知风险,以更好的塑造自己的职业生涯。因此,本研究从高职学生出发,探讨中国贵州省高职学生未来工作自我清晰度对于慢就业态度的影响,职业决策困难的中介作用。

2 文献综述

2.1 未来工作自我清晰度的定义

未来工作自我清晰度(Future Workself-Salience)是指一个人对未来所期望的工作中自我的形象是清晰且容易想象的。而由于个人在不断的思考和完善他的未来自我,因此其未来工作自我会随着时间的推移而不断的发展、完善直至清晰(Strauss et al.,2012)。

2.2 未来工作自我清晰度的衡量

King and Raspin(2004)开发出3道题的可能自我清晰度量表,采用6点评分方式进行衡量。后来Strauss et al. (2012)对量表的三个题项进行细化改编,再加入两个全新题项,构成总共5题的未来工作自我清晰度量表。

Cai et al.(2015)又将Strauss et al.(2012)的英文量表进行翻译修订,结合中国本土化背景,形成中文版未来工作自我清晰度的量表,题项为Likert 5点计分,量表的内部一致性良好。

2.3 慢就业态度的定义

“慢就业”是指学生在毕业后不着急就业,而是对就业持观望态度,采取游学、支教、在家陪父母、创业考察或者继续深造等方式暂缓就业的特殊现象,而慢就业态度就是学生对慢就业所持有的认知、情绪体验和意向(浦昆华等人,2023)。

2.4 慢就业态度的衡量

邱琳等人(2021)以河北不同层次的高校的大学生为研究对象,制作问卷《高校大学生“慢就业”现象的调查》,分析不同性别,生源学生对于“慢就业”的认知、态度等。浦昆华等人(2023)采用自编的《大学生慢就业态度问卷》对大四学生的慢就业态度进行调查,经过数据处理,最终形成12道题目的调查问卷,包括慢就业认知、慢就业情绪与慢就业意向3个维度。采用李克特1-5五点计分,每个题项均为正向计分,得分越高表明大学生临近毕业前越没有就业打算和就业规划。

2.5 职业决策困难的定义

Tokar et al. (2003)认为职业决策困难指的是个体无能力做出职业选择或决定,包含无法做出选择或是对做出的选择不满意。杜睿与龙立荣(2006)认为职业决策困难是个体在进行职业选择时可能遇到的各类难题,导致他们没有足够能力做出具体决策或对做出的决策不满意。

2.6 职业决策困难的衡量

心理学家Chartrand et al.(1990)编订的《职业因素量表》(Career factors inventory,

CFI),这一量表是从不同的维度来对职业决策进行考量的,最初包含职业信息需求、自我认识需求、自尊、职业选择焦虑和一般性犹豫不决五个维度,后通过分析删除了自尊,保留了四个维度。

中国使用较多的职业决策困难量表是由杜睿与龙立荣(2006)改编的《职业决策困难量表》(简称CDDQ),他们基于中国对职业决策相关研究的不足,开始对中国大学生的职业决策困难问题进行本土化的研究,该量表共16个项目,共由四个维度构成。

2.7 未来工作自我清晰度对慢就业态度的影响

未来取向的心理过程蕴涵了个人动机、未来计划和行动评价(Nurmi, 1989),个体会根据其主观愿望、价值观和对未来的期望等来决定如何实现自己的目标,同时也会评价自己实现目标的可能性。未来取向是面向未来的,对于即将毕业的学生来说,职业也是面向未来的。有一项质性研究发现,对未来较为关注的青年,更能明确职业定向,更能主动自觉就业择业(Koo & Kim, 2016)。可见,对于高未来取向的大学生来说,未来是有目标的,在学习生活过程中,他们会根据理想和目标,不断修正自己的行为 and 规划,这样的修正不仅可以决定他们的事业,也可以决定其成功与失败;而对于低未来取向者来说,未来则是虚无缥缈的,他们没有思考过自己未来的目标和规划,低未来取向的大学生更容易因没有规划和目标等产生慢就业态度。已有研究表明,青少年对未来有清楚的方向,学业表现更好,职业不确定感更低(Ferrari et al., 2010)。未来时间洞察力水平较高的成年人会更有奋斗动机,能够快速果断做出职业决策(Taber, 2013)。虽然当前尚未有人直接研究未来取向与慢就业态度的关系,但是基于已有研究文献可以推测出,未来取向越高的人,越不容易出现职业规划或职业选择困难,他们能根据自己的目标,选择相应的职业。拥有高未来取向的大学生更会努力朝着自己的规划和目标前进,从而实现内心构筑的职业理想,高未来取向水平的大学生越不容易出现慢就业态度和慢就业行为,因此提出本研究假设H1:

H1: 未来工作自我清晰度对慢就业态度具有反向显著的影响。

2.8 未来工作自我清晰度对职业决策困难的影响

未来工作自我清晰度是指一个人对未来所期望的工作中自我的形象是清晰且容易想象的。而由于个人在不断的思考和完善他的未来自我,因此其未来工作自我会随着时间的推移而不断的发展、完善直至清晰(Strauss et al., 2012)。明确的未来工作自我清晰度可以为个体提供一个“指南针”(朱萍萍等人, 2014)。清晰的未来工作自我可以作为一种内在激励资源(刘晋等人, 2017),激励个体主动投入到诸如职业生涯规划等未来导向行为中(Strauss et al., 2012),从而促使其做出职业决策。而职业决策困难是指个体在进行职业选择时可能遇到的各类难题,导致他们没有足够能力做出具体决策或对做出的决策不满意(杜睿、龙立荣, 2006)。因此具有清晰目标的个体,会积极投入职业规划当中,从而减少对未来的迷茫感,进一步降低职业决策困难。而未来工作自我通过求职目标清晰度间接影响职业决策困难,未来工作自我越显著,求职目标清晰度越高,职业决策困难越低(孙山、莫璧铭, 2017)。因此,本研究提出假设2

H2: 未来工作自我清晰度对职业决策困难具有反向显著的影响。

2.9 职业决策困难对慢就业态度的影响

求职是一项非结构化的、通常困难且不愉快的任务,需要求职者持续且及时的行动(Turban et al., 2013),而个体在进行求职过程中可能遇到的各类难题,导致他们没有足够能力做出具体决策或对做出的决策不满意,就会引发个体的职业决策困难。进一步造成面对职业选择时的无措,从而引发拖延行为(Van et al., 2009),而“慢就业”是指学生在毕业后拖延就业的情况。因此,本研究认为职业决策困难的个体会有拖延行

为的产生，进一步形成慢就业态度，并提出假设 3

H3：职业决策困难对慢就业态度具有正向显著的影响。

2.10 职业决策困难的中介作用

结合本研究的假设 2 与假设 3，未来工作自我清晰度高个体，可以激励其主动投入到未来导向的行为中(Strauss et al.,2012)，从而促使其做出职业决策。并且个体对未来的目标清晰程度越高，其职业决策困难就越低（孙山、莫璧铭，2017）。而当个体面临职业决策困难时，会产生负面的心理影响，从而逃避，拖延求职行为，进一步形成慢就业态度。因此，本研究提出假设 4：

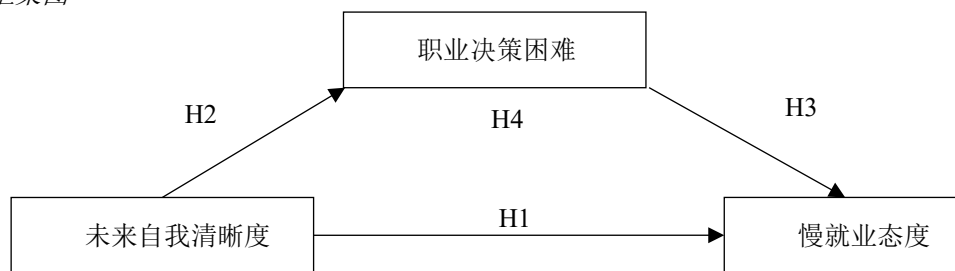
H4：职业决策困难在来自我清晰度与慢就业态度之间起到中介作用。

2.6 研究框架图

本研究通过以上的研究文献，得到本研究的研究框架图，如下图 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 变量的衡量工具

3.1.1 未来工作自我清晰度的衡量工具

参考 Cai et al.(2015)，候亮等人（2019）开发的未来工作自我清晰度量表，本研究的量表共 12 个题项。个体在量表上的分数越高，代表其未来工作自我越清晰。具体量表题项如下表 1 所示：

表 1

未来工作自我清晰度量表

维度	题项
未来工作自我清晰度	1.我对未来工作的职业目标清晰明确。

	12.我有充分的自信和动力去追求自己的职业目标，并且会在适当的时候做出必要的调整和改变。

资料来源：Cai, Z., Guan, Y., Li, H., Shi, W., Guo, K., Liu, Y., ... & Hua, H. (2015). Self-esteem and proactive personality as predictors of future work self and career adaptability: An examination of mediating and moderating processes. *Journal of Vocational Behavior*, 86, 86-94. <https://www.sciencedirect.com/science/article/pii/S0001879114001237>

候亮、刘光建、吴伟、丁桂凤（2019）。大学生谦卑行为与未来工作自我清晰度:有调节的中介模型。《心理与行为研究》，17（5），675。 <http://www.jfz51888.com/psybeh.jfz51888.com/CN/abstract/abstract1959.shtml>

3.1.2 慢就业态度的衡量工具

本研究参考浦昆华等人（2023）自编的《大学生慢就业态度问卷》共 12 道题目的调查问卷，采用李克特 1-5 五点计分，具体量表如表 2 所示：

表 2
慢就业态度量表

变量	题项
慢就业态度	1.我觉得自己无法找到理想的工作。
 12.我觉得自己无法适应工作中的压力和竞争。

资料来源：浦昆华、高兴慧、李东明、牛元帅（2023）。大四学生未来取向对慢就业态度的影响：职业成熟度的中介作用。《中国健康心理学杂志》，1（8），1-12。http://kns.cnki.net/kcms/detail/11.5257.r.20230208.1146.012.html

3.1.3 职业决策困难的衡量工具

本研究采用杜睿与龙立荣（2006）编订的《职业决策困难量表》，该量表共 16 个项目，具体如下表所示：

表 3
职业决策困难量表

变量	题项
职业决策困难	1.我十分留意与职业有关的信息(入职资格、薪金、工作地点等)。
 16.我知道我应该做些什么来实现我的职业目标。

资料来源：杜睿、龙立荣（2006）。大学生职业决策困难问卷的初步研究。《中国临床心理学杂志》，14（3），237-239。https://10.3969/j.issn.1005-3611.2006.03.006

3.2 研究方法

3.2.1 研究对象和问卷收集

本研究的分析目标是未来工作自我清晰度对慢就业态度的影响，为了保证数据具有代表性，本次调查选取贵州省五所职高的学生进行调查研究。

在正式的问卷调查中，研究样本为量表题项总数的 5-10 倍。本研究三个量表总计 40 个题目，因此问卷区间应该是 200-400。为了保证问卷的分析可靠，选择发放 400 份问卷。

3.2.2 分析工具与分析方法

本文主要使用 SPSS 26.0 进行有效问卷数据的分析。问卷内容将以李克特的五点量表为尺度来衡量题项，分析客观取得的相关数据资料。本研究对正式问卷所使用的数据分析方法主要如下：

1. 描述性统计

描述性统计分析主要通过观察和分析数据的主要趋势和方差，对与整个研究相关的所有数据进行统计分析（徐洋洋等人，2019）。

2. 信度分析

信度即可靠性，是指使用相同指标或测量工具重复测量相同事物时，得到相同结果的一致性程度（张丹，2020）。

3. 效度分析

相关分析是处理两个或两个以上处于同等地位的随机变量间的相关关系的统计分析方法（刘江涛、刘立佳，2017）。

4 数据分析

4.1 描述性统计分析

本研究通过网络渠道，共计发放 400 份问卷。通过分析，样本合理，具有代表性。

4.2 信效度分析

经过 SPSS 软件分析，本研究三个量表信度均达到要求（>0.7），未来工作自我清晰度、慢就业态度和职业决策困难的 Cronbach's α 分别为 0.846、0.911、0.812。且本研究各变量间均具有内容效度、聚合效度、区别效度。

4.3 相关分析

未来工作自我清晰度对慢就业态度、职业决策困难的相关分析如表 4 所示:

第一、未来工作自我清晰度对慢就业态度的相关系数为-0.498** ($p < 0.01$), 说明未来工作自我清晰度对慢就业态度存在一定的负相关性。

第二、未来工作自我清晰度对职业决策困难的相关系数为-0.521** ($p < 0.01$), 对慢就业态度的相关系数为 0.562** ($p < 0.01$), 说明未来工作自我清晰度对职业决策困难存在一定的负相关性, 对慢就业态度具有一定的正相关性。

表 4
相关分析表

	未来工作自我清晰度	慢就业态度	职业决策困难
未来工作自我清晰度	1		
慢就业态度	-0.498**	1	
职业决策困难	-0.521**	0.562**	1

注: *代表 $p < 0.05$, **代表 $p < 0.01$, ***代表 $p < 0.001$

资料来源: 本研究整理

4.4 直接效应假设检验

未来工作自我清晰度对慢就业态度、职业决策困难的回归分析如表 5 所示, 自变量为未来工作自我清晰度, 因变量为慢就业态度与职业决策困难, 其中未来工作自我清晰度对慢就业态度中, 其 β 为-0.300 且存在 p 小于 0.001 的显著性关系, 则未来工作自我清晰度负向影响学生的慢就业态度的, 与本研究假设 H1 相符合, 因此本研究假设 H1 成立。未来工作自我清晰度对职业决策困难中 β 为-0.317, 且存在 p 小于 0.001 的显著性关系, 则未来工作自我清晰度对职业决策困难有负向影响, 与本研究假设 H2 相符, 因此本研究假设 H2 成立。

表 5
回归分析表 1

	慢就业态度		职业决策困难	
	β	p	β	p
1.性别	0.074	0.393	-0.044	0.636
2.你的年龄	-0.019	0.694	0.044	0.394
未来工作自我清晰度	-0.300**	0.000	-0.317**	0.000
R^2	0.095		0.098	
调整 R^2	0.084		0.087	
F	8.617**		8.861**	
D-W 值	1.921		1.971	

注: p 值 $< 0.05^*$, $p < 0.01^{**}$, $p < 0.001^{***}$

资料来源: 本研究整理

职业决策困难对慢就业态度的回归分析如表 6 所示, 职业决策困难对慢就业态度的 β 为 0.184, 且存在 p 小于 0.001 的显著性关系, 则职业决策困难对慢就业态度具有正向影响, 与本研究假设 H3 相符, 因此本研究假设 H3 成立。

表 6

回归分析表 2

	慢就业态度	
	β	p
1.性别	-0.067	0.482
2.你的年龄	0.049	0.36
职业决策困难	0.184**	0.000
R^2	0.038	
调整 R^2	0.027	
F	3.269**	
D-W 值	1.963	

资料来源：本研究自行整理

4.5 中介效应假设检验

本研究中介鉴定通过对三个模型进行判断中介效应，模型一中自变量对因变量具有显著影响，模型二中自变量对中介变量具有显著性影响，模型三中加入中介变量后，自变量与因变量之间的 β 值若低于加入之前则存在中介作用，自变量与因变量之间的存在显著性关系则存在部分中介，若不显著则存在完全中介，若高于加入之前则不存在中介作用，本研究的中介作用如表 7 所示，模型一中，自变量未来自我清晰度与因变量慢就业态度存在-0.288 且 p 小于 0.001 的显著性关系，模型二中，自变量与中介变量存在显著性关系，模型三中，加入中介变量后自变量与中介变量的 β 值-0.317 为且存在显著性，小于没有加入中介变量之前自变量与因变量的 β 值-0.300，因此职业决策困难在未来自我清晰度与慢就业态度之间存在中介作用，且为部分中介，本研究假设 H4 成立。

表 7

中介检验表

	慢就业态度		职业决策困难		慢就业态度	
	β	p	β	p	β	p
1.性别	-0.044	0.636	0.074	0.393	-0.051	0.581
2.你的年龄	0.092	0.146	0.061	0.299	0.086	0.173
未来自我清 晰度	-	0.000	-	0.000	-	0
职业决策困 难	0.288**		0.317**		0.300**	0.043
R^2	0.095		0.098		0.105	
调整 R^2	0.084		0.087		0.092	
F	8.861**		8.617**		8.232**	

注： $p < 0.05^*$ ， $p < 0.01^{**}$ ， $p < 0.001^{***}$

资料来源：本研究整理

5 研究结论

5.1 研究结论

本研究通过对贵州高职学生发放 400 份问卷，通过 SPSS 数据分析得到以下研究成果：（1）未来工作自我清晰度对慢就业态度具有负向显著的影响。（2）未来工作自我清晰度对职业决策困难具有负向显著影响。（3）职业决策困难对慢就业态度具有负向显著的影响。（4）职业决策困难在未来工作自我清晰度与慢就业态度之间具有中介作用。因此，做好大学生职业规划，提高学生的未来工作自我清晰度，能够有效解决大学生的职业决策困难，慢就业态度，促进中国大学生就业。

5.2 研究局限性

1.本研究选择了贵州高职学生进行调查，在研究对象上具有一定的局限性。以后的研究可以拓展不同的地区，不同的群体，增加研究结果的代表性；

2.本研究仅验证了未来工作自我清晰度、职业决策困难与慢就业态度三者之间的关

系, 是否存在其他变量也起中介作用, 值得进一步探讨和研究。

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THE INFLUENCE OF AMIABLE AND HUMOROUS LEADERSHIP ON EMPLOYEES' JOB ENGAGEMENT -- TAKING WORK HAPPINESS AS THE MEDIATING VARIABLE

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Abstract

This study will explore the influence of amiable and humorous leadership on employees' job engagement, and examine the role of job happiness in the above relationship. Questionnaires with good reliability and validity were selected by questionnaire survey method, and grassroots employees of small and micro family enterprises in Yunnan were invited to fill them out anonymously. 406 valid samples were collected and SPSS 25.0 software was used for statistical analysis of the collected valid questionnaire data to verify the hypothesis. Through empirical testing of the model of influencing factors of amiable and humorous leadership on employees' job engagement, it is found that amiable and humorous leadership has a significant positive impact on employees' job engagement, amiable and humorous leadership has a significant positive impact on employees' job well-being, and employees' job well-being has a significant positive impact on employees' job engagement, and job well-being plays a part of an intermediary role in this study.

Key words: amiable and humorous leadership; Happiness at work; Employee engagement

亲和幽默型领导对员工工作投入的影响

——以工作幸福感为中介变量

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摘要

本研究将探讨亲和幽默型领导对员工工作投入的影响，并检验工作幸福感在以上关系中的作用。使用问卷调查方法选取信效度良好的问卷，邀请云南地区的小微型家族企业基层员工匿名填写，收集到 406 份有效样本并使用 SPSS 25.0 软件对收集到的有效问卷数据进行统计分析，以验证假设。通过实证检验亲和幽默型领导对员工工作投入影响因素的模型，亲和幽默型领导对员工工作投入的正向影响显著，亲和幽默型领导对员工工作幸福感具有显著的正向影响，员工工作幸福感对员工工作投入的正向影响显著，工作幸福感在本研究中起到了部分中介作用。

关键词:亲和幽默型领导；工作幸福感；员工工作投入

1. 绪论

2020 年突如其来的新冠疫情破坏了人类安定的工作与祥和的生活，同时也对众多企业的经济产生了巨大的打击，各公司中裁减、降薪、停薪留职等现象时有发生。在这些不确定的情景下，职工易产生焦躁不安、精神不够、心态不平衡、无法投入工作等心态问题（刘凤娇，2020）。长期积累的消极心态和心理状况不但对个人的心理健康造成干扰，而且对他们迅速回到正常的环境和主动的开展工作造成限制作用。魏春燕、陈磊（2015）曾提出“家族企业是一种世界范围内普遍存在的企业形态，在资本市场上占据着重要地位”。这也凸显出来研究家族企业管理的必要性。

员工工作投入能够提高员工业绩和团队效率，对不稳定环境下企业的复苏与成长提供有力的帮助，从而降低对中国企业的冲击（丁任重等人，2020）。员工工作投入的降低对现在大环境下企业的复工复产的影响巨大，寻找能够增加员工工作投入的前因变量迫在眉睫，而领导者在组织环境中担任着关键的前因变量之一。

同时，本文还将研究亲和幽默型领导如何对员工工作投入产生影响，即探讨中介变量。由于职场内卷越来越严重，导致职场环境中的员工精力高度紧绷没有工作幸福感可言。亲和幽默型领导的特点在于领导以员工为核心，相信个人的感受比工作更重要，同时使用幽默的交流方式带动员工的工作积极性。所以，亲和幽默型领导从理论上讲也可以影响员工工作幸福感从而产生积极影响。

基于此，本文认为员工工作幸福感在亲和幽默型领导对员工工作投入影响的作用中会发生积极影响，可视为中介变量。

2. 文献综述

2.1 小微型家族企业

小微型家族企业是指既具有家族企业特征，又符合小微企业的定义，即同时满足以下三个条件的企业：1、家族企业特征：资本或股份主要控制在一个家族手中，家族成员出任企业的主要领导职务；2、小微企业定义：符合国家有关行业小微企业的规定；3、企业实际运营和管理中，家族成员在企业中具有重要的决策和经营管理职务，同时企业的管理和经营模式具有家族企业的特征。

2.2 亲和幽默型领导

王超、王一凡（2022）提出“亲和幽默型领导被归纳为通过分享有趣的事情或善意幽默的行为（如调侃和打趣）来娱乐下属，让下属能够直接感知到的工作场所幽默行为”。亲和幽默型领导可以通过亲近的行为和幽默的表达方式来使员工在工作中放松，沟通交流起来减小压力。

（1）亲和幽默型领导的积极作用：Kim 等（2016）和石冠峰（2017）等学者的研究结果均表明，亲和幽默型领导的幽默对个体层面的影响包括改善工作行为、提高人际互动、改善工作态度和绩效、拉近上下级之间的距离感等。结果表明，亲和幽默型领导的幽默可以提高员工的工作投入和绩效。对团队层面的影响，亲和幽默型领导在工作时，会影响到其领导有效性（Decker&Rotondo,2001）。石冠峰等（2017）提出亲和幽默型领导可以加强领导-成员交换关系，幽默型领导的积极引导能够给员工带来正向的工作心态与自我情绪感知，可以有效提高团队的工作效率，增加团队工作积极性（Robert&Wilbanks,2012）。

（2）亲和幽默型领导的消极作用方式。Goswami（2016）在研究中指出“也存在着领导运用幽默嘲笑、讽刺他人的行为，这种类型的幽默使员工感受到更大的压力，并表现出更多的反抗行为”。石冠峰等（2017）用实证检验了亲和幽默型领导确实能够显著正向影响员工创造力，攻击幽默型领导能够显著负向影响员工创造力。

综上所述，本研究根据家族企业的实际情况，将从个体层面出发提出单维度自变量亲和幽默型领导。

2.3 工作幸福感

幸福感理论在近年的学界有快乐论与完善论两种哲学观念。

第一种观点是从快乐论方向出发，将工作幸福感界定为员工在工作中产生的、愉悦的主观体验，将其命名为主观工作幸福感。第二种观点主要是从完善论出发，将工作幸福感定义为员工个体愿意在工作中完善自己并在工作中自我提升的积极心态，也由此提出了心理工作幸福感的概念。第三种观点是快乐论和完善论的糅合，是一种综合观点。将工作幸福感界定为工作时员工不仅愿意在工作中完善自己，愿意为了工作完成自我发展，同时也能主观产生愉悦的工作体验，将其命名为主观工作幸福感。Warr（1990）指出完整的工作幸福感应当包括员工工作时主观产生的愉悦的工作体验和在工作中能完成自我价值实现的完整过程体验。

鉴于此，本文从整合工作幸福感的观点出发，将工作幸福感界定为工作时员工不仅愿意在工作中完善，自己感知到的自我价值实现，愿意为了工作完成自我发展，同时也能主观产生愉悦心理的表现。单维度工作投入更符合家族企业的实际工作。

2.4 工作投入

作为这一理论的第一个提出人，Kahn（1990）把工作投入界定为“组织成员控制自我以使自我与工作角色相结合”。而Schaufeli（2002）则通过另一个方式来界定工作投入的概念。他将其构建在了幸福感的两个维度，即快乐和激发这一更容易理解的分体系框架之上。Schaufeli等人认为它主要包含了3个层次，即活力、奉献和专注。

基于以上理论，本文将工作投入定义是一种能激发员工积极主动工作状态的动机和情绪，将工作投入划分为活力、奉献和专注三个维度更符合家族企业实际情况。

3. 研究假设与设计

3.1 亲和幽默型领导与员工工作投入的相关假设

亲和幽默型领导指的是领导人通过亲近的行为和幽默的表达方式来让下属从工作中放松，沟通交流起来减小压力的一种领导方式。

首先，亲和幽默型领导所表现出来的是一种易于被人接受的感觉，有利于给员工营造一种放松和投入的氛围。容易让员工获得归属感。使得员工积极性提高，在工作中能更主动地向领导展示自己，一旦获得领导的认可，其在工作中的积极性和新奇感就能更持久（郭慧敏，2021）。其次，亲和幽默型领导能够促进与员工间的有效沟通。因为领导温和幽默的表达方式传递出一种平等交流、友好共处的信号，从而使员工更愿意与领导互动并促进有效沟通。这个互动过程有利于调动员工的工作积极性。最后，已有研究表明亲和幽默型领导对工作绩效、工作幸福感和创造力都具有正向的影响。领导幽默的行为方式，容易使员工在工作中获得积极的体验情绪，有利于他们更投入地工作。

综上，本文提出以下假设：

H1:亲和幽默型领导对员工工作投入有正向影响。

3.2 亲和幽默型领导与员工工作幸福感的相关假设

亲和幽默型领导通过使用幽默和亲和力来促进员工的积极性、工作满意度和组织承诺，从而对组织产生积极的影响。与严肃的领导不同，亲和幽默型领导可以在工作环境中创造一种放松的氛围，使员工更加自在、舒适（Atwater，2009），同时带来更高的生产力和工作质量。此外，这种领导风格也可以增强员工对组织的信任感和忠诚度，因为他们感觉到领导和组织对他们的关注和照顾，使员工对领导与公司产生归属感（赵宜萱、徐云飞，2016）。领导用温和的沟通方式与员工建立平等、良好的关系时，在无形中就增加了双方的交流。

综上，本文提出以下假设：

H2:亲和幽默型领导对员工工作幸福感有正向影响。

3.3 工作幸福感中介作用的假设

员工工作幸福感显著时，其拥有的活力会使员工精力充沛，从而提高工作激情。面临事业上的困境时，会降低对风险和不确定性的感知，从而激发员工工作效率。研究发现工作幸福感与工作投入关系的结果较为一致地表明二者关系紧密，且工作投入的高低与工作幸福感的高低成正比，同时工作投入对工作幸福感有一定的正向预测作用（李丹，2021）。员工工作幸福感越显著，员工表现出的对工作的积极性越高，状态越积极，就越愿意投入工作，会为工作花费更多的时间，把工作做到尽善尽美。

根据上文提出的假设结合工作幸福感的中介作用，本文认为，亲和幽默型领导能够对员工工作幸福感产生积极影响，而显著的工作幸福感又会促进员工工作投入。

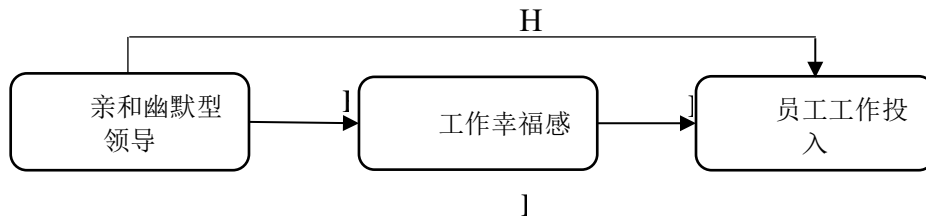
综上，本文提出以下假设：

H3: 员工工作幸福感对员工工作投入有正向影响

H4:工作幸福感在亲和幽默型领导与员工工作投入之间有中介作用。

结合文献综述，提出本文研究假设模型如「图 3.1」所示。

图 3.1 亲和幽默型领导对员工工作投入的影响模型



3.4 研究设计

本次问卷包括两个部分，第一个分为回答者本人情况说明，共 5 题「表 1」。第二部分为各维度量表「表 2」，共 26 题。整个问卷合计 31 题。

表 1

基本信息

编号	测量题项	选项				
1	性别	男	女			
2	年龄	18-24	25-34	35-44	45-54	55 及以上
3	学历	中专及以下	大专	本科	硕士	博士及以上
4	工作年限	1 年以内	1-2 年	3-5 年	6-9 年	10 年及以上
5	月均收入	3000 及以下	3001-4000	4001-5000	5001-6000	6001 及以上

表 2

各维度量表

变量	维度	编号	测量题项	参考来源
亲和幽默型 领导量表		Q1	我的领导总是不太爱笑	石冠峰等 (2017)
		Q2	我的领导总是能够轻易逗乐别人，他就像是一个自带幽默感的人	
		Q3	我的领导总是和与他亲近的员工开玩笑	
		Q4	我的领导总是喜欢讲笑话	
		Q5	我的领导和其他员工在一起时也会经常开玩笑	
		Q6	我的领导和员工相处时，经常有好玩的事情分享给大家	
员工工作幸 福感量表		XFG1	我能感觉到我的工作非常有趣。	Zheng 等 (2015)
		XFG2	我能感觉到我很满意现在从事的工作。	
		XFG3	我能感觉到我总能找到办法来充实我的工作。	
		XFG4	我能感觉到我对我具体的工作内容很满意。	
		XFG5	我能感觉到我的工作会是很有意义的一场经历。	
		XFG6	我能从目前工作中获得的成就感。	
员工工 作投 入量 表	活力	TR1	我总能在工作中充满活力	Schaufeli 等 (2006)
		TR2	我总能在工作中觉得自己精力充沛	
		TR3	我总能在早晨一起床就想去工作	
		TR4	我总能在工作时很快从精神疲劳中恢复过来	
		TR5	即使工作进展不顺利，我也总能够锲而不舍	
	奉献	TR6	我总能觉得我的工作很有意义	
		TR7	我总能对工作充满了热情	
		TR8	工作总能激发我的灵感	
		TR9	我总能为自己做从事的工作感到自豪	
		TR10	我总能在工作时感觉到时间过得飞快	
		TR11	我总能在工作时忘记了周围的一切事情	
		TR12	我总能在全身心投入工作的时候感到快乐	
		TR13	我总能完全沉浸于自己的工作之中	
		TR14	我总能在工作时会达到忘我的境界	

3.3.2 调查问卷发放与整理

调查样本数据主要选取的是中国云南省宣威市的 10 家员工规模 50 人以下涉及批发业与一家员工规模 100 人以下的建筑业的小微型家族企业的员工。因为中国现在疫情刚放开，问卷调查仍然采取线上问卷星为主结合少部分线下实地发放问卷的形式展开本次调研，线上调查主要是委托在企业工作的亲友及熟人大范围转发问卷，现场调查是自己和朋友帮忙在批发市场现场分发问卷，邀请员工填写。共回收 447 份问卷，剔除不合格问卷，最终得到有效问卷 406 份，问卷回收有效率为 81.2%。

第二部分调查问卷将采用李克特量表 5 点计分法。题项包含“非常不同意”、“不同意”、“不确定”、“同意”、“非常同意”，从非常不同意到非常同意依次赋予 1-5 分。

4. 实证分析

4.1 人口学变量频率分析

根据巴克里（2011）提到的样本容量计算公式得出样本容量约为 498 人。为进一步提高调查精度，此次调查问卷发出 500 份，已收回问卷 447 份，总回收率为 89.4%。去掉问卷填写不完整、答案几乎无变化、前后矛盾等不合格的问卷。最后共筛选出有效问卷 406 份，收回有效问卷 81.2%。

4.2 消费者个人基本情况

本节主要运用 SPSS 25 对问卷样本的数据统计进行描述性分析，分别把被调查者的性别、年龄、学历、工作年限、公司性质等属性进行了相关的统计分析，人口学变量的分析结果见「表 3」所示。

表 3

人口学变量表

变量	类型	频率	百分比
性别	男	169	41.6
	女	237	58.4
年龄	18-24	27	6.7
	25-34	175	43.1
	35-44	152	37.4
	45-54	47	11.6
	55 及以上	5	1.2
	中专及以下	62	15.3
学历	大专	172	42.4
	本科	135	33.3
	硕士	31	7.6
	博士及以上	6	1.5
工作年限	1 年以内	33	8.1
	1-2 年	51	12.6
	3-5 年	172	42.4
	6-9 年	144	35.5
	10 年以上	6	1.5
	3000 及以下	45	11.08
月均收入 (单位: 元)	3001-4000	60	14.8
	4001-5000	167	41.13
	5001-6000	125	30.79
	6001 及以上	9	2.2

本次研究共有 406 个有效样本，经过对各变量的频率进行分析，得出的结果是样本特征分布较为均匀。具体是：1、性别层面男女比例均衡。2、年龄层面虽然调查对象年龄跨度大，但主要还是集中在 25-44 岁，在大多数企业中，这个年龄段的员工通常占据了很大一部分，也承担着更多的工作任务和责任。因此，对于本次调查而言，主要针对这个年龄段的员工进行研究，可以更全面地了解员工的工作幸福感、工作投入等方面的情况。3、学历层面可以看出，大学本科占比最高，说明样本中的被调查者有较多是受过高等教育的群体，都能够很好的理解问卷题目，保证了问卷回收的质量；4、工作年限层面表明所选择的样本群体普遍具有工作年限长的特点，符合本次主要面向企业中基层员工的研究要求。5、月均收入层面说明家族企业员工的收入普遍在 4000-6000 元每月。

4.3 信度、效度分析

信度分析

本研究和分析采用的信度测量方法是 Cronbach's Alpha 信度系数法，使用 SPSS 25 版本实现信度分析过程。结果如「表 4」所示。各个量表总体都具有较高的信度，Alpha 系数为 0.770-0.911，不需要进行调整，可以进一步进行数据处理。

表 4

信度检验

变量	维度	α	项数
亲和幽默型领导 工作幸福感	亲和幽默型领导	0.770	6
	工作幸福感	0.894	6
工作投入	活力	0.875	5
	风险	0.854	4
	专注	0.909	5
	工作投入	0.911	14

效度分析

此次问卷调查研究将采用探索性因子分析法来对效度进行分析。先采用 KMO 测度和 Bartlett 球体检验，再进行因子分析。如「表 5」所示，本量表 KMO 统计量=0.908，适合做因子分析，Bartlett's 球形检验拒绝原假设，各变量具有较强的相关性。

表 5

KMO 和巴特利特检验

KMO 取样适切性量数		0.908
巴特利特球形度检验	近似卡方	7407.333
	自由度	595
	显著性	0.000

4.4 因子分析

根据本研究的问卷变量设计，确定并提取了 5 个公因子。选择主成分分析法来提取，结果如「表 6」所示：特征值大于 1 的公因子共有 5 个，所以此次研究将提取前 5 个公因子。前 5 个公因子的累计方差贡献率为 71.311%，代表选择了这 5 个公因子就能够解释所有变量 71.311% 的变异，解释程度良好。对提取的 5 个公因子进行因子旋转，得到旋转后的因子载荷表，结果与预期维度划分一致，效度良好。

表 6

总方差解释

成分	初始特征值			提取载荷平方和			旋转载荷平方和		
	总计	方差百分比	累积 %	总计	方差百分比	累积 %	总计	方差百分比	累积 %
1	10.02	51.094	51.094	10.02	51.094	51.094	4.063	42.666	42.666
2	2.351	6.717	57.811	2.351	6.717	57.811	3.355	9.585	52.251
3	1.858	5.309	63.12	1.858	5.309	63.12	2.293	6.552	58.803
4	1.552	4.435	67.555	1.552	4.435	67.555	2.2	6.287	65.09
5	1.315	3.756	71.311	1.315	3.756	71.311	2.177	6.221	71.311

4.5 相关分析

经皮尔逊相关系数检验的结果如「表 8」所示，亲和幽默型领导与工作幸福感之间有显著的正相关性 ($p < 0.01$) 亲和幽默型领导与工作投入之间有显著的正相关性 ($p < 0.01$) 工作幸福感与工作投入之间有显著的正相关性 ($p < 0.01$)。根据结果可见，本研究的各个变量间的关系都得到了初步的支持，可以进一步检验研究假设。

表 7

各个维度间的相关性分析

	亲和幽默型领导	工作幸福感	工作投入
亲和幽默型领导	1		
工作幸福感	.422**	1	
工作投入	.401**	.440**	1

4.6 回归分析

本文研究的是亲和幽默型领导对员工工作投入的影响，即研究亲和幽默型领导（自变量）因素对员工工作投入（因变量）的影响以及工作幸福感（中介变量）在自变量因变量间的中介作用。通过使用软件 spss 25 版本实现回归分析过程。

(1) 亲和幽默型领导对工作投入的回归分析、亲和幽默型领导对工作幸福感的回归分析、工作幸福感对员工工作投入的回归分析

经多元线性回归，在控制人口学变量的情况下，亲和幽默型领导对工作投入有显著的正向影响（ $\beta = 0.361$, $p < 0.001$ ）当问卷受访者在亲和幽默型领导的平均得分每增长一个单位，其在工作投入的平均得分也会相应地提高 0.361 个单位。亲和幽默型领导对工作幸福感有显著的正向影响（ $\beta = 0.300$, $p < 0.001$ ）当问卷受访者在亲和幽默型领导的平均得分每增长一个单位，其在工作幸福感的平均得分也会相应地提高 0.300 个单位。工作幸福感对工作投入有显著的正向影响（ $\beta = 0.342$, $p < 0.001$ ）当问卷受访者在在工作幸福感的平均得分每增长一个单位，其在工作投入的平均得分也会相应地提高 0.342 个单位。

(2) 工作幸福感在亲和幽默型领导对工作投入的中介回归分析

表 8

工作幸福感在亲和幽默型领导对工作投入的中介回归分析

	工作幸福感		工作投入		
	模型 d1	模型 d2	模型 d3	模型 d4	模型 d5
性别	-0.064	-0.056	0.005	0.011	0.030
年龄	0.006	-0.017	0.032	0.013	0.018
工作年限	-0.004	0.025	-0.061	-0.037	-0.046
学历	0.059	0.060	0.044	0.044	0.025
公司性质	-0.026	-0.028	-0.045	-0.047*	-0.038
亲和幽默型领导		0.889***		0.732***	0.443***
工作幸福感					0.326***
R 方	0.010	0.283	0.016	0.265	0.367
调整后 R 方	-0.003	0.272	0.003	0.253	0.356
R 方变化量		0.273		0.249	0.102
F	0.788	26.218	1.284	23.918	32.932
F 变化量		151.882		134.944	64.262

本研究根据三步中介效应法来对工作幸福感在亲和幽默型领导和工作投入之间是否起到中介作用的假设来进行逐步检验，第一步，模型 d4 中，自变量亲和幽默型领导对因变量员工工作投入效应显著（ $\beta = 0.732$, $p < 0.001$ ），第二步，模型 d2 中，自变量亲和幽默型领导对中介变量工作幸福感效应显著（ $\beta = 0.889$, $p < 0.001$ ）；第三步，加入自变量亲和幽默型领导后，中介变量工作幸福感对因变量员工工作投入的效应显著（ $\beta = 0.326$, $p < 0.001$ ）。

4.7 中介检验

表 9

中介检验

	效应值	标准误	下限	上限	间接效应占比
总效应	0.732	0.063	0.608	0.856	
直接效应	0.443	0.069	0.307	0.578	60.44%
间接效应	0.290	0.044	0.208	0.379	39.56%

经BOOTSTRAP检验可以看出，间接效应、直接效应所在的置信区间都不包含0，由此可以看出工作幸福感在亲和幽默型领导和工作投入之间起到了部分中介作用的假设得到验证，中介效应占比为39.56%。

4.8 研究结论

本文的研究结论详细结果如「表 11」所示：此次研究从理论方面说明了亲和幽默型领导对员工工作投入的假设有理论依据，又实证了亲和幽默型领导对员工工作投入有正向影响作用的假设是成立的，中介变量工作幸福感在其中起到了部分中介的作用。

表 10

研究结论

序号	内容	结果
H1	亲和幽默型领导对员工工作投入有正向影响	成立
H2	亲和幽默型领导对员工工作幸福感有正向影响	成立
H3	员工工作幸福感对员工工作投入有正向影响	成立
H4	工作幸福感在亲和幽默型领导与员工工作投入之间有中介作用	成立 (部分成立)

4.9 研究结果讨论

本研究假设 H1 认为亲和幽默型领导对员工工作投入有正向影响。问卷结果得出的结论是亲和幽默型领导对员工工作投入的正向影响显著 ($\beta=0.361, p<0.001$)，结果显示假设 H1 成立。

本研究假设 H2 认为亲和幽默型领导对员工工作幸福感有正向影响，问卷结果通过分析软件所得出的结果可知，亲和幽默型领导对员工工作幸福感的正向影响显著 ($\beta=0.300, p<0.001$)。假设 H2 成立。

本研究假设 H3 认为员工工作幸福感对员工工作投入有正向影响，通过实证分析可知，员工工作幸福感对员工工作投入的正向影响显著 ($\beta=0.342, p<0.001$)。假设 H3 成立。

本研究假设 H4 认为工作幸福感在亲和幽默型领导与员工工作投入之间有中介作用，通过实证分析可知，自变量亲和幽默型领导对因变量效应显著 ($\beta=0.732, p<0.001$)，自变量亲和幽默型领导对中介变量效应显著 ($\beta=0.889, p<0.001$)；中介变量工作幸福感对因变量的效应显著 ($\beta=0.326, p<0.001$)；说明工作幸福感在本研究中起到了部分中介作用的假设初步得到验证。在上述假设 H1 和 H2、H3 成立的基础上，可以解释工作幸福感对员工工作投入的促进作用。

本研究的实证结果表明,工作幸福感能够正向影响员工的工作投入,工作幸福感在亲和幽默型领导与工作投入的关系中起到部分中介的作用。这说明亲和幽默型领导可以通过工作幸福感来影响员工的工作投入,意味着本文证实了假设 H4 的工作幸福感的中介作用。

5. 研究建议及展望

本章通过 SPSS 数据分析的结果进行理论假设的验证并对假设的结果进行分析和讨论,解释每一个检验结果,讨论可能的实践意义,并在现有研究的基础上,指出本文的存在不足和研究展望。

5.1 管理建议

本文主要以家族企业员工为研究对象,分析变量间的影响。同时结合本文的研究结果以及对上述研究结果的讨论,针对企业管理的具体实践提出如下建议:企业领导者应该注重员工的主观感受和工作幸福感,通过营造良好的工作氛围、建立激励机制、提供培训机会和管理工作负荷等多种方式,帮助员工提高工作投入度和幸福感,从而提高企业绩效和竞争力。

5.2 研究局限与展望

研究局限

通过对关于亲和幽默型领导、工作幸福感以及员工工作投入的文献进行分析研究,整理出前文的理论,提出相关研究模型及假设,再结合问卷数据进行分析,验证假设最终得出本研究的结论。此次研究也存在一些不足之处,具体如下:

首先,研究方法有限,研究仅使用了时点的数据。其次,用于问卷的评估方法存在局限性。最后,缺乏关于其他类型领导幽默对员工工作投入的影响的研究。

本文针对不足提出以下展望:

首先,使用多个时间点的数据来分析亲和幽默型领导对员工工作投入的机制。其次,使评估方法多样化。最后,分析不同风格的领导幽默对员工工作投入的影响。

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The Impact of Absorptive Capacity on Employee Creativity: Taking Knowledge Sharing as a Mediator; Uncertainty Avoidance as a Moderator

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Abstract

Digital transformation is a key choice for enterprises in the era of digital economy. The state vigorously advocates enterprises to carry out digital strategic transformation and upgrading. The innovation of small and medium-sized enterprises depends on the individual employees in the organization, so how to improve the creativity of employees is a problem that every small and medium-sized digital transformation enterprise must face. Starting from the individual level, this study explores the impact mechanism of absorptive capacity on employee creativity, and constructs a theoretical model with knowledge sharing as a mediator and uncertainty avoidance as a moderator, and puts forward research hypotheses. This study takes the employees of small and medium-sized digital transformation enterprises in Guangdong Province as the survey object, adopts quantitative analysis and conducts statistical tests. The main findings show that: absorptive capacity is positively correlated with employee creativity; knowledge sharing mediates the relationship between absorptive capacity and employee creativity; uncertainty avoidance negatively moderates the relationship between absorptive capacity and employee creativity, and knowledge The relationship between sharing and employee creativity has a negative moderating effect. Finally, based on the research conclusions, it is hoped to provide a reference for the innovation and development of employees in small and medium-sized digital transformation enterprises.

Keywords: Absorptive Capacity; Employee Creativity; Knowledge Sharing; Uncertainty Avoidance

吸收能力对员工创造力的影响:以知识共享为中介变量;不确定性规避为调节变量

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摘要

数字化转型是数字经济时代企业的一种关键抉择, 国家大力倡导企业进行数字化战略转型升级。中小企业的创新依赖于组织中的员工个体, 所以如何提升员工创造力是当下每个中小型数字化转型企业都要面对的问题。本研究从个体层面出发, 探讨了吸收能力对员工创造力的影响机制, 并构建了以知识共享为中介变量, 不确定性规避为调节变量的理论模型并提出研究假设。本研究以广东省中小型数字化转型企业的员工为调查对象, 采用定量分析并对进行统计检验。主要研究结果表明: 吸收能力与员工创造力呈正相关; 知识共享在吸收能力和员工创造力之间起中介作用; 不确定性规避对吸收能力与员工创造力的关系负向调节作用, 以及对知识共享与员工创造力的关

系具有负向调节作用。最后基于研究结论，希望对中小型数字化转型企业员工的创新发展提供参考。

关键词: 吸收能力；员工创造力；知识共享；不确定性规避

1. 绪论

1.1 研究背景

数字化转型是近年来推动企业组织变革的重点方向。数字化转型是中小企业在后疫情时代提高市场竞争力、增强抗风险能力和实现效益增长的新机遇。中小企业是数字经济的重要组成部分，同样面临数字化技术需求，激发中小企业的数字活力将有利于推进数字化进程。此外，数字化转型还可以让中小企业在云计算、人工智能等新兴技术的赋能下降低成本，实现资源配置的优化，并提高企业的经营管理效率。以往的中小企业资源有限，能力不足，传统办公软件已经难以解决企业在新环境下生存、竞争问题，新一代信息技术正利用其自身的创新性、带动性等特点为制造企业数字化转型发展提供契机。中小企业受制于自身的实力，面对着当前经济社会的数字化发展背景，要生存并可持续发展需组织的不断创新。组织的创新依赖于组织中的员工个体，所以如何提升员工创造力是当下每个中小型数字化转型企业都要面对的问题。

1.2 研究意义

通过文献回顾，国内外学者对吸收能力的研究大都集中于以往数字化转型研究主要集中于大中型企业或者传统企业的组织层面问题，而对于中小企业中个人层面员工创造力的研究比较匮乏。本研究试图以知识的吸收能力为切入点，结合数字化转型时代的管理情境，以员工个人层面作为研究对象，探讨个人知识吸收能力对员工创造力的影响机制。人才是企业知识创新与价值创造的主要来源，特别在企业数字化转型背景下，例如企业是否需要在员工面对对新技术相关知识时，提供明确的相关指导，降低不确定性规避带来的焦虑，从而提高员工创造力，推动中小企业数字化转型，最终助力企业高质量发展。

1.3 研究问题

由于数字技术带来新的工作场景，随之产生新知识的需求，这是企业原本知识储备所不能有效提供的。同时，鉴于提升员工创造力的重要价值，以及在市场竞争日益激烈的环境中员工所面临的自身知识有限性和创新目标多样性之间的矛盾，员工需要不断地学习知识、增加知识储备，因为知识是进行创新活动的基础资源，吸收知识是开展创新活动的前因，所以本文提出以下研究问题：

- (1) 知识吸收能力是否正向影响员工创造力？
- (2) 吸收能力是否正向影响员工的知识共享？
- (3) 知识共享是否正向影响员工创造力？
- (4) 知识共享是否在吸收能力与员工创造力之间起中介效应？
- (5) 不确定性规避能否起到调节吸收能力与知识共享之间关系的作用？
- (6) 不确定性规避能否起到调节知识共享与员工创造力之间关系的作用？

2. 理论基础与研究假设

2.1 相关理论

2.1.1 吸收能力理论

Cohen & Levinthal(1990)首次提出了“吸收能力”的概念和吸收能力理论的概述，又在自身研究的基础上，对吸收能力的相关概念进行了完善，同时指出知识既可以被群

体掌握，也可以被个体掌握。在个体层面，Distel(2019)认为知识工作者的视角认知过程及其创造性行为是吸收能力的重要微观基础。因此知识吸收能力包括个体层面的知识吸收能力以及组织层面的知识吸收能力两个层次。

2.1.2 创造力理论

创造力并非凭空产生，创造性产品是复杂的社会和文化环境下的产物。本文主要采用创造力交互和创造力系统观点。Woodman(1993)认为创造力是一个复杂的交互系统，认为个体创造力是由个人观点、知识与外在社会文化条件相互作用的结果。Csikszentmihalyi(1999)认为创造力的产生与个人与不同情景的交互有关；环境特征可分为群体特征和组织特征，如工作氛围。所以，要提高员工创造力，只是员工个体倾向于创造还不够，对知识进行员工间的交互共享，削弱不确定性规避等负面影响因素，才能有效激发员工创造力。

2.2 吸收能力对员工创造力的影响

知识吸收的能力越强，知识被吸收和挖掘的程度就越高，知识存储量就越多，越有助于员工创造力的产生。Zahra & George(2002)指出知识吸收能力是一种动态能力，包括潜在吸收能力(获取、消化)和实际吸收能力(转化、利用)。员工创造力则指员工在工作中所提出的新颖且有用的想法的能力(Amabile, 1988)。在中小企业中，David et al.(2021)指出吸收能力在创新文化与入境开放式创新之间的关系中起调节作用，Ince et al.(2022)的研究结果也证明了个体吸收能力与创造力呈正相关。

Zahra & George(2002)认为吸收能力可以分为潜在吸收能力和实际吸收能力，其中潜在吸收能力包括知识获取能力以及知识消化能力。屈晓倩(2020)认为外部知识获取能够有效纠正过于依赖现有知识基础而产生的认知偏差，从而提升创新想法的有用性。汤超颖(2015)在研究中指出具有更强的消化能力越能产生更多的创新思维。实际吸收能力包括知识转化能力和知识利用能力(Zahra & George, 2002)。有学者的研究发现，团队创造力对团队探索和转化知识的能力有直接的积极影响，但在非常高的水平上，它产生的结果并不理想(Cavazotte & Paula, 2021)。吸收能力中的潜在吸收能力和实际吸收能力都会对员工创造力产生正向影响，所以提出以下假设：

H1a: 潜在吸收能力对员工创造力具有正向影响

H1b: 实际吸收能力对员工创造力具有正向影响

2.3 吸收能力对知识共享的影响

基于社会互动视角，学者 Ipe(2003)将知识共享定义为，个体将自己的知识转化为能被他人理解、吸收并加以使用的知识的过程。Cummings&Teng(2003)认为知识共享侧重知识拥有者和知识需求者在知识吸收流动过程中所获得的效果。个体基于自身的吸收能力而获取到外部知识，通过个体间知识共享，能够促进单个个体知识在组织内部扩散，形成组织的知识存储和组织记忆，较多的组织记忆反过来又会正向促进组织内部个体间的知识共享(王亚洲, 2014)。

关于潜在吸收能力方面，邵真(2013)在研究 ERP 消化吸收阶段的作用机制中发现，隐性知识共享与显性知识共享在促进组织内知识学习方面扮演了重要的角色。关于实际吸收能力方面，凌宏发(2018)通过研究得出显性知识与隐性知识在不同层次间扩散与转化，形成知识共享体系。所以吸收能力对知识共享存在正向影响，本研究进而提出以下研究假设：

H2a: 潜在吸收能力对知识共享具有正向影响。

H2b: 实际吸收能力对知识共享具有正向影响。

2.4 知识共享对员工创造力的影响

企业中员工的个体知识储备和技能水平是提高员工创造力水平的必要条件。

Woodman(1993)在研究中提出了创造力交互理论,这一理论解释到知识是创造力的基础和来源,知识水平的高低将会决定着员工创造力水平的高低。Zahra(2007)通过对家族企业的研究,发现内部的知识共享可以为技术能力带来提升。路琳(2009)指出知识在共享过程中知识的碰撞会更加开拓的思维,打开新的思路,进而使新创意产生。李保明(2016)探讨知识领地行为与个体创新的作用机制时发现,知识共享对个体创新存在正向影响。通过梳理以上文献,提出以下研究假设:

H3: 知识共享对员工创造力有正向影响

2.5 知识共享在吸收能力与员工创造力间关系的影响

本研究的基本假设是,知识吸收能力通过个体间知识共享这一中介,转化为员工创造力。知识从知识源传递给接收方并不意味着知识流动的完成,后续还会由接收方对知识进行共享与再创新(蔡坚,2015)。吸收能力越强,对信息价值识别的能力也就越强,从而就更加有利于企业员工提高从外部获取到知识的能力(Szulanski,1996)。以知识共享为中介,能够增加个体的知识存量,形成一个正反馈,新的知识存量会成为下一轮知识螺旋的起点(Nonaka,1995),从而有利于员工创造力的产生。同时,也有学者Zhao et al.(2021)认为,知识共享不能直接促进创新绩效,知识共享、个人创造力和吸收能力则可以提高创新绩效。知识被吸收和挖掘的程度就越大,知识存储量也就越多,越有助于员工创新思维的产生(郑倩,2016),提升创造力。综上所述,本研究提出以下的研究假设:

H4: 知识共享在吸收能力与员工创造力之间具有中介效应

2.6 不确定性规避在吸收能力与知识共享间关系的影响

不确定性规避指的是社会或组织中的个体对不确定情境或模糊情况的容忍度(Hofstede,2001)。不确定性规避程度较低的成员企业主动进取,对外部风险的具有较强的抵抗力,对探索新鲜事物富有热情,渴望突破现有领域,积极寻求新知识,拓宽学习渠道,以便增强长期竞争力(郑倩,2016),积极影响知识吸收能力,从而获得更多的知识存量。例如,学者Yildiz et al.(2019)的研究发现,对于那些对新经验持开放态度的人来说,被派往遥远的国家成为吸收能力发展的有用机会。不确定性规避较高的个体对新颖的想法和观点的容忍度较低,认为吸收新知识存在风险,进行知识共享的主动性和意识较弱;不确定性规避较低的个体通常相信事情会有更好的解决办法,期望通过知识共享传播已经吸收的知识,从而充实并提升自我(刘追,2016)。本文将吸收能力划分为潜在和实际吸收能力,所以,本文提出研究假设:

H5a: 不确定性规避在潜在吸收能力与知识共享之间具有负向调节作用

H5b: 不确定性规避在实际吸收能力与知识共享之间具有负向调节作用

2.7 不确定性规避在知识共享与员工创造力间关系的影响

知识共享过程中具有不可避免的模糊性与不确定性,甚至存在一定的风险。具有较高不确定性规避的传播方,其知识共享意愿较低,对知识接收方的信任度不高,知识保护的意识强,但这会阻碍知识共享(刘追,2016)。不确定性规避程度越高,员工创造力表现越少。不确定性为创新提供机会,创新过程中想要突破,意外更是不可避免,如果规避不确定性会压制想象力,就没有创新和惊喜。不确定性规避较高的个体在识别创新机会、产生创新想法、执行创新行为、支持他人创新等方面表现出较低的积极性,甚至拒绝接受这方面的想法和行为(张国华,2012),从而影响员工创造力的提升。相反,低不确定性规避文化导向的企业则激励改革创新,可以为企业创新创造出良好的文化环境,促进企业的创新和绩效增长。所以,本文提出以下假设:

H6: 不确定性规避在知识共享与员工创造力之间具有负向调节作用

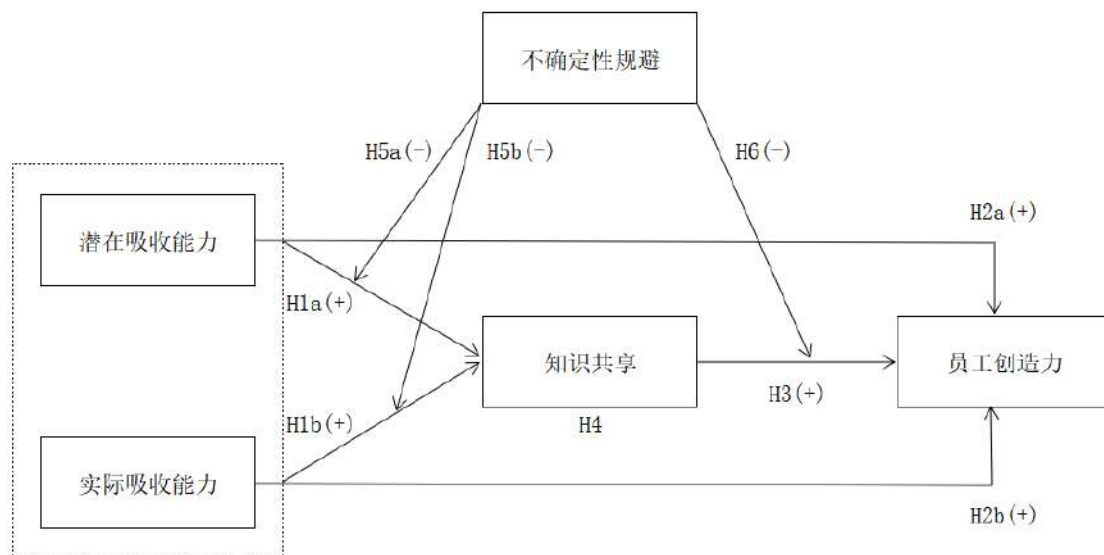
3. 研究方法与设计

3.1 研究框架图

本研究选定的自变量是吸收能力，因变量是员工创造力，中介变量是知识共享，调节变量是不确定性规避，以上这些变量一起构成了本文的研究框架。

图 1

研究框架图



资料来源：本研究整理

3.2 变量定义与衡量

3.2.1 吸收能力

本研究对吸收能力之操作性定义为：知识吸收能力是一种动态能力，分为潜在吸收能力和实际吸收能力两个维度，包括知识获取、消化、转化和利用的一系列流程 (Zahra & George, 2002)。员工知识吸收能力问卷主要参考了高洪福(2012)在 Cohen & Levinthal (1990)、Zahra & George(2002)等学者对吸收能力的研究范例基础上，并根据国内企业的情况而改编的成熟量表。

3.2.2 员工创造力

中小型数字化转型企业的员工产生的新颖且有价值的想法，从而更好地响应复杂多变的市场需求的能力(Amabile, 1988)。员工创造力的测量采用国内学者陈浩(2017)在 Tiemey, Farmer&Graen(1999)将员工创造力视为单维结构开发的成熟量表基础上，根据国内情况开发的单维度 8 题项量表。

3.2.3 知识共享

选取了社会互动观点里 Ipe(2003)的定义，即知识共享就是个体将自己的知识转化为能被他人理解、吸收并加以使用的知识的过程。参考了 Lu(2006)结合了中国的文化背景，开发出的知识共享量表，一共 6 个题项，使用 Likert 五点量表，从“非常不符合”到“非常符合”分别用 1~5 表示。

3.2.4 不确定性规避

本文选择国内学者郑倩(2017)在 Hofstede(1980)的定义基础上，结合国内情况作出的定义，即不确定性规避指社会或组织中的个体对不确定情境或模糊情况的容忍度。本文选取了郑倩(2016)在国外学者 Jung&Kellaris(2004)量表基础上，结合国内情景开发的员工不确定性规避个体层面量表，共包含 7 个题项，该量表各维度的 Cronbach's α 系数为 0.892，大于 0.8，表明量表有着比较好的信度。

3.3 样本选取与资料来源

本文的研究对象主要是面临数字转型相关新知识的广东中小型企业员工。广东省是数字经济大省，占比远超其他省份，所以选取广东省作为问卷投放地，并选取包括性别、年龄、学历、入职年限，公司所在城市和专业领域这6项个人基本信息作为测量题项。其中深圳，广州，东莞和佛山各预计投放200份。因为本文变量涉及到员工个人层面，以及考虑到员工隐私权以及跨国限制，本文将问卷调查方式定为网络匿名调查，通过发放问卷二维码以及腾讯问卷的限定样本付费回收服务，最终收集的样本数据直接反馈到问卷平台。问卷一共设计并包括34个题项，为获取客观的研究数据，所以本文预计发放800份调查问卷，实际回收有效问卷597份。

3.4 预测问卷数据分析

为了检验初始的论文调查问卷，正式调查问卷发放之前，进行预测试问卷的发放，选取回收到的110份有效问卷。首先进行探索性因子分析，以揭示观测变量之间的内在数据结构。其中吸收能力、知识共享、员工创造力及不确定性规避的KMO值均大于0.7，且显著，同时所提取成分的因子负荷量均大于0.71，表示成分能够解释观察变量的50%以上的变异量，因此保留所有题项。然后进行信度分析，以考察问卷中量表所测结果的稳定性和一致性。检验后的Cronbach α 系数均大于0.7，CITC的值均大于0.4，表明量表具有良好的信度及相关性。最后进行项目分析，以检验问卷中各项目的鉴别力。34个题项在高低分组均呈现显著差异性，说明样本各个项目有较好的鉴别度。所以，预测试问卷通过了信度效度和鉴别力分析，问卷与假设构想基本一致。

4. 实证研究

4.1 共同方法偏差与验证性因素分析

共同方法偏差检验结果显示有7个特征值大于1的因子，其中第一个主因子解释了31.067%的变异量，未达到40%的临界标准。因此，本研究不存在共同方法偏差。使用了验证性因子分析方法分析后得出， χ^2/df 为1.394，低于标准值3。同时，GFI、AGFI、NFI、IFI、TLI、CFI均达到了0.9以上的标准，表明模型的适配能力较好。RMR值为0.043，小于0.08，而RMSEA值为0.026，也小于0.08，这表明模型的适配能力很好，拟合程度良好。

4.2 信度分析

各维度的Cronbach α 系数均大于0.7，CITC均大于0.5，从“删除该题项的Cronbach α 系数”看，删除任意一题均不会引起Cronbach α 系数增加，表明变量具有良好的信度。

4.3 变异数分析

通过单因素方差分析和独立样本t检验得到，不同性别在知识共享、员工创造力上均存在显著差异；不同年龄在不确定性规避上存在显著差异；不同受教育程度在潜在吸收能力、知识共享、员工创造力上存在显著差异；不同工作年限在员工创造力上存在显著差异；公司所在城市与不同专业领域与其他变量不存在显著差异。

4.4 相关性分析

不确定性规避与其他变量呈现出显著的负相关关系，其他变量之间呈现出显著的正相关关系，和研究假设的方向一致，同时相关系数并没有大于0.7，各个变量之间不存在共线性的威胁。

4.5 回归分析

4.5.1 假设检验

根据表1所示，可以得出以下结论：假设1a和假设1b成立成立，即吸收能力对知识共享具有显著正向影响；假设2a和假设2b成立，即吸收能力对员工创造力具有显著正向影响；假设3成立，即知识共享对员工创造力具有显著正向影响。

表 1
路径系数表

路径			标准化系数	非标准化系数	S. E.	C. R.	P	假设
知识共享	<---	潜在吸收能力	0.283	0.328	0.086	3.805	0.000	成立
知识共享	<---	实际吸收能力	0.42	0.452	0.078	5.82	0.000	成立
员工创造力	<---	潜在吸收能力	0.204	0.234	0.074	3.17	0.002	成立
员工创造力	<---	实际吸收能力	0.156	0.167	0.067	2.484	0.013	成立
员工创造力	<---	知识共享	0.473	0.468	0.055	8.56	0.000	成立

资料来源：本研究整理

4.5.2 中介效应检验

本研究采用 Bootstrap 方法来验证中介效应，在 AMOS 23.0 中，运行了 5000 次 Bootstrap 的方法，得出了 Bias-Corrected 在 95%置信水平下的值，如表 2 所示，Bootstrap 置信区间不包含 0，间接、直接效应存在。

表 2
中介检验表

	标准化效应值	Bias-Corrected		Percentile	
		95%CI		95%CI	
		Lower	Upper	Lower	Upper
潜在吸收能力-知识共享-员工创造力	0.134	0.057	0.233	0.055	0.229
实际吸收能力-知识共享-员工创造力	0.199	0.122	0.302	0.118	0.296
潜在吸收能力对员工创造力	0.204	0.055	0.359	0.056	0.361
实际吸收能力对员工创造力	0.156	0.021	0.297	0.013	0.292

资料来源：本研究整理

4.5.3 调节检验

4.5.3.1 不确定性规避在潜在吸收能力对知识共享的影响中调节检验

表 3
调节检验表

	知识共享			
	M1	M2	M3	M4
	β	β	β	β
性别	-0.105*	-0.079*	-0.08*	-0.079*
年龄	-0.02	-0.011	-0.033	-0.038
受教育程度	0.104*	0.062	0.055	0.057
工作年限	0.088*	0.052	0.045	0.046
公司所在城市	0.029	0.018	0.029	0.039
专业领域	-0.037	-0.031	-0.038	-0.043
潜在吸收能力		0.367***	0.278***	0.323***
不确定性规避			-0.264***	-0.257***
不确定性规避 x 潜在吸收能力				-0.106**
R ²	0.033	0.164	0.225	0.234
ΔR^2	0.033	0.131	0.061	0.009
F	3.384**	16.507***	21.347***	19.952***

注：*，p<0.05；**，p<0.01；***，p<0.001

由表 3 模型 4 可以模型得到，不确定性规避 x 潜在吸收能力对知识共享 ($\beta=-0.106$, $p<0.05$) 具有显著负向影响，表明不确定性规避在潜在吸收能力对知识共享具有显著负向调节作用，假设 H5a 成立。

4.5.3.2 不确定性规避在实际吸收能力对知识共享的影响中调节检验

表 4

不确定性规避在实际吸收能力对知识共享的影响中调节检验表

	知识共享			
	M1	M2	M3	M4
	β	β	β	β
性别	-0.105*	-0.078*	-0.075*	-0.081*
年龄	-0.02	-0.014	-0.035	-0.04
受教育程度	0.104*	0.069	0.056	0.053
工作年限	0.088*	0.068	0.054	0.06
公司所在城市	0.029	0.021	0.031	0.043
专业领域	-0.037	-0.04	-0.046	-0.048
实际吸收能力		0.45***	0.392***	0.411***
不确定性规避			-0.275***	-0.294***
不确定性规避 x 实际吸收能力				-0.127***
R ²	0.033	0.233	0.304	0.319
ΔR^2	0.033	0.2	0.071	0.015
F	3.384**	25.536***	32.085***	30.537***

注：*, p<0.05;**p<0.01;***, p<0.001

由表 4 模型 4 可以模型得到，不确定性规避 x 实际吸收能力对知识共享 ($\beta=-0.127$, $p<0.05$) 具有显著负向影响，表明不确定性规避在实际吸收能力对知识共享具有显著负向调节作用，假设 H5b 成立。

4.5.3.3 不确定性规避在知识共享对员工创造力的影响中调节检验

表 5

不确定性规避在知识共享对员工创造力的影响中调节检验表

	员工创造力			
	M1	M2	M3	M4
	β	β	β	β
性别	-0.107**	-0.046	-0.049	-0.045
年龄	-0.063	-0.051	-0.068*	-0.062
受教育程度	0.108**	0.047	0.042	0.041
工作年限	0.132**	0.081*	0.075*	0.077*
公司所在城市	0.013	-0.003	0.005	0.005
专业领域	0.04	0.062	0.055	0.058
知识共享		0.586***	0.513***	0.501***
不确定性规避			-0.202***	-0.212***
不确定性规避 x 知识共享				-0.075*
R ²	0.05	0.382	0.417	0.422
ΔR^2	0.05	0.332	0.035	0.005
F	5.156***	51.958***	52.523***	47.648***

注：*, p<0.05;**p<0.01;***, p<0.001

由表 5 模型 4 可以模型得到，不确定性规避 x 知识共享对员工创造力 ($\beta=-0.075$, $p<0.05$) 具有显著负向影响，表明不确定性规避在知识共享对员工创造力具有显著负向调节作用，假设 H6 成立。

5. 研究结论与建议

5.1 研究结论

数字经济背景下，企业面临前所未有的数字化挑战和机遇，对于中小企业而言更是如此。本研究通过整理文献后发现，在数字化时代，知识管理在知识获取、知识应用、知识共享和知识创造等方面的主要活动并没有改变，但由于数字技术带来新的工作场景，随之产生新知识的需求，这是企业原本知识储备所不能有效提供的。中小企业自身创新能力不足与技术创新的全新知识需求之间形成巨大矛盾，这成为企业创新驱动发展的一大障碍。因此，知识在创新管理实践过程中越来越受到重视，知识的获取、消化、转化、利用过程也成为员工获得更多创新优势的主要途径。提升员工知识吸收能力，是解决这一困境的有效方式。企业员工对新知识的吸收，有利于提高员工创造力，从而增强企业核心竞争力，取得市场竞争中的主动权。

经过对问卷数据进行统计分析后发现，员工的吸收能力与其创造力呈现显著正相关；吸收能力还与知识共享呈现显著正相关；知识共享在吸收能力和创造力之间发挥了中介作用；不确定性规避对吸收能力与知识共享和知识共享与员工创造力之间存在负向调节作用。以上说明了组织在鼓励知识共享和提高员工吸收能力方面的重要性，同时需要注意到不确定性规避对这些关系的影响。

5.2 研究建议

在数字化转型的背景下，可以通过提高员工知识获取能力组织员工培训，提高员工的知识吸收能力。对于企业实务，从长期视角出发，员工培训是员工获取知识最直接的途径，根据公司发展的目标和员工需求进行，有针对性的让员工才能从其中获取和数字化转型有关的新知识，从而提高员工的知识存量。每个员工对新知识和技术都有自己的见解和方法，对员工来说，通过闭门造车的方式所获取的知识是有限的，但是个人见解和方法是可以通过其他员工分享的已经吸收的知识，不断弥补并完善，而且改进后有利于提高创新，改善工作成果。从短期视角出发，公司可以通过创办数字化转型知识技术比赛，并对表现突出的员工进行奖赏，提高员工对吸收到的新知识进行共享的动机。同时，要注意不确定性规避的负面影响，对员工加以合理引导，提高知识共享的效率。

对于学界，本研究从个体层面探究了知识吸收能力对知识共享、员工创造力的影响机理，拓展了数字化转型条件下，吸收能力和员工创造力的相关研究。在未来的研究中，对吸收能力多层面的研究可以尝试在个体层面与组织层面同时展开，深入研究个体吸收能力与组织吸收能力是如何进行动态转化的，进一步的拓展员工创造力的前因研究。同时，由于创造力仅停留在想法产生的阶段，只有转化为产品或服务后才能体现其真正价值，而这种转化及其对个体及组织的影响是如何产生的，是后续研究者需关注的问题。同时，由于本研究采用的量表都是主观题项，在后续的研究之中可以采用同行评价、主管评价等多维度的评价方式收集数据，降低主观测量偏差。

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Research on the Impact of Employee Initiative on the Sustainable Development of Enterprises

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Abstract

At present, the sustainable development of an enterprise determines its future development direction and capabilities. Human resources are a prerequisite for enterprise market competition, and the quality of their training also determines the height of an enterprise in the industry. Therefore, this study will start from employees to explore the significance of employee initiative for sustainable development. And introduce employees' challenging behaviors and welfare benefits to construct a research on the impact of employee initiative on the sustainable development of enterprises: the intermediary role of employee challenge behaviors and the adjustment model of welfare benefits to explore the impact of employee initiative and salary benefits on corporate sustainability mechanism of development.

This study selects 4 enterprises in Qingdao Province as a reference, distributes a total of 500 research questionnaires, and explores the impact and mechanism of improving employee initiative. In order to improve the sustainable development of enterprises, some reference opinions are put forward.

Keywords: Employee initiative; Sustainable development; Employee challenge behavior; Benefits

员工主动性对企业的可持续发展的影响研究

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摘要

目前，企业可持续发展性决定了在未来的发展方向和能力，人才资源作为企业市场竞争的先决条件，其培养的质量也决定了企业在行业内的高度。因此，本研究将从员工为出发点，探讨员工主动性对于可持续性发展的意义。并引入员工挑战行为与福利待遇，构建员工主动性对企业可持续性发展的影响研究：员工挑战行为的中介作用，福利待遇的调节模型，来探究提升员工主动性、薪酬待遇对企业可持续性发展的机制。

本研究选取青岛省4家企业作为参考，共发放500份研究问卷，探讨提高员工主动性的影响与作用机制。为提高企业可持续发展提出一定的参考意见。

关键词：员工主动性；可持续发展；员工挑战行为；福利待遇

1 引言

可持续发展概念首次在20世纪80年代提出，主要是指企业在实现自我生存的同时，更能够践行永久持续性发展，在此过程中不仅要考虑到企业如何实现经营目标，还应考虑到如何在市场中占有一席之地(Mio et al., 2020)。而工作人员是企业在经营环境中实现盈利增长活动的主体，企业在发展过程中应重视人才的培养，从而更好地应对不断变化的市场经济机制与社会环境，从而使企业能够可持续性发展，企业可持续发展也已经成为了全球商界共同关注的热点话题，企业可持续发展性直接决定了在未

来的发展方向和发展能力(廖丽萍, 2022)。

当前,中国已经进入了科技、知识、信息时代,在过去企业的经济规模、内部管理以及在行业内所掌握的科学技术水平是竞争的核心。进入 21 世纪,企业所掌握的核心资源逐渐变为人才资源、自然资源、资本资源及信息资源,而人才资源作为企业市场竞争的先决条件,其培养的质量及发展也决定了企业在行业内的高度。新时期背景下,各行各业的市场竞争愈发激烈,企业之间不只是行业技术与经济实力之间的竞争,更是人才之间的竞争。因此,企业将着重点转向培养员工,关注员工成长,才能更好的使企业进行可持续性发展(陈杰, 2023)。

可见企业之间的竞争已经将竞争转向了企业员工之间的人才的竞争,从而以此来达到企业的可持续发展(Alvino et al., 2021),因此,本研究将从员工为出发点,从而研究员工的管理,员工的培养对于企业可持续性发展的影响。

在企业“可持续发展”的方向转变下,企业的人力资源管理呈现多元化态势。实时动态化、多元化、专业化和信息化的组织内外部环境要求组织更具有创新性、灵活性和应变性,要求构思者和实践者具有更高的主动性和创新性想法(Cai et al., 2019),因而组织需要员工保质完成数量充足的工作任务,采取主动性行为来解决工作中遇到的各种轻重缓急的问题和突发状况(李永周、袁怡宁, 2022)。

因此,探讨员工主动性对于可持续性发展具有重要意义。同时,在以往的企业以领导为中心的自上而下垂直领导的作用越来越有限,领导模式也从单纯的“自上而下”转变为与“自下而上”同时进行,表现出更加复杂、动态的形态和特征。员工的角色变得越发重要,领导者难以仅仅凭借自身力量应对层出不穷的新问题,领导者需要依赖员工为企业提供创新洞见、变革建议甚至挑战现状(吴江秋、严丹, 2021)。而员工群体作为企业最重要的资源之一,员工所表现的主动行为、建言、挑战等积极行为不仅有利于领导者解决组织问题,还能推动企业和组织目标的实现与变革发展,对企业的可持续发展同样具有至关重要的作用(彭绍燕, 2020)。因此,如何激发员工的积极主动性、增强社会责任感、提高员工的福利待遇、促进员工积极挑战行为成为推动企业的可持续发展研究的重要话题,因此,本研究通过构建员工主动性对企业可持续性发展的影响研究:员工挑战行为的中介作用,福利待遇的调节模型,来探究以员工为研究视角探讨通过提升员工主动性、薪酬待遇对企业可持续性发展的机制。

2 文献综述

2.1 员工主动性的定义

Frese et al. (1996) 首先提出员工主动性行为的定义,即员工个体积极主动去工作的行为,这是一种通过内在自发性的努力,去改善自身和周围环境的行。Parker et al. (2010) 进一步指出,主动性行为是一种自发的行为,其目的是改善自我或环境甚至是创造一个新环境,具有自发性、变革性和未来导向三大特征。

2.2 员工主动性的衡量

Bateman and Crant (1993) 开发了主动性人格的量表,共有 17 个条目;Frese et al. (1996) 基于情境访谈法,开发了关于个人主动性行为特征的自我报告式量表,共七个题项。Morrison and Phelps(1999)在主动性行为中添加了角色外行为的成分,提出主动改变工作流程的负责构念,包含 10 个题项;Griffin et al. (2007) 从熟练度、适应性和主动性三个维度,又结合个人、团体和组织三个水平,将主动性行为划分为 9 种类型。Bindl and Parker (2011) 以动态行为过程为视角编制了测量问卷,包含设置目标、制定计划、实施行为和反馈结果四个维度。

2.3 员工挑战行为的定义

Mackenzie et al. (2011) 认为员工挑战行为是指个体自发的为了改变组织现状、提升

组织绩效的一种具有创新性的主动行为。员工挑战行为是个体自发实施的为了改变组织现状、解决组织困难和改善企业绩效的主动发生的具有创新性的一种行为（刘锐锐，2021）。颜静等人（2016）在其研究中认为员工挑战行为是以个体以组织为中心，将突破传统作为核心，通过责任和工作相结合的方式对组织结构、决策等方面进行主动干预的行为。

2.4 员工挑战行为的衡量

Morrison and Phelps (1999) 在其研究中认为员工挑战行为是单维度，并通过对大量学者采访的结果分析得出单维度测量量表，共计 10 个测量条目，目前应用较为广泛。Choi (2007)在以往学者研究的基础上提出了单维度 4 题项量表。MacKenzie et al. (2011) 等通过理论探究和研讨后对 Morrison and Phelps (1999) 提出的 10 题项量表进行删减，得到了单维度 5 题项量表，该量表在已有研究中均被证实具有很好的信度和效度。。

2.5 企业可持续发展的定义

秦韵（2020）表示，企业可持续发展是在日常经营活动中，企业抓住机遇，迎接挑战，结合自身的竞争优势进行创新，使企业在市场中保持竞争地位，满足利益相关者的需求，满足企业的持续竞争优势，实现盈利。贺凌飞（2018）认为，企业以永续经营为前提，实现企业的各项经营指标稳步提升与保障整个体系正常运转的良性循环状态。付世恋（2021）企业的可持续发展是指企业在保持自身生存和发展的同时，实现可持续收益，提高发展能力。陈杰（2023）认为企业可持续发展与员工密闭可分，主要是指企业在实现自我生存的同时，更能够践行永久持续性发展。

2.6 企业可持续发展的衡量

McPherson (1996) 认为员工增加的数量可以衡量企业成长。Coad and Rao (2008) 认为销售的增加量是衡量企业成长的关键指标。Holderness (2003)则利用托宾 Q 值来衡量企业的成长。Michel and Shaked (1986) 选定的夏普指数、特雷诺指数和詹森指数。Claessens et al. (1997) 选择托宾 Q、利润率。Buck et al. (2008) 选择了股票价值、股票收益、税前利润和 ROA。

2.7 薪酬待遇的定义

Tropman (1989) 提出应该把基本工资、附加工资、福利工资、工作用品补贴、额外津贴、晋升机会、发展机会、心理收入、生活质量和个人因素等统一起来作为整体薪酬体系来考虑，将福利纳入到了整体薪酬概念。薛琴（2008）认为，伴随着现代人力资源管理理论的逐渐到来，薪酬待遇的管理也日趋完善，实现了多元化。

2.8 薪酬待遇的衡量

李佳临（2021）在通过对以往学者的研究进行整理，将福利待遇的维度划分为福利制度和福利效果这两个指标，该量表一共有 10 小题，该量表经测试具有很好的内部一致性。李铭杰（2018）在其论文中通过文献分析的方法，将福利纳入员工薪酬的一部分从种类、价值、数量以及政策四个维度对员工薪酬满意度进行了测量，并运用层次分析法和模糊综合评价法确定了四个维度的权重，并对所研究的企业的总体薪酬满意度水平进行了测量和评价。

2.9 变量间的相关研究

2.9.1 员工主动性与企业可持续发展的关系

员工的主动性对企业的可持续发展具有重要的影响。

1.具有主动性的员工在面对工作任务时，会主动性的思考有没有更好的解决办法，可以带来更多的创新思维和新想法，创新能力，从而可以推动企业在技术、产品、服务和管理等方面进行创新，使企业更有竞争力，促进企业的可持续发展（孙永波等人，2020）。

2.具有主动性的员工愿意主动去寻找并解决问题，提出改进意见，并积极参与团队合作。这些积极的行为可以帮助企业提高工作效率和质量，提升企业的生产力与产品质量，促进企业持续发展 (Matsuo, 2020)。因此本研究提出假设 1:

H1: 员工主动性正向影响企业可持续发展

2.9.2 员工主动性与员工挑战行为的关系

员工主动性高的员工通常更愿意去主动寻找和解决问题，以及探索新的解决方案。这种探索和创新欲望也促使员工更愿意去主动挑战工作中的困难任务，即激发了员工的挑战行为 (陈璐、朱晓妹, 2021)。

员工主动性可以提高员工的自信心和自我激励。当员工主动地解决问题，他们获得的成就感和满足感会让他们更加自信，激发他们更大的动力去挑战更多的任务 (罗萍等人, 2020)。

综上所述，员工主动性对员工挑战行为的影响是积极的。员工主动性强的员工更愿意去主动探索和解决问题，这种探索和创新欲望也促使员工更愿意去主动挑战工作中的困难任务。同时，员工主动性也能够提高员工的自信心和自我激励，带来更多的机会，这也为员工挑战行为的发生提供了更好的支持。因此，本研究提出假设 2:

H2: 员工主动性正向影响员工挑战行为

2.9.3 员工挑战行为与企业可持续发展的关系

当员工面对组织内部或外部遇到的问题，他们可能会提出新的想法或方法，从而激发了组织内部的创新能力。这些新的想法或方法可能会促进组织的产品或服务创新，或提高组织内部的运作效率和生产力。如果组织能够合理地引导和利用员工的创新能力，将这些想法或方法转化为实际的项目或产品，那么将有助于提高组织的竞争力和市场占有率，从而促进企业的可持续发展 (段锦云、凌斌, 2011)。因此，本研究提出假设 3:

H3: 员工挑战行为正向影响企业可持续发展

2.9.4 员工挑战行为在员工主动性与企业可持续发展之间的中介作用

当员工具备了一定的主动性，他们发现组织内部存在的问题和机会，更敢于提出自己的想法和建议，并尝试推动组织内部的改变和创新。这种主动性的表现可以激励员工产生更多的挑战行为 (宋继文等人, 2017)。从假设 3 中可知，当员工面临组织难题时，发起员工挑战行为促进组织的产品或服务的创新，从而提高企业的可持续发展能力 (曹元坤等人, 2019)。因此，本研究提出假设 4:

H4: 员工挑战行为在员工主动性与企业可持续发展之间具有中介作用

2.9.5 薪酬待遇对员工主动性与企业可持续发展的调节作用

薪酬待遇可以作为一种外在激励因素，促进员工的主动性。较高的薪酬通常会激励员工更加努力地工作，以达到更高的工作目标，从而促进企业的生产效率和业绩表现，对企业可持续发展起到正向作用 (关伟, 2006)。

薪酬待遇可以对员工的主动性产生直接和间接的影响。一方面，高水平的薪酬待遇可以激励员工更加努力地工作，提高其投入工作的热情和积极性，从而增强其主动性 (赵慧玲, 2021)。此外，薪酬待遇还可以成为一个重要的目标，员工可以将自己的工作表现与薪酬待遇挂钩，从而激发其追求高绩效的主动性，从而推动企业发展 (韦爽, 2020)。

综上所述，薪酬待遇对员工主动性和企业可持续发展可能产生调节作用。因此，本研究提出假设 5:

H5: 薪酬待遇在员工主动性与企业可持续发展之间存在正向调节作用

2.9.6 薪酬待遇对员工挑战行为与企业可持续发展的调节作用

薪酬待遇可以正向调节员工挑战行为与企业可持续发展之间的关系，其机制如下：

1.激励员工挑战行为：高水平的薪酬待遇可以激励员工有更强的挑战精神，鼓励员工积极挑战企业面临的困难，并在组织内探索新的发展方向（谢俊、严鸣，2016）。

2.促进企业可持续发展：高水平的薪酬待遇可以提高员工的工作积极性和工作满意度，增强员工的创造性和创新能力，促进企业的可持续发展（余旷达，2018）。

综上所述，高水平的薪酬待遇可以正向调节员工挑战行为与企业可持续发展之间的关系，使员工更有创新精神和创造力，从而为企业的可持续发展注入新的活力。因此，本研究提出假设 6：

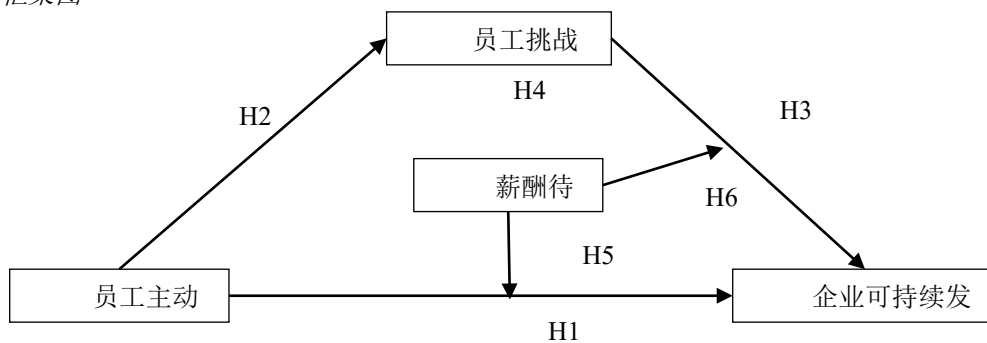
H6：薪酬待遇在员工挑战行为与企业可持续发展之间具有正向调节作用

2.10 研究框架图

本研究通过整理心理资本、组织支持感、工作适应的文献，梳理变量之间的关系，提出：H1、H2、H3，从而得出本研究的研究框架图，如下图 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 变量的衡量工具

3.1.1 员工主动性的衡量工具

本文参考 Bindl and Parker(2011)编制量表，该量表在使用时被证明具有较高的信度，该量表从员工自我意识、团队氛围、领导风格和管理制度这四个维度综合衡量了员工在企业工作中的主动性，具体如表 1 所示

表 1

员工主动性量表

维度	题项
构想目标	1我能设立我想要实现的目标。
	2我能够设定可以完成的目标。
	3我能够设立具体、可达成的目标。
	4我能够设立具有挑战性的目标。
制定计划	1我能够制定行动计划。
	2我有信心能够为实现目标做出计划。
	3我能够制定具体的计划。
	4我能够为实现目标制定可行的计划。
执行计划	1我能够在实现目标的过程中保持集中。
	2我能够在遇到困难时保持冷静并找到解决方案。
	3我能够按照计划行动并保持动力。
	4我能够快速适应变化并采取适当的行动。
结果反馈	1我能够及时得到反馈。
	2我有信心能够理解并利用反馈信息。
	3我能够自我评估并纠正错误。
	4我有信心能够从反馈中学习并改进行动。

资料来源: Bindl, U. K., & Parker, S. K. (2011). Proactive work behavior: Forward-thinking and change-oriented action in organizations. In *APA handbook of industrial and organizational psychology, Vol 2: Selecting and developing members for the organization.* (pp. 567-598). American Psychological Association..

3.1.2 员工挑战行为的衡量工具

参考 Morrison and Phelps (1999)的单维度量表, 该量表共计 10 个题项, 具体量表如表 2 所示:

表 2

员工挑战行为量表

变量	题项
员工挑战行为	1.我乐于接受新的工作挑战并尝试新的方法解决问题。
	2.当面临难题时, 我会不断努力, 直到找到解决方案。
	3.我愿意接受其他部门或团队的工作任务, 以扩展自己的技能和经验。
	4.我不会因为任务困难或复杂而放弃努力, 而是会不断尝试。
	5我喜欢学习新的技能和知识, 以提高自己的工作表现。
	6.我愿意尝试新的工作流程和方法, 以提高工作效率和质量。
	7.我有耐心和毅力, 可以处理长期和困难的项目。
	8.当面临挑战时, 我会积极地寻求帮助和支持, 而不是独自应对。
	9.我不会因为工作变化或压力增加而失去动力, 而是会更努力地工作。
	10.我会自我反思并寻找改进的机会, 以不断提高自己的表现和工作效率。

资料来源: Morrison, E. W., & Phelps, C. C. (1999). Taking charge at work: Extrarole efforts to initiate workplace change. *Academy of management Journal*, 42(4), 403-419.

3.1.3 企业可持续发展的衡量工具

参考李露 (2021) 的观点, 本文将采用三个维度对企业可持续发展进行问卷调查,

三个维度分别为企业状态，企业竞争力，企业发展共 15 个题项。具体量表题项如下表 3 所示：

表 3
企业可持续发展量表

维度	题项
企业状态	1.我工作的企业有悠久的发展历史
	2.我工作的企业在行业内有良好的口碑
	3.我工作的企业对供应商和合作伙伴非常负责任
	4.我工作的企业有明确的品牌定位和市场定位□
	5.我工作的企业具备较强的研发和创新的能力
企业竞争力	1.我工作的企业能够快速响应市场需求并提供个性化服务
	2.我工作的企业能够有效地推广和营销产品或服务
	3.我工作的企业具有竞争力的定价和供应链管理策略
	4.我工作的企业收入，年均增长率比去年高
	5.我工作的企业营销收入与同行业水平相比较高
企业发展	1.我工作的企业利润年增长率比去年高
	2.我工作的企业利润与同行业平均水平相比较高
	3.我工作的企业规模比去年有所增大
	4.我工作的企业规模扩展速度与同行业平均水平相比较高
	5.我工作的企业的产品市场占有率比去年高

资料来源：李露（2021）。生态位视域下创业自我效能感对中小企业可持续发展的影响研究——基于创业导向的中介作用。[硕士学位论文，吉林大学]，中国知网。

3.1.4 薪酬待遇的衡量工具

采用李佳临（2021）在通过对以往学者的研究进行整理，将福利待遇的维度划分为福利制度和福利效果这两个指标，该量表一共有 10 小题，该量表经测试具有很好的内部一致性。如表 4

表 4
薪酬待遇量表

维度	题项	资料来源
福利制度	1我对公司现在的福利项目非常了解	李英姿 (2013) Bock et al. (2005)
	2公司对员工福利体系能够更好的激励员工	
	3公司对员工发放过节费用实行区别对待	
	4我对目前的薪资水平非常满意	
	5公司在不同岗位上员工绩效薪酬的差异非常合理	
福利效果	1我对公司目前的福利制度非常满意	
	2我认为公司目前的福利制度在保留和激励员工上的效果很明显	
	3我对公司津贴补贴的非常满意	
	4公司提供的相应福利很好	
	5公司的薪酬会及时发放	

资料来源：李佳临（2021）。CQ 公司薪酬管理问题研究。[硕士学位论文，东北农业大学]。

3.2 研究方法

3.2.1 研究对象和问卷收集

本研究选取青岛 A、B、C 与 D 公司为样本。因 2020 年初企业受新冠疫情影响较复杂，不适宜与其他年份数据直接对比，所以样本观测时间为 2022 年。将初始观测值

按照如下标准逐步剔除：(1)经营状况异常的 ST 股或连续亏损的互联网企业；(2)CEO 上任不满一年的公司或成立时间少于 5 年的公司；(3)关键变量数据缺失严重的企业。企业基本信息及财务数据来自天眼查或新浪财经，员工部门数据来自锐思数据库，关于高管个人信息的缺失值通过巨潮资讯搜索补充，A、B、C、D 公司均为发展年限在 5 年以上的企业，为青岛市各行业的领袖企业，本研究数据具有一定的代表性，在问卷的发放上，问卷调查的有效样本数目与问卷题项比例在 1:5 与 1:10 之间时，研究问卷的样本数量才符合统计的标准（吴明隆 2010）。而本研究的原始问卷为 51 题。因此，本研究通过便利抽样进行问卷调查，并收集 500 份以上的研究问卷。

3.2.2 分析工具与分析方法

本研究使用 SPSS 软件，将回收问卷数据导入其中，然后采用一阶验证性因素分析(factor analysis, FA)来对各个构面的题目进行项目分析，以确保每个构面的内部效度；其次通过 Cronbach's α 作为指标判断量表的信度，通过组合信度 (Composite Reliability, CR) 检验可以更好地确定问卷的内部一致性；然后使用结构方程模型(SEM)用于测量研究模式的整体适配度，模型适配度用于确认研究模型数据的差异接受度。

4 预期研究成果

本研究预期会得到以下研究结果：员工主动性正向影响企业可持续发展，员工挑战行为在其中起到中介作用，薪酬待遇起到调节作用。

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Exploring the Impact of Responsible Leadership on Employee Well-being: The Moderating Effect of Coworker Support and Psychological Contract Violation

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Abstract

In organizations, leaders' work attitudes and behaviors play an important role in employees' work status, highlighting the importance of leaders. Based on social exchange theory, this study explores how responsible leadership affects employees' well-being? A research model is developed to explore the relationship between them in depth. This study was conducted with employees in the education industry through an online questionnaire, and a sample of 500 was expected to be obtained. Expected research contribution: This paper will enrich the existing research and expand the related theories through an in-depth analysis of responsible leadership and happiness, as well as help companies recognize the importance of responsible leadership and provide some management suggestions for the development of companies. Expected results: Responsible leadership will protect employees' interests and increase their psychological ownership, which in turn will increase their well-being. In addition, coworker support strengthens employees' well-being, while psychological contract violation inhibits employees' well-being.

Keywords: Responsible Leadership; Psychological Ownership; Coworker Support; Psychological Contract Violation; Employee Well-being

探讨责任型领导对员工幸福感的影响： 同事支持与心理契约违背的调节作用

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摘要

在组织中，领导者的工作态度和行为对员工的工作状态有重要的作用，突显出领导的重要性。本文根据社会交换理论，探讨责任型领导如何影响员工幸福感？本文建立研究模型，探讨他们之间的关系。本研究以教育行业的员工为对象，通过问卷调查法，预计获得500份样本。预期研究贡献：通过对责任型领导与幸福感的剖析，丰富现有研究，拓展相关理论，帮助企业认知到责任型领导的重要性，为企业的发展提供管理建议。预期结果：责任型领导会保护员工的利益，增加员工的心理所有权，进而增加员工幸福感。此外，同事支持会加强员工幸福感，心理契约违背会抑制员工幸福感。

关键词：责任型领导；心理所有权；同事支持；心理契约违背；员工幸福感

1.绪论

1.1 研究背景

由于全球商业环境的改变，导致许多行业受到冲击，企业正面临着重大的挑战。在企业中，管理者作为不可或缺的角色，与其说是企业面临挑战，不如更形象的说，是企业的管理者面临挑战。管理者如何运用其领导能力，保证员工生产力，是一项有意义的挑战(Haque *et al.*, 2020)。而日益激烈的全球竞争、工作不安全感、组织承诺和组织中缺乏负责任的领导正成为重大的压力源，而由于领导者的不道德和不负责任的行为，他们已经失去了合法性和信任(Haque *et al.*, 2018)。因此，对责任型领导的研究成为热门话题，同时对企业来讲，这也是一个重要的议题。

责任型领导的影响可以实现更高的员工动机和提高组织盈利，为社会福利做出贡献。责任型领导能通过激励下属，提高下属的创新行为。责任型领导还能提升员工的绿色行为，抑制员工的工作偏离行为、揭发意愿与非伦理行为等。同时负责任的领导与不负责任的领导相比，不仅能提升知识型员工的工作绩效，还能提高企业社会责任对企业财务绩效的影响(Lin *et al.*, 2020)。综上所述，责任型领导是一种积极的领导行为，对员工自身与组织都会产生积极的影响。那么，责任型领导会对员工幸福感产生影响吗？

员工是组织的重要利益相关者，他们的幸福感对组织来说很重要(Cooper *et al.*, 2019)。员工幸福感不仅是员工对工作和生活满意度的认知和感知，也是员工在工作和非工作水平上表现出的情绪、心理体验和满意度(Zheng *et al.*, 2015)。当员工的物质需求得到满足时，员工更关心自我实现和幸福感的提高。以往的研究发现，领导行为会对员工幸福感产生影响，如包容型领导、变革型领导等，个人的因素也会影响员工的幸福感，如道德价值观、心理资本等。因此，本文提出研究问题：责任型领导会如何影响员工幸福感？

同事支持是在工作情境中个体从组织其他成员获得的关怀和照顾(Settoon & Mossholder, 2002)。同事是员工在工作中接触最久、地位很接近的人员，也是人际关系中重要的一环，可能会对员工的行为产生影响。心理所有权是当个人看到目标物时，感觉这个目标物好像属于他的，这是个人对目标物产生的一种心理状态(Dirks *et al.*, 1996)。员工的这种心理状态会影响员工对组织的看法，以及工作中的角色外行为。心理契约违背是组织对员工承诺或暗示过的责任，没有履行或没有兑现(Robinson & Rousseau, 1994)。当员工感知到心理契约违背时，员工在工作中会表现出来更多的负面态度（如低工作满意度等）、负面情绪（犬儒主义(Yang *et al.*, 2020)等）和负面行为（离职行为、反生产行为等。综上所述，本文通过社会交换的视角，考察责任型领导与员工幸福感的影响路径，并深入剖析心理所有权的内部效应，以及同事支持、心里契约违背的调节作用。

2.文献综述

2.1 理论基础

社会交换理论是指个体与个体之间存在着一种社会交换关系，互惠交换使得人们感知到支持，当个体感受到来自他人或社会组织带来的益处时会产生回报对方的义务感，认为自己应该要感激对方(Gouldner,1960)。如果组织给予个体更为优厚的待遇和益处，那么个体将在很大程度上感受到鼓舞和激励，从而主动维护组织利益，帮助组织完成目标。这种交换不仅仅是物质上的利益交换，还包括平等尊重、组织关怀、维持忠诚等精神交换。这种交换不仅仅只是物质上的利益交换，还包括平等尊重、组织关怀、维持忠诚等精神交换。

2.2 责任型领导对员工幸福感的影响

领导作为组织的管理者，对员工心理和态度有着重大影响。责任型领导把利益相关者作为企业核心目标和愿景，采用激励手段鼓励个体融于荣誉相关价值观。责任型领导可以平衡利益相关者之间的利益，包括员工、客户等，其中责任型领导将员工视为重要的利益相关者，关心员工利益，维护团队心理安全，与利益相关者分享知识，追求组织的可持续发展(Montano *et al.*, 2017)。

责任型领导是一种社会和关系现象，主要关注领导者与利益相关者之间的关系(Pless *et al.*, 2012)。负责任的领导不仅有希望使组织负责任，而且有希望实现积极的员工成果。在微观层面上，他们注意到，负责任的领导者作为榜样在组织中发挥着重要的作用，并让员工参与到决策过程。因此，负责任的领导者的追随者很可能有更高水平的工作满意度、动机、承诺和组织公民身份。负责任的领导会真正关心员工，不仅关心任务的完成情况，还考虑员工的满意度和发展，以促进员工的幸福感(Chen & Wu, 2017)。

根据社会交换理论的互惠原则，员工在得到关心和帮助之后，通常倾向于以更积极的工作态度和工作行为来作为对领导的回报，对工作的满意程度也会提高(Avey *et al.*, 2012)，最后提升员工的幸福感。高心理资本的领导能为员工提供快乐、希望、自尊等方面的积极体验，而那些感知到领导是支持性、尊重、诚实与值得信赖的员工，往往会体验到更多的意义和自我效能感，从而导致幸福感的提高。责任型领导还可以保障员工的利益，从而激发出员工的情感承诺，也可能会增加员工的幸福感。由此，本研究作出以下假设：

H1：责任型领导正向影响员工幸福感

2.3 责任型领导对心理所有权的影响

心理所有权指的是个体对目标物（物质形态或非物质形态）所产生的一种拥有感的心理状态(Pierce *et al.*, 2003)。责任型领导会考虑并协调内外部利益相关者的需求，与之建立长久依赖的合作关系，平衡各方利益，为达成共同利益而努力，以实现企业与社会共赢的长远目标(Maak & Pless, 2006)。组织内员工也属于利益相关者的一部分，人的本质具有社会化属性，在企业这一微观群体环境中，一些社会学理论同样适用。

根据社会交换理论(Gouldner,1960)，交换双方互惠互利，以平等的姿态进行物质或利益的交换，心理所有权与领导的责任之间的关系对组织内行为有积极作用。责任型领导者在日常工作中把维护好员工及其他利益相关者的权益放在重要的位置，给员工以各种物质和精神上的鼓励，采用负责任的态度对待下属(Doh & Quigley, 2014)。当下属感受到这种益处，必然会以多种方式进行回报，例如努力工作并高质量的完成上级交代的任务、尽最大的可能去帮助同事、在工作中主动承担一些责任、敢于挑战一些看似有难度的工作等，这样能够影响员工把组织当作自己的一部分，员工就会尽心尽力的工作，提高员工的心理所有权。由此，本研究提出以下假设：

H2：责任型领导正向影响心理所有权

2.4 心理所有权对员工幸福感的影响

当一个人在感情和心理上存在对目标的拥有感或所有权后，员工就会尽自己最大的努力掌控和保护目标(Dirks *et al.*, 1996)。当目标提供动机时，员工会体验到心理所有权，并对组织有更大的责任感，这些责任包括为组织投入超出时间和精力，保护和爱护组织，愿意为组织承担一定风险，为组织作出牺牲等(Pierce *et al.*, 2001)。员工可能会觉得组织或工作有助于他们的基本需求，并更有可能保护组织，同时他们就会认为他们的工作是有意义和重要的，他们更有可能为组织的投入更多的时间和精力(Peng & Pierce, 2015)。员工对组织的投入，包括精力、时间、努力和注意力等，会使个人感觉

与组织成为一体,感觉自己与组织休戚与共,从而使他感觉到其努力成果也是他的一部分。因此,员工对自己的工作满意度增加,从而增强员工的幸福感(Chen & Wu, 2017)。

根据工作需求-资源模型,当员工的工作资源充足时,也可以帮助员工提高员工的工作满意度与工作投入(Demerouti *et al.*, 2001)。心理所有权被认为是一种工作资源,因为它通过提供必要的个人工作资源来帮助他们处理工作需求。当员工心理所有权高的时候,员工的资源比较丰富,能更好的应对工作,使员工有更多的积极体验与情感,增加员工的幸福感。由此,本研究提出以下假设:

H3: 心理所有权正向影响员工幸福感

2.5 心理契约违背的调节作用

根据社会交换理论,基于互惠的原则,当个体感受到来自他人或社会组织带来的益处时,会产生回报对方的义务感,认为自己应该要感激对方(Gouldner, 1960)。员工在得到关心和帮助之后,通常倾向于以更积极的工作态度和工作行为来作为对领导的回报,对工作的满意程度也会提高(Avey *et al.*, 2012)。同时负责任的领导者作为榜样在组织中发挥着重要的作用,并让员工参与到决策过程。因此,负责任的领导者的追随者很可能有更高水平的工作满意度、动机、承诺和组织公民身份,最后提升员工的幸福感。

心理契约违背是员工认为组织没有履行或没有完全履行心理契约,而产生的认知评价和情感反应,导致心理有背叛感觉和强烈的情绪波动(Morrison & Robinson, 1997)。心理契约违背会使员工产生一系列消极、抵触等强烈的情绪反映,例如工作绩效降低、离职倾向增强(Yang *et al.*, 2020)等。这种消极的情绪反映有一个过程,首先会发泄自己不满的情绪,选中向身边的人抱怨,甚至在公开的场合表达不满的情绪,多数被调查者接着会放弃抵抗,不会做出任何出格的行为,最后会在工作上表现的粗心大意、与同事和领导疏远等。

根据社会交换理论的互惠原则,当员工遭受到负面的对待时,员工也会用消极的方式来回应(Gouldner, 1960)。当员工感知到心理契约违背时,员工会认为组织对其的承诺没有兑现,会使员工产生不公平感与失落,使员工对组织感到不满,而在责任型领导与员工幸福感的这段关系中,遭受到心理契约违背的员工,由于对组织的不信任与心灰意冷,因此会减少员工的工作满意度、对组织的归属感、承诺等,使员工产生不好的体验,因此,会减少员工的幸福感,所以心理契约违背会削弱责任型领导对员工幸福感的调节作用。心理契约违背还可能引发员工的消极态度并最终导致进一步的消极行为,结果表明,心理契约违背会导致员工反生产行为的发生。Zacher and Rudolph (2021)认为心理契约违背会分别通过关注机会和关注限制,对情绪投入和疲惫产生间接影响,并通过关注机会对职业相关行为产生间接影响。由此,本研究提出以下假设:

H4: 心理契约违背在责任型领导与员工幸福感之间有负向调节作用

2.6 同事支持的调节作用

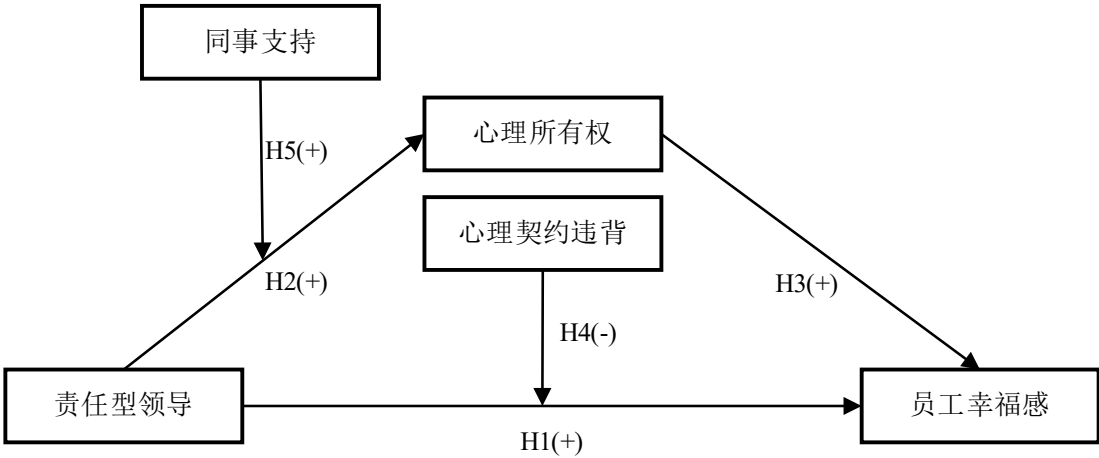
责任型领导拥有众多利益主体,但能依靠强烈的责任感来平衡各方的利益。责任型领导将员工视为组织的利益相关者之一,并关心个体工作和生活的平衡(Maak & Pless, 2006),所以责任型领导会充分考虑员工的利益,由于领导拥有强烈的责任感,所以上级领导会帮助员工甚至支持员工。当员工感知到来自责任型领导的关心,员工的利益得到保障时,能提升员工的工作满意度,激发员工的情感承诺(Haque *et al.*, 2018),员工会愿意呆在这样的组织中,并将组织当作是自己的一部分,还会产生归属感,提升员工的心理所有权。

同事支持是员工感知到,组织中与员工处于同等地位水平的人向其提供帮助、支持和激励的程度(Cecil & Forman, 1990)。同事支持能使员工感知到自身处于适合自己的

环境，并从中得到愉悦感受，帮助员工处理或抵御压力事件(Kokoroko & Sanda, 2019)，所以同事支持能影响员工因压力产生的反应，调节压力对员工心理的影响。当员工感知到的同事支持水平高的时候，员工会感知到组织中的善意和安全的氛围，会提升员工的心理安全感，在面临责任型领导带来的关系与帮助等时，更容易提升员工的工作满意度，使员工产生更高的情感承诺，进而提升员工的心理所有权，所以同事支持会增强责任型领导与心理所有权之间的关系。反之，当员工感知到同事支持水平低的时候，员工的满意度就会降低，可能会使责任型领导对员工的关系、支持等失去作用，会削弱责任型领导与心理所有权之家的关系。Yang *et al.* (2020)在研究中发现，同事支持能通过情感承诺，间接积极影响员工的创新行为。由此，本研究提出以下假设：

H5：同事支持在责任型领导与心理所有权之间有正向调节作用

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 变量的定义与测量

3.1.1 责任型领导

本研究采用 Maak (2007)提出的定义，将责任型领导定义为领导在建立、培养和维持与组织内外不同利益相关者之间的信任关系，以及协调负责任的行动以实现有意义的、共同的商业愿景方面所涉及的技术和能力。关于责任型领导的测量，本研究采用 Voegtlin (2011)的量表，该量表较为成熟，共 5 道题项，采用 5 点 Likert 点量表，“1”代表“完全不同意”，5 代表“完全同意”。

3.1.2 心理所有权

本研究采用 Pierce *et al.* (2003)提出的定义，将心理所有权定义为个体对目标物（物质形态或非物质形态）所产生的一种拥有感的心理状态。对心理所有权的测量，本研究采用 Brown *et al.* (2014)编制的量表，共 6 个题项，量表具有良好的信效度，采用 5 点 Likert 量表测量，“1”代表“完全不同意”，5 代表“完全同意”，分数越高表明心理所有权越强。

3.1.3 员工幸福感

本研究参考了 Wright and Huang (2012)提出的定义，最终将员工幸福感定义为员工在工作中产生的积极评价与情感体验。对员工幸福感的测量，本研究采用了 Zheng *et al.* (2015)编制的员工幸福感量表，一共 6 个题项，信效度较好。

3.1.4 心理契约违背

本研究参考 Morrison and Robins(1997)提出的定义,将心理契约违背定义为员工认为组织没有履行或没有完全履行心理契约,而产生的认知评价和情感反应,导致心理有背叛感觉和强烈的情绪波动。对心理契约违背的测量,本研究采用了 Robins and Morrison (2000)编制的 9 道题项的量表,其中前三题为反向题,后六题为正向题,该量表得到广泛验证,具有较好的信效度。

3.1.5 同事支持

本研究参考 Cecil and Forman (1990)提出的定义,将同事支持定义为组织中与员工处于同等地位水平的人向其提供帮助、支持和激励。对于同事支持的测量,本研究采用 Podsakoff *et al.* (1997)编制的量表,在进行组织公民行为与工作绩效(数量、质量)的关系时,使用主成分分析法将组织公民行为划分为同事帮助、公民道德和运动员精神三类。该量表共计 7 个题项,如“当我心情低落时,部门同事会为我打气鼓励”、“我的工作进度落后时,部门同事会帮助我”。量表形式为 5 点 Likert 量表,“1”代表“完全不同意”,5 代表“完全同意”,分数越高表明同事支持感越强。

3.2 研究对象与数据收集

本研究的研究角度聚焦于员工心理感知,从各变量的量表题项可知,都是针对员工进行提问,因此选取企业的员工作为研究对象。本研究主要调查教育行业的员工,原因是教育行业中,员工普遍受教育程度比较高,更容易拥有责任心。本研究为了增加问卷数据的严谨性,在问卷设计的背景调查中会增加一题“是否为教育企业在职员工”,用以区分问卷填答者的身份。

本研究主要调查济南地区教育企业的员工,采用网络发放的方式。其中,山东省是教育大省,教育类型的企业居多,获得的样本更有说服力。其次,受资源与人脉的限制,在济南地区发放问卷更容易获得样本,因此,本研究在济南地区发放问卷。最后利用问卷星制作网络问卷,通过平台发放,预计回收问卷样本 1000 份,最终通过问卷星回收,并可进行抽奖红包进行回馈。

对于回收的问卷,可先行对错误明显、无效的问卷进行先行筛选,判断的标准如下:(1)作答时间较短的问卷,根据研究人员事先试验的填答时间为标准,明显短与该时间则视为无效问卷;(2)问卷有规律填答,例如,“1、2、3、4、5”顺序填答;(3)IP 地址相同作为无效问卷。

3.3 数据分析方法

本研究需要的数理统计方法包括描述性分析、信度分析、效度分析、相关性分析、结构方程模型以及多元回归分析方法。本研究将分析每个变量以及题项的可信度,采用 Cronbach's α 值, Cronbach's α 一般足在 0-1 之间,其值越大说明该量表越具有信度。本研究使用验证性因子分析(CFA)测量模型的有效性,分为聚合效度和区分效度。变量的聚合效度的组合信度(CR)高于或等于 0.6 时,则认为具有较好的聚合效度,即数据有较好的内部一致性。本研究将以回归模型的回归系数与显著指数作为回归分析的主要验证标准,回归模型系数的显著指数值小于或等于 0.05,说明有显著影响。

4.预期贡献

4.1 理论贡献

本研究回顾以往对责任型领导的相关研究,责任型领导的影响因素主要有个人层面的负面行为与提升工作绩效(Lin *et al.*, 2020)等,本文丰富了责任型领导的个人积极方面影响,探讨责任型领导对员工幸福感的作用机制,有助于企业更好地思考如何提高员工幸福感。其次,通过检验,验证责任型领导会通过增加心理所有权,从而增加员

工幸福感，丰富现有的研究，提供一定的思考与指导意义。本文深入地分析了上级领导具备的责任型特质将如何提升员工幸福感，来丰富和发展相关的理论。同时本文还验证了心理所有权的中介作用，心里契约违背及同事支持的调节作用，拓展了对员工幸福感的研究。

4.2 实务贡献

本研究发现责任型领导对员工幸福感有正向影响，对企业的发展具有指导意义。从人力资源角度来看，选拔责任型领导人才很重要。在挑选领导者时，首先可根据测评软件对应聘者进行测试，对应聘者进行正确的评定，然后在面试过程中，了解应聘者是否具有责任型领导的潜质。在对人员的培训方面，企业要先了解培训者的需求，并结合企业的实际情况，制定出与之相匹配的培训方案。本研究还告知组织理应多关心员工，多为员工谋福利，增加员工的心理所有权，最后员工会回馈组织，提升组织绩效。

5. 预期结果

本研究预期得到以下结果：责任型领导会保护员工的利益，增加员工对组织的认同与归属感，提升员工的心理所有权，增加员工的在组织中的积极体验，从而增加员工的幸福感。当员工感知到同事支持高的时候，更容易对组织产生好感，加强其心理所有权，从而间接增加员工幸福感。心理契约违背高的员工会感知到组织的不公平与欺骗，丧失对组织的信任与归属，从而会减弱责任型领导带来的员工幸福感。

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Research on the Impact of Employee Initiative on the Sustainable Development of Enterprises

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Abstract

At present, the sustainable development of an enterprise determines its future development direction and capabilities. Human resources are a prerequisite for enterprise market competition, and the quality of their training also determines the height of an enterprise in the industry. Therefore, this study will start from employees to explore the significance of employee initiative for sustainable development. And introduce employees' challenging behaviors and welfare benefits to construct a research on the impact of employee initiative on the sustainable development of enterprises: the intermediary role of employee challenge behaviors and the adjustment model of welfare benefits to explore the impact of employee initiative and salary benefits on corporate sustainability mechanism of development.

This study selects 4 enterprises in Qingdao Province as a reference, distributes a total of 500 research questionnaires, and explores the impact and mechanism of improving employee initiative. In order to improve the sustainable development of enterprises, some reference opinions are put forward.

Keywords: Employee initiative; Sustainable development; Employee challenge behavior; Benefits

员工主动性对企业的可持续发展的影响研究

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摘要

目前，企业可持续发展性决定了在未来的发展方向和能力，人才资源作为企业市场竞争的先决条件，其培养的质量也决定了企业在行业内的高度。因此，本研究将从员工为出发点，探讨员工主动性对于可持续性发展的意义。并引入员工挑战行为与福利待遇，构建员工主动性对企业可持续性发展的影响研究：员工挑战行为的中介作用，福利待遇的调节模型，来探究提升员工主动性、薪酬待遇对企业可持续性发展的机制。

本研究选取青岛省4家企业作为参考，共发放500份研究问卷，探讨提高员工主动性的影响与作用机制。为提高企业可持续发展提出一定的参考意见。

关键词：员工主动性；可持续发展；员工挑战行为；福利待遇

1 引言

可持续发展概念首次在20世纪80年代提出，主要是指企业在实现自我生存的同时，更能够践行永久持续性发展，在此过程中不仅要考虑到企业如何实现经营目标，还应考虑到如何在市场中占有一席之地(Mio et al., 2020)。而工作人员是企业的经营环境中实现盈利增长活动的主体，企业在发展过程中应重视人才的培养，从而更好地应对不断变化的市场经济机制与社会环境，从而使企业能够可持续性发展，企业可持续发展已经成为了全球商界共同关注的热点话题，企业可持续发展性直接决定了在未来的发展方向和发展能力（廖丽萍，2022）。

当前，中国已经进入了科技、知识、信息时代，在过去企业的经济规模、内部管理以及在行业内所掌握的科学技术水平是竞争的核心。进入21世纪，企业所掌握的核

心资源逐渐变为人才资源、自然资源、资本资源及信息资源，而人才资源作为企业市场竞争的先决条件，其培养的质量及发展也决定了企业在行业内的高度。新时期背景下，各行各业的市场竞争愈发激烈，企业之间不只是行业技术与经济实力之间的竞争，更是人才之间的竞争。因此，企业将着重点转向培养员工，关注员工成长，才能更好地使企业进行可持续性发展（陈杰，2023）。

可见企业之间的竞争已经将竞争转向了企业员工之间的人才的竞争，从而以此来达到企业的可持续发展(Alvino et al., 2021)，因此，本研究将从员工为出发点，从而研究员工的管理，员工的培养对于企业可持续性发展的影响。

在企业“可持续发展”的方向转变下，企业的人力资源管理呈现多元化态势。实时动态化、多元化、专业化和信息化的组织内外部环境要求组织更具有创新性、灵活性和应变性，要求构思者和实践者具有更高的主动性和创新性想法(Cai et al., 2019)，因而组织需要员工保质完成数量充足的工作任务，采取主动性行为来解决工作中遇到的各种轻重缓急的问题和突发状况（李永周、袁怡宁，2022）。

因此，探讨员工主动性对于可持续性发展具有重要意义。同时，在以往的企业以领导为中心的自上而下垂直领导的作用越来越有限，领导模式也从单纯的“自上而下”转变为与“自下而上”同时进行，表现出更加复杂、动态的形态和特征。员工的角色变得越发重要，领导者难以仅仅凭借自身力量应对层出不穷的新问题，领导者需要依赖员工为企业提供创新洞见、变革建议甚至挑战现状（吴江秋、严丹，2021）。而员工群体作为企业最重要的资源之一，员工所表现的主动行为、建言、挑战等积极行为不仅有利于领导者解决组织问题，还能推动企业和组织目标的实现与变革发展，对企业的可持续发展同样具有至关重要的作用（彭绍燕，2020）。因此，如何激发员工的积极主动性、增强社会责任感、提高员工的福利待遇、促进员工积极挑战行为成为推动企业的可持续发展研究的重要话题，因此，本研究通过构建员工主动性对企业可持续性发展的影响研究：员工挑战行为的中介作用，福利待遇的调节模型，来探究以员工为研究视角探讨通过提升员工主动性、薪酬待遇对企业可持续性发展的机制。

2 文献综述

2.1 员工主动性的定义

Frese et al. (1996) 首先提出员工主动性行为的定义，即员工个体积极主动去工作的行为，这是一种通过内在自发性的努力，去改善自身和周围环境的行。Parker et al. (2010) 进一步指出，主动性行为是一种自发的行为，其目的是改善自我或环境甚至是创造一个新环境，具有自发性、变革性和未来导向三大特征。

2.2 员工主动性的衡量

Bateman and Crant (1993) 开发了主动性人格的量表，共有 17 个条目；Frese et al. (1996) 基于情境访谈法，开发了关于个人主动性行为特征的自我报告式量表，共七个题项。Morrison and Phelps(1999)在主动性行为中添加了角色外行为的成分，提出主动改变工作流程的负责构念，包含 10 个题项；Griffin et al. (2007) 从熟练度、适应性和主动性三个维度，又结合个人、团体和组织三个水平，将主动性行为划分为 9 种类型。Bindl and Parker (2011) 以动态行为过程为视角编制了测量问卷，包含设置目标、制定计划、实施行为和反馈结果四个维度。

2.3 员工挑战行为的定义

Mackenzie et al. (2011) 认为员工挑战行为是指个体自发的为了改变组织现状、提升组织绩效的一种具有创新性的主动行为。员工挑战行为是个体自发实施的为了改变组织现状、解决组织困难和改善企业绩效的主动发生的具有创新性的一种行为（刘锐锐，2021）。颜静等人（2016）在其研究中认为员工挑战行为是以个体以组织为中心，将

突破传统作为核心，通过责任和工作相结合的方式对组织结构、决策等方面进行主动干预的行为。

2.4 员工挑战行为的衡量

Morrison and Phelps (1999) 在其研究中认为员工挑战行为是单维度，并通过对大量学者采访的结果分析得出单维度测量量表，共计 10 个测量条目，目前应用较为广泛。Choi (2007)在以往学者研究的基础上提出了单维度 4 题项量表。MacKenzie et al. (2011) 等通过理论探究和研讨后对 Morrison and Phelps (1999) 提出的 10 题项量表进行删减，得到了单维度 5 题项量表，该量表在已有研究中均被证实具有很好的信度和效度。

2.5 企业可持续发展的定义

秦韵 (2020) 表示，企业可持续发展是在日常经营活动中，企业抓住机遇，迎接挑战，结合自身的竞争优势进行创新，使企业在市场中保持竞争地位，满足利益相关者的需求，满足企业的持续竞争优势，实现盈利。贺凌飞 (2018) 认为，企业以永续经营为前提，实现企业的各项经营指标稳步提升与保障整个体系正常运转的良性循环状态。付世恋 (2021) 企业的可持续发展是指企业在保持自身生存和发展的同时，实现可持续收益，提高发展能力。陈杰 (2023) 认为企业可持续发展与员工密切可分，主要是指企业在实现自我生存的同时，更能够践行永久持续性发展。

2.6 企业可持续发展的衡量

McPherson (1996) 认为员工增加的数量可以衡量企业成长。Coad and Rao (2008) 认为销售的增加量是衡量企业成长的关键指标。Holderness (2003) 则利用托宾 Q 值来衡量企业的成长。Michel and Shaked (1986) 选定的夏普指数、特雷诺指数和詹森指数。Clacssens et al. (1997) 选择托宾 Q、利润率。Buck et al. (2008) 选择了股票价值、股票收益、税前利润和 ROA。

2.7 薪酬待遇的定义

Tropman (1989) 提出应该把基本工资、附加工资、福利工资、工作用品补贴、额外津贴、晋升机会、发展机会、心理收入、生活质量和个人因素等统一起来作为整体薪酬体系来考虑，将福利纳入到了整体薪酬概念。薛琴 (2008) 认为，伴随着现代人力资源管理理论的逐渐到来，薪酬待遇的管理也日趋完善，实现了多元化。

2.8 薪酬待遇的衡量

李佳临 (2021) 在通过对以往学者的研究进行整理，将福利待遇的维度划分为福利制度和福利效果这两个指标，该量表一共有 10 小题，该量表经测试具有很好的内部一致性。李铭杰 (2018) 在其论文中通过文献分析的方法，将福利纳入员工薪酬的一部分从种类、价值、数量以及政策四个维度对员工薪酬满意度进行了测量，并运用层次分析法和模糊综合评价法确定了四个维度的权重，并对所研究的企业的总体薪酬满意度水平进行了测量和评价。

2.9 变量间的相关研究

2.9.1 员工主动性与企业可持续发展的关系

员工的主动性对企业的可持续发展具有重要的影响。

1. 具有主动性的员工在面对工作任务时，会主动性的思考有没有更好的解决办法，可以带来更多的创新思维和新想法，创新能力，从而可以推动企业在技术、产品、服务和管理等方面进行创新，使企业更有竞争力，促进企业的可持续发展 (孙永波等人，2020)。

2. 具有主动性的员工愿意主动去寻找并解决问题，提出改进意见，并积极参与团队合作。这些积极的行为可以帮助企业提高工作效率和质量，提升企业的生产力与产品质量，促进企业持续发展 (Matsuo, 2020)。因此本研究提出

假设 1:

H1: 员工主动性正向影响企业可持续发展

2.9.2 员工主动性与员工挑战行为的关系

员工主动性高的员工通常更愿意去主动寻找和解决问题，以及探索新的解决方案。这种探索和创新欲望也促使员工更愿意去主动挑战工作中的困难任务，即激发了员工的挑战行为（陈璐、朱晓妹，2021）。

员工主动性可以提高员工的自信心和自我激励。当员工主动地解决问题，他们获得的成就感和满足感会让他们更加自信，激发他们更大的动力去挑战更多的任务（罗萍等人，2020）。

综上所述，员工主动性对员工挑战行为的影响是积极的。员工主动性强的员工更愿意去主动探索和解决问题，这种探索和创新欲望也促使员工更愿意去主动挑战工作中的困难任务。同时，员工主动性也能够提高员工的自信心和自我激励，带来更多的机会，这也为员工挑战行为的发生提供了更好的支持。因此，本研究提出假设 2:

H2: 员工主动性正向影响员工挑战行为

2.9.3 员工挑战行为与企业可持续发展的关系

当员工面对组织内部或外部遇到的问题，他们可能会提出新的想法或方法，从而激发了组织内部的创新能力。这些新的想法或方法可能会促进组织的产品或服务创新，或提高组织内部的运作效率和生产力。如果组织能够合理地引导和利用员工的创新能力，将这些想法或方法转化为实际的项目或产品，那么将有助于提高组织的竞争力和市场占有率，从而促进企业的可持续发展（段锦云、凌斌，2011）。因此，本研究提出假设 3:

H3: 员工挑战行为正向影响企业可持续发展

2.9.4 员工挑战行为在员工主动性与企业可持续发展之间的中介作用

当员工具备了一定的主动性，他们发现组织内部存在的问题和机会，更敢于提出自己的想法和建议，并尝试推动组织内部的改变和创新。这种主动性的表现可以激励员工产生更多的挑战行为（宋继文等人，2017）。从假设 3 中可知，当员工面临组织难题时，发起员工挑战行为促进组织的产品或服务的创新，从而提高企业的可持续发展能力（曹元坤等人，2019）。因此，本研究提出假设 4:

H4: 员工挑战行为在员工主动性与企业可持续发展之间具有中介作用

2.9.5 薪酬待遇对员工主动性与企业可持续发展的调节作用

薪酬待遇可以作为一种外在激励因素，促进员工的主动性。较高的薪酬通常会激励员工更加努力地工作，以达到更高的工作目标，从而促进企业的生产效率和业绩表现，对企业可持续发展起到正向作用（关伟，2006）。

薪酬待遇可以对员工的主动性产生直接和间接的影响。一方面，高水平的薪酬待遇可以激励员工更加努力地工作，提高其投入工作的热情和积极性，从而增强其主动性（赵慧玲，2021）。此外，薪酬待遇还可以成为一个重要的目标，员工可以将自己的工作表现与薪酬待遇挂钩，从而激发其追求高绩效的主动性，从而推动企业发展（韦爽，2020）。

综上所述，薪酬待遇对员工主动性和企业可持续发展可能产生调节作用。因此，本研究提出假设 5:

H5: 薪酬待遇在员工主动性与企业可持续发展之间存在正向调节作用

2.9.6 薪酬待遇对员工挑战行为与企业可持续发展的调节作用

薪酬待遇可以正向调节员工挑战行为与企业可持续发展之间的关系，其机制如下:

1. 激励员工挑战行为: 高水平的薪酬待遇可以激励员工有更强的挑战精神，鼓励员

工积极挑战企业面临的困难，并在组织内探索新的发展方向（谢俊、严鸣，2016）。

2.促进企业可持续发展：高水平的薪酬待遇可以提高员工的工作积极性和工作满意度，增强员工的创造性和创新能力，促进企业的可持续发展（余旷达，2018）。

综上所述，高水平的薪酬待遇可以正向调节员工挑战行为与企业可持续发展之间的关系，使员工更有创新精神和创造力，从而为企业的可持续发展注入新的活力。因此，本研究提出假设 6：

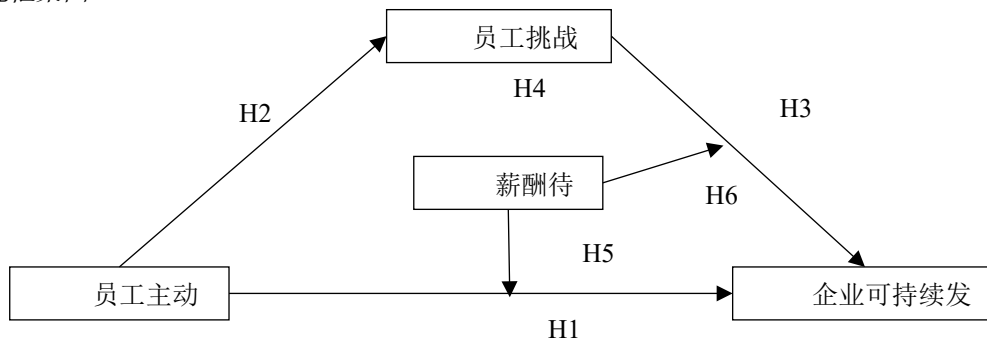
H6：薪酬待遇在员工挑战行为与企业可持续发展之间具有正向调节作用

2.10 研究框架图

本研究通过整理心理资本、组织支持感、工作适应的文献，梳理变量之间的关系，提出：H1、H2、H3，从而得出本研究的研究框架图，如下图 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 变量的衡量工具

3.1.1 员工主动性的衡量工具

本文参考 Bindl and Parker(2011)编制量表，该量表在使用时被证明具有较高的信度，该量表从员工自我意识、团队氛围、领导风格和管理制度这四个维度综合衡量了员工在企业工作中的主动性，具体如表 1 所示：

表 1

员工主动性量表

维度	题项
构想目标	1 我能设立我想要实现的目标。
	2 我能够设定可以完成的目标。
	3 我能够设立具体、可达成的目标。
	4 我能够设立具有挑战性的目标。
制定计划	1 我能够制定行动计划。
	2 我有信心能够为实现目标做出计划。
	3 我能够制定具体的计划。
	4 我能够为实现目标制定可行的计划。
执行计划	1 我能够在实现目标的过程中保持集中。
	2 我能够在遇到困难时保持冷静并找到解决方案。
	3 我能够按照计划行动并保持动力。
	4 我能够快速适应变化并采取适当的行动。
结果反馈	1 我能够及时得到反馈。
	2 我有信心能够理解并利用反馈信息。

- 3 我能够自我评估并纠正错误。
- 4 我有信心能够从反馈中学习并改进行动。

资料来源: Bindl, U. K., & Parker, S. K. (2011). Proactive work behavior: Forward-thinking and change-oriented action in organizations. In *APA handbook of industrial and organizational psychology, Vol 2: Selecting and developing members for the organization.* (pp. 567-598). American Psychological Association..

3.1.2 员工挑战行为的衡量工具

参考 Morrison and Phelps (1999)的单维度量表, 该量表共计 10 个题项, 具体量表如表 2 所示:

表 2
员工挑战行为量表

变量	题项
员工挑战行为	1.我乐于接受新的工作挑战并尝试新的方法解决问题。
	2.当面临难题时, 我会不断努力, 直到找到解决方案。
	3.我愿意接受其他部门或团队的工作任务, 以扩展自己的技能和经验。
	4.我不会因为任务困难或复杂而放弃努力, 而是会不断尝试。
	5.我喜欢学习新的技能和知识, 以提高自己的工作表现。
	6.我愿意尝试新的工作流程和方法, 以提高工作效率和质量。
	7.我有耐心和毅力, 可以处理长期和困难的项目。
	8.当面临挑战时, 我会积极地寻求帮助和支持, 而不是独自应对。
	9.我不会因为工作变化或压力增加而失去动力, 而是会更努力地工作。
	10.我会自我反思并寻找改进的机会, 以不断提高自己的表现和工作效率。

资料来源: Morrison, E. W., & Phelps, C. C. (1999). Taking charge at work: Extrarole efforts to initiate workplace change. *Academy of management Journal*, 42(4), 403-419.

3.1.3 企业可持续发展的衡量工具

参考李露 (2021) 的观点, 本文将采用三个维度对企业可持续发展进行问卷调查, 三个维度分别为企业状态, 企业竞争力, 企业发展共 15 个题项。具体量表题项如下表 3 所示:

表 3
企业可持续发展量表

维度	题项
企业状态	1.我工作的企业有悠久的发展历史
	2.我工作的企业在行业内有良好的口碑
	3.我工作的企业对供应商和合作伙伴非常负责任
	4.我工作的企业有明确的品牌定位和市场定位□
	5.我工作的企业具备较强的研发和创新的能力
企业竞争力	1.我工作的企业能够快速响应市场需求并提供个性化服务
	2.我工作的企业能够有效地推广和营销产品或服务
	3.我工作的企业具有竞争力的定价和供应链管理策略
	4.我工作的企业收入, 年均增长率比去年高
	5.我工作的企业营销收入与同行业水平相比较高
企业发展	1.我工作的企业利润年增长率比去年高
	2.我工作的企业利润与同行业平均水平相比较高

- 3.我工作的企业规模比去年有所增大
- 4.我工作的企业规模扩展速度与同行业平均水平相比较高
- 5.我工作的企业的产品市场占有率比去年高

资料来源：李露（2021）。生态位视域下创业自我效能感对中小企业可持续发展的影响研究——基于创业导向的中介作用。[硕士学位论文，吉林大学]，中国知网。

3.1.4 薪酬待遇的衡量工具

采用李佳临（2021）在通过对以往学者的研究进行整理，将福利待遇的维度划分为福利制度和福利效果这两个指标，该量表一共有 10 小题，该量表经测试具有很好的内部一致性。如表 4

表 4
薪酬待遇量表

维 度	题项	资料来源
福 利 制 度	1 我对公司现在的福利项目非常了解	李 英 姿 (2013)
	2 公司对员工福利体系能够更好的激励员工	
	3 公司对员工发放过节费用实行区别对待	
	4 我对目前的薪资水平非常满意	
	5 公司在不同岗位上员工绩效薪酬的差异非常合理	
福 利 效 果	1 我对公司目前的福利制度非常满意	Bock et al. (2005)
	2 我认为公司目前的福利制度在保留和激励员工上的效果很明显	
	3 我对公司津贴补贴的非常满意	
	4 公司提供的相应福利很好	
	5 公司的薪酬会及时发放	

资料来源：李佳临（2021）。CQ 公司薪酬管理问题研究。[硕士学位论文，东北农业大学]。

3.2 研究方法

3.2.1 研究对象和问卷收集

本研究选取青岛 A、B、C 与 D 公司为样本。因 2020 年初企业受新冠疫情影响较复杂，不适宜与其他年份数据直接对比，所以样本观测时间为 2022 年。将初始观测值按照如下标准逐步剔除：(1)经营状况异常的 ST 股或连续亏损的互联网企业；(2)CEO 上任不满一年的公司或成立时间少于 5 年的公司；(3)关键变量数据缺失严重的企业。企业基本信息及财务数据来自天眼查或新浪财经，员工部门数据来自锐思数据库，关于高管个人信息的缺失值通过巨潮资讯搜索补充，A、B、C、D 公司均为发展年限在 5 年以上的企业，为青岛市各行业的领袖企业，本研究数据具有一定的代表性，在问卷的发放上，问卷调查的有效样本数目与问卷题项比例在 1: 5 与 1: 10 之间时，研究问卷的样本数量才符合统计的标准（吴明隆 2010）。而本研究的原始问卷为 51 题。因此，本研究通过便利抽样进行问卷调查，并收集 500 份以上的研究问卷。

3.2.2 分析工具与分析方法

本研究使用 SPSS 软件，将回收问卷数据导入其中，然后采用一阶验证性因素分析(factor analysis, FA)来对各个构面的题目进行项目分析，以确保每个构面的内部效度；其次通过 Cronbach's α 作为指标判断量表的信度，通过组合信度 (Composite Reliability, CR) 检验可以更好地确定问卷的内部一致性；然后使用结构方程模型(SEM)用于测量研究模式的整体适配度，模型适配度用于确认研究模型数据的差异接受度。

4 预期研究成果

本研究预期会得到以下研究结果：员工主动性正向影响企业可持续发展，员工挑战行为在其中起到中介作用，薪酬待遇起到调节作用。

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Research on the Influence of Short Video Content Marketing on the Purchase Intention of Young Male Consumers

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Abstract

With the rapid development of mobile Internet, short video gradually become a strong marketing tools under the fragmentation time, short video industry with strong traffic and focus on rapid development, become feedback the real economy of a force to ignore, more and more enterprises began to pay attention to the short video content marketing behind the market dividend and potential space. Based on S-O-R theory and rational theory of behavior, this study, short video content marketing is divided into five dimensions: functional content, entertainment content, interactive content, emotional content and useful content to build a model with consumers' purchase intention. Finally, the following conclusions are obtained: the five dimensions of short video content marketing (functional content, entertainment content, interactive content, emotional content and useful content) all positively affect consumers' purchase intention. According to the conclusion, this study puts forward the following management implications: attach importance to the development of marketing content; win the trust of consumers with content; expand the marketing media and scope.

Keywords: Short Video Content Marketing; Purchase Intention; SOR Theory; Regression Analysis

2023 DPU 工商、创新与社会人文科学国际研讨会 短视频内容营销对男性年轻消费者购买意愿的影响研究

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摘要

随着移动互联网的迅速发展，短视频逐渐成为碎片化时间下的强势营销工具，短视频行业凭借强势的流量和关注迅猛发展，成为反哺实体经济的一股不容忽视的力量，越来越多的企业开始关注短视频内容营销背后蕴藏的市场红利和潜在空间。本研究基于S-O-R理论、理性行为理论，将短视频内容营销分为功能型内容、娱乐型内容、互动型内容、情感型内容以及有用型内容五个维度来构建与消费者购买意愿的模型。

最终得到如下结论：短视频内容营销中的五个维度（功能型内容、娱乐型内容、互动型内容、情感型内容以及有用型内容）均正向影响消费者的购买意愿。根据得出结论，本研究对此有针对性的提出了以下管理启示：重视营销内容开发；用内容赢得消费者信任；扩大营销媒介和范围。

关键词：短视频内容营销；购买意愿；SOR理论；回归分析

1 绪论

在社交媒体的背景下，随着近年来移动互联网的发展，人们获取信息的渠道已经从电视、电脑转向手机，主流的营销方式也在不断更新和变化。抖音等短视频平台具

有用户数量多、成本低、门槛低、传播力广等优势，商家可以以较低的营销成本实现更大范围的品牌信息传播。

近年来短视频需求方的数据一直在增长，未来用户规模的数据会随着需求的增长而进一步增加。从供给端来看，在各类媒体融合的背景下，主流媒体都在努力布局短视频的相关业务。短视频它是在这个时代里被孕育而出的新事物，短视频的出现为过去那些严肃的、刻板的传统媒体们也带来了新的启示和启发。本研究旨在从消费者视角出发，通过梳理总结以往文献，结合中国国情，从多个维度探究短视频内容营销对消费者购买意愿的内在影响机制。

鉴于学术界对短视频内容营销行业的实证研究较少，对用户消费行为等营销效果影响因素的研究还比较多，本研究将理论与实证相结合，从广告理论、市场营销理论、消费者行为理论等方面进行研究。

研究问题

如何提升消费者购买意愿并提高订单率，一直是商家和学者研究关注的焦点问题。众多因素均会对消费者购买意愿产生影响，如购物情景、商品质量、品牌、口碑、在线评论等。本研究将以文献探讨和问卷调查之研究结果来回答下列待答问题：

1. 短视频内容营销及其各维度与用户购买意愿两两之间是否有相关性？
2. 短视频内容营销对用户购买意愿是否具有正向影响作用？
3. 短视频内容营销中的功能型内容对用户购买意愿是否具有正向影响作用？
4. 短视频内容营销中的娱乐型内容对用户购买意愿是否具有正向影响作用？
5. 短视频内容营销中的互动型内容对用户购买意愿是否具有正向影响作用？
6. 短视频内容营销中的情感型内容对用户购买意愿是否具有正向影响作用？
7. 短视频内容营销中的有用型内容对用户购买意愿是否具有正向影响作用？

2 文献综述

2.1 男性年轻消费者的定义

年轻的含义在全世界不同的社会中是不同的，而年轻的定义是随着政治经济和社会文化环境的变更一直在变化。许多国家都给年轻划定了年龄界线。“年轻”是一个人依法享有平等待遇的年龄开始，该年龄通常被为“成年年龄”。在许多国家，成年年龄通常为 18 岁。一旦一个人超过该年龄界线，就被认定为成年人。然而，由于不同的社交文化、制度、经济以及政治因素，不同国家对于“年轻”的实际定义和理解存在着细微的差别。结合中国的国情来看，由于中国在 1966 年开始实行计划生育政策，因此，在中国大部分家庭都以独生子女为主，18 岁刚刚开始步入大学生活，主要还是以父母供养为主，因此，结合这一现实情况，本研究将年轻定义为 18-40 岁的群体。

2.2 短视频内容营销的概念

短视频内容营销不是一个新概念，而是一个由来已久的概念，在商业实践中得到了广泛的应用，但学术界对其的研究起步较晚。Pulizzi and Barrett (2009)认为，短视频内容营销是一个综合性的术语，包括所有与创造或分享内容相关的营销形式，以吸引当前和潜在的消费者。短视频内容营销可以看作是一个价值转移的过程。Pulizzi(2014)指出，短视频内容营销是企业吸引和获取目标消费者的一种营销策略，目的是促进顾客的购买行为。贺爱忠等（2016）研究发现短视频内容营销的三种形式通过对品牌的直观描述与消费者联系，给顾客带来更多了解产品的机会，在传递品牌信息的同时，增加了消费者对品牌的人格感知，从而提升品牌态度。李霞（2018）认为短视频内容营销即企业或品牌通过富有吸引力的内容，把具有共同爱好和价值观的内容消费者聚集在一起，形成企业或品牌的粉丝，从而将内容消费转化为产品和服务的消费，使企业或品牌获得收益。蔡斐然（2020）以抖音官方账号利用内容分析法研

究电视剧集短视频营销模式，指出实施短视频内容营销的关键点是打造出创新、专业、潮流且具有深度的新媒体产品。

2.3 购买意愿的相关研究

购买意愿是个人的主观性情感，是一种心理活动，有消费者的个性特征、产品内外部线索、消费情境等是影响消费者购买意愿的常见因素。刘震(2018)认为它与传统的线下购买意愿没有实质区别，只是购物环境和方式发生了变化。因此在具体研究中，将其理解为消费者在观看短视频过程中购买行为的主观可能性。隗静秋等人(2020)通过研究短视频的有用性、易用性、娱乐性，发现这三个维度都会通过情感唤起对消费者的购买意愿产生影响。焦媛媛等人(2020)基于社交网络情景下，将产品信息分为四个类型，研究结果表明不同类型的产品信息会对消费者购买意愿产生显著的影响。

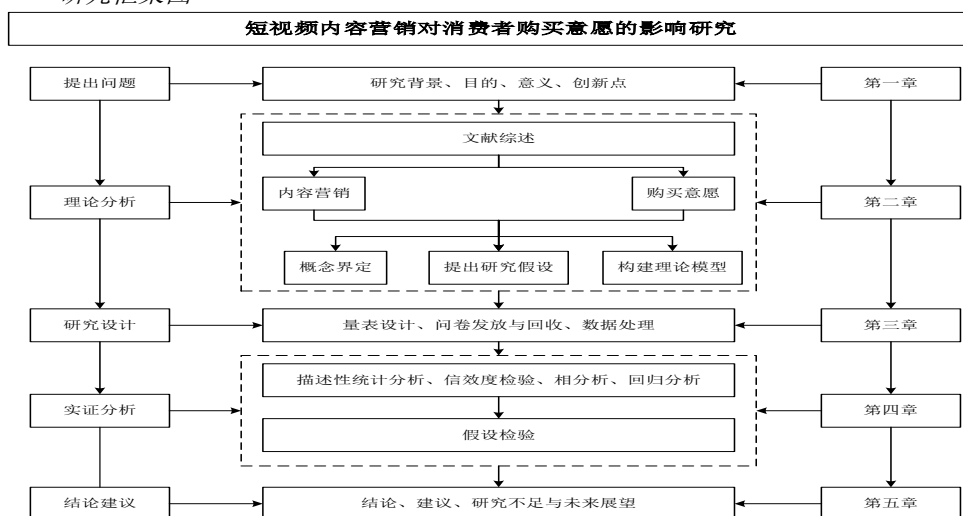
2.4 购买意愿的维度

Dodds *et al.* (1991)设计开发了购买意愿的量表，其中共包含5个题项，旨在从购买品的可能性、购买意向等维度来衡量购买意愿。崔茜(2014)在探讨消费者对仿造奢侈品的购买意愿时，在自身是否愿意购买和会不会引导朋友购买的基础上，又增加了产品可获取价值、购买可能性两个评价测量维度。综上所述，结合短视频营销研究需求，本研究继续沿用Dodds *et al.* (1991)开发形成的经典成熟量表。

2.5 研究框架图

表 1

研究框架图



3 研究假设与研究框架

3.1 研究假设

短视频内容营销是通过广告主生成并传递内容信息来刺激消费者，从而影响购买意愿的营销手段。已有文献研究表明，短视频内容营销所传递的具有价值、娱乐性信息会对消费者的购买意愿起到积极作用。

McMillan *et al.*(2004)发现一些吸引眼球、引起好奇的网络趣味性内容更易于被受众接收并理解，传播的趣味性内容利于产品与品牌正面形象的建立，进而形成购买意愿。朱钰琪(2020)在实证研究中发现，短视频内容营销的三种不同形式会对消费者的购买手机意愿产生显著的正向影响。张柯丹等(2021)在研究企业生成的内容时发现，丰富准确且有帮助的信息内容及可以寻求到情感满足的内容有助于消费者留下好的品牌印象并更容易做出购买行为。

基于以上分析，本研究提出以下研究假设：

- H1: 短视频内容营销中的功能型内容对消费者购买意愿具有正向影响作用
H2: 短视频内容营销中的娱乐型内容对消费者购买意愿具有正向影响作用
H3: 短视频内容营销中的互动型内容对消费者购买意愿具有正向影响作用
H4: 短视频内容营销中的情感型内容对消费者购买意愿具有正向影响作用
H5: 短视频内容营销中的有用型内容对消费者购买意愿具有正向影响作用

3.2 量表设计

3.2.1 短视频内容营销量表。通过文献阅读与梳理，本研究对内容营销从功能型内容、娱乐型内容、互动型内容、情感型内容、有用型内容五个维度进行研究。

功能型内容是指消费者从短视频所获取的真实有价值的且易于帮助消费者做出购买决策的信息型内容，参考 Wiertz and Caroline(2007)的量表。2. 娱乐型内容是指短视频中带给消费者愉悦，并能吸引消费者的内容，参考 Grohmann(2003)的量表。3. 互动型内容是指消费者交流的过程中，对产品信息传递的双向性程度高低以及是否能够及时传递交流信息内容，参考王香宁（2020）的量表。4. 情感型内容是指短视频播放的可以打动人心，引起情感共鸣的内容，参考 Voss et al. (2003)的量表。5. 有用型内容是指消费者对于从短视频获取的内容信息的有用性，参考李琪等（2014）的

表 2

短视频内容营销量表

变量	维度	题号	题项
内容营销	功能型内容	Q1	该短视频发布的内容使我获得关于产品和品牌的信息。
		Q2	该短视频发布的内容使我获得不少对我有价值的信息。
		Q3	该短视频发布的内容使我获取不少实用的信息。
		Q4	该短视频发布的内容能使我知道到自己所想要知道的信息。
	娱乐型内容	Q5	该短视频发布的内容新颖有亮点。
		Q6	该短视频发布的内容能让我充满想象与好奇。
		Q7	该短视频发布的内容是有趣的。
	互动型内容	Q8	关注短视频发布的账号后，我发现了爱好相投的人。
		Q9	关注短视频发布的账号后，我可以和爱好相投的人互动。
		Q10	关注短视频发布的账号后，我认识了志同道合的人。
	情感型内容	Q11	短视频发布的内容直击人心。
		Q12	该短视频发布的内容可以让我产生情感共鸣。
		Q13	该短视频发布的内容可以让我感同身受。
	有用型内容	Q14	通过观看短视频内容，对我理解产品有帮助。
		Q15	通过观看短视频内容，可以获取我需要的信息。
		Q16	通过观看短视频内容，对我购买决策有帮助。

3.2.2 购买意愿量表。购买意愿是消费者行为中最常见的因变量，测量量表较多也较为成熟，本研究主要参考了 Dodds *et al.*(1991)的研究，因为该研究所使用的量表更加适用于本研究的短视频内容营销，并且具有较高的信度和效度，具体测量如下表如示

表 3

购买意愿量表

维度	题号	题项
购买意愿	Q17	我乐意尝试该产品。
	Q18	我认为短视频的产品能激发我的购买意愿。
	Q19	我愿意在观看该短视频后购买产品。
	Q20	我愿意之后继续观看该品牌的短视频并购买。
	Q21	如果我认为这款产品不错，我愿意将相应的短视频推荐给朋友。

3.2.3 问卷发放。

本次通过问卷星平台共发放 500 份问卷，最终回收问卷 443 份，通过使用问卷星剔除掉答题时间小于 60 秒的问卷，然后导出至 Excel 筛选出所有选项都选一个答案的问卷进行删除，最终获得 430 份有效问卷。本次问卷的第一部分内容主要是对基本信息进行统计，并注明该问卷仅用于本人的毕业论文，不会用作其他商业用途，可按个人真实情况填写，来确保所收集的数据的真实性与准确性。

根据 Hair *et al.* (1998) 推导的样本计算公式，样本数量一般应为观测变量的 10-15 倍，本研究在问卷预调查剔除无效题项之前共计 21 个可观测变量，样本量应在 210-315 个范围内，为此，本研究预收集 500 份样本，符合 Hair 等学者关于问卷调查分析所需样本数量的要求。

4 实证分析

4.1 样本数据描述性统计分析

本次通过问卷星平台在 2022 年 12 月至 2023 年 2 月期间，共发放 500 份问卷，经筛选最终获得 430 份有效问卷。由下表分析可知，被调查者的年龄段主要集中在 21-30 岁之间，占比高达 69.1%，与年轻人更容易接受新鲜事物，愿意在短视频购买产品的实际情况相吻合。从受教育程度来看，其中本科占比 40.9%，硕士占比 30.9%，文化程度较高，更能准确理解题项的内容并能更根据问题做出确切的回答，并能认真作答此次问卷。可支配月收入 2000 元以下占比 45.3%，更有占比 37.0% 的人可支配收入在 3000 元及以上，说明大部分的被调查者都有一定的购买能力。

表 4

调查样本基本情况分布表

变量	选项	频率	有效百分比
年龄	18-20 岁	43	10.0%
	21-30 岁	297	69.1%
	31-40 岁	90	20.9%
	专科以下	88	20.5%
受教育程度	本科	176	40.9%
	硕士	133	30.9%
	博士	33	7.7%
可支配收入	2000 元以下	195	45.3%
	2001-3000 元	82	19.1%
	3001-4000 元	77	17.9%
	4000 元以上	76	17.7%

4.2 信、效度分析

4.2.1 信度分析

表 5

信度分析表

变量	题项数	Cronbach's α	CR
功能型内容	4	0.864	0.893
娱乐型内容	3	0.828	0.882
互动型内容	3	0.726	0.866
情感型内容	3	0.789	0.860
有用型内容	3	0.788	0.836
购买意愿	5	0.795	0.860

由表 4 可以看出, 本次研究所涉及到的变量的量表中, 每个变量的 Cronbach's α 系数和 CR 值均大于 0.7, 说明本问卷的信度较好, 可以进行进一步的研究。

4.2.2 效度分析: 短视频内容营销量表的探索性因子分析

表 6

KMO 值与巴特利特检验

KMO 取样适切性量数。		0.904
巴特利特球形度检验	近似卡方	1545.728
	自由度	351
	显著性	.000

从表 5 中可以看到, 本问卷数据的 KMO 值为 0.904, 大于 0.7; 同时, Sig<0.05, 表明本文的各个变量之间具有相关性, 故数据适合进一步做因子分析。通过 SPSS 输出的主成分因子分析结果由表 6 可知, 短视频内容营销每个题项的因子载荷系数均为 0.7 以上, 说明量表设置效度良好。

表 7

因子分析

题项	成分				
	1	2	3	4	5
Q1	0.809				
Q2	0.800				
Q3	0.781				
Q4	0.780				
Q5		0.799			
Q6		0.798			
Q7		0.794			
Q8			0.846		
Q9			0.838		
Q10			0.819		
Q11				0.829	
Q12				0.828	
Q13				0.801	
Q14					0.831
Q15					0.819
Q16					0.810

4.2.3 效度分析: 购买意愿量表的探索性因子分析

表 8

KMO 值与巴特利特检验

KMO 取样適切性量数。		0.917
巴特利特球形度检验	近似卡方 显著性	1356.083 .000

由表 7 可知，购买意愿量表的 KMO 值为 0.917，大于 0.9，且 Bartlett 的球形度检验结果显著，因此可以做因子分析。由表 8 中的因子分析结果可知，购买意愿每个题项的因子载荷系数均大于 0.8，说明购买意愿量表具有较好的效度，可以做接下来的验证性因子分析。

表 9

因子分析

题项	成份
Q17	0.817
Q18	0.864
Q19	0.868
Q20	0.839
Q21	0.852

4.3 相关性分析

依据 Pearson 系数，该系数值的范围介于-1 与 1 之间，若 Pearson 系数大于 0，则表明变量之间存在正相关关系，若小于 0，则说明变量之间负相关，数值绝对值大小表明相关性强弱，该指标数值绝对值越接近 1 说明变量二者之间相关性越强。基于此本文对功能性内容、娱乐性内容、互动型内容、情感型内容、有用型内容、购买意愿等维度之间的关联程度进行探讨，从 4.8 表中可以看出，功能性内容、娱乐性内容、互动型内容、情感型内容、有用型内容、购买意愿两两之间均是显著正相关 ($p < 0.01$)，为接下来的回归分析奠定了一定的基础。

表 10

相关性分析

	1	2	3	4	5	6
1	1					
2	0.392**	1				
3	0.372**	0.359**	1			
4	0.445**	0.419**	0.521**	1		
5	0.572**	0.551**	0.601**	0.646**	1	
6	0.384**	0.394**	0.474**	0.485**	0.507**	1

注：***代表 $p < 0.01$ ，**代表 $p < 0.05$ ，*代表 $p < 0.1$ ；1=功能型内容，2=娱乐型内容，3=互动型内容，4=情感型内容，5=有用型内容，6=购买意愿

4.4 回归分析

表 11

回归分析

变量	购买意愿
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	M1	M2	M3	M4	M5	M6
性别	0.047	-0.029	0.044	0.031	0.067	0.088
年龄	0.056	0.056	0.042	0.028	0.032	0.020
受教育程度	0.120	0.028	0.069	0.051	0.030	0.019
月支配收入	-0.026	0.018	0.079	0.036	0.041	0.061
功能型内容		0.656***				
娱乐型内容			0.622***			
互动型内容				0.601***		
情感型内容					0.719***	
有用型内容						0.646***
R^2	0.022	0.440	0.394	0.362	0.522	0.417
调整后 R^2	0.010	0.431	0.385	0.359	0.514	0.415
F	1.853	50.862**	42.178**	150.602**	70.698**	190.590**

通过构建 5 个模型来研究短视频内容营销与购买意愿的关系。M1 是以控制变量为自变量，购买意愿为因变量，以此进行回归分析，M2、M3、M4、M5、M6 的五个模型中是在 M1 的基础上分别加入了短视频内容营销 5 个维度（功能型内容、娱乐型内容、互动型内容、情感型内容、有用型内容）与购买意愿所做的回归分析，依据 SPSS 统计软件输出的结果来看，在 M2 中加入功能型内容后， R^2 从 0.022 增加至 0.440，（ $\beta = 0.656, P < 0.001$ ），说明加入的功能型内容可以解释消费者购买意愿的 44.4%，视频内容营销中的功能型内容对消费者的购买意愿有显著的正向影响，假设 H1 成立。在 M3 中加入娱乐型内容后， R^2 从 0.022 增加至 0.394，（ $\beta = 0.622, P < 0.001$ ），说明加入的娱乐型内容可以解释消费者购买意愿的 39.4%，短视频内容营销中的功能型内容对消费者的购买意愿有显著的正向影响，假设 H2 成立。在 M4 中加入互动型内容后， R^2 从 0.022 增加至 0.362，（ $\beta = 0.601, P < 0.001$ ），说明加入的互动型内容可以解释消费者购买意愿的 36.2%，短视频内容营销中的互动型内容对消费者的购买意愿有显著的正向影响，假设 H3 成立。在 M5 中加入情感型内容后， R^2 从 0.022 增加至 0.522，（ $\beta = 0.719, P < 0.001$ ），说明加入的情感型内容可以解释消费者购买意愿的 52.2%，内容营

销中的情感型内容对消费者的购买意愿有显著的正向影响，假设 H4 成立。在 M6 中加入有用型内容后， R^2 从 0.022 增加至 0.417，（ $\beta = 0.646, P < 0.001$ ），说明加入的有用型内容可以解释消费者购买意愿的 41.7%，内容营销中的有用型内容对消费者的购买意愿有显著的正向影响，假设 H5 成立。

5 结论与建议

5.1 研究结论

本文对短视频内容营销中的各种形态的营销，如功能内容营销、娱乐内容营销、互动内容营销、情感内容营销和有用内容营销与消费者购买意愿进行多元线性回归检验。此外，为了抑制外部因素对研究结果的影响，本研究还将性别、年龄、教育程度和月可支配收入作为控制变量。数据结果表明：

- （1）功能型内容对消费者购买意愿具有正向影响作用
- （2）娱乐型内容对消费者购买意愿具有正向影响作用
- （3）互动型内容对消费者购买意愿具有正向影响作用
- （4）情感型内容对消费者购买意愿具有正向影响作用
- （5）有用型内容对消费者购买意愿具有正向影响作用

5.2 营销启示

在社交媒体飞速发展的今天，铺天盖地的网络营销内容使得消费者面临的选择既多又困难。企业要想在激烈的竞争中取得一席之地，就要出奇制胜，必须要抓住消费

者的痛点进行营销。消费者关心什么?它不能像你想的那样是一个纯粹的产品或品牌。他们关心的是自己的欲望和需求以及性价比和实用性是否得到满足。只有创造他们感兴趣的内容,吸引他们,打动他们,留住他们,让他们赞美你,宣传你,才是企业应该开始的营销方法。因此,结合本研究和这一观点,提出以下营销启示:1. 重视营销内容开发。2. 用内容赢得消费者信任。3. 扩大营销媒介和范围。

5.3 研究展望

本文仅从短视频内容营销入手,探讨短视频内容营销对消费者购买意愿的影响。然而,随着互联网技术的快速发展,短视频内容营销领域发展迅速,新技术、新模式不断更新,内容形态不断演变。因此,短视频的内容也要日渐更新,紧跟潮流,从而短视频的研究理论和模型应结合实际不断丰富和完善。针对以上不足,本文对未来的研究和实践提出了几点展望:

(1) 本文仅对短视频内容营销的五个方面进行了深入的探讨,其他方面的研究可以在未来进行更全面的探索。例如,探索短视频创意、短视频形态、短视频场景等是否也可以视为内容类型,不同的产品类型是否有不同的营销效果,例如,体验型产品是否更适合使用更有创意的短视频进行内容营销。本文选择不设置中介变量,后期可以考虑将中介变量纳入模型,进一步丰富理论研究体系。

(2) 由于本研究的研究方法在样本量和水平上的不足,以及在相关指标的定义和测量上存在争议,毕竟不同范围的人群才更有说服力,因此有必要扩大抽样调查的范围。在此基础上,对短视频内容营销在不同营销情境下如何影响消费者的购买意愿进行更深入的理论和实证研究,进一步验证和完善相关理论。

(3) 在短视频内容营销的背景下,影响消费者购买意愿的因素有很多。由于时间和精力限制,本文并未深入讨论其他影响因素,如产品类型、客户承诺、从众行为等等。在今后的研究中,应当充分重视以上问题。影响短视频消费者信任的因素有很多,不仅仅是内容——消费者关系强度,比如短视频的交互性和存在感。未来的研究可以继续探索更多的影响因素,从而进一步丰富理论研究体系。

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The Study on the Influence of Office Physical Environment on the Work Efficiency of University Staff

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Abstract

The purpose of this paper is to study the influence of office physical environment on the work efficiency and index performance of the university staff and the influence of the organizational cultural environment on the university staff. Through empirical analysis, it is found that a good office physical environment and organizational cultural environment can effectively improve the work efficiency of the staff, and then put forward relevant suggestions, so as to promote the improvement of office physical environment construction and organizational culture construction, and realize the physical and mental health of the university staff and the quality and efficiency of collaborative education. That is, colleges and universities should pay attention to the lighting conditions of the office physical environment, the improvement of sound quality and office equipment, as well as the construction of organizational culture with its own characteristics, so that the faculty and staff can form cultural identity to colleges and universities, so as to further improve the impact on the work efficiency of teachers and staff.

Keywords: Colleges and universities; Physical environment; Organizational culture environment

2023 DPU 工商、创新与社会人文科学国际研讨会 办公物理环境和组织文化环境对高校教职工工作效率影响

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摘要

本文研究的目的是研究办公物理环境对高校教职工的工作效率和指标绩效的影响和研究高校组织文化环境对高校教职工的影响。通过实证分析法探讨通过研究发现，良好的办公物理环境和组织文化环境能够有效提升教职工的工作效率，进而提出相关的建议，以推动高校改进办公物理环境建设和组织文化建设，实现高校职工身心健康、协同育人的质效。即高校应注意办公物理环境的采光条件，声音质量和办公设备的改善，以及构建具有自身特点的组织文化，使教职工对高校形成文化认同，从而可以进一步提高对教职工工作效率的影响。

关键词: 高校；物理环境；组织文化环境

1 绪论

随着人们对幸福指标和生活质量重心的提高，会越来越重视自我感受，方方面面的环境因素都可能导致人们的工作质量和工作效率受到影响。考虑高校办公室到作为高校教职工日常工作、学习、交流的必要场所，环境的好坏对教职工的生理、心理等方面造成一定的影响，从而对其工作效率造成一定的冲击。对于每天都要高时长工作的教师来说，舒适的办公环境尤更加重要。良好舒适的办公环境，可以激发工作热情，增加自己的工作愉悦感。

通过研究工作环境，员工的自我效能，绩效三者之间的关系，得出结论：工作环境与员工的自我效能作为组织文化的核心内容和绩效是息息相关的。研究证实了周围表现与物理环境各维度相关系数较大的任务表现与组织文化环境各维度相关系数较大。通过改善工作环境，进而提高员工的工作效率，可以增强员工的生理和心理安全，增加员工的归属感、满足感和工作内嵌感。物理环境和组织文化环境是对员工表现有重要影响。获得企业的归属感、成就感。企业想要谋求长远发展就必须创造出和谐的工作环境，并且要始终坚持以人为本，把企业的经营目标、战略目标和人员的综合需求融为一体(2016,《中国经济贸易导报》)。

1.1 研究问题

1. 办公物理环境中有哪些因素对高校教职工工作效率产生影响？
2. 高校组织文化的价值与信念是否会影响高校教职工的工作效率？
3. 良好的环境是否会对高校教职工的工作效率起到正相关的影响？

1.2 研究目的

1. 研究办公物理环境对教职工的工作效率的影响。
2. 研究高校组织文化对教职工工作效率的影响。

2 文献综述

2.1 工作效率

工作效率是指工作产出与投入的比率(interprise)。比如，工作人员在执行某项工作时，所花费的时间，所花费的精力，所花费的金钱等等，与所获得的成就之比。产量大于投入量即为正效益；相反，如果产出比投入小，那就是效益不佳。工作效率也是考核一个人工作能力的一项重要指标。本文借助张德锐（1990）关于工作效率的指标度量，针对高校教职工的工作效率评判主要从工作绩效考核，工作积极性和工作投入度三个方面收集。

（1）工作绩效考核

目前的主要观点可分为以下三种：一种观点认为工作绩效考核以结果为导向，另一种观点认为工作绩效考核以行为为导向，还有一种观点认为工作绩效考核以结果和行为的综合为导向。以结果为导向的观点认为绩效是工作结果，是可以通过任务完成情况来进行考察的（李俊康，2017）。

（2）工作积极性

Gubman(2005)将工作积极性定义为：在执行任务时，个体对组织有明确的目标、勇于克服困难的情感、乐于接受挑战和变化。Neff和Citrin(2001)在《50位顶级CEO的领袖特质》一书中指出，热情是成功创业者的共同特质之一。成功的管理者和员工在工作时表现出了更高的热情。

（3）工作投入度

工作投入度是对工作的认同度，能够从认知上清楚地认识到工作的角色、职责和

使命，能够从情感上喜欢这份工作，能够从行为上积极投入、坚守岗位、恪尽职守、完成工作任务，能够对工作表现出的极大的热情和投入(董蔚楠，2018)。

2.2 物理环境的定义

在 18 世纪末亚当·斯密提出人员工作效率还与外界环境存在关系。李伟(2013)认为，物理环境是指工作人员周围的设施、建筑物等物质系统，也包括工作人员每天与这些因素接触的温度、湿度、照明度、振动、噪声、异味粉尘、空间、油污以及工作人员所处的时间等物理系统。

影响办公效率的物理环境可分为以下几类：工作设施、室内(外)环境和生态环境等。工作设施，是指包括办公桌椅、通讯设备、计算机、传真、打印设备等工作所需的设备和工具。

2.3 组织文化

组织文化包含了有形的规章制度和无形的工作氛围、工作理念、能对组织成员的观念产生影响，使其观念与组织的价值观、信念相一致，也能对组织成员的行为产生影响形成一套组织内部所有成员都会自觉遵守并长期积累下来的价值观、信念和规范。

(1) 行为文化：组织行为文化是指在生产经营中产生的活动文化和学习娱乐中组织员工进行的。它包括组织运转、教育宣传、人情往来、文娱体育活动中产生的文化现象。

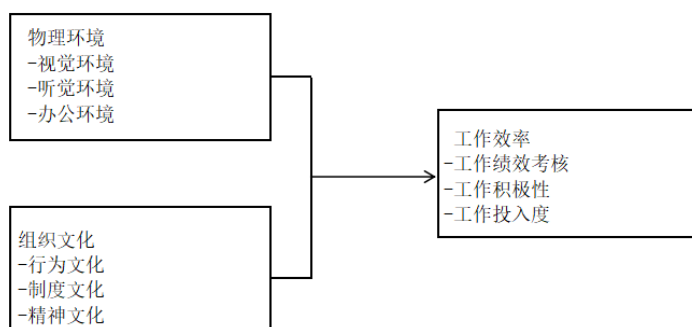
(2) 制度文化：组织制度文化是组织对员工的行为给予一定限制，以达到自身目标的文化，包括组织的礼节、习俗、习惯，成文或约定俗成的制度等等。

(3) 精神文化：组织精神文化是组织文化的核心，主要包括组织精神、生产经营哲学、组织价值理念、组织风格等在内的员工共同的意识活动，是组织文化的源头活水。

2.5 研究框架

图 1

研究框架图



资料来源：本研究整理

3 研究假设与研究框架

3.1 研究假设

物理环境是一种萦绕着员工个人表现进行操作的环境，在一定程度上可以改变员工个人表现的物理环境是设计得当的。不同的工作性质所需要的不同的专业工作设施，其工作效率的高低也会直接受到影响。工作设施不是简单的物品，它是一种工具，可以提高工作人员的工作表现。一个能提高工作效率和组织生产力、设计完善、员工感觉舒适的办公室(刘原君，2008)。无论是工作设施、室内环境，还是生态环境。领导者都不能忽视物理环境对人的作用，同时利用各种提高绩效的方法。充分利

用好能提高员工绩效(2008 刘原君)。基于此本文提出研究假设 1:

H1. 办公物理环境对高校教职工工作效率会产生影响。

对于高校的教职员工而言, 组织文化更像是粘合剂的存在, 在这种正向的组织文化氛围中, 形成组织与高校教职员工之间相互信任、人员与人员之间和谐友爱的氛围, 从思想上、感情上增强组织的凝聚力, 团结各部门的成员。这种文化可以促进个人与组织目标的统一, 从而使员工增强归属感, 增强工作动力。基于此, 本文提出研究假设 2:

H2. 良好的组织文化能够帮助高校教职工工作效率的提高。

3.3 量表设计

物理环境满意度量表采用 SBS 问卷和 ASHRAE7 级问卷进行修订, 得出关于物理环境满意度的量表, 为高校教职工对办公物理环境满意度的主观评价测试, 主要由视觉、听觉和办公设备三个方面组成。该量表以李克特量表(Likert scale)方式进行评定, 情况分为非常满意, 比较满意, 一般, 不太满意, 不满意五个选项, 具体选项视情况而定。

表 1

物理环境满意度量表

项目	题目
物理环境满意度 A1.	您对办公环境的印象感到满意吗?
物理环境满意度 A2.	您对办公环境的舒适度感到满意吗?
物理环境满意度 A3.	您对办公环境里的光照环境感到满意吗?
物理环境满意度 A4.	您认为在现在的办公环境中存在噪音吗?
物理环境满意度 A5.	您对工作时所需的办公设备满意吗?
物理环境满意度 A6.	您认为以下哪些行为会影响到自己的办公效率
物理环境满意度 A7.	您认为什么样的办公设备更能对您工作时提供帮助
物理环境满意度 A8.	您是否愿意每天呆着这样的环境下办公
物理环境满意度 A9.	您认为现在的工作环境影响到自己工作的效率吗
物理环境满意度 A10.	您认为在环境原因上有哪些方面更会影响自己工作的效率
物理环境满意度 A11.	在办公室工作时是否会出现以下症状, 出现的程度如何

	没 有	有 点	有 些	相 当	非 常
(1) 头晕	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2) 疲劳	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(3) 想睡觉	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(4) 眼睛刺激	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5) 难以集中注意力	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6) 脑力思考能力下降	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

组织文化量表将采用修订后的丹尼森组织文化量表和 OCAI 量表用于高校的组织文化测试。情况分为非常赞同, 赞同, 一般, 不太满意赞同, 不赞同五个选项, 具体选项视情况而定。

表 2

组织文化量表

项目	题目
组织文化 C1	组织设立了道德准则规范着教职工们的行为
组织文化 C2	组织内部的规范制度健全，工作运营井井有条，员工权责分明，有章可循
组织文化 C3	组织鼓励不同部门展开友好合作
组织文化 C4	同事间信息广泛共享，大家都能够在需要时获取所需的信息
组织文化 C5	组织内员工如同一个大家庭中的成员内部和谐融洽
组织文化 C6	组织的领导层对员工充分授权，经常关心下属工作和生活情况
组织文化 C7	公平、公正、明确一致的价值观指导着我们的工作方式
组织文化 C8	组织领导层高度重视员工的工作效率，通过领导的分析、协调和组织，提高组织工作绩效考核
组织文化 C9	组织的哪些调整会对工作有所帮助

工作绩效考核表、工作积极性量表、工作投入量表参考使用的的量表应用广泛，而且在众多国内学者的实证研究中也证明了良好的信效度。该量表同样采用李克特正向计分法，非常赞同 5 赞同 4 一般 3 不太赞同 2 不赞同 1，分值越高工作绩效考核、积极性和投入度越高，反之亦是如此。

表 3

工作绩效考核、积极性、投入量表

项目	题目
工作绩效 D1	我的工作效率很高
工作绩效 D2	我在工作中会不断总结反省、不断改进
工作绩效 D3	我在工作中一直匀速甚至加速进步
工作绩效 D4	工作时，我觉得干劲十足
工作绩效 D5	我大部分工作时候都充满热情
工作绩效 D6	我很享受现在的工作
工作绩效 D7	我非常投入我的工作
工作绩效 D8	投入我的工作是我最重要的事情

4 研究分析

研究使用便利抽样方法，进行问卷调查。将以山东省内设有研究生学位的 5 所公立高校主体样本，根据 TaroYamane 公式，在可接受的标准误差为 5%的前提下得出本文所需的样本容量是 386 份。为保证获得的有效问卷不低于 386，因此设计发放 500 份问卷。

4.1 描述性统计分析

问卷发放时间 2023 年 1 月 15 日到 2023 年 1 月 28 日，共发放问卷 500 份，最终回收问卷 449 份，剔除明显无效问卷 47 份，总计收到有效问卷 402 份。从样本性别构成来看，男女性比例较为均衡，在对于环境的重视和对自身带来的影响感受不会受到性别的影响。中年样本人群会对办公环境和组织文化更加重视，相较于其他年龄段的样本人群表现得会在意环境对工作所带来的影响。在样本中，本科占比 28.1%，硕

士占比 19.65%，人数较多，受教育程度普遍偏高，在填写问卷时可以更加准确理解题项的内容并根据问题做出确切的回答。数据也可以体现出较高学历人群对环境的影响和组织文化氛围的在意程度越高。

表 4

样本人口特征描述性统计分析

变量	选项	频率	有效百分比
性别	男性	193	48.01%
	女性	209	51.99%
合计		402	1
年龄	20-30 岁	96	23.88%
	30-40 岁	108	26.87%
	40-50 岁	97	24.15%
	50 岁以上	101	25.12%
受教育程度	专科以下	144	35.829%
	本科	117	29.1%
	硕士	79	19.65%
	博士	62	15.42%

4.2 信效度分析

物理环境量表共有 11 题，使用了李克特 5 点计分方式，该量表信效度良好，Cronbach's α 系数为 0.631。项目分析结果由下所示。

表 5

物理环境满意度项目分析结果

可靠性统计		
克隆巴赫 Alpha	基于标准化项的克隆巴赫 Alpha	项数
.593	.631	11

项总计统计					
	删除项后的标度 平均值	删除项后的标度 方差	修正后的项与总 计相关性	平方多重相关性	删除项后的克隆巴赫 Alpha
A1	27.827529	21.492	.572	.712	.488
A2	27.670813	21.709	.656	.661	.479
A3	27.723051	21.080	.702	.627	.464
A4	27.892206	37.233	-.728	.668	.742
A5	28.847430	28.258	-.079	.109	.664
A6	27.737977	21.638	.634	.658	.481
A7	28.260365	29.259	-.127	.096	.661
A8	27.686567	21.752	.778	.863	.467
A9	27.730514	21.174	.676	.658	.468
A10	27.454395	24.060	.397	.242	.540
A11	28.971808	27.741	.043	.045	.611

资料来源：本研究自行整理

组织文化量表共有 9 题，使用了李克特 5 点计分方式，该量表信效度良好，Cronbach's α 系数为 0.914。项目分析结果如下所示。

表 6

组织文化量表项目分析结果

可靠性统计					
	克隆巴赫 Alpha		基于标准化项的克隆巴赫 Alpha		项数
	.904		.914		9
项总计统计					
	删除项后的 标度平均值	删除项后的 标度方差	修正后的项 与总计相关性	平方多重相 关性	删除项后的克隆巴赫 Alpha
C1	24.64	43.294	.775	.616	.886
C2	24.55	42.577	.789	.660	.885
C3	24.57	43.752	.750	.583	.888
C4	24.58	41.980	.791	.657	.884
C5	24.55	43.624	.776	.659	.886
C6	24.60	42.904	.775	.640	.886
C7	24.57	43.009	.796	.669	.885
C8	24.54	43.186	.788	.662	.885
C9	24.79	51.504	.087	.025	.943

资料来源：本研究自行整理

工作绩效考核、积极性、投入量表共有 8 题，是用了李克特 5 点计分方式，该量表信效度良好，Cronbach's α 系数为 0.942。项目分析结果如下所示。

表 7

工作绩效考核、积极性、投入量表项目分析结果

可靠性统计					
	克隆巴赫 Alpha		基于标准化项的克隆巴赫 Alpha		项数
	.942		.942		8
项总计统计					
	删除项后的 标度平均值	删除项后的 标度方差	修正后的项 与总计相关性	平方多重相 关性	删除项后的克隆巴赫 Alpha
D1	21.67	38.136	.804	.649	.933
D2	21.65	38.229	.807	.654	.933
D3	21.68	38.559	.795	.636	.934
D4	21.73	38.934	.766	.588	.936
D5	21.67	38.306	.771	.596	.936
D6	21.70	38.388	.800	.645	.934
D7	21.65	39.055	.792	.630	.934
D8	21.66	38.729	.796	.639	.934

总结：将物理环境量表，组织文化量表和工作绩效考核、积极性、投入量表进行信效度检验得出以上表格，从数据结果看，Cronbach's α 系数均大于 0.6，数据符合

要求，可以进行正式的问卷发放。

4.3 回归分析

4.3.1 物理环境对“工作绩效考核”“工作积极性”“工作投入度”的回归分析将“视觉环境”、“听觉环境”、“办公环境”整合为“物理环境”这个总体模块，将其作为自变量输入，再以“工作绩效考核”“工作积极性”“工作投入度”作为因变量，可得下表

表 8

物理环境对工作绩效考核回归分析表

模型		平方和	df	均方	F	Sig.
1	回归	253.116	1	253.116	487.458	.000 ^b
	残差	207.703	400	.519		
	总计	460.818	401			
模型	R	R 方	调整 R 方	标准估计的误差	Durbin-Watson	
1	.741 ^a	.549	.548	.721	1.959	
模型		非标准化系数		标准系数	t	Sig.
		B	标准 误差	试用版		
1	(常量)	-1.431	.208		-6.864	.000
	物理环境	1.620	.073	.292	4.258	.000

表 9

物理环境对工作积极性回归分析表

模型		平方和	df	均方	F	Sig.
1	回归	5486.477	1	5486.477	815.124	.000 ^b
	残差	2692.341	400	6.731		
	总计	8178.818	401			
模型	R	R 方	调整 R 方	标准估计的误差	Durbin-Watson	
1	.819 ^a	.671	.670	2.594	1.949	
模型		非标准化系数		标准系数	t	Sig.
		B	标准 误差	试用版		
1	(常量)	-5.668	.750		-7.553	.000
	物理环境	7.542	.264	.819	28.550	.000

表 10

物理环境对工作投入度回归分析表

模型		平方和	df	均方	F	Sig.
1	回归	812.317	1	812.317	597.036	.000 ^b
	残差	544.233	400	1.361		
	总计	1356.550	401			

模型	R	R 方	调整 R 方	标准估计的误差	Durbin-Watson	
1	.774 ^a	.599	.598	1.168	1.860	
模型	非标准化系数		标准系数		t	Sig.
	B	标准 误差	试用版			
1	(常量)	-1.884	.337		-5.583	.000
	物理环境	2.902	.119	.774	24.434	.000

由上表显示的结果可知即“物理环境”是影响“工作绩效考核”“工作积极性”“工作投入度”的重要因素。

4.4.2组织文化对“工作绩效考核”“工作积极性”“工作投入度”的回归分析。将“行为文化”、“制度文化”、“精神文化”整合为“组织文化”这个总体模块，将其作为自变量输入，再以“工作绩效考核”“工作积极性”“工作投入度”作为因变量，可得下表。

表 11

组织文化对工作绩效考核回归分析表

模型	平方和	df	均方	F	Sig.	
1	回归	282.315	1	282.315	632.626	.000 ^b
	残差	178.504	400	.446		
	总计	460.818	401			
模型	R	R 方	调整 R 方	标准估计的误差	Durbin-Watson	
1	.783 ^a	.613	.612	.668	1.988	
模型	非标准化系数		标准系数		t	Sig.
	B	标准 误差	试用版			
1	(常量)	-1.431	.208		-6.864	.000
	组织文化	1.620	.073	.292	4.258	.000

表 12

组织文化对工作积极性回归分析表

模型	平方和	df	均方	F	Sig.	
1	回归	6684.202	1	6684.202	1788.874	.000 ^b
	残差	1494.617	400	3.737		
	总计	8178.818	401			
模型	R	R 方	调整 R 方	标准估计的误差	Durbin-Watson	
1	.904 ^a	.817	.817	1.933	2.044	
模型	非标准化系数		标准系数		t	Sig.
	B	标准 误差	试用版			
1	(常量)	.201	.373		.538	.591
	组织文化	4.955	.117	.904	42.295	.000

表 13

组织文化对工作投入度回归分析表

模型		平方和	df	均方	F	Sig.
1	回归	1018.199	1	1018.199	1203.721	.000 ^b
	残差	338.350	400	.846		
	总计	1356.550	401			
模型	R	R 方	调整 R 方	标准估计的误差	Durbin-Watson	
1	.866 ^a	.751	.750	.920	1.937	
模型	非标准化系数		标准系数		t	Sig.
		B	标准 误差	试用版		
1	(常量)	.290	.177		1.636	.103
	组织文化	1.934	.056	.866	34.695	.000

由上表显示的结果可知，“组织文化”是影响“工作绩效考核”“工作积极性”“工作投入度”的重要因素。

5 研究结论与研究建议

5.1 研究结论

首先办公物理环境中视觉环境、办公环境是影响工作绩效考核、工作积极性和工作投入度的重要因素。因此这两个因素能够显著的影响高校教职工工作效率，对提升高校教职工工作效率具有重要的推动作用。受调研的五家高校的教师及职工对于办公室物理环境的总体满意度处于中等偏下水平。由此可以看出当前高校的工作环境整体上对于教师及职工来说，还是存在一定的缺陷的。对于教职工来说，在学校生活工作的时间是比较长的，因此工作环境的良好与否会对员工整体的身心健康产生重要的影响。

整体上看良好的组织文化能够帮助高校教职工工作效率的提高。具体来看，制度文化能够显著影响高校教职工的工作绩效考核、而行为文化，制度文化和精神文化均能够显著的影响工作绩效考核，工作积极性和工作投入度。同时组织文化环境总体满意度是影响办公室员工环境心理品质中舒适性、归属感、私密性与领域感的主要因素。因此高校应从组织文化环境的构建出发，提升环境质量水平助推企业员工高校教职工工作效率的提升。

5.2 研究建议

首先从视觉方面来看，良好的办公物理环境应当具备柔和的光线一道视觉感受。良好的采光条件不仅可以刺激大脑皮层的兴奋作用，还能改善人的生理和心理机能。从听觉环境上，良好的办公空间声音环境不仅有利于提供教职工的工作效率，还有利于防止办公空间综合症。在未来的发展中，学校应当重视声音环境质量的改善，以提高教师及教学职工的工作满意度和对高校的归属感。最后注意办公设备的舒适度。办公室座椅是否符合人体工程学很重要，绝大多数高校教职工认为办公桌椅直接影响工作状态与身心健康。完备齐全的办公设施可以大量的减少教职工办公时间，提高办公效率，同时也可以提高工作满意度。

建立高校组织文化,要从思想上明确组织文化在管理体系中的核心地位,创建组织文化不是一蹴而就的事情,必须从高校的特点出发,从教职工思想上和心理上形成文化

认同。建立共同的价值观念。在构建本高校组织文化过程中,要通过总结经验,建设有特色的组织文化,更易于引导高校教职工的认同。管理层起到带头模范作用。领导者是创建组织文化的第一人,通过领导者创建并将其责任感、价值取向等进行综合反映。注重高校特色,体现鲜明的文化个性。在组织文化创新中,要结合高校的自身特色,突出组织的特点和个性,结合优秀的文化传统与自身实际情况的结合,从而塑造自身个性的组织文化。

5.3 研究不足与展望

虽然这篇文章是基于本人的深入调研以及与老师和同学们多次的咨询与而完成,但是由于作者自身能力的限制,导致了该研究中存在很多的不足,也影响了文章的深入研究。在未来的研究中,笔者建议:在各变量的选取上,物理环境、组织文化环境及工作效率的影响因素较多未来的工作开展中,尽可能选取更多的重要因素开展分析。在以后的研究中可以进一步探讨办公物理环境和组织文化环境对高校教职工工作效率的影响,并重点探讨如何通过物理条件的改善来提高高校教职工的环境心理品质和工作效率。选取的调研对象为山东的五所公立高校,由于各地区高校的发展水平及硬件配备上不统一,因此研究结果的代表性不强。未来的研究中,建议完善各项指标,并充分考虑各地的发展情况不一的情形,使得研究的代表性更强。

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Research on the impact of consumer sentiment on consumer burnout: The Moderating Effect of Customer Engagement

Behavior

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Abstract

In a market economy, consumers are the main body of the market, and the degree of consumer burnout will affect the stability and development of the market. Therefore, research on consumer burnout is of great significance in the field of marketing. Therefore, the purpose of this study is as follows: 1. The impact of consumer emotions on consumer burnout: to explore the impact of consumer emotions on consumer burnout; The moderating effect of the relationship between consumer burnout and explore how customer engagement behavior can alleviate the impact of consumer emotion on consumer burnout. This study is expected to distribute 350 questionnaires. Distribute online through the questionnaire star link. The distribution channels are QQ, WeChat, and email. Contact the directly-operated stores of Huawei, Xiaomi, OPPO, and Apple China, and ask them to help distribute questionnaires to consumers for research. The research results provide a new perspective for the field of consumer research, and provide effective reference and suggestions for companies to understand consumer burnout and solve consumer burnout.

Keywords: Consumer Burnout; Consumer Sentiment; Customer Fit Behavior

消费者情绪对消费者消费倦怠的影响研究： 顾客契合行为的调节作用

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摘要

在市场经济中，消费者是市场的主体，消费者的倦怠程度会影响市场的稳定和发展。因此，消费者倦怠的研究在市场营销领域中具有重要的意义。因此本研究研究目的如下：1. 消费者情绪对消费者倦怠的影响：探讨消费者情绪对消费者倦怠的影响作用；2. 顾客契合行为的调节作用：考察顾客契合行为对消费者情绪对消费者倦怠之间的关系的调节作用，探讨顾客契合行为如何减轻消费者情绪对消费者倦怠的影响。本研究预计发放350份调查问卷。线上通过问卷星链接发放。发放渠道为，QQ、微信、电子邮箱。联系华为、小米、OPPO、中国苹果的直营店，让其帮助发放问卷给消费者进行调研。研究结果为消费者研究领域提供新的视角，为企业了解消费者倦怠，解决消费者倦怠提供有效参考与建议。

关键词：消费倦怠；消费者情绪；顾客契合行为

1. 绪论

1.1 研究背景

消费者倦怠是指消费者因为长期的购买行为或其它因素而产生的疲劳、无聊、不满意和失去兴趣的状态。在市场经济中，消费者是市场的主体，消费者的倦怠程度会影响市场的稳定和发展。因此，消费者倦怠的研究在市场营销领域中具有重要的意义（岳中林，2017）。研究者们不断深入探讨消费者倦怠的形成原因、度量方法和减轻倦怠的策略，以期更好地理解消费者行为和市场趋势（彭钰茹，2022）。

涂俊梅与许正权（2020）指出当消费者表现出对于所要购买产品的低落情绪时便产生消费者倦怠，通常消费者在即将购买某个产品或者服务时，会表现的很兴奋、或者充满激情，而当消费者产生了消费情绪耗竭时，消费者对购买产品或者服务失去激情，表现出低落的消费情绪，因而，出现消费者倦怠。可知，情绪也是影响消费者倦怠的一个因素，因此，将消费者情绪作为自变量。

同时，顾客契合行为是顾客和焦点企业之间可以形成一种长期持续的、积极的互动关系，在该关系中，价值创造成为双方互动的重要驱动力，从而进一步加强顾客和焦点品牌之间的互动活动，增强顾客对焦点企业的情感投资，对其产生积极的行为意愿。顾客契合能够对企业产生积极影响，如维系新顾客、提高企业美誉度、改善服务质量、提高工作绩效等，同时也对顾客的态度行为产生积极的作用，如提升情感承诺、增强顾客信任、提高顾客忠诚以及顾客满意等。结合以往研究结论以及本文的具体研究情境，本文主要侧重于行为层面对“顾客契合行为”进行定义，即顾客受动机驱动的、对特定品牌或企业所表现出的一系列非交易性行为(Cambra-Fierro et al., 2013)。

故此，本研究以顾客契合行为为调节变量，探讨消费者情绪对于有效解决消费者倦怠的影响，为消费者研究领域提高新的视角，为企业了解消费者倦怠，解决消费者倦怠提供有效参考与建议。

1.2 研究目的

- 1.消费者情绪对消费者倦怠的影响：探讨消费者情绪对消费者倦怠的影响作用。
- 2.顾客契合行为的调节作用：考察顾客契合行为对消费者情绪对消费者倦怠之间的关系的调节作用，探讨顾客契合行为如何减轻消费者情绪对消费者倦怠的影响。

1.3 研究问题

本研究通过构建消费者情绪对消费者倦怠的影响，顾客契合行为的调节作用，结合本研究背景与目的，共有以下问题：

- 1.消费者情绪对消费者倦怠是否具有正向影响？
- 2.顾客契合行为对消费者情绪与消费者倦怠之间是否具有负向调节作用？

2. 文献探讨

2.1 消费者倦怠

Maslach (1982)指出个体在工作中体会到的多种负性情绪，并导致情绪极度衰竭的状态，便是工作倦怠，并提出最具代表性的三个维度模型，包括情绪枯竭、去人性化和个人成就感低落三个维度，情绪枯竭也称情绪耗竭，是指个体在面对工作挫折压力时不断消耗情绪资源，最后感觉到情绪耗尽，无法掌控的感觉；去人性化是指个体丧失与同事社交的激情，对工作相关的人和事表现冷漠；个人成就感低落是指个体无法从工作中获得成就感和意义感，对自己工作没有信心，持消极的评价。

涂俊梅与许正权（2020）参考 Maslach(1982)给出关于一般意义上关于倦怠概念的

三个维度，将消费倦怠定义为消费者在消费过程中表现出的消费情绪的耗竭、玩世不恭及购买欲望的明显下降。消费者的消费情绪耗竭是指消费者表现出对于所要购买产品的低落情绪。通常消费者在即将购买某个产品或者服务时，会表现的很兴奋、或者充满激情，而当消费者产生了消费情绪耗竭时，消费者对购买产品或者服务失去激情，表现出低落的消费情绪。消费者的玩世不恭是指消费者本来需要购买某个品牌的产品，但是因为这个产品的某些原因有意不购买这种产品，甚至去购买那些知名度更低甚至品质更差一些的产品。消费者的购买欲望的下降则是指消费者本来很需要购买某种产品，购买产品时显得得犹豫不决，缺乏购买欲望。

彭钰茹（2022）同样认可该定义即消费者的消费倦怠，由于在信息高度发达的今天，太过于泛滥产品宣传会对消费行为造成负面影响，如今，几乎在任何情境下，消费者都可以接触到各种各样的广告、宣传，这些营销手段在增加了企业的产品或者服务的知名度的同时，也可能会给产品的销售造成负面影响作用，即消费者对于企业的广告不再敏感，以至于产生消费倦怠，消费者不仅不再去买这些过度营销的产品，还可能在需要购买相关产品的时候有意识地避开这些产品。

2.2 消费者情绪

情绪是个体对遭遇到的客体刺激的情感反应的主观状态，它对个人的心理过程和行为有明显且系统的影响，是引发购买的潜在内部刺激。环境刺激会引发一系列感知的、心理的、思维的活动，并且导致消费者情绪上及知觉上的变化(Smith et al., 2010)。其中消费者自身的情绪状态即消费情绪，消费情绪是个体对外界环境的一种反应和解释，来源于自发的内省感知和身体条件反射，从而形成的行为。情绪的主观感受指个体受到外界环境因素刺激后所产生的如悲伤和高兴等感情，对当个体的需求被满足时，就会产生正面的情绪，反之，产生的情绪就是负面的(Schivinski & Dabrowski, 2016)。

Westbrook (1989)是最早一批研究消费者情绪的学者，他们将消费者情绪定义为顾客在消费或者使用产品的过程中产生的一系列情绪反应,并且认为消费者情绪和消费者满意度具有高度相关性。支持这类观点的学者也都相信，消费过程中的一些因素是激发消费者情绪的主要原因，例如，产品质量、服务因素和购物体验。Donovan et al. (1994)认为消费者情绪是顾客在消费过程中产生的情绪，由于对自身利益最大化的考虑，与一般情绪相比消费者情绪心理表现上更加急迫，目的性也更明显。Pornpitakpa et al. (2016)的观点认为，消费者情绪是顾客根据产品和服务属性的认知，与最终获得的消费价值做出比较后的一系列情绪反应。学者张圣亮与刘刚（2013）将消费者情绪定义为顾客购买产品或者体验服务后产生的一系列心理反应。张洁梅与孔维铮（2021）认为消费情绪主要被分为积极和消极两个维度，往往正面事物引起积极情绪，会带来满意、愉悦感；负面事物引起消极情绪，如担心、生气、后悔与失望等。在本研究中，消费者情绪指积极情绪。现有研究大多认同 Russell et al. (1980)对消费情绪的二分法，即将情绪划分为愉悦情绪和唤起情绪两个维度（张初兵等人，2017；Floh & Madlberger, 2013；刘洋等人，2018）。其中愉悦感是指消费者在网络购物节氛围中感到快乐、满意的程度；唤起感是指消费者在网络购物节氛围中感到兴奋、刺激的程度。

2.3 顾客契合行为

在心理学领域里，顾客契合被描述为一种促进顾客忠诚形成以及维持忠诚程度的心理状态(Bowden, 2009)。顾客契合同时也被认为是一种表现顾客个体的动机，同时会受到品牌、环境等因素影响的心理状态(Hollebeek, 2011)。此外，也有学者将顾客契合描述为一种以活力、奉献以及全神贯注于焦点品牌为特点的一种满足的状态(Dwivedi, 2015)。顾客契合在心理层面是顾客基于认知和情感的一种心理反应(Brodie & Hollebeek, 2011)。除了上述这些将顾客契合视为一种心理状态的学者外，也有一部分学者将研究

重点放在顾客契合的行为表现方面。

企业界从实践角度对顾客契合行为的研究为顾客契合行为在学术界的深入研究提供了一定的基础。例如，将顾客契合行为视为一种超越了交易、以某一家企业或品牌为目标的源于某种动机上的驱动因素的行为表现(Van et al, 2010)。类似的，有研究也只关注顾客契合的行为表现，并认为顾客契合行为是一种顾客自愿的将个人资源捐献给某一企业或品牌的行为，这一行为是由动机因素所驱动的、发生在与某一目标或其他个体的互动之中(Jaakkola & Alexander, 2014)。(Van et al, 2010)认为顾客契合是品牌方与消费者间产生的一种长期且受到经济利益支持的关系，这种持续、相互作用的关系能够维持品牌方、消费者以及其他利益相关方之间长期紧密的交流互动，同时有助于增加消费对品牌方的情感与行为投入。Pansari and Kumar (2017)认为顾客契合是顾客与企业以及其他消费者之间所开展的具有交易性质与非交易性质的交互形式。

2.4 消费者情绪对消费倦怠的影响

本研究探讨的是积极情绪对消费者倦怠的影响，当人们感到积极和兴奋时，他们通常会感到更有动力和积极的情绪，这可以帮助他们克服倦怠感(Chaudhuri, 2018)。当人们感到积极的情绪时，他们更愿意花钱购买商品或享受服务，这可以缓解消费倦怠的感觉。例如，当人们感到快乐、满意或兴奋时，他们更容易被营销策略所吸引，更愿意购买产品(Floh and Madlberger, 2013)。因此，本研究认为，消费者的积极情绪能够负向影响消费者的倦怠感，因此，提出假设：

H1：消费者情绪负向影响消费倦怠。

2.5 顾客契合行为对积极情绪与消费倦怠的调节作用

顾客契合行为能够增加消费者的积极情绪，增强消费者的积极情绪：消费者与品牌具有高度契合度可以增强消费者的积极情绪。如果品牌过度营销导致消费者产生消极情绪，高度契合度可以让消费者更容易从消极情绪中恢复过来，从而保持对品牌的积极情绪（崔立新，2015）。积极情绪是指顾客在购物过程中感受到的愉悦、兴奋、满足等情绪体验，消费者倦怠则是指由于购物过程中的疲劳、无聊或无兴趣等原因而产生的负面情绪。在购物过程中，当顾客与商家契合时，他们会感到被重视和重要，从而增强其积极情绪（涂俊梅、许正权，2020），减少消费者倦怠。综上所述，顾客契合行为可以正向调节积极情绪与消费者倦怠之间的关系。当他它增高使，可以提高积极对消费者倦怠的影响，增加消费者对品牌的忠诚度，增强消费者的积极情绪，从而对品牌的市场地位和业绩产生重要影响。因此，提出假设：

H2：顾客契合行为对消费者情绪与消费倦怠的之间存在正向调节作用

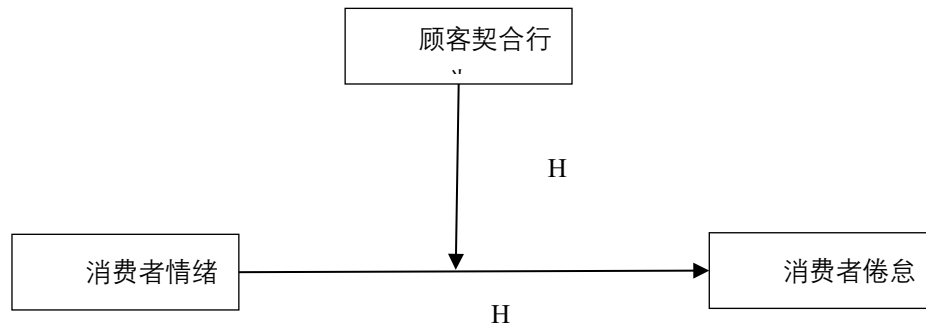
3. 研究方法

3.1 研究框架

通过本研究假设：H1、H2 构建本研究框架图，如图 1 所示：

图 1

研究框架图



3.2 问卷设计与发放

本研究探讨消费者情绪对消费者倦怠的影响：顾客契合行为的调节作用，根据吴明隆（2003）研究指出，有效样本数应该在题项总数的 5 倍到 10 倍之间。本研究的题项总数为 33 题，取最高比例 1: 10，所以样本总数应该是 330 份以上，因此，此次研究预计将发放 350 份调查问卷。线上通过问卷星链接发放。发放渠道为，QQ、微信、电子邮箱。联系华为、小米、OPPO、中国苹果的直营店，让其帮助发放问卷给消费者进行调研，为了保证问卷的有效回收，采取不记名方式进行填写，使填答者更加愿意真实有效的填答。

3.3 研究工具

消费者倦怠的测量，本研究参考 Maslach and Jackson(1981)、Maslach (2001)、李超平与时勘（2005）的量表，构建了 12 个题项的消费者倦怠量表。本研究采用 5 点计分法。

消费者情绪的测量工具，本研究采用了 Kozak and Andreu(2002)的量表，分为愉悦情绪和唤醒情绪两个维度，共 6 个题目，采用 5 点计分法。

顾客契合行为的测量工具，本研究采用李晓明和张辉（2017）的量表，从社区导契合行为和顾客导向契合行为构建顾客契合行为共 15 个题项。本研究采用 5 点计分法。

3.4 数据分析

(1) 信度检验

在信度检验方面，本文采用 Cronbach's α 作可信度测试。如果所有潜在变量的信度系数都在 0.6 以上。说明问卷数据可信度较好。如果小于 0.6，则表示量表不符合标准 (Kline, 1998)。

(2) 效度检验

问卷效度分析：首先进行内容效度分析，然后利用 SPSS 进行探索性因子分析，在 KMO 检验之前进行探索性因子分析，看是否适合做因子分析，然后利用 AMOS 进行验证性因子分析，对结构效度进行检验。从而检验。效度检验效度的检验，通过检验标准因子载荷数、组合信度、AVE 进行综合分析，其中组合信度需在 0.7 以上。标准荷载因子个数大于 0.7。大于 0.5 的 AVE 表示聚合效度好。AVE 的开平方大于相关系数，则。具有区别效度。

(3) 中介检验

中介检验采用 SPSS 三步法进行验证中介效果。第一，验证自变量对中介变量、因变量的影响是否显著。第二，核实中介变量对因变量的作用是否显著。第三，置入中

介变量后，自变量与因变量之间是否会因中介变量的存在而减弱或不影响。

(4) 调节检验

调节效果检验采用自变量与调节变量的乘积项，同时与自变量和调节变量对因变量进行回归分析检验。检验自变量与调节变量的乘积项对因变量是否显著来判断是否具有调节作用(Baron & Kenny, 1986)。

4. 研究贡献与创新点

4.1 理论贡献

本研究通过构建消费者情绪对消费者倦怠的影响，顾客契合行为的调节模型，探究消费者的消费者倦怠形成的因素，以及缓解或解决因素，具有以下研究贡献。

1.消费者行为上：研究顾客契合行为在消费者情绪与消费者倦怠关系中的调节作用，有助于深入了解消费者的行为模式和心理机制，从而进一步探讨消费者行为的决定因素和规律。

2.消费者心理上：消费者情绪与消费者倦怠的研究，有助于深入了解消费者的心理状态和心理需求，从而为消费者心理学理论提供更加具体的理论依据。

总之，消费者情绪对消费者倦怠的研究，具有重要的理论意义，有助于深入了解消费者行为和心理机制，进一步完善该领域的相关理论体系，提高营销管理的科学性和实效性。

4.2 实践贡献

帮助企业制定更加有效的品牌策略：了解消费者情绪对消费者倦怠的影响，有助于企业针对性地制定更加有效的品牌策略，例如适时地推出新品、创新营销模式等，提高品牌的吸引力和影响力，提高与消费者的互动，契合行为，具体为以下几点：

1.增强品牌管理的科学性和实效性：消费者情绪与消费者倦怠的研究结果，有助于企业更好地管理品牌，降低消费者倦怠，提高品牌忠诚度和市场占有率，增强品牌管理的科学性和实效性。

2.了解消费者契合行为的特点和规律，可以帮助企业更好地满足消费者的需求和期望，开发出更具有吸引力的产品和服务，提高市场竞争力，增强消费者的忠诚度和满意度，从而减少消费者的消费倦怠。

总之，消费者情绪对消费者倦怠的研究具有重要的实践意义，可以为企业的品牌管理和营销传播提供有益的借鉴和启示，促进企业和消费者之间的良性互动，实现企业和消费者的共赢。

4.3 研究创新点

1.消费者情绪与消费者倦怠之间的关系：虽然过去的研究已经探讨了消费者情绪和消费者倦怠的概念，但是对二者之间的关系还存在争议，通过各大网站进行中英文搜索，发现并没有相关研究。因此，本研究将探究消费者情绪对消费者倦怠的影响程度及影响机制，填补了这一领域的空白。这一模型可以帮助企业更好地控制营销策略，提高品牌忠诚度和消费者满意度，同时为后续研究该领域提供理论依据与参考。

3.顾客契合行为的调节作用：本研究将探讨顾客契合行为对消费者情绪与消费者倦怠之间的关系的调节作用。这一调节作用将进一步提高对品牌成瘾与消费者倦怠之间影响机制的理解，并为企业提供更具有针对性的品牌营销策略和消费者行为管理建议。

综上所述，本研究在理论和实践上都具有一定的创新性，将有助于进一步深入理解消费者情绪与消费者倦怠之间的关系及其影响机制，为企业提供更加有效的品牌营销策略和消费者行为管理建议。

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The Impact of Green Value on the Image of Green Products: Exploring the Mediating Role of Green Product Doubts

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Abstract

Regarding the image of green products, this research will focus on the three aspects of consumers' green value of green products, green self-efficacy, and conspicuous consumption behavior for the purpose of showing off. In addition, based on the "green washing" behavior of enterprises and consumers' doubts about green products. Under the influence of doubts about green products, this study will explore whether consumers' cognition of the image of green products will be affected by the perceived value of green products. There are 556 valid samples, and the research objects are consumers in Nei Mongol, China. The research results show that: green value has a negative impact on green product doubts, green self-efficacy will positively regulate the relationship between green value and green product doubts, green product doubts will have a negative impact on green product image, conspicuous consumption behavior will positively To adjust the relationship between green product doubts and green product image.

Keywords: Green value; Green self-efficacy; Conspicuous consumption behavior; Green product skepticism; Green product image

绿色价值对绿色产品形象的影响： 探究绿色产品疑虑的中介作用

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摘要

关于绿色产品形象，本研究将围绕消费者对绿色产品的绿色价值，绿色自我效能，以及炫耀性消费行为研究。基于企业的“漂绿”行为和消费者对绿色产品的疑虑。本研究将在绿色产品疑虑的作用下，探究消费者对绿色产品形象认知，是否会受到对绿色产品价值感知因素的影响。研究有效样本 556 份，研究对象为中国内蒙古地区的消费者。研究结果表明：绿色价值对绿色产品疑虑有负向影响，绿色自我效能会正向调节绿色价值与绿色产品疑虑之间关系，绿色产品疑虑对绿色产品形象有负面影响，炫耀性消费行为会正向调节绿色产品疑虑与绿色产品形象之间关系。

关键词：绿色价值；绿色自我效能；炫耀性消费行为；绿色产品疑虑；绿色产品形象。

1. 绪论

1.1 研究背景

从当前来看，消费者对绿色产品的绿色消费是一个受到各界认可与关注的热门话题，而且，随着各界对这一话题的关注与研究，其绿色消费的内涵也在不断的深化与延伸，其中，国内对于绿色消费的研究较为集中在消费者感知、态度、行为、情绪等个人因素，气温、环境、社区、电商等情景，以及消费者的购买决策和绿色消费意愿等诸多方面(Chatterjee et al., 2021; Darnall et al., 2012; Lu et al., 2015; Johnstone et al., 2015)。

此外，在绿色产品的形象方面，企业为提高自身竞争力相继推出绿色或符合环保要求的产品并宣传自己是一家绿色企业。但是，这些企业不断推出的绿色产品里有一部分产品存在虚假宣传行为，为自己的非绿色产品打上一个绿色产品的标签，以此达到让人们主动购买产品的目的，这也使得本

不稳定的绿色产品市场出现良莠不齐、滥竽充数的现象，对于这类现象，消费者们以然见怪不怪(Chen et al., 2013)。

这种现象可以称作是企业的一种“漂绿”行为，那“漂绿”行为是什么？由于可能产生“漂绿”行为的因素较复杂，因此在“漂绿”行为的相关文献中，多以研究者自己的研究的方向为“漂绿”行为做解释说明(de Freitas Netto et al., 2020; Gatti et al., 2019)。

本文认为“漂绿”行为可以理解为企业或组织利用“绿色”这一概念通过虚假宣传、夸大宣传等多种方式对消费者进行诱导，其行为目的是为了吸引更多消费者购买产品。但是这种行为会让消费者对市场上的绿色产品出现怀疑与不信任等想法，使消费者对绿色产品的购买或使用产生疑虑。

所以，本研究认为其相关研究更多的是想找出有哪些因素会影响到消费者绿色消费行为。为了提高研究的价值，本研究从绿色产品形象方面，探究消费者对绿色产品的绿色价值感知是否会影响到消费者对于绿色产品形象的判断，以及绿色产品疑虑因素对消费者产生的影响。

1.2 研究动机

本文的研究动机来源于人们日常生活中的购物消费方式，这种消费者方式对人们的环境的保护和社会提倡的低碳绿色生活都有一定的影响。并且，基于对绿色产品资讯的收集，本文发现市场上除了真正的绿色产品以外，还存在着标有“漂绿”标签的非绿色产品，厂商的这种行为可能会导致消费者对绿色产品产生产品疑虑，进而影响到消费者的消费行为(Lin et al., 2017)。

1.3 研究目的

本研究的目的是从社会层面和消费者的需求、心理与思维层面，探讨消费者感知产品的绿色价值对绿色产品形象的影响，并通过数据分析的方式，分析本研究的研究结果，探讨本研究的研究意义和研究局限性，并提出研究建议。

1.4 研究问题

本研究以消费者感知价值为研究切入点，探究不同维度下的绿色价值对绿色产品形象的影响。本研究所要解决的研究问题是：基于消费者对绿色产品可能存在的的产品疑虑，探究消费者对绿色产品形象的认知是否会受到对绿色产品价值感知因素的影响？

1.5 研究意义

1.5.1 实务意义方面

本研究通过研究消费者对产品的绿色价值感知、绿色自我效能感、绿色产品疑虑、炫耀性消费行为以及对绿色产品形象认知，分析出消费者更看重绿色产品的哪一方面价值，对绿色产品的实际顾虑，对绿色产品形象的真实认知情况，这可以为企业的产品创新发展和产品营销提供一份参考，也可以为行业的绿色发展适当的提供一点建议。

1.5.2 在理论意义方面

本研究着重探究消费者对绿色产品的疑虑在绿色价值与绿色产品形象之间起到的中介作用，并将消费者对产品的炫耀性消费行为作为调节绿色产品疑虑和绿色产品形象之间关系的变量进行研究分析。因此，本研究希望通过从对绿色产品疑虑的角度研究，为丰富绿色产品研究做出一份贡献，找到不一样的研究思路，提供有用的研究参考建议。

2. 文献综述

2.1 研究理论

2.1.1 顾客感知价值理论

对于顾客感知价值，本文认为该价值是由顾客个体主观性的感知决定的，顾客在产品使用过程中对产品的感知利益、感知成本与实际需求满足度权衡判断后产生的评价，而且该评价能影响到顾客对产品的认知判断及重复购买意愿和购买行为。

对于绿色产品的顾客感知价值研究，Dekhili and Achabou (2013)将顾客感知价值理论应用在绿色产品上，认为消费者会通过购买带有差异化的绿色产品和愿意为绿色产品支付溢价的方式表达出自己对社会和环境的关注。

2.2 绿色价值

2.2.1 绿色价值定义

绿色价值是一个在绿色消费领域较为常见的研究变量，应用的范围相对广泛。基于对顾客感知价值理论，对于绿色价值，本文认为是顾客在绿色产品的使用过程中对产品的感知利益、感知成本与实际需求满足度权衡判断后产生的绿色产品价值的整体评价，而且绿色价值在绿色产品和非绿色产品的感知价值中存在明显差异。

2.2.2 绿色价值的维度

对于本次研究中采用的绿色价值变量，本文将绿色价值按顾客感知价值理论进行多维度划分。根据 Sweeney and Soutar (2001), Wei and Jung (2017), Quoquab and Mohammad (2020), Piligrimienė et al. (2020)对价值的维度划分，本次研究将绿色价值按维度划分成认知价值维度、社会价值维度，以此来对绿色价值进行研究。

2.2.2.1 认知价值维度

对于认知价值，Sweeney and Soutar (2001)认为认知价值可以被定义为产品拥有一种可以激发消费者好奇心，并为消费者提供新奇或满足知识渴望的能力。当产品为绿色产品时，认知价值可以理解为消费者可以从购买或使用的绿色产品中获得不一样的认知。

本文认为在绿色消费的情景下，消费者想要探究绿色产品特征的诉求愿望会对消费者的消费意愿、消费行为等个人因素产生影响，产生影响的原因可归结为绿色产品会通过为消费者提供额外的产品资讯，表明产品在产品属性方面具有的竞争优势（例如，产品具有绿色环保材质），以及通过独特设计来吸引消费者，以此可以在满足消费者好奇心的作用下，提高产品在市场上的认知价值。

2.2.2.2 社会价值维度

对于社会价值，可以认为是消费者对产品的感知状态或自尊能力的感知程度(Sweeney & Soutar, 2001; Wei & Jung, 2017)。并且，产品或服务的社会价值是可以通过不同受众消费客群对产品或服务的关联性来分析研究的。将产品或服务的社会价值带入到绿色消费领域研究时，Finch (2006)认为当绿色产品或服务被认定是一种有助于改善自我形象的方法途径时，消费者对其进行绿色消费的购买意愿就会提升。

对于绿色产品的社会价值，本文认为消费者在购买或使用绿色产品时可能会考虑到产品带来的社会性因素，比如提升在社会层面的认可程度，满足在精神层面的需求。

2.3 绿色产品形象

对于绿色产品的形象，本研究认为消费者对绿色产品的形象是一种消费者对绿色产品感知的主观印象，也可以理解成是消费者对某类绿色产品的看法和认知。当消费者对某类绿色产品形象感知效用较高时，会对绿色产品态度、绿色消费行为甚至是产品的忠诚度产生正面积积极的影响，反之，消费者对某类绿色产品形象感知效用较低时，会对绿色产品态度、绿色消费行为甚至是产品的忠诚度产生负面消极的影响。

2.4 绿色产品疑虑

2.4.1 绿色产品疑虑的说明

疑虑可以理解为人具有怀疑、不信任或低信任、质疑等负面倾向(Boush et al., 1994)。对于这种个体的负面倾向是否会影响到消费者对绿色产品的购买行为，Vindigni et al. (2002)经过研究发现，当消费者对绿色产品持不信任、质疑等怀疑态度时，会影响到消费者对绿色产品做出购买决策，甚至这种怀疑会成为影响消费者购买决策因素当中最重要的障碍之一。

2.4.2 绿色价值变量、绿色产品形象变量与绿色产品疑虑变量研究假设提出

2.4.2.1 绿色价值变量与绿色产品疑虑变量

在产品的认知价值方面，有研究发现，消费者感知到产品的认知价值与产品的绿色信任，存在正相关性。当产品存在“漂绿”行为时，消费者对产品的认知价值感知会受到产品“漂绿”行为的影响，降低消费者对产品的绿色信任，对产品是否绿色产生疑虑(Zaid et al., 2019)。因此，其研究假设 H_{1a} 为：

H_{1a} : 消费者感知到的绿色产品认知价值对绿色产品疑虑有负向影响。

在产品的社会价值方面，有研究发现，消费者感知到产品的社会价值与绿色信任之间存在显著影响。当产品存在“漂绿”行为时，由于消费者存在从众心理，可以降低“漂绿”行为带来的影响(Zaid et al., 2019)。因此，其研究假设 H_{1b} 为：

H_{1b} : 消费者感知到的绿色产品社会价值对绿色产品疑虑有负向影响。

2.4.2.2 绿色产品形象变量与绿色产品疑虑变量

本文认为消费者对绿色产品疑虑是负面的、消极的，而消费者对绿色产品形象的认知会受到个体感知因素的影响，当消费者对绿色产品形象的感知效用较高时，会对绿色产品态度、绿色消费行为甚至是产品的忠诚度方面产生正面积积极的影响，反之，消费者对绿色产品形象感知效用较低时，会对绿色产品态度、绿色消费行为甚至是产品的忠诚度方面产生负面、消极的影响(Leonidou & Skarmeas, 2017; Pomering & Johnson, 2009)。因此，其研究假设 H₂ 为：

H₂：绿色产品疑虑对绿色产品形象产生负向影响。

2.5 绿色自我效能

2.5.1 绿色自我效能的定义

对于绿色自我效能的研究，Huang(2016)认为伴随个体的绿色自我效能感的提升，个体更倾向于采取保护环境的方式解决问题。因此，本文认为，作为由自我效能感衍生出的绿色自我效能，可以理解为个体在绿色情境下对完成某个目标时的信念强弱。并且绿色自我效能属于一种正向积极的个体的自我认知因素。

2.5.2 绿色自我效能在绿色价值与绿色产品疑虑之间的研究假设提出

在绿色自我效能与绿色价值的关系中，有研究发现，绿色自我效能对不同维度的绿色价值都能产生正向影响作用，双方存在正相关(Sharma et al., 2022)。这也说明绿色自我效能的积极性可以影响到消费者对产品绿色价值的感知。

在绿色自我效能与绿色产品疑虑的关系中，有研究发现，消费者们在选择绿色产品时，会产生积极的情绪。当产品不断推出可信性的消息时，这种积极的情绪会促进他们进行绿色购买行为，并且他们会认为自己做的事情对社会有贡献，会为自己的购买行为感到高兴，以此会减少对产品的疑虑(Mansoor & Paul, 2022)。

基于绿色自我效能会对个体的正向积极影响作用考虑，其研究假设 H₃ 为：

H_{3a}：绿色自我效能在绿色产品认知价值与绿色产品疑虑的关系中起正向调节作用。

H_{3b}：绿色自我效能在绿色产品社会价值与绿色产品疑虑的关系中起正向调节作用。

2.6 炫耀性消费行为

2.6.1 炫耀性消费行为的定义

对于炫耀性消费行为，Chen et al. (2022)认为，炫耀性消费是一种具有明显意义的象征性和可公开展示性的购买、占有和使用产品和服务，并且消费者想通过这一行为向他人展现自己的独特形象。并且，Sexton and Sexton (2014)认为，当绿色产品具备让消费者可进行炫耀性消费的动机时，消费者就会进行炫耀性消费行为，这种动机对绿色消费行为的发展可以起到促进作用。

对此，本研究将从炫耀性消费行为可以带给消费者积极的影响作用来进行研究分析，并将影响炫耀性消费行为的因素分为社会可见展示性和独特性(李静等人, 2022)。

2.6.2 消费者的炫耀性消费行为在绿色产品疑虑与绿色产品形象之间的研究假设提出

在炫耀性消费行为与绿色产品疑虑的关系中，有研究发现，当消费者对绿色产品出现产品疑虑的感知时，消费者对产品的购买意愿会降低，产生炫耀性消费行为的动机也会减弱(Apaolaza et al., 2022)。

在炫耀性消费行为与绿色产品形象的关系中，有研究发现，奢侈品在传递信息给消费者时，注重可持续性方面的信息传递，会导致消费者对该产品的态度更加积极，这也可以说明通过炫耀性消费行为的可展示性和产品独特性，有助于提高消费者对产品的认知和对产品形象的看法(Sestino et al., 2021)。因此，研究假设 H₄ 为：

H₄：消费者的炫耀性消费行为在绿色产品疑虑与绿色产品形象中起到正向调节作用。**2.7 研究框架模型**

本研究包含绿色价值（认知价值维度、社会价值维度）、绿色产品疑虑、绿色自我效能、炫耀性消费行为、绿色产品形象 5 个研究变量。其研究框架模型图如图 2.1。

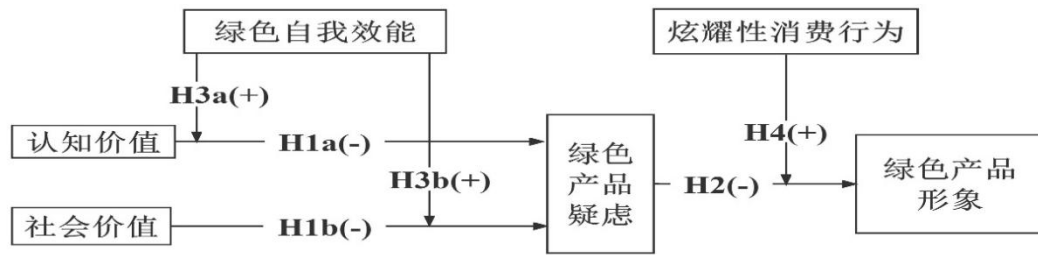


图 2.2 研究框架图

资料来源：本研究自行整理。

3. 研究方法与设计

3.1 变量操作性定义与衡量

3.1.1 认知价值的操作性定义与衡量

本研究参考 Candan and Yildirim (2013)在认知价值方面的定义，将认知价值的操作性定义为：认知价值是消费者感知到产品的创新性和创造性以及多样性，满足消费者好奇心的需求并获得利益。本研究在认知价值变量的测量中，借鉴的是 Candan and Yildirim (2013)提出的消费价值量表，具体题项如表 3.1。

表 3.2 认知价值量表

变量	题项	参考文献
认知价值	1.我认为在产品的创新方面，绿色产品比非绿色产品做的更好。	Candan and Yildirim (2013)
	2.我认为在产品的创意方面，绿色产品比非绿色产品更有创意。	
	3.我认为使用绿色产品可以减少一些污染问题。	
	4.我认为未来会有更多的绿色产品。	

资料来源：Candan, B., & Yildirim, S. (2013). Investigating the relationship between consumption values and personal values of green product buyers. *International Journal of Economics and Management Sciences*, 2(12), 29-40.

3.1.2 社会价值的定义与衡量

本研究参考 Li et al. (2021)在社会价值方面的定义，将社会价值的操作性定义为：产品的社会价值是消费者对产品的价值感知状态，并且，消费者对产品社会价值的感知效用越高，对购买意愿积极影响作用就越大。本研究借鉴的是 Li et al. (2021)提出的量表题项，具体题项如表 3.2。

表 3.2 社会价值量表

变量	题项	参考文献
社会价值	1. 使用绿色产品，可以帮助我赢得更多人的赞赏。	Li et al. (2021)
	2. 使用绿色产品，可以让别人觉得我是个有品味的	
	3. 使用绿色产品，会让我受到他人的欢迎。	
	4. 使用绿色产品，会让我的个人形象变得更好。	

资料来源：Li, Z., Shu, S., Shao, J., Booth, E., & Morrison, A. M. (2021). Innovative or not? The effects of consumer perceived value on purchase intentions for the palace museum's cultural and creative products. *Sustainability*, 13(4), 1-19.

3.1.3 绿色自我效能的定义与衡量

本研究参考 Ahmad et al. (2021)在绿色自我效能方面的定义，将绿色自我效能的操作性定义为：消费者的绿色自我效能是对个人有能力执行特定任务以实现环境目标的信念。本研究对绿色自我效能变量借鉴的是 Ahmad et al. (2021)的量表题项，该量表测量的绿色自我效能变量，具体题项如表 3.3。

表 3.3 绿色自我效能量表

变量	题项	参考文献
绿色自我效能	1.我有能力在日常生活中实践绿色消费行为。	Ahmad et al. (2021)
	2.对于解决环境问题，我相信我可以坚持购买绿色产品。	
	3.我有能力通过购买绿色产品，为环境做贡献。	

资料来源：Ahmad, F. S., Rosli, N. T., & Quoquab, F. (2022). Environmental quality awareness, green trust, green self-efficacy and environmental attitude in influencing green purchase behaviour. *International Journal of Ethics and Systems*, 38(1), 68-90.

3.1.4 绿色产品疑虑的操作性定义与衡量

本研究参考 Leonidou and Skarmas (2017)在绿色产品疑虑方面的定义，将绿色产品疑虑的操作性定义为：消费者倾向于怀疑绿色产品的环境效益或环境表现。本研究借鉴的是 Leonidou and Skarmas (2017)提出的绿色产品疑虑量表题项，该量表测量通过语意差异的方式测量绿色产品疑虑变量，具体题项如表 3.4。

表 3.4 绿色产品疑虑量表

变量	题项	参考文献
绿色产品疑虑	1. 我不会怀疑绿色产品是否真正环保。	Leonidou and Skarmas (2017)
	2. 我不确定绿色产品对环境破坏较小（例如新能源汽车的电池）。	
	3. 我不确定标着绿色的产品是否符合高环保标准。	
	4. 毫无疑问的是，绿色产品对自然环境更好。	

资料来源：Leonidou, C. N., & Skarmas, D. (2017). Gray shades of green: Causes and consequences of green skepticism. *Journal of Business Ethics*, 144(2), 401-415.

3.1.5 炫耀性消费行为的操作性定义与衡量

本研究参考 Nguyen et al. (2015)在绿色产品疑虑方面的定义，将炫耀性消费行为的操作性定义为：消费者可以通过对产品的购买或使用来展现自己的社会地位和个人的外在形象。本研究对炫耀性消费行为变量借鉴的是 Nguyen et al. (2015)的量表题项，具体题项如表 3.5。

表 3.5 炫耀性消费行为量表

变量	题项	参考文献
炫耀性消费行为	1. 通常我选择的产品要具有独特的外观和设计，以此来向我的朋友表明我的与众不同。	Nguyen et al. (2015)
	2. 我选择的产品或品牌要能显示出自己的风格，让每个人都羡慕。	
	3. 我认为我的审美和品味是别人希望达到的。	
	4. 我会购买有趣且不常见的产品版本，来向别人展示我的原创品味。	
	5. 我会购买一些可以显示我财富的产品。	
	6. 我会购买一些高价品牌的产品，来让大家讨论它。	
	7. 我会成为成功人士的一员。	
	8. 如果有机会，我会把象征成功的奖状摆件放在家里展示给大家看。	

资料来源：Nguyen, T., Ngamsiriudom, W., Pelton, L., & Dubinsky, A. J. (2015). Interrelationships among facets of self, motivation, and conspicuous and sustainable consumption behaviour. *International Journal of Business Science & Applied Management (IJBSAM)*, 10(2), 16-31.

3.1.6 绿色产品形象的操作性定义

本研究参考 Chen et al. (2017) 在绿色产品形象方面的定义，将绿色产品形象的操作性定义为：消费者对该品牌是环保可持续的和环保的感知。本研究对绿色产品形象变量借鉴的是 Chen et al. (2017) 的量表题项，具体题项如表 3.8。

表 3.6 绿色产品形象量表

变量	题项	参考文献
绿色产品形象	1. 我认为绿色形象的产品会是环境保护承诺的标杆。	Chen et al. (2017)
	2. 我认为绿色产品在环境方面的声誉会是非常出色。	
	3. 我认为这个绿色品牌的产品在环境保护方面的表现是很好的。	
	4. 我认为这个品牌的绿色产品的发展是基于对环境保护的重视。	
	5. 我认为这个品牌产品对环境保护的承诺值得信赖。	

资料来源：Chen, Y. S., Hung, S. T., Wang, T. Y., Huang, A. F., & Liao, Y. W. (2017). The influence of excessive product packaging on green brand attachment: The mediation roles of green brand attitude and green brand image. *Sustainability*, 9(4), 1-15.

3.2 研究对象与问卷

3.2.1 研究对象说明

本次研究选择在中国北方的内蒙古地区进行调研，选择该地区的消费者作为调研对象，是想要探究以农牧业及旅游业为经济发展区的消费者对绿色产品的认知状况。为了找到适合的调研对象，本研究问卷设置绿色产品的测试题，分别从被调研者能否发现身边的绿色产品、对绿色产品有无购买或使用的事情，能否判断绿色产品等方面以此来对调研对象进行筛选，去掉盲目答题以及不认真答题的问卷填写者，找到适合的调研对象。

3.2.2 问卷的收集与说明

本次研究采用网络发布问卷调查法的方式收集数据，并且在调查问卷上注明了有关本问卷的一些说明，比如发问卷主要的目的，问卷分数值所代表的含义等。

对于本研究中研究变量所采用的量表，本研究选择采用国外成熟的量表，通过本研究变量与成熟量表题项的比较，最终根据研究内容，选出较为合适可以用在本研究变量的量表，并采用 Likert 五点量表计量法作为测量方法。

4. 研究结果和分析

本研究共计收集到有效样本问卷 556 份。首先对样本问卷数据的人口统计资料分析说明，主要内容包括：参与调研者的性别、年龄、受教育程度、职业、家庭背景情况等。其中，男性为 305 人，女性为 251 人，年龄在 21-30 岁的，有 228 人，大多数人的受教育程度集中在大学（本科和专科），239 人的职业为企业职员，在家庭背景方面，大多数家庭都有 2 人参加了工作，收入状况良好，有 382 人的年收入达到 80001 元，通过样本数据结果来看，样本数据比较合理，可以用在本研究的分析当中。而且，通过数据可以看出大多数参与问卷调研者，相对年轻，学历普遍较高，收入可以在满足基本生活所需的基础上购买一些想要的产品。

4.1 信效度分析与相关分析

通过分析，本研究各变量量表的 Cronbach's α 系数均大于 0.70，研究变量的 AVE 平方根值大于相关系数值，各变量的 AVE 值均达到 0.50 的研究数据的分析标准，CR 值均达到 0.70 的研究数据的分析标准，且研究变量认知价值、社会价值、绿色产品形象、绿色自我效能、炫耀性消费行为之间存在正关系，绿色产品疑虑与其余 5 个研究变量之间存在负相关。说明各量表的内部一致性较高，信效度有效，研究变量之间具有一定的相

关性，区分效度良好，可用于本研究的其他分析。具体数据如表 4.1，4.2，4.3，4.4。

表 4.1 信度分析

变量	题项	题数	Cronbach's α
认知价值	EPV1-4	4	0.84
社会价值	SV1-4	4	0.82
绿色产品疑虑	GPD1-4	4	0.83
绿色产品形象	GPI1-5	5	0.84
绿色自我效能	GSE1-3	3	0.78
炫耀性消费行	CCB1-8	8	0.89

为

资料来源：本研究自行整理。

表 4.2 区分效度分析

	1	2	3	4	5	6
1.认知价值	0.75					
2.社会价值	0.69	0.73				
3.绿色产品疑虑	-0.66	-0.63	0.75			
4.绿色产品形象	0.65	0.57	-0.60	0.72		
5.绿色自我效能	0.61	0.42	-0.47	0.43	0.74	
6.炫耀性消费行	0.69	0.58	-0.61	0.56	0.46	0.71

为

注：斜对角线加粗数字为 AVE 平方根值。

资料来源：本研究自行整理。

4.3 变量相关性分析

	均值	标准差	1	2	3	4	5
1.认知价值	3.75	0.85					
2.社会价值	3.65	0.89	0.57**				
3.绿色产品疑虑	2.51	0.98	-0.55**	-0.52**			
4.绿色产品形象	3.58	0.90	0.55**	0.47**	-0.51**		
5.绿色自我效能	3.34	0.82	0.49**	0.33**	-0.38**	0.35**	
6.炫耀性消费行为	3.65	0.79	0.59**	0.49**	-0.53**	0.49**	0.38**

注：* $p < 0.05$ ，** $p < 0.01$ ，*** $p < 0.001$ 。

资料来源：本研究自行整理。

4.4 聚合效度分析

	Estimate	平均方差萃取AVE值	组合信度CR值
EPV1<---认知价值	0.76		
EPV2<---认知价值	0.80		
EPV3<---认知价值	0.74	0.56	0.84
EPV4<---认知价值	0.70		
SV1<---社会价值	0.73		
SV2<---社会价值	0.75		
SV3<---社会价值	0.70	0.53	0.82
SV4<---社会价值	0.74		
GPS1<---绿色产品疑虑	0.71		
GPS2<---绿色产品疑虑	0.76	0.56	0.84

GPS3<---绿色产品疑虑	0.80		
GPS4<---绿色产品疑虑	0.73		
CCB1<---炫耀性绿色消费行为	0.71		
CCB2<---炫耀性绿色消费行为	0.73		
CCB3<---炫耀性绿色消费行为	0.68		
CCB4<---炫耀性绿色消费行为	0.70		
CCB5<---炫耀性绿色消费行为	0.74	0.51	0.89
CCB6<---炫耀性绿色消费行为	0.75		
CCB7<---炫耀性绿色消费行为	0.67		
CCB8<---炫耀性绿色消费行为	0.73		
GSE1<---绿色自我效能	0.76		
GSE2<---绿色自我效能	0.77	0.54	0.78
GSE3<---绿色自我效能	0.68		
GPI1<---绿色产品形象	0.72		
GPI2<---绿色产品形象	0.69		
GPI3<---绿色产品形象	0.75	0.52	0.84
GPI4<---绿色产品形象	0.73		
GPI5<---绿色产品形象	0.71		

资料来源：本研究自行整理。

4.2 研究假设验证

本研究采用的控制变量是性别，年龄和参加工作人数，并采用回归模型的方式进行研究分析。通过表 4.5 认知价值与绿色自我效能检验结果，根据模型 2，认知价值的显著性 p 值小于 0.001，计算后 F 统计值为 55.54，回归系数 β 值为-0.51，说明认知价值与绿色产品疑虑的回归模型关系中存在高显著性，假设 H_{1a} 经验证成立。根据模型 3，绿色自我效能的显著性 p 小于 0.001，计算后 F 统计值为 51.19，交互项的回归系数 β 值为-0.51，说明绿色自我效能变量在该回归模型关系中有显著性作用，假设 H_{3a} 经验证成立。

而且，根据图 4.1，对于假设 H_{3a} 的检验结果，认为绿色自我效能产生的调节作用为正向调节作用，当随着绿色自我效能的提高，认知价值对绿色产品疑虑的负向影响作用会降低。

表 4.5 认知价值与绿色自我效能检验结果

	模型 1			模型 2			模型 3		
	β	p	F^{VI}	β	p	F^V	β	p	VIF
性别	-0.03	.69	1.00	-0.04	.53	.00	-0.02	.73	1.01
年龄	-0.24	.00	1.00	-0.10	.02	.08	-0.10	.01	1.08
参加工作人数	0.2	0	1.01	0	0	1	0	0	1.09
	9	.00	01	.15	.00	.06	.18	.00	
认知价值				-0	0	1	-0	0	1.66
				0.51	.00	.38	0.42	.00	
绿色自我效能				-0	0	1	-0	0	1.33
				0.15	.00	.33	0.15	.00	
交互项							0	0	1.28
							.21	.00	
R^2		0.10			0.34			0.36	
调整后 R^2		0.10			0.33			0.35	

F	20.99	55.54	51.19
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注：因变量为绿色产品疑虑。

资料来源：本研究自行整理。

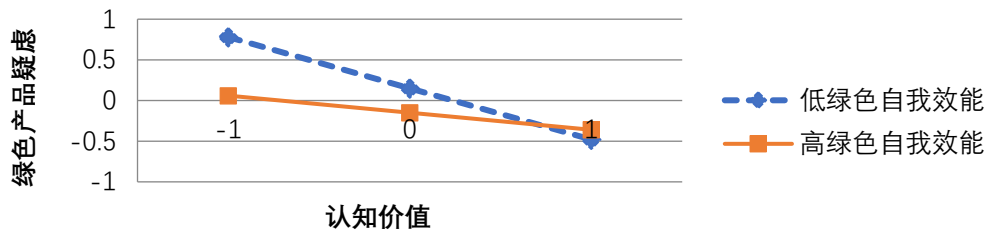


图 4.4 认知价值与绿色自我效应调节图

资料来源：本研究自行整理。

通过对表 4.6 的分析，根据模型 2，社会价值变量的显著值 p 小于 0.001，计算后 F 统计值为 59.07，回归系数 β 值为 -0.47，说明社会价值与绿色产品疑虑的回归模型关系中存在高显著性，假设 H_{1d} 经验证成立。根据模型 3，绿色自我效能的显著值 p 小于 0.001，计算后 F 统计值为 52.82，交互项的回归系数 β 值为 0.17，说明绿色自我效能变量在该回归模型中有显著性作用，假设 H_{3b} 经验证成立。

表 4.6 社会价值与绿色自我效能之间的检验效果

	模型1			模型2			模型3		
	β	p	VIF	β	p	VIF	β	p	VIF
性别	-0.03	0.69	1.00	-0.00	0.91	1.00	0.03	0.61	1.02
年龄	-0.24	0.00	1.00	-0.11	0.01	1.07	-0.10	0.01	1.07
参加工作人数	0.29	0.00	1.01	0.18	0.00	1.04	0.20	0.00	1.05
社会价值				-0.47	0.00	1.16	-0.44	0.00	1.19
绿色自我效能				-0.23	0.00	1.17	-0.22	0.00	1.18
交互项							0.17	0.00	1.06
R^2		0.10			0.35			0.37	
调整后 R^2		0.10			0.34			0.36	
F		20.99			59.07			52.82	

注：因变量为绿色产品疑虑。

资料来源：本研究自行整理。

根据图 4.2，对于假设 H_{3b} 的检验结果，认为绿色自我效能产生正向调节作用，当绿色自我效能的提高，社会价值对绿色产品疑虑的负向影响作用会降低。

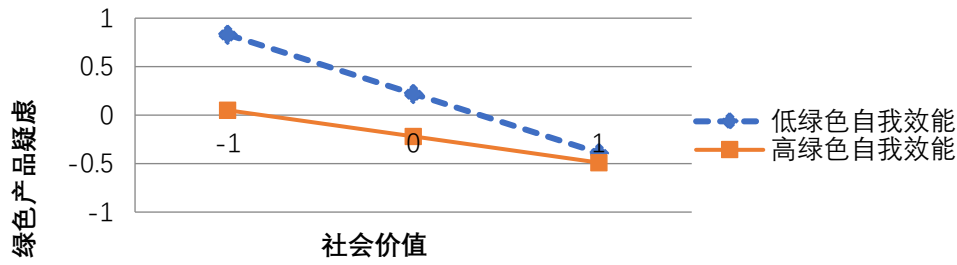


图 4.2 社会价值与绿色自我效能调节图

资料来源：本研究自行整理。

通过对表 4.7 的分析，根据模型 2，绿色产品疑虑变量的显著值 p 小于 0.001，计算后的 F 统计值为 54.79，回归系数 β 值为 -0.30，说明绿色产品疑虑与绿色产品形象的回归模型关系中存在高显著性，假设 H_2 经验证成立。根据模型 3，炫耀性消费行为的显著值 p 小于 0.001，计算后的 F 统计值为 48.27，交互项的回归系数 β 值为 0.15，说明炫耀性消费行为变量在绿色产品疑虑与绿色产品形象的回归模型关系中有显著性作用，假设 H_4 经验证成立。

表 4.7 炫耀性消费行为与绿色产品疑虑验证结果

	模型 1			模型 2			模型 3		
	β	p	V IF	β	p	VI F	β	p	VI F
性别	-0.01	0	1	-	0	1.	-	0.	1.
年龄	0.21	0	1	0	0	1.	0.	0.	1.
参加工作人数	-0.13	0	1	-	0	1.	-	0.	1.
绿色产品疑虑				0.30	.00	47	0.28	.00	51
炫耀性消费行为				.34	.00	39	0.32	.00	41
交互项							0.15	.00	09

R^2	0.01	0.33	0.35
调整后 R^2	0.05	0.33	0.34
ΔR^2	0.06	0.27	0.01
F	11.36	54.79	48.27

注：因变量为绿色产品形象。
资料来源：本研究自行整理。

根据图 4.3，对于假设 H₄ 的检验结果，认为炫耀性消费行为产生的调节作用为正向调节，当炫耀性消费行为的提高，绿色产品疑虑对绿色产品形象的负向影响作用会降低。

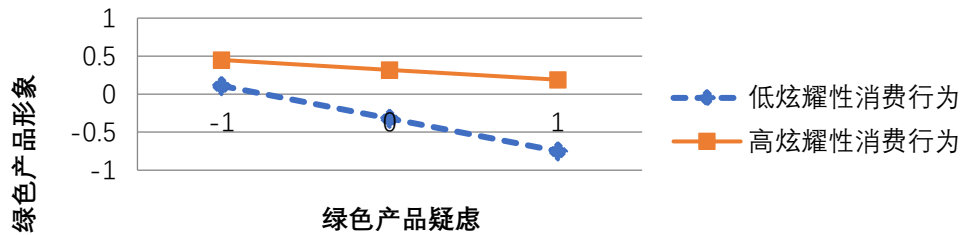


图 4.3 绿色产品疑虑与炫耀性消费调节图

资料来源：本研究自行整理。

4.4 研究假设结果

本研究利用所获得的研究数据对研究假设进行假设检验，通过检验分析，验证出本研究所提出的 6 条假设均成立，但其中的部分假设根据本研究对变量研究的消极作用考虑，其回归分析的结果存在负向显著。检验结果如图 4.4 研究框架数据结果图。

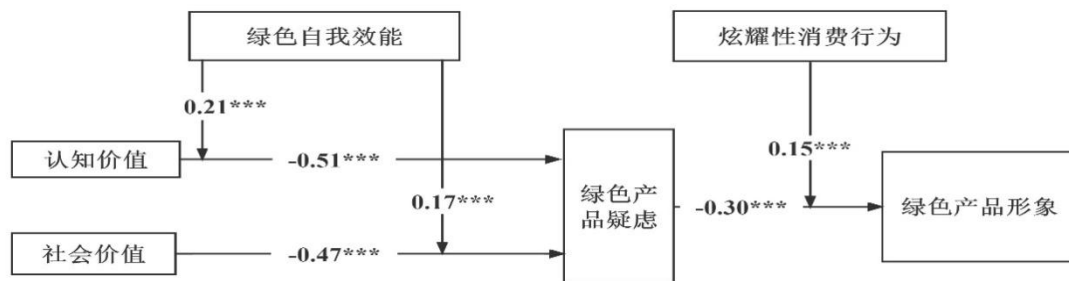


图 4.4 研究框架数据结果图

注：* $p < 0.05$ ，** $p < 0.01$ ，*** $p < 0.001$ 。

资料来源：本研究自行整理。

5. 研究结果和讨论

5.1 研究结论

根据本研究的研究分析结果，可以得出以下结论。

第一点：随着消费者感知到产品的绿色价值提升，对绿色产品疑虑会降低。

第二点：消费者对绿色产品的产品疑虑会影响到对产品形象的感知效用，疑虑越高，对产品形象的感知效用会越低。

第三点：消费者的绿色自我效能提高，会降低消费者对产品的疑虑。

第四点：消费者的炫耀性消费行为会降低对绿色产品的疑虑。

5.2 研究的局限

在调研对象方面,本研究认为,本次的调查研究受场地、时间和条件因素的限制,收集到的问卷是被调研对象的一次问卷数据,但调研对象所填问卷量表题项的数值,可能会随着时间的变化而发生变化,应采用追踪调研的形式,进行样本数据的采集。

在调研问卷方面,本研究认为,本次研究是从消费者个人主观因素方面考虑的,采用的量表题项偏于消费者的个人主观因素,缺少客观测量的条件,但本次研究的样本有效数据有 556 份,因此,本研究认为当调研者的数量达到研究数据分析标准时,个人主观判断可以看作研究分析评判的依据。其研究的结果是真实有效的。

5.3 研究的建议

本研究的研究建议有两点。

第一点:可以将研究变量与其他研究因素相关联来考虑,以炫耀性消费变量为例,在考虑绿色消费的因素时,可以将绿色产品所具备的研究因素,与炫耀性消费具备的维度特点相结合研究,形成炫耀性绿色消费行为变量。也可以出于对社会因素考虑,将公众认可度高的产品与炫耀性消费相结合研究,会形成带有社会责任意识的炫耀性产品消费(Johnson et al., 2018)。

第二点:在问卷发放与收集阶段,本研究认为当大家进行问卷设计时,应考虑设置一些有趣的题项,提高大家对问卷的填写兴趣。以此,才能获得更多有质量的问卷,为研究提供有效的样本数据。

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The Influence of E-commerce Marketing Mode on Consumers' Purchase Intention-- Take the Emphasis Jewelry Brand As an Example

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Abstract

The purpose of this study is to explore the factors that affect the purchase intention of users by e-commerce marketing methods. This study takes EMPHASIS Jewelry consumers among RED APP users as the research object, and uses the online distribution questionnaire to collect data to study the impact of EMPHASIS Jewelry brand's advertising and promotion methods on consumers' purchase intention. A total of 400 questionnaires were sent out, and 367 were actually effectively recovered, with an effective recovery rate of 91.75%.

Through research, it is found that the advertising and promotion methods used by EMPHASIS jewelry brand in the RED APP platform have a significant impact on consumers' purchase intention.

Finally, the research suggests that e-commerce enterprises should focus on enhancing brand awareness, strengthening interaction with consumers, strengthening the role of opinion leaders, and paying attention to event marketing and brand information transmission in the marketing activities of e-commerce platforms.

Key words: jewelry marketing, consumer attitude, consumer purchase intention, influencing factors

电商营销方式对消费者购买意愿的影响 —— 以艾斐诗珠宝品牌为例

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摘要

本文的研究目的，是探究电商营销方式对用户购买意愿的影响因素。本研究以小红书 APP 用户中艾斐诗珠宝消费者为研究对象，使用在线发放调查问卷的方式收集数据，研究艾斐诗珠宝品牌的广告和促销手段对消费者购买意愿的影响。问卷总计发出问卷 400 份，实际有效回收 367 份，有效回收率为 91.75%。

经研究发现，艾斐诗珠宝品牌商在小红书 APP 平台中使用的广告和促销手段均对消费者购买意愿产生显著的影响。

最后得出研究建议，电子商务企业在电商平台的营销活动中，应当注重提升品牌知名度，加强与消费者之间的互动，强化意见领袖的作用，重视活动营销和品牌信息的传递。

关键词：珠宝 营销 消费者态度 消费者购买意愿 影响因素

1. 引言

随着 Web3.0 时代的到来，互联网逐渐渗透到人们生活的各个领域。打破传统的营销方式。近年来，电商行业迅猛发展，网络购物已经成为人们的普遍选择(周正, 2018)。网络购物逐渐普遍的同时网络读取信息也在不断的扩大。例如，同一商品在各大网络电商平台的交易，双方存在信息不对等的现象，就会导致消费者习惯性的会在网络购物之前去通过多种渠道来获取品牌介绍、产品结合、产品搭配以及产品评价等相关信息，以便更好的作出购买产品的决策(赵俊雅, 2020)。在这种趋势下，小红书 APP 为代表的社交平台拥有强大的背书，有助于用户的消费决策，深受用户喜爱。小红书不仅具有内容生产于社交互动的功能，同时也涵盖了电子商务的交易和宣传推广的功能(孙少军 & 张宇红, 2017)。小红书也逐渐的走入商家和消费者的心中，帮助消费者了解商品需求、分享商品购买经验，成为了大多数人的信任对象(杭丽芳, 2016)。

本研究以艾斐诗为品牌案例探究不同营销方式对其购买意愿的影响。艾斐诗 (EMPHASIS) 品牌于 2018 年起源于香港，是周生生旗下的衍生品牌，致力于打造时尚恒久且具有力量的珠宝品牌。2021 年 2 月该品牌正式注册小红书账号进行网络电商营销恰逢小红书开启商业化时代。

一、理论和假设

(一) 研究假设

- H1a: 网络推荐显著正向影响消费者态度。
- H1b: 网络推荐显著正向影响消费者购买意愿。
- H2a: 明星代言显著正向影响消费者态度。
- H2b: 明星代言显著正向影响消费者购买意愿。
- H3a: KOL 推广显著正向影响消费者态度。
- H3b: KOL 推广显著正向影响消费者购买意愿。
- H4a: 商品折扣显著正向影响消费者态度。
- H4b: 商品折扣显著正向影响消费者购买意愿。
- H5a: 折扣满减显著正向影响消费者态度。
- H5b: 折扣满减显著正向影响消费者购买意愿。
- H6a: 赠品促销显著正向影响消费者态度。
- H6b: 赠品促销显著正向影响消费者购买意愿。

(二) 研究理论

1、网络推荐对消费者购买意愿的影响

网络推荐是通过消费者在搜寻、浏览或购买纪录，来预测使用者的偏好。在此基础上，网络后台数据将从大量的产品信息中筛选出相应的产品，从而降低消费者决策时的商品信息超负荷问题 (Journal of the Academy of Marketing Science, 2002)。此外，网络推荐商品对应的口碑数量和口碑传播方向,能通过感知效应(awareness effect)和劝说效应(persuasive effect)影响消费者的购买意愿(Decision Support Systems.2008)。

2、明星代言对消费者购买意愿的影响

明星代言在市场传播中扮演着举足轻重的角色，明星代言的效果分析一直是学术界的一个热门话题。对于明星代言所带来的积极效应，学者们为此进行了大量的研究，主要集中在明星代言其对品牌信誉、品牌权益等品牌方面的影响。黄静，熊小明，和周南 (2015) 从信息加工的角度，通过对企业明星代言形象的认知，发现消费者对企业家明星代言的态度对品牌态度具有显著的影响。

3、KOL 推广对消费者购买意愿的影响

Bansal 等人(2000)认为, 消费者往往更容易相信名声和社会地位较高的信息传播者所推荐的信息, KOL 的知名度对消费者购买意愿有积极作用, 有助于提高产品的销量。Cho 等人(2012)指出具有一定知名度的 KOL 可以快速传播商家的相关产品信息, 并且在专业领域拥有较高社会地位的 KOL 对消费者的影响力更大。张晓飞(2020)利用 ELM 模型探究 KOL 与消费者购买决策之间的研究机制, 得出 KOL 的信息内容质量显著正向影响在线购买意愿。

4、折扣促销对消费者购买意愿的影响

网络线上打折方式多样化带来的冲动购物机会增加。在线上折扣促销的方式有很多种。消费者对折扣、赠送等促销组合的抵抗力会降低, 因此消费者比起正常情况, 更有可能进行一些冲动的购买行为。消费者从疑惑到主动搜寻在线折扣。伴随着电子商务的持续推广和消费者的消费理念的变化, 网络的交易市场逐步趋于完善, 经营者的规模优势也开始显现出来。消费者从以前的对网上实施价格折扣、促销产品的品质、服务质量的怀疑和不信任, 到后来逐步的接受, 从而可以主动上线搜寻并购买自己满意的产品。

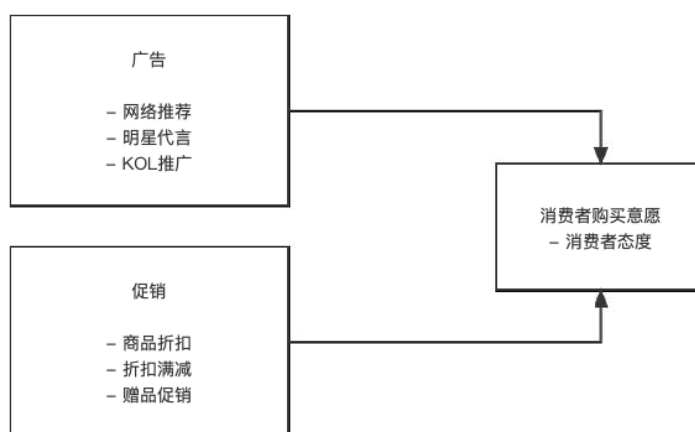
5、满减促销对消费者购买意愿的影响

满减促销是促销的一种形式, 这种形式在线上应用非常广泛。其目的是为了促进消费者产生更加频繁的购买行为, 满减促销信息相较于常见的促销形式更难处理。不同的形式框架相同的信息能够影响消费者的决策制定和选择行为(Biswas 和 Grau, 2008)。

6、赠品促销对消费者购买意愿的影响

因为消费者所追求的利益会有差异, 因此会造成消费者对不同赠品和产品的利益是否一致做出收出差异化的判断, 从而对消费者的购买意愿产生影响。吕文晶、赵占波和陈荣(2014)在没有将促销情景因素纳入分析的基础上, 提出在礼品促销自身带有较高的娱乐性质的情况下, 认为赠品促销活动本身就具有高享乐的娱乐性之后, 赠连送享乐型的赠品会比实利型的赠品有更好的促销效果, 进而影响消费者的购物意向。

本文的理论模型如图 1 所示



资料来源: 本研究整理

2. 研究方法

(一) 样本和程序

本章是根据正式问卷回收的资料利用统计的方式进行问卷的处理，并且依照统计的结果加以描述及分析。本研究在发放正式问卷时，排除预试样本，发放 400 份问卷调查，回收有效问卷 367 份，根据吴明隆（2011）主张正式对象人数的原则，将问卷中最多题项的“分量表”扩大至 3-5 倍人数，题项做多的分量表 20 题，扩大至 3-5 倍则需要收集正式样本数量至少在 100 份以上。最后问卷有效率为 91.75%，得到用于最终数据分析的数据。

（二）问卷调研设计

调研问卷主要由两部分组成。第一部分是受访者的基本特征信息。前人研究表明受访者的基本属性特征能不同程度影响其购买意愿和行为，本研究的问卷调研表计划采集受访者的所处的年龄、性别、薪资水平、受教育程度等特征，于是根据购买意向相关数据分析基本因素对消费者在小红书电销平台购买意向。第二部分是问卷主体，来表征用户在选择的营销方式下对产品的了解程度和购买态度等。根据这部分的数据结果，可以建立两个自变量与营销方式的关系，也同时能把握其与购买意愿的关系。

3. 结果

（一）相关分析

本文利用 Pearson 相关分析的方法，对变量成对之间的线性相关程度的显著性和方向进行了研究。在应用 Pearson 相关分析的时候，我们通常会用相关系数 r 来对变量之间的线性相关程度进行刻画，若相关系数 r 的数值低于 0，那么就表示两个变量之间的相关性是负的，而当相关系数 r 的值大于 0 时，就表示两个变量之间的相关性是呈现正相关的。在表格 4.1（如下图）中对各个因素进行了变量分析；

利用相关分析去研究消费者态度、网络推荐、明星代言、KOL 推广、商品折扣、折扣满减、赠品促销、消费者购买意愿之间的相关关系，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：

消费者态度与各个变量之间有着显著的正相关关系；网络推荐与消费者购买意愿之间有着显著的正相关关系；明星代言与消费者购买意愿之间有着显著的正相关关系；KOL 推广与消费者购买意愿之间有着显著的正相关关系；商品折扣与消费者购买意愿之间有着显著的正相关关系；赠品促销与消费者购买意愿之间有着显著的正相关关系。

（二）回归检验

1、将网络推荐、明星代言、KOL 推广、商品折扣、折扣满减、赠品促销作为自变量，而将消费者态度作为因变量进行线性回归分析，网络推荐、明星代言、KOL 推广、商品折扣、折扣满减、赠品促销可以解释消费者态度的 32%变化原因。从上表可以看出，模型公式为：消费者态度=1.262+网络推荐*0.137+明星代言*0.122+KOL 推广*0.124+商品折扣*0.15+折扣满减*0.144+赠品促销*0.14，模型调整后的 R 方值为 0.32。对模型进行 F 检验时发现模型通过 F 检验 ($F=29.744$, $p=0.000<0.05$)，也即说明用网络推荐、明星代言、KOL 推广、商品折扣、折扣满减、赠品促销中至少一项会对消费者态度产生影响关系，另外，针对模型的多重共线性进行检验发现，模型中 VIF 值全部均小于 5，意味着不存在着共线性问题；并且 D-W 值在数字 2 附近，因而说明模型不存在自相关性，样本数据之间并没有关联关系，模型较好。

最终具体分析可知，网络推荐的回归系数值为 0.137 ($t=3.195$, $p=0.002<0.05$)，意味着网络推荐会对消费者态度产生显著的正向影响关系。明星代言的回归系数值为 0.122 ($t=2.571$, $p=0.011<0.05$)，意味着明星代言会对消费者态度产生显著的正向影响关系。KOL 推广的回归系数值为 0.124 ($t=2.535$, $p=0.012<0.05$)，意味着 KOL 推广会对

消费者态度产生显著的正向影响关系。商品折扣的回归系数值为 0.15 ($t=3.092$, $p=0.002<0.05$), 意味着商品折扣会对消费者态度产生显著的正向影响关系。折扣满减的回归系数值为 0.144 ($t=2.879$, $p=0.004<0.05$), 意味着折扣满减会对消费者态度产生显著的正向影响关系。赠品促销的回归系数值为 0.14 ($t=3.202$, $p=0.001<0.05$), 意味着赠品促销会对消费者态度产生显著的正向影响关系。如表格 4.2 (如下图);

2、将网络推荐、明星代言、KOL 推广、商品折扣、折扣满减、赠品促销作为自变量, 而将消费者购买意愿作为因变量进行线性回归分析, 从上表可以看出, 模型公式为: 消费者购买意愿 $=-0.07+$ 网络推荐 $\times 0.161$ 明星代言 $\times 0.192$ +KOL 推广 $\times 0.127$ +商品折扣 $\times 0.23$ +折扣满减 $\times 0.14$ +赠品促销 $\times 0.148$, 模型调整后的 R 方值为 0.539, 意味着网络推荐、明星代言、KOL 推广、商品折扣、折扣满减、赠品促销可以解释消费者购买意愿的 53.9%变化原因。进而对模型进行 F 检验时发现模型通过 F 检验 ($F=72.318$, $p=0.000<0.05$), 也即说明用网络推荐、明星代言、KOL 推广、商品折扣、折扣满减、赠品促销中至少一项会对消费者购买意愿产生影响关系, 另外, 针对模型的多重共线性进行检验发现, 模型中 VIF 值全部均小于 5, 意味着不存在着共线性问题; 并且 D-W 值在数字 2 附近, 因而说明模型不存在自相关性, 样本数据之间并没有关联关系, 模型较好。

最终具体分析可知, 网络推荐的回归系数值为 0.161 ($t=4.777$, $p=0.000<0.05$), 意味着网络推荐会对消费者态度产生显著的正向影响关系。明星代言的回归系数值为 0.192 ($t=5.158$, $p=0.000<0.05$), 意味着明星代言会对消费者态度产生显著的正向影响关系。KOL 推广的回归系数值为 0.127 ($t=3.3$, $p=0.001<0.05$), 意味着 KOL 推广会对消费者态度产生显著的正向影响关系。商品折扣的回归系数值为 0.23 ($t=6.03$, $p=0.000<0.05$), 意味着商品折扣会对消费者态度产生显著的正向影响关系。折扣满减的回归系数值为 0.14 ($t=3.561$, $p=0.000<0.05$), 意味着折扣满减会对消费者态度产生显著的正向影响关系。赠品促销的回归系数值为 0.148 ($t=4.294$, $p=0.000<0.05$), 意味着赠品促销会对消费者态度产生显著的正向影响关系。如表格 4.3 (如下图);

根据上述检验, 本研究对所提出的 12 个假设验证结果全部成立。

表 1

**在 0.01 级别 (双尾) 相关性显著

Pearson相关性 (n=367)

项	平均值	标准差	消费者态度	网络推荐	明星代言	KOL推广	商品折扣	折扣满减	赠品促销	消费者购买意愿
消费者态度	5.394	1.282	1							
网络推荐	4.861	1.479	.386**	1						
明星代言	4.894	1.363	.379**	.376*	1					
KOL 推广	5.190	1.314	.379**	.360*	.282**	1				
商品折扣	5.095	1.298	.383**	.342*	.335**	.341*	1			
折扣满减	5.325	1.293	.387**	.261*	.395**	.362*	.321*	1		
赠品促销	4.957	1.422	.377**	.277*	.297**	.350*	.284*	.352*	1	
消费者购买意愿	4.962	1.224	.495**	.494*	.517**	.464*	.525*	.471*	.459*	1

表 2

线性回归分析结果

	非标准化系数		标准化系数	<i>t</i>	<i>p</i>	VIF	<i>R</i> ²	调整 <i>R</i> ²	<i>F</i>
	<i>B</i>	标准误	<i>Beta</i>						
(常量)	1.262	0.318		3.972	0				
网络推荐	0.137	0.043	0.158	3.195	0.002	1.324			
明星代言	0.122	0.047	0.129	2.571	0.011	1.363			
KOL推广	0.124	0.049	0.127	2.535	0.012	1.354	0.331	0.32	29.744 (p=0.000)
商品折扣	0.15	0.048	0.152	3.092	0.002	1.298			
折扣满减	0.144	0.05	0.145	2.879	0.004	1.367			
赠品促销	0.14	0.044	0.156	3.202	0.001	1.274			

a 因变量：消费者态度

D-W 值：1.83 *p<0.05 ** p<0.01

表3

线性回归分析结果

	非标准化系数		标准化系数	<i>t</i>	<i>p</i>	VIF	<i>R</i> ²	调整 <i>R</i> ²	<i>F</i>
	<i>B</i>	标准误	<i>Beta</i>						
(常量)	-0.07	0.25		-0.281	0.779				
网络推荐	0.161	0.034	0.195	4.777	0	1.324			
明星代言	0.192	0.037	0.214	5.158	0	1.363			
KOL推广	0.127	0.038	0.136	3.3	0.001	1.354	0.547	0.539	72.318 (p=0.000)
商品折扣	0.23	0.038	0.244	6.03	0	1.298			
折扣满减	0.14	0.039	0.148	3.561	0	1.367			
赠品促销	0.148	0.034	0.172	4.294	0	1.274			

a 因变量：消费者购买意愿

D-W 值：2.037

*p<0.05 ** p<0.01

4. 分析与建议

本研究发现艾斐诗珠宝在小红书电商平台中主要分为了广告和促销两个方面。广告可具体细化为网络推荐、明星代言、KOL 推广；促销可细分为商品折扣、折扣满减、赠品促销。以上六个维度作为研究的自变量，从第四章数据分析中可以解释消费者购买意愿 53.9% 的变化原因。并且通过对模型的 F 检验，网络推荐、明星代言、KOL 推广、商品折扣、折扣满减、赠品促销这六个自变量中其中至少一项会对消费者购买意愿产生影响。根据数据显示，广告对于消费者购买意愿的影响较大。其中，消费者更倾向于明星代言这一维度，促销对于消费者购买意愿的影响相对较小。其中，消费者更倾向于赠品促销这一维度。

本研究发现现实网络推荐对消费者购买意愿具有正向影响，在线网络推送广告是通过分析结果预测消费者的需求和偏好，把符合他们各自需求的广告信息提供给消费者，以最正确的时间推送给消费者，从而真正的提高了消费者的购买意愿。

本研究发现现实明星代言对消费者购买意愿具有正向影响，明星代言会使消费者爱屋及乌，增加对品牌的友好度。很多消费者会因为对明星的喜爱而去选择明星代言的产品，明星代言的广告魅力也可以来强化品牌形象，加深消费者对品牌的印象，进而有效的增加品牌的知名度、信誉度和名誉度从而影响消费者的观念和行为习惯。

本研究发现现实 KOL 推广对消费者购买意愿具有正向影响，KOL 都可以帮助消费者快速识别并接触到你的理想产品，他们通过视频 VLOG、软文推送等不同方式写出产品测评，可以让消费者可以快速识别与自己适配度较高的产品。

通过调查，本研究发现，在实际情况下，商品的折扣会对顾客的购买行为产生积极的作用。同时，在顾客选择产品时，商品的折扣价格也会成为他们的一个重要因素。特别对于品牌知名度较高且价格昂贵的产品。例如本文研究的艾斐诗珠宝品牌，品牌自身的价格相对于偏高，折价是对消费者冲击大，所以商品折扣与消费者购买意愿呈现正相关影响。

本研究发现现实折扣满减对消费者购买意愿具有正向影响，本研究建立了一些关于折扣满减的相关一致性的设想问题。通过问卷调查的分析，得出折扣满减销售可以影响消费者对价格敏感度和心理预算，也影响着消费者的非计划性购买，品牌可以使用满减销售这一满减模式来提高消费者的价格敏感度、心理预算继从而促进了消费者的购买意愿。

本研究发现现实赠品促销对消费者购买意愿具有正向影响，赠品促销是一种效果最好、应用范围最广的推广方式，但是赠送必须符合商品的特点和市场定位，才能凸显商品的特点和卖点，起到推广和宣传的作用。这种方式能够增强顾客的认同感，让顾客觉得在对比购买其他同类产品时，会更有心情愉快，进而提升消费者购买意愿的正向影响。

（一）研究建议

1、提升品牌知名度

对企业来说，一个高知名度的品牌可以加快其产品在市场中被消费者所接受，在某种程度上，更高的品牌知名度，更能吸引消费者的关注，为公司的后续市场推广打下坚实的基础。企业应该创建一个独特的品牌形象，并持续提升自己的品牌自身的软实力，以此来稳定市场的营销潮流。

2、加强与消费者之间的互动

根据上述的检验总结，可以得出，网络推荐是一种能够与用户直接进行交互的方式，它不但会对消费者对品牌的认知有明显的影 响，品牌要迅速地对这种新型媒体的特性进行运用，通过主动向用户推送信息、搜索引擎自主弹框、共享信息、及时回复评论等方式，来增强用户对公司产品和服务的认识，提升其受到的关注，为小红书营销的深入开展打下基础。

3、加强意见领袖的作用

根据 TPB 理论的观点中，主观规范会对消费者的购买意愿产生作用，在购买过程时，消费者会借鉴他人的看法，通常情况下，明星代言和 KOL 的意见领袖都是有很大影响的公众人物，他们的观点会得到用户的认同和效仿。KOL 意见领袖通过内容发表能够深化对企业产品的理解，从而提高消费者的购买意愿。

4、重视活动营销的关键

品牌在整个小红书电商品牌营销中，品牌要重视活动营销的力量。这也是很多品牌都会用到的手段。从以上的测试结果可以看出，在进行活动营销的时候，企业的产品商品折扣、折扣满减、赠品促销等方式。首先要在小红书的电商平台上做一些相关宣传，以此来吸引更多的人，比如价格折扣、抽奖、抢红包等等。如果有新奇的活动方式，能够引起用户的注意，在用户参与比较便利的条件下，这将会明显地提高他们的购买意愿，

推动他们的购买行为的产生，进而实现企业营销的目标。基于这种方式会在用户群体中迅速开展，并能对使用者提出的问题做出及时的答复，为开展活动营销做好基本工作。

5、重视品牌信息的传递

根据上述检验的相关结论，本研究发现，在不同的产品类型下，品牌所传达的资讯品质会对顾客的认识价值与购买意向产生明显的影响。在小红书电商平台营销中，品牌应当怎样策划推广，才能让推送的信息适时、适度、符合消费者的需要，并且能在第一时间抓住消费者的眼球，是小红书电商平台营销的关键之处。

从以上的调查中可以看出，消费者普遍认同的是，一般比较关注当下的热点话题有关的图片，视频等资讯，并喜爱丰富的内容。所以，企业在进行品牌推广的时候，应该与社会热点相结合，并注意新闻的格式。这不要仅仅依靠文字的力量，还需图文并茂，甚至附上相关视频，通过这种办法来增强信息的有趣性和可读性。其次，注重对消息公布的频率进行有效的控制。形成一定的规则。高质量信息的发布能引起用户的兴趣，有助于协助品牌找到目标顾客，从而达到点对点的精准营销。

(二) 未来研究建议

由于时间和经验不足，本研究存在一些不足，未来相关研究可以从一下方面进行：

(1) 本文中有关小红书电商平台营销影响因素的提取既参考了相关的公域流量平台的营销方式而影响因素的成果，又结合前研究者的结论和本研究的小红书电商平台数据分析后的反馈内容，这些因素的累积的解释率并不是很高，因此，未来研究中，可以寻找具有更高的累积解释力的变量。

(2) 本研究的主要调查对象包括使用小红书并对珠宝感兴趣的年轻人、初入职场工作的人员和在校大学生，这些样本可能会不具备自主消费能力，且样本的数量相对有限，因此这有可能会影响到本研究的数据分析以及会造成研究结果的偏差。在未来的研究中，应适当地扩展样本的选取，并在适当的数目上加以补充，使得样本的选取更具代表性，从而使得研究结果更具说服力。

(3) 文献搜集方面，学术界对于公域流量小红书电商平台的营销方式还处于持续探索阶段。所以，本文的理论基础相对浅薄，这就导致了论文的研究不够深入。在今后的研究中，还应从考虑更多的视角，进行更多的理论性和更多的营销方法。

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Influencing Factors of Job Satisfaction on Job Performance of Employees In Automobile Sales Industry: The Intermediary Role of Emotional Experience

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Abstract

This study aims to understand the differences between job satisfaction, job performance and emotional experience of automobile sales employees in Jinan under different backgrounds, and to explore the mediating effect of emotional experience.

