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Chinese Taipei Comparative Education Society

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# DPU International Conference on Business Innovation and Social Sciences 2022

Bangkok, Thailand | 25 - 27 May 2022

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# DPU International Conference on Business Innovation and Social Sciences 2022

**25-27 May 2022**

**Dhurakij Pundit University, Bangkok, Thailand**

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- Dhurakij Pundit University
- Chinese Taipei Comparative Education Society
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Suthiparithat Journal (TCI 2)
Journal of China-ASEAN Studies

# 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 Ratchathanirajabhat University, Mae Fah Luang University, Nakonsawan Rajabhat University, Chiangrai Rajabhat University in Thailand, Royal Melbourne Institute of Technology University and University of Newcastle in Australia.

This proceeding has 69 papers in the international sessions, 35 papers in the national sessions after peer-reveiew that were presented in the DPU International Conference on Business Innovation and Social Sciences 2022, which was held from 25$^{th}$ to 27$^{th}$ 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.

*DPU ICBISS Committee*

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# Estimating Indices Volatility of China's Stock Exchange Using GARCH Model

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**Abstract**

This paper investigates the volatility of CSI 100, CSI 200 and CSI 500 which large, medium and small listed firms of China's stock exchange are included in. The GARCH and EGARCH model are employed to test whether the residual series of indices have autocorrelation. we find the series of indices return are autocorrelation. Based on the ARCH effects, the GARCH and EGARCH model are established to estimate the volatility of residuals. This paper shows that the GARCH and EGARCH models can fully explain the residuals volatility of indices returns of China's A-share significantly.

**Keywords**: Stock Volatility, China's Stock Exchange, GARCH

## 1. Introduction

Fama (1965) argues that the variance of residual of stock returns vary overtime, namely, the stock return series have volatility clustering. To deal with this problem so that improve the ability of forecast of the ARMA model. Engle (1982) model the variance of residuals from the mean equation. He establishes a model system that can estimate the mean and variance of stock returns in the same time. He uses mean equation, such as ARMA to describe stock returns and employs autoregressive (AR) model to describe the volatility of stock returns. He names the model autoregressive conditional heteroscedasticity (ARCH) model. Because of squaring the residual of mean equation of stock return, the ARMA model treats the positive and negative shocks the same. It means that either positive or negative effects on volatility of stock return are no difference. The application of ARCH model is limited since the range of kurtosis of residual variance is between 0 and 1/3. To overcome these problems, Bollerslev (1986) argues that we can make the ARCH model more general by establishing ARMA model to describe the variability of residual variance. In empirical study, we frequently observe that the effects from positive shocks and negative shocks on stock return are different. In order to estimate the volatility more precisely, the exponential GARCH model (EGARCH) which can distinguish the positive and negative shocks of stock return, is proposed by Nelson (1991).

Hsieh (1989) investigates the relationship between the order of GARCH model and goodness of fit of the model. His paper shows that the lower order model GARCH (1, 1) can explain volatility of stock return than higher order ARCH (12) model. Brook and Burke (2003) also get similar conclusion which is consistent with Hsieh (1989). Moon and Yu (2010) find that there are information spillovers effects between US and China stock market. They find the volatility of US stock market can affects China stock market, by using GARCH model. The results from

Hou and Li (2016) shows that the information from US stock market can impact China stock market but the information from China stock market. These results are consistent with Moon and Yu (2010). Jiang, et al. (2021) also find the ARCH effects from China stock market. In this thesis, we use GARCH and EGARCH model to investigate the volatility clustering in big, medium and small listed firms of China respectively.

## 2. Data

The data contain daily data of CSI 100 from 04 January 2006 to 28 January 2022, 3908 observations, daily data of CSI 200 from 15 January 2007 to 28 January 2022, 3660 observations and CSI 500 from 15 January 2007 to 28 January 2022, 3660 observations. The data are downloaded from CEIC database. The stock indices CSI 100, CSI 200 and CSI 500 show the average value of listed Chinese firms presenting big, medium and small respectively.

## 3. Methodology

The volatilities of financial underlying assets are important in many applications. Normally we assume that the variance of the error term of the Autocorrelation Function is constant. The distribution of the error term dose not vary over time. But in empirical studies we find that the volatility of the most time series of financial data evolve followed by periods. Based on these observations, the homoscedasticity assumption is invalid anymore. In order to describe and predict volatility of asset returns accurately, Autoregressive Conditional Heteroscedastic Function (ARCH) is proposed by Engle (1982).

If the series of the asset returns are stationary, we can use the Autoregressive Moving Average Function (ARMA) to estimate the return $r_t$ at period t

$$r_t = r + e_t \quad (3.1)$$

Where the long-term average return is $r$ and standard deviation of return is $e_t$.

In real world, many of the financial time series are not stationary, they have significant unit root. Most of the volatility of series vary over time. And the shocks accepted by a financial series perform persistence for many periods. Obviously, the unconditional function has a greater variance than the conditional function. So we should construct a Autoregressive Function (AR) of variance of error term $e_t$ to make the estimate of asset return more accurately. If we assume that the conditional variance of asset return is not constant, one sophisticated way to describe the conditional variance is an AR(q) function. Engle (1982) use the variance to estimate the residuals.

$$e_t = E_t \, \varepsilon_t \quad (3.2)$$

$$E_t^2 = \alpha_0 + \alpha_1 e_{t-1}^2 + \alpha_2 e_{t-2}^2 + \cdots + \alpha_q e_{t-q}^2 + w_t \quad (3.3)$$

Where $E_t^2$ is the estimate value of $e_t^2$, $w_t$ is white noise series. $\varepsilon_t$ is a standard normal distribution series with zero mean. The form of equation is like (3.2) is called Autoregressive Conditional Heteroscedastic Function (ARCH).

The ARCH function is easy to be established and understood, but the structure of the equations is redundant. To describe the volatility of the error of asset returns as accurate as possible, adequately parameters are required. To deal with this problem, some improved model has to be proposed. Bollerslev (1986) establish an extension model known as the generalized ARCH model (GARCH). Based on ARCH model, GARCH model estimate conditional variance of error term in a ARMA function.

$$e_t = E_t\, \varepsilon_t \quad (3.4)$$

$$E_t^2 = \alpha_0 + \sum_{j=1}^{p} \beta_j E_{t-j}^2 + \sum_{i=1}^{q} \alpha_i e_{t-i}^2 \quad (3.5)$$

The expect value of conditional and unconditional means of $e_t$ are zero. The conditional variance of volatility $e_t$ is defined by $\mathrm{E}(e_t^2) = E_t^2$. The conditional variance of $e_t$ a ARMA process in GARCH model.

Normally, we use mean equation to estimate the serial dependence of asset returns series. ARMA function is employed to eliminate the serial dependence of financial series. If the ARMA function of asset return $r_t$ is adequate, there is no serial correlation from the residual of asset return series, the residual is white noise process. Autocorrelation function (ACF) and partial autocorrelation function are required to diagnose serial dependence. First of all, let us calculate the autocorrelations $\rho_i$ of the squared residuals as

$$\rho_i = \frac{\sum_{n=i+1}^{N} (\hat{e}_n^2 - \hat{v}^2)(\hat{e}_{n-i}^2 - \hat{v}^2)}{\sum_{n=1}^{N} (\hat{e}_n^2 - \hat{v}^2)^2} \quad (3.6)$$

Where $\hat{v}^2$ is the variance of the residual calculated as follow

$$\hat{v}^2 = \frac{\sum_{n=1}^{N} \hat{e}_n^2}{N} \quad (3.7)$$

Where N is the sample number of residuals.

It indicates that GARCH of residuals exists, if the correlation $\rho_i$ is different from zero significantly. But the correlation $\rho_i$ only shows the dependence of single pair, Ljung and Box (1978) construct Ljung-Box Q-statistics to test the groups significance of correlation,

$$\mathrm{Q(m)} = \mathrm{N(N{+}2)} \frac{\sum_{i=1}^{J} {\rho_i}^2}{N-i} \quad (3.8)$$

Q follows the asymptotic chi-squared distribution $\chi^2$ with J degree of freedom. The null hypothesis of the Ljung-Box Q-statistics test is $H_0 : \rho_1 = \cdots = \rho_J = 0$ against the alternative hypothesis $H_0 : \rho_i \neq 0$ for some i $\epsilon$ $\{1,\cdots,J\}$. We would reject the null hypothesis if Q(m) > $\chi_\alpha^2$, αdenotes the 100 – α percentile of a chi-squared distribution $\chi^2$ with J degree of freedom. If the null hypothesis is accepted, it indicates that the residuals of the ARMA function of asset return is ARCH or GARCH errors.

The Lagrange multiplier test for ARCH effects is proposed by McLeod and Li (1983). Use OLS to establish the best regression equation or use maximum-likelihood method to construct ARMA function, the residuals of asset return are filtered denoted $e_t^2$ as the squares of the error term. Then regress the squares error term $e_t^2$ on its q lags as

$$E_t^2 = \alpha_0 + \alpha_1 e_{t-1}^2 + \alpha_2 e_{t-2}^2 + \cdots + \alpha_q e_{t-q}^2 + w_t \quad (3.9)$$

If at least one of the parameters from $\{\alpha_1 \cdots \alpha_q\}$ is not equal to zero, the ARCH or GARCH effect of asset return residuals exists. If all the parameters from $\alpha_1$ to $\alpha_q$ are zero, the squared residuals of asset return have no serial correlation. The coefficient of determination ($R^2$) is employed to measure the goodness of fit of equation (3.9). To test whether all of the parameters are equal to zero, the statistic test is constructed. The null hypothesis is $H_0 : \alpha_1 = \cdots = \alpha_q = 0$ against the alternative hypothesis $H_0 : \alpha_i \neq 0$ for some i ϵ $\{1,\cdots,q\}$. The explained sun of squares ESS = $\sum_{n=q+1}^{N}(E_n^2 - \bar{a})^2$, where $\bar{a} = \sum_{n=1}^{N} e_n^2/N$, and the residual sum of squares RSS = $\sum_{n=q+1}^{N} w_t^2$, where $w_t^2$ is squared residual of regression equation (3.9). Then we can calculate the F value with ESS and RSS

$$F = \frac{(ESS-RSS)/q}{RSS/(N-2q-1)} \quad (3.10)$$

Which F is asymptotic chi-squared distribution $\chi^2$ with q degree of freedom. If F > $\chi^2$(α), it means that the probability of rejection the actually true null hypothesis is less than α.

If the dependence of residuals of asset return exists, the autoregressive–moving-average (ARMA) is employed to estimate the volatility of the residuals. Finally, we check the GARCH effect of the residuals of the ARMA to make sure that the ARCH or GARCH effect is eliminated.

GARCH model uses squared residuals to construct the ARMA equation to eliminate the volatility from residuals of asset return. Therefore, the GARCH model assumes that the effects form positive and negative volatility on asset return are the same. But in real world, spot price of financial asset cannot be negative. The asset prices react differently to positive and negative shocks. In empirical study, negative stock price shocks have greater effects on spot price than negative stock price shocks. To make the GARCH model more general, Nelson (1991) introduces the exponential GARCH (EGARCH) model.

$$f(\varepsilon_t) = \lambda\varepsilon_t + \varphi[|\varepsilon_t| - E(\varepsilon_t)] \quad (3.11)$$

Where λ and φ are constants. $\varepsilon_t$ is white noise process with zero mean. To distinguish the positive and negative shocks, we can reform the equation (3.11) as

$$f(\varepsilon_t) = \begin{cases} \lambda\varepsilon_t + \varphi\varepsilon_t - \varphi E(\varepsilon_t) & if\ \varepsilon_t > 0 \\ \lambda\varepsilon_t - \varphi\varepsilon_t - \varphi E(\varepsilon_t) & if\ \varepsilon_t < 0 \end{cases} \quad (3.12)$$

based on function f ($\varepsilon_t$) we can construct EGARCH model as

$$e_t = E_t\, \varepsilon_t \qquad E_t^2 = \alpha_0 + \frac{1+\beta_1 A+\cdots+\beta_{j-1}A^{j-1}}{1-\alpha_1 A-\cdots-\alpha_k A^k} f(\varepsilon_t) \quad (3.13)$$

Where A is the back shift operator for example $A^j f(\varepsilon_t) = f(\varepsilon_{t-j})$.

## 4. Results

Based on table 1, the mean value of CSI 100, CSI 200 and CSI 500 fluctuate around 3000 to 5000. The highest mean of index is CSI 500, 4945.406. Because of the same basic point of index, it means that the small listed firms of China have higher total market value. The standard deviations are from 976.3705 to 1477.244. The index of small listed firms has more volatility with highest standard deviation 1477.244. Because all indexes cannot be negative, all the skewness of CSI 100, CSI 200 and CSI 500 are positive. Only CSI 100 has less 3 Kurtosis, it shows that CSI 100 has a higher probability of extreme values.

**Table 1**
*Descriptive Statistics of CSI 100, CSI 200 and CSI 500*

| | CSI 100 | CSI 200 | CSI 500 |
|---|---|---|---|
| Mean | 3234.174 | 3903.476 | 4945.406 |
| Median | 3143.774 | 3897.701 | 4863.339 |
| Maximum | 6140.73 | 7524.83 | 11545.89 |
| Minimum | 1021.838 | 1508.265 | 1513.495 |
| Std. Dev. | 1052.831 | 976.3705 | 1477.244 |
| Skewness | 0.330296 | 0.423302 | 0.421592 |
| Kurtosis | 2.616787 | 3.039488 | 3.534681 |
| Jarque-Bera | 94.97007 | 109.5403 | 152.0186 |
| Sum | 12639152 | 14286722 | 18100185 |
| Observations | 3908 | 3660 | 3660 |

Table 2 shows the descriptive statistic of the first difference series of CSI 100, CSI 200 and CSI 500 respectively. The highest mean of index first difference series CSI 500, 1.256. Based on table 1, the CSI 500 series has the highest standard deviation, 1477.244, it presents the higher risk higher return. The standard deviations are from 57.75 to 97.86. The first difference of index of small listed firms has more volatility with highest standard deviation, 97.86. All skewness of first difference series are less than zero, it indicates that the negative returns are the majority samples of the index. All kurtosis are greater than 3, it shows that all of the returns from three indices is concentrated to zero.

**Table 2**
*Descriptive Statistics of First Difference of CSI 100, CSI 200 and CSI 500*

| | CSI 100 | CSI 200 | CSI 500 |
|---|---|---|---|
| Mean | 0.886888 | 0.87713 | 1.255532 |
| Median | 1.75 | 3.95 | 8.3423 |
| Maximum | 393.089 | 376.88 | 521.47 |
| Minimum | -387.025 | -583.9 | -828.04 |
| Std. Dev. | 57.75032 | 75.29042 | 97.85791 |
| Skewness | -0.58357 | -1.02362 | -1.36289 |
| Kurtosis | 8.797628 | 9.209213 | 11.98165 |
| Jarque-Bera | 5693.589 | 6516.913 | 13431.55 |
| Sum | 3465.072 | 3209.42 | 4593.99 |
| Observations | 3907 | 3659 | 3659 |

If the series is stationary, the statistical features of population data, such as the mean, standard deviation and autocorrelation can be estimated by long term sample time series data. In order to construct the reliable ARMA model, the ADF test is employed to investigate if the time series have any stochastic trend. The null hypothesis is that the coefficient of the ADF is great than one. If the coefficient has unit root, the effects of volatility form past data cannot be decaying over time, namely, the time series has stochastic trend. This paper tests both level and first difference series of the three indices. Table 3 indicates that all level series of three indices have unit root with intercept and trend. But the unit root test results of first difference of three indices denote that all first difference are significantly stationary. So we use first difference series to establish the ARMA model.

**Table 3**

*Results of Unit Root Test Results*

| Index | Level | | First difference | |
|---|---|---|---|---|
| | T-value | Prob. | T-value | Prob. |
| CSI 100 | -2.2770 | 0.4459 | -61.4273 | 0.0000 *** |
| CSI 200 | -2.7867 | 0.2023 | -43.2275 | 0.0000 *** |
| CSI 500 | -3.2817 | 0.0694 | -26.9423 | 0.0000 *** |

*** Denotes the significant at 1% level.

In order to identify the order of the ARMA (p, q) model, the correlograms of all three first difference series of indices are drawn. From table 4 to table 6 show the correlograms of first difference of CSI 100, CSI 200 and CSI 500 respectively. Based on the correlogram, the coefficients of 4th and 6th lags of CSI 100 are significant, the coefficients of 1st, 4th and 6th lags of CSI 200 are significant, the coefficients of 1st and 4th lags of CSI 500 are significant.

**Table 4**

*Correlogram of CSI 100*

<table>
<tr><th>Autocorrelation</th><th>Partial Correlation</th><th>Lag</th><th>AC</th><th>PAC</th><th>Q-Stat</th><th>Prob</th></tr>
<tr><td>| |</td><td>| |</td><td>1</td><td>0.0110</td><td>0.0110</td><td>0.4731</td><td>0.4920</td></tr>
<tr><td>| |</td><td>| |</td><td>2</td><td>-0.0210</td><td>-0.0220</td><td>2.2607</td><td>0.3230</td></tr>
<tr><td>| |</td><td>| |</td><td>3</td><td>0.0270</td><td>0.0280</td><td>5.1948</td><td>0.1580</td></tr>
<tr><td>| |</td><td>| |</td><td>4</td><td>0.0530</td><td>0.0520</td><td>16.2470</td><td>0.0030</td></tr>
<tr><td>| |</td><td>| |</td><td>5</td><td>-0.0100</td><td>-0.0100</td><td>16.6750</td><td>0.0050</td></tr>
<tr><td>*| |</td><td>*| |</td><td>6</td><td>-0.0680</td><td>-0.0660</td><td>34.7080</td><td>0.0000</td></tr>
<tr><td>| |</td><td>| |</td><td>7</td><td>0.0270</td><td>0.0250</td><td>37.4640</td><td>0.0000</td></tr>
<tr><td>| |</td><td>| |</td><td>8</td><td>0.0100</td><td>0.0050</td><td>37.8650</td><td>0.0000</td></tr>
<tr><td>| |</td><td>| |</td><td>9</td><td>0.0130</td><td>0.0180</td><td>38.4880</td><td>0.0000</td></tr>
<tr><td>| |</td><td>| |</td><td>10</td><td>0.0110</td><td>0.0170</td><td>38.9700</td><td>0.0000</td></tr>
</table>

* Indicates that parameter is significantly non-zero

**Table 5**

*Correlogram of CSI 200*

<table>
<tr><th>Autocorrelation</th><th>Partial Correlation</th><th>Lag</th><th>AC</th><th>PAC</th><th>Q-Stat</th><th>Prob</th></tr>
<tr><td>| |</td><td>| |</td><td>1</td><td>0.0560</td><td>0.0560</td><td>11.6520</td><td>0.0010</td></tr>
<tr><td>| |</td><td>| |</td><td>2</td><td>-0.0240</td><td>-0.0280</td><td>13.8430</td><td>0.0010</td></tr>
<tr><td>| |</td><td>| |</td><td>3</td><td>0.0220</td><td>0.0250</td><td>15.6840</td><td>0.0010</td></tr>
<tr><td>| |</td><td>| |</td><td>4</td><td>0.0430</td><td>0.0390</td><td>22.3710</td><td>0.0000</td></tr>
<tr><td>| |</td><td>| |</td><td>5</td><td>-0.0040</td><td>-0.0080</td><td>22.4410</td><td>0.0000</td></tr>
<tr><td>| |</td><td>| |</td><td>6</td><td>-0.0360</td><td>-0.0330</td><td>27.0860</td><td>0.0000</td></tr>
<tr><td>| |</td><td>| |</td><td>7</td><td>0.0320</td><td>0.0340</td><td>30.8360</td><td>0.0000</td></tr>
<tr><td>| |</td><td>| |</td><td>8</td><td>0.0140</td><td>0.0070</td><td>31.5510</td><td>0.0000</td></tr>
<tr><td>| |</td><td>| |</td><td>9</td><td>-0.0070</td><td>-0.0040</td><td>31.7100</td><td>0.0000</td></tr>
</table>

**Table 6**
*Correlogram of CSI 500*

| Autocorrelation | Partial Correlation | Lag | AC | PAC | Q-Stat | Prob |
|---|---|---|---|---|---|---|
| \| \| | \| \| | 1 | 0.0640 | 0.0640 | 14.8630 | 0.0000 |
| \| \| | \| \| | 2 | -0.0140 | -0.0180 | 15.6090 | 0.0000 |
| \| \| | \| \| | 3 | 0.0330 | 0.0350 | 19.5230 | 0.0000 |
| \| \| | \| \| | 4 | 0.0410 | 0.0370 | 25.7160 | 0.0000 |
| \| \| | \| \| | 5 | -0.0170 | -0.0210 | 26.8110 | 0.0000 |
| \| \| | \| \| | 6 | -0.0300 | -0.0270 | 30.0730 | 0.0000 |
| \| \| | \| \| | 7 | 0.0310 | 0.0320 | 33.6930 | 0.0000 |
| \| \| | \| \| | 8 | 0.0130 | 0.0080 | 34.3290 | 0.0000 |

Based on the results of correlograms, the ARMA functions can be constructed as follows:

$$\text{csi100\_}r_t = \text{c} + \alpha_4\text{csi100\_}r_{t-4} + \alpha_6\text{csi100\_}r_{t-6} + \beta_4\text{csi100\_}e_{t-4} + \beta_6\text{csi100\_}e_{t-6} + e_t \quad (4.1)$$

$$\text{csi200\_}r_t = \text{c} + \alpha_1\text{csi200\_}r_{t-1} + \alpha_4\text{csi200\_}r_{t-4} + \alpha_6\text{csi200\_}r_{t-6} + \beta_1\text{csi200\_}e_{t-1}$$
$$\beta_4\text{csi200\_}e_{t-4} + \beta_6\text{csi200\_}e_{t-6} + e_t \quad (4.2)$$

$$\text{csi500\_}r_t = \text{c} + \alpha_1\text{csi500\_}r_{t-1} + \alpha_6\text{csi500\_}r_{t-4} + \beta_1\text{csi500\_}e_{t-1} + \beta_6\text{csi500\_}e_{t-4} + e_t \quad (4.3)$$

Where csi_100, csi_200 and csi_500 are the return of CSI 100, CSI 200 and CSI 500 respectively. c is the intercept of ARMA function. $e_t$ is the residual of the index return.

After ARMA model constructing, we are interested in whether the residual series of ARMA model are independent, and identically distributed series. To investigate this problem, we test the ARCH effect by using autocorrelation function (ACF) and partial autocorrelation function (PACF). ACF and PACF test whether all coefficients of autocorrelation function are significant zero. If all parameters of autocorrelation function are zero significantly, there are no ARCH effects. Table 7 shows the results of ARCH effects test of CSI 100, CSI 200 and CSI 500. We can see that all residual series have autocorrelation.

**Table 7**
*Results of ARCH Effects Test*

| Index | lag | Parameter of AC | Parameter of PAC | Q-Stat. | Prob. |
|---|---|---|---|---|---|
| CSI 100 | 20 | 0.0130 | 0.0100 | 35.1970 | 0.0040 |
| CSI 200 | 15 | 0.0230 | 0.0230 | 16.3440 | 0.0600 |
| CSI 500 | 20 | -0.0130 | -0.0150 | 24.9850 | 0.0700 |

Because of all residual series of indices have autocorrelation, the constructing of GARCH or EGARCH model are necessary. First of all, we establish the GARCH model for each residual series of indices. Normally we use low order of GARCH model, so the GARCH(1,1) is employed. Table 8 shows the correlogram results of GARCH model. All GARCH model of the index return series are no correlation. Table 9 shows the correlogram results of EGARCH model. The results from table 9 are consistent with the results from table 8 that all EGARCH model of the index return series are no correlation. Based on the results from table 8 and table 9, the

GARCH and EGARCH model can estimate the volatility of the residuals of indices returns very well.

**Table 8**

*Correlogram Results of GARCH*

| Index | lag | Parameter of AC | Parameter of PAC | Q-Stat. | Prob. |
|---|---|---|---|---|---|
| CSI 100 | 20 | 0.0250 | 0.0250 | 15.9360 | 0.7210 |
| CSI 200 | 20 | 0.0110 | 0.0100 | 14.1380 | 0.8230 |
| CSI 500 | 20 | 0.0110 | 0.0100 | 14.1380 | 0.8230 |

**Table 9**

*Correlogram Results of EGARCH*

| Index | lag | Parameter of AC | Parameter of PAC | Q-Stat. | Prob. |
|---|---|---|---|---|---|
| CSI 100 | 20 | 0.0310 | 0.0300 | 18.8440 | 0.5320 |
| CSI 200 | 20 | 0.0150 | 0.0140 | 16.0220 | 0.7150 |
| CSI 500 | 20 | 0.0010 | 0.0000 | 15.3910 | 0.7540 |

## 5. Conclusion

We investigate the volatility of CSI 100, CSI 200 and CSI 500 which large, medium and small listed firms of China's stock exchange are included in. The GARCH and EGARCH model are employed to test whether the residual series of indices have autocorrelation. First of all, the test results show that all indices have stochastic trend, so we use first difference series to construct the ARMA model. The parameters of all ARMA models of first difference indices are statistically significant. Then the ARCH effects of residuals of ARMA models are tested, we find there are autocorrelation, the results are consistent with Girardin and Joyeux (2013). Based on the ARCH effects, we establish the GARCH and EGARCH model to estimate the volatility of residuals. The test results of the residuals of GARCH and EGARCH model show that there are no autocorrelations of residual series of GARCH and EGARCH models. This paper shows that the GARCH and EGARCH models can fully explain the residuals volatility of indices returns of China's A-share significantly.

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# Organizational Strategy, Performance and HR Practices: Moderating Role of Porter's Five Forces

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**Abstract**

The purpose of this study is to examine the moderating role of porter's five forces in relation among organizational strategy, HR practices and organizational performance. The survey questionnaire method was used to collect responses from respondents. Convenient sampling technique was used to collect data. 450 questionnaires were distributed and out of which 350 received in telecommunication sector of Pakistan. Quantitative results showed that organizational strategy and HR practices positively associated with organizational performance. Porter's five forces moderate the relationship among Organizational strategy, HR practices and Organizational performance. It also exposed the relationship of porter's five forces, organizational strategy and HR practices. This exploration of research will help the organization to understand that how porter's five forces influence to the strategies of organization, practices of HR in order to enhance the organization performance.

**Keywords:** Organizational Strategy, HR Practices, Porter Five Forces, Organizational Performance.

## 1. Introduction

Organization strategy play a vital role to achieve organization objectives and this will ultimately enhance superior performance of organization. Porter (1980) summed up that organization competition and success also depends on the strategies choose by the organization. Organizational strategies are considered as a contributor to boost performance of any organization. Best business performance can be produced with best strategies adopted by businesses. Past researchers purposed that organization strategies have a major role to enrich performance indicator for today's global environment. Long et al., (2012) explained that organizational activities like structures, process and objectives carried out by organization to attain objectives. With the help of best strategies organization can achieve competitive edge. Olson and Slater (2001) purported that organization performance depends on effective implementation, not only the how the best strategy is. Researcher also originates a positive relationship between organizational strategy and organizational performance. Hughes and Armstrong (2003) summed up that firm performance is a chain relates organizational mission, vision, strategic goals and values to divisional, individual goals and departmental, objectives and targets/ tasks together. Michael E Porter proposed a five forces model that relates with the overall performance of business. Competition and challenges increasing day by day at locally and international level. Porter's Five Forces Model has been massively praised for its effectiveness and efficiency in any organization. These five forces have different effect according to specific industry. Scholes, Whittington and Johnson (2008) explained that the five forces model is a powerful tool analyzing the current business profitability and desirability by using the inside and outside perspective. Porter's five forces model is best instrument to compete in today's global environment and today's war of competition. Bargaining power of buyers and suppliers are the most influential forces. For the purpose of assessing potential profit five forces model is imperative tool. Profit making organization use this model because it is a way to implement organization strategy and to analyze competition. Five forces model can also be used by public zone to realize their environment comparative to key stakeholders and similar organizations.

Chen and Lin (2007) summed up that there is important linkage between organizational performance and HR practices. HR practices and firm performance have an emergent body of work. Khatri (2000) examines that business must define the preferred results of performances as human resource practices are dissimilar with the measures of performance. Past researchers enlighten that there is direct relationship between organization performance and HR practices.

The purpose of this study is to explore the moderating role of Porter's five forces in relation among Organizational strategy, HR practices and Organizational performance.

## 2. Research Questions

Q1: What extent organizational strategy influence organizational performance?

Q2: Does the relationship exist between HR practices and organization performance?

Q3: How porter five forces moderate the association between organizational strategy and organizational performance?

Q4: What extent porter five forces moderates the relationship between HR practices and organization performance?

## 3. Literature Review

### *3.1 Organizational Strategy:*

Past decades have highlighted that intensity of competition has grown in all most all business sectors in all over the world. This derives attention of scholars, strategy practitioners and policy makers to analyze the firm's external environment competitively.

Organizations compete among, success in competition depends upon strategies organizations choose Porter (1980) suggest that organizations can select any or combination of generic strategies (cost leadership, differentiation, focus) for better and sustained competitive position in the industry. In addition, "strategy types" or typologies of competitive strategies (generic) have been suggested by Porter (1980, 1985) and Thomas and McGee (1986), that was further empirically confirmed by Schendel and Galbraith (1983) and Miller (1986). These scholars on the basis of these generic strategies identified an association between these competitive strategies and firm's performance level and the implementation of these strategies depend on the external environment. Porter has described three major types of strategies which are widely used by different organizations to take and sustain competitive advantage. The implementation of these strategies is based on firm's strategic scope and strength.

*Cost leadership* commonly known as *"low-cost*" strategy stress on organizational efficiency in terms of cost. In this strategy organization is engage in an activity which enables the organization to produce and distribute the product (goods, services) cheaper than industry. Porter (1985) defined cost leadership as a successful way for the attainment of sustained competitive advantage over competitor by plummeting and controlling costs. Moreover, trading at aggressive prices without compromising on quality means standard products Porter (1985). Introducing new technology, plummeting cost associated with administration and economies of scale are the ways of working on cost leadership.

*Differentiation strategy*. Differentiation strategy refers to the creation of different or unique product (goods and services) (Porter, 1985). Product must contain distinguished features as compared to the products of competitors. Thompson *et al*, (2008) argued that there are number of ways to do so.in this regards (Allen & Helms, 2006) suggest that the image of the organization and customer's perception are of paramount importance because both the elements (the distinguished features and perceived difference) are responsible for customer's sensitivity towards the buying decision.

*Focus strategy.* The third generic strategy proposed by Porter (1985) is focus in which organizations intention is to capture the customers of market within the market means a narrow segment of the market (Porter, 1985, 1987; Cross, 1999; Davidson, 2001; Hlavacka et al., 2001) by using other generic strategies i.e. Cost leadership or differentiation proposed by (Porter, 1980). In addition, this requires a proper feasibility because each industry has many niches (narrow segments) therefore focuser (organization) must pick that one, that is competitively attractive and organizations strength and capabilities must suit with the opportunities present in that niche.

### *3.2 HR Practices*

Human resource practices are the means through which human resources personnel can be develop skills and shape the leadership of staff. Human resource practices a system that develops, attracts, retains and motivates employees to the survival of organization and effective implementation (Jackson and Schuler, 1985). Human resource practices facilitate, manage and develop employees of the organization and produce competencies and skills for success of the organization (Minbaeva, 2005).
Most common HRM practices are reward, selection methods, performance appraisal, training, information technology, communication, empowerment and development (Wood and Wall, 2005). Selection and recruitment are the most effective HR practices of the organization with the help of these practices' organization can improve their talent management. Other best HR practices comprised performance management, diversity management, competency development, organizational culture and building relationships. Wright and Gerhart (2000) HRM practices considered as important tool to enhance organizational performance.

### *3.3 Rewards and Incentives*

Ferligoj, Prasnikar and Valentincic (1999) argued that rewards and incentives lead to the superior performance of businesses. Rewards may be in terms of monetary terms and may be in terms of incentives i.e. stock options, remuneration, bonuses and share options. These incentives necessary to achieve the set targets to motivate employees and this will ultimately result in better performance of organization (Armstrong, 2001). Rewards and incentives should be in accordance with organizational strategies; this is a basic technique which can be used for the achievement of higher performance (Jim, Jan and Will, 2004).

*3.4 Employee Training*

Van Reenen, Lorraine, and Dearden (2006) argued that training have a great impact on the productivity of employees and in this way employee will be able to share value from training. Organizational performance can be achieved through effective training but job training does not (Black and Lynch, 1995).

*3.5 Information Technology*

Chen and Lin (2007) have found that technological innovation have a strong impact on the performance of organization. Technological advancement and globalization leading firms for the development of organizational strategies (Hassan, 2007).

*3.6 Performance Appraisal*

Mullins (2002) examined that the system of performance appraisal formulates the performance of individual, employees career advancement. The system of performance appraisal considered as benchmark that is used to define, task performance and to evaluate performance (Lecky, 1999). Therefore, we hypothesize that.

*3.7 Organizational Performance*

Business performance is defined as the result based financial indicators that are expected to reflect the contentment of the economic goals of the business and is stated to as the financial performance (Venkatraman & Ramanujam, 1986). To observe performance indicators such as, profitability, sales growth, earnings per share are examined. A wider conceptualization of firm's performance would take into account indicators of nonfinancial performance simultaneously with indicators of financial performance (Smith & Grimm, 1987).

In management research firm performance is the utmost important indicator. Organizations focusing on incessant performance because only with performance growth and other objectives can be achieved. Yuchtman and Seashore (1967: p. 379) purported that firm performance is the ability of the firm to exploit its environmental for using and accessing limited resources.

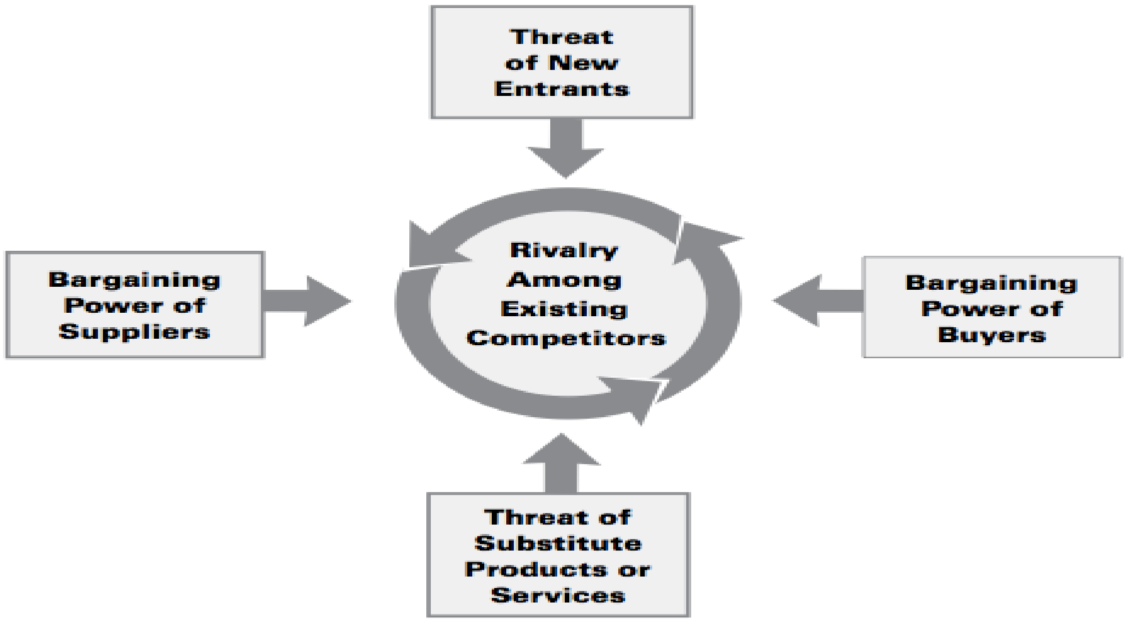
Profit befitted one of the numerous indicators of performance. Lebans and Euske (2006) highlighted that organizational performance is a set of monetary and non-monetary indicators which provides information to achieve goals, objectives and results.

## 4. Michael E. Porter Five Force Model and Organizations Performance:

In 1970s, Michael E. Porter of Harvard Business School proposed five force models. Johnson, Scholes & Whittington (2008) argue that the model persuasive instrument for identification, wherever, power lies in a specific organization, and these are using the outside things. In the microenvironment this model identifies five forces that threaten the firm and drive competition. Porter argues that "responsiveness to these five forces can help a business to get a position in its industry that is secured from attack" (Porter, 1979). Whereas, five main forces have different impact in different industries (Mohapatra, 2012).

**Figure 1**

*Michael Porter's Five Force Model*




Furthermore, corporations that enter an existing market would adversely affect the competitive advantage of existing companies. The extra supply for the same product demanded leads to unavoidable decreases in profits of the existing businesses. The threat of new entrant will be higher if there are fewer barriers to entry.

(Pan, Huang et al. 2016) theoretical work highlight that there is a negative association between new entrant threat and organizations performance. Empirical investigation is limited due to lack of ability to measure it accurately.

The force 'Rivalry Among Existing Competitors' take into account numerous kinds of competition, e.g., "price discounting, service improvements, advertising campaigns, new product introductions (Porter, 2008). High levels of rivalry among market participants directly influence the profit margin of participants. The degree with which they compete with each other and on which basis they compete defines their profits (Porter, 2008). Hubbard & Beamish, (2011) proposed that number of competitors, differentiation, industry growth rate, exit barrier and cost of switching influence this force.

Bargaining Power of Supplier describes the risk that suppliers may increase the prices of supplies (goods and services) and threaten companies. "Powerful suppliers by doing this can limit profitability of the firm and businesses in such condition unable to recover its cost (Porter, 1979) in result business raise the prices of its product that ultimately affect the market share. high bargaining power of supplier can be determined by these indicators.

The industry is controlled by a few businesses and is thus more focused than the industry it vends to, or the industry is not key buyer of the supplier group (Porter, 1979). Slater and Olson (2002) proposed that the size and number of suppliers and the accessibility of substitute affect the bargaining power of suppliers.

The power of customers Porter (2008) can be defined as the "flip side of powerful suppliers. If the customers have a power and they are able to move the prices downward, prevail superior quality or they can force expanded services. These also diminish the profitability of the businesses in the industry. Slater and Olson (2002) proposed that if buyers are large in number, substitutes are easily available so they can switch with low cost; these factors give high bargaining power to buyers.

Threat of a substitute is defined as buyer's effort of finding the product or service that is similar in functions and performance to the product or service provided by the supplier. Hubbard and Beamish (2011) proposed that there are number of factors that have an impact on the threat of substitute for instance switching cost, buyer addiction to switch (Klemperer, 1995). Porter (1979) argues that all the participants in industry compete with other industry that creates alternatives (substitute).

## 5. Relational Literature

*5.1 Relationship Among Generic Strategies and Organizational Performance.*

Empirical investigation on the impact of organizational performance (profit) of generic strategy demonstrate that the organizations with huge market share are seems to be profitable. The firms with low profits were those having moderate market share. Porter argued in this regards that firms with high market share are those that have implemented cost leadership strategy and firms with low market share but profitable are those that have focused on niche by using market segmentation (focus strategy). Firms that are less profitable are those that have not a feasible generic strategy.

Moreover, effective use of a differentiation strategy like Apple Computer, Hero Honda, HLL, Asian Paints, athletic shoes, Nike, and Mercedes-Benz automobiles has a positive impact on organizational performance. Empirical investigation demonstrates that differentiation strategy is more likely to produce higher profits than other generic strategies because it creates barriers for new entrants. Moreover, low cost enhance market share than other generic strategies.

## 6. Hypothesis Development

<u>H1:</u> There is significant and positive association between organization strategy and organization performance.

<u>H2:</u> There is significant and positive association between HR practices and organization performance.

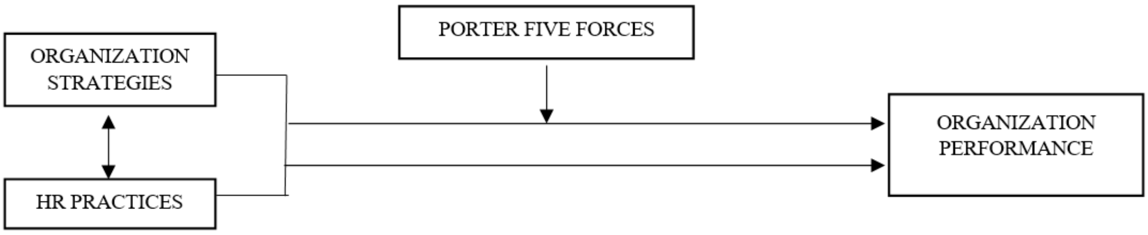
<u>H3:</u> Porters five force model moderates the association between organizations generic strategy and organizations performance.

<u>H4:</u> Porter five forces moderate the relationship between HR practices and organizations performance.

## 7. Theoretical Framework

**Figure 2**

*Theoretical Framework*




## 8. Methodology and Framework

The purpose of this study is to examine that the moderating role of Porter's five forces in relation among organizational strategy, HR practices and organizational performance. Nature of study is quantitative and descriptive. We have used survey method in this study.

*8.1 Data Collection Methods*

To check "the moderating role of porter five forces in relation among Organizational strategy, HR practices and Organizational performance." Data is collected through survey method from respondents. Data is collected from employees of telecommunication sector of Pakistan. For this purpose, 450 questionnaires were distributed and 350 responses collected from respondents.

*8.2 Questionnaire Design*

The questionnaire comprises two sections. First section reveals about personal of employees like gender, age, education and experience. Nominal scale measured all these items. Second section comprises about the variables of this study including organizational strategy, HR practices, porter five forces and organizational performance.

*8.3 Organizational Strategy*

To collect data about organizational strategy 8 items scale was used. These items derived from Gibcus & Kemp (2003). HR practices scale consists of 39 items. Porter five forces data collected from porter five forces 21 items scale. For organizational performance 10 items scale was used to collected data about organizational performance.

## 9. Result and Interpretation

*9.1* Demographics

To collect data about organizational strategy 8 items scale was used. These items derived from Gibcus & Kemp (2003). HR practices scale consists of 39 items. Porter five forces data collected from porter five forces 21 items scale. For organizational performance 10 items scale was used to collected data about organizational performance.

**Table1**

*Mean, Standard Deviation, and Correlations*

| | Mean | SD | HRP | PFF | OS | OP |
|---|---|---|---|---|---|---|
| HRP | 4.11 | .186 | 1 | | | |
| PFF | 4.08 | .407 | .643 | 1 | | |
| OS | 4.16 | .385 | .786 | .174 | 1 | |
| OP | 4.12 | .236 | .174 | .004 | .015 | 1 |

Table 1 represents the mean, standard deviation, and Pearson correlations among study variables. Table 1 verified Mean values time 1 for HR practices, porter's five forces, organizational strategy and organizational performance are 4.11, 4.08, 4.16 and 4.12 respectively. Moreover, spread over mean data deliberate for all variables affirm are .186, .407, .385 and .256 respectively. HR practices be affirmative and significant interrelated among porter's five forces (r= .643). Thus it is behind the hypothesis of H1. Porter's five forces have positive and significantly associated with organizational strategy (r= .786) consequence it provides support intended for hypothesis H2. Organizational strategy has a positive and significant correlation with organizational performance (r = .015). Therefore, it's supporting the hypothesis of H4.

**Table 2**

*Factor Loadings*

| Constructs | Items | Factor Loadings |
|---|---|---|
| HR practices | 41 | .843, .862, .870, .810, .834, .844, .894, .876, .765, .969, .866, .775, .777, .891, .776, .735, .927, .898, .843, .983, .882, .911, .877, .987, .732, .721, .711, .897, 723, .756, .798, .907,811, .788, .822, .714, .711, .788, .811, .788, .832 |
| Porter's five forces | 22 | .788, .897, .899, .766, .733, .755, .788, .988, .711, .765, .855, .734, .751, .823, .812, .798, .743, .780, .710, .711, .987 |
| Organizational strategy | 8 | .894, .786, .795, .867, .709, .891, .877, .711 |
| Organizational performance | 10 | .799, .877, .891, .793, .804, .705, .876, .708, .702, .899 |

The measurement model shows Confirmatory Factor Analysis and table two demonstrates the CFA factor loading values. It presents the discriminate and convergent validity of set model. According to output, factor loadings are in threshold level which shows greater or more than 0.7 for telling the discriminate validity of data.

**Table 3**

*Psychometric Analysis*

| | CR | AVE | HRP | PFF | OS | OP |
|---|---|---|---|---|---|---|
| HR practices | 0.712 | 0.587 | **0.852** | | | |
| Porter's five forces | 0.755 | 0.556 | 0.643 | **0.784** | | |
| Organizational strategy | 0.855 | 0.532 | 0.576 | 0.543 | **0.798** | |
| Organizational performance | 0.791 | 0.687 | 0.590 | 0.562 | 0.512 | **0.813** |

In table 3 outcomes enlightened that the CR should be greater than the 0.7 and AVE must be greater than 0.5 both are part of convergent reliability. Above talk about table is telling that AVE for HR practices is .587, porter's five forces .556, organizational strategy is .532 and organizational performance is .687. All the required values of AVE are under the threshold i.e., 0.7. In addition, this presentation of values indicating CR for HR practices is .712, porter's five forces .784, organizational strategy .798 and organizational performance .813.

**Table 4**

*CFA Model*

| Fit Indices | CMIN/DF | P | GFI | AGFI | CFI | RMSEA |
|---|---|---|---|---|---|---|
| Values | 3.09 | .001 | 0.96 | 0.83 | 0.92 | 0.07 |

In table 4, the benchmark for CFA model demonstrates the values which decide its fitness with relevant to validity. In this table GFI that must be greater from 0.9 and it has at 0.96, AGFI should be over than 0.8 and it showed the value of 0.83, CFI must be greater than the 0.90 and it is at .092 and RMSEA that should be less than .10 and it is valued at 0.07. Since all the values are under the benchmark values and it showed the approval it which confirm that model is fit to test the validity and reliability and it provides an immature gesture to progress.

**Table 5**

*SEM Model*

| Fit Indices | CMIN/DF | P | GFI | AGFI | CFI | RMSEA |
|---|---|---|---|---|---|---|
| Values | 2.97 | 0.02 | 0.93 | 0.83 | 0.94 | 0.06 |

Table 5 is relating the consequences of model fitness for SEM measurement. In this table value for GFI= 0.93 which must be (>.90), AGFI= 0.83 which also be (>.80), CFI= 0.94 must be (>.90) and RMSEA= 0.04 which be (<0.05) declare good for fit model.

*9.2 SEM Regression Analysis*

**Table 6**

*Structural Model Regression Weights*

| | | | Estimate | S.E. | C.R. | P |
|---|---|---|---|---|---|---|
| HR practices | <--- | Organizational performance | .365 | .096 | .067 | .01 |
| Organizational strategy | <--- | Organizational performance | .312 | .083 | .074 | .002 |

Table 6 explains regression weights and its relationships hypothesize in H1 and H2. The consequences present a confirmation that HR practices and Organizational strategy have a positive and significant impact on Organizational performance ($p<0.05$), so H1 and H2 are supported. SEM analyses demonstrate the positive estimates and S.E in relation with independent variables to dependent variable. As H1, H2 are significant in relation with independent to dependent variable as HR practices to dependent variable as Organizational performance. As a result, H1 and H2 were support to current study on their result basis.

**Table 7**

*Moderation Analysis*

Moderating Role of porter's five forces on the relationship between HR practices and organizational strategy

**************************************************************************

Outcome of porter's five forces:

Model

Co.eff se t p

int. .465 .009 3.4 .02

Interactions:

Int_1 HR_P X PF_F

R-square increase due to interaction(s):

R2-chng F df1 df2 p

int_1 .0001 11.1 1.00 101.0 .001

**************************************************************************

The model consequence provide way supportive conclusion for the reasonable factor of individual complex in study as coefficient values are greater than p values and the interaction values of R2 being greater than p value. Therefore, moderation analyses accessible in above table give approving consequences for moderating part considered. Consequently, it supports the hypotheses.

## 10. Discussion and Conclusion

The aim of this article is to investigate the moderating role of porter five forces in relation among organizational strategy, HR practices and organizational performance. This study proved that There is significant and positive association between organization strategy and organization performance. There is significant and positive association between HR practices and organization performance. Furthermore, organizations will be able to collaborate better with other businesses. Our study proved that there is significant and positive relationship between Organizational strategy and organizational performance. H2 supported that there is significant and positive relationship between HR practices and organization performance. Past research founded that porter's five forces significantly moderate the relationship among Organization strategy, HR practices and Organization performance.

HR practices are the main source to implement organizational strategies because strategies implemented by the human resources of the organization. If organization strategies implemented in a right manner, then organization will achieve its goals, objectives and in return of superior performance. Porter five forces provide a tool to organization to evaluate internal and external weak and success indicators with these organizations can better compete at global market.

## 11. Limitations and Future Directions

Current study investigated the moderating role of porter five force model in relation between HR practice, generic strategy with organizations performance in this study due to lack of resources study was conducted in three cities Lahore, Gujranwala, Sialkot in telecommunication sector of Pakistan. Future research can test our model in other sectors and cities of Pakistan. Moreover, this model can also be tested to check the non-financial performance of both profit and nonprofit organizations.

## 12. Practical Implications

Current study help strategist in designing the overall strategy of the firm by considering the moderating effect of porter five forces in relation between generic strategy and organizations performance so they can better consider the influence of each of the five forces. Moreover, generic strategies are influenced by porter five force model so the understanding of moderating effect help strategist in designing the organizations overall strategy.

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# The Influence of Brand Functional Value and Brand Country of Origin on Brand Preference the Moderating Effect of Product Scarcity and Social Media

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**Abstract**

In marketing activities, the sales of goods not only depend on the low price and the improvement of technology, but also depends on the degree of consumers' commodity brand preference. Among them, brand functional value and country of origin effect are two important influencing factors of brand preference. Therefore, it is necessary to explore the relationship between brand value structure and brand preference based on the theory of brand value. At the same time, product scarcity and social media publicity are taken as regulatory variables. It is found that there is a significant positive correlation between brand functional value and brand preference, and there is a significant positive correlation between brand country of origin and brand preference. Product scarcity positively regulates the relationship between brand functional value and brand preference, as well as the relationship between brand country of origin and brand preference; Social media publicity positively regulates the relationship between brand functional value and brand preference, as well as the relationship between brand country of origin and brand preference. The research of this paper will help to enlighten and guide relevant enterprises and choose more appropriate brand management methods and approaches.

**Keywords**: Brand Functionality, Product Scarcity, Brand Preference

## 1. Introduction

At present, the fierce market competition makes enterprises pay attention to the shaping of their own brand connotation in the formulation of development strategy, and highlighting their own brand functionality is the primary premise to improve brand connotation and change consumers' brand preference (Koubaa & Yamen, 2008). At the same time, the marketing strategy decision-makers of enterprises are more and more aware of the benefits of the country of origin effect for the brand, and its use in consumer groups in different countries and cultures is becoming more and more common.

Scarcity can make consumers make purchase decisions quickly because scarcity can have a positive impact on consumers, so as to realize consumers' deep understanding of the functional value of the brand, and then control the consumption attitude. In addition, in the era of digital communication, the popularity of the network is constantly changing human media consumption habits. Facebook, microblog and other social media belong to the platforms and products of Internet companies. Their differences from traditional media are as follows: They take social networking as the basic attribute and provide online media services with the Internet as the carrier. Under the upsurge of social media publicity, real-time hot spots cover people's lives, sales information is diversified, and the consumer brand choice of media users presents a new change trend. Therefore, this paper will explore the relationship between brand functional value, brand country of origin and brand preference.

## 2. Literature Review

Pullig (2008) believes that brand preference has been recognized by a large number of domestic scholars. He believes that brand preference is essentially a relationship between consumers and brands, involving multiple levels of cognition, emotion and attitude. No matter how the marketing communication behavior of competitive brands that lead to conversion behavior affects, consumers maintain a deep preference and commitment to a brand. Using Pullig's definition, this paper believes that the three dimensions of cognition, emotion and behavioral intention preference should be included in the scope of brand preference. The more consumers prefer a specific brand, the more enterprises can obtain consumers' loyalty to the brand, which is an effective resource for enterprises to obtain competitive advantage.

Vries (2014) believes that the brand interest points and personality contained in the brand functional value help to establish emotional differences, arouse consumers' emotional resonance, and finally change the brand attitude. Excellent brand functional value endows the brand with strong vitality and competitiveness, making the brand a leader in the market. This paper adopts its view that the brand interest points and personality contained in the brand functional value are helpful to establish emotional differences, cause consumers' emotional resonance, and finally change the brand attitude. Therefore, this paper puts forward hypothesis H1: brand functional value has a significant positive impact on brand preference.

In terms of theoretical explanation of brand country of origin effect, Cowan and Guzman (2020) believe that brand country of origin is a signal, which can affect consumers' evaluation of products by marking the quality of products. Consumers can also infer the attribute information of products based on the country of brand origin. Generally, a large amount of information is needed in the evaluation of products. Based on this, this paper puts forward the hypothesis H2: brand country of origin has a significant positive impact on brand preference.

In the face of products with different brand functional values, consumers will pay more attention to product scarcity when making brand choice behavior and forming brand preferences. Wang (2018) designed a questionnaire to better and more accurately understand and discover consumers' behavior patterns in the process of brand selection. It was found that consumers who pay attention to the functional value of the brand and highlight the user experience and feelings of the product are more likely to make a decision to buy the product when they know that the product is scarce. Based on this, this paper puts forward hypothesis H3: product scarcity plays a certain regulatory role between brand functional value and brand preference.

Kumar (2015) believes that the mechanism by which scarcity has a positive impact on consumer behavior involves consumers' colleagues or friends, and the clue of brand country of origin is also a key consideration for consumers. Therefore, when owning a scarce product of a specific brand country of origin or consuming one of the above products can be symbolic to the people of relevant groups, the product will be meaningful to the users and can significantly affect the subjects' brand attitude and brand preference. Based on this, this paper puts forward hypothesis H4: product scarcity plays a certain regulatory role between brand country of origin and brand preference.

Carvalho, Azar and Machado (2020) believe that with the emergence of social media marketing, the channels for consumers to obtain brand image are also becoming diversified. For unfamiliar foreign brands, the national image will have a direct impact on consumers' purchase intention. At this time, the efficiency of brand marketing by using these social media marketing tools is also greatly improved. Consumers realize repeated purchase behavior based on national image and upgrade it to brand preference. Based on this, this paper puts forward the hypothesis H5: social media publicity plays a regulatory role between brand country of origin and brand preference.

Jeong (2019) found that in today's social media campaigns, consumers can give immediate feedback, ask questions, and even challenge marketers' commitments. When a product can help consumers deepen the impression of the brand logo, slogan, product packaging, and marketing events, it can establish a deep resonance between brand functional value and consumers' psychological characteristics, and finally improve the degree of brand preference. Based on this, this paper puts forward hypothesis H6: social media publicity plays a certain regulatory role between brand functional value and brand preference.

## 3. Research Method

### *3.1 Questionnaire Design*

This study mainly relies on the questionnaire survey method to collect various data, and then through the structural equation model, use Amos and SPSS to test the hypothesis of various data, and finally explore the relationship between brand functional value, brand country of origin, brand preference, product scarcity, and social media publicity.
In this study, Guangdong Province and Fujian Province in the Pearl River Delta were selected as the survey areas. In order to achieve the accuracy and effectiveness of the research as much as possible, the respondents of this questionnaire are consumers who often surf the Internet and use smart mobile devices, such as consumers who often contact new media by using computers, mobile phones, or tablets. The questionnaires were distributed on the Internet questionnaire, mainly distributed on the TikTok website, WeChat platform, live broadcast, and other social tools.

In this questionnaire survey, a total of 1100 questionnaires were distributed and 1062 questionnaires were recovered through multiple contacts, of which 62 invalid questionnaires were deducted (when judging the effectiveness, the criteria used are: there is a certain lack of values filled in the questionnaire; the final score deviates from the set range; there is no difference in the scoring of each item, etc.), and 1000 valid questionnaires were officially recovered, that is, the effective recovery rate of 90.9%.

### *3.2 Data Analysis*

After reliability and validity test and factor analysis, this paper focuses on the results of regression analysis and regulation test.
*3.2.1 Descriptive statistics*

**Table1**
*Descriptive Statistics*

| | Min | Max | Mean | Std.Dev. |
|---|---|---|---|---|
| Brand functional value | 1 | 5 | 3.683 | 0.917 |
| Brand country of origin | 1 | 5 | 3.544 | 1.207 |
| Product scarcity | 1 | 5 | 3.32 | 1.013 |
| Social media promotion | 1 | 5 | 3.407 | 1.14 |

As shown in the above table, the average value of brand functional value is high, and the variation range of brand country of origin is large. On the whole, the mean value of the four variables is equal, and the standard deviation meets the requirements of data analysis.

*3.2.2 Regression Analysis*

**Table2**

*Regression Analysis Results of Brand Functional Value and Brand Preference*

| Variable | Brand Preference | | |
|---|---|---|---|
| | Model1 | Model2 | Model3 |
| Brand functional value | 0.794*** | | |
| basic performance | | 0.365** | |
| added value | | | 0.246** |
| R2 | 0.563 | 0.331 | 0.324 |
| △R2 | 0.547 | 0.317 | 0.311 |
| VIF | 1.061 | 1.126 | 1.059 |
| F | 13.753*** | 18.522*** | 19.542*** |

*p<0.05，**p<0.01，***p<0.001（2-tailed）.

The regression coefficients of basic performance and added value on brand preference are 0.365 and 0.246 respectively, and the P values are less than 0.05, that is, they are significantly correlated at the level of 5%. From the perspective of brand functional value, the regression coefficient of brand preference is 0.794, and it has a significant positive impact at the level of 1%. The hypothesis H1 is verified.

Second, a detailed analysis is made on the practical impact of the country of origin of the brand and its various dimensions on brand preference, which is summarized as follows:

**Table3**

*Regression Analysis Results of Brand Country of Origin and Brand Preference*

| Variable | Brand Preference | | | |
|---|---|---|---|---|
| | Model4 | Model5 | Model6 | Model7 |
| Brand country of origin | 0.736*** | | | |
| Degree of development | | 0.735** | | |
| Degree of consistency | | | 0.385** | |
| Inherent impression | | | | 0.846*** |
| R2 | 0.574 | 0.286 | 0.237 | 0.252 |
| △R2 | 0.558 | 0.228 | 0.229 | 0.245 |
| VIF | 1.919 | 1.130 | 1.449 | 1.908 |
| F | 15.863*** | 14.534*** | 18.357*** | 21.935*** |

*p<0.05，**p<0.01，***p<0.001（2-tailed）.

The regression coefficients of developed degree, consistent degree and inherent impression on brand preference are 0.735, 0.385 and 0.846 respectively, and the P values are less than 0.05, that is, they are significantly correlated at the level of 5%. From the perspective of brand source countries, the regression coefficient of brand preference is 0.736, and there is a significant positive impact at the level of 1%. The hypothesis is verified.

*3.2.3 Adjustment Function Test*

**Table4**

*The Moderating Role of Product Scarcity Between Brand Functional Value and Brand Preference*

| Variable | Brand Preference | | |
|---|---|---|---|
| | Model8 | Model9 | Model10 |
| Brand functional value | 0.736*** | 0.837** | 0.933** |
| Adjustment variable | | | |
| Product scarcity | | 0.034** | 0.053** |
| Brand functional value* Product scarcity | | | 0.064** |
| R2 | 0.382 | 0.461 | 0.593 |
| △R2 | 0.353 | 0.448 | 0.575 |
| VIF | 1.141 | 2.026 | 1.025 |
| F | 16.865*** | 14.764*** | 11.745*** |

*p<0.05，**p<0.01，***p<0.001（2-tailed）.

The regression coefficient between brand functional value and brand preference is 0.837, while the regression coefficient between the interaction term of product scarcity and brand functional value and brand preference is 0.064, which has passed the significance test at the statistical level of 5%.

**Table4**

*Moderating Role of Product Scarcity Between Brand Country of Origin and Brand Preference Variable Brand Preference*

| Variable | Brand preference | | |
|---|---|---|---|
| | Model11 | Model12 | Model13 |
| Brand country of origin | 0.753*** | 0.883** | 0.983** |
| Adjustment variable | | | |
| Product scarcity | | 0.076** | 0.085** |
| Brand functional value* Product scarcity | | | 0.097** |
| R2 | 0.353 | 0.481 | 0.586 |
| △R2 | 0.321 | 0.465 | 0.569 |

| Variable | Brand preference | | |
|---|---|---|---|
| | Model11 | Model12 | Model13 |
| VIF | 1.652 | 2.027 | 1.868 |
| F | 12.754*** | 14.624*** | 15.852*** |

*p<0.05，**p<0.01，***p<0.001（2-tailed）.

The regression coefficient between brand country of origin and brand preference is 0.883, while the regression coefficient between product scarcity and brand country of origin interaction and brand preference is 0.097, which has passed the significance test at the statistical level of 5%.

**Table5**

*Moderating Role of Social Media Publicity Between Brand Functional Value and Brand Preference*

| Variable | Brand preference | | |
|---|---|---|---|
| | Model14 | Model15 | Model16 |
| Brand functional value | 0.638*** | 0.764** | 0.864** |
| Adjustment variable | | | |
| Social media promotion | | 0.026** | 0.033** |
| Brand functional value* Social media promotion | | | 0.054** |
| R2 | 0.334 | 0.462 | 0.584 |
| △R2 | 0.313 | 0.451 | 0.569 |
| VIF | 1.294 | 1.769 | 1.145 |
| F | 17.654*** | 18.734*** | 18.953*** |

*p<0.05，**p<0.01，***p<0.001（2-tailed）.

The interaction between social media publicity and brand functional value significantly increases brand preference, which proves that social media publicity is a pure regulatory variable and positively regulates the relationship between brand functional value and brand preference.

**Table6**

*Moderating Role of Social Media Publicity Between Brand Country of Origin and Brand Preference*

| Variable | Brand preference | | |
|---|---|---|---|
| | Model17 | Model18 | Model19 |
| independent variable | | | |
| Brand country of origin | 0.765*** | 0.823** | 0.894** |
| Adjustment variable | | | |
| Social media promotion | | 0.037** | 0.054** |

| Variable | Brand preference | | |
|---|---|---|---|
| | Model17 | Model18 | Model19 |
| Brand functional value* Social media promotion | | | 0.086** |
| R2 | 0.326 | 0.471 | 0.585 |
| △R2 | 0.311 | 0.458 | 0.569 |
| VIF | 1.952 | 1.451 | 1.229 |
| F | 18.487*** | 19.653*** | 21.475*** |

*p<0.05，**p<0.01，***p<0.001（2-tailed）.

The interaction between social media publicity and brand country of origin significantly increases brand preference, which proves that social media publicity is a pure regulatory variable and positively regulates the relationship between brand country of origin and brand preference. Hypothesis 4 can be verified based on the test of regulatory variables.

### *3.3 Empirical Research Conclusion*

Through hypothesis verification, the final results are summarized and analyzed as a whole, as shown in the table below:

**Table7**
*Summary of Hypothesis Test Results*

| Hypothesis | Inspection Results |
|---|---|
| H1: brand functional value has a significant positive impact on brand preference | support |
| H2: brand country of origin has a significant positive impact on brand preference | support |
| H3: product scarcity plays a regulatory role in the influence of brand functional value and brand country of origin on brand preference | support |
| H4: social media publicity plays a regulatory role in the influence of brand functional value and brand country of origin on brand preference | support |
| H5: social media publicity plays a regulatory role in the influence of brand country of origin and brand functional value on brand preference | support |
| H6: social media publicity plays a regulatory role in the influence of brand functional value and brand country of origin on brand preference | support |

As can be seen from the above table, most of the previous research hypotheses have passed the test, including the significant positive impact of brand functional value on brand preference, the significant positive impact of brand country of origin on brand preference, and the regulatory role of product scarcity in the impact of brand functional value and brand country of origin on brand preference Social media publicity plays a regulatory role in the influence of brand functional value and brand country of origin on brand preference. Specifically:

1. There is a positive correlation between brand origin country and brand preference, that is, the higher the level of development and consistency of brand origin country, the stronger consumers’ brand preference for that country; There is a significant positive correlation between brand functional value and brand preference, that is, the higher the brand functional

value is, the brand preference will increase accordingly; There is a significant positive correlation between product scarcity and brand preference, that is, the stronger the subjective scarcity, the higher the consumer's preference for products.