This research uses convenience sampling to carry out questionnaire survey, and takes the sales staff of 4S stores in Jinan as the research object. A total of 400 questionnaires have been sent out, and 350 questionnaires have been effectively recovered, with an effective recovery rate of 100%.

Through research, suggestions are put forward. Enterprises in automobile sales 4S shops in Jinan should pay attention to the internal communication of employees and establish an appropriate reward mechanism. At the same time, enterprises should also pay attention to understanding employees' emotions to improve their job satisfaction, so as to improve their job performance and promote the development of enterprises.

Keywords: 4S shop sales staff; Job satisfaction; Job performance; Positive and negative emotions

汽车销售行业员工的工作满意度对工作绩效的影响因素：情绪体验的中介作用

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摘要

本研究旨在了解不同背景下的济南地区汽车销售员工的工作满意度、工作绩效与情绪体验之间的差异，探讨情绪体验的中介效果。

本研究采用便利抽样进行问卷调查，以济南市 4S 店销售员工为研究对象，总计发出问卷 400 份，实际有效回收 350 份，有效回收率为 88%。

通过研究，提出建议，济南市汽车销售 4S 店企业应当注重员工的内部沟通，建立适当的奖励机制，同时，企业也要重视了解员工情绪以提升员工的工作满意度水平，这样才能提高员工工作绩效，推动企业发展。

关键词：4S 店销售人员；工作满意度；工作绩效；正面负面情绪

1. 引言

从上世纪 90 年代开始, 我国的经济取得了飞速的发展, 同时也极大地提高了人们的生活水平。随着各种经济政策相继出台, 不仅大大地促进了人们的消费意愿, 也提高了人们的购买力。近几年来, 随着我国的汽车工业和消费市场的迅速发展, 也为汽车消费的延伸服务带来了一个崭新的发展。对于汽车行业, 销售人员占据着重要组成部分。以往, 汽车销售企业注重的是员工业绩的表现, 却忽略了员工的情感以及对企业的满意程度, 从而对员工的业绩产生一定的负面作用; 这不仅会造成工作的低效率、员工的离开, 也会对企业的长期发展造成很大的消极影响(杨露露, 2019)。员工的工作的满意度降低会不仅仅对企业产生一定的负面影响, 也会对其员工的工作表现产生一定的负面作用。杨露露(2019)表示员工对当前的工作是否满足, 以及在这个公司里有没有发展的可能, 这些都会对员工的工作产生直接的影响。作为服务型的企业, 顾客对汽车企业的满意程度取决于顾客对员工的服务态度与行为是否满意, 而员工对工作的看法则会影响到员工对顾客的服务态度。车主对汽车公司的满意程度, 其实就是车主对公司的满意程度, 而对员工的工作满意程度, 则取决于车主对员工的评价, 以及对员工的满意程度。要使客户感到满足, 必须使公司的员工感到满足。所以员工的工作品质与工作满意度密切相关, 如果员工的工作满意度更高, 那么他们的工作动机就会更高, 工作责任感也会更高, 工作完成度也会更高。也会为客户提供优质的服务, 从而推动公司的发展(吴会, 2018)。

本文选择山东省济南市的一家汽车销售 4S 店进行实证分析, 探讨济南市汽车 4S 店销售员工的情绪体验、工作满意度和工作绩效的影响, 并分析出他们三者之间的关系; 希望通过此研究来了解南市汽车 4S 店销售员工的情绪体验和工作满意度等情况, 为提升工作绩效情况提供一些建议。

2. 文献综述和假设

(一) 研究假设

H1: 济南市 4S 店汽车销售员工工作满意度对工作绩效具有正向显著的影响。

H2: 济南市 4S 店汽车销售员工工作满意度对情绪体验具有正向显著的影响。

H3: 济南市 4S 店汽车销售情绪体验对工作绩效具有正向显著的影响。

H4: 情绪体验在济南市 4S 店汽车销售员工工作绩效和工作满意度之间起中介效应。

(二) 文献综述

1. 工作满意度:

工作满意是评价一个人工作的一个主要标准, 它反映了一个人在工作中所表现出来的一种态度。它是一个形象的反应, 是一个人对自己工作的整体态度。(马小红, 2022)。

影响员工满意的因素包括工作环境、工作群体、工作内容、公司环境和个体意识五大要素。企业若要提升其工作满意度, 就需要建立一套完善的制度, 以提升其工作归属感, 并提升其发展能力。在此基础上, 建立了一套健全的奖罚制度, 有利于提高职工的工作热情。

杨露璐和肖群雄(2019)将工作满意度分为五个维度: 工作环境和背景满意度(7 个维度)、工作关系满意度(3 个维度)、领导管理满意度(4 个维度)、工作薪酬和发展满意度(4 个维度)、工作本身满意度(8 个维度)。通过对五个方面的比较, 得出了企业对企业的整体满意程度, 并以五个方面的平均水平为衡量指标。经资料验证, 该量表的克朗巴赫 a 值在五个维度中的信度分别为 0.928、0.841、0.905、0.895、0.922, 具有良好的信度。

2、工作绩效

工作绩效是指员工在组织下完成一系列任务的效率，是组织用来衡量员工是否按照公司的规定完成了工作，是否付出了努力的手段和指标(杨露璐，2019)。在企业中，员工的工作能力、工作态度、工作表现是企业业绩的重要组成部分。

20 世纪 60 年代，工作绩效就引起了广大学者的关注与研究。工作绩效对组织发展有重要的影响，有些学者认为工作绩效的好坏会受到任务绩效和个体因素共同影响。在个体因素方面，在人力资源管理和实践中，通常会认为个体因素如：能力、婚姻状况、知识水平和工作态度等，在一定程度上会对员工的工作绩效造成影响。

3、情绪体验

情绪体验是指人们主观感受或体会到的情绪状态。情绪发生时并不是所有的内在体验都是情绪，但直接的主观体验是情绪表现种不可缺少的一部分，其特点是：(1)是一种多层次的心理整合，可能在情感层面或认知层面上出现；可以出现在意识层面。(2)与外在表达具有内在的一致性(林崇德，2013)。

李臻(2012)指出积极情绪即感觉到热诚、活跃和觉察的程度，程度高的积极情绪表现为精神充足、热情投入和全神贯注，程度低的积极情绪表现为没精打采和痛苦忧郁，消极情绪即感觉到悲伤、苦恼和低沉的程度，如生气、紧张、焦躁和害怕，程度较低的消极情绪则表现为平和和平静。

因此，结合以往研究，本研究依据王玉龙等人(2017)将情绪体验定义为情绪体验是整合两种不同情绪的完整状态，包括积极情绪和消极情绪：积极情绪不断增加，消极情绪就会变少，情绪会越来越健康。

1、工作满意度和工作绩效的关系

Fisher(2003)在个体水平上对陪审人员的工作满意程度和工作业绩进行了实证研究。基于以上讨论，我们认为日常工作满意度的提高会促使员工心存感激并愿意回报组织，进而更加努力地完成甚至超额完成规定的任务。同时，他们更加愿意为组织的利益考虑并且付出更多的行动力。赫尔茨贝格在双因素理论中指出，有时公司给予员工激励可以激发员工的工作行动力，进而使员工追求更高的工作绩效。Organ(1977)等人也提出了类似的观点，认为工作满意度会影响工作绩效(马凌，2013)。体现出工作满意度对工作绩效具有正向关系。根据以上描述本研究提出了研究假设 1

H1: 济南市 4S 店汽车销售员工工作满意度对工作绩效具有正向显著的影响。

2、工作满意度和情绪体验的关系

在员工的日常工作中，个人的情感状态将会对其工作品质产生很大的作用，从而对其工作表现产生一定的影响。从需求论的角度来看，需要的实现程度会对人的行动造成一定的影响。在公正的观点里，期待和实际的不协调会导致不满；在工具论中，满足感能够提高动机的有效性，而不满情绪会使其效率下降；在自我效能论中，个人的满足是通过与某个特定的准则进行对比而获得的满足。可以看出，满足感是一种情绪变化，它是“愉悦-不快乐”的一个环节，它能使人心情愉悦，缓解消极情绪，工作愉快，提高员工对工作的满意度，也能提高工作效率。它对工作的发展起着重要的影响(黄鸣鹏，2022)。

员工的劳动强度，增加工资，会使员工情绪增加，进而可以改善职工的满意度。情绪体验和工作满意度之间存在着显著的正相关性。根据以上描述本研究提出了研究假设 2

H2: 济南市 4S 店汽车销售员工工作满意度对情绪体验具有正向显著的影响。

3、情绪体验和工作绩效的关系

陈艳芳(2020)研究表明情绪体验不仅仅会对他们的工作绩效造成一定的影响，也会对公司的发展造成不一样的影响。积极、稳定的情绪会使员工在工作时更专注。以往的研究表明，工作倦怠对员工的身心健康、工作效率、工作质量、人际关系等都有一定

的负面影响。当员工情绪积极时，员工的工作就会更好，更快速，更有生产力,也能提升员工的工作效率，生产力是企业发展的关键。不仅如此员工的情绪也会影响到同事、工作气氛、工作环境。积极稳定的情绪可以让员工在工作中保持良好的注意力。员工的工作效率就会提高。员工情绪相对稳定的时候，情绪受到的干扰就少。分心少了，员工的专注力自然会提高。随着专注力的提高，员工可以更好更快的完成工作，工作效率也会提高。根据以上描述本研究提出了研究假设 3

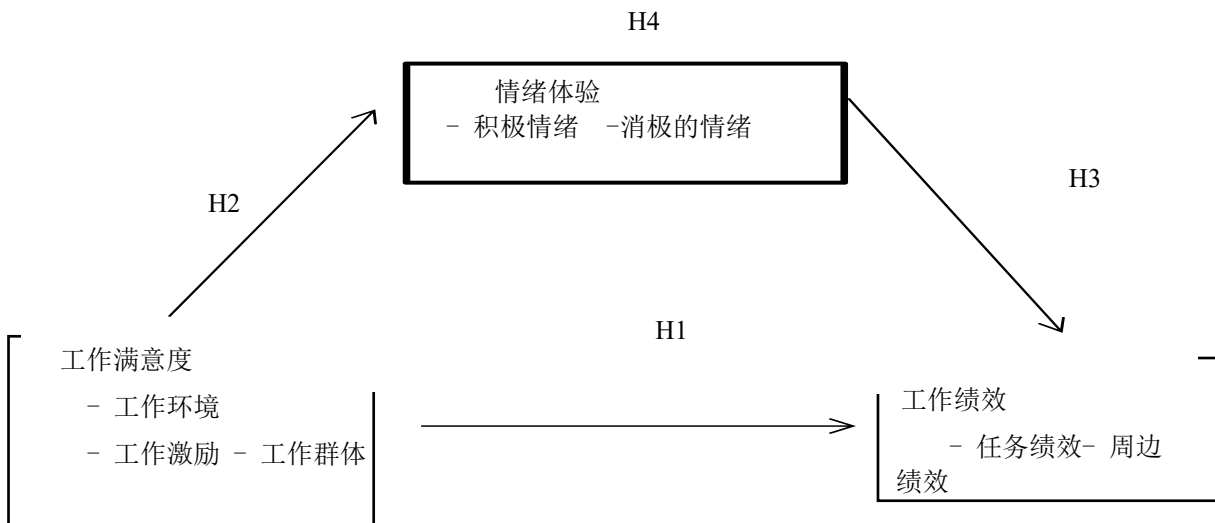
H3:济南市 4S 店汽车销售情绪体验对工作绩效具有正向显著的影响。

4、情绪体验、工作满意度、工作绩效三者的关系

由上述探讨和假设可知情绪的好坏可以在不同程度上影响工作绩效。同时也发现情绪体验与工作满意度密切相关，工作满意度能够影响工作绩效，说明情绪体验在直接影响工作绩效的同时，也会通过影响工作满意度来进一步影响到工作绩效。

员工情绪是工作满意度和工作绩效 最直观的表达（杨露露，2019）。Thoresen, Kaplan, Barsky, Warren and de Chermont（2003）的元分析研究发现，在个体间层面，负面情绪与工作满意度、组织承诺和个人成就感呈现负相关，与情绪衰竭、人格解体和离职呈现正相关。Wright、Cropanzano and Meyer(2004)还发现，个人的负面情绪状态与其管理者的工作绩效之间存在显著的负相关关系。因此，本研究通过员工情绪体验在工作满意度和工作绩效之间的中介作用，为进一步的研究奠定了基础并提供了实证证据。本研究认为，情绪体验可以在工作满意度和工作绩效之间起到中介作用。根据以上描述本研究提出了研究假设 4

H4: 情绪体验在济南市 4S 店汽车销售员工工作绩效和工作满意度之间起中介效应。
研究框架



资料来源：本研究整理

3. 研究方法

（一）样本和程序

济南市目前约有 30 家汽车销售 4S 店，大概从业人员为 3000 多人，本研究以济南市汽车销售 4S 店销售员工为主体样本，选择的对象均是济南市发展实力较大的 4S 店。采用便利抽样的方式通过微信的朋友圈、向相关公司的微信群发放调查问卷的二维码、链接和通过问卷星问卷平台抽取山东省济南市汽车销售 4S 店进行调查研究。

根据正式问卷回收的资料利用统计的方式进行问卷的处理，并且依照统计的结果加以描述及分析。本研究在发放正式问卷时，排除预试样本，发放 400 份问卷调查,回收有效问卷 350 份，根据吴明隆（2011）主张正式对象人数的原则，将问卷中最多题项的“分量

表”扩大至 3-5 倍人数，题项做多的分量表 20 题，扩大至 3-5 倍则需要收集正式样本数量至少在 100 份以上。

(二) 测量工具

本文中的所有问卷都是采用 Likert 5 点量表格式，从非常不同意（1）到非常同意（5）。

工作满意度：我们采用了由施莱斯海姆和苏伊（1980）所提出的工作满意度量表。该量表包括 6 个条目，如“你对自己所从事的工作的性质感到满意。”、“你对指导自己的人(你的上司)感到满意。”等。该量表信效度良好 Cronbach's α 系数为 0.893。

工作绩效：我们采用了 Motowidlo and Van Scotter 开发的工作绩效量表(1996)，是由余德成在 1996 年删减修订而成的。这个量表有总共有两个维度，一是任务绩效，二是周边绩效。任务绩效是指与具体职务工作内容密切相关的，同时也是和个体的能力、任务的熟练程度和工作密切相关的绩效；周边绩效主要包括人际关系，维持良好工作关系的动机、帮助他人有效完成工作和协助领导等。该量表共 14 题，采用李克特五点式正向计分，从 1（完全不同意）到 5（完全同意），以 5 分制评定和计分，得到的分值越大，表示工作绩效水平越高。该量表信效度良好 Cronbach's α 系数为 0.952。

正负情绪体验：华森（1988）等人编制的正性负性情绪量表（PANAS）采用完全双盲的方法进行英译中和回译。该量表由 20 个形容词组成包含了两个情绪维度：正性情绪和负性情绪。正性情绪量表由描述正性情绪的 10 个形容词组成如自豪的 热情的；正性情绪分高表示个体精力旺盛能全神贯注和快乐的情绪状况而分数低表明淡漠。负性情绪量表由描述负性情绪的 10 个形容词组成如心烦的 内疚的。负性情绪分高表示个体主观感觉困惑 痛苦而分数低表示镇定。量表对正性情绪和负性情绪两个分量表进行统计分析。该量表信效度良好 Cronbach's α 系数为 0.929。

背景变项：考虑到对结果可能并且合理的影响，我们选择了参与者的性别、年龄以及学历作为变量。

4. 结果

(一) 相关分析

本节使用皮尔逊相关性检验的方法，对工作满意度、情绪体验、工作绩效进行相关性检验，用以判断变项之间可能存在的相关性，由表1可知：工作环境与工作激励和工作群体相关系数均处于0.7-0.9之间，即呈现强相关关系；与任务绩效，周边绩效，积极情绪还有消极情绪，皆位于0.3-0.6之间，说明呈弱负相关关系；工作激励除了与工作群体处于0.7-0.9之间，呈现强相关关系，与其他皆位于0.3-0.6之间，说明呈弱负相关关系；任务绩效除了与周边绩效呈现强相关性，与其他都呈现弱相关性，周边绩效与工作环境，工作激励，工作群体任务绩效，消极情绪，积极情绪皆位于0.3-0.6之间，呈弱负相关性，消极情绪与工作环境，工作激励，工作群体任务绩效，周边绩效，积极情绪皆位于0.3-0.6之间，呈弱负相关性。以数据可以看出每个维度之间呈现出0.01水平的显著性，因而说明每个维度之间有着显著的正相关关系。

(二) 假设检验

1、工作满意度对工作绩效的影响

为验证本研究的 H1：济南市 4S 店汽车销售员工工作满意度对工作绩效具有正向显著的影响。本研究使用简单回归分析方法来探讨济南市 4S 店汽车销售员工工作满意度对工作绩效的预测力与显著水平，由表 2 所示工作满意度对工作绩效回归分析结果中，标准化系数为 0.415，且 $p < 0.001$ ，呈显著。所以工作满意度与工作绩效有显著的正向关系。故 H1“济南市 4S 店汽车销售员工工作满意度对工作绩效具有正向显著的影响”成立。表示销售员工的工作满意度程度越高，其工作绩效越好。

2、工作满意度对情绪体验的影响

3、由表 3 得知，工作满意度对情绪体验回归分析结果中，标准化系数为 0.582，且 $p < 0.001$ ，呈显著。所以工作满意度与情绪体验有显著的正向关系。故 H2“济南市 4S 店汽车销售员工工作满意度对情绪体验具有正向显著的影响。”成立。表示销售员工的工作满意度程度越高，其情绪体验越高。

3、情绪体验对工作绩效的影响

由表 4 得知，情绪体验对工作绩效回归分析结果中，标准化系数为 0.413，且 $p < 0.001$ ，呈显著。所以情绪体验与工作绩效有显著的正向关系。故 H3“济南市 4S 店汽车销售情绪体验对工作绩效具有正向显著的影响。”成立。表示销售员工的情绪体验程度越高，其工作绩效越高。

（三）中介作用分析

由表 5 可知，当情绪体验加入工作满意度对工作绩效的预测中后，自变项工作满意度对依变项工作绩效仍达显著，但预测力有所降低（标准化 β 系数由 0.428 降到 0.326）。所以可以判断情绪体验在工作满意度与工作绩效中具有部分中介。故 H4“：情绪体验在济南市 4S 店汽车销售员工工作绩效和工作满意度之间起中介效应。”成立。

（四）描述性统计分析

本研究汽车 4S 店销售员工个人基本资料包括性别、年龄、学历，其中性别分别为男性与女性；年龄分为 18-25、26-30、31-40、41-50、51-60；学历为小学、初中、高中、大学专科、大学本科。

由表 7 数据可知，在调查对象中性别上男性和女性比例分布相当；调查对象中年龄在五个阶段的年龄上比例分布相当；调查对象中学历分布大学专科占比最大，初中和小学人数占比最小。该部分基本资料描述性统计分析结果如表 7 所示。

5. 分析与建议

本研究发现显示销售员工工作满意度对工作绩效具有正向影响，公司想要推动企业的发展，就要对其员工采取了与之对应的激励制度，这将使员工的工作满意程度得到更大程度的提升，他们才会更乐意为了公司的利益去考虑更多，去付出更多的行动力。与此相对应的是，员工也会对公司抱着一种感激和报答的心理的时候，他们也会主动地避免或者降低一些诸如怠工、恶意破坏公司的形象等的消极行为。员工对公司的满意程度越高，就可以更好地提升工作效率，从而提升工作业绩，进而推动公司发展。

本研究发现显示销售员工工作满意度对情绪体验具有正向影响，可以看出，提高员工对工作的满意度，会使员工心情愉悦，同时也能提高工作效率，降低员工的劳动强度，增加工资，会使员工情绪增加，进而可以改善职工的满意度。因此，企业应该满足员工的需求，为员工创造良好的工作环境，提高职工对工作的满意度，从而提高其情绪体验。

本研究的发现表明，销售员工的情绪体验对工作绩效有积极的影响，积极稳定的情绪可以使员工在工作中保持良好的专注力；员工的情绪越积极，对事物的接受度和热情就会越高。面对繁重的工作，他们更容易接受并保持高度的专注，这样他们就能以更大的热情投入到工作中，这样员工的工作效率就会得到提高。

本研究通过回归分析对情绪体验的中介作用进行分析，分析结果显示，工作满意度对工作绩效的影响受到了情绪体验的中介作用，并且在同时放入自变项“工作满意度”与中介变项“情绪体验”后，情绪体验具有显著的预测效果，因此，情绪体验在工作满意度和工作绩效的关系中是中介作用。结合中介效果回归模型摘要表，可以发现，员工的工作满意程度越高、情绪体验状况越好，其工作绩效的状况就越好；即济南市地区 4S 店汽车销售员工的情绪体验可以中介其工作满意度对工作绩效的作用。

（一）对企业的建议

1、 公司要注重员工内部沟通

沟通问题是解决问题的根本，有的公司没有明确的规章制度来规范员工，从而让他们对公司或组织产生质疑。这种情况下员工往往会因为不知道该如何去做而产生焦虑感。由于公司在制定制度时没有明确告诉员工其应该做什么、怎么做，他们就无法把握工作中的轻重缓急，从而使自己陷入焦虑和不安的状态。同时，当员工感到焦虑和压力时，他们也很难找到一个合适的方式来表达自己的情绪状态，从而使自己陷入一种恶性循环之中。因此，公司可以采取多种个性化的方法来增强与员工的交流。比如：与下属进行日常的沟通，掌握他们的心理状况，从各个角度来解决他们的需要，使他们感觉到公司对他们的关心；公司还可以让员工参加组织的经营，让他们敢于提出自己的意见，提高他们对公司的信任和忠诚。

2、 公司要对员工有适当的奖励机制

任何一家公司的发展，都与员工密不可分，而员工就是公司的宝贵资产。在公司的经营过程中，管理者要将他们的创造性和积极性充分地激发出来，让他们与公司融为一体，这样才能让他们的价值最大化。公司要对不同部门、不同人员进行适当的奖励，实行以能力为基础的工资配置，对工资进行调节，提高员工的工作责任感；并根据员工的工作表现而给与相应的奖金。公司要制定公平、公正、公开的薪酬体系，让所有的员工都能充分地享受到知情权、参与权和监督权，使每个员工能够真实地理解薪酬构成、薪酬水平。明确绩效目标，并将其与员工的晋升、薪资等相挂钩。通过提升员工的满意度来提高4S店整体满意度，从而推动4S店各项业务的发展，提高整个汽车行业服务水平。

3、 要注重员工情绪提升员工工作满意度

公司要认识到提高员工工作满意度的重要作用，并制定出相应的解决办法，并从其它优秀的公司学习并借鉴，不断改进公司的经营体系；结合公司业务发展的需要，对员工进行招聘、培训和薪酬；并构建一套行之有效的工作满意的制度，激发其员工对工作的积极情绪，提高其员工工作的满意度；能够有效的保留人才，提高工作绩效。

（二）未来研究建议

由于时间和经验不足，本研究存在一些不足，未来相关研究可以从一下方面进行。

（1）在研究对象上，本研究的研究对象来自山东济南的汽车 4S 店销售员工，在未来研究中，建议扩大调查对象的范围，增加研究样本量，并使用更加严谨的抽样方法。

（2）在文献参考方面，4S店销售员工工作满意度对工作绩效的影响以及情绪体验的中介作用上还有更多的探索空间，因此在未来研究中将会对更多的文献进行分析，进

一步的探讨对工作绩效的影响。

(3) 在研究变量方面, 由于影响因素较多, 存在的中介变量可能不止一种, 本文只选择了情绪体验变量, 研究成果具有一定的局限性。未来研究中会去了解更多的中介变量, 根据所研究的问题更深入的对中介变量进行分析。

表 1
工作满意度、情绪体验、工作绩效的相关分析 (N=350)

	工作环境	工作激励	工作群体	任务绩效	周边绩效	积极情绪	消极情绪
工作环境	1						
工作激励	0.783**	1					
工作群体	0.811**	0.707**	1				
任务绩效	0.386**	0.295**	0.457**	1			
周边绩效	0.378**	0.291**	0.436**	0.927**	1		
积极情绪	0.474**	0.374**	0.534**	0.492**	0.494**	1	
消极情绪	0.217**	0.196**	0.233**	0.254**	0.262**	0.545**	1

注: $p < 0.05$ *; $p < 0.01$ **; $p < 0.001$ *** 资料来源: 本研究整理

表 2
工作满意度、情绪体验、工作绩效的相关分析续表 (N=350)

	工作环境	工作激励	工作群体	任务绩效	周边绩效	积极情绪	消极情绪
均值	4.025	3.805	4.125	4.219	4.212	4.039	3.291
标准差	0.789	0.937	0.802	0.669	0.696	0.668	0.880

表 3 工作满意度对工作绩效回归分析 (N=350)

自变量	β	t	p
工作满意度	0.415**		
R^2	0.172		
调整后 R^2	0.170		
F	72.522**	8.516	.000

注: $p < 0.05$ *; $p < 0.01$ **; $p < 0.001$ *** 资料来源: 本研究整理

表 4 工作满意度对情绪体验回归分析 (N=350)

自变量	β	t	p
工作满意度	0.582**		
R^2	0.148		
调整后 R^2	0.146		
F	60.495**	7.778	.000

注: $p < 0.05$ *; $p < 0.01$ **; $p < 0.001$ *** 资料来源: 本研究整理

表 5 情绪体验对工作绩效回归分析 (N=350)

自变量	β	t	p
情绪体验	0.413**		
R^2	0.170		
调整后 R^2	0.168		
F	73.650**	8.457	.000

注: $p < 0.05$ *; $p < 0.01$ **; $p < 0.001$ *** 资料来源: 本研究整理

表 6 情绪体验对工作满意度与工作绩效中介作用分析 (N=350)

变项	Modle 1		Modle 2		Modle 3	
	β	t	β	t	β	t
工作满意度	0.428**	8.516			0.326**	6.070
情绪体验			0.463**	5.889	0.459**	5.836
F 值	72.522***		57.109***		38.562***	
R^2	0.172		0.075		0.003	
R^2	0.172		0.248		0.251	

注: $p < 0.05$ *; $p < 0.01$ **; $p < 0.001$ *** 资料来源: 本研究整理

表 7 汽车 4S 店销售员工正式问卷基本资料分析 (N=350)

汽车 4S 店销售员工		样 本数	比例%
性别	男	185	52.9
	女	165	47.1
年龄	18-25	72	20.6
	26-30	75	21.4
	31-40	74	21.1
	41-50	87	24.9
	51-60	42	12
学历	小学	13	3.7
	初中	25	7.1
	高中	98	28
	大学 专科	141	40.3
	大学 本科	73	20.9

资料来源: 本研究整理

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The influence of Transformational Leadership and Inclusive Leadership on Subordinates Performance; Taking Achievement Motivation as the Regulating Variable

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Abstract

With the rapid upgrading of society, the business environment faced by enterprises is becoming more and more complex and the competition is more intense. As a standard to measure the quality of an enterprise, subordinate performance is very important for enterprises. Among them, how managers can effectively improve subordinates' performance and how leadership style affects subordinates' performance are also concerned by researchers and managers. In enterprise management, leadership style will affect the performance of subordinates to varying degrees. The most common leadership models include transformational leadership and inclusive leadership. Understanding the behavior of the new generation of subordinates in the enterprise is helpful for managers to make corresponding decisions according to the characteristics of subordinates and improve their work performance. The individual achievement motivation of subordinates is a factor that can not be ignored.

Keywords: transformational leadership; Inclusive leadership; Subordinate performance; Achievement motivation

转换型领导和包容型领导对部属绩效的影响： 以成就动机为调节变量

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摘要

随着社会的更新换代速度越来越快，企业所面临的经营环境也是越来越复杂，竞争也更加激烈，部属绩效作为衡量一个企业好坏的标准，对于企业来说是非常重要的。而在这当中，管理者如何有效提高部属绩效，领导风格对部属绩效有什么影响也受到研究者与管理者的关注。在企业管理当中，领导风格会不同程度的影响部属的绩效，最常见的的领导模式包括转换型领导，包容型领导。了解新生代下属在企业中的行为有利于管理者针对下属特质提出相应的决策，提高工作绩效，下属个体成就动机是影响企业绩效不可忽视的因素。

关键词：转换型领导；包容型领导；部属绩效；成就动机

1. 绪论

随着经济全球化以发展越来越迅速，当下社会生活中的一些新创企业面临着更加严峻的生存困境。在任何企业发展当中，往往离不开的就是领导者，下属的行为不仅仅受到自身的心理因素和组织的影响，领导的风格，也在一定程度会对下属造成影响对下属来说不同的领导风格

的影响也截然不同所以企业需要识别，能够给下属带来积极反映行为的领导方式。在企业当中下属敬业度的提高可以影响下属绩效可以促进企业绩效的提高，具有成就动机的员工发会提高企业的一个经营效益。而关于领导风格，以往相关研究更偏向于变革型领导。对于转换型领导和包容型研究相对较少。所以本研究在整理相关文献的基础上引入成就动机调节变量。成就动机在转换型领导和包容型领导对部属绩效影响，成就动机在其中的调节作用。对于管理学实践以及管理学研究具有重要意义。

本研究可以帮助领导更好的了解下属的需求，下属的工作态度，下属的工作行为等，可以让领导者重视部属绩效在企业发展当中的重要性，转换型领导者和包容型领导可以通过与下属的了解，能够及时清楚下属当前最真实的心理活动和当下需求，并且能够解决下属的需求和问题。

2. 文献综述

2.1 部属绩效

2.1.1 部属绩效的定义

绩效就是对工作量多少的描述，同时也是对工作完成情况和付出努力多少的衡量标准回顾以往研究，组织绩效定义已经从单一的结果论或是行为论，变得越来越综合，部属绩效所包含的因素越来越丰富，进而延伸出其他概念。

Campbell(1993)“绩效是组织中的个人为达成组织目标所作出的一系列行为”。该定义强调绩效不是行为的结果，而是行为的本身。绩效行为论为绩效研究提供了的视野，但是绩效行为论的考核相对复杂且主观性强，缺少对部属最终工作结果的考核。因此，有学者进一步提出了绩效综合论。绩效综合论认为，绩效是部属工作过程与结果的统一，既关心部属的产出结果，也考察部属的工作行为，包括部属工作的动态过程和静态的结果（黎娟，2014）。绩效综合论在后来的研究中得到了广泛的引用，具有很好的综合性。

2.1.2 部属绩效的衡量

本文在针对部属绩效的研究中，主要采用周梦(2019)所开发的量表，共9个题项，根据 Likert 五点计分的原则，分数越高，工作完成度越高。

2.2 转换型领导

2.2.1 转换型领导的定义

转换型领导的理论是以探讨部属心理层面的领导行为，成为转换型领导理论的最早源头，运用不同方式，铺陈出部属与领导者之间的关系(Burn, 1978)。转换型领导行为，其诉诸较高的理念与道德价值，经由提升部属需求的层次(如自我尊崇与自我实现)，让部属油然而生一种对领导者的尊敬，与乐于追随的服从感。随着组织面对外在环境的剧烈竞争，许多管理学者对于转换型领导创新组织文化，以及使组织转变或再生能力的研究感兴趣。

2.2.2 转换型领导的衡量

本文在针对转换型领导的研究中，主要采用(侯堂柱，2006)提出的量表，有8个题项。根据 Likert 五点计分方法，分值越高，下属认为转换型领导对于自己的感染力就越大。

2.2. 转换型领导对部属绩效的影响

转换型领导，是一个能提出共同远景、授权部属、为部属设定有挑战性的工作，具有正面、及鼓舞性的领导者。因此，转换型领导指领导者有影响部属产生态度与想法的改变的能力。不同类型的领导风格对下属绩效的作用机制不同。陶震（2019）的研究结果表明转换型领导能够有效提升新生代下属的创新能力，基于心理契约的视角下研究转换型领导对下属行为的影响，研究表明，转换型领导对下属的工作动机，工作尽责都会产生影响。本研究将部属绩效作为结果变量可以更好的检测到转换型领导的使用效果。由此，本研究认为转换型领导对部属绩效呈显著正向影响。提出假设如下：

H1: 转换型领导对部属绩效会正向影响部属绩效。

2.3 包容型领导

2.3.1 包容型领导的定义

Carmeli et al. (2010)认为, 包容型领导同时还具有易接近性, 有效性以及开放性的特点, 他们认为包容型领导可以重视下属的沟通与交流, 以及下属的差异化和需求, 包容型领导是特殊的“学习型领导”能够对学生的差异化进行交互式管理教育因此, 包容型领导管理风格逐渐走进企业中去, 成为近年来研究的热点话题。学界对于包容型领导的研究伴随着包容性管理而来, 其核心是尊重下属, 认可下属。Cameli(2010)认为包容型领导是与下属的互动机制, 关注下属的需求、倾听下属的声音, 是特殊的关系型领导。

因此, 本文将采用Carmeli et al. (2010)的定义: 包容型领导要同时具备易接近性, 有效性和开放性重视下属的心声, 了解下属的差异化 and 下属的需求。并且认为包容型领导是特殊的学习型领导, 核心是认可下属, 尊重下属

2.3.2 包容型领导的衡量

Carmeli et al. (2010)的定义: 包容型领导要同时具备易接近性, 有效性和开放性重视下属的沟通与交流, 了解下属的差异化 and 下属的需求。本文在针对于包容型领导的研究测量中主要借鉴杨付、章璐璐、古银华(2016)提出的包容型领导的量表, 有 9 个题项。根据 Likert 五点计分原则, 分值越高, 下属对于包容型领导的依赖感就越强。

2.3.3 包容型领导对部属绩效的影响

包容型领导具有易接近性, 有效性以及开放性的特点, 包容型领导可以重视下属的沟通与交流, 以及下属的差异化和需求, 包容型领导是特殊的“学习型领导”能够对学生的差异化进行交互式管理教育因此, 包容型领导管理风格逐渐走进企业中去, 成为近年来研究的热点话题。包容型领导对下属创新行为具有正向影响。方阳春等(2022)基于能力-动机-机会理论, 通过对 355 名企业下属进行研究, 研究结果表明包容型领导风格对新时代下属工作幸福感和创新行为具有正向影响有显著的正向影响。综合以上几个研究结果表明, 包容型领导对于部属的行为都是正向影响, 由此可以做出假设:

H2: 包容型领导对于部属绩效是正向影响。

2.4 成就动机

2.4.1 成就动机的定义

成就动机是一种十分重要的社会动机, 它在很大程度上推动了人们的学习和工作。Murry 于 1938 年提出的“成就需要”衍生出了成就动机的概念, 其定义为个体期望尽可能地努力从事困难工作的需要。之后正式提出成就动机概念的是 McClell(1987)在他的定义下, 个体通过其特有的优良标准竞争后, 追求成功的驱动力就是成就动机。张德和郝文彦(2001)指出, 成就动机是人为了实现一定的目的从而主动坚持完成活动的内在动力; 它是个人认为有意义的重要的任务, 是一种内在推动力。

成就动机起源于成就需要理论, 受到也理学研究的重视, 不同的研究者对其有不同的看法, 最早是由 Murray 提出, 将人的基本需要分成 20 种, 提出成就需求应该受到第一等的重视。接着学者们从期望和需求的角对成就动机进行研究, 作者通过实验发现内在成就动机强的学生往往能取得好的成绩, 有较强的忍耐力, 愿意为得到更好的成绩付出努力。

2.4.2 成就动机的衡量

张德和郝文彦(2001)提出个体期望尽可能地努力从事困难工作的需要, 并且是为了实现一定的目的而主动减持完成工作的内在动力。采用叶仁敏在 1992 年修订的成就

动机量表。一共 10 个题项，根据 Likert 五点计分的原则，分值越高，下属的成就动机对于部属绩效的影响就越高。

2.4.3 成就动机对转换型领导与部属绩效之间的影响

对包容型领导和部属绩效的文献综述进行总结概括时可以发现，转换型领导行为表现力和下属部属的个人行为影响是保持了高度关联性，陶震（2019）的研究结果表明转换型领导能够有效提升新生代下属的创新能力，基于心理契约的视角下研究转换型领导对下属行为的影响，研究表明，转换型领导对下属的工作动机，工作尽责都会产生影响。王颜芳和程文娟（2016）认为成就动机鼓励个体追求成功，促使个体为了实现目标而努力；对社会而言，成就动机对社会的和谐和发展产生影响，成就动机越高，就会激励社会成员朝着更好的方向发展，如果工作环境与一个人动机导向的匹配比另外一个人好的话，那么，即使两个人在同样的工作环境中工作也可能会经历不同水平的工作满意情况。而人的动机中，有些是比较短暂且易满足的，如对生活必需品的需求。但有些是持久稳定的并且具有目标导向性的，这类动机因素是不易改变的。这类动机中与企业密切相关的，也是最重要的一种，那就是成就动机。成就动机是指个体想努力做出一番事业，实现其事业目标及企业目标的成就感。这类动机会对个人行为与工作环境甚至是同事，领导间关系产生影响。由此可以做出假设：

H3：成就动机在转换型领导与部属绩效之间的起到调节作用

2.4.4 成就动机对包容型领导与部属绩效之间的影响

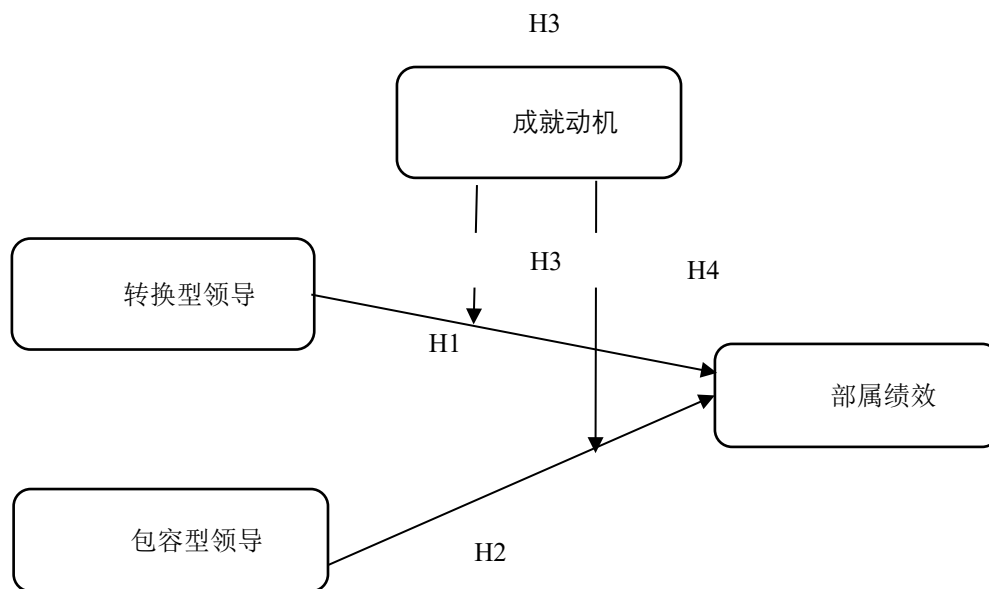
风格类型不同的领导者对下属绩效的作用机制不同。例如真诚型领导通过提升下属的工作投入正向影响下属绩效；变革型领导通过下属的情感、动机、认同、社会交流和正义感增强等中介机制提升下属绩效；关系导向领导、任务导向领导、高质量的领导-成员交换关系和变革型领导通过对积极影响下属心理健康（情感症状、倦怠感、压力、幸福感、心理功能、健康疾病）间接作用于下属绩效，而破坏型领导则有害于下属心理健康，负向作用于下属绩效（Montano, 2017）；精神性领导通过提升下属的关系活力正向作用于下属绩效，领导真诚和关系活力差异调节了这一过程；谦逊领导承认自己的不足，同时又给下属充分授权，有利于形成良好的团队授权氛围，激发下属的工作动力和活力，正向预测下属的绩效表现（周建涛，2018）；

同样，结合王淑红（2018）所做出的研究：管理层领导者作为企业发展的关键执行者和推动者，起着不可替代的作用。因为领导者需要对下属负责任务的分发、监督工作、审核、事务，使组织各个成员之间，与领导自身之间关系更加密切。工作积极性高的下属更受领导们的青睐，相反，那些在工作中投机取巧，怨天尤人，自以为是的下属，领导更多会采取冷落的方式。由此可以做出假设：

H4：成就动机在包容型领导与部属绩效之间起到调节作用。

3. 研究方法与设计

3.1 研究框架



3.1 研究框架图

资料来源：本研究整理图

3.2 研究对象与数据收集

关于本研究的样本获取，采用的是分层抽样的方法。分层抽样的优点是能够使得样本更加具有更强的代表性，结果不仅可以得到总体的估计值，还可以得到各层样本的估计值，便于区域调查中获得更多信息。具体的操作步骤如下：首先本研究对于选取样本的抽样方法，将根据四川省东南西北各区域人口分布不均的特点，进行分层随机抽样。首先将区域总体分为具有较高同质性的阶层，再从各阶层中进行随机样本的抽取，最后估计总样本的平均值。区域性问卷的问卷数量需要在500至1000之间，即可得到具有代表性的研究数据。所以本研究将拟定发放有效问卷500份。按照人口比例计算，以及各区域人口的代表性的综合考量来衡量发放量。参考四川省统计局的人口数据可知，西部占总人口的16%，所以在西部发放80份问卷，南部人口占总人口的19%，发放

95 份问卷，东部人口占总人口的 33%，所以在东部总共发放 165 份问卷，北部人口占总人口的 30%，所以问卷数量也占据总数量的 30%，即 150 份问卷。

3.3 资料分析

3.3.1 描述性统计分析

本研究根据所接收的有用的问卷，以描述性统计方法对其进行初阶剖析，通过梳理后给予量化，求得样本资料的人数、平均数、标准差及百分比等统计资料，从而了解有效样本的受试者特质及其在各个维度上的差异性、分布状况。

3.3.2 信效度分析

信度分析：本研究判断 Cronbach's α 的系数，如果 Cronbach's α 值大于或等于 0.7，则表示信度非常好；反之小于 0.5，则表示信度偏低，不能接受。

效度分析：本研究之结构效度检测将从收敛效度和区别效度两个方面分析。

3.3.3 相关分析

本研究对所需要的数据进行收集，再对数据进行分析，过程中利用结构方程模型，根据 SPSS25.0 以及 AMOS18.0 所得到的数据来验证本文所提出的假设。分析内容主要包括描述性统计分析、验证性因素分析、信度分析、效度分析、相关性分析与结构方程模型。

4. 数据分析

4.1 描述性统计

此次研究的样本总数，共 511 份，通过描述性统计分析结果表 4.1 可知，从年龄上来看，样本主要集中在 26-35 岁以及 36-45 岁这个阶段，分别为 46% 以及 34.2%；从工作年限上来看，其中 2 年以上的样本数较多，占比 50.9%，其次是 6 个月-1 年的占比为 21.9%；从学历上来看，大部分样本集中在大专和本科层次，分别为 47% 和 23.7%；从是否有工作经验上来看，正在工作的占比较高，约 91.2%；从收入上来看，样本大部分的占比在 3000 及以下以及 3001-4000，分为占比为 36.8% 和 42.9%。

4.2 区别效度与相关分析

表 4.1 区别效度分析表

	转换型领导	包容型领导	部属绩效	成就动机
转换型领导	.731			
包容型领导	.239	.755		
部属绩效	.401	.401	.729	
成就动机	.280	.284	.578	.750

注 1：斜对角线数字为 AVE 平方根值

注 2：*代表 $p < 0.05$ ，**代表 $p < 0.01$ ，***代表 $p < 0.001$

资料来源：本研究整理

4.3 结构方程模型

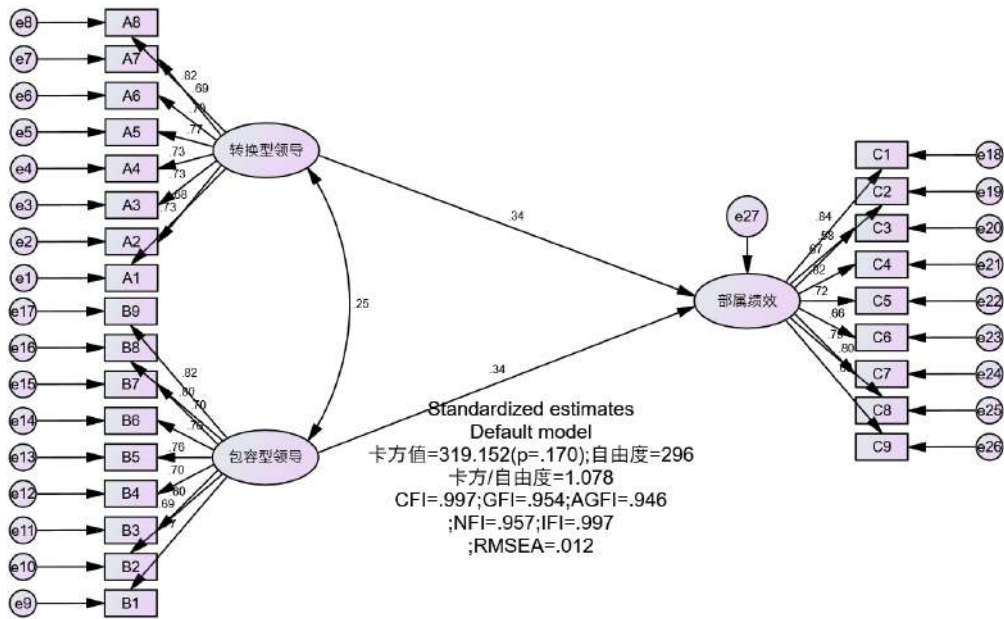


图 4.1 直接效应分析

直接效应结构方程模型拟合指标结果可知， χ^2/df 值为 1.078，适配较好；RMSEA 的值为 0.012，小于 0.08，RMSEA 值适配能力较好；AGFI 值为 0.946，GFI 值为 0.945，CFI 值为 0.997，以上三个指标的值均大于 0.9，说明适配直接效应结构方程模拟合指数均在评价标准之内，说明模型拟合较好。

表 4.2 直接效应假设分析表

路径	标准路径系数	p 值	对应假设	结果
转型型领导 - 部属绩效	.344	.000	H1	支持
包容型领导 - 部属绩效	.338	.000	H2	支持

注：* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

资料来源：本研究自行整理

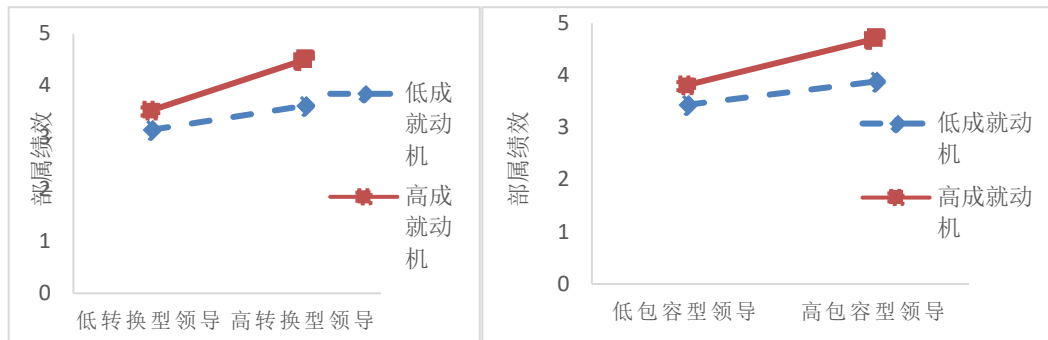
表 4.3 成就动机在转型型领导与部属绩效之间的调节效应检验

路径	标准路径系数	p 值	对应假设	结果
转型型领导 - 部属绩效	.260	.000		
成就动机 - 部属绩效	.604	.000		
交互项 - 部属绩效	.227	.000	H3	支持

注：* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

资料来源：本研究自行整理

4.4 调节效应



成就动机调节效应图

5. 研究结论与建议

5.1 研究结论

通过第四章研究数据分析结果可知，所有假设均成立，这也验证了本研究的研究目的、动机以及假设。即转换型领导和包容型领导正向影响部属绩效，成就动机在转换型领导和包容型领导对部属绩效的关系中起到正向调节的作用。首先员工感知到的转换型领导和包容型领导表现行为越高，他们的工作绩效水平就会越高。其次，本研究发现成就动机在转换型领导、包容型领导和部属绩效之间起正向调节作用。转换型领导和包容型领导表现行为越高，就会增强员工的成就动机。转换型领导和包容型领导表现行为越强，就会增强员工的成就动机，从而提高绩效水平，不仅如此，员工感知到的转换型领导和包容型领导表现行为越强，员工感知到自身对于知识、思维以及人际关系的能力越高。而随着人力资本的提高，对于企业的发展也是非常有利的。

5.2 研究贡献

本研究基于领导行为理论以转换型领导和包容型领导为自变量，成就动机为调节变量，部属绩效为因变量，构建了本研究的研究框架，首先第一方面，通过调节变量验证了，成就动机确实可以提高部属绩效，当成就动机越高时转换型领导和包容型领导对于部属绩效影响越强。第二方面本研究通过实证研究得出转换型领导和包容型领导以正向影响部属绩效，使得员工可以感受到领导对于自己的尊重，对于自己工作价值的认同以及员工对于自己工作价值的认同，从而可以有效的提高员工的绩效，使得员工更加积极的工作，为提高企业绩效提供了参考。第三方面，本研究进一步丰富了转换型领导和包容型领导两个前因变量的研究，也对企业如何提高部属绩效以及管理者如何提升自身能力提供具有针对性的建议。本模型也同样验证出成就动机影响到部属绩效与转换型领导和包容型领导之间的关系

5.3 研究建议

第一，对所采用的量表应当根据当地实际情况做出调整。

第二，该研究结果并不一定适用其他地区。

第三，本研究没有引入各个变量的唯独，后续研究可以考虑加入

5.4 研究局限性

第一，受时间限制和新冠疫情的影响，本文调研问卷的发放主要是综合线上线下两大渠道。

第二，本研究在问卷发放过程中主要选择黑龙江省四座城市的线上调查对象进行，结果可能出现偏差，尤其是不擅长使用网络的人群。

第三，由于问卷设计中年龄的划分，具有重复，可能导致其比例的误差。

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重污染行业上市公司数字化对绿色创新的影响研究

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摘要

数字经济是社会财富创造的新形态，企业作为微观经济活动中的主要载体，如何利用数字化升级更好的服务于数字经济成为了人们所关注的话题。在环境问题日益频发且加剧的背景下，绿色发展成为了推动经济高质量发展的重要角色。创新驱动是企业获得市场竞争的重要来源，在当前数字技术蓬勃发展与绿色发展理念并行的时代，作为工业经济重要组成部分的重污染行业，探讨绿色创新对于该行业企业的长远发展至关重要。基于此，本文利用 2013-2019 年沪深 A 股重污染上市公司为研究对象，通过剔除被标记为 ST、ST* 与某些变量缺失的样本公司，最终得到 3976 条数据样本，并以企业绿色创新投入与绿色创新产出作为企业绿色创新的度量指标，采用双重固定效应法考察企业数字化对企业绿色创新投入与企业绿色创新产出的影响。

本文的主要实证结果表明：企业数字化显著激励了企业绿色创新，经过多种稳健性检验之后，该研究结果依然成立。通过实证检验，本文得到了企业数字化有利于促进企业绿色创新的结论，并从上市公司、政府两个方面提出建议：第一，合理制定阶段性企业数字化战略，继续提高企业创新水平；第二，发挥政府规范与激励作用，继续营造良好市场氛围、不断完善法治环境。

关键词：企业数字化；绿色创新；重污染企业

1 引言

随着全球以云计算、大数据、区块链、人工智能、物联网等为代表的数字技术及相关产业的蓬勃发展，催生出了数字经济这一新的经济发展形态。在这一背景下，企业作为数字经济发展的主要载体，进行数字化升级已是必然趋势。许多企业纷纷依托数字技术对企业进行智能化、数字化改造，将数字化技术通过增加投入、产品创新等方式嵌入企业价值创造过程，帮助企业提质增效，为自身创造新的核心竞争力。在现代工业生产模式下，全球变暖、大气污染等环境问题频发并日益加剧，已经成为了当前经济快速可持续发展的阻碍，环境保护成为了国家经济建设必须要考虑的课题，绿色发展的重要性逐渐凸显。绿色创新作为绿色发展的基石，是缓解环境污染、推进经济结构转型的关键力量。加快绿色创新进程的推进，是缓解环境问题的有力举措，也是企业在未来实现可持续发展的必选项，这对实现企业经济效益、社会效益和生态效益的协调统一的意义十分重大，是企业必须关注并努力的方向。重污染企业作为环保部门重点监控的对象，绿色创新对于重污染行业企业的长远发展至关重要。基于此，本文提出了以下两个问题：第一，重污染行业企业的数字化是否会影响企业的绿色创新？第二，如果会产生影响，那么其理论机制是什么？期望通过研究找到答案。

2 理论分析

学者们认为，企业在开展绿色创新活动时不仅需要整合资源消耗的信息，还要加强企业内外部领域之间的信息共享能力与知识整合能力，只靠企业内部以往的技术经验及在单一技术领域内的知识积累不足以实现绿色创新（于飞等，2019）；企业还需要满足资本市场的反应与消费者需求中的绿色要求，这也会对企业获取绿色创新资源产生一定

影响。企业数字化可以通过信息共享效应、知识整合效应和需求激励效应这三个方面优化企业的创新资源，进而提升绿色创新投入与绿色创新产出。故本文从这三个方面对其理论影响机制展开分析。

(1) 企业数字化通过信息共享效应与知识整合效应促进企业绿色创新投入。绿色创新投入是企业为了提高绿色创新水平而投入的创新资源。企业数字化能够加速信息资源的传播和回馈，促进企业制造、研发等部门之间进行内外部资源的共享，加强研发、生产人员之间的交流协作。Brynjolfsson and Hitt (2003)的研究发现，企业内部信息共享能够通过内部资源的有效集成产生互补性创新；基于信息共享效应，企业数字化还能够通过实现内部信息共享促进知识整合，进而优化绿色创新的资源积累，从源头上推动企业绿色创新投入的提高。从知识层面上看，绿色创新本质上是一项复杂的知识活动，涉及企业生产、研发、减排等各种不同领域的知识。企业需要将这些已有的知识进行整合、创造与扩散，并在绿色创新过程中不断吸收、管理、利用其他领域的知识，进行知识资源的优化重组，从而掌握绿色创新的主流技术、新产品、新理念和发展趋势（于飞等，2019）。企业在这种创新模式的激励下还能产生冗余资源（谢雄标等，2015），企业拥有更多的冗余资源才倾向于选择具有长期回报的战略，才倾向于投入更多的资源去发展绿色经济，才有动力推动企业绿色创新(Bowen et al, 2010)。

基于以上分析，本文提出研究假设 1：企业数字化能够正向影响企业绿色创新投入。

(2) 企业数字化通过需求激励效应促进绿色创新产出。对企业来说，绿色创新产出水平是衡量企业通过实施绿色发展战略所得到的创新成果对企业经济与技术的贡献度（潘持春等，2022）。数字技术的发展激发了消费者追求产品的多样化与个性化需求，塑造了以消费者需求为主体的价值网络，同时大大提高了企业在市场中的适应性，企业可以根据消费者需求匹配绿色技术、绿色产品等方面的研发；另外，随着消费者需求的不断变化，信息和知识资源的共享整合与数据的动态特征也使得企业的绿色研发活动存在更强的应变性，这激励企业必须进行需求性绿色变革，充分利用数字化技术提高企业的研发效率和资源利用率（周文辉等，2017），加大与其他企业的绿色差异，促使企业在数字化发展下不断推出新的产品和技术，特别是绿色产品的研发成果能够让企业获得更高的经济收益和社会收益(徐佳、崔静波，2020)。

基于以上分析，本文提出研究假设 2：企业数字化能够正向影响企业绿色创新产出。

3 研究设计

3.1 样本选择与处理

本文选择火电、钢铁、水泥、电解铝、煤炭、冶金、化工、石化、建材、造纸、酿造、制药、发酵、纺织、制革和采矿业这 16 个重污染行业的沪深 A 股上市公司作为研究样本，选择样本的时间区间为 2013-2019 年。在此基础上，对选取的上市公司样本进行以下处理：剔除了：（1）被标记为 ST、ST*的样本公司；（2）某些变量缺失的样本公司。通过上述操作，最终得到 3976 条上市公司数据样本。此外，本文对所有的连续变量采用了 1%分位和 99%分位的缩尾(Winsorize)处理，以避免极端值影响回归结果的准确性。

3.2 变量说明

1.解释变量：企业数字化。本文参考企业数字化程度的度量方法，选择借鉴祁怀锦等人（2020）的做法，使用企业年末无形资产明细项中与数字经济相关部分的金额占无形资产总额的比例来表征企业数字化程度。具体地，当无形资产明细项包含“软件”“网络”“客户端”“管理系统”“智能平台”等与数字经济技术相关的关键词以及与此相关的专利时，标记该明细项目为“数字经济技术无形资产”，再对同一公司同一年度多项数字经济技术无形资产加总，计算其占本年度无形资产的比例，即为企业数字化程度的代理变量（何帆、刘红霞，2019）。

2.被解释变量：绿色创新。本文采用绿色创新水平作为绿色创新的替代变量进行衡量，并依据绿色创新变量选择的相关研究，选择从绿色创新投入水平与绿色创新产出水平两个方面对企业绿色创新水平进行综合评价。

(1) 绿色创新投入水平：本文参考张好舟与张太海（2017）的研究思路，用研发费用占营业收入比率代表重污染行业上市企业在绿色创新方面的投入水平。

(2) 绿色创新产出水平：本文参考苏越良等人（2009）的绿色创新产出指标，采用绿色专利数占总专利数的比重代表重污染行业上市企业在绿色创新方面的产出水平。专利的类型包括发明、实用新型和外观设计专利，本文依据世界知识产权组织(WIPO)在 2010 年发布的《绿色专利清单》进行绿色专利划分，其中，外观设计专利不采用绿色专利分类，因此，本文只考虑发明专利和实用新型专利两种专利类型。

3.3 数据来源

本文所收集的数据主要为二手数据。本文使用的重污染行业上市公司年末无形资产数据、绿色创新投入水平数据以及绿色创新产出水平等数据来自国泰安数据库(CSMAR)、国家知识产权局等数据库。

3.4 实证分析模型

参照黎文靖与郑曼妮（2016）、王红建等人（2017）的研究模型，为了研究假设一、假设二，本文的固定效应模型设计如下：

$$Touru_{i,t} = \beta_0 + \beta_1 Digit_{i,t} + \beta_j Control_{i,t} + \sum Year + \sum Industry \quad (1)$$

$$Chanchu_{i,t} = \beta_0 + \beta_1 Digit_{i,t} + \beta_j Control_{i,t} + \sum Year + \sum Industry \quad (2)$$

式中： $Touru$ 代表企业绿色创新投入水平， $Chanchu$ 代表企业绿色创新产出水平， β_0 为模型截距项， $Digit$ 为企业数字化， β_1 为本文所关心的系数，如若 β_1 前的系数为正，且在统计意义上显著，则代表企业数字化能够显著提高企业绿色创新投入水平、企业绿色创新产出水平，假设一、二得以证明。 $Control$ 代表模型中所控制的其他变量，包括公司治理特征、公司财务特征，具体包括公司规模（ $size$ ）、资产负债率（ lev ）、总资产净利润率（ roa ）、现金流比率（ $cashflow$ ）、营业收入增长率（ $growth$ ）、董事人数（ $board$ ）、产权性质（ soe ）、公司成立年限（ $firmage$ ）、企业是否亏损（ $Loss$ ）、第一大股东持股比例（ $Top1$ ）等变量， $Year$ 与 $Industry$ 为年份固定效应、行业固定效应。

4 实证分析

4.1 相关性分析

为论证研究模型的合理性，本文对各变量进行相关性检验分析，结果如表 1 所示。可以看出，企业数字化与企业绿色创新投入、企业绿色创新产出显著正相关，且相关系数分别为 0.543、0.109，且分别在 1%的水平上显著，初步说明其他条件不变时，企业数字化表现越好，企业绿色创新投入、产出越高，与假设相符。控制变量中，总资产报酬率（ROA）、现金流量（Cashflow）、营业收入增长率（Growth）均显著正向作用于企业绿色创新投入、产出，其中变量与被解释变量系数均不超过 0.7，表示本文变量并不存在多重共线性的问题，本文选取的变量基本是科学合理的。

表 1
相关性分析

	Touru	Chanchu	Digit	Size	Lev	ROA	Cashflow
Touru	1						
Chanchu	.058***	1					
Digit	.543***	.109***	1				
Size	-.220***	.159***	0	1			
Lev	-.287***	.062***	-.032**	.527***	1		
ROA	.233***	.0230	.079***	-.149***	-.508***	1	
Cashflow	.068***	.039**	.034**	.084***	-.178***	.445***	1
Growth	.055***	.0240	.029*	-0.021	-.058***	.302***	.027*
Loss	-.093***	-0.037**	-.029*	.043***	.284***	-.592***	-.191***
Board	-.098***	0.069***	.0170	.298***	.174***	-.052***	.028*
Top1	-.031*	0.00700	.051***	.281***	.088***	.058***	.131***
FirmAge	-.039**	.089***	.0230	.182***	.143***	-.067***	.016
	Growth	Loss	Board	Top1	FirmAge		
Growth	1						
Loss	-0.215***	1					
Board	-.039**	.009	1				
Top1	-.001	-.016	.021	1			
FirmAge	-.052***	.060***	.059***	-.073***	1		

资料来源：本研究整理

4.2 回归分析

多元回归结果如表 2。未加入控制变量之前，数字化的回归系数分别为 0.181、0.294，在 5%或 1%水平上显著；加入控制变量后，数字化的回归系数为 0.188、0.286，在 1%水平上显著。由此，企业数字化表现越好，企业绿色创新产出、投入越高，故企业数字化可以提高企业绿色创新投入和产出，本文假设得证。

表 2
回归分析

VARIABLES	(1) Chanchu	(2) Chanchu	(3) Touru	(4) Touru
Digit	.181** (2.54)	.188*** (2.61)	.294*** (15.01)	.286*** (15.13)
Size		.012*** (2.91)		-.002*** (-2.90)
Lev		-.006 (-.260)		-.023*** (-5.78)
ROA		.069 (.930)		.057*** (3.94)
Cashflow		-.017 (-.340)		-.009 (-1.11)
Growth		.009 (.980)		-.001 (-.860)
Loss		-.009 (-.850)		.005** (2.45)
Board		.011 (.510)		-.004 (-1.19)
Top1		-.039 (-1.45)		.002 (.330)
FirmAge		.020 (1.39)		-.004 (-1.48)
Constant	.093*** (3.94)	-.245** (-2.34)	.009*** (4.21)	.088*** (5.60)
Observations	3,976	3,976	3,976	3,976
R-squared	.114	.124	.337	.409
industryFE	YES	YES	YES	YES
YearFE	YES	YES	YES	YES

Robust-statistics in parentheses

***p<0.01,**p<0.05,*p<0.1

资料来源：本研究整理

4.3 稳健性检验

为确保本文的研究结论稳健合理，拟采用三种方式进行稳健性检验：一是在基准模型基础上加入企业省份固定效应进行回归更改模型，二是利用 Tobit 模型替换 OLS 模型重新进行回归检验；三是将解释变量及控制变量均滞后一期后进行回归。

(1) 加入省份固定效应

为了控制宏观因素对企业绿色创新的影响，本文还在方程中加入了省份固定效应，表 3 为加入省份固定效应的结果。加入省份固定效应后，企业数字化的回归系数分别为 0.164、0.283，且在 5%或 1%水平上显著，说明上文的回归结果是稳定可信的。

表 3
加入省份固定效应

VARIABLES	(1) Chanchu	(2) Touru
Digit	.164** (2.27)	.283*** (15.16)
Size	.011*** (2.68)	-.002*** (-2.97)
Lev	-.003 (-.120)	-.022*** (-5.47)
ROA	.072 (.980)	.048*** (3.46)
Cashflow	-.034 (-.720)	-.008 (-.98)
Growth	.006 (0.660)	-.001 (-.950)
Loss	-.008 (-.770)	.005** (2.54)
Board	.012 (.620)	-.003 (-.780)
Top1	-.038 (-1.43)	.003 (.500)
FirmAge	.018 (1.26)	-.004 (-1.60)
Constant	-.227** (-2.18)	.091*** (5.62)
Observations	3,976	3,976
R-squared	.148	.431
industryFE	YES	YES
YearFE	YES	YES
ProvinceFE	YES	YES

Robustt-statistics in parentheses

***p<0.01,**p<0.05,*p<0.1

资料来源：本研究整理

(2) 更换为 Tobit 模型

被解释变量企业绿色创新投入、创新产出大部分处于 0 至 1 区间，且基本为连续分布，但存在相当部分一定的企业绿色创新投入、创新产出为 0。对此，采用 Tobit 模型重新对模型进行回归估计，结果如表 4 所示。可以看到，企业数字化的回归系数为 0.335、0.286，在 1%水平上显著，结果依然稳健。

表 4
更换为 Tobit 模型

VARIABLES	(1) Chanchu	(2) Touru
Digit	.335*** (4.41)	.286*** (40.27)
Size	.041*** (9.29)	-.002*** (-5.22)
Lev	.039 (1.36)	-.023*** (-9.26)
ROA	.152 (1.39)	.057*** (5.84)
Cashflow	.026 (.340)	-.009 (-1.38)
Growth	.017 (1.19)	-.001 (-.92)
Loss	-.015 (-.870)	.005*** (2.95)
Board	.020 (.890)	-.004** (-2.09)
Top1	-.067** (-2.17)	.002 (.640)
FirmAge	.024 (1.50)	-.004*** (-2.78)
Constant	-1.067*** (-10.23)	.088*** (9.44)
Observations	3,976	3,976
industryFE	YES	YES
YearFE	YES	YES

t-statistics in parentheses
 ***p<0.01,**p<0.05,*p<0.1
 资料来源：本研究整理

(3) 解释变量与控制变量均滞后一期

考虑到企业数字化、企业财务层面及股权层面特征对企业绿色创新投入、产出的影响可能存在时滞性，本文在模型中对解释变量企业数字化(digit)及控制变量分别做滞后一期处理，结果如表 5 所示。从表可知，滞后一期后，企业数字化(digit)的回归系数为 0.155、0.207，在 5%、1%的水平上显著，回归结果依然稳健。

表 5
解释变量与控制变量滞后一期

VARIABLES	(1) Chanchu	(2) Toulu
Digit	.155** (2.29)	.207*** (11.84)
Size	.007* (1.67)	-.002** (-2.48)
Lev	-.001 (-.020)	-.023*** (-5.00)
ROA	.031 (.330)	.076*** (4.25)
Cashflow	.039 (.720)	-.012 (-1.19)
Growth	.026** (2.38)	-.000 (-.260)
Loss	.003 (.260)	.003 (1.50)
Board	.007 (.300)	-.004 (-1.05)
Top1	-.028 (-.980)	.001 (.190)
FirmAge	.021 (1.44)	-.002 (-.860)
Constant	-.169 (-1.57)	.076*** (4.26)
Observations	3,091	3,091
R-squared	.113	.297
industryFE	YES	YES
YearFE	YES	YES

Robust-statistics in parentheses

***p<0.01,**p<0.05,*p<0.1

资料来源：本研究整理

5 研究结论、建议与不足

5.1 研究结论

在国际社会对生态环境与可持续发展问题的日益关注下，本文从理论和实证两个方面对企业数字化和企业绿色创新进行分析。在理论层面，本文从企业数字化的信息共享效应与知识整合效应、需求激励效应出发，分别探讨了企业数字化对企业绿色创新投入和绿色创新产出的作用机制；在实证研究层面，本文以 2013-2019 年沪深 A 股重污染上市公司为研究对象，采用企业绿色创新投入与绿色创新产出作为企业绿色创新的度量标准，采用双重固定效应法进行初步实证，探讨企业数字化对企业绿色创新的影响。最后分析在不同的企业性质下，企业数字化对企业绿色创新的影响。本文的结论通过对相关的实证结果分析，呈现如下：

第一，无论是企业绿色创新投入还是企业绿色创新产出，企业数字化都对企业绿色创新具有显著的促进作用。第二，本文进一步采用加入省份固定效应、更换模型、滞后一期等多种稳健性检验方法对本文模型进行测试，都表明本文的结果是稳健的，企业数字化能够显著正向影响企业绿色创新。

5.2 研究建议

基于上述研究结论，本文分别从上市公司与政府两个角度，提出以下建议。

(1) 对于上市公司而言，企业创新是企业市场竞争的核心竞争力，结合当前追求经济高质量发展的背景下，企业更应该提高对绿色创新项目的重视情况，提高企业相关研发收入。企业管理者应该摒弃短视思想，提高企业相关研发投入可能对短期的财务指标造成影响，但是从长远利益来看，企业所能获得到的市场地位与产品优势会大大提高公司的盈利水平，同时也应重视创新人才对项目产出的影响，提高人才待遇。其次，上市企业也需要根据自身的情况合理制定数字化战略。数字经济所带来的便利性、透明性给进行数字化改革的企业带来了极大的福利，企业可以通过大数据等数字技术对产品质量、目标客户进行锚定，在降低产品成本、保证产品质量的同时，也解决了传统企业花费巨额营销费却收效甚少的难题。但企业是否能进行数字化转型受所处行业、公司规模、市场等因素所制约。上企业需要根据自身的具体状况，合理制定阶段性企业数字化战略，才能利用数字化变革提高企业创新。

(2) 对于政府而言，从规范和激励两大方面提出以下建议：

第一，加强对公司治理的规范。近些年来，公司内部的贪腐行为使得公司研发投入等举措成为了企业管理者牟利的工具，降低了企业价值，损害了股东和投资者相关利益。上市公司的委托代理问题与信息不对称使得公司有效治理成为了公司发展的痛点和难点，政府应该加强对企业管理者商业行为的监督，避免相关政策成为管理者营私的工具。相较于个人投资者，机构投资者拥有更多的信息，政府应该督促机构投资者执行规范职责，做到公司治理相关信息及时披露的职责，完善市场风险控制体系。

第二，营造良好市场氛围、完善法治环境，合理加大企业创新补贴。良好的市场环境法治环境是影响企业进行研发投入的重要因素之一，良好的市场环境有利于降低企业创新成本；良好的法治环境则提高了其他公司假冒专利的成本，增大了相关违法风险，因而有利于促进企业开展创新活动。由于企业研发活动的资金投入大、回报周期长等特征，资金压力是导致企业减少研发支出的重要原因。政府应加大对企业创新的财政补贴力度，一方面能够缓解企业由于开展创新项目带来的资金短缺，间接降低企业创新成本，另一方面能够激发企业的创新热情，促使更多企业进行产品研发与技术创新；同时，国家还可以根据企业的发展状况，制定相应的补助措施，以引导其良性发展。

5.3 研究不足

第一，进一步精准识别进行企业绿色创新的企业个体。目前对于企业绿色创新的衡量目前没有统一的指标和标准，而且相关数据库对于企业创新的数据缺失值较多，目

前,较多学者将缺失值都进行了删除处理,本文与其他学者做法相同,从数据库收集到相关绿色创新的数据。但过多的缺失值可能使得结果不能得到有效估计,进一步手动收集企业绿色创新的相关数据有利于让估计结果更加准确和有针对性;第二,在实证方面有待进一步完善。本文利用加入省份固定效应、更换为 Tobit 模型、滞后一期等方式做了很多稳健性检验,但为使研究更严谨,可以进一步考虑排除内生性问题,从而剔除其他无关因素对企业绿色创新的干扰。

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A Study on the Influence of Interpersonal Relationships on Mental Health of College Students in Ningxia Province, China--With Self-control As Moderating Variable

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Abstract

Interpersonal skills have an important impact on the mental health of college students, and it is very necessary for college students to understand and improve their interpersonal skills. Previous studies have shown that self-control has an important impact on an individual's interpersonal communication, and self-control has an important relationship with an individual's mental health and well-being. Therefore, this study starts with the two important variables of interpersonal relationship and self-control. Force is the moderating variable.

Keywords: Interpersonal Relationship, Mental Health, College Student, Self-control

中国宁夏省大学生人际关系对心理健康的影响研究-以自控力为调节变量

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摘要

人际交往能力对于大学生的心理健康有重要影响，而对大学生而言，了解和提高自己的人际交往能力是十分必要的。而以往的研究表明，自控力对于个体的人际交往有重要影响，自控力与个体的心理健康和幸福感有重要关系。所以本研究从人际关系、自控力两个重要变量入手，在前人研究的基础上，本研究试图探索人际关系、自控力与心理健康的关系

关键词：人际关系；心理健康；大学生；自控力

1. 绪论

1.1 研究背景与动机

当下大学生正面临生活、学习和心理等多方面的不适，为帮助大学生增强社会适应能力，促进心理健康和健全人格，有必要对大学生的人际关系和心理健康进行研究，进而促进其心理健康和健全人格（谢芳，2019）。优秀且和谐的人际关系是组成大学生心理需要的重要部分，大学学习和生活中优秀融洽的人际交往对大学生的心理健康非常重要，比较好的人际关系可以促使学生之间在生活上互帮互助，学习上能够做到取其精华，情感上能够促进双方交流，事业上可以起到彼此鼓励和彼此支持的作用（魏成毓，2020）。拥有较强的自控力无疑对我们的生活有很大的促进作用，但自控力在心理学中的研究不过几十年，在中国的关注者还较少，然而认识到自控力的重要性，并且采取有效方法提高自控力会大大提高我们的人际交往的质量等等（云言灵，2018）。人际关系是人与人在交流和彼此熟悉中表现出来的心理上的联系，它和心理健康有非常大的相关性。大学生正在建造和完善生理以及心理的成长，也面临着学习压力、找工作和人际交往等各方面的压力和挑战，这些会让大学生产生各种各样的心理上的烦恼。有调查显

示，大学生心理问题检出率为 42.47%（刘丽等人，2022）；王淑华等人（2022）在研究中发现，大学生心理咨询过程中 43.83% 大学生存在一定的人际关系困扰。良好人际关系有助于个体心理健康，良好的人际关系能够对个体心理健康起到积极的影响作用，良好、融洽的人际关系可以对个体的生理、心理发挥积极的促进作用，使得个体保持心情愉悦，避免心理病态的产生（刘亮，2018）。好的人际关系不仅能缓解孤独感，还能使其收获安全感，帮助其获得归属感、尊重以及自我实现的心理需要（谢芳，2019）。

大学生还没有面向社会，阅历较少，在学习和生活方面相对依赖教师以及朋友。同时，伴随近几年中国信息与科学技术的发展，社会对人才的要求也随之增加，激烈的市场竞争对大学生的生活带来了不同的压力，学生的心理健康也受到一定程度的影响。在这一现状下，良好的人际关系，不但是大学生日常生活的需求，还是日后面向社会的需要（田圣之，2019）。

宁夏是“丝绸之路”上，以及连接东西贸易的重要组成。为了给宁夏经济社会发展提供更多优秀的人才的，对宁夏各大高校的大学生的心理健康状况进行考察和分析是不可或缺的，为了促进宁夏经济和人文环境的持续发展（夏玲玲 2018）。宁夏是西北地区重要的回族自治区，回、汉族的文化及民俗等都有很大的不同，因此，要深入研究宁夏大学生心理健康状况，以便深入地开展少数民族地区大学生心理健康疏导以及教育，针对性地提出心理健康教育预防措施，促进少数民族地区大学生健康成长。（戴新文等，2014）。而研究宁夏大学生心理健康，人际关系以及自控力的学者相对较少，近年来已相对缺乏相关研究文献。基此，本研究将探究中国宁夏省大学生人际关系、心理健康、自控力三者之间关系的影响。

1.2 研究问题

探究宁夏省大学生人际关系对心理健康有何影响？

探究宁夏省大学生自控力对心理健康有何影响影响？

探究宁夏省大学生自控力在人际关系对心理健康是否具有调节作用？

1.3 研究意义

1.3.1 理论意义

大学生作为社会中特殊且较为庞大的群体，开始面向社会的竞争问题以及复杂的人际关系，出现了各种各样的心理健康问题，使得大学生这个群体无法有效且高效的参与社会中的各项活动。2020 的年心理健康蓝皮书《中国国民心理健康发展报告（2019-2020）》表示，18-25 岁组的心理健康指标明显低于其他三组（25-34 岁组、35-44 岁组、45 岁及以上组），心理健康问题更是显著。这映射出当代大学生客观存在的心理健康困境：即使物质条件渐渐丰富，国家、社会、学校层面的心理服务力量慢慢强大，大学生群体依然是心理健康问题的主要受害者，因此，研究影响大学生心理健康的因素，依然当下社会的重要课题。

1.3.2 实务意义

在研究的基础上，使《学生心理素质水平自评量表》和《大学生人际关系问卷》丰富（文敏，2021）。熊继新等人（2022）认为大学生作为国家发展的核心力量，对社会经济的快速发展起着能动作用。因此，高度重视大学生心理健康状况对国家发展起着至关重要的作用。近几年来，国家非常重视大学生心理健康工作，2020 年教育部专门成立疫情防控心理小组并制定有关心理健康教育和干预方案；在 2021 年教育部印发《关于加强学生心理健康管理工作的通知》中，也特别提出对学生开展心理疏导工作，以此促进大学生各方面健康发展。因此，积极引导大学生获得良好的人际关系，促进他们心理健康发展，是高校以及社会急需要做的一项工作（赫子铭，2019）。

2. 文献综述

2.1 人际关系定义

人际交往是人们共同活动的特殊形式，它实质上是把人的观念、思想、情感等作为信息进行交流的过程。对于个体来说，其人际交往能力包含三种成分：（1）认知成分，反映的是个体对人际关系状况的了解，它是人际知觉的结果，是理性条件；（2）情感情绪成分，它是关系双方在情感上满意的程度和亲疏关系，是人际关系的基础；（3）行为成分，是双方实际交往过程的外在表现和结果（云言灵，2018）。近几年中国心理学者们对大学生的人际交往的研究主要调查表明大学生在人际交往过程中常出现的问题（王淑华等，2022）。

Klein et al. (2006) 将人际交往能力定义为“目标导向的行为，包括沟通和关系的培养能力，在人际交往中运用复杂的感性和认知过程，动态的语言和非语言的交流，不同的角色、动机和预期进行交流互动。”。Baumeister et al. (2010) 指出人际交往能力包括六种能力，包含人际感受能力、人事记忆力、人际理解力、人际想像力、风度和表达力、合作能力与协调能力。Spark (2014) 则定义人际交往能力为“目标导向的行为，包括沟通和关系的培养能力，在人际交往中运用复杂的感性和认知过程，动态的语言和非语言的交流，不同的角色、动机和预期进行交流互动（Klein et al., 2006）。分析大学生在不同方面上的人际关系，如社交压力对其学习以及生活的影响等（阙立刚等，2018）。

2.2 心理健康定义

大学生作为社会中的一个特殊群体，面对日益激烈的社会竞争和复杂的人际关系，大学生表现出各种形式的心理健康问题，影响大学生有效地参与到社会活动中。因此，推动大学生的心理健康教育，帮助大学生培育良好人际关系以及积极向上的心理，现已成为高校迫切关注的问题（魏成毓，2021）。在积极的心理学背景下，大学生心理健康的标准主要包括以下几个方面：自我接纳，开放心态，积极乐观，对生活充满希望，良好的共情能力，具有良好的人际关系（田野，2020）。联合国世界卫生组织 (World Health Organization, WHO) 于 2000 年指出，心理健康概念的定义，可以概括出心理健康的特点：(a) 心理功能较好的个体，心理健康的概率会更大。(b) 心理健康随外界因素而变化，是每个个体能够具备的一种心理状态。研究指出心理健康是动态的过程，具体是指心理系统自动调节的平衡化机制的正常运转(申艳娥,2005)。

2020 年中国青年报联合丁香医生对 12117 名大学生进行调查并发布了《2020 中国大学生健康调查报告》，报告表示随着年纪的增长心理健康水平下降，38% 的学生有心理健康的困扰。这一系列报告着重指出高校要重视大学生心理健康教育与疏导，对大学生心理健康教育提出了很高的要求（陈琅，2022）高等院校需要承担更多的教育任务，秉持“学生为本”的教育理念，提高对学生心理健康状况的重视程度，不断提升心理健康教育理念，寻求更好的心理健康教育措施，进而实现心理健康教育质量的飞跃式提高（王艳，2022）。在此基础上，个体会获得更多生命活力，正性的内心体验与较为完整的个体发展能力与社会适应能力，有益于个体建立与完善良好的社会功能（史可欣，2021）。

2.3 自控力定义

自控力，也被称作自我控制、意志力等等，个体通过自我监控、改变自己的行为以符合社会标准的要求，个体的自控力有助于个体适应社会，自控力，也被称作自我控制、意志力等等，个体通过自我监控、改变自己的行为以符合社会标准的要求，个体的自控力有助于个体适应社会，符合社会的规范，融入社会生活（云言灵，2017）。自控力 (Self-Control)，也叫自我控制，通常被定义为控制自我的能力，通常被定义为自我超越或改变内在反应的能力。

Baumeister et al. (2007) 第一次发现自控力的存在开始，近几十年都在进行对自控力

相关的研究，而且 June et al. (2003) 合作编制测评自控力的人格测验。在多年试验研究的基础上，他们提出关于自控力的资源模型也叫做力量模型，得到了研究者的普遍认同 (Baumeister et al, 2010); 之所以叫做力量模型，是因为他们发现自我的控制资源是有限的，类似于人的肌肉会损耗，在一段时间内，人能进行的自我控制是有限的，即自控力是有限的；而且个体的自我控制资源对于完成任务的执行功能是必不可少的；个体完成所有任务需要使用的是同一种资源，在一方面消耗控制资源，就会影响另一方面的自我控制，减少另一方面可用的控制资源；自我控制能否成功取决于个体的心理控制资源的容量；个体完成需要自控力的任务就是消耗控制资源的过程，消耗后需要（补偿）一段时间才能恢复，类似于人的肌肉疲劳 (Baumeister, 2000, 2001; 1998; Baumeister et al., 2000)。

2.4 研究假设

2.4.1 人际关系与心理健康的关系

健康的心理亦有利于个体构建好的人际关系网。一个健康的心理亦能缓解人际关系中的冲突和困扰，更关键的是它还能有效促进人际交往的健康发展，心理健康的学生更容易与他人融洽相处（谢芳，2019）。有研究表明，大学生心理困扰的发生率在 10.00%~30.00%之间；Reynolds et al. (2003) 在研究中表示，大学生心理咨询过程中有 80.00%以上的心理困扰与人际交往有关（田圣之，2017）。Chris (2007) 认为人际交往能力是改变个体心理健康状况的重要因素之一，不仅可以较大程度地降低心理健康问题的产生，并且还和积极的心理经历相关联。优秀角色活动有利于个体感知和感受生命价值感，当个体受到社会交往失败或者一直持续感受到孤独，会使其归属感和信任感减少，降低他们的心理健康水平 (Stillman et al., 2009)。经研究发现人际交往能力对大学生的自我和谐有重要影响，人际交往能力的整体状况对大学生的自我和谐有预测功能；即拥有良好的人际交往能力的大学生更倾向于拥有和谐自我，心理健康状况也更好，而不良的人际交往能力容易引发大学生自我的不和谐，严重者导致心理疾病的发生（王军，2007）。Triscoli (2019) 通过抑郁程度、人际问题程度水平和社会接触的相关性研究显示：抑郁程度可以正向预测人际问题的水平，抑郁很高的个体对社会接触的态度比抑郁低的个体更消极，表明出更多的人际问题。据此,提出假设一。

H1: 宁夏省大学生人际关系正向影响其心理健康

2.4.2 自控力与心理健康的关系

自控力被证明在网瘾和其他物质依赖上有调节作用，是基于情绪调节的模型，存在情绪控制问题的个体更容易出现药物成瘾问题，但这种相关性的强度取决于自我控制的程度，即自控力的强弱，然而，消极的自我形象是消极情感的核心组成部分 (Leary, 1995)。自控力对大学生心理健康的影响（伍明辉等人，2014）。自控力被认为是与病理生理学和治疗有关的关键因素（谭树华，2008）。自控力是一个人成熟的程度的表现，一个没有自控能力的人，不会有好的生活习惯和学习习惯，大学生提高自控能力，是自身发展的必然要求，自控力的提高有助于大学生在自媒体的大环境下保持一个良好的心态，有利于大学生形成健全的人格，对将来步入社会打下良好的基础（李婧贤等人，2017）。自控力是一个心理名词，是人适应社会的重要心理功能，也是自我心理结构的重要组成部分，是个体自觉按照预定目标，对自我认知、情绪和行为等方面施加的管理和控制，使其表现符合自我的期望和要求（余友情，2016）。据此，提出假设二。

H2: 宁夏省大学生的自控力对其心理健康有正向预测

2.4.3 人际关系、心理健康以及自控力之间的关系

自控力可以帮助人们应对日常生活,工作,和人际关系。例如,自控力水平高的人更可能会有规律地锻炼,在他们的职业生涯中获得成功,并保持和谐的人际关系 (Baumeister,

2012)。使用自控力测量量表对大量被试进行测量分析，发现自控力分数较高的个体，高自控力（High Self-Control）倾向于拥有更高的成绩得分、更好的调整（更少的心理疾病和更高的自尊），而且更少的暴饮暴食与酗酒，还倾向于拥有更好的人际关系和人际交往技巧，更安全的依恋方式和更积极的情感反应，低自控力（Low Self-Control）的个体在个人和人际交往中是一个重要的风险因素，较低的自控力影响个体的心理健康水平和自身的安全感、依恋关系，更容易产生人际交往的困扰（Baumeister, 2004）。王佳欣（2008）在对大学生心理理论和人际交往水平之间的关系深入研究，结果发现大学生心理理论能力与人际交往能力之间是正相关。自控力不好的人，对自身难以控制，可能会逐渐远离社交活动。自控力是提高生活效率和质量的重要组成部分，同时对心理健康建立有着重要影响（王支勇，2019）据此，提出假设三。

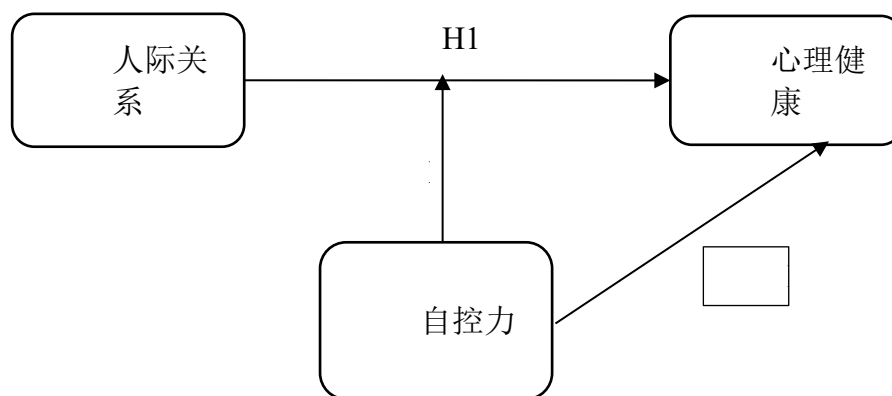
H3: 宁夏省大学生自控力对其人际关系和心理健康具有调节作用。

2.5 研究框架

根据前面对相关文献的整理，我们根据本研究的研究假设得到我们的研究框架，如下图。

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 变量的操作与衡量

3.1.1 人际关系

本文将用 Tangney et.al. (2004) 年发表，谭树华与郭永玉(2008) 修订后的自我控制量表 (Self-Control Scale, SCS) 进行测量，简称自控力量表。包括了五个维度，包括：、工作或学习表现、节制娱乐、健康习惯、抵制诱惑、冲动控制，分别包括题目数为：3、3、4、6；采用 5 点计分的方式，分为 5 个选项：完全不符合、不符合、不确定、符合、非常符合；其中只有 4 个题目是正向计分题，剩下的题目是反向编码，计算各维度的平均分，然后计算整体分数，分数越高个体的自控力越强。Tangney (2004) 在使用时发现简化版在信、效度各项指标上并不逊色于完整版，两次施测完整版和简化版的相关高达 0.92 和 0.93。该量表在中国大学生中进行了修订，内部一致性信度为 0.89，重测信度为 0.89。

3.1.2 心理健康

本文采用的大学生人际关系综合诊断量表是由北京师范大学郑日昌（1999）主编的

人际关系困扰量表，一共有 28 个题项，四个维度，交际交友、与人交谈、异性交往的人际关系和待人接物。每个项目都用的是与否则的评分方式，量表的分数越高，其人际关系越严重，反之，量表的分数越低，则表示人际关系越好，此量表的信度为 0.86，效度为 0.75。之前的研究对人际关系综合诊断量表进行了信度分析，Cronbach's α 系数为 .78，表示此量表有良好的心理学指标（郑日昌，1999）。

3.1.3 自控力

本文采用的量表是程科（2009）在黄希庭（2007）健全人格理论体系的基础上研制的大学生心理健康量表，用于测量非病态的心理健康状况。编制者表明信度和效度水平都符合心理测量学的要求。量表共有 27 个项目，采用 5 点计分。其中正向计分题 6 个，反向计分题 21 个。量表包含 6 个因子：幸福体验、人际和谐、积极乐学、情绪调控、目标追求和勇于挑战。本次研究中量表 Cronbach's α 系数为 0.901，因素间相关系数均，各因素与总量表的相关系数均。该量表不但有较好的同质性，而且也有较好的区分度。

3.2 研究对象与抽样方法

3.2.1 研究对象

宁夏是少数民族回族集聚区，地处在我国经济落后的边远贫穷地区，由于地理环境及文化历史等方面的原因，人们思想观念保守。回族作为我国民族大家庭中的一员，有其特有的民族文化与独特的民族发展历程，心理状况和当地的经济文化状况有着紧密的联系，因此宁夏大学生的心理健康状况必然有其自身的特点。研究宁夏高校大学生的心理健康状况，了解宁夏大学生的心理特点，培养大学生健全人格成为宁夏高校人才培养和教学科学研究的一个重要课题，是宁夏高校为实现现代化培养人才的一个重要任务（王淑莲等，2017）。宁夏大学作为宁夏人数较多，文化较丰富的高校，具有一定代表性，故。本研究将针对此大学本科生进行问卷调查，通过在校内向大学生发放纸质问卷和网上电子问卷的发布，同时收集数据。

3.2.2 抽样方法

本研究在样本采集上主要根据大学生群体随机抽样的办法，通过发放纸质版问卷和问卷星电子版调查问卷，根据其意愿进行回收；纸质版问卷在课堂上集体实测。对 500 名宁夏大学在校大学生进行调查，有着一定的代表性和典型性。在问卷发放过程中，为了确保数据的真实性，该问卷在设计过程中对该问卷的用途进行解释说明，即本研究结果仅用于学术研究并做保密处理，整个过程中采取匿名方式作答，问卷采用统一的指导语对研究内容和研究目的进行简要介绍，以打消被试顾虑、鼓励真实作答。

3.3 数据分析方法

3.3.1 描述性统计

描述性统计主要用于样本特性描述及量表的集中度与离散度的情况，本研究通过频率分配及百分比来描述样本特性，利用平均数及标准差来描述样本在大学生人际关系、自控力以及大学生心理健康的分布情况。

3.3.2 相关性分析

相关分析通常使用 Pearson 相关系数进行检验，用来判定变量间的相关程度和相关方向的，通常用 r 来表示。正相关关系说明两个变量的 r 系数是正数；负相关的关系说明两个变量的系数 r 是负数（吴明隆，2008）。

3.3.3 信度分析

信度用来衡量量表内部一致性，一般会采用 Cronbach's α 系数来衡量。Cronbach's α 系数在 0-1 之间，如果 Cronbach's α 系数越大则表示问卷内容的一致性越高。为确保问卷内容的稳定性和可靠性，通常 Cronbach's α 系数大于 0.6 即可。

3.3.4 回归分析

使用回归分析来检验宁夏大学生人际关系、自控力以及心理健康之间的关系，以及自控

力是否对人际关系与心理健康之间具有中介作用

4.预期研究成果

在问卷回收以后,本研究会对所问卷进行甄选,找出其中无效问卷,防止无效问卷干扰研究数据。在500份问卷当中,会有若干份问卷因为填写完整度不足,或全部选择相同的答案而被归类为无效问卷。在剔除无效问卷后,共得到若干份有效问卷。之后开始对数据进行编码并将其输入Excel建立档案,以利于后期分析。本研究将会使用SPSS统计软件,来对各项数据进行检验分析。

在得出数据分析结果后,根据数据对每一个变量与假设进行讨论,得出研究成果。预计所数据足以支撑研究假设:宁夏省大学生人际关系正向影响其心理健康、宁夏省大学生的自控力对其心理健康有正向预测、宁夏省大学生自控力对其人际关系和心理健康具有调节作用。各个假设得以证实。

在预计研究结果的基础上,本研究会结合本研究背景,给出相关建议:本研究的结果就是通过探索发现心理健康的主要影响因素为人际交往的能力,并且人际关系的提高与改善能够使得大学生心理健康评估结果的提高,同时提高大学生自控力对提高人际关系、改善心理健康有正向调节作用,所以可以从提高大学生的自控力这一方面入手,提高交往能力,减少心理疾病的发生,促进大学生的心理健康发展。

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Research on The Impact of Work Family Conflict on Teachers' Work Engagement: Take a University in Henan Province as an Example

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Abstract

This research is mainly based on the perspective of work family conflict, and takes 270 teachers in a public university in Henan Province as a sample to conduct a survey through the questionnaire method to explore whether work family conflict has a negative impact on teachers' work input and what factors are responsible for it. The results show that teachers' work family conflict will have a significant negative impact on work engagement, which is mainly due to the conflict between teachers and their families in terms of time and pressure.

Keywords: College Teachers; Work-Family Conflict; Job Engagement

工作家庭冲突对教师工作投入的影响研究： 以河南省某高校为例

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摘要

本研究主要基于工作家庭冲突为观点，以河南省某公立高校 270 名教师为样本通过问卷调查法进行调查研究，希望探究工作家庭冲突对高校教师的工作投入是否有负向影响，是什么因素造成的。研究表明：高校教师的工作-家庭冲突对工作投入会产生显著的负向影响，这主要是由于教师在时间以及压力上与家庭之间的冲突造成的。

关键词：高校教师；工作家庭冲突；工作投入

1. 引言

高校教师是我国教育事业建设的骨干力量，承担了高校教育建设与输送人才的责任，随着中国高等教育迈入“大众化教育”阶段，高校教师在其中的“顶梁柱”作用得到更加充分的体现，但与之而来的是教师日益繁忙的教学任务和不断增加的工作压力，这使本来就因教学与科研任务的增加而出现的工作家庭无法两头兼顾的矛盾更加突出，工作家庭冲突的消极后果会影响教师各个层面的发展，进而影响教师工作投入（李永占，2018），而高校需要教师在工作家庭冲突中保持良好的教学质量，因此探讨工作家庭冲突对教师工作投入的影响显得尤为重要。

工作投入（Job engagement）是个体在工作时的一种心理状态（Kahn, 1990），这种心理状态主要由认知注意力与专注程度组成（Rod Bass, 2001），或把它作为一个持久的情感认知状态（Schaufeli et al., 2002），工作投入具体由个体在工作中表现出的精神状态来展现，这种状态是积极向上并且能够为个体带来巨大的满足感与成就感。它具有活力充沛、专注投入、积极奉献的特点（Schaufeli & Bakker, 2004），此外，工作资

源也可以作为工作投入的一个前自变量，工作资源可以是心理上的资源也可以是物质上的资源，例如家庭的支持或优渥的待遇，工作资源可以激励工作投入，因为这些因素满足了个体的自主需求（Van den Broeck et al., 2008）

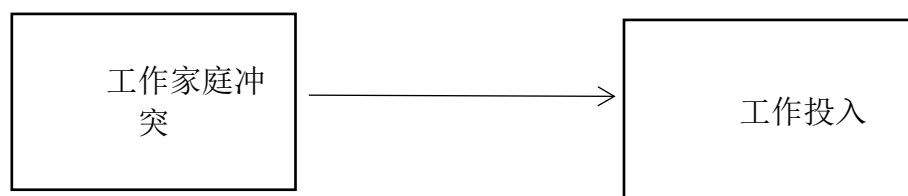
工作家庭冲突（work family conflict）指的是工作的要求与家庭的角色要求发生冲突时，工作的任务使个体无法对家庭尽职尽责，而来自家庭的压力同样会使工作任务的完成更加困难（Kahn et al., 1990），Greenhaus（1985）认为工作家庭冲突主要以三种形式构成：1.时间冲突，在其他领域花费的时间会导致对于家庭的时间付出减少，从而产生时间分配的矛盾。2.压力冲突，个体会将工作或家庭的压力外溢至其他领域，例如工作上承受了过大压力导致对待家人没有耐心，从而导致冲突发生。3.行为冲突，个体在工作与家庭的场景切换中，无法做到切换自如，从而导致冲突发生，以往对于工作家庭冲突的研究主要研究目标聚集在建筑工人、企业员工、医护人员等职业群体，具有一定的局限性（袁鸣，2022；安洁，2022；刘婷婷，2021）。

在以往关于工作投入的相关研究中，大部分学者都立足于高校的角度来探讨教师在工作环境、绩效福利等方面对工作投入的促进，但对于探究工作家庭冲突对于工作投入的研究重视不足（Reina-Tamayo et al., 2017）。学者认为应该在这个方向再多进行一些研究及探索（Schaufeli & Taris, 2017）。而此前也有研究表明工作家庭冲突会直接影响教师的工作需求和状态（李永占，2018），因此根据上述文献研究来推论本研究推论并提出研究问题假设：家庭工作压力对教师工作投入具有显著负向影响，并且根据研究问题假设给出相对应的研究框架图，如下图一所示。

2. 研究方法

2.1 研究框架

根据研究问题假设得出研究框架，如下图一所示。



图一 研究框架

2.2 研究对象

本研究采用问卷调查法，使用电子邮件、问卷星等形式对河南省某高校的教师进行调查，且调查对象均为已婚或虽然未婚但与家人一起居住的教师，本研究问卷共发放270份，实际回收有效问卷253份，有效问卷回收率达到93.7%，问卷回收按照以下两个原则进行了筛选：（1）该教师不是已婚且未和家人一起生活的问卷剔除；（2）有两项及以上的空白选项未填写的问卷剔除，样本人口统计特征见表2-1所示：

表 2-1
样本人口统计特征信息表 (n=253)

名称	选项	人数	百分比
性别	男	119	47%
	女	134	53%
年龄	21至25	68	26.9%
	26至30	63	24.9%
	31至35	39	15.4%
	36至40	35	13.8%
	41至45	21	8.3%
	46至50	16	6.3%
	50至60	11	4.4%
婚姻状况	已婚	178	70.3%
	未婚	75	29.7%

本研究的调查对象之所以主要集中在 40 岁以下教师，因为 40 岁以下教师所面临的工作家庭冲突更为突出，样本也更具有代表性。

2.3 研究工具

本研究对样本之间分析所使用的工具有：工作-家庭冲突量表（Work-Family Conflict Scale, WFCS）；工作投入量表（Work Engagement Scale, WES）。以下进行分别介绍：

2.3.1 工作-家庭冲突量表

本研究的工作家庭冲突量表采用了 WFCS (Carlason, et al.,2000)。这个量表包括了工作对家庭的冲突以及家庭对工作的冲突两个部分，本研究主要采用了工作对家庭冲突的这部分，其中包含时间、压力与行为的冲突三个维度，总共 9 个条目。该量表采用 Likert 五点量表计分法，按照“完全不认同”至“完全认同”从低到高分别计 1 至 5 分，分数越高则说明工作家庭之间的冲突越为严重。

本研究使用 SPSS 软件对该问卷进行了信度与效度的检验与分析，工作家庭冲突量表信度分析结果显示，因素 1（时间冲突）的 α 值为 0.893，因素 2（压力冲突）的 α 值为 0.826，因素 3（行为冲突）的 α 值为 0.739，量表的整体 α 值为 0.913，表示本研究工作家庭冲突量表内部具有良好的稳定性和一致性。工作家庭冲突量表共有 9 题，因素分析的 KMO 值为 0.868，Bartlett 的球形检定显著性小于 .000，各项因素特征值均大于 1，表示本研究工作家庭冲突量表的信度与效度是良好的。

2.3.2 工作投入量表

本研究工作投入量表采用了张轶文和甘怡群于（2005）修订的工作投入量表。该量表参考了 Schaufeli（2003）所设计的工作投入量表（UWES），该量表总共 15 个条目。该量表采用 Likert 五点量表计分法，按照“完全不认同”至“完全认同”分别计算 1 到 5

分，分数越高则说明教师工作投入水平越高。

本研究使用了 IBM SPSS 软件对该问卷的信度与效度进行了检验与分析，工作投入量表信度分析的 α 值为 0.937，表明本研究工作投入量表内部具有良好的稳定性与一致性。在因素分析中的 KMO 值为 0.941，Bartlett 的球形检定显著性小于 .000，表示本研究工作投入量表的信度与效度是良好的。

3. 结果分析

3.1 描述统计与相关分析

本研究使用了 Pearson 的相关分析法，对于工作家庭冲突及各个维度与工作投入之间的影响关系进行了相关统计分析。见表 3-1

通过表 3-1 的分析可知：在工作家庭冲突及工作家庭冲突的三个维度与教师工作投入的关系对比中发现，整体工作家庭冲突与教师工作投入有显著的负向相关 ($r=-.608 p<0.01$)，时间冲突与教师工作投入有了显著的负向相关 ($r=-.669 p<0.01$)，压力冲突与教师工作投入达到了显著的负向相关 ($r=-.593 p<0.01$)。

表 3-1
变量描述统计以及相关分析矩阵图

变量	<i>M</i>	<i>SD</i>	工作家庭冲突	时间冲突	压力冲突	行为冲突	工作投入
工作家庭冲突	3.962	.678	1				
时间冲突	4.406	.763	.762**	1			
压力冲突	3.469	.956	.863**	.504**	1		
行为冲突	3.838	.778	.771**	.386**	.568**	1	
工作投入	3.627	.572	-.608**	-.669**	-.593**	.203	1

注：** $p<0.01$

3.1.2 工作-家庭冲突各维度对教师工作投入影响之预测分析

本研究采用 IBM SPSS 软件进行工作家庭冲突各维度对教师工作投入的影响进行了回归分析，由表 3-2 可知，时间冲突对于高校教师工作投入具有显著的负向影响 ($\beta=-.337 p<0.01$)，这表明时间冲突对教师工作投入具有显著抑制作用。压力冲突对教师的工作投入具有显著抑制作用 ($\beta=-.289 p<0.01$)，这表明压力冲突对教师工作投入具有显著负抑制作用，高校教师工作投入的线性回归分析结果中的 VIF 值均低于 5，这说明不存在共线性问题。

表 3-2
工作家庭冲突各维度对教师工作投入的回归关系量表

变量	β	<i>SD</i>	<i>t</i>	R^2	<i>VIF</i>
时间冲突	-.337**	.081	-3.196	.096	1.539
压力冲突	-.289**	.086	-2.736		2.017
行为冲突	.039	.063	.493		1.973

注：1. a.因变量：工作投入 2. ** $p<0.01$

4. 结论

随着高校教学与科研任务的不断增加，教师的工作节奏也在加快，当工作占用家庭生活的时间越来越多时，教师的时间冲突更加凸显，这也与金家飞（2014）的研究结果一致，时间冲突也导致教师和亲人的家庭活动时间减少，家庭活动时间的减少如果不能得到家庭成员的理解的话，就会产生家庭冲突，教师受到此类影响也会对工作投入造成影响（杨坚等人，2017），而愈发繁重的教学、科研、培训等工作任务也使得教师的压力越来越大，从而导致教师产生职业倦怠、职业认同感低等问题，同样会对工作投入造成影响（李宗波等人，2013），而行为冲突不显著的原因可能是由于教师在日常生活情景的角色中具有一定的共同性，例如教师在工作与家庭中都需要表现尊重与关怀的特质，这也与郝彩丽（2019）的研究结论一致。

5. 建议

本文将从国家以及高校散个不同角度给出建议，以期平衡高校教师工作-家庭冲突对工作投入的抑制关系，首先国家层面的建议：可以加快高校的去行政化政策改革；提高教师待遇与福利制度；加快教师职称制度改革的推进；进一步完善《教育工会章程》相关条规的落实。

高校层面的建议：加强对于国家政策的落实和推行力度；尊重理解教师的家庭生活，制定相应的支持措施保障教师的家庭生活权力；加强对于教师的情感支持，实现教师的家庭需求，帮助教师实现工作与家庭的平衡。

家庭层面的建议：加强家庭友好政策的落实，家庭需要加强对于感情能力的供给，家庭因素对于高校教师的工作与心理资源的影响十分显著，家庭中需要更多的沟通与理解，而教师自身也需要规划好工作与家庭中自身所扮演的职责，设定最为重要的任务与职责并保留足够的时间来处理，如果可能的话也可以雇佣保姆或家政人员来协助自己管理家庭事务，同时保持健康的生活方式，例如足够的睡眠，健康饮食等也可以帮助自身更好的应对压力和疲劳。

6. 研究不足

本研究以问卷发放的形式来进行调查，因此具有一定的样本局限性，在今后的研究中样本可以更加多样性，对更多地区高校的教师进行研究，同时也可以采用质性研究的方式对高校教师进行一对一的访谈和分析，以此获取更加详细与准确的研究结果进行比较，在未来研究中可以更加注重高校教师工作与家庭的冲突对工作投入影响这两者间是否有其它变量起到了中介或调节的作用，以丰富这部分研究的理论。

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附录

工作家庭冲突量表

①完全不认同 ②不认同 ③中立 ④认同 ⑤完全认同

编号	问项	①	②	③	④	⑤
1	我的工作让我无法参加一些家庭活动					
2	我的工作会占用我大量时间,使我无法承担家庭义务					
3	我不得不牺牲陪伴家人的时间来完成我的工作任务					
4	当我完成工作任务回家后,会感到情绪枯竭而无法帮助家人做一些事					
5	由于工作上的事情,有些时候我回到家后依然会感到压力					
6	由于工作任务给我的压力,有些时候即使休息也会使我不想去做想做的事					
7	我在工作中的可以高效率解决问题,在家庭中却没有效果					
8	工作中我习惯的行为与态度,会使我的家人感到不满					
9	有时当我完成工作回家后,会感觉依然在工作状态					

工作投入量表

①完全不同意 ② 不同意 ③中立 ④ 认同⑤完全认同

编号	问项	①	②	③	④	⑤
10	在工作中我会积极认真充满活力					
11	对于工作任务我经常会有新的思路并且愿意去尝试					
12	我对工作抱有热情					
13	我有想去上班的冲动					
14	我对自己的工作感到满意，并为之自豪					
15	有时工作任务会使我很繁忙，但我还是感到快乐					
16	我认为我完全可以胜任目前的工作					
17	连续高强度的工作也不会让我感到很疲惫					
18	工作对我来说是具有挑战的					
19	我可以全身心的投入工作中					
20	我无比热爱我的工作					
21	我可以很快恢复工作造成的疲惫状态					
22	全身心的投入工作会让我感到快乐					
23	我认为我的工作很有意义					
24	当工作进展不顺利时我依然可以坚持不懈的想办法解决					

The Influence of College Teachers' Self efficacy on Job Burnout: A Case Study of a College in Henan Province, China

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Abstract

As a prominent problem of occupational crisis in recent years, job burnout is a high incidence of job burnout among teachers. Once job burnout occurs, the work efficiency of workers is reduced, and the work is full of boredom, which has an impact on students' academic achievements. Through the questionnaire survey method, 300 questionnaires were distributed to teachers in a university in He'nan Province. The research results show that college teachers' self-efficacy has a significant negative impact on job burnout, The higher the self-efficacy of college teachers, the lower the job burnout.

Keyword: College Teachers; Self Efficacy; Job Burnout

高校教师自我效能对职业倦怠的影响： 以中国河南省某高校为例

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摘要

职业倦怠作为近些年来职业危机较为突出的问题，教师作为职业倦怠的高发人群，一旦出现职业倦怠，工作者工作效率降低，对工作充满厌倦，对学生的学业成就造成影响，通过问卷调查法对河南省某高校教师发放300份问卷进行调查研究，结果表明：高校教师自我效能对职业倦怠负向显著影响，高校教师的自我效能越高，职业倦怠越低。

关键词：高校教师；自我效能；职业倦怠

1. 引言

武因（2020）随着中国教育高速发展，高等职业院校之间的竞争愈演愈烈，为此教师需要承担多的压力与使命感。黄先政与张朋（2018）教师面临着越来越大的职业压力，这不仅影响着教师身心人格的发展，也影响着学生的整体发展。职业倦怠影响教师满意度和工作效率，影响教师身心健康，进而影响学校办学，也影响对大学教师职业倦怠的深入调查，因此有必要对高校教师职业倦怠问题进行深入研究（彭颖，2012）。

Freudenberger（1974）职业倦怠概念最初由美国临床心理学家Freudenberger提出，他认为职业倦怠是从事助人行业的人们因工作时间过长、工作强度高、工作量过大，并忽视自身需要而引起的一种疲惫不堪的状态。张佳祺等人（2020）职业倦怠表现为工作热情低，对人悲观、漠然置之和对自己表现信心丧失，成就感较低。Maslach and Jacksonse（1981）后续不断有学者从不同角度界定职业倦怠概念，其中认可度较高的是Maslach的定义，他认为职业倦怠包括情感枯竭、去人性化、低成就感三个维度。蓝秀华（2003）教师职业倦怠是身心俱疲情感上的状态，主要是教师不能顺应、解决来自教育教学过程中的压力产生的挫败感。最初只是职业单一性职业倦怠，伴随着职业倦怠

不断加深可能会影响到整个教师团队，自我效能感的降低，严重和长久的职业倦怠甚至会影响人生发展甚至社会和谐稳定（金春寒与叶勇，2017）。

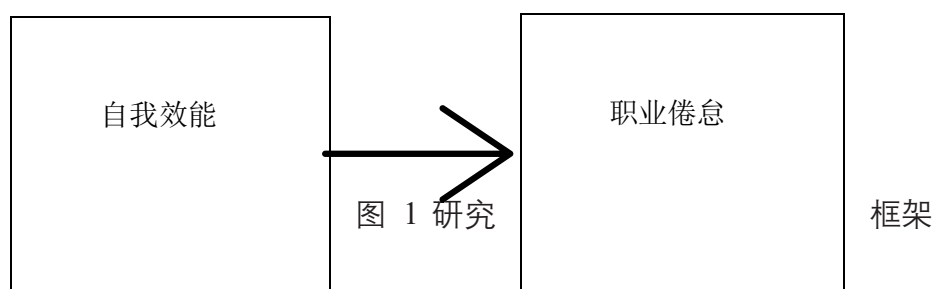
Bandura（1997）自我效能是Albert Bandura首次提出这一概念。杨鑫辉（2000）是指个体在执行某一行为操作之前对自己能够在什么水平上完成该行为活动所具有的信念、判断和主体自我把握与感受，是个体行为改变和自我调节的重要机制。侯灵巧（2022）个体的自我效能信念通过实践的掌握性经验、外部的替代性经验、言语劝说以及活动过程中的情绪反应和生理状态这四种信息源提供的效能信息自我建构而成，影响教师的教学行为和面对挑战的坚持性。伍春蓝（2018）自我效能感低的教师缺乏自信，他们常常决定不坚决，做决定和判断时优柔寡断。高校教师是大学教学的主体教师，学生的学习成效很大程度受教师影响，是因为高校教师是他们学习过程中的引导者和示范者。全淑连（2022）高校教师应该提高自我效能感，在教学过程中接受学生基础的差异，鼓励学生思考并提出问题，培养学生的学习兴趣，让学生感受到学习成效提升的满足感。因此，探究自我效能感与职业倦怠的关系，具有重要的实践和理论意义。

2. 研究方法

本研究采用立意抽样法，采用自我效能量表与职业倦怠量表对河南省某高校教师进行问卷调查分析。

2.1 研究框架

根据研究假设给出相应的研究框架，如图1所示。



2.2 研究对象

研究对象为河南省某高校教师，在筛选样本时，我们采用了多种方法（例如随机抽样、分层抽样等）来确保样本的代表性和可靠性。本研究调查问卷共发放300份，收回问卷300份，其中有效问卷290份，有效回收率为96.6%。其中性别：男生人数为165（55%），女生人数为135（45%）；年龄：30岁以下144人（48%），30-40岁99人（33%），41-50岁39人（13%），50岁以上18人（6%）；婚姻状况：已婚177人（49%），未婚123（41%）；学历：本科84人（28%），硕士174人（58%），博士42人（14%）；教龄：3年以下99人（33%），3-5年135人（45%），6-10年39人（13%），10年以上27人（9%）；职称：助教84人（28%），讲师159人（53%），副教授27人（9%），教授9人（3%），无职称21人（7%）。

2.3 研究工具

本研究将对样本进行分析的量表工具：自我效能量表（Self efficacy scale）；职业倦怠量表（Occupational Burnout Scale）。

2.3.1 自我效能量表

本文使用了在实证研究中广泛使用的自我效能感量表（GSES）（王才康2001年译版），自我评价测试对象有10个题目，使用李克特量表5点计分法。该量表信度达0.85，可以进行实测研究。

2.3.2 职业倦怠量表

在本研究中，使用了情绪衰竭、去人性化维度和低个人成就感维度三个维度，来自22个项目的马斯拉赫倦怠量表（MBI）。其中包括9个关于情绪衰竭的问题，5个关于去人性化维度的问题以及8个关于个人成就感的问题。MBI是由美国社会心理学家Maslach and Jackson 联合开发的，MBI在面世之后得到了最为广泛的应用和检验，已经被证明具有良好的内部一致性信度、再测信度、结构效度、构想效度等。

3. 结果分析

本研究使用SPSS软件分析收集到的信息，同时根据各变量的特质使用Person相关分析以及回归分析等统计方法进行统计和验证。

3.1 描述性统计

由表1可见，本次调查分别对样本性别、年龄、婚姻状况、学历、教龄、职称进行调查。

在性别变量中，男教师165名参与调研，占比55%，女教师135名参与调研，占比45%，这表明，在这项研究中，教师比例是平衡的，在一定程度上避免了结果的性别差异，确保了结果的客观性和有效性。

在年龄变量中，参与本次调研的教师年龄以30岁以下和31-40岁为主，这两部分教师共243人，占比之和高达81%，因此，青年教师是大学教师的主力，大学教师正向青年发展。

在婚姻状况变量中，已婚占比49%，未婚占比41%，比例平衡，在一定程度上避免了差异，确保了结果的客观性和有效性。

在学历变量中，本科84人占比28%，硕士174人占比58%，博士42人占比14%，因此说明高校教师主力军为硕士学历。

在教龄变量中，3年以下99人占比33%，3-5年135人占比45%，6-10年39人占比13%，10年以上27人占比7%，3年以下与3-5年共占比78%，因此可得知新进教师较多，教学经验与资深教师相比不足，有待提高。

在职称变量中，无职称21人占比7%，助教84人占比28%，讲师159人占比53%，副教授27人占比9%，教授9人占比3%，副教授与教授共占比12%，因此可得知拥有深厚教学功底与教学经验的高质量教授占比较小，有待提高。

表1 样本描述性统计

变量	样本分布	样本数	百分比 (%)
性别	男	165	55
	女	135	45
年龄	30岁以下	144	48
	31-40岁	99	33
	41-50岁	39	13
	50岁以上	18	6
婚姻状况	已婚	177	49
	未婚	123	41
学历	本科	84	28
	硕士	174	58

	博士	42	14
教龄	3年以下	99	33
	3-5年	135	45
	6-10年	39	13
	10年以上	27	9
	无职称	21	7
职称	助教	84	28
	讲师	159	53
	副教授	27	9
	教授	9	3

3.2 自我效能与职业倦怠相关分析

由表2可见，自我效能与情感枯竭之间存在显著负相关 ($r=-0.665$, $p < 0.001$)，自我效能与去人性化之间存在显著负相关 ($r=-0.372$, $p < 0.01$)，自我效能与低成就感之间存在显著负相关 ($r=-0.697$, $p < 0.001$)，自我效能与职业倦怠之间存在显著负相关 ($r=-0.644$, $p < 0.001$)，由此表明教师的自我效能越高，职业倦怠越低，相关系数介于 (-0.372) - (-0.697) 之间，表示中低相关，因此不存在共线性。

表2 自我效能与职业倦怠相关分析矩阵图

变量	M	SD	自我效能	情感枯竭	去人性化	低成就感	职业倦怠
自我效能	3.862	.645	1				
情感枯竭	4.314	.891	-.665***	1			
去人性化	4.235	.912	-.372**	.729***	1		
低成就感	3.784	.769	-.697***	.681***	.588**	1	
职业倦怠	4.438	.902	-.644***	.689***	.571**	.719***	1

注: ** $p < 0.01$ *** $p < 0.001$

3.3 高校教师自我效能对职业倦怠之预测分析

本研究把可能影响职业倦怠的控制变量性别（女生）、年龄（30岁以下）、婚姻（未婚）、学历（本科）、教龄（3年以下）、职称（无职称）为基准纳入模型1；各步骤中自变量均以Enter方式进入模型分析，结果见下表可知，在控制了背景变量的情况下，自我效能对职业倦怠有显著的负向预测 ($\beta = -0.743$ $p < 0.001$)，由表3可见F值=10.224 ($p < 0.001$)，解释量为29.3% ($Adj R^2 = 26.4\%$)，由此表明教师的自我效能越高，职业倦怠的程度越低。

表3

自我效能与职业倦怠回归分析矩阵图

变量	β	t	p
控制变项			
性别 (男)	.013	.105	.916
年龄31-40	.048	.245	.806
年龄41-50	.078	.473	.637
年龄50以上	.199	1.432	.153
婚姻 (已婚)	.098	.818	.414
学历 (硕士)	.051	.288	.773
学历 (博士)	-.040	-.301	.764
教龄 (3-5年)	-.014	-.075	.940
教龄 (6-10年)	-.057	-.359	.720

教龄 (10年以上)	.331	1.455	.147
职称 (助教)	-.656	-1.455	.147
职称 (讲师)	-.417	-1.223	.222
职称 (副教授)	-.021	-.143	.886
职称 (教授)	-.059	-.440	.661
自变量			
自我效能	-.743***	-11.885***	.000
R ²		.293	
Adj R ²		.264	
F		27.224***	

注: 1、* $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$; 2、参照组: 性别 (女)、年龄 30 岁以下、婚姻 (未婚)、学历 (本科)、教龄 (3 年以下)、职称 (无职称)

4. 结论

本研究结果显示, 在自我效能对职业倦怠相关分析中, 自我效能与职业倦怠之间存在显著负相关 ($r = -0.644$, $p < 0.001$), 在自我效能对职业倦怠回归分析中加入控制变项, 整体F值为27.224 ($p < 0.001$), 标准化回归系数 β 值为-0.743 ($p < 0.001$), 解释量 R^2 为29.3% (Adj $R^2 = 26.4\%$), 显示高校教师自我效能可以负向预测职业倦怠, 表明高校教师的自我效能越高, 职业倦怠越低, 与2017 (李杨) 研究结果一致。李云红 (2017) 自我效能感强的老师不仅能制定计划工作, 还能表现出更多的热情。如果一个老师有很高的自我效能感, 他可以很好地调整自己的情绪, 克服工作的疲劳和疲劳 (刘萍, 2014)。

因此本研究得出以下结论: 高校教师自我效能对职业倦怠负向显著影响, 高校教师的自我效能越高, 职业倦怠越低。

5. 研究建议与限制

建议第一点提高教师的经济和社会地位, 为了稳定教师队伍, 必须适当提高教师工资, 以满足教师的日常需要。经济和社会地位决定了教师职业的声誉、吸引力、动机和责任。第二点创造尊重教师的社会氛围, 教师不仅是知识和思想的载体, 也是价值的创造者和生活的载体。尊重文化的文化只有在明确认识和尊重教师的重要作用的情况下才能形成。第三点建立教师专业发展平台, 学校要大力支持教师发展, 鼓励教师自觉进行教学研究, 建立奖励体系。通过学校的研究、培训和实践, 学校开展了一系列活动。建立赞助人为教师提供创新发展的机会。增强教师潜力, 促进教师职业发展。

本研究只考虑了大学教师自我效能与职业倦怠之间的关系, 除了变量控制、自我效能, 建议把工作压力、工作投入、校长领导力、组织文化等因素进行研究, 这些因素还需要在未来的研究和进一步的研究和分析中加以考虑。

本研究样本的地理区域有限, 本研究以河南省某高校教师为研究对象, 样本只能代表本地高校教师。目前还不清楚研究结果是否适用于其他地区的教师。如果我们能扩大调查范围, 结果将更有代表性。

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The Influence of College Students' Leadership on Employability: The Introductory Role of Career Aspirations

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Abstract

Market demand has shrunk, but the number of college graduates has been rising, so college graduates are particularly competitive in the job market. Among them, the employability of college students is one way to solve this situation, and one reason for the weak employability of college students is the lack of career ambition. This study takes the leadership of college students as the independent variable, the employability of college students as the dependent variable, and the career ambition as the intermediary variable. Taking students from four universities in Fujian Province as the research object, it explores the impact of college students' leadership on employability and helps colleges and universities improve college students' employment. Career ambitions, so as to improve the employability of college students, further help schools improve the employability of college students, and provide effective reference suggestions for solving the current employment problems of college students.

Keywords: College Student Leadership; Career Aspirations; Employability

大学生领导力对就业能力的影响：职业抱负的中介作用

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摘要

市场需求收缩，但高校毕业生数量却一直上涨，因此高校毕业生在就业市场上竞争尤为激烈。其中大学生的就业能力是解决该情况的一种方式，而大学生就业能力薄弱的另一个原因是缺乏对于职业的抱负。本研究以大学生领导力为自变量，大学生就业能力为因变量，职业抱负为中介变量，以福建省 4 所大学的学生为研究对象，探究大学生领导力对就业能力的影响，帮助高校提高大学生的职业抱负，从而提高大学生的就业能力，进一步帮助学校提高大学生就业能力，解决当前大学生就业的问题提供有效的参考建议。

关键词：大学生领导力；职业抱负；就业能力

1 绪论

1.1 引言

近年来，由于各高校不断扩招，中国高校毕业生也呈逐年上升趋势，根据教育部统计数据显示，2020 届高校应届毕业生总数 874 万人，2021 届大学毕业生高达 909 万人左右。除了国内高校毕业生，受 2020 年新冠肺炎疫情的影响，海外留学生选择归国的数量同时增多，也同时增加了大学毕业生的就业压力。受疫情影响，2020 年中国近 46 万家企业倒闭，加之学历正在迅速贬值，毕业生的就业难度被推向历史高峰，大学毕业生的就业问题也再次成为社会关注的焦点（谢彩辉，2021）。作为国家战略部署和顶层设计的重要组成部分，大学生就业问题是当前受到社会广泛关注的话题。2022 年《政府

工作报告》指出：今年高校毕业生超过 1000 万人，要加强就业创业指导、政策支持和不断线服务，从而提升大学生就业工作水平。高校作为人才培养的平台，知识管理与人才培养有着紧密的联系，人才培养活动与知识的获取、转移、整合和创新密切相关，能够为人才培养模式中各要素的优化提供理论指导（宋孟瑶与刘志国，2022）。

市场需求收缩，但高校毕业生数量却一直上涨，且增长速度远高于就业岗位的增速和涨幅，就业市场出现了明显的大学生“过剩”“供过于求”的现象。对于招聘单位来说，虽然招聘人数缩减，但选择的余地却大大增加，为选录最为优秀的人才，招聘单位对应聘者提出了更高的要求（刘津，2022）。就业能力是个体能够识别工作机会并获得工作的能力，是毕业生为成功获得工作和发展职业所做的准备，并能够向组织证明其价值，这是求职生存的重点(Fugate et al., 2004)，也是解决高校毕业生就业问题的关键。同时，反观当前的大学生毕业大多失业、随波逐流、从事销售或者自己不喜欢的工作，可见当前大学生的就业能力薄弱仍然是一个需要解决的问题，其中，大学生缺乏职业抱负是一个重要的原因。

领导力这一特质逐渐成为个体必不可少的核心竞争力和软资源，具有专业素养和创新才能的领导型人才成为社会广泛关注的焦点。高校大学生作为未来社会领导群体的骨干力量，将来会在各行各业中起到中流砥柱的作用，领导力能够提升大学生的核心竞争力和软资源，提高学生对于未来职业的期望，各大高校开始通过培养大学生领导力来提高学生的核心能力，从而提高大学生在职场的能力，培养社会、企业所需要的优秀人才（庄卓鸿，2022），那么培养大学生领导力能否有效提升大学生职业抱负，从而提高就业能力成为研究的主要目的，对于领导力对大学生就业能力的实证研究较为缺乏。

综上所述，当前大学生就业依然严峻，面对市场需求收缩，企业将通过提高招聘标准来进行人才选拔，因此对于大学生就业能力的提升刻不容缓，而当前大学生大多仍然缺乏对于职业的抱负，随波逐流。大学生的领导力能够提升大学生对于未来职业的期望，从而提升自我的各项能力，因此本研究以大学生领导力为自变量，大学生就业能力为因变量，职业抱负为中介变量，探究通过培养大学的领导力是否能够有效提高员工的职业抱负，从而提高员工的就业能力，进一步帮助学校提高大学生就业能力，解决当前大学生就业的问题提供有效的参考建议。

1.2 研究意义

1.2.1 理论意义

首先关于大学生领导力的实证研究，通过对各大网站进行的相关文献进行整理，发现研究较为匮乏。因此本研究在理论上为后续领导力的实证研究，以及探讨对于大学生就业能力领域提供参考。其次关于大学生领导力的研究，以往的研究大多探讨其影响因素（李文华，2019），以及各大高校的学生领导力培养（汪艳霞，2022），而大学生领导力对于大学生行为、态度等的影响，缺乏作为实证的研究，因此本研究为探究领导力对于大学生行为的影响提供了参考。最后关于大学生就业能力的影响，大多集中于探讨学校环境、家庭环境、专业课程的影响，而对于探究学生领导力对于大学生就业能力的影响没有，因此本研究在理论意义上为该领域提供参考价值。

1.2.2 实践意义

本研究以大学生领导力为自变量，大学生就业能力为因变量，职业抱负为中介变量，通过培养大学的领导力可以有效提高员工的职业抱负，从而提高员工的就业能力，从而帮助学校提高大学生就业能力，解决当前大学生就业的问题提供有效的参考建议。学校应当提升对于大学生的领导力培养的课程以及实践活动，才能够有效的，提高大学生就业能力。

2 文献综述

2.1 大学生领导力的定义

大学生领导力是处于社会关系中的个体在特定的场合领导和影响他人所需要具备的各种能力和素质,如观察、沟通、协调等能力。作为一种能力素质,是每一个大学生成长发展的内在需要。领导力教育不仅包含传统意义上为培养领袖人而开展的教育,更是一种面向全体受教育者的,以领导能力提升为目标的教育(庄卓鸿,2022)。

张兄武等人(2011)对近代以来中国大学本科人才培养目标的历史演进进行了梳理和研究,认为新中国成立以来,中国大学本科人才培养目标,经历了“专门人才”向“高素质人才”的演变。而专门人才向高素质人才的转换,也凸显了专门人才不能适应社会发展的需求。专门人才强调专业教育、对口教育,强调专业与行业、职业、岗位的一一对应,专业教育的主要目标也在于培养学生掌握某一专业方面的具体知识和技能,以便应付将来在工作岗位上可能碰到的问题。然而,随着社会的迅速发展,专门人才的培养目标已不适应社会经济文化发展的现实需要。因此,素质教育、通识教育应用而生,强调培养大学生的综合素质,而诸多综合素质中,领导力素质成为社会、企业、高校和大学生关注的核心。

奚洁人(2012)则从领导学和大学使命的维度指出,培养未来社会精英是大学永恒的使命和主题,大学教育就是未来领导人才的预备教育。当代大学的使命就是应该培养未来能服务社会的、有创造力的、有教养的、适应全球化趋势的人才或精英。概括地说,现代大学的使命就是培养适应全球化要求、能服务社会、创新型高素质人才,其培养目标的综合素养决定了他们是一批在未来有理想和远见、有责任感、有知识、有能力、有影响力的优秀人才。从领导学的意义上说,这样的人才不管从事什么样的工作,不管处在什么样的岗位上,他们都是广义上的领导人才,是一定意义上的领袖式人物。

2.2 大学生领导力的衡量

基于中西方文化差异的现实,李敏(2013)在博士论文《我国青少年学生领导力的测量及其影响因素研究》中,以LSI问卷为基本材料,在调研的基础上对其进行修订,编制形成了领导技能量表中文版(LSI-C),共21个题项,这为中国大学生领导力研究提供了测量工具上的参考依据。

2.3 职业抱负的定义

职业抱负(Career Futures Inventory, CFI)这一概念的定义包括兴趣、偏好、选择、计划、期望和目标等不同的指示术语。在许多有关职业抱负的研究中,不同术语出现互换使用,职业抱负的概念定义不是很明确。除职业抱负的定义外,职业抱负也被定义为是个体对某种职业的偏爱和期待(Gottfredson, 1981);或者是个体求职过程中的志向和愿望(陈幼平、郑涌, 2007);以及综合了个体对收入等多方面认知评估后的,对职业的偏好和期望(王丽娟, 2008)。职业抱负是一种评估一个人对职业的态度、期望和情绪的方法(Rottinghaus et al., 2005),指的是个体对自己所将要从事的工作持有的远大的理想和志向,是个体对未来职业的向往和期望。职业抱负是个体职业价值观的表现,也作为内在动力源推动个体的职业选择(吴文珊, 2012)。具体包括三个维度:职业适应性、职业乐观主义和职业认知。其中职业适应性具体指个体认为他应对和利用未来变化的能力,对新工作的适应程度和出现未预料到的事件时改变职业计划的应对能力(Basler & Kriesi, 2019)。职业乐观主义指个体期望最好的可能结果,或强调、关注未来职业发展最积极方面的倾向,以及自然、顺畅地安排职业计划任务。Soylu et al. (2021)提出性格乐观主义的概念是对未来会发生好事的普遍预期。性格乐观主义与目标寻求行为的自我调节模型有关,该模型研究了结果期望如何影响目标设定,比如实现职业目标所需要的行为,即职业乐观主义。职业认知指个体对职场和就业趋势的感知、认识。职业抱负涵盖了个人在职业领域如何看待未来发展的概念,延伸到职业认同、教育抱负、职业探索等领域。职业抱负使研究人员能够检验被试的职业适应性(Basler & Kriesi, 2019),在理论上连接了Super et al. (1996)提出的生命周期、生命空间理论。此外,该理论还显示了丰富传统

职业干预活动的意义(Rottinghaus et al., 2005)。

2.4 职业抱负的衡量

职业抱负的关键内容包括对职业的态度、期望和情绪，对职业抱负的测量有开放式和结构式两种，Rottinghaus et al. (2005)报告了几个职业抱负量表最初发展的试点研究的结果。最初版本包含 25 个项目，旨在评估个体对其未来职业发展的看法以及规划和调整其职业生活的方法。最终正式编制的“职业抱负量表”包括三个分维度：职业适应性、职业乐观主义及认知知识。量表采用李克特式 5 分量表计分，表示被试同意或不同意的程度。

2.5 就业能力的定义

国内外学者对就业能力的定义有着自己独特的见解，从不同角度对就业能力进行定义。Hillage and Pollard (1998)认为就业能力是个人进行初次就业、保持好这份工作以及机会成熟时获得一份新工作所应该拥有的能力；英国 ESECT 组织则提出，就业能力是由个人的学术成果、职场工作经验、个人特征和个人理解力等构成的能让个人找到并胜任这份工作的能力；Sewell and Pool (2007)也持同样的观点，他们认为就业能力是个人拥有专业知识与技能、理解能力、个人特质等一系列能力的基础上能够选择自己喜欢的工作并且取得这份工作的能力；Herbert and Rothwell (2008)则提出就业能力感知概念，认为就业能力是个人是否拥有能够获取与自身资格条件相匹配的可持续性工作的能力，该观点继承和丰富了 Marklund and Bemston (2007)两人关于就业能力的定义，Marklund and Bemston (2007)认为就业能力是个人的一种感知，是个人感受到的他能否找到一份新工作的可能性，感知型就业能力包括感知专业技能、人际交往、就业市场知识、工作经验以及个人特性等维度；Vander (2015)提出可持续性就业能力概念，将就业能力定义为个人在其整个职业生涯里所拥有的一系列能力组合，该能力能让他找到切实性工作，并且不管是现在还是未来的工作都能为其付出自身贡献，从而能维持个人的福利与健康状况。虽然专家学者们因为关注视角以及研究方向的不同，对就业能力的定义也不尽相同，但其核心还是保持一致，普遍都认为就业能力是找到一份新的工作并且能够做好这份工作所应具备的能力组合。

就业能力包含大学生就业能力，两者的区别在于其能力主体的不同，就业能力的是指所有可能进行工作的人，而大学生就业能力的主体仅仅是在校大学生或者即将毕业的大学生。国内外研究者对于大学生就业能力这一概念大多都给出了独到的释义，比如 Harvey (2001)认为大学生就业能力是毕业生所拥有的找到工作并出色完成工作任务的能力集合；Herbert and Rothwell (2008)则就感知型就业能力概念基础上，将主体限定为大学生，提出大学生感知型就业能力概念；Boden and Nedeva (2010)认为在获取工作之外，大学生就业能力还应包括获得与自身学历相匹配的满意职业所应具备的能力；中国率先提出大学生就业能力概念的学者是郑晓明（2002），他认为大学生就业能力指的是大学生在大学期间通过学习专业知识学习和开发自身综合技能而取得的能实现个人职业理想，为社会做出贡献从而实现人生价值的工作“本领”；宋俊虹与郭志文（2007）两人指出，大学生就业能力是大学生在专业知识学习与实践中获得的，于毕业时能找到工作并能在以后晋升自己工作岗位的能力；金昕（2012）认为大学生找到和维持一份工作，必要时换一份工作所应拥有专业知识与技能、个人特性的集合体即为大学生就业能力。

因此，本文将大学生就业能力定义为：大学生在进行学习与实践的过程中培养的关于找到工作并能在工作中取得进步的能力，该能力具有明显的职业倾向性，是专业知识技能和综合素质内化于心的表现。大学生就业能力是各种与职业相关能力的集合体，包含五个能力维度：专业能力，即大学生通过在校期间系统化专业基础知识与理论的学习、专业技能与方法的训练而形成的能够实际运用于工作中的能力；情绪调适能力，即大学生能敏锐察觉到他人以及自身情绪与感知，并在之后引导自己据此进行思考与采取相应

行动的一种能力，包括对社会和自我的认知能力以及自身情绪管控能力等；人际关系能力，即大学生能够妥善处理他人与自己的关系以及有效应对他人对自己造成行为影响的能力，这其中就包括人际沟通、团队协作、发展和影响他人、管理矛盾冲突、领导变革等能力；自我发展能力，即大学生为了达到自己的个人目标、满足将来职业的工作需求而不懈努力提升自身的能力，比如学习与分析能力、创新意识、实际操作与解决难题的能力等；求职应聘能力，即大学生在求职与应聘的过程中，通过搜集整理就业信息、恰当有效地表现自我、推销自我、抓住工作机会并有效决策进而得到企业单位青睐的能力。

2.6 就业能力的衡量

就业能力的构成要素随着时代的发展以及用人单位提出的新的需求而不断丰富，目前为止并没有统一的规范。本研究参考使用朱晓阔等人（2019）使用的《可就业能力量表》，其中将就业能力分为了职业认同、人际关系、乐观开朗、问题解决、社会支持、学习能力、团队合作和网络差异八个维度。

2.7 变量间的相关研究

2.7.1 大学生领导力对就业能力的影响

张芳芳（2016）指出，沟通能力是大学生就业能力的首要显性表现，人才成功因素中，专业知识技能等只占据成功比例的15%，而人际关系和社交能力却高达85%。而大学生领导力是处于社会关系中的个体在特定的场合领导和影响他人所需要具备的各种能力和素质，如观察、沟通、协调等能力（庄卓鸿，2022）。由此可见，通过培养大学生的领导力，提高大学生的沟通能力，可以有效提高大学生的就业能力；

此外，史珠子（2017）从大学生领导力与就业能力的构成要素、提升路径、最终效果三个方面进行研究，表明大学生领导力与就业能力之间有相互促进关系，大学生领导力培养可以提高他们的就业能力。因此，本研究提出假设：

H1：大学生领导力正向影响就业能力。

2.7.2 大学生领导力对职业抱负的影响

大学生领导力是处于社会关系中的个体在特定的场合领导和影响他人所需要具备的各种能力和素质，如观察、沟通、协调等能力（庄卓鸿，2022）。大学生领导力包括领导号召力、领导控制力、领导决断力、领导影响力和领导前瞻力。其中领导前瞻力指大局意识、创新能力和制定远期目标计划的能力（史珠子，2017），而职业抱负这一概念的定义包括兴趣、偏好、选择、计划、期望和目标等不同的指示术语（Kalafat, 2012）。可见大学生领导力能够使大学生提高具有大局意识、创新能力和制定远期目标计划的能力，职业抱负包含计划、期望和目标，因此大学生领导能够提升职业抱负，提出 H2 如下：

H2：大学生领导力正向影响职业抱负

2.7.3 职业抱负对就业能力的影响

职业抱负指的是个体对自己所将要从事的工作持有的远大的理想和志向，是个体对未来职业的向往和期望。职业抱负是个体职业价值观的表现，也作为内在动力源推动个体的职业选择（吴文珊，2012）。具体包括三个维度：职业适应性、职业乐观主义和职业认知。其中职业适应性具体指个体认为他应对和利用未来变化的能力，对新工作的适应程度和出现未预料到的事件时改变职业计划的应对能力（Basler & Kriesi, 2019）。职业乐观主义指个体期望最好的可能结果，或强调、关注未来职业发展最积极方面的倾向，以及自然、顺畅地安排职业计划任务。Soylu et al. (2021) 提出性格乐观主义的概念是对未来会发生好事的普遍预期。性格乐观主义与目标寻求行为的自我调节模型有关，该模型研究了结果期望如何影响目标设定，比如实现职业目标所需要的行为，即职业乐观主义。职业认知指个体对职场和就业趋势的感知、认识。职业抱负涵盖了个人在职业领域如何看待未来发展的概念，延伸到职业认同、教育抱负、职业探索等领域。职业抱负使

研究人员能够检验被试的职业适应性 (Basler & Kriesi, 2019)，可见职业抱负能根据大学生未来职业所需要的行为，能力等进行制定当前的计划，而达到目标，因此职业抱负能够未来职业所需去强化自我的就业能力，因此提出假设：

H3：职业抱负正向影响就业能力

2.7.4 职业抱负的中介作用

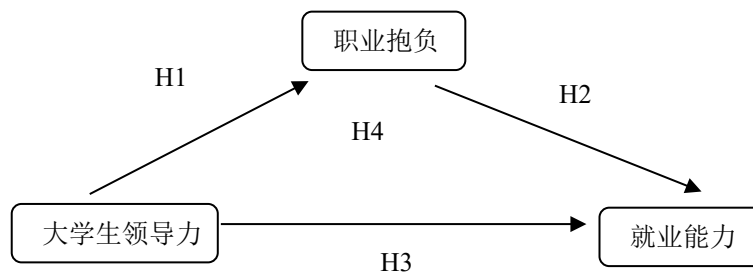
本研究的研究假设 2 中，大学生领导力能够使大学生具备大局意识、创新能力和制定远期目标计划的能力（史珠子，2017）。而这些要素正是大学生职业抱负的因素，即大学生领导力的提升能够提升大学生的职业抱负；而假设 3 中，职业抱负能根据大学生未来职业所需要的行为、能力等进行制定当前的计划，而达到目标 (Basler & Kriesi, 2019)，因此职业抱负能够未来职业所需去强化自我的就业能力，也就是说大学生领导力能够有效提升大学生的职业抱负，从而更好的去规划未来，不断的提升自己的就业能力，因此提出假设：

H4：职业抱负在大学生领导力与就业能力之间具有中介作用

2.8 研究框架图

研究的研究框架图，如下图 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 变量的衡量工具

3.1.1 大学生领导力的衡量工具

本研究采用李敏 2013 年开发的《大学生领导力技能量表 LSI-C》，共 21 个题项。

表 1
大学生领导力量表

题项	资料来源
1.我能够在集体中与他人合作完成任务。	李敏（2013）
2.我和身边的人相处融洽。	
3.我认为应该对自己的行为负责任。	
4.我认为有必要对集体任务进行分工。	
5.我了解自己。	
6.指导他人时，我感到很轻松。	
7.我会考虑所有的选项，之后再做决策。	
8.我认真听取集体成员的意见和建议。	
9.我受到同龄人的尊重。	
...	
21.我能够组织会议。	

资料来源：李敏（2013）。我国青少年学生领导力的测量及其影响因素研究。[博士论文，华中师范大学]。

<https://cdmd.cnki.com.cn/Article/CDMD-10511-1013280136.htm>

3.1.2 职业抱负的衡量工具

本研究采用 Rottinghaus et al. (2005) 于 2005 年编制的职业抱负量表，量表共 25 道题目，包括三个维度：职业适应性（1-11 题）、职业乐观主义（12-22 题）及认知知识（23-25 题）。采用 5 点量表。

表 2
职业抱负量表

题项	资料来源
1 我擅长适应新的环境。	Rottinghaus et al. (2005)
2 我可以适应自己职业生涯计划中出现的变化。	
3 我可以克服可能存在于我的职业生涯中的障碍。	
4 我喜欢尝试新的任务。	
5 我能适应工作领域的变化（包括实习、兼职领域）。	
6 我会很容易适应工作中不断变化的需求（包括实习、兼职领域）。	
7 其他人说我能适应我职业规划发生的变化。	
8 我的职业成功将取决于我的努力。	
9 当我的职业规划不太顺利时，我往往会振作起来。	
.....	
25 我很容易就能看到未来的就业趋势。	

资料来源：Rottinghaus, P. J., Day, S. X., & Borgen, F. H. (2005). The Career Futures Inventory: A measure of career-related adaptability and optimism. *Journal of career assessment*, 13(1), 3-24.

3.1.3 就业能力的衡量工具

本研究采用朱晓阔等人（2019）编制和使用的《大学毕业生可就业能力问卷》，共计 36 个题项，采用李克特五级量表，从非常不符合（=1）到非常符合（=5）。

表 3
就业能力量表

题项	资料来源
1 有清晰的职业生涯规划。	朱晓阔（2019）
2 有明确的就业目标。	
3 对未来的工资、职位有明确的期望。	
4 能利用各种资源逐步探索职业方向。	
5 了解自己，知道自己适合的工作。	
6 知道实现职业生涯目标所需要的能力。	
7 很容易融入新的集体。	
8 喜欢和他人相处。	
9 能游刃有余地处理各种复杂的人际关系。	
.....	
36 人际交往面广、认识很多人。	

资料来源：朱晓阔（2019）。《大学毕业生可就业能力与职业决策困难的关系研究》。[研究生论文，天津师范大学]。

3.2 研究方法

3.2.1 研究对象和问卷收集

本研究的研究对象为福建省 4 所大学的学生为研究对象，其中 4 所包含 985 一所，211 一所，应用型大学 2 所，应用型大学为培养国家，经济社会发展，高层次应用型人才的需求，推进国家高等教育大众化，更加适用于企业的人才，因此本研究在样本的选取生具有参考性，代表性，研究的样本可以有效的作为母体的参考，并对 4 所大学的学生采取问卷调查法，进行便利抽样，每所大学各抽取 100 名学生进行调查，共抽取 400 个样本，通过问卷星问卷编辑，微信，电子邮箱等渠道进行问卷发放。

3.2.2 分析方法

本研究的分析工作为 SPSS、Amos，主要进行样本的基本信息分析，信效度的分析，项目分析，假设检验，中介检验等，验证本研究假设。

4 预期研究成果

本研究预期会得到以下研究结果：大学生领导力能够有效提升职业抱负从而提高大学生就业能力：1.大学生领导力正向影响就业能力，2.大学生领导力正向影响职业抱负，

3.职业抱负正向影响就业能力,4.大学生职业抱负在大学生领导力于就业能力之间起到中介作用。

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Research on the effect of Ke's evaluation model in the training of teachers of teachers in Chinese universities in Chinese universities

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Abstract

Teachers are an important force for education development. The level of teachers represents the comprehensive strength of colleges and universities, and the training of teachers is an important way to train high-level teachers. Therefore, the use of the four-layer training evaluation model of Ke's to study and evaluate the training of ordinary college teachers. According to the effects of the Ke's assessment model in the training of college teachers, find problems and results to find improvement countermeasures. Therefore, this study adopts an interview method to study the eight teachers and 3 training organizations who have participated in the professional ability training of teachers with more than 3 ordinary colleges and universities in this study, and promote and analyze the enthusiasm of teacher training through the Ke's assessment model, improve the enthusiasm of teachers, increase the enthusiasm of teacher training, and improve the enthusiasm of teacher training, improve, The practicality and work motivation of college teachers' training will make it substantially enhanced the training and career development of future college teachers.

Keywords: Teacher Trained; Kirkpatrick Four-Level Trained Evaluation Model; School-Enterprise Trained; Career Development

柯氏评估模型在中国普通高校教师培训的作用效果研究

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摘要

教师是教育发展的重要力量。师资水平代表着高校的综合实力，而对于教师的培训则是培养高水平教师队伍的重要途径。因此，运用柯氏四层培训评估模型来对普通高校教师队伍的培训进行研究与评估，根据柯氏评估模型在高校教师培训中起到的效果影响，找到问题与结果找到改进对策。所以，本研究采用访谈法，对3所普通高校参加过3次以上教师专业能力培训的8位教师和3位培训组织人员进行研究，通过柯氏评估模型来促进并分析教师培训的积极性，提高高校教师培训的实用性与工作能动性，使其对未来高校教师的培训与职业发展具有实质性的提升。

关键词: 教师培训; 柯氏四层评估模型; 积极性; 职业发展

一、绪论

1.1 研究背景

在不断深化教育改革的背景下，中国历来重视教师工作，通过不断努力终于解决的教育基础“有学上”的问题，正是靠着全世界体量最大的基础教育教师队伍。随着中国特色社会主义迈向新的时代，中国教育发展迎来了教育建设强国的新征程（刘世清，2022）。

高校学生的数量不断攀升，疫情时期的教学方式改变，就需要高校教师水平也要随

着这样的变化而不断提升和转变。高校的培训虽然进展不错，但也展现出了很多问题。比如培训教学内容设计与教师水平及发展不一致，培训内容缺乏针对性，教师参与培训的积极性不高等等（朱文伟，2016）。如何根据普通高校的特点，来进行合理、科学、公正、有效的评估培训效果显得尤为重要。运用柯氏四层评估模型来对教师的培新效果进行评估是现今世界上运用比较广泛的评估方式，推进中国高等教育的发展亟需解决（于长英与徐玉梅，2015）。

柯氏评估模型在高校教师培训实践中也存在问题。部分教师在使用模型时，经常将其作为一种简单的评估工具，只考虑学生是否具备了课程中的知识点，却忽视了对学生其他能力的评估（Scriven, M, 2007）。

王冬妮（2018）指出，虽建立了教师培训的四层评估模型，但都未将其逐级量化，缺乏系统的体系和评价的反馈。

1.2 研究问题

高校教育的深化改革以及对教育发展提出的完善职业教育培训体系愿景（姜大源，2017），将这些体系的不完善之处进行探析，避免教师培训的不良问题出现，解决高校教师培训当中存在的共性问题。

首先，是社会发展趋势问题。高等教育的大众化发展对高校教师培训提出了新需求。随着这样的变化，社会和家长对高校教师的质量也提出了更高且的要求（Liu N. & Wang W, 2017）。

其次，是高校竞争生存的问题。中国和西方国家相比，西方国家有严格的教师准入制度，职称和学历等结构一直具有领先优势。在这样的基础上，中国高校想要在激烈的国内外竞争中求得生存，就必须开辟出适合自己的学习组织形式和结构，培养出一批有专业性、创新性的高水平教师团队，因此，高校教师通过培训建立学习型的组织体系也已经刻不容缓。

最后，是教师职业专业化的问题。教师职业是一个比较专业化的职业，从一般聘用到合同制，从专职教师到综合性管理教师。专业职业化不是自然而然的发展过程，而是通过组织的培养和个人的不断自我深化来进行唤醒和支持的。在教育新时期下，如何为高校教师进行培训成为了社会关注的焦点（王兰芬与李兆申，2019）。

基于柯氏评估模型去完善当下已有的关于教师培训的研究，为普通高校教师培训后续的相关理论研究奠定理论基础。柯氏评估模型的方法对于高校教师培训研究具有什么样的价值影响。

二、文献探讨

刘凤英（2010）对于高校教师培训模式的研究在方法上缺少定量研究，且普遍性较差。现有研究仅以个别高校为突破口，致使研究成果与区间无法进行对比。关于以柯氏四层评估模型对高校教师培训进行分析研究的文章几乎没有，并且一般只进行到第一层或者第二层完成培训调查就结束了（殷蕾，2019）。

2.1 高校教师培训

高校教师培训是指各高校根据自己的实际情况与发展目标，结合外部的教育环境，通过对高校教师开展再学习、再实践的方式有规划、有系统的进行持续不断的活动。目的就是能力与知识的深化培养激发高校教师的积极能动性，使高校教师队伍能够更主动的投身工作，实现自我价值，提高学校的教学质量与水平。

高校教师的培训效果很难像企业一样以实际绩效进行评估。教师的主要职责就是教学，不断追求创新，这样的职业特点也决定了培训体系与企业培训有着本质的区别（赵亮，2013）。

2.2 高校教师培训与评估的相关研究

吕航与肖三(2021)研究者认为基于后疫情时代下线上互联网为形式的高校教师培训逐渐成为趋势,其研究的优势体现在丰富了高校教师培训课程的多样性;可以借助开发自己的慕课课程;提高效率,节约了成本等。伴随着也存在相应的培训缺失,比如:教师自由化程度不高;教师的积极能动性不强;参训教师与实际需求不匹配;考核方式无法科学化等。

从培训模型建立角度来看,《教师培训质量评价指标体系框架的构建》一文中,基于国际对于教师培训评估的经验作为评估方式,或借鉴一些企业培训的评估方式,为高校教师培训评估提供一些新的方法(王超超,2016)。

对于高校教师培训问题与策略等问题上,研究者提出了忽视了培训的重要性;对教师需求分析不到位;评估方式单一;评估与实践脱节等问题,并针对此些问题提出了一些建设性的对策与方法,如:充分认识培训评估的重要性;科学的分析教师培训需求;确保培训评估的科学性与多元化;实行培训质量责任制等(周高仪,2012)。

综合文献的结果来看,少量的高校教师培训的研究,对于高校教师培训问题分析及结果评估缺乏全面性、专业性、系统性的判断。高校教师与中小学教师的群体有着本质区别。因此,本研究将柯氏四层评估模式高校教师培训中的作用影响进行研究,再结合高校教师的职业特点,综合研究高校教师培训问题及评估指标。

2.3 Donald.L.Kirkpatrick 四层次评估模型的相关研究

Donald.L.Kirkpatrick 四层次评估模型(Kirkpatrick Model)(D.L.Kirkpatrick,2001)。

柯克帕特里克在1954年提出的四层培训评估模型成为评估领域使用最广泛的评估工具(汤银珍,2019)。该模型主要是从四个层次进行评估:参与人员的反应、学习、评估、结果。

柯克帕特里克认为四层评估是有等级关系的,下一层的评估建立在上一层的基础之上,不然则无法评估。

第一层为反应评估,评估培训者培训的满意程度。在培训的过程中,实时通过问卷或者访谈的方法了解参训教师反应,对于培训的讲师设置,时长,培训内容与方法等。通过参训教师的反应,对于存在的问题进行不断的完善。

第二层为学习评估,评价参训人员对所学内容的掌握程度。学习评估层不管是注重结果,还要注重过程。所以,参训的高校应该和培训机构或平台进行不断沟通,协定好需要达到要求和标准,以达到培训的效果。

第三层为行为评估,评价参训人员的行为改变情况。在培训结束后,行为发生改变才能达到绩效达成改变。因此影响培训成果的因素很重要,如:领导同事的支持、学习培训的氛围、提供培训的相关道具设备、自我管理和要求等。比如参训的教师在培训中学习到了新的设备和工具的使用,但回到组织后并没有提供到这样的设备和工具,导致教师学习培训没有用武之地。

第四层为结果评估,评价参训人员的个人绩效乃至组织绩效。在培训结束后,参训人员工作一段时间,根据高校设定的组织绩效考核指标和标准来判断参训教师的培训绩效,设置专门的考核标准,可在培训前选择一组职称、水平、技能等相当的教师进行对比试验,这样,才能达到最终的结果评估目标(马金莲,2018)。

武丽志与吴甜甜(2014)结合柯氏四层评估模型与教师远程培训相结合,给评估指标定为:学员反应、学习结果、个人绩效、组织绩效四个层面。其中,反应层设定了五个指标;学习层三个指标;个人绩效层两个指标;组织绩效层三个指标。

周维(2013)结合柯氏四层评估模型将四层评估模式,将反应层细分成为培训的内容、师资及形式;将学习层细分为意识、知识及技能;行为层细分为教学的实施与创新;而该体系的评估指标设定更是多达三十二个标准执行的小项指标。

另外,胡秀丽等人(2012)、顾铮(2009)学者将柯氏四层评估与教师培训评估

相结合，探究不同类型的教师培训所涉及的评估指标。而本研究综合各学者的相关评估指标，最终将高校教师培训的评估指标设定为：培训反应、学习转化、行动实施及绩效结果。

三、研究方法

本研究对高校教师培训效果相关文献进行了梳理，将能够体现高校教师培训效果的因素进行统计。在中国知网将关键词“高校教师培训效果”进行检索，共计在 2023 年之前发布的相关文献 118 篇。通过对高校教师培训评估相关的文献进行整理，本研究提取 15 个代表教师培训评估的指标要素：培训资源、教育理念、教学技能、社会服务能力、科研能力、行业经验、职业实践能力、终身学习意识、前沿知识、双师素质、师德师风、敬业精神、技术操作能力。

根据培训评估效果在文献中的频次进行分析，删除了频次相对较低的终身学习意识等因素。本研究将提取的相关因素进行了整理合并。并访谈了普通高校的参加过 3 次以上教师能力培训的 8 位教师和 3 位培训组织人员。根据访谈结果，整理出了高校教师培训效果的 8 个评估要素指标。如表 1-1 所示：

1-1 高校教师培训评估效果指标要素

提取的高校教师培训效果指标要素
专业知识、职业能力、沟通能力、行业知识、校企合作、双师素质、教学知识与能力、专业技术操作能力

资料来源：本研究整理统计。

根据高校教师培训效果指标要素，本研究选取了一所中国普通本科院校作为访谈案例研究，从定性研究的视角来验证应用培训评估在培训效果中起到的作用。本研究采用“三角校正法”对教师培训的组织方、参训教师、学生三个角度来对教师培训效果的结果进行访谈分析。

受访高校是通过综合评价结果在中国广西排名前十的普通高校，以期通过柯氏四层评估模型中的反应层与学习层的评估分析方式，了解受访组织方和教师在这两层的评估反馈结果。

访谈前一天，将访谈提纲发送给受访教师和受访管理人员，与其进行沟通，承诺对受访人的信息进行保密并得到了受访人的同意。利用访谈辅助工具 STAR 访谈登录提纲表，形成表 1-2

表 1-2 访谈登录提纲表

情境 (situation) 和任务 (task)	反应 (action)	结果 (result)
1. 那是一个怎样的情境? 2. 什么因素导致这样的情境? 3. 在这个情境中有谁参与? 4. 您面临的主要任务是什么? 5. 为了达到什么样的目标?	1. 当时您心中的想法、感觉和具体采取的行动是什么? 2. 请描述您在整个事件中承担的角色。 3. 如何看待涉入此事件中的其他人?	1. 最后的结果是什么? 2. 结果又是如何取得的?

资料来源：本研究整理统计。

通过对案例院校的培训案例访谈分析。分析材料包括培训管理人员文本分析、两名受访教师的文本分析和学生调查问卷的统计分析。此次培训项目的总体学时为 9200 学时，说明案例分析能够得到代表性的研究结论。

首先对于培训管理人员进行了访谈，地点是培训基地，时间为 2022 年 11 月 12 日，通过对培训管理人员的访谈分析，对高校教师培训效果的 8 个要素指标，每一个要素都按照访谈提纲进行一次。

对受培训教师进行访谈，地点是高校办公室，时间为 2022 年 12 月 2 日上午，通过

对受访教师的访谈分析，对高校教师培训效果的 8 个要素指标，每一个要素都按照访谈提纲进行一次。

对教师培训效果要素在教师访谈中做进一步分析，得出如下结论：

1-3 高校教师培训评估效果指标要素编码频次分析

效果要素	频次	百分比	效果要素	频次	百分比
专业知识	8	100%	校企合作	5	55.2%
职业能力	5	62.5%	双师素质	7	87.5%
沟通能力	6	75.0%	教育教学知识与能力	7	87.5%
行业知识	5	62.5%	专业技术操作能力	6	75.0%

资料来源：本研究整理统计。

通过对案例高校的培训管理者和受访教师的访谈文本分析，在反应层及学习层评估下，计算出培训评估效果要素的指标均高于平均水平。并且 8 位受访者在访谈过程中对培训效果持满意正面的态度（反应层），对个别需要提高的效果要素应加强学习并持续与培训方进行沟通（学习层）。由此看出，此案例高校的分析结果与高校教师培训评估体系进行实证研究是一致的。

为了进一步了解教师参加培训后的转变和提升，本研究增加了对受访教师所授学生的调研分析，从柯氏四层评估模型的行为层和结果层进行探究，在调查之前与学生强调说明是受访教师在培训前后的结果调查。下表是对受访教师所授学生的随堂《学生反向调查表》的统计结果。

1-4 受访教师学生评价调查统计结果

调研维度	所在效果要素	很不符合	较不符合	符合	比较符合	很符合
教师整体能力水平	职业能力、双师素质	0.00%	4.39%	8.46%	48.03%	39.12%
行业前沿信息	行业知识	0.00%	3.01%	8.22%	48.17%	40.51%
指导学生能力	专业技术操作能力	0.00%	1.32%	5.23%	50.98%	42.47%
实践技能	校企合作	0.50%	2.57%	7.33%	52.35%	37.25%
课堂教学水平	专业知识、沟通能力、教学知识与能力	0.00%	2.45%	1.64%	44.81%	51.10%

资料来源：本研究数据统计。

通过调查结果，在柯氏四层评估模型的行为层及结果层评估基础下，学生对教师的参训后的整体效果持认可态度，“课堂教学水平”认可最高。其他的结果维度也得到学生的认可。由此看出，经过教师培训的高校教师，对于 8 个要素指标均有提高，且在教学能力和水平上有显著提升（行为层级结果层）。

四、研究结果

通过对案例高校的访谈及问卷分析，案例的分析结果能够体现本研究的指标体系的内涵，验证了运用柯氏评估模型指标体系进行效果评估的结果。结果说明，高校教师培训评估结果整体中等以上，培训取得的整体效果良好。但因为高校培训水平不同，教师培训仍有很大的改进空间。根据柯氏评估应用结果，分析结果与实证评价结果基本一致。

依据研究结果发现，高校教师能力培训还应该多进行对职业、行业及校企合作等方

面加强建设且根据柯氏评估模型下，培训指标还应该沟通与交流、自我管理和要求等指标。目前设计的柯氏评估模型指标已经进入到此研究个案高校的教师能力培训当中。通过个案高校访谈研究发现，在柯氏评估模型下，培训效果指标参与度越高的高校教师，对于访谈指标的情境、任务、反应及结果的积极性越高，对培训反应、学习态度、行为规范和教学能力等呈正面的影响结果，而这样的结果可以作为日后继续对柯氏评估模型下的高校教师能力培训的改进指导基础。

五、结论与讨论

任何培训都是有其价值的，想要实现培训价值的最大化，又要关注过程，还要重视结果，不仅要了解教师对所学内容的满意及掌握程度，更要帮助教师创造转化的必要条件，同时还要建立相应的制度，保证教师在培训中的内容能够运用在实际工作中，将所学的内容转化为提升工作绩效的水平。

基于柯氏四层评估模型建立高校的培训体系，为高校教师培训奠定了理论基础，也提供了现实依据。从而，有效的提升了普通高校教师培训评估的科学性和规范性，使高校教师的综合能力得到提升，高校的综合实力也得到一定的发展与进步。

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A Study on the Effect of Career Adaptability on Job Shaping of Middle School Teachers in Anhui Province: The Moderating Effect of Career Aspiration

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Abstract

The emergence of basic education system reform, low sense of social respect and low sense of gain in career development has made the development of primary and secondary school teachers face severe challenges. With the introduction of relevant national policies, the subjective career success of primary and secondary school teachers Receive attention. Career adaptability and job remodeling, as important psychological resources and foundations in individual career development, can help primary and secondary school teachers effectively solve challenges and difficulties encountered in career development, and play a positive role in achieving subjective career success for primary and secondary school teachers. Therefore, this study combines teachers' career adaptability and career aspirations, and explores ways to improve teacher group work shaping by constructing a research on the impact of teachers' career adaptability on career shaping in Anhui Province and a moderating role model of career aspirations.

Keywords: Teachers' career adaptability, job shaping, career aspirations

安徽省中学教师生涯适应力对工作形塑的影响研究：职业抱负的调节作用

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摘要

职业生涯发展中基础教育体制改革、社会尊重感与获得感低等问题的出现，使得中小学教师队伍的发展面临着严峻的挑战，随着国家相关政策的陆续出台，中小学教师的主观职业成功得到重视。生涯适应力与工作形塑作为个体生涯发展中的重要心理资源与基础，能够帮助中小学教师有效解决生涯发展中遇到的挑战与困难，对中小学教师实现主观职业成功发挥着积极的作用。因此，本研究结合教师生涯适应力与职业抱负，通过构建安徽省教师生涯适应力对职业形塑的影响研究，职业抱负的调节作用模型，探索提高教师群体工作形塑的方法路径。

关键词：教师生涯适应力、工作形塑、职业抱负

1 引言

1.1 研究背景

新时代，我国教育体制改革不断深入，新的教学要求，对教师的工作提出了更高标准（朱慕菊，2003）。如何进一步调动教师教学热情，提高教学质量，响应新时代教改要求，是教育管理者需要从理论和实践出发，不断进行不断思考和解决的问题。国内中学教师主要以教研室这一团队形式开展日常的教学工作，教学活动具有灵活性、自主性的特点。员工工作形塑会受到其自身和组织因素的影响。对于教师个人而言，在不改变

工作特征的情况下，通过工作形塑，能有效将工作和偏好相结合，发挥自身优势，在工作中表达自己的价值观，促进工作投入，增强工作幸福感；对学校和学生而言，教师通过积极的工作形塑能提高教学质量，促进教育发展。因此，正确认识工作形塑行为及其影响因素，对提高中小学教师工作幸福感，提高国家教育质量有着关键作用。因此，本研究以工作形塑作为因变量，探索提高教师工作形塑的因素。

随着学者们对职业生涯展开深入研究后发现：个体在职业生涯中按部就班的生涯规划已经出现了明显的落后性与不适性。所以，在针对教师职业发展的研究中要重点关注其生涯适应能力的影响作用。个体的职业生涯过程是其具备了合适的特质，采取相应的行为，提高自身的适应能力，最终获得适应所引起的结果（辛璐等人，2017）。而生涯适应力作为生涯构建理论的核心概念，是个体应对职业生涯成长与发展的重要心理资源，对个体的职业生涯发展有着积极意义和作用。于海波，董振华与晏常丽（2019）在研究中发现，生涯适应力对主观职业成功有显著的影响作用，高生涯适应力的个体会积极的适应环境的动态变化，能够对生涯发展过程中的挑战于困难做好充足的准备，从而获得主观职业成功等积极的生涯发展结果。鉴于生涯适应力在个体职业生涯发展中的重要作用，因此本研究将生涯适应力作为前因变量引入研究之中以探究生涯适应力对教师群体工作形塑的影响。

陈幼平与郑涌（2007）认为，职业抱负是个体对特定职业的向往与追求，是在任何既定时间中个体的最优职业选择，主要包括偏好和期望两种成分。现实因素是其中重要的分类变量，个体在考虑职业抱负时是否考虑了这一因素可将其分为理想的职业抱负（没有现实条件限制的情况下愿意做什么）与现实的职业抱负（预想自己实际上可以做什么）。职业抱负是个体对待某种特定职业的目标与倾向，它能够激发个体进一步检查自己的期望是否符合未来关于学业和发展的决定，也可以反映个体过去的经历和认知到的障碍（Gottfredson & Becker,1981;Rojewski, 1996）。从而具有一定的调节作用，可以加强或者减弱教师群体的工作方向。

因此，当教师群体在遇到工作形塑困难，没有主动性工作时，职业抱负可以激发教师群体的期望，从而加强工作形塑的产生。因此，本研究认为职业抱负在生涯适应力与工作形塑之间具有调节作用。综上所述，本研究从教师群体出发，探讨教师生涯适应力对工作形塑的影响，以及职业抱负的调节作用。为提高教师群体的工作形塑，提高工作幸福感，提高教学质量提出参考建议。

1.2 研究问题

根据以上研究背景，本研究欲探讨以下问题：

- 1.教师生涯适应力是否对工作形塑具有正向显著的影响？
- 2.职业抱负是否在教师生涯适应力与工作形塑之间存在调节作用？

2 文献综述

2.1 教师生涯适应力的定义

Super et al.(1955) 建议使用“生涯适应力”来解释个体一生的生涯发展。随着学者对生涯适应力的不断深入研究，生涯适应力的内涵也得到极大的丰富与扩展。Goodman (1994) 认为生涯适应力是个体在其生涯发展阶段平衡好其角色或任务的成功转换与自身适应环境的能力。Savickas (1997) 认为，生涯适应力是个体应对任务或者角色转变的准备状态或者社会心理资源，是个体战胜外部困难的核心能力大小的反映。Goodman (1994) 也与 Fugate (2004)、Rottinghaus et al. (2005) 等学者持有相似的观点，认为生涯适应力是个体为了适应环境变化所带来动态的需求而做出的各种努力。而 Baumeister and Vohs (2007) 对生涯适应力的定义则与其他学者出现了一定的差异，他们认为生涯适应力是个体探索机会、规划未来、合理决策以及处理生涯发展过程中内外冲突与矛盾的能力。

本研究采用 Baumeister and Vohs (2007) 对生涯适应力的定义，并结合本研究的研究

对象, 将教师生涯适应力定义为教师探索机会、规划未来、合理决策以及处理生涯发展过程中内外冲突与矛盾的能力。

2.2 教师生涯适应力的衡量

国际版生涯适应力量表 (Career Adapt-Abilities Scale) 是目前国际上较为公认的用来测量个体生涯适应力的测量工具。CAAS 量表包含了四个维度, 分别是生涯关注、生涯控制、生涯好奇和生涯自信, 每个维度包含 6 个题目, 共计 24 题。

本文将采用经 Hou et al. (2012) 翻译后汉化的生涯适应力量表-中文版 (CAAS-CF)。该量表采用 Likert5 点计分法, 从 1-5 由低到高代表生涯适应能力的强弱, 问卷总分越高代表生涯适应力越强。经检测, CAAS-China Form 中文版量表整体信度为 0.92, 四个维度量表的内部一致性信度系数分别为 0.83、0.74、0.79、0.85。

2.3 工作形塑的定义

Kulik et al. (1987) 认为员工在不需上级参与的情况下利用自身的自发性和主动性来对自己的工作进行重新设计即为工作形塑。但他们仅仅提出了工作形塑的相关表述, 并没有对它进行严格的定义。直至 Wrzesniewski and Dutton (2001) 才第一次提出了工作形塑的概念, 将个体在人际关系或者工作当中所做出的认知或者生理方面的改变称为工作形塑。这个概念也被学者们广泛认可和采用。Hornung et al. (2010) 也指出, 工作形塑就是员工主动参与到工作过程中, 并做出自下而上的改变工作内容的行为。Berg et al. (2010) 在工作设计理论的基础之上提出工作形塑, 并定义为“个体在工作任务和关系范畴中的物理或者认知上的变化”, 将重点从自上而下转移到员工主动自下而上的工作设计方面。例如, 主动承担起额外的工作任务, 调整任务顺序以及与他人接触频率等。除此之外, Ghitulescu (2015) 将工作形塑解释为个人在工作中塑造工作任务或工作关系的方式, 其中工作环境、组织战略是影响员工行为的主导因素。

本研究采用 Wrzesniewski and Dutton (2001) 对工作形塑的定义, 结合本研究研究对象, 将教师在人际关系或者工作当中所做出的认知或者生理方面的改变称为工作形塑。

2.4 工作形塑的衡量

关于工作形塑的结构划分, 目前学术界存在两种普遍认可的观点。第一种是 Wrzesniewski and Dutton (2001) 提出的三维结构观, 他们将工作形塑分为任务形塑、关系形塑和认知形塑三种。第二种是 Tims and Bakker (2012) 提出的四维结构观。目前, 用于测量工作形塑的量表主要有 Tims and Bakker (2012) 于开发的工作形塑量表, 该量表共有 21 个条目, 包含上述的四个维度, 其中每一单独维度的内部一致性系数都高于 0.70, 采用 Likert5 点计分。另外, 还有 Ghitulescu (2006) 编制的工作形塑量表, 该量表共包含 54 个条目, 8 个维度的分问卷。

2.5 职业抱负的定义

Gottfredson and Becker (1981) 在其职业抱负发展理论中将职业抱负定义为个体在稳定的社会空间和相对变化的外部条件中进行职业选择的标准。在传统概念中, 研究者们多将职业抱负概念化为个体选择特定职业的愿望 (Farmer, 1985), 陈幼平与郑涌 (2007) 认为, 职业抱负是个体对特定职业的向往与追求, 是在任何既定时间中个体的最优职业选择, 主要包括偏好和期望两种成分。职业抱负是个体对待某种特定职业的目标与倾向, 它能够激发个体进一步检查自己的期望是否符合未来关于学业和发展的决定, 也可以反映个体过去的经历和认知到的障碍 (Gottfredson & Becker, 1981; Rojewski, 1996)。Gregor and O'Brien (2016) 认为职业抱负的定义中缺少了个体希望在职业领域中获取成就和认可的愿望, 即成就抱负, 因此重新将职业抱负定义为个体希望担任领导职务, 获得成就或在其所选择的职业领域继续接受教育的程度。

本研究采用 Gregor and O'Brien (2016) 对职业抱负的定义, 将职业抱负定义为教师希望担任领导职务, 获得成就或在其所选择的职业领域继续接受教育的程度。

2.6 职业抱负的衡量

陈幼平与郑涌（2007）编制出了适合中学生的职业抱负问卷，共 18 个项目，采用 5 点计分，在进行探索性因素分析后发现，该量表的信效度良好。Rottinghaus et al. (2005) 编制了职业抱负量表，全量表共 25 题，分为三个维度：职业适应性、职业乐观性、职业了解度。量表采用 5 点计分。被试得分越高，表明其职业抱负水平越高。该量表具有良好的信效度。王丽娟（2008）综合了开放式问卷的研究结果并且结合了过往学者的研究综述，编制了大学生职业抱负量表。该量表包括 35 个题项，共有六项维度，采用李克特 5 点计分，被试得分越高，表明职业抱负越高。该问卷具有良好的信效度。

2.7 变量间的相关研究

2.7.1 教师生涯适应力与工作形塑的关系

生涯适应力包括四个资源维度 (Savickas & Porfeli, 2012)，分别为：(1)关注，是指个体会关心和预想职业未来的方向、任务、变化和挑战，这有助于个体着眼未来，为未来的发展做准备；(2)控制，是指个体对未来的职业发展负责，这使个体为了满足今后的生涯要求而采取自律的方式来塑造自己或周围的环境，并能掌控与自己职业相关的领域；(3)好奇，是指对未来愿景和机会的思考和探索，这使个体发现未来可能性的选择并采取相关的行动；(4)自信，是指个体相信自己有能力完成其职业目标，这使个体在职业发展中相信自己能克服障碍，实现成功。

个体通过工作形塑，会主动地将自己的动机、兴趣和热情匹配到工作中，从而扩展了工作的内容和意义(Wrzesniewski & Dutton, 2001)。这就意味着，个体通过工作形塑做了更多角色外的工作（张春雨等人，2012）。通过仔细地检视生涯适应力四个资源维度的内涵，可以发现，这四个资源维度均会促进工作形塑这种主动的行为。第一，关注可以使个体对未来不同的情境进行预测，为将来的任务、变化和挑战做出相应的应对计划 (Zacher, 2014)，以便调整工作内容，所以，关注可以促进个体进行工作形塑。第二，控制会使个体以自律的方式对自己和环境进行塑造，以掌控自己的职业，达到人与职业相匹配。换句话说，自主就是在进行工作形塑，是对职业发展负责的行为。第三，好奇会使人发现未来存在的可能性（如自身和职业可能的机会），并使人思考有哪些机会会影响工作角色和工作环境，要如何利用这些机会，促进个体进行生涯规划 (Hirschi & Valero, 2015; Taber & Blankemeyer, 2015) 和生涯探索 (Urbanaviciute et al., 2014)，从而赋予工作更多的可能性和意义，故好奇也会促进个体进行工作形塑。第四，自信是一种自我效能的体现，有自信的人更相信自己能够克服困难，也更愿意去尝试多种机会来证明自己的能力 (Cenciotti et al., 2016)。所以，有自信的人更愿意重新设计自己的工作，完成更多的任务，即自信可以促使个体进行工作形塑。可见，生涯适应力的四个资源维度都有助于促进个体进行工作形塑，提出本研究假设 H1：

H1：教师生涯适应力对工作形塑具有正向显著的影响。

2.7.2 职业抱负对教师生涯适应力与工作形塑的调节关系

教师的职业抱负可以对其生涯适应力和工作形塑产生积极的调节作用。

首先，教师的职业抱负可以为其提供清晰的职业目标和方向，使其更有目的地进行职业规划和职业发展。有了职业抱负，教师可以更好地适应不同的工作环境和工作的挑战，以实现自己的职业目标。职业抱负还可以激发教师的工作热情和积极性，增强其对工作的投入和忠诚度（张廷君、张再生，2011）。

其次，教师的职业抱负可以促进其不断学习和提高自身素质，以应对不同的工作挑战 and 变化。教师需要不断学习和提高自身素质，以适应职业发展的变化和挑战。有了职业抱负，教师可以更有动力地进行专业学习和进修，不断提高自己的教学能力和专业水平，以适应职业发展的需求（王林全，2009）。

最后，教师的职业抱负可以帮助其更好地适应工作环境和工作压力，以保持积极的

工作状态和心态。教师的工作环境和工作压力往往是多变和复杂的，而有了职业抱负，教师可以更有目的地进行工作规划和安排，以减轻工作压力和提高工作效率。职业抱负还可以帮助教师更好地调整自己的心态和情绪，以保持积极的工作状态和心态（吴湘萍等人，2006）。

因此，教师的职业抱负对其生涯适应力和工作形塑具有重要的调节作用，有助于提高教师的工作效率和工作质量，推动其职业发展，本研究得出假设 H2：

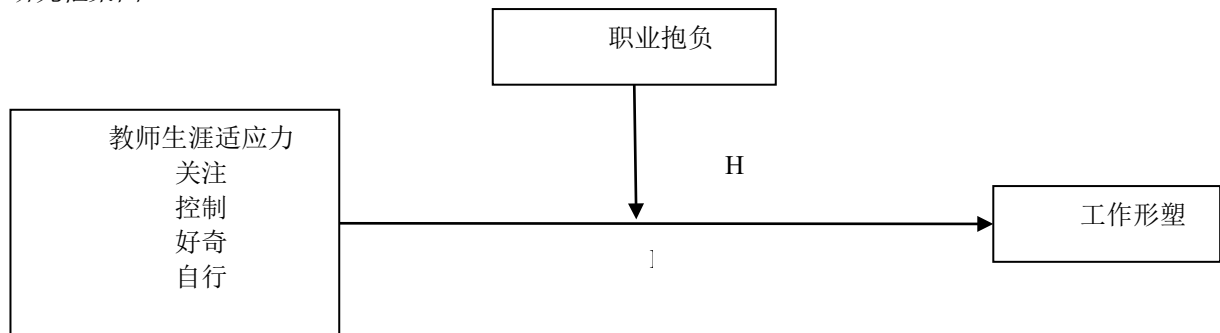
H2：职业抱负在教师生涯适应力与工作形塑之间存在调节作用。

2.8 研究框架图

本研究通过整理教师生涯适应力、职业抱负、工作形塑的文献，梳理变量之间的关系，提出：H1、H2，从而得出本研究的研究框架图，如下图 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 变量的衡量工具

3.1.1 教师生涯适应力的衡量工具

1.操作性定义：本研究采用 Baumeister and Vohs (2007) 对生涯适应力的定义，并结合本研究的研究对象，将教师生涯适应力定义为教师探索机会、规划未来、合理决策以及处理生涯发展过程中内外冲突与矛盾的能力。

2.变量衡量量表：本研究采用 Hou et al. (2012) 修订的生涯适应力（中国版）量表 (CAAS—China)。量表含有 4 个维度，共计 24 个条目。量表采用 Likert-5 点计分法，个体在此项目上得分越高，表明其的生涯适应力水平越高，越能适应职业生涯发展中的挑战与困难。具体题项如下表 1 所示：

表 1

教师生涯适应力量表

维度	题项	资料来源
生涯关注	1. 我会想象我的未来的发展情况	Hou et al. (2012)
	2. 我清楚现在的选择将会影响未来发展	
	3. 我为未来做好了准备	
	4. 我意识到我必须对我的职业和教育等作出选择	
	5. 我有如何实现我的职业目标的计划	
	6. 我关注我的职业发展	
生涯控制	7. 我很乐观	
	8. 我可以自己做决定	
	9. 我可以为我的行动负责	
	10. 我坚持我的信念和想法	
生涯好奇	11. 我很独立	
	12. 我在做对我自己而言是正确的事情	
	13. 我对周围环境充满好奇，不断探索发现	
	14. 我在不断寻找个人成长的机会	

- 生涯自信
15. 我在做决定前会充分调研各种选择情况
 16. 我可以想出到不同的解决问题的方法
 17. 我会深入探究自身问题
 18. 我对新的发展机会充满好奇与期待
 19. 我可以高效地完成工作
 20. 我会小心谨慎地把事情做好
 21. 我会不断学习新的技能
 22. 我会依靠自身能力完成工作
 23. 我会不断克服困难挫折，不妥协
 24. 我会通过自己努力不断解决问题

资料来源：Hou, Z. J., Leung, S. A., Li, X., Li, X., & Xu, H. (2012). Career adapt-abilities scale—China form: Construction and initial validation. *Journal of Vocational Behavior*, 80(3), 686-691.

3.1.2 工作形塑的衡量工具

1.操作性定义：本研究采用 Wrzesniewski and Dutton (2001)的定义，将教师在人际关系或者工作当中所做出的认知或者生理方面的改变称为工作形塑。

2.变量衡量量表：本研究选择由郑昉（2009）编制的《工作形塑问卷》，本问卷包含 11 个项目，问卷采用 Likert 5 点记分。具体量表如表 2 所示：

表 2
工作形塑量表

变量	题项	资料来源
工作形塑意义	1. 我会与其他老师交流经验以提高专业知识水平和工作技能。	郑昉 (2009)
	2. 自己的工作非常有意义且很重要。	
	3. 听有经验的教师授课，向其学习。	
	4. 调整主观认识，使之与工资福利政策一致。	
	5. 在整体的职业规划中，现阶段的工作并不很重要，也没有很重要的	
	6. 努力取得领导的支持和信任。	
	7. 自我激励以提高自身工作的积极性。	
	8. 勤于和领导交流，建立良好的上下级关系。	
	9. 现在的工作是生活中不可或缺的。	
	10. 与学生分享自己解决问题的思维过程。	
	11. 利用业余时间看书和杂志补充一定的专业知识。	

资料来源：郑昉（2009）。《高校教师工作形塑的实证研究》。[硕士论文，河南大学]，中国知网，<https://cpfd.cnki.com.cn/Article/CPFDTOTAL-ZGXG200911001031.htm>

3.1.3 职业抱负的衡量工具

1.操作性定义：Gregor and O'Brien (2016) 对职业抱负的定义，将职业抱负定义为教师希望担任领导职务，获得成就或在其所选择的职业领域继续接受教育的程度。

2.变量衡量量表：本研究采用由 Gregor and O'Brien (2016) 编制的职业抱负量表。该量表包括成就抱负、领导抱负和教育抱负三个子量表，共 22 个条目，采用李克特 5 点计分（1=“非常不符合”，5=“非常符合”）。整个量表的得分为所有条目得分的平均值，平均值越高，表明被试的职业抱负越高。具体量表题项如下表 3 所示：

表 3
职业抱负量表

变量	题项	资料来源
职业抱负	1. 我想在我所在的领域里做到最好。 2. 我希望我的工作能给我所在的领域带来持久影响。 3. 我渴望我的业绩能得到领导的认可。 4. 在工作中表现出色对我来说很重要。 5. 我知道我会因在所在的领域中取得的成就而得到认可。 6. 我计划在我所在的学校中获得很多晋升机会。 7. 我希望自己能成为我职业领域中的领导者。 8. 我会花很多精力在当前工作的晋升上。 9. 在工作中成为领导者对我来说一点也不重要。 10. 在事业上站稳脚跟后, 我想管理其他教师。 11. 我想引领我所在学校的未来教育方向。 12. 在我的职业生涯中获得领导地位对我来说很重要。 13. 我希望能在学校中晋升到领导职位。 14. 我计划晋升到学校的最高领导职位。 15. 我计划达到我所在领域的最高教育水平。 16. 我会在我感兴趣的工作领域里接受额外的培训。 17. 我会坚持学习我所在领域的最新进展。 18. 我知道自己一定会努力学习所在领域里最新的知识。 19. 我每年都会通过参加会议增长知识。 20. 即使不被要求, 我也继续会参加教育的课程, 以增长自身知识。 21. 我会继续深造以学习我所在领域的专业知识。 22. 每年我都会优先参加各类学习课程, 以推进我的职业生涯发展。	Gregor and O'Brien(2016)

资料来源: Gregor, M. A., & O'Brien, K. M. (2016). Understanding career aspirations among young women: Improving instrumentation. *Journal of Career Assessment*, 24(3), 559-572.

3.2 研究方法

3.2.1 研究对象和问卷收集

根据安徽省教育厅的数据, 2016 年至 2020 年, 安徽省中小学数量从 44.6 万所增加到了 51.4 万所, 其中义务教育阶段学校数量增加较为明显。2016 年至 2020 年, 安徽省教师总数从 183.2 万人增加到了 209.2 万人, 年均增长率达到 3.3%, 学校数量和教师队伍规模逐年扩大。因此, 提高教师的教学质量也变得十分重要。因此本研究选择安徽省的教师进行调查具有代表性。本研究选取安徽省示范性中学 A、B、C、D 的教师作为研

研究对象。依照钟柏昌与李艺（2012）指出，样本数与题数的比例要求是 5 倍以上，本研究总题数为 57 题，故正式施测预计发放 300 份问卷。

3.2.2 分析工具与分析方法

本研究问卷内容将以李克特的五点量表为尺度来衡量题项。以 SPSS 为分析工具，分析客观取得的相关数据资料。本研究对正式问卷所使用的数据分析方法主要如下：

1 描述性统计

描述性统计分析主要通过观察和分析数据的主要趋势和方差，对与整个研究相关的所有数据进行统计分析（单云迎，2020）。

2 信度分析

信度即可靠性，是指使用相同指标或测量工具重复测量相同事物时，得到相同结果的一致性程度（张丹，2020）。

3 效度分析

相关分析是处理两个或两个以上处于同等地位的随机变量间的相关关系的统计分析方法（刘江涛，2017）

4 预期研究成果

本研究预期会得到以下研究结果：教师生涯适应力能够促进其工作形塑，教师职业抱负在教师生涯适应力与工作形塑之间存在调节作用。

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The Influence of Academic Self-efficacy on Academic Procrastination of College Students in Guizhou Province

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Abstract

Guizhou Province is located in the southwest of China. Due to the lagging economic development, the quality of education is relatively backward. How to improve the quality of education for college students in Guizhou Province and reduce the gap in education level is a matter of great concern to the government. This paper explores the relationship between academic self-efficacy and academic procrastination of college students in Guizhou Province on the basis of previous studies. Student management and the development of mental health education provide a certain reference. In this study, a questionnaire survey was adopted, and a total of 300 students were selected to fill out the questionnaire. The research conclusions of this study are as follows: (1) The level of academic self-efficacy of college students in Guizhou Province is in the upper middle level. (2) The degree of academic procrastination of college students in Guizhou Province is moderately low, not too serious. (3) The learning behavior self-efficacy of college students in Guizhou Province has a negative predictive effect on academic procrastination. (4) The learning ability self-efficacy of college students in Guizhou Province has a negative predictive effect on academic procrastination.

Keywords: Academic Procrastination; Academic Self-efficacy; College Students in Guizhou Province

贵州省大学生学业自我效能感对学业拖延的影响

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摘要

贵州省地处中国的西南方，由于经济发展滞后，连带教育质量较为落后。如何提升贵州省大学生的教育质量，减少教育水平差距，是政府十分关切的问题。本文在前人的基础上探索贵州省大学生学业自我效能感与学业拖延的关系，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，为贵州省政策的制定、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 300 名学生填写问卷。本研究的研究结论如下：（1）贵州省大学生的学业自我效能感水平处于中等偏上水平。（2）贵州省大学生的学业拖延程度中等偏下，不太严重。（3）贵州省大学生的学习行为自我效能感对学业拖延有负向预测作用。（4）贵州省大学生的学习能力自我效能感对学业拖延有负向预测作用。

关键词：学业拖延；学业自我效能感；贵州省大学生

1. 绪论

1.1 研究背景

当前社会经济的快速发展，国际竞争日益激烈。选种竞争归根到底是人才的竞争，而这主要通过教育来实现。然而，在这个经济、文化、科技等迅猛发展的新时代里，学生的心理问题也日益突出，教育问题也慢慢暴露出来。作为学习和生活都具有高度自主

性和自由性的大学生，学习环境比较宽松，外界的强制力较少，如果不能对自己心理和行为的各个方面进行有效监管，很容易导致学业拖延的发生。而拖延是一种普遍且有害的自我调节失败形式(Steel, 2007)。学业拖延是学生当前具有学习的想法，但是却不具备与想法相符合的行为表现，学业拖延往往会造成不符合要求的学业结果，同时还会伴随着抑郁或焦躁不安等消极情绪的产生(陈保华, 2007)。计丹洁(2016)通过对大学生学业拖延情况的调查得出，大学生的学业拖延情况十分严重。在这些存在学业拖延问题的学生中，50%以上的个体认为学业拖延已经严重影响到自己的学业和生活，15%的个体会常常感到后悔而决心彻底改掉拖延的坏习惯(李霞等人, 2021)。学业拖延不仅影响学生取得良好的学习成绩，而且影响其身心健康发展。因此，亟待寻求出纾解大学生学业拖延行为的有效措施和应对策略。

学业自我效能感对学业拖延行为有预测作用(张家蕊等人, 2022)。自我效能感作为重要内因，指学生完成学习任务的自信心，自我效能感较高的学生在面对困难及压力时能做到理智处理困难、正确排解压力，自我效能感的提高有助于增强学生的自信心、消除学生的自我否定情绪(杨鹏程、李晓玉, 2022)。学业自我效能感高的个体喜欢富有挑战性的学习任务，愿意积极付出努力，并创造条件解决所面临的困难，他们更相信自己能够有效地掌控学业任务，更愿意主动承担并完成学业任务(唐凯晴等人, 2014)。而当个体有学习能力信念不足的表现时，自身的学习信心也较弱，此时个体因内部动机削弱而极易产生拖延现象(骆婧、安玲娜, 2022)。

贵州省地处中国的西南方，由于经济发展滞后，连带教育质量较为落后。如何提升贵州省大学生的教育质量，减少教育水平差距，是政府十分关切的问题。本文在前人的基础上探索贵州省大学生学业自我效能感与学业拖延的关系，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，为贵州省政策的制定、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。

1.2 研究目的

本研究提出研究目的如下：(1) 探讨贵州省大学生学业自我效能感和学业拖延的现状。(2) 探讨贵州省大学生学业自我效能感对学业拖延的影响作用。

1.3 研究问题

本研究提出研究问题如下：(1) 贵州省大学生学业自我效能感和学业拖延的现状如何？(2) 贵州省大学生学业自我效能感对学业拖延的影响作用如何？

2. 文献探讨

2.1 学业自我效能感

Bandura(1977)认为学业自我效能感是个体在完成学业任务之前，会提前预测与评估自己是否有能力完成它，如果个体相信凭借自己的能力能够完成既定的学习任务，则会产生较高的学业自我效能感；反之，则会产生较低的学业自我效能感。Schunk(1989)认为学业自我效能感是学习者能否控制自己在学习过程中的表现以及取得良好的学业成绩的判断与评估。边玉芳(2003)认为学业自我效能感是个人在学习活动中对自身学习能力及其是否能够顺利完成学习任务的判断和评价。刘慧(2003)认为，学习自我效能感，即学习领域的自我效能感，是一个人对自己完成学习任务能力的信心。梁宇颂(2000)根据班杜拉对自我效能感的定义，将学业自我效能感定义为个体在学习活动过程中，对自己能否完成学习任务和学习活动所具备的能力的信念或判断，可以划分为学习能力自我效能感和学习行为自我效能感两个维度。

在本研究中，采用梁宇颂(2000)的定义即个体在学习活动过程中，对自己能否完成学习任务和学习活动所具备的能力的信念或判断，可以划分为学习能力自我效能感和学习行为自我效能感两个维度。

2.2 学业拖延

薛玲玲（2006）将学业拖延行为定义为个体在有充足的任务时间完成任务的情况下，也要暂时逃避学业任务拖延到最后期限的行为。赵婉黎（2007）认为：学业拖延是学生明确知道学习的任务以及时间的要求，仍然选择推延完成学习任务的行为。易雯静等人（2009）将学业拖延定义为个体在任务目标与认知上存在差异，从而导致不重视目标任务继而引发了拖延。张传花等人（2010）将学业拖延定义为个体没有在原计划时间内完成一定量的学业任务，在整个过程中个体会被焦虑、紧张、自卑、不安的情绪所困扰。王觅等人（2011）认为拖延是个体明知道拖延所引发一系列的负性后果，却仍然在主观上采取延迟或回避的行为。杨青松等人（2017）指出：学业拖延是学生主体学习效率不高，导致未能及时完成学业任务并因此带来消极的情绪。

以往的研究中，已经有很多学者考虑到影响学业拖延的个体内部因素。李培（2021）指出：神经质与学业拖延成正相关关系，神经质强度越强的人，学业拖延现象越严重。苗灵童等人（2018）发现学业拖延行为与完美主义倾向具有一定的相关性，追求完美主义的个体会容易怕办事不完美而造成学业拖延。在动机因素方面，Klassen et al. (2008)指出：自我效能与学业拖延存在相关关系，低自我效能的学生拖延现象较严重。在自我控制上，厉飞飞等人（2017）指出：学业拖延行为受到学生自身控制能力的影响。谢丽娟（2018）通过研究指出：学生时间的规划和管理与学业拖延行为呈负相关关系，学生的时间管理意识不强造成了个体的学业拖延行为。

在本研究中，采用杨青松等人（2017）的定义：学业拖延是学生主体学习效率不高，导致未能及时完成学业任务并因此带来消极的情绪。

2.3 学业自我效能感与学业拖延

徐艳菲（2014）以大学生群体为研究对象，研究结果显示，学业自我效能感较高的大学生能及时地完成既定的学业任务，因而学业拖延水平较低。孔玉莹与李美华（2021）通过对大学生进行问卷调查后指出，被试者的学业自我效能感能够显著负向预测其学业拖延倾向，同时受到专业承诺的调节作用，以上三个变量均会对大学生的发展产生影响。张娟与蒲科宇（2021）针对高校学困生这一群体进行调查发现，该群体的学习自我效能感整体水平较高，学习拖延程度与之相反，二者存在显著负相关，并指出可以通过提高自我效能感来减少学业拖延现象的发生。王莉华与高源月（2021）对研究生群体进行问卷调查后发现，被试群体近中 94% 的研究生具有中度及以上的拖延程度，这一比例证明在研究生群体中学业拖延已经成为一种急需解决的现象。杨鹏程与李晓玉（2022）研究发现硕士研究生自我效能感对学业拖延倾向产生直接作用的同时，还会受到自我控制的部分中介作用影响与阻碍性科研压力的调节效应影响。

基于以上讨论，本研究假设贵州省大学生学业自我效能感负向显著预测学业拖延。因此提出研究假设：H1 贵州省大学生学习行为自我效能感负向显著预测学业拖延；H2 贵州省大学生学习能力自我效能感负向显著预测学业拖延。

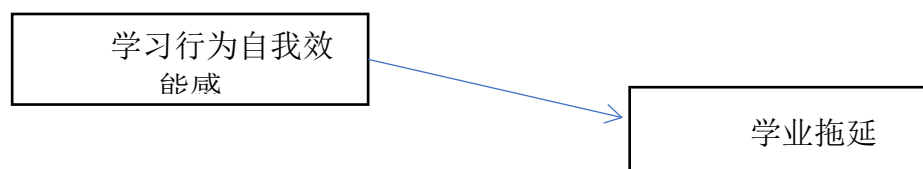
3. 研究方法

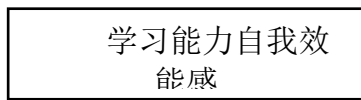
3.1 研究框架

本研究框架见下图：

图 1

研究框架图





3.2 研究对象

本研究的调研范围在贵州省 2 所全日制大学的在校大学生，采取便利抽样的方法，于 2023 年 2 月 15 日至 21 日展开调查。共抽取 300 名学生填写问卷，经过筛选得到有效问卷 289 份，回收率为 96.33%。

3.3 研究流程

研究者利用大学自习课上的时间对班级进行问卷调查，调查前先介绍自己并向学生说明本次调查的目的以及调查的意义，解除学生防备、紧张的心理。在发放问卷后，要求被试认真阅读各个测题，真实有效的以匿名的方式完成本次调查，20 分钟后当场回收问卷。

3.4 研究工具

学业自我效能感的测量是梁宇颂（2000）编写的适合中国学生的《学业自我效能感量表》，该量表共计 22 道测题，前 11 题主要测量学生的学习能力自我效能感，后 11 题主要测量学生的学习行为自我效能感，量表采用李克特 5 点计分法，5 分为非常符合，1 分为非常不符合，总分越高意味着个体的学业自我效能感越强。在本研究中，总体信度为 0.945。Cronbach's α 值在 0.7 以上，表明量表具有良好的信度（邱皓政，2005）。

学业拖延测量采用陈小莉等人（2008）修订的 Aitken 拖延问卷。该量表共 19 个项目，其中第 2、4、7、11、12、14、16、17、18 题为反向计分题。量表采用 5 点计分法，5 分为非常符合，1 分为非常不符合，问卷得分越高，学业拖延越严重。在本研究中，总体信度为 0.816。Cronbach's α 值在 0.7 以上，表明量表具有良好的信度（邱皓政，2005）。

3.5 数据分析

研究数据采用 SPSS26.0 进行信度分析、效度分析、描述性统计、相关分析、回归分析。

4. 分析结果

4.1 描述性统计

学业自我效能感量表和学习拖延量表采用 5 分计分法，3 分为中值。通过描述性分析可见，大学生学习行为自我效能感（4.071）与学习能力自我效能感（4.032）处于中等偏上水平；在学习拖延（2.409）上处于中等偏下水平。

表 4.1 描述性统计分析

变量	最小值	最大值	平均值	标准偏差
学习行为自我效能感	1.00	5.00	4.071	0.528
学习能力自我效能感	1.00	5.00	4.032	0.451
学习拖延	1.00	5.00	2.409	1.126

资料来源：本研究整理所得

4.2 相关分析

本研究采用 Pearson 相关分析对其进行相关性检验。其结果如下表所示，结果显示，学习行为自我效能感与学习能力自我效能感为正相关，相关系数为 0.448， $p < .001$ ；学习行为自我效能感与学业拖延为负相关，相关系数为 -0.174， $p < .001$ ；学习能力自我效能感与学业拖延为负相关，相关系数为 -0.185， $p < .001$ 。相关性系数在 0.174-0.448 之

间，属于中低相关，因此，不存在共线性问题，数据可进行回归分析。

表 4.2 相关分析表

变量	学习行为自我效能感	学习能力自我效能感	学业拖延
学习行为自我效能感	1		
学习能力自我效能感	.448***	1	
学业拖延	-.174***	-.185***	1

注：*** $p < .001$

资料来源：本研究整理所得

4.3 回归分析

本研究将对学习行为自我效能感、学习能力自我效能感、学业拖延进行回归分析，探讨学习行为自我效能感与学习能力自我效能感对大学生学业拖延的预测作用。其回归分析结果如下图所示，结果显示：在Model 1中，学习行为自我效能感对学业拖延 β 值为-.387， t 值为-8.830，显著性小于.001，达到显著，因此可以说明学习行为自我效能感可以负向显著影响大学生的学业拖延；学习能力自我效能感对学业拖延 β 值为-.354， t 值为-8.341，显著性小于.001，达到显著，因此可以说明学习能力自我效能感可以负向显著影响大学生的学业拖延。

表 4.3 回归分析检验表

变量	Model 1		Model 2	
	学习行为自我效能感		学习能力自我效能感	
	β	t	β	t
学业拖延	-.387	-8.830***	-.354	-8.341***
AdjR ²	.131		.127	
F	77.875***		71.184***	
VIF	1.000		1.000	

注 1：*** $p < .001$

注 2： β 为标准化回归系数

资料来源：本研究整理所得

5. 结论与讨论

5.1 研究结论

(1) 学业自我效能感量表采用 5 分计分法，3 分为中值。贵州省大学生的学习行为自我效能感 (4.071) 与学习能力自我效能感 (4.032) 处于中等偏上水平。这可能是大部分大学生因为已经获得了十几年的学习经验，找到适合自己的学习方法，对于学习积累了一定的信心，导致其学业自我效能感偏高。

(2) 学业拖延量表采用 5 分计分法，3 分为中值。贵州省大学生的学业拖延程度中等偏下 (2.409)，不太严重。大学相较于高中或义务教育阶段，学业任务较轻，更加重视培养动手操作能力，现阶段由于贵州省师资等种种现实因素的影响，对学生要求和管理上并不严格，因而学生出现一些拖延行为。

(3) 贵州省大学生的学习行为自我效能感对学业拖延有负向预测作用。学习行为自我效能感高，学生能够对自身的学业行为更加充满信心，正确分析并处理外部因素对学习的影响，并通过努力获得回报；另一方面，自我效能感水平高的学生能够将自身的可用资源运用到学习中去，减少了学业拖延行为的出现。

(4) 贵州省大学生的学习能力自我效能感对学业拖延有负向预测作用。学生的学习能力自我效能感水平越高,就代表着该生对自身能力有着更准确而清晰的定位,对自身能否完成任务有更为合理的预判。

5.2 实务建议

第一,学校应为学生提供积极向上、朝气蓬勃的校园环境,给予更为优质的学习平台,使其更有动力参与到学习中。学校应注重学生学业自我效能感水平,通过多开设有关提升大学生学业自我效能感方面的心理健康教育讲座、团体心理辅导活动,也可以借助媒体等可利用的力量大力宣传曾经与学生处在相同起点的人如何获得成功的故事,以此来有效增强大学生自信心,使学生对自身有一个较为全面、客观的评价,更好地认识自己、接纳自己,提升自身学业自我效能感;学校还应对定期对教师的心理健康进行培训,组织专业教师为有需要的学生提供帮助(李天莉,2019);同时,学校应要求辅导员及时关注学生的心理健康状态,对在各方面存在困扰的学生应做好疏导工作,树立学生自信心,减少挫败感。

第二,教师应及时鼓励学生,因材施教,给予学生多元化的评价,同时引导学生学会合理归因(杜方蕾、侯广彦,2022)。教师应该平等对待每一个学生,学会倾听,与学生建立良好的人际关系,给予积极的鼓励与肯定,促进自主学习。对于不同的学生,教师应该学会因材施教,设身处地为学生解决难题,引导学生树立合理正确的归因方式,促使学生将学业失败归因于自身的努力,将学业成功归因于自身的能力,增强学生自信心,提升学生自我效能感。同时,教师在教学当中应该传授学生们对时间把控的方法与技能,从而使学生懂得如何统筹安排学习任务,那么将会大大提升学生学习的有效率,从而改善学业拖延行为。

5.3 研究创新

研究内容:本研究采用学业自我效能感对学业拖延的影响进行相关研究,一定程度上肯定了个体学业自我效能感的广泛存在以及对学业拖延的影响机制和效用。与此同时,研究对象也从当下学者们研究较多的中学生转移到大学生的上来,并且以贵州省为调研对象。因此,笔者在一程度上充实了大学生学业自我效能感与学业拖延有关理论研究。

研究方法:在对大学生学业自我效能感与学业拖延的研究方面,目前的研究还是多倾向于理论方面,而对于实证的研究还是较少。所以本文用问卷调查法验证学业自我效能感影响学业拖延的方法,进而使得大学生的学业拖延行为在一定程度上得到间接改善。

5.4 研究展望

本研究中由于样本量较小,不具备太强的代表性。研究对象只是针对贵州省的两所全日制公立大学,并且是贵州省较好的学校。倘若今后能够在较多学校,不同的城市、不同的层次学校进行相关方面的调查工作,相信最终结果的代表性也会进一步得到提高。因此希望在今后的研究中,能够对问卷调查的样本进行充分扩大,使得样本具备更强的代表性,最终使研究结果更具代表性。

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Research on the Influence of Professional Satisfaction of Chinese Dance Majors on Learning Engagement

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Abstract

In recent years, the education circle has gradually shifted the focus of education quality from the school subject to the student subject, and began to pay attention to the "learning" of students, that is, how well students learn, students' learning attitudes, learning input and effort, and the quality of teachers and students. How interactive. Among them, professional satisfaction and learning engagement, as "student-centered" higher education quality evaluation indicators, have become key concepts in exploring the university education process in the field of college students' learning and development. However, there are few results on the psychological model of college students' learning engagement, which is worthy of further exploration, and whether the effect of professional satisfaction on learning engagement is applicable to students majoring in dance is still unknown. Therefore, this study explores the influence of professional satisfaction of Chinese dance students on learning engagement. The object of this study is college students majoring in dance. The method of convenience sampling is adopted, and online questionnaires are distributed in the contact group between them and students by familiar dance teachers. A total of 500 online questionnaires were distributed, including 473 valid questionnaires. The research results are as follows: 1. Professional satisfaction of dance majors has a significant positive impact on behavioral engagement. 2. The professional satisfaction of dance majors has a significant positive impact on cognitive investment. 3. Professional satisfaction of dance majors has a significant positive impact on emotional engagement.

Keywords: Professional Satisfaction; Learning Investment; Dance Major; College Students

中国舞蹈专业学生专业满意度对学习投入影响作用研究

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摘要

近些年来，教育界将教育质量的关注点逐渐从学校主体转向了学生主体，开始关注学生的“学”，即学生学习得怎么样，学生的学习态度、学习投入和努力程度，以及师生互动如何。其中，专业满意度、学习投入等作为“以学生为主体”的高等教育质量评估指标，已成为大学生学习与发展领域中探索大学教育过程的关键概念。然而，对大学生学习投入心理模型的成果并不多见，值得进一步探讨，而专业满意度对学习投入之间的影响作用是否适用于舞蹈专业的学生也尚未可知。因此，本研究探讨的是中国舞蹈专业学生专业满意度对学习投入影响作用。本研究的对象是在校舞蹈专业大学生，采取便利抽样的方法进行，通过熟悉的舞蹈教师在其与学生的联络群里发放线上问卷。一共发放线上问卷 500 份，其中有效问卷 473。研究结果如下：1、舞蹈专业大学生专业满意度对行为投入有显著正向影响。2、舞蹈专业大学生专业满意度对认知投入有显著正向

影响。3、舞蹈专业大学生专业满意度对情绪投入有显著正向影响。

关键词：专业满意度；学习投入；舞蹈专业；大学生

1. 绪论

1.1 研究背景

百年大计，教育为本，高等教育作为我国教育的重要组成部分，是国家科研发展和人才培养的主要力量。专业的细致划分是高等教育当中的一个重要特点，而中国的高等院校是以系为管理单位，以专业为教学的主要机构（卢晓东、陈孝戴，2002）。在中国，专业舞蹈院校培养的舞蹈专业人才相对匮乏，不能满足市场的旺盛需求（何华，2020）。由于中国各大高校纷纷扩招，以全日制方式录取的学生舞蹈基础比较薄弱，许多学生在入学前很少接触舞蹈教育，学生不是难以理解比较深奥的舞蹈基础知识，就是难以掌握舞蹈动作（许乔贵，2021）。

由于教育本身的特殊性，业界对高校教育质量的评价指标各有不同，当前研究者更倾向于把学生的学习投入作为衡量教育质量和学生发展状况的重要指标之一（陆璟，2009），同时也将其作为反映学生素养的重要指标之一，并以此来衡量教育质量。学习投入是在学习中表现出对学习的一种持续的、充满积极情感的状态，以活力、奉献和专注为主要特征(Schaufeli et al., 2002)。国内学者张娜将其进行了整合，认为学习投入是“学生在学习过程中，积极参与各项学习活动，深入地进行思考，充满活力地应对挑战和挫折，并伴有积极的情感体验。它是认知投入、行为投入和情感投入三者相互影响和作用的统一体”（张娜，2012）。

在大学的學習过程中，专业满意度代表了学生对所学专业的一种特殊态度，表现为一种感受或情感反应（卢雪松等人，2008），是学生专业学习中的收获与期望比较后的一种心理差值（唐卫民等人，2011）。专业满意度低的学生会在学习中感受到痛苦和挫折感，从而难以全身心地投入；相反，专业满意度高的学生更多体验到愉悦和满足感，会花费更多的时间精力去进行专业学习，同时取得的成绩又会进一步促进积极体验（彭文波等人，2017）。因此，专业满意度能够直接影响大学生在校的学习情况。樊明成（2011）的调查显示，中国大学生的专业满意度整体不高，学习投入受到其消极影响。

从已有研究来看，对大学生学习投入心理模型的成果并不多见，值得进一步探讨，而专业满意度对学习投入之间的影响作用是否适用于舞蹈专业的学生也尚未可知。因此，本研究探讨的是中国舞蹈专业学生专业满意度对学习投入影响作用。

2. 文献探讨

2.1 专业满意度

专业满意度有广义和狭义之分。广义的专业满意度与学生满意度的内容相似，包含的内容很广泛，不仅包括专业本身的因素，还包括了与专业相配套的硬件设施和软件设施，包括学校周围的环境、校园文化，班级规模以及学校管理机构对于学生的态度等（李淑芬，2013）。狭义的专业满意度所涉及的范围就相对缩小了，主要指学生在进行专业学习时对专业的感受程度，包括专业的课程设计、教材选用、考核方式、教师的状况、教师的教学手段和方法、专业培养目标、本专业的就业前景等专业自身的因素（王婧等人，2012）。中国学者对专业满意度的概念界定主要是从狭义的角度来进行的。在大学的學習过程中，专业满意度代表了学生对所学专业的一种特殊态度，表现为一种感受或情感反应（卢雪松等人，2008）。由于学生个体差异的存在，加之

学习是一个持续性的过程，对专业的心理感受就带有明显的差异性（刘新颜，2012）。这种主观感受表示着学习者学习的喜欢程度或愿望、需求的满足程度，它对学生学习行为和心理健康有着重要的影响（戴菲，2013）。

在本研究中，专业满意度采用的是卢雪松（2008）的定义，专业满意度代表了学生对所学专业的一种特殊态度，表现为一种感受或情感反应。

2.2 学习投入

在高等教育领域，学习投入也被视为高等教育质量的重要指标。与心理学领域的学习投入有所不同的是，高等教育领域对于学习投入的界定，大多以一些大规模且影响广泛的，在高等院校中进行的实际调查为基础（罗晓燕、陈洁瑜，2007），而并非以投入的心理机制为基础。早期的学习投入调查大多只将学习投入定义为大学生的外显学习行为，这样的定义显然过于狭隘。学习投入不仅包括外显行为，还应该包括学生的内部心理状态，如学生的动机、期望和情绪等(Kahu, 2013)。因此后来的研究者普遍接受了 Fredricks et al. (2004)对学习投入的界定，他们认为学习投入包含行为、情绪和认知三方面，这3个维度相互独立又相互影响，行为投入指学生对学校教育活动的参与程度，情绪投入指对待学习任务的积极情感和学校的归属感，以及师生和生生人际交往之间的情感投入，认知投入指在学校教育过程中，学生思维、心理的参与程度。也有少部分学者站在其他角度理解，认为学习投入是能够看得见的投入，是指学习过程中付出的人力、物力和财力的总和（苏红等人，2007）。

在本研究中，本研究主要采用高等教育领域的角度，认为学习投入是一个包含了与学生学习中的行为、情绪和认知多方面的概念。

2.3 专业满意度与学习投入

专业满意度是一个可以反映学生积极的心理状态的指标。它可以创造一种积极的情绪，提高个人对于学习生活的可控感和稳定感，同时提供给学生较高的自我价值感(Reschly et al., 2008)。高满意度的学生更能听从教师的指示，遵守学校的制度，更积极的投入到学习中。而低满意度的学生由于对专业和学校的负面情绪，会拥有更多回避倾向，无法高效地投入到学习任务中去。

在实证研究方面，已经有研究证实专业满意度以及相关的学生满意度与学习投入之间的关系。在一项关于 587 名中学生的研究中，结果表明学生满意度可以显著预测学习投入的行为投入方面(Elmore & Huebner, 2010)。类似的结果在大学生群体的研究中也证实。Wefald and Downey (2009)以 453 名大二和大三的学生为研究对象，发现三种满意度即专业满意度、学校满意度以及课程满意度均与学习投入显著相关，而且这三种满意度和学习投入均能显著预测学生的累积 GPA。穆兰兰与魏红（2015）通过结构方程模型，验证了专业满意度对学习投入的预测作用。刘选会等人（2017）在对西安工业大学的 280 名本科生调查中，学习投入和专业满意度显著正相关，说明这两者存在紧密联系。因此，本研究提出研究假设：舞蹈专业学生专业满意度对学习投入有正向显著预测作用。

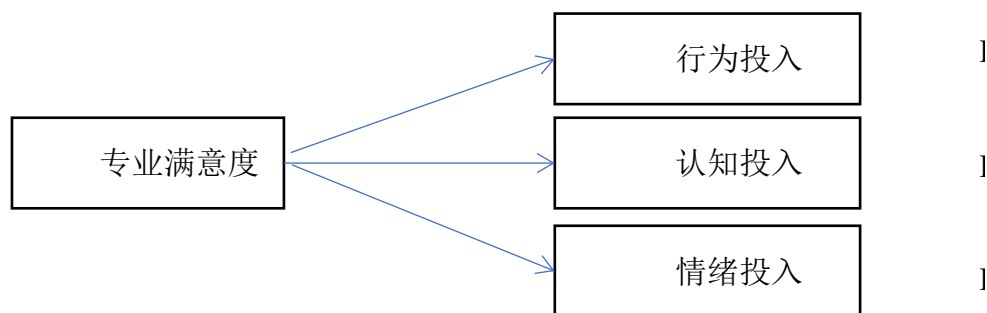
3. 研究方法

3.1 研究框架

本研究框架见下图：

图 1

研究框架图



H1: 舞蹈专业大学生专业满意度对行为投入有显著正向影响。

H2: 舞蹈专业大学生专业满意度对认知投入有显著正向影响。

H3: 舞蹈专业大学生专业满意度对情绪投入有显著正向影响。

3.2 研究对象

本研究的对象是在校舞蹈专业大学生，采取便利抽样的方法进行，通过熟悉的舞蹈教师在其与学生的联络群里发放线上问卷，这些学生遍布中国的很多大学。本研究一共发放线上问卷 500 份，其中有效问卷 473，有效率达 94.6%。

3.3 研究工具

专业满意度采用的是卢雪松（2008）的定义，专业满意度代表了学生对所学专业的一种特殊态度，表现为一种感受或情感反应。专业满意度量表采用的是杨咪咪（2019）设计的量表，单维度，一共 6 道题。量表采用 5 点计分。在本研究中，Cronbach's α 为 0.782，KMO 为 0.803。题目范例为“我对所在舞蹈专业师资力量的满意程度”。

本研究采用 Fredricks et al. (2004)对学习投入的界定，认为学习投入包含行为、情绪和认知三方面，这 3 个维度相互独立又相互影响，行为投入指学生对学校教育活动的参与程度，情绪投入指对待学习任务的积极情感和学校的归属感，以及师生和生生人际交往之间的情感投入，认知投入指在学校教育过程中，学生思维、心理的参与程度。本研究选择了廖友国（2010）编制的学习投入量表。此问卷包括三个维度，其中行为投入维度 5 个题项，认知投入维度 7 个题项，情绪投入维度 6 个题项。学习投入量表也采用李克特 5 点量表计分法。在本研究中，Cronbach's α 为 0.825，KMO 为 0.861。题目范例为“在课堂上，我积极思考”。

3.4 数据分析

本研究回收的数据采用 SPSS26.0 进行统计分析，步骤为：信度分析、效度分析、描述性统计、相关分析、回归分析。

4. 分析结果

4.1 描述性统计

通过描述性分析可见，舞蹈专业学生在专业满意度、行为投入、认知投入、情绪投入上均处于中等偏上水平。

表 4.1 描述性统计分析

变量	平均值	标准偏差
专业满意度	3.351	0.513
行为投入	3.609	0.537
认知投入	3.558	0.645
情绪投入	3.643	0.558

资料来源：本研究整理所得

4.2 相关分析

本研究采用Pearson相关分析对其进行相关性检验。其结果如下表所示，结果显示，专业满意度与行为投入为正相关，相关系数为.489， $p < .001$ ；专业满意度与认知投入为正相关，相关系数为.328， $p < .001$ ；专业满意度与情绪投入为正相关，相关系数为.424， $p < .001$ ；行为投入与认知投入为正相关，相关系数为.582， $p < .001$ ；行为投入与情绪投入为正相关，相关系数为.642， $p < .001$ ；认知投入与情绪投入为正相关，相关系数为.687， $p < .001$ 。

表 4.2 相关分析表

变量	专业满意度	行为投入	认知投入	情绪投入
专业满意度	1			
行为投入	.489***	1		
认知投入	.328***	.582***	1	
情绪投入	.424***	.642***	.687***	1

注：*** $p < .001$ 资料来源：本研究整理所得

4.3 回归分析

在回归分析中，结果显示：专业满意度对情绪投入 β 值为.271， t 值为10.675，显著性小于.001，达到显著，因此可以说明舞蹈专业的学生专业满意度对情绪投入有正向显著预测作用；专业满意度对行为投入 β 值为.378， t 值为12.096，显著性小于.001，达到显著，因此可以说明舞蹈专业的学生专业满意度对行为投入有正向显著预测作用；专业满意度对认知投入 β 值为.355， t 值为11.987，显著性小于.001，达到显著，因此可以说明舞蹈专业的学生专业满意度对认知投入有正向显著预测作用。

表 4.3 回归分析检验表

变量	专业满意度				
	β	t	AdjR ²	F	VIF
情绪投入	.271	10.675***	.641	852.673***	1.000
行为投入	.378	12.096***	.863	1065.562***	1.000
认知投入	.355	11.987***	.812	974.973***	1.000

注 1：*** $p < .001$

注 2： β 为标准化回归系数

资料来源：本研究整理所得

5. 结论与讨论

5.1 研究结论

具体来看，舞蹈专业大学生的专业满意度整体对学习投入有显著的正向影响。其次，专业满意度对行为投入、认知投入和情绪投入都具有显著正向影响。其中，从路径系数上来看，专业满意度对行为投入的影响程度最高，其次为认知投入和情绪投入。就此情景，本研究认为专业满意度在学习投入中扮演着非常重要的角色。学生具有较高的专业满意度，能够促进学生在学习中的行为投入，加强在日常学习中的投入，积极参与专业的学习中，不断加强专业知识的学习，尤其是在互联网时代，专业满意度高的学生会通过网络渠道获取自己需要的知识，不断丰富自己；专业满意度对情绪投入也具有正向作用，即专业满意度高能够使学生积极地投入学习中，而不是被动的、消极的学习，在学习过程中是愉悦的；高的专业满意度还能够促使学生认知投入，使学生再学习过程中发挥自身的学习技巧，增加学习策略的使用，这些都是舞蹈专业大学生在学习过程中必不可少的，能够提高学习质量的因素。

5.2 实务建议

通过对专业满意度对学习投入的影响研究结果，本文从学校、教师方面对提高舞蹈专业学生专业满意度提出以下实践建议：

(1) 从学校角度出发，专业满意度应该成为高校评估中重要的一部分，并对评估结果进行分析改进。首先高校在舞蹈专业的建设上要采纳学生的意见，让学生积极的投入到舞蹈专业的建设中，能够提高学生专业的满意度。此外，在高校应该设置较为完善的专业转换制度，能够满足不适合本专业的学生及时转换专业，在这一方面可以参考美国大学的专业转换机制，实现学生在专业上的较大自由。

(2) 从教师层面考虑，教师是与学生密切相关的主体，能够切实感受到学生在专业满意度上的状态，教师可以根据自身的教学经验，参与到学校的专业建设上来，并搭建学生与专业建设的桥梁，利用自身实力加强学生对专业的满意度。尤其是专业课教师，对专业知识和专业前景有更多的了解，应该与学生加强专业方面的沟通，让学生客观、全面的认识到自己所在专业。

5.3 研究创新

本研究采用舞蹈专业学生专业满意度对学习投入的影响进行相关研究，这不仅丰富了专业满意度对学习投入的影响机制和效用，充实了学生专业满意度与学习投入有关理论研究。在之前的相关研究中，研究对象集中在旅游管理的学生（樊春燕，2016）、医学专业的学生（陈姿欣，2019）、冰雪体育专业（张淑慧，2019），但没有调研过舞蹈专业的学生，因此，本研究具体到了舞蹈专业的学生，在研究对象上进行了创新。

5.4 研究展望

(1) 研究变量的维度划分

本研究中专业满意度没有进行维度划分，因此在对学习投入的影响中并不能够突出专业的哪一方面存在着大的影响作用。学习投入的量表是采用国内较为成熟的量表，但由于新时代的变化，大学生的学习投入发生着变化，本研究只能在较为明显的变化上做出调整，而不能够针对现代高等教育的发展开发一套新的测量指标。

(2) 本研究数据收集的方法不够全面

本研究对大学生的专业满意度、学习投入的测量采用的问卷调查法，但是学生的学习是持续性的过程，并不是在填写问卷的那一段时间的表现，因此对学习数据的收集也应该是持续性的，但由于本研究种存在的诸多限制，采用问卷调查的方法收集得到的数据只是截面数据，而不是时间序列数据，不能动态的观察学生在专业满意度和学习投入上的变化，也不能反映出整个舞蹈专业大学生生涯过程中这两个变量之间的关系变动。

(3) 对学习投入的影响因素考虑不全面

在现实学习过程中，影响舞蹈专业大学生学习投入的因素有很多，例如家庭教育观念、学生的人生规划等这些因素在整个学习投入的过程中都起着重要作用，如果在模型中加入这些因素，能够使模型更加完整，更具有说服力。

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Research on the relationship between peer support and interpersonal adaptation of Chinese students studying in Thailand

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Abstract

This study aims to explore the relationship between peer support, self-esteem, and interpersonal adaptation among Chinese international students in Thailand. A questionnaire survey was conducted on 300 Chinese international students studying in Thailand. The study found that there is a significant positive correlation between peer support and self-esteem, that is, the higher the peer support, the higher the level of self-esteem. There is a significant positive correlation between self-esteem level and interpersonal adaptation, that is, the higher the self-esteem level, the stronger the interpersonal adaptation ability. The relationship between peer support and interpersonal adaptation is partially mediated by self-esteem. Specifically, peer support can enhance Chinese international students' interpersonal adaptability by enhancing their self-esteem level.

Keywords: Chinese students studying in Thailand; Peer support; Interpersonal adaptation

在泰中国留学生同伴支持、自尊和人际适应之关系研究

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摘要

本研究欲探讨在泰国的中国留学生之间同伴支持、自尊和人际适应之间的关系。采用问卷调查的方法对 300 名在泰中国留学生进行研究, 研究发现: 同伴支持与自尊之间存在显著正相关, 即同伴支持越高, 自尊水平越高。自尊水平与人际适应之间存在显著正相关, 即自尊水平越高, 人际适应能力越强。同伴支持对人际适应的关系是通过自尊的部分中介实现的。具体而言, 同伴支持可以通过提高中国留学生的自尊水平来提高其人际适应能力。

关键词: 在泰中国留学生; 同伴支持; 人际适应

1. 引言

随着全球化的不断深入, 留学已成为许多学生追求更高教育和更广阔人生的选择之一。泰国作为一个具有优质教育资源和良好留学环境的国家, 吸引了大量中国留学生的到来, 中国留学生数量逐年增长, 截至目前在泰国留学的外国学生中, 中国学生占到了四分之三 (黎史翔, 2016)。进入大学后, 面临着来自环境、人际适应方面的考验, 大学生能否顺利适应留学生活对未来的学习与发展至关重要。人际适应作为社

会适应的一个重要维度，指的是个体保持与他人相处和谐的过程中以调整自身或者改变交往环境或者改变他人以满足交往需要而形成的心理能力（王钢，2010）。人际适应能力是一个人在不同社交环境中与他人交往和相处的能力，也是留学生遇到较多的适应问题之一，主要表现为欠缺主动交往意识、人际关系敏感等。快速适应新的人际环境，建立融洽的人际关系对留学生的个人学业与发展起到了重要的作用。而在社会互动中，人们能察觉他人是怎样知觉自己的一种信息，这种信息就是用来形成自我的基础(Cooley, 1902)。Sullivan(1953)提出个体的人格是由个体的社会关系塑造出来的，而同伴关系则是个体形成健康的自我概念所必须具有的。Sullivan 非常注重同伴关系的重要作用，特别强调同伴关系对健康自我概念发展的重要性，认为被同伴群体所孤立的体验将导致浓烈的自卑感，不利于建立良好的自尊。魏运华（1998）也认为良好的同伴关系会促进自尊的发展，体现在群体中受同伴欢迎的个体其自尊水平相对较高，反之则自尊水平低。

在此背景下，研究留学生的自尊和人际适应变得尤为重要。自尊是一个人对自我价值和能力的主观评价，是影响一个人生活质量和学业成就的重要因素之一（李鹏姬、马海林，2020）。而同伴支持作为一种社会支持形式，可以提高留学生的心理健康和适应能力，促进他们的自我发展和成长。

综上所述，本研究旨在探讨在泰中国留学生之间同伴支持、自尊和人际适应之间的关系为何。

2. 文献综述

2.1 理论

社会支持理论：Caplan(1981)将社会支持定义为“个体之间或者个体与群体之间的依存关系，这种关系能改善社会关系间的挑战或者应激”。社会支持理论是指人们在日常生活中获得来自他人的情感、信息和物质支持，以应对挑战和压力的一种理论(Caplan, 1974)。社会支持理论认为，社会支持对于人类的生存和发展至关重要，它可以提供人们各方面的帮助：如情感上的支持（鼓励、安慰、理解和倾听），从而减轻人们的情感压力和痛苦；还可以提供信息上的支持，比如新的信息和观点去帮助人们面对挑战和困难；或者是提供物质上的支持，比如物质资助使其改善人们的生活条件和质量（倪赤丹，2013）。社会支持理论认为，社会支持可以提高人们的适应性和生存能力，减轻压力和焦虑，增强自尊心和信心，提高生活质量和幸福感。此外，社会支持还可以增强人际关系和社会支持网络，促进社会凝聚力和发展。因此，社会支持被视为一种重要的资源和策略，有助于提高人类的生存和发展的适应性和质量。

2.2 同伴支持

同伴指的是具有相同社会认知能力的人在一起相处(Foot et al., 1990)。同伴支持是反映群体对个体的态度:喜欢与否，接纳与否，或者个体在群体中地位高低的一种群体水平结构（陈妮娅，2007）。大多数研究者认为同伴支持是群体交往的一个基本需求，在人类的社会化过程中起着重要的作用。Piaget(1932)指出在同伴关系中得到情感共鸣或者友好合作会让个体获得更丰富的认知和更广阔的社会视野。Hartup(1993)也提出在同伴交往中出现冲突会导致其促进社会交流所需的技能获得与社会观点有能力的发展。由此可知，没有和同伴交往的机会，将不利于我们学习有效的社会交往技能和知识水平的提升。

同伴支持在人们社会交往的过程中有着无法替代的重要作用，良好的同伴关系就是发展社会化交往的重要因素(Rubin et al., 1998)。尤其是在留学阶段，学生与家庭的联

系远不如之前频繁与亲密，而在国外的同学和朋友就成了留学生社会交往的对象和获得社会支持的主要来源。因此同伴支持作为留学生社会生活的一个重要组成部分，对其社会性发展以及适应学校和今后的生活都起到了非常重要的作用。本研究认为同伴支持是指与个体频繁接触、互相交流或沟通较多的同伴给予的支持和帮助。

2.3 自尊

《辞海》一书中提到“自尊”指的是尊重自己；英语词汇中“自尊”的表述是 Self-esteem，是指个体对自己的评价和肯定程度，是个体心理健康和幸福感的重要组成部分(Longman, 1995)。因为众多研究者都是从不同的角度去理解自尊，以至于对自尊的定义没有一个明确的界定。Coopersmith(1967)认为自尊是一种表明个体是否相信自己，是一个有能力、有价值的人的态度。林崇德（1997）则提出自尊既有积极的，也有评价自己的成分。自尊水平高的个体通常认为自己有价值、有能力、有尊严，并且能够自信地应对挑战和困难，同时也能更好地处理人际关系和社交环境。本研究认为自尊是一种个体可以获得有关自我价值的肯定或否定的评价。

2.4 人际适应

人际适应是指在社交交往中，个体能够适应环境，与他人建立良好关系的能力。它对于个人的生活和发展具有非常重要的作用。大学期间产生人际适应问题较多的是到校初期，赵富才（1999）采用自编的问卷对大学新生的适应状况进行调查，发现问题最多的就是人际关系适应困难。而产生这一系列问题的原因是人际交往过程中学生缺乏主动性，导致出现人际不适应的情况（王辉、吕素珍，2004）。而到大学毕业时，因为学生处于一个良好的人际环境，所以即使学生人际交往能力一般，仍具有较高的人际适应（王学成、牛庆忠，2001）。人际适应能力良好的人能够更容易地建立良好的人际关系，建立广泛的社交网络（张琴心，2008）。这些人际关系不仅能够提供支持和帮助，还能够为个人创造更多的机会。人际适应能力的提高有助于个体建立更多的支持和帮助网络，缓解心理压力和孤独感，增强心理健康。

总之，人际适应对于个人的社会适应和心理健康具有非常重要的作用。通过不断地培养和提高人际适应能力，个体能够更好地适应社会环境，提升自己的生活和职业发展水平。本研究将人际适应定义为个体在人际交往过程中保持的积极乐观的态度或者相互之间温暖、支持的能力。

2.5 研究假设

2.5.1 同伴支持与人际适应的关系

同伴支持与人际适应之间的关系一直是社会心理学中研究的热点之一。大量研究表明，同伴支持对于人际适应具有重要的影响。陈姝玉（2020）指出同伴支持在学生的日常生活发挥着重要的作用，使其能够以积极的态度去面对大学生活，因此无论在专业学习或者是生活交往中表现出良好的适应状态。王晓丹（2020）则提出同伴支持可以促进个体的人际适应能力的提高，从而帮助其更好地适应社交环境。并且个体获得的同伴支持可以显著预测其人际适应能力（柳春香等人，2006）。

根据以上研究分析，本研究提出假设：

H1：在泰中国留学生的同伴支持与人际适应存在显著正向影响。

2.5.2 同伴支持与自尊的关系

个体自尊的发展与他们所处的环境是密不可分的，同伴支持水平是个体在同伴群体中社交地位的反映（刘春梅，2002）。研究表明，同伴支持能够显著正向预测大学生的自尊（张大均等人，2019）。Dumont and Provost(1999)认为个体解决问题的能力

和动力深受较低自尊的影响，从而产生挫败感。而同伴支持可以提高个体的自尊，促进其心理健康和适应能力的提高（孔凤，2012）。

根据以上研究结果，本研究提出假设：

H2：在泰中国留学生的同伴支持与自尊存在显著正向影响。

2.5.3 自尊与人际适应的关系

个体的自尊与人际适应往往具有密切的影响。王琼（2014）提出高自尊的个体会较高的社会适应性。比如说拥有高自尊的个体一般具有较强的自我控制能力和情绪调节能力(Tangney et al., 2004)。而人际适应能力良好的个体在社会互动中必需的技能就是改变自己，适应环境。在接受新环境的时期有同伴支持的个体则能快速适应，因此自尊水平越高的个体，其人际适应能力也越强，能够更好地应对社交环境的挑战（米晶晶等人，2016）。除此之外，Harter(2012)也认为自尊是通过社会化的人际互动的过程中形成的。

根据以上研究结果，本研究提出假设：

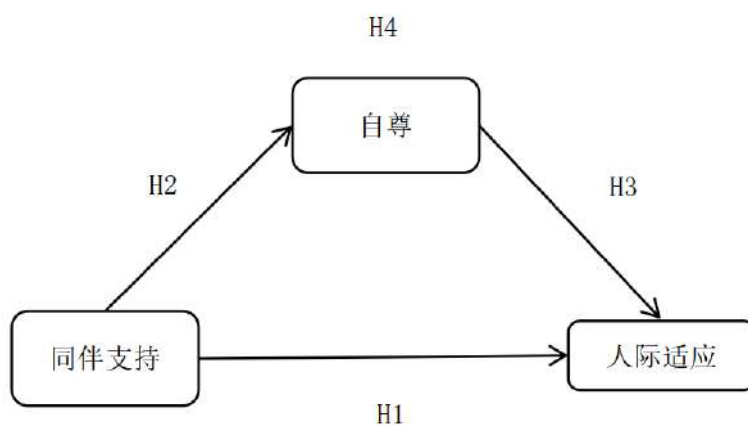
H3：在泰中国留学生的自尊与人际适应存在显著正向影响。

H4：在泰中国留学生的自尊在同伴支持与人际适应之间存在中介作用。

然而，针对在泰中国留学生之间同伴支持、自尊和人际适应之间的关系，还缺乏相关研究，因此本研究的意义和价值尤为重要。

3. 研究方法

3.1 研究框架



图一 研究框架图

3.2 研究对象

本研究的研究对象是在泰国学习的中国籍本科生及研究生。采用便利抽样的方法，对泰国其中一所大学的中国学生发放调查问卷，问卷发放 337 份，剔除无效问卷 37 份最终收回 300 份有效问卷，有效回收率为 89.02%。其中男生 90 人，女生 210 人，所占比例分别为 30%和 70%。

3.3 研究工具

本研究中所使用的量表均采用李克特五点计分法，1 表示“非常不符合”，2 表示“不符合”，3 表示“不确定”，4 表示“符合”，5 表示“非常符合”，得分越高表示所调查的变项水平越高。

同伴支持量表：采用陈妮娅（2007）的同伴支持量表，该量表改编自肖水源《社会支持评定量表》，社会支持评定量表包含客观支持、主观支持和对社会的利用度等3个维度。本研究主要考察被试与同伴之间的支持情况，因此将涉及与其他群体之间的支持情况题项删除，调整后的量表包含8个条目，本研究中同伴支持量表的Cronbach's α 系数为.904，信度良好。

自尊量表：采用罗森伯格自尊量表，该量表由 Rosenberg 于 1965 年编制，是当前被广泛应用于测量整体自尊的量表(Fleming & Courtney, 1984)。量表包含 10 个条目，其中 5 个条目进行正向计分，5 个条目进行反向计分。本研究中自尊量表的 Cronbach's α 系数为.75，信度良好。

人际适应量表：采用方晓义等人（2005）编制的《中国大学生适应量表》中包含的人际适应分量表，共 10 个题目。本研究中人际适应量表的 Cronbach's α 系数为.766，信度良好。

3.4 施测与数据处理

采用便利抽样的问卷调查法，选取泰国某所高校的中国留学生进行匿名施测。将所使用的量表通过“问卷星”软件设计成一份完整的线上问卷，向泰国留学生的微信群、钉钉群发送链接，链接发送之前在群里留言本次问卷发放的目的，最终收回问卷337份。收回的问卷通过 SPSS 26.0 统计软件对初始问卷进行反向题转换、剔除无效问卷等操作之后对所得数据进行统计分析，主要有 Pearson 相关分析和回归分析等统计方法。

4. 研究结果

4.1 相关分析

为了解在泰中国留学生同伴支持、自尊和人际适应之间的相关性，本研究采用 Pearson 相关分析对三者之间进行相关性检验。如表一所示，同伴支持与自尊呈显著正相关($r = .242, p < 0.01$)，即同伴支持越高，其自尊也就越高；同伴支持与人际适应呈正相关($r = .356, p < 0.01$)，即同伴支持越高，其人际适应也就越好；自尊与人际适应呈正相关($r = .467, p < 0.01$)，即自尊越高，其人际适应也就越好。

表 1 同伴支持、自尊和人际适应之间的相关分析表

相关性	同伴支持	自尊	人际适应
同伴支持	1		
自尊	.242**	1	
人际适应	.356**	.467**	1

注: $p < 0.01$: **

4.2 回归分析

本研究欲探讨在泰中国留学生同伴支持、自尊与人际适应的影响情形，以及自尊在同伴支持与人际适应两个变量之间的中介效果。达到中介效果应满足以下条件：A. 自变项对因变项有显著预测效果；B. 自变项对中介变项有显著预测效果；C. 当自变项与中介变项同时投入回归模型后，中介变项的预测效果显著时，自变项的预测效果下降，则为部分中介，自变项的预测效果消失，则为完全中介(Baron & Kenny, 1986)。因此，为了了解在泰中国留学生同伴支持、自尊对人际适应的预测效果，以同伴支持为自变量，自尊为中介变量，人际适应为因变量，采用线性回归方式进行分析，如表2所

示:

表 2 同伴支持通过自尊对人际适应的回归分析表

变量名称	人际适应	自尊	人际适应
模型	M1	M2	M3
同伴支持	.356***	.242***	.259***
自尊			.404***
F 值	43.37***	18.5***	57.96***
R ²	.127	.058	.281
△R ²	.124	.055	.276

注: $p < 0.001$: ***

在模型一中,以回归分析同伴支持对人际适应的影响关系,通过分析结果发现, R^2 为.127,表示同伴支持可以解释 12.7%的变异量,其标准化回归系数 β 值为.356,并达到显著水平($p < 0.001$),表示同伴支持对人际适应具有正向显著影响,即同伴支持越高,人际适应越好。

模型二中,以回归分析同伴支持对自尊的影响关系,通过分析结果发现, R^2 为.058,表示同伴支持可解释自尊 5.8%的变异量,其标准化回归系数 β 值为.242,并达到显著水平($p < 0.001$),表示同伴支持对自尊具有正向显著影响,即同伴支持越高,自尊越强。

模型三中,同时将同伴支持与自尊加入回归模型中,检验自尊在同伴支持与人际适应的中介效果。通过分析结果发现, R^2 为.281,表示同伴支持与自尊可共同解释人际适应 28.1%的变异量,其标准化回归系数 β 为同伴支持 ($\beta=.259$),自尊 ($\beta=.404$),且均达到显著水平 ($p < 0.001$),对比模型三与模型一,同伴支持标准化回归系数由 ($\beta=.356$, $p < 0.001$) 变为 ($\beta=.259$, $p < 0.001$),说明自尊在同伴支持与人际适应之间起到部分中介作用。

5. 结论

5.1 讨论与研究结论

从对留学生的同伴支持、自尊和人际适应的回归分析部分可以看出,同伴支持对自尊的预测效果较弱。在性别等变项与人际适应的回归分析中,女生的人际适应情况在同伴支持的影响下高于男生,陈姝玉(2020)指出原因可能是个体在进入陌生的环境中要想快速适应必须要建立新的社会互动,而因为性别角色不同可能导致对人际适应的影响作用不相同。在是否单亲家庭上,自尊水平与人际适应能力均有显著差异。单亲家庭的学生因家庭的不完整而产生敏感、情感淡漠等心理困扰,表现出偏执、焦虑等行为倾向,这都不利于他们的心理健康,他们的低自尊水平会直接影响到人际适应(王永保,2021)。在专业、授课模式和留学经验等对人际适应的分析中并无显著影响,可能与本研究的样本量有关,在今后的研究中可以扩大样本量对此进一步的分析。

本研究基于社会支持理论以及社会认同理论,探讨中国籍学生在泰留学的同伴支持对人际适应的影响,运用数据统计分析的方法,将研究假设逐一验证。

假设一:在泰中国留学生的同伴支持与人际适应存在显著正相关。

将留学生同伴支持与人际适应进行皮尔森相关分析,结果显示,留学生的同伴支持总平均与人际适应总平均具有显著正相关,表示在泰中国留学生同伴支持越多,人

际适应能力越强，即同伴支持对人际适应有正向显著影响。由此判定假设一成立。

假设二：在泰中国留学生的同伴支持与自尊存在显著正相关。

将留学生同伴支持与自尊进行皮尔森相关分析，结果显示，留学生的同伴支持总平均与自尊总平均具有显著正相关，表示在泰中国留学生同伴支持越多，自尊水平越高，即同伴支持对自尊有正向显著影响。由此判定假设二成立。

假设三：在泰中国留学生的自尊与人际适应存在显著正相关。

将留学生自尊与人际适应进行皮尔森相关分析，结果显示，留学生的自尊总平均与人际适应总平均具有显著正相关，表示在泰中国留学生自尊越高，人际适应越好，即自尊对人际适应有正向显著影响。由此判定假设三成立。

假设四：在泰中国留学生的同伴支持通过自尊对其人际适应产生中介作用。

将留学生同伴支持、自尊与人际适应进行回归分析，对照模型一与模型三发现同伴支持对人际适应的影响在加入中介变项自尊之后减少，因此可以说当引入中介变量自尊后，同伴支持对人际适应影响显著，即自尊对人际适应具有正向影响，表示自尊在同伴支持与人际适应之间具有中介效应。由此判定假设四成立。

5.2 建议

同伴支持、自尊和人际适应关系是社会心理学中经常探讨的话题。同伴支持是指个体从群体中获得帮助。本研究中表明同伴支持可以提高自尊，因为它可以帮助人们感觉自己被关心和支持。而且同伴支持还可以帮助人们更好地适应社交环境，因为它可以帮助人们处理挑战和压力。个体想要提高同伴支持，需要培养良好的人际关系技能，例如积极沟通、倾听、理解和共情。此外，也可以加入社交群体或社交活动，与同龄人建立联系，扩展社交圈子。最后，要学会寻求帮助，以便在需要时获得支持。

回顾整个研究过程，本研究在几个方面有待进一步的完善：首先是研究设计方面，本研究仅考虑了同伴支持对留学生的影响，今后可尝试教师或其他类型的支持，对比各种支持的差异性；然后是研究的样本选取，因本研究采用的是便利抽样方式，仅调查了一所大学的中国留学生的情况，为了更好的研究中国留学生，今后的研究可选取多所大学的进行调查研究。

为了留学生更好的适应留学生活，根据研究结果提出以下几点建议：一、留学生最好是和朋友一起到国外学习，或者可以和同班、同校的同学建立例如老乡会、同盟会等社交群体，快速适应不同环境的生活；二、在学校可以为留学生多提供互相交流的机会，比如安排跨文化适应的讲座，让同学们畅所欲言、举办各类文化活动，让学生积极参与，从而提高学生的人际适应。

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The Current Situation and Influence Relationship Between Students' Learning Motivation and Learning Satisfaction in Military Courses in Colleges and Universities in Ningxia Hui Autonomous Region

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Abstract

Through national defense education, colleges and universities can enhance the family and country feelings and responsibility of college students in the new era, which is the most powerful guarantee for strengthening the country and rejuvenating the army and the most extensive social mobilization. At present, college students have achieved certain results in learning military theory courses, and students' military knowledge and ability have been improved, but there are still a series of problems in its actual development. Therefore, this study aims to investigate the current situation and influence relationship between students' learning motivation and learning satisfaction in military courses in colleges and universities in Ningxia, in order to provide guidance for the teaching of military courses in colleges and universities. This study adopts the questionnaire survey method, and adopts convenience sampling to investigate 326 students in 2 universities in Ningxia. The results show that the intrinsic motivation, extrinsic motivation, and learning satisfaction of students in military courses in universities in Ningxia are all at the upper middle level; the intrinsic motivation and learning satisfaction of students in military courses in Ningxia universities have a significant positive impact; Students' extrinsic motivation and learning satisfaction have a significant positive impact.