2. The regression coefficients of basic performance and added value on brand preference are 0.365 and 0.246 respectively, and the P values are less than 0.05, that is, they are significantly correlated at the level of 5%. From the perspective of brand functional value, the regression coefficient of brand preference is 0.794, and it has a significant positive impact at the level of 1%; The regression coefficients of developed degree, consistent degree, and inherent impression on brand preference are 0.735, 0.385 and 0.846 respectively, and the P values are less than 0.05, that is, they are significantly correlated at the level of 5%. From the perspective of brand source countries, the regression coefficient of brand preference is 0.736, and there is a significant positive impact at the level of 1%.

3. The regression coefficient between the interaction between product scarcity and brand functional value and brand preference is 0.064, which has passed the significance test at the statistical level of 5%. The interaction between product scarcity and brand functional value significantly increases brand preference, which proves that product scarcity is a pure regulatory variable and positively regulates the relationship between brand functional value and brand preference; The regression coefficient between the interaction between product scarcity and brand country of origin and brand preference is 0.097, which has passed the significance test at the statistical level of 5%. The interaction between product scarcity and brand country of origin significantly increases brand preference, which proves that product scarcity is a pure regulatory variable and positively regulates the relationship between brand country of origin and brand preference; The regression coefficient between the interaction between social media publicity and brand functional value and brand preference is 0.054, which has passed the significance test at the statistical level of 5%. The interaction between social media publicity and brand functional value significantly increases brand preference, which proves that social media publicity is a pure regulatory variable and positively regulates the relationship between brand functional value and brand preference; The regression coefficient between the interaction between social media publicity and brand country of origin and brand preference is 0.086, which has passed the significance test at the statistical level of 5%. The interaction between social media publicity and brand country of origin significantly increases brand preference, which proves that social media publicity is a pure regulatory variable and positively regulates the relationship between brand country of origin and brand preference.

## 4. Conclusion

### *4.1 Research Conclusion*

From the perspective of consumers and based on the theoretical knowledge of brand marketing, this study constructs a reasonable structural model to explore the relationship between brand functional value, brand country of origin, and brand preference. At the same time, taking product scarcity and social media publicity as regulatory variables, the research conclusions are summarized as follows:

The research background of the independent variable of brand functional value in this paper is that any product is manufactured to meet the needs of users. The so-called functional value is the basic aspect of products that consumers can intuitively perceive in the process of purchasing products and form the initial impression of the brand through it. Brand functional value is the value generated by the function, characteristics, quality, variety, and style of products. It is not only the central content of customers' needs but also the primary factor for customers to buy products. Therefore, in general, it is the key and the main factor to determine the total purchase value of customers, which has a great impact on brand preference (Anselmsson, 2008). The research on the brand functional value and brand preference shows that there is a significant positive correlation between brand functional value and brand preference. This paper deeply finds that basic performance and added value have different effects on brand preference, and basic performance has a greater impact on brand preference. Functional value is determined by customer needs. When analyzing functional value, it should be noted that in different periods of economic development, customers have different needs for products, and the elements constituting functional value and the relative importance of various elements will also be different (Li, 2014). However, the stronger the scarcity of products, the greater the impact of brand functionality on brand preference. This proves that in the era of network economy, customers' needs for products are affected by enterprise hunger marketing strategy.

Another independent variable in this paper is the brand country of origin effect. In the early stage, it was found that product design, assembly, parts production, and brands all belong to the same country (Cowan & Guzman, 2020). However, today's realistic market environment is that product design, assembly, parts production, and brand owners often have dual or mixed source countries in different countries, in which the degree of consistency factor has been paid attention. The clues of the brand source country and product manufacturing country are very important for consumers' evaluation of product quality and product value. Because consumers have different cognition of products produced in different countries, this cognition will affect their attitude and evaluation of products, and then affect their purchase tendency and brand preference (Kim et al., 2012). The research on the brand country of origin and brand preference shows that there is a positive correlation between the brand country of origin and brand preference. This paper deeply finds that the degree of development has a greater impact on consumers' brand preference, and the degree of consistency has a smaller impact on consumers' brand preference. With the widespread existence of OEM production and multinational companies transferring a large number of products to developing countries with low manufacturing costs, consumers are increasingly accustomed to and accept the same brand produced in different countries, and even believe that the manufacturing and processing technology capabilities of different countries are becoming closer and closer (Zhou, 2019). The country of origin or manufacture may no longer have the same influence on consumers' evaluation and selection of products as before, while the emotions and associations inspired by the country of origin of the brand will still be important. Therefore, for consumers, brand country of origin is a more effective tool to understand and evaluate products.

The hypothesis that product scarcity plays a moderating variable between brand functional value and brand preference has also been verified in the study. Marketers try to stimulate consumers' purchase psychology through promotional activities, so as to produce purchase behavior. They limit the availability of products to a limited number, limited time, or specific market environment, so as to create a sense of shopping tension for consumers (Heribert & Verena, 2010). The research shows that compared with non-scarce products, products with scarcity attraction can increase consumers' purchase intention and consumption enthusiasm, and also lead to more positive attitudes and behaviors of consumers with high demand for uniqueness. Therefore, this study confirms that product scarcity positively regulates the relationship between brand functional value and brand preference. With the continuous advancement of the e-commerce situation, scarcity promotion is well known and widely adopted by more and more enterprises and retailers (Liu Hua, 2021). Products with high functional value will gain higher brand preference under the mode of scarcity promotion. At this time, the limited time and limited scarcity of information also have a great impact on consumers' purchase decisions based on the brand country of origin effect. The study found that scarce promotion methods are more obvious in the e-commerce environment.

In addition, in the past, academic research on social media publicity mostly focused on corporate brand strategy. This paper explores the impact of social media on brand functional value and brand relationship from the perspective of consumer perception. In the era of social media, enterprises, and consumers continue to interact, narrowing the distance between consumers and enterprises. Nowadays, with the mobile Internet and mobile terminals, consumers can communicate with enterprises anytime and anywhere. The immediacy of this consumption process makes the whole consumption behavior unpredictable (Carvalho, Azar & Machado, 2020). This study found that the higher the social media publicity, the greater the impact of brand functionality on brand preference. In traditional brand marketing, enterprises mainly carry out one-way advertising to consumers. Even if there is feedback, it is a long process for enterprises from obtaining market information to making the response. Nowadays, enterprises can constantly accept the feedback of consumers at any time and respond quickly to achieve a win-win situation for enterprises and consumers (Liu, 2020). In addition, this paper proves that social media publicity positively regulates the relationship between brand country of origin and brand preference. At this time, social media can spread all kinds of "fragmented" information to consumers in various forms to stimulate the attraction of brands with a stronger country of origin effect on consumers.

In the global market economy, it is very important to understand the impact of the source country's effect on consumers' purchase intention. The research of Chokpitakkul & Anantachart (2020) shows that the brand equity value of small and medium-sized enterprises is greatly affected by product resonance. Now the brand publicity channel has more global resonance. The empirical results of this paper show that it is very common to choose original imported products and Sino foreign joint venture products. Consumers pay more attention to the region or country where the brand is born and grows up and is well known to the majority of consumers. More and more consumers tend to evaluate products according to their country of origin. Moreover, due to more and more product information and the complexity of products, consumers will make choices according to the country of origin of products. It can be seen that this research field is gradually deepening with the development of economic globalization. Therefore, the academic community should continue to explore research in this field.

The research results of this paper include that product scarcity positively regulates the relationship between brand functional value and brand preference. Goldsmith et al. (2020) believe that scarcity limits consumers' research ability. This paper further finds that limited scarcity can come from both the supply of enterprises and the demand of consumers. Enterprises will produce product scarcity by reducing product supply or consumers by increasing product demand. Moreover, in the limited scarcity scenario, with the purchase of other consumers, the number of remaining products will be reduced. This will enable consumers to compete for products. Therefore, the limited time and limited amount of scarce information also have a great impact on consumers' purchase decisions based on the brand country of origin effect. The study found that scarce promotion methods are more obvious in the e-commerce environment.

### *4.2 Research Limitations*

First, the number of questionnaire samples in this paper is limited. 1000 valid questionnaires were collected in this survey. Although the number has met the data analysis conditions, the sample size is not large enough.

Second, this study is not deep enough to explore the brand functional value and brand preference. There are many influencing factors on consumers' brand preferences. For example, the model may also be adjusted by some demographic variables.

Third, the research method is relatively simple. This paper only uses the method of questionnaire to let consumers evaluate the influencing factors of their brand preference and judge their brand functional value and brand country of origin knowledge. The adjustment variables are not distinguished between the experimental group and the control group, but the data are simply divided into groups during data processing, which may lead to a certain deviation in the data conclusion.

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# The Influence of Green Advertising Appeal and Environmental Awareness on Green Consumption Behavior: Green Lifestyle as the Mediating Effect, Green Word of Mouth as the Moderating Effect

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**Abstract**

With the rapid development of economy, environmental protection problems continue to emerge in developing economy. How to save resources and renew resources has become the common concern for all countries. Therefore, this study explore the influence of green advertising appeal and environmental awareness on green consumption behavior through green lifestyle, and the moderating mechanism of green word of mouth. From the perspective of consumers, this investigate the importance and necessity of green advertising appeal and environmental awareness for green consumption behavior, and discusses green consumption behavior from the perspective of green marketing of enterprises, hoping to provide theoretical guidance for green marketing of enterprises, and further contribute to the sustainable development of environmental protection and economy.

**Keywords:** Green Advertising Appeal, Green Consumption Behavior, Environmental Awareness, Green Lifestyle, Green Word of Mouth

## 1.Introduction

### *1.1Research Background*

The rapid development of human economy and society in the past was at the expense of a large amount of non-renewable resources and environmental protection. Nowadays, population, resource and environmental protection issues have become important bottlenecks and major problems that restrict the sustainable development of today's society, especially environmental protection issues. increasingly prominent. Although the urbanization process and the industrialization process continue to intensify, although the economy and society continue to develop rapidly, it also inevitably makes environmental pollution increasingly serious.

In "Agenda 21", environmental degradation is attributed to the consequences of improper human production and consumption, and it is pointed out that fully and rationally utilizing resources, minimizing the incidence of environmental damage and minimizing the level of waste generation are the main ways to achieve rational economic and social development. Faced with the triple pressure of environmental protection deterioration, government policies and regulations and consumers' green consumption, enterprises place environmental protection issues at a strategic height, compete to produce green products, and increase consumers' green consumption behavior through various communication strategies and marketing methods.

Advertising is an important channel for consumers to communicate with businesses. It not only awakens green consumers' awareness of green consumption, stimulates green consumption psychology, but also encourages consumers' green consumption behavior. Advertising is particularly important for the consumption behavior of green products. Wang (2009) stated that after proposing the concept of green products and green consumption, it is the general trend to advocate moderate consumption, low-carbon consumption, green consumption behavior, and pursue environmental protection and harmonious development. Therefore, more and more companies are using eco-themed advertisements to promote their green products to attract consumers. However, with the continuous upgrading of consumer awareness, the traditional advertising request method has not been favored by consumers recently, and the advertising response has been mediocre (Ding, 2019). How to effectively use green advertising is particularly important to the development of modern enterprise marketing.

## 2. Literature Review and Hypothesis Development

### *2.1Green Consumption Behavior*

Green consumption refers to that when consumers buy, use or dispose of products, consumers will take into account the impact of their consumption behavior on the environment, so as to maximize social and long-term interests (Carlson, Grove & Kangun, 1993).

From the perspective of consumption results, care for the environment and maintain the balance of the ecosystem will ultimately achieve the most sustainable consumption (Zhu, 2006). Yu (2012) believes that green consumption refers to the choice of green products that are beneficial to health in the process of consumption. In daily life, emphasis is placed on the disposal of garbage and environmental protection, so as to ultimately achieve sustainable consumption. Wu (2014) believes that green consumption is an environmental protection activity for consumers to realize the purpose of purchase under the premise of considering social interests.

### *2.2Green Advertising Appeal*

Green advertising appeal, also known as "environmental protection advertising" or "environmental protection appeal advertising", originated in developed countries in Europe and the United States in the 1960s, and developed rapidly from the late 1980s to the early 1990s. Generally speaking, green advertising is guided by green products, bringing green consumption into people's minds, and guiding consumers to buy green products and experience an environmentally friendly lifestyle (Johar & Sirgy, 1991), Carlson *et al.* (1996) believed that Green Advertising Appeal refers to the advertising content related to green information, which encourages consumers' potential purchase intention through the reflection of green information. Chan (2004) pointed out in the research that Green Advertising Appeal means that consumers' green consumption depends on satisfying their own green needs.

### *2.3The Relationship between Green Consumption Behavior and Green Advertising Appeal*

Foreign scholars expound the connotation of Green Advertising Appeal from the perspective of the relationship between advertising content and green information. Some believe that in the entire process of advertising communication, the green benefits of green products are explained through advertising themes, and consumers' advertising attitudes and products are changed. Attitude, arouses consumers' favorable impression of the advertisement and the green products spread in the advertisement, stimulates their green consumption psychology, and promotes consumers' green consumption behavior ((D'Souza & Taghian, 2005). Green advertising is truth-seeking, adding "green" elements on the basis of advertising requirements, emphasizing the green attributes of products or services, and conveying green information such as environmental protection and healthy life to consumers, mainly expressing the efforts made by the company's products for environmental protection. The purpose is to attract consumers through the green theme, arouse their green consumption resonance, stimulate their green consumption willingness, and thus promote their green consumption behavior. For enterprises, it is necessary to further explore whether Green Advertising Appeal can influence consumers' green behavior. Based on this article make assumptions:

H1: Green advertising appeal have a positive impact on green consumption behavior

*2.4The Relationship Between Environmental Awareness and Green Consumption Behavior*

The influence of individual factors and psychological cognitive factors on consumer behavior has been widely accepted and supported by academia. In terms of consumers' personal characteristics and factors affecting consumers' psychological awareness, many scholars have thought of environmental protection perception, environmental protection responsibility, environmental protection perception and so on. To explore the mechanism of green consumption behavior. Through literature review, Yang and Dong (2010) concluded that green values influence green consumer behavior through environmental awareness, environmental beliefs, personal norms, subjective models, and perceived behavioral control. Han and Du (2014) distributed questionnaires in Jiangsu Province to investigate the relationship between values, environmental protection awareness and green product purchases. Through data analysis, it was found that values and environmental protection awareness have a positive impact on green product purchases. Based on this, this research hypotheses:

H2: Consumers' environmental awareness has a significant positive impact on green consumption behavior

*2.5 Influence of Green Lifestyle on Green Advertising Appeal and Green Consumption Behavior*

With the deterioration of human living environment, the government, enterprises and consumers pay more and more attention to green products. Shrum *et al.* (1995) obtained the characteristics of green consumers' lifestyles by measuring the correlation between specific lifestyles of consumers and green consumption, indicating that specific lifestyles will affect consumers' green product consumption behavior; He and Yang (2004) thought through research that, there is a correlation between consumer lifestyle and green purchasing behavior. Wagner and Hansen (2002) found that the basic elements of green advertising are not limited to promoting green products or services. Most green advertisements focus on establishing an environmental image for the company, and some green advertisements showcase an eco-friendly lifestyle with corporate environmental responsibility as the core content.

Kotler (2011) believes that consumer pressure is one of the factors for enterprises to conduct green marketing. Cosmas (1982) demonstrated that consumers' lifestyles are closely related to their consumption patterns. Shrum *et al*. (1995) conducted a related study on lifestyle and green purchasing and found the characteristics of green consumers and their communication preferences. Based on this, this research hypotheses:

H3: Green lifestyle has a mediating effect between green advertising appeal and green consumption behavior

*2.6 Influence of Green Lifestyle on Environmental Awareness and Green Consumption Behavior*

In the research of green lifestyle, green lifestyle as a kind of way of life, is the embodiment of modern concepts and is related to the level of productivity. It cultivates and supports the production and living ability of the ecosystem in accordance with the requirements of the ecologicalization of social life. It is beneficial to the ecological environment and future generations. Sustainable and environmentally friendly lifestyle. The authoritative explanation given by the Ministry of Environmental Protection of my country on the greening of lifestyles is to “carry out green living actions to promote the transformation of the whole people to a thrifty, green and low-carbon, civilized and healthy way in terms of clothing, food, housing, transportation, and tourism.” Yang and Lu (2015) believe that green lifestyle includes economizing lifestyles and consumption concepts, as well as respecting nature, cherishing life, and pursuing the ecological ethics of the harmony between man and nature. Based on this, this research hypotheses:

H4: Green lifestyle has a mediating effect between environmental awareness and green consumption behavior

*2.7 The Influence of Green Word of Mouth on the Green Advertising Appeal and Green Consumption Behavior*

Due to the rapid development of modern communication tools, the form of word-of-mouth communication has also undergone silent changes. Various word-of-mouth communication methods provide great convenience for the mutual transfer of consumer product information among consumers, and consumers are more interested in green brands. Green product information experience will be shared in information resources through Weibo, WeChat, blog and other network communication methods, information transmission is convenient and fast, and a good word-of-mouth effect will be formed in a short time.

Wagner and Hansen (2002) believe that word-of-mouth communication is one of the most powerful means of control in the market, and it is also the cheapest and most reliable way to spread information in the world today. Brand word of mouth has a greater impact on consumers’ purchasing decisions. These ads focus on environmental protection and sustainable development, but rarely explicitly express the environmental characteristics of the product or the environmental behavior of the organization. Research shows that consumers tend to rely more on the opinions of those around them when purchasing a product than formal, organized sources of information (such as advertisements), thereby reducing the risk and uncertainty of purchasing decisions. Based on this, this research hypotheses:

H5: Green word of mouth plays a positive moderating role between green advertising appeal and green consumption behavior

*2.8 The Influence of Green Word of Mouth on Environmental Protection Awareness and Green Consumption Behavior*

Bhattacharya and Sen (2004) confirmed that although companies actively fulfilling social responsibilities will not directly increase consumers' willingness to purchase corporate products or services, consumers will choose to take corporate social responsibility. Behavior informs family, friends and colleagues around them, and recommends the company when they make decisions. Therefore, positive word-of-mouth communication is also an important manifestation of consumers' positive response to corporate social responsibility behavior. At the same time, corporate environmental behavior is an important part of relationship marketing in green marketing. When companies publish information on various corporate environmental behaviors to the news media, consumers will pay more and more attention to ecological and environmental protection. of consumers take the initiative to integrate their own feelings and emotional evaluations with the information content itself and generate new word-of-mouth information to spread in their own social networks (Jing *et al.*, 2010). Based on this, this research hypotheses:

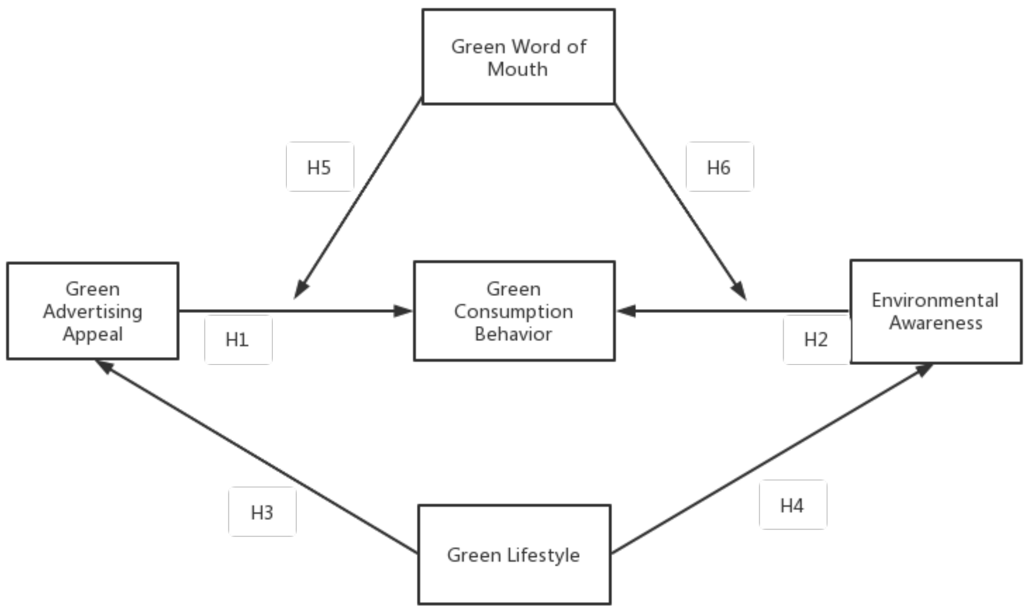
H6: Green word of mouth has a positive moderating effect between environmental awareness and green consumption behavior

## 3. Research design

*3.1 Research Framework*

**Figure 1**

*Research Framework*




*Note: Figure 1 Compiled by this research

### *3.2 Operational Definition and Measurement of Variables*

This research adopts Zhigao Yu's (2012) definition of green consumption behavior: choose green products that are beneficial to health in the process of consumption and pay attention to the disposal of garbage and environmental protection in daily life, and ultimately achieve sustainable consumption. This research can be called green consumption behavior as long as the 5R principles can be considered in the consumer consumption process and there is a hint of environmental protection concept. This research mainly refers to the Green Consumption Behavior Scale developed by Pickett-Baker J. and Ozaki R. (2006).

This research adopts Banerje's (1995) definition of green advertising requirements: it clearly or implies the relationship between a product or service and the environment; it promotes and encourages a green lifestyle; and it demonstrates the corporate image of environmental responsibility (one of which is sufficient). Therefore, this research believes that the so-called green advertising is based on green products or services, and conveys the concept of green culture, environmental protection and health, as well as objective, legal and true green information and innovative advertising to the public. This research draws on the Green Advertising Demand Scale developed by Serra Inci Celebi (2015).

This research believes that environmental awareness is reflected in the purchase of green food, low-carbon travel, energy saving and emission reduction in life. This research draws on the environmental awareness scale developed by Uzunboylu (2009) and Wu (2014).

This research believes that green lifestyle refers to a natural, environmentally friendly, frugal and healthy lifestyle. This research adopts the Green Lifestyle Scale developed by Su and Su (2011).

This research considers green word of mouth as the degree to which consumers inform their friends, relatives and colleagues of positive environmental information and environmental friendliness about a product or service. This research draws on the online word-of-mouth scale developed by Song (2011).

### *3.3 Sampling Method*

The object of this study is mainly for consumers aged 15-59 in Guizhou Province with green consumption awareness or cognitive understanding. The research method used is the questionnaire survey method. In order to ensure the comprehensiveness of the research results, this research is expected to use the network platform (To ensure the validity of the data, analyze and improve the reliability of the research, the questionnaires are distributed in the form of relatives and friends WeChat group, DingTalk group and forwarding in the circle of friends.

This study uses Area Sampling, which is defined in The Oxford Dictionary of Statistical Terms as a sampling method that can be used in a study that does not have a complete maternal selection. The specific operation method is to subdivide multiple sub-regions in the total area of the survey, and then conduct partial random sampling or random sampling process. Comprehensive statistics and surveys are carried out for each selected subregion, and a sampling structure may be formed (Dodge, 2003).

## 4. Expected Results

After all the questionnaires are collected, the research will select the questionnaires and eliminate the invalid questionnaires, so as to prevent the invalid questionnaires from interfering with the research data. During the recovery process of 500 questionnaires, some questionnaires were incompletely filled or the answers were the same, which were attributed to invalid questionnaires and should be eliminated. After obtaining valid questionnaires, the data were sorted, coded and entered into Excel files for later use.

This study will use SPSS23 for testing and analysis. After the data analysis results are obtained, the research results are obtained by analyzing each variable and hypothesis. It is expected that all data support the research hypothesis. Corporate green advertising appeal have a significant positive impact on green consumption behavior, consumers' environmental awareness has a positive and significant impact on green consumption behavior; green lifestyle has a mediating effect between green advertising appeal and green consumption behavior; There is a mediating effect between environmental protection awareness and green consumption behavior; green word of mouth has a positive moderating effect between green advertising appeal and green consumption behavior; green word of mouth has a positive moderating effect between environmental protection awareness and green consumption behavior.

On the basis of the expected research results, combined with the background and purpose of this research, suggestions are put forward: The research results show that promoting green consumption is the key to the development of the new economy and the construction of ecological civilization, to stimulate consumers' environmental protection awareness and promote their green consumption behaviors. important challenges facing businesses. Green word-of-mouth is an effective means to promote green consumption by consumers. It advocates green consumption in the whole society through word-of-mouth communication, so as to protect the ecological environment and promote healthy and sustainable economic development. Enterprises should enhance their sense of social responsibility and further realize the importance of green production and green management. For consumers, it is necessary to continuously improve and improve their lifestyles and further enhance the concept of green consumption.

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# Systematic Literature Review: The Relationship between FDI and Carbon Dioxide Emissions

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**Abstract**

This article provides a systematic and comprehensive review of the existing empirical literature on FDI and Carbon Dioxide Emissions for 2000-2021. The review covers articles published in the Web of Science and SCOPUS, provides a content analysis of their study, the findings show that the field, as a more popular cross-disciplinary research area in recent years, The field (a) emphasizes quantitative analysis, relevant modelling through data, and causal research design; (b) focuses on single-country studies, mainly conducted in Asia and Europe; (c) tends to use relatively large samples; and (d) uses relatively complex models for analysis. This report provides guidelines for researchers to focus on the relationship between FDI and Carbon Dioxide Emissions and suggestions for potential new research topics.

**Keywords**: Foreign Direct Investment, $CO_2$, Global Economy, International Trade, Climate Policy

## 1. Introduction

In recent years, carbon dioxide emissions from the massive consumption of fossil energy have been increasing year by year, resulting in a more pronounced greenhouse effect and increasingly frequent climate disasters worldwide. Low carbon economy is a socio-economic form based on market mechanism, using efficient energy technology, renewable energy technology, greenhouse gas emission reduction technology and industrial transformation to reduce the consumption of energy with high carbon content as much as possible and achieve the synergistic development of economic development and environmental protection. All countries have recognized the importance and urgency of carbon emission reduction. The global economy has shifted from the stage of high-speed growth to the stage of high-quality development, and the pressure of high energy consumption and carbon emission reduction has put forward new requirements for the adjustment of current foreign trade policies. Specific emission reduction policies are widely divergent among countries, and the delay in reaching international carbon emission reduction agreements has seriously hindered the achievement of global emission reduction targets. Therefore, studying the relationship between climate policy, trade, and carbon emissions is of great theoretical and practical significance. In this paper, based on the review of related literature, a descriptive statistical analysis of the climate policy status of FDI and carbon emissions are conducted. In turn, we construct an analysis of the impact of climate policy, trade and carbon emissions.

## 2. Methodology

*2.1 Source of Database*

This study uses a qualitative systematic literature review (SLR) as a research method to assess existing research based on research questions. As this paper aims to review the literature on FDI and $CO_2$ relationship through research questions, systematic literature review. Based on this field, the questions related to how to address sustainable economic development between countries or regions in the future are realized. The systematic literature review approach is particularly useful because it meticulously summarizes the existing studies' responses to the research questions. In addition, the search strategy database used by researchers is more organized and can serve as a good basis for their research (Bell, 2018). In this paper, the systematic literature review (SLR) immensely helped in the search scope of the literature in this field by narrowing down the selection after searching for relational information (Shaffril, 2018). More precisely, the study explained five (5) subparts are PRISMA, which is resources, systematic evaluation process (identification, screening and eligibility), quality assessment, and data abstraction and analysis. Overall, the steps of the systematic methodology provide a strong justification for the large number of articles in this field. Shaw and Watson (2019) argue that complete and perfect electronic databases do not exist and that a combination of at least two databases is sufficient for research. Therefore, two academic databases, Scopus and Web of Science (WOS), were used in this study. The Web of Science (WOS) series covers more than 12,000 real-time journals, 23 million patents, 148,000 congressional meetings, more than 40 million and 760 million references consisting of various disciplines such as environmental studies, science, social sciences and technology 1945. Bibliographic database covered in 1996 Scientific, multidisciplinary and international literature (Sánchez & García, 2016).

*2.2 Preferred Reporting Items for Systematic Review and Meta-Analysis (PRISMA)*

For this review, all articles were searched using Scopus and Web of Science (WOS), two databases that helped to make the search more accurate and logical. To enhance the systematic review and overall evaluation of the literature (Moher & Liberati, 2009), the purpose of using this method is to be able to categorize the methods, variables and analyses of each article (Shaffrild, 2018). More precisely, PRISMA explains the resources of the study, the systematic evaluation process (identification, screening and eligibility), the quality assessment and the data abstraction and analysis. Overall, the steps of the systematic methodology provide a strong justification for the large number of articles in the field.

*2.3 A Systematic Review Process*

Firstly, it involves identifying the research questions. For this scoping review, two research questions were asked: (1) What is the relevance of FDI to $CO_2$? (2) What are the themes in the context that are closely related to FDI and $CO_2$?

Secondly, it involved identifying relevant studies. Researchers were conducted from the Web of Science (WoS), Scopus databases. The search strategy included: a comprehensive keyword search for (1) FDI related to $CO_2$, i.e. (1) FDI, $CO_2$, economics (Combining OR and AND), the selected literature are in English, this selected categories in economics and management, with a time cut off of 2000-2021. (see in Table 1)

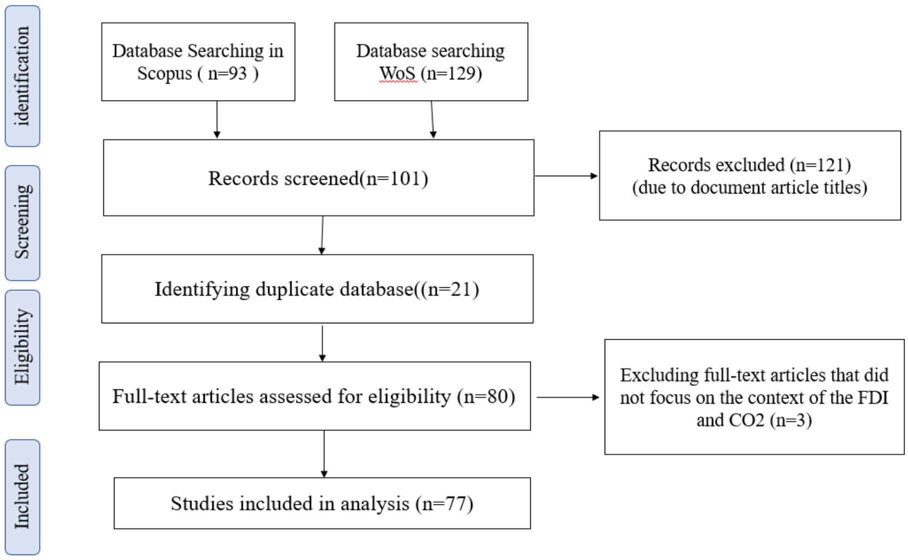
**Table 1**

*The Inclusion and Exclusion Criteria*

| Criterion | Eligibility | Exclusion |
|---|---|---|
| Literature type | Journal (research articles) | Journal(review), book series, book Conference articles |
| Language | English | Non-English |
| Time line | 2000-2021 | > 2000 |
| Subject area | Economics, Management Finance | Environmental Sciences Environmental Study Engineering Environmental |

Thirdly, it involves screening to remove redundant articles. To perform operation, the first selection of criteria for the correlation between FDI and $CO_2$ was the focus of this study. For the depth of the survey, only journal articles were studied as the main source of evidence for analysis and all selected publications were in English. Since the research direction is interdisciplinary and the focus is on economics, the categories selected are economics and management, and the timeline of published articles spans the period 2000 to 2021. According to the search of both repositories, 222 articles on related topics were available. Based on the titles of the articles, 121 articles were excluded. The literature from both databases was further excluded for duplicate literature, and 21 papers were further excluded for two rounds of elimination, resulting in a target of 80 articles constituting the results of this review. Based on the focus of the full text combined with the correlation between FDI and $CO_2$, three more articles were excluded from these 80 articles, so the final number of articles that could be analyzed was 77, ranging from 2012 to 2021. the steps involved are identification, screening, eligibility and the steps involved are identification, screening, eligibility and included as per.

**Figure 1.**
*Process in Systematic Literature Review*




## 3. Review and Discussion

*3.1 Review of Articles s Database*
*3.1.1Review of Articles in Scopus Database*

Based on the screening and analysis of the papers, combined with the titles of the articles, this section focuses on the 101 articles that meet the subject matter requirements.

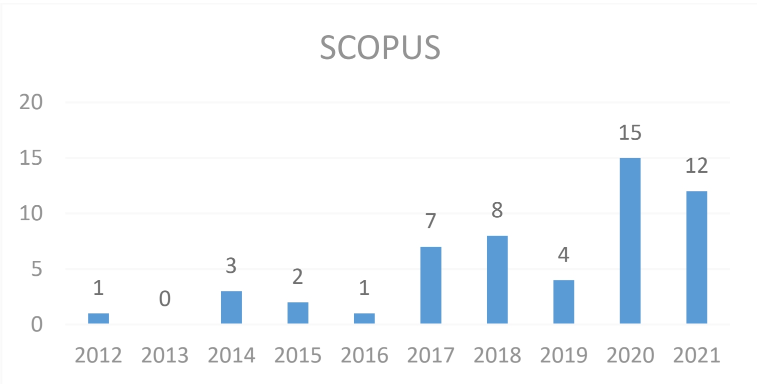
The process of browsing journal articles in the Scopus database used several keywords to find journal articles 53 articles. These keywords were searched based on the characters in Table 2, the focus of the query was based on the relationship between the two and the alignment with the theme of economic development.

**Table 2**
*Criteria Search in Web of Science Database*

| DATABASE | QUERY STRING SEARCH |
|---|---|
| Scopus | TS= ("FDI AND $CO_2$"OR "foreign direct investment" OR "economic growth"OR "$CO_2$ emissions") |

The 53 articles found according to Scopus are shown in Figure 2. Starting in 2012, one paper was published, and from 2013 to 2016, the overall number of articles was low, including none in 2013. However, the number of articles rose significantly from 2017 and continued to rise from 2017 to 2018, but only four relatively few articles conforming to the topic in 2019. 2020 saw a linear upward trend in the number of articles, with 11 more than in 2019, and although there were three fewer articles in 2020, the overall number was still above ten, and it is worth mentioning that after 2020 The number of articles on this topic is relatively high, which can also be seen that this topic is a relatively popular research area in the past two years.

**Figure 2**
*Number of Articles in Scopus Database*



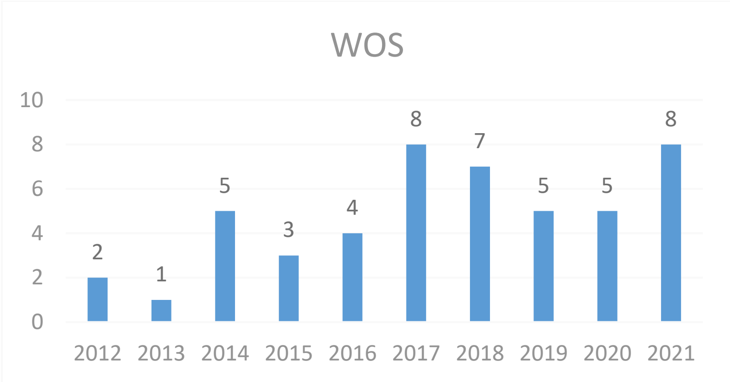

*3.1.2 Review of Articles in Web of Science Database*
The process of browsing the journal articles in the Web of Science database used several keywords to find journal articles 48 articles. These keywords were searched based on the characters in Table 3, and the focus of the query continued to be based on the relationship between the two and the alignment with the theme of economic development, with the addition of economic growth.

**Table 3**
*Criteria Search in Web of Science Database*

| DATABASE | QUERY STRING SEARCH |
|---|---|
| Web of Science | TS= ("FDI AND $CO_2$" OR "foreign direct investment" OR "economic development" OR $CO_2$ emissions") |

According to Web of Science, the number of 48 articles found is shown in Figure 3. From 2012 to 2021, the overall number of articles showed an increasing trend, but the number of publications in the middle part of the year was relatively small. Among them, there was only one article in 2013. But there was an increase of 4 articles in 2014. From 2015 to 2017, the number of articles showed an upward trend, increasing twofold. However, the number of articles from 2017 is on a downward trend, including five articles in both 2019 and 2020. the number of articles on this topic in 2020 is the same as in 2017, both of which are eight. It can be seen that the number of Web of Science literature releases is generally relatively stable, and there is no sudden increase in the number of many articles.

**Figure 3**
*Number of articles in WOS database*




*3.2 Analysis of Article's Citation Number*

The number of citations is used as an indicator of success in research, indicating the effectiveness or consistency of the research analysis (Langfeldt, 2019). Tables 4 and 5 list the top 10 cited articles in Scopus and Web of Science in this article. Lau and Eng (2014) "Investigation of the environmental Kuznets curve for carbon emissions in Malaysia: do foreign direct investment and trade matter?" in Web of Science is 323 citations. In contrast, Shahbaz and Roubaud (2018) "Environmental degradation in France: the effects of FDI, financial development, and energy innovations." was cited 303 times in SCOPUS.

According to the analysis, Articles in the year of 2016 are more highly cited in Web of Science, with 4 of them, followed by the 2014 articles with three. The articles from 2017 have a higher citation rate in SCOPUS with 3 papers. Among these top 10 cited articles, it can be seen that the articles from the Web of Science repository are concentrated before 2017, while the articles from the SCOPUS repository are concentrated after 2017.
Based on the number of citations, one similar article in both databases is "Causal interactions between CO2 emissions, FDI, and economic growth: Evidence from dynamic simultaneous-equation models. equation models." (Omri & Rault, 2014).

**Table 4**
*Number of Citations in Web of Science Database*

| AUTHOR/YEAR | TITLE | NUMBER OF CITATIONS |
|---|---|---|
| Lau & Eng (2014). | Investigation of the environmental Kuznets curve for carbon emissions in Malaysia: do foreign direct investment and trade matter? | 323 |
| Zhu & Yu (2016) | The effects of FDI, economic growth and energy consumption on carbon emissions in ASEAN-5: evidence from panel quantile regression. | 286 |

| | | |
|---|---|---|
| Shahba & Roubaud (2018). | Environmental degradation in France: the effects of FDI, financial development, and energy innovations. | 284 |
| Lee (2013). | The contribution of foreign direct investment to clean energy use, carbon emissions and economic growth. | 277 |
| Omri & Rault (2014) | Causal interactions between CO2 emissions, FDI, and economic growth: Evidence from dynamic simultaneous-equation models. | 247 |
| Ren & Chen (2014) | International trade, FDI (foreign direct investment) and embodied CO2 emissions: A case study of Chinas industrial sectors. | 200 |
| Paramati & Apergis (2016) | The effect of foreign direct investment and stock market growth on clean energy use across a panel of emerging market economies. | 156 |
| Baek (2016) | A new look at the FDI–income–energy–environment nexus: dynamic panel data analysis of ASEAN | 128 |
| Gökmenoğlu & Taspinar (2016) | The relationship between CO2 emissions, energy consumption, economic growth and FDI: the case of Turkey. | 117 |
| Zhang & Zhang (2018). | The impacts of GDP, trade structure, exchange rate and FDI inflows on China's carbon emissions | 115 |

**Table 5**
*Number of Citations in SCOPUS*

| AUTHOR/YEAR | TITLE | NUMBER OF CITATIONS |
|---|---|---|
| Shahbaz & Roubaud (2018) | Environmental degradation in France: the effects of FDI, financial development, and energy innovations. | 303 |
| Omri & Rault (2014) | Causal interactions between CO2 emissions, FDI, and economic growth: Evidence from dynamic simultaneous-equation models. | 280 |
| Sun & Xu (2017) | Investigation of pollution haven hypothesis for China: an ARDL approach with breakpoint unit root tests. | 130 |
| Paramati & Ummalla (2017) | Financing clean energy projects through domestic and foreign capital: The role of political cooperation among the EU, the G20 and OECD countries. | 90 |
| Haug & Ucal (2019) | The role of trade and FDI for CO2 emissions in Turkey: Nonlinear relationships. | 84 |
| Abdouli & Hammami (2017) | Investigating the causality links between environmental quality, foreign direct investment and economic growth in MENA countries. | 79 |
| Kutan & Zakari. (2018) | Financing renewable energy projects in major emerging market economies: Evidence in the perspective of sustainable economic development. | 70 |
| Le & Taghizadeh-Hesary (2020). | Does financial inclusion impact CO2 emissions? Evidence from Asia. | 53 |
| Kim & Adilov (2012) | The lesser of two evils: an empirical investigation of foreign direct investment-pollution trade-off. . | 51 |
| Xie & Cong (2020) | How does foreign direct investment affect CO2 emissions in emerging countries? New findings from a nonlinear panel analysis | 42 |

### *3.3 Analysis of Study Settings*

According to Table 6, the researchers use the country as the setting for the research analysis. This analysis shows that the region where more attention is paid to the direct relationship between FDI and carbon emissions is in China, because China is the world's factory and its carbon emissions are among the highest in the world, so the analysis of the relationship between FDI and carbon emissions has also become the most important concern for scholars in this country. The development of environmental sustainability and green economy has also become a hot spot for scholars. In addition, the second most studied country is Tunisia, as it is one of the regional energy countries that has to commit to the world organization to reduce carbon emissions in its economic development and as a country rich in natural gas energy, energy development and economic issues have also become an important direction for scholars in this country. As a developed country with good economic development, scholars in the United States are gradually focusing on the relationship between foreign direct investment (FDI) and carbon emissions, as many manufacturing industries in the United States require FDI. In addition, India, UK and Malaysia also account for a certain proportion of the articles' attention in the two databases. It can be seen that the research on the relationship between OFDI and carbon emissions is not only a concern for countries with more developed economies and larger areas, but it is an issue of continuous concern for all regions of the world; therefore, scholars from Turkey, Vietnam, South Korea, Arab countries and other regions have relevant studies.

**Table 6**
*Number of Study Based on Country*

| COUNTRY | DATABASE | |
|---|---|---|
| | SCOPUS | WOS |
| China | 12 | 13 |
| Tunisia | 8 | 9 |
| United States | 7 | 6 |
| India | 6 | 5 |
| Malaysia | 5 | 3 |
| Turkey | 5 | 3 |
| United Kingdom | 2 | 4 |
| Viet Nam | 3 | 2 |
| Taiwan | 2 | 1 |
| South Korea | 2 | 1 |
| Saudi Arabia | 1 | 1 |
| Total | 53 | 48 |

### *3.4 Methodology of Study*

In each study, a method is used to conduct analysis or a strategy used for classification, processing and interpreting information about the selected topic. Quantitative research uses mainly empirical measurements, statistical analysis, and modelling methods, expressed as data, patterns, and graphs; qualitative research uses mainly logical reasoning, historical comparisons, and other methods. Qualitative research is the basis of quantitative research and is its guide, but only when quantitative research is also applied can qualitative research be accurately characterized on the basis of precise quantification. In this analysis, the quantitative methods used in the entire study, because the research in this field must be studied by building models and statistical analysis methods.

### *3.5 Unit of Sample*

In the context of the study, the sampling frame is part of the research methodology. According to this study, as shown in Table 7, the sample units were mainly used for the topic of this study is regions. The sample size of regions in Scopus is mainly concentrated between 11-20, accounting for 81% of the total studies, and a total of 27 studies in Web of science have a sample size concentrated between 21-30, accounting for half of the total studies. It can be seen that the number of samples in both databases are concentrated between 11-30, and it can also be seen that this sample is more specific in terms of analyzed data. In the sample sampling of both repositories, more than 80% of the samples were selected from countries, which helps to study from a global perspective, and the data is more widely available and has a useful effect on different regions, and the samples of selected provinces and cities are mainly from the study in China, because of the large area of China and the existence of certain differences among regions.

**Table 7**
*Sampling Frame in Database*

| Sampling | WOS | SCOPUS |
|---|---|---|
| 1-10 | 2 | 3 |
| 11-20 | 22 | 15 |
| 21-30 | 17 | 27 |
| > 30 | 8 | 8 |
| Sampling scope | | |
| City | 3 | 5 |
| Province | 6 | 8 |
| Country | 39 | 40 |

*3.6 Underpinning Theory in Study*

This research area uses quantitative research analysis, so all literature relies on economic model analysis with multivariate variables. Further investigation is required by combining different mathematical models with multiple variables.

The ARDL model is one of the more commonly used models in this field of study, with 33 studies using it, especially during 2019-2021, when almost a third of the articles used it. There are also 14 and 12 of articles using the VAR model and the Generalized Moment Method, respectively. The second most commonly used model is the Vector Error Correction Model, especially in 2015-2019. which incorporates allows for cross-sectional specific coefficient vectors and cross-sectional correlations in the residual. (e.g. Kim, 2019).

It is worth noting that there has been an increase in the use of other types of mathematical models in the last two years to analyze the field. 20 articles use different methods. For example, Chen (2021) constructs a multi-period DID model to study and Udemba (2021) is based on STIRPAT model.

Since all the models are quantitative, the collected data need to be purified and tested by analyzing the stability and correlation of the data, etc. for a better analysis. Depending on the model, 77 articles used the unit root test according to the model, the articles underwent the application of this test was most used in the articles during 2015-2019. The Granger causality test and the Cointegration test are also more commonly applied due to the more frequent use of the ARDL model and the Vector Error Correction Model. In particular, 72 articles used the cointegration test, 37 Some articles also use Robustness Test to check its robustness because of the need of some specific variables. (see in figure 4&5)

**Figure 4**

*Number of Model Use in Database*

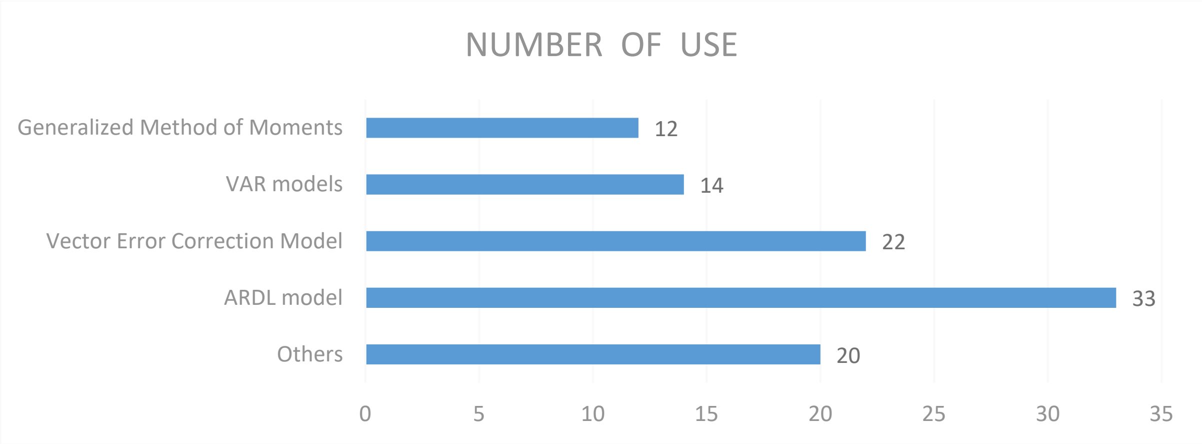
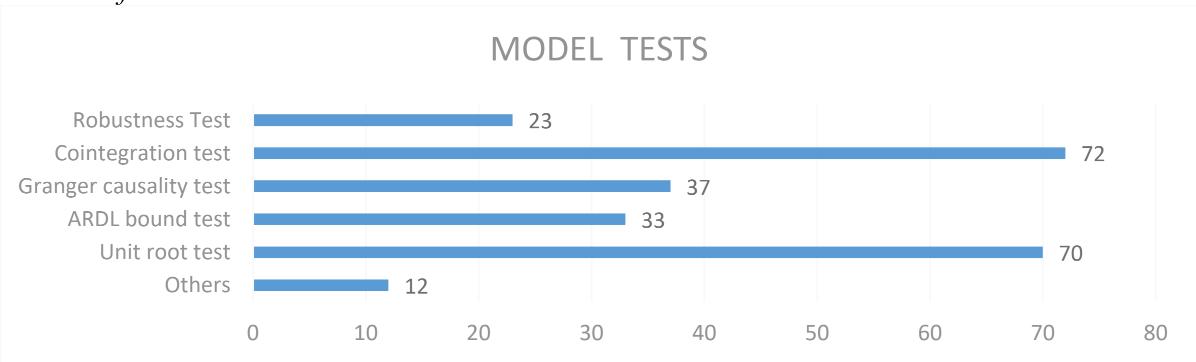



**Figure 5**

*Number of Model Tests in Database*




## 4. Limitations and Recommendations

Every study has limitations. This study does not exclude its limitations either. This study focuses on a systematic literature review to explore and develop future research ability. Although the overall findings found that $CO_2$ emissions affect the total amount and industrial structure of OFDI in some regions, the variability is significant. First, in terms of the scope of studies, there are no large scale studies, but rather more detailed studies, even focused on one country. Although the scope of research is covered in each country, many articles still focus on the Asian region and the European region, especially China in the Asian region, because China's $CO_2$ emissions are higher in the global ranking, so many Chinese scholars study this area more, and other neglected (but important) countries, such as the United States and Canada, still need to be expanded with multiple approaches. This will help to compare the results of studies from different regions. Also, the $CO_2$ emissions sample should be chosen for a longer period of time, which will help to get a more accurate comparison and analysis in future studies. The existing studies are based on official data from various countries or organizations, and the samples are also more biased towards countries, and it is not possible to obtain more accurate local data. In the future, the scope of the data can be narrowed down a bit, so that the analysis will be more specific and representative, and the scope of OFDI can be better determined.

In terms of data analysis, this study is mainly a quantitative study, and many scholars choose different mathematical models to analyze, except for the ARDL model which is a common model, the rest of the models are slowly tried and improved, and some scholars add new variables to the study, such as GDP, which can effectively measure the influence of $CO_2$ on FDI, which is also the positive significance of this study. In addition, some model evaluations were also conducted to ensure the accuracy of the data, which provide references for future studies.

## 5. Conclusion

This literature review shows that the study of the FDI-CO2 relationship, a popular cross-disciplinary area in the last two years, has been largely influenced by global regional economic policies and sustainable economic development policies. The relationship and its characteristics have a causal effect on the relationship. However, a more complete research system has not yet been formed in this field, and there is still room for expansion of in-depth research ideas in this field, which is influenced by regional economic, political and cultural aspects, as well as some of the studies. The results can help individual countries or regional organizations develop specific measures suitable for the region's development.

## 6. Acknowledgements

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# The Influencing Factors of Work Engagement from the Perspective of Work Safety: The Moderating Effects of Trust Climate and Workload

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**Abstract**

With the intensification of competition among organizations, how to maintain an organization’s competitive advantage has become the focus, and the establishment of organizational advantage is inseparable from the efforts of employees. Employee work engagement is a prerequisite for achieving good job performance, hence, it is indispensable to explore work engagement. The research question of this study is how does the sense of work security affect employees’ work engagement? From the perspective of self-perception and social exchange, job security is inferred as an independent variable, perceived insider status as the mediating variable, trust climate, and workload as moderating variables, and thus the conceptual framework was formulated, and the hypotheses will be verified.

**Keywords**: Job Security, Work Engagement, Perceived Insider Status, Trust Climate, Workload

## 1. Introduction

With the intensification of fierce competition between organizations, how to maintain the competitive advantage of the organization is inseparable from the efforts of employees. Employee work engagement is a prerequisite for achieving good work performance. Job security is a kind of subjective feeling based on employees and an important embodiment of meeting people's basic psychological needs. According to Maslow's demand theory, when the basic psychological needs of individuals are met, individuals will have positive performance behavior. Through literature review, the research questions are proposed as follows:

1. How does job security affect perceived insider status?
2. What impact is perceived insider status on work engagement?
3. What is the impact of trust climate on the relationship between job security and perceived insider status?
4. What impact is the workload on the perceived insider status and work engagement?

## 2. Literature Review

### *2.1 Social Exchange Theory*

The social exchange theory was first put forward by Homans (1976). He believed that there is another relationship between people, that is, social exchange relationship, in addition to economic exchange relationship. Blau (1964) believed that social exchange theory is a revelation of interpersonal social communication activities. Social communication behavior is based on the return and cost of each other (Ajzen, 1991). Its core is reciprocity which people hope to get returns from each other. The returns and costs here are diversified, not only limited to obtaining material rewards, but also spiritual rewards, inner sense of achievement or satisfaction. The cost can also be opportunity cost, time cost, etc.

*2.2 Perceived Insider Status*

Blau's (1964) social exchange theory is based on the assumption that the employment relationship can go beyond a simple economic exchange agreement. A sense of integration occurs when the combination of organizational social practices and benefits signals to employees that they have achieved the status of internal members (Armstrong-Stassen & Schlosser, 2011). The perceived insider status is a phenomenon independent of objective organization inclusion, because people who work long hours and hold important titles and positions still feel that they are not true members; instead, someone may work relatively little hours or are outside contract employees who still have a sense of acceptance (Lapalme et al., 2009).

In an organization, one way to distinguish between insiders and outsiders through social exchange rules is to provide different rewards, where certain employees have reached insider status (Macey & Schneider, 2008). On the employee side, the insider, as a permanent employee of the organization, creates a personal sense of obligation from signals of inclusion or acceptance (Men et al., 2020). Therefore, the perceived insider status translates into the perceived acceptance of their supervisors and other insiders.

*2.3 Job Security*

Kuhnert et al. (1989) found that job security seems to be a personal attitude, with a variety of different determinants affecting the conditions of such security, and if the guarantee of job safety has a direct economic impact on the organization, the relationship between work safety and leading economic indicators becomes increasingly important. Job security is defined as a psychological state in which workers have different expectations for future job continuity within the organization (kraimer et al., 2005).

According to social exchange theory, organizational interests, including job security, may arouse employees' sense of reciprocity and obligation to the organization (Blau, 1964). When employers meet employees' expectations and make employees feel that their work is safe, an equal exchange relationship between employers and employees is established (Colquitt et al., 2014).

In research on the psychological contract, Job security is a key element of relational mental contracts (Kraimer et al., 2005), Highly perceived job security provides evidence of relational contracts, and then led to higher job satisfaction, commitment, and organizational citizenship (Bal et al., 2008). This is a strong predictor of key behavior, In case of resignation intention (Soares & Mosquera, 2019).

*2.4 Trust Climate*

The trust climate is an important feature of the organizational atmosphere perceived by employees, which is a subjective assessment of personal confidence in the entire work environment (Costigan et al., 1998). As a dynamic trust relationship between individuals and specific trusts, the willingness to accept the vulnerability of the organizational environment is its fundamental nature (McAllister, 1995). Diversity practices can emphasize the support of employees from a variety of backgrounds that provide strong evidence needed to develop positive work relationships, and positive views of diversity practices will create a high atmosphere of trust (Downey et al., 2015).

Many works on trust focus on the positive impact of trust on organizational effectiveness (Molines, 2017). Other efforts focus on fostering trust, usually through promoting organizational justice, providing organizational support and decision-making opportunities (Ruppel & Harrington, 2000), or practicing transformational, charismatic and transactional leadership (Goodwin & Dahlstrom, 2014). As mentioned earlier, the trust climate consists of a collective belief in the credibility of managers within the workplace.

### *2.5 Workload*

According to Juby and Scannapieco (2007), the workload can be defined as the difference between a worker's ability or ability and the job requirements that must be faced, considering that human work is mental and physical, and each person has different levels of burden. In addition to additional load factors due to work environment and work capacity, the workload is one of the labor harmony and high productivity (Karanika-Murray et al., 2015). Employee workload is a key factor in determining their productivity and turnover (Kossivi et al., 2016), because if their workload is below the standard workload, it arouses their laziness and then affects their performance. On the other hand, if the workload exceeds the standard workload, it can over employees (Inegbedion et al., 2020) and cause them to switch to less hard work.

Employee workload and task complexity are functions of organizational structure, varying the task requirements even within the same organization, because employees at the same level may have unequal tasks (Nwinyokpugi, 2018). Employees are dissatisfied with the balance or imbalance of their workload because they think their workload is different from that of other organization members (Siswanto et al., 2019). According to fairness theory (Holcombe, 1983), an employee feels being treated unfairly if he thinks a colleague who makes the same effort makes more than he does, or he earns those who pay less than he does.

### *2.6 Work Engagement*

Work engagement as a specific belief in one’s current work relationship is also different from organizational commitment (Porter et al., 1974), which is a general attitude towards the entire organization. Work engagement is an important factor in personal life. Individuals spend a lot of time involved in all aspects of work or preparing for work, and it means a positive state of engagement, in which personal spirits and emotions are stimulated (Brown, 1996). Gopinath and Kalpana (2020) research pointed out that individual work engagement seems to have potential fundamental significance to meet some outstanding psychological needs, and these psychological needs may lead to positive organizational influence, work engagement refers to the employees of their work recognition, actively involved, and think the importance of their performance to themselves work.

### *2.7 Hypotheses*

#### *2.7.1 The Relationship between Job Security and Perceived Insider Status*

Job security is a sense of individual perception and expectation of the future work continuity in an organization (Kraimer et al., 2005). When employees have high job security, the organization meets the expectations of employees and makes them feel that the work in the organization is safe. At this time, the exchange relationship between the organization and employees has been established (Colquitt et al., 2014).

According to social exchange theory (Blau, 1964), when employees feel a high level of job safety, employees feel their work in the organization is sustainable, no constant fear of dismissal, is a long-term employee commitment (Kraimer et al., 2005), this is also the organization release employees as insiders, will cause the sense of reciprocity and obligation to the organization (Blau, 1964), employees will actively feedback the organization. Perceived insider status is a degree to which employees think they are outsiders in a particular organization (Stamper & Masterson, 2002).

Perceived insider status recognition reflects the employee's perception of the relationship between themselves and the organization, that is, whether the employees enjoy a special status in the organization (Bagger & Li, 2014), Based on psychological security motivation, when employees perceive a high level of work security, will think the organization has the ability to guarantee and care about their career development, at the same time think this is a responsible and powerful organization, employees will think themselves protected and valued in the organization, be treated as insiders, improve employees perceived insider status. Job security can also improve a person's productivity, commitment to the organization, physical and mental health, morale, life satisfaction and ability to learn new job skills (Toosi et al., 2020), employees through strong emotional attachment and identity to the organization, will subconsciously think they is the organization insiders, finally help to improve employees work performance (Newman et al., 2019), reduce the employee leave will. In conclusion, the hypothesis is proposed as following:

$H_1$: Job security has a positive impact on perceived insider status.

*2.7.2 The Relationship between Perceived Insider Status and Work Engagement*

According to the theory of social exchange, the organization divides employees into insiders and outsiders (Blau, 1964). High perceived insider status will regard themselves as insiders and get a lot of resources from the organization. Based on the principle of exchange, employees will have more work engagement and create benefits for the organization. When employees perceive that they are perceived as insiders, they break the boundaries of their work roles, embrace, actively participate and take responsibility, and actively strive to achieve their work goals (Guerrero et al., 2013).

Perceived insider status higher employees have a strong sense of belonging, they show strong identity of organizational goals (Knapp et al, 2014), a high degree of organizational identity will cause them to form organizational interests of thinking, rather than self-oriented, and willing to actively devoted to work, to the behavior of the organization. Buonocore et al. (2009) pointed out that themselves as insider employees are more likely to feel responsible for work, so tend to contribute more time and energy to meet work requirements, they think have a high level of insider identity employees generally show more positive role behavior, such as voice behavior, work engagement, etc. In conclusion, the hypothesis is proposed as following:

$H_2$: Perceived insider status has a positive impact on work engagement.

*2.7.3 The Moderating Effect of Trust Climate on the Relationship between Job Security and Perceived Insider Status*

Trust climate is a subjective assessment of the perceived overall work environment based on employee confidence (Costigan et al., 1998). When employees in the organization of the perception of a high level of trust climate, employees will think that the working environment in the organization can trust, employees will more believe that the organization will honor the promise to it, the organization has the ability to guarantee and care about the career development of employees, the more employees can stimulate the attention of the organization, to improve the perception of employees as insiders.

Lee & Idris (2017) In studied the impact of the work environment on employees, developing a trust climate to higher levels of personal development and work performance. Therefore, employees are motivated to be creative, will perform their additional role behaviors, and meet new challenges at work (Akter et al., 2021). Hence, the hypothesis is proposed as following:

$H_3$: The trust climate positively moderates the relationship between job security and perceived insider status.

*2.7.4 The Moderating Effect of Workload on the Relationship between Perceived Insider Status and Work Engagement*

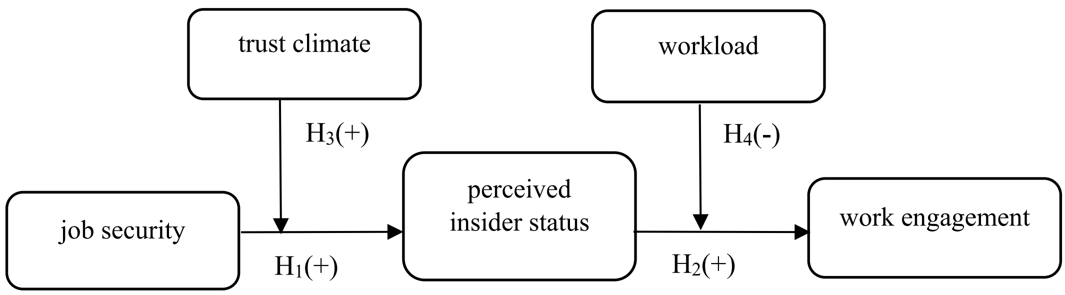
Workload is the difference between the employee's ability and the job requirements he must face. If the employee has a big gap between their ability and their job requirements, they have too many tasks to complete and feel a heavy burden (Juby & Scannapieco, 2007). Lean and Shan (2012) proposed that workload is an individual's perception of self-performance when completing one or more work tasks under different conditions or environments, while most studies around workload show that high-intensity workload has a negative impact on employees.

From the perspective of resources, perceived insider status can agree that employees get a lot of resources, while work engagement is consuming resources, and the more resources employees get from the organization, the more willing employees are to consume more resources into the work. In the organization, the imbalance of workload will reduce employee job satisfaction (Inegbedion et al., 2020), and thus reduce work engagement. In conclusion, the present study proposes the hypotheses as follows:

$H_4$: Workload will negatively moderates the relationship between perceived insider status and work engagement.

According to the logical relationship and theoretical basis among variables, the research framework diagram of this paper is constructed, as shown in Figure 1:

**Figure 1**
*Research Framework*




## 3. Methodology

*3.1 Operational Definition and Measurement*

*3.1.1 Work Engagement*

According to the definition of Kraimer et al. (2005), this study considers job security as a perception and expectation of future work persistence in the organization. The measurement tool uses a scale developed by Oldham et al. (1986) and has 10 items with good internal consistency.

*3.1.2 Perceived Insider Status*

This study, as defined by Stamper & Masterson (2002), identifies perceived insider status as a degree to which employees think they are in a particular organization, as insiders rather than outsiders. The measurement tool adopts the scale developed by Stamp & Masterson (2002), with a total of 6 items which are with good credit validity.

*3.1.3 Trust Climate*

Under the definition of Costigan et al. (1998), this study concluded that the trust climate is based on the subjective assessment of employee confidence in the overall work environment. The measurement tool adopts a scale developed by Gould-Williams (2003) and contains seven items, with good internal consistency and is widely cited.