Keywords: Learning Motivation; Learning Satisfaction; Military Courses; College Students

宁夏回族自治区高校军事课之学生学习动机与学习满意度的现状和影响关系

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摘要

高校通过国防教育,增强新时代大学生家国情怀和责任担当,是对强国兴军最有力的保障和最广泛的社会动员。目前,大学生学习军事理论课取得了一定的成效,学生的军事知识能力有所提升,但是其在现实开展中也存在一系列问题。因此,本研究旨在调查宁夏高校军事课之学生学习动机与学习满意度的现状和影响关系,以期为高校军

军事课教学提供指导意见。本研究采用问卷调查法，采取便利抽样调研 2 所宁夏高校的 326 位学生。结果表明宁夏高校军事课之学生内在动机、外在动机、学习满意度均处于中等偏上水平；宁夏高校军事课之学生内在动机与学习满意度有显著正向影响；宁夏高校军事课之学生外在动机与学习满意度有显著正向影响。

关键词：学习动机；学习满意度；军事课；大学生

1. 绪论

1.1 研究背景

依托国民教育培养具有良好军事素养的新型人才，是提高国防建设效益的重要途径。高校教育是国民教育最重要的组成部分，而高校军事课课程体系建设，是在高校中加强国防教育、打牢国防人才培养基础的重要支撑（杜超，2021）。高校通过国防教育，增强新时代大学生家国情怀和责任担当，是对强国兴军最有力的保障和最广泛的社会动员（胡建海、施文妹，2022）。目前，大学生学习军事理论课取得了一定的成效，学生的军事知识能力有所提升，但是其在现实开展中也存在一系列问题（夏东、连博琰，2021）。先前的满意度调查多从学校管理视角开展，对学校软硬件等服务进行调查，虽然全面但缺乏针对性。学生是任何教育机构中最重要的利益相关者，除了学生的进步和发展，高等教育事业发展的一个重要指标就是学生的满意度(Kanwar & Sanjeeva, 2022)。胡元林（2018）指出，学习满意度是高等教育办学质量微观主体和宏观质量的有效连接点。因此，本研究想要了解大学生对于军事课的学习满意度，以反思让军事课在高校得到有效的开展的方法与对策。

教学作为一种师生互动的过程，教师在教学中为了提升学生知识和技能的学习效果（杨岭、朱德全，2014），必须了解学生的动机。动机是引发与维持学生的学习行为，并使之指向一定学业目标的一种动力倾向（曾明、刘伟，2013）。也就是说，学生会因为对于军事课学习的内在需求，而促使自己必须采取某些行为来达到自己需求的满足。已有研究认为：学习动机和学习满意度呈显著正相关，即学生的学习动机越强，其学习满意度就越高（国秀玮，2007）。

现有关于军事课的研究，更多的是理论研究，如：军事课育人模式研究（赵景会等人，2020）、军事课教学方法研究（程鸣凤，2020）、军事课问题与对策研究（薛朝阳，2019），缺少针对学生的实证研究。因此，本研究旨在调查宁夏回族自治区高校军事课之学生学习动机与学习满意度的现状和影响关系，以期为高校军事课教学提供指导意见。

2. 文献探讨

2.1 学习满意度

Martin (1994)指出：当学习者在学习过程中的实际感受与体验高于其期望值或基本与自身期望值吻合时便感到满意，反之则容易产生不满。而 Shin (2003)则认为，学习满意度是学生对学习经历感受与认同的程度。魏华飞与方文敏（2005）认为学习满意度是学习者在学习活动中产生的一种心理感受，学生将在学习活动中获得的实际收获与期望值进行比较，产生愉悦感或者失望感。杨忠旋（2014）也同意这一观点，认为学习满意度是指学生在对学习过程中所有涉及到的教育服务进行实际体验，并与期望值进行比较，产生的失望或愉快的心理感受。张霞（2006）认为学习满意度是学习者在学习活动中的主观感受形成的一种感觉或态度。肖秀莲（2008）把学习满意度定义

为：学生对其学习以及组成学习的各方面进行评价时所产生的总体的、带有情绪色彩的感受与看法。

2.2 学习动机

学习动机来自个体需求，这是人类本身的能力之一（张蕾，2020）。学习动机是激发个体进行学习、维持已引起的学习活动，并使其行为朝着一定的学习目标发展的一种内在过程或内部心理状态，是学习行为发生的直接推动力（李伯黍、燕国材，2001）。学生一旦形成学习动机，就会在学习活动中表现出认真、主动的态度；还会在学习中产生战胜困难的毅力，产生较好的学习效果，而好的学习效果也可以进一步强化原有的学习动机（冀鼎全，1999）。池丽萍与辛自强（2006）以大学生为研究对象，将学习动机取向分为：求知兴趣、职业进展、自我发展、社交关系、逃避或刺激以及外界期望。郭继东（2009）以在职硕士生的毕业学生为研究对象，将他们参与研究所进修的学习动机取向分为：求知动机、工作所需、对课程有兴趣、机构吸引力、逃避或刺激、拓展社交人际和外界期望。马艳云（2006）以教职员为研究对象，将其在职进修动机取向分为：自我认知、自我兴趣、追求成长、他人影响和社交关系。芦王英等人（2010）以教育教学硕士学位学生为研究对象，将其学习动机层面分为自我发展、求知兴趣、社交关系、职业进展、外界期望与逃避或刺激等层面。

2.2 学习动机与学习满意度

有关学习动机与学习满意度关系的研究较多。张翔等人（2011）调研高职院校学生发现，学习动机与学习满意度之间呈正相关，学习动机可以显著预测学习满意度。翟军亚（2012）表明，其实在职研究生的学习动机也会显著正向预测学习满意度。徐娜（2014）用成人学习满意度测量，发现医学成人教育类学员的学习动机可以显著影响他们的学习满意度。张剑苗（2011）在现代远程开放课程时，发现学生的学习动机正向预测他们现代远程开放课程的学习满意度。刘清亮与张超慧（2009）在大学生体育休闲课程做了研究，发现大学生学习满意度可以由他们的学习动机正向预测。这些研究的结果基本一致，即学习动机和学习满意度呈显著正相关，即学生的学习动机越强，其学习满意度就越高（国秀玮，2007）。虽然关于大学生军事课学习动机与学习满意度的关系研究暂时还没有，但任何课程的学习都离不开学习动机的推动作用。

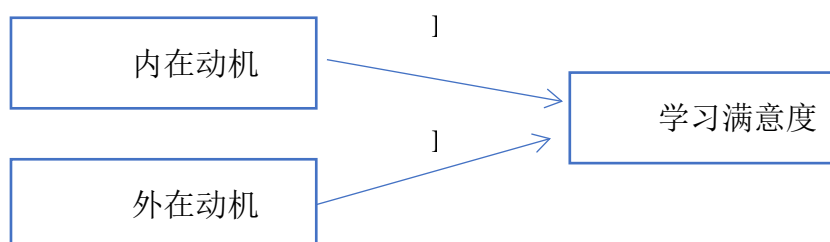
3. 研究方法

3.1 研究框架

本研究框架见下图：

图 1

研究框架图



H1：宁夏回族自治区高校军事课之学生内在动机与学习满意度有显著正向影响。

H2: 宁夏回族自治区高校军事课之学生外在动机与学习满意度有显著正向影响。

3.2 研究对象

采取便利抽样方法，2023年2月实施调研，调研学校包括2所宁夏高校。A大学是调查者任职的高校，调查者通过学校的工作群邀请辅导员教师帮忙转发线上问卷到班级群。B大学是调查者通过亲友的关系联系到学校的一位副院长，获得其同意后将线上问卷二维码贴在食堂门口，并有2位学生会学生邀请和指导路过的在校学生填答。一共收集问卷358份，其中有32份问卷因填答时间过快、反向题填答过失视为无效问卷，因此，共收集有效问卷326份，有效率达到91.1%。

3.3 研究工具

学习动机的原始量表由 Amabile et al. (1994) 编制。本研究测量学习动机的量表是由池丽萍与辛自强（2006）修订的中国版学习动机量表，共有内在动机量表和外在动机量表两个分量表。量表采用 Likert 5 级评分，其中 1 代表非常不同意，5 代表完全同意，其中外在动机量表的 10、11 题反向计分，在进行统计处理时先进行数据的转换。

学习满意度量表根据赵继明（2007）提出的满意度相关的问卷内容加以整理和修订，涉及教学能力、同学关系、场地器材、成绩评定维度 4 个维度，共 19 个题项。题项采用李克特 5 点记分，从“完全不符合”到“完全符合”分别记 1-5 分。得分越高，表明被试学生的满意度程度越高。

3.4 数据分析

本研究采用 SPSS 23.0 对收集到的数据进行分析处理，其中包括信度分析、效度分析、描述性统计分析，相关分析、回归分析等。

4. 分析结果

4.1 数据收集情况

本研究一共收集问卷 358 份，其中有效问卷 326 份，有效率达到 91.1%。其中，男生 213 位，占比 65.3%；女生 113 位，占比 34.7%。大一 105 位，占比 32.2%；大二 82 位，占比 25.2%；大三 122 位，占比 37.4%；大四 17 位，占比 5.2%。

4.2 信效度分析

本研究中学习动机量表的整体克隆巴赫系数为 0.913，内在动机分量表克隆巴赫系数为 0.896，外在动机分量表的克隆巴赫系数为 0.862，效度 KMO 值达到 0.838，球形检验值为 0.000，达显著。学习满意度量表的 Cronbach α 系数为 0.921，效度 KMO 值达到 0.843，球形检验值为 0.000，达显著。因此，这两个量表的信度、效度较好。

4.3 描述性统计

通过描述性分析可见，宁夏回族自治区大学生学习军事课的内在动机和外部动机处于中高水平，在学习满意度上也处于中高水平。

表 4.1 描述性统计分析

变量	平均值±标准偏差
内在动机	3.932±0.362
外在动机	3.821±0.642
学习满意度	3.874±0.856

资料来源：本研究整理

4.4 相关分析

本研究采用皮尔森相关分析对内在动机、外在动机和学习满意度进行相关性检验。其结果如下表所示，结果显示，内在动机与外在动机为正相关，相关系数为.472， $p < .001$ ；内在动机与学习满意度为正相关，相关系数为.435， $p < .001$ ；外在动机与学习满意度为正相关，相关系数为.382， $p < .001$ 。

表 4.2 相关分析表

变量	内在动机	外在动机	学习满意度
内在动机	1		
外在动机	.472***	1	
学习满意度	.435***	.382***	1

注：*** $p < .001$

资料来源：本研究整理

4.5 回归分析

在回归分析中，结果显示：内在动机对学习满意度 β 值为.385， t 值为13.298，显著性小于.001，达到显著，因此可以说明宁夏回族自治区大学生学习军事课的内在动机对学习满意度有正向显著预测作用；外在动机对学习满意度 β 值为.558， t 值为21.112，显著性小于.001，达到显著，因此可以说明宁夏回族自治区大学生学习军事课的外在动机对学习满意度有正向显著预测作用。

表 4.3 回归分析检验表

变量	因变量：学习满意度				
	β	t	AdjR ²	F	VIF
内在动机	.385	13.298***	.901	829.002***	1.000
外在动机	.558	21.112***			1.000

注 1：*** $p < .001$

注 2： β 为标准化回归系数

资料来源：本研究整理所得

5. 结论与讨论

5.1 现状分析

本研究显示，宁夏回族自治区大学生参与军事课的动机处于中等偏上水平，大学生参与军事课教育的内部动机得分大于外部动机得分，这说明大学生参与军事课学习更多的是出于自己的需求和意愿。如何将大学生参与军事课学习的内在动机与外在动机有机结合，协调发挥作用，形成合力，更好地提高学习的实效性和积极性，是学校管理者需要不断思考的问题。另外，加大学校对军事教育的宣传力度，分阶段、分层次安排学生到院校附近军队驻地开展现地教学、在军事技能课中增加军事技能综合演练、有条件的高校开展轻武器模拟射击，激发学习热情，并注意增强社会刺激。通过增强社会刺激，激发大学生参与军事教育的外部学习动机，进而转化为内部学习动机，使潜在的和已经形成的学习欲望得到激发及保持较高水平（阮满真，2011）。

本结果显示，大学生军事课学习的满意度量表总均分处于中等偏上水平，说明军

事教育的课程基本能满足大学生的学习需求。在保持现有军事课教育良好教学内容的基础上,要考虑与时俱进,不断更新军事课教学内容。学校和相关教师应改进军事课教育的模式和学习环境,选择灵活有效的授课形式,不断提高军事课教学效果,真正起到促进大学生提升和发展的作用。

5.2 变量影响关系探讨

通过对学习动机对学习满意度的影响研究结果可以看出,宁夏回族自治区大学生参与军事课的学习动机可以显著正向影响学习满意度,这一结果在詹俊成与陈素青(2011)对体育课上的研究结果与黄若飴(2007)对桌球课的研究结果一样。其中,内在动机对学习满意度的影响比外在动机要大。笔者究其原因,认为内在动机强烈的学生对于军事课学习军事课满意度高的原因是因为学生在学习过程中其好奇心与求知欲得到了极大程度的满足,具有这种学习动机的学生也对军事课学习较为满意,说明大学生渴望学习这门课的知识,不断充实自己,当此种需求得到满足则他们对军事课学习较为满意,反之则不然;而外在动机也会影响到学生对于军事课学习的满意度,说明军事课学习的效果会受到师资力量、教学方法等外部因素的制约,这就需要军事课教师在后续的教学过程中不断提高教学能力、选择适合的授课形式。

5.3 研究建议

建构主义认为,学生是知识的主动建构者,是认知的主体,教师作为施教者,在学生的意义建构中充当辅助促进作用这一角色。而在传统的军事课教学活动中,一直都是以教师为中心来开展教学活动的,教师不停对学生进行知识的灌输。教师是教学活动的主导者,学生仅仅只是知识的接受者,并没有积极主动地参与到学习活动中去,这就导致在军事教学课堂中,学生容易感到乏味,沉闷,久而久之会打击学生学习军事课的热情和积极性,最终影响学习的效果,导致学生对军事学习产生不满,甚至是厌学情绪。而现代教学提倡以学生为中心的教学观念和教学方法。因此,必须转变传统的教学观念,在日后的军事教学实践中,尝试调动学生军事学习的积极性,让学生学会主动进行军事学习,发挥学习者的主体作用。求知欲和好奇心是内在动机中最核心的部分,教师在军事教学活动中可以尝试激发学生的内在动机,比如对中国文化的热爱,对部队的好奇等,来培养学生学习的兴趣。教师可以提供多种形式的线上教学活动,比如尝试让学生进行歌曲演唱、电影观赏、小组讨论等,在兼顾教学的同时丰富军事课堂。

5.4 研究意义

研究军事课学习动机对于在线学习满意度的影响,有助于培养学习者的自主学习能力,帮助他们尽早适应军事课学习。笔者对目前的研究文献进行阅读和梳理之后,发现目前对于学习动机、学习满意度的研究主要是以英语课程等传统课为主的,但以军事课的实证研究资料却并不丰富,也并未对其进行系统、全面、深入地研究,仅仅只是定性地描述了二者之间的关系,缺乏定量研究。此外,针对具体的范围,比如宁夏回族自治区这一地区,来进行二者之间关系探究的研究就更为缺乏。而大学生正处于人生的关键时期,在这一时期如果能够正确引导他们进行军事学习,并辅助一些教学手段来激励他们的军事学习动机,这对于他们尽快适应自主学习有着重大的意义。因此,笔者将对大学生这一群体来进行军事课学习动机和学习满意度的研究,并通过定量研究方法去探讨不同维度的学习动机对学习满意度的影响,为日后改善军事课学习效果,提升大学生军事课学习满意度提供建议和对策。

5.5 研究展望

本研究在被试的选取上,所有样本均来自宁夏回族自治区的两所高校,这两所学

校层次相似，生源构成较好。此外，由于受到实际情况限制，大四很多学生已经不在学校上课，因此大四学生样本数量不够大，样本选取具有一定的局限性。在今后的研究中，笔者应该扩大取样范围及取样数量，以增强研究结论的普适性。

在研究方法上，笔者主要是基于问卷调查法来进行研究，虽然问卷调查能够在短时间内有针对性地收集到大量信息，但由于问卷调查结果极大程度受被试主观意识影响，具有一定程度的欺骗性，并不一定能够真实反映被试的真实情况，导致问卷调查结果的客观真实性有待考究，问卷外的很多信息也无法获取。在后续的研究中，笔者可能需要结合观察法，来检验被试回答是否真实。

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The Relationship Between Personality Traits and Job Burnout of Primary and Secondary School Teachers in Hengshui City, Hebei Province, China under the Policy of "Double Reduction": with Occupational Pressure as the Intermediary Variable

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Abstract

The "double reduction" policy points out that the homework burden of students and after-school training should be reduced in compulsory education, which puts forward new requirements for teachers. The aim of this study was to investigate the relationship between personality traits and job burnout among primary and secondary school teachers in Hengshui, Hebei Province, China, and whether the relationship. In this study, the questionnaire survey method was adopted, and the research object was teachers from 4 typical primary and secondary schools in Hengshui city. A total of 600 online questionnaires were distributed by convenient sampling, and the data obtained data were used for statistical analysis by SPSS 26. The results show that the personality traits of primary and secondary school teachers in Hengshui have a significant influence on job burnout, and the occupational stress has an intermediary effect between their personality traits and job burnout.

Keywords: Primary and secondary school teachers in Hengshui City; personality traits; job burnout; job stress; "Double reduction" policy

“双减”政策下中国河北省衡水市中小学教师人格特质与职业倦怠的关系——以职业压力为中介变量

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摘要

“双减”政策指出要减轻义务教育阶段学生的作业负担和校外培训负担，对教师提出了新要求。本研究旨在探讨“双减”政策下中国河北省衡水市中小学教师人格特质与职业倦怠的关系，以及职业压力在两者间是否具有中介作用。本研究采用问卷调查法，研究对象为衡水市4所典型中小学校的教师，以便利抽样的方式，共计发放230份网络问卷，所得数据运用SPSS 26进行统计分析。研究结果表明衡水市中小学教师的人格特质对职业倦怠具有显著影响，职业压力在其人格特质与职业倦怠之间存在中介效果。

关键词：衡水市中小学教师；人格特质；职业倦怠；职业压力；“双减”政策

1. 绪论

1.1 研究背景与动机

调查显示：近 30%的教师存在严重的职业倦怠，90%存在一定的职业倦怠（李超平，2005），典型症状是工作满意度低、工作热情和兴趣丧失及情感的疏离和冷漠（曾玲娟、伍新春，2003）。教师职业倦怠主要受个人和社会等因素影响，个人因素方面，人格特质是主要原因（甘雄、金鑫，2009）；同时社会带给教师的工作压力显著影响其职业倦怠（徐晓宁，2005）。

2021年7月24日，《关于进一步减轻义务教育阶段学生作业负担和校外培训负担的意见》（以下简称“双减”政策）的颁布，从课堂教育教学质量、教师参与课后服务等方面对义务教育阶段的教师提出了新要求。河北省衡水市作为“考试加工厂”，升学压力众所周知，“双减”政策的提出将不可避免地给教师带来工作负担的加重（冯凯瑞，2022），“减负不减压”对教学水平提出了更高的要求，课后服务延长了工作时间，轮岗流动增加了工作难度，由此引发的工作压力可能会加重衡水教师的职业倦怠。而衡水中小学教师由于不同的人格特质在面对这种职业压力时可能存在差异性，由此产生的职业倦怠也许迥乎不同。

以往文献不乏教师人格特质与职业倦怠二者关系的研究，但较少以职业压力作为中介变量，以“双减”政策为背景研究升学高压地区的文献少之又少。本研究将探讨“双减”政策下衡水市中小学教师人格特质和职业倦怠的关系，及职业压力在两者之间的中介效应，以期能在解决衡水市中小学教师职业倦怠的问题上有所贡献，并对相关研究缺口有所补充。

1.2 研究目的与问题

本研究旨在探讨“双减”政策背景下河北省衡水市中小学教师的人格特质、职业压力与职业倦怠三者间的关系，同时将职业压力作为中介变量并提出研究假设。

基于上述研究背景与动机，本研究的目的是如下：

- A. 探讨河北省衡水市中小学教师的人格特质对职业倦怠的影响力。
- B. 探讨河北省衡水市中小学教师的人格特质对职业压力的影响力。
- C. 探讨河北省衡水市中小学教师的职业压力对职业倦怠的影响力。
- D. 探讨河北省衡水市中小学教师的职业压力在人格特质与职业倦怠之间的中介作用。

基于上述研究目的，本研究的问题如下：

- A. 河北省衡水市中小学教师的人格特质对职业倦怠的影响为何？
- B. 河北省衡水市中小学教师的人格特质对职业压力的影响为何？
- C. 河北省衡水市中小学教师的职业压力对职业倦怠的影响为何？
- D. 河北省衡水市中小学教师的职业压力在人格特质与职业倦怠之间的中介作用为何？

1.3 研究创新与意义

1.3.1 研究创新

关于人格特质和职业倦怠关系的研究不乏基于医护人员和全国教师，如陈惠花等人（2022）对小学教师职业倦怠及其与人格特质关系的研究；Clercx et al. (2023) 对法医的人格特征与职业倦怠关系的研究。而对于特定地点尤其是升学高压区中小学教师的研究数量少之又少。本文以衡水市中小学教师作为研究对象，实现了研究对象的创新。

国际上探究人格特质和职业倦怠关系的研究并不罕见，如Grist and Caudle (2021) 对幼儿教育者性格特征与职业倦怠之间关系的研究；Narang et al. (2022) 关于职业倦怠和人格特质的研究。但由于“双减”政策为中国特有的新事物，将其作为背景的文獻几乎空白，相关外文文獻更是凤毛麟角。本研究以“双减”政策为背景，以职业压力为中介变量，实现了研究关系的创新。

1.3.2 研究意义

在“双减”政策实施后，刘奕莲（2022）发现教师存在工作量增大、工作与生活失衡、职业倦怠感增强等状况。“减负不减压”的现象使义务教育阶段教师的心理健康状态和职业倦怠更值得注意和研究（吴颖惠，2021）。本研究着力探讨特殊教育政策背景下特殊地区教师人格特质与职业倦怠的关系，以及职业压力的中介作用，有助于教师更清楚地认识自己，运用积极的心理策略调整态度和情感，有助于为从学校、社会、教育行政机构等不同层面创设教师积极的工作环境提供参考，也可填补相关研究领域的空白。

1.4 研究流程

首先根据研究背景与研究目的拟定研究计划，然后检索并整理相关文献，制定研究方法，发放预试及正式问卷，完全收回问卷后，抛去无效问卷，进行数据统计分析，最后提出结论与建议。

2. 文献综述

2.1 “双减”政策

2.1.1 “双减”政策的定义

“双减”指有效减轻义务教育阶段学生过重作业负担和校外培训负担。具体指针对校外机构的“三限”“三严”；针对校内教育的“三管”“三提”：管好教育教学秩序、管好考试评价、管住教师违规补课。提高教育质量、提高作业管理水平、提高课后服务水平。

2.1.2 “双减”政策的相关研究

“双减”政策重申学校的教育主阵地作用，学校承担的责任越多，就越容易引发教师工作压力的连锁风险（于川、杨丽乐，2021）。刘奕莲（2022）在对江西某小学教师的访谈中发现，“双减”政策给教师带来的最大的变化是工作量增加、工作时间延长，除此之外，龙宝新（2022）认为“双减”政策对教师教育观念的转变有历史性期待，这无疑也会对职业压力和职业倦怠产生影响。

2.2 人格特质

2.2.1 人格特质的定义

人格是一个人的气质、性格、能力等心理特征的总和。具有代表性的人格特质理论有 Allport (1929)的人格特质理论、Cattell (1949)的十六种人格因素论(16PF)、Eysenck (1975)的人格结构论和 Goldberg (1981)的大五人格特质理论。本研究将采用大五人格特质理论,如表1所示:

表1

大五人格特质

因素	特征
开放性	具有想象、审美、情感丰富、求异、创造等特质
责任性	显示了胜任、公正、条理、尽职、成就、自律、谨慎、克制等特质
外倾性	表现出热情、自信、果断、活跃、冒险、乐观等特质
宜人性	具有信任、直率、利他、依从、谦虚等特质
神经质	具有焦虑、敌对、压抑、自我意识、冲动、脆弱等特质

资料来源:彭聃龄(2003)。《普通心理学》。北京师范大学出版社。

2.2.2 教师人格特质的相关研究

教师人格研究对教学实践及推动学校素质教育都具有不可忽视的价值(巢小妹,2011)。罗小兰与林崇德(2010)发现教师人格特质和教师胜任力之间存在显著正相关;卢谢峰等人(2010)发现外倾性人格特质对教师的教学技能及职业特性具有显著预测作用;胡文娟(2017)发现教师宜人性特质在关怀启发与奖赏和工作投入之间起调节作用。

2.2.3 人格特质的测量方式

关于人格的测量问卷,比较有名且应用广泛的包括 Cattell 的《16种人格因素调查表(16PF)》、Eisenke的《Eisenke人格问卷(EPQ)》以及 McCrae and Costa (1985)《五因素人格问卷(NEO-FFI)》等。本研究将采用适合中国教师的《中国大五人格问卷简式版(brief version, CBF-PI-B)》(王孟成、戴晓阳,2011)。

2.3 职业倦怠

2.3.1 职业倦怠的定义

心理学家 Maslach (2001) 将职业倦怠定义为“需要与人接触的工作人员在长期暴露在压力源的情况下产生的包括情绪耗竭,态度冷漠以及效能感降低在内的症状”。王芳与许燕(2004)研究提出中国教师职业倦怠应包括四个方面:情绪疲惫感、人际疏离感、工作无意义感以及知识耗尽感,知识耗尽感是中国教师职业倦怠所特有的。但由于相关量表的缺失,本研究将依旧选用 Maslach 的定义。

2.3.2 教师职业倦怠的相关研究

整理文献可知,教师职业倦怠的危害主要表现在几个方面:首先是情绪情感的枯竭和机体能量的耗损,职业倦怠水平高的教师发生胃溃疡、高血压的概率更大(杨梅,2010);二是教学工作热情的丧失,教学质量的下降(李明军、王振宏,2015);三是教师的职业认同感和成就感下降,教师队伍人才的流失(王绍选,2017)。

2.3.3 职业倦怠的测量方式

Maslach et al. (1982)根据情感枯竭、人格解体、自我成就感三个维度编制出工作倦怠调查问卷(MBI)。李永鑫等学者编订出了 CMBI,即中国人职业倦怠问卷;王国香

等人(2003)沿用 MBI 的三个维度编制了 EBI; 本研究采用史云静(2006)修订的 MB 教师版量表 (MB-ES), 该量表在 Maslach 三维模型基础上进行修编, 更符合国内教师工作实际。

2.4 职业压力

2.4.1 职业压力的定义

职业压力主要包含两个方面的定义: 一是一种负面的基本的情绪体验如抑郁、恐惧、焦虑、伤心等; 二是由在工作中发生的特定事件引起的压力 (Motowidlo, 1986)。Litt and Turk(1985)提出, 教师压力是指当教师的幸福受到威胁时产生的不愉快与困惑。Borg and Baglion(1995)认为教师压力是教师对消极情感的一种反应。

2.4.2 教师职业压力的相关研究

Miistein and Golaszewski (1983)曾指出, 教师职业压力容易导致心理障碍、心脏病、及其它多种疾病。Cox and Brookly(1984)研究发现, 67%的中小学教师认为工作是他们的主要压力来源。Travers and Cooper (1996)调查发现教师职业压力大会导致教师消极行为。Schwarzer and Greenglass (1996)指出, 教师压力可能导致情绪低落、疲惫、低成就感, 以及态度和人格的改变, 继而可能引起疾病及过早退休。

2.4.3 教师职业压力的测量方式

国外主要有 Maslach and Pines (1977)编制的 MBI 和 BM 量表、Cichon and Koff (1985)编制的“教学事件压力量表”、Clark (1988)编制的“教学职业压力因素问卷”等。国内有许延礼与高峰强(2003)编制的高中教师职业压力源量表、朱从书等人(2022)编制的《中小学教师职业压力问卷》等, 本研究采用后者。

2.5 人格特质、职业倦怠与职业压力间的关系

2.5.1 人格特质与职业倦怠的关系

研究表明人格特质对职业倦怠有影响: 神经质与倦怠显著正相关, 外倾性与倦怠三维度均显著负相关, 宜人性与情感耗竭、人格解体负相关, 责任心与情感耗竭负相关 (Mills & Huebner, 1998; 李永鑫、李艺敏, 2007); 李开炜(2014)表示人格因素中神经质、外倾性、友善性和严谨性与职业倦怠有着显著相关。由此可以推论研究假设 1: 衡水市中小学教师的人格特质对职业倦怠有显著影响。

2.5.2 人格特质与职业压力的关系

研究表明人格特质对工作压力有不同影响: Ahart (2004)发现教师的责任心与压力负相关, 神经质与压力正相关。魏开效等人(2005)发现开朗外向, 情绪稳定的教师, 能够及时消除压力带来的消极影响; 而性格内向, 情绪不稳定者, 则对压力带来的焦虑、抑郁等产生强烈的反应。由此可以推论研究假设 2: 衡水市中小学教师的人格特质对职业压力有显著影响。

2.5.3 职业压力与职业倦怠的关系

Brouwers (2011) 研究表明, 职业压力能显著正向预测教师职业倦怠, 职业压力将导致教师出现情感衰竭和人格解体等职业倦怠典型症状, 职业压力越大, 教师职业倦怠的程度就越严重。谢念姿(2022)对国内中小学教师的研究证实了这一点。由此可以推论研究假设 3: 衡水市中小学教师的职业压力对职业倦怠有显著影响。

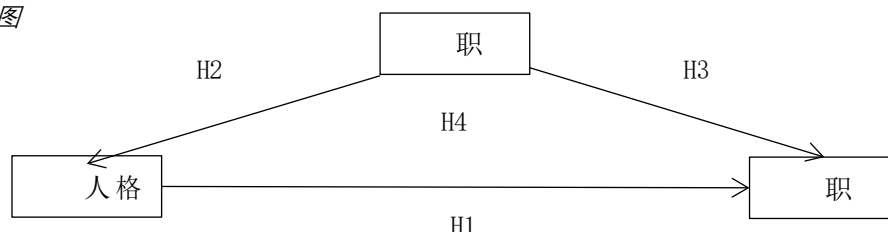
3. 研究方法与设计

本研究采用问卷调查法。与其它研究方法相比，问卷调查法目的性强，标准化程度高，能同时对大量被调查者施测，可在短时间内收集到大量研究材料（鲁志鲲，1993）。

3.1 研究框架与研究假设

图 1

研究框架图



资料来源：本研究整理

根据研究目的与文献综述，本研究提出以下研究假设：

- H1. 衡水市中小学教师的人格特质对职业倦怠有显著影响。
- H2. 衡水市中小学教师的人格特质对职业压力有显著影响。
- H3. 衡水市中小学教师的职业压力对职业倦怠有显著影响。
- H4. 职业压力在衡水市中小学教师人格特质与职业倦怠之间存在中介效果。

3.2 调查对象

本研究以河北省衡水市 A 小学、B 小学、C 中学、D 中学四所学校的专职教师为调查对象，其中 A 小学（公立）专职教师 78 人，B 小学（私立）专职教师 42 人，C 中学（私立）专职教师 109 人，D 中学（公立）专职教师 152 人。上述四所学校均为衡水市代表性较强、认可度较高、“双减”政策落实良好的学校，期待能够得出具有代表性的研究结论。

3.3 抽样方式

本研究采用方便抽样的方式进行样本采集。学者建议预试问卷的样本数应为题数最多之量表题数的 3-5 倍（吴明隆，2006），《中小学教师职业压力问卷》共计 46 题， $3 \times 46 = 138$ ，故本研究在预试阶段将发放 138 份问卷；Gorsuch（1983）认为正式问卷的样本数至少为题数最多之量表题数的 5 倍，且要大于 100， $46 \times 5 = 230$ ，故本研究预计发放 230 份正式问卷。四所学校的问卷数量比例为 2:1:3:4，均以网络问卷的形式进行发放与回收。

3.4 调查工具及信效度

3.4.1 中国大五人格问卷简式版（brief version, CBF - PI - B）

该问卷共 40 个项目，包含开放性、责任性、外倾性、宜人性、神经质 5 个因素，分 5 点计分，内部一致性系数在 0.764（宜人性）-0.814（神经质）之间，平均 0.793；间隔 10 周的重测系数在 0.672（宜人性）-0.811（开放性）之间，平均 0.742。

3.4.2 教师职业倦怠问卷（MBI）

该问卷共 22 个项目, 包含情感衰竭、去人性化与个人成就感降低 3 个因素, 分 5 点计分。情感衰竭和去人性化因子得分越高、个人成就感降低因子得分越低, 表示职业倦怠程度越高。问卷总表及 3 个因子的重测信度系数均在 0.79 以上, 且具有较好的结构效度。

3.4.3 中小学教师职业压力问卷

该问卷共 46 个项目, 包括考试压力、学生因素、自我发展需要、家庭人际、工作负荷和职业期望 6 个维度, 分 5 点计分, 内部一致性系数为 0.87, 具有良好的信效度。

3.5 分析方法

本研究使用 SPSS 26 软件对调查所得数据进行描述性统计、相关分析、回归分析及中介效果的验证。

4. 研究结果

4.1 衡水市中小学教师人格特质、职业倦怠、职业压力总体状况

如表 2 所示: 开放性、责任性和宜人性三个因子得分均大于理论中值 3, 神经质因子得分小于理论中值 3, 表明教师们的人格较健全; 情感衰竭和去人性化两个因子得分均高于理论中值 3, 表明教师们存在不同程度的职业倦怠; 考试压力、学生因素、工作负荷、自我发展需求四个因子得分大于理论中值 3, 表明教师们在这四个方面所受压力较大。

表 2

衡水市中小学教师人格特质、职业倦怠、职业压力总体状况

变量		M	SD	M>3	M≤3
人 格 特 质	开放性	3.08	0.36	110 (47.8%)	120 (52.2%)
	责任性	3.27	0.30	163 (70.9%)	67 (29.1%)
	外倾性	3.11	0.37	113 (49.1%)	117 (50.9%)
	宜人性	2.99	0.32	103 (44.8%)	127 (55.2%)
	神经质	2.16	0.34	40 (17.4%)	190 (82.6%)
职 业 倦 怠	情感衰竭	3.487	0.619	171 (74.3%)	59 (23.7%)
	去人性化	3.185	1.508	95 (41.3%)	135 (58.7%)
	个人成就感 降低	2.876	0.443	53 (23%)	177 (77%)
	考试压力	3.23	0.77	130 (56.5%)	100 (43.5%)
职 业 压 力	学生因素	3.19	0.83	140 (60.9%)	90 (39.1%)
	工作负荷	3.14	0.77	143 (62.2%)	87 (37.8%)
	自我发展需 要	3.06	0.73	110 (47.8%)	120 (52.2%)
	职业期望	2.98	0.73	87 (37.8%)	143 (62.2%)
	家庭人际	2.17	0.72	13 (5.7%)	217 (94.3%)

资料来源: 本研究整理

4.2 人格特质、职业压力与职业倦怠的回归分析

如表 3 所示: 宜人性、责任性、开放性和外倾性对情感衰竭具有显著负向预测作用; 神经质、开放性和尽责性对去人性化具有显著预测作用; 外倾性和神经质对个人成就感降低具有显著预测作用。表明衡水市中小学教师的人格特质对职业倦怠有显著影响。

表 3

人格特质对职业倦怠的回归分析

因变量	自变量	β	ΔR^2	t	F
情感衰竭	宜人性	-0.282	0.167	-5.372***	24.331***
	责任性	-0.256	0.233	-4.605***	25.828***
	开放性	-0.203	0.246	-3.418***	29.087***
	外倾性	-0.189	0.270	-3.113***	17.108***
去人性化	神经质	0.302	0.169	5.521***	17.350***
	开放性	-0.145	0.195	-2.321***	17.689***
个人成就感降低	责任性	-0.145	0.208	-2.239***	13.605***
	外倾性	-0.190	0.123	-3.356**	8.042**
	神经质	0.116	0.135	2.050**	6.160**

资料来源：本研究整理

如表 4 所示：工作负荷、职业期望、自我发展需要和家庭人际压力对情感衰竭具有显著正向预测作用；职业期望、家庭人际和学生因素压力对去人性化具有显著正向预测作用；考试压力、职业期望和自我发展需求对个人成就感降低具有显著正向预测作用。表明衡水市中小学教师的职业压力对职业倦怠有显著影响。

表 4

职业压力对职业倦怠的回归分析

因变量	自变量	β	ΔR^2	t	F
情感衰竭	工作负荷	0.775	0.148	5.499***	17.127**
	职业期望	0.168	0.272	2.954***	13.342**
	自我发展需要	0.179	0.398	3.390***	12.350**
	家庭人际	0.155	0.409	2.086***	10.442**
去人性化	职业期望	0.465	0.302	9.375***	148.212***
	家庭人际	0.302	0.462	6.473***	146.734***
个人成就感降低	学生因素	0.192	0.487	4.090***	107.902***
	考试压力	0.157	0.150	2.856***	17.886**
	职业期望	0.203	0.272	3.552***	13.278**
	自我发展需要	0.149	0.392	2.770***	11.582**

资料来源：本研究整理

如表 5 所示：开放性、外倾性和宜人性对职业压力具有显著负向预测作用；责任性和神经质对职业压力有显著正向预测作用。表明衡水市中小学教师的人格特质对职业压力有显著影响。

表 5

人格特质对职业压力（总体）的回归分析

自变量	开放性	责任性	外倾性	宜人性	神经质
β	-0.085	0.169	-0.227	-0.096	0.452
ΔR^2	0.005*	0.016**	0.053***	0.007**	0.228** *
t	-2.272*	3.901**	5.665***	2.634**	12.668* **

资料来源：本研究整理

4.3 职业压力之中介效果检验

如表 6 所示：和 Model 1 ($\beta = -0.145$, $p < 0.001$) 比较而言，Model 3 ($\beta = -0.114$, $p < 0.001$) 中人格特质对职业倦怠的影响降低，表明职业压力在衡水市中小学教师人格特质与职业倦怠之间存在部分中介效果。

表 6

职业压力之中介效果检验

变量	Model 1	Model 2	Model 3
职业倦怠			
人格特质	-0.145***	-0.099***	-0.114***
职业压力	/	/	0.236***
F	17.689***	19.827***	20.928***
R ²	0.195	0.261	0.296
Adj R ²	0.193	0.259	0.293

资料来源：本研究整理

第 5 章 结论与建议

5.1 研究结论

总体来说，“双减”政策下衡水市中小学教师的职业压力较大，职业倦怠现象较为普遍，但教师人格较健全，且积极的人格特质对职业压力和职业倦怠有一定的抗击作用。

5.2 建议

根据以上情况，本研究主要从教育部门、社会及教师自身方面提出建议，以期减缓特殊政策下高压地区中小学教师职业倦怠的现象。教育部门在实施新政策时切勿操之过急，要充分考虑教师意愿，减轻教师负担，增强教师职业稳定性；社会要形成尊师重道的良好风气，积极配合教师工作，提升教师工作幸福感和职业认同感；教师应学会积极的工作方式和基本的心理调试技能，提高自身抗压能力，多与他人敞开心

靡，培养乐观心态。只有各方共同努力，特殊教育政策下升学高压区的教师才能饱含热情，诠释“太阳底下最光辉的事业”的深刻内涵。

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A study on the impact of professional knowledge and skills of teachers in higher vocational colleges in Guizhou Province, China on teachers' teaching attitudes: using teachers' personality characteristics as mediating variables

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Abstract

This study takes 20 teachers from a higher vocational college in Guizhou Province as the research object, and uses the Professional Satisfaction Scale, the Teacher Teaching Ability Scale, and the Teacher Teaching Performance Scale to conduct a survey and research for statistical software analysis. The results show that there are significant differences among college teachers in Guizhou Province, China, in their professional knowledge and skills, teaching attitudes, and personality traits; The professional knowledge and skills of college teachers in Guizhou Province, China, have a significant positive impact on their teaching attitude; The professional knowledge and skills of college teachers in Guizhou Province, China, have a significant positive impact on their personality traits; The personality characteristics of college teachers in Guizhou Province, China, partially mediate between their professional knowledge and skills and their teaching attitudes.

Key words: professional knowledge and skills of teachers; Teachers' teaching attitude; Teacher's personality characteristics

中国贵州省高等职业专科学校教师的专业知识和技能对教师的教学态度的影响研究：以教师的性格特征为中介变项

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摘要

本研究以贵州省一所高校的 20 名高等职业专科学校教师为研究对象，采用专业满意度量表、教师教学能力量表和教师教学绩效量表进行调查研究，以进行统计软件分析。研究发现，中国贵州省高校教师在教师的专业知识和技能、教师的教学态度、教师的性格特征之间存在显著差异；中国贵州省高校教师的专业知识和技能对教师的教学态度有显著正向影响；中国贵州省高校教师的专业知识和技能对教师的性格特征有显著正向影响；中国贵州省高校教师的性格特征在教师的专业知识和技能与教师的教学态度中起到部分中介作用。

关键词：教师的专业知识和技能；教师的教学态度；教师的性格特征

1. 引言

本研究以贵州省一所高校的 20 名高等职业专科学校教师为研究对象，中国贵州省高校教师在教师的专业知识和技能、教师的教学态度、教师的性格特征之间存在显著差异；教师的专业知识和技能是教师教学的核心，也是研究的主要因素，对教师的教学态度的起到决定性因素，作为重要的变量之一，能充分对教师的教学态度作出重要探讨，教师的性格特征作为重要影响变量之一，能辅助对教师的专业知识和技能作出重要说明和局部影响，从何提现教师的教学态度，三者结合进行分析，合理的探讨教师的专业知识和技能对教师的教学态度的影响。教师应具备专业知识、专业技能和专业态度等诸方面的素质，才符合从教的整体要求。

2. 文献综述

2.1 理论

教学经验是指教师个体在经历与体验具体的日常教育教学实践中获得的知识或技能以及教育教学实施中所形成的规律性方法的总结，它是在一定的教学理论的指导下教师的长期教学实践活动的升华与结晶。结合布迪厄的场域和惯习的理论可以对教学经验做进一步认识：从静态的角度来说，教学经验是教师个体在日常教育实践过程中所形成的认识与行动图式，是一种被建构化了的结构(structuredstructure)((加)大卫·杰弗里·史密斯(David Geoffrey Smith),2000.)

教师在教学过程中应与学生积极互动，共同发展。“传统的‘师道尊严’的师生关系已经与现代社会不相适应，必然导致学生的被动性和消极态度。研究表明，学生的发展与教师的知识水平以及学历并没有必然的联系，而教师的性格对学生发展的影响却是长远的、深刻的，并且学生年龄越小，影响越大(刘晶,2008)。但目前多数的研究都是从教师专业素养以及能力素养方面来对其进行研究，谈到教师性格方面的少之又少(康春荣,2001)。

教师专业化是指教师在整个职业生涯中，通过专门训练和终身学习，逐步习得教育专业的知识与技能，并在教育专业实践中不断提高自身的从教素质，从而成为一名合格的专业教育工作者的过程。教师的专业化就是教师更能胜任教育教学工作、具有普通人所不具备的专业素质的过程。20 世纪 60 年代中期，许多国家对教师量的急需逐渐被提高教师质的需求所代替，对教师素质的关注达到了前所未有的程度。80 年代以后，很多国家都加快了教师专业化的建设步伐，提出了不同的建设标准和目标。(任翻身，2010)

20世纪80年代以来,随着教育研究界对教师职业复杂性认识的不断提高,以及认知科学研究成果在教育领域中的运用,教师教育研究从主要关注教师的外在行为逐步转向教师的内在思考,从考查教师“实际做了什么”到转向教师“为什么如此做”。对教师判断、思维和决策的研究发现,教师的教育教学观在很大程度上取决于教师自己掌握的知识,从而可以知道如何使用这些知识,以及教师是如何获得这些知识的重要性,并在其教学实践中表现或实际使用出来的对教育教学的认识,即为“教师教学经验的积累”。教师应该如何历练出良好的师德或者说是性格?要知道良好的性格是能培养和塑造的。人们常说“江山易改,秉性难移”,这个片面的观点使人们缺乏改变不良性格的积极性和自信心。所以说教师的性格一旦形成,就有它的相对稳定性,但是很多时候由于环境的变化,个人的努力,完全可以促使其性格发生变化。

2.2 变项

2.2.1 教师的专业知识和技能

教师的专业知识和技能:教师的专业知识和技能是教学效果的重要保证。研究表明,教师的专业知识和技能越强,其教学效果越好。

教师教学的专业知识和技能起着上下游链接的作用根据专业性的深度以及和具体课堂教学的关涉程度,教学专业技能的水平由低到高依次表现为基本技能、专业技巧和专业技艺。教学专业基本技能充分提现了这一职业的入门资格或最基础的能力,它表现为反复练习和通过模仿而达到“知行”某件事或“擅长”完成某种工作,它和具体的课堂教学有明显的分割性,却是拥有良好教学态度不可或缺的基石。

(一)教师教学专业技巧起着上下游链接的作用根据自动化的程度以及和具体课堂教学的关涉程度,教学专业技能的水平由低到高依次表现为基本技能、专业技巧和专业技艺。(二)提高教师教学专业技巧是教师专业化教育的需要坚持教师专业化方向是教师教育改革发展的一个重要原则。(三)提高教师教学专业技巧是优秀教师职业成长的需要。(王沛悦,2009)

2.2.2 教师的教学态度

教师的教学态度:教师的态度也是影响其教学效果好坏的重要因素。研究表明,只有拥有积极的态度才能够促进教师的教学效果稳步上升。其中教学态度即是指对人或事的看法在其言行举止中的表现。态度一词其实也是一个心理学名词,它不仅蕴含着个体的主观评价并且还包含个体由此产生的行为倾向性。由此看来,教师态度的优秀行程也可称之为“教师的教学态度”。

教师的教育教学态度可以归结为由三个因素所构成,其中包括认知因素、情感因素以及意向因素。其中认知因素主要是教师对学生、工作中的同事、事或各项活动的看法和评价。情感因素是教师对学生一种情绪情感体验,主要表现在对学生的关心和爱护、喜欢或讨厌等方面,以认知因素为基础。而态度的意向因素则指的是教师对学生行为的反映倾向,受认知因素与情感因素的影响。(孙彬彬,2018)

2.2.3 教师的性格特征

教师的性格特征是在教学实践过程中逐渐形成的,一经形成便比较稳定,它会在不同的教学时间和不同的教学地点表现出来。但是,教师的性格具有稳定性是可塑的,是可以升华的。教师的性格在一个教师的工作中形成后,教学环境的重大变化也一定会带给他教学性格特征的显著变化,一个优秀的教师必定拥有优秀的教学质量和良好的性格特征。教师的性格特征对教育教学效果拥有着举足轻重的作用,以及学生性格的发展和定型都被时刻影响着,一个优秀的教师性格特征往往能影响一批或者一个阶段的学生性格和教学成果正导向。

教师良好的性格对学生不是一种暂时的教育因素,这颗种子一旦播撒在学生心田,就会生根、发芽、结果,对学生的一生都可能产生深刻的影响。鲁迅青年时代留学日本时的老师藤野,是个温和严谨、教学认真的人。在学习中,藤野先生曾严肃指出鲁迅的过错,而态度却依然十分和蔼可亲。藤野先生的高尚人格,给鲁迅留下了终身难忘的印象。直到晚年,他还时时想起藤野的音容笑貌,鼓起自己战斗的勇气。人们常常说:“受教育者是教育者的一面镜子。”从这面镜子里,我们无疑可以看到教师性格在学生身上的折光。对处在性格形成期的中、小学生来说,教师性格的影响就更大了。有人做过实验,让三种不同性格类型的教师各带三组学生,结果学生的性格出现了明显的差异。性格优良的教师可以带出性格优良的学生,而性格不良的教师则会带出性格不良的学生。(王文茹,2011)

2.3 研究假设

2.3.1 研究目的

本研究目的在于探讨教师的专业知识和技能、教师的教学态度和教师的性格特征关系影响。因此将研究目的设为:

- A. 探讨教师的专业知识和技能的影响状况。
- B. 探讨教师的教学态度的影响状况。
- C. 探讨教师的性格特征的影响状况。

2.3.2 研究问题

基于本研究的目的，因此将研究问题设为：

- A. 教师的专业知识和技能的影响为何？
- B. 教师的教学态度的影响为何？
- C. 教师的性格特征的影响为何？

D. 教师的性格特征在教师的专业知识和技能与教师的教学态度的关系中是否具有中介效果？

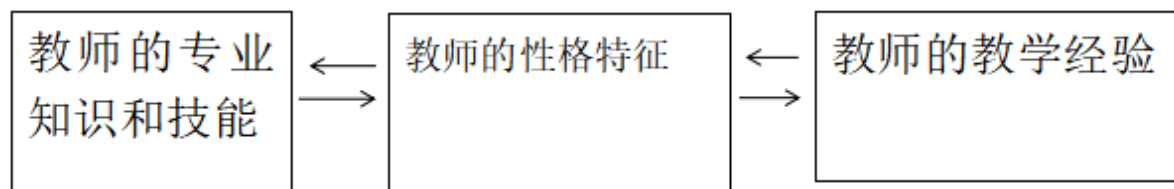
2.3.3 研究流程

本研究的研究思路为几个步骤：首先，文献研究后，确定初步概念界定进行研究设计，其次，初步确定研究对象选取范围为在中国贵州省高等职业专科学校教师，构建假设和确定研究框架，形成教师的专业知识和技能、教师的教学态度、教师的性格特征三个变量的测量表。再次，通过描述性分析明确中国贵州省高等职业专科学校教师在教师的专业知识和技能、教师的教学态度、教师的性格特征的现状，相关回归分析明确三个变量之间的影响关系，以及运用中介检验分析教师的性格特征对中国贵州省高等职业专科学校教师的专业知识和技能与教师的教学态度的作用。最后，对研究结果进行总结分析得出结论，并为提升中国贵州省高等职业专科学校教师的教学态度等提出一定的建议。

本研究的研究思路为几个步骤：首先，文献研究后，确定初步概念界定进行研究设计，其次，初步确定研究对象选取范围为在中国贵州省高等职业专科学校教师，构建假设和确定研究框架，形成教师的专业知识和技能、教师的教学态度、教师的性格特征三个变量的测量表。再次，通过描述性分析明确中国贵州省高等职业专科学校教师在教师的专业知识和技能、教师的教学态度、教师的性格特征的现状，相关回归分析明确三个变量之间的影响关系，以及运用中介检验分析教师的性格特征对中国贵州省高等职业专科学校教师的专业知识和技能与教师的教学态度的作用。最后，对研究结果进行总结分析得出结论，并为提升中国贵州省高等职业专科学校教师的教学态度等提出一定的建议。

3. 研究方法

3.1 研究框架



图一 研究框架图

3.2 研究对象

本研究以中国贵州省某高等职业专科学校教师为研究对象，采用随机抽样的方法对其进行问卷调查，以探讨中国贵州省某高等职业专科学校教师的专业知识和技能、教师的教学态度和教师的性格特征的影响关系。

3.3 研究工具

教师教育教学能力评价量表：教师教育教学评价量表共包括 3 个条目，教师专业技能和教师业务学校进修。评价要素为：1. 教师的专业知识和技能；2. 教师的性格特征；3. 教师的教学经验

3.4 施测与数据处理

使用便利抽样的问卷调查法，选取中国贵州省某所高等职业专科学校高校的教师进行匿名施测。所有调查问卷均由调查者发放，收回。并运用 SPSS 26.0 统计软件对所得数据进行统计分析，主要有描述性统计、Pearson 相关分析、回归分析等统计方法。

4. 研究结果

4.1 相关分析

为了解中国贵州省某高等职业专科学校教师的专业知识和技能、教师的性格特征，教师的教学经验，本研究采用 Pearson 相关分析对三者之间进行相关性检验。如表一所示。

表 1 专业知识和技能、性格特征和教学经验的相关分析表

相关性	专业知识和技能	性格特征	教学经验
专业知识和技能	1		
性格特征	.265**	1	
教学经验	.372**	.489**	1

注： $p < 0.01$ ；**

教师的专业知识和技能和教师的性格特征与教师的教学经验呈显著正相关($r = .265$, $p < 0.01$)，教师的专业知识和技能越高，其教学经验也就越高；教师的专业知识和技能与教师的教学经验呈正相关($r = .372$, $p < 0.01$)，即教师的专业知识和技能越高，其教师的教学经验也就越好；教师的性格特征与教师的教学经验适应呈正相关($r = .489$, $p < 0.01$)，即教师的性格特征越高，其教师的教学经验也就越好。

4.2 回归分析

本研究欲探讨中国贵州省某高等职业专科学校教师在专业知识和技能、性格特征与教学经验的影响情形，以及性格特征在专业知识和技能与教学经验两个变量之间的中介效果。达到中介效果应满足以下条件：A. 自变项对因变项有显著预测效果；B. 自变项对中介变项有显著预测效果；C. 当自变项与中介变项同时投入回归模型后，中介变项的预测效果显著时，自变项的预测效果下降，则为部分中介，自变项的预测效果消失，则为完全中介(Baron & Kenny, 1986)。因此，为了了解中国贵州省某高等职业专科学校教师专业知识和技能、性格特征与教学经验的预测效果，以专业知识和技能为自变量，性格特征为中介变量，教学经验为因变量，采用线性回归方式进行分析，如表 2 所示：

表 2 专业知识和技能通过性格特征对教学经验的回归分析表

变量名称 模型	教学经验 M1	性格特征 M2	教学经验 M3
专业知识和技能	.376***	.262***	.274***
性格特征			.415***
F 值	43.54***	18.3***	57.75***
R ²	.127	.058	.281
△R ²	.124	.055	.276

注： $p < 0.001$ ：***

在模型一中，以回归分析专业知识和技能对教学经验的影响关系，通过分析结果发现， R^2 为 .124，表示专业知识和技能可以解释 12.4% 的变异量，其标准化回归系数 β 值为 .376，并达到显著水平 ($p < 0.001$)，表示专业知识和技能对教学经验具有正向显著影响，即专业知识和技能越高，教学经验越高。

模型二中，以回归分析性格特征对教学经验的影响关系，通过分析结果发现， R^2 为 .055，表示专业知识和技能可解释教学经验 5.5% 的变异量，其标准化回归系数 β 值为 .262，并达到显著水平 ($p < 0.001$)，表示专业知识和技能对性格特征具有正向显著影响，即专业知识和技能越高，性格特征越好。

模型三中，同时将专业知识和技能与教学经验加入回归模型中，检验性格特征在专业知识和技能与教学经验的中介效果。通过分析结果发现， R^2 为 .281，表示专业知识和技能与技能可共同解释教学经验 28.1% 的变异量，其标准化回归系数 β 为专业知识和技能 ($\beta = .275$)，性格特征 ($\beta = .415$)，且均达到显著水平 ($p < 0.001$)，对比模型三与模型一，专业知识和技能支持标准化回归系数由 ($\beta = .376$, $p < 0.001$) 变为 ($\beta = .274$, $p < 0.001$)，说明性格特征在专业知识和技能与教学经验之间起到部分中介作用。

5. 结论

5.1 讨论

从对中国贵州省某高等职业专科学校教师在专业知识和技能、性格特征与教学经验的回归分析部分可以看出，专业知识和技能对性格特征的预测效果较弱。通过描述性统计部分来看，专业知识和技能对教学经验有显著影响，性格特征作为中介变量，有部分中介作用。

5.2 研究结论

本研究基于教师的教学经验剖析，探讨中国贵州省某高等职业专科学校教师在专业知识和技能、性格特征与教学经验的影响，运用数据统计分析的方法，将研究假设逐一验证。

假设一：中国贵州省某高等职业专科学校教师在专业知识和技能与性格特征存在显著正相关。

将教师专业知识和性格特征与教学经验进行皮尔森相关分析，结果显示，教师的专业知识和技能与教学经验具有显著正相关，表示中国贵州省某高等职业专科学校教

师专业知识和技能越多，教学经验越强，即师的专业知识和技能对教学经验有正向显著影响。由此判定假设一成立。

假设二：中国贵州省某高等职业专科学校教师在专业知识和技能在教学禁言对性格特征产生中介作用。

将中国贵州省某高等职业专科学校教师在专业知识和技能与性格特征与教学经验进行回归分析，发现专业知识和技能对教学经验的影响在加入中介变量性格特征之后减少，因此可以说当引入中介变量性格特征后，专业知识和技能对教学经验影响显著，即性格特征对教学经验适应具有正向影响，表示性格特征在专业知识和技能与教学经验之间具有中介效应。由此判定假设二成立。

5.3 建议

教师在专业知识和技能与性格特征与教学经验关系是社会心理学中经常探讨的话题。专业知识和技能是指教育专业化的保障。本研究中表明专业知识和技能可以提高性格特征，因为它可以帮助教师感受自己被关心和拥有教学信心。教师想要提高专业知识和技能，需要培养良好的性格特征为前提。

教师的专业知识和技能是教学效果的重要保证。研究表明，教师的专业知识和技能越强，其教学效果越好。

教师的态度也是影响其教学效果的重要因素。研究表明，积极的态度能够促进教师的教学效果。

教师的性格特征也会影响其教学效果。例如，教师的情绪稳定性和自尊心会影响他们的行为和决策，从而影响教学效果。

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To Explore the Influence of Self-Disclosure on Mental Health of Graduate Students in Different Backgrounds in Shandong Province, China

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Abstract

The purpose of this study is to understand whether there are differences in self-disclosure of mental health among graduate students of different grades, different genders and different majors, and to provide a targeted basis for mental health education of graduate students. The results showed that: (1) there were significant differences in self-disclosure of mental health among graduate students of different genders, (2) there were no significant differences in self-disclosure of mental health among graduate students of different grades, and (3) there were no significant differences in self-disclosure of mental health among graduate students of different majors.

Keywords: Graduate students, Mental health, Self-disclosure

探究中国山东省研究生在不同背景下自我表露对心理健康的影响

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摘要

本研究旨在了解不同年级、不同性别、不同专业的研究生心理健康在自我表露上是否存在差异，有针对性的对研究生心理健康教育提供依据。研究表明：（1）不同性别的研究生在心理健康的自我表露上有显著差异，（2）不同年级的研究生在心理健康的自我表露上没有显著差异，（3）不同专业的研究生在心理健康的自我表露上没有显著差异。

关键词: 研究生、心理健康、自我表露

1.前言

研究生群体在整个大学生群体中作为承上启下的一个重要组成部分，研究生一年级时摒弃了刚步入大学时的稚嫩，研究生三年级时却又没有完全达到踏入社会后的成

熟。而且不同专业的研究生在个人性格方面也可能存在差异，这些差异就会对研究生个人的心理健康造成一定的影响。同龄没有读研的同学已经步入社会工作赚钱、娶妻生子，而作为研究生还在学校无经济来源，为了学术无法顾及儿女情长。并且随着各高校研究生招生规模的不断扩大扩大，研究生各方面的压力也随之而来。不单单是研究生之间的竞争压力变大，加上学业、就业、经济、情感以及自我调节能力弱等方面的压力会对研究生造成不适，甚至产生心理上的疾病（毛富强等人，2000）。

所以在种种压力的积累下，研究生需要一个释放压力的方法，来缓解自身心理健康的状况。而自我表露（Jourard, 1971）就是个体对他人表达情感、想法与观点的窗口。它不仅仅是心理健康的标志，还是自我心理调节的方法。但是如果一个人将自己的真实想法憋在心里不向他人表露，则会成为心理疾病的隐患之一。此时的研究生正处于一个心理完全成熟与不完全成熟之间的状态，如果此时研究生将内心的种种压力隐藏起来，不释放出来，这种压力的累积之后造成的后果可能不仅仅是个人心理上问题，甚至可能会对社会产生影响。

但目前关于研究生心理健康的自我表露研究很少，但有学者认为自我表露是有利于心理健康水平的提高，只不过研究大多出自于对成人的临床治疗，目的更偏向于心理咨询与治疗（Matsushima & Shiomi, 2001），针对研究生这一小部分群体的是少之又少。所以本研究旨在探讨不同年级、不同性别、不同专业的研究生心理健康在自我表露上是否存在差异？，具体而言，本研究的研究问题为：

- （1）不同性别的研究生自我表露对心理健康的影响是否有显著差异？
- （2）不同年级的研究生自我表露对心理健康的影响是否有显著差异？
- （3）不同专业的研究生自我表露对心理健康的影响是否有显著差异？

2.文献探讨

2.1 心理健康

心理健康是一种正常心理状态，他指的是心理的各个方面以及活动过程处于一种良好或者正常的状态。研究表明心理健康与社会经济地位呈正相关，拥有较高的受教育水平，往往意味着能够更好的理解信息、分析信息以及解决信息，因此对心理健康有着积极地作用（成媛，2017）。但随着我国“科教兴国”的实施，各高校招生规模的不断扩大，研究生乃至更高学历的人数不断增加。有许多高校的老师认为，现在学历较高的学生，所面对的压力会越高。近年来，由于研究生心理问题和心理疾病造成的休学、退学等事件频繁发生，尤其是引发的自杀、凶杀等恶性事件更是让人触目惊心（熊英、卫吉，2022）。

由于高学历的学生学习强度远远大于低学历学生，课题研究成果、论文发表数量都是必须完成的硬指标。其次，随着年龄的增加，高学历的学生恋爱、婚姻、家庭生活面临更多现实问题，但最突出的问题还是来自就业的压力（周家华、王金凤，2004）。研究生既是高校和科研院所的培养对象，也是科技成果的重要产出者，其心理健康与否会显著影响科研投入与科研产出（齐西婷等人，2021）。心理健康教育是提高研究生心理素质、促进其身心健康和谐发展的教育，是高校人才培养体系的重要组成部分，也是高校思想政治工作的重要内容（尤小芳等人，2020）。

本研究针对群体为研究生，已经有学者认为研究生教育的核心问题是提高研究生培养质量，并且研究发现研究生的心理健康是影响其培养质量的一个非常重要因素，研究生的心理问题存在率大于本科生（毛富强等人，2000）这正表明研究生的身心健康状况普遍差于本科生，且在有些方面差距十分显著（武晓峰、梁永明，1995）。

2.2 自我表露

自我表露这个术语最初是由美国人本主义心理学家 Jourard (1958) 提出的, 他认为自我表露是个人将有关自己的信息表露给目标人, 并且将其界定为告诉另外一个人关于自己的信息, 真诚地与他人分享自己个人的、秘密的想法和感受的过程。

通过自我表露能够促进双方相互间的交流, 促进感情; 还可以改善心理健康, 增进信心; 但同时也可能会带来伤害。其影响因素有: 人格特质、自我表露的主题、对方的性别异同、表露者与表露对象的关系、表露者对表露后利弊的权衡 (孙传英, 2012)。

有研究发现, 女性的自我表露在任何方面都显著高于男生 (Jourard & Lasakow, 1958)。自我表露的性别差异可能来源于性别角色认同, 社会对性别角色有不同的认识和期待, 如果一个人不是按照社会性别角色来行为, 时常被认为是社会化不良的结果。人们对性别角色的态度和认识, 是形成男女在自我表露方面差异的部分原因。以及大学生对父母表露最高的是学习, 表露最低的是个性和身体两个方面, 而以往的研究结果是男女生对父母表露最多的是兴趣和学习, 男女生对父母表露最低的是身体。(李林英与陈会昌, 2004) 这就表明中国的学生与外国学生在自我表露方面存在一定差异。

2.3 心理健康与自我表露的关系

Jourard (1971) 将自我表露看作是心理健康良好的标志和原因, 认为自我表露是与其积极的心理健康相关的稳定特质。蒋索等人 (2008) 的研究表明, 高个人自我意识的青少年有更高的意愿对同伴表露, 从而导致较少的孤独感, 高水平的个人自我意识与个体对内部自我的更准确、更详细的认识相联系, 而这些认识正是自我表露的素材。自我表露程度的高低不仅受表露者的人格特质的影响, 互动中倾听者的人格特质如真诚, 尊重同样会不同程度的影响表露者的表露 (孙传英, 2012)。大学生的心理健康与自我表露水平存在正相关关系, 自我表露水平可能是大学生心理健康的重要影响因素之一, 自我表露能力对促进和维护个体心理健康、帮助个体形成健全的人格及建立良好的人际关系等都有着非常重要的作用 (侯艳芹等人, 2016)。

现在针对各类学生心理健康以及自我表露的研究很多, 并且大多数学者还在此基础上去研究心理健康与自我表露的关系, 但是针对研究生这一小部分群体的心理健康的自我表露的研究却很少。

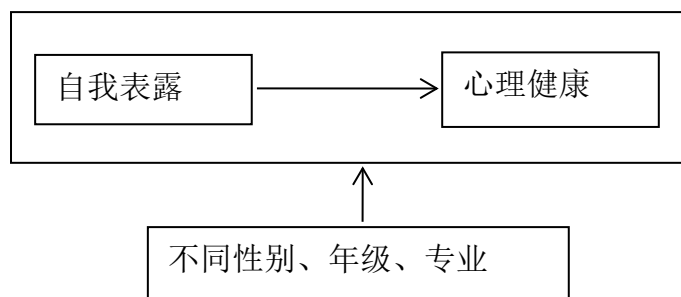
3. 研究方法

3.1 研究架构与假设

朱拉德自我表露理论定义之下, 心理健康与自我表露之间存在正相关关系, 并且自我表露是影响心理健康的重要因素之一 (智银利与陈会昌, 2008), 进而提出 3 项研究假设, 构建出一个研究构架, 如图 1 所示。

图1 研究框架图

资料来源: 本研究整理



3.2 研究实施与参与者

本研究采用问卷调查法，使用问卷星平台制作问卷，并在微信朋友圈、qq 以及身边好友中寻找山东省研究生在读同学进行问卷发放。问卷收集从 2021 年 9 月 27 日至 2021 年 10 月 13 日止。问卷发放对象为 2021 年在读研究生，共回收问卷 239 份。

本研究的参与者（回收问卷数）为 239 人，删除无效数据 1 份，有效的研究参与者为 238 人，有效回收率为 99%，男生为 107 人，女生为 131 人。

3.3 问卷工具

本研究采用朱拉德自我表露问卷（Jourard, 1958）由李林英与陈会昌（2004）对其进行了修订，简称自我表露问卷，该问卷包括六个表露的维度，包括态度和观点、兴趣和爱好、学习或工作、金钱、个性、身体等，每个维度由十个项目组成，共 60 个项目；每个项目针对四个目标人（父亲、母亲、男性朋友、女性朋友）分别回答自我表露的程度，0 表示不向他人表露；1 表示向他人说了一些；2 表示非常详细地告诉他人；X 表示对他人说谎或不正确地表达自己。分别以 1、2、3、1 分进入统计，每个被试有 240 个记录分数。各维度的同质性信度分别为：0.84、0.84、0.84、0.87、0.86、0.86，其分半信度为 0.92。

大学生心理健康调查问卷采用是非式选择，肯定选择的题记 1 分，否定选择的题记 0 分，总分的计算规则是将除测伪题以外的其它 56 个题的得分求和。因此，总分最高为 56 分，最低为 0 分。

本研究问卷工具引用朱拉德自我表露问卷和大学生心理健康调查问卷。采用朱拉德自我表露问卷中的问答方式，大学生心理健康调查问卷中的问题，并向导师请教将两种问卷结合。问卷测量尺度为五点记分法（0.没有发生过，1.对他人说谎或不正确的表达自己，2.不主动向他人表露，3.会主动向他人诉说，4.非常详细且主动的告诉他人）作为评估标准。问卷包含两个维度，身体健康维度和心理健康维度，共 60 个题目。

4. 研究结果

4.1 信度与效度分析

为保证问卷的真实可靠性，故对其进行信效度分析。数据结果显示该量表 KMO 数值为 0.958（KMO 大于 0.8），巴特利特检验 p 值达显著，因此因素分析结果有意义，累计总解释变异量均大于 50%，表明效度良好。其身体健康维度克隆巴赫系数为 0.955，信度良好；心理健康维度克隆巴赫系数为 0.984，信度良好；两个维度的总量表克隆巴赫系数为 0.986，信度良好。

4.2 描述性统计

将身体健康维度中的数据进行描述性统计，其平均值为 1.956，介于对他人说谎或不正确的表达自己和不主动向他人透露之间，属于中等偏上的水平，标准差为 1.008；心理健康维度的平均值为 1.895，介于对他人说谎或不正确的表达自己和不主动向他人透露之间，属于中等偏上水平，标准差为 1.860。

4.3 独立样本 t 检定

面对不同性别的研究生在心理将康状况的自我表露上，首先要进行同质性检定，在变异数同质的情况下做出如下假设：

H1:不同性别的研究生在心理健康的自我表露上有显著差异

H0: 不同性别的研究生在心理健康的自我表露上没有显著差异

数据结果如表 1 所示：

表 1 (a: 身体健康; b: 心理健康)

独立样本检验

		<i>F</i>	显著性	<i>t</i>	自由度	Sig.	平均值差值	标准误差差值
a	假定等方差	2.627	.106	.953	236	.341	.125	.131
	不假定等方差			.946	218.397	.345	.125	.132
b	假定等方差	1.015	.315	.062	236	.950	.009	.142
	不假定等方差			.062	224.378	.950	.009	.142

数据结果表明, a (身体健康) 维度 *p* 值为 0.106, 不显著; b (心理健康) 维度 *p* 值为 0.315, 不显著。代表拒绝 H_0 , 接受 H_1 , 所以不同性别的研究生在心理健康的自我表露上有显著差异。

4.4 单因子变异数分析

步骤一: 同质性检定

将两个维度 (身体健康和心理健康) 分别与三个年级的研究生进行数据分析得到表 2、表 3:

表 2 (a: 身体健康)

方差齐性检验

		莱文统计	自由度 1	自由度 2	显著性
a	基于平均值	1.142	2	235	.321
	基于中位数	.801	2	235	.450
	基于中位数并具有调整后自由度	.801	2	228.032	.450
	基于剪除后平均值	1.180	2	235	.309

表 3 (b: 心理健康)

方差齐性检验

		莱文统计	自由度 1	自由度 2	显著性
b	基于平均值	1.567	2	235	.211
	基于中位数	1.228	2	235	.295
	基于中位数并具有调整后自由度	1.228	2	233.083	.295
	基于剪除后平均值	1.673	2	235	.190

由数据可知 a (身体健康) 维度的 *p* 值为 0.309, 不显著; b (心理健康) 维度的 *p* 值为 0.19, 不显著, 其变异数同质。

步骤二: ANOVA 检定

针对不同年级的研究生在心理健康的自我表露上, 做出如下假设:

H_1 : 不同年级的研究生在心理健康的自我表露上有显著差异

H_0 : 不同年级的研究生在心理健康的自我表露上没有显著差异

数据结果如表 4、表 5 所示:

表 4 (a: 身体健康)

ANOVA

	平方和	自由度	均方	<i>F</i>	显著性
组间	2.930	2	1.465	1.448	.237
组内	237.695	235	1.011		
总计	240.626	237			

表 5 (b: 心理健康)

ANOVA					
	平方和	自由度	均方	F	显著性
组间	2.051	2	1.025	.868	.421
组内	277.480	235	1.181		
总计	279.531	237			

数据结果表明 a (身体健康) 维度的 p 值为 0.237, 不显著; b (心理健康) 维度的 p 值为 0.421, 不显著, 因此接受 H0, 不接受 H1。所以不同年级的研究生心理将康状况的自我表露上没有显著差异。

重复步骤一: 同质性检定

将两个维度 (身体健康和心理健康) 分别与四个专业的研究生进行数据分析, 得到表 6、表 7:

表 6 (a: 身体健康)

方差齐性检验					
	莱文统计	自由度 1	自由度 2	显著性	
a	基于平均值	2.851	3	234	.038
	基于中位数	2.595	3	234	.053
	基于中位数并具有调整后自由度	2.595	3	232.970	.053
	基于剪除后平均值	2.861	3	234	.038

表 7 (b: 心理健康)

方差齐性检验					
	莱文统计	自由度 1	自由度 2	显著性	
b	基于平均值	1.498	2	234	.216
	基于中位数	1.465	2	234	.225
	基于中位数并具有调整后自由度	1.465	2	228.234	.225
	基于剪除后平均值	1.542	2	234	.204

由数据得知 a (身体健康) 维度的 p 值为 0.038, 达显著, 故要进行事后检定, 选择校正后的事后检定法, 假设其各样本的变异数相同; b (心理健康) 维度的 p 值为 0.204, 不显著, 其变异数相同。

重复步骤二: ANOVA 检定

针对不同专业的研究生在心理健康的自我表露上, 做出以下假设:

H1: 不同专业的研究生在心理健康的自我表露上有显著差异

H2: 不同专业的研究生在心理健康的自我表露上没有显著差异

由于步骤一中 a (身体健康) 维度的 p 值达显著, 故需要对其进行校正后的事后检定, 假设各样本的变异数相同, 因此得到表 8、表 9、表 10:

表 8 (a: 身体健康).

ANOVA					
	平方和	自由度	均方	F	显著性
组间	1.475	3	.492	.481	.696
组内	239.150	234	1.022		
总计	240.626	237			

表 9 (b: 心理健康).

ANOVA					
	平方和	自由度	均方	F	显著性
组间	5.374	3	1.791	1.529	.208
组内	274.157	234	1.172		
总计	279.531	237			

表 10 (a: 身体健康; 1: 文科类; 2: 理科类; 3: 工科类; 4: 艺术体育类).
多重比较

专业	专业	平均值差值	标准错误	显著性	95%置信区间	
					下限	上限
1	2	-.03987	.16165	1.000	-.4772	.3975
	3	.07349	.21906	1.000	-.5383	.6853
	4	.21271	.23041	.932	-.4232	.8486
2	1	.03987	.16165	1.000	-.3975	.4772
	3	.11337	.24516	.998	-.5597	.7865
	4	.25259	.25535	.907	-.4437	.9488
3	1	-.07349	.21906	1.000	-.6852	.5383
	2	-.11337	.24516	.998	-.7865	.5597
	4	.13922	.29506	.998	-.6651	.9435
4	1	-.21271	.23041	.932	-.8486	.4232
	2	-.25259	.25535	.907	-.9488	.4437
	3	-.13922	.29506	.998	-.9435	.6651

由以上数据可知, a (身体健康) 维度的 p 值为 0.696, 不显著, 校正后的事后检定各组数据相比均不达显著, b (心理健康) 维度的 p 值为 0.208, 不显著, 因此接受 H0, 不接受 H1。所以不同专业的研究生在心理将康状况的自我表露上没有显著差异。

5. 研究讨论

5.1 不同性别的研究生在心理健康的自我表露上有显著差异

Jourard (1958) 早期的研究发现女性比男性自我表露方面要多, 男性角色要求男性表现得坚强、客观、努力、有成就、不敏感和情绪不外露, 这些男性角色和男性自我结构不允许他们向自己或他人承认或表露自己内心整个体验的广度和深度, 因此看起来男性被迫对自己和他人隐藏许多真我。而我们的研究结果为不同性别的研究生在心理健康的自我表露上有显著差异, 这与过去的研究结果相符。

5.2 不同年级的研究生在心理健康的自我表露上没有有显著差异

蒋索与卢娟 (2011) 研究结果显示: 大学生除了在身体发育/性和学校经历上, 在兴趣爱好、未来憧憬、金钱和亲密友谊方面都有显著的年级差异。这表明大学生在身体发育方面的自我表露上没有显著的年级差异, 而我们的研究结果为不同年级的研究生在心理健康的自我表露上没有显著差异, 与过去的研究结果相符。

5.3 不同专业的的研究生在心理健康的自我表露上没有显著差异

刘露 (2008) 研究结果显示, 不同专业大学生的自我表露水平存在差异, 体育专业大学生的自我表露水平高于非体育专业学生。而我们的研究结果为不同专业的的研究生在心理健康的自我表露上没有显著差异, 这与过去研究结果不符。

6. 结论与建议

6.1 研究结论

研究结果显示研究生心理将康状况的自我表露上有显著的性别差异, 说明男生和女生在心理健康的自我表露上不同, 说明女生在面对心理压力时更愿意选择倾诉, 这与男女生的性格差异有很大关系, 这时候家人和朋友是众多女生的选择, 而男生则相反。男生面对心理压力时更多的是选择沉默, 不愿意表露心声, 可能是出于男生性格里自带的担当, 不想让家人朋友担心; 亦或者很多男生会觉得表露心声是一件很麻烦的事情, 所以干脆选择沉默。由此看出, 男生的心理承受能力是远远高于女生的, 他们通常会选择自己调整心态独自承受压力。对于不同年级和不同专业的学生调查结果显示他们在心理压力的自我表露上并没有显著差异, 这里不再做具体分析。

6.2 研究建议

通过以上的研究结果我们也可以了解到目前研究生群体中学生存在心理压力的状况也是十分常见的，但是他们在面对心理压力时自我表露的情况不容乐观，可能是出于对周围群体的不信任，亦或者是学校条件的限制，无论如何，这都应该引起各个高校的重视，健全本校的心理咨询条件的发展，为学生提供专业的心理咨询指导，及时了解学生的心理健康动态，加大思想教育力度，及时发现及时处理。同时，学校也应该在重视学生学习成绩的同时重视对学生心理健康方面的教育指导，全面综合性的评价学生，大学课堂中不能以分数作为评价学生的唯一标准，心理咨询和辅导工作应该作为重要环节，提高学生的心理健康水平也是必不可少的，具体的建议如下：

(1) 引导学生树立正确的价值观念。多数高校的研究生虽然在年龄上已经是成熟的，满怀激情，充满抱负，想要执着于美好的事物，想要追寻人生的意义所在，但由于没有实际的社会工作经验，所以在心智上表现得不是很成熟，情绪不够稳定感情强烈又脆弱，往往会片面的认识事物，从而做出错误的选择。高校工作者应该因势利导，帮助学生树立正确的世界观、人生观和价值观，平衡学生在自我关注和关注社会之间的关系，不能只沉溺于对自我的美好规划中，也应该关注社会和集体的发展，避免他们产生不良情绪等。

(2) 引导学生树立正确的学习目标。从中国目前的社会情况来说虽然国家一直在倡导素质教育，但作为应试教育的参与者，成绩的好坏、学历的高低一直都是压在很多学生身上的一座大山，人们往往赋予读书、学习以很高的价值，作为改变命运、跨越阶级的重要手段。这就需要高校的教育工作者采用全面多样的方式评价学生，引导学生发现自己的长处，大学中除了选择继续深造以外还有很多种选择的途径，适当提供给适合他们的就业机会等，帮助他们根据客观的实际条件确定自己的目标，避免因期望值太高给学生造成心理上的压力和落差。

(3) 适当开展社会实践活动，给学生实习的机会，提高学生的受挫能力，丰富学生阅历。让学生充分认识到生活从来都不是一帆风顺的，而面对挫折要有抗挫能力，为学生的健全人格打下坚实的基础。

6.3 未来研究建议

(1) 所划分专业有待进一步精确

本次所划分的专业仅仅只有四个，只把不同专业的大概划分到不同的维度，并没有进行细分。而国内外相关研究大多针对的某一细分的专业，并不能将所有专业结合到一起研究，这样可以有效比较各种细分专业的学生心理健康的自我表露程度，从而有针对性的提出相关的解决方法。

(2) 自我表露的界定有待进一步研究

如今互联网高速发展，在互不认识的情况下，除非是黑客一类的人群，否则永远不会知道网络的另一边是谁，所以人将自己很多不想在现实中对他人表露的东西，在互联网就可以轻轻松松的表达出来，这一类的自我表露将如何去界定？所以在今后的研究中可以对自我表露划分为多个形式，以及现代化的自我表露是什么样的？

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Research on the Effect of College Students' Career Exploration on Academic Procrastination: The Mediating Effect of Academic Possible Self and the Moderating Effect of Achievement

Motivation

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Abstract

During the university period, because the management of the university is relatively relaxed for students, it is easy to cause students to procrastinate in their studies. However, this study believes that this is due to the unknown of college students' future work and the lack of career exploration behavior. In order to solve the procrastination problem of college students, this study introduces career exploration as the independent variable of this study, self may be the mediating variable of this study, and achievement motivation is the moderator variable. To improve the good study habits of college students under the influence and contribute to the improvement of the quality of undergraduate education in China.

Keywords: Career Exploration; Academic Possible Self; Academic Procrastination; Achievement Motivation

大学生职业探索对学业拖延行为的影响研究：学业 可能自我的中介作用，成就动机的调节作用

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摘要

在大学期间，由于大学对于学生的管理较为放松，容易导致学生产生学业拖延行为。而本研究认为这是由于大学生对于未来工作的未知，缺乏职业探索行为导致的。为了解决大学生的拖延问题，本研究引入职业探索作为本研究的自变量，自我可能为本研究的中介变量，成就动机为调节变量，探究职业探索对于当前大学生的学业拖延行为影响，为培养新时代下的大学生良好的学习习惯，提高中国本科教育教学质量做出贡献。

关键词：职业探索；学业可能自我；学业拖延行为；成就动机

1 绪论

1.1 引言

《中国教育现代化 2035》于 2019 年的 2 月，由中国国务院印发，其中，提出推进中国当前的教育，实现现代化的目标之一是“中国教育总体实力显著增强”。2019 年的 10 月，中国教育部印发了《关于深化本科教育教学改革全面提高人才培养质量的意见》，对于本科在教育的教学管理工作中做出重要布局，从而推动贯彻落实中国的教育工作会议精神以及实现《中国教育现代化 2035》的总体目标。上述国家教育政策与重要会议说明了提高本科阶段教育质量的重要性，然而在经历了高考后，诸多大学生在课程相对宽松的大学校园中随意挥霍时间、精力，并对其不以为意，还认为“自己毕业只不过是信手拈来的事情”。渐渐地，拖延学业已成为许多大学生的常态（张典、朱从书，2019）。

学业拖延行为一直以来都是各个学业阶段最容易出现的问题，在大学期间，由于大学对于学生的管理较为放松，更容易产生学业拖延行为（姚康，2019）。本研究认为很多大学生出现学业拖延现象是对于未来工作的未知，缺乏职业探索行为导致的。职业探索包括内在自我探索与外在环境探索。自我探索是探索自身的职业兴趣以及所具备的职业能力，形成对自我的清晰认识。环境探索则是对自身周围的职业信息、职业机会和职业阻碍进行探索，并将探索到的信息用于帮助自己进行职业决策(Jiang et al., 2019)。因此本研究认为提高大学生的职业探索能力，让大学生意识到未来工作的需要，能够降低大学生的学业拖延行为。此外，学业可能自我即学生想要在学业上成为的未来自我，拥有职业探索能力的大学生，能够形成对自我的清晰认知，更能促进对未来自我的形成（张家蕊等人，2022）。因此本研究认为当大学生有想要成为的预期自我，则会增加学习主动性，降低学业拖延行为。此外，成就动机能够促使个体追求更高的目标；成就动机能够促使个体对自身高标准要求，以比较高的水平去完成既定目标（王亚茹等人，2019）。当大学生拥有较强的成就动机时，更能促进大学生进行职业探索，降低学业拖延行为。

因此本研究以职业探索作为本研究的自变量，自我可能为本研究的中介变量，学业拖延行为为本研究的因变量，成就动机为调节变量，探究职业探索对于当前大学生的学业拖延行为影响。

1.2 研究意义

1.2.1 理论意义

关于大学生的拖延行为相关研究，大多集中于研究当前学生所处的环境以及情绪，而对于大学生对于未来职业的想法对于拖延行为的研究偏少，因此本研究通过构建职业探索对学业拖延的行为影响，可能自我的中介作用，成就动机的调节模型，为探究大学生对于职业的思想对于其拖延行为的研究领域提供参考。

1.2.2 实践意义

大学生群体与初高中学生群体不同，家长和教师对该群体的要求已经不如初高中时期那么严格，并且大学生群体对于自己的学习方式拥有一定的自主决策权。大学生群体很有可能放松了对自己的控制，一旦紧张的精神松懈后就容易导致学业拖延行为的形成。所以，对大学生普遍存在的学业拖延问题进行深入地剖析，引入职业探索探讨对学业拖延行为的影响机制，为培养新时代下的大学生良好的学习习惯，提高中国本科教育教学质量做出一定贡献。

2 文献综述

2.1 职业探索(Career Exploration)的定义

Super (2020)的观点认为,生涯是一个完整的历程,它涵盖了个体一生所经历的所有职位。不仅包括个体的各种职业情况,还包含了个体的生活角色,它是个体一生中
与职业活动有关的所有行为和活动,以及与其相关的价值观、态度和愿望的持续体验
过程。也是一个职业生涯、岗位转换和实现工作理想的过程。Novia and Irawati(2020)给
出以下定义:职业探索是在探索动机的驱动下,个体探索与其本身在职业发展环境相
关的因素,融合成技能,从而能够获取相应的认知与情感反馈过程,最终的目标则是
实现个体的自我发展与整合的目标。

职业探索是指自我能够在一定的认知与态度的指导下,从而对自我与环境产生探
索,从而不断地调整自我发展和现实之间的联系,以达到实现自我工作预期的过程
(王文、刘勇,2019)。职业探索包括两个部分,包括内在自我探索与外在环境探索。
环境探索是指使个体有目的地、有意识地了解周围环境,了解可供其使用的资源的能
力,融合成的技能,并能够获取认知与情感的反馈,为职业发展目标设定一个更清晰
的定位,以此了解未来的一个过程。自我探索和环境探索可以共同提供个人兴趣和能
力是否适合特定职业的信息,进而帮助个人选择理想职业,其目的则是实现个体的自
我发展与整合。(Jiang et al., 2019)。

关于职业探索行为的概念,最早学者认为职业探索行为是一种目的性较强的心理
活动或者生理活动,可以帮助自己探索自身内在或外在环境因素,为自己预设的职业
方向和假设找到现实依据(Bennett, et al., 2020)。刘海薇与刘静(2012)认为职业探索行
为是个人为达到了解自我及职业环境的目的而进行的特定行为或活动。方小婷等人
(2017)则将职业探索行为定义为:个体对自身特质和职业信息等进行探索,并探索
过程中有针对性的去了解和储备可供自己未来使用的职业资源,明确自身未来的职业
发展目标及方向。

2.2 职业探索的衡量

研究人员开发出了许多其他测量方法来评估职业探索,包括13项题目的量表(Xu et
al., 2014),以及24个题项的量表(Vignoli et al., 2015)等。在中国本土化测量量表中,李
恩秀(2019)在前人的基础上将职业探索改为5维度量表,将探索频率和探索领域划分
为环境探索维度。《职业探索问卷》是蔡雯婷(2011)年的问卷,12个题目,量表各
条目均为5个等级计分,从几乎没有、较少、一般、较多到经常,依次分别计分1-5分,
较为全面。

2.3 成就动机(Need for Achievement)的定义

王亚茹等人(2019)认为成就动机是与个体生活的环境息息相关,是一种后天所
学的,相对稳定的动机。通过对前人的有关成就动机的研究得出以下内容:成就动机
能够促使个体追求更高的目标;成就动机能够促使个体对自身高标准要求,以比较高
的水平去完成既定目标;当个体去追求某一目标时成就动机能够尽可能地促使个体追
求成功,尽可能少地回避失败。辛素飞与王一鑫(2019)的研究表明,中国是人情社
会,个人的成就动机不仅取决于内在因素,还取决于外在因素,比如,社会的认可推
动。李力等人(2020)对于成就动机的概念给出过解释,他们普遍认为,成就动机是
一种内在驱动力,是个体为达成某项任务而产生的内部力量。

2.4 成就动机的衡量

目前,中国有关于成就动机的测量,大部分采用的是《成就动机量表》中文修订
版。研究表明,该量表施测时,得到的信度系数良好(丁坤等人,2001)。

2.5 学业可能自我(Academic Possible self)的定义

Markus (1977)提出自我图式,也就是个人的自我认知总结,它基于过去的经验,

在此基础上,当个人处于社交经历中时,与自我相关的信息加工时,自我图式扮演组织和指导的角色,自我概念是每一个认知模式的集合。Marku and Nurius (1986)更进一步提出可能自我的概念,可能自我是自我概念的扩展部分,包括个人对自身发展潜力和未来的思考想像并描述其未来定位,也就是说,你想成为的人(希望自我),可以成为的人(预期自我)和害怕成为的人(恐惧自我)。希望自我多是自己希望的而不易达到的,是一种理想状态的自我,如积极的我,乐观的我等。预期自我是一种可以成为的自我,包括了更多的达到目标的计划和行动,是可以实现的。预期的自我与希望自我共同构成积极的本我。而孤独的我、恐惧得自我如、失败的我等,是个人避免的、害怕成为的那个我,是一种消极的自我。

不同领域下,自我在学业这个领域的可能自我则被称为学业可能自我(Lee et al., 2016)。学生的学习潜力和能力以及对自我的未来定位,即他们在学业上的希望自我、预期自我以及需要避免的恐惧自我(Barnett et al., 2019)。

Wu et al. (2021)的研究认为,个体的自我,应该包含过去、现在以及未来的可能自我,其中可能自我是与个体未来有关的自我概念,具有未来定向。可能自我能够将当下实际情境与未来的预期联系起来,立足当下并关注未来,从而趋利避害,朝向积极的方向发展,避免消极未来自我的出现。

王春杰(2013)将可能自我的两面性则积极的与消极的和学业可能自我的动态变化(目前和未来学业可能自我)进行整合,编制了中学生学业可能自我的问卷,将问卷分成四个因素,即积极近端和远端、消极近端和远端学业可能自我,这种观点比较全面。

2.6 学业可能自我的衡量

王春杰(2013)编制了《学业可能自我量表》,量表共包含18个题目。采用李克特的5点计分,(由1非常符合-5非常不符合)。分数越高,表示学业可能自我水平越高。

2.7 学业拖延行为(Academic Procrastination)的定义

Zarrin et al.(2020)将拖延定义为拖迟任务的开始或完成,并因此导致主观上产生不适体验的行为还有研究者认为拖延是个体对目标期望与实际行动不符的结果,即个体的实际行动不能满足任务完成的需求,造成期望与行动之间差距过大。还有研究者从3个不同的方面对拖延行为进行了阐述,其一,当个体在临近任务完成期限时,由于时间压力,个体会唤起更高的动机水平,表现出更好的工作状态,此类行为被称为唤起性拖延;其二,当个体为了避免失败,保护自尊而采取的拖延被称为回避性拖延;其三,当个体在面临决策时,不能当机立断的做出选择而导致的拖延行为被称为决策性拖延(Eisenbeck et al., 2019)。是个体在学习过程中对所面对任务的一种不理智的刻意延缓行为,它伴随着负面情绪如焦虑、恐惧的产生。并且会造成不好的学习结果,主要表现为思想与行为的不一致(左艳梅、张大均,2010)。

2.8 学业拖延行为的测量

较早使用的拖延评估量表,是由Solomon and Rothblum (1984)通过对学生的学术拖延进行研究,总结出如写论文、家庭作业或者准备考试等六种常见的学习场景类型,然后要求学习者按照自身实际情况对各种场景进行拖延评分,以此来测量学生的拖延程度。张家蕊等人(2022)对其拖延评估量表进行修订,形成了中文版中学生学习拖延问卷。刘明珠与陆桂芝(2011)将该量表进行修订,形成了适合中学生群体的中学生拖延量表,该量表总共包含13个题目,2个维度,整个问卷的内部具有非常好的信度。

2.9 变量间的相关研究

2.9.1 职业探索对学业可能自我的影响

自我探索是指个体对自己的个性、能力、气质、兴趣、价值观以及各种职业或工种探索；环境探索是指使个体有目的地、有意识地了解周围环境，了解可供其使用的资源的能力，形成一定的技能，并获得相应的认知和情感反馈，为职业发展目标设定一个更清晰的定位，以此了解未来的一个过程。自我探索和环境探索可以共同提供个人兴趣和能力是否适合特定职业的信息，进而帮助个人选择理想职业，其最终目的是为了实现在个体的自我发展与整合。职业探索是指个体在一定的认知和态度指导下，通过对自我和环境的探索，从而不断地调整自我发展与现实的关系，以达到实现职业目标的过程（王文、刘勇，2019）。Barnett et al. (2019)认为自我概念应包括过去、现在和可能自我，其中可能自我是与个体未来有关的自我概念，具有未来定向。可能自我能够将当下实际情境与未来的预期联系起来，立足当下并关注未来，从而趋利避害，朝向积极的方向发展，避免消极未来自我的出现，则职业探索能够清晰形成对自我的认知，从而清晰的认知当前未来的自我（黎鸿雁等人，2020）。本研究因此提出 H1：

H1：职业探索正向影响学业可能自我

2.9.2 职业探索对学业拖延行为的影响

假设 H1 中提到自我探索是探索自身的职业兴趣以及所具备的职业能力，形成对自我的清晰认识。环境探索则是对自身周围的职业信息、职业机会和职业阻碍进行探索，并将探索到的信息用于帮助自己进行职业决策，从而激励自我发展（王文、刘勇，2019）。当个体想要自我发展时，就会产生学习动机，从而降低自己的拖延行为（高亚利，2020）。因此，职业探索能够降低学生的拖延行为，因此提出假设：

H2：职业探索行为负向影响学业拖延行为

2.9.3 学业可能自我对学业拖延行为的影响

H1 中职业探索能够提高对于学生未来的可能自我清晰度（黎鸿雁等人，2020），当学生清晰自我的未来是积极的便会产生积极的行为，从而减少消极行为，减少其拖延行为（张家宁，2019）。因此提出假设：

H3：学业可能自我负向影响学业拖延行为

H4：学业可能自我在职业探索与学业拖延行为之间存在中介关系

2.9.4 成就动机的调节作用

H2 中自我探索是探索自身的职业兴趣以及所具备的职业能力，形成对自我的清晰认识。环境探索则是对自身周围的职业信息、职业机会和职业阻碍进行探索，并将探索到的信息用于帮助自己进行职业决策，从而激励员工工作自我发展。因此，能够降低学生的拖延行为（高亚利，2020）。王亚茹等人（2019）认为成就动机是与个体生活的环境息息相关，是一种后天所学的，相对稳定的动机。成就动机能够促使个体追求更高的目标；成就动机能够促使个体对自身高标准要求，以比较高的水平去完成既定目标；当个体去追求某一目标时成就动机能够尽可能地促使个体追求成功，尽可能少地回避失败，因此成就动机能够增强学生职业探索去追求更高的目标；成就动机能够促使个体对自身高标准要求而更加减少学业拖延行为。因此提出假设：

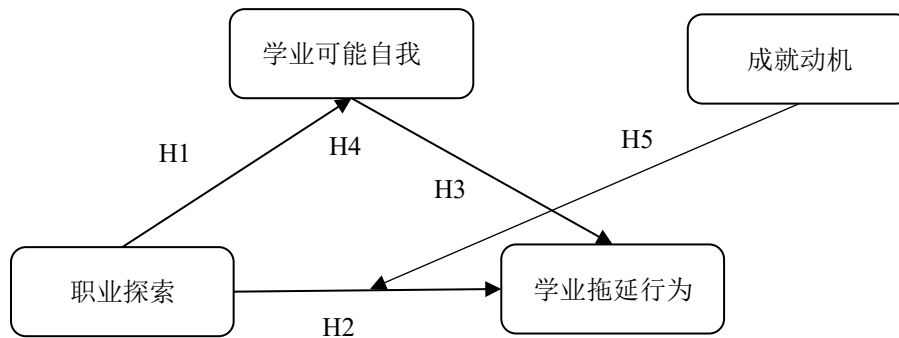
H5：成就动机在职业探索与学业拖延欣慰之间具有正向调节作用

2.10 研究框架图

研究的研究框架图，如下图 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 变量的衡量工具

3.1.1 职业探索的衡量工具

采用的《职业探索问卷》是蔡雯婷（2011）年的问卷，12 个题目，量表各条目均为 5 个等级计分，从几乎没有、较少、一般、较多到经常，依次分别计分 1-5 分。在研究中总量表的 Cronbach's α 系数为 0.926。具体题目如表 1：

表 1

职业探索量表

题项	资料来源
1.体验各种不同的职业活动	蔡雯婷（2011）
2.寻找机会检验自己在某一特定领域的技能	
3.尝试着完成一些任务，看自己是否喜欢某项工作	
4.主动与熟悉或你感兴趣专业的人士交谈	
5.获得当今就业市场和就业机会的信息	
6.寻找自己感兴趣职业的信息	
7.反思过去的经验是否影响自己的职业选择	
8.反思自己的独特之处，自己是谁	
9.回顾自己过去所获得的成绩以及现在所面临的挑战	
10.思考自己的教育背景对职业选择的影响	
11.自己思考自己的职业教育选择是否符合家人的期望	
12.试着想象自己承担不同的职业角色	

资料来源：蔡雯婷（2011）。论职业生涯规划引导下的大学生学业生涯规划。《出国与就业（就业版）》，11（5），11-21。

3.1.2 成就动机的衡量工具

本研究采用丁坤等人（2001）的量表，量表包含 30 个项目，采用 5 点计分，得分越高表明该维度动机越强，如表 2：

表 2

成就动机量表

题项	资料来源
1 我会喜欢有困难的, 新奇的任务甚至会不惜去冒风险。	丁坤等人 (2001)
2 我很讨厌, 自我无法掌控的情境中工作。	
3 完成很难得任务的时候, 我会感到很快乐。	
4 我会因为任务的不明确而担心失败。	
5 那些能够体现我才智的任务会使我开心。	
6 我在完成我会认为失败的任务时, 会担心做不好。	
7 我完成工作时尽全力。	
8 一想到要完成十分困难的任务时, 我会难过。	
9 对于我解决不了的问题, 我会不懈努力的去想要完成。	
10 我不喜欢将我的能力表现出来。	
.....	
30 当我遇到的问题, 我不能第一时间解决时, 我会焦躁不安。	

资料来源: 丁坤、杨晓静、张康娣、程馨、王新强、黄凯、张秀军 (2021)。大学生心理应激及成就动机与心理资本的关系。《中国学校卫生》, 42 (11), 1645-1649。

该问卷由王春杰 (2013) 等人修订, 包括 18 个项目, 该问卷内在一致性信度较高, 具体题项如表 3:

表 3

学业可能自我量表

题项	资料来源
1 在学业上我是一个好学生。	王春杰 (2013)
2 我是班上最聪明的学生。	
3 我在学业上表现得比其他人要好。	
4 我的名字常出现在学校的学业荣誉榜上。	
5 我尽可能的少做家庭作业。	
6 我对我的家庭作业很感兴趣。	
7 我想要逃学。	
8 我在学业上得到很好的成绩。	
9 在学业上我是一个很差劲的学生。	
10 在学业上我将会是一个好学生。	
11 我将会是班上最聪明的学生。	
12 我将在学业上表现得比其他人要好。	
13 我的名字将出现在学校的学业荣誉榜上。	
14 我以后将尽可能的少做家庭作业。	
15 我想未来我会对家庭作业很感兴趣。	
16 我未来可能会想要逃学。	
17 我以后会在学业上得到很好的成绩。	
18 在学业上我将会是一个很差劲的学生。	

资料来源: 王春杰. (2013)。学业可能自我问卷的信效度分析。《中州大学学报》, 29 (6), 125-128.

3.1.4 学业拖延行为的衡量工具

本研究采用刘明珠与陆桂芝 (2011) 改编的学业拖延量表(API), 形成了适合中学生群体的《中学生学业拖延问卷》。量表包含 13 道题目, 两个维度。得分越高, 代表被试的学业拖延程度越高。

表 4

学业拖延行为量表

题项	资料来源
1 老师布置的作业如果不检查, 我就不会按时完成。	刘明珠与陆桂芝 (2011)
2 我每天都会为明天的学习制定一个计划。	
3 对于要做的事情, 我常常担心做不好。	
4 只有迫不得已时, 我才会做决定。	
5 做决定是一件伤脑筋的事。	
6 平时学习不努力, 考试时总是临时“抱佛脚”。	
7 我是因为不上学会挨骂, 所以才勉强来上学的。	
8 我不能很好的分配学习和课外活动的时间。	
9 在学习方面, 我认为自己是一个失败者。	
10 我做作业或背书总是磨磨蹭蹭的。	
11 想学习, 但看到其他同学在玩, 我也跟着玩。	
12 放学后, 我总是先玩一会儿, 再写作业。	
13 我对自己的学习成绩感到很失望。	

资料来源: 刘明珠、陆桂芝(2011)。Aitken 拖延问卷在中学生中的信效度。《中国心理卫生杂志》, 25(5), 380-384。

3.2 研究方法

3.2.1 研究对象和问卷收集

(A) 研究样本

本研究的研究样本为南京 5 所高校的学生为研究对象, 5 所大学均为江苏省重点高校, 其中 A 大学, B 大学为, C 大学为国家培养教育型人才和应用型人才的师范类院校, D 大学为理工类大学主要培养应用型人才, E 大学为农林科学性质大学, 5 所大学分布较为均匀, 覆盖多种高校类型, 因此样本的代表性强。采取问卷调查法进行便利抽样。

(B) 问卷的发放与收集

主要通过问卷星平台进行本研究的问卷发放与收集, 发放渠道为微信, QQ, 电子邮箱等发放问卷星链接, 预计发放 500 份问卷。

3.2.2 分析方法

问卷的分析主要包含: (1) 信度分析, (2) 探索因子分析、(3) 效度分析, (4) 项目分析。(5) 描述统计分析, (6) 假设检验, (7) 中介鉴定分析。

4 预期研究成果

本研究的预期成果为 1, 职业探索正向影响学业可能自我, 2, 职业探索负向影响学业拖延行为, 3, 学业可能自我负向影响学业拖延行为, 4 成就动机正向调节职业探索与学业拖延行为之间的关系。

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Research on the Role of Music Education in the Integration of Ideological and Political Education

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Abstract

With the development of social economy to promote the development of culture and art, more and more kinds of music, form is becoming more and more rich, music education is pay close attention to and can be good adjustment to grasp the thought of college students, is the college students constantly explore and innovative thinking a meaningful activity, colleges and universities should be put, music education and ideological and political education organically, under the background of the current teaching reform, traditional, education method has been gradually eliminated, and music, as an important art form, has a huge impact on people's emotional life, has been widely accepted by people's attention and love. As a part of moral education in colleges and universities, the two can drive and promote each other, hoping to become a benign interaction mechanism.

Keywords: Collaborative education, musical education, political thought, fuse action

协同育人音乐教育对高职学生思想政治教育融合作用的探究

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摘要

音乐课程对高校马克思主义理论起着举足轻重的作用。本文研究采取文献探讨法,随着社会经济的发展推动了文化艺术的发展,音乐的种类越来越多,表现形式也越来越丰富,音乐教育是密切关注并且可以很好的调节把握大学生的思想动态,是大学生不断探索和创新思维一项有意义的活动,针对高职学生课程学习应把音乐教育与马克思主义理论统一起来,在当前理论改革的背景下,传统的理论已经逐渐被新时代淘汰,而以音乐艺术作为重要手段之一,对人们的生活情感产生着巨大的影响,一直以来都广受人们的重视和喜爱。本研究作为高职德育的组成部分,使二者互驱互动,互相促进,想成良性的互动机制。

关键词: 协同育人 音乐教育 思想政治 融合作用

1. 绪论

1.1 研究背景

青少年时期是一个人的思想、品德形成的关键时期，他们的全面发展关系到社会主义建设和社会主义事业的进程。马克思主义理论注重以思想为本，遵循品德的个性，提升综合能力的发展。王宇龙(2017)而人的音乐教育是人在社会中的最基本的存在方式，也将成为决定人生的发展的重要因素。音乐是传达情感的有效途径，音乐应用到教育中具有良好的情感功能。当代大学生在学习生活中面临着很大的学习压力，这些学习压力一旦得不到有效排解在长久积压下很容易引起学生的心理问题和障碍情况。只有让学生将自己的负面情绪和巨大压力宣泄出来，才能够调节学生的心灵。于苗淼(2017)人类宣泄的方式中音乐是一种最无害且最直接的形式，音乐的旋律和氛围可以调节人的情绪，起到良好陶冶情操作用，帮助人们净化心灵，疏导情绪。高雁平(2014)在高职马克思主义理论中运用音乐教学方式能够让学生在聆听、赏析音乐过程中，丰富自身的感情体验，获得一定的精神满足和愉悦，将音乐教育和思想政治教育充分融合能够达到事半功倍的教育效果。

1.2 研究的目的

教育的目的是培养人才，高校是培养人才的重要场所，承担着为国家培养人才的重要使命。一个人是否能称之为人才，主要看他的综合素质。刘世学与郝苗苗(2022)而品德是衡量的首要标准，而高校音乐教育、思想政治教育就承担着培养和完善当代大学生思想道德素质的重要使命，张耀灿在阐述思想政治教育的个体发展功能时指出“马克思主义理论的重要功能在于塑造个人品德，使社会成员形成崇高的精神境界和心理的健康，以满足不断发展的社会的需要。”史坤与李历(2018)所以高校思想政治教育对当代大学生的培养至关重要，它是促进人的全面和谐发展的内容和途径，也是构建和谐社会的重要的内容和途径。

1.3 研究的问题

本研究从音乐教育理论以及高校思想政治教育理论视角进入，探讨为什么音乐教育对高校政治思想教育融入通过认知的不同，所表现出的反应也不同，有可能会促进教育的影响效果。同时未来教育对健全的人格特质，正确的人生价值观，能否正确处理各种关系，提出本研究问题：

1. 高校思想政治教育最终的目的是构建和谐社会。然而什么是和谐社会呢？
2. 怎么处理好了人与自然社会的关系，达到协同育人？
3. 怎么实现人的和谐发展？
4. 能否正确处理各种关系？

1.4 研究的意义

高校音乐教育的重要意义还在于，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。高校音乐教育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，高校音乐教育可以在信仰、观念、道德、情操等方面对其产生影响。高校音乐教育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，高校音乐教育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）以及相关音乐教育教与思想政治教育书籍等渠道进行资料检索，关于音乐教育与思想政治教育的文献资料共有 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。通过对音乐教育与大学生思想政治教育的研究文献的整理研究发现，有关音乐教育对大学生思想政治教育的文献资料共有 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，近三年的音乐教育对于大学生思想政治教育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音乐教育对大学生思想政治教育的影响，存在的问题以及解决的对策。

2.1 国内研究现状

唐方方（2019）从音乐教育的概念来看，音乐教育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。音乐教育以其特点和优势，引起高校思想政治教育工作者的关注和探究。音乐教育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：

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，通过音乐教育，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。

3. 研究方法与设计

2.1 研究框架

根据研究假设给出相应的研究框架，如图 1 所示。

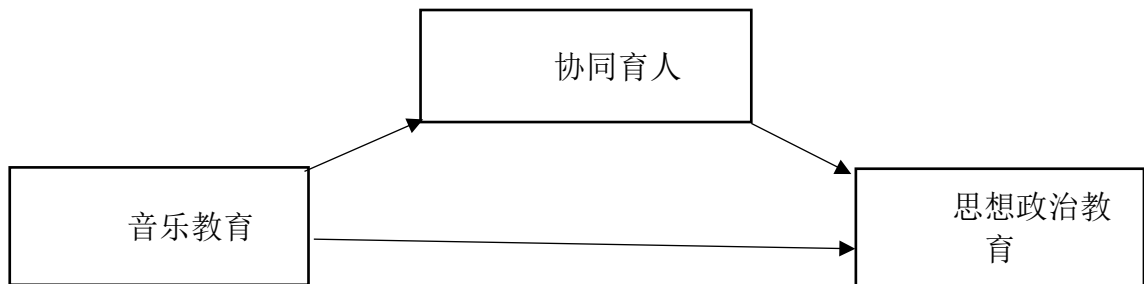


图 1 研究框架

假设 1：音乐教育能力对学生思想政治教育程度有正向影响

假设 2：思想政治教育程度对音乐教育有正向影响

假设 3：音乐教育能力会透过思想政治教育间接影响协同育人的程度

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 568 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 568 份，回收 521 份，其中有效问卷 500 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），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。

3.3 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，对比分析音乐教育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

音乐教育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 音乐教育融入理想信念、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。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 音乐教育融入道德观教育的内容

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，音乐教育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 音乐教育融入法律观教育的内容

在进行音乐教育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

音乐教育教学内容众多，音乐欣赏也是其中之一。梁燕妮（2019）对于高校而言，音乐欣赏是作为一种补充课程而存在。结合高校办学特点，通常音乐欣赏也蕴含着浓浓的思政气息。可以适当地把音乐欣赏教育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（2020）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音乐教育内容应当趋于民族化与大众化。让学生加深对中华民族的了解，强化其民族自豪感。最后，融入音乐教育的思政教材，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音乐教育作用的困局，进而不利于师生认识到音乐教育对于思政教育的意义。

总之，在马克思主义理论课中加入音乐教育是延伸马克思主义理论功能的主要体现，“以人为本”教育理念落实在思想政治教育的实践上的具体体现。为此，在音乐教育理念背景下，不断创新思想政治教育观念和教学内容，是提高大学生音乐教育的主动性从而实现马克思主义理论教育课融合的必要条件。

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DPU Exploring the Career Choices of Journalism and Communication Students in Chinese Universities

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Abstract

The aim of this paper is to explore the career choices of journalism and communication students in Chinese universities. The factors that influence career choice dynamics including social environment factors, personal factors, family factors and school factor were survey through in-depth interviews with 15 journalism and communication graduates. The results of the study show that the location of domicile and the demand and evaluation of the media market influence students' willingness to work, while the employment policy has a weak influence; among the personal factors, the process of professional study gradually influences students' interests and personality, and job remuneration has a strong influence on students' willingness to work, among which professional values provide moral support for career choice; among the family factors, family economic status affects the development of individual career choice, while parents' education level and cognitive planning tend to have a weakening influence on graduates' career choice behaviour; among the school factors, professional courses have a significant influence on career identity, and career guidance courses are detached from the social market. The process of career choice is dynamic and the influencing factors are diverse and complex.

Keywords: Journalism and Communication; Career Options

2023 DPU 中国大学新闻与传播专业学生的职业选择探索

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摘要

本文旨在探究中国大学新闻与传播专业学生的职业选择。通过对 15 名新闻与传播专业毕业生的深度访谈和资料分析,探索其职业选择动态过程中受社会环境因素、个人因素、家庭因素、学校因素影响程度。研究表明:社会环境因素中户籍所在地以及媒体市场的需求与评价影响学生们的从业意愿,就业政策呈现较弱影响;个人因素中专业学习过程会逐渐影响个人兴趣与性格,工作待遇对学生们的从业意愿呈现较强影响,其中职业价值观为职业选择提供精神支持;家庭因素中家庭经济状况影响个体的职业选择发展,父母教育程度及认知规划对毕业生职业选择行为呈减弱影响趋势;学校因素中专业课程对职业认同有显著影响,就业指导课程脱离社会市场。职业选择的过程是动态性的,影响因素是多元化和复杂性的。

关键词: 新闻与传播专业; 职业选择

前言

新形势下，稳就业是关乎社会稳定和民生福祉的重要工作。高校毕业生作为就业工作的重点群体，如何理性地对待职业选择是其急需面临的重要问题之一（鲍志伦，2017）。在职业选择的过程中，新闻与传播专业学生呈现泛新闻化就业特征（朱锦精，2019）。

基于此现状，学界通常以调查问卷的形式研究这一群体的媒体职业选择意愿及其影响因素，但该形式无法深入了解学生的职业选择意愿，并且该领域学者着重探讨的是某一个或某几个变量对职业选择的影响程度，具有一定的主观性和局限性（王瑞娜，2019）。因此本研究将采用质性研究，通过深度访谈，探索他们在职业选择过程中呈现的特点以及影响因素，此方式将弥补该领域主流量化研究无法深入的不足。

职业选择的相关研究经历了不同理论视角的尝试，从类型论、综合论、系统论到发展论(Lent et al., 2000)。在发展型理论中，Krumboltz (1979) 社会学习理论和 Schein (1978) 的职业锚理论兼顾了职业选择的过程与动态性，也关注了个体与外界，个体内部的两个互动环境，具有较强的实用性和解释力。

研究地区来源于江西省地方高校，江西省内开设新闻传播类专业院校较多，曾是新中国新闻人才的摇篮之一（罗霄，2019）。在该研究范围内探讨新闻与传播专业学生职业选择受社会环境、个人因素、家庭因素、学校因素的影响程度，各个因素之间产生怎样的互动，以及了解该专业毕业生目前的职业选择现状，探索新闻与传播专业毕业生在职业选择过程中呈现出的主要问题。

文献综述

2.1 职业选择的理论基础

本研究基于职业领域发展型理论中的 Krumboltz (1979) 社会学习理论和 Schein (1978) 的职业锚理论为视角。Krumboltz (1979) 于 20 世纪 70 年代末将 Bandura (1925) 的社会学习理论引入生涯辅导中，形成生涯决定社会学习理论，这是一种试图兼顾社会学和心理学两派观点的理论（张琳琳，2020）。Schein (1978) 历时十多年研究发现，“职业锚”是个人选择和发展自己职业时所围绕的中心（宋长琨等人，2021）。这两种理论既兼顾了职业选择与发展的过程性和动态性，也关注了个体与外界、个体内部的两个互动环境，具有较强的适用型和解释力，因此这作为本研究的两个重要的理论基础（王瑞娜，2019）。

2.2 职业选择的相关研究概述

2.2.1 职业选择的概念

对于职业选择是长期过程或是近端影响的概念界定取决于研究者本人所遵循的理论前提，但对于其定义都是相同的：职业选择就是指人们从自己的职业期望、职业理想出发，依据自己的兴趣、能力、特点等结合自身所处的外部环境条件，从社会现有的职业中选择一种适合自己的职业的过程。职业选择理论探讨的是人们进行职业选择的依据和规律（王冠宇，2009）。

2.2.2 影响职业选择研究的因素

在职业选择的研究方面，影响因素的研究一直是职业选择研究的重点。近几年的研究主要是从宏观的社会环境或从微观的个人角度来分析它们对个人职业选择的影响（周文静，2020）。在以往的研究中将影响因素分为以下几类：

A. 社会环境。重点分为五类：性别、户籍、社会政治、社会经济、社会文化等因素（张信勇、李浩然，2022；沈文萍，2009）。

B. 个人因素。影响个人职业选择的因素重点分为五类：有兴趣爱好、天赋能力、性格特征、工作待遇以及职业价值观（陈家田，2005）。

C. 家庭因素。分为以下三类：家庭经济条件、父母期望、父母受教育程度。（周文静，2020；翁贞林、刘馨怡，2021）

D. 学校因素。分为两大类：专业课程设置以及高校就业指导（杨芬，2016）

2.3 新闻与传播专业就业

2.3.1 媒体从业意愿及其影响因素

中国新闻媒体行业一直被称为“党的喉舌”，而西方媒体更是把新闻看作是社会的“第四种权利”，足以可见新闻媒体在社会中的地位。但是在新媒体技术迅猛发展，全球信息传播更多样化的时代大背景下，对传统媒体行业带来冲击与变革（柳策元、赵迎红，2021）。Mellado et al. (2013) 在对七个国家新闻传播类专业学生进行考察发现，大多数学生对新闻的职业理想主义普遍下降。Nygren and Stigbrand (2013) 对 527 名新闻与传播专业学生进行调查，大多数学生表明新闻职业理想与劳动力市场之间存在差距，导致对职业认同度较低。贺建平与吕霞（2017）对西南政法大学新闻传播学院学生进行研究，结果发现对该专业都呈现低认同状态，并且在职业意向上不优先考虑新闻传播类岗位。

由此可以看出，在国际上，新闻与传播类学生对媒体从业意愿都呈现出较低的意愿。已有研究表明，新闻与传播类专业学生对媒体行业的远离，尤其是传统媒体行业，其行业招聘岗位较少，对人才要求严以及职业认同度、就业现状、职业价值观等都成为其影响因素（范云、周伟，2021）。

2.3.2 从就业问题到对策的研究

每年毕业季中国高校大学生都呈现就业难现状，尤其在疫情后更为明显。社会快速发展虽为该专业毕业生提供了多元化的岗位和选择，但从精准就业方向上来看，并没有呈现出理想的就业状态（朱锦精，2019）。虽然新媒体拓展了该专业毕业生就业选择，但也在一定程度上暴露出专业的不足。基于此就业现状，国际领域学者对媒体招聘需求以及高校新闻与传播专业教育已有大量的讨论，尤其是对高校教育人才培养模式展开探索，涉及课程设置，通识教育，实习就业等方面（李宁宁，2020）。本文主要探讨新闻与传播专业学生职业选择受社会环境、个人因素、家庭因素、学校因素的影响程度，各个因素之间产生怎样的互动，以及了解该专业毕业生目前的职业选择现状，探索新闻与传播专业毕业生在职业选择过程中呈现出的主要问题。

研究方法与实践

3.1 研究方法

本研究采用半结构式访谈，以立意抽样为主，对 15 名新闻与传播专业大四应届或是往届一年的毕业生进行访谈并对资料进行分析，提纲设置了 9 个框架问题，包含社会环境、个人、家庭、学校因素以及就业现状。

3.2 研究实施与对象

从社会环境、个人、家庭与学校这四个因素展开访谈，与受访者通过深度访谈以及文字资料的分析，综合的去了解受访者在职业选择过程中的经历和感受，有利于研究者整理思路和研究脉络，形成相对完整的分析框架和结论。

研究对象地区来源于江西省：江西省内开设新闻与传播专业院校较多，最早始于 1958 年江西大学新闻系的新闻学专业（罗霄，2019）。研究对象背景包含在新媒体、传统主流媒体、企业、国家机关及事业单位等工作领域，为了全面的了解该专业毕业生的职业选择，范围涉及各行业。

访谈编码如下，访谈资料作为本研究的主要资料，本研究将以代号表示个案，例如：（T1-20221205）表示研究者于2022年12月5日对T1访谈对象进行了访谈，其他的也是以此类推。

表 34

访谈对象背景资料一览表

代码	性别	年龄	工作年限	工作单位	访谈时间（预计）
T1	女	23	1年	博物馆	30分钟
T2	女	23	半年	传媒公司	30分钟
T3	男	25	10个月	高校	30分钟
T4	男	23	7个月	腾讯	30分钟
T5	女	25	半年	房地产公司	30分钟
T6	男	24	1年	咖啡店	30分钟
T7	男	26	半年	贝壳公司	30分钟
T8	男	24	1年	培训学校	30分钟
T9	女	22	半年	社区服务中心	30分钟
T10	女	23	1年	电视台	30分钟
T11	女	25	1年	电视台	30分钟
T12	女	24	半年	小学	30分钟
T13	女	23	1年	电视台	30分钟
T14	女	25	半年	广告公司	30分钟
T15	男	22	1年	电商公司	30分钟

资料来源：本研究整理

3.3 访谈提纲

访谈提纲：对15名新闻传播类专业学生进行访谈。每次访谈大约持续20-30分钟，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。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职业选择研究的四个部分以及职业选择的现状来进行，题目一、二问题围绕着社会环境因素展开（张信勇、李浩然，2022；沈文萍，2009）。题目三、四问题围绕着个人因素展开（陈家田，2005）。题目五、六问题围绕着家庭因素展开（Schulenberg et al., 1984）。题目七、八问题围绕着学校因素展开（杨芬，2016）。题目九问题围绕着职业选择的现状展开（王文鸽，2012）。

表 35

访谈提纲一览表

序号	因素	题目
一	社会环境	你的户籍所在地影响你职业选择的地区考虑吗？
二	社会环境	国家就业政策对你的职业选择有影响吗？职业市场需求以及社会评价对你的职业选择有影响吗？
三	个人	是什么让你选择这个专业的？你觉得自己的专业水平如何？你认为什么性格适合这个专业？
四	个人	你觉得本专业在社会市场上的工作待遇如何？你怎么理解职业价值观？
五	家庭	你的家庭经济状况对你的职业选择有多大影响？父母受教育程度如何？他们的认知影响你的职业选择吗？
六	家庭	你父母对你的职业规划是怎样的？你认可这种职业规划吗？
七	学校	你认为学校的专业课程设置合理吗？你觉得哪门课程对你进入工作后的帮助最大？你认为专业课程与工作完全适配吗？
八	学校	就业指导课程对你的职业选择有帮助吗？
九	现状	你对自己的工作满意吗？你的专业与你目前的工作岗位匹配吗？你的工作待遇如何？你想过离职吗？

资料来源：本研究整理

3.4 研究伦理与信效度分析

3.4.1 研究伦理

一、研究的准备阶段

受访同意书是进行研究的主要伦理问题 (Beaulieu & Estalella, 2012)。在研究的准备阶段，研究者必须让受访者了解研究的主题以及访谈的提纲内容，并保障受访者的个人权益，让受访者理解并自愿签署受访同意书。

二、资料收集阶段

在资料收集阶段，研究者要尽量不受干扰并降低受访者可能会面对的危害和风险，要在保障受访者个人权益的前提下进行收集 (李荷, 2011)。

三、资料分析阶段

资料分析阶段要注意保密原则 (薛菲, 2020)。在研究过程中，对受访者谈话中出现的单位或具体的人物进行模糊处理，并对受访者的身份和录音的内容完全保密，保证录音文件以及誊写的书面资料仅作为这一次的研究使用。

3.4.2 信效度分析

本研究采用的是三角检定法来进行信实度分析。运用一种以上的方法来收集相关信息的过程，确认结果是否趋同，提高结果的有效性 (Meijer et al., 2002)。一方面收集相关文献进行分析，增加其对研究主题脉络的了解；另一方面保持客观公正的立场并在过程中进行录音保证采访内容的真实性与丰富性；最后联系 5 位相关专业的专家教师，包含 3 位新闻传播类专业教师以及 2 位就业指导专业教师进行资料分析及结果检验，确保结果真实有效。

表 36
专家教师背景一览表

代码	性别	年龄	工作年限	工作单位
A1	女	30	4年	高校
A2	女	35	8年	高校
A3	男	32	5年	高校
A4	女	35	7年	Agoda
A5	男	41	15年	国企

资料来源：本研究整理

研究结果与分析

4.1 社会环境因素

4.1.1 户籍所在地影响职业选择

在本文研究中，受访者均认为户籍所在地与职业选择有很强的关联。一方面基于城市发展原因。

T1表示：“我的户籍所在地是四线城市，发展空间比较小。毕业后我选择去深圳工作，大城市有比较多的一些工作机会，可以见到更多的人，可以让自己多成长。” (T1-20221221)

T4表示：“非常影响，因为我们那个地方太穷了，什么选择都没有。” (T4-20221221)

另一方面基于稳定与陪伴家人原因。

T11表示：“影响很大，在家城市工作感觉整体安逸、稳定，而且离家近。” (T11-20221221)

T6表示：“可能觉得离家里近更好一点，而且从小就在这里生长，环境会让我觉得很安定、熟悉。” (T6-20221223)

4.1.2 就业政策呈现较弱影响

对 15 名受访者的调查中，大多数受访者都表示不了解就业政策，没有享受到就业政策的相关福利。

T3表示：“对我来说没影响，这个政策每年都在变动的，并不了解具体的政策。” (T3-20221221)

仅有少数受访者认为就业政策影响个人职业选择，其中受主要影响的为考取体制内工作以及就业补贴政策。

T9表示：“我在毕业的第一年享受了应届毕业生福利，目前在体制内工作，所以就业政策对我的影响是很大的。” (T9-20221225)

4.1.3 媒体市场需求与评价影响从业意愿

传统媒体市场岗位需求少，门槛高，压力大等因素影响新闻传播类毕业生媒体从业意愿。

T7表示：“市场岗位需求的多少决定了求职过程中是否继续从事该行业，所以我觉得影响是很大的。实习过程中，很多人争抢一个名额，所以我就直接换行业了。” (T7-20221225)

客观存在的社会评价也影响着毕业生们的从业意愿，社会评价正向则提升专业对口程度，社会评价负向降低专业对口程度。

T10表示：“社会评价是有影响的，个体还是会受到大众的影响，我现在从事的是记者的工作，在大家的认知里，记者发掘真相传播事实，是受人尊敬的，我家人也是

觉得介绍我的工作会挺有面子的。”(T10-20221228)

4.2 个人因素

4.2.1 专业学习的过程会逐渐影响个人的兴趣和性格

专业学习的过程是一个自我发现和积累的过程。在专业的学习过程中发现了兴趣，或者在专业学习的过程中发现了自己的性格和专业的契合程度。

T1 表示：“我觉得是一个递进的关系，你因为喜欢这个专业才去学习，那么在学习的过程中又发掘了对它的一些新的兴趣点，所以是一个相辅相成互相递进的关系。”(T1-20221221)

T13 表示：“是递增关系，我会觉得以自身的条件去学习专业的过程中有得到很多人的肯定，就越来越有自信，抱着一腔热血去学。”(T11-20221230)

对于拥有明确的专业兴趣和职业目标的人而言，他们会更加积极主动的投入到专业学习和实践中，形成职业能力，尤其是专业对口的媒体行业，这种感知更加明显。但对于专业兴趣下降或职业目标不明确的人而言，他们会果断的放弃媒体行业，寻求其它行业的发展。

4.2.2 工作待遇对从业意愿呈现较强影响

在进行职业选择时，受访者的职业选择标准突出表现在薪资待遇这类低层次的需求上，与之匹配的职业锚型为生活型，这类人喜欢平衡工作与家庭之间的关系，希望通过工作提高生活质量，满足自我需求。在受访者中只有一位是创业型，这类人拥有强烈的自我提升意识，勇于创新实践，希望通过创业来实现自我价值。T4 表示：“薪资待遇占比还是挺重的，因为我想在这个地方生存下去的话，我肯定是要去考虑工资、福利这些东西，我希望毕业后不靠父母救济，凭着自己的努力多赚钱提高生活质量。”(T4-20221221)

对于受访者(T11)来说，在薪资待遇较低的情况下，如果其他福利待遇可以弥补其不足的话，会加强从业意愿，这类人匹配的职业锚型为自主型，希望可以自主安排自己的生活方式，使工作和生活不相冲突，追求最大程度的摆脱工作上的限制和约束。

4.2.3 职业价值观为职业选择提供精神支持

Schein(1978)在职业锚的定义当中表明个体反应职业价值观的核心。多样化的职业选择标准体现了职业价值中多层次的理想需求(宋长琨等人, 2021)。

T2 表示：“职业价值观它是在我的职业选择当中所体现出来的一个人生目标和人生的态度，也就是说我希望通过这个职业带给我什么，收获一些什么。”(T2-20221221)

T8 表示：“职业价值观和职业规划挂钩，要有清晰的职业定位。”(T8-20221228)

但也有不少受访者的职业价值信念不清，对职业选择模糊，导致他们对职业发展方向不够坚定，易受外界影响，不利于其职业发展，影响就业所需能力的判断(傅小龙, 2011)。

T7 表示：“我刚毕业是很慌乱的，不知道自己想要找什么工作，当时对于媒体行业是负面的，听到了太多难就业的声音，干脆就不去求职该行业了，就想赶紧找一份工作就业，所以我后面也是换了很多工作，没有想到要体现职业价值之类的。”(T7-20221225)

有些受访者并不清楚自己喜欢或适合什么样的工作，很大程度上在于缺乏相关的从业经验。因此，第一份工作自然的成为了确定自己是否适合或喜欢某种职业的重要基础。

4.3 家庭因素

4.3.1 家庭经济状况影响个体职业选择发展

在本文的研究中，绝大多数的受访者认为职业选择受家庭的经济状况影响，经济状况与岗位风险呈正比。

T4 表示：“影响挺大的，因为家里没有钱，在找工作的时候首先考虑大城市，大城市的工资待遇会更好，需要赚钱来维持自己的生活。”（T4-20221221）

T5 表示：“有影响的，这决定了选择职业的范围会更广，我可能就不会把薪水看的这么重了。”（T5-20221223）

T7 表示：“很大影响，家庭的经济条件一般，所以我需要赚到能满足我生活的薪资，不至于向家里要钱，所以从事跟自己专业没有关系的工作，只要薪资可以，我就愿意做，哪怕这个岗位风险大，不稳定。”（T7-20221225）

4.3.2 父母教育程度及认知规划对毕业生职业选择行为呈减弱影响趋势

随着社会的不断发展，毕业生在职业选择方面表现出了越来越多的自主性。相比家庭背景的影响力，在获得期望的工作方面，毕业生个人的相关能力和资本发挥的作用明显更大，家庭的支配型影响作用在逐渐减弱，父母的意见已经无法成为毕业生职业选择的主导因素。

T15 表示：“刚开始会有影响，但是怎么说，如果你在一线城市或者大城市的这种氛围待的比较久的话，原生家庭的一些观念和认知，在这个时间当中会被慢慢的替换掉。”（T15-20221223）

4.4 学校因素

4.1.1 专业课程对职业认同有显著影响

不少受访者都表明学校的专业课程设置是较为合理的，但在实际工作中，会觉得缺乏实践类的经验，专业水平高低与职业认同呈正相关影响。

T1 表示：“学校的专业课程设置是比较合理的，偏多元化。我们当时设置的课程它比较的多，它有新闻课，还有采编课、摄影课，表演课、化妆课以及声乐课，其实涉及到的方面是非常广的，但是在实际工作中可能会出现什么都会，但是什么都不精的局面。”（T1-20221221）

4.1.2 就业指导课程脱离社会市场

就业指导课程是大学生进入工作，形成职业生涯规划的重要课程。但结合相关实践调查不难发现，几乎所有的受访者都表示这门课程是以理论知识为主体，忽略了提高学生的实践能力以及并没有针对专业的不同而精准指导，导致进入社会之后，学生难以满足求职需求，影响了社会发展。

T4 表示：“由于老师们的思想和现在的社会更新换代的速度比较快，没有接上轨，所以说不太适应现在的社会，并没有帮助到我。”（T4-20221221）

4.5 就业现状

4.5.1 工作满意程度与薪资待遇成正向影响

新媒体的快速发展催生了媒体行业技术人才需求的热潮。相比传统媒体行业的低薪状态，更多人会倾向选择就业范围更广的新媒体行业或直接转行从事其他职业。从这个意义上讲，接受了传统新闻传播类行业教育的毕业生要想找到一份高薪的“好”工作就显得比较困难，导致大多数毕业生未从事对口专业。

T1 表示，“目前来说我对自己的工作是比较满意，因为我知道像中国的一线城市，整个的工作节奏是非常快的，工作时间都较长，像我们经常说的 996，我目前这份工作基本是不加班的，而且可以保证双休。

有少数受访者表示有过离职的念头，但很快又会因为社会压力、生活需求层次而放弃该想法。

T14 表示，“想过的，工作压力和薪资不匹配，但我不会“裸辞”，我需要有一定

的存款之后，才会说放心的再看看其他的工作，所以目前这份工作还是会干。”
(T14-20221229)

结论与建议

5.1 研究结论

通过对本研究 15 位受访者的访谈发现受访者们有考虑到职业选择的长期过程，但还是会受客观社会需求影响，更多关注到“求职”这一具体过程和行为。一方面，是基于社会环境以及家庭因素影响，需要满足个人低层次需求，所以部分受访者未形成长期的职业准备，看重短期积累，薪资福利等直接需求（郭晓璇，2016）。另一方面，对于大多数毕业生来说，个人没有形成职业规划，会导致降低职业认同度，以及存在学校课程和社会环境脱节现象，使毕业生们缺乏实践能力的积累，无法适应对口专业工作，个人职业价值观与媒体市场需求存在较大的心理落差，所以客观存在的现实压力，市场需求、地区发展影响等原因导致新闻传播类专业毕业生对媒体行业选择敬而远之。但在主观因素上，个人的性格、兴趣、专业水平等自身条件也在一定程度上影响了其媒体的从业选择。

5.2 相关建议

5.2.1 社会环境因素层面

首先，需要从社会发展角度选择有规律性和应用性的理论，引导大学生科学的进行职业选择。其次从资源配置效率角度着手解决大学生职业选择问题，各地区应广泛的提供就业机会。最后，媒体的媒介环境是影响新闻传播类学生职业认同水平的重要指标。传统媒体需要针对行业内的人才定制清晰的职业目标指引方案、合理并且具有梯度性和阶段性的职业规划，为媒体从业者规划清晰的个人发展路径，扩大岗位需求，建立合理的薪资制度和用人制度。

5.2.2 个人因素层面

提高职业选择和发展意识。明确的职业规划是前提。建议大学生们把视野放长远，把握长期的职业发展方向，梳理正确的职业价值观，制定清晰的职业目标和规划，明确的规划会增加专业学习的积极性。同时大学生们要提升专业知识技能积累意识，形成系统的专业知识结构，注重专业素质与专业能力的真正提升。

5.2.3 家庭因素层面

随着社会的不断发展，个人的综合能力以及家庭的经济状况都会影响到大学生的职业选择。因此观念上要进行转变，家长要重视学生综合能力的培养。同时要积极的消除家庭经济状况对职业选择的消极影响，树立良好的家庭文化氛围，父母的教育程度也会潜移默化的影响学生，因此家长要以身作则，重视自我教养方式，树立正确的职业价值观，利于培养子女的决策能力。

5.2.4 学校因素层面

院校要对人才进行因地制宜培养。当前高校教育与社会需求错位明显，资源输出质量降低，应该从市场竞争、供求关系优化等角度提升政府就业宏观调控、就业市场环境优化效果，保证资源流动畅通，培养大学生复合型人才，提高其专业技能水平，增强其职业认同度。针对就业指导课程，高校要根据专业的不同进行具体分析和指导，加强专业的职业导向。就业指导课程教师应定期去企业学习，了解最及时最全面的社会市场变化，学习最专业的知识和实践技能，才能与时俱进的教授学生，让学生更好的从学校过度到工作阶段。

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Entrepreneurship Education and Entrepreneurial Behavior in Higher Vocational Colleges at Shandong Province: The Mediation Effect of Entrepreneurial Intention

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Abstract

The main purpose of this study was to explore the influence of enterprise education and entrepreneurial intention on entrepreneurial behavior in students of higher vocational colleges in Shandong Province with the entrepreneurial intention as the intermediary variable, the research model is established based on the theory of triadic reciprocal determinism. This study used convenient sampling to conduct a questionnaire survey. The college students from Shandong higher vocational colleges were selected as the research object. A total of 2 schools were implemented, and a total of 619 questionnaires were issued. The actual recovery was 502 effective, and the effective recovery rate was 81%. The results of this study show that the enterprise education in higher vocational colleges has a significant positive impact on entrepreneurial behavior; The enterprise education has a significant positive impact on entrepreneurial intention; The entrepreneurial intention has a significant positive impact on entrepreneurial behavior; The entrepreneurial intention plays a part in mediating enterprise education and entrepreneurial behavior.

Keywords: Higher Vocational Colleges; Enterprise Education ; Entrepreneurial Intention ; Entrepreneurial Behavior

中国山东省高职院校大学生感知创业教育 对创业行为影响之研究：以创业意向为中介变项

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摘要

本研究旨在探讨山东省高职院校大学生感知创业教育、创业意向对创业行为的影响，并以创业意向作为中介变项，以三元交互理论为理论基础，建立研究模式。本研究采用便利抽样进行问卷调查，以山东省高职院校大学生为研究对象，实施学校共 2 所，总计发出问卷 619 份，实际回收有效 502 份，有效回收率为 81%。本研究结果发现表明大学生感知创业教育对创业行为有显著正向影响；大学生创业意向对创业行为有显著正向影响；大学生感知创业教育对创业意向有显著正向影响；大学生创业意向在创业教育与创业行为中起到中介作用。

关键词：高职院校；创业教育；创业意向；创业行为

1. 绪论

1.1 研究背景与动机

目前中国经济正经历着翻天覆地的变化，面临“三期叠加”的复杂局面，使得我国现阶段的就业形势十分严峻（彭向升，2015）。在政府的高度重视和创业政策的指导下，我国高校掀起了创业教育的热潮，这种新的教学模式也为高职院校在人才培养方面提供新的思路。山东省政府于2016年4月5日发布《关于全面深化高等学校创新创业教育改革的实施意见》（以下简称《意见》）。《意见》指出要深化人才培养模式改革、增强创新创业教育基础能力建设、改进、提升对于创新创业教育的政策支持。为进一步提升高校毕业生创业就业能力，2022年山东省发改委、教育厅、科技厅等9部门《山东省扶持高校毕业生创业就业普惠政策清单》（以下简称《政策清单》）。政策清单从创业场地、税收、创业贷款、创业补贴等各个方面给予政策支持。充分凸显了山东省全面贯彻实施“大众创业、万众创新”战略，深化高校创新创业教育改革，为高校创新创业教育积极营造良好氛围，为高校大学生创业、就业提供强力政策支持。因此本研究选取山东省为研究区域。

近年来，大学生创业率逐年增加。根据2018年普通本专科毕业生人数820万估算，2018届大学毕业生中约有24.6万人选择了创业。2011年，在660万毕业生中，毕业半年内创业率仅为1.6%；而在2018年，则达到了3%，创业人数同比增长125%，净增13.29万人。越来越多的大学毕业生通过自主创业等各种灵活方式解决自己的就业问题，使大学毕业生不仅成为求职者，更能成为职业岗位的创造者（许德涛，2013）。

通过对影响大学生创业行为因素进行相关研究，发现创业教育对创业行为具有重要影响，例如Turker and Selcuk (2009)发现，如果学校在创业方面为学生做出正确的示范并给予其物质上的支持，学生选择创业的可能性会相应提高。通过研究创业教育对创新行为的影响，选取学习过创业教育的学生和没有学习过创业教育相关内容的学生进行实验组对比，学者Cruz et al. (2009)发现接受过创业教育学习的大学生表现出超出常人的创新能力，并且通过调查发现，接受过创业教育的人能够解决创业过程中的难题，更容易创业成功。

从过去的研究中可知，在创业行为研究方面，除了创业教育以外，创业意向也会对创业行为产生显著正向影响。创业意向是创业行为的“风向标”（Liñán, 2008）。张秀娥与张坤（2016）指出创业首先具有计划性，在某种意义上，创业者实施创业行为的前提就是创业者有意愿去创业，否则即使创业者具有再好的创业环境，那也无法起到决定性的作用，创业行为很难实施。王心焕等人（2016）指出创业意向是某一个体实施创业活动的可能性。综合上述可知，创业者拥有较高的创业意向能增大他们实施创业活动的概率，因此在探索创业行为的研究中，个体的创业意向可能是重要因素之一。

而透过创业教育与创业意向的相关研究，大部分研究结果均表明创业教育对创业意向具有显著正向影响。向辉与雷家骥（2014）通过研究发现创业教育可以直接影响大学生的创业意向。Martin et al. (2013)认为，创业教育的直接影响学生的创业意愿和态度，创业活动的顺利开展依赖于积极的创业教育，创业教育越积极，创业意愿越高。谭力文等人（2015）研究指出创业教育本身也会对学生创业意愿具有积极正向影响，创业教育在多个方面产生积极影响。由此可知，创业教育有助于提升学生的创业意向，促使创业活动产生。因此，本研究把创业教育、创业意向作为影响创业行为的重要因

素。

通过相关研究了解到创业教育、创业意向是影响创业行为之因素，并且创业意向可能存在中介作用，例如，缪丽（2018）指出，通过以往学者研究发现创业教育并不能直接作用于大学生创业行为，而是引入中介变量间接作用于创业行为。Kamil et al. (2014) 认为，创业行为是创业者经历创业机会发现、创业机会评估及创业行动的系列过程，创业意向是创业行为产生的契机，创业行为的产生离不开创业意向。

综上所述，在相关研究中，从高职院校角度研究较少。例如彭刚（2022）发现很多学者从不同的方面开展对创业行为的研究，详细分析了哪些因素会影响大学生的创业行为，但是从高职院校创业教育的测量维度出发的研究很少。张瞳光与高建军（2017）也发现目前研究有意识或者无意识的将高职教育的创业教育放到大学生的整体之中，忽视了高等职业教育学生特点。而高职院校学生具有鲜明特点，将高职院校的学生混在普通大学生中进行研究，无法针对性解决高职院校创业教育所面临的问题。因此，欲以中国山东省高职院校大学生为被试，通过对创业行为影响因素的分析，以创业意向作为中介变量，深入探讨创业教育、创业行为的关系，以期能够为高职院校开展创业教育提供相关的意见和参考。

1.2 研究目的

本研究基于问卷调查，旨在探讨创业教育、创业意向与创业行为三者之间是否存在所假设的中介关系，对山东省高职院校大学生进行问卷调查，因此本研究的自变量为创业教育，因变量为创业行为，中介变量为创业意向。

故本研究主要研究目的如下：

A：探讨中国山东省高职院校大学生感知创业教育对创业行为的影响；

B：探讨中国山东省高职院校大学生感知创业教育对创业意向的影响；

C：探讨中国山东省高职院校大学生创业意向对创业行为的影响；

D：探讨中国山东省高职院校大学生创业意向在中国山东省高职院校大学生感知创业教育与创业行为的中介作用。

2. 文献综述

本章针对各变量收集整理相关文献，从创业教育、创业意向、创业行为的相关研究以及三个变量之间的关系方面加以探讨。

2.1 创业教育

Passoni and Glavam (2018) 指出创业教育因其对文化变革和经济增长的贡献而广受关注，通过培养具有开创性的创业者，创业教育有助于解决基本的宏观经济问题、创新并创造经济和社会价值。许多研究人员在文献中对创业教育进行了定义。Fayolle and Klandt (2008) 认为与思维方式有关的创业教育会影响态度、信念和价值观；Franke and Luthje (2004) 认为学生大多没有经历过创业实践，创业教育除了创业开发和创业支持外，还需要创业启蒙教育。相对来说，国内学者主要根据创业教育的组织形式进行分类。李明章（2013）认为创业教育包括系统学习和非系统学习。系统学习主要指学校课程、学术性活动、讲座、社团实践、创业比赛等；非系统性学习则指创业比赛和创业实践等。王心焕等人（2016）指出创业教育可分为创业课程、创业竞赛和创业活动经历三个维度。

综合各学者观点，本研究将创业教育界定为：通过一系列创业课程和实践教育课程，培养和提升创业所需的各项知识和能力，从而提高创业的成功率和可行性。也就是说，创业教育是创业理论教育与创业实践教育相结合的教育。创业理论教育主要是课程教育与活动教育。课程教育指在教室里由老师主讲的创业知识、创业理论及自身

经验。活动教育指学校邀请专家开展的创业讲座、报告会等。创业实践教育主要是创业竞赛或实践模拟，例如部分学校会建立创业园、创业实践基地。

2.2 创业意向

创业意向，这一概念最早是由美国学者 Bird (1988) 提出的，是指个体设定创业目标时所呈现的心理状态。很多学者都用计划行为理论来解释意向和行为两者之间的关系。马占杰 (2010) 提出，具有创业的意愿和想法是开启创业生涯的第一个阶段，能够对创业行为进行很好的预测和评估。钱永红 (2007) 认为，创业意向是个体决定自己是否会创业的一种态度，体现出个体将创业作为自己未来规划的一种倾向。刘敏等人 (2011) 将创业意向解释为创业的可能性。本文将创业意向定义为个体开展创业活动的主观态度，可以用来理解创业行为。

2.3 创业行为

学者 Sternberg and Rocha (2005) 在他的研究中，将创业定义为新组织的创建，通过对不同区域的创业者开展创业行为的研究，认为创业行为应该分为广义和狭义两个方面，广义的创业行为只要求创业者参与创业活动；而狭义的创业活动不仅需要创业者参与创业活动，还必须承担创业所带来的风险。学者钱永红 (2007) 同样从狭义和广义两方面来描述创业行为。广义的角度认为，一个公司或者企业从开始建立到发展的整个过程，都可以看作是创业行为；而狭义的角度认为，一个人的创业行为，是从他开始产生创业的想法，并根据自己的想法去为创业做相关的准备工作，包括开始寻找创业机会、筹集创业资金、开办新企业的过程。综合中国及其他国家的相关文献研究，本文把大学生的创业行为看作是一种创业前的准备行为，即通过花费大量的课余时间以及精力，去寻找未被发掘的潜在商业机会，准备创业的资金以及组建创业团队，最终创建新的企业。

2.4 创业教育与创业行为的关系

美国管理学家、教育家 Drucker and Peter (1985) 年提出可教性理论是国内外研究创业教育的基础。在这一理论基础上，学界展开创业教育对创业行为的影响的研究，并且尝试探讨创业教育影响创业行为的作用机理。李琴等 (2018) 认为当高职院校学生的创业知识越多，则对其创业行为就越有利。邓力轩 (2019) 认为高职院校的开设的实践课程和理论课程所形成的课程体系，能够拓宽学生的创业知识和技能，从而影响着学生的创业行为。因此，提出如下假设：

H1: 中国山东省高职院校大学生感知创业教育对创业行为存在显著正向影响

2.5 创业教育与创业意向的关系

国内外学者很早就开始关注创业教育对于学生创业意向的影响，Noel (2002) 研究发现，接受过创业教育的群体比没接受过的有更大的创业可能性。陆根书与彭正霞 (2013) 认为，学校教育因素是影响学生的创业意向的因素之一。向辉与雷家骥 (2014) 研究发现创业教育可以直接对大学生的创业意向产生积极影响。因此，本文做出如下假设：

H2: 中国山东省高职院校大学生感知创业教育对创业意向存在显著正向影响

2.6 创业意向与创业行为的关系

马占杰 (2010) 利用目标设置理论，根据其中的原理解释了创业意向是如何影响创业行为。从他的结论中可知，为了得到某一程度的回报，个体不满足于现在的成果，想要得到更高水平的回报，强烈的愿望预期未来得到更高的绩效，因此对创业行为也有所改变。利用目标设置理论，代入影响的创业行为各因素，其中创业意向相当于目标设置理论中目标的地位，会对创业行为产生影响的前因变量。沙正一 (2018) 提出

创业行为是创业意向的后果变量，创业意向能预测创业行为，对创业行为有显著的正向影响。结合上述分析，提出下列假设：

H3：中国山东省高职院校大学生创业意向对创业行为存在显著正向影响

2.7 创业意向的中介效应

宁德鹏和葛宝山（2017）认为，创业教育通过创业意向影响创业行为。Kamil et al. (2014) 认为，创业行为是创业者经历创业机会发现、创业机会评估及创业行动的系列过程，创业意向是创业行为产生的契机，创业行为的产生离不开创业意向。创业需要耗费大量精力和时间，而对于一个创业者来说，必须要先具有坚定的创业意向才能展开后续的活动 (Lee & Yang 2014)。Korunka et al. (2003) 指出，创业意向作为一个心理过程，在创业过程中处于中间位置，发挥的是中介调节功能，将创业个体和创业环境的变量通过创业意愿中介变量进行耦合，以此预测个体的创业行为。张秀娥与张坤（2018）构建了以创业意向为中介的多重中介模型，并通过实证分析创业教育对创业意向的正向影响。据此，本文提出以下假设：H4：中国山东省高职院校大学生创业意向在感知创业教育与创业行为中起中介作用

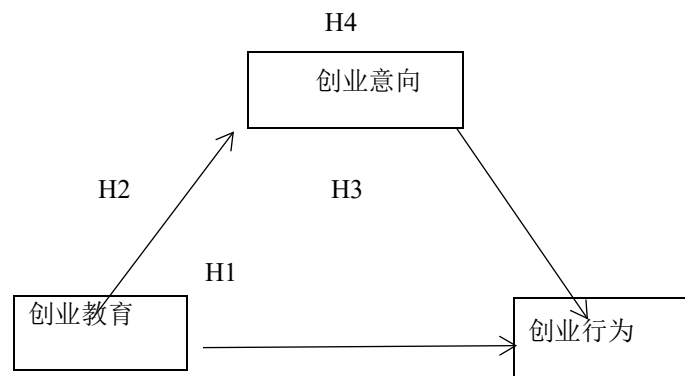
3. 研究方法与设计

3.1 研究框架

本文探讨山东省高职院校学生感知创业教育、创业意向、创业行为的相互关系。其中，创业教育为自变量；创业行为为因变量；创业意向为中介变量。研究框架如图 1。

图 1

研究框架图



资料来源：本研究整理

3.2 研究假设

通过文献综述，本研究提出以下 4 个研究假设：

H1：中国山东省高职院校大学生感知创业教育对创业行为存在显著正向影响。

H2：中国山东省高职院校大学生感知创业教育对创业意向存在显著正向影响。

H3：中国山东省高职院校大学生创业意向对创业行为存在显著正向影响。

H4：中国山东省高职院校大学生创业意向在感知创业教育与创业行为中起中介作用。

3.3 研究对象

本研究采用便利抽样，选取山东省两所高职院校高职生进行调查，通过网络收集的方式采集数据。正式问卷回收 612 份，有效问卷 502 份，问卷有效率为 81%。

3.4 研究工具

3.4.1 创业教育量表

本研究采用的量表为宋思源（2020）编制的量表，共 9 个题项，分为理论教育和实践教育两个维度。题目内容包括“我在校期间修读了很多关于创业、管理类的课程”、“我在校期间参加过很多创新创业类竞赛（挑战杯、互联网+、其他国家级、省级、校级竞赛等）等”。量表理论教育和实践教育的 Cronbach's α 系数分别为 0.893 和 0.908；KMO 值分别为 0.829 和 0.817，Bartlett 球检验均达显著，表明量表的信效度值均较好。

3.4.2 创业意向量表

本文采用的是蒋剑勇和郭红（2012）翻译的 Chen et al (1998) 的个体创业意向量表，该量表为单维度量表，共有 5 个测量题项。量表的 Cronbach's α 系数为 0.885，KMO 为 0.830，Bartlett 球形检验显著。

3.4.3 创业行为量表

创业行为量表的设计主要借鉴张思敏（2018）学者开发的单维度量表，量表共 5 个题项，量表 Cronbach's α 系数为 0.852，Bartlett 球检验显著，且 KMO 值为 0.932，表明该量表稳定、一致、可信，效度较好。

4. 研究结果与分析

4.1 Pearson 积差相关分析

通过 Pearson 相关分析表可知，创业教育整体量表与创业意向整体量表之间为正相关 ($r=.743, p<.01$)；创业教育整体量表与创业行为整体量表之间为正相关 ($r=.670, p<.01$)；创业意向整体量表与创业行为整体量表之间为正相关 ($r=.722, p<.01$)。

表 1

创业教育、创业意向对创业行为相关矩阵

变量	创业教育	创业意向	创业行为
创业教育	1	.	
创业意向	0.743**	1	
创业行为	0.670**	0.722**	1

资料来源：本研究整理

4.2 回归分析

此小节将探讨创业意向在创业教育与创业行为两个变量之间的中介效果。为求研究的严谨度，本研究根据 Baron and Kenny (1986) 所提出的观点，以阶层回归分析验证创业意向变量中介效果是否存在，并根据分析结果进行讨论。

由表 2 可知，Model 1 创业教育预测创业行为，创业行为标准化系数 ($\beta = .670, p < .001$)；Model 2 创业教育预测创业意向标准化系数 ($\beta = .743, p < .001$)；Model 3 创业教育与创业意向预测创业行为，创业教育标准化系数 ($\beta = .297, p < .001$)。当创业意向加入创业教育对创业行为预测后，自变量创业教育对依变量创业行为仍达显著，说明创业意向在创业教育与创业行为中具有部分中介效果。

表 2

中介效果回归分析摘要表

检测变量	Model 1	Model 2	Model 3
	创业行为	创业意向	创业行为
创业教育	.670***	.743***	.297***
创业意向	-	-	.502***

R^2	.449	.553	.561
$Adj R^2$.448	.552	.560
F	407.221***	617.624***	319.350***

资料来源：本研究自行整理

5. 讨论

5.1.1 创业教育与创业行为的影响关系

创业教育与创业行为呈正向显著关系，通过分析结果发现，学生的感知实践教育对创业行为的影响大于理论教育对创业行为。这与邓力轩（2019）的研究结论一致，其认为创业教育可以直接正向显著影响创业行为，即对于有接受合理、持续的创业教育的学生而言，其实施相应创业行为的可能性越大。Fayolle et al. (2013) 也认为创业教育通过改变学生的创业意图、增强创业感知，从而提升创业参与度。屈佳英等人（2015）通过研究发现创业教育会影响到个体早期的创业行为。究其原因，可能是在政策方面，国家对大学生创业群体提供一系列扶持政策，包括场地租金减免、税收优惠等等；学校为大学生提供创业实验基金、创业孵化场地，并出台对参加创业学生可延期毕业等措施，积极鼓励大学生创业；课程设置方面，创业教育课程把理论内容与实践相结合，改变传统的单向授课模式，激发了学生学习热情，极大地提升了学生参与创业教育的积极性。

5.1.2 创业教育与创业意向的影响关系

本研究从整体分析结果可知，创业教育对创业意向具有显著正向影响。这表示，创业教育对于潜在创业者是有裨益的，能深入了解创业的相关知识，甚至能启发某些创业构想。也可降低创业时可能的失败率，进而提升其创业意图。这与刘加凤（2017）的实证研究结果一致。刘加凤（2017）对常州大学城六所高校的在校大学生，通过实证研究发现创业教育是影响创业意愿最大因素。Souitaris et al. (2007) 也通过实证研究的方式，论证了创业教育项目对大学生创业意向具有显著的积极影响。本研究结果，同之前的一些研究结论大致相符（陆根书、彭正霞，2013；向辉、雷家骊，2014），即创业教育可提升创业者的创业意向。

5.1.3 创业意向与创业行为的影响关系

大学生创业意向对于创业行为具有正向显著影响，说明当受试者对于创业具有相当强的意向时，会促使受试者去进行较多的创业行为。这同付秀秀(2021)的研究结论一致。其研究认为创业意愿越强，创业行为越果断。本研究也支持了 Ajzen (1985) 的计划行为理论研究，其观点，认为某种行为可以通过意向去进行预测，通过创业者的早期创业意向能够预测创业者是否会进行创业行为，因此，我们可以借助于观察个体的意向去进一步了解、预测未来其是否会进行创业的相关行为及活动。

5.1.4 创业意向的中介效果

本研究在以阶层多元回归分析创业意向是否在创业教育影响创业行为中起到中介作用，结果显示，创业教育可以透过创业意向而间接影响于创业行为，这与宁德鹏等人（2023）的研究结论一致。其认为学生通过参加创业教育，能够提升学生自身的创业意向，从而提高学生产生创业行为的可能性。王心焕等人（2016）认为，创业教育能够对以行为态度、主观规范以及行为控制为主要内容的意向产生前置影响因素，对创业意向产生正向影响。然后，创业意向再转化为创业行为，个体的创业意向越强烈，其产生创业行为的可能性也就越大。因此，创业意向在高职院校学生感知创业教育对创业行为的影响中起到中介作用。

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Professional Identity Emotional Intelligence and Occupational Happiness of Preschool Teachers in Tiger Township Yunnan China

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Abstract

The purpose of this study is to conduct an empirical study on the effects of preschool teachers' occupational identity, emotional intelligence and occupational well-being, as well as the model based on the relationship between these three. A questionnaire survey was conducted on 271 preschool teachers in Tiger Township, Yunnan Province, China. The results show that professional identity and emotional intelligence of preschool teachers in Tiger Township have a significant positive effect on occupational well-being, that is, professional identity of preschool teachers in Tiger Township has a significant positive effect on occupational well-being. Professional identity of preschool teachers in Tiger Township has a significant positive effect on emotional intelligence; The emotional intelligence of preschool teachers in Tiger Township has a significant positive effect on occupational well-being; Vocational identity of preschool teachers in Tiger Township positively influences occupational happiness through emotional intelligence, That is, emotional intelligence plays an intermediary role between occupational identity and occupational happiness..

Keywords: Preschool Teachers; Professional Identity; Emotional Intelligence; Career Happiness

中国云南省猛虎乡幼儿教师职业认同、情绪智力对职业幸福感的影 响研究

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摘要

本研究的目的是对幼儿教师职业认同、情绪智力和职业幸福感之间的影响，以及基于情绪智力建立的中介作用模型。采用问卷调查法，以中国云南省猛虎乡271名幼儿教师为研究对象。研究结果显示猛虎乡幼儿教师职业认同和情绪智力对职业幸福感有显著正向影响，即猛虎乡幼儿教师职业认同对职业幸福感存在显著正向影响；猛虎乡幼儿教师职业认同对情绪智力存在显著正向影响；猛虎乡幼儿教师情绪智力对职业幸

福感存在显著正向影响；猛虎乡幼儿教师职业认同通过情绪智力正向影响职业幸福感，即情绪智力在职业认同与职业幸福感间起着中介作用。

关键词：幼儿教师；职业认同；情绪智力；职业幸福感

1.研究背景与动机

云南省地处边疆、民族地区，部分地区经济与教育条件相对落后，交通不便，观念陈旧，特别是乡村地区教师的职业幸福感普遍较低（唐丽君，2018），云南省幼儿教师，作为一个输送人才的特殊群体，肩负的使命不言而喻，因此增加云南省幼儿教师的职业幸福感就显得尤为重要（杜屏等人，2015），为此本研究做此调查，并选取云南省猛虎乡为研究区域，调查对象为猛虎乡幼儿教师，涵盖云南省乡村性质的幼儿园，可以推论乡镇幼儿园总体。

职业幸福感是指主体在从事某一职业时基于需要得到满足、潜能得到发挥、力量得以增长所获得的持续快乐体验，是教师做好教育工作的前提和基础，是促使教师不断前进的精神动力，且职业幸福感的获得会为其注入新的工作动力，因此，帮助幼儿教师提升其职业幸福感对其工作状态非常关键（卫少迪，2021），幼儿教师的职业幸福感会影响其在工作中的积极性，不仅关乎自身身心健康和专业成长，也会影响幼儿的快乐生活、幸福成长与人格健全，同时还会影响到学前教育的质量，因此对幼儿教师职业幸福感的研究十分必要（唐冬梅，2021）。幼儿教师的职业幸福感是幼儿教师职业生涯中因需要得到满足而产生的长时间的积极体验（刘秀芝，2011），2020年7月，教育部等六部门出台《关于加强新时代乡村教师队伍建设的意见》进一步明确了新时代乡村教师队伍建设的目标：努力造就一支热爱乡村、数量充足、素质优良、充满活力的乡村教师队伍（教育部，2020）。新时代乡村队伍建设的一个重要目标维度是让乡村教师拥有高度的职业幸福感。所以幼儿教师职业幸福感是值得我们探讨的重要议题。

职业认同是教师职业幸福感的保护性因素（关荐等人，2019），也是幸福感的内在因素（孙钰华，2008），研究发现职业认同感高的教师，其职业幸福感也更高，职业认同也指个体对所从事职业的目标、社会价值及其他因素的看法，与社会对该职业的评价和期望一致（刘明昊，2019）。

另外，情绪智力作为一种可学习的社会技能系统(Golemand, 1996)是指个体监控自己与他人的情绪和感受，识别这些信息并用于指导自己的思想和行为(Salover & Pmayer, 2004)。良好的情绪智力会给个体的心理健康带来积极影响，强化个体的效能感（吴莹莹、连榕，2014）削弱攻击行为（夏锡梅、侯川美，2019），进而能增强职业幸福感（陈海燕等人，2018）。对于幼儿教师而言，情绪智力不但有助于幼儿教师更好地管理课堂和提升工作绩效，而且极有可能促进他人的情商发展（卢志勇、韩布

新, 2016)。情绪智力可能是教师职业幸福感的重要影响因素, 然而两者间的作用机制尚不清晰(Vesely et al., 2013)。为了理解情绪智力对职业幸福感的作用机制, 本文将情绪智力纳入研究中分析情绪智力是如何影响教师职业幸福感。

因此, 幼儿教师的职业认同及情绪智力是影响职业幸福感的重要因素, 也曾有学者说明这三个因子值得深入去探讨(张大均, 2015)。通过文献综述发现, 教师职业幸福感的研究主要集中在中小学和高校, 而学前教师职业幸福感的研究相对较少(陆珊珊, 2017)。基于此, 本文想要通过实证研究, 找出幼儿教师职业认同与情绪智力存在的突出问题, 深入分析问题的成因, 并提出提升幼儿教师职业幸福感的有效策略, 提高幼儿教师的师资力量, 打造积极高效的幼儿教师队伍。因此本研究通过幼儿教师职业认同对情绪智力的影响更进一步的分析幼儿教师的职业幸福感。

2.文献综述

2.1 职业认同与职业幸福感的关系

教师职业认同是指教师对自身职业的积极态度, 是教师个体内化的认知, 体验与行为倾向的综合体(魏淑华、宋广文, 2012)。社会认同理论认为个体对自我的认同建立在个体对群体的认同基础上(Kreiner et al., 2006)。职业认同是职业幸福感重要的保护性因素。建构主义认为, 教师的职业认同是在其职业生涯中逐步建构形成的, 在工作过程中教师不断积累教学经验, 并获得良好教学体验和事业上的成功, 因而在工作的过程中获得幸福感(Ewing & Manuel, 2005)。结合建构主义和社会认同理论, 一方面教师在工作过程中不断建构自身的职业认同, 职业幸福感随之累积; 另一方面, 职业认同的程度与结果也会直接影响职业幸福感, 当教师无法对自己的职业产生认同, 无法在工作中获得积极的情绪体验时, 职业幸福感也会随之降低(汤国杰, 2012)。

关于教师职业认同与职业幸福感的关系, 已有研究结果普遍认为教师职业认同会影响其职业幸福感。研究发现职业认同感高的教师, 其职业幸福感也更高, 职业认同是影响教师职业幸福感的内在因素(孙钰华, 2008)。针对资源贫乏地区教师的研究发现, 教师的职业认同处于中等偏上水平, 职业幸福感也较高, 职业认同是教师职业幸福感的保护性因素(关荐等人, 2019), 教师职业认同对于其职业幸福感有显著的正向预测作用(王姣艳等人, 2020)。可见, 职业认同对教师职业幸福感具有积极的影响, 据此, 提出假设如下:

H1: 中国猛虎乡幼儿教师职业认同对职业幸福感存在显著正向影响。

2.2 职业认同与情绪智力的关系

情绪智力是指个体适应性地知觉、理解、调节和利用自己及他人情绪的能力, 良好的情绪智力水平对人文关怀有正向调控作用, 能够正确理解和耐心对待别人、进而形成一个正面的良性循环(王莹莹, 2019)。一般认为, 情绪智力主要由四个维度构成, 在研究过程中学者对有关概念的命名不尽相同, 但给出的操作性定义基本相似, 本研究采用王叶飞(2010)给出的定义, 将其分为四个因素, 他人情绪评估指与个体感受和理解他人情绪状态有关; 情绪控制指个体能够很好的控制自己的情绪状态; 情绪运用指个体能够灵活运用自己的情绪。

研究显示, 教师领域或是其它领域职业认同感高低可直接影响其实践操作以及自身社交(王秋霞, 2021)。个体的职业认同表现为对职业的一种积极的情绪(Blau, 1985), 表示情绪智力与职业认同是对等关系, 甚至职业认同与情绪智力是从属关系, 职业认同也是一种情绪。根据情绪智力理论的观点, 情绪智力作为个体认识、利用、理解和控

制情感信息的能力(Salovey & Mayer, 1990), 会促进这些积极情绪对其工作的满意度的正向预测作用, 换句话说, 职业认同水平高的教师其情绪智力也很高, 进而表现出对所从事职业更高的兴趣和热情(Rivers et al., 2013), 表示情绪智力与职业认同是对等关系。因此, 提出假设如下:

H2: 中国猛虎乡幼儿教师职业认同对情绪智力存在显著正向影响。

2.3 情绪智力与职业幸福感的关系

为了促进幼儿教师的职业心理健康, 有研究者提出了幼儿教师职业幸福感的模型即工作要求-资源模型, 该模型指出, 情绪智力是职业幸福感的重要保护性因素。该理论认为, 个体的职业幸福感与其感受到的工作自主、社会支持等工作资源密切相关, 感受到的工作资源越多, 职业幸福感越高, 而高情绪智力个体往往拥有充足的工作资源, 这些工作资源满足了其心理需求, 产生了积极的工作体验, 因而提升了其职业幸福感(谭翠翠, 2019)。

教师的情绪智力能够直接的影响教师的心理状态, 教师的情绪智力越高, 他们越能保持自己的工作热情, 以更加饱满的情绪参与工作, 以此提高自己的职业幸福感(徐富明等人, 2016)。茹学萍(2014)提出, 教师情绪智力的高低有助于帮助教师更好的抵抗外部事物的困扰, 降低职业压力, 显著提高教学的效率。李明军(2015)在他的研究对教师情绪智力和职业幸福感的关系研究证明, 教师的情绪智力可以直接影响教师职业幸福感的高低。相关的实证研究也表明, 高情绪智力的幼儿教师更容易创造出积极的工作体验(Sahin, 2017)。基于此, 本研究提出假设:

H3: 中国猛虎乡幼儿教师情绪智力对职业幸福感存在显著正向影响。

2.4 情绪智力在职业认同与职业幸福感之间的中介作用

职业认同可能不是直接对结果变量产生影响的, 其对个人、群体与组织层面的结果变量进行影响的作用机制是间接的, 即职业认同会通过一些中介变量来间接影响个人幸福感(Goldsmith, 1997)。Cole(2016)的研究表明职业认同通过影响个体的主观满意感来影响个体的动机, 进而影响人的行为。这些研究很好地证明了职业认同对有关变量的间接作用机制, 这样的机制同样可能作用在职业认同对职业幸福感的影响过程, 即职业认同可能通过影响情绪智力, 进而影响职业幸福感, 最终作用于实际工作中。

职业认同高的幼儿教师, 会更多地使用情绪智力, 进而促进他们职业幸福感的提升, 职业认同高, 情绪调节能力会更高(乔冬丽, 2019), 面对心理困境时会为了符合组织期待的情绪而付出努力, 会更加合理地调控自己的情绪, 使自己的外在情绪显现与内心感受达成一致(王莹莹, 2022), 职业认同越高在使用情绪智力时, 几乎会产生与组织要求一致的情绪, 其职业幸福感也会更高(安丹丹, 2020)。职业认同正是以这种方式影响了情绪智力, 从而影响了职业幸福感, 良好的职业认同通过提升情绪智力促进教师的职业幸福感。即情绪智力在职业认同对职业幸福感的作用过程中可能起到中介的作用。据此, 提出假设如下:

H4: 中国猛虎乡幼儿教师情绪智力在职业认同与职业幸福感之间具有中介作用。

3.研究方法

3.1 研究样本

本研究采用随机抽样的方法, 采用线上问卷星的投放方式对猛虎乡 ABCD 四所幼儿

园抽取样本。共获得有效被试 271 名，其中男生有 28 人，女生有 243 人；25 岁及以下 28 人，占 25 岁至 30 岁 119 人，31 岁至 40 岁 49 人，41 岁至 50 岁 59 人，50 岁以上 16 人；大专学历 114 人，本科学历 137 人，硕士及以上共 20 人；师范类 184 人，非师范类 87 人；从整体统计来看幼儿园教师女性占比较大，年龄集中在 25 至 30 岁阶段，师范类占比超过一半以上，学历以本科为主。

3.2 研究工具

为了保证测量工具的信效度，在本研究正式问卷确定之前，先进行了预试问卷，有效回收了 160 份，用 SPSS22.0 软件进行因素分析，删除不符合条件的题目，以确保本研究工具的科学性。

A.职业认同量表选用朱彦蓉（2019）修订的，包含职业认知、职业情感、职业意志、职业价值观、职业效能 5 个方面，共 26 道题。问卷采用 Likert5 点记分法，计分范围从“完全不符合”至“完全符合”问卷总分越高，说明被研究对象在岗位中职业认同受到这个因素的影响越大。该量表中，五个构面的 Cronbach's α 系数为 0.94，KMO 值为 0.86，这说明该问卷具有良好的信效度。其中根据孙钰华（2008）对职业认同定义的修订，职业认知指个体从事职业的内容、特点、职责等，还包括对职业的外在利益和经验的评估和定位；职业情感指从业者内在心理机制对职业和角色的信念和态度，它影响未来职业的行为倾向；职业价值观是指个体对职业的意义、作用等的积极认识和评价；职业效能是个体对所从业的相关专业知识和专业能力，对自我是否能胜任职业的总体评价；职业意志是基于从业者的内在驱动力，决定了毕业后愿意选择并长期从事某职业的可能性。

B.情绪智力量表采用王叶飞（2010）编制的情绪智力量表。该量表共包含 16 个题目，分为自我情绪评估、他人情绪评估、情绪控制、情绪运用 4 个因子。每个因子 4 道题，采用 Likert5 点记分法，计分范围从“完全不符合”至“完全符合”分数越高反映个体情绪智力越高，该量表的 Cronbach's α 系数为 0.94，KMO 值为 0.86，说明该量表信效度良好。其中，自我情绪评估指个体能够了解自己内心的真正感受并且自然表达出来的能力；他人情绪评估指与个体感受和理解他人情绪状态有关，这方面能力高的个体对他人的情绪体验更加的敏感，甚至是感同身受；情绪控制指个体能够很好的控制自己的情绪状态，并且能够使自己在不良的情绪体验中迅速恢复过来；情绪运用指个体能够灵活运用自己的情绪，使之朝有利于某种建设性活动的方向发展，同时自觉远离不良情绪的困扰。

C.职业幸福感量表选用刘秀枝（2011）修编的《幼儿教师职业幸福感量表》，包括 3 个分量表：情绪幸福感、心理幸福感、社会幸福感 3 个项目，共 15 个题项，每个题项用 Likert5 点记分法，计分范围从“完全不符合”至“完全符合”，心理幸福感、情绪幸福感、社会幸福感，得分越高，说明体验到这种幸福感越多，该量表的 Cronbach's α 系数为 0.970，KMO 值为 0.87，说明该量表具有良好的信效度。其中情绪幸福感是指工作中积极的体验情绪多，消极情绪体验少；心理幸福感是指工作充实且能加以掌控；社会幸福感是指工作中与他人和组织保持良好的关系。

3.3 量表的效度与信度

本研究运用 SPSS22.0 软件对正式量表进行因素分析，结果显示各项目的 Cronbach's α 均大于 0.7，因素负荷量(KMO)值职业认同为 0.988，情绪智力为 0.983，职业幸福感为 0.984，均大于 0.8，说明本量表具有良好的结构效度，具体结果见表 1。

表 1

各量表整体及各维度信效度分析

变量	KMO	Cronbach's α	项数
职业认知	0.902	0.919	5
职业情感	0.927	0.931	6
职业意志	0.947	0.939	7
职业价值观	0.848	0.902	4
职业效能	0.851	0.907	4
职业认同量表（整体）	0.988	0.983	26
自我情绪评估	0.841	0.911	4
他人情绪评估	0.848	0.904	4
情绪控制	0.840	0.892	4
情绪运用	0.846	0.901	4
情绪智力量表（整体）	0.983	0.974	16
心理幸福感	0.898	0.910	5
情绪幸福感	0.898	0.917	5
社会幸福感	0.901	0.921	5
职业幸福感（整体）	0.984	0.970	15

由表 1 可见，职业认同、情绪智力、职业幸福感的整体 Cronbach's α 为 0.983、0.974、0.970 以及各维度均大于 0.7，说明该量表信度良好。

4. 研究结果

4.1 各变量间的相关性分析

本研究采用 Pearson 相关分析法探讨幼儿教师职业认同、情绪智力、职业幸福感的相关情形，分析三者间的关联，相关分析结果如表 2 所示。

表 2

幼儿教师职业认同、情绪智力、职业幸福感的相关分析表

变项	职业认同	情绪智力	职业幸福感
职业认同	1		
情绪智力	.438***	1	
职业幸福感	.575***	.513***	1

注：*** $p < 0.001$

由表 2 可见，目前幼儿园教师的职业认同、情绪智力、职业幸福感存在显著相关，幼儿园教师的职业认同与情绪智力 ($r = .438, p < 0.001$) 之间具有显著正相关，研究结果显示了幼儿园教师的职业认同和情绪智力之间的正向关联性，即幼儿园教师的职业认同度越高，其本身的情绪智力越好；职业认同与职业幸福感 ($r = .575, p < 0.001$) 之间具有显著正相关，说明职业认同越强，职业幸福感越高；情绪智力与职业幸福感 ($r = .513, p < 0.001$) 之间有显著正相关，说明情绪智力越好，职业幸福感越强；即职业认同与情绪智力越高，职业幸福感就越强，且相关系数在正常数值内 ($r < 0.8$)，没有共线性问题存在。

4.2 各变量间的回归分析

本研究采用阶层回归分析的方法，职业认同为自变项，职业幸福感为因变项，情绪智力中介变项，进一步探讨各变量间的影响情形，以及情绪智力在幼儿教师职业认

同和职业幸福感间的中介作用，并依照分析结果进行讨论，如表3所示。

表3

情绪智力在职业认同和职业幸福感的回归分析表

变量	模型一	模型二	模型三
	职业幸福感	情绪智力	职业幸福感
职业认同	0.362***	0.225**	0.263**
情绪智力			0.245***
<i>F</i> 值	8.853***	10.245***	9.442***
<i>R</i> ²	0.632	0.583	0.554
<i>Adj R</i> ²	0.630	0.582	0.553

注：** $p < 0.01$ ，*** $p < 0.001$ 。

由模型一可知，回归分析检验幼儿教师职业认同对职业幸福感具有显著正向影响 ($\beta = 0.362, p < 0.001$)，职业认同对职业幸福感的解释量占比为63.2%，校正后的 R^2 为63.0%，说明幼儿教师职业认同越高，职业幸福感就越强。因此本研究中：H1：职业认同对职业幸福感存在显著正向影响，成立。

由模型二可知，回归分析检验幼儿教师职业认同对情绪智力具有显著正向影响 ($\beta = 0.225, p < 0.001$)，说明职业认同能解释58.3%的情绪智力，表示职业认同越高，情绪智力也就越高。故假设H2：职业认同对情绪智力存在显著正向影响，成立。

由模型三可知，以回归分析检验幼儿教师情绪智力对职业幸福感具有显著正向影响 ($\beta = 0.245, p < 0.001$)，说明情绪智力能解释55.4%的职业幸福感，表示情绪智力越高，职业幸福感也就越高。故假设H3：情绪智力对职业幸福感存在显著正向影响，成立。模型三中的 β 值相比模型一有所下降，表示情绪智力在职业认同与职业幸福感间起到部分中介作用。故本研究中的H4：情绪智力在职业认同与职业幸福感之间具有中介作用，成立。

5. 结语

本研究以猛虎乡四所幼儿园的幼儿教师为研究对象，探讨了幼儿教师职业认同、情绪智力与职业幸福感三者之间的关系，得到以下结论。

5.1 幼儿教师职业认同、情绪智力与职业幸福感的关系

5.1.1 职业认同对情绪智力的影响关系

本研究中结果分析可知，幼儿教师职业认同对情绪智力有显著正向影响，此结果与张雨梦（2019）、陈娟（2020）研究结论相类似，均证实了职业认同感越高，情绪智力也越高。职业认同调节了乡村教师的情绪智力从而对职业产生较高的激情，最终对教学质量产生影响。

5.1.2 职业认同对职业幸福感的影响关系

本研究中结果分析可知，幼儿教师职业认同对职业幸福感有显著正向影响，关于幼儿教师职业认同总分可以显著地正向预测职业幸福感总分，与牟生调（2019）的研究结果一致，教师对自己职业的认同是一个内在接受的过程，是教师全力以赴工作的动力。

5.1.3 情绪智力对职业幸福感的影响关系

本研究中结果分析可知，幼儿教师情绪智力对职业幸福感有显著正向影响，此结

果与龙海风（2021）的研究结论一致，证实了情绪智力越高，职业幸福感就越强。这说明幼儿教师虽然工作繁忙琐碎，但情绪智力偏高从而能增强职业幸福感，相反，情绪智力越低，教师的职业幸福感也就越低（景树伟，2020）。

5.1.4 职业认同、情绪智力与职业幸福感的影响关系

通过中介效应检验程序发现，情绪智力在幼儿教师职业认同和职业幸福感之间存在部分中介效应，即职业认同高的幼儿教师，会更多地使用情绪智力，进而促进他们职业幸福感的提升。这与 Blom et al. (2018)、Soelton et al. (2020) 的研究结果一致、与孙阳（2013）的部分研究结果一致，证实了职业认同、情绪智力、职业幸福感三者之间关系紧密，职业认同会提高情绪智力，情绪智力会影响职业幸福感（沈虹，2013）。

5.2 研究建议

本研究探索猛虎乡教师职业认同、情绪智力、职业幸福感的现状，以及各变项的相关关系的讨论，提出以下建议：

职业认同和情绪智力是提高职业幸福感的重要因素，首先，幼儿园可通过提供情绪智力培训，帮助职员理解和管理自己的情绪，提高与同事和家长的情绪交流技巧，从而增强对职业的认同感和职场幸福感，具体建议如下：开展乡村教师情绪智力专题培训，在现有的中小学教师培训课程体系基础上，重视对乡村幼儿教师情绪智力开发和培养。其次，透过提高职业认同，当一个人能够认可和接受自己的职业角色和职场文化，并能够从工作中得到满足和成就感时，他就会感受到更高的职业幸福感。具体建议如下：幼儿教师仍需提升自身胜任力，当自身足以胜任同时又有良好外界条件支持时，幼儿教师会更认同该职业，更愿意从事该职业，从而获得更多职业幸福感（郑伟煜，2019）。

5.3 研究局限及未来建议

尽管本研究是以现有文献为基础开展的，但由于研究时间和各方面条件的限制，仍存在着一定的局限。包括以下几个方面：

首先，本研究针对271位乡村幼儿教师进行调查，未来研究可以扩大不同阶段的样本，或不同受试者人数以进一步验证外在效度。选取了猛虎乡四所幼儿园的幼儿教师作为样本，虽然这些幼儿园的幼儿教师均具有代表性和广泛性，但在未来的研究中，建议可选取更多涵盖不同层次不同类型的幼儿园作为样本，对职业认同、情绪智力和职业幸福感进行研究，扩大样本广泛性，降低研究的局限性，增加研究结果的代表性。

其次，本研究采用问卷调查法作为研究方法，其优点是能够快速地获得大量的样

本数据，时效性和目的性强（鲁志鲲，1993）。同时，通过问卷调查法进行相关研究探讨，未来若想进一步了解幼儿教师职业认同、情绪智力、职业幸福感三者关系的研究，可以增加诸如访谈法、观察法等研究方式，对整个研究结论而言，会使样本数据更加真实可靠，更具准确代表性。

最后，本研究中变项为幼儿教师职业认同、情绪智力、职业幸福感的关系研究。在未来的研究中，可以继续探讨更多变量之间的关系。在现实生活中，由于外界条件的不断变化，幼儿教师职业认同、情绪智力对职业幸福感的影响应该是一个动态作用的过程。因此，本研究选取横截面数据对其进行实证分析，缺乏基于动态视角的研究。学者们在以后的研究中，可以寻找其它影响因素进行实证研究，来量化变量之间的相关关系，进而和本文研究形成对比，从而得出更全面的研究。

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The Effect of Family Intimacy on the Positive Academic Emotion of Junior High School Students in Yunnan Province, China: A Mediating Role of Academic Self-Efficacy

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Abstract

This paper examined the effect of family closeness on positive academic emotion among junior high school students in Yunnan Province, China. Data collection was done using the questionnaire method. Junior high school students in Yunnan Province were used as study subjects, and 360 questionnaires were distributed. The study tools were the Family Intimacy Scale, the Positive Academic Emotion Questionnaire, and the Academic Efficacy Scale. It was found that family closeness had a significant positive effect on positive academic feelings; Family intimacy has a positive and significant effect on academic self-efficacy. Academic self-efficacy has a positive and significant effect on positive academic feelings; Academic self-efficacy partially mediates the relationship between domestic intimacy and positive academic feelings. The hope is that parents will find a strong balance in educating their children, in learning and in love.

Keywords: Family Cohesion; Junior School Student; Positive Academic Emotions; Academic Self-Efficacy

中国云南省初中生家庭亲密度对积极学业情绪的影响：以学业自我效能感为中介作用

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摘要

本文探究中国云南省初中生家庭亲密度对积极学业情绪的影响，以及学业自我效能感在其中的中介作用。采用问卷法进行数据收集，以云南省初中生作为研究对象，发放问卷 360 份。研究工具为《家庭亲密度量表》、《积极学业情绪问卷》、《学业效能感量表》。结果发现：家庭亲密度对积极学业情绪存在正向显著影响；家庭亲密度对学业自我效能感存在正向显著影响；学业自我效能感对积极学业情绪存在正向显著影响；学业自我效能感在家庭亲密度与积极学业情绪间存在部分中介作用。以期在教育过程中，在学习与爱之间寻找一个有力的平衡点。

关键词：家庭亲密度；初中生；积极学业情绪；学业自我效能感

绪论

学习是初中生发展过程中一项特别的旅程，也是初中生的积极情绪表现的主要方式之一（孙琳等人，2021）。本研究探讨初中生家庭亲密度对积极学业情绪的影响再

探讨学业自我效能感对积极学业情绪的影响，并以学业自我效能为中介变项，探讨家庭亲密度是否透过学业自我效能的中介效果对积极学业情绪产生间接效果。帮助积极学业情绪研究更具有意义，也能提供未来教育或相关研究之参考。

文献综述

家庭亲密度

Olson (1984) 对家庭亲密度定义为家庭成员间的情感联系。曲媛媛 (2009) 认为，家庭亲密度指的是家庭成员之间的情感关系。刘世宏等人 (2014) 则认为家庭亲密度指个体感受到的和家人的情感紧密程度。本研究主要考察家庭亲密度作为一种家庭情感联结对初中生学业情绪的影响，所以选用刘世宏等人 (2014) 的观点来定义家庭亲密度。

积极学业情绪

情绪是个体主观需要与外界客观环境交互作用而产生的喜、怒、哀、惧等主观感受，是个体因外部刺激而产生的独特主观体验 (Villavicencio, 2013)。积极情绪指的是个体感知到有助于其自身价值提升的任务取得进展时而获得的满足感、愉悦感 (Fredrickson, 2003)。基于此，本研究选用 Fredrickson (2003) 对积极学业情绪的定义个体感知到有助于其自身价值提升的任务取得进展时而获得的满足感、愉悦感。

学业自我效能感

梁宇颂 (2000) 认为学业自我效能感是学生学习群体等对自己未来能够完成高负荷的学习压力的自信心和期待性。边玉芳 (2004) 指出，学习自我效能感是个体自己对自己能够控制去学习和提高学习成绩的一种主观上的评估和预测，是学习个体认为可以发掘自身能力和潜质来完成学习任务的自信心。本研究引用梁宇颂 (2000) 其对学业自我效能感的定义。

家庭亲密度、积极学业情绪及学业自我效能感的关系

石亮等人 (2021) 的研究指出，家庭亲密度对儿童和青少年心理发展的促进作用。王蕾 (2019) 的研究指出，小学生父母教养方式中的积极因子与积极学业情绪呈正相关。可以提出推论，家庭亲密度和积极学业情绪存在关联。周威等人 (2016) 的研究表明，积极学业情绪与学业自我效能感呈现显著正相关。而林杰等人 (2020) 在研究中指出，学业自我效能感与积极活动定向学业情绪、积极结果定向学业情绪均呈现显著正相关。由此可以提出推论，积极学业情绪和学业自我效能感是相互影响的。张田利 (2012) 在研究中发现，自我效能感与父母的情感温暖与理解呈正比例关系。高娟 (2014) 在研究中指出，中学生家庭环境不仅直接影响学业自我效能感，还通过积极情绪间接影响学业自我效能感，积极情绪在家庭环境和学业自我效能感之间起着部分中介的作用。

综上整理所述，可以推论，家庭亲密度是学生积极学业情绪提升的环境保证，学业自我效能感在一定程度上会对学生产生作用。本研究拟通过分析初中生家庭亲密度、积极学业情绪与学业自我效能感的关系，探讨影响机制，期提升理论的实效性。

研究方法

研究假设

H1: 不同背景变项 (性别、年级、家庭形式) 在云南省初中生家庭亲密度上存在显著差异

H1a: 不同性别在云南省初中生家庭亲密度存在显著差异

H1b: 不同年级在云南省初中生家庭亲密度存在显著差异

H1c: 不同家庭形式在云南省初中生家庭亲密度存在显著差异

H2: 不同背景变项（性别、年级、家庭形式）在云南省初中生积极学业情绪上存在显著差异

H2a: 不同性别在云南省初中生积极学业情绪存在显著差异

H2b: 不同年级在云南省初中生积极学业情绪存在显著差异

H2c: 不同家庭形式在云南省初中生积极学业情绪存在显著差异

H3: 不同背景变项（性别、年级、家庭形式）在云南省初中生学业自我效能感上存在显著差异

H3a: 不同性别在云南省初中生学业自我效能感存在显著差异

H3b: 不同年级在云南省初中生学业自我效能感存在显著差异

H3c: 不同家庭形式在云南省初中生学业自我效能感存在显著差异

H4: 云南省初中生家庭亲密度对积极学业情绪存在正向显著影响

H5: 云南省初中生家庭亲密度对学业自我效能感存在正向显著影响

H6: 云南省初中生学业自我效能感对积极学业情绪存在正向显著影响

H7: 云南省初中生学业自我效能感在家庭亲密度与积极学业情绪间存在中介作用

研究对象

本问卷的发放对象是 6 所云南省初中学校的学生，包含初一、初二和初三年级学生。按照 Tinsley and Tinsley (1987) 的调查原则，正式调查样本是 360 份，预调查的样本是 150 份。本研究采用便利抽样方法在网上通过问卷星发放网络在线问卷，预计通过每所学校的教师给学生发放 60 份电子问卷，6 所学校预计共 360 份。

本次选取 6 所学校的研究对象各具特质：A 校初中生是城区户口；B 校初中生是留守儿童；C 校初中生实行军事化管理；D 校初中生亲子活动丰富；E 校初中生成绩优异，F 校初中生是少数民族。综上所述，对于云南省初中生群体具有一定代表性。

研究方法

本研究主要采用问卷调查法，是以实证主义为方法论的量化研究方法，它是通过把标准化的问卷分发或邮寄给有关的人员，然后对问卷回收整理，并进行统计分析，从而得出研究结果的研究方法（郑晶晶，2014）。通过问卷星发放网络在线问卷，其调查相比传统纸质问卷具有独特的成本、数据回收、方便修改利用的优势（万聪，2014）。

研究工具

本研究使用研究工具有《家庭亲密度量表》、《积极学业情绪问卷》、《学业自我效能感》，本节将对各个量表的来源、计分方式、研究样本分析及问卷信效度测量进行说明。具体如下：

《家庭亲密度量表》

本文选用的量表是由 Olson et al. (1984) 编制的量表，该量表分为《家庭亲密度分量表》和《家庭适应性分量表》。测量家庭亲密性有 16 个项目，每个题项是 5 级计分，1=不是，2=偶尔，3=有时，4=经常，5=总是，把每个题项的分数加起来为亲密度量表总分，总分越高表示对家庭亲密度越高，总分越低则对家庭亲密度越低。两个分量表的内部一致性信度大于 0.6，可以认为该量表的内部一致性是满意的，该量表也具有较好的判别效度和趋集效度。

因本研究旨在探索家庭亲密度对积极学业情绪的影响，研究内容与家庭适应性无关，所以仅采用《家庭亲密度分量表》作为测量题目。家庭亲密度分量表系数为 0.81，具有较高的信度。根据本研究的目的，只选取家庭亲密度的实际感受部分进行调查。

《积极学业情绪问卷》

本研究采用俞国良与董妍（2007）编制的《青少年学业情绪问卷》，分为4个分量表。包括积极高唤醒学业情绪分量表和积极低唤醒学业情绪分量表。该量表采用五点计分的方式，从完全不符合到完全符合，分别计为“1”到“5”。该问卷四个分问卷的 α 一致性系数分别为：0.785；0.815；0.833；0.915，分半信度分别为：0.71；0.78；0.79；0.82，($p < 0.01$)。

因本研究旨在探索初中生积极学业情绪，研究内容与青少年消极情绪分量表无关，所以仅采用《积极学业情绪分量表》作为测量题目，只选取积极学业情绪实际感受部分进行调查。

《学业自我效能感》问卷

学业自我效能感问卷是由梁宇颂（2000）编制。该问卷共22题，包括2个维度，分别是学习能力自我效能感和学习行为自我效能感。学习能力自我效能感维度共11题，学习行为自我效能感维度共11题，该问卷采用5点计分方法，从1到5分别代表完全不同意、不同意、不确定、同意、完全同意。该问卷反向计分题包括14、16、17题。学习能力自我效能感和学习行为自我效能感二个维度的内部一致性系数分别为：0.931及0.818，总体 α 信度值为0.934，且探索性因素分析结果累计总解释变异量为79.8%，大于50%解释率标准。

预试问卷分析

本部分为预试分析，实施本研究问卷预试时共发放150份预试问卷，收回134份有效问卷，回收率为89.3%。

家庭亲密度量表的题目 t 值介于3.288-7.213之间；校正后项目与总分相关性介于0.501-0.643之间，题目与总分相关都大于判断标准0.4，删除题目后 α 系数均小于等于Cronbach's α 系数0.889，且 p 值达到显著，表示该量表具有良好的鉴别度；从预试的134个样本分析，本次测试家庭亲密度的信度系数为0.889，说明该量表可信度较好。因此保留所有题目，共计16题。

积极学业情绪量表所有题目 t 值介于5.731-12.853之间，校正后项目与总分相关性介于0.728-0.883之间，题目与总分相关都大于判断标准0.4，删除题目后 α 系数均小于等于Cronbach's α 系数0.816，且 p 值达到显著，表示该量表具有良好的鉴别度；从预试的134个样本分析，本次测试积极学业情绪的信度系数为0.816，说明该量表可信度较好。因此保留所有题目，共计30题。

本量表共计22题。学业自我效能感量表所有题目 t 值介于6.651-10.543之间，校正后项目与总分相关性介于0.783-0.865之间，题目与总分相关都大于判断标准0.4，删除题目后 α 系数均小于等于Cronbach's α 系数0.978，且 p 值达到显著，表示该量表具有良好的鉴别度；从预试的134个样本分析，本次测试学业自我效能感的信度系数为0.978，说明该量表可信度较好。因此保留所有题目，共计22题。

通过本部分的预试分析，对回收数据的统计分析，结果表明，3个量表信效度良好，无删除题目，适合发放正式问卷以进行进一步的统计分析与研究。

研究结果分析

本章主要根据问卷调查所收集的数据进行分析，针对研究问题与研究假设进行分析与讨论。

数据收集

本研究发放问卷360份，其中回收有效样本数据341份，有效率为94.7%。男生214人，占比62.8%，女生127人，占比37.2%。初一143人，占比41.9%；初二138

人，占比 40.5%；初三 60 人，占比 17.6%。独生子女 111 人，占比 32.6%；非独生子女 230 人，占比 67.4%。

各变量描述性统计

如表1所示，经过统计结果，初中生家庭亲密度平均分为3.057，与中值3分相仿，因此说明初中生家庭亲密度处于中等水平。初中生积极学业情绪平均分为3.587，略高于中值3分，因此说明初中生积极学业情绪处于中高水平。初中生学业自我效能感平均分为3.109，与中值3分相仿，因此说明初中生学业自我效能感处于中等水平。

表 1
描述性统计分析分析 (N=341)

变量	平均值	标准偏差
家庭亲密度	3.057	0.811
积极学业情绪	3.587	0.751
学业自我效能感	3.109	0.934

资料来源：本研究整理所得

信效度检验

如表2所示，在信度方面，家庭亲密度的Cronbach's α 系数值为0.895，大于0.7。积极学业情绪Cronbach's α 系数值为0.794、0.878、0.827、0.851、0.856、0.822，积极学业情绪总量表的 Cronbach's α 系数值为0.883。学业自我效能感各因子的Cronbach's α 系数值为0.857、0.870，学业自我效能感总量表Cronbach's α 系数值为0.962，可见3个量表的内部一致性非常高。效度方面，各个量表的Bartlett的球形度检验都达到显著水平，且KMO值均大于0.8。

表 2
信度分析表 (N=341)

变量	Cronbach's α	Bartlett的球形度检验	KMO		
家庭亲密度	.895	.000	0.872		
积极学 业情绪	自豪	.794	.883	.000	0.814
	高兴	.878			
	希望	.827			
	满足	.851			
	平静	.856			
	放松	.822			
学业自 我效能 感	学业能力自我效能感	.857	.962	.000	0.884
	学业行为自我效能感	.870			

资料来源：本研究整理所得

差异分析

数据表明：家庭亲密度方面，男生得分处于中低水平 ($M=2.815$)，女生得分处于中等水平 ($M=3.048$)，女生高于男生，性别在家庭亲密度 ($t=-3.485, p<0.05$) 存在显著差异。

初一学生低于其他两个年级学生。独生子女得分处于中高水平 ($M=3.652$), 非独生子女得分处于中高水平 ($M=3.333$), 独生子女高于非独生子女。家庭形式在家庭亲密度 ($t=3.687, p<0.05$) 存在显著差异, 独生子女高于非独生子女。

积极学业情绪方面, 男生得分处于中高水平 ($M=3.503$), 女生得分处于中高水平 ($M=3.638$), 女生略高于男生; ($t=4.184, p<0.05$), 性别在积极学业情绪上有显著差异, 女生高于男生。从各维度来看, 自豪方面男生得分处于中高水平 ($M=3.288$), 女生得分处于中高水平 ($M=3.546$), 女生略高于男生; 高兴方面男生得分处于中高水平 ($M=3.228$), 女生得分处于中高水平 ($M=3.377$), 女生略高于男生; 希望方面男生得分处于中高水平 ($M=3.532$), 女生得分处于中高水平 ($M=3.705$), 女生略高于男生; 满足方面男生得分处于中高水平 ($M=3.744$), 女生得分处于中高水平 ($M=3.763$), 女生略高于男生; 平静方面男生得分处于中高水平 ($M=3.519$), 女生得分处于中高水平 ($M=3.667$), 女生略高于男生; 放松方面男生得分处于中高水平 ($M=3.527$), 女生得分处于中高水平 ($M=3.723$), 女生略高于男生。不同年级的初中生在积极学业情绪的两个维度自豪和高兴上存在显著的差异, 在积极学业情绪、希望维度、满足维度、平静维度、放松维度都不存在显著差异。事后检验显示: 在自豪方面, 初三学生高于其他年级学生; 在高兴方面, 初三学生高于其他年级学生。各个维度差异分析上, 自豪 ($t=4.038, p<0.05$)、高兴 ($t=2.316, p<0.05$)、希望 ($t=5.371, p<0.05$)、满足 ($t=4.228, p<0.05$)、平静 ($t=3.748, p<0.05$)、放松 ($t=3.482, p<0.05$) 六个维度上都存在显著差异积极学业情绪独生子女得分处于中高水平 ($M=3.692$), 非独生子女得分处于中等水平 ($M=3.583$), 独生子女高于非独生子女。在积极学业情绪上, 不同家庭形式的初中生存在显著差异; 从六个维度上, 不同家庭形式的初中生在自豪、希望、满足、平静、放松上存在显著差异, 在高兴上不存在。

学习自我效能感方面, 男生得分处于中等水平 ($M=3.106$), 女生得分处于中高水平 ($M=3.409$), 女生高于男生。从维度上看, 学习能力自我效能感方面男生得分处于中等水平 ($M=3.033$), 女生得分处于中高水平 ($M=3.381$), 女生高于男生; 学习行为自我效能感方面男生得分处于中高水平 ($M=3.179$), 女生得分处于中高水平 ($M=3.438$), 女生高于男生。从学业自我效能感的差异分析上, ($t=5.005, p<0.05$), 有显著差异, 女生高于男生。各个维度差异分析上, 学习能力自我效能感 ($t=3.894, p<0.05$)、学习行为自我效能感 ($t=5.255, p<0.05$) 两个维度上都存在显著差异, 因此得出结论, 不同性别的初中生在学业自我效能感及各维度上存在显著差异, 女生高于男生。不同年级的初中生在学业自我效能及其两个维度上都存在显著的差异。事后检验显示: 在学习自我效能感上, 初三学生大于初一学生; 学习能力自我效能感维度上, 初三学生大于初一学生; 在学习行为自我效能感维度显示, 初一学生弱于其他两个年级学生。因此, 不同年级初中生的学业自我效能感及各维度上存在显著差异。学习自我效能感上, 独生子女得分处于中高水平 ($M=3.968$), 非独生子女得分处于中高水平 ($M=3.559$), 独生子女高于非独生子女。从维度上看, 学习能力自我效能感方面独生子女得分处于中高水平 ($M=3.953$), 非独生子女得分处于中高水平 ($M=3.515$), 独生子女高于非独生子女; 学习行为自我效能感方面独生子女得分处于中高水平 ($M=3.982$), 非独生子女得分处于中高水平 ($M=3.660$), 独生子女高于非独生子女。

从学习自我效能感差异分析上看, ($t=7.195, p<0.05$), 不同家庭形式在学习自我效能感上存在显著差异。从学业自我效能感各个维度差异分析上, 学习能力自我效能感 ($t=7.353, p<0.05$)、学习行为自我效能感 ($t=6.129, p<0.05$) 两个维度上都存在显著差异, 因此得出结论, 不同家庭形式的初中生在学业自我效能感及各维度上存在显著差异, 独生子女高于非独生子女。

相关分析

本研究采用Pearson相关分析对三者之间进行相关性检验。其结果如表3所示，结果显示，家庭亲密度与积极学业情绪为正相关，相关系数为.343， $p < .001$ ；家庭亲密度与学业自我效能感为正相关，相关系数为.292， $p < .001$ ；积极学业情绪与学业自我效能感为正相关，相关系数为.382， $p < .001$ 。

表 3

相关分析表

变量	家庭亲密度	积极学业情绪	学业自我效能感
家庭亲密度	1		
积极学业情绪	.343***	1	
学业自我效能感	.292***	.382***	1

注：*** $p < .001$

资料来源：本研究整理所得

回归分析

本研究将对家庭亲密度、积极学业情绪、学业自我效能感进行回归分析，探讨家庭亲密度对积极学业情绪的预测作用、家庭亲密度对学业自我效能的预测作用、学业自我效能感对积极学业情绪的预测作用以及学业自我效能感在家庭亲密度对积极学业情绪上的中介作用。结果显示：在Model 1中，家庭亲密度对积极学业情绪 β 值为.743， t 值为25.492，显著性小于.001，达到显著，因此本研究假设H4成立，初中生的家庭亲密度能对积极学业情绪具有正向显著影响。

在Model 2中，学业自我效能感对积极学业情绪 β 值为.782， t 值为28.835，显著性小于.001，达到显著，因此本研究假设H5成立，初中生的学业自我效能感对积极学业情绪具有正向显著影响。

在Model 3中，家庭亲密度对学业自我效能感 β 值为.692， t 值为21.981，显著性小于.001，达到显著，因此本研究假设H6成立，初中生的家庭亲密度能对学业自我效能感具有正向显著影响。

在Model 4中，家庭亲密度对积极学业情绪 β 值为.387， t 值为 11.527，显著性小于.001，达到显著，学业自我效能感对积极学业情绪 β 值为.551， t 值为 15.315，显著性小于.001，达到显著，并且相比于Model 1中家庭亲密度对积极学业情绪 β 值，Model 4中家庭亲密度对积极学业情绪 β 值明显有所减小，因此可以说明，学业自我效能感在家庭亲密度与积极学业情绪之间起部分中介作用，因此可以说明本研究假设 H7 成立，即初中生的学业自我效能感在其家庭亲密度对积极学业情绪的影响中起中介作用。

结论与建议

研究结论

初中生家庭亲密度处于中等水平。不同性别的初中生在家庭亲密度上存在显著差异，女生高于男生。这和袁坤等人（2021）的研究结果一致。不同年级在云南省初中生家庭亲密度上有显著差异，初一学生的家庭亲密度低于其他两个年级学生。这和许翠（2013）的研究结果一致。不同家庭形式的初中生在家庭亲密度上存在显著差异，独生子女高于非独生子女。这和郑会芳（2009）的研究结果一致。

初中生积极学业情绪处于中高水平。不同性别的初中生在积极学业情绪上存在显著差异，女生高于男生。这和吕京京（2013）的研究结果一致。不同年级初中生的积

极学业情绪上存在显著差异。这和王岳缙（2022）的研究结果一致。不同家庭形式的初中生存在显著差异。这和陈丹阳（2016）的研究结果一致。

初中生学业自我效能感处于中等水平。不同性别的初中生在学业自我效能感上存在显著差异，女生高于男生。这和朱亚琪（2020）的研究结果一致。不同年级初中生的学业自我效能感上存在显著差异。这和贾云云（2019）的研究结果一致。不同家庭形式的初中生在学业自我效能感上存在显著差异。

家庭亲密度与积极学业情绪存在显著正向影响，即家庭亲密度可以正向显著影响积极学业情绪，即学生家庭亲密度越高，则积极学业情绪越高，反之学生家庭亲密度越低，积极学业情绪越低。这和苏现彪等人（2021）的研究结果一致。据此，验证了本研究的假设 H4，即云南省初中生家庭亲密度对积极学业情绪存在正向显著影响。

家庭亲密度与学业自我效能感存在显著正向影响，学业自我效能感可以正向显著影响积极学业情绪，即学生学业自我效能感越高，则积极学业情绪越高，反之学生学业自我效能感越低，积极学业情绪越低。这和周理（2021）的研究结果一致。据此，验证了本研究的假设 H5，云南省初中生家庭亲密度对学业自我效能感存在正向显著影响。

学业自我效能感与积极学业情绪存在显著正向影响，家庭亲密度可以正向显著影响学业自我效能感，即学生家庭亲密度越高，则学业自我效能感越高，反之学生家庭亲密度越低，学业自我效能感越低。这和向红洁（2015）的研究结果一致。据此，验证了本研究的假设 H6，云南省初中生学业自我效能感对积极学业情绪存在正向显著影响。

本研究结果发现，家庭亲密度对积极学业情绪有显著正向影响，当加入中介变量学业自我效能感后，学业自我效能感在家庭亲密度与积极学业情绪之间起部分中介作用。据此，验证了本研究的假设 H7，云南省初中生学业自我效能感在家庭亲密度与学业情绪间存在中介作用。

研究建议

本研究认为未来可以从以下几个方面进一步拓展相关研究成果。一是分析影响因素。父母教养方式、学生性格、接触的互联网信息、社会关怀等因素是否会让家庭亲密度对于学生积极学业情绪的影响减低或增加。二是减少负面效应。研究减少由于家庭亲密度过低给初中生积极学业情绪带来的负面效应，可以大大提高学生的在校表现，提升学生的学业成就。三是积极学业情绪对学业自我效能感的反作用。当提升学生的积极学业情绪时，学生的学业自我效能感是否增加，是否可以控制人口学变量等都是值得探讨的议题。四是可扩大样本的选择，本文只收集了360名初中生进行调查，需要更多学校和更长的时间跨度来重复验证。样本来自云南省，对于其他省份的初中生积极学业情绪有待进一步验证。五是在研究方法上也可采取定性与定量研究方法的结合开展研究，在运用问卷分析进行量化研究的同时，也可采用访谈法、观察法等质性研究法，以了解云南省初中生对于家庭亲密度、积极学业情绪、学业自我效能感的深度想法。

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Research on the status quo and influencing factors of the construction of teachers' morality and teaching style in private vocational colleges in Y Province

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Abstract

The building of teachers' morality and teaching style is an important link in the construction of spiritual civilization in colleges and universities, the focus of the construction of the teaching team, the soul of the construction of the school's teaching style, and an important guarantee for promoting the development of vocational education in private vocational colleges. This study was adapted with reference to the "Questionnaire on Teachers' Ethics and Teaching Style in Colleges and Universities" of Jilin Province to form an adapted questionnaire "Questionnaire on the Construction of Teachers' Ethics and Teaching Style", and through questionnaires of teachers, counselors, and administrative leaders of private vocational colleges in Y Province, this study explored the current situation of the construction of teachers' morality and teaching style in private vocational colleges in Y Province, and understood the understanding, learning and implementation of teachers' morality and teaching style by teachers in private vocational colleges in Y Province. Through the analysis of the questionnaire results of teachers, we can understand the current situation of the construction of teachers' morality and teaching style in private vocational colleges, analyze the causes of the problems found, find out the countermeasures to promote the construction of teachers' morality and teaching style in private vocational colleges, and promote the construction of teachers' morality and teaching style in Y province.

Keywords: Private Higher Vocational Colleges; Ethics and style of Teachers;

Y 省民办高职院校教师师德师风建设现状及影响因素研究

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摘要

师德师风建设是高校精神文明建设的重要环节, 是教师队伍建设的重点, 是做好学校教风建设的灵魂, 是促进民办高职院校职业教育发展的重要保证。本研究参照吉林省《高校师德师风调查问卷(教师卷)》进行改编, 形成改编问卷《师德师风建设调查问卷》, 通过对 Y 省民办高职院校的教师、辅导员、以及行政领导进行问卷以此来探索 Y 省民办高职院校教师师德师风建设现状, 了解 Y 省民办高职院校教师对师德师风的了解、学习和落实情况。通过对教师的问卷结果分析来了解民办高职院校教师师德师风建设现状, 并对发现的问题进行原因剖析, 找出促进民办高职院校教师师德师风建设的对策, 促进 Y 省教师队伍的师德师风建设。

关键词：民办高职院校；师德师风

1. 绪论

1.1 研究背景

Li & Zhang(2022)认为高等教育机构既是培养先进社会生产力的基地，又是先进文化的重要发源地和传播地。在高校中，教师的职业伦理是指教师在科学教学、培养人才、服务社会、传承创新文化中所表现出来的特定行为。因此，教师的道德品质和行为对高校师风、师德的形成以及人才培养的质量有着直接影响。

2019年，教育部颁布了《关于进一步加强和改进师德师风建设的意见》，其中明确提出，要使教师队伍的整体素质得到提高，必须注重教师的师德建设。2014年教师节前，习近平总书记提出了要做“四有”好教师，这一口号。2018年5月2日，习近平总书记在与北京大学老师和同学们的座谈会上指出，衡量一支师资队伍的首要标准是“师德”。

2021年11月30日中华人民共和国教育部在官网上发布了《教师法（修订草案）公开征求意见》稿，该意见中指出教师承担着为党育人、为国育才，立德树人，培养德智体美劳全面发展的社会主义建设者和接班人、提高民族素质的崇高使命。教师应当为人师表，有理想信念、有道德情操、有扎实学识、有仁爱之心，忠诚于党和人民的教育事业。

师德师风是一个学校改革和发展的原动力之一，是学校办学实力和办学水平的重要标志，是学校办学质量和效益的竞争力所在。学校发展以教师为本，教师素质以师德为先。师德师风决定着一个学校的学风和校风，决定着学校的精神风貌和人文风格；因此，加强师德师风建设，是人心所向，众望所归，势在必行。

1.2 研究目的及意义

借鉴已有研究，将民办高职院校教师作为研究对象，探究民办高职院校师德师风的建设现状、影响民办高职院校师德师风的建设的因素。主要研究目的如下：

- A. 了解民办高职院校教师师德师风建设的现状。
- B. 分析民办院校师德师风建设的影响因素并提出解决措施。

本研究旨在探讨Y省民办高职院校教师的师德师风建设现状及影响因素，采用问卷调查法对Y省民办高职院校教师进行问卷，旨在了解教师对师德师风的了解、学习和落实情况，以此发现问题并分析原因，找出影响教师师德师风建设的影响因素和加强师德师风建设有效途径，促进Y省民办高职院校教师队伍的师德师风建设。本研究的重要性在于，师德师风建设是高校精神文明建设的重要环节，教师队伍建设的重点，是做好学校教风建设的灵魂，也是促进民办高职院校职业教育发展的重要保证。

1.3 研究问题

依据上述研究目的，本研究问题如下述。

- A. 民办高职院校教师队伍师德师风现状如何？
- B. 影响民办高职院校教师师德师风建设的因素有哪些？

综合以上研究背景，可以得出结论：民办高职院校师德师风建设是当前高等教育面临的重要问题之一，对于提高民办高职院校教育教学质量和师资力量素质具有重要意义和价值。民办高职院校师德师风建设存在的实际问题包括教师职业伦理缺失、教学内容不合理、教师招聘与评价机制不完善等。因此，通过深入研究和探讨民办高职院校师德师风建设的问题，可以为民办高职院校提供科学合理的师德师风建设方案和改进措施，促进民办高职院校的教育教学质量不断提升。

2. 文献综述

本章将从师德师风的相关研究、高职院校师德师风建设存在的问题的相关研究、加强高职院校教师师德师风建设措施的相关研究、高职院校师德师风建设的重要性四个部分进行相关的理论及研究探讨。

2.1 师德师风的相关研究

Jie YANG(2017)认为教师道德是高等教育学校建设的元源和基础的关键因素。师德是指从事教育事业的职业道德,即包括教师在内的一切教育工作者在从事教育活动的过程中所必须遵守的道德规范、行为准则及其与之相适应的道德观念、情操和品质(彭伊凡,2015)。师德是教师的职业道德的简称,是教师的道德意识、道德关系和道德活动的总和,是教师在从事教育教学活动、履行教书育人职责时所必须遵守的行为准则和道德规范,也是教师的世界观、人生观、价值观的体现。师风乃教师的教学、学术作风也,是教师的思想文化素养和人格修养的综合体现,是教师的道德、才学、素养的集中反映(董爱华,2008)。

李秀梅(2022)认为“师风”是指教师的行为作风,“师德”是指教师的职业道德。但实际上,“师德”有广义和狭义之分。教师的职业道德就是狭义上的“师德”,主要包括教师忠于教育,关爱学生,遵守学术规范,不抄袭、剽窃他人的知识成果等。而广义的“师德”则对教师的职业道德提出了更为全面的要求,即落实立德树人这一根本任务,为人师表,人格高尚。黄伟业(2022)等人认为师德师风是教师在从事教育活动过程中形成的良好的思想道德观念和言行风范的总称。它是教师在教育教学、科研、育人工作中必须遵守的职业道德规范,也是一种无形的潜移默化的精神力量。

综合所述,本研究的定义将采用董爱华(2008)的定义,认为师德师风是教师职业道德的具体体现,是教师道德意识、道德关系、道德活动的总称,是教学活动中必须遵守的行为准则和道德规范。

2.2 高职院校师德师风建设存在的问题的相关研究

马英杰(2022)认为高职院校教师存在师德师风立场不坚定道德水平有待提高、师德师风建设不稳定,长效机制有待巩固、师德师风氛围不浓厚,培育环境有待优化三方面问题。黎雪君(2022)等人认为部分高职院校教师对师德师风建设的重视程度不够、缺乏开拓创新意识、缺乏团队合作精神、缺乏自我规划意识。王增磊(2022)等人认为部分教师的思想政治素养不达标、高校教师师德师风的评价标准与考核机制不尽合理,使得教师一味追求完成考核要求而忽视了教书育人的本职工作、高校没有跟上时代的步伐,在积极营造良好的氛围,促进师德师风建设等方面开展的工作不够深入。

刘兴友(2021)认为当今高校教师存在政治信仰不坚定,丧失政治操守、缺乏理想信念,上进心不强、缺乏责任心,育人意识淡薄。刘辰基(2022)认为高职院校在生源扩招和师资扩充的背景下,针对师德师风建设过程中存在的教师党支部建设弱化、引领师德师风作用不强;教师法治意识需要完善、规则意识有待增强;师德师风建设长效机制不完善、监督引导不充分等困境。王晨曦(2022)认为高职院校学生文化理论水平参差不齐,普遍不高,需要老师花更多的心思和精力来教育、培养和引导学生们成长、成才。

Yuding Wang(2022)认为在信息时代的背景下,高校青年教师道德建设面临教学科研缺乏责任感和使命感、缺乏专业精神等诸多问题。江海林(2021)认为高职院校教师师德师风建设存在着教师内化意识不足、师德建设长效机制不够完善、师德环境不够

优化等问题。唐志凤(2019)认为当前高校师德师风建设在一定程度上存在雷声大雨点小、方法不正确、效果不理想等问题,同时也面临部分师德失范行为影响教师整体权威以及不良西方价值文化渗透误导教师角色定位等挑战。沈鑫(2022)认为高职院校教师功利思想突出,缺乏奉献意识,个人素质不高,育人意识淡薄,在师德师风建设过程中重视度不够,流于表面形式。

综合所述,本研究赞同马英杰、黎雪君、王晨曦提出的高职院校教师师德师风建设过程中存在的问题。

2.3 加强高职院校教师师德师风建设措施的相关研究

黎雪君(2022)等人认为加强高职院校教师师德师风建设的对策为完善师德师风建设体系、开展形式多样的师德师风教育实践活动、明确人才培养目标,优化人才培养方案、结合思政工作开展师德师风建设、提升自生学术水平,严守学术道德、要与学生成为良师益友。王增磊(2022)等人认为高校师德师风建设可以分两个层面进行:在教师个人层面,应提升个人思想政治素养和职业道德水平,更新教育教学观念,提升专业知识水平;在高校层面,应通过设计合理的评价标准与考核机制、健全和完善相关制度,引导教师潜心教书育人,积极营造良好氛围。

刘兴友(2021)认为高职院校应当健全教师师德师风管理机制,确保教师师德核心地位、加强师德师风宣传工作,引导教师树立崇高理想、创新师德师风教育机制,培育教师种德养德风尚、建立健全师德师风奖惩机制,引导教师提升自我修养、建立师德师风反思机制,促进教师改进师德行为。李凡(2022)认为加强师德师风建设应当完善师德监督制度、应当家校联动创造优秀的教育环境。胡森林(2022)认为教师在日常教学和学生管理工作中应当关注学生,尊重学生;要增强责任感,热爱教育事业;要树立终身学习的理念。

刘辰基(2022)认为通过强化党对教师的引领,铸牢思想之魂;强化教师法治教育、纪律规范教育;建立健全师德师风建设长效机制,激发教师师德师风自我完善意识来开展高职院校师德师风建设,助力高职院校打造政治强、情怀深、思维新、视野广、自律严、人格正的高素质专业化教师队伍。江海林(2021)认为师德师风建设应突出政治引领;加强制度保障,完善师德师风长效机制;落实立德树人,实践中锤炼师德之魂;优化师德环境,营造良好的师德氛围。

唐志凤(2019)认为加强高校师德师风建设需明确“立德树人”的基本立场和时代内涵,在此基础上寻找师德师风建设的突破口,从而全面提升高校教师职业道德修养,为培养德智体美全面发展的社会主义建设者和接班人奠定基础。沈鑫(2022)认为加强高校师德师风建设应当提高选拔聘用标准,加强职业道德教育,增加教育经费投入,全面提高高职教师待遇,完善评价考核机制,健全制度保障,强调尊师重道,营造良好社会舆论氛围。

综合所述,本研究赞同刘辰基(2022)、黎雪君(2022)、唐志凤(2019)等人提出的高职院校教师师德师风建设采取的措施。

2.4 高职院校师德师风建设的重要意义

习近平总书记指出:“人才培养,关键在教师,教师队伍素质直接决定着大学办学能力和水平”。唐志凤(2019)认为加强师德师风建设,能够充分发挥教师道德导向性,发挥师德师风在立德树人中的作用,做到“以德立身、以德立学、以德施教、以德育人”。

管秀雪(2022)认为中国正处于实现中华民族伟大复兴重要机遇期,教师肩负着培养堪当民族复兴大任时代新人的使命。培养时代新人需要教师队伍“师德高尚、业务精湛、结构合理、充满活力”,师德师风建设质量是首要因素。胡森林(2022)认为

作为教师，要将“大爱”融入教育教学之中。“大爱”是产生“大师”的情感动力，也是产生“大德”的媒介。通过爱的教育，学生更能感受到被认可和尊重，教师也能对自身所肩负的岗位职责产生认同感和崇敬感。教师只有关注学生，尊重学生，才能做到“以生为本”，才能完成立德树人的根本任务。

教师的德行高低会对学生产生一定的影响，进而决定人才培养质量。因此，立德树人并不仅仅局限于立学生的德，更要求立教师的德，高校“德育”工作能否做好，从根本上取决于教师(刘媛，20220)。教师面向的对象是学生，由于教师工作具有独特的示范性，而学生学习具有极强的模仿性，因此教师的人格魅力以及一言一行都会给学生带来极大的影响(唐志凤，2019)。沈鑫(2022)认为高职院校师德师风的具体建设状况不仅关系到高职院校教师自身未来，影响其职业生涯的发展，同时还关系到高职院校自身的运行实效以及高等职业教育培养目标的具体落实。

综合所述，本研究认为师德师风建设可以促进民办高职院校的发展，有利于提高教师队伍的整体素质，有利于提升教师在学生心目中的形象。

3. 研究方法

本章主要阐述了研究方法(问卷调查法)、研究对象、研究工具以及数据分析方式。

3.1 研究方法

本研究为探讨民办高职院校教师师德师风建设中存在的问题以及解决方法，采用了问卷调查法。问卷调查法是教育研究中最基本、最常用的方法。赖扬盛等人(2021)提出问卷调查法最初是由英国人高尔顿于1882年发明的，他在设立人类学测验实验室实验时由于实验的需要，将需要调查的问题印成问卷的形式寄发出去再回收问卷来收集相关资料以便进行分析统计的一种方式。徐建华、路锦怡(2017)认为问卷调查法包括资料收集、问卷设计、预测试、信效度检验、抽样、发放正式问卷、回收问卷、数据分析、得出结论等九个过程。辽宁师范大学心理学院教授杨丽珠认为，“问卷法是研究者把要研究的主题分为详细的纲目，拟成简明易答的一系列问题，编制成标准化的问卷，然后根据收回的答案，进行统计处理，得出结论的方法”(刘德磊、武晓静，2018)。

本研究遵循徐建华、路锦怡(2017)提出的9过程进行问卷分析，通过文献的查阅和相关问卷的分析来设计问卷，并进行预试，对问卷进行信度、效度检验后采用便利抽样的方法进行问卷，对收回的问卷进行筛选，删除无效问卷后进行数据分析得到研究结论。

3.2 研究对象

本研究拟以中国Y省辖区内的民办高职院校的普通教师、辅导员、以及行政领导作为研究对象。该辖区内共有民办大学21所，其中民办高职院校有12所。老师们的学历大部分是本科、研究生、以及博士，都具备相应的教学经验或管理经验，对师德师风建设有一定的了解，具有较好的配合度能如实的回答问卷调查的内容，问卷调查结果可信度较高。

选择Y省是因为Y省的教育相对落后，通过中华人民共和国教育部官网发布的信息可知截止到2020年，全国共有高职院校1468所。Y省高职院校占比仅有1.5%，院校数量较少。选择将普通教师、辅导员、以及行政领导作为研究对象是因为他们是参与教育的核心成员，是直接或间接与学生接触的群体，能对学生的思想、行为、道德情操产生重要影响的群体，因此以他们作为研究对象可以较准确的来判断师德师风建设和落实的情况。

3.3 研究工具

本问卷参照吉林省《高校师德师风调查问卷（教师卷）》并对其进行修改，形成了改编问卷《师德师风建设调查问卷》，该问卷由教师个人基本信息、现状、问题、措施和开放性五个部分组成，共计 21 题。可以较好地了解 Y 省民办高职院校师德师风建设现状的具体情况。

3.4 数据分析方式

本研究先进行了预试分析，预试发放问卷 40 份，收回问卷 40 份，删除无效问卷后剩余 34 份，对其进行信度和效度分析，其中信度分析结果为 0.868，KMO 和巴特利特检验结果为 0.863，说明数据通过了信效度检验，因此进行正式的问卷发放，遵循问卷发放量需达题目数的 8 倍以上因此该问卷共计发放问卷 300 份，收回问卷 284 份，问卷回收后，删除漏答、无效问答、选项回答明显与题项表述不契合或选项一致的问卷后，剩余有效问卷 208 份，使用 SPSS 27.0 软件工具进行信度分析、效度分析和频数分析等方式进行数据分析。

4. 研究结果分析

本章主要从问卷的信度、有效度和频数结果进行分析，分析结果如下：

4.1 问卷的信度和有效度分析

克隆巴赫系数是一套常用的衡量心理或教育测验可靠性的方法，依一定公式估量测验的内部一致性，作为信度的指标。一般来说，该系数愈高，即工具的信度愈高。在基础研究中，信度至少应达到 0.80 才可接受，在探索性研究中，信度只要达到 0.70 就可接受，介于 0.70-0.98 均属高信度，而低于 0.35 则为低信度，必须予以拒绝。

本次数据将通过克隆巴赫系数进行信度分析。在 SPSS 软件中将数据导入，点击分析-标度-可靠性分析，进行信度分析，可以看到克隆巴赫系数为 0.868，这充分说明该部分问卷信度较高，达到了课题研究的目的，所得的数据对后续的因素分析有利。

表 1 可靠性统计

克隆巴赫 Alpha	项数
0.868	9

KMO 检验统计量是用于比较变量间简单相关系数和偏相关系数的指标。其取值在 0 和 1 之间。一般来说，大于 0.7 则认为该数据达到实验要求。

通过在 SPSS 中导入数据，然后进行 KMO 和巴特利特球形检验以对问卷进行效度分析。可以得到如表 2 所示的结果。根据表格显示，该问卷部分 KMO 的值为 0.863，巴特利特球形检验卡方值为 329.059，自由度为 36，显著性为 $0.000 < 0.05$ ，这说明数据通过了效度检验，适合做后续因素分析。

表 2 可靠性统计表

KMO 和巴特利特检验		
KMO 取样適切性量数。		.863
巴特利特球形度检验	近似卡方	329.059
	自由度	36
	显著性	.000

4.2 频数分析

在本次调查的人群中，男性的人数为 87 人，占比为 52.41%，女性的人数为 79 人，占比为 47.59%。在学历的分布中，专科的人数为 36 人，占比为 21.69%，本科的人数为 95 人，占比为 57.23%，硕士的人数为 32 人，占比为 19.28%，博士的人数为 3 人，占比为 1.81%。调查人群所在的高校类型均为民办高职院校。其中普通教师的人数为 95 人，占比为 57.23%，班级辅导员的人数为 57 人，占比为 34.24%，行政领导的人数为 14 人，占比为 8.43%。

人口学频数分析结果

名称	选项	频数□	百分比 (%)□	累积百分比 (%)□
性别	男	87	52.41	52.41
	女	79	47.59	100.00
最高学历	专科	36	21.69	21.69
	本科	95	57.23	78.92
	硕士	32	19.28	98.19
	博士	3	1.81	100.00
目前所在高校的类型	民办高职院校	166	100.00	100.00
	普通教师	95	57.23	57.23
在学校的角色是	班级辅导员	57	34.34	91.57
	行政领导	14	8.43	100.00
合计		166	100.0	100.0

在您对本校当前的师德师风情况总体评价上，根据问卷结果可知，认为很好的占比为大多数，为 53.61% 超过半数；其次是认为一般的，占比为 45.78%；选择不好的群体占比为 0.60%。整体来看，对学校师德师风的评价属于中等偏上的现状。

在学校是否出台针对师德失范行为的惩戒规定办法，选择有，体系严密，效果良好的占比是最多的，为 56.02%；选择有，但流于形式的占比也少，为 37.95%；其次是选择没的的占比为 4.22%；选择不清楚的占比为 1.81%。

在您认为学校现行师德规范内容上，选择内容具体，行之有效的占比为 48.80%；选择内容空泛，不切实际的占比为 21.69%；选择内容具体，过于严苛的占比为 19.88%；

选择没有具体的师德规范的占比为 9.64%。

政策了解情况汇总表

选项	响应		普及率 (n=166)
	n	响应率	
新时代高校教师职业行为十项准则	90	15.65%	54.22%
高校教师师德“红七条”	115	20.00%	69.28%
教育部关于进一步加强和改进师德建设的意见	116	20.17%	69.88%
高等学校教师职业道德规范	101	17.57%	60.84%
教育部关于高校教师师德失范行为处理的指导意见	87	15.13%	52.41%
教育部关于建立健全高校师德建设长效机制的意见	63	10.96%	37.95%
不清楚	3	0.52%	1.81%
汇总	575	100%	346.39%

拟合优度检验： $\chi^2=113.179$ $p=0.000$

从上表可知，拟合优度检验呈现出显著性 ($\chi^2=113.179$, $p=0.000<0.05$)，意味着各项的选择比例具有明显差异性，可通过响应率或普及率具体对比差异性。具体来看，高校教师师德“红七条”、教育部关于进一步加强和改进师德建设的意见、高等学校教师职业道德规范的响应率和普及率明显较高。

大部分教师对自己的职业道德评价还是比较严格的，超过 90%的教师认为深入开展师德师风建设是很有必要的，而道德品质则被认为是高校教师最重要的素质之一。在教师兼职兼薪的行为方面，大部分教师持较为中立的态度，认为在不影响正常工作的前提下，可以兼职兼薪。此外，超过 57%的教师认为身边教师的工作状态积极，反映出大部分教师的工作状态还是比较积极的。

频数分析结果

名称	选项	频数	百分比 (%)□	累积百分比 (%)□
您如何看待收受家长财物或参与由家长付费的宴请、旅游、娱乐等活动的行为？	可以接受	20	12.05	12.05
	只要金额不大，可以适当接受	20	12.05	24.10
	无论何种情况，何种金额都不能接受	116	69.88	93.98
	可以跟家长适当礼尚往来，促进感情加深了解	9	5.42	99.40
您对网络代写或抄袭剽窃，篡改他人研究成果或滥用学术资源等学术不端行为持怎样的态度？	无所谓	1	0.60	100.00
	民办高校教师科研能力薄弱，只要不影响教育教学水平，存在少许学术不端行为也可以谅解。	57	34.34	34.34
	任何形式任何学术不端行为都有违师道尊严，要坚决杜绝	109	65.66	100.00
您对表彰师德先进个人的看法是	很有意义	129	77.71	77.71
	意义不大	26	15.66	93.37
	没有意义	10	6.02	99.40
	无所谓	1	0.60	100.00
在教育教学中，您对自己的学生能够做到一视同仁吗？	完全能够做到	90	54.22	54.22
	基本能做到	74	44.58	98.80
	不可能做到	2	1.20	100.00
	合计	166	100.0	100.0

根据上述表格，我们可以看出教师们对待收受家长财物或参加家长付费的活动的态度非常严谨，选择无论何种情况、何种金额都不能接受的比例高达 69.88%，这表明教师们在职操守方面非常严格。此外，在学术不端行为方面，65.66%的教师选择坚决杜绝任何形式、任何行为，认为这些行为违背了师道尊严；另外 34.34%的教师认为只要不影响教学水平，存在少许学术不端行为也可以谅解。对于师德先进个人的表彰，绝大多数教师认为这是一件非常有意义的事情。在教育教学活动中，54.22%的教师认为自己能够做到一视同仁，44.58%的教师认为基本能够做到。最后，在师德考评方面，教师们认为最有效的考评方法是学生和家的评价，其次是同事互评，而领导评价则排名第三，三者之间的比例差异不大。

出现师德失范问题的主要原因汇总表格

选项	响应		普及率 (n=166)
	n	响应率	
教师待遇不高	81	15.43%	48.80%
受社会不正之风影响	111	21.14%	66.87%
教师个人师德修养不够	125	23.81%	75.30%
教师师德考评体系和惩治机制不够完备	119	22.67%	71.69%
学校和教育管理部门重视程度不够、监管不严	89	16.95%	53.61%
汇总	525	100%	316.27%

拟合优度检验： $\chi^2=13.943$ $p=0.007$

从上表可知，拟合优度检验呈现出显著性 ($\chi=13.943$, $p=0.007<0.05$)，意味着各项的选择比例具有明显差异性，可通过响应率或普及率具体对比差异性。具体来看，教师个人师德修养不够，教师师德考评体系和惩治机制不够完备共 2 项的响应率和普及率明显较高。

所在学校对于师德师风的考评是否和教师的绩效、评职、聘任等挂钩上，选择是的占比为 81.33%；选择是，但是只是走走形式的占比为 17.47%；选择不是的占比为 1.20%；大部分学校在有建立教师师德师风奖惩机制的情况下，可能都会选择将奖惩与绩效挂钩，这样更容易起到监督效果。

您认为，应当从哪些方面来加强师德师风建设？

选项	响应		普及率 (n=166)
	n	响应率	
提高选拔聘用标准、严格教师录用品德考察	150	29.53%	90.36%
设计合理的评价标准与师德失范追责机制	134	26.38%	80.72%
开展形式多样的师德师风教育实践活动	131	25.79%	78.92%
多元化的监督及典型曝光机制	93	18.31%	56.02%
汇总	508	100%	306.02%

拟合优度检验： $\chi^2=13.780$ $p=0.003$

从上表可知，拟合优度检验呈现出显著性 ($\chi=13.780$, $p=0.003<0.05$)，意味着各

项的选择比例具有明显差异性，可通过响应率或普及率具体对比差异性。具体来看，提高选拔聘用标准、严格教师录用品德考察的响应率和普及率明显较高。

5. Y省民办高职院校师德师风建设存在问题的原因分析

5.1 教师育人意识不强

教师过于重视学生基础知识的积累，忽视了教书育人的基础原则，过分强调知识与能力的关系，忽视了情感、态度、价值观等非智力因素的培养。这种现象是高等教育中普遍存在的问题，也是我们必须面对和解决的重要问题之一。很多教师认为只要把教书工作完成好了即可，育人意识淡薄，没有把教师职业当成是一个崇高的职业，而仅仅当做一种谋生手段。片面的认为学生的思想政治教育是辅导员和思政教师的工作，自己仅承担教书的任务，教师对于国家的教育方针理解不够深刻，没有真正理解教师的根本职责。第二，学校对教师育人意识引导不足。学校内部忽视教师的师德培训，在各项考核中把“课程思政”、“育人”作为“标签式”的软标准，主要考核的仍旧是论文、获奖、专利等的数量，在各项培训教育中，重点培养教师的教学能力和科研能力，忽视了教师育人意识的培养，导致部分教师形成了只负责传授知识或把教书等同于育人的刻板印象，将教书育人这个整体分割开来，过分注重教书而忽视育人，使教学偏离教育的本质，也影响了学生的全面发展。

5.2 教师队伍结构不合理

教师队伍结构不合理是Y省民办高职院校师德师风建设存在问题的另一个重要原因。首先，部分学校存在着师资力量不足或者是教师素质较低的问题。这些教师可能是因为条件有限或者是其他原因，被迫从事教学工作，但缺乏足够的教学经验和教育教学理论知识，难以胜任教学任务，导致学生的学习效果不佳。其次，教师队伍的年龄结构不够合理，老师多、青年教师少的情况比较普遍。这种情况下，老师往往会沉迷于自己的教学经验，固步自封，难以接受新的教育教学理念和方法。同时，老师们也难以理解和满足新时代学生的需求。与此同时，青年教师往往缺乏经验，导致在教育教学方面存在很多问题，也需要进行针对性的培训和指导。最后，教师队伍的专业结构不够合理，有些专业的教师不具备必要的教育教学能力，或者是没有及时了解和掌握最新的教学理念和方法，也会影响学生的学习效果和学校的教育教学质量。

5.3 师德考评机制不健全

师德考核评价机制的构成要素主要包括考核评价的目的、主体、对象、内容、考核结果的运用。根据调查显示，目前Y省民办高职院校师德考核评价机制不健全，具体表现为师德考核评价仍然存在考核指标操作性不强、师德考核评价主体方法单一、考核结果的科学运用效果不佳，主要内容如下：根据调查显示，当前Y省民办高职院校在对教师师德考核的指标设置中出现含糊不清、模棱两可的情况，部分的教师表示在师德考核方面有出现指标相混淆、模糊不清的情况，具体表现在：第一，对于师德评价的指标的描述不够具体细化。有时出现同一级指标，各个指标的内涵和外延相互交叉的情况，无法确定该指标所具体评价的师德范畴，导致无法真实反映教师的真实师德水平，表述较为笼统化。例如出现您认为教师的课前准备工作是否充足，课堂效果是否足够好这样的笼统问题，让考核评价的主体无法明确要考核什么以及怎样去进行考核，导致师德考核评价结果不够准确，难以让人真正信服。第二，师德考核评价指标中内容不够丰富。对于教师的考核指标中偏向于科研方面的设置较多，对于教师的育人方面设置不足，在师德考核指标的设置上出现重科研轻育人的现象，这就间接导致教师将大量的精力时间投入到科研。

5.4 管理部门职责不明确

依据系统科学理论，师德师风建设作为一个系统性工程，需要学校各个主管部门共

同发力，协调合作，形成工作合力。根据调查结果显示，部分的教师认为当前Y省民办本科院校存在各主管部门职责不明确、建设上存在各自为政，组织涣散的问题，在师德师风建设开展上缺乏系统性，师德师风建设难以形成合力，具体表现在：第一，各主管部门职责不明确。民办院校为了节省费用，师德师风建设的相关部门不健全，党委教师工作部没有全面建立，师德师风建设的各项工作大多由人事处或教务处负责，人员配备不齐，难以全面兼顾。有些民办院校虽然按照文件要求成立党委教师工作部，但跟人事处、宣传部等部门合署办公，主工作内容不明晰、主体责任发挥不到位。党委宣传部、组织部、监察处没有明确各部门职责，各主管部门之间职能重复，工作缺位，各个部门之间的权责没有明确的界限，就容易导致职能交叉，工作缺位，使师德师风建设陷入到无序、“三不管”、相互推诿扯皮的不良状态。第二，基层党支部的对于师德师风建设的职责不明确。民办院校中各基层党委部门缺位，各二级学院未全面建立师德师风建设工作领导小组，对于教师师德的考核评价等具体工作无法有效落实，造成基层党支部形同虚设的局面，基层党支部在对教师的师德师风建设中缺乏领导权、组织权、话语权，对师德师风建设缺少统一的指挥领导，严重影响了民办高职院校师德师风建设的长效发展。

5.5 师德管理制度不完善

根据调查结果显示，当前Y省民办高职院校存在师德管理制度不完善的问题，师德管理制度主要包含教师职业道德培训、师德考核评价、师德监督、师德激励、师德模范宣传等内容，教师认为Y省民办高职院校在师德教育制度、师德考核制度、师德监督激励制度等方面仍然存在不完善的问题，具体表现在：第一，师德教育制度不健全。师德教育缺乏连续性和规范性，处于缺位状态。教师自身对职业道德认识不足，导致在日常工作中出现许多问题，影响教学效果。要提高教学质量，就必须加强师德教育，完善师德教育制度。第二，师德考核制度不健全。师德考核的评价指标设置不科学，出现表述模糊不清、内容交叉等现象；师德考核内容单一，考核内容大部分趋向科学研究，对于教师道德评价内容较少；考核结果没有合理科学运用。第三，师德监督和激励制度不健全。目前，在师德监督方面，没有科学的测评标准和实施办法，不能发挥实质性作用。师德激励制度不健全，师德奖惩标准不明确，缺乏具体的操作性，不能严格执行，无法充分调动高校教师的积极性。

6. 新时代Y省民办高职院校师德师风建设的对策

加强师德师风建设，要严把教师的选聘、考核、晋升的思想政治素质关，严格落实师德师风作为评价教师队伍素质的第一标准。师德师风作为评价教师第一标准的落实与其考评机制密不可分，新时代师德师风考评机制体现了教育现代化的新特点和新要求。师德考核作为师德师风建设中的一部分，师德考核既可以检验教师在教学过程中是否遵守师德规范，促进教师自我发展，提高自身素质。还能帮助广大师生认识到自己在职业上所取得成绩的价值，使广大教师明确自己的职责，并在日常工作实践中不断加以落实，有利于加强学校管理，对于师德师风的建设和改进有积极的作用。

6.1 完善师德师风评价制度

落实师德第一标准，要将师德师风作为教师招聘引进、职称评审、岗位聘用、导师遴选、评优奖励、聘期考核、项目申报等的首要要求和第一标准。第一，完善教师准入制度。Y省民办高职院校在选聘各专业教师时要把好入口关，加强对教师思想政治

的审核，强化对教师思想政治的相关要求，将教师的师德表现作为选聘教师的首要标准。新入职教师在上岗前必须接受师德师风专题培训，在达到一定学时且考核合格后方可取得高等学校教师资格并上岗任教。第二，完善各项教师考评制度。在教师的各项考评中，将师德水平作为考核评价的第一标准，将教师的师德素养作为教师职称评审的首要条件。突出教师教书育人的实绩，把教育教学职责作为评价教师的基本要求，提高教师育人业绩和教学研究在职称评审中所占的比重。坚决地破除“五唯”、克服“五唯”倾向。不以SCI等和论文相关的指标作为职称评价的前置条件和判断的唯一依据，论文的发表数量、论文的引用情况、期刊影响因子等仅是作为教师评价的一个参考因素，要让真正踏实教书育人，教学受到师生广泛赞誉和高度评价的教师能够脱颖而出。

6.2 科学设置师德考评指标

为了积极引导广大教师做有理想信念、有道德情操、有扎实学识、有仁爱之心的党和人民满意的好老师，努力培养造就一支师德高尚、业务精湛、结构合理、充满活力的高素质教师队伍。在教师的各项考核中要严格将师德师风作为教师考核的第一标准，并依据教育部印发的《高等学校教师职业道德规范》对高等学校教师职业道德的要求确定具体考核内容，包括坚定政治方向、自觉爱国守法、传播优秀文化、潜心教书育人、关心爱护学生、坚持言行雅正、遵守学术规范、秉持公平诚信、坚守廉洁自律和积极奉献社会等十个方面。根据考核内容设置师德评价的一级指标，主要包括爱国守法、爱岗敬业、教书育人、严谨治学、服务社会、为人师表这六个方面，在初步确定教师考核评价一级指标的基础上，根据相关文件确定具体要求，保证各个具体要求都按照一级标题的内容设置，防止出现交叉融合、模糊不清的情况；在赋予各项师德考核指标权重时，要处理好各项考核指标之间的关系，合理配置各项指标权重，不能从单一指标入手，要把整体最优化作为出发点和落脚点。合理分配爱国守法、爱岗敬业、教书育人、严谨治学、服务社会、为人师表这六个一级指标的权重，保证指标设置科学合理。

6.3 丰富师德考核主体与方法

丰富民办院校教师德考核评价的主体与方式，只有考核主体与方式方法多样化，才能客观真实地反映出教师的师德情况。第一，考评主体多元化。广州南方学院采用个人自评、学生测评、同事互评、单位考评等多种形式进行，丰富了考评主体。Y省民办高职院校也可以采取同样的方式，在师德考核中将个人自评、学生评价、师德考核领导小组综合考评等多种主体相结合。教师自评主要是负责日常考核，对照师德考核的内容及要求，对个人日常师德表现进行针对性考核。学生评价既包含日常考核也包含年度考核，对教师师德表现进行全程性评价。师德考核领导小组综合考评主要负责年度考核，根据教师个人总结情况结合师德考核工作要求，进行综合评议，确定考核等次。教师自我评估与师德考核领导小组综合考评之间应建立一种相互反馈、相互促进、相互尊重和共同发展的关系。第二，定量与定性相结合。师德考核采取定性定量相结合、静态考核与动态评价相结合的原则，定量评价包括教师参加师德培训的情况、教师教育教学的情况，定性评价包括爱岗敬业、教书育人、为人师表、关爱学生等内容。在实施过程中，要坚持以教师为主体，注重对教师的全面考察。注重教师的实际表现，从不同的角度来衡量教师的德才状况，使其能够客观地反映教师的师德现状。

6.4 畅通师德结果反馈渠道

《意见》中要求“及时将考核发现的问题向教师反馈，并采取针对性举措帮助教师提高认识、加强整改。”所以Y省民办高职院校要积极畅通师德结果的反馈渠道，

确保教师及时了解自己的师德情况，及时纠正不正确的行为，发挥鼓励引导和警示预警作用。第一，打通各种师德结果反馈渠道，如构建师德师风信息评价平台，设立“师德师风举报箱”。举报箱上配备一套纸笔，供广大的师生员工使用。在工作和生活中发现的师德师风问题，均可以通过“师德师风举报箱”进行举报。在学校的公示栏或者是醒目的地方公开师德失范行为的举报电话及邮箱，并且严格保证匿名形式举报，保护举报人的个人隐私。第三，及时反馈师德信息。Y省民办高职院校建立专门的教师师德档案，将分散的师德信息实时形成反馈资料录入到教师的师德档案中，教师可以及时查看自己的师德档案，了解自己的师德情况以及发展的趋势，从而更好的调整自己在教育教学中的状态，采取相应的方法提高自己的师德水平。同时，保证师德档案跟随教师终身发展，无论到哪里任教，人事部门都可以查看到教师的师德水平，根据师德师风第一标准决定是否任用该教师，全面加强对于个人师德素养的重视程度。

6.5 合理运用师德考评结果

将师德考核结果存入教师档案，师德考核结果不合格者年度考核评定为不合格，并在职称评审、岗位聘任、干部选拔、评奖评优等环节实行一票否决制。严格将师德考核结果和各项评优工作挂钩。Y省民办高职院校也要积极学习先进经验，将师德考核结果科学运用于教师管理和职业发展全过程，作为教师岗位聘用、职称评定、职务晋升、工资晋级、干部选任、人才计划申报、科研项目申报、学习进修、评奖评优等工作的重要依据。在师德日常考核和年度考核中被确定为优秀档次的教师，在参加学校评选表彰时优先考虑；对在师德考核中都被确定为合格及以上等次的教师，按照有关规定薪级档次升级，享受各项待遇；被学校认定为师德考核基本合格的教师，不得评定为年度考核合格及以上等次；师德年度考核不合格的教师，评定为不合格，实行师德“一票否决”；对严重违反师德失范行为、影响恶劣的，按照党纪处分、行政处分、取消教师资格等有关规定进行处理，涉嫌犯罪的及时移送司法部门处理。合理运用师德考核，既能充分激发教师的内在动力，又能对师德失范教师的教师起到警示作用作用。

7. 研究结论与建议

当前，高等教育进入高质量发展的新阶段，高等教育要在准确把握新发展格局对人才的新要求的基础之上，深入融入社会的发展进程，高质量培养各类人才。教师队伍建设对于培育高质量人才具有关键作用，加强师德师风建设是教师队伍建设的首要环节。因此，论文基于新时代高校师德师风建设的新要求，依据系统科学理论、习总书记关于教育及教师的重要论述，以““四有”好教师”、“四个引路人”等思想为指导，对新时代 Y 省民办高职院校校师德师风建设展开了深入的研究，主要得出以下结论：

(1) 新时代高校师德师风建设提出了新要求。主要包括全面加强教师队伍思想政治教育、大力提升教师职业道德素养、健全高校师德师风建设长效机制、营造尊师重教的校园氛围四个方面。

(2) 研究分析归纳当前 Y 省民办高职院校校师德师风建设的主要问题及原因。问题主要包括思想政治教育实效性不强、教师存在重教书轻育人的现象、师德考核评价机制不健全、尊师重教的校园氛围未完全形成等四个方面。根据 Y 省民办高职院校校师德师风建设存在的问题进行成因分析，原因主要包括四个方面，分别是教师队伍结构不合理、育人意识不强、管理部门职责不明确、师德管理制度不完善。

(3) 研究提出了 Y 省民办高职院校校师德师风建设的针对性措施。借鉴国内优秀的院校师德师风建设的典型经验，依据习总书记关于教育及教师的重要论述，从创新

思想政治教育，课程与思政交融，健全师德考评机制，选树师德模范、优化教师队伍结构、加强师德管理方面提出对策。

Y省民办高职院校师德师风建设的最终目标就是提升师德师风建设的水平，因此要始终把握师德师风建设这条主线，坚持以习总书记关于教育及教师的重要论述为根本指导，推动Y省民办高职院校打造高素质的教师队伍、健全师德师风建设长效机制、落实教师自觉践行立德树人的根本任务。论文虽然对Y省民办高职院校师德师风建设进行了较为充分、深刻、系统的分析和研究，但由于作者水平有限，研究还存在着许多缺陷和不足，需要在今后的工作和学习中进一步加强研究和探讨。

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An investigation into the impact of the implementation of China's double reduction policy on the homework burden and sleep duration of primary school students

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Abstract

On July 24, 2021, the General Office of the CPC Central Committee and the General Office of the State Council issued the Opinions on Further Reducing the Burden of Homework and Off-campus Training on Students in the Compulsory Education Stage, hereinafter referred to as the Double Reduction Policy. The opinions clearly propose to effectively reduce the burden on primary and secondary school students within one year. Therefore, this study aims to explore the impact of the double reduction policy on the homework burden of primary school students and the sleep duration of primary school students since the implementation of the double reduction policy, and the fifth and sixth grade students of a primary school in Luxun County, Kunming City, Yunnan Province, China, were used as the subject of the study, and the survey was conducted through the interview method. Taking the implementation of the double reduction policy as the independent variable, and the homework burden of primary school students and the sleep time of primary school students as the dependent variable, the study found that the implementation of the double reduction policy can effectively reduce the homework burden of primary school students and increase the sleep time of primary school students.

Keywords: Double-reduction policy; Job burden; Length of sleep

中国双减政策的实施对小学生作业负担和睡眠时长的影响探究

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摘要

2021年7月24日, 中共中央办公厅, 国务院办公厅印发了《关于进一步减轻义务教育阶段学生作业负担和校外培训负担的意见》, 以下简称双减政策。意见明确提出要在一年内为中小学生有效减负。当前, 义务教育最突出的问题是中小学生作业负担太重。首先影响学生的身体健康, 学生整天埋头于作业之中, 睡眠不足, 又缺乏锻炼, 体力下降, 国民体质下降, 令人担忧。其次学生被动学习, 缺乏兴趣, 不仅效率不高, 而且还会形成扭曲的心理, 把学习作为竞争的手段, 把同学作为竞争的对手, 缺乏抗挫折的能力。学生因为作业负担太重, 没有时间走向自然, 走向社会, 不了解世界, 不了解社会, 缺乏宽广的视野, 缺乏创新思维与能力, 这对以后的成长是极为不利的。因此, 本研究意在探讨自双减政策实施一年以来, 对小学生的作业负担和小学生的睡眠时长的影响, 以中国云南昆明市禄劝县某小学五、六年级的学生作为研究的对象, 通过访谈法进行调查。以双减政策的实施为自变量, 小学生作业负担和小学生睡眠时长为因变量, 研究发现双减政策实施能够有效减轻小学生的作业负担, 并且可以增加

小学生的睡眠时长。

关键词：双减政策；作业负担；睡眠时长

1. 绪论

1.1 研究背景

随着人类社会文化的急剧加速发展，人类的社会生活节奏感不断加快，人与人之间的竞争已经达到了白热化的阶段，正是在这种时代大背景、大环境的有意无意催生之下，家长比工作比收入，学生比分数比排名，老师比学生的班级排名，致使学生陷入到大量重复地写作业，进而影响到学生的睡眠时长，学生们承受着巨大的压力（郭校曼，2018）。针对这一具体的情况，中共中央办公厅、国务院办公厅印发了《关于进一步减轻义务教育阶段学生作业负担和校外培训负担的意见》，以下简称“双减”政策。“双减”政策要求全面减轻作业总量和时长，减轻学生过重作业负担。小学一、二年级不布置家庭书面作业，三至六年级书面作业平均完成时间不超过 60 分钟，初中书面作业平均完成时间不超过 90 分钟。

2021 年 4 月 2 日，教育部办公厅发布《关于进一步加强中小学生睡眠管理工作的通知》。《通知》明确要求：小学生每天睡眠时间应达到 10 小时，初中生应达到 9 小时，高中生应达到 8 小时。就寝时间：小学生一般不晚于 21:20，初中生一般不晚于 22:00，高中生一般不晚于 23:00。2021 年 7 月 7 日，教育部办公厅印发了《关于加强学生的心理健康管理工作的通知》。《通知》明确要求：加强源头管理，全方位提升学生心理健康素养；加强源头管理，提升及早发现能力和日常咨询水平；加强结果管理，提高心理危机事件干预处置能力。据中国青少年研究中心发布报告显示：中国小学生每天平均睡眠不足 8 小时。《报告》指出：没有足够的睡眠时间，就难以保证孩子们的健康成长，严重影响了心理健康，甚至出现了心理疾患（龚晓娟，2012）。

目前，小学生在学习中仍然存在着作业负担过重，睡眠时长不足等问题。自从“双减”政策实施以来，国内众多学者开展了关于作业负担、睡眠时长等方面的大量研究，主要针对的是初中生，而针对小学生，特别是小学五、六年级的小学生（即将升入初中）方面的研究数量相对少（汪晓赞，2021）。基于此，本研究以“双减”政策的实施为自变量，以小学生的作业负担和睡眠时长为因变量，希望能够通过“双减”政策的实施，切实有效的为小学生作业减量，增长小学生的睡眠时长。

1.2 研究目的

科学借鉴已有的研究，把小学五、六年级的学生作为研究对象，深入探讨研究双减政策的实施对小学生作业负担的影响，以及对小学生睡眠时间长短的影响，为双减政策的实施效果进行科学的评估，为小学生作业负担科学减量，为小学生睡眠时长提高提供依据。主要研究的目的有以下三点：

- A. 系统回顾了解双减政策实施一年以来的现状。
- B. 双减政策的实施对小学生作业负担的影响。
- C. 双减政策的实施对小学生睡眠时长的影响。

1.3 研究问题

根据上述目的，本研究问题如下：

- A. 双减政策的实施情况如何？
- B. 双减政策的实施是否对小学生作业负担产生影响？

C. 双减政策的实施是否对小学生睡眠时长产生影响？

2. 文献综述

本章将分双减政策、作业负担、学生睡眠时长、双减政策与作业负担和学生作业负担与睡眠时长之间的关系分四个部分进行相关的理论及研究探讨。

2.1 “双减”政策相关研究

2021年7月24日，中共中央办公厅、国务院办公厅印发了《关于进一步减轻义务教育阶段学生作业负担和校外培训负担意见》。（以下简称“双减”政策），政策要求学校要完善作业管理办法，合理调控作业结构，确保难度不超过国家课标。学校和家长要引导学生放学回来后完成剩余书面作业，进行必要的课业学习，从事力所能及的家务活，严禁给家长布置或变相布置作业，严禁要求家长检查，批改作业。坚持从严治理，全面规范校外培训行为（中华人民共和国教育部，2021）。

“双减”政策出台后，国内的学者从不同侧面对“双减”政策进行了全面的分析与解读，“双减”政策是有效减轻了学生作业负担，并使小学生有了更长的睡眠时间（赵德成，2022）。在义务教育阶段双减政策完善了教学与作业体系，增加课后服务数量及质量，进一步明确学校的办学目标和办学方向（中华人民共和国教育部，2021），“双减”政策要求提升学校教学质量与服务质量，增强素质教育，减少学生作业量，充分保证学生的睡眠与休息时间，有利于青少年的健康成长（李春超，李宁2021）。

2.2 作业负担的相关研究

作业是学校教育教学管理工作的重要环节，是课堂教学活动的必要补充，科学合理高效的作业，不仅可以帮助学生巩固知识点，还可以帮助教师检测教学水平。但目前一些学校还存在着作业数量多，偏题怪题层出不穷等问题，既达不到温故知新的效果又占用了学生正常的锻炼、休息、娱乐时间，“双减”工作之一就是要减轻学生不合理的作业负担（中华人民共和国国家教育部，2021）。杨清（2022）认为：“双减”政策背景下要切实落实政策要求，首先必须明确中小学作业改进的基本导向。只有导向正确，目标清晰，才能减轻学生过重的作业负担。

哈里斯库帕(2018)的研究表明：对于小学生，成绩的提高与作业量没有关系，因为作业通常不会提高成绩；初中生作业量与学习成绩相关，在合理的范围内，作业量增加，初中生的学习成绩也会随之不断提高。据2017年年度中小学人工智能教育平台“阿凡题”发布的《中国中小学生写作业压力报告》显示，中国小学生每天写作业时长约为2小时左右，高居全球第一。当然，由此也带来了很多的负面影响，而最直接的就是孩子的睡眠时长严重不足，睡眠质量严重下降。

2.3 学生睡眠时长的相关研究

据教育部办公厅《关于进一步加强中小学生睡眠管理工作的通知》要求：明确学生睡眠时间要求：依据不同年龄段学生身心发展特点，小学生每天的时间应达到10小时，初中生应达到9小时，高中生应达到8小时（教育部办公厅，2021）。《通知》明确小学生一般不晚于21:20，初中生一般不晚于22:00，高中生一般不晚于23:00。

《2019年中国青少年儿童睡眠健康书》中提到：由于作业负担过重，当代青少年儿童睡眠严重不足已经是常态，因为欠睡眠，势必会导致孩子生长发育受阻，抵抗力下降，并且使脾气暴躁，焦虑等不良认知情绪反应出现比率增高，这些都会严重伤害孩子的生理及心理健康（丰向日，2020）。

傅小兰等人调查报告（2021）显示：95.5%小学生每天睡眠不足 10 小时，平均为 8.7 小时；这与国家要求的 10 小时相差甚大，表明超过九成的义务教育阶段孩子睡眠时间达不到“合格”标准。黄婷等（2020）调查发现，广西柳州市 7 至 17 岁人群的平均睡眠时长为 7.85 小时，睡眠不足率为 74.21%；上海地区有 93% 的小学生每天平均睡眠时间不足 10 小时，66.8% 的小学生睡眠质量不良。

2.4 双减政策与作业负担、睡眠时长的关系

2021 年 7 月 24 日，中共中央办公厅，国务院办公厅印发《关于进一步减轻义务教育阶段学生作业负担和校外培训负担的意见》。目的要让教育回归本真，孩子要在学校里德智体美劳全面发展，使成长比分数重要，让孩子们有更多时间锻炼、玩耍，让孩子们的天性得到释放。是个学生，作业就跑不了，但目前存在的问题是一些学校作业数量过多，质量不高，既达不到温故知新的效果，又大量占用了学生正常的锻炼、休息、娱乐，睡眠时间。

林琼芬等人（2018）研究发现，学生作业压力越大，睡眠质量越差。张文斌等人（2013）对广州市 3032 名小学 1-6 年级学生睡眠情况的调查表明：从周一至周五学习日平均为 8.5 至 9.0 小时，短于国家要求的 10 小时。调查结果还表明成绩下降的小学生的睡眠时间反而更短。繁重的作业，还会挤占孩子们宝贵的睡眠时间，尤其是那些学习习惯性较差的孩子，他们更容易延后作业完成的，进而影响睡眠时长时间（廖红、2021）。睡眠时长不足，会使情绪问题加速恶化，干扰孩子的正常认知功能（石绪亮，2021），如果孩子的家长，老师没能察觉孩子的情绪问题，则可能导致情绪问题与睡眠问题的发生率上升（段芳芳等，2021）。

王俊秀等（2022）通过调查发现，自从“双减”政策实施以来，61.53% 的小学生家长表示小孩上床睡觉的时间提前了，大概有 70% 的家长表示学生的睡眠质量改善了。作业量少了，小学生有时间去玩耍，晚上上床睡觉也踏实了，第二天能精力充沛的起床投入到新的一天中。

《2019 中国青少年儿童睡眠指数白皮书》显示：繁重的作业压力成为影响睡眠的第一因素，占 67.39%。其次是电视、手机、电脑等蓝光产品。白皮书称，睡眠时间长的孩子学习能力强，效率高，作业用时少；而睡眠不好的孩子容易出现注意力不集中，记忆力变差，易冲动，发脾气等情况出现。本白皮书还指出：家长在工作和生活的双重压力下，家长已经普遍睡眠时间很晚，劝说孩子早早睡觉的说服力明显不足，其次小学生作业负担已经日渐繁重，甚至还要完成课外培训班布置的作业，睡眠时间自然更短。

结合着本研究实际情况认为：在中国双减政策的实施以后，小学生的作业负担明显减少，学生能够拥有更多的时间自由支配，能够让孩子在科技、体育、艺术等方面去展示自己的天赋，去激发自己的潜能，小学生的睡眠时长有了一定的提高，结果比较明显。

3. 研究方法

3.1 研究方法

本研究为探讨双减政策的实施对小学生作业负担和小学生睡眠时长的影响，采用了访谈法。访谈法是目前教育领域研究中重要的质性研究方法之一，越来越多的教研中采用了此方法，扮演着举足轻重的作用（田继园，2019）。访谈法，又称晤谈法，是指通过访员与受访人面对面地交谈来了解受访人的心理和行为的心理学基本研究方法，通过访谈法可以得到丰富的资料（张伟，2018）。本研究的研究对象是小学生，通过对其教育，他们不容易说谎话因而使用了访谈法。访谈法可分为集体访谈和

个别访谈，本研究采用一对一的个别访谈，个别访谈能让研究对象感到自己特别重要，自己已经被重视，从而能够更真实的，详细的表达自己的想法。

3.2 研究对象

本研究拟以中国昆明市禄劝县某小学五、六年级学生为研究对象。该小学是禄劝县唯一的省级示范学校，其中有省级教学名师 10 人，市级教学名师 15 人，市级学科带头人 12 人。学生家庭背景大部分是高中及高中以上，其中本科 3 家，硕士 1 家，家庭经济条件好，学长对学生的教育也特制关注。基于上述情况，本研究拟在五、六年级中随机抽样 11 人来进行一对一个别访谈，期望得到真实的访谈结果。

表 1

访谈学生及访谈情况信息表

访谈学生	性别	年级
学生 1	男	五年级
学生 2	女	五年级
学生 3	男	五年级
学生 4	女	五年级
学生 5	男	五年级
学生 6	女	五年级
学生 7	男	六年级
学生 8	女	六年级
学生 9	男	六年级
学生 10	女	六年级
学生 11	男	六年级

资料来源：本研究整理

3.3 研究工具

本研究的研究工具是学生作业负担访谈表（表 2）和学生睡眠时长访谈表（3）。访谈问题主要是根据在双减政策实施以后，小学生的作业负担和睡眠时长两个方面进行问题的提出与回答，从而进行更深入的研究，其中作业负担 6 题，睡眠时长 5 题。访谈地点为云南省昆明市禄劝县某小学，访谈时间约为 15 至 20 分钟左右，以访谈问题为主，不设定固定答案让学生选择，目的是让学生充分表达自己的主观、真实、可信的想法。

表 2

学生学业负担访谈问题表

1. 双减政策实施后，你回家后还有作业吗？如果有，需要多长时间可以完成？
2. 双减政策实施后，学科考试次数多吗？还有周考，月考吗？
3. 双减政策实施后，你对比一下在运动、娱乐方面，与原来有哪些变化？请举例说出。
4. 双减政策实施后，你们老师布置作业与原来有何区别？
5. 双减政策实施后，你认为你的学习压力与原来有什么样的区别？

表 3

学生睡眠时长访谈问题表

1. 双减政策实施后，你一般几点上床睡觉？睡眠时间有几个小时？
2. 双减政策实施后，你到校上课时会不会犯困吗？
3. 双减政策实施后，你的生活有什么变化？
4. 双减政策实施后，你觉得老师们和原来相比有什么变化？
5. 双减政策实施后，你认为你的身体素质或情绪有何改变？

3.4 数据分析方式

本研究采用访谈主题分析。主题分析法主要利用能够揭示核心内容的关键词或主题词在文献领域中出现的频次高低，来确定该领域研究热点和发展方向的文献计量方法（周莲等人，2010）。主题分析易于使用，可以对数据进行丰富详细和复杂的描述。

4. 研究结果分析

本章根据双减政策实施一年以来的情况，小学生的作业负担和小学生睡眠时长三个方面的访谈结果进行深入剖析。

4.1 双减政策实施情况分析

通过对学生共二个方面的结果分析，被访的11名学生都表示自己知道双减政策，表示学校和教育局都在严格的落实双减政策，特别是有人在校门口明察暗访学生的书包，甚至打电话询问家长。自“双减”政策实施之后，有9名学生表示有更多的时间去新华书店里免费看自己喜欢的书籍，有10名学生表示有更多的时间去骑自行车、去游泳、去踢球等，自己的课余时间也更加丰富，学生们用于学习的时间相对变少了，对双减政策表示热烈的欢迎。

4.2 学生作业负担访谈分析

第一题：被访的11名学生均表示自双减政策实施以来，他（她）们的家庭作业时间明显减少，约为20—30分钟；甚至有同学表示在课后服务时间段内已经在学校完成了，9名学生每天都能在9点之前上床睡觉，第二天也能精力充沛的去上学，在学校里也很少犯困，上课时能集中精力。第二题：被访的11名学生均表示自双减政策实施以来，学校举行的考试次数非常少，月考、月考都取消了，目前只有期中和期末考试，并且不公布分数，不排名次，同学们非常欢迎。

第三题：被访的11名学生均表示变化可用天翻地覆来形容。他（她）们可以自主安排学习，运动与娱乐的时间，这在以前是不敢想的，可以踢球、练琴、跆拳道、画画等，简直乐开了怀。

第四题：被访的11名学生均表示老师布置的作业量少但质精，不再搞量大而质粗的事情了，老师脸上也看到了笑容。现在是开心的完成作业，原来是煎熬的完成作业。

第五题：被访的10名学生均表示学力压力显著减轻，只有1名同学表示，因为父母考虑到即将小升初考试，所以除了完成老师布置的作业之外，还要完成父母安排的作业，自己觉得没什么区别。

第六题：被访的11名学生均表示周末有属于自己的时间，自己可以根据自己的爱好去玩，不像原来的周末只能是在家写作业，感觉轻轻松松的。

通过以上六个问题的访谈进行分析，可以得知：绝大部分学生的作业量明显减少，学校、老师、家长们都改变了方法，不再逼着他们不停的写作业，学生们有了属于自己的时间，可以自由的发展，高度认可双减政策。

4.3 学生睡眠时长访谈分析

第一题：被访的10名学生表示一般都在9点左右上床睡觉，都能睡10小时左右。只有1名同学因家长当心小升初考试，所以会再安排他完成另外的作业，他睡觉会比其他同学晚30分钟左右。

第二题：被访的11名学生均表示，到校上课后极少出现犯困的情况，特别是午饭后会有老师在教室维持纪律，不允许学生写作业，午睡1小时之后就可以精神饱满的继续学习。

第三题：被访的11名学生均表示，自己的生活发生了巨大的变化。自己有了可以

自由支配的时间，周末可以打球、游泳、画画等，每天都是开心的。

第四题：被访的 11 名学生均表示，老师们会互相配合控制作业的量，绝大部分在课后服务时间段内就可以完成，老师们的脸上也有了笑容，感觉老师像换了个人一样，原来的老师常带的疲惫，带着黑眼圈进来授课，感觉老师现在应该也是有了充足的睡眠。

第五题：被访我 11 名学生均表示，自从双减政策实施以来，自己的睡眠时间明显延长了，晚上睡眠比较踏实，有了充足的运动时间，自己很少得感冒了，并且情绪也有了一定的改变，原来时不时发火，注意力不集中、记忆力差、易冲动等情况现在出现较少，自己都不知道为什么会这样？

通过以上五个问题的访谈分析，可以得知：同学们绝大部分有了充足的睡眠时间，几乎都达到了 10 小时左右，同学们的身体及情绪有了明显的变化，情绪化问题出现相对减少，每天都精力充沛的去学习，有了自由支配的时间，每天都在快乐的氛围中度过。

5. 研究结论与建议

双减政策实施一年以来的现状：

2021 年 7 月 24 日，双减政策正式开始实施，作为我国新时期的重要举措，以教育部为首的各级教育行政部门以及相关职能部门都先后出台了一系列的规章制度，对市场上的校外培训机构进行了严格规范和管理，可以说效果是非常明显的，据教育部权威数据显示，线下校外培训机构已压减 93.21%，学科类培训机构“营转非”完成率达 100%，全国各地的政府都在第一时间给出指导价，并进行全面管理，预收费亦也纳入监管范围。与此同时，资本已经大幅撤离学科类培训市场。自双减政策实施以来，校外培训机构仿佛在一夜之间被解散或取消，孩子们的周末和寒暑假也不用再奔跑于多个培训班之中，孩子们开始利用这些空余时间有计划培养真正属于自己的兴趣及爱好，他们从沉重的作业堆中探出头来积极运动，这既有利于学生们的身心健康成长，也减轻了家长们的经济支出负担。

2022 年 12 月 22 日，教育部召开发布会介绍自双减政策实施以来的一些情况。据悉，90%以上学生在规定时间内完成书面作业，98.7%的学校建立了睡眠状况监测制度。

关于作业管理方面，教育部出台文件，提出要严控总量，加强年级组、学科组作业统筹协调，做到小学一二年级不布置书面家庭作业，其他年级每天书面作业完成时间平均不超过 60 分钟，初中不超过 90 分钟，同时提高质量，加强作业设计教研和指导，提高作业设计水平等。各地各校普遍制订了比较完善的作业管理办法，建立了作业公示制度，学校作业总量和时长调控基本达到规定要求，学生过重作业负担问题得到有效解决。

关于睡眠时间的管理成绩也逐渐显现，全国 98.7%的学校建立了睡眠状况监测制度，96.1%的小学 and 97.4%的初中上午开始上课时间做到“小学不早于 8:20，初中不早于 8 点”的规定要求。据 7714 万份家长无记名问卷反映，秋季学期有 76.2%学生睡眠时长达到或接近规定要求。有条件的学校还给学生提供了午休场所，总体而言，睡眠时间及时长改善取得了积极的成效。

通过研究结果发现：自从“双减”政策实施一年以来，中国的义务教育阶段发生了开天辟地的变化。学校免费提供了课后服务，学生的作业在课后服务时间段内几乎都完成了，不用家长再陪孩子写作业，检查作业，使学生有了充足的时间，学校也安排了丰富多彩的课后服务，学生有了更多的选择。

针对作业负担访谈结果分析发现：上级领导、学校、教师都非常重视双减政策，学生的作业量明显减少，学生们有了属于自己自由支配的时间，真正做到了开心学习，

学习开心。

针对睡眠时长访谈结果分析发现：学生的睡眠时长绝大部分达标，到了 10 小时。由于有了充足的睡眠保障，学生的身心发生了可喜的变化，情绪化问题出现较少。

本研究对未来的建议：

一、从目前国内“双减”政策的落实情况来看，还存在着地区差异。即发达地区落实情况较好，因为有相对的基础配套设施，如图书馆、博物馆、青少年活动中心等，学校可以因地制宜的使用这些资源，举办各种各样的活动，而落后地区则无法保障。因此，希望教育主管部门更多的关注欠发达地区，特别是那些刚脱贫的地区。

二、从目前双减政策的主要实施对象是小学和中学阶段，对高中而言几乎不存在任何影响。而高考是千军万马过独木桥的活动，高中生学习压力非常大，更存在着严重的睡眠不足且也存在着严重的课外辅导等情况，建议合理科学的把“双减”政策的对象扩大至高中，让高中的学生紧张的气氛有一定的缓解，有利于高中生的健康成长。

三、本研究建议教育主管部门能适当增加义务教育阶段内学生体育课程的数量，让学生的身体素质有更好的提高，有益于学生身心健康的发展。

四、当前我国的教育评价很大程度上存在着唯分数论、唯升学论的问题。由此导致基础教育存在应试化和竞技化之倾向严重，学生的作业负担就一直持续难以减轻。因此，应当进行推进破除唯分数论和唯升学论的改革，真正切实建立起多元化的评价体系，把学生从繁重的作业负担中解放出来。

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Exploratory Research on the Impact of High School Teachers' Involution on Professional Commitment

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Abstract

In recent years, China's education is undergoing a substantial reform. It is proposed to "make teaching an enviable profession, so that more teachers can stay and teach well", but teachers continue to increase their requirements in their work, and even fall into a state of "involution". Workplace involution causes burnout, and it is difficult for teachers to experience a sense of achievement and meaning in their work. In particular, high school teachers are under pressure, involution is more serious, and high school is the most critical stage for students to move towards university, so this study understands the impact of work involution on teachers' professional commitment through empirical research, and the mediating role of its emotional exhaustion, so as to effectively propose countermeasures to help schools improve teaching quality, reduce work involution, and improve teachers' professional commitment, so as to achieve good retention and teaching.