*3.1.4 Work Engagement*

This study, under the definition of Sonnentag et al. (2012), considers work engagement as a work-related state full of lasting, positive emotions and motivation. The measuring tool uses the scale developed by Schaufeli et al. (2002), which contains three dimensions and has a total of 17 questions.

*3.1.5 Workload*

According to the definition of Juby and Scannapieco (2007), this study believes that the workload is the difference between the employee's ability and the work requirements that must be faced. Measurement tools adopt the scale developed by Van Veldhoven and Meijman (1994), including 8 items with good reliability, validity and persuasion, and is recognized by most scholars.

*3.2 Participants and Data Collection*

According to the past literature, logical reasoning process and measurement tools adopted, this study finally decided to select the employees in the organization as the research object, and according to their own resource distribution, using the snowball sampling method, through the network questionnaire survey. Data collection is reproduced through the network platform and WeChat circle of friends, and ask relatives and friends to fill in first, and then published in the unit group they work in, and so on, until enough questionnaires are collected.

## 4. Expected Research Contribution

From positive psychology, this paper has a certain guiding significance for future scholars and provides research ideas for future research. In practice, the research of this paper first highlights the importance of work engagement and reminds managers that the long-term development of the organization is the work engagement of employees. Second, inform managers about how to improve employees' work engagement. Employees with high job security can arouse employee' perceived insider status, thus improving their work engagement, while high trust climate can strengthen the formation of employee identity, but high workload will reduce employees' work engagement. Finally, the paper calls on the organization to help employees, so that employees can feel the job safety in the organization, improve their trust in the organization environment, reduce the workload of employees, so as to improve employees' investment in the organization, improve work efficiency, and seek more benefits for the organization.

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# The Influence of Customer Bullying on Cyber-loafing: Exploring the Mediating Role of Psychological Distress and the Moderating Role of Resilience

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**Abstract**

According to relevant studies, front-line service employees inevitably encounter some customers unfriendly or even difficult to manage with in their contact with customers. Being as front-line service employees, they often need to suppress their emotions. Front-line service employees still need to smile to customers and do their job well. Over time, if front-line service employees in this state of being bullied by customers for a long time, it is difficult for them to adjust their emotions, and easily to feel depressed or even a worse negative state. Therefore, this study explores whether employees will suffer from psychological distress after being bullied by customers, and further develop online loitering behavior, and whether individuals with higher psychological resilience can alleviate the adverse effects of customer bullying. Hence, Hypotheses are inferred and conceptual framework is formulated. Questionnaires would be distributed to front-line service employees and the returned valid data will be analyzed to verify hypotheses. Suggestions to service industry would be proposed.

**Keywords:** Customer Bullying; Cyber-loafing; Psychological Distress; Resilience

## 1. Introduction

### *1.1 Research Background*

With the intensification of competition in the service industry, the buyer's market has more and more choices, and how to win the attention of customers and the purchasing power of customers has become the focus of service-oriented enterprises (Lee & Lee, 2020). Therefore, companies ignore the emotions of employees when they improve their service requirements, so that when employees encounter some customers unfriendly or even difficult to manage with, they can only swallow it up (Jin *et al*., 2020)

### *1.2 Research Motivation*

In the modern workplace, the generation of employee cyber-loafing is on the rise, which has become a common organizational problem (Mercado *et al.*, 2017). Internet loitering can lead to excessive use of the Internet by employees for non-work behaviors during work, which can affect their productivity in the workplace and distract them from work responsibilities (Shrivastava *et al.*, 2018).Therefore, the purpose of this paper is to study the factors that cause Internet loitering, and to introduce psychological distress and resilience into the relationship between how to help employees reduce Internet loitering under customer bullying, to explore the relationship between four variables, and to verify hypotheses , and to provide reference for service industry.

*1.3 Research Objectives*

Affective event theory points out that after an individual experiences positive or negative affective events at work, the experience of these work events will trigger individual emotional responses, which will stimulate individual work behaviors (Weiss & Cropanzano, 1996). This study is based on emotional event theory, to explore how employees form psychological distress after being bullied by customers and cause online loitering, whether psychological resilience can effectively alleviate the negative impact of customer bullying, and further enrich the research on the antecedent variables of online loitering behavior. The behavior of employee autonomy is rarely explored as employees are passive, therefore, this study selects the situational factor of uncivilized workplace as an antecedent variable of online wandering to provide relevant theoretical basis for the younger generation.

*1.4 Research Questions*

According to relevant research, front-line service personnel will encounter some unfriendly or even difficult customers in their contact with customers (Jin *et al*., 2020). As service personnel, they often need to suppress their emotions. Even if you are treated unfriendly or rude by customers, you still need to smile at customers and do your job well (Jin *et al.*, 2020). If an individual is in this state of being bullied by customers for a long time, it is very easy to have a negative state of depression or even worse (Lei, 2016). Therefore, the questions addressed in this study are as follows:

(1) Will customer bullying increase the psychological distress of employees and cause employees to wander online?

(2) Can individuals with high psychological resilience actively cope with the adverse effects of customer bullying?

*1.5 Research Significance*

*1.5.1 The practical significance*

In management practice, compared with attaching great importance to customers, companies care less for front-line employees, especially the psychological and behavioral reactions of front-line employees due to customer bullying are difficult to be taken seriously by companies (Chen *et al*., 2021). At the same time, employees waste too much time and energy on Internet entertainment, which also causes a waste of resources for the organization (Mercado *et al*., 2017). Therefore, this study explores the possibility of employees being bullied by customers and may lead to online loitering, changes the prejudice and oppositional awareness of corporate managers towards employees' online loitering, and helps them better understand the logic of employees' online loitering after being bullied by customers. At the same time, it also guides enterprise managers to pay more attention to cultivating and improving the psychological resilience of employees. In order to reduce the non-work Internet behavior of employees during work, thereby reducing the network wandering of employees.

*1.5.2 Theoretical Significance*

This study explores how employees reduce their enthusiasm for work under customer bullying, thereby resulting in online loitering. Psychological resilience can alleviate the negative impact of customer bullying. Most academics believe that online loitering is the behavior of employees' autonomy, and there are few studies on employees. happens passively, therefore, this study selects the situational factor of customer bullying as an antecedent variable of online loitering to provide relevant theoretical basis for the younger generation.

## 2. Literature Review

### *2.1 Theoretical Basis*

Affective Events Theory (AET) was proposed by Weiss and Cropanzano (1996), which points out that the theory points out that the emotional events that employees encounter in the workplace can affect employees' emotional reactions and behavioral consequences. This theory systematically reveals the emotional mechanism of employees in work situations through the main line of "event → emotion → attitude and behavior" (Grandey, 2003).

In addition, the affective event theory further elaborates two paths through which affective reactions act on work behavior, one is to directly affect the individual's work behavior, called Affect-Driven Behaviors, and the other is to directly affect the individual's work attitude by affecting the individual's work behavior. The work behaviors of individuals are called Judgment-Driven Behaviors. In this study, customer bullying is a negative emotional event. When employees are bullied by customers, it will affect their psychological state and produce negative emotions.

### *2.2 The Impact of Customer Bullying on Psychological Distress*

Wang *et al*. (2013) believed that customer bullying refers to employees' perception of "low-quality" interpersonal treatment from customers in the process of service interaction. It is manifested as customer verbal aggression, sexual harassment, etc. (Zhan *et al*., 2015). Experiences with aggressive customers can have a variety of negative physical effects, including burnout, impaired mental health, decreased job performance, and greater turnover intentions (Jung & Yoon, 2020). Cumulative damage can create long-term, emotionally-oriented problems. (Dallimore *et al*., 2007). Therefore, Walker *et al*. (2014) pointed out that customer bullying as a social work stress can induce employees' negative emotional experience, and when employees perceive rude treatment by customers, they will have negative emotions (Spencer & Rupp, 2009). In addition, affected by emotional contagion, Customer bullying can awaken negative emotions in employees. In summary, this study proposes the following hypothesis:

$H_1$: Customer bullying positively affects psychological distress.

### *2.3 The Impact of Customer Bullying on Online Loitering*

According to Affective Event Theory, an individual's emotions not only have an impact on their behavior through the attitude of employees, but also directly affect their behavior (Grandey, 2003). The negative psychological state or emotion that customer bullying brings to employees will make them less motivated to work (Chen, 2021), and then lead to counterproductive work behavior or deviant behavior. Web loafing is any voluntary behavior by employees to use a company's Internet access during office hours, browse non-work-related websites for personal purposes, and check personal emails (Lim, 2002). In a negative psychological state, individuals will use the Internet as a coping strategy, that is, use the Internet to escape reality. This is due to individuals based on unmet needs based on psychosocial issues or real life. So at this time, network activities can make up for psychological or social problems. Hence the hypothesis is proposed:

$H_2$: Customer bullying positively affects online loitering.

*2.4 The Influence of Psychological Distress on Online Loitering*

To a certain extent, individuals suffering from psychological distress may feel restless, it is difficult for them to fully participate and perform tasks effectively, and employees suffering from psychological distress may lack motivation at work, have negative emotions, and even react to the emergence of resistance at work. Productive behavior, such as absenteeism (Hardy *et al.*, 2003). Wu *et al.* (2012) found that rejection as an interpersonal stressor, it will lead to a series of psychological disgust reactions, including work stress, emotional exhaustion and work depression and other psychological distress. In order to protect their resources from further loss, they will be more willing to put these emotions into things that they are interested in or self-interested, such as using dating software to chat, listening to music, etc. Therefore, the hypothesis is proposed:

$H_3$: Psychological distress positively affects internet loitering.

*2.5 Mediating Role of Psychological Distress*

In this study, customer bullying refers to employees' perception of negative behaviors such as disrespect, depreciation and even attack displayed by customers in the process of consumption (Wilson & Holmvall, 2013). More resources are depleted in the middle, which makes employees have negative psychological emotions, such as stress, nervous exhaustion and so on. In this state, employees cannot devote too much energy to work, and in order to protect their resources from further loss, they will be more willing to put these emotions into things they are interested in or selfish to make up for a series of negative emotions. This shift in attention allows it to perceive less stress. In summary, this study proposes the following hypothesis:

$H_4$: Psychological distress plays an mediating role between customer bullying and online loitering.

*2.6 Moderating Effect of Mental Resilience*

In the workplace, many factors will break the original psychological balance of employees, causing them to produce some counterproductive behaviors. For organizational employees, customer bullying is a common stressor in the workplace, and behaviors such as verbal aggression and sexual harassment from customers will increase employees' work pressure and negative emotions (Jung & Yoon, 2019). However, because resilience is the self-recovery adjustment ability that individuals generally have to cope with high pressure, employees will trigger the self-resilience system to play a role in the early stage of being bullied. Lantman *et al*. (2017) pointed out that psychological resilience can maintain the ability to maintain a high sense of well-being and prevent illness and negative behaviors. Therefore, employees with higher psychological resilience will try to reduce the adverse effects of workplace bullying, and may choose to continue to work in a normal state (Kimura *et al*., 2018), so there is a lower probability of online loitering behavior. In summary, this study proposes the following hypotheses:

$H_5$: Resilience negatively moderates the relationship between customer bullying and online loitering. In other words, when employees' psychological resilience is high, the positive effect of customer bullying on online loitering will be weakened.

Individuals with higher psychological resilience experience less anxiety. This positive cognitive response pattern also makes it feel relatively less negative emotions (Lu *et al.*, 2014). Because the elastic adjustment effect of psychological resilience is reflected in the individual when encountering adversity or high pressure threat, The protective factors from the inside and outside of the individual can act on the risk factors in the external environment, thereby reducing or balancing the impact and damage of external stimuli on the individual's psychology, making the broken psychological balance tend to or restoring the dynamic balance again, and reducing the risk of individual factors. Negative output from adversity or high pressure (Richardson, 2002). Therefore, this study believes that, Groups with higher psychological resilience will actively respond to the uncivilized behaviors brought by customers, and try to reduce the psychological impact and damage caused by workplace bullying, so individual employees may not have psychological distress. Hence, the hypothesis is proposed:

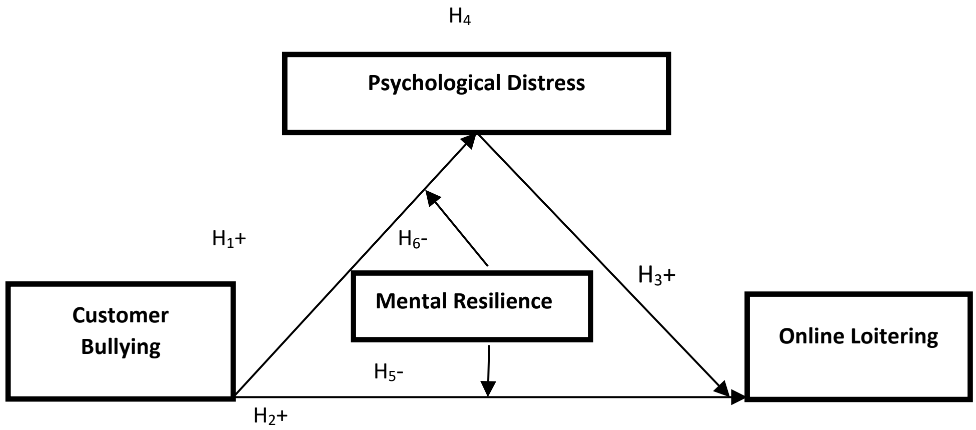
$H_6$: Resilience has negative moderating effect on the relationship between customer bullying and psychological distress. In other words, when employees' psychological resilience is high, the positive effect of customer bullying on psychological distress will be weakened.

For example, Bahar *et al*. (2020) found that during the COVID-19 pandemic, it is possible to reduce the psychological problems and burnout of health care workers by improving their psychological resilience. People with this trait are thought to have better physical and mental health (Lantman *et al*., 2017). And resilience as a defense against resources or against the influence of stress, this helps to cope with situations arising from attitudes, values, cognitive and affective adaptations (Perry *et al*., 2013). Individuals with higher psychological resilience experience less anxiety (Williams *et al*., 2018). When dealing with stressful events, psychological resilience helps individuals allocate more psychological resources to solving problems. At this time, the focus is more on how to actively respond to and deal with problems. This positive cognitive response pattern also makes it feel relatively less negative emotions (Lu *et al*., 2014). Therefore, this study believes that individuals with higher psychological resilience can help themselves reduce psychological distress, thereby reducing the occurrence of online wandering behavior. This study proposes the following hypothesis:

$H_7$: Resilience negatively moderating the relationship between psychological distress and online loitering. In other words, when employees' psychological resilience is high, the positive effect of psychological distress on online loitering will be weakened.

**Figure 1**

*Research Framework*




## 3. Methodology

*3.1 Research Object and Sampling Method*

According to the content of this study and the convenience of collection, front-line service personnel and sales personnel are selected as the research objects. This study is expected to adopt a convenience sampling method to conduct an online questionnaire survey, and plan to distribute 500 questionnaires. Due to the epidemic, the form of investigation is mainly online, and it is directed to relatives and friends who work as front-line service personnel. And the nature of the work around them is to distribute questionnaires to relatives and friends of front-line service personnel.

*3.2 Variable Measurement*

Customer bullying: Operational is defined as the customer's negative behavior of disrespecting, belittling, and aggression perceived by the front-line service staff when the customer abuses or beats the front-line service staff during the consumption process. This study adopts the scale developed by Shao and Skarlicki (2014), At the same time, combined with China's national conditions and actual conditions, the translation scale has a total of 5 items.

Internet loafing: Therefore, this study believes that Internet loafing is operationally defined as the tendency of front-line service workers to use their mobile phones or computers to surf the Internet during work hours for non-work related behaviors. For example, using mobile phones or computers to swipe Weibo, visit Taobao, and TikTok during work hours. This study uses the Internet Wandering Scale developed by Mercado *et al*. (2017), The scale uses a Likert five-point scale.

Psychological distress: Operational is defined as the degree to which frontline service workers feel nervous, stressed, and depressive negative emotions at work. Therefore, this study will use the scale developed by Massé *et al*. (1998), which includes comprehensive psychological states such as self-depreciation, anxiety or depression. Select the dimension of anxiety/depression for this scale. There are 8 items in total.

Psychological resilience: Operational is defined as the strength of adaptive ability that front-line service employees take corresponding positive behaviors to quickly adapt to the environment when they encounter negative life events or are in stressful situations. This study used the scale developed by Sills and Stein (2008), with a total of 9 items.

## 4. Expected Results

Based on the emotional event theory, this study explores the online wandering behavior of employees under customer bullying. It is expected that the results of the study show that after being bullied in the workplace, front-line service workers will indeed lead to their own online wandering behavior through their low psychological state, that is, psychological distress. It is because individuals often encounter customers with such unfriendly attitudes or even make things difficult, and they are in this state of being bullied by customers for a long time. unable to concentrate on work, may choose the recreational behavior of online wandering to alleviate the negative impact of workplace bullying. At the same time, individuals with higher psychological resilience can actively deal with the negative effects of workplace bullying. The expected research results of this study will also bring some more objective suggestions to enterprises, on the one hand, inform enterprise managers, Employees' online loitering behavior is not voluntary, but may be passively generated after being hurt by workplace bullying. Therefore, managers need to correctly identify the motivation of employees to generate online loitering behavior and help those employees who suffer from workplace bullying. Conduct psychological counseling and let them relax appropriately; On the other hand, enterprise managers need to improve the psychological flexibility of employees, through some training and psychological training, as well as to increase the psychological flexibility of employees.

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# The Influence of the Congruence between the Celebrity and the Product Endorsed on Celebrity Advertises on Consumers Purchase Intention

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**Abstract**

Based on information interpreted response theory, this study will explore the influence of the congruence between the celebrity and the product endorsed on celebrity advertises on consumer purchase intentions, the mediating effect of customer perceived value and perceived risk, and the moderating effect of product involvement. In this study, 800 questionnaires will be distributed to those who are 16 to 45 years old and interested to join the marketing live broadcast room daily. The returned data would be analyzed by SPSS 26.0 and AMOS 23.0 to check the reliability and validity, and to perform factor analysis, regression analysis on the relationship among all variables. Finally, Data will be analyzed to verify hypotheses. Suggestions to consumer purchase intentions in the web would be proposed.

**Keywords**: Congruence, Consumer Purchase Intentions, Customer Perceived Value, Perceived Risk, Product Involvement

## 1. Introduction

Live marketing has so far become an indispensable and important marketing channel in the marketing channels of enterprises, and the number of live sales is also climbing, with the users of Taobao, online selling platform, reaching 400 million in 2019, the annual turnover over 200 billion, and Taobao live chatting platform covering 37 countries around the world. The major platforms started to open live shopping roughly in 2016, and since the epidemic in 2019, offline stores have been hit and major brands are opening their own live rooms for online sales one after another. Affected by the epidemic, the change in people's habits, the major supermarkets and offline stores are also subject to the geographical and time constraints of the epidemic, and not as convenient as the network, this general environment also nourished online sales. During this period, the explosive growth of short video platforms, but also promote live marketing, just Jitterbug platform registered anchor 2019 reached 80,000, 2020 Jitterbug completed online with 4.1 billion Renminbi.

Nowadays, online shopping has become the mainstream of Chinese people's life, but the original drawbacks of online shopping have not disappeared because it has become mainstream, such as: not easy to obtain consumer trust, after-sales protection is not perfect, there are businesses to earn "disposable" consumers, etc., these situations still exist. So in this live marketing situation, what factors affect the consumer's willingness to buy, and how companies should make consumers willing to buy, this is the problem explored in this paper.

The current live-stream marketing, mainly divided into two kinds: one is the self-influential anchor for other brands of products on behalf of goods, the other is the brand itself to open a live-stream, hiring anchors to host the live-stream, marketing products. This article explores the live anchor both of which are included. All types of anchors have their own characteristics when operating their own accounts, and this characteristic is also reflected in the live broadcast process.

Based on the above analysis, based on the theory of information interpretation response (IIR), this paper explores the influence mechanism of live broadcast anchor characteristics and product consistency on consumers' purchase intention, and analyzes the relationship between perceived quality and perceived risk in live broadcast anchor characteristics and product consistency and consumers. The mediating effect between purchase intention and the moderating effect of product involvement in the model were analyzed.

After consumers enter the live broadcast room, they interpret the information obtained, analyze the perceived quality and perceived risk, and try to avoid cognitive dissonance after purchasing the product. Some scholars have studied that product matching and perceived quality have a positive impact on purchase intention, and perceived quality stimulates consumers' purchase intention (Marium et al., 2019). Marketing managers are advised to select celebrities who must be able to map product attributes, personalities and characteristics of the target audience (Marium et al.,2019).

## 2. Literature Review

The content of this chapter mainly analyzes and compares the past definitions of the above variables of live broadcast anchor characteristics and content consistency, perceived quality, perceived risk, product involvement and consumers' purchase intention, sorts out the research theory of this paper, and explores the influence of consumers. Factors of purchase intention, discuss the relationship between variables, and deduce the hypothesis of this paper.

### *2.1 The Congruence between the Celebrity and the Product Endorsed on Celebrity Advertises*

Regarding the definition of the congruence between the celebrity and the product endorsed on celebrity advertises, an earlier concept refers to the degree of matching between celebrities and the products they endorse (Friedma, 1979). Celebrities at that time only meant movie stars or people with significant social influence. The live broadcast anchors discussed in this article are those who have accumulated a stable fan base and have some influence in the live broadcast marketing of short video platforms. Some scholars define the characteristics and content consistency of live broadcast hosts as the degree of matching between the characteristics of live broadcast hosts and the content created during the live broadcast process (Lu et al., 2020). This definition emphasizes the match between the characteristics of the anchor and the live content.

This article defines the characteristics of live broadcast anchors and content consistency, which means that the characteristics of live broadcast anchors are consistent with the product characteristics or brand characteristics promoted in live broadcast marketing, that is, the characteristics of anchors are consistent with the content of live broadcasts. The definition used in this article is 2020. Definition, and the characteristics of the host match the characteristics of the product they are promoting. For example, the live broadcast marketing products of the anchors of the makeup category are all color makeup products. When live broadcast anchors match the preference function of brands with goods, live broadcast anchors can enable consumers to generate more positive source credibility and quasi-social interaction perception than traditional star anchors (Fei & Zhou, 2021). When the characteristics of the live broadcaster are consistent with the content, it will increase the credibility of consumers watching the live broadcast on the product, and consumers will consider the information source to be reliable, thereby increasing consumers' viewing time, and improving consumers' sense of pleasure and experience (Huang, 2021).

For live broadcasts watched by consumers, if the characteristics of the anchors match the characteristics of the products, it will improve consumers' sense of pleasure and trust. Consumer-perceived product matching with celebrities has a positive relationship with consumer purchase intent (Fleck et al., 2012). When product content matches celebrity characteristics, it will prompt consumers to behave in a positive product attitude, and this positive attitude can promote consumers' perceived value when watching the live broadcast of anchors (Wang & Ma, 2004). The effectiveness of a celebrity depends on how well the celebrity matches the product, and the higher the degree of fit, the higher the effectiveness of the endorsement (Wright, 2016). When consumers think that a product endorsed by a celebrity is actually used by a celebrity, and the celebrity's personality will highlight the product's characteristics, the product will be more attractive to consumers and will promote consumers' purchase intention (Jamil et al., 2014). When the characteristics of live broadcast anchors are consistent with the content, consumers will have a positive purchasing sentiment, and it will also increase the effectiveness and influence of the live broadcast marketing of anchors.

Based on the above inferences, the following assumption is drawn:

$H_1$: The congruence between the celebrity and the product endorsed on celebrity advertises have positive impact on consumers' purchase intention.

*2.2 Customer Perceived Value*

The definition of customer perceived value is the overall evaluation of the utility of a product or service after weighing the perceived benefit of the customer with the cost of obtaining the product or service (Zaithamal, 1988). This definition emphasizes the comparison between the customer's benefits and the costs paid, and a comprehensive evaluation is carried out. In 1954, it was proposed that customer purchase and consumption are not just products, but values (Drucker, 1954). The definition in 1954 emphasizes that what consumers buy is not only products and services, but more importantly, value, whether the product can provide consumers with value, and the value mentioned in the definition is a subjective determination and satisfaction. Express. The customer is the total value received from the product and service minus the total cost to the customer to obtain the product and service.

According to the definition proposed by the above scholars, the definition of customer perceived value in this paper is more inclined to the definition proposed by Drucker (1954), that is, when consumers watch live broadcasts, they not only pay attention to the comparison of costs and benefits, but also pay attention to their perceived product value.

Customers perceive quality. When consumers watch the anchor's marketing in the live broadcast room, they perceive the consistency of the anchor and its marketing products, which will lead to a good perception of consumers, and then induce consumers to generate demand and make consumers feel buying. When consumers watch live broadcasts online, there is no physical reference to the product. Therefore, the consistency between the anchor and the product will improve consumers' perception. They think that after the anchor has used the product and then sells it, it can better convey the value of the product.

Based on the above inferences, the following assumption is drawn:

$H_2$: Customer perceived value plays the mediating role between the congruence (between the celebrity and the product endorsed on celebrity advertises) and consumers purchase intention.

*2.3 Perceived Risk*

The earliest definition of perceived risk was extended from Harvard University psychology. The concept is that any purchase behavior of consumers may not be able to determine whether the expected results are correct or not. The uncertainty of the outcome, which is the risk (Bauer, 1960). At each stage of the buying process, the level of consumers' perceived risk is different, and the risk begins to decrease after consumers begin to collect information (Mitchell, 1995). Consumers make purchases in the live broadcast room. This is a purely online purchase behavior. There is no offline material as a reference. Therefore, this purchase process is a process of consumers' psychological activity mechanism. During the purchase process, consumers will perceive and interpret the information you receive, and analyze the uncertainty you perceive, which is the risk. When the uncertainty is within the range of their own estimates, consumers will have further purchase intentions (Cui & Yuan, 2021).

Based on the information-explanation-response theoretical model, this paper considers the congruence between the celebrity and the product endorsed on celebrity advertises as the source of information. Consumers attracted by this information and obtain information about the characteristics and content of the anchors, and conduct self-perceived quality and perceived risk analysis.

When the characteristics of the live broadcaster are consistent with the content, the higher the degree of matching between the product characteristics and the live broadcast characteristics, the more reliable, and true the information conveyed by the consumer thinks the broadcaster, and the lower the risk that consumers perceive in the process of purchasing.

Based on the above inferences, the following assumption is drawn:

$H_3$: Perceived risk plays the mediating role between the congruence (between the celebrity and the product endorsed on celebrity advertises) and consumers' purchase intention.

*2.4 Product Involvement*

Product involvement refers to the degree of importance consumers place on the product or the importance of the product to individuals. Product involvement is the product relatedness perceived by individuals based on intrinsic value, needs, and interests. According to the degree of consumer involvement, commodities can be divided into high-involvement products and low-involvement products. In this paper, product involvement is divided into high product involvement and low product involvement. Consumers with high product involvement will only list a few brands as their optional brands. Such consumers will collect a large amount of product information and compare the differences between brands. Consumers with low product involvement they tend to accept more advertising information about purchases, do not compare brands too much, and consider more brands (Wu, 2011). In the purchasing process, consumers will be affected by personal, object stimuli and situational factors, resulting in different degrees of involvement (Zhu et al., 2017).

Consumers with high product involvement will explain the information received when they come into contact with the situation of the characteristics and content consistency of the live broadcaster. Before that, they will also expand the scope to collect relevant information and make a lot of information comparison, the information collected in the live broadcast room is obtained in the situation where the live broadcast content is consistent with the characteristics of the host, and the source of this information will be more reliable. Consumers with low product involvement do not make too many informational comparisons of products.

Compared with consumers with low product involvement, the celebrity and the product endorsed on celebrity advertises for consumers with high product involvement have a more significant impact on consumers' purchase intention.

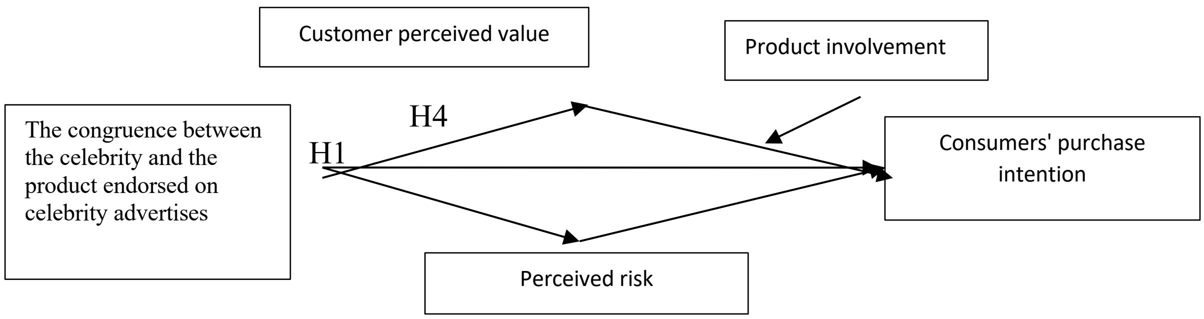
Based on the above inferences, the following assumption is drawn:

H4: Product involvement plays the moderating role between customer perceived value and consumer purchase intention, that is, compared with consumers with low product involvement, customer perceived value with high product involvement has more positive impact on consumer purchase intention.

*2.5 Research Framework*

**Figure 1**

*Research Framework*




## 3. Research Methodology

*3.1 Variable Definition and Measurement*

*3.1.1 The Congruence between the Celebrity and the Product Endorsed on Celebrity Advertises*

The concept of consistency between the congruence between the celebrity and the product endorsed on celebrity advertises was proposed by Friedman et al. It refers to the consistency of celebrity images and products, that is, the degree of matching between celebrities and the products they endorse. Some scholars, Jamil and Rameezul-Hassan (2014), define the characteristics and content consistency of live broadcast anchors as the similarity between the personal characteristics of the anchor and the attributes of the product (Jamil & Rameezul-Hassan, 2014). This paper draws on the research of existing scholars and defines the consistency between the characteristics and content of live broadcast anchors as the degree of matching between the anchor and the products sold in the live broadcast room, that is, the consistency between the anchor and the products sold in the live broadcast room.

This paper intends to design a scale on the congruence between the celebrity and the product endorsed on celebrity advertises influencers, drawing on the research of Misra and Beatty (1990) and Ohanian (1990). “The image of the streamer you watch is compatible with the products it recommends” “The image of the streamer you watch is a good match for the products it recommends” “The match between the product and the streamer influences my purchasing decision, and I believe the streamer uses the products it approves” “The match between the anchor’s field and attribute stimulated my purchase intention” 5 items.

*3.1.2 Customer Perceived Value*

The operational definition of customer perceived value is that when consumers watch the live broadcast of the anchor, they perceive not only the comparison of the cost and the benefit, but also the perceived value of the product. The value mentioned here is a subjective determination of consumers, that is, the performance that consumers feel satisfied with.

The content of the scale of customer perceived value variables expected to be designed in this paper includes “the product quality you perceive when watching the live broadcast of the host”, “the monetary price of the product you perceive when you watch the live broadcast”, “the perceived product quality when you watch the live broadcast” The non-monetary price of “3 items”, refer to Zeithaml (1988) customer perceived value model.

*3.1.3 Perceived Risk*

Perceived risk is defined as the uncertainty about the outcome of the purchase implicit in the consumer's purchase decision while watching the anchor. This article is expected to design 4 items on perceived risk. The items are “I am worried about buying fake products when I am shopping through live broadcasts” and “I am worried that my personal information will be stolen when I am shopping through live broadcasts.” Leaked or abused”, “I am worried about product damage caused by logistics and transportation during live shopping”, “I am worried that the after-sales service of the products recommended by the live broadcaster will not be good when doing live shopping.”

*3.1.4 Consumers’ Purchase Intention*

Consumers’ purchase intention is defined as the willingness of consumers to make purchases in the live broadcast room. Based on the measurement of this variable, this paper draws on the research of (Khan et al., 2019), and designs 3 items, namely, “I buy a brand because I like the personality of the anchor”, “The brand marketed by the anchor has attracted my attention.” and “The brands recommended by the host influence my buying decision”.

All scales mentioned above are on a 5-point Likert scale.

*3.2 Research Objects and Data Collection*

The research population of this paper is young people who enjoy watching live broadcasts of hosts on a daily basis and the context of the broadcasts is consistent with the characteristics and content of the live hosts. The location of the questionnaire is expected to be in Chengdu, Sichuan Province, China. It is expected that the questionnaire will be distributed to the audience of

"Jitterbug", and 800 questionnaires will be distributed equally between the brand's live broadcast and the anchor's live broadcast. In the Jitterbug live broadcast booths, we selected a category of products with good sales and not so good live sales and set reverse questions in the scale to screen the filler's thoughtlessness and filter invalid questionnaires. From the returned questionnaires, nearly 400 valid questionnaires were selected, and the information collected from these questionnaires was analyzed.

### *3.3 Data Analysis Method*

In this paper, personal information, such as gender, age, and income level, are put into the questionnaire as control variables, and descriptive statistical analysis is carried out on the sample. SPSS 26.0 and AMOS 23.0 were used to test reliability and validity, hypothesis test, summary effect test, and moderation effect test. Using SPSS 26.0 to perform factor analysis on the data, perform regression analysis on the relationship between all variables that need to be studied in this paper.

## 4. Expected Research Contribution

### *4.1 Theoretical Significance*

The theoretical significance of this paper is to enrich the content of the mechanism of the consumer's purchase intention when live broadcasters are consistent with the content, explore the mediating effect of customers' perceived value in this mechanism, and explore the mediation of perceived risk in this mechanism effect, and analyze the regulatory role of product involvement in this mechanism. Enrich the relevant research content of live broadcast marketing and provide some theoretical support for other scholars.

### *4.2 Practical Significance*

The practical significance of this article is to provide some theoretical reference for the live broadcast marketing anchors, so that they can better understand the mechanism of consumers' purchase intention when the live broadcast content is consistent with the product. A bit of theoretical advice for companies that have live-streaming rooms for online marketing to understand what factors influence consumers' willingness to buy when the anchor characteristics are consistent with the product content.

### *4.3 The Innovation of This Research*

Regarding the influence of the congruence between the celebrity and the product endorsed on celebrity advertises on consumers, past research are mostly studies on the matching of celebrity characteristics and endorsement product content. With the popularity of contemporary live broadcast marketing, for celebrities such as anchors, there are few studies on the impact on consumers in the context of online shopping on live broadcasts.

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# The Impact of Key Opinion Consumers on Purchase Intentions——Trust as the Mediator and Participation as the Moderator

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**Abstract**

Under the influence of the Internet, consumers have more convenient access to information, which promotes consumers to discover their needs and specific information before purchasing. While key opinion consumers (KOC) will influence consumer behavior before consumer decision. This study will infer the influencing factors of consumer behavior by exploring the characteristics of KOC. This study formulates a theoretical model to explore the factors that affect consumers' purchase intention from three levels of perception, emotion, and behavior in the ABC attitude theory. Questionnaires would be distributed to 400 around college students of Xichang University, China on line.The returned data would be analyzed by SPSS and AMOS software to verify the hypotheses in the conceptual model. It would be expected to provide reference for companies to realize the role of KOC in consumer decision making.

**Keywords:** Internet Celebrity Economy, ABC Sentiment Model, Matching Degree.

## 1. Introduction

### *1.1 Research Background*

According to the 47th Statistical Report on The Development of the Internet Network in China, as of December 2020, the number of Internet users in China had reached 989 million, an increase of 85.4 million compared with March 2020, while the Internet penetration rate had reached 70.4%. With the development of online shopping, China has become the world's largest online retail market for eight consecutive years so far. China's online retail sales reached 11.76 trillion yuan in 2020, up 10.9 percent from 2019. By December 2020, the number of online shopping users in China had reached 782 million, an increase of 72.15 million compared with March 2020, accounting for 79.1% of the total Internet users. Gradually, online shopping will occupy the main consumer market with the advantages of convenience, relatively transparent information and price, and multiple choices. Marketing by KOC and KOL derived from online shopping is also gradually mature and scale. Customers who like online shopping, especially college students, will refer to recommendations by KOC or KOL before buying. Therefore, the purchase behavior generated by consumers in this situation also attracts much attention.

Some scholars believe that the "Internet celebrity economy" is an economic form that transforms fans' trust into purchasing power (Jia, 2015). Some scholars think web celebrity economy is China's network culture development. It refers to the Internet communication and social platform, through a large number of social attention, huge fans and directional marketing, and around the IP (Intellectual Property) derived from all kinds of consumer market, eventually form a complete industrial chain of a new economic model (Liang, 2016). Sun et al. (2019) believed that the narrow web celebrity economy is a precision marketing model in the internet celebrity incubation, service, platform, realization and all economic activities and market behaviors can be called web celebrity economy.

With the development of “web celebrity economy”, KOC and KOL play an important role. KOL and KOC in the media industry is the “Key Opinion Consumer”, generally influence their friends, fans, consumer behavior. Similarly, KOL, an abbreviation for “Key Opinion Leader”, is someone who has more and more accurate information and is accepted or trusted by the chatting group and has greater influence on the group’s purchases.

However, the difference between KOC and KOL, is that KOC is a consumer and KOC has less influence on consumers than KOL, but KOC attaches more emphasis and focuses on its own experience, feelings and experience, and its content verticality will be higher, and the positioning of fans is more accurate. Compared with KOL with a large fan volume, KOC may be a friend or acquaintance, relatively more real, not so many “advertisements”, and closer to consumers, so consumers have a higher trust in KOC. However, KOC and KOL are not so clear boundary, it can be understood that KOC can be transformed into KOL. KOC also has the influence and fans of KOL, such as Liu Qiaoqiao, Wang Xiaoming and so on. KOC can be KOL but KOL is not equal to KOC. KOC is closer and more closely related.

The change of the market has changed from the traditional producer-oriented leading consumer to the current consumer-oriented. Consumers’ demand affects the market, and consumers understand consumers’ own needs better, so consumers can influence consumers more. Liang et al. (2020) pointed out that friends’ recommendations can affect consumers more. KOC is closer to us and more closely related, so KOC can influence consumers more than KOL.

This study mainly discusses the impact of KOC on the consumption of college students. KOC often has a deep understanding of consumers needs and the market, and affects consumers trust through its own characteristics, thus guiding consumers’ purchasing behavior (Aleti et al., 2019).

Compared with KOC, although KOL will be more professional, but the advantage of KOC is that KOC is more real. Because KOL in the time of sharing, because his professional will let consumers think this is “commercial advertising”, commercial traces too obvious will let consumers think KOL sharing is “profitable purpose is not pure”, not for real, simple sharing, some consumers will even think that it is “Earn unconscionable money” and unfollow KOL, and have some resistance to the products KOL share. Because KOC exists around consumers, it is closer to consumers, has a closer connection, and can more influence consumers.

As a platform of “community sharing + e-commerce”, The Red exceeded 300 million users in 2019 and 100 million monthly active users in 200 million, with nearly 200 million young consumer users, most of whom were born in the post-1990s. It greatly provides KOC with a platform for them to grow and develop. They publish their works, share them in text, pictures and video notes, attract fans’ attention, manage their own personal IP and community, share their feelings of use, and discuss and learn with fans.

According to Hong et al. (2019), it can be found that college students, as a high-level knowledge group, have higher acceptance of online shopping and stronger ability and behavior to search for information before shopping, so they will choose to “do strategy” before shopping. In particular, they try to see how other consumers feel about the use of the product. Because the disposable cost of college students is relatively low, referring to the use experience or evaluation of KOC before purchase can reduce the possibility that the products they buy are not applicable to them.

There are two reasons for choosing the students of Xichang University as the respondents of this research. The first point is that he satisfies the advanced knowledge group and refers to the opinions of others or searches for information before buying, and the second point is that I can obtain the information of the university and have a certain real accuracy to facilitate the research.

By sharing consumption experience, The Red allows other users to participate in the discussion, the so-called “community interaction”, and promotes other customers to share on the APP after consumption (Zhou et al., 2021). Especially in maternal and infant, beauty makeup, clothing and other aspects, consumers are more inclined to learn from the previous experience of KOC recommendation, so the authenticity of KOC can impress consumers more than KOL's “commercial advertising”.

In the choice of KOC, more tend to choose the high matching KOC. It means that KOC shares content with highly verticality, focusing on deep cultivation and research in a certain field, and precise positioning to attract matching fans faster. Of course, the targeted fan base will focus more on the products in this field, be more interested in “good things sharing” in this field, and the content released by KOC can be more likely to be loved by his fans.

The sense of responsibility is whether the KOC shares and recommends it sincerely or whether it actually uses it, and whether they say “unscrupulous” falsehood, inducing consumers to buy products that are not suitable for them. Therefore, whether KOC is responsible to consumers is also a key factor for consumers to pursue him.

This study through the authenticity of KOC, matching degree and responsibility as independent variables, the participation as the mediating variable between consumers produce purchasing behavior, and the moderating effect of participation, explore the mechanism of KOC on consumer purchasing behavior.

## 2. Literature Review

ABC theory of emotion is an American psychologist Ellis proposed theory. In his opinion, the root cause of individual bad emotions is not the induced events themselves, but the beliefs and explanations held by individuals about the induced events, which is the basic content of the emotional ABC theory. In this theory, A (Activating event) represents the induced event; B (Belie) represents the relevant belief of the induced event, that is, some understanding and view of the event; C (Consequence) represents the psychological emotion in the event and the corresponding behavior (Zhang, 2019).Therefore, in this study, based on the ABC theory of emotion, it deduces the ABC attitude model theory (also known as the ternary attitude model), and analyzes the factors affecting consumers’ purchasing behavior from the three dimensions of cognition (Cognitive), emotion (Affective) and behavior (Behavior).Some scholars believe that cognition is an individual’s understanding and belief in things, emotion is an individual’s feeling and evaluation of things, and behavior is his dynamic tendency to things (Zhou, 2018).

In the cognitive stage, consumers introduce the product and use the product feeling through KOC, so that consumers can form their own cognition and understanding of the products or brands, which plays a guiding role for consumers before shopping. The characteristics of KOC will make consumers feel more trust and dependence on it.

In the emotional stage, emotion is an important factor in making decisions and it will not only affect consumers’ making decisions but also affect consumers’ behavior. According to emotion information theory (feelings-as-information theory), trust is one of the core elements that determines emotion. Therefore, the emotional factors discussed in this paper are consumers' trust in KOC.

## 3. Hypotheses

### *3.1 KOC Characteristic Level*

This study believes that the authenticity of KOC refers to whether the content shared by KOC is personally understood, really used, whether the sharing is from the sincerity of KOC, whether it is their own subjective thoughts, and is not “controlled” by the brand. Ou et al. (2020) proposed that as long as the KOC is “loyal to itself”, consumers can perceive its authenticity, and their trust in it will increase, thus promoting consumer consumption.

Because KOC itself is a consumer and its position is the same as consumers, it is easier for consumers to have empathy and empathy, while the sharing and suggestions for KOC can be more accepted and adopt by consumers. Many of “net red” “good product and bad product list” and “good things recommendation”, brands are through spending money to buy, the more fans, the higher the price. More excessive enterprises can also spend money to buy “blacklists” for rivals, step on competitors, maliciously disrupt market order, and confuse consumers’ judgment before buying. In fact, it is very difficult for consumers to buy satisfactory products. By watching the notes shared by the KOC to obtain the information they need, screening and then buying them can reduce the chance of consumers buying an unsuitable product. So the KOC’s responsibility is to share the authenticity and credibility of the notes itself.

Zhao et al. (2021) believed that the more authentic the content released by KOC is, the more valuable the information consumers get, and the more likely to have a sense of dependence on KOC. Therefore, the authenticity of KOC is a concern factor for consumers, and the authenticity will affect the degree of trust of consumers. Therefore, this study proposes the hypothesis:

$H_1$: The authenticity of the content shared by KOC positively affects consumers’ trust in KOC.

### *3.2 Matching Degree of KOC Shared Content*

Yang et al. (2015) pointed out that the match between live broadcast subjects and products will affect consumers’ purchase behavior, and appropriate product spokesmen will affect consumers’ perception and cognition of product characteristics, and then affect their purchase preferences.

Wang (2015) believed that content vertical refers to the current era of focus, the audience focus becomes very important, because different audiences have different needs. The matching degree referred to in this paper refers to whether the content of KOC is consistent with consumer needs or interests. For example, young girls will be interested in beauty makeup, weight loss and other content, then these types of consumers will pay attention to beauty makeup, fitness class KOC. It can also be understood as KOC to their own positioning or label, convenient to attract common interest or needs, increase the verticality of their output content more “become famous”. Positioning content according to the needs of the audience is not only the need of vertical strategy, but also can better target users. Therefore, this study proposes the hypothesis:

$H_2$: The matching degree of KOC shared content positively affects consumers’ trust in KOC.

#### *3.2.1 The KOC’s Sense of Responsibility*

Consumers with their trust in KOC, bought products on the Internet, if KOC is a not a responsible person, recommend sharing products, exaggerated propaganda and even deceive consumer phenomenon, and his fans as consumers are induced consumption, in addition to let merchants refund, no longer believe the KOC, commonly known as "play for a sucker", so not only a waste of consumer time and energy, also lose confidence in KOC. Some consumers will also be too lazy to trouble and not to return goods, only eat this loss, and even some consumers blindly believe that KOC also think that the product is not good for their own reasons.

However, at the present stage of online shopping, due to insufficient supervision, unclear responsibility subjects and other reasons (Sun, et al., 2021), the rights and interests of consumers are not well legally protected. For this kind of network chaos, now can only rely on KOC's moral sense and responsibility to restrain. Therefore, for consumers, they will also consider KOC's sense of responsibility when choosing to trust KOC. Sense of responsibility refers to the initiative to take the initiative to do special things well, a state of mind. There is also a link to corporate social responsibility. Hong (2021) believed that e-commerce corporate social responsibility will have a positive impact on consumers' willingness. Therefore, this study proposes the hypothesis:

$H_3$: KOC's sense of responsibility is positively affecting consumers' trust in KOC.

*3.2.2 Trust*

Many scholars use trust as an intermediary variable to influence consumption behavior, (Zhao et al., 2010). Therefore, in customer relationship management, trust is an indispensable factor affecting consumers' purchasing behavior. Since online shopping is invisible and intangible to the real objects, consumers can judge whether to meet their needs through the KOC sharing experience and display of the real objects, which not only reduces the return rate of consumers, but also makes it easier for them to buy their favorite products.

KOC can master more product information than ordinary consumers and can help consumers make choices and purchase decisions through product comparison, which also helps consumers save a lot of time, energy and money. Zhang et al. (2016) believe that friend recommendation positively affects the trust of consumers, and trust also actively affects consumers' purchase intention, among which the trust of friends plays an intermediary role.

Zhao et al. (2015) proposed that the reference subject in the "exploration period" of trust has a positive impact on consumers' purchase. So, consumers' trust in KOC will affect their buying behavior. Therefore, this study proposes the hypothesis:

$H_4$: Consumers' trust in KOC will positively affect consumers' purchase intention.

*3.2.3. Participation*

According to Peng et al. (2008), due to the participation of consumers, consumers' cooperation degree, emotion and sense of control in the consumption process will affect their evaluation of service consumption experience, and also have a certain impact on consumers' purchasing behavior. After that, consumers will have their own questions and judgments after referring to the KOC recommendation.

The participation between KOC and consumers refers to the interaction between consumers and KOC, such as asking questions, communication, discussion and other actions. Studies suggest that high-quality consumer participation is based on trust, and that higher engagement increases consumer buying decisions (Moorman et al., 1998). So, engagement plays a role between trust and consumer buying behavior. Therefore, this study proposes the hypothesis:

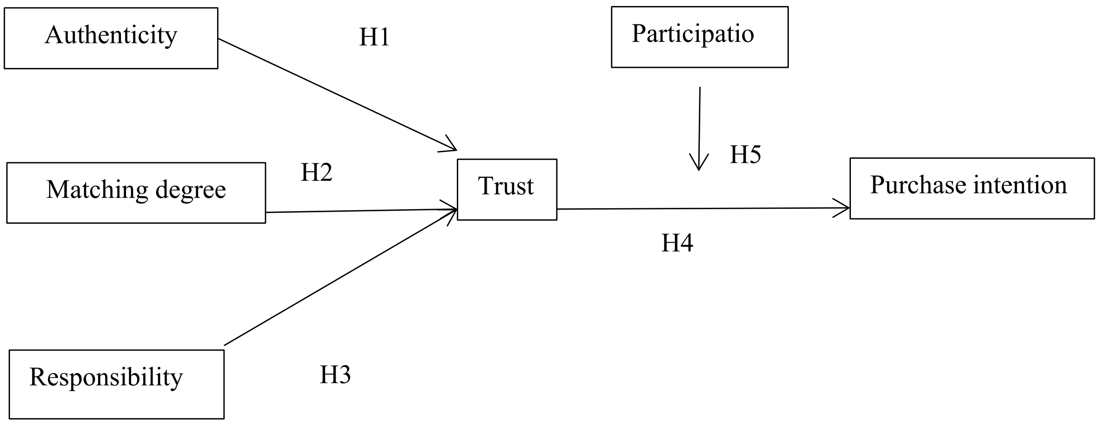
$H_5$: The participation between KOC and consumers positively moderate the relationship between trust and consumers' purchasing intention.

## 4. Research Method and Design

### *4.1 Research Framework*

**Figure1:**

*Research Framework*




The variables are divided into three parts. In the theoretical model, the independent variable is the characteristic of KOC; the intermediary variable is trust, the adjustment variable is participation, and the dependent variable is the consumer purchasing behavior. Among them, KOC characteristics include three variables: authenticity, matching degree and responsibility. The theoretical model is shown in Fig. 1.

### *4.2 Questionnaire Design*

This study investigated the influencing factors of KOC on consumer purchasing behavior among 400 college students from Xichang University, Liangshan Prefecture, Sichuan Province, China. Through designing questionnaires, distributing questionnaires and recovering questionnaires, a large number of real and reliable first-hand data are obtained. The questionnaire survey is divided into two parts: basic information and test questions.

#### *4.2.1. Basic Information*

The main collection of the measure demographic characteristics. This includes gender, disposable monthly income, frequency of The Red use, and basic explanations and examples of KOC.

#### *4.2.2 Variable Measurement*

The reference scales in this study are all mature scales used in previous studies, such as Kantsperger (2010), Moorman et al. (1998) engagement measurement scale, and the characteristics of KOC. For the topic of the above variables, the initial questionnaire is obtained. The participants choose the appropriate options according to their own subjective will.

The first part is the descriptive statistics of the survey sample and contains the demographic characteristics of the survey sample. The second part is the impact of KOC sharing content on consumers' purchase. According to the authenticity, matching degree, responsibility, trust, participation and purchase, three questions were designed, a total of 18 questions, and the Likert five-point scale is used to measure the variables.1-5 which include "very disagree", "disagree", "not necessarily", "agree", "very agree" five answers as Table 1. The initial questionnaire was distributed to 50 students for pre-test and the returned and effective data with Cronbach's alpha greater than 0. 7.

**Table 1**

*Measurement Scale for Each Variable*

| Variable name | Number | Question |
|---|---|---|
| Authenticity | ZS1 | I believe that the product recommended by KOC is my real use feeling |
| | ZS2 | I believe the KOC has some accuracy |
| | ZS3 | I believe that the KOC recommended product has not exaggerated the product function or is inconsistent with the physical publicity |
| Matching degree | PP1 | The content that the KOC share is more consistent with what I want to search for |
| | PP2 | The content shared by KOC is more in line with my interest |
| | PP3 | KOC shares high content verticality (focus on an area) |
| Responsibility | ZR1 | I don't think the KOC recommended product cost me(After-sales service, etc.) |
| | ZR2 | I don't think the content that KOC shares deceives consumers |
| | ZR3 | I think what the KOC shares lets me learn something |
| Trust | XR1 | I believe that the product recommended by KOC is suitable for me |
| | XR2 | I believe that KOC has a good understanding of the recommended products and can give me enough and real information |
| | XR3 | I think the KOC is trustworthy |
| Participation | CY1 | The KOC often answers consumer questions or responds to fan questions |
| | CY2 | KOC will meet consumer requirements (like what consumers want to know) |
| | CY3 | KOC organizes consumers to try out new products, collect feedback and share them |
| Purchase intention | GM1 | I have purchased the products recommended by KOC |
| | GM2 | I would like to continue to use the KOC recommendation as my reference before I buy the product |
| | GM3 | I would like to recommend my friends to buy the products shared by the KOC |

*3.4 Data Analysis Method*

The questionnaire adopts the Likert five-point scoring method, and the data analysis tool is through the SPSS and AMOS statistical analysis software. Descriptive statistical analysis, reliability and validity analysis would be included in data analysis. Regression analysis would be applied to verify the hypotheses in the conceptual model.

## 5. Expected Research Contribution

It would be expected that KOC might serve as a bridge between consumers and enterprises, might help enterprises to promote their products, and might help consumers to choose products that meet their needs. KOC probably can get feedback from consumers' opinions and transfer those suggestions to enterprises, and thus make enterprises to improve their products.

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# Will Consumer Learning Affect Consumer Purchase Intention in the Context of Online Shopping?

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**Abstract**

With the rapid development of online shopping, more and more consumers learn and understand product information through online shopping, online forums or other platforms, then make purchase decisions based on the information learned. Based on the online shopping scenario and social learning theory, this study explores the impact of consumer learning on consumer purchase intention, the mediating effect of perceived value and word of mouth between consumer learning and consumer purchase intention, and further explores the mediating effect of between consumer learning and consumer purchase intention. Questionnaires would be distributed and the returned data will be analyzed by SPSS and AMOS software. this study aims to explore consumer purchase intention in the context of online shopping and would be expected to provides reference for companies to carry out online practices.

**Keywords**: Consumer Learning, Perceived Value, Word of Mouth, Trust, Consumer Purchase Intention

## 1. Introduction

With the continuous popularization of Internet technology, the advantages of online shopping have gradually become prominent. Since online shopping is not limited by space and time, people are more willing to choose this convenient shopping method. China Internet Network Information Center (CNNIC) released the 47th “Statistical Report on the Development of China’s Internet”. During the “13th Five-Year Plan” period, the number of online shopping users reached 782 million, accounting for 79% of the total number of Internet users, with a steady upward trend. It can be seen from the data that online shopping has penetrated into the hearts of consumers, but its convenience, while satisfying consumers’ needs, also brings many risks, such as product performance not meeting expectations, and time waste caused by product returns. In the process of online shopping, in order to avoid risks, consumers often have an in-depth understanding of the existing reviews and detailed information on the product introduction page before purchasing a product (Bikhchandani et al., 1998). After taking effective countermeasures after its value, consumer purchase intention also changes accordingly. It can be seen that observation and learning information has an increasingly important influence on consumers’ online purchasing decisions (Zhang & Lei, 2016).

This study mainly discusses the phenomenon that more and more consumers perceive the value of products through learning under the background of the network environment, and the consumer purchase intention changes accordingly. Consider and demonstrate whether consumer learning affects consumer purchase intention in the context of online shopping. The research questions were: a) Does consumer learning affect word-of-mouth and trust? b) Does word of mouth affect trust, perceived value, and consumer purchase intention? c) Does trust affect perceived value and consumer purchase intention? d) Does perceived value affect consumer purchase intention?

Previous research has extensively studied buyer behavior from a consumer perspective (Rubio et al., 2017). On the other hand, a small number of researchers have specifically focused on the influence of consumer learning on purchasing factors (Perrini et al., 2010), and have failed to address the influence of word of mouth and perceived value in predicting consumer purchase intention. In addition, studies analyzing the mediating role of perceived value in the context of consumer learning are lacking. Therefore, to fill this gap, the purpose of this study was to examine the positive effects of word-of-mouth, perceived value, and trust between consumer learning and consumer purchase intention in an online context (Voramontri et al., 2019). Understand the mediating role of perceived value between consumer learning and consumer purchase intention. The empirical findings of the current study may also draw attention to online shopping for consumers to learn about products and encourage them to implement this strategy in an online environment by offering customers affordable prices.

## 2. Literature Review

This chapter provides a deeper overview and explanation of the consumer learning, perceived value, word-of-mouth, consumer purchase intention, trust, and social learning theories mentioned above, and puts forward research hypotheses and research frameworks based on the theoretical overview.

### *2.1 Consumer Learning*

In the activities of purchasing and using commodities, consumers continuously acquire knowledge, experience and skills. Del et al. (2000) argue that "Learning is an integral part of the consumption process. In fact, consumer purchase intention is largely learned." In fact, consumer learning refers to "consumers in the process of market transactions and commodity consumption, due to the internal drive of their own interests, products, services, and the interaction of incentives, stimuli, responses and reinforcements of various market behaviors. Experience and knowledge used to guide future purchase or consumption behavior" (Lu, 2005). Consumer learning is closely related to consumer emotions, psychology, attitudes and behaviors, and is a process of changing behaviors. Based on Lu (2005), this study defines consumer learning as the acquisition of knowledge, experience and skills by consumers through observation, practice and other means when purchasing and using commodities, and then improving their own abilities through experience accumulation and knowledge mastery. The process of perfecting your own buying behavior.

### *2.2 Word-of-Mouth*

Word-of-mouth is a concentrated expression of consumers' attitudes, which not only reflects consumers' cognition of enterprises, but also includes consumers' demands for product quality and services (Li et al., 2015). Word of mouth plays an important role in consumer purchasing decisions (Chevalier & Mayzlin, 2006). Word-of-mouth can be simply understood as the cognition, opinion, evaluation, attitude, emotion and behavior freely expressed by consumers about a particular product, brand, manufacturer, and seller (Ding, 2011). Mangold et al. (1999) determined that consumers need information, and they search for word-of-mouth information that has a positive impact on purchasing decisions. Word-of-mouth can have both positive and negative effects in the minds of consumers. Word-of-mouth is one of the key components of purchasing decisions (Onghai, 2012). Based on Ding (2011) and Mangold et al. (1999), this study defines word-of-mouth as consumers' judgments about products. By collecting product information, consumers can form consumers' own cognition and attitude, and then form positive or negative word of mouth influence.

### *2.3 Trust*

In the social sciences, trust is considered a dependency. To trust individual or group means that they seek to practice policies, codes of ethics, laws and their prior commitments. Trust is an important factor affecting consumer behavior, especially in the context of consumer word of mouth and uncertainty (Yin et al., 2016). Gan (2017) pointed out that online shopping learning experience is an important factor affecting consumers' trust through empirical research. In the context of online shopping, some scholars have pointed out that people with trust are more likely to trust untouched things. In the context of online shopping, because consumers have less product information, the higher the consumer's high degree of trust in the product, the more likely it will affect the consumer's trust behavior, thereby affecting the consumer's purchasing behavior. Moorman et al. (2018) conceptualize trust as "the willingness to rely on a exchange partner". Trust theory of commitment emphasizes that trust is a prerequisite for a long-term relationship with a company. According to Gan (2017), this study defines trust as consumers' expectation that service providers are trustworthy to fulfill their promises, and consumers can improve their cognition and trust through learning, which in turn influences purchasing decisions.

### *2.4 Perceived Value*

Perceived value originated from the science of consumer behavior. Zeithaml (1988) believed that perceived value is "the overall evaluation of the utility of a product or service based on the perception of the benefits and costs paid". Perceived value plays an important role in the process of consumers deciding whether to purchase a product or service. At present, scholars at home and abroad have carried out research on perceived value, satisfaction, dimensions of perceived value, and behavioral intentions. The results show that perceived value is the key factors affecting customers' purchase intention (Huang & Huang, 2007). In the scenario of online platform shopping, when consumers are willing to buy, they can usually perceive product quality, price and service under online shopping conditions (Indahingwati et al., 2019). These external environmental stimuli will make Consumer perception of value changes, thereby affecting consumer purchase intention. According to Huang and Huang (2007) and Indahingwati et al. (2019), this study defines perceived value as the perceived value of the product or service to consumers in the context of online shopping. First, value varies from person to person, and different customers perceive the value of the same product or service differently; second, value is an effective trade-off between benefits and costs, and customers will make decisions based on their own perceived value. The ultimate purchase decision, not just relying on a single factor.

### *2.5 Consumer Purchase Intention and Influencing Factors*

Consumer purchase intention refers to the process of finding, selecting, purchasing, using, evaluating and disposing of consumers in order to satisfy their needs and desires, including two aspects of consumers' subjective psychological activities and objective material activities (Philip, 2000). Consumer purchase intention is a complete process composed of a series of links and elements. Consumer behavior is the social study of individuals, groups, or organizations and the processes they use to select, protect, use, and dispose of products, services, experiences, or ideas to satisfy needs, and the impact of those processes on consumers and consumers. In this process, purchase decision plays a central role, and the correctness of the decision directly determines the way, direction and utility of purchase behavior. The influencing factors of consumer purchase intention mainly include personal factors, social factors, cultural factors and psychological factors. Personal factors are affected by factors such as their own age, occupation, economic status, and lifestyle. Social factors are mainly affected by factors such as group, society and family. Cultural factors are mainly affected by cultural and educational level, values and other factors. Psychological factors are mainly affected by motivation, perception, learning and attitude. From the perspective of consumer learning in psychological factors, Del et al. (2000) confirmed that learning has a large impact on consumers' purchasing behavior. Lu (2005) also pointed out that in the process of commodity consumption, consumers accumulate experience and knowledge for future purchases or consumption behaviors due to the internal drive of their own interests. According to Philip (2000) and Del et al. (2000), this study defines consumer purchase intention as the aspect of consumer learning from psychological factors, and the process of finding, selecting, purchasing, using, evaluating and disposing to satisfy consumers' needs and desires.

### *2.6 Social Learning Theory*

Social learning theory was proposed by American psychologist Albert Bandura in 1952. It focuses on the role of observational learning and self-regulation in human behavior, and emphasizes the interaction between human behavior and the environment. Social learning theory describes the interaction between individual experience and knowledge, environment and individual behavior. Human behavior is the common result of human and environment, not determined by any one of them. It is based on traditional learning theories, while adding social influences, emphasizing that new information and behaviors can be learned by observing others. Hanna et al. (2013) proposed that social learning is basically learning by observing the behavior of others, and individuals learn which behaviors are acceptable or unacceptable by observing and imitating others. This study is based on social learning theory，in the online shopping scenario, consumers learn by observing others' comments on goods, and decide whether to buy after perceiving the value of goods. Generally speaking, observational learning includes four steps: attention, retention, reproduction and motivation.

### *2.7 Research Hypotheses*

#### *2.7.1 Consumer Learning, Word-of-Mouth and Consumer Purchase Intention*

Consumer learning refers to the "complexity of consumers' perceptions of stores for different attributes". In other words, consumer learning is "the gross impression represented in memory as a gestalt of store-related perceptual attributes that are both independent and interdependent in the consumer's memory learned from current and previous exposure stimuli." (Hartman & Spiro, 2005). In the context of online shopping, online social learning has played an important role in consumer product adoption (Chen et al., 2011). Word of mouth is a key issue for both manufacturers and marketers, as word of mouth may provide opportunities for differentiation. Word of mouth is conceptualized as "consumers' judgments of the superiority or excellence of a product". Cue utilization theory emphasizes that both extrinsic and intrinsic cues provide consumers with ways to infer product quality. Intrinsic cues are "product-related attributes, such as price, brand name, and packaging, that are not part of the physical product, whereas intrinsic cues represent product-related attributes, such as ingredients, that cannot be identified without changing the physical properties of the product operate". Specifically, for online purchases, word of mouth is more important because these products carry quite a few health claims. Richardson et al. confirmed that, in the online context, extrinsic cues are better at explaining differences in consumer quality perception than intrinsic cues. Previous research has confirmed the positive effect of store name on word of mouth. Past research has also found that in the context of the Internet, consumer learning can help improve word-of-mouth for a business or product (Beneke & Carter, 2015). Consumers generally learn in two different ways: they can directly extract product information from others' viewpoints, or indirectly infer product information by observing others' previous product adoption decisions (Ameri et al., 2019). Consumers form their own opinions and preferences through learning and improve their social interaction by understanding the reputation of products and companies, and then play a role in their purchasing decision-making process (Chen et al., 2011). According to social learning theory, it is expected that more active consumer learning may increase consumers' word-of-mouth for online purchases of products, which in turn increases consumers' purchase intention. Based on the above evidence, this study proposes the following hypothesis:

$H_1$: Word-of-mouth mediates the relationship between consumer learning and consumer purchase intention

*2.7.2 Consumer Learning, Trust and Consumer Purchase Intention*

Trust is defined as "the consumer's expectation that the service provider is reliable and can be trusted to deliver on its promises". Furthermore, Moorman et al. (2018) et al. conceptualized trust as "the willingness to rely on an exchange partner". Trust theory of commitment emphasizes that trust is a prerequisite for a long-term relationship with a company. According to these definitions, brand trust is defined as "the willingness of the average consumer to rely on a brand's ability to perform its intended function." Generally speaking, consumer learning helps to build trust (Kim & ham, 2016). Therefore, in the context of online shopping, consumer learning can effectively improve consumers' trust in goods. Trust is an important determinant of consumers' purchase intention, especially in the case of risk and uncertainty (Yin et al., 2016). Therefore, in the network scenario, learning from online consumers is expected to improve consumers' trust and online purchase intention.

Based on the above inferences, the following hypothesis is made:

$H_2$: Trust mediates the relationship between consumer learning and consumer purchase intention

*2.7.3 Word-of-Mouth and Trust*

Trust in consumer learning appears to be more important than traditional online products, as consumers pay more for organic products for additional health and environmental benefits. Past research has confirmed the positive effect of word of mouth on high brand trust (Aurier & Lanauze, 2012). Therefore, in the context of online shopping, word-of-mouth of a product can improve consumers' trust in the product, so they are willing to buy the product. Based on this evidence, it is expected that consumers who rate the quality of consumer learning higher will be more likely to have trust in these brands. Based on the above inferences, the following hypothesis is made:

$H_3$: Word-of-mouth positively affects trust

*2.7.4 The Influence of Word-of-Mouth on Perceived Value*

Perceived value refers to the consumer's experience of the benefits and costs paid in the process of purchasing a product or service, and it is the consumer's own subjective perception of the process and results of a product's purchase. In addition to their own cognition, consumers will also use external information such as word of mouth to evaluate the value of products. Wu and Huang (2019) believe that the number of online word-of-mouth significantly affects consumers' perceived value. In addition, high-quality IWOM is more objective, specific, understandable, and more persuasive (Park et al., 2019). Therefore, it can be expected that consumers' higher perception of word-of-mouth quality may lead to an increase in their perceived value of consumer learning. Based on the above evidence, $H_4$ is proposed:

$H_4$: Word-of-mouth positively affects perceived value

*2.7.5 The Influence of Trust on Perceived Value*

In the online context, the impact of online social learning on consumers' perceived value is enhanced by consumers' high level of trust, and it has also been reported that trust contributes to perceived value (Beneke & Carter, 2015). Therefore, consumer trust in goods may increase perceived value, that is, consumers' perception of those goods or brands. On this basis, the hypothesis H5 is proposed:

$H_5$: Trust positively affects perceived value

*2.7.6 The Influence of Perceived Value on Consumer Purchase Intention*

Jackie (2004) believes that, compared with consumer satisfaction, consumers' perceived value can more motivate consumers to purchase intention and ultimately realize purchase behavior. Past research findings have also shown that perceived value has a positive impact on consumer purchase intention and brand preference. The higher consumers' perceived value of a product or service, the stronger their purchase intention (Lee et al., 2011). Especially in the context of online shopping, perceived value is a key factor in enhancing consumers' online purchase intention (Zhao & Gao, 2016). Therefore, consumers who have high perceived value to purchase products in the online context are more likely to purchase these products or services. Based on the above evidence, the following hypothesis is made:

$H_6$: Perceived value positively affects consumer purchase intention

*2.7.7 Mediating Role of Perceived Value*

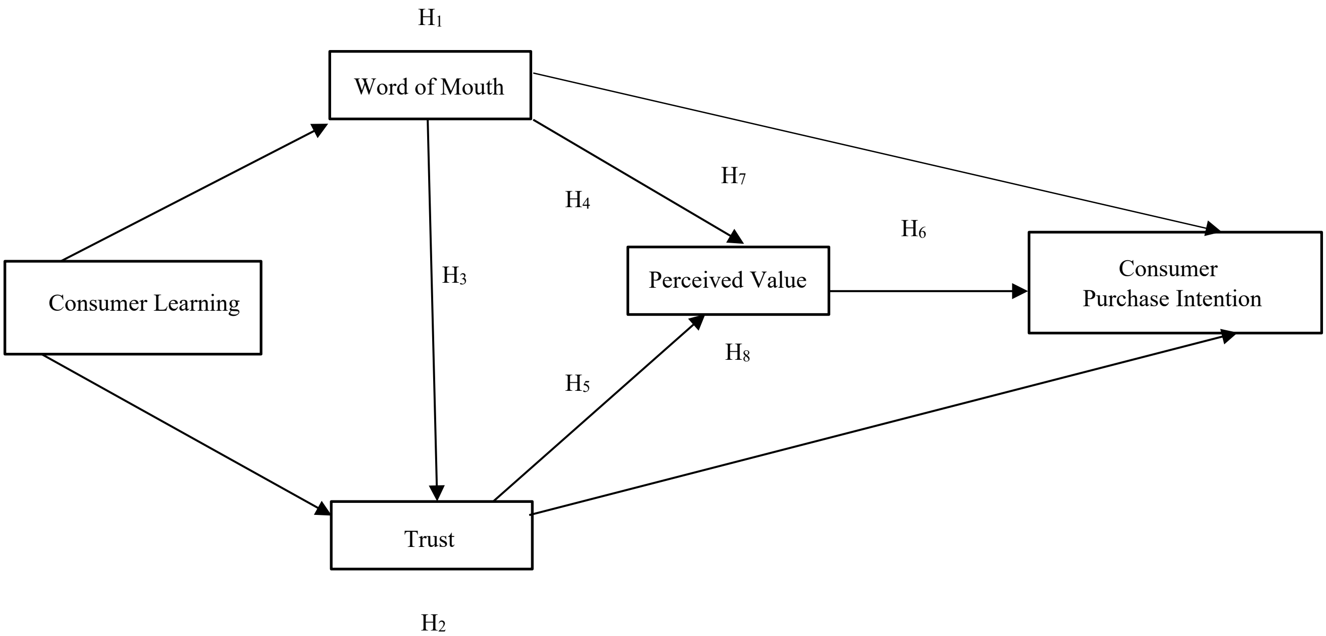
Srinivasan (2002) established an influence model of online consumers' perceived value and found that perceived product quality or word of mouth has a significant impact on online consumption value. Allsop (2007) believes that in addition to the influence of product quality and price on online consumers' purchase intention, shopping websites can improve product reputation, increase consumers' perceived value, and stimulate consumers' repurchase intention by providing high-quality and convenient services. Therefore, in the online shopping scenario, consumers can better discover the special properties of products when purchasing products by using the shopping experience accumulated through learning and will use the positive word of mouth of the outside world to evaluate products or services, which will increase the perception of products value, deepen the recognition of the product, and then affect the next purchase behavior. The effect of trust on loyalty is mediated by value (Porral & Mangin, 2016). Trust plays an important role when customers make purchasing decisions under uncertainty. (Aurier & Goala, 2010). Therefore, in the context of the network, perceived value may act as an intermediary between consumer purchase intention and trust. Word-of-mouth may influence perceived value, thereby increasing consumer purchase intent. Likewise, trust in consumer learning is expected to affect perceived value, which in turn increases consumer purchase intent. Based on the above inferences, the following hypotheses are made:

$H_7$: Perceived value mediates the relationship between word of mouth and consumer purchase intention

$H_8$: Perceived value mediates the relationship between trust and consumer purchase intention

**Figure 1**

*Research Framework*




Source: Compiled by this study

## 3. Research Methodology and Design

### *3.1 Variable Definition and Measurement*

#### *3.1.1 Consumer Learning and Trust*

In this study, consumer learning is defined as a part of consumers' psychological activities. In the context of online shopping, when consumers buy products, they can continuously accumulate their own buying experience by searching for other people's reviews and detailed product information, so as to optimize their own purchasing experience. In this study, trust is defined as the degree of trust consumers have in a product or service provider. To measure consumer learning and trust, this paper is expected to refer to the research of Lu (2005) and Gan (2017), with 5 items, and apply the Likert 5-point scale method to design a questionnaire for variables.

*3.1.2 Word of Mouth*

In this study, word-of-mouth is defined as the uncertainty of the results when consumers make purchase decisions, and the risks arising from the inability to perceive the expected results of the purchased goods. When consumers are shopping online, they usually judge the value and risks of products through their own daily learning, such as product brands, quality performance evaluations, service experience, price discounts, etc. After evaluating and accumulating learning experience, they will make their own judgments on the products, comprehensively perceive uncertain factors such as expected value and existing risks and improve the value of purchased products and reduce unknown risks through their own learning and skills. This paper is expected to refer to the research of Ding (2011) and Mangold et al. (1999) and other scholars, with 5 items, and apply the Likert 5-point scale method to design the variable questionnaire.

*3.1.3 Perceived Value*

The definition of perceived value in this study is the value that the product or service perceives to consumers through self-learning in the context of online shopping. And value is a trade-off between benefits and costs. Different customers will feel different, and customers will make the final purchase decision based on their own perceived value. This article is expected to refer to the research of Zeithaml (1988), Huang and Huang (2007) and Indahingwati et al. (2019) and other scholars, with 5 items, and apply the Likert 5-point scale method to design a questionnaire for variables.

*3.1.4 Consumer Purchase Intention*

The definition of consumer purchase intention in this study is all personal behaviors related to consumption that occur when purchasing daily goods or services in an online context. From the formation of demand motivation to the occurrence of purchase behavior to the post-purchase feeling, the needs and desires of consumers are satisfied through the process of finding, selecting, purchasing, using, evaluating and disposing. This article is expected to refer to the research of Philip (2000), Del et al. (2000), Chen (2003), Chang (2008), Lee (2011) and other scholars, with 5 items, and apply the Likert 5-point scale method to design a questionnaire for variables.

*3.2 Participants and Data Collection*

The research object selected in this paper is the population of 20-45 years old with online consumption. This part of the population is selected because they have the ability to surf the Internet and sufficient purchasing power. This paper collects data by means of a questionnaire survey. First, the initial measurement items were obtained by referring to the literature. Secondly, according to the characteristics of online shopping scenarios, the measurement of the research variables was revised. Finally, a questionnaire is distributed, data is collected, and a scale is constructed. Affected by the epidemic, this paper adopts an online method to distribute questionnaires. It is estimated that 600 questionnaires will be distributed to online consumers, and the filling requirements will be indicated in the questions to reduce the occurrence of invalid questionnaires. After the questionnaires were recovered, invalid questionnaires such as incorrectly filled and missed ones were excluded, and 450 valid questionnaires were expected to be selected for data information analysis. The 5-point Likert scale method was used to design the questionnaire for the variables in the text, and the questionnaire was designed and formulated using the Questionnaire Star platform, and the online questionnaire was distributed through WeChat, QQ and other social networking methods. The questionnaire is divided into three parts: the basic description information of the questionnaire, the basic personal information of the respondents, and the main body of the questionnaire: related variables. The items in the questionnaire are all measured on a 5-point Likert scale, ranging from 1 to 5, representing “completely disagree” to “completely agree”.

*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 study, 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 20-item five-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*

Based on the online shopping scenario and social learning theory, this study explores the influence of consumer learning on consumer purchase intention, the relationship between perceived value and word of mouth in consumer learning and consumer purchase intention, and further explores trust. In this process, an architectural model based on social learning theory was integrated and constructed, which was expanded and explored on the basis of previous research.

*4.2 Practical Significance*

Many studies in the research background have shown the importance of consumer learning on consumers’ purchase intention, but only a few studies have examined whether consumer learning of product information before consumption has an impact on consumer purchase intention. To underscore the novelty of this study, it can help overcome the limitations of previous studies. First, the study discusses the relationship between online consumer purchases and the social impact of online reviews and peer exchanges. Second, the impact of perceived value and word of mouth on consumer purchases is studied, which has been discussed in only a few studies before. Third, it fills the limited research gap of consumer learning, especially the impact of consumer learning on consumer purchase intentions through social media and online shopping contexts. In short, it is hoped that this research can fill in the gaps of previous research, and based on consumer learning, it will help to expand the future research field on perceived value and word of mouth as social influencing factors and consumers’ purchase intention.

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# Research on Consumer Behavior of Catering Enterprises under the Online and Offline "1+1" Marketing Model

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**Abstract**

Through the perspective of online and offline "1+1" marketing model, the influencing factors on consumers' purchase behavior will be explored from relevant factors, and a research model will be formulated. Questionnaires would be distributed and the returned data will be analyzed. Under the background of online and offline "1+1" marketing model, the relevant factors that affect the purchasing behavior of catering enterprises will be studied to effectively understand the purchasing psychology of consumers. On this basis, from the perspective of consumers, this study would be expected to provides experience and reference for catering companies to carry out the online and offline "1+1" marketing model and then further improve and improve online and online marketing practices.

**Keywords**: Online and Offline "1+1" Marketing Model, Consumer Decision, Word-of-Mouth Discounts

## 1. Research Background

With the rapid development of China's overall economy, people's overall living standards and consumption power are also constantly improving, and the catering industry as a whole has ushered in rapid growth. With the continuous popularization of the Internet, catering industry has gradually changed the way it uses offline channels, and began to choose to use the online and offline "1+1"marketing model. The core is to send offline news to netizens through discounts, promotions, information, services, etc. Consumers subscribe products or services online and pay online, and then go to offline stores to pick up or enjoy services (Wang et al., 2020). Discount promotion and word-of-mouth are the two most common online and offline "1+1" marketing models (He et al.,2019). Discount promotions and online word-of-mouth factors. Which online factor will be the most important factor for consumers? Which service strategy will yield better returns? This study adopts the following structure to better present the research question: The following questions will be studied (1) Discount promotion and online word-of-mouth factors. Which online factor will be the most important factor for consumers? (2) Which service strategy will yield better returns? According to the consumer purchasing decision model - EBM model (He et al.,2018), 2018, EBM model mainly describes consumer behavior (Engel et al.) (Chen et al.,2017)and the service industry online and offline "The characteristics of websites with "1+1" marketing model, this study constructs a decision-making model of online and offline "1+1" marketing model to study the influencing factors that affect consumers' purchasing decisions in online and offline "1+1" marketing model. "1+1" marketing model website provides product service design. Explore the influence of different online characteristic factors on the transformation motivation of online and offline "1+1" marketing model; online consumers' perception of different perceived risks on online services, discount promotion websites, and online and offline "1+1" marketing model transformation to word-of-mouth websites. Motivation and influence on consumers' purchase intention of online and offline "1+1" marketing model. Many researchers have analyzed consumers from different perspectives such as word of mouth, price, website trust, perceived risk, and social business factors, but have not considered the needs of Internet users. The main purpose of this paper is to consider the influence of corporate reputation and corporate discounts on the online and offline "1+1" marketing model of this catering company on consumers' purchase intentions.

## 2. Literature Review

### *2.1 Online and Offline "1+1" Marketing Model*

Alex (2018) found the common point was the integration of online and offline models. Therefore, Alex referred to the online and offline models as Internet online and offline "1+1" marketing model; that is, the model is to find consumers on the internet, and then use physical stores to realize offline purchases. Stuary (2013) believed that the online and offline "1+1" marketing model of the Internet emphasizes the perfect integration of online transactions and offline experience, which is a product e-commerce that belongs to the tertiary industry service category. The online and offline "1+1" marketing model of the Internet has developed so far. Berkowitzr (2017) believes that the online and offline "1+1" marketing model of the Internet can be divided into four modes, namely online transaction to offline consumption experience mode, online Offline marketing to online transaction, offline marketing to online transaction and then to offline consumption experience, online transaction or marketing to offline consumption and then online consumption. It can be seen that the online and offline "1+1" marketing model of the Internet has opened up the communication between virtual and reality, and is always based on consumers' feelings (McDougall, 2017).

### *2.2 Consumer Buying Behavior*

In the purchasing decision-making process of consumers to meet their daily needs, the purchasing behavior of consumers is extremely complex, and can be divided into internal and external elements affected by many factors (Zhou, 2013). The internal elements include individual purchasing motivation, individual psychological needs and other external elements including social environment, cultural elements, brand image, purchasing channels, etc. Philip Kotler (2019) also holds the same view, that is, the influencing factors of consumer purchasing behavior are summarized into four aspects: personal, psychological, social and cultural. In order to deeply explore those external elements that affect consumers' purchasing behavior, Schiffman and Kanuk (2020) selected external environmental factors for discussion. The results show that external factors affect consumers' purchasing behavior through the three dimensions of class characteristics, cultural level, and corporate marketing methods. Make an impact.

### *2.3 Discount*

It is the concession and price reduction in the sale of commodities, and it is the price preference given by the seller to the buyer, but the discounts given or accepted by both the buyer and the seller must be clearly stated and recorded in the account. Price is a very important factor in influencing and attracting consumers to consider and buy a product. Discounted price means not only a price reduction, but also access to the same service through a differentiated price for the same product; it is a short period of time deducting a specific amount of money from the total price to increase sales and profits for consumers. Price discounts have a strong impact on high-priced products, affecting consumers and increasing the value of the product (Chen et al.,2012). Research has demonstrated that price affects consumers' willingness to buy (Alford & Biswas, 2002; Biswas et al., 2002; Jiang & Rosenbloom, 2005; T Arkiainen & Sundqvist, 2005). Increase the value of a product by offering discounted prices to attract consumers (Lichtenstein et al.,1990; Zeithaml,1988). In addition, price discounts will affect consumers' purchase intention and purchase quantity, and price discounts have a significant positive impact on consumers' purchase intention (Rizwan et al., 2013).

*2.4 Word of Mouth*

Refers to the praise of the public; generally, refers to the discussion of the public; the oral legend of the public is equivalent to a matter or organization that is often mentioned by the public. Word of mouth has long been considered one of the most influential sources of information for consumers (Katz & Lazersfeld, 1955). Because consumers are willing to share and discuss their products / services, brands with each other (Berger, 2013). Word of mouth is like informal communication between consumers about the characteristics of a product or service (De Matos & Rossi, 2008). Positive word-of-mouth occurs when consumers respond positively to a product or service, and negative word-of-mouth occurs when they respond unfavorably (Buttle, 1998). Word-of-mouth has better influence, and marketers place more emphasis on word-of-mouth than traditional marketing communication tools, which lag behind their efficiency (Nail, 2005).

*2.5 Perceived Risk*

Consumer online shopping behavior: The process of purchasing goods or services online through an e-commerce platform can be called online shopping behavior. This is a five-step process, similar to the shopping feature in traditional methods (Liang & Lai, 2000). A study by Shranck et al. (2006) showed that people who shop online are less technically risky than those who shop directly. The reliability of online resources depends on order receipt, timely response, and on-time delivery; and the security of customers' personal information (Janda et al., 2002; Kim et al., 2002; Parasuraman et al., 1988). Online shopping involves users searching, selecting, purchasing, using and processing goods and services online to meet their needs. Individuals encounter many risks when visiting and making online purchases. In fact, consumers experience high risks when shopping via the Internet compared to traditional retail transactions (Lee & Tan, 2003).

Perceived risk is the degree of risk a consumer perceives is a function of two main factors, the amount of stake in the purchasing decision, and the individual's subjective sense of certainty or partial amount of money that he / she will "win" or "lose" (Cox & Rich, 1964). It is also defined as the uncertainty of poor outcomes that consumers may make when making purchasing decisions (Naovarat & Juntongjin, 2015; T siakis, 2012), and the likelihood of dissatisfaction when purchasing a product compared to the buyer's goals (Zheng et al.,2012). perceived risk is a measure of unexpected dissatisfaction and disappointment with purchasing decisions based on purchasing goals, and thus it is a strong indicator of consumer behavior, as consumers are more likely to reduce possible failures than seek purchase achievement (Donni et al., 2018). Generally speaking, positive online shopping behavior will lead to the success of e-commerce transactions (Safie et al., 2019). When shopping online, there are several factors that contribute to perceived risk.

*2.6 Research Hypothesis*

According to the research of this paper, the credibility of the platform, the score of the enterprises on the platform (enterprise word of mouth), the strength of the online promotion of the enterprise, and the display of the online content of the enterprise have become the main external factors for consumers' purchasing behavior. In the online and offline "1+1:" marketing model environment, the platform is the environment for catering enterprises to carry out online and offline “1+1” marketing and the place where consumers come into contact with information. Platform credibility is very important, and platforms with high credibility have more credibility. More consumers can also attract more consumers, and consumers can also trust platforms with high credibility. Therefore, when consumers choose platforms, they are more inclined to platforms with high credibility. When consumers recognize a platform, they will be interested in the products and services recommended by the platform, which will lead to purchases. Ideas (Chen et al., 2017). In the process of actual research, the credibility of the platform is difficult to measure, and the platform with low credibility is difficult to have universal value when measuring subsequent factors. Therefore, when making assumptions, the author directly set the selected platform to have higher. The credibility of the product is trusted by the majority of consumers.

Corporate word-of-mouth refers to the degree to which catering companies have received recognition from other consumers within the platform that consumers see in the online and offline “1+1” marketing model environment. In the research of Han et al. (2019), it is shown that, In the online and offline “1+1” marketing model environment, consumers influence the company’s word-of-mouth by participating in the company's online word-of-mouth evaluation, thereby affecting the subsequent consumers’ trust in the company, and ultimately affecting the company’s development.

And according to the herd mentality, most consumers believe that the quality of products that receive a lot of trust from the whole group is often higher. Therefore, in the online and offline “1+1” marketing model environment, consumers are facing high corporate reputation, that is, high-rated catering companies. Oftentimes, they are more willing to go to the restaurant for consumption, which is helpful for catering companies to achieve online and offline conversion. That is to say, catering companies with high reputation have higher consumer preferences, and the perceived risks generated by consumers may be lower, making it easier to attract consumers and generate follow-up consumption. Catering companies with low reputation have lower consumer preferences, and the perceived risk of consumers may be higher, which is more likely to lead to the loss of consumers. Therefore, based on this, the following assumptions are made:

$H_1$: Both consumer preference and perceived risk have mediating roles between corporate reputation of catering companies and consumers' purchase intention.

Online promotion is an important factor affecting consumer behavior. The online and offline “1+1” marketing model environment has played a strong guiding role. Promotional activities are essentially a communication activity. Marketer (Information provider or sender) Send out a variety of information as a stimulus to consumption and deliver the information to one or more target objects (that is, information recipients, such as listeners, viewers, readers, consumers or users, etc.) to influence their attitudes and behaviors. (Han et al., 2019).This also shows that promotional activities will affect consumers' purchasing intention and purchasing behavior to a certain extent.

In the research of this paper, the main reason why catering companies use the online and offline “1+1” marketing model is to promote the overall flow of people and product sales in offline restaurants through the drainage of online platforms. Then in the process of using the online and offline “1+1” marketing model to attract traffic, grasping the psychology of consumers taking advantage can better help restaurants to attract traffic, and research has found that the greater the promotion, the greater the impact on consumers' willingness to buy, that is, catering companies with high discounts have higher consumer preferences, and the perceived risk generated by consumers may be lower, which is more likely to cause consumer purchase behavior; while catering companies with lower discounts have lower consumer preferences, The perceived risk generated by consumers may be lower, and the ability to use discounts to attract consumers is weak; based on this, the following assumptions are made:

$H_2$: Both consumer preference and perceived risk have mediating roles between catering companies' discounts and consumers' purchase intention.

In the face of consumers' personal preferences and perceived risks, because personal preferences are strongly influenced by consumers' own factors, it is difficult to control them during the experiment. Therefore, in the process of experiment development, it is uniformly assumed that consumers are at the very beginning. The preference of all the enterprises in the experiment is in the middle, and there is no obvious preference or dislike for a certain catering company.

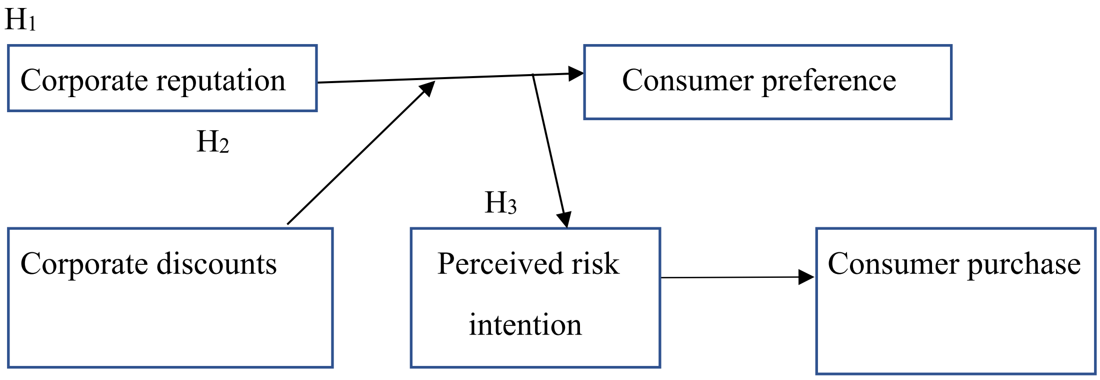
In terms of perceived risk, perceived risk represents the uncertainty of decision-making, and in the process of consumer buying behavior, perceived risk exists at every stage. Mitchell's research shows that consumption at all stages of purchase. The risks perceived by consumers are different. At the stage of confirming needs, if there is a service or product that cannot quickly solve consumer risks, the overall perceived risk of consumers will skyrocket. The overall perceived risk of consumers will begin to decrease, and in the program evaluation stage, as consumers continue to confirm the program, the perceived risk of consumers is also decreasing. Before making a decision, due to the uncertainty of the decision, consumers The perceived risk will rise to a certain extent, and after the consumer behavior is confirmed, the consumer's perceived risk will change with the customer's satisfaction with the products and services they consume. (Xiao et al., 2018)

Due to the constant changes of consumers' perceived risk in purchasing behavior, this paper studies the influence of perceived risk on the consumption willingness and consumption behavior of consumers in catering enterprises under the online and offline "1+1" marketing model. Judging as a whole, without making assumptions based on fluctuations in a certain stage of purchase behavior. Consumers perceive a lower risk of a catering company on the platform, and consumers are more likely to appear willing to buy and generate consumption behavior. However, if consumers perceive a higher risk of a certain catering company on the platform, consumers are not likely to appear willing to buy, and the possibility of consumption behavior is also weak. Based on this the following assumptions are made:

$H_3$: Consumers' perception of risks to a catering company on the platform will positively affect their willingness to buy.

**Figure 1**

*Research Hypothesis*




## 3. Methodology

### *3.1 Variable Definitions*

In the online and offline "1+1" marketing model decision-making model, the factors that affect consumers' purchase behavior are mainly environmental factors, individual differences and risk perception. Among these three influencing factors, environmental factors and individual differences belong to independent variables, and risk perception belongs to intermediate variables, which will ultimately affect the dependent variable of consumer purchasing behavior. Among the environmental factors, the variables that will really affect consumers' shopping decisions are mainly the credibility of the platform, the scores of the companies on the platform (company word of mouth), the strength of the company's online promotion, and the display of the company's online content. When studying the influence of consumers' individual differences on consumers' shopping behavior, it mainly analyzes consumers' perceived risks, and puts forward effective suggestions by controlling effective variables. Therefore, the variables that really play an initial role in the final are the credibility of the platform, the score of the companies on the platform (company word of mouth), the online promotion of the company, and the display of the company's online content. The intermediate variables are consumers' personal preferences and risks. Perception. among them, the credibility of the platform refers to the public's recognition of the platform. The score of an enterprise on the platform (enterprise word of mouth) refers to the final result of the rating of the catering enterprise by the original enterprise consumers on the platform, which represents the evaluation of the catering enterprise by historical consumers. Enterprise online promotion refers to the catering company's discount on the restaurant's food on the platform. The main discount methods are package discounts, discount coupons, and group purchase prices. The company's online content display refers to the catering company's display of products in the restaurant on the online platform. Generally, the display content should include menu, restaurant environment, meal prices and other content. Consumer personal preference refers to the consumer's individual preference for the products and services provided by the catering company. Risk perception refers to the risk of a gap between consumers buying a product and their own expectations. This paper adopts data analysis and model testing. First, descriptive statistical analysis was carried out on the survey samples of this study; quality analysis of the data: reliability and validity analysis; correlation analysis was carried out again, and it was concluded that under the online and offline "1+1" mode, the consumer purchasing behavior Finally, according to the conclusion of the empirical analysis, the test results of the research hypothesis are explained, and the initial research model is further revised.

*3.2 Hypotheses*

The data comes from the restaurant industry. Representative websites of the restaurant industry were selected for the study. For example, the review Website-Damping website and the group buying website-Meituan. As the catering service industry has many advantages in the field of online and offline "1+1" marketing model (Roh & Park, 2019), the online and offline "1+1" marketing model is conducive to the innovative development of the catering service industry, reducing costs, Enhance brand awareness. This study analyzes the online characteristic factors of discount promotion and word-of-mouth from the perspective of consumer purchase decision, and examines the relationship between online characteristic factors, online and offline "1+1" marketing model conversion motivation and consumers' purchase intention, and verifies the hypotheses $H_1$,$H_2$, $H_3$,can answer the following three questions: whether online consumers have explored different online characteristic factors when choosing online services, online and offline "1+1" marketing model conversion motivation and online. What is the source of motivation for the conversion of the "1+1" marketing model? (He et al., 2021)

*3.3 Reliability Analysis*

Reliability analysis is an effective analysis method to measure the stability and reliability of a comprehensive evaluation system. The results of reliability analysis can indicate consistency, reproducibility and stability. A good measurement tool should produce low error in repeated tests. The reliability analysis of the questionnaire includes internal reliability analysis and external reliability analysis (Wang, 2016). There are various methods of reliability analysis, such as Alpha reliability and split-half reliability. The reliability coefficient is calculated by different methods, and then the reliability coefficient is obtained (Chen, 2016).

## 4. Expected Research Contribution

This study will explore the positive and negative correlation between word-of-mouth and low-discount promotion and other factors in the purchase decision-making process through online users purchasing through the website platform, and studies the key attributes created in the purchase decision in detail. The expected contribution of this paper is to consider this catering. The online and offline "1+1" marketing model of enterprises affects consumers' purchasing decisions by two factors, thereby promoting the conversion efficiency of catering enterprises in the process of using online channels.

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# Study on the Intercultural Communicative Competence of Chinese International Students at a Thai University

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**Abstract**

This study aims to survey the intercultural communicative competence of Chinese international students enrolled in a Thai university. By employing the Intercultural Communication Competence Self Rating Scale (ICCSRS), 213 students respond to the questionnaire. The result shows that the overall level of intercultural communicative competence is at a moderate level. The attitudes dimension and sociolinguistics competence dimension are at a high level. While the other dimensions of intercultural communicative competence: linguistic competence, discourse competence, strategic competence, awareness, and skills are at a moderate level. The knowledge dimension is at a low level. For gender groups, age groups, and experience of living abroad groups, there are significant differences in intercultural communication competence levels between or within groups. For living area groups the difference is not significant. Based on the results, suggestions for teachers and further studies are proposed.

**Keywords**: Intercultural Communicative Competence, Chinese International Student, Intercultural Communication Competence Self Rating Scale (ICCSRS)

## 1. Introduction

Language and culture cannot be separated from each other. Culture is penetrated in communication and provides the background knowledge to master communication. To deal with business, academic or other affairs in a globalization context, people are involved in interaction with others who have different nationalities, first languages, identities, and races.

Byram (1997) defines intercultural communication competence (ICC) as the ability to appropriately and effectively communicate and interact with others from different cultural backgrounds. High competence in intercultural communication is more likely to help people to be succeeded in communication in various situations. Scholars (Byram, 1997; Schenker, 2012; Vu, 2021) have confirmed the importance of ICC. Being proficient in a language does not necessarily mean that one is successful in communicating with people from diverse cultural backgrounds. Language speakers need to know the language and the culture embedded in the language and show respect to other cultures. According to Vu (2021), Asian students are described as "needy, problematic, passive" from a global perspective. They are unfamiliar with learning cultures and lack personal motivation and willingness. ICC improves students' international engagement and employability skills, which benefit them in being competitive global citizens.

Studying abroad is a recognized way to improve students' ICC (Wolff & Borzikowsky, 2018; De Hei et al., 2020). It provides students the opportunities to approach knowledge and skills related to other cultures that are beyond the boundaries of their original ones. In this study, the Chinese international students refer to a group of Chinese undergraduate students who are enrolled in an accredited university located in Bangkok, Thailand. Being international students, they are supposed to strengthen their ICC via the overseas education experience such as face-to-face class interactions, different traditional festivals, dialogue with tourists at attractions, and participation in community activities. However, they are different from study abroad students in other previous studies in terms of actually physically living abroad experience, specifically explained as influenced by the COVID-19 travel restriction, most of them stay at home country but not in the host country, Thailand.

ICC is not born with and fixed. It can be acquired and developed via various pedagogical methods (Wolff & Borzikowsky, 2018). Therefore, the significance of this study is first, to present the empirical results of ICC overall level and each dimension level of Chinese international students. Second, to provide implications for teachers and administrators on course design for further improving students' ICC.

### *1.1 Intercultural Communicative Competence: Concepts, Models, and Measurements*

Many scholars (Byram, 1997; Fantini et al., 2001; Deardorff, 2006) defined the terminology of ICC from their focus perspectives. The most cited one is Byram's (1997) definition that intercultural communication competence as the ability to appropriately and effectively communicate and interact with others from different cultural backgrounds. One point to notice is that terms such as communicative competence (CC), intercultural competence (IC), and intercultural sensitivity (IS) are always appearing in the studies of ICC. Even though they have different definitions and focuses, sometimes they are used interchangeably (Deardorff, 2006). Bennett and Bennett (1993) proposed the Developmental Model of Intercultural Sensitivity (DMIS) which shows how people develop IS through six steps: denial, defense, minimization, acceptance, adaptation, and integration. Byram's (2000) intercultural communication competence model is another well-known model. It presents ICC as three components: knowledge which includes cultural awareness and cognition on culture-related information, skills which refer to the ability to apply the knowledge in a specific context, and attitudes which mean respect to other cultures, recognizing the differences, and tolerance the differences.

According to Fantini (2020), there are at least 140 measurements for ICC such as the Cultural Intelligence Scale (Van Dyne et al., 2008), the Intercultural Adjustment Potential Scale (Matsumoto et al., 2001), the Multicultural Personality Questionnaire (Van der Zee & Van Oudenhoven, 2001). There is a common acknowledgment that no one existing ICC measurement is suitable for all research contexts because people from different countries have their own characters in terms of ICC knowledge, attitudes, and skills. Therefore, this study employs an assessment for evaluating Chinese students' ICC. The Intercultural Communication Competence Self Rating Scale (ICCSRS) (Lei, 2020) includes two dimensions: (a) communicative competence which consists of linguistic competence, sociolinguistics competence, discourse competence, and strategic competence, and (b) intercultural competence which is comprised by intercultural knowledge, attitudes, awareness, and skills. The details of each dimension will be explained in the following method section. This model has been verified by studies in the Chinese context (Hua, 2019; Lei, 2020). As Bremer (1996) confirmed that the linguistic factors such as mispronunciation, mishearing, or unfamiliarity that trigger comprehension problems in intercultural interaction, the ICCSRS which includes linguistic proficiency dimension is more comprehensive than other measurements that without considering the linguistic perspective.

### *1.2 Factors that Influence Students' Intercultural Communicative Competence*

Previous studies show that factors such as gender, age, living area, and foreign experience may lead to a difference in students' ICC levels. For example, though studies (Gholami et al., 2021; Vu, 2021; Tuncel & Aricioglu, 2018) on students from countries other than China found that gender is not a factor that affects ICC level, Lei (2020) got a different result that Chinese female students have a significantly higher level of ICC than male students. Zhang and Han (2019) found that students who are older perceived a higher level of ICC. Tuncel and Aricioglu (2018), Zhang and Han (2019), and Lei (2020) found that students who spent most of their lives in a metropolitan or have direct interactions with people from other cultural backgrounds have higher ICC levels. Therefore, this study will examine whether Chinese international students of different gender, ages, living areas, and foreign experiences perceive a different level of ICC.

### *1.3 Research Questions*

The research questions are (a) what are the overall ICC level and the level in each dimension of Chinese international students? (b) what are the differences in the overall ICC level between different demographic groups in terms of gender, age, living area, and foreign experience.

## 2. Methodology

### *2.1 Research Design*

This research is designed by using a quantitative approach. An online questionnaire is used to collect the quantitative data from Chinese international students to know (a) the overall ICC level and the levels of it each dimension of Chinese international students, and (b) the differences in the overall ICC level between different demographic groups.

### *2.2 Sampling and Participants*

The questionnaire was posted online and opened to students. According to Fricker (2016), the sampling method for an online survey should be relevant to the contact mode. Therefore, a systematic sampling method was used. The link was given to 225 Chinese students. The purpose of the survey was explained to students. The detailed information about participants will be stated in the result part.

### *2.3 Instrument*

This study employed a questionnaire that comprises two parts. Part 1 is the demographic information that includes gender, age, living area, and experience of living abroad. In this research, living area refers to whether a student lives in an urban or rural area. Experience of living abroad means whether a student has experience of living in any country other than China, including but not limited in Thailand. Part 2 is the Intercultural Communication Competence Self Rating Scale (ICCSRS) (Lei, 2020). It is a 50 items 5-point Likert scale questionnaire that includes two dimensions: communicative competence and intercultural competence. The first dimension, communicative competence, further includes linguistic competence, sociolinguistics competence, discourse competence, and strategic competence. Linguistic competence focus on five skills of a language learner: listening, speaking, reading, writing, and translation. It includes 12 reverse items such as 'the difficulty with my listening is that the other party speaks too fast and I can't react'. Sociolinguistics competence considers the ability to use language in a specific social context. It includes 5 items, such as 'I can adjust my ways of speaking according to different communication situations'. Discourse competence evaluates speakers' ability to communicate in a discourse properly. It has 3 items such as 'I can choose the right topic when communicating with people from different cultures. Strategic competence includes 8 items, among them, No. 1, 2, and 5 are reverse items. It relates to alternative strategies when encountering difficulties in communication. For example, 'when I encounter words that I cannot remind, I will choose other words with similar meanings instead'. The second dimension the intercultural competence dimension is comprised of intercultural knowledge, attitudes, awareness, and skills. Intercultural knowledge contains 11 items. It considers knowledge of other cultures. No. 1 to No. 6 items are reversed. For example, 'when communicating with people from different cultures, I understand the customs and habits of the other culture'. Attitudes mean whether a speaker is willing to interact with people from different cultures. It includes 4 items such as 'I like to actively communicate with people from different cultures. Awareness has only two items and the second item is reversed. For example, 'when communicating with people from different cultures, I am good at observing cultural differences between each other'. Skills include 5 items, and No 3,4, and 5 are reversed. For example, 'when interacting with people from different cultures, I can get along well with each other'. In each item, there have 5 choices ranging from 1 to 5, representing strongly disagree, disagree, neutral, agree, and strongly disagree respectively. All reverse items will be manipulated before running data analysis.

According to Best and Kahn's (1998) criteria, the ICC levels were considered from the mean score and were divided into 5 levels: Highest (4.21-5.00), High (3.41-4.20), Moderate (2.61-3.40), Low (1.81-2.60), and Lowest (1.00-1.80). A higher mean score indicated a higher level of ICC.

*2.4 Data Collection and Analysis*

The questionnaire was presented on an online platform and the link was given to students. At the beginning of the questionnaire, the purposes of the study were stated. Students have two weeks for giving their answers. 213 valid responses were collected. The response rate was 95%. Data were analyzed by statistical software. ICC levels were tested by mean score and the differences in ICC between groups were examined by T-test and one-way ANOVA.

## 3. Results

*3.1 Demographic Information*

Demographic information on gender, age, living area, and experience of living abroad were analyzed by frequency and percentage. The results showed that among 213 students, male students accounted for 57.3% and female students accounted for 42.7%. 79.3% students aged between 18-22 years, while other 8.9% and 12.2% aged lower than 18 years or beyond 22 years. As for the living area, 56.8% of students come from urban families, the other 43.2% of students come from rural families. 21.6% of these students have never been abroad, 44.6% of them have foreign living experience less than one year, and 33.8% of them stay abroad more than one year.

*3.2 Intercultural communicative competence levels*

As shown in table 1, the overall mean score of ICC was 3.36. According to Best and Kahn's (1998) criteria, this result meant Chinese students' self-perceived ICC was at a moderate level. In detail, the mean scores in 8 dimensions of ICC was 3.18 (linguistic competence), 3.42 (sociolinguistics competence), 3.27 (discourse competence), 2.85 (strategic competence), 2.52 (knowledge), 3.74 (attitudes), 3.21 (awareness), and 2.98 (skills) respectively. This result demonstrated that the attitudes dimension got the highest mean score, while the knowledge dimension got the lowest mean score. The attitudes dimension and the sociolinguistics competence dimension were at a high level. Linguistic competence, discourse competence, strategic competence, awareness, and skills dimensions were at a moderate level. The knowledge dimension was at a low level.

**Table 1**
*Mean Scores of ICC*

| ICC Dimension | Mean | SD | Level of ICC |
|---|---|---|---|
| Linguistic competence | 3.18 | 0.65 | Moderate |
| Sociolinguistics competence | 3.42 | 0.63 | High |
| Discourse competence | 3.27 | 0.58 | Moderate |
| Strategic competence | 2.85 | 0.62 | Moderate |
| Knowledge | 2.52 | 0.48 | Low |
| Attitudes | 3.74 | 0.52 | High |
| Awareness | 3.21 | 0.61 | Moderate |
| Skills | 2.98 | 0.54 | Moderate |
| **Total** | **3.36** | **0.62** | **Moderate** |

*3.3 Intercultural Communicative Competence Level in Different Groups*

To test whether there has any difference in the overall ICC existed between demographic groups, t-test and one-way ANOVA were processed in terms of gender, age, living area, and experience of living abroad. The results were shown in table 2, table 3, table 4, and table 5.

**Table 2**
*ICC in Gender Groups*

| | Mean (SD) | | T | P-value |
|---|---|---|---|---|
| Gender | Male | Female | | |
| ICC | 3.06 | 3.27 | -6.28 | 0.025 |

As table 2 showed, the overall ICC mean scores for male students and female students were 3.06 and 3.27 for each. The p-value was 0.025 which meant the difference between male and female students on ICC was statistically significant.

**Table 3**
*ICC in Age Groups*

| | Mean (SD) | | | F | P-value |
|---|---|---|---|---|---|
| Age | <18 | [18,22) | >=22 | | |
| ICC | 2.91 | 3.05 | 3.12 | -2.36 | 0.027 |

Table 3 showed that the overall ICC mean scores for students aged below 18 years, between 18 and 22 years, and above 22 years were 2.91, 3.05, and 3.12 respectively. The p-value equaled 0.027 which meant the differences between age groups were statistically significant.

**Table 4**
*ICC in Living Area Groups*

| | Mean (SD) | | T | P-value |
|---|---|---|---|---|
| Living Area | Urban | Rural | | |
| ICC | 3.33 | 3.01 | 1.59 | 0.129 |

Table 4 showed the overall ICC mean scores of students who come from different living areas.

Students who come from urban areas got a higher mean score at 3.33, while students who come from rural areas got a mean score of 3.01. However, the p-value was at 0.129 which meant the differences between living area groups were not statistically significant.

**Table 5**
*ICC in Experience of Living Abroad Groups*

| | Mean (SD) | | | F | P-value |
|---|---|---|---|---|---|
| Foreign Experience | Never | <1 year | >=1 year | | |
| ICC | 3.08 | 3.11 | 3.23 | -0.86 | 0.034 |

Table 5 showed the overall ICC mean scores of students who have different experiences of living abroad. Students who have never lived abroad got the lowest ICC mean score at 3.08, students who have experience of living abroad for less than 1 year got a mean score of 3.11, and students who have experience of living abroad for more than one year got the highest mean score at 3.23. The p-value was 0.034 which meant the differences between groups were statistically significant.

## 4. Discussion

The data on the overall level of ICC, levels of its 8 dimensions, and the comparison of the overall level of ICC in different groups got some results that were consistent with the previous studies. The detailed discussion is as follows.

### *4.1 Intercultural Communicative Competence Levels*

Chinese students' overall ICC was at a moderate level (mean = 3.36). Lei (2020) conducted a survey on Chinese EFL students and also found that the overall ICC level was moderate. The consistency of results may indicate that Chinese students have ICC to some extent but it is not enough for them to successfully participate in intercultural communication.

In this research, the highest mean score among the 8 dimensions of ICC was the attitude dimension which measures whether students are willing to interact with people from different cultures and whether they are interested in others' cultures. This result positively suggests teachers integrate more intercultural content and activities into learning and students' campus life.

The other dimension at a high level was sociolinguistics competence (mean = 3.42) which considers the ability to use language and communication properly in a specific social context. This result reveals that some skills of communicating in the native language may be beneficial to foreign language communication.

Another result also demonstrated the necessity to provide intercultural communication instruction to students. That is, among the 8 dimensions of ICC, the knowledge dimension got the lowest mean score at 2.52. Compared with the attitudes dimension, this result implicated the researchers that though students are willing to be involved in intercultural interaction, the lacking of knowledge of a different culture could be the barrier. Further instruction may be provided on foreign histories, literature, politics, taboos, customs, and lifestyles.

### *4.2 Intercultural Communicative Competence Levels in Different Groups*

The result of the mean comparison of the gender groups showed that there was a statistically significant difference between male and female students on ICC, moreover, female students got a slightly higher level than male students. This result was consistent with previous studies (Lei, 2020; Hua, 2019). It could be understood as females tend to be intuitive thinking, open-minded, and more inclusive than males so they have a higher level of ICC. However, other studies found males and females did not have a significant difference in ICC (Gholami et al., 2021; Vu, 2021; Tuncel & Aricioglu, 2018). Therefore, the influence of gender factors on ICC is worth further study.

Among three age groups, the eldest age group got the highest ICC. The result of the mean comparison of the age groups showed that there was a statistically significant difference between groups. This result was in line with previous studies (Sevimel-Sahin, 2020; Zhang and Han, 2019) that revealed students have higher ICC levels as their age increases.

Similarly, students who come from urban areas have a higher level of ICC than students who come from urban areas. But the result of the mean comparison of the living area groups showed that there was no statistically significant difference in each group. This result was consistent with the previous study. Lei (2020) found that Chinese students from urban areas got a little higher level than students from rural areas and the difference was also insignificant. One possible explanation is that there are various ways to approach foreign culture products and practices. For example, the internet, imports merchandise, movies, music, and western festivals. Living areas might not be a limitation for students to develop their ICC.

People believe students who have foreign living experience will have a higher level of ICC since they are exposed to people from different cultural backgrounds. As Wolff and Borzikowsky (2018) stated that a couple of empirical studies verified the positive impact of international experiences on ICC. The result of this study also verified that students with the experience of living abroad got a higher level of ICC, and the ICC level is higher as they spend more time living abroad. Therefore, studying abroad could be a proper way for Chinese students to develop ICC.

## 5. Conclusion and Suggestion

The purpose of this study is to survey Chinese international students' intercultural communicative competence (ICC). By employing the Intercultural Communication Competence Self Rating Scale (ICCSRS), a questionnaire that was developed to measure Chinese students' ICC. 213 students were investigated. The overall level of ICC was at a moderate level. In terms of the 8 dimensions of ICC, the attitudes dimension and sociolinguistics competence dimension were at a high level, while linguistic competence, discourse competence, strategic competence, awareness, and skills were at a moderate level. The knowledge dimension was at a low level. There were significant differences between different genders, ages, and experiences of living abroad groups on ICC levels, but no significant differences between living area groups.

Based on the above results, this study proposed the following suggestions in terms of methods to develop students' ICC and further research. To help Chinese international students to develop their ICC, teachers, and administrators are suggested to (a) provide courses or workshops on intercultural knowledge, (b) create chances to make students participate in local community activities which can cultivate their intercultural awareness, skills, and other communicative competences, and (c) focus on students' language proficiency as the foreign language is the bridge for intercultural communication. Further studies are suggested to (a) explore ICC more measurements that are suitable for Chinese students who are studying abroad, and (b) conduct individual or focus groups interviews to understand students' intercultural communication experiences in detail.

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# The Historical Process of Chinese Language Education in Thailand from the Perspective of Language Policy and its In-Depth Influence on the Belt and Road Advancement

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**Abstract**

Based on combined methods of literature review and qualitative research, the author has caught on to the direct impact of Chinese language's "positioning "on Thailand's interior Chinese language policy, thus recommending accordingly that for Thailand, both a long-term vision and an overall view are essential when formulating its characteristic language policy in unremitting pursuit of the balance of "unity" and "diversity"on a steadfast basis of correct "positioning" of Chinese language, and that closer interaction and exchange on involved language policies are supposed to be enhanced between both nations for fear of missing the precious historical chance of "the Belt and Road initiative".

**Keywords**: Language Policy; Positioning; Chinese Language Education; the Belt and Road Initiative

## 1. Introduction

Along with the emigration of Chinese into Thailand, Chinese language education emerged and developed tortuously within this country and has slogged on a particularly bumpy road in modern times, partly due to its certain suppressible language policies on Chinese language. Nevertheless, owing to changes in the global situation as well as in the bond between China and Thailand, another vigorous and prosperous spring has arrived for Chinese language education after renewed positioning of Chinese language and adjusted language policy in the latter nation, yet greater driving force still remains indispensable if further development is expected. Additionally, the concept of "deglobalization" is being putting into practice in a considerable amount of countries, and that the confusing situation of the unprecedented COVID-19 pandemic.

Meanwhile, China has achieved fruitful accomplishments during the past 8-year "Belt and Road Initiative "in cooperation with the vast majority of participating countries, including Thailand. However, resistance has been encountered in the in-depth advancement between China and Thailand following their deeper-seated collaboration, and "ineffective communication "caused by language barriers as well as cultural collision is one of the cruxes. Hereafter, brighter development in both nations is highly likely to sustain and prosper once they have broken through the in-depth predicament hindering in their "Belt and Road Initiative" cooperation.

## 2. Literature Review

### *2.1 Relevant Research*

In the late 1950s, American scholar Einar Haugen first proposed “Language Planning” with language policies discussed. “Language policy, a national status plan for the accomplishment of its national construction, reflects the domestic demand for reinforcement in both national consciousness and ethnic emotions, thus upgrading into a crucial means in terms of strengthening the national unity” (Wardhaugh,1986). Meanwhile, several scholars deem language policy as “an oriented and directive stipulation for the implementation of a country’s language planning” (Lao,2004). It was not until Dennis Ager that a clearer distinction was confirmed between “language planning” and “language policy”: the former means “unofficial activities undertaken by individuals or groups” while the latter mostly refers specifically to “official actions” (Ager,2001).

Through longitudinal analysis on the development of language policy, scholars have recognized the close tie between language policy and “nation-state”. Herder in his “On the Formation of Language” published in 1772 pointed out the association between language and nation. France, widely regarded as the first “nation-state” after the Revolution in 1789, established its political principle and concept accordingly, namely “one country, one nation, and one language”. Since “national language” was lifted to the same level as “nation” and “country”, its language planning and language policy, with thick political complexion added, have evolved into major issues concerning the country as well as the nation. “Before selecting a specific language to foster the national unity and solidarity on the day of independence, many ‘nation-states’ emerged in modern times tend to explicit the definition of nation via language, either a formal language or a regional dialect” (Chen, 2008).

Additionally, horizontal studies have also been conducted among researchers on language policies of various countries, probing into the language policy differences existing in diverse countries and regions. From the perspective of human rights, some researchers divided the language rights of individuals into five layers, namely “suppression of language rights”, “tolerance”, “non-discrimination”, “permission” and “acceleration of language rights” (Phillipson & Tove, 1995). Deutsch (1975) classified the language policy of each country into three categories, namely “seeking integration or assimilation”, “allowing independence or establishing a regional autonomous government” and “advocating pluralism.” In the view of language policy practice, most of the “nation-states” which had emerged in modern times give their preference to the “assimilation” policy due to varying factors; whereas multiculturalism, out of reflections on World War II, sprang up in Europe and promptly rippled across the whole globe, with pluralism gradually replacing unitization in their national policy.

As for the local Thai scholars, their focus of language policy was, in most cases, on the historical process and current situation of how Thai language turned into the national common language bit by bit. By sorting out the entire evolving process of education-correlate language policy issued by Thai government from 1937 to 2016, Hengsuwan (2018) discovered the continuous conventional practice of deeming Thai language as not only the common language but also the principle medium in teaching. Based on compiling the individual language policy of several Asian countries, Liddicoat and Kirkpatrick (2020) provided a detailed introduction to the history and current situation of Thailand's language policies, most of which centered on English. There also appeared an escalating trend of studies on Chinese language education in Thailand as a result of scholars’ expanding attention. Manomaiviboon (2004) categorized the history and current situation of Chinese Chinese education in Thailand. By selecting a number of students majoring in Chinese language in Khon Khean University as the research object, Wuttiphan and

Ting (2013) investigated the motivational factors which had propelled the “Chinese mania” in Thailand in recent years.

Concerning the studies of language policy in China, a rapid expansion has been witnessed regardless of the late beginning. The article of Gao (1995) analyzing the history and current situation of Chinese language education in Thailand could be considered as an earlier one which mentioned the influence of language policy on Chinese language education in Thailand; Guo (2017) in a paper about the Chinese education environment in Malaysia, emphasized the importance of language policy research, and hereby put forward the concept of “Chinese language planning” subsequently; Cun (2006) outlined a complete and clear development roadmap for Chinese language based on the analysis of policy changes; Worachaiyut (2012), a Thai scholar, evaluated the particularity of Chinese language policy in Thailand; Wu (2013) asserted the crucial impact of Thailand’s language policy on the spreading of Chinese language after exploring in his/her master’s thesis the dissemination of Chinese language in Bangkok area; Tan (2015) not only teased the evolving progress of Thailand’s language education policy from the middle of the 19th century, but also commented on the influence of language policy on Chinese language education in Thailand to some extent.

## 3. Research Methodology

### *3.1 Literature Research Method*

A large amount of historical materials, journals, dissertations and online resources, either in Chinese, English, or in Thai, have been scanned and reviewed in this paper connected with such topics as language policy, Chinese language education in Thailand, and “the Belt and Road Initiative”.

### *3.2 Qualitative Analysis*

In addition to integrating historical materials on both Thailand’s language policy and Chinese language education, methods of induction and comprehension have also been applied when summarizing and evaluating all the materials collected.

## 4. Research Result

### *4.1 Language Policy in Thailand*

The inscription of Emperor Ramkhamhaeng in 1292, the earliest documentation about Thai language which could be observed as the origin of Thai language policy, recorded the creation of Thai language characters and introduced the interpersonal bond between Thai and Pali. Before 1918, Thailand’s language policy was focused on a few mandatory measures. For example, during the reign of King Rama IV (1804-1868 AD), the traditional Khmer script was replaced in writing with Thai alphabet in relation to Buddhism or important affairs. Whereas in the course of King Rama V’s reign (1853-1910 AD), the central Thai language was stipulated as the single language applied to educate the public; furthermore, missionaries were allowed to run schools in Thailand and foreign teachers were encouraged to work here during this period. After 1918, language-related policies were continuously put forward and enhanced bit by bit, such as the Regulations on Private Schools carried out by the government in 1918, Compulsory Education Act in 1921, Regulations on Private Schools in 1936, Thailand’s Customs Act in 1939, and Education Act in 1997. The main idea of all the policies above aimed at strengthening the dominant position of Thai language while suppressing and restricting the minority languages within the territory of Thailand with constant adjustments according to both domestic and foreign variations.

With the arrival of the new millennium, numerous scholars and critics suggested that “multiple” culture and multilingualism should be accepted in Thailand in the face of the transformed global pattern. In consequence, a respectable number of attempts were tried with regards to Thailand’s language policy. To be specific, the draft of Thailand’s Language Policy in 2010, as the first specialized bill of its national language policy, stipulated explicitly the protective measures towards its domestic languages other than Thai language, and emphasized the significance of other languages of neighboring countries and of the key economies, aside from English, in its foreign language education. In Thai Constitution Amendment of 2016, the 27th item acclaimed that “all Thais are equal regardless of gender (male or female), region, race, language, age, political orientation, religion and educational background”, the first time for the term “language” to be mentioned in the Constitution. To motivate the citizens to learn Chinese, the Thai Ministry of Education launched the Strategic Plan of Accelerating Chinese Language Teaching in Thailand to Raise National Competitiveness (2006-2010)”. Nevertheless, the unitary Thai-dominated policy which has been adhered to for a long term remains the current mainstream, leaving the "multiplied" language policy still a long way to go.

*4.2 Flowing Deformation in Chinese Language Policy of Thailand*

Thailand, at different stages, tend to formulate and adjust its Chinese language policy according to both the domestic social requirement and the ever-changing international status. By integrating comprehensive references with surveys from other scholars, this paper summarizes and divides Thailand’s Chinese language policy into the following five stages:

*4.2.1. Prior to the Year of 1918: Period of Policy Gap and Effective Management*

The demand for education among the Chinese community settling in Thailand gradually came forth as more Chinese people immigrated here, facilitating the prosperity of educational organizations of Chinese language throughout Thailand.

On the grounds of the unstable Chinese population, moderate scale of Chinese community in Thailand, and the historical relationship between China and Thailand, neither restrictions nor clearly documented supervision policy were implemented on Chinese language education by the Thai government which, considering the fact that Chinese language education merely prevailed in the Chinese community, did nothing but carry out limited handing on it; take the political stage of King Rama V (1868-1910) as an illustration, Chinese schools in those days were divided into “private schools”, “private home schools” and “special private schools”.

*4.2.2 From 1918 to 1932: Period of policy launching with loose implementation*

This period, in the midst of the establishment of Chinese language schools in Thailand, witnessed a rare but rapid prosperity in both Chinese language education and relevant schools. “In 1925, there were in Thailand merely approximately 30 Chinese language schools, the number of which surged to 188 In 1929. At that time, those schools, which mainly enrolled the children of overseas Chinese, concentrated predominantly on Chinese language teaching in accordance with Chinese schooling system, courses and textbooks as well” (Editorial committee of Dictionary of Education, 1990).

In 1918, the government promulgated *Regulations on Voluntary Schools*, stipulating that "all schools nationwide are required to set up Thai language courses in accordance with the official model and implement controlling measures so as to curb the expansion of other languages; moreover, only Thai language teaching projects are qualified for educational funding from the government, and only by popularizing the use of Thai language in each city and province can stand a chance in economic, social as well as political advancement" (Editorial committee of Dictionary of Education,1990). In 1922, Implementation *Regulations on Compulsory Education* was released, ordering that "all Thai children aged from 7 to 14 are obliged to accept the four-year elementary education in Thai language" (Editorial committee of Dictionary of Education, 1990). With the promulgation of these two bills, the Thai government set about supervising, controlling, and restricting Chinese language schools through distinct laws and policies, but comparatively loose in real execution.

*4.2.3. From 1932 to 1975: Period of Perennial Assimilation Policy*

Since 1932, the Thai government had set about advocating the language "assimilation" policy which was manifested in the stringent implementation of existing laws as well as in the ceaseless introduction of other restrictive regulations and administrative measures, marking these 40 years or so the most suppressed period for Chinese language education in Thailand.

In 1936, the Thai government put the new-version *Regulations on Voluntary Schools* into force, claiming that "all courses must be offered in Thai language, and all subjects taught in other languages must be approved by the Thai Ministry of Education" (Editorial committee of Dictionary of Education,1990). At the end of 1947, the Phibunsongkram government, which came back to power, practiced the pro-US but anti-China policy, specifying that "in the light of the Regulations on Voluntary Schools which forbade the funding of any middle schools, Chinese language schools at all levels (with a maximum of merely 2 such schools in every province), whose heads or principles must be Thai, are ordered to complete their registration within a specified deadline, and are authorized to offer Chinese language courses simply to the fourth-grade pupils and below" (Editorial committee of Dictionary of Education,1990). Till 1952, the Thai Ministry of Education limited the duration of all Chinese language courses to 10 hours per week, whereas for those government-subsidized Chinese schools, within 6 hours every week; and later narrowed down to only 5 hours in 1980 for all Chinese schools.

*4.2.4. From 1975 to 1989: Period of Generally Completed Assimilation and Policy-Transformation Preparation*

On July 1, 1975, the bond between Thailand and China came back to normalization as the former issued a joint announcement of diplomatic establishment with the People's Republic of China.

Not a long phase as it was, tremendous changes concerning the bond between these two countries were on the way in spite of not enough related policies and the seemingly peaceful atmosphere. In terms of language policy, there was a downward trend in formulating new restrictive policies; on the contrary, looser implementation of the original restrictive policies were conducted and some favorable measures were introduced gently.

*4.2.5. From 1989 up to Now: Period of Support in Policy and Vigorous Promotion of Chinese Language as a Foreign Language*

In November 1989, the Thai Minister of Education convened a meeting among representatives of each Chinese community and of Chinese schools throughout Thailand, reaching the consensus that "both capital funding and faculty resources are supposed to be sought from the government in view of the reality that Chinese teaching has not yet yielded any trouble to Thailand's social stability, but instead is conducive to its social and economic prosperity." Hereby the Thai government has completely changed its restrictive attitude towards Chinese language education ever since then.

In 1992, the cabinet meeting of Thailand approved a governmental plan proposed by the Ministry of Education to loosen requirements on Chinese language education, ordering that "Chinese should be officially appointed as a foreign language which enjoys the same status as English, Japanese, French, and German." At the same time, a series of policies and regulations in promotion of Chinese language were announced, officially marking the necessity of Chinese language as a vital foreign language subject in Thailand and the equal chance it obtained in policy making as other foreign languages to get boosted. In 2005, the Thai Ministry of Education launched another pivotal policy *Thailand's Strategic Plan of Promoting Chinese Language Teaching to Improve National Competitiveness (2006-2010),* which, as a more systematic policy, was of irreplaceable significance to the popularization of Chinese education in Thailand.

*4.3 Interactive Correlation of Chinese Language Education with Chinese Language Positioning and Language Policy in Thailand*

In conformity with dialectical materialism, matter determines consciousness while the latter reflects the former in turn. Belonging to a type of consciousness, law and policy not merely reflect the objective world, but also impact the latter. Hence, it is highly possible to revive the objective world which generated during the period of policy formulation by analyzing related policies in combination of data. There is no lack of scholars who have already "outlined a integrated and clear roadmap for the Chinese language evolution by investigating into the policy changes" (Cun, 2006). Similarly, it is feasible, with data propped up, to identify the "positioning" of Chinese language in Thailand of differing periods by combing through the Chinese language policies of the corresponding periods in this country.

In 2008, correlated changes in the modification of "Chinese language", referred to in numerous Thai laws and policies, was compiled by China Studies Center of Oriental Research Institute of Chulalongkorn University, Thailand. Likewise, relevant information from 2008 to the present (detailed in Table 1) was added in this paper. Linking the details in Table 1 with corresponding historical data, the author further depicted the varied "positioning" of Chinese language of differentiated stages in Thailand together with a list of both parallel periods and fundamental language policies (detailed in Table 2) from the following 3 dimensions: "Chinese language's importance to Thailand", "Chinese language's motivation role on the development of Thailand" and "whether Chinese language is inclined to be recognized as a minority language or a foreign language." Premised on historical data as well as previous studies, facts were illuminated in response to the 3 dimensions above: "Chinese language's importance to Thailand" is mainly subject to China's national strength and the link between these two nations; "Chinese language's motivation role on the development of Thailand" is more correlated with whether Chinese language fosters the prosperity of Thailand; which category of language policy is implemented in Thailand on Chinese language determines "whether Chinese language is inclined to be recognized as a minority language or a foreign language."