Keywords: Work Involvement, Emotional Exhaustion, Career Commitment

高中教师内卷化对职业承诺的影响探索研究

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摘要

近年来，中国教育正在进行大幅度的改革。提出“让教师成为令人羡慕的职业，让更多的教师留得住教的好”然而教师在工作当中不断提高要求，甚至陷入“内卷化”状态。而工作内卷引发职业倦怠，教师难以在工作中体会到成就感与意义感。特别是高中教师压力大，内卷化更加严重，高中又作为学生迈向大学最关键的阶段，因此本研究通过实证研究，了解工作内卷对教师职业承诺的影响，其情绪耗竭的中介作用，从而有效的提出应对措施，帮助学校提高教学质量，降低工作内卷，提高教师职业承诺，从而实现留得住，教的好。

关键词：工作内卷、情绪耗竭、职业承诺

1 绪论

1.1 引言

近年来，“内卷”一词被大众熟知，并快速向大学生、上班族，教师等人群蔓延。

“内卷”是一个学术术语，在学术界经常被用作“内卷化”，它被认为与中国特色紧密相关，且使用范围较广的学术概念。现在“内卷”被用来形容目前的竞争对手为了争夺有限的资源而竞争，结果造成个体“利益努力比”下降的现象（杨滢莹，2022）。然而教师在学校这个舞台上演绎着各种行为，为了达到完美的效果，教师不断提高要求，甚至陷入“内卷化”状态（陈梦雨、陈国华，2022）。随着工作压力越来越大，教师选择压缩自我的生活空间以争夺资源，有限的工作时间被无限延长。但工作时间延长并不代表效率提高，不少教师为了不让其他教师和领导认为自己不努力、不积极，在正常的工作量下刻意延长工作时间，降低了工作效率。长期低效率且非自愿的工作正在渐渐消磨教师对教育事业的热情与信心，不少教师逐渐养成了一种消极怠工的态度。这种情况不论对教师自身的专业能力和幸福感提升，还是学生的长期发展来说都无益（陈梦雨、陈国，2022）。

情绪耗竭是工作倦怠的关键因素之一，当个人认为自己的情绪资源逐渐耗尽，但在心理层面上却没有得到自己想要的资源时，就会出现压力、焦虑、疲劳等负面情绪（李超平、石勘，2003）。情绪耗竭是员工在长期的工作压力下造成的反应障碍，与个体对工作生活质量是否满意以及单位组织职能是否发挥等联系密不可分。情绪耗竭往往是职业倦怠产生的早期症状，当个人在资源枯竭时便会产生情绪耗竭，从而引起个人成就感下降甚至去人性化等症状（陈瑞君，2011）。

高中教师压力大，内卷化也越来越严重，高中又作为学生迈向大学最关键的阶段，工作内卷是否会对教师在工作中产生各种无意义的消耗，使教师感到难以成长的状态，从而降低工作效率，引发职业倦怠，工作激情减退，活力不足。老师难以在工作中体会到成就感与意义感等积极的情绪，从而降低职业承诺最终导致教育质量下降，教师离职率增高。因此探究教师工作内卷对其职业承诺尤为重要，故本研究以工作内卷为自变量，职业承诺为因变量，情绪耗竭为中介变量，了解工作内卷对于教师职业承诺的影响，以及其内在机制，从而帮助高中学校更好的管理教师，提高教学质量，降低工作内卷，提高教师职业承诺，幸福感，从而实现留得住，教的好。

1.2 研究意义

1.2.1 理论意义

首先关于工作内卷的研究，目前关于工作内卷的研究大多数的研究都止于文献探讨的阶段，而对于实证研究十分稀少，关于工作内卷的量表于杨滢莹（2022）开发，因此可见工作内卷的实证研究还处于开发阶段，因此本研究对于工作内卷的实证研究领域提供了一定的参考价值，其次，教师工作内卷同样属于没有实证研究的阶段目前查询各大网站有且仅有2篇关于教师内卷的文献探究，因此对于教师内卷的实证研究同样具有参考意义。最后本研究通过构建工作内卷对职业承诺的影响，情绪耗竭的中介作用，了解教师内卷对于职业承诺的内在反应机制为后续研究提供了有效的参考价值。

1.2.2 实践意义

近年来，中国教育正在进行大幅度的改革，教育改革实施的关键在于建设一支高质量的教师队伍。对教师来说，这既是机遇又是挑战。机遇在于2018年发布的《中共中央国务院关于全面深化新时代教师队伍建设改革的意见》中明确指出：“让教师成为令人羡慕的职业，让更多的教师留得住教的好”然而教师在学校这个舞台上演绎着各种行为，为了达到完美的效果，教师不断提高要求，甚至陷入“内卷化”状态。而工作内卷引发职业倦怠，工作激情减退，活力不足，教师难以在工作中体会到成就感与意义感，等消极的情绪。特别使高中教师压力大内卷化也越来越严重，高中又作为学生迈向大学最关键的阶段，以此要想留得住，教的好，则许需要更好的了解教师的职业承诺，本研究通过实证研究，了解工作内卷对教师职业承诺的影响，从而有效的提出应

对措施，帮助学校提高教学质量，降低工作内卷，提高教师职业承诺，幸福感，从而实现留的住教的好。

2 文献综述

2.1 教师内卷的概念

随着工作压力越来越大，教师选择压缩自我的生活空间以争夺资源，有限的工作时间被无限延长。但工作时间延长并不代表效率提高，不少教师为了不让其他教师和领导认为自己不努力、不积极，在正常的工作量下刻意延长工作时间，降低了工作效率。长期低效率且非自愿的工作正在渐渐消磨教师对教育事业的热情与信心，不少教师逐渐养成了一种消极怠工的态度，本来课堂上能讲完的内容延后到了课下。这种情况不论对教师自身的专业能力和幸福感提升，还是学生的长期发展来说都无益（陈梦雨与陈国华 2022）。员工内卷一般用以解释员工在工作中产生的各种无意义的消耗，如无意义的精益求精，将简单问题复杂化的工作流程，被动地应付工作等，最终使个体陷入简单的自我重复、难以成长的状态（张静等人，2021）。

目前，中国不少地区中小学开始实施“教师退出机制”，拟对未能聘任上岗、考核不合格、违反师德或因其他原因等不能胜任（坚持）教学岗位工作的教师，予以退出。教师退出渠道包括待岗、转岗、离岗退养、解聘。教师不再是铁饭碗将成为趋势，这对于教师而言，为了争夺愈发减少的资源，只能加剧内卷，导致教学质量降低。

2.2 员工内卷的衡量

杨滢莹（2022）根据扎根理论，运用质性研究方法，探析组织社会化内卷的结构与影响因素，并构建组织社会化内卷影响因素驱动模型。在此基础上，自行开发量表，形成组织社会化内卷结构和影响因素的初步研究问卷。运用因子分析等统计方法，对该量表进行了数次修改，并结合专家的建议，确定其最后的框架。接着，在全国范围展开正式问卷调研，共回收有效问卷 1038 份，开发了工作内卷的量表。

2.3 情绪耗竭的概念

Maslach (1981)指出，当员工的情感资源超过他们的能力圈时，对第二天的工作普遍感到恐惧，从而导致精力或感觉不足就会出现情感枯竭。情绪耗竭是工作倦怠的关键因素之一，工作倦怠是情绪耗竭的一种类型。当个人认为自己的情绪资源逐渐耗尽，但在心理层面上却没有得到自己想要的资源时，就会出现压力、焦虑、抑郁、疲劳、失眠、精力不足、易怒、头痛以及其他可能导致健康问题的负面情绪，在严重的情况下，甚至需要使用药物或酒精来应对自己的情绪认知（李超平、石勤，2003），由此，情绪耗竭是一个人身心是否健康的重要标志。情绪耗竭是员工在长期的工作压力下造成的反应障碍，与个体对工作生活质量是否满意以及单位组织职能是否发挥等联系密不可分。情绪耗竭往往是职业倦怠产生的早期症状，当个人在工作中与他人沟通时，其情绪过多，负荷增加便会导致情绪超载、在资源枯竭时便会产生情绪耗竭，从而引起个人成就感下降或者产生更严重的去人性化等症状，特别是需要与人打交道高情绪工作者更容易出现情绪上的疲惫（陈瑞君，2011）。

基于以上研究，根据教师职业的特殊性，本文将认为的教师情绪耗竭定义为：教师因为过度的工作消耗导致情绪紧张、身体疲劳、情绪低落等对当前工作产生厌倦，从而丧失了最初对教学的兴趣和热情，导致再难以继续充满斗志的工作。

2.4 情绪耗竭的衡量

在 Maslach and Jackson (1982) 的研究中，研究人员开始将情绪耗竭作为一个独立变量，并将情绪耗竭模型从倦怠模型中提取出来。Maslach(1981)是第一个开发职业倦怠量表来测量这个变量的人。其中情绪耗竭量表共 9 个条目，已逐渐从服务工作者扩展到

社会工作者、医生、教师等较为常见的工作职业和领域。MBI-GS 量表是一个通用量表，它是以一般行业为基础的。与情绪耗竭量表相比，MBI-GS 量表降低了员工与服务对象互动的两种心理感受，但其性效度仍处于较高水平。在李超平与石勘（2003）提出的情绪耗竭量表中，选取了 MBI-GS 量表的条目，并请原作者根据中国的管理现状和文化特点帮助修改量表。最后，将测量项目简化为 5 个条目，在中国管理文化环境背景下依然具有较高的性效度。许多的中国研究人员也在他们的实证研究中使用了这个量表。

2.5 职业承诺的概念

职业承诺（Occupational Commitment）的研究始于 20 世纪 80 年代，发展至今国内外从态度、动力和投入成本角度对职业承诺的概念进行界定。首先，从态度的角度，Blau(1985)认为职业承诺是个体对现有职业的态度，关注个体对该职业的情感。Lee(2000)等认为职业承诺是个体与现有职业之间建立的一条情感纽带，该纽带的连接强度可以通过个体对职业的认同和付出来判断。第二，从动机的角度，Hall (1971)则认为职业承诺是个体追求职业发展的动力。Londo (1983)认为职业承诺反映的是个体在认同现有职业的基础上，进一步追求职业成功。第三，从投入成本的角度，Becker(1992)认为个体因在职业发展中投入了时间和精力，因不愿放弃这些付出而形成了职业承诺。后 Meyer et al(1993)在此基础上提出除了不愿意丧失付出外，缺少变更职业的机会也是个体形成职业承诺的原因之一。在国外研究的框架上，国内学者也提出了自己的观点。龙立荣（2002）将职业承诺定义为个体由于对现有职业有较为深厚的情感、较大的时间精力投入并将社会规范内化而导致其不愿更换职业的程度。龙建等认为职业承诺是个体承担着职业责任的承诺，是个体在内心与现有职业签下的心理合同。

Ma et al. (2020) 认为组织承诺（Organizational Commitment）指的是个体与所在组织之间的心理纽带，包含着个体是否愿意继续留在该组织的决定。职业承诺与组织承诺均与“承诺”相关，意味着个体愿意为之付出感情和精力并建立内心契约。李永华（2007）等的相关研究表明二者之间存在显著正相关，Meyer et al. (1993)认为并且二者的结构划分也较为相似。但二者的指代是不相同的。职业承诺关注的是个体对现有职业的态度，解释了个体为什么愿意继续从事某职业。组织承诺的侧重点在于个体对组织的态度，反映的是个体对组织的忠诚度和投入度，以及个体继续留在某组织的原因。

虽然各位学者对职业承诺有着不同的见解，但归结起来职业承诺反映的不仅是个体内在的心理状态，还包括外在的行为表现。

2.6 职业承诺的衡量

根据不同的理论，研究者开发了不同结构的职业承诺量表。Blau (1985)从情感承诺的角度开发了单维度量表，共包含了 8 个项目，采用 5 点计分法，该量表的内部一致性为 0.82，并先后在不同群体（护士、保险和银行公司职员）中证实了该量表的适用性。三维度量表的代表为 Meyer et al. (1993)开发的职业承诺量表，该量表借鉴并改编了组织承诺量表，将职业承诺分为三个维度，包括了情感承诺、继续承诺和规范承诺。情感承诺测量的是个体对职业所持有的情感，如喜爱、认同等，6 个项目；继续承诺指的是个体因考虑到对现有职业的付出而不愿离职的程度，6 个项目；规范承诺测量的是个体因责任义务而继续从业的程度，6 个项目。同样，国内学者龙立荣等人（2002）编制了适用于中小学教师职业承诺量表，包含 16 题，考察的维度，包括情感承诺（6 题）、规范承诺（5 题）和继续承诺（5 题）。采用 5 点计分，均为正向计分，三个分量表的内部一致性范围在 0.74-0.88，目前大多数研究均采用该量表进行施测。Blau (2001)对 Meyer et al. (1993)开发的三维度量表提出了质疑，认为继续承诺没有考虑到个体可能是因为没有更好的去处而选择留下。因此，Blau (2001)等将继续承诺做了进一步

的划分，即感知累计成本和缺乏其他机会，形成了职业承诺的四维度结构。根据四维度结构，陈世平等（2006）调查了240名企业员工，编制了四维度的职业承诺量表，包括情感承诺（4题）、代价承诺（4题）、选择限制承诺（4题）和规范承诺（4题），四个维度分量表的内部一致性分别0.87、0.68、0.84和0.79，信度可靠。

2.7 变量间的相关研究

2.7.1 教师工作内卷对情绪耗竭的影响

其职场内卷会对员工产生诸多不良影响，一是疲于应付各种工作要求，效率低下，引发职业倦怠。二是盲目工作，对当下失去觉察，经常事务缠身，没有时间停下来反思如何提高效率。三是工作激情减退，活力不足，个体难以在工作中体会到成就感与意义感。四是压力过大引发不良情绪。员工有可能不健康、不开心，甚至引发焦虑、抑郁。由此可知，职场内卷，既是对个人精力的消耗，也严重损害工作效率（张静等人，2021），而焦虑，抑郁，低成就感是员工情绪的耗竭的表现（李超平与石勘，2003），本研究因此提出 H1 如下：

H1：教师工作内卷正向影响情绪耗竭

2.7.2 情绪耗竭对职业承诺的影响

情绪耗竭的影响主要表现在身心健康、工作满意度、外围绩效和离职意愿等五个方面。Maslach and Jackson (1982)发现，情绪的耗损对员工的精神状态有影响，具体表现为不安、紧张和抓狂。陈瑞君（2011）提出，深层行为对由于情绪的损耗而产生的悲伤和不安具有明显的负面预测效应。Cropanzano et al. (2003) 发现，情绪耗竭与员工的离职意愿有明显关系，也就是说，较高的情绪耗竭水平与较高的离职意愿有关。臧晓鹏（2008）发现，员工的情绪耗竭程度越高，工作成就感就越低，导致离职的倾向就越高。Chang (2009) 研究中指出情绪耗竭最直接的外在表现是人们对某件事情感到缺乏精力和兴趣，从而导致抑郁、易怒等情绪，从而降低工作的努力和投入。王红丽与张全军（2016）指出，劳动者情绪枯竭的心理状态不是瞬间发生的，而是一个渐进的过程，只有当劳动者长期处于高压下，无法承受时，才会表现出心理和情绪资源的枯竭。情绪耗竭是一种消极的情绪状态，通常与工作压力、工作量、工作不完全感和对组织不公正的看法有关，综上所述，情绪耗竭能够降低员工对于工作的热情，兴趣、投入、工作成就感，而这些因素都是影响员工职业承诺的因素（龙立荣等人，2000），。因此本研究提出 H2 如下：

H2：情绪耗竭负向影响职业承诺

2.7.3 工作内卷对职业承诺的影响

如假设 1 中，其职场内卷会对员工产生诸多不良影响，一是疲于应付各种工作要求，效率低下，引发职业倦怠。二是盲目工作，对当下失去觉察，经常事务缠身，没有时间停下来反思如何提高效率。三是工作激情减退，活力不足，个体难以在工作中体会到成就感与意义感。四是压力过大引发不良情绪。员工有可能不健康、不开心，甚至引发焦虑、抑郁。由此可知，职场内卷，既是对个人精力的消耗，也严重损害工作效率（张静等人，2021），而焦虑，抑郁，低成就感是员工情绪的耗竭的表现（李超平、石勘，2003）。而工作激情减退，低成就感，不健康、不开心等都是影响员工职业承诺的因素，H3 中因此提出假设：

H3：工作内卷负向影响职业承诺

2.7.4 情绪耗竭的中介作用

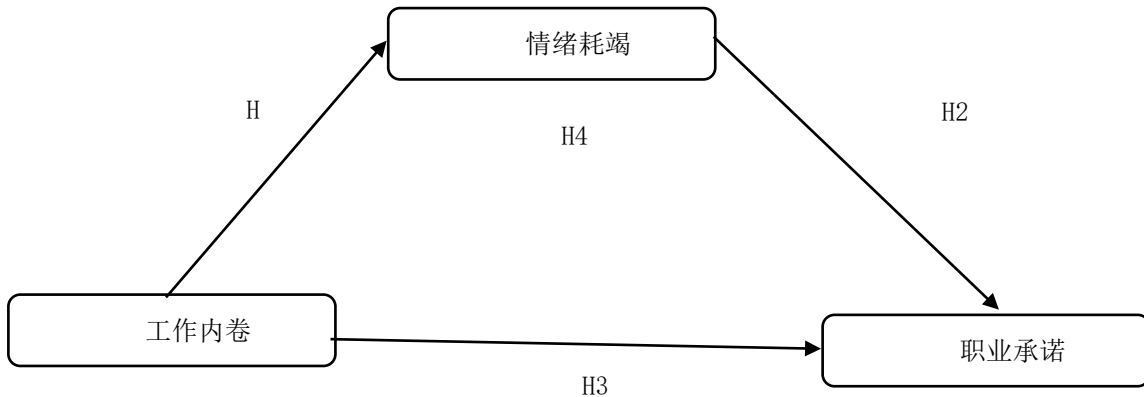
综合假设 1 到假设 3，员工工作内卷会增加工作当中的消极情绪，如焦虑，抑郁增加员工的情绪消耗，从而导致员工产生低工作热情，对工作产生不开心，生活不健康，工作低成就感，低幸福感，进而降低员工的职业承诺，因此提出假设：

H4: 员工未来工作清晰度在感知教师支持与职业决断力之间具有中介作用

2.8 研究框架图

本研究通过对本研究变量工作内卷、情绪耗竭、职业承诺进行定义，测量进行文献综述，并通过以往学者的研究，对变量之间的关系进行推论，共提出：H1、H2、H3、H4、基于 H1 到 H4，构建本研究的研究框架图，如下图 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 变量的衡量工具

3.1.1 员工内卷的衡量工具

杨滢莹（2022）根据扎根理论，运用质性研究方法，探析组织社会化内卷的结构与影响因素，并构建组织社会化内卷影响因素驱动模型。在此基础上，自行开发量表，形成组织社会化内卷结构和影响因素的初步研究问卷。运用因子分析等统计方法，对该量表进行了数次修改，并结合专家的建议，确定其最后的框架。接着，在全国范围展开正式问卷调研，共回收有效问卷 1038 份，开发了工作内卷的量表。其中测量内卷感知的有 12 个题项，本研究采取该学者量表，具体量表如表 1 所示：

表 1

题项	资料来源
1、为了维系生活，我需要付出很大的努力	杨滢莹（2022）
2、在我的需求中，生存层面上的需求占比很大	
3、我的生活成本对我目前的工作状态来说很有压力	
4、我有强烈的自我提升的意识	
5、我愿意为了获得自我提升而付出努力	
6、我的自我驱动力很强	
7、如果完成一件事有奖励，我会有很大的动力	
8、我会为了升职加薪而选择加班	
9、如果完成一个项目可以获得奖金，我会付出更大的努力去完成	
10、我会经常把自己与周围人作比较	
11、我会因为自己与同事之间的差距而做出改变	
12、当别人努力时，我也会随之努力	

资料来源：杨滢莹（2022）。《组织社会化内卷的结构、测量及影响因素研究》。[硕士论文，中国矿业大学]。

3.1.2 情绪耗竭的衡量工具

李超平与石勘（2003）提出的情绪耗竭量表中，选取了 MBI-GS 量表的条目，并请原作者根据中国的管理现状和文化特点帮助修改量表。最后，将测量项目简化为 5 个条目，在中国管理文化环境背景下依然具有较高的信效度。许多的中国研究人员也在他们的实证研究中使用了这个量表。表 2 所示：

表 2
情绪耗竭量表

维度	题项	资料来源
情绪耗竭	1. 工作让我感到身心俱疲	李超平与石勘（2003）
	2. 下班时我感觉筋疲力尽	
	3. 早上起床不得不面对一天的工作时，感觉非常累	
	4. 整天工作对我来说确实压力很大	
	5. 工作让我有快要崩溃的感觉。	

资料来源：李超平、时勘（2003）。《分配公平与程序公平对工作倦怠的影响》。《心理学报》，35（5），67-74。

3.1.3 职业承诺的衡量工具

本研究采用由龙立荣与李霞（2002）编制的中小学教师职业承诺量表，量表共 16 题，包括三个维度：情感承诺、继续承诺与规范承诺。5 点计分法，从非常不同意（记 1 分）到非常同意（记 5 分），16 个题项均为正向计分，得分越高，说明被试职业承诺越高。本研究中，该量表的整体信度为 0.86，各维度量表的信度范围在 0.80~0.92 之间。如表 3 所示：

表 3

题项	资料来源
1、工作中，同事能够较好的与我配合	龙立荣与李霞 (2002)
2、同事对我的工作有较高的评价	
3、遇到困难时，身边的人（同事、领导）愿意给予我支持和帮助	
4、学生喜欢且配合我的工作	
5、学生往往能够达到我所设立的要求	
6、家长愿意配合我的工作	
7、我能够较好的把握课堂节奏	
8、我能够根据实际情况及时调整教学策略	
9、我对自己整体的教学工作有着明确方向	
10、我的言行能够对学生产生积极影响	
11、我认为我的工作能力很强	
12、我有足够的时间完成自己的工作	
13、在完成特定任务时，我有足够的权力决定自己	
14、工作时，我能够控制被他人干扰的时间或次数	
15、我能够控制准时下班的时间	
16、我能够较好的分配各项工作所需要的时间	

资料来源：龙立荣、李霞(2002)。中小学教师职业承诺研究。《教育研究与实验》(4)，6。

3.2 研究方法

3.2.1 研究对象和问卷收集

本研究的研究调查方法为问卷调查法，问卷调查法是在定量研究中应用较多的一种方法。是研究者通过通信以及书面的形式收集调查资料的手段，则是通过编辑问卷，邮寄分发研究相关的对象，请求帮助填写，然后回收整理、统计分析。研究，问卷调查法的优势在于，节省了人力，经费，时间，成绩便于统计和处理。可以进行大规模的调查，而且如今网络的发展，普及使得问卷调查法成为更为广泛的调查方式之一，在问卷的设计，编辑，发放的便利性，回收，结果的统计等方面显示了极大的便捷性，并且其使用匿名的方式，更加便于收集真实信息（魏义梅，2008），因此本研究采用问卷调查法。

此次调研为深圳4所高中的教师作为调研对象，选择的四所高中当中，A学校和B学校为公立高中，C学校为私立高中，D学校为国际学校，四所高校覆盖深圳高中所有类型，并且，因此，将这四所高中的老师作为研究样本，具有较强的代表性，能够预测主体。

问卷发放预计发放400份问卷以达到回收问卷数在385份以上，从而保证研究数据的精准性与代表性。

3.2.2 分析工具与分析方法

本研究采用的分析工作为，利用SPSS26.0进行本研究的描述性统计分析，项目分析，对本研究进行人口统计分析了解样本基本情况，后续进行，信度检验，区别效度，聚合效度检验，通过AMOS26.0进行研究模型构建，通过模型拟合度，路径系数验证本研究假设。

4 预期研究成果

本研究通过实证研究，预期结果为，教师工作内卷能够增加的教师的情绪耗竭，从而导致教师职业承诺降低，则1、工作内卷正向影响情绪耗竭；2、情绪耗竭负向影响职业承诺；3、工作内卷负向影响职业承诺；4、情绪耗竭在工作内卷于职业承诺之间具有中介作用。研究结果对于降低工作内卷，提高教师职业承诺，幸福感，从而提

高学校教学质量, 有极其重要的作用。

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Investigation on the Study Motivation of Military Theory Course in Henan University of China -- A case study of a university in Henan Province

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Abstract

In order to fully understand the learning motivation and learning effect attribution status of local college students in military theory course, this study used questionnaire survey method to send questionnaires to freshmen in a college in Henan Province, and collected 534 valid questionnaires. Through SPSS software analysis, it concluded that the learning achievement of military theory course is affected by learning motivation. The self-improving driving force, cognitive driving force and auxiliary driving force of learning motivation have significant positive influence on the scores of military theory courses, and the higher the driving force, the better the scores.

Key words: Military Theory; Higher Education; Course Status; Motivation to Learn

中国河南省大学军事理论课程学习动机现状调查——以河南省某高校为例

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摘要

本研究为充分了解地方高校学生军事理论课程学习动机与学习效果归因现状，使用问卷调查法对河南省某高校大一学生发放问卷，并收回有效问卷 534 份，通过 SPSS 软件分析得出结论，军事理论课程学习成绩受到学习动机的影响，学习动机的自我提高内驱力、认知内驱力、附属内驱力与军事理论课成绩呈显著的正向影响关系，及内驱力越高，成绩越好。

关键词: 军事理论；高等教育；课程现状；学习动机

1. 研究背景和意义

1.1 研究背景

2019年,教育部、中央军委国防动员部联合颁发了《普通高等学校军事课教学大纲》,明确了军事课是普通高等学校学生的必修课程(教育部,2019)。在《中华人民共和国国防教育法》中也明确规定:“高等学校、高中以及相当于高中的学校,应当结合课堂教学和军事训练,加强国防教育。”军事理论教育为主要内容的国防教育,这种军事教育的模式是对大学生开展国防教育工作的一项有效途径,在落实素质教育方面具有重要意义(章平,2017)。

高校开设军事理论课程,是加强大学生国防教育、增强大学生国防意识、培养高素质后备人才的战略举措;这也是高校全面贯彻党的教育方针、推进素质教育、培养有理想、有道德、有文化、有纪律的社会主义事业建设者和接班人的有效途径(谢剑冬,2010)。目前高校军事理论课程采用传统的大班授课形式,教师仅利用手中的统一教材和课件进行单向传授,教学设计单一,缺乏创新,课堂气氛阴郁,学生课堂参与率低,师生互动不够顺畅,很难调动学生的主动性和积极性(余丽丽,2022)。传统的军事理论教学,整体课堂情况比较沉闷,难于唤起学生对军事理论内容的学习热情和参与相关军事类活动的积极性,更无法激发学生的创造性和探索性精神(史彦与赵志豪,2022)。

在这种大背景下,中国军事理论课程的现状的调查与分析显得尤为重要,在知网学术平台中检索到关于军事理论、高等教育两个关键词相关文献,约有1547条结果,而再搜索军事理论课程现状的有67条结果,自新大纲公布起至今军事理论课程现状调查的文献仅有7篇,但大都以中国其他省份高校学生为研究样本,而河南作为中国的人口大省,在此项调查中也具有一定的代表性。

1.2 研究意义

在高校广泛开展军事教育是中国教育部明确规定的,这符合国家经济社会和高等教育发展的客观要求。刘奇与刘赫(2021)提出,通过军事理论课可以拓宽大学生思想政治教育的途径,以此来引导高职学生树立正确的世界观、人生观、价值观。李张兵与胡允达(2006)提出,军事理论课所涉及的知识面广可以满足不同兴趣爱好的学生,可以更大限度地培养大学新生的学习兴趣点。刘淋淋(2019)在研究中提出,军事课程不仅可以使学生掌握一定的军事理论和基本的军事技能,同时将有助于促进普通高等学校和教师对军事课程实施的相关问题进行反思。因此,了解与解决军事理论课程现状与问题显得尤为重要。

2. 文献综述

2.1 归因理论

Heider(1958)在《人际关系心理学》中首先提到“归因”现象,指出人们的归因通常分为内因和外因。内因包括性格、心态、能力、努力等,外因包括他人的行为、环境等,在此之后,美国心理学家Weiner(1974)继承和发展了前人的研究成果,系统全面地总结了个体在归因上的特点,有效地将归因理论与动机理论结合起来,成功地将研究重点转向归因结果的影响,主要探讨归因对期望和情绪反应变化的影响,形成了成败归因理论。而这种归因后果刺激了后续行为,成为后续行为的动机。因此,如果将成败归因理论恰当地运用到教学过程中,学生的学习欲望就能得到有效的提高。

Weiner(1974)认为,人们对成败的归因可分为能力、努力、任务难度、运气、身体状况和其他,其中能力、努力、任务难度和运气是影响学业成绩的四个因素。这些归因因素从来源、稳定性和可控性三个维度划分为为三维度。

2.2 军事理论课程的定义与现状

董超(2022)提出,军事理论课作为高职院校的通识必修课,在培养大学生国防

观念、弘扬爱国主义精神等方面具有重要意义。余爱明等人（2021）提出，军事理论课是关于国防和军队方面的理论课程，是认识战争、认识国防的课程，对提升学生国防意识和军事素养，推动军民融合深度发展、建设国防后备力量都有重要作用。唐锐与张春雷（2021）提出，高校开设军事理论课程，是推动建设国防后备力量，将军民融合渗透于教育领域的关键措施，是高校在读学生现代国防教育的重要内容。

纵观目前大部分高校的军事理论授课情况，军事理论课教学发展也面临一些问题（向雅琪，2021）。任宗伟等人（2021）认为，课堂授课仍然是高校军事理论教学普遍采用的传统教学方式，灌输式的教学导致学生被动接受，难以达到预期的学习效果。徐建军与周永卫（2016）认为，大部分普通高校军事课教学采用的是传统教学范式，在课堂上以教师讲授和专家讲座为主，课后基本没有师生之间交流和互动的平台，强调大学生对相关军事理论知识和技能的掌握，这从军事课程的考核方式就可以发现。

吴卫洁（2022）认为，教师为了提升对课堂的控制力，在运用这种教学方式的过程中就忽略了学生们的主动性以及学生在学习过程中展现的创新意识，严重地忽略了学生的参与积极性等，所以学生们在这种教学模式下，一直处于被动学习的状态。李素娟（2021）认为，当前的高校军事理论课程中的国防及军事信息内容丰富，但部分教师在授课中，采取的教学方式单一，导致多数大学生对军事理论信息的学习积极性不高。史彦与赵志豪（2022）认为，传统的军事理论教学，整体课堂情况比较沉闷，难于唤起学生对军事理论内容的学习热情和参与相关军事类活动的积极性，更无法激发学生的创造性和探索性精神。

2.3 学习动机定义

动机是直接推动个体活动的内在动力，包括个人意志、期望、心理冲动、目标等（陆桂芝，2011）。学习动机是动机的范畴之一，是个体内在需要和外在激励相互作用下激发和维持学习行为的动机倾向。动机的来源不同，可分为内部动机和外部动机（靳肖佳，2017）。学者于倩等人（2018）认为内在动机是指产生于学习活动本身的意义和价值的动机，如学生努力学习是因为他们对学习感兴趣、好奇，并从中获得乐趣。外在动机指的是来自学习活动以外的激励的学习动机，如努力学习以在考试中取得好成绩、获得奖励、取悦父母或逃避惩罚（刘儒德，2010）。而学者黄丽丽（2020）认为，影响学习的因素很多，最重要的要归学习动机莫属，并指出认知内驱力、自我提高内驱力、附属内驱力，是一种倾向，一种自我调节。动机和学习之间的关系不是单向的关系（王强，2009），而是一种多维的、非常复杂的关系。认知内驱力是指个体对事物感兴趣，以掌握知识和解决问题为目的，希望通过完成任务得到满足的一种学习动机，如学习兴趣、求知欲、能力提升、认知发展、自我管理、内驱力等改进是指个体通过完成相应的学习任务而在群体中获得一定地位和声誉的学习动机，如获得尊重，提高地位等，附属内驱力是指受外界影响而激发的一种学习动机，如他人的认可和期望、外界的规划、学习环境等。

3. 研究方法

本研究以方便取样的方式，利用问卷星平台向河南省某学院大一至大四学生发放线上问卷进行调查，问卷通过修订田敬亚（2019）《基于韦纳归因理论的初一学生地理学习动机研究——以乌鲁木齐市为例》中的学习动机问卷与学习效果归因问卷，使之贴合本次调查研究，采用 Likert 五点计分法，从完全不符合到非常符合从 1-5 划分。原始学习动机问卷共有 18 题，分三个维度：认知内驱力 8 题、自我提高内驱力 2 题、附属内驱力 8 题，克隆巴赫 α 值为 0.862。原始学习效果归因问卷共有 16 题，分三个维度：内在和外在、可控和不可控、稳定和不稳定，克隆巴赫 α 值为 0.905。两个问卷

克隆巴赫 α 指数均在 0.7 以上, 说明量表具有较好的信度。

4. 研究结果

4.1 样本数据现状

本研究设置的大学生的基本资料包括性别与军事理论课程成绩。有效样本 (N =534) 中, 从性别分布看, 男生 276 人, 占 51.7%, 女生 258 人, 占 48.3%; 从成绩分布来看, 不合格 (小于 60 分) 9 人, 占 1.7%, 合格 (60-75 分) 102 人, 占 19%, 良好 (76-89) 231 人, 占 43.3%, 优秀 (90-100) 192 人, 占 36%, 具体数据如表 4.1 所示。

表 4.1 问卷样本基本资料 (N=534)

成绩	性别		总数	占比
	男生	女生		
不合格	9	0	9	1.7%
合格	45	57	102	19%
良好	108	123	231	43.3%
优秀	114	78	192	36%
占比	51.7%	48.3%		

资料来源: 本研究整理

由表 4.2 所示, 军事理论课程学习动机总体较强, 动机较弱的仅有 9 人占总人数的 1.7%; 动机中等的有 159 人, 占总人数的 29.8%; 动机比较强的有 366 人, 占总人数的 68.5%。也充分表明学生对于军事理论课程的内容是感兴趣的。

表 4.2 军事理论学习动机总体现状分析表 (N=534)

动机状态 (分值)	性别		总数	占比
	男生	女生		
非常弱 (25-40)	0	0	0	0
比较弱 (41-55)	3	6	9	1.7%
中等 (56-70)	69	90	159	29.8%
比较强 (71-85)	204	162	366	68.5%
非常强 (86-90)	0	0	0	0

资料来源: 本研究整理

4.2 相关性分析

由表 4.3 所示, 为研究学习动机的各个层面与军事理论成绩的相关相关性, 本研究使用 Pearson 相关分析对军事理论课成绩进行相关性检验, 得出附属内驱力与军事理论课成绩呈正相关 ($r=0.341, P<0.001$), 即附属内驱力越高军事理论成绩也就越好; 认知内驱力与军事理论成绩呈正相关 ($r=0.357, P<0.001$), 即认知内驱力越高军事理论成绩也就越好; 自我提高内驱力与军事理论课也呈正相关 ($r=0.148 P<0.01$), 即自我提高内驱力越高军事理论成绩也就越好。所以在日常教学当中, 教师要抓住学生学习动机特点, 转变教学方式方法, 营造出良好的学习气氛, 培养良好的学习氛围。

表 4.3 学习动机与军事理论成绩相关性分析

	军事理论课程的成绩	附属内驱力	认知内驱力	自我提高内驱力
您军事理论课程的成绩是	1			
附属内驱力	.341***	1		
认知内驱力	.357***	.814***	1	
自我提高内驱力	.148**	.722***	.571***	1

注：* $p < 0.05$ ；** $p < 0.01$ ；*** $p < 0.001$

资料来源：本研究整理

由表 4.4 所示，学习动机各维度与学习效果归因方式有着高度的相关性，也由此可以说明归因可以有效的影响学习动机，也从而证实学者关伟与郭莉莉（2018）研究中所提出的，归因可以用于指引和保持学生的学习动机，即个体解释他人或自己行为的结果，以此预测随后的行为。

表 4.4 学习动机各维度与学习效果归因相关性分析

学习效果归因	附属内驱力	认知内驱力	自我提高内驱力
取决于我是否持续性的努力学习军事理论	0.661***	0.592***	0.512***
取决于我是否有自信心学习好军事理论	0.652***	0.551***	0.497***
取决于我是否考有好的军事理论学习方法	0.596***	0.545***	0.534***
取决于我是否对军事理论有积极的学习态度	0.616***	0.55***	0.553***
取决于我是否有较高的学习能力	0.605***	0.521***	0.526***
取决于我是否有良好的军事理论素养	0.594***	0.509***	0.491***
取决于我今天考试的情绪	0.495***	0.349***	0.473***
取决于我的临场发挥	0.477***	0.296***	0.457***
取决于老师和家长对我学习的关心程度	0.549***	0.356***	0.524***
取决于班级是否有良好的学习氛围	0.613***	0.506***	0.59***
取决于老师能否帮助我解决知识上的问题	0.583***	0.464***	0.584***
取决于是否经常与同学讨论军事理论上的问题	0.646***	0.525***	0.61***
取决于这次考试试题的难易程度	0.52***	0.368***	0.511***
取决于课本的知识内容是否令我感兴趣	0.541***	0.417***	0.468***
取决于这次考试的运气	0.456***	0.271***	0.477***
取决于之前做没做过类似的试题	0.485***	0.301***	0.516***

注：* $p < 0.05$ ；** $p < 0.01$ ；*** $p < 0.001$

资料来源：本研究整理

5、结论与建议

5.1 研究结论

国防教育是中国高等教育的重要组成部分，军事课程是教育部和中央军委国防动员部联合修订的《普通高等学校军事课教学大纲》的要求。学习军事理论知识是大学新生军事训练之后的第二次国防教育。在大学新生进行军事技能训练之后为了让大学生更好的了解我国的国防和军事思想，掌握基本军事理论与军事技能，培养国防观念和国家安全意识，加强组织和纪律性，提高大学生综合素质的重要手段。

本文以河南省某高校的 534 名学生为例，通过调查军事理论学习动机和学习效果归因现状，得出以下结论：

一是大学生军事理论课程学习动机总体水平中等偏上，其中附属内驱力与认知内驱力对学生学习军事理论学习动机的激发有着关键作用。

二是学习动机与军事理论课成绩呈显著正相关，不同性别的学生在认知内驱力和

附属内驱力两个层面存在显著差异。

三是成绩较好的学生归因倾向也相对比较积极，成绩较为中等的学生，其归因方式也较为普通。

四是军事理论学习效果归因与军事理论学习动机之间有显著的正向相关关系，因此不同的归因方式对学习动机产生不同的影响，正向与积极的归因可以提高学习动机

5.2 研究建议

5.2.1 转变思想观念，提高课程地位

许多高校开设军事课程是基于相关政策的要求，部分高校管理者认为军训只是新生教育的必修课，军事教学内容主要着重于军事技能训练，如站军姿、列队等训练；同时，大部分军事课程的开课机构挂靠在体育教学部、保卫处或马克思主义学院等部门，因此军事课程的发展和建设缺少支持，军事理论课在课程建设体系中更是长期属于边缘化课程。所以要切实转变思想观念，以育人角度出发，提高军事理论课程地位。加大投入力度，组建军事理论教研室，配备教学器械，并招录有军事经验的专职任课教师，并对其他岗位的兼职教师展开培训，提高其军事理论教学能力。以此军事理论课程才可以得到良性发展，

6.2.2 丰富课程内容，教学模式多元化

在问卷数据反馈中，大部分学生们都认通过学习军事理论学习到一些有用的技能或知识，并同时认为生动有趣的课程与教师讲课风格可以提高其学习动机。而现在大部分高校的军事理论课教师由非军事专业教师或行政人员担任，其教学形式多是采用合班教学或者慕课方式上课，课程教学模式基本是以教师讲授为主，采用传统的教学方法，课程枯燥无味。而军事技能课，大部分院校仅以两周的队列训练来完成军事技能，与大纲要求相差甚远。所以要转变课程模式，丰富教学内容，把军事理论与军事技能的教学混合进行，一方面避免了理论课的枯燥无味，另一方面使学生能多学习到更多的军事技能。

6.2.3 培养专职军事课程教师，完善鼓励机制

高校军事教育的教师资源不平衡，在担任军事理论课程的教师当中，退伍转业人员缺乏相应的教学理论和教学方法，而兼职的高校教师却不够专业，没有接受过国防军事理论专业的系统学习，理论基础匮乏薄弱。因此应加强军事理论专题教伍的培养，鼓励教师进行专业学习和培训，壮大军事教育教师队伍。同时应科学地制定相应的激励机制，将相关课程考核列入职称评审、绩效考核等条例，提高教师的教学热情。

6.3 研究局限与展望

本研究也存在一定的局限：第一，受各种条件的限制，问卷调查主要在河南省某一地方高校中进行，样本的代表性存在天然不足。未来的研究应当扩大范围，在河南省内多地域开展问卷调查，增强研究的外部效度。第二，本研究的研究群体仅包含高职院校，缺少本科院校样本群体的调查，对于解释河南省整个高校军事理论课程学习动机现状存在片面性，不能映射整个高校群体。第三，问卷调查题项获得的数据过于表象，内在影响学习动机的因素还无从得知，使用访谈法进行研究是否可以深入了解有待考究。第四，中国各个省份因地区之间也拥有教育、文化、经济等差异，所以河南省样本群体同时不能代表全国高校水平。但对于全国其他高校来说还有着一定的局限性，综上所述，希望未来研究能够继续补充、研究与探讨。

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Research on the Influence of Teachers' Workplace Fun on Self-Development Behavior at Work; The Dual Mediating Role of Professional Identity and Sense of Mission

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Abstract

In recent years, as more and more employees appear to be performing badly, the status quo of "laying flat is justice" is emerging one after another. As teachers are relatively important roles and employees in society, it is especially important to prevent teachers from being poor in their careers, and it is especially important to stay flat, while employees are proactive and seek self-development in their work to deal with poor careers. Therefore, this research chooses universities in Jiangxi Teachers as the research object, taking teachers' workplace fun as the independent variable, professional identity and professional sense of mission as the mediating role, work self-development behavior independent variables, understanding teachers' workplace fun can stimulate teachers' work self-development behavior, and explore the mediating factors, to provide a reference for helping teachers in the teaching profession to avoid bad behavior.

Keywords: Workplace Fun, Professional Identity, Professional Mission, Work Self-development

教师工作场所乐趣对工作自我发展行为的影响

研究：职业认同与使命感的双中介作用

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摘要

随着近年来越来越多的员工出现摆烂，“躺平即是正义”躺平层出不穷这一现状。而教师作为社会当中比较重要的角色，员工，因此避免教师产生职业摆烂，躺平尤为重要，而应对摆烂的则是员工积极主动，寻求自我在工作当中的发展，因此本研究选择江西高校教师为研究对象，以教师工作场所乐趣为自变量，职业认同，职业使命感为中介作用，工作自我发展行为自变量，了解教师工作场所乐趣能够激发教师的工作自我发展行为，并探究其中介因素，为帮助教师行业员工避免摆烂行为提供参考。

关键词：工作场所乐趣、职业认同、职业使命感、工作自我发展

1 绪论

1.1 引言

随着近年来越来越多的员工出现摆烂，躺平层出不穷这一现状折射出如今员工日益加重的内心矛盾与生存焦虑，导致员工失去工作活力，引起社会广泛关注与热议。而教师作为社会当中比较重要的角色，避免教师产生职业摆烂、躺平尤为重要。而应对摆烂的则是员工积极主动，寻求自我在工作当中的发展。因此工作自我发展作为一种个人发展和职业适应相关的积极行为引起了学界的重视，并被界定为员工主动进行的能力提升的行为(Ren & Chadee, 2017)。因此研究如何提升教师的员工自我发展对解决教师摆烂行为有重要意义。

而工作场所乐趣就是能够通过开展一些活动，从而使得整个环境中的员工可以得到愉悦的心情，使其得到消遣和放松，形成一种轻松的环境氛围，自然而然使员工产生一种积极的工作态度（刘凤香，2010），从而对工作的自我发展产生影响。此外，教师缺乏积极的工作自我发展大多是因为工作的无聊，缺少职业认同感，使命感，更进一步导致教师产生消极摆烂情绪。

因此本研究选择江西高校为研究对象，以教师工作场所乐趣为自变量，职业认同，职业使命感为中介作用，工作自我发展行为为自变量，了解教师工作场所乐趣能够激发教师的工作自我发展行为，并探究其中介因素，为帮助教师行业员工避免摆烂行为提供参考。并提出以下问题 1、工作场所乐趣能否正向影响职业使命感？2、职业使命感能够正向影响工作自我发展？3、职业使命感在工作场所乐趣与工作自我发展之间是否具有中介作用？4、工作场所乐趣能否正向影响职业认同感？5、职业认同能否正向影响工作自我发展？6、职业认同在工作场所乐趣与工作自我发展之间具有中介作用。

1.2 研究意义

1.2.1 理论意义

目前对于工作自我发展的研究通过搜寻各大网站，研究相对匮乏，目前只发现仅有一篇，而对于教师行业的工作自我发展更是没有，因此本研究通过引入教师行业，对于工作自我的发展相关问卷提供参考，对于工作自我发展对于教师行业的后续研究提供有效的参考理论意义，并通过构建教师工作场所乐趣对工作自我发展的影响；职业认同与使命感的双中介模型，以工作场所乐趣为视角了解工作自我发展的内在机制，为后续研究提供理论参考。

1.2.2 实践意义

本研究以教师工作场所乐趣为自变量，职业认同，职业使命感为中介作用，工作自我发展行为为自变量，了解教师工作场所乐趣能够激发教师的工作自我发展行为，并探究其中介因素，为帮助教师行业员工避免摆烂行为提供参考，当教师感受到工作场所的乐趣能够提高职业认同，使命感，从而产生工作自我发展，因此学校应当关注较少工作场所的乐趣，提高教师的工作场所乐趣，从而激发其工作自我发展。

2 文献综述

2.1 教师工作场所乐趣

工作场所乐趣，与工作中的乐趣(Fun at work)在内涵上是一样的，都是指在工作中，能为员工自身带来愉悦心情的趣事，国外学者一般将其定义为工作中的幽默、欢乐等，也就是说在工作中要严肃对待工作，但是不能将自己也变得十分严肃，以至于心情压抑，工作乐趣丧失。Ford et al. (2003) 根据其在 2003 年的研究，一共对 572 位人力资源管理者进行了调查，主要调查其工作场所乐趣，结果表明：幽默的玩乐性环境对于形成乐趣工作环境至关重要，这种环境可以有效提升相关工作人员对工作的满意程度，同时使其在愉快的环境下工作，提升了其工作的幸福感。Ford et al. (2003) 乐趣的工作

环境有很多种类型，包括那些可以积极向上的活动，能够使相关人员放松和提高工作效率的活动，换句话说，凡是能够使相关人员得到快乐的并产生积极影响的活动所产生的工作环境都包括在内。Bolton and Plester (2003)工作场所乐趣就是能够给企业的个体人员带来愉悦心情的事情及其相关活动显然这些活动应该是由管理者发起的，但是，其能够在员工的日常工作环境中可以自然的随时形成的相关活动。Bolton and Plester (2003)认为，所谓的工作中的乐趣主要的目的就是给个体提供消遣，是员工身心愉悦，这其中包含诸多的娱乐性及社会性的相关活动。

刘凤香（2010）针对国内外关于工作场所乐趣的概念进行梳理和总结，指出所谓的工作场所乐趣必须同时具有诸多特点，具体来说包括以下几个方面：第一，从工作场所乐趣所具有的功能来说，其必须使员工心情愉悦，在此环境的基础上使员工能够得到消遣和快乐；第二，从定义的表现形式上看，这种场所必须是开放的，员工能够在其环境中营造一种轻松的氛围，可以随意开玩笑，做游戏等相关娱乐活动；第三，从乐趣的来源来看，这种乐趣可以是相关人员组织的，但是更多的还是在其环境中员工之间自发形成的；第四，从形成乐趣所包含的活动类型来看，其环境所形成的乐趣可以使工作上的也可以和工作毫不相干。总而言之，所谓的工作场所乐趣就是能够通过开展一些活动，从而使得整个环境中的员工可以得到愉悦的心情，使其得到消遣和放松，从而形成一种轻松的环境氛围，自然而然使员工产生一种积极的工作态度。

Karl (2005)采用问卷调查的方式对约 40 种工作乐趣进行了调查研究。并对数据进行了认真分析，采用主成分分析法，剔除相关度较小的影响因子，最终选择了 8 个因子，即：①搞笑活动；②员工内部各种比赛；③郊游活动；④各种礼品赠送；⑤提供免费食品等相关活动；⑥相关表彰活动；⑦企业内部组织相关的游戏活动；⑧相关庆祝活动。所有这些因子中，第五个因子最能激发员工的热情和兴趣，员工觉得最索然无味的就是第一和第七个因子，及富雪艳（2015）对其进行修订的按照工作场所乐趣的活动形式和工作场所乐趣态度两方面，设计两种不同形式的调查问卷。工作场所乐趣活动形式的调查问卷从和同事的社交活动、工作中的庆祝活动、个体自由程度、整体乐趣这四个方面，合计 10 道题。

本研究采用刘凤香（2010）的定义，将工作场所乐趣定义为通过开展一些活动，从而使得整个环境中的员工可以得到愉悦的心情，使其得到消遣和放松，从而形成一种轻松的环境氛围，自然而然使员工产生一种积极的工作态度。

2.2 教师职业认同

教师职业的认同不仅是教师本身对自我的认可，同时也属于社会认同。具体来说，本研究将教师个体的自我认同理解为，教师在从教初期，通常会经历个人先前经验经历、当时的工作心得以及未来的职业期望三者相互冲突，最后达到整合统一的阶段，由此产生新的职业认同感，并对该职业产生灵活且持续的承诺。教师自尊感、自信均来自于职业认同感；而社会认同则是指，教师的职业认同还包括教师对职业群体的认同与归属感。

Flores and Day (2006) 同样认为教师职业认同是个体对自身价值和经历的不断地理解、再解释的动态过程。教师职业认同是一个不断融合个人自我和职业自我的过程，这一过程需要教师具有对自己的职业认同和实践的相对关系持续的认识。

Samuel and Stephens (2000)提出教师职业认同是教师对一系列相互竞争、有时又相互排斥的价值观、行为与态度，所有这些都是基于自我信息的生活经验。教师职业认同是一组属性，由教师自己以及外来者加给教学职业的一系列特征、价值，从而使一个群体与另一个群体得以区分开来。容中逵（2019）提出教师职业认同，是教师在不同或相同的人群进行交互时，对于自身职业的认知，从而认识到自身的地位，职责的

一种主观感知，其主要的核心是自我能够认识与肯定教师身份的认知。

魏淑华等人(2005)提出过程状态说，认为教师的职业认同是一种过程，也是一种状态。“过程”则是指教师在工作当中的自我发展当中逐渐的产生对于教师身份的认同；而“状态”则是指对于教师这个职业认同的程度。张丽萍等人(2012)提出教师职业认同可以作动词也可以作名词，作动词时，指的是教师内化的职业角色与自我其他部分建立一致性的过程；作名词时，指的是在这种内化过程中形成的教师职业自我与自我的其他部分之间的一致性状态。蒋晓红(2012)认为教师能够从发自内心的去认可自己的职业，并且认为教师职业是神圣的，具有价值的，有独特意义而对其充满热情，情感，的一种强烈职业认知，同时能够认知到自我的责任，并且乐意去承担这份责任，感到教师工作的乐趣。

Kremer and Hofman(1985)以中心性、价值、团结与自我呈现维度，来体现教师职业认同。中心性是指教学在“我”的生活中有重要作用；价值意味着教学对教师的吸引力，它类似于满足感，但又超越了满足感；团结即与同事关系和合作；自我呈现是指愿意被他人认为是一名教师。价值和中心性深入教师的内心世界，而团结和自我呈现则向社会外展。并基于这个四维度编制教师职业认同量表，共有19个题目，采用六点计分方式。魏淑华等人(2013)的研究发现，职业行为倾向、职业价值观、职业归属感、角色价值观四个维度构成了教师的职业认同，并开发了量表共18个项目。

本研究采用容中逵(2019)提出教师职业认同，是教师在不同或相同的人群进行交互时，对于自身职业的认知，从而认识到自身的地位，职责的一种主观感知，其主要的核心是自我能够认识与肯定教师身份的认知。

2.3 职业使命感

职业使命感是一种复杂的心理体验。具有职业使命感的人往往会将自我与其从事的工作相联系，能够将工作与个人和社会的意义联系在一起，希望自己在工作中自我的工作对于社会来说有价值，有意义的，会感到工作的乐趣和自我实现(Dik & Duffy, 2009)。么职业使命感缘何而来？从哪里产生？有学者认为使命感源于社会的需求，有的认为源于内心的真实自我，也有学者认为使命感源于自己的信仰(Hagmaier & Abele, 2012)。Dobrow and Tosti-Kharas(2011)认为职业使命感是一种对某职业的强烈热情，且体验到强烈的意义感。Steger et al.(2010)认为，有使命感的人们会认为自己的工作具有意义感，会带有强烈的目标意愿去贡献自己的力量。共同点都是强调个体认为从事的工作是有意义的，对工作有一种发自内心的热爱并且具有强烈的激情，使命感被认为是一种积极的心理资源。

Dobrow and Tosti-Kharas(2011)研究发现，使命感是一个单维度的结构，并且开发了包括12个题项的、单一维度的职业使命感量表(CallingScale, 简称CS)，该量表应用于音乐、艺术、商业、管理等四个相互独立的、有区别的职业。检验结果表明量表具有较高信度与效度，具有跨时间、跨场景的稳定性与可靠性。

本研究采用Dobrow and Tosti-Kharas(2011)的定义，将职业使命感定义为一种对某职业的强烈热情，且体验到强烈的意义感。

2.4 工作自我发展

工作自我发展(Self-development)关注的是工作领域，是指员工为获得工作领域相关知识、技能或能力而采取的自愿活动(Orvis et al., 2011)，自我发展是一种员工发展，只涉及到员工发展的一种形式。二者的主要区别在于：自我发展是非强制性的，员工主动发起的行为；而员工发展带有一定的强制性。因此，员工发展包括自我发展，也包括组织主要发起的发展活动，Ren and Chadee(2017)进一步将员工自我发展(employee-self-development, ESD)定义为员工个人在综合评估个性、关系和情境等因素有计划、

主动发起的行为。个体会对其行为的成本和回报进行评估，之后决定是否进行自我发展活动，个人对整个学习和发展过程负有责任(Boyce et al., 2010)。

Ren and Chadee (2017)对 Boyce et al. (2010)开发的五条目量表进行改编，目的是了解和量化员工在过去 12 个月内开展员工自我发展活动的程度。样题如“我明确了自己的学习需求”、“我明确了自己的学习资源”等，量表采用李克特 7 点计分方式，得分越高越表明个人参与员工自我发展的程度越高。在 Ren and Chadee (2017)的研究中，量表具有很好的可靠性系数。

因此本研究采用 Orvis et al.(2011)的定义，认为工作自我发展是员工为获得工作领域相关知识、技能或能力而采取的自愿活动

2.5 变量间的相关研究

2.5.1 工作场所乐趣对职业认同的影响

刘凤香（2010）将工作场所乐趣定义为通过开展一些活动，从而使得整个环境中的员工可以得到愉悦的心情，使其得到消遣和放松，从而形成一种轻松的环境氛围，自然而然使员工产生一种积极的工作态度。Flores and Day (2006)的研究认为工作当中的积极情绪能够增加员工职业认同，容中逵（2019）的研究认为个体对于当前工作的愉快体验能够增强职业认同感，本研究因此提出 H1 如下：

H1：工作场所乐趣正向影响职业认同

2.5.2 职业认同对工作自我发展的影响

容中逵（2019）认为教师职业认同是教师在不同或相同的人群进行交互时，对于自身职业的认知，从而认识到自身的地位，职责的一种主观感知，其主要的核心是自我能够认识与肯定教师身份的认知。高度认同自己所从事的工作的教师，往往会更加投入工作，对工作充满热情和动力。这种情况下，教师会更加努力地学习和提高自己的工作技能，进而实现自我发展（李岩，2018）。因此提出假设：

H2：职业认同正向影响员工工作自我发展行为

2.5.3 职业认同的中介的影响

如假设 H1 中工作场所乐趣能够增加员工的职业认同，H2 中李岩（2018）认为高度认同自己所从事的工作的教师，往往会更加投入工作，对工作充满热情和动力。这种情况下，教师会更加努力地学习和提高自己的工作技能，进而实现自我发展。因此提出假设：

H3：职业认同在工作场所乐趣与工作自我发展行为之间具有中介作用

2.5.4 工作场所乐趣对职业使命感的影响

职业使命感是一种复杂的心理体验，具有职业使命感是一种复杂的心理体验。Dobrow and Tosti-Kharas (2011)将职业使命感定义为一种对某职业的强烈热情，且体验到强烈的意义感。如假设 1，工作场所乐趣会正向影响职业认同，而根据金婷婷等人（2021）的研究，职业认同会正向预测职业使命感，因此提出假设：

H4：工作场所乐趣正向影响职业使命感。

2.5.5 职业使命感对工作自我发展的影响

Dobrow and Tosti-Kharas (2011)认为职业使命感是一种对某职业的强烈热情，且体验到强烈的意义感，使员工在工作当中会努力的去实现自我的目标。使命感被认为是一种积极的心理资源，驱使员工在工作当中不断努力。职业使命感可以激发个人的内在动力，让其更加积极主动地参与工作和学习，从而促进个人的职业发展和自我成长，即工作自我发展（齐佩芳、全守杰，2011）。故提出假设：

H5：职业使命感正向影响工作自我发展

2.5.6 职业使命感的中介作用

假设 H4 中工作场所乐趣通过提升员工在工作当中的认同感从而使员工使命增强，职业使命感可以激发个人的内在动力，让其更加积极主动地参与工作和学习，从而促进个人的职业发展和自我成长，即工作自我发展（齐佩芳、全守杰，2011），故提出假设：

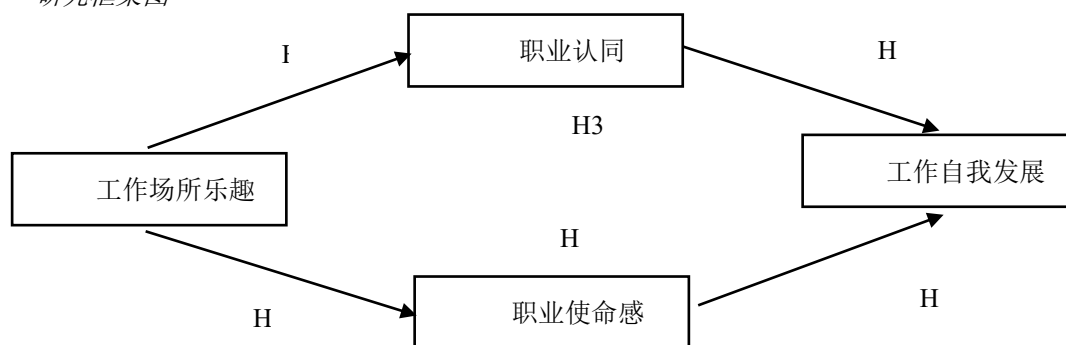
H6：职业使命感在工作场所乐趣与工作自我发展之间具有中介作用

2.10 研究框架图

本研究通过假设 H1—H6，从而构建本研究的研究框架图，如图 1 所示：

图 1

研究框架图



资料来源：本研究自行整理

3 研究方法与设计

3.1 变量的衡量工具

3.1.1 职业认同感的衡量工具

采用魏淑华等人（2013）的研究量表，职业行为倾向、职业价值观、职业归属感、角色价值观四个维度构成了教师的职业认同，并开发了量表共 18 个项目，总量表的克伦巴赫系数为 0.893，如下表 1 所示：

表 1

职业认同感量表

题项	资料来源
1、我自己是一名教师而感动自豪。	魏淑华等人 (2013)
2、教师这个职业可以实现自我价值。	
3、在对他人介绍我的工作时，我会很高兴的说我是一名教师。	
4、我适合做教师工作。	
5、因为我是一名教师所以，我经常被他人尊重。	
6、当看到或听到颂扬教师职业的话语时，我会有一种欣慰感。	
7、我能够按时完成工作任务。	
8、我能够认真完成教学工作。	
9、我能认真对待职责范围内的工作。	
10、为了学校的秩序正常运行，我会遵守一些非正式的规定。	
11、我会主动与同事搞好关系。	
12、我认为教师是促进社会发展的重要职业。	
13、我认为教师的是学生成长发展的重要引导者。	
14、我认为教师的对人类的发展至关重要。	
15、我认为教师是社会当中最周昂要的角色之一。	
16、我对于别人如何看待教师这个行业十分关系。	
17、当有人无端指责教师群体时，我感到自己受到了侮辱。	
18、我在意别人对于教师这个职业的看法	

资料来源：魏淑华、宋广文、张大均（2013）。我国中小学教师职业认同的结构与量表。《教师教育研究》，25（1），7-17。https://xueshu.baidu.com/usercenter/paper/show?paperid=b81140d6cae4e95e01d7eea14f000de2&site=xueshu_se

3.1.2 职业使命感的衡量工具

Dobrow and Tosti-Kharas (2011) 研究发现，使命感是一个单维度的结构，并且开发了包括 12 个题项的、单一维度的职业使命感量表（Calling Scale，简称 CS）。检验结果表明量表具有较高信度与效度，具有跨时间、跨场景的稳定性与可靠性。具体量表题项如下表 2 所示：

表 2

职业使命感量表

题项	资料来源
1.我十分热爱教书育人。	Dobrow and Tosti-Kharas (2011)
2.我喜欢教书育人胜过其他任何事情。	
3.当一名教师能给我极大的个人满足感。	
4.我愿意为成为一名教师而做出牺牲。	
5.当我向别人描述自己的时候，我首先想到的是我是一名教师。	
6.即使受到严重阻碍，我也不会放弃教师这一职业。	
7.我清楚做一名教师将永远是我生命的一部分。	
8.我觉得我命中注定要成为一名教师。	
9.教书育人总是萦绕在我的心头。	
10.即使我没有从事教学的时候，我也会经常思考自己的教学工作。	
11.如果我没有成为一名教师，我的存在将不会那么有意义。	
12.对我来说，成为一名教师是一个深深令人感动和满足的经历。	

资料来源：Dobrow, S. R., & Tosti-Kharas, J. (2011). Calling: the development of a scale measure. *Personnel Psychology*, 64(4), 1001-1049. https://xueshu.baidu.com/usercenter/paper/show?paperid=a72755ec7020fdfe375df987ad0cc983&site=xueshu_se

3.1.3 工作场所乐趣的衡量工具

采用 McDowell(2004)开发的量表。问卷将采用 Likert 五点计分法，总共 24 个题项。在多次实证中均表现出良好的信效度。具体量表题项，如下表 3 所示：

表 3

工作场所乐趣量表

题项	资料来源
1 学校会提供聚餐	McDowell(2004)
2 学校会举行团建	
3 学校会举行团队比赛	
4 学校对取得优异业绩的员工举行庆功会	
5 学校会举行生日会	
1 在工作时间外我与同事有较多交往	
2 在工作时间内我与同事有较多交往	
3 工作中有良好的同事关系	
4 我经常与同事分享有趣的事	
5 我经常与同事打闹	
6 我经常与同事互相分享食物	
1 在工作中我有选择穿什么衣服的权力	
2 在工作闲时允许听音乐	
3 工作期间我有休息时间	
4 我可以与同事外出吃饭	
5 在工作中有自主性	
6 工作之余我可以自由玩乐	
1 我所在的学校充满了乐趣	
2 我的直系上司重视娱乐	
3 我所在学校的氛围是有乐趣的	
4 大多数员工都认为在学校工作是有乐趣的	
5 我所在学校有充满乐趣的整体文化	
6 我的上司支持推广工作场所乐趣	

资料来源: McDowell, T. (2004). *Fun at work: Scale development, confirmatory factor analysis, and links to organizational outcomes*. Alliant International University, San Diego.

3.1.4 工作自我发展的衡量工具

参考 Ren and Chadee (2017)的量表, 将该量表用于测量教师职场中的自我发展情况。目的是了解和量化教师在过去 12 个月内开展员工自我发展活动的程度。样题如“我明确了自己的学习需求”、“我明确了自己的学习资源”等, 量表采用李克特 5 点计分方式, 得分越高越表明个人参与工作自我发展的程度越高。在 Ren and Chadee (2017)的研究中, 该量表的可靠性系数(Cronbach's Alpha)为 0.90, 信效度较高, 具体量表题项如下表 4 所示:

表 4

工作自我发展量表

题项	资料来源
1. 我明确了自己的学习需求。	Ren and Chadee (2017)
2. 我建立自己的学习目标和方向。	
3. 我确定了自己的学习资源。	
4. 我评估了自己在学习目标方面的进展。	
5. 我学习了知识、提升了技能。	

资料来源: Ren, S., & Chadee, D. (2017). Is guanxi always good for employee self-development in china? examining non-linear and moderated relationships. *Journal of Vocational Behavior*, 98(56), 108-117. https://xueshu.baidu.com/usercenter/paper/show?paperid=825c87ffd1159d348e573d0ae1888b43&site=xueshu_se.

3.2 研究方法

3.2.1 研究对象和问卷收集

采取问卷调查法对江西四所高校的教师进行便利抽样, 为了保证样本的能够获得

精准的数据，使样本具有代表性，能够代表江西高校教师整体情况。本研究预计发放200份问卷，其中A大学，B大学，C大学，D大学各发放100份。按学校类型，选择综合类大学一所，理工类大学一所，师范类大学一所，专业类学校一所进行发放问卷。研究对象覆盖基本大学的类型，因此本研究的样本具有代表，并通过问卷星平台进行发放，由QQ，微信，邮件等渠道进行问卷发放与回收。

3.2.2 分析工具与分析方法

本研究主要采用的分析方法有通过SPSS对数据进行探索因子分析，项目分析，描述统计分析，信效度检验，回归分析，中介分析从而验证本研究。

4 预期研究成果

本研究预期会得到以下研究结果：工作乐趣正向影响职业认同，职业认同正向影响工作自我发展，职业认同在工作场所乐趣与工作自我发展之间具有中介作用，工作场所乐趣正向影响职业使命感，职业使命感正向影响工作自我发展，职业使命感在工作场所乐趣与工作自我发展之间具有中介作用。

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The Influence of College Students' Perceived Teacher Support on Work Volition: The Mediating Role of Future Work Self

Salience

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Abstract

The employment of college students has always been a difficult choice for college students to graduate, many college students will feel confused due to various factors when they are about to graduate, lack of professional decision-making. Through this study, this study constructs a mediation model that perceives the impact of teacher support on career decision-making, the future clarity of work, understands the influencing factors of students' career decision-making, and the factors inherent in the clarity of future work because of work, through a sample of 500 students from 5 universities in Shandong Province, empirical research is carried out. College teachers should also care for students and improve students' perceived support for teachers, so as to improve students' professional decision-making and improve students' ability to find employment.

Keywords: Perception of Teacher Support, Future Work Self Salience, Work Volition

大学生感知教师支持对职业决断力的影响研究:未来工作清晰度的中介作用

于清心

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摘要

高校大学生的就业一直是大学生毕业时所面临的问题,很多大学生在快毕业时会因为各种因素干扰,缺乏职业决断力,感到迷茫。本研究通过构建感知教师支持对职业决断力的影响,未来工作清晰度的中介模型,了解大学生职业决断力的影响因素,以及未来工作清晰度的作用机制。本通过对山东省5所大学的学生进行抽样500份,进行实证研究,高校教师也应采取措施提高大学生对教师支持的感知,从而提高学生的职业决断力,提高学生就业的能力。

关键词: 感知教师支持、工作未来清晰度、职业决断力

1 绪论

1.1 引言

根据教育部统计, 2020 届大学毕业生人数突破 874 万, 大学生“就业难”成为社会关注的热点问题之一(林忠锦, 2020)。根据生态系统理论, 微系统作为直接作用于个体发展的近端因素, 在个体发展过程中起着关键性作用。除家庭环境之外, 学校环境也是对个体产生重要影响的微系统。教师和同伴是学校环境中主要构成要素, 尤其对于身处成长关键期的大学生来说, 在与教师和同伴的互动过程中, 思维理念、实际行动等均会受到影响(张乐琳等人, 2021)。高校大学生的就业一直是大学生毕业时所面临的问题, 很多大学生在快毕业时会因为各种因素而感到迷茫, 从而导致选择职业时不能使自己满意, 进一步导致离职率高, 这些现象都与大学生的职业决断能力密切相关。职业决断力是指个体尽管受到限制, 仍能做出职业选择的能力(Duffy et al., 2012)。而对于大学生而言, 由于客观经历的限制, 缺乏对职业的认知(孙百才、吴克明, 2005), 因此职业决断能力对于大学生而言就显得更加重要。同时中国关于大学生的职业决断力, 通过知网、百度学术、谷歌学术搜索有且只有 5 篇, 因此, 探索职业决断力的影响因素, 具有重要的理论和现实意义。

社会支持必须是当个体处于特定的社会情境中, 现实中存在来自周遭的行动化支持, 并且这些支持能够被个体切实知觉到。因此, 社会支持是指当个体处于不良境地时, 感受到来自于周围环境的一般性或特定性的支持行为, 个体的社会适应性水平因此得以加强并使其免于遭受不利环境的侵害(鲍旭辉等人, 2022)。许多研究者认为, 学校是与学生生活联系最为紧密的社会环境, 脱离家庭独自生活的大学生在需要获取社会支持时, 教师支持将成为其获取社会支持的首要途径(吴佳桢等人, 2023)。在大学阶段教师的有效支持将对学生解决各类适应性发展问题产生重要的意义和深远的影响, 学生感知到的教师自主支持行为能够预测学生的学业成就和未来的求职行为(梁杰珍等人, 2021)。而未来工作清晰度是指个体对未来工作中自我认知表征的详细程度和复杂程度(Strauss et al., 2012)。拥有高未来工作清晰度的个体, 会明确自己未来工作的方向, 即使面对限制, 也能做出合适的选择。因此本研究以感知教师支持为自变量, 未来工作自我清晰度为中介变量, 职业决断力为因变量, 探究大学生感知教师支持对其未来的清晰度, 职业决断能力产生的影响。从而为解决大学生就业问题, 如何提高大学生职业决断力提供参考。

1.2 研究意义

1.2.1 理论意义

首先关于感知教师支持大多用于研究初中生, 高中生, 对于研究大学的研究文献较少, 通过搜寻各大网站对于研究大学生的共计不超过 8 篇, 因此本研究将感知教师支持引入对于大学生的研究当中, 丰富了该领域的研究内容, 对于今后该领域的研究提供了理论支持。

其次是关于大学生职业决断力以及未来工作清晰的研究同样稀少, 特别是中国对于该领域的研究, 关于大学生的职业决断力教师, 通过知网, 百度学术, 谷歌学术搜索有且只有 5 篇。并且职业决断力大多作为前因变量, 将其作为因变量的研究目前比较缺乏, 因此本研究对于该领域的研究提供了有效的参考。

最后本研究通过构建感知教师支持对职业决断力的影响, 工作未来清晰度的中介模型, 诠释了感知教师支持对学生职业决断力的影响机制, 为后续学者研究职业决断力提供有效的参考。

1.2.2 实践意义

本研究通过构建感知教师支持对职业决断力的影响，未来工作清晰度的中介模型，了解大学生职业决断力的影响因素，以及未来工作清晰度的作用机制。为高校提高大学生的职业决断力，进一步提高大学生就业的能力，解决大学生就业难题提供有效的建议。

2 文献综述

2.1 感知教师支持的定义

贾绪计等人（2020）认为教师支持主要指学生能够感受到教师信任并公正地对待每位学生、尊重他们的观点与感受以及关心他们的学习和日常生活。欧阳丹（2005）认为，学生感知到的教师支持是学生在在学习生活中所感知到的教师对其支持的行为和态度，主要包括学习支持维度、能力支持维度和情感支持维度。

2.2 感知教师支持的衡量

目前，对于感知教师支持的测量方式较欠缺，多采用问卷调查法来测量学生感知到的教师支持水平。欧阳丹（2005）的《感知教师支持行为问卷》，其是在参考了 Babad (1990)对感知教师支持的研究基础上编制而成。该问卷对感知教师支持维度的划分与 Babad (1990)一致，将其分为学习支持、情感支持、能力支持三个维度，题目总数为 19 道，因其信效度良好，在中国被广泛应用。

2.3 感知教师支持的相关研究

教师的支持行为会给学生带来积极的影响。当学生在学习中遇到困难需要帮助时，如果学生能感知到教师对支持，学生就会获得战胜困难与挫折的力量与信心，进而自我激励，努力追求学业成就(Wentzel, 2010)。中国学者欧阳丹（2005）研究指出，教师期望效应在学生的感知教师支持程度上具有较大影响作用，被教师注以高度期望的学生他们的被支持感更高。除此之外，研究还发现学生感知到的教师支持与其学业成就关系密切，二者互为影响（陈彦奎、郭少阳，2016）。

2.4 未来工作自我清晰度的定义

Strauss et al.(2012)最先将可能自我概念应用于工作领域，并提出未来工作自我清晰度的概念，未来工作自我清晰度是指个体对未来工作中自我认知表征的清晰和容易想象的程度。目前学者都认同 Strauss et al. (2012)的定义(Guan et al., 2014)，因此本研究也引用 Strauss et al. (2012)的观点，即个体对未来工作中自我认知表征的清晰度和容易想象的程度。

2.5 未来工作自我清晰度的衡量

Strauss et al.(2012)基于已有的研究开发了 FWSc 量表，量表共 5 个条目，采用 Likert 7 点计分（1 完全不符合-完全符合），目前已收集的相关实证研究报告的该量表的信度范围为 0.76-0.92。此后，Guan et al. (2014)又进一步修订形成了信效度良好的中文版 FWSc 量表，量表共 4 个条目，采用 Likert 7 点计分（1 完全不符合-完全符合）。本研究拟采用 Guan et al. (2014)的量表对大学生进行测量。

2.6 未来工作自我清晰度的相关研究

学术界关于前因变量的相关研究主要从被研究者的个体角度出发。研究发现，个体通过利用职业探索下的自我探索对自己的内部属性进行全面、彻底的检查，从而提升个体对自我的认知，提升员工对未来工作自我的清晰程度(Flum & Blustein, 2000)。此外，个体特质也会对未来工作自我清晰度产生影响，该影响产生以职业探索和社会支持为中介条件。例如，高水平的自尊(Cai et al., 2015)和乐观（黎鸿雁等，2020）通过诱导个体对未来积极结果的期望，来促进个体做出更多的职业探索活动，从而增加个体未来工作自我清晰度；积极主动个体能够直接投入职业探索等职业行为(Cai et al., 2015)。

具有谦卑特质或行为的个体更容易获得他人指导和社会支持，从而帮助个人建立更加清晰的工作自我（候亮等人，2019）。

2.5 职业决断力的定义

职业决断力是决断力的延伸，“决断力”是指个体在生活中受内在动机驱使，根据目标调节和支配自己的行动，以克服困难，实现预定目标的能力(Lazarick et al., 1988)。

Duffy et al. (2012)提出了“职业决断力”这一概念，将其定义为“在各种限制条件下，个体仍感知到的自己能够做出职业选择的能力”。时光磊（2014）在 Duffy et al. (2012)对职业决断力定义的基础上，对个体择业时的影响条件进行了补充，考虑了所有会影响其顺利择业的限制因素。将职业决断力重新定义为：个体在外界限制因素的影响下，感知到能对自己想选择的职业做独立选择的能力。因 Duffy et al. (2012)对职业决断力的定义为较多学者采用，因此本研究采用 Duffy et al. (2012)对职业决断力的定义。

2.6 职业决断力的衡量

职业决断力量表分为两个版本。

1. Duffy et al. (2012)构建了职业决断力量表，用于测量组织员工的职业决断力，共 13 个项目，包括三个维度，分别是决断力、经济限制以及结构限制。决断力是用来衡量个体职业选择的总体能力，反映了个体对自己职业选择的控制感。经济限制评估了个体受到经济限制时做职业选择的能力，结构限制是用来衡量存在外部限制因素的情况下做职业选择的能力(Duffy et al., 2012)。Duffy et al. (2014)的研究表明三个分量表的内部一致性信度的分别为 0.78（一般决断力）、0.83（经济限制）和 0.7（结构限制）。为此量表在以组织员工为被试的研中得到了广泛的使用(Allan et al., 2014 ; Duffy et al., 2015; Aamir et al., 2016)。

2. 测量学生职业决断力的量表共 15 个项目，包括两个维度，分别是决断力和限制维度，测量未来个体能够自由选择的能力，该量表同样在以学生为被试的研究中得到广泛的使用(Autin et al., 2017)。

2.6 职业决断力的相关研究

研究表明，职业决断力受到个人因素影响，包括个体的人格特征（如大五人格、职业决策自我效能感、控制感等）。Duffy and Diemer(2012)研究表明，职业决断力与大五人格特质中的宜人性和尽责性存在显著的正相关，与神经质呈显著的负相关但是相关程度较低，说明职业决断力与人格特质中的积极特质有一定联系。Duffy et al.(2015)进一步研究发现，神经质与职业决断力呈负相关，神经质水平较高的个体会产生较多的工作压力(Bolger & Zuckerman, 1995)，更消极的工作态度(Judge et al., 2002)以及较低的职业决策自我效能(Bullock-Yowell et al., 2011)，缺乏对个体职业发展的控制权。而尽责性与职业决断力呈正相关，具有较高责任心的人对自己的决策和发展更有信心，对障碍的感知更少，在职业发展中会获得更大的控制权。

2.7 变量间的相关研究

2.7.1 感知教师支持对未来工作自我清晰度的影响

贾绪计等人（2020）研究指出学生能够感受到教师信任并公正地对待每位学生、尊重他们的观点与感受以及关心他们的学习和日常生活。教师的支持行为会给学生带来积极的影响。当学生在学习中遇到困难需要帮助时，如果学生能感知到教师对自己的尊重、理解、鼓励及支持后，学生就会获得战胜困难与挫折的力量与信心，进而自我激励，努力追求学业成就。欧阳丹（2005）研究指出，教师期望效应在学生的感知教师支持程度上具有较大影响作用，被教师注以高度期望的学生他们的被支持感更高。除此之外，研究还发现学生感知到的教师支持与其学业成就关系密切，当感知到教师支持时学生会更加清晰的知道自我的发展，而去提高自身的学业成绩，贾绪计等人

(2020)的研究当中感知教师支持能够有效影响学生成就目标定向,提高学生自身评估能力,从而更好的完成目标。Strauss et al.(2012)认为未来工作自我清晰度是指个体对未来工作中自我认知表征的清晰和容易想象的程度;未来工作自我详细度是指个体对未来工作中自我认知表征的详细程度和复杂程度。领悟社会支持指个体在环境中感受到的被他人尊重、重视、关心和支持的一种情感体验。社会支持的主效应模型表明,优良的社会支持系统能够使人有更明确的自我价值,拥有良好社会支持的大学生在就业方面可能会有更加清晰、有价值的工作自我。领悟社会支持与大学生未来工作自我清晰度呈正相关(皮陆杨,2022)。学校是与学生生活联系最为紧密的社会环境,脱离家庭独自生活的大学生在需要获取社会支持时,教师支持将成为其获取社会支持的首要途径(贾绪计等人,2020)。本研究因此提出H1如下:

H1: 感知教师支持正向影响大学生未来工作清晰度

2.7.2 感知教师支持对职业决断力的影响

贾绪计等人(2020)研究指出学生能够感受到教师信任并公正地对待每位学生、尊重他们的观点与感受以及关心他们的学习和日常生活。教师的支持行为会给学生带来积极的影响。当学生在学习中遇到困难需要帮助时,如果学生能感知到教师对自己的尊重、理解、鼓励及支持后,学生就会获得战胜困难与挫折的力量与信心,进而自我激励,努力追求学业成就。Duffy et al.(2012)而职业决断力能够受到学生的信心,自我效能产生正向的影响。因此提出假设:

H2: 感知教师支持正向影响职业决断力

2.7.3 未来清晰度对职业决断力的影响

对于未毕业的大学生而言,其职业道路尚处于开始阶段。大学生职业可能自我为其职业选择提供,方向和力量,激发个体的积极情感,调节自身的行为产生良好的职业结果。相关研究表明职业可能自我与大学生的职业选择确定性有正向的相关(颜媛媛,2012)。职业可能自我在个体面对职业选择时激发其产生相应的动机,进而影响个体表现出良好的决策行为(黄彬,2012)。个体对未来自我的认识,也是自我概念中关于未来的认知。可能自我是个体以自身价值观、希望、恐惧等为依据,对自己可能成为怎样的人以及担心成为怎样的人的看法。可能自我对个体的行为具有指导的作用,对个体指明方向,激发个体为了目标努力,对内在的动机和外在的行为都会产生影响(赵冉冉,2020)。Strauss et al. (2012)认为未来工作自我清晰度是指个体对未来工作中自我认知表征的清晰和容易想象的程度;未来工作自我详细度是指个体对未来工作中自我认知表征的详细程度和复杂程度。综上所述学生的可能自我对自己可能会成为怎样的人对于未来的认知而产生积极情绪,而未来工作清晰度则是学生已经明确未来的自我是需要怎样的,而产生努力的行为,清晰度更像是可能自我的一个确定,可能自我能够正向影响职业决断力,那么未来清晰自我则更可能会正向影响职业决断力,本研究做出如下假设。因此提出假设:

H3: 未来工作清晰度正向影响职业决断力。

2.7.4 未来工作清晰度的中介作用

假设1中Strauss et al. (2012)的研究认为未来工作自我清晰度是指个体对未来工作中自我认知表征的清晰和容易想象的程度;未来工作自我详细度是指个体对未来工作中自我认知表征的详细程度和复杂程度。领悟社会支持指个体在环境中感受到的被他人尊重、重视、关心和支持的一种情感体验。社会支持的主效应模型表明,优良的社会支持系统能够使人有更明确的自我价值,拥有良好社会支持的大学生在就业方面可能会有更加清晰、有价值的工作自我。领悟社会支持与大学生未来工作自我清晰度呈正相关(皮陆杨,2022)。学校是与学生生活联系最为紧密的社会环境,脱离

家庭独自生活的大学生在需要获取社会支持时，教师支持将成为其获取社会支持的首要途径（贾绪计等人，2020），假设3中职业可能自我在个体面对职业选择时激发其产生相应的动机，进而影响个体表现出良好的决策行为（黄彬，2012）。个体对未来自我的认识，也是自我概念中关于未来的认知。可能自我是个体以自身价值观、希望、恐惧等为依据，对自己可能成为怎样的人以及担心成为怎样的人的看法。可能自我对个体的行为具有指导的作用，对个体指明方向，激发个体为了目标努力，对内在的动机和外在的行为都会产生影响（赵冉冉，2020）。学生的可能自我对自己可能会成为怎样的人对于未来的认知而产生积极情绪，而未来工作清晰度则是学生已经明确未来的自我是需要怎样的，而产生努力，清晰度更像是可能自我的一个确定，可能自我能够正向影响职业决断力，那么未来清晰自我则更可能会正向影响职业决断力，也就是说学长在感知到教师支持从而加强了对于未来的可能自我以及未来清晰度，从而提高职业决断力，因此提出假设：

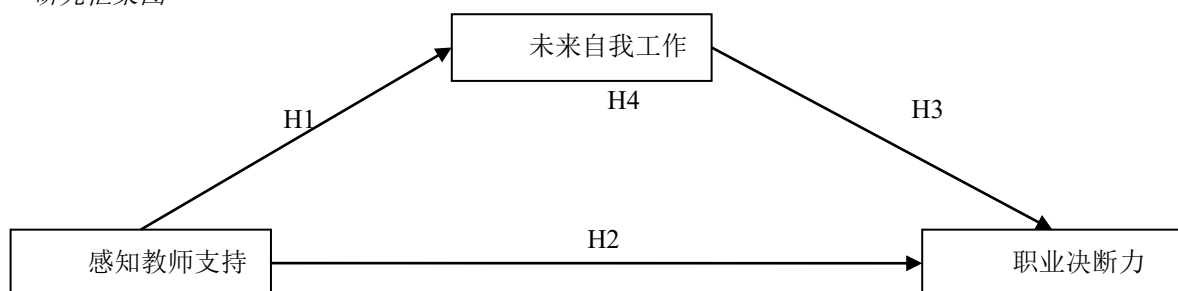
H4：员工未来工作清晰度在感知教师支持与职业决断力之间具有中介作用

2.8 研究框架图

本研究通过整理感知教师支持、未来自我清晰度、职业决断力的文献，梳理变量之间的关系，提出：H1、H2、H3、H4、从而得出本研究的研究框架图，如下图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 变量的衡量工具

3.1.1 感知教师支持的衡量工具

欧阳丹（2005）的《感知教师支持行为问卷》，其是在参考了 Babad (1990)对感知教师支持的研究基础上编制而成。该问卷对感知教师支持维度的划分与 Babad (1990)一致，将其分为学习支持、情感支持、能力支持三个维度，题目总数为 19 道，因其信效度良好，在中国被广泛应用，共 19 个题项，如表 1 所示：

表1

感知教师支持量表

题项	资料来源
1、在学习生活中，老师对我要求很严格	欧阳丹（2005）
2、老师经常让我负责班级内的事情。	
3、老师对我的态度一向很温和	
4、当我回答问题时，无论对或错，老师都会告诉我。	
5、老师常常推荐我参加各种活动或比赛。	
6、当我在课堂上表现好时，老师都会表扬我。	
7、老师会用鼓励的眼神示意我起来回答问题	
8、老师认为我总是有能力完成难度较大的作业或任务	

题项	资料来源
9、在我回答问题时，老师会看着我的眼睛	欧阳丹（2005）
10、我的作业常得到老师的表扬	
11、当我在课堂上回答不出问题或答错时，老师总是批评我	
12、老师一向支持我参加各种活动和比赛	
13、上课时老师常常让我起来回答问题	
14、当我回答不出问题时，老师经常向我重复解释所问的问题	
15、当我回答问题时，老师都会微笑的看着我	
16、老师在学习和生活中经常给予我鼓励	
17、我常常感觉到老师对我有很高的期望	
18、回答问题错误时，老师会都向我解释错误的原因及如何改正	
19、回答不出问题时，老师经常会给我提示，直到我能回答出来	

资料来源：欧阳丹（2005）。《教师期望、学业自我概念、学生感知教师支持行为与学业成绩之间的关系研究》。（硕士研究生，广西师范大学）。

3.1.2 未来工作清晰度的衡量工具

本研究采用 Strauss et al. (2012)的量表，共 5 个题项。具体量表题项如表 2 所示：

表 2

未来工作清晰度量表

题项	资料来源
1.我可以很容易地想象到未来工作中的自我形象	Strauss et al. (2012)
2.这个的心理图像非常清楚	
3.这个未来对我来说是很容易想象得到	
4.我非常清楚在未来工作中我想成为什么样的人	
5.在我的头脑中，我想要的与工作相关的未来的类型是非常清楚的。	

资料来源：Strauss, K., Griffin, M. A., & Parker, S. K. (2012). Future work selves: how salient hoped-for identities motivate proactive career behaviors. *Journal of Applied Psychology*, 97(3), 580-591.

3.1.3 职业决断力的衡量工具

本研究采用 Autin et al.(2017)的量表测量大额学生职业决断力该量表共 15 个项目，同样在以学生为被试的研究中得到广泛的使用，具体量表如表 3 所示：

表 3

职业决断力量表

题项	资料来源
1、我的内心需求几乎不会影响我未来对工作的选择	Autin et al. (2017)
2、我被迫从事不喜欢的工作是因为养家糊口	
3、社会的歧视导致我没能力找到适合自己的工作	
4、如果某份工作获得较好的收益，即使不喜欢也会坚持下去	
5、我觉得家庭状况直接限制了我所能从事的工作类型。	
6、我担心自我长期职业目标的实现会受到当前自己生活状况的阻碍。	
7、由于经济原因，我会马上去做一份刚找到的工作	
8、达到收支平衡是选择工作的唯一重要因素	
9、我知道自己不喜欢未来的工作，但再找一份儿新的工作对自己来说是不可能的	
10、歧视不会影响我选择工作	
11、我可以选择自己喜欢的工作	
12、老师一向支持我参加各种活动和比赛	
13、我将学习并具备如何在职场中占据一席之地的能力	
14、对于未来工作的选择，我有十足把握	
15、尽管存在外部阻力，我依然能够从事自己想做的工作	

资料来源：Autin, K. L., Douglass, R. P., Duffy, R. D., England, J. W., & Allan, B. A. (2017). Subjective social status, work volition, and career adaptability: a longitudinal study. *Journal of Vocational Behavior*, 99(5), 1-10.

3.2 研究方法

3.2.1 研究对象和问卷收集

此次调研选择了山东省 5 所大学的学生研究对象，这五所大学，其中 A 大学和 B 大学为山东省排名第一，第二且 985、211 的高校，C 大学和 D 大学为山东省民办排名第一，第二的高校，E 大学为在大学生就业率具有代表性的大学，因此，以这五所大学的学生为研究样本，具有较强的代表性，能够推论主体，发放份数根据 Redline and Dillman (2000)的观点，有效样本须达到 384 人，才能得到更加精准的数据，在集合 Ghiselli et al. (1981)的观点，发放的份数确保是题项的 5-10 倍，本研究共 39 题，参照 Ghiselli et al. (1981)与 Redline and Dillman (2000)的观点，本研究采取便利抽样的方式 A 大学，B 大学，C 大学，D 大学各抽样 100 份，预计抽样 500 份问卷。

3.2.2 分析工具与分析方法

首先对问卷进行处理，剔除无效问卷，然后进行信度分析、结构方程模型检验、相关系数分析、聚合效度检验、区别效度检验、假设检验、中介检验。

4 预期研究成果

本研究预期会得到以下研究结果：感知教师支持正向影响未来工作清晰度，感知教师支持正向影响职业决断力，未来工作清晰度正向影响职业决断力，未来工作清晰度在感知教师支持与职业决断力之间具有中介作用。

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Research on the Current Situation of E-Sports Sports and Management Professional Talent Training and Enterprise Demand in Higher Vocational Colleges in Shandong Province

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Abstract

In this study, a local university in Rizhao City, Shandong Province, a local university in Weihai City, Shandong Province, and an e-sports company in Rizhao City, Shandong Province, as well as students, experts in the e-sports industry, and electronic The school teachers of sports majors conducted questionnaires and interviews, aiming to explore the current situation of talent training in e-sports sports and management majors in higher vocational colleges in Shandong Province and the talent needs of enterprises. In the end, a total of 489 valid questionnaires were passed for students, 50 valid questionnaires for teachers, and 50 valid questionnaires for business managers. Interviews In this research, two students were randomly selected from each class to conduct interviews. A total of 16 students were selected, and a teacher was selected from each subject. A total of 15 students were selected, and 6 were enterprise management. In terms of society, play is downplayed and competition is highlighted; local governments implement policies on the ground; schools cooperate in running schools and jointly formulate teaching materials; deepen school-enterprise cooperation to jointly cultivate e-sports professionals. Play down e-sports games to enhance the public's impression of e-sports

Keywords: :E-sports and management major, Personnel training, Talent demand of e-sports enterprises

2023 DPU 山东省高职院校电子竞技运动与管理专业人才培养与企业需求现状研究

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摘要

本研究通过问卷调查法以及访谈法对山东省日照市一所地方院校、山东省威海市一所地方院校及山东省日照市一家电竞企业,以及学生,电竞行业的专家和开设电子竞技专业的学校老师进行问卷与访谈,旨在探究山东省高职院校电子竞技运动与管理专业的人才培养现状和企业的人才需求。最终通过对学生有效问卷共计489份,教师有效问卷50份,企业管理者有效问卷50份。访谈上本研究针对每个班随机抽取两个学生

进行访谈，共抽取学生 16 名，教师每个学科抽取一名老师，共抽取 15 名，企业管理层 6 名，进行分析，其研究结果为：社会方面，淡化游戏性，突出竞技性；地方政府对于政策的实施落实到实地；学校方面开展合作办学，共同制定教材；深化校企合作，共同培养电子竞技专业人才。淡化电子竞技游戏类的活动，提升群众对电子竞技的印象。

关键词：电子竞技运动与管理专业、人才培养、电子竞技企业人才需求

前言

1.1 引言

据 NEWZOO 发布《2020 年度全球电竞市场报告》的数据：全球电竞市场收入将首次超过 10 亿美元 (Reitman et al., 2020)；中国将凭借 3.85 亿美元的总收入成为收入最高的电竞市场。2020 年，全球的电子竞技市场将拥有约 20 亿的人口市场，中国是这一巨大数字的突出贡献者，中国电子竞技用户将拥有约 5.3 亿人次巨大数额（罗宇昕，2021）。巨大的用户人口红利能直接带动电子竞技行业的消费额与发展，能够为电子竞技市场带来更多的收益 (Bányai et al., 2019)，拥有其他产业无法比拟的巨大优势，其前景也更为广阔（陈梅等人，2021）。电竞行业的迅猛发展，创造惊人的社会经济效益的同时，电竞行业的持续扩大以及专业化发展对于人才的需求愈发迫切（陈劲，2019）根据 2018 年 5 月发布的伽马调查报告的数据显示，电子竞技行业规模年复合增长率已经达到 46%，电子竞技行业人才缺口达 26 万 (Hallmann & Giel, 2018)。而腾讯电竞在 2018 年 9 月发布的《电子竞技行业人才供需调查报告》进一步指出，目前中国电子竞技产业只有不到 15% 的岗位处在人力饱和的状态，需求缺口高达 83%（于薇，2020）。

2021 年全球电竞赛事中国营收 3.6 亿美元，比 2020 年 3.15 亿美元增长 14% (Macey et al., 2022)。从以上信息我们是可以看到电竞行业的发展之迅速（李靛曦，2021）。1998 年，《CS》、《星际争霸》等电竞游戏进入中国，电子竞技在中国开始出现萌芽，中国权威性的中央电视台率先在 2003 年创办以体育类电子竞技游戏为主要内容的节目，影响深远（于永湛，2003）。综合上述，中国在政策、经济、文化等因素的支持下，电子竞技运动正迅速发展。电子竞技市场经济的飞速发展带来了强烈的用人需求，电子竞技行业对教练员、数据与战术分析师、裁判员、赛事承办、主持与主播、游戏内测工程师等专业人才需求明显强烈 (Pedraza-Ramirez et al., 2020)，现阶段中国高校开设电子竞技相关专业培养人才数量与市场需求数量明显的出现严重供需不足的情况，如何才能培养出符合社会需求数量的人才，是目前电子竞技行业人才发展中需要解决的首要问题（于薇，2020）。

由此，2016 年 9 月，《关于做好 2017 年高等职业学校拟招生专业申报工作的通知》颁布。13 个增补专业中，电子竞技运动与管理赫然在列（马苏梅，2022）。2020 年人社部也新增“电子竞技运动服务与管理”专业，加快电子竞技人才的培养（王丽萍，2022）。电子竞技相关专业的设立说明电子竞技学历教育的发展已被纳入国家教育的发展中。各院校也在该领域进行了各种探索（姚美君，2021）。但是由于发展时间较短，专业建设尚处于发展初期，面临的问题冗杂而且突出。比如，社会认可度不高，家长将电子竞技视同“网游”，将其视为洪水猛兽，孩子学习就会导致不务正业（陈志伟，2019）。在教材、课程编排尚未得到有效解决，电子竞技教学资源匮乏等问题较为突出（沈灵菲，2019）。纵观中国，各大高校略有不同。一方面，开设专业不尽相同。另一方面，专业层次不同。更遑论在课程、教材等是否有统一标准（马苏梅，2022）。

在电子竞技市场巨大，拥有极好发展前景的情况下，有无数资本投入到该领域

(Scholz, 2019), 但是并没有足够的人才推动该领域的发展, 部分招聘的岗位只能以次充好, 从而造成从业人员的良莠不齐, 更无足够的专业人才解决企业需求。如潘德伦(2011)认为中国缺乏高水平电子竞技运动员、电子竞技比赛数据分析师和软件开发、电竞运动管理方面的人员。周灵与梅昕(2018)从电竞编导人才培养的角度, 指出传媒院校培养的大量广播电视编导人才已经不能够满足市场变化和不断增长的人才需求。肖龙(2018)指出中国电竞行业技术型人才缺乏, 应当着力培养高层次的专业人才。

基于此, 不难发现, 伴随电子竞技的不断发展, 电子竞技人才需求缺口较大(Cranmer et al., 2021)。培育满足现代社会需求的电子竞技从业人员这一观念已经在国家、社会、学校等层面达成共识。并且已经建立起相应的专业规模。但是中国当前高校培养的人才尚不能满足社会需求, 因此需要各高校要能够精准把握市场需求, 制定符合社会需求的人才培养目标(夏玉慧等人, 2018)。

在此背景下, 本研究从中国高校电子竞技运动与管理专业的人才培养问题入手, 高校培养现状, 根据企业具体要求。探析电子竞技运动与管理专业发展现状如何? 中国高校电子竞技人才培养的影响因素有哪些? 从而探讨如何提高我国电子竞技的人才培养的教育质量, 如何提高中国电子竞技人才的高校培养对策。从而提高中国高校电子竞技人才的教育质量, 人才培养质量。正确引导帮助大学生群体在电子竞技下树立科学的成才观念, 助力大学生更好的成才, 有效强化办学特色。首先, 有利于培养时代人才。其次, 有利于培养出“高、精、专”人才, 促进学科建设。通过对电子竞技管理专业的分析与优化, 使高校办学方向适应社会发展的需要。

2 文献综述

2.1 关于电子竞技市场企业需求现状

根据光明日报的报道, 2019年, 全球电子竞技总观看人数增长到4.54亿, 同比增长15.0%; 核心电子竞技爱好者的人数达到2.01亿, 同比增长16.3%, 其中, 中国核心电子竞技爱好者达到约7500万人(Palanichamy et al., 2020)。2021年7月, 游戏工委发布的《2021年1-6月中国游戏产业报告》指出2021年上半年, 中国游戏市场实际销售收入达1504.93亿元, 其中电子竞技游戏市场实际销售收入为720.61亿元, 占比达到47.88%。用户规模方面, 2021年上半年中国游戏用户规模近6.67亿人, 其中电子竞技用户规模达4.89亿人, 占比约73.3%(栗泽忠, 2022)。

中国电子竞技在高速发展下, 也有不少需求亟待解决。游继之与布特(2018)的《电子竞技产业链发展现状前景研究》中指出, 中国产业链上游电子竞技项目的创新和发展直接受电子竞技厂商的生产及经营活动影响, 缺乏自主创新能力; 产业链中游赛事运营经验的积累不足, 电竞人才的培养和管理体制不完善; 产业链下游的一些落地平台以及电竞衍生行业没有得到足够的重视。陈卓(2018)的《电子竞技线上赛事平台发展对策研究》多角度的阐述了位于产业链下游的赛事运营、传播环节不足, 同时提出了可行性对策。朱东普与黄亚玲(2016)的《中国职业电子竞技俱乐部发展探析》中认为, 制约中国电子竞技俱乐部发展的因素包括内部因素和外部因素两大部分。

2.2 关于电子竞技人才培养研究现状

侯云飞与敬龙军(2012)从三个方面介绍了电竞的必要性。认为电竞可以促进产业发展。王秋茸(2014)发现目前专业建设中课程体系方面存在的不足。这严重制约了其专业的科学性坚实。严昌亮(2015)指出如果中国电子竞技要想得到发展, 一定离不开学校体育, 应该构建“体教结合”的人才培养模式。

贺东东与朱亚成(2018)认为开设的电子竞技专业并不是为了培养电游选手, 而应该是培养包括数据分析、裁判等。刘光楠(2019)提出, 高校要大力推广电子竞技

教育。树立正确理念，实现对电子竞技有全面了解。于薇（2020）指出，中国高校电子竞技运动与管理专业的发展处于初期阶段。主要存在人才不足的问题，专业建设培养模式不健全，课程体系缺少科学性，并从学校、政府两个角度给出了相对应的对策（马苏梅，2022）。

2.3 关于电子竞技市场供需失衡问题研究现状

电子竞技市场经济的飞速发展带来了强烈的用人需求，电子竞技行业对教练员、数据与战术分析师、裁判员、赛事承办、主持与主播、游戏内测工程师等专业人才需求明显强烈 (Pedraza-Ramirez et al., 2020)，现阶段中国高校开设电子竞技相关专业培养人才数量与市场需求数量明显的出现严重供需不足的情况（罗牧晨、吴玲，2017）。而电子竞技人才培养不足，无法满足市场需求，主要可以分为以下 5 个原因。

1. 社会原因

社会认可是产业走向大众化和吸引更多人才的重要先决条件，当前电子竞技社会认可度较低（武展，2020）。主流媒体的态度，国家层面文件认可的稀缺，在一定程度上加剧了社会的观望情绪（王贤波、张焕志，2020）。

2. 政策原因

大环境下国家下发了很多政策大力鼓励与支持电竞产业发展，但是事实上支持政策不落地，办事企业与学校得不到应有的实际性支持，对于企业而言，企业需要讲究效率与成本，过多的政治因素与低效率很消耗企业合作中企业的积极性（李婷，2020）。

3. 学校原因

在电竞领域的教育教学中，深耕于电竞行业的从业人员，很可能无法承担教育教学任务；而师范科班出身的人，又缺乏专业的电竞素养（龚骁，2022）。由于部分大学领导对电子竞技专业教学发展重视度不高，从而导致在专业建设的引导和资金方面的支持力度不够，电竞专业硬件设施配备落后（沈灵菲，2019）。

4. 企业原因

电竞项目是以商业游戏为基础，而商业游戏的生命周期普遍较短。游戏对于商家来说就是一款产品，游戏产品生命周期实际上是指游戏的市场寿命，也就是游戏从投放市场到最终退出市场的整个过程（陈治、杨二权，2019）。

5. 家庭原因

一些于家长认为孩子参与电竞便是玩物丧志，导致电竞选手输送匮乏。同时，在日常直播时间，由于职业选手的素质普遍低，使得家长更不愿意让孩子参与到电竞之中，形成了一种恶性循环（陈志伟，2019）。

2.4 关于电子竞技市场供需失衡问题的对策研究

有学者从社会方面提出如果解决市场供需失衡的问题，建议积极有效地利用传媒手段，开展宣传活动，引导社会公众形成正面认知（王迎春，2019）。同时，正面的宣传也能让家长更加了解电子竞技，减少家庭方面的影响（陈志伟，2019）。

有学者从政策方面提出建议，李婷（2020）认为政府部门应该营造一个适宜电竞人才培养的社会环境。周弘伟（2020）认为政府部门要完善相关投资和税收减免等政策，鼓励中小企业稳步发展。

有学者从学校方面提出建议，高校应该细化专业方向（于薇，2020）；并且提升课程合理性，促进教师队伍建设，助力实践与就业（马苏梅，2022）。

有学者从企业方面提出建议，校企之间加强联系，经验的交流和信息的反馈必定更及时顺畅，这也有助于电子竞技专业教学方式的改进和教学质量的提升（李婷，2020）。

3 研究方法与实践

3.1 研究方法

1. 问卷调查法

问卷调查法是社会科学研究中最为常用的一种研究方法，根据研究需要，阅读大量有关“电子竞技运动与管理”的参考文献，设计完成调查问卷的初稿。后将初稿送阅有关专家，接受相关专家意见与建议，经多次认真的修正，最终根据不同调查对象设计种类不同的调查问卷，来保证问卷的全面性和准确性。

3.1.2 访谈法

黄奇杰与蔡罕（2007）指出访谈法是在研究目的指导下，通过有计划的与被访谈对象进行交谈，了解相关实际情况的一种方法。本研究针对山东省开设电子竞技专业的相关问题编写访谈提纲，对电竞行业的专家和开设电子竞技专业的学校老师进行访谈，在研究过程中，为增加研究的科学性，与电竞企业、电竞教育机构、开展电竞专业的专家学者共 6 人，就山东省的电竞产业进行了有针对性的访谈。

3.2 研究对象

本研究采取问卷调查法，分别调查山东省日照市一所地方院校、山东省威海市一所地方院校及山东省日照市一家电竞企业，选取以上研究对象的原因是：以上院校作为山东省内第一批开设电子竞技运动与管理专业（专科）的院校，人才培养方案均为学校自编，校企合作密切，聚焦行业前沿，目前已拥有足够样本的各年级学生，可以适当比较人才培养差异，且毕业生可以充分反馈就业情况；所选取企业对象为院校 A 的校企合作企业，该企业主要业务为电竞教育，可以更好的了解行业一线所需人才需要学校进行哪些针对性培养。学生问卷面向两所院校所有该专业学生发放，预计发放 500 人，教师问卷面向该专业教师发放，预计发放 50 人，企业问卷面向该企业管理者发放，预计发放 50 人。

本研究还采用了自编访谈提纲，对学生以及电竞行业的专家和开设电子竞技专业的学校老师进行访谈，请他们对相关问题发表意见和建议。在研究过程中增加研究的科学性，与电竞企业、电竞教育机构、开展电竞专业的专家学者共 3 人以及教育专家 3 人，就山东省的电竞产业进行了针对性的访谈。

3.3 研究工具

1. 调查问卷

本研究为了更加全面，同时将学生，教师，企业为研究对象进行问卷调查。对电子竞技运动与管理专业人才培养与企业需求现状研究的测量，学生与教师问卷方面参考苏梅（2022）的《电子竞技运动与管理专业学生调查问卷》共 19 题和《电子竞技运动与管理专业老师调查问卷》共 9 题。企业方面参照王震（2021）的《电子竞技企业人才需求调查问卷》共计 12 个题项。具体量表如表 1、表 2、表 3 所示。

表 1

电子竞技运动与管理专业学生调查问卷表

序号	题项
1	您了解电子竞技运动与管理专业开设目的么？
2	您了解电子竞技运动与管理专业的培养目标么？
...	...

资料来源：本研究自行整理

表 2

电子竞技运动与管理专业老师调查问卷表

序号	题项
1	您的年龄?
2	您的性别?
...	...

资料来源：本研究自行整理

表 3

电子竞技企业人才需求调查问卷表

序号	题项
1	您单位性质?
2	您对电子竞技运动与管理专业了解程度?
...	...

资料来源：本研究自行整理

2.访谈提纲

本研究制定初步的访谈大纲，并经过研究领域专家评审、讨论以及修正，最后确定正式访谈大纲。最终构建本研究访谈提纲，分别对教师，企业管理者，专家和学生进行访谈

3.4 资料处理与分析

1.描述统计分析

是用来说明本研究样本分布情况，是将问卷资料进行单一变数叙述性分析，将观测者对各变数之意见作为概略描述。本研究将通过频数分析出电子竞技运动与管理专业人才培养现状及企业需求情况。

2.访谈分析

主要采用李博等人（2018）的语言分析 (Discourse Analysis)，该方法具有科学性和系统性，本研究将通过不同学生和教师的回答进行认真的记录，后面通过对记录的整理后采用语言分析。

4.研究结果与分析

4.1 人口基本信息

在学校学生方面我们发放的问卷份数使各 250 人，回收问卷结果显示其中威海职业学院 243 人占比 49.7%。山东体育学院 246 人，占比 50.3%。大一 115 人占比，23.5%，大二 102 人，占比 20.9%。大三 143 人，占比 29.2%，大四 139 人占比 28.4，男生和女生较为平均。

在学生电子竞技的方向上来看，其中电竞媒体方向占比最多共计 122 人，占比 24.9%，电竞媒体方向包括游戏视频制作、节目编导策划、赛事直播、视频剪辑等，可见当前学生对于想要从事的方向主要为电竞媒体方向，其次是赛事活动与电子竞技运营管理，赛事活动 104 人，占比 21.3%包括赛事组织、管理、运营、策划等，电子运营管理 100 人，占比 20.4%，包含电竞管店长、电竞酒店经理、赛事中心管理等。而比较低的是电子竞技技术方向与裁判方向，电子技术方向仅 68 人，占比 13.9%，裁判方向 50 人，占比 10.2%，电子技术方向包含职业选手、数据分析师、教练岗，裁判方向为专业赛事裁判，最低的是体育医疗类方向，仅占比 9.2，45 人，体育医疗类方向包括电竞康复、心理咨询。可知学生大多喜欢运营管理，赛事活动，媒体类方向，而对于技术类比较少感兴趣。

4.2.电子竞技运动与管理专业培养目标分析

电子竞技人才的培养目标的适用性进行分析，对学生进行了相关调查，结果显示：

当前学生对于其专业的发展方向和培养目标了解情况不佳。第一点，当前学生对于其专业开设目的。只有 29%的同学对其开设目的有较为明确的认知，而不了解的同学约占 26%。第二点，学生了解电子竞技运动与管理专业的培养目标，进行调查分析中发现只有 22%的同学对其专业培养的目标有清晰的认知，将近 26%的人不了解专业培养的目标，第三点，学生了解电子竞技运动行业的前景了解，进行调查分析中发现只有 21%的同学有清晰的认知，将近 27%的同学不了解。第四点，您对电子竞技运动与管理专业的培养目标满意度分析中，仅有 24%对该专业的培养目标感到满意。

同时针对学生进行访谈在对访谈发现之中，你当初为什么选择电子竞技这个专业？不少学生的回答都与这个专业可以打游戏相关。对于访谈，你现在对你的专业是否满意，为什么？大多数学生表示与自己的预想不太一致，不太满意。

同时结合专家访谈分析，高校“电子竞技运动与管理”专业培养目标符合人才培养多样化的目标种类设置过多，不够精细化，对重点培养方向把握不到位，大多数将培养目标放在放在职业选手培养上，而重点培养目标应是以赛事服务为主的运营类人才，且高校过度重视理论课程教学，忽视实践性教学的重要性。建议将课程精细化，将教学重心移到实践教学上。

4.3 电子竞技运动与管理专业课程设置分析

学生对于课程的满意度不是很高，具体表现为，第一点学生认为你现在所学的专业课程设置合理的调查分析中，57%的学生对课程感到满意，12%的学生认为课程不合理。第二点，学生认为学校目前的课程设置是否可以满足学生对专业知识技能的需要调查分析中，只有 26%感到满足，27%的学生感到不满足。第三点，学生认为你现在所学的专业课程偏重于哪一方面，调查分析中，偏理论的最多 221 人占比 45.2%。

在访谈中，你认为当前的课程设置能够满足自己的发展需求吗？为什么？的大多数学生认为当前的专业技术无法满足他们的发展需求。

以及结合专家访谈您认为现在电子竞技运动与管理专业目前的课程设置是否合理？当前高校“电子竞技运动与管理”专业的完整的培养模式尚未形成，高校“电子竞技运动与管理”专业的课程体系不合理，课程内容过多偏于理论课程，实践课程较少，课程设置科学化程度有待加深；没有统一的通用教材，且教材多为与社会电子竞技培训机构合作编写，教材内容严谨性、专业性有待进一步提高和完善。

4.4 电子竞技运动与管理专业教材分析

学生对于教材的使用程度褒贬不一，第一点，44%的学生对于相关教材的使用持满意态度，认为现在的教材数量和质量能够满足日常教学使用。但是也有 32%的同学不太满意。第二点，有 42%的同学表示使用了完备的教学资源，24%的同学表示没有，在访谈分析当中，你认为学习的教材资源丰富吗？为什么？学生认为教材的质量不高，主要原因为教材集中在理论知识，对于实际操作类的书籍较少。

4.5 电子竞技运动与管理专业师资分析

本研究对学校 50 名老师进行了调查与分析。首先从年龄分布来看，当前电子竞技运动与管理专业老师整体年龄偏年轻化。20-35 岁的老师占到总体的将近 64%。在性别方面，与其他专业女性教师为主的现状完全不同，男性有 32 人，占到约 64%，这与电子竞技的主要受众用户有关。从学历层面来看，目前电子竞技运动与管理的专业教师的学历偏低。在专业课教师的学历集中在专科甚至高中，占到 54%一半以上的比例。这与其专业背景有关，从相关教师的从业要求之中也可发现，目前电子竞技运动与管理的老师的主要从相关的电竞运动员出身，占比 42%。并非从专业院校出身。这就导致了目前专业教师先关理论水平不高。

4.6 电子竞技运动与管理专业实践分析

在对老师的调查之中，我们发现学校设备不足是较大的问题。目前老师对于相关配套的设施之中的问题也反映出了当对于电子竞技运动与管理专业的器材的投入不足。

对于老师访谈当中，不少专业教师坦言，在传授知识中，是需要大型设备的，但是相关领导不予以重视，认为和其他专业一样，只需要老师讲授即可。

4.7 电子竞技运动与管理专业就业情况分析

本研究企业 50 名管理者进行调查问卷分析，当前发放调查问卷的企业在学历上要求本科以往的学生偏多占比 70%，对于专科生的需求偏低，可见对于电子竞技专业学生的学历要求，学历在逐渐提高，趋向高学历人才，薪酬方面 4000-5000 较多。

从接纳的电子竞技运动与管理专业学生来看，目前的工作岗位调查分析来看，企业认为学校培养的人才有 51%与企业岗位是相符的，但有其 33%是不相符的，16%完全不相符，可知目前企业虽然对于电竞人才的需求虽然强烈，但对于有的岗位仍然匹配不上相应的专业人才，或是学校培养的人才达不到企业岗位的要求。

5 研究结论与建议

5.1 研究结论

本研究通过对山东省日照市与威海市两所高职院校学生、教师、一家企业为研究对象，行业专家进行问卷调查与访谈，回应了本研究的研究目的与问题。

了解山东省高职院校电子竞技运动与管理专业人才培养与企业需求研究现状。为何？

A.目前学校培养的人才与企业需求还存在不足具体为：

(1) 毕业生还需要加强专业技术水平、团队合作精神和理论知识；(2) 学校没有针对性的培养人才，学生总体综合素质较差；(3) 学生的实践操作能力太弱；(4) 学校培养的人才达不到企业岗位的要求。

B.分析影响山东省高职院校电子竞技运动与管理专业人才培养教育质量的因素与企业需求不匹配的因素为：

学校对于学生的培养中偏重于理论，实践能力较为缺乏，学生其它综合能力缺乏，

C.探讨中国高校如何提升高职院校电子竞技运动与管理专业培养人才的教育质量。

(1) 将课程精细化，将教学重心移到实践教学上；(2) 通过企业与学校权威专家之间共同制定学生上课教材；(3) 深化校企合作，共同培养电子竞技专业人才；

5.2 研究建议

社会方面，淡化电子竞技的游戏性，突出竞技性。

政策方面，对于建议方面，地方政府对于政策的实施落实到实地。

企业方面，深化校企合作，共同培养电子竞技专业人才，企业派遣资深的人员与学校进行交流，开展合作办学，共同培养人才。

家庭方面建议，多支持电子竞技类设计、主持、运营管理类的活动，提升群众对电子竞技的印象。

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A Study on the Impact of Future Time Insight on Boredom Tendency: A Moderating Effect of Emotion Regulation Ability

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Abstract

The tendency to be bored is a negative emotion that can lead to problems such as learning burnout, Internet addiction, mobile phone dependence, and weariness in students. Existential psychology, on the other hand, suggests that a lack of meaning or purpose is responsible for the tendency to be bored. Individuals with future time insight often have great ambitions and set goals for their long-term development. Therefore, individuals with high future time insight will have more ambitious goals, thereby reducing the tendency to be ineffective. In addition, individuals with high emotional regulation ability can maintain a positive attitude, which has a certain impact on behavior and psychology. Therefore, from the perspective of college students, this study explores the impact of future time insight on boredom tendency, and the moderating role of emotion regulation ability between the two. This study takes college students in Yinchuan City, Ningxia Province as the research object, and through data analysis, it can be known that: (1) Future time insight has a negative impact on boredom tendency. (2) Emotion regulation ability moderates the relationship between future time insight and boredom tendency.

Keywords: Future Time Insight, Boredom Tendency, Emotion Regulation Ability

未来时间洞察力对无聊倾向的影响研究：情绪 调节能力的调节作用

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摘要

无聊倾向是一种消极情绪，会导致学生产生学习倦怠，网络成瘾，手机依赖，厌学等问题。而存在主义心理学认为，缺乏意义或目标是无聊倾向的形成原因。持未来时间洞察力的个体往往拥有远大抱负，为自己的长期发展设置目标。因此未来时间洞察力高的个体会会有较为远大的目标，从而降低无效倾向。此外情绪调节能力高的个体可以保持积极的心态，对行为和心理均具有一定的影响。因此，本研究从大学生视角出发，探讨未来时间洞察力对无聊倾向的影响，以及情绪调节能力在两者之间的调节作用。本研究以宁夏省银川市的大学生作为研究对象，并通过数据分析可知：（1）未

来时间洞察力对无聊倾向具有负向影响。(2) 情绪调节能力在未来时间洞察力与无聊倾向之间存在调节作用。

关键词：未来时间洞察力、无聊倾向、情绪调节能力

1 绪论

1.1 引言

无聊情绪是指个人在没有感受到相应的安全感和满足感之时，造成内外部环境激励缺乏而产生的一种负性情感状况，通常具有乏味无趣、注意力分散和内驱力匮乏等特征（黄时华、刘珍仪，2010）。在针对学生的调查中发现，51%的大学生表示很容易感到无聊（黄时华等人，2020）。无聊倾向是大学生群体中不可忽视的情绪体验，会引发个体多种消极行为。生活中无聊感较高的个体，体验负性情绪的持续性往往更长。长期受到负性情绪困扰的个体，从积极活动中获得乐趣和激励的阈值降低，可能阻碍个体执行预定计划，拖延特征更加明显（任小芳、张晓贤，2017）。已有研究发现，无聊与各种行为成瘾和药物滥用问题均存在显著相关(Wegner & Flisher, 2009)。无聊倾向是指个体在面对贫乏的内外部刺激时，自身需求被压抑，所感受到空虚、乏味等复合情绪体验（焦陆英等人，2020）。无聊倾向是一种消极情绪（任小芳、张晓贤，2017）。无聊倾向会导致学生产生学习倦怠，网络成瘾，手机依赖，厌学等问题（张一林等人，2022；）。存在主义心理学认为，当个体丢失自身的目标或者是失去活动的意义，“虚无感”、“无价值感”就会伴随产生，而这两者的具象化表现就是无聊情绪及其伴生的负面反应。由此可以得出，缺乏意义或目标是无聊倾向的形成原因。因而导致很多大学生在大学期间荒废学业，降低中国大学生的整体能力与素质。可见，对于研究如何降低大学生的无聊倾向具有重要意义。因此，本研究以大学生无聊倾向为因变量，探索解决大学生无聊倾向的因素。

研究表明拥有远见的个体，即能够透视时间，持未来时间洞察力的个体往往拥有远大抱负，为自己的长期发展设置目标，明确知晓在未来的某一个时间节点自身要达到什么样的状态。成就目标定向是动机范畴的产物，个体的成就动机是为了达成一定的目标，而主动地坚持相关任务的内部动因。根据自我调节学习理论，个体在学习任务中产生的心理过程有三个阶段，第一阶段为分析任务和获取动机；第二阶段为自我控制；第三阶段则为反思，即判断与目标相冲突矛盾的诱惑性行为不可取，并采取适当的反应模式，据此推断自我控制也是影响拖延行为的一个重要因素(Gjesme,1983)；综上所述，本研究认为未来时间洞察力能够影响无聊倾向的因素，因此将未来时间洞察力作为自变量。

情绪调节能力是大学生学习生活中不可或缺的部分，拥有良好的情绪调节能力，能够保持积极的心态。积极的心态是保持健康学习生活的基础，生活中的面临各种困难都能得到积极地解决，增强积极的心态。良性的结果能提升个体的心理满足感，进一步维持和加强积极的心态。当在学习中不断获得良性的结果，则不断刺激上述良性循环的发生，情绪调节能力也得到正向加强。可见，维持良性且高效的情绪调节能力，对于大学生是极为重要的。桑标与邓欣媚（2015）认为情绪调节是个人根据一定的目

标,改善自身情绪反应(如行为、体验和生理)的方向和强度。黄敏儿与郭德俊(2000)认为情绪调节是根据具体目标,管理和改变个人情绪的过程,会采用相应的策略和机制。并且情绪调节既可以起到维持、增强的作用,也可以起到削弱、抑制作用。

因此,拥有未来时间洞察力的个体,在实现目标的过程中,面对困难或挫折时,丢失了目标,从而感到“无意义感”,并伴随无聊倾向的产生时,情绪调节能力可以根据目标改变个人情绪,改善积极良好的心态,抑制无聊倾向的影响。因此,本研究认为情绪调节作用在未来时间洞察力与无聊倾向之间有重要的调节作用。综上所述,本研究从大学生视角出发,探讨未来时间洞察力对无聊倾向的影响,以及情绪调节能力在两者之间的调节作用。本研究的探讨,旨在从提高大学生未来目标感,方向感的未来时间洞察力倾向以及情绪调节能力,从而降低大学生的消极无聊情绪。帮助大学生能够在大学期间将更多精力投入到学习以及自我提升中,为中国培养优秀大学生提供有效的参考建议。

1.2 研究意义

1.2.1 理论意义

以往的研究中,大多侧重学业成绩、学业拖延、冒险行为、手机(网络)成瘾等变量对未来时间洞察力的影响(杨梦圆,2018)。而对于学生无聊倾向的研究也集中于学习倦怠,网络成瘾,手机依赖,厌学等问题(张一林等人,2022)。情绪调节能力则主要情绪调节在个体生理反应、认知及行为表达中的作用和价值(桑标、邓欣媚,2015)。较少有学者研究大学生未来时间洞察力对无聊倾向,引入情绪调节能力并对三者关系进行研究的更是空白。因此,本研究探讨三者之间的关系,可以丰富当前的理论基础,揭示三者内在之间的关系,为后续的研究提供一定的意见。

1.2.2 实践意义

任小芳与张晓贤(2017)提出无聊倾向是一种消极情绪,会导致学生产生学习倦怠,网络成瘾,手机依赖,厌学等问题(张一林等人,2022)。而存在主义心理学认为,缺乏意义或目标是无聊倾向的形成原因。而持未来时间洞察力的个体往往拥有远大抱负,为自己的长期发展设置目标(Zimbardo & Boyd, 2015)。因此,培养学生的未来时间洞察力,和提高大学生情绪调节能力,对抑制无聊倾向有重要作用。因此,本研究通过探讨宁夏省银川市大学生未来时间洞察力对无聊倾向的影响,改善大学生因无聊倾向产生的学业倦怠,厌学等问题。为中国培养优秀大学生提供参考意见。

1.3 研究问题

根据对研究背景的探讨,关于如何降低大学的无聊倾向,减少厌学情绪,提高大学生的整体素质与能力。本研究主要探讨未来时间洞察力、无聊倾向与情绪调节能力的关系。为了更深入的探讨变量间的关系,将未来时间洞察力分为行为承诺、未来效能、远目标定向、未来意象、未来目的意识共5个维度(宋其争,2004),无聊倾向分为外部刺激与内部刺激两个维度(黄时华等人,2010),探讨变量间维度的关系,具体而言包括以下几个方面:

H1.宁夏省银川市大学生未来时间洞察力对无聊倾向的影响;

H2.宁夏省银川市大学生情绪调节对未来时间洞察力与无聊倾向之间的调节效果;

1.4 研究目的

依据研究目的,研究问题如下:

H1.宁夏省银川市大学生未来时间洞察力对无聊倾向的影响如何?

H2.宁夏省银川市大学生情绪调节对未来时间洞察力与无聊倾向之间的调节效果如何?

2 文献综述

2.1 未来时间洞察力的定义

时间洞察力的概念由 Frank(1939)第一次提出,他认为个体对未来的设想是一种动力源,人们现在的行为是因为社会环境及文化对其对于时间的态度,特别是过去与未来两者相互动力作用之后所影响的。在 Zimbardo et al.(2015)的研究下,时间洞察力逐渐演进为一种包含动机、认知、情感、行为要素的综合概念。吕厚超(2014)将时间洞察力定义为一种人格特质,是个体通过对未来时间的认识和规划而形成的一种认知,从而产生的行为倾向。Rabinovich et al.(2010)关注点在于个体独特的生活经历和体验,他认为未来时间洞察力是个体从过去的生活中引发的对未来的情感和想象。

2.2 未来时间洞察力的衡量

Trommsdorff(1983)认为未来时间洞察力是一种含盖了密度、长度、连贯性、指向性和情感性五种维度的结构。Seijts(1998)的观点也在于对于未来时间洞察力进行五维解构,但他的解构方向则变成了延伸性、一致性、定向性、密集性和态度或情感。宋其争(2004)也采用了五维解构的方式,他认为未来时间洞察力是由行为承诺、未来效能、远目标定向、未来目的意识和未来意组成的。

2.3 无聊倾向的定义

Eastwood et al.(2012)认为无聊是“想要但无法从事令人满意的活动的厌恶状态”,黄时华等人(2011)认为,无聊是一种消极情绪状态,当个体无法满足自身的需求时便会感到无聊。娄霞与张永红(2012)将无聊定义为:当一类刺激或者一种刺激不停反复出现时,从而引起个体主观上单调的状态。

2.4 无聊倾向的衡量

无聊倾向量表是最早出现也是目前应用最广泛的无聊倾向量表,该量表由 Farmer and Sundberg(1986)编制。该量表将无聊作为单维因素来测量,初始版本为真假题,共 28 题。Vodanovich et al.(2005)他们开发了简版无聊倾向量表该量表由 12 个题目组成,采用李克特 7 点计分,包含 2 个分量表:内部刺激和外部刺激。黄时华等人(2010)根据中国大学生的真实情况,在无聊倾向量表的基础上,制定了中国大学生无聊倾向问卷,该量表采用李克特 7 点计分,共 30 题。该量表的信效度良好,被广泛用于测量中国大学生的无聊倾向。

2.5 情绪调节能力的定义

个体会在经历的生活事件与情绪产生矛盾时,对自己的情绪进行调节,情绪调节能够使个体在面对不同情况时适应现实(张少华等人,2017)。Cole et al.(1994)认为情绪调节是个体通过适当的行为对一系列积极或消极情绪的灵活反应;在这一系列的情绪变化过程中,体现在生理活动和个体主观体验上(黄敏儿、郭德俊,2000);嵇家俊(2010)基于信息论、系统论的基础,认为情绪调节活动是以情绪调节为指向的,是一种心理结构,也是一个逐渐变化的心理过程。

2.6 情绪调节能力的衡量

嵇家俊(2010)编制的《情绪调节量表》,共 25 题,包括情绪知觉、情绪评价、情绪调节自我效能感、有效应用情绪策略、情绪控制、情绪调节反思六个维度。Gross (1998)研究编制的情绪调节量表成为在目前情绪研究中运用最为广泛的的测量工具之一。Gross and John(2003)编制,包括认知重评和表达抑制策略两个维度,共有 10 个项目,认知重评有 6 个项目,表达抑制包含 4 个项目。

2.7 变量间的相关研究

2.7.1 未来时间洞察力与无聊倾向的关系

大多的研究表明，未来时间洞察力与个体的学业成绩正相关，即未来时间洞察力越强，学业成绩越好(Barber et al., 2009)；杜刚与吕厚超（2017）调查发现，未来时间洞察力的未来积极、未来坚持、未来清晰和未来计划对学习成绩起正向预测作用。可见，未来时间洞察力能够正向预测学生的积极行为与学习投入，而无聊倾向是一种消极情绪产生的，由此，未来时间洞察力能减少学生的无聊倾向，再结合以下的研究。

孙珊珊（2019）的研究发现，当个体对未来满怀希望和动力，规划好目标，会提升积极性。因此，未来时间洞察力会正向的影响学生学习行为，提高学习成绩。未来时间洞察力在日常生活中与个体的生活情绪、情感体验、精力、平静及效率等都呈正相关，负面影响较少(Katana et al.,2020)，宗亚义与周琰（2017）研究大学生自尊与无聊倾向的关系，将未来时间洞察力作为中介变量的研究中，时间洞察力能够负向预测无聊倾向。

存在主义心理学认为，当个体丢失自身的目标或者是失去活动的意义，“虚无感”、“无价值感”就会伴随产生，而这两者的具象化表现就是无聊情绪及其伴生的负面反应。由此可以得出，缺乏意义或目标是无聊倾向的形成原因。综上所述，本研究认为未来时间洞察力能够负向预测无聊倾向，提出本研究假设 H1：

H1:未来时间洞察力对无聊倾向具有反向显著的影响。

2.7.2 情绪调节能力对未来时间洞察力与无聊倾向的关系

情绪调节是社会与情感能力的重要组成部分之一，是指个体有效管理控制自身情绪、合理应对不良情绪、保持积极乐观的能力（黄敏儿、郭德俊，2000）。情绪控制，是指个体控制自身情绪的能力（姚瑶，2019），包括对外部情绪表达和内部情绪感觉两方面调节（谭和平，2019）。乐观，是指个体对事件归因的一种解释风格，乐观个体更倾向于将失败归因于外部，对失败的消极感受只局限于具体场景中；抗压能力，是指在面对适应或发展的严重威胁时，能够采用积极行为应对挑战的能力(Masten,2001)，一般与面临挑战或失败时的应对方式有关。

情绪调节能力是大学生学习生活中不可或缺的部分，拥有良好的情绪调节能力，能够保持积极的心态。积极的心态是保持健康学习生活的基础，生活中的面临各种困难都能得到积极地解决，增强积极的心态。可见，维持良性且高效的情绪调节能力，对于大学生是极为重要的。情绪调节是个人跟据一定的目标，改善自身情绪反应（如行为、体验和生理）的方向和强度（桑标、邓欣媚，2015）。黄敏儿与郭德俊（2000）认为情绪调节是根据具体目标，管理和改变个人情绪的过程，会采用相应的策略和机制。并且情绪调节既可以起到维持、增强的作用，也可以起到削弱、抑制作用。

因此，拥有未来时间洞察力的个体，在实现目标的过程中，面对困难或挫折时，丢失了目标，从而感到“无意义感”，并伴随无聊倾向的产生时，情绪调节能力可以根据目标改变个人情绪，改善积极良好的心态，抑制无聊倾向的影响。因此，本研究认为情绪调节作用在未来时间洞察力与无聊倾向之间有重要的调节作用。据此，本研究得出假设 H2：

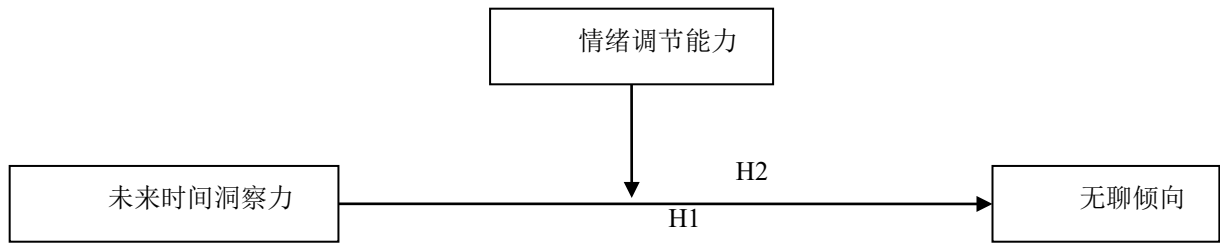
H2:情绪调节能力对时间洞察力与无聊倾向之间具有调节效果。

2.8 研究框架图

本研究通过整理未来时间洞察力、情绪调节能力、无聊倾向的文献，梳理变量之间的关系，从而得出本研究的研究框架图，如下图 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 变量的衡量工具

3.1.1 未来时间洞察力的衡量工具

本研究所用量表是宋其争（2004）编制的《一般未来时间洞察力问卷》，量表共 20 条项目，数量表采用 Likert 五点计分，个体的得分越高表明其未来时间洞察力水平越高，具体题项如下表 1 所示：

表 1
未来时间洞察力量表

维度	题项
未来时间洞察力	1. 我知道自己当前的主要任务是什么。
	2. 一旦确定目标，我就采取达到目标的具体措施。
	3. 一旦决定了做什么，我就考虑怎么去完成要做的事情。

	20 我不关注别人对我今后发展的否定性评价。

宋其争（2004）。《大学生未来时间洞察力的理论和实证研究》。[博士论文，西南师范大学]，中国知网。<https://cdmd.cnki.com.cn/Article/CDMD-10635-2004085313.htm>

3.1.2 无聊倾向的衡量工具

本研究采用了黄时华等人（2010）编制的大学生《无聊倾向问卷》这个问卷共 30 题，采用李克特 5 点计分，问卷中有 22 题测量的是外部刺激维度，8 题测量的是内部刺激维度，具体量表如表 2 所示：

表 2
无聊倾向量表

维度	题项
无聊倾向	1. 我常常觉得自己无事可做，很闲。
	2. 大多数时候我总无所事事。
	3. 我经常觉得自己“闲得发慌”，但又不知道该干点儿什么。

	30. 许多人会说我是一个有创造力、想象力丰富的人。

资料来源：黄时华、李冬玲、张卫、李董平、钟海荣、黄诚恩（2010）。大学生无聊倾向问卷的初步编制。《心理发展与教育》，26（3），308-314。<http://www.devpsy.com.cn/CN/abstract/abstract263.shtml>

3.1.3 情绪调节能力的衡量工具

由 Gross and John(2003)编制，包括认知重评和表达抑制策略两个维度，用于测量个体使用情绪调节策略的倾向，如果认知重评策略分数高，则说明使用该策略的频率高，反之使用表达抑制策略频率高。共有 10 个项目，认知重评有 6 个项目，表达抑制包含 4 个项目。采用李克特 5 点计分法。具体量表题项如下表 3 所示：

表 3

情绪调节能力量表

变量	题项
情绪调节能力	1. 当我想感受一些积极的情绪（如快乐或高兴）时，我会改变自己思考问题的角度。
	2. 当我想少感受一些消极的情绪（如悲伤或愤怒）时，我会改变自己思考问题的角度。
	3. 在面对压力情境时，我会使自己以一种有助于保持平静的方式来考虑它。

	4. 当感受到消极的情绪时，我确定不会表露它们。

资料来源: Gross, J. J., & John, O. P. (2003). Individual differences in two emotion regulation processes: implications for affect, relationships, and well-being. *Journal of Personality and Social Psychology*, 85(2), 348-358. <https://psycnet.apa.org/journals/psp/85/2/348/>

3.2 研究方法

3.2.1 研究对象和问卷收集

本研究的分析目标是未来时间洞察力、无聊倾向与情绪调节能力的关系。为了样本获取的便捷性，本研究选择便利抽样的方式，选取本人所在地（宁夏省银川市）四所大学的学生作为研究对象。为了保证数据具有代表性，本次调查选取综合类大学、理工类大学、师范类大学、专业类大学各一所的学生进行调查研究。

根据吴明隆（2000）的研究，涉及量表的问卷，问卷数量应该为量表总题数的 5~10 倍，本研究三个量表共 60 个题目，因此应发放 300-600 份问卷，综合考量取，本研究发放 400 份问卷进行，每个学校发放 100 份问卷。

本研究通过问卷星进行问卷的发放与回收，委托朋友、亲戚、同事在微信、QQ、等线上发放渠道，预计发放 400 份研究问卷。为了保证数据的有效性，设计问卷时进行了一些限制，如每道题目的答题时间不得低于 60 秒、IP 相同的问卷无法填写。并且问卷的卷首语向受访对象说明，告知研究意图。为保证问卷数据的客观真实性，向研究对象说明问卷结果的保密性，比如：填写权利自由、身份保密、资料匿名等，让受访者放心填写。

3.2.2 分析工具与分析方法

本研究主要使用 SPSS 26.0 和 AMOS 26.0 软件进行有效问卷数据的分析。通过排除无效问卷数据，本研究对回收的有效问卷进行了数据分析。具体的数据分析方法包括描述性统计分析、相关性检验、回归分析和中介验证。

4 数据分析

4.1 描述性统计分析

本研究通过网络方式对宁夏省银川市 400 名大学生发放问卷，共计回收 384 份，如表 4 经过描述性统计分析，回收数据分布合理，可用于后续研究。

表 4

大学生基本情况表

项目	类别	人数	百分比	总数
性别	男	194	50.52%	384
	女	190	49.48%	
年级	大一	102	26.56%	384
	大二	97	25.26%	
	大三	94	24.48%	
	大四	91	23.70%	

资料来源：本研究整理

4.2 信度分析

经过 SPSS 软件分析，本研究量表信度如表 4，未来时间洞察力的 Cronbach's α 为 0.851、无聊倾向的 Cronbach's α 为 0.901，情绪调节能力的 Cronbach's α 为 0.846。均高于 0.7 的标准水平，因此本研究具有良好的信度。

表 5

信度分析表

变量	题数	Cronbach's α
未来时间洞察力	30	0.851
无聊倾向	20	0.901
情绪调节能力	10	0.846

资料来源：本研究自行整理

4.2 效度分析

由表 6 可知，本研究问卷具有良好的区别效度，可用于后续研究。

表 6

区别效度分析表

	未来时间洞察力	无聊倾向	情绪调节能力
未来时间洞察力	0.842		
无聊倾向	-0.460***	0.833	
情绪调节能力	0.412***	0.631***	0.861

注 1：斜对角线数字为 AVE 平方根值 *代表 $p < 0.05$ ，**代表 $p < 0.01$ ，***代表 $p < 0.001$

4.3 假设检验

本研究采用层级回归分析，检验结果如表 7 所示。

(1) 未来时间洞察力与无聊倾向的主效应检验。模型 1 首先检验未来时间洞察力与无聊倾向之间的效应关系，结果显示，未来时间洞察力对无聊倾向具有显著负向影响 ($\beta = -0.442, p < 0.001$)，H1 得到验证。

(2) 情绪调节能力的调节效应检验。模型 2 检验情绪调节能力对未来时间洞察力和无聊倾向之间关系的调节作用。模型 2 在模型 1 的基础上，加入调节变量情绪调节能力及其与未来时间洞察力的交互项，结果显示，情绪调节能力对未来时间洞察力和无聊倾向之间的关系具有显著正向影响 ($\beta = 0.220, p < 0.01$)。对比模型 1 和模型 2，在加入交互项（未来时间洞察力*情绪调节能力）之后，模型 2 相比模型 1 对无聊倾向的解释力度增强 ($\Delta R^2 = 0.046, p < 0.01$)，H2 得到验证。

表 7
回归分析结果表

变量	无聊倾向		
	M1	M2	M3
性别	0.345**	0.317*	0.254*
年级	0.061	0.052	0.019
未来时间洞察力	-0.442***	-0.457***	-0.234***
未来时间洞察力*情绪 调节能力		0.220**	
R^2	0.244	0.290	0.461
调整后 R^2	0.229	0.273	0.447
ΔR^2	0.107	0.046	0.217
F	16.657***	16.359***	34.162***

注: p 值 $<0.05^*$, $p < 0.01^{**}$, $p < 0.001^{***}$

资料来源: 本研究整理

4.4 研究结论

本研究检验了未来时间洞察力与无聊倾向之间的关系, 并进一步检验情绪调节能力对两者关系的调节作用, 通过数据分析可知:

(1) 未来时间洞察力对无聊倾向具有负向影响, 即, 当大学生对未来有明确目标时, 会有足够的动力进行枯燥的学习生活, 进而抑制其无聊倾向的产生。

(2) 情绪调节能力在未来时间洞察力与无聊倾向之间存在调节作用。即, 当大学生情绪调节能力越高, 越能增强其心理水平, 产生积极情绪, 进而放大了未来时间洞察力对无聊倾向的抑制作用。

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A Study on the Effect of Career Decision Self-Efficacy on Career Adaptability of Higher Vocational Students in Henan: The Moderating Effect of Future Work Self-Clarity

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Abstract

In recent years, the education field has generally increased the emphasis on career education for higher vocational students. Most colleges and universities have opened courses such as "College Students Employment Guidance" and are also equipped with professional career guidance teachers. However, compared with undergraduates, vocational students currently have weaker career adaptability, which often affects the scientificity and rationality of career choices in the process of facing career choices. Therefore, in order to improve the career adaptability of students in higher vocational colleges, this study selected 5 higher vocational colleges in Henan Province to distribute 500 questionnaires to investigate the impact of career decision self-efficacy on career adaptability. This study expects vocational self-decision-making efficacy of higher vocational students to have a positive impact on career adaptability, and future job self-clarity plays a positive moderating role in it.

Keywords: Career Decision Self-Efficacy, Career Adaptability, Future Job Self-Clarity

河南高职学生职业自我决策效能对生涯适应力的影响研究：未来工作自我清晰度的调节作用

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摘要

近年来，教育领域对高职生生涯教育的重视程度普遍提高，大部分高校开设了“大学生就业指导”等课程，也配备了专业的职业生涯指导教师。但相较于本科生，高职生目前的生涯适应力较弱，在面对生涯选择的过程中，常常会影响生涯选择的科学性与合理性。因此本研究为了能够提升高职院校学生的生涯适应力，选择河南省5所高职院校发放500份问卷，调查职业自我决策效能对生涯适应力的影响。本研究预期高职学生职业自我决策效能对生涯适应力具有正向影响，而未来工作自我清晰度在其中起到正向的调节作用。

关键词：职业自我决策效能、生涯适应力、未来工作自我清晰度

1 绪论

1.1 引言

近年来，教育领域对高职生生涯教育的重视程度普遍提高，为帮助高职生明确职业定位，结合自身情况建立较好的生涯规划意识，大部分高校开设了“大学生就业指导”等课程，也配备了专业的职业生涯指导教师。但就实际情况而言，相较于本科生，高职生目前的生涯适应力较弱，同时在面对生涯选择的过程中，常常会出现就业准备不足、职业目标不明确、缺乏自信等问题，影响生涯选择的科学性与合理性（常小芳，2019）。基于生涯建构理论对高职生生涯适应力进行培养，符合当前高校生涯教育的要求，是高职生职业发展规划过程中的关键点（杨子怡，2022）。

因而高职生只有不断地掌握所需的专业技能，并且努力提升综合素质，通过各项渠道培养自己可以迅速适应未来职场的能力和融入社会的能力，才能够保证自己职业的顺利发展。生涯适应力能够使个体更好地实现角色方面的转换，以便更好地适应工作环境，也可以称之为个体实现职业成功的过程中不可或缺的元能力与关键能力，促使个体能够与所处的外部环境形成一种和谐的关系(Savickas & Porfeli, 2012;Ginevra et al., 2018)。

那么高职院校更应该加强学生生涯适应力的培养，让学生关注关心自身的职业发展，学会和不确定性共处，以更好地应对变化的职业环境，从容地应对生涯决策困难，帮助学生做好职业规划，主要从毕业生的就业和择业两方面入手，思考并解决可能会发生的各种问题（张文龙，2020）。这不仅可以满足学生自身职业生涯规划需求，也有利于满足用人单位对应聘者职业能力的要求，提升双方的就业满意度。

职业决策是指学生通过搜集自身及和职业相关的信息资料，通过探索自我特征，全面分析可供选择的所有职业的发展前景等一系列因素进行信息加工后作出决策，并为决策付出行动（李晶等人，2016）。职业决策自我效能感是指个体在完成职业相关任务时对自己是否具备并利用所拥有的能力所进行的推测与判断。它是帮助学生提高生涯适应、职业探索、职业认同以及职业决策困难等有关研究中的重要因素（陈炳曦，2022）。

未来工作自我清晰度是个体对未来工作自我形象的清晰和易于想象的程度，它强调个体对职业预期的结果，是一种状态（林新奇、徐洋洋，2021）。未来工作自我清晰度强的个体有明确的目标，所以会更加投入到职业生涯中。在高职学生的职业生涯中具有积极作用。因此，本研究以职业自我决策效能感为自变量，探讨提升高职学生生涯适应力的影响因素。研究表明，未来工作自我清晰度能够影响个体的主动职业行为，同时还能预测大学毕业生的求职自我效能感和求职结果。由此可见，未来工作自我对于个体职业发展的重要意义（杨钢，2021）。因此本研究以未来工作自我清晰度为调节变量，来探讨提升职业自我决策效能感对高职学生生涯适应力的路径。

1.2 研究意义

1.2.1 理论意义

首先关于生涯适应力大多用于研究企业员工、大学生，较少研究其对高职生上的影响（田美娟，2023）。且对于河南省高职学生的研究，目前正处于空白阶段，因此本研究探讨河南高职学生生涯适应力，为高职学生生涯适应力的研究提供参考价值，并对河南省高职学生生涯适应力研究提供了理论依据。

其次关于高职学生职业自我决策效能感对生涯适应力的研究目前也处于一个空白，因此本研究探讨高职学生职业自我决策效能感对生涯适应力的影响，为该领域提供了理论依据。

最后本研究通过构建未来工作自我清晰度的调节模型,探讨未来工作自我清晰度提升职业自我决策效能感对高职学生生涯适应力的路径。在以往学者的基础上,探讨了未来工作自我清晰度的调节作用。为后续研究提供了参考。

1.2.2 实践意义

高职生只有不断地掌握所需的专业技能,并且努力提升综合素质,通过各项渠道培养自己可以迅速适应未来职场的能力和融入社会的能力,才能够保证自己职业的顺利发展。生涯适应力能够使个体更好地实现角色方面的转换,以便更好地适应工作环境,也可以称之为个体实现职业成功的过程中不可或缺的元能力与关键能力,促使个体能够与所处的外部环境形成一种和谐的关系(Savickas & Porfeli, 2012;Ginevra et al., 2018)。因此本研究探讨河南高职学生职业自我决策效能对生涯适应力的影响研究:未来工作自我清晰度的调节作用。对提高河南省高职生生涯适应力提供了有效建议,从而帮助河南省高职生在未来职场更好的适应工作环境。帮助中国高职学生更好的适应工作,提高就业率做出参考建议。

2 文献综述

2.1 职业自我决策效能感的定义

美国职业心理学家 Taylor and Betz(1983)在 Bandura(1982)的认知行为理论和社会学习理论的基础上细化了自我效能感的研究,提出职业决策自我效能感(Career Decision Self-Efficacy)的概念,认为职业决策自我效能感是指个体对自己是否顺利选择职业及其完成职业任务的信念或自信程度。Abele and Spurk(2009)将职业自我效能感定义为“职业领域中个体对自己能否胜任职业任务和要求的信念”。李晶等人(2016)认为职业决策效能感是指“个体对实施与职业有关的行为、教育和职业的选择,以及对其坚持性的信念”。

2.2 职业自我决策效能感的衡量

Taylor and Betz(1983)最先开展针对职业决策自我效能感的测量,并成功开发出最早的针对性量表《职业决策自我效能量表》(Career Decision Making Self-efficacy Scale,简称 CDMSE),该量表共 5 个维度,分别是自我评价、信息收集、目标定向、制定规划、问题解决。每个维度 11 题,共 55 题。后来, Betz et al.(2005)为了增强量表的实用性,将各个维度题数进行精减,形成了简式职业决策自我效能感量表(CDMSE-SF),最后每个维度各 5 题,共 25 题,信效度较好,经过检验 α 值在 0.7 以上。彭永新和龙立荣(2001)对 CDMSE-SF 进行中国化改编,并在国内大学生中进行特征值验证,项目特征值良好,最终确定了中文版正式问卷,该量表共 39 题,保留原问卷的 5 个维度,在国内被广泛运用。

2.3 生涯适应力的定义

Super and Knasel(1981)提出“生涯适应力”,他们认为生涯适应力就是在个体面对外界环境时能表现出更为积极的行为、更有弹性的态度,从而达成和谐。Savickas(1997)将生涯适应力定义为个体在面对确定的生涯任务、生涯角色的改变和生涯发展中的转变或者是其他生涯情境中具有不确定性生涯问题的准备程度。之后生涯适应力逐渐走进大众的视野, Rottinghaus et al.(2005)也曾将生涯适应力界定为“个体在面对不确定事件时对其生涯计划调整的能力”。赵小云与薛桂英(2010)就提出生涯适应力是“个体面对因为生涯角色变化并与其保持平衡的能力”, Van Vianen et al.(2009)认为适应力就是根据变化的环境不断调整自己行为的能力。我国学者燕国材(2006)则认为适应力是一种心力,并强调了保持平衡状态的重要性。

一般来说,个体的生涯适应力越强,则越有可能实现生涯成功(Haenggli & Hirschi,

2020)。生涯适应力一词脱胎于职业适应力，因此其相关研究多属管理学，组织行为学等领域。在管理心理学方面，生涯适应力在职业导向与职业乐观间起中介作用(Chui et al., 2020)，同时也对工作投入有显著的正向影响(Xu et al., 2017)。Chan et al.(2016)等学者将生涯适应力与离职倾向联系起来，并发现二者之间存在显著的负相关关系。Kirchknopf(2020)发现生涯适应力在认知和情感两方面对认同焦点均有正向预测作用，作为职业教育和培训的有利因素，生涯适应力促进了德国学徒工人在身份方面的职业联系。

2.4 生涯适应力的衡量

目前使用最为广泛的生涯适应力测量工具为 Savickas and Porfeli(2012)编制的生涯适应力量表(CAAS)，该量表有关注、控制、好奇和自信四个维度，每个维度有六个条目，共 24 个条目，经过验证，各个维度 Cronbach's α 值均大于 0.7，信效度较好。而后众多学者针对 CAAS 进行了改动，如 Maggiori et al.(2017)为了便于将其纳入各种环境下的大型调查，开发出一个简短的 12 条目版本，即生涯适应能力-简版 (CAAS-SF)，该版本与 CAAS 具有很强的相关性，作为 24 项版本的恰当且经济的替代方案。我国学者 Hou et al.(2012)也对中文版生涯适应力量表汉语形式的构成和验证进行了研究，证明其亚量表和总分的内部一致性估计值为良好或优秀。我国学者赵小云 (2015) 针对大学生群体编制出了大学生生涯适应力问卷 (CSCAQ)，该问卷因子结构清晰，被广泛运用于国内大学生生涯发展相关研究当中。

2.5 未来工作自我清晰度的定义

Strauss et al.(2012)将可能自我应用于工作中，并提出了未来工作自我(future work self)的概念，定义为个体自我在未来的代表，它蕴含个人对与未来工作相关的、重要的期望和抱负。并认为未来工作自我清晰度是个体改变和提升自我的动机性资源，能够激发对未来资源的需求，进而促进个体主动投资现有资源以获取其他有价值的资源。林新奇与徐洋洋 (2021) 认为未来工作自我清晰度是个体对未来工作自我形象的清晰和易于想象的程度，它强调个体对职业预期的结果，是一种状态。朱萍萍等人 (2014) 未来工作自我清晰度是指“个体对未来工作自我的清晰和易于想象的程度”。

2.6 未来工作自我清晰度的衡量

King and Raspin(2004)在对离婚妇女的可能自我研究中开发出 3 道题的可能自我清晰度量表，让被试对题项进行 1-6 点评分判断自己可能自我的清晰程度 (秦晨曦, 2016)。Strauss et al.(2012)编制的未来工作自我清晰度量表，该量表共五道题目，采用李克特 5 点计分，单维度量表，量表总分越高表明未来工作自我的清晰度越高。在以往的研究中，该量表具有良好的信效度 (高洁等人, 2018)。

学者 Guan et al.(2015)又将 Strauss 的英文量表进行翻译修订，该量表共 4 道题，题项为 Likert 5 点计分，1 表示非常不符合，5 表示非常符合，总分越高则未来工作自我清晰度水平越高，反之愈低。量表的内部一致性良好，在候亮等人 (2019) 的研究中，Cronbach α 系数为 0.86，具有良好信效度。

2.7 变量间的相关研究

2.7.1 职业自我决策效能感对生涯适应力的影响

国内外关于职业决策自我效能感与职业生涯适应力关系的研究并不多。Bandura (1987)首先提出一般自我效能理论，该理论认为个体外在行为受自身内在认知因素的影响。自我效能感作为认知因素，可以对个体行为表现 (职工工作绩效、学生学业成绩等) 产生影响已在不同研究中得以证实。自我效能感水平越高的个体越倾向于获取关于自身的全面信息，而获取信息的过程又在一定程度上促进了个体自信程度的提升。因此，一般而言，个体拥有高水平的职业决策自我效能感，也会具有较高水平的职业

自我评价，倾向于收集更多与职业相关的信息，这也提高了个体处理生涯难题的能力。个人职业决策自我效能水平越高，个体对自己所作的职业决策也就越有信心（汪品淳、姚琼，2016），对其决策能力越有信心，他们就越可能去积极寻求职业相关信息、制定与职业密切相关的目标，也更会保持较高的坚定性来抵抗外部压力和挫折，并积极参与到自身职业规划与探索之中，而这些与生涯适应力内涵所强调的“关注、调适和好奇”相对应。钟春泉（2018）也在其研究中证实，大学生群体的生涯适应力高低可以被该个体的职业决策自我效能感预测，二者具有正相关关系。张舒与王星月（2013）发现我国目前部分大学生自我效能感并不高，对其工作能力缺乏自信，无法适应工作环境。但是，还有部分大学生自以为是，不能正确认识自己的实力，并且有不切实际的自我效能感，频繁跳槽等职场不适的情况应该得到改善。Guo et al.(2014)认为职业生涯适应力、工作自决力、职业决策自我效能感和使命感两两正相关。刘毅（2017）研究表明，职业决策自我效能感对生涯适应力具有正向预测作用，即个人在职业决策时自我效能感越高，其职业生涯适应力越高；个人在职业决策时自我效能感越低，其职业生涯适应力越差。本研究因此提出 H1 如下：

H1：职业决策自我效能感正向影响生涯适应力

2.7.2 未来工作清晰度的调节作用

未来工作清晰度对职业自我决策效能感和生涯适应力都有积极影响。未来工作清晰度是指对未来职业目标和职业发展路径的清晰理解和认识(Strauss et al., 2012)。职业自我决策效能感是个体对自己能够做出正确职业决策的信心和能力，而生涯适应力是指个体在职业生涯中面对变化和挑战时的适应能力(Rottinghaus et al., 2005)。

然而，未来工作清晰度可能对职业自我决策效能感和生涯适应力的影响存在差异。一些研究发现，未来工作清晰度对职业自我决策效能感的影响可能比对生涯适应力的影响更为显著。这是因为未来工作清晰度可以帮助个体更好地了解自己的职业方向和目标，从而提高对自己职业决策的信心和能力（李艺敏等人，2022）。

另外，个体的个人特征和背景也可能会影响未来工作清晰度对职业自我决策效能感和生涯适应力的影响。例如，个体的自我效能感和学习动机等因素可能会影响未来工作清晰度与职业自我决策效能感和生涯适应力的关系。因此提出以下假设：

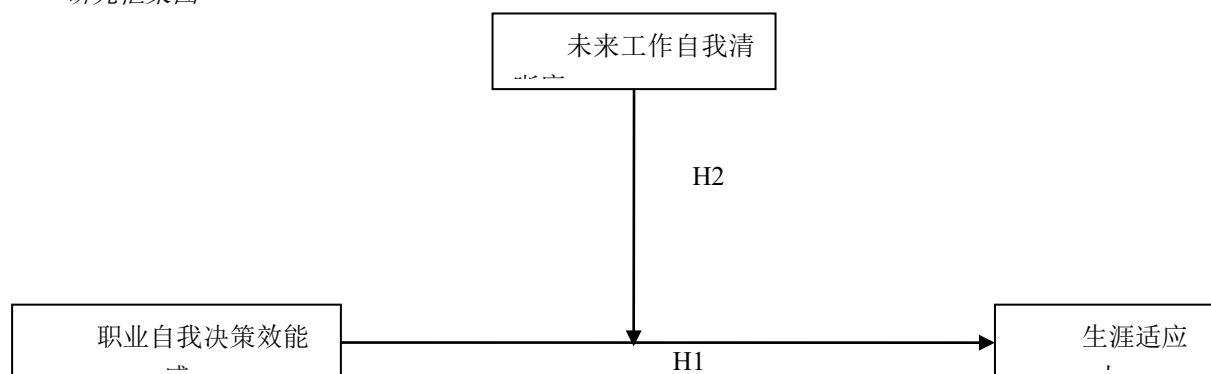
H2：未来工作自我清晰度在职业自我决策效能感与生涯适应力之间具有调节作用

2.8 研究框架图

本研究通过整理职业自我决策效能感、未来工作自我清晰度、职业决断力的文献，梳理变量之间的关系，提出：H1、H2，从而得出本研究的研究框架图，如下图 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 变量的衡量工具

3.1.1 职业自我决策效能感的衡量工具

采用 Betz et al.(2005)编制的职业决策自我效能感量表（CDSE-SF），共 5 个维度，5 个题项。题项的评分方法是李克特 5 分法：从“1=完全没有信心”到“5=完全有信心”，分数越高，自我效能感越强，具体题项如下表 1 所示：

表 1
职业自我决策效能感量表

维度	题目
自我评价能力	1.能够准确地评价自己的能力
	2.能够确定自己的理想工作将是什么
	3.能够明确在一个职业中自己认为最有价值的东西是什么
	4.能够明确为了达到自己的职业目标，打算牺牲和不牺牲什么
	5.能够清晰地描绘出自己想要的生活方式是什么
	6.能够查出感兴趣的职业的信息
收集信息能力	7.能够找出一个职业在下一个十年的就业趋势
	8.能够弄清楚一个职业的人均年收入
	9.能够和一个已在你感兴趣的职业领域里工作的人交谈
	10.能够找到有关毕业院校的信息
选择目标能力	11.能够从所考虑的候选专业列表选择一个专业
	12.能够从所考虑的候选职业列表选择一个职业
	13.能够选择一个与自己喜爱的生活方式相适合的职业
	14.能够在作出职业决策之后，不再担心决定是否正确
	15.能够选择一个与自己兴趣相适的专业或职业
	16.能够制定下一个五年目标计划
制定规划能力	17.能够作出为了成功地完成所选专业而需要采取的措施的决策
	18.能够准备一份好简历
	19.能够确认什么是和自己未来职业可能有关的人员、公司和研究所
	20.能够成功地应对工作面试的进程
	21.如果遇到所选专业方面的学习困难，能够作出要采取的措施的决策
	22.即使遇到挫折，仍然能够坚持致力于自己的专业或职业目标
问题解决能力	23.如果不喜欢第一次选择的专业，能够改换专业
	24.如果不满意自己从事的职业，能够更换工作
	25.如果不能得到第一次选择的专业或职业，能够认同其它一些合理的专业或职业来替代

资料来源：Betz, N. E., Hammond, M. S., & Multon, K. D. (2005). Reliability and validity of five-level response continua for the Career Decision Self-Efficacy Scale. *Journal of Career Assessment*, 13(2), 131-149.

3.1.2 生涯适应力的衡量工具

本研究使用 Savickas(1997)所编制的生涯适应能力量表（CAAS）的中文版本，由关注、控制、好奇和自信四个维度构成，每个维度有 6 个条目，共 24 个条目。1 至 5 分别代表不强到非常强，数字越小（如 1），表示量表条目陈述与自身情况符合程度越弱，量表所得总分越高则个体的生涯适应能力越强，具体量表如表 2 所示：

表 2

生涯适应力量表

维度	题目
关注	1.我会思考我的未来是什么样的
	2.我意识到现在的选择会塑造我的未来
	3.我为未来做准备
	4.我察觉到我必须要做出学业和职业选择
	5.我会为实现目标而制定计划
	6.我关注我的职业生涯
控制	7.我保持乐观
	8.我靠自己做决定
	9.我为我的行为负责
	10.我执着于我的信念
	11.我依靠我自己
	12.我做自己认为正确的事情
好奇	13.我探索周围的环境
	14.我寻找机会得到成长
	15.我会在做出选择前调查各种可能的选择
	16.我会观察别人做事的不同方式
	17.我会深入探索我的问题
	18.我对新的机会感到好奇
信心	19.我能有效完成任务
	20.我有责任心把事情做好
	21.我会学习新的技能
	22.我会逐步发展我的能力
	23.我能克服困难
	24.我能解决问题

资料来源：Savickas, M. L. (1997). Adolescent career development in social context. *The Career Development Quarterly*, 45(4), 303-304.

3.1.3 未来工作清晰度的衡量工具

采用 Guan et al. (2014) 在 Strauss et al. (2012) 开发的量表基础上，将量表进行双语翻译形成中文版量表，最终得出了 4 个题项的中文版未来工作自我清晰度量表。个体在量表上的分数越高，代表其未来工作自我越清晰。具体量表题项如下表 3 所示：

表 3

未来工作清晰度量表

维度	题项
未来工作清晰 度	1. 我的未来是很容易想象的
	2. 我对于未来有一个非常清晰的心理图景
	3. 我可以很容易地想象我未来工作的样子
	4. 我非常清楚在未来的工作中，我想成为谁以及成为什么样的人

资料来源：Guan, Y., Guo, Y., Bond, M. H., Cai, Z., Zhou, X., Xu, J., ... & Ye, L. (2014). New job market entrants' future work self, career adaptability and job search outcomes: Examining mediating and moderating models. *Journal of Vocational Behavior*, 85(1), 136-145.

3.2 研究方法

3.2.1 研究对象和问卷收集

河南省高职院校发展较好，在 2021 年的中国高等教育排名中，河南省有多所高职院校进入了全国前列。因此，解决河南省高职学生的就业问题，也有重要的参考借鉴意义。因此，本研究选择了河南省 5 所高职的学生作为研究对象，这五所大学，其中 A

院校是河南首批高等职业院校之一，以工科专业为主，以工科专业为主。B院校是中华人民共和国公安部属本科院校。该学院是培养公安警察、边防警察和安全防范等方面的专门人才。C院校是河南省交通运输系统唯一的高等职业院校。D院校是以机械与电子为主的高等职业院校，以培养应用型人才为目标。E院校是一所以工程为主的综合性高等院校。该学院有多个学科门类，毕业生就业率高。所选院校覆盖多个领域且在各领域都是较为突出的代表。因此，以这五所高职院校的学生为研究样本，具有较强的代表性，能够推论主体，发放份数根据 Redline and Dillman (2000)的观点，有效样本须达到 400 人，才能得到更加精准的数据，在集合 Ghiselli *et al.* (1981)的观点，发放的份数确保是题项的 5-10 倍，本研究共 53 题，参照 Ghiselli *et al.* (1981)与 Redline and Dillman (2000)的观点，本研究采取便利抽样的方式 A 院校，B 院校，C 院校，D 院校各抽样 100 份，预计抽样 500 份问卷。

3.2.2 分析工具与分析方法

首先对问卷进行处理，剔除无效问卷，获取有效数据后，使用 SPSS26.0 进行数据分析，分别进行信度分析、结构方程模型检验、相关系数分析、聚合效度检验、区别效度检验、假设检验、调节检验等，验证研究的推论假设。

4 预期研究成果

本研究预期会得到以下研究结果：职业决策自我效能感正向影响生涯适应力，未来工作清晰度在职业决策自我效能感与生涯适应力之间起到调节作用。

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A Study on the Effect of Academic Self-Concept on Learning Immersion Experience of Secondary Vocational Students in Henan Province, China: The Moderating Effect of Perceived Teacher Support

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Abstract

The age of secondary vocational students is generally between 15 and 18 years old. Compared with ordinary high school students, secondary vocational students have poor learning behavior habits, lack of learning autonomy and planning, weak learning motivation, and low learning efficiency. , Poor self-efficacy. Learning immersion experience is an important factor to improve these situations, and perceived teacher support is also an important variable affecting student behavior. Therefore, this study constructs a research on the impact of Henan secondary vocational students' academic concepts on learning immersion experience: a moderating model of perceived teacher support. Taking secondary vocational students in Henan Province as the research object, 600 questionnaires were distributed. Through data analysis, it can be seen that: (1) academic self-concept has a positive and significant effect on learning immersion experience; (2) perceived teacher support plays a positive role in it effect.

Keywords: Academic self-concept, learning immersion experience, perceived teacher support

中国河南省中职学生学业自我概念对学习沉浸体验的影响研究：感知教师支持的调节作用

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摘要

中职生的年龄阶段一般在 15-18 岁之间，和普通高中生相比，中职学生的在校学习行为习惯较差，缺乏学习自主性和计划性，学习动机较弱，学习效率低下、自我效能感差。而学习沉浸体验是一个很好改善这些情况的重要因素，且感知教师支持也是影响学生行为的一个重要变量。因此本研究通过构建河南中职学生学业概念对学习沉浸体验的影响研究：感知教师支持的调节作用模型。并以河南省中职学生作为研究对象，发放 600 份调查问卷，通过数据分析可知：（1）学业自我概念对学习沉浸体验具有正向显著作用；（2）感知教师支持在其中起正向调节作用。

关键词：学业自我概念、学习沉浸体验、感知教师支持

1 绪论

1.1 引言

沉浸体验的研究目前在教育教学中已较为广泛。作为一种伴随着积极情绪体验的状态，学习沉浸体验的产生是学生从内心上热爱学习，对学习更加积极，学习更有主动性的表现(Liao, 2006)，能促进学生学习成绩提升(朱津沙, 2008; Choi et al., 2007)。因此，学生在学习中沉浸体验的产生，对个体良好学业成绩的取得和学业健康发展和有着重要作用。中职生的年龄阶段一般在15-18岁之间，大部分生源是来自初中毕业生，和普通高中生有较大的不同，没有升学的压力，大部分人会在校习得一门专业技术后成为社会生产服务的一线操作人员。当前，中职教育的招生规模和普通高中相比虽然还较小一点，但拥有着良好的发展前景，然而中国职业教育的现实情况却是大多中职生选择进入职校是因为中考失利。和普通高中生相比，中职学生的在校学习行为习惯都较差，缺乏学习自主性和计划性，学习动机较弱，学习效率低下、自我效能感差，上课迟到，睡觉，聊天、玩手机等现象较为严重(彭静, 2017)。中职生的普遍现状对于中职教育的发展是一个巨大挑战，要想中职教育有良好发展，中职生群体的现状需要做出积极改变，社会各界对中职生群体应给予关注。而河南省拥有中国最多的中职学生，占全国8.5%，因此，河南省的中职教育更有代表性。学习沉浸体验是发生在学习活动中一种积极的心理体验。激发学生沉浸体验能够很好的激发学生学习自主性，因此本研究欲探讨提高中职学习沉浸体验的有效路径。

学业自我概念则是个体对自己学习能力的认知和评价，是学业发展的内在评价指标。学业自我概念指的是学生在中职阶段形成的对自身学习方面比较稳定的认知和评价，中职生的学业自我概念发展水平对中职教育质量具有重要的参考价值。个体在某种学习情境下经过一段时间开始形成学业自我概念，能够比较稳定地反映个体对自己学习方面的认知。具有积极学业自我概念的学生，学习能力更强、学习体验更佳、学习态度更端正，能够主动探索学习和发展自我，促进自身价值的实现；而具有消极学业自我概念的学生，很难建立自尊和自信，容易发生学业失败的结果，可能陷入心理和学业的不良负面循环。中职学生三年间经历了从分流到进入岗位或升学的过程，他们对自己在中职学习的体验和认知对中职教育质量有重要的参考价值，值得考察。可见，学业自我概念能够提高学生的学习沉浸体验。

因此本研究以学业自我概念作为自变量，探讨提升中职学生学业自我概念对学生沉浸体验的影响，从而帮助学生提高学习沉浸体验。

感知教师支撑是教师在与学生的交互行为中表达对学生的关爱、理解与支持，并引导学生解决学业和成长中的困惑等问题(Sakiz et al., 2012)，对青少年的健康成长意义深远。已有研究表明，学生感知到的感知教师支撑有助于提高其学业成就(Reyes et al., 2012)及学业自我概念水平(郭雯婧、边玉芳, 2013)。

因此，本研究以感知教师支持为调节变量，探讨研究对于提升中职生学业自我概念水平，从而提高学习沉浸体验的影响，从而帮助中职学生能够在中职阶段更好的学习，从而提高中国中职教育发展。

1.2 研究意义

1.2.1 理论意义

关于中国中职学生学习沉浸体验的研究相当稀少，目前有且仅有一篇关于中职学生学习沉浸体验的文献，而中职教育对于中国青少年培养具有重大意义，只有提高中职学生学习沉浸体验，才能更好激发中职学生的学习兴趣，学习能力，提高中国中职

教育的发展。因此本研究探讨中职学习沉浸体验具有重要意义。也为后续该领域的研究提供了理论参考。同时,本研究构建河南中职学生学业概念对学习沉浸体验的影响研究:感知教师支撑的调节作用模型,探讨学习自我概念对于提升学习沉浸体验的反馈机制。这在以往的研究是没有的,因此本研究具有重要意义。

1.2.2 实践意义

中职生的年龄阶段一般在 15-18 岁之间,大部分生源是来自初中毕业生,和普通高中生有较大的不同,没有升学的压力,大部分人会在校习得一门专业技术后成为社会生产服务的一线操作人员。当前,中职教育的招生规模和普通高中相比虽然还较小一点,但拥有着良好的发展前景,然而中国职业教育的现实情况却是大多中职生选择进入职校是因为中考失利。和普通高中生相比,中职学生的在校学习行为习惯都较差,缺乏学习自主性和计划性,学习动机较弱,学习效率低下、自我效能感差,上课迟到,睡觉,聊天、玩手机等现象较为严重(彭静,2017)中职生的普遍现状对于中职教育的发展是一个巨大挑战,要想中职教育有良好发展,职生群体现状将需要做出积极改变,因此本研究通过构建河南中职学生学业概念对学习沉浸体验的影响研究:感知教师支撑的调节作用模型,探讨如何提升中职学生学习沉浸体验。从而改善中职学生学习自主性,学习动机,对如何培养中职学生具有实践意义,应当关注提高中职学生的学业自我概念,提高教师对于中职学生的关注,才能更好的,帮助中职学生成长。

2 文献综述

2.1 学业自我概念的定义

学业自我概念(Academicself-Concept)是自我概念在学业上的体现。从认知角度对学业自我概念进行定义,Byrne(1984)认为其“是个体在学业情境中对自己学业能力的认识和知觉。”House(1992)认为“学业自我概念是学生对自己学业能力的知觉,是学生预期自己是否能够成功完成学业任务的判断”。随着自我概念研究的深入,心理学家逐渐从认知和评价两者相结合的角度对学业自我概念进行界定。郭成等人(2006)认为学业自我概念是个体在学业环境中逐渐形成的对自己学业能力的认知、体验和评价。本研究采用郭成等人(2006)的定义,认为学业自我概念是个体在学业环境中逐渐形成的对自己学业能力的认知、体验和评价。

2.2 学业自我概念的衡量

Marsh et al.(1988)编制的自我描述问卷(SDQ)。该问卷包括三个版本,其测量的对象分别是青春期前儿童,青春期青少年和成人,均具有良好的信度和效度,目前中国中学生采用陈国鹏(2001)等人测试问卷,主要是依据 SDQII 问卷,共有 102 个问题。Song and Hattie(1984)年根据多维层次结构模型修编了自我概念问卷,后经贺岭峰(1996)改编,该量表共包含 35 个项目,采用六点计分,包括能力自我、成绩自我以及班级自我。郭成等人(2009)在以往学者研究的基础上,把情感体验加入了一般学业自我概念的结构中,从学业行为自控、学业成就价值、学业能力知觉和学业情感体验四个维度出发,编制《一般学业自我概念量表》。《一般学业自我量表》量表由郭成等人(2013)编制,量表包括四个维度,分别是情感体验、能力知觉、行为自控和成就价值,问卷共 20 个题目,采用 5 点计分法。《中学生自我概念量表的初步编制》。由施发萍与赵必华(2009)在中国临床心理学杂志上发表,该问卷包括学业自我、道德自我、社会自我等等八个维度,其中部分题目可以用来测试中学生学业自我概念情况。

2.3 学习沉浸体验的定义

叶金辉(2013)在对沉浸体验理论进行本土化研究时关注青少年的学习沉浸体验,

认为其是一种状态，是学生在参与学习活动中体验到的一种愉快感受。江晓东（2015）认为学习沉浸体验作为一种积极学习心理，能够提升学习效率，提高学习成就感。研究表明，高水平学习沉浸体验的学生学业成绩更高、学业绩效更好。万鹏涛（2018）在对学业自我概念、学习动机和学习沉浸体验进行研究时，界定学习沉浸体验是个体对自己在完成学习任务时产生的积极情绪和体验的总体感知。本研究采用万鹏涛（2018）的定义，结合本研究的研究对象，认为学习沉浸体验是中职学生对自己在完成学习任务时产生的积极情绪和体验的总体感知。

2.4 学习沉浸体验的衡量

目前最为广泛使用的沉浸体验量表主要有：Jackson and Marsh(1996)等编制的沉浸体验状态量表、沉浸体验倾向性量表，这两个量表都是基于在沉浸体验维度模型构建编制而成的。叶金辉（2013）编制的《青少年学习沉浸体验量表》，问卷共有 52 题，采用五点正向计分，1 代表非常不符合，5 代表非常符合，量表得分越高，反映个体的沉浸体验越高。经验证该量表信效度良好，本研究采用该量表。

此外，由刘甜芳与杨莉萍（2017）年编制的学习沉浸体验量表共包含七个维度，分别为挑战与技能的平衡、不费力的专注、时间感的变化、清晰的目标、自成的目的性体验、自我意识的丧失以及掌控的感觉，共 36 个项目，采用 5 级计分，等级越高说明个体的学习沉浸体验越高。

2.5 感知教师支持的定义

Deci and Ryan(1987)从学生角度出发，把学生感受到的来自教师的认可和支持称作“感知教师支持”。Babard(1990)认为教师支持是学生对教师在学习、能力和情感三方面给予的一种行为态度。欧阳丹（2005）提出“感知教师支持”——学生可以感知到来自教师的支持态度和行为，包括学习、能力和情感三种支持。感知教师支持对学生的学业发展和心理行为发展都有重要影响（郑海燕，张敏强，2008）。

刘芸（2018）认为教师支持是学生感知到的教师支持，包括情感支持、自主支持和认知支持。其中情感支持主要指教师要给予学生积极的关注与反馈，为学生提供情感上的连结；自主支持主要指教师为了提高学生学习的自主性，在学习内容的选择、学习任务的布置以及解决问题的方法等方面给予学生自由和多方面的支持；认知支持主要指教师给学生提供富有挑战性的学习任务，并给予学生学习策略的指导等。

本研究采用刘芸（2018）的定义，认为教师支持是学生感知到的教师支持，包括情感支持、自主支持和认知支持。

2.6 感知教师支持的衡量

目前，研究者多采用问卷的形式对感知教师支持进行测量。使用较多的是 William et al.(1996)编订的《学生感知教师自主支持问卷》。

在中国相关研究中应用较广的则是欧阳丹（2005）修订而成的《感知教师支持问卷》。该问卷分为三个维度，6 点计分，共 19 题，有着很好的信效度，此外柴晓运与龚少英（2013）从学生角度出发，编制《感知到的数学教师支持问卷》，来测量学生感知到的教师支持，是学生的一种主观感受。三维度的《中学生感知到的数学教师支持问卷》，五点计分，共 17 道题目，得分越高意味着学生感知到更多的教师支持和帮助。

2.7 变量间的相关研究

2.7.1 学业自我概念对学习沉浸体验的影响

学业自我概念与学业成绩和学业行为存在着高相关，是预测个体学业成就和心理健康水平的敏感因素（郭成等人，2006）。学业自我概念对青少年的学业成绩、学习兴趣、主观幸福感、社会适应等具有显著的预测作用。有研究显示个体的学业自我概

念与学业情绪呈显著相关。如张潮与渠玉红（2010）、冯超（2011）等的研究发现中学生的学业自我概念与考试焦虑情绪呈显著的负相关；张阮钰（2014）的研究发现低学业自我概念的初中生更容易体验到消极情绪；王芳与崔丽莹（2017）等人的研究发现学业自我概念能正向预测积极学业情绪，在一定程度上负向预测消极学业情绪。

不仅如此，研究发现学生的学业自我概念发展对学习沉浸体验产生积极的影响。Seaton et al.(2014)研究发现，学业动机强和学业自我概念水平高的学生，有更好的学业成绩。万鹏涛（2018）研究表明学业自我概念对学习沉浸体验有正向预测作用，他认为学习沉浸体验所强调的是一种在学习情境中产生的积极情绪体验，当个体有着较高水平的学业自我概念时，他对学业的情感体验也就相对较高，从而促进了个体学习沉浸体验的产生。由此可见，学业自我概念是影响学习沉浸体验的重要预测因子。李云香（2018）在研究中也发现。本研究因此提出 H1 如下：

H1：学业自我概念正向影响学习沉浸体验

2.7.2 感知教师支持的调节作用

学生的学业自我概念发展受到社会支持的影响，团体动力理论提出团体中他人的支持会影响个体的心理和行为，学业自我概念是学生对自己学习态度、学习能力和学业价值等的认识和评价（姚计海等人，2003）。学生感知到教师支持时，更容易建立良好的师生关系，当学生感到自己受到关注和支持时，他们更有可能形成积极的学业自我概念和更深入的学习沉浸体验。学生感知到的教师支持影响着学生对自己学业的认知和评价，会逐渐形成对自己学业整体的认识，形成完整的学业自我概念（张凌波，2020）发现学生感知到的教师情感支持影响着学生学业自我概念的发展；进而会影响学生的学业成绩（欧阳丹，2005）。

感知教师支持的支持和鼓励可以让学生感到受到了认可和赞赏，从而增强他们的学业自我价值感，感知教师支持可以为学生提供必要的资源和支持，帮助他们克服学习障碍和挑战，从而提高他们的学业自我效能感。感知教师支持的支持和鼓励可以让学生更加努力地学习，从而养成良好的学习习惯和态度。从而帮助他们建立积极的学业自我概念（欧阳丹，2005）。并且感知教师支持可以为学生提供必要的指导和反馈，帮助他们保持在学习任务上的专注度和动力，从而增强学生的学习沉浸体验。感知教师支持可以提高学生的学习动机，让他们更加努力地学习，从而增强学生的学习沉浸体验（张影，2018）。因此提出以下假设：

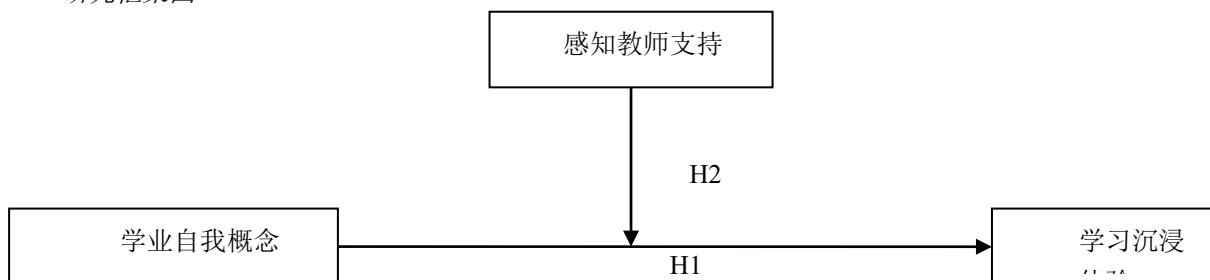
H2：感知教师支持在学业自我概念与学习沉浸体验之间具有调节作用

2.8 研究框架图

本研究通过整理学业自我概念、学习沉浸体验、感知教师支持，梳理变量之间的关系，提出：H1、H2，从而得出本研究的研究框架图，如下图 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 变量的衡量工具

3.1.1 学业自我概念的衡量工具

采用郭成等人（2009）编制的《青少年一般学业自我量表》。该量表共 20 题，学生需要在 1-5（“完全不符合” - “完全符合”）的五点量表上评价每个项目与自己的符合程度。该量表信度较好（Cronbach's α 值为 0.91）具体题项如下表 1 所示：

表 1

学业自我概念量表

序号	题目
1	我在学习上很勤奋
.....
20	我喜欢学习

资料来源：郭成、赵小云、张大（2011）。青少年一般学业自我量表的编制。《西南大学学报：自然科学版》，33（12），155-161。<http://www.cqvip.com/qk/95549x/201112/40686548.html>

3.1.2 学习沉浸体验的衡量工具

本研究采用叶金辉于（2013）编制的《青少年学习沉浸体验量表》。量表共 52 个题项，采用李克特 5 点评分，该量表 Cronbach's α 值为 0.901，信度较好，具体题项如表 2 所示：

表 2

学习沉浸体验量表

序号	题目
1	我的能力符合课堂学习的要求
...
52	我已经学习了很久也不会感觉到疲劳

资料来源：叶金辉（2013）。《青少年学习沉浸体验研究》。[硕士论文，江西师范大学]，中国知网，<https://cdmd.cnki.com.cn/article/cdmd-10414-1013376723.htm>

3.1.3 感知教师支持的衡量工具

该问卷的开发者是欧阳丹（2005），是在参考了相关问卷的基础上编制所得，该问卷在站位于学生的视角来测量学生能够感觉到的教师对其的支持程度。共 19 道题，经欧阳丹（2005）检测，其 Cronbach's α 值为 0.87，信度良好，具体题项如表 3 所示：

表 3

感知教师支持量表

序号	题项
1	在学习生活中，老师对我要求很严格
...
19	回答不出问题时，老师经常会给我提示，直到我能回答出来

资料来源：欧阳丹（2005）。《教师期望、学业自我概念、学生感知教师支持行为与学业成绩之间的关系研究》。[硕士研究生，广西师范大学]，中国知网，<https://cdmd.cnki.com.cn/Article/CDMD-10602-2005142929.htm>

3.2 研究方法

3.2.1 研究对象和问卷收集

此次调研选择了河南省5所中职的学生作为研究对象，这五所中职院校，其中河南经贸职业学院是河南省规模最大、教学条件最好的经贸类中职院校之一；河南工业贸易职业学院，该学院是河南省规模较大的综合性中职院校之一；河南机电职业学院是该学院是河南省重点建设的中职院校；河南农业职业学院：该学院是河南省唯一的农业类中职院校；河南建筑职业技术学院是河南省重点建设的中职院校。所选院校在河南省具有代表性。因此，以这五所中职院校的学生为研究样本，具有较强的代表性，能够推论主体，发放份数根据 Redline and Dillman (2000)的观点，有效样本须达到400人，才能得到更加精准的数据，再集合 Ghiselli *et al.* (1981)的观点，发放的份数确保是题项的5-10倍，本研究共91题，因此本研究采取便利抽样的方式在这5所院校各抽样120份，预计抽样600份问卷。

3.2.2 分析工具与分析方法

首先对问卷进行回收处理，获取有效问卷后，使用软件对问卷数据进行数据分析，包括信度分析、效度分析、假设分析等，验证研究的推论假设。

4 数据分析

4.1 描述性统计分析

本研究以河南省5所中职院校作为研究对象，发放600份问卷，回收580份，去除无效问卷11份，共回收有效问卷569份，有效回收率为94.83%。通过描述性统计分析，回收数据具有代表性。

4.2 信度分析

本研究量表问卷信度如表4，各量表Cronbach's α 值均大于0.8，表示问卷具有良好的信度。

表4

信度分析表

变量	题数	Cronbach's α
学业自我概念	20	0.849
学习沉浸体验	52	0.915
感知教师支持	19	0.864

资料来源：本研究自行整理

4.3 效度分析

本研究聚合效度如表5，各变量AVE均大于0.5，CR均大于0.7，因此，本研究各个变量之间具有良好的聚合效度。

表5

聚合效度检验表

变量	平均方差萃取 AVE 值	组合信度 CR 值
学业自我概念	0.579	0.893
学习沉浸体验	0.594	0.884
感知教师支持	0.641	0.907

资料来源：本研究自行整理

本研究区别效度如表6，各变量之间均存在显著性 ($p < 0.05$) 显著性正向相关。且AVE的开平方均大于相关系数，因此，本研究各个变量之间具有良好的区别效度。

表 6

区别效度检验表

	学业自我概念	学习沉浸体验	感知教师支持
学业自我概念	0.760		
学习沉浸体验	0.545**	0.827	
感知教师支持	0.139**	0.357**	0.827

注：*代表 $p < 0.05$ ，**代表 $p < 0.01$ ，***代表 $p < 0.001$

资料来源：本研究自行整理

4.4 假设检验

由表 7 可知，学业自我概念对学习沉浸体验的调整后 R^2 为 0.221，调整后模型解释程度为 22.15，表示模型拟合良好。同时，学业自我概念的回归系数值为 0.139 ($t=12.331$, $p=0.000 < 0.01$)，意味着学业自我概念会对学习沉浸体验产生显著的正向影响，因此本研究 H1 成立。

表 7

假设检验表

	学习沉浸体验		
	β	t	p
常数	2.265	13.998	0.000***
性别	0.545	0.827	0.495
年级	0.045	0.148	0.314
学业自我概念	0.139**	12.331	0.000***
R^2		0.231	
调整 R^2		0.221	

注：*代表 $p < 0.05$ ，**代表 $p < 0.01$ ，***代表 $p < 0.001$

资料来源：本研究自行整理

4.5 调节检验

由表 8 可知，学业自我概念和感知教师支持两者的交互项显著影响学习沉浸体验 ($\beta=0.128$, $p < 0.01$)。说明感知教师支持在学业自我概念对学习沉浸体验的影响中具有显著调节效应。因此，假设 H2 成立。

表 8

调节检验表

	学习沉浸体验		
	模型 1	模型 2	模型 3
常数	3.094**	3.036**	2.956**
性别	-0.097	-0.069	-0.049
年级	0.009	0.001	-0.012
学业自我概念	0.308**	0.227**	0.220**
感知教师支持		0.383**	0.388**
学业自我概念*感知教师支			0.128**
R^2	0.231	0.414	0.4125
调整 R^2	0.221	0.405	0.405

注：*代表 $p < 0.05$ ，**代表 $p < 0.01$ ，***代表 $p < 0.001$

资料来源：本研究自行整理

5 研究结论

5.1 研究结论

通过以上数据分析，本研究得出以下结论：

1. 学业自我概念对学习沉浸体验具有正向显著作用, 即学业自我概念越强的学生, 越容易产生学习沉浸体验。

2. 感知教师支持在学业自我概念与学习沉浸体验之间存在正向调节作用, 即学生感受到教师的支持, 会加强其学业自我概念与学习沉浸体验之间的关系。

5.2 不足与展望研究结论

1. 本研究仅探讨了学业自我概念、感知教师支持与学习沉浸体验三者之间的关系, 是否还有其他变量能够影响学习沉浸体验, 还需要进一步探讨。

2. 本研究仅针对河南省中职学生进行讨论, 但是对其他学生群体, 其他地域的学生并为展开详细研究, 后续可针对此方向进行研究。

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Influence of Organizational Support on Psychological Capital and Career Success of College Teachers in Jilin Province, China

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Abstract

This study aims to explore the mediating role of psychological capital in the impact of college teachers' perceived organizational support and career success. A questionnaire adopts with 200 college teachers in Jilin Province, China. The results of this study found that the perceived organizational support of college teachers positively affects teachers' career success significantly; the perceived organizational support of college teachers positively affects psychological capital significantly; College teachers' psychological capital plays a mediating role in the relationship between perceived organizational support and career success. Therefore, colleges should pay attention to teachers' personal career planning by creating an equal, respectful and harmonious working environment. This study seeks countermeasures to improve the career success of university teachers from the two-way perspective of organization and individual, which can promote the realization of university teachers' own self-worth.

Keywords: Perceived Organizational Support; Psychological Capital; Career Success; College Teachers

中国吉林省高校教师组织支持感对心理资本与职业成功的影响

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摘要

本研究旨在考察吉林省高校教师组织支持感、心理资本、职业成功影响关系的基础上，探讨心理资本在高校教师组织支持感对高校影响的中介作用。本研究采用问卷调查法，研究对象为200位吉林省高校任课教师。研究结果发现，吉林省的高校任课教师组织支持感显著正向影响教师职业成功；吉林省的高校任课教师组织支持感显著正向影响心理资本；吉林省的高校任课教师心理资本显著正向影响教师职业成功；吉林省的高校任课教师心理资本在组织支持感与教师职业成功之间的中介效果。因此，高校应重视教师个人职业生涯规划高校应创造平等、尊重、和谐的工作环境。本研究从组织和个体双向视角寻求提升高校教师职业成功的对策，对大学教师自身的自我价值实现具有促进作用。

关键词：组织支持感；职业成功；心理资本；高校教师

1. 绪论

近几年，吉林省对于高校教师职业生涯能力的培养愈发重视（孟令威等人，2022）。实现工作的意义和获得自我超越的精神满足已经成为高校教师的最相关的需求之一（Urquijo et al., 2019）。高校教师是人人艳羡的神圣职业，人们尊重、爱戴这一职业群体，将他们视为高级知识分子（赵小云、李福华，2019）。高校教师群体也往往对自身的工作具有一种发自内心的自豪感和使命感，将大学教职视为一种“天职召唤”

(刘丽丹、王忠军, 2021)。具体而言, 高校教师要利用其学术知识和技能, 实现对学生发展的承诺; 进行文化创新, 完成理论的应用转化, 不仅使教师获得谋生所需要的物质保障, 更要获得自我超越的精神满足, 这种现象被称为职业成功(刘丽丹、王忠军, 2021)。职业成功感是衡量教师职业发展状况的重要指标之一(周文霞等人, 2015), 是教师对自己的工作有较强的使命感, 受到内心的驱使去工作, 从而让内心深处升起较高的喜悦感, 拥有更高的工作、生活满意度和生活意义感, 它对个人的职业生涯发展和组织发展具有积极影响(赵小云、李福华, 2019)。由此可知, 职业成功作为职业发展的重要内容, 也是教师在职业发展中追求的目标。

社会交换理论表明, 当个体感知到较高的组织支持时, 很可能会依据互惠原则, 会以积极的工作态度和有益的组织行为来回馈组织的厚爱(Chen & Eyoun, 2021)。组织支持感意味着个体获得了组织的期望与认可, 这利于他们获得愉悦、热情、感恩等诸多积极性情感体验, 促使他们对组织形成正面认知与评价, 引发工作动机, 而促使他们获得良好的职业发展从而获得职业成功(Oubibi et al., 2022)。而从心理可获得性与工作资源的角度看, 强大的组织支持不仅满足个体的社会性情绪情感的需要, 还可以为个体提供设备、资金、技术、想法和物质性援助, 故强有力的组织支持为个体提供了资源, 利于个体更好地完成工作目标, 从而获得较高的工作绩效(Rasool et al., 2021)。

组织支持感对职业成功的影响受到积极心理的中介作用, 心理资本则是被提及最多的中介变量(Purwanto et al., 2021), 指具有积极性的个体在成长和发展过程中表现出来的心理状态(Luthans et al., 2007)。而心理资本受组织环境的影响, 也能在个人和组织层面发挥积极作用(Zia et al., 2021)。心理资本在组织支持感对行为与态度之间, 扮演着重要作用。徐智华等人(2017)发现心理资本完全中介组织支持感与情绪衰竭及组织支持感与成就感低落的关系。当工作环境是开放和支持的时候, 教师会感到安全, 在一个支持性的环境中, 教师往往是创造性的, 而不害怕失败, 当教师得到了来自学校的支持时, 满足了教师对认可、尊重、归属感的需求, 教师会给予及时的心理反馈, 对未来更加乐观, 内心更加坚韧, 对完成工作目标充满信心并满怀成功的希望(Han et al., 2023)。

虽然组织支持感和职业成功间的密切关系已在一些研究中得到证实, 然而组织支持感影响个体职业成功的内在机制和过程, 特别是在教育背景下, 尚未在文献中得到充分的检验和论证(王静等人, 2022)。据此, 本研究目的为在考察高校教师组织支持感、心理资本、职业成功相关关系的基础上, 着重探讨心理资本在高校教师组织支持感对高校影响的中介作用, 并进一步从组织和个体双向视角寻求提升高校教师职业成功的对策, 对大学教师自身的自我价值实现具有促进作用。

2. 文献探讨

2.1 社会交换理论

社会交换理论兴起于 20 世纪中后期, 是指个体与个体、个体与组织之间基于利益相互满足而建立的交换关系, 相互之间既有福利、报酬等物质交换, 也有情感、支持等心理交换(Blau, 1964)。社会交换理论广泛应用于解释员工心理契约、员工关系、组织公平、组织支持感等管理实践, 已经成为解释组织行为最有影响力的管理学理论之一(Cropanzano & Mitchell, 2005)。员工一般会根据组织对自己持有的态度、管理方式等来判断组织是否对自己表示支持, 进而对自己的工作行为与态度等做出调整, 以此来实现等价交换(Sulistiyani et al., 2022)。通常情况下, 如果员工明显感受到组织对自己的支持水平比较高, 出于互惠的目的, 就会积极为组织发展贡献力量, 也会对组织做出良好的情感承诺, 工作行为也会促进组织的发展(Qiu et al., 2020)。综上, 从社会交换

理论出发，以组织支持感为解释变量，职业成功为被解释变量，考察组织支持感对个人职业成功的作用机制，揭示发挥作用过程的内部条件，从而深化对于组织支持感与职业成功之间关系的认识。

2.2 职业成功

职业成功是工作本身和心理两个方面的成就，进而又根据可评价主体的不同，将职业成功分为客观职业成功和主观职业成功 (Gunz & Heslin, 2005)。客观职业成功是用一种外部视角描述个人职业状态的有形指标，是个体对这种有形指标的外部感知，它反映了共同的社会理解，为社会大众所接受，而不是从个人角度去看待职业成功；相反，主观职业成功是指与某一特定个体有关的职业各方面的职业满意度，是个体对于自己职业生涯的内在理解或评估 (Spurk et al., 2019)。刘丽丹与王忠军 (2021) 认为职业成功主要是一种心理意义上感受，使得个体在职业环境中完成自我导向。赵小云与李福华 (2019) 认为教师主观职业成功是教师对自己的工作有较强的使命感，受到内心的驱使去工作，从而让内心深处升起较高的喜悦感，拥有更高的工作、生活满意度和生活意义感。本研究探讨的职业成功是主观的，因此采用赵小云与李福华 (2019) 的定义。

2.3 组织支持感

陈志霞与廖建桥 (2006) 提出组织支持感是指个体所感受到的组织对自己是否关心、尊重、支持的知觉。徐晓峰等人 (2005) 研究表明，对于个体而言，组织支持感应该是组织给予个体更多的关心和重视。卢纪华等人 (2013) 的研究中把组织支持感表达为个体感受到组织对其工作提供支持和回报的意愿，本质上就是组织对个体的一种承诺。组织支持感是指个体对组织如何看待他们的贡献并关心他们的利益的一种总体知觉和信念 (白玉萍等人, 2022)。综上，组织支持感反映了组织对个体贡献的重视和对个体福利的关注，而对于教师来说，组织支持感是学校重视他们的贡献并关心他们的福祉。

2.4 心理资本

Goldsmith (1997) 认为心理资本是个体在早年生活中形成的相对稳定的心理倾向或特征 (Goldsmith, 1997)。而后 Seligman (2002) 对心理资本的概念做了讨论，并指出“所有能够增加个体积极行为的心理因素都可纳入资本的领域”。也正是受这一观点启发，Luthans et al. (2004) 认为心理资本是个体积极心理要素中符合积极组织行为学标准，能够通过开发获得竞争性优势的核心心理要素。心理资本是个体在自我成长与发展中表现的一种积极的内在心理状态，主要包括自我效能、乐观、韧性和希望四个结构，并指向着个体在这种内在动机下的行为表现 (Luthans et al., 2007)。李力等人 (2015) 则依据 Luthans et al. (2007) 对心理资本的界定，将高校教师心理资本定义为高校教师在职业成长和发展过程中所表现出来的积极心理状态。

2.5 组织支持感与职业成功

赵小云与李福华 (2019) 发现教师的组织支持感可正向预测主观职业成功。Ingarianti et al. (2022) 在探讨教师主观职业成功前因时发现领导-成员交换和感知的组织支持感均对教师主观职业成功有积极的影响。组织支持可以提高个体的绩效和自尊，极大地影响其职业成功 (Siaputra et al., 2012)，甚至会影响教师的个人生活。因此当教师感知到较高的组织支持时，很可能会依据互惠原则，以积极的工作态度和有益的组织行为来回报组织的厚爱，从而促使他们获得良好的职业发展。因此提出假设 H1：组织支持感对职业成功具有显著正向影响。

2.6 组织支持感与心理资本

王静与陈虹 (2020) 发现组织支持感和中学教师心理资本呈显著正相关；组织支

持感对中学教师心理资本的乐观、希望因子的预测作用最大。Nikhil and Arthi (2018) 发现组织支持感均对心理资本的自我效能、乐观、韧性和希望四个结构呈显著积极的影响。郑宇唯 (2021) 认为当个体感知到组织的支持时, 内心的积极状态会提高。因此本研究提出 H2: 组织支持感对心理资本具有显著正向影响。

2.7 心理资本与职业成功

陈凤等人 (2017) 从心理资本理论出发, 考察个体心理资本与其职业成功的关系, 结果发现除韧性外, 心理资本及其各维度对职业成功均有正向影响。Cenciotti et al. (2017) 认为心理资本被期望作为一种心理资源, 可以培养员工塑造或“打造”他或她的工作环境的能力, 从而创造在工作中取得成功的条件。Kauffeld and Spurk (2022) 调查了心理资本与客观和主观职业成功的关系, 发现心理资本与职业成功之间存在正相关关系。因此本研究提出 H3: 心理资本对职业成功具有显著正向影响。

2.8 心理资本在组织支持感与职业成功之中介作用

一般而言心理资本代表一种基本资源 (Luthans et al., 2007), 需要中介机制才能将其收益转化为成功的结果。对于教师而言, 学校是他们工作的核心场所, 场所中的人、财、物等因素都有可能影响到教师的工作态度与行为, 进而形成一种组织是否关心、支持和尊重的感觉, 即组织支持感。根据社会交换理论, 当个体感知到较高的组织支持时, 很可能会依据互惠原则, 以积极的工作态度和有益的组织行为来回报组织的厚爱 (Al-Omar et al., 2019)。心理资本高的个体可能比其他人对工作更满意, 因为他们积极同意并参与“打造”他们的工作环境根据他们自己的标准和偏好进行调整 (Tims & Bakker, 2010), 并随着时间的推移推进其职业成功。因此, 本研究提出假设 H4: 心理资本在组织支持感与教师职业成功之间的中介效果。

3. 研究方法

3.1 研究框架

本研究探讨以组织支持感作为自变量, 心理资本作为中介变量, 教师职业成功作为因变量等三个变量之间的关系, 研究框架见下图:

图 1

研究框架图



3.2 研究对象与流程

近几年, 吉林省对于高校教师职业生涯能力的培养愈发重视 (孟令威等人, 2022)。本研究采取便利抽样抽取吉林省两所学校的教师最多、样本丰富的学校, 因此选取吉林省 A 校和 B 校的高校任课教师调查。根据钟柏昌与李艺 (2012) 的研究, 样本的取样标准 200 为最低要求, 因此, 共发放 200 份问卷进行调查。本研究通过联系学校领导, 经领导同意后由其将电子问卷发放到工作群进行调查。

3.3 研究工具

已有研究表明, 7-9 点量表由于选项过多, 在一定程度上对被试造成干扰, 4 点量表由于选项过少而不足以表达题项, 相对而言, 5 点量表是测量效果最好的方式(Berdie, 1989)。因此, 本文全部采用 Likert5 点量表。

组织支持感测量采用 LaMastro (1999) 借鉴 Eisenberger et al. (1986) 编制的教师组织支持感量表, 该量表一共 12 个题项, 单维度, 采用五点计分法测量。该量表的 Cronbach' α 系数为 0.97 (Eisenberger et al., 1986)。在本研究中, 组织支持感量表信度分析结果显示该量表 Cronbach' α 系数为 0.850; 效度分析结果显示该量表 KMO 值为 0.897, 球形检验达显著。

职业成功测量采用由 Greenhaus (1990) 提出的职业满意度量表。该量表共包括 5 个题项, 单维度, 采用五点计分制。该量表的 Cronbach' α 系数为 0.88。职业满意度量表信度分析结果显示该量表 Cronbach' α 系数为 0.753, 效度分析结果显示该量表 KMO 值为 0.775, 球形检验达显著。

心理资本测量采用 Lorenz et al. (2016) 编制的量表, 该量表共计 4 个维度, 12 题项, 分别为: 希望 3 题, 乐观 3 题, 弹性 3 题, 自我效能感 3 题, 采用五点计分法。该量表的 Cronbach' α 系数为 0.81, 效度分析结果 CFA 为: CFI=.957, SRMR=.035, RMSEA=.073。心理资本量表信度分析结果显示该量表 Cronbach' α 系数为 0.964, 效度分析结果显示该量表 KMO 值为 0.955, 球形检验达显著。

3.4 数据分析

本研究将数据导入到 SPSS 进行描述性统计、信度分析、效度分析、相关分析及回归分析。

4. 分析结果

4.1 描述性统计

在此次调研中, 吉林省的高校教师在性别方面, 男教师有 89 人, 占比 44.5%; 女教师有 111 人, 占比 55.5%; 在学历方面, 本科教师有 14 人, 占比 7%; 硕士教师有 128 人, 占比 64%; 博士教师有 58 人, 占比 29%。

4.2 相关性分析

本研究采用 Pearson 相关分析对其进行相关性检验。其结果如表 2 所示, 结果显示, 组织支持与心理资本为正相关($r=.658, p<.001$), 组织支持与职业成功为正相关($r=.527, p<.001$), 心理资本与职业成功为正相关($r=.539, p<.001$)。相关性系数在 0.527-0.658 之间, 属于中相关(杜秀英, 2012), 因此, 不存在共线性问题。

表 2 相关分析表

变量	组织支持	心理资本	职业成功
组织支持	1		
心理资本	.658***	1	
职业成功	.527***	.539***	1

注: *** $p<.001$

4.3 回归分析

将组织支持作为自变量, 心理资本作为中介变量, 职业成功作为因变量, 进行多元回归分析, 回归分析整理结果如表 3 所示。在模型 1 中放入自变量组织支持, R^2 为 .529, 说明组织支持能解释 52.9% 的职业成功, 组织支持能正向影响职业成功(系数=.727, $p<.000$), 因此 H1 成立。在模型 2 中放入自变量组织支持, R^2 为 .546, 说明组织支持能解释 54.6% 的心理资本, 组织支持能正向影响心理资本(系数=.739, $p<.000$), 因此 H2 成立。在模型 3 中同时放入变量组织支持和心理资本, R^2 为 .648,

说明组织支持、心理资本能共同解释 64.8%的职业成功，说明心理资本在组织支持和职业成功之间存在部分中介作用，因此 H3 和 H4 成立。

表 3 回归分析检验表

变项	职业成功 Model 1	心理资本 Model 2	职业成功 Model 3	VIF
组织支持	.727***	.739***	.426***	1.765
心理资本			.459***	1.765
R^2	.529	.546	.648	
Adj R^2	.528	.525	.646	
F	222.539***	237.832***	181.539***	

注：*** $p < 0.001$

5. 结论与讨论

5.1 研究结论

根据本研究的结果显示，吉林省的高校任课教师的组织支持感、心理资本和职业成功有着显著相关的关系，这为后期的中介效应提供了依据。在回归分析中，吉林省的高校任课教师组织支持感显著正向影响教师职业成功，假设 1 成立；吉林省的高校任课教师组织支持感显著正向影响心理资本，假设 2 成立；吉林省的高校任课教师心理资本显著正向影响教师职业成功，假设 3 成立；吉林省的高校任课教师心理资本在组织支持感与教师职业成功之间的中介效果，假设 4 成立。

5.2 实务建议

(1) 重视教师个人职业生涯规划

在现实中高校和教师个人都注重自身价值最大化的实现，如何将教师价值最大效率转化为高校价值的过程至关重要，因此，合理地将高校的发展与个人的发展目标有机结合起来，实现教育目标达成与教师职业生涯规划的成功的双赢局面，是高校应该努力实现的目标。对于高校教师这一职业来说，他们注重自我价值的实现，注重精神层面的激励（蒋占峰、刘宁，2022）。因此，高校为了更好的激励教师投入到教学与科研，应重视教师职业生涯管理（雷虎强，2019），并进行合理引导，才会让高校教师认识到自己在学校中的价值，提高其归属感，对职业高度认同，从而促进长远发展。

(2) 创造平等、尊重、和谐的工作环境

对于高校教师来说，创造公平、和谐的工作环境至关重要（关雨萌，2020），教师感受到组织的支持感有利于其心理资本的提高，激发工作的积极性和创造性，并可以减少教师之间的摩擦，减轻心理负担，减少为协调关系所付出的时间和精力，有利于人与人之间的沟通，组织协调工作的顺利进行，还会促进教师之间的相互帮助，从而大大提高工作效率。其次，学校领导要充分信任和尊重认可教师，少指责，多鼓励，少主见，多沟通，形成人性化、细致化的管理风格。多与教师沟通，发现其工作中存在的困难和不足，及时给予帮助和纠正，加强与教师之间的思想交流与沟通，帮助教师促进个人职业生涯成功。

5.3 研究展望

本次研究探讨了吉林省的高校任课教师的组织支持感对职业成功的影响，并验证了教师的心理资本在这二者之间的中介作用，为日后促进高校教师的职业成功提供理论依据。高校的管理者可从组织支持与教师的心理资本方面着手，提高高校教师的职业生涯成功水平。但是本次研究所选取的样本均来自吉林省高校教师，有一定的局限性及区域特征性，未来的研究应扩大样本的范围，考虑地域性特征对本研究结论进行进一步验证。

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Collaborative Education Process Reengineering of Rural Teachers in Local Normal Universities

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Abstract

To comprehensively promote rural revitalization, education must go first, and high-quality rural teachers is the key to revitalizing rural education. As the main body of training rural teachers, local normal universities should assume the important task of professional development of rural teachers. Under the national rural revitalization strategy, how to jointly cultivate local rural teachers has become a key issue to the local normal universities. U-G-S-T rural teachers collaborative education platform has been established in Hengshui University, college normal professional in the process of service local development, according to the process reengineering theory, to optimize the "1234" collaborative education process, keep urban and rural people, goods, and information education elements flowing, promote rural teachers integration strategy from school to work, and fully carry out the coordinated development of higher education and basic education.

Key words: local normal universities; rural teachers; collaborative education; and process reengineering

中国地方师范院校乡村教师协同培养流程再造研究

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摘要

全面推进乡村振兴，教育必先行，高质量的乡村教师队伍是振兴乡村教育的关键。作为培养乡村教师的主体，地方师范院校应承担起乡村教师专业发展的重任。在中国乡村振兴战略下，地方师范院校如何协同培育出本土化的乡村教师，已成为摆在地方师范院校面前的关键问题。衡水学院师范类专业在服务地方谋发展的过程中，根据流程再造理论，建立 U-G-S-T 乡村教师协同育人平台，优化协同育人流程，畅通城乡人、财、物与信息教育要素流动，扎实推进乡村教师入学、求学、毕业与就业一体化策略，全面推高等教育与基础教育协同发展。

关键词: 地方师范院校; 乡村教师; 协同育人; 流程再造

1. 绪论

1.1 研究背景

现代经济社会的高速发展，导致优质资源不断向城市核心区域聚集，周边欠发达的偏远乡村出现“空心化”现象。乡村的“空心化”致使乡村教育资源配置越来越差，乡村对教师的吸引力越来越低。乡村学校师资力量不足，师资结构失衡等问题，成为了制约中国教育公平发展的一大瓶颈。

近年来中国全面推进乡村振兴战略，乡村的振兴依靠人才，人才的培养需要教育，乡村教育是乡村振兴的关键。地方师范院校作为乡村教师培养的主体，理应承担

起乡村振兴的历史使命，解决乡村教师“下不去、留不住、教不好”的顽疾，提高乡村教育的质量和水平是当前摆在地方师范院校面前的艰巨任务。

1.2 研究动机与目的

本研究动机包括三个方面。一是通过文献综述，梳理乡村教育的相关文献，在总结前人成果的基础上，明确中国新时代乡村教师队伍发展的迫切性与重要性，找到中国教育公平发展的突破口。二是通过实地调查，了解当前乡村师资培养的现状，进而分析地方师范院校乡村教育培养方面的问题，明晰地方师范院校协同培养流程。三是通过案例分析，选取衡水学院乡村教师培养的案例，分析其协同育人平台路径以及一体化协同育人效果。

本研究有三个目的。宏观上，中国乡村教育文献研究旨在促进教育的均衡发展，助推乡村全面振兴。中观上，地方师范院校乡村教师实地调查，旨在再建地方师范院校乡村教师协同育人流程，优化乡村教师队伍协同育人路径，打造“下得去、留得住、教得好”乡村教师队伍，进而促进区域乡村教育的发展，缩小城乡教育的差距。微观上，衡水学院英语专业一体化协同育人案例，为地方师范院、教育行政部门以及乡村学校提供了乡村教师职前培养与职后发展一体化策略，包括招生政策，培养方案、协同育人机制、职后教师培训和教育信息技术服务等。

流程再造是一种有效的方法，可以增强地方师范院校、教育行政部门、乡村学校以及乡村教师的协同性，提高乡村教师培养数量与质量，助推乡村教育振兴。因此，本研究对于推进乡村全面的振兴，全面提高教育教学质量具有一定的理论意义和实践指导意义。

2. 文献探讨

2.1 乡村振兴

国家 2017 年十九大提出乡村振兴战略，2018 年在中共中央、国务院《关于实施乡村战略的意见中》提出“2050 年全面实现农业强，农村美，农民富”三大目标。2022 年二十大则提出全面推进乡村振兴：坚持城乡融合发展，畅通城乡要素流动，扎实推进推动乡村“产业、人才、文化、生态、组织”五个振兴。2022 年 12 月在中央农村工作会议上，习近平总书记提出“乡村由表及里，形神兼备的全面提升”。

2.2 乡村教师队伍发展

在全面推进乡村振兴背景下，乡村教师队伍的发展日益成为政产学研各方关注的焦点。2015 年颁发的《乡村教师支持计划（2015—2020 年）》明确提出“为阻止贫困现象代际传播，发展乡村教育，教师是关键，必须把乡村教师队伍建设摆在优先发展的战略地位。”2018 年 1 月国务院颁发《关于全面深化新时代教师队伍建设改革的意见》指出振兴教师教育，不断提高教师专业素质能力，从质量和层次上加强教师培养，满足基础教育发展需求。2018 年 9 月教育部等五部门颁发《教师教育振兴行动计划（2018—2022 年）》，提出推行教师本土化培养，为乡村小学补全全科教师，为乡村初中培养“一专多能”教师，逐步提升乡村教师素质，为乡村学校培养“下得去、留得住、教得好”的合格教师。2019 年教育部颁布的《关于实施卓越教师培养计划 2.0 的意见》，“支持建设一批省级政府统筹，高等学校与中小学协同开展培养培训、职前与职后相互衔接的教师教育改革实验区，着力推进培养规模结构、培养目标、课程设置、资源建设、教学团队、实践基地、职后培训、质量评价、管理机制等全流程协同育人。”至此，政府、高校与中小学三方协同育人流程成为关注的焦点。

2.3 地方师范院校乡村教师培养

为促进新时代乡村教师队伍的全面发展，2021年，教育部等九部门印发《中西部欠发达地区优秀教师定向培养计划》（以下简称优师计划），“教育部直属师范大学与地方师范院校采取定向方式，每年为中小学校培养1万左右师范生，从源头上改善中西部欠发达地区中小学教师队伍质量”。2022年，教育部印发的《关于进一步做好“优师计划”师范生培养工作》中指出在师范生共性要求基础上，地方师范院校要在乡村教师培养上做特色化安排，为乡村培养“四有”好老师。

2.4 协同育人

秉承为了“一切乡村教师”和“乡村教师一切”的育人理念，根据协同学、构建大学、政府、中小学、乡村教师的“U-G-S-T”协同育人平台，将人员、经费、政策、学科多方城乡教育要素资源统筹协调到乡村教师教育过程中，共同指向乡村教师培养、培训、研究与服务于一体的协同育人平台（高兰兰，2019）。在这个平台中，地方师范类高校主要提供学科指导、实践教学经费支持、指导教师派出和师范生“三习”与“三下乡”等；地方政府出台政策支持乡村教师基地建设，设置专门机构、安排专门人员负责主动对接高校协同育人工作；而广大中小学校则是提供师范生实践与支教的基本条件，遴选优秀教师作为师范生“三习”的指导教师，与高校合作开展校本研修和基础教育教育研究；广大乡村教师积极参与培养、培训、研究与服务，搭建乡村教师发展共同体，提升乡村教育情怀，培养“一专多能”综合素养，具备终身学习的能力。

2.5 流程再造

业务流程再造 BPR (Business Process Reengineering)的概念是1990年哈佛大学博士哈默首次提出的。“对企业的业务流程作根本性的思考和彻底性重建，其目的是在成本、质量、服务和速度等方面取得显著性的改善，使企业能最大限度的适应以顾客、竞争、变化为特征的现代企业环境”。BPR 流程再造的理论也适用于协同育人系统。协同育人教育系统和企业一样，为达成组织存在的目标，育人主体从社会中汲取人力、物力、财力和信息四要素，按照发展目标，通过一定的方式将要素结合利用和转换，转换出满足某一特定需要的另一种要素组合进行输出的过程（肖起清，2021），进一步达成组织存在的目标。

3. 研究方法

3.1 文献综述

通过文献综述，梳理乡村振兴、乡村教师队伍发展、地方师范院校乡村教师培养、协同育人以及流程再造的相关文献，同时对政府网站有关培政策文件进行收集，全面地、

正确地了解所要研究的问题，了解中国地方师范院校乡村教师师资培养的最新动态，掌握协同育人以及流程再造相关理论知识。在总结前人成果的基础上，明确中国新时代乡村教师队伍发展的迫切性与重要性，提供教育公平解决方案。

3.2 实地调查

选取基础教育资源比较雄厚的衡水乡村学校、由师范专科学校升本的河北地方师范类院校以及当地教育局、教研所进行实地调查，以访谈和问卷调查的方式，了解当地乡村教育发展的现状，进而分析地方师范院校乡村教育培养方面的问题，探讨地方师范院校如何协同培养本土化的乡村教师，明晰地方师范院校协同培养流程，优化地方师范院校乡村教师培养路径。

3.3 案例分析

以个案质性分析的方式，选取地方师范院校中进行师范类专业认证的专业，通过对衡水学院英语专业人才培养方案，分析其如何建立协同育人平台，并探讨该平台在推进乡村教师一体化培养方面的实际效果，完善地方师范院校乡村教师培养与发展策略。

4. 研究内容

本研究在对河北省地方教育行政部门、基层教学单位以及衡水学院五至十年毕业生访谈与问卷调查的基础上，结合湖南省乡村教师的调研结果，对当前地方师范院乡村教师发展现状进行调查分析，探究地方师范院校师资培养存在的问题，分析其背后的原因，最后提出有利于地方师范院校支持乡村教育的师资培养对策。

4.1 乡村教师发展现状

根据国家对新时代乡村教师队伍的要求，分别以地方教育行政部门、基础教育单位和毕业生为调查和访谈主体，衡水学院英语专业对河北省五至十年的毕业生进行了跟踪，对乡村教师发展现状进行了问卷调查和访谈，形成了乡村教师发展现状报告，见表 1。

表 1

乡村教师发展现状报告

评价主体	地方教育行政部门	基础教育单位	毕业生
样本数量	208	167	233
行业分布	28.4%为小学教师，18.5%为初中教师，6.2%为高中教师，6.2%为其他教育行业工作者。	85.03%的基层教育单位位于城乡结合部或乡镇中小学，85.56%的基础教育单位位于河北省。	32.62%为县域中小学，20.6%为衡水乡镇中小学，16.74%为河北省（衡水市外）县域中小学，7.3%为河北省（衡水市外）乡镇中小学，15.02%为河北省外县域中小学，7.73%为河北省外乡镇中学
学校属性	94.66%来自公立中小学，4.37%来自事业及科研单位，0.97%来自民办中小学。	85.03%的基础教育单位为公立、民办中小学或教培机构	66.95%的毕业生的工作单位为公立中小学
薪酬待遇	62.02%薪酬待遇为2001-3000元，26.44%薪酬待遇为3001-4000元	11.38%教师的薪酬待遇为6000元以上，56.28%教师的薪酬待遇为3000-6000元，32.34%教师的薪酬待遇为2001-3000元	12.88%教师的薪酬待遇为6000元以上，53.22%教师的薪酬待遇为3000-6000元，33.91%教师的薪酬待遇为2001-3000元
岗位	95.19%校友从事一线教学工作，60.58%为任课教师，31.73%担任班主任，4.33%担任教研组长，0.96%担任年级组组长	72.46%的毕业生为普通教师岗，8.98%为教研或学科组长，2.99%为位中层及以上管理人员，1.2%为高层管理人员	有70%的毕业生从事一线中学英语教学工作，其中65.67%的毕业生为普通教师岗，4.72%为教研或学科组长，2.58%为中层管理人员，3.43%为高层管理人员
职业能力	93.8%看师德践行能	96.6%看师德践行能	96.4%看师德践行能力；84.98%看重教

评价主体	地方教育行政部门	基础教育单位	毕业生
特征	力；93.1%看重教学实践能力；94.1%看重师育人能力；95.2%看重自主发展能力。	力；90.8%看重教学实践能力；95.28%看重师育人能力；96.1%看重自主发展能力。	学实践能力；91.68%看重师育人能力；81.61%看重自主发展能力。
单位人才招聘需求	预计招聘英语专业人数，49.52%为10人以下，42.79%为10-30人，4.33%为30-50人，3.37%为50人以上	预计招聘英语专业人数，61.08%为10人以下，22.16%为10-30人，8.98%为30-50人，7.78%为50人以上	预计招聘英语专业人数，71.24%为10人以下，21.03%为10-30人，3.43%为30-50人，4.29%为50人以上

在对 208 个河北省地方教育行政部门、167 个基层教学单位以及衡水学院五至十年毕业生访谈与问卷调查的基础上，结合湖南省乡村教师的调研结果，发现地方师范院校与乡村教育在发展需求、课程体系、实践教学、评价体系以及职后培训方面仍存在亟待解决的问题（左崇良、张磊，2022）。

地方师范院校作为服务地方，服务乡村教育、培养乡村教师的重要场所，理应义不容辞肩负起振兴乡村教育的任务（张松祥，2016）。地方师范院校作为乡村教师培养主体，为突破现实境遇，落实教育公平，关照主体发展（刘义兵、汪安冉，2022），根据乡村教师发展现状，明晰乡村教师能力指标体系，优化课程体系，建立协同育人平台，实施一体化协同培养策略就成为了当务之急。

4.2 凸出乡村教师培养目标内涵

乡村教师的培养凸显成人、成事、与成才的三者的有机统一。具体目标内涵如下。

成人：厚植扎根基层教育的乡土情怀。在践行师德、坚定从教初心的基础上，加强对乡土文化的了解，强化扎根乡村的地域认同、从事乡村教育的身份认同以及服务乡村的价值认同。

成事：锻造“一专多能”综合素质。在乡村学校办学规模与班额数量减产的情况下，承担多学科教学成为乡村教师的常态（王建平，2021），所以在夯实专业核心能力的同时，要加强跨学科教学能力；提升信息技术能力，开发乡村教育资源，研发校本课程；加大“双实践”能力培养，在体验优质学校先进教学理念的同时，了解乡村教育与乡村儿童现状、特点与发展规律，具备初步的乡村教育研究能力；积极参加“三下乡”“支教”等社会实践，提高引领乡村文化的责任意识。

成才：支持终身发展。针对乡村学校相对简陋的教学条件，微薄的福利，相对落后的教育方式，乡村教师需养成反思的习惯与品格，以实现自我素质与品位的有效提升；介入、关心乡村的民俗、民风与民情，能够与乡村家长、学生、社区等进行有效沟通交流，建立合作互助的良好关系，分享资源，共同发展。

4.3 完善乡村特色的课程体系

在课程设置的整体架构上，衡水学院构建了由四大平台“通识教育平台+专业教育平台+教师教育平台与综合实践平台+素质拓展平台及相关系列课程构成的课程体系。

通识教育课程平台，在思想政治系列、公共基础系列、文化素质类系列和学业导航系列的基础上，增设乡村振兴相关课程。习近平新时代中国特色社会主义思想课程中融合了习近平总书记“三农”工作的重要论述，在形式与政策课程中添加了乡村振兴相关政策的解读，在学业导航系列中的新生研读课上增加优秀特岗教师以及优秀支教校友分享环节。

专业教育课程平台，包括专业必修课程类和专业选修课程类。在专业必修类课程中，丰富地方文化、乡村文化的内容；在专业选修类课程中设置了跨学科课程。

教师教育课程与综合实践课程平台，包括初、高中教师教育课程系列和综合实践课程系列。在教师教育课程中，增加乡村教育专题，包括乡土中国与乡村儿童青少年心理等；在综合实践课中，完善了教育见习、教育实习与教育研习中的“双实践”。

素质扩展课程平台，包括第二课堂系列、创新创业实践类系列以及主题班会系列。在此系列中，引导学生参加各种乡村公益活动，邀请乡村教育中的优秀教师和校友进行教书育人案例分享；组织学生进行乡村文化主题的演讲、专业作品与微课比赛，提高学生的乡土情怀；通过大学生“双创”项目、“三下乡”等，鼓励学生研究乡村、融入乡村、热爱乡村。

在乡村特色的课程体系，乡村教育贯穿四年始终，分级递进，形成了以乡村文化为核心的网状课程体系，促使学生在综合实践和素质拓展过程中，有效地把通识教育、专业教育以及教师教育课程融合为一体，引领学生将所学乡村理论知识运用到乡村教育实践中，厚植学生的乡土情怀。

4.4 再造乡村教师协同育人流程

在基于乡村教师发展需求反向设计人才培养方案的基础上，地方师范院校基于流程再造理论，根据乡村教师协同育人流程，正向施工乡村教师输入输出一体的协同育人生态系统。

根据 BPR 再造流程理论，衡水学院构建乡村教师“一二三四”协同育人流程。

“一核、两点、三体、四环”育人再造流程紧紧围绕一个核心、坚持两个基本点、融合三大课程体系，贯通四个环节、螺旋上升育人目标。一个核心，以乡村教师的全面发展，成事、成才、成人为核心，厚植乡土情怀、锻造综合素质与支持终身教育；两个基本点，坚持城乡两个育人的基本点，畅通城乡教育要素，实施“双导师”与“双实践”协同育人战略；三大课程体系，通识教育课程、专业课程与教师教育课程三大课程体系紧紧配有机融合，引领学生完成从学业、专业到职业的人生转变；四个环节，贯通入学-求学-毕业-就业一体化人才培养四个环节，建立职前培养与职后发展一体化协同育人机制，助推乡村教师专业发展。

4.4.1 入学：招考制度改革与定向培养政策并举，厚植乡土情怀

乡村教师一体化培养，从基础教育与高等教育衔接入手。第一，课程建设上，小学开展“职业体验”活动，中学家校共建“职业生涯与规划”类课程，学校、家长、学生共同精准定位感兴趣、有潜力的发展领域。第二，选拔机制上，在对智力水平与知识储备笔试的基础上，增加师范生面试环节，地方教育招生办加大对考生“从教动机”的考察，以便选拔出真正致力于乡村教育事业发展的从教者。再次，录取机制上，师范类院校严格把控乡村“适教、乐教”的筛选标准。

对有乡村教育情怀的学生，实行定向培养倾斜政策。这个利好政策首先减轻学习成绩好，家境条件不太好的学生的经济压力，提高了生源质量；其次，定向培养毕业后有工作，有编制，为定向培养学生解决就业问题，再次，定向培养的学生回原籍工作，也减轻了师范生对工作环境的不适应性，有利于厚植其服务乡村、报效家乡的职业信念。在输入环节，通过招考制度改革与定向培养双管齐下，有效解决乡村教师“下不去、留不住”的问题。

4.4.2 求学：本土化培养与个性化教育结合，激发学习动能

内容的本地化，充满“乡土味：增设“当代中国”、“乡土中国”系列课程或融合相关教学内容，学会用中国理论解读中国实践与中国智慧；充分利用已有的本土化教育成果，建立优秀中学教育教学课例库和课程思政案例库，使地方师范院校的培育

课程内容充满浓浓的“乡土味”。

指导个性化，打造素质修炼的“大熔炉”。四个指导团队对学生进行个性化指导。一是学业导师对学生进行学科、专业导航，人才培养方案解读，课程修读指南，学业预警、指导学科竞赛等，“让久违的师生密切关系回归校园（吴薇、杨艳红，2016）。二是专兼职辅导员，关注学生的思想政治、心理健康与职业发展规划。三是教研员、中学名师以及优秀校友组成社会导师团队，举办基础教育名家系列讲座、实习双导师座谈交流会以及中学特级教师进课堂等指导师范生职业发展，跟踪基础教育发展态势。四是朋辈导师帮助低年级同学开展大学适应性教育、专业素养提升教育，培养学生团结互助的精神和责任意识，营造出和谐的学习氛围。

4.4.3 毕业：达标机制与退出机制协同，加强质量保障

达标机制，建立质量监控：多方协同明确培养标准。综合国家培养要求与基层教育实际需求，制定培养目标，为支撑培养目标达成而制定相应的毕业要求，设计课程教学与实践教学环节课程目标支撑毕业要求的达成，合理配置师资队伍、教学资源，满足人才培养需求。

改进与退出机制，提高毕业“门槛”：为支撑培养目标、毕业要求、课程目标的实现，建立校系两级培养目标，毕业要求与课程目标达成评价机制，通过评价证明三个目标能够达成。在此基础上，建立基于评价的持续改进机制，提高人才培养质量。因乡村教师需要具备扎根乡村的情感、坚守乡村的意志、服务乡村的责任（蒋亦华，2021），不仅要建立质量监控机制，更要建立起合理的退出机制，使师德底下、责任感不强、爱心不够、育人能力不达标的师范生要及时退出。

4.4.4 就业：持续跟踪与差异化培训融合，为发展“续航”

持续跟踪，支持职后发展。地方师范院校与基层教学单位共同建立毕业生职后发展档案，一人一档持续跟踪，有针对性地改进职业指导与就业服务工作。加强学校与校友的沟通联系，组织校友开展职业发展活动，合作开展课题研究，建设并开放针对性课程资源，建立毕业生职后发展专区，支持协同教研等，以期发挥校友在学校建设中应有的作用。

差异化服务，开展分级分类培训。针对乡村教育中的复式教学、寄宿制管理、留守儿童心理辅导等，给乡村教师提供理论素养提升、实战技能强化、教育信息技术等差异培训，满足乡村教师不同需求。同时，重视并支持乡村教师参加“国培计划”培训项目；鼓励教师假期参加各类学术交流、教学技能竞赛等活动；开放高校举办的培养培训活动，持续支持乡村教师提升教书育人本领，造就“四有”好老师。地方师范院校再造“一二三四”协同育人流程，畅通城乡教育要素流动，强化乡村教师培养供需对接，整合职前职后教师教育资源，形成乡村教师培养、培训、研究和服务一体化的合作共同体。

5. 研究结论

研究结果表明，地方师范院校调研乡村教师发展需求，明晰了乡村教师能力培养指标体系，完善了乡村特色的课程体系，提高了地方师范院校乡村教师培养的质量和水平，推动乡村教育的发展。衡水学院英语专业再造乡村教师协同育人流程案例研究，实现了地方师范院校与教育对乡村教师协同培养的全过程管理，包括入学、求学、毕业、就业四个职前培养与职后发展的四个环节，完善了报考录取政策，厚植乡土情怀；课程内容的“乡土味”与“双导师”的个性化指导激发了学生的学习动能；毕业要求达成与退出机制并用，为乡村教师培养质量“保驾护航”；毕业生的持续跟踪与乡村教师的差异化培训相结合，为乡村教师发展“续航”。

地方师范院校乡村教师协同育人流程再造研究，建立起了 U-G-S-T 乡村教师协同育人平台，实现了乡村教师培养、培训、研究、服务的一体化，并在此过程中建立起了乡村教师发展共同体，为乡村教育振兴提供了有益的方法借鉴和实践体验。协同育人平台管理模式，有助于实现高校教师与乡村教师抱团发展，推动高校、政府与中小学教育机构全员、全程、全方位协同育人，该流程有较强的可行性和推广价值。因此，地方师范院校乡村教师协同流程的应用可为地方师范院校服务地方提供具有实际应用性的示范，也为推动乡村振兴提供了新的思路和切实可行的保障。

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A Study on the Work Engagement of Teachers in Secondary Vocational Colleges

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Abstract

In secondary vocational colleges, there are "a secondary vocational teacher faces far more students than those of ordinary high school teachers; the turnover rate is high, the average turnover rate of students during the three years of secondary vocational education is more than 16%; the overall quality of secondary vocational students is not as good as that of ordinary high schools, and teachers do not get the desired results after spending a lot of time to educate students."The situation led to the secondary vocational teachers cannot get this should get a sense of achievement, finally reflected in the present situation of insufficient engagement, this study to Yunnan industrial technician college town male college more than 200 teachers as a test object, through the questionnaire survey, summed up the current secondary vocational colleges teachers work engagement level, at the same time analyze the influence of various factors on their work engagement degree, finally to explore how to effectively improve their work engagement.