**Table 1**

*The "Positioning" of Chinese Language in Thailand at Different Historical Stages*

| No. | Function of Chinese (Chinese Language) | Parallel Policy |
|---|---|---|
| 1 | Language of inheriting Chinese culture | *Regulations on Voluntary Schools* of 1919 |
| 2 | Language of threatening national security | *Regulations on Voluntary Schools* of 1836 |
| 3 | Language of a rival country to Thailand's partners | Commandment from the education minister of restricting Chinese schools in 1940 |
| 4 | Language of a major power | Course syllabus prior to higher education of 1948 |
| 5 | Language as a tool to publicize communism | National educational plan of 1951 |
| 6 | Language for social and economic communication | National educational plan of 1992 |
| 7 | Second foreign language (oriental language) | Fundamental education syllabus of 2001 |
| 8 | Language as a tool to enhance national competitiveness in globalization | Thailand's Strategic Plan of Promoting Chinese Language Teaching to Improve National Competitiveness (2006-2010) of 2006 |
| 9 | Language of a key economic entity as well as of a neighboring country | Proposal of Thailand's Language Policy of 2010 |

**Table 2**

*The Attitude and Policy of the Thai Government on Chinese language Education under Different Stages of "Positioning"*

| NO | Recognition of Chinese Language in Thailand Important/ Unimportant | Positive/ Negative | Parallel Period | Elementary Policy |
|---|---|---|---|---|
| 1 | Unimportant | positive | before 1918 | tolerance and space given |
| 2 | unimportant | negative | from 1932 to 1945 | assimilation/suppression and limitation |
| 3 | unimportant | negative | from 1938 to 1944 | assimilation/suppression and prohibition |
| 4 | unimportant | positive | from 1945 to 1948 | assimilation/temporary easement |
| 5 | unimportant | negative | from 1948 to 1989 | assimilation/long-term suppression |
| 6 | important | positive | after 1989 | appreciation/deregulation |
| 7 | important | positive | after 1989 | appreciation/confined support |
| 8 | important | positive | after 1989 | appreciation/positive support |
| 9 | important | positive | after 1989 | appreciation/systematic support |

Since 1989, the Thai government has progressively shifted its attitude when drafting Chinese language policy with increasing appreciation, relaxation and support eventually, as the positioning of Chinese language in Thailand ascended to "an increasingly essential foreign language with positive significance for national development". Benefited from the execution of a series of policies, Chinese language education spread rapidly, resulting in the following exhilarating situations: the status of Chinese language education keeps rising in Thailand as higher enthusiasm has been aroused among Thai people who are incredibly eager to learn about China; and cultural exchanges continue to multiply as political mutual trust never ceases strengthening and public minds have much more in common between these two nations. It thus can be asserted without doubt that the foundation of Chinese language education in Thai society will continue to expand and consolidate, bring in turn positive effects on the "positioning" of Chinese language in Thailand.

To summarize, the correlation of Chinese language Education with Chinese language "positioning" and the language policy in Thailand can be deduced as: 1) The "positioning" of Chinese language in Thailand directly affects its Chinese language policy, to put it more specifically, "whether Chinese is treated as a local minority language or a foreign one" is decisive in selecting the primary policies, "the value of Chinese language for national enhancement" determines whether to figure out suppressing or supporting policies, and "Chinese language's significance to Thailand" is the core in formulating and implementing policies in match; 2) Chinese language policy of Thailand influences equivalent education in both a direct and indirect way; 3) The "positioning" of Chinese language would further be influenced by the modification of the equivalent education in Thailand.

*4.5 New Development Opportunity Brought by "The Belt and Belt Initiative" for Chinese Language Education in Thailand*

As of 2020, seven years since the "Belt and Road" initiative was proposed, fruitful accomplishments have been reaped in all the participating countries. For China alone, 200 cooperation documents have been signed with 138 participants and 30 international organizations for the jointing "Belt and Road" construction. In addition to the geographical advantage possessed by all the southeast Asian countries, the regional economic integration organization "ASEAN", composed of ten members, converts into a key figure on the path of the "Belt and Road" as a consequence of its extensive cooperation with China in the economic, diplomatic and cultural fields. In light of the interests brought by the "Belt and Road" initiative to many countries in Southeast Asia, members in this region have taken a highly active part, The "Belt and Road" strategy has made a good start in the region, winning the initiative a satisfying start in this region.

Regardless of the acceleration in cooperation, several structural contradictions show up prominently.

Thailand, a main role both in "ASEAN" and in the stimulation of the initiative in southeast Asia, acts only as a main transportation route for China to step onto the Silk Road Economic Belt of the Indian Ocean via the Indochina Peninsula, but also as an indispensable node of China's "21st Century Maritime Silk Road". Similar to the rest countries of this region, however, resistance has been encountered in this advancing process.

A bunch of sophisticated factors have dragged down the "Belt and Road" advancement, whereas many of them were triggered by misunderstandings due to "ineffective communication", including both language barriers as well as cultural collisions and conflicts. A systematically complex project as it is, the "Belt and Road" strategy consists of not only economy and trade, but also language and cultural exchanges. It goes with saying that strengthening the exchange in language and culture is of particular necessity especially when the in-depth "Belt and Road" advancement has been thrown into the bottleneck in some regions, as Language serves not only as the essence of the "Belt and Road" initiative, but also as an effective tool to smooth the procedure. "Language paves the way for 'Belt and Road' and

Language simplify the communication for international traveling" (Li,2018). Only backed by language could better exchanges and communication be accomplished with participating countries, and could solider language protection be provided for those members concerning such issues as political mutual trust, economic construction, and cultural exchanges, in other words, "intimate connection within the popular minds". Chinese language education, as the direct pioneer, is therefore supposed to shoulder the formidable task confronted in the process of parallel education overseas.

## 5. Recommendation

All in all, suggestions for Thailand regarding the language policy are denoted as follows: on the one hand, a long-term vision and an overall view is of great essence in formulating language policies so as to "strive to reach a balance between 'unification' and 'diversity'" (Thadphoothon,2018). On the other hand, the precious historical opportunity of "the Belt and Road" must be grasped tightly in adherence to the correct "positioning" of Chinese language.

As far as China is concerned, a global-scale Chinese language planning is expected to be modified for the transformation of its language planning from the "Chinese perspective" to the "Huayu perspective". Guo (2017) was keenly aware that "China's language planning is required to transform from the Chinese perspective to the Huayu perspective as the current language planning under the former perspective fails obviously to satisfy the demands." In this case, the "Huayu perspective", apart from universally-applied practicality, is an indispensable ingredient in China's formulating of language policy.

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# Self-Report Case Study of Online English Dictionary Use by Chinese College Students during Class Activity

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**ABSTRACT**

In the digital realm, computer-mediated dictionaries are a prevalent approach and a significant branch in meta-lexicography. Numerous studies have examined the relationship between language acquisition and dictionary use. Additionally, there is a pervasive and rising trend among EFL students toward frequent use of online and electronic dictionaries rather than traditional hardcopy dictionaries. The current paper investigated Chinese college students' perceptions of using online English dictionaries during class activities. The researchers selected a convenience sample of 122 students from Chinese International College. Moreover, this research examined Chinese learners' preferences for online English dictionaries and their intents to utilize them. A questionnaire was used to obtain data on students' views and use patterns of online English dictionaries. The results of this research indicated that students' preferred and most often used online English dictionaries differed. The disadvantages of online English dictionary use have been revealed, along with many study constraints that were suggested for future discussion.

**Keywords:** Online English Dictionary; Chinese College Students; Class Activity

## 1. Introduction

According to D'Astoli (2016), learning a foreign language improves individual's ability to communicate successfully on all levels. Individuals believe that acquiring a second language is vital for survival and strive hard to improve their language skills. Throughout their schooling, many students struggle with the meaning, tone, and usage of words. As a consequence, the dictionary has evolved into an invaluable tool for students of English as a foreign language. Nowadays, reading foreign language materials is considered routine and unexceptional, and computer-assisted dictionaries are often used as supplemental aids. In recent years, further research has been undertaken on the use of online dictionaries, the reading of computer-mediated dictionaries, and the influence of convenience (Husaini, 2020; Ambarwati & Mandasari, 2020). Numerous research are released on a monthly basis evaluating the link between online dictionaries and language acquisition among EFL students (Hakim et al., 2018; Healy, 2018; Shojaei & Motallebzadeh, 2016; Huang & Eslami, 2013). These studies suggest that using an English dictionary may assist EFL students in interpreting words in written circumstances and even in performing language tasks such as lexical exams and textual translation (Miyazaki, 2019; Norri, 2016). Lexicography may have provided critical knowledge on how to correctly utilize an online English dictionary for EFL students in this situation. From a broad perspective, the effectiveness of a dictionary consultation is determined by a variety of elements, including an individual's language proficiency, dictionary selection, and ability to utilize a dictionary (Journal & Aloraini, 2018; Ahangari & Abbasi Dogolsara, 2015). In other words, various sorts and areas of knowledge may be covered by dictionaries. Then, it would be necessary to have an in-depth understanding of how language learners choose dictionaries and other resources to absorb in order to meet their expectations. Earlier study has shown a link between user expectations and dictionary selection, which may help explain why dictionaries are seen as famous and limitless sources of information (Nesi, 2014; Töpel, 2014; Lew, 2016). As our rapidly evolving digital culture advances, the global appeal of online dictionaries has expanded. According to Shamar (2020), online dictionaries seem to be effective for visually and verbally communicating foreign terms. As a consequence, students value both online and print dictionaries equally for their unique merits.

Across Asia, EFL students are increasingly turning to online and pocket electronic dictionaries in preference to paper dictionaries (Chen et al., 2021; Pedrazzini, 2012). Language academics and educators continue to debate the usefulness of online dictionaries as a tool for continuing self-directed language learning. According to some researchers, online dictionaries are just as damaging to kids' English learning as calculators are to math (Milic et al., 2018). Students should develop reference skills in order to make effective use of online resources in the information age. As a result, educators and researchers must have a better understanding of how dictionaries may be used to enhance dictionary design and enhance students' consultation abilities. Proficiency in using a dictionary aids learners in improving their communication and academic success at school (Lew, 2015; Li & Xu, 2015). As a consequence, the quality of English training has risen significantly. Using a dictionary to learn a language does require a high degree of competence, which illustrates clearly that the present lexicography research trend explores key issues on a regular basis and attracts new academics. The present study records dictionary use during teacher-assigned tasks, enabling participants to choose their preferred online dictionary. The learners' expectations and choices are investigated using an online dictionary. The purpose of this inquiry is to go into the following questions with the intention of eliciting possible responses:

1) Which online dictionaries are the most frequently used by Chinese college students?
2) What practical purposes do they have about using an English dictionary?

## 2. Literature Review

Students who use dictionaries while reading, listening, or writing have a broader vocabulary (Rezaei & Davoudi, 2016). For example, it may be used to define terms, enabling language learners to develop new vocabulary independently via the use of dictionaries. A dictionary aids learners in recalling terms and improving their lexical competency (Davoudi, 2016). (El-Sayed et al., 2014). Another trend is the use of digital dictionaries to assist with language learning. As a result, an increasing number of EFL students are using electronic dictionaries (Dashtestani, 2013). Electronic dictionaries have advanced significantly during the last three decades (Rezaei & Davoudi, 2016). Since the late 1980s, consumers have been able to purchase electronic dictionaries on CD-ROM, in portable calculators (e.g., Pocket Electronic Dictionary), and online (Mohamad et al., 2017). They assert that computerized dictionaries are advantageous in a variety of ways. When compared to printed dictionaries, electronic dictionaries save time. Due to the increasing popularity of the Internet, smartphones, and iPads, online dictionaries have gained popularity (Hafsha, 2020; Rezaei & Davoudi, 2016). That is, students are strongly impacted by global technology and are always on the lookout for the newest innovations. Language learners are increasingly relying on electronic dictionaries to assist them in their vocabulary studies.

In the past two decades, the use of dictionaries and electronic dictionaries to learn new words has expanded substantially (Dashtestani, 2013; Hua & Zarei, 2013; Davoudi, 2016; Li & Xu, 2015; Nesi, 2009). Thus, this section highlights some of the concepts that contributed to the development of this exploratory research. Dashtestani (2013) conducted a survey of Iranian EFL students and teachers to determine the importance of electronic dictionaries. The study surveyed 126 EFL students and 73 EFL teachers. 81 more students and 66 additional professors were interviewed. Faculty and students of EFL have conflicting views on the use of electronic dictionaries to learn the language. As obstacles and issues, they include a lack of training, students using incorrect electronic dictionaries, a lack of facilities for using electronic dictionaries in EFL lessons, and distraction from learning. According to data analysis, the majority of Iranian EFL students use electronic dictionaries on their phones. Electronic dictionaries were chosen by the learners over paper dictionaries. Similarly, Veliz (2017) explored EFL teachers' and students' views about pocket electronic dictionaries (PEDs), the devices' more or less significant attributes, and practical strategies and natural methods for utilizing these devices to aid, rather than impede, the learning process. According to Veliz (2017), instructor perspectives varied from "It's wonderful to see students utilizing dictionaries individually" to "I'm not introducing dictionaries into my classroom." Furthermore, some learners looked up over twenty words per class, while others used them at home to complement their school-based understanding of lexis.

To get a stronger insight into how electronic reference materials are utilized and their effect on L2 learning, Yükselir (2016) determined that a study on their usage and impact was essential. Many Asian students of English now utilize electronic compact dictionaries to aid in their language learning. Japanese college learners were allowed to keep their attitudes toward EDs and PDs. Similarly, there was a correlation between students' ED use and their engagement in lexical processing techniques (LPS; consult, infer, or snub). Another comparable study (Takkaç, 2017; Nauman et al., 2013) used a search engine to assist and expedite the process of seeking out an unfamiliar word or phrase. The search strategy connected the words and phrases in the headword list to topic terms and basic synonyms. According to the researchers, skilled ESL writers may profit from the search system's capacity to home in on contextually suitable phraseology. They observed that electronic documents included word preferences, hinting that a lexical dictionary may aid in the encoding and decoding of English idiomatic expressions. In general, the preceding studies give an overview of the word-searching process, critical decision-making factors, and research approaches. The wide literature expands one's perspective on dictionary use while also providing key principles for undertaking this exploratory study.

## 3. Methodology

### *3.1 Participants*

The cohort consisted of 122 students from two English courses at Chinese International College ranging in age from 19 to 22 years. The participants were specially selected from two English classes Class A (N=72, 60%; Male 30, Female 42) and Class B (N=50, 40% ; Male 19, Female 31). Undergraduate students majoring in international business made up Class A, while undergraduate students majoring in tourist management and finance accounting made up Class B. It was held during the participants' enrollment in the fundamental courses "Reading" and "English Writing." The goal of this study is to discover how he or she makes decisions about the selection and use of an online dictionary, as well as their attitudes on online dictionary use.

### *3.2 Research Instrument*

The study's primary tool was a series of questionnaire surveys. The current research comprised both positive (yes) and negative (no) ratings, in which test participants were asked to tick a box indicating their level of knowledge on a particular subject. The researcher conducted the study using Gillham's (2000) principles for conducting a questionnaire survey. The questionnaire (originally in Chinese but translated into English) was created to ascertain students' attitudes about online dictionaries. It consisted of seventeen items. The researchers investigated and gathered feedback or responses for the following categories: "dictionary function, Chinese-English definition, Chinese equivalent, sentence examples, pronunciation, user satisfaction level, part of speech, phrases, terminology, synonyms, syntactic pattern, collocations, and context." Personal demographic information is divided into three areas in the questionnaire: 1) metadata about an individual; 2) a list of the most popular online dictionaries; and 3) participants choose information categories from online dictionaries. The first part was used to collect certain needed personal information, while the second segment evaluated and questioned students' usage of several online dictionaries. The last component included sixteen questions that used the 5-degree Likert Scale to elicit students' perceptions about online dictionary use (strongly agree, agree, neutral, disagree, strongly disagree). Participants, on the other hand, utilized online resources to read and design consultancy tasks. The reading materials are made up of excerpts from everyday life taken from an Oxford University Press English language-learning website. The website features a number of teaching exercises and resources, such as an English lexicon and articles on frequently discussed themes. The primary explanation for using internet-based materials was to introduce them towards anything the knowledge or information unexpected while maintaining concise paragraphs. This provided participants with more flexibility and time to complete their ideas. They were assigned two short articles to read and a translation exercise comprised of four highlighted phrases.

*3.3 Research Procedure*

The participants were originally allowed to complete a vocabulary quiz, followed by a preparation session in which they were instructed to practice using online dictionaries for in-class readings. This enhanced their exposure to activities incorporating online dictionary consultation. Following the four-week practice session, the questionnaire was used to obtain comments from participants on the operation of online dictionaries, their perceptions of various types of information or decision-making processes, and their obstacles. Five subsequent steps were performed to finalize the data collecting procedure, as follows:

*Step 1: With no instruction on how to use it, participants pick their own online dictionary*
*Step 2: They had to peruse online articles and jot down any phrases they can hardly understand*
*Step 3: They searched Chinese dictionaries online for word meanings*
*Step 4: Afterwards, Chinese translators had to translate the English*
*Step 5: Their views and worries have to be written down in the questionnaire*

Each individual inside the two classes was handed a Chinese questionnaire. Out of 122 surveys, 114 were legitimate (Male: N=56; Female: N=58), with a response rate of 93.44 percent. The questionnaire analysis technique was divided into two stages. The initial stage was to collect comprehensive information on each participant, particularly their age, years of English study, their utilization online sources, and their vocabulary level. The second group examined questions of the Likert type and open-ended responses. Students' use habits and overall attitudes about online dictionaries were elicited using Likert-type questions. They obtained responses using a numerical scale (strongly disagree = 1, strongly disagree = 2, neutral = 3, agree = 4, and strongly agree = 5). The researcher was able to quantify the open-ended questions in terms of student response rates since they were designed to elicit information about why students chose or preferred them. SPSS (Statistical Package for Social Sciences) version 24.0 for Windows was used to analyze the data.

## 4. Results and Discussion

Table 1 as indicated below summarizes the data analysis results, including an overview participant characterization, a ranking of online dictionaries, and an item analysis. On a 5-point scale, the average student age was 19.7, the average amount of time spent on English study was 7.9 (years), and the average amount of time spent on Internet resources was 4.21 (5-point Likert Scale). The highest score, 5, indicates "most often." These descriptive statistics emphasize the critical characteristics of online reference materials use. For instance, the present study intended to determine if students' higher word levels had an effect on their dictionary selections. When measured, these data may subsequently be evaluated for further study interpretation.

**Table 1**
*Summary of Participant Demographic Information*

| Participants (N=114 Valid Response Count) | Average |
|---|---|
| Male | 56 (49.12%) |
| Female | 58 (50.87%) |
| Age | 19.7 Years Old |
| International Business | 65 Participants |
| Tourism Management & Finance Accounting | 49 Participants |
| Rate of Response | 93.44 % |
| Length of Learning English | 7.9 Years |
| Rate of Internet Resource Use | 4.21 (5-point Likert Scale) |

The first research question was addressed through a questionnaire survey. Which online dictionaries are the most often used by Chinese college students? Before calculating their responses to online dictionaries, this study required students to complete translation projects. Which online dictionaries do you consult the most frequently? Finally, the researchers constructed and graded a five-point scale. The data reveal that students preferred the following five online dictionaries, including Google Translate (4.66), Yahoo Dictionary (4.03), Cambridge Online Dictionary (3.82), Online WordReference Dictionary (3.35), and Wiktionary (4.18) as described in Table 2. According to the study results, the most frequently used online dictionary among Chinese college students is Google Translate, while the least commonly used one is WordReference Dictionary.

**Table 2**
*Ranking of Most Commonly Used Online Dictionary*

| Name of Online Dictionary | Mean | SD | Rank |
|---|---|---|---|
| Google Translate (https://translate.google.com) | 4.66 | 0.78 | 1 |
| Yahoo Dictionary (https://hk.dictionary.search.yahoo.com/) | 4.03 | 0.52 | 3 |
| Cambridge Dictionary (https://dictionary.cambridge.org/zht/) | 3.82 | 1.45 | 4 |
| WordReference Dictionary (https://www.wordreference.com) | 3.35 | 1.09 | 5 |
| Wikitionary (https://www.wiktionary.org/) | 4.18 | 0.67 | 2 |

To tackle the second study questions— what practical purposes do they have about the use of online dictionaries—the researcher designed 16 scaled questions to discover their impressions of actual consultation actions. For comparison reasons, the five-point scale responses were condensed into a three-point simplified scale, which included the following: strongly disagree/disagree; neutral; and agree/strongly agree. Every sub-item is drawn from one of the twelve focus areas, which include the Chinese definition, the English definition, the Chinese equivalent, an example, the pronunciation, the word class, the phrases, the synonyms, the syntactic pattern, the collocations, and the context. Two categories were evaluated, namely general assessments of dictionary functions and perceived enjoyment.

**Table 3**
*Participants' Perceptions Regarding Use of Online Dictionary*

| Linguistic Category | Item | SA-A % | Neutral % | SD-D % | Mean | SD |
|---|---|---|---|---|---|---|
| 1. Dictionary Functions | 1 | 72.4 | 19.2 | 8.4 | 4.23 | .46 |
| 2. Usage Satisfaction | 17 | 69.8 | 20.4 | 9.8 | 3.95 | .41 |
| 3. Chinese Definition | 8 | 77.2 | 13.9 | 8.9. | 4.54 | .47 |
| 4. English Definition | 6 | 46.7 | 30.9 | 22.4 | 3.16 | .48 |
| 5. Chinese Equivalent | 5 | 74.8 | 18.3 | 6.9 | 4.24 | .42 |
| 6. Examples | 3 | 68.4 | 20.0 | 11.6 | 4.12 | .43 |
| 7. Pronunciation | 7 | 32.7 | 30.9 | 36.4 | 2.98 | .36 |
| 8. Part of Speech | 12 | 26.9 | 30.7 | 42.4 | 2.23 | .48 |
| 9. Phrases | 9 | 22.3 | 44.6 | 33.1 | 2.67 | .55 |
| 10. Terminology | 15 | 10.1 | 34.1 | 55.8 | 2.35 | .61 |
| 11. Synonym | 11 | 25.8 | 31.9 | 42.3 | 2.78 | .46 |
| 12. Syntactic Pattern | 10 | 15.4 | 35.1 | 49.5 | 2.46 | .38 |
| 13. Collocation Use | 13 | 17.3 | 35.2 | 47.5 | 2.48 | .73 |
| 14. Context Relevance | 16 | 24.1 | 33.2 | 42.7 | 2.41 | .69 |

Table 3 illustrates how to use an online dictionary to decode and encode texts for reading and translating jobs. These linguistic acts were classified as information categories during the look-up operation. According to answers to categories 1 and 2, more over half (72.4%) of respondents were aware of the dictionaries' capabilities, and 69.8% expressed satisfaction with their use. According to categories 3 and 5, the majority of students (77.2%) utilized online dictionaries to search up Chinese meanings and equivalents (74.8%). Plus, 68.4% of students cited examples of the target term being used effectively as useful models for word use and definition in categories 4 and 6. However, 11.6 % expressed disagreement with the use of examples, while 20.0 % expressed confusion. One-third of learners did not always comprehend the use of examples (31.6%). According to study conducted by Bestelmeyer (2018) and Gotti (2014), examples of usage, context, language, and collocation are more effective for deciphering meaning than simple definitions. Understanding how to use the provided examples significantly improves dictionary usage effectiveness.

In comparison, only 32.7% of respondents indicated that they looked up an unfamiliar term and also checked its pronunciation under category 7, "pronunciation." Despite this, it seemed as if some language learners did not need knowledge of a lexical sound. This was due to the fact that a few online dictionaries lacked a sounding-out feature and instead displayed just phonetic symbols. The second reason for the poor response rate might be attributed to the translation assignments. Indeed, translation would seldom need speech. They may have ignored this information type's feature. The findings of category 8 on parts of speech suggested that learners did not use parts of speech on a consistent basis (26.9%). The frequency with which words were employed declined even more (22.3%). This partially implies that users may have difficulty while utilizing online dictionaries to look for phrases.

Conjointly, as seen by categories 10, 11 and 12, the higher percentage of disagreement indicated that these categories were less known (55.8%, 42.3%, and 49.5%, respectively). Collocation and context were also in significant disagreement (47.5% and 42.7%, individually), with three primary reasons for disagreement. They lacked the English abilities necessary to impose context as a consequence of their restricted vocabulary. Another issue is that students were never trained to use English-Chinese dictionaries for context or collocation. Students used online dictionaries for a variety of aspects of English training due to their convenience, speed, and availability. In sum, individuals develop the erroneous assumption that terms are synonymous. The majority of novices rely heavily on the dictionary to establish the meanings of words. In other words, a limited vocabulary limits one's capacity to properly utilize online dictionaries.

## 5. Conclusion

On a final note, Google Translate, Wiktionary, Yahoo Dictionary, Cambridge Online Dictionary, and Online Word Reference Dictionary were revealed to be the top five most commonly used online dictionaries. Notably, they are all multilingual online dictionaries. Google Translate was selected and preferred as the best online dictionary by students. A possible explanation for the results is that the majority of students were certain that Google Translate aided their learning process (Castelvechhi, 2016; Bin, 2020). This is mostly due to the fact that college students' English competence may be limited, and learners often shift from L1 to L2 (Tsai, 2020; Alsalem, 2019). Technological advancements have resulted in the creation of a variety of tools to assist students in overcoming hurdles, with Google Translate being the most common option. (2021, Chompurach). In general, they believed that the functions of online dictionaries were adequate for their objectives (Morris et al., 2016). 93.44 percent of the 114 responders to the poll expressed satisfaction with the overall conditions around online dictionaries.

The study discovered the disadvantages of online dictionary use via a questionnaire with fewer than 30% of positive (agree) responses. Synonyms (25.8%), context (24.1%), phrases (22.3%), collocation (17.3%), syntactic pattern (15.4%), and terminology were considered (10.1%). Identically, the current investigation discovered numerous limitations. One explanation might be that participants were encouraged to use online dictionaries as part of their translation projects, which may have discouraged them from checking up the pronunciation of an unfamiliar phrase (Medvedev, 2016; Groves & Mundt, 2015). It could be more accurate for future investigation if dialogic texts were substituted for translation tasks in communicative learning activities. Also, treatment time should be included for, since some students have never used online dictionaries. The last limitation is associated with a lower level of linguistic ability (Chon & Shin, 2020; Chen et al., 2015). It is believed that English proficiency has an effect on dictionary use (Lee, 2020; Gestantil et al., 2019). Nonetheless, the study did not test the participants' overall English proficiency.

In an ideal scenario, online dictionaries would be used to collect information about words, to help in vocabulary acquisition, to act as a modeling resource for L2 learners, and to act as a legitimate base for promoting independent learning (Raza & Nor, 2018). As a consequence, teachers are encouraged to give students with basic reference skills training and to provide them with access to relevant online dictionaries. Academics are well aware that the majority of English-Chinese bilingual dictionaries may be enhanced by providing shorter collocations and more pertinent instances (Wu et al., 2016). The preliminary research contributes nothing to the survey of online bilingual dictionaries available to undergraduate students studying English as a second language. It paves the way for future study by logging dictionary users' choices (additional options) and behaviors (particular habits). Taken together, several innovative search algorithms used throughout the look-up process present intriguing research subjects.

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# Discussion on the Career Support at X University in Thailand

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**Abstract**

The opportunities open to careers services in higher education are more significant than ever before. Until now, Chinese students have become the main contributor to overseas counterparts to Thai universities. After graduation, most of them will return to China to continue their career. The study aims to find out the most demand for our students in career planning. Our questionnaire analysis finds that these students need self-exploring, career planning, and accumulating career experience. Compared to teaching and studying, career support services are relatively underrated at Thai universities, especially for international or Chinese students. In a learning society or lifetime learning society, a career support center at college or university gradually plays an essential role in the future.

**Keywords:** Higher Education, Personal Development Plan, Employability, 60 Years Curriculum, Lifelong Time Education

## 1. Introduction

Today, education is even more critical in the face of economic, environmental, and social challenges. To reach their full potential in adulthood, young people need to develop skills and knowledge to facilitate the mastery and application of English, mathematics, and other school subjects. At the same time, business and political leaders are increasingly asking schools to develop skills such as problem-solving, critical thinking, communication, collaboration, and self-management, often referred to as "21$^{st}$-century skills".

New generation students of the 21$^{st}$ century were born into a digitally advanced world. They were the first to experience widespread access to computers and the internet during high school and undergraduate studies. This constant stream of electronically accessible information, the 'digital highway,' has subsequently led to the creation of novel strategies to teach today's students. Thus, the sustained use of modern technology – coupled with an on-demand lifestyle – has led to profound changes in learner expectations, leading to the need for educators to develop new strategies and confront unique challenges on a regular and frequent basis.

Simultaneously, higher education has changed dramatically over the past decades, whether in increasing enrollment, student mobility, diversity of provision, research dynamics, or technology. "By 2030, ensure that all educators acquire the knowledge and skills needed to promote sustainable self-development."[1] It also promotes the sharing of good practices and proven innovations to expand inclusion in higher education, reform curricula to adapt to changing labor markets and sustainable development and address new digital learning and teaching problems.

[1] United Nation, *The 2030 agenda for sustainable development*. https://www.un.org/sustainabledevelopment/education/

How to sustainable development for university students? Many universities or higher education institutions have promoted personal development planning and employability at their career support center.

The QAA (Quality Assurance Agency, UK, 2001) defined Personal Development Planning (PDP) as "a structured and supported process undertaken by an individual to reflect upon their learning, performance, and achievement and also to their career development." It is the process of developing a plan of action in the context of a career, education, relationship, or self-improvement based on awareness, values, reflection, goal setting, and personal development planning.

Employability refers to the attribute of a person being able to obtain and maintain employment. Employability is "a set of achievements – skills, understandings, and personal attributes – that makes graduates more likely to gain employment, which benefits themselves, the community, and the economy."[2] Employability is a lifelong process; It applies to all students whatever their situation, course, or mode of study. A university's responsibility is to support or facilitate students to develop their development plans and enable them to succeed in employment and life.

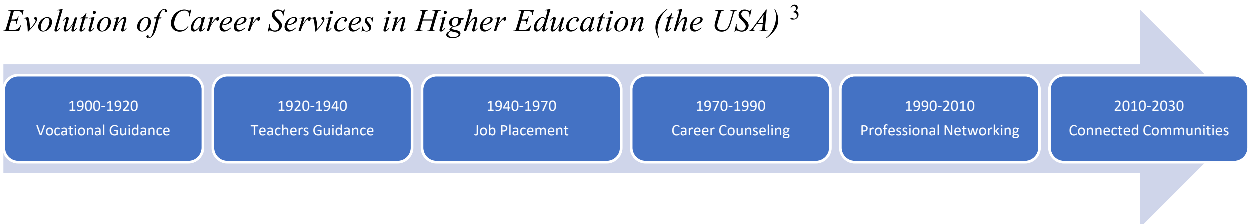
## 2. Literature Review

Career services are perhaps the most important but underappreciated function of higher education. The career services office supports a college or university by helping students develop, evaluate, and pursue career goals. Students acquire the knowledge or skills necessary to make lifelong career decisions in this process.

According to Dey F. & Cruzvergara, C. Y. (2014), in Career services in the USA, higher education has evolved through several phases: vocational guidance, teacher's guidance, job placement, career counseling, and professional networking to connected communities. (Figure 1)

**Figure 1**

*Evolution of Career Services in Higher Education (the USA)* [3]




As to higher education in the United Kingdom, much higher education career support center implemented their own Personal Development Program (PDP) to support their students. PDP is generating an action plan based on reflection, awareness, objective setting, and making a synopsis for personal development in self-improvement, education, or the career.

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[2] Yorke, M. (2006) *Employability in Higher Education: What It Is-What It Is Not: Learning & Employability Series 1*. The Higher Education Academy, York.

[3] Dey, F. & Cruzvergara, C. Y. (2014). Evolution of career services in higher education. In K. K. Smith (Ed.), *Strategic Directions for Career Services Within the University Setting. New Directions for Student Services, 148*, 5–18.

The Dearing Report (1997) suggested that universities should introduce a students' Progress File, which should comprise two elements: one is a transcript provided by the institution, recording an individual's learning and achievement; the other is a means by which students can record and reflect upon their personal development.

PDP enhances reflective learning in higher education, where students can extend their knowledge of study progression. With specially designed courses, such as reflective listening, students gain skills that will help them learn and reflect on their subjects, which means that PDP would be a tool to support students' learning daily (The Higher Education Academy, UK, 2009)To counter employment at the 21st century; employability is gradually paying attention. Employability is about getting and keeping fulfilling work. Moreover, employability is the capability to move self-sufficiently within the labor market to realize potential through sustainable employment. (Hillage, J. and Pollard, E., 1998).

The studies of Knight, P. T., & Yorke, M.'s research group (2003, 2004, 2006) came up with the USEM model (U: Understanding; S: Skills; E: Efficacy Belief; M: Metacognition), which considers four broad and interrelated components. (Knight, P. T., & Yorke, M., 2006)

According to Dede, C. J. & Richards, J. (2020), many people will now live 90 to 100 years old, and education will profoundly evolve (Table 1). People will have other stages except for the three traditional stages of school, work, and retirement. The 60-year curriculum, advocated by several American universities, for example, Harvard University, the University of California, Irvine, is a kind of lifetime learning. A diploma or college degree is insufficient to carry them through those additional stages.

Learning must be constant throughout our careers. Employers in every industry and profession seek higher education and lifelong time education providers to help their workers upskill. People need to develop, innovate and adapt those technologies. Soon, 80% of the workforce does not have the skills for most jobs available in the next five to ten years.

**Table 1**

*Evolving Models of Education* [4]

| | Factory | Office | Global Network |
|---|---|---|---|
| Curriculum | Grade School | College | 60 Years |
| Learning | Information Transfer | Thinking Skills | Transferable Skills |
| | Factory | Office | Global Network |
| Student Role | Clerk | Symbolic Analyst | Consultant Entrepreneur |
| Unit | Individual | Team | Dynamic Teams |
| Content | Curriculum | System | Project Deliverable |

[4] Dede C. J. & Richards J. (2020). *The 60-Year Curriculum: New Models for Lifelong Learning in the Digital Economy*. Routledge published it on April 17, 2020.

| | | | |
|---|---|---|---|
| Teacher Role | Lecturer Information Resource | Facilitator Process Resource | Mentor Coach Advice Resource |
| Assessment Method | Test Time in Job | Authentic Degree | Performance Deliverable Portfolio |
| Pedagogy | Telling | Enabling | Empowering |

## 3. Methods & Analysis

We have a career support center for Thai local students at X university. However, what about international students or Chinese students? Despite their inferior communication with English or Thai language, do they need career support?

We design the questionnaire into four parts: the first part inquires about students and their families; the latter part focuses on the demands for a career, that is, self-exploring, environment exploring, career choices and planning, career preparation, and upgrade.

We have sent out the questionnaire to students on-demand on the career support table, with 110 practical answers received, and from SPSS analysis, we have gotten the results as follows:

There were 78 male (70.9%) and 32 female (29.1%) students who answered the questionnaire. Of students, first-year students (42, 38.2%) are the most part, senior students (38, 34.5%) are in the second place, sophomores (21, 19.1%) and junior students (9, 8.2%) are fewer people in the answering questionnaire. As for the majors, students in finance & accountant (51, 46.4%) and business management (49, 44.5%) are in the significant part, Tourism management (7, 6.4%) and other majors (3, 2.7%) take the few inquiring.

The overall Cronbach's alpha coefficient is 0.982, which indicates that the reliability of the questionnaire is excellent. (Table 2)

**Table 2**

*Cronbach's Alpha Coefficient Table*

| Cronbach's alpha coefficient | Standardized Cronbach alpha coefficient | Number of items | Number of samples |
|---|---|---|---|
| 0.982 | 0.982 | 32 | 110 |

After checking the validity analysis results of the questionnaire, the KMO value is 0.934, the questionnaire is effective, and factor analysis is practical, the degree is suitable. (Table 3)

**Table 3**

*KMO Test and Bartlett's Test Table*

| KMO test and Bartlett's test | | |
|---|---|---|
| KMO value | | 0.934 |
| Bartlett Sphericity test | Approximate Chi-square | 4284.219 |
| | df | 496.000 |
| | p | $0.000^{***}$ |

Note: $^{***}$ represents the significance levels of 1%

We select out the characteristic root pass 1.00. Therefore, we get three elements or factors, explaining 74.4% of the variance. (Table 4)

**Table 4**

*Total Variance Explained (Selected Six Elements from Maximum to Minimum)*

| Total variance explained | | | | | | |
|---|---|---|---|---|---|---|
| | Characteristic root | | | Variance explained rate after rotation | | |
| Element | Characteristic root | Variance explained rate | Cumulative percentage (%) | Characteristic root | Variance explained rate | Cumulative percentage (%) |
| 1 | 20.843 | 0.651 | 0.651 | 8.928 | 0.279 | 0.279 |
| 2 | 1.866 | 0.058 | 0.710 | 7.910 | 0.247 | 0.526 |
| 3 | 1.086 | 0.034 | 0.744 | 6.956 | 0.217 | 0.744 |
| 4 | 0.948 | 0.030 | 0.773 | | | |
| 5 | 0.765 | 0.024 | 0.797 | | | |
| 6 | 0.654 | 0.020 | 0.818 | | | |

We reduce the dimensionality to three main factors for 32 questions in the questionnaire. The three main factors have explained almost all 32 questions from the Matrix heat map. We conclude the questionnaire analysis as three main parts that students want to learn or explore in the career support class: 1) self-exploring; 2) career planning; 3) accumulating career experience.

## 4. Suggestion

### *4.1 Career Support for International (or Chinese) Students*

Nowadays, many universities have career support institutions for aiding their students' employment. Managers of Chinese students study in Thai universities, and few universities have a particular career support center for international students or Chinese students. According to Chinese students graduating in Thai, most of them have returned to China after receiving their degree. We need a career development planning institution or tutor with Chinese language and an understanding of the Chinese employment market.

### *4.2 Career Exploring by Tutors or Mentors*

Chinese mainland students are mostly family-reliance in middle school, and few of them have the personal development planning or career development orientation by themselves, which corresponds with part 1 – demanding the self-exploring.

After four years of university study, many students do not fully understand their major or future career orientation. Some students even do not know if their capability matches their major, which is bad for their career development. The career mentors will guide students at the career support center with Chinese language services and explore methods such as the MBTI (Myers Briggs Type Indicator) test[5] or the Holland career characteristic test[6].

[5] The Myers-Briggs Type Indicator (MBTI) personality inventory aims to make the theory of psychological types described by Jung C. G. understandable and useful in people's lives.
[6] The Holland Occupational Themes is a theory of personality that focuses on career and vocational choice. It groups people based on their suitability for six different categories of occupations. John L. Holland developed the theory throughout his career, starting in the 1950s.

*4.3 Developing Students' Development Portfolios*

Setting up students' development portfolios is essential after thoroughly exploring students with their professional career mentors at the career support center. These will provide practical support for the questionnaire part 2 - career planning.

A portfolio is a personalized collection of materials. It provides a structured process to review and record learning related to professional practice demonstrating students' career development quality and quantity.

*4.4 Embedding or Integrating Employability with Curricula*

With more and more course-applying module teaching methods, students acquire multi-skills used in future work. Every semester or one academic year, under the guidance of the career support center, students could get actual working experience there, which will fulfill the questionnaire demand for part 3 – accumulating career experience.

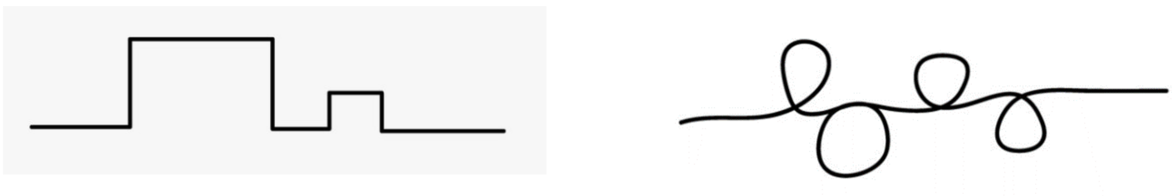
*4.5 Alumni and Lifelong Education*

There are nearly ten years of graduators at X university, and most of them continue their career on the Chinese mainland. Thus, alumni are precious resources for universities or students. Excellent alumni can also provide accountable experience for their younger brothers or sisters in college. Students on campus can get the power of example from them.

In the 21st century, the traditional degree is no longer the only option for learners to engage in educational experiences. Flexible, unbundled methods of investing and reinvesting in education are emerging. Unbundled learning opportunities can provide lifelong learners with credentials that are more time-flexible, cost-efficient, personalized, and relevant to the ever-changing workforce. The Stanford 2025 report was a promoter for colleges or universities to initiate a range of cross-disciplinary conversations about the future of higher education and lifetime learning. (Figure 2)

**Figure 2**

*Traditional Higher Education and Lifetime Education* [7]



Traditional 4 bachelor's degree +

Two years of post-graduate degree education, lifetime education

Traditionally, after finishing four years of bachelor's degree, or a minority of students graduated from two years of post-graduate degree education, they would probably stop their studies. However, education is not just limited to the four years of complete studies on campus in lifetime education. Students may be first two years at university, then three years at work; when

[7] Stanford University. *Stanford 2025*. http://www.stanford2025.com/open-loop-university (accessed on 15/march/2022)

they think they need to recharge themselves, they could go back to campus to continue their latter two years of education or even change to a brand new career. So in the future, everyone will have many loops of education, with learning versatile skills.

## 6. Conclusion

Career guidance is crucial in filling the gap between higher education and employment. The role of career guidance or service in higher education is essential to fulfilling students and graduates in their own personal or professional development to benefit their communities.

Higher education institutions that put career services at the top of their strategic development plans will also be one of the most critical drivers of enrollment growth. Students and parents cite career outcomes as the top reason they enroll.

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# The Evaluation of the Validity for Standard Setting – An example of Taiwan Assessment of Student Achievement (TASA) Database

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**Abstract**

The purpose of this study is to examine the validity of the standard-setting results for the Taiwan Assessment of Student Achievement (TASA) database. The researchers examined the standard setting for the Chinese language achievement of the fourth-grade elementary school students, which were established by implementing the bookmark method for the TASA. This study first invited language specialists to discuss the description of the performance level for each capability level, then consulted the standard-setting panelists to establish a suitable procedure for the TASA. Finally, validity assessment of the standard-setting results were implemented by examining each step of the standard-setting procedure and the internal consistency of the intra-member and inter-member standard setting.

**Keywords**: Taiwan Assessment of Student Achievement, Standard Setting, Bookmark Method

## 1. Introduction

Following the international trend, educational policy makers are gradually realizing the significance of establishing a long-term database for assessing students' learning achievement (Zlatkin-Troitschanskaia et al., 2018; Hejri & Jalili, 2014). Student performance assessment is an important part of educational programs (Afrashteh, 2021). Large-Scale assessment aims to track and analyze students' learning achievement and to investigate the differences over time and changes in the learning trends (Cetin & Gelbal, 2013). Therefore, the setting of standards for learning achievement must be consciously implemented to evaluate whether students' learning achievement meets the expected standard (Aviso et al., 2018).

Given that the past standard setting of the TASA was not systematic, the achievement standard is less suitable for practical use. As a result, this research, taking the TASA of the fourth-grade elementary students in Taiwan using their learning assessment of the Chinese language as an example, the study established a new modified assessment framework, implemented standard setting via the bookmark method, in combination with a three-round repeated recursive operation, in order to create a suitable standard-setting procedure for the TASA. In addition, a validity assessment of the standard-setting result was conducted using an analysis of monitoring information and the results of questionnaire analysis. The current study provides specific suggestions and its implications for future research.

## 2. Previous Research and the Standard-Setting Process

The past development of standard setting takes Nedelsky's (1954), Angoff's (1971), and Ebel's (1972) methods as its core, and the continued flow of modified procedures was mostly based on these methods as a framework (Plake & Cizek, 2012; Cizek et al., 2004; Karantonis & Sireci, 2006). Loomis and Bourque (2001) and Reckase (2000) indicated that the National Assessment of Educational Progress (NAEP) emphasizes diversity and appropriateness with regard to the adoption of standard-setting techniques. Since 2000, scholars have proposed relatively abundant and diverse concepts of the standard-setting procedure or technique. Instead of paying attention to which standard-setting method is the best, researchers place more emphasis on which standard-setting method is suitable for the test or assessment. Cizek and Bunch (2007) indicate that while standard setting is implemented, the following procedures should be included, such as: clarifying the purpose of testing; making numbers and labels for performance levels; writing performance level descriptions (PLD); selecting the standard-setting methods; formulating a common view of crucial points; selecting and training standard-setting panelists; providing standard-setting panelists with feedback information; monitoring the implementation process; and evaluating the standard-setting results, etc. Consequently, this research builds up a framework which retrieves the common core elements of Cizek and Bunch's (2007) standard setting and creates a suitable standard-setting procedure for the TASA, based on the blueprint of the NAEP's standard-setting implementation experience.

## 3. Method

Based on the standard procedure proposed by Cizek and Bunch (2007), the current study takes the TASA from the assessment results of Chinse language of the fourth-grade elementary school students in Taiwan to identify specific cutoff scores to establish the standard-setting.

### *3.1 Number of Performance Levels and Creating of Labels*

The goal of the procedure was to set three cutoff scores – "Basic," "Proficient," and "Advanced" - for the TASA for the fourth-grade elementary school students in Taiwan from the subject of Chinese language. Student's ability was divided into four levels: "Below basic," "Basic," "Proficient," and "Advanced". Bourque (2009) indicated that the standard-setting panelists should consist of teachers, administrators, and scholars; and a balance of members from different regions, social groups, races, and gender should be considered. Moreover, regarding the number of members, the NAGB (1990) argued that use of 16 to 20 members can obtain a certain degree of accuracy based on psychometric analyses. Similarly, Hambleton (2001) stated that the use of 15 to 25 members allows the result to be persuasive. Nonetheless, if there are at least 30 standard-setting panelists for each grade and each subject, the flexibility of using standard-setting panelists and the accuracy of the estimated cutoff scores can be increased. As a result, there are 35 members in this research, including scholars, elementary school teachers, administrators, and parent representatives. The cutoff scores of each level are determined through the standard-setting methods. Furthermore, the definitions of the 〞Basic," "Proficient," and "Advanced" levels are described as follows:

(1) Basic Level: students basic learning ability is at the partially proficient level.

(2) Proficient Level: students have solid academic performance and are able to perform subject-relevant knowledge, including knowledge of the subject, the ability to apply the knowledge to the real-world situations, and the ability to correctly analyze knowledge of the subject.

(3) Advanced Level: Students have prominent learning performance at a higher proficiency level.

### *3.2 Selection and Training of the Standard-Setting Panelists*

The standard-setting panelists were selected through stratified purposive sampling. The formal Chinese language standard-setting panelists consist of scholars, elementary school teachers, administrators, and parental representatives. Among the 35 standard setters, the regional distribution is as follows: There are 13 people (37.1%) from the northern region of Taiwan, 9 people (25.7%) from the central region, 8 people (22.9%) from the southern region, and 5 people (14.3%) from the eastern region and offshore islands. Among the standard setters, there are 19 teachers (54.3%), 9 administrators (25.7%), 6 scholars (17.1%), and 1 parental representative (2.9%).

### *3.3 The Three-Round Bookmark Method*

Loomis and Bourque (2001) indicated that in determining the appropriateness of the standard-setting method, it needs to be consistent with the test scoring, scaling, and analysis techniques. Moreover, due to the large number of test items, it is difficult to adopt the standard-setting method which examines each question one by one within a limited time and budget such as Angoff's Procedure. Thus, the bookmark method was applied in order to implement standard setting in combination with the three-round repeated recursive operation, so as to reach consensus among the standard-setting panelists' common views of the implementation procedure.

According to Lewis, Mitzel and Green (1996), the bookmark method is able to avoid the tiresome and the complicated interference caused by Angoff's procedure, from the evaluation and examination of each question one by one, and able to timely connect item content with PLDs. Additionally, the bookmark method is implemented using concepts from both item response theory (IRT) and item mapping. Therefore, it is also called an IRT-Modified Angoff Procedure (Lewis, Green, Mitzel, Baum and Patz, 1998). The operational concept and the procedures of the bookmark method are as follows:

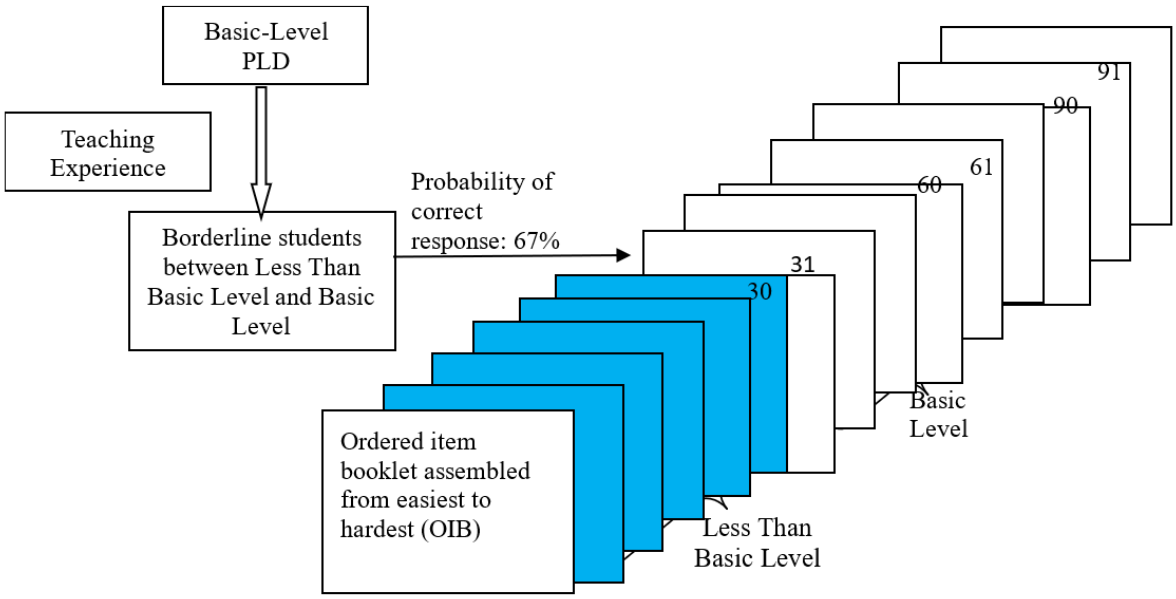
(1) Provide each standard-setter an ordered item booklet (OIB) assembled from easiest to hardest (Table 1).

(2) After the standard-setting panelists examine each question individually in the OIB, they need to complete the setting for the three levels. In addition, the ability value is converted according to the corresponding items at which bookmark of each level locates and the identified item parameter under a 0.67 response probability, to calculate the passing ability of the performance level (Huynh, 2006).

(3)The bookmark placement is based upon the judgement of the standard-setting panelists. After examining the item content one by one, the standard-setting panelists picture the kind of Chinese language knowledge which the borderline students of each level should have. For instance, Figure 1 shows that one member thinks that the worst student at the basic level should probably answer the 31st question correctly (probability of a correct response: 67%); thus, the basic-level bookmark is placed on the 31st question.

**Figure 1**

*Concept Map of Standard Setters' Basic Principles for the Basic-Level Bookmark*




Completing the above-mentioned procedure was considered as one round of the bookmark method. This research implemented the process of the three-round repeated recursive operation in order to reach the agreement of standard-setting panelists' common views of the implementation procedures. All the members examined the passing score, which was set over the three rounds, and then filled in an evaluation questionnaire in order to obtain the members' evaluations of the entire results.

## 4. Results

This research also conducted a validity assessment of several aspects, which included the standard-setting results from the standard-setting panelists' three-round discussions, the analysis of the monitoring information and the results of the questionnaire analysis. Explained as below:

### *4.1 Results of the Standard-Setting*

In the current study, the extreme value for examining the cutoff score was plus or minus 2 standard deviations of the cutoff score average. The results show that among the three-round evaluation scores, the ones which were defined as extreme values were mostly only in the range of 1 to 3 people because of the standard deviations were smaller. This shows that the standard-setting results were not greatly affected by the extreme values. Table 2 is the results from the standard-setting panelists' evaluation in the three rounds. When examining the average and median of the whole setting results, the average cutoff scores of each round at the Basic Level were 213, 211, and 212. The average cutoff scores of each round at the Proficient Level were 262, 263, and 261; and the average cutoff cores of each round at the Advanced Level were 304, 306, and 306. The relative differences of the median and the mean were not big, and they were both within 4, which shows that the influence of the extreme values was rather small. Nevertheless, Table 2 shows that the standard-setting panelists' setting results in each round of each level did not really change. This shows that the members had confidence in the standard setting to a certain degree. In addition, the researchers categorized the TASA for 8394 fourth grade elementary students of their Chinese language subject, and the passing number and the percentage of each level can be seen in Table 3. Taking the third round as an example, the students who were categorized in the group of ‘Below the Basic Level’ were 1576 (18.77%). Those in the ‘Basic Level’ were 2606 (31.05%); in the ‘Proficient Level’ were 3068 (36.55%); and those in the “Advanced Level’ were 1144 (13.63%).

### *4.2 Analysis of Monitoring Information*

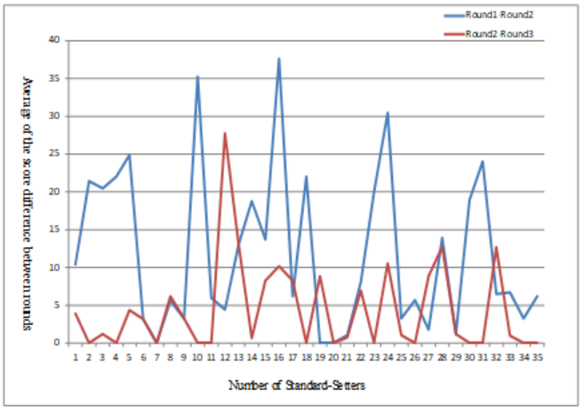
#### *4.2.1 Examining the Consistency of the Cutoff Scores*

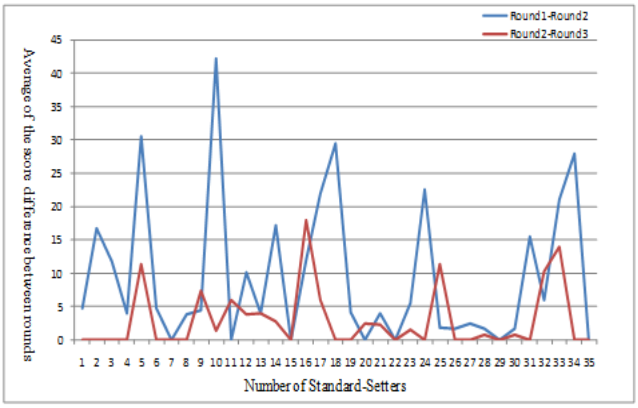
This research used the standard error of the mean (SEM) from the original data to evaluate the consistency of the cutoff scores. As can be seen in Table 4, the results show that even though the intra-member setting results of the first round at the Basic and Proficient Levels showed bigger SEMs, which were 2.86 and 2.82 respectively, in general, the SEMs approximately met Jaeger’s (1991) and Sireci’s (2009) suggestions, which were under 2.5. This indicates that the degree of variation in the standard-setting cutoff score was still within a reasonable range. In the consistency evaluation of the standard-setting panelists, it was found that in later rounds, the standard error (SE) of the standard-setting panelists’ cutoff score went down to an approximately reasonable level. However, the gradual downward tendency was obvious, which shows that the degree of variation tended to stabilize gradually.

Figure 3 is the scatter diagram of the degree of variation of each member’s cutoff scores between Round 1 and Round 2, and Round 2 and Round 3, at different levels. In this figure, the upper left shows the difference between each round at the Basic Level; on the upper right was the difference between each round at the Proficient Level; and on the lower left is the difference between each round at the Advanced Level. In terms of the difference in scores between each round at the Basic Level, the difference between Round 1 and Round 2 of the 16th member’s score was over 35, which was the largest of all the members. While the difference between rounds 2 and 3 went down to 10. Except for the great increase in scores of the 12th member after each round at the Basic Level, the difference in the scores between rounds 2 and 3 of all the members at the Basic, Proficient, and Advanced Levels tends to be small. This shows that the intra-member setting results tends to be internally consistent.

**Figure 3.**

*Graph of the Score Differences Between Rounds at the Standard-Setting Levels*




*4.2.2 Analysis of Differences in the Assessments of Standard-Setting Panelists with Different Backgrounds*

Besides examining the consistency of the standard-setting panelists' cutoff scores, the current study also evaluated the consistency of the cutoff scores, which were set by standard-setting panelists of different genders, regions, and status. In terms of standard-setting panelists of different genders, it was found that the difference in the absolute value of the cutoff scores set by members of different genders was relatively big. The differences in the absolute value of the cutoff scores at the Basic, Proficient, and Advanced Levels were 4.81, 1.74, and 1.17, respectively. However, in the later rounds, the differences became smaller. In the third round, the differences of the cutoff scores set by members of different genders at the Basic, Proficient, and Advanced levels were 2.32, 1.04, and 0.31, respectively. The difference in the cutoff scores was very small. This shows that in the later rounds, the influence of gender became smaller, even small enough to be ignored.

In terms of standard-setting panelists from different regions, it was found that in the first round, the largest absolute value of the average difference was 12.08 at the Proficient Level. In the later rounds, the difference tended to move into a reasonable range. In the third round, the largest absolute values of the average difference at the Basic, Proficient, and Advanced levels were 4.51, 3.93, and 1.44, respectively, showing a reasonable degree of variation. In terms of standard-setting panelists of different status, it was likewise found that in the first round, the largest absolute value of the average difference was 23.7 at the Basic Level. In later rounds, the difference tended to move into a reasonable range. In the third round, the largest absolute values of the average difference at the Basic, Proficient, and Advanced levels were 4.41, 2.33, and 1.61, respectively, which were approximately at a reasonable degree of variation.

In general, even though in the first round there were larger difference in scores from members of different genders, regions, and status, in the third round, the absolute value of the average difference was approximately within a reasonable degree of variation. It shows that there was reasonable consistency in the final setting results among the standard-setting panelists.

*4.3 Analysis of the Questionnaires*

In this research, the feedback analysis of the standard-setting panelists' questionnaire evaluation mainly examined the following aspects:

#### *4.3.1 Activity Time Allocation at Each Stage*

From the analysis of the questionnaire, the results of the standard-setting panelists' ideas about activity time allocation at each stage can be found in Table 5. Table 5 shows that: 22 members (64.7%) thought that the time allocation for the standard-setting instructions and explanation was moderate; 22 members (62.9%) thought that the time provided for members to place the bookmarks during the standard-setting implementation was moderate; and 26 members (74.3%) thought that the time provided for the group to discuss the appropriateness of the standard-setting result was moderate. Generally, most of the members felt that the time allocation at each stage in this meeting was suitable, which shows that the implementation time of each activity was sufficient. Moreover, regarding the time allocation, the researchers were able to adjust immediately according to the members' reaction. Thus, the members became more familiar with the procedure and the technique over time in this study.

#### *4.3.2 Standard Setters' Understanding of Meeting Instructions and Explanations*

From the analysis of the questionnaire, the results of the standard-setting panelists' understanding of the meeting instructions and explanations can be seen in Table 6. Table 6 shows that: 27 members (77.2%) agreed that the preface information was adequate to help the members to understand their own roles. Most of the members were able to clearly understand PLD, the implementation of the bookmark method, and the feedback from the standard-setting meeting. Overall, the members thought that the meeting instructions and the explanation of the relevant information was clear. The scale mean of this item was 4.10, which shows that the instruction and the explanation of this research was suitable.

#### *4.3.3 Standard Setters' Understanding of the Purpose, Task, and Feedback*

With regard to the degree of members' understanding of the purpose of the standard-setting, tasks, and feedback, the result from the analysis of the questionnaire can be found in Table 7. 31 members (88.6%) understood the purpose of the meeting. The scale mean of this item was 4.40, which was a fairly high level. The scale mean of the understanding of the assessment framework, and the scale mean of the understanding of the subsequent meeting procedure were 4.23 and 4.34, respectively. This shows that most of the members had a certain level of understanding on the purpose of the standard-setting and the subsequent task procedure. As for the understanding of feedback, most of the members showed a high level of understanding. The scale means were all above 4.0. In general, the members thought that the meeting instructions and the explanation of the relevant information were clear, and they were able to understand the purpose, the task and the feedback.

#### *4.3.4 Implementation of the Bookmark Method*

Table 8 shows an analysis of the standard-setting panelists' perception of performance level description and the bookmark method implementation. This analysis shows that most of the members agreed that the PLDs of the Basic, Proficient, and Advanced levels which the meeting provided were practical for placing the bookmarks for each level. The scale averages of the Basic, Proficient, and Advanced levels were 3.55, 3.60, and 3.66, respectively. However, around 2.9% to 6.1% of the members had negative comments in regard to the usefulness of PLD.

The results of the analysis from Table 8 shows that some members thought that OIB did not correspond to their perceptions. Nine members (25.8%) thought that OIB for the Chinese language did not correspond with their perception of the relative difficulty among the items and the scale average was 3.0. Lewis (1999) indicated that this is an unavoidable problem when the bookmark method is used. In order to reduce the impact, the researchers have arranged several assistants to explain the content of questionable items. At the same time, several teachers who have helped to design the Chinese language tests were included among the members. Moreover, during the meeting it was continuously emphasized that the members should place the bookmark between two groups of items where a larger amount of knowledge existed; instead of placing the bookmark between any two items (Mitzel, Lewis, Patz, and Green, 2001). A 67% rate of correct answers was selected on the theoretical basis of Huynh's (2006) suggestion, which contains the largest amount of information of correct responses in binary scoring. Table 8 shows that the standard-setting panelists feel positive about the effectiveness of PLD.

#### *4.3.5 Degree of Influence of Feedback from the Standard Setters*

Table 9 is the analysis of the degree of influence of feedback from the standard-setting panelists. It shows that the members were affected by some information such as OIB, other members' cutoff scores, and the percentage of students who passed at the Basic, Proficient, and Advanced Levels. The scale means of these items were 3.77, 3.31, and 3.23, respectively. The degree of influence was approximately above the average level.

#### *4.3.6 Stratifying and Confidence Degree of the Standard-Setting Results*

Table 10 is the degree of the standard-setting panelists' satisfaction and confidence for the final standard-setting results. The results from the analysis of the questionnaire shows that only one member expressed negative comments, while most of the members indicated that their final bookmark placement was identical to the PLD. The scale mean of this item was 4.31, which shows that the members had a certain degree of confidence in their own setting results. Furthermore, the scale mean of the degree of satisfaction with the final cutoff score was 4.20, which shows that the members responded positively.

#### *4.3.7 Chinese Language Standard-Setting Results for the Fourth-Grade Elementary School Students in Taiwan*

The cutoff scores for each level of the TASA for the fourth-grade elementary students for their Chinese language were 211, 261, and 306, respectively. It means that students achieved the Basic Level with a score of 211 on the scale; students achieve the Proficient Level with a score of 261 on the scale; and students achieved the Advanced Level with a score of 306 on the scale. If a student's average was 220 on the TASA scale, which means that the student's ability was at the Basic Level, the student was probably able to answer questions correctly regarding to certain knowledge. Moreover, if the student would like to achieve at the Proficient Level, the teacher may consider teaching and reinforce the knowledge of the example content in the range of 212 to 260.

## 5. Conclusion and Suggestions

The purpose of this study was to establish standard-setting results for the TASA for the fourth-grade elementary school students in Taiwan for their subject of Chinese language. It also examined the validity of the standard-setting results with Kane's (1994 and 2001) suggestions for the procedure, as well as conducting an assessment of content validity. In the following section, further explanation based on the results of this study is presented and suggestions are provided for future research.