Keywords: Job achievement; insufficient work engagement; effective promotion suggestions

中等职业院校教师工作敬业度研究

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摘要

在中等职业院校，存在着“一位中职教师面临的学生远超普通高中教师面临的学生；流失率高，学生在三年的中职教育期间，平均流失率高达 16%以上；中职学生整体素质不如普通高中，教师在花费大量时间教育学生后，并没有取到想要的结果。”该情况导致了中职教师不能获得本应获得的工作成就感，最终体现为敬业度不足的现状，本研究借以云南工业技师学院镇雄学院 200 余名教师作为测试对象，通过问卷调查，总结出当前中等职业院校教师工作敬业度水平，同时分析各因素对其工作敬业度的影响程度，最后借此探索如何有效提升其工作敬业度。

关键词：工作成就感；工作敬业度不足；有效提升建议

1. 绪论

1.1 选题背景

中职教育是中国整体教育的一个重要组成成分，学生数量占有很大比例，其肩负着为国家经济发展提供基础人才和提高整体国民素质的重任。为了鼓励完成九年义务教育（小学一年级至初中九年级）的学生，在普通高中入学考试未被录取后选择就读中等职业院校，学生在读期间，可享受国家给予的各项优惠政策，包括免学费就读、享受奖助学金等等。此外，中等职业教育以传授学生具体职业素质、专业知识、基础岗位就业培训为主，因此，中职院校往往能够实现低成本就读，高就业率出校，是普通高中入学考试落榜学生的最佳选择。

然而，中职院校教师工作敬业度在实际上总会呈现不足的状态，这源于其学生群体的特殊性（主要原因是中国当前的中考制度，普高划分数线录取，未达分数线只能选择就读中职学校），以及国家政策的支持力度存在偏差，加之社会认可度并不高。总体而言，中职院校面临的现状问题主要有以下三点。

第一，生师比数据中，中职教师数量较少，一位中职教师面临的学生远超普通高中教师面临的学生。这个现状至少造成两方面的问题，一是教师难以顾及到少数学生，造成学生流失率偏高；二是教师在工作中更为辛苦，难以在工作中找到乐趣所在，最终表现出工作敬业度不够高的特点。

第二，中职学生流失率高，中职学生在三年的中职教育期间，平均流失率高达 16% 以上，这个现状反映出一个问题，即学生并不觉得能够从教师的课堂中学到东西，这其中的根本原因便是部分、甚至普遍教师在没有教学压力的学校环境中，没有真正对工作兢兢业业；最终表现出工作敬业度不够高的特点。

第三，中职学生群体整体素质不如普通高中，中职教师在花费大量时间教育学生后，并没有取到想要的结果，甚至还有逆反心理较重的学生挑衅老师，导致中职教师在在工作中不能获得本应获得的工作成就感，最终表现出工作敬业度不够高的特点。

1.2 研究问题

第一，分析当前中等职业院校教师工作敬业度水平。依据“个人——工作匹配理论”、“翰威特敬业度理论”、这两个与中职教师敬业度能够相匹配的理论，结合前人的研究发现和成果，总结中等职业院校教师的职业特点，编制中等职业院校教师敬业度调查问卷，调查当前中等职业院校教师工作敬业度水平。

第二，研究在当前敬业度水平下各因素对中等职业院校教师工作敬业度的影响程度。中职院校教师敬业度相对而言较低，是一个亟待解决的问题，本研究对各影响因素展开差异性分析，以找出对中等职业院校教师工作敬业度影响程度最深的几个因素，针对这些因素进行深度分析，以了解问题的本质，更好的为学校的管理和决策提供理论支持。

第三，探索如何有效提升中等职业院校教师工作敬业度。针对问卷调查数据和发现的问题，结合怡安·翰威特按敬业度程度提出的：乐于宣传（say）——乐意留下（stay）——全力付出（strive）观点，从地方政府、院校、社会、工会、教师本身五个方面，对有效提升中等职业院校教师工作敬业度，提出可行建议。

1.3 研究意义

理论意义：第一，关于中等职业院校教师敬业度的研究目前学术界屈指可数，大多学者研究敬业度时，都以企业作为研究对象，而忽略掉学校这一个影响国家百年大计的关键组织，本研究可以在一定程度上填补这个理论空缺。第二，中等职业院校近 40% 的高中教育阶段学生是国家基础建设的关键，亦是国民素质能否提高的关键。中职学生毕业后，由于从事的行业与所学专业相关，这些学生大多会试图模仿老师教学

时所要求的行为和生活方式，并把这些模仿来的习惯带入工作和生活。因此，中等职业院校教师的敬业度高低，直接影响到这 40% 的高中教育阶段学生的未来发展。

实践意义：第一，通过对中等职业院校教师敬业度的研究，在教师层面上为中等职业院校解决学生流失率问题提供了参考意见。原因在于：教师做到爱岗、敬业，才能自己主动走进学生心里，深入班级的一人一物。同时，对工作兢兢业业、积极向上的教师才能做到事无巨细，发现学校的每一处问题、每一处缺陷，做到主动去解决，主动去填补。老师做到乐观的对待每一天，微笑的面对每一人，把学校当作家，把学生当作孩子，必然可以有效的改善学生厌学、不服从管理的现状。第二，通过对中等职业院校教师敬业度的研究，帮助中等职业院校在对于教师的管理手段上果断决策、优化施行。原因在于：教师作为学校的核心，能够使其在学校尽心尽力、鞠躬尽瘁的工作，是学校所追求的目标之一。第三，中职教师对自己工作的敬业度是根据其自己的心理参考框架，结合自身工作的特征加以自我解释后的主观感受，中职教师的工作敬业与否反应了其对学校、学生、或某种现象的认知。因此，中职教师的敬业度可以作为学校的一面镜子和指示器，敬业度的高低可以反应学校在组织管理方面的成效，教师因为某些不满意的因素导致敬业度的下降，在一定程度上也会体现出了学校存在的问题。

2. 理论基础与文献综述

2.1 中等职业院校教师工作敬业度的定义

关于工作敬业度的研究，国内外文献很多，对于工作敬业度的定义，学者们针对自己的研究领域提出了各自的观点，总体而言，有关敬业度的概念都是在以下三个定义上进化而来。为了能够更好的定义中等职业院校教师工作敬业度，本文将有关敬业度的观点和定义系统整理如下表。

表 1

敬业度的主流观点、定义

学者	观点、定义
Hewitt (2011)	员工敬业度指员工对公司投入的智慧、感情、承诺的程度，按敬业的程度分为三层（三 S 观点）：乐于宣传（say）——乐意留下（stay）——全力付出（strive）
西蒙·斯内克 (Simon Sinek)	当人们投入财务时，他们希望得到回报；当人们投入感情时，他们想要做出贡献。
盖洛普 (Gallup)	员工敬业度指在给员工创造良好环境、发挥员工优势的基础上，让每一个员工产生一种归属感，产生“主人翁责任感”。包括忠诚、自信、自豪、激情四个维度。
Kahn (1990)	指组织成员以自我投入到工作中，在体力、情感、认知上完成自己的工作并能够表现自我。包括生理、认知、情感三个维度。

资料来源：本研究根据网络公开资料整理

结合上表资料可以总结出，所谓敬业度，指的是员工为目前工作所投入的自身的精力、知识、金钱、情感、承诺五个维度的程度，投入的这五个维度越高，其敬业度越高。

杨兴国（2008）在中小学教师工作敬业度的实证研究一文中，将教师工作敬业度定义为教师相对稳定的心理和行为特征，在工作中的表现为爱岗敬业、认真负责、勤奋进取、认知投入、无私奉献、勇于创新六个维度。孙红（2010）在幼儿教师工作敬业度调查研究一文中，将幼儿教师工作敬业度定义为幼儿教师相对稳定的心理和行为特征，在工作上具体表现为：爱岗敬业、教学负责、积极进取、积极坚持、工作专注、工作认真六个维度。

关于中等职业院校教师工作敬业度，在目前学术界并没有明确的定义。因此，本研究主要借鉴杨兴国（2008）与孙红（2010）二位学者的研究成果，将中等职业院校教师工作敬业度定义为：中等职业院校教师愿意为自己所在学校、所在职位、所影响学生三个方面投入的知识智慧、精力、时间、情感、内心承诺的程度，以及形成的相对稳定的心理和行为特征。在工作中具体表现在爱岗乐业、坚持不懈、工作负责、教学创新、工作专注、积极进取六个维度。

2.2 工作敬业度相关理论

2.2.1 个人——工作匹配理论

郭涛（2012）在高校教师敬业度影响因素及其与工作绩效的关系研究中，根据Maslach (1997)等人对工作投入/工作倦怠程度的研究，整合情境因素和个人因素。提出个人——工作匹配理论与敬业度的关系，即组织成员的个体特征因素（如体力、脑力、兴趣、社交、专长等）与工作所需特征的匹配程度会影响到组织成员的工作绩效，进而由工作绩效影响到员工的敬业程度，为了更直观的分析描述个人——工作匹配理论。

2.2.2 翰威特敬业度理论

翰威特敬业度理论认为：员工敬业度是衡量员工愿意留在公司的程度，及努力为公司服务的程度。翰威特敬业度理论还明确提出了敬业度的研究步骤有：第一，建立敬业度量模型之前，了解企业运营模式、关键策略、经营优势及业务环节中的驱动因素。第二，根据各部门工作的效果筛选关键指标，以明确知晓企业的绩效，以及敬业度高的一个为企业的业务和总体价值做出了哪些贡献。第三，进行员工敬业度调查。第四，在对数据进行充分检验后，分析所得数据。第五，按照优序理论，制定提升员工敬业度的方案，以提升企业绩效。

翰威特敬业度理论认为，员工的敬业行为具体表现在三个层面：乐于宣传（say）——乐意留下（stay）——全力付出（strive）。

翰威特对敬业度评价的三个层面对应的敬业度高低分别为：无敬业度——乐于宣传（低敬业度）——乐意留下（中敬业度）——全力付出（高敬业度）。

3. 研究设计

3.1 被测样本基本情况

鉴于在全中国范围内中职教师样本获取困难，本研究将选取云南工业技师学院镇雄学院对中等职业院校教师工作敬业度展开调查研究。

云南工业技师学院镇雄学院在中等职业院校中极具代表性，且其校园环境、设施设备在中等职业院校中名利前茅，针对云南工业技师学院镇雄学院可以对其它院校提供有价值的参考。

云南工业技师学院是云南省人民政府举办，云南省工业和信息化厅主管的全日制公办技工院校。累计培养高素质劳动者和技术技能人才 20 万名，为云南经济发展、社会进步做出了突出贡献。荣获“国家技能人才培养突出贡献奖”、国家“黄炎培职业教育优秀学校奖”“云南省文明单位”等 100 多项综合荣誉。2016 年 5 月 29 日，经过长时间的磋商，云南镇雄县人民政府与云南工业技师学院正式签约合作办学，云南工业技师学院镇雄学院正式建成。学校地处镇雄县旧府街道，区位优势明显，交通条件便捷。学校占地面积 481 亩、校舍建筑面积 142599 平方米，绿化面积 9 万平方米，规划在校学生 9000 人，图书馆、室内外球场、学生公寓、教师公寓、实训大楼等综合性配套设施一应俱全。

截至 2022 年 1 月，学校共有教职工 300 余人，专任教师 240 余人，学生 4000 余人，生师比约为 16.67:1，远高于 2021 年中国中等职业院校生师比平均值 18.86:1。学校

下设电器工程系、机械工程系、数控加工系、现代服务系、汽车工程系、信息经济系、美容艺术系、教育系 8 个院系，共 36 个专业。专业全面，管理完善。

在云南工业技师学院镇雄学院的 300 余人教职工中，其中 240 余人专任教师，去除流动教师（学校间互相派遣的教师及在外带队实习教师）外，剩下的 200 余名教师将全部作为本研究的测试对象。

3.2 中等职业院校教师工作敬业度评价指标体系的设计

中等职业院校教师工作敬业度测量模型的构建是本研究的基础，通过科学的评价指标体系，对中等职业院校教师工作敬业度进行量化分析，以真正实现对中等职业院校教师工作敬业度实际情况的了解，获取中等职业院校教师工作敬业度各指标敬业水平。在中等职业院校教师工作敬业度指标体系建立方面，本研究采取文献归纳与半结构化访谈相结合的方式建立指标。

第一、调查法：在归纳大量文献的基础上，本研究对中等职业院校教师工作敬业度进行了概括。在问卷的设计方面，通过前文归纳，发现目前对工作敬业度的调查问卷较多，但针对中等职业院校教师工作敬业度目前并没有，而且现在的社会背景较之前有所变化，因此，完全借鉴前人的问卷量表对于本研究来讲并不合适，为了让问卷更加适合本研究的需要，本文根据 Kahn（1990）的生理、认知、情感三个维度划分为基础，借鉴了杨兴国（2009）中小学教师工作敬业度的调查问卷和孙红（2010）幼儿教师工作敬业度调查问卷，参照设计“中等职业院校教师工作敬业度问卷”再结合中等职业院校教师工作的特征，对本研究所需问卷进行自制。

第二，半结构化访谈：应本研究问卷设计的需要，选择了四位中等职业院校资深教师进行视频面对面结构化访谈，通过访谈结果获取本研究问卷设计的关键点，同时听取中等职业院校资深教师的建议，对研究结构进行完善。

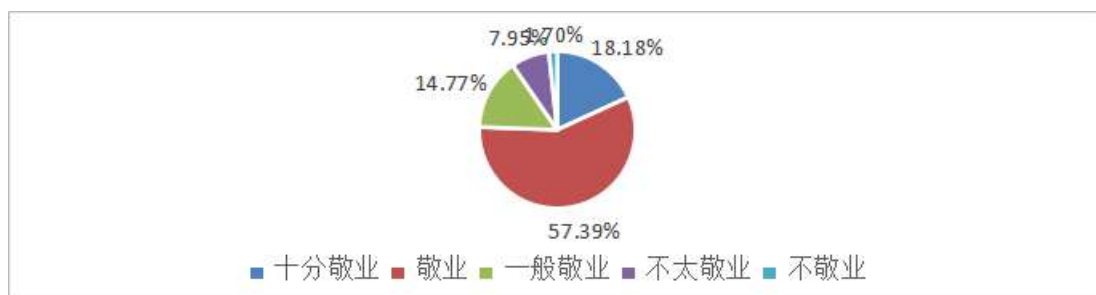
4. 研究结果与分析

4.1 总体及各维度敬业度状况分析

本研究问卷末尾设计了总结题目“总的来说，您认为您个人工作中的敬业度如何？”，作为对中等职业院校教师总体工作敬业度的评价题项。数据统计结果如下图所示。

图 1

中等职业院校教师工作敬业度总体分布图



资料来源：本研究整理

从总体敬业度水平来看，平均值为 3.710，高于理论中值 3 分，说明中等职业院校教师工作敬业度整体体现为高于一般敬业。结合中国的社会实际，教师这个职业相较于其它职业本身就有着较高的吸引力，而且教师一般在从事该职业后就基本不会更换

自己的职业，因此，中等职业院校教师工作敬业度整体水平较高符合实际。

表 2

中等职业院校教师工作敬业度总体及各指标维度得分情况

指标维度	调查人数	平均值	排序	标准差
爱岗敬业	176	3.921	4	1.168
教学负责	176	4.286	1	1.324
积极进取	176	2.347	6	1.135
积极坚持	176	4.137	2	0.613
工作专注	176	3.492	5	0.929
工作认真	176	4.079	3	0.996
总体敬业度	176	3.710		0.612

资料来源：本研究整理

从各指标维度的平均值来看，爱岗敬业、教学负责、积极坚持、工作认真四个指标维度分值均超过平均值，说明中等职业院校教师在这四个指标上体现出敬业，其中，教学负责、积极坚持、工作认真三个指标分值超过4分，体现为敬业，而爱岗敬业、工作专注两个指标介于3-4分之间，体现为一般敬业。在各指标维度中，积极进取分值仅为2.347分，该指标远远低于中等职业院校教师总体敬业度水平，在本研究中体现为不太敬业，该指标是影响中等职业院校教师总体敬业度的关键，若想要提升敬业度，从该指标维度入手效果更为明显。

表 3

中等职业院校教师工作敬业度各因子得分情况

指标维度	包含因子	平均值	排序
爱岗敬业	工作本身	3.864	12
	工作社交	3.463	3
	工作认知	4.436	5
教学负责	课堂纪律	3.214	15
	课堂沟通	4.367	6
	课后沟通	4.882	1
	学生问题	4.681	2
积极进取	岗位培训	2.169	17
	自我提升	2.525	16
积极坚持	工作坚持	4.031	9
	备课坚持	4.279	7
	教学坚持	4.101	8
工作专注	专注工作困难	3.310	14
	专注学生情况	3.674	13
工作认真	工作计划认真	3.922	10
	教学认真	4.441	4
	备课认真	3.874	11

资料来源：本研究整理

本研究按照各因子平均值从高到低进行排序，同各国数据发现，得分高于理论中值的因子共有 15 项，表明整体上中等职业院校教师在这 15 个因子中表现为敬业。此外，在积极进取指标维度上得分最低，其中包括的岗位培训和自我提升两个因子得分均低于理论中值 3，远低于其它因子。说明当前中等职业院校教师对于自己的能力提升并不重视，同时对于学校的岗位培训并不满意，直接反映了中等职业院校教师的进取心不足，易止步不前。

4.2 中等职业院校教师工作敬业度现状根本原因分析

对上节中的现状进行梳理，结合中等职业院校教师行业的特征因素，最终对中等职业院校教师工作敬业度现状的根本原因进行分析总结为以下几个部分。

4.2.1 关于中等职业教育的法规政策不够明确和完善

目前，中国实行九年义务教育，即小学一年级至初中三年级，国家规定，义务教育阶段所有公民必须完成，在义务教育阶段过后，国家对教育的重心转移到高中，进而是大学，中等职业教育则更多的成为一种补充，而不是主体。非主体的地位导致了中等职业教育在各地生存及发展存在诸多困难。

此外，中等职业教育政策一般由中国教育部指导，各省教育厅修订及解释，而义务教育和大学则有中国教育部统一规划，各省、地方按教育部规定执行。因此，中等职业教育存在不同地方，政策不同的现象。而且，因为中等职业教育政策法规的不完善，导致中等职业院校存在大量非政府编制内的教师，这在很大程度上影响到教师的总体敬业度及平均敬业度

4.2.2 社会对中等职业教育的认识偏差

在中国，中等职业教育的发展较为缓慢，因此，在普遍的社会认可层面，一般认定为中国的教育主体是小学、初中、高中、大学，在这之中，并没有中等职业教育这一类，由于社会对中等职业教育的认识不够，因此，存在一个现象，即在社会的普遍认可中，中等职业院校教师≠普高教师，甚至不如小学教师、初中教师，这个现象对于中等职业院校教师的总体敬业度也有很大影响。

其次，由于社会对中等职业教育的认识偏差，导致在中等职业院校内部，存在很大比例的家长认为，将学生送往中等职业院校，并不能学到知识，也不是为了学到知识，而是让自己的孩子有一个安全的环境成长，因此，在教育上，教师很难得到家长的支持。

此外，社会对中等职业教育的认识偏差同时也会影响学生的认知，受大环境的影响，学生统一认为自己在中等职业院校里面，并不能学到知识，从而导致学生不愿意学习，甚至不配合教师教学的现象。这个现象对于中等职业院校教师的总体敬业度影响颇深。

4.2.3 中等职业院校教师考核管理制度的影响

中等职业院校学生的特殊性，注定了对于学校的管理不能借用普通高中学校的制度，同时，学生年龄较小，也注定其不能借用大学的管理制度。但通过对公开资料以及文献的调查发现，目前关于中等职业院校的教师管理制度并没有一个较为普遍的标准。一般情况下，对于中等职业的管理，各省教育厅会出台指导性文件，市、区教育局则是很少对省教育厅出台的指导性文件进行修改，而是直接传达给各学校，因此，各学校往往自行根据指导文件制定教师考核管理，对于学校的管理具有绝对的极大的解释权。基于此，存在两种状态，一类是教师管理松懈，一类是教师管理严格。

对于教师管理松懈的中等职业院校，教师往往在爱岗乐业、积极坚持两个维度方面的敬业度得分特别高，但在其它维度方面得分就会显著的低下，尤其是积极进取、教学负责等维度。因为学校对教师的管理松懈，会使得教师在工作上尤其轻松，甚至

是不用负责。

对于教师管理严格的中等职业院校，教师往往在爱岗敬业、积极坚持两个维度方面的敬业度得分特别低，同时在其它维度方面得分也不会高，这是因为学校对于教师的严格管理，一方面会由于学生群体特征与制度的不匹配，导致教师很难执行，另一方面，限制了教师在教学上的主观发挥。

因此，结合上述的分析可以发现，正式由于对于教师考核管理制度的操作性极难，导致这一方面的原因对于中等职业院校教师的总体敬业度影响颇深。

4.2.4 面临的学生、家长群体特殊

在上文中，本研究提到，中等职业院校招收来自于义务教育阶段的末期——初中三年级在普通高中入学考试中落榜的学生，因此，整体素质上要差于普通高中学生。此外，中等职业院校还招收在普通高中被开除的学生、不愿意就读义务教育初中阶段的学生，以及社会上需要学习专业技能的成年/未成年人。因此，中等职业院校学生群体特殊，而因为学生群体的特殊，又导致了家长群体的特殊。

学生群体、家长群体的特殊性，是影响中等职业院校教师工作敬业度的重要原因之一，而且，学生群体、家长群体的特殊性，也间接的影响到学校对于教师考核管理制度的操作性难、社会对中等职业教育的认识偏差两个方面。

4.2.5 中等职业院校教师知识与结构的影响

在上文中，本研究提到，中等职业院校教师主要划分为文化课教师及专业课教师，文化课教师的招聘通常以地方教育局统筹招聘、统筹划分为主，属于政府编制内人员，同时一般属于接受正规高等院校师范教育的教师。而专业课教师由于专业属性，因此，一般没有接受过正规高等院校师范教育，这就导致中等职业院校教师在师范教育知识结构上存在一定的缺陷。师范教育的缺陷并不是直接影响其教学水平的因素，但因为专业课教师高等教育接受的非师范专业教育使得其更倾向于擅长专业技术，而不擅长教学。

因此，中等职业院校教师工作敬业度在一定的程度上，受到教师在其高等院校受教育期间的知识与结构上的影响。

5. 有效提升中等职业院校教师敬业度的对策建议

5.1 国家各省教育部门对于中等职业教育的政策调控

中等职业教育在中国的整个教育体系中同样是重要的组成部分，因此，针对中等职业教育存在法规政策不够明确和完善的情况，首先，应该在政策上确定中等职业教育的主体地位，让中等职业教育成为普通高中教育的重要补充，进一步促进中国教育事业的发展。其次，针对中等职业教育政策法规的不完善，导致中等职业院校存在大量非政府编制内的教师的现状，各省教育厅应联合市、区教育局，尽可能解决在职教师的政府编制问题。市、区教育局在统筹招聘教师的时候，应该充分考虑到下辖中等职业院校的专业课教师空缺情况，在专业课教师与文化课教师在享受平等政府编制待遇的同时，促进专业课教师的招聘质量。

5.2 强化中等职业教育在社会上的地位及认知

中等职业教育在中国教育体系中的非主体地位，导致了社会对于中等职业教育的认识不够，在社会的普遍认可中，中等职业院校教师≠普高教师。因此，解决这个问题重点在于：首先，确立中等职业教育在教育体系中的主体地位，并通过一定的媒体，向公众传播中等职业教育的重要性，让学生、家长、以及社会组织皆意识到中等职业教育对于国家、对于家庭、对于个人的重要性。从而获得社会、家长的支持，并由此在学生心中建立起良好的形象。其次，提升中等职业院校教师地位，在地位上，

确定中等职业院校专业课教师=中等职业院校文化课教师=普通高中教师。通过该方式可以获得中等职业院校教师对于职业认同感，从而提升中等职业院校教师工作敬业度。

5.3 中等职业院校对于教学管理制度的优化改进

中等职业院校教师考核管理制度的应该要基于学校实际制定，不能借用普通高中学校的管理制度，也不能借用大学的管理制度。关于中等职业院校教师考核管理制度的制定，在原有的基础上，可以基于以下几点加以优化改进。

第一，对于学生执行制度化，即，对于学生的学习、生活、休息、娱乐设置一定的制度底线，并对相应的条例设置奖励标准和惩罚标准，以促进学生遵守规定，建立良好的校园文化。在基于学生管理制度上对教师实行教学考核管理，以学生对制度的遵守和违反比例执行对应教师的考核分数。不过，在对教师考核管理的过程中，应该充分考虑到学生群体的特殊性，学校的考核管理应该允许存在一定的考核超最低比例，这个考核超最低比例约等于当前学校存在的问题学生所占比例。

第二，中等职业院校由于学生的特殊性，因此，应该充分考虑到学生学习积极性不够的特点，在结合学生实际的前提下，对教师实行考核管理。对于教师的考核管理，应该以工作认真、教学负责为主，教学质量则要根据学生实际相应降低标准。

第三，中等职业院校教师上课的安排应该充分借鉴大学的模式——即学生选课模式，而不是学校安排模式。让学生根据自己的兴趣实际，在学校已安排的课程及教师中，由学生自主选择任课教师及任课程时间段。这样，一方面可以让教师的教学更为有针对性，另一方面，也能够有效提升学生的积极性。

第四，中等职业院校在课程的设置方面，应该相应的降低课程标准，目前，中等职业院校一般的课程设置为：每周一至周五（周五含晚自习，周日含晚自习），早读+上午三节课+下午三节课+晚自习（1.25 小时）。这个课程标准大约与初中阶段一致，然而，对于中等职业院校来说，这个课程标准略微有点多，过多的课程设置不仅不能让学生学习到知识，反而促进了学生进一步厌学。因此，中等职业院校在课程上可以删减一些，如删减早读及周五晚自习，并在选课模式的基础上实行两节课两个小时连上标准，即上午仅两节课连上，下午仅两节课连上，降低学生学习时间的同时，多利用其它时间为学生开设专门的课程及活动。如每天学生必须有两公里的跑步记录，每两天必须有图书馆一小时的看书记录等。

第五，中等职业院校对于学生的监督管理不应该仅由教师执行，学校应该在学生会的基础上，建立一个长期的监督队伍，监督队伍负责学生会检查到的学生迟到、早退、违纪违规等现象的处分，监督队伍可选拔优秀的学生会成员担任，同时监督队伍要具备超越学生会的职权，并且给予监督队伍一定的实物奖励或荣誉奖励。

5.4 中等职业院校针对学生群体开设专属课程

在上文中，本研究提到：中等职业院校存在很大比例的家长认为，将学生送往中等职业院校，并不能学到知识，也不是为了学到知识，而是让自己的孩子有一个安全的环境成长，因此，在教育上，教师很难得到家长的支持；此外，在对学生的常规管理上，存在小部分家长并不认为自己孩子的坏习惯有错，或是家长并不能对自己的孩子形成约束。针对这个问题，可以通过开设专门的课程解决。

首先是心理课程，有一个健康的心理才有健康的习惯，才会自觉遵守学校的规章制度，才会认真学习。因此，心理课程可以作为中等职业院校的一个重点专属课程，并且这个在专属课程要求学生必须参加，心理课程的教学与考核则根据中等职业院校学生的特征自主设计。

其次是素质课程，素质是衡量一个学生成长与否的关键，也是中等职业院校学生

能否提升的关键，素质课程应遵循国家素质教育的要求，实施综合教育。同时，素质教育的考核可以与学生的毕业挂钩，提升素质课程在学生中的重要性。

最后是户外课程，户外课程是作为中等职业院校降低课程标准的补充，户外课程的设计需要由学校牵头，老师负责，成立丰富的社团/协会，社团/协会要有一定的户外课程标准（如每周至少一次），该户外课程包括但不限于课外活动。以团结学生、教会学生生活知识为主。

5.5 针对教师群体开展针对性的培训

教师的针对性培训应该以主动参与，纳入考核为原则，不强求教师参与，但一定纳入考核成绩。为了使培训更有针对性，可以进行适当的分类，如针对专业课教师，则开展高等师范教育，培养专业课教师所缺乏的专业师范水平。针对社团/协会负责教师，则开展管理培训，培养学生的管理水平等等。

此外，学校应该杜绝没必要、没意义的培训，要让教师在每一次的培训中都收获到有意义的知识，而非应付式培训。

6. 研究结论

本研究通过借鉴国内外文献的参考，以及笔者在中等职业院校工作的经验和对学校的认知。通过构建中等职业院校教师工作敬业度测量模型，对176名中等职业院校教师展开问卷调查，并对结果进行分析处理。研究得出中等职业院校教师工作敬业度得总体水平及各维度水平，进而分析出中等职业院校教师工作敬业度现状的原因，并根据原因提出有效提升中等职业院校教师工作敬业度的对策建议，

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คุณภาพการให้บริการเทคโนโลยีปัญญาประดิษฐ์ และความพึงพอใจของผู้โดยสาร มีความสัมพันธ์ต่อแนวโน้มการใช้เทคโนโลยีปัญญาประดิษฐ์

ณ ท่าอากาศยานสุวรรณภูมิ

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บทคัดย่อ

งานวิจัยเรื่องนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาข้อมูลส่วนบุคคลของผู้โดยสาร 2) ศึกษาคุณภาพเทคโนโลยีในการให้บริการ 3) ศึกษาความพึงพอใจของผู้โดยสาร 4) เพื่อศึกษาแนวโน้มการใช้เทคโนโลยีปัญญาประดิษฐ์ (AI) และ 5) ศึกษาความสัมพันธ์ระหว่างข้อมูลส่วนบุคคล คุณภาพการให้บริการ ความพึงพอใจของผู้ใช้บริการต่อแนวโน้มการใช้เทคโนโลยีปัญญาประดิษฐ์ เป็นงานวิจัยเชิงปริมาณใช้เครื่องมือแบบสอบถามจำนวน 400 ชุด ผ่านการตรวจค่าความตรงของข้อคำถาม (IOC) และตรวจสอบความเที่ยง (Reliability) สถิติที่ใช้ในการวิจัย ได้แก่ สถิติเชิงพรรณนา และสถิติเชิงอนุมาน ผลการวิจัยพบว่า 1) ข้อมูลส่วนบุคคลพบว่าผู้โดยสารส่วนใหญ่เป็นผู้หญิง มีอายุเฉลี่ยที่ 21–30 ปี ส่วนใหญ่มีอาชีพพนักงาน/ ลูกจ้างบริษัทเอกชน มีรายได้เฉลี่ย 15,001–25,000 /เดือน จบการศึกษาอยู่ในระดับปริญญาตรี 2) คุณภาพของเทคโนโลยีในการให้บริการภาพรวมอยู่ในระดับมาก 3) ความพึงพอใจของผู้โดยสารภาพรวมอยู่ในระดับมาก และ 4) แนวโน้มการใช้เทคโนโลยีปัญญาประดิษฐ์ (AI) อยู่ในระดับมากเช่นกัน และ 5) การศึกษาความสัมพันธ์พบว่าข้อมูลส่วนบุคคลมีความสัมพันธ์ต่อแนวโน้มการใช้บริการเทคโนโลยีปัญญาประดิษฐ์ในระดับต่ำในทิศทางเดียวกัน ยกเว้นด้านรายได้ที่เป็นไปในทิศทางตรงข้าม คุณภาพการให้บริการโดยรวมมีความสัมพันธ์ต่อแนวโน้มการใช้บริการเทคโนโลยีปัญญาประดิษฐ์ในระดับสูงเป็นไปในทิศทางเดียวกัน ความสัมพันธ์ด้านความพึงพอใจของผู้โดยสารต่อแนวโน้มการใช้บริการเทคโนโลยีปัญญาประดิษฐ์ในระดับสูง เป็นไปในทิศทางเดียวกัน **ข้อเสนอแนะทางทฤษฎี และนโยบาย** หากท่าอากาศยานสุวรรณภูมิมีการผลักดันให้เกิดกระบวนการใช้งานเทคโนโลยีปัญญาประดิษฐ์มากขึ้น เช่น การประชาสัมพันธ์มากขึ้น การรณรงค์สร้างความตระหนักรู้มากขึ้น ก็จะทำให้สามารถเพิ่มขีดความสามารถในการแข่งขันได้ในระยะยาว

คำสำคัญ: คุณภาพการให้บริการ เทคโนโลยีปัญญาประดิษฐ์ แนวโน้มการใช้เทคโนโลยีปัญญาประดิษฐ์

1. บทนำ

เทคโนโลยีปัญญาประดิษฐ์ คือ เครื่องจักร (Machine) ที่มีความสามารถในการทำความเข้าใจ และเรียนรู้จากองค์ความรู้ต่าง ๆ อาทิเช่น การรับรู้ การเรียนรู้ การให้เหตุผล และการแก้ปัญหาต่าง ๆ ซึ่ง

เทคโนโลยีปัญญาประดิษฐ์ (AI) ได้ถูกจำแนกออกเป็นหลายระดับตามความสามารถโดยจะถูกทดสอบจากความสามารถในการให้เหตุผล การพูด และทัศนคติของ AI ตัวนั้น ๆ เมื่อเปรียบเทียบกับมนุษย์ โดยเทคโนโลยีปัญญาประดิษฐ์ (AI) ได้ถูกจำแนกออกเป็น 3 ระดับ ดังนี้ 1) ปัญญาประดิษฐ์เชิงแคบ (Narrow AI) คือเทคโนโลยีปัญญาประดิษฐ์ที่มีความสามารถเฉพาะทางได้ดีกว่ามนุษย์ 2) ปัญญาประดิษฐ์ทั่วไป (General AI) คือเทคโนโลยีปัญญาประดิษฐ์ที่มีความสามารถระดับเดียวกับมนุษย์ สามารถทำทุก ๆ อย่างที่มนุษย์ทำได้และได้ประสิทธิภาพที่ใกล้เคียงกับมนุษย์ 3) ปัญญาประดิษฐ์แบบเข้ม (Strong AI) คือปัญญาประดิษฐ์ที่มีความสามารถเหนือมนุษย์ในหลาย ๆ ด้าน นอกจากนี้ เทคโนโลยีปัญญาประดิษฐ์สามารถทำงานที่มีความซ้ำซากได้อย่างมีประสิทธิภาพรวมถึงลดต้นทุนในการจ้างพนักงาน และสร้างรายได้มหาศาลให้แก่ผู้ประกอบการได้อีกด้วย (nessessence, 2022) จากการที่เทคโนโลยีปัญญาประดิษฐ์ (AI) ยังช่วยอำนวยความสะดวกและรวดเร็ว มีความปลอดภัย และให้ความเป็นส่วนตัวแก่ผู้ใช้บริการ นักเดินทางจึงให้ความสนใจและหันมาใช้บริการการเดินทางทางอากาศมากยิ่งขึ้น ในขณะที่เดียวกันท่าอากาศยานต่าง ๆ ทั่วโลกก็เล็งเห็นแนวโน้มในการปรับกลยุทธ์ด้วยการนำเทคโนโลยีปัญญาประดิษฐ์ (AI) มาพัฒนาให้มีความทันสมัยต่อความต้องการของผู้ใช้บริการมากยิ่งขึ้นอย่าง เช่น ท่าอากาศยานนานาชาติสิงคโปร์ ชางงี ได้รับรางวัลท่าอากาศยานที่ดีที่สุดของโลกประจำปี 2563 เนื่องจากการพัฒนาสนามบินให้ดีขึ้นด้วยเทคโนโลยีต่าง ๆ โดยปัจจุบันก็มีโปรแกรมที่ชื่อว่า SMART Airport เพื่อปูทางที่จะพัฒนาสนามบินแห่งนี้ไปสู่ประสบการณ์ที่ยอดเยี่ยมของเหล่านักท่องเที่ยวที่มาจากประเทศสิงคโปร์

ในปี 2022 Skytrax สถาบันการจัดอันดับมาตรฐานสายการบินนานาชาติ ได้เปิดเผยลิสต์สนามบินที่ดีที่สุดในโลก หรือ ‘The World’s Best Airports’ ซึ่งสนามบินฮาหมัดกรุงโดฮา ประเทศกาตาร์ ติดอันดับ 1 ส่วนสนามบินฮานอย ติดอันดับ 2 สนามบินชางงี ติดอันดับ 3 ส่วนสนามบินสุวรรณภูมิติดอันดับที่ 77 เห็นได้ว่าสนามบินที่ติดอันดับต้น ๆ ได้มีการพัฒนานำเทคโนโลยีปัญญาประดิษฐ์ (AI) มาใช้เพิ่มประสิทธิภาพให้การบริการ และสร้าง Customer Experience)

สนามบินติดอันดับ 1 อย่างท่าอากาศยานนานาชาติฮามัด โดฮา ประเทศกาตาร์ ได้นำเทคโนโลยี มาใช้เจ้าหน้าที่จุดคัดกรองโรคจะสวมใส่หมวกกันน็อกอัจฉริยะที่สามารถประเมินอุณหภูมิในร่างกายได้อย่างเร็ว โดยใช้วิธีการถ่ายภาพด้วยความร้อนและระบบปัญญาประดิษฐ์ (AI) ในการประมวลผล ซึ่งเป็นการประมวลผลแบบ Deep Data ที่ช่วยในเรื่องความแม่นยำมากขึ้น โดยเฉพาะสำหรับผู้ป่วยติดเชื้อที่ยังไม่แสดงอาการชัดเจน (Prakai, 2022)

จากข้อมูลดังกล่าว ทำให้เห็นว่าปัจจุบันนี้สนามบินต่าง ๆ มีการพัฒนาการให้บริการโดยการนำปัญญาประดิษฐ์มาใช้ เพื่อสร้างประสบการณ์ สร้างความพึงพอใจให้แก่ผู้โดยสารที่มาใช้บริการ ผู้วิจัยจึงทำการศึกษาวิจัยในหัวข้อ “คุณภาพการให้บริการเทคโนโลยีปัญญาประดิษฐ์ และความพึงพอใจของผู้โดยสารมีความสัมพันธ์ต่อแนวโน้มการใช้เทคโนโลยีปัญญาประดิษฐ์ ณ ท่าอากาศยานสุวรรณภูมิ ซึ่งปัญญาประดิษฐ์ที่นำมาใช้ในท่าอากาศยานสุวรรณภูมิ เช่น ตู้เช็คอินอัตโนมัติ (Kiosk) เครื่อง Sensor สแกนสัมภาระ สแกนใบหน้า Application เช็คอิน และ AI ประมวลผลตรวจจับวัตถุแปลกปลอม เป็นต้น

คำถามการวิจัย “คุณภาพการให้บริการเทคโนโลยีปัญญาประดิษฐ์ และความพึงพอใจของผู้โดยสารจะ

มีความสัมพันธ์กับแนวโน้มการใช้เทคโนโลยีปัญญาประดิษฐ์อย่างไร มีปัจจัยใดบ้างที่ส่งผลดี เพื่อเป็นประโยชน์ต่อการนำไปปรับปรุงพัฒนาคุณภาพการให้บริการของท่าอากาศยาน เพื่อเพิ่มขีดความสามารถในการแข่งขันได้ต่อไปในอนาคต

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาข้อมูลส่วนบุคคลของผู้โดยสารที่ใช้เทคโนโลยีปัญญาประดิษฐ์ ณ ท่าอากาศยานสุวรรณภูมิ
2. เพื่อศึกษาคุณภาพของเทคโนโลยีในการให้บริการ ณ ท่าอากาศยานสุวรรณภูมิ เช่น Kiosk –Check IN, Application Check IN, Sawasdee AOT Application, Sensor สแกนสัมภาระ และ/หรือสแกนใบหน้า
3. เพื่อศึกษาความพึงพอใจของผู้ใช้บริการเทคโนโลยีปัญญาประดิษฐ์ ณ ท่าอากาศยานสุวรรณภูมิ
4. เพื่อศึกษาแนวโน้มการใช้เทคโนโลยีปัญญาประดิษฐ์ (AI) ณ ท่าอากาศยานสุวรรณภูมิ
5. เพื่อศึกษาความสัมพันธ์ของข้อมูลส่วนบุคคล คุณภาพการให้บริการเทคโนโลยีปัญญาประดิษฐ์ และความพึงพอใจของผู้โดยสารที่มีต่อแนวโน้มการใช้เทคโนโลยีปัญญาประดิษฐ์ ณ ท่าอากาศยานสุวรรณภูมิ

ขอบเขตของการวิจัย

ขอบเขตด้านประชากร: ผู้โดยสารที่ใช้บริการปัญญาประดิษฐ์ (AI) ณ ท่าอากาศยานสุวรรณภูมิ

ขอบเขตด้านเนื้อหา: ประกอบด้วย ข้อมูลส่วนบุคคล ได้แก่ อายุ เพศ อาชีพ รายได้ และการศึกษา คุณภาพของเทคโนโลยีในการบริการ ได้แก่ ด้านความเชื่อถือ (Reliable) ด้านการตอบสนอง (Responsiveness) ด้านความมั่นใจ (Assurance) ด้านความเข้าถึงจิตใจ (Empathy) และด้านบริการที่สัมผัสได้ (Tangibility) ความพึงพอใจของผู้ใช้บริการปัญญาประดิษฐ์ ณ ท่าอากาศยานสุวรรณภูมิ ได้แก่ อารมณ์และความรู้สึกที่ดีต่อการใช้บริการ การแสดงออกมาเป็นพฤติกรรมที่ดีหลังการใช้บริการ และการเกิดทัศนคติที่ดีต่อท่าอากาศยานสุวรรณภูมิ ตัวแปรตาม แนวโน้มการใช้เทคโนโลยีปัญญาประดิษฐ์ (AI) ได้แก่ ผู้ใช้บริการ คำนึงถึงความสะดวกและรวดเร็ว ผู้ใช้บริการให้ความสำคัญกับสุขภาพและความปลอดภัยมากขึ้น และมีการพัฒนาเทคโนโลยีปัญญาประดิษฐ์ (AI) ที่หลากหลายมากขึ้น

ขอบเขตด้านระยะเวลา: เก็บข้อมูลเดือนเมษายน-เดือนพฤษภาคม พ.ศ.2564

ขอบเขตด้านสถานที่: ท่าอากาศยานสุวรรณภูมิ และช่องทางแพลตฟอร์มออนไลน์ ได้แก่ เฟซบุ๊ก (Facebook) และอินสตาแกรม (Instagram) เนื่องจากสถานการณ์โควิด 19 เป็นช่วงที่สนามบินยังเปิดเส้นทางการบินไม่มากทำให้มีผู้โดยสารในสนามบินน้อยมากต่อวัน

ประโยชน์ของการวิจัย

1. ท่าอากาศยานสุวรรณภูมิ และสนามบินอื่น ๆ ในสังกัดการกำกับดูแลของ บริษัท ท่าอากาศยานไทย จำกัด (มหาชน) สามารถนำผลการวิจัยไปประกอบการพิจารณาปรับปรุงคุณภาพการให้บริการเทคโนโลยีปัญญาประดิษฐ์ของสนามบินได้ในอนาคต
2. นักวิจัย นักศึกษา อาจารย์ และผู้สนใจ สามารถนำไปต่อยอดงานวิจัยได้

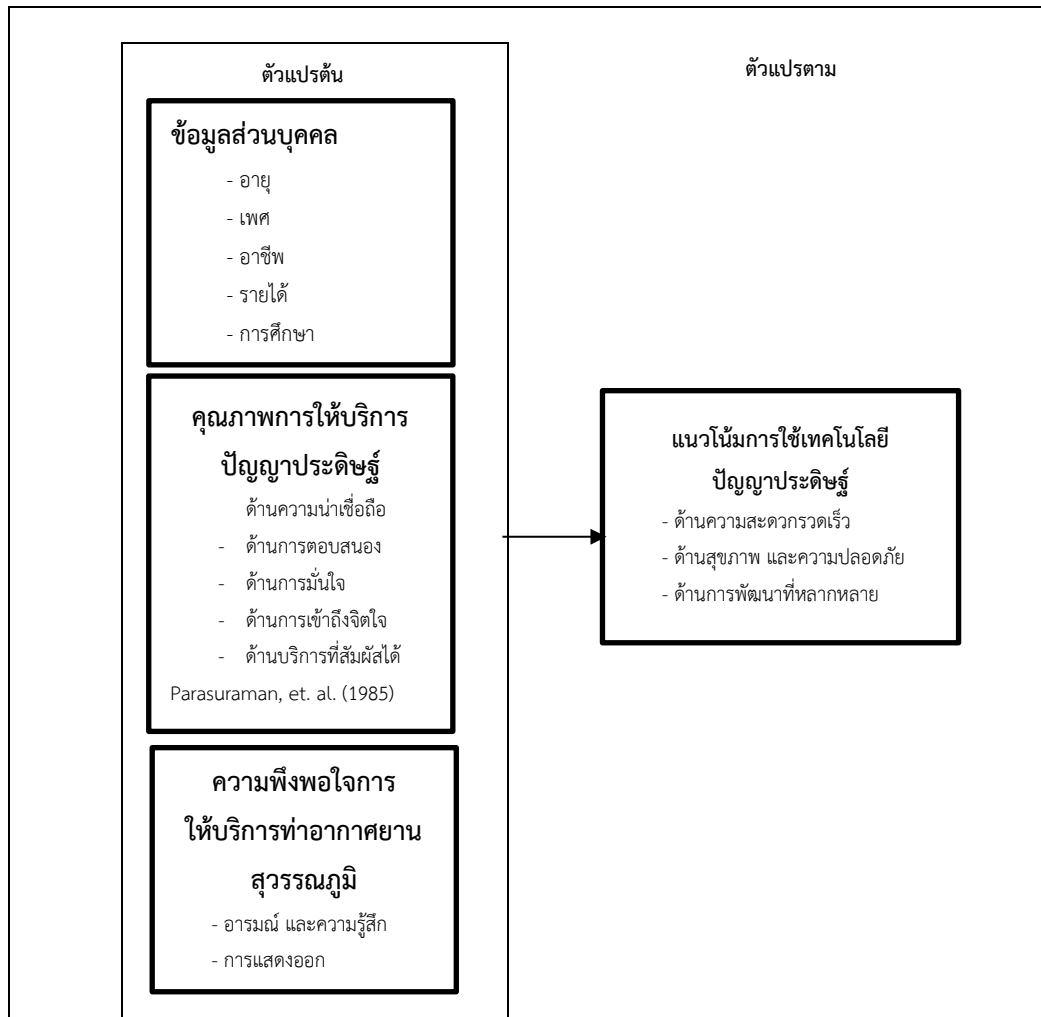
สมมติฐานของการวิจัย

- สมมติฐานที่ 1 ข้อมูลส่วนบุคคลมีความสัมพันธ์ต่อแนวโน้มการใช้บริการเทคโนโลยีปัญญาประดิษฐ์
- สมมติฐานที่ 2 คุณภาพการให้บริการมีความสัมพันธ์ต่อแนวโน้มการใช้บริการเทคโนโลยี

ปัญหาประติษฐ์

สมมติฐานที่ 3 ความพึงพอใจของผู้โดยสารมีความสัมพันธ์ต่อแนวโน้มการใช้บริการเทคโนโลยี
ปัญหาประติษฐ์

กรอบแนวคิดการวิจัย



การทบทวนวรรณกรรม

แนวคิด และทฤษฎีเกี่ยวกับคุณภาพของการบริการ

Hamari, Hanner & Koivisto. (2017) กล่าวถึง คุณภาพการให้บริการคือความต้องการ และความคาดหวังของนักท่องเที่ยวหรือนักเดินทาง ลูกค้าหรือผู้บริโภคที่ได้รับหลังจากการใช้บริการแล้ว Olgun, Ceylan & Ibrahim. (2014) การบริการด้วยความรวดเร็วในการให้บริการ มีการดูแล และเอาใจใส่ต่อผู้มาใช้บริการได้อย่างมีคุณภาพ และมีประสิทธิภาพที่ดี ทำให้เกิดเป็นความน่าเชื่อถือ ซึ่งการบริการเหล่านี้ได้ส่งผลต่อความพึงพอใจของผู้ใช้บริการ และสามารถส่งผลให้เกิดการกลับมาใช้บริการซ้ำอีกครั้ง อีกทั้งยังมีการบอก

กล่าวต่อ และแนะนำให้กับผู้อื่น ที่ไม่เคยใช้บริการได้มาใช้บริการ James, Villacis Calderon & Cook. (2017) คุณภาพของการบริการเป็นการทำให้นักท่องเที่ยวหรือนักเดินทาง ลูกค้าหรือผู้บริโภคเกิดความรู้สึกถึงความพึงพอใจ ความสุขได้กับสิ่งที่คาดหวังไว้ที่ได้ใช้บริการด้วยตามเต็มใจจากผู้ให้บริการ Melo, Hernandez-Maestro & Munoz-Gallego. (2017) ความพึงพอใจในที่เพิ่มขึ้นจากการรับรู้ และความคาดหวังของนักท่องเที่ยว เกี่ยวกับคุณภาพการให้บริการ และความพึงพอใจ เป็นเรื่องของคุณค่าของการให้บริการอย่างมีประสิทธิภาพ และประสิทธิภาพโดยการใช้บริการลูกค้าด้วยความเต็มใจดูแลเอาใจใส่อย่างเป็นกันเองโดยองค์กรธุรกิจผู้ให้บริการ บริการด้วยคุณภาพที่มีความเป็นเลิศ และคุณภาพของการบริการเหนือกว่าคู่แข่ง

Parasuraman, et al., (1988) ความพึงพอใจในคุณภาพการบริการ (Service Quality Satisfaction) หมายถึง เป็นคุณภาพการให้บริการที่มีการพัฒนามาจากการดูแลเอาใจใส่ ความไว้วางใจ และการตอบสนองตามความต้องการของนักท่องเที่ยว ที่สามารถส่งผลกระทบต่อกระบวนการการกลับมาใช้บริการซ้ำ (Repurchase) โดยองค์ประกอบของคุณภาพของการบริการสามารถแบ่งออกได้เป็น 5 มิติ ดังนี้คือ 1) ความเป็นรูปธรรมของบริการ (Tangibility) 2) ความเชื่อถือไว้วางใจได้ (Reliability) 3) การตอบสนองต่อลูกค้าที่รวดเร็ว (Responsiveness) 4) การประกันคุณภาพหรือการให้ความเชื่อมั่นต่อลูกค้า (Assurance) 5) การเอาใจใส่ลูกค้าเป็นรายบุคคล (Empathy)

แนวความคิดและทฤษฎีด้าน ความพึงพอใจ

Morse. (1958) กล่าวถึงความพึงพอใจไว้ว่า เป็นสภาวะจิตที่ปราศจากความเครียดอาจเกิดจากธรรมชาติของมนุษย์มีความต้องการและเมื่อมีความต้องการได้รับการตอบสนองทั้งหมดหรือบางส่วนจะทำให้ความเครียดน้อยลง ส่งผลให้เกิดความพึงพอใจหรือในทางกลับกัน ถ้าความต้องการนั้นไม่ได้รับการตอบสนอง ความเครียดและความไม่พึงพอใจก็จะเกิดขึ้น Vroom (1964 หน้า 8) ความพึงพอใจเป็นผลที่ได้จากการที่บุคคลเข้าไปมีส่วนร่วมในสิ่งนั้นทัศนคติด้านบวกจะแสดงให้เห็นสภาพความพึงพอใจในสิ่งนั้น และทัศนคติด้านลบจะแสดงให้เห็นสภาพความไม่พึงพอใจนั่นเอง W.Shelly (1975 หน้า 9) ความพึงพอใจไว้ว่าเป็นความรู้สึกที่สามารถ แบ่งได้เป็น 2 ประเภท คือ 1) ความรู้สึกในทางบวก และความรู้สึกในทางลบ ความรู้สึกในทางบวกเป็นความรู้สึกที่เมื่อเกิดขึ้นแล้วทำให้เกิดความสุข ความสุขนี้เป็นความสุขที่แตกต่างจากความรู้สึกทางบวกอื่น ๆ กล่าวคือเป็นความรู้สึกที่มีระบบย้อนกลับความสุข 2) สามารถทำให้เกิดความสุข หรือความรู้สึกทางบวกอื่น ๆ ความรู้สึกทางลบ ความรู้สึกทางบวกและความรู้สึกที่มีความสัมพันธ์กันอย่างสลับซับซ้อนและระบบความสัมพันธ์ของความรู้สึกทั้งสามนี้ เรียกว่า ระบบความพึงพอใจ

แนวคิดของความสามารถด้านการยอมรับในปัญญาประดิษฐ์ (AI)

แนวคิดตามกรอบโครงสร้างองค์กร - สิ่งแวดล้อม (Technology-Organization-Environment : TOE) (Tornatzky & Fleischer, 1990) โดยแบ่งเป็นสามอย่างที่ส่งผลกระทบต่อกรยอมรับ อันได้แก่ ด้านนวัตกรรมทางเทคโนโลยี, ด้านเทคโนโลยีขององค์กร และด้านสิ่งแวดล้อม สำหรับด้านเทคโนโลยีประกอบด้วยทั้งอุปกรณ์และกระบวนการที่จำเป็นรวมถึงเทคโนโลยีภายใน และภายนอกที่เกี่ยวข้อง ส่วนขององค์กรในกรอบ TOE หมายถึงทรัพยากรและลักษณะอื่น ๆ ของ บริษัท ในขณะที่ ด้านสิ่งแวดล้อมครอบคลุมหุ้นส่วนและคู่แข่งของ บริษัท รวมทั้งเศรษฐกิจมหภาค และสภาพแวดล้อมด้านกฎระเบียบ (Baker, 2012) และ

แนวคิดของทฤษฎีการแพร่กระจายของนวัตกรรม (diffusion on innovation หรือเรียกว่า DOI) โดย Everett Rogers. (1976, 1995, 2003) และการพัฒนาเพิ่มเติมโดย Daniel Surry (Surry & Baker, 2016; Surry, Ensminger, & Jones, 2002; Surry & Farquhar, 1997) การแพร่กระจาย หมายถึงกระบวนการที่นำนวัตกรรมมาใช้และได้รับการยอมรับจากสมาชิกของชุมชนบางแห่ง ความจริงที่สำคัญที่สุดที่จะต้องพิจารณาในการพูดถึงทฤษฎีการแพร่ คือมันไม่ใช่ทฤษฎีที่กำหนดชัดเจนดีเป็นหนึ่งเดียวและครอบคลุม ทฤษฎีจำนวนมากจากหลากหลายสาขาวิชา แต่ละวิชามุ่งเน้นองค์ประกอบที่แตกต่างกันของกระบวนการนวัตกรรมรวมกันเพื่อสร้างจุดประสงค์ในการแพร่กระจาย (Surry and Farquhar, 1997)

งานวิจัยที่เกี่ยวข้อง

พรเทพ พัฒนารักษ์และคณะ (2561, น. 8) ความพึงพอใจ คือ ความรู้สึกที่ดีหรือทัศนคติที่ดีของบุคคลซึ่งโดยมากมักเกิดจากการที่บุคคลนั้นได้รับการตอบสนองตามสิ่งที่ตนต้องการ บุคคลนั้นก็เกิดความรู้สึกที่ดีในสิ่งนั้น ในทางตรงกันข้าม หากความต้องการของบุคคลนั้นไม่ได้รับการตอบสนอง ก็อาจเกิดความไม่พึงพอใจขึ้น ส่วนความพึงพอใจในการให้บริการ หมายถึง ความรู้สึกหรือทัศนคติของบุคคลที่มีต่อการให้บริการที่เกี่ยวข้องกับบุคคล 2 ฝ่ายทั้งทางบวกและทางลบ สนทยา ทิมเรือง (2561) ศึกษาเรื่อง การนำปัญหาประดิษฐ์มาใช้ในงานตรวจสอบของผู้ตรวจสอบภายใน โดยมีวัตถุประสงค์ของการวิจัยคือ เพื่อศึกษาวิธีการนำปัญหาประดิษฐ์มาสนับสนุนในงานตรวจสอบภายในของผู้ตรวจสอบภายใน และเพื่อศึกษาประโยชน์ของการนำปัญหาประดิษฐ์มาใช้ส่วนอีพีพีพี สงวนวงศ์, ณัฐพรพรรณ อุตมา, ภูมิพัฒน์ พงศ์พฤตภูมิ (2562) ทำการศึกษาเรื่องอิทธิพลของคุณภาพการบริการต่อความพึงพอใจลูกค้าสำหรับท่าอากาศยานนานาชาติในประเทศไทย มีวัตถุประสงค์เพื่อศึกษาปัจจัยอิทธิพลของคุณภาพการบริการที่มีผลต่อความพึงพอใจลูกค้าสำหรับท่าอากาศยานนานาชาติในประเทศไทย

2. วิธีดำเนินการวิจัย

ประชากรที่ใช้ในการวิจัย คือ ผู้โดยสารที่ใช้บริการเทคโนโลยีปัญญาประดิษฐ์ (AI) ณ ท่าอากาศยานสุวรรณภูมิ (BKK) ไม่ทราบจำนวนที่แน่นอน

กลุ่มตัวอย่างในการวิจัย ใช้สูตรการคำนวณแบบไม่ทราบจำนวนประชากรของ คอแครน (Cochran, 1977) จำนวนกลุ่มตัวอย่างเท่ากับ 384.16 หรือ จำนวน 385 คน เพื่อให้เกิดความคลาดเคลื่อนน้อยที่สุด ผู้วิจัยเก็บข้อมูลเพิ่มเป็น 400 ตัวอย่าง แบบสอบถามผ่านการตรวจสอบความตรงของข้อคำถามจากผู้เชี่ยวชาญ 3 ท่านได้ค่าความตรง (IOC) .67-1 นำแบบสอบถามที่ปรับแก้แล้วไปทดสอบกับตัวอย่างที่มีความใกล้เคียงกัน (Try Out) 30 ชุด ได้ค่าความเชื่อมั่น (Reliability) 0.879 การสุ่มใช้วิธีการสุ่มแบบเฉพาะเจาะจง (Purposive sampling) เก็บเฉพาะผู้โดยสารที่เคยใช้เทคโนโลยีปัญญาประดิษฐ์ ณ ท่าอากาศยานสุวรรณภูมิ สถิติที่ใช้ในการวิจัยได้แก่ สถิติเชิงพรรณนา: การแจกแจงความถี่ (Frequency Distribution) ค่าร้อยละ (Percentage) ค่าเฉลี่ยเลขคณิต (Mean) ค่าส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) สถิติเชิงอนุมาน: t-test สถิติ F-Test (One-way ANOVA) และ Pearson's Correlation ในการวิเคราะห์ความสัมพันธ์

3. ผลการวิจัย

ส่วนที่ ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม 1

ตารางที่ 1. จำนวน และร้อยละของกลุ่มตัวอย่างจำแนกตามข้อมูลทั่วไปเกี่ยวกับผู้ตอบแบบสอบถาม (n=400)

ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม	จำนวน	ร้อยละ
อายุ		
ต่ำกว่า 21 ปี	52	13.0
21 – 30 ปี	198	49.5
31 - 40 ปี	64	16.0
41 – 50 ปี	59	14.8
51 ปีขึ้นไป	27	6.8
เพศ		
ชาย	159	39.8
หญิง	241	60.3
อาชีพ		
นักเรียน/ นักศึกษา	80	44.5
ข้าราชการ/ พนักงานรัฐวิสาหกิจ	48	12.0
พนักงาน/ ลูกจ้างบริษัทเอกชน	178	20.0
เจ้าของกิจการ/ ธุรกิจส่วนตัว	54	13.5
อื่น ๆ	40	10.0
รายได้		
5,001-15,000 /เดือน	122	45.8
15,001-25,000 /เดือน	183	30.5
25,001-35,000 /เดือน	58	14.5
มากกว่า 35,000 / เดือน	37	9.3
การศึกษา		
ต่ำกว่ามัธยมศึกษาตอนปลาย.	12	3.0
มัธยมศึกษาตอนปลาย	59	14.8
ปวส./ เทียบเท่า	23	5.8
ปริญญาตรี/ เทียบเท่า	265	66.3
ปริญญาโท/ สูงกว่า	41	10.3

ส่วนที่ 2 คุณภาพของเทคโนโลยีในการให้บริการ ณ ท่าอากาศยานสุวรรณภูมิ

ตารางที่ 2 ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน คุณภาพของเทคโนโลยีในการให้บริการ ณ ท่าอากาศยานสุวรรณภูมิ

คุณภาพของเทคโนโลยีในการให้บริการ ณ ท่าอากาศยานสุวรรณภูมิ	\bar{x}	S.D.	แปลผล
ด้านความน่าเชื่อถือ	4.0787	.68234	มาก
ด้านการตอบสนอง	4.0300	.69844	มาก
ด้านความมั่นใจ	4.1488	.69801	มาก
ด้านความเข้าถึงจิตใจ	4.0975	.67482	มาก
ด้านบริการที่สัมผัสได้	4.0825	.74386	มาก
ภาพรวม	4.0875	.60524	มาก

ส่วนที่ 3 ความพึงพอใจของผู้โดยสาร ณ ท่าอากาศยานสุวรรณภูมิ

ตารางที่ 3 ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐานของกลุ่มตัวอย่างจำแนกตามความพึงพอใจของผู้โดยสาร ณ ท่าอากาศยานสุวรรณภูมิ

ความพึงพอใจของผู้โดยสาร ณ ท่าอากาศยานสุวรรณภูมิ	\bar{x}	S.D.	แปลผล
ด้านอารมณ์ และความรู้สึกที่ดีต่อการใช้บริการ	4.2438	.67628	มาก
ด้านการแสดงออกมาเป็นพฤติกรรมที่ดีหลังการใช้บริการ	4.1463	.71974	มาก
ด้านการเกิดทัศนคติที่ดีต่อท่าอากาศยานสุวรรณภูมิ	4.3237	.65623	มาก
ภาพรวม	4.2379	.62461	มาก

ส่วนที่ 4 แนวโน้มการใช้เทคโนโลยีปัญญาประดิษฐ์ (AI) ณ ท่าอากาศยานสุวรรณภูมิ

ตารางที่ 4 ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐานของกลุ่มตัวอย่างโดยศึกษาแนวโน้มการใช้เทคโนโลยีปัญญาประดิษฐ์ (AI) ณ ท่าอากาศยานสุวรรณภูมิ

แนวโน้มการใช้เทคโนโลยีปัญญาประดิษฐ์ (AI) ณ ท่าอากาศยานสุวรรณภูมิ	\bar{x}	S.D.	แปลผล
ผู้ให้บริการคำนึงถึงความสะดวก รวดเร็วมากยิ่งขึ้น	4.2525	.71064	มาก
ผู้ให้บริการให้ความสำคัญกับสุขภาพและความปลอดภัยมากขึ้น	4.3638	.70146	มาก
มีการพัฒนาเทคโนโลยีปัญญาประดิษฐ์ (AI) ที่หลากหลายมากขึ้น	4.2888	.68533	มาก
ภาพรวม	4.3017	.63804	มาก

ผลการวิเคราะห์ข้อมูลเชิงปริมาณ ทดสอบสมมติฐาน

สมมติฐานที่ 1 ข้อมูลส่วนบุคคลมีความสัมพันธ์ต่อแนวโน้มการใช้บริการเทคโนโลยีปัญญาประดิษฐ์

ตารางที่ 5 แสดงผลการวิเคราะห์ความสัมพันธ์ข้อมูลส่วนบุคคล และแนวโน้มการใช้เทคโนโลยีปัญญาประดิษฐ์ของท่าอากาศยานสุวรรณภูมิ

ข้อมูลส่วนบุคคล	แนวโน้มการใช้เทคโนโลยีปัญญาประดิษฐ์			
	Pearson's Correlation	Sig. (2 – tailed)	ทิศทาง	ระดับความสัมพันธ์
อายุ	.021	.669	เดียวกัน	ต่ำ
เพศ	.030	.544	เดียวกัน	ต่ำ
อาชีพ	.043	.395	เดียวกัน	ต่ำ
การศึกษา	.000	.993	เดียวกัน	ต่ำ
รายได้	-.024	.633	ตรงข้าม	ต่ำ

ข้อมูลส่วนบุคคลโดยรวมมีความสัมพันธ์ต่อแนวโน้มการใช้บริการเทคโนโลยีปัญญาประดิษฐ์ในระดับต่ำ และเป็นไปในทิศทางเดียวกันยกเว้นเพียงด้านรายได้เท่านั้นที่เป็นไปในทิศทางตรงข้าม

สมมติฐานที่ 2 คุณภาพการให้บริการมีความสัมพันธ์ต่อแนวโน้มการใช้บริการเทคโนโลยีปัญญาประดิษฐ์

ตารางที่ 6 แสดงผลการวิเคราะห์ความสัมพันธ์ระหว่างปัจจัยคุณภาพของเทคโนโลยีในการให้บริการและแนวโน้มการใช้เทคโนโลยีปัญญาประดิษฐ์ของท่าอากาศยานสุวรรณภูมิ

คุณภาพการให้บริการ	แนวโน้มการใช้เทคโนโลยีปัญญาประดิษฐ์			
	Pearson Correlation	Sig. (2-tailed)	ทิศทาง	ระดับความสัมพันธ์
ด้านความน่าเชื่อถือ	.576**	.000	เดียวกัน	ปานกลาง
ด้านการตอบสนอง	.640**	.000	เดียวกัน	ปานกลาง
ด้านความมั่นใจ	.635**	.000	เดียวกัน	ปานกลาง
ด้านความเข้าถึงจิตใจ	.679**	.000	เดียวกัน	ปานกลาง
ด้านบริการที่สัมผัสได้	.663**	.000	เดียวกัน	ปานกลาง
ภาพรวม	.738**	.000	เดียวกัน	สูง

คุณภาพการให้บริการโดยรวมมีความสัมพันธ์ต่อแนวโน้มการใช้บริการเทคโนโลยีปัญญาประดิษฐ์ในระดับสูง และเป็นไปในทิศทางเดียวกัน

สมมติฐานที่ 3 ความพึงพอใจของผู้โดยสารมีความสัมพันธ์ต่อแนวโน้มการใช้เทคโนโลยีปัญญาประดิษฐ์

ตารางที่ 7 การวิเคราะห์ความสัมพันธ์ความพึงพอใจของผู้โดยสารต่อแนวโน้มการใช้เทคโนโลยี

ปัญญาประดิษฐ์ของท่าอากาศยานสุวรรณภูมิ

ความพึงพอใจของผู้โดยสาร	แนวโน้มการใช้เทคโนโลยีปัญญาประดิษฐ์			
	Pearson Correlation	Sig. (2 – tailed)	ทิศทาง	ระดับความสัมพันธ์
ด้านอารมณ์และความรู้สึกที่ดีต่อการใช้บริการ	.718**	.000	เดียวกัน	สูง
การแสดงออกมาเป็นพฤติกรรมที่ดีหลังการใช้บริการ	.689**	.000	เดียวกัน	ปานกลาง
การเกิดทัศนคติที่ดีต่อท่าอากาศยานชาติสุวรรณภูมิ	.814**	.000	เดียวกัน	สูง
ภาพรวม	.809**	.000	เดียวกัน	สูง

ความพึงพอใจของผู้ใช้บริการโดยรวมมีความสัมพันธ์ต่อแนวโน้มการใช้บริการเทคโนโลยีปัญญาประดิษฐ์ในระดับสูง และเป็นไปในทิศทางเดียวกัน

4. สรุป และอภิปรายผล

ข้อมูลส่วนบุคคลโดยรวมมีความสัมพันธ์ต่อแนวโน้มการใช้บริการเทคโนโลยีปัญญาประดิษฐ์ในระดับต่ำ และเป็นไปในทิศทางเดียวกัน มีเพียงด้านรายได้เท่านั้นที่เป็นไปในทิศทางตรงข้าม คุณภาพการให้บริการโดยรวมมีความสัมพันธ์ต่อแนวโน้มการใช้บริการเทคโนโลยีปัญญาประดิษฐ์ในระดับสูง และเป็นไปในทิศทางเดียวกัน และความพึงพอใจของผู้โดยสารโดยรวมมีความสัมพันธ์ต่อแนวโน้มการใช้บริการเทคโนโลยีปัญญาประดิษฐ์ในระดับสูง และเป็นไปในทิศทางเดียวกัน

อภิปรายผล

ผลการศึกษาพบว่า ผู้ใช้บริการท่าอากาศยานสุวรรณภูมิส่วนใหญ่เป็นเพศหญิง จำนวน 241 คน เป็นพนักงาน/ลูกจ้างบริษัทเอกชน จำนวน 178 คน มีอายุ 21-30 ปี จำนวน 198 คน และมีรายได้เฉลี่ยต่อเดือน 15,001-25,000 บาท ด้านคุณภาพของเทคโนโลยีในการให้บริการที่มีผลต่อความพึงพอใจของผู้โดยสารในการใช้บริการปัญญาประดิษฐ์ในท่าอากาศยานสุวรรณภูมิ พบว่า ผู้โดยสารมีความคิดเห็นในด้านความมั่นใจ (Assurance) มากที่สุด ที่เป็นเช่นนี้เพราะ ผู้โดยสารส่วนใหญ่คำนึงถึงความปลอดภัยของข้อมูลส่วนบุคคลเป็น

อย่างมาก สอดคล้องกับ Parasuraman, et al., (1988) คุณภาพการให้บริการที่มีการพัฒนาจากการดูแลเอาใจใส่ ความไว้วางใจ เชื่อใจ อีกทั้งยังสอดคล้องกับ Parasuraman, Berry & Zeithaml (1985) ที่ได้กล่าวว่า ความน่าเชื่อถือ คือ องค์การให้การบริการตรงกับสัญญาที่ให้กับผู้ใช้บริการ โดยที่การให้บริการต้องมีความเหมาะสม และผลลัพธ์ที่ได้ต้องมีความสม่ำเสมอ จึงจะสามารถทำให้ลูกค้ารู้สึกว่าการบริการที่ได้รับนั้นมีความน่าเชื่อถือสามารถให้ความไว้วางใจได้ สอดคล้องกับ Hamari, Hanner & Kovisto, (2017) ที่ว่าคุณภาพการให้บริการคือความต้องการและความคาดหวังของนักท่องเที่ยวหรือนักเดินทาง ลูกค้าหรือผู้บริโภคที่ได้รับหลังจากการให้บริการแล้ว สอดคล้องกับ Melo, Hernandez-Maestro & Munoz-Gallego, (2017) ผลด้านความพึงพอใจของผู้โดยสาร ณ ท่าอากาศยานสุวรรณภูมิ มีทัศนคติที่ดีต่อท่าอากาศยานสุวรรณภูมิมากที่สุด ที่เป็นเช่นนี้เพราะ ผู้ใช้บริการเทคโนโลยีปัญญาประดิษฐ์ได้รับการบริการที่ตรงตามความคาดหวัง ผู้ใช้บริการจึงมีความต้องการที่จะกลับมาใช้บริการซ้ำ อีกทั้งผู้บริโภครยังมีความเห็นที่สนับสนุนว่าท่าอากาศยานสุวรรณภูมิควรมีการนำเทคโนโลยีปัญญาประดิษฐ์ (AI) ชนิดที่ทันสมัยมาให้บริการภายในท่าอากาศยานอีกด้วย สอดคล้องกับ พรเทพ พัฒนานุรักษ์และคณะ (2561) ที่กล่าวว่า ความพึงพอใจ คือ ความรู้สึกที่ดีหรือทัศนคติที่ดีของบุคคลซึ่งโดยมากมักเกิดจากการที่บุคคลนั้นได้รับการตอบสนองตามสิ่งที่ตนต้องการ บุคคลนั้นก็เกิดความรู้สึกที่ดีในสิ่งนั้น สอดคล้องกับกชกร เป้าสุวรรณ และคณะ (2550) ความพึงพอใจเป็นผลของการแสดงออกของทัศนคติของบุคคลรูปแบบหนึ่ง สอดคล้องกับ อุทัย พรรณสุดใจ (2545) ความพึงพอใจเป็นความรู้สึกรัก ชอบ ยินดี เต็มใจ หรือมีเจตคติที่ดีของบุคคลต่อสิ่งใดสิ่งหนึ่ง ความพอใจจะเกิดเมื่อได้รับการตอบสนองต่อความต้องการ ทั้งด้านวัตถุและด้านจิตใจ ความพึงพอใจเป็นเรื่องเกี่ยวกับอารมณ์ ความรู้สึก และทัศนคติของบุคคล

ข้อเสนอแนะ

ข้อเสนอแนะจากผลการวิจัย

1. ปัจจัยคุณภาพของเทคโนโลยีในการให้บริการ ผู้ใช้บริการมีความเห็นต่อด้านการตอบสนอง (Responsiveness) น้อยที่สุด ซึ่งในปัจจุบันท่าอากาศยานสุวรรณภูมิได้ให้บริการเทคโนโลยีปัญญาประดิษฐ์ที่มีการตอบสนองต่อผู้ใช้บริการหลายชนิดต่อผู้ใช้บริการ ดังนั้นบริษัท ท่าอากาศยานไทย จำกัด (มหาชน) ควรผลักดันในเรื่องของการนำเทคโนโลยีปัญญาประดิษฐ์ที่มีความทันสมัยมาให้บริการ เช่น เทคโนโลยีจดจำใบหน้าอัตโนมัติ ด้านตรวจคนเข้าเมือง (Automated Immigration Gate with Facial Recognition) ทางออกขึ้นเครื่องอัตโนมัติ (Automated Boarding) ระบบตรวจค้นผู้โดยสารขาออกแบบศูนย์รวม (Centralized Security Screening)

2. ปัจจัยความพึงพอใจของผู้โดยสาร ณ ท่าอากาศยานสุวรรณภูมิ ผู้ใช้บริการมีความคิดเห็นต่อเรื่องพฤติกรรมที่ดีหลังการใช้ ในระดับน้อยที่สุด ดังนั้นควรผลักดันให้มีการพัฒนาคุณภาพของเทคโนโลยีให้มีคุณภาพที่ดี ทัดเทียมกับท่าอากาศยานนานาชาติระดับต้น ๆ เพื่อให้ผู้ใช้บริการเกิดความพึงพอใจและแสดงออกมาเป็นพฤติกรรมที่ดีมากขึ้น เช่น มีความสุขตลอดการเดินทาง มีการบอกต่อในทางที่ดี เป็นต้น

ข้อเสนอแนะในการวิจัยครั้งต่อไป

1. การวิจัยครั้งนี้ ผู้วิจัยได้รับผลกระทบจากสถานการณ์การแพร่ระบาดของ COVID-19 จึงทำให้ต้องเปลี่ยนช่องทาง และพื้นที่ในการจัดเก็บข้อมูล ดังนั้นการวิจัยครั้งต่อไป ควรมีการวางแผนล่วงหน้าไว้อย่างดี เพื่อลดการเกิดปัญหา และอุปสรรคที่จะส่งผลกระทบต่อ การเก็บรวบรวมข้อมูล

2. ควรขยายการศึกษาวิจัยในสนามบินอื่น ๆ หากขยายขอบเขตของการศึกษาให้ครอบคลุมหลาย สนามบิน ก็จะเป็นประโยชน์อย่างยิ่งต่อการเข้าใจ และเห็นภาพรวมของความสำเร็จในการดำเนินงาน เพื่อจะได้นำข้อมูลไปปรับปรุง และพัฒนาต่อไป

5. การอ้างอิง

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ศึกษาแนวทางการให้บริการข้อมูลข่าวสารประชาสัมพันธ์เชิงรุกของสำนักวิทยบริการและเทคโนโลยีสารสนเทศ

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บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาพฤติกรรมการเปิดรับสื่อ ความพึงพอใจ และความต้องการของผู้ใช้บริการต่อรูปแบบการประชาสัมพันธ์ของสำนักวิทยบริการและเทคโนโลยีสารสนเทศ 2) ศึกษาแนวทางการประชาสัมพันธ์และความเป็นไปได้ในการนำรูปแบบการประชาสัมพันธ์ไปใช้ การวิจัยนี้เป็นการเก็บรวบรวมข้อมูลด้วยแบบสอบถามจากผู้ใช้บริการ จำนวน 373 คน ประกอบด้วยนักศึกษา จำนวน 328 คน อาจารย์ 21 คน และเจ้าหน้าที่ 24 คน เพื่อนำข้อมูลมาวิเคราะห์หาแนวทางการประชาสัมพันธ์ที่เหมาะสม จากนั้นทำการสนทนากลุ่ม (Focus Group) กับคณะกรรมการบริหารสำนักวิทยบริการและเทคโนโลยีสารสนเทศ เพื่อศึกษาความเป็นไปได้ในการใช้แนวทางการประชาสัมพันธ์ดังกล่าว

ผลการวิจัยพบว่า 1) ผู้ใช้บริการส่วนใหญ่มีพฤติกรรมการเปิดรับข้อมูลข่าวสารของสำนักวิทยบริการและเทคโนโลยีสารสนเทศผ่านทางสื่อออนไลน์ ได้แก่ เฟซบุ๊ก และทางเว็บไซต์ของสำนัก 2) ผู้ใช้บริการมีความพึงพอใจต่อการประชาสัมพันธ์ในภาพรวมในระดับมาก 3) ความต้องการรูปแบบการประชาสัมพันธ์ กลุ่มนักศึกษามีความต้องการรับทราบข้อมูลผ่านทางเฟซบุ๊ก ส่วนกลุ่มอาจารย์ต้องการรับทราบข้อมูลการจัดอบรมและสัมมนาการใช้โปรแกรมและเทคโนโลยีที่ทันสมัย ข้อมูลหนังสือ E-Book และวารสารที่เข้าใหม่ ขณะที่กลุ่มเจ้าหน้าที่มีความต้องการคลิปปวีดีโอเกี่ยวกับการใช้งานระบบสารสนเทศ

จากผลการศึกษาพฤติกรรมการเปิดรับสื่อ ความพึงพอใจ และความต้องการของผู้รับบริการ นำมาสู่แนวทางการประชาสัมพันธ์เชิงรุก โดยสร้างเป็นกลยุทธ์ตามกลุ่มเป้าหมาย ดังนี้ นักศึกษา ประกอบด้วยกลยุทธ์เปิดโลกสำนักวิทยบริการฯ เป็นมากกว่าห้องสมุด กลยุทธ์ ARIT : This is your home และกลยุทธ์ ARIT ชวนน้องมา Join กัน กับกิจกรรมประจำเดือน อาจารย์ ประกอบด้วย กลยุทธ์ ARIT Any Where Any Time กลยุทธ์ ARIT อาณาจักรแห่งการสืบค้น และแบ่งปันองค์ความรู้ และกลยุทธ์ ARIT News and Trend Update เจ้าหน้าที่ ประกอบด้วย กลยุทธ์ ARIT เพื่อนรู้ใจ แก้ปัญหาฉับไว กลยุทธ์นี้ถึงทักษะ IT นี้ถึง ARIT และกลยุทธ์ We are one We are family ผลการศึกษาความเป็นไปได้ต่อแนวทางการประชาสัมพันธ์ พบว่าทุกแนวทางมีความน่าสนใจและเป็นไปได้

คำสำคัญ: การประชาสัมพันธ์, พฤติกรรมการเปิดรับข่าวสาร, ความพึงพอใจ, ความต้องการ, การประชาสัมพันธ์เชิงรุก

1. บทนำ

สำนักวิทยบริการและเทคโนโลยีสารสนเทศ มหาวิทยาลัยราชภัฏเพชรบูรณ์ แบ่งส่วนราชการ ออกเป็น 4 ส่วน ได้แก่ งานบริหารและธุรการ งานหอสมุดกลาง งานบริการคอมพิวเตอร์และเทคโนโลยีสารสนเทศ และงานวิจัยและพัฒนาซอฟต์แวร์คอมพิวเตอร์และเครือข่าย ซึ่งเป็นหน่วยงานที่ให้บริการเพื่อสนับสนุนการเรียนการสอน การบริการวิชาการ การพัฒนาเทคโนโลยีสารสนเทศ การให้บริการระบบสารสนเทศภายในมหาวิทยาลัย การศึกษาค้นคว้า และเป็นแหล่งรวบรวมทรัพยากรสารสนเทศ เพื่อให้บริการกับนักศึกษา อาจารย์ เจ้าหน้าที่ มหาวิทยาลัยราชภัฏเพชรบูรณ์ และบุคคลทั่วไป

หากในปัจจุบันภารกิจดังกล่าวของสำนักวิทยบริการฯ เป็นที่รับรู้ในวงจำกัด และได้รับความร่วมมือจากผู้รับบริการน้อยลง จึงจำเป็นต้องสื่อสารข้อมูลให้ผู้ใช้บริการได้รับรู้ รับทราบบทบาทหน้าที่ ภารกิจ ผลการดำเนินงานด้านต่าง ๆ และการให้บริการของหน่วยงาน

ทั้งนี้ หลักการประชาสัมพันธ์เชื่อว่า การสื่อสารและเผยแพร่ข่าวสารข้อมูลจากหน่วยงานหรือจากผู้บริการไปยังผู้รับสาร จะช่วยให้ผู้รับสารเกิดการรับรู้ มีความเข้าใจ และมีทัศนคติที่ดี เพื่อให้เกิดความร่วมมือ โดยผ่านกระบวนการสื่อสารและสื่อที่เหมาะสม การประชาสัมพันธ์จะประสบความสำเร็จได้ต้องอาศัยการสื่อสารที่ดีมีประสิทธิภาพต้องมีการวางแผน กำหนดวัตถุประสงค์ และดำเนินการจริงตามแผนงานที่ได้วางไว้ อย่างเหมาะสม (สำนักงานเผยแพร่และประชาสัมพันธ์ กรมควบคุมโรค, 2554) ประกอบกับปัจจุบันถือเป็นยุคที่มีพัฒนาการของเทคโนโลยีสารสนเทศ (Information Technology) ดังนั้น งานประชาสัมพันธ์จะต้องให้ความสำคัญและนำเทคโนโลยีสารสนเทศมาใช้ในงานประชาสัมพันธ์ เพื่อให้งานประชาสัมพันธ์มีความรวดเร็ว และถูกต้องแม่นยำ (เสกสรร สายสีสด, 2549) โดยเฉพาะการนำสื่อโซเชียลมีเดีย (Social Media) มาใช้เป็นเครื่องมือเพื่อการสื่อสารประชาสัมพันธ์ให้เข้าถึงกลุ่มเป้าหมายจำนวนมากในระยะเวลาที่รวดเร็ว จึงเข้ามามีบทบาทสำคัญกับทุกหน่วยงาน เพื่อให้การประชาสัมพันธ์มีประสิทธิภาพมากยิ่งขึ้น

อนึ่ง การประชาสัมพันธ์ที่ดีไม่เพียงแต่เผยแพร่ข่าวสารเท่านั้น แต่ข้อมูลที่เผยแพร่ต้องตรงกับความต้องการของผู้ใช้บริการ ซึ่งผู้ปฏิบัติงานด้านการประชาสัมพันธ์ควรศึกษาปัจจัยต่าง ๆ เพื่อนำมาใช้เป็นข้อมูล และเครื่องมือให้การประชาสัมพันธ์เข้าถึงผู้ใช้บริการได้อย่างรวดเร็ว ตรงต่อกลุ่มเป้าหมาย และตรงตามความต้องการ จึงเป็นสิ่งสำคัญยิ่งที่สำนักวิทยบริการและเทคโนโลยีสารสนเทศต้องพัฒนารูปแบบและวิธีการ เพื่อให้การสื่อสารข้อมูลเข้าถึงกลุ่มเป้าหมายได้จำนวนมาก รวดเร็ว และทันสถานการณ์ ผู้วิจัยเล็งเห็นว่าการศึกษานวทางการให้บริการข้อมูลข่าวสารประชาสัมพันธ์เชิงรุกของสำนักวิทยบริการและเทคโนโลยีสารสนเทศ จะทำให้การประชาสัมพันธ์ข้อมูลข่าวสาร กิจกรรม และการให้บริการของสำนักวิทยบริการและเทคโนโลยีสารสนเทศเกิดประสิทธิภาพมากยิ่งขึ้น งานวิจัยนี้ จึงมุ่งศึกษาพฤติกรรมการเปิดรับสื่อ ความพึงพอใจ และความต้องการรูปแบบการประชาสัมพันธ์ จากนักศึกษา อาจารย์ และเจ้าหน้าที่ของมหาวิทยาลัยราชภัฏเพชรบูรณ์ เพื่อนำมาพัฒนาปรับปรุงการประชาสัมพันธ์ให้เกิดประสิทธิภาพ อันจะเป็นประโยชน์สูงสุดต่อองค์กร

2. การทบทวนวรรณกรรม

2.1 แนวคิดเกี่ยวกับการประชาสัมพันธ์

การวิจัยครั้งนี้ได้ประยุกต์ใช้แนวคิดเกี่ยวกับการประชาสัมพันธ์ของ Hendrix and Hayes (2007, อ้างถึงในอภิชาติ พุกสวัสดิ์, 2556) ที่ได้อธิบายกระบวนการการประชาสัมพันธ์ ซึ่งประกอบด้วยขั้นตอนสำคัญ 4 ขั้นตอน คือ 1) การวิจัย (Researching) เพื่อหาข้อมูล ข้อเท็จจริงที่องค์กรกำลังประสบปัญหาอยู่ 2) การวางแผนและการกำหนดงานการปฏิบัติ (Planning and Executing) เป็นการนำผลการสำรวจมาประกอบการตัดสินใจวางแผน โดยการกำหนดเป้าหมายของแผนงาน กำหนดกลุ่มเป้าหมาย กำหนดวัตถุประสงค์ กำหนดสื่อและกิจกรรม เป็นต้น 3) การปฏิบัติและการสื่อสาร (Taking Acting and Communicating) และ 4) การประเมินผลการปฏิบัติงาน (Evaluating) โดยสำนักวิทยบริการและเทคโนโลยีสารสนเทศได้นำกระบวนการประชาสัมพันธ์มาดำเนินการกำหนดกลยุทธ์ในการดำเนินงานประชาสัมพันธ์ใช้เป็นเครื่องมือในการติดต่อสื่อสารเพื่อชี้แจงให้ข้อมูลข่าวสาร ข้อเท็จจริงไปยังกลุ่มผู้ใช้บริการและหน่วยงานที่เกี่ยวข้องให้เกิดความเข้าใจ ความเชื่อมั่น และรับรู้ภาพลักษณ์ที่ดีของสำนักวิทยบริการและเทคโนโลยีสารสนเทศ

2.2 ทฤษฎีเกี่ยวกับการเปิดรับข่าวสาร ความพึงพอใจ และความต้องการของผู้รับสารในงานประชาสัมพันธ์

กระบวนการเลือกรับข่าวสารหรือเปิดรับข่าวสารเปรียบเสมือนเครื่องกรองข่าวสารในการรับรู้ของมนุษย์ซึ่งประกอบด้วยการกลั่นกรอง 4 ขั้นตอน (Klapper 1960, อ้างถึงใน ปัทมาพร สัมไทย, 2558) ดังนี้ คือ 1) การเลือกเปิดรับ (Selective Exposure) 2) การเลือกให้ความสนใจ (Selective Attention) 3) การเลือกรับรู้และตีความหมาย (Selective Attention) 4) เลือกจดจำ (Selective Retention)

มินตรา ครองห้าว (2560, อ้างถึงใน พนมฉัตร คงพุ่ม, 2563) กล่าวว่า ความพึงพอใจต่อสื่อ นั้น เป็นแนวคิดที่มีความเชื่อว่าผู้รับสารเป็นผู้กำหนดว่าตนต้องการอะไร สื่ออะไร และสารอะไรจึงสนองความพอใจของตนได้ ผู้รับสารจะต้องเลือกใช้สื่อและรับสารที่สามารถสนองความต้องการ และความพอใจของตน ความพึงพอใจเป็นแนวคิดหนึ่งทางการสื่อสารในส่วนของผู้รับสารเป็นผู้ตัดสินใจ โดยอาศัยพื้นฐานความต้องการของตนเป็นหลัก การที่บุคคลจะเลือกใช้สื่อหรือเปิดรับสื่อใดก็ตาม ย่อมต้องมีเหตุผลต่าง ๆ กันไป ขึ้นอยู่กับว่าสื่อ นั้น ๆ สามารถสร้างความพึงพอใจได้หรือไม่นั้น ย่อมหมายถึงผู้รับสารมีจุดมุ่งหมายอยู่ในใจต่อผลลัพธ์ที่จะเกิดขึ้นก่อนที่จะนำไปสู่การบริโภคสื่อและการได้รับความพึงพอใจตามมา

กฤษฎากร ชูเลิศ (2557) กล่าวว่า การใช้สื่อเพื่อตอบสนองความต้องการของตนเอง โดยเน้นเรื่อง การดำรงชีพในสังคมทั่วไป มีดังนี้ 1. บุคคลต้องการรู้เหตุการณ์ (Surveillance) โดยการติดตามและสังเกตการณ์ความเคลื่อนไหวต่าง ๆ จากสื่อมวลชน เพื่อให้รู้เท่าทันต่อเหตุการณ์ และเพื่อความทันสมัย 2. บุคคลต้องการข่าวสารเพื่อช่วยในการตัดสินใจ (Decision) เรื่องที่เกี่ยวข้องกับชีวิตประจำวัน โดยการเปิดรับสื่อมวลชนเพื่อประกอบการตัดสินใจ 3. บุคคลต้องการข้อมูลในการพูดคุยสนทนา (Discussion) ในเหตุการณ์ และความเป็นไปที่เกิดขึ้นในชีวิตประจำวัน 4. บุคคลต้องการการมีส่วนร่วม (Participation) ในเหตุการณ์และความเป็นไปต่าง ๆ ที่เกิดขึ้นในชีวิตประจำวัน 5. บุคคลต้องการความบันเทิง (Entertainment) เพื่อความเพลิดเพลินรวมทั้งการพักผ่อนหย่อนใจ และเพื่อผ่อนคลายความตึงเครียด

จากการศึกษาทฤษฎีเกี่ยวกับการเปิดรับข่าวสาร ความพึงพอใจ และความต้องการของผู้รับสารในงานประชาสัมพันธ์ข้างต้น สามารถวิเคราะห์ได้ว่าการประชาสัมพันธ์ที่ดี หน่วยงานหรือผู้ปฏิบัติงานด้านประชาสัมพันธ์ควรมีการศึกษาความพึงพอใจ และความต้องการ รวมทั้งการเปิดรับสื่อของผู้รับสาร เพื่อวัดระดับความพึงพอใจ ซึ่งจะทำให้ทราบว่าผู้รับสารมีความพึงพอใจมากน้อยเพียงใด หรือมีความต้องการรับรู้ข้อมูลข่าวสารด้านใด รวมทั้งการเปิดรับสื่อของผู้ให้บริการ ซึ่งจะทำให้การให้บริการข้อมูลข่าวสารตรงตามความต้องการ ผู้ให้บริการเกิดความพึงพอใจมากยิ่งขึ้น

3. วิธีดำเนินการวิจัย

3.1 ผู้วิจัยศึกษาความคิดเห็นเกี่ยวกับพฤติกรรมการเปิดรับสื่อ ความพึงพอใจ และความต้องการรูปแบบการประชาสัมพันธ์ของผู้รับบริการสำนักวิทยบริการและเทคโนโลยีสารสนเทศจากการเก็บรวบรวมข้อมูลด้วยแบบสอบถาม ประกอบด้วย ส่วนที่ 1) ข้อมูลทั่วไปของกลุ่มตัวอย่าง ได้แก่ เพศ สถานภาพ และหน่วยงานที่สังกัด ส่วนที่ 2) ข้อมูลเกี่ยวกับพฤติกรรมการเปิดรับสื่อประชาสัมพันธ์ของสำนักวิทยบริการและเทคโนโลยีสารสนเทศ ได้แก่ สื่อประชาสัมพันธ์ที่ใช้งาน ความถี่ที่ใช้ และเหตุผลที่ใช้งาน ส่วนที่ 3) ข้อมูลเกี่ยวกับความพึงพอใจรูปแบบสื่อประชาสัมพันธ์ของสำนักวิทยบริการและเทคโนโลยีสารสนเทศ ประกอบด้วย การประชาสัมพันธ์ทางเว็บไซต์ การประชาสัมพันธ์ทางเฟซบุ๊ก การประชาสัมพันธ์ทางหนังสือประชาสัมพันธ์ และการประชาสัมพันธ์ผ่านสื่อสิ่งพิมพ์ ได้แก่ จัดวางรูปแบบเนื้อหา ความครบถ้วนของเนื้อหา ข้อมูลเป็นประโยชน์ น่าสนใจ สามารถนำไปใช้ประโยชน์ได้ การประชาสัมพันธ์ข่าวสารรวดเร็ว ทันเหตุการณ์ และสม่ำเสมอ ภาษาที่ใช้เข้าใจง่าย สื่อความหมายได้ชัดเจน ส่วนที่ 4) ข้อมูลเกี่ยวกับความต้องการ ได้แก่ ช่องทางประชาสัมพันธ์ รูปแบบการประชาสัมพันธ์ ข้อมูลที่ต้องการรับข่าวสารจากกลุ่มตัวอย่างจำนวน 373 คน จากประชากรจำนวนทั้งสิ้น 5,329 คน ประกอบด้วย นักศึกษา อาจารย์ และเจ้าหน้าที่ มหาวิทยาลัยราชภัฏเพชรบูรณ์

3.2 ผู้วิจัยนำผลการวิเคราะห์ข้อมูลสถิติที่ได้จากการเก็บรวบรวมข้อมูลโดยใช้แบบสอบถาม (ตามข้อ 3.1) มากำหนดแนวทางการประชาสัมพันธ์เชิงรุกของสำนักวิทยบริการและเทคโนโลยีสารสนเทศ โดยสร้างเป็นแผนกลยุทธ์ มีการกำหนดกลยุทธ์ วัตถุประสงค์ ค่าเป้าหมาย แบ่งออกเป็น 3 กลุ่ม คือ กลุ่มนักศึกษา กลุ่มอาจารย์ และกลุ่มเจ้าหน้าที่ และนำไปศึกษาความเป็นไปได้ต่อแนวทางการประชาสัมพันธ์ โดยการสนทนากลุ่มกับคณะกรรมการบริหารสำนักวิทยบริการและเทคโนโลยีสารสนเทศ จำนวน 10 คน เนื่องจากคณะกรรมการบริหารสำนักวิทยบริการและเทคโนโลยีสารสนเทศมีอำนาจในการตัดสินใจในการนำกลยุทธ์การประชาสัมพันธ์ไปใช้ว่ามีความเป็นไปได้ หรือไม่อย่างไร แบ่งเป็น 3 ระดับ คือ 1) น่าสนใจ (น่าจะเป็นไปได้) 2) น่าสนใจ (แต่เป็นไปได้ยาก) และ 3) ไม่น่าสนใจ (เป็นไปได้ไม่ได้)

4. ผลการวิจัย

4.1 ผลการศึกษาพฤติกรรมการเปิดรับสื่อ ความพึงพอใจ และความต้องการรูปแบบการประชาสัมพันธ์ของผู้รับบริการ สำนักวิทยบริการและเทคโนโลยีสารสนเทศ

4.1.1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

แสดงผลการวิเคราะห์เกี่ยวกับข้อมูลทั่วไปของผู้ตอบแบบสอบถาม ได้แก่ เพศ สถานภาพ สังกัด โดยใช้วิธีการหาค่าแจกแจงความถี่ (Frequency Distribution) ค่าร้อยละ (Percentage) มีผลการวิเคราะห์ข้อมูล ดังตารางที่ 1

ตารางที่ 1

ข้อมูลทั่วไปของกลุ่มตัวอย่าง

ข้อมูลทั่วไป	จำนวน (คน)	ร้อยละ
1. เพศ		
หญิง	248	66.49
ชาย	121	32.44
ไม่ระบุเพศ	4	1.07
2. สถานภาพ		
นักศึกษา	328	87.94
อาจารย์	21	5.63
เจ้าหน้าที่	24	6.43

4.1.2 พฤติกรรมการเปิดรับสื่อประชาสัมพันธ์ของสำนักวิทยบริการและเทคโนโลยี

สารสนเทศ

1) นักศึกษามีการเปิดรับสื่อประชาสัมพันธ์ของสำนักวิทยบริการและเทคโนโลยีสารสนเทศผ่านทางเฟซบุ๊กของสำนักวิทยบริการและเทคโนโลยีสารสนเทศมากที่สุด มีจำนวน 312 คน คิดเป็นร้อยละ 31.71 ส่วนใหญ่เคยใช้สื่อประชาสัมพันธ์ของสำนักวิทยบริการและเทคโนโลยีสารสนเทศ นาน ๆ ครั้ง หรือน้อยกว่าสัปดาห์ละ 1-2 ครั้ง มีจำนวน 231 คน คิดเป็นร้อยละ 70.43 เหตุผลที่นักศึกษาใช้งานสื่อประชาสัมพันธ์ของสำนักวิทยบริการและเทคโนโลยีสารสนเทศ ด้วยเหตุผลที่มากที่สุด คือ ค้นหาข้อมูล มีจำนวน 289 คน คิดเป็นร้อยละ 29.37

2) อาจารย์มีการเปิดรับสื่อประชาสัมพันธ์ของสำนักวิทยบริการและเทคโนโลยีสารสนเทศผ่านทางเฟซบุ๊กของสำนักวิทยบริการและเทคโนโลยีสารสนเทศมากที่สุด มีจำนวน 21 คน คิดเป็นร้อยละ 33.87 ส่วนใหญ่เคยใช้สื่อประชาสัมพันธ์ของสำนักวิทยบริการและเทคโนโลยีสารสนเทศ นาน ๆ ครั้ง หรือน้อยกว่าสัปดาห์ละ 1-2 ครั้ง มีจำนวน 16 คน คิดเป็นร้อยละ 76.19 เหตุผลที่อาจารย์ใช้งานสื่อประชาสัมพันธ์ของสำนักวิทยบริการและเทคโนโลยีสารสนเทศ ด้วยเหตุผลที่มากที่สุด คือ ค้นหาข้อมูล มีจำนวน 19 คน คิดเป็นร้อยละ 30.16

3) เจ้าหน้าที่ที่มีการเปิดรับสื่อประชาสัมพันธ์ของสำนักวิทยบริการและเทคโนโลยีสารสนเทศผ่านทางเว็บไซต์ของสำนักวิทยบริการและเทคโนโลยีสารสนเทศมากที่สุด มีจำนวน 24 คน คิดเป็นร้อยละ 33.33 ส่วนใหญ่เคยใช้สื่อประชาสัมพันธ์ของสำนักวิทยบริการและเทคโนโลยีสารสนเทศ นาน ๆ ครั้ง หรือน้อยกว่าสัปดาห์ละ 1-2 ครั้ง มีจำนวน 18 คน คิดเป็นร้อยละ 75.00 เหตุผลที่เจ้าหน้าที่ใช้งานสื่อประชาสัมพันธ์ของสำนักวิทยบริการและเทคโนโลยีสารสนเทศ ด้วยเหตุผลที่มากที่สุด 2 เหตุผล คือ ติดตามข่าวสาร และค้นหาข้อมูล มีจำนวน 21 คน คิดเป็นร้อยละ 29.17

4.1.3 ความพึงพอใจรูปแบบการประชาสัมพันธ์สำนักวิทยบริการและเทคโนโลยี

สารสนเทศ

1) นักศึกษามีความพึงพอใจต่อรูปแบบการประชาสัมพันธ์ของสำนักวิทยบริการและเทคโนโลยีสารสนเทศในภาพรวม อยู่ในระดับมาก คิดเป็นค่าเฉลี่ยเท่ากับ 4.13 เมื่อพิจารณาความพึงพอใจต่อสื่อประชาสัมพันธ์ในแต่ละสื่อ พบว่า นักศึกษามีความพึงพอใจต่อการประชาสัมพันธ์ผ่านสื่อสิ่งพิมพ์มากที่สุด อยู่ในระดับมาก คิดเป็นค่าเฉลี่ยเท่ากับ 4.14

2) อาจารย์มีความพึงพอใจต่อรูปแบบการประชาสัมพันธ์ของสำนักวิทยบริการและเทคโนโลยีสารสนเทศ ในภาพรวมอยู่ในระดับมาก คิดเป็นค่าเฉลี่ยเท่ากับ 3.91 เมื่อพิจารณาความพึงพอใจต่อสื่อประชาสัมพันธ์ในแต่ละสื่อ พบว่า อาจารย์มีความพึงพอใจต่อการประชาสัมพันธ์ผ่านทางหนังสือประชาสัมพันธ์มากที่สุด อยู่ในระดับมาก คิดเป็นค่าเฉลี่ยเท่ากับ 3.93

3) เจ้าหน้าที่มีความพึงพอใจต่อรูปแบบการประชาสัมพันธ์ สำนักวิทยบริการและเทคโนโลยีสารสนเทศ โดยภาพรวมอยู่ในระดับมาก คิดเป็นค่าเฉลี่ยเท่ากับ 4.42 เมื่อพิจารณาความพึงพอใจต่อสื่อประชาสัมพันธ์ในแต่ละสื่อ พบว่า เจ้าหน้าที่มีความพึงพอใจต่อการประชาสัมพันธ์ผ่านทางหนังสือประชาสัมพันธ์มากที่สุด อยู่ในระดับมาก คิดเป็นค่าเฉลี่ยเท่ากับ 4.47

4.1.4 ความต้องการรูปแบบประชาสัมพันธ์ของสำนักวิทยบริการและเทคโนโลยี

สารสนเทศ

1) นักศึกษามีความต้องการรับทราบข้อมูลผ่านทางเฟซบุ๊ก ในรูปแบบข้อความ และต้องการทราบข้อมูลการใช้งานระบบสารสนเทศ และกฎ ระเบียบ หลักเกณฑ์การสมัครใช้บริการหอสมุดกลาง

2) อาจารย์มีความต้องการรับทราบข้อมูลผ่านทางเฟซบุ๊กในรูปแบบข้อความ เช่นเดียวกับกลุ่มนักศึกษา และต้องการทราบข้อมูลการจัดการอบรมและสัมมนาการใช้โปรแกรมและเทคโนโลยีที่ทันสมัย และข้อมูลหนังสือ E-Book และวารสารที่เข้าใหม่

3) เจ้าหน้าที่มีความต้องการรับทราบข้อมูลผ่านทางเฟซบุ๊กและเว็บไซต์ในรูปแบบคลิปวิดีโอ และต้องการทราบข้อมูลการใช้งานระบบสารสนเทศ หนังสือ E-Book และวารสารที่เข้าใหม่

4.2 แนวทางการประชาสัมพันธ์เชิงรุกของสำนักวิทยบริการและเทคโนโลยีสารสนเทศ โดยการนำข้อมูลที่ได้จากการศึกษาพฤติกรรมในการเปิดรับสื่อ ความพึงพอใจ และความต้องการรูปแบบการประชาสัมพันธ์ของผู้รับบริการ สำนักวิทยบริการและเทคโนโลยีสารสนเทศ มาวิเคราะห์และกำหนดเป็นแผนกลยุทธ์ตามกลุ่มเป้าหมาย ดังนี้

4.2.1 แนวทางการประชาสัมพันธ์สำหรับนักศึกษา จำนวน 3 กลยุทธ์ ประกอบด้วย
 1) กลยุทธ์เปิดโลกสำนักวิทยบริการฯ เป็นมากกว่าห้องสมุด 2) กลยุทธ์ ARIT : This is your home และ
 3) กลยุทธ์ ARIT ชวนน้องมา Join กัน กับกิจกรรมประจำเดือน

4.2.2 แนวทางการประชาสัมพันธ์สำหรับอาจารย์ จำนวน 3 กลยุทธ์ ประกอบด้วย 1) กลยุทธ์ ARIT Any Where Any Time 2) กลยุทธ์ ARIT อาณาจักรแห่งการสืบค้น และแบ่งปันองค์ความรู้ และ 3) กลยุทธ์ ARIT News and Trend Update

4.2.3 แนวทางการประชาสัมพันธ์สำหรับเจ้าหน้าที่ จำนวน 3 กลยุทธ์ ประกอบด้วย 1) กลยุทธ์ ARIT เพื่อนรู้ใจ แก้ปัญหาฉับไว 2) กลยุทธ์นี้ถึงทักษะ IT นี้ถึง ARIT และ 3) กลยุทธ์ We are one We are family

4.3 ผลการศึกษาความเป็นไปได้ต่อแนวทางการประชาสัมพันธ์เชิงรุก

จากการกำหนดแนวทางการประชาสัมพันธ์เชิงรุก ผู้วิจัยนำมาศึกษาความเป็นไปได้ต่อแนวทางการประชาสัมพันธ์ ทั้ง 3 กลุ่ม คือ กลุ่มนักศึกษา กลุ่มอาจารย์ และกลุ่มเจ้าหน้าที่ โดยใช้วิธีการสนทนากลุ่มกับคณะกรรมการบริหารสำนักวิทยบริการและเทคโนโลยีสารสนเทศ ซึ่งได้ผลการศึกษา ดังนี้

ตารางที่ 2

แสดงผลการศึกษาความเป็นไปได้ต่อแนวทางการประชาสัมพันธ์เชิงรุกกลุ่มนักศึกษา

กลยุทธ์	วัตถุประสงค์	ค่าเป้าหมาย	ความคิดเห็น
กลยุทธ์ที่ 1 กลยุทธ์เปิดโลกสำนักวิทยบริการฯ เป็นมากกว่าห้องสมุด	เพื่อให้นักศึกษาเข้าใช้บริการของสำนักวิทยบริการฯ มากยิ่งขึ้น	การให้บริการที่เป็นมากกว่า การบริการห้องสมุด อย่างน้อย 1 บริการ เช่น บริการห้องนอนกลางวัน ห้องเล่นเกม ห้องซ่อมดนตรี ห้องปิงปอง ห้องประชุม จุดเช็คอินถ่ายรูป และห้องออกกำลังกาย เป็นต้น	มีความคิดเห็นว่า “ <u>น่าสนใจและเป็นไปได้</u> ” โดยการจัดโซนและปรับใช้สิ่งที่มีอยู่ และวัสดุอุปกรณ์ที่มี เช่น โซนบันเทิง โซนเกม โซนเงียบสำหรับงีบ และโซนเงียบสำหรับนิสิตบัณฑิตศึกษา เป็นต้น หากต้องตกแต่งห้องใหม่ หรือจัดหาวัสดุ ครุภัณฑ์ใหม่ อาจเป็นไปได้ยาก
กลยุทธ์ที่ 2 กลยุทธ์ ARIT : This is your home	เพื่อให้นักศึกษาเกิดความพึงพอใจต่อการให้บริการของสำนักวิทยบริการฯ	มีบริการน้ำดื่ม ห้องรับประทานอาหาร และเครื่องปรับอากาศ ให้บริการ นักศึกษามีความพึงพอใจ ต่อการให้บริการของไม่น้อยกว่าร้อยละ 85	มีความคิดเห็นว่า “ <u>น่าสนใจและเป็นไปได้</u> ” ควรเร่งดำเนินการ เพราะเป็นการให้บริการ นักศึกษาสามารถใช้ประโยชน์จากบริการเหล่านี้ แต่ควรมีการจัดให้เป็นสัดส่วนเพื่อไม่ให้เกิดปัญหาด้านการจัดการขยะ และสำนักมีการสำรวจความพึงพอใจของการใช้บริการอย่างสม่ำเสมอ
กลยุทธ์ที่ 3 กลยุทธ์ ARIT ชวนน้องมา Join กัน กับกิจกรรมประจำเดือน	เพื่อให้นักศึกษามีช่องทางในการเข้าถึงข้อมูลกิจกรรมของสำนักวิทยบริการฯ	มีการจัดกิจกรรมสำหรับนักศึกษาไม่น้อยกว่า 2 กิจกรรมต่อเดือน ช่องทางการประชาสัมพันธ์ทาง	มีความคิดเห็นว่า “ <u>น่าสนใจและเป็นไปได้</u> ” ควรเร่งดำเนินการ เพราะนักศึกษาสามารถใช้ประโยชน์จากกิจกรรมเหล่านี้ แต่อาจเป็นไปได้ยากหากกำหนดจัดกิจกรรม

กลยุทธ์	วัตถุประสงค์	ค่าเป้าหมาย	ความคิดเห็น
	ได้หลากหลาย และเข้าร่วมกิจกรรมของสำนักมากขึ้น	ออนไลน์ 3 ช่องทาง และ การ ประชาสัมพันธ์ (ออกบูธ) ที่โรงอาหาร	มากกว่า 2 กิจกรรมต่อเดือน เพราะบุคลากรไม่เพียงพอ

ตารางที่ 3

แสดงผลการศึกษาความเป็นไปได้ต่อแนวทางการประชาสัมพันธ์เชิงรุกกลุ่มอาจารย์

กลยุทธ์	วัตถุประสงค์	ค่าเป้าหมาย	ความคิดเห็น
กลยุทธ์ที่ 1 กลยุทธ์ ARIT Any Where Any Time	เพื่อให้อาจารย์สามารถติดต่อสอบถามข้อมูลของสำนักวิทยบริการฯ ได้อย่างสะดวก รวดเร็ว หลากหลากช่องทาง	มีช่องทางการติดต่อและเผยแพร่ข้อมูลผ่านสื่อสังคมออนไลน์ไม่น้อยกว่า 3 ช่องทาง	มีความคิดเห็นที่ “น่าสนใจและเป็นไปได้” เพราะปัจจุบันมีการประชาสัมพันธ์ออนไลน์ผ่านช่องทางเว็บไซต์ และเฟซบุ๊ก การเพิ่มช่องทางการประชาสัมพันธ์ของสำนักวิทยบริการฯ ทำให้ผู้ใช้บริการเข้าถึงและรับทราบข้อมูลได้สะดวก รวดเร็ว แต่การให้บริการข้อมูลควรกำหนดเวลาเฉพาะเวลาทำการเท่านั้น
กลยุทธ์ที่ 2 กลยุทธ์ ARIT อาณาจักรแห่งการสืบค้น และแบ่งปันองค์ความรู้	เพื่อให้บริการการสืบค้นงานวิจัย	มีห้องบริการสืบค้นงานวิจัยด้วยระบบอัจฉริยะที่ทันสมัย รองรับการใช้งานไม่น้อยกว่า 5 เครื่อง	มีความคิดเห็นที่ “น่าสนใจและเป็นไปได้” เพราะมีคอมพิวเตอร์ที่ให้บริการสามารถนำมาคอมพิวเตอร์บางส่วนมาติดตั้งระบบการสืบค้นงานวิจัย ทำให้นักวิจัยสามารถใช้งานได้อย่างสะดวก และควรมีเจ้าหน้าที่คอยให้คำแนะนำ
กลยุทธ์ที่ 3 กลยุทธ์ ARIT News and Trend Update	เพื่ออัปเดตข่าวสารความรู้เกี่ยวกับเทคโนโลยีทางการศึกษาที่เป็นประโยชน์ต่องานวิชาการ	มีการเผยแพร่บทความข่าวเทคโนโลยีที่ทันสมัย ไม่น้อยกว่า 3 เรื่อง ต่อ เดือน ผ่านทางช่องทางออนไลน์ 3 ช่องทาง	มีความคิดเห็นที่ “น่าสนใจและเป็นไปได้” ควรดำเนินการอย่างเร่งด่วนเพื่อให้อาจารย์ได้รับรู้ข่าวสารอย่างทันท่วงที โดยการเผยแพร่บทความผ่านงานหอสมุดและงานอื่น ๆ การเผยแพร่ข้อมูลผู้ปฏิบัติควรศึกษาเรื่อง กฎหมายลิขสิทธิ์ก่อนทำการเผยแพร่

ตารางที่ 4

แสดงผลการศึกษาความเป็นไปได้ต่อแนวทางการประชาสัมพันธ์เชิงรุกกลุ่มเจ้าหน้าที่

กลยุทธ์	วัตถุประสงค์	ค่าเป้าหมาย	ความคิดเห็น
กลยุทธ์ที่ 1 กลยุทธ์ ARIT เพื่อนรู้ใจ แก้ปัญหาฉบับไว	เพื่อให้เจ้าหน้าที่ไว้วางใจในการขอรับบริการด้าน IT และห้องสมุด	เจ้าหน้าที่ที่มีความพึงพอใจต่อการให้บริการไม่น้อยกว่าร้อยละ 80	มีความคิดเห็นที่ “น่าสนใจและเป็นไปได้” ควรดำเนินการอย่างเร่งด่วน เพื่อให้เจ้าหน้าที่ได้รับการบริการด้าน IT และด้านห้องสมุดเกิดความประทับใจ อีกทั้งการบริการส่วนใหญ่ได้รับความชื่นชมจาก

กลยุทธ์	วัตถุประสงค์	ค่าเป้าหมาย	ความคิดเห็น
			ผู้รับบริการอย่างเสมอ ด้วยการบริการด้วยความรวดเร็ว ฉับไว
กลยุทธ์ที่ 2 กลยุทธ์นี้ถึงทักษะ IT นี้ถึง ARIT	เพื่อให้เจ้าหน้าที่ใช้บริการการฝึกอบรมด้าน IT	มีการจัดการอบรมด้าน IT ให้กับบุคลากร ไม่น้อยกว่า 2 เรื่อง ต่อปีงบประมาณ	มีความคิดเห็นว่าเป็นไปได้อาจเพราะงานด้านไอทีของสำนักวิทยบริการฯ มีการจัดอบรมหลักสูตรที่เกี่ยวข้องกับอาจารย์ เจ้าหน้าที่และนักศึกษาอยู่เสมอ แต่ควรเพิ่มหลักสูตรที่ทันสมัยมากขึ้น
กลยุทธ์ที่ 3 กลยุทธ์ We are one We are family	เพื่อให้เจ้าหน้าที่เข้าร่วมในกิจกรรมของสำนักวิทยบริการฯ	มีเจ้าหน้าที่เข้าร่วมกิจกรรมของสำนักวิทยบริการฯ ไม่น้อยกว่าร้อยละ 80 ของกลุ่มเป้าหมาย	มีความคิดเห็นว่าเป็นไปได้อาจเพราะต้องเน้นการจัดกิจกรรมที่น่าสนใจเกิดประโยชน์ต่อส่วนรวมและใช้ในการปฏิบัติงาน เพื่อให้เจ้าหน้าที่มีส่วนร่วมในกิจกรรม สามารถนำไปพัฒนาในงานที่ปฏิบัติได้

5. สรุป และอภิปรายผลการวิจัย

5.1 ผลการสำรวจความคิดเห็นของกลุ่มเป้าหมายต่อสภาพการณ์ปัจจุบันของการดำเนินงาน

ประชาสัมพันธของสำนักวิทยบริการและเทคโนโลยีสารสนเทศ สะท้อนให้เห็นถึงความคิดเห็น ความต้องการ รูปแบบการประชาสัมพันธ์ ทำให้ได้ข้อมูลที่เป็นประโยชน์และสามารถนำไปวิเคราะห์แนวทางการประชาสัมพันธ์เชิงรุก ในส่วนของความต้องการด้านช่องทางการสื่อสารที่ใช้ในการรับรู้ข้อมูลข่าวสารเป็นหัวข้อที่มีความชัดเจนมากที่สุด จากผู้ตอบแบบสอบถามทั้ง 3 กลุ่ม มีความต้องการใน 3 ลำดับแรก คือ ทางเฟซบุ๊ก ทางเว็บไซต์ และทางไลน์ ในส่วนของช่องทางมีข้อเสนอแนะ ควรเพิ่มช่องทางการประชาสัมพันธ์ทางออนไลน์ให้ทั่วถึงกับกลุ่มผู้รับบริการ ในส่วนของข้อเสนอแนะการประชาสัมพันธ์ ผู้ใช้บริการเห็นข้อเสนอแนะว่าควรมีการปรับปรุงข้อมูลของเว็บไซต์ที่เป็นปัจจุบัน รวดเร็ว ทันเหตุการณ์ และข้อมูลควรมีรายละเอียดที่ครบถ้วนสามารถนำไปใช้งานได้ โดยไม่ต้องสอบถามเพิ่มเติม ในส่วนของความต้องการด้านข้อมูล พบข้อเสนอแนะ ควรประชาสัมพันธ์ให้ผู้ใช้บริการทราบ สำหรับข้อมูลหนังสือ E-Book และวารสารที่เข้าใหม่ ผ่านหลากหลายช่องทาง เพราะปัจจุบันไม่ทราบว่ามีการประชาสัมพันธ์ผ่านทางช่องทางใด และต้องการให้มีการแนะนำวิธีสืบค้นฐานข้อมูลออนไลน์ ฐานข้อมูลวารสารต่างประเทศ ให้กับนักศึกษา อาจารย์ เพื่อการเรียนการสอน และการวิจัย จัดให้มีห้องบริการแหล่งบริการฐานข้อมูลออนไลน์ และเจ้าหน้าที่ในการให้คำแนะนำการใช้งานบริการห้องต่าง ๆ ภายในหอสมุดกลาง และเพิ่มมุมให้กับนักศึกษาคลายเครียดที่หอสมุดกลาง ต้องการให้หอสมุดกลางเปิดศาลง เพื่อมีเวลาในการอ่านหนังสือมากขึ้น สอดคล้องกับที่ มินตรา ครองห้าว (2560, อ้างถึงใน พนมฉัตร คงพุ่ม, 2563) กล่าวว่า ความพึงพอใจต่อนั้น มีความเชื่อว่าผู้รับสารเป็นผู้กำหนดว่าตนต้องการอะไร สื่ออะไร และสารอะไรจึงสนองความพอใจของตนได้ ดังนั้น การประชาสัมพันธ์จะเกิดประสิทธิภาพจะต้องคำนึงถึงความต้องการของผู้รับสาร และนำมาปรับให้สอดคล้องในการประชาสัมพันธ์ เพื่อให้ตรงกับความต้องการ ทำให้ผู้รับสารเกิดความพึงพอใจ และบรรลุวัตถุประสงค์ในการประชาสัมพันธ์

5.2 แนวทางการประชาสัมพันธ์เชิงรุกของสำนักวิทยบริการและเทคโนโลยีสารสนเทศ มุ่งเน้น การประชาสัมพันธ์ข้อมูลข่าวสารหรือกิจกรรมให้ผู้ใช้บริการหรือกลุ่มเป้าหมายทราบข้อมูลก่อนล่วงหน้า ก่อนที่จะมีกิจกรรมหรือเหตุการณ์เกิดขึ้นด้วยเครื่องมือหรือสื่อที่เหมาะสม กลุ่มเป้าหมายได้รับทราบข้อมูลอย่าง สะดวกและรวดเร็ว เพื่อให้เกิดความร่วมมือและการยอมรับ โดยการวางแผนและกำหนดกลยุทธ์ในการ ประชาสัมพันธ์ ทั้งนี้จากความคิดเห็นของกลุ่มเป้าหมายต่อสภาพการณ์ปัจจุบันของการดำเนินงาน ประชาสัมพันธ์ของสำนักวิทยบริการและเทคโนโลยีสารสนเทศ ได้กำหนดแนวทางการประชาสัมพันธ์เชิงรุกของ สำนักวิทยบริการและเทคโนโลยีตามกลุ่มเป้าหมาย ดังนี้

5.2.1 กลุ่มนักศึกษา มีแผนกลยุทธ์ดังนี้ 1) กลยุทธ์เปิดโลกสำนักวิทยบริการฯ เป็นมากกว่า ห้องสมุด 2) กลยุทธ์ ARIT : This is your home และ 3) กลยุทธ์ ARIT ชวนน้องมา Join กัน กับกิจกรรม ประจำเดือน

5.2.2 กลุ่มอาจารย์ มีแผนกลยุทธ์ดังนี้ 1) กลยุทธ์ ARIT Any Where Any Time 2) กลยุทธ์ ARIT อาณาจักรแห่งการสืบค้น และแบ่งปันองค์ความรู้ และ 3) กลยุทธ์ ARIT News and Trend Update

5.2.3 กลุ่มเจ้าหน้าที่ มีแผนกลยุทธ์ดังนี้ 1) กลยุทธ์ ARIT เพื่อนรู้ใจ แก้ปัญหาฉับไว 2) กลยุทธ์นี้ถึงทักษะ IT นี้ถึง ARIT และ 3) กลยุทธ์ We are one We are family

5.3 ผลการศึกษาความคิดเห็นต่อแนวทางการประชาสัมพันธ์เชิงรุกของสำนักวิทยบริการและเทคโนโลยีสารสนเทศ โดยใช้วิธีการสนทนากลุ่มกับคณะกรรมการบริหารสำนักวิทยบริการและเทคโนโลยีสารสนเทศ เพื่อศึกษาความเป็นไปได้ของแนวทางการประชาสัมพันธ์เชิงรุก ส่วนใหญ่เห็นว่าทั้ง 9 กลยุทธ์ มีความน่าสนใจ และมีความเป็นไปได้ แต่ควรปรับใช้สิ่งที่หน่วยงานมีอยู่มาดำเนินการ เนื่องจากมีงบประมาณที่ จำกัด ส่วนการใช้สื่อควรเลือกใช้สื่อที่หลากหลายเป็นเครื่องมือในการประชาสัมพันธ์ และสื่อออนไลน์ทำให้ ผู้รับบริการได้รับทราบข้อมูลข่าวสารได้รวดเร็วยิ่งขึ้น พร้อมกันจำนวนมาก ซึ่งสอดคล้องกับ สมิตี บัญชิตีมา (2561) กล่าวว่า อินเทอร์เน็ตได้กลายเป็นสื่อใหม่ที่ขาดไม่ได้ในปัจจุบัน เพราะทำให้การสื่อสารสะดวกสบายและ รวดเร็วมากยิ่งขึ้น หน่วยงานต่าง ๆ ได้ใช้อินเทอร์เน็ตเป็นสื่อกลางในการประชาสัมพันธ์มากยิ่งขึ้น เช่น เว็บไซต์ (Website) เฟซบุ๊กแฟนเพจ (Facebook Fanpage) และแอปพลิเคชันไลน์ (Line Official Account) เป็นต้น การเลือกใช้สื่อไม่เพียงแต่คำนึงถึงวัตถุประสงค์ของกิจกรรม และกลุ่มเป้าหมาย แต่ยังคงคำนึงถึงนโยบาย วิสัยทัศน์ และพันธกิจขององค์กร สื่อที่ใช้ต้องมีความน่าเชื่อถือในสายตาของผู้รับสาร จึงเป็นหน้าที่ของนัก ประชาสัมพันธ์ที่จะต้องพัฒนากลยุทธ์การประชาสัมพันธ์ให้สอดคล้องกับสิ่งที่องค์กรได้กำหนดไว้ นอกจากนี้ นักประชาสัมพันธ์ต้องมีทักษะในการสื่อสารผนวกกับความคิดสร้างสรรค์ในการคิดหากลยุทธ์การใช้สื่อ เพื่อ ถ่ายทอดเนื้อหาให้ตรงใจและเกิดผลกระทบกับกลุ่มเป้าหมายมากที่สุด (สมิตี บัญชิตีมา, 2561) และเห็นว่าการ จัดกิจกรรมต่าง ๆ ควรมีการประเมินความพึงพอใจของผู้เข้าร่วม เพื่อนำไปปรับปรุงการดำเนินงานครั้ง ถัดไป ซึ่งสอดคล้องกับงานวิจัยเรื่อง แนวคิดเกี่ยวกับความพึงพอใจและการสร้างแบบสอบถามความพึงพอใจใน งาน พัฒนา พรหมณี และคณะ (2563) กล่าวว่า การวัดระดับความพึงพอใจเป็นการประเมินพฤติกรรมภายใน ให้ผู้ถูกประเมินแสดงออกมาให้ทราบว่ามีความพึงพอใจต่อสิ่งที่ได้รับว่ามีมากน้อยเพียงใด โดยเฉพาะอย่างยิ่งใน

กระบวนการดำเนินงาน ด้านการบริการ หรือด้านการเรียนการสอน เพื่อให้ทราบถึงสถานะหรือคุณภาพของ สมรรถนะการดำเนินการนั้น

6. ข้อเสนอแนะ

6.1 จากผลการวิจัยที่พบว่า ผู้ใช้บริการแต่ละกลุ่มมีความต้องการช่องทางสื่อ รูปแบบ และ ข้อมูลข่าวสารที่แตกต่างกัน ดังนั้น สำนักวิทยบริการและเทคโนโลยีสารสนเทศ ควรพัฒนาช่องทาง การประชาสัมพันธ์ข้อมูล และช่องทางติดต่อทางสื่อออนไลน์ให้หลากหลาย กำหนดรูปแบบและกิจกรรมในการ ประชาสัมพันธ์ที่เหมาะสมกับผู้ใช้บริการแต่ละกลุ่ม เพื่อให้การประชาสัมพันธ์ข้อมูล ข่าวสาร และการติดต่อ สามารถเข้าถึงกลุ่มเป้าหมายได้อย่างรวดเร็ว และมีประสิทธิภาพ

6.2 จากผลการวิจัยที่พบว่า กลยุทธ์การประชาสัมพันธ์ ทั้ง 9 กลยุทธ์ มีความน่าสนใจและ เป็นไปได้ในการนำมาเป็นแนวทางในการประชาสัมพันธ์เชิงรุก ดังนั้น ผู้ปฏิบัติงานประชาสัมพันธ์สำนักวิทย บริการและเทคโนโลยีสารสนเทศ ควรนำมาปรับใช้ในงานประชาสัมพันธ์ให้เกิดประสิทธิภาพ เช่น กลยุทธ์ ARIT ขวนน้องมา Join กัน กับกิจกรรมประจำเดือน ที่มุ่งเน้นให้นักศึกษาเข้ามามีส่วนร่วมในกิจกรรมและ บริการของสำนักฯ โดยการจัดกิจกรรมให้กับนักศึกษาอย่างต่อเนื่องทุกเดือน ทำให้นักศึกษาได้ทำความรู้จักกับ บริการ และภารกิจของหน่วยงาน ทำให้มีการติดตามข่าวสารกิจกรรมผ่านทางสื่อประชาสัมพันธ์มากยิ่งขึ้น กลยุทธ์ ARIT Any Where Any Time ซึ่งเน้นการมีช่องทางออนไลน์ให้ผู้ใช้บริการสามารถติดต่อสอบถาม และแก้ไขปัญหาได้อย่างรวดเร็ว ไม่ว่าจะอยู่ที่ใดก็สามารถติดต่อแก้ไขปัญหาได้อย่างรวดเร็ว และทันเวลา

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การประยุกต์ใช้แนวคิดกรีนซัพพลายเชนกับธุรกิจเดินเรือ กรณีศึกษา บริษัทขนส่ง
ปิโตรเลียมแห่งหนึ่งในจังหวัดกรุงเทพมหานคร

The Implication of the Green Supply Chain Concept and Maritime Business:

Case Study of a Petroleum Transport Company in Bangkok

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ (1) ศึกษาการปฏิบัติงานภายใต้แนวคิดกรีนซัพพลายเชน เพื่อป้องกันการเกิดมลภาวะที่เป็นพิษต่อสังคมและสิ่งแวดล้อมของผู้ขนส่งผลิตภัณฑ์ปิโตรเลียมทางเรือ (2) ศึกษาความสำคัญของแนวคิดกรีนซัพพลายเชน ที่ส่งผลต่อการป้องกันการเกิดมลภาวะที่เป็นพิษต่อสังคมและสิ่งแวดล้อมของผู้ขนส่งผลิตภัณฑ์ปิโตรเลียมทางเรือ (3) ศึกษาผลกระทบของแนวคิดกรีนซัพพลายเชนที่มีต่อการวางแผนการปฏิบัติงานด้านการป้องกันการเกิดมลภาวะที่เป็นพิษต่อสังคม และสิ่งแวดล้อมของผู้ขนส่งผลิตภัณฑ์ปิโตรเลียมทางเรือ ใช้วิจัยคุณภาพด้วยการสัมภาษณ์เชิงลึก (In-Depth Interview) และการสังเกตแบบไม่มีส่วนร่วม (Non-Participate Observation) โดยประชากรเป้าหมายที่ใช้ศึกษา ได้แก่ ทีมผู้บริหาร ผู้ชำนาญการปฏิบัติการ และผู้ที่มีส่วนเกี่ยวข้องด้านการปฏิบัติงานของบริษัทธุรกิจเดินเรือประเภทขนส่งปิโตรเลียมแห่งหนึ่งในจังหวัดกรุงเทพมหานคร ทั้งหมดจำนวน 10 คน

ผลวิจัยพบว่า การนำแนวคิดกรีนซัพพลายเชนเข้ามาใช้ภายในองค์กร ส่งผลให้เกิดการเปลี่ยนแปลงในด้านต่าง ๆ อาทิ อุบัติเหตุที่ลดน้อยลง การกระทำที่เสี่ยงที่จะก่อให้เกิดอุบัติเหตุ และมีผลกระทบต่อมลภาวะลดน้อยลง ไม่มีความเสี่ยงที่จะเกิดขึ้นหรือหากเกิดขึ้นแล้วจะมีผลกระทบที่น้อยที่สุด นอกจากนี้ แนวคิดของการบริหารจัดการของโซ่อุปทานสีเขียว ก่อให้เกิดหลักปฏิบัติที่เป็นปัจจัยหนึ่งซึ่งสามารถที่จะปกป้องหรือลดการก่อให้เกิดมลภาวะต่อสิ่งแวดล้อมได้ สามารถเพิ่มระดับความสามารถในการตอบสนองต่อความต้องการของลูกค้าในเชิงคุณภาพ และเพิ่มประสิทธิภาพในการแข่งขันให้กับธุรกิจในการเดินเรือได้เป็นอย่างดี

คำสำคัญ: กรีนซัพพลายเชน, ผู้ขนส่งผลิตภัณฑ์ปิโตรเลียมทางเรือ, สิ่งแวดล้อม, มลภาวะ

1. บทนำ

ปัจจุบันองค์กรส่วนใหญ่ได้มีความสนใจเกี่ยวกับการบริหารจัดการห่วงโซ่อุปทานที่ยั่งยืน (Sustainable Supply Chain) ซึ่งเป็นการบูรณาการแนวปฏิบัติด้านจริยธรรม และความรับผิดชอบต่อสังคมสิ่งแวดล้อมเข้ากับการดำเนินงานภายในห่วงโซ่อุปทานขององค์กร ซึ่งก่อให้เกิดการคำนึง และมีความตระหนักต่อผลกระทบด้านเศรษฐกิจ สังคม และสิ่งแวดล้อม (ESG) ตลอดห่วงโซ่อุปทาน

ขององค์กร ตั้งแต่ต้นน้ำจนถึงปลายน้ำ ซึ่งจะช่วยให้องค์กรสามารถส่งมอบสินค้าและบริการให้กับผู้บริโภคได้ ในขณะที่เดียวกันยังสามารถสร้างผลกระทบที่ดีให้กับสังคม และสิ่งแวดล้อม โดยข้อมูลจาก SAP Insight ได้ทำการสรุปองค์ประกอบหลักของห่วงโซ่อุปทานที่ยั่งยืน คือกรีนซัพพลายเชน (Green Supply Chain) คือการบูรณาการให้มีความรับผิดชอบต่อสิ่งแวดล้อมเข้ากับการจัดการห่วงโซ่อุปทานตั้งแต่ขั้นตอนการออกแบบผลิตภัณฑ์ การจัดซื้อจัดหาวัสดุที่มีความจำเป็นต้องใช้ การผลิต การขนส่งสินค้า และการจัดการผลิตภัณฑ์ ที่หมดอายุการใช้งาน โดยองค์กรควรมีการตรวจสอบความเสี่ยงด้านสิ่งแวดล้อมที่จะเกิดขึ้นในแต่ละกระบวนการ เพื่อที่จะสามารถลดของเสียในกระบวนการ และปรับปรุงเพิ่มประสิทธิภาพที่จะส่งผลกระทบที่ดีต่อสิ่งแวดล้อม

จากที่มาและปัญหาข้างต้น ผู้วิจัยต้องการประยุกต์ใช้แนวคิดกรีนซัพพลายเชนร่วมกับระบบ การจัดการเพื่อความปลอดภัยขององค์กรที่เรียกว่า Safety Management System (SMS) ภายใต้ระบบการบริหารความปลอดภัยสากล “International Safety Management Code” (ISM Code) โดยองค์กรเดินเรือสากลระหว่างประเทศ “International Maritime Organization” (IMO) และนโยบายความปลอดภัย และป้องกันสิ่งแวดล้อมขององค์กร เพื่อเพิ่มประสิทธิภาพระบบการจัดการด้านความปลอดภัย โดยปฏิบัติให้เกิดความปลอดภัยที่ปราศจากการบาดเจ็บหรือเหตุที่ทำให้เกิดการสูญเสียชีวิตลดมลภาวะต่อสิ่งแวดล้อม ตลอดจนหลีกเลี่ยงความเสียหายต่อทรัพย์สิน

2. การทบทวนวรรณกรรม

2.1 แนวคิดเรื่องการจัดการกรีนซัพพลายเชน (Green Supply Chain)

ความสามารถด้านการจัดการห่วงโซ่อุปทานในเชิงสิ่งแวดล้อมหรือความสามารถจัดการกรีนซัพพลายเชน (Green Supply Chain Management: GSCM) หมายถึง การบูรณาการด้านสิ่งแวดล้อมเข้ากับการปฏิบัติงานขององค์กร โดยมีการจัดการห่วงโซ่อุปทานเข้ามาเป็นส่วนหนึ่งในการบริหารเชิงกลยุทธ์ ที่คำนึงถึงความเกี่ยวเนื่องหรือความสัมพันธ์กันแบบบูรณาการของหน่วยงานหรือแผนกในองค์กร และคู่ค้า ที่เกี่ยวข้อง ทั้งในส่วนของลูกค้า (Customer) และผู้ส่งมอบ (Supplier) ในห่วงโซ่อุปทาน (Bastas & Liyanage, 2018; Sarkis et al., 2011) สอดคล้องกับ Zhu and Sarkis (2006) กล่าวว่า ความสามารถ การจัดการห่วงโซ่อุปทานด้านสิ่งแวดล้อมจะเป็นกุญแจสำคัญสู่ผลการดำเนินงานอย่างยั่งยืนได้ และช่วยให้กิจการดำเนินงานด้านสิ่งแวดล้อมอย่างมีประสิทธิภาพความสามารถจัดการห่วงโซ่อุปทาน ด้านสิ่งแวดล้อม

2.2 แนวคิดเรื่องการจัดการเพื่อสิ่งแวดล้อม

การจัดการเพื่อสิ่งแวดล้อมเป็นแนวคิดที่มุ่งเน้นด้านการจัดการทรัพยากรธรรมชาติ และสิ่งแวดล้อมอย่างคุ้มค่าที่สุด เพื่อให้มีทรัพยากรใช้ได้อย่างยั่งยืน โดยการปฏิบัติงานอย่างมีประสิทธิภาพของการใช้ทรัพยากร การกำจัดหรือทำลายของเสีย มลพิษ แหล่งเสื่อมโทรม จะต้องมีการควบคุมกิจกรรม การปฏิบัติงานทั้งในระบบการจัดการ (เกษม จันทรแก้ว, 2554: 16)

สิ่งแวดล้อมภายในองค์กรคือ ค่านิยม ความมุ่งมั่นความสำคัญ และการผลิตที่เป็นมิตรกับสิ่งแวดล้อม ซึ่งผู้บริหารองค์กรต้องมีการควบคุมเพื่อไม่ให้เกิดผลเสียต่อธุรกิจด้วยการกำหนดนโยบาย

หรือกำหนดวิธีการดำเนินงานที่เป็นมิตรกับสิ่งแวดล้อม และต้องมีการฝึกอบรมพนักงานให้มีการตระหนักกับสิ่งแวดล้อม (Tung, Baird, and Schoch, 2014: 187)

2.3 แนวคิดเรื่องการป้องกันทั้งมลพิษจากอุบัติเหตุและมลพิษจากการปฏิบัติงานของเรือ

อนุสัญญาระหว่างประเทศว่าด้วยการป้องกันมลพิษจากเรือ (International Convention for The Prevention of Pollution from Ships; MARPOL) อนุสัญญา MARPOL เป็นอนุสัญญาระหว่างประเทศที่กำหนดขึ้นภายใต้ต้องการทางทะเลระหว่างประเทศ (International Maritime Organization) มีวัตถุประสงค์เพื่อป้องกันมลพิษทางทะเลที่เกิดจากเรือ ทั้งที่เกิดจากการเดินเรือ และจากอุบัติเหตุที่เกิดขึ้นกับเรือ และครอบคลุมสิ่งที่ก่อมลพิษแก่สิ่งแวดล้อมทางทะเล ประกอบไปด้วย 6 ภาคผนวก (International Maritime Organization, 2019) ดังต่อไปนี้

ภาคผนวกที่ 1 กฎข้อบังคับว่าด้วยการป้องกันมลพิษจากน้ำมัน (Annex I: Regulations for The Prevention of Pollution by Oil)

ภาคผนวกที่ 2 กฎข้อบังคับว่าด้วยการควบคุมมลพิษจากของเหลวที่มีพิษในปริมาณรวม (Annex II: Regulations for The Control of Pollution by Noxious Liquid Substances in Bulk)

ภาคผนวกที่ 3 การป้องกันมลพิษจากสารอันตรายที่ขนส่งทางทะเลในรูปแบบหีบห่อ (Annex III: Prevention of Pollution by Harmful Substances Carried by Sea in Packaged Form)

ภาคผนวกที่ 4 การป้องกันมลพิษอันเกิดจากการขจัดสิ่งปฏิกูลจากเรือ (Annex IV: Prevention of Pollution by Sewage from Ships)

ภาคผนวกที่ 5 การป้องกันมลพิษจากขยะบนเรือ (Annex V: Prevention of Pollution by Garbage from Ships)

ภาคผนวกที่ 6 การป้องกันมลพิษทางอากาศจากเรือ (Annex VI: Prevention of Air Pollution from Ships)

2.4 แนวคิดเรื่องการปฏิบัติงานบนเรือที่ไม่กระทบต่อสังคมและสิ่งแวดล้อม

การปฏิบัติงานภายใต้ความปลอดภัยขณะปฏิบัติงานบนเรือ ขณะที่เรือเทียบท่า และอยู่กลางทะเล มีความจำเป็นที่จะต้องเฝ้าตรวจในเรือบรรทุกน้ำมันตลอดเวลา ความจำเป็นต่อการเฝ้าตรวจตราซึ่งเกี่ยวข้องกับปฏิบัติการ เช่น งานสินค้า งานสูบน้ำถ่วงเรือ และงานล้างถัง เป็นต้น

การปฏิบัติงานภายในเรือโดยทั่ว ๆ ไป จะถูกนำมาปฏิบัติโดยมีหลักการที่อยู่ภายใต้พื้นฐานของระบบการจัดการความปลอดภัย และผลกระทบต่อสิ่งแวดล้อม ซึ่งอาจเกิดจากวิธีการปฏิบัติหรือการเลือกใช้อุปกรณ์อย่างถูกวิธี และเป็นไปตามข้อกำหนดที่กำหนด ดังนี้

1. สาร Halons และสารที่เป็น CFCs (Halons and CFFs)
2. สีกันเพรียง (Anti – Fouling Paints)
3. การบำรุงรักษา และเตรียมอุปกรณ์ เพื่อป้องกันมลภาวะทางทะเล
4. การทำงานสินค้าในระบบปิด (Closed Operation)
5. การควบคุมและการจัดการขยะบนเรือ (Garbage Management)

จากการศึกษางานวิจัย และบทความที่ทฤษฎีมีความเกี่ยวข้องกับองค์กรด้านการป้องกันมลภาวะที่เป็นพิษต่อสังคมและสิ่งแวดล้อม สามารถอธิบายโดยสรุปได้ว่าการดำเนินธุรกิจในรูปแบบการขนส่งที่มีสินค้าเป็นของเหลวหรือสารเคมีล้วนมีความเสี่ยงที่ก่อให้เกิดมลภาวะ และเกิดปัญหาทางทะเลรุนแรงกว่าสินค้าประเภทอื่น เช่น การเกิดจากอุบัติเหตุทางเรือ เรือชนกัน การอับปางของเรือ และกิจกรรมการเดินเรือ การถ่ายน้ำมันเครื่อง การระบายน้ำในท้องเรือ การขนถ่ายน้ำมัน และน้ำมันหกหล่นในทะเล สิ่งเหล่านี้ล้วนปนเปื้อนน้ำมันที่ก่อให้เกิดผลกระทบต่อสิ่งแวดล้อมในทะเล ดังนั้น องค์กรจะต้องมีขั้นตอนการปฏิบัติงานหรือบริหารจัดการอย่างมีประสิทธิภาพในการดำเนินงาน โดยใช้ทรัพยากรให้เกิดประโยชน์สูงสุด ไม่ทำลายสิ่งแวดล้อมทั้งทางตรง และทางอ้อม ด้วยการนำทฤษฎีและหลักแนวคิดในการจัดการต่าง ๆ มาประยุกต์ใช้ให้เหมาะสมกับการดำเนินการของธุรกิจ ซึ่งเป็นสิ่งสำคัญอย่างยิ่งที่จะต้องประยุกต์หรือปรับการปฏิบัติงานให้สอดคล้องกับสถานการณ์ปัจจุบัน เพื่อการดำเนินธุรกิจได้อย่างยั่งยืน และส่งผลให้องค์กรได้เปรียบคู่แข่งในอนาคต

3. วิธีดำเนินการวิจัย

3.1 กลุ่มตัวอย่างที่ใช้ในการวิจัย

ประชากรเป้าหมายที่ใช้ศึกษาคือ ทีมผู้บริหาร ผู้ชำนาญการปฏิบัติการ และผู้ที่มีส่วนเกี่ยวข้องกับด้านการปฏิบัติงานของบริษัทธุรกิจเดินเรือประเภทขนส่งปิโตรเลียมแห่งหนึ่งในจังหวัดกรุงเทพมหานคร จำนวน 10 คน

สุ่มกลุ่มตัวอย่างในแบบวิธีเชิงคุณภาพ คือ การกำหนดกลุ่มตัวอย่างโดยไม่ใช้หลักทฤษฎีความน่าจะเป็น (Non Probability Sampling) ด้วยวิธีเฉพาะเจาะจง (Purposive Sampling) ซึ่งเป็นตัวแทนของกลุ่มประชากรที่สอดคล้องกับการวิจัยและสามารถเป็นผู้ให้ข้อมูล (Key Informants) ในระดับลึกได้

3.2 การรวบรวมข้อมูล

ขั้นตอนการรวบรวมข้อมูล ผู้วิจัยดำเนินการรวบรวมข้อมูล ดังนี้

1. การเลือกผู้ให้ข้อมูลหลักตามวิธีปรากฏการณ์วิทยาโดยสุ่มแบบไม่อาศัยความน่าจะเป็น (Non-probability Sampling) โดยเลือกสุ่มแบบเจาะจง (Purposive Sampling) กับบริษัทธุรกิจเดินเรือประเภทขนส่งปิโตรเลียมแห่งหนึ่งในจังหวัดกรุงเทพมหานคร โดยผู้ให้ข้อมูลหลักประกอบด้วย ผู้บริหาร ผู้จัดการฝ่ายปฏิบัติการ ผู้ชำนาญการฝ่ายปฏิบัติการ และพนักงานเรือที่เกี่ยวข้องกับการปฏิบัติงานโดยตรง

2. การเก็บรวบรวมข้อมูลด้วยวิธีที่หลากหลายได้แก่ การสัมภาษณ์เชิงลึก (In-Dept Interview) การสังเกตแบบไม่มีส่วนร่วม (Non-Participate Observation) โดยตัวอย่างคำถามปลายเปิดสำหรับการสัมภาษณ์

3.3 การวิเคราะห์ข้อมูล

การจัดกระทำข้อมูลด้วยการตรวจสอบความน่าเชื่อถือข้อมูล ผู้วิจัยให้ความสำคัญกับวิธีวิจัยเชิงคุณภาพด้วยการเลือกเครื่องมือเก็บรวบรวมข้อมูล กำหนดคุณลักษณะของผู้ให้ข้อมูลวิธีการเก็บรวบรวมข้อมูล ความพร้อมสำหรับการลงพื้นที่เพื่อเก็บข้อมูลทั้งวิธีการสัมภาษณ์เชิงลึก และการสังเกตแบบไม่มีส่วนร่วมด้วยการตีความข้อมูล เปรียบเทียบข้อมูล สังเคราะห์ข้อมูล และนำมาสร้างข้อสรุป เพื่ออธิบายให้

เห็นถึงข้อมูล การวางแผนหรือปฏิบัติงานด้านสิ่งแวดล้อมขององค์กรของผู้ให้ข้อมูลหลักของธุรกิจ
เดินเรือประเภทขนส่งปิโตรเลียมแห่งหนึ่งในจังหวัดกรุงเทพมหานคร

4. ผลการวิเคราะห์ข้อมูลจากการสัมภาษณ์เชิงคุณภาพ

ปัจจุบันในองค์กรต่าง ๆ ทั้งภาครัฐและเอกชนได้ให้ความสำคัญกับสิ่งแวดล้อมเป็นอย่างมาก
ซึ่งในขณะเดียวกันในการค้าระหว่างประเทศได้เล็งเห็นความสำคัญในด้านนี้และได้เริ่มดำเนินการ ทั้งการ
ปฏิบัติงาน การส่งเสริมแนวคิดภายในองค์กรเองรวมถึงคู่ค้าระหว่างบริษัทให้ตระหนักถึงการให้
ความสำคัญกับสิ่งแวดล้อมเป็นอันดับแรก ทั้งนี้โดยเฉพาะธุรกิจเดินเรือโดยเฉพาะอย่างยิ่งเรือเดิน
ทะเลระหว่างประเทศที่มีการบรรทุกสินค้าในรูปแบบของผลิตภัณฑ์ปิโตรเลียม ซึ่งเป็นต้นเหตุ และ
สามารถที่จะก่อให้เกิดอันตราย ต่อสิ่งแวดล้อมเป็นอย่างมาก หากเกิดการควบคุมที่ไม่เหมาะสม
หรือไม่เป็นไปตามกฎระเบียบข้อบังคับที่ระบุไว้

ธุรกิจการเดินเรือของบริษัทแห่งหนึ่งในกรุงเทพมหานครได้หยิบยก และนำแนวคิดกรีนซัพพลาย
เชน มาประยุกต์ใช้กับธุรกิจการเดินเรือของตนเองครอบคลุมทั้งกระบวนการปฏิบัติงาน อาทิเช่น การ
เดินเรือ การขนถ่ายสินค้า การขนส่งสินค้า การรับน้ำมันเชื้อเพลิง การสูบน้ำถ่วงเรือ การ
ออกแบบปรับปรุงโครงสร้างตัวเรือรวมถึงวิธีการปฏิบัติงานต่าง ๆ ภายในเรือ เพื่อตอบสนองในด้านของ
ความปลอดภัย และสิ่งแวดล้อมเป็นหลัก และให้เป็นไปตามกฎข้อบังคับทั้งใน
ประเทศ และระหว่างประเทศ และยังสามารถสร้างความไว้วางใจให้กับคู่ค้าซึ่งนับเป็นสิ่งสำคัญในธุรกิจ
การเดินเรือ

โครงสร้างของการทำงาน ตั้งแต่ในมุมมองของผู้บริหารภายในองค์กรได้นำแนวคิดดังกล่าวมา
กำหนดให้เป็นพันธกิจของบริษัท และกำหนดลงมาเป็นนโยบายส่งเสริมการทำงานตลอดจนระเบียบวิธี
ปฏิบัติผ่านระบบการจัดการความปลอดภัยของบริษัทหรือ Safety Management System (SMS) เพื่อให้
คนประจำเรือได้ปฏิบัติไปในแนวทางเดียวกัน มีความถูกต้องและชัดเจน โดยมีการควบคุมการทำงาน
โดยผู้เชี่ยวชาญในแต่ละด้าน โดยที่นอกจากการปรับปรุงระเบียบวิธีการทำงานแล้ว ทางบริษัทได้เล็งเห็น
ในการเสริมสร้างจิตสำนึกให้แก่พนักงานในองค์กรผ่านแคมเปญที่เป็นตัวช่วยกระตุ้นอีกช่องทางหนึ่ง เช่น
Safety Campaign, Near-Miss, Zero Incident and Oil-Spill เป็นต้น ที่มีการดำเนินการ และ
วัดผลในแต่ละปี ซึ่งผลเป็นที่น่าพึงพอใจ

5. สรุปและอภิปรายผล

5.1 การปฏิบัติงานภายใต้แนวคิดกรีนซัพพลายเชน เพื่อป้องกันการเกิดมลภาวะที่เป็นพิษต่อสังคม
และสิ่งแวดล้อมของผู้ขนส่งผลิตภัณฑ์ปิโตรเลียมทางเรือ

การปฏิบัติงานภายใต้แนวคิดกรีนซัพพลายเชนช่วยส่งเสริมแนวคิดหรือมุมมองการลดผลกระทบ
ต่อสิ่งแวดล้อม ตั้งแต่ระดับผู้บริหารที่ให้ความสนใจต่อมลภาวะด้วยการสร้างนโยบายเกี่ยวกับความ
ปลอดภัย และปกป้องสิ่งแวดล้อมขึ้น เพื่อให้ได้มาตรฐานอันสูงสุดในการดำเนินธุรกิจอย่างยั่งยืน

แนวคิดของกรีนซัพพลายเชนมีความเกี่ยวข้องกับการปฏิบัติงานบนเรือขนส่งปิโตรเลียม โดยอยู่ภายใต้ระบบการบริหารจัดการความปลอดภัยของบริษัท หรือ Safety Management System เริ่มตั้งแต่วิสัยทัศน์ พันธกิจของบริษัท จนถึงการทำหนดนโยบาย และระเบียบการปฏิบัติ (Procedure) ครอบคลุมการทำงานทุกส่วนของธุรกิจเดินเรือ ซึ่งต้องปฏิบัติตามมาตรฐานอย่างเคร่งครัดจึงส่งผลต่อการควบคุม การป้องกัน และการลดอัตราการเกิดอุบัติเหตุ ซึ่งก่อให้เกิดมลภาวะต่อสิ่งแวดล้อมโดยตรง ได้อย่างชัดเจน

5.2 ความสำคัญของแนวคิดกรีนซัพพลายเชน ที่ส่งผลต่อการป้องกันการเกิดมลภาวะที่เป็นพิษต่อสังคม และสิ่งแวดล้อมของผู้ขนส่งผลิตภัณฑ์ปิโตรเลียมทางเรือ

แนวคิดกรีนซัพพลายเชนมีความสำคัญต่อธุรกิจเดินเรือเป็นอย่างมาก โดยแนวคิดกรีนซัพพลายเชนนั้นถือว่าเป็นเครื่องมือชนิดหนึ่งซึ่งช่วยส่งเสริมการป้องกันมลภาวะที่เกิดขึ้นในกระบวนการขนส่งปิโตรเลียมทางเรือได้อย่างมีประสิทธิภาพได้โดยตรง ซึ่งหากไม่มีการปฏิบัติหรือละเลยที่จะปฏิบัติแล้วจะมีผลกระทบตามมาทั้งในด้านของกฎหมาย ข้อบังคับสากลหรือก่อให้เกิดผลกระทบต่อสภาพแวดล้อมได้ เพราะกระบวนการของการทำงานบนเรือขนส่งล้วนที่จะก่อให้เกิดมลภาวะต่อสิ่งแวดล้อมมากที่สุดหากเทียบกับการขนส่งประเภทอื่น ๆ ประกอบกับธุรกิจการขนส่งทางเรือกำลังเป็นที่นิยมอย่างมากในปัจจุบัน และมีแนวโน้มที่กำลังเติบโตขึ้น ทางภาครัฐทั้งใน และต่างประเทศ จึงต้องออกกฎหมายภาคบังคับ และบังคับใช้กฎหมายอย่างเข้มงวด ทั้งการควบคุมการปล่อยของเสียจากตัวเรือ การควบคุมสารพิษที่อาจเกิดขึ้นจากกระบวนการทำงาน การกำหนดวิธีการปฏิบัติงานบนเรือ การออกแบบโครงสร้างตัวเรือ การติดตั้งอุปกรณ์ควบคุมบนเรือ รวมถึงการส่งเสริมให้กลุ่มธุรกิจเอกชนที่ดำเนินการด้านการขนส่งทางเรือมีส่วนร่วมเพื่อป้องกันการเกิดมลภาวะต่อสิ่งแวดล้อมเช่นกัน

5.3 ผลกระทบของแนวคิดกรีนซัพพลายเชนที่มีต่อการวางแผนการปฏิบัติงานด้านการป้องกันการเกิดมลภาวะที่เป็นพิษต่อสังคมและสิ่งแวดล้อมของผู้ขนส่งผลิตภัณฑ์ปิโตรเลียมทางเรือ

การบริหารจัดการภายใต้แนวคิดกรีนซัพพลายเชนนั้นต่างเป็นที่สนใจของภาครัฐ และเอกชนในหลากหลายประเทศ ไม่ว่าจะเป็นประเทศไทย ประเทศคู่ค้าหรือคู่แข่งทางธุรกิจจะเห็นได้จากการประยุกต์ใช้แนวคิดกรีนซัพพลายเชนมาประกอบการดำเนินกิจการ เพื่อลดต้นทุน และโดยเฉพาะอย่างยิ่งในการเพิ่มเติมประสิทธิภาพของการดำเนินธุรกิจอย่างเป็นมิตรต่อสิ่งแวดล้อม นั้นหมายถึง การเพิ่มเติมศักยภาพ และขีดความสามารถในการแข่งขันในตลาดการค้าโลกยุคปัจจุบัน ที่คนให้ความสำคัญกับการใช้ชีวิตอย่างมีคุณภาพ และปลอดภัย คำนึงถึงสิ่งแวดล้อม

ผลกระทบที่เกิดขึ้นในเชิงบวกที่ชัดเจนคือ เมื่อมีการนำแนวคิดมาประยุกต์ใช้โดยมีเครื่องมือวิธีการปฏิบัติหรืออุปกรณ์การทำงานมีส่วนร่วมหรือสนับสนุนแนวคิด การปล่อยของเสียจากทางเรือมีการควบคุมอย่างชัดเจนทั้งทางน้ำ และอากาศซึ่งสิ่งเหล่านี้หากมีการเล็ดลอดออกไปหรือไม่มี การควบคุมอย่างเหมาะสมแล้วแต่จะเป็นมลพิษต่อสิ่งแวดล้อมแทบทั้งสิ้น เช่น น้ำที่มีการปนเปื้อนของน้ำมัน ขยะที่ไม่สามารถย่อยสลายได้เองตามธรรมชาติ ขยะที่เป็นพิษต่อสัตว์น้ำหรือสิ่งมีชีวิตที่มีการปนเปื้อนของสารเคมีหรือน้ำมัน แก๊สเสียจากเครื่องจักรใหญ่หรือเครื่องยนต์เรือ ซึ่งจากการสำรวจถือว่า

เป็นสิ่งที่ก่อให้เกิดมลภาวะทางอากาศสูงกว่ายานพาหนะทางบก น้ำมันที่เกิดจากการรั่วไหลจากตัวเรือที่ไม่มีระบบการควบคุมหรือโครงสร้างตัวเรือที่ไม่เหมาะสมหรือเสื่อมสภาพ

ตารางที่ 1

สรุปผลการวิจัย

ประเด็นการวิจัย	การวิเคราะห์ข้อมูล	ผลการวิจัย
การปฏิบัติงานภายใต้แนวคิดกรีนชัพพลายเซน	ส่งเสริมมุมมองการวางแผนในการปฏิบัติงานซึ่งมีจุดประสงค์ในการลดผลกระทบต่อสิ่งแวดล้อมด้วยการสร้างนโยบายเกี่ยวกับความปลอดภัย และปกป้องสิ่งแวดล้อม เพื่อให้เกิดมาตรฐานอันสูงสุดในการดำเนินธุรกิจอย่างยั่งยืน	สามารถประยุกต์ใช้แนวคิดกรีนชัพพลาย-เซนในการปฏิบัติงานได้จริง
ความสำคัญของแนวคิดกรีนชัพพลายเซน	แนวคิดกรีนชัพพลายเซนถือว่าเป็นเครื่องมือชนิดหนึ่งซึ่งช่วยส่งเสริมการป้องกันมลภาวะที่เกิดขึ้นในกระบวนการขนส่งปิโตรเลียมทางเรือได้อย่างมีประสิทธิภาพได้โดยตรง	สามารถประยุกต์ใช้แนวคิดกรีนชัพพลาย-เซนในการปฏิบัติงานได้จริง
ผลกระทบของแนวคิดกรีนชัพพลายเซน	การปล่อยของเสียจากทางเรือมีการควบคุมอย่างชัดเจนทั้งทางน้ำ และทางอากาศ เพื่อไม่ให้มีการรบกวนสังคมและสิ่งแวดล้อม	สามารถประยุกต์ใช้แนวคิดกรีนชัพพลาย-เซนในการปฏิบัติงานได้จริง

5.4 ข้อเสนอแนะที่ได้จากการวิจัย

การประยุกต์ใช้แนวคิดกรีนชัพพลายเซนกับธุรกิจเดินเรือของบริษัทขนส่งปิโตรเลียมแห่งหนึ่งในจังหวัดกรุงเทพมหานคร โดยสามารถเริ่มจากการบูรณาการชัพพลายเซนภายในองค์กร การได้รับความร่วมมือจากทุกฝ่ายในการปรับปรุงและพัฒนาในการปฏิบัติงานทุกขั้นตอน ซึ่งเป็นแนวทางที่มุ่งเน้นการพัฒนาธุรกิจอย่างยั่งยืนด้วยการให้ความสำคัญกับสังคมและสิ่งแวดล้อมเป็นสำคัญ จากการศึกษา และวิเคราะห์ผลการวิจัยเชิงคุณภาพ พบว่า แนวคิดกรีนชัพพลายเซนสามารถมีบทบาทในการปฏิบัติงานบนเรือได้จริง ไม่เพียงแต่เรือขนส่งปิโตรเลียมเท่านั้น เรือประเภทอื่นก็สามารถประยุกต์ใช้เพื่อให้เกิดประสิทธิภาพในการปฏิบัติงานได้เช่นเดียวกัน เพียงแต่ขั้นตอนในการปฏิบัตินั้นอาจแตกต่างกันออกไปตามข้อกำหนดของแต่ละองค์กร ซึ่งสามารถศึกษาข้อมูลจากงานวิจัยชั้นนำอื่น ๆ ร่วมด้วย เพื่อช่วยส่งเสริมการบริหารเรือที่เป็นมิตรต่อสิ่งแวดล้อมและไม่กระทบต่อสังคมโดยทางน้ำ ทางบก หรือทางอากาศ

ทั้งนี้ องค์กรหรือผู้ที่สนใจด้านสิ่งแวดล้อมสามารถใช้เป็นแนวทาง วางแผนออกแบบการดำเนินงาน รวมถึงตระหนักถึงการสร้างคุณค่าทางสังคมด้วยการพัฒนาขีดความสามารถด้านการจัดการ

ควบคุม และลดมลภาวะที่เป็นพิษต่อสิ่งแวดล้อมตลอดห่วงโซ่อุปทาน เพื่อสร้างคุณค่าให้กับองค์กรด้วยการนำข้อมูลมาใช้จัดทำแผนพัฒนาศักยภาพบุคลากรให้มีความชัดเจน ด้านการจัดอบรม การพัฒนาทักษะการดำเนินงานเพื่อเพิ่มความรู้ความเข้าใจเกี่ยวกับการจัดการสิ่งแวดล้อม เพื่อให้กิจการสามารถก้าวทันสภาพแวดล้อมที่มีการเปลี่ยนแปลงอย่างรวดเร็ว

6. การอ้างอิง

6.1 เอกสารอ้างอิง

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ความพึงพอใจของลูกค้าที่มีต่อการให้บริการของบริษัท แอมป์-ไนน์ทีน โลจิสติกส์ จำกัด
CUSTOMER SATISFACTION TOWARD THE SERVICE OF
AMP-19 LOGISTICS COMPANY LIMITED

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์ (1) เพื่อศึกษาปัจจัยพื้นฐานส่วนบุคคลที่มีผลต่อการให้บริการของบริษัท แอมป์-ไนน์ทีน โลจิสติกส์ จำกัด (2) เพื่อศึกษาปัจจัยพื้นฐานส่วนบุคคล คุณภาพการบริการ และความพึงพอใจของลูกค้าที่มีต่อการให้บริการของบริษัท แอมป์-ไนน์ทีน โลจิสติกส์ จำกัด (3) เพื่อศึกษาคุณภาพการบริการที่มีความสัมพันธ์กับความพึงพอใจของลูกค้าที่มีต่อการให้บริการของบริษัท แอมป์-ไนน์ทีน โลจิสติกส์ จำกัด ประชากรที่ใช้ คือ ลูกค้าผู้ใช้บริการของบริษัท แอมป์-ไนน์ทีน โลจิสติกส์ จำกัด จำนวน 1,150 คน กำหนดกลุ่มตัวอย่าง จำนวน 297 คน โดยใช้สูตรของ ทาโร่ ยามาเน่ เก็บรวบรวมข้อมูลโดยใช้แบบสอบถามเชิงโครงสร้างและวิเคราะห์ข้อมูลด้วยค่าสถิติเชิงพรรณนา ได้แก่ จำนวน ร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน ส่วนการทดสอบสมมติฐานด้วยการวิเคราะห์ค่าสถิติเชิงอนุมาน ได้แก่ Independent sample T-test, one way ANOVA (F-test) พร้อมกับเปรียบเทียบความแตกต่างของค่าเฉลี่ยแบบรายคู่ด้วยวิธี LSD และวิเคราะห์ค่าสัมประสิทธิ์สหสัมพันธ์เพียร์สัน ที่ระดับนัยสำคัญ 0.05 ผลการศึกษา พบว่า ลูกค้าส่วนใหญ่เป็นเพศชาย มีช่วงอายุ 35 - 44 ปี มีสถานภาพโสด มีระดับการศึกษาปริญญาโท มีรายได้อยู่ในช่วงระหว่าง 30,001 - 40,000 บาท ผลการทดสอบสมมติฐาน พบว่า ลูกค้าที่มีเพศ อายุ แตกต่างกัน มีความพึงพอใจต่อการให้บริการของบริษัท แอมป์-ไนน์ทีน โลจิสติกส์ จำกัด ไม่แตกต่างกัน อย่างมีนัยสำคัญที่ 0.05 ส่วนลูกค้าที่มีสถานภาพ ระดับการศึกษา รายได้ต่อเดือนที่แตกต่างกัน มีความพึงพอใจต่อการให้บริการของบริษัท แอมป์-ไนน์ทีน โลจิสติกส์ จำกัด แตกต่างกันอย่างมีนัยสำคัญที่ 0.05 ขณะที่การวิเคราะห์ความสัมพันธ์ระหว่างคุณภาพการให้บริการกับความพึงพอใจต่อการให้บริการของบริษัท แอมป์-ไนน์ทีน โลจิสติกส์ จำกัด มีความสัมพันธ์กันในเชิงบวกในระดับสูงอย่างมีนัยสำคัญ ($p < 0.05$) ซึ่งอธิบายได้ว่า เมื่อบริษัท แอมป์-ไนน์ทีน โลจิสติกส์ จำกัด มีการยกระดับคุณภาพการให้บริการสูงจะส่งผลทำให้ลูกค้ามีความพึงพอใจในการใช้บริการเพิ่มขึ้นร้อยละ 68 อย่างมีนัยสำคัญ 0.05

คำสำคัญ: พึงพอใจ, คุณภาพงานบริการ, บริการ, ส่วนประสมทางการตลาด

ABSTRACT

The objectives of this research were: (1) to study personal fundamental factors affecting the service of Amp-19 Logistics Company Limited, (2) to study personal fundamental factors, service quality and customer satisfaction towards the service provided by Amp-19 Logistics Company Limited and (3) to study service quality that correlated with customer satisfaction toward Amp-19 Logistics Company Limited's services. The population of this study consisted of 1,150 customers who used Amp-19 Logistics Company Limited's services. The Taro Yamane method was employed for determining the sample size, and 297 people were selected. Data was collected using a structured questionnaire, and analyzed by descriptive statistics namely as number, percentage, mean and standard deviation. Hypothesis testing was analyzed using inferential statistics, including independent sample t-test and one way ANOVA (F-test). Pairwise mean differences were compared by LSD method and Pearson's correlation coefficient at a significance level of 0.05.

The results revealed that the majority of the customers were men and their ages ranged from 35 to 44 years. They are single and their educational background is of master degree level with a monthly income ranging from 30,001 to 40,000 baht. The results of testing the hypothesis discovered that customers with different genders and ages had no variance of satisfaction with Amp-19 Logistics Company Limited 's services at a significance level of 0.05. Customers with different status, education levels and monthly incomes exhibited differences of satisfaction with Amp-19 Logistics Company Limited's services at a significance level of 0.05.

The results from analyzing the relationship between service quality and satisfaction with the service provided by Amp-19 Logistics Company Limited showed a significantly high positive correlation ($p < 0.05$). This could be explained through when Amp-19 Logistics Company Limited upgraded their service quality, it resulted in a significant increase in customer satisfaction by 68 percent at a significance level of 0.05.

Keywords: Satisfaction, Service quality, Service, Marketing mix

บทนำ

ปัจจุบันการส่งออกของไทยขยายตัวเพิ่มขึ้นต่อเนื่อง ท่ามกลางบรรยากาศการค้าโลกที่ฟื้นตัวต่อเนื่อง ขณะที่ความรุนแรงของไวรัสโควิด-19 ซึ่งส่งผลกระทบต่อภาพรวมของเศรษฐกิจโลกในวงจำกัด นอกจากนี้ IMF ยังมองว่าเศรษฐกิจโลกในปี 2565 จะยังเติบโตได้ร้อยละ 4.4 เนื่องจากกิจกรรมทางเศรษฐกิจของประเทศหลักทั่วโลก ทั้งการค้า การผลิต การบริโภค และการเดินทางกลับเข้าสู่ระดับปกติ (สำนักงานนโยบายและยุทธศาสตร์การค้า กระทรวงพาณิชย์, 2565: ออนไลน์) ประกอบกับผู้ประกอบการต้องปรับตัวเพื่อการแข่งขันและความอยู่รอด รวมถึงธุรกิจตัวแทนผู้รับจัดการขนส่งสินค้าระหว่างประเทศ (Freight Forwarder) จะดำเนินงานครอบคลุมทุกกิจกรรมทางโลจิสติกส์ (Logistics Activities) และยังช่วยตอบสนองการบริหารจัดการห่วงโซ่อุปทานให้ครบวงจรเพื่อให้เกิดประสิทธิภาพสูงสุด การปรับตัวและการพัฒนาคุณภาพในการให้บริการเพื่อตอบสนองความต้องการของลูกค้า ในการลดต้นทุน ลดเวลาการส่ง มอบคุณค่า รักษาส่วนแบ่งทางการตลาด (Market Share) รวมถึงการสร้างข้อได้เปรียบทางการแข่งขัน (Competitive Advantage) จึงเป็นสิ่งที่คุณรับจัดการขนส่ง (Freight Forwarder) ต้องพัฒนาอย่างสม่ำเสมอ เพื่อสนับสนุนให้ผู้ประกอบการไทยสามารถแข่งขันในเวทีการค้าโลกได้อย่างยั่งยืน

ในปัจจุบันนี้ ผู้ประกอบการธุรกิจหันมาให้ความสนใจในด้านการบริการลูกค้าเพิ่มมากขึ้น ดังนั้น บริษัท แอมป์-ไนน์ทีน โลจิสติกส์ จำกัด จึงจำเป็นต้องวางกลยุทธ์ที่มุ่งเน้นที่จะทำให้ลูกค้ามีความพึงพอใจต่อการบริการที่ได้รับให้มากที่สุด การให้ความสำคัญกับลูกค้าหรือผู้รับบริการ ถือว่าเป็นสิ่งสำคัญที่สุดที่บริษัท แอมป์-ไนน์ทีน โลจิสติกส์ จำกัด พยายามปรับปรุงและพัฒนาคุณภาพการบริการอย่างสม่ำเสมอ เพื่อส่งผลต่อทัศนคติ เกิดการเรียนรู้ และเกิดพฤติกรรมการใช้บริการที่ดี มีคุณภาพเกิดจากความพึงพอใจของลูกค้าหรือผู้ให้บริการที่มีผลต่อการให้บริการ จะได้รับผลิตภัณฑ์บริการที่ดีที่สุด โดยมีคุณค่าและมีความเหมาะสมตรงตามความต้องการของผู้ใช้บริการ ซึ่งเกิดจากการเปรียบเทียบ ระหว่างความคาดหวังและการรับรู้ในการให้บริการหากผู้ให้บริการได้รับการบริการเป็นอย่างดีมีคุณภาพ กล่าวได้ว่า การบริการ คุณภาพจึงเป็นการเปรียบเทียบระหว่างความพึงพอใจของลูกค้าในการใช้ บริการผู้มาใช้บริการจะการรับรู้ที่แท้จริงที่มี โดยหากลูกค้าหรือผู้ให้บริการเห็นว่าบริการเหล่านั้นเป็นสิ่งที่ดีที่สุดและตรงตามที่คาดหวัง ก็ถือได้ว่าบริการดังกล่าวมีคุณภาพ และทำให้ผู้รับบริการเกิดเป็นความรู้สึกที่พึงพอใจต่อการให้บริการนั่นเอง

บริษัท แอมป์-ไนน์ทีน โลจิสติกส์ จำกัด ด้วยประสบการณ์ 19 ปี ด้วยทีมงานชำนาญการ ในการดำเนินธุรกิจผู้ให้บริการจัดทำนำเข้าส่งออก ขนส่งสินค้าระหว่างประเทศ และการจัดการโลจิสติกส์แบบครบวงจร บริษัทฯ มีเครือข่ายเอเจนซีดูแลลูกค้าอยู่ทั่วโลก

ดังนั้น ผู้วิจัยจึงมีความสนใจที่จะทำการศึกษาเรื่องความพึงพอใจของลูกค้าที่มีต่อการให้บริการของบริษัท แอมป์-ไนน์ทีน โลจิสติกส์ จำกัด ทั้งนี้ เพื่อใช้เป็นแนวทางในการปรับปรุงพัฒนาคุณภาพงานบริการสร้างความพึงพอใจสูงสุดให้กับลูกค้าของบริษัท แอมป์-ไนน์ทีน โลจิสติกส์ จำกัด ทำให้บริษัทฯ มีความได้เปรียบในแข่งขัน และเพิ่มประสิทธิภาพในการแข่งขันทางธุรกิจได้

วัตถุประสงค์การวิจัย

เพื่อศึกษาปัจจัยพื้นฐานส่วนบุคคล คุณภาพการบริการ และความพึงพอใจของลูกค้าที่มีต่อการให้บริการ และความสัมพันธ์กับความพึงพอใจของลูกค้าที่มีต่อการให้บริการของบริษัท แอมป์-ไนน์ทีน โลจิสติกส์ จำกัด

ประโยชน์ที่คาดว่าจะได้รับ

การวิจัยนี้คาดว่าจะได้รับประโยชน์ดังนี้ (1) ทำให้ทราบถึงความพึงพอใจของลูกค้าที่มีต่อการให้บริการของบริษัท แอมป์-ไนน์ทีน โลจิสติกส์ จำกัด (2) ทำให้ทราบถึงความแตกต่างของความพึงพอใจของลูกค้าที่มีต่อการให้บริการของบริษัท แอมป์-ไนน์ทีน โลจิสติกส์ จำกัด (3) สามารถนำผลที่ได้จากการวิจัยไปใช้แก้ไขปรับปรุงและพัฒนาคุณภาพงานบริการของบริษัท แอมป์-ไนน์ทีน โลจิสติกส์ จำกัด เพื่อให้ลูกค้าเกิดความพึงพอใจมากยิ่งขึ้น

แนวคิดและวรรณกรรมที่เกี่ยวข้อง

2.1 แนวคิดและทฤษฎีเกี่ยวกับความพึงพอใจ

พจนานุกรมฉบับราชบัณฑิตยสถาน (2525) พอใจ หมายถึง ชอบใจ หรือ รัก และ “พึงใจ” หมายถึง พอใจ หรือชอบใจ

เกษมสันต์ พิพัฒน์ศิริศักดิ์ (2551) ความพึงพอใจ หมายถึง ความรู้สึกที่ดีเมื่อลูกค้าใช้สินค้าและบริการนั้นแล้ว พบว่า ดิจจริงตามที่คาดหวัง เมื่อลูกค้าเกิดความพึงพอใจแล้ว บริษัทต้องทำให้ลูกค้ากลับมาซื้อซ้ำ เพื่อทำให้เกิดความภักดีในตราสินค้าและองค์กร

สิวลุทธิ์ พงศกรรังศิลป์ (2555) ความพึงพอใจ หมายถึง ผลจากการเปรียบเทียบผลประโยชน์ที่ได้รับจากผลิตภัณฑ์หรือบริการ หรือเปรียบเทียบระหว่างคุณค่าที่ลูกค้าได้รับกับสิ่งที่ลูกค้าคาดหวัง ความพึงพอใจเป็นทัศนคติแบบนามธรรม เพราะเป็นสิ่งที่ไม่สามารถมองเห็นได้ สังเกตโดยการ แสดงออกสามารถวัดความคิดเห็นว่าตรงกับความรู้สึกที่แท้จริงเพื่อวัดความพื่อนั้นได้ ซึ่งนักการตลาดต้องพยายามเพิ่มคุณค่าที่รับรู้ได้ให้มากกว่า ความคาดหวังของลูกค้า หากคุณค่าหรือเป้าหมายเหนือความคาดหวังของลูกค้า จะทำให้เกิดความพึงพอใจสูงสุดและลูกค้าจะเกิดความจงรักภักดีในตราสินค้า แต่ถ้าไม่สามารถทำได้เหนือกว่าอาจจะทำให้เกิดความไม่พึงพอใจและสามารถเลิกซื้อสินค้านั้นทันที

2.2 แนวคิดและทฤษฎีเกี่ยวกับคุณภาพการบริการ

Oliver (1994) คุณภาพการให้บริการไว้ว่าคุณภาพการให้บริการ เป็นลักษณะของแนวคิดที่มีความเข้าใจว่าลูกค้าคิดอย่างไรต่อคุณภาพการให้บริการซึ่งถือได้ว่าเป็น สิ่งที่สำคัญของการบริหารองค์กรให้เกิดประสิทธิผล โดยมีแนวคิดในการทำความเข้าใจที่สัมพันธ์กันอยู่ 3 แนวคิด คือ ความพึงพอใจของลูกค้า คุณภาพการให้บริการ และคุณค่าของลูกค้า

Parasuraman, Zeithaml, & Berry (1985) คุณภาพบริการ คือ การรับรู้ของลูกค้าซึ่งลูกค้าจะทำการประเมินคุณภาพบริการโดยทำการเปรียบเทียบความต้องการหรือความคาดหวังกับการบริการที่ได้รับจริง

และการที่องค์กรจะได้รับชื่อเสียงจากคุณภาพบริการต้องมีการบริการอย่างคงที่อยู่ในระดับของการรับรู้ของลูกค้า หรือมากกว่าความคาดหวังของลูกค้า ในการประเมินคุณภาพการบริการของลูกค้า นั้นยากกว่าการประเมินคุณภาพสินค้า การรับรู้คุณภาพบริการเป็นผลลัพธ์จากการเปรียบเทียบของความคาดหวังของลูกค้ากับบริการที่ได้รับจริง ซึ่งคุณภาพที่ถูกประเมินไม่ได้เป็นการประเมินเฉพาะผลจากการบริการเท่านั้น แต่เป็นการประเมินที่รวมไปถึงกระบวนการของการบริการที่ได้รับ

Ziethaml, Parasuraman & Berry (1990) อังโน อรรถสิทธิ์ ลอเลิศ (2555) ได้พัฒนาเครื่องมือ SERVQUAL สามารถใช้วัดคุณภาพของบริการได้ ประกอบด้วยห้ามิติ

มิติที่ 1 สิ่งสัมผัสได้ (Tangibles) การบริการที่นำเสนอทางกายภาพ มีสิ่งอำนวยความสะดวก และอุปกรณ์ที่ใช้ในการสื่อสาร ทำให้ผู้รับบริการรู้สึกได้ถึงดูแลเอาใจใส่และความห่วงใยจริงจากผู้ให้บริการ ที่ได้รับการออกแบบมาเป็นรูปธรรมเพื่อให้ผู้ให้บริการตระหนักถึงบริการที่ผู้ให้บริการมอบให้มากขึ้น

มิติที่ 2 ความน่าเชื่อถือ (Reliability) การบริการที่เรามอบให้มีความสม่ำเสมอและเชื่อถือได้เสมอ ดังนั้นลูกค้ารับรู้ได้ว่าบริการนี้สามารถให้ความไว้วางใจได้

มิติที่ 3 การตอบสนอง (Responsiveness) ความพร้อมและความเต็มใจในการให้บริการที่สามารถตอบสนองความต้องการของผู้ใช้บริการได้อย่างรวดเร็วและมีประสิทธิภาพเป็นสิ่งสำคัญ สามารถเข้าถึงบริการได้ง่าย ใช้บริการสะดวกสบาย และต้องกระจายอย่างรวดเร็วและทั่วถึงเพื่อตอบสนองความต้องการของลูกค้าให้ได้มากที่สุด

มิติที่ 4 การให้ความมั่นใจ (Assurance) การสร้างเชื่อมั่น สิ่งสำคัญคือคำนึงถึงความต้องการของผู้มารับบริการในการให้บริการด้วยความสุภาพ สื่อสารอย่างเป็นมิตร และมั่นใจว่าบริการนั้นส่งมอบด้วยวิธีที่น่าพึงพอใจมากที่สุด

มิติที่ 5 การเอาใจใส่ (Empathy) ความสนใจดูแลเอาใจใส่เป็นพิเศษ ซึ่งช่วยให้ผู้รับบริการได้รับบริการที่ดีมีความแตกต่างเป็นเฉพาะรายบุคคลตามความต้องการของแต่ละคน

2.3 แนวคิดและทฤษฎีเกี่ยวกับปัจจัยส่วนประสมทางการตลาด (7Ps)

Kotler (1997) ส่วนประสมทางการตลาด (Marketing Mix) เป็นเครื่องมือที่สามารถนำมาใช้เพื่อตอบสนองความต้องการของลูกค้า ประกอบด้วยสี่ตัวแปร ได้แก่ ผลิตภัณฑ์ ราคา ช่องทางการจัดจำหน่าย และการส่งเสริมการตลาด ต่อมาเพิ่มตัวแปรอีกสามตัวแปร ที่เกี่ยวข้องกับธุรกิจบริการ ได้แก่ บุคคล หลักฐานทางกายภาพ และกระบวนการ

ศิริวรรณ เสรีรัตน์, ปริญ ลักษิตานนท์ และศุภร เสรีรัตน์ (2541) แนวคิดเกี่ยวกับกลยุทธ์ทางการตลาดสำหรับธุรกิจบริการเกี่ยวข้องกับการใช้เทคนิคทางการตลาดต่างๆ เพื่อดึงดูดและรักษาลูกค้าไว้ โมเดล 7Ps เป็นวิธีการคิดแบบลำดับขั้นเกี่ยวกับการตัดสินใจทางการตลาด โดยผู้บริโภคมองจะต้องผ่านกระบวนการตัดสินใจเจ็ดขั้นตอน คือ ธุรกิจที่ให้บริการจะใช้ส่วนประสมการตลาด (Marketing Mix) หรือ 7Ps นั้นเอง

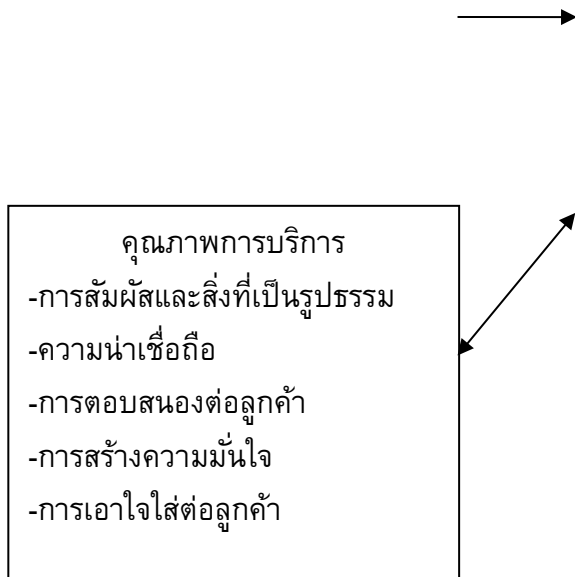
กรอบแนวคิดวิจัย

ตัวแปรอิสระ

ตัวแปรตาม

ข้อมูลส่วนบุคคลของลูกค้า
- เพศ
- อายุ
- สถานภาพ
- ระดับการศึกษา

ความพึงพอใจของลูกค้าที่มีต่อการให้บริการของบริษัท แอมป์-ไนน์ทีน โลจิสติกส์ จำกัด
- ผลิตภัณฑ์ (Product)
- ราคา (Price)



ภาพที่ 1 กรอบแนวคิดการวิจัย

วิธีดำเนินการวิจัย

การศึกษาความพึงพอใจของลูกค้าที่มีต่อการให้บริการของ บริษัท แอมป์-ไนน์ทีน โลจิสติกส์ จำกัด ประชากรที่ใช้ คือ ลูกค้าผู้ใช้บริการของบริษัท แอมป์-ไนน์ทีน โลจิสติกส์ จำกัด จำนวน 1,150 คน กำหนดกลุ่มตัวอย่าง จำนวน 297 คน โดยใช้สูตรของทาโร ยามาเน่ นำแบบสอบถามมาทดสอบหาค่าสัมประสิทธิ์อัลฟา (α - Coefficient) ของครอนบาช (Cronbach) เท่ากับ 0.92 เก็บรวบรวมข้อมูลโดยใช้แบบสอบถามเชิงโครงสร้าง และวิเคราะห์ข้อมูลด้วยค่าสถิติเชิงพรรณนา ได้แก่ จำนวน ร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน ส่วนการทดสอบสมมติฐานด้วยการวิเคราะห์ค่าสถิติเชิงอนุมาน ได้แก่ Independent sample t-test, one way ANOVA (F-test) พร้อมกับเปรียบเทียบความแตกต่างของค่าเฉลี่ยแบบรายคู่ด้วยวิธี LSD และวิเคราะห์ค่าสัมประสิทธิ์สหสัมพันธ์เพียร์สัน ที่ระดับนัยสำคัญ 0.05

ผลการวิจัย

1. ระดับคุณภาพการให้บริการของบริษัท แอมป์-ไนน์ทีน โลจิสติกส์ จำกัด

ตารางที่ 1 แสดงค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐานระดับความสำคัญคุณภาพการให้บริการของบริษัท แอมป์-ไนน์ทีน โลจิสติกส์ จำกัด

คุณภาพการให้บริการ	Mean	S.D.	ระดับความสำคัญ
ด้านการสัมผัสและสิ่งที่เป็นรูปธรรม	3.50	0.32	มาก
ด้านความน่าเชื่อถือ	3.39	0.33	ปานกลาง
ด้านการตอบสนองต่อลูกค้า	3.45	0.34	มาก

ด้านการสร้างความมั่นใจ	3.45	0.33	มาก
ด้านการเอาใจใส่ต่อลูกค้า	3.37	0.32	ปานกลาง
รวม	3.43	0.27	มาก

จากตารางที่ 1 การวิเคราะห์ระดับคุณภาพการให้บริการ พบว่า ลูกค้าของบริษัท แอมป์-ไนน์ทีน โลจิสติกส์ จำกัด มีระดับความสำคัญคุณภาพการให้บริการของบริษัท แอมป์-ไนน์ทีน โลจิสติกส์ จำกัด ในภาพรวมอยู่ในระดับมาก มีค่าเฉลี่ย 3.43 และเมื่อพิจารณาในรายด้าน พบว่า ด้านที่มีค่าเฉลี่ยสูงสุด คือ การสัมผัสและสิ่งที่เป็นรูปธรรม มีค่าเฉลี่ย 3.50 รองลงมาได้แก่ การตอบสนองต่อลูกค้า มีค่าเฉลี่ย 3.45 การสร้างความมั่นใจ มีค่าเฉลี่ย 3.45 ความน่าเชื่อถือ 3.39 และอันดับสุดท้าย ด้านการเอาใจใส่ต่อลูกค้า มีค่าเฉลี่ยน้อยที่สุด 3.37 ตามลำดับ

2. ระดับความสำคัญความพึงพอใจของลูกค้าที่มีต่อการให้บริการ บริษัท แอมป์-ไนน์ทีน โลจิสติกส์ จำกัด

ตารางที่ 2 ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐานของระดับความสำคัญความพึงพอใจของลูกค้า

ที่มีต่อการให้บริการ บริษัท แอมป์-ไนน์ทีน โลจิสติกส์ จำกัด

ความพึงพอใจของลูกค้า	Mean	S.D.	ระดับความสำคัญ
1.ด้านผลิตภัณฑ์	3.41	0.25	มาก
2.ด้านราคา	3.35	0.30	ปานกลาง
3.ด้านการจัดจำหน่าย	3.35	0.28	ปานกลาง
4.ด้านการส่งเสริมการตลาด	3.46	0.39	มาก
5.ด้านบุคลากร	3.38	0.39	ปานกลาง
6.ลักษณะทางกายภาพ	3.39	0.33	ปานกลาง
7.ด้านกระบวนการ	3.41	0.33	มาก
รวม	3.39	0.21	ปานกลาง

จากตารางที่ 2 การวิเคราะห์ระดับความพึงพอใจของลูกค้าพบว่า ลูกค้าของบริษัท แอมป์-ไนน์ทีน โลจิสติกส์ จำกัด มีระดับความพึงพอใจของลูกค้าที่มีต่อการให้บริการบริษัท แอมป์-ไนน์ทีน โลจิสติกส์ จำกัด ในภาพรวมอยู่ในระดับปานกลาง มีค่าเฉลี่ย 3.39 และเมื่อพิจารณาในรายด้าน พบว่า ด้านที่มีค่าเฉลี่ยสูงสุด คือ ด้านการส่งเสริมการตลาด มีค่าเฉลี่ย 3.46 รองลงมาได้แก่ ด้านผลิตภัณฑ์ มีค่าเฉลี่ย 3.41 และด้านกระบวนการ มีค่าเฉลี่ย 3.41 รองลงมาคือ ด้านลักษณะทางกายภาพ มีค่าเฉลี่ย 3.39 ด้านบุคลากร มีค่าเฉลี่ย 3.38 ด้านราคา มีค่าเฉลี่ย 3.35 และอันดับสุดท้าย คือ ด้านการจัดจำหน่าย มีค่าเฉลี่ยน้อยที่สุด 3.35 ตามลำดับ

3. ผลการวิเคราะห์ข้อมูลเพื่อทดสอบสมมติฐาน

สมมติฐานที่ 1 ลูกค้าที่มีปัจจัยส่วนบุคคล แตกต่างมีความพึงพอใจต่อการให้บริการของบริษัท แอมป์-ไนน์ทีน โลจิสติกส์ จำกัด แตกต่างกัน พบว่า ลูกค้าที่มีเพศ อายุ แตกต่างกัน มีความพึงพอใจต่อการให้บริการของบริษัท แอมป์-ไนน์ทีน โลจิสติกส์ จำกัด ไม่แตกต่างกัน อย่างมีนัยสำคัญที่ 0.05 ส่วนลูกค้าที่มีสถานภาพ ระดับการศึกษา รายได้ต่อเดือนที่แตกต่างกัน มีความพึงพอใจต่อการให้บริการของบริษัท แอมป์-ไนน์ทีน โลจิสติกส์ จำกัด แตกต่างกัน อย่างมีนัยสำคัญที่ 0.05 ดังแสดงในตารางที่ 3

ตารางที่ 3 สรุปสมมติฐาน

ปัจจัยส่วนบุคคลที่มีผลต่อความพึงพอใจของลูกค้าที่มีต่อการให้บริการ บริษัท แอมป์-ไนน์ทีน โลจิสติกส์ จำกัด	t	F	Sig
สมมติฐานที่ 1.1 เพศ	1.73		0.18
สมมติฐานที่ 1.2 อายุ		0.14	0.86
สมมติฐานที่ 1.3 สถานภาพ		3.60	0.02*
สมมติฐานที่ 1.4 ระดับการศึกษา		19.85	0.00*
สมมติฐานที่ 1.5 รายได้ต่อเดือน		2.80	0.03*

สมมติฐานที่ 2 ความสัมพันธ์คุณภาพการให้บริการกับความพึงพอใจต่อการให้บริการของบริษัท แอมป์-ไนน์ทีน โลจิสติกส์ จำกัด ไม่มีความสัมพันธ์กันโดยการทดสอบสมมติฐานโดยใช้การวิเคราะห์ ค่าสัมประสิทธิ์สหสัมพันธ์เพียร์สัน (Pearson's product moment correlation coefficient) พบว่า ความสัมพันธ์ระหว่างคุณภาพการให้บริการกับความพึงพอใจต่อการให้บริการของบริษัท แอมป์-ไนน์ทีน โลจิสติกส์ จำกัด ความสัมพันธ์กันในเชิงบวกในระดับสูงอย่างมีนัยสำคัญ ($p < 0.05$) ซึ่งอธิบายได้ว่า เมื่อบริษัท แอมป์-ไนน์ทีน โลจิสติกส์ จำกัด มีระดับคุณภาพการให้บริการสูงจะทำให้ลูกค้ามีความพึงพอใจในการใช้บริการเพิ่มขึ้นร้อยละ 68 อย่างมีนัยสำคัญ

สรุป

จากการศึกษา พบว่า ลูกค้าที่มีเพศ อายุ แตกต่างกัน มีความพึงพอใจต่อการให้บริการของบริษัท แอมป์-ไนน์ทีน โลจิสติกส์ จำกัด ไม่แตกต่างกัน อย่างมีนัยสำคัญที่ 0.05 ในส่วนของลูกค้าที่มีสถานภาพ ระดับการศึกษา รายได้ต่อเดือนที่แตกต่างกันมีความคิดเห็นเรื่องกับความพึงพอใจต่อการให้บริการของบริษัท แอมป์-ไนน์ทีน โลจิสติกส์ จำกัด แตกต่างกัน ผลการวิเคราะห์ความสัมพันธ์ระหว่างคุณภาพการให้บริการกับความพึง

พอใจต่อการให้บริการของบริษัท แอมป์-ไนน์ทีน โลจิสติกส์ จำกัด มีความสัมพันธ์กัน พบว่า ความสัมพันธ์ระหว่างคุณภาพการให้บริการกับความพึงพอใจต่อการให้บริการของบริษัท แอมป์-ไนน์ทีน โลจิสติกส์ จำกัด มีความสัมพันธ์กันในเชิงบวกในระดับสูงอย่างมีนัยสำคัญ ($p < 0.05$) ซึ่งอธิบายได้ว่า เมื่อบริษัท แอมป์-ไนน์ทีน โลจิสติกส์ จำกัด มีการยกระดับคุณภาพการให้บริการสูงจะส่งผลทำให้ลูกค้ามีความพึงพอใจในการใช้บริการเพิ่มขึ้น ร้อยละ 68

ข้อเสนอแนะ

1. บริษัทฯ สามารถนำข้อมูลส่วนบุคคลของลูกค้า มาวิเคราะห์วางแผนนโยบายและกลยุทธ์ทางการตลาดเพื่อตอบสนองความต้องการของลูกค้าให้เหมาะสมต่อไป
2. บริษัทฯ บริษัทควรสร้างความสัมพันธ์อันดีกับลูกค้า โดยมุ่งเน้นความสำคัญไปที่การสร้าง ความพึงพอใจให้กับตอบสนองความคาดหวังลูกค้าให้ได้ทันที การพัฒนาปรับปรุงงานบริการ บริการหลังการขาย รวมไปถึงจัดกิจกรรมการตลาดเพื่อสร้างประสบการณ์ดี ๆ ให้กับลูกค้าจนกลายเป็นลูกค้าที่จงรักภักดี การสร้างให้ลูกค้ารู้สึกเป็นคนพิเศษอยู่เสมอ ด้วย Personalized Marketing การตลาดแบบเฉพาะบุคคล การมอบสิทธิพิเศษในวันเกิด เชิญลูกค้าร่วมงานอีเว้นท์ต่างๆ ของบริษัทฯ
3. บริษัทฯ ควรสำรวจสิ่งอำนวยความสะดวกต่างๆ ที่มีความจำเป็นเพิ่มเติม เพื่อรองรับการให้บริการแก่ลูกค้าเป็นอย่างดี เพื่อยกระดับการให้บริการ ได้แก่ ในเรื่องการจัดภูมิทัศน์ สภาพแวดล้อม การสร้างบรรยากาศสถานที่ทำงาน ให้ลูกค้าเกิดความประทับใจ ในทุกครั้งที่เข้ามาใช้บริการของบริษัท

ข้อเสนอแนะสำหรับการวิจัยในครั้งต่อไป

1. ในงานวิจัยครั้งต่อไปควรการศึกษาปัจจัยด้านอื่นๆที่มีอิทธิพลต่อความผูกพันกับบริษัท แอมป์-ไนน์ทีน โลจิสติกส์ จำกัด เพื่อนำปัจจัยต่างๆเหล่านั้น มาเป็นแนวทางในการปรับปรุงและพัฒนาสินค้าและบริการต่อไป
2. ควรสำรวจถึงความต้องการของลูกค้าเพิ่มเติม เพราะความต้องการของลูกค้านั้นมีการเปลี่ยนแปลงอยู่ตลอดเวลา เพื่อเป็นการตอบสนองความต้องการของลูกค้าผู้รับบริการได้อย่างถูกต้อง และทำให้ทราบถึงแนวโน้มแข่งขันของตลาดในธุรกิจนี้

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ความสัมพันธ์ระหว่างโครงสร้างประชากรกับการลงทุนโดยตรงจากต่างประเทศในกลุ่มประเทศ อาเซียน

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บทคัดย่อ

การลงทุนโดยตรงจากต่างประเทศถือเป็นปัจจัยขับเคลื่อนการเจริญเติบโตทางเศรษฐกิจที่สำคัญของอาเซียน เนื่องจากการที่นักลงทุนเข้ามาลงทุนจะทำให้เกิดธุรกิจใหม่ ๆ เกิดการจ้างงานเพิ่มขึ้น รวมถึงการถ่ายทอดเทคโนโลยีและความรู้ต่าง ๆ ให้แก่ประเทศผู้รับทุน อย่างไรก็ตามประเทศในอาเซียนส่วนมากเริ่มเข้าสู่สังคมผู้สูงอายุ ประชากรวัยแรงงานลดลง ซึ่งส่งผลกระทบต่อธุรกิจที่เน้นใช้แรงงานเป็นหลัก ทำให้ส่งผลกระทบต่อการลงทุนโดยตรงจากต่างประเทศ ดังนั้นงานวิจัยนี้จึงศึกษาความสัมพันธ์ระหว่างโครงสร้างประชากรกับการลงทุนโดยตรงจากต่างประเทศในกลุ่มประเทศอาเซียน โดยใช้ข้อมูลทุติยภูมิแบบข้อมูลพาแนล ตั้งแต่ปี พ.ศ. 2539 - 2564 รวมเป็นระยะเวลา 26 ปี ทำการศึกษาประเทศในอาเซียน 10 ประเทศ โดยใช้แบบจำลอง Fixed Effect Model ในการวิเคราะห์ และผลการวิจัยพบว่า ผลกระทบมวลรวมในประเทศต่อหัว และประชากรที่มีอายุระหว่าง 35 - 54 ปี มีความสัมพันธ์ในทิศทางเดียวกับมูลค่าการลงทุนโดยตรงจากต่างประเทศไหลเข้า ส่วนประชากรที่มีอายุระหว่าง 15 - 34 ปี และประชากรที่มีอายุ 55 ปีขึ้นไปมีความสัมพันธ์ในทิศทางตรงกันข้าม กับมูลค่าการลงทุนโดยตรงจากต่างประเทศไหลเข้า ขณะที่อัตราเงินเฟ้อ ระดับการเปิดประเทศ และดัชนีการพัฒนามนุษย์ไม่มีผลต่อมูลค่าการลงทุนโดยตรงจากต่างประเทศไหลเข้า อย่างมีนัยสำคัญทางสถิติที่ 0.05

คำสำคัญ: การลงทุนโดยตรงจากต่างประเทศ, โครงสร้างประชากร, อาเซียน

1. บทนำ

1.1 ความสำคัญของปัญหา

การลงทุนโดยตรงจากต่างประเทศถือเป็นปัจจัยหนึ่งที่มีความสำคัญต่อเศรษฐกิจของประเทศและของโลก เนื่องจากการเข้ามาของนักลงทุนชาวต่างชาติจะทำให้เกิดเงินทุนไหลเข้าประเทศ ซึ่งจะช่วยให้ดุลการชำระเงินระหว่างประเทศและเศรษฐกิจของประเทศผู้รับทุนดีขึ้น นอกจากนี้การลงทุนจากต่างประเทศด้านการผลิต ภาคอุตสาหกรรม ภาคเกษตรกรรมแปรรูปเพื่อการส่งออกและบริการ ทำให้เกิดธุรกิจใหม่ ๆ เพิ่มขึ้น การลงทุนในอุตสาหกรรมใช้ทุนมาก ต้องใช้เครื่องจักรและแรงงานที่มีฝีมือเพิ่มขึ้น ส่งผลให้การจ้างงานในประเทศผู้รับทุนเพิ่มขึ้น รวมถึงจะมีการถ่ายทอดเทคโนโลยี การถ่ายทอดความรู้ (ศิณีย์ สังข์ศรีศรี, 2548) ดังนั้นจึงเป็นเหตุผลที่ประเทศต่าง ๆ ให้ความสำคัญกับการลงทุนโดยตรงจากต่างประเทศผ่านการผลักดันนโยบายดึงดูดการลงทุนโดยตรงจากต่างประเทศเพื่อความก้าวหน้าทางเศรษฐกิจของประเทศ โดยเฉพาะประเทศกำลังพัฒนาที่ประสบปัญหาการขาดแคลนความรู้ทางเทคโนโลยีทันสมัย และความรู้ด้านวิทยาการสมัยใหม่ และต้องการทั้งเงินทุน เทคโนโลยีเข้ามาพัฒนาโครงสร้างพื้นฐานในประเทศ รวมถึงการพัฒนา

ศักยภาพแรงงานให้สูงขึ้น

สมาคมประชาชาติแห่งเอเชียตะวันออกเฉียงใต้หรืออาเซียน เป็นองค์กรความร่วมมือระดับภูมิภาคมีวัตถุประสงค์เพื่อส่งเสริมความร่วมมือและความมั่นคงทางการเมือง การเจริญเติบโตทางการค้าและทางเศรษฐกิจ รวมทั้งการพัฒนาทางสังคมของประเทศสมาชิก (ธนาคารแห่งประเทศไทย, 2558) สำหรับการลงทุนโดยตรงจากต่างประเทศนับเป็นปัจจัยขับเคลื่อนการเจริญเติบโตทางเศรษฐกิจที่สำคัญของอาเซียน คือเป็นปัจจัยที่มีส่วนช่วยในการส่งเสริมการขยายฐานเงินทุนและเพิ่มอัตราการจ้างงาน (สตูดิโอ วงศ์เกียรติขจร, 2556) ซึ่งแนวโน้มการลงทุนโดยตรงจากต่างประเทศในภูมิภาคอาเซียนไหลเข้ามีทิศทางไปในทางเดียวกัน คือในช่วงเวลายุคค่าการลงทุนโดยตรงจากต่างประเทศไหลเข้าจะเพิ่มขึ้นและลดลงเหมือน ๆ กันในแต่ละประเทศ โดยมูลค่าการลงทุนโดยตรงจากต่างประเทศของประเทศสิงคโปร์มีมูลค่ามากที่สุดในกลุ่มประเทศอาเซียน และมีแนวโน้มที่จะเพิ่มขึ้นอย่างต่อเนื่อง ซึ่งจากมูลค่าการลงทุนจากต่างประเทศของกลุ่มอาเซียนมีแนวโน้มที่จะเพิ่มขึ้นนี้ สะท้อนให้เห็นว่านักลงทุนต่างชาติให้ความสนใจในกลุ่มประเทศอาเซียนมากขึ้น (ตารางที่ 1) โดยเฉพาะอุตสาหกรรมการผลิตเป็นอุตสาหกรรมที่นักลงทุนต่างชาติให้ความสนใจมากที่สุด ซึ่งอุตสาหกรรมนี้จัดเป็นอุตสาหกรรมที่ใช้แรงงานเข้มข้น

ตารางที่ 1 มูลค่าการลงทุนโดยตรงจากต่างประเทศในอาเซียนไหลเข้า (หน่วย: ล้านดอลลาร์สหรัฐ)

ปี	มาเลเซีย	อินโดนีเซีย	สิงคโปร์	เวียดนาม	ไทย	บรูไน	กัมพูชา	ลาว	พม่า	ฟิลิปปินส์
2560	9,368	20,510	99,210	14,100	8,285	468	2,788	1,693	4804	10,256
2561	8,304	18,910	81,181	15,500	13,747	516	3,213	1,358	1768	9,949
2562	9,155	24,994	111,480	16,120	5,519	373	3,663	756	1736	8,671
2563	4,059	19,175	74,751	15,800	-4,947	566	3,625	968	1907	6,822
2564	18,596	21,362	105,491	15,660	14,641	205	3,483	1,072	2067	12,413

ที่มา: World Bank (2021)

ทั้งนี้ประเทศส่วนใหญ่ในอาเซียนเป็นประเทศกำลังพัฒนาที่มีความอุดมสมบูรณ์ในเรื่องของทรัพยากรทางธรรมชาติ และทรัพยากรมนุษย์ที่มีความเข้มข้นของแรงงานสูง ซึ่งถือเป็นปัจจัยสำคัญต่อภาคการผลิตและอัตราค่าจ้างในบางประเทศของภูมิภาคนี้อยู่ในระดับที่ต่ำจึงเป็นสิ่งที่ดึงดูดนักลงทุนให้เข้ามาลงทุน (อรุณี แซ่จิ่ง, 2561) ดังนั้นจำนวนประชากรวัยแรงงานของแต่ละประเทศจะมีผลต่อการดึงดูดนักลงทุนมาก อย่างไรก็ตามปัจจุบันหลายประเทศทั่วโลก รวมถึงประเทศในอาเซียนกำลังเกิดการเปลี่ยนแปลงทางด้านโครงสร้างประชากรที่ก้าวเข้าสู่สังคมผู้สูงอายุอย่างรวดเร็ว ซึ่งในปัจจุบันประเทศสมาชิกอาเซียนมีประชากรสูงอายรรวมกันประมาณ 74 ล้านคน หรือคิดเป็นร้อยละ 11 ของประชากรอาเซียนทั้งหมด มีการคาดการณ์ว่าภายในปี พ.ศ. 2593 ประเทศสมาชิกอาเซียนทุกประเทศจะกลายเป็นสังคมผู้สูงอายุ ในปัจจุบันมีประเทศสมาชิกอาเซียนที่เข้าสู่สังคมผู้สูงอายุแล้ว ได้แก่ ประเทศสิงคโปร์ ประเทศไทย ประเทศเวียดนาม ประเทศอินโดนีเซีย ประเทศมาเลเซีย ประเทศพม่า และประเทศบรูไน โดยสิงคโปร์เป็นประเทศที่เข้าสู่สังคมผู้สูงอายุเร็วที่สุดในอาเซียน (อภิวรรณ วัฒนวรกุล, 2565) ดังนั้นการที่หลายประเทศในอาเซียนเข้าสู่สังคมผู้สูงอายุ ประชากรวัยแรงงานลดลงส่งผลให้มีโอกาสที่จะทำให้นักลงทุนเข้ามาลงทุนในประเทศลดลง จึงมีการศึกษาความสัมพันธ์ระหว่าง

โครงสร้างประชากรกับการลงทุนโดยตรงจากต่างประเทศในกลุ่มประเทศอาเซียน ทั้งนี้จากงานวิจัยที่ผ่านมา ไม่มีการศึกษาที่เน้นในเรื่องของโครงสร้างประชากรที่มีต่อการลงทุนโดยตรงจากต่างประเทศ ทำให้งานนี้ สามารถหาคำตอบได้ว่าการที่จำนวนผู้สูงวัยในอาเซียนเพิ่มขึ้นนั้น ส่งผลต่อการลงทุนโดยตรงจากต่างประเทศ ในอาเซียนหรือไม่

1.2 วัตถุประสงค์การวิจัย

1.2.1 เพื่อวิเคราะห์ความสัมพันธ์ระหว่างโครงสร้างประชากรกับการลงทุนโดยตรงจากต่างประเทศในอาเซียน

1.3 ประโยชน์ที่คาดว่าจะได้รับ

ทำให้ทราบถึงปัจจัยที่ส่งผลต่อการลงทุนโดยตรงจากต่างประเทศในอาเซียน เพื่อที่จะเป็นข้อมูลให้กับผู้ที่สนใจ นักลงทุน และหน่วยงานต่างที่เกี่ยวข้อง เช่น สำนักงานคณะกรรมการส่งเสริมการลงทุน เพื่อเป็นประโยชน์ต่อการวางแผนและกำหนดนโยบาย มาตรการส่งเสริมการลงทุนต่าง ๆ รวมถึงกระทรวงการต่างประเทศ กระทรวงแรงงาน เป็นต้น

2. การทบทวนวรรณกรรม

2.1 แนวคิดและทฤษฎีที่เกี่ยวข้อง

2.1.1 ทฤษฎีแหล่งที่ตั้ง (Location Theory)

ทฤษฎีแหล่งที่ตั้งของ Dunning (1973) เป็นทฤษฎีต้นแบบของความได้เปรียบที่เกิดจากแหล่งที่ตั้ง (Location Advantage) ในทฤษฎีการลงทุนต่างประเทศอย่างสมบูรณ (Eclectic Paradigm) ซึ่งความแตกต่างด้านแหล่งที่ตั้งของประเทศผู้รับทุนและประเทศผู้ลงทุนจะเป็นตัวดึงดูดให้นักลงทุนเข้ามาลงทุนในประเทศผู้รับทุน โดยแรงจูงใจในการขยายการลงทุนประกอบด้วย 4 ปัจจัย ได้แก่ ปัจจัยด้านทรัพยากร ปัจจัยด้านตลาด ปัจจัยด้านอุปสรรคการกีดกันทางการค้า นโยบายด้านการกีดกันทางการค้า และปัจจัยด้านนโยบายรัฐบาล (วัชร ถิ่นธานี, 2558 อ้างถึงใน Dunning, 1973)

2.1.2 ทฤษฎีการลงทุนต่างประเทศอย่างสมบูรณ (Eclectic Paradigm)

ทฤษฎีการลงทุนระหว่างประเทศ อธิบายเกี่ยวกับเงื่อนไขความได้เปรียบที่มีผลต่อการตัดสินใจลงทุนทำการผลิตในต่างประเทศ โดยจากทฤษฎีของ Dunning (Dunning's Eclectic Theory) ให้เหตุผลว่าการที่องค์การธุรกิจตัดสินใจเข้าไปลงทุนในต่างประเทศ ขึ้นอยู่กับเงื่อนไข 3 ประการ ได้แก่ 1) ความได้เปรียบของการเป็นเจ้าของในสินทรัพย์ (O: Ownership Advantage) 2) ความได้เปรียบที่เกิดจากแหล่งที่ตั้ง (L: Location Advantage) และ 3) ความได้เปรียบด้านศักยภาพการดำเนินการภายในขององค์กร (I: Internalization Advantage) หรือเรียกว่า OLI Framework (ถนอมศิลป์ จันคณาภิกุล & เกรียงไกร นามนัย, 2561 อ้างถึงใน Dunning, 1977, Dunning, 1980, Dunning, 1981 และ Dunning, 2001)

2.1.3 ลักษณะโครงสร้างทางอายุประชากร

องค์ประกอบทางประชากร หมายถึง ลักษณะต่าง ๆ ของคนหรือประชากรทั้งด้านชีววิทยาและสังคม ได้แก่ อายุ เพศ เชื้อชาติ ศาสนา ภาษาพูด การศึกษา เศรษฐกิจ เป็นต้น ซึ่งโครงสร้างทางด้านอายุและเพศของประชากรในแต่ละสังคมจะแตกต่างกัน ทั้งนี้เพราะแต่ละสังคมมีอัตราการเกิด อัตราการตาย อัตราการอพยพหรือย้ายถิ่นฐาน ตลอดจนอัตราการสมรสแตกต่างกัน ซึ่งความแตกต่างเหล่านี้เป็นปัจจัยที่ส่งผลกระทบต่อการพัฒนาในด้านเศรษฐกิจและสังคม และในทางกลับกันการพัฒนาทางด้านเศรษฐกิจและสังคมของประเทศมีอิทธิพลต่อโครงสร้างด้านอายุและเพศเช่นเดียวกัน (ศิริพันธ์ ถาวรทวิวงษ์, 2543)

2.2 ทบทวนวรรณกรรม

จากการทบทวนวรรณกรรมที่เกี่ยวข้องกับลงทุนโดยตรงจากต่างประเทศ พบว่า ผลสัมฤทธิ์มวลรวมในประเทศต่อหัวมีความสัมพันธ์ในทิศทางเดียวกับการลงทุนโดยตรงจากต่างประเทศในงานของ Dang & Nguyen (2021) ที่ทำการศึกษารื่องปัจจัยดึงดูดการลงทุนโดยตรงจากต่างประเทศ: หลักฐานจากประเทศอาเซียน-7 ส่วนอัตราเงินเพื่อความสัมพันธ์ในทิศทางเดียวกันกับการลงทุนโดยตรงจากต่างประเทศ ในงานของของฐานัญญา โอชะพนม และ จิตติวรรณ ศรีเจริญ (2559) ที่ศึกษาเรื่องปัจจัยที่มีอิทธิพลต่อการลงทุนโดยตรงจากต่างชาติในประเทศไทย และผลการศึกษาระณีประเทศลาวของสุพานี วรรณกายนต์ (2561) ที่ศึกษาเรื่องปัจจัยกำหนดการลงทุนโดยตรงในต่างประเทศของประเทศไทยในกลุ่มประเทศอาเซียน ซึ่งตรงข้ามกับผลการศึกษาในกรณีประเทศเวียดนาม และตรงข้ามกับในงานของสมศักดิ์ โชติช่วง (2557) ที่ศึกษาเรื่องปัจจัยทางเศรษฐกิจมหภาคที่มีอิทธิพลต่อการลงทุนโดยตรงจากต่างประเทศของประเทศไทย ซึ่งอัตราเงินเพื่อมีความสัมพันธ์ในทิศทางตรงข้ามกับการลงทุนโดยตรงจากต่างประเทศ และระดับการเปิดประเทศมีความสัมพันธ์ในทิศทางเดียวกันในงานของสมศักดิ์ โชติช่วง (2557) สุพานี วรรณกายนต์ (2561) ในกรณีประเทศอินโดนีเซียและประเทศเวียดนาม และ Kotrajaras (2013) ที่ศึกษาเรื่องการลงทุนโดยตรงจากต่างประเทศและการเติบโตทางเศรษฐกิจ: การศึกษาเปรียบเทียบระหว่างประเทศในเอเชียตะวันออกเฉียง ในส่วนของตัวแปรเกี่ยวกับประชากรพบว่า ดัชนีการพัฒนามนุษย์มีความสัมพันธ์ในทิศทางเดียวกับการลงทุนโดยตรงจากต่างประเทศไหลเข้าในงานของ Ramdan et al. (2020) ที่ศึกษาปัจจัยที่ส่งผลต่อการลงทุนโดยตรงจากต่างประเทศใน 10 ประเทศอาเซียน และประชากรในวัยแรงงานมีความสัมพันธ์ในทิศทางเดียวกับการลงทุนโดยตรงจากต่างประเทศ ในผลการศึกษาระณีประเทศไทยและประเทศเวียดนามในงานของศุภศิวิ สุวรรณเกษร (2556) ที่ศึกษาเรื่อง การวิเคราะห์ปัจจัยที่ส่งผลต่อการลงทุนโดยตรงจากต่างประเทศของประเทศในอาเซียน

3. วิธีดำเนินการวิจัย

3.1 วิธีการเก็บรวบรวมข้อมูล

งานวิจัยนี้ทำการศึกษโดยใช้ข้อมูลทุติยภูมิแบบข้อมูลพาแนล (Panel Data) ตั้งแต่ปี พ.ศ. 2539 - 2564 รวมเป็นระยะเวลา 26 ปี โดยทำการศึกษาประเทศในกลุ่มอาเซียน 10 ประเทศ ได้แก่ ประเทศบรูไน ประเทศกัมพูชา ประเทศอินโดนีเซีย ประเทศลาว ประเทศมาเลเซีย ประเทศพม่า ประเทศฟิลิปปินส์ ประเทศสิงคโปร์ ประเทศไทย และประเทศเวียดนาม

3.2 วิธีการวิเคราะห์ข้อมูล

การศึกษาครั้งนี้เป็นการวิเคราะห์เชิงปริมาณ เพื่อศึกษาความสัมพันธ์ระหว่างโครงสร้างประชากรกับการลงทุนโดยตรงจากต่างประเทศในอาเซียนด้วยการใช้เครื่องมือทางสถิติ เนื่องจากใช้ข้อมูลอนุกรมเวลาจึงต้องทำการทดสอบ Unit Root เพื่อตรวจสอบว่าตัวแปรนั้นมีคุณสมบัตินิ่ง (Stationary) หรือไม่ เพื่อป้องกันการเกิดปัญหาความไม่สัมพันธ์ที่ไม่แท้จริง (Spurious Regression) ที่เกิดจากนำตัวแปรที่มีคุณสมบัติที่ไม่นิ่ง (Nonstationary) ไปประมาณการสมการถดถอย หลังจากนั้นทำการทดสอบ Multicollinearity เพื่อตรวจสอบความสัมพันธ์ระหว่างตัวแปรอิสระ และการเลือกวิธีการประมาณค่าแบบจำลองที่เหมาะสม โดยใช้ Hausman Test เพื่อเลือกวิธีการประมาณค่าแบบจำลองที่เหมาะสมระหว่าง Fixed Effects Model และ Random Effects Model

3.3 แบบจำลองที่ใช้ในการศึกษา

$$\ln FDI_{i,t} = \alpha_i + \beta_1 GDC_{i,t} + \beta_2 INF_{i,t} + \beta_3 OPEN_{i,t} + \beta_4 HDI_{i,t} + \beta_5 \ln POP1_{i,t} + \beta_6 \ln POP2_{i,t} + \beta_7 \ln POP3_{i,t} + \varepsilon_{i,t}$$

ซึ่งจะกำหนดให้

- $\ln FDI_{i,t}$ คือ มูลค่าการลงทุนโดยตรงจากต่างประเทศไหลเข้าในประเทศผู้รับทุน i ในปีที่ t (หน่วย: ร้อยละ)
 $GDC_{i,t}$ คือ ผลิตภัณฑ์มวลรวมในประเทศต่อหัวในประเทศผู้รับทุน i ใน ปีที่ t (หน่วย: ล้านดอลลาร์สหรัฐฯ)
 $INF_{i,t}$ คือ อัตราเงินเฟ้อภายในประเทศผู้รับทุน i ใน ปีที่ t (หน่วย: ร้อยละ)
 $OPEN_{i,t}$ คือ ระดับการเปิดประเทศในประเทศผู้รับทุน i ใน ปีที่ t (หน่วย: ร้อยละ)
 $HDI_{i,t}$ คือ ดัชนีการพัฒนามนุษย์ในประเทศผู้รับทุน i ใน ปีที่ t (มีค่าอยู่ระหว่าง 0 ถึง 1)
 $\ln POP1_{i,t}$ คือ ประชากรที่มีอายุระหว่าง 15 - 34 ปี ในประเทศผู้รับทุน i ใน ปีที่ t (หน่วย: ร้อยละ)
 $\ln POP2_{i,t}$ คือ ประชากรที่มีอายุระหว่าง 35 - 54 ปี ในประเทศผู้รับทุน i ใน ปีที่ t (หน่วย: ร้อยละ)
 $\ln POP3_{i,t}$ คือ ประชากรที่มีอายุ 55 ปีขึ้นไป ในประเทศผู้รับทุน i ใน ปีที่ t (หน่วย: ร้อยละ)
 i คือ ประเทศผู้รับทุน (10 ประเทศในอาเซียน)
 t คือ ระยะเวลาที่ทำการศึกษา ตั้งแต่ปี พ.ศ. 2539 – 2564 รวมทั้งหมด 26 ปี
 α_i คือ ค่าคงที่ (Intercept) ของประเทศผู้รับทุน i
 $\beta_1 - \beta_8$ คือ ค่าสัมประสิทธิ์ (Coefficient)
 $\varepsilon_{i,t}$ คือ ค่าความคลาดเคลื่อน (Error Term)

3.4 สมมติฐานในการวิจัย

สมมติฐานที่ 1 ผลิตภัณฑ์มวลรวมในประเทศต่อหัว (GDC) มีความสัมพันธ์ในทิศทางเดียวกันกับการลงทุนโดยตรงจากต่างประเทศไหลเข้า

สมมติฐานที่ 2 ระดับการเปิดประเทศ (OPEN) มีความสัมพันธ์ในทิศทางเดียวกันกับการลงทุนโดยตรงจากต่างประเทศไหลเข้า

สมมติฐานที่ 3 ดัชนีการพัฒนามนุษย์ (HDI) มีความสัมพันธ์ในทิศทางเดียวกันกับการลงทุนโดยตรงจากต่างประเทศไหลเข้า

สมมติฐานที่ 4 ประชากรที่มีอายุระหว่าง 15 - 34 ปี (lnPOP1) มีความสัมพันธ์ในทิศทางเดียวกันกับการลงทุนโดยตรงจากต่างประเทศไหลเข้า

สมมติฐานที่ 5 ประชากรที่มีอายุระหว่าง 35 - 54 ปี (lnPOP2) มีความสัมพันธ์ในทิศทางเดียวกันกับการลงทุนโดยตรงจากต่างประเทศไหลเข้า

สมมติฐานที่ 6 ประชากรที่มีอายุ 55 ปีขึ้นไป (lnPOP3) มีความสัมพันธ์ในทิศทางตรงกันข้ามกับการลงทุนโดยตรงจากต่างประเทศไหลเข้า

สมมติฐานที่ 7 อัตราเงินเฟ้อ (INF) มีความสัมพันธ์ได้ทั้งทิศทางเดียวกันและตรงกันข้ามกับการลงทุนโดยตรงจากต่างประเทศไหลเข้า

4. ผลการวิจัย

4.1 ผลการทดสอบ Unit Root Test

ผลการทดสอบความนิ่งของข้อมูลแบบ Intercept และ Intercept and Trend ด้วยวิธี Levin, Lin and Chu (LLC) วิธี Im, Pesaran and Shin (IPS) และวิธี Fisher Type โดยใช้ ADF และ PP-Test จากตารางที่ 2 ผลการทดสอบความนิ่งของข้อมูล (Stationary) พบว่าตัวแปรทุกตัวมีคุณสมบัติความนิ่ง (Stationary) ที่ระดับ Level หรือ I(0) จึงสรุปได้ว่าข้อมูลที่นำมาใช้ในการศึกษาครั้งนี้สามารถนำมาใช้หาความสัมพันธ์ด้วยสมการถดถอยได้โดยไม่ก่อให้เกิดปัญหาความไม่สัมพันธ์ที่ไม่แท้จริง (Spurious Regression)

ตารางที่ 2 ผลการทดสอบความนิ่งของข้อมูล (Stationary) ด้วยวิธี Unit Root

ตัวแปร	At Level I(0)							
	intercept				Intercept and trend			
	LLC	IPS	ADF	PP	LLC	IPS	ADF	ADF
lnFDI	0.758	0.885	0.7641	0.059*	0.031**	0.006***	0.008***	0.008***
GDP	0.918	1.000	1.000	1.000	0.056*	0.074*	0.121	0.1824
INF	0.000***	0.000***	0.000***	0.000***	0.000***	0.000***	0.000***	0.000***
OPEN	0.412	0.504	0.669	0.227	0.112	0.050*	0.002***	0.000***
HDI	0.000***	0.029**	0.009***	0.019**	1.000	1.000	0.996	0.999
lnPOP1	0.000***	0.000***	0.000***	0.000***	0.000***	0.715	0.031**	0.001***
lnPOP2	0.302	0.847	0.439	0.000***	0.003***	0.097*	0.000***	0.000***
lnPOP3	0.000***	0.836	0.455	1.000	0.000***	0.000***	0.000***	0.733

หมายเหตุ: *, **, *** มีนัยสำคัญทางสถิติที่ระดับ 0.1, 0.05 และ 0.01 ตามลำดับ

4.2 ผลการทดสอบค่าสัมประสิทธิ์สหสัมพันธ์ของตัวแปรอิสระ

จากการทดสอบสัมประสิทธิ์สหสัมพันธ์ของตัวแปรอิสระเป็นการทดสอบเพื่อไม่ให้เกิดปัญหา

Multicollinearity ของตัวแปรอิสระในสมการ ซึ่งค่าสัมประสิทธิ์สหสัมพันธ์ระหว่างตัวแปรอิสระที่ได้จากการทดสอบต้องมีค่าน้อยกว่า 0.8 โดยจากตารางที่ 3 พบว่าตัวแปรอิสระทุกตัวมีค่าสัมประสิทธิ์สหสัมพันธ์ระหว่างกันน้อยกว่า 0.8 ยกเว้นตัวแปรที่เกี่ยวกับประชากรที่มีค่ามากกว่า 0.8 ได้แก่ ประชากรที่มีอายุระหว่าง 15 - 34 ปี (lnPOP1) ประชากรที่มีอายุระหว่าง 35 - 54 ปี (lnPOP2) และประชากรที่มีอายุ 55 ปีขึ้นไป (lnPOP3) ที่มีความสัมพันธ์กันเอง อย่างไรก็ตามข้อมูลนี้เป็นข้อมูลประชากรเดียวกันที่แบ่งตามช่วงอายุในการศึกษาครั้งนี้จึงยังคงตัวแปรเหล่านี้ไว้เนื่องจากตัวแปรเหล่านี้เป็นตัวแปรสำคัญในการศึกษา ดังนั้นจึงจำเป็นที่จะต้องคงตัวแปรประชากรที่มีอายุระหว่าง 15 - 34 ปี (lnPOP2) ประชากรที่มีอายุระหว่าง 35 - 54 ปี (lnPOP2) และประชากรที่มีอายุ 55 ปีขึ้นไป (lnPOP3) ไว้ในสมการ

ตารางที่ 3 ผลการทดสอบค่าสัมประสิทธิ์สหสัมพันธ์ของตัวแปรอิสระ

ตัวแปร	lnFDI	GDP	INF	OPEN	HDI	lnPOP1	lnPOP2	lnPOP3
lnFDI	1.000							
GDP	0.511***	1.000						
INF	-0.179***	-0.223***	1.000					
OPEN	0.582***	0.685***	-0.196***	1.000				
HDI	0.529***	0.754***	-0.427***	0.616***	1.000			
lnPOP1	0.076	-0.608***	0.106*	-0.330***	-0.355***	1.000		
lnPOP2	0.163***	-0.523***	0.062	-0.238***	-0.254***	0.989***	1.000	
lnPOP3	0.200***	-0.476***	0.058	-0.206***	-0.217***	0.978***	0.995***	1.000

หมายเหตุ: *, *** มีนัยสำคัญทางสถิติที่ระดับ 0.1 และ 0.01 ตามลำดับ

4.3 ผลการศึกษา

ผลการวิเคราะห์เชิงปริมาณด้วยการทดสอบ Hausman test เพื่อหาแบบจำลองที่เหมาะสมระหว่าง Fixed Effect Model และ Random Effect Model โดยผลการทดสอบพบว่าค่า Probability มีค่าเท่ากับ 0.000 แสดงว่าปฏิเสธสมมติฐานหลัก (H_0) จึงสามารถสรุปได้ว่า Fixed Effect Model เป็นแบบจำลองที่เหมาะสมที่สุดในการวิเคราะห์ความสัมพันธ์ระหว่างโครงสร้างประชากรกับการลงทุนโดยตรงจากต่างประเทศในอาเซียน ดังแสดงในตารางที่ 4 และตารางที่ 5

ตารางที่ 4 ผลการทดสอบ Hausman test

Test Summary	Chi-Sq. Statistic	Chi-Sq. d.f.	Prob.
Cross-section random	39.415350	7	0.000

ตารางที่ 5 ผลการประมาณสมการถดถอย

Panel Data	Fixed Effect Model	Random Effect Model
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Variable	Coefficient	Coefficient
GDPC	30.61064***	25.29095***
INF	0.003994	-3.37E-05
OPEN	-0.001844	0.002494***
HDI	2.319805*	0.557542
lnPOP1	-1.187111**	-0.144334
lnPOP2	2.253997***	0.242393
lnPOP3	-0.809597***	0.118000
C	5.126252	6.511398
R-squared	0.637976	0.533245
Adjusted R-Squared	0.614041	0.520228
F-statistic	26.65403	40.96501
Prob(F-statistic)	0.000000	0.000000

หมายเหตุ: *, **, *** มีนัยสำคัญทางสถิติที่ระดับ 0.1, 0.05 และ 0.01 ตามลำดับ

จากการวิเคราะห์ความสัมพันธ์ระหว่างโครงสร้างประชากรกับการลงทุนโดยตรงจากต่างประเทศในอาเซียน พบว่า ปัจจัยที่มีผลต่อมูลค่าการลงทุนโดยตรงจากต่างประเทศไหลเข้า ได้แก่ ผลิตภัณฑ์มวลรวมในประเทศต่อหัว (GDPC) ประชากรที่มีอายุระหว่าง 15 - 34 ปี (lnPOP1) ประชากรที่มีอายุระหว่าง 35 - 54 ปี (lnPOP2) และประชากรที่มีอายุ 55 ปีขึ้นไป (lnPOP3) ขณะที่อัตราเงินเฟ้อ (INF) ระดับการเปิดประเทศ (OPEN) และดัชนีการพัฒนามนุษย์ (HDI) ไม่มีผลต่อมูลค่าการลงทุนโดยตรงจากต่างประเทศไหลเข้า อย่างมีนัยสำคัญทางสถิติที่ 0.05 โดยสามารถอธิบายความสัมพันธ์ได้ดังนี้

1. ผลิตภัณฑ์มวลรวมในประเทศต่อหัว (GDPC) มีความสัมพันธ์ในทิศทางเดียวกับมูลค่าการลงทุนโดยตรงจากต่างประเทศไหลเข้า หมายความว่า เมื่อผลิตภัณฑ์มวลรวมในประเทศต่อหัวเพิ่มขึ้น 1 ล้านดอลลาร์สหรัฐฯ จะส่งผลทำให้มูลค่าการลงทุนโดยตรงจากต่างประเทศไหลเข้าเพิ่มขึ้นร้อยละ 30.61 ซึ่งสอดคล้องกับสมมติฐานที่ 1 และสอดคล้องกับงานของ Dang and Nguyen (2021) กล่าวคือ การที่ผลิตภัณฑ์มวลรวมในประเทศเพิ่มขึ้นนั้นแสดงถึงขนาดของตลาดที่เพิ่มขึ้น และการเจริญเติบโตทางเศรษฐกิจที่เพิ่มขึ้น ซึ่งจะทำให้ผลิตภัณฑ์มวลรวมในประเทศต่อหัวเพิ่มขึ้น ดังนั้นประชากรหนึ่งคนจะสามารถสร้างมูลค่าผลิตภัณฑ์มวลรวมในประเทศได้เพิ่มขึ้น ส่งผลให้สามารถดึงดูดนักลงทุนเข้ามาลงทุนได้มากขึ้น

2. ประชากรที่มีอายุระหว่าง 15-34 ปี (lnPOP1) มีความสัมพันธ์ในทิศทางตรงกันข้ามกับมูลค่าการลงทุนโดยตรงจากต่างประเทศไหลเข้า หมายความว่า เมื่อประชากรที่มีอายุระหว่าง 15 - 34 ปีเพิ่มขึ้นร้อยละ 1 จะส่งผลทำให้มูลค่าการลงทุนโดยตรงจากต่างประเทศไหลเข้าลดลงร้อยละ 1.19 ซึ่งไม่สอดคล้องกับสมมติฐานที่ 4 และไม่สอดคล้องกับงานของศุภศิวิ สุวรรณเกษร (2556) อาจเนื่องจากประชากรบางส่วนในวัยนี้ยังอยู่ในระบบการศึกษา จึงไม่สามารถสะท้อนถึงจำนวนประชากรที่อยู่ในกำลังแรงงานได้ ดังนั้นการที่นักลงทุนลดการลงทุน อาจมาจากการที่นักลงทุนไม่สามารถทราบได้ว่าจำนวนประชากรที่เพิ่มขึ้นนี้คือประชากรที่วัยแรงงานทำงานหรือประชากรที่กำลังอยู่ในระบบการศึกษา เกิดความไม่ชัดเจนขึ้นจึงลดการลงทุน

3. ประชากรที่มีอายุระหว่าง 35-54 ปี (lnPOP2) มีความสัมพันธ์ในทิศทางเดียวกับมูลค่าการลงทุน

โดยตรงจากต่างประเทศไหลเข้า หมายความว่า เมื่อประชากรที่มีอายุระหว่าง 35 - 54 ปีเพิ่มขึ้นร้อยละ 1 จะส่งผลทำให้มูลค่าการลงทุนโดยตรงจากต่างประเทศไหลเข้าเพิ่มขึ้นร้อยละ 2.25 ซึ่งสอดคล้องกับสมมติฐานที่ 5 และสอดคล้องกับงานของศุภศิวิ สุวรรณเกษร (2556) กล่าวคือ อุตสาหกรรมส่วนใหญ่ในอาเซียนเป็นอุตสาหกรรมที่ใช้แรงงานเข้มข้น ดังนั้นเมื่อประชากรวัยแรงงานเพิ่มขึ้น แสดงถึงกำลังแรงงานที่เพิ่มขึ้น ดังนั้นนักลงทุนก็จะเข้ามาลงทุนในประเทศเพิ่มขึ้น

4. ประชากรที่มีอายุ 55 ปีขึ้นไป (lnPOP3) มีความสัมพันธ์ในทิศทางตรงกันข้ามกับมูลค่าการลงทุนโดยตรงจากต่างประเทศไหลเข้า หมายความว่า เมื่อประชากรที่มีอายุ 55 ปีขึ้นไปเพิ่มขึ้นร้อยละ 1 จะส่งผลทำให้มูลค่าการลงทุนโดยตรงจากต่างประเทศไหลเข้าลดลงร้อยละ 0.81 ซึ่งสอดคล้องกับสมมติฐานที่ 6 กล่าวคือ อุตสาหกรรมส่วนใหญ่ในอาเซียนเป็นอุตสาหกรรมที่ใช้แรงงานเข้มข้น ดังนั้นเมื่อประชากรวัยแรงงานลดลง แสดงถึงกำลังแรงงานที่ลดลง ดังนั้นนักลงทุนก็จะเข้ามาลงทุนในประเทศลดลง

5. สรุปผลและข้อเสนอแนะ

5.1 สรุปและอภิปรายผลการวิจัย

การศึกษาความสัมพันธ์ระหว่างโครงสร้างประชากรกับการลงทุนโดยตรงจากต่างประเทศในอาเซียน ใช้การวิเคราะห์ข้อมูลแบบ Panel Data โดยการใช้ Hausman Test เพื่อเลือกวิธีการประมาณค่าแบบจำลองที่เหมาะสม ผลจากการทดสอบพบว่า Fixed Effect Model เป็นวิธีการประมาณค่าแบบจำลองที่เหมาะสมที่สุด ซึ่งผลจากการศึกษาพบว่า ปัจจัยที่มีผลต่อมูลค่าการลงทุนโดยตรงจากต่างประเทศไหลเข้า ได้แก่ ผลิตภัณฑ์มวลรวมในประเทศต่อหัว (GDPC) ประชากรที่มีอายุระหว่าง 15 - 34 ปี (lnPOP1) ประชากรที่มีอายุระหว่าง 35 - 54 ปี (lnPOP2) และประชากรที่มีอายุ 55 ปีขึ้นไป (lnPOP3) โดยมีความสัมพันธ์ในทิศทางเดียวกับมูลค่าการลงทุนโดยตรงจากต่างประเทศไหลเข้า ขณะที่อัตราเงินเฟ้อ (INF) ระดับการเปิดประเทศ (OPEN) และดัชนีการพัฒนามนุษย์ (HDI) ไม่มีผลต่อมูลค่าการลงทุนโดยตรงจากต่างประเทศไหลเข้า อย่างมีนัยสำคัญทางสถิติที่ 0.05 จะเห็นได้ว่าเมื่อผลิตภัณฑ์มวลรวมในประเทศต่อหัวเพิ่มขึ้น แสดงว่าประชากรหนึ่งคนสามารถสร้างมูลค่าผลิตภัณฑ์มวลรวมในประเทศได้เพิ่มขึ้น และการที่มีประชากรที่มีอายุระหว่าง 35 - 54 ปีเพิ่มขึ้น แสดงว่าประชากรวัยแรงงานเพิ่มขึ้น ดังนั้นสามารถดึงดูดนักลงทุนให้เข้ามาลงทุนได้เพิ่ม ในทางกลับกันตัวแปรที่มีความสัมพันธ์ในทิศทางตรงกันข้ามกับมูลค่าการลงทุนโดยตรงจากต่างประเทศไหลเข้า ได้แก่ ประชากรที่มีอายุระหว่าง 15 - 34 ปี โดยประชากรวัยนี้นั้นรวมถึงประชากรที่อยู่ในระบบการศึกษา นักลงทุนจึงไม่สามารถทราบได้ว่าประชากรในวัยนี้ที่เพิ่มขึ้นนั้นเป็นประชากรกลุ่มวัยแรงงานหรือกลุ่มที่อยู่ในระบบการศึกษา ดังนั้นเพื่อลดความเสี่ยงจึงลดการลงทุนลง และประชากรที่มีอายุ 55 ปีขึ้นไป โดยเมื่อประชากรวัยนี้เพิ่มขึ้น แสดงว่าผู้สูงอายุเพิ่มขึ้น จำนวนแรงงานน้อยลง นักลงทุนตัดสินใจเข้ามาลงทุนลดลง

5.2 ข้อจำกัดในการศึกษาและข้อเสนอแนะสำหรับการวิจัยครั้งต่อไป

5.2.1 การศึกษาครั้งนี้มีการใช้ข้อมูลประชากรแต่ละช่วงวัยแทนข้อมูลแรงงานแต่ละช่วงวัย เนื่องจากข้อจำกัดด้านข้อมูล ซึ่งข้อมูลประชากรในช่วงที่มีอายุระหว่าง 15 - 34 ปี ได้รวมถึงประชากรที่อยู่ในระบบ

การศึกษาด้วย ทำให้ไม่สะท้อนถึงจำนวนกำลังแรงงานที่แท้จริงในระบบ ดังนั้นในการศึกษารั้งต่อไปควรใช้ข้อมูลแรงงานที่อยู่ในกำลังแรงงานในการวิเคราะห์จะทำให้ผลการวิจัยมีความถูกต้องและแม่นยำมากขึ้น

5.2.2 การศึกษาความสัมพันธ์ระหว่างโครงสร้างประชากรกับการลงทุนโดยตรงจากต่างประเทศในอาเซียนในครั้งนี้เป็นการศึกษาในภาพรวม ไม่ได้ศึกษาแยกในแต่ละประเทศ จึงทำให้ไม่สามารถทราบผลที่แท้จริงของแต่ละประเทศ ดังนั้นในการศึกษารั้งต่อไปควรมีการศึกษาแยกรายประเทศ เพื่อให้ทราบถึงความสัมพันธ์ระหว่างโครงสร้างประชากรกับการลงทุนโดยตรงจากต่างประเทศในแต่ละประเทศ

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แนวทางการเพิ่มยอดสินเชื่อสร้างงานสร้างอาชีพของธนาคารออมสินสาขาขุนทะเล

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บทคัดย่อ

การศึกษาเรื่องแนวทางการเพิ่มยอดสินเชื่อสร้างงานสร้างอาชีพของธนาคารออมสินสาขาขุนทะเล มีวัตถุประสงค์เพื่อศึกษาสาเหตุที่สินเชื่อสร้างงานสร้างอาชีพของธนาคารออมสินสาขาขุนทะเล ไม่เป็นไปตามเป้าหมายที่กำหนด และเพื่อเสนอแนวทางการเพิ่มยอดสินเชื่อสร้างงานสร้างอาชีพของธนาคารออมสินสาขาขุนทะเล ดำเนินการสัมภาษณ์เชิงลึกกับผู้จัดการสาขา ผู้ช่วยผู้จัดการ และพนักงานปฏิบัติงาน งานด้านสินเชื่อของธนาคารออมสินสาขาขุนทะเล จำนวน 3 คน และแจกแบบสอบถามกับลูกค้าสมัครสินเชื่อสร้างงานสร้างอาชีพของธนาคารออมสินสาขาขุนทะเล จำนวน 150 ราย สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และวิเคราะห์การถดถอยพหุคูณ ผลการศึกษา พบว่า สาเหตุที่สินเชื่อสร้างงานสร้างอาชีพของธนาคารออมสินสาขาขุนทะเล ไม่เป็นไปตามเป้าหมายที่กำหนด เกิดจากปัญหาจากลูกหนี้ ปัญหาจากสินเชื่อ และปัญหาจากธนาคาร และทางเลือกที่เหมาะสมในการปฏิบัติ คือ พนักงานที่ทำงานด้านสินเชื่อต้องสร้างความเข้าใจถึงหลักเกณฑ์และเงื่อนไขในการสมัครสินเชื่อสร้างงานสร้างอาชีพ กับลูกค้าที่มีความสนใจสมัครสินเชื่ออย่างชัดเจน โดยเฉพาะเงื่อนไขที่ลูกค้าจะสมัครสินเชื่อประเภทช่าง ต้องผ่าน การอบรม ทักษะอาชีพภายใต้โครงการออมสินสร้างงาน สร้างอาชีพ ให้ครบตามระยะเวลา และหลักสูตรที่โครงการกำหนด

คำสำคัญ: แนวทาง สินเชื่อสร้างงานสร้างอาชีพ

1. บทนำ

สินเชื่อสร้างงานสร้างอาชีพ เป็นสินเชื่อเพื่อเป็นเงินทุนเริ่มต้นในการประกอบอาชีพ หรือเสริมสภาพคล่องในการประกอบอาชีพ ซึ่งต้องไม่เป็นการนำไป Refinance สินเชื่อเช่าซื้อ และบรรเทาความเดือดร้อนในการประกอบอาชีพจากการได้รับผลกระทบการแพร่ระบาดของ COVID-19 โดยสินเชื่อสร้างงานสร้างอาชีพของธนาคารออมสินได้มีการเริ่มจำหน่ายตั้งแต่เดือนมกราคม พ.ศ. 2565 และธนาคารออมสินในแต่ละพื้นที่ได้มีการกำหนดเป้าหมายของสินเชื่อ อีกทั้งธนาคารออมสินและธนาคารแห่งประเทศไทยมีความเห็นสอดคล้องกันว่า ผู้เริ่มประกอบการจำนวนมากยังคงอยู่ในภาวะเปราะบางและยังต้องการความช่วยเหลือเพิ่มเติม โดยเฉพาะกลุ่มลูกค้าที่ยังต้องการเพิ่มสภาพคล่องทางการเงินเพื่อประคับประคองกิจการและรักษาการจ้างงานให้ลูกค้าผู้ประกอบการธุรกิจสามารถก้าวข้ามวิกฤติ และกลับมาดำเนินกิจการได้ในอนาคต แต่จากผลการดำเนินงานเกี่ยวกับสินเชื่อสร้างงานสร้างอาชีพของธนาคารออมสินสาขาขุนทะเล ในปี 2564 ร้อยละ 57.1 ซึ่งถือเป็นอันดับสุดท้ายอีกทั้งยังไม่เป็นไปตามเป้าหมายที่ธนาคารออมสินกำหนด อีกทั้งยังมีจำนวนลูกค้าที่ผ่านการอนุมัติน้อยที่สุด ส่งผลให้ธนาคารออมสินไม่สามารถดำเนินการตามที่ธนาคารแห่งประเทศไทยขอความร่วมมือ ส่งผลต่อภาพลักษณ์ และธนาคารมีรายได้ในภาพรวมที่ลดลง ทำให้กำไรที่จะได้รับลดลงจากที่คาดการณ์ไว้ อีกทั้งธนาคารออมสินไม่สามารถบรรลุเป้าหมายที่

จะดูแลสังคมและช่วยเหลือประชาชนรายย่อย ผู้มีรายได้น้อยและ ผู้ประกอบการรายย่อย เศรษฐกิจฐานรากของประเทศจะไม่มีเงินทุนหมุนเวียน และก่อให้เกิดหนี้เสียเพิ่มมากขึ้นจากการที่ประชาชนไม่มีเงินทุนหมุนเวียนในการดำเนินชีวิตและธุรกิจ ดังนั้น ผู้วิจัยจึงสนใจศึกษา แนวทางการเพิ่มยอดสินเชื่อสร้างงานสร้างอาชีพของธนาคารออมสินสาขาขุนทะเล เพื่อหาแนวทางเพิ่มจำนวนลูกค้ายื่นสินเชื่อสร้างงานสร้างอาชีพของธนาคารออมสิน และธนาคารออมสินมีจำนวนลูกค้ายื่นสินเชื่อตามเป้าหมายที่กำหนด

2. การทบทวนวรรณกรรม

2.1 แนวคิดเกี่ยวกับการรับรู้ประโยชน์ การรับรู้ประโยชน์ เป็นแหล่งข้อมูลทางสังคมของผู้ที่เข้ารับบริการได้ประโยชน์จากการเข้ารับบริการจากงานนั้นเป็นข้อมูลทรัพย์สินที่ทรงคุณค่าและสามารถนำประโยชน์จากการเข้าชมคอร์สเรียน และนำไปประยุกต์ใช้ในชีวิตรประจำวันหรือเพิ่มโอกาสต่อตัวบุคคลนั้นช่วยสนับสนุนให้เกิดการสร้างสัมพันธ์ระหว่างคนแปลกหน้าเช่นเดียวกับระหว่างคนที่มีความใกล้ชิด เช่น เพื่อนสมาชิกในครอบครัวและเพื่อนร่วมงาน (Constant, Sproull & Kiesler, 1996 อ้างถึงในปิยพัชร์ ภูศิริ, 2560)

2.2 แนวคิดเกี่ยวกับแรงจูงใจ แรงจูงใจ เป็นสิ่งที่มีอยู่ภายในตัวบุคคล ที่ทำให้แต่ละคนเกิดแรงผลักดันในการที่จะทำให้กระทำอย่างใดอย่างหนึ่งจนเกิดผลสำเร็จ โดยที่มนุษย์เราทุกคนมีความคาดหวังและความต้องการ (Needs) รวมถึงจุดมุ่งหมายในชีวิตที่ทำให้เกิดแรงขับเคลื่อน (Drive) เพื่อนำไปสู่เป้าหมาย (Goals) เพราะฉะนั้นแรงจูงใจจึงมีอิทธิพลที่จะกระตุ้นให้บุคคลแสดงพฤติกรรมออกมาทางใดทางหนึ่งและปฏิบัติตาม เพื่อให้ตนเองนั้นได้สิ่งที่คาดหวังหรือต้องการ (สุชาติดา สุขบำรุงศิลป์, 2553)

2.3 แนวคิดเกี่ยวกับความคาดหวัง Parasuraman, et al. (1998 อ้างใน โสภาวรรณ ตรีสุวรรณ, 2550) กล่าวว่า ความคาดหวัง หมายถึง ทักษะคติที่เกี่ยวกับความปรารถนาหรือความต้องการของผู้บริโภคที่คาดหวังว่าจะเกิดขึ้นในการบริการนั้นๆ ลูกค้าซื้อสินค้าและบริการเพื่อตอบสนองความต้องการที่เฉพาะเจาะจงและจะทำการประเมินสิ่งที่ได้รับจากความคาดหวัง ความต้องการเป็นสิ่งที่ฝังอยู่ในจิตใต้สำนึกของมนุษย์ซึ่งได้รับอิทธิพลมาจากวิถีชีวิตและสถานะภาพของบุคคลหากมนุษย์รู้สึกถึงความต้องการก็จะทำให้เกิดแรงจูงใจในการที่จะตอบสนองความต้องการนั้นๆ

2.4 งานวิจัยที่เกี่ยวข้อง

นริศรา ลากผลพูนทวี (2563) ศึกษาแนวทางการเพิ่มยอดสินเชื่อบุคคลที่ใช้เงินฝากเป็นหลักประกันกรณีศึกษา ธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร สำนักกิจการนครหลวง (สกน.) ผลการศึกษา พบว่าสาเหตุที่ยอดจ่ายสินเชื่อนี้ลดลง เนื่องจาก ปัจจัยส่วนบุคคลที่ส่งผลต่อความสามารถในการออมเงิน ลูกค้าไม่มีเงินฝากหรือสลากออมทรัพย์กับธนาคาร จึงไม่สามารถกู้ได้

เขมิกา ฉายวิเชียร (2564) ศึกษาแนวทางการเพิ่มยอดสินเชื่อบ้านธนาคารอาคารสงเคราะห์ สาขาเทศบาล 4 ผลการศึกษาพบว่า สาเหตุที่ทำให้สาขาไม่บรรลุเป้าหมายสินเชื่อคือ หลักเกณฑ์และเงื่อนไขของสินเชื่อไม่ตอบสนองความต้องการของลูกค้าได้

กรกฤษณ์ ไกรศีลสม (2564) ศึกษา แนวทางเพิ่มยอดสินเชื่อลูกค้ารายใหญ่ กรณีศึกษา ธ.ก.ส. ฝ่ายกิจการสาขาภาคตะวันออกเฉียงเหนือตอนบน ผลการศึกษา พบว่า แนวทางแก้ปัญหา ควรมีการประชาสัมพันธ์ผลิตภัณฑ์

สินเชื่อลูกค้ารายใหญ่ ทั้งภายในและภายนอก เพื่อให้พนักงานประชาสัมพันธ์ผลิตภัณฑ์สินเชื่อแก่ลูกค้าเดิมและรายใหม่รับทราบผลิตภัณฑ์และการบริการของธนาคารอย่างมีประสิทธิภาพ

3. วิธีดำเนินการวิจัย

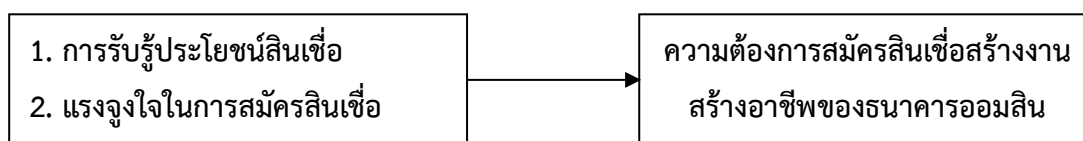
3.1 กรอบแนวคิด

ภาพที่ 1

แสดงกรอบแนวคิดในการวิจัย

ตัวแปรต้น

ตัวแปรตาม



3.2 สมมติฐานการวิจัย

1. การรับรู้ประโยชน์สินเชื่อมีผลต่อความต้องการสมัครสินเชื่อสร้างงานสร้างอาชีพของธนาคารออมสิน
2. แรงจูงใจในการสมัครสินเชื่อ มีผลต่อความต้องการสมัครสินเชื่อสร้างงานสร้างอาชีพของธนาคารออมสิน

3.3 กลุ่มตัวอย่าง

การวิจัยเชิงปริมาณ ประชากรที่ใช้ในการศึกษาค้างนี้ ได้แก่ ลูกค้าสมัครสินเชื่อสร้างงานสร้างอาชีพของธนาคารออมสินสาขาขุนทะเล จำนวน 239 ราย โดยกำหนดขนาดกลุ่มตัวอย่าง จากสูตรคำนวณของทาโรยามาเน กำหนดสัดส่วนการสุ่มตัวอย่างเป็น 50% หรือ 0.50 จากประชากรทั้งหมด ที่ระดับความเชื่อมั่น 95% และยอมให้คาดเคลื่อนได้ 5% จะได้ขนาดกลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ทั้งสิ้น 150 รายและใช้วิธีการเลือกตัวอย่างตามความสะดวก (Convenience Sampling) เก็บรวบรวมข้อมูลในรูปแบบออนไลน์

การวิจัยเชิงคุณภาพ กำหนดผู้ให้ข้อมูลสำคัญในการวิจัยผู้วิจัยเลือกเจาะจงผู้ที่มีส่วนเกี่ยวข้อง ทั้งนี้กำหนดคุณลักษณะของผู้ให้ข้อมูลสำคัญที่ต้องศึกษา คือ ผู้ที่เกี่ยวข้องกับการทำงานสินเชื่อสร้างงานสร้างอาชีพของธนาคารออมสินสาขาขุนทะเล จำนวน 3 ราย และลูกค้าสมัครสินเชื่อสร้างงานสร้างอาชีพของธนาคารออมสินสาขาขุนทะเล จำนวน 10 ราย

3.4 เครื่องมือที่ใช้ในการศึกษา

การวิจัยเชิงปริมาณ ประกอบด้วย แบบสอบถามเกี่ยวกับปัจจัยส่วนบุคคล การรับรู้ประโยชน์สินเชื่อ แรงจูงใจในการสมัครสินเชื่อ และ ความต้องการสมัครสินเชื่อสร้างงานสร้างอาชีพของธนาคารออมสิน โดยเป็นแบบสอบถามปลายปิด (Close-Ended Question) โดยแบ่งเกณฑ์การวัดแบบมาตราส่วนประเมินค่า (Rating Scale) เป็น 5 ระดับตั้งแต่ระดับน้อยที่สุด (1 คะแนน) ถึง มากที่สุด (5 คะแนน)

การวิจัยเชิงคุณภาพ ดำเนินการโดยใช้การสัมภาษณ์เชิงลึก (In-depth Interview) มีประเด็นศึกษา ดังนี้

- 1) การตั้งเป้าหมายสินเชื่อสร้างงานสร้างอาชีพของธนาคารออมสิน
- 2) รูปแบบการประชาสัมพันธ์สินเชื่อสร้างงานสร้างอาชีพของธนาคารออมสิน

- 3) สาเหตุที่สินเชื่อสร้างงานสร้างอาชีพของธนาคารออมสินไม่เป็นไปตามเป้าหมายที่กำหนด
- 4) ข้อเสนอแนะทางการเพิ่มยอดสินเชื่อสร้างงานสร้างอาชีพของธนาคารออมสิน
- 5) สภาพเศรษฐกิจต่อความต้องการยื่นสมัครสินเชื่อ
- 6) วัตถุประสงค์ในการยื่นสมัครสินเชื่อ
- 7) ท่านมีความคิดเห็นอย่างไรต่อสินเชื่อสร้างงานสร้างอาชีพของธนาคารออมสิน

3.5 สถิติที่ใช้ในการวิจัย

วิเคราะห์ข้อมูลเชิงพรรณนาด้วยสถิติ โดยใช้ค่าร้อยละ ค่าความถี่ ค่าเฉลี่ยเลขคณิต ฐานนิยม ค่าส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์การถดถอยพหุคูณ (Multiple Regression Analysis: MRA) ของสมมติฐานที่ตั้งไว้ ที่ระดับนัยสำคัญ 0.05

4. ผลการวิจัย

4.1 ผลการศึกษาเชิงปริมาณ

สรุปผลการศึกษา พบว่า กลุ่มตัวอย่างส่วนใหญ่เป็นเพศชาย มีอายุ 21 - 30 ปี มีการศึกษาในระดับปริญญาตรี รั้งรายได้เฉลี่ยต่อเดือน 15,001 – 30,000 บาท โดยส่วนใหญ่มีการรับรู้ประโยชน์เกี่ยวกับสินเชื่อสร้างงานสร้างอาชีพ ว่าเป็นสินเชื่อที่เหมาะสมสำหรับผู้ประกอบการที่เริ่มต้นธุรกิจโดยให้วงเงินสูงสุดถึง 500,000 บาท และสามารถเลือกบุคคลค้ำประกันหรือสินทรัพย์ค้ำประกันได้ ส่วนแรงจูงใจในการสมัครสินเชื่อสร้างงานสร้างอาชีพของธนาคารออมสิน ที่มีค่าเฉลี่ยมากที่สุด คือ การให้บริการที่ดีของพนักงาน ระยะเวลาการผ่อนชำระเหมาะสม และวงเงินกู้สูงสุดที่ธนาคารให้ได้ อีกทั้งกลุ่มตัวอย่างมีความต้องการสมัครสินเชื่อสร้างงานสร้างอาชีพของธนาคารออมสินในภาพรวมในระดับมาก โดยมีความต้องการสมัครสินเชื่อ เมื่อได้วงเงินสินเชื่อตามที่ต้องการ

ตารางที่ 1

ข้อมูลเกี่ยวกับแรงจูงใจในการสมัครสินเชื่อสร้างงานสร้างอาชีพ

แรงจูงใจในการสมัครสินเชื่อสร้างงานสร้างอาชีพของธนาคารออมสิน	ค่าเฉลี่ย	ค่าเบี่ยงเบนมาตรฐาน	แปลผล	อันดับ
1. วงเงินกู้สูงสุดที่ธนาคารให้ได้	4.13	0.711	มาก	3
2. อัตราดอกเบี้ย	3.89	0.734	มาก	8
3. ระยะเวลาการผ่อนชำระเหมาะสม	4.15	0.718	มาก	2
4. ความรวดเร็วในการดำเนินการ	4.06	0.726	มาก	4
5. ค่าธรรมเนียมในการให้บริการ	3.85	0.814	มาก	9
6. การไม่บังคับทำประกันค้ำประกันเงินกู้	4.03	0.763	มาก	5

ตารางที่ 1

ข้อมูลเกี่ยวกับแรงจูงใจในการสมัครสินเชื่อสร้างงานสร้างอาชีพ

แรงจูงใจในการสมัครสินเชื่อสร้างงานสร้างอาชีพของ ธนาคารออมสิน	ค่าเฉลี่ย	ค่า เบี่ยงเบน มาตรฐาน	แปลผล	อันดับ
7. การให้บริการที่ดีของพนักงาน	4.16	0.711	มาก	1
8. การสนับสนุนวงเงินสินเชื่ออื่น ๆ	4.06	0.779	มาก	4
9. ความสะดวกรวดเร็วในการติดต่อกับธนาคาร	4.02	0.764	มาก	6
10. สื่อประชาสัมพันธ์ต่างๆ	3.95	0.985	มาก	7
รวม	4.04	0.771	มาก	

ผลการทดสอบสมมติฐานข้อที่ 1 พบว่า การรับรู้ประโยชน์สินเชื่อ ไม่มีผลต่อความต้องการสมัครสินเชื่อสร้างงานสร้างอาชีพของธนาคารออมสิน ที่ระดับนัยสำคัญ 0.05

ตารางที่ 2

ผลการวิเคราะห์การรับรู้ประโยชน์สินเชื่อ มีผลต่อความต้องการสมัครสินเชื่อ

การรับรู้	ความต้องการสมัครสินเชื่อสร้างงานสร้างอาชีพ			
	B	Beta	t	Sig
(Constant)	3.951		10.866	0.000
1. สินเชื่อฯ มีไว้สำหรับผู้ต้องการมีอาชีพเป็นของตนเอง	0.021	0.008	0.093	0.926
2. สินเชื่อฯ ผู้ที่สมัครได้ต้องผ่านการอบรมด้านอาชีพมาก่อน	-0.069	-0.035	-0.322	0.748
3. สินเชื่อฯ ธนาคารออมสินให้วงเงินก็สินเชื่อ สูงสุดถึง 500,000 บาท	0.097	0.048	0.512	0.609
4. สินเชื่อฯ สามารถเลือกบุคคลค้ำประกันหรือสินทรัพย์ค้ำประกันได้	0.065	0.023	0.231	0.817
5. สินเชื่อฯ เหมาะสำหรับผู้ประกอบการที่เริ่มต้นธุรกิจ	0.041	0.032	0.145	0.754

$R^2 = 0.002$, Adjusted $R^2 = 0.025$, $F = 0.089$, $P > 0.05$

สมมติฐานที่ 2. แรงจูงใจในการสมัครสินเชื่อ มีผลต่อความต้องการสมัครสินเชื่อสร้างงานสร้างอาชีพของธนาคารออมสิน

ผลการทดสอบสมมติฐาน พบว่า แรงจูงใจในการสมัครสินเชื่อ มีผลต่อความต้องการสมัครสินเชื่อสร้างงานสร้างอาชีพของธนาคารออมสิน ที่ระดับนัยสำคัญ 0.05

ตารางที่ 3

ผลการวิเคราะห์ แรงจูงใจในการสมัครสินเชื่อมีผลต่อความต้องการสมัครสินเชื่อ

แรงจูงใจในการสมัครสินเชื่อ	ความต้องการสมัครสินเชื่อสร้างงานสร้างอาชีพ			
	B	Beta	t	Sig
(Constant)	1.122		3.612	0.000
1. เงินกู้สูงสุดที่ธนาคารให้ได้	0.262	0.199	1.671	0.097
2. อัตราดอกเบี้ย	0.301	0.236	2.213	0.029
3. ระยะเวลาการผ่อนชำระเหมาะสม	0.876	0.672	5.832	0.000
4. ความรวดเร็วในการดำเนินการ	-0.077	-0.060	-0.563	0.574
5. ค่าธรรมเนียมในการให้บริการ	-0.428	-0.372	-4.360	0.000
6. การไม่บังคับทำประกันคุ้มครองเงินกู้	0.553	0.451	3.685	0.000
7. การให้บริการที่ดีของพนักงาน	1.139	0.867	12.737	0.000
8. การสนับสนุนวงเงินสินเชื่ออื่น ๆ	0.482	0.402	2.909	0.004
9. ความสะดวกรวดเร็วในการติดต่อกับธนาคาร	0.700	0.572	3.946	0.000
10. สื่อประชาสัมพันธ์ต่างๆ	0.334	0.352	2.221	0.028

$R^2 = 0.880$, Adjusted $R^2 = 0.775$, $F = 47.911$, $*P < 0.05$

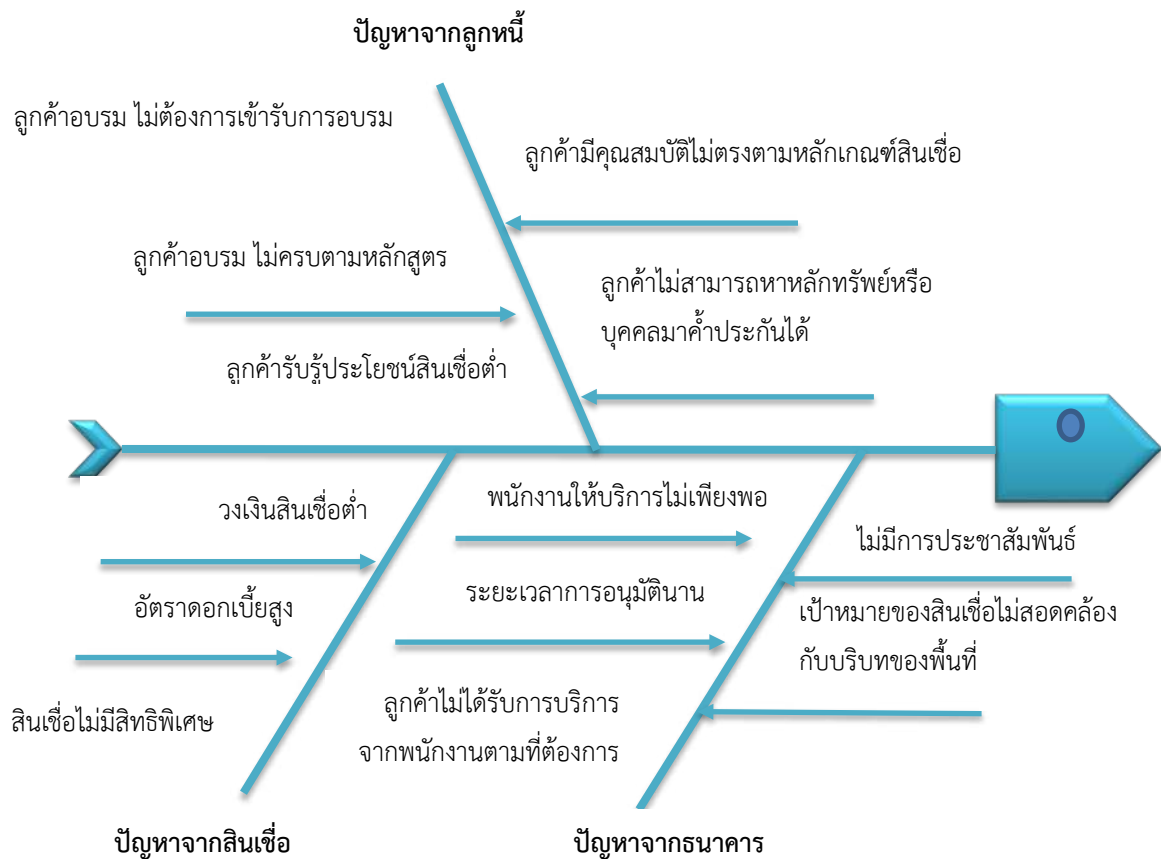
4.2 ผลการวิจัยเชิงคุณภาพ

สรุปผลการศึกษา พบว่า ในการประชาสัมพันธ์สินเชื่อสร้างงานสร้างอาชีพของธนาคารออมสิน ทางธนาคารออมสินขุนทะเลจะประชาสัมพันธ์ผ่านพนักงานสาขาเป็นหลักและมีในส่วนแผ่นพับบ้างเล็กน้อย ส่วนสาเหตุที่สินเชื่อสร้างงานสร้างอาชีพของธนาคารออมสินไม่เป็นไปตามเป้าหมายที่กำหนด คือ ประชาชนในพื้นที่ ๆ มีคุณสมบัติไม่ตรงตามเงื่อนไขสินเชื่อ จำนวนพนักงานไม่เพียงพอกับปริมาณงาน ลูกค้ำบางส่วนที่สมัครสินเชื่อมีความเข้าใจผิดเกี่ยวกับสินเชื่อ รวมถึงลูกค้ำที่ยื่นกู้บางรายไม่สามารถหาหลักทรัพย์หรือบุคคลมาค้ำประกันได้ แม้จะมีคุณสมบัติตรงตามเงื่อนไขของสินเชื่อสร้างงานสร้างอาชีพ และกลุ่มตัวอย่างทุกคนคิดเห็นตรงกันว่าวงเงินสูงสุดระยะเวลาการผ่อนชำระเหมาะสมและค่าธรรมเนียมในการให้บริการ ของสินเชื่อสร้างงานสร้างอาชีพของธนาคารออมสิน มีความเหมาะสมแล้ว แต่อัตราดอกเบี้ยยังสูงถ้าเทียบกับความสามารถในการชำระของลูกค้ำธนาคารออมสิน

4.3 สรุปสาเหตุของปัญหา

ภาพที่ 2

สรุปลสาเหตุของปัญหา



5. อภิปรายผล

สรุปผลการศึกษสาเหตุที่สินเชื่อสร้างงานสร้างอาชีพของธนาคารออมสินสาขาขุนทะเล ไม่เป็นไปตามเป้าหมายที่กำหนด ได้แก่ ปัญหาจากลูกหนี้ ได้แก่ ลูกค้ำมีคุณสมบัติไม่ตรงตามหลักเกณฑ์สินเชื่อ ลูกค้ำอบรม โครงการออมสิน สร้างงาน สร้างอาชีพ ไม่ครบตามหลักสูตร ลูกค้ำไม่สามารถหาหลักทรัพย์หรือบุคคลมาค้ำประกันได้ และลูกค้ำรับรู้ประโยชน์สินเชื่อต่ำ สอดคล้องกับงานวิจัยของนริศรา ลาภผลพูนทวี (2563) พบว่า สาเหตุที่ยอดจ่ายสินเชื่อนี้ลดลง เนื่องจาก ปัจจัยส่วนบุคคลที่ส่งผลต่อความสามารถในการออมเงิน ลูกค้ำไม่มีเงินฝากหรือสลากออมทรัพย์กับธนาคาร จึงไม่สามารถกู้ได้ปัญหาจากสินเชื่อ ได้แก่ อัตราดอกเบี้ยสูง และ วงเงินสินเชื่อต่ำ สอดคล้องกับงานวิจัยของเขมิกา ฉายวิเชียร (2564) พบว่า สาเหตุที่ทำให้สาขาไม่บรรลุเป้าหมายสินเชื่อคือ หลักเกณฑ์และเงื่อนไขของสินเชื่อไม่ตอบสนองความต้องการของลูกค้าได้ปัญหาจากธนาคาร ได้แก่ เป้าหมายของสินเชื่อไม่สอดคล้องกับบริบทของพื้นที่ พนักงานให้บริการไม่เพียงพอ ระยะเวลาการอนุมัตินาน และ ไม่มีการประชาสัมพันธ์

สรุปผลการศึกษาแนวทางการเพิ่มยอดสินเชื่อสร้างงานสร้างอาชีพของธนาคารออมสินสาขาขุนทะเล ได้แก่ (1) ธนาคารออมสินควรทำการประชาสัมพันธ์ถึงจุดเด่นของสินเชื่อ (2) ตั้งเป้าหมายของสินเชื่อให้สอดคล้องกับบริบทพื้นที่ (3) เพิ่มจำนวนพนักงาน และ (4) สร้างความเข้าใจถึงหลักเกณฑ์และเงื่อนไขในการสมัครสินเชื่อสร้าง

งานสร้างอาชีพ สอดคล้องกับงานวิจัยของนางลักษณ์ รอดรักษา (2563) พบว่า แนวทางการแก้ไข ธนาคารออมสิน ควรเพิ่มช่องทางการลงทะเบียนสินเชื่อที่สาขา เพิ่มช่องทางบริการออนไลน์ ออกบูธประชาสัมพันธ์สินเชื่อ และควร ตั้งจุดประชาสัมพันธ์สินเชื่อที่สาขาให้ชัดเจน ควรปรับปรุงขั้นตอนการให้บริการสินเชื่อ ในส่วนของความรวดเร็วในการได้รับบริการสินเชื่อ และความรวดเร็วในการอนุมัติสินเชื่อ สถานที่บริการลูกค้าควรมีการจัดที่นั่งให้เพียงพอ สำหรับลูกค้าที่มาใช้บริการสินเชื่อ จึงเป็นสาเหตุให้ลูกค้าเข้าร่วมโครงการน้อยกว่าเป้าหมาย และ สอดคล้องกับ งานวิจัยของกรกฤษฎณ์ ไกรศีลสม (2564) พบว่า แนวทางแก้ปัญหา ควรมีการประชาสัมพันธ์ผลิตภัณฑ์สินเชื่อลูกค้า รายใหญ่ ทั้งภายในและภายนอก เพื่อให้พนักงานประชาสัมพันธ์ผลิตภัณฑ์สินเชื่อแก่ลูกค้าเดิมและรายใหม่ รับทราบผลิตภัณฑ์และบริการของธนาคารอย่างมีประสิทธิภาพ

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แนวทางการพัฒนาพัฒนาการเก็บรวบรวมพยานหลักฐานทางนิติวิทยาศาสตร์และการป้องกัน
สถานที่เกิดเหตุของพนักงานสอบสวนเขตพื้นที่จังหวัดนครปฐม 10 สถานี

Guidelines for the development of forensic evidence collection and crime
scene prevention of investigators in Nakhon Pathom Province, 10 stations

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บทคัดย่อ

วัตถุประสงค์ของงานวิจัยนี้เพื่อศึกษาความรู้ความเข้าใจเกี่ยวกับการเก็บรวบรวมพยานหลักฐานทางนิติวิทยาศาสตร์และการป้องกันสถานที่เกิดเหตุของพนักงานสอบสวนเขตพื้นที่จังหวัดนครปฐม เป็นผู้ให้ข้อมูลสำคัญทั้งหมด 10 คน โดยใช้ระเบียบวิธีวิจัยเชิงคุณภาพ ในการวิจัยใช้แบบสอบถามในหัวข้อทั่วไปเกี่ยวกับการเก็บพยานหลักฐานและการป้องกันสถานที่เกิดเหตุ จากนั้นวิเคราะห์ข้อมูลโดยใช้สถิติพรรณนาและใช้วิธีนำเสนอข้อมูลในรูปตารางข้อมูลประกอบความเรียง พบว่า พนักงานสอบสวนเขตพื้นที่นครปฐมที่เป็นผู้ให้ข้อมูลนั้นมีความรู้และความเข้าใจเกี่ยวกับการเก็บพยานหลักฐานทางนิติวิทยาศาสตร์ในระดับสูง แต่มีความรู้ความเข้าใจในการเก็บพยานหลักฐานประเภทเส้นผมและเส้นขนที่น้อย โดยระดับการศึกษา ประสบการณ์ทำงานและตำแหน่งหน้าที่ มีผลต่อความเข้าใจ และในส่วนของ การป้องกันสถานที่เกิดเหตุ นั้น พบว่าพนักงานสอบสวนมีความเข้าใจไม่แตกต่างกัน

คำสำคัญ: พนักงานสอบสวน / พยานหลักฐานทางนิติวิทยาศาสตร์ / สถานที่เกิดเหตุ

Abstract

The objective of research is to study the knowledge and understanding of forensic science and crime scene prevention of rural village in Nakhon Pathom Province. 10 stations all 10 key informants It was found that investigators in the Nakhon Pathom area who provided information had high knowledge and understanding of forensic evidence collection. The level of education

and work experience affect understanding. And in the protection of the crime scene It was found that investigators had no different understandings.

1. บทนำ

ในปัจจุบันที่สังคมมีความเปลี่ยนแปลง ด้วยปัจจัยทางด้านต่าง ๆ ไม่ว่าจะเป็นเศรษฐกิจ สิ่งแวดล้อมรอบตัวส่งผลให้ประชาชนมีทัศนคติเชิงลบต่อความคิดและก่อให้เกิดพฤติกรรมการใช้ความรุนแรงมากขึ้น ส่งผลให้เกิดปัญหาอาชญากรรมเพิ่มขึ้น โดยการใช้ความรุนแรงนั้นมีหลากหลายระดับ อาจจะทำให้เกิดบาดเจ็บ ไปจนถึงเกิดการฆาตกรรมขึ้น โดยสิ่งเหล่านี้เป็นความผิดคดีอาญา (สุรนาท วงศ์พรหมชัย, 2551) ดังนั้นผู้ที่เกี่ยวข้องทางกฎหมายจึงมีบทบาทในการให้ความยุติธรรมแก่จำเลย โดยเฉพาะพนักงานสอบสวน ที่จะต้องมีความรู้ ความเข้าใจ ในเรื่องของการเก็บรวบรวมพยานหลักฐาน และการป้องกันสถานที่เกิดเหตุ เพื่อชี้แจงไปสู่การจับกุมผู้กระทำผิด ซึ่งหลักฐานมักจะเกิดขึ้นภายในสถานที่เกิดเหตุ ดังนั้นการเก็บรวบรวมพยานหลักฐาน และการป้องกันสถานที่เกิดเหตุจึงมีความสำคัญ เพราะหากมีความรู้ที่บกพร่องด้านใดด้านหนึ่งแล้วนั้น จะส่งผลทำให้เกิดข้อผิดพลาดในการให้ความยุติธรรมแก่จำเลยได้ เพราะฉะนั้นพนักงานสอบสวนที่เป็นบุคคลที่ใช้หลักฐาน ประกอบการตัดสินใจ จึงจำเป็นที่จะต้องมีความเข้าใจเป็นอย่างดี โดยเฉพาะการเก็บพยานหลักฐานด้วยวิธีการที่ถูกต้อง (หทัยภัส กำลิ่งเอก, 2552) เพื่อไม่ให้เกิดการเสียหายและสูญหายของหลักฐาน หรือแม้กระทั่งความรู้ในการใช้พยานหลักฐานเพื่อนำไปสู่การบ่งชี้ตัวผู้กระทำผิด ซึ่งหลักฐานนั้นจะแสดงพฤติการณ์ของผู้กระทำผิดไม่ทางใดก็ทางหนึ่ง เช่น ลายนิ้วมือ DNA หรือแม้กระทั่งภาพจากกล้องวงจรปิด ก็ถือเป็นหลักฐานที่ใช้บ่งบอกถึงตัวผู้กระทำผิดได้อย่างถูกต้อง โดยเฉพาะหลักฐานประเภท DNA นั้นมีอิทธิพลในการตัดสินใจเป็นอย่างมาก (Shichun, 2022) หรือแม้กระทั่งการที่จะสืบหาสารพันธุกรรมนั้นมีการทำอย่างไรเพื่อให้ได้ปริมาณของสารพันธุกรรมมากขึ้น อาจใช้รีเอเจนต์จำพวกอัลบูมิน (Hiroko, 2022) เพื่อเพิ่มปริมาณสกัดสารพันธุกรรม แต่ในการที่พนักงานสอบสวนจะเข้าไปเก็บและรวบรวมหลักฐานได้นั้น จะต้องเข้าสู่สถานที่เกิดเหตุ โดยสถานที่เกิดเหตุหากถูกบุคคลภายนอกที่ไม่ได้มีหน้าที่หรือสิทธิในเรื่องของคดีนั้นเข้ามายุ่งเกี่ยว อาจจะทำให้หลักฐานสูญหาย และส่งผลต่อรูปคดีเป็นอย่างมาก การป้องกันสถานที่เกิดเหตุจึงมีบทบาทรวมกับการเก็บรวบรวมหลักฐาน พนักงานสอบสวนจึงจำเป็นต้องให้ความสำคัญกับทั้งสองอย่างอย่างเคร่งครัด โดยเบื้องต้นหากเกิดคดีใช้ความรุนแรงขึ้น จะต้องมีการกั้นเขตพื้นที่สถานที่เกิดเหตุด้วย Police line ไม่ให้มีบุคคลที่ไม่เกี่ยวข้องเข้ามาในสถานที่เกิดเหตุได้ และเมื่อพนักงานสอบสวนเข้าสู่สถานที่เกิดเหตุจะต้องปฏิบัติตามกฎในการเข้าสู่สถานที่เกิดเหตุ คือ สวมถุงมือ สวมหมวก และไม่เหยียบย่ำสถานที่เกิดเหตุมากเกินไป เพราะหากไม่ปฏิบัติตามสิ่งเหล่านี้ อาจจะทำให้เกิดสิ่งรบกวนหลักฐาน หรือทำให้หลักฐานนั้นเสียหาย จึงนำไปสู่งานวิจัยครั้งนี้

วัตถุประสงค์ของการวิจัย

1. เพื่อศึกษาความรู้ความเข้าใจเกี่ยวกับการรวบรวมพยานหลักฐานทางนิติวิทยาศาสตร์ของพนักงานสอบสวนเขตพื้นที่จังหวัดนครปฐม
2. เพื่อศึกษาปัญหาและอุปสรรคที่เกี่ยวข้องกับการรวบรวมพยานหลักฐานทางนิติวิทยาศาสตร์ของพนักงานสอบสวนเขตพื้นที่จังหวัดนครปฐม
3. เพื่อสร้างแนวทางพัฒนาความรู้ความเข้าใจเกี่ยวกับการเก็บรวบรวมหลักฐานทางนิติวิทยาศาสตร์

2. การทบทวนวรรณกรรม

2.1 แนวคิด ทฤษฎี

2.1.1 นิติวิทยาศาสตร์ (Forensic science) เป็นการบูรณาการความรู้สองสาขาวิชา คือ นิติศาสตร์ ที่ว่าด้วยเรื่องของกฎหมาย และวิทยาศาสตร์ เข้าด้วยกัน เพื่อนำมาพิสูจน์ข้อเท็จจริงในการตัดสินคดี และการนำไปสู่กระบวนการยุติธรรม (พัชรา สิ้นลอยมา, 2560) ซึ่งในปัจจุบันมีปัญหาอาชญากรรมขึ้นเป็นจำนวนมาก การจะนำตัวผู้กระทำผิดเข้าสู่กระบวนการทางกฎหมายได้นั้น จึงต้องอาศัยหลักฐานในการบ่งชี้ตัวผู้กระทำผิด (สันต์, 2550) โดยนิติวิทยาศาสตร์นั้นใช้ความรู้ในหลากหลายสาขาวิชา ไม่ว่าจะเป็น ฟิสิกส์ เคมี ชีววิทยา เทคโนโลยีสารสนเทศ และการแพทย์ หรือจะบอกได้ว่านิติวิทยาศาสตร์เป็นการเชื่อมโยงกันระหว่างกฎหมายกับวิทยาศาสตร์ (พงศกรณ์ ชูเวช, 2530)

2.1.2 พนักงานสอบสวน (Inquiry official) คือบุคคลที่เกี่ยวข้องโดยตรงกับคดี เพื่อสืบหาความจริง และตัวผู้กระทำผิด โดยที่พนักงานสอบสวนนั้น ตามประมวลกฎหมายวิธีพิจารณาความอาญา มาตรา 2(6) ให้คำนิยามไว้ว่าพนักงานสอบสวน หมายถึง เจ้าพนักงานซึ่งกฎหมายให้อำนาจหน้าที่ทำการสอบสวนและ มาตรา 221 ได้บัญญัติไว้ว่า พนักงานสอบสวนนั้นใช้อำนาจสอบสวนคดี ไม่มีหน้าที่ทำการสอบสวนไปทำการสอบสวนก็ไม่ถือว่าผู้นั้นเป็นพนักงานสอบสวน ฉะนั้นจะต้องมีทั้งอำนาจ และหน้าที่ทั้งสองประการ

2.1.3 การสอบสวน หมายถึง การรวบรวมพยานหลักฐานเพื่อนำผู้กระทำผิดมาเข้าสู่กระบวนการทางกฎหมาย โดยการจะนำผู้กระทำผิดเข้าสู่กระบวนการทางกฎหมายนั้นจะต้องทำการหาพยานหลักฐานประกอบ ไม่ว่าจะเป็นพยานวัตถุ หรือพยานบุคคล ในการสอบสวนนั้นจะต้องทำการสอบสวนให้ได้ว่า ใครเป็นผู้กระทำผิด รวมถึงผู้สมรู้ร่วมคิด แม้กระทั่งการชันสูตรพลิกศพก็ถือว่าเป็นส่วนหนึ่งในการสอบสวนสามัญ (ป.วิ.อ.ม.129) เมื่อปรากฏแน่ชัด หรือมีเหตุอันควร สงสัยว่าบุคคลใดตายผิดธรรมชาติ หรือตาย ระหว่างอยู่ในการควบคุมของเจ้า

พนักงานให้มีการชันสูตรพลิกศพ เว้นการตายโดยประหารชีวิตตามกฎหมาย ซึ่งตามประมวลกฎหมายวิธีพิจารณาความอาญาบัญญัติไว้เป็นการเฉพาะ (อรรถพล, 2546)

2.1.4 สถานที่เกิดเหตุ (Crime scene) หมายถึง สถานที่ที่มีร่องรอยหรือพยานหลักฐานของการกระทำผิดที่ (สมภพ, 2551) เกิดขึ้นทั้งทางแพ่งและอาญา ซึ่งจะทำให้ผู้ที่มีอำนาจและหน้าที่ในการเข้าสู่สถานที่เกิดเหตุ นั้นสามารถเก็บร่องรอยพยานหลักฐานเหล่านั้น และอ่านสภาพของสถานที่เกิดเหตุได้ว่า ใครเป็นผู้ก่อเหตุ และทำด้วยวิธีการใด เกิดขึ้นเวลาใด (จิรศักดิ์, 2550) โดยความสำคัญของสถานที่เกิดเหตุ นั้นจะทำให้สามารถทราบได้ถึงพฤติการณ์การกระทำผิดได้ด้วยข้อมูลต่าง ๆ หากสามารถที่จะป้องกันรักษาสถานที่เกิดเหตุให้ไม่มีใครสามารถเข้าออกได้ (ณุชชญา, 2552) นอกจากนี้ผู้ที่มีอำนาจและหน้าที่ในคดี จะทำให้สามารถรักษาพยานหลักฐานที่สำคัญได้ และนำไปสู่การจับกุมผู้กระทำผิดได้ในที่สุด การป้องกันรักษาสถานที่เกิดเหตุ (Crime Scene Protection) คือ การที่เจ้าหน้าที่ที่เข้าไปถึงสถานที่เกิดเหตุเป็นชุดแรก และที่ตามมาสมทบ ทำการป้องกันพยานหลักฐานในสถานที่เกิดเหตุจากสิ่งต่าง ๆ เช่น คน สัตว์ หรือธรรมชาติ โดยการรักษาสถานที่เกิดเหตุ ให้อยู่ในสภาพที่คงเดิมจากครั้งที่เจ้าหน้าที่ชุดแรกเข้าไปถึงสถานที่เกิดเหตุ และในขณะเดียวกันจะต้องป้องกันไม่ให้มีการสูญหายของเอกสารหรือหลักฐาน ดังนั้น วัตถุประสงค์ในการป้องกันรักษาสถานที่เกิดเหตุ (ไกรยุทธ, 2558) คือ การรักษาสภาพพยานหลักฐานให้อยู่ในสภาพและตำแหน่งที่คงเดิม (Ferdico, 1979)

2.2 งานวิจัยที่เกี่ยวข้อง

จากการศึกษาพบว่ามีความที่เกี่ยวข้องกับการเก็บรวบรวมพยานหลักฐาน ดังนี้ ไกรยุทธ แสงสุข (2558) ปัญหาและอุปสรรคของการนำนิติวิทยาศาสตร์มาใช้ในการสืบสวนสอบสวนอาชญากรรมในพื้นที่ 3 จังหวัดชายแดนภาคใต้ ผู้วิจัยได้ศึกษาวิจัยเชิงคุณภาพ โดยใช้วิธีการสุ่มเลือกเจ้าหน้าที่ที่มีความเกี่ยวข้องกับงานนิติวิทยาศาสตร์และการสืบสวน คือ พนักงานสอบสวน เจ้าหน้าที่ตำรวจฝ่ายสืบสวน อัยการ นักวิชาการผู้ทรงคุณวุฒิทางด้านนิติวิทยาศาสตร์ และเจ้าหน้าที่ที่ปฏิบัติงานทางด้านนิติวิทยาศาสตร์ ซึ่งได้ประจำการปฏิบัติหน้าที่ในบริเวณดังกล่าวเป็นเวลามากกว่า 2 ปี ผู้วิจัยจึงสามารถสรุปความคิดเห็นได้ดังนี้ โดยกระบวนการดำเนินงานทางด้านนิติวิทยาศาสตร์ที่นำมาใช้ในการสืบสวนคดีอาชญากรรม แบ่งได้เป็น 3 ส่วน ได้แก่ การตรวจสถานที่เกิดเหตุ การพิสูจน์หลักฐาน และการชันสูตรพลิกศพ ส่วนปัจจัยที่มีผลต่อการดำเนินงาน คือ ปัจจัยทางด้านบุคลากร ปัจจัยทางการบริหารจัดการ ปัจจัยทางด้านทรัพยากรในการปฏิบัติงาน ปัจจัยทางการรักษาสถานที่เกิดเหตุให้อยู่ในลักษณะคงเดิมให้ได้มากที่สุด ปัจจัยทางด้านห้องปฏิบัติการครอบงำวัตถุพยาน ปัจจัยที่มีการเกี่ยวข้องกับการประสานงานและการให้ความร่วมมือกับหน่วยงานอื่นๆ และปัจจัยทางด้านความปลอดภัยในการปฏิบัติงาน

Shichun Ling (2563) ได้ทำการศึกษาเกี่ยวกับมุมมองของประชาชนในเรื่องการเก็บพยานหลักฐานทางนิติวิทยาศาสตร์ โดยได้ทำแบบสำรวจเกี่ยวกับพยานหลักฐานประเภทต่างๆ เช่น ค่าให้การลายนิ้วมือ DNA และผลลัพธ์บ่งชี้ว่า หลักฐานทางนิติวิทยาศาสตร์ที่เกี่ยวข้องกับการตัดสินความผิดนั้น ไม่สามารถ

ยืนยันด้วยหลักฐานทางนิติวิทยาศาสตร์ โดยเฉพาะคำให้การ ไม่ว่าจะ เป็นคำให้การของเหยื่อหรือพยาน มักจะมี คำให้การที่สะเปะสะปะ ทำให้ยากต่อการตัดสินใจ แต่ในทางกลับกัน หลักฐานทางนิติวิทยาศาสตร์ประเภทที่ใช้ หลักการทางวิทยาศาสตร์ในการตัดสินนั้นค่อนข้างมีอิทธิพลต่อการตัดสินรูปแบบของคดี เช่น หลักฐานจำพวก DNA

Hiroko Hirashima (2563) ได้ทำการศึกษาการตรวจหา DNA ของผู้ต้องสงสัยในสถานที่เกิดเหตุ กลางแจ้ง โดยหลักฐานอาจจะปะปนอยู่กับดิน อย่างไรก็ตาม มีการสันนิษฐานว่า ดินจะทำให้การสกัด DNA จาก ตัวอย่างได้นั้นเกิดผลได้ ดังนั้นจึงมีการสกัดโดยตรงจากดิน เพื่อวิเคราะห์องค์ประกอบของจุลินทรีย์ ซึ่งการศึกษานี้ ได้เปรียบหางนมและโบวินซีรัมอัลบูมิน (BSA) เป็นรีเอเจนต์ โดยรีเอเจนต์ซีรัมอัลบูมินนั้นสามารถเพิ่มปริมาณการ สกัด DNA ที่ได้จากเซลล์กระดูกงูและเซลล์ผิวหนัง แต่ในหางนมนั้นไม่สามารถเพิ่มปริมาณการสกัดได้ ดังนั้นจึง สรุปได้ว่า การเติม BSA นั้นสามารถเพิ่มประสิทธิภาพในการสกัด DNA ได้

3. วิธีการดำเนินงานวิจัย

งานวิจัย เรื่อง แนวทางการพัฒนาความรู้ในการเก็บรวบรวมพยานหลักฐานทางนิติวิทยาศาสตร์ ของพนักงานสอบสวนและการป้องกันสถานที่เกิดเหตุ ผู้วิจัยได้ใช้การวิจัยเชิงปริมาณในการเก็บข้อมูล เรื่องความรู้ ในการรวบรวมพยานหลักฐานทางนิติวิทยาศาสตร์ และมีการดำเนินงานวิจัย ดังนี้

ผู้วิจัยได้ทำการเก็บข้อมูลจากประชากร ที่เป็นพนักงานสอบสวนของเขตพื้นที่จังหวัดนครปฐม 10 สถานี จำนวน 10 คน ซึ่งเกณฑ์ในการคัดเลือก คือ เป็นพนักงานสอบสวนที่มีประสบการณ์ทำงานไม่ต่ำกว่า 1 ปี และไม่เกิน 5 ปี และจะต้องมีระดับการศึกษาไม่ต่ำกว่าปริญญาบัณฑิต โดยเครื่องมือที่ใช้ ใช้แบบสอบถาม 2 ตอน โดยตอนแรกมีจำนวน 20 ข้อ ซึ่งประกอบด้วยข้อมูลเกี่ยวกับวิธีการเก็บรวบรวมพยานหลักฐานแต่ละชนิด และ ตอนที่สองเป็นความคิดเห็นเกี่ยวกับการป้องกันสถานที่เกิดเหตุกับประชากรที่เป็นกลุ่มเป้าหมาย โดยกำหนด กลุ่มเป้าหมายด้วยวิธีการเลือกแบบเจาะจง เป็นพนักงานสอบสวนที่มีอำนาจหน้าที่ในการสอบสวนคดีอาญา โดยตรง คือ สถานีตำรวจภูธรนครปฐม และเลือกมา 10 สถานี สถานีละ 1 คน ได้แก่ สถานีตำรวจอำเภอเมือง นครปฐม สถานีตำรวจนครชัยศรี สถานีตำรวจกำแพงแสน สถานีตำรวจดอนตูม สถานีตำรวจโพธิ์แก้ว สถานีตำรวจ สามพราน สถานีตำรวจโพรงมะเดื่อ สถานีตำรวจบางเลน สถานีตำรวจพุทธมณฑล สถานีตำรวจสามควายเผือก โดยผู้วิจัยได้จัดประเภทของคำถามตั้งตาราง ที่ 1 และตรวจหาคะแนนในแต่ละหัวข้อประเภทของคำถาม โดย คำถามนั้นได้ดัดแปลงจาก (ตรองหทัย ยศประสิทธิ์, 2563)

โดยเกณฑ์การให้คะแนนจากการตอบคำถามคือ ตอบถูก ให้คะแนนเป็น 1 คะแนน ตอบผิด ให้ คะแนนเป็น 0 คะแนน โดยมีคะแนนเต็ม 10 คะแนน และนำมาวิเคราะห์คะแนนเฉลี่ยร้อยละ ซึ่งทางผู้วิจัยได้ทำ การส่งคำถามในรูปแบบของ Google form เนื่องจากสถานการณ์ Covid 19 และเมื่อนำคะแนนที่ได้มา เปรียบเทียบกับข้อมูลต่าง ๆ ไม่ว่าจะ เป็น ตำแหน่งงาน ระดับการศึกษา จะได้ผลดังนี้

4. ผลการวิจัย

ตารางที่ 1

คะแนนเฉลี่ยของพนักงานสอบสวนในคำถามที่จัดจำแนกประเภทการเก็บรวบรวมพยานหลักฐาน

ประเภทของคำถาม	คะแนนเฉลี่ยของคำถามตามหมวดหมู่การเก็บรวบรวมพยานหลักฐาน
สารระเหย/สิ่งที่สามารถสูญสลายได้	90
วิธีการเก็บ/การนำส่ง	86
อาวุธปืน/ปลอกกระสุนปืน	70
หมู่เลือด อสุจิ เยื่อข้างแก้มและสารพันธุกรรม	61.67
เส้นผม/เส้นขน	35
หลักฐานเพลิงไหม้	50

จากประเภทของชุดคำถามพบว่า พนักงานสอบสวนเขตพื้นที่จังหวัดนครปฐม มีคะแนนเฉลี่ยในหัวข้อเรื่องการเก็บรวบรวมพยานหลักฐาน ประเภทเส้นผมและเส้นขนต่ำที่สุดที่เฉลี่ยร้อยละ 35 และสูงที่สุดคือการเก็บรวบรวมพยานหลักฐานจำพวกสารระเหยและสิ่งที่สามารถสูญสลายได้ที่เฉลี่ยร้อยละ 90 ซึ่งสอดคล้องกับสุรยุทธ อ่วมสำออง, (2554) ที่ศึกษาปัญหาและอุปสรรคของพนักงานสอบสวนในการเก็บรวบรวมพยานหลักฐานทางนิติวิทยาศาสตร์พบว่าอุปสรรคของการเก็บพยานหลักฐานนั้นสามารถแก้ไขได้ด้วยเทคโนโลยีสมัยใหม่ เพื่อให้ได้รับความรู้และสามารถปฏิบัติงานที่ซับซ้อนขึ้นได้

ตารางที่ 2

ความรู้ในการเก็บรวบรวมพยานหลักฐานเทียบกับตำแหน่งของพนักงานสอบสวน

ตำแหน่งของพนักงานสอบสวน	คะแนนเฉลี่ยของพนักงานสอบสวนในแต่ละตำแหน่ง
ตำแหน่ง สบ.1 จำนวน 7 คน	14.7
ตำแหน่ง สบ.2 จำนวน 2 คน	16.5
ตำแหน่ง สบ.3 จำนวน 1 คน	18

จากการศึกษาการเปรียบเทียบความรู้ของพนักงานสอบสวนในแต่ละตำแหน่ง โดยจะสามารถจัดจำแนกเป็น 3 ประเภท คือ สบ.1 จำนวน 7 คน สบ.2 จำนวน 2 คน และสบ.3 จำนวน 1 คน พบว่าในตำแหน่ง สบ.3 ที่มีประสบการณ์ทำงานมากที่สุดมีค่าเฉลี่ยของคะแนนอยู่ที่ 18 คะแนน รองลงมาคือตำแหน่ง สบ.2 มีคะแนนเฉลี่ยอยู่ที่ 16.5 คะแนน และน้อยที่สุดเป็นตำแหน่งพนักงานสอบสวน สบ.1 ซึ่งมีคะแนนเฉลี่ยอยู่ที่ 14.7 คะแนน ซึ่งสอดคล้องกับงานวิจัยของตรองหทัย ยศประสิทธิ์ (2561) คือ พนักงานสบ.3 มีความรู้ในทางนิติวิทยาศาสตร์และนำมาใช้ปฏิบัติงานมากกว่าพนักงานสอบสวนสบ.2 และ สบ.1 และสอดคล้องกับ อนุพันธ์ มุสิกานท์ (2543) ที่พบว่าพนักงานสอบสวนที่มีประสบการณ์ทำงานมาก จะนำความรู้ทางนิติวิทยาศาสตร์มาใช้ในการปฏิบัติงานมากกว่าพนักงานสอบสวนที่มีประสบการณ์ทำงานน้อยกว่า

ตารางที่ 3

ความรู้ในการเก็บรวบรวมพยานหลักฐานทางนิติวิทยาศาสตร์เทียบกับระดับการศึกษา

ระดับการศึกษาของพนักงานสอบสวน	คะแนนเฉลี่ยของพนักงานสอบสวนในแต่ละระดับการศึกษา
ปริญญาตรี จำนวน 8 คน	14.88
ปริญญาโท จำนวน 2 คน	17.5

จากผลการศึกษาการเปรียบเทียบความรู้พนักงานสอบสวนเทียบกับวุฒิกการศึกษา พบว่าพนักงานสอบสวนที่มีวุฒิกการศึกษาอยู่ในระดับปริญญาโท มีจำนวนข้อที่ตอบถูกเฉลี่ย 17.5 คะแนน และในขณะเดียวกัน พนักงานสอบสวนที่มีวุฒิกการศึกษาในระดับปริญญาตรีมีจำนวนข้อที่ตอบถูกเกี่ยวกับการเก็บรวบรวมพยานหลักฐานทางนิติวิทยาศาสตร์เฉลี่ย 14.88 คะแนน

จากชุดคำถามแรกที่เกี่ยวข้องกับการเก็บรวบรวมพยานหลักฐานนั้นพนักงานสอบสวน 10 สถานีเขตพื้นที่จังหวัดนครปฐมนั้น ซึ่งประกอบด้วยพนักงานสอบสวน ตำแหน่ง สบ.1 สบ.2 และ สบ.3 โดยมี 7 คน 2 คน

และ 1 คนตามลำดับนั้น มีความรู้ความเข้าใจในการเก็บรวบรวมพยานหลักฐานเป็นอย่างดี หากแต่จะมีความเข้าใจในเรื่องการเก็บพยานหลักฐานประเภทเส้นผมและเส้นขนไม่เพียงพอ (ตารางที่ 1) โดยมีคะแนนเพียงร้อยละ 35 จึงทำให้พบว่า ปัญหาและอุปสรรคที่เกี่ยวข้องกับการเก็บรวบรวมพยานหลักฐานทางนิติวิทยาศาสตร์ของพนักงานสอบสวนเขตพื้นที่นครปฐม 10 สถานีนั้นอยู่ที่ การขาดความรู้ในการเก็บรวบรวมพยานหลักฐานประเภทเส้นขนและเส้นผม ซึ่งเป็นพยานหลักฐานที่พบได้มาก และสามารถนำไปสู่การหาตัวผู้กระทำผิดได้

การวิจัยเรื่องการป้องกันสถานที่เกิดเหตุ ทางผู้วิจัยได้ใช้ชุดคำถามเกี่ยวกับการเก็บรวบรวมพยานหลักฐานและการป้องกันสถานที่เกิดเหตุแก่ผู้ให้ข้อมูลได้ทำและทางผู้วิจัยได้นำมาอ่านและวิเคราะห์ข้อมูลพบว่าพนักงานสอบสวนเขตพื้นที่จังหวัดนครปฐม 10 สถานีนั้นมีความรู้และความเข้าใจในการป้องกันสถานที่เกิดเหตุอย่างดีเยี่ยม โดยเกณฑ์ในการวัดคือ คือ ความรู้พื้นฐานการรักษาสถานที่เกิดเหตุเบื้องต้น หากมีข้อผิดพลาดส่วนไหนจะถือว่าไม่เข้าใจเนื้อหาตรงส่วนนั้นทันที ไม่ว่าจะเป็นการปฏิบัติตนตั้งแต่ก่อนเข้าสถานที่เกิดเหตุ ในขณะที่ปฏิบัติงานและหลังจากปฏิบัติงานสำเร็จ การป้องกันมิให้มีผู้ที่ไม่เกี่ยวข้องเข้าสู่สถานที่เกิดเหตุ นั้นเป็นสิ่งสำคัญและผู้ให้ข้อมูลสำคัญนั้นสามารถทำได้อย่างดีเยี่ยม

5. อภิปรายผลการวิจัย

จากผลการวิจัยพบว่าพนักงานสอบสวนเขตพื้นที่จังหวัดนครปฐม 10 สถานีมีผลวิจัยดังนี้ ความรู้ความเข้าใจในการเก็บพยานหลักฐานทางนิติวิทยาศาสตร์ พนักงานสอบสวนยังมีพฤติกรรมที่ถูกต้อง ยกตัวอย่างเช่น การเก็บเส้นผมในสถานที่เกิดเหตุ นั้น ไม่ควรที่จะนำเทปกาวหรือสกอตเทปไปแปะเพื่อนำเส้นผมหรือเส้นขน เพราะทำให้โปรตีนที่ใช้ตรวจสอบสารพันธุกรรมนั้นเสื่อมสลาย จนทำให้ไม่สามารถที่จะตรวจหาผู้กระทำผิดได้ และยังสร้างภาระงานให้กับพนักงานสอบสวนที่จะต้องมาดึงเส้นผมหรือเส้นขนออกจากเทปกาวอีกครั้ง

ผลการวิเคราะห์ ความรู้ความเข้าใจในการเก็บพยานหลักฐานทางนิติวิทยาศาสตร์ เมื่อเปรียบเทียบกับตำแหน่งงานของพนักงานสอบสวน ซึ่งจะเห็นได้ว่า พนักงานสอบสวน สบ.3 ที่มีประสบการณ์ทำงาน และระยะเวลาในการทำงานมากที่สุดนั้นมีจำนวนคะแนนเฉลี่ยสูงที่สุด รองลงมาคือพนักงาน สบ.2 และ สบ.1 ดังนั้นจึงสามารถสรุปผลเรื่องการเปรียบเทียบความรู้ในการเก็บรวบรวมพยานหลักฐานได้ว่า พนักงานสอบสวนสบ.3 ที่มีประสบการณ์ทำงานมากกว่า พบและเจอสถานการณ์ที่จะต้องใช้ความรู้ในส่วนนี้มากกว่าพนักงานสอบสวนตำแหน่ง สบ.2 และสบ.1 และทางผู้วิจัยได้สังเกตเห็นว่า การได้ปฏิบัติหน้าที่และพบสถานการณ์ต่าง ๆ จะทำให้มีความรู้และความเข้าใจในการเก็บรวบรวมพยานหลักฐานมากขึ้น จึงควรที่จะปฏิบัติหรือจัดการให้

พนักงานสอบสวนนั้นมีความรู้ความเข้าใจในการเก็บรวบรวมพยานหลักฐานที่ถูกต้องและครบถ้วน เพื่อที่จะได้มีความรู้ในเรื่องการเก็บรวบรวมพยานหลักฐานในมาตรฐานเดียวกัน

ผลการวิเคราะห์ ความรู้ความเข้าใจในการเก็บรวบรวมพยานหลักฐานทางนิติวิทยาศาสตร์เปรียบเทียบกับระดับการศึกษาของพนักงานสอบสวนเขตพื้นที่จังหวัดนครปฐม 10 สถานี ซึ่งทางผู้วิจัยได้สรุปว่าระดับการศึกษานั้นมีผลต่อความรู้และความเข้าใจในการเก็บรวบรวมพยานหลักฐานทางนิติวิทยาศาสตร์ของพนักงานสอบสวนเขตพื้นที่นครปฐม โดยพนักงานสอบสวนที่จบในระดับปริญญาตรีนั้นจะมีประสบการณ์ทำงานที่น้อยกว่าพนักงานสอบสวนที่จบระดับปริญญาโท ซึ่งสอดคล้องกับ ผลการวิเคราะห์ในตารางที่ 1 โดยพนักงาน สบ. 2 และ สบ.3 ที่มีประสบการณ์ทำงานมาก และมีระดับการศึกษาในระดับปริญญาโท จำนวน 2 คน นั้นมีความรู้ความเข้าใจในการเก็บรวบรวมพยานหลักฐานทางนิติวิทยาศาสตร์มากกว่าพนักงานสอบสวนที่มีระดับการศึกษาในระดับปริญญาตรี

ผลการวิจัยเรื่องการป้องกันสถานที่เกิดเหตุ พนักงานสอบสวนผู้ให้ข้อมูลนั้นมีความรู้ความเข้าใจในการปฏิบัติตนในการเข้าสู่สถานที่เกิดเหตุ ขณะที่อยู่ และออกจากสถานที่เกิดเหตุอยู่ในระดับเดียวกัน คือ เข้าใจและปฏิบัติตามอย่างเคร่งครัด แต่อาจมีความผิดพลาดเกิดขึ้นในการปฏิบัติงานจริงได้ ซึ่งเกิดได้จากหลายเหตุผล ซึ่งสอดคล้องกับ อนุชานา สวัสดิ์ (2552) ที่ศึกษาการปฏิบัติหน้าที่ในสถานที่เกิดเหตุ ซึ่งพบว่าสถานที่เกิดเหตุนั้นถูกกันก่อนที่เจ้าหน้าที่จะเข้าไปถึง แต่ปัญหาที่มักเกิดขึ้นและทำให้มีอุปสรรค คือ ผู้บังคับบัญชา ไทยมุง สื่อมวลชน และปัญหาสำคัญที่สุดคือ อุปกรณ์เครื่องมือ งบประมาณ และทรัพยากรบุคคลไม่เพียงพอต่อการปฏิบัติงาน

ข้อเสนอแนะ

1. จัดการอบรมระเบียบ ขั้นตอนในการปฏิบัติหน้าที่ในสถานที่เกิดเหตุให้มีความชัดเจน โดยจัดอบรมให้พนักงานสอบสวน เพื่อนำไปสู่ความเข้าใจในการเก็บรวบรวมพยานหลักฐานและการป้องกันสถานที่เกิดเหตุและมีประสิทธิภาพในการปฏิบัติงานที่มากขึ้น
2. นอกจากการอบรมทางเรื่องของการปฏิบัติตนในสถานที่เกิดเหตุแล้วนั้น ยังต้องมีการเพิ่มเติมความรู้เรื่องวิธีการเก็บรวบรวมพยานหลักฐานทางนิติวิทยาศาสตร์อย่างถูกต้องในทุก ๆ หลักฐาน เช่น เลือด เส้นขน อสุจิ กระจกสนปืน ลายนิ้วมือ เป็นต้น
3. ผลักดันให้มีกฎหมายในการป้องกันและรักษาสถานที่เกิดเหตุ และสามารถดำเนินคดีกับผู้ที่ไม่ได้มีความเกี่ยวข้องกับคดีแล้วมีการเข้าไปเหยียบย่ำหรือรบกวนสถานที่เกิดเหตุ
4. จัดงบประมาณให้มีความเหมาะสมกับหน่วยงาน เพื่อให้มีผลลัพธ์ในการปฏิบัติงานได้ดียิ่งขึ้น
5. ผลักดันให้มีการจำลองสถานการณ์ต่างๆ ที่อาจจะพบได้ในทุกรูปแบบ เพื่อให้พนักงานสอบสวนมีประสบการณ์เพิ่มมากขึ้น

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ปัจจัยประชากรศาสตร์และส่วนประสมทางการตลาดที่มีต่อความเชื่อมั่นใช้บริการทางการเงินผ่าน Mobile Banking Application ของธนาคารแห่งหนึ่ง

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ (1) เปรียบเทียบความแตกต่างระดับความเชื่อมั่นใช้บริการทางการเงิน จำแนกตามปัจจัยประชากรศาสตร์ (2) ศึกษาความสัมพันธ์ระหว่างปัจจัยส่วนประสมทางการตลาดกับความเชื่อมั่นในการใช้บริการทางการเงิน (3) ศึกษาความสัมพันธ์เชิงอิทธิพลของปัจจัยส่วนประสมทางการตลาดที่มีต่อความเชื่อมั่นใช้บริการทางการเงิน ประชากรที่ใช้ศึกษา คือ ผู้บริโภคชาวไทย ทั้งเพศชายและหญิง ที่เคยใช้บริการ Mobile Banking Application ของธนาคารแห่งหนึ่ง ซึ่งไม่ทราบขนาดประชากรที่แน่นอน ทดสอบสมมติฐานงานวิจัยด้วยค่าสถิติ Independent Sample t-test, One Way ANOVA (F-test) เปรียบเทียบความแตกต่างของค่าเฉลี่ยแบบรายคู่ด้วยวิธี LSD วิเคราะห์สหสัมพันธ์เพียร์สันเพื่อดูความสัมพันธ์กันเองของตัวแปรทำนาย และวิเคราะห์ความสัมพันธ์เชิงอิทธิพลด้วย Multiple Regression Analysis ผลการทดสอบสมมติฐาน พบว่า อายุ การศึกษา อาชีพ และรายได้ต่อเดือน มีผลต่อระดับความเชื่อมั่นใช้บริการเงินผ่าน Mobile Banking Application แตกต่างกันอย่างมีนัยสำคัญ ส่วนปัจจัยส่วนประสมทางการตลาด กับ ความเชื่อมั่นในการใช้บริการเงินผ่าน Mobile Banking Application มีค่าสหสัมพันธ์เชิงบวกในระดับสูงอย่างมีนัยสำคัญ นอกจากนี้ พบว่า ปัจจัยส่วนประสมทางการตลาดสามารถพยากรณ์ความเชื่อมั่นใช้บริการเงินผ่าน Mobile Banking Application ได้ถูกต้อง ร้อยละ 77

คำสำคัญ: ส่วนประสมทางการตลาด, ประชากรศาสตร์, ความเชื่อมั่นใช้บริการ, แอปพลิเคชันโทรศัพท์เคลื่อนที่, ธนาคารแห่งหนึ่ง

1. บทนำ

ปัจจุบันเทคโนโลยีสารสนเทศเข้ามามีบทบาทในชีวิตประจำวันของมนุษย์มากขึ้นทั้งในด้านของการใช้ชีวิตรวมถึงการประกอบธุรกิจ ภาคธุรกิจธนาคารที่มี Mobile Banking Application เข้ามาเป็นตัวช่วยทำธุรกรรมทางการเงินในรูปแบบดิจิทัล ซึ่งสามารถทำได้แบบออนไลน์ ไม่จำกัดสถานที่ หรือเวลาในการทำธุรกรรม ซึ่งจากงานวิจัยเกี่ยวกับจำนวนผู้ใช้บริการในแต่ละเดือน พบว่า จำนวนบัญชีผู้ใช้บริการจะมีอัตราการเพิ่มขึ้นตลอด ปัจจุบันแต่ละธนาคารได้พัฒนาและสร้าง Mobile Banking Application ของตนเองขึ้นเพื่อช่วยตอบสนองกับความต้องการของลูกค้า เพื่อให้สามารถทำธุรกรรมได้ง่าย สะดวก ปลอดภัย และสามารถตรวจสอบได้

ธนาคารที่ศึกษานี้ได้มีการพัฒนาแอปพลิเคชันเพื่อใช้ทำธุรกรรมดังกล่าวขึ้น โดยใช้ชื่อเรียกแอปพลิเคชันนี้ว่า ธนาคาร A-mobile เนื่องจากแอปพลิเคชัน ธนาคาร A-mobile เป็น Mobile Banking Application ที่ยังไม่สามารถรองรับการใช้งานได้ครอบคลุมเหมือนกับการใช้งานแอปพลิเคชัน Mobile Banking ของธนาคารทั่วไป โดยการใช้งานที่ยังไม่รองรับ มีดังนี้ (1) ไม่สามารถขอ E-slip หรือใบเสร็จอิเล็กทรอนิกส์ย้อนหลังได้ (2) ข้อมูลใน Statement มีน้อยกว่าของธนาคารอื่น ไม่ระบุรายละเอียดของต้นทางหรือปลายทาง (3) E-slip ไม่มี QR Code ที่ใช้ในการตรวจสอบการทำธุรกรรม (4) เมื่อเทียบกับ Mobile Banking Application ของธนาคารอื่น พบว่า ภาพลักษณ์ภายใน ธนาคาร A-mobile ยังมีความโดดเด่นไม่เพียงพอ ผู้วิจัยจึงเล็งเห็นความสำคัญในการจัดทำวิจัยนี้ขึ้น โดยมี วัตถุประสงค์การวิจัยเพื่อ (1) เปรียบเทียบความแตกต่างระดับความเชื่อมั่นใช้บริการทางการเงิน จำแนกตามปัจจัยประชากรศาสตร์ (2) ศึกษาความสัมพันธ์ระหว่างปัจจัยส่วนประสมทางการตลาดกับความเชื่อมั่นในการใช้บริการทางการเงิน (3) ศึกษาความสัมพันธ์เชิงอิทธิพลของปัจจัยส่วนประสมทางการตลาดที่มีต่อความเชื่อมั่นใช้บริการทางการเงินของธนาคารแห่งหนึ่ง จากการศึกษาของ พรวิมล เวชพานิช และ อริสรา เสยานนท์ (2561) พบว่า ปัจจัยส่วนประสมทางการตลาดมีอิทธิพลต่อความเชื่อมั่นใช้บริการธุรกรรมทางการเงินผ่าน Mobile Banking Application อย่างมีนัยสำคัญ โดยที่ เรียงลำดับมากไปน้อย คือ ปัจจัยผลิตภัณฑ์ ปัจจัยช่องทางการให้บริการ ปัจจัยราคา และปัจจัยการส่งเสริมการจำหน่าย ตามลำดับ ซึ่งสอดคล้องกับการศึกษาของ กฤษณะ ดาราเรือง สิทธิพร เขาอูน และ สิริมาส หมื่นสาย (2564) รายงานว่า ปัจจัยผลิตภัณฑ์สามารถตอบสนองการทำธุรกรรมทางการเงิน ไม่คิดค่าธรรมเนียม เมื่อมีการใช้บริการ การใช้งานได้ทุกที่ทุกเวลาที่มีสัญญาณอินเทอร์เน็ต มีการแจ้งข้อมูลข่าวสารด้านการใช้บริการอย่างครบถ้วน ช่วยประหยัดเวลาในการติดต่อธนาคาร พร้อมกับมีการจัดเก็บหลักฐานหลังการใช้บริการโดยอัตโนมัติ มีความปลอดภัย ในการใช้งาน เนื่องจากมีรหัสยืนยันตัวตนก่อนจะทำธุรกรรมทางการเงิน ทำให้ผู้ใช้บริการเกิดความพึงพอใจกับระบบความปลอดภัยของ Mobile Banking Application สาเหตุสำคัญที่ส่วนประสมทางการตลาดเป็นโมเดลที่สำคัญเพราะว่าเป็นเครื่องมือขับเคลื่อนให้องค์กรมีความเป็นผู้ประกอบการ (Corporate entrepreneurship) และจะทรงพลังเพิ่มขึ้นถ้าองค์กรมีความสามารถทางเทคโนโลยีสารสนเทศ (Information technology capabilities) เป็นตัวขับเคลื่อน (Ghezali & Boudi, 2020) ดังนั้น การศึกษานี้ประโยชน์ที่คาดว่าจะได้รับ คือ (1) ได้ข้อมูลความสัมพันธ์ระหว่างปัจจัยส่วนประสมทางการตลาดกับความเชื่อมั่นใช้บริการเงินผ่าน Mobile Banking Application (3) ได้ข้อมูลความสัมพันธ์เชิง

อิทธิพลของปัจจัยส่วนประสมทางการตลาดที่มีต่อความเชื่อมั่นใช้บริการเงินผ่าน Mobile Banking Application ที่จะเป็นประโยชน์แก่ธนาคารแห่งหนึ่ง และใช้เป็นโมเดลให้แก่องค์กรอื่นๆต่อไป

2. การทบทวนวรรณกรรม

2.1 แนวคิด ทฤษฎี ที่เกี่ยวข้องส่วนประสมทางการตลาด

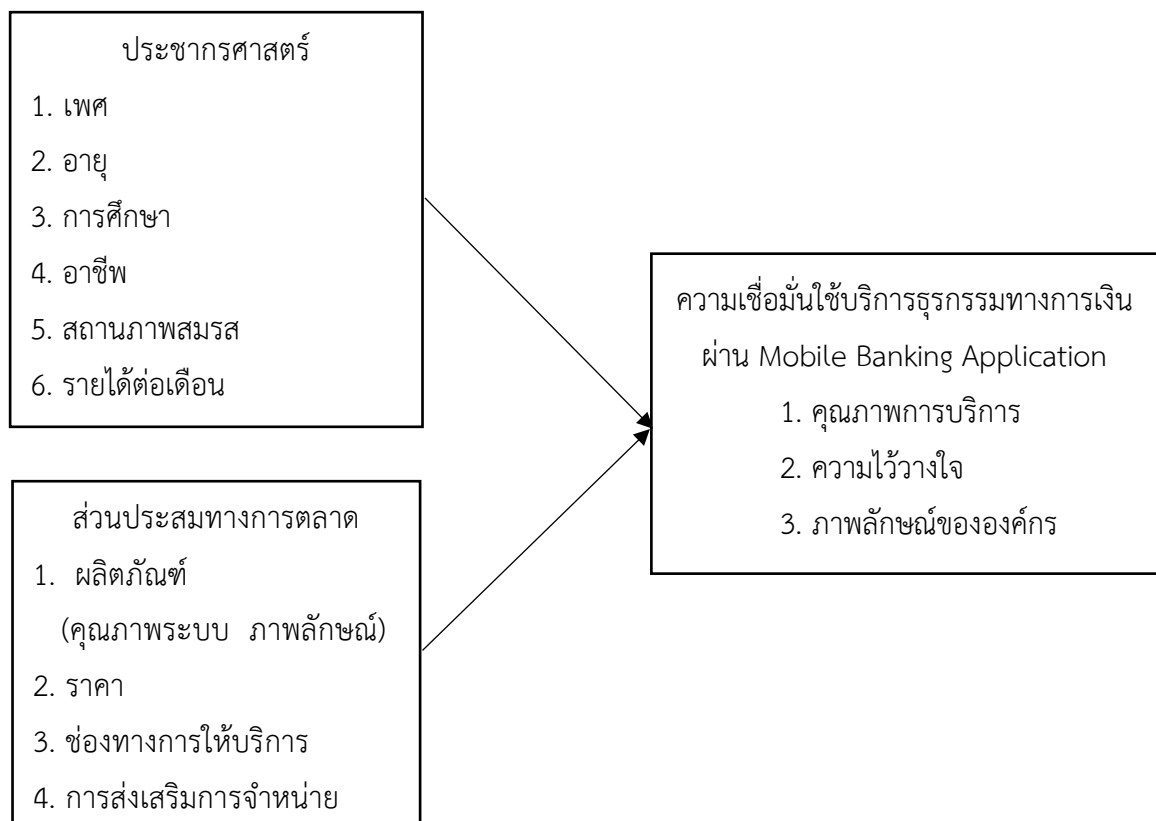
ส่วนประสมทางการตลาด (Marketing mix) ในที่นี้หมายถึง ปัจจัย 4 อย่างที่นักธุรกิจต้องวิเคราะห์เพื่อวางแผนด้านการตลาด โดยประกอบไปด้วย Product, Price, Place และ Promotion ซึ่งปัจจัยทั้ง 4 จะช่วยให้นักธุรกิจและนักการตลาดวิเคราะห์กลยุทธ์ออกมาได้อย่างละเอียดและครอบคลุมกับตัวสินค้าและ/หรือบริการให้มากที่สุด (Aksarapak, 2022) ทั้งนี้ ผลิตภัณฑ์ (Product) หมายถึง สิ่งที่ธุรกิจเสนอขายเพื่อตอบสนองความต้องการลูกค้า และสร้างความพึงพอใจ รวมถึงการสร้างแรงจูงใจให้เกิดความต้องการ ซึ่งผลิตภัณฑ์ที่เสนอขายอาจจับต้องได้ (ผลิตภัณฑ์ การบริการ การบรรจุภัณฑ์) หรือจับต้องไม่ได้ (เช่น ตราสินค้า) เป็นต้น แต่ปัจจัยผลิตภัณฑ์ผู้วิจัยจะศึกษานี้จะศึกษาในมุมมองคุณภาพของระบบและภาพลักษณ์องค์กร เพื่อให้เหมาะสมแก่ความเชื่อมั่นของผู้บริโภคที่มีต่อการเข้าใช้บริการ Mobile Banking Application ขณะที่ ราคา (Price) หมายถึง มูลค่าของผลิตภัณฑ์ที่อยู่ในรูปเงินตรา ราคาจะต้องกำหนดให้มีความเหมาะสม ซึ่งการซื้อขายจะสำเร็จได้เมื่อผู้ซื้อสินค้าเต็มใจจ่ายในราคาที่ผู้ขายกำหนด และผู้ขายพอใจที่จะขายในราคาเดียวกัน โดยราคาจะครอบคลุมถึง การให้ส่วนลด (Discount) ราคาเสนอขาย (Offer price) และนโยบายสินเชื่อ (Credit policy) ส่วน ช่องทางการจัดจำหน่าย (Place) หมายถึง ช่องทางที่ผู้ผลิตไม่ทราบว่าจะนำสินค้าที่ผลิตขึ้นนั้นจะไปขายที่แหล่งใด ดังนั้น ช่องทางการจัดจำหน่ายต้องศึกษากิจกรรมและสถาบันการตลาดที่สามารถสร้างประโยชน์ด้านเวลา สถานที่ และความเป็นเจ้าของ โดยสรุปแล้วจะครอบคลุมถึง ตลาด (Market) ช่องทาง (Channel) และการจัดจำหน่าย (Distribution) นอกจากนี้ ยังมีการส่งเสริมการขาย (Promotion) หมายถึง การติดต่อสื่อสารข้อมูลระหว่างผู้ซื้อและผู้ขาย แสดงการบอกกล่าวการขยายความคิด ความเข้าใจไปยังบริโภคให้รับรู้ที่เกี่ยวข้องกับวิธีการต่างๆที่ใช้สื่อสารไปถึงตลาด กลุ่มเป้าหมายให้ทราบถึงผลิตภัณฑ์ โดยสรุปจะครอบคลุมถึงการโฆษณา การประชาสัมพันธ์ และการส่งเสริมการขาย (Aksarapak, 2022) Ghezali & Boudi (2020) รายงานว่า ส่วนประสมทางการตลาดยังมีอิทธิพลทางบวกต่อความเป็นผู้ประกอบการขององค์กร (Corporate entrepreneurship) และจะทรงพลังเพิ่มขึ้น ถ้าองค์กรเพิ่มความสามารถทางเทคโนโลยีสารสนเทศ (Information technology capabilities) ไปพร้อมกัน ซึ่งจะนำพาองค์กรไปสู่ความสำเร็จต่างๆมากมายที่รออยู่ (Ofiac et al., 2015; Lekmat et al., 2018)

2.3 แนวคิด ทฤษฎีที่เกี่ยวข้องพฤติกรรมของผู้บริโภคในด้านความเชื่อมั่น/ความเชื่อใจ

จากการศึกษาของ Kotler & Keller (2012) รายงานว่า ความเชื่อมั่นในที่นี้หมายถึง พฤติกรรมที่ผู้บริโภคทำการค้นหา การซื้อ การใช้ การประเมินผล การใช้ผลิตภัณฑ์และหรือการบริการ โดยคาดว่าจะตอบสนองต่อความต้องการของตนเอง จากการศึกษาของ พรวิมล เวชพานิช และ อริสรา เสยานนท์ (2561) ; กฤษณะ ดาราเรือง และคณะ (2564) รายงานผลการวิจัยคล้ายกันว่า ปัจจัยที่มีผลความเชื่อมั่นในการใช้บริการทางการเงินผ่าน Mobile Banking Application มากที่สุด คือ การออกแบบผลิตภัณฑ์ให้ดูดี ทันสมัย

มีฟังก์ชันการใช้งานที่ง่าย รวดเร็ว และหลากหลาย ต่อมา คือปัจจัยช่องทางการให้บริการ โดยหาพันธมิตรที่สามารถทำธุรกรรมผ่านช่องทาง Mobile banking application เช่น ชำระบิลตามใบแจ้งหนี้ ชำระค่าสินค้าและบริการต่างๆให้กว้างขวางและครอบคลุมมากขึ้นเพื่อตอบสนองนโยบายลดการใช้เงินสดให้มากที่สุด มอบสิทธิพิเศษเพื่อจูงใจให้ผู้บริโภคหันมาใช้บริการเพิ่มขึ้น ทั้งนี้ จากการทบทวนวรรณกรรม พบว่า ความเชื่อมั่นการใช้บริการธุรกรรมผ่าน Mobile Application ส่วนใหญ่จะประกอบด้วย (1) คุณภาพการบริการ (2) ความไว้วางใจ (3) ภาพลักษณ์ขององค์กร แสดงรายละเอียดกรอบแนวคิดการวิจัยสำหรับการศึกษานี้ ในภาพที่ 1

ภาพที่ 1 กรอบแนวคิดการวิจัย



3. วิธีดำเนินการวิจัย

3.1 ประชากรที่ใช้ศึกษา

ประชากรเป้าหมายที่ใช้ศึกษา คือ ผู้บริโภคชาวไทย ทั้งเพศชายและหญิง ที่เคยใช้บริการ Mobile Banking Application ของธนาคารแห่งหนึ่ง ซึ่งไม่ทราบขนาดประชากรที่แน่นอน

3.2 แผนการสุ่มตัวอย่าง

เพื่อป้องกันความผิดพลาดจากการสำรวจตัวอย่างที่ไม่ครบถ้วน ผู้วิจัยจึงเก็บข้อมูลจากตัวอย่าง ไม่น้อยกว่า 400 คน สุ่มตัวอย่างโดยไม่อาศัยความน่าจะเป็น ด้วยวิธีสุ่มแบบเจาะจง (Purposive sampling)

3.3 วิธีการเก็บข้อมูล

การศึกษานี้ สุ่มตัวอย่างลูกค้าที่ใช้บริการ Mobile Banking Application ของธนาคารแห่งหนึ่ง เป็นแบบสอบถามออนไลน์ (Online questionnaire) ที่พัฒนาโดย Google form ซึ่งแบ่งเป็น 3 ส่วน ดังนี้ ส่วนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม และ ส่วนที่ 2 สอบถามเกี่ยวกับความเชื่อมั่นใช้บริการเงินผ่าน Mobile Banking Application โดยเครื่องมือแบบสอบถามข้อมูลมีระดับมาตราส่วนประมาณค่า (Rating Scale) 5 ระดับ ของ Likert's scale (Hassan and Shrigley 1984) และตรวจสอบความเที่ยงหรือความเชื่อถือของแบบสอบถาม (Reliability test) ก่อนเก็บข้อมูลจริง ด้วยสถิติ Alpha-Cronbach Coefficients พบว่า ได้ค่าเท่ากับ 0.969 ซึ่งมากกว่า 0.7 เป็นไปตามเกณฑ์ของ Cronbach's (1951)

4. ผลการวิจัย

(1) ผลปัจจัยประชากรศาสตร์ ส่วนประสมทางการตลาด และความเชื่อมั่นในการใช้บริการทางการเงิน ผ่าน Mobile Banking Application พบว่า ส่วนใหญ่ ตัวอย่างเป็นเพศหญิง ช่วงอายุ 31 - 40 ปี สถานภาพโสด การศึกษาระดับปริญญาตรี อาชีพข้าราชการ/รัฐวิสาหกิจ ช่วงเงินเดือน 15,000 - 30,000 บาท/เดือน จากการศึกษาลักษณะทั่วไปของปัจจัยส่วนประสมทางการตลาด พบว่า ภาพรวมอยู่ในระดับความสำคัญมากที่สุด (4.36 ± 2.24) และเมื่อพิจารณาเป็นรายข้อ พบว่า ข้อที่มีค่าเฉลี่ยสูงสุด คือ ช่องทางการให้บริการ (Place) รองลงมา คือ ผลิตภัณฑ์ (Product) ราคา (Price) และข้อที่มีค่าเฉลี่ยต่ำที่สุด คือ การส่งเสริมการจำหน่าย (Promotion) และจากการศึกษาความเชื่อมั่นในการใช้บริการ พบว่า โดยรวมอยู่ในระดับความสำคัญมากที่สุด (4.53 ± 2.44) โดยข้อที่มีค่าเฉลี่ยสูงสุด คือ ภาพลักษณ์ขององค์กร รองลงมา คือ ความไว้วางใจ และข้อที่มีค่าเฉลี่ยต่ำที่สุด คือ คุณภาพการให้บริการ

(2) ผลการเปรียบเทียบความแตกต่างของค่าเฉลี่ยระดับความเชื่อมั่นใช้บริการทางการเงินผ่าน Mobile Banking Application จำแนกตามอายุ พบว่า ตัวแปรอายุมีอิทธิพลต่อระดับความเชื่อมั่นในการใช้บริการทางการเงินผ่าน Mobile Banking Application แตกต่างกันอย่างมีนัยสำคัญ ดังแสดงรายละเอียดในตารางที่ 1

ตารางที่ 1 การวิเคราะห์ความแปรปรวนของค่าเฉลี่ยระดับความเชื่อมั่นใช้บริการทางการเงินผ่าน Mobile Banking Application ของธนาคารแห่งหนึ่ง จำแนกตามอายุ

ความเชื่อมั่นใช้บริการทางการเงินผ่าน Mobile Banking Application ของธนาคารแห่งหนึ่ง	แหล่งความแปรปรวน	SS	DF	MS	F	Sig.
	ระหว่างกลุ่ม	6.82	4	1.70	4.59	0.001**
	ภายในกลุ่ม	146.77	395	0.37		
	รวม	153.58	399			

หมายเหตุ **แตกต่างอย่างมีนัยสำคัญ ที่ระดับ 0.01

เมื่อทดสอบความแตกต่างของค่าเฉลี่ยแบบรายคู่ด้วยวิธี LSD พบว่า ลูกค้ำที่มีอายุช่วง 31-40 ปี 41-50 ปี และ 51 ปี ขึ้นไป มีระดับความเชื่อมั่นในการใช้บริการไม่แตกต่างกันอย่างมีนัยสำคัญ แต่ทั้ง 3 กลุ่มช่วงอายุดังกล่าว แตกต่างจากกลุ่มอายุต่ำกว่า 20 ปี อย่างมีนัยสำคัญ

(3) ผลการเปรียบเทียบความแตกต่างของค่าเฉลี่ยระดับความเชื่อมั่นใช้บริการทางการเงินผ่าน Mobile Banking Application จำแนกตามระดับการศึกษา พบว่า ระดับการศึกษามีอิทธิพลต่อระดับความเชื่อมั่นในการใช้บริการทางการเงินผ่าน Mobile Banking Application แตกต่างกันอย่างมีนัยสำคัญ ดังแสดงรายละเอียดในตารางที่ 2

ตารางที่ 2 การวิเคราะห์ความแปรปรวนของค่าเฉลี่ยระดับความเชื่อมั่นใช้บริการทางการเงินผ่าน Mobile Banking Application ของธนาคารแห่งหนึ่ง จำแนกตามระดับการศึกษา

ความเชื่อมั่นใช้บริการทางการเงินผ่าน Mobile Banking Application ของธนาคารแห่งหนึ่ง	แหล่งความแปรปรวน	SS	DF	MS	F	Sig.
	ระหว่างกลุ่ม	16.09	2	8.05	23.23	0.000**
	ภายในกลุ่ม	137.49	397	0.35		
	รวม	153.58	399			

หมายเหตุ **แตกต่างอย่างมีนัยสำคัญ ที่ระดับ 0.01

เมื่อทดสอบความแตกต่างของค่าเฉลี่ยเป็นรายคู่ด้วยวิธี LSD พบว่า ระดับการศึกษามีผลต่อความเชื่อมั่นในการใช้บริการทางการเงินผ่าน Mobile Banking Application อย่างมีนัยสำคัญ ทั้งนี้ พบว่า ลูกค้ำที่มีระดับการศึกษาปริญญาตรีและสูงกว่าปริญญาตรี จะมีระดับเชื่อมั่นในการใช้บริการแตกต่างจากลูกค้ำที่มีการศึกษาระดับต่ำกว่าปริญญาตรีอย่างมีนัยสำคัญ

(4) ผลการเปรียบเทียบความแตกต่างของค่าเฉลี่ยระดับความเชื่อมั่นใช้บริการทางการเงินผ่าน Mobile Banking Application จำแนกตามรายได้ต่อเดือน พบว่า ตัวแปรรายได้ต่อเดือนของลูกค้ำมีอิทธิพลต่อระดับความเชื่อมั่นใช้บริการทางการเงิน Mobile Banking Application อย่างมีนัยสำคัญ ดังแสดงรายละเอียดในตารางที่ 3

ตารางที่ 3 การวิเคราะห์ความแปรปรวนของค่าเฉลี่ยระดับความเชื่อมั่นใช้บริการทางการเงินผ่าน Mobile Banking Application ของธนาคารแห่งหนึ่ง จำแนกตามรายได้ต่อเดือน

ความเชื่อมั่นใช้บริการทางการเงินผ่าน Mobile Banking Application ของธนาคารแห่งหนึ่ง	แหล่งความแปรปรวน	SS	DF	MS	F	Sig.
	ระหว่างกลุ่ม	7.46	5	1.49	4.02	0.001**
	ภายในกลุ่ม	146.13	394	0.37		
	รวม	153.58	399			

หมายเหตุ **แตกต่างอย่างมีนัยสำคัญ ที่ระดับ 0.01

เมื่อทดสอบความแตกต่างของค่าเฉลี่ยแบบรายคู่ด้วยวิธี LSD พบว่า ผู้บริโภคที่มีรายได้มากกว่า 30,000 บาท/เดือนขึ้นไป จะมีผลต่อระดับความเชื่อมั่นในการใช้บริการทางการเงินผ่าน Mobile Banking Application แตกต่างจากผู้บริโภคที่มีรายได้น้อยกว่า 30,000 บาท/เดือนอย่างมีนัยสำคัญ นอกจากนี้ ผู้บริโภคที่มีรายได้ต่อเดือนสูงขึ้นไปมากเท่าใด จะแตกต่างจากผู้บริโภคที่มีรายได้น้อยกว่า 30,000 บาท/เดือน อย่างมีนัยสำคัญ

(5) ผลการศึกษาความสัมพันธ์เชิงอิทธิพลของปัจจัยส่วนประสมทางการตลาดที่มีต่อความเชื่อมั่นในการใช้บริการทางการเงินผ่าน Mobile Banking Application การศึกษานี้ ทดสอบสมมติฐานด้วยสถิติการวิเคราะห์ความถดถอยเชิงเส้นพหุคูณ (Multiple Regression Analysis) และทดสอบ Multi-collinearity โดยการหา Correlation matrix พบว่า ตัวแปรทำนายมีสหสัมพันธ์ต่อกันน้อยกว่า 0.8 ซึ่งเป็นไปตามข้อตกลงทางสถิติวิธีนี้ นำตัวแปรทำนายเข้าสมการเชิงเส้นแบบ Enter method และประมาณค่าสัมประสิทธิ์หน้าตัวแปรทำนายด้วยวิธี Maximum Likelihood Estimates พบว่า ปัจจัยส่วนประสมทางการตลาดมีผลต่อความเชื่อมั่นในการใช้บริการได้อย่างมีนัยสำคัญทางสถิติ ($p\text{-value} < 0.000$) โดยปัจจัยส่วนประสมทางการตลาดสามารถทำนายความเชื่อมั่นในการใช้บริการทางการเงินผ่าน Mobile Banking Application ได้ถูกต้อง ร้อยละ 77 ($R^2 = 0.77$) ที่เหลือเป็นปัจจัยอื่นๆ ที่ไม่ใช่ปัจจัยส่วนประสมทางการตลาด ดังแสดงรายละเอียดในตารางที่ 4 ซึ่งสามารถสร้างสมการทำนายในรูปคะแนนดิบ ดังนี้คือ $y = 1.50$ (ค่าคงที่) + 0.73 (ผลิตภัณฑ์) + 0.49 (ช่องทางให้บริการ) + 0.45 (การส่งเสริมการจำหน่าย) + 0.30 (ราคา)

ตารางที่ 4 ผลวิเคราะห์การถดถอยเชิงเส้นพหุคูณของปัจจัยส่วนประสมทางการตลาดที่มีผลต่อความเชื่อมั่นใช้บริการทางการเงินผ่าน Mobile Banking Application ของธนาคารแห่งหนึ่ง

ตัวแปรอิสระ (ตัวแปรทำนาย)	B	Beta	t-value	p-value
ค่าคงที่ (Constant)	1.50	0.00	13.89**	0.000
ปัจจัยผลิตภัณฑ์	0.73	0.71	36.09**	0.000
ปัจจัยราคา	0.30	0.39	34.65*	0.015
ปัจจัยช่องทางจัดจำหน่าย	0.49	0.36	33.59*	0.010
ปัจจัยการส่งเสริมการจำหน่าย	0.45	0.34	35.67**	0.000
R = 0.88 $R^2 = 0.77$ F = 654.44 p-value < 0.000				

หมายเหตุ: * ** มีอิทธิพลอย่างมีนัยสำคัญที่ระดับ 0.05 และ 0.01 ตามลำดับ

5. อภิปรายและสรุปผลการศึกษา

5.1) ผลการทดสอบสมมติฐาน (H1-H4) ปัจจัยประชากรศาสตร์ (เพศ อายุ ระดับการศึกษา สถานภาพ และรายได้ต่อเดือน) มีผลต่อระดับความเชื่อมั่นใช้บริการทางการเงินผ่าน Mobile Banking Application ของธนาคารแห่งหนึ่งแตกต่างกัน จากการศึกษา พบว่า เพศ และสถานภาพที่ต่างกันไม่ได้ส่งผลต่อระดับความเชื่อมั่นใช้บริการทางการเงินผ่าน Mobile Banking Application ของธนาคารแห่งหนึ่ง เนื่องจาก ลูกค้ำของ

ธนาคารไม่ว่าจะเพศชายหรือหญิง หรือสถานภาพใด ทุกคนต่างมีมุมมองให้ความสำคัญและความไว้วางใจในการเข้าใช้บริการธุรกรรมทางการเงินของธนาคารผ่าน Mobile Banking Application เหมือนกันด้วยความเชื่อมั่นว่าธุรกรรมทางการเงินลักษณะนี้ได้รับการยอมรับในระดับสากลในด้านคุณภาพและความปลอดภัยสูงสุด (กฤษณะ ดาราเรือง สิทธิพร เขาอูน และ สิริมาส หมั่นสาย, 2558) ส่วนอายุ ระดับการศึกษาและรายได้ต่อเดือนที่แตกต่างกันส่งผลต่อระดับความเชื่อมั่นใช้บริการเงินผ่าน Mobile Banking Application ของธนาคารแห่งหนึ่งแตกต่างกันอย่างมีนัยสำคัญ อาจเป็นเพราะว่า ลูกค้ายุคแต่ละช่วงอายุ แต่ละระดับการศึกษา และแต่ละระดับรายได้ต่อเดือนที่แตกต่างกัน ย่อมมีวิถีภาวะการตัดสินใจเข้าใช้บริการธุรกรรมทางการเงิน Mobile Banking Application ไม่เหมือนกันอยู่แล้ว ซึ่งในยุคปัจจุบันด้วยประชากรไทยและประชากรโลกเข้าสู่สังคมสูงอายุเป็นจำนวนมากในอีก 10-15 ปีข้างหน้า จนปัจจุบันอัตราการเกิดน้อยลง และประชากร Gen Y ในประเทศไทยมีจำนวนมากกว่าเจนเนอร์เรชันอื่นๆ ซึ่ง Gen Y มีช่วงอายุค่อนข้างกว้าง (24-40 ปี) มีการศึกษาในระดับปริญญาตรีและสูงกว่าปริญญาตรี จำนวนเพิ่มขึ้น ประกอบกับ Gen Y มีกำลังซื้อสูงและมีความสามารถในการใช้เทคโนโลยีดิจิทัลสูงมาก จึงเป็นผลทำให้ธนาคารต้องปรับตัวทำธุรกรรมทางการเงินผ่าน Mobile Banking Application ให้มีประสิทธิภาพสูงสุดในด้านคุณภาพและความปลอดภัย (พรพิมล เวชพานิช และ อริสรา เสยานนท์, 2561; Lekmat, Selvarajah, & Hewege,)

5.2) ผลการทดสอบสมมติฐานที่ 5 ปัจจัยส่วนประสมทางการตลาดมีความสัมพันธ์เชิงอิทธิพลต่อระดับระดับความเชื่อมั่นใช้บริการเงินผ่าน Mobile Banking Application จากการศึกษ พบว่า ปัจจัยส่วนประสมทางการตลาด สามารถทำนายความเชื่อมั่นในการใช้บริการทางการเงินผ่าน Mobile Banking Application ได้ถูกต้องร้อยละ 77 ส่วนที่เหลือเป็นปัจจัยอื่นๆ ที่ไม่ใช่ปัจจัยส่วนประสมทางการตลาด อาจเป็นเพราะ การบริการด้านธุรกรรมทางการเงินลักษณะนี้ลูกค้าจะให้ความสำคัญด้านคุณภาพและความปลอดภัยสูงสุดเกี่ยวกับ Features ของผลิตภัณฑ์ ราคา ช่องทางการให้บริการ และการส่งเสริมการขาย โดยที่ไม่ได้สนใจปัจจัยด้านราคาเป็นสำคัญ เนื่องจากปัจจุบันธนาคารต่างๆสามารถให้ลูกค้าโหลดแอปพลิเคชันได้ฟรีโดยไม่เสียค่าธรรมเนียมแต่ประการใด (กฤษณะ ดาราเรือง สิทธิพร เขาอูน และ สิริมาส หมั่นสาย, 2558; พรพิมล เวชพานิช และ อริสรา เสยานนท์, 2561)

5.3 สรุปผลการวิจัย จากการวิจัยสามารถสรุปได้ ดังนี้ (1) ปัจจัยประชากรศาสตร์ ได้แก่ อายุ ระดับการศึกษา อาชีพ และรายได้ต่อเดือน มีผลต่อระดับความเชื่อมั่นใช้บริการเงินผ่าน Mobile Banking Application แตกต่างกัน อย่างมีนัยสำคัญ (2) ปัจจัยส่วนประสมทางการตลาด ได้แก่ ปัจจัยผลิตภัณฑ์ ราคา ช่องทางการให้บริการ และการส่งเสริมการขาย สามารถพยากรณ์ระดับความเชื่อมั่นใช้บริการเงินผ่าน Mobile Banking Application ได้ถูกต้อง ร้อยละ 77 ที่เหลืออาจเป็นปัจจัยอื่นๆที่ไม่ใช่ปัจจัยส่วนประสมทางการตลาด

5.4) ข้อเสนอแนะที่ได้จากการวิจัย มีดังนี้ (1) เห็นได้ชัดเจนว่า ตัวอย่างส่วนใหญ่เป็นเพศหญิง ดังนั้นสามารถนำข้อมูลในส่วนนี้ไปช่วยปรับใช้เกี่ยวกับด้านการตลาด เช่น การจัดโปรโมชั่น เป็นต้น รวมไปถึงสามารถนำข้อมูลดังกล่าวมาใช้ในการวางแผนนโยบายพัฒนาระบบ และการให้บริการลูกค้า (2) จากการวิเคราะห์ข้อมูลนั้นจะเห็นได้ว่า ปัจจัยที่มีค่าเฉลี่ยน้อยที่สุด คือ ภายใน Application มีความทันสมัย แสดงให้เห็นว่าลูกค้าให้

ความสำคัญเรื่องของความสวยงามภายในแอปพลิเคชันด้วย ดังนั้น ควรดำเนินการพัฒนาในด้านรูปลักษณ์ภายในของแอปพลิเคชันให้มีความทันสมัยมากขึ้น เพื่อปรับเข้ากับยุคสมัย ซึ่งความสวยงามของแอปพลิเคชันสามารถที่จะช่วยดึงดูดความสนใจให้กับกลุ่มลูกค้าที่ใช้งานแอปพลิเคชัน (3) คุณภาพการบริการ จากผลการวิเคราะห์จะเห็นว่า แอปพลิเคชันมีเจ้าหน้าที่ให้บริการและให้คำปรึกษา มีค่าเฉลี่ยน้อยที่สุด เนื่องจากการเข้าถึงเจ้าหน้าที่จากช่องทางแอปพลิเคชันสามารถเข้าถึงได้ยากและค่อนข้างมีความซับซ้อน ดังนั้น พิจารณาเพิ่มช่องทางในการติดต่อกับเจ้าหน้าที่ รวมถึงทำให้ช่องทางในการติดต่อติดต่อเจ้าหน้าที่ หรือขอความช่วยเหลือสามารถที่จะมองเห็นและเข้าถึงได้ง่ายมากขึ้น (4) ผู้ใช้บริการส่วนใหญ่จะอยู่ในกลุ่ม 31 – 40 ปี และผู้ให้บริการจำนวนน้อยที่สุดคือช่วงวัยน้อยกว่า 20 ปี ดังนั้น ควรจะมีการทำการตลาดในกลุ่มลูกค้าดังกล่าวทั้งในส่วนของการรักษากลุ่มลูกค้าเดิม และใช้กลยุทธ์เพื่อเพิ่มจำนวนลูกค้าในกลุ่มที่ยังมีผู้ให้บริการในจำนวนน้อย

(5.5) ข้อเสนอแนะในการวิจัยครั้งต่อไป มีดังนี้ (1) ปัจจัยส่วนประสมการตลาดควรศึกษาด้วย 7P น่าจะเหมาะสมกว่า เนื่องจาก Mobile Banking Application เป็นลักษณะของการตลาดบริการ (2) อาจเก็บข้อมูลโดยการสัมภาษณ์ตัวอย่างเชิงลึกควบคู่กับการวิจัยเชิงปริมาณ (สำรวจตัวอย่าง) ซึ่งจะทำให้ผลการวิจัยมีประโยชน์ต่อองค์กรและสังคมเพิ่มขึ้น (3) ควรวัดผลตัวแปรตามเป็นค่าไม่ต่อเนื่อง (Discontinuous variable) โดยใช้ตัวแปรเทียม (Dummy variable) จากนั้น ใช้ระเบียบวิธีสถิติ Logistic regression ในการตรวจสอบสมมติฐานการวิจัย โดยสามารถวัดผลความสำเร็จขององค์กร ซึ่งจะสามารถฟันธงหรือบอกได้ว่าองค์กรมีความสำเร็จ (Success) หรือไม่สำเร็จ (Non success)

6. การอ้างอิง

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ปัจจัยที่มีผลต่อการตัดสินใจซื้อเฟอร์นิเจอร์ออนไลน์ ของคนวัยทำงานในกรุงเทพมหานคร

FACTORS AFFECTING ONLINE FURNITURE PURCHASE DECISION OF WORKING AGE IN BANGKOK

บทคัดย่อ

การศึกษานี้มีวัตถุประสงค์เพื่อ (1) ศึกษาปัจจัยพื้นฐานส่วนบุคคล การส่งเสริมการตลาด และการตัดสินใจซื้อเฟอร์นิเจอร์ออนไลน์ของคนวัยทำงานในกรุงเทพมหานคร (2) เปรียบเทียบความแตกต่างของการตัดสินใจซื้อเฟอร์นิเจอร์ออนไลน์ของคนวัยทำงานในกรุงเทพมหานคร จำแนกตามปัจจัยพื้นฐานส่วนบุคคล (3) ศึกษาความสัมพันธ์ระหว่างการส่งเสริมการตลาดกับการตัดสินใจซื้อเฟอร์นิเจอร์ออนไลน์ ของคนวัยทำงาน ในกรุงเทพมหานคร วิทยานี้เป็นการวิจัยเชิงปริมาณ โดยใช้แบบสอบถามประชากรที่ใช้ในการวิจัยครั้งนี้ คือ ประชาชนคนวัยทำงานในกรุงเทพมหานคร ประชากรที่ใช้ คือ ประชาชนคนไทยวัยทำงานในกรุงเทพมหานคร ซึ่งทราบขนาดประชากรที่แน่นอน กำหนดตัวอย่าง 400 คน และเก็บข้อมูลด้วยแบบสอบถามออนไลน์ ทั้งนี้ สถิติที่ใช้ในการทดสอบสมมติฐานการวิจัย ได้แก่ Independent sample t-test, F-test (One Way ANOVA) และ Pearson's Correlation Coefficient

การจากศึกษา พบว่า อายุ และ รายได้ต่อเดือนของคนวัยทำงานในกรุงเทพมหานคร มีผลต่อการตัดสินใจซื้อเฟอร์นิเจอร์ออนไลน์แตกต่างกันอย่างมีนัยสำคัญที่ระดับ 0.05 และกาส่งเสริมการตลาดมีสหสัมพันธ์เชิงบวกกับการตัดสินใจซื้อเฟอร์นิเจอร์ออนไลน์ของคนวัยทำงานในกรุงเทพมหานครอย่างมีนัยสำคัญ ที่ระดับ 0.01

คำสำคัญ: การตัดสินใจซื้อเฟอร์นิเจอร์ออนไลน์, คนวัยทำงาน, กรุงเทพมหานคร

Abstract

The purposes of this research were (1) to study personal fundamentals, marketing promotion, and online furniture buying decisions of working age people in Bangkok, (2) to compare the differences in online furniture buying decisions of working age people in Bangkok. (3) Study on the correlation between marketing promotion and online furniture buying decisions of working people in Bangkok. This research is quantitative research using a questionnaire of the population used in this research, namely the working-age people in Bangkok. The population used is the working-age Thai population in Bangkok who know the exact population size. Assign a sample of 400 people and collect data with an online questionnaire. Statistics used to test research hypotheses include independent sample t-test, F-test (One Way ANOVA), and Pearson's Correlation Coefficient.

The study found that the age and monthly income of working age people in Bangkok Affects the The online furniture buying policy significantly differed at a level of 0.05 and the marketing promotion had a positive correlation with the online furniture buying decision of working age people in Bangkok at a level of 0.01.

Key words: buying decisions, furniture online, working people, Bangkok

1. บทนำ

เฟอร์นิเจอร์ (furniture) เป็นสิ่งที่ใช้อำนวยความสะดวกในชีวิตประจำวัน ไม่ใช่มีแค่เพียงการใช้งานเท่านั้น แต่รูปแบบและดีไซน์ของอุปกรณ์ชิ้นสำคัญต่าง ๆ เหล่านี้ยังสร้างความสวยงามและความมีรสนิยมให้กับบ้าน รวมไปถึงสำนักงานด้วย จึงต้องมีโครงสร้างที่มั่นคงแข็งแรงปลอดภัย มีความพร้อมในแง่ของประโยชน์ใช้สอย มีความเหมาะสม สอดคล้องกับรูปแบบการใช้ชีวิต เฟอร์นิเจอร์เป็นหนึ่งในกลุ่มสินค้าเป้าหมายที่ภาครัฐให้การสนับสนุนและเร่งพัฒนาขีดความสามารถทางการแข่งขันเนื่องจากธุรกิจเฟอร์นิเจอร์ขับเคลื่อนและมีบทบาทสำคัญต่อระบบเศรษฐกิจของประเทศ สามารถทำรายได้เข้าสู่ประเทศในปีหนึ่ง ๆ เป็นมูลค่าหลายหมื่นล้านบาท ซึ่งคาดการณ์การส่งออกสินค้าเฟอร์นิเจอร์และชิ้นส่วนปี 2565 เพิ่มขึ้นร้อยละ 10 มูลค่า 1,840.28 ล้านบาทหรือ 1.84 แสนล้านบาท สหรัฐฯ มูลค่าส่งออกจริงปี 2564 เพิ่มขึ้นร้อยละ 16.46 มูลค่า 1,672.99 ล้านบาทหรือ 1.67 แสนล้านบาท ด้วยสถานการณ์เศรษฐกิจและยูเครนยังไม่ส่งผลกระทบต่อสินค้าเฟอร์นิเจอร์ไทยอย่างชัดเจน หากแต่วิกฤติ COVID-19 กลับสร้างความต้องการสินค้าเฟอร์นิเจอร์เพิ่มมากขึ้นเนื่องจากนโยบาย Work from Home ที่ทำให้พฤติกรรมไลฟ์สไตล์ของผู้บริโภคที่เปลี่ยนแปลงไป (Office of Lifestyle Trade Promotion, 2565)

ทิศทางการแพร่ระบาดของโรคโควิด-19 ในประเทศไทยเป็นสัญญาณที่ดีขึ้นมีการลดลงของผู้ติดเชื้อทำให้รัฐบาลได้ออกนโยบายผ่อนคลายมาตรการควบคุมโรค ซึ่งส่งผลดีต่อภาคธุรกิจอุตสาหกรรมและประชาชนได้มีการปลดล็อกและนำไปสู่การปรับตัวเข้าสู่วิถีชีวิตใหม่ ทั้งนี้ จากปัญหาด้านโรคระบาดที่เกิดขึ้นอย่างรุนแรงในช่วงที่ผ่านมาทำให้ประชากรในประเทศรวมทั้งทั่วประเทศ ภาคธุรกิจหรือผู้ประกอบการได้ใช้มาตรการให้บุคลากรทำงานอยู่ที่บ้าน เพื่อลดการเข้าสังคมและลดการติดเชื้อแพร่กระจายมากขึ้น ในมุมมองของเศรษฐกิจของกรมพัฒนาธุรกิจการค้า พบว่า อุตสาหกรรมธุรกิจจัดจำหน่ายขายปลีก ขายส่งเฟอร์นิเจอร์ มีการเติบโตขึ้นในช่วงที่รัฐบาลมีการประกาศการควบคุมให้ทำงานที่บ้าน ในปี พ.ศ. 2564 มีธุรกิจจัดจำหน่ายเฟอร์นิเจอร์ที่ดำเนินกิจการอยู่จำนวน 4,163 ราย มีมูลค่าทุนจดทะเบียนสูงถึง 24,434.72 ล้านบาท เพิ่มขึ้นกว่าปี พ.ศ. 2563 ของช่วงเวลาเดียวกัน โดยเพิ่มขึ้นร้อยละ 16 ของมูลค่าตลาด ซึ่งมูลค่าการเพิ่มขึ้นไม่ได้สูงเกินไป ซึ่งสะท้อนให้เห็นถึงการให้ความสำคัญของการเลือกซื้อเฟอร์นิเจอร์ออนไลน์ของผู้บริโภคยุคใหม่ที่อยู่ภายใต้มาตรการลดระยะห่างทางสังคม และสามารถเลือกได้หลากหลาย เปรียบเทียบราคาโปรโมชั่นจากแหล่งจัดจำหน่ายต่าง ๆ ได้ก่อนที่จะตัดสินใจซื้อสินค้าโดยไม่จำเป็นต้องเดินทาง ดังที่กล่าวมา จึงเป็นช่องทางสำคัญในการประกอบธุรกิจเฟอร์นิเจอร์ไทยให้มีศักยภาพ เพราะไม่ใช่แค่ประเทศไทยที่ต้องใช้มาตรการการลด

ระยะห่างทางสังคม แต่ยังเป็นมาตรการที่ธุรกิจทั่วโลกนำไปใช้เพื่อให้พนักงานขององค์กรทำงานอยู่ที่บ้าน และต่อไปอาจจะกลายเป็นทิศทางการทำงานรูปแบบใหม่อย่างถาวร (กรมพัฒนาธุรกิจการค้า, 2564)

จากข้อมูลข้างต้นนั้นบ่งชี้ให้เห็นถึงความสำคัญของธุรกิจที่เกิดขึ้น ดังนั้นผู้วิจัยมีความสนใจที่จะศึกษาปัจจัยที่มีผลต่อการตัดสินใจซื้อเฟอร์นิเจอร์ออนไลน์ ของคนวัยทำงาน ในกรุงเทพมหานครเพื่อเป็นแนวทางที่จะทำให้ผู้ประกอบการธุรกิจต้องการปรับตัวต่อภาวะเศรษฐกิจและการเปลี่ยนแปลงการดำเนินวิถีชีวิตใหม่ อีกทั้งเพื่อใช้เป็นแนวทางในการปรับใช้กลยุทธ์การตลาดให้มีประสิทธิภาพและตอบสนองความต้องการของลูกค้าอย่างเหมาะสมต่อไป

1.1. วัตถุประสงค์ของการวิจัย

1.1.1 เพื่อศึกษาปัจจัยพื้นฐานส่วนบุคคล การส่งเสริมการตลาดเฟอร์นิเจอร์ และการตัดสินใจซื้อเฟอร์นิเจอร์ออนไลน์ ของคนวัยทำงาน ในกรุงเทพมหานคร

1.1.2 เพื่อศึกษาปัจจัยพื้นฐานส่วนบุคคลที่มีผลต่อการตัดสินใจซื้อเฟอร์นิเจอร์ออนไลน์ ของคนวัยทำงาน ในกรุงเทพมหานคร

1.1.3 เพื่อศึกษาการส่งเสริมการตลาดเฟอร์นิเจอร์ที่มีความสัมพันธ์กับการตัดสินใจซื้อเฟอร์นิเจอร์ออนไลน์ ของคนวัยทำงาน ในกรุงเทพมหานคร

1.2 ประโยชน์ที่คาดว่าจะได้รับ

1.2.1 ได้ข้อมูลเกี่ยวกับ ปัจจัยพื้นฐานส่วนบุคคล การส่งเสริมการตลาดเฟอร์นิเจอร์ และการตัดสินใจซื้อเฟอร์นิเจอร์ออนไลน์ ของคนวัยทำงาน ในกรุงเทพมหานคร

1.2.2 ได้ข้อมูลเกี่ยวกับ ปัจจัยพื้นฐานส่วนบุคคลที่มีผลต่อการตัดสินใจซื้อเฟอร์นิเจอร์ออนไลน์ ของคนวัยทำงาน ในกรุงเทพมหานคร

1.2.3 ได้ข้อมูลเกี่ยวกับ การส่งเสริมการตลาดเฟอร์นิเจอร์ที่มีความสัมพันธ์กับการตัดสินใจซื้อเฟอร์นิเจอร์ออนไลน์ ของคนวัยทำงาน ในกรุงเทพมหานคร

2. การทบทวนวรรณกรรม

2.1 แนวคิด ทฤษฎี และเครื่องมือที่ใช้ในการวิเคราะห์

2.1.1 แนวคิดและทฤษฎีเกี่ยวกับประชากรศาสตร์

ปัจจัยทางด้านประชากรศาสตร์มีอิทธิพลต่อการตัดสินใจ แตกต่างกันไป ผู้วิจัยจึงนำแนวคิดมาใช้เพื่อประกอบแนวทางในการศึกษาปัจจัยที่มีผลต่อการตัดสินใจซื้อเฟอร์นิเจอร์ออนไลน์ ของคนวัยทำงาน ในกรุงเทพมหานคร ที่มีความแตกต่างของแต่ละบุคคล ในแต่ละด้านต่าง ๆ ลักษณะเฉพาะของแต่ละบุคคลในด้านต่าง ๆ เช่น เพศ อายุ ซึ่งความแตกต่างในเรื่องของเพศนี้ อาจมีผลต่อลักษณะทางความคิด รูปแบบการสื่อสารที่แตกต่างกัน อีกทั้งในเรื่องของอายุ อาจเป็นตัวแปรที่สำคัญในเรื่องของประสบการณ์ของบุคคลที่ไม่เท่ากัน หรือแตกต่างกันซึ่งลักษณะทางประชากรนั้น เป็นเรื่องที่สำคัญอย่างมากอันดับต้น ๆ ที่จะนำพาสารนั้นเผยแพร่ต่อไป

2.1.2 แนวคิดและทฤษฎีเกี่ยวกับการส่งเสริมการตลาด

กุลชลี พวงเพ็ชร์ (2561) กล่าวว่า การส่งเสริมการตลาด จะให้ข้อมูล ชักชวน เร่งเร้า จูงใจให้ผู้บริโภค เป้าหมาย ตัดสินใจซื้อผลิตภัณฑ์ที่เสนอขายกิจกรรมใด ๆ ที่จะทำให้การส่งเสริมการตลาดประสบความสำเร็จ จะต้องมียุทธศาสตร์สำคัญ 3 ประการ คือ ต้องเรียกร้องความต้องการของลูกค้าได้ ต้องมีการรับรู้ที่ตรงกันทั้งผู้ซื้อและผู้ขายและจะต้องเร่งเร้าความต้องการของผู้ซื้อได้

2.1.3 แนวคิดและทฤษฎีเกี่ยวกับการตัดสินใจซื้อ

นพตล โภภูคำลือ (2562) กล่าวว่า การตัดสินใจซื้อ หมายถึง รูปแบบในการเลือกที่จะกระทำสิ่งใดสิ่งหนึ่งจากทางเลือกต่าง ๆ ที่มีอยู่ซึ่งผู้บริโภคมักจะตัดสินใจในทางเลือกต่าง ๆ ของสินค้า และ บริการอยู่เสมอ โดยจะใช้ข้อมูลสินค้าหรือบริการตามประสบการณ์ของสถานการณ์

2.1.4 แนวคิดและทฤษฎีเกี่ยวกับพฤติกรรมผู้บริโภค

นพพร บัวอินทร์ และ กฤษเชาว์ นันทสุตแสง (2562) กล่าวว่า พฤติกรรมผู้บริโภค หมายถึง กระบวนการในการจัดหาให้ได้มาซึ่งสินค้า และรวมถึงพฤติกรรมที่เกิดภายหลังการใช้ผลิตภัณฑ์หรือบริการดังกล่าว เพื่อขยายความถึงความหมายพฤติกรรมผู้บริโภคนั้น คำว่า กระบวนการจัดหาให้ได้มาซึ่งสินค้า หมายความว่า ผู้บริโภคสัมผัสกับตัวกระตุ้น ซึ่งอาจเป็นตัวกระตุ้นที่เกิดขึ้นภายในตัวของผู้บริโภคเองที่เกิดจากสัญชาตญาณ หรือเป็นตัวกระตุ้นที่มาจากภายนอก ตัวกระตุ้นเหล่านี้จะเข้ามาปลุกเร้าให้ผู้บริโภคเกิดกระบวนการทางความคิด ซึ่งเรียกว่าเป็นกล่องดำ (Black Box) และการตัดสินใจ สิ่งหนึ่งที่สามารถสังเกตได้คือ กระบวนการทางด้านความคิดของผู้บริโภคอาจไม่นำมาซึ่งพฤติกรรมในการตัดสินใจซื้อเสมอ

2.2 ทบทวนวรรณกรรม

จากการศึกษาพบว่ามีความที่เกี่ยวข้อง ดังนี้

ศิริประภา ศรีวิโรจน์ และ เยาวภา ปฐมศิริกุล (2561) ได้ทำการศึกษาวิจัยเรื่อง ปัจจัยการตลาดที่มีความสัมพันธ์กับการตัดสินใจซื้อเฟอร์นิเจอร์สำหรับผู้สูงอายุ เป็นการศึกษาเชิงเอกสาร โดยเก็บรวบรวมข้อมูลจากแนวคิด ผลงานวิชาการ ผลงานวิจัย บทความข่าวสารที่เกี่ยวข้องกับการปัจจัยการตลาดที่สัมพันธ์กับการตัดสินใจซื้อ โดยมีจุดมุ่งหมายที่จะนำเสนอแนวคิดของนักวิชาการและข้อค้นพบของงานวิจัยที่สนับสนุนว่า ปัจจัยการตลาดที่มีความสัมพันธ์กับการตัดสินใจซื้อ ได้แก่ (1) การสื่อสารการตลาดแบบบูรณาการ และ (2) การบริหารลูกค้าสัมพันธ์ ดังนั้นธุรกิจควรประยุกต์การสื่อสารการตลาดแบบบูรณาการและการบริหารลูกค้าสัมพันธ์ให้สามารถเข้าถึงลูกค้าเป้าหมายไปพร้อมกับการสร้างความสัมพันธ์อันดีกับลูกค้าให้ลูกค้าเกิดการเรียนรู้ เกิดแรงจูงใจ เกิดทัศนคติที่ดีต่อสินค้าและบริการเพื่อในท้ายที่สุดแล้วลูกค้าตัดสินใจซื้อสินค้าและบริการ

ชิตกมล พวงภู (2560) ได้ทำการศึกษาวิจัยเรื่อง ปัจจัยที่มีความสัมพันธ์กับการตัดสินใจซื้อเฟอร์นิเจอร์ วิธิดำเนินการวิจัย กลุ่มตัวอย่าง คือ ผู้บริโภคที่มาใช้บริการและซื้อสินค้า IKEA จำนวน 400 คน โดยใช้แบบสอบถามเป็นเครื่องมือในการเก็บรวบรวมข้อมูล สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าร้อยละ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน การวิเคราะห์ค่าความแปรปรวนทางเดียว และค่าสถิติสัมพันธ์สหสัมพันธ์อย่างง่ายของเพียร์สัน ผลการวิจัยพบว่า ผู้ตอบแบบสอบถามส่วนใหญ่ เป็นเพศหญิง อายุ 21- 30 ปี สถานภาพ โสด ระดับการศึกษาปริญญาตรี อาชีพ พนักงานบริษัทเอกชน และรายได้เฉลี่ยต่อเดือน 10,001-20,000 บาท

เครื่องมือการสื่อสารการตลาดแบบครบวงจรโดยรวมอยู่ในระดับมาก คุณค่าตราสินค้าโดยรวมอยู่ในระดับดี และด้านความสนใจโดยรวมอยู่ในระดับมาก

อิสริยาพร พรหมหาญ (2561) ได้ทำการศึกษาวิจัยเรื่อง การรับรู้คุณค่าโดยรวม ความดึงดูดใจของตัวเลือก และการออกแบบเฟอร์นิเจอร์ที่ส่งผลต่อการตัดสินใจซื้อเฟอร์นิเจอร์ตกแต่งบ้านของผู้บริโภคในกรุงเทพมหานคร การศึกษาในครั้งนี้มีวัตถุประสงค์เพื่อศึกษาการรับรู้คุณค่าโดยรวม ความดึงดูดใจของตัวเลือก และการออกแบบเฟอร์นิเจอร์ที่ส่งผลต่อการตัดสินใจซื้อเฟอร์นิเจอร์ตกแต่งบ้านของผู้บริโภคในกรุงเทพมหานคร โดยใช้แบบสอบถามปลายปิดในการเก็บรวบรวมข้อมูลจากผู้บริโภคที่มาร่วมงานเฟอร์นิเจอร์ตกแต่งบ้านในงาน Thailand Furniture & Houseware Fair 2017 ณ ศูนย์แสดงสินค้าไบเทค บางนา จำนวน 200 คน และใช้การวิเคราะห์การถดถอยเชิงพหุในการทดสอบสมมติฐาน ผลการศึกษาพบว่า ความดึงดูดใจของตัวเลือกส่งผลต่อการตัดสินใจซื้อเฟอร์นิเจอร์ตกแต่งบ้านของผู้บริโภคในกรุงเทพมหานครมากที่สุด รองลงมา ได้แก่ การออกแบบเฟอร์นิเจอร์ การรับรู้คุณค่าโดยรวม ด้านคุณค่าทางสังคม คุณค่าทางเศรษฐกิจ และคุณค่าทางการใช้งานตามลำดับ โดยร่วมกันพยากรณ์การตัดสินใจซื้อเฟอร์นิเจอร์ตกแต่งบ้านของผู้บริโภคในกรุงเทพมหานครได้ คิดเป็นร้อยละ 71.4

3.วิธีดำเนินการวิจัย

3.1 ประชากรและกลุ่มตัวอย่าง

ประชากรที่ใช้ในการวิจัยครั้งนี้ คือ ลูกค้าวัยทำงานทั่วไปที่ตัดสินใจซื้อเฟอร์นิเจอร์ออนไลน์ และอาศัยอยู่ในกรุงเทพมหานคร ซึ่งมีประชากรทั้งสิ้น 5,344,497 (สถิติแรงงาน สำนักงานสถิติแห่งชาติ , 2564) ดังนั้นการคำนวณขนาดกลุ่มตัวอย่างในกรณีนี้ผู้วิจัยทราบประชากรที่แท้จริง จึงใช้สูตรของ ทาโร ยามาเน่ (Taro Yamane ,1973) (กัลยา วานิชย์บัญชา, 2560) กำหนดช่วงระดับความเชื่อมั่นร้อยละ 95 และระดับความคลาดเคลื่อนของกลุ่มตัวอย่างร้อยละ 5

3.2 สูตรในการคำนวณที่ใช้ในการศึกษา

$$n = \frac{N}{1+N(e)^2}$$

โดยที่

n แทน ขนาดตัวอย่าง

N แทน ขนาดประชากร

e แทน ความคลาดเคลื่อนของการสุ่มตัวอย่าง ที่ระดับนัยสำคัญ 0.05

เมื่อแทนค่าในสูตร

$$n = \frac{5,344,497}{1+5,344,497 (0.05)^2}$$

$$n = \frac{5,344,497}{1+13,361.24}$$

$$n = \frac{5,344,497}{13,362.24}$$

1477

$$n = 399.97$$

$$n \approx 400$$

3.3 การสุ่มกลุ่มตัวอย่าง

ผู้วิจัยการศึกษานี้เลือกตัวอย่างจากลูกค้าวัยทำงานทั่วไปโดยไม่ใช้ความน่าจะเป็น (Nonprobability sampling) ด้วยวิธีแบบเจาะจง (Purposive sampling) จากนั้นส่งแบบสอบถามออนไลน์ Google form ไปยังประชากรเป้าหมายเพื่อให้ได้ครบตามจำนวนที่ผู้วิจัยได้กำหนดไว้ 400 ชุด

3.4 เครื่องมือที่ใช้ในการวิจัย

เครื่องมือที่ใช้ในการศึกษาวิจัยครั้งนี้ เป็นแบบสอบถาม (Questionnaire) ซึ่งผู้วิจัยสร้างขึ้นมาจากการศึกษาเอกสาร แนวคิด ทฤษฎี และงานวิจัยที่เกี่ยวข้อง โดยแจกแบบสอบถามจำนวนทั้งหมด 400 ชุด ในแบบสอบถามแบ่งออกเป็น 4 ส่วน ดังนี้

ส่วนที่ 1 แบบสอบถามเกี่ยวกับข้อมูลปัจจัยพื้นฐานส่วนบุคคลของผู้ตอบแบบสอบถาม ประกอบด้วย เพศ อายุ รายได้ต่อเดือน สถานภาพ ระดับการศึกษา

ส่วนที่ 2 แบบสอบถามเกี่ยวกับปัจจัยการส่งเสริมการตลาด ประกอบด้วย ด้านการโฆษณา ด้านการส่งเสริมการขาย ด้านการขายโดยใช้พนักงาน ด้านการให้ข่าวและการประชาสัมพันธ์ และด้านการตลาดทางตรง

ส่วนที่ 3 แบบสอบถามเกี่ยวกับปัจจัยการตัดสินใจซื้อเฟอร์นิเจอร์ออนไลน์ ของคนวัยทำงาน ในกรุงเทพมหานคร ประกอบด้วย การตระหนักถึงความต้องการ การค้นหาข้อมูล การประเมินทางเลือก การตัดสินใจซื้อ และการประเมินหลังการซื้อ

ส่วนที่ 4 ข้อเสนอแนะ เป็นคำถามปลายเปิด ให้ผู้ตอบแบบคำถามแสดงความคิดเห็นเพิ่มเติม

3.5 การวิเคราะห์ข้อมูลเชิงสถิติ

หลังจากการเก็บรวบรวมข้อมูล ตรวจสอบความสมบูรณ์ ความถูกต้องครบถ้วนของข้อมูล นำไปวิเคราะห์และประมวลผล โดยใช้โปรแกรมคอมพิวเตอร์สำเร็จรูปเชิงสถิติ ดังนี้

การวิเคราะห์ข้อมูลด้วยสถิติเชิงพรรณนา (Descriptive statistics)

1. วิเคราะห์ปัจจัยพื้นฐานส่วนบุคคลของผู้ตอบแบบสอบถาม ได้แก่ ความถี่ (Frequency) และค่าร้อยละ (Percentage)

2. วิเคราะห์ระดับความคิดเห็นเกี่ยวกับการส่งเสริมการตลาด ได้แก่ ค่าเฉลี่ยเลขคณิต (Arithmetic mean) และค่าส่วนเบี่ยงเบนมาตรฐาน (Standard deviation)

3. เพื่อวิเคราะห์ปัจจัยการตัดสินใจซื้อเฟอร์นิเจอร์ออนไลน์ ของคนวัยทำงาน ในกรุงเทพมหานคร ได้แก่ ค่าเฉลี่ยเลขคณิต (Arithmetic mean) และค่าส่วนเบี่ยงเบนมาตรฐาน (Standard deviation)

การวิเคราะห์ข้อมูลด้วยสถิติเชิงอนุมาน (Inferential statistics)

1. เปรียบเทียบความแตกต่างของการตัดสินใจซื้อเฟอร์นิเจอร์ออนไลน์ ของคนวัยทำงาน ในกรุงเทพมหานคร จำแนกตามปัจจัยพื้นฐานส่วนบุคคล ได้แก่ ทดสอบสมมติฐานด้วยสถิติ Independent sample t-test สำหรับ 2 กลุ่ม ตัวอย่าง และทดสอบสมมติฐาน F-test (One way ANOVA) สำหรับ 3 กลุ่ม ตัวอย่างขึ้นไป ที่ระดับนัยสำคัญ 0.05

2. วิเคราะห์สหสัมพันธ์ระหว่างการส่งเสริมการตลาดกับการตัดสินใจซื้อเฟอร์นิเจอร์ออนไลน์ ของคนวัยทำงาน ในกรุงเทพมหานคร ด้วยสถิติสัมประสิทธิ์สหสัมพันธ์ เพียร์สัน (Pearson's Correlation Coefficient) ที่ระดับนัยสำคัญ 0.05

4. ผลการวิจัย

ผลวิเคราะห์การเปรียบเทียบการตัดสินใจ โดยจำแนกตามเพศ พบว่า เพศที่แตกต่างกันมีการตัดสินใจซื้อเฟอร์นิเจอร์ออนไลน์ ของคนวัยทำงาน ในกรุงเทพมหานคร (Sig 0.776) ไม่แตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ซึ่ง ปฏิเสธสมมติฐาน

ผลวิเคราะห์การตัดสินใจ โดยจำแนกตามอายุ พบว่า อายุที่แตกต่างกันมีการตัดสินใจซื้อเฟอร์นิเจอร์ออนไลน์ ของคนวัยทำงาน ในกรุงเทพมหานคร (Sig 0.015) แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ซึ่งยอมรับสมมติฐาน สามารถวิเคราะห์ความแปรปรวนเปรียบเทียบ (LSD)

ผลวิเคราะห์ความแปรปรวนเปรียบเทียบการตัดสินใจ โดยจำแนกตามอายุเป็นรายคู่ พบว่า ผู้ตอบแบบสอบถามที่มีอายุ 15 – 24 ปี มีความคิดเห็นแตกต่างกับ ผู้ตอบแบบสอบถามที่มีอายุ 35 – 44 ปี ส่วนผู้ตอบแบบสอบถามที่มีอายุ 25 – 34 ปี มีความคิดเห็นแตกต่างกับ ผู้ตอบแบบสอบถามที่มีอายุ 35 – 44 ปี

ผลวิเคราะห์การตัดสินใจ โดยจำแนกตามสถานภาพ พบว่า สถานภาพที่แตกต่างกันมีการตัดสินใจซื้อเฟอร์นิเจอร์ออนไลน์ ของคนวัยทำงาน ในกรุงเทพมหานคร (Sig 0.130) ไม่แตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ซึ่ง ปฏิเสธสมมติฐาน

ผลวิเคราะห์การตัดสินใจ โดยจำแนกตามระดับการศึกษา พบว่า ระดับการศึกษาที่แตกต่างกันมีการตัดสินใจซื้อเฟอร์นิเจอร์ออนไลน์ ของคนวัยทำงาน ในกรุงเทพมหานคร (Sig 0.083) ไม่แตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ซึ่ง ปฏิเสธสมมติฐาน

ผลวิเคราะห์การตัดสินใจ โดยจำแนกตามรายได้ต่อเดือน พบว่า รายได้ต่อเดือนที่แตกต่างกันมีการตัดสินใจซื้อเฟอร์นิเจอร์ออนไลน์ ของคนวัยทำงาน ในกรุงเทพมหานคร (Sig 0.019) แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ซึ่ง ยอมรับสมมติฐาน สามารถวิเคราะห์ความแปรปรวนเปรียบเทียบ (LSD)

ผลวิเคราะห์ความแปรปรวนเปรียบเทียบการตัดสินใจ โดยจำแนกตามรายได้ต่อเดือนเป็นรายคู่ พบว่า ผู้ตอบแบบสอบถามที่มีรายได้ต่อเดือน 10,001 – 20,000 บาท มีความคิดเห็นแตกต่างกับ ผู้ตอบแบบสอบถามที่มีรายได้ต่อเดือน 30,001 – 40,000 บาท 40,001 – 50,000 บาท และ 50,001 บาท ขึ้นไป

ผลวิเคราะห์การตัดสินใจ โดยจำแนกตามแหล่งซื้อเฟอร์นิเจอร์ออนไลน์ พบว่า แหล่งซื้อเฟอร์นิเจอร์ออนไลน์ ที่แตกต่างกันมีการตัดสินใจซื้อเฟอร์นิเจอร์ออนไลน์ ของคนวัยทำงาน ในกรุงเทพมหานคร (Sig 0.083) ไม่แตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ซึ่ง ปฏิเสธสมมติฐาน

ความสัมพันธ์ระหว่างการส่งเสริมการตลาด กับการตัดสินใจ โดยรวม พบว่า การส่งเสริมการตลาด มีความสัมพันธ์กับการตัดสินใจซื้อเฟอร์นิเจอร์ออนไลน์ ของคนวัยทำงาน ในกรุงเทพมหานคร อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.01 โดยความสัมพันธ์ดังกล่าวเป็นไปในเชิงบวก กล่าวคือ การส่งเสริมการตลาด อยู่ในระดับปานกลาง จะมีการตัดสินใจซื้อเฟอร์นิเจอร์ออนไลน์ ของคนวัยทำงาน ในกรุงเทพมหานคร อยู่ในระดับปานกลาง เช่นกัน โดยความสัมพันธ์ที่พบอยู่ในระดับปานกลาง ($r = 0.608$) เมื่อพิจารณาเป็นรายด้านพบว่า การส่งเสริมการตลาด ด้านการส่งเสริมการขาย ($r = 0.505$) มีความสัมพันธ์กับการตัดสินใจซื้อเฟอร์นิเจอร์ออนไลน์ ของคนวัยทำงาน ในกรุงเทพมหานคร มากที่สุด

5. สรุป

5.1 สรุปผลการวิจัยและอภิปรายผล

การตัดสินใจซื้อเฟอร์นิเจอร์ออนไลน์ ของคนวัยทำงาน ในกรุงเทพมหานคร พบว่าระดับการตัดสินใจซื้อเฟอร์นิเจอร์ออนไลน์ ของคนวัยทำงาน ในกรุงเทพมหานคร โดยรวมอยู่ในระดับมาก ซึ่งสอดคล้องกับ ทรงพล ธงศิริ (2561) ศึกษาเรื่อง ปัจจัยส่วนประสมทางการตลาดที่มีผลต่อการตัดสินใจซื้อโทรศัพท์เคลื่อนที่ของลูกค้าในอำเภอเมืองราชบุรี จังหวัดราชบุรี พบว่า การตัดสินใจซื้อโทรศัพท์เคลื่อนที่ของลูกค้าในอำเภอเมืองราชบุรี จังหวัดราชบุรี โดยภาพรวม และรายข้อ อยู่ในระดับมาก โดยเรียงลำดับจากมากไปหาน้อย ดังนี้ ราคาสินค้า ประโยชน์ คุ่มค่า สินค้ามีคุณภาพ การรับประกันสินค้า ความก้าวหน้าของเทคโนโลยี เคยใช้ตราสินค้าแล้ว ตราสินค้าที่ได้รับความนิยม ความเชื่อมั่นในตัวพนักงานขาย การส่งเสริมการตลาด กลุ่มบุคคล ครอบครัว เพื่อน คนรู้จัก และสื่อโฆษณา

การส่งเสริมการตลาด มีความสัมพันธ์กับการตัดสินใจซื้อเฟอร์นิเจอร์ออนไลน์ ของคนวัยทำงาน ในกรุงเทพมหานคร อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.01 โดยความสัมพันธ์ดังกล่าวเป็นไปในเชิงบวก พบว่าภาพรวมอยู่ในระดับปานกลาง ซึ่งสอดคล้องกับผลการศึกษาของ นพพร บัวอินทร์ และ กฤษณา นันทสุดแสง (2562) ศึกษาเรื่อง ส่วนผสมทางการตลาดที่มีอิทธิพลต่อพฤติกรรมการเลือกซื้อผลิตภัณฑ์เสริมอาหาร เพื่อสุขภาพของผู้บริโภคในจังหวัดระยอง พบว่า ความสัมพันธ์ระหว่างปัจจัยการส่งเสริมการตลาด ที่มีอิทธิพลต่อพฤติกรรมการเลือกซื้อผลิตภัณฑ์เสริมอาหาร เพื่อสุขภาพของ ผู้บริโภคในจังหวัดระยอง พบว่ามีความสัมพันธ์กันในภาพรวมอยู่ในระดับปานกลาง อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 โดยมีค่าสัมประสิทธิ์สหสัมพันธ์อยู่ที่ 0.607

5.2 ข้อเสนอแนะ

การศึกษาเรื่อง ปัจจัยที่มีผลต่อการตัดสินใจซื้อเฟอร์นิเจอร์ออนไลน์ ของคนวัยทำงาน ในกรุงเทพมหานคร มีข้อเสนอแนะ ดังนี้

5.2.1 ข้อเสนอแนะในการศึกษาครั้งนี้

ปัจจัยการส่งเสริมการตลาดโดยภาพรวมอยู่ในระดับมาก ซึ่งด้านการขายโดยใช้พนักงาน (Admin) เป็นด้านที่ผู้ตอบแบบสอบถามให้ความสำคัญมาก คือ พนักงานแอดมินให้ความช่วยเหลือในการเลือกซื้อสินค้า และสามารถแก้ไขปัญหาเฉพาะหน้าได้อย่างดี ดูแลเอาใจใส่ลูกค้า ในการให้บริการ มีวิธีการนำเสนอ สินค้ารุ่นใหม่

ได้นำสนใจ และประสบการณ์เรื่องรายละเอียดเกี่ยวกับสินค้า ซึ่งผู้วิจัยขอเสนอแนะเพื่อนำไปประยุกต์ใช้ในการวิจัยครั้งต่อไป เพื่อให้อยู่ในระดับมากที่สุดต่อไป ควรเพิ่มการขายโดยใช้พนักงาน ในด้านอื่น ๆ เช่นพนักงานมีความรู้ ความสามารถ และประสบการณ์เรื่องรายละเอียดเกี่ยวกับสินค้า น้อยเกินไป ควรมีการอบรมพนักงาน และส่งเสริมคุณภาพชีวิตในการทำงานของพนักงานเพื่อเป็นแรงกระตุ้นให้พนักงาน ทำยอดขายได้เพิ่มมากขึ้น และหาความรู้เกี่ยวกับสินค้าได้มากขึ้น ซึ่งมีคะแนนน้อยที่สุดแต่อยู่ในระดับมากที่สุด การพัฒนาจุดนี้สามารถเพิ่มยอดขายได้

ปัจจัยการตัดสินใจซื้อเฟอร์นิเจอร์ออนไลน์ ของคนวัยทำงาน ในกรุงเทพมหานคร โดยภาพรวมอยู่ในระดับมาก สามารถนำข้อมูลสร้างเป็นกลยุทธ์ทางการตลาดเพื่อดึงดูดการตัดสินใจซื้อของลูกค้าได้ง่ายขึ้น ด้านที่มีระดับการตัดสินใจซื้อสูงที่สุด คือ ด้านการประเมินทางเลือก โดยสามารถมุ่งเน้นในเรื่อง เลือกประเมินราคาสินค้าจากหลายร้านค้า เลือกสินค้าที่มีทันสมัย และปลอดภัย ในส่วนของด้านการค้นหาข้อมูล ผู้ตอบแบบสอบถามให้ความสำคัญน้อยที่สุด ควรมุ่งเน้นเรื่องสอบถามข้อมูลผลิตภัณฑ์จากผู้ที่เคยมีประสบการณ์ในการซื้อมาก่อน และควรพัฒนาเรื่องค้นหาข้อมูลผลิตภัณฑ์ จากสื่อออนไลน์ เพื่อรักษาให้อยู่ในระดับมาก จึงควรสนใจเรื่องการตลาดในมุมมองของผู้บริโภค ให้ความสำคัญเรื่องการผลิตสินค้าและการบริการต่อลูกค้าให้ตรงตามความต้องการของลูกค้ากลุ่มเป้าหมายได้อย่างสมบูรณ์ เพื่อให้ลูกค้าสนใจและกลับมาใช้บริการซ้ำ ซึ่งธุรกิจประเภทอื่นสามารถนำแนวคิดไปประยุกต์ใช้จากงานวิจัยนี้ให้เข้ากับแนวทางของธุรกิจนั้น ๆ ต่อไป

5.2.2 ข้อเสนอแนะเพื่อการวิจัยครั้งต่อไป

1. ศึกษาถึงทัศนคติที่มีอิทธิพลต่อการตัดสินใจซื้อเฟอร์นิเจอร์ออนไลน์ ของคนวัยทำงาน ในกรุงเทพมหานคร เพื่อนำผลจากการศึกษาขยายประเด็นในด้านการบริการ เป็นการเพิ่มทัศนคติในการตัดสินใจซื้อเฟอร์นิเจอร์

2. ควรศึกษาพฤติกรรมหลังการซื้อเฟอร์นิเจอร์ออนไลน์ ของคนวัยทำงาน ในกรุงเทพมหานคร เพื่อศึกษาความพึงพอใจของผู้บริโภคที่มีผลต่อการซื้อสินค้า เพื่อปรับปรุงและพัฒนาการบริการให้เพิ่มมากขึ้น

3. ขยายขอบเขตการศึกษาการส่งเสริมการตลาดที่มีผลต่อการตัดสินใจซื้อเฟอร์นิเจอร์ออนไลน์ ของคนวัยทำงาน ในภาคอื่นที่มีความแตกต่างกันเช่น ค่าครองชีพ สภาพแวดล้อม ค่านิยม เพื่อนำผลที่ได้มาเปรียบเทียบวางแผนการตลาด และเข้าถึงผู้บริโภคได้มากยิ่งขึ้น

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776532/776532.pdf&title=776532&cate=811&d=0](https://ditp.go.th/ditp_web61/article_sub_view.php?filename=contents_attach/776532/776532.pdf&title=776532&cate=811&d=0)

ปัจจัยส่วนบุคคลของนักออกแบบศิลปะสร้างสรรค์ (Creative art) ที่มีผลกระทบต่อ การพัฒนาอาชีพนักออกแบบในธุรกิจการพัฒนาศิลปะเป็นสินทรัพย์ดิจิทัล (NFT)

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ (1) ศึกษาลักษณะทั่วไปของประชากรศาสตร์ (2) เปรียบเทียบความแตกต่างของระดับการพัฒนาศิลปะเป็นสินทรัพย์ดิจิทัล จำแนกตามปัจจัยประชากรศาสตร์ (เพศ อายุ การศึกษา ประสบการณ์) โดยกำหนดกลุ่มประชากรตัวอย่างจำนวน 385 คน ใช้แบบสอบถาม google form ผ่านสื่อสังคมออนไลน์ Facebook วิเคราะห์ลักษณะทั่วไปของประชากรศาสตร์ด้วยค่าสถิติเชิงพรรณนา (Descriptive statistic) ได้แก่ ร้อยละ (Percentage) ค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) ส่วนการทดสอบสมมติฐานงานวิจัย วิเคราะห์ด้วยค่าสถิติเชิงอนุมาน (Inferential Statistic) ได้แก่ Independent Sample t-Test และ ANOVA (F-test) ที่ระดับนัยสำคัญ 0.05 ผลการศึกษาพบว่า ตัวอย่างส่วนใหญ่เป็นเพศชาย อายุระหว่าง 25-35 ปี จบการศึกษาระดับปริญญาตรี มีประสบการณ์ด้านการออกแบบน้อยกว่า 5 ปี ส่วนผลการทดสอบสมมติฐาน พบว่า ช่วงอายุ ระดับการศึกษา และประสบการณ์ที่แตกต่างกันมีผลทำให้การพัฒนาอาชีพนักออกแบบ NFT ART แตกต่างกันอย่างมีนัยสำคัญ ขณะที่ เพศไม่มีผลต่อการพัฒนาอาชีพนักออกแบบในธุรกิจการพัฒนาศิลปะเป็นสินทรัพย์ดิจิทัลอย่างมีนัยสำคัญ

คำสำคัญ: เจ้าของธุรกิจหรือผู้ประกอบการธุรกิจ, ศิลปะที่มนุษย์สร้างสรรค์, งานศิลปะรูปแบบเทคโนโลยี, เหรียญที่ทดแทนกันไม่ได้, สกุลเงินดิจิทัล

1. บทนำ

ความฝันของผู้คนหลายๆคนที่ต้องการประกอบธุรกิจส่วนตัว เพื่อหลีกเลี่ยงจากงานประจำที่แสนจะเครียดและน่าเบื่อในการทำงานประจำที่วันเวียนเป็นวงจรชีวิต แบบ Routine ทำให้หมดไปในแต่ละวัน เมื่อทำงานจบวันแล้ว จะคิดว่าทำงานมากได้เงินเดือนน้อย ทำน้อยเงินเดือนได้เท่าเดิม (ณัฐ นิวัตานนท์, 2561) การเป็นเจ้าของธุรกิจหรือผู้ประกอบการในช่วงนี้เกิดขึ้นมากมายในรูปแบบวิสาหกิจเริ่มต้น (Startup) หรือ SME เนื่องจากการทำธุรกิจจะมีรายได้ที่ดี คำว่า “รวย ” เกิดขึ้นในหัวทันที แต่การเริ่มทำทุกธุรกิจต้องมีทักษะ

ความรู้ความสามารถในการประกอบธุรกิจให้ประสบความสำเร็จแบบยั่งยืน (Krungsri Academy, ม.ป.ป.) เพื่อพัฒนาธุรกิจของตนเองให้ตอบสนองต่อกลุ่มเป้าหมายที่มีความต้องการในตลาดธุรกิจนั้นๆ

ในการเริ่มประกอบอาชีพธุรกิจส่วนตัว คนทั่วไปมักเริ่มจากสิ่งที่ใกล้ตัวกับความชอบของตัวเองเป็นหลักก่อน เพื่อการเริ่มต้นจะง่ายขึ้นและทำได้อย่างมีความสุขไม่ได้ทำไปวันๆให้จบลง เช่น ใครที่ชอบบริโภค สามารถเริ่มเปิดคาเฟ่ร้านเล็กๆทำขนมหรืออาหารขาย หรือใครที่ชอบศิลปะวาดภาพประกอบการขาย เป็นต้น แต่ถ้าจะเริ่มทำธุรกิจค้าหนึ่งจะผูกขึ้นมาในหัวของเราคือ “การลงทุน” คำนี้ทำให้แสงสว่างในการประกอบอาชีพธุรกิจส่วนตัวเริ่มจางลงทันที หากคิดจะเปิดร้านอาหารต้องมีค่าวัตถุดิบและอุปกรณ์ต่างๆ ส่วนคนที่ชอบงานศิลปะอาจจะใช้เงินลงทุนน้อยกว่าการเปิดร้านอาหาร แต่ต้องลงแรงด้านทักษะมากกว่าจึงมีโอกาสที่จะได้เริ่มทำธุรกิจการขายผลงานศิลปะ ปัจจุบันงานศิลปะมีการพัฒนาแบบก้าวกระโดดตามกระแสอย่างรวดเร็วในโลกดิจิทัล อาจเรียกได้ว่า “ศิลปะดิจิทัล” (Digital Art) การขายงานศิลปะในโลกดิจิทัลมีความสะดวกรวดเร็วกว่า โดยก่อนที่จะขายผลงานต้องมีขั้นตอนการแปลงงานศิลปะไปเป็นสินทรัพย์ดิจิทัล (NFT ART) โดยเรียกสินทรัพย์ดิจิทัลนั้นว่า “โทเคนหรือเหรียญคริปโตเคอร์เรนซี” (Cryptocurrency) ประเภทหนึ่ง งานศิลปะที่ขายมีหลากหลายรูปแบบ ได้แก่ ภาพวาด ดนตรี ภาพยนตร์ เป็นต้น คนที่มีเหรียญ NFT ART คือ คนที่เป็นเจ้าของหรือสิทธิ์ที่เกี่ยวข้องกับศิลปะดิจิทัล (Marketingoops, 2565) ในระบบดิจิทัล NFT ART จะผูกเชื่อมโยงกับข้อมูลดิจิทัลตามสกุลไฟล์ข้อมูล เช่น jpg, png, gif, mp3, mp4 เป็นต้น เพื่อยืนยันการมีอยู่หนึ่งเดียวของไฟล์ข้อมูลนั้น โดยอาศัยรหัสเฉพาะตัวของ NFT เพื่อผูกเชื่อมโยงกับไฟล์ศิลปะดิจิทัลผ่านเทคโนโลยีสมัยใหม่ เรียกว่า “ระบบบล็อกเชน” (Blockchain Technology) (พาทีนุช วราศรัย, 2565; นพวรรณ เพ็ชรวงศ์, 2565)

ดังนั้น ในฐานะของการเป็นนักออกแบบศิลปะที่สนใจทำธุรกิจส่วนตัวในโลกดิจิทัล การแปลงงานศิลปะให้เป็นสินทรัพย์ดิจิทัล หรือการทำธุรกิจพัฒนาศิลปะเป็นสินทรัพย์ดิจิทัล จึงอยู่ในความสนใจของผู้วิจัย และต้องการศึกษาวานักออกแบบศิลปะสร้างสรรค์ที่จะประสบความสำเร็จในธุรกิจดังกล่าวจำเป็นต้องมีความรู้และทักษะเพิ่มเติมในด้านใดบ้าง

2. การทบทวนวรรณกรรม

2.1 แนวคิด ทฤษฎี ที่เกี่ยวข้องปัจจัยประชากรศาสตร์

ศิริวรรณ เสรีรัตน์ และคณะ (2538, น. 41-12 อ้างถึงใน นางสาวสุณิสา ตรงจิตร, 2559) กล่าวว่า ลักษณะทางประชากรศาสตร์เป็นการแบ่งสัดส่วนเชิงชี้วัดจำนวนทางสถิติของประชากร และกำหนดขอบเขตของกลุ่มเป้าหมายที่แตกต่างหลากหลาย ได้แก่ อายุ (Age) ซึ่งแบ่งสัดส่วนระยะห่างของอายุที่มีความต้องการเลือกซื้อสินค้าต่างๆที่แตกต่างกัน เช่น ช่วงระยะวัยเด็กที่มีความต้องการสินค้า แต่ช่วงระยะสูงวัยไม่ต้องการหรือไม่สนใจสินค้าประเภทนั้น เป็นต้น จากข้อมูลในงานวิจัยของ (พวงเพชร ศิริโอด, 2558) เพราะช่วงระยะห่างอายุที่แตกต่างกันย่อมมีความคิดความสนใจและพฤติกรรมการเลือกซื้อสินค้าที่แตกต่างกันตามไปด้วย ด้านเพศเป็นตัวแปรที่แตกต่างกัน บ่งชี้ความต้องการเลือกซื้อสินค้าหรือบริการต่างๆ เช่น พฤติกรรมการปฏิบัติทางอารมณ์ รสนิยมความชอบส่วนบุคคล เนื่องด้วยทัศนคติมุมมองและการตัดสินใจของแต่ละบุคคลที่มีความ

แตกต่างกันในหลายๆด้าน เป็นต้น ระดับการศึกษาเป็นตัวแปรที่ส่งผลสู่จุดหมายการดำรงอยู่ต่อไป การศึกษาเป็นกระบวนการที่สังคมจะส่งต่อทักษะความรู้ รวมถึงจารีตประเพณีที่สะสมมาตั้งแต่ในอดีตส่งต่อไปยังรุ่นหลัง ดังนั้นการศึกษามีผลกระทบทำให้เกิดการพัฒนาต่อความคิดสร้างสรรค์ การประพฤติปฏิบัติตนเอง และความรู้สึกร่วมกันต่อสังคมส่วนรวม เป็นต้น (เตชสิทธิ์ กิตติสุบรรณ, 2560) ถัดมา ด้านอาชีพ เป็นตัวแปรในการชี้วัดที่มีความแตกต่างกัน หากใช้ตัวแปรอาชีพเพียงอย่างเดียวอาจจะไม่เหมาะสมเนื่องจากยุคสมัยนี้อาชีพบางประเภทไม่ได้ตรงตามการศึกษาที่ได้เล่าเรียนมา ดังนั้น จึงสามารถใช้ตัวชี้วัดอาชีพ และระดับรายได้ประกอบกันเพื่อใช้เป็นเกณฑ์ในการแบ่งกลุ่ม เป็นต้น ด้านรายได้ (Income) เป็นตัวแปรที่ควบคู่กับการประกอบอาชีพที่ใช้ในการแบ่งส่วนการตลาด เช่น ครอบครัวที่มีรายได้เฉลี่ยสูงสามารถตัดสินใจเลือกซื้อสินค้าและบริการที่มีความหลากหลายได้มากกว่าครอบครัวที่มีค่าเฉลี่ยรายได้น้อยกว่า เป็นต้น สุดท้าย คือ ด้านประสบการณ์ (Experiences) เป็นตัวแปรสำคัญของการประสบความสำเร็จในชีวิตทุกคน แต่การกระทำทุกอย่างไม่ว่า จะเป็นเรื่องการทำธุรกิจ การศึกษาเล่าเรียน การสร้างครอบครัว และการทำงานอาชีพต่างๆ ทุกการกระทำในชีวิตที่ได้กล่าวถึงข้างต้น จะทำให้ประสบความสำเร็จได้อย่างสมบูรณ์นั้นต้องเก็บเกี่ยวประสบการณ์ในการกระทำสิ่งต่างๆที่จะนำไปสู่ผลสำเร็จที่ยั่งยืนเป็นตัวชี้วัดอย่างรูปธรรมได้ (Craig, 1987: 498)

2.2 แนวคิดและหลักการประยุกต์ใช้เทคโนโลยีบล็อกเชน (Blockchain Technology)

ความสำคัญของเทคโนโลยีบล็อกเชนที่เข้ามาช่วยแก้ไขปัญหาดังกล่าว โดยใช้คุณสมบัติของเทคโนโลยีการคุ้มครองความปลอดภัย พร้อมระบบความน่าเชื่อถือที่ผู้ใช้บล็อกเชนทุกคนในเครือข่าย จึงเป็นการนำไปสู่ระบบการแก้ไขปัญหาของการทำธุรกรรมบนโลกของอินเทอร์เน็ต ตัวอย่าง ปัญหา Double Spending ของการส่งต่อข้อมูลต่างๆบนโลกอินเทอร์เน็ต และแก้ไขปัญหาในเรื่องของการนำข้อมูลส่วนบุคคลไปใช้ประโยชน์โดยไม่พึงประสงค์ เป็นต้น แนวคิดของการใช้งานเทคโนโลยีบล็อกเชนส่งผลกระทบต่อผู้คนที่ใช้บริการสามารถทำการรับหรือส่งข้อมูลที่มีมูลค่า (Value) โดยปราศจากตัวกลางในการทำงานแต่ยังสามารถรักษาความมั่นคงและความน่าเชื่อถือไว้ได้ เรียกว่า “Internet of Value” หรือ “Internet of Money”

2.3 แนวคิด ทฤษฎี และงานวิจัยเกี่ยวกับพัฒนาทักษะความคิดสร้างสรรค์และนวัตกรรม (Creativity and Innovation)

กระบวนการความคิดริเริ่มสร้างสรรค์ เป็นขั้นตอนกระบวนการที่ทำให้บุคคลสามารถถลันจินตนาการผลิตความคิดที่แปลกสดใหม่และแตกต่างเกิดขึ้น หรือคิดค้นหาสิ่งประดิษฐ์สิ่งประดิษฐ์ที่แปลกใหม่ โดยมีข้อมูลจากเหล่านักจิตวิทยาและนักวิชาการศึกษาต่างๆได้ทำการค้นคว้าศึกษากำหนดรูปแบบแนวทางของกระบวนการของความคิดสร้างสรรค์ (1962 ; อ้างอิงจาก สมพร หลิมเจริญ, 2009)

2.4 แนวคิด ทฤษฎีเกี่ยวกับการปรับตัวและการพัฒนาการทางอาชีพ

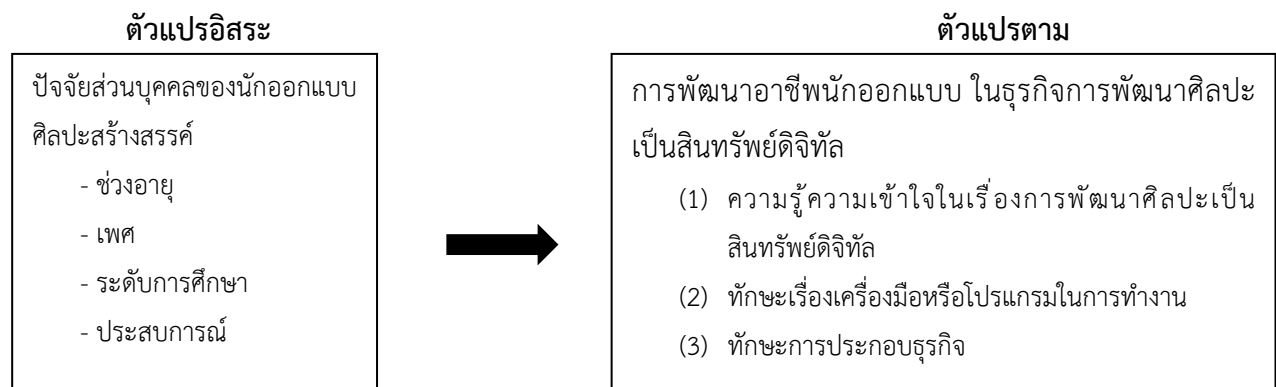
หลักการเกี่ยวกับแนวคิดการปรับตัว เกิดจากขั้นตอนของกระบวนการเรียนรู้ทั้งทักษะและประสบการณ์ทางตรงหรือทางอ้อมที่ส่งผลกระทบต่อแนวทางการปรับตัวในส่วนของบุคคล ดังนั้น จึงต้องมาเริ่มทำความเข้าใจความเข้าใจเกี่ยวกับหลักแนวคิดและความหมายของการปรับตัว ได้ดังต่อไปนี้ ดาวิน (Darwin) เป็นผู้เริ่มใช้คำว่า “การปรับตัว” (Adaptation) จากในทฤษฎีเกี่ยวกับการวิวัฒนาการใน ค.ศ. 1859 โดยได้สรุปหลักความคิดว่า สิ่งมีชีวิตที่สามารถเรียนรู้ปรับเปลี่ยนตัวให้เข้ากับสภาวะแวดล้อมของโลกยุคปัจจุบันที่เต็ม

ไปด้วยภัยอันตรายต่างๆทำให้การดำรงชีวิตอยู่ได้ ต่อมา นักจิตวิทยาได้เริ่มนำคำว่า “Adjustment” ใน การศึกษาค้นคว้าและเข้าใจพฤติกรรมของมนุษย์ จำเป็นต้องศึกษาทั้งในด้านของชีววิทยาและทางด้านจิตวิทยา ในแง่มุมของชีววิทยา ได้แก่ การปรับเปลี่ยนตัวเองให้เป็นไปตามความต้องการของร่างกาย ส่วนในแง่มุมของ ด้านจิตวิทยา หมายถึง การปรับตัวให้เป็นไปตามความต้องการของจิตใจ (ธราทิพย์ ภีระบัน, 2556)

2.5 หลักการและความรู้ในการบริหารธุรกิจ

แนวความคิดเกี่ยวกับกระบวนการจัดการ (Process of management) เป็นการวิเคราะห์เกี่ยวกับ ขั้นตอนการบริหารจัดการหน้าที่รับผิดชอบของผู้จัดการมีอะไรบ้าง ต้องทำงานอะไร และกำหนดว่างานไหนควร จะทำอะไรก่อนหรือหลัง ถือเป็นสิ่งสำคัญยิ่งสำหรับหน้าที่ผู้จัดการที่ใช้อยู่เป็นแนวทางในการปฏิบัติงาน เพื่อให้บรรลุเป้าหมายที่วางไว้อย่างมีประสิทธิภาพและเกิดประสิทธิผล กล่าวได้ว่าหัวใจของขั้นตอน กระบวนการจัดการวางแผนคือหน้าที่ของการบริหาร (Function of the executive) ข้อเสนอสำหรับแนวทาง ความคิดเรื่องกระบวนการด้านบริหารจัดการ ที่ได้รับการยอมรับนำมาประยุกต์ปฏิบัติกัน มีดังนี้ (สมคิด บางโม, 2558 : 70 – 71 ; วิเชียร วิทยอุดม, 2551 : 14-26 และ ฐานปนา ฉันทไพศาล, 2559 : 2-5)

ภาพที่ 1 กรอบแนวคิดการวิจัย



3. วิธีดำเนินการวิจัย

3.1 ประชากรเป้าหมาย ประชากรที่ศึกษา คือ นักออกแบบศิลปะสร้างสรรค์ (Creative Art) ผู้ที่อยู่ในกลุ่มสังคมผู้ผลิตงานศิลปะเป็นสินทรัพย์ดิจิทัล ได้แก่ (1) กลุ่ม NFT and Crypto Art Thailand (2) กลุ่ม NFT Marketplace Thailand โดยไม่ทราบขนาดประชากรที่แน่นอน ดังนั้น ตัวอย่างที่ใช้วิเคราะห์จึงพิจารณาจากสูตรการคำนวณขนาดของคอคแรน (Cochran, 1977) ที่ระดับความเชื่อมั่น ร้อยละ 95 ได้ขนาดตัวอย่าง สำหรับการวิจัย เท่ากับ 385 คน

3.2 วิธีเลือกตัวอย่าง งานวิจัยนี้สุ่มตัวอย่างโดยไม่อาศัยความน่าจะเป็น (Non-probability Sampling) แบบสะดวก (Convenience Sampling) โดยแจกแบบสอบถามผ่านสื่อสังคมออนไลน์ เช่น Facebook เป็นต้น จึงได้ทำการเก็บรวบรวมข้อมูลจาก 2 แหล่ง คือ แหล่งข้อมูลปฐมภูมิ (Primary Source) และแหล่งข้อมูลทุติยภูมิ (Secondary Source) โดยข้อมูลทุติยภูมิถูกนำไปใช้เป็นแนวทางคิดวิเคราะห์การ ออกแบบคำถามสำหรับเก็บข้อมูลปฐมภูมิ

3.3 วิธีเก็บรวบรวมข้อมูล งานวิจัยนี้เป็นการสำรวจตัวอย่างด้วยแบบสอบถามเชิงโครงสร้าง (Structured questionnaire) โดยแบ่งเป็น 2 ส่วน ดังนี้ ส่วนที่ 1 สอบถามเกี่ยวกับปัจจัยส่วนบุคคลของนักออกแบบศิลปะสร้างสรรค์ และส่วนที่ 2 สอบถามเกี่ยวกับการพัฒนาอาชีพนักออกแบบในธุรกิจการพัฒนาศิลปะเป็นสินทรัพย์ดิจิทัล (NFT) การสร้างแบบสอบถามศึกษาจากเอกสาร งานวิจัย รวมถึงทฤษฎีที่เกี่ยวข้อง และผ่านกรอบแนวคิด เพื่อพัฒนาข้อคำถามของแบบสอบถามให้สอดคล้องและสามารถตอบวัตถุประสงค์ของงานวิจัยได้อย่างครบถ้วนสมบูรณ์

3.4 วิธีวิเคราะห์ข้อมูลเชิงสถิติ สถิติที่ใช้ในการศึกษาใช้การวิเคราะห์ข้อมูลทางสถิติเชิงพรรณนา ด้วยค่าสถิติที่ใช้ คือ ความถี่ (Frequency) ร้อยละ (Percentage) ค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) มาอธิบายข้อมูลด้านประชากรศาสตร์ ปัจจัยส่วนบุคคลของนักออกแบบศิลปะสร้างสรรค์ (Creative art) ที่มีผลกระทบต่อการพัฒนาอาชีพนักออกแบบในธุรกิจการพัฒนาศิลปะเป็นสินทรัพย์ดิจิทัล (NFT) และใช้การวิเคราะห์ข้อมูลโดยใช้สถิติ t-Test และ ANOVA ที่ระดับนัยสำคัญ 0.05 หรือระดับความเชื่อมั่น ร้อยละ 95 ในการวิเคราะห์ปัจจัยส่วนบุคคลของนักออกแบบศิลปะสร้างสรรค์ (Creative art) ที่มีผลกระทบต่อการพัฒนาอาชีพนักออกแบบในธุรกิจการพัฒนาศิลปะเป็นสินทรัพย์ดิจิทัล (NFT)

4. ผลการวิจัย

4.1 ผลการศึกษาด้านปัจจัยประชากรศาสตร์ซึ่งประกอบด้วย เพศ อายุ ระดับการศึกษา และประสบการณ์ด้านการออกแบบงานศิลปะ

การวิเคราะห์ด้านประชากรศาสตร์ของตัวอย่าง ส่วนใหญ่เป็นเพศชาย คิดเป็นร้อยละ 53.20 อายุช่วงระหว่าง 25-35 ปี คิดเป็นร้อยละ 60.30 ระดับการศึกษาเป็นระดับปริญญาตรี คิดเป็นร้อยละ 75.60 ส่วนทางด้านประสบการณ์ในด้านการออกแบบงานศิลปะ ต่ำกว่า 5 ปี คิดเป็นร้อยละ 58.70

4.2 ผลการทดสอบสมมติฐานการวิจัย

4.2.1) ผลการทดสอบสมมติฐานค่าเฉลี่ยปัจจัยทางด้านเพศของการพัฒนาศิลปะเป็นสินทรัพย์ดิจิทัล (NFT) จำแนกตามเพศ พบว่า ความแปรปรวนของทั้งสองกลุ่มตัวอย่าง ด้วยค่า Levene's Test มีค่าเท่ากับ 0.88 แสดงว่า การพัฒนาอาชีพนักออกแบบในธุรกิจการพัฒนาศิลปะเป็นสินทรัพย์ดิจิทัล (NFT) ระหว่างเพศชายและเพศหญิง ไม่แตกต่างกันอย่างมีนัยสำคัญ 0.05 จึงได้สรุปข้อมูลแสดงรายละเอียดในตารางที่ 1

ตารางที่ 1 ผลการทดสอบสมมติฐานค่าเฉลี่ยระดับการพัฒนาศิลปะเป็นสินทรัพย์ดิจิทัล (NFT) จำแนกตามเพศ

การพัฒนาอาชีพนักออกแบบในธุรกิจการพัฒนาศิลปะเป็นสินทรัพย์ดิจิทัล	ชาย		หญิง		t-test	Sig	ผลการทดสอบสมมติฐาน
	\bar{X}	S.D.	\bar{X}	S.D.			

ความรู้ความเข้าใจในเรื่องการพัฒนาศิลปะเป็นสินทรัพย์ดิจิทัล (NFT)	2.82	1.06	2.76	1.03	0.58	0.75	ไม่แตกต่าง
ความรู้ทักษะเรื่องเครื่องมือหรือโปรแกรมในการทำงานออกแบบสินทรัพย์ดิจิทัล (NFT)	2.91	1.01	2.87	1.01	0.37	0.99	ไม่แตกต่าง
ทักษะการประกอบธุรกิจการพัฒนาศิลปะเป็นสินทรัพย์ดิจิทัล (NFT)	2.92	0.90	2.89	0.92	0.33	0.82	ไม่แตกต่าง
รวม	2.54	0.60	2.51	0.60	0.43	0.88	ไม่แตกต่าง

หมายเหตุ: *แตกต่างอย่างมีนัยสำคัญ ที่ระดับ 0.05

4.2.2) การทดสอบสมมติฐานค่าเฉลี่ยระดับการพัฒนาศิลปะเป็นสินทรัพย์ดิจิทัล (NFT) จำแนกตามช่วงอายุ พบว่า ความแปรปรวนของอายุกลุ่มตัวอย่าง ด้วยค่า Levene's Test มีค่าเท่ากับ 0.00 แสดงว่าการพัฒนาอาชีพนักออกแบบในธุรกิจการพัฒนาศิลปะเป็นสินทรัพย์ดิจิทัล (NFT) จำแนกตามอายุแตกต่างกันอย่างมีนัยสำคัญ 0.05 ดังแสดงรายละเอียดในตารางที่ 2

ตารางที่ 2 ผลการทดสอบสมมติฐานค่าเฉลี่ยการพัฒนาศิลปะเป็นสินทรัพย์ดิจิทัล (NFT) จำแนกตามอายุ

การพัฒนาอาชีพนักออกแบบในธุรกิจการพัฒนาศิลปะเป็นสินทรัพย์ดิจิทัล	ช่วงอายุ	\bar{X}	S.D.	F	Sig	ผลการทดสอบสมมติฐาน
ความรู้ความเข้าใจในเรื่องการพัฒนาศิลปะเป็นสินทรัพย์ดิจิทัล	ต่ำกว่า 25 ปี	3.34	0.85	10.50	0.00**	แตกต่าง
	25 – 35 ปี	2.62	1.06			
	36 – 45 ปี	2.84	0.96			
	46 – 55 ปี	3.90	0.76			
	สูงกว่า 55 ปี	1.00	0.00			

ความรู้ทักษะเรื่องเครื่องมือหรือโปรแกรมในการทำงานออกแบบสินทรัพย์ดิจิทัล	ต่ำกว่า 25 ปี	3.30	0.84	13.39	0.00**	แตกต่าง
	25 – 35 ปี	2.70	0.93			
	36 – 45 ปี	3.06	1.10			
	46 – 55 ปี	4.60	0.43			
	สูงกว่า 55 ปี	1.00	0.00			
ทักษะการประกอบธุรกิจการพัฒนาศิลปะเป็นสินทรัพย์ดิจิทัล	ต่ำกว่า 25 ปี	2.91	0.97	3.30	0.01**	แตกต่าง
	25 – 35 ปี	2.86	0.84			
	36 – 45 ปี	2.99	1.03			

	46 – 55 ปี	4.00	0.65			
	สูงกว่า 55 ปี	2.00	0.00			
รวม	ต่ำกว่า 25 ปี	2.74	0.48	8.90	0.00**	แตกต่างกัน
	25 – 35 ปี	2.45	0.56			
	36 – 45 ปี	2.57	0.67			
	46 – 55 ปี	3.37	0.46			
	สูงกว่า 55 ปี	1.50	0.00			

ตารางที่ 2 ผลการทดสอบสมมติฐานค่าเฉลี่ยการพัฒนาศิลปะเป็นสินทรัพย์ดิจิทัล (NFT) จำแนกตามอายุ (ต่อ)

หมายเหตุ: **แตกต่างกันอย่างมีนัยสำคัญ ที่ระดับ 0.01

4.2.3) การทดสอบสมมติฐานค่าเฉลี่ยระดับการพัฒนาศิลปะเป็นสินทรัพย์ดิจิทัล (NFT) จำแนกตามระดับการศึกษา พบว่า ความแปรปรวนของระดับการศึกษากลุ่มตัวอย่าง ด้วยค่า Levene's Test มีค่าเท่ากับ 0.00 แสดงว่า การพัฒนาอาชีพนักออกแบบในธุรกิจการพัฒนาศิลปะเป็นสินทรัพย์ดิจิทัล (NFT) จำแนกตามระดับการศึกษา แตกต่างกันอย่างมีนัยสำคัญ 0.05 ดังแสดงรายละเอียดในตารางที่ 3

ตารางที่ 3 ผลการทดสอบสมมติฐานค่าเฉลี่ยระดับการพัฒนาศิลปะเป็นสินทรัพย์ดิจิทัล (NFT) จำแนกตามระดับการศึกษา

การพัฒนาอาชีพนักออกแบบในธุรกิจการพัฒนาศิลปะเป็นสินทรัพย์ดิจิทัล	ระดับการศึกษา	\bar{X}	S.D.	F	Sig	ผลการทดสอบสมมติฐาน
ความรู้ความเข้าใจในเรื่องการพัฒนาศิลปะเป็นสินทรัพย์ดิจิทัล	มัธยมตอนต้น	4.20	0.00	10.22	0.00*	แตกต่างกัน
	มัธยมตอนปลาย	2.95	1.35			
	ปริญญาตรี	2.66	0.97			
	ปริญญาโท	3.48	0.85			
	ปริญญาเอก	1.00	0.00			

ตารางที่ 3 ผลการทดสอบสมมติฐานค่าเฉลี่ยระดับการพัฒนาศิลปะเป็นสินทรัพย์ดิจิทัล (NFT) จำแนกตามระดับการศึกษา (ต่อ)

ความรู้ทักษะเรื่องเครื่องมือหรือโปรแกรมในการทำงานออกแบบสินทรัพย์ดิจิทัล	มัธยมตอนต้น	4.40	0.00	08.78	0.00**	แตกต่างกัน
	มัธยมตอนปลาย	2.55	0.95			
	ปริญญาตรี	2.87	0.92			
	ปริญญาโท	3.42	1.31			
	ปริญญาเอก	1.00	0.00			

ทักษะการประกอบธุรกิจการพัฒนาศิลปะเป็นสินทรัพย์ดิจิทัล	มัธยมตอนต้น	4.00	0.00	12.32	0.00**	แตกต่างกัน
	มัธยมตอนปลาย	2.41	0.98			
	ปริญญาตรี	2.87	0.83			
	ปริญญาโท	3.59	0.96			
	ปริญญาเอก	2.00	0.00			
รวม	มัธยมตอนต้น	3.40	0.00	10.14	0.00**	แตกต่างกัน
	มัธยมตอนปลาย	2.39	0.66			
	ปริญญาตรี	2.49	0.54			
	ปริญญาโท	2.93	0.66			
	ปริญญาเอก	1.50	0.00			

หมายเหตุ: **แตกต่างกันมีนัยสำคัญ ที่ระดับ 0.01

4.2.4) การทดสอบสมมติฐานการศึกษาปัจจัยส่วนบุคคลของนักออกแบบศิลปะสร้างสรรค์ (Creative art) ที่มีผลกระทบต่อการพัฒนาอาชีพนักออกแบบในธุรกิจการพัฒนาศิลปะเป็นสินทรัพย์ดิจิทัล (NFT) จำแนกตามประสบการณ์ พบว่า ความแปรปรวนของประสบการณ์กลุ่มตัวอย่าง ด้วยค่า Levene's Test มีค่าเท่ากับ 0.00 แสดงว่า การพัฒนาอาชีพนักออกแบบในธุรกิจการพัฒนาศิลปะเป็นสินทรัพย์ดิจิทัล (NFT) จำแนกตามประสบการณ์ แตกต่างกันอย่างมีนัยสำคัญ 0.05 ดังแสดงรายละเอียดในตารางที่ 4

ตารางที่ 4 ผลการทดสอบสมมติฐานค่าเฉลี่ยระดับการพัฒนาศิลปะเป็นสินทรัพย์ดิจิทัล (NFT) จำแนกตามประสบการณ์

การพัฒนาอาชีพนักออกแบบในธุรกิจการพัฒนาศิลปะเป็นสินทรัพย์ดิจิทัล	ประสบการณ์	\bar{X}	S.D.	F	Sig	ผลการทดสอบสมมติฐาน
ความรู้ความเข้าใจในเรื่องการพัฒนาศิลปะเป็นสินทรัพย์ดิจิทัล	ต่ำกว่า 5 ปี	2.61	1.10	09.12	0.00**	แตกต่างกัน
	5 – 10 ปี	2.94	0.86			
	10 ปีขึ้นไป	3.16	0.96			
ความรู้ทักษะเรื่องเครื่องมือหรือโปรแกรมในการทำงานออกแบบสินทรัพย์ดิจิทัล	ต่ำกว่า 5 ปี	2.55	0.94	38.21	0.00**	แตกต่างกัน
	5 – 10 ปี	3.26	0.73			
	10 ปีขึ้นไป	3.51	1.05			

ตารางที่ 4 ผลการทดสอบสมมติฐานค่าเฉลี่ยระดับการพัฒนาศิลปะเป็นสินทรัพย์ดิจิทัล (NFT) จำแนกตามประสบการณ์ (ต่อ)

ทักษะการประกอบธุรกิจการพัฒนาศิลปะเป็นสินทรัพย์ดิจิทัล	ต่ำกว่า 5 ปี	2.64	0.90	30.91	0.00**	แตกต่างกัน
	5 – 10 ปี	3.09	0.75			
	10 ปีขึ้นไป	3.50	0.79			
รวม	ต่ำกว่า 5 ปี	2.36	0.58	24.56	0.00**	แตกต่างกัน

	5 – 10 ปี	2.66	0.47		
	10 ปีขึ้นไป	2.86	0.60		

หมายเหตุ: **แตกต่างอย่างมีนัยสำคัญ ที่ระดับ 0.01

5. สรุป

จากการทดสอบสมมติฐานข้อที่ 1 นักออกแบบศิลปะสร้างสรรค์ (Creative Art) ที่มีลักษณะทางประชากรศาสตร์ด้านเพศ ไม่ส่งผลกระทบต่อการพัฒนาอาชีพนักออกแบบในธุรกิจการพัฒนาศิลปะเป็นสินทรัพย์ดิจิทัลที่แตกต่างกัน ผลการศึกษาวิจัยในครั้งนี้ไม่มีแนวโน้มที่จะสอดคล้องกับงานวิจัยของการทบทวนวรรณกรรม แต่มีความสัมพันธ์เชื่อมโยงอย่างมีนัยสำคัญกับงานวิจัย การพัฒนาทักษะอาชีพและการดำรงชีพ สำหรับการเรียนรู้ศตวรรษที่ 21 ด้วยกระบวนการเชิงจิตวิทยาเสริมสร้างศักยภาพแห่งตน (เพ็ญภา กุลนภาดล และคณะ, 2559) **จากการทดสอบสมมติฐานข้อที่ 2** นักออกแบบศิลปะสร้างสรรค์ (Creative Art) ที่มีลักษณะทางประชากรศาสตร์ด้านอายุ ส่งผลกระทบต่อการพัฒนาอาชีพนักออกแบบในธุรกิจการพัฒนาศิลปะเป็นสินทรัพย์ดิจิทัลที่แตกต่างกัน ผลการศึกษาวิจัยในครั้งนี้มีแนวโน้มสอดคล้องกับงานวิจัยของ เพ็ญภา กุลนภาดล และคณะ (2559) งานวิจัยการพัฒนาทักษะอาชีพและการดำรงชีพ สำหรับการเรียนรู้ศตวรรษที่ 21 ด้วยกระบวนการเชิงจิตวิทยาเสริมสร้างศักยภาพแห่งตน พบว่า การค้นคว้าเรื่องระยะการพิจารณาอาชีพ เปรียบเทียบแบ่งเป็น 5 ช่วงระยะเวลา ได้แก่ (1) ระยะการเจริญเติบโต (Growth Stage) เริ่มตั้งแต่เกิดจนกระทั่งอายุ 14 ปี (2) ระยะการสำรวจ (Exploration Stage) ระยะนี้อยู่ในช่วงอายุ 15 ถึง 24 ปี (3) ระยะเริ่มต้นประกอบอาชีพ (Establishment Stage) ระยะนี้อยู่ในช่วงอายุ 25 ถึง 44 ปี (4) ระยะรักษาความมั่นคงในอาชีพ (Maintenance Stage) ระยะนี้อยู่ในช่วงอายุ 45 ถึง 65 ปี (5) ระยะเสื่อมถอย (Decline Stage) ระยะนี้อยู่ในช่วงอายุตั้งแต่ 65 ปีขึ้นไป จากการทบทวนวรรณกรรมข้างต้นจึงเห็นว่า อายุ ส่งผลกระทบต่อการพัฒนาอาชีพนักออกแบบในธุรกิจการพัฒนาศิลปะเป็นสินทรัพย์ดิจิทัลตามที่ไดกล่าวมาแล้ว **จากการทดสอบสมมติฐานข้อที่ 3** นักออกแบบศิลปะสร้างสรรค์ (Creative Art) ที่มีลักษณะทางประชากรศาสตร์ด้านการศึกษา ส่งผลกระทบต่อการพัฒนาอาชีพนักออกแบบในธุรกิจการพัฒนาศิลปะเป็นสินทรัพย์ดิจิทัลที่แตกต่างกัน ผลการศึกษาวิจัยในครั้งนี้มีแนวโน้มสอดคล้องกับงานวิจัยของ อรุณช ศรีบาล (2559) การวางแผนในการประกอบอาชีพของนักศึกษาคณะศิลปกรรมศาสตร์ มหาวิทยาลัยธรรมศาสตร์ ศูนย์รังสิต พบว่า Ginzberg and Associates (1930, อ้างถึงใน สมปอง รักษาธรรม, 2540, น. 10) ได้กล่าวถึงระดับการศึกษา (Education Process) ว่าเป็นตัวแปรที่สำคัญเกี่ยวกับการเลือกอาชีพของบุคคลอีกทางหนึ่ง หากประชากรที่ได้รับการศึกษาที่มีระดับสูงหรือมีการศึกษาที่หลากหลายย่อมมีโอกาสและช่องทางในการเลือกประกอบอาชีพได้มาก จากการทบทวนวรรณกรรมข้างต้นจึงเห็นว่า อายุ ส่งผลกระทบต่อการพัฒนาอาชีพนักออกแบบในธุรกิจการพัฒนาศิลปะเป็นสินทรัพย์ดิจิทัลตามที่ไดกล่าวมาแล้ว และ**จากการทดสอบสมมติฐานข้อที่ 4** นักออกแบบศิลปะสร้างสรรค์ (Creative Art) ที่มีลักษณะทางประชากรศาสตร์ด้านประสบการณ์ ส่งผลกระทบต่อการพัฒนาอาชีพนักออกแบบในธุรกิจการพัฒนาศิลปะเป็นสินทรัพย์ดิจิทัลที่แตกต่างกัน ผลการศึกษาวิจัยในครั้งนี้มี

แนวโน้มนิยมสอดคล้องกับงานวิจัยของ ชยาภัทร ว่องศิริพร (2562) การศึกษาเส้นทางอาชีพและการพัฒนาอาชีพสตรีมเมอร์ (Video Game Streamer) ในประเทศ พบว่า การมีประสบการณ์การทำงานที่มากกว่า เป็นปัจจัยในเรื่องความชำนาญ (Expertise) ทั้ง 3 ส่วนนี้ได้แก่ ประสบการณ์ การฝึกฝน และเทคนิค จึงเป็นส่วนสำคัญในการพัฒนาอาชีพ จากการทบทวนวรรณกรรมข้างต้นจึงเห็นว่า ประสบการณ์ ส่งผลกระทบต่อการพัฒนาอาชีพนักออกแบบในธุรกิจการพัฒนาศิลปะเป็นสินทรัพย์ดิจิทัลตามที่ได้กล่าวมาแล้ว

ดังนั้น ข้อเสนอแนะที่ได้จากการวิจัย การวิจัยเพื่อการพัฒนาอาชีพนักออกแบบในธุรกิจการพัฒนาศิลปะเป็นสินทรัพย์ดิจิทัลให้ก้าวหน้า พบว่าควรส่งเสริมเรื่องการพัฒนาความรู้และประสบการณ์โดยการเพิ่มช่องทางการศึกษาให้ความรู้ในรูปแบบออนไลน์ (You Tube Channel) หรือรูปแบบออฟไลน์ เพื่อเป็นการเพิ่มศักยภาพความสามารถของประชากรศาสตร์ในด้านประกอบอาชีพและการหารายได้พิเศษเพิ่มมากขึ้น เพิ่มความรู้ความเข้าใจในเรื่องการพัฒนาศิลปะเป็นสินทรัพย์ดิจิทัล (NFT) ได้แก่ การกำหนดราคาซื้อ-ขายและการวางแผนแสดงผลงานศิลปะของสินทรัพย์ดิจิทัล ความรู้ด้านกระเป๋าสกุลเงินดิจิทัลและราคาค่าธรรมเนียม เป็นต้น นอกจากนี้จำเป็นต้องเพิ่มทักษะการใช้เครื่องมือหรือโปรแกรมในการทำงานศิลปะเป็นสินทรัพย์ดิจิทัล และความรู้ด้านบริหารธุรกิจสมัยใหม่ให้มากขึ้น สำหรับข้อเสนอแนะงานวิจัยในอนาคต ผู้วิจัยขอเสนอแนะให้ศึกษาปัจจัยประชากรศาสตร์ของศิลปินบุคคลที่มีชื่อเสียงในการทำธุรกิจการออกแบบศิลปะ เพื่อเป็นแรงบันดาลใจแรงผลักดันให้กลุ่มอาชีพ NFT art เพิ่มมากขึ้น พร้อมเก็บข้อมูลแบบสอบถามเชิงคุณภาพโดยการสัมภาษณ์บุคคลที่มีรายได้ขายดีอันดับต้นๆของประเทศในกลุ่มอาชีพ NFT art เนื่องจากจะได้ข้อมูลในเชิงลึกของรายบุคคลมากกว่าแบบเชิงปริมาณที่ข้อมูลไม่เพียงพอในการทำวิจัย ควรเพิ่มเติมตัวแปรในทางการศึกษา เช่น ปัจจัยส่งเสริมทางการตลาดที่มีอิทธิพลต่ออาชีพ NFT Creative art ในประเทศไทย และควรมีการศึกษาเกี่ยวกับตัวแปรในการบริหารธุรกิจกับตัวแปรทักษะการลงทุนจากสินทรัพย์ดิจิทัล เพื่อจะได้ข้อมูลการประกอบการทางธุรกิจที่หลากหลายเพิ่มมากยิ่งขึ้น

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ปัจจัยประชากรศาสตร์ ความรู้ และทัศนคติที่มีผลต่อพฤติกรรมยอมรับปฏิบัติการใช้ยา ปฏิชีวนะของบุคลากรประจำการไฟฟ้าส่วนภูมิภาค สำนักงานใหญ่ กรุงเทพมหานคร

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ (1) เปรียบเทียบความแตกต่างของระดับพฤติกรรมยอมรับปฏิบัติ (Practice) การใช้ยาปฏิชีวนะของบุคลากรการไฟฟ้าส่วนภูมิภาค จำแนกตามลักษณะทั่วไปของตัวอย่าง (2) ศึกษาความสัมพันธ์ระหว่างระดับความรู้เกี่ยวกับการใช้ยาปฏิชีวนะกับระดับพฤติกรรมยอมรับปฏิบัติการใช้ยาปฏิชีวนะของบุคลากรประจำการไฟฟ้าส่วนภูมิภาค (3) ศึกษาความสัมพันธ์ระหว่างระดับทัศนคติเกี่ยวกับการใช้ยาปฏิชีวนะกับระดับพฤติกรรมยอมรับปฏิบัติการใช้ยาปฏิชีวนะของบุคลากรการประจำไฟฟ้าส่วนภูมิภาค ประชากรที่ใช้ศึกษา คือ บุคลากรประจำการไฟฟ้าส่วนภูมิภาค สำนักงานใหญ่ กรุงเทพมหานคร ที่ทราบขนาดประชากรแน่นอน และใช้ขนาดตัวอย่าง 400 คน ทดสอบสมมติฐานด้วยค่าสถิติเชิงอนุมาน ได้แก่ Independent sample t-test, One way ANOVA (F-test) พร้อมเปรียบเทียบความแตกต่างของค่าเฉลี่ยแบบรายคู่ด้วยวิธี LSD และ วิเคราะห์ค่าสัมประสิทธิ์สหสัมพันธ์เพียร์สัน ที่ระดับนัยสำคัญ 0.05 ผลการทดสอบสมมติฐาน พบว่า เพศ อายุ และการได้รับคำแนะนำการใช้ยาปฏิชีวนะมีผลต่อพฤติกรรมยอมรับปฏิบัติการใช้ยาปฏิชีวนะอย่างมีนัยสำคัญ ขณะที่ความรู้ และทัศนคติเกี่ยวกับการใช้ยาปฏิชีวนะ กับ พฤติกรรมยอมรับปฏิบัติการใช้ยาปฏิชีวนะ มีความสัมพันธ์กันในระดับปานกลาง และสูง อย่างมีนัยสำคัญ ตามลำดับ

คำสำคัญ: ความรู้, ทัศนคติ, พฤติกรรมยอมรับปฏิบัติ, ยาปฏิชีวนะ, การใช้ยาอย่างสมเหตุผล

1. บทนำ

เนื่องด้วยองค์การอนามัยโลก (WHO, 2015) ออกประกาศให้ปัญหาเชื้อดื้อยาต้านจุลชีพ เป็นหนึ่งในสิบอันดับภัยคุกคามด้านสาธารณสุขระดับโลก โดยปี พ.ศ. 2563 ชรริน ขวัญเนตร และ ตติรัตน์ เตชะ ศักดิ์ศรี (2563) กล่าวว่า ประเมินการณ์ผู้เสียชีวิตจากเชื้อดื้อยาทั่วโลกมากกว่า 700,000 ราย ต่อปี และคาดว่าในปี พ.ศ. 2593 จะมีผู้เสียชีวิตถึงปีละ 10 ล้านราย สำหรับประเทศไทย จากการศึกษาของ อัมพร ยานะ (2564) รายงานว่า ในแต่ละปี คนไทยติดเชื้อแบคทีเรียดื้อยาประมาณ 88,000 คน เสียชีวิตจากเชื้อดื้อยาปีละ 38,000 คน และยังคงส่งผลให้ผู้ป่วยที่ติดเชื้อดื้อยาต้องอยู่ในโรงพยาบาลนานขึ้น 3.24 ล้านวัน หรือเฉลี่ยคนละ 46 วัน ซึ่งปัญหาการดื้อยาต้านจุลชีพ สืบเนื่องมาจากการใช้ยาปฏิชีวนะที่มีฤทธิ์ต้านเชื้อแบคทีเรียอย่างไม่สมเหตุผล ทั้งนี้ ปิยะสกล สกลสัตยาทร (2559) อธิบายว่า ประเทศไทยได้มีการให้ความสำคัญและได้กำหนดแผนยุทธศาสตร์การจัดการการดื้อยาต้านจุลชีพ ประเทศไทย พ.ศ. 2560-2564 ให้เป็นนโยบายหลักของประเทศเพื่อบูรณาการการจัดการปัญหาการดื้อยา จากรายงานสถิติการเข้ารับการรักษาที่กองสถานพยาบาลการไฟฟ้าส่วนภูมิภาค พบว่า โรคติดเชื้อในระบบต่างๆของร่างกาย เป็นกลุ่มโรคที่มีบุคลากรเข้ารับการรักษาเป็นจำนวนมาก โดยในช่วงปี 2560-2564 มีบุคลากรเข้ารับการรักษา จำนวน 30,804 ครั้ง และคิดเป็นมูลค่ายาปฏิชีวนะ 1,627,426.66 บาท (โปรแกรมระบบคลังพัสดุยาสถานพยาบาล การไฟฟ้าส่วนภูมิภาค Version 3.2.3)

ดังนั้น ผู้วิจัยจึงสนใจที่จะศึกษาปัจจัยประชากรศาสตร์ ความรู้ และทัศนคติที่มีผลต่อพฤติกรรมยอมรับปฏิบัติตามการใช้ยาปฏิชีวนะของบุคลากรการไฟฟ้าส่วนภูมิภาค สำนักงานใหญ่ กรุงเทพมหานคร เนื่องจาก มีอัตราการใช้ยาปฏิชีวนะที่สูง และอาจนำไปสู่พฤติกรรมยอมรับปฏิบัติตามการใช้ยาปฏิชีวนะที่ไม่สมเหตุผล เพื่อนำข้อมูลไปใช้เป็นแนวทางในการวางแผนพัฒนา ปรับปรุง และกำหนดนโยบายขององค์กรต่อไป

2. การทบทวนวรรณกรรม

2.1 แนวคิด ทฤษฎี ที่เกี่ยวข้องกับปัจจัยประชากรศาสตร์

สุณิสา ตรงจิตร (2559) รายงานว่า ปัจจัยประชากรศาสตร์ ถือเป็นความแตกต่างในแต่ละบุคคล ได้แก่ เพศ อายุ ระดับการศึกษา สถานภาพครอบครัว ลักษณะโครงสร้างของร่างกาย ซึ่งจะแสดงถึงความเป็นมาของแต่ละบุคคลตั้งแต่อดีตจนถึงปัจจุบัน สามารถบ่งชี้ลักษณะพฤติกรรมแสดงออก รวมถึงการตัดสินใจที่แตกต่างกันได้ ทั้งนี้ จากการศึกษาของ อัมพร ยานะและ ดลนภา ไชยสมบัติ (2564) เรื่อง ปัจจัยที่มีความสัมพันธ์ต่อพฤติกรรมยอมรับปฏิบัติตามการใช้ยาปฏิชีวนะของผู้รับบริการแผนกผู้ป่วยนอกของโรงพยาบาลชุมชน พบว่าปัจจัยที่มีความสัมพันธ์กับพฤติกรรมยอมรับปฏิบัติตามการใช้ยาปฏิชีวนะ ได้แก่ อายุมีความสัมพันธ์ทางลบในระดับต่ำ ระดับการศึกษา อาชีพ และโรคประจำตัวมีความสัมพันธ์กับพฤติกรรมยอมรับปฏิบัติตามการใช้ยาปฏิชีวนะ อย่างมีนัยสำคัญทางสถิติ

2.2 แนวคิด ทฤษฎีที่เกี่ยวข้องกับความรู้ ทัศนคติ และพฤติกรรมยอมรับปฏิบัติของผู้บริโภค

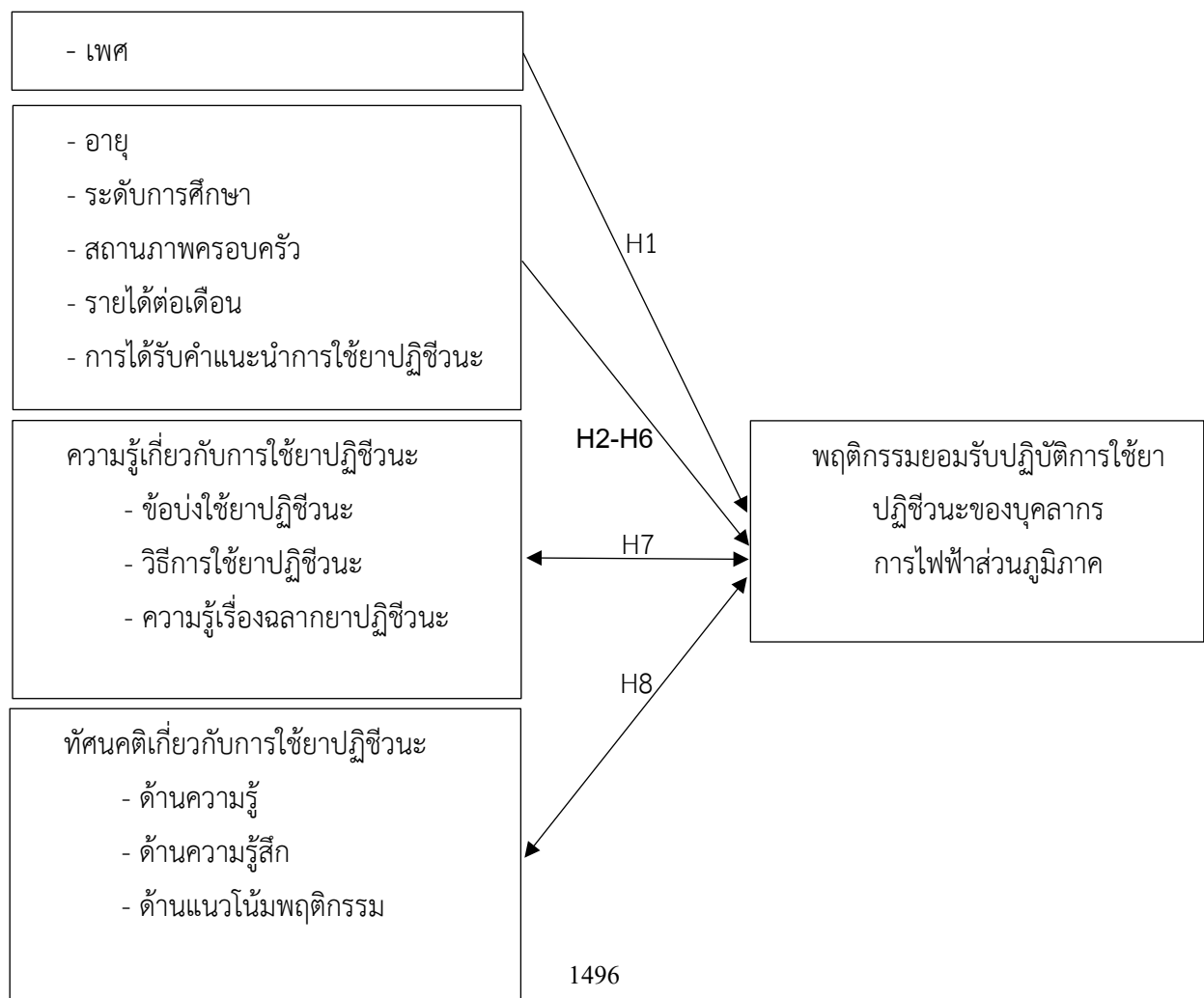
รัฐกรณ์ ติระพงษ์ศักดิ์ (2558) กล่าวว่า ตัวแปร 3 ประเภท ได้แก่ KAP หรือ ความรู้ (Knowledge) ทัศนคติ (Attitude) และพฤติกรรมยอมรับปฏิบัติ (Practice) ของผู้บริโภค หรือผู้รับสาร ส่งผล

ต่อพฤติกรรมจากการรับสารนั้นๆ เมื่อผู้รับสารได้รับสารจะทำให้เกิดความรู้ เมื่อเกิดความรู้ขึ้นส่งผลทำให้เกิดทัศนคติ และขั้นสุดท้ายคือการก่อให้เกิดการกระทำ ซึ่งมีลักษณะสัมพันธ์กันเป็นลูกโซ่ โดย รวีวรรณ เผ่ากัณหา, ัณญาสิริ ันยสวัสดิ์และกาญจนา อยู่เจริญสุข (2564) ทำการศึกษาเรื่อง ความรู้ ทัศนคติ และพฤติกรรมยอมรับปฏิบัติการใช้ยาปฏิชีวนะอย่างสมเหตุผลของ นักศึกษาพยาบาล พบว่า ความรู้ กับ ทัศนคติและพฤติกรรมมีความสัมพันธ์ทางลบในระดับปานกลางอย่างมีนัยสำคัญทางสถิติ ส่วนทัศนคติกับพฤติกรรมมีความสัมพันธ์ทางบวกในระดับสูง อย่างมีนัยสำคัญทางสถิติ

2.3 แนวคิด ทฤษฎีที่เกี่ยวข้องกับพฤติกรรมการใช้ยา

สุรชัย อัญเชิญ (2543) ได้นิยาม พฤติกรรมการใช้ยา ว่าหมายถึง กิจกรรมหรือการกระทำที่เกี่ยวกับการใช้ยาทั้งที่สังเกตได้หรือไม่ก็ตาม ไม่ว่าจะเป็นการรับประทานยาตามเวลา ตามขนาด การเก็บรักษา ยา การสังเกตลักษณะยา การสังเกตการแพ้ยา การสังเกตอาการข้างเคียงของยา การสังเกตปฏิกิริยาระหว่างยา หรือรวมถึงการลืมนับรับประทานยา โดย ศรีนยา พลสิงห์ชาญ และคมวัฒน์ รุ่งเรือง (2564) ได้ศึกษา ปัจจัยคัดสรรที่ส่งผลต่อพฤติกรรมยอมรับปฏิบัติการใช้ยาปฏิชีวนะอย่างสมเหตุผล ของนักศึกษาพยาบาลศาสตร์ วิทยาลัยพยาบาลบรมราชชนนี สุรินทร์ พบว่า ความรู้เกี่ยวกับการใช้ยาปฏิชีวนะ และทัศนคติเกี่ยวกับการใช้ยาปฏิชีวนะ มีความสัมพันธ์ทางบวกอย่างมีนัยสำคัญทางสถิติ

ภาพที่ 1 กรอบแนวคิดการวิจัย



3. วิธีดำเนินการวิจัย

3.1 ประชากรเป้าหมาย ประชากรเป้าหมายที่ใช้ศึกษา คือ บุคลากรประจำการไฟฟ้าส่วนภูมิภาค สำนักงานใหญ่ กรุงเทพมหานคร ที่มีรายชื่อปรากฏในฐานข้อมูลทะเบียนบุคลากรการไฟฟ้าส่วนภูมิภาค ปีงบประมาณ 2564 จำนวน 3,768 คน (การไฟฟ้าส่วนภูมิภาค, รายงานประจำปี 2564) ซึ่งทราบขนาดประชากรที่แน่นอน จึงกำหนดขนาดตัวอย่างด้วยวิธีของ Krejcie & Morgan (1970) อ้างถึงใน สมนึก หงส์ยิ้ม (2564) ได้เท่ากับ 400 ตัวอย่าง

3.2 วิธีเลือกตัวอย่าง ใช้แผนสุ่มตัวอย่างแบบแบ่งชั้นภูมิหลายชั้น (Multi-stage Stratified Random Sampling) ดังนี้ (1) เลือกสายงานในการไฟฟ้าส่วนภูมิภาค สำนักงานใหญ่ กรุงเทพมหานคร เก็บข้อมูลจากทั้งหมด 13 สายงาน โดยจับฉลากสุ่มมา 8 สายงาน (2) 8 สายงานที่สุ่มได้จากชั้นตอนที่ 1 สุ่มตัวอย่างตามจำนวนที่กำหนดโดยให้ตัวอย่างมีโอกาสถูกสุ่มเท่าๆ กัน ใช้วิธีจัดสรรขนาดตัวอย่างไปตามสัดส่วนกับขนาดประชากร (Proportional – to – size allocation ; PPS) ในแต่ละชั้นภูมิของการสุ่มแต่ละชั้นจะสุ่มแบบสะดวก (Convenience sampling)

3.3 วิธีเก็บข้อมูล การศึกษานี้รวบรวมข้อมูลโดยใช้แบบสอบถามเชิงโครงสร้าง (Structured Questionnaire) ดังนี้ ตอนที่ 1 ลักษณะทั่วไปของตัวอย่าง ตอนที่ 2 ความรู้เกี่ยวกับการใช้ยาปฏิชีวนะ ตอนที่ 3 ทศนคติเกี่ยวกับการใช้ยาปฏิชีวนะ และตอนที่ 4 พฤติกรรมยอมรับปฏิบัติการใช้ยาปฏิชีวนะ ตรวจสอบความเที่ยงหรือความเชื่อถือของแบบสอบถาม (Reliability test) ก่อนเก็บข้อมูลจริง ด้วย Alpha-Cronbach's Coefficient พบว่า เท่ากับ 0.899 ซึ่งมากกว่า 0.7 เป็นไปตามเกณฑ์ของ Cronbach's (1951)

3.4 วิธีวิเคราะห์ข้อมูลเชิงสถิติ (1) เปรียบเทียบความแตกต่างของพฤติกรรมยอมรับปฏิบัติการใช้ยาปฏิชีวนะของบุคลากร จำแนกตามเพศ ทดสอบสมมติฐานด้วยสถิติ Independent sample t-test (2) เปรียบเทียบความแตกต่างพฤติกรรมยอมรับปฏิบัติการใช้ยาปฏิชีวนะ จำแนกตามอายุ การศึกษา สถานภาพครอบครัว รายได้ต่อเดือน และการได้รับคำแนะนำการใช้ยา ทดสอบสมมติฐานด้วยสถิติ F-test (One way ANOVA) จากนั้น เปรียบเทียบความแตกต่างของค่าเฉลี่ยแบบรายคู่ด้วยวิธี Least Significance Differences (LSD) ที่ระดับนัยสำคัญ 0.05 (3) ศึกษาสหสัมพันธ์ระหว่างระดับความรู้และทัศนคติ กับ พฤติกรรมยอมรับปฏิบัติการใช้ยาปฏิชีวนะ ทดสอบสมมติฐานด้วยการวิเคราะห์ค่าสัมประสิทธิ์สหสัมพันธ์เพียร์สัน (Pearson's Correlation Coefficient; r) ที่ระดับนัยสำคัญ 0.05

4. ผลการวิจัย

4.1) ผลการศึกษาลักษณะทั่วไปของตัวอย่าง ระดับความรู้ ระดับทัศนคติ และพฤติกรรมการยอมรับปฏิบัติการใช้ยาปฏิชีวนะ

จากผลการวิเคราะห์ลักษณะทั่วไปของตัวอย่าง พบว่า ส่วนใหญ่ตัวอย่าง มีอายุ 25-35 ปี การศึกษาระดับปริญญาตรี สถานภาพโสด รายได้ต่อเดือน 15,001-30,000 บาท มีการใช้ยาปฏิชีวนะและได้รับคำแนะนำอย่างมีเหตุผล ส่วนการวิเคราะห์ระดับความรู้เกี่ยวกับการใช้ยาปฏิชีวนะ พบว่า ภาพรวมมีค่าเฉลี่ย

11.60 คะแนน ซึ่งอยู่ในระดับสูง (ร้อยละ 95.5) เมื่อวิเคราะห์จำแนกรายข้อคำถาม พบว่า ข้อคำถามที่ตอบ ถูกมากที่สุด คือ *อาการแพ้ยาปฏิชีวนะ เช่น ผื่นคัน ปากบวม แขนงหน้าอก หายใจไม่ออก หากมีอาการดังกล่าว ให้หยุดยาและพบแพทย์ทันที การใช้ยาปฏิชีวนะอย่างไม่ถูกต้องและเหมาะสม ทำให้เกิดอาการไม่พึงประสงค์ จากยาได้ และ สัญลักษณ์บนฉลากยา MFG: 12/12/22 หมายถึง ยานี้ผลิตวันที่ 12 ธันวาคม ค.ศ. 2022* สำหรับข้อคำถามที่ตอบผิดมากที่สุด คือ *ยาปฏิชีวนะ ไม่สามารถบรรเทาอาการปวดเมื่อยกล้ามเนื้อได้* ขณะที่ การวิเคราะห์ระดับทัศนคติเกี่ยวกับการใช้ยาปฏิชีวนะ พบว่า ภาพรวมมีค่าเฉลี่ย 4.52 ซึ่งอยู่ในระดับดี เมื่อ วิเคราะห์รายด้าน พบว่า ทัศนคติด้านแนวโน้มพฤติกรรม มีค่าเฉลี่ยมากที่สุด (4.59) รองลงมาได้แก่ ทัศนคติ ด้านความรู้ (4.50) และทัศนคติด้านความรู้สึก (4.47) ตามลำดับ ส่วนการวิเคราะห์ระดับพฤติกรรมยอมรับ ปฏิบัติการใช้ยาปฏิชีวนะ พบว่า ภาพรวมมีค่าเฉลี่ย 4.52 ซึ่งอยู่ในระดับดี เมื่อวิเคราะห์รายข้อคำถาม พบว่า ทุกข้ออยู่ในระดับดี โดยข้อที่มีค่าเฉลี่ยสูงสุด คือ *ท่านปรึกษาแพทย์หรือเภสัชกร เมื่อสงสัยเกี่ยวกับการใช้ยา ปฏิชีวนะ* ส่วนข้อที่มีค่าเฉลี่ยต่ำสุด คือ *เมื่อท่านได้รับยาปฏิชีวนะที่ระบุให้รับประทาน “ก่อนอาหาร” ท่านจะ รับประทานก่อนอาหาร 30 นาที - 1 ชั่วโมงเสมอ*

4.2 ผลการทดสอบสมมติฐานการวิจัย

4.2.1) การทดสอบสมมติฐานเปรียบเทียบความแตกต่างระดับพฤติกรรมยอมรับปฏิบัติการใช้ยา ปฏิชีวนะของบุคลากรการไฟฟ้าส่วนภูมิภาค จำแนกตามเพศ พบว่า ความแปรปรวนของเพศ (Gender) ทดสอบด้วยค่าสถิติ Levene’s พบว่า มีค่า 4.18 และค่า p เท่ากับ 0.04 แสดงว่า ความแปรปรวนของเพศไม่ เท่ากัน ดังนั้น ระดับพฤติกรรมยอมรับปฏิบัติการใช้ยาปฏิชีวนะของบุคลากรการไฟฟ้าส่วนภูมิภาค ระหว่าง ชายและหญิง แตกต่างอย่างมีนัยสำคัญ โดยพฤติกรรมยอมรับปฏิบัติการใช้ยาปฏิชีวนะของเพศหญิงสูงกว่า เพศชาย ดังแสดงรายละเอียดในตารางที่ 1

ตารางที่ 1 การเปรียบเทียบความแตกต่างระดับพฤติกรรมยอมรับปฏิบัติการใช้ยาปฏิชีวนะของบุคลากรการ ไฟฟ้าส่วนภูมิภาค จำแนกตามเพศ

เพศ	จำนวน	ค่าเฉลี่ย	S.D.	t	Sig.
หญิง	216	4.57	0.39	2.556*	0.011
ชาย	184	4.46	0.48		

หมายเหตุ: *แตกต่างอย่างมีนัยสำคัญ ที่ระดับ 0.05

4.2.2) การทดสอบสมมติฐานเปรียบเทียบความแตกต่างระดับพฤติกรรมยอมรับปฏิบัติการใช้ยา ปฏิชีวนะของบุคลากรการไฟฟ้าส่วนภูมิภาค จำแนกตามช่วงอายุ พบว่า กลุ่มอายุต่างๆมีผลต่อพฤติกรรม ยอมรับปฏิบัติการใช้ยาปฏิชีวนะแตกต่างกันอย่างมีนัยสำคัญ 0.05 ดังแสดงรายละเอียดในตารางที่ 2

ตารางที่ 2 การวิเคราะห์ความแปรปรวนของค่าเฉลี่ยพฤติกรรมยอมรับปฏิบัติการใช้ยาปฏิชีวนะของบุคลากรการไฟฟ้าส่วนภูมิภาค จำแนกตามอายุ

พฤติกรรมยอมรับปฏิบัติการใช้ยาปฏิชีวนะ	แหล่งความแปรปรวน	SS	df	MS	F	Sig.
	ระหว่างกลุ่ม	2.10	4	0.53	2.85	0.020
	ภายในกลุ่ม	72.80	395	0.18		
	รวม	74.90	399			

จากนั้น เปรียบเทียบรายคู่ด้วยวิธี LSD (ไม่แสดงตารางผลวิเคราะห์) พบว่า กลุ่มอายุต่างๆ มีพฤติกรรมยอมรับปฏิบัติการใช้ยาปฏิชีวนะแตกต่างกันอย่างมีนัยสำคัญ 0.05 จำนวน 3 คู่ ได้แก่ ช่วงอายุ 25-35 ปี กับ ช่วงอายุ 36-45 ปี, 46-55 ปี และ อายุ 56 ปีขึ้นไป ตามลำดับ

4.2.3) การทดสอบสมมติฐานเปรียบเทียบความแตกต่างระดับพฤติกรรมยอมรับปฏิบัติการใช้ยาปฏิชีวนะของบุคลากรการไฟฟ้าส่วนภูมิภาค จำแนกตามการได้รับคำแนะนำการใช้ยาปฏิชีวนะ พบว่า กลุ่มอายุต่างๆมีผลต่อพฤติกรรมยอมรับปฏิบัติการใช้ยาปฏิชีวนะแตกต่างกันอย่างมีนัยสำคัญ ที่ระดับ 0.01 ดังแสดงรายละเอียดในตารางที่ 3

ตารางที่ 3 การวิเคราะห์ความแปรปรวนของค่าเฉลี่ยพฤติกรรมยอมรับปฏิบัติการใช้ยาปฏิชีวนะของบุคลากรการไฟฟ้า ส่วนภูมิภาค จำแนกการได้รับคำแนะนำการใช้ยาปฏิชีวนะ

พฤติกรรมการใช้ยาปฏิชีวนะของบุคลากรการไฟฟ้าส่วนภูมิภาค	แหล่งความแปรปรวน	SS	df	MS	F	Sig.
	ระหว่างกลุ่ม	2.01	2	1.01	5.48	0.004
	ภายในกลุ่ม	72.89	397	0.18		
	รวม	74.90	399			

จากนั้น เปรียบเทียบรายคู่ด้วยวิธี LSD (ไม่แสดงตารางผลวิเคราะห์) พบว่า การได้รับคำแนะนำการใช้ยาปฏิชีวนะต่างๆ มีพฤติกรรมยอมรับปฏิบัติการใช้ยาปฏิชีวนะแตกต่างกันอย่างมีนัยสำคัญ จำนวน 2 คู่ ได้แก่ ใช้ยาปฏิชีวนะและได้รับคำแนะนำ กับ ไม่ใช้ยาปฏิชีวนะในช่วง 6 เดือนที่ผ่านมา ใช้ยาปฏิชีวนะและไม่ได้รับคำแนะนำ

4.2.4) การทดสอบสมมติฐานสหสัมพันธ์ระหว่างระดับความรู้เกี่ยวกับการใช้ยาปฏิชีวนะ กับระดับพฤติกรรมยอมรับปฏิบัติการใช้ยาปฏิชีวนะของบุคลากรการไฟฟ้าส่วนภูมิภาค พบว่า มีสหสัมพันธ์กันเชิงบวกในระดับปานกลาง อย่างมีนัยสำคัญยิ่ง ที่ระดับ 0.001 ดังแสดงรายละเอียดในตารางที่ 4

ตารางที่ 4 ผลสหสัมพันธ์ระหว่างระดับความรู้เกี่ยวกับการใช้ยาปฏิชีวนะ กับ ระดับพฤติกรรมยอมรับปฏิบัติการใช้ยาปฏิชีวนะของบุคลากรการไฟฟ้าส่วนภูมิภาค สำนักงานใหญ่ กรุงเทพมหานคร

ความรู้เกี่ยวกับการใช้ยาปฏิชีวนะ	พฤติกรรมยอมรับปฏิบัติการใช้ยาปฏิชีวนะ	
	ค่าสหสัมพันธ์	0.417***
Sig.	0.000	
ระดับความสัมพันธ์	ปานกลาง	

หมายเหตุ: ***มีสหสัมพันธ์กันอย่างมีนัยสำคัญ ที่ระดับ 0.001

4.2.5) การทดสอบสมมติฐานสหสัมพันธ์ระหว่างระดับทัศนคติเกี่ยวกับการใช้ยาปฏิชีวนะ กับ ระดับพฤติกรรมยอมรับปฏิบัติการใช้ยาปฏิชีวนะของบุคลากรการไฟฟ้าส่วนภูมิภาค พบว่า มีสหสัมพันธ์กันเชิงบวกในระดับสูง อย่างมีนัยสำคัญยิ่ง ที่ระดับ 0.001 ดังแสดงรายละเอียดในตารางที่ 5

ตารางที่ 5 ผลสหสัมพันธ์ระหว่างระดับทัศนคติเกี่ยวกับการใช้ยาปฏิชีวนะ กับ ระดับพฤติกรรมยอมรับปฏิบัติการใช้ยาปฏิชีวนะของบุคลากรการไฟฟ้าส่วนภูมิภาค สำนักงานใหญ่ กรุงเทพมหานคร

ทัศนคติเกี่ยวกับการใช้ยาปฏิชีวนะ	พฤติกรรมยอมรับปฏิบัติการใช้ยาปฏิชีวนะ	
	ค่าสหสัมพันธ์	0.716***
Sig.	0.000	
ระดับความสัมพันธ์	สูง	

หมายเหตุ: ***มีสหสัมพันธ์กันอย่างมีนัยสำคัญยิ่ง ที่ระดับ 0.001

5. สรุปและอภิปรายผล

จากการทดสอบสมมติฐานข้อที่ 1 จากผลการวิจัย สามารถสรุปและอภิปรายผลตามสมมติฐานได้ดังนี้ เพศมีผลต่อพฤติกรรมยอมรับปฏิบัติการใช้ยาปฏิชีวนะ ของบุคลากรการไฟฟ้าส่วนภูมิภาค โดยพบว่า เพศที่ต่างกันส่งผลต่อระดับพฤติกรรมยอมรับปฏิบัติการใช้ยาปฏิชีวนะต่างกัน ผลการวิจัยได้สอดคล้องกับงานวิจัยของนัชชา ยันติ (2560) พบว่า เพศมีความสัมพันธ์กับพฤติกรรมยอมรับปฏิบัติการใช้ยาปฏิชีวนะอย่างมีนัยสำคัญ โดยเพศหญิงจะมีระดับพฤติกรรมยอมรับปฏิบัติการใช้ยาปฏิชีวนะสูงกว่าเพศชาย และสอดคล้องกับการศึกษาของวรวิทย์ นุ่มดี (2563) ที่พบว่า เพศมีความสัมพันธ์กับพฤติกรรมยอมรับปฏิบัติการใช้ยาปฏิชีวนะอย่างมีนัยสำคัญ โดยเพศหญิงจะมีระดับพฤติกรรมยอมรับปฏิบัติการใช้ยาปฏิชีวนะสูงกว่าเพศชาย

จากการทดสอบสมมติฐานข้อที่ 2 เป็นการเปรียบเทียบความแตกต่างค่าเฉลี่ยระดับพฤติกรรมการใช้ยาปฏิชีวนะของบุคลากรการไฟฟ้าส่วนภูมิภาค จำแนกตามอายุ สามารถสรุปและอภิปรายผลดังนี้ กลุ่มอายุต่างๆ มีผลต่อพฤติกรรมยอมรับปฏิบัติการใช้ยาปฏิชีวนะแตกต่างกันอย่างมีนัยสำคัญ ผลการวิจัยสอดคล้องกับงานวิจัยของอัมพร ยานะ และดลนภา ไชยสมบัติ (2564) ที่พบว่า อายุมีความสัมพันธ์เชิงลบกับพฤติกรรมยอมรับปฏิบัติการใช้ยาปฏิชีวนะอย่างสมเหตุสมผลในระดับต่ำอย่างมีนัยสำคัญยิ่ง อธิบายได้ว่า อายุที่เพิ่มขึ้นจะ

ทำให้ระดับพฤติกรรมยอมรับปฏิบัติการใช้ยาปฏิชีวนะลดลง ขณะที่ การทดสอบสมมติฐานข้อที่ 3 ถึง 5 เปรียบเทียบความแตกต่างค่าเฉลี่ยระดับพฤติกรรมการใช้ยาปฏิชีวนะของบุคลากรการไฟฟ้าส่วนภูมิภาค จำแนกตามระดับการศึกษา สถานภาพครอบครัวและรายได้ต่อเดือน (ไม่แสดงผลวิเคราะห์ เนื่องจากไม่มีนัยสำคัญทางสถิติ) พบว่า ทั้ง 3 ตัวแปร มีผลต่อพฤติกรรมยอมรับปฏิบัติการใช้ยาปฏิชีวนะของบุคลากรไม่แตกต่างกัน ซึ่งสอดคล้องกับการศึกษาของวรวิทย์ นุ่มดี (2563) ที่ศึกษาพฤติกรรมยอมรับปฏิบัติการใช้ยาปฏิชีวนะของอาสาสมัครสาธารณสุขประจำหมู่บ้าน ในอำเภอเดิมบางนางบวช จังหวัดสุพรรณบุรี พบว่า สถานภาพครอบครัวไม่มีความสัมพันธ์กับพฤติกรรมยอมรับปฏิบัติการใช้ยาปฏิชีวนะอย่างมีนัยสำคัญ และสอดคล้องกับงานวิจัยของศรินยา พลสิงห์ชาญและคมวัฒน์ รุ่งเรือง (2564) พบว่า รายได้ต่อเดือนไม่มีผลต่อพฤติกรรมยอมรับปฏิบัติการใช้ยาปฏิชีวนะอย่างสมเหตุผลอย่างมีนัยสำคัญ และจากการทดสอบสมมติฐานข้อที่ 6 เปรียบเทียบความแตกต่างค่าเฉลี่ยระดับพฤติกรรมการใช้ยาปฏิชีวนะของบุคลากรการไฟฟ้าส่วนภูมิภาค จำแนกตามการได้รับคำแนะนำการใช้ยาปฏิชีวนะ สามารถสรุปและอภิปรายผล ดังนี้ การได้รับคำแนะนำการใช้ยาปฏิชีวนะที่ต่างกัน มีผลต่อพฤติกรรมยอมรับปฏิบัติการใช้ยาปฏิชีวนะของบุคลากรแตกต่างกันอย่างมีนัยสำคัญ สอดคล้องกับงานวิจัยของศรีกัญญา ชุณหวิกสิต (2561) ที่พบว่า กลุ่มที่ใช้ยาและได้รับคำแนะนำการใช้ยาปฏิชีวนะ มีคะแนนพฤติกรรมเฉลี่ยสูงกว่ากลุ่มที่ไม่ได้รับคำแนะนำทั้งใช้ยาและไม่ใช้ยาแตกต่างกันอย่างมีนัยสำคัญ และจากการทดสอบสมมติฐานข้อที่ 7 ความรู้เกี่ยวกับการใช้ยาปฏิชีวนะกับพฤติกรรมยอมรับปฏิบัติการใช้ยาปฏิชีวนะของบุคลากรการไฟฟ้าส่วนภูมิภาค สามารถสรุปและอภิปรายผล ดังนี้ พบว่า มีความสัมพันธ์ในเชิงบวกระดับปานกลาง อย่างมีนัยสำคัญยิ่ง ซึ่งสอดคล้องกับงานวิจัยของศรินยา พลสิงห์ชาญและคมวัฒน์ รุ่งเรือง (2564) ซึ่งพบว่า ความรู้เกี่ยวกับการใช้ยาปฏิชีวนะมีความสัมพันธ์เชิงบวกกับพฤติกรรมยอมรับปฏิบัติการใช้ยาปฏิชีวนะอย่างสมเหตุผลในระดับปานกลาง อย่างมีนัยสำคัญยิ่ง และสอดคล้องกับงานวิจัยของอัมพร ยานะ และตลนภา ไชยสมบัติ (2564) ซึ่งพบว่า ความรู้เกี่ยวกับการใช้ยาปฏิชีวนะ มีความสัมพันธ์เชิงบวกกับพฤติกรรมยอมรับปฏิบัติการใช้ยาปฏิชีวนะอย่างสมเหตุผลในระดับต่ำ อย่างมีนัยสำคัญยิ่ง ส่วน จากผลการทดสอบสมมติฐานข้อที่ 8 ทักษะคติเกี่ยวกับการใช้ยาปฏิชีวนะกับพฤติกรรมยอมรับปฏิบัติการใช้ยาปฏิชีวนะของบุคลากรการไฟฟ้าส่วนภูมิภาค สามารถสรุปและอภิปรายผล ดังนี้ พบว่า มีความสัมพันธ์ในเชิงบวกระดับสูง อย่างมีนัยสำคัญยิ่ง ซึ่งสอดคล้องกับงานวิจัยของ รวีวรรณ เผ่ากัณหา, ธัญญาสิริ ฉันทยสวัสดิ์ และกาญจนา อยู่เจริญสุข (2564) ที่พบว่า ทักษะคติเกี่ยวกับการใช้ยาปฏิชีวนะมีความสัมพันธ์เชิงบวกกับพฤติกรรมยอมรับปฏิบัติการใช้ยาปฏิชีวนะอย่างสมเหตุผลในระดับสูง อย่างมีนัยสำคัญยิ่งและสอดคล้องกับงานวิจัยของวรวิทย์ นุ่มดี (2563) ที่พบว่า ทักษะคติเกี่ยวกับการใช้ยาปฏิชีวนะมีความสัมพันธ์กับพฤติกรรมยอมรับปฏิบัติการใช้ยาปฏิชีวนะ อย่างมีนัยสำคัญยิ่ง นอกจากนี้ ยังสอดคล้องกับงานวิจัยของศรินยา พลสิงห์ชาญและคมวัฒน์ รุ่งเรือง (2564) ที่พบว่า ทักษะคติเกี่ยวกับการใช้ยาปฏิชีวนะมีความสัมพันธ์เชิงบวกกับพฤติกรรมยอมรับปฏิบัติการใช้ยาปฏิชีวนะอย่างสมเหตุผลในระดับสูง อย่างมีนัยสำคัญยิ่ง

6. ข้อเสนอแนะที่ได้จากการวิจัย สามารถสรุปดังนี้ (1) ด้านปัจจัยประชากรศาสตร์ โดยบุคลากรทางการแพทย์ควรพิจารณาเพิ่มความตระหนักและความใส่ใจในการให้บริการ โดยเฉพาะผู้รับบริการเพศชาย กลุ่มผู้สูงอายุ และผู้ที่ยังไม่เคยมีประวัติการได้รับยาปฏิชีวนะในการรักษา ให้สอดคล้องกับผลการวิจัย เพื่อให้ผู้รับบริการมีพฤติกรรมยอมรับปฏิบัติตามการใช้ยาปฏิชีวนะที่ถูกต้องเหมาะสม นำมาซึ่งคุณภาพชีวิตที่ดีขึ้น ลดปัญหาเชื้อดื้อยาและค่าใช้จ่ายด้านการรักษาพยาบาล (2) ด้านความรู้เกี่ยวกับการใช้ยาปฏิชีวนะ นับได้ว่าบุคลากรทางการแพทย์มีส่วนสำคัญในการเพิ่มความรู้เกี่ยวกับการใช้ยาปฏิชีวนะ จึงควรมีการพัฒนาและปรับปรุงการให้บริการ โดยกำหนดมาตรฐานการให้บริการให้เป็นรูปธรรม จัดทำสื่อประชาสัมพันธ์หรือจัดกิจกรรมที่ส่งเสริมการใช้ยาที่ถูกต้องเหมาะสมอย่างต่อเนื่อง เพื่อเพิ่มความรู้ความเข้าใจให้แก่ผู้รับบริการ นำมาซึ่งระดับพฤติกรรมยอมรับปฏิบัติตามการใช้ยาปฏิชีวนะที่ดีเพิ่มขึ้นได้ (3) ด้านทัศนคติเกี่ยวกับการใช้ยาปฏิชีวนะ โดยบุคลากรทางการแพทย์มีส่วนสำคัญอย่างยิ่งต่อทัศนคติเกี่ยวกับการใช้ยาปฏิชีวนะ ซึ่งอาจมาจากคุณภาพการให้บริการ ทักษะการสื่อสาร การให้ความรู้และความเข้าใจที่ถูกต้องแก่ผู้รับบริการ นำมาซึ่งทัศนคติที่ดียิ่งขึ้น ต่อการใช้ยาปฏิชีวนะ ส่งผลต่อการให้ความร่วมมือในการรักษาโรคที่ดียิ่งขึ้น

7. ข้อเสนอแนะงานวิจัยในอนาคต ผู้วิจัยขอแนะนำให้ศึกษาด้วยสถิติขั้นสูง อาทิ การวิเคราะห์ความถดถอยเชิงเส้นพหุคูณ (Multiple Linear Regression Analysis) เป็นการวิเคราะห์ความสัมพันธ์เชิงสาเหตุหลายตัวแปรทำนายไปพร้อมกัน เพื่อวิเคราะห์ว่าจะส่งอิทธิพลถึงตัวแปรตามหรือตัวแปรตอบสนอง อย่างไร พร้อมกับวิเคราะห์เชิงเปรียบเทียบนำตัวแปรทำนายเข้าสมการเชิงเส้นพหุคูณหลายวิธี ได้แก่ Enter, Stepwise, Backward, Forward เป็นต้น เพื่อจะได้ผลการศึกษาที่มีความน่าเชื่อถือเพิ่มขึ้น สามารถนำแปรทำนายที่ค้นพบ (Findings) จากผลการวิจัยไปกำหนดนโยบายขององค์กรที่เกี่ยวข้องกับการจัดการพฤติกรรมยอมรับปฏิบัติ (Practice) ของบุคลากรในองค์กรได้อย่างถูกต้องและประหยัดงบประมาณ

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การเพิ่มประสิทธิภาพของการจัดการคลังสินค้าด้วยเทคโนโลยีบาร์โค้ด กรณีศึกษา บริษัท ดีเอฟพี ยูนิฟอร์ม จำกัด

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บทคัดย่อ

บริษัท ดีเอฟพี ยูนิฟอร์ม จำกัด ได้นำเอาระบบ POS : Point Of Sale มาใช้แทนวิธีการจัดการคลังสินค้าแบบเดิม รายการสินค้ามีสินค้าทั้งหมด 2,285 รายการ คำสั่งซื้อของลูกค้ามาจากการบันทึกข้อมูลออนไลน์ ทำให้ความถี่ในการหยิบสินค้ามีเป็นจำนวนมากโดยเฉลี่ย 50 คำสั่งซื้อ จำนวนคำสั่งซื้อละ 50-100 รายการต่อวัน ปัญหาการหยิบสินค้าผิดพลาดและการบันทึกข้อมูลที่ไม่ถูกต้อง เป็นการทำงานโดยใช้เอกสารเป็นหลัก การนำเทคโนโลยีบาร์โค้ด ใช้งานร่วมกับโปรแกรมซอฟต์แวร์ POS ONE ทำหน้าที่เชื่อมโยงกระจายข้อมูลให้ผู้ใช้งานที่เกี่ยวข้องสามารถรายงานข้อมูลแบบทันที พบว่าการนำระบบเทคโนโลยีบาร์โค้ด ช่วยลดความผิดพลาดจากการหยิบสินค้าผิดพลาดซึ่งข้อมูลก่อนการปรับปรุงการทำงานในปี 2563 จำนวน 753 ครั้ง ในปี 2564 จำนวนคำสั่งซื้อลดลงและความผิดพลาดจากการหยิบสินค้าจำนวน 448 ครั้ง และหลังจากใช้งานซอฟต์แวร์ POS ONE ในปี 2565 ลงเหลือเพียง 96 ครั้ง คิดเป็นร้อยละ 12.75 ลดค่าใช้จ่ายที่เกิดจากการหยิบสินค้าผิดพลาดก่อนปรับปรุงมูลค่าความผิดพลาด 185,627.5 บาท หลังปรับปรุงมูลค่าความผิดพลาดลดลงเหลือ เพียง 39,520 บาท

คำสำคัญ: การจัดการคลังสินค้า, พาเรโต, บาร์โค้ด

Abstract

DAPP Uniform Co., Ltd. has brought the POS system: Point of Sale to replace the traditional warehouse management method. The product list has a total of 2,285 products. Customers' orders come from online records. This causes the picking frequency to be significant, with an average of 50 to 100 orders per day. It is a document-based work. Introduction of barcode technology Used in conjunction with the POS ONE software program, it acts as a link to distribute information to related users to report immediately. found that the introduction of bar code technology helped reduce mistakes from wrong product picking; the number of orders decreased. And mistakes from picking 448 times and after using the POS ONE software in 2022, down to only

96 times, representing 12.75%, reducing the cost of picking mistakes before adjusting the error value. 185,627.5 baht after adjusting the error value is reduced to only 39,520 baht.

Keywords: Warehouse Management, Pareto, Barcode

บทนำ

ในช่วงหลังจากเกิดโรคระบาดไวรัสโคโรนา (โควิด-19) ธุรกิจออนไลน์เข้ามามีบทบาทอย่างแพร่หลาย เพื่อสร้างความได้เปรียบของธุรกิจ จำเป็นจะต้องสร้างจุดขายให้ลูกค้าเกิดความประทับใจในสินค้าและบริการ โดยหากกลยุทธ์เพื่อเข้ามาช่วยเพิ่มประสิทธิภาพในการทำงานให้เกิดมูลค่า ลดขั้นตอนการทำงานให้สั้น ลดต้นทุนขององค์กร และต้องช่วยทำให้สินค้าถึงมือของลูกค้าได้อย่างรวดเร็วตรงเวลา ต้นทุนหลักของคลังสินค้า คือการรับสินค้า (Receiving) การบันทึกเก็บ (Data) การจัดเก็บสินค้า (Storage) การหยิบสินค้า (Order Picking) และการจัดส่งสินค้า (Delivery) เพื่อลดต้นทุนสินค้าคงคลัง การเพิ่มประสิทธิภาพคือหาวิธีช่วยให้การหยิบสินค้าง่ายขึ้น (Routing Strategy) ปัญหาการหยิบสินค้าของแผนกคลังสินค้า ส่วนใหญ่ที่พนักงานหยิบแค่คนเดียว คนอื่นไม่สามารถทำได้เนื่องจาก ไม่รู้จักสินค้า และสถานที่เก็บ อาศัยความเคยชิน การปรับปรุงโดยการนำระบบบาร์โค้ดด้วยโปรแกรม POS ONE ทำงานร่วมกัน ลดการทำงานแบบแมนนวล (Manual system) หลังจากการรับเข้าสินค้าแล้ว ความผิดพลาดการเบิกสินค้าคือเขียนลงในกระดาษ การจำสินค้าผิด ลายมือของผู้เขียน ดังนั้นจึงนำระบบบาร์โค้ดมาใช้งานร่วมกับโปรแกรม POS ONE เพื่อช่วยให้การจัดเก็บสินค้า การเบิกจ่าย การตรวจนับ และจัดส่งสินค้าให้กับลูกค้าแม่นยำมากขึ้น

วัตถุประสงค์ของงานวิจัย

1. ลดความผิดพลาดการหยิบสินค้าในขั้นตอนการ เบิก-จ่าย
2. ศึกษาขั้นตอนการทำงานรูปแบบใหม่เพื่อลดกระบวนการทำงาน

ทบทวนวรรณกรรม

การศึกษารูปแบบการจัดการคลังสินค้าด้วยระบบบาร์โค้ด ของบริษัท ดีเอฟพี ยูนิฟอร์มจำกัด เพื่อศึกษาการจัดการคลังสินค้าด้วยระบบบาร์โค้ด เพื่อพัฒนาระบบการจัดการสินค้าคงคลังตั้งแต่ กระบวนการรับสินค้าเข้ามาเก็บ โดยอาศัยแนวคิดและทฤษฎีที่เกี่ยวข้องทางด้านคลังสินค้าและโลจิสติกส์ ดังนี้

2.1 แนวคิด ทฤษฎี และเครื่องมือที่ใช้ในการวิเคราะห์ ซึ่งแบ่งออกเป็น 3 ส่วนดังนี้

1.1.1 แนวคิดและทฤษฎีเกี่ยวกับโลจิสติกส์และการจัดการคลังสินค้า

คลังสินค้า หมายถึงสถานที่สำหรับจัดเก็บสินค้าเป็นจำนวนมาก และ “การคลังสินค้า” (Warehousing) หมายถึงการเก็บ รักษาสินค้า หรือการดำเนินการเกี่ยวกับการรับเก็บรักษาสินค้า ดูแลและให้บริการต่าง ๆ แก่ลูกค้า คลังสินค้าเป็นหน้าที่หนึ่งของระบบจัดจำหน่าย ทำการเก็บรักษาสินค้าในช่วงเวลาที่

สินค้าได้ผลิตเสร็จแล้วและรอการจำหน่าย สินค้าดังกล่าวอาจจะเป็นสินค้าที่เป็นวัตถุดิบสำหรับกระบวนการผลิตในขั้นตอนต่อไปหรือเป็นสินค้าสำเร็จรูปที่จะนำไปใช้บริโภค

วิทยา สุทธิพิตร ให้ความหมายไว้ว่า โลจิสติกส์ เป็นการดำเนินงานที่รวบรวมเอากิจกรรมที่มีส่วนเกี่ยวข้องกับการจัดหา การเคลื่อนย้าย การจัดเก็บและการจัดส่งสถานะทั้งหมดของสินค้าที่ทำการผลิต โดยมีการบริการและการบริหารข้อมูล เป็นปัจจัยสนับสนุนที่ช่วยทำให้การดำเนินงานต่างๆดังกล่าวสามารถบรรลุเป้าหมายได้อย่างมีประสิทธิภาพ เป็นเพียงหลักที่ช่วยขับเคลื่อนฟันเฟืองของการดำเนินงานในส่วนต่างๆ ของระบบการผลิตของเราให้หมุนเคลื่อนที่และเกิดการขับเคลื่อนกิจกรรมต่างๆขององค์กรได้

1.1.2 แนวคิดและทฤษฎีที่เกี่ยวข้องกับระบบบาร์โค้ด

บาร์โค้ด หมายถึง เลขหมายประจำตัวสินค้า ใช้แทนด้วยแท่งบาร์ขาว-ดำ เรียงเข้าด้วยกัน และประกอบด้วยตัวเลข 8-13 หลัก สามารถอ่านได้ด้วยเครื่องสแกนเนอร์ โดยอาศัยหลักการสะท้อนแสง เป็นเทคโนโลยีในการบ่งบอกและติดตามสินค้า เป็นปัจจัยสำคัญต่อการควบคุมการไหล ของสินค้าตั้งแต่กระบวนการรับสินค้าเข้า จนถึงสิ้นสุดกระบวนการที่มีการนำส่งสินค้าไปยังลูกค้า เทคโนโลยีที่นิยมใช้ในปัจจุบัน

บริษัท ไชย เนส ซิสเต็มส์ จำกัด ได้ให้ความหมายของคำว่า บาร์โค้ด (Bar Code) คือ สัญลักษณ์รหัสแท่งที่ใช้แทนข้อมูลตัวเลขมีลักษณะเป็นแถบมีความหนาบางแตกต่างกันขึ้นอยู่กับ ตัวเลขที่กำกับอยู่ข้างล่าง การอ่านข้อมูลจะอาศัยหลักการสะท้อนแสงเพื่ออ่านข้อมูลเข้าเก็บใน คอมพิวเตอร์โดยตรงไม่ต้องผ่านการกดปุ่มที่แป้นพิมพ์ระบบนี้เป็นมาตรฐานสากลที่นิยมใช้กันทั่วโลก การนำเข้าข้อมูลจากรหัสแถบของสินค้าเป็นวิธีที่รวดเร็วและความน่าเชื่อถือได้ของข้อมูลมีสูง และให้ความสะดวกแก่ผู้ใช้งานได้ดี

1.1.3 แนวคิดและทฤษฎีที่เกี่ยวข้องกับผังพาเรโต

ผังพาเรโต (Pareto Diagram) คือ แผนภูมิที่ใช้สำหรับตรวจสอบปัญหาต่างๆ ที่เกิดขึ้นใน องค์กร ว่า ปัญหาใดเป็นปัญหาสำคัญที่สุดโดยการเรียงลำดับ จากนั้นนำปัญหาหรือสาเหตุเหล่านั้น มาจัดหมวดหมู่หรือแบ่งแยกประเภทแล้วเรียงลำดับความสำคัญจากน้อยไปหามาก แสดงให้เห็นว่าแต่ละปัญหามีอัตราส่วนเท่าใดเมื่อเทียบกับปัญหาทั้งหมด โดยการแสดงด้วยกราฟแท่งกราฟแท่งที่สูงที่สุด คือ ปัญหาที่เกิดร่วมกันมากที่สุด หลักการของพาเรโต ที่ระบุว่า “สิ่งที่มีควมสำคัญมากจะมีจำนวนน้อย และสิ่งที่มีควมสำคัญ เล็กน้อยจะมีจำนวนมาก”

2.2 ทบทวนวรรณกรรม

คำนาย อภิปรัชญาสกุล, (2560 : 30, คลังสินค้าและศูนย์กระจายสินค้า พบว่ากิจกรรมหลักในคลังสินค้า มี การรับ การจัดเก็บ และการจ่ายสินค้า โดย การจะมีกิจกรรมอื่นเสริม สามารถสรุปกิจกรรมย่อยในคลังสินค้าดังนี้ การรับสินค้า (Receiving Operation) กิจกรรมย่อยของงานรับสินค้า เป็นขอบเขตของ งานที่ต้องดำเนินงานโดยครอบคลุมทั้งเกี่ยวกับตัวสินค้า การจัดการ การตรวจสอบงาน นำเข้าเก็บในสต็อก และออกเอกสารแจ้งการรับสินค้า การจัดเก็บสินค้า (Storage Operation) กิจกรรมย่อยของการจัดเก็บสินค้า มีการเคลื่อนย้ายไปยังตำแหน่งที่กำหนดการหาโซนและพื้นที่จัดเก็บ การบันทึกตำแหน่งช่องจัดเก็บที่ใช้แล้ว การวางวัตถุดิบและสินค้าในตำแหน่งที่กำหนด การเติมสินค้าในบริเวณที่มีการหยิบสินค้า ดำเนินงานหยิบสินค้า (Picking Operation) กิจกรรมย่อยของการหยิบสินค้า ประกอบด้วยกิจกรรมต่อไปนี้การรวมเอกสารในการหยิบสินค้า การรวบรวมอุปกรณ์สำหรับการจัดส่ง การจัดสรรพื้นที่ในการการหยิบสินค้าหรือรูปแบบของการหยิบสินค้าเซ็ค และหยิบ สินค้าใน

ปริมาณที่เหมาะสม ตรวจสอบใบรายการสินค้าที่จะนำเนินการจ่ายสินค้าออกจากคลังสินค้า เตรียมเอกสารเพื่อจัดส่งสินค้า โดยกิจกรรมหลักในคลังสินค้าประกอบด้วย การรับ การจัดเก็บ และการจ่ายสินค้า ที่ต้องดำเนินงาน โดยครอบคลุมทั้งเกี่ยวกับตัวสินค้า การจัดการ การตรวจสอบงาน

ค่านาย อภิรัชญาสกุล, 2560 : 124) เหตุที่ใช้รหัสบาร์โค้ดหรือ Barcode เนื่องจากระบบ บ่งชี้อัตโนมัติทำหน้าที่แทนแป้นพิมพ์ (Keyboard) เพื่อเพิ่มความรวดเร็วและลดข้อบกพร่อง ในการจัดเก็บ ข้อมูลระบุสถานะของคน สัตว์ สิ่งของ ซึ่งสามารถเปรียบเทียบข้อมูลด้วยแป้นพิมพ์และการป้อนด้วยระบบ บาร์โค้ดพบว่าการป้อนข้อมูลด้วยการทำงานทั่วไปใช้เวลา 6-40 วินาที แต่การป้อนด้วยรหัสบาร์โค้ดใช้เวลาเพียง 0.2 วินาที และมีต้นทุนในการแปลงรหัสและการอ่านด้วยการป้อนข้อมูลทั่วไปสูง ในขณะที่ต้นทุนการแปลงรหัสและการอ่านด้วยบาร์โค้ดต่ำ ข้อได้เปรียบของรหัสบาร์โค้ดคือ มีข้อบกพร่องต่ำ ต้นทุนต่ำ ความเร็วสูงและอ่านในระยะไกลได้ ในขณะที่การป้อนข้อมูลแบบทั่วไป ใช้บุคลากรมาก มีข้อบกพร่องสูง ต้นทุนสูงและความเร็วต่ำ

สุภาภรณ์ ชินารักษ์ นพปฎล สุวรรณทรัพย์ และไชยรัช เมฆแก้ว (2560) ศึกษาเกี่ยวกับ การประยุกต์ใช้กลยุทธ์ในการจัดการคลังสินค้าเพื่อเพิ่มประสิทธิภาพในการบริหารห้องเย็น การจัดการคลังสินค้าห้องเย็นให้เกิดประสิทธิภาพและลดปัญหา สินค้าที่เสียหายและสูญหายภายในคลังสินค้าห้องเย็น กรณีศึกษา บริษัท ปิติเซ็นเตอร์ห้องเย็น จำกัด กลุ่มเป้าหมาย เป็นพนักงานแผนกคลังสินค้า บริษัท ปิติเซ็นเตอร์ห้องเย็น จำกัด จำนวน 100 คน การวิจัยนี้เป็ เป็นการวิจัยเชิงสำรวจ เครื่องมือที่ใช้ในการวิจัยแบ่งออกเป็นเครื่องมือที่ใช้ในการดำเนินการวิจัย ได้แก่ (1) สถิติพารามิเตอร์ (2) สถิติพรรณนา (3) Independent t-Test (4) การวิเคราะห์ความแปรปรวน F-Test (5) การวิเคราะห์การถดถอยพหุคูณ ผลการวิจัยพบว่าปัจจัยที่ส่งผลต่อประสิทธิภาพในกระบวนการจัดการคลังสินค้า กรณีศึกษา บริษัท ปิติเซ็นเตอร์ห้องเย็น จำกัด ผลการวิเคราะห์เพื่อค้นหาตัวแปรที่มีผลต่อประสิทธิภาพในการควบคุมคลังสินค้าภายในคลังของ บริษัท ปิติเซ็นเตอร์ห้องเย็น จำกัด โดยทางผู้วิจัยได้นำค่าการวัดจากตัวแปรอิสระที่ใช้ในการศึกษาทั้งหมด 5 ตัวแปร ได้แก่ 1) ด้านระบบ FIFO 2) ด้านระบบ Cross Docking 3) ด้านระบบ WMS 4) ด้านระบบการจัดเก็บ โดยจัดเรียงตาม รหัสสินค้า และ 5) ตัวแปรตาม ได้แก่ ประสิทธิภาพในการควบคุมคลังสินค้าภายในคลังของบริษัท ปิติเซ็นเตอร์ห้อง เย็น จำกัด

วิธีดำเนินการวิจัย

3.1 ศึกษาสภาพการดำเนินงาน

บริษัท ดีเอพีพี ยูนิฟอร์ม จำกัด ผู้ผลิตเสื้อผ้าเครื่องแต่งกายที่มีความเชี่ยวชาญในสินค้าแฟชั่น มากกว่า 40 ปี และทีมงานที่มีความเชี่ยวชาญในการออกแบบและผลิตสินค้าตามแบบของลูกค้า (Make to order) โดยในคลังสินค้าพบว่า การหยิบสินค้ามีความผิดพลาด จากสถิติ ตั้งแต่วันที่ 1 มกราคม 2563 – 31 ธ.ค. 2564 ทั้งหมด จำนวน 1,201 ครั้ง

ตารางที่ 1

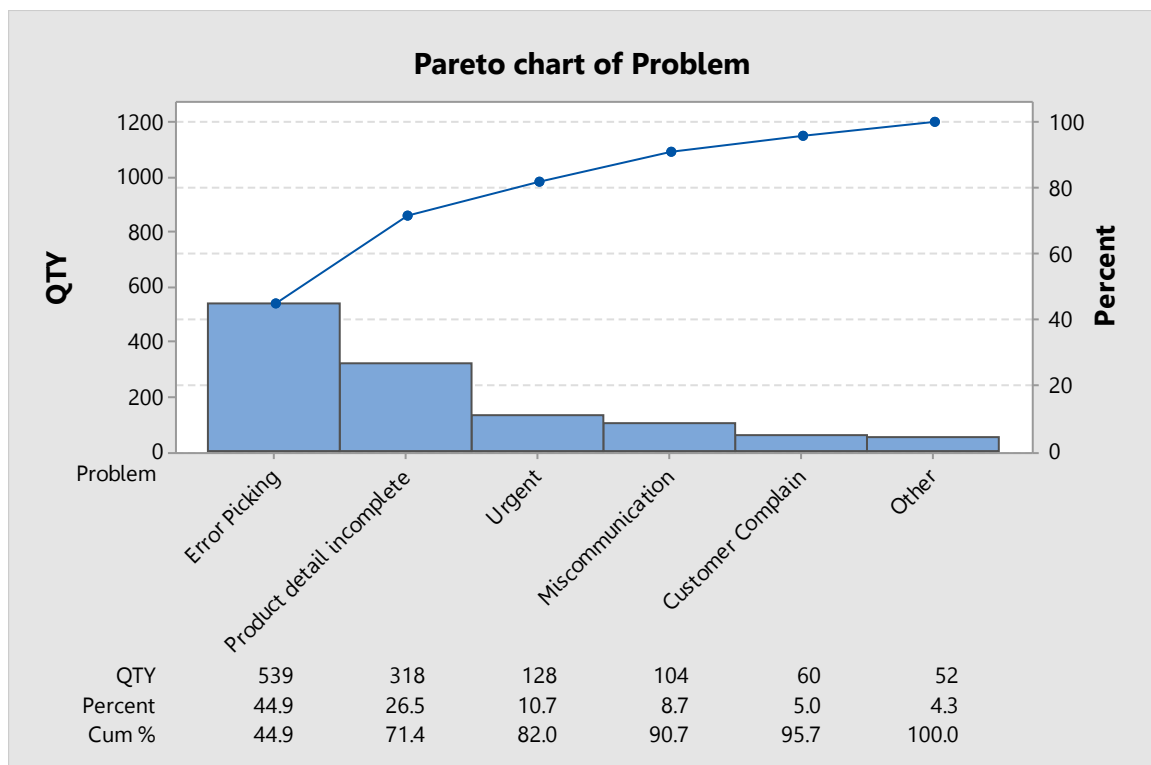
แสดงสถิติปัญหาที่เกิดขึ้น

ลำดับ	ปัญหา	จำนวนปัญหา/ครั้ง	เปอร์เซ็นต์	เปอร์เซ็นต์สะสม
1	หยิบสินค้าผิดพลาด	539	44.8	44.8
2	รายละเอียดสินค้าไม่ครบ	318	26.5	71.3
3	สื่อสารผิดพลาด	104	8.7	80
4	ความเร่งด่วนในการเบิกสินค้า	128	10.7	90.7
5	ไม่ปฏิบัติตามคิวงาน	28	2.3	93
6	ทำงานไม่ทันตามกำหนด	24	2	95
7	การร้องเรียนจากลูกค้า	60	5	100
รวม		1,201	100	100

จากการรวบรวมปัญหาที่เกิดขึ้นทั้งหมด 1,201 ครั้ง พบว่ารายการปัญหาที่มีความผิดพลาดสูงสุด 3 อันดับแรกคือ การหยิบสินค้าผิดพลาด เป็นจำนวน 539 ครั้ง คิดเป็นร้อยละ 44.80 ครั้ง โดยรายละเอียดสินค้าไม่ครบ คิดเป็นจำนวน 318 ครั้ง คิดเป็น ร้อยละ 26.50 และ ปัญหาการสื่อสารผิดพลาด คิดเป็น 104 ครั้ง คิดเป็น ร้อยละ 8.70

ภาพที่ 1

แผนภาพพาวเรโตแสดงปัญหาที่เกิดขึ้น



จากผังพาเรโทพบว่าปัญหาที่มีจำนวนครั้งสูงสุดคือ การหยิบสินค้าผิดพลาด (Error Picking) คิดเป็น 44.9% ซึ่งเป็นปัญหาหลักที่ทำให้การจัดการคลังสินค้าของบริษัท ดีเอฟพี ยูนิฟอร์ม จำกัด ขาดประสิทธิภาพ

3.2 รวบรวมข้อมูลรายการสินค้าสำเร็จรูป

รายการสินค้าสำเร็จรูปทั้งหมดของโรงงานกรณีศึกษา บริษัท ดีเอฟพี ยูนิฟอร์ม จำกัด ซึ่งเป็นสินค้าที่เกี่ยวข้องกับชุดยูนิฟอร์มทั้งหมด จำนวน 2,285 รายการ

3.3 ดำเนินการเก็บข้อมูลการหยิบสินค้าผิดพลาด

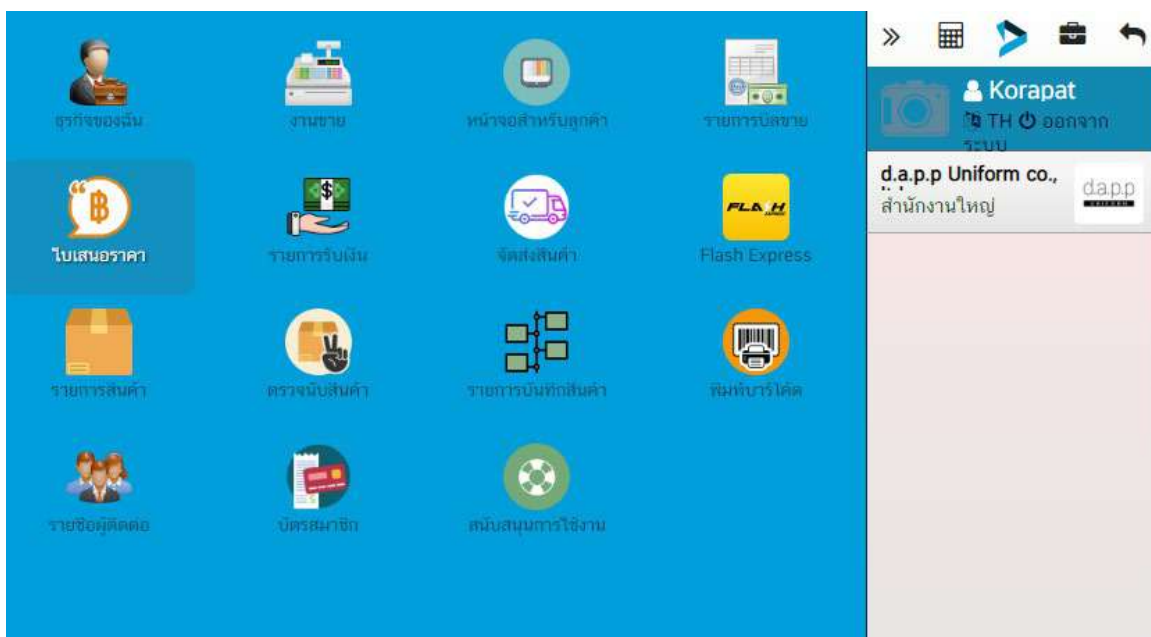
เก็บรวบรวมข้อมูลการหยิบสินค้า โดยการเก็บข้อมูลเริ่มตั้งแต่ 1 ม.ค. 2563 – 30 ก.ย. 2564 มีจำนวนการเบิกสินค้ารวมจำนวน 9,414 ครั้ง พบว่ามีจำนวนคำสั่งซื้อที่ถูกยกเลิกเนื่องจากความผิดพลาดการหยิบสินค้าในระหว่าง ปี ม.ค. 2563 – 30 ก.ย. 2564 จำนวน 281 คำสั่งซื้อ ทำให้วัตถุดิบเกิดความเสียหายเป็นจำนวนทั้งสิ้น 43,021 ชิ้น คิดเป็นมูลค่าความเสียหายทั้งสิ้น 287,189 บาท

3.4 กำหนดค่าเริ่มต้นและทดสอบโปรแกรม

กำหนดค่าเริ่มต้นโปรแกรม POS ONE ผ่านระบบคลาวด์โดยเข้าไปที่ <https://v1.mooda.team/login> หลังจากเข้าสู่โปรแกรมด้วยรหัสผู้ใช้งานแล้วจะปรากฏหน้าจอตั้งภาพที่ 2

ภาพที่ 2

หน้าจอแสดงโปรแกรม POS ONE



ขั้นตอนต่อไปคือการสร้างรายการสินค้าและรหัสบาร์โค้ดซึ่งข้อมูลประกอบด้วย ชื่อสินค้า หมวดหมู่สินค้า รหัสบาร์โค้ด ราคาทุน ราคาขาย และ ข้อมูลคลังสินค้า และ/หรือเพื่อความสะดวกรวดเร็วของการใช้งานสามารถนำเข้าข้อมูลจาก Excel file ได้ทันทีตามรูปแบบของการสร้างไฟล์ข้อมูล ในการทดสอบโปรแกรมและแก้ไขข้อผิดพลาด

ตารางที่ 2

ส่วนประกอบข้อมูลนำเข้ารูปแบบไฟล์เอกสาร

Barcode	Category ID	Category Name	Descriptions	Qty	Unit	Cost/Unit	Price/Unit
2296000001222	5	Trousers	LT1B1001DPS-44	1020	Pc	450	790
2296000001633	6	Chef Coat (Sale)	TJKW1901DPS-2XL	65	Pc	375	590
2296000001666	6	Chef Coat (Sale)	TJKW1901DPS-XL	5	Pc	375	590
2296000002891	8	Shoes	Samurai-SSS	29	Pairs	400	880
2296000002902	8	Shoes	Samurai-S	20	Pairs	400	880
2296000002913	8	Shoes	Samurai-M	36	Pairs	400	880
2296000002924	8	Shoes	Samurai-L	560	Pairs	400	880

ข้อมูลเบื้องต้นในการนำเข้าโปรแกรมประกอบด้วย รหัสบาร์โค้ด, รหัสกลุ่มสินค้า, ชื่อกลุ่มสินค้า, รายการสินค้า, จำนวน, หน่วยนับ, ต้นทุนสินค้า และ ราคาขายสินค้าต่อหน่วย

3.5 วิเคราะห์ผล

การแก้ไขปัญหาคงการตรวจนับสินค้าผิดพลาดจากการรับสินค้า และ การเบิกสินค้าออกจากคลังสินค้า โปรแกรม POS ONE สามารถช่วยเพิ่มประสิทธิภาพการจัดการคลังสินค้าได้แม่นยำและถูกต้องโดยการใช้เมนูคำสั่ง “ตรวจนับสินค้า” บนหน้าจอหลัก แล้วคลิกที่ปุ่ม “นับสต็อกสินค้าคงเหลือ” เพื่อเริ่มนับสต็อกและทำการปรับปรุงข้อมูลดังภาพที่ 3

ภาพที่ 3

แสดงข้อมูลการปรับปรุงยอดนับสินค้า

The screenshot shows the POS ONE system interface for inventory adjustment. At the top, there are two buttons: "คำนวณยอดนับสต็อก (1)" and "ปรับยอดสินค้าคงเหลือ (2)". Below them is a red warning message: "ลบข้อมูลสต็อกสินค้าทั้งหมด ก่อนปรับยอดตามรายการที่นับได้". There are input fields for "ค้นหารหัสสินค้า / ชื่อสินค้า", "กำลังนับ", and "-- ยอดนับทั้งหมด --", along with "ค้นหา" and "พิมพ์" buttons. Below the interface is a table with the following data:

ขาด/เกิน	รหัสสินค้า	รายการสินค้า	หน่วยนับ	ปรับสต็อก
-50.00	2410000013266	สินค้าขายเป็นชิ้น	ชิ้น	50.00

ผลการวิจัย

จากการวิจัยพบว่าหลังจากการใช้งานโปรแกรม POS ONE ด้วยระบบบาร์โค้ดปี 2563 ปริมาณการหยิบสินค้าผิดพลาด 753 ครั้ง คิดเป็นมูลค่ารวมจำนวน 185,627.5 บาท และในปี 2564 ปริมาณการหยิบสินค้าผิดพลาด 448 ครั้ง คิดเป็นมูลค่ารวมจำนวน 149,621 บาท และหลังจากใช้งานระบบบาร์โค้ดด้วยโปรแกรม POS ONE พบว่าในปี 2565 มีปริมาณการหยิบสินค้าลดลงเหลือ 96 ครั้งโดยคิดเป็นมูลค่ารวม 39,520 บาท ดังตารางที่ 3

ตารางที่ 3

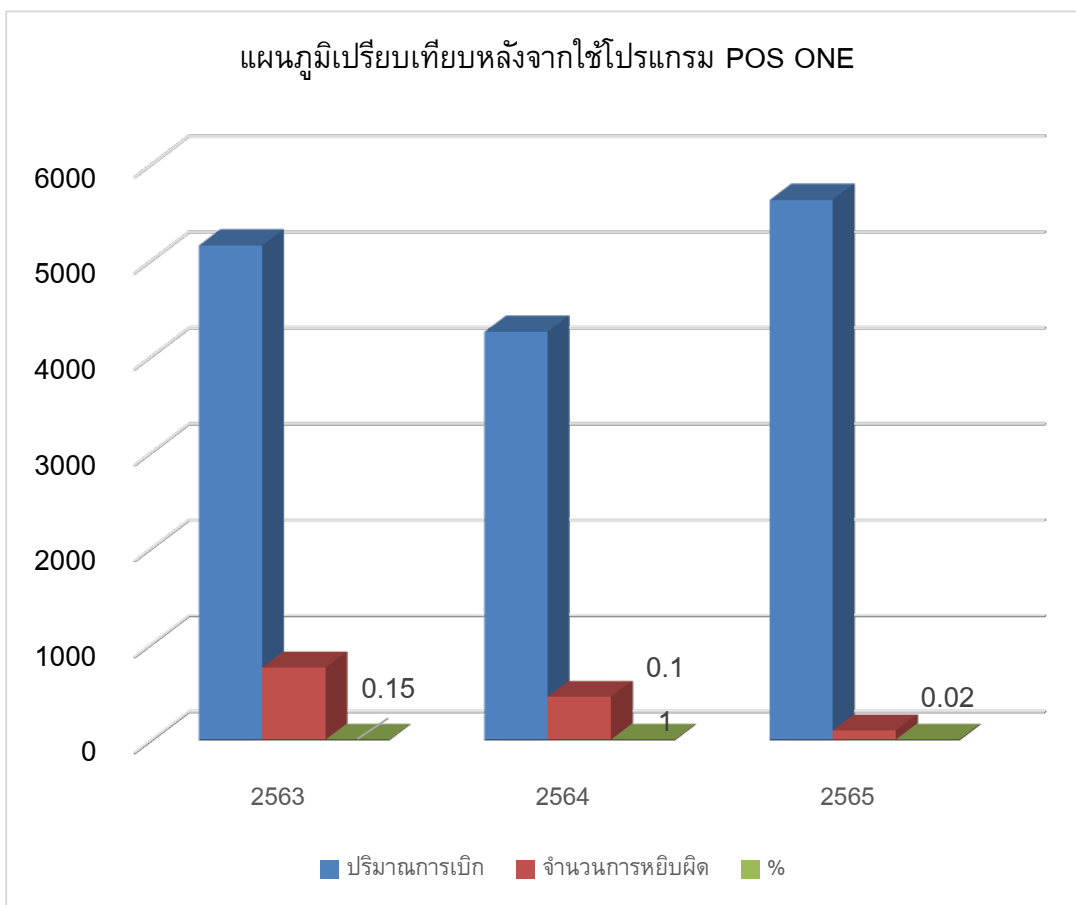
เปรียบเทียบปริมาณการเบิกสินค้า ก่อนและหลังใช้โปรแกรม POS ONE

ปี	ปริมาณการเบิก (ครั้ง)	จำนวนการหยิบผิด (ครั้ง)	เปอร์เซ็นต์
2563	5,157	753	0.15
2564	4,257	448	0.11
2565	5,632	96	0.02

ในปี 2564 หลังจากการใช้งานระบบบาร์โค้ดด้วยโปรแกรม POS ONE พบว่าปริมาณการหยิบสินค้าผิดพลาดลดลงเหลือ 448 ครั้ง เมื่อเทียบกับปริมาณการเบิกสินค้า 4,257 ครั้ง คิดเป็น 0.15% และในปี 2565 ปริมาณการหยิบสินค้าผิดพลาดลดลงเหลือเพียง 96 ครั้ง เมื่อเทียบกับปริมาณการเบิกสินค้าในปีเดียวกัน 5,632 ครั้ง คิดเป็น 0.02%

ภาพที่ 4

แสดงแผนภูมิเปรียบเทียบการหยิบสินค้าหลังจากใช้โปรแกรม POS ONE



จากแผนภูมิเปรียบเทียบปริมาณการหยิบสินค้าผิดพลาด ก่อนและหลังใช้งานเทคโนโลยีบาร์โค้ด พบว่าปริมาณการหยิบสินค้าผิดพลาดมีเปอร์เซ็นต์ความผิดพลาดลง โดยปี 2563 ก่อนการใช้งานโปรแกรม POS ONE มี

ปริมาณการหยิบสินค้าผิดพลาด 0.15% ต่อปริมาณการเบิกสินค้าทั้งหมด และหลังจากใช้งานโปรแกรม POS ONE ในปี 2564 ปริมาณการหยิบสินค้าผิดพลาด 0.11% และ ปี 2565 ลดลงคิดเป็น 0.02%

สรุปผลการศึกษา

จากการทดลองใช้เทคโนโลยีบาร์โค้ด ของโปรแกรม POS ONE ในการบริหารจัดการระบบคลังสินค้า นำมาเปรียบเทียบกับขั้นตอนการทำงานแบบเดิม โดยขั้นตอนการทำงานแบบเดิมใช้ระบบ MANUAL ทั้งหมดและใช้แรงงานคนในการตรวจสอบ ทำให้เกิดความล่าช้าในขั้นตอนการทำงานซึ่งหลังจากใช้งานโปรแกรม POS ONE พบว่าเวลาการนำเทคโนโลยีบาร์โค้ดมาประยุกต์ใช้ในงานมีประสิทธิภาพแม่นยำมากขึ้นและสามารถลดความผิดพลาดได้ดังตารางที่ 4

ตารางที่ 4

สรุปการแก้ไขปัญหาการหยิบสินค้าผิดพลาด ก่อนและหลังปรับปรุง

รายละเอียด	ก่อนปรับปรุง	หลังปรับปรุง	ผลต่าง
ปริมาณการหยิบสินค้าผิด (ครั้ง)	753	96	657
มูลค่าความผิดพลาด (บาท)	185,627.50	39,520.00	146,107.5

ผลการศึกษากการแก้ไขปัญหาการหยิบสินค้าผิดพลาดด้วยการนำเทคโนโลยีบาร์โค้ด ร่วมกับโปรแกรม POS ONE ก่อนปรับปรุงขั้นตอนมีปริมาณการหยิบสินค้าผิดพลาดจำนวน 753 ครั้ง โดยคิดเป็นมูลค่าความผิดพลาดจำนวน 185,627.50 บาท หลังจากได้นำเทคโนโลยีบาร์โค้ด ร่วมกับโปรแกรม POS ONE มาใช้งานพบว่า การจัดการคลังสินค้ามีความแม่นยำในการหยิบสินค้ามากขึ้นโดยหลังปรับปรุง พบว่าการหยิบสินค้าลดลงเหลือเพียง 96 ครั้ง คิดเป็นมูลค่าความผิดพลาด 39,520 บาท โดยปริมาณการหยิบสินค้าผิดพลาดลดลง 657 ครั้ง โดยองค์กรลดต้นทุนการหยิบสินค้าผิดพลาด คิดเป็นมูลค่า 146,107.50 บาท

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วิทยาการจัดการ: มหาวิทยาลัยราชภัฏวไลยอลงกรณ์

การต้านทานจากการโจมตี DDoS ของบอร์ด Raspberry Pi ที่ทำงานเป็น IoT

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บทคัดย่อ

ปัจจุบันเทคโนโลยี IoT มีการนำมาประยุกต์ใช้ในหลายอุตสาหกรรม หรือประยุกต์เข้ากับการใช้ในชีวิตประจำวัน ด้วยความนิยมที่แพร่หลายและเพิ่มมากขึ้นทำให้เกิดการประยุกต์ใช้ในรูปแบบที่เรียกว่า บ้านอัจฉริยะ (Smart Home) หากแต่เทคโนโลยีในด้านความมั่นคงปลอดภัยของสถาปัตยกรรมแบบ IoT ยังไม่ได้รับการพัฒนาให้มีประสิทธิภาพและยังไม่มีความพร้อมที่เพียงพอสำหรับรับมือกับการโจมตีทางไซเบอร์ในปัจจุบัน บทความวิจัยนี้จึงเสนอผลการศึกษาที่เกิดจากการโจมตีทางไซเบอร์ในรูปแบบ DDoS ไปยังระบบ IoT ที่มีการประมวลผลแบบ Local Computing เพื่อแสดงให้เห็นถึงผลกระทบ ผลที่เกิดจากการโจมตี ชนิดจำกัดของกำลังการประมวลผลของอุปกรณ์ โดยเลือกใช้การโจมตีในรูปแบบ HTTP Flood, TCP Flood, ICMP Flood และ UDP Flood Attack ซึ่งเป็นรูปแบบการโจมตีที่พบบ่อยและเป็นวิธีการโจมตีอันดับต้นๆที่มักถูกเลือกใช้ โดยผลลัพธ์ของงานวิจัยนี้ได้แสดงให้เห็นถึงผลของการโจมตีที่ส่งผลกระทบต่อระบบ IoT ที่ทำให้ผู้ใช้งานไม่สามารถควบคุมหรือสั่งการอุปกรณ์ได้ในขณะที่เกิดการโจมตีและแสดงถึงขีดจำกัดของอุปกรณ์ Raspberry Pi ที่มีรูปแบบการประมวลผลลักษณะ Local Computing ต่อการโจมตีในรูปแบบ TCP Flood Attack และ HTTP Flood Attack และสำหรับการโจมตีในรูปแบบ ICMP Flood Attack และ UDP Flood Attack ผลลัพธ์ของงานวิจัยแสดงให้เห็นถึงประมาณการใช้งานเครือข่ายที่สูงขึ้นซึ่งทำให้เครือข่ายเกิดสถานะ Overwhelming ส่งผลทำให้การเรียกใช้บริการต่าง ๆ หรือการส่งคำสั่งผ่านเครือข่ายใช้เวลาที่สูงขึ้น และมีปริมาณการใช้กำลังการประมวลผลของอุปกรณ์ Raspberry Pi ที่สูงขึ้น

คำสำคัญ: การโจมตีทางไซเบอร์, DDoS, TCP Flood, HTTP Flood, ICMP Flood, UDP Flood

1. บทนำ

ปัจจุบันเทคโนโลยี IoT ได้เข้ามามีบทบาทและเป็นส่วนหนึ่งของการดำรงชีวิต ด้วยความสามารถที่หลากหลายของอุปกรณ์ Sensors, Actuators และการเชื่อมต่อ จึงเกิดการนำมาประยุกต์ใช้งานกับหลายอุตสาหกรรมหรือประยุกต์เข้ากับสิ่งใกล้ตัวที่เราใช้ในชีวิตประจำวัน ซึ่งสิ่งเหล่านี้ช่วยอำนวยความสะดวก, ช่วยลดขั้นตอนต่าง ๆ ในกระบวนการทำงาน, ช่วยเพิ่มประสิทธิภาพของผลลัพธ์ หรือแม้กระทั่งช่วยเพิ่มความมั่นคงปลอดภัย จึงทำให้สิ่งที่เรียกว่า Smart Home เป็นที่นิยมและใช้งานอย่างแพร่หลาย ทำให้มีผลิตภัณฑ์ที่เกี่ยวข้องทั้งอุปกรณ์ Sensors, อุปกรณ์ Actuators และอุปกรณ์ประเภท Control Center มีออกมาวางจำหน่ายเป็นจำนวนมาก และด้วยความนิยมที่สูงขึ้นอย่างมากทำให้มีข้อมูลหรือความรู้ที่ทำให้สามารถนำมาออกแบบหรือสร้าง IoT ecosystem ขึ้นใช้งานเองได้ ซึ่งข้อมูลหรือความรู้เหล่านี้มีให้ศึกษาทั่วไปบนอินเทอร์เน็ต หากแต่เมื่อมีความ

นิยมในการนำมาประยุกต์ใช้งานอย่างแพร่หลาย กลับกลายเป็นเทคโนโลยี IoT และอุปกรณ์ที่เกี่ยวข้องเหล่านี้ ทำให้เกิดช่องโหว่หรือตกเป็นเป้าหมายของการโจมตีทางไซเบอร์ ซึ่งนำไปสู่การเกิดอันตรายและเกิดความเสียหายต่อทั้งทรัพย์สินหรือชีวิต

ซึ่งรูปแบบการโจมตีทางไซเบอร์ในปัจจุบันมีมากมายหลายวิธี แต่มีรูปแบบหนึ่งที่เป็นที่นิยมพร้อมทั้งมีการใช้งานมาเป็นระยะเวลาอันยาวนาน และสามารถพบเจอได้บ่อยที่สุดคือการโจมตีในรูปแบบ Distributed Denial of Services attack (DDoS) ตามที่ได้มีการศึกษา [3] และ [4] ซึ่งลักษณะการโจมตีในรูปแบบ Denial of Services (DoS) เป็นการโจมตีที่มีเป้าหมายมุ่งทำให้ทรัพยากรของกำลังการประมวลผลถูกใช้งานถึงขีดจำกัด, ทำให้ปริมาณ Bandwidth ของเครือข่ายเต็ม และส่งผลทำให้ผู้ใช้งานไม่สามารถเข้าใช้บริการของระบบได้

ทั้งนี้ผลิตภัณฑ์ IoT ที่ทำหน้าที่เป็น Control Center ที่ถูกผลิตจากผู้ผลิตชั้นนำนั้นมีการติดตั้งความมั่นคงปลอดภัยขั้นพื้นฐานตามมาตรฐานของผลิตภัณฑ์ก่อนออกวางจำหน่าย และมีลักษณะรูปแบบการประมวลผลแบบ Cloud Computing ซึ่งทำให้อุปกรณ์ประเภทนี้สามารถรับมือกับการโจมตีทางไซเบอร์ในรูปแบบ DDoS attack ได้ตามงานวิจัยที่ [1] แต่ก็ต้องแลกมากับค่าใช้จ่ายหรือต้นทุนของระบบที่สูงขึ้นมากเช่นกัน

จึงทำให้เกิดความนิยมในการนำอุปกรณ์ Microprocessor หรือ Microcontroller เช่น Raspberry Pi มาประยุกต์, ออกแบบ และพัฒนาใช้เองโดยศึกษาจากอินเทอร์เน็ต แต่อุปกรณ์เหล่านี้เช่น Raspberry Pi หรือ Node MCU มีข้อจำกัดทั้งในด้านความมั่นคงปลอดภัยและข้อจำกัดในด้านกำลังการประมวลผลที่มีอย่างอยู่จำกัดในลักษณะของการประมวลผลแบบ Local Computing จึงทำให้การโจมตีทางไซเบอร์ในรูปแบบของ DoS และ DDoS สามารถส่งผลกระทบต่อการทำงานของระบบและสร้างความเสียหายต่อระบบได้

โดยจุดประสงค์ของงานวิจัยนี้มุ่งเน้นให้เห็นว่าการโจมตีในรูปแบบ DDoS ด้วยวิธี HTTP Flood, TCP Flood, ICMP Flood และ UDP Flood Attack สามารถทำให้เกิดความเสียหาย และเกิดการโจมตีที่ผิดพลาดของระบบ IoT ที่ถูกออกแบบและสร้างขึ้นด้วยอุปกรณ์ Raspberry Pi และ Node MCU ตามที่มีความนิยมประยุกต์ใช้งานกันในปัจจุบัน ซึ่งผลลัพธ์ของการโจมตีจะแสดงในบทถัดไป

2. แนวคิด และ ทฤษฎี

2.1 แนวคิดเรื่อง Internet of Things

Internet of Things (IoT) เป็นแนวคิดที่เกี่ยวกับเครือข่ายของวัตถุ อุปกรณ์ พาหนะ สิ่งปลูกสร้าง รวมถึงสิ่งอื่นๆ ที่มีวงจรอิเล็กทรอนิกส์ ซอฟต์แวร์ เซนเซอร์ ติดตั้งอยู่และมีความสามารถในการเชื่อมต่อกับเครือข่าย ทำให้วัตถุเหล่านี้สามารถแลกเปลี่ยนข้อมูลและเก็บบันทึกได้ ซึ่งทำให้วัตถุเหล่านี้สามารถรับรู้สภาพแวดล้อมพร้อมทั้งสามารถบังคับหรือควบคุมจากระยะไกลได้ผ่านทางวิธีการสื่อสารผ่านเครือข่าย โดยมีโครงสร้างทางสถาปัตยกรรมแบ่งออกเป็น 3 ระดับชั้นได้แก่ Perception Layer, Network Layer และ Application Layer

2.2 แนวคิดเรื่อง Distributed Denial of Service

Distributed Denial of Service (DDoS) เป็นการโจมตีทางไซเบอร์รูปแบบหนึ่ง โดยมีวิธีการโจมตีที่เกิดจากผู้โจมตีจะทำการส่งคำขอเข้าถึงข้อมูล (Traffic) จากหลายต้นทางไปยังเป้าหมายภายในระยะเวลาพร้อมกัน เพื่อทำให้ปริมาณ Traffic และทรัพยากรที่ใช้ในการประมวลผลของเป้าหมายถึงขีดจำกัดหรือสูงเกินกว่าที่เป้าหมายจะรองรับได้ ซึ่งส่งผลทำให้เป้าหมายไม่สามารถทำงานหรือให้บริการต่อได้

2.3 แนวคิดเรื่อง IoT Security

IoT เป็นการประกอบรวมกันของอุปกรณ์, เซนเซอร์ และรูปแบบการเชื่อมต่อต่างๆ ที่มีความแตกต่างกันประกอบเข้าด้วยกัน มีการติดต่อสื่อสารและแลกเปลี่ยนข้อมูลระหว่างกันทำให้เกิดเป็น IoT ecosystem ซึ่งมีความต้องการในด้านความมั่นคงปลอดภัยไม่ต่างไปจากระบบเทคโนโลยีสารสนเทศอื่นๆ อาทิเช่น Confidentiality ข้อมูลที่สื่อสารกันไม่ควรถูกเปิดเผยให้ผู้อื่นรับรู้ Integrity ข้อมูลที่สื่อสารกันไม่ควรถูกแก้ไขระหว่างการรับส่งข้อมูลกัน Availability การให้บริการต่างๆของระบบต้องมีความพร้อมในการให้บริการเสมอ ซึ่งด้วยความหลากหลายขององค์ประกอบของ IoT ที่แตกต่างกันทำให้การป้องกันโอกาสเกิดการโจมตีเป็นไปได้ยาก ซึ่งสามารถจำแนกกลุ่มของการโจมตีที่เกิดขึ้นได้ตามลักษณะทางสถาปัตยกรรมของ IoT

2.3 งานวิจัยที่เกี่ยวข้อง

Krushang (2016) กล่าวว่า การโจมตีทางไซเบอร์ในรูปแบบ DDoS ที่สามารถเกิดขึ้นกับสถาปัตยกรรม IoT สามารถแบ่งและจัดกลุ่มออกเป็น 3 กลุ่ม โดยวิธีการโจมตีในกลุ่มต่างๆที่สามารถเกิดขึ้นได้สามารถอ้างอิงได้ตามลำดับชั้นทางสถาปัตยกรรมได้แก่กลุ่มที่เกิดใน Perception Layer, Network Layer, Application Layer โดยสิ่งที่เป็นปัจจัยหลักที่ทำให้ช่องโหว่ของการโจมตีในลักษณะ DDoS นั้นสำเร็จคือทรัพยากรที่มีอย่างจำกัดของอุปกรณ์เช่น พลังงาน กำลังการประมวลผล และหน่วยความจำของอุปกรณ์ IoT ตามที่งานวิจัยของ Hanan [4] และ Krushang [5] ระบุไว้ ซึ่งปัจจุบันมีอุปกรณ์ IoT บางชนิดที่ทำงานในลักษณะเป็นศูนย์ควบคุมสั่งการ (Control Center) ที่มีรูปแบบการประมวลผลแบบ Cloud Computing ซึ่งช่วยทำให้ระบบ IoT ที่มีรูปแบบการประมวลผลในลักษณะนี้มีความสามารถในการต้านทานการโจมตีในรูปแบบ DDoS ได้สูงกว่าแบบ Local Computing แต่การใช้การประมวลผลในลักษณะนี้ทำให้ต้นทุนของระบบสูงและยังไม่อยู่ในเกณฑ์ที่ปลอดภัยจากการโจมตีตามที่ Ladislav [1] และ Tibor [2] ได้ศึกษาไว้

Khadija (2020) ศึกษาพบว่านอกจากการโจมตีในรูปแบบของ DDoS ที่มุ่งเน้นการโจมตีในด้านของ Availability แล้วด้านอื่นๆของ IoT ก็ยังพบช่องโหว่ในด้านความมั่นคงปลอดภัยเช่น ด้าน Authentication ที่สามารถเกิด Sybil Attack และ Impersonation สำหรับในด้าน Authorization สามารถเกิด Buffer or Stack Overflow และ Password Attack ในด้านของ Integrity สามารถเกิดการโจมตีแบบ Message Fabrication Attack หรือด้าน Confidentiality ที่เกิดการโจมตีแบบ Packet Sniffing ซึ่งทำให้เห็นว่า IoT ecosystem นั้นขาดการพัฒนาารูปแบบการป้องกันและการรับมือกับการโจมตีทางไซเบอร์ที่เป็นมาตรฐานและมีประสิทธิภาพ ทำให้เกิดช่องโหว่ที่นำไปสู่การเกิดการโจมตีและการโจมตีมีโอกาสสำเร็จสูง

3. การโจมตีและการออกแบบระบบ

3.1 รูปแบบและวิธีการโจมตี

บทความวิจัยเรื่องนี้แบ่งการโจมตีออกเป็น 2 ส่วนดังนี้

3.1.1 กำหนดโดยใช้จำนวน Requests ด้วยวิธี HTTP Flood Attack

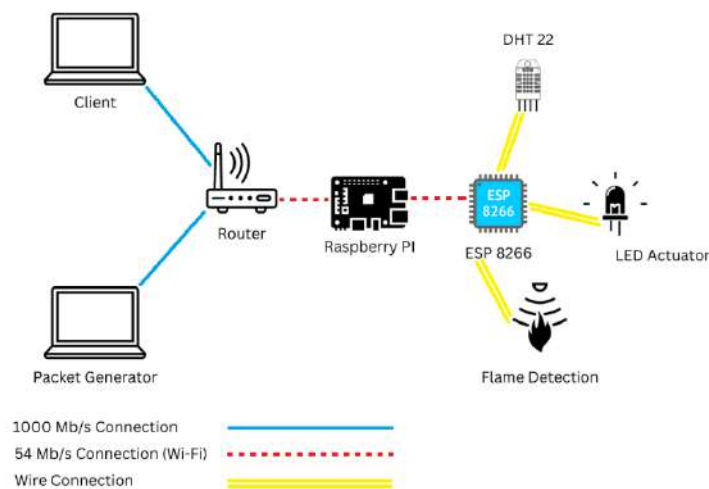
การโจมตีแบบ HTTP Flood จะใช้ระยะเวลาโจมตี 1 นาทีต่อ 1 ชุด Request และใช้จำนวน Requests ในการโจมตีแบ่งเป็น 500 1000 5000 10000 50000 100000 ตามลำดับ โดยทุกครั้งที่ทำการโจมตีจะทำการเรียกเข้าใช้งาน Web Page ส่วนควบคุมหลัก โดยที่หาก Web Page สามารถเข้าใช้งานได้จะมีการทดสอบรับค่าข้อมูลความชื้น ทดสอบกระบวนการแจ้งเตือนเปลวไฟ การส่งคำสั่งออกไปเพื่อเปิดและปิดหลอดไฟ และบันทึกอัตราการใช้กำลังการประมวลผล (CPU Usage) เทียบกับสถานะปกติ

3.1.2 กำหนดโดยใช้ระยะเวลาการโจมตี ด้วยวิธี TCP , ICMP และ UDP Flood Attack

การโจมตีแบบ TCP, ICMP, UDP Flood Attack จะใช้ระยะเวลาการโจมตีทั้งหมดเป็นระยะเวลา 10 นาที และส่งแพ็กเกจไปโจมตีที่เป้าหมายด้วยวิธี Flood โดยทุกๆ 1 นาทีจะทำการเรียกเข้าใช้งาน Web Page โดยที่หาก Web Page สามารถเข้าใช้งานได้จะมีการทดสอบรับค่าข้อมูลความชื้น ทดสอบกระบวนการแจ้งเตือนเปลวไฟ การส่งคำสั่งออกไปเพื่อเปิดและปิดหลอดไฟ และบันทึกอัตราการใช้กำลังการประมวลผล (CPU Usage) เทียบกับสถานะปกติ

3.2 การออกแบบระบบ

งานวิจัยนี้ได้สร้างระบบ IoT ขึ้นมาโดยอ้างอิงความสามารถและการทำงานต่างๆในลักษณะของ Smart Home โดยใช้ อุปกรณ์ ดังนี้ Raspberry Pi Model B 8GB, ESP 8266, DHT 22 Sensor, Flame Detection Sensor, LED (Actuator) โดยเชื่อมต่ออุปกรณ์ Raspberry Pi และ ESP 8266 ผ่าน Wi-Fi ด้วย High Speed Router ในส่วนของการโจมตีและการจำลองผู้ใช้งานใช้ Notebook 2 เครื่องซึ่งทำหน้าที่เป็น Package Generator สำหรับสร้างชุดการโจมตี และอีกเครื่องสำหรับจำลองการใช้งานของผู้ใช้งาน โดยโครงสร้างการเชื่อมต่อทั้งหมดภายในระบบใช้โครงสร้างแบบ Star Topology ดังรูปที่ 1

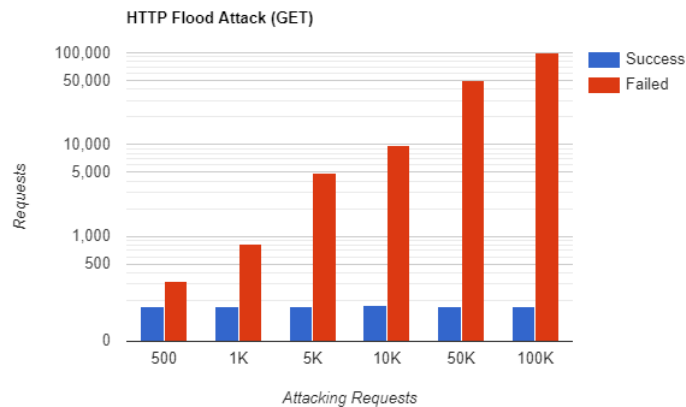


รูปที่ 1 ภาพรวมของระบบ

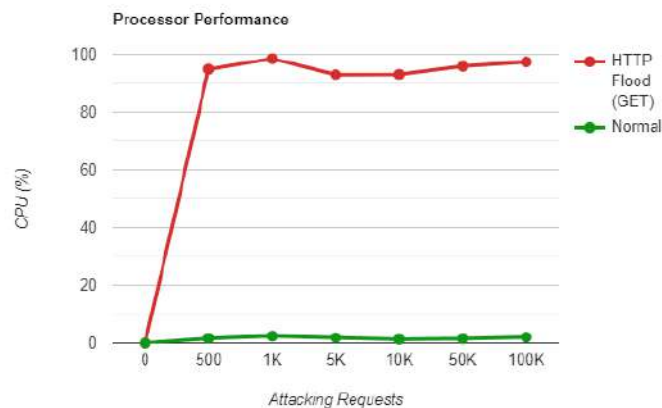
4. ผลการโจมตี

4.1 HTTP Flood Attack

จากการโจมตีในรูปแบบ HTTP Flood Attack แสดงให้เห็นว่า Raspberry Pi สามารถรองรับปริมาณ Requests เฉลี่ยอยู่ที่ 172 requests ต่อวินาที ซึ่งเมื่อมีการเพิ่มปริมาณ HTTP Requests ให้มากขึ้น ปริมาณ Requests ที่มีสถานะ Failed ก็มีปริมาณสูงขึ้นตามแต่ปริมาณ Requests ที่มีสถานะ Success ยังคงมีปริมาณเท่าเดิมตามกราฟที่แสดง ดังรูปที่ 2



รูปที่ 2 กราฟแสดงปริมาณ Requests ที่รองรับได้ผ่าน HTTP Request และอุปกรณ์ Raspberry Pi มีอัตราการใช้กำลังการประมวลผลของ CPU ที่สูงขึ้นแบบก้าวกระโดดตลอดระยะเวลาที่เกิดการโจมตี โดยสูงขึ้นและมีอัตราการใช้กำลังการประมวลผลเฉลี่ยอยู่ที่ 95.47% ดังรูปที่ 3



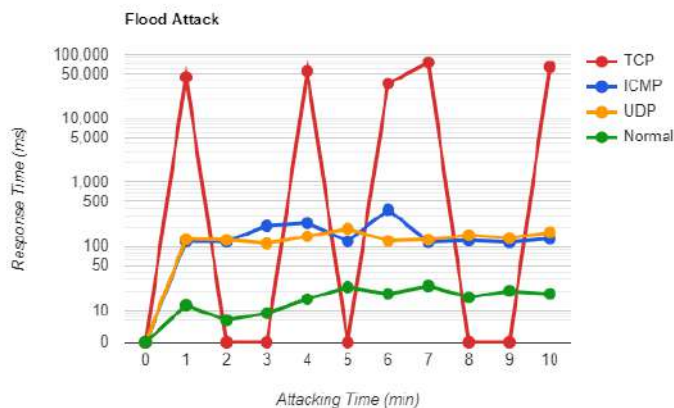
รูปที่ 3 กราฟแสดงอัตราการใช้ CPU ระหว่างเกิดการโจมตีแบบ HTTP Flood Attack การทดสอบการเข้าถึง Web Page การทดสอบการรับข้อมูลค่าความชื้นและการทดสอบส่งคำสั่ง มีการทำงานที่ไม่ถูกต้อง และถูกจำกัดการใช้งาน โดยที่สามารถเรียกเข้าใช้งาน Web Page ได้เพียงแค่ 2 ครั้งจากทั้งหมด 6 ครั้งของการทดสอบ การรับข้อมูลความชื้นจากอุปกรณ์ Sensor มาแสดงผลการทำงานที่ช้าลง การแจ้งเตือนเปลวไฟจากอุปกรณ์ Sensor และการส่งคำสั่งเปิด/ปิดหลอดไฟไปยังอุปกรณ์ Actuator มีการทำงานที่ช้าลงและผิดพลาด ดังตารางที่ 1

Requests	Web Page	ค่าความขึ้น	LED (Actuator)	Fire Notify
500	เข้าถึงได้	รับข้อมูลช้า (>5S)	ส่งคำสั่งช้ามาก (>10S)	รับข้อมูลช้ามาก (>10S)
1K	เข้าถึงได้	รับข้อมูลช้า (>5S)	ส่งคำสั่งช้ามาก (>10S)	รับข้อมูลช้ามาก (>10S)
5K	ไม่สามารถเข้าถึงได้	ไม่สามารถรับข้อมูลได้	ไม่สามารถส่งคำสั่งได้	ไม่สามารถรับข้อมูลได้
10K	ไม่สามารถเข้าถึงได้	ไม่สามารถรับข้อมูลได้	ไม่สามารถส่งคำสั่งได้	ไม่สามารถรับข้อมูลได้
50K	ไม่สามารถเข้าถึงได้	ไม่สามารถรับข้อมูลได้	ไม่สามารถส่งคำสั่งได้	ไม่สามารถรับข้อมูลได้
100K	ไม่สามารถเข้าถึงได้	ไม่สามารถรับข้อมูลได้	ไม่สามารถส่งคำสั่งได้	ไม่สามารถรับข้อมูลได้

ตารางที่ 1 ผลการเข้าถึง การรับข้อมูล และการส่งคำสั่งระหว่างเกิดการโจมตีแบบ HTTP Flood Attack

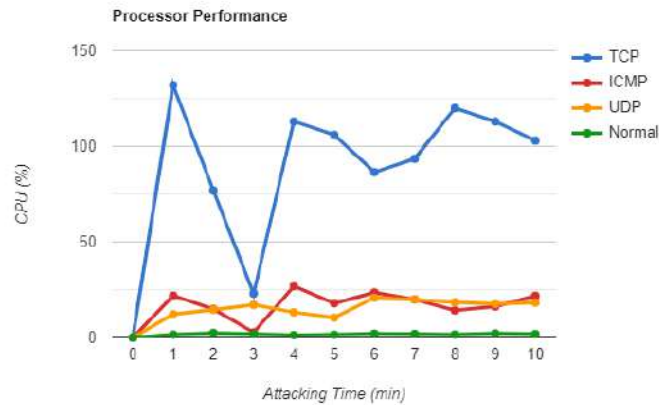
4.2 TCP Flood, ICMP Flood, UDP Flood Attack

การโจมตีในรูปแบบ TCP, ICMP, UDP Flood Attack แสดงให้เห็นว่า Raspberry Pi มีระยะเวลาการตอบสนอง (Response Time) ที่สูงขึ้น โดยการโจมตีในรูปแบบ TCP Flood Attack ทำให้ Raspberry Pi มีระยะเวลาการตอบสนองที่สูงขึ้นแบบก้าวกระโดดโดยมีค่าเฉลี่ยอยู่ที่ 54,510.4 ms และบางช่วงเวลาไม่สามารถตอบสนองได้ แต่ทว่าการโจมตีในรูปแบบ ICMP และ UDP Flood Attack ส่งผลกระทบต่อ Raspberry Pi มีระยะเวลาการตอบสนองที่สูงขึ้นจากปกติเพียงเล็กน้อยโดยมีค่าเฉลี่ยอยู่ที่ 166.2 ms ดังรูปที่ 4



รูปที่ 4 กราฟแสดงระยะเวลาการตอบสนองของระบบระหว่างการโจมตีแบบ TCP, ICMP และ UDP

อัตราการใช้กำลังการประมวลผลของ Raspberry Pi ในขณะที่เกิดการโจมตีแบบ TCP Flood Attack มีอัตราที่สูงขึ้นอย่างมากโดยมีอัตราการใช้กำลังการประมวลผลเฉลี่ยอยู่ที่ 96.69% เมื่อเทียบกับอัตราการใช้กำลังการประมวลผลในช่วงเวลาปกติที่ไม่เกิดการโจมตี และในขณะที่เกิดการโจมตีแบบ ICMP และ UDP Flood Attack ซึ่งทั้ง 2 รูปแบบของการโจมตีส่งผลให้อุปกรณ์ Raspberry Pi มีอัตราการใช้กำลังการประมวลผลสูงขึ้นจากช่วงเวลาปกติที่ไม่เกิดการโจมตีโดยเฉลี่ยอยู่ที่ 17.13% ซึ่งเป็นอัตราที่อุปกรณ์ Raspberry Pi ยังสามารถให้บริการได้ ดังรูปที่ 5



รูปที่ 5 กราฟแสดงอัตราการใช้ CPU ระหว่างเกิดการโจมตีแบบ TCP, ICMP และ UDP

การทดสอบการเข้าถึง Web Page การทดสอบการรับค่าข้อมูลความชื้นและการทดสอบส่งคำสั่ง มีการอัตราการทำงานที่แย่ง โดยระหว่างที่เกิดการโจมตีแบบ TCP Flood Attack การเข้าถึง Web Page สามารถทำได้เพียง 5 ครั้งจากทั้งหมด 10 ครั้งของการทดสอบ การรับข้อมูลค่าความชื้นสามารถทำได้เพียงแค่ 3 ครั้ง การรับค่าข้อมูลการแจ้งเตือนเปลวไฟไม่สามารถรับค่าการแจ้งเตือนได้ ซึ่งมีเพียงครั้งเดียวที่สามารถรับค่าการแจ้งเตือนได้โดยใช้ระยะเวลามากกว่า 10 วินาที ส่วนการส่งคำสั่งเปิด/ปิดหลอดไฟมีการทำงานผิดพลาด โดยมีเพียงครั้งเดียวที่สามารถส่งคำสั่งไปเปิดหลอดไฟได้แต่ไม่สามารถสั่งปิดได้ และสำหรับการโจมตีแบบ ICMP และ UDP Flood Attack การเข้าถึง Web Page ยังสามารถทำได้และมีระยะเวลาการตอบสนองที่สูงขึ้น การรับค่าข้อมูลความชื้นและการส่งคำสั่งเปิด/ปิดหลอดไฟยังสามารถทำงานได้ แต่การรับข้อมูลแจ้งเตือนเปลวไฟมีการทำงานที่ช้าลง ดังตารางที่ 2 และ 3

เวลา (นาที)	Web Page	ค่าความชื้น	LED (Actuator)	Fire Notify
1	เข้าถึงได้	รับข้อมูลได้	ส่งคำสั่งได้เฉพาะเปิด	รับข้อมูลช้ามาก (>10S)
2	ไม่สามารถเข้าถึงได้	ไม่สามารถรับข้อมูลได้	ไม่สามารถส่งคำสั่งได้	ไม่สามารถรับข้อมูลได้
3	ไม่สามารถเข้าถึงได้	ไม่สามารถรับข้อมูลได้	ไม่สามารถส่งคำสั่งได้	ไม่สามารถรับข้อมูลได้
4	เข้าถึงได้	ไม่สามารถรับข้อมูลได้	ไม่สามารถส่งคำสั่งได้	ไม่สามารถรับข้อมูลได้
5	ไม่สามารถเข้าถึงได้	ไม่สามารถรับข้อมูลได้	ไม่สามารถส่งคำสั่งได้	ไม่สามารถรับข้อมูลได้
6	เข้าถึงได้	รับข้อมูลได้	ไม่สามารถส่งคำสั่งได้	ไม่สามารถรับข้อมูลได้
7	เข้าถึงได้	รับข้อมูลได้	ไม่สามารถส่งคำสั่งได้	ไม่สามารถรับข้อมูลได้
8	ไม่สามารถเข้าถึงได้	ไม่สามารถรับข้อมูลได้	ไม่สามารถส่งคำสั่งได้	ไม่สามารถรับข้อมูลได้
9	ไม่สามารถเข้าถึงได้	ไม่สามารถรับข้อมูลได้	ไม่สามารถส่งคำสั่งได้	ไม่สามารถรับข้อมูลได้
10	เข้าถึงได้	ไม่สามารถรับข้อมูลได้	ไม่สามารถส่งคำสั่งได้	ไม่สามารถรับข้อมูลได้

ตารางที่ 2 ผลการเข้าถึง การรับข้อมูลและส่งคำสั่งของการโจมตีแบบ TCP Flood Attack

เวลา (นาที)	Web Page	ค่าความชื้น	LED (Actuator)	Fire Notify
1	เข้าถึงได้	รับข้อมูลได้	ส่งคำสั่งได้	รับข้อมูลได้
2	เข้าถึงได้	รับข้อมูลได้	ส่งคำสั่งได้	รับข้อมูลได้

3	เข้าถึงได้	รับข้อมูลได้	ส่งคำสั่งได้	ICMP : รับข้อมูลช้า (>5S) UDP : รับข้อมูลได้
4	เข้าถึงได้	รับข้อมูลได้	ส่งคำสั่งได้	ICMP : รับข้อมูลช้า (>5S) UDP : รับข้อมูลได้
5	เข้าถึงได้	รับข้อมูลได้	ส่งคำสั่งได้	รับข้อมูลได้
6	เข้าถึงได้	รับข้อมูลได้	ส่งคำสั่งได้	ICMP : รับข้อมูลช้ามาก (>10S) UDP : รับข้อมูลได้
7	เข้าถึงได้	รับข้อมูลได้	ส่งคำสั่งได้	ICMP : รับข้อมูลช้า (>5S) UDP : รับข้อมูลช้า (>5S)
8	เข้าถึงได้	รับข้อมูลได้	ส่งคำสั่งได้	ICMP : รับข้อมูลได้ UDP : รับข้อมูลช้า (>5S)
9	เข้าถึงได้	รับข้อมูลได้	ส่งคำสั่งได้	ICMP : รับข้อมูลได้ UDP : รับข้อมูลช้า (>5S)
10	เข้าถึงได้	รับข้อมูลได้	ส่งคำสั่งได้	ICMP : รับข้อมูลช้า (>5S) UDP : รับข้อมูลช้า (>5S)

ตารางที่ 3 ผลการเข้าถึง การรับข้อมูลและส่งคำสั่งของการโจมตีแบบ ICMP และ UDP Flood Attack