### *5.1 Conclusion*

Regarding the process of examining validity, this study not only set up a timetable for the standard-setting process in detail to highlight the implementation of each stage, but also conducted detailed evaluation of several aspects. The selection of the standard-setting panelists included members from the major regions, consisting of a heterogeneous sample with regards to both gender, religion and status. The research found that the time allocation of the first round was suitable. Most members felt that the PLD and the implementation of the bookmark method were suitable. There was inconsistency in the order of item difficulty of the OIB, and the researchers attempted to reduce this influence by arranging assistants to help the members understand the content of items. The members were satisfied and confident with the final cutoff scores and the bookmark placements. This shows that the final cutoff score was persuasive. Generally speaking, the validity of the standard-setting process in this study was at a very high level.

From the aspect of examining internal validity, the researchers set an index based on the consistency of the standard-setting results in evaluating the standard-setting technique, and on the consistency of the intra-member and inter-member standard-setting results. In general, the standard setting of this research has a fairly high internal validity. After the standard-setting results were established, the researchers created supplementary figures of the test, and expected the interpretation of the results to function as a reference criterion.

### *5.2 Suggestions*

#### *5.2.1 Time Allocation of the Three-Round Bookmark Method*

As for the time allocation of the three-round bookmark method, this research considers both the reality (the budget, the willingness of participating members, and the fact that each round needs to be completed within one day), and the members' subsequent evaluation results. Most of the members thought that the time provided to place the first round bookmarks was appropriate. However, in the third round, most of the members had completed the standard setting earlier. This shows that within the limited time range, at the beginning, the time was sufficient for the members to adequately examine the test content of 117 questions and to place the bookmarks. Afterwards, the time seemed to be too long. Hence, future research may consider adjusting the time for the three rounds to 70-80 minutes for the first round, 60-70 minutes for the second round, and 50-60 minutes for the third round. In this way, in later rounds, the members may be more familiar with the content of the test items, hence the time to complete the task decreases.

#### *5.2.2 Implementation of the Bookmark Method*

When the bookmark method was implemented in this research, the members mentioned their different understandings of the order of item difficulty. At the same time, the researchers conducted a bookmark of cutoff scores, in combination with the three-parameter logistic model of the database. This may give rise to a situation in which the adjustment of the bookmarks is not necessarily consistent with the members' perceptions (Cizek and Bunch, 2007). Members also suggested that during the standard-setting procedure, they may have felt indecisive about two or more questions.

This research suggests: First, when there are more items in the study, future researchers may consider removing some successive items whose content are very similar in order to avoid overlap. Secondly, regarding the bookmark adjustment and the members' understanding, researchers could explain the function and the importance of PLDs during the standard-setting procedure, and by give feedback to help with the placing the bookmarks in practice. Finally, researchers may provide the members with the possibility to place bookmarks at multiple points. For instance, at the Basic Level, researchers may provide two choices for bookmark placement in combination with a rating of confidence in the placement.

*5.2.3 The Evidence of External Validity*

Future research could gather evidence of external validity regarding several aspects. First, after the standard-setting results are announced, research could collect the teachers' or the scholars' degrees of satisfaction with the standard-setting results in order to investigate the degree of the consistency. Secondly, researchers may consider analyzing the four categories of students' answers and the questionnaire from the large-scale database, and students' performance in other subjects, in order to increase the external validity of this study. Finally, researchers may try to utilize different standard-setting methods - such as the response vector for mastery (RVM) method (Dimitrov, 2021) or the Mapmark method (Schulz & Mitzel, 2011) - in order to examine the degree of consistency.

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## Appendices

**Table 1**

*Format of an item in the OIB*

| Subject | Grade | OIB Number | Answer |
|---|---|---|---|
| Chinese | 6 | 1 | 2 |
| Item | What does the following description imply?<br>During class, the teacher had a deep, ragged voice and sometimes made some coughing sounds. Some classmates suggested that the teacher should let us do our work, so the teacher did not need to talk, which allowed the teacher's throat to rest.<br>① After school<br>② The teacher is sick<br>③ My school life<br>④ An interesting class | | |
| Assessment Index | 7-1 Ability to grasp the main idea of the text (understanding) | | |

**Table 2**

*Results of Standard Setting*

| Level | Round 1<br>Average/Median | Round 2<br>Average/Median | Round 3<br>Average/Median |
|---|---|---|---|
| Basic | 213/ 212 | 211 / 215 | 212 / 215 |

| | | | |
|---|---|---|---|
| Proficient | 262 / 258 | 263/ 262 | 261 / 262 |
| Advanced | 304 / 307 | 306 / 307 | 306 / 307 |

**Table 3**

*Passing number and percentage of each level of standard setting results by round (N=8394)*

| Level | Round 1 | Round 2 | Round 3 |
|---|---|---|---|
| Less Than Basic | 1537 (18.31%) | 1602(19.08%) | 1576(18.77%) |
| Basic | 2535 (30.2%) | 2463(29.34%) | 2606(31.05%) |
| Proficient | 2787 (33.21%) | 3208(38.22%) | 3068(36.55%) |
| Advanced | 1534 (18.28%) | 1121(13.35%) | 1144(13.63%) |

**Table 4**

*Standard Error of the Mean (SEM) of the Cutoff Score at Each Level for Fourth Ggrade Elementary School Students in Learning the Chinese Language (N=35)*

| Level | SEM (Round 1) | SEM (Round 2) | SEM (Round 3) |
|---|---|---|---|
| Basic | 2.86 | 1.85 | 1.24 |
| Proficient | 2.82 | 0.97 | 0.64 |
| Advanced | 1.93 | 0.94 | 0.54 |

**Table 5**

*The Standard-Setting Panelists' Perception of the Activity Time Allocation at Each Stage*

| Content of test item | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Time allocated for explanation and instruction | 1<br>(2.9%) | 6<br>(17.6%) | 22<br>(64.7%) | 4<br>(11.8%) | 1<br>(2.9%) |
| Time allocated for bookmark placement | 2<br>(5.7%) | 4<br>(11.4%) | 22<br>(62.9%) | 7<br>(20%) | 0<br>(0%) |
| Time allocated for the group discussion on the suitability of standard-setting results | 1<br>(2.9%) | 2<br>(5.7%) | 26<br>(74.3%) | 6<br>(17.1%) | 0<br>(0%) |
| Execution time for the missions of each stage | 0<br>(0%) | 0<br>(0%) | 25<br>(71.4%) | 9<br>(25.7%) | 1<br>(2.9%) |

**Table 6**

*Standard-Setting Panelists' Understanding of the Meeting Instructions and Explanations*

| Content of test item | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| The meeting instructions are helpful to understand my own role. | 0 (0%) | 0 (0%) | 8 (22.9%) | 19 (54.3%) | 8 (22.9%) |
| I understand the explanation of PLD and its functional description. | 0 (0%) | 3 (8.6%) | 7 (20%) | 16 (45.7%) | 9 (25.7%) |
| I understand the explanation of how to implement the bookmark method. | 0 (0%) | 3 (8.6%) | 11 (31.4%) | 12 (34.3%) | 9 (25.7%) |
| I understand the explanation of other members' (and your own) cutoff scores and its functional description. | 0 (0%) | 0 (0%) | 5 (14.3%) | 15 (42.9%) | 15 (42.9%) |
| I understand the explanation of the percentage of students who pass at the basic, proficient, and advanced levels and its function. | 0 (0%) | 0 (0%) | 3 (8.6%) | 20 (57.1%) | 2 (34.3%) |

**Table 7**

*Standard-Setting Panelists' Understanding of the Standard-Setting Purpose, Task and Feedback*

| Content of test item | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| I understand the purpose of the standard-setting meeting. | 0 (0%) | 0 (0%) | 4 (11.4%) | 13 (37.1%) | 18 (51.4%) |
| I understand the assessment framework for the fourth grade. | 0 (0%) | 0 (0%) | 5 (14.3%) | 17 (48.6%) | 13 (37.1%) |
| I understand the subsequent standard-setting procedure of the meeting. | 0 (0%) | 0 (0%) | 4 (11.4%) | 15 (42.9%) | 16 (45.7%) |
| I understand the relative place of other members' (and your own) cutoff scores. | 0 (0%) | 1 (2.9%) | 3 (8.6%) | 14 (40%) | 16 (45.7%) |
| I understand the meaning of the percentage of students who pass at the basic, proficient, and advanced levels. | 0 (0%) | 0 (0%) | 4 (11.8%) | 14 (41.2%) | 16 (47.1%) |

**Table 8**

*The Standard-Setting Panelists' Perception of the Implementation of Performance Level Description and the Bookmark Method*

| Content of test items | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Basic PLD is helpful for placing the bookmark between the borderline basic level and the basic level. | 0 (0%) | 2 (6.1%) | 15 (45.5%) | 12 (36.4%) | 4 (12.1%) |
| Proficient PLD is helpful for placing the bookmark between the borderline basic level and the proficient level. | 0 (0%) | 2 (5.7%) | 14 (40%) | 15 (42.9%) | 4 (11.4%) |
| Advanced PLD is helpful for placing the bookmark between the borderline proficient level and the advanced level. | 0 (0%) | 2 (5.7%) | 13 (37.1%) | 15 (42.9%) | 5 (14.3%) |
| The OIB which the researchers provided corresponds with the relative difficulty among items. | 1 (2.9%) | 8 (22.9%) | 17 (48.6%) | 8 (22.9%) | 1 (2.9%) |
| It is suitable to use the probability of a correct response (67%) to determine the bookmark placement. | 0 (0%) | 1 (2.9%) | 18 (50%) | 8 (51.4%) | 8 (22.9%) |

**Table 9**

*Degree of Influence of Feedback Information on the Standard Setters*

| Content of test item | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| The passing rate of each item in OIB may affect the bookmark placement. | 0 (0%) | 1 (2.9%) | 12 (34.3%) | 16 (45.7%) | 6 (17.1%) |
| Other members' cutoff scores may affect the bookmark placement. | 2 (5.7%) | 6 (17.1%) | 10 (28.6%) | 13 (37.1%) | 4 (11.4%) |
| The percentage of students who pass at the basic, proficient, and advanced levels may affect the bookmark placement. | 1 (2.9%) | 10 (28.6%) | 9 (25.7%) | 10 (28.6%) | 5 (14.3%) |

**Table 10**

*Degree of the Standard-Setting Panelists' Satisfaction and Confidence with the Setting Result*

| The content of test item | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| The last bookmark placement is identical to that of PLD. | 0 (0%) | 0 (0%) | 5 (14.3%) | 14 (40.7%) | 16 (45.7%) |
| I feel satisfied with the final cutoff score. | 0 (0%) | 1 (2.9%) | 3 (8.6%) | 19 (54.3%) | 12 (34.3%) |

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# The Tendency Analysis of Thai Language Research in China during 2013-2020: A Study on CNKI Database

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**Abstract**

This paper aims to analyze the tendency of Thai language research in China from 2013 to 2020, after the launching of the BRI strategy, through the study of the correlation between 3 factors, Thai language curricula in China, The research funds, and the tendency of Thai language research in China. According to correlation analysis, the number of funding papers was positively correlated with the number of Thai language research papers (r=0.743); and the number of Thai language programs in Chinese universities was significantly strongly correlated with the number of Thai language research articles (r=1). Moreover, the research found 309 related articles including the area of linguistics, translation, teaching and learning, talented development, and curriculum studies. Linguistic research is the largest population with 51.78% overall, and the smallest group is curriculum studies with 0.32%. Meanwhile, based on the CAGR and AAGR percentages, the linguistics field has dropped significantly (CAGR = -12.62%, AAGR = 8.68%); while the talented development group has grown positively over these 8 years (CAGR = 23.97%, AAGR = 66.67%). This research result was able to establish a correlation between the increasing number of Thai language programs in China, research funds, and the rising number of Thai language research in China. which could approximately predict the tendency of the trend in Thai language research in China.

**Keywords**: Thai Language Research, Thai Language Program, Research Fund, CNKI Database, Tendency Analysis

## 1. Introduction

### *1.1 Research Background*

Thai language, one of the ‘non-general languages’ (非通用语种) in China, has been officially taught as a major subject in 1946 at Peking University (Bo, 2007). Henceforth, the Thai language research in China has been continually conducted for 7 decades, which included academic textbooks, research papers, and translation work, especially in Thai modern literature. However, the rising of the Thai language study trend in China has grown up obviously since the BRI initiative was launched in 2013, as language connectivity played the important role in the strategy. In 2015, National Development and Reform Commission in China issued the “Vision and Actions on Jointly Building Silk Road, Economic Belt and 21st Century Maritime Silk Road”, for the purpose to drive the strategy development effectively. Therefore, Guangxi Zhuang autonomous region and Yunnan province have been selected to be important areas of SEA’s language talented training by their geographic advantage. (National Development and Reform Commission, Ministry of Foreign Affairs, and Ministry of Commerce of the People’s Republic of China, 2015) Jirapas (2019) found that, since 2000, there are more than 50 universities in China continuously opened the Thai language majors, especially in Guangxi and

Yunnan Provinces. Meanwhile, the correlation between the policy and regional planning has directly impacted the language learning program, as well as the talented cultivation and the research.

The China National Knowledge Infrastructure (CNKI) officially launched in 1999, which more than 58 million full-text articles, more than 8,550 kinds of Chinese academic journals, proceedings, yearbooks, newspapers, and also masters' thesis and doctoral dissertations. (China National Knowledge Infrastructure, 2019) In addition, the CNKI database has also accepted reviews from other countries, which have published articles in other foreign languages, excluding Chinese. Recently, the developer has provided the statistic function of the publication to see the basic tendency in the subject, publication year, research level, affiliation, authors, funds, and so on.

The study found that the earliest research article related to "Thai studies" in CNKI is "the brief history of Thai-China relationship" published in 1981 by Bisheng Chen. However, the research paper about Thai in the late 80s tended to be in the field of "Thai studies" that included history, ethnography, education, and general information about the country. However, after Thai language programs have been spread to other provinces, the area of language research gradually becomes a popular trend in the field.

### *1.2 Research Objectives*

This study aims to analyze the tendency of Thai language research from 2013 to 2020, to see the correlation between Thai language programs in Chinese universities, the research funds, and the tendency of Thai language research in China.

### *1.3 Research Questions*

According to the research purpose, the research questions are designed as follows: 1) Does the increasing number of Thai language programs affect the increase of Thai language research? 2) Does the research fund affect the increase of Thai language research?

## 2. Scope of Research

1) Using the CNKI database in searching and collecting the sample.

2) Using “泰语” (Thai Language) as a browsing keyword.

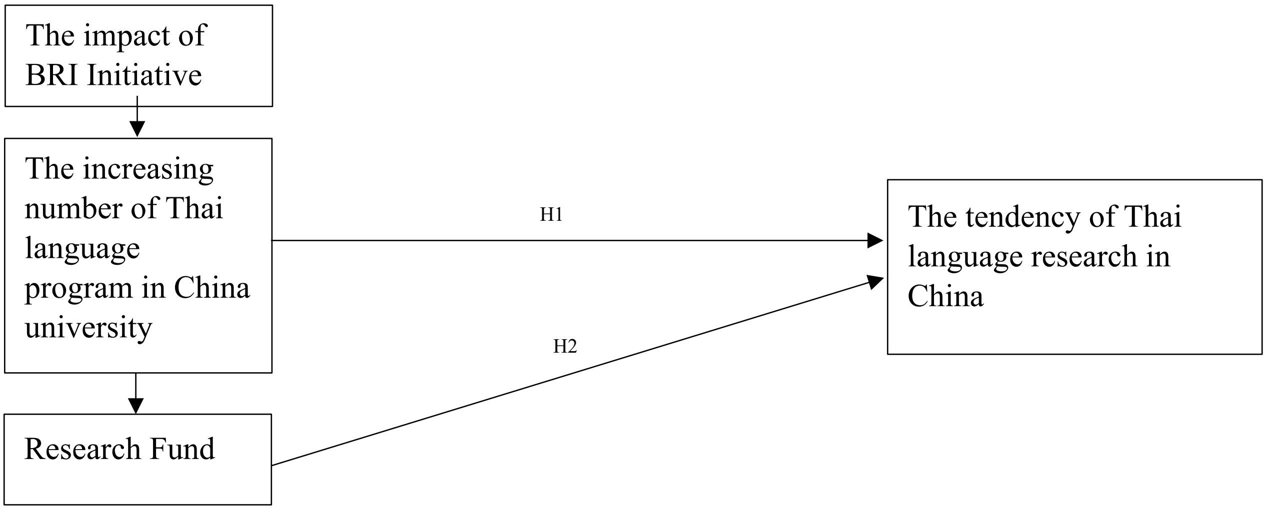
3) Scoping the categories for searching the data in 'journal article', which was published from 2013 to 2020, and published in the Chinese language.

## 3. Research Framework and Hypothesis

### *3.1 Research Framework*

**Figure 1**

*Research Framework*




This research implied the increasing number of Thai language programs in Chinese universities and the research fund as the independent variable, and the tendency of research in Thai language studies in China as the dependent variable.

*3.2 Hypothesis*

Based on the research framework, the hypothesis is proposed as following:

H1: The increasing number of Thai language program in China University has an effect to the tendency of research in Thai language studies in China.

H2: Research Fund has an effect to the tendency of research in Thai language studies in China.

## 4. Research Methodology

*4.1 Collecting Data*

Using the keyword“泰语”(Thai Language) to browsing the data in journal articles category in CNKI database, and filtering the published year from 2013 to 2020.

*5.1 Cleansing and Grouping Data*

After collecting a total of 860 papers with collected from “Thai language” keyword, the cleansing process was conducted in 3 steps as follows: 1) Removing the data which not written in Chinese, and not published in the Chinese journal. 2) Categorizing the data based on the research field from the topic, with including linguistics, translation, teaching and learning, talented development, and curriculum studies. 3) Grouping and summarizing the amount of data in each field.

*5.2 Examining Data*

After detaching non-related papers, the examining process of a total of 309 papers is conducted in 2 steps as follows: 1) Rechecking the data by close reading the abstract of each paper. 2) Grouping and summarizing the amount of data in each group.

*5.3 Analyzing and Interpreting*

In order to verify the correlation between the variable, the statistical analysis of Pearson's correlation coefficient is used to investigate the relationship between Thai language programs in Chinese universities, the research fund, and the number of Thai language research. The interpretation of the finding is described in a scatter plot with descriptive analysis.

## 5. Literature Review

Amornwanitsak (2013) conducted the synthesis study in doctoral and master's theses related to Thai studies from 2000 to 2012, divided the content into 16 subject groups, 69 fields from 68 universities. The research result found that the trend of Thai studies in China is gradually increasing. Xu and Sun (2018) conducted the documentary research on Thai grammar studied which published in the CNKI database from 2004-2016, and found that 118 research papers in total included the study on the grammatical issue from lexical to sentences level. Jirapas (2019) surveyed the development and current situation of the "Thai language" and "Thai Studies" in China. These primary sources of the research help us know the current situation of the Thai language program in China higher education. Rojanawanichkij (2020) synthesized and comparative study of Chinese and Thai research in the field of academic articles, master, and doctoral dissertations on the CNKI database by using the keyword "Comparison of Chinese and Thai" and found that the research on vocabulary comparison is the most popular among the others, followed by grammar, translation and pronunciation studies. Sikakaew et al (2022) synthesized the doctoral dissertation in Thai linguistic study on CNKI during 2015-2020 and found that entirely 20 dissertations have a large amount on structural linguistics, with 55% overall, and the comparative method was primarily used in the most topics. The study of these relevant works of literature points out that there is none of the research focus on the tendency analysis, and the gap year has not contained from 2013 to 2020. This may be an opportunity to carry out this research.

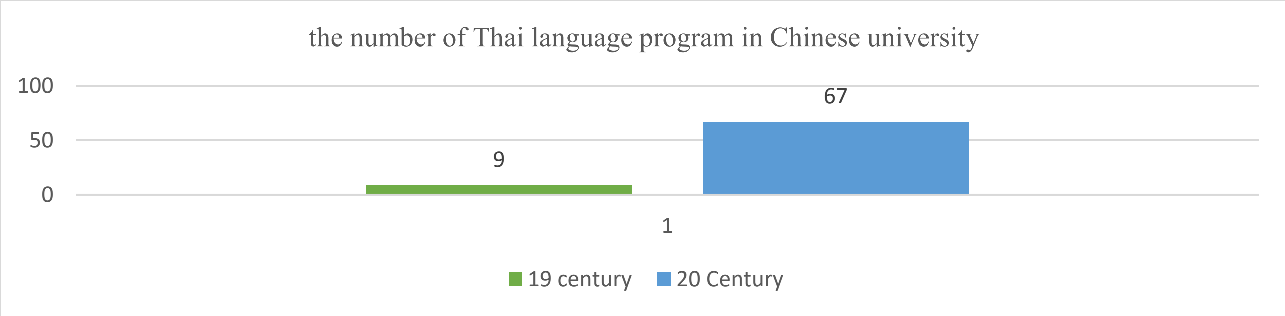
## 6. Research Result

*6.1. The Increasing Number of Thai language Program in China University*

The research found that before the BRI initiative officially launched in 2013, certain action plans and decision-making plans have been published in response to the advent of this global co-operation strategy, both in Guangxi and Yunnan. In 2008, Yunnan Provincial Committee, and the people's government of Yunnan has announced "the decision about deepening reform and vigorously developing of higher education", to encourage the educational institution to provide "ASEAN country" language and culture courses for Chinese students. In addition, the department of education of Guangxi Zhuang autonomous region has published "the action plan for the educational serving of Guangxi development (2010-2012)", which is mentioned in the language talented support project for North Bay economic cooperation. (Chen & Sikakaew, 2022) These regional policies have facilitated and accelerated the operation of Thai language program in Chinese universities, particularly in these two strategical areas of ASEAN language talented training. According to the investigating research of Jirapas (2019) found that the number of Thai language programs opened in Chinese universities from 20th centuries onwards has increased dramatically, compared to the 19th centuries, as shown in Figure 2.

**Figure 2**

*The Number of Thai Language Program in Chinese University between 19-20 Century*




**Note: This table is generated and summarized from Jirapas (2019)*

According to the study of Jirapas (2019), the number of Chinese universities which operate the Thai language program has increased perilously, with 644.4% of growth rate from 19th centuries to 20th centuries. Only in 20 centuries, there are 67 universities in China open Thai language programs, distributed in Guangxi Zhuang autonomous region, Yunnan, Shanghai, Chengdu, Hainan, Xi'an, Sichuan, Tianjin, Shandong and Zhejiang, illustrated in the figure below.

**Figure 3**

*The Distribution of Thai Language Programs in China Provinces in 20th Centuries*


| | Guangxi | Yunnan | Shanghai | Tianjin | Zhejiang | Shandong | Hainan | Xi'an | Sichuan | Chengdu |
|---|---|---|---|---|---|---|---|---|---|---|
| Number | 23 | 34 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 |
| Percentage | 34.33% | 50.75% | 1.49% | 1.49% | 1.49% | 1.49% | 4.48% | 1.49% | 1.49% | 1.49% |

Number Percentage

**Note: This table is generated and summarized from Jirapas (2019)*

Figure 3 shows that Yunnan and Guangxi are the main areas that have the largest number of Thai language courses in higher education with 50.75% and 34.33% respectively. This research collected the proportion of universities in Guangxi and Yunnan as representative data for finding the correlation between the trend of Thai language research in China.

*6.2 The Research Funding*

Research funding is an essential component of research, at the same time, the research funding, although it does influence the volume of the research activity. Furthermore, the research funding is the structured domain of research indicators which can show the stability of research, and to see the trend of the research field. (Toom, 2018) This study found that 42% of these 309 papers on Thai language research published during 2013-2020 were granted from many sources as shown in Table 1.

**Table 1**

*The Frequency in each Type of Granted Papers during 2013-2020.*

| Research Fund type | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | Total |
|---|---|---|---|---|---|---|---|---|---|
| University Fund | 3 | 4 | 4 | 5 | 10 | 7 | 2 | 7 | 42 |
| Provincial Fund | 2 | 2 | 4 | 15 | 21 | 9 | 6 | 10 | 69 |
| National Fund | 3 | 2 | 4 | 11 | 11 | 4 | 4 | 2 | 41 |
| Bureau Fund | 2 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 5 |
| Total granted paper | 10 | 9 | 12 | 32 | 42 | 20 | 13 | 19 | 157 |
| Reputation granted paper* | 1 | 0 | 0 | 7 | 11 | 5 | 1 | 2 | 27 |
| Dispose of the reputation granted paper | 9 | 9 | 12 | 25 | 31 | 15 | 12 | 17 | 130 |

**Reputation granted paper is the research paper which granted more than 1 type of research fund.*

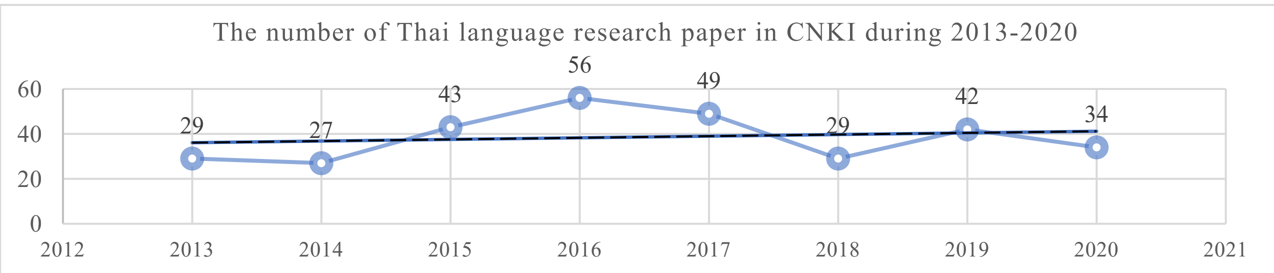
The type of research funding included university fund, provincial fund, national fund, and bureau fund. The study found that during 2013-2020, some research papers in Thai language got more than 1 type of funding, and some of them granted 3 types of research funding in 1 paper. This research uses the proportion of granted paper as an independent variable to find the correlation between the tendency of Thai language research in China.

*6.3 Frequency, Category and the CAGR and AAGR Percentage of Research Papers*

The search result from keyword"泰语"(Thai Language) in articles categories by specifying the range of publishing year from 2013-2020 found that there are 860 titles related in total. After screening and detaching non-related papers found that from 2013 to 2020 there are only 309 papers related in total, which can be categorized into 5 topic groups, including linguistic, Thai language Teaching and Learning, Thai language talented training, translation, and Thai Curriculum orderly as shown in Figure 3.

**Figure 3**

*The Number of Thai Language Research Papers in CNKI during 2013-2020*




*Note: Data generated from the researcher

Figure 3 found that the number of research papers in Thai language from 2013 to 2020 have increasing consistency. The highest number of articles was 56 articles in 2016, up from 93% comparing to 2013. The direction of trend line on this chart is on an upward, indicating that the overall trend of Thai language research in China is on the upward trend, with 17.2% of growth rate. After categorizing these research papers found that the total of 309 papers from 2013 to 2020 can be distributed the frequency and percentage in each category as shown in Table 2.

**Table 2**

*Frequency and Percentage in each Research Category during 2013-2020*

| Research Category | Frequency | Percentage |
|---|---|---|
| Linguistic | 160 | 51.78 |
| Translation | 13 | 4.21 |
| Thai language teaching and learning | 111 | 35.92 |
| Thai language talented training | 24 | 7.77 |
| Thai Curriculum | 1 | 0.32 |
| Total | 309 | 100.00 |

According to the Table 2, the largest population in Thai language research is linguistic (51.78%), followed by Thai language teaching and learning (35.92%), Thai language talented training (7.77%), Translation (4.21%), and Curriculum (0.32%), respectively. The frequency in the linguistic field state that the research in this area is the most popular in all categories. However, based on the percentage of CAGR and AAGR stated that the Thai language linguistic research is on the downtrend as seen in Table 3.

**Table 3**

*The CAGR, and AAGR Percentage in the field of Linguistic, Thai Language Teaching and Learning, and Thai Language Talented Research from 2013-2020.*

| Research Category | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | CAGR (%) | AAGR (%) |
|---|---|---|---|---|---|---|---|---|---|---|
| Linguistic | 18 | 11 | 27 | 29 | 31 | 14 | 23 | 7 | -12.62 | 8.68 |
| Thai language teaching and learning | 9 | 15 | 11 | 22 | 13 | 12 | 13 | 16 | 8.57 | 17.54 |
| Thai language talented training | 2 | 1 | 3 | 3 | 2 | 1 | 3 | 9 | 23.97 | 66.67 |

**(CAGR = Compound annual growth rate; AAGR = Average annual growth rate)*

Table 3 shows that the CAGR percentage of linguistics study is on downtrend with -12.62%, while the AAGR percentage is on the plus side with 8.68%. At the same time, the two other's

CAGR and AAGR percentage is on the plus side. But due to the variation of publication in each year, the rising and falling of the publication is instability. Therefore, the AAGR is used to explain the average annual growth rate for each category, to see the average increase of the publication. As stated in Figure 1, the highest number of total publications is in 2016, especially on Thai language teaching and learning with an average growth year at 100% compared to 2015, as shown in Table 4.

**Table 4**

*Growth Rate Percentage of the Publication in Linguistic, Teaching and Leaning, and Talented Training*

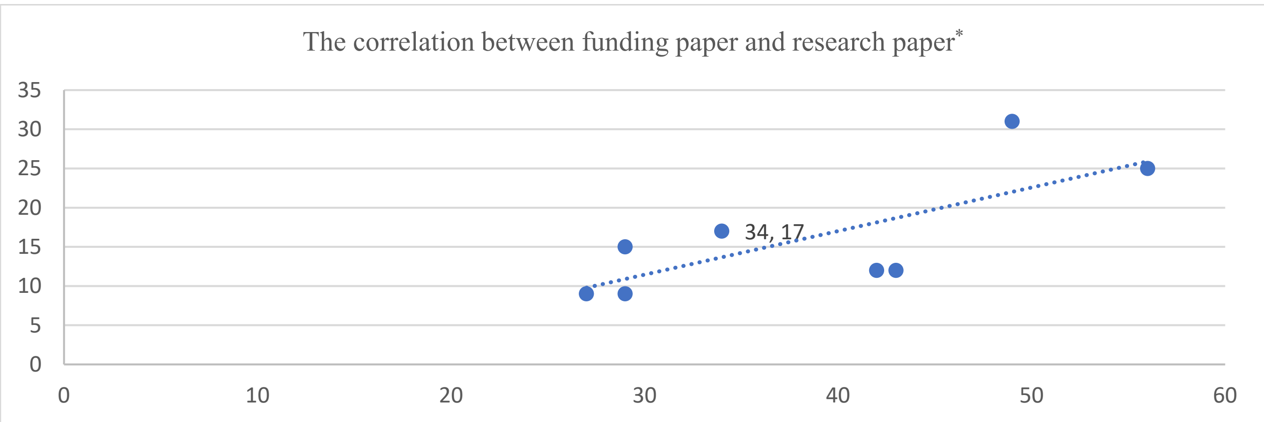
| Research Categories | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|---|---|---|---|---|---|---|---|
| Linguistic | -39% | 145% | 7% | 7% | -55% | 64% | -70% |
| Thai language teaching and learning | 67% | -27% | 100% | -41% | -8% | 8% | 23% |
| Thai language talented training | -50% | 200% | 0% | -33% | -50% | 200% | 200% |

Table 3 and Table 4 show the total number and growth rate percentage of 3 main category in Thai language research. According to the hypothesis, the increasing number of research paper is depended on the rising number of Thai language program in Chinese university, and the research fund. In next part is the number and percentage of Thai language program open in Chinese university and the research fund.

*6.4 The Correlation between Variables*

**Figure 4**

*The Scatterplots of Correlation between Funding Paper and Research Paper.*

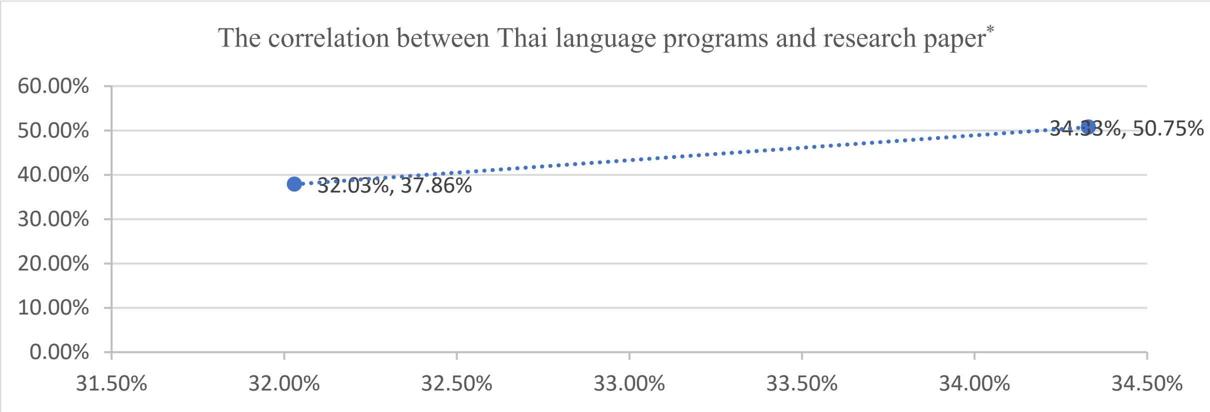



*Note: (r)=0.743

Figure 4 shows the highly positive correlation between funding paper and research paper related to Thai language, with *r* = 0.743. This can be interpreted that the research funding is directly impact to the rising of papers. As a result, the H2 is established.

**Figure 5**

*The Scatterplots of Correlation between the Proportion of Universities in Guangxi and Yunnan as Representative Data to Measure the Correlation between the Tendency of Thai Language Research in China.*




*Note: (r)=1*

This scatterplots use the number of universities in Guangxi and Yunnan which operate Thai language programs in 20th centuries as a representative data to find out the correlation between Thai language programs in universities and Thai language research. The figure 5 shows the perfectly correlation analysis between the rising number of Thai language programs operated in Chinese higher education institute and the rising of research papers during 2013 to 2020 with r=1. The result of r value shows the perfect uphill of the correlation. As a result, the H1 is established.

## 7. Conclusion and Discussion

As a positive result of correlation analysis shows that the H1 and H2 hypotheses are strongly confirm. This could be interpreted that the rising number of Thai language programs in China universities, and research funding have strongly affected to the increasing number of Thai language research. The trend line in Figure 3 indicates that this field of research trend is on the upward, with has more potential to conduct the research related to Thai language in others field. The AAGR percentage of 3 main categories of research paper is on the plus side, especially in the field of Thai language teaching and learning, also the talented training papers.

## 8. Acknowledgement

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# The Impact of Electronic Learner Satisfaction on Academic Achievement under the COVID-19 Pandemic-using Self-Efficacy as a Mediator

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**Abstract**

The aim of this study was to explore the relationship among college students' self-efficacy, electronic learner satisfaction, and academic achievement. Based on the Bandura's self-efficacy theory, this study adopted the general perceived self-efficacy scale, electronic learner satisfaction scale and academic achievement scale to investigate 850 college students from two universities and two vocational colleges in Nanjing and Xi 'an, China. The results indicated the following: (a) electronic learner satisfaction of college student significantly and positively affected academic achievement; (b) electronic learner satisfaction of college student significantly and positively affected self-efficacy; (c) self-efficacy significantly and positively affected academic achievement; and (d) self-efficacy played a partially mediating role in the relationship between electronic learner satisfaction and academic achievement. The results of this study can be useful for taking effective measures to enhance college students' electronic learner satisfaction and self-efficacy, and promote students to obtain better academic achievements.

**Keywords**: Self-Efficacy, Electronic Learner Satisfaction, Academic Achievement, Covid-19.

## 1. Introduction

The last 50 years have seen huge growth worldwide in the provision of education at all levels. COVID-19 was the greatest challenge that these expanded national education systems have ever faced.

Because of the vulnerability even in school settings, thousands of school closures were implemented the world over due to COVID-19 (Toquero, 2020). As of April 06, 2020, UNESCO (2020) reported that there has been 1, 576, 021, 818 affected learners out of 91.3% total enrolled learners in 188 countries in all levels of learning. This situation was similar with SARS in Hong Kong in 2003. Teachers had to re-think their teaching strategies and provide their students with different opportunities to work through curriculum requirements. Some teachers simply recorded teaching monologues and uploaded them online. Other more innovative teachers set WebQuest activities, but most were unprepared (Fox, 2004). With these experiences, during COVID-19, teachers implanted electronic learning more maturely and prepared than 2003.

Electronic learning was a promising instructional medium as well as a ripe area in which to conduct investigation on its impact and effectiveness on student knowledge acquisition and teaching methodology (Encarnacion et al.,2021). Electronic learning was not a new concept, but with the Covid-19's coming, the application became wider and wider. End-users' satisfaction, which meant electronic learner satisfaction in this article, was the extent to which users believed the system meet their information requirements (Ives et al.,1983). However, factors that lead to satisfaction were often difficult to be isolated and recognized, due to their complex inter-relationships (Mahmood et al.,2020). Finding the virtual factor which had a big influence on electronic learner satisfaction had the practical meaning for the front-line teachers.

Electronic learner satisfaction was a kind of student satisfaction, especially under COVID-19. Distance learning was expanding and it was important to study student satisfaction with distance learning programs and how these related to their academic achievement (Khan & Iqbal, 2016). Academic achievement provided an opportunity to make various comparisons about education in national and international context and to evaluate outcomes of educational systems, so it was an important concept in planning and performance of educational processes (Atik & Çelik, 2021). Students with higher levels of satisfaction showed considerably higher levels of learning than students with low level of satisfaction (Allen et al.,2002). Student satisfaction with learning environment and student services was correlated with their performance (Kamemera et al.2003). Furthermore Khiat (2013) found a significant relationship between academic achievement and learner satisfaction. This study was significant to determine how the electronic learner satisfaction impact on the academic achievement.

Self-efficacy was the foundation of people's motivation, achievements, and emotional well-being (Bandura, 2006). The mediating role of academic self-efficacy between the impacts of remedial education quality on students' course satisfaction and academic achievement was evaluated (Zhao et al., 2021). Considering this important role, it was necessary to gain insight into the self-efficacy. This study was significant to determine how the electronic learner satisfaction impact on the academic achievement, using self-efficacy as a mediator.

The COVID-19 pandemic introduced new educational challenges for students, teachers (Schafer et al., 2021). The rapidly increasing numbers of cases and deaths due to the COVID-19 pandemic have triggered stress among students and may result in undesirable impacts on the students' psychological well-being and academic life (Hussien et al., 2020). Moreover, e-learners' satisfaction and motivation for the e-learning process can affect the achievement of the learning outcomes (Sandybayev, 2020). Therefore, expliciting the relationship among electronic learner satisfaction, academic achievement and self-efficacy had significant research implication.

## 2. Research Objective

### *2.1 Electronic Learner Satisfaction*

Learning satisfaction refers to the feeling and attitude of an individual participating in learning activities. This feeling or attitude represents the degree of liking for learning activities or the degree of satisfying individual wishes and needs or achieving goals. electronic learner satisfaction is defined as the overall response of learners to the learning content, interface, learning community, adaptation and learning performance as the intensity of online learning activity changes (Jiang et al., 2021). In short, electronic learner satisfaction is a subjective learning experience, which evaluates the effectiveness of online learning from the perspective of students, focusing on the subjective feelings of learners. electronic learner satisfaction is regarded as an important index to evaluate the effectiveness of online learning. In the context of online learning, students' learning satisfaction plays a very important role in learners' decision whether to continue to choose online learning or hybrid learning.

### *2.2 Self-Efficacy*

Self-efficacy, a key concept in Bandura's social cognition theory, refers to people's beliefs about their ability to organize resources and carry out the course of action required for successful completion of tasks in specific areas and tasks (Chai & Wang, 2021). A strong sense of self-efficacy leads learners to behave in ways that are likely to improve learning and academic performance. This includes applying extra energy and determination to tasks, staying firm when obstacles are encountered, and choosing difficult rather than easy to learn tasks when options are available. In contrast, learners with low self-efficacy were more likely to engage in behaviors that reduced the likelihood of achieving learning outcomes and improving academic performance. This includes using minimal effort when performing tasks, choosing not to complete tasks when faced with challenges, and choosing easier learning tasks over more challenging learning tasks when given a choice (Wang et al., 2013).

### *2.3 Academic Achievement*

In a narrow sense, academic achievement refers only to a student's academic achievement (Lei et al., 2021). This type of research is usually based on students' objective learning achievements. Grades measure a student's level of academic achievement. In the broad sense, academic achievement research not only focuses on students' academic achievement, but also pays more attention to students' all-round development in the learning process

According to Kirmizi (2015), the study found a positive correlation between self-efficacy and Internet learner's satisfaction. Moreover, there is a positive correlation between the students' academic achievement and their attitudes towards the self-efficacy scale, indicating that the more scores the students get in achievement test, the more self-efficacy they have (AlJaser, 2017). Further research reveals that lower levels or lack of self-efficacy to achieve the academic duties among students explain the decline in their academic achievements and thus their satisfaction (Aldhahi et al, 2021).

In a broad sense, academic achievement should be considered to be a multifaceted construct that constitutes different domains of learning. Apart from the acquisition of knowledge in a specific intellectual domain, it covers a broad variety of educational outcomes, including the communicative (oral, reading, writing), mathematical, science, social science, and thinking skills and competencies that enable a student to succeed in school and society. In the narrow sense, academic achievement merely stands for performance outcomes which a person has achieved in specific fields, and they are the main focus of activities in instructional environments, specifically in school, college and university (Steinmayr et al, 2014). Therefore, grades are the common indicator of their academic achievement.

The purpose of academic achievement research is to improve the quality of education and teaching, promote social education equity and improve students' comprehensive accomplishment. Through relevant investigation, the society can have a clearer understanding of the current situation of education, which is conducive to timely supervision and promotion of the development of education. Therefore, the study of academic achievements is of great significance to every country. Therefore, this study proposed the following hypothesis:

H1: College students' electronic learner satisfaction significantly affects their academic achievement.

H2: College students' electronic learner satisfaction significantly affects self-efficacy.

H3: College students' electronic learner satisfaction and self-efficacy significantly affect academic achievement.

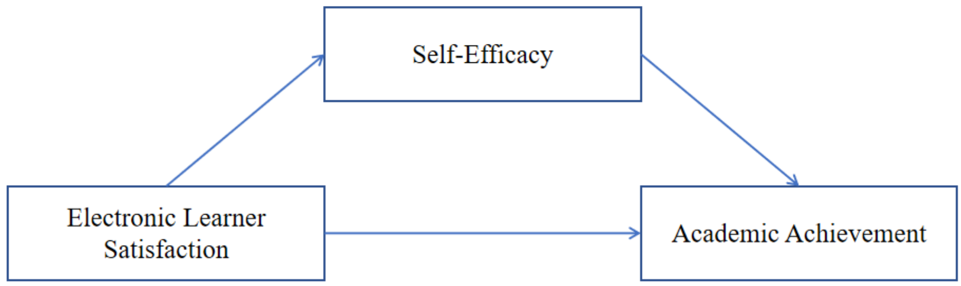
H4: College students' self-efficacy has a significant impact on academic achievement.

## 3. Methodology

### *3.1 Research Framework*

This study implied students' electronic learner satisfaction as the independent variable, academic achievement as the dependent variable, and self-efficacy as the mediating variable. On the basis of the research hypotheses, the research structure displayed in figure 1 was proposed.

**Figure 1**
*Research Framework*




### *3.2 Participants*

In this study, used of convenience sampling, two universities and two vocational colleges in Nanjing and Xi 'an were selected to distribute questionnaires. A total of 850 students completed the questionnaire, of which 599 were valid; it contains 176 male students and 423 female students. Issued on 27 October 2021 and collection was completed on 8 November. The main reason for choosing these participants was that both Nanjing and Xi'an have relatively developed economies and rich resources for higher education. The selected 4 schools have students from all over the country, covering the two levels of higher education in China, and basically covered all current majors. So, the sample was representative.

### *3.3 Research Instrument*

General perceived self-efficacy scale: this study used the general perceived self-efficacy scale developed by Scholz (2002). The scale was translated and revised into Chinese version, which was confirmed by relevant experts and professors in the field of education as the final Chinese version. The scale had one dimension and ten items, which were rated on a 4-point Likert scale from 4 (strongly agree) to 1 (strongly disagree). The total cumulative variance explained was 69.077%, and the Cronbach's α was .924, indicating favorable reliability and validity, the higher the scale score, the higher the self-perceived sense of self-efficacy.

Electronic learner satisfaction scale: this study used the scale proposed by Wang (2003), which had four dimensions and 26 items. The scale was translated and revised into Chinese version, which was confirmed by relevant experts and professors in the field of education as the final

Chinese version. After factor analysis, items with factor load less than 0.5 were deleted. The final electronic learner satisfaction scale contained 16 items. The total cumulative variance explained was 82.706%, and the Cronbach's α was .970, indicating favorable reliability and validity, and higher scale scores indicate higher electronic learner satisfaction.

Academic Achievement Scale: this study used the scale modified by Wang (2011), which had four dimensions and 19 items. After factor analysis, items with factor load less than 0.5 were deleted. The final academic achievement scale contained 17 items. The total cumulative variance explained was 77.340%, and the Cronbach's α was .951, indicating favorable reliability and validity, the higher the scale score, the higher the academic achievement.

## 4. Result

### *4.1 Descriptive Analysis*

In the valid sample (N =599), there are 176 males, accounting for 29.4%, and 423 females, accounting for 70.6%, in terms of gender distribution.

The results are shown in Table 1. The mean of electronic learner satisfaction of student was 5.064 (SD= 1.053) which was higher than the theoretical median, indicating that electronic learner satisfaction of students belonged to the above average level. The mean of the academic achievement of student was 4.385 (SD= .875) which was higher than the theoretical median, indicating that the academic achievement of student was above the average level. The mean of the self-efficacy of student was 3.219 (SD= .535), higher than the theoretical median, which indicated that the self-efficacy of students were above the average level.

**Table 1**

*Descriptive Analysis*

| Variable | Amount | *M* | *SD* | Min | Max |
|---|---|---|---|---|---|
| E-Lea-Sat | 16 | 5.064 | 1.053 | 1.00 | 7.00 |
| Aca-Ach | 18 | 4.385 | .875 | 1.00 | 6.00 |
| Self-efficacy | 10 | 3.219 | .535 | 1.00 | 4.00 |

Note. E-Lea-Sat =Electronic Learner Satisfaction, Aca-Ach = Academic Achievement, N =599.

### *4.2 Variance Analysis*

Independent sample T test was conducted to analysis the differences in electronic learner satisfaction, self-efficacy and academic achievement among in different genders, the results were shown in Table 2. There were no differences on electronic learner satisfaction, self-efficacy and academic achievement.

**Table 2**

*Gender Differences*

| Variable | Male（*n* =173） | | Female（*n* =426） | | *t* | *p* |
|---|---|---|---|---|---|---|
| | *M* | *SD* | *M* | *SD* | | |
| E-Lea-Sat | 5.082 | 1.147 | 5.056 | 1.013 | .272 | .786 |
| Aca-Ach | 4.383 | .954 | 4.386 | .841 | -.033 | .974 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Self-efficacy | 3.231 | .541 | 3.215 | .533 | .342 | .733 |

Note. E-Lea-Sat =Electronic Learner Satisfaction, Aca-Ach = Academic Achievement, N =599.

### *4.3 Correlation Analysis*

In order to understand the correlation between electronic learner satisfaction, self-efficacy and academic achievement of students, this study used Person's correlation analysis to test the correlation among them. From Table 3, electronic learner satisfaction was positively correlated with self-efficacy (r =.377, $p$ <0.01), the higher the electronic learner satisfaction, the higher the self-efficacy. Electronic learner satisfaction was positively correlated with academic achievement (r =.265, $p$ <0.01), the higher the electronic learner satisfaction was, the higher the academic achievement was. There was a positive correlation between self-efficacy and academic achievement (r =.404, $p$ <0.01), and the higher the level of self-efficacy, the higher the academic achievement.

**Table 3**

*Correlation Analysis*

| Variable | Learning-Sat | Aca-Ach | Self-efficacy |
|---|---|---|---|
| E-Lea-Sat | 1 | | |
| Aca-Ach | .265** | 1 | |
| Self-efficacy | .377** | .404** | 1 |

Note. E-Lea-Sat =Electronic Learner Satisfaction, Aca-Ach = Academic Achievement, N =599.

### *4.4 Regression Analysis*

In Model 1, regression was used to analyze background variable in academic achievement.

In Model 2, electronic learner satisfaction's impacted on academic achievement, the results found that $R^2$ for .070, 7% said the electronic learner satisfaction can explain the academic achievement of variance, the standardized regression coefficient beta value of .265, and reached significant level ($p$ < 0.001), said the electronic learner satisfaction has a positive significant influenced on academic achievement, the electronic learner satisfaction was higher, and the higher academic achievement.

In Model 3, with regression analysis the influence of electronic learner satisfaction on self-efficacy, through the analysis of the results found that $R^2$ for. 143, said the electronic learner satisfaction can explain 14.3% of the variance of self-efficacy, the standardized regression coefficient beta value of .377, and reached significant level ($p$ < 0.001), said the electronic learner satisfaction had a positive significant influence on self-efficacy, the higher the electronic learner satisfaction, self-efficacy was also higher.

In Model 4 to regression relationship between the self-efficacy of academic achievement, through the analysis of the results found that $R^2$ for .163, said could explain 16.3% of academic achievement variance learning strategies, the standardized regression coefficient beta value of .404, and reached significant level ($p$ < 0.001), said self-efficacy had a positive significant influence on academic achievement, namely the self-efficacy was higher, and the higher academic achievement.

In Model 5, both electronic learner satisfaction and self-efficacy were added into the regression model, and the mediating effect of self-efficacy on electronic learner satisfaction and academic achievement was tested by hierarchical regression. Accordingly, $R^2$ is .178, indicating that electronic learner satisfaction and self-efficacy can jointly explain 17.8% of the variation of academic achievement. The electronic learner satisfaction standardized regression coefficient $\beta$ was .131, which reached the significant level ($p$ < 0.001). The standardized regression coefficient $\beta$ of self-efficacy was .354, and reached a significant level ($p$ < 0.001), indicating that self-efficacy played a partially mediating role in the relationship between electronic learner satisfaction and academic achievement.

**Table 4**

*Electronic Learner Satisfaction a Hierarchical Regression Analysis of Academic Achievement Through Self-efficacy*

| The Dependent Variable | Model1 Con- var Aca-Ach | Model2 Aca- Ach | Model3 Self-efficacy | Model4 Aca-Ach | Model5 Aca-Ach |
|---|---|---|---|---|---|
| Gender | -.001 | -.004 | .010 | -.007 | -.008 |
| E-Lea-Sat | —— | $.265^{***}$ | $.377^{***}$ | —— | $.131^{**}$ |
| Self-efficacy | —— | —— | —— | $.404^{***}$ | $.354^{***}$ |
| $R^2$ | .000 | .070 | .143 | .163 | .178 |
| $\triangle R^2$ | | .070 | | | .108 |
| $F$ | .001 | $22.456^{***}$ | $49.527^{***}$ | $58.036^{***}$ | $42.870^{***}$ |
| $df$ | (1, 597) | (1, 596) | (1, 595) | (2, 596) | (2, 596) |
| VIF | 1.000 | 1.000 | 1.000 | 1.000 | 1.166 |

Note. E-Lea-Sat =Electronic Learner Satisfaction, Aca-Ach = Academic Achievement, Con-var = Control Variable, N =599.

## 5. Conclusion

From the results of this study, the data analysis revealed that college students' satisfaction with electronic learner had a significant positive effect on academic achievement. This was in line with the findings presented by Kisanjara et al. (2017) that when university students' satisfaction with electronic learner increases, their academic achievement also increased. The reason for this may be that electronic learner facilitates students' learning efficiency and timely completion of course tasks, which positively affected academic achievement (Lwoga & Komba, 2015). Secondly, electronic learner satisfaction had a significant positive effect on self-efficacy, which was consistent with the findings of Yavuzalp et al. (2021), that was, the higher the perceived electronic learner satisfaction of college students, the higher their self-efficacy would also increase. The reason for this may be that the higher the electronic learner satisfaction, the greater the students' confidence and belief in themselves. Finally, the study also found that self-efficacy of college students partially mediates the relationship between satisfaction with electronic learner and academic achievement. That is, the increase in college students' perceived satisfaction with online learning will lead to an increase in students' self-efficacy, and in turn, the effect of online learning satisfaction on academic achievement through self-efficacy would be enhanced. The main reason may be that college students' satisfaction with the educational services of online classes would give them more affirmation of themselves, and the higher their satisfaction with online learning and self-efficacy, the higher their motivation and confidence in learning would be, which would enhance their academic achievement.

Therefore, the following recommendations are made in this study: 1) for schools, they should always take precautions to prevent and control the epidemic when students return to school and provide an environment where staff and students feel safe both physically and mentally; 2) for teachers, they should promote a positive and optimistic attitude in their teaching to help students reduce the psychological impact of the epidemic; 3) for students, they should make more use of online learning channels to acquire knowledge to enrich themselves.

In summary, this study explored the relationship between college students' electronic learner satisfaction and academic achievement and, explored a new role of self-efficacy in mediating the relationship between electronic learner satisfaction and academic achievement. It can be learned that college students' electronic learner satisfaction had a significant positive effect on academic achievement; self-efficacy played a partially mediating role between electronic learner satisfaction and academic achievement. That was, when college students perceive higher electronic learner satisfaction, they were more likely to achieve higher academic achievement. The results of this study can be useful for taking effective measures to enhance college students' electronic learner satisfaction and self-efficacy, and then promoted students to obtain better academic achievement, which can help students clarify their learning goals and enhance their learning confidence. Thus, the goal of creating a good learning atmosphere even during the epidemic period can be achieved, and thus has some practical significance.

### *5.1 Limitations and Recommendations*

However, there are still several limitations in the study. First, this paper only discussed the role of self-efficacy as a mediator between electronic learner satisfaction and academic achievement, whether other variables would had an effect on the process and whether mediating variables are moderated by other variables can be explored more deeply in future studies. Second, the questionnaire in this study was a convenience sampling method, and future research can improve the sampling method. Third, this study is a cross-sectional study. Therefore, the results only represented the relationship between variables at the time of the study, and future research can choose to conduct a longitudinal study to further grasp the process of change in the relationship between variables.

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# A Study on the Correlation between Professional Identity and General Self-efficacy among Students of Preschool Education in Higher Vocational Colleges

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**Abstract**

This study aims to investigate the correlation between professional identity and general self-efficacy among students majoring in preschool education in higher vocational colleges. Method: This study was conducted by using the General Self-Efficacy Scale (GSES) and the Professional Identity Scale for students in higher education colleges to collect data samples. Subjects: An electronic questionnaire survey was conducted among 500 college students majoring in preschool education in a higher vocational college with a high level of Chinese characteristics in Shandong Province. Findings: (1) There is a significant positive relationship between professional identity and general self-efficacy among college students majoring in preschool education in higher education colleges. (2) Professional identity of college students majoring in higher vocational preschool education can significantly and positively influence general self-efficacy.

**Keywords**: Higher Education Colleges, College Students, Preschool Education, Professional Identity, General Self-efficacy

## 1. Introduction

Preschool education is an important part of elementary education. Nowadays, the development of preschool education has become a decisive force affecting the development of national education and is gradually becoming an inseparable part of the development of social public services. It is an important factor that directly affects the physical and psychological development of children, and is also directly related to the overall progress of the physical and mental quality of the young people in the future (Pang，2011). The training of a batch of excellent preschool teachers is a matter of vital interest to every family. Since the full implementation of the two-child policy, this issue has increasingly received widespread attention from society. In 2011, the Education Department of Shandong Province, Shandong Provincial Price Bureau and other eight departments jointly issued the Shandong Province Preschool Education Popularization Plan (2011-2015), which clearly stipulates to vigorously strengthen the construction of teaching staff for preschool education (Shandong Provincial Department of Education, 2011). In December 2021, the Ministry of Education, the National Development and Reform Commission, the Ministry of Public Security, and nine other departments jointly issued and implemented the 14th Five-Year Plan of Action for the Development and Enhancement of Preschool Education, which proposed the implementation of kindergarten construction projects around the country to make up for the shortcomings of inclusive resources and ensure complete coverage of urban and rural preschool education resources. To safeguard the allocation of kindergarten teachers and their salaries, it is necessary to replenish the public school staff in a timely manner, and strictly prohibit the "vacancy of authorized strength" and the long-term use of substitute teachers (Ministry of Education, 2022). In the context of the release and implementation of many documents and policies, more and more students are majoring in preschool education, and the issue whether students really like, recognize, and accept this major is gradually receiving the attention of scholars, which forms a new kind of psychological distress – "professional identity".

Freud, the Austrian psychologist and founder of the psychoanalytic school, first proposed "identity" more than 100 years ago, and summarized it into four terms: incorporation, introjections, internalization, and identification (Che, 1988; Yang, 2009). Professional identity is the subjective awareness of the subject to the profession studied. Specifically, it can be said that whether the subject maintains inner consistency with the profession, which of course also includes the degree of balance achieved psychologically (Henning, 2001; Wang, 2004). College students' professional identity is the perception and emotion towards their major, and it is the process of transplantation and assimilation of attitudes and even perceptions. The process is divided into two categories. One is in the sense of process and the other the sense of state, and the final purpose is to achieve "identity" with the major (Yang & Long,2009). In either sense, it is inseparable from the students' own acceptance and recognition of the major they are studying. Other studies have shown that there is a direct and indirect effect of professional identity on independent learning ability, which is positively facilitated (Li, 2021) and is positively related to academic performance (Zhang, 2010). Therefore, the issue of college students' professional identity has also received increasing attention from scholars.

Self-efficacy theory has been the focus of research since 1977 when it was proposed by Bandura and has been a growing concept because of its definition (Wang, 2006). Generally speaking, self-efficacy is an individual's subjective perception of whether he or she can perform a certain activity, and has been the focus of scholars as a core conceptual part of social cognitive theory (Bandura, 1977). According to Bandura's theory, general self-efficacy affects an individual's motivation level in two ways: a positive potentiation effect and a negative weakening effect. It has been verified that there is a significant positive correlation between general self-efficacy and academic performance (Yan, 2021). In addition, it has also been verified that professional identity shows a significant positive correlation with the academic performance of college students (Zhang, 2010).

Based on the above discussion, is there a direct correlation between professional identity and general self-efficacy among college students majoring in preschool education in higher education colleges? Through information retrieval, it was found that the research literature on the correlation between professional identity and general self-efficacy of college students majoring in preschool education from higher education colleges is relatively few. However, on the medical profession in undergraduate institutions, a study validated that the general self-efficacy of undergraduate students in nursing was significantly and positively related to professional identity and the dimensions of professional emotion, professional will, and professional skills (Li, 2012). Therefore, this paper collects data from a questionnaire survey conducted by college students majoring in preschool education in a high level college with Chinese characteristics in Shandong Province to explore the relationship between professional identity and general self-efficacy of college students majoring in preschool education in higher education colleges, in order to help us further understand the influence and role of professional identity of college students majoring in preschool education in higher education colleges. It is also hoped that the discussion of the conclusion will cause in-service teachers to pay attention to the cultivation of the professional identity of school students, which can help students accept, grow fond of and recognize the preschool education major and help them start a related career in the future. It is hoped that it will provide theoretical support for the cultivation of qualified kindergarten teachers.

## 2. Research Methodology

*2.1 Research Subjects*

This paper adopts the method of convenience sampling, and takes a high level higher vocational college with Chinese characteristics in Shandong Province as the subjects. 500 electronic questionnaires were filled out with the assistance of counselors in a class unit, with 427 copies successfully submitted and 73 unsuccessfully submitted, and the effective recovery rate was 85.4%. Among them, there are 417 female students, accounting for 97.7%, 10 male students, accounting for 2.3%, 195 freshmen, accounting for 45.7%, 224 sophomores, accounting for 52.5%, and 8 juniors, accounting for 1.9%.

*2.2 Research Instruments*

(1) General Self-Efficacy Scale (GSES)

The General Self-Efficacy Scale (GSES) used in this paper was developed by Schwarzer et al. This scale was published in 1981 under the English name General Self-Efficacy Scale, which is generally more commonly used as an acronym -- GSES. This scale has been translated into different languages and has been widely promoted among countries, with great reliability and trustworthiness. The Chinese version, translated by Wang Caikang, Hu Zhong Feng, and Liu Yong (2001), as used to distribute the questionnaire in an undergraduate and specialized school in Guangzhou. The scale consists of 10 questions and is scored on a 4-point Likert scale, with scores ranging from 1 to 4 on a scale of “completely incorrect” to “completely correct” respectively. The scale was not divided into specific dimensions and the internal consistency coefficient of the retest was 0.87, with a great reliability index (Wang, 2001).

(2) Professional Identity Scale for College Students

This paper uses the Professional Identity Scale for College Students, which was developed by Qin Panbo and released in 2009, and its reliability and validity indexes are noticeable (Qin, 2009). This scale has 23 questions and is divided into four dimensions, namely, cognitive dimension, affective dimension, behavioral dimension, and applicable dimension. The cognitive dimension is designed to understand the students’ knowledge of the profession. The affective dimension is designed to understand the students’ interest in the profession. The behavioral dimension is designed to understand the students’ behavioral performance in the profession. And the applicable dimension is designed to understand the students’ compatibility and match with the profession. All questions were scored on a 5-point scale, with 1 being completely inconsistent, 2 being relatively inconsistent, 3 being uncertain, 4 being relatively consistent, and 5 being completely consistent, and there were no questions without reverse scoring.

*2.3 Data Processing*

The raw data were collected in the form of an electronic questionnaire completed in the classrooms of each supervision zone, without requiring the subjects to fill in their names and stating that the results did not correlate with their grades in any way.

Using SPSS 26.0 software, the following analyses were conducted. Firstly, descriptive statistical analyses were conducted on the professional identity and general self-efficacy of college students in higher education colleges. Secondly, a one-way analysis of variance was conducted. Thirdly, correlation analyses, as well as, linear regression analyses were conducted to investigate the interrelationships between the dimensions of general self-efficacy and professional identity of college students in higher education colleges, and whether the influence of the variables on each other existed relationship.

## 3. Research Results

### *3.1 Analysis of the Current Situation of General Self-Efficacy of College Students in Higher Vocational Preschool Education*

According to the statistical analysis of the survey data in Table 1, the following conclusions are drawn: the overall general self-efficacy of college students majoring in higher vocational preschool education is in the middle to the upper level. (Each factor below is discussed using code names) Among them, the factor mean of Q1 is 3.26, the factor mean of Q2 is 3.06, the factor mean of Q6 is 3.1, the factor mean of Q7 is 3.08, the factor mean of Q8 is 3.01, and the factor mean of Q9 is 3.07. Further analysis showed that the self-efficacy of college students in higher vocational preschool education was mainly in the middle to the upper level, such as "solving problems, trying to solve problems, willing to make efforts, dealing with problems calmly, and being able to think of solutions to problems". There are four factors of general self-efficacy lower than 3.0 among college students in higher education colleges, namely Q3, Q4, Q5 and Q10, with mean values of 2.86, 2.89, 2.97 and 2.94 respectively. These factors are mainly expressed in the degree of adhering to the ideal and achieving the goal, being able to face unexpected things confidently, being able to face unexpected things, being able to face anything at ease.

**Table 1**

*Current Situation of General Self-Efficacy of College Students in Preschool Education in Higher Education Colleges*

| Factor | Minimum value | Maximum value | General self-efficacy | Mean of variables | Factor code |
|---|---|---|---|---|---|
| If I do my best, I can always solve the problem. | 1 | 4 | 3.26±0.65 | | Q1 |
| Even if people oppose me, I still have the means to get what I want. | 1 | 4 | 3.06±0.71 | | Q2 |
| For me, sticking to my vision and reaching my goals is easy. | 1 | 4 | 2.86±0.82 | 3.02 | Q3 |
| I am confident that I can effectively deal with anything unexpected. | 1 | 4 | 2.97±0.78 | | Q4 |
| With my wisdom, I am sure I can handle the unexpected. | 1 | 4 | 2.89±0.79 | | Q5 |

| | | | | |
|---|---|---|---|---|
| If I make the necessary effort, I will be able to solve most of the problems. | 1 | 4 | 3.10±0.72 | Q6 |
| I can face difficulties calmly because I have confidence in my ability to handle them. | 1 | 4 | 3.08±0.71 | Q7 |
| When faced with a difficult problem, I can usually find several solutions. | 1 | 4 | 3.01±0.73 | Q8 |
| When there is trouble, I can usually think of some way to cope with it. | 1 | 4 | 3.07±0.70 | Q9 |
| No matter what happens to me, I am able to cope with it. | 1 | 4 | 2.94±0.77 | Q10 |

From Table 2, it can be seen that the general self-efficacy of male and female college students in higher preschool in colleges is not statistically significant, with p=0.38>0.05, and the reasons for their inconsistent results were analyzed further.

From Table 5, it can be seen that by one-way analysis of variance, the p value is not significant as p=0.92>0.05 for each grade on general self-efficacy, which means that there is no difference in general self-efficacy between grades and it is not statistically significant.

**Table 2**

*Gender Differences in General Self-Efficacy among Students in Preschool Education in Higher Education Colleges.*

| Gender | General self-efficacy | T | P |
|---|---|---|---|
| Male | 2.85±0.56 | -0.88 | 0.38 |
| Female | 3.03±0.64 | | |

Analysis of the current situation of professional identity of college students in preschool education in higher education colleges

According to the statistical analysis data in Table 3, the overall professional identity development of college students in preschool education in higher education colleges is at a moderate to high level. The mean value of each variable is above 3.9, and the degree of behaviorality is the highest among the four variables, which is 4.11. The next two variables are affective identity and cognitive identity, which are 4.03 and 3.99 respectively, and the mean value of appropriateness is 3.98. Through analysis and comparison, it is found that the mean values of each variable do not differ much from each other.

**Table 3**

*The Current Situation of Professional Identity of College Students in Preschool Education in Higher Education*

| Variable | Minimum value | Maximum value | Professional identity | Overall mean |
|---|---|---|---|---|
| Cognition | 1.00 | 5.00 | 3.99±0.72 | |
| Affection | 1.00 | 5.00 | 4.03±0.72 | 4.03 |
| Behavior | 1.83 | 5.00 | 4.11±0.63 | |
| Applicableness | 1.75 | 5.00 | 3.98±0.73 | |

**Table 4**

*Gender Differences in the Dimensions of Professional Identity among College Students in Preschool Education in Higher Education*

| | Gender | Professional identity | t | p |
|---|---|---|---|---|
| Cognition | Male | 3.92±0.92 | -0.31 | 0.75 |
| | Female | 4.00±0.71 | | |
| Affection | Male | 4.04±0.71 | 0.02 | 0.99 |
| | Female | 4.03±0.72 | | |
| Behavior | Male | 3.98±0.75 | -0.64 | 0.52 |
| | Female | 4.11±0.63 | | |
| Applicableness | Male | 3.86±0.89 | -0.48 | 0.63 |
| | Female | 3.99±0.73 | | |
| Professional identity | Male | 3.97±0.70 | -0.33 | 0.74 |
| | Female | 4.04±0.64 | | |

*Note: $p>0.05$

From Table 4, it can be seen that the professional identity and the dimensions of college students in higher preschool education do not have statistical significance in terms of gender, with $p=0.524-0.985>0.05$.

As can be seen from Table 5, the p-value is >0.05 and not statistically significant on the overall and applicable dimensions of professional identity of college students in higher education preschool.

There were significant differences in cognition , affection, and behavior (p<0.05). By posterior comparisons, in cognition, freshman have better performance than junior, who have better performance than sophomore. In affectivity, junior have better performance than freshman, who have better performance than sophomore. And in behavior, junior have better performance, who have better performance than freshman than sophomore.

**Table 5**

*Grade Level Differences in the Dimensions of General Self-Efficacy and Professional Identity*

| | General self-efficacy | Cognition | Affection | Behavior | Applicableness | Professional identity |
|---|---|---|---|---|---|---|
| Freshman | | 4.08±0.73 | 4.12±0.77 | 4.19±0.65 | | |
| Sophomore | | 3.91±0.70 | 3.94±0.67 | 4.03±0.61 | | |
| Junior | | 3.95±0.76 | 4.16±0.56 | 4.44±0.47 | | |
| F | 0.08 | 3.14 | 3.24 | 4.48 | 0.17 | 2.96 |
| Significance | 0.92 | 0.04** | 0.04** | 0.01** | 0.84 | 0.05 |
| Posterior comparison | | Freshman> Junior> Sophomore | Junior> Freshman> Sophomore | Junior> Freshman >Sophomore | | |

*Note: *** indicates P<0.01; **P<0.05; * indicates P<0.1*

*3.3 Correlation Analysis between Students' General Self-Efficacy and Professional Identity*

In order to further verify the correlation between general self-efficacy and professional identity of college students in higher vocational preschool education, statistical analysis of Pearson coefficient was conducted on four dimensions of general self-efficacy exclusively and professional identity, respectively, and the specific values are shown in Table 6.

By analyzing the data in Table 6, it was concluded that there was a significant positive correlation between all four dimensions of professional identity and general self-efficacy among college students of preschool education in higher education colleges, and their correlation coefficients were all between .3 and .7. Therefore, the correlation between all dimensions of professional identity and general self-efficacy among college students of preschool education in higher education colleges was moderate. To further verify whether there is a predictive and influential effect between the dimensions of professional identity and general self-efficacy, a linear regression analysis of the dimensions of professional identity and general self-efficacy was conducted, and the results are shown in Table 7.

**Table 6**

*Correlation Analysis of General Self-Efficacy and Professional Identity among College Students in Higher Preschool Education*

| | General self-efficacy | Cognition | Affection | Behavior | Applicableness |
|---|---|---|---|---|---|
| General self-efficacy | 1 | | | | |
| Cognition | .361** | 1 | | | |
| Affection | .360** | .802** | 1 | | |
| Behavior | .401** | .734** | .828** | 1 | |
| Applicableness | .438** | .650** | .759** | .837** | 1 |

*Note: **p< 0.01 , and the correlation is significant.*

*3.4 Linear Regression Analysis of Professional Identity and General Self-Efficacy among College Students in Higher Preschool Education*

**Table7**

*Linear Regression Analysis of Professional Identity and General Self-Efficacy among College Students in Higher Preschool Education*

| Variable | General self-efficacy | | | | |
|---|---|---|---|---|---|
| | B | t-value | Significance | R2 | VIF |
| Cognition | .134 | 2.023 | .044* | .196 | 2.93 |
| Affection | -.066 | -.815 | .415 | | 4.46 |
| Behavior | .070 | .724 | .470 | | 4.88 |
| Applicableness | .294 | 4.167 | .000*** | | 3.50 |
| Professional identity | .419 | 9.540 | .000*** | | 1.00 |

*Note: *p<.05 **p<.01 ***p<.001*

From Table 7, it can be seen that the professional identity of college students in preschool education in higher education colleges can significantly and positively affect general self-efficacy, with p<.001. Further analysis of each dimension shows that cognitive and applicableness in professional identity can significantly and positively affect general self-efficacy.

## 4. Discussion

### *4.1 Gender Differences in General Self-Efficacy of College Students in Higher Preschool Education*

This study shows that the difference in general self-efficacy between male and female college students majoring in preschool education in higher education colleges is not statistically significant, with $p=0.38>0.05$. The results of previous studies on the general efficacy of male and female college students in other majors are different. The main reason may be that the sample size of male students is too small. And the reason for this small number is due to the objective reasons of this profession, in which men have always been “rare animals” in the preschool education industry. No matter in the preschool education program in colleges or in the early childhood industry in early childcare institutions, women have always been in the majority position. The survey sample consisted of 500 people, and according to the enrollment data of the university, the objective ratio of male to female students was 20 men and 480 women. 427 samples were effectively recovered, with 417 of them being female, accounting for 97.7%, and 10 of them being male, accounting for 2.3%. In terms of the overall perception of society, kindergarten teaching for men is often considered an “undignified” profession because the salary is lower than that of other professions, and the working hours are longer than those of other professions with great responsibility. Children are the “a pearl in the palm” of every family, and parents place high expectations on kindergarten teachers. The current early childhood education institutions are divided into private schools and public schools, The self-sufficiency of private schools brings challenges to the salary of kindergarten teachers, while the salary in public early childhood institutions is at a relatively low level because of the degree. In the face of the increasing pressure of life today, it has become a problem that every family struggles for a car or a house, and to start a family. Therefore, there are often unfair labels attached to male kindergarten teachers, such as “male nanny” and “male aunt”, etc. Male kindergarten teachers have not been fully accepted by society till now (Liang, 2012).

### *4.2 Professional Identity and General Self-Efficacy of College Students Majoring in Preschool Education in Higher Education Colleges Showed a Significant Positive Correlation*

It was concluded from the data analysis that professional identity and general self-efficacy of college students majoring in preschool education in higher education institutions were significantly and positively correlated, which is consistent with the results of existing studies. In addition, there is also documentation validating that professional identity positively predicts academic self-efficacy and that students with higher professional identity have higher academic self-efficacy (He, 2019). Another study on normal school students showed that the professional identity and academic efficacy of teacher trainees majoring in special teachers were at moderate levels (Chen, 2018). Recent studies on self-efficacy and professional identity of undergraduate students in the medical profession have shown that general self-efficacy was significantly and positively correlated with professional emotions, professional skills, and total professional identity scores (Zheng, 2013). The general self-efficacy of undergraduate students in nursing was significantly and positively correlated with professional identity and the dimensions of professional emotions, professional will, and professional skills ($p<0.05$) (Li, 2012). Therefore, the positive correlation between professional identity and general self-efficacy of college students in preschool education verified in this study is consistent with the results of a positive correlation relationship between overall professional identity and general self-efficacy of college students.

*4.3 Professional Identity of College Students in Higher Preschool Education had a Significant Positive Effect on General Self-Efficacy.*

It was further concluded from the data analysis that college students of higher vocational preschool education majors showed significant positive effects on general self-efficacy in the cognitive, affective, and applicableness dimensions of professional identity, which is consistent with the findings of the previous studies. Therefore, the professional identity of college students majoring in preschool education should be paid attention to by educators. Colleges and universities should educate students about the profession from the time they enter the college campus, so that they can understand the history of the school, the characteristics of the profession, and the future development prospect, in order to cultivate students to accept, recognize, and enjoy the professional learning. Preschool education is the basis for the development of national education, and the training of a qualified kindergarten teacher plays a crucial role in shaping the future of our country. Therefore, teachers of preschool education in higher education institutions should help students understand the importance of the profession they are studying, cultivate their interest in learning and ensure the formation of their professional identity through direct courses and indirect behaviors.

Through the search of the literature and the analysis of survey data, the deficiencies of this paper are mainly manifested in the following aspects.

(1) This paper only explored the correlation between professional identity and general self-efficacy of preschool education in higher education colleges. There is no professional identity scale for preschool education majors in higher education colleges, and the scale used belongs to the general college students' professional identity scale with changes in the sample selection only. (2) Due to objective reasons, there is a large difference between the male and female ratios of preschool education majors in the selected higher vocational colleges and universities, which may be the reason why the gender difference in general self-efficacy is not consistent with the results of other general class college students' studies. (3) Only gender and grade were selected as control variables, and no detailed investigation was done for the age and birthplace of college students, which may have some influence on the data analysis.

## 5. Conclusion

The following conclusions were drawn from this study. (1) Professional identity of college stu dents majoring in semester education in higher education colleges was significantly and positi vely correlated with general self-efficacy. (2) Professional identity of college students majorin g in preschool education could significantly and positively influence general self-efficacy in th e cognitive, behavioral and applicableness dimensions.

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# Curriculum Evaluation of "Sansheng Education" Based on the Perspective of Primary and Secondary School Teachers

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**Abstract**

As "Sansheng Education" is an innovative development of modern education and teaching, the research purpose is to evaluate this curriculum in primary and secondary schools from the perspectives of teachers. This evaluation mainly includes the specific curriculum practice, teaching effectiveness and existing problems. This research is to collect and analyze data by using qualitative methods, and the semi-structured interview form developed by the researchers is to collect the views of teachers. The research selects one primary and secondary school that have conducted the "Sansheng Education" in Binzhou City, Shandong Province, and finally interviews 20 teachers. The research result shows that the "Sansheng Education" follows the essential education laws and in line with the actual student development and the humanistic care. The "Sansheng Education" course allows students to truly experience and understand the essence and value of life, establish a scientific, purposeful and planned survival awareness, ability and attitude, and further learn to live wisely, happily and creatively. The "Sansheng Education" course is widely supported by those interviewed teachers and students, but it still faces some problems in practice.

**Keywords**: Sansheng Education, Life Education, Living Education, Survival Education, Curriculum Evaluation

## 1. Introduction

### *1.1 Research Background*

Along with the continuous development of China, educational reform has provided an inexhaustible and strong impetus for Chinese progress. And the traditional education has been unable to meet the national demands for talents. Today, primary and secondary school students are the generation after 10s, who are over-protected and cared by their families. Thus, they gradually lack independence, have the weak psychological endurance and poor self-discipline. And these students have not yet formed a correct outlook on life, values, and the outlook on life, survival and living (Liu, 2013). Under the traditional education mode, many students have both poor physical and mental conditions, and those teenagers even ignore life and have poor social viability (Yang, 2018). Therefore, in this context, the field of education must deepen reforms. Students should not only learn knowledge, but learn to do things, to think, to survive, and also to live with others. The "Sansheng Education" proposed in *Decision of CPC Yunnan Provincial University Working Committee and the Yunnan Provincial Department of Education on Implementing Life Education, Survival Education and Living Education* in 2008 is to enable those educated people to receive life education, survival education and living education, and further establish a correct outlook on life, survival, living and also form the main cognitive and behavioral process. Thus, Yunnan Province took the lead in conducting the "Sansheng Education" course to start the corresponding theoretical research and practice in China. It is very necessary to conduct the targeted training on students in life education, survival education, and living education, as well as further guide them to cherish life, and adjust their own health status spontaneously. Then, they can enjoy life healthily and promote their all-round development while learning school knowledge (Xu, 2013). Therefore, the "Sansheng Education" theory not only conforms to the people-oriented educational concept but can solve many existing problems. In this regard, it indeed has the value of in-depth research.

### *1.2 Research Purpose and Significance*

Research purpose: The first is to evaluate the "Three-Life Education" curriculum from the perspective of teachers. The second is to explore the corresponding problems existing in the specific curriculum practice.

Research significance: Currently, only part regions have carried out the "Sansheng Education" course and has not yet formed a comprehensive promotion pattern (Yang,2018). The "Sansheng Education" has been carried out in some middle and primary schools, but there is little research on the specific education effect. Thus, the analysis results can provide some meaningful references and thinking for the "Sansheng Education" course Improvements and course comprehensive promotion in China. Thereby, it is beneficial to the educational tasks and the corresponding educational goals.

## 2. Literature Review

### *2.1 Definition of the "Sansheng Education"*

In modern times, scholars in Europe, the United States and other developed countries have actively advocated "human education", which has a close logical relationship with the current the "Sansheng Education" theory in essence. The early research on "human education" in developed countries such as Europe and the United States focused on life education management. As the first country to carry out life education, J. Donald Walters in the United States put forward the concept of "education for life" in 1968 and took it as an important cornerstone of humanistic education theory. Gradually, the educational thought was recognized and practiced by many countries to form a new educational idea.

In China, Luo Chongmin conducted the in-depth research on the educational humanism, life education theory and survival education theory widely advocated by foreign countries. Based on the reality, he believed that our country should focus on students' intellectual education. China has proposed quality education, but the atmosphere of exam-oriented education in many Chinese schools are still very strong, which is not conducive to the healthy and comprehensive development of students. Ultimately, many students only focus on achieving high scores and lack the vitality, face the serious obesity and myopia. In this regard, he specially proposed the concept of the "Sansheng Education". The "Sansheng Education", namely life education, survival education and living education, is not only the core category and main concept of symbiotic education, but an educational activity process for cultivating people's correct outlook on life, survival and living. The early the "Sansheng Education" only focused on the moral education in schools. However, along with the continuous deepening of education reform, Liu (2019) mentions that the "Sansheng Education" is based on life education as the most fundamental educational foundation, learns survival skills through survival education, and finally realizes the value of life through living education. The "Sansheng Education" is not only the result of the profound reflection on human beings, especially the current education in China, but an inevitable requirement of symbiotic education.

*2.2 Proposition and Connotation of Life Education*

The "life education", first appeared in China in the mid-1990s, was to focus on environmental education and safety education at that time. Then, different scholars analyzed the connotation of life education from different perspectives. Fang and Tian (2021) proposed that life education is mainly an education that enables educated people to have a more profound understanding of the invaluable life of life. Cherish the purpose of life, establish a correct outlook on life, values and outlook on life, and improve the quality of life and survival skills of the educated. Liu (2020) believes that life education can help people understand life, treat life kindly, believe in life, fear life, pursue the meaning of life, realize the value of life, and live out the beauty of life. Wang (2020) pointed out that life education is to enable students to truly appreciate the value of life, so as to establish correct and scientific life values, which is of great significance for the realization of personal healthy development and the maintenance of social harmony and stability. Zheng (2005) claims that the essence of life education is to correctly recognize the value of life, to establish the correct attitude and purpose and further pursue the greater value and meaning. Feng (2004) mentions that life education is to cultivate the consciousness of life, the survival ability and enhance the value of life through purposeful, planned and organized education. Then, students can better understand life, protect life, cherish life, appreciate life, and explore life to realize the final value. Starting from the process of life education, believed that this kind of education is a continuous life growth process. The purpose of life education is to make education awaken the essence of life, and further become a continuous opening process to the individual and the "human" world (Cheng, 2002). From the perspective of education, some other scholars believed that life education is a kind of moral education and educational concept, and school life education is to cultivate the love of primary and secondary school students for the society and others, so that they can achieve all-round development in personalities (Wang, 2002).

In conclusion, the main task of life education in the "Sansheng Education" is to make students understand the existence and development laws of human natural life, spiritual life and social life, identify the process of birth, aging, sickness and death, as well as identify the existence and development laws of other species in nature. Then, they can finally establish a correct view of life, understand the value and meaning.

*2.3 Connotation of Survival Education*

The concept of survival education put forward by UNESCO in 1972 in its monograph *Learning to Survive-Today and Tomorrow in Education World* believes that "the mission of education is to make the educational objects learn to survive and better prepare for the future (UNESCO, 1996)." Li (2020) mentions that survival education is from a personal point of view. Survival education is to help students learn survival skills, choose the correct way of life, learn to get rid of survival difficulties, and form a certain survival ability. From a social point of view, it means being able to deal with people correctly. The relationship with nature, man and society, man and family, man and school forms a harmonious and unified view of existence. Wang (2018) stated that survival education is to let students learn to survive, to help students build survival skills, and to improve their living conditions, so as to better adapt to the fiercely competitive social environment. Survival education is regarded as a key in the “Sansheng Education”, and many researchers from all over the world has also paid great attention to this concept. Survival education in the United States can be mainly reflected in financial education; In Germany focuses on students’ awareness of saving resources; Japan also attaches great importance to survival education, and takes “field schools”, “island schools” and “forest schools” as the main content of survival education (Li,2014). Since the 21st century, survival education has gradually been paid much attention in China. Its purpose is to help students understand survival knowledge, master survival skills, improve survival will, enhance survival skills, establish correct survival consciousness, and further master the education of survival laws (Wei, 2005). People should give their full play to potentials to adapt to the changes of the world and times. The various potentials mentioned actually include the social ability, creativity, psychological endurance, independence, and problem-solving abilities. (Huang, 1997).

Therefore, the main purpose of a series of educational activities and social practice activities related to life protection and social survival carried out by the schools is to let students understand the meaning of survival and improve survival abilities, grasp the laws and will of survival to improve the adaptability and creativity, and further establish the correct concept for the harmonious development of man, nature and society.

### *2.4 Connotation of Living Education*

Regarding the living education, the mainly theories are the Dewey’s living education theory and Tao Xingzhi’s living education theory in academia. The “education being life”, “school being society” and “learning by doing” put forward by John Dewey can be known as “the chief founded American education”. This idea fundamentally achieves the return of educational theory and wisdom to the living world. “Returning to the ‘life world’ of direct experience and real experience is the true path of education” (Zhang, 2017). John Dewey advocated the penetration and integration of social life into school life, allowing students to learn and accumulate experience in the process of doing things. He opposed the traditional education centered on scientific and cultural knowledge (Wang, 2006). Deng (2019) mentions that living education should enable the educated to fully understand the ideological connotation of “good living”, with the ultimate goal of realizing “good living”, to cultivate students' ability to choose a good living independently, and to guide students to choose the right way of living. Based on the reality, Tao Xingzhi, a well-known educator in China, has actively explored and practiced Chinese “living education”. In his opinion, living education is the education original to living, self-managed and necessary for living, it can be said that “living is education and always everywhere, that is, education is everywhere.” (Wang, 2004)

Therefore, the living education in the “Sansheng Education” is to help students acquire the basic common sense, master living skills, establish living goals, practice living processes, gain living experience (Luo, 2009). Through the living education, students can improve their living abilities, cultivate their good morals and behavior habits, their love and gratitude, and even their good sense of social responsibility. What’s more, those educated students can learn the correct living comparisons and choices, understand the true living meaning of life, and able to deal with the relationship between study and living, so that they can better understand the meaning of living, better love living, fight with living and enjoy living.

## 3. Research design

*3.1 Research Object*

Two schools (one primary school and one middle school) that have opened the course of the "Sansheng Education" in Binzhou city of Shandong Province were selected as the research objects, and 20 teachers were selected from the two schools. Focus on the analysis of the two schools after the implementation of the "Sansheng Education" curriculum results, and then summed up the advantages of the "Sansheng Education".

*3.1.1 Reasons for Choosing These Two Schools*

These two schools have participated in the pilot project of "Sansheng Education", which has its typical significance.

S1 school is a new school having advanced facilities and equipment, and is equipped with nearly 20 functional rooms, including music classroom, dance classroom, calligraphy classroom, campus TV station, creative activity room, seed library, maker classroom, etc. It can meet the development needs of students' various interests and specialties, and provide hardware guarantee for the "Sansheng Education".

S2 school focuses on cultivating students of "four abilities" who "learn to recognize, learn to cooperate, learn to innovate and learn to live". The curriculum of the "Sansheng Education" fits in well with the development of teachers and students in B school.

*3.1.2 Reasons for Choosing These 20 Teachers*

Basically, covering teaching administrators, teaching and research leaders, class teachers, front-line teachers and other levels and different disciplines. On this basis, after the recommendation of the principal, determined the twenty teachers.

*3.2 Adopt the Method of Interview*

Interviews were conducted with the above 20 teachers. The paper focuses on their practice, teaching effect and outstanding problems in the course of "Sansheng Education" and listens to their reasonable suggestions on solving the problems.

## 4. Data Analysis

Based on the implementation status of the "Sansheng Education" in Binzhou City, Shandong Province, combined with the data obtained by the author and the analysis through field research and interviews. The field research case overview of the school is shown in Table 1, the interview object overview is shown in Table 2, and the main contents of the interview are shown in Table 3-9.

**Table 1**

*Field Research Case of School Overview*

| School code | address | type | Construction time | Number of teachers and students in school | Scope and duration of the pilot project |
|---|---|---|---|---|---|
| S1 | Donghai One Road,Bincheng District, Binzhou City | Six-year primary school | In September, 2020 | There are 50 teachers and 920 students | Grade 1-6, September 2020-September 2022 |
| S2 | Binzhou City Bincheng District Binbei Office | Three-year junior high school | In February, 1934 | There are 134 teachers and 2,103 students | Grade 7-9, September 2020-September 2022 |

**Table 2**

*Overview of an Interview Subjects*

| Info / Code | | Name | Sex | Age | Teaching Years | Educational Background | Professional qualification | Teaching subjects | grade |
|---|---|---|---|---|---|---|---|---|---|
| S1 | T1 | Teacher Wu | Male | 40 | 21 | undergraduate | Senior title | Science | Grade5.6 |
| | T2 | Teacher Duan | Male | 40 | 15 | undergraduate | intermediate title | PE | Grade3.4 |
| | T3 | Teacher Yan | Male | 53 | 33 | undergraduate | Senior title | Labour | Grade 1.2 |
| | T4 | Teacher Cui | Female | 35 | 12 | undergraduate | Senior title | English | Grade3.4 |
| | T5 | Teacher Wang | Female | 33 | 8 | undergraduate | intermediate title | Music | Grade1.3 |
| | T6 | Teacher Li | Female | 29 | 5 | undergraduate | primary title | Math | Grade1 |
| | T7 | Teacher Xu | Male | 48 | 26 | undergraduate | intermediate title | Chinese | Grade6 |
| | T8 | Teacher Geng | Female | 29 | 5 | undergraduate | primary title | Morality and the rule of law | Grade5 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | T9 | Teacher Wei | Female | 57 | 37 | undergraduate | Senior title | Art | Grade3.5 |
| | T10 | Teacher Cui | Female | 47 | 26 | undergraduate | intermediate title | Math | Grade5 |
| S2 | T11 | Teacher Bi | Female | 45 | 26 | undergraduate | Senior title | History | Grade7 |
| | T12 | Teacher Cui | Male | 49 | 30 | undergraduate | Senior title | Chinese | Grade8 |
| | T13 | Teacher Cheng | Female | 42 | 22 | undergraduate | Senior title | Music | Grade9 |
| | T14 | Teacher Gao | Male | 45 | 23 | undergraduate | Senior title | English | Grade8 |
| | T15 | Teacher Gu | Male | 51 | 32 | undergraduate | Senior title | History | Grade9 |
| | T16 | Teacher Li | Female | 43 | 24 | undergraduate | Senior title | Chinese | Grade8 |
| | T17 | Teacher Gu | Female | 43 | 24 | undergraduate | Senior title | Math | Grade7 |
| | T18 | Teacher Li | Male | 52 | 33 | undergraduate | Senior title | Biology | Grade8 |
| | T19 | Teacher Lu | Female | 38 | 15 | undergraduate | Senior title | History | Grade7 |
| | T20 | Teacher Shi | Male | 25 | 2 | undergraduate | primary title | Physical | Grade8 |

I Teaching Practice

**Table 3**

*Organisation of the First Open Ended Question and Themes.*

| Question1 | Themes |
|---|---|
| How do you conduct the "Sansheng Education"? How do students respond to the course? | •Class meeting<br>•Resource display (pictures, videos, etc.)<br>•Building a teaching team<br>•Knowledge extension and expansion |

Note: The established themes from Question 1.

T12: We regularly hold the San sheng education class meeting, organize students to watch life safety education videos on the safety education platform, invite experts at all levels to give special lectures, and also lead students to participate in field expansion experiments and various games. Students all love and support this course very much.

T17: Through integrating the school education, family education and social education, it can better stimulate students' subject cognition and behavioral practice, and finally achieve the goal of establishing a correct world outlook, outlook on life, and values. Students all give the active response.

T9, T20: We have set up the "Sansheng Education" teaching team included full-time teachers, class teachers, counselors, parents, people from relevant social parties and student representatives to jointly study the division of labor and cooperation in classroom teaching, practical activities, family education, social education, as well as the overall coordination.

T2, T16: It is very necessary to actively explore effective forms of combining classroom teaching with class, group, team activities and special lectures, group learning, individual self-studies to realize the organic unity of in-class learning and extra-curricular learning, in-school education and out-of-school education, school life and family life, teacher guidance and student self-study, as well as the cognitive education and behavioral practice.

T19: The learned historical knowledge can inspire children how to respect life, help students understand the basic common sense, master living skills, practice living process, gain life experience, establish the correct living concept, and finally achieve correct life goals. Thus, they can all develop good living habits, pursue the living education on the individual, family, group, nation and human happiness. The class response is good, and the students all show great interest in this course, and also willing to participate in.

T4: Through the comparison of domestic and foreign cultural customs, enhance students' awareness of love for life.

**Table 4**

*Organisation of the First Open Ended Question and Themes.*

| Question2 | Themes |
|---|---|
| What kind of teaching method do you think is more conducive to the "Sansheng Education"? Why? | •Social practice activities and field development<br>•Theme class meeting<br>•Integrate resources and create atmosphere<br>•Actual participation through experience, research, etc |

Note: The established themes from Question 2.

T1, T7: In my opinion, the most effective method is the social practice activities and field survival skill training. Because these activities are practical and in line with the students' psychological expectations.

T13: The class meetings and activities related to the "Sansheng Education" can be effective. They all have clear, intuitive and clear themes, so that students can have a deeper feeling, a clearer understanding and impression.

T11: It is necessary to give full play to the roles of moral education corridors, school radio stations, websites, school magazines and newspapers to create an educational atmosphere, and also further extensively organize and carry out campus cultural activities with the theme of establishing the socialist concept of honor and disgrace.

T14: Through reciting poems, nursery rhymes, compiling and performing textbook dramas, watching film and television works, holding lectures, speech competitions and other vivid means, it can cultivate students' deeper characters to study diligently, and guide them to establish correct concepts of right and wrong. The school is a place for students' daily lives, it is easier to carry out and control them.

In conclusion, analysis of the respondent's point of view, we can find that in "good education" teaching practice, some teachers at the forefront, but overall, the two case schools "good education" teaching practice in the initial stage, the degree is not high, teaching methods, teaching means innovation teaching also needs further improve.

II Teaching Effectiveness

**Table 5**

*Organisation of the First Open Ended Question and Themes.*

| Question3 | Themes |
|---|---|
| Through the "Sansheng Education" course, what areas do you think students have improved most? | •Develop good character and behavior<br>•Strengthen willpower<br>•Improved survival skills and self-protection ability<br>•Cherish life and love life |

Note: The established themes from Question 3.

T3, T5: Through actively participating in educational activities and practical activities, students have strengthened the ideology and morality, legal discipline, honesty and trustworthiness, cultivated good morality and behavior habits, their deeper love and gratitude, and a food sense of social responsibility. Then, students form a life pursuit based on reality and better focus on the future. They can learn correct life comparisons and life choices, understand the true meaning of life, and able to deal with the relationship between income and consumption, study and leisure, work and life.

T6: Through the continuous training and drills in the "Sansheng Education", students have sharpened their will, improved their survival skills and their abilities to protect themselves. More importantly, they have enhanced their awareness of life and their respect for life.

T16, T18: It is very necessary to help students acquire common sense of living, master living skills, establish living goals, practice living processes, gain life experience, establish correct life concepts, and further pursue education for a happy life.

T11: The education can help students to improve their abilities to live, cultivate their good morals and behavior habits,their deeper love and gratitude, and even good sense of social responsibility. So that they can learn correct life comparisons and life choices, understand the true meaning of life, and able to deal with good relationship between study and life, and they can better understand the meaning of life, love life, fight with life and enjoy life.

**Table 6**

*Organisation of the First Open Ended Question and Themes.*

| Question4 | Themes |
|---|---|
| As the main purpose of the "Sansheng Education" course is to help students improve their perception of life, survival and living, do you have any thoughts related to them in the class? And have students made corresponding improvements in the "Sansheng Education"? | •Cherish life self-reliance and self-improvement<br>•Reflect on the nature of education |

*Note: The established themes from Question 4.

T20: As a teacher, the "Sansheng Education" has given me a lot of inspirations. In order to achieve a better life, we must learn to live well, cherish our own life and create higher value for life.

T18: Through the study and implementation of the "Sansheng Education" course, students can grow up healthily, improve their mentality, innovative spirit and practical ability, and also their health level. They can better cultivate love, gratitude and sense of responsibility and justice, so as to promote their all-round development and better in line with the basic requirements of quality education.

T14: Teachers and students have resonated with each other to generate more thoughts on life and living. Through participating in learning and discussion, students and our teachers have more thoughts and improvements on "Sansheng Education".

T11: Life, survival, living have close relationships with us. The "Sansheng Education" allows us to gain the value and the responsibility of living. While explaining to the students, we also felt deeply, that is life is the premise, survival is the foundation, and living is the goal. To become a strong person, you must establish lofty ideals to practice yourself from the beginning, and then live a happy life.

T1: Students actually have many thinking and feelings. Through a series of activities, the students have enhanced their initial understanding of the society and the abilities to distinguish right from wrong, especially the collectivism concept. They all express that they have learned a lot from the education.

T6: To completely change the single indoctrination, simple persuasion, passive acceptance, uniform methods, and advocate heuristic, interactive, individualized teaching, active discovery, infiltration education, classification and hierarchical methods.

**Table 7**

*Organisation of the First Open Ended Question and Themes.*

| Question5 | Themes |
|---|---|
| What impact does the “Sansheng Education” theory have on your teaching? | •Students' subjective initiative in learning is enhanced<br>•Cultivate good moral character and behavior habits<br>•Students' awareness of learning has been improved |

*Note: The established themes from Question 5.

T8, T19: Life education helps students understand life, respect life, cherish their own life, and promote their active, positive and healthy development. And survival education help students learn survival knowledge, master survival skills, protect the living environment, and strengthen survival awareness, so as to improve survival adaptability and creativity, improve the correct concept of survival. And living education can help students understand living common sense, master living skills, and also establish their own life confidence.

T12: The “Sansheng Education” theory has made me deeply realize that in the teaching process, our teachers must from the student-centered concept and start from education and teaching. The purpose is to let each student gain the valuable knowledge and growth experience. In each class, students should actively understand, think, and form their insights.

T14: It is necessary to help students acquire common sense of life, master life skills, establish life goals, practice life processes, gain life experience, establish correct life concepts, and ultimately pursue a happy life.

T7: Through education, students can improve their ability to live, cultivate students’ good morals and behavior habits, form their deep love and gratitude, and even good sense of social responsibility.

T3: And students can be educated to learn correct life comparisons and life choices, understand the true meaning of life, and able to deal with good relationship between study and life. Finally, they can better understand the meaning of life, better love life, fight with life and enjoy life.

To sum up, from the perspective of teaching effectiveness, the surveyed teachers in the two case schools both believe that “Sansheng Education” has a positive and positive impact on students’ all-round development, and teach children to treat life more rationally, master survival skills, cultivate good moral habits, learn to live a happy life and grow up healthily. Some interviewed teachers advocate that they should further deepen the “Sansheng education” for students, form the joint force of school, family and society, and explore a more efficient new three-dimensional education mode of “Sansheng education”.

III Problems in the “Sansheng Education” Curriculum

**Table 8**

*Organization of the First Open Ended Question and Themes.*

| Question6 | Themes |
|---|---|
| What kind of teaching method do you think is more conducive to the “Sansheng Education”? Why? | •Integrating teaching resources<br>•Cultivate professional team<br>•Promulgation of evaluation criteria |

*Note: The established themes from Question 6.

T5: Taking the class as the unit, it is necessary to establish a teaching and guidance team of “Sansheng Education” with the reasonable division of labor and cooperation. Taking students as the main body, we should break through the traditional teaching mode to reflect the independent teaching method.

T10: Taking the teaching material as the carrier, we should expand the teaching contents vertically and horizontally. What’s more, we should constantly increase the publicity of “Sansheng Education”, arrange the corresponding courses scientifically and reasonably, always focus on the course practice, combination, and inheritance.

T8: At the same time,t we can consider to organically combine “Sansheng Education” with moral education in primary and secondary schools, and further create and implement the educational forms and methods.

T18: I deeply hope to record more videos and specific cases about “Sansheng Education”. At the same time, we can organize more expansion and research activities to make students actively participate in.

T13: Taking students as the main body and teaching materials as the carrier, the teaching contents also should be expanded vertically and horizontally. Therefore, in the teaching process, teachers and students have a lot of room, and especially teachers should fully guide students to extend teaching according to the reality.

**Table 9**

*Organization of the First Open Ended Question and Themes.*

| Question7 | Themes |
|---|---|
| What kind of teaching method do you think is more conducive to the "Sansheng Education"? Why? | •Integration of resources<br>•Organizational guarantee<br>•Assessment system<br>•The implementation of the implementation |

*Note: The established themes from Question 7.

T5: The curriculum integration and burden reduction. Many contents are required to be taught for students in the school and in the class, but the class hours are limited. Although the burden reduction is explicitly required by the country, province and city, there is no effective integration mechanism.

T2: The controversial in the scope, content, quality and use principle of existing teaching materials.

T9: As the number of formal teachers is limited, and most schools can only require part-time teachers to conduct Sansheng Education, the quality of teachers determines the education effectiveness. The practical research of "Sansheng Education" requires grassroots education workers to give their suggestions, because they are the main group to carry out practical education.

T17: The limited education funding leads to difficulties in carrying out activities and organizing practices, making the "Sansheng Education" only become the formality.

T15: "Sansheng Education" is actually the quality education for students, there is no effective way to evaluate the education quality.

To sum up, the visit to teachers in the two case schools shows that there are some deficiencies in the promotion of "Sansheng Education", which are reflected in the lack of special curriculum resources, the lack of high-quality professional teachers, no teaching guarantee, and the lack of scientific and perfect evaluation and assessment mechanism of "Sansheng Education".

## 5. Conclusion

### *5.1 Conclusion*

According to the research results, both primary and secondary school teachers and students have high evaluations of the "Sansheng Education" course. In their opinions, this course can help students improve their interest in learning and provide them with opportunities for creative practice activities, and further guide them to work hard to realize their own life value and realize the all-round development. Feng (2004) pointed out that in the process of modernization, the gradually worsen isolation of lost education and life is not only a misunderstanding of education itself, but the misfortune of the whole society. We sincerely pray for the return of education. The development of "Sansheng Education" is just a return of our appeal, allowing students to truly experience and understand the essence and value of life, establish a scientific, purposeful and planned survival awareness, survival ability and survival attitude, and further learn to live wisely, live happily and create their life. Wang (2010) proposed that in the current increasingly serious life crisis, deteriorated living environment and depressed life spirit, the "three-life education" with life education, survival education and living education can be carried out to achieve better development from the following three aspects, including human survival, sociality and transcendence.

However, there are still some problems existing in the practice of the "Sansheng Education" curriculum: 1) Due to the deep influence of China's examination-oriented education, the traditional educational management thinking in many schools is still deeply rooted, making teachers and parents ignore the overall growth of students. 2) The school's teaching management and even the parents still pay more attention to "scores" and "achievements", while the society also regards the admission rate as the main or even the only assessment indicator. In terms of teachers, funding and textbooks, the promotion of "Sansheng Education" still face many difficulties. Huy P. Phan, Bing H. Ngu (2021) believed that the research on living education is significant because it provides life-related insights and theoretical understandings of the complex nature of life and death. It can be said that this discipline that can help people gain life wisdom, which in turn may greatly influence their daily practice. Li and Huang (2014) pointed out that living education course should be actively set up, so as to better encourage the active participation of families, society and individuals and further jointly promote the educational development . In view of the problems existing in the current "Sansheng Education" curriculum practice, various means should be used to increase the positive publicity and further create a favorable public environment for the "Sansheng Education". The schools, families and society should form the linkage mechanism and a multi-in-one education pattern to effectively promote the comprehensive curriculum promotion in China.

*5.2 Limitation and Suggestion*

As this research only randomly interviewed 20 teachers in 1 primary school and 1 secondary school in Shandong Province to acquire the corresponding data, it has the limitations, and it is suggested that future researchers can expand the research objects. This research is a cross-sectional study, and it is suggested that future studies can conduct follow-up studies. As this study adopts the interview method to conduct the analysis, the future research can use quantitative methods to carry out comprehensive research to increase the final accuracy.

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# Investigating Chinese Students' English Speaking Difficulties, Attitudes and Strategy Use in Online English Class

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**Abstract**

This study aims at investigating speaking and presentation performances of Chinese students with low competency in online English speaking and listening classes as well as observing which strategies students experiencing speaking difficulties use to survive in those classes. The research is also aimed to explore their attitudes toward English language learning. For the methods used to achieve results, the researchers focus on qualitative inquiry that includes observations and interviews. The findings of the study show that students had low speaking performance due to factors such as low self-confidence and low English proficiency. However, besides teacher's advice, they dealt with such problems through various strategies such as the use of online and electronic tools, including electronic dictionary, online and mobile translating applications. In addition, one student relied on another person to help out as a learning assistant. Although students' performances were rather poor, their attitudes toward learning English were positive for they realized the importance of being competent English language users. Moreover, they were willing to seek more opportunities to improve their English proficiency in future.

**Keywords**: English Speaking Skill, Speaking Difficulties, Strategies, Attitudes, Online Tools

## 1. Introduction

### *1.2 Background, Review of Literature and Importance of the Problem*

One of the most important goals of English language learning is to enhance students' abilities and performances of the language. Therefore students who learn English are expected to be able to achieve both written and spoken communication (Richard, 2008). Therefore, these students are expected to perform well in speaking as it is one of key skills in their academic life as they need to express and exchange their messages with others particularly in their academic life (Inayah & Lisdawati, 2017).

Still, it is undeniable to say that speaking and speaking related skills have been major challenges for ESL or EFL learners. Many studies (Sawir, 2005; Lee, 2009; Hosni, 2014; Sayuri 2016) have stated that students from different countries such as Indonesia, Hong Kong, Thailand, Vietnam and Mainland China admit they have difficulties while performing verbal communications in the target language: English despite, in some cases, studying in US or Australia for years. Particularly, it is usual to observe that Chinese students—our target group in this study—who make up the biggest share of overseas students in the world, are less engaged in class than other students from other countries. They always sit in their spots, calmly listen and nod their heads. Their key class reactions are just reading and comprehending, lacking the ability to engage in classroom verbal communications e.g. presentations, discussions and expressing ideas with teachers and classmates; moreover, they appear to desire to talk to other

Chinese friends in their mother tongue rather than to have conversations with classmates from other countries (Wang et al., 2018).

These difficulties result from various causes such as linguistic factors, psychological factors as well as motivation (Amoah & Yeboah, 2021). Consequently, to find out how to encourage Chinese students to speak English has become a critical issue that must be addressed particularly during this rising era of online learning where many students need to overcome their possible challenges by themselves more than conventional classroom learning as well as their attitudes in learning online speaking classes.

From the above reasons, it is doubtful for the researchers in this study who taught reading and writing classes on how students would perform in speaking and listening classes. This is because immediately after the first class of reading and writing, the researchers found that these students performed rather well on written language but they did not contribute much on verbal communication; that is, they rarely talked with teachers or answered to any verbal questions. As a result, researchers were curious how they would perform in speaking and listening classes which relied mainly on spoken communications. Therefore, this led to the reason researchers wished to find out how they performed, viewed and dealt with possible speaking difficulties in speaking and listening classes as of the research questions below.

### *1.3 Research Questions*

1) How were these online English speaking and listening classes conducted?
2) Were there any speaking and presentation difficulties these students experienced while studying the Graduate English Preparation course in online English speaking and listening classes?
3) In case of any possible difficulties, which strategies did these students use to solve these problems in online English speaking and listening classes?
4) What were the students' attitudes toward online English speaking and listening classes?

## 2. Research Methodology

### *2.1 Population, Sample and Scope of Study*

The sample of the study was three Chinese incoming graduate students of Master of an Education Program of a private university in Thailand. At the time of the research, each was referred to as Student A, Student B and Student C. They all were accepted by the Program and would start their Master's Program study in the academic year 2022. This program is an international one, meaning all teaching and learning must be conducted in English. These students therefore were required to be assessed on their English proficiency. To do so, the program used the Oxford Quick Placement Test (QPT) with the paper version, developed by Oxford University Press and Cambridge ESOL. In the QPT (paper version), there are 60 multiple choice questions that test grammar, vocabulary, and reading comprehension skills of students and students must answer these questions in 30 minutes. This test helps teachers to find students' levels accurately as its results are presented in terms of the ALTE (Association of Language Testers in Europe) Framework and correspond with the Council of Europe's "Common European Framework of reference" (CEFR), which has become established throughout Europe as the most widely recognized frame of reference in the field of language learning (Hassaskhaha & Roudsari, 2015).

The QPT results of the three Chinese students showed that two students' level was CEFR A2. That is, Student C got 26 from 60 and Student A received 27 from 60 which means they were considered elementary users of English. Meanwhile, Student B's was CEFR B2 (42 from 60) belonging to the category of an upper intermediate user of English. Regarding the results, it is clearly seen that the first two students' English proficiency levels were rather low while the other one's was quite high. However, these QPT results were able to show only reading, grammar and vocabulary knowledge of the students since the QPT (paper version) does not include the test items of speaking and listening skills. It was therefore unknown how well these students would perform in terms of such two skills.

Due to the low English proficiency of most of the students, the Program thus planned to offer these students an English preparation course by focusing on academic English of all four skills: reading, writing, speaking and listening. The course, run online due to the COVID-19 situation, would last six weeks in total as students would attend classes one whole day (6 hours) per week. For each day, students would spend 1 hour for reading classes, 2 hours for writing classes and the other 3 hours for speaking and listening classes. The reading and writing classes were taught by Thai teachers while the speaking and listening classes were taught by a native speaker of English, an American teacher.

For the speaking and listening classes, the focus of this study, the teacher started the classes in the first and second weeks with lessons regarding general communicative topics to break the ice and encourage students to speak with her and other classmates. The examples of lesson topics in the first two weeks were 1) using pictures to encourage students to describe the pictures and answer simple questions related to those pictures, 2) giving students fill-in worksheets to add information about themselves and use them to tell stories to the class and 3) providing students several daily speaking topics for their short talks. These activities could be considered a preparation for more complicate speaking and listening lessons in the following weeks.

Starting from the third week, the class lessons involved with how to present presentations as the teacher taught presentation language, skills and techniques to students and assigned them to prepare presentation exercises in each week, starting from simple to more complicate ones. Meanwhile, students were given necessary advices from the teacher to help develop their speaking and presentation skills every class they attended. In the final week, each student was assigned to present a 20-minute presentation of a research topic, so each had to prepare it by selecting a research article from the materials that they studied in their reading classes. However, students had a chance to do the presentation rehearsal in class before they presented the final presentation in the last week. Consequently, the teacher could give them suggestions and comments on their rehearsed presentations while students could improve their presentation styles and techniques before presenting the real ones in the final week.

### *2.2 Research Methods, Data Collection and Data Analysis*

The first research method the researchers used is the observation that Cohen et al. (2007) called 'observer-as-participant'. In this study, the researchers revealed themselves to the students as researchers and had very few contacts with the teacher and students while observing them in the online speaking and listening classes. With the permission of the teacher and students, the researchers joined every class to observe how the classes were conducted, which materials were used, which challenges or difficulties students encountered and how they dealt with them. All acquired data were noted down, summarized and analyzed as qualitative research data.

Another research method used in this study was the structured interview where researchers can collect data to answer questions prepared beforehand (Clarke, 1999) and help lower the opportunity of interviewer effect or bias (Hitchcock & Hughes, 1995). The researchers in this study prepared interview questions regarding students' difficulties, attitudes, expectations, how to solve problems while studying in these online speaking and listening classes. As of the students being Chinese, the researchers hired a Thai female interpreter who could fluently speak Thai and Mandarin Chinese to help translate questions to the students. These prepared questions originally were of Thai language since the researchers wanted the interpreter to totally understand all questions and translate them without any mistakes. During the interview, the researchers took notes, recorded the given answers and occasionally asked follow-up questions if needed through the translation of the interpreter. Data obtained from the interview therefore were concluded and combined with those gained from the observation as complete qualitative research data for this study.

The analysis of the data focused on students' attitudes, difficulties and strategies they used to solve problems they experienced while studying in these online English speaking and listening classes. The obtained data were then summarized and explained as students' performance in classes, their difficulties, their strategies to deal with problems and their attitudes toward online English speaking and listening classes, to answer the research questions. The findings of this study are shown below in the results section.

## 3. Results

The results of the study were obtained from class observations and interviews with the students. The class observations were conducted to understand the teaching and learning process, the student's learning behaviours and performances while the interviews were to obtain information regarding students' attitudes towards learning English.

### *3.1 Results of Class Observation*

Of all the six weeks of the speaking and listening classes, the first two weeks dealt with general speaking activities in order to familiarize the students with English speaking and to prepare them for more challenging task – presentation – in the last four weeks.

#### *3.1.1 General speaking activities*

For the first week, the teacher began with easy activities to see at what levels of English proficiency the students were and to help them become familiar with English speaking. She slowly gave instructions on how to do each activity. At first, none of the students responded to what she said or asked. They only listened quietly without showing any signs of understanding. The teacher then repeatedly explained the instructions. Finally, after having been motivated greatly, Students A and B started to respond to teacher's questions by saying a few words. For example, when they were asked how they spent their free time, Student A answered, *"Walking"*. The teacher asked a further question as to where he walked to. He said, *"Park"*. She then understood that his *"walking"* meant strolling in a park. For Student C she kept silent throughout this class. In addition, in this online class, only Student A turned on his camera while studying. The other two students usually turned off their cameras, and they would turn the devices on only when they were asked to do so. Moreover, Student C was found disappeared from the online class sometimes.

In the second class, the students had more interaction with the teacher. Students A and B responded to her words more quickly, compared with their actions in the previous class. It was clearly seen that they understood what the teacher said as they could do what she told them to do and gave short answers when she asked simple questions. However, their speaking was not considered good as they mostly spoke in words rather than in sentences. Moreover, they would speak only when they were asked a question. In this class Student C was still silent no matter how hard the teacher tried to encourage her to speak. Student A also helped clarify the teacher's words to her, but she was still too shy to speak English. In this class it was seen that Student A and Student B used online dictionaries and some mobile applications to help them learn English. Overall, the person who talked most in the class was the teacher.

### *3.1.2 Presentation Lessons*

From weeks three to six, lessons were changed from general speaking activities to presentation-related activities which were more challenging and required higher skills of English.

For weeks three and four, the students learnt presentation language, presentation principles and techniques for giving effective presentations. Regarding their speaking skill, Student A and Student B showed some signs of improvement. They could speak simple sentences instead of a few words as they did in the first two weeks. For example, Student A said, "*Teacher, speak louder, please"* when he did not hear teacher's voice clearly. When the teacher asked if they understood what she had just taught them, they answered, *"Ok, I understand."* Previously, they only nodded their heads to show their understanding. For Student C, it was found that she tricked the teacher by showing a video of her sitting in front of a camera to make the teacher thought she was attending this online class but, in fact, she was not.

In week four the teacher assigned the students a presentation task and gave them one week for preparation. The task was aimed for training the students to be able to make a formal presentation. It also served as a rehearsal for the final presentation the students were required to perform in the final week of the listening and speaking course. To do this task, each student had to choose a research article they studied in the reading class to present and prepare visual aids to support their talks.

In week five, the students performed their first formal presentations. Student A presented his topic and showed presentation slides; however, the slides appeared to show the whole content, of his topic – a research article. In fact, the slides were supposed to display only key points, according to the presentation slide rules taught by the teacher. Moreover, he read the entire content instead of explaining it from his own understanding. Another major problem was that his pronunciation was not clear; many words were mispronounced. He sometimes stopped when seeing words that he completely had no idea how to pronounce them. When this happened, the teacher immediately stepped in and showed him how to pronounce the words.

Student B exactly encountered the same problems as Student A did. His case seemed worse for he stammered throughout his presentation. It was clearly seen that these two students struggled to present their topics. As a consequence, their pronunciation problems made their presentations difficult for listeners to understand. Student C neither spoke nor prepared visual aids for her presentation. She only showed a research article on her computer screen without uttering a word. The teacher made a great attempt to encourage her to speak, yet she kept shaking her head and saying *"Sorry, I can't speak English"* in an apologetic manner. The teacher then gave up on encouraging her to present her topic. It was clearly seen that the students' first presentations were not successful ones.

It can be assumed that their presentation topics were from the research articles in their reading class where the type of language used was purely academic and rather advanced, and their English language skills were not that competent. As a result, they could not truly understand such complex content and failed to capture the key points. This can explain why they did not prepare any presentation slides or visuals but, instead, showed the full articles on their computer screens and read them word by word in their presentations. Furthermore, the articles were full of unfamiliar words, causing them to have pronunciation difficulty. All of these factors led to failure to present their topics.

After the presentations, the teacher concluded what each student needed to improve and also emphasised that they should apply the presentation principles and language they learnt in the previous classes to their next presentations. Furthermore, she advised them to consult a dictionary for correct pronunciations when dealing with unfamiliar words. Finally, she demonstrated how to make an effective presentation.

In week six which was the final week, the students made their second presentations which were also used as an assessment task. Student A performed better as he spoke more fluently and prepared meaningful visuals. However, his pronunciation problems still existed but became obviously fewer, compared to his first presentation. Student B did not speak fluently and his pronunciation was still his major problem. However, it could be seen that he made a great effort and tried his best to present his topic. Student C performed her presentation surprisingly well for she spoke rather fluently. It was found that she had somebody sitting next to her during her presentation. She subsequently explained that the person was her friend who helped train her for this final presentation.

The results of the observation showed that all of the students in this group had problems in speaking English and could not efficiently communicate with their instructor. Furthermore, their low competence in English speaking led to the unsuccessful presentations.

*3.2 Results of Interviews*

From interviewing the students, it was found that at the beginning they felt anxious and lacked confidence to speak English because they knew that their speaking skill was not good. This can be confirmed by Gebhad (2000) that anxiety and shyness are the main causes of complications in speaking among learners.

However, as the classes proceeded, they became less nervous and were not afraid to speak English, except for Student C, who did not speak at all. It was because the teacher was very kind and patient for she slowly and repeatedly explained the lessons and did not appear annoyed when they were quiet or hesitant to speak. The students, including Student C, also said that they did not worry about making mistakes in speaking English because they knew that the teacher would help them correct their mistakes and teach them to pronounce unfamiliar words. However, all of them thought that complex rules of the use of English language were one major factor that prevented them from speaking English fluently. According to Shen and Chiu (2019), linguistic difficulties such as inadequate vocabulary and mastery of syntax to speak in another language can cause learners a great deal of obstacles in speaking.

Regarding the presentation tasks, the students admitted that they felt nervous when performing the tasks due to their inadequate speaking skills and lack of experience in giving English language presentations. Moreover, the presentation topics were too advanced for them, preventing them from fully understanding the content. However, all of them believed that if they had enough time to prepare, they would not feel anxious when making presentations in the future because they learnt the skill and had chances to practise from this listening and speaking course.

When asked if they were afraid that other students in the class would laugh at them when they spoke English, all of them said no. Students A and B thought their levels of English proficiency were almost the same while Student C thought her classmates were considerate and kind as they helped explain difficult things to her.

In terms of listening performance, two students had adequate listening skill while one had problems understanding teacher's messages. When listening to teacher's speaking, Student A and Student B said they fairly understood. Student C admitted that she slightly understood the teacher's words because her listening and speaking skills were rather poor. This might help explain why she often kept being silent in class and sometimes disappeared.

When they did not understand the teacher's speaking, each student had different ways of coping with this problem. Student A politely asked the teacher to explain again. Student B would not ask the teacher to repeat speaking, but he tried to use the teacher's words he heard and understood to help him infer what the teacher said. Student C neither said nor did anything in order to understand teacher's messages. However, Students A and B helped her by clarifying teacher's speaking to her.

The results of the interview also revealed the students' attitudes towards English language learning. It was found that they were very positive. They admitted that learning English language was hugely challenging for them, but they never thought of skipping class because they realized the importance of attending class to learn and practise using English language. In addition, all the three students thought of taking more English language classes in the future.

Furthermore, the students gave suggestions for improvement as they encountered significant problems when attending the English speaking and listening class. Students A and Student B suggested that the class should have an interpreter to help them since they often had communication problems with the teacher. Student C suggested that the class should be taught by a teacher who could communicate in both English and Chinese to reduce language barrier.

## 4. Conclusion, Recommendations and Implications

From the results of class observation and interviews, it can be concluded that the students had problems in speaking English and giving presentations due to the lack of confidence and limited speaking skills, including the learning topics that did not match their levels of proficiency. However, the problems were able to be solved by the assistance of the teacher, classmates, the use of technology, as well as their own efforts and positive attitudes.

When dealing with learners with low competence of English, teachers should be patient and try to make them feel comfortable to learn in classroom environment. Supportive teachers can make students lessen their anxiety through the use of various learning strategies. Certain strategies can help students adopt more positive attitudes and become more motivated in the learning process (Bahous et al., 2011).

Classmates are also part of classroom environment that can help students learn in a more effective manner (Wang et al., 2018).

Besides, learning topics and materials should match student's level of proficiency so that they will not be too struggling when studying and can learn efficiently. If lessons are too advanced for them, they might feel discouraged and lose motivation to learn. Teachers should be creative in presenting English to the students and have to carefully select the materials that are suitable for the students in order to help them to speak the language (Inayah & Lisdawati, 2017).

Technology is another factor that is widely accepted in playing vital roles in teaching and learning as it can help enhance students' learning ability. There are a number of online and digital tools that have been created to facilitate learners. They would be of great benefits if used appropriately.

Finally, learners' attitudes are one of the most important factors that motivates them to overcome difficulties as Hosseini and Pourmandnia (2013) said that attitude and perception play significant roles in enabling learners to learn effectively.

Additionally, for educational programmes that use English language as medium of teaching and learning, they should provide placement tests that cover all four skills of English in order to assess English language ability of the applicants. Knowing students' abilities can help teachers to provide learning content that suits student's level of proficiency. This is to ensure that students will really be able to learn efficiently and fully gain academic knowledge.

## 5. Acknowledgements

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# Relationship between College Teachers' Transformational Leadership and College Students' Learning Engagement: Moderating Effect of Academic Self-Efficacy

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**Abstract**

276 college students were surveyed by teachers' transformational leadership scale, college students' learning engagement scale and academic self-efficacy scale to explore the impact of teachers' transformational leadership on college students' learning engagement and the moderating effect of academic self-efficacy. The results showed that (1) teachers' transformational leadership could significantly positively predict students' learning engagement; and (2) students' academic self-efficacy produces a significant positive moderating effect between teachers' transformational leadership and students' learning engagement.

**Keywords**: College Students, College Teachers' Transformational Leadership, Learning Engagement, Academic Self-Efficacy

## 1. Introduction

The teacher leadership has become the research hotspot in the field of current teacher education and has become an important strategy for school development and reform, which is conducive to school development, student learning and teacher development. The teacher leadership is not teacher's pursuit of management positions but reserving influence and grasping the essence of learning and impact through teachers (Ren, 2010). The teachers' transformational leadership is a way of teacher leadership. The teachers' transformational leadership refers to that teachers make students realize the significance of the tasks they undertake through vision motivation, intellectual stimulation and personalized care, influence students' self-awareness and evaluation, enhance the students' self-confidence and emotional experience, and stimulate the students' higher level of growth needs growth and behavioral tendency of pursuing higher level of learning objectives (Stephen P. Robbins, 2012). The existing studies have shown that teachers' transformational leadership could affect students' autonomy (Ma, 2016). The higher the teachers' transformational leadership style is, the greater the impact of achievement motivation on optimism, and the stronger the corresponding positive impact on their learning engagement (Yuan, 2020). Therefore, teachers' transformational leadership is one of the important factors affecting college students' learning engagement.

The learning engagement refers to a positive and fulfilling psychological state that students show in the learning process (Schaufeli et al., 2002). Although college teachers' transformational leadership can influence college students' learning engagement, the generation of positive psychological state may be a complex process, which needs to deeply explore the mediating and moderating variables of college students' psychological level.The academic self-efficacy, as the application and performance of the concept of self-efficacy in the academic field, refers to an individual's assessment and judgment on the extent to which his or her ability to organize and execute qualifications can reach the expected academic level (Zimmermanb, 1995). The existing studies have shown that critical thinking tendency had a positive impact on students' academic self-efficacy and, and affects the learning engagement through academic self-efficacy (Lu & Chen, 2017). Therefore, students' self-efficacy has a certain impact on students' learning engagement. Therefore, this study examines the relationship between teachers' transformational leadership and college students' learning engagement, explores the moderating variables of academic self-efficacy, and probes into the formation mechanism of positive psychology under teachers' transformational leadership.

*1.1 Teachers' Transformational Leadership and College Students' Learning Engagement*

The teachers' leadership behavior will affect the exchange relationship between teachers and students, thus affecting students' attitude and behavior. According to the reciprocity principle of social exchange theory, teachers' care and support to students can be reciprocated by students' attitudes and behaviors. The existing studies have shown that teachers' transformational leadership could positively predict students' attitudes and behaviors (Zou, 2019). For example, teachers' transformational leadership can predict students' autonomy (Ma, 2016); can positively predict students' sense of responsibility, and improve students' identification of learning significance and imitation of teachers' exemplary behavior (Mao & Song, 2018); and can also affect students' effort level in class, teachers' satisfaction and trust, their participation in class learning and students' learning outcomes (Huang, 2017). Meanwhile, the transformational leadership behavior of head teachers is closely related to students' academic achievement, behavioral performance and learning motivation (Bolkan & Goodboy, 2009; Harrison, 2011; Noland & Richards, 2014). The teachers can show care and respect for students, can detect students' potential, respect students' personality differences, provide space for individual development, and timely provide needed care and assistance at the right time (Noland & Richards, 2014; Pounder, 2014). In such a leadership atmosphere, students will have good academic performance (Bolkan & Goodboy, 2009) and high learning engagement (Pounder, 2014). As for the research on the relationship between teachers' transformational leadership and students' learning engagement, the research object was mainly middle school students, and few college students. Therefore, it can be predicted that teachers' transformational leadership can positively predict college students' learning engagement. Based on this, hypothesis 1 was proposed as follows: teachers' transformational leadership has a positive impact on college students' learning engagement.

*1.2 Teachers' Transformational Leadership and College Students' Academic Self-Efficacy*

According to the theory of leadership, the leadership style will greatly affect the working attitude, working behavior and working performance of employees. Through vision building, the transformational leadership can help employees clarify the goal and direction of their efforts and realize the value and significance of their work. Moreover, these goals and visions can stimulate employees' enthusiasm, enhance their hope and confidence for the future (Helland & Winston, 2005) , and guide their positive and optimistic work attitude and spirit of cooperation (Chen et al., 2006). Therefore, teachers' transformational leadership also influences college students' self-efficacy. The existing studies have shown that teachers' transformational leadership positively can predict individuals' internal motivation, identity motivation and self-efficacy, so as to enable the individuals to generate positive emotional experience, promote individuals to independently absorb new knowledge, and improve their ability and confidence (Xue et al., 2015). The teachers' teaching style is significantly correlated with academic self-efficacy and can effectively predict students' learning interest and academic self-efficacy (Yu, 2012). According to Yao Guixue's research, teachers' favor can maintain students' self-efficacy (Yao, 2013). The adolescents' self-efficacy and mastery goal orientation have a chain mediating effect on the relationship between teachers' transformational leadership and adolescents' leadership (Zou, 2019).

Based on this, hypothesis 2 is proposed as follows, teachers' transformational leadership has a positive impact on college students' academic efficacy.

*1.3 College Students' Academic Self-Efficacy and their Learning Engagement*

The academic self-efficacy is the application of self-efficacy in the field of learning. It refers to students' expectation and judgment of their own learning ability and whether they can successfully complete a certain learning task during learning activities (Liang & Qiang, 2015). According to Bandura's self-efficacy theory, students' expectation and judgment of their own abilities during learning activities will affect students' learning motivation, learning behavior and academic performance (Ferla et al.,2006). When students believe that they are capable of completing a certain learning activity, they will be more actively involved and their learning engagement will be higher (Sanchez-Cardona et al., 2012). The existing empirical studies have also shown that academic self-efficacy is related to learning engagement, and academic self-efficacy can positively predict learning engagement (Wang, 2011). The higher the students' academic self-efficacy is, the more their learning engagement is (Lin et al., 2020). According to the above research results, hypothesis 3 is proposed as follows: college students' academic self-efficacy has a positive impact on college students' learning engagement, and hypothesis 4 as follows: the academic self-efficacy plays a moderating effect between teachers' transformational leadership and college students' learning engagement

## 2. Research Method

*2.1 Research Object*

In the research, the questionnaire survey was carried out among 295 college students in a local university in a northern province by cluster sampling with class as a unit. 276 valid questionnaires were collected, with an effective rate of 94%. Among them, 72 were boys and 204 were girls. There were 170 freshmen, 30 juniors and 76 seniors.

*2.2 Research Tool*

*2.2.1 Teachers' Transformational Leadership*

It was revised from the "Transformational Leadership Scale" prepared by (Bass & Avolio 1994). The scale uses 5-point Likert scale (1 "strongly disagree", 5 "strongly agree"). The higher the score is, the more students agree with the teachers' transformational leadership behaviors. The scale consists of 16 items, which are divided into four dimensions, namely, personal charm, motivation, intelligence inspiration and personal care. The confirmatory factor analysis was carried out on the scale, and the fitting indexes were as follows: $X^2/df=2.827$, SRMR=0.0403, NFI=0.911, IFI=0.941, PNFI=0.744, PGFI=0.639 and PGFI=0.639, indicating that the four-factor structure model of the scale had a good degree of fitting. In this research, the coefficient of internal consistency α of each dimension of the scale was between 0.831-0.882, and the coefficient of internal consistency α of the whole scale was 0.947.

*2.2.2 Learning Engagement Scale*

It was adapted from the Job Engagement Scale by (Schaufeli et al. 2002). The scale aims to measure students' positive and fulfilling mental state related to learning. It consists of 16 items, which are divided into three dimensions, namely, vitality, dedication and focus. The 7-point Likert scale (1 "never" and 7 "always") was adopted, and the higher score indicated greater learning engagement of college students. The coefficient of internal consistency α of the scale was 0.940.

*2.2.3 Academic Self-Efficacy Scale*

It was prepared by Zhan Yusong and Zhou Zongkui from Central China Normal University with reference to relevant dimensions in the academic self-efficacy questionnaire compiled by (Pintrich & DeGroot 1990). The scale is divided into learning ability self-efficacy and learning action self-efficacy. The learning self-efficacy refers to an individual's judgment and confidence about his learning ability to successfully complete his studies, obtain good grades and avoid academic failure. The learning behavior self-efficacy refers to an individual's judgment and confidence about whether he can take certain learning methods to achieve learning goals. There were 11 questions in each dimension, and the 5-point Likert scale was adopted. The higher the score is, the greater the self-efficacy is. The coefficient of internal consistency α of the scale was 0.89.

## 3. Research Results

**Table 1**

*Sample Demographic Characteristics Analysis Table (n=276)*

| Student's basic information | | Sample size | Ratio (%) |
|---|---|---|---|
| Gender | Male | 72 | 26.1 |
| | Female | 204 | 73.9 |
| Grade | Freshman | 170 | 61.6 |
| | Junior | 30 | 10.9 |
| | Senior | 76 | 27.5 |

A total of 276 students were sampled, including 72 male students, accounting for 26.1% of the total; and 204 female students, accounting for 73.9% of the total. There were 170 freshmen, accounting for 61.6% of the total; 30 junior students, accounting for 10.9% of the total; and 76 senior students, accounting for 27.5% of the total.

**Table 2**

*Descriptive Statistics and Correlation Analysis Table*

| Correlation | M | SD | 1 | 2 | 3 |
|---|---|---|---|---|---|
| Teachers' transformational leadership | 4.293 | .367 | 1 | | |
| Academic self-efficacy | 2.633 | .212 | -.095 * | 1 | |
| Learning engagement | 4.464 | .871 | .400*** | -.202 *** | 1 |

According to descriptive statistics and correlation analysis table, teachers' transformational leadership was significantly negatively correlated with academic self-efficacy (R =-.095, P < 0.5); teachers' transformational leadership was significantly positively correlated with learning engagement (r=.400, P < 0.001); and academic self-efficacy was negatively correlated with learning engagement (r=-.202, P < 0.001). The correlation coefficient was -.202-.400, indicating that there was a medium-low degree of correlation, so there was no collinearity problem.

**Table 3**

*Regression Analysis of Academic Self-efficacy on Teachers' Transformational Leadership and College Students' Learning Engagement*

| College Students' Learning Engagement β | | | | |
|---|---|---|---|---|
| Gender (male) | -.044 | | -.074 | -.086 |
| Grade 1 | -.038 | | .082 | -.068 |
| Grade 2 | -.076 | | -.105 | -.100 |
| Teachers' Transformational Leadership | .408*** | .399*** | | .389*** |
| Academic Self-efficacy | | -.202*** | | -.219*** |
| Teachers' Transformational Leadership * Academic Self-efficacy | | | | .122* |
| F value | 13.607*** | 13.887*** | | 12.572** |
| $\triangle R^2$ | - | 3.8% | | 1.4% |
| $R^2$ | 16.7% | 20.5% | | 21.9% |

Note: 1, *p＜.05 **p＜.01 ***p＜.001 2, Grade 1: freshman， grade 2: junior

As shown in Table 3, in model 1, after the impact from gender and grade was controlled, teachers' transformational leadership had a significant positive prediction effect on college students' learning engagement (β=.408, P <.001).

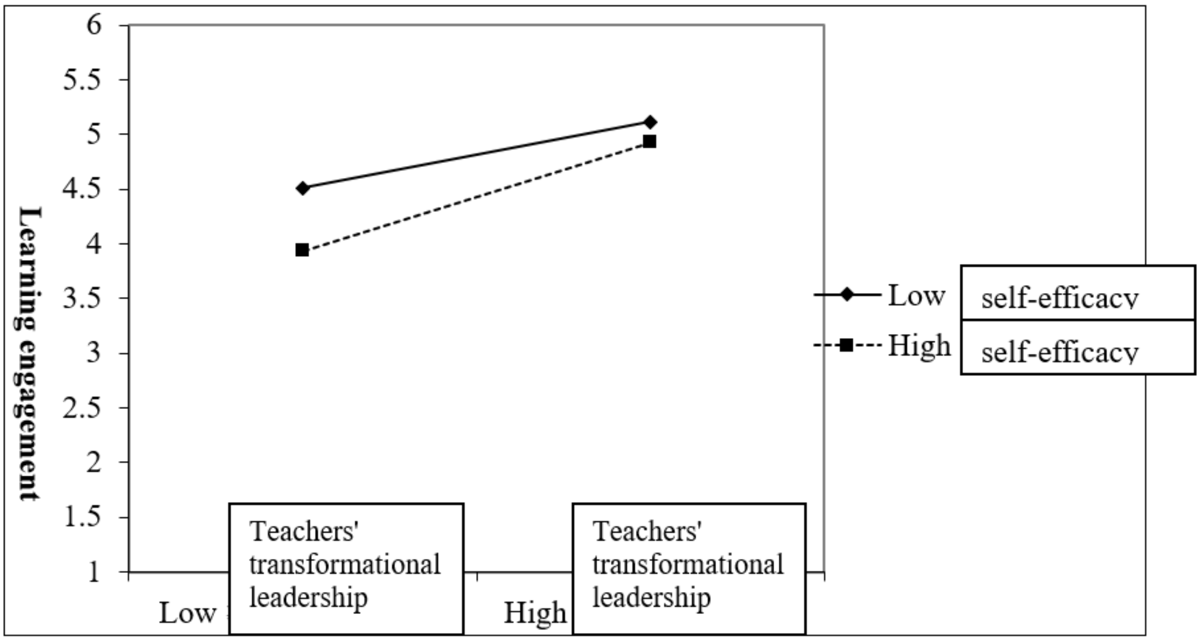
In model 2, after the impact from gender and grade was controlled, teachers' transformational leadership had a significant positive prediction effect on college students' learning engagement (β=.399, P <.001), and academic self-efficacy had a significant negative prediction effect on college students' learning engagement (β=-.202, P <.001).

In model 3, the hierarchical regression analysis was made on the moderating effect of the relationship between teachers' transformational leadership and academic self-efficacy. In order to prevent collinearity, standardized treatment was carried out on teachers' transformational leadership and academic self-efficacy, and the correlation coefficient after conversion was -.095-.130, indicating that there was no collinearity among teachers' transformational leadership, academic self-efficacy and teachers' transformational leadership x academic self-efficacy. In model 3, after the impact from gender and grade was controlled, there was a significant interaction between teachers' transformational leadership and academic self-efficacy (β=.122, P <.05), indicating that self-efficacy positively moderated the relationship between teachers' transformational leadership and college students' learning engagement.

In order to more clearly reveal the impact of students' self-efficacy on the relationship between teachers' transformational leadership and college students' learning engagement, the simple slope test was used to further analyze the moderating effect of students' self-efficacy. The results are shown in Figure 1.

**Figure 1**

*Impact of College Students' Self-efficacy on the Relationship between Teachers' Transformational Leadership and College Students' Learning Engagement*




The figure showed that students' self-efficacy positively moderated the relationship between teachers' transformational leadership and college students' learning engagement. The higher students' self-efficacy is, the more significant the relationship between teachers' transformational leadership and college students' learning engagement is.

## 4. Discussion

### *4.1 Impact of Teachers' Transformational Ladership on College Students' Learning Engagement*

The research found that teachers' transformational leadership could significantly positively predict college students' learning engagement, which was consistent with previous research results that teachers' transformational leadership could predict students' autonomy (Ma, 2016). The higher teachers' transformational leadership style is, the greater the impact of achievement motivation on optimism is, and the stronger the corresponding positive impact on their learning engagement (Yuan, 2020). Such results could be explained from two perspectives:1. According to behaviorist learning theory, behavior is the response of learners to environmental stimulus, and learning environment and atmosphere created by teachers through transformational leadership is an important variable affecting learners' learning engagement. Teachers are one of the important information sources of students, and especially teachers' words and deeds will produce certain effect to students' attitude and behavior (Ma, 2016). Through the interaction between teachers and student groups, teachers can improve students' maturity and motivation level, make students realize the important tasks they undertake, influence students' self-recognition and evaluation, and enhance students' self-confidence and emotional experience. 2. The teachers encourage students to innovate and challenge themselves with their own charm and personalized care (Liu, 2017), so that students stimulate and change the formation of consciousness, beliefs and values. At the same time, through the joint creation and publicity of the vision of the organization, an atmosphere of change is created in the organization, and the adaptive change of the organization is promoted in the process of efficiently completing the organizational goals. Each subordinate shall be trained and guided differently according to different situations and needs of students, so that students can feel the care, trust and respect from teachers to themselves (Roth & Weinstock, 2013). Students' positive emotions can be stimulated, and therefore positive self-evaluation can be generated. Teachers can gain students' recognition and support and guide students to work together for the improvement of curriculum construction and academic performance.

### *4.2 Moderating Effect of College Students' Academic Self-Efficacy on Teachers' Transformational Leadership and College Students' Learning Engagement*

This research further examined whether the variable of college students' academic self-efficacy played a moderating effect between teachers' transformational leadership and college students' learning engagement. The results showed that college students' academic self-efficacy positively moderated the impact of teachers' transformational leadership on college students' learning engagement. First of all, academic self-efficacy could promote students' learning engagement behavior, that is, college students with stronger self-efficacy would have stronger learning engagement, which was consistent with the research results of Sanchez-Cardonai (2012). Secondly, academic self-efficacy can promote the impact of teachers' transformational leadership on college students' learning engagement. Specifically, for college students with a high level of academic self-efficacy, teachers' transformational leadership has a stronger impact on their learning engagement, and teachers achieve the highest level of academic performance by maximizing the potential of students themselves (Liu, 2017).According to the theory of self-regulated learning, in order to guarantee the success of learning, improve learning effect and achieve learning goals, learners will actively use and regulate process of meta-cognition, motivation and behavior, and actively stimulate themselves to own and call the appropriate learning strategies to learn. Students with strong self-efficacy can perceive teachers' incentive measures and personalized care better. Thus, the realization and achievement of self-goals can be integrated with the organizational atmosphere to further improve the individual's learning engagement and achieve higher level of progress and development, so it is necessary to guide college students to enhance their academic self-efficacy.

Overall, the mediation model with moderating effect proposed on the basis of theory deeply explores the mechanism of the positive impact of teachers' transformational leadership on students' learning engagement, and this process is affected by the moderating effect of academic self-efficacy. It not only clarifies how transformational leadership affects learning engagement, but also explains how its impact changes under the intervention of self-efficacy. Therefore, when discussing the impact of teacher leadership on students' learning engagement in the future, attention shall be paid to the moderating effect of students' academic self-efficacy rather than generalizing. Whether these theories are applicable to different students shall be considered, and the corresponding vision inspiration, intelligence stimulation, personalized care and other revolutionary education teaching methods shall be given according to the characteristics of different students.

## 5. Conclusion

5.1 Teachers' transformational leadership can positively predict students' learning engagement

5.2 Students' academic self-efficacy plays a significant positive moderating effect between teachers'transformational leadership and students' learning engagement

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# Effect of Classroom Experience on Normal Students' Professional Identity: Mediating Roles of Professional Self-Efficacy and Learning Motivation

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**Abstract**

The aim of this study is to explore the relationship between professional identity of normal students and their classroom experience, professional efficacy, and learning motivation. Based on the social cognitive career theory (SCCT), this study adopted the classroom experience scale, professional identity scale, professional self-efficacy scale and learning motivation scale to investigate 1161 normal students from a university in Hebei province, China. The results indicated the following:(a) the classroom experience of normal students has a significant positive impact on their professional identity; (b)professional self-efficacy partially mediated the effect of classroom experience on professional identity of normal students; (c)learning motivation partially mediated the effect of classroom experience on professional identity of normal students.

**Keywords**: Classroom Experience, Professional Self-Efficacy, Learning Motivation, Normal Students' Professional Identity

## 1. Introduction

In a study on teacher professional identity, Beijard, Meijer, and Verloop (2004), stated that a teacher's identity is 'an ongoing process and therefore that identity is dynamic rather than stable, a constantly evolving phenomenon'. The teaching profession is a process as well as a state, which implies personal and situational aspects, and is characterised by structural diversity and process initiative (Coward et al., 2015; Zhang et al., 2016). Therefore, the formation of professional identity varies with other factors in the career development of teachers. Yang (2014) argued that the formation of professional identity can be approximately divided into three stages, namely pre-service, induction, and maturity periods. Normal education is the key period for the formation of the professional identities of teachers. Normal students are a part of the early stage of teachers' career development, and thus, they can learn from teachers' professional identity.

Normal students' professional identity form a lasting source of emotion for teachers, thereby contributing to the mental preparation required for teaching (Beijaard, 1995; Feng et al., 2010) and thus directly affecting the teaching efficiency and quality of normal education as well as teachers' level in China (Wang, 2018). Investigating normal students' identification with the teaching profession is conducive to the quick adaptation of normal students from the role of students to teachers (Feng et al., 2010). However, normal students are not in-service teachers; they are job-oriented college students, and thus, they can be considered pre-service teachers (PSTs) (Yang, 2014). Therefore, normal students' identification with the teaching profession is influenced by different structures and factors. However, few studies have investigated PSTs' professional identities and attitudes in this specific field.

In accordance with the social cognitive career theory (SCCT), people are more likely to set goals suitable for their career development and perform behaviours compatible with such goals in a supporting environment and with fewer obstacles (Lent & Brown, 2013). SCCT centres on the formation of self-efficacy, provide expectations, and career objectives, and their interaction with personal and contextual factors and learning experiences as outcome (Lent, Brown, & Hackett, 1994). Based on SCCT, we explored normal students' identification with the teaching profession and analysed how it is influenced by learning experiences (classroom experiences), self-efficacy (professional self-efficacy), and personal factors (learning motivation). Based on the research results, we presented some practical and feasible suggestions for the education and cultivation of normal students to promote the implementation and development of education policies for normal students.

## 2. Theoretical Basis and Research Hypotheses

### *2.1 Professional Identity of Normal Students*

Identification is a complex process, requiring determination of one's position in a certain environment and contemplating and examining their behaviours and values (Hu, 2019). Professional identity refers to an individual's positive attitude and strong sense of commitment to a profession, which is reflected in their desire to maintain the profession and their preference towards the profession (Blau, 1985). Teachers' professional identity comprises an individual who is expressive with their activities, knowledge, beliefs, and attitudes (Urzu', A. & Va'squez, 2008). It is a process in which individuals continuously explain and reinterpret the experiences and values related to the teaching profession and further uplift the value of the teaching profession (Flores & Day, 2006). Teachers' professional identity of normal students refers to their quasi professional attitude that comprises their perception and experience of the teaching profession in future as well as their current identity of normal students; this includes four dimensions, namely, professional role identity, professional development willingness, professional preparation behaviour, and professional value identity (Wang, 2018). The level of teachers' professional identity influences the formation of teachers' professional and educational beliefs. In addition, studies have shown that excellent teachers have higher level of teachers' professional identity and are highly motivated (Korthagen, 2004). Under heavy work pressure, teachers with high professional identity and professional awareness can maintain ideological and spiritual independence owing to their mental energy and professional dignity (Douwe et al., 2000). In addition, teachers' professional identity plays a significant role in professional development, having become an independent research field (Hu, 2013; Feng et al., 2010).

### *2.2 Impact of Classroom Experience on Normal Students' Professional Identity*

Normal students' professional identity is a constantly generated, agile, and dynamic evolutionary processes in terms of their college period (Wang, 2014). Research on its influencing factors has attracted considerable attentions from foreign as well as domestic researchers. Schepens et al. (2009) studied PSTs who had completed their learning and practice of teachers' education; they found that the support of both professional teachers and practice teachers could quite accurately predict the professional identity of PSTs. Newman (2000) stated that case teaching plays a significant role in cultivating professional identity of normal students. If normal students achieve continuous success in learning as well as teaching practice, their professional identities are easily strengthened. In the 1970s, Kulik and Kulik (1979) explored the impact of students'various classroom experiences on their academic achievements and future career ideas; they found that when students have good classroom experiences, they are motivated towards higher academic achievements and can improve their professional motivation and behaviour after graduation. Based on contemporary research, classroom experiences refer to students' overall perception and evaluation of classroom teaching, mainly including experiences with classroom teaching activities and teachers' professional ability practices (Jiang & Guo, 2020). Therefore, exploring the classroom experience and forming the teaching example of normal students can imperceptibly enable students to identify with the teaching profession. Based on the above discussion, we present our first hypothesis.

Hypothesis 1: Classroom experiences can significantly and positively predict teachers' professional identity of normal students.

### *2.3 Role of Teachers' Professional Self-Efficacy between Classroom Experience and Professional Identity of Normal Students*

Based on the definition of self-efficacy, and by applying it to the field of career research, we extend its definition to the 'career choice of an individual and his persistent belief of performing career-related behaviours' (Betz & Hackett, 1997). In this study, 'professional efficacy' refers to teachers' professional efficacy of normal students, that is, the cognitive process of this group to establish their belief in the achievement ability required by the teaching profession. It also involves introspection of their competence for achieving the ability required by the teaching profession. Self-efficacy, influenced by an individual's feelings or attitudes, has been established as a significant mediator for students' learning behaviours and individual capacities to undertake certain tasks (Ketelhut, 2007; Zimmerman, 2000).

On the one hand, Flipped courses also positively impact science teaching self-efficacy beliefs, that is, enhancing science self-efficacy and attitudes of PSTs through a flipped classroom learning environment (Gonzalez-Gomez et al., 2019). In contrast, studies have indicated the positive relationship between teachers' self-efficacy and their teaching practices in science (Yalçin, 2011).

When summarising the influencing factors of teachers' professional identity, Stufflebeam (2000) considered professional efficacy to be a significant factor for PSTs. The professional efficacy of PSTs obtained owing to teachers'education is also a significant factor affecting their professional identities. Particularly, teachers' self-efficacy applies to the perception of a teacher about their teaching capacities, and therefore, PSTs' abilities to teach science can be meaningful predictors for their future and contemporary teaching exercises and practices (Oppermann, Brunner, & Anders, 2019). Therefore, better classroom learning experiences lead to higher self-efficacy. Furthermore, the improvement of professional self-efficacy positively impacts one's professional identity. Thus, we present our second hypothesis.

Hypothesis 2: Professional self-efficacy plays a moderating role between classroom experience and teachers' professional identity of normal students.

### *2.4 Role of learning motivation between classroom experience and professional identity of normal students*

Learning motivation is an internal process or mental state that stimulates the learning behaviour of an individual, maintains existing learning activities, and guides behaviours towards specific learning objectives. Learning motivation stimulates, guides, and strengthens (Xu & He, 2004), and it is influenced by internal and external factors (Zhang, 2011).

On the one hand, Stufflebeam et al. (2000) generalised the influencing factors of normal students' professional identity, especially highlighting the significance of contextual and input factors; input factors include knowledge, learning, and practical experiences. Factors that influence a teacher's professional identity are the teacher's education, their knowledge and learning, and teaching practice and experiences (Sadek & Eldin, 2020). In accordance with SCCT, normal students' learning results during college are closely connected with their future teaching career (Zhang et al., 2016). Therefore, the learning results of input factors can considerably impact the professional identity of normal students.

The course experience survey method is theoretically based on students' learning mode of 'expectation--process—results', in the sense that their learning results depend on their perception of course, teaching, and examination (Jiang & Guo, 2020). Biggs proposed the 3P model for the learning process, in which students' learning results are the comprehensive effect of personal factors and teaching situational factors (such as discipline, teaching methods, and task requirements); the impact of these two factors on students' learning is mediated by the learning process that involves students' learning motivation and learning strategies (Lu, 2012).

Therefore, classroom experience is a teaching situational factor under the category of students' learning input factor. Normal students' learning results impact their professional identities, and their learning motivation plays a moderating role in the impact of learning input on learning results. Thus, we present our third hypothesis.

Hypothesis 3: Learning motivation plays a moderating role between classroom experience and teachers' professional identity of normal students.

## 3 Research Method

### *3.1 Participants*

Using the convenience sampling method, we selected normal students at a university in Hebei. In total, 1200 valid questionnaires were collected. Excluding the questionnaires with too long and too short response times, 1161 questionnaires were validated, reaching an effective rate of 96.75%. There were 219 men (18.86%) and 942 women (81.14%).

### *3.2 Research Tools*

#### *3.2.1 Classroom Experience Scale*

The classroom experience scale developed by the research team of Cabrera (Jiang & Guo, 2020); it has 18 items, including six dimension, namely, perception of cooperative learning, perception of interaction between teachers and students, experience of clarifying and organising learning tasks by teachers, perception of classroom atmosphere, perception of teachers' classroom organising ability, and perception of teachers' problem-solving ability (Jiang & Guo, 2020). Likert's 5-point scoring method was adopted (1 = 'never', 5 = 'always'). The average Cronbach's α was 0.953.

*3.2.2 Professional Self-Efficacy Scale*

We adopted the professional self-efficacy scale revised by Jiang and Guo (2020), which has 24 items, including four dimensions, namely, teachers' moral efficacy, individual teaching efficacy, general education efficacy, and professional development efficacy. The scoring was based on Likert's 5-point scoring method (1 = 'never', 5 = 'always'). The average Cronbach's α was 0.979.

*3.2.3 Learning Motivation Scale*

In this study, the learning motivation scale (2006) developed by Wan Wei was adopted, which has 16 items, including two dimensions: internal and external motivation. The scoring was based on Likert's 5-point scoring method (1 = 'completely dis-conform', 5 = 'completely conform'). The average Cronbach's α was 0.875.

*3.2.4 Questionnaire on Professional Identity of Normal Students*

We adopted the questionnaire on teachers' professional identity of normal students prepared by Wang Shihui, which has 26 items, including four dimensions, namely, professional preparation behaviours, professional development willingness, professional role identity, and professional value identity. The scoring was based on Likert's 5-point scoring method (1 = 'completely dis-conform', 5 = 'completely conform'). TThe average Cronbach's α was 0.893.

*3.3 Testing and Data Processing*

Four teachers of the research group were the main interviewers and were assisted by teachers. Before testing, it was emphasised that the questionnaire is anonymous and does not ask for personal information. The participants were also informed that the results will only be used for statistical analyses, and thus, there are no incorrect answers to any question. Data were analysed using SPSS.

*3.4 Common Method Variance Test*

The Harman single-factor method was adopted to test common method variance, that is, all items were analysed without rotation. The results show that the eigenvalues of 15 factors were >1, and the first factor explained 31.970% of the total variation, which was <40%, indicating that there is no significant common method variance in the research data.

## 4 Result

*4.1 Variable Descriptive Statistics and Correlation Analysis*

**Table 1**

*Variable Descriptive Statistics and Correlation Analysis*

| Variable | M | SD | Classroom experience | Professional self-efficacy | Learning motivation | Professional identity |
|---|---|---|---|---|---|---|
| Classroom experience | 4.201 | 0.616 | 1 | | | |
| Professional self-efficacy | 4.302 | 0.603 | 0.662*** | 1 | | |
| Learning motivation | 4.051 | 0.517 | 0.420** | 0.539** | 1 | |
| Professional identity | 3.246 | 0.461 | 0.256*** | 0.304** | 0.435** | 1 |

Note: *p < .05, **p < .01, ***p < .001

Table 1 shows descriptive statistics for the variables. As seen in Table 1, classroom experience and professional self-efficacy and learning motivation and professional identity are correlated. The correlation coefficients were between 0.256 and 0.662, which indicate medium-to-low levels; thus, no collinearity existed.

*4.2 Predictive Power of Classroom Experience to Professional Identity*

**Table 2**
*Stepwise Hierarchical Regression Analysis*

| | Model 1 | | | Model 2 | |
|---|---|---|---|---|---|
| | Step 1 | Step 2 | Step 3 | Step 2 | Step 3 |
| Dependent Variable | Professional identity | Professional self-efficacy | Professional identity | Learning motivation | Professional identity |
| | β | β | β | β | β |
| Control Variable | | | | | |
| Sex（Female） | 0.116*** | -0.017 | .012*** | 0.069** | .089*** |
| Dependent Variable | | | | | |
| Classroom experience | .255*** | .662*** | .094* | .420*** | .092** |
| Intermediate Variable | | | | | |
| Professional self-efficacy | | | .243*** | | |
| Learning motivation | | | | | .390*** |
| F | 49.653*** | 452.951*** | 48.756*** | 128.181*** | 98.626*** |
| $\triangle R^2$ | | | 3.3% | | 12.5% |
| $R^2$ | 7.9% | 43.9% | 11.2% | 18.1% | 20.4% |

Note: 1. *p < 0.05, **p < 0.01, ***p < 0.001; 2. reference group: sex (Male)

According to Table 2, Model 1, the F and β values of the first step are 49.653 (p < .001) and 0.255 (p < .001), respectively. This indicated that the classroom experience of the participants significantly and positively predicted professional identity. Thus, H1 was supported.

*4.3 Mediating Effect of Professional Self-Efficacy on College Students' Classroom Experience and Professional Identity*

According to Table 2, hierarchical multiple regression analysis was conducted on the moderating effect of professional self-efficacy on the relationship between college students' classroom experience and professional identity with the demographic information of the participants (e.g. sex).

The second step, the standardised regression coefficient of classroom experience on professional self-efficacy was $\beta = 0.662$ ($p < .001$). $F = 452.951$ ($p < .001$); the third step, the standardised regression coefficient of classroom experience on professional identity was $\beta = 0.094$ ($p < .001$). $F = 48.756$ ($p < .001$), and the standardised regression coefficient of professional self-efficacy on professional identity was $\beta = 0.243$ ($p < .001$), showing that professional self-efficacy significantly positively affected professional identity. After adding professional self-efficacy variable, the standardised regression coefficient of classroom experience on professional identity decreased from 0.255 ($p < .001$; step 1) to 0.094 ($p < .001$). The variance explained increased by 3.3%, revealing that professional self-efficacy partially mediated the effect of classroom experience on their professional identities. Therefore, hypothesis 2 was supported. The indirect effect accounted for 63.08% of the total effect.

### *4.4 Mediating Effect of Learning Motivation on College Students' Classroom Experience and Professional Identity*

According to Table 2, Model 2, the second step, the standardised regression coefficient of classroom experience on learning motivation was $\beta = 0.420$ ($p < .001$); $F = 128.181$ ($p < .001$); the third step, the standardised regression coefficient of classroom experience on professional identity was $\beta = 0.092$ ($p < .01$); $F = 98.626$ ($p < .001$), and the standardised regression coefficient of learning motivation on professional identity was $\beta = 0.390$ ($p < .001$), showing that learning motivation significantly positively affected professional identity. After adding learning motivation variable, the standardised regression coefficient of classroom experience on professional identity decreased from 0.255 ($p < .001$; step 1) to 0.092 ($p < .01$). The variance explained increased by 12.5%, revealing that learning motivation partially mediated the effect of classroom experience on their professional identity. Therefore, hypothesis 3 was supported. The indirect effect accounted for 64.2% of the total effect.

## 5. Conclusion and Discussion

This study explores the relationship among classroom experience, professional self-efficacy, learning motivation, and professional identity of normal school students, and it reveals the mechanism of cultivating professional identity of normal school students. The classroom experience of normal school students can significantly positively influence their professional identities, and normal school students can develop their confidence in their future careers through classroom teaching (Hartman, 2010). If teachers can enhance students' classroom experiences, create a good classroom atmosphere and demonstrate good classroom control during teaching, students admire teachers and aim to be like them in future. Teachers' statements directly affect students' profession identities, and they are the best models for normal students. This is a direct way to cultivate the professional identity of normal school students.

Furthermore, career self-efficacy plays a partial mediating role between classroom experience and career identity, which indicates that education and teaching can directly influence the career identity of normal school students by enhancing their classroom experiences. Career self-efficacy can also be used to improve the career identity of normal school students, which is consistent with previous research (Pajares F & Kranzler J, 1995). Normal school students acquire related abilities by experiencing the practical application of educators' ability of classroom organisation, which directly affects their sense of identity to future occupation. In contrast, in the process of teaching professional courses to normal school students, teachers clarify and organise the objectives, contents, and requirements of learning tasks through effective interaction with students; at the same time, they can address the different viewpoints of students, correctly understand and guide students' thoughts, and demonstrate strong professional ability and problem-solving ability, thus enhancing the confidence of competent teaching, which in turn greatly enhances the sense of professional self-efficacy among normal school students. Robert W. Lent and Steven D. Brown et al. (2003) pointed out that career self-efficacy can positively predict career psychology, and career identity is one aspect of career psychology. Therefore, while teachers and educators should emphasise the importance of students' classroom experience, they should also focus on the improvement of their own education and teaching level, and through students' career self-efficacy, they should enhance students' identification with their future careers as an indirect way of building professional identity.

The study also found that the learning motivation of normal school students played an intermediary role between classroom experience and professional identity. Stronger learning motivation of normal school students implies stronger sense of professional identity in future. To motivate students' learning motivation and professional identity, teachers can use a variety of teaching methods and flexible teaching methods, arousing students' learning interest, implement heuristic teaching, create problem situations, arousing normal school students' curiosity and enthusiasm and stimulating student's motivation to study. Teachers motivation of students' participation in extracurricular activities should be strengthened, their influence on normal school students' education should be admired, feedback and evaluation should be provided for their performance, and their merits and demerits should be assessed periodically. Teachers influence students' learning motivation through their classroom experience and participation in extracurricular activities and further develop students' professional identity through their learning motivation; this is another indirect way to cultivate the professional identities of normal school students.

Overall, the professional identity of normal university students is an identification and confirmation of their future state as teachers; a normal school student later becomes the type of teacher they see and suited to their assumptions. In view of the current situation of normal school students' lack of understanding of their own role in future, this study explored the relationship among classroom experience, professional self-efficacy, learning motivation, and professional identity of normal school students. This study presents several ways to cultivate professional identity in normal school students and provides insights for enriching professional identity.

There are some limitations of this study. The data collected present students' perspectives (self-report), which is a limitation of the study. The professional identity of normal university students should also be discussed from the perspective of teachers and administrators. The professional identity of normal school students is influenced by internal psychological factors such as professional self-efficacy and learning motivation as well as by external factors. In future research, we will focus on external factors such as school support to provide insights on the future management of education.

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# Research on the Concept and Application of "Flexible Management" in Chinese Colleges and Universities

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**Abstract**

Human resource management changes with the development of society. It is used to realize the scientific allocation of human resources in the organization and to arouse the vigour of enterprises. The implementation of human resource management in universities is quite different from that in enterprises. Rigid management has been dominated in universities, which hinder the development of educational reform. Based on the theoretical research, reviewing the domestic and foreign literature of flexible human resource management, the paper analyses the related concept and features of flexible management, the importance of flexible management in human resource management in colleges and universities and the existing human resource management problems in universities in China, thus propose strategies of applying flexible management concept to human resource management in universities.

**Keywords**: Human Resources Management, Flexible Management, Universities

## 1. Introduction

In recent years, with the reform of systems of colleges and universities in our country, the traditional way of human resource management has been unable to adapt to the development needs of colleges and universities. In the past human resources management (HRM) which is considered rigid has been widely used for talent management in the system of Chinese universities. Under the rigid management system, teachers in colleges and universities have complained, and the excessively standardized and quantified management mode limits the motivation of excellent human resources in colleges and universities to make bold innovation and development (Tang, 2020). This contradiction caused by the management concept has almost affected the stability of human resources in colleges and universities under the background of high mobility of excellent human resources in China. How can more appropriate human resource management concept and strategies be used in the new era? How can the stability of organization be further consolidated, so as the talented employees with innovation needs can make full use of their talent? For solving these problems, the concept of flexible management comes into being (Liu, 2020).

## 2. The Concepts of Human Resources Management and Flexible Management

### *2.1 Concept of Human Resources Management*

From the early 1970s the term human resources management (HRM) was used as a replacement for personnel management (Truss & Gratton, 1994). HRM is defined as "part of the management process that specializes in the management of people in work organizations

(Cobanoglu et al., 2018) or all managerial attempts to influence employees' ability, motivation and opportunities to perform (Runhaar & Sanders, 2013). Warner and Crosthwaite (1995) use the following definition 'HRM is that part of management which is concerned with the effective utilization of the human resources of an organization.' Human resources refer to the people working in an organization. (Jouni, 2015) Scholars discuss the definition of human resources in colleges and universities on different aspects. But when we research and analyze human resources in colleges and universities, full-time teachers are the main part (Zhao, 2016) Many scholars find that the management of human resources in colleges and universities is quite different from that in enterprises, because human resources in colleges and universities have strong subjective initiative, high cultural quality, and scarcity of labor value (Nguyen, 2015). HRM aims to increase the productivity and the quality of the workplace by meeting the needs of employees; to take the advantage of competition; to guarantee the flexibility of work power (Cobanoglu et al., 2018). HRM includes recruitment, training, development, motivation and evaluation of the staff (Cobanoglu et al., 2018).Previous research has indicated that universities aiming to meet the demands of an ever-changing environment should take note of the needs of organizations to develop effective HRM strategies (Brewer, 2010).

During the past 30 years, strategic human resource management (SHRM) emerged as a dominant approach to HRM policy, which encompasses those HR strategies designed to improve organizational performance and measures the impact of these strategies on organizational performance (Kramar, 2013). HRM is an area of management where change occurs frequently (Warner & Crosthwaite, 1995). In universities, rising demands may be the result of bureaucracy from administrative departments as well as expectations from HR departments, and the combination is generating excessive pressures on academics, whose cognitive thinking may be reduced due to unhealthy competitiveness and demands. Consequently creative and critical thinking, which is essential in academics for generating new knowledge, are undermined by performance management systems (Kairuz et al., 2016).More and more researches highlight the negative role of performance management in universities.

*2.2 Definition of Flexible Management*

The concept of flexible management in universities first originated from the theory of corporate culture put forward by American scholars, which emphasizes that people are in the center and dominant position of management in enterprise management (Sanchez, 1997). Flexible management is a new management method which is different from the traditional mode (Wang et al., 2019). In essence, flexible management is a transformation from linear to non-linear (Yang, 2019). The basic characteristic of flexible management is humanization, which is exactly the opposite of the concept of rigid management. Flexible management emphasizes change, elasticity, response speed and sensitivity. The basic premises of the implementation of the concept of flexible management are equality and respect, creativity and initiative, and more forward-looking strategic thinking (Yan, 2018) The realization of flexible management requires a high degree of competitive cooperation in information sharing within the organization. Flexible management, is a 'people-oriented' (Jin, 2016) and non-compulsory management, emphasizing management softening, on the basis of the study of human psychology and behavior rules, using a non-mandatory way, to produce a potential persuasion in the minds of members, so as to turn the organizational will into personal conscious action (Zheng, 2012). This kind of management thinking can make management and operation knowledge realize the change from implicit to explicit, and finally create a new competitive advantage within the organization (Yan, 2016)

Rigid management thinking is very popular in western culture and society. It emphasizes the rules and regulations, managing organization members through institutional constraints, discipline supervision, rewards and punishment rules. All act according to the rules without consideration for one's feelings. The rigid management of western universities has been introduced to China , but it obviously does not fit with the traditional Cultural background of China, so in recent years, the thinking of flexible management has gradually returned to people's vision (Shuai, 2015)

*2.3 Characteristics of Flexible Management*

*2.3.1 Incentive Effect*

Incentive effect is one of the basic characteristics of Flexible management. When an organization start to use flexible management, the internal adaptability to suppressing power of rigid management lead to the expectation for more equal and respect. The basic idea of flexible management is respect and equality, therefore after the organization started to implement flexible management, whether the employees receives material incentives or non-material incentives, the ultimate effect is the member of the organization get universal respect, trust, care and encouragement. (Zhang, 2017). In addition to the incentives of flexible management, material incentive and non-material incentives can be adopted, which has a good practical effect on the coordination of all staff within the organization.

With the rapid development of China's economy and the continuous improvement of people's living standards, employees have more opportunities and choices for their jobs. They have higher requirements for a pleasant working environment. Material incentives can be used to solve the low-level needs of the organization members. And flexible management can provide organization members with the highest level of needs, such as respect and realizing the value of the self, more easing equality, respect for the working environment and give employees greater autonomy of self-management, broader participation of organization and management can be implemented in the form of non-material incentives for employees encouraged (Zheng, 2012).

*2.3.2 Persistent Internal Drives*

Another basic feature of flexible management is to mobilize the internal enthusiasm of each member of the organization to achieve a long-term driving force and ultimately achieve the long-term stability of the organization (Lin, 2014). This feature still needs to contrapose the rigid management thinking, which emphasizes the rigid management of standardization and regulation and data quantification. In the process of implementation, management effect can achieve with the quickest speed, but the stability of the organization is not good. A repressive top-down management can make employees feel only fear in a short period of time , but the personnel's demand for survival, development and fulfillment is iterated and permanent, so rigid management is not applicable to the long-term stability of organizations (Xue , 2021). In this case, flexible management can just take over the organizational institutions that rigid management thinking cannot control, because flexible management thinking is to take the survival needs of the internal personnel of the organization, development needs, self-realization and other needs as the primary work to maintain the internal self-stability of the organization. Therefore in the highly autonomous environment with flexible management, employees can focus more on the satisfaction and realization of their own needs and values, which is a kind of stability formed from the inside of employees. This stability is not easy to be disrupted by external forces, so it can realize a lasting internal driving force (Hui, 2021).

The traditional rigid management concept of HRM in universities in China is backward and cannot highlight the people-oriented development (Liu, 2020). In the management process the manage staff do not pay attention to the personal needs of teachers and the cultivation of their ownership consciousness, which lead to low management efficiency (Yang, 2019). On the contrary the characteristics of flexible management make teachers have a strong sense of belonging, help teachers to better play the teaching function and subjective initiative.

## 3. Problems of HRM in Chinese universities

### *3.1Prolems Caused by Rigid Management*

The concept of rigid management adopted by HRM in universities is a management mode with low implementation difficulty. The realization of rigid management is based on top-down power suppression, and the management generated by power suppression is often not compatible leadership. (Yang, 2019) The rigid management will lose its role as a leader when the demands of people and the pressure of management are further impacted. (Yan, 2018) If the internal staff cannot break through the shackles of rigid management, they will choose to leave the organization, which is the leading cause of high staff turnover rate in many universities today. (Jing, 2016) According to Maslow's Hierarchy of Needs theory, the needs of senior talents in colleges and universities are at high levels and the rigid management cannot meet their higher level needs.

### *3.2 Unreasonable Management Structure*

The planning of organization management structure is not reasonable enough in HRM of colleges and universities. The management structure has only top-down information transmission and lacks bottom-up information feedback channels, resulting in difficulties in communication between superiors and subordinate (Huo, 2021). Because HRM have pursued rigid management concept, the management philosophy is a kind of highly dependent on rules. Therefore there widely exist problems of innovation consciousness stiffness and formalism supreme (An, 2021) 80% of the HR in colleges and universities are teachers. They lack the way to feedback the teaching reform to the decision-making manager of the school, thus leads to the slow progress of the teaching reform.

### *3.3 University Administrative Culture*

University administrative culture is the value trend and behavior mode jointly believed and manifested through habitual behavior by administrative personnel .The formation of traditional administrative culture in Chinese universities is based on the "bureau-level management" system , in which administrative power overrides the power of teachers, leading to the strong administrative culture of universities (Zhang, 2017).The lack of professional skills in higher education management makes administrators accustomed to treating teachers and students with a rigid management mode.

## 4. The Necessity of Implementing "Flexible Management" in Colleges and Universities

### *4.1 Improve the Development Level of University Management*

The implementation of the concept of "flexible management" in colleges and universities can improve the development level of management. Management is not achieved overnight (Jia, 2021). The long-term use of any single management concept cannot meet the needs of the organization. China's higher education has developed so far, especially drawing on various thoughts of higher education institutions management in western countries. Although these management thoughts have played a certain role in promoting the management of colleges and universities in China in the short term, under the current development environment, these management thoughts are not consistent with the national conditions of China's development and the needs of China's higher education development. Because of national economy development people have more choices in choosing a job with satisfied environment. And China's higher education development needs more senior talents. Therefore, we must find a management concept in line with the current national conditions and the development needs of higher education (Sun & Yu, 2014). In terms of its essential meaning, the thought of "flexible management" is consistent with the concept of educational thought in China's traditional culture. It is people-oriented and inherits the educational thought of Chinese traditional Confucian culture (Deng, 2019). In the current bottleneck period of university management, reintroducing the concept of "flexible management" which is more in line with the thinking and cognition of Chinese people can not only quickly solve the problems encountered in university management, but also ensure the stability of the organization in a long time.

### *4.2 Provide an Open Environment for Talent Training*

The cultivation of excellent talents in the stage of higher education is not only including the social output of more excellent college students and the cultivation of excellent and scarce faculty and college student management staff, but also an important demand for colleges and universities to move towards new development. Human resources management is key solution for the quality in higher education (Meryem & Zehra, 2019).Excellent teachers and student management staff in colleges and universities cannot achieve mass talent training through unified knowledge education like ordinary college students. Senior talents tend to be more creative and autonomous. As Jouni Kekäle (2015) says academics generally do not like to be led or managed. They recognize their views on knowledge and ideas through a lot of practice, making new breakthroughs in academic knowledge and achieving new improvement in management, which are inseparable from an open education and management environment (Wei, 2019). The thinking of "flexible management" can give a more enlightened environment for talent training (Yan & Ren, 2016), so that more senior talents can fully mobilize their enthusiasm and achieve new breakthroughs in various professional fields. In essence, this kind of management thinking can also break the phenomenon that the scholar-tyrants monopolize educational resources in higher education in China. Thus more talents can get fair educational resources and the talent training work are able to operate normally without the interference from the scholar-tyrants.

## 5. The Strategy of Applying the Concept of "Flexible Management" in HRM in Colleges and Universities

### *5.1 Training on the Concept of "Flexible Management" for the Management*

The application of the concept of "flexible management" in the human resource management of colleges and universities must follow the principle of breaking first and then establishing. Therefore, it is necessary to carry out the training of the "flexible management" for the managers who master the right of human resource management in colleges and universities. With such training, managers who originally pursued the thinking of "rigid management" can learn to integrate the thinking of "flexible management" with the means of "rigid management", and finally achieve the effect of improving the management level; At the same time, it can also enable managers who are seriously lack of management skills and management ideas to summarize and sort out a set of management methods with personal characteristics under the guidance of "flexible management" thinking, so as to improve the efficiency of management work. Therefore, in terms of specific implementation strategies, colleges and universities should carry out step-by-step "flexible management" concept training for management, and such training needs to be customized according to managers in different positions. For the managers responsible for the introduction of senior talents in Colleges and universities, in the process of fully conveying the concept of "flexible management", they also need to share the cutting-edge knowledge of various incentive means in human resource management with them; For the managers who are responsible for the management of college students, they should be guided to integrate "rigid management" and "flexible management" (Liu & Zhou, 2018). In principle, the problems of management should be carried out vigorously, and the human resources management can be developed with the thinking of "flexible management" (Wang, 2019).

### *5.2 Establish a Management Structure Based on the Concept of "Flexible Management"*

In terms of the overall management structure, colleges and universities should reorganize based on the concept of "flexible management", so that the information inside the organization can be transmitted from top to bottom and vise versa (Han, 2017). The optimization of this management structure should be carried out in two steps. First for different management levels of information communication, decision makers need not only establish a more normative top-down channels of communication, but also need to set up for grassroots workers or managers to implement special channel information feedback, which can fundamentally guarantee the grass-roots staff or manager needs to transfer to the final decision maker. Secondly, for people at the same level of management, colleges and universities should also increase the communication between these managers at the same level in the management structure. For example we regularly organize skills exchange meetings within the same hierarchical management personnel, because there is no direct conflict of interest between these managers, so they can conduct extensive exchanges and discussion with more open and peaceful attitude by sharing good management experience, useful management skills and failure management cases in order to achieve the purpose. This top-down information communication channel and the parallel communication path within the same level both rely on the adjustment of the management structure guided by the concept of "flexible management", and ultimately achieve the goal that the overall management work can greatly improve the satisfaction of the staff and reduce the staff turnover rate (Liu, 2018)

### *5.3 Allocate Human Resources Scientifically and Introduce Flexible Incentive Measures*

Colleges and universities should be more scientific and reasonable in the allocation of human resources, and appropriately introduce flexible incentive measures, so as to achieve the purpose of internal coordination and unification (Wang, 2020). More adequate human resources should be allocated to positions with heavy management tasks and large volume. For example, the work of the counselors in the existing management structure is more dependent on the members of the Student Union to achieve specific implementation, but in essence, the counselors are still like lonely soldiers. Colleges and universities should give more support to counselors in the coordination and allocation of human resources. For example, a dual guidance mechanism should be established, in which one counselor is responsible for receiving the decisions of the school management and translating them into concrete implementation contents. Another instructor is responsible for the management of students' study and life, acting as the bosom brother and sister of students, and conveying the institutional problems encountered in student management to the decision-making level of universities through the mechanism of multi-level feedback. In essence, this dual-instructor mechanism can optimize and merge the posts that are not saturated with work, rationalize the work of personnel, and finally achieve the balance and complementarity of human resources within the organization. At the same time, colleges and universities should introduce more flexible incentive measures to encourage talents. Based on Mayo's Behavioral Science theory, workers are social people, not economic people, and money is not the only motivation for workers to work (Zhou, 2007). Social and psychological factors also have a certain influence on workers' enthusiasm for work (Yan & Ren, 2016). In addition to giving material rewards to senior talents, colleges and universities should also fully consider the further growth needs of senior talents, provide scientific research facilities for senior talents, and provide chances and spiritual awards or supports for their further development.

### *5.4 Strengthen Flexible Care for Employees*

Colleges and universities should strengthen the flexible care for all staff. According to Jing Chaoran and Lei Qi (2016), practitioners in colleges and universities are fundamentally different from those in other industries, and they are obviously weaker than those in other industries in terms of profit gaining. In China, teachers are often viewed as gardeners, which reflects that the teachers in the pursuit of basic survival rights, contribute their own values, even sacrifice their own interest ( Liu, 2020). Therefore their spiritual state cannot be entirely considered from the point of view of material benefits. It doesn't make sense for colleges and universities to equate either the devotion and values of educational practitioners with pure salaries and rewards, or the level and strength of educational practitioners with student achievement and the number of published academic works when implementing rigid management. The former underestimates the dedication of educational practitioners, and the latter has no direct logical correlation. Colleges and universities must strengthen the flexible care for all employees, it is out of respect and compensation for education practitioners dedication and should give employees more respect, equality, pay close attention to the employee's emotional and mental health, make employees feel needed, be respected.

## 6. Conclusion

On the whole, this study reveals problems, such as the high staff turnover rate and unreasonable management structure, existing in human resource management in Chinese universities, especially the disadvantages brought by the management concept of rigid thinking. Combined with the new national conditions and the new requirements for the development of education, the concept of “flexible management” should actively be applied in human resources management of colleges and universities. The universities should carry out the concept of “flexible management” training, set up management structure based on the concept of “flexible management”, scientifically allocate human resources, introduce flexible incentive measures, strengthen the flexible care of employees. Finally, management level can be improved, organizational stability can be improved synchronously, and staff turnover can be greatly reduced.

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# Research on Chinese College students' Labor Concept and Innovation

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**Abstract**

Labor education in colleges should and must be carried out around innovation and entrepreneurship. With the rapid development of the world economy, there is a strong demand for knowledge and technology. College students are bound to be an important force in the economic development. Colleges pay attention to cultural education while ignoring labor education. For students, there is no fundamental awareness of labor participation, but more inclined to knowledge exploration and improvement, resulting in the future employment development of knowledge cannot be applied in actual employment, practical operation difficulties and other problems. In the process of adhering to the combination of labor and innovation to promote labor education in colleges, should cultivate four levels of labor outlook of the new era: actively create material wealth, attach importance to the creation of spiritual wealth, help realize national rejuvenation, and build a community with a shared future for mankind, so as to help college students form a complete and progressive labor system advancing with The Times.

**Keywords:** Labor Education, Innovation, Entrepreneurship, Labor View

## 1. Introduction

With the development of social economy and science and technology, society, school, and family education have gradually lacked the labor concept education of college students, causing problems in their labor concept, such as poor labor concept, lack of basic labor habits and labor spirit, disrespect for the manual laborer and their fruit of labor, etc., which are not conducive to the healthy growth of college students and the improvement of their overall quality (Wang, 2019). Due to labor, talents are free and conscious "creative" beings, "meaningful" beings who constantly pursue the value and meaning of life, the existence of culture which is free and independent, and the existence of social history (Jiang & Ma, 2008). Marx's view of labor has existed for more than one hundred years and provided a solid theoretical foundation for the liberation of the working people. The document "Opinions on Comprehensively Strengthening Labor Education in Colleges, Primary and Secondary Schools in the New Era" puts forward clear requirements for labor education in colleges, "Focusing on innovation and entrepreneurship" and "creatively solving practical problems so that students can enhance their sense of honest labor, accumulate professional experience and enhance their employment and entrepreneurship ability" (Yu et al., 2020). The essence of labor education is to develop correct labor values (Hu & Tan, 2018). Colleges should carry out scientific top-level design on the issue of "cultivate what kind of labor concept". Then incorporate labor education into the talent training program under the guidance of the scientific labor. Carry out labor education in the way of “integration of labor and innovation” to cultivate college students to form a scientific labor concept.

## 2. Cultivate a Labor Concept that Actively Creates Material Wealth

The labor-related to inevitability cannot be liberal in the end (Luo, 2021). As the first level of Maslow’s hierarchy of needs theory, after graduation, college students will first face the rigid demand for material wealth. innovation and entrepreneurship are undoubtedly the necessary and inevitable choices for college students to create material wealth. Colleges should encourage students to create material wealth in the practice of innovation and entrepreneurship actively, comprehend the new era Marxist labor concept in which labor is the source of material wealth in practice.

The pursuit of material wealth is not contrary to the Marxist labor concept. Emphasizes the historical development of labor, pays attention to the profits of laborers, integrates scientific rationality and value rationality into labor activities, opening up a new perspective of social-historical interpretation (Wang, 2017). In the process of labor, people learn courage, diligence, perseverance, solidarity and other fine virtues by personal practice. Therefore, it can be said that people realize their comprehensive and free development through labor (Ji & Cai, 2015). The masses create history through the process of creating material wealth and then become the main part of history.

Every country encourages the legitimate creation of material wealth. College students will be the main force in the future construction of social development and progress (Cong, 2020). After the reform and opening up, China has always taken development as its top priority, and encouraged the people to pursue the maximization of material wealth creation through legal labor through a major change in the distribution mode dominated by distribution according to work. People’s pursuit of material wealth is an important part of people’s pursuit of a better life. It has supported the rapid development of the country’s comprehensive strength in the past 40 years and will also continue to provide the deepest impetus for China’s future leapfrog development from the dimension.

College students are the backbone force of creating material wealth. “Mass Entrepreneurship and Innovation” education is a potential field of labor education, highlighting the complete core of labor education, and promoting the deepening of labor education values is the key to the implementation of labor education (Quan, 2020). Colleges should actively affirm the behavior of college students to create material wealth through innovation and entrepreneurship. Material wealth seeks to preserve and add value to its own nature, which continually stimulates the people’s motivation to create material wealth in innovation and entrepreneurship. This is an objective economic law that benefits mankind. It is also a special manifestation of the Marxist law of value under the socialist market economy. The successful launch of entrepreneurship and innovation education in colleges has cultivated a large number of college students with innovative and entrepreneurial awareness, spirit and ability. They will inevitably become the main force in the development of national economic strength after they enter all walks of life in society. As socialism with Chinese characteristics enters a new era, innovation and entrepreneurship, as the most essential form of human labor practice, has gradually become the most important motive power for the further development of national productivity. College students are the main force in innovation and entrepreneurship, while carrying out labor education, colleges are not need to evade the creation of material wealth. Instead, they should be guided to pay attention to the fundamental and key role of material wealth in the development of individuals and the country, actively encouraging them to transform the knowledge learned from the university into actual productivity.

### 3. Cultivate a Labor Concept that Values the Creation of Spiritual Wealth

Material wealth and spiritual wealth should go hand in hand, otherwise there will be a lack of inner spiritual wealth, which will not be able to develop better in the present. The close integration of labor education and innovation and entrepreneurship education can not only provide the correct value guidance for innovation and entrepreneurship education, but also promote the renewal of labor education concepts (Liu & Qu, 2020). While cultivating college students to form correct values for creating material wealth, colleges should not neglect the cultivation of a correct labor concept that creates spiritual wealth.

Labor is the source of creating spiritual wealth. Labor is the cornerstone of civilization, and all civilizations are produced and developed in labor (Cao, 2010). Labor promotes the development of world civilization. It is the foundation of civilization development, and the diversified development and progress of the world is the embodiment of the qualitative change caused by the accumulation of labor. At the same time, the development and progress of education and labor complement each other, education should not only cultivate students to advocate labor, respect the basic emotion of labor, and encourage students to regard labor as a kind of joy and happiness in life (Wen, 2018). Good and active view of labor is the fundamental embodiment of creating spiritual wealth.

The labor spirit is the unique spiritual wealth of socialism with Chinese characteristics. The training of the labor spirit began during the Revolutionary War. It has been followed since the founding of New China, and gradually formed a normalized mechanism with complete a system. This is a fine tradition that China has adhered to for a long time. Every country should attach importance to the system construction of labor spirit. Labor is the source of wealth, but also the source of happiness, labor as a source of spiritual wealth of value while encouraging people to create spiritual wealth in the struggle. The labor spirit has become an important part of the socialist core value system. It is the precious spiritual wealth of the Chinese nation and inspires people of all ethnic groups across the country to become strivers in all walks of life. As China enters the new era of mass entrepreneurship and innovation, innovation and entrepreneurship factors are naturally incorporated into the labor spirit. College students should use the spirit of model workers to impress and motivate themselves to improve their innovation and entrepreneurship capabilities (Wang, 2018). Pay attention to quality-oriented education, improve the labor concept. Encourage innovation and entrepreneurship. The integration of labor education, innovation and entrepreneurship education in colleges and universities reflects the characteristics of the times and is conducive to the cultivation of creative laborers needed for social development (Yu et al., 2020). Enhance intrinsic tutelage, strengthen labor participation, grasp changes of the times, promoting the development of urban civilization. Therefore, creative laborer is the best embodiment of spirit wealth in current times.

Colleges should guide college students to create spiritual wealth in innovation and entrepreneurship. The practice of innovation and entrepreneurship can bring spiritual experience and enjoyment to college students. Spiritual wealth is not produced through the pure thinking activities of human brain but in a large amount of labor practice. Putting aside the process of labor practice, people's subjective initiative can neither be brought into play, nor can be objectified, nor can provide raw materials for the construction of spiritual wealth and cannot form a scientific theory that guides the development of practice naturally. Innovation and entrepreneurship are the links between knowledge and practice. For college students, the practice of innovation and entrepreneurship can not only confirm the classroom knowledge they have learned, internalize the professional knowledge of the textbook into individual cognition, cultivate the awareness of innovation, but also experience the meaning and joy of labor from the specific practice process. Discover and perceive the truth about life, value and other aspects through "Nature things study" so as to achieve the free and all-round development of people. The labor spirit formed in the practice of innovation and entrepreneurship not only brings the intuitive experience of material wealth creation to college students, but also brings them great spiritual enjoyment, trains the strong will of college students, and shapes their unique character and provides a strong spiritual motivation for the future development of them.

## 4. Cultivate Labor Concept that Helps Achieve the Chinese Dream of Rejuvenation the Chinese Nation

Whether material wealth or spiritual wealth, it should not only be confined to the personal level but should be gradually sublimated to the "whole" level of the country and nation. College students are the future successors of socialism with Chinese characteristics. Colleges should cultivate patriotism in the process of labor education and cultivate college students to integrate their personal dreams into the Chinese dream of rejuvenation of the Chinese nation.

The personal dreams of young students must be achieved by labor. The more fundamental value of labor education is to comprehensively enhance the free power of each individual and promote individuals' free and all-around development (Cheng, 2020). Labor is an internal purpose, not as a tool and method to achieve some external goal. This is not only a necessary condition for achieving dignity and happy life, but also a prerequisite and basis for building a harmonious labor relationship (Luo & Long, 2012). Cultivating socialist builders and successors with comprehensive development of morality, intelligence, physical education, art is the value purpose of labor education in colleges, and it is also the basic requirement of the fundamental mission of fostering virtue through education in colleges. College students are at the most creative and courageous stage in their lives. Only by relying on labor can make their dreams come true. However, in recent years, among college students, there have indeed arisen some phenomena that who don't cherish the fruits of their work, don't want to work, and don't know how to work. They have overly ambitious and unwilling to do anything, they have great ambitions but they are not willing to pay labor. This makes it particularly urgent and important to launch labor education and help college students establish correct values that labor is a necessary approach to achieve their personal dreams.

National rejuvenation depends on labor. If the negative problems in the labor concept of college students are not controlled and cleared, students will internalize the wrong labor concept into their own thought, which will make the Chinese nation lose its stable foundation, and it will be difficult to achieve the future of enforcing the country and enriching the people (Ji & Cai, 2015). The quality of laborers is essential to the development of a country and a nation. The knowledge and talents workers accumulate, the greater their creative ability will be. The future international competition, in the final analysis is the competition of talents. Nowadays, the world is facing unprecedented changes in a century. Trade frictions between major countries continue to occur. The country's dependence on science and technology continues to increase.

To achieve The Great Rejuvenation of the Chinese Nation, which depends on the improvement of innovation and entrepreneurship capabilities to a great extent. The quality of contemporary Chinese college students' innovation and entrepreneurship will provide a solid realistic foundation and reliable supporting force for the achievement of national rejuvenation.

Colleges should focus on innovation and entrepreneurship and cultivate patriotism. Every country has great hopes for its youth, every national rejuvenation will eventually become a reality through the relay struggle of the vast number of young people. Facing increasingly fierce international competition, whether a country's development can seize the opportunity and win initiative, depends on the quality of the people, especially the quality of laborers. When college students are in the stage of practicing innovation and entrepreneurship at school, colleges should help them buckle the buttons of the Chinese Dream of national rejuvenation, so that they can understand that their personal dreams can be integrated into the great cause of national rejuvenation. They can longer in innovation and entrepreneurship, and the Chinese dream of national rejuvenation will be finally achieved in their innovation and entrepreneurship strive.

## 5. Cultivate the Labor Concept of Building a Community of Common Destiny for all Mankind

In today's world, interconnection and interdependence between countries reached an unprecedented level. Human beings live in the same global village, living in the same time and space where history and reality meet. Becoming a community of common destiny where everyone has a stake. The world is becoming a closely-connected whole, enabling that individual's labor concept can finally break through individual material and spiritual wealth, even at the nationality and country levels, and eventually rise to the level of entire mankind. In the face of COVID-19, people are helping each other, proving once again to the world that human society is a community with a shared future. The only way to overcome COVID-19 is to join hands. As a newborn in the world, college students in the new era should have a global outlook and a global vision and grow up to be the main force in building a community with a shared future for mankind through innovation and entrepreneurship.

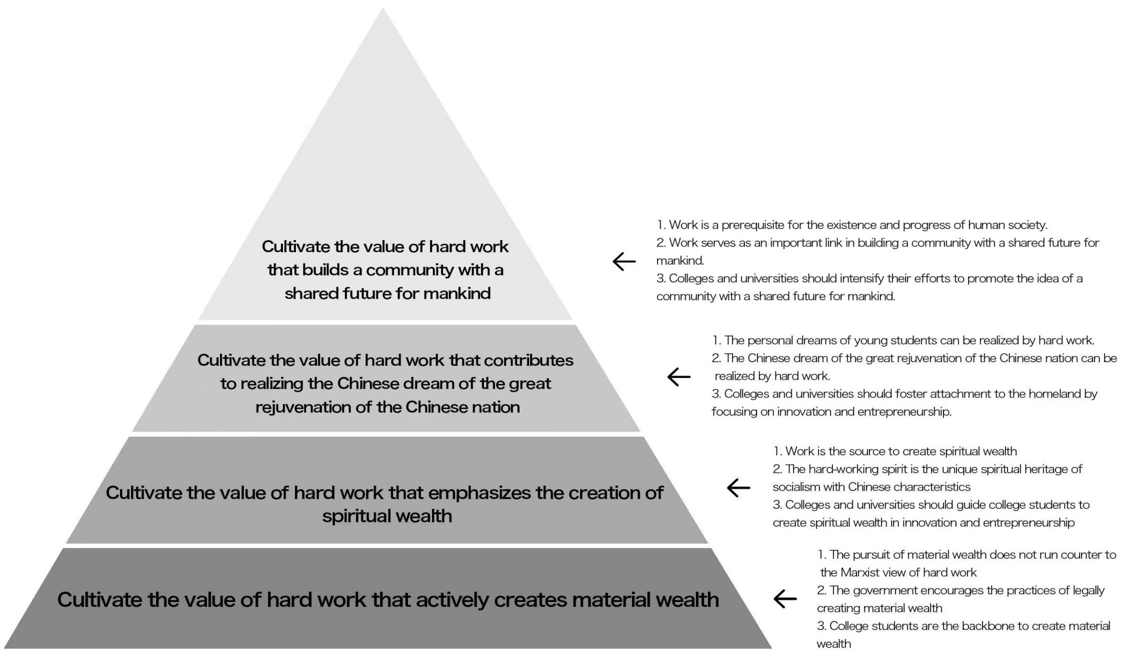
Labor is the prerequisite for the existence and progress of human society. Only by seeing people and the labor that enables people to survive and develop, can we see the social and human historical relationships that must be supported and established in the labor process. Therefore, we can truly find the ultimate driving force for historical progress, grasping the basic rules of historical development, discovering the future direction of historical development (Han, 2019). Labor is a unique activity of human being, and also a basic practical activity. Labor not only creates human beings, but also creates human society. The existence of labor emblematizes all the existence of human society. The value of labor spirit is that it can stimulate