5. สรุป

ระบบทดสอบ IoT ที่มีรูปแบบการประมวลผลแบบ Local Computing แสดงให้เห็นถึงช่องโหว่ด้าน Availability ของความมั่นคงปลอดภัย ที่เกิดจากข้อจำกัดในด้านกำลังประมวลผลของอุปกรณ์ Raspberry Pi ที่ถูกนำมาประยุกต์ใช้งานทำหน้าที่เป็นส่วนควบคุมหลัก (Control Center) ซึ่งไม่สามารถรับมือกับการโจมตีได้จากการทดสอบโจมตีด้วยวิธี DDoS ซึ่งเป็นรูปแบบการโจมตีที่พบเจอได้บ่อยในปัจจุบัน แสดงให้เห็นว่า รูปแบบการโจมตีในลักษณะ HTTP Flood (GET) และแบบ TCP Flood Attack ที่มุ่งเน้นไปที่การทำให้ทรัพยากรสำหรับกำลังการประมวลผลถูกใช้จนถึงขีดจำกัด สามารถส่งผลกระทบต่อการทำงานของระบบ IoT ทั้งจากการถูกจำกัดการเข้าใช้งาน ทั้งการทำงานของระบบที่ใช้เวลาสูงขึ้น และความถูกต้องของการทำงานที่ลดลงอย่างเห็นได้ชัด ซึ่งสามารถก่อให้เกิดอันตรายและนำไปสู่ความเสียหายได้ ส่วนลักษณะการโจมตีแบบ ICMP และ UDP Flood Attack ที่มุ่งเน้นการทำให้เกิด Overwhelming ของ Bandwidth ก็ส่งผลกระทบต่อการทำงานของระบบ ซึ่งผลการโจมตีทำให้การรับข้อมูลการแจ้งเตือนเปลวไฟใช้เวลามากกว่าที่ควรจะเป็น ถึงแม้ผลกระทบต่อระบบจะแสดงไม่เด่นชัดเท่ากับ HTTP และ TCP Attack แต่ก็ส่งผลกระทบต่อการทำงานของระบบ IoT ที่เป็นการทำงานเฉพาะด้านบางอย่างเช่นการแจ้งเตือนเปลวไฟ ทำให้เกิดการดำเนินงานที่ผิดพลาดและช้าลง ซึ่งถือว่าเป็นบริการที่เกี่ยวข้องกับความอันตราย และสร้างความเสียหายต่อผู้ใช้งานโดยตรง

การออกแบบและการสร้างระบบ IoT ที่มีการใช้รูปแบบการประมวลผลแบบ Local Computing หรือมีการประยุกต์ใช้อุปกรณ์ที่มีขีดจำกัดของทรัพยากรในด้านต่างๆ เช่น Microprocessor และ Microcontroller ไม่ควรออกแบบหรือติดตั้งระบบที่มีการใช้งานเครือข่ายแบบ Public Network ควรออกแบบและติดตั้งระบบไว้ภายในเครือข่ายแบบ Private Network หรือจำกัดการเข้าถึงเครือข่าย เพื่อป้องกันและลดโอกาสของการถูกโจมตีในลักษณะ DDoS และควรมีการนำอุปกรณ์ด้านความมั่นคงปลอดภัยอื่นเช่น IPS หรือ

อุปกรณ์ที่มีความสามารถในการช่วยจัดการเครือข่ายเช่น Load Balance เข้ามาประยุกต์ใช้ร่วมกับระบบ IoT ภายในเครือข่าย เพื่อช่วยเพิ่มประสิทธิภาพในด้านการป้องกันและการต้านทานการโจมตีทางไซเบอร์ได้

เนื่องจาก IoT ecosystem เป็นการประกอบรวมกันของอุปกรณ์และ เซนเซอร์ ที่มีความแตกต่างกันทั้งในด้านโครงสร้างของอุปกรณ์ ด้านรูปแบบของวิธีการเชื่อมต่อ/ติดต่อสื่อสาร และด้านของลักษณะการทำงานของอุปกรณ์ การรู้ขีดจำกัดของส่วนประกอบต่างๆจึงเป็นสิ่งสำคัญ เพื่อให้การเพิ่มกระบวนการป้องกันหรือการปิดช่องโหว่นั้นมีประสิทธิภาพ และไม่ทำให้เกิดการทับซ้อนกันจนเกิดเป็นช่องโหว่ใหม่ และนอกจากช่องโหว่ที่เกิดจากตัวอุปกรณ์แล้ว ผู้ใช้งานเองก็สามารถทำให้เกิดช่องโหว่ได้ทั้งในลักษณะการใช้งานที่ผิดวิธีหรือการขาดความรู้และความเข้าใจต่อรูปแบบการให้บริการของระบบ

6. การอ้างอิง

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การศึกษาประสิทธิภาพการพยากรณ์ฝุ่น PM2.5 ในเขตกรุงเทพมหานคร ด้วยตัวแปรเดียวและหลายตัวแปรโดยแบบจำลองไฮบริด

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บทคัดย่อ

ความต้องการมีสุขภาพที่แข็งแรงเป็นความต้องการพื้นฐานที่ตรงกันของมนุษยชาติ ซึ่งองค์การอนามัยโลกทำหน้าที่ดูแลและประสานงานด้านการสาธารณสุขเพื่อคุ้มครองและส่งเสริมสุขภาพอนามัยของประชาชนทั่วโลก โดยองค์การอนามัยโลกได้มีประกาศปรับปรุงมาตรฐานฝุ่นละออง PM2.5 ใหม่ แสดงถึงฝุ่นละออง PM2.5 เป็นปัญหาที่ควรให้ความสำคัญ อันเนื่องมาจากฝุ่นละออง PM2.5 เป็นตัวกลางพาสารอันตรายเข้าสู่ปอด โดยประเทศไทยเริ่มให้ความสำคัญกับปัญหาฝุ่นละออง PM2.5 ในปี พ.ศ. 2562 ความสามารถในการพยากรณ์ฝุ่นละออง PM2.5 จึงถือเป็นแนวทางหนึ่งในการป้องกันปัญหาสุขภาพที่อาจเกิดขึ้นจากฝุ่นละออง PM2.5 แบบจำลองที่มักถูกใช้ในการพยากรณ์ฝุ่นละออง PM2.5 คือ แบบจำลองไฮบริด ตามแนวคิดของ Peter Zhang ในปี ค.ศ. 2003 โดยใช้แบบจำลอง Arima พยากรณ์ข้อมูลที่มีโครงสร้างเชิงเส้น หลังจากพยากรณ์ค่าส่วนที่เหลือด้วยแบบจำลองโครงข่ายประสาทเทียม ซึ่งขณะนั้นคือแบบจำลอง ANN แต่ในปัจจุบันถูกพัฒนาเป็นแบบจำลอง LSTM โดยแบบจำลอง LSTM นั้นมีประสิทธิภาพในการพยากรณ์ทั้งตัวแปรเดียวและหลายตัวแปร

สำหรับกรุงเทพมหานคร เมืองหลวงของประเทศไทยนั้น มักประสบปัญหาฝุ่นละออง PM2.5 ในช่วงฤดูหนาว ซึ่งตั้งแต่เดือนมกราคม พ.ศ. 2566 ที่ผ่านมา เริ่มมีรายงานข่าวถึงเขตที่มีค่าฝุ่นละออง PM2.5 เกินกว่ามาตรฐานที่กรมควบคุมมลพิษกำหนด ผู้วิจัยจึงเกิดแนวคิดในการเปรียบเทียบประสิทธิภาพการพยากรณ์ด้วยการเปรียบเทียบค่าความคลาดเคลื่อน โดยการพยากรณ์ด้วยแบบจำลอง Arima กับแบบจำลอง LSTM และแบบจำลอง BiLSTM แบบตัวแปรเดียว แบบจำลอง Arima กับแบบจำลอง LSTM และแบบจำลอง BiLSTM แบบหลายตัวแปร รวมถึงแบบจำลอง Arima กับแบบจำลอง LSTM และแบบจำลอง BiLSTM แบบเลือกตัวแปรที่ไม่มีค่าสหสัมพันธ์กับค่าส่วนที่เหลือ

ผลการทดสอบพบว่า มีเพียงแบบจำลอง Arima กับแบบจำลอง LSTM และแบบจำลอง BiLSTM แบบเลือกตัวแปรให้ค่าดีกว่าการพยากรณ์ด้วยแบบจำลอง Arima อย่างเดียว โดยแบบจำลอง Arima-LSTM ให้ค่าคลาดเคลื่อนสัมบูรณ์เฉลี่ย (Mean Absolute Error: MAE) เท่ากับ 4.3073 ค่ารากที่สองของค่าความคลาดเคลื่อนกำลังสองเฉลี่ย (Root Mean Squared Error: RMSE) เท่ากับ 5.5122 ค่าสัมบูรณ์ของเปอร์เซ็นต์ของความคลาดเคลื่อน (Mean Absolute Percentage Error : MAPE) เท่ากับ 0.0928 ซึ่งทุกค่าความผิดพลาดต่ำที่สุดเมื่อเทียบกับแบบจำลองอื่น

คำสำคัญ: PM2.5, การพยากรณ์, แบบจำลองไฮบริด, Univariate, Multivariate

1. บทนำ

ความต้องการมีสุขภาพที่แข็งแรง เป็นความต้องการความมั่นคงปลอดภัย (Safety Needs) ที่พื้นฐานที่และ

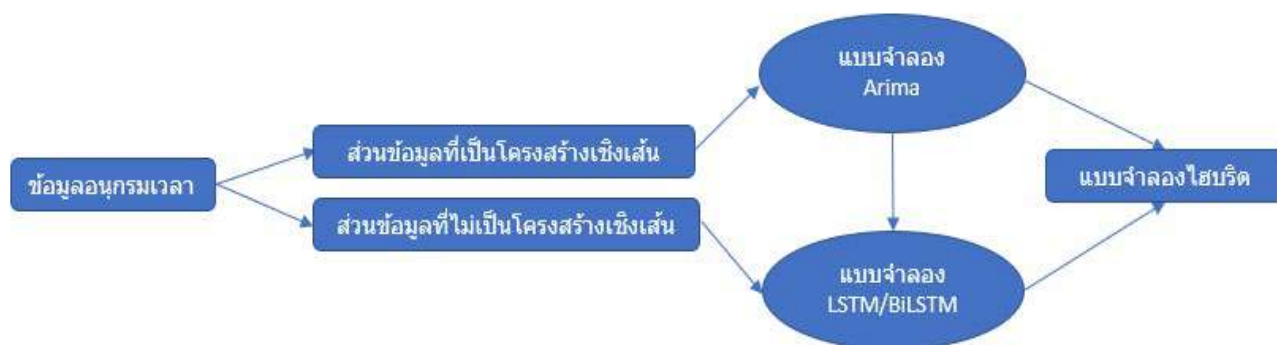
ตรรกะของมนุษยชาติ ตามทฤษฎีลำดับขั้นความต้องการของมาสโลว์ (Maslow's Hierarchy of Needs) ของ อับราฮัม เอช. มาสโลว์ โดยเป็นทฤษฎีจิตวิทยาที่เกิดขึ้นเมื่อปี ค.ศ. 1943 (Maslow, 1943) ซึ่งเป็นแนวคิดที่แพร่หลายและเป็นที่ยอมรับจนถึงปัจจุบัน จากความต้องการพื้นฐานที่ตรรกะของมนุษยชาตินี้ จึงมีการจัดตั้งองค์การอนามัยโลก (World Health Organization: WHO) ซึ่งเป็นหน่วยงานระหว่างประเทศ ทำหน้าที่ดูแลและประสานงานด้านการสาธารณสุขเพื่อคุ้มครองและส่งเสริมสุขภาพอนามัยของประชาชนทั่วโลก และเมื่อเร็วๆ นี้ องค์การอนามัยโลกได้มีประกาศมาตรฐานฝุ่นละออง PM2.5 ใหม่ ส่งผลให้มีราชกิจจานุเบกษาเผยแพร่ประกาศคณะกรรมการสิ่งแวดล้อมแห่งชาติ เมื่อวันที่ 8 กรกฎาคม พ.ศ. 2565 ได้กำหนดมาตรฐานฝุ่นละออง PM2.5 ซึ่งค่าเฉลี่ยในเวลา 24 ชั่วโมง จะต้องไม่เกิน 50 ไมโครกรัมต่อลูกบาศก์เมตรโดยให้มีผลจนถึงวันที่ 31 พฤษภาคม พ.ศ. 2566 (กรมควบคุมมลพิษ, 2565) ซึ่งฝุ่นละออง PM2.5 หรือมีชื่อทางการเรียกว่า “Particulate matter with diameter of less than 2.5 micron” เป็นฝุ่นละอองที่มีขนาดไม่เกิน 2.5 ไมครอน ทำหน้าที่เป็นตัวกลางพาสารอันตรายต่าง ๆ เข้าสู่ปอด เช่น สารก่อมะเร็ง สารโลหะหนัก เป็นต้น (กระทรวงสาธารณสุข, 2562)

ข้อมูลฝุ่นละออง PM2.5 เป็นข้อมูลคุณภาพอากาศมีลักษณะเป็นข้อมูลอนุกรมเวลา (Time series) ไม่คงที่และไม่เป็นข้อมูลเชิงเส้น หากสามารถพยากรณ์ข้อมูลฝุ่นละออง PM2.5 ได้ จะเป็นประโยชน์ในการหาแนวทางในการป้องกันอันตรายที่จะส่งผลต่อสุขภาพ ซึ่งแบบจำลองไฮบริด (Hybrid model) เช่น แบบจำลอง Arima-LSTM มักถูกนำมาใช้ในการพยากรณ์โดยการสอนให้ระบบคอมพิวเตอร์ทำการเรียนรู้ได้ด้วยตนเองจากการใช้ข้อมูลในอดีต (Machine Learning) ตามแนวคิดของเริ่มต้นของที่ถือกำเนิดขึ้นในปี ค.ศ. 2003 โดย Peter Zhang เนื่องจากข้อดีของแบบจำลองอริมา (Auto Regressive Integrated Moving Average: Arima) ที่ถูกนำมาใช้สำหรับการพยากรณ์ข้อมูลที่มีโครงสร้างเชิงเส้น หลังจากนั้นนำค่าส่วนที่เหลือ (Residual) ไปพยากรณ์ร่วมกับโครงข่ายประสาทเทียม (Artificial Neural Networks: ANN) (Zhang, 2003) ซึ่งในปัจจุบันค่าส่วนที่เหลือ (Residual) มักพยากรณ์ด้วยแบบจำลองหน่วยความจำสั้นยาว (Long Short-Term Memory: LSTM) เพื่อแก้ปัญหาการสูญหายของเกรเดียนต์ (Vanishing Gradient Problem: VGP) นอกจากนี้แบบจำลอง LSTM ยังเป็นแบบจำลองที่เป็นที่ยอมรับในการพยากรณ์ได้ดีทั้ง Global Univariate Models และ Global Multivariate Models อีกด้วย (DiBattista, 2022)

กรุงเทพมหานคร ประกอบไปด้วย 50 เขต และเป็นเมืองหลวงของประเทศไทยมักประสบปัญหาฝุ่นละออง PM2.5 ในระหว่างช่วงเดือนธันวาคม ถึง เดือนเมษายน ปีถัดไป (กระทรวงสาธารณสุข, 2562) ด้วยคุณสมบัติของแบบจำลอง LSTM ผู้วิจัยจึงเกิดแนวคิดในการเปรียบเทียบประสิทธิภาพการพยากรณ์ด้วยการเปรียบเทียบค่าความคลาดเคลื่อน โดยการพยากรณ์ด้วยแบบจำลอง Arima กับแบบจำลอง LSTM และแบบจำลอง BiLSTM แบบตัวแปรเดียว แบบจำลอง Arima กับแบบจำลอง LSTM และแบบจำลอง BiLSTM แบบหลายตัวแปร รวมถึงแบบจำลอง Arima กับแบบจำลอง LSTM และแบบจำลอง BiLSTM แบบเลือกตัวแปรที่ไม่มีค่าสหสัมพันธ์กับค่าส่วนที่เหลือ (Residual) เพื่อป้องกันความโน้มเอียง (Bias) จากการพยากรณ์ ซึ่งผลจากการศึกษาประสิทธิภาพของแบบจำลองในครั้งนี้ สามารถเป็นแนวทางในการการพยากรณ์ค่าฝุ่น PM2.5 ได้อีกด้วย

ภาพที่ 1

แสดงกรอบแนวคิดในการวิจัย



2. การทบทวนวรรณกรรม

2.1 แนวคิด ทฤษฎี และเครื่องมือที่ใช้ในการวิเคราะห์

บทความวิจัยเรื่อง “การศึกษาประสิทธิภาพการพยากรณ์ฝุ่น PM2.5 ในเขตกรุงเทพมหานคร ด้วยตัวแปรเดียวและหลายตัวแปรโดยแบบจำลองไฮบริด” นี้ใช้แนวคิด 3 แบบจำลอง ดังนี้

2.1.1 แนวคิดแบบจำลอง Hybrid

ในช่วงปี ค.ศ. 2003 เครือข่ายประสาทเทียม/สังคม (artificial neural networks : ANNs) ได้มีการศึกษาอย่างกว้างขวางและใช้ในการพยากรณ์อนุกรมเวลา ข้อได้เปรียบที่สำคัญของโครงข่ายประสาทเทียมคือความสามารถในการสร้างแบบจำลองแบบไม่เชิงเส้นที่ยืดหยุ่นด้วย ANN ไม่จำเป็นต้องระบุรูปแบบเฉพาะ แต่แบบจำลองนั้นถูกสร้างขึ้นแบบปรับเปลี่ยนตามคุณสมบัติที่นำเสนอจากข้อมูล ทั้งโมเดล ARIMA และ ANN ต่างประสบความสำเร็จในโดเมนเชิงเส้นหรือไม่เชิงเส้นของตนเอง อย่างไรก็ตาม ไม่มีแบบจำลองที่เหมาะสมกับทุกสถานการณ์ การประมาณแบบจำลอง ARIMA กับปัญหาไม่เชิงเส้นที่ซับซ้อนอาจไม่เพียงพอ ในทางกลับกัน การใช้ ANN เพื่อสร้างแบบจำลองปัญหาเชิงเส้นให้ผลลัพธ์ที่หลากหลาย จึงเกิดแนวคิดวิธีการแบบผสมผสานที่มีความสามารถในการสร้างแบบจำลองทั้งเชิงเส้นและไม่เชิงเส้นอาจที่เป็นกลยุทธ์ที่ดีสำหรับการใช้งานจริง โดยการรวมโมเดลที่แตกต่างกัน (Zhang, 2003)

ดังนั้น จึงมีเหตุผลที่จะพิจารณาอนุกรมเวลาที่ประกอบด้วยโครงสร้างความสัมพันธ์เชิงเส้นอัตโนมัติและองค์ประกอบที่ไม่เชิงเส้น ตามสมการ (2.1)

$$Y_t = L_t + N_t \quad (2.1)$$

โดยที่ L_t หมายถึง ส่วนข้อมูลที่เป็นโครงสร้างเชิงเส้น

N_t หมายถึง ส่วนข้อมูลที่ไม่เป็นโครงสร้างเชิงเส้น

กระบวนการต้องมีการประมาณสององค์ประกอบจากข้อมูล อันดับแรก ให้ ARIMA เป็นแบบจำลองส่วนประกอบเชิงเส้น จากนั้นส่วนที่เหลือจากแบบจำลองเชิงเส้นจะมีเฉพาะความสัมพันธ์แบบไม่เชิงเส้น ให้ e_t

แทนค่าที่เหลือ (residuals) ณ เวลา t จากโมเดลเชิงเส้น ตามสมการ (2.2)

$$e_t = Y_t - \hat{L}_t \quad (2.2)$$

โดยที่ \hat{L}_t หมายถึง ค่าพยากรณ์สำหรับเวลา t

จากความสัมพันธ์ที่ประมาณไว้ ค่าที่เหลือมีความสำคัญใน การวินิจฉัยความสมบูรณ์ของโมเดลเชิงเส้น โมเดลเชิงเส้นไม่ใช่เพียงพอหากยังมีโครงสร้างความสัมพันธ์เชิงเส้นเหลืออยู่ในส่วนที่เหลือ อย่างไรก็ตาม การวิเคราะห์สามารถตรวจจบบรูปแบบที่ไม่เชิงเส้นในข้อมูลได้ ซึ่งส่วนที่เหลือจะระบุข้อจำกัดของ ARIMA ดังนั้นการสร้างแบบจำลองส่วนที่เหลือโดยใช้ ANN จะสามารถค้นพบความสัมพันธ์แบบไม่เชิงเส้นได้ ด้วย n โหนดอินพุต รูปแบบ ANN สำหรับส่วนที่เหลือจะแสดงได้ตามสมการ (2.3)

$$e_t = f(e_{t-1}; e_{t-2}; \dots; e_{t-n}) + \mathcal{E}_t \quad (2.3)$$

โดยที่ f หมายถึง ฟังก์ชันไม่เชิงเส้นที่กำหนดโดยโครงข่ายประสาทเทียม

\mathcal{E}_t หมายถึง ข้อผิดพลาดของการสุ่ม

จากสมการ (2.3) \hat{N}_t การคาดการณ์แบบรวมจะแสดงได้ตามสมการ (2.4)

$$Y_t = \hat{L}_t + \hat{N}_t \quad (2.4)$$

โดยสรุป วิธีการที่นำเสนอของระบบไฮบริดประกอบด้วยสองขั้นตอน ขั้นแรกจะใช้แบบจำลอง ARIMA เพื่อวิเคราะห์ส่วนเชิงเส้นของปัญหา ส่วนขั้นตอนที่สอง มีการพัฒนาแบบจำลองโครงข่ายประสาทเทียมเพื่อจำลองสิ่งตกค้างจากโมเดล ARIMA เนื่องจากโมเดล ARIMA ไม่สามารถจับโครงสร้างแบบไม่เชิงเส้นของ ข้อมูลส่วนที่เหลือของโมเดลเชิงเส้นจะมีข้อมูลเกี่ยวกับความไม่เชิงเส้น

ผลลัพธ์จากโครงข่ายประสาทเทียมสามารถใช้เป็นการคาดคะเนเงื่อนไขข้อผิดพลาดได้สำหรับแบบจำลอง ARIMA แบบจำลองไฮบริดใช้ประโยชน์จากคุณลักษณะเฉพาะและความแข็งแกร่งของโมเดล ARIMA และโมเดล ANN ในการกำหนดรูปแบบที่แตกต่างกัน ดังนั้นจึงสามารถเป็นประโยชน์ในการสร้างแบบจำลองเชิงเส้นและไม่เชิงเส้นแยกจากกันโดยใช้ความแตกต่างแบบจำลองแล้วรวมการคาดการณ์เพื่อปรับปรุงการสร้างแบบจำลองและการพยากรณ์โดยรวม

2.1.2 แนวคิดแบบจำลอง Arima

การวิเคราะห์อนุกรมเวลาที่เป็นการใช้ข้อมูลในอดีตเพื่อใช้เป็นแนวทางในการพยากรณ์อนาคตด้วยอนุกรมเวลาแบบ Box-Jenkins (1976) ที่เรียกว่า Autoregressive Integrated Moving Average Model หรือเป็นที่รู้จักว่าแบบจำลอง ARIMA ซึ่งเป็นแบบจำลองถดถอย ประกอบด้วยองค์ประกอบของ autoregression, integrated และ moving average เป็นแบบจำลองถดถอยใช้ในการพยากรณ์ข้อมูลอนุกรมเวลาที่อ้างอิง p, d, q .Shaun (2017) ได้อธิบายแบบจำลอง ARIMA ไว้ดังนี้

Auto Regression, AR(p) เป็นส่วนหนึ่งของแบบจำลอง ARIMA ตามแนวคิดที่ว่าจะใช้ความล่าช้าของตัวเอง (ค่าในอดีต) เป็นตัวทำนาย โดยที่พารามิเตอร์ p คือ ขอบเขตของจำนวนความล่าช้าที่เกิดขึ้น

Integrated I(d) ช่วยทำให้ข้อมูลอนุกรมเวลาอยู่กับที่เพื่อลดการขึ้นต่อกันของเวลาและแนวโน้ม โดยที่พารามิเตอร์ d คือ ระดับความแตกต่างซึ่งหมายถึงจำนวนครั้งที่ข้อมูลมีความแตกต่างกัน ถ้าอนุกรมเวลาหยุดนิ่ง (stationary) ระดับความแตกต่างของมันคือศูนย์

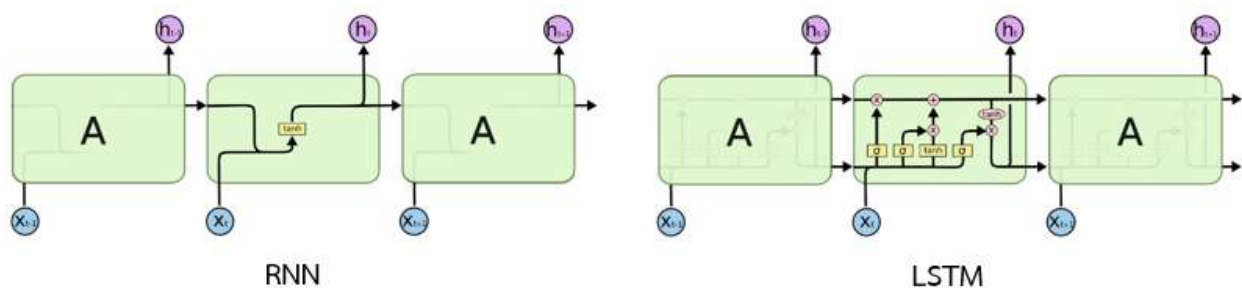
Moving Average, MA(q) ใช้ข้อผิดพลาดที่เหลือ (residual) ของเวลาที่ผ่านมาซึ่งให้เห็นการคาดการณ์ในปัจจุบันและอนาคต โดยที่พารามิเตอร์ q คือ จำนวนของข้อผิดพลาดการคาดการณ์ความล่าช้าที่ใช้ในการคำนวณค่าปัจจุบัน

2.1.3 แนวคิดแบบจำลอง LSTM

หน่วยความจำระยะสั้นระยะยาว (Long Short Term Memory: LSTM) เป็นโครงข่ายประสาทเทียมแบบวนกลับ (Recurrent Neural Networks: RNN) ที่สามารถเรียนรู้การพึ่งพาระยะยาวได้ มีโครงสร้างที่เชื่อมต่อกันเช่นกัน แต่ประกอบด้วยโครงสร้างที่แตกต่างและมีความซับซ้อนกว่ามากที่ได้ตอบซึ่งกันและกันดังภาพที่ 2 (Dagshub, 2023)

ภาพที่ 2

แสดงโมเดลโครงข่ายประสาทเทียมแบบวนกลับ (RNN) และโมเดลหน่วยความจำระยะสั้นระยะยาว (LSTM)



ภายในโมเดล LSTM หนึ่งในโมเดล ส่วนประกอบสำคัญที่อนุญาตให้ถ่ายโอนข้อมูลผ่านโมเดลทั้งหมดเรียกว่าสถานะของเซลล์ (cell state) นอกจากการถ่ายโอนข้อมูลแล้ว โมเดลยังมีความสามารถในการเพิ่มหรือลบข้อมูลไปยังสถานะของเซลล์ ซึ่งควบคุมโดยโครงสร้างที่เรียกว่าเกต (gate) ในโมเดล LSTM มาตรฐาน มีทั้งหมด 3 เกต ดังนี้

- 1) เกตลืม (forget gate) ทำหน้าที่กำหนดจำนวนสถานะของเซลล์ที่ขั้นตอนของเวลาก่อนหน้าจะยังคงอยู่ในขั้นตอนของเวลาปัจจุบัน และอาจไม่เก็บไว้เลยก็ได้
- 2) อินพุตเกต (input gate) ทำหน้าที่กำหนดจำนวนอินพุต ณ ปัจจุบัน บันทึกขั้นตอนเวลาในสถานะ

เซลล์ บางครั้งเรียกอินพุตเกตว่าเกตปรับปรุง

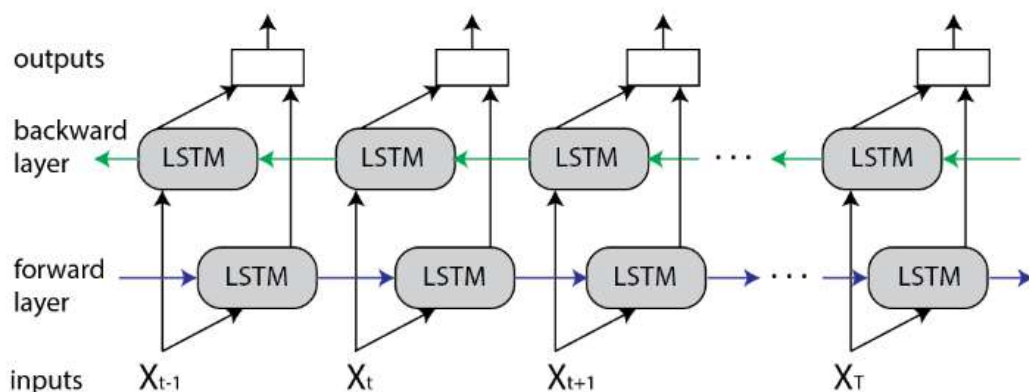
3) เกตเอาต์พุต (Output Gate: o) กำหนดจำนวนสถานะของเซลล์ที่ส่งออก เป็นค่าเอาต์พุตปัจจุบันของสถานะที่ซ่อนอยู่

กล่าวโดยสรุป LSTM ใช้เส้นทางที่แยกจากกันสำหรับหน่วยความจำระยะยาวและหน่วยความจำระยะสั้น และใช้ 3 เกต ประกอบด้วย เกตลืม (forget gate) อินพุตเกต (input gate) และเกตออก (output gate) เพื่อควบคุมสถานะของเซลล์ และเพื่อจัดการกับปัญหาการพังพารระยะยาวของ RNN โดยการกรองข้อมูลที่ไร้ประโยชน์ออกจากเครือข่าย

LSTM แบบสองทิศทาง (A Bidirectional LSTM: BiLSTM) เป็นโครงข่ายประสาทแบบเกิดซ้ำ ซึ่งแตกต่างจาก LSTM มาตรฐานตรงที่อินพุตไหลในทั้งสองทิศทาง และสามารถใช้อินพุตจากทั้งสองด้านได้ BiLSTM ทำการเพิ่มเลเยอร์ LSTM อีกหนึ่งชั้น ซึ่งจะกลับทิศทางการไหลของข้อมูล ซึ่งหมายถึงลำดับอินพุตไหลย้อนกลับในเลเยอร์ LSTM เพิ่มเติม ตามด้วยการรวมเอาต์พุตจากเลเยอร์ LSTM ดังภาพที่ 3

ภาพที่ 3

แสดงแนวคิดหน่วยความจำระยะยาวแบบสองทิศทาง (BiLSTM)



2.2 ทบทวนวรรณกรรม

จากการศึกษาพบว่ามีความที่เกี่ยวข้อง ดังนี้

งานวิจัยเรื่อง “Time series forecasting using a hybrid ARIMA and neural network model” (Zhang, G. P., 2003) กล่าวถึงแนวคิดแบบจำลองไฮบริด (Hybrid Model) เป็นการนำแบบจำลองมาใช้ในการพยากรณ์รวมกัน ประกอบไปด้วยแบบจำลอง ARIMA และ ANN ผลการทดลองพบว่าค่าเฉลี่ยความผิดพลาดกำลังสอง (Mean Square Error: MSE) และค่าเฉลี่ยความผิดพลาดสัมบูรณ์ (Mean Absolute Deviation: MAD) ของแบบจำลองไฮบริด ได้ค่าเฉลี่ยความผิดพลาดน้อยที่สุด จึงสรุปได้ว่าแบบจำลองไฮบริดสามารถให้ค่าพยากรณ์ที่ถูกต้องแม่นยำกว่าเมื่อเปรียบเทียบกับพยากรณ์ด้วยแบบจำลอง ARIMA หรือแบบจำลอง LSTM แบบจำลองเดียว

งานวิจัยเรื่อง “Time series forecasting using a hybrid ARIMA and LSTM model” (Fathi, 2019) ทำการวิจัยเพื่อพยากรณ์ข้อมูลอนุกรมโดยอาศัยแนวคิดแบบจำลองไฮบริด (Hybrid Model) ที่ยังคงใช้แบบจำลอง ARIMA พยากรณ์ข้อมูลที่มีโครงสร้างเชิงเส้นโดยเพิ่มองค์ประกอบเรื่องฤดูกาล (seasonal) เข้าไปในแบบจำลอง และเปลี่ยนจากแบบจำลอง ANN เป็นแบบจำลอง LSTM ที่ยังคงแนวคิดเครือข่ายประสาทเทียม (Neural networks) ผลการทดลองพบว่า มีเพียงรากที่สองของค่าเฉลี่ยความผิดพลาดลอการิทึมกำลังสอง (Root Mean Squared Logarithmic Error: RMSLE) จากแบบจำลอง ARIMA เท่านั้นที่ผลการพยากรณ์ดีกว่าค่าของแบบจำลอง LSTM และแบบจำลองไฮบริด นอกนั้นค่าเฉลี่ยสเกลความคลาดเคลื่อนสัมบูรณ์ (Mean Absolute Scaled Error: MASE) และค่าเฉลี่ยของเปอร์เซ็นต์ความผิดพลาดสัมบูรณ์ (Mean Absolute Percentage Error : MAPE) แบบจำลองไฮบริดได้ค่าเฉลี่ยความผิดพลาดน้อยที่สุดเมื่อเปรียบเทียบกับพยากรณ์ด้วยแบบจำลอง ARIMA หรือแบบจำลอง LSTM แบบจำลองเดียว

งานวิจัยเรื่อง “Multi-feature PM2.5 Prediction with ARIMA-LSTM” (Xiao, Wang, Cui & Yu, 2022) ทำการวิจัยเพื่อพยากรณ์ข้อมูลค่าฝุ่น PM2.5 โดยใช้ข้อมูลรายชั่วโมงจากสถานีที่แห่งหนึ่ง ผลการทดลองพบว่า รากที่สองของค่าเฉลี่ยความผิดพลาดกำลังสอง (Root Mean Squared Error: RMSE) และรากที่สองของค่าเฉลี่ยความผิดพลาดเปอร์เซ็นต์กำลังสอง (Root Mean Squared Percent Error: RMSPE) ของแบบจำลองไฮบริด ได้ค่าเฉลี่ยความผิดพลาดน้อยที่สุด จึงสรุปได้ว่าแบบจำลองไฮบริดสามารถให้ค่าพยากรณ์ที่ถูกต้องแม่นยำกว่าเมื่อเปรียบเทียบกับพยากรณ์ด้วยแบบจำลอง LSTM อย่างเดียว

3. วิธีดำเนินการวิจัย

3.1 กลุ่มตัวอย่าง

สำนักข่าวผู้จัดการออนไลน์ (MRG Online, 2566) ได้เสนอข่าวในวันที่ 10 มกราคม พ.ศ.2566 ที่แสดงให้เห็นว่าในช่วงเวลาระหว่าง 05.00-07.00 มี 19 เขตพื้นที่ ที่มีค่าฝุ่นละออง PM2.5 เกินเกณฑ์มาตรฐาน ซึ่งถือว่าอยู่ในระดับที่เริ่มส่งผลกระทบต่อสุขภาพ ประกอบไปด้วย 1) เขตคลองสามวา 2) เขตปทุมวัน 3) เขตธนบุรี 4) เขตวังทองหลาง 5) เขตหนองแขม 6) เขตลาดกระบัง 7) เขตคลองสาน 8) เขตบางซื่อ 9) เขตบางพลัด 10) เขตประเวศ 11) เขตยานนาวา 12) เขตสัมพันธวงศ์ 13) เขตบางกอกใหญ่ 14) เขตบึงกุ่ม 15) เขตหลักสี่ 16) เขตสาทร 17) เขตภาษีเจริญ 18) เขตหนองจอก 19) เขตบางขุนเทียน จากทั้งหมด 50 เขตทั่วกรุงเทพฯ

3.2 จำนวนตัวอย่างและวิธีการเลือกตัวอย่าง

จากจำนวน 19 เขตทำการเลือกเขตปทุมวัน นอกจากจะเป็นเขตที่มีค่าฝุ่น PM2.5 เป็นอันดับหนึ่งในวันที่ 10 มกราคม พ.ศ.2566 แล้ว ข้อมูลจากกองจัดการคุณภาพอากาศและเสียง สังกัดกรุงเทพมหานคร (กองจัดการคุณภาพอากาศและเสียง, 2566) ยังมีความสมบูรณ์ของข้อมูลที่จะนำมาใช้ในการวิเคราะห์อีกด้วย สำหรับจำนวนข้อมูลที่ใช้ในการวิจัยสามารถพิจารณาได้ดังตารางที่ 1 และตัวแปรที่ใช้ในการวิจัยสามารถพิจารณาได้ดังตารางที่ 2

ตารางที่ 1

รายละเอียดข้อมูลที่ใช้ในการวิจัย

2,160 รายการ

ประเภทข้อมูล	ระยะเวลา	รายการ
ข้อมูลเรียนรู้ (train)	25 ธันวาคม พ.ศ. 2565 เวลา 0:00 น. ถึง 24 กุมภาพันธ์ พ.ศ. 2566 เวลา 23:00 น.	1,488
ข้อมูลทดสอบ (test)	25 กุมภาพันธ์ พ.ศ. 2566 เวลา 0:00 น. ถึง 24 มีนาคม พ.ศ. 2566 เวลา 23:00 น.	672

ตารางที่ 2

ตัวแปรที่ใช้ในการวิจัย

ลำดับ	ตัวแปร	คำอธิบาย	ประเภท
1.	Datetime	ปี/เดือน/วัน เวลา ที่ทำการวัดค่า	ตัวแปรอนุกรม
2.	WS (m/s)	ความเร็วลม (Wind Speed)	ตัวแปรต้น
3.	WD (Deg)	ทิศทางลม (Wind Direction)	ตัวแปรต้น
4.	Temp (°C)	อุณหภูมิองศาเซลเซียส (Temperature)	ตัวแปรต้น
5.	RH (%)	ความชื้นสัมพัทธ์ (Relative Humidity)	ตัวแปรต้น
6.	BP (mBar)	ความกดอากาศ (Barometric Pressure)	ตัวแปรต้น
7.	PM2.5 (ug/m3)	ฝุ่นขนาดเล็กที่มีขนาดไม่เกิน 2.5 ไมครอน (Particulate Matter)	ตัวแปรตาม

3.3 การวิเคราะห์ข้อมูล

1) พยากรณ์ค่าฝุ่นขนาดเล็กที่มีขนาดไม่เกิน 2.5 ไมครอน (PM2.5) ซึ่งเป็น PM2.5 ส่วนแรก ด้วยแบบจำลอง Arima โดยใช้เพียงตัวแปร PM2.5_(t) ได้ผลพยากรณ์ PM2.5 ส่วนแรก และส่วนที่เหลือ (Res)

2) พยากรณ์ค่าส่วนที่เหลือ (Res) ด้วยแบบจำลอง LSTM และ BiLSTM โดยมีรูปแบบดังนี้

2.1) พยากรณ์ค่าส่วนที่เหลือ โดยตัวแปรหลายตัวแปร (Multivariate) แบ่งออกเป็น 2 วิธี

2.1.1) ใช้ตัวแปรฝุ่นขนาดเล็กที่มีขนาดไม่เกิน 2.5 ไมครอน (PM2.5_(t-1)) ความเร็วลม (WS_(t-1))

ทิศทางลม (WD_(t-1)) อุณหภูมิ (Temp_(t-1)) ความชื้นสัมพัทธ์ (RH_(t-1)) ความกดอากาศ (BP_(t-1)) และส่วนที่เหลือ (Res_(t-1)) โดยตัวแปรทุกตัวย้อนหลังหนึ่งช่วงเวลา

2.1.2) ใช้ตัวแปรเหมือนข้อ 2.1.1) โดยพิจารณาเลือกเฉพาะตัวแปรที่ไม่มีค่าสหสัมพันธ์ (Correlation)

ในช่วงเวลาปัจจุบัน (t) ทุกตัวกับค่าส่วนที่เหลือ

2.2) พยากรณ์โดยตัวแปรเดียว (Univariate) โดยตัวแปรส่วนที่เหลือ (Res_(t-1)) ย้อนหลังหนึ่งช่วงเวลา

3) เมื่อได้ผลการพยากรณ์ทั้ง 2 ข้อแล้วนำผลลัพธ์มารวมกัน และนำไปวิเคราะห์ค่าความคลาดเคลื่อนต่างๆ ประกอบไปด้วย ค่าคลาดเคลื่อนสัมบูรณ์เฉลี่ย (Mean Absolute Error : MAE) ค่ารากที่สองของค่าความคลาดเคลื่อนกำลังสองเฉลี่ย (Root Mean Squared Error: RMSE) และ ค่าสัมบูรณ์ของเปอร์เซ็นต์ของความ

คลาดเคลื่อน (Mean Absolute Percentage Error: MAPE) ทุกค่าความคลาดเคลื่อนที่คำนวณได้ ยิ่งค่าที่ได้มีค่าน้อยแสดงว่าโมเดลที่ได้จะมีความแม่นยำมาก

4 ผลการวิจัย

4.1 เมื่อทำการพยากรณ์เฉพาะแบบจำลอง Arima ได้ค่ารากที่สองของค่าความคลาดเคลื่อนกำลังสองเฉลี่ย ค่าคลาดเคลื่อนสัมบูรณ์เฉลี่ย (MAE) เท่ากับ 4.3631 ค่ารากที่สองของค่าความคลาดเคลื่อนกำลังสองเฉลี่ย (RMSE) เท่ากับ 5.6713 และ ค่าสัมบูรณ์ของเปอร์เซ็นต์ของความคลาดเคลื่อน (MAPE) เท่ากับ 0.0941

4.2 เมื่อทำการพยากรณ์แบบจำลอง Arima-LSTM และ Arima-BiLSTM ได้ผลการพยากรณ์ ดังตารางที่ 3

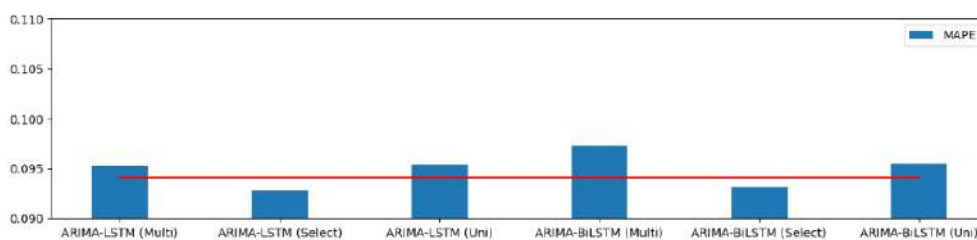
ตารางที่ 3

ผลการวิจัย

แบบจำลอง	รูปแบบ	MAE	RMSE	MAPE
ARIMA-LSTM	หลายตัวแปร	4.3440	5.5782	0.0953
	เลือกตัวแปร	4.3073	5.5122	0.0928
	ตัวแปรเดียว	4.4002	5.7013	0.0954
ARIMA-BiLSTM	หลายตัวแปร	4.6606	6.0001	0.0973
	เลือกตัวแปร	4.3544	5.5968	0.0931
	ตัวแปรเดียว	4.4045	5.7080	0.0955

ภาพที่ 4

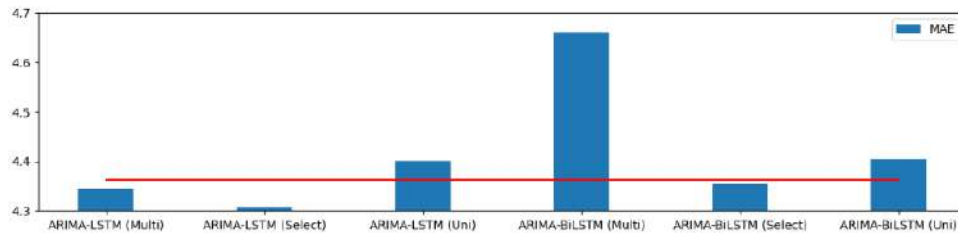
แสดงค่าสัมบูรณ์ของเปอร์เซ็นต์ของความคลาดเคลื่อน (MAPE)



เมื่อพิจารณาค่าสัมบูรณ์ของเปอร์เซ็นต์ของความคลาดเคลื่อน (MAPE) แบบจำลอง Arima-LSTM และ Arima-BiLSTM เปรียบเทียบกับแบบจำลอง Arima อย่างเดียว พบว่า ค่าสัมบูรณ์ของเปอร์เซ็นต์ของความคลาดเคลื่อน (MAPE) ของแบบจำลอง Arima-LSTM แบบเลือกตัวแปร เท่ากับ 0.0928 ค่าสัมบูรณ์ของเปอร์เซ็นต์ของความคลาดเคลื่อน (MAPE) ของแบบจำลอง Arima-BiLSTM แบบเลือกตัวแปร เท่ากับ 0.0931 ได้ค่าต่ำกว่าแบบจำลอง Arima อย่างเดียว ซึ่งค่าสัมบูรณ์ของเปอร์เซ็นต์ของความคลาดเคลื่อน (MAPE) เท่ากับ 0.0941

ภาพที่ 5

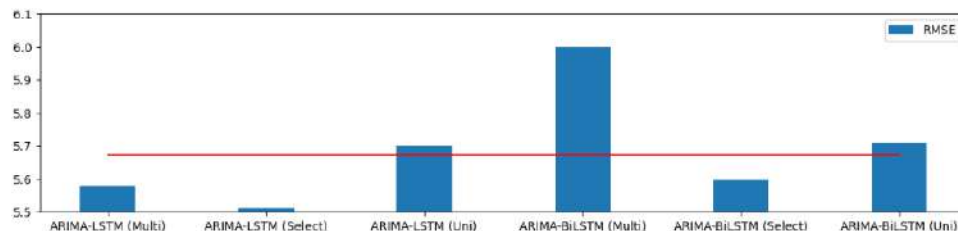
แสดงค่าคลาดเคลื่อนสัมบูรณ์เฉลี่ย (MAE)



เมื่อพิจารณาค่าคลาดเคลื่อนสัมบูรณ์เฉลี่ย (MAE) แบบจำลอง Arima-LSTM และ Arima-BiLSTM เปรียบเทียบกับแบบจำลอง Arima อย่างเดียว พบว่า ค่าคลาดเคลื่อนสัมบูรณ์เฉลี่ย (MAE) ของแบบจำลอง Arima-LSTM แบบหลายตัวแปร เท่ากับ 4.3440 ค่าคลาดเคลื่อนสัมบูรณ์เฉลี่ย (MAE) ของแบบจำลอง Arima-LSTM แบบเลือกตัวแปร เท่ากับ 4.3073 ค่าคลาดเคลื่อนสัมบูรณ์เฉลี่ย (MAE) ของแบบจำลอง Arima-BiLSTM แบบเลือกตัวแปร เท่ากับ 4.3544 ได้ค่าต่ำกว่าแบบจำลอง Arima อย่างเดียว ซึ่งค่าคลาดเคลื่อนสัมบูรณ์เฉลี่ย (MAE) เท่ากับ 4.3631

ภาพที่ 6

แสดงค่ารากที่สองของค่าความคลาดเคลื่อนกำลังสองเฉลี่ย (RMSE)



เมื่อพิจารณาค่ารากที่สองของค่าความคลาดเคลื่อนกำลังสองเฉลี่ย (RMSE) แบบจำลอง Arima-LSTM และ Arima-BiLSTM เปรียบเทียบกับแบบจำลอง Arima อย่างเดียว พบว่า ค่ารากที่สองของค่าความคลาดเคลื่อนกำลังสองเฉลี่ย (RMSE) ของแบบจำลอง Arima-LSTM แบบหลายตัวแปร เท่ากับ 5.5782 ค่ารากที่สองของค่าความคลาดเคลื่อนกำลังสองเฉลี่ย (RMSE) ของแบบจำลอง Arima-LSTM แบบเลือกตัวแปร เท่ากับ 5.5122 ค่ารากที่สองของค่าความคลาดเคลื่อนกำลังสองเฉลี่ย (RMSE) ของแบบจำลอง Arima-BiLSTM แบบเลือกตัวแปร เท่ากับ 5.5968 ได้ค่าต่ำกว่าแบบจำลอง Arima อย่างเดียว ซึ่งค่ารากที่สองของค่าความคลาดเคลื่อนกำลังสองเฉลี่ย (RMSE) เท่ากับ 5.6713

5 สรุป

5.1 ผลการวิจัยโดยรวม

เมื่อพิจารณาค่าสัมบูรณ์ของเปอร์เซ็นต์ของความคลาดเคลื่อน (MAPE) ค่าคลาดเคลื่อนสัมบูรณ์เฉลี่ย (MAE) ค่ารากที่สองของค่าความคลาดเคลื่อนกำลังสองเฉลี่ย (RMSE) ของแบบจำลอง Arima-LSTM แบบตัวแปรเดียว แบบจำลอง Arima-BiLSTM แบบตัวแปรเดียว แบบจำลอง Arima-LSTM แบบหลายตัวแปร แบบจำลอง Arima-BiLSTM แบบหลายตัวแปร แบบจำลอง Arima-LSTM แบบเลือกตัวแปร แบบจำลอง Arima-BiLSTM แบบเลือกตัวแปร พบว่าแบบจำลองที่มีการเลือกตัวแปร ทั้งแบบจำลอง Arima-LSTM และ แบบจำลอง Arima-BiLSTM ให้ค่าความคลาดเคลื่อนดีกว่า แบบจำลอง Arima อย่างเดียวเนื่องจาก กระบวนการเลือกข้อมูล (Data Selection) สามารถเพิ่มประสิทธิภาพของโมเดล (Improves accuracy) เนื่องจากการขจัดรบกวน (Noise) น้อยลง จึงส่งผลให้โมเดลมีประสิทธิภาพ การวิเคราะห์หรือพยากรณ์ที่ถูกต้องมากยิ่งขึ้น ซึ่งแบบจำลอง Arima-LSTM แบบเลือกตัวแปร ให้ประสิทธิภาพได้ดีที่สุด รองลงมาคือ แบบจำลอง Arima-BiLSTM แบบเลือกตัวแปร

5.2 ข้อเสนอแนะสำหรับการวิจัยในครั้งต่อไป

1. กรณีแบบจำลอง Arima-LSTM แบบหลายตัวแปร สามารถนำความรู้เกี่ยวกับการจำแนกประเภทแบบหลายคลาส (multi-label classification) มาประยุกต์ใช้ ในการจัดลำดับตัวแปร แล้วพยากรณ์ใหม่อีกครั้ง อาจทำให้ผลการพยากรณ์ที่ดีขึ้น
2. กรณีแบบจำลอง Arima-LSTM แบบตัวแปรเดียว สามารถนำตัวแปรค่าส่วนที่เหลือย้อนหลังหนึ่งช่วงเวลา ($t-1$) ทำนายร่วมกับตัวแปรที่เหลือที่ไม่มีค่าสหสัมพันธ์กับค่าส่วนที่เหลือ ณ เวลาปัจจุบัน (t) เพื่อทดสอบแบบจำลองตัวแปรคู่ (bivariate variable) แล้วพยากรณ์ใหม่อีกครั้ง อาจทำให้ผลการพยากรณ์ที่ดีขึ้น
3. สามารถทดลองแบบจำลองที่เลือกตัวแปรได้โดยใช้เทคนิคอื่น ๆ

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การประเมินการปล่อยการก๊าซเรือนกระจกจากอาคารสำนักงานโดยการประเมินวัฏจักรชีวิต

An Analysis of Greenhouse Gas Emissions from an Office Building by using

Life Cycle Assessment

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บทคัดย่อ

งานวิจัยนี้เป็นการวิเคราะห์การปล่อยก๊าซเรือนกระจกจากการก่อสร้างของอาคารสำนักงานแห่งหนึ่ง ซึ่งเป็นอาคารคอนกรีตเสริมเหล็กที่มีพื้นที่อาคารรวม 43,053 ตารางเมตร โดยใช้วิธี Life Cycle Greenhouse Gas Emissions แบบ Gate to Gate งานวิจัยนี้แบ่งออกเป็น 3 ส่วน คือ การประเมินก๊าซเรือนกระจกจากการผลิตวัสดุอาคาร การประเมินก๊าซเรือนกระจกจากพลังงานที่ใช้ในการขนส่ง และการประเมินก๊าซเรือนกระจกจากการใช้พลังงานในช่วงของการก่อสร้าง ผลการศึกษาพบว่า อาคารสำนักงานที่ศึกษาปล่อยก๊าซเรือนกระจกเป็นปริมาณรวมทั้งสิ้น 62,473,207.82 kgCO₂eq มีการปล่อยก๊าซเรือนกระจกจากวัสดุโครงสร้างอาคารคิดเป็นสัดส่วนมากที่สุด คือ 67.69% ปริมาณก๊าซเรือนกระจกเฉลี่ยต่อพื้นที่ของอาคารนี้คิดเป็น 1,451.08 kgCO₂eq/m² ซึ่งอยู่ในระดับที่ค่อนข้างสูง

คำสำคัญ: การประเมินวัฏจักรชีวิต, การปล่อยก๊าซเรือนกระจก, อาคารสำนักงาน

Abstract

This research studies greenhouse gas emitted from an office building construction by Life Cycle Greenhouse Gas Emissions with gate to gate. This reinforced concrete building has the total area of 43,053 m². The Life Cycle Assessment in this study is divided into three stages. The first stage is the assessment of the greenhouse gas emissions of building materials. The second

stage is the assessment of the greenhouse gas emissions from the energy used for transportation. The last stage is the assessment of the greenhouse gas emissions from energy usage for on-site construction. The results show that the total greenhouse gas emissions from the studied building are 62,473,207.82 kgCO₂eq. The greenhouse gas emissions from structural materials account for 67.69% of the total greenhouse gas emissions. The greenhouse gas emission intensity of this building is 1,451.08 kgCO₂eq/m² which is on a high level.

Keywords: Life cycle assessment, GHG emissions, Office building

1. บทนำ

ปัจจุบันโลกประสบปัญหาด้านสภาพภูมิอากาศอันเนื่องมาจากการใช้พลังงาน ปัญหาสภาพภูมิอากาศนั้นถือเป็นปัญหาที่ส่งผลกระทบต่อทั่วโลก ไม่ว่าจะเป็นอุณหภูมิที่สูงขึ้น ปัญหาภัยแล้งหรือระดับน้ำทะเลที่สูงขึ้นล้วนเกิดจากผลกระทบของของสภาวะโลกร้อน ซึ่งสภาวะโลกร้อนนั้นเกิดจากกลุ่มก๊าซที่เรียกก๊าซเรือนกระจก (Greenhouse Gas : GHG) ปกคลุมโลกทำให้โลกมีอุณหภูมิเฉลี่ยที่สูงขึ้น เพื่อหาแนวทางในการบรรเทาสภาวะโลกร้อน จึงมีการศึกษาการปล่อยก๊าซเรือนกระจกจากภาคส่วนต่างๆ ซึ่งการก่อสร้างเป็นหนึ่งในภาคส่วนที่มีการปล่อยก๊าซเรือนกระจกเป็นจำนวนมาก

เพื่อพัฒนาเทคโนโลยีการก่อสร้างให้เป็นมิตรกับสิ่งแวดล้อมมากขึ้น จึงมีการศึกษาการปล่อยก๊าซเรือนกระจกจากอาคารประเภทต่างๆ จำนวนมาก เช่น การศึกษารูปแบบทางเลือกของกรอบอาคารเพื่อหาแนวทางที่ดีที่สุดในการลดปริมาณก๊าซเรือนกระจกจากการใช้ไฟฟ้าระบบปรับอากาศของอาคาร (ประวิณ จิณานุกุล และ ยุทธนา ทองท่วม, 2565) การเปรียบเทียบการปล่อยก๊าซคาร์บอนไดออกไซด์ตลอดวัฏจักรชีวิตของวัสดุผนังที่ประเภทต่างๆ เพื่อศึกษาว่าวัสดุประเภทใดปล่อยก๊าซคาร์บอนไดออกไซด์รวมน้อยที่สุด (อัจฉริยา ชัยยะสมุทร, 2551) การเปรียบเทียบปริมาณก๊าซเรือนกระจกที่เกิดขึ้นจากการก่อสร้างบ้านพักอาศัยที่มีผนังเป็นคอนกรีตบล็อกกับบ้านบล็อกประสาน (ชลิตา สุวรรณ และ ธณัฐยศ สมใจ, 2563) การศึกษาอาคารที่พักอาศัยแบบอนุรักษ์สถาปัตยกรรมท้องถิ่นที่ใช้วัสดุก่อสร้างไม่ซับซ้อนรูปแบบต่างๆ เพื่อศึกษาว่า อาคารรูปแบบไหนเป็นมิตรกับสิ่งแวดล้อมมากที่สุด (ณัฐกานต์ สมตัว, 2553) การศึกษาผลกระทบต่อสิ่งแวดล้อมของอาคารสถานศึกษาโดยใช้เทคนิคการประเมินวัฏจักรชีวิตและเสนอแนวทางการลดผลกระทบต่อสิ่งแวดล้อมโดยการปรับเปลี่ยนวัสดุกรอบอาคาร (พิพัฒน์ ไทยประดิษฐ์, 2560)

อย่างไรก็ตาม การศึกษาการปล่อยก๊าซเรือนกระจกจากอาคารสูงยังมีจำกัด การศึกษานี้จึงมีวัตถุประสงค์ในการศึกษาปริมาณก๊าซเรือนกระจกที่ปล่อยจากการผลิตวัสดุก่อสร้าง การขนส่งและการใช้พลังงานในการก่อสร้างจากอาคารสำนักงาน ขนาดความสูง 30 ชั้น ผลวิจัยที่ได้จะเป็นประโยชน์ในการเสนอแนวทางการลดการปล่อยก๊าซเรือนกระจกต่อไป

2. การทบทวนวรรณกรรม

2.1 แนวคิด ทฤษฎี และเครื่องมือที่ใช้ในการวิเคราะห์

แนวคิดที่ใช้ในบทความวิจัยเรื่องนี้แบ่งออกเป็น 3 ส่วนดังนี้

2.1.1 การประเมินวัฏจักรวงจรชีวิตผลิตภัณฑ์

2.1.2 การวิเคราะห์การใช้พลังงานในแง่ของวัฏจักรวงจรชีวิตของผลิตภัณฑ์

2.1.3 การวิเคราะห์การใช้พลังงานในแง่ของวัฏจักรวงจรชีวิตของการก่อสร้าง

2.1.4 การคำนวณก๊าซเรือนกระจกที่ปลดปล่อยการใช้พลังงานและวัสดุ

2.2 ทบทวนวรรณกรรม

จากการศึกษาพบว่ามีความที่เกี่ยวข้อง ดังนี้

อัจฉริยา ชัยยะสมุทร (2551) ศึกษาการการปลดปล่อยก๊าซคาร์บอนไดออกไซด์ของวัสดุผนังทึบในอาคารบ้านพักอาศัย โดยใช้การประเมินวัฏจักรชีวิต 5 ขั้นตอนของวัสดุคือ การได้มาของวัสดุ, การผลิตวัสดุ, การก่อสร้างอาคาร, การใช้งานอาคาร และการรื้อถอนอาคาร วัสดุที่ศึกษาได้แก่ ผนังอิฐมวลเบาปูนหนา 4 นิ้ว, ผนังซีเมนต์บล็อกปูนหนา 4 นิ้ว, ผนังคอนกรีตมวลเบาปูนหนา 4 นิ้ว, ผนังเม็ดโฟมคอนกรีตปูนหนา 4 นิ้ว, และผนังระบบฉนวนกันความร้อนภายนอกโฟมหนา 4 นิ้ว โดยเปรียบเทียบก๊าซคาร์บอนไดออกไซด์ที่เกิดขึ้นจากปริมาณการใช้พลังงานไฟฟ้าของบ้านพักอาศัยที่ใช้วัสดุดังกล่าว ผลการวิจัยพบว่า ผนังก่ออิฐมวลเบาปูนก่อให้เกิดก๊าซคาร์บอนไดออกไซด์สูงที่สุด การศึกษานี้จึงเสนอว่า ผนังโฟมคอนกรีตบล็อกและผนังระบบฉนวนกันความร้อนภายนอก สามารถลดการปลดปล่อยก๊าซคาร์บอนไดออกไซด์ที่เกิดขึ้นจากการก่อสร้างบ้านพักอาศัยได้

พิพัฒน์ ไทยประดิษฐ์ (2560) ศึกษาการลดการปลดปล่อยคาร์บอนจากอาคารโดยการประเมินวัฏจักรชีวิตในช่วงการก่อสร้าง, ช่วงใช้งานอาคาร และช่วงรื้อทำลายโดยทำการศึกษาอาคาร 3 ประเภท คือ อาคารเรียนและวิจัย อาคารเอนกประสงค์และสถานกีฬา อาคารหอพักนักศึกษาและคณาจารย์ ผลการศึกษาพบว่า การใช้พลังงานไฟฟ้าตลอดอายุอาคาร 50 ปี ก่อให้เกิดผลกระทบต่อสิ่งแวดล้อมมากที่สุด และวัสดุคอนกรีตและเหล็กเสริม ก่อให้เกิดผลกระทบต่อสิ่งแวดล้อมรองลงมา การศึกษานี้เสนอแนวทางการลดผลกระทบต่อสิ่งแวดล้อมโดยปรับเปลี่ยนวัสดุกรอบอาคารเป็นหลัก ซึ่งเป็นแนวทางที่ปรับเปลี่ยนได้ไม่ยาก วัสดุกรอบอาคารที่แนะนำคือ ฉนวนเซลลูโลส และคอนกรีตมวลเบา

ธีระชัย สุระโชติเวศย์ (2561) ศึกษาเป็นการวิเคราะห์พลังงานสะสมและการปล่อยก๊าซเรือนกระจกจากการก่อสร้างอาคารเอนกประสงค์ของมหาวิทยาลัยโดยการประเมินวัฏจักรชีวิตของอาคารซึ่งแบ่งออกเป็น 3 ส่วนคือ วัสดุก่อสร้าง, การขนส่ง, และการใช้พลังงานในช่วงก่อสร้าง ผลการศึกษาพบว่า อาคารดังกล่าวใช้พลังงานสะสม $9,540 \text{ MJ/m}^2$ และปล่อยก๊าซเรือนกระจก $846 \text{ kgCO}_2\text{eq/m}^2$. โดยการใช้พลังงานสะสมและการปล่อยก๊าซเรือนกระจกส่วนใหญ่อยู่ที่การใช้เหล็กเสริมคอนกรีตซึ่งเป็นวัสดุก่อสร้าง

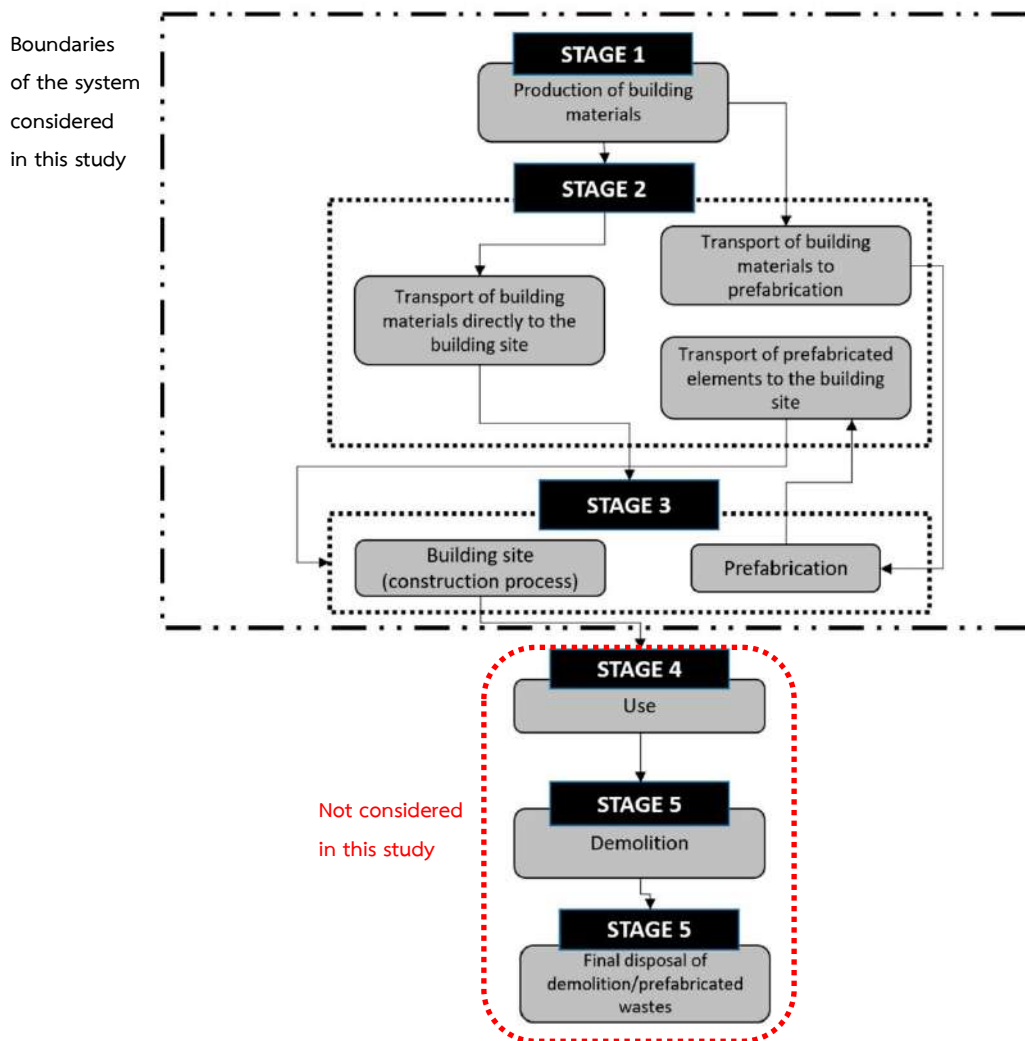
3. วิธีดำเนินการวิจัย

3.1 ขอบเขตของงานวิจัย

งานวิจัยนี้กำหนดขอบเขตการประเมินการใช้พลังงานตลอดวัฏจักรชีวิตของอาคารในแบบ Gate to Gate ดังแสดงในภาพที่ 1 ซึ่งเป็นการโดยพิจารณาเฉพาะกระบวนการใดกระบวนการหนึ่งจากทั้งสายโซ่การผลิต (ปัญจปัทมกร บุญพร้อม และ เพชราวลัย ธีระวัฒน์รัฐพงศ์, 2556) โดยกำหนดขอบเขตของการศึกษาเป็น 3 ส่วนคือ การปล่อยก๊าซเรือนกระจกจากการผลิตวัสดุก่อสร้าง การปล่อยก๊าซเรือนกระจกจากพลังงานที่ใช้ในการขนส่ง และการปล่อยก๊าซเรือนกระจกจากพลังงานที่ใช้ในการก่อสร้าง

ภาพที่ 1

แสดงขอบเขตของกระบวนการที่ใช้ในการวิจัยสำหรับการก่อสร้างอาคารสำนักงาน



ที่มา : อ้างอิงจาก Padilla-Rivera et al. (2018).

3.2 รายละเอียดของอาคารที่นำมาใช้ในงานวิจัย

งานวิจัยนี้จะศึกษาอาคารสำนักงาน-พาณิชย์ของบริษัทเอกชนแห่งหนึ่งในกรุงเทพมหานคร ซึ่งอาคารนี้มีขนาดความสูง 30 ชั้น ความสูง 132.45 เมตร มีจำนวนห้องชุดทั้งสิ้น 80 ห้อง มีพื้นที่อาคารรวม 43,053 ตารางเมตร ผนังกรอบอาคารภายนอกเป็นผนังหล่อสำเร็จรูป (Precast Panel) และกระจกหน้าต่างเป็นชนิด Laminated Tempered glass โครงสร้างอาคารชนิดคอนกรีตเสริมเหล็ก (ค.ส.ล.) การขนส่งวัสดุก่อสร้างส่วนใหญ่ใช้รถบรรทุก 6 ล้อและ 10 ล้อ มีต้นทางกระจายอยู่ในเขตพื้นที่กรุงเทพมหานครและปริมณฑล ปลายทางอยู่ที่บริเวณถนนห้าแยกลาดพร้าว กรุงเทพมหานคร ดังแสดงในภาพที่ 2

ภาพที่ 2

อาคารที่ใช้ในการวิจัย



3.3 การประเมินการปล่อยก๊าซเรือนกระจกจากอาคารที่ศึกษา

การประเมินการปล่อยก๊าซเรือนกระจกจากวัสดุก่อสร้างจะคำนวณด้วยการถอดปริมาณวัสดุก่อสร้างจากแบบก่อสร้างของอาคาร เมื่อคูณด้วยค่าสัมประสิทธิ์การปล่อยก๊าซเรือนกระจก (GHG emission factor) ของวัสดุก่อสร้างแต่ละประเภทที่อ้างอิงจากงานวิจัยที่เกี่ยวข้อง จะได้ปริมาณก๊าซเรือนกระจกที่ปล่อยจากการผลิตวัสดุแต่ละประเภท ค่าสัมประสิทธิ์การปล่อยก๊าซเรือนกระจกของวัสดุก่อสร้างหลัก แสดงในตารางที่ 1

ตารางที่ 1

ค่าสัมประสิทธิ์การปล่อยก๊าซเรือนกระจกของวัสดุที่ใช้ในการก่อสร้าง

Materials	Unit	Embodied Energy (MJ/kg)	GHG emission (kgCO ₂ eq/kg)
Metal	kg	35.40	2.89
Concrete	kg	1.11	0.174
Sand	kg	0.081	0.0051
Wood	kg	10.00	0.31
PVC	kg	77.20	3.10
Glass	kg	15.00	0.91
Aluminum	kg	155	9.16
Stainless	kg	56.70	6.15
Brick	kg	3.00	0.24

ที่มา : อ้างอิงจาก Hammond & Jones (2011).

การปล่อยก๊าซเรือนกระจกจากการขนส่งและการก่อสร้างจะคำนวณด้วยอัตรา 0.33% และ 0.68% ของการปล่อยก๊าซเรือนกระจกจากวัสดุตามลำดับ (ธีระชัย สุรโชติเวศย์, 2561)

4. ผลการวิจัย

การปล่อยก๊าซเรือนกระจกที่ประเมินได้จากการศึกษานี้ แสดงในตารางที่ 2, 3, และ 4 โดยมีปล่อยก๊าซเรือนกระจกจากอาคารรวมทั้งสิ้น 62,473,207.82 kgCO₂eq มีการปล่อยก๊าซเรือนกระจกจากวัสดุโครงสร้างอาคารคิดเป็นสัดส่วนมากที่สุด คือ 67.69% ดังแสดงในตารางที่ 5 ปริมาณก๊าซเรือนกระจกเฉลี่ยต่อพื้นที่คิดเป็น 1,451.08 kgCO₂eq/m².

ตารางที่ 2

ปริมาณการปล่อยก๊าซเรือนกระจกจากงานโครงสร้างอาคาร

Structure	GHG emissions (kgCO ₂ eq)
Earthworks and foundations	3,459,239.94
Underground water tanks	264,964.46
Waste treatment tank	130,858.40
Reinforced concrete lift shafts	3,813,262.52
Reinforced concrete columns	4,440,814.20
Reinforced concrete slabs	22,979,395.50
Reinforced concrete beams	5,398,591.64

ตารางที่ 2 (ต่อ)

Structure	GHG emissions (kgCO ₂ eq)
Steel roof truss	428,002.33
Stair	439,965.69
External structure	725,658.65
Other structures	210,288.38
Total	<u>42,291,041.71</u>

ตารางที่ 3

ปริมาณการปล่อยก๊าซเรือนกระจกจากงานสถาปัตยกรรม

Work	GHG emissions (kgCO ₂ eq)
Floors	1,225,472.26
Walls	16,084,757.12
Ceilings	65,509.51
Doors	117,694.78
Windows	713,071.93
Sanitary wares	395,856.49
Paint	20,969.51
Stair decoration	18,063.93
Skirtings	34,713.90
Built-in furniture	23,331.43
Miscellaneous	859,181.50
Total	<u>19,558,622.36</u>

ตารางที่ 4

ปริมาณการปล่อยก๊าซเรือนกระจกจากงานที่เกี่ยวข้องกับการก่อสร้าง

Stage	GHG emissions (kgCO ₂ eq)
Transportation	204,978.34
Construction	418,565.41

ตารางที่ 5

รายละเอียดการปล่อยก๊าซเรือนกระจกทั้งหมดของอาคารที่นำมาศึกษา

Stage	GHG emissions (%)
Building structures	67.69
architectural works	31.31
transportation	0.33
construction	0.67
Total	100

5. อภิปรายผล

อาคารสำนักงานที่ศึกษาปล่อยก๊าซเรือนกระจกในปริมาณเฉลี่ยต่อพื้นที่คิดเป็น 1,451 kgCO₂eq/m² ซึ่งอยู่ในระดับค่อนข้างสูงเมื่อเปรียบเทียบกับปริมาณการปล่อยก๊าซเรือนกระจกเฉลี่ยต่อพื้นที่กับอาคารอื่นที่ได้มีการวิจัย ดังแสดงในตารางที่ 6 เนื่องจากอาคารที่ศึกษานี้โดยส่วนใหญ่ใช้งานโครงสร้างตัวอาคาร พื้น และผนังกรอบอาคารเป็นโครงสร้างคอนกรีตเสริมเหล็ก (ค.ส.ล.) ซึ่งเป็นวัสดุหลักในการก่อสร้างอาคารที่มีค่าสัมประสิทธิ์การปล่อยก๊าซเรือนกระจกที่ค่อนข้างสูง

ตารางที่ 6

การเปรียบเทียบการปล่อยก๊าซเรือนกระจกในการก่อสร้างอาคารในแต่ละประเทศ

No.	Reference	Year	Type	Country	GHG emission intensity (kgCO ₂ eq/m ²)
1	Nassen J et al.	2007	Resident	Sweden	72
2	Rossi et al.	2012	Resident	Belgium	189
3	Salazar & Meil	2009	Resident	Canada	294
4	Konig & Cristofaro	2012	Resident	Germany	430
5	Yan et al.	2010	Commercial	Hong Kong	525
6	Blengini & Carlo	2010	Resident	Italy	770
7	Georgios Syngros et al	2017	Resident	Greece	777
8	Wu et al.	2012	Office	China	803
9	Suzuki M et al.	1995	Resident	Japan	985
10	Suzuki M et al.	1998	Office	Japan	1,100
11	งานวิจัยนี้	2023	Office	Thailand	1,451

ที่มา: อ้างอิงจาก ซีระชัย สุรโชติเวศย์ (2561: 114).

6. สรุป

อาคารสำนักงานที่ถูกประเมินในงานวิจัยนี้ ปล่อยก๊าซเรือนกระจกจากอาคารรวมทั้งสิ้น 62,473,207.82 kgCO₂eq มีการปล่อยก๊าซเรือนกระจกจากวัสดุโครงสร้างอาคารคิดเป็นสัดส่วนมากที่สุด คือ 67.69% ปริมาณก๊าซเรือนกระจกเฉลี่ยต่อพื้นที่คิดเป็น 1,451.08 kgCO₂eq/m² จากผลการวิจัยที่ได้ เมื่อพิจารณาปริมาณก๊าซเรือนกระจกเฉลี่ยต่อพื้นที่พบว่า ปริมาณก๊าซเรือนกระจกเฉลี่ยต่อพื้นที่ของอาคารสำนักงานที่ศึกษานั้น อยู่ในระดับที่สูง เนื่องจาก ปริมาณวัสดุหลักที่มากที่สุดที่ใช้ก่อสร้างอาคารคือ คอนกรีต ซึ่งเป็นวัสดุที่มีค่าสัมประสิทธิ์การปล่อยก๊าซเรือนกระจกที่ค่อนข้างสูง

7. ข้อเสนอแนะการศึกษาในอนาคต

เนื่องจากการปล่อยก๊าซเรือนกระจกที่มีปริมาณสูงนั้นเกิดการจากการเลือกใช้วัสดุที่นำมาใช้ก่อสร้างเป็นหลัก (ธีระชัย สุระโชติเวชย์, 2561) แนวทางการออกแบบการก่อสร้างอาคารใหม่จึงควรเลือกวัสดุโครงสร้างที่ผลิตด้วยเทคโนโลยีใหม่ที่มีค่าสัมประสิทธิ์การปล่อยก๊าซเรือนกระจกที่ต่ำ ซึ่งจะทำให้อาคารมีการปล่อยก๊าซเรือนกระจกต่ำกว่าการใช้วัสดุโครงสร้างแบบเดิม (นพพร โทณะวณิก, 2561) อาทิเช่น การใช้วัสดุไม้วิศวกรรม cross laminated timber (CLT) ซึ่งมีน้ำหนักเบากว่าวัสดุชนิดอื่นๆ มีความแข็งแรงทนทาน เหมาะแก่การใช้เป็นโครงสร้างของอาคารสูงที่ต้องรองรับน้ำหนักโครงสร้างทั้งหมดไว้ด้วยตัวเอง (Wazzadu, 2020) อาคารที่มีโครงสร้างเป็น CLT จะปล่อยก๊าซเรือนกระจกต่ำกว่าอาคารคอนกรีตเสริมเหล็กถึง 70% (Chen et. al, 2020) ในปัจจุบัน มีการใช้ CLT สร้างอาคารสูงเพิ่มขึ้นเรื่อยๆ ในต่างประเทศ เช่น อาคาร Mjøstarnet ในประเทศนอร์เวย์ ที่มีขนาดความสูง 18 ชั้น ความสูง 85.4 เมตร เป็นต้น (World Construction Network, 2019)

อย่างไรก็ตาม การศึกษานี้ยังไม่ได้ประเมินการปล่อยก๊าซเรือนกระจกในช่วงการใช้งานอาคารซึ่งมีปริมาณการปล่อยก๊าซเรือนกระจกปริมาณมากจากการใช้พลังงานไฟฟ้า (สุรชาติ ยาวีราช, 2560) การศึกษาเปรียบเทียบปริมาณปล่อยก๊าซเรือนกระจกจากการใช้งานของอาคารที่มีโครงสร้างอาคารที่แตกต่างกันหรือใช้วัสดุสถาปัตยกรรมที่แตกต่างกัน สามารถใช้เป็นแนวทางออกแบบอาคารใหม่ที่สามารถลดการปล่อยก๊าซเรือนกระจกจากอาคารได้ นอกจากนี้ การศึกษาการปล่อยก๊าซเรือนกระจกจากการรื้อถอนอาคารเมื่อหมดอายุการใช้งานในประเทศไทยยังมีจำกัด การศึกษาด้านนี้เพิ่มเติม จะเป็นประโยชน์ในการประเมินตลอดวัฏจักรชีวิตของอาคาร

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การลดอัตราการชำรุดของเครื่องอัดอากาศ กรณีศึกษาโรงงานผลิตน้ำดื่ม ในจังหวัดพระนครศรีอยุธยา

Reducing Air Compressor Machine Failure Rate within Drinking Water

Manufacturing Study Case in Phra Nakhon Si Ayutthaya Province

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บทคัดย่อ

งานวิจัยนี้มุ่งเน้นการศึกษาวิธีการบริหารงานบำรุงรักษาเชิงวางแผนป้องกัน โดยการตรวจสอบประจำวัน การบำรุงรักษาเชิงป้องกันและเปลี่ยนอะไหล่ตามรอบการบำรุงรักษา รวมถึงการปรับปรุงระบบระบายอากาศก่อนเข้าเครื่องอัดอากาศในโรงงานผลิตน้ำดื่ม เพื่อลดการชำรุดของเครื่องอัดอากาศและเพิ่มค่าเฉลี่ยเวลาก่อนการปรับปรุงของเครื่องอัดอากาศ (MTBF)

ระเบียบวิจัยมีขั้นตอนการดำเนินงานดังนี้ ศึกษาสภาพปัจจุบัน จัดเก็บรวบรวมข้อมูล จากบันทึกการทำงาน ของหน่วยงาน Industrial Service แผนวิศวกรรม จากนั้นทำการวิเคราะห์ข้อมูลโดยใช้เครื่องมือ 7 QC Tools และทำการวิเคราะห์ปัญหาของเครื่องอัดอากาศโดยใช้การวิเคราะห์แบบ Why Why Analysis เพื่อแก้ไขปัญหา

ผลการดำเนินงานพบว่าเครื่องอัดอากาศมีอัตราการชำรุดเฉลี่ยก่อนการปรับปรุง 5.3 ครั้งต่อเดือน หลังการปรับปรุงมีอัตราการชำรุดเฉลี่ยอยู่ที่ 1.0 ครั้งต่อเดือน ลดลงคิดเป็น 81.13% ค่าเฉลี่ย MTBF ก่อนการปรับปรุงอยู่ที่ 7,444.50 นาทีต่อครั้ง หลังการปรับปรุงมีค่าเฉลี่ยอยู่ที่ 42,336 นาทีต่อครั้ง เพิ่มขึ้นคิดเป็น 568.69% ค่าเฉลี่ย เวลาในการซ่อม (MTTR) ก่อนการปรับปรุงเฉลี่ยอยู่ที่ 555.49 นาทีต่อครั้ง หลังการปรับปรุงเฉลี่ยอยู่ที่ 17 นาทีต่อครั้ง ลดลงคิดเป็น 96.94% อัตราความพร้อมก่อนการปรับปรุงเฉลี่ยอยู่ที่ 92.51% อัตราความพร้อมเฉลี่ยหลังการปรับปรุงอยู่ที่ 99.96% เพิ่มขึ้นคิดเป็น 7.45% อัตราการเสียเฉลี่ยก่อนการปรับปรุงอยู่ที่ 0.00013 ครั้งต่อนาที อัตราการเสียเฉลี่ยหลังการปรับปรุงอยู่ที่ 0.000024 ครั้งต่อนาที ลดลงคิดเป็น 17.58%

คำสำคัญ: การลดอัตราการชำรุด, เครื่องอัดอากาศ

Abstract

This study aims to explore effective preventive maintenance management methods for air compressor machines. The focus is on daily inspections, preventive maintenance, and timely replacement of spare parts in accordance with maintenance intervals. The study also aims to enhance ventilation systems to minimize the occurrence of air compressor machine failure and increase the compressor's Mean Time Between Failure (MTBF).

The research involves a systematic approach, starting with an analysis of the current condition of the machines, followed by data collection from the Industrial Service Unit, the

Engineering department. The data will then be analyzed using the 7 QC Tools, and any problems identified through the Why Why Analysis method will be addressed accordingly.

The results showed that the air compressor before improvement demonstrated an average failure rate of 5.3 times per month. Following the improvement, the average failure rate decreased to 1 times per month, reflecting an 81.13% decrease. The average of repair (MTBF) increased by 568.69% from 7,444.50 minutes per times before improvement to 42,336 minutes per times after improvement. The average MTTR before improvement was 555.49 minutes per times, which decreased to 17 minutes per times after improvement, resulting in a 96.94% decrease. The average availability rate before improvement was 92.51%, which increased to 99.96% after improvement, representing a 7.45% increase. Lastly, the average loss rate before the improvement was 0.00013 times per minute, which decreased to 0.000024 times per minute after the improvement, reflecting a decline of 17.58%.

Keywords: Failure rate, Air compressor machine

1. บทนำ

อุตสาหกรรมผลิตน้ำดื่มในประเทศไทย นั้นเป็นอุตสาหกรรมที่มีการแข่งขันค่อนข้างสูง จึงต้องมีการแข่งขันเรื่องต้นทุนการผลิตและคุณภาพของสินค้าให้ลูกค้าพึงพอใจมากที่สุด การบริหารงานซ่อมบำรุง จึงมีความสำคัญเป็นอย่างมาก หากมีการบำรุงรักษาเครื่องจักรในโรงงาน ให้สามารถใช้งานได้อย่างต่อเนื่อง ไม่เกิดเหตุชำรุดต้องหยุดบ่อยครั้ง ก็จะส่งผลให้เครื่องจักรสามารถผลิตได้ตามแผนงานที่วางไว้

ในสถานการณ์ปัจจุบันของโรงงานผลิตน้ำดื่ม มีปัญหาเครื่องจักรเกี่ยวกับเครื่องอัดอากาศเกิดเหตุชำรุด ต้องหยุดบ่อยครั้ง ส่งผลให้เครื่องจักรในกระบวนการผลิตน้ำดื่มต้องหยุดการทำงานลง อันเนื่องมาจากแรงดันอากาศอัดในระบบอัดอากาศลดต่ำลงเกินกว่าค่าที่เครื่องจักร จะสามารถทำการผลิตน้ำดื่มได้ ส่งผลกระทบต่อกระบวนการผลิตในโรงงาน ทำให้ยอดการผลิตต่ำลง และทำให้เกิดของเสียในกระบวนการผลิต

2. การทบทวนวรรณกรรม

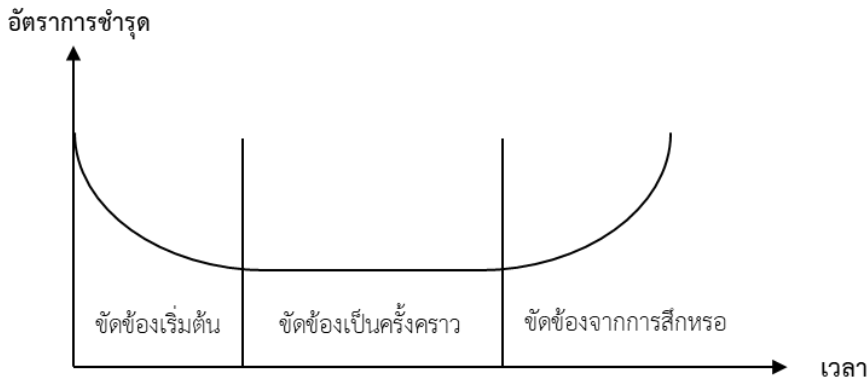
2.1 แนวคิด ทฤษฎี และเครื่องมือที่ใช้ในการวิเคราะห์ แบ่งออกเป็น 2 ส่วนดังนี้

2.1.1 แนวคิดและทฤษฎีเกี่ยวกับการซ่อมบำรุง

ปัญหาที่เกี่ยวข้องกับเครื่องจักรกล่าวได้ว่า เครื่องจักรจะมีช่วงอายุการใช้งานตามสภาพและตามสิ่งแวดล้อมที่ทำงานอยู่ ซึ่งอายุการใช้งานของเครื่องจักร จะสั้นลงหรือยาว ขึ้นอยู่หลายปัจจัยเป็นองค์ประกอบ ซึ่งตลอดอายุการใช้งานของเครื่องจักร จะมีลักษณะเป็นกราฟเส้นเส้นรูปอ่างน้ำ

ภาพที่ 1

เส้นกราฟรูปอ่างน้ำ (ที่มา : โกลด์ ดีซีลธรรม, 2554)



จากรูปภาพที่ 1 จากช่วงการชำรุดเริ่มต้นจะเกิดขึ้นอย่างรวดเร็วหลังจากการใช้งาน โดยสาเหตุเนื่องมาจาก การออกแบบผิดพลาดหรือการติดตั้งผิดพลาดในช่วงเริ่มต้น ควรทดสอบการเดินเครื่องจักรให้เต็มประสิทธิภาพก่อนรับเครื่องจักรและรีบจัดสาเหตุการชำรุด เพื่อลดอัตราการเกิดชำรุดให้มากที่สุด

2.1.2 แนวคิดและทฤษฎีเกี่ยวกับการวัดประสิทธิผลการซ่อมบำรุง

MTBF หมายถึง Mean Time Between Failures หมายถึง ระยะเวลาเฉลี่ยก่อนการชำรุดแต่ละครั้ง MTBF เป็นการวัดสมรรถนะความน่าเชื่อถือได้ การบำรุงรักษาเครื่องจักรที่มีสมรรถนะสูงและมีความน่าเชื่อถือสูง จะส่งผลให้ค่าเฉลี่ยของ MTBF ยาวนาน

$$\text{ระยะเวลาเฉลี่ยก่อนการชำรุด} = \frac{\text{เวลาที่เครื่องจักรเดินทั้งหมด}}{\text{จำนวนครั้งที่เครื่องจักรชำรุด}} \quad (1)$$

MTTR หมายถึง Mean Time To Repair คือ ระยะเวลาเฉลี่ยในการซ่อมตั้งแต่เครื่องจักรชำรุดจนใช้งานได้ในแต่ละครั้ง ค่า MTTR เป็นการวัดค่าสมรรถนะการบำรุงรักษา ซึ่งสมรรถนะการบำรุงรักษาวัดจากค่าเฉลี่ยของเวลาในการซ่อมเครื่องจักร

$$\text{ระยะเวลาเฉลี่ยในการซ่อม} = \frac{\text{เวลาที่เครื่องจักรหยุด}}{\text{จำนวนครั้งที่ซ่อมเครื่องจักร}} \quad (2)$$

$$\text{ความพร้อมใช้งานเครื่องจักร} = \frac{\text{เวลารับภาระเครื่องจักร} - \text{เวลาเครื่องจักรหยุด}}{\text{เวลารับภาระเครื่องจักร}} \quad (3)$$

เวลารับภาระคือ เวลาที่ใช้เดินเครื่องจักร + เวลาทำความสะอาด + เวลาหยุดตามแผน

เวลาเครื่องจักรหยุดคือ เวลาที่เครื่องจักรหยุดซ่อมฉุกเฉินหรือเครื่องจักรชำรุด

อัตราการเสีย (Failure Rate) เป็นตัวบอกความเสื่อมสภาพของเครื่องจักรในแต่ละช่วงเวลา ซึ่งจะมีอัตราการเสียที่แตกต่างกัน โดยอัตราการเสียเป็นส่วนกลับของค่า MTBF จะแสดงให้เห็นถึงความถี่ของการเกิดความชำรุดในช่วงเวลาหนึ่งๆ เมื่อทำการปรับปรุงอัตราการเสียค่าจะต้องลดลงกว่าค่าก่อนปรับปรุง

$$\text{อัตราการเสีย} = \frac{1}{\text{MTBF}} \quad (4)$$

2.1.3 การวิเคราะห์ปัญหาโดยใช้แนวความคิดของ 7 QC Tools

7QC Tools ช่วยศึกษาสภาพทั่วไปของปัญหา การเลือกปัญหาการสำรวจสภาพปัจจุบันของปัญหา การค้นหาและวิเคราะห์สาเหตุแห่งปัญหาที่แท้จริงเพื่อการแก้ไขได้ถูกต้องตลอดจนช่วยในการจัดทำมาตรฐานและควบคุมติดตามผลอย่างต่อเนื่อง การประยุกต์ใช้เครื่องมือที่ใช้ในการแก้ปัญหาทางด้านคุณภาพในกระบวนการทำงาน ซึ่งช่วยศึกษาสภาพทั่วไปของปัญหา

2.2 ทบทวนวรรณกรรม

จากการทบทวนวรรณกรรม มีบทความที่เกี่ยวข้องดังนี้ บัณฑิต อินทรีย์มีศักดิ์ (2564) ลดการขัดข้องของเครื่องจักรในกระบวนการผลิตเบาะรถยนต์ โดยผู้วิจัยใช้หลักการบำรุงรักษาเชิงป้องกัน จากการนำข้อมูลที่ได้มาวิเคราะห์หาสาเหตุปัญหา และทำการพยากรณ์เชิงป้องกัน

หัสดี ผึ้งสุข (2562) ได้ทำการศึกษาเพื่อวิเคราะห์ความน่าเชื่อถือในงานซ่อมบำรุงของเครื่องมือวัดและเครื่องจักรที่สำคัญในโรงงานผลิตเหล็ก โดยผู้วิจัยได้ทำการศึกษาข้อมูลการชำรุดเสียหายของเครื่องจักรทุกกระบวนการผลิต

วสันต์ จันทน์นวล (2562) ได้ทำการศึกษาเพื่อลดการชำรุดของเครื่องจักรและเพิ่มค่าเวลาเฉลี่ยก่อนการชำรุดของเครื่องจักร (MTBF) โดยมุ่งเน้นเครื่องจักรที่ส่งผลโดยตรงต่อกระบวนการผลิต โดยศึกษารวบรวมข้อมูลเครื่องจักร โดยใช้แนวทางของ 7QC tool และประยุกต์ใช้หลักการของระบบ การซ่อมบำรุงแบบทวีผลโดยทุกคนมีส่วนร่วม รวมถึงมีการวิเคราะห์ปัญหา โดยใช้วิธีการแบบ Why Why Analysis เพื่อช่วยในการหาวิธีแก้ไขปัญหาของเครื่องจักร

3. วิธีดำเนินการวิจัย

3.1 ศึกษากระบวนการและสภาพของเครื่องอัดอากาศ

เครื่องอัดอากาศ ที่ทำการศึกษาในครั้งนี้เป็นข้อมูลของบริษัทผลิตน้ำดื่ม จากการเก็บรวบรวมข้อมูลพบว่า มีเครื่องอัดอากาศในโรงงานผลิตน้ำดื่มมีเครื่องอัดอากาศทั้งสิ้นจำนวน 9 เครื่อง โดยเครื่องอัดอากาศแบ่งออกเป็น 2 ส่วนได้แก่เครื่องอัดอากาศแรงดันใช้งาน 8 บาร์ จำนวน 4 เครื่อง และ เครื่องอัดอากาศแรงดันใช้งาน 40 บาร์ จำนวน 5 เครื่อง

3.2 เก็บรวบรวมและวิเคราะห์ข้อมูล

ทำการเก็บรวบรวมปัญหาจาก บันทึกการทำงาน Log Book ของช่างหน่วยงาน Industrial Service จากนั้นรวบรวมปัญหา แนวทางการแก้ไขของช่างในแต่ละวัน เวลาที่ใช้ในการซ่อมและเวลาหยุดซ่อมของเครื่องอัดอากาศ ระหว่างวันที่ 1 พฤศจิกายน 2564 ถึงวันที่ 15 สิงหาคม 2565 ได้ทั้งสิ้น 53 ครั้ง จากนั้น คำนวณค่า MTBF โดยใช้สมการที่ (1), คำนวณค่า MTTR โดยใช้สมการที่ (2), คำนวณหาค่าอัตราความพร้อม โดยใช้สมการที่ (3) และคำนวณหาค่าอัตราการเสีย โดยใช้สมการที่ (4) ดังแสดงในตารางที่ 1

ตารางที่ 1

แสดงค่าค่า MTTR , MTBF, อัตราความพร้อมและอัตราการเสีย ก่อนการปรับปรุง

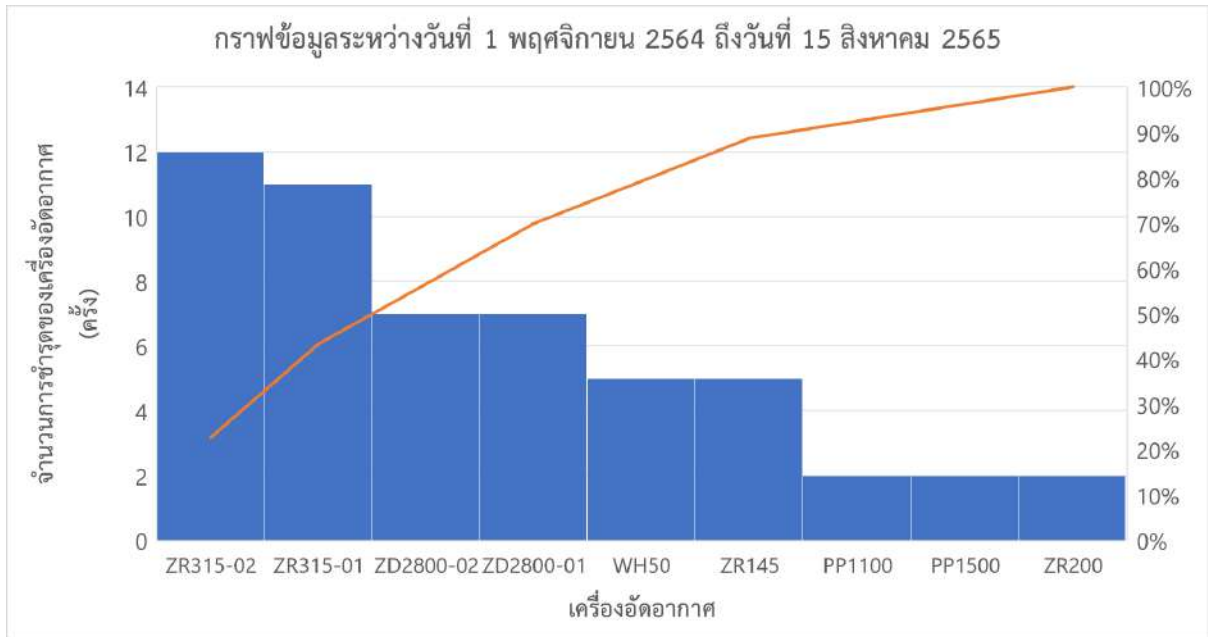
ปี พ.ศ.	เดือน	เวลา ผลิต (นาทีก)	เวลา หยุด (นาทีก)	จำนวน ครั้งที่ซ่อม (ต่อเดือน)	MTBF (นาทีก/ครั้ง)	MTTR (นาทีก/ครั้ง)	อัตรา ความ พร้อม	อัตรา การเสีย (ครั้ง/ นาทีก)
2564	พ.ย.	43,200	270	5	8,640	54.0	99.38%	0.00012
	ธ.ค.	43,200	170	3	14,400	56.7	99.61%	0.00007
6565	ม.ค.	38,880	450	5	7,776	90.0	98.84%	0.00013
	ก.พ.	38,880	0	0	38,880	0.0	100.00%	0.00003
	มี.ค.	44,640	335	6	7,440	55.8	99.25%	0.00013
	เม.ย.	36,000	411	5	7,200	82.2	98.86%	0.00014
	พ.ค.	43,200	3,510	10	4,320	351.0	91.88%	0.00023
	มิ.ย.	41,760	495	6	6,960	82.5	98.81%	0.00014
	ก.ค.	43,200	13,330	8	5,400	1,666.3	69.14%	0.00019
	ส.ค.	20,160	10,470	5	4,032	2,094.0	48.07%	0.00025
ผลรวม		393,120	29,441	53.0			-	-
ค่าเฉลี่ย		39,312.0	2,944.1	5.3	7,417	453.2	92.51%	0.000135

3.3 การวิเคราะห์ปัญหาและแนวทางการแก้ไขปัญหา

ทำการรวบรวมปัญหาต่างๆ จึงทำการสรุปปัญหาของเครื่องอัดอากาศ สามารถแบ่งกลุ่มของเครื่องอัดอากาศได้ โดยการพิจารณาการจัดเรียงลำดับจำนวนการชำรุดของเครื่องอัดอากาศจากมากที่สุดเป็นอันดับแรก และเวลาชำรุดของเครื่องอัดอากาศเป็นลำดับที่สอง โดยใช้ข้อมูลจากกราฟโพเรโต ดังภาพที่ 2

ภาพที่ 2

แสดงอัตราการชำรุดของเครื่องอัดอากาศที่เกิดการขัดข้องมากที่สุดไปน้อยสุด



จากนั้นทำการวิเคราะห์ปัญหาด้วย Why Why Analysis ดังตารางที่ 2 โดยค้นหาสาเหตุของปัญหา การแก้ไขปัญหาและแนวทางการแก้ไขของเครื่องอัดอากาศ โดยมีปัญหาหลักคือ Alarm motor high temperature , Alarm Fault Communication, Alarm Fault converter, Alarm Earth Fault และ Alarm Motor overload ตารางที่ 2

แสดงการวิเคราะห์ปัญหาและวิธีการแก้ไขเครื่องอัดอากาศ

No	Alarm/Fault	สาเหตุ	สาเหตุ	สาเหตุ	สาเหตุ	สาเหตุ	Root Cause	แนวทางการแก้ไขปัญหา	Action Plan
1	Fault: No communication	Board control ไม่สามารถรับส่งสัญญาณข้อมูลระหว่าง board control หน้า BM และ Keypad ได้	ชุดควบคุมภายใน main board control มี Alarm	Board control	Board control	Board control	Board control เสื่อมสภาพ	ส่งชุด Board Control และวางแผนเปลี่ยน	1. ส่งชุด Board control และจัดเก็บเข้าสโตร์ 2. จัดทำแผนงานบำรุงรักษาตรวจสอบ Board control เป็นประจำทุกเดือน
				มีอายุการใช้งานเกินกว่า 10 ปี	Board control มีความร้อนสะสม	การระบายความร้อนของระบบระบายอากาศที่ไม่เพียงพอ			
2	Fault: Earth Fault	ABB Drive ส่งสัญญาณเพื่อตัดการทำงานของมอเตอร์	สัญญาณควบคุมการทำงานของมอเตอร์ผิดปกติ	การต่อสาย PP100 ไม่แน่น			ชุด PP100 หลวม	ทำการขันสายสัญญาณ PP100 ให้แน่น	1. จัดทำแผนงานบำรุงรักษาตรวจสอบประจำทุก 3 เดือน

ตารางที่ 2 (ต่อ)

No	Alarm/Fault	สาเหตุ	สาเหตุ	สาเหตุ	สาเหตุ	สาเหตุ	Root Cause	แนวทางกา แก้ปัญหา	Action Plan
3	Fault: Motor High Temperature	AEB Drive ส่ง สัญญาณเพื่ ตัดการทำงาน มอเตอร์	มอเตอร์ และขดลวด มีอุณหภูมิ ความร้อน สะสมสูง	ภายในห้อง เครื่องอัด อากาศมี ความร้อน สะสมสูง	การระบาย อากาศภายใน ห้องเครื่องอัด อากาศไม่เพียง		ระบบระบาย อากาศที่ไม่ เพียงพอ	วางแผน ปรับปรุงระบบ ระบายอากาศ	1. ปรับปรุงระบบระบาย อากาศ 2. จัดทำแผนงานบำรุง การตรวจสอบระบบ อากาศ เป็นประจำทุกวัน
4	Fault: Dyers Rotating error	VSDM Dyers ไม่ทำงาน	Bad control ไม่สามารถ รับส่ง สัญญาณ ข้อมูลกับ VSD ได้	VSDM Dyers	VSDM Dyers มีอายุการใช้งาน เกินกว่า 10 ปี		VSDM Dyers	ส่งชื่อ VSDM Dyers และวางแผน เปลี่ยน	1. จัดทำแผนงานบำรุง การเปลี่ยน VSDM Dyers ทุก 5 ปี 2. ส่งชื่อ VSDM Dyers และจัดเก็บเข้าสโตร์
				VSDM Dyers มีความร้อนสะสม	การระบาย อากาศ ภายในห้อง ไม่เพียงพอ		ระบบระบาย อากาศที่ไม่ ปรับปรุงระบบ ระบายอากาศ	วางแผน ปรับปรุงระบบ อากาศ	1. ปรับปรุงระบบระบาย อากาศ 2. จัดทำแผนงานบำรุง การตรวจสอบ ทุก 3 เดือน
5	Fault: Motor overload	VSD ตัดการ ทำงาน มอเตอร์ของ เครื่องอัดอากาศ	VSD ตรวจสอบ พบกระแส ไฟฟ้าของ มอเตอร์ทั้ง 3 เฟส ไม่สมดุล	CT อ่านค่า ไม่ตรง	CT เสื่อมสภาพ และมีอายุการ ใช้งาน เกินกว่า 10 ปี		CT เสื่อมสภาพ	ส่งชื่อ CT ใหม่ และวางแผน เปลี่ยน	1. จัดทำแผนงานบำรุง การตรวจสอบ เป็นประจำทุกวัน 2. จัดทำแผนงานบำรุง การเปลี่ยน CT ทุก 3 ปี 3. ส่งชื่อ CT และจัดเก็บเข้าสโตร์
6	Fault: Fault Converter	Bad control ไม่สามารถรับ สัญญาณ ข้อมูลกับ VSD ได้	ชุดควบคุม ภายใน main board control Alarm	Bad control	Bad control มีอายุ การใช้งานเกิน กว่า 10 ปี			ส่งชื่อ Bad Control และ วางแผนเปลี่ยน	1. จัดทำแผนงานบำรุง การตรวจสอบ Bad Control เป็นประจำทุกวัน 2. ส่งชื่อ Bad control และจัดเก็บเข้าสโตร์
				Bad control มีความร้อนสะสม	การระบาย อากาศ ภายในห้อง ไม่เพียงพอ			ระบบระบาย อากาศที่ไม่ ปรับปรุงระบบ ระบายอากาศ	วางแผน ปรับปรุงระบบ อากาศ

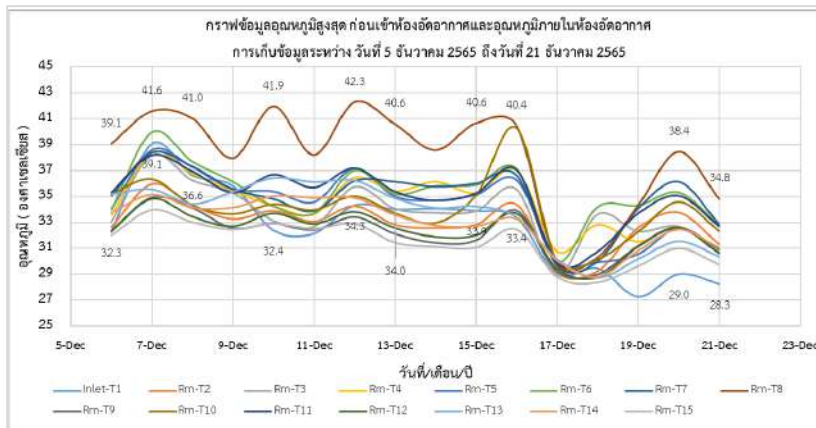
3.4 การดำเนินการปรับปรุงแก้ไข

จากการวิเคราะห์ข้อมูลโดยใช้หลักการวิเคราะห์ แบบ Why Why Analysis พบว่า สาเหตุหลักของการชำรุดของเครื่องอัดอากาศ เกิดจากสาเหตุ คืออากาศภายในห้องอัดอากาศมีความร้อนสะสมสูง มีอัตราการระบายอากาศไม่เพียงพอ ทำให้เครื่องอัดอากาศเกิดการชำรุดฉีกฉีก

จากภาพที่ 3 พบว่า อุณหภูมิภายนอกห้องอัดอากาศ (Inlet-T1) และอุณหภูมิภายในห้องอัดอากาศ (T2-T15) จากการตรวจวัดด้วย Data logger พบว่า มีอุณหภูมิแตกต่างกันระหว่างภายนอกห้องอัดอากาศและภายในห้องอัดอากาศอยู่ที่ 6.5 – 9.5 องศาเซลเซียส ส่วนข้อมูลวันที่ 17 ธันวาคม 65 เครื่องอัดอากาศหยุดทำงานเนื่องไม่มีแผนการผลิต จึงทำให้กราฟข้อมูลใกล้เคียงกัน

ภาพที่ 3

แสดงกราฟข้อมูลการตรวจวัดอุณหภูมิห้องอัตโนมัติก่อนการปรับปรุง



4. ผลการวิจัย

ผลการวิจัยก่อนการปรับปรุงจากตารางที่ 1 พบว่ามีอัตราการชำรุดเฉลี่ยก่อนการปรับปรุง 5.3 ครั้งต่อเดือน, ค่าเฉลี่ย MTBF ก่อนการปรับปรุงอยู่ที่ 7,444.50 นาทีต่อครั้ง, มีค่าเฉลี่ยในการซ่อม (MTTR) ก่อนการปรับปรุงอยู่ที่ 555.49 นาทีต่อครั้ง, มีอัตราความพร้อมก่อนการปรับปรุงเฉลี่ยอยู่ที่ 92.54 เปอร์เซ็นต์ และมีอัตราการเสียเฉลี่ยก่อนการปรับปรุงอยู่ที่ 0.00013 ครั้งต่อนาที

ผลการวิจัยหลังการปรับปรุงตารางที่ 3 เริ่มทำการเก็บข้อมูลตั้งแต่วันที่ 1 พฤศจิกายน 65 ถึงวันที่ 31 มีนาคม 66 พบว่ามีอัตราการชำรุดของเครื่องอัตโนมัติหลังการปรับปรุงเฉลี่ยเหลือ 1 ครั้งต่อเดือน, มีค่าเฉลี่ย MTBF หลังการปรับปรุงอยู่ที่ 42,336 นาทีต่อครั้ง, มีค่าเฉลี่ย MTTR หลังการปรับปรุงอยู่ที่ 17 นาทีต่อครั้ง, มีอัตราความพร้อมหลังการปรับปรุงเฉลี่ยอยู่ที่ 99.96% และมีอัตราการเสียเฉลี่ยหลังการปรับปรุงอยู่ที่ 0.000024 ครั้งต่อนาที

ตารางที่ 3

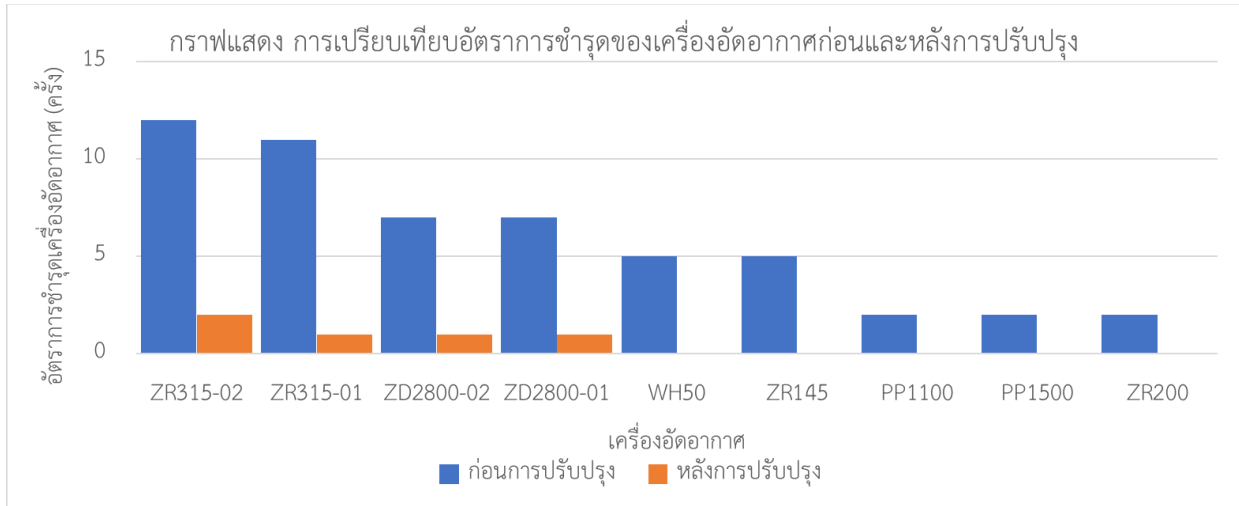
แสดงค่าค่า MTTR , MTBF, อัตราความพร้อมและอัตราการเสียโดยรวมหลังการปรับปรุง

ปี พ.ศ.	เดือน	เวลาผลิต (นาฬิกา)	เวลาหยุด (นาฬิกา)	จำนวนครั้งที่ซ่อม	MTBF (นาฬิกา/ครั้ง)	MTTR (นาฬิกา/ครั้ง)	อัตราความพร้อม	อัตราการเสีย (ครั้ง/นาฬิกา)
2565	พ.ย.	43,200	0	0	43,200.0	0.0	100.00%	0.000023
	ธ.ค.	41,760	45	2	20,880.0	22.5	99.89%	0.000048
2566	ม.ค.	41,760	0	0	41,760.0	0.0	100.00%	0.000024
	ก.พ.	40,320	10	1	40,320.0	10.0	99.98%	0.000025
	มี.ค.	43,200	30	2	21,600.0	15.0	99.93%	0.000046
ผลรวม		210,240	85.0	5.0	-	-	-	-
ค่าเฉลี่ย		42,048.0	17.0	1.0	42,048.0	83.5	99.96%	0.000024

จากตารางที่ 3 คำนวณค่า MTBF โดยใช้สมการที่ (1), คำนวณค่า MTTR โดยใช้สมการที่ (2), คำนวณหาค่า อัตราความพร้อม โดยใช้สมการที่ (3) และคำนวณหาค่าอัตราการเสีย โดยใช้สมการที่ (4)

ภาพที่ 4

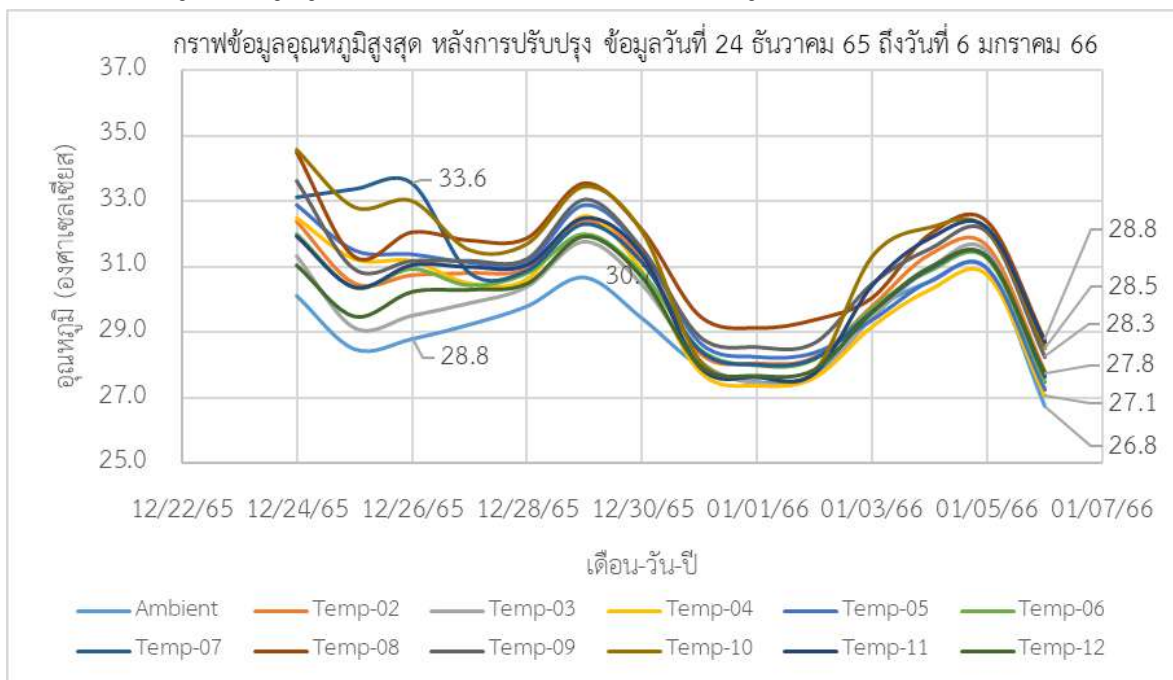
แสดงกราฟเปรียบเทียบจำนวนการชำรุดเครื่องอัดอากาศก่อนและหลังการปรับปรุง



ภาพที่ 4 กราฟเปรียบเทียบจำนวนการชำรุดเครื่องอัดอากาศ ก่อนและหลังการปรับปรุง พบว่าเครื่องอัดอากาศมีจำนวนการชำรุดลดลงทุกเครื่อง

ภาพที่ 5

แสดงกราฟข้อมูลอุณหภูมิสูงสุด ก่อนเข้าห้องอัดอากาศและอุณหภูมิภายในห้องอัดอากาศ



จากภาพที่ 5 พบว่า อุณหภูมิความแตกต่างระหว่างอุณหภูมิภายนอกห้องอัดอากาศและอุณหภูมิภายในห้องอัดอากาศ มีอุณหภูมิที่แตกต่างกันเฉลี่ย อยู่ที่ 2.5-4.0 องศาเซลเซียส

5. สรุป

หลังจากการปรับปรุงแก้ไข โดยการเปลี่ยนอะไหล่เครื่องจักร การสร้างแผนบำรุงรักษาเครื่องอัดอากาศ การตรวจสอบและการจัดเก็บอะไหล่เครื่องอัดอากาศ ให้พร้อมสำหรับกรณีฉุกเฉิน และรวมถึงการปรับปรุงระบบระบายอากาศภายในห้องอัดอากาศให้ดีขึ้น ผลการดำเนินงานพบว่าเครื่องอัดอากาศมีอัตราการชำรุดหลังการปรับปรุงเฉลี่ยอยู่ที่ 1 ครั้งต่อเดือน ลดลงคิดเป็น 81.1%, ค่าเฉลี่ย MTBF หลังการปรับปรุงอยู่ที่ 42,336 นาที เพิ่มขึ้นคิดเป็น 568.69%, ค่าเฉลี่ยเวลาในการซ่อม (MTTR) หลังการปรับปรุงเฉลี่ยอยู่ที่ 17 นาที ลดลงคิดเป็น 96.94%, อัตราความพร้อมเฉลี่ยหลังการปรับปรุงอยู่ที่ 99.96% เพิ่มขึ้นคิดเป็น 7.45%, อัตราการเสียเฉลี่ยหลังการปรับปรุงอยู่ที่ 0.000024 ครั้งต่อนาที ลดลงคิดเป็น 17.58%

การวางแผนงานการบำรุงรักษา การตรวจสอบ การเปลี่ยนอะไหล่ตามรอบการบำรุงรักษา การจัดเก็บอะไหล่ที่จำเป็นและเพียงพอ รวมถึงการปรับปรุงระบบระบายอากาศมีผลให้อัตราการชำรุดของเครื่องอัดอากาศลดลงและการตรวจสอบประจำวันนั้นเป็นสิ่งที่สำคัญมาก ควรให้ความสำคัญเป็นอย่างมาก เพราะหากทราบความผิดปกติแล้วนั้น จะสามารถวางแผนบำรุงรักษา แก้ไข ได้ทันก่อนที่เครื่องจักรจะชำรุด

ตารางที่ 4

แสดงสรุปผลการตรวจวัด อัตราการชำรุดของเครื่องอัดอากาศ ก่อนและหลังการปรับปรุง

ค่าที่ทำการวัด	ก่อนการปรับปรุง	หลังการปรับปรุง	เปอร์เซ็นต์
อัตราการชำรุดเฉลี่ย (ครั้ง/เดือน)	5.3	1.0	81.13%
ค่าเฉลี่ย MTBF (นาที/ครั้ง)	7,444.5	42,336.0	568.69%
ค่าเฉลี่ยเวลาในการซ่อม MTTR (นาที/ครั้ง)	555.49	17.0	96.94%
อัตราความพร้อมใช้งานเครื่องจักร (%)	92.51%	99.96%	7.45%
อัตราการเสียของเครื่องจักร (ครั้ง/นาที)	0.000135	0.000024	17.58%

6. การอ้างอิง

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การปรับปรุงประสิทธิภาพโดยใช้ระบบ Toyota Production System ในโรงงานผลิตชิ้นส่วน
ยานยนต์ กรณีศึกษา บริษัท ABC ประเทศไทย จำกัด

Production Efficiency Improvement using Toyota Production System in
automotive parts factory: A case study. Of ABC (Thailand) Co., Ltd.

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บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อนำเสนอการลดความสูญเปล่าในสายการผลิตชิ้นส่วนส่งกำลังระบบ เกียร์ ด้วยการประยุกต์ใช้เครื่องมือระบบการผลิตแบบโตโยต้า (Toyota Production System) ด้วยการสร้างมาตรฐานการปฏิบัติงานให้มีประสิทธิภาพ เริ่มจากการศึกษากระบวนการเก็บรวบรวมข้อมูลในปัจจุบันพบว่ากระบวนการผลิตยังมีปัญหาการรอคอยของพนักงานปฏิบัติงานระหว่างสถานีงาน

จึงได้นำปัญหาที่พบภายในกระบวนการผลิตมาวิเคราะห์เพื่อหาแนวทางแก้ไขด้วยหลักการ ECRS เพื่อประเมินความเสี่ยงของปัญหาที่พบนำมาปัญหามาวิเคราะห์หาสาเหตุของปัญหาโดยใช้หลักการ Why Why Analysis จากนั้นได้ดำเนินการปรับปรุงโดยการจัดทำแผนการดำเนินการปรับปรุงกระบวนการผลิต เพื่อลดความสูญเปล่าที่เกิดขึ้นจากการปฏิบัติงาน

ผลการปรับปรุงสามารถปรับลดพนักงานจาก 4 คน เหลือ 3 คน ต่อกระบวนการผลิต คิดเป็น 25 % สามารถลดเวลาดำเนินงานลง 27,000 วินาทีต่อวัน สามารถเพิ่มประสิทธิภาพการปฏิบัติงานจาก 83 % เป็น 92 % สามารถลดต้นทุนของโรงงานทั้งปีละ 127,440 บาท ต่อ ปี

คำสำคัญ : ระบบการผลิตแบบโตโยต้า, การลดความสูญเปล่า, การเพิ่มประสิทธิภาพ

Abstract

The Objective of this research was present to reduce waste in the production line of gear transmission part. Are apply the Toyota production system. By establishing operational standard for efficiency. The investigation was on the current data collection process. Waiting time problem in station process. The problem encountered in the production process are analyzed to find solution with the ECRS principle.

Assess the risk of problem encountered and analyze. The problem to find the cause of the problem using the principle of Why Why Analysis.

The improvement was made by marking a production process improvement action plan. To reduce waste in processing. The improvement results show that worker reduce from 4 to 3

people accounted for 25% and can reduce working time 27,000 Second per day increase efficiency from 83% to 92% increase reduce cost 127,440 baht per year.

Keyword : Toyota production System, Waste Reduction, Production line Efficiency improvement

1. บทนำ

ในอุตสาหกรรมที่นำระบบการผลิตแบบโตโยต้า (Toyota Production System) มาใช้ในการทำงานส่งผลให้เกิดการปรับปรุงคุณภาพอย่างต่อเนื่องการจัดการสภาพแวดล้อมในการปฏิบัติมองเห็นความปลอดภัยและลดต้นทุนการบริการ เพิ่มคุณภาพของผลิตภัณฑ์ ความพึงพอใจของลูกค้ามากที่สุด สามารถควบคุมปัจจัยที่เกี่ยวข้องปัญหาเห็นผลได้ชัดเจนทำให้สามารถจัดความสูญเปล่าที่ไม่ก่อให้เกิดมูลค่าในสายการผลิต

สำหรับโรงงานกรณีศึกษา เป็นโรงงานผลิตชิ้นส่วนยานยนต์ ชุดส่งกำลังเกียร์ ของบริษัท ABC ประเทศไทย จำกัด ในพื้นที่เขตอุตสาหกรรมตะวันออกจังหวัดชลบุรี โรงงานมีกำลังการผลิต 366,000 ชิ้นต่อปี ประกอบด้วย 4 กระบวนการผลิตหลักคือกระบวนการแปรรูปวัตถุดิบ (Machine line) กระบวนการประกอบ(Assembly line) กระบวนการตรวจสอบ (Inspection) กระบวนการโลจิสติกส์ (Logistic) มีปัญหาการรอคอยที่เกิดขึ้นในกระบวนการแปรรูปวัตถุดิบ (Machine line) ช่วงสถานีในปฏิบัติงานขั้นตอนและการเดินของพนักงานในการปฏิบัติงานในรอบในการ ผลิตรวมถึงการจัดการ 5ส. ภายในไม่ตี ส่งผลทำให้กระบวนการผลิตมีคุณภาพต่ำ ประสิทธิภาพการผลิตต่ำลง ทำให้เกิดการสูญเสียต้นทุนที่ไม่ก่อให้เกิดมูลค่าภายในโรงงาน

งานวิจัยนี้มีวัตถุประสงค์เพื่อลดความสูญเปล่าภายในกระบวนการผลิต จากการศึกษาเก็บรวบรวมข้อมูลการปฏิบัติงานของพนักงาน จากนั้นนำข้อมูลมาวิเคราะห์เพื่อสร้างมาตรฐาน standard work จากนั้นทำการวิเคราะห์ข้อมูลด้วยเครื่องมือ 7 QC Tools โดยการใช้ ECRS ในการลดความสูญเปล่า

2. การทบทวนวรรณกรรม

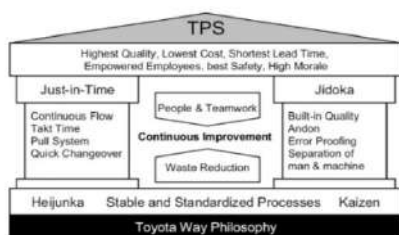
2.1 แนวคิด ทฤษฎี และงานวิจัยที่เกี่ยวข้อง

2.1.1 แนวคิดและทฤษฎีเกี่ยวกับการปรับปรุงกระบวนการผลิตแบบโตโยต้า

ระบบการผลิตแบบโตโยต้า (Toyota Production System : TPS) คือระบบการผลิตของ Toyota ที่มุ่งเน้นการลดต้นทุนการผลิต ด้วยการกำจัดของเหลือหรือของส่วนเกินต่างๆ จากกระบวนการผลิต และผลิตแต่สินค้าที่ขายได้เท่านั้น ซึ่งมีองค์ประกอบ 2 เสาหลักสำคัญ คือ Just in Time และ Jidoka โดยมีหลักการพื้นฐาน คือ การขจัดความสูญเปล่า (Muda) ให้หมดสิ้น

ภาพที่ 1

แสดงองค์ประกอบ 2 เสาหลักระบบการผลิตแบบโตโยต้า



จากภาพที่ 1 ระบบการผลิตแบบโตโยต้า เป็นระบบที่ยอมรับในอุตสาหกรรมยานยนต์ในด้านการเพิ่มผลิตภาพ, การลดสินค้าคงคลัง, การลดปัญหาของเสียในกระบวนการผลิตรวมทั้งการปรับปรุงอย่างต่อเนื่องอย่างมีประสิทธิภาพ ผู้วิจัยจึงสนใจหลักการปรับปรุงเพื่อนำไปยกระดับการปฏิบัติงานของพนักงาน

2.1.3 องค์ประกอบ 3 ประการของงานมาตรฐาน คือ Takt Time, Work Sequence, Standard Stock in Process

2.1.4 เครื่องมือที่ใช้ในการปรับปรุง Standard Work 4 ประเภท คือ เครื่องมือ Production Capacity Sheets Combination Table, STD Work Chart, Yamazumi Chart, หลักการปรับปรุง ECRS

2.1.5 งานของคนคืองานที่พนักงานเป็นคนทำเช่นการเอางานเข้าเครื่องจักร, การเอางานออกจากเครื่องจักร เป็นงานที่พนักงานทำงานด้วยมือ

2.1.6 งานของเครื่องจักร คือ งานที่เครื่องจักรทำงานเองโดยอัตโนมัติ

2.1.7 การจัดความสมดุลสายการผลิต(line balancing)การจัดการกระบวนการผลิตสถานีงานให้เกิดความสมดุลกัน มีอัตราเวลาของสถานีงานเท่าๆ กัน

2.1.8 ความสูญเสียเปล่า 7 ประการ คือ งานที่ไม่ก่อให้เกิดประโยชน์ ประกอบด้วย 7 ประการ ที่ส่งผลให้เกิดการรอคอยในกระบวนการผลิตทำให้เกิดความสูญเสียเปล่าเกิดขึ้น

2.1.9 หลักการของECRS คือการช่วยลดความสูญเสียเปล่าในกระบวนการผลิตมีแนวคิดการปรับปรุง 4 แนวทาง คือ

- (1) Eliminate (E) คือการกำจัดขั้นตอนปฏิบัติงานที่ไม่จำเป็นออกจากกระบวนการผลิต
- (2) Combine (C) คือการรวมรวบขั้นตอนหรือสถานีงานเข้าด้วยกัน
- (3) Rearrange (R) คือการจัดลำดับขั้นตอนหรือสถานีใหม่ ให้ปฏิบัติงานได้สะดวกขึ้น
- (4) Simplify (S) คือการจัดการขั้นตอนปฏิบัติให้ง่ายขึ้น

$$\text{Takt Time} = \frac{\text{เวลาการทำงานต่อกะ}}{\text{จำนวนที่จำเป็นต้องผลิตต่อกะ}} \quad (1)$$

Takt Time คือ เป็นเครื่องมือที่ช่วยในการรักษาสมดุลสายการผลิต (Line Balancing) สามารถประยุกต์ใช้ร่วมกับการจัดการเวลาในแต่ละสถานี เพื่อให้เกิดความสัมพันธ์กันหรือใกล้เคียงกันเพื่อลดเวลาสูญเสียเปล่าอันเกิดความล่าช้าของงาน

$$\text{เวลาปฏิบัติจริง} = \frac{\text{เวลาการทำงานปกติ Regular working hours} + \text{เวลาทำงานล่วงเวลา}}{\text{ปริมาณความต้องการ Required production volume}} \quad (2)$$

Actual Takt Time (ATT) คือ เวลาของพนักงานปฏิบัติงานจริง เพื่อให้ตอบสนองต่อลูกค้า

$$\text{ค่าสมดุลการผลิต} = \frac{\sum C.T}{\text{ATTXMAM}} \times 100 \quad (3)$$

2.2 ทบทวนวรรณกรรม

จากการทบทวนวรรณกรรมมีบทความที่เกี่ยวข้องดังนี้ วัชรชัย บุญรักษา (2562) การประยุกต์ใช้ระบบการผลิตโตโยต้าในบริษัทซีเอชอินดัสตรี จำกัด การปรับปรุงสายการผลิต Nozzle Defroster ผู้วิจัยการศึกษางานและเวลาในกระบวนการผลิตวิเคราะห์ปัญหาความสูญเสียเปล่าใช้หลักการ สร้างงานมาตรฐาน (Making Standardized Work) มาใช้ในการวิเคราะห์ เพื่อปรับปรุงประสิทธิภาพการปฏิบัติงาน

อภิชาติ วงศ์กฎ (2560) ศึกษาเกี่ยวกับการปรับปรุงประสิทธิภาพการผลิตโดยใช้แนวคิดการผลิตแบบโตโยต้า ก่อนการปรับปรุงพบว่าประสิทธิภาพการผลิตต่ำกว่ามาตรฐานที่บริษัทกำหนดเนื่องจากเกิดความสูญเสียเปล่าขึ้นเกิดในกระบวนการผลิตหลังจากนั้นได้ทำการศึกษาระบบการผลิตขั้นตอนการทำงานของพนักงานเวลาในการปฏิบัติงานทำการวิเคราะห์โดยใช้หลักของ ECRS และการจัดทำ Standard work

นลธิชา วาปีโท (2564) ศึกษาเกี่ยวกับแนวทางการประยุกต์ใช้แนวคิดลีนเพื่อเพิ่มประสิทธิภาพของการผลิต ก่อนการปรับปรุงพบว่ามีปัญหาปัญหาความสูญเสียเปล่าที่เกิดขึ้นทั้งหมด 4 ความสูญเสียเปล่าคือ 1.ความสูญเสียเปล่าที่เกิดขึ้นจากการใช้คน (Non-Utilized Talent) 2.ความสูญเสียเปล่าที่เกิดจากการผลิตของเสีย (Defect) 3. เป็นความสูญเสียเปล่าที่เกิดจากรอคอย (Waiting) 4.ความสูญเสียเปล่าที่เกิดจากการทำงานซ้ำๆ ได้ทำการแนวทางการปรับปรุงกระบวนการทำงานด้วยหลัก ECRS มาวิเคราะห์ปรับปรุง

3. วิธีดำเนินการวิจัย

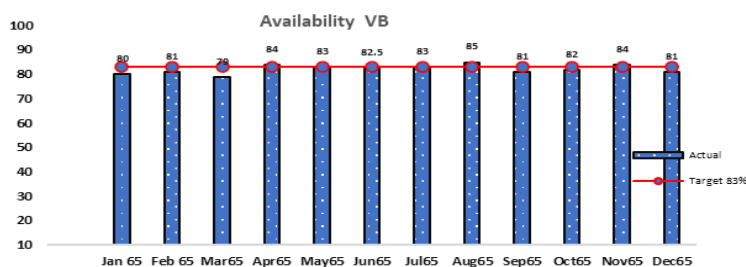
งานวิจัยนี้ได้ศึกษาและวิเคราะห์สายการผลิตชิ้นส่วนประกอบเกียร์ Model : A35414-T051, B35411-T051 จากสภาพปัญหาของโรงงาน พบว่า ปริมาณความต้องการของลูกค้าในปี 2565 เพิ่มขึ้นส่งผลกระทบต่อตรงในการปรับกระบวนการผลิตก็คือ การลดต้นทุนในสายการผลิต จึงมุ่งเน้นไปที่การใช้แรงงาน จำนวนพนักงานในกระบวนการผลิตที่ใช้พนักงานปฏิบัติงาน โดยมีการดำเนินงานในการศึกษาทั้งหมด 5 ขั้นตอนโดยเริ่มจาก (1),การศึกษากระบวนการผลิต(2),การรวบรวมข้อมูล(3),การวิเคราะห์สาเหตุของปัญหา(4),การปรับปรุงแก้ไขกระบวนการผลิต(5),การตรวจสอบและการจัดตั้งมาตรฐาน

3.1 เก็บรวบรวมและวิเคราะห์ข้อมูล

เนื่องจากโรงงานกรณีศึกษา ผู้วิจัยได้รวบรวมข้อมูลกระบวนการผลิต Model : A35414-T051, B35411-T051 เกี่ยวกับ วิธีการปฏิบัติงานของพนักงาน เวลาที่ใช้ในการปฏิบัติงาน ที่เป็นคอขวดหรือความสูญเสียเปล่า โดยการสังเกตการณ์ร่วมกับการใช้นาฬิกาจับเวลา เพื่อมาวิเคราะห์หาแนวทางแก้ไข โดยพิจารณาการปรับปรุงการไหลของชิ้นงานและสถานีงานให้เกิดมาตรฐาน มีข้อมูลดังนี้

ภาพที่ 2

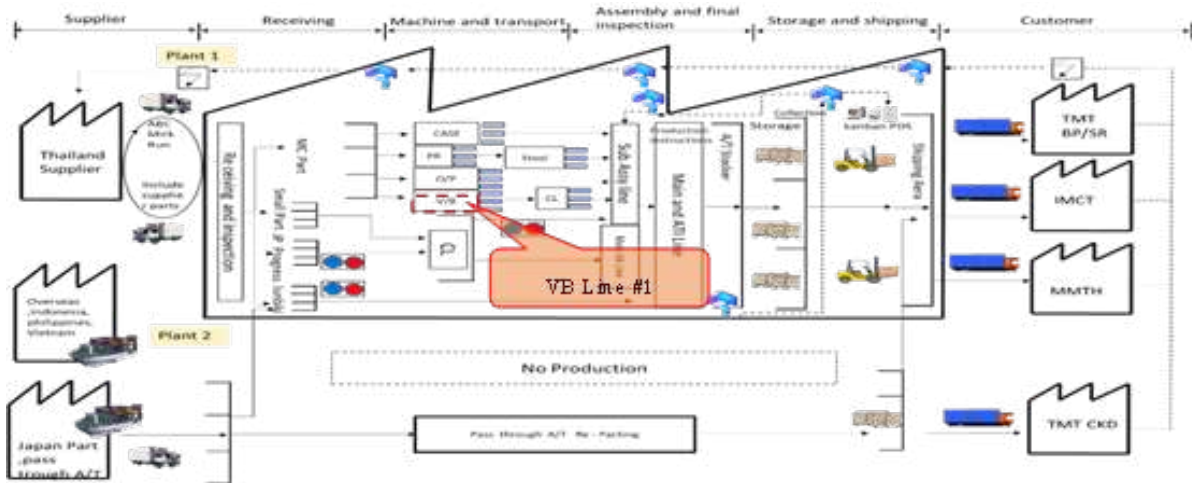
ข้อมูลประสิทธิภาพการผลิต วาล์ว บอดี ในช่วงเดือน มกราคม พ.ศ.2565ถึงเดือนธันวาคม พ.ศ.2565



3.1.1 ศึกษากระบวนการผลิตการไหลของวัตถุดิบ MFC (Material Flow Chart)

ภาพที่ 3

การไหลของวัตถุดิบของโรงงาน ABC



จากภาพที่ 3 ผู้วิจัยทำศึกษากระบวนการผลิตการไหลของชิ้นส่วนภายในโรงงาน มีกระบวนการหลักอยู่ 6 กระบวนการ (1) กระบวนการขนส่งวัตถุดิบ (Supplier), (2) กระบวนการรับชิ้นส่วน (Receiving), (3) กระบวนการแปรรูป (Machine and Transport), (4) กระบวนการประกอบและตรวจสอบ (Assembly and Inspection), (5) การบวนการจัดเก็บ (Storage and Shipping) และ (6) การส่งมอบให้ลูกค้า (Customer) ผู้วิจัยได้ศึกษาแผนผังการไหลของชิ้นส่วนภายในโรงงาน เพื่อให้เห็นถึงกิจกรรมต่างๆ ในสายการผลิตได้ชัดเจน ซึ่งสายการผลิตที่มีปัญหาความสูญเปล่าและปัญหาคอขวดจะอยู่ในกระบวนการผลิต วาล์ว บอดี้ มีพนักงานที่ปฏิบัติงานใน VB#1 กะเช้า ทั้งหมด 4 คน มีเครื่องจักรในกระบวนการ 23 เครื่อง

3.1.2 ข้อมูลของสายการผลิตชิ้นส่วน วาล์ว บอดี้

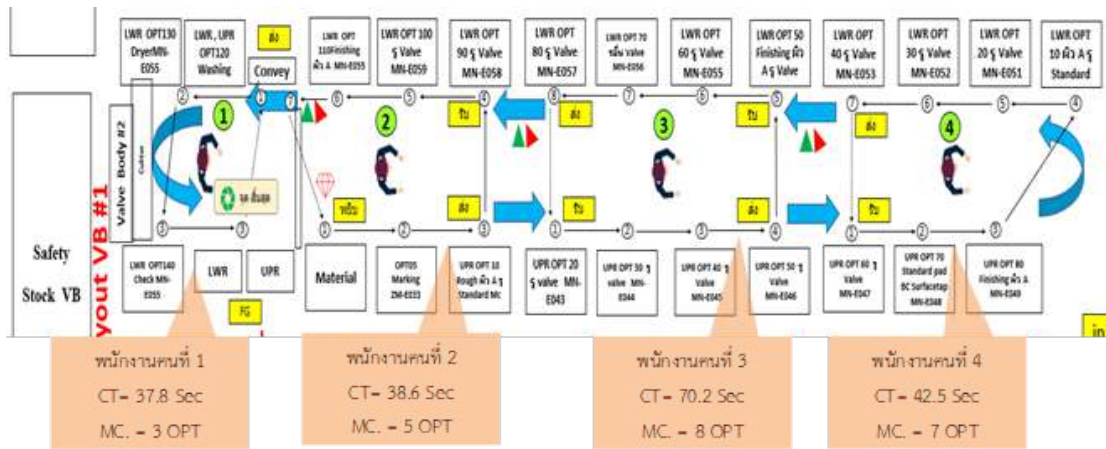
ความต้องการของลูกค้า	= 31500 ชิ้น ต่อ เดือน
กำลังการผลิต	= 656 ชิ้น ต่อ กะ หรือ 1313 ชิ้น ต่อ 2 กะ
เวลาทำงาน	= 450 ชิ้น ต่อ วัน หรือ 27000 วินาที ต่อวัน
วันทำงาน	= 24 วัน
Takt Time	= $15.6 \times (3600 \times 24) / 31500 = 43$ วินาที ต่อ ชิ้น
Actual takt time	= $19.6 \times (3600 \times 24) / 31500 = 56$ วินาที ต่อชิ้น

$$MPEF F = \frac{\sum CT}{ATT \times man} * 100 = 187.3 / (56 * 4) * (100) = 83 \%$$

3.1.3 ศึกษากระบวนการและสภาพ Layout กระบวนการผลิต วาล์ว บอดี้

ภาพที่ 4

แสดงตำแหน่งการปฏิบัติของพนักงานทั้ง 4 คน



จากการศึกษากระบวนการผลิตในสภาพปัจจุบันนี้เป็นข้อมูลของกระบวนการผลิต วาล์ว บอดี้ พบว่ามีสถานีที่เป็นคอขวดภายในกระบวนการ คือ สถานีงานของพนักงานที่ 3 มีเวลาที่มากกว่าพนักงานทั้ง 3 คน คือ 70.2 วินาทีต่อรอบ ทำให้กระบวนการผลิตนี้เกิดความไม่สมดุลไม่เหมาะสมกับการผลิต ผู้วิจัยจึงทำการปรับปรุงเพื่อเพิ่มประสิทธิภาพและเหมาะสมกับกระบวนการผลิต

ตารางที่ 1

เวลาปฏิบัติงานของพนักงานภายในกระบวนการผลิต

ประเภทพนักงาน	No.	ชื่อของการทำงาน	เวลาทำงาน (วินาที / ชั่วโมง)										
			1	2	3	4	5	6	7	8	9	10	เฉลี่ย
พนักงานที่ 1	1	เครื่องล้าง Washing ใสชิ้นงาน และ นำชิ้นงาน ออกเดินเครื่องจักร	48	45.0	45.0	48.0	46.0	44.0	43.0	43.0	46.0	45.0	45.4
	2	Dryer ใสชิ้นงานและนำชิ้นงานออกเดินเครื่องจักร	44	46.0	43.0	48.0	46.0	44.0	44.0	45.0	42.0	45.0	44.7
	3	100% Checker (Jam Check) ใสชิ้นงานและนำชิ้นงานออกเดิน	47	45.0	47.0	47.0	43.0	43.0	41.0	42.0	43.0	44.0	44.5
	4	Finished Goods in a box การ ไรศตภาพภาวชิ้นงาน	12	16.0	13.0	17.0	16.0	16.0	16.0	16.0	19.0	16.0	16.9
เวลาที่ใช้นั้นกระบวนการสุชาติ												37.872	
พนักงานที่ 2	1	นำ Material ออก	4.0	5.5	5.0	5.0	4.0	5.0	4.0	5.0	5.0	4.0	4.2
	2	เครื่องบรึงกลึง ใสชิ้นงานเดินเครื่องจักร	55.0	53.0	55.0	56.0	55.0	57.0	56.0	57.0	55.0	54.0	50.3
	3	Upper OPT10 ใสชิ้นงานและนำชิ้นงานออกเดินเครื่อง	54.0	56.0	57.0	54.0	54.0	56.0	54.0	56.0	54.0	56.0	50.1
	4	Lower OPT90 ใสชิ้นงานและนำชิ้นงานออกเดินเครื่อง	53.0	54.0	55.0	54.7	64.6	65.3	67.0	61.0	54.5	54.1	53.0
	5	Lower OPT100 ใสชิ้นงานและนำชิ้นงานออกเดินเครื่อง	58.0	55.0	56.0	56.0	54.0	53.0	54.0	56.0	59.0	54.0	50.5
	6	Lower OPT 110 นำชิ้นงานออกเดินเครื่อง	63.0	53.0	64.0	70.5	65.0	69.0	64.0	63.0	63.0	69.0	58.5
	7	ปล่อยชิ้นงาน นำเข้าสู่เครื่อง	4.0	3.0	3.0	3.3	3.0	5.3	5.0	4.3	3.0	4.0	3.5
เวลาที่ใช้นั้น กระบวนการสุชาติ												38.6	
พนักงานที่ 3	1	Upper OPT20 ใสชิ้นงานออกเดินเครื่องจักร	70.1	70.3	69.0	69.0	70.5	70.4	70.2	70.0	70.2	70.3	70.0
	2	Upper OPT30 ใสชิ้นงานและนำชิ้นงานออกเดินเครื่องจักร	70.4	70.2	70.4	70.6	70.0	70.7	70.6	70.1	70.3	70.1	70.3
	3	Upper OPT40 ใสชิ้นงานและนำชิ้นงานออกเดินเครื่องจักร	70.4	70.7	70.5	70.3	69.0	70.0	70.2	70.7	70.1	70.4	70.2
	4	Upper OPT50 ใสชิ้นงานและนำชิ้นงานออกเดินเครื่องจักร	70.1	70.4	70.3	70.5	70.4	70.9	70.7	70.5	69.0	70.1	70.3
	5	Lower OPT150 ใสชิ้นงานและนำชิ้นงานออกเดินเครื่องจักร	70.2	70.6	70.0	70.4	70.3	70.5	70.4	70.6	70.0	70.3	
	6	Lower OPT160 ใสชิ้นงานและนำชิ้นงานออกเดินเครื่องจักร	70.2	70.0	69.0	70.3	70.5	70.4	70.8	70.0	70.3	70.1	70.1
	7	Lower OPT170 ใสชิ้นงานและนำชิ้นงานออกเดินเครื่องจักร	70.7	69.0	70.3	70.0	70.5	70.6	70.7	70.3	70.2	70.3	70.3
	8	Lower OPT180 ใสชิ้นงานและนำชิ้นงานออกเดินเครื่องจักร	70.7	69.0	70.3	70.0	70.5	70.6	70.7	70.3	70.5	70.3	70.3
เวลาที่ใช้นั้น กระบวนการสุชาติ												70.2	
พนักงานที่ 4	1	Upper OPT60 ใสชิ้นงานและนำชิ้นงานออกเดินเครื่องจักร	41.0	40.0	41.0	41.0	40.0	41.0	42.0	41.0	41.0	42.0	41.0
	2	Upper OPT70 ใสชิ้นงานและนำชิ้นงานออกเดินเครื่องจักร	42.0	43.0	43.0	45.0	42.0	43.0	44.0	43.0	41.0	42.0	42.8
	3	Upper OPT80 ใสชิ้นงานและนำชิ้นงานออกเดินเครื่องจักร	44.0	42.0	44.0	46.0	43.0	45.0	43.0	42.0	45.0	44.0	43.8
	4	Lower OPT110 ใสชิ้นงานและนำชิ้นงานออกเดินเครื่องจักร	46.0	44.0	44.0	45.0	42.0	43.0	44.0	45.0	43.0	42.0	43.8
	5	Lower OPT120 ใสชิ้นงานและนำชิ้นงานออกเดินเครื่องจักร	49.0	46.0	46.0	43.0	46.0	46.0	43.0	46.0	44.0	47.0	45.5
	6	Lower OPT130 ใสชิ้นงานและนำชิ้นงานออกเดินเครื่องจักร	49.0	43.0	45.0	44.0	43.0	45.0	43.0	44.0	43.0	45.0	44.4
	7	Lower OPT140 ใสชิ้นงานและนำชิ้นงานออกเดินเครื่องจักร	36.0	35.0	36.0	32.0	34.0	35.0	35.0	32.0	33.0	35.0	34.3
เวลาที่ใช้นั้น กระบวนการสุชาติ												42.2	

ผู้วิจัยได้ศึกษาเกี่ยวกับขั้นตอนปฏิบัติงานของพนักงานและทำการจับเวลาของขั้นตอนการปฏิบัติงานของพนักงาน 10 ครั้ง เพื่อหาค่าเฉลี่ยของเวลาปฏิบัติงานและวิธีการปฏิบัติของพนักงาน ในกระบวนการผลิตดังตารางที่ 5

ตารางที่ 2

ตารางประสิทธิภาพของเครื่องจักร Body LPR VB, Body UPR VB

ตารางแสดงประสิทธิภาพของเครื่องจักร		Part Number	A3544-T05L B15M1-T05L		Line Code	TMA0311	Tact time	แผนก	6100	issue	check	approve		
สถานะการผลิต		Part Name	Body,UPR, Valve		การทำการที่คำนวณไว้จริง	450 นาที	48 sec (96%/Module)	วันที่จัดทำ	10/10/2022					
กระบวนการ	ชื่อกระบวนการ	เครื่องจักร	ผลการตรวจ (วันที)			การสูญเสียที่คำนวณค่าไปรวมกัน (วันที)			ประสิทธิภาพการดำเนินงานที่คำนวณไว้	ประสิทธิภาพการดำเนินงานจริง				
			เวลาในเวลาที่โรงงานที่ออก	การเริ่มต้นแบบเฉลี่ย	Final set time	ความเสียหาย	ความไม่เหมาะสม	เวลาในการหยุด		20	40	60	80	100
OPT05	เครื่องจักร (2 Module)	-	8.0	62.5	70.5	1 เครื่อง / D	1 เครื่อง / D (2 เครื่อง / D)	0.77	379					
OPT10	Robot Drill (2 Module)	-	5.0	60.9	65.9	1 เครื่อง / D	1 เครื่อง / D (2 เครื่อง / D)	0.95	404					
OPT20	Robot Drill (2 Module)	-	5.0	60.1	65.1	1 เครื่อง / D	1 เครื่อง / D (2 เครื่อง / D)	0.95	409					
OPT30	Robot Drill (2 Module)	-	5.0	60.2	65.2	1 เครื่อง / D	1 เครื่อง / D (2 เครื่อง / D)	0.95	408					
OPT40	Robot Drill (2 Module)	-	5.0	60.1	65.1	1 เครื่อง / D	1 เครื่อง / D (2 เครื่อง / D)	0.95	409					
OPT50	Robot Drill (2 Module)	-	5.0	60.9	65.9	1 เครื่อง / D	1 เครื่อง / D (2 เครื่อง / D)	0.95	404					
OPT60	Robot Drill (2 Module)	-	5.0	60.8	65.8	1 เครื่อง / D	1 เครื่อง / D (2 เครื่อง / D)	0.95	404					
OPT70	Robot Drill (2 Module)	-	5.0	60.1	65.1	1 เครื่อง / D	1 เครื่อง / D (2 เครื่อง / D)	0.95	409					
OPT80	Robot Drill (2 Module)	-	5.0	60.8	65.8	1 เครื่อง / D	1 เครื่อง / D (2 เครื่อง / D)	0.95	404					
OPT90	Robot Drill (2 Module)	-	5.0	43.0	48.0	1 เครื่อง / D	1 เครื่อง / D (2 เครื่อง / D)	0.95	552					
OPT100	Robot Drill (2 Module)	-	5.0	60.6	65.6	1 เครื่อง / D	1 เครื่อง / D (2 เครื่อง / D)	0.95	406					
OPT110	Robot Drill (2 Module)	-	5.0	60.1	65.1	1 เครื่อง / D	1 เครื่อง / D (2 เครื่อง / D)	0.95	409					
OPT120	กระบวนการ (2 Module)	-	15.0	27.1	42.1	1 เครื่อง / D	1 เครื่อง / D (2 เครื่อง / D)	0.95	627					
OPT130	Dryer (2 module)	-	15.0	88.0	83.0	1 เครื่อง / D	1 เครื่อง / D (2 เครื่อง / D)	0.77	322					
OPT140	เครื่องฉีด 100 (2 module)	-	15.0	60	75	2 เครื่อง / D	1 เครื่อง / D (2 เครื่อง / D)	0.77	356					

จากตารางที่ 2 แสดงเวลาการทำงานของคนและเครื่องจักรในกระบวนการผลิต Body LPR VB และ Body UPR VB มีเครื่องจักรอยู่ 23 เครื่อง ได้ทำการพล็อตกราฟดังตารางที่ 5 โดยเวลาของคนปฏิบัติงานคือ น้ำเงิน สีส้ม เป็นเวลาของเครื่องจักรทำงาน

ตารางที่ 3

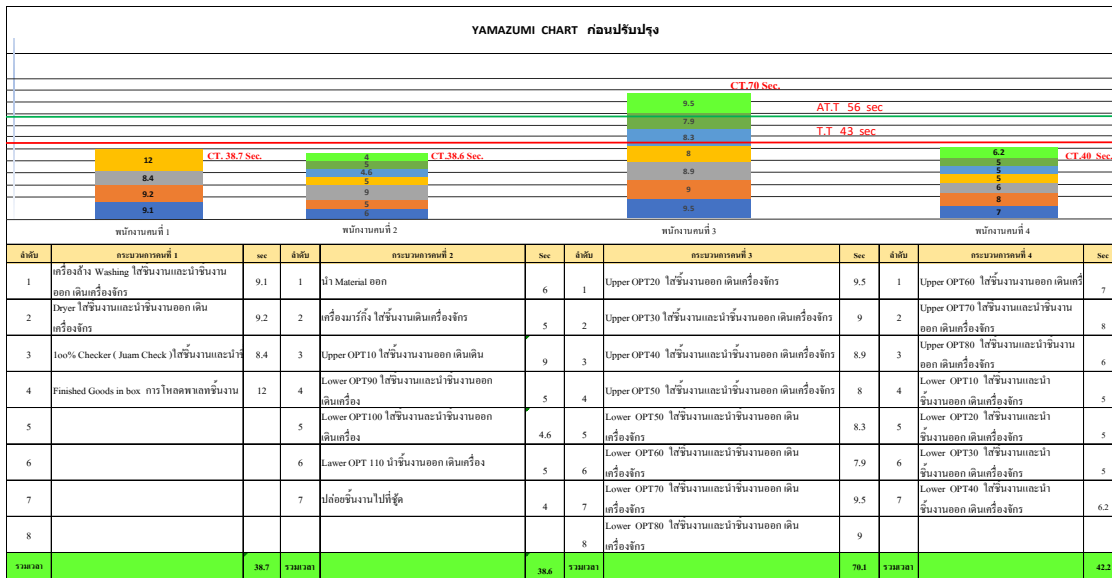
รายการ Muda ที่พบในกระบวนการผลิต

3M List และแนวทางการปรับปรุง (TPS Dojo Simulation line)						
No.	Process	3 M List			รายละเอียด	แนวทางการปรับปรุง
		Muda	Mura	Muri		
1	UPR,LWR #1,2		✓		พื้นที่จัดเก็บอุปกรณ์เครื่องมือไม่เป็นระเบียบ, ไม่มีมาตรฐาน	จัดทำ 3S หลัก สะอาด, สะดวก, สะอาด จัดทำมาตรฐานข้อกำหนดควบคุม
2	UPR,LWR #1,2		✓		พื้นที่จัดเก็บอุปกรณ์เครื่องมือไม่เป็นระเบียบ, ไม่มีข้อกำหนด	จัดทำ 3S หลัก สะอาด, สะดวก, สะอาด จัดทำมาตรฐานข้อกำหนดควบคุม
3	UPR,LWR #1,3		✓		เพิ่มเอกสารไม่มีข้อกำหนด ไม่มีป้ายบ่งชี้	จัดทำ 3S หลัก สะอาด, สะดวก, สะอาด จัดทำป้ายบ่งชี้ให้ชัดเจน
4	UPR,LWR #1,4	✓			Coolant หยดลงพื้นตอนหยิบชิ้นงานออกจากเครื่อง	ทำการติดตั้ง Cover รอง Coolant ที่เครื่องจักร
5	UPR,LWR #1,5	✓			พนักงานรอคอยชิ้นงานออกจากเครื่องจักร	ปรับปรุงกระบวนการผลิตสร้างมาตรฐานงาน

จากตารางที่ 3 Muda คือ ความสูญเปล่า Mura คือ ความไม่สม่ำเสมอ Muri คือ การรับภาระมากเกินไป ผู้วิจัยได้ทำการรวบรวมปัญหาที่พบว่า ในการกระบวนการผลิตทั้งหมดที่ทำให้เกิดผลกระทบมีอยู่ 5 ปัญหาในกระบวนการผลิตจากนั้น ได้นำปัญหาที่พบมาวิเคราะห์ด้วยหลักการของ 4M1E เพื่อหาแนวทางการแก้ไข

ภาพที่ 5

Yamazumi Chart ก่อนปรับปรุง



จากภาพที่ 5 การวิเคราะห์ Yamazumi Chart ก่อนปรับปรุงภายในกระบวนการผลิต เพื่อลดมุดะ, มุระ, มูริ นำข้อมูลจากเวลาปฏิบัติงานของพนักงานและอัตราการงานปฏิบัติงานสุทธิตามงานประจำและรวบรวมงานที่พนักงานปฏิบัติงานที่เกิดจากขั้นตอนการหยุดนิ่งตารางที่ 6 แสดงมุดะ (Muda) เพื่อวิเคราะห์หาความเหมาะสมของสถานีงานและขั้นตอนการปฏิบัติงาน การเคลื่อนไหวที่เกิดความสูญเปล่าในการกระบวนการผลิต วาล์วบอดี ก่อนการปรับปรุง เมื่อวิเคราะห์แล้วมีพนักงานคนที่ 4 มีความสูญเปล่าวันละ 7,425 วินาทีต่อวัน เมื่อพิจารณาเงินเดือนของพนักงานปฏิบัติงานสูญเสียเงิน 91 บาทต่อวัน 2,190.38 บาทต่อเดือน 22,816.41 บาทต่อปี

ตารางที่ 4

การคัดเลือกปัญหา

Record Date	Process	area	Problem	Action Taken	Safety	5 s	Quality	time	คะแนน	%	ลำดับ
3/10/2022	UPR,LWR#1,2	^#1,2	พื้นที่พนักงานรอคอยชิ้นงานออกจากเครื่องจักร	ปรับปรุงกระบวนการผลิตให้ได้มาตรฐาน	4	2	1	5	12	38.7	1
2/10/2022	UPR,LWR#1,2	^#1,2	น้ำCoolant หยดลงพื้นคอนกรีตชื้นงานออกจากเครื่อง	ทำการติดตั้ง แผ่น รองน้ำCoolant	4	3	-	-	7	22.6	2
2/10/2022	UPR,LWR#1,2	office	พื้นที่จัดเก็บอุปกรณ์เครื่องมือไม่เป็นระเบียบ	จัดทำ5สใหม่ทำมาตรฐานกำหนดข้อกำหนด	4	1	-	-	5	16.1	3
2/9/2022	UPR,LWR#1,2	^#1,2	พื้นที่จัดเก็บอุปกรณ์เครื่องมือไม่เป็นระเบียบ	จัดทำ5สใหม่ทำมาตรฐานกำหนดข้อกำหนด	2	2	-	-	4	12.9	4
3/10/2022	UPR,LWR#1,2	^#1,2	แฟ้มเอกสาร ไม่มีป้ายบ่งชี้	จัดทำ5สใหม่ทำมาตรฐานกำหนดข้อกำหนด	-	3	-	-	3	9.7	5

จากตารางที่ 4 ผู้วิจัยทำการวิเคราะห์พิจารณาประเมินความเสี่ยง 4 ด้าน คือ ด้านความปลอดภัย ด้านคุณภาพ ด้านเวลาการปฏิบัติงาน ด้าน 5ส. เพื่อจัดลำดับความสำคัญด้วยคะแนนตามลำดับ ปรับปรุงแก้ไขด้วยหลัก ECRS

ตารางที่ 5

เกณฑ์การให้คะแนนและจัดลำดับความสำคัญของปัญหา

ระดับความเสี่ยง	การดำเนินการ	เกณฑ์การตัดสินใจ	ลำดับ
ยอมรับไม่ได้ (5)	ต้องแก้ไขเร่งด่วน (1- 3 วัน) และวิธีป้องกันเร่งด่วน	มากกว่า 10 คะแนน	1
สูง (4)	ต้องแก้ไขเร่งด่วน (3-7 วัน) กำหนดแผนดำเนินการ	คะแนน 6-9	2
ปานกลาง และยอมรับได้ (2,3)	ทบทวนความเหมาะสม การควบคุมให้เหมาะสม , อบรมเพิ่มเติม,กำหนดแผนดำเนินการ เพื่อหาแนวทางการแก้ไข	คะแนน 2-5	3
เล็กน้อย (1)	ตรวจสอบการทำงานเป็นประจำโดยหัวหน้างาน, อบรมพนักงาน, จัดทำ Q- Point เพื่อย้ำเตือนพนักงาน	คะแนน 0-3	4

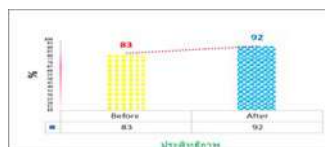
ตารางที่ 6

แสดงการวิเคราะห์ปัญหาและวิธีการปรับปรุง

4M1E	ปัญหา	Why 1	Why 2	Why 3	Root Cause	แนวทางการแก้ไข	พิจารณา
Man	พนักงานปฏิบัติงานช้า บ้าง เร็วบ้าง	พนักงานปฏิบัติขาดความรู้ทักษะในการปฏิบัติงาน	ไม่มีการจัดทำมาตรฐานที่ชัดเจน	หัวหน้างานขาดความเข้าใจในหน้างาน	ไม่ได้แก้ไขมาตรฐาน W สอดคล้องกับการทำงาน ปัจจุบัน	ฝึกอบรมพัฒนาด้วยการให้ความรู้อบรมทักษะให้เหมาะสมกับงานและทำงานอย่างปลอดภัย	/
	พนักงานไม่ปฏิบัติตามมาตรฐานการทำงาน	เนื้อหาที่ระบุไว้ในมาตรฐานไม่ตรงกับหน้างานปฏิบัติ	หัวหน้างานไม่ได้แก้ไขเมื่อเกิดการเปลี่ยนแปลงกระบวนการ	หัวหน้างานไม่มีเวลาในการแก้ไขเอกสาร	ไม่ได้แก้ไขมาตรฐาน W สอดคล้องกับการทำงาน ปัจจุบัน	จัดทำแผนการปฏิบัติให้ชัดเจนให้ทำงานง่าย	/
	พนักงานทำงานรอคอยระหว่างสับเปลี่ยน รับ-ส่งชิ้นงาน	พนักงานใช้เวลาการเดินทาง การหยิบชิ้นงานช้าบ้าง เร็วบ้าง	พนักงานมีขั้นตอนการทำงานไม่เท่ากัน	ขั้นตอนการทำงานของเครื่องไม่เท่ากัน	ไม่ได้แก้ไขมาตรฐานปฏิบัติงาน ให้สอดคล้องกับการทำงานปัจจุบันตั้งก่อนตั้งกระบวนการผลิต	ปรับปรุงกระบวนการผลิตใหม่ โดยการจับเวลา สร้างมาตรฐานการปฏิบัติใหม่ให้สอดคล้องกับปัจจุบัน	X
Machine	น้ำ Coolant หยดลงพื้น ด้านหน้าของเครื่องจักร	ระหว่างการหยิบชิ้นงานออกมาจากเครื่องจะมีน้ำ Coolant หยดลงพื้น	ด้านหน้าประตูของเครื่องจักรใช้แผ่นพลาสติกกรองน้ำ Coolant ชั่วคราวทำให้ชำรุดง่าย	ไม่มีการติดตั้งแผ่นรองน้ำ Coolant ตั้งแต่ตั้งเครื่องจักร	เครื่องจักรไม่มีการติดตั้งแผ่นรองน้ำ Coolant ด้านหน้าเพื่อป้องกันน้ำหยดลงพื้นในการหยิบชิ้นงานออกจากเครื่องจักร	ติดตั้งแผ่นรองน้ำ Coolant ให้เหมาะสมกับการใช้งานและปลอดภัยในการปฏิบัติงาน	X
Material							▶
Method							▶
Environment	อุปกรณ์เครื่องมือที่ใช้ภายในแผนที่ไม่เป็นระเบียบเรียบร้อย	เมื่อใช้งานแล้วไม่เก็บและวางผิดตำแหน่ง	ไม่มีป้ายชี้ตำแหน่งที่ชัดเจนและข้อกำหนดไว้	ไม่มีการจัดกิจกรรม 5 ส อย่างจริงจัง	พนักงานไม่มีความรู้เกี่ยวกับหลัก 5 ส ในการปฏิบัติงาน	จัดอบรมเพิ่มทักษะเกี่ยวกับกิจกรรม 5 ส อย่างจริงจังภายในองค์กร	X

จากตารางที่ การวิเคราะห์ 4M1E ของกระบวนการผลิต จากการวิเคราะห์ปัญหาพบว่า มีปัญหาที่เกี่ยวข้องหลักๆอยู่ 3 ประการ คือ ปัญหาการรอคอย, ปัญหาน้ำ Coolant รั่ว ปัญหาพื้นที่จัดเก็บอุปกรณ์เครื่องมือภายใน รับปรุงการจัดสถานีงานใหม่และพื้นที่จัดวางอุปกรณ์ใหม่ ให้มีกระบวนการไหลที่ลื่นไหลและพื้นที่ปฏิบัติงานอย่างมีประสิทธิภาพ การตั้งเป้าหมาย

$$MPEFF = \frac{\sum CT}{ATT \times man} * 100 = 151 / (56 * 3) * (100) = 92 \% \quad MPEFF = \frac{\sum CT}{ATT} = 2.7 = 3 \text{ สถานี}$$



3.2 วิธีการแก้ไขปัญหาโดยการใช้หลักการ ECRS ในกระบวนการผลิต

- Eliminate ทำการลดขั้นตอนและลดพนักงานคนที่ 3 ออก เพราะสามารถปรับระยะเวลาความเร็วของเครื่องจักรได้
- Combine จัดขั้นตอนปฏิบัติงานที่คล้ายกันมารวมกันโดยนำขั้นตอนของพนักงานที่ 3 แบ่งให้คนที่ 2 และคนที่ 4
- Rearrange วางระบบงานใหม่โดยการจัดทำมาตรฐานเวลาการปฏิบัติของพนักงาน
- Simplify นำพนักงานที่ลดได้ออกมาช่วยงานซัพพอร์ตในการขนย้ายชิ้นงานและตรวจสอบชิ้นงาน เพื่อที่จะทำให้กระบวนการปฏิบัติได้สะดวกขึ้น

ตารางที่ 10

การเปรียบเทียบค่าสมมูลการผลิตก่อนและหลัง

ข้อมูล	ก่อน	หลัง
พนักงาน	4	3
ประสิทธิภาพ	83%	92%
จำนวนชิ้นต่อวัน	480	482

4. ผลการวิจัย

4.1 ผลการปรับปรุงกระบวนการผลิต

จากการปรับปรุงการจัดสถานีงานใหม่และพื้นที่จัดวางอุปกรณ์ใหม่ให้มีกระบวนการไหลที่ละขึ้นและพื้นที่ปฏิบัติงานอย่างมีประสิทธิภาพ โดยมีเป้าหมายการลดพนักงานปฏิบัติงานของสายการผลิต วาล์ว บอดี้ # 1 จาก 4 คน ให้เหลือ 3 คน โดยการจัดเรียงสถานีงานของพนักงานคนที่ 3 ออกทำให้ลดลง 25 % สามารถเพิ่มประสิทธิภาพจากเดิม 83% เพิ่มขึ้นเป็น 92 % และสามารถลดต้นทุนของโรงงานต่อปี 127,440 บาทต่อปี

5. สรุป

งานวิจัยนี้ได้เสนอแนวทางการปรับปรุงกระบวนการผลิตเพื่อลดความสูญเสียเปล่า 2 ประเด็นสำคัญ คือ ประเด็นแรก สายการผลิตที่มีกระบวนการไม่สมดุล ไม่เหมาะสมกับการปฏิบัติงานและประสิทธิภาพที่กำหนดไว้ โดยมีแนวทางการปรับปรุง คือ การจัดสถานีงานให้มีมาตรฐานกำหนดและการออกแบบสถานีงานให้เหมาะสมที่สุด ประเด็นที่สอง พื้นที่ใช้งานไม่เหมาะสม ไม่มีประสิทธิภาพ โดยมีแนวทางการปรับปรุง คือ การจัดทำมาตรฐาน 5 ส ให้มีข้อกำหนด กฎระเบียบชัดเจน

ผลการปรับปรุงกระบวนการผลิตวาล์วบอดี้ พบว่า กระบวนการผลิตมีมาตรฐานการปฏิบัติที่มีคุณภาพ มีประสิทธิภาพ ในการผลิตชิ้นงาน เพื่อจัดส่งให้ลูกค้าได้ทันเวลา พื้นที่ปฏิบัติงานสะดวก ปลอดภัย ในการปฏิบัติของพนักงานและเป็นแนวทางการขยายผลปรับปรุงไปยังหน่วยอื่น ได้อย่างมีประสิทธิภาพ

6. เอกสารอ้างอิง

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บริหารธุรกิจบัณฑิต: มหาวิทยาลัยบูรพา

ปริมาณการสั่งซื้อวัตถุดิบหลักที่เหมาะสม กรณีศึกษา บริษัทผลิตยาสมุนไพร

chner jidnawngk sukrajchay wrratn

บัณฑิตศึกษาการจัดการทางวิศวกรรม วิทยาลัยนวัตกรรมด้านเทคโนโลยีและวิศวกรรมศาสตร์

มหาวิทยาลัยธุรกิจบัณฑิต

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บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อกำหนดปริมาณการสั่งซื้อวัตถุดิบที่เหมาะสม ลดต้นทุนในการเก็บค่ารักษาวัตถุดิบในคลังสินค้า โดยการประยุกต์ใช้ทฤษฎีการแบ่งกลุ่มสินค้า (ABC Analysis, ABC) การคำนวณการสั่งซื้อที่ประหยัด (Economic Order Quantity : EOQ) และการหาจุดสั่งซื้อ (Reorder Point : ROP) ในส่วนของการบริหารจัดการวัตถุดิบในคลังสินค้าของบริษัทผลิตยาสมุนไพร โดยเก็บรวบรวมข้อมูลจากการสังเกตการณ์และเอกสารบันทึกการเบิกจ่ายวัตถุดิบ มาคำนวณหาปริมาณการสั่งซื้อที่ประหยัดและหาจุดสั่งซื้อใหม่ของกลุ่มวัตถุดิบที่มีมูลค่าสะสมประจำปีสูงที่สุด ซึ่งประกอบด้วยวัตถุดิบจำนวน 6 รายการ จากจำนวนทั้งหมด 57 รายการ ตามหลักการ (ABC Analysis, ABC) จากผลการวิจัยพบว่าเมื่อนำทฤษฎีการสั่งซื้อที่ประหยัด (EOQ) มาใช้ในการคำนวณหาปริมาณการสั่งซื้อที่เหมาะสม เพื่อลดต้นทุนในการสั่งซื้อและลดต้นทุนการจัดเก็บวัตถุดิบ จากการประยุกต์ใช้ปริมาณการสั่งซื้อที่ประหยัดของวัตถุดิบประเภท กลุ่ม A พบว่าสามารถลดต้นทุนในการสั่งซื้อวัตถุดิบรวมทั้งปี 55,138.29 บาท ซึ่งค่าใช้จ่ายที่ลดลงนั้นเกิดจากค่าใช้จ่ายในการสั่งซื้อต่อครั้งและค่าใช้จ่ายในการจัดเก็บวัตถุดิบที่ลดลง ทำให้เพิ่มสภาพคล่องทางการเงินกับบริษัทกรณีศึกษา

คำสำคัญ: ต้นทุนการสั่งซื้อวัตถุดิบ, ปริมาณการสั่งซื้อที่ประหยัด

Abstract

This research aims to determine the optimal quantity of raw material purchases and reduce the cost of storing raw materials in inventory. The research method employed the applying the ABC Analysis (ABC), Economic Order Quantity (EOQ), and Reorder Point (ROP) In terms of raw material management in the warehouse of herbal medicine manufacturing companies. The data were collected by using the observations data from observations and raw material disbursement records to calculate the economic order quantity and find the new order point of the group of raw materials with the highest annual cumulative value, which consists of 6 raw materials out of a total of 57 herbal raw materials according to the principle (ABC Analysis, ABC). The results showed that when the EOQ theory calculates the correct order quantity, it reduces the cost of ordering and storing raw materials. As for the economic order volumes of group A raw materials, the total cost reduction was 55,138.29 bath due to lower order costs per time and lower raw material storage costs. That increases the financial liquidity of the company.

Keywords: Raw material order cost, Economical order quantity

1. บทนำ

ตาม พ.ร.บ. คุ้มครองและส่งเสริมภูมิปัญญาการแพทย์แผนไทย พ.ศ. 2542 “สมุนไพร” หมายถึง พืช สัตว์ จุลชีพ ธาตุวัตถุ สารสกัดดั้งเดิมจากพืชหรือสัตว์ ที่ใช้หรือแปรสภาพหรือผสมปรุงเป็นยาอาหาร เพื่อการตรวจ วินิจฉัยบำบัดรักษา ป้องกันโรค หรือส่งเสริมสุขภาพร่างกายของมนุษย์หรือสัตว์ ให้ความความรวมถึงถิ่นกำเนิด หรือถิ่นที่อยู่ของสิ่งดังกล่าวด้วย “ยาแผนไทย” หมายถึง ยาที่ได้จากสมุนไพรโดยตรงหรือที่ได้จากการผสมปรุงหรือ แปรสภาพสมุนไพร ทำให้สมุนไพรไทยมีความสำคัญมากต่อการพัฒนาระบบเศรษฐกิจไทย ดังนั้นในกระบวนการ ผลิตยาสมุนไพร จึงจำเป็นอย่างยิ่งที่จะต้องมียาวัตถุดิบที่เพียงพอ งานวิจัยนี้มีวัตถุประสงค์เพื่อกำหนดปริมาณการ สั่งซื้อวัตถุดิบที่เหมาะสมและลดต้นทุน ในการเก็บค่ารักษาวัตถุดิบในคลังสินค้า โดยการประยุกต์ใช้ทฤษฎีการ แบ่งกลุ่มสินค้า (ABC Analysis, ABC) การคำนวณการสั่งซื้อที่ประหยัด (Economic Order Quantity : EOQ) และการหาจุดสั่งซื้อ (Reorder Point : ROP) ในส่วนของการบริหารจัดการวัตถุดิบในคลังสินค้าของบริษัทผลิตยา สมุนไพร โดยเก็บรวบรวมข้อมูลจากการสังเกตการณ์และเอกสารบันทึกการเบิกจ่ายวัตถุดิบ มาคำนวณหาปริมาณ การสั่งซื้อที่ประหยัดและหาจุดสั่งซื้อใหม่ของกลุ่มวัตถุดิบที่มีมูลค่าสะสมประจำปีสูงที่สุด

2. ทบทวนวรรณกรรม

การศึกษาและวิเคราะห์หาปริมาณการสั่งซื้อวัตถุดิบที่เหมาะสมของบริษัทผลิตยาสมุนไพร โดยอาศัยแนวคิด และทฤษฎีที่เกี่ยวข้อง ดังนี้

2.1 แนวคิด ทฤษฎี และเครื่องมือที่ใช้ในการวิเคราะห์ ซึ่งแบ่งออกเป็น 3 ส่วน ดังนี้

2.1.1 การแบ่งกลุ่มสินค้าคงคลังโดยเทคนิค ABC Analysis เป็นการแบ่งสินค้าคงคลังออกเป็น 3 กลุ่ม ตามลำดับความสำคัญ คือ กลุ่ม A กลุ่ม B และ กลุ่ม C โดยเรียงลำดับตามมูลค่าของสินค้ามากที่สุดไปน้อยสุดอาศัย หลักการพาเรโต (Pareto) คือ หลัก 80/20 กล่าวคือ สิ่งที่สำคัญจะมีเพียง 20% และสิ่งที่เหลือจะมีเพียง 80%

2.1.2 ปริมาณการสั่งซื้อที่ประหยัด (Economic Order Quantity : EOQ) เป็นตัวแบบขั้นพื้นฐานทาง คณิตศาสตร์ที่พัฒนาขึ้นเพื่อใช้ตอบปัญหาเกี่ยวกับสินค้าคงคลัง เป็นการคำนวณที่ช่วยกำหนดปริมาณการสั่งซื้อ สินค้าที่ต้องการในแต่ละครั้ง ว่าควรสั่งซื้อในปริมาณเท่าไรจึงจะเหมาะสมกับความต้องการใช้งานและเกิด ต้นทุนต่ำที่สุด ระบบการสั่งซื้อนี้จะใช้กับสินค้าคงคลังที่มีความต้องการแบบอิสระมีความคงที่และไม่แปรผันกับความ ต้องการของสินค้าตัวอื่น ๆ โดยในการหาปริมาณการสั่งซื้อที่ประหยัดจะมีต้นทุนที่สำคัญอยู่ 2 ประเภท คือ

1. ต้นทุนการสั่งซื้อ (Ordering Cost) คือ ค่าใช้จ่ายที่เกิดจากกิจกรรมการสั่งซื้อสินค้า หรือสั่ง ผลิตสินค้า เพื่อให้ได้มาซึ่งสินค้าที่ต้องการ

2. ต้นทุนการเก็บรักษา (Carrying Cost) คือ ค่าใช้จ่ายที่เกิดขึ้นจากการมีสินค้าคงคลังและ รักษาสภาพสินค้าคงคลัง ให้สามารถใช้งานได้

การคำนวณหาปริมาณการสั่งซื้อที่ประหยัด (Economic Order Quantity : EOQ) และต้นทุนรวม (Total Cost : TC) สามารถคำนวณได้ดังนี้ (ค่านาย, 2553)

$$EOQ = \sqrt{\frac{2DS}{H}}$$

$$TC = [D/Q S + Q/2 H]$$

โดย EOQ = ขนาดการสั่งซื้อสินค้าต่อครั้งที่ประหยัด (Q^*)

D = ปริมาณความต้องการสั่งซื้อสินค้าต่อปี

S = ต้นทุนในการสั่งซื้อสินค้าต่อครั้ง

H = ต้นทุนในการเก็บรักษาสินค้าต่อหน่วยต่อปี

Q = ปริมาณการสั่งซื้อสินค้าต่อครั้ง

TC = ต้นทุนรวมที่ต่ำที่สุด

2.1.3 จุดสั่งซื้อใหม่ (ROP : Reorder Point) ในกระบวนการสั่งซื้อวัตถุดิบ คงคลัง ปัจจัยที่สำคัญมากคือเวลา เนื่องจากเวลาในการสั่งซื้อขึ้นอยู่กับอุปสงค์ หากมีอุปสงค์มากแสดงว่าสินค้าขายดี (มีความต้องการสินค้ามาก) ช่วงเวลาการสั่งซื้อจะสั้น หากอุปสงค์น้อยช่วงระยะเวลาการสั่งซื้อสินค้าใหม่จะนาน ถ้าหากการควบคุมปริมาณสินค้าคงคลังขององค์กรเป็นแบบต่อเนื่อง จำเป็นอย่างยิ่งที่ต้องมีการพยากรณ์ที่แม่นยำ เพื่อควบคุมปริมาณสินค้าคงคลัง เมื่อพบว่าปริมาณสินค้าคงคลังเหลือระดับที่ควรมีการสั่งซื้อสินค้าเข้ามาในปริมาณคงที่ ซึ่งเท่ากับปริมาณที่กำหนดไว้เรียกว่า Fixed Order Quantity System

จุดสั่งซื้อใหม่ในอัตราความต้องการสินค้าคงคลังคงที่และรอบเวลาคงที่เป็นภาวะที่แน่นอน ไม่มีความเสี่ยงในการที่สินค้าคงคลังขาดแคลน มีการคำนวณจุดสั่งซื้อใหม่ ดังนี้ (คำนาย, 2553)

$$\text{จุดสั่งซื้อใหม่ (ROP)} = (d \times LT) + SS$$

โดย d = อัตราความต้องการสินค้าคงคลัง

L = เวลารอคอยสินค้า

2.2 ทบทวนวรรณกรรม

จากการศึกษามีบทความที่เกี่ยวข้อง ดังนี้

กิ่งกานจน์ พลิกะ และนพพล สุวรรณทรัพย์ (2559) ได้ศึกษาการบริหารสินค้าคงคลังประเภทสินค้าสำเร็จรูป เป็นการวิจัยเชิงคุณภาพที่ให้ความสำคัญกับต้นทุนด้านสินค้าคงคลัง เพื่อหาวิธีการสั่งซื้อที่เหมาะสมให้กับบริษัทและเพื่อเป็นการลดต้นทุนด้านสินค้าคงคลัง โดยประยุกต์ใช้ทฤษฎี ABC Classification Analysis

นตรนภา (2558) ได้ทำการวิเคราะห์ปริมาณการสั่งซื้อที่เหมาะสมสำหรับวัตถุดิบในประเทศ กรณีศึกษาธุรกิจผลิตยาง ผสม ได้นำแนวคิดการสั่งซื้อแบบประหยัด (EOQ) และการหาจุดสั่งซื้อใหม่ (ROP) มาประยุกต์ใช้

ศิริกานดา (2559) ได้ศึกษาแนวทางในการลดต้นทุนการจัดเก็บสินค้าคงคลังและวิเคราะห์ปริมาณการสั่งซื้อที่เหมาะสม ของชิ้นส่วนอะไหล่คงคลัง โดยใช้ทฤษฎี ABC Analysis ทฤษฎีการหาปริมาณการสั่งซื้อที่ประหยัด (EOQ) และการคำนวณจุดสั่งซื้อใหม่ (ROP)

3. วิธีดำเนินการวิจัย

3.1 ศึกษาข้อมูลวัตถุดิบ

ทำการเก็บรวบรวมข้อมูลซึ่งเป็นข้อมูลทุติยภูมิ (Secondary Data) ประกอบด้วยข้อมูลที่เกี่ยวข้องกับการสั่งซื้อวัตถุดิบหลักของบริษัทกรณีศึกษาในปี พ.ศ. 2564 เป็นระยะเวลา 12 เดือน ตั้งแต่เดือนมกราคม-เดือนธันวาคม พ.ศ. 2564 โดยใช้ข้อมูลจากฐานข้อมูลในระบบภายในของบริษัทกรณีศึกษา โดยข้อมูลที่รวบรวมจะเกี่ยวข้องกับแผนกจัดซื้อ แผนกคลังสินค้า ผู้วิจัยรวบรวมข้อมูลโดยศึกษาจากงานวิจัยที่เกี่ยวข้องเพื่อนำแนวคิดและทฤษฎีที่เกี่ยวข้องมาประยุกต์ใช้ในการวิเคราะห์หาปริมาณการสั่งซื้อที่เหมาะสม

3.2 เก็บรวบรวมและวิเคราะห์ข้อมูล

ผู้วิจัยทำการวิเคราะห์เชิงปริมาณ โดยรวบรวมข้อมูลการสั่งซื้อวัตถุดิบหลักของบริษัทกรณีศึกษาซึ่งเป็นข้อมูลย้อนหลังปี 2564 เป็นระยะเวลา 12 เดือน นำมาวิเคราะห์ดังนี้

1. จัดลำดับกลุ่มสินค้าคงคลังโดยการใช้เทคนิค ABC Analysis แบ่งเป็น 3 กลุ่ม คือ กลุ่ม A กลุ่ม B และกลุ่ม C ตามมูลค่าวัตถุดิบคงคลังจากมากไปน้อยตามลำดับ ซึ่งเมื่อจำแนกประเภทวัสดุแบบ ABC แล้ว ผู้วิจัยได้แนะนำให้โรงงานดำเนินการแยกการจัดวางวัตถุดิบแต่ละกลุ่มให้อยู่บริเวณชั้นวางเดียวกันหรือใกล้เคียงกันพร้อมทั้งมีป้ายชื่อหรือสัญลักษณ์กำกับ เพื่อให้สามารถแบ่งแยกกลุ่มได้ชัดเจน รวมถึงการนำกิจกรรม 5ส มาพัฒนาการจัดเก็บคลังสินค้าโดยทำความสะอาดพื้นที่และสะสางกล่องหรือบรรจุภัณฑ์ที่ไม่ได้ใช้งานออกจากพื้นที่จัดเก็บวัตถุดิบ เพื่อให้การค้นหาหรือเบิกวัตถุดิบไปใช้ได้สะดวก

2. นำวัตถุดิบกลุ่ม A ที่ได้จากการจัดลำดับกลุ่มสินค้าคงคลังโดยการใช้เทคนิค ABC Analysis มาทำการหาปริมาณการสั่งซื้อที่เหมาะสม โดยใช้แนวคิดการสั่งซื้อแบบประหยัด (EOQ)

3. หาจุดสั่งซื้อใหม่ (ROP)

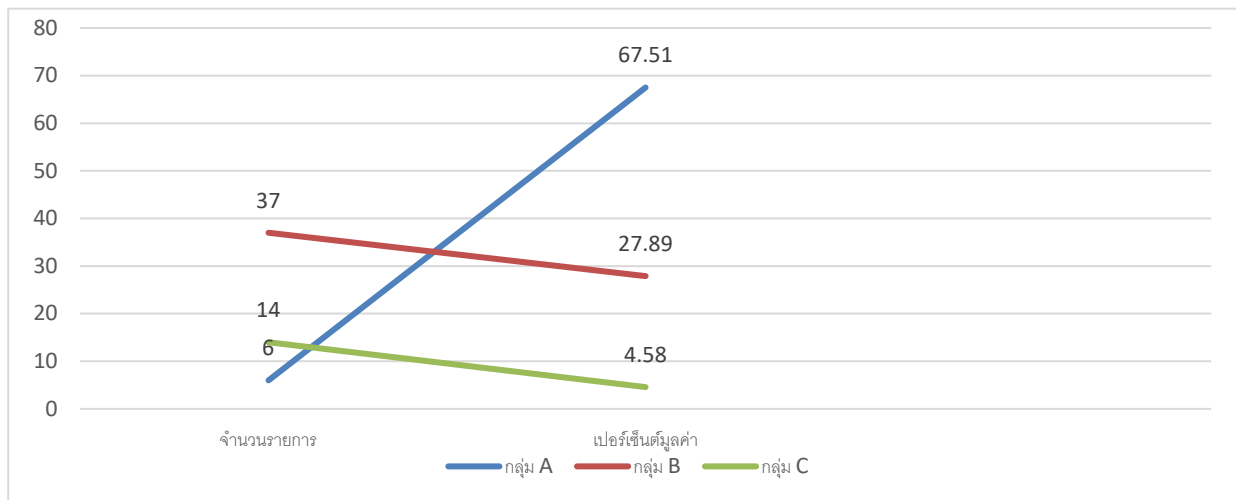
4. ผลการวิจัย

จากการศึกษาพบว่าจำนวนวัตถุดิบทั้งหมด 57 รายการ มีมูลค่าการสั่งซื้อวัตถุดิบโดยรวมตลอดทั้งปี 12,042,575 บาท จากการจัดกลุ่มวัตถุดิบตามมูลค่าการสั่งซื้อด้วยเทคนิค ABC Analysis พบว่า วัตถุดิบ กลุ่ม A มีจำนวนน้อยสุด คือ 6 รายการ คิดเป็นร้อยละ 68 จากรายการวัตถุดิบทั้งหมด แต่มีมูลค่าการสั่งซื้อรวมมากที่สุด คือ 8,131,000 บาท วัตถุดิบกลุ่ม B มีจำนวนรองลงมา คือ 37 รายการ คิดเป็นร้อยละ 27 จากรายการวัตถุดิบทั้งหมด โดยมี มูลค่าการสั่งซื้อรวม 3,358,925 บาท และวัตถุดิบกลุ่ม C มีจำนวนมากที่สุดคือ 14 รายการ คิดเป็นร้อยละ 5 จากรายการวัตถุดิบทั้งหมด แต่มีมูลค่าการสั่งซื้อรวมน้อยที่สุด 552,605 บาท

ตารางที่ 1 ตารางแสดงจำนวนรายการและมูลค่าของกลุ่มวัตถุดิบ

กลุ่ม	A	B	C
จำนวนรายการ	6	37	14
มูลค่า	8,131,000	3,358,925	552,650
เปอร์เซ็นต์มูลค่า	67.51	27.89	4.58

ตารางที่ 2 แผนภูมิแสดงมูลค่าวัตถุดิบของแต่ละกลุ่ม



ตารางที่ 3 ผลการจัดกลุ่มวัตถุดิบบริษัทกรณีศึกษาด้วยเทคนิค ABC Analysis

ตารางแสดงผลการจัดกลุ่มวัตถุดิบ ของบริษัทผลิตยาสมุนไพรกรณีศึกษาด้วยเทคนิค ABC Analysis							
ลำดับ	รายการวัตถุดิบ	ปริมาณการใช้ต่อปี (กิโลกรัม)	ราคาต่อหน่วย (กิโลกรัม)	ราคารวมต่อปี (บาท)	มูลค่าสะสม (บาท)	มูลค่า% สะสม	กลุ่ม
1	ฟ้าทะลายโจร	4,800	750	3,600,000	3,600,000	30	A
2	พริกไทยอ่อน	5,600	250	1,400,000	5,000,000	42	
3	จันทน์เทศ	2,220	750	1,665,000	6,665,000	55	
4	ลูกกระดอม	1,180	800	944,000	7,609,000	63	
5	ขมิ้นชันผง	3,000	120	360,000	7,969,000	66	
6	ดอกกานพลู	360	450	162,000	8,131,000	68	
7	กระเทียมป่น	3,140	200	628,000	8,759,000	73	B
8	หัวข่า	1,880	85	159,800	8,918,800	74	
9	ดอกจันทน์	180	890	160,200	9,079,000	75	
10	รากเจตพังคี	1,600	70	112,000	9,191,000	76	
11	อบเชยเทศผง	500	220	110,000	9,301,000	77	
12	หัวเห็ดห่ม	450	60	27,000	9,328,000	77	
13	ดอกคำฝอย	225	550	123,750	9,451,750	78	
14	ลูกจันทน์ป่น	165	900	148,500	9,600,250	80	
15	ขิง	1,800	70	126,000	9,726,250	81	
16	เจตมูลเพลิง	630	350	220,500	9,946,750	83	
17	บอระเพ็ด	720	50	36,000	9,982,750	83	
18	ดีปลี	1450	190	275,500	10,258,250	85	
19	ชะเอมเทศ	1125	135	151,875	10,410,125	86	

ตารางแสดงผลการจัดกลุ่มวัตถุดิบ ของบริษัทผลิตยาสมุนไพรกรณีศึกษาด้วยเทคนิค ABC Analysis

ลำดับ	รายการวัตถุดิบ	ปริมาณการใช้ต่อปี (กิโลกรัม)	ราคาต่อหน่วย (กิโลกรัม)	ราคารวมต่อปี (บาท)	มูลค่าสะสม (บาท)	มูลค่า% สะสม	กลุ่ม
20	โคลกลาน	150	40	6,000	10,416,125	86	B
21	จันทน์แดง	100	160	16,000	10,432,125	87	
22	อบเชยเทศจีน	150	220	33,000	10,465,125	87	
23	รากทองแตก	300	90	27,000	10,492,125	87	
24	ว่านน้ำ	150	120	18,000	10,510,125	87	
25	เกลือสินเธาว์	400	13	5,200	10,515,325	87	
26	ผลปลิงกาสา	300	90	27,000	10,542,325	88	
27	เห้หม่มหูผง	150	195	29,250	10,571,575	88	
28	เหงือกปลาหมอ	300	150	45,000	10,616,575	88	
29	กำแพงเจ็ดชั้น	200	230	46,000	10,662,575	89	
30	รากทองพันชั่ง	260	65	16,900	10,679,475	89	
31	เพชรสังฆาตแห้ง	150	450	67,500	10,746,975	89	
32	โกฐน้ำเต้า	300	190	57,000	10,803,975	90	
33	มี้ากระเทียมโรง	300	85	25,500	10,829,475	90	
34	เปลือกมะพลับ	150	170	25,500	10,854,975	90	
35	กาวาวเครือแดง	655	270	176,850	11,031,825	92	
36	ว่านชักมดลูก	160	380	60,800	11,092,625	92	
37	โกฐเชียงผง	55	400	22,000	11,114,625	92	
38	ใบบัวบก	600	50	30,000	11,144,625	93	
39	ส้มแขกผง	150	250	37,500	11,182,125	93	
40	กระเทียมกลีบ	500	100	50,000	11,232,125	93	
41	เนื้อมะขามป้อม	2,250	80	180,000	11,412,125	95	
42	ลูกผักชี	400	100	40,000	11,452,125	95	
43	ดอกสารภี	135	280	37,800	11,489,925	95	
44	ดอกมะลิ	100	450	45,000	11,534,925	96	
45	ดอกพิกุล	270	180	48,600	11,583,525	96	
46	ดอกบุนนาคแห้ง	150	300	45,000	11,628,525	97	
47	โกฐพุงปลา	100	370	37,000	11,665,525	97	
48	เสลดพังพอนผง	120	160	19,200	11,684,725	97	
49	เขยตาย	100	180	18,000	11,702,725	97	
50	เมนทอล	100	800	80,000	11,782,725	98	
51	พิมเสน	110	400	44,000	11,826,725	98	
52	การบูร	90	390	35,100	11,861,825	98	

ตารางแสดงผลการจัดกลุ่มวัสดุของ บริษัทผลิตยาสมุนไพรกรณีสึกษาด้วยเทคนิค ABC Analysis							
ลำดับ	รายการวัสดุ	ปริมาณการใช้ต่อปี (กิโลกรัม)	ราคาต่อหน่วย (กิโลกรัม)	ราคารวมต่อปี (บาท)	มูลค่าสะสม (บาท)	มูลค่า% สะสม	กลุ่ม
53	อบเชยเทศ	150	200	30,000	11,891,825	99	C
54	เกสรบัวหลวง	135	550	74,250	11,966,075	99	
55	รากปลาไหลเผือก	160	95	15,200	11,981,275	99	
56	จันทร์แดงผง	110	350	38,500	12,019,775	100	
57	ไพล	240	95	22,800	12,042,575	100	
รวม		41,225	15,588	12,042,575			

การคำนวณการสั่งซื้ออย่างประหยัด (Economic Order Quantity : EOQ)

โดยสามารถวิเคราะห์หา EOQ ได้จากสมการ $EOQ = \frac{\sqrt{2DS}}{HC}$

ผลการวิเคราะห์หาปริมาณการสั่งซื้ออย่างประหยัดของวัสดุ กลุ่ม A จำนวน 6 รายการ ของบริษัทกรณีสึกษา ตั้งแต่เดือนมกราคม-เดือนธันวาคม พ.ศ. 2564 พบว่ามีปริมาณการสั่งซื้อตลอดทั้งปี เท่ากับ 17,160 กิโลกรัม โดยมีจำนวนครั้งในการสั่งซื้อ 60 ครั้งต่อปี สามารถสรุปได้ดังนี้

ค่าใช้จ่ายในการสั่งซื้อต่อครั้ง (S)

รายการ	จำนวน	หน่วย	ต้นทุน (บาท/เดือน)	ต้นทุน (บาท/ชั่วโมง/ครั้ง)
พนักงานฝ่ายจัดซื้อ	1	คน	18,000.00	86.54
ค่าโทรศัพท์	20	บาท/ครั้ง		20
ค่าดำเนินการด้านเอกสาร	5	บาท/ครั้ง		5
ค่าใช้จ่ายรวมในการสั่งซื้อ				112

ค่าใช้จ่ายในการเก็บรักษาสินค้าคงคลัง (H)

รายการ	ร้อยละ
ค่าเงินลงทุนสร้างสต็อก	3
ค่าภาษี	2
ค่าประกันภัย	1
ค่าเช่าพื้นที่คลังสินค้า	0
ค่ายกขนเคลื่อนย้าย	2
ค่าบริหารและควบคุม	3
ค่าวัสดุเสื่อมสภาพ	4
รวมค่าใช้จ่าย	15

ตารางที่ 4 ผลการวิเคราะห์หาปริมาณการสั่งซื้อวัสดุแบบ EOQ กลุ่ม A

ลำดับ ที่	รายการ	ปริมาณความ ต้องการสินค้าต่อปี (กิโลกรัม)	ค่าใช้จ่าย ในการ สั่งซื้อต่อ ครั้ง (บาท)	ค่าใช้จ่ายจาก การเก็บรักษา สินค้าคงคลัง คิดที่ 15%	ปริมาณ สั่งซื้อที่ ประหยัด (หน่วย)	จำนวนการ สั่งซื้อที่ ประหยัดต่อปี (ครั้ง)
		D	S	H	EOQ	D/Q
1	ฟ้าทะลายโจร	4,800	112	15%	97.76	49.10
2	พริกไทยอ่อน	5,600	112	15%	182.74	30.64
3	จันทน์เทศ	2,200	112	15%	66.18	33.24
4	ลูกกระดอม	1,180	112	15%	46.93	25.14
5	ขมิ้นชันผง	3,000	112	15%	193.21	15.53
6	ดอกกานพลู	360	112	15%	34.56	10.42

ตารางที่ 5 ผลการคำนวณต้นทุนรวมการสั่งซื้อวัสดุกลุ่ม A รูปแบบปัจจุบันของบริษัทกรณีศึกษา

ลำดับ ที่	รายการ	ราคา ต่อ หน่วย (บาท) A	ปริมาณ ความ ต้องการ สินค้าต่อปี B	ปริมาณ การซื้อต่อ ครั้ง(กก.) C=B/D	จำนวน ครั้งที่ซื้อ ต่อปี D	ต้นทุน การ สั่งซื้อต่อ ปี E=D*11 2	ปริมาณ เฉลี่ยสินค้า คงคลัง F=(C+)/2	มูลค่าเฉลี่ย สินค้าคง คลัง G=F*A	ต้นทุนการ เก็บรักษาต่อ บาท/ปี H=G*0.15	ต้นทุนรวม สินค้าคงคลัง ต่อปี I=E+H
1	ฟ้าทะลายโจร	750	4,800	960	5	560	480	360,000	54,000	54,560
2	พริกไทยอ่อน	250	5,600	311.11	18	2,016	155.56	38,890	5,833.50	7,849.50
3	จันทน์เทศ	750	2,220	157.14	14	1,568	78.57	58,927	8,839.05	10,407.05
4	ลูกกระดอม	800	1,180	196.67	6	672	98.34	78,672	11,800.80	12,472.08
5	ขมิ้นชันผง	120	3,000	375	8	896	187.50	22,500	3,375	4,271
6	ดอกกานพลู	450	360	40	9	1,008	20	9,000	1,350	2,358
รวม		3,120	17,160	2,039.92	60	6,720	1,019.97	567,989	85,198	91,918

จากตารางที่ 5 การคำนวณต้นทุนในการจัดเก็บรักษาต่อปีกลุ่ม A คือ 85,198 บาท และต้นทุนรวมการบริหารสินค้าคงคลังแบบปัจจุบันกลุ่ม A คือ 91,918 บาท

ตารางที่ 6 ผลการคำนวณหาปริมาณการสั่งซื้อวัสดุแบบ EOQ กลุ่ม A

ลำดับ ที่	รายการ	ราคา ต่อ หน่วย (บาท) A	ปริมาณ ความ ต้องการ สินค้าต่อปี B	ปริมาณ การซื้อต่อ ครั้ง(กก.) C=B/D	จำนวน ครั้งที่ซื้อ ต่อปี D	ต้นทุนการ สั่งซื้อต่อปี $E=D*112$	ปริมาณ เฉลี่ยสินค้า คงคลัง $F=(C+)/2$	มูลค่าเฉลี่ย สินค้าคงคลัง $G=F*A$	ต้นทุนการ เก็บรักษาต่อ บาท/ปี $H=G*0.15$	ต้นทุนรวม สินค้าคงคลัง ต่อปี $I=E+H$
1	ฟ้าทะลายโจร	750	4,800	97.76	49.10	5499.2	48.88	36,660.00	5,499.00	10,998.20
2	พริกไทยอ่อน	250	5,600	182.77	30.64	3431.68	91.385	22,846.25	3,426.94	6,858.62
3	จันทน์เทศ	750	2,220	66.79	33.24	3722.88	33.395	25,046.25	3,756.94	7,479.82
4	ลูกกระดอม	800	1,180	46.94	25.14	2815.68	23.47	18,776.00	2,816.40	5,632.08
5	ขมิ้นชันผง	120	3,000	193.17	15.53	1739.36	96.585	11,590.20	1,738.53	3,477.89
6	ดอกกานพลู	450	360	34.55	10.42	1167.04	17.275	7,773.75	1,166.06	2,333.10
รวม		3,120	17,160	621.98	164.07	18375.84	310.99	122,692.45	18,403.87	36,779.71

จากตารางที่ 6 การคำนวณต้นทุนในการจัดเก็บรักษาต่อปีกลุ่ม A คือ 18,403.87 บาท และต้นทุนรวมการบริหาร
สินค้าคงคลังแบบ EOQ กลุ่ม A คือ 36,779.71 บาท

ตารางที่ 7 ผลการเปรียบเทียบต้นทุนรวมในการสั่งซื้อวัสดุในรูปแบบปัจจุบันและรูปแบบ EOQ ของกลุ่ม A

ลำดับที่	รายการ	ต้นทุนรวมในการสั่งซื้อต่อปี(บาท)			
		แบบ ปัจจุบัน	แบบEOQ	ค่าใช้จ่ายลดลง (บาท/ปี)	ต้นทุนลดลง/เพิ่มขึ้น
1	ฟ้าทะลายโจร	54,560	10,998.20	43,561.8	ลดลง
2	พริกไทยอ่อน	7,849.50	6,858.62	990.9	ลดลง
3	จันทน์เทศ	10,407.05	7,479.82	2,927.2	ลดลง
4	ลูกกระดอม	12,472.08	5,632.08	6,840.0	ลดลง
5	ขมิ้นชันผง	4,271	3,477.89	793.1	ลดลง
6	ดอกกานพลู	2,358	2,333.10	24.9	ลดลง

จากตารางที่ 7 สามารถสรุปได้ว่า การสั่งซื้อที่ประหยัด EOQ สามารถทำให้บริษัทกรณีศึกษาประหยัดต้นทุน
ในการสั่งซื้อได้ถึง 55,138.29 บาทต่อปี ทำให้ทราบถึงปริมาณการสั่งซื้อวัสดุที่เหมาะสม และรอบในการสั่งซื้อ
วัสดุครั้งต่อไป ทำให้สามารถวางแผนการบริหารสินค้าคงคลังกลุ่มที่มีความสำคัญมีมูลค่าสูงได้อย่างมี
ประสิทธิภาพและลดปัญหาในกระบวนการผลิตที่ไม่ต่อเนื่อง

การหาจุดสั่งซื้อ (Reorder Point : ROP) คือการกำหนดระดับสินค้าคงคลังที่ควรจะต้องออกไปสั่งซื้อระดับของการสั่งซื้อใหม่ขึ้นอยู่กับตัวแปร 2 ตัว อันได้แก่ อัตราการใช้และช่วงเวลา นำสูตรในการคำนวณหาจุดสั่งซื้อใหม่

- อัตราความต้องการใช้สินค้าคงคลัง
- ระยะเวลาในการสั่งซื้อ (Lead Time)

$$ROP = dL$$

จุดสั่งซื้อ (Reorder Point)

d = ความต้องการเฉลี่ย (ค่าเฉลี่ยวันทำงานของบริษัทกรณีศึกษา อยู่ที่ 248 วันต่อปี)

L = ระยะเวลา (โดยปกติกำหนดเป็นวัน) ช่วงระยะเวลาตั้งแต่สั่งซื้อสินค้าจนกระทั่งได้รับสินค้า เข้าโกดังเรียบร้อยแล้ว เมื่อนำรายการในกลุ่ม A มาคำนวณจะได้ข้อมูลดังนี้

ตารางที่ 8 ผลการคำนวณหา ROP ของวัตถุดิบกลุ่ม A

ลำดับที่	รายการ	ปริมาณการสั่งซื้อ	ความต้องการเฉลี่ย (d)	ช่วงระยะเวลา (L)	ROP
1	ฟ้าทะลายโจร	4800	19	12	228
2	พริกไทยอ่อน	5600	23	6	138
3	จันทน์เทศ	2200	9	6	54
4	ลูกกระดอม	1180	5	6	30
5	ขมิ้นชันผง	3000	12	7	84
6	ดอกกานพลู	360	2	14	28

5. สรุปผลการวิจัย

จากการศึกษาข้อมูลการสั่งซื้อวัตถุดิบของบริษัทผลิตยาสมุนไพร โดยใช้ข้อมูลย้อนหลังในการศึกษาตั้งแต่เดือนมกราคม พ.ศ. 2564-เดือนธันวาคม พ.ศ. 2564 รวมระยะเวลา 12 เดือน ด้วยเกณฑ์ ABC Analysis สามารถแบ่งกลุ่มวัตถุดิบทั้งหมด 57 รายการ ออกเป็น 3 กลุ่ม คือ กลุ่ม A กลุ่ม B และกลุ่ม C โดยพบว่า กลุ่ม A มีจำนวน 6 รายการ มีมูลค่ามากที่สุดคือ 8,131,000 บาทต่อปี คิดเป็นร้อยละ 68 ของมูลค่าวัตถุดิบทั้งหมด และได้แนะนำแนวคิดการสั่งซื้อแบบประหยัด (EOQ) การหาจุดสั่งซื้อใหม่ (ROP) มาประยุกต์ใช้กับการสั่งซื้อวัตถุดิบกลุ่ม A ที่เหมาะสมพบว่าสามารถลดต้นทุนรวมในการบริหารสินค้าคงคลังได้ถึง 55,138.29 บาทต่อปี คิดเป็น 60% จากผลการวิจัยสามารถสรุปได้ว่ารูปแบบการสั่งซื้อที่ประหยัด (EOQ) สามารถช่วยให้บริษัทกรณีศึกษาลดต้นทุนในการจัดซื้อวัตถุดิบ และเป็นการเพิ่มประสิทธิภาพการจัดการสินค้าคงคลังของบริษัทได้

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การวิเคราะห์ปริมาณการสั่งซื้อที่เหมาะสมร้านค้าปลีกวัสดุก่อสร้าง กรณีศึกษา ร้าน ส.โชคชัย
ฮาร์ดแวร์

Analysis of Appropriate Order Quantities for a Construction Materials

Retailer : Case Study S. Chokchai Hardware

ณัชชา ครุฑธานูชาติ ศุภรัชชัย วรรัตน์

วิทยาลัยนวัตกรรมการด้านเทคโนโลยีและวิศวกรรมศาสตร์ มหาวิทยาลัยธุรกิจบัณฑิตย์

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อวิเคราะห์หาปริมาณการสั่งซื้อที่เหมาะสม และเพิ่มประสิทธิภาพการจัดการสินค้าคงคลังสำหรับแผนกไฟฟ้าของร้านค้าปลีกวัสดุก่อสร้าง โดยแหล่งที่มาของข้อมูลที่ใช้ในการวิจัยประกอบด้วย ข้อมูลการสั่งซื้อและต้นทุนการสั่งซื้อแบบปัจจุบันในปี พ.ศ.2564 เครื่องมือที่ใช้ในการวิจัย ใช้วิธี ABC Analysis และทฤษฎีการสั่งซื้อที่ประหยัด EOQ และหาจุดสั่งซื้อใหม่ ROP (Reorder Point) จากผลการศึกษาพบว่า เมื่อนำทฤษฎีการสั่งซื้อที่ประหยัด (EOQ) มาใช้ในการคำนวณหาปริมาณการสั่งซื้อที่เหมาะสมจากการเปรียบเทียบข้อมูลการสั่งซื้อตั้งแต่เดือนมกราคม – เดือนธันวาคม พ.ศ.2564 พบว่าลดค่าใช้จ่ายรวมทั้งปีของกลุ่ม A ได้ 13,940.11 บาท คิดเป็นร้อยละ 24 ลดค่าใช้จ่ายรวมทั้งปีของกลุ่ม B ได้ 2,733.90 บาท คิดเป็นร้อยละ 12

คำสำคัญ: การแบ่งกลุ่มสินค้าแบบ ABC, ปริมาณสั่งซื้อประหยัด, จุดสั่งซื้อใหม่

Abstract

This research aimed to analyze the appropriate quantity and optimize the inventory management for the electrical department of a building material retail store. The research data source contains the store's case study's current order quantity and cost information for 2021. The instrument employed in this research were ABC Analysis and EOQ theory, and found a new order point, ROP (Reorder Point). The results from comparing order data from January to December 2021 show that after applying the EOQ theory to calculate the optimal order quantities. Reduce the total cost of Group A for the year by 13,940.11 baht, equivalent to a 24 percent reduction, and reduce the total annual expense of Group B by 2,733.90 baht, equivalent to a 12 percent reduction.

Keywords: ABC Analysis, Economic order quantity, Reorder point

1. บทนำ

ในปัจจุบันที่ธุรกิจค้าปลีกวัสดุก่อสร้างได้รับผลกระทบจากวิกฤต COVID-19 อีกทั้งการปรับเปลี่ยนทางด้านเทคโนโลยีเป็นไปอย่างรวดเร็วทำให้เกิดการแข่งขันกันอย่างหลีกเลี่ยงไม่ได้ ส่งผลให้ธุรกิจต้องปรับตัวเพื่อให้เพื่อให้อยู่รอดภายใต้แรงกดดันของการแข่งขันจึงต้องเสริมกลยุทธ์ในด้านต่างๆ

ปัจจุบันกลุ่มผู้ค้าวัสดุก่อสร้าง ไม่มีการบริหารจัดการที่ทันสมัย และใช้เอกสารในการจดบันทึกข้อมูลทำให้เกิดความผิดพลาด อีกทั้งบุคลากรยังขาดความรู้ความสามารถในการพยากรณ์สินค้า ส่งผลให้มีสินค้าบางประเภทมีปริมาณที่มากเกินไปและเสื่อมสภาพไปตามเวลา เพื่อเพิ่มประสิทธิภาพของร้านค้า จึงต้องทำการวางแผนในเรื่องของสินค้าให้เพียงพอต่อความต้องการของลูกค้า และเพื่อการประหยัดค่าใช้จ่ายให้ได้มาก

2. การทบทวนวรรณกรรม

2.1 แนวคิดทฤษฎีและเครื่องมือที่ใช้ในการวิเคราะห์

2.1.1 ทฤษฎี ABC Analysis

การจำแนกวัสดุคงคลังด้วยระบบ ABC เป็นระบบที่แบ่งประเภทความสำคัญของวัสดุคงคลังตามมูลค่าของวัสดุคงคลังทั้งหมดในรอบปี โดยจะแบ่งประเภทของวัสดุคงคลังออกเป็น 3 ประเภทคือ ประเภท A เป็นวัสดุคงคลังที่มีมูลค่าหมุนเวียนในรอบปีที่สูงที่สุด, ประเภท B มีมูลค่าปานกลาง และสุดท้าย ประเภท C มีมูลค่าต่ำสุด โดยมีหลักเกณฑ์ในการแบ่งประเภท ของวัสดุคงคลังไว้ดังนี้

- ประเภท A มีวัสดุคงคลัง 15-20 % แต่มีมูลค่าสูงสุดประมาณ 60-80% ของมูลค่าวัสดุคงคลังทั้งหมด
- ประเภท B มีวัสดุคงคลัง 20-30 % แต่มีมูลค่าสูงสุดประมาณ 15-25% ของมูลค่าวัสดุคงคลังทั้งหมด
- ประเภท C มีวัสดุคงคลัง 50-60 % แต่มีมูลค่าสูงสุดประมาณ 5-10% ของมูลค่าวัสดุคงคลังทั้งหมด

2.1.2 การคำนวณปริมาณสั่งซื้อที่ประหยัด (EOQ)

การจัดการเพื่อให้มีสินค้ารองรับ การให้บริการลูกค้าที่ดีและมีต้นทุนสินค้าคงคลังรวมที่ระดับต่ำ F.W. Harris ได้คิดสูตรคำนวณ EOQ ขึ้นในปี 1915 แต่ผู้ผลักดันให้มีการใช้สูตรนี้คือ Mr. Wilson ดังนั้นจึงได้มีการเรียกสูตรนี้ว่า Wilson EOQ โดยมีสูตรดังนี้

$$EOQ = \sqrt{\frac{2CoD}{Cc}} \quad (1)$$

เมื่อ EOQ คือขนาดการสั่งซื้อต่อครั้งที่ประหยัด

Co คือค่าใช้จ่ายสั่งซื้อ (Ordering Cost) ต่อครั้ง (บาท)

D คืออุปสงค์ (Demand) หรือปริมาณการใช้ต่อปี (หน่วย)

Cc คือต้นทุนสินค้าคงคลังต่อหน่วยต่อปี (บาท) (Inventory Carrying Cost or Holding Cost)

2.1.3 แนวคิดการกำหนดจุดสั่งซื้อใหม่ (Reorder Point: ROP)

สุชาติ กล่าวว่าจุดสั่งซื้อใหม่ (ROP) คือ จำนวนคงเหลือต่ำลงถึงจุดหนึ่งที่ต้องการสั่งซื้อใหม่

ซึ่งจะต้องคำนึงถึงระยะเวลาในการสั่งซื้อ (Lead Time) และถ้าเกิดเหตุจำเป็นต้องใช้พัสดุหมดไปก่อนที่จะได้รับพัสดุใหม่เข้ามา หรือกรณีที่รับพัสดุน้อยกว่าปกติ ก็จะทำให้เกิดพัสดุขาดมือ (Shortage) ซึ่งจะมีผลเสียตามมา จึงจำเป็นต้องมีสต็อกเพื่อความปลอดภัย (Safety Stock) โดยมีสูตรดังนี้

$$ROP = (d \times LT) + SS \quad (2)$$

เมื่อ d คืออัตราการใช้พัสดุหรือจำนวนที่พยากรณ์ได้จากสถิติการใช้งานที่ผ่านมาในระยะเวลาหนึ่ง
LT คือระยะเวลาในการสั่งซื้อได้จากการเก็บสถิติระยะเวลาในการสั่งซื้อ
SS คือระดับประกันความปลอดภัย

2.2 ทบทวนวรรณกรรม

จากการศึกษาพบว่ามีความที่เกี่ยวข้องดังนี้ เอมอร์รฎา คุ่มถนอม (2564) ได้ศึกษาปริมาณการสั่งซื้อวัตถุดิบหลักที่เหมาะสม ศึกษาการใช้มูลค่าของยอดสั่งซื้อสินค้าของบริษัทด้วยวิธี ABC Analysis โดยแบ่งกลุ่มวัตถุดิบทั้งหมด 24 รายการ ออกเป็น 3 กลุ่ม คือวัตถุดิบกลุ่ม A ,B และกลุ่ม C ตามลำดับ และได้แนะนำแนวคิด EOQ และ ROP มาประยุกต์ใช้กับการสั่งซื้อวัตถุดิบกลุ่ม A ผลการวิจัย พบว่าสามารถลดต้นทุนรวมในการบริหารสินค้าคงคลังได้

สมชาย เปรียงพรม (2564) ได้ศึกษาหาปริมาณการสั่งซื้อที่เหมาะสมของผลิตภัณฑ์บรรจุภัณฑ์ชนิดกล่อง ได้ศึกษาการประยุกต์ใช้หลักการวิเคราะห์หาปริมาณการสั่งซื้อที่ประหยัด การคำนวณหาระดับสินค้าคงคลังเพื่อความปลอดภัย การคำนวณหาจุดสั่งซื้อใหม่ พบว่าการประยุกต์ใช้ปริมาณการสั่งซื้อที่ประหยัดสามารถลดต้นทุนการจัดการสินค้าคงคลังได้

ธันว์ระวี สุวรรณหงส์ (2560) ได้ศึกษาการจัดการสินค้าคงคลังเพื่อลดจำนวนการขนส่งในกรณีเร่งด่วน โดยดำเนินการวิเคราะห์และทดลองใช้งานด้วยวิธีปริมาณการสั่งซื้อที่เหมาะสมเป็นระยะเวลา 2 เดือน พบว่าจำนวนรอบการสั่งซื้อสินค้าน้อยลง และไม่เกิดสภาวะสินค้าขาดแคลน ส่งผลให้ยอดค่าใช้จ่ายรวมลดลง

3. วิธีดำเนินงานวิจัย

3.1 เก็บรวบรวมและวิเคราะห์ข้อมูล

เข้าเก็บข้อมูลสินค้าและค่าใช้จ่ายในการจัดซื้อและจัดเก็บสินค้าของร้านค้ากรณีศึกษา โดยทางร้านจะแบ่งออกเป็นแผนกสี แผนกประปา แผนกไฟฟ้า และแผนกฮาร์ดแวร์ และในการศึกษาครั้งนี้ได้เลือกแผนกไฟฟ้ามาเป็นกรณีศึกษาโดยใช้ข้อมูลตั้งแต่เดือนมกราคม พ.ศ. 2564 - เดือนธันวาคม พ.ศ. 2564

3.2 การจัดกลุ่มสินค้า ABC

ในขั้นตอนนี้ได้นำข้อมูลปริมาณการสั่งซื้อของแผนกไฟฟ้าจำนวน 54 รายการ และนำมาคำนวณหามูลค่าสินค้าต่อปีเพื่อทำการจำแนกประเภทวัสดุคงคลัง แบบ ABC โดยแสดงรายละเอียดดังตารางที่ 1

ตารางที่ 1

ข้อมูลสินค้าและกลุ่มสินค้า

ลำดับ	รายการ	ต้นทุน	ปริมาณ สั่งซื้อ/ปี	มูลค่ารวม/ ปี	สัดส่วน	กลุ่ม
1	สายไฟ VAF-GRD 2X2.5 ANT 100M	2,325.51	45	104647.95	2.04%	A
2	สายไฟ THW 1.5 ANT 100M	377.30	195	73573.5	3.47%	A
3	สายไฟ THW 1.6 ANT 100M	3,748.50	90	337365	10.03%	A
4	สายไฟ VCT 2X2.5 ANT 100M	3,640.00	120	436800	18.53%	A
5	สายไฟ VAF 2X2.5 ANT 100M	1,242.30	110	136653	21.19%	A
6	สายไฟ VAF 2X4 ANT 100M	1,976.20	31	61262.2	22.38%	A
7	สายไฟ THW 16 ANT 100M	3,748.00	100	374800	29.68%	A

ตารางที่ 1 (ต่อ)

ลำดับ	รายการ	ต้นทุน	ปริมาณ สั่งซื้อ/ปี	มูลค่ารวม/ปี	สัดส่วน	กลุ่ม
8	สายไฟ THW 2.5 ANT 100M	592.90	120	71148	31.06%	A
9	สายไฟ VCT 2X1 ANT 100M	1,700.00	90	153000	34.04%	A
10	สายไฟ VCT 2X1.5 ANT 100M	2,260.00	100	226000	38.43%	A
11	NNP84957021	164.00	1,100	180400	41.94%	A
12	NNP84959	102.00	1,000	102000	43.93%	A
13	PN-9W/TUBE	59.00	1,130	66670	45.23%	A
14	PN-18W/TUBE	79.00	1,275	100725	47.19%	A
15	EFU14E652V1	74.00	1,800	133200	49.78%	A
16	EFUHV18D65A	83.00	1,800	149400	52.69%	A
17	LDAHV5DH	43.50	2,900	126150	55.14%	A
18	LDAHV7DH	53.00	2,900	153700	58.13%	A
19	LDAHV9DH	78.50	2,900	227650	62.56%	A
20	LDAHV15DH	137.50	2,550	350625	69.38%	A
21	ตู้กันฝนนาโน #00	58.00	900	52200	70.40%	B
22	ตู้กันฝนนาโน #0	93.00	600	55800	71.48%	B
23	เบรกเกอร์แท้ 20A	89.00	600	53400	72.52%	B
24	เบรกเกอร์แท้ 40A	92.00	600	55200	73.60%	B
25	ปลั๊ก LYL	12.75	4300	54825	74.66%	B

26	นีออน18W	24.50	2000	49000	75.62%	B
27	เบรกเกอร์ มิตรชู 2P-50A	1430.00	70	100100	77.56%	B
28	เบรกเกอร์ มิตรชู 2P-63A	1430.00	70	100100	79.51%	B
29	สายไฟ VCT 2X0.5 ANT 100M	1285.00	100	128500	82.01%	B
30	สายไฟ VCT 4X1.5 ANT 100M	3710.00	27	100170	83.96%	B
31	LDAHV7LH	53.00	1000	53000	84.99%	B
32	LDAHV9LH	78.50	1000	78500	86.52%	B
33	LDAHV23DH	165.00	300	49500	87.48%	B
34	LDAHV30DH	219.00	300	65700	88.76%	B
35	ฝา1ช่องวีน่า	7	1,280	8960	88.94%	C
36	ฝา2ช่องวีน่า	7	1,280	8960	89.11%	C
37	ฝา3ช่องวีน่า	7	1,280	8960	89.29%	C
38	น็อตชุบ#7 (KG)	63	480	30240	89.87%	C
39	เบรกเกอร์ มิตรชู 2P-100A	740	75	55500	90.95%	C
40	สวิตช์ 3P WEG5002K	75	400	30000	91.54%	C

ตารางที่ 1 (ต่อ)

ลำดับ	รายการ	ต้นทุน	ปริมาณ สั่งซื้อ/ปี	มูลค่ารวม/ปี	สัดส่วน	กลุ่ม
41	วายนัท#44 เหลือง	1.25	20,000	25000	92.02%	C
42	แผงPVC 8x10	47	800	37600	92.76%	C
43	แผงPVC 10x12	64	800	51200	93.75%	C
44	แผงPVC 13x15	129	240	30960	94.35%	C
45	ปลั๊กเสียบเยอรมัน	16.50	1,050	17325	94.69%	C
46	ปลั๊กกราวนด์คู่ PCH904	70	800	56000	95.78%	C
47	เมนเซฟที่คัท 2P 50A	240	61	14640	96.07%	C
48	เมนเซฟที่คัท 2P 63A	240	105	25200	96.56%	C
49	ขานีออนสปริง	18	1,200	21600	96.98%	C
50	ขั้วห้อย เกลียว	6.50	3,000	19500	97.36%	C
51	เบรกเกอร์ มิตรชู 3P-100A	940	41	38540	98.11%	C
52	สายไฟ THW 1.5 ANT 100M	377.30	35	13205.5	98.36%	C
53	LDAHV5LH	43.50	1,000	43500	99.21%	C

54	LDAHV20DH	135.50	300	40650	100.00%	C
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โดยแบ่งออกเป็นกลุ่ม A 20 รายการ กลุ่ม B 14 รายการ และกลุ่ม C 20 รายการ

3.3 การประมาณค่าต้นทุนการจัดซื้อและจัดเก็บ

ในขั้นตอนนี้จะทำการประมาณค่าต้นทุนการจัดซื้อและจัดเก็บสินค้าสำหรับสินค้าทั้งหมด 54 รายการ ต้นทุนการสั่งซื้อ คือค่าใช้จ่ายในการสั่งซื้อต่อครั้ง พิจารณาจากค่าจ้างพนักงานในการดำเนินการสั่งซื้อวัสดุ

คำนวณ ต้นทุนเงินเดือนฝ่ายคลังสินค้า	= (18,000 บาท/26วัน/8ชั่วโมง) = 86.54 บาท/ ชั่วโมง
ต้นทุนการสั่งซื้อ / ครั้ง	= ระยะเวลา 1 เดือน (26วัน x 8 ชม.) = 208 ชั่วโมง
จำนวนรายการ	= 437 รายการ = (86.54 x 0.48) = 41.54 บาท/ครั้ง
ต้นทุนเอกสารในการจัดซื้อใบสั่งซื้อ	= 0.41 บาท
ต้นทุนค่าโทรศัพท์ / Internet	= 20 บาท / ชั่วโมง
ดังนั้น รวมต้นทุนในการสั่งซื้อ	= 41.54+0.41+20 บาท/ครั้ง = 61.95 บาท/ครั้ง

3.4 ต้นทุนการจัดเก็บสินค้า (Inventory carrying cost)

เนื่องจากข้อมูลบางส่วนไม่ได้มีการเก็บข้อมูลอย่างมีประสิทธิภาพรวมถึงการคิดต้นทุนแต่ละรายการสินค้าคงคลังทำได้ยาก ดังนั้นผู้วิจัยจึงได้กำหนดให้ค่าใช้จ่ายในการเก็บรักษาสินค้าคงคลังที่อยู่ภายใต้ตัวเลขสมมติฐานที่ 25% (Helen 1995) ดังแสดงในตารางที่ 2

ตารางที่ 2

ค่าใช้จ่ายในการเก็บรักษาสินค้าคงคลัง

รายการ	ร้อยละ
ค่าเงินลงทุนสร้างสต็อก	8
ค่าภาษี	2
ค่าประกันภัย	1
ค่าเช่าพื้นที่คลังสินค้า	0
ค่ายกขนเคลื่อนย้าย	2
ค่าบริหารและควบคุม	3
ค่าพัสดุเสื่อม เสีย ล้าสมัย	6
ค่าพัสดุขาดจำนวน ล้าสมัย	3

รวมค่าใช้จ่าย	25
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3.5 การคำนวณปริมาณสั่งซื้อประหยัด (EOQ)

การคำนวณปริมาณสั่งซื้อประหยัดนำสินค้าเฉพาะกลุ่ม A และ B ซึ่งมีมูลค่าสูงมาทำการปรับปรุงโดยทำ

การคำนวณจากสูตร
$$EOQ = \sqrt{\frac{2CoD}{Cc}} \quad (3)$$

โดยที่ Co คือค่าใช้จ่ายในการสั่งซื้อต่อครั้ง (Ordering Cost) = 61.95

D คือปริมาณการใช้ต่อปี

Cc คือค่าใช้จ่ายต่อปีจากการเก็บรักษาสินค้าคงคลัง คิดเป็น 25% ของราคาสินค้า ดังตารางที่ 3

ตารางที่ 3

การคำนวณ EOQ

รายการ	ค่าใช้จ่ายในการสั่งซื้อต่อครั้ง (Co)	ปริมาณการซื้อ (D)	ค่าใช้จ่ายในการเก็บรักษาสินค้าคงคลัง (25%)	กลุ่ม	EOQ	จำนวนครั้งที่ซื้อ/ปี (D/Q)
สายไฟ VAF-GRD2X2.5ANT100M	61.95	45	581.38	A	3	15
สายไฟ THW1.5ANT100M	61.95	195	94.33	A	16	12
สายไฟ THW1.6ANT 100M	61.95	90	937.13	A	3	26
สายไฟ THW1.5ANT100M	61.95	195	94.33	A	16	12
สายไฟ VAF-GRD2X2.5ANT100M	61.95	45	581.38	A	3	15
สายไฟ THW 1.6 ANT100M	61.95	90	937.13	A	3	26
สายไฟ VCT2X2.5ANT100M	61.95	120	910.00	A	4	30
สายไฟ VAF2X2.5ANT100M	61.95	110	310.58	A	7	17

ตารางที่ 3 (ต่อ)

รายการ	ค่าใช้จ่ายในการสั่งซื้อต่อครั้ง (Co)	ปริมาณการซื้อ (D)	ค่าใช้จ่ายในการเก็บรักษาสินค้าคงคลัง (25%)	กลุ่ม	EOQ	จำนวนครั้งที่ซื้อ/ปี (D/Q)
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สายไฟ VAF 2X4 ANT100M	61.95	31	494.05	A	3	11
สายไฟ THW 16 ANT 100M	61.95	100	937.00	A	4	28
สายไฟ THW 2.5 ANT100M	61.95	120	148.23	A	10	12
สายไฟ VCT 2X1 ANT100M	61.95	90	425.00	A	5	18
สายไฟ VCT2X1.5ANT100M	61.95	100	565.00	A	5	21
NNP84957021	61.95	1,100	41.00	A	58	19
NNP84959	61.95	1,000	25.50	A	70	14
PN-9W/TUBE	61.95	1,130	14.75	A	97	12
PN-18W/TUBE	61.95	1,275	19.75	A	89	14
EFU14E652V1	61.95	1,800	18.50	A	110	16
EFUHV18D65A	61.95	1,800	20.75	A	104	17
LDAHV5DH	61.95	2,900	10.88	A	182	16
LDAHV7DH	61.95	2,900	13.25	A	165	18
LDAHV9DH	61.95	2,900	19.63	A	135	21
LDAHV15DH	61.95	2,550	34.38	A	96	27
ตู้กันฝนนาโน #00	61.95	900	14.50	B	88	10
ตู้กันฝนนาโน #0	61.95	600	23.25	B	57	11
เบรกเกอร์แท้ 20A	61.95	600	22.25	B	58	10
เบรกเกอร์แท้ 40A	61.95	600	23.00	B	57	11
ปลั๊ก LYL	61.95	4,300	3.19	B	409	11
นีออน18W	61.95	2,000	6.13	B	201	10
เบรกเกอร์ มิตรชู 2P-50A	61.95	70	357.50	B	5	14
เบรกเกอร์ มิตรชู 2P-63A	61.95	70	357.50	B	5	14
สายไฟ VCT2X0.5ANT100M	61.95	100	321.25	B	6	16
สายไฟ VCT4X1.5ANT100M	61.95	27	927.50	B	2	14
LDAHV7LH	61.95	1,000	13.25	B	97	10
LDAHV9LH	61.95	1,000	19.63	B	79	13
LDAHV23DH	61.95	300	41.25	B	30	10
LDAHV30DH	61.95	300	54.75	B	26	12

3.6 การหาจุดสั่งซื้อใหม่ (Reorder Point)

เมื่อได้ข้อมูลปริมาณการสั่งซื้อใหม่แล้วทำการคำนวณหาจุดสั่งซื้อใหม่โดยใช้สูตร

$$ROP = dL \quad (4)$$

โดยที่ d คือ ความต้องการเฉลี่ย (ค่าเฉลี่ยวันทำงานของบริษัทกรณีศึกษาอยู่ที่ 298 วัน)

L คือ ช่วงระยะเวลาตั้งแต่สั่งซื้อสินค้า จนกระทั่งรับสินค้านั้นเข้าคลังสินค้าเรียบร้อยแล้วอยู่ที่ 3 วัน
 ดังแสดงในตารางที่ 4

ตารางที่ 4

การคำนวณ ROP

รายการ	ปริมาณ การซื้อ (D)	กลุ่ม	ความต้องการ การเฉลี่ย (d)	ช่วงระยะเวลา (L)	ROP
สายไฟ VAF-GRD2X2.5 ANT100M	45	A	1	3	3
สายไฟ THW 1.5 ANT 100M	195	A	1	3	3
สายไฟ THW 1.6 ANT 100M	90	A	1	3	3
สายไฟ VCT 2X2.5 ANT 100M	120	A	1	3	3
สายไฟ VAF 2X2.5 ANT 100M	110	A	1	3	3
สายไฟ VAF 2X4 ANT 100M	31	A	1	3	3
สายไฟ THW 16 ANT 100M	100	A	1	3	3
สายไฟ THW 2.5 ANT 100M	120	A	1	3	3
สายไฟ VCT 2X1 ANT 100M	90	A	1	3	3
สายไฟ VCT 2X1.5 ANT 100M	100	A	1	3	3
NNP84957021	1,100	A	4	3	11
NNP84959	1,000	A	3	3	10
PN-9W/TUBE	1,130	A	4	3	11
PN-18W/TUBE	1,275	A	4	3	13
EFU14E652V1	1,800	A	6	3	18
EFUHV18D65A	1,800	A	6	3	18
LDAHV5DH	2,900	A	10	3	29
LDAHV7DH	2,900	A	10	3	29
LDAHV9DH	2,900	A	10	3	29
LDAHV15DH	2,550	A	9	3	26
ตุ๊กกันฝนนาโน #00	900	B	3	3	9
ตุ๊กกันฝนนาโน #0	600	B	2	3	6
เบรกเกอร์แท้ 20A	600	B	2	3	6
เบรกเกอร์แท้ 40A	600	B	2	3	6
ปลั๊ก LYL	4,300	B	14	3	43

นีออน18W	2,000	B	7	3	20
เบรกเกอร์ มิตรชู 2P-50A	70	B	1	3	3
เบรกเกอร์ มิตรชู 2P-63A	70	B	1	3	3
สายไฟ VCT 2X0.5 ANT 100M	100	B	1	3	3
สายไฟ VCT 4X1.5 ANT 100M	27	B	1	3	3

ตารางที่ 4 (ต่อ)

รายการ	ปริมาณการซื้อ (D)	กลุ่ม	ความต้องการ เฉลี่ย (d)	ช่วงระยะเวลา (L)	ROP
LDAHV7LH	1,000	B	3	3	10
LDAHV9LH	1,000	B	3	3	10
LDAHV23DH	300	B	1	3	3
LDAHV30DH	300	B	1	3	3

หลังจากทำการคำนวณจุดสั่งซื้อใหม่แล้วจึงทำการคำนวณเปรียบเทียบต้นทุนรวมก่อนและหลังปรับปรุง

4. ผลการวิจัย

จากการดำเนินงานหลังการปรับปรุง พบว่า กลุ่ม A มีต้นทุนก่อนการปรับปรุงอยู่ที่ 58,947.39 บาท หลังการปรับปรุงมีต้นทุนลดลงอยู่ที่ 45,007.28 บาท, กลุ่ม B มีต้นทุนก่อนการปรับปรุงอยู่ที่ 23,232.65 บาท หลังการปรับปรุงมีต้นทุนลดลงอยู่ที่ 20,498.75 บาท, จึงนำมาทดลองปรับใช้กับกลุ่ม C ซึ่งมีต้นทุนก่อนการปรับปรุงอยู่ที่ 19,075.04 บาท หลังการปรับปรุงมีต้นทุนลดลงอยู่ที่ 18,237.89 บาท ดังแสดงให้เห็นในตารางที่ 5

5. สรุป

จากผลการการวิจัย สรุปได้ว่า กลุ่ม A มีต้นทุนรวมลดลง 13,940.11 บาท คิดเป็นร้อยละ 24, กลุ่ม B มีต้นทุนรวมลดลง 2,733.90 บาท คิดเป็นร้อยละ 12, และในกลุ่ม C มีต้นทุนรวมลดลง 837.15 บาท คิดเป็นร้อยละ 4 ดังตารางที่ 5

ตารางที่ 5

เปรียบเทียบต้นทุนรวมรูปแบบการจัดซื้อปัจจุบัน และแบบ EOQ

รูปแบบการจัดซื้อ	กลุ่ม A	กลุ่ม B	กลุ่ม C
แบบปัจจุบัน (บาท)	58,947.39	23,232.65	19,075.04
แบบ EOQ (บาท)	45,007.28	20,498.75	18,237.89
ผลต่าง	13,940.11	2,733.90	837.15
เปอร์เซ็นต์	24	12	4

6. ข้อเสนอแนะ

เนื่องจากตัวสินค้ามีการเคลื่อนไหวอยู่ตลอดเวลา จึงส่งผลให้การใช้ทฤษฎีดังกล่าวอาจไม่สามารถใช้ได้ ในทุกครั้ง จึงควรมีการเก็บข้อมูลและตรวจสอบปริมาณการใช้สินค้าอย่างสม่ำเสมอจึงจะทำให้การพยากรณ์มี ประสิทธิภาพมากขึ้น

บรรณานุกรม

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การศึกษาการใช้พลังงานแสงอาทิตย์เพื่อการส่องสว่างและผลิตไฟฟ้าในบ้าน

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บทคัดย่อ

การศึกษาการออกแบบอาคารเพื่อใช้ประโยชน์จากแสงธรรมชาติ และการใช้พลังงานแสงอาทิตย์ มีวัตถุประสงค์เพื่อศึกษาและออกแบบอาคารตัวอย่างโดยเลือกใช้โปรแกรม Velux Daylight ซึ่งเจาะจงผลลัพธ์ในรูปแบบของค่า LUX (ค่าความสว่าง) และเพื่อศึกษาการลดใช้พลังงานของอาคารตัวอย่างที่ติดตั้งโซลาเซลล์ โดยใช้โปรแกรม PV Watts Calculator ในการคำนวณหา ผลการศึกษาพบว่าระหว่างเดือน กุมภาพันธ์ ถึง พฤษภาคม อาคารต้นแบบสามารถรองรับแสงสว่างสู่ภายในอาคารได้สูงที่สุดอยู่ในช่วงเวลา 10.00 น. และเวลา 17.00 น. ค่าความสว่างโดยรวมอยู่ในระดับที่ใกล้เคียงกันแต่ในช่วงเดือนตุลาคมถึงมกราคม ค่าเฉลี่ยการรองรับแสงสว่างจากธรรมชาติของอาคารต้นแบบจะอยู่ในระดับต่ำที่สุดเมื่อเทียบกับเดือนอื่น ซึ่งผลจากการวิจัยก็สามารถตอบสนองถึงความต้องการและความเหมาะสมในการรองรับแสงสว่างได้เป็นอย่างดี นอกจากนี้ PV ที่มีการออกแบบ และติดตั้งนั้นสามารถผลิตพลังงานไฟฟ้าได้เฉลี่ยทั้งปีอยู่ที่ประมาณ 4.68 kWh/m/day และสามารถผลิตกระแสไฟฟ้าได้ 23,064 kWh/Year /ปี และเมื่อทำการเปรียบเทียบกับการจำแนกประเภทความต้องการใช้พลังงานไฟฟ้าใน 1 วัน ความต้องการใช้พลังงานไฟฟ้าเฉลี่ยอยู่ที่ 27.52 kWh/day ประกอบกับเมื่อนำมาคำนวณทั้งปี จะพบว่าการออกแบบและติดตั้งโซลาเซลล์ ในอาคารต้นแบบนั้นสามารถผลิตไฟฟ้าได้เกินความต้องการ จึงสามารถแก้ไขปัญหาความต้องการใช้พลังงานไฟฟ้าได้เป็นอย่างดี ซึ่งงานวิจัยสามารถตอบสนองในหัวข้อนี้ได้เป็นอย่างดีเป็นรูปธรรมจากการเปรียบเทียบความต้องการใช้พลังงานไฟฟ้าต่อปีของอาคารต้นแบบ และความสามารถในการผลิตไฟฟ้าเพื่อตอบสนองความต้องการของผู้ใช้อาคารได้ และสามารถประหยัดค่าใช้จ่ายในการใช้พลังงานได้อย่างชัดเจน และมีประสิทธิภาพ

คำสำคัญ: แสงธรรมชาติ, พลังงานแสงอาทิตย์

Abstract

The purpose is to study and design a sample building using the Velux Daylight program, which specifies the result in the form of LUX (Luminance Value), and to explore the energy reduction of the sample building installed with solar cells. The PV Watts Calculator program uses to calculate this study's results. It found that between February and May, the prototype building received the maximum amount of light into the building between 10:00 a.m. and 5:00 p.m. The overall brightness was at a similar level. Still, from October to January, The average value of natural light support of the prototype building will be at the lowest level compared to other months. The research results responded well to the needs and suitability of supporting the light. It was installed to produce average electricity for the whole year at about 4.68 kWh/m/day and can produce 23,064 kWh/Year/year. When comparing with the classification of the demand for electricity in one day, the average electricity demand is 27.52 kWh/day. When calculated for the whole year will find that with the design and installation of solar cells. The electricity can be produced in the prototype building more than the demand. Therefore, it can solve the problem of electricity demand very well. The research can concretely respond to this topic by comparing the annual electricity demand of the prototype building and the ability to produce electricity to meet the needs of building users. It can save energy costs and be efficient.

Keywords: natural light, solar energy

1. บทนำ

อาคารบ้านพักอาศัยสมัยนี้มักไม่คำนึงถึงการบังแสงตรงจากดวงอาทิตย์ ทำให้ประสิทธิภาพการใช้แสงธรรมชาติได้อย่างไม่เต็มประสิทธิภาพ ผู้วิจัยจึงปรับปรุงอาคารบ้านพักอาศัยให้มีการใช้แสงธรรมชาติเข้ามาใช้ในการส่องสว่างภายในอาคารอย่างมีประสิทธิภาพมากที่สุด แทนการใช้แสงประดิษฐ์ที่ต้องเสียค่าไฟฟ้า แนวทางการออกแบบอาคารเพื่อใช้ประโยชน์จากแสงธรรมชาตินั้น ได้เริ่ม ค้นคว้าจากทฤษฎีการนำแสงธรรมชาติที่เหมาะสมเข้าสู่อาคาร แนวทางการออกแบบเป็นการพิจารณาถึงปัจจัยและทฤษฎีที่เกี่ยวข้องกับธรรมชาติ เพื่อให้ได้มาตรฐานการออกแบบอาคารอย่างสมบูรณ์ งานวิจัยนี้จึงประยุกต์ใช้การออกแบบอาคารประหยัดพลังงานโดยใช้เครื่องมือที่เรียกว่า Velux Daylight เข้ามาช่วยในการออกแบบอาคารต้นแบบ และใช้โปรแกรม โปรแกรม PV Watts Calculator ภายใต้ NREL (National Renewable Energy) ในการคำนวณหาประสิทธิภาพที่ได้จากการประหยัดพลังงาน

2. การทบทวนวรรณกรรม

2.1 แนวคิด ทฤษฎี และเครื่องมือที่ใช้ในการวิเคราะห์ ซึ่งแบ่งออกดังนี้

2.1.1 แนวทางการออกแบบเพื่อลดผลกระทบจากการสะท้อนของเปลือกอาคาร

พบว่าด้วยความนิยมในการเลือกใช้วัสดุเปลือกอาคารกระจกเพิ่มมากขึ้นในปัจจุบัน ส่งผลให้เกิดปัญหาแสงสะท้อนที่สร้างความเดือดร้อนแก่สภาพแวดล้อมโดยรอบตามมา งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาผลกระทบของแสงสะท้อนจากเปลือกอาคาร ที่มีสาเหตุมาจากรูปทรงอาคารและทิศทางการวางอาคารต่อสภาพแวดล้อมเมือง รวมทั้งเสนอแนะแนวทางการออกแบบอาคารเพื่อลดผลกระทบต่อสิ่งแวดล้อมจากแสงสะท้อนของเปลือกอาคาร

2.2 ทบทวนวรรณกรรม

จากการศึกษาพบว่ามีความที่เกี่ยวข้องดังนี้ กฤษนนท์ สวนจันทร์ (2560) ศึกษาเรื่องการออกแบบโครงสร้างรองรับแผงเซลล์แสงอาทิตย์แบบติดตามดวงมีวัตถุประสงค์เพื่อออกแบบโครงสร้างรองรับแผงเซลล์แสงอาทิตย์แบบติดตามดวงอาทิตย์ โดยทำการศึกษาประสิทธิภาพของระบบติดตามดวงอาทิตย์ พบว่า ระบบติดตามดวงอาทิตย์แบบสองแกนมีประสิทธิภาพในการผลิตไฟฟ้าสูงที่สุด

ทัชชา อังกนะภัทรขจร และอรุณจัน เศรษฐบุตร์ (2562) ศึกษาเรื่องแนวทางการออกแบบเพื่อลดผลกระทบจากการสะท้อนของเปลือกอาคาร งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาผลกระทบของแสงสะท้อนจากเปลือกอาคาร ที่มีสาเหตุมาจากรูปทรงอาคารและทิศทางการวางอาคารต่อสภาพแวดล้อมเมือง รวมทั้งเสนอแนะแนวทางการออกแบบอาคารเพื่อลดผลกระทบต่อสิ่งแวดล้อมจากแสงสะท้อนของเปลือกอาคาร

นิรันดร์ วัชรโธม และณัฐภูมิ อินทุบุตร (2563) ศึกษาเรื่องการออกแบบบ้านประหยัดพลังงานโดยอาศัยการระบายอากาศแบบธรรมชาติ โดยงานวิจัยนี้ทำการศึกษาและออกแบบบ้านประหยัดพลังงานโดยอาศัยการระบายอากาศแบบธรรมชาติ

บัญชา งามชื่น (2562) ศึกษาการวิเคราะห์ความพร้อมในการผลิตไฟฟ้าของโรงงานพลังงานแสงอาทิตย์ชนิดติดตั้งบนหลังคาขนาดใหญ่ 1 เมกะวัตต์ มีวัตถุประสงค์ถึงปัจจัยที่ส่งผลกระทบต่อสมรรถนะ กำลังการผลิตของโรงงานไฟฟ้าแสงอาทิตย์ชนิดติดตั้งบนหลังคา และพัฒนาในการออกแบบและติดตั้งสำหรับระบบแผงพลังงานเซลล์แสงอาทิตย์ชนิดติดตั้งบนหลังคา

ทรงพล อุตถากร (2564) ศึกษาเรื่อง การเปิดรับแสงอาทิตย์ธรรมชาติในโรงกึ่งเปิดโล่งเพื่อความยั่งยืน มีกรณีศึกษาอาคารสถานศึกษาย่านชานเมืองกรุงเทพมหานคร ใช้โปรแกรม Velux Daylight มาเป็นเครื่องมือจำลองแสงธรรมชาติ 3 มิติสำหรับการวิเคราะห์แสงในอาคารเพื่อคำนวณแสงที่เข้ามาในโรงอาคารทั้งแสงตรง ส่องแสงผ่านวัสดุ สะท้อนแสง และการกระจายแสง

กษิเดช ทิพย์อมรวิวัฒน์ และคุณชัยรัตน์ วิสุทธิรัตน์ (2022) ศึกษาเรื่องโปรแกรมหาความเป็นไปได้ในการเลือกตั้งลงทุนติดตั้งโซลาร์เซลล์บนหลังคาโดยไมโครซอฟท์ เอกซ์เซล เพื่อเป็นแนวทางในการเลือกขนาดกำลังการผลิตไฟฟ้า ให้เหมาะสมกับภาระทางไฟฟ้าในช่วงเวลาที่มีแสงแดด

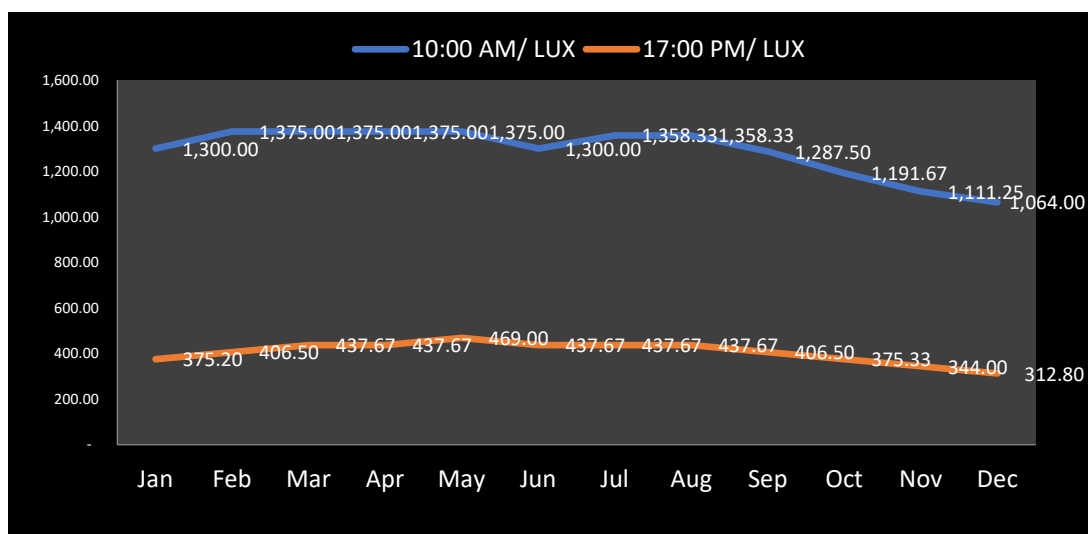
3. วิธีดำเนินการวิจัย

3.1. การปรับปรุงบ้านพักอาศัยโดยใช้แบบจำลอง Velux Daylight ในการคำนวณ เพื่อศึกษาเรื่องการรองรับแสงภายในบ้านพัก โดยเป็นการจำลองการปรับปรุงบ้านพักอาศัยให้มีพื้นที่รับแสงธรรมชาติให้เกิดประสิทธิภาพมากแสดงค่าส่องสว่าง (LUX) ภายในบ้านพักอาศัยต้นแบบ โดยกำหนดเงื่อนไขคือ เวลาการทดสอบอยู่ในช่วง 10.00 น. และ 17.00 น. และกำหนดสภาพอากาศที่ใช้ในการทดสอบเป็นท้องฟ้าครึ้มมีเมฆมาก (Overcast) โดยเริ่มตั้งแต่ มกราคม-ธันวาคม

3.2. การใช้คำนวณการผลิตกระแสไฟฟ้าจากโซลา เซลล์ ผ่านโปรแกรม PV Watts Calculator ภายใต้ NREL (National Renewable Energy) ใช้ในการคำนวณหาพลังงานไฟฟ้าที่ได้จากการติดตั้งโซลาร์เซลล์แบบ Stand Alone และกำหนดเงื่อนไขในการติดตั้งโซลาร์เซลล์แบบ Standard ติดตั้งอยู่กับที่บนหลังคา Fixed (roof mount) หันไปทางทิศเหนือกำหนดให้แผงมีมุมและองศาอยู่ที่ 20 องศา โดยแบ่งออกเป็น 2 ค่าที่ต้องการหาจากการทดสอบติดตั้งในครั้งนี้ คือ

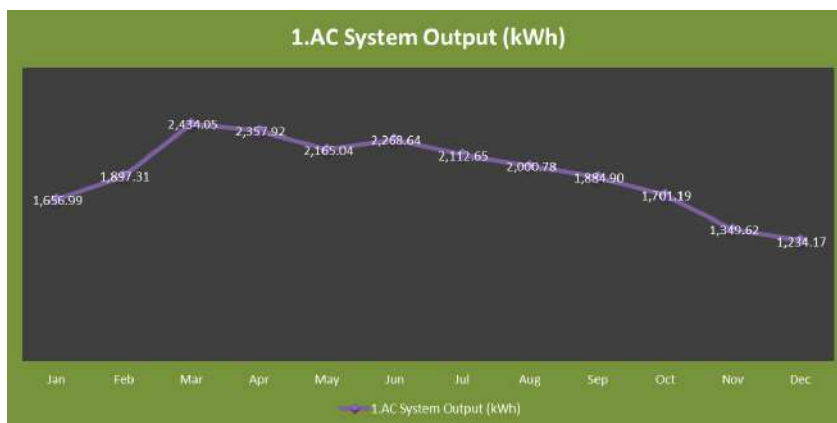
- (1) ค่าการผลิตกระแสไฟฟ้าที่ได้จากการติดตั้งโซลา เซลล์ เฉลี่ยทั้งรายเดือน และรายปี
- (2) มูลค่าการประหยัดค่าใช้จ่ายจากการผลิตกระแสไฟฟ้า เฉลี่ย (บาท/เดือน/ปี)

ภาพที่ 1 ผลลัพธ์จากแสงสว่างที่ได้จากบ้านพักอาศัยต้นแบบ



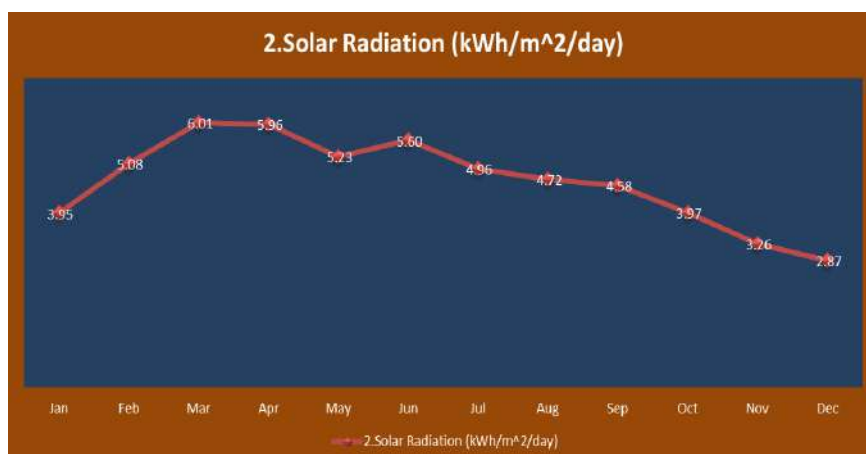
จากภาพที่1 สามารถอธิบายและแจกแจงผลลัพธ์ที่ได้โดยสรุปคือ ระหว่างเดือน กุมภาพันธ์ - พฤษภาคม ในช่วงเวลา 10.00 น.บ้านพักอาศัยต้นแบบสามารถรองรับแสงสว่างสู่ภายในอาคารได้สูงที่สุดในระดับ 1,375 LUX และช่วงเวลา17.00 น.สามารถรองรับแสงสว่างได้สูงที่สุดอยู่ที่ 437 LUX และในช่วงเวลา 17.00 น. ค่าความสว่างโดยรวมอยู่ในระดับที่ใกล้เคียงกันแต่ในช่วงเดือนตุลาคม - มกราคม ที่ค่าเฉลี่ยการรองรับแสงสว่างจากธรรมชาติของบ้านพักอาศัยต้นแบบจะอยู่ในระดับต่ำที่สุดเมื่อเทียบกับเดือนอื่นๆของทั้งปี ซึ่งเฉลี่ยแล้วอยู่ในระดับ 312.8-375.2 LUX แต่ยังสามารถให้แสงสว่างที่เพียงพอกับผู้ใช้อาคารได้ โดยไม่กระทบกับการพักอาศัยในช่วงเวลาที่มีแสงน้อย

ภาพที่ 2 พลังงานที่แผงโซลา เซลล์ แสดงประสิทธิภาพไฟฟ้าที่สามารถผลิตได้ต่อเดือน



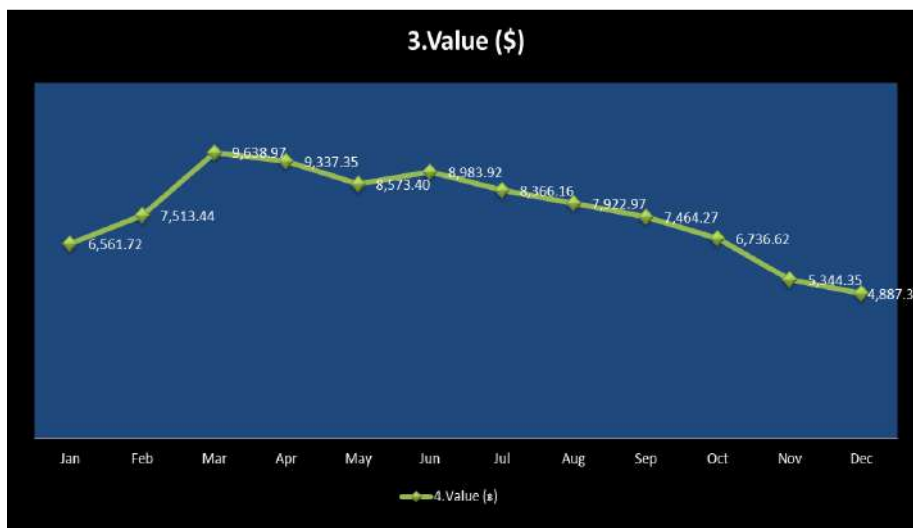
ภาพที่ 2 จะแสดงให้เห็นข้อมูลการผลิตพลังงานไฟฟ้าโดยแยกแต่ละเดือน จากผลลัพธ์ที่ได้พบว่าในช่วงเดือน พฤศจิกายน-มกราคม ของปีเป็นช่วงที่มีการผลิตไฟฟ้าได้เฉลี่ยน้อยที่สุดของทั้งปี เนื่องจากองค์ประกอบด้านสภาพอากาศที่อยู่ในช่วงฤดูหนาว ทำให้การให้แสงสว่างและค่าแสงแดดในช่วงระยะเวลาดังกล่าวมีประสิทธิภาพค่อนข้างต่ำ ตัวเลขที่สามารถผลิตไฟฟ้าได้ในช่วงเดือนดังกล่าวจึงอยู่ที่ประมาณ1,300-1,800 กิโลวัตต์/ชั่วโมง

ภาพที่ 3 พลังงานที่แผงโซลา เซลล์ แสดงประสิทธิภาพจำนวนชั่วโมงเฉลี่ยที่แสงอาทิตย์สามารถผลิตพลังงานได้หรือค่าแสงแดด



ภาพที่ 3 แสดงให้เห็นข้อมูลค่าของแสงอาทิตย์ที่สามารถให้พลังงานเพื่อนำมาผลิตกระแสไฟฟ้าได้ในแต่ละเดือนโดยเฉลี่ยอธิบายได้ว่าในช่วงเดือน มีนาคม-เมษายน นั้นมีค่าแสงอาทิตย์อยู่ที่ประมาณ 6 ชั่วโมง/วันกัน และชั่วโมงการให้พลังงานจะค่อยๆลดลงในช่วงเดือนตุลาคม-มกราคม ที่มีชั่วโมงการให้พลังงานต่ำที่สุดเฉลี่ยอยู่ที่ประมาณ 3 ชั่วโมง/วัน

ภาพที่ 4 พลังงานที่แผงโซลา เซลล์ แสดงประสิทธิภาพมูลค่าที่สามารถประหยัดได้จากการใช้พลังงานแสงอาทิตย์



ภาพที่ 4 แสดงให้เห็นถึงมูลค่าจำนวนเงินที่ได้มาจากการประหยัดพลังงานพบว่าตัวเลขการประหยัดพลังงานที่ได้จากการคำนวณของโปรแกรมหลังจากมีการใช้พลังงานแสงอาทิตย์ในการทดแทนพลังงานไฟฟ้าซึ่งได้ผลลัพธ์การประหยัดสูงสุดในเดือนมีนาคม - เมษายน และจะน้อยลงในเดือนตุลาคม - มกราคมโดยเฉลี่ยทั้งปีแล้วเท่ากับ 7,600 บาท โดยประมาณ

จากผลการทดลองติดตั้ง โซลาร์เซลล์แบบ Stand Alone และทำการคำนวณผ่านโปรแกรม PV Watts Calculator ภายใต NREL (National Renewable Energy) แล้วนั้น ผลลัพธ์ที่ได้สามารถอธิบายถึงประสิทธิภาพในการให้ผลิตไฟฟ้า และการให้แสงสว่าง ที่ได้จากการปรับปรุงบ้านพักกรณีศึกษาโดยการติดตั้ง โซลาร์ เซลล์ นั้นสามารถผลิตพลังงานไฟฟ้าได้เฉลี่ยทั้งปีอยู่ที่ประมาณ 4.68 ชั่วโมง/วัน (kWh/m/day) และสามารถผลิตกระแสไฟฟ้าได้ 23,064 กิโลวัตต์/ปี และคิดเป็นมูลค่า เงินที่ประหยัดได้ อยู่ที่ 98,941 บาท ต่อปี

4. ผลการวิจัย

การทดลองติดตั้ง โซลาร์เซลล์แบบ Stan Alone และทำการคำนวณผ่านโปรแกรม PV Watts Calculator สามารถผลิตพลังงานไฟฟ้าได้เฉลี่ยทั้งปีอยู่ที่ประมาณ 4.68 ชั่วโมง/วัน (kWh/m/day) และสามารถผลิตกระแสไฟฟ้าได้ 23,064 กิโลวัตต์/ปี และคิดเป็นมูลค่าเงินที่ประหยัดได้ อยู่ที่ 98,941 บาท ต่อปี จากการทดลองหาค่าความสว่างของสภาวะอากาศท้องฟ้าครึ้มมีเมฆมาก (Overcast) ช่วงเวลา 10.00น. และ 17.00 น.(มกราคม - ธันวาคม) พบว่าค่าเฉลี่ยของแสงธรรมชาติที่เกิดขึ้นในช่วงเวลา 10.00น.ของเดือน มกราคม-ธันวาคม สามารถรองรับแสงธรรมชาติได้สูงถึงประมาณ 1,000 LUX และในช่วงเวลา 17.00น. ของเดือนมกราคม-ธันวาคมสามารถรองรับแสงจากธรรมชาติได้อยู่ที่ประมาณ 300 LUX

ผลจากการจำลองการติดตั้งแผงโซลาร์ เซลล์ แล้วนั้นปรากฏผลลัพธ์ที่ได้คือ ความสามารถในการผลิตไฟฟ้าที่ได้ต่อเดือน ของโซลาร์ เซลล์ ที่ได้ทำการติดตั้งนั้นสามารถผลิตไฟฟ้าต่อเดือนเฉลี่ยอยู่ที่ระดับ 1,921.94 กิโลวัตต์/ชั่วโมง ในส่วนของค่าแสงแดดเฉลี่ยทั้งปีอยู่ที่ 4.68 กิโลวัตต์/ชั่วโมง/วันมูลค่าเงินที่ประหยัดได้เฉลี่ยต่อปีอยู่ที่ 7,610.87 บาท/เดือน

5. สรุป

จากการวิเคราะห์แบบจำลองพลังงานแสงอาทิตย์เพื่อส่องสว่างทำการจำลองผ่าน Velux Daylighting สามารถสรุปได้ดังนี้ ในช่วงเวลา 10.00 น. กรอบอาคารสามารถรองรับแสงสว่างจากภายนอกสู่ภายในบ้านพักอาศัยทั้งปีเฉลี่ยอยู่ที่ระดับ 1,289.23 LUX และในช่วงเวลา 17.00 น. สามารถรองรับแสงสว่างได้ทั้งปีเฉลี่ยอยู่ที่ระดับ 406.47 LUX ดังนั้นจากผลการวิจัยก็สามารถตอบสนองถึงความต้องการและความเหมาะสมในการรองรับแสงสว่างได้เป็นอย่างดี ทั้งนี้ถึงแม้ว่าเป็นในช่วงเวลาที่มีแสงสว่างจากธรรมชาติน้อยก็ตาม

6. การอ้างอิง

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การวิเคราะห์กลยุทธ์การตลาดออนไลน์ของธุรกิจนำเที่ยวที่มีนโยบายการส่งเสริมการท่องเที่ยว เชิงอนุรักษ์กรณีศึกษาธุรกิจนำเที่ยวในต่างจังหวัด

An analysis of online marketing strategies of inter-provincial tourism businesses with a policy to promote eco-tourism

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บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์ 1) เพื่อศึกษาข้อมูลเนื้อหาส่วนผสมการตลาดออนไลน์ของธุรกิจนำเที่ยวที่มีนโยบายการส่งเสริมการท่องเที่ยวเชิงอนุรักษ์ กรณีศึกษาธุรกิจนำเที่ยวในต่างจังหวัด โดยวิเคราะห์จากเนื้อหาที่ปรากฏบนเว็บไซต์ 2) เพื่อสำรวจข้อความเกี่ยวกับการท่องเที่ยวเชิงอนุรักษ์ ที่ปรากฏบนเว็บไซต์ของผู้ประกอบการ โดยผู้วิจัยใช้วิธีการเก็บรวบรวมข้อมูลผ่านทางเว็บไซต์ของสมาคมการท่องเที่ยวไทยเชิงอนุรักษ์และผจญภัย (สทอ.) กรณีศึกษาธุรกิจนำเที่ยวในต่างจังหวัด จำนวน 23 แห่ง ผลการวิจัยพบว่า ธุรกิจนำเที่ยวในต่างจังหวัดฯ ที่ได้มีการนำเสนอเนื้อหาส่วนผสมทางการตลาด (4Ps) และข้อความเกี่ยวกับการท่องเที่ยวเชิงอนุรักษ์ ที่ปรากฏบนเว็บไซต์ของผู้ประกอบการส่วนใหญ่ ดังนี้ (1) ด้านผลิตภัณฑ์พบว่าไม่แสดงบนเว็บไซต์ในด้านร้านของที่ระลึก จำนวน 21 แห่ง คิดเป็นร้อยละ 91.30 (2) ด้านราคาพบว่าไม่แสดงบนเว็บไซต์ในด้านสกุลเงินต่างประเทศ จำนวน 22 แห่ง คิดเป็นร้อยละ 95.65 (3) ด้านช่องทางการจัดจำหน่ายพบว่าไม่แสดงบนเว็บไซต์ในด้านกล่องข้อความบนเว็บไซต์ จำนวน 20 แห่ง คิดเป็นร้อยละ 86.96 (4) ด้านการส่งเสริมการตลาดพบว่าไม่แสดงบนเว็บไซต์ในด้านสมาชิกเพื่อรับสิทธิพิเศษและในด้านลูกค้าหรือองค์กร จำนวน 18 แห่ง คิดเป็นร้อยละ 78.26 ส่วนในด้านข้อความเกี่ยวกับการท่องเที่ยวเชิงอนุรักษ์พบว่าไม่แสดงบนเว็บไซต์ จำนวน 6 แห่ง คิดเป็นร้อยละ 26.09.

คำสำคัญ : กลยุทธ์การตลาด, การตลาดออนไลน์, ธุรกิจนำเที่ยวเชิงอนุรักษ์.

Abstract

The purpose of this research is: 1) to study the information of online marketing components of inter-provincial tourism businesses with a policy to promote eco-tourism by analyzing the content appearing on operators' websites, 2) to explore messages about ecotourism that appear on the websites. The researcher used the data collection method from a case study of 23 provincial tourism businesses on the website of the Thai Conservation and Adventure Tourism Association (SAO), which shows that most of them have 4P (product, price, place, promotion) marketing components and eco-tourism related texts on their websites. The 4Ps and ecotourism information displayed on operator websites are as follows: (1) The product aspect was not displayed on the websites of 21 local businesses, accounting for 91.30%, (2) The price was not displayed on 22 foreign currency websites, accounting for 95.65%, (3) The distribution channels were not displayed on 20 websites, accounting for 86.96%, (4) In the area of promotion, it was found that special privileges for customers or organizations were not shown on 18 websites, representing 78.26%. In terms of messages about eco-tourism, it was found that this was not displayed on 6 websites, representing 26.09%.

Keywords: Strategic marketing, Online marketing, Ecotourism business.

1. บทนำ

การท่องเที่ยวเชิงอนุรักษ์นั้น ถือเป็นเรื่องสำคัญ และมีประโยชน์ต่อชีวิตของผู้คนเป็นอย่างมาก เพราะเนื่องจากผู้คนที่ต้องการแสวงหาความผ่อนคลาย เพื่อฟื้นฟูร่างกายและจิตใจ ในปัจจุบันมีธุรกิจนำเที่ยวหลากหลายแห่งทั่วประเทศ ได้ส่งเสริมการท่องเที่ยวหลายประเภท เพื่อดึงดูดนักท่องเที่ยวที่สนใจมาใช้บริการไปยังสถานที่ต่าง ๆ ภายในประเทศ นอกจากนี้ประเทศไทยยังมีชื่อเสียงเกี่ยวกับอาหารที่น่ารับประทานเลิศรสหลากหลายรวมถึงวัฒนธรรมและประเพณีที่สวยงาม จึงทำให้นักท่องเที่ยวต่างพากันมาเยือน (รนิภา หงส์ไม้ และคณะ, 2564) เมื่อโรคโควิด 19 เบาลง ประเทศไทยได้เปิดรับนักท่องเที่ยวล่าสุดปี 2566 การท่องเที่ยวแห่งประเทศไทยได้เปิดเผยตัวเลขชาวต่างชาติที่เดินทางเข้ามา ตั้งแต่วันที่ 1 - 15 มกราคม อยู่ที่ 913,013 คน แบ่งเป็นรัสเซีย 99,593 คน มาเลเซีย 89,461 คน เกาหลีใต้ 76,057 คน อินเดีย 47,471 คน และลาว 41,863 คน ซึ่งชี้ให้เห็นว่าประเทศไทยนั้นเป็นจุดหมายปลายทางยอดนิยม และเป็นโอกาสพลิกฟื้น เพื่อนำรายได้เข้าสู่ประเทศ และกระจายรายได้ไปสู่วงกว้าง จึงถือเป็นช่วงเวลาที่เหมาะสมของอุตสาหกรรมการท่องเที่ยวที่ควรเร่งพัฒนากลยุทธ์การตลาดให้สอดคล้องกับนโยบายการท่องเที่ยวที่ใส่ใจสิ่งแวดล้อมและมีความรับผิดชอบต่อสรรพสิ่ง (การท่องเที่ยวแห่งประเทศไทย [ททท], 2566)

ในปัจจุบันมีธุรกิจเกี่ยวกับการท่องเที่ยวที่มีนโยบายส่งเสริมการท่องเที่ยวเชิงอนุรักษ์ เช่น ธุรกิจนำเที่ยว, ธุรกิจที่พัก, ธุรกิจร้านอาหาร, ธุรกิจยานพาหนะ และผู้เชี่ยวชาญด้านกิจกรรมการท่องเที่ยว ได้ทำการตลาดจากประสบการณ์ของพวกเขาให้กับนักเดินทางที่สนใจการท่องเที่ยวอย่างยั่งยืน โดยการใช้สื่อโซเชียลมีเดีย เช่น เฟซบุ๊ก, ยูทูบ, ไลน์ หรือการสื่อสารผ่านทางเว็บไซต์ของสมาคมการท่องเที่ยวไทยเชิงอนุรักษ์เพื่อใช้เป็นช่องทางการจัดจำหน่ายนำเสนอข้อมูลข่าวสารที่เป็นประโยชน์อย่างมีประสิทธิภาพให้กับผู้สนใจใช้บริการทั้งชาวไทยและชาวต่างประเทศ (สมาคมการท่องเที่ยวไทยเชิงอนุรักษ์และผอ.ภญ.ภย [สทอ], 2566) จึงเห็นได้ว่าการตลาดออนไลน์ในปัจจุบันนั้นจำเป็นต่อธุรกิจการท่องเที่ยวเชิงอนุรักษ์ที่มีบทบาทสำคัญต่อเศรษฐกิจ, สังคมและอุตสาหกรรมท่องเที่ยวของประเทศเป็นอย่างมากเนื่องจากผู้คนได้มีพฤติกรรมที่เปลี่ยนแปลงไปโดยการหันมาใช้สื่อโซเชียลมีเดียมากขึ้น จึงเป็นสาเหตุให้ผู้วิจัยสนใจที่จะศึกษาวิเคราะห์กลยุทธ์การตลาดออนไลน์ของธุรกิจนำเที่ยวเชิงอนุรักษ์ เพื่อเป็นประโยชน์ต่อผู้ประกอบการ ที่จะนำข้อมูลจากการวิจัยไปใช้ส่งเสริมพัฒนาการตลาดออนไลน์ของธุรกิจนำเที่ยว ให้มีประสิทธิภาพน่าเชื่อถือมากยิ่งขึ้น และเป็นประโยชน์ต่อผู้ใช้บริการ โดยเฉพาะการนำเสนอข้อมูลรายการที่เป็นองค์ประกอบสำคัญในด้านต่างๆ เช่น ผลิตภัณฑ์, ราคา, ช่องทางการจัดจำหน่าย, การส่งเสริมการตลาดและการนำเสนอข้อความที่เกี่ยวกับการท่องเที่ยวเชิงอนุรักษ์อย่างครบถ้วนสมบูรณ์ช่วยส่งผลให้ธุรกิจเกิดภาพลักษณ์ที่ดีในสายตาของลูกค้าที่มีใจรักการท่องเที่ยวอย่างยั่งยืนและง่ายต่อการตัดสินใจซื้อของผู้ใช้บริการ (วิศนันท อนุกรมย์ และ อภิรดี สราญรมย์, 2563)

1.1 วัตถุประสงค์การวิจัย

1.1.1. เพื่อศึกษาข้อมูลเนื้อหาส่วนประสมการตลาดออนไลน์ของธุรกิจนำเที่ยว ที่มีนโยบายส่งเสริมการท่องเที่ยวเชิงอนุรักษ์ กรณีศึกษาธุรกิจนำเที่ยวในต่างจังหวัด โดยวิเคราะห์จากเนื้อหาที่ปรากฏบนเว็บไซต์

1.1.2. เพื่อสำรวจข้อความเกี่ยวกับการท่องเที่ยวเชิงอนุรักษ์ ที่ปรากฏบนเว็บไซต์ของผู้ประกอบการ

1.2 ประโยชน์ที่คาดว่าจะได้รับ

ผลที่ได้จากการศึกษานี้ สามารถนำไปเป็นข้อมูล ช่วยให้ธุรกิจได้เพิ่มประสิทธิภาพของกลยุทธ์ทางการตลาดช่วยเป็นแนวทางในการนำข้อมูลมาพัฒนา และปรับปรุงการแสดงผลทางออนไลน์ เพื่อให้ข้อมูลแก่นักท่องเที่ยวหรือผู้ที่สนใจได้ติดตาม การสร้างแคมเปญการตลาดที่มีประสิทธิภาพน่าเชื่อถือสามารถช่วยให้ธุรกิจนำเที่ยวเชิงอนุรักษ์แข่งขันได้ และให้ผู้ประกอบการเข้าใจลูกค้าได้ดีเข้าถึงลูกค้าได้มากขึ้น

1.3 ขอบเขตการวิจัย

1.3.1 ขอบเขตด้านเนื้อหา

ในการวิจัยครั้งนี้ผู้วิจัยได้ทำการศึกษาวิเคราะห์กลยุทธ์การตลาดออนไลน์ของธุรกิจนำเที่ยวและได้สำรวจเนื้อหา ข้อความที่เกี่ยวกับการท่องเที่ยวเชิงอนุรักษ์ที่ปรากฏบนเว็บไซต์ผู้ประกอบการในต่างจังหวัดผ่านทางเว็บไซต์ของสมาคมการท่องเที่ยวไทยเชิงอนุรักษ์ทั้งหมด จำนวน 23 แห่ง

1.3.2 ขอบเขตด้านเวลา

ตั้งแต่เดือน กุมภาพันธ์ พ.ศ.2566

1.3.3 ขอบเขตด้านประชากรและกลุ่มตัวอย่าง

ในการวิจัยครั้งนี้ได้จากการสำรวจเนื้อหาและข้อความที่เกี่ยวกับการท่องเที่ยวเชิงอนุรักษ์ของธุรกิจนำเที่ยวในต่างจังหวัด

2. การทบทวนวรรณกรรม

2.1 การท่องเที่ยวเชิงอนุรักษ์

การท่องเที่ยวเชิงอนุรักษ์ หมายถึง การท่องเที่ยวที่เน้นเรื่องของการใส่ใจสิ่งแวดล้อม และธรรมชาติ รวมถึงการใช้ทรัพยากรต่างๆ ให้น้อยที่สุด ซึ่งเป็นการช่วยรักษาสภาพแวดล้อมให้มีความอุดมสมบูรณ์ สามารถมีชีวิตชีวา ซึ่งแตกต่างจากการท่องเที่ยวแบบเก่าที่เน้นความสะดวกสบายของนักท่องเที่ยวเป็นหลักจนลืมนึกถึงสภาพแวดล้อม เป็นการเดินทางไปยังแหล่งท่องเที่ยว ที่สามารถนำเสนอประสบการณ์ที่หลากหลายช่วยให้นักท่องเที่ยวเข้าชมและได้สัมผัสกับสภาพแวดล้อม ท้องถิ่นได้อย่างลึกซึ้งรวมถึงทัวร์พร้อมไกด์ และกิจกรรมกลางแจ้ง อาทิ การเดินป่า การดูสัตว์ป่า การปีนหน้าผา ล่องแก่ง ดำน้ำดูปะการัง การปั่นจักรยานท่องเที่ยว การทำอาหารท้องถิ่น หรือโอกาสในการเป็นอาสาสมัครที่สนับสนุนโครงการอนุรักษ์ หรือการพัฒนาชุมชนและยังให้โอกาสทางการศึกษาแก่ผู้มาเยือนเพื่อเรียนรู้เกี่ยวกับวัฒนธรรม และประวัติศาสตร์ของพื้นที่ (วรัชชา ชื่อตรง, 2556)

2.2 แนวคิดส่วนผสมการตลาด

อัครวิน แสงพิกุล (2566) ได้ให้ความหมายตลาดต่อผู้ประกอบการไว้ว่า ผู้ประกอบการจำเป็นต้องใช้ความรู้การตลาดในการโฆษณาประชาสัมพันธ์ และการสร้างการรับรู้ โดยผสมผสานการใช้สื่อต่าง ๆ ในการทำให้ลูกค้ารู้จัก และดึงดูดให้ลูกค้ามาใช้บริการ สิ่งเหล่านี้คือความจำเป็นที่นักธุรกิจจำเป็นต้องมีความรู้การตลาด เพื่อการดำเนินธุรกิจ และเพิ่มโอกาสในการแข่งขันให้แก่ธุรกิจ โดยสามารถนำเครื่องมือทางการตลาด 4Ps ที่ผู้ประกอบการใช้ในการดำเนินธุรกิจ เพื่อใช้ตอบสนองความต้องการของลูกค้า ซึ่งประกอบด้วย 1.ผลิตภัณฑ์ (Product) หมายถึง สินค้าหรือบริการที่ผู้ประกอบการนำเสนอขาย ให้แก่ลูกค้า เพื่อตอบสนองความต้องการและความพึงพอใจ 2. ราคา (Price) หมายถึง จำนวนเงินที่ลูกค้าต้องจ่ายเพื่อแลกเปลี่ยนกับสินค้าหรือบริการ 3.ช่องทางการจัดจำหน่าย (Place) หมายถึง กระบวนการหรือวิธีการในการเคลื่อนย้าย และจัดจำหน่าย

สินค้าหรือบริการ จากผู้ผลิตไปสู่ลูกค้าเป้าหมายได้อย่างสะดวกรวดเร็ว และมีประสิทธิภาพ 4.การส่งเสริมการตลาด (Promotion) หมายถึง วิธีการหรือกิจกรรมต่าง ๆ ที่กระตุ้น หรือชักจูงใจให้ ลูกค้าเป้าหมายเกิดความสนใจ และมีความต้องการในตัวสินค้าหรือบริการ

ในปัจจุบันการตลาดออนไลน์ มีความสำคัญอย่างยิ่งในโลกธุรกิจนำเที่ยวเชิงอนุรักษ์ ด้วยเหตุผล 3 ประการดังนี้ ประการแรก อินเทอร์เน็ต เป็นเครื่องมือสำคัญ สำหรับนักท่องเที่ยวที่ต้องการข้อมูลเกี่ยวกับจุดหมายปลายทาง เช่น ที่พักแรม และกิจกรรมต่าง ๆ ประการที่สอง การตลาดออนไลน์ช่วยให้ธุรกิจสามารถกำหนดเป้าหมายผู้ชมเฉพาะ และติดตามการมีส่วนร่วม และปรับกลยุทธ์เพื่อเพิ่มประสิทธิภาพการเข้าถึง ประการที่สาม การตลาดออนไลน์มักจะคุ้มค่าง่าวิธีการตลาดแบบดั้งเดิม เช่น โฆษณาสีพิมพ์ หรือทางโทรทัศน์ซึ่งอาจมีราคาแพง และมีการเข้าถึงที่จำกัด ซึ่งช่วยให้ธุรกิจที่มีงบประมาณด้านการตลาดจำกัด และยังช่วยสามารถแข่งขันกับแบรนด์ขนาดใหญ่ในสนามแข่งขันที่มีระดับมากขึ้น การตลาดออนไลน์จึงถือเป็นช่องทางที่มีความสำคัญต่อธุรกิจนำเที่ยวเชิงอนุรักษ์ นักวิจัยจำเป็นต้องศึกษา และวิเคราะห์ส่วนผสมทางการตลาดออนไลน์ เพื่อทำความเข้าใจให้ดียิ่งขึ้น ว่าอะไรได้ผล และอะไรไม่ได้ผลในอุตสาหกรรมเฉพาะนี้ (วิศนันท์ อุปรมย์ และ อภิรดี สราญรมย์, 2563)

3. ระเบียบการวิจัย

3.1 เครื่องมือที่ใช้ในการวิจัย

ส่วนที่ 1 แบบสำรวจเนื้อหาส่วนประสมทางการตลาด(4Ps) ของธุรกิจนำเที่ยวที่ปรากฏบนเว็บไซต์ของสมาคมการท่องเที่ยวไทยเชิงอนุรักษ์ ในต่างจังหวัด โดยจำแนกออกเป็น 4 ด้าน ดังนี้ 1) ด้านผลิตภัณฑ์ 2) ด้านราคา 3) ด้านช่องทางจัดจำหน่าย 4) ด้านการส่งเสริมการตลาด

ส่วนที่ 2 แบบสำรวจข้อความเกี่ยวกับการท่องเที่ยวเชิงอนุรักษ์ที่ปรากฏบนเว็บไซต์ของผู้ประกอบการ

3.2 การเก็บรวบรวมข้อมูล

การวิจัยครั้งนี้ผู้วิจัยได้ใช้วิธีการสำรวจวิเคราะห์จากเนื้อหาที่ปรากฏบนเว็บไซต์ของสมาคมการท่องเที่ยวไทยเชิงอนุรักษ์ โดยมีขั้นตอนดังนี้

1. สืบค้นหาสมาคมการท่องเที่ยวเชิงอนุรักษ์ ผ่านทาง Google Chrome
2. ผู้วิจัยเข้าไปสำรวจเว็บไซต์สมาคมการท่องเที่ยวไทยเชิงอนุรักษ์เพื่อค้นหาธุรกิจนำเที่ยว ในต่างจังหวัด พบว่ามีจำนวน 23 แห่ง เพื่อรวบรวมข้อมูลเกี่ยวกับส่วนผสมการตลาดออนไลน์ของธุรกิจนำเที่ยว ที่ปรากฏบนเว็บไซต์
3. ผู้วิจัยเข้าไปสำรวจรวบรวมเนื้อหาข้อความเกี่ยวกับการท่องเที่ยวเชิงอนุรักษ์ ที่ปรากฏบนเว็บไซต์ของผู้ประกอบการของธุรกิจนำเที่ยวในต่างจังหวัดทั้งหมด

3.3 การวิเคราะห์ข้อมูล

ในการวิจัยครั้งนี้ได้ดำเนินการวิเคราะห์เนื้อหา เพื่อใช้กำหนดขอบเขต และวิเคราะห์ข้อมูล โดยวิธีรวบรวมข้อมูลของธุรกิจนำเที่ยวที่ปรากฏบนเว็บไซต์ของสมาคมการท่องเที่ยวไทยเชิงอนุรักษ์ในต่างจังหวัด และลำดับข้อมูลที่ได้จากการสำรวจให้เป็นไปตามวัตถุประสงค์ที่ได้นำเสนอไว้ข้างต้น แล้วจึงรายงานผลดังกล่าวในรูปแบบร้อยละ

4. ผลการวิจัย

ส่วนที่ 1 วิเคราะห์ข้อมูลส่วนประสมทางการตลาดของธุรกิจนำเที่ยว ที่ปรากฏบนเว็บไซต์ของสมาคมการท่องเที่ยวไทยเชิงอนุรักษ์ ในต่างจังหวัด

จากการเก็บรวบรวมข้อมูลส่วนประสมทางการตลาด (Marketing Mix) ของธุรกิจนำเที่ยว ที่ปรากฏบนเว็บไซต์ของสมาคมการท่องเที่ยวไทยเชิงอนุรักษ์ ในต่างจังหวัด โดยจำแนกส่วนผสมการตลาดออกเป็น 4 ด้าน ดังนี้ 1) ด้านผลิตภัณฑ์ (Product) 2) ด้านราคา (Price) 3) ด้านช่องทางจัดจำหน่าย (Place) 4) ด้านการส่งเสริมการตลาด (Promotion) และได้รวบรวมข้อความเกี่ยวกับการท่องเที่ยวเชิงอนุรักษ์ เพื่อแสดงผลการวิเคราะห์ในรูปแบบตารางและบรรยายผลเป็นคำร้อยละ ดังนี้

ตารางที่ 1 แสดงผลการวิเคราะห์ข้อมูลรายการด้านผลิตภัณฑ์ของธุรกิจนำเที่ยวในต่างจังหวัดที่ปรากฏบนเว็บไซต์

รายการด้านผลิตภัณฑ์ (Product)	แสดงในเว็บไซต์ (ร้อยละ)	ไม่แสดงในเว็บไซต์ (ร้อยละ)	รวม (ร้อยละ)
ด้านรูปภาพประกอบ			
1.โลโก้องค์กร	23 แห่ง (100)	0 แห่ง (0.0)	23 แห่ง (100)
2.สถานที่ตั้งองค์กร	9 แห่ง (39.13)	14 แห่ง (60.87)	23 แห่ง (100)
3.ภาพแหล่งท่องเที่ยวและกิจกรรมต่างๆ	19 แห่ง (82.61)	4 แห่ง (17.39)	23 แห่ง (100)
4.ภาพนักท่องเที่ยว	19 แห่ง (82.61)	4 แห่ง (17.39)	23 แห่ง (100)
5.ภาพแสดงแพ็คเกจทัวร์	12 แห่ง (52.17)	11 แห่ง (47.83)	23 แห่ง (100)
6.ที่พักแรม	13 แห่ง (56.52)	10 แห่ง (43.48)	23 แห่ง (100)
7.ภาพอาหารหรือกำลังรับประทานอาหาร	15 แห่ง (65.22)	8 แห่ง (34.78)	23 แห่ง (100)
8.ร้านของที่ระลึก	2 แห่ง (8.70)	21 แห่ง (91.30)	23 แห่ง (100)
9.การขนส่ง	13 แห่ง (56.52)	10 แห่ง (43.48)	23 แห่ง (100)
10.มัคคุเทศก์	11 แห่ง (47.83)	12 แห่ง (52.17)	23 แห่ง (100)
11.รางวัลและใบรับรองมาตรฐาน	11 แห่ง (47.83)	12 แห่ง (52.17)	23 แห่ง (100)
ด้านวิดีโอแนะนำ			
12.แหล่งท่องเที่ยว	14 แห่ง (60.87)	9 แห่ง (39.13)	23 แห่ง (100)
13.การทำกิจกรรมกับนักท่องเที่ยว	14 แห่ง (60.87)	9 แห่ง (39.13)	23 แห่ง (100)

จากตารางที่ 1 พบว่า ผู้ประกอบการธุรกิจนำเที่ยวในต่างจังหวัดฯ ทั้งหมด 23 แห่งได้แสดงรายการด้านผลิตภัณฑ์ที่ปรากฏบนเว็บไซต์ ดังนี้ (1) ด้านรูปภาพประกอบที่แสดงข้อมูลโลโก้องค์กร ส่วนใหญ่พบว่าแสดงข้อมูล จำนวน 23 แห่ง คิดเป็นร้อยละ 100 (2) ด้านรูปภาพประกอบที่แสดงข้อมูลสถานที่ตั้งองค์กร ส่วนใหญ่พบว่าไม่แสดงข้อมูล จำนวน 14 แห่ง คิดเป็นร้อยละ 60.87 (3) ด้านรูปภาพประกอบที่แสดงข้อมูลภาพแหล่งท่องเที่ยวและกิจกรรมต่างๆ ส่วนใหญ่พบว่าแสดงข้อมูล จำนวน 19 แห่ง คิดเป็นร้อยละ 82.61 (4) ด้านรูปภาพประกอบที่แสดงข้อมูลภาพนักท่องเที่ยว ส่วนใหญ่พบว่าแสดงข้อมูล จำนวน 19 แห่ง คิดเป็นร้อยละ 82.61 (5) ด้านรูปภาพประกอบที่แสดงข้อมูลภาพแสดงแพ็คเกจทัวร์ ส่วนใหญ่พบว่าแสดงข้อมูล จำนวน 12 แห่ง คิดเป็นร้อยละ 52.17 (6) ด้านรูปภาพประกอบที่แสดงข้อมูลที่ที่พักแรม ส่วนใหญ่พบว่าแสดงข้อมูล จำนวน 13 แห่ง คิดเป็นร้อยละ 56.52 (7) ด้านรูปภาพประกอบที่แสดงข้อมูลภาพอาหาร หรือ กำลังรับประทานอาหาร ส่วนใหญ่พบว่าแสดงข้อมูล จำนวน 15 แห่ง คิดเป็นร้อยละ 65.22 (8) ด้านรูปภาพประกอบที่แสดงข้อมูลร้านของที่ระลึก ส่วน

ใหญ่พบว่าไม่แสดงข้อมูล จำนวน 21 แห่ง คิดเป็นร้อยละ 91.30 (9) ด้านรูปภาพประกอบที่แสดงข้อมูลการขนส่ง ส่วนใหญ่พบว่าแสดงข้อมูล จำนวน 13 แห่ง คิดเป็นร้อยละ 56.52 (10) ด้านรูปภาพประกอบที่แสดงข้อมูลมัคคุเทศก์ ส่วนใหญ่พบว่าไม่แสดงข้อมูล จำนวน 12 แห่ง คิดเป็นร้อยละ 52.17 (11) ด้านรูปภาพประกอบที่แสดงข้อมูลรางวัลและใบรับรองมาตรฐาน ส่วนใหญ่พบว่าไม่แสดงข้อมูล จำนวน 12 แห่ง คิดเป็นร้อยละ 52.17 (12) ด้านวิดีโอแนะนำที่แสดงข้อมูลแหล่งท่องเที่ยว ส่วนใหญ่พบว่าแสดงข้อมูล จำนวน 14 แห่ง คิดเป็นร้อยละ 60.87 (13) ด้านวิดีโอแนะนำที่แสดงข้อมูลการทำกิจกรรมกับนักท่องเที่ยว ส่วนใหญ่พบว่าแสดงข้อมูล จำนวน 14 แห่ง คิดเป็นร้อยละ 60.87

ตารางที่ 2 แสดงผลการวิเคราะห์ข้อมูลรายการด้านราคาของธุรกิจนำเที่ยวในต่างจังหวัดที่ปรากฏบนเว็บไซต์

รายการด้านราคา (Price)	แสดงในเว็บไซต์ (ร้อยละ)	ไม่แสดงในเว็บไซต์ (ร้อยละ)	รวม (ร้อยละ)
1.ราคาแพ็คเกจหรือโปรโมชั่น	14 แห่ง (60.87)	9 แห่ง (39.13)	23 แห่ง (100)
2.ราคากิจกรรมเสริมอื่นๆ	6 แห่ง (26.09)	17 แห่ง (73.91)	23 แห่ง (100)
3.สกุลเงินต่างประเทศ	1 แห่ง (4.35)	22 แห่ง (95.65)	23 แห่ง (100)

จากตารางที่ 2 พบว่า ผู้ประกอบการธุรกิจนำเที่ยวในต่างจังหวัดฯ ทั้งหมด 23 แห่ง ได้แสดงข้อมูลรายการด้านราคาปรากฏบนเว็บไซต์ ดังนี้ (1) การแสดงข้อมูลราคาแพ็คเกจหรือโปรโมชั่น ส่วนใหญ่พบว่าแสดงข้อมูล จำนวน 14 แห่ง คิดเป็นร้อยละ 60.87 (2) การแสดงข้อมูลราคากิจกรรมเสริมอื่นๆ ส่วนใหญ่พบว่าไม่แสดงข้อมูล จำนวน 17 แห่ง คิดเป็นร้อยละ 73.91 (3) การแสดงข้อมูลสกุลเงินต่างประเทศ ส่วนใหญ่พบว่าไม่แสดงข้อมูล จำนวน 22 แห่ง คิดเป็นร้อยละ 95.65

ตารางที่ 3 แสดงผลการวิเคราะห์ข้อมูลรายการด้านช่องทางการจัดจำหน่ายของธุรกิจนำเที่ยวในต่างจังหวัดที่ปรากฏบนเว็บไซต์

รายการด้านช่องทางการจัดจำหน่าย (Place)	แสดงในเว็บไซต์ (ร้อยละ)	ไม่แสดงในเว็บไซต์ (ร้อยละ)	รวม (ร้อยละ)
1.สถานที่ตั้ง	23 แห่ง (100)	0 แห่ง (0.0)	23 แห่ง (100)
2.แผนที่	8 แห่ง (34.78)	15 แห่ง (65.22)	23 แห่ง (100)
3.เว็บไซต์	15 แห่ง (65.22)	8 แห่ง (34.78)	23 แห่ง (100)
4.อีเมล	23 แห่ง (100)	0 แห่ง (0.0)	23 แห่ง (100)
5.เบอร์โทร	23 แห่ง (100)	0 แห่ง (0.0)	23 แห่ง (100)
6.แฟกซ์	6 แห่ง (26.09)	17 แห่ง (73.91)	23 แห่ง (100)
7.Social Media	21 แห่ง (91.30)	2 แห่ง (8.70)	23 แห่ง (100)
8.กล่องข้อความบนเว็บไซต์	3 แห่ง (13.04)	20 แห่ง (86.96)	23 แห่ง (100)

จากตารางที่ 3 พบว่า ผู้ประกอบการธุรกิจนำเที่ยวในต่างจังหวัดฯ ทั้งหมด 23 แห่ง ได้แสดงข้อมูลรายการด้านช่องทางการจัดจำหน่ายที่ปรากฏบนเว็บไซต์ ดังนี้ (1) การแสดงข้อมูลสถานที่ตั้ง ส่วนใหญ่พบว่าแสดงข้อมูล จำนวน 23 แห่ง คิดเป็นร้อยละ 100 (2) การแสดงข้อมูลแผนที่ ส่วนใหญ่พบว่าไม่แสดงข้อมูล จำนวน 15 แห่ง คิดเป็นร้อยละ 65.22 (3) การแสดงข้อมูลเว็บไซต์ ส่วนใหญ่พบว่าแสดงข้อมูล จำนวน 15 แห่ง คิดเป็นร้อยละ 65.22 (4) การแสดงข้อมูลอีเมล ส่วนใหญ่พบว่าแสดงข้อมูล จำนวน 23 แห่ง คิดเป็นร้อยละ 100 (5) การแสดงข้อมูลเบอร์โทร ส่วนใหญ่พบว่าแสดงข้อมูล จำนวน 23 แห่ง

คิดเป็นร้อยละ 100 (6) การแสดงข้อมูลแฟกซ์ ส่วนใหญ่พบว่าไม่แสดงข้อมูล จำนวน 17 แห่ง คิดเป็นร้อยละ 73.91 (7) การแสดงข้อมูล Social Media ส่วนใหญ่พบว่าแสดงข้อมูล จำนวน 21 แห่งคิดเป็นร้อยละ 91.30 (8) การแสดงข้อมูลกล่องข้อความบนเว็บไซต์ ส่วนใหญ่พบว่าไม่แสดงข้อมูล จำนวน 20 แห่ง คิดเป็นร้อยละ 86.96

ตารางที่ 4 แสดงผลการวิเคราะห์ข้อมูลรายการด้านการส่งเสริมการตลาดของธุรกิจนำเที่ยวในต่างจังหวัดที่ปรากฏบนเว็บไซต์

รายการด้านการส่งเสริมการตลาด (Promotion)	แสดงในเว็บไซต์ (ร้อยละ)	ไม่แสดงในเว็บไซต์ (ร้อยละ)	รวม (ร้อยละ)
1.แพ็คเกจทัวร์หรือโปรโมชั่น	17 แห่ง (73.91)	6 แห่ง (26.09)	23 แห่ง (100)
2.สมาชิกเพื่อรับสิทธิพิเศษ	5 แห่ง (21.74)	18 แห่ง (78.26)	23 แห่ง (100)
3.ลูกค้าหรือองค์กร	18 แห่ง (78.26)	5 แห่ง (21.74)	23 แห่ง (100)
4.ตัวเครื่องบินโปรโมชั่น	5 แห่ง (21.74)	18 แห่ง (78.26)	23 แห่ง (100)
5.บริการอื่นๆ: รถให้เช่า, ประกัน,การเดินทาง, รับทำวีซ่า	9 แห่ง (39.13)	14 แห่ง (60.87)	23 แห่ง (100)
6.ข้อมูลท่องเที่ยว	20 แห่ง (86.96)	3 แห่ง (13.04)	23 แห่ง (100)

จากตารางที่ 4 พบว่า ผู้ประกอบการธุรกิจนำเที่ยวในต่างจังหวัดฯ ทั้งหมด 23 แห่ง ได้แสดงข้อมูลรายการด้านการส่งเสริมการตลาดที่ปรากฏบนเว็บไซต์ ดังนี้ (1) การแสดงข้อมูลแพ็คเกจทัวร์หรือโปรโมชั่น ส่วนใหญ่พบว่าแสดงข้อมูล จำนวน 17 แห่ง คิดเป็นร้อยละ 73.91 (2) การแสดงข้อมูลสมาชิกเพื่อรับสิทธิพิเศษ ส่วนใหญ่พบว่าไม่แสดงข้อมูล จำนวน 18 แห่ง คิดเป็นร้อยละ 78.26 (3) การแสดงข้อมูลลูกค้าหรือองค์กร ส่วนใหญ่พบว่าแสดงข้อมูล จำนวน 18 แห่ง คิดเป็นร้อยละ 78.26 (4) การแสดงข้อมูลตัวเครื่องบินโปรโมชั่น ส่วนใหญ่พบว่าไม่แสดงข้อมูล จำนวน 18 แห่ง คิดเป็นร้อยละ 78.26 (5) การแสดงข้อมูลบริการอื่นๆ : รถให้เช่า, ประกันการเดินทาง, รับทำวีซ่า ส่วนใหญ่พบว่าไม่แสดงข้อมูล จำนวน 14 แห่ง คิดเป็นร้อยละ 60.87 (6) การแสดงข้อมูลท่องเที่ยว ส่วนใหญ่พบว่าแสดงข้อมูลจำนวน 20 แห่ง คิดเป็นร้อยละ 86.96

ส่วนที่ 2 แบบสำรวจข้อความเกี่ยวกับการท่องเที่ยวเชิงอนุรักษ์ ที่ปรากฏบนเว็บไซต์ของผู้ประกอบการธุรกิจนำเที่ยวในต่างจังหวัด

ตารางที่ 5 แสดงผลการวิเคราะห์ข้อมูลข้อความที่เกี่ยวกับการท่องเที่ยวเชิงอนุรักษ์ของธุรกิจนำเที่ยวในต่างจังหวัดที่ปรากฏบนเว็บไซต์

ข้อความเกี่ยวกับการท่องเที่ยวเชิงอนุรักษ์	
แสดงในเว็บไซต์ (ร้อยละ)	17 แห่ง (73.91)
ไม่แสดงในเว็บไซต์ (ร้อยละ)	6 แห่ง (26.09)
รวม (ร้อยละ)	23 แห่ง (100)

จากตารางที่ 5 พบว่า ผู้ประกอบการธุรกิจนำเที่ยวในต่างจังหวัดฯ ทั้งหมด 23 แห่ง ได้แสดงข้อความเกี่ยวกับการท่องเที่ยวเชิงอนุรักษ์ที่ปรากฏบนเว็บไซต์ ส่วนใหญ่พบว่าแสดงข้อมูล จำนวน 17 แห่ง คิดเป็นร้อยละ 73.91 โดยมีข้อความเกี่ยวกับการท่องเที่ยวเชิงอนุรักษ์ ดังนี้ ในภาคเหนือมีธุรกิจนำเที่ยวจำนวน 2 แห่ง พบว่ามีข้อความเกี่ยวกับการท่องเที่ยวเชิงอนุรักษ์ที่ปรากฏบนเว็บไซต์ของผู้ประกอบการ ในแห่งที่ 1 คือ “การท่องเที่ยวสำหรับนักเรียน เพื่อเรียนรู้แบบดั้งเดิมที่มอบประสบการณ์การตรงในประเพณีท้องถิ่นตั้งแต่การปลูกข้าวไปจนถึงการรักษาต้นไม้” และในแห่งที่ 2 คือ “การท่องเที่ยวชมวัฒนธรรมโดยการปั่นจักรยาน” ต่อมาในภาคตะวันออกเฉียงเหนือมีธุรกิจนำเที่ยวจำนวน 3 แห่ง พบว่ามีข้อความเกี่ยวกับการท่องเที่ยวเชิงอนุรักษ์ที่ปรากฏบนเว็บไซต์ของผู้ประกอบการ ในแห่งที่ 1 คือ “การท่องเที่ยวปั่นเขาหินช้างเอี่ยมชมวัดป่า” แห่งที่ 2 คือ “การท่องเที่ยวเดินป่าท่องเที่ยวชมชนมวิวแม่น้ำโขง” และในแห่งที่ 3 คือ “การท่องเที่ยวมิติใหม่ ผสมผสานรสชาติไทย ร่วมกับทีม Rising Star Chef พร้อมนำเสนอเมนูอาหารและกิจกรรมการท่องเที่ยวเชิงสร้างสรรค์ จากวัตถุดิบออร์แกนิกที่สด สะอาด ปลอดภัย ดีต่อใจ ดีต่อใจ และดีต่อโลก” ต่อมาในภาคกลางมีธุรกิจนำเที่ยวจำนวน 2 แห่ง พบว่ามีข้อความเกี่ยวกับการท่องเที่ยวเชิงอนุรักษ์ที่ปรากฏบนเว็บไซต์ของผู้ประกอบการ ในแห่งที่ 1 คือ “การท่องเที่ยวผจญภัยเชิงนิเวศน์ การล่องแก่งเรือยางในแม่น้ำนครนายกที่ถือว่าเป็นปฐมบทของการเรียนรู้เรื่องราวกระแสธรรมชาติและชีวิตที่รอบตัวเรา” และในแห่งที่ 2 คือ “การท่องเที่ยวเกาะทะเล ดำน้ำดูปะการัง เกาะทะเล เกาะสิงห์ เกาะสังข์” ต่อมาในภาคตะวันออกมีธุรกิจนำเที่ยวจำนวน 1 แห่ง พบว่ามีข้อความเกี่ยวกับการท่องเที่ยวเชิงอนุรักษ์ที่ปรากฏบนเว็บไซต์ของผู้ประกอบการ ในแห่งที่ 1 คือ “การท่องเที่ยวชมปางช้างขนาดเล็กเพลิดเพลินไปกับการขี่ช้างและระบำลูกช้างแล้วล่องแพไปตามแม่น้ำแควน้อยที่ขนานข้างด้วยความเขียวชอุ่มผ่านความมหัศจรรย์ทางธรรมชาติอันน่าประทับใจ ค้างคาวริมแม่น้ำ” ต่อมาในภาคตะวันตกมีธุรกิจนำเที่ยวจำนวน 3 แห่ง พบว่ามีข้อความเกี่ยวกับการท่องเที่ยวเชิงอนุรักษ์ที่ปรากฏบนเว็บไซต์ของผู้ประกอบการ ในแห่งที่ 1 คือ “การท่องเที่ยวเดินป่าในป่าอนุรักษ์ซึ่งเป็นถิ่นที่อยู่ของสัตว์เอเชีย” แห่งที่ 2 คือ “การท่องเที่ยวเชิงอนุรักษ์เกาะทะเล หัวใจของการท่องเที่ยวเชิงอนุรักษ์ คือ ลดผลกระทบต่อสิ่งแวดล้อมให้เหลือน้อยที่สุด และสร้างเสริมสิ่งที่มีให้ยั่งยืนตลอดไป” และในแห่งที่ 3 คือ “การท่องเที่ยวสำหรับคนรักกิจกรรมกลางแจ้ง เดินป่า, แค้มป์ปิ้ง, วิ่ง, ปั่น, พาย เราจัดทริปให้ได้ one day trip , 1 คืน 2 วัน, 2 คืน 3 วัน” ต่อมาในภาคใต้มีธุรกิจนำเที่ยวจำนวน 6 แห่ง พบว่ามีข้อความเกี่ยวกับการท่องเที่ยวเชิงอนุรักษ์ที่ปรากฏบนเว็บไซต์ของผู้ประกอบการ ในแห่งที่ 1 คือ “การท่องเที่ยวในประเทศไทยกับหนึ่งในทัวร์เชิงอนุรักษ์ที่แท้จริงของเรา สัมผัสประสบการณ์ทางวัฒนธรรมของหมู่บ้านและการผจญภัยบนเกาะที่แปลกใหม่ กำไร 50% ของเรากลับไปให้ทุนสนับสนุนโครงการชุมชนท้องถิ่นโดยตรง” แห่งที่ 2 คือ “การท่องเที่ยวแบบ paggage tour และ one day trip แบบปลอดคาร์บอน (Zero Carbon) หัวใจของธุรกิจของเราคือการท่องเที่ยวอย่างยั่งยืน” แห่งที่ 3 คือ “การท่องเที่ยวที่เป็นกลางทางคาร์บอนคือกุญแจสำคัญของเรา Bio-Circular-Green หรือ BCG Economy ที่นำการท่องเที่ยวไทยไปในทิศทางที่ยั่งยืนและมีความรับผิดชอบต่อมากขึ้น “ปรับ ลด ชดเชย” เป็นส่วนหนึ่งของการท่องเที่ยวแห่งประเทศไทยที่เราปฏิบัติตามเสมอมา” แห่งที่ 4 คือ “การท่องเที่ยวพายเรือเพื่อไปชมป่าโกงกางที่สวยงามและสมบูรณ์ ระหว่างทางจะพายเรือผ่านถ้ำจระเข้, ผ่านภูเขาหินปูนน้อยใหญ่ และลากูนหรือทะเลในของอ่าวท่าเลน คุณจะพบกับธรรมชาติที่สวยงามและอุดมสมบูรณ์จนคุณต้องประหลาดใจอีกครั้ง คุณอาจได้พบกับนกนานาชนิด ลิงแสนซน และสัตว์อื่น ๆ ที่อาศัยอยู่ที่นี้อีกมากมาย อีกทั้งยังได้พบกับสุสานของชาวเลที่เคยอาศัยอยู่ที่นี้มานานหลายปี หลังจากนั้นก็พายเรือ กลับท่าเรือ” แห่งที่ 5 คือ “การท่องเที่ยวเมืองคอนตระลอนธรรมชาติสำหรับนักท่องเที่ยวที่อยากล่องเที่ยวแบบใส่ใจ ใคร ๆ ก็เที่ยวแบบกรีนได้ง่าย ๆ” และในแห่งที่ 6 คือ “การท่องเที่ยว Aonang แพ็คเก็จนักเดินทางสีเขียว 3 วัน 2 คืน”

5.สรุปและอภิปรายผล

งานวิจัยครั้งนี้ได้นำเสนอผลการวิจัยตามข้อเท็จจริง ที่สำรวจข้อมูลจากเว็บไซต์ของผู้ประกอบการในเรื่องการตลาดออนไลน์ทางอินเทอร์เน็ต ผลการวิจัยทำให้ทราบถึงข้อเท็จจริง เกี่ยวกับจุดดี และจุดด้อย ของการตลาดออนไลน์ของผู้ประกอบการธุรกิจนำเที่ยวในกลุ่มนี้ ซึ่งควรมีการพัฒนา และปรับปรุงต่อไป ทั้งนี้ ที่ผ่านมา งานวิจัยที่เกี่ยวข้องในเรื่องดังกล่าวอาจมีอยู่น้อยมากและอาจจำเป็นต้องมีการศึกษาวิจัยเพิ่มมากขึ้น เพื่อขยายองค์ความรู้ในเรื่องนี้

ข้อเสนอแนะ

1.จากผลการวิจัยพบว่า ด้านผลิตภัณฑ์ไม่แสดงข้อมูลบนเว็บไซต์ ในด้านร้านของที่ระลึก ซึ่งเป็นองค์ประกอบสำคัญที่ทำให้นักท่องเที่ยวเกิดความประทับใจ และสามารถสร้างรายได้ให้กับธุรกิจ และแหล่งท่องเที่ยวที่มีอยู่ในชุมชน สิ่งเหล่านี้ จะสามารถสร้างมูลค่าเพิ่มให้กับชุมชนได้มากขึ้น และสร้างจิตสำนึกให้ชุมชนรักบ้านเกิดได้ด้วย ผู้วิจัยจึงอยากเสนอแนะให้ทางผู้ประกอบการได้มีการส่งเสริมพัฒนา และนำเสนอในส่วนนี้

2.จากการศึกษาข้อมูลส่วนผสมทางการตลาดออนไลน์ของธุรกิจนำเที่ยว ที่ปรากฏบนเว็บไซต์ของสมาคมการท่องเที่ยวไทยเชิงอนุรักษ์ในต่างจังหวัดทั้งหมด พบว่า มีบางเว็บไซต์ของผู้ประกอบการธุรกิจนำเที่ยว ไม่มีการนำเสนอข้อมูลเนื้อหาด้านราคาของแพ็คเกจทัวร์ซึ่งเป็นองค์ประกอบที่สำคัญที่ผู้วิจัยอยากเสนอแนะให้ทางสมาคมการท่องเที่ยวไทยเชิงอนุรักษ์ ได้มีการส่งเสริมชี้แนะกับผู้ประกอบการได้นำเสนอราคาจำหน่ายอย่างชัดเจน เพื่อให้ผู้ประสงค์ ที่จะใช้บริการทราบถึงราคามาตรฐาน และเพื่ออำนวยความสะดวกของผู้ใช้บริการ

3.จากการรวบรวมข้อความเกี่ยวกับการท่องเที่ยวเชิงอนุรักษ์ที่ปรากฏบนเว็บไซต์ของธุรกิจนำเที่ยวในต่างจังหวัด พบว่า ในบางแห่งนั้นยังไม่มีการนำเสนอข้อมูลเชิงอนุรักษ์ ซึ่งเป็นองค์ประกอบที่สำคัญ ที่ผู้วิจัยอยากเสนอแนะให้กับผู้ประกอบการได้แสดงข้อมูลเชิงอนุรักษ์อย่างชัดเจน ช่วยส่งเสริมภาพลักษณ์ที่ดีต่อผู้ประกอบการ และผู้ให้บริการที่มีใจรักการท่องเที่ยวอย่างยั่งยืน และง่ายต่อการตัดสินใจของผู้ใช้บริการ

4.จากการศึกษาวิจัย พบว่า ธุรกิจนำเที่ยวที่ปรากฏบนเว็บไซต์ของสมาคมการท่องเที่ยวไทยเชิงอนุรักษ์ในต่างจังหวัด ที่เป็นแหล่งที่ผู้คนที่ต้องการหาข้อมูลที่มีความน่าเชื่อถือ พบว่า ในบางแห่งนั้น ไม่มีข้อมูลแสดงมากพอ ที่จะสร้างการรับรู้ ที่เป็นประโยชน์กับผู้ให้บริการ ผู้วิจัยจึงอยากเสนอแนะให้ทางสมาคม ได้มีการแนะนำส่งเสริมในเรื่องของการนำเสนอข้อมูลอย่างครบถ้วนผ่านทางเว็บไซต์ของสมาคม โดยการให้เป็นของรางวัลชมเชยต่าง ๆ เพื่อเป็นประโยชน์ให้กับผู้ประกอบการ และเพื่อง่ายต่อการตัดสินใจของผู้ที่สนใจใช้บริการ

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การวิเคราะห์กลยุทธ์การตลาดออนไลน์ของธุรกิจนำเที่ยวที่มีนโยบายส่งเสริมการท่องเที่ยวเชิง
อนุรักษ์ในเขตกรุงเทพฯ และปริมณฑล

An Analysis of Online Marketing Strategies of Tourism Businesses with Policies to
Promote Ecotourism in Bangkok and Its Vicinity

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บทคัดย่อ

การวิเคราะห์กลยุทธ์การตลาดออนไลน์ของธุรกิจนำเที่ยวที่มีนโยบายส่งเสริมการท่องเที่ยวเชิงอนุรักษ์ในเขตกรุงเทพฯและปริมณฑล มีวัตถุประสงค์ 1) เพื่อศึกษาข้อมูลส่วนประสมการตลาดออนไลน์ของธุรกิจนำเที่ยวที่มีนโยบายส่งเสริมการท่องเที่ยวเชิงอนุรักษ์ในเขตกรุงเทพฯและปริมณฑล ที่เป็นสมาชิกสมาคมไทยท่องเที่ยวเชิงอนุรักษ์ละพวงกฏ โดยวิเคราะห์จากเนื้อหาที่ปรากฏบนเว็บไซต์หรือเฟซบุ๊กทางการ 2) เพื่อสำรวจข้อความเกี่ยวกับการท่องเที่ยวเชิงอนุรักษ์ที่ปรากฏบนเว็บไซต์หรือเฟซบุ๊กทางการของผู้ประกอบการ ซึ่งผู้วิจัยเก็บรวบรวมข้อมูลจากแหล่งข้อมูลทุติยภูมิ โดยการจัดกลุ่มข้อมูลเพื่อวิเคราะห์ส่วนประสมทางการตลาดออนไลน์เป็น 4 ประเด็น ดังนี้ 1) ด้านผลิตภัณฑ์ 2) ด้านราคา 3) ด้านช่องทางการจัดจำหน่าย และ 4) ด้านการส่งเสริมการตลาด ข้อมูลในการวิจัยครั้งนี้เป็นข้อมูลเชิงคุณภาพ ใช้การวิเคราะห์เชิงเนื้อหาเพื่อกำหนดของเขตเนื้อหาสารสนเทศ จากการศึกษาข้อมูลในเว็บไซต์หรือเฟซบุ๊กทางการของผู้ประกอบการทั้ง 24 แห่ง ผลการวิจัยพบว่า ธุรกิจนำเที่ยวที่มีนโยบายส่งเสริมการท่องเที่ยวเชิงอนุรักษ์ในเขตกรุงเทพฯและปริมณฑล มีการนำเสนอข้อมูลด้านผลิตภัณฑ์ผ่านรูปภาพมากที่สุด ส่วนการแสดงผลมิตรของธุรกิจและความคิดเห็นจากนักท่องเที่ยวที่เคยใช้บริการเป็นการนำเสนอข้อมูลด้าน

ผลิตภัณฑ์ที่น้อยที่สุด มีการนำเสนอข้อมูลด้านราคาโดยการแสดงราคาเป็นเงินบาทมากที่สุด ส่วนการแสดงราคาเป็นสกุลเงินต่างประเทศเป็นการนำเสนอข้อมูลด้านราคาที่น้อยที่สุด มีการใช้ช่องทางการจัดจำหน่ายผ่านทาง email มากที่สุด ส่วนการจัดจำหน่ายผ่าน TikTok เป็นช่องทางที่ใช้บ่อยที่สุด และช่องทางการส่งเสริมการตลาดที่มีการใช้มากที่สุดคือการสมัครสมาชิกเพื่อรับสิทธิพิเศษ จากการสำรวจข้อความเกี่ยวกับการท่องเที่ยวเชิงอนุรักษ์ที่ปรากฏบนเว็บไซต์หรือเฟซบุ๊กหลักของผู้ประกอบการจำนวน 24 แห่ง พบว่า ประมาณร้อยละ 50 มีจำนวนการระบุข้อความจำนวนมากที่แสดงถึงการท่องเที่ยวเชิงอนุรักษ์ด้านชุมชน ด้านสิ่งแวดล้อม ด้านพลังงาน และมีเว็บไซต์หรือเฟซบุ๊กหลักของผู้ประกอบการบางส่วนที่ไม่มีการระบุข้อความเชิงอนุรักษ์

คำสำคัญ: ส่วนประสมทางการตลาด, การตลาดออนไลน์, ธุรกิจนำเที่ยว, การท่องเที่ยวเชิงอนุรักษ์

Abstract

The objective of this research is to analysis the online marketing strategies of tourism businesses with policies to promote ecotourism in Bangkok and its vicinity. It aims 1) to study the online marketing mix of tourism businesses that have the policies to promote ecotourism in Bangkok and its vicinity who are the member of Thai Ecotourism and Adventure Travel Association by analyzing the content that appears on the main website or Facebook 2) to explore the messages about ecotourism that appear on the tourism businesses' main website or Facebook. The researchers categorize them in the online marketing mix as follows 1. Product 2. Price 3. Place and 4. Promotion. The data in this research is qualitative data and use content analysis to determine the information content. From studying the information on the main website or Facebook of 24 businesses was found that the tourism businesses with policies to promote ecotourism in Bangkok and its vicinity, the most product information is presented through images and the showing business partners and reviews from the past tourists are the least. The price information is presented by showing price in Thai baht as the most and showing price ins foreign currencies are the least. For the place information, email is the most used for distribution channel, while TikTok is the least. And the most used marketing promotion is to apply for membership to receive the privileges. From a survey of messages about ecotourism that appear on the main website or Facebook of 24 businesses. It was found that about 50 percent of all businesses have

too many messages about ecotourism in terms of community, environment, energy, and there are some that do not have a conservation message.

Keywords: Marketing Mix, Online Marketing, Tourism Business, Ecotourism

1. บทนำ

อุตสาหกรรมท่องเที่ยวมีบทบาทสำคัญในระบบเศรษฐกิจไทยสามารถสร้างรายได้ให้กับประเทศไทย 2.99 ล้านล้านบาทในปี 2562 (สำนักงานสภาพัฒนาการเศรษฐกิจและสังคมแห่งชาติ, 2565) ซึ่งเป็นผลมาจากการเพิ่มขึ้นของจำนวนนักท่องเที่ยวเป็นหลัก ทำให้การท่องเที่ยวของไทยในระยะหลังต้องเผชิญกับความท้าทายด้านความยั่งยืนจากการเติบโตในเชิงปริมาณมากกว่าคุณภาพ นอกจากนี้สถานการณ์การแพร่ระบาดของโควิด-19 ตั้งแต่ปี 2563 รายได้จากการท่องเที่ยวลดลงเหลือเพียง 0.79 ล้านล้านบาท แม้ศักยภาพของการท่องเที่ยวไทยมีข้อได้เปรียบจากประเทศคู่แข่งด้วยทำเลที่ตั้งที่เป็นจุดศูนย์กลางของภูมิภาค ความหลากหลายของทรัพยากรธรรมชาติ ศิลปวัฒนธรรมและควมมีอัตลักษณ์ที่แตกต่างของคนไทย แต่ยังมีประเด็นความท้าทายที่ต้องให้ความสำคัญ คือ ด้านความมั่นคงและความปลอดภัย ด้านการให้ความสำคัญกับการเดินทางและท่องเที่ยว และด้านความยั่งยืนของสิ่งแวดล้อม

การท่องเที่ยวเชิงอนุรักษ์เป็นรูปแบบหนึ่งของการท่องเที่ยวแบบยั่งยืน (บุษรา และคณะ, 2557) เป็นการท่องเที่ยวที่ใช้ทรัพยากรอย่างมีประสิทธิภาพควบคู่ไปกับการอนุรักษ์และฟื้นฟูสิ่งแวดล้อมทางธรรมชาติ ทางสังคม และวัฒนธรรม อีกทั้งยังสร้างรายได้เข้าสู่ประเทศและสร้างความพอใจให้แก่ประชาชนเจ้าของท้องถิ่น เพื่อให้มีความมั่นคงยั่งยืนอยู่คู่ชุมชนและก่อให้เกิดการพัฒนาคุณภาพชีวิตที่ดีขึ้น

ด้วยการตระหนักถึงความสำคัญของการอนุรักษ์ทรัพยากรทางการท่องเที่ยว จึงได้เกิดการรวมตัวของผู้ประกอบการท่องเที่ยวหัวใจสีเขียว ทั้งบริษัทนำเที่ยว ที่พัก ชุมชน และผู้เชี่ยวชาญด้านกิจกรรมด้านการท่องเที่ยวเชิงนิเวศและผจญภัยต่าง ๆ โดยการสร้างเครือข่ายกับภาครัฐ ภาคเอกชน ภาคประชาสังคม ทั้งไทยและต่างประเทศ เพื่อผลักดันการอนุรักษ์ระบบนิเวศ (Ecosystem) การท่องเที่ยวอย่างยั่งยืน (Sustainable Tourism) ในนามสมาคมไทยท่องเที่ยวเชิงอนุรักษ์และผจญภัย (สทอ.) หรือ TEATA (สมาคมไทยท่องเที่ยวเชิงอนุรักษ์และผจญภัย, ม.ป.ป.) โดยการนำร่องพัฒนา “มาตรฐานและเส้นทางท่องเที่ยวอย่างยั่งยืน” ซึ่งอ้างอิงตามเกณฑ์ของ Global Sustainable Tourism Council (GSTC) การใช้แนวคิดการท่องเที่ยวคาร์บอนต่ำและการประยุกต์ใช้

แนวคิดเศรษฐกิจหมุนเวียนอย่างสร้างสรรค์เพื่อสร้างที่ยั่งยืนในระดับที่เข้มข้นมากขึ้น พร้อมทั้งเผยแพร่ข้อมูลของสมาคมฯ และสมาชิกผ่านช่องทางเว็บไซต์ <https://www.teata.or.th/> ซึ่งถือเป็นหนึ่งในช่องทางการตลาดออนไลน์เพื่อการเข้าถึงผู้คนทุกระดับ

ในปัจจุบันช่องทางการสื่อสารออนไลน์พัฒนาขึ้นในหลายแพลตฟอร์ม ธุรกิจต่าง ๆ รวมถึงธุรกิจนำเที่ยวมีการปรับตัวทำการตลาดออนไลน์เพื่อให้ทันต่อกระแสนิยมของผู้บริโภคและนำมาซึ่งความได้เปรียบทางการแข่งขันขององค์กร (รณิภา และคณะ, 2564) ด้วยเหตุนี้คณะผู้วิจัยจึงสนใจที่จะศึกษาและวิเคราะห์ส่วนประสมทางการตลาดออนไลน์ของธุรกิจนำเที่ยวที่มีนโยบายส่งเสริมการท่องเที่ยวเชิงอนุรักษ์ในเขตกรุงเทพมหานครและปริมณฑล ที่เป็นสมาชิกสมาคมไทยท่องเที่ยวเชิงอนุรักษ์และผจญภัย โดยวิเคราะห์จากเนื้อหาที่ปรากฏบนเว็บไซต์หรือเฟซบุ๊กทางการของแต่ละธุรกิจ คณะผู้วิจัยคาดหวังว่าผลที่ได้จากการศึกษาสามารถนำไปเป็นข้อมูลเชิงนโยบายการวิเคราะห์เพื่อยกระดับกลยุทธ์ทางการตลาดของธุรกิจนำเที่ยวที่มีนโยบายส่งเสริมการท่องเที่ยวเชิงอนุรักษ์และสามารถตอบสนองความต้องการ ความพึงพอใจของผู้บริโภคหัวใจสีเขียวให้ดียิ่งขึ้นต่อไป

1.1 วัตถุประสงค์การวิจัย

1.1.1 เพื่อศึกษาข้อมูลส่วนประสมการตลาดออนไลน์ของธุรกิจนำเที่ยวที่มีนโยบายส่งเสริมการท่องเที่ยวเชิงอนุรักษ์ในเขตกรุงเทพมหานครและปริมณฑล ที่เป็นสมาชิกสมาคมไทยท่องเที่ยวเชิงอนุรักษ์และผจญภัย โดยวิเคราะห์จากเนื้อหาที่ปรากฏบนเว็บไซต์หรือเฟซบุ๊กทางการ

1.1.2 เพื่อสำรวจข้อความเกี่ยวกับการท่องเที่ยวเชิงอนุรักษ์ที่ปรากฏบนเว็บไซต์หรือเฟซบุ๊กทางการของผู้ประกอบการ

1.2 ประโยชน์ที่คาดว่าจะได้รับ

ผลที่ได้จากการศึกษาสามารถนำไปเป็นข้อมูลเชิงนโยบายวิเคราะห์กลยุทธ์ทางการตลาดออนไลน์ของธุรกิจนำเที่ยวเชิงอนุรักษ์ สามารถนำไปใช้เป็นข้อมูลพื้นฐานในการยกระดับกลยุทธ์ทางการตลาดและสามารถตอบสนองความต้องการและความพึงพอใจของผู้บริโภคให้ดียิ่งขึ้นไป

1.3 ขอบเขตการวิจัย

1.3.1 ขอบเขตด้านเนื้อหา การวิจัยครั้งนี้ผู้วิจัยได้ศึกษาข้อมูลทางการตลาดออนไลน์ของธุรกิจนำเที่ยวที่มีนโยบายส่งเสริมการท่องเที่ยวเชิงอนุรักษ์ในเขตกรุงเทพมหานครและปริมณฑล ที่เป็นสมาชิกสมาคมไทยท่องเที่ยวเชิงอนุรักษ์และผจญภัย ในเดือนกุมภาพันธ์ พ.ศ. 2566 โดยเนื้อหาเป็นส่วนประสมทางการตลาดที่ตัวผู้วิจัยได้นำมาวิเคราะห์ทั้งหมดต้องแสดงให้ผู้วิจัยเห็นภายในเว็บไซต์หรือเฟซบุ๊กทางการของผู้ประกอบการ

1.3.2 ขอบเขตด้านประชากรและกลุ่มตัวอย่าง การวิจัยครั้งนี้ผู้วิจัยได้ทำการศึกษาเว็บไซต์หรือเฟซบุ๊กทางการของธุรกิจนำเที่ยวที่มีนโยบายส่งเสริมการท่องเที่ยวเชิงอนุรักษ์ในเขตกรุงเทพฯและปริมณฑล โดยขอบเขตในการเลือกธุรกิจนำเที่ยวทั้ง 24 แห่ง ผู้วิจัยได้ตั้งขอบเขต คือ ธุรกิจนำเที่ยวที่เป็นสมาชิกสมาคมไทยท่องเที่ยวเชิงอนุรักษ์และผจญภัย

2. การทบทวนวรรณกรรม

2.1 แนวคิดส่วนประสมการตลาด

อัศวิน แสงพิบูล (2556) ได้กล่าวไว้ว่า ส่วนประสมการตลาดเป็นเครื่องมือทางการตลาดที่ผู้ประกอบการใช้ในการดำเนินธุรกิจเพื่อใช้ตอบสนองความต้องการของลูกค้ากลุ่มเป้าหมาย ทั้งยังเป็นเครื่องมือที่กิจการสามารถควบคุมได้ซึ่งเครื่องมือทางการตลาดชุดนี้เหมาะสมในการวางกลยุทธ์ทางการตลาดให้ประสบผลสำเร็จเป็นอย่างมาก ประกอบด้วย 4 องค์ประกอบหลัก หรือที่เรียกว่า 4 Ps ได้แก่

1. ผลิตภัณฑ์ เป็นองค์ประกอบที่สำคัญที่สุด เนื่องจากนักการตลาดจะ ไม่สามารถพัฒนากลยุทธ์การตลาดด้านอื่นๆ ต่อไปได้หากปราศจากองค์ประกอบด้านผลิตภัณฑ์ ซึ่งผลิตภัณฑ์ หมายถึง สินค้า หรือบริการ ที่ผู้ประกอบการเสนอขายให้แก่ผู้ซื้อเพื่อตอบสนองความจำเป็นหรือความต้องการ และสามารถสร้างความพึงพอใจให้กับผู้ซื้อได้

2. ราคา เป็นองค์ประกอบที่มีบทบาทและความสำคัญในการแข่งขันและอยู่รอดของธุรกิจ ราคาของผลิตภัณฑ์เป็นตัวทำให้เกิดรายได้และกำไรแก่ผู้ประกอบการ โดยเฉพาะการแข่งขันที่มีการเปลี่ยนแปลงและได้รับผลกระทบต่างๆ จากสภาพแวดล้อมทางการตลาด ดังนั้นราคาจึงหมายถึงจำนวนเงินที่ลูกค้าต้องจ่ายเพื่อแลกเปลี่ยนกับสินค้าหรือบริการ

3. ช่องทางจัดจำหน่าย เป็นกระบวนการหรือวิธีการในการเคลื่อนย้ายและจัดจำหน่ายสินค้า หรือบริการจากผู้ผลิตไปสู่ลูกค้าเป้าหมายได้อย่างสะดวกรวดเร็วมีประสิทธิภาพ

4. การส่งเสริมการตลาด เป็นวิธีการหรือกิจกรรมต่างๆ ที่ผู้ประกอบการใช้เพื่อกระตุ้นหรือชักจูงใจให้ลูกค้ากลุ่มเป้าหมายเกิดความสนใจ มีความต้องการในตัวผลิตภัณฑ์และตัดสินใจซื้อผลิตภัณฑ์ในที่สุด หรือที่เรียกว่าการโฆษณาประชาสัมพันธ์ เพื่อให้กลุ่มลูกค้าทราบถึงราคาของสินค้าพิเศษ

2.2 แนวคิดการตลาดออนไลน์

การทำตลาดออนไลน์นั้น Philip Kotler (2017) ได้กล่าวไว้เกี่ยวกับการทำการตลาดยุคใหม่ 4.0 ต้องให้นักท่องเที่ยวรู้สึก 5 ประเด็น จึงจะถือว่าประสบความสำเร็จ ดังนี้ 1. ลูกค้าจดจำตราสินค้าได้ให้ลูกค้าเห็นตระหนัก 2. ลูกค้าสนใจได้มากขึ้นจดจำ 3. ลูกค้าสามารถสอบถามหาข้อมูลได้ 4. ลูกค้าต้องมีการตัดสินใจซื้อ 5. ลูกค้าต้องมีการบอกต่อในโลกออนไลน์ ในส่วนของผู้ประกอบการต้องมีการวางระบบให้ลูกค้าสามารถสอบถามข้อมูลเพิ่มเติมในช่องทางออนไลน์จนทำให้เกิดความพึงพอใจในข้อมูลผลิตภัณฑ์ก่อนตัดสินใจซื้อ และเมื่อตัดสินใจซื้อแล้วมีการบอกต่อในระบบออนไลน์ จึงถือว่าประสบความสำเร็จในกลยุทธ์การทำตลาดยุคใหม่

2.3 แนวคิดการท่องเที่ยวเชิงอนุรักษ์

การท่องเที่ยวเชิงอนุรักษ์ ปัจจุบันราชบัณฑิตยสถานได้บัญญัติศัพท์ “การท่องเที่ยวเชิงนิเวศ” หมายถึง การท่องเที่ยวที่มีความรับผิดชอบต่อในแหล่งธรรมชาติที่มีเอกลักษณ์เฉพาะถิ่นและแหล่งวัฒนธรรมที่เกี่ยวกับระบบนิเวศ โดยมีกระบวนการเรียนรู้ร่วมกันของผู้ที่เกี่ยวข้อง ภายใต้การจัดการสิ่งแวดล้อมและการท่องเที่ยวอย่างมีส่วนร่วมของท้องถิ่น เพื่อมุ่งเน้นให้เกิดจิตสำนึกต่อการรักษาระบบนิเวศอย่างยั่งยืน

นิยามของการท่องเที่ยวเชิงอนุรักษ์ (บุศรา และคณะ, 2557) ได้ระบุไว้ดังนี้ 1) เป็นการท่องเที่ยวที่มีความรับผิดชอบต่อในแหล่งท่องเที่ยวธรรมชาติ 2) การท่องเที่ยวในแหล่งธรรมชาติที่มีระบบสมบูรณ์ มีเอกลักษณ์พิเศษ 3) มีการจัดการสิ่งแวดล้อมอย่างเป็นระบบเพื่อรักษาความยั่งยืนของระบบนิเวศ 4) เกิดกระบวนการเรียนรู้ของผู้ที่เกี่ยวข้องอย่างต่อเนื่อง 5) ประชาชนในท้องถิ่นจะต้องมีส่วนร่วมในการจัดการ ร่วมคิด ดำเนินการได้ผลประโยชน์และบำรุงรักษา

และยังได้กล่าวถึงบทบาทของเอกชนในการส่งเสริมการท่องเที่ยวเชิงอนุรักษ์ไว้ดังนี้ 1) ผู้ประกอบการธุรกิจการท่องเที่ยวและประชาชนเจ้าของท้องถิ่น ควรมีจิตสำนึกในการใช้ทรัพยากรการท่องเที่ยวอย่างหวงแหนในคุณค่า 2) ผู้ประกอบการธุรกิจการท่องเที่ยว ควรดูแลไม่ให้เกิดผลกระทบทางด้านลบต่อการท่องเที่ยว เช่น การลดมลพิษจากการขนส่ง การติดตั้งเครื่องบำบัดน้ำเสียที่มีประสิทธิภาพในธุรกิจโรงแรมหรือภัตตาคาร เป็นต้น 3) ผู้ประกอบการธุรกิจการท่องเที่ยว ควรมีโครงการส่งเสริมการท่องเที่ยวเชิงอนุรักษ์ ตลอดจนให้คำแนะนำแก่นักท่องเที่ยวที่มาใช้บริการ เพื่อลดผลกระทบที่อาจมีต่อสภาพแวดล้อมและวัฒนธรรมท้องถิ่น 4) ผู้ประกอบการธุรกิจการท่องเที่ยว ควรหมั่นตรวจสอบและประเมินผลเกี่ยวกับการรักษาสภาพแวดล้อม ในหน่วยงานต่าง ๆ ภายในธุรกิจของตนเองอย่างสม่ำเสมอ โดยเฉพาะระบบกำจัดขยะและน้ำเสีย 5) ผู้ประกอบการธุรกิจการท่องเที่ยวและประชาชนเจ้าของท้องถิ่น ควรให้ความร่วมมือกับภาครัฐ ในการสนับสนุนโครงการ หรือกิจกรรมที่ส่งเสริมการท่องเที่ยวเชิงอนุรักษ์ให้มากที่สุดเท่าที่จะทำได้

3. ระเบียบวิธีวิจัย

3.1 ประชากรและกลุ่มตัวอย่าง

ประชากรและกลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ คือ เว็บไซต์หรือเฟซบุ๊กทางการของธุรกิจนำเที่ยวที่มีนโยบายส่งเสริมการท่องเที่ยวเชิงอนุรักษ์ในเขตกรุงเทพมหานครและปริมณฑล ที่เป็นสมาชิกสมาคมไทยท่องเที่ยวเชิงอนุรักษ์และผจญภัยจำนวน 24 แห่ง โดยผู้วิจัยได้ศึกษาในเดือนกุมภาพันธ์ พ.ศ. 2566

3.2 เครื่องมือในการวิจัย

เครื่องมือในการวิจัยครั้งนี้ประกอบด้วย 2 ส่วน คือ ส่วนที่ 1 แบบบันทึกข้อมูล ส่วนประสบการณ์ตลาดออนไลน์ (4 Ps) ประกอบด้วย 1) ด้านผลิตภัณฑ์ 2) ด้านราคา 3) ด้านช่องทางจัดจำหน่าย 4) ด้านการส่งเสริมการตลาดของธุรกิจนำเที่ยวที่มีนโยบายส่งเสริมการท่องเที่ยวเชิงอนุรักษ์ในเขตกรุงเทพมหานครและปริมณฑล ที่เป็นสมาชิกสมาคมไทยท่องเที่ยวเชิงอนุรักษ์และผจญภัย ส่วนที่ 2 แบบบันทึกข้อมูล เกี่ยวกับข้อความที่ระบุถึงการท่องเที่ยวเชิงอนุรักษ์ที่ปรากฏบนเว็บไซต์หรือเฟซบุ๊กทางการของผู้ประกอบการธุรกิจนำเที่ยว

3.3 การเก็บรวบรวมข้อมูล

การวิจัยครั้งนี้ผู้วิจัยได้เก็บรวบรวมข้อมูลการตลาดต่าง ๆ ด้วยตนเองผ่านทางเว็บไซต์หรือเฟซบุ๊กทางการของธุรกิจนำเที่ยวที่มีนโยบายส่งเสริมการท่องเที่ยวเชิงอนุรักษ์ในเขตกรุงเทพมหานครและปริมณฑล โดยมีขั้นตอนดังนี้

- 1) ค้นหาข้อมูลธุรกิจนำเที่ยวที่มีนโยบายส่งเสริมการท่องเที่ยวเชิงอนุรักษ์ในเขตกรุงเทพมหานครและปริมณฑลผ่านทางเว็บไซต์ Google และเลือกเข้าไปยังเว็บไซต์ของสมาคมไทยท่องเที่ยวเชิงอนุรักษ์และผจญภัย (TEATA)
- 2) ผู้วิจัยนำข้อมูลที่ปรากฏบนเว็บไซต์มาวิเคราะห์ และเปรียบเทียบข้อมูลของแต่ละธุรกิจนำเที่ยว ทั้งยังจัดหมวดหมู่ข้อมูลที่ได้เป็นส่วนประสบการณ์ตลาดทั้ง 4 ด้าน ดังนี้ 1) ด้านผลิตภัณฑ์ 2) ด้านราคา 3) ด้านช่องทางจัดจำหน่าย 4) ด้านการส่งเสริมการตลาด
- 3) ผู้วิจัยได้รวบรวมข้อความที่ระบุถึงการท่องเที่ยวเชิงอนุรักษ์ที่ปรากฏบนเว็บไซต์หรือเฟซบุ๊กทางการของธุรกิจนำเที่ยว จำนวน 24 แห่ง เพื่อนำมาจำแนกว่ามีข้อความอยู่ในระดับใด

3.4 การวิเคราะห์ข้อมูล

ในงานวิจัยนี้ใช้วิธีการวิเคราะห์เนื้อหาเพื่อใช้ในการกำหนดขอบเขต เนื้อหา สารสนเทศ ซึ่งผู้วิจัยได้วิเคราะห์ข้อมูลโดยการรวบรวมจากเว็บไซต์หรือเฟซบุ๊กทางการของธุรกิจนำเที่ยวที่มีนโยบายส่งเสริมการท่องเที่ยว

เชิงอนุรักษ์ในเขตกรุงเทพและปริมณฑล ข้อมูลประเภทสารสนเทศที่ปรากฏเป็นข้อมูลทุติยภูมิ และเรียบเรียงข้อมูลดังกล่าวให้เป็นไปตามวัตถุประสงค์ที่ตั้งไว้ในข้างต้น แล้วจึงทำการรายงานผลดังกล่าว

4. ผลการวิจัย

4.1 ผลการวิจัยส่วนที่ 1 วิเคราะห์ข้อมูลส่วนประสมการตลาดออนไลน์ของธุรกิจนำเที่ยวที่มีนโยบายส่งเสริมการท่องเที่ยวเชิงอนุรักษ์ในเขตกรุงเทพและปริมณฑล

จากการรวบรวมข้อมูลส่วนประสมทางการตลาดที่ปรากฏบนเว็บไซต์หรือเฟซบุ๊กหลักของธุรกิจนำเที่ยวที่มีนโยบายส่งเสริมการท่องเที่ยวเชิงอนุรักษ์ในเขตกรุงเทพและปริมณฑล จำนวน 24 แห่ง โดยจำแนกตามส่วนประสมทางการตลาดออกเป็น 4 ส่วน คือ 1) ด้านผลิตภัณฑ์ 2) ด้านราคา 3) ด้านช่องทางจัดจำหน่าย 4) ด้านการส่งเสริมการตลาด และวิเคราะห์ผลออกมาในรูปแบบค่าร้อยละ

ตารางที่ 1 แสดงผลการวิเคราะห์ข้อมูลด้านผลิตภัณฑ์ที่ปรากฏบนเว็บไซต์หรือเฟซบุ๊กทางการของธุรกิจนำเที่ยวที่มีนโยบายส่งเสริมการท่องเที่ยวเชิงอนุรักษ์ในเขตกรุงเทพและปริมณฑล

รายการด้านผลิตภัณฑ์ (Product)	จำนวน (ธุรกิจ) n = 24	ร้อยละ
1. มีรูปภาพ	24	100
2. มีภาพเคลื่อนไหว	12	50
3. มีโปรแกรมท่องเที่ยวในประเทศที่หลากหลาย	19	79.17
4. มีโปรแกรมท่องเที่ยวต่างประเทศที่หลากหลาย	12	50
5. มีการแสดงรายละเอียดของโปรแกรมท่องเที่ยว	20	83.33
6. มีแพ็คเกจท่องเที่ยวสำหรับลูกค้ากลุ่มหรือองค์กร	14	58.33
7. มีบริการเสริม เช่น จองตั๋วเครื่องบิน ตัวเครื่องบิน บริการทำวีซ่า และอื่น ๆ	20	83.33
8. มีข้อความภาษาไทย	13	54.17
9. มีข้อความภาษาต่างประเทศ	14	58.33
10. แสดงเงื่อนไขการจอง	16	66.67
11. แสดงรางวัลยืนยันคุณภาพ	6	25

12. แสดงพันธมิตรของธุรกิจ	7	29.17
13. แสดงความคิดเห็นจากนักท่องเที่ยวที่เคยใช้บริการ	7	29.17
14. มีรูปภาพบุคคลากรขององค์กร	14	58.33

จากตารางที่ 1 พบว่าธุรกิจนำเที่ยวที่มีนโยบายส่งเสริมการท่องเที่ยวเชิงอนุรักษ์ในเขตกรุงเทพและปริมณฑล จะมีการนำเสนอข้อมูลด้านผลิตภัณฑ์ผ่านรูปภาพมากที่สุด จำนวน 24 แห่ง คิดเป็นร้อยละ 100 รองลงมา คือ การนำเสนอรายละเอียดของโปรแกรมการท่องเที่ยวและแพ็คเกจท่องเที่ยวสำหรับลูกค้ากลุ่มหรือองค์กร จำนวน 20 แห่ง คิดเป็นร้อยละ 83.33 ส่วนการแสดงผลพันธมิตรของธุรกิจและความคิดเห็นจากนักท่องเที่ยวที่เคยใช้บริการเป็นการนำเสนอข้อมูลด้านผลิตภัณฑ์ที่น้อยที่สุด จำนวน 7 แห่ง คิดเป็นร้อยละ 29.17

ตารางที่ 2 แสดงผลการวิเคราะห์ข้อมูลด้านราคาที่ปรากฏบนเว็บไซต์หรือเฟซบุ๊กทางการของธุรกิจนำเที่ยวที่มีนโยบายส่งเสริมการท่องเที่ยวเชิงอนุรักษ์ในเขตกรุงเทพและปริมณฑล

รายการด้านราคา (Price)	จำนวน (ธุรกิจ) n = 24	ร้อยละ
1. ระบุราคาโปรแกรมท่องเที่ยวเป็นปัจจุบัน	12	50
2. แสดงราคาเป็นเงินบาท	16	66.67
3. แสดงราคาเป็นสกุลเงินต่างประเทศ	2	8.33
4. ระบุส่วนลด	4	16.67

จากตารางที่ 2 พบว่าธุรกิจนำเที่ยวที่มีนโยบายส่งเสริมการท่องเที่ยวเชิงอนุรักษ์ในเขตกรุงเทพและปริมณฑล จะมีการนำเสนอข้อมูลด้านราคาโดยการแสดงราคาเป็นเงินบาทมากที่สุด จำนวน 16 แห่ง คิดเป็นร้อยละ 66.67 รองลงมา คือ การระบุราคาโปรแกรมท่องเที่ยวเป็นปัจจุบัน จำนวน 12 แห่ง คิดเป็นร้อยละ 50 ส่วนการแสดงราคาเป็นสกุลเงินต่างประเทศเป็นการนำเสนอข้อมูลด้านราคาที่น้อยที่สุด จำนวน 2 แห่ง คิดเป็นร้อยละ 8.33

ตารางที่ 3 แสดงผลการวิเคราะห์ข้อมูลด้านช่องทางจัดจำหน่ายที่ปรากฏบนเว็บไซต์หรือเฟซบุ๊กทางการของธุรกิจนำเที่ยวที่มีนโยบายส่งเสริมการท่องเที่ยวเชิงอนุรักษ์ในเขตกรุงเทพและปริมณฑล

รายการด้านช่องทางจัดจำหน่าย (Place)	จำนวน (ธุรกิจ) n = 24	ร้อยละ
1. แสดงที่อยู่ / สถานที่ตั้ง	20	83.33
2. แสดงแผนที่	13	54.17
3. มีเว็บไซต์	20	83.33
4. มี email	24	100
5. มีเบอร์โทรศัพท์	20	83.33
6. มี Facebook	23	95.83
7. มี Line	12	50
8. มี Instagram	9	37.50
9. มี TikTok	1	4.17
10. มี YouTube	9	37.50
11. มี Twitter	12	50
12. มีสื่อสังคมออนไลน์อื่น ๆ	11	45.83
13. จำหน่ายผ่าน Online Travel Agency	4	16.67

จากตารางที่ 3 พบว่าธุรกิจนำเที่ยวที่มีนโยบายส่งเสริมการท่องเที่ยวเชิงอนุรักษ์ในเขตกรุงเทพและปริมณฑล จะมีการนำเสนอข้อมูลด้านช่องทางจัดจำหน่ายผ่านทาง email มากที่สุดจำนวน 24 แห่ง คิดเป็นร้อยละ 100 รองลงมา คือ ผ่านทางเฟซบุ๊กจำนวน 23 แห่ง คิดเป็นร้อยละ 95.33 ส่วนการจัดจำหน่ายผ่าน TikTok จำนวน 1 แห่ง เป็นช่องทางที่ใช้น้อยที่สุด คิดเป็นร้อยละ 4.17

ตารางที่ 4 แสดงผลการวิเคราะห์ข้อมูลด้านการส่งเสริมการตลาดที่ปรากฏบนเว็บไซต์หรือเฟซบุ๊กทางการของธุรกิจนำเที่ยวที่มีนโยบายส่งเสริมการท่องเที่ยวเชิงอนุรักษ์ในเขตกรุงเทพและปริมณฑล

รายการด้านการส่งเสริมการตลาด (Promotion)	จำนวน (ธุรกิจ) n = 24	ร้อยละ
1. มีโปรโมชั่น	1	4.17

2. สมัครสมาชิกเพื่อรับสิทธิพิเศษ	2	8.33
3. มีส่วนลดเงื่อนไขพิเศษ	1	4.17

จากตารางที่ 4 พบว่าธุรกิจนำเที่ยวที่มีนโยบายส่งเสริมการท่องเที่ยวเชิงอนุรักษ์ในเขตกรุงเทพและปริมณฑล จะมีการนำเสนอข้อมูลด้านการส่งเสริมการตลาดโดยการสมัครสมาชิกเพื่อรับสิทธิพิเศษ จำนวน 2 แห่ง คิดเป็นร้อยละ 8.33 รองลงมา คือ มีโปรโมชั่นและมีส่วนลดเงื่อนไขพิเศษ จำนวน 1 แห่ง คิดเป็นร้อยละ 4.17

4.2 ผลการวิจัยส่วนที่ 2 จำแนกข้อความที่ระบุถึงการท่องเที่ยวเชิงอนุรักษ์ที่ปรากฏบนเว็บไซต์หรือเฟซบุ๊กทางการของผู้ประกอบการ

โดยประกอบด้วยข้อความความที่ระบุถึงการท่องเที่ยวเชิงอนุรักษ์ที่ปรากฏบนเว็บไซต์หรือเฟซบุ๊กทางการของธุรกิจนำเที่ยวที่มีนโยบายส่งเสริมการท่องเที่ยวเชิงอนุรักษ์ในเขตกรุงเทพและปริมณฑล ที่เป็นสมาชิกสมาคมไทยท่องเที่ยวเชิงอนุรักษ์และผจญภัย จำนวน 24 แห่ง โดยจำแนกเป็น 3 ด้าน ได้แก่ 1) ด้านชุมชน 2) ด้านสิ่งแวดล้อม 3) ด้านพลังงาน และวิเคราะห์ผลออกมาในรูปแบบค่าร้อยละ

คำชี้แจง มีข้อความระดับน้อย หมายถึง พบข้อความน้อยกว่าหรือเท่ากับ 5 ข้อความ

มีข้อความระดับมาก หมายถึง พบข้อความมากกว่า 5 ข้อความ

ตารางที่ 5 แสดงผลการจำแนกข้อความความที่ระบุถึงการท่องเที่ยวเชิงอนุรักษ์ด้านชุมชน ที่ปรากฏบนเว็บไซต์หรือเฟซบุ๊กหลักของธุรกิจนำเที่ยวที่มีนโยบายส่งเสริมการท่องเที่ยวเชิงอนุรักษ์ในเขตกรุงเทพและปริมณฑล ตัวอย่างของข้อความที่ปรากฏเช่น การท่องเที่ยวเพื่อเรียนรู้วิถีชุมชน การท่องเที่ยวเพื่อเรียนรู้การพัฒนาชุมชนอย่างยั่งยืน การรับประทานอาหารที่ใช้วัตถุดิบในชุมชน

จำนวนข้อความที่ระบุถึงการท่องเที่ยวเชิงอนุรักษ์ ด้านชุมชน	จำนวน (ธุรกิจ) n = 24	ร้อยละ
1. ไม่มีข้อความ	3	12.50
2. มีข้อความระดับน้อย	9	37.50
3. มีข้อความระดับมาก	12	50

จากตารางที่ 5 พบว่า ธุรกิจนำเที่ยวที่มีนโยบายส่งเสริมการท่องเที่ยวเชิงอนุรักษ์ในเขตกรุงเทพและปริมณฑล ที่มีการระบุข้อความที่แสดงถึงการท่องเที่ยวเชิงอนุรักษ์ด้านชุมชนระดับมาก จำนวน 12 แห่ง คิดเป็นร้อยละ 50 รองลงมา คือ มีการระบุข้อความระดับน้อย จำนวน 9 แห่ง คิดเป็นร้อยละ 37.50 และไม่มีการระบุข้อความ จำนวน 3 แห่ง คิดเป็นร้อยละ 12.50

ตารางที่ 6 แสดงผลการจำแนกข้อความความที่ระบุถึงการท่องเที่ยวเชิงอนุรักษ์ด้านสิ่งแวดล้อม ที่ปรากฏบนเว็บไซต์หรือเฟซบุ๊กทางการของของธุรกิจนำเที่ยวที่มีนโยบายส่งเสริมการท่องเที่ยวเชิงอนุรักษ์ในเขตกรุงเทพและปริมณฑล ตัวอย่างของข้อความที่ปรากฏได้เช่น การนั่งเรือชมธรรมชาติ การท่องเที่ยวเพื่อเรียนรู้ระบบนิเวศของป่า การทำกิจกรรมอาสาสมัครเก็บขยะในป่าชายเลน

จำนวนข้อความที่ระบุถึงการท่องเที่ยวเชิงอนุรักษ์ด้านสิ่งแวดล้อม	จำนวน (ธุรกิจ) n = 24	ร้อยละ
1. ไม่มีข้อความ	3	12.50
2. มีข้อความระดับน้อย	9	37.50
3. มีข้อความระดับมาก	12	50

จากตารางที่ 6 พบว่า ธุรกิจนำเที่ยวที่มีนโยบายส่งเสริมการท่องเที่ยวเชิงอนุรักษ์ในเขตกรุงเทพและปริมณฑล ที่มีการระบุข้อความที่แสดงถึงการท่องเที่ยวเชิงอนุรักษ์ด้านสิ่งแวดล้อมระดับมาก จำนวน 12 แห่ง คิดเป็นร้อยละ 50 รองลงมา คือ มีการระบุข้อความระดับน้อย จำนวน 9 แห่ง คิดเป็นร้อยละ 37.50 และไม่มีการระบุข้อความ จำนวน 3 แห่ง คิดเป็นร้อยละ 12.50

ตารางที่ 7 แสดงผลการจำแนกข้อความความที่ระบุถึงการท่องเที่ยวเชิงอนุรักษ์ด้านพลังงาน ที่ปรากฏบนเว็บไซต์หรือเฟซบุ๊กทางการของของธุรกิจนำเที่ยวที่มีนโยบายส่งเสริมการท่องเที่ยวเชิงอนุรักษ์ในเขตกรุงเทพและปริมณฑล ตัวอย่างของข้อความที่ปรากฏเช่น การพายเรือชมธรรมชาติ การปั่นจักรยานท่องเที่ยว การท่องเที่ยวที่ลดการใช้พลังงานจากเครื่องยนต์

จำนวนข้อความที่ระบุถึงการท่องเที่ยวเชิงอนุรักษ์ ด้านพลังงาน	จำนวน (ธุรกิจ) n = 24	ร้อยละ
1. ไม่มีข้อความ	4	16.67
2. มีข้อความระดับน้อย	9	37.50
3. มีข้อความระดับมาก	11	45.83

จากตารางที่ 7 พบว่า ธุรกิจนำเที่ยวที่มีนโยบายส่งเสริมการท่องเที่ยวเชิงอนุรักษ์ในเขตกรุงเทพและปริมณฑล ที่มีการระบุข้อความที่แสดงถึงการท่องเที่ยวเชิงอนุรักษ์ด้านพลังงานระดับมาก จำนวน 11 แห่ง คิดเป็นร้อยละ 45.83 รองลงมา คือ มีการระบุข้อความระดับน้อย จำนวน 9 แห่ง คิดเป็นร้อยละ 37.50 และไม่มีการระบุข้อความ จำนวน 4 แห่ง คิดเป็นร้อยละ 16.67

5. อภิปรายผล

งานวิจัยในครั้งนี้ ได้นำเสนอผลการวิจัยตามข้อเท็จจริงที่สำรวจข้อมูลจากเว็บไซต์ของผู้ประกอบการในเรื่องการตลาดออนไลน์ทางอินเทอร์เน็ต ผลการวิจัยทำให้ทราบถึงข้อเท็จจริงเกี่ยวกับจุดดีและจุดด้อยของการตลาดออนไลน์ของผู้ประกอบการธุรกิจท่องเที่ยวในกลุ่มนี้ซึ่งควรมีการพัฒนาและปรับปรุงต่อไป ทั้งนี้ที่ผ่านมามีงานวิจัยที่เกี่ยวข้องในเรื่องดังกล่าวอาจมีอยู่น้อยมากและอาจจำเป็นต้องมีการศึกษาวิจัยเพิ่มมากขึ้น เพื่อขยายองค์ความรู้ในเรื่องนี้

6. ข้อเสนอแนะ

5.1 จากการศึกษาส่วนประสมทางการตลาดออนไลน์ด้านผลิตภัณฑ์ของธุรกิจนำเที่ยวที่มีนโยบายส่งเสริมการท่องเที่ยวเชิงอนุรักษ์ในเขตกรุงเทพและปริมณฑล ส่วนมากไม่มีเนื้อหาการแสดงความคิดเห็นจากนักท่องเที่ยวที่เคยใช้บริการ ซึ่งจากการศึกษาพบว่าปัจจัยสำคัญประเด็นหนึ่งที่ทำให้การตลาดออนไลน์ประสบความสำเร็จคือ ต้องมีการบอกต่อในโลกออนไลน์จากลูกค้าและมีการแลกเปลี่ยนประสบการณ์ระหว่างผู้บริโภคด้วยกันเอง ผู้วิจัยจึงอยากเสนอแนะให้มีการนำเสนอเนื้อหาการแสดงความคิดเห็นจากนักท่องเที่ยวที่เคยใช้บริการ เพื่อเพิ่มแรงดึงดูดใจในการตัดสินใจซื้อสินค้าและบริการแก่ผู้บริโภค

5.2 จากการศึกษาส่วนประสมทางการตลาดออนไลน์ด้านราคาของธุรกิจนำเที่ยวที่มีนโยบายส่งเสริมการท่องเที่ยวเชิงอนุรักษ์ในเขตกรุงเทพฯและปริมณฑลพบว่าส่วนใหญ่มีการแสดงราคาเป็นเงินบาท รองลงมาเป็นการระบุราคาโปรแกรมท่องเที่ยวเป็นปัจจุบัน และมีการแสดงราคาเป็นสกุลเงินต่างประเทศน้อยที่สุด จากการศึกษาพบว่าข้อมูลด้านราคาเป็นองค์ประกอบที่สำคัญอย่างหนึ่ง ผู้วิจัยจึงอยากเสนอแนะให้มีการนำเสนอราคาของโปรแกรมท่องเที่ยวแก่นักท่องเที่ยว เพื่อเป็นการง่ายต่อการตัดสินใจซื้อสินค้าและบริการของลูกค้า โดยแสดงทั้งราคาเป็นเงินบาท ราคาเป็นสกุลเงินต่างประเทศ และควรปรับปรุงราคาให้เป็นปัจจุบันสม่ำเสมอ

5.3 จากการศึกษาส่วนประสมทางการตลาดออนไลน์ด้านช่องทางการจัดจำหน่ายของธุรกิจนำเที่ยวที่มีนโยบายส่งเสริมการท่องเที่ยวเชิงอนุรักษ์ในเขตกรุงเทพฯและปริมณฑล พบว่าส่วนใหญ่ไม่มีช่องทางการจัดจำหน่ายผ่านสื่อสังคมออนไลน์ TikTok ซึ่งเป็นแอปพลิเคชันที่เติบโตอย่างรวดเร็วและประสบความสำเร็จอย่างสูงในการเข้าถึงกลุ่มผู้ใช้สื่อสังคมออนไลน์ (Guarda et al., 2021) ผู้วิจัยขอเสนอแนะว่าหากสามารถนำ TikTok มาใช้ทำการตลาดออนไลน์จะทำให้เพิ่มโอกาสการเข้าถึงผู้บริโภคและนำมาซึ่งความได้เปรียบทางการแข่งขันแก่ธุรกิจ

5.4 จากการศึกษาส่วนประสมทางการตลาดออนไลน์ด้านการส่งเสริมการตลาดของธุรกิจนำเที่ยวที่มีนโยบายส่งเสริมการท่องเที่ยวเชิงอนุรักษ์ในเขตกรุงเทพฯและปริมณฑล พบว่าส่วนใหญ่ไม่มีการทำการส่งเสริมการตลาด จากการศึกษาพบว่าส่งเสริมการตลาดเป็นการกระตุ้นหรือชักจูงใจให้ลูกค้ากลุ่มเป้าหมายรู้จักจนเกิดความสนใจและต้องการในตัวผลิตภัณฑ์ ผู้วิจัยขอเสนอแนะให้ธุรกิจนำเที่ยวทำรายการส่งเสริมการขายอย่างสม่ำเสมอและเหมาะสมกับภาพลักษณ์ของสินค้าและบริการทางการท่องเที่ยวเชิงอนุรักษ์

5.5 จากการศึกษาเก็บรวบรวมข้อมูลด้านข้อความความที่ระบุถึงการท่องเที่ยวเชิงอนุรักษ์ใน 3 ประเด็น ได้แก่ 1) ด้านชุมชน 2) ด้านสิ่งแวดล้อม 3) ด้านพลังงาน มีจำนวนธุรกิจนำเที่ยวประมาณร้อยละ 50 ที่มีการระบุข้อความเชิงอนุรักษ์จำนวนมากบนเว็บไซต์หรือเฟซบุ๊กทางการ ส่วนอีกประมาณร้อยละ 50 ที่เหลือมีข้อความเชิงอนุรักษ์จำนวนน้อยหรือไม่มีเลย ผู้วิจัยขอเสนอแนะว่าควรมีการระบุข้อความด้านการอนุรักษ์อย่างครบทุกมิติสอดแทรกเข้าไปในเนื้อหานำเสนอผลิตภัณฑ์และบริการด้านการท่องเที่ยว เพื่อเป็นการแสดงจุดยืนที่ชัดเจนตามนโยบายขององค์กร เมื่อภาพลักษณ์ขององค์กรชัดเจนจะสามารถกระตุ้นให้เกิดความต้องการสินค้าและบริการจากกลุ่มลูกค้าเป้าหมาย

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การวิเคราะห์กลยุทธ์การตลาดออนไลน์ของธุรกิจท่องเที่ยวอย่างมีความรับผิดชอบต่อ

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บทคัดย่อ

การวิเคราะห์กลยุทธ์การตลาดออนไลน์ของธุรกิจท่องเที่ยวอย่างมีความรับผิดชอบต่อมีวัตถุประสงค์ 1) เพื่อศึกษาข้อมูลส่วนประสมการตลาดออนไลน์ของธุรกิจท่องเที่ยวไทยอย่างมีความรับผิดชอบต่อโดยวิเคราะห์จากเนื้อหาที่ปรากฏบนเว็บไซต์ 2) เพื่อสำรวจข้อมูลเกี่ยวกับการท่องเที่ยวเชิงอนุรักษ์ที่ปรากฏบนเว็บไซต์ของผู้ประกอบการ ซึ่งผู้วิจัยทำการเก็บรวบรวมข้อมูลจากแหล่งข้อมูลทุติยภูมิ โดยการจัดกลุ่มข้อมูลเพื่อวิเคราะห์ข้อมูลส่วนประสมทางการตลาดออนไลน์เป็น 4 ประเด็น ดังนี้ 1) ด้านผลิตภัณฑ์ 2) ด้านราคา 3) ด้านช่องทางจัดจำหน่าย และ 4) ด้านการส่งเสริมการตลาด การวิจัยครั้งนี้เป็นข้อมูลเชิงคุณภาพ ใช้การวิเคราะห์เชิงเนื้อหา เพื่อกำหนดขอบเขตเนื้อหาสารสนเทศ ผู้วิจัยได้เก็บรวบรวมข้อมูลส่วนประสมการตลาดออนไลน์ของธุรกิจท่องเที่ยวอย่างมีความรับผิดชอบต่อโดยวิเคราะห์จากเนื้อหาที่ปรากฏบนเว็บไซต์ และการสำรวจข้อความที่ระบุถึงการท่องเที่ยวไทยอย่างมีความรับผิดชอบต่อ จากกลุ่มตัวอย่างทั้งหมด 15 แห่ง โดยมีวิธีการเลือกแบบเจาะจง ผลการวิจัยพบว่าธุรกิจท่องเที่ยวอย่างมีความรับผิดชอบต่อ ในด้านผลิตภัณฑ์พบว่าจำนวนธุรกิจที่ไม่มีข้อความภาษาในเว็บไซต์เป็นภาษาจีนปรากฏในเว็บไซต์ออนไลน์ คิดเป็นร้อยละ 100 ด้านราคาพบว่ามีจำนวนธุรกิจที่ไม่มีข้อความราคาสกุลเงินต่างประเทศปรากฏในเว็บไซต์ออนไลน์ คิดเป็นร้อยละ 80 ด้านช่องทางจัดจำหน่ายมีธุรกิจที่ไม่มี สื่อ Tiktok ปรากฏในเว็บไซต์ออนไลน์ คิดเป็นร้อยละ 100 ด้านการส่งเสริมการตลาดพบว่าธุรกิจที่ไม่มีข้อความสมาชิกเพื่อรับสิทธิพิเศษ ปรากฏในเว็บไซต์ออนไลน์ คิดเป็นร้อยละ 93.33 และด้านองค์ประกอบอื่นๆ พบว่ามีธุรกิจที่ไม่แสดงตารางกิจกรรม / EVENT บนเว็บไซต์ คิดเป็นร้อยละ 60 ส่วนผลการวิจัยข้อมูลเว็บไซต์หลักของธุรกิจท่องเที่ยวอย่างมีความรับผิดชอบต่อ จำแนกเป็น 3 ด้าน ได้แก่ 1. ด้านชุมชน 2. ด้านสิ่งแวดล้อม 3. ด้านพลังงาน พบว่า ด้านชุมชนจำนวนธุรกิจที่ไม่มีข้อความปรากฏในเว็บไซต์ คิดเป็นร้อยละ 80 ด้านสิ่งแวดล้อมจำนวนธุรกิจที่ไม่มีข้อความปรากฏในเว็บไซต์ คิดเป็นร้อยละ 80 และด้านพลังงานจำนวนธุรกิจที่ไม่มีข้อความปรากฏในเว็บไซต์ คิดเป็นร้อยละ 86.67

คำสำคัญ: ส่วนประสมทางการตลาด, การตลาดออนไลน์, ท่องเที่ยว, การท่องเที่ยวอย่างมีความรับผิดชอบต่อ

Abstract

Responsible online marketing strategy analysis of tourism businesses is aimed at 1) to Study the online marketing mix data of Thai travel businesses responsibly, analyzing the content displayed on the website 2) to explore information about ecotourism that appears on the

operator's website. In which the researcher collects data from secondary data sources by grouping data for data analysis The online marketing mix is 4 issues as follows: 1) Product side 2) Price side 3) Distribution channel and 4) Marketing promotion This research is qualitative data. Use content analysis to determine the scope of the research content Collected together with the online marketing mix of responsible travel businesses by analyzing the content displayed on the website. And a survey of messages that identify Thai tourism responsibly from a total of 15 sample locations, with specific selection methods, the research found that the tourism business Responsible In terms of products, it is found that the number of businesses without text in the website in Chinese appears on the online website. 100 percent in terms of price. There are no businesses that have foreign currency price messages appearing on online websites. 80% of the distribution channels have businesses that No media. Tiktok appears on online websites. 100 percent in marketing promotion found that businesses without membership messages to receive special privileges Appeared on the online website 93.33% and other elements Found that there are businesses that do not show activity / EVENT on the website accounts for 60 percent of the research results. The main website of the responsible tourism business is classified as 3 areas, namely 1. Community 2. Environmental 3. On the energy side, it was found that in the community, the number of businesses without text on the website 80% for the environment, the number of businesses without messages appearing on the website 80% and for energy, the number of businesses without messages on the website 86.67

Keywords: marketing mix, online marketing, travel, responsible tourism

1. บทนำ

สำหรับประเทศไทย การท่องเที่ยวแห่งประเทศไทย (2552) ได้นำเสนอแนวคิด 7 Greens เป็นแนวคิดการท่องเที่ยวที่เป็นมิตรกับสิ่งแวดล้อม ไม่ทำลายธรรมชาติ และสร้างความยั่งยืนให้กับทรัพยากรทางการท่องเที่ยว โดยเน้นสร้างความรู้ ความเข้าใจและความตระหนักต่อการท่องเที่ยวแบบยั่งยืน และนำไปสู่การปฏิบัติ ทั้งของธุรกิจการท่องเที่ยว นักท่องเที่ยว ชุมชน ตลอดจนผู้ที่เกี่ยวข้องกับอุตสาหกรรมการท่องเที่ยวทั้งหมดเพื่อลดปริมาณการปล่อยก๊าซเรือนกระจกจากภาคอุตสาหกรรมการท่องเที่ยว เพราะทุกกิจกรรมการท่องเที่ยว โดยเฉพาะอย่างยิ่งการท่องเที่ยวที่ต้องใช้ยานยนต์และน้ำมันจะส่งผลกระทบต่อปริมาณการปล่อยก๊าซเรือนกระจกค่อนข้างมาก ซึ่งส่วนที่เกี่ยวข้องกับแนวคิด 7 Greens คือ “กิจกรรมสีเขียว (Green Activity)” ที่เน้นการประกอบกิจกรรมการท่องเที่ยวที่ไม่รบกวนหรือก่อให้เกิดการเปลี่ยนแปลงกับทรัพยากรการท่องเที่ยวและ ชุมชนสีเขียว (Green Community) ที่ต้องรู้เท่าทันและตระหนักถึงความสำคัญของการอนุรักษ์ทรัพยากรการท่องเที่ยวและอัตลักษณ์ชุมชนโดยไม่มีการแต่งเติมหรือเปลี่ยนแปลงเพื่อรองรับนักท่องเที่ยว เพื่อความยั่งยืนทั้งทางสังคม เศรษฐกิจและวัฒนธรรม เพื่อนำไปสู่การเป็นแหล่งท่องเที่ยวสีเขียว (Green Attraction) ในการรักษา

สภาพแวดล้อมทางธรรมชาติให้นานเท่านั้น สอดคล้องกับรูปแบบการท่องเที่ยวในปัจจุบันรูปแบบหนึ่งที่รณรงค์ให้นักท่องเที่ยวตระหนักถึงคุณค่าของสังคม ธรรมชาติและสิ่งแวดล้อมได้ถูกให้ความสำคัญมากขึ้นนั่นก็คือ การท่องเที่ยวอย่างรับผิดชอบ (Responsible Tourism – RT) เป็นแนวทางการท่องเที่ยวที่ทำให้สถานที่นั้นๆ มีความน่าอยู่ทั้งต่อเจ้าของบ้านและผู้มาเยือน โดยเป็นการท่องเที่ยวในลักษณะที่ส่งผลกระทบต่อสิ่งแวดล้อมน้อยที่สุด และรักษาทรัพยากรธรรมชาติเพื่อคนรุ่นต่อไปไว้ให้ได้มากที่สุด (สมาคมไทยท่องเที่ยวอย่างรับผิดชอบ, 2559)

จากที่กล่าวมาทั้งหมดจะเห็นได้ว่าสิ่งที่สำคัญที่จะทำให้การท่องเที่ยวเกิดความยั่งยืนในศตวรรษที่ 21 คือ ผลักดันและส่งเสริมการท่องเที่ยวอย่างรับผิดชอบเพื่อสร้างความมั่นใจว่าภาคการท่องเที่ยวไทยสามารถเติบโตได้อย่างเข้มแข็ง โดยมุ่งให้ความสำคัญกับความยั่งยืนด้านสิ่งแวดล้อมและความหลากหลายทางวัฒนธรรมเพื่อให้ไทยเป็นแหล่งท่องเที่ยวยอดนิยมอย่างยั่งยืน นักท่องเที่ยวสามารถให้ความร่วมมือได้ด้วยการปรับเปลี่ยนรูปแบบและพฤติกรรมให้เป็นผู้เยี่ยมเยือนที่ดี มีจิตสำนึกในการท่องเที่ยวอย่างรับผิดชอบ คำนึงถึงกิจกรรมการท่องเที่ยวทั้งหมดที่ไม่สร้างความเสียหายให้กับแหล่งท่องเที่ยวและสภาพแวดล้อมที่ไปเยือน ซึ่งไม่ได้มีแค่ทรัพยากรทางธรรมชาติ แต่รวมไปถึงประวัติศาสตร์ มรดกทางวัฒนธรรม เศรษฐกิจชีวิตความเป็นอยู่ และรักษาไว้ซึ่งความหลากหลายทางชีวภาพของโลก

ผู้วิจัยจึงสนใจวิเคราะห์กลยุทธ์การตลาดออนไลน์ของธุรกิจท่องเที่ยวอย่างมีความรับผิดชอบต่อใช้ส่วนประสมทางการตลาด 4 Ps เพื่อตรวจสอบทางออนไลน์ว่าธุรกิจท่องเที่ยวอย่างมีความรับผิดชอบนั้นประกอบด้วยส่วนประสมทางการตลาดหรือไม่และในแต่ละองค์ประกอบนั้นสิ่งใดคือสิ่งที่ลูกค้าให้ความสำคัญมากที่สุด เพื่อจะได้ทราบว่าในการบริหารจัดการท่องเที่ยวอย่างมีความรับผิดชอบต่อใช้ส่วนประสมทางการตลาดมากที่สุด และรองลงมาคือสิ่งใด ผลการวิจัยจะเป็นประโยชน์ต่อจัดการการท่องเที่ยวอย่างมีความรับผิดชอบต่อใช้ส่วนประสมทางการตลาดมากขึ้นจนประสบผลสำเร็จในการดำเนินธุรกิจอย่างยั่งยืน

1.1 วัตถุประสงค์

1.1.1 เพื่อวิเคราะห์ข้อมูลส่วนประสมการตลาดออนไลน์ของธุรกิจท่องเที่ยวอย่างมีความรับผิดชอบต่อใช้ส่วนประสมทางการตลาดจากเนื้อหาที่ปรากฏบนเว็บไซต์

1.1.2 เพื่อสำรวจข้อมูลเกี่ยวกับการท่องเที่ยวเชิงอนุรักษ์ที่ปรากฏบนเว็บไซต์ของผู้ประกอบการ

1.2 ประโยชน์ที่คาดว่าจะได้รับ

ผลที่ได้จากการศึกษาสามารถนำไปเป็นข้อมูลเชิงนโยบายการวิเคราะห์กลยุทธ์ทางการตลาดออนไลน์ของธุรกิจท่องเที่ยวอย่างมีความรับผิดชอบต่อใช้เป็นส่วนประสมทางการตลาดสามารถนำไปใช้เป็นข้อมูลพื้นฐานในการยกระดับกลยุทธ์ทางการตลาดและสามารถตอบสนองความต้องการและความพึงพอใจของผู้บริโภคให้ดียิ่งขึ้นไปขอบเขตการวิจัย

1.3 ขอบเขตการวิจัย

1. ขอบเขตด้านเนื้อหา การวิจัยครั้งนี้ผู้วิจัยได้ศึกษาข้อมูลทางการตลาดออนไลน์ของธุรกิจท่องเที่ยวอย่างรับผิดชอบต่อใช้ส่วนประสมทางการตลาดที่ตัวผู้วิจัยได้นำมาวิเคราะห์ทั้งหมดต้องแสดงให้เห็นภายในเว็บไซต์หลักของธุรกิจท่องเที่ยวอย่างรับผิดชอบต่อใช้ส่วนประสมทางการตลาด

2. ขอบเขตด้านประชากรและกลุ่มตัวอย่าง การวิจัยครั้งนี้ผู้วิจัยได้ทำการศึกษาเว็บไซต์ธุรกิจท่องเที่ยว

อย่างรับผิดชอบ โดยขอบเขตในการเลือกธุรกิจท่องเที่ยวไทยอย่างมีความรับผิดชอบต่อทั้ง 15 แห่ง วิธีการเลือกแบบเจาะจง

2. การทบทวนวรรณกรรม

จากการศึกษาพบว่ามามีบทความที่เกี่ยวข้อง ดังนี้

2.1 ส่วนประสมการตลาด (Marketing Mix)

อัศวิน แสงพิบูล (2556) ได้กล่าวไว้ว่า ส่วนประสมการตลาด (Marketing Mix) เป็นเครื่องมือทางการตลาดที่ผู้ประกอบการใช้ในการดำเนินธุรกิจเพื่อใช้ตอบสนองความต้องการของลูกค้ากลุ่มเป้าหมายทั้งยังเป็นเครื่องมือที่กิจการสามารถควบคุมได้ซึ่งเครื่องมือทางการตลาดชุดนี้เหมาะสมในการวางกลยุทธ์ทางการตลาดให้ประสบผลสำเร็จเป็นอย่างมาก ประกอบด้วย 4 องค์ประกอบหลัก หรือที่เรียกว่า 4 Ps ได้แก่

1. ผลิตภัณฑ์ (Product) คือ ผลิตภัณฑ์เป็นเป็นองค์ประกอบที่สำคัญที่สุด เนื่องจากนักการตลาดจะไม่สามารถพัฒนากลยุทธ์การตลาดด้านอื่นๆ ต่อไปได้หากปราศจากองค์ประกอบด้านผลิตภัณฑ์ซึ่งผลิตภัณฑ์หมายถึง สินค้า หรือบริการ ที่ผู้ประกอบการเสนอขายให้แก่ผู้ซื้อเพื่อตอบสนองความจำเป็นหรือความต้องการ และสามารถสร้างความพึงพอใจให้กับผู้ซื้อได้

2. ราคา (Price) คือ ราคามีบทบาท และความสำคัญในการแข่งขันและอยู่รอดของธุรกิจ ราคาของผลิตภัณฑ์เป็นตัวทำให้เกิดรายได้ และกำไรแก่ผู้ประกอบการ โดยเฉพาะการแข่งขันที่มีการเปลี่ยนแปลงและได้รับผลกระทบต่างๆ จากสภาพแวดล้อมทางการตลาด ดังนั้นผลิตภัณฑ์ จึงหมายถึง จำนวนเงินที่ลูกค้าต้องจ่ายเพื่อแลกเปลี่ยนกับสินค้า หรือบริการ

3. ช่องทางจัดจำหน่าย (Place) คือ กระบวนการหรือวิธีการในการเคลื่อนย้าย และจัดจำหน่ายสินค้า หรือบริการจากผู้ผลิตไปสู่ลูกค้าเป้าหมายได้อย่างสะดวกรวดเร็วมีประสิทธิภาพ

4. การส่งเสริมการตลาด (Promotion) คือ วิธีการหรือกิจกรรมต่างๆ ที่ผู้ประกอบการใช้เพื่อกระตุ้นหรือชักจูงใจให้ลูกค้ากลุ่มเป้าหมายเกิดความสนใจ มีความต้องการในตัวผลิตภัณฑ์ และตัดสินใจซื้อผลิตภัณฑ์ในที่สุด หรือที่เรียกว่าการโฆษณาประชาสัมพันธ์ เพื่อให้กลุ่มลูกค้าทราบถึงราคาของสินค้าพิเศษ

วนิดา อ่อนละมัย, (2553) ศึกษาเรื่อง แนวทางการพัฒนาการท่องเที่ยวอย่างมีความรับผิดชอบต่อชุมชน บ้านสาวะถี จังหวัดขอนแก่น จากการศึกษาพบว่า 1) ด้านทรัพยากรธรรมชาติและวัฒนธรรม กิจกรรมการท่องเที่ยวใช้ผลิตภัณฑ์ที่ทำจากวัสดุที่มีในท้องถิ่น ซึ่งไม่ทำลายสิ่งแวดล้อม กิจกรรมท่องเที่ยวแต่ละอย่าง มีมาตรการ/วิธีการลดมลพิษและปริมาณขยะ เช่น การใช้ยาม ถูผ้า ปั่นโต ขวด/กระติกน้ำแบบเดิม มีการรณรงค์ให้นักท่องเที่ยวประหยัดการใช้พลังงาน เช่น น้ำ ไฟฟ้า กิจกรรมท่องเที่ยวมีความสอดคล้องกับวิถีชีวิตและสิ่งแวดล้อมของชุมชน 2) ด้านองค์กรชุมชน ต้องให้ความสำคัญกับกระบวนการมีส่วนร่วมของคนในชุมชนโดยใช้ระบบสังคมที่เข้าใจกัน ชุมชนรู้สึกเป็นเจ้าของและเข้ามามีส่วนร่วมในกระบวนการพัฒนาเพื่อนำไปสู่การจัดการทรัพยากรท่องเที่ยวชุมชนสู่ความยั่งยืน และมีการกระจายรายได้อย่างเป็นธรรมและทั่วถึง 3. ด้านการจัดการจะต้องให้ความสำคัญกับ กฎและกติกาในการจัดการสิ่งแวดล้อม วัฒนธรรม และการท่องเที่ยว มีองค์กรหรือกลไกในการทำงานเพื่อจัดการการท่องเที่ยวอย่างมีความรับผิดชอบต่อ โดยเฉพาะ ซึ่งการจัดการจะแบ่งออกเป็น

จัดการสำหรับนักท่องเที่ยว และสำหรับชุมชน และ 4) ด้านการเรียนรู้ มีข้อควรปฏิบัติเกี่ยวกับความปลอดภัย แสดงและชี้แจงให้นักท่องเที่ยวได้ทราบ ให้นักท่องเที่ยวมีส่วนร่วมในกิจกรรมอนุรักษ์ ฟื้นฟู และสืบทอดประเพณี และวัฒนธรรมของชุมชน มีการจัดทำคู่มือสำหรับนักท่องเที่ยวทุกกิจกรรมการท่องเที่ยว

Philip Kotler and Gary Armstrong (2012) กล่าวว่า การส่งเสริมการตลาด (Promotion) หรือเรียกอีกชื่อหนึ่งว่า การสื่อสารทางการตลาด เกี่ยวข้องกับ การโฆษณา (Advertising) ประชาสัมพันธ์และการให้ข่าวสาร (Public Relations and Publicity) การขายโดยใช้พนักงานขาย (Personal Selling) การส่งเสริมการขาย (Sales Promotion) และการตลาดทางตรง (Direct Marketing) โดยองค์กรหรือธุรกิจ ใช้ในการโน้มน้าวใจ การชักจูงลูกค้า การสื่อสารเป็น การสร้างความสัมพันธ์กับลูกค้า ผู้มีส่วนได้ส่วนเสียอื่นๆ อีกทั้ง อดอง ปัทวานิช (2550) กล่าวเพิ่มเติมว่า การส่งเสริมการตลาด เป็นการประสานงานของผู้ขายในการพยายามใช้ความคิดสร้างสรรค์เพื่อแจ้งข้อมูล จุดใจลูกค้าเพื่อขายสินค้าและบริการหรือความคิด และศุภชาติ เอี่ยมรัตนกุล (2557) กล่าวสนับสนุนว่า สิ่งเหล่านี้ทำหน้าที่ เผยแพร่ข่าวสาร เป็นการติดต่อสื่อสารของผู้ผลิตที่นำไปยังตลาดเป้าหมาย โดยมีวัตถุประสงค์เพื่อติดต่อสื่อสารทำให้สินค้าและบริการจากผู้ผลิตไปยังผู้บริโภคให้มากที่สุด และรวดเร็วที่สุด มีผลกำไรตามที่ธุรกิจนั้นต้องการ นอกจากนี้ฉลองศรี พิมลสมพงษ์ (2557) กล่าวว่า การส่งเสริมการตลาดเป็นการสื่อสารของผู้ผลิตที่นำไปยังตลาดเป้าหมาย โดยมีวัตถุประสงค์เพื่อเป็นการให้ข้อมูลข่าวสาร ชักจูงใจหรือเพื่อเตือนความจำของผู้บริโภค และสุดท้ายสุวิมล แม้นจริง (2550) ศึกษาว่าการส่งเสริมการตลาด (Promotion Mix) ประกอบไปด้วย การโฆษณา (Advertising) ประชาสัมพันธ์และการให้ข่าวสาร (Public Relations and Publicity) การขายโดยใช้พนักงานขาย (Personal Selling) การส่งเสริมการขาย (Sales Promotion) การตลาดทางตรง (Direct Marketing) และ การตลาดอินเทอร์เน็ต (Internet marketing)

2.2 แนวคิดและทฤษฎีเกี่ยวกับการท่องเที่ยวอย่างรับผิดชอบ

การท่องเที่ยวอย่างรับผิดชอบ (Responsible Tourism – RT) เป็นแนวทางการท่องเที่ยวที่ทำให้สถานที่นั้นๆ มีความน่าอยู่ทั้งต่อเจ้าของบ้านและผู้มาเยือน โดยเป็นการท่องเที่ยวในลักษณะที่ส่งผลกระทบต่อสิ่งแวดล้อมน้อยที่สุด และรักษาทรัพยากรธรรมชาติเพื่อคนรุ่นต่อไปไว้ให้ได้มากที่สุด เพราะถ้าหากนักท่องเที่ยววางแผนการเดินทางโดยไม่ได้นึกถึงความรับผิดชอบต่อแหล่งท่องเที่ยวที่ได้ไปเยือน รูปแบบการท่องเที่ยวในปัจจุบันมีการเปลี่ยนแปลงจากอดีตค่อนข้างมาก มีความหลากหลายและเฉพาะเจาะจงมากขึ้น เช่น การท่องเที่ยวเชิงวัฒนธรรม การท่องเที่ยวเชิงอนุรักษ์ การท่องเที่ยวเชิงจริยธรรม การท่องเที่ยวสีเขียว เป็นต้น ซึ่งในขณะที่สภาวะโลกร้อนที่มีแนวโน้มเพิ่มขึ้นเรื่อย ๆ ทำให้การท่องเที่ยวรูปแบบหนึ่งที่รณรงค์ให้นักท่องเที่ยวตระหนักถึงคุณค่าของสังคม ธรรมชาติ และสิ่งแวดล้อมได้ถูกให้ความสำคัญมากขึ้น (สมาคมไทยท่องเที่ยวอย่างรับผิดชอบ, 2559)

ในส่วนของการท่องเที่ยวอย่างรับผิดชอบ (สมาคมท่องเที่ยวไทยอย่างมีความรับผิดชอบต่อ, 2562) หมายถึง การท่องเที่ยวที่ทำให้สถานที่นั้น ๆ มีความน่าอยู่ทั้งต่อเจ้าของบ้านและผู้มาเยือน โดยเป็นการท่องเที่ยวในลักษณะที่ส่งผลกระทบต่อสิ่งแวดล้อมน้อยที่สุด และรักษาทรัพยากรธรรมชาติเพื่อคนรุ่นต่อไปไว้ให้ได้มากที่สุด การท่องเที่ยวแห่งประเทศไทยได้กำหนด 8 แนวทางการท่องเที่ยวอย่างรับผิดชอบ ได้แก่ 1) ลดผลกระทบต่อทางลบ ด้านสังคม เศรษฐกิจ และสิ่งแวดล้อม 2) ยกย่องวัฒนธรรม สิ่งแวดล้อม และเศรษฐกิจของชุมชนท้องถิ่น

3) ให้ความสำคัญกับธรรมชาติ และสภาพแวดล้อมทางวัฒนธรรมของท้องถิ่น 4) สร้างประสบการณ์ที่เพลิดเพลินให้กับนักท่องเที่ยวโดยเชื่อมต่อกับธรรมชาติ วัฒนธรรม และวิถีชีวิตของชุมชนท้องถิ่น 5) ส่งเสริมและสร้างแรงจูงใจทั้งที่เป็นบุคคลและกลุ่ม 6) รับผิดชอบต่อความมั่นคงและความปลอดภัยของนักท่องเที่ยว 7) สร้างแหล่งท่องเที่ยวให้น่าอยู่และน่าเที่ยว และ 8) พัฒนาและปลูกจิตสำนึกการท่องเที่ยวอย่างรับผิดชอบต่อร่วมกันทุกภาคส่วน และในการจัดการการท่องเที่ยวโดยชุมชนต้องอาศัยการพัฒนาการท่องเที่ยวที่สอดคล้องกับบริบทพื้นที่ภายใต้ 4 มิติ ได้แก่ 1) มิติด้านสิ่งแวดล้อม 2) มิติด้านการเมือง 3) มิติด้านสังคมและวัฒนธรรม และ 4) มิติด้านเศรษฐกิจ (พจนานุกรม, 2546)

3. เครื่องมือในการวิจัย

3.1 เครื่องมือที่ใช้ในการวิจัย

ส่วนที่ 1 แบบสำรวจเนื้อหาที่ปรากฏบนเว็บไซต์ของธุรกิจท่องเที่ยวอย่างรับผิดชอบต่อทั้งหมด 15 แห่ง จำแนกโดยใช้ส่วนประสมทางการตลาด (4Ps) ประกอบด้วย 1. ด้านผลิตภัณฑ์ (Product) 2. ด้านราคา (Price) 3. ด้านช่องทางจัดจำหน่าย (Place) 4. ด้านการส่งเสริมการตลาด (Promotion) โดยทำเครื่องหมาย ✓ ลงในช่องรายการที่พบลงในช่องรายการที่พบเนื้อหาที่ปรากฏบนเว็บไซต์ จำนวน 15 แห่ง

ส่วนที่ 2 แบบสำรวจข้อความที่ระบุถึงการท่องเที่ยวไทยอย่างมีความรับผิดชอบต่อที่ปรากฏบนเว็บไซต์ จำนวน 15 แห่ง โดยจำแนกออกเป็น 3 ด้าน 1) ด้านชุมชน 2) ด้านสิ่งแวดล้อม 3) ด้านพลังงาน

3.2 การเก็บรวบรวมข้อมูล

การวิจัยครั้งนี้ผู้วิจัยได้เก็บรวบรวมข้อมูลการตลาดต่างๆ ด้วยตนเองผ่านทางเว็บไซต์หลักของธุรกิจท่องเที่ยวอย่างรับผิดชอบต่อ โดยมีขั้นตอนดังนี้

1. ค้นหาข้อมูลเว็บไซต์หลักของธุรกิจท่องเที่ยวอย่างรับผิดชอบต่อผ่านทางเว็บไซต์ Google และเลือกเข้าไปยังเว็บไซต์หลักของธุรกิจท่องเที่ยวอย่างรับผิดชอบต่อ

2. ผู้วิจัยนำข้อมูลที่ปรากฏบนเว็บไซต์มาวิเคราะห์ และเปรียบเทียบข้อมูลของธุรกิจท่องเที่ยวอย่างรับผิดชอบต่อ ทั้งยังจัดหมวดหมู่ข้อมูลที่ได้เป็นส่วนประสมทางการตลาดทั้ง 4 ด้าน ดังนี้ 1) ด้านผลิตภัณฑ์ (Product) 2) ด้านราคา (Price) 3) ด้านช่องทางจัดจำหน่าย (Place) 4) ด้านการส่งเสริมการตลาด (Promotion) รวมถึงวิเคราะห์องค์ประกอบอื่นๆ ร่วมด้วย

3.3 การวิเคราะห์ข้อมูล

ในงานวิจัยนี้ใช้วิธีการวิเคราะห์เนื้อหา (Content Analysis) เพื่อใช้ในการกำหนดขอบเขต เนื้อหา สารสนเทศ ซึ่งผู้วิจัยได้วิเคราะห์ข้อมูล โดยการรวบรวมข้อมูลที่ปรากฏบนเว็บไซต์หลักของสมาคมไทยท่องเที่ยวอย่างมีความรับผิดชอบต่อ ข้อมูลประเภทสารสนเทศที่ปรากฏ ข้อมูลพฤติกรรม และเรียบเรียงลำดับข้อมูลดังกล่าวให้เป็นไปตามวัตถุประสงค์ที่ตั้งไว้ในข้างต้น แล้วจึงทำการรายงานผลดังกล่าว

4. ผลการวิจัยและอภิปรายผล

ส่วนที่ 1 วิเคราะห์ข้อมูลส่วนประสมทางการตลาดที่ปรากฏบนเว็บไซต์หลักของธุรกิจท่องเที่ยวอย่างมีความรับผิดชอบ

จากการรวบรวมข้อมูลส่วนประสมทางการตลาด (Marketing Mix) ที่ปรากฏบนเว็บไซต์หลักของธุรกิจท่องเที่ยวอย่างมีความรับผิดชอบ โดยจำแนกตามส่วนประสมทางการตลาดออกเป็น 4 ส่วน คือ ด้านผลิตภัณฑ์ (Product) 2) ด้านราคา (Price) 3) ด้านช่องทางจำหน่าย (Place) 4) ด้านการส่งเสริมการขาย(Promotion) และได้รวบรวม องค์ประกอบอื่นๆ วิเคราะห์ผลออกมาในรูปแบบค่าร้อยละ

ตารางที่ 1 แสดงผลการวิเคราะห์ข้อมูลด้านผลิตภัณฑ์ที่ปรากฏบนเว็บไซต์หลักของธุรกิจท่องเที่ยวอย่างมีความรับผิดชอบ

หัวข้อด้านผลิตภัณฑ์ (Product) บนหน้าเว็บไซต์	“มี (จำนวนธุรกิจ) ”	ร้อยละ	“ไม่มี (จำนวนธุรกิจ)”	ร้อยละ
1. มีโปรแกรมท่องเที่ยวที่มีความหลากหลาย	10	66.67	5	33.33
2. มีรูปภาพประกอบ	14	93.33	1	6.67
3. มีวิดีโอแนะนำสถานที่	8	53.33	7	46.67
4. มีกิจกรรมการท่องเที่ยวที่แสดงถึงการท่องเที่ยวอย่างมีความรับผิดชอบ	9	60	6	40
5. ภาษาในเว็บไซต์เป็นภาษาไทย	9	60	6	40
6. ภาษาในเว็บไซต์เป็นภาษาอังกฤษ	10	66.67	5	33.33
7. ภาษาในเว็บไซต์เป็นภาษาจีน	0	0	15	100
8. ข้อความที่แสดงถึงการท่องเที่ยวอย่างมีความรับผิดชอบ	10	66.67	5	33.33
9. มีพันธมิตรร่วมกับธุรกิจอื่น	12	80	3	20
10. ข้อความแสดงความคิดเห็นหลังการใช้บริการของลูกค้า	7	46.67	8	53.33
11. แนะนำบุคลากร	2	13.33	13	86.67

จากตารางที่ 1 พบว่า ด้านผลิตภัณฑ์ (Product) ธุรกิจท่องเที่ยวอย่างมีความรับผิดชอบ ทั้งหมดจำนวน 15 แห่ง จำนวนธุรกิจที่มีปรากฏข้อความในเว็บไซต์ออนไลน์มากที่สุด คือ มีรูปภาพประกอบ คิดเป็นร้อยละ 93.33 รองลงมา คือ มีพันธมิตรร่วมกับธุรกิจอื่น คิดเป็นร้อยละ 80 และ จำนวนธุรกิจที่ปรากฏข้อความในเว็บไซต์ออนไลน์น้อยที่สุด คือ ภาษาในเว็บไซต์เป็นภาษาจีน คิดเป็นร้อยละ 0 ส่วนจำนวนธุรกิจที่ไม่มีปรากฏข้อความในเว็บไซต์ออนไลน์มากที่สุด คือ ภาษาในเว็บไซต์เป็นภาษาจีน คิดเป็นร้อยละ 100 รองลงมา คือ

แนะนำบุคลากร คิดเป็นร้อยละ 86.67 และจำนวนธุรกิจที่ไม่ปรากฏข้อความในเว็บไซต์ออนไลน์น้อยที่สุด คือ มีรูปภาพประกอบ คิดเป็นร้อยละ 6.67

ตารางที่ 2 แสดงผลการวิเคราะห์ข้อมูลด้านราคาที่ปรากฏบนเว็บไซต์หลักของธุรกิจท่องเที่ยวอย่างมีความรับผิดชอบ

หัวข้อด้านราคา (Price) บนหน้าเว็บไซต์	“มี (จำนวนธุรกิจ) ”	ร้อยละ	“ไม่มี (จำนวนธุรกิจ)”	ร้อยละ
1. ระบุราคาโปรแกรมการท่องเที่ยว	8	53.33	6	13.33
2. มีราคาสกุลเงินไทย	7	46.67	8	53.33
3. มีราคาสกุลเงินต่างประเทศ	3	20	12	80
4. เงื่อนไขอื่นๆด้านราคา	7	46.67	8	53.33

จากตารางที่ 2 พบว่า ด้านราคา (Price) ธุรกิจท่องเที่ยวอย่างมีความรับผิดชอบ ทั้งหมดจำนวน 15 แห่ง จำนวนธุรกิจที่มีปรากฏข้อความในเว็บไซต์ออนไลน์มากที่สุด คือ ระบุราคาโปรแกรมการท่องเที่ยว คิดเป็นร้อยละ 53.33 รองลงมา คือ มีราคาสกุลเงินไทย และเงื่อนไขอื่นๆด้านราคา คิดเป็นร้อยละ 46.67 และจำนวนธุรกิจที่ปรากฏข้อความในเว็บไซต์ออนไลน์น้อยที่สุด คือ มีราคาสกุลเงินต่างประเทศ คิดเป็นร้อยละ 20 ส่วนจำนวนธุรกิจที่ไม่มีปรากฏข้อความในเว็บไซต์ออนไลน์มากที่สุด คือ มีราคาสกุลเงินต่างประเทศ คิดเป็นร้อยละ 80 รองลงมา คือ มีราคาสกุลเงินไทย และเงื่อนไขอื่นๆด้านราคา คิดเป็นร้อยละ 53.33 และจำนวนธุรกิจที่ไม่ปรากฏข้อความในเว็บไซต์ออนไลน์น้อยที่สุด คือ ระบุราคาโปรแกรมการท่องเที่ยว คิดเป็นร้อยละ 13.33

ตารางที่ 3 แสดงผลการวิเคราะห์ข้อมูลด้านช่องทางการจัดจำหน่าย ที่ปรากฏบนเว็บไซต์หลักของท่องเที่ยวอย่างมีความรับผิดชอบ

หัวข้อด้านช่องทางการจัดจำหน่าย (Place) บนหน้าเว็บไซต์	“มี (จำนวนธุรกิจ) ”	ร้อยละ	“ไม่มี (จำนวนธุรกิจ)”	ร้อยละ
1. ที่อยู่ / สถานที่ตั้ง	11	73.33	4	26.67
2. แผนที่	4	26.67	11	73.33
3. เว็บไซต์	8	53.33	7	46.67
4. แอปพลิเคชัน	2	13.33	13	86.67
5. เบอร์โทรศัพท์	13	86.67	2	13.33
6. อีเมลล์	13	86.67	2	13.33
7. แฟกซ์	1	6.67	14	93.33

หัวข้อด้านช่องทางการจัดจำหน่าย (Place) บนหน้าเว็บไซต์	“มี (จำนวนธุรกิจ) ”	ร้อยละ	“ไม่มี (จำนวนธุรกิจ)”	ร้อยละ
8. กล่องข้อความบนเว็บไซต์	6	40	9	60
9. Facebook	13	86.67	2	13.33
10. Line	6	40	9	60
11. twitter	6	40	9	60
12. Instagram	4	26.67	11	73.33
13. Tiktok	0	0	15	100
14. Youtube	5	33.33	10	66.67

จากตารางที่ 3 พบว่า ด้านช่องทางการจัดจำหน่าย (Place) ธุรกิจท่องเที่ยวอย่างมีความรับผิดชอบ ทั้งหมดจำนวน 15 แห่ง จำนวนธุรกิจที่มีปรากฏข้อความในเว็บไซต์ออนไลน์มากที่สุด คือ เบอร์โทรศัพท์, อีเมลล์ และ Facebook คิดเป็นร้อยละ 86.67 รองลงมา คือ ที่อยู่ / สถานที่ตั้ง คิดเป็นร้อยละ 73.33 และจำนวนธุรกิจที่ปรากฏข้อความในเว็บไซต์ออนไลน์น้อยที่สุด คือ Tiktok คิดเป็นร้อยละ 0 ส่วนจำนวนธุรกิจที่ไม่มีปรากฏข้อความในเว็บไซต์ออนไลน์มากที่สุด คือ Tiktok คิดเป็นร้อยละ 100 รองลงมา คือ แฟกซ์ คิดเป็นร้อยละ 93.33 และจำนวนธุรกิจที่ไม่มีปรากฏข้อความในเว็บไซต์ออนไลน์น้อยที่สุด คือ อีเมลล์ และ Facebook คิดเป็นร้อยละ 13.33

ตารางที่ 4 แสดงผลการวิเคราะห์ข้อมูลด้านการส่งเสริมการตลาด ที่ปรากฏบนเว็บไซต์หลักของธุรกิจท่องเที่ยวอย่างมีความรับผิดชอบ

หัวข้อด้านการส่งเสริมการตลาด (Promotion) บนหน้าเว็บไซต์	“มี (จำนวนธุรกิจ) ”	ร้อยละ	“ไม่มี (จำนวนธุรกิจ)”	ร้อยละ
1. โพรโมชัน	7	46.67	8	53.33
2. สมาชิกเพื่อรับสิทธิพิเศษ	1	6.67	14	93.33
3. รับส่วนลดเมื่อเดินทางท่องเที่ยวแบบกลุ่ม/ หมู่คณะ	6	40	9	60

จากตารางที่ 4 พบว่า ด้านการส่งเสริมการตลาด (Promotion) ธุรกิจท่องเที่ยวอย่างมีความรับผิดชอบ ทั้งหมดจำนวน 15 แห่ง จำนวนธุรกิจที่มีปรากฏข้อความในเว็บไซต์ออนไลน์มากที่สุด คือ โพรโมชัน คิดเป็นร้อยละ 46.67 รองลงมา คือ รับส่วนลดเมื่อเดินทางท่องเที่ยวแบบกลุ่ม/ หมู่คณะ คิดเป็นร้อยละ 40 และจำนวนธุรกิจที่ปรากฏข้อความในเว็บไซต์ออนไลน์น้อยที่สุด คือ สมาชิกเพื่อรับสิทธิพิเศษ คิดเป็นร้อยละ 6.67 จำนวนธุรกิจที่ไม่มีปรากฏข้อความในเว็บไซต์ออนไลน์มากที่สุด คือ สมาชิกเพื่อรับสิทธิพิเศษ คิดเป็นร้อยละ 93.33

รองลงมา คือ รับส่วนลดเมื่อเดินทางท่องเที่ยวแบบกลุ่ม/ หมู่คณะ คิดเป็นร้อยละ 60 และจำนวนธุรกิจที่ไม่มีปรากฏข้อความในเว็บไซต์ออนไลน์น้อยที่สุด คือ โพรโมชัน คิดเป็นร้อยละ 53.33

ตารางที่ 5 แสดงผลการวิเคราะห์ข้อมูลด้านองค์ประกอบอื่นๆ ที่ปรากฏบนเว็บไซต์หลักของท่องเที่ยวอย่างมีความรับผิดชอบ

หัวข้อองค์ประกอบอื่นๆ บนหน้าเว็บไซต์	“มี (จำนวนธุรกิจ) ”	ร้อยละ	“ไม่มี (จำนวนธุรกิจ)”	ร้อยละ
1. การอัปเดตข้อมูลข่าวสารและประชาสัมพันธ์เป็นปัจจุบัน	9	60	6	40
2. ตารางกิจกรรม / EVENT	6	40	9	60
3. การประชาสัมพันธ์แหล่งท่องเที่ยว / ร้านอาหาร / โรงแรม	12	80	3	20

จากตารางที่ 5 พบว่า ด้านองค์ประกอบอื่นๆ ธุรกิจท่องเที่ยวอย่างมีความรับผิดชอบ ทั้งหมดจำนวน 15 แห่ง จำนวนธุรกิจที่ไม่มีปรากฏข้อความในเว็บไซต์ออนไลน์มากที่สุด คือ ตารางกิจกรรม / EVENT คิดเป็นร้อยละ 40 รองลงมา คือ การอัปเดตข้อมูลข่าวสารและประชาสัมพันธ์เป็นปัจจุบัน คิดเป็นร้อยละ 60 และจำนวนธุรกิจที่ไม่มีปรากฏข้อความในเว็บไซต์ออนไลน์น้อยที่สุด คือ การประชาสัมพันธ์แหล่งท่องเที่ยว / ร้านอาหาร / โรงแรม คิดเป็นร้อยละ 20

ส่วนที่ 2 การสำรวจข้อความเชิงอนุรักษ์ที่ระบุถึงการท่องเที่ยวไทยอย่างมีความรับผิดชอบ

โดยประกอบด้วยเว็บไซต์หลักของธุรกิจท่องเที่ยวอย่างมีความรับผิดชอบ ทั้งหมด 15 แห่ง และจำแนกเป็น 3 ด้าน ได้แก่ 1. ด้านชุมชน 2. ด้านสิ่งแวดล้อม 3. ด้านพลังงาน โดยการวิเคราะห์ผลออกมาในรูปแบบร้อยละ

ตารางที่ 6 แสดงผลการวิเคราะห์ข้อมูลการสำรวจข้อความที่ระบุถึงการท่องเที่ยวไทยอย่างมีความรับผิดชอบ จำนวนข้อที่ปรากฏในเว็บไซต์ออนไลน์ด้านชุมชน

หัวข้อด้านชุมชน ที่ปรากฏข้อความบนหน้าเว็บไซต์	“มี (จำนวนธุรกิจ) ”	ร้อยละ	“ไม่มี (จำนวนธุรกิจ)”	ร้อยละ
1. ไม่มีข้อความ	3	20	12	50
2. มีข้อความน้อย	6	40	9	60
3. มีข้อความมาก	6	40	9	60

จากตารางที่ 6 พบว่าข้อมูลการสำรวจข้อความที่ระบุถึงการท่องเที่ยวไทยอย่างมีความรับผิดชอบ จำนวนข้อที่ปรากฏในเว็บไซต์ออนไลน์ด้านชุมชน ทั้งหมดจำนวน 15 แห่ง ด้านชุมชนมีจำนวนธุรกิจมีปรากฏข้อความมากในเว็บไซต์ออนไลน์ จำนวน 6 แห่ง คิดเป็นร้อยละ 40 จำนวนธุรกิจที่ปรากฏข้อความน้อยในเว็บไซต์ออนไลน์ จำนวน 6 แห่ง คิดเป็นร้อยละ 40 และจำนวนธุรกิจที่ไม่มีข้อความปรากฏจำนวน 3 แห่ง คิดเป็นร้อยละ

ละ 20 ข้อความระดับน้อย เช่น เรียนรู้ความเป็นอยู่, ประกอบอาหารที่บ้าน, เรียนรู้วัฒนธรรม และข้อความระดับมาก เช่น เดินทางชุมชนสีเขียว, เปิดให้แบ่งปันวิถีชีวิตของพวกเขาให้กับแขกผู้มีเกียรติเพื่อปกป้องวัฒนธรรมของพวกเขา, ช่วยอนุรักษ์วัฒนธรรมที่เป็นเอกลักษณ์ของมอแกนด้วยการเข้าร่วมทัวร์ส่วนตัวกับชุมชนมอแกน และสัมผัสวิถีชุมชนบางหญ้าแพรก

ตารางที่ 7 แสดงผลการวิเคราะห์ข้อมูลการสำรวจข้อความที่ระบุถึงการท่องเที่ยวไทยอย่างมีความรับผิดชอบ จำนวนข้อที่ปรากฏในเว็บไซต์ออนไลน์ด้านสิ่งแวดล้อม

หัวข้อด้านสิ่งแวดล้อม ที่ปรากฏข้อความบนหน้าเว็บไซต์	“มี (จำนวนธุรกิจ) ”	ร้อยละ	“ไม่มี (จำนวนธุรกิจ)”	ร้อยละ
1. ไม่มีข้อความ	3	20	12	50
2. มีข้อความน้อย	8	53.33	7	46.67
3. มีข้อความมาก	4	26.67	11	73.33

จากตารางที่ 7 พบว่าข้อมูลการสำรวจข้อความที่ระบุถึงการท่องเที่ยวไทยอย่างมีความรับผิดชอบ จำนวนข้อที่ปรากฏในเว็บไซต์ออนไลน์ด้านสิ่งแวดล้อม ทั้งหมดจำนวน 15 แห่ง ด้านสิ่งแวดล้อมมีจำนวนธุรกิจมีปรากฏข้อความในเว็บไซต์ออนไลน์มากที่สุด คือ มีข้อความน้อย จำนวน 8 แห่ง คิดเป็นร้อยละ 53.33 รองลงมา คือ มีข้อความมาก จำนวน 4 แห่ง คิดเป็นร้อยละ 26.67 ส่วนจำนวนธุรกิจที่ปรากฏข้อความในเว็บไซต์ออนไลน์น้อยที่สุด คือ จำนวน 3 แห่ง คิดเป็นร้อยละ 20 ข้อความระดับน้อย เช่น ปลูกป่า, ปลูกป่าชายเลย, เก็บขยะในชุมชน, ข้อความระดับมาก เช่น สำรวจแนวปะการัง, ช่วยชุมชนเก็บขยะ, การอนุรักษ์ ฟันฟูในพื้นที่ท่องเที่ยว, จัดการบำรุง รักษาทรัพยากร, ไม่ตัดไม้ทำลายป่า, เป็นต้น

ตารางที่ 8 แสดงผลการวิเคราะห์ข้อมูลการสำรวจข้อความที่ระบุถึงการท่องเที่ยวไทยอย่างมีความรับผิดชอบ จำนวนข้อที่ปรากฏในเว็บไซต์ออนไลน์ด้านพลังงาน

หัวข้อด้านพลังงาน ที่ปรากฏข้อความบนหน้าเว็บไซต์	“มี (จำนวนธุรกิจ) ”	ร้อยละ	“ไม่มี (จำนวนธุรกิจ)”	ร้อยละ
1. ไม่มีข้อความ	2	13.33	13	86.67
2. มีข้อความน้อย	1	6.67	14	93.33
3. มีข้อความมาก	1	6.67	14	93.33

จากตารางที่ 8 พบว่าข้อมูลการสำรวจข้อความที่ระบุถึงการท่องเที่ยวไทยอย่างมีความรับผิดชอบ จำนวนข้อที่ปรากฏในเว็บไซต์ออนไลน์ด้านพลังงาน ทั้งหมดจำนวน 15 แห่ง ด้านพลังงานมีจำนวนธุรกิจที่มีปรากฏข้อความในเว็บไซต์ออนไลน์มากที่สุด คือ ไม่มีข้อความ จำนวน 13 แห่ง คิดเป็นร้อยละ 86.67 รองลงมา คือ มีข้อความน้อย จำนวน 1 แห่ง และมีข้อความมาก จำนวน 1 แห่ง คิดเป็นร้อยละ 6.67 ข้อความระดับน้อย เช่น ปั่นจักรยาน, เดินป่า ข้อความระดับมาก เช่น เดินป่า, ปั่นจักรยาน, ปั่นเขา เป็นต้น

5. อภิปรายผล

งานวิจัยในครั้งนี้ได้นำเสนอผลการวิจัยตามข้อเท็จจริง ที่สำรวจข้อมูลจากเว็บไซต์ของผู้ประกอบการในเรื่องการตลาดออนไลน์ทางอินเทอร์เน็ต ผลการวิจัยทำให้ทราบถึงข้อเท็จจริงเกี่ยวกับจุดดีและจุดด้อยของการตลาดออนไลน์ของผู้ประกอบการธุรกิจท่องเที่ยวในกลุ่มนี้ ซึ่งควรมีการพัฒนาและปรับปรุงต่อไป ทั้งนี้ ที่ผ่านมามีงานวิจัยที่เกี่ยวข้องในเรื่องดังกล่าวอาจมีอยู่น้อยมาก และอาจจำเป็นต้องมีการศึกษาวิจัยเพิ่มมากขึ้น เพื่อขยายองค์ความรู้ในเรื่องนี้

6. ข้อเสนอแนะ

การศึกษาเรื่อง การวิเคราะห์กลยุทธ์การตลาดออนไลน์ของธุรกิจท่องเที่ยวอย่างมีความรับผิดชอบ ผู้วิจัยจึงมีข้อเสนอแนะแก่ผู้ประกอบการในการปรับปรุง พัฒนาการตลาดเว็บไซต์ออนไลน์ ดังต่อไปนี้

1. จากการวิเคราะห์และเปรียบเทียบข้อมูลของธุรกิจท่องเที่ยวอย่างมีความรับผิดชอบ พบว่า ด้านผลิตภัณฑ์ ส่วนมากยังไม่ีมีลงข้อมูลข่าวสาร, ภาพหรือวิดีโอให้เป็นปัจจุบัน ผู้วิจัยจึงอยากเสนอแนะให้ธุรกิจการท่องเที่ยวในธุรกิจท่องเที่ยวอย่างมีความรับผิดชอบ ลงข้อมูล ภาพ และวิดีโอ เพื่อให้เกิดประโยชน์สูงสุด และเป็น การเพิ่มประสิทธิภาพในตัดสินใจใช้บริการ

2. จากการศึกษาส่วนประสมทางการตลาดออนไลน์ของธุรกิจท่องเที่ยวอย่างมีความรับผิดชอบ พบว่า ธุรกิจท่องเที่ยวอย่างมีความรับผิดชอบส่วนมาก ไม่มีการนำเสนอข้อมูลด้านราคาและสกุลเงินต่างประเทศ ซึ่งจากการศึกษา ราคาเป็นองค์ประกอบของส่วนประสมทางการตลาดที่สำคัญอย่างหนึ่ง ผู้วิจัยจึงอยากเสนอแนะให้ธุรกิจการท่องเที่ยวในธุรกิจท่องเที่ยวอย่างมีความรับผิดชอบมีการนำเสนอช่วงราคาทั้งในช่วงราคาปกติและการจัดราคาโปรโมชั่น รวมถึงสกุลเงินต่างประเทศ เพื่อให้ผู้ที่ประสงค์จะใช้บริการ ได้ทราบถึงราคา และเพื่อให้ง่ายต่อการตัดสินใจใช้บริการ

3. จากการวิเคราะห์และเปรียบเทียบข้อมูลของธุรกิจท่องเที่ยวอย่างมีความรับผิดชอบ พบว่า ด้านช่องทางจัดจำหน่ายยังไม่เข้าถึงกลุ่มผู้บริโภคมากพอสำหรับการใช้เทคโนโลยีในปัจจุบัน ผู้วิจัยจึงอยากเสนอแนะให้ธุรกิจการท่องเที่ยวในธุรกิจท่องเที่ยวอย่างมีความรับผิดชอบ เพิ่มช่องทางการจัดจำหน่ายที่ทันสมัยและ ผู้ใช้บริการสามารถเข้าถึงได้ง่าย เพื่อให้เกิดประโยชน์สูงสุด และเป็น การเพิ่มประสิทธิภาพในการจัดจำหน่าย

4. จากการสำรวจข้อความที่ระบุถึงการท่องเที่ยวไทยอย่างมีความรับผิดชอบ พบว่ามีข้อที่แสดงถึงการท่องเที่ยวอย่างมีความรับผิดชอบค่อนข้างน้อย ซึ่งในบางบริษัทยังไม่มีการลงข้อความที่บ่งบอกถึงการท่องเที่ยวอย่างมีความรับผิดชอบ คือ ผู้วิจัยจึงอยากเสนอแนะให้ผู้ประกอบการธุรกิจการท่องเที่ยวในธุรกิจท่องเที่ยวอย่างมีความรับผิดชอบ เพิ่มข้อความที่บอกถึงการท่องเที่ยวอย่างมีความรับผิดชอบ เพื่อรักษามาตรฐานของสมาคมไทยท่องเที่ยวอย่างมีความรับผิดชอบ และเพื่อเพิ่มความมั่นใจในการตัดสินใจใช้บริการ

7. ข้อเสนอแนะสำหรับการวิจัยครั้งต่อไป

ข้อเสนอแนะจากการศึกษาเรื่อง การวิเคราะห์กลยุทธ์การตลาดออนไลน์ของธุรกิจท่องเที่ยวอย่างมีความรับผิดชอบ ผู้วิจัยมีข้อเสนอแนะ ในการวิจัยครั้งต่อไป ดังนี้

1. การวิจัยครั้งต่อไปควรวิจัยและพัฒนาช่องทางการจัดจำหน่ายได้อย่างแพร่หลาย เพื่อเข้าถึงความต้องการของผู้บริโภคได้อย่างตรงตามความต้องการและมีความทันสมัย
2. การวิจัยครั้งต่อไปควรทำการศึกษาเกี่ยวกับผู้ประกอบการที่จำหน่ายผลิตภัณฑ์ว่าควรต้องเน้นการให้ความสำคัญกับปัจจัยส่วนประสมการตลาดด้านใดเป็นพิเศษ เพื่อให้เหมาะสมกับผลิตภัณฑ์ที่ตนจำหน่าย เนื่องจากผู้บริโภคอาจให้ความสำคัญกับปัจจัยในการตัดสินใจซื้อผลิตภัณฑ์ต่างๆ

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การศึกษากลยุทธ์การตลาดออนไลน์ของธุรกิจโรงแรมที่เป็นมิตรกับสิ่งแวดล้อม

A Study of Online Marketing Strategies of Environmentally Friendly Hotel Business

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บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อ 1) วิเคราะห์ข้อมูลส่วนประสมทางการตลาดที่ปรากฏบนเว็บไซต์ของผู้ประกอบการที่พักที่เป็นมิตรกับสิ่งแวดล้อม และ 2) ศึกษาข้อมูลเกี่ยวกับการอนุรักษ์สิ่งแวดล้อมที่ปรากฏบนเว็บไซต์ของผู้ประกอบการที่พักที่เป็นมิตรกับสิ่งแวดล้อม เป็นการวิจัยเชิงคุณภาพโดยทำการศึกษาจากโรงแรมสีเขียวที่ผ่านการรับรองจากกรมส่งเสริมคุณภาพสิ่งแวดล้อมและองค์การบริหารการพัฒนาพื้นที่พิเศษเพื่อการท่องเที่ยวอย่างยั่งยืน (อพท.) ประจำปี 2565 รวมทั้งสิ้น 42 โรงแรม แบ่งเป็น 3 ระดับ คือ ระดับดีเยี่ยม (Gold) ระดับดีมาก (Silver) และระดับดี (Bronze) เครื่องมือที่ใช้ในการวิจัย คือ แบบบันทึกข้อมูล วิเคราะห์ข้อมูลด้วยการวิเคราะห์เนื้อหา (Content Analysis) ผลการศึกษาพบว่า ผู้ประกอบการของธุรกิจโรงแรมที่เป็นมิตรกับสิ่งแวดล้อมในประเทศไทยส่วนใหญ่มีการระบุข้อมูลต่าง ๆ เหล่านี้บนเว็บไซต์ของโรงแรมเพื่อให้ลูกค้าหรือผู้บริโภคเข้าถึงข้อมูลได้ง่ายขึ้น อีกทั้งปัจจุบันความก้าวหน้าทางเทคโนโลยีและอินเทอร์เน็ตทำให้ผู้บริโภคหรือลูกค้าส่วนใหญ่ตัดสินใจเลือกที่พักจากระบบออนไลน์ เช่น การเลือกดูห้องพัก ราคา โปรโมชั่น ภาพถ่าย รวมถึงรีวิวที่พัก อีกด้วย

คำสำคัญ: โรงแรมสีเขียว, การจัดการสิ่งแวดล้อม, การบริการที่เป็นมิตรกับสิ่งแวดล้อม, การตลาดออนไลน์

Abstract

The purpose of this research was 1) to analyze the marketing mix information displayed on the website of an eco-friendly accommodation operator and 2) to study environmental conservation information displayed on the website of the operator. Eco-friendly accommodation. This qualitative research conducted by studying green hotels certified by the Department of Environmental Quality Promotion and Environmental Protection. Designated Areas for Sustainable Tourism Administration (DASTA) for the year 2022, a total of 42 hotels, divided into 3 levels: excellent (Gold), very good (Silver) and good (Bronze). The research tools were data record form Analyze data with content analysis. The study found that Most of the operators of eco-friendly hotels in Thailand have listed such information on their hotel websites to make it easier for customers or consumers to access information. Or most customers decide to choose accommodation from online systems such as choosing to view rooms, prices, promotions, photos, and accommodation reviews as well.

Keywords: Green Hotel, Environmental Management, Eco-Friendly Service, Online Marketing

1. บทนำ

1.1 ที่มาและความสำคัญของปัญหา

ธุรกิจที่เกี่ยวข้องกับการท่องเที่ยวถือได้ว่าเป็นมีความสำคัญต่อทุกประเทศเป็นอย่างมาก เนื่องจากธุรกิจที่เกี่ยวข้องกับการท่องเที่ยวที่นำเข้ามาซึ่งรายได้เข้าสู่ประเทศอย่างมหาศาล เป็นการกระตุ้นเศรษฐกิจด้านต่าง ๆ ได้เป็นอย่างดี และการท่องเที่ยวถือเป็นธุรกิจที่สร้างรายได้ให้กับประเทศไทยเป็นอันดับต้น ๆ เช่นเดียวกับประเทศอื่น ๆ โดยเฉพาะช่วงก่อนสถานการณ์โควิด 19 สถิตินักท่องเที่ยวต่างชาติปี 2562 ที่เดินทางเข้าประเทศไทยอยู่ที่ 39.7 ล้านคน เพิ่มขึ้นจากปี 2561 ถึง 4.2% และส่วนของรายได้พบว่าในปี 2562 ไทยมีรายได้จากนักท่องเที่ยวต่างชาติกว่า 1.93 ล้านล้านบาท เพิ่มขึ้น 3.05% เมื่อเทียบกับปีก่อน (การท่องเที่ยวแห่งประเทศไทย, 2563) และองค์ประกอบที่สำคัญของการดำเนินธุรกิจที่เกี่ยวข้องกับการท่องเที่ยวคือทรัพยากรธรรมชาติซึ่งเป็นทุนที่ใช้ในการดำเนินกิจกรรมทางการท่องเที่ยว ถูกนำมาใช้ประโยชน์เพื่อสนองตอบความต้องการของนักท่องเที่ยว จนอาจกล่าวได้ว่าธุรกิจที่เกี่ยวข้องกับการท่องเที่ยวเป็นส่วนหนึ่งที่ทำให้เกิดการเปลี่ยนแปลงของทรัพยากรทางธรรมชาติ ก่อให้เกิดปัญหาทางสิ่งแวดล้อมและหากไม่มีการจัดการที่ดีของธุรกิจก็จะส่งผลกระทบต่อมลภาวะ การเสื่อมโทรมของทรัพยากรทางธรรมชาติอีกด้วย

จากผลกระทบทางสิ่งแวดล้อมของธุรกิจทางการท่องเที่ยว ผู้ประกอบจึงเริ่มหันมาให้ความสนใจแนวคิด Green Marketing หรือการตลาดสีเขียวซึ่งเป็นกลยุทธ์ที่ธุรกิจต่าง ๆ นิยมใช้กันมากขึ้น จากสถานการณ์ของปัญหาสิ่งแวดล้อม การเปลี่ยนแปลงสภาพภูมิอากาศ หรือ Climate Change ในปัจจุบัน ที่ส่งผลกระทบต่อความเสื่อมโทรมของธรรมชาติและ การใช้ชีวิตของคนทั่วโลก ผู้บริโภคยุคใหม่ได้ตระหนักถึงปัญหาดังกล่าว จึงเริ่มให้ความสนใจสินค้าและบริการที่สามารถช่วยกอบกู้โลกสีเขียวให้กลับคืนมา แนวคิดการตลาดสีเขียว เป็นกลยุทธ์ที่ภาคธุรกิจต่าง ๆ มุ่งเน้นเรื่องความยั่งยืน (Sustainability) และส่งเสริมการ

ผลิตสินค้าที่คำนึงถึงประโยชน์ด้านสิ่งแวดล้อมเป็นหลัก ซึ่งผู้ประกอบการจะพยายามแสดงให้เห็นว่าธุรกิจของตนมีวิสัยทัศน์ในการผลิตสินค้าหรือดำเนินกิจการที่เป็นมิตรกับสิ่งแวดล้อมในรูปแบบต่าง ๆ หรือเป็นลักษณะของการสื่อสารกับผู้บริโภคว่ากิจการหรือแบรนด์สนับสนุนความคิดที่เป็นมิตรและรักษาสิ่งแวดล้อมอย่างยั่งยืนผ่านช่องทางต่าง ๆ ซึ่งมีจุดมุ่งหมายสำคัญ คือ การแสดงการสร้างสรรคในขั้นตอนการผลิตและส่งต่อไปยังผู้บริโภคและส่งเสริมให้ผู้คนหันมามีความรับผิดชอบต่อสิ่งแวดล้อมอย่างยั่งยืน (PTT Expresso, 2021)

จากสถานการณ์ดังกล่าว ทำให้ผู้ประกอบการที่เกี่ยวข้องกับธุรกิจโรงแรมหรือที่พักซึ่งเป็นส่วนหนึ่งของกิจกรรมทางการท่องเที่ยวกำลังปรับตัวและมุ่งสู่แนวคิด Green Hotel ที่เป็นมิตรต่อสิ่งแวดล้อมมากขึ้น และเริ่มนำกลยุทธ์การตลาดเพื่อสิ่งแวดล้อมหรือ Green Marketing มาปรับใช้กับธุรกิจ รวมถึงหน่วยงานภาครัฐที่ส่งเสริมให้ผู้ประกอบการที่พักดำเนินธุรกิจที่เป็นมิตรกับสิ่งแวดล้อมด้วยการกำหนดเกณฑ์มาตรฐานและรางวัลต่าง ๆ และผู้ประกอบการยังทำการสื่อสารถึงนโยบาย Green Hotel ให้กลุ่มลูกค้าหรือผู้บริโภคได้รับรู้ผ่านช่องทางต่าง ๆ โดยเฉพาะช่องทางออนไลน์ที่สามารถเข้าถึงได้ง่ายในปัจจุบัน เพื่อให้ลูกค้าได้รับรู้ถึงนโยบาย Green Hotel ของโรงแรมที่ให้บริการเน้นความยั่งยืนตอบโจทย์ความต้องการของผู้บริโภคและสถานการณ์โลกที่เปลี่ยนแปลงไป จากที่กล่าวมาคณะผู้วิจัยจึงสนใจศึกษากลยุทธ์การตลาดออนไลน์ของธุรกิจโรงแรมที่เป็นมิตรกับสิ่งแวดล้อม

1.2 วัตถุประสงค์การวิจัย

1.2.1 เพื่อวิเคราะห์ข้อมูลส่วนประสมทางการตลาดที่ปรากฏบนเว็บไซต์ของผู้ประกอบการที่พักที่เป็นมิตรกับสิ่งแวดล้อม

1.2.2 เพื่อศึกษาข้อมูลเกี่ยวกับการอนุรักษ์สิ่งแวดล้อมที่ปรากฏบนเว็บไซต์ของผู้ประกอบการที่พักที่เป็นมิตรกับสิ่งแวดล้อม

1.3 ประโยชน์ที่คาดว่าจะได้รับ

1.3.1 ได้ทราบแนวทางส่วนประสมทางการตลาดออนไลน์ของผู้ประกอบการที่พักที่เป็นมิตรกับสิ่งแวดล้อม

1.3.2 ผู้ประกอบการที่พักที่เป็นมิตรกับสิ่งแวดล้อมสามารถนำผลจากการวิจัยทั้งเชิงบวกและเชิงลบเกี่ยวกับการบริการของที่พักไปเป็นแนวทางในการปรับปรุงการบริการของที่พักได้

2. การทบทวนวรรณกรรม

การวิจัยในครั้งนี้ผู้วิจัยได้ศึกษาเอกสาร แนวคิด ทฤษฎีและงานวิจัยที่เกี่ยวข้องเพื่อแสวงหาความรู้ที่จะนำมาใช้ในการกำหนดกรอบแนวคิดการวิจัย จึงได้รวบรวมเอกสารและงานวิจัยที่เกี่ยวข้องในประเด็นสำคัญดังนี้

2.1 แนวคิด 7 Greens (Seven Greens Concept)

แนวคิด 7 Greens เกิดจากหน่วยงานด้านการท่องเที่ยวของแต่ละประเทศที่เริ่มรณรงค์การดูแลรักษาสิ่งแวดล้อมอย่างจริงจัง และใช้เป็นยุทธศาสตร์ทางการแข่งขันในเวทีโลก การท่องเที่ยวแห่งประเทศไทยได้ประกาศ “โครงการปฏิญญารักษาสีเขียวอย่างยั่งยืน ปี 2551-2553” ภายใต้กรอบแนวคิด ด้าน 7 Greens ซึ่งเป็นแนวคิดในการสร้างสมดุลระหว่าง การพัฒนาการท่องเที่ยวเป็นแนวทางในการดำเนินกิจการที่เกี่ยวกับการท่องเที่ยวทั้งระบบและการป้องกันหรืออนุรักษ์สิ่งแวดล้อม เป็น

การแสดงศักยภาพทางการท่องเที่ยวในรูปแบบการรักษาสิ่งแวดล้อมเพื่อการท่องเที่ยวที่ยั่งยืนและเป็นการท่องเที่ยวแบบใหม่เน้นเป็นมิตรกับสิ่งแวดล้อม สิริภัทร์ โชติช่วง, นนทิกัด เพียรโรจน์, ณัฐมน ราชรักษ์ และ วีระศักดิ์คงฤทธิ์ (2561) และ การท่องเที่ยวแห่งประเทศไทย (2008) กำหนดแนวคิด 7 Greens มีองค์ประกอบดังนี้

Green Heart	เที่ยวด้วยใจคิด เป็นมิตรกับสิ่งแวดล้อม
Green Logistics	เที่ยวใกล้-ไกล เลือกใช้ (พาหนะ) พลังงานสะอาด
Green Attraction	จัดการแหล่งท่องเที่ยว โดยคำนึงถึงความยั่งยืน
Green Activity	เลือก กิจกรรมท่องเที่ยวที่เป็นมิตรกับสิ่งแวดล้อม
Green Community	เที่ยวอย่างรู้ค่า รักษาเอกลักษณ์ชุมชน
Green Service	จัดการธุรกิจ ตระหนักคิด เป็นมิตรกับสิ่งแวดล้อม
Green Plus	จิตอาสา พาโลกสดใส ใส่ใจสิ่งแวดล้อม

2.2 เกณฑ์การบริการที่เป็นมิตรกับสิ่งแวดล้อมของสถานประกอบการประเภทโรงแรม

กรมส่งเสริมคุณภาพสิ่งแวดล้อม (2563) กำหนดเกณฑ์การบริการที่เป็นมิตรกับสิ่งแวดล้อมของสถานประกอบการประเภทโรงแรม ที่จะต้องครอบคลุม 6 ประเด็น ประกอบด้วย

1. นโยบายด้านการบริการที่เป็นมิตรกับสิ่งแวดล้อม หลักการหรือวิธีปฏิบัติที่สถานประกอบการใช้เป็นแนวทางในการดำเนินงานด้านการบริการที่เป็นมิตรกับสิ่งแวดล้อม เช่น การจัดซื้อจัดจ้างที่เป็นมิตรกับสิ่งแวดล้อม การจัดการสิ่งแวดล้อม การอนุรักษ์พลังงาน การมีส่วนร่วมกับท้องถิ่นและชุมชน เป็นต้น โดยผู้บริหารและพนักงานร่วมดำเนินการให้บรรลุวัตถุประสงค์ และเป้าหมายที่กำหนดไว้

2. การพัฒนาบุคลากร วิธีการหรือกระบวนการ หรือกิจกรรมต่างๆ ที่ดำเนินการเพื่อเพิ่มพูนให้บุคลากรในสถานประกอบการเกิดความรู้ ความสามารถ และทักษะในการทำงานด้านการบริการที่เป็นมิตรกับสิ่งแวดล้อม เช่น การจัดซื้อจัดจ้างที่เป็นมิตรกับสิ่งแวดล้อม การจัดการสิ่งแวดล้อม การอนุรักษ์พลังงาน การมีส่วนร่วมกับท้องถิ่นและชุมชน เป็นต้น เพื่อเสริมสร้างเจตคติที่ดีในการปฏิบัติงานและให้มีการดำเนินงานบรรลุเป้าหมายที่วางไว้อย่างมีประสิทธิภาพ

3. การรณรงค์ประชาสัมพันธ์ การสื่อสารข้อมูล และข่าวสารด้านการบริการที่เป็นมิตรกับสิ่งแวดล้อม เช่น การจัดซื้อจัดจ้างที่เป็นมิตรกับสิ่งแวดล้อม การจัดการสิ่งแวดล้อม การอนุรักษ์พลังงาน การมีส่วนร่วมกับท้องถิ่นและชุมชน เป็นต้น ไปสู่กลุ่มเป้าหมาย (ผู้บริหาร พนักงาน และผู้ใช้บริการ) เพื่อเสริมสร้างความเข้าใจอันดี ความร่วมมือ และสนับสนุนจากกลุ่มเป้าหมาย และเพื่อเสริมสร้างภาพลักษณ์ที่ดีของสถานประกอบการ

4. การจัดซื้อจัดจ้างที่เป็นมิตรกับสิ่งแวดล้อมการจัดซื้อหรือจัดผลิตภัณฑ์หรือบริการซึ่งคำนึงถึงความเหมาะสมด้านคุณภาพ ราคา ระยะทางการส่งมอบสินค้าหรือบริการตามที่กำหนด และการลดผลกระทบต่อสิ่งแวดล้อมที่เกิดจากการผลิตและบริการ โดยพิจารณาตลอดทั้งวัฏจักรชีวิตของผลิตภัณฑ์การจัดซื้อจัดจ้างสีเขียว

5. การจัดการสิ่งแวดล้อมและพลังงาน การดำเนินงานใด ๆ ที่สามารถใช้ทรัพยากรได้อย่างยั่งยืน หรือมีการกำจัดของเสียและมลพิษให้หมดไปหรือเสื่อมสภาพไป หรือไม่ส่งผลกระทบต่อสภาพแวดล้อม

โดยรอบ เช่น การลดการใช้น้ำ การอนุรักษ์พลังงานการจัดการพื้นที่สีเขียว การบำบัดน้ำเสีย การลดและกำจัดขยะ การป้องกันมลภาวะทางอากาศและเสียง อาชีวอนามัยและความปลอดภัย

6. การมีส่วนร่วมกับท้องถิ่นและชุมชน การมีส่วนร่วมของสถานประกอบการกับท้องถิ่นและชุมชนในพื้นที่ที่สถานประกอบการตั้งอยู่ ทั้งการร่วมรับรู้ ร่วมคิด ร่วมดำเนินการ ในกิจกรรมด้านการจัดการทรัพยากรธรรมชาติและสิ่งแวดล้อม เช่น การอนุรักษ์และฟื้นฟูทรัพยากรธรรมชาติ การรักษาสิ่งแวดล้อม และการสร้างคุณค่าด้านประวัติศาสตร์ท้องถิ่น หรือศิลปวัฒนธรรม หรือเอกลักษณ์ของท้องถิ่น เป็นต้น

2.3 ส่วนประสมทางการตลาด (marketing mix) 4Ps

ในงานวิจัยนี้ผู้วิจัยได้ศึกษาแนวคิดส่วนประสมทางการตลาด (marketing mix) 4p's เพื่อใช้สำหรับวิเคราะห์ข้อมูลส่วนประสมทางการตลาดที่ปรากฏบนเว็บไซต์ของผู้ประกอบการที่פקที่เป็นมิตรกับสิ่งแวดล้อมซึ่งเป็นชุดเครื่องมือทางการตลาด ที่ธุรกิจใช้เพื่อให้บรรลุวัตถุประสงค์ในตลาดเป้าหมายที่กำหนด โดยมี 4 องค์ประกอบสำคัญ หรือ 4Ps (Marketing Mix) เป็นแนวคิดปัจจัย 4 อย่างที่ธุรกิจต้องวิเคราะห์เพื่อช่วยในการวางแผนการทำงานการตลาดซึ่ง 4Ps จะประกอบไปด้วย Product (สินค้า), Price (ราคา), Place (ช่องทางการจำหน่าย) และ Promotion (การส่งเสริมการขาย) ซึ่งปัจจัยทั้ง 4 อย่างที่กล่าวไปนั้นจะเข้ามาช่วยให้ผู้ประกอบการสามารถวิเคราะห์กลยุทธ์ออกมาได้อย่างละเอียดเพื่อการสร้างการเติบโตให้กับธุรกิจได้มากที่สุด ซึ่ง 4P มีประโยชน์ต่อธุรกิจในการช่วยให้ธุรกิจรู้จักและเข้าใจสินค้าและบริการของตนเอง ช่วยให้ธุรกิจรู้จักกลุ่มลูกค้าของตนเองมากขึ้น ช่วยให้ธุรกิจได้วางแผนกลยุทธ์ได้อย่างมีประสิทธิภาพ ช่วยให้ธุรกิจได้รู้ตำแหน่งในท้องตลาดของตนเอง ช่วยให้ธุรกิจได้ตัดสินใจการทำงานในแต่ละแคมเปญได้ดี และสามารถผนวกรวมกับกลยุทธ์การตลาดอื่น ๆ เพื่อใช้ในการวิเคราะห์ธุรกิจได้ เช่น SWOT, Five Forces, Business Model Canvas (BMC) เป็นต้น (Digital Tips Academy, 2565)

2.4 แนวคิดเกี่ยวกับการตลาดออนไลน์

Mahida Hardevsinh Jitsinh, Assistant Teacher in economics, Shri G. J. M. Vidhyamandir, Sokhada, Gujarat (India) (2018) กล่าวว่า การตลาดออนไลน์คือการใช้ประโยชน์จากช่องทางบนเว็บไซต์เพื่อเผยแพร่ข้อความเกี่ยวกับบริษัท แปรนต์ ผลิตภัณฑ์ หรือบริการให้กับลูกค้าที่มีศักยภาพ วิธีการและเทคนิคที่ใช้ในการทำการตลาดออนไลน์ รวมถึงอีเมล โซเชียลมีเดีย โฆษณาแบบดิสเพลย์ การปรับแต่งเสิร์ชเอ็นจิน Google AdWords และอื่นๆ โดยวัตถุประสงค์ของการตลาดออนไลน์ คือ โอกาสในการเข้าถึงลูกค้าซึ่งเป็นกลุ่มที่ใช้เวลาในการอ่าน ค้นหา ชื่อของ และเข้าสู่แคมเปญออนไลน์

Chaffey (2013) ให้ความหมายของ การตลาดดิจิทัล ว่าเป็นการดำเนินการทางการตลาดที่นำเอาเทคโนโลยีมาช่วยทำกิจกรรมการตลาดเพื่อตอบสนองความจำเป็น และความต้องการให้กับลูกค้า

ปรีดี นกุลสมปรารถนา (2563) การตลาดดิจิทัล (Digital Marketing) คือ ทุกสิ่งที่เกี่ยวข้องกับการตลาดโดยใช้อุปกรณ์อิเล็กทรอนิกส์รวมถึง อินเทอร์เน็ต และปัจจุบันธุรกิจต่างๆก็ใช้ประโยชน์ของการทำดิจิทัลมาร์เก็ตติ้ง ผ่านหลายช่องทาง เช่น โซเชียลมีเดีย อีเมล เว็บไซต์ เพื่อสื่อสารกับลูกค้า และสำหรับดิจิทัลมาร์เก็ตติ้งนั้น การรู้จักเทคนิคก็มีความสำคัญพอ ๆ กับการเลือกใช้สื่อตัวอย่างเทคนิคการทำดิจิทัลมาร์เก็ตติ้ง

Taiminen และ Karjaluoto (2015) การใช้ประโยชน์จากการตลาดดิจิทัลและสื่อสังคมออนไลน์เป็นการปรับใช้วิธีการใหม่ทางการตลาด ซึ่งมีองค์ประกอบของดิจิทัลใน 2 คุณลักษณะ ได้แก่ ช่องทางการสื่อสาร

ทิศทางเดียว และช่องทางการสื่อสารแบบสองทิศทาง ซึ่งเครื่องมือที่ใช้การสื่อสารทางเดียว ได้แก่ อีเมล และเว็บไซต์ โดยธุรกิจมักจะใช้สำหรับแชร์ข้อมูล ส่งเสริมทางการตลาด สร้างความสัมพันธ์และรักษาความสัมพันธ์กับลูกค้า

Hennig-Thurau et al., (2010) นอกจากนี้ยังใช้วิธีการเพิ่มประสิทธิภาพในการค้นหา (SEO) ที่เป็นเครื่องมือที่สำคัญในการตลาดดิจิทัล ซึ่งส่วนใหญ่มักจะใช้ในบริษัทขนาดใหญ่ ในขณะที่ช่องทางการสื่อสารแบบสองทิศทาง ได้แก่ สื่อสังคมออนไลน์ เช่น เฟซบุ๊ก บล็อก ทวิตเตอร์ ซึ่งกลายเป็นสื่อที่มีพลังอำนาจสูงมาก ทำให้อำนาจเดิมอยู่ที่นักการตลาดกลายเป็นอำนาจของ ลูกค้า

3. วิธีดำเนินการวิจัย

3.1 ขอบเขตการวิจัย

3.1.1 ขอบเขตด้านเนื้อหา ศึกษาเกี่ยวกับส่วนประสมทางการตลาดออนไลน์โดยวิเคราะห์จากเนื้อหาที่ปรากฏบนเว็บไซต์ ซึ่งเป็นข้อมูลเกี่ยวกับส่วนประสมทางการตลาด 4Ps ประกอบด้วย 1) ด้านผลิตภัณฑ์ 2) ด้านราคา 3) ด้านช่องทางจัดจำหน่าย และ 4) ด้านการส่งเสริมการขาย และ แนวคิดเกี่ยวกับองค์ประกอบที่แสดงถึงความเป็น Green Hotel

3.1.2 ขอบเขตด้านพื้นที่ ศึกษาเฉพาะรายชื่อโรงแรมสีเขียวที่ผ่านการรับรองจากกรมส่งเสริมคุณภาพสิ่งแวดล้อม (DEQP) และ องค์การบริหารการพัฒนาพื้นที่พิเศษเพื่อการท่องเที่ยวอย่างยั่งยืน (อพท.) ประจำปี 2565 รวมจำนวน 42 แห่ง แบ่งตามระดับ ดังนี้

ตารางที่ 1 จำนวนโรงแรมสีเขียว ประจำปี 2565 แยกตามระดับ

ระดับ	กรมส่งเสริมคุณภาพสิ่งแวดล้อม	องค์การบริหารการพัฒนาพื้นที่พิเศษเพื่อการท่องเที่ยวอย่างยั่งยืน (อพท.)	รวม
ระดับดีเยี่ยม (Gold)	13	5	18
ระดับดีมาก (Silver)	10	1	11
ระดับดี (Bronze)	8	5	13
รวม	31	11	42

3.1.3 ขอบเขตด้านระยะเวลา ศึกษาและเก็บข้อมูลระหว่างวันที่ 4 มีนาคม ถึง 19 มีนาคม 2566

3.2 ประชากร

การศึกษาดังนี้เป็นการวิจัยเชิงคุณภาพโดยทำการศึกษาจากโรงแรมสีเขียวที่ผ่านการรับรองจากกรมส่งเสริมคุณภาพสิ่งแวดล้อม และ องค์การบริหารการพัฒนาพื้นที่พิเศษเพื่อการท่องเที่ยวอย่างยั่งยืน (อพท.) ประจำปี 2565 รวมทั้งสิ้น 42 โรงแรม แบ่งเป็น 3 ระดับ คือ ระดับดีเยี่ยม (Gold) ระดับดีมาก (Silver) และระดับดี (Bronze)

3.3 เครื่องมือที่ใช้ในการวิจัยและการเก็บรวบรวมข้อมูล

เครื่องมือในการวิจัยครั้งนี้คือแบบบันทึกข้อมูลในรูปแบบ Check List โดยวิธีการ Check List จากข้อมูลที่ปรากฏบนเว็บไซต์ของโรงแรมทั้ง 42 แห่ง ประกอบด้วย 2 ส่วนคือ

ส่วนที่ 1 ข้อมูลเกี่ยวกับส่วนประสมทางการตลาด 4Ps จำนวน 31 รายการ ประกอบด้วย 1) ด้านผลิตภัณฑ์ จำนวน 10 รายการ 2) ด้านราคา จำนวน 7 รายการ 3) ด้านช่องทางจัดจำหน่าย จำนวน 7 รายการ และ 4) ด้านการส่งเสริมการขาย จำนวน 7 รายการ

ส่วนที่ 2 ข้อมูลองค์ประกอบอื่นๆ ที่แสดงถึงความเป็น Green Hotel จำนวน 4 รายการ ประกอบด้วย 1) มีข้อมูลแสดงถึงความเป็นโรงแรมที่เป็นมิตรกับสิ่งแวดล้อม 2) มีข้อมูลแสดงถึงความเป็นโรงแรมที่มีการประหยัดพลังงาน 3) มีข้อมูลแสดงถึงความเป็นโรงแรมที่มีการบำบัดน้ำเสีย และ 4) มีข้อมูลแสดงถึงความเป็นโรงแรมที่รับผิดชอบต่อสังคมและมีกิจกรรมเพื่อสังคม (CSR)

โดยมีขั้นตอนการสร้างเครื่องมือเพื่อเก็บรวบรวมข้อมูล ดังนี้

1. ศึกษาแนวคิด ทฤษฎี และงานวิจัยที่เกี่ยวข้อง เพื่อกำหนดวัตถุประสงค์ และกรอบแนวคิดของเรื่องการศึกษา
2. กำหนดนิยามศัพท์ปฏิบัติการเพื่อใช้ในการสร้างแบบบันทึกข้อมูล
3. สร้างแบบบันทึกข้อมูลให้ครอบคลุมตามนิยามศัพท์ปฏิบัติการ
4. นำแบบบันทึกข้อมูลเสนออาจารย์ที่ปรึกษาและปรับปรุงตามข้อเสนอแนะ
5. นำแบบบันทึกข้อมูลที่ปรับปรุงเรียบร้อยแล้วไปเก็บข้อมูล โดยการสำรวจผ่านเว็บไซต์ของโรงแรมทั้ง

42 แห่ง

3.4 การวิเคราะห์ข้อมูล

หลังจากดำเนินการเก็บรวบรวมข้อมูลเรียบร้อยแล้ว ผู้วิจัยนำข้อมูลที่ได้มาวิเคราะห์ตามแนวทางการวิเคราะห์ข้อมูลคุณภาพ (Qualitative Data Analysis) ซึ่งนำข้อมูลที่ได้จากศึกษามาจัดระเบียบแยกข้อมูลรายประเด็นตามองค์ประกอบส่วนประสมทางการตลาด 4Ps และ Green Hotel และใช้การวิเคราะห์เนื้อหา (Content Analysis)

โดยมีการนำคำร้อยละ ซึ่งเป็นสถิติเชิงพรรณนามาใช้ในการอธิบายประกอบการนำเสนอข้อมูล

4. ผลการวิจัย

4.1 วิเคราะห์และเปรียบเทียบข้อมูลส่วนประสมทางการตลาดที่ปรากฏบนเว็บไซต์ของธุรกิจโรงแรมที่เป็นมิตรกับสิ่งแวดล้อมในประเทศไทยที่ดำเนินการ โดยกรมส่งเสริมคุณภาพและสิ่งแวดล้อม และ องค์การบริหารการพัฒนาพื้นที่พิเศษเพื่อการท่องเที่ยวอย่างยั่งยืน (อพท.) รวมจำนวน 42 แห่ง โดยวิเคราะห์แยกประเด็นตามส่วนประสมทางการตลาด 4Ps ดังนี้

ตารางที่ 2 แสดงข้อมูลด้านผลิตภัณฑ์ (Product) จากเว็บไซต์ออนไลน์ของธุรกิจโรงแรมที่เป็นมิตรกับสิ่งแวดล้อมในประเทศไทย

ส่วนผสม การตลาด ออนไลน์ ด้านผลิตภัณฑ์	มีระบุในเว็บไซต์ จำนวนแห่ง (ร้อยละ)			ไม่มีระบุในเว็บไซต์ จำนวนแห่ง (ร้อยละ)			รวมจำนวนแห่ง (ร้อยละ)	
	ดีเยี่ยม (Gold)	ดีมาก (Silver)	ดี (Bronze)	ดีเยี่ยม (Gold)	ดีมาก (Silver)	ดี (Bronze)	มี	ไม่มี
มีข้อมูลแสดง รูปแบบห้องพัก	15 (83.33)	11 (100.00)	11 (84.62)	3 (16.67)	0 (0.00)	2 (15.38)	40 (95.24)	2 (4.76)
มีข้อมูลแสดงขนาด ห้องพัก	15 (83.33)	10 (90.90)	10 (76.92)	3 (16.67)	1 (9.10)	3 (23.08)	35 (83.33)	7 (16.67)
รูปแบบเตียง Twin or Double	15 (83.33)	10 (90.90)	9 (69.23)	3 (16.67)	1 (9.10)	4 (30.77)	34 (80.95)	8 (19.05)
แผนผังห้องพัก	8 (44.44)	0 (0.00)	8 (61.54)	10 (55.56)	11 (100.00)	5 (38.46)	16 (38.10)	26 (61.90)
จำนวนที่รองรับได้	15 (83.33)	7 (63.63)	11 (84.62)	3 (16.67)	4 (36.37)	2 (15.38)	33 (78.57)	9 (21.43)
สิ่งอำนวยความสะดวก ในห้องพัก	15 (83.33)	11 (100.00)	11 (84.62)	3 (16.67)	0 (0.00)	2 (15.38)	37 (88.10)	5 (11.90)
ห้องประชุม, ห้อง จัดเลี้ยง	11 (61.11)	9 (81.81)	11 (84.62)	7 (38.89)	2 (18.19)	2 (15.38)	31 (73.81)	11 (26.19)
ภาพถ่าย	15 (83.33)	11 (100.00)	12 (92.31)	3 (16.67)	0 (0.00)	1 (7.69)	38 (90.48)	4 (9.52)
วิดีโอ	7 (38.89)	7 (63.63)	9 (69.23)	11 (61.11)	4 (36.37)	4 (30.77)	23 (54.76)	19 (45.24)
บริการอื่นๆ ภายใน โรงแรม (สระว่ายน้ำ, น้ำ, สปา, ร้านอาหาร, ฟิต เนส เป็นต้น)	15 (83.33)	11 (100.00)	12 (92.31)	3 (16.67)	0 (0.00)	1 (7.69)	38 (90.48)	4 (9.52)

จากตารางที่ 2 ด้านผลิตภัณฑ์ พบว่า ผู้ประกอบการของธุรกิจโรงแรมที่เป็นมิตรกับสิ่งแวดล้อมในประเทศไทยส่วนใหญ่มีการระบุลักษณะพิเศษของที่พัก มีข้อมูลที่พิก และสิ่งอำนวยความสะดวกในที่พัก โดยมีการบริการอื่นๆ ภายในโรงแรม เช่น สระว่ายน้ำ, สปา, ร้านอาหาร, ฟิตเนส เป็นต้น แต่ส่วนใหญ่ยังไม่มีข้อมูลด้านแผนผังของที่พัก

ตารางที่ 3 แสดงข้อมูลด้านราคา(Price)จากเว็บไซต์ออนไลน์ของธุรกิจโรงแรมที่เป็นมิตรกับสิ่งแวดล้อมในประเทศไทย

ส่วนผสมการตลาด ออนไลน์ ด้านราคา	มีระบุในเว็บไซต์			ไม่มีระบุในเว็บไซต์			รวมจำนวนแห่ง	
	จำนวนแห่ง (ร้อยละ)			จำนวนแห่ง (ร้อยละ)			มี	ไม่มี
	ดีเยี่ยม (Gold)	ดีมาก (Silver)	ดี (Bronze)	ดีเยี่ยม (Gold)	ดีมาก (Silver)	ดี (Bronze)		
แสดงราคาตามชนิด ห้องพัก	13 (72.22)	10 (90.90)	11 (84.62)	5 (27.78)	1 (9.10)	2 (15.38)	34 (80.95)	8 (19.05)
แสดงราคาช่วงเสาร์ อาทิตย์-อาทิตย์	0 (0.00)	4 (36.36)	8 (61.54)	18 (100.00)	7 (63.64)	5 (38.46)	12 (28.57)	30 (71.43)
แสดงราคาช่วง วันหยุดนักขัตฤกษ์	0 (0.00)	4 (36.36)	8 (61.54)	18 (100.00)	7 (63.64)	5 (38.46)	12 (28.57)	30 (71.43)
แสดงราคาเป็นสกุลเงิน อื่นเช่น สกุลเงินดอลลาร์ สหรัฐอเมริกา สกุลเงินเยนญี่ปุ่น เป็นต้น	14 (77.78)	6 (54.55)	11 (84.62)	3 (22.22)	5 (45.45)	2 (15.38)	31 (73.81)	11 (26.19)
ราคาแพ็คเกจ	12 (66.67)	7 (63.64)	10 (76.92)	6 (33.33)	4 (36.36)	3 (23.08)	23 (54.76)	19 (45.24)
ราคาเด็ก	7 (38.89)	11 (100.00)	11 (84.62)	11 (61.11)	0 (0.00)	2 (15.38)	29 (69.05)	13 (30.95)
ราคาผู้ใหญ่	15 (83.33)	11 (100.00)	11 (84.62)	3 (16.67)	0 (0.00)	2 (15.38)	37 (88.10)	5 (11.90)

จากตารางที่ 3 ด้านราคา พบว่า ผู้ประกอบการของธุรกิจโรงแรมที่เป็นมิตรกับสิ่งแวดล้อมในประเทศไทยส่วนใหญ่มีการระบุราคาของที่พักในช่วงระยะเวลาต่าง ๆ มีการแสดงค่าเงินสกุลต่างประเทศ และราคาแบบแพ็คเกจ รวมถึงราคาของผู้ใหญ่และเด็กอีกด้วย

ตารางที่ 4 แสดงข้อมูลด้านช่องทางการจัดจำหน่าย (Place) จากเว็บไซต์ออนไลน์ของธุรกิจโรงแรมที่เป็นมิตรกับสิ่งแวดล้อมในประเทศไทย

ส่วนผสม การตลาด ออนไลน์ด้านช่อง ทางการจัด จำหน่าย	มีระบุในเว็บไซต์ จำนวนแห่ง (ร้อยละ)			ไม่มีระบุในเว็บไซต์ จำนวน แห่ง (ร้อยละ)			รวมจำนวน แห่ง (ร้อยละ)	
	ดีเยี่ยม (Gold)	ดีมาก (Silver)	ดี (Bronze)	ดีเยี่ยม (Gold)	ดีมาก (Silver)	ดี (Bronze)	มี	ไม่มี
มีข้อมูลแสดงที่อยู่ / สถานที่ตั้ง	16 (88.89)	11 (100.00)	13 (100.00)	2 (11.11)	0 (0.00)	0 (0.00)	40 (95.24)	2 (4.76)
แผนที่	15 (83.33)	11 (100.00)	11 (84.62)	3 (16.67)	0 (0.00)	2 (15.38)	37 (88.10)	5 (11.90)
เว็บไซต์	15 (83.33)	11 (100.00)	11 (84.62)	3 (16.67)	0 (0.00)	2 (15.38)	37 (88.10)	5 (11.90)
แอปพลิเคชัน	0 (0.00)	2 (18.18)	13 (100.00)	18 (100.00)	9 (81.82)	0 (0.00)	15 (35.71)	27 (64.29)
เบอร์โทรศัพท์	16 (88.89)	11 (100.00)	13 (100.00)	2 (11.11)	0 (0.00)	0 (0.00)	40 (95.24)	2 (4.76)
อีเมล	15 (83.33)	11 (100.00)	13 (100.00)	3 (16.67)	0 (0.00)	0 (0.00)	39 (92.86)	3 (7.14)
โซเชียลมีเดีย FB, IG Line etc.	16 (88.89)	11 (100.00)	13 (100.00)	2 (11.11)	0 (0.00)	0 (0.00)	40 (95.24)	2 (4.76)

จากตารางที่ 4 ด้านช่องทางการจัดจำหน่าย พบว่า ผู้ประกอบการของธุรกิจโรงแรมที่เป็นมิตรกับสิ่งแวดล้อมในประเทศไทยส่วนใหญ่มีการระบุช่องทางสำหรับการติดต่อผ่านช่องทางที่หลากหลายทั้งออฟไลน์และออนไลน์ มีแค่บางโรงแรมแอปพลิเคชัน สำหรับการติดต่อเป็นช่องทางพิเศษสำหรับลูกค้า

ตารางที่ 5 แสดงข้อมูลด้านการส่งเสริมการขาย (Promotion) จากเว็บไซต์ออนไลน์ของธุรกิจ
โรงแรมที่เป็นมิตรกับสิ่งแวดล้อมในประเทศไทย

ส่วนผสมการตลาด ออนไลน์ด้าน รายการส่งเสริมการ ขาย	มีระบุในเว็บไซต์ จำนวนแห่ง (ร้อยละ)			ไม่มีระบุในเว็บไซต์ จำนวนแห่ง (ร้อยละ)			รวมจำนวนแห่ง (ร้อยละ)	
	ดีเยี่ยม (Gold)	ดีมาก (Silver)	ดี (Bronze)	ดีเยี่ยม (Gold)	ดีมาก (Silver)	ดี (Bronze)	มี	ไม่มี
มีข้อมูลแสดงราคา ห้องพักรวมอาหารเช้า	13 (72.22)	9 (81.81)	12 (92.31)	5 (27.78)	2 (18.19)	1 (7.69)	34 (80.95)	8 (19.05)
แพ็คเกจอาหารและ เครื่องดื่ม	9 (50.00)	8 (72.73)	9 (69.23)	9 (50.00)	3 (27.27)	4 (30.77)	26 (61.90)	16 (38.10)
โปรโมชั่นลดราคา ห้องพัก (จองล่วงหน้า นาน ประหยัดมากขึ้น)	11 (61.11)	6 (54.55)	10 (76.92)	7 (38.89)	5 (45.45)	3 (23.08)	27 (64.29)	15 (35.71)
กิจกรรมพิเศษฟรี สำหรับผู้เข้าพัก	6 (33.33)	9 (81.81)	8 (61.54)	12 (66.67)	2 (18.19)	5 (38.46)	23 (54.76)	19 (45.24)
Gift Voucher	6 (33.33)	2 (18.19)	7 (53.85)	12 (66.67)	9 (81.81)	6 (46.15)	15 (35.71)	27 (64.29)
แพ็คเกจรวม	13 (72.22)	7 (63.63)	8 (61.54)	5 (27.78)	4 (36.37)	5 (38.46)	28 (66.67)	14 (33.33)
บริการจองแพ็คเกจ ทัวร์ในโรงแรม	9 (50.00)	4 (36.37)	7 (53.85)	9 (50.00)	7 (63.63)	6 (46.15)	20 (47.62)	22 (52.38)

จากตารางที่ 5 ด้านรายการส่งเสริมการขาย พบว่า ผู้ประกอบการของธุรกิจโรงแรมที่เป็นมิตรกับสิ่งแวดล้อมในประเทศไทยส่วนใหญ่มีการจัดรายการส่งเสริมการขายอย่างต่อเนื่องโดยส่วนใหญ่ห้องพักจะมีรายการรวมอาหารเช้า และเน้นจัดรายการส่งเสริมการขายแบบแพ็คเกจรวม หรือโปรโมชั่นลดราคาห้องพัก (จองล่วงหน้านาน ประหยัดมากขึ้น)

ตารางที่ 6 แสดงข้อมูลด้านองค์ประกอบอื่น ๆ จากเว็บไซต์ออนไลน์ของธุรกิจโรงแรมที่เป็นมิตรกับสิ่งแวดล้อมในประเทศไทย

ข้อมูล ด้านองค์ประกอบอื่น ๆ	มีระบุในเว็บไซต์			ไม่มีระบุในเว็บไซต์			รวมจำนวนแห่ง	
	ดีเยี่ยม (Gold)	ดีมาก (Silver)	ดี (Bronze)	ดีเยี่ยม (Gold)	ดีมาก (Silver)	ดี (Bronze)	มี	ไม่มี
มีข้อมูลแสดงถึงความ เป็นโรงแรมที่เป็นมิตร กับสิ่งแวดล้อม	9 (50.00)	5 (45.45)	7 (53.85)	9 (50.00)	6 (54.55)	6 (46.15)	21 (50.00)	21 (50.00)
มีข้อมูลแสดงถึงความ เป็นโรงแรมที่มีการ ประหยัดพลังงาน	6 (33.33)	5 (45.45)	4 (30.77)	12 (66.67)	6 (54.55)	9 (69.23)	15 (35.71)	27 (64.29)
มีข้อมูลแสดงถึงความ เป็นโรงแรมที่มีการ บำบัดน้ำเสีย	6 (33.33)	2 (18.19)	2 (15.38)	12 (66.67)	9 (81.81)	11 (84.62)	10 (23.81)	32 (76.19)
มีข้อมูลแสดงถึงความ เป็นโรงแรมที่ รับผิดชอบต่อสังคม และมีกิจกรรมเพื่อ สังคม (CSR)	8 (44.44)	7 (63.63)	7 (53.85)	10 (55.56)	4 (36.37)	6 (46.15)	22 (52.38)	20 (47.62)

จากตารางที่ 6 ข้อมูลด้านองค์ประกอบอื่น ๆ จากเว็บไซต์ออนไลน์ พบว่า ผู้ประกอบการของธุรกิจโรงแรมที่เป็นมิตรกับสิ่งแวดล้อมในประเทศไทยส่วนใหญ่มีการระบุข้อมูลอื่น ๆ ที่เป็นประโยชน์ เช่น ข้อมูลแสดงถึงความเป็นโรงแรมที่รับผิดชอบต่อสังคม และมีกิจกรรมเพื่อสังคม (CSR) มีข้อมูลแสดงถึงความเป็นโรงแรมที่เป็นมิตรกับสิ่งแวดล้อม

ตัวอย่างข้อความที่ระบุการเป็นโรงแรมสีเขียวที่ใส่ใจสิ่งแวดล้อม เช่น

- ยึดมั่นในแนวทางปฏิบัติเพื่อการอนุรักษ์สิ่งแวดล้อม ใช้เทคโนโลยีใหม่ ๆ ที่เป็นมิตรต่อสิ่งแวดล้อม และเป็นผลดีต่อธุรกิจในระยะยาว ใช้เตียงที่เป็นมิตรต่อสิ่งแวดล้อมที่ทำจากไม้ที่ได้จากป่าที่มีการจัดการอย่างยั่งยืน (มีใบรับรอง FSC) รวมถึงผ้าห่มและหมอนที่ทำจากขวดรีไซเคิล

- เราทุ่มเทให้กับการอนุรักษ์น้ำและพลังงานด้วยการบริหารจัดการการใช้น้ำและใช้แผนประหยัดพลังงานที่โรงแรมและรีสอร์ทของเรา

- จัดการด้านสิ่งแวดล้อมอย่างเหมาะสมเพื่อลดผลกระทบที่เป็นอันตรายต่อธรรมชาติ ได้แก่ ผลกระทบทางสายตา, การเกิดมลพิษทางอากาศ/เสียง/น้ำเสีย มีระบบจัดการกำจัดขยะและการบำบัดน้ำเสีย

- เป็นส่วนหนึ่งของการพัฒนาชุมชนท้องถิ่นในด้านต่าง ๆ ด้วยการบริจาคส่วนแบ่งกำไรประจำปี มาร่วมในการพัฒนาชุมชนท้องถิ่น เพื่อเสริมสร้างความแข็งแกร่งให้แก่ชุมชน

5. สรุปและอภิปรายผล

จากการศึกษากลยุทธ์การตลาดออนไลน์ของธุรกิจโรงแรมที่เป็นมิตรกับสิ่งแวดล้อม ข้อมูลด้านผลิตภัณฑ์ ด้านราคา ด้านช่องทางการจัดจำหน่าย ด้านรายการส่งเสริมการขาย และข้อมูลด้านองค์ประกอบอื่น ๆ จากเว็บไซต์ออนไลน์ ผู้ประกอบการของธุรกิจโรงแรมที่เป็นมิตรกับสิ่งแวดล้อมในประเทศไทยส่วนใหญ่มีการระบุข้อมูลต่าง ๆ เหล่านี้บนเว็บไซต์ของโรงแรมเพื่อให้ลูกค้าหรือผู้บริโภคเข้าถึงข้อมูลได้ง่ายขึ้น อีกทั้งปัจจุบันความก้าวหน้าทางเทคโนโลยีและอินเทอร์เน็ต ทำให้ผู้บริโภคหรือลูกค้าส่วนใหญ่ตัดสินใจเลือกที่พักจากระบบออนไลน์ เช่น การเลือกดูห้องพัก ราคา โปรโมชั่น ภาพถ่าย รวมถึงรีวิวที่พัก อีกด้วย ซึ่งสอดคล้อง นิธิกานต์ วรรณเสริมสกุล ดวงเดือน อางสมบุญ สิริจันทรา ทองจีน พรพิชชา โสดา และ วนิดา อ่อนละมัย (2565) ได้ศึกษาเรื่องแนวทางการพัฒนากลยุทธ์ทางการตลาดโรงแรมในเขตกรุงเทพมหานคร เพื่อการดำเนินธุรกิจอย่างยั่งยืน พบว่า ตัวแปรส่วนสนับสนุนทางการตลาดมีความสำคัญอย่างมากสำหรับธุรกิจโรงแรม เพราะผู้ใช้บริการใช้เป็นเกณฑ์หลักในการตัดสินใจเข้าใช้บริการ ส่วนประสมทางการตลาดมีผลต่อการตัดสินใจของผู้ใช้บริการเป็นอย่างมาก และจากความคิดเห็นส่วนมากของกลุ่มสำรวจต่างแสดงความคิดเห็นว่า เห็นด้วยที่สุดกับการที่ธุรกิจโรงแรมควรใช้หลักการโฆษณาออนไลน์เพื่อการเข้าถึงข้อมูลที่รวดเร็ว และเน้นส่วนลดราคาและสิทธิพิเศษเพื่อเป็นแรงจูงใจแก่ผู้ใช้บริการ เป็นต้น และ อลิศรา ชรรมบุตร (2562) ได้สรุปนโยบายและมาตรการด้านสิ่งแวดล้อมที่เกี่ยวข้องกับธุรกิจโรงแรมจากแนวคิดการให้บริการและเกณฑ์การบริการที่เป็นมิตรกับสิ่งแวดล้อมจากหน่วยงานที่กำกับดูแล ไว้ในบทความเรื่อง กลยุทธ์การจัดการโรงแรมที่เป็นมิตรต่อสิ่งแวดล้อมเพื่อพัฒนาการท่องเที่ยวอย่างยั่งยืน โดยระบุนโยบายและมาตรการด้านสิ่งแวดล้อมที่เกี่ยวข้องกับธุรกิจโรงแรมต้องครอบคลุม 4 ประเด็นที่สำคัญ ดังนี้ 1) ด้านการจัดการสิ่งแวดล้อม 2) ด้านการจัดการบุคลากร 3) ด้านการมีส่วนร่วมในชุมชน และ 4) ด้านการบริหารจัดการองค์กร โดย งานวิจัยในครั้งนี้ ผู้วิจัยได้นำเสนอผลการวิจัยตามข้อเท็จจริงที่ดำเนินการสำรวจข้อมูลจากเว็บไซต์ของผู้ประกอบการโรงแรมในเรื่องการตลาดออนไลน์ทางอินเทอร์เน็ต ซึ่งผลการวิจัยทำให้ทราบถึงข้อเท็จจริงเกี่ยวกับจุดดีและจุดด้อยของการตลาดออนไลน์ของผู้ประกอบการธุรกิจท่องเที่ยวในกลุ่มนี้ ซึ่งควรมีการพัฒนาและปรับปรุงต่อไป ทั้งนี้ ที่ผ่านมานงานวิจัยที่เกี่ยวข้องในเรื่องดังกล่าวอาจมีอยู่น้อยมาก และอาจจำเป็นต้องมีการศึกษาวิจัยเพิ่มมากขึ้น เพื่อขยายองค์ความรู้ในเรื่องนี้

6. ข้อเสนอแนะ

จากการศึกษากลยุทธ์การตลาดออนไลน์ของธุรกิจโรงแรมที่เป็นมิตรกับสิ่งแวดล้อม ซึ่งพบว่าโรงแรมที่เป็นกลุ่มตัวอย่างมีการดำเนินกิจการที่เป็นไปตามเกณฑ์มาตรฐาน แต่จากการศึกษา ยังไม่ได้ครอบคลุมทุกส่วนงานของกิจการ จึงขอเสนอแนะประเด็นสำหรับการทำการศึกษาวิจัยเพิ่มเติม ดังนี้

6.1 ข้อเสนอแนะต่อการนำผลการวิจัยไปใช้

สำหรับผลการศึกษาในครั้งนี้ภาคธุรกิจหรือผู้ประกอบการโรงแรมที่พักสามารถนำไปเป็นแนวทางในการบริหารจัดการที่พักที่เป็นมิตรกับสิ่งแวดล้อม เพื่อสามารถตอบสนองความต้องการของผู้บริโภค ปรับปรุงสื่อประชาสัมพันธ์ออนไลน์ให้มีข้อมูลครบถ้วน และครอบคลุมในทุกบริการที่สถานประกอบการมี สร้างความตั้งใจและสร้างโอกาสในการตัดสินใจเข้ารับบริการและประสบการณ์ของผู้บริโภคในการเข้าพักโรงแรมที่เป็นมิตรกับสิ่งแวดล้อม และรองรับกระแสของการรักษาโลกที่กำลังได้รับความนิยม

6.2 ข้อเสนอแนะต่อการทำวิจัยครั้งต่อไป

1. ควรมีการพัฒนาสื่อประชาสัมพันธ์ถึงนโยบายการดำเนินธุรกิจที่เกี่ยวข้องกับมาตรการด้านสิ่งแวดล้อมเพื่อให้ลูกค้าหรือผู้ใช้บริการสามารถรับรู้ข้อมูลได้ง่าย

2. ศึกษาเพื่อวิเคราะห์หาปัจจัยที่เกี่ยวข้องเพิ่มเติมที่มีผลการตัดสินใจของผู้ใช้บริการในการจองห้องพักหรือบริการส่วนอื่น ๆ เพื่อใช้ผลการศึกษาประกอบการทำรายการส่งเสริมการขายหรือสื่อประชาสัมพันธ์

3. ควรศึกษาวิจัยในธุรกิจอื่น ๆ ที่เกี่ยวข้องหรือสัมพันธ์เพื่อใช้ผลการศึกษาไปปรับปรุงหรือพัฒนาการดำเนินงาน

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การศึกษาส่วนประสมการตลาดออนไลน์ของธุรกิจที่พักแรมที่มีนโยบายเชิงอนุรักษ์สิ่งแวดล้อม
A Study of Online Marketing Mix of Accommodation Businesses with Environmental
Conservation Policy

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งานวิจัยนี้ มีวัตถุประสงค์เพื่อ 1) ศึกษาเกี่ยวกับส่วนประสมทางการตลาดออนไลน์ของธุรกิจที่พักแรมที่มีนโยบายเชิงอนุรักษ์สิ่งแวดล้อมผ่านทางเว็บไซต์ 2) ศึกษากลยุทธ์ของธุรกิจโรงแรมสีเขียวว่ามีนโยบายส่งเสริมการอนุรักษ์สิ่งแวดล้อมและนโยบาย Green Hotel จากแหล่งข้อมูลทุติยภูมิซึ่งผู้วิจัยทำการรวบรวมข้อมูลจากแหล่งข้อมูลทุติยภูมิ โดยการจัดกลุ่มข้อมูลเพื่อวิเคราะห์ข้อมูลส่วนประสมทางการตลาดออนไลน์เป็น 5 ประเด็น ดังนี้ 1) ด้านผลิตภัณฑ์ 2) ด้านราคา 3) ด้านช่องทางการจัดจำหน่าย 4) ด้านการส่งเสริมการตลาด 5) ด้านการอนุรักษ์และการรักษาสิ่งแวดล้อม Green Hotel กลุ่มตัวอย่างทั้งหมด 15 แห่ง ผลการวิจัยพบว่าในเว็บไซต์ของของธุรกิจที่พักแรมที่มีนโยบายเชิงอนุรักษ์สิ่งแวดล้อมพบว่า ด้านผลิตภัณฑ์มีข้อมูลมากที่สุดที่ปรากฏทั้งในเว็บไซต์และแอปพลิเคชัน รองลงมาคือ ด้านช่องทางการจัดจำหน่าย (Place) ด้านราคา (Price) ด้านการส่งเสริมการตลาด (Promotion) และด้านการอนุรักษ์และการรักษาสิ่งแวดล้อม Green Hotel ตามลำดับ ส่วนกลยุทธ์รายการด้านการอนุรักษ์และการรักษาสิ่งแวดล้อม Green Hotel ปรากฏการอัปเดตข้อมูลข่าวสารและการประชาสัมพันธ์การอนุรักษ์และการรักษาสิ่งแวดล้อม Green Hotel บนเว็บไซต์ จำนวน 10 แห่ง

คำสำคัญ: ส่วนประสมทางการตลาด, การตลาดออนไลน์, ธุรกิจโรงแรมและที่พัก, โรงแรมสีเขียว

The objectives of this research were 1) to study the online marketing mix of accommodation businesses that have an environmentally friendly policy via website, 2) to study the strategy of the green hotel business that has a policy to promote environmental conservation and Green Hotel policy from Secondary data sources from which the researcher collects data from secondary data sources. By grouping data to analyze online marketing mix data into 5 issues as follows: 1) Product 2) Price 3) Distribution channel 4) Marketing

promotion5) Environmental conservation and conservation Green Hotel All 15 sample groups. The research found that on the website of the accommodation business that has an environmental conservation policy, it was found that The product side has the most information that appears on both the website and the application, followed by the distribution channel, price, and marketing promotion. As for the program strategy on conservation and environmental protection, Green Hotel appears to update information and publicize conservation and environmental protection Green Hotel on the website, amounting to 10 sites.

บทนำ

จากสถานการณ์ COVID-19 ที่คลี่คลายจนภาครัฐมีการผ่อนคลายการควบคุมโรคส่งผลให้กิจกรรมทางเศรษฐกิจเริ่มกลับมาขยายตัว เศรษฐกิจไทยในไตรมาสที่สองของปี 2565 โดยผลิตภัณฑ์มวลรวมภายในประเทศ (GDP) ขยายตัวร้อยละ 2.5 ปรับตัวดีขึ้นจากการขยายตัวร้อยละ 2.3 ในไตรมาสก่อนหน้า (%YoY) (สำนักงานคณะกรรมการพัฒนาการเศรษฐกิจและสังคมแห่งชาติ, 2565)

ธุรกิจโรงแรมเป็นธุรกิจที่เกี่ยวข้องเนื่องมีการเชื่อมโยงกับการท่องเที่ยวและการบริการต่าง ๆ ในอุตสาหกรรมการท่องเที่ยว เนื่องจากสถานการณ์การแพร่ระบาดของเชื้อไวรัสโควิด-19 ส่งผลกระทบต่อชีวิตและความเป็นอยู่ของประชาชนเป็นอย่างมาก และยังส่งผลกระทบโดยตรงต่อเศรษฐกิจอย่างกว้างขวาง โดยเฉพาะธุรกิจด้านการท่องเที่ยว องค์การการท่องเที่ยวโลกแห่งสหประชาชาติ รายงานว่า การแพร่ระบาดของโควิด-19 ส่งผลกระทบร้ายแรงต่ออุตสาหกรรมการท่องเที่ยวระหว่างประเทศในปี 2020 ทำให้จำนวนนักท่องเที่ยวระหว่างประเทศลดลงร้อยละ 74 จากรายงานยังระบุอีกว่า นักท่องเที่ยวระหว่างประเทศลดลงราว 1 พันล้านคนทั่วโลก ในปี 2020 เมื่อเทียบกับปี 2019 อันเป็นผลมาจากข้อจำกัดการเดินทางที่บังคับใช้เกือบทุกประเทศทั่วโลก เพื่อควบคุมการระบาดใหญ่ (UNWTO, 2021)

การปรับตัวและการเปลี่ยนแปลงในภาวะ COVID-19 ในอุตสาหกรรมท่องเที่ยว และยังคงมีอีกหลายมิติที่ จะปรับเปลี่ยนไป เช่น มิติทางด้านสิ่งแวดล้อมมิติทางด้านความร่วมมือระหว่างผู้ประกอบการทั้งภายในประเทศและระหว่างประเทศเพื่อสร้างความแตกต่าง/หลากหลาย ของผลิตภัณฑ์การท่องเที่ยว ฯลฯ ที่จะต้องร่วมกันกำหนดมาตรการรองรับ (โพสดีทูเดย์, 2563) และผู้ประกอบการควรปรับตัวและนำมาปรับใช้ คือ ต้องหาจุดเด่นของธุรกิจ ทำให้ธุรกิจมีความ Unique เช่น ธุรกิจโรงแรมจับลูกค้าเฉพาะกลุ่ม นักท่องเที่ยวที่ชอบ Eco-Friendly ชอบประสบการณ์ใหม่ ๆ การพบเจอกับคนท้องถิ่น ติดตามนโยบายภาครัฐอย่างต่อเนื่อง (นครินทร์ วนกิจไพบูลย์, 2563)

ในปัจจุบันกลุ่มอุตสาหกรรมท่องเที่ยวและโรงแรมที่พัก ซึ่งได้มีการปรับเปลี่ยนพัฒนาระบบการจองจากเดิมต้องจองผ่านตัวแทน จองผ่านเว็บไซต์ หรือจองผ่านโรงแรมโดยตรงมาเป็นจองผ่านแอปพลิเคชันแทน ซึ่งได้มีแอปพลิเคชันที่ได้รับความนิยม ในประเทศไทย เช่น Hotels.com Booking.com Traveloka Agoda

Hotel Search (ชัยพฤกษ์ บุญเลิศ, 2553, น.1) เมื่อมีระบบการจองที่สะดวกและรวดเร็ว จัดเป็นช่องทางการจัดจำหน่ายที่ตอบโจทย์กับนักท่องเที่ยวที่เดินทางมาท่องเที่ยวในไทยจำนวน 11,153,026 คน (กระทรวงการท่องเที่ยวและกีฬา, 2566) ขณะเดียวกัน ประเทศไทยได้ผ่อนคลามาตรการการเดินทางเข้าประเทศเพื่อเตรียมพร้อมเปิดประเทศอย่างเต็มรูปแบบ จำนวนนักท่องเที่ยวต่างชาติเดินทางเข้าไทยเพิ่มสูงขึ้นแตะหลักล้านคนในเดือนกรกฎาคม 2565 หลังยกเลิกการลงทะเบียน “Thailand Pass” การเพิ่มจำนวนของนักท่องเที่ยวต่างชาติยังส่งผลกระทบต่อธุรกิจที่พักแรม คือ ด้านดี คือสร้างรายได้ให้กับประเทศไทยด้านการท่องเที่ยวโดย ศูนย์วิเคราะห์เศรษฐกิจ ทีทีบี หรือ ttb analytics ประเมินรายได้ท่องเที่ยวไทยปี 2565 อยู่ที่ระดับ 1.25 ล้านล้านบาท บนบริบทของพฤติกรรมค่าใช้จ่ายของนักท่องเที่ยวที่เปลี่ยนแปลงไป พร้อมกับคาดการณ์รายได้ในปี 2566 จะเติบโตในอัตราเร่งอีก 1 ล้านล้านบาท พุ่งแตะ 2.25 ล้านล้านบาท จากอานิสงส์ที่จีนเปิดประเทศหนุนตัวเลขนักท่องเที่ยวต่างชาติพุ่งแตะ 28.9 ล้านคน ส่งผลทางอ้อมให้การท่องเที่ยวภูมิภาคไทยมีความคึกคักเพิ่มสูงขึ้น โดยเฉพาะกลุ่มจังหวัดเมืองหลักท่องเที่ยว (ศูนย์วิเคราะห์เศรษฐกิจ ทีทีบี, 2566) ด้านลบคือ การท่องเที่ยวแบบมหาชนที่ยังขาดการจำกัดจำนวนนักท่องเที่ยวเดินทางเยือนในแหล่งพื้นที่แต่ละพื้นที่ทำให้แย่งใช้ทรัพยากรการท่องเที่ยว รวมทั้งอุตสาหกรรมบริการที่เกี่ยวข้องอย่างที่พักแรมส่งผลด้านลบให้เกิดการใช้ทรัพยากรการท่องเที่ยวเกิดขีดความสามารถ

จากปัญหาดังกล่าวข้างต้น คณะผู้วิจัยมีความสนใจที่จะศึกษา การศึกษาส่วนประสมการตลาดออนไลน์ของธุรกิจที่พักแรมที่มีนโยบายเชิงอนุรักษ์สิ่งแวดล้อม โดยวิเคราะห์จากเนื้อหาที่ปรากฏบนเว็บไซต์หรือเฟซบุ๊กหลักของแต่ละธุรกิจ เพื่อให้ทราบถึงกลยุทธ์ทางการตลาดและการส่งเสริมท่องเที่ยวเชิงอนุรักษ์ อย่างไรก็ตามความต้องการของลูกค้าแตกต่างกัน จึงต้องมีส่วนประสมทางการตลาด เพื่อให้สามารถพัฒนาสินค้าและบริการให้ตรงต่อความต้องการ และนำมาซึ่งความประทับใจ เกิดการบอกต่อ และกลับมาใช้บริการซ้ำ อันจะทำให้ธุรกิจมีการพัฒนาดำรงธุรกิจสืบไป

1.1 วัตถุประสงค์การวิจัย

1.1.1) เพื่อศึกษาเกี่ยวกับส่วนประสมทางการตลาดออนไลน์ของธุรกิจที่พักแรมที่มีนโยบายเชิงอนุรักษ์สิ่งแวดล้อมผ่านทางเว็บไซต์

1.1.2) เพื่อศึกษากลยุทธ์ของธุรกิจโรงแรมสีเขียวว่ามีนโยบายส่งเสริมการอนุรักษ์สิ่งแวดล้อมและนโยบาย Green Hotel

1.2 ประโยชน์ที่คาดว่าจะได้รับ

1.2.1) ทำให้ทราบถึงทราบถึงส่วนประสมการตลาดออนไลน์ของธุรกิจที่พักแรมที่มีนโยบายเชิงอนุรักษ์สิ่งแวดล้อมผ่านทางเว็บไซต์

1.2.2) ผู้ประกอบการ สามารถนำข้อมูล ส่วนประสมการตลาดออนไลน์ของธุรกิจที่พักแรมที่มีนโยบายเชิงอนุรักษ์สิ่งแวดล้อมไปใช้กำหนดกลยุทธ์ทางการตลาด

1.2.3) ผู้ประกอบการหรือผู้เกี่ยวข้อง สามารถนำข้อมูลปัจจัยด้านส่วนประสมทางการตลาด ไปใช้ในการเขียนแผนพัฒนาธุรกิจโรงแรมและที่พักแรมในบริบทการท่องเที่ยวเชิงอนุรักษ์

1.2.4) ส่วนประสมการตลาดออนไลน์ของธุรกิจที่พักแรมที่มีนโยบายเชิงอนุรักษ์สิ่งแวดล้อมผ่านทางเว็บไซต์ ซึ่งเป็นคุณประโยชน์ต่อผู้มีส่วนเกี่ยวข้อง สามารถนำไปปรับปรุง พัฒนา วางแผนกลยุทธ์ และแผนการตลาดหรือแผนการบริหารจัดการองค์กร เพื่อตอบสนองความต้องการของผู้บริโภคต่อไป

1.3 ขอบเขตการวิจัย

การวิจัยเรื่อง “การศึกษาส่วนประสมการตลาดออนไลน์ของธุรกิจที่พักแรมที่มีนโยบายเชิงอนุรักษ์สิ่งแวดล้อม” มีขอบเขตการวิจัยดังนี้

1.3.1) ขอบเขตด้านเนื้อหา

ศึกษาเฉพาะส่วนประสมการตลาดออนไลน์ของธุรกิจที่พักแรมที่มีนโยบายเชิงอนุรักษ์สิ่งแวดล้อม

1.3.2) ขอบเขตด้านกลุ่มเป้าหมาย

ในการศึกษาวิจัยในครั้งนี้ คณะผู้วิจัยมุ่งศึกษาเฉพาะเว็บไซต์ของธุรกิจที่พักแรมที่มีนโยบายเชิงอนุรักษ์สิ่งแวดล้อม ทั้งหมด 15 แห่งได้มาโดยการเลือกแบบเจาะจง (Purposive Sampling) การประเมินจากหน้าเว็บไซต์โรงแรมต่าง ๆ ที่มีลักษณะสอดคล้องในข้อคำถาม

1.3.3) ขอบเขตด้านระยะเวลา

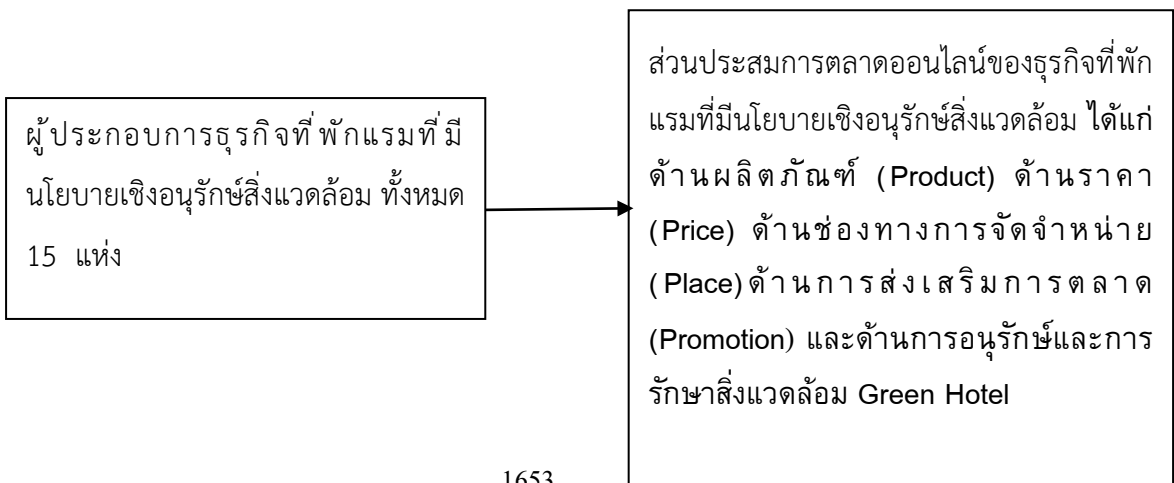
ผู้วิจัยได้ศึกษาและรวบรวมข้อมูลระหว่างเดือน กุมภาพันธ์ – มีนาคม พ.ศ. 2566

1.4 กรอบแนวคิดในการวิจัย

ผู้วิจัยได้กำหนดกรอบแนวคิดในการวิจัยไว้ดังต่อไปนี้

ตัวแปรอิสระ (Independent Variables)

ตัวแปรตาม(Dependent Variables)



2. ทบทวนวรรณกรรม

2.1 แนวคิดเกี่ยวกับส่วนประสมทางการตลาด

ส่วนประสมทางการตลาดการถือเป็นเรื่องมือและกลยุทธ์การตลาดที่สำคัญเพื่อให้ธุรกิจประสบความสำเร็จ ดังนั้นนักวิชาการทั้งในและต่างประเทศ ฉลองศรี ออพิมพ์สมพงศ์ (2550); บุญเลิศ จิตตั้งวัฒนา (2559); ฉันทชววรรณ ถนอม (2554) และอัศวิน แสงพิกุล (2560) ได้ให้แนวคิดสอดคล้องกันดังต่อไปนี้ ส่วนประสมการตลาดประกอบด้วย 4Ps ได้แก่ 1) สินค้า (Produce) คือ สินค้าและบริการการท่องเที่ยว ที่ผู้ประกอบการเสนอขายให้กับนักท่องเที่ยวซึ่งเป็นสินค้าที่จับต้องไม่ได้และไม่สามารถทดลองใช้ก่อนได้อาทิเช่น รายการนำเที่ยว เป็นต้น ผู้ซื้อ (Buyer) ผู้ผลิต (Producer) สินค้าและบริการ (Product and Service) ความต้องการ การผลิต การตอบสนอง) ราคา (Price) คือ ราคาของสินค้าและบริการการท่องเที่ยวเกิดจากการคิดและกำหนดราคา โดยราคาต้องสร้างแรงจูงใจให้เกิดการเดินทาง และสามารถตอบสนองความต้องการให้กับนักท่องเที่ยวได้หลากหลายกลุ่ม อีกทั้งราคาต้องสามารถแข่งขันกันกับคู่แข่งในตลาดได้ด้วย 3) ช่องทางการจัดจำหน่าย (Place) คือ ช่องทางหรือสถานที่จัดจำหน่ายสินค้าและบริการ การท่องเที่ยวที่เหมาะสม ส่งไปให้นักท่องเที่ยวได้อย่างรวดเร็วและสะดวกที่สุด เพื่อทำการขายให้กับนักท่องเที่ยวได้โดยตรงและผ่านตัวแทนจำหน่าย 4) การส่งเสริมการตลาด (Promotion) คือ การติดต่อสื่อสารระหว่างผู้ผลิตสินค้าและบริการ เพื่อกระตุ้นให้เกิดแรงจูงใจในการซื้อสินค้าเร็วขึ้น และซื้อจำนวนมากขึ้น ประกอบด้วย การใช้พนักงานขาย การส่งเสริมการขาย การโฆษณา และการประชาสัมพันธ์

2.2 แนวคิดเกี่ยวกับการตลาดออนไลน์

ในสังคมที่โลกออนไลน์กำลังเป็นปัจจัยสำคัญในการดำเนินชีวิตของคนรุ่นใหม่ สื่อออนไลน์ได้เข้ามามีอิทธิพลต่อทุกคน ตั้งแต่ต้นเข้าจนกระทั่งเข้านอน อีกทั้งความรวดเร็วและความสะดวกสบายของโลกออนไลน์ยังถูกนำมาใช้ประโยชน์กับกลุ่มคนทุกสาขาอาชีพ โดยเฉพาะการตลาดออนไลน์ (Online Marketing) ที่กำลังเป็นที่นิยมกันอย่างแพร่หลาย เพราะสามารถทำให้ทุกคนรู้จักกันได้อย่างกว้างขวาง การตลาดออนไลน์ (Online Marketing) คือ การทำการตลาดในสื่อออนไลน์ เช่น โฆษณา Facebook, โฆษณา Google, โฆษณา Youtube, โฆษณา Instagram มีวัตถุประสงค์หลักเพื่อทำให้สินค้าของเราเป็นที่รู้จักเพิ่มมากขึ้น โดยใช้วิธีต่างๆ ในการ โฆษณาเว็บไซต์ หรือ โฆษณาขายสินค้าที่จะนำสินค้าไปเผยแพร่ตามสื่อออนไลน์ เพื่อให้ผู้อื่นได้รับรู้และเกิดความสนใจ จนกระทั่งเข้ามาใช้บริการหรือซื้อสินค้าในที่สุด โดยการตลาดออนไลน์ (Online Marketing) สามารถทำได้หลายช่องทาง ดังนี้

1. Search Engine Marketing คือ การตลาดบน Search Engine เป็นการทำให้สินค้าติดอันดับการค้นหาในลำดับแรกๆซึ่งจะทำให้ถูกค้นพบได้ง่ายและถูกคลิกได้บ่อยกว่าเว็บไซต์ที่อยู่ด้านล่างหรืออยู่ในหน้า

ถัดไป แบ่งออกเป็น Search Engine Optimization (SEO เป็นการปรับปรุงเว็บไซต์ให้ดีขึ้นตามเกณฑ์ Google กำหนดเพื่อให้เว็บไซต์ของคุณแสดงในอันดับต้นๆ ในพื้นที่แสดงผลค้นหาธรรมชาติของ Google) กับ Pay Per Click (PPC ซึ่งเป็นโฆษณาที่แสดงในพื้นที่แสดงโฆษณาของหน้าแสดงผลการค้นหาของ Google ค่าโฆษณาคิดตามคลิกอย่างชื่อเรียกสามารถตั้ง Keyword ได้จำนวนมาก และแสดงโฆษณาภายในไม่ถึงชั่วโมง หลังจากที่ชำระค่าโฆษณาให้ Google ในกรณีที่จ้างบริษัทรับทำ PPC คุณต้องชำระค่าบริการให้กับบริษัทรับทำ PPC และค่าโฆษณาให้ Google (การซื้อ Ads บน Google)

2. Email Marketing คือ การตลาดที่ทำผ่านอีเมล เพื่อส่งข่าวสาร การส่งเสริมการตลาดถึงลูกค้าที่เป็นกลุ่มเป้าหมาย เป็นการตลาดที่ต้นทุนต่ำที่สุดเมื่อเทียบกับการตลาดในรูปแบบอื่นๆ อีกทั้งยังเป็นการทำการตลาดที่ตรงกลุ่มและสามารถเข้าถึงผู้รับภายในเวลาอันรวดเร็ว

3. Social Marketing คือ การตลาดที่ทำผ่าน Social Network ต่างๆ เช่น Facebook, Twitter, Instagram, Pinterest ฯลฯ

อย่างไรก็ตามมีผู้ประกอบการธุรกิจจำนวนมากที่ยังไม่รู้ถึงศักยภาพของการทำการตลาดออนไลน์ เนื่องจากพฤติกรรมของการทำการค้าและการโฆษณาแบบสมัยก่อนที่มักจะพึ่งสื่อโฆษณาในรูปแบบ หนังสือ วิทยุ โทรทัศน์ ป้ายโฆษณา และอื่นๆอีกมากมาย โดยการทำการตลาดออนไลน์นั้น จะต้องใช้ อินเทอร์เน็ตเป็นส่วนสำคัญในการประชาสัมพันธ์ และ อินเทอร์เน็ต ก็เป็นสิ่งที่ใหม่ที่สุด สำหรับการโฆษณาประชาสัมพันธ์ เมื่อเทียบกับการประชาสัมพันธ์แบบอื่นๆ ทำให้มีผู้ประกอบการจำนวนมากยังไม่เข้าใจถึงว่า การตลาดออนไลน์ มีประสิทธิภาพสูงเพียงใดในโลกที่มีความแข่งขันสูงและทุกสิ่งทุกอย่างสามารถเชื่อมต่อกันข้ามพรมแดนได้ในวงกว้าง การตลาดออนไลน์ จึงเป็นทางเลือกใหม่ที่ใช้ช่วยในการโฆษณาประชาสัมพันธ์เนื่องจาก การตลาดออนไลน์ สามารถเข้าถึงกลุ่มลูกค้าได้ในเวลาอันรวดเร็วสามารถเข้าถึงกลุ่มลูกค้าได้แบบเฉพาะเจาะจง สามารถเข้าถึงลูกค้าได้ทั่วโลก (การตลาดออนไลน์, 2561, ออนไลน์)

2.3 การท่องเที่ยวเชิงอนุรักษ์

อิทธิพล โกมล (2553) กล่าวว่า การท่องเที่ยวเชิงอนุรักษ์ หมายถึง การท่องเที่ยวรูปแบบหนึ่งที่เกี่ยวข้องกับการเดินทางไปยังแหล่งธรรมชาติ และแหล่งวัฒนธรรมอย่างมีความรับผิดชอบ โดยไม่ก่อให้เกิดการรบกวนหรือทำความเสียหายแก่ทรัพยากรธรรมชาติ และสิ่งแวดล้อม แต่มีวัตถุประสงค์อย่างมุ่งมั่นเพื่อชื่นชม ศึกษาเรียนรู้ และเพลิดเพลินไปกับทัศนียภาพ พืชพรรณ และสัตว์ป่า ตลอดจนลักษณะทางวัฒนธรรมที่ปรากฏในแหล่งธรรมชาตินั้น อีกทั้งช่วยสร้างโอกาส ทางเศรษฐกิจที่ส่งผลให้การอนุรักษ์ทรัพยากรธรรมชาติและสิ่งแวดล้อมเกิดประโยชน์ต่อชุมชนท้องถิ่น

fongolf (2565) การท่องเที่ยวเชิงอนุรักษ์ หมายถึง การท่องเที่ยวที่คำนึงถึงแหล่งธรรมชาติ หรือแหล่งวัฒนธรรมอันมีความเกี่ยวเนื่องกับระบบนิเวศของสถานที่นั้นๆ โดยที่ไม่ก่อให้เกิดการรบกวน หรือความเสียหายต่อธรรมชาติ หรือระบบนิเวศ ในขณะที่เดียวกันยังเป็นการช่วยส่งเสริมวิถีชุมชนโดยรอบให้มีคุณภาพชีวิต หรือคุณภาพสิ่งแวดล้อมที่ดียิ่งขึ้น นับเป็นกระแสการท่องเที่ยวที่ได้รับความนิยมในปัจจุบัน โดยมีจุดเด่นตรงที่นอกจากจะเป็นรูปแบบการท่องเที่ยวลักษณะหนึ่งแล้ว ยังช่วยส่งเสริมให้คุณภาพชีวิตและคุณภาพ

สิ่งแวดล้อมของท้องถิ่นได้เป็นอย่างดี ไม่ว่าจะเป็นธรรมชาติ วัฒนธรรมท้องถิ่น หรือกลุ่มคนในท้องถิ่น ให้มีความมั่นคง และยั่งยืนมากยิ่งขึ้น

2.4 โรงแรมสีเขียว Green Hotel

โรงแรมสีเขียว (Green Hotel) ในประเทศไทย ความนิยมในการร่วมกันดูแลและรักษาสิ่งแวดล้อมเพิ่มขึ้นอย่างต่อเนื่อง ในส่วนของประเทศไทย แนวความคิดทางด้านการอนุรักษ์สิ่งแวดล้อมถูกนำมาเป็นส่วนหนึ่งของนโยบายระดับประเทศ ไม่ว่าจะเป็นหน่วยงานภาครัฐและเอกชน องค์กรระหว่างประเทศ อุตสาหกรรมทุกด้าน รวมถึง อุตสาหกรรมการบริการและการท่องเที่ยวโดยเฉพาะในอุตสาหกรรมที่พักแรม ที่นอกจากจะเป็น ภาคอุตสาหกรรมการบริการหนึ่งที่ใช้พลังงานอย่างมากแล้ว ยังส่งผลกระทบต่อสิ่งแวดล้อมในหลายด้าน ไม่ว่าจะเป็นการใช้ทรัพยากรต่าง ๆ การปล่อยของเสียและ ผลกระทบต่อสิ่งแวดล้อมในชุมชนอีกด้วย

หน่วยงานที่มีชื่อเสียงทางด้านการสนับสนุนธุรกิจที่พักแรมในการอนุรักษ์และดูแลสิ่งแวดล้อม ที่รู้จักกันดีก็คือ มูลนิธิใบไม้สีเขียว (Green Leaf Foundation) ซึ่งก่อตั้งขึ้นในต้นปี 2541 โดย ประกอบด้วย องค์กรที่มีวิสัยทัศน์ด้านการพัฒนาธุรกิจการท่องเที่ยวและการโรงแรม ซึ่งประกอบด้วย การท่องเที่ยวแห่งประเทศไทย สมาคมโรงแรมไทย โครงการสิ่งแวดล้อมแห่งสหประชาชาติประจำภูมิภาค เอเชียแปซิฟิก สำนักงานการจัดการด้านการใช้ไฟฟ้า การไฟฟ้าฝ่ายผลิตแห่งประเทศไทย สมาคมพัฒนา คุณภาพสิ่งแวดล้อม และการประปานครหลวง โครงการที่มูลนิธิใบไม้เขียวดำเนินการเพื่อพัฒนา ประสิทธิภาพการใช้พลังงานและพัฒนาคุณภาพสิ่งแวดล้อมของธุรกิจการท่องเที่ยวและการโรงแรมนี้คือ โครงการใบไม้เขียว ซึ่งอยู่ในความดูแลของคณะกรรมการส่งเสริมกิจกรรมสิ่งแวดล้อมเพื่อการ ท่องเที่ยว หรือ คสสท. ซึ่งได้จัดทำแบบประเมินการรักษาสิ่งแวดล้อมในการดำเนินงานของโรงแรมไว้ให้ โรงแรมตรวจสอบการปฏิบัติงานของตน เพื่อให้คณะกรรมการ คสสท. ได้ตรวจสอบและประเมินผล เปรียบเทียบกับมาตรฐานที่คณะกรรมการ คสสท. ได้จัดทำจากโรงแรมอ้างอิง มีการออกแนวคิดเกี่ยวกับ โรงแรมสีเขียวหรือใบไม้สีเขียว (Green Leaf Hotel) โดยนำแนวคิดหลักที่ว่า “รู้ ประหยัด รักษ์ สิ่งแวดล้อม” โดยมีวัตถุประสงค์เพื่อวางมาตรฐานทางการจัดการสิ่งแวดล้อม พัฒนาประสิทธิภาพ ในการใช้พลังงาน และคุณภาพสิ่งแวดล้อมของธุรกิจท่องเที่ยวและธุรกิจที่พักแรม และได้จัดอันดับ โรงแรมต่างๆ เพื่อมอบเกียรติบัตรใบไม้สีเขียว (The Green Leaf Certificate) ตั้งแต่ 1 – 5 ใบ ตามลำดับ ความสามารถในการจัดการด้านสิ่งแวดล้อมในโรงแรม ความมุ่งมั่นของเจ้าของผู้ประกอบการ ผู้ปฏิบัติการ และ ผู้มีส่วนสนับสนุนด้านการดำเนินธุรกิจโรงแรมที่จะร่วมกันจัดการดำเนินธุรกิจ เพื่อ สิ่งแวดล้อมอย่างจริงจังให้เป็นที่ยอมรับแก่องค์กรต่าง ๆ ทั่วโลก (กานดา โกมลารขุน, 2563)

3. ระเบียบวิธีวิจัย

3.1 ประชากรและกลุ่มตัวอย่าง

ประชากรและกลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ คือ เว็บไซต์หรือเพชบุ๊กหลักของของธุรกิจที่พักแรมที่มีนโยบายเชิงอนุรักษ์สิ่งแวดล้อมจำนวน 15 แห่ง โดยผู้วิจัยได้ศึกษาตั้งแต่เดือน กุมภาพันธ์ - มีนาคม พ.ศ. 2566

3.2 เครื่องมือในการวิจัย

เครื่องมือในการวิจัยครั้งนี้ คือ แบบบันทึกข้อมูล ส่วนประกอบการตลาดออนไลน์ (4 Ps)ประกอบด้วย 1) ด้านผลิตภัณฑ์ (Product) 2) ด้านราคา (Price) 3) ด้านช่องทางจัดจำหน่าย (Place) 4) ด้านการส่งเสริมการตลาด (Promotion) 5) ด้านการอนุรักษ์และการรักษาสิ่งแวดล้อม Green Hotel ของของธุรกิจที่พักแรมที่มีนโยบายเชิงอนุรักษ์สิ่งแวดล้อม

3.3 การเก็บรวบรวมข้อมูล

วิธีรวบรวมข้อมูลการศึกษาครั้งนี้ ผู้วิจัยได้รวบรวมข้อมูลเบื้องต้นจากแหล่งข้อมูลปฐมภูมิ โดยคณะผู้วิจัยได้เก็บรวบรวมข้อมูลด้วยตัวเอง ได้แก่ รวบรวมข้อมูลผ่านเว็บไซต์ออนไลน์ที่มีการนำเสนอข้อมูลในเว็บไซต์เกี่ยวกับส่วนประสมทางการตลาดและด้านการอนุรักษ์และการรักษาสิ่งแวดล้อม Green Hotel จำนวน 15 แห่ง

3.4 การวิเคราะห์ข้อมูล

ในงานวิจัยนี้ใช้วิธีการวิเคราะห์เนื้อหา (Content Analysis) เพื่อใช้ในการกำหนดขอบเขต เนื้อหา สารสนเทศ ซึ่งผู้วิจัยได้วิเคราะห์ข้อมูลโดยการรวบรวมจากเว็บไซต์หรือเฟซบุ๊กหลักของธุรกิจที่พักแรมที่เกี่ยวข้องที่มีนโยบายส่งเสริมการท่องเที่ยวเชิงอนุรักษ์ ข้อมูลที่ประเภทสารสนเทศที่ปรากฏเป็นข้อมูลทุติยภูมิ นำมาเรียบเรียงข้อมูลตามวัตถุประสงค์ของการวิจัย

ผลการวิจัย

ตารางที่ 1 แสดงผลวิเคราะห์ข้อมูลด้านผลิตภัณฑ์ที่ปรากฏบนเว็บไซต์ของธุรกิจที่พักแรมที่มีนโยบายเชิงอนุรักษ์สิ่งแวดล้อม

รายการด้านผลิตภัณฑ์ (Product)	จำนวนโรงแรม n=15	ร้อยละ
1.มีชนิดของพักที่หลากหลายให้เลือกตามความต้องการผู้ใช้บริการ	15	100.00
2.มีสื่อประชาสัมพันธ์ที่ทันสมัยและมีรูปภาพที่สวยงาม(วิดีโอแนะนำสถานที่)	11	73.33
3.มีสิ่งอำนวยความสะดวกครบครันเหมาะสมกับระดับของที่พัก(โทรทัศน์□ขนาดใหญ่ , อินเทอร์เน็ต , เครื่องทำน้ำอุ่น , มินิบาร์)	15	100.00
4.สิ่งอำนวยความสะดวกภายในโรงแรม (ห้องอาหาร , ร้านอาหาร , สระว่ายน้ำ , สปา , ฟิตเนส ฯลฯ)	15	100.00
5.ห้องพักรับรองสะอาดดีและมีการตกแต่งที่สวยงาม	15	100.00

จากตารางที่ 1 พบว่า รายการด้านผลิตภัณฑ์ (Product) ของธุรกิจที่พักแรม มีชนิดของพักที่หลากหลายให้เลือกตามความต้องการผู้ใช้บริการ คิดเป็นร้อยละ 100 ในหัวข้อมีสิ่งอำนวยความสะดวกครบ

ครั้นเหมาะสมกับระดับของที่พัก(โทรทัศน์ขนาดใหญ่ , อินเทอร์เน็ต , เครื่องทำน้ำอุ่น , มินิบาร์) จำนวน 15 แห่ง คิดเป็นร้อยละ 100 รวมทั้งมีสิ่งอำนวยความสะดวกภายในโรงแรม (ห้องอาหาร , ร้านค้า , สระว่ายน้ำ , สปา , ฟิตเนส ฯลฯ) จำนวน 15 แห่ง คิดเป็นร้อยละ 100 ถัดมาห้องพักรายกายาศีและมีการตกแต่งที่สวยงาม จำนวน 15 แห่ง คิดเป็นร้อยละ 100 และมีสื่อประชาสัมพันธ์ที่ทันสมัยและมีรูปภาพของที่สวยงาม (วิดีโอแนะนำสถานที่) จำนวน 13 แห่งคิดเป็น ร้อยละ 73.33 ตามลำดับ

ตารางที่ 2 แสดงผลวิเคราะห์ข้อมูลด้านราคาที่ปรากฏบนเว็บไซต์ของธุรกิจที่พักแรมที่มีนโยบายเชิงอนุรักษ์สิ่งแวดล้อม

รายการด้านราคา (Price)	จำนวนโรงแรม n=15	ร้อยละ
1.มีอัตราค่าใช้บริการห้องที่หลากหลายตามความต้องการของผู้ใช้บริการ	15	100.00
2.มีการกำหนดอัตราห้องพักอย่างชัดเจน	11	73.33
3.มีการกำหนดอัตราค่าบริการส่วนต่าง ๆ ภายในโรงแรมอย่างชัดเจน	14	93.33
4.มีการกำหนดอัตราค่าบริการระบุเป็นสกุลเงินบาทและสกุลเงินต่างประเทศอย่างชัดเจน	10	66.67
5.มีการกำหนดราคาแพ็คเกจอย่างชัดเจน	15	100.00

จากตารางที่ 2 พบว่า รายการด้านราคา (Price)ของธุรกิจที่พักแรม มีอัตราค่าใช้บริการห้องที่หลากหลายตามความต้องการของผู้ใช้บริการจำนวน 15 แห่ง คิดเป็นร้อยละ 100 หัวข้อถัดมา มีการกำหนดราคาแพ็คเกจอย่างชัดเจน จำนวน 15 แห่ง คิดเป็นร้อยละ 100 รองลงมา มีการกำหนดอัตราค่าบริการส่วนต่าง ๆ ภายในโรงแรมอย่างชัดเจน จำนวน 14 แห่ง คิดเป็นร้อยละ 93.33 ในประเด็นถัดมา มีการกำหนดอัตราห้องพักอย่างชัดเจนจำนวน 11 แห่ง คิดเป็นร้อยละ 73.33 และมีการกำหนดอัตราค่าบริการระบุเป็นสกุลเงินบาทและสกุลเงินต่างประเทศอย่างชัดเจน จำนวน 10 แห่ง คิดเป็น 66.67 ตามลำดับ

ตารางที่ 3 แสดงผลวิเคราะห์ข้อมูลด้านช่องทางการจัดจำหน่ายที่ปรากฏบนเว็บไซต์ของธุรกิจที่พักแรมที่มีนโยบายเชิงอนุรักษ์สิ่งแวดล้อม

รายการด้านช่องทางการจัดจำหน่าย (Place)	จำนวนโรงแรม n=15	ร้อยละ
1.ปรากฏสถานที่ตั้ง / ที่อยู่ / แผนที่ / ช่องทางการติดต่อ (เบอร์โทรศัพท์ , แฟกซ์ , อีเมล , กล่องข้อความบนเว็บไซต์)	14	93.33
2.มีแอปพลิเคชันหรือแพลตฟอร์มต่างๆ เช่น Facebook , Tik Tok , Instagram ฯลฯ	15	100.00

รายการด้านช่องทางการจัดจำหน่าย (Place)	จำนวนโรงแรม n=15	ร้อยละ
3.ภาษาที่ปรากฏบนบนเว็บไซต์มีมากกว่า 2 ภาษา (ภาษาไทยและภาษาต่างประเทศ)	10	66.67
4.มีช่องทางที่ผู้ใช้บริการสามารถจองผ่านเว็บไซต์หรือจองผ่านแอปพลิเคชันและแพลตฟอร์มที่ปรากฏได้	15	100.00
5.มีช่องทางการจองห้องพักที่หลากหลายสำหรับผู้ให้บริการ (จองกับโรงแรมโดยตรง ผ่านเว็บไซต์ เอเจนซี่)	15	100.00

จากตารางที่ 3 พบว่า รายการด้านช่องทางการจัดจำหน่าย (Place) ของธุรกิจที่พักแรม มีแอปพลิเคชันหรือแพลตฟอร์มต่างๆ เช่น Facebook , Tik Tok , Instagram ฯลฯ จำนวน 15 แห่ง คิดเป็นร้อยละ 100 หัวข้อถัดมาคือ มีช่องทางที่ผู้ใช้บริการสามารถจองผ่านเว็บไซต์หรือจองผ่านแอปพลิเคชันและแพลตฟอร์มที่ปรากฏได้จำนวน 15 แห่ง คิดเป็นร้อยละ 100 รวมทั้งมีช่องทางการจองห้องพักที่หลากหลายสำหรับผู้ให้บริการ (จองกับโรงแรมโดยตรง ผ่านเว็บไซต์ เอเจนซี่) จำนวน 15 แห่ง คิดเป็นร้อยละ 100 รองลงมา ปรากฏสถานที่ตั้ง / ที่อยู่ / แผนที่ / ช่องทางการติดต่อ (เบอร์โทรศัพท์ , แฟกซ์ , อีเมล , กล่องข้อความบนเว็บไซต์) จำนวน 14 แห่ง คิดเป็นร้อยละ 93.33 และภาษาที่ปรากฏบนบนเว็บไซต์มีมากกว่า 2 ภาษา (ภาษาไทยและภาษาต่างประเทศ) จำนวน 10 แห่ง คิดเป็นร้อยละ 67.67 ตามลำดับ

ตารางที่ 4 แสดงผลวิเคราะห์ข้อมูลด้านการส่งเสริมการตลาดที่ปรากฏบนเว็บไซต์ของธุรกิจที่พักแรมที่มีนโยบายเชิงอนุรักษ์สิ่งแวดล้อม

รายการด้านการส่งเสริมการตลาด (Promotion)	จำนวนโรงแรม n=15	ร้อยละ
1.มีราคาแพ็คเกจ ราคาโปรโมชั่น หรือส่วนลดในเทศกาลต่าง ๆ เพื่อส่งเสริมการตลาดหรือไม่	12	80.00
2.มีการส่งเสริมการตลาดร่วมกับบัตรเครดิต เช่น แลกคะแนนสะสม	3	20.00
3.มีการส่งเสริมการตลาดร่วมกับภาครัฐบาล ภาคเอกชนหรือชุมชน	8	53.33
4.มีการสมัครสมาชิกเพื่อเข้าร่วมกิจกรรมต่าง ๆ หรือนำมาใช้เป็นส่วนลดและสิทธิพิเศษต่าง ๆ ในการใช้บริการ	2	13.33
5.มีสิทธิพิเศษหรือส่วนลดสำหรับผู้สูงอายุ	0	0.00

จากตารางที่ 4 พบว่า รายการด้านการส่งเสริมการตลาด (Promotion) ของธุรกิจที่พักแรม มีราคาแพ็คเกจ ราคาโปรโมชั่น หรือส่วนลดในเทศกาลต่าง ๆ เพื่อส่งเสริมการตลาดหรือไม่ จำนวน 12 แห่ง คิดเป็นร้อยละ 80 หัวข้อถัดมาคือมีการส่งเสริมการตลาดร่วมกับภาครัฐบาล ภาคเอกชนหรือชุมชนจำนวน 8 แห่ง คิดเป็นร้อยละ 53.33 มีการส่งเสริมการตลาดร่วมกับบัตรเครดิต เช่น แลกคะแนนสะสม จำนวน 3 แห่ง คิดเป็นร้อยละ 20 มีการสมัครสมาชิกเพื่อเข้าร่วมกิจกรรมต่างๆหรือนำมาใช้เป็นส่วนลดและสิทธิพิเศษต่าง ๆ ในการใช้บริการ จำนวน 2 แห่ง คิดเป็นร้อยละ 13.33 และไม่มมีโรงแรมที่มอบสิทธิพิเศษหรือส่วนลดสำหรับผู้สูงอายุ คิดเป็นร้อยละ 0 ตามลำดับ

ตารางที่ 5 แสดงผลวิเคราะห์ข้อมูลด้านการอนุรักษ์และการรักษาสิ่งแวดล้อม Green Hotel ที่ปรากฏบนเว็บไซต์ของธุรกิจที่พักแรมที่มีนโยบายเชิงอนุรักษ์สิ่งแวดล้อม

รายการด้านการอนุรักษ์และการรักษาสิ่งแวดล้อม Green Hotel	จำนวนโรงแรม n=15	ร้อยละ
1.ปรากฏการอัปเดตข้อมูลข่าวสารและการประชาสัมพันธ์การอนุรักษ์และการรักษาสิ่งแวดล้อม Green Hotel บนเว็บไซต์	10	66.67
2.ปรากฏตราสัญลักษณ์บ่งบอกถึงการอนุรักษ์และการรักษาสิ่งแวดล้อม Green Hotel บนเว็บไซต์	2	13.33
3.ปรากฏกิจกรรมที่บ่งบอกถึงการอนุรักษ์และการรักษาสิ่งแวดล้อม Green Hotel บนเว็บไซต์	9	60.00
4.ปรากฏนโยบายด้านสิ่งแวดล้อมและการดำเนินงาน Green Hotel เช่น การจัดการด้านขยะ การจัดการด้านการประหยัดพลังงาน การจัดการด้านน้ำเสียและการบำบัด ฯลฯ บนเว็บไซต์	7	46.67
5.ปรากฏการใช้ผลิตภัณฑ์ที่เป็นมิตรกับสิ่งแวดล้อม บนเว็บไซต์	8	53.33

จากตารางที่ 5 พบว่า รายการด้านการอนุรักษ์และการรักษาสิ่งแวดล้อม Green Hotel ปรากฏการอัปเดตข้อมูลข่าวสารและการประชาสัมพันธ์การอนุรักษ์และการรักษาสิ่งแวดล้อม Green Hotel บนเว็บไซต์ จำนวน 10 แห่ง คิดเป็นร้อยละ 66.67 หัวข้อถัดมาคือ ปรากฏกิจกรรมที่บ่งบอกถึงการอนุรักษ์และการรักษาสิ่งแวดล้อม Green Hotel บนเว็บไซต์ จำนวน 9 แห่ง คิดเป็นร้อยละ 60.00 ถัดมาปรากฏการใช้ผลิตภัณฑ์ที่เป็นมิตรกับสิ่งแวดล้อมบนเว็บไซต์ จำนวน 8 แห่ง คิดเป็นร้อยละ 53.33 ถัดมาปรากฏนโยบายด้านสิ่งแวดล้อมและการดำเนินงาน Green Hotel เช่น การจัดการด้านขยะ การจัดการด้านการประหยัดพลังงาน การจัดการด้านน้ำเสียและการบำบัด ฯลฯ บนเว็บไซต์ จำนวน 7 แห่ง คิดเป็นร้อยละ 46.67 และ ปรากฏตรา

สัญลักษณ์บ่งบอกถึงการอนุรักษ์และการรักษาสิ่งแวดล้อม Green Hotel บนเว็บไซต์ จำนวน 2 แห่ง คิดเป็นร้อยละ 13.33 ตามลำดับ

สรุป

การศึกษาส่วนประสมการตลาดออนไลน์ของธุรกิจที่พักแรมที่มีนโยบายเชิงอนุรักษ์สิ่งแวดล้อม ส่วนใหญ่พบว่า ด้านผลิตภัณฑ์ส่วนใหญ่โรงแรมมีกลยุทธ์และนโยบายที่ปรากฏชัดเจนมากที่สุดเนื่องจากธุรกิจที่พักแรมในปัจจุบันเน้นการสร้างความน่าจดจำและความคุ้มค่าต่อการตัดสินใจจองโรงแรมที่มาจากตัวที่พักแรม แต่ปัจจัยด้านอื่นเป็นเพียงแค่องค์ประกอบส่วนน้อย รองลงมาคือ ด้านช่องทางการจัดจำหน่าย (Place) รายการด้านราคา (Price) รายการด้านการส่งเสริมการตลาด (Promotion) และ รายการด้านการอนุรักษ์และการรักษาสิ่งแวดล้อม Green Hotel ตามลำดับ ซึ่งสอดคล้องกับงานวิจัยของ กานตา โกมลารชุน (2563) ได้ทำการศึกษาเรื่อง ปัจจัยในการเลือกใช้บริการโรงแรมรักษ์โลกในประเทศไทย ผลการศึกษาพบว่า ทักษะคติของกลุ่มตัวอย่างส่วนใหญ่ที่ใช้บริการโรงแรมที่ได้รับ มาตรฐานโรงแรมรักษ์โลก ในประเทศไทยเป็นไปในทางบวก แต่กลุ่มตัวอย่างส่วนใหญ่ไม่ได้ ตระหนักถึงนโยบายด้านการจัดการสิ่งแวดล้อมในการนำมาพิจารณาตัดสินใจเลือกใช้บริการธุรกิจ โรงแรมรักษ์โลก โดยยังคงให้ความสำคัญกับคุณภาพการบริการ (7Ps) เป็นหลัก และคำนึงถึงปัจจัยด้าน สิ่งแวดล้อมเป็นเหตุผลรอง ส่วนในการให้ข้อเสนอแนะ ครัวผู้วิจัยให้ความเห็นว่าควรมีการเตรียมความพร้อมเพื่อรองรับการขยายตัว และเติบโตของธุรกิจโรงแรมให้ได้รับมาตรฐานคุณภาพด้านการอนุรักษ์สิ่งแวดล้อม การมีช่องทางการจัดจำหน่ายที่มีความหลากหลายมากยิ่งขึ้น เช่นการชำระเงินผ่าน Internet Banking การแสดงสกุลเงินเพื่อเปรียบเทียบในรูปแบบสกุลเงินต่าง ๆ รวมทั้งการสร้างภาพลักษณ์ของโรงแรมสีเขียวให้เป็นที่รู้จักมากยิ่งขึ้น

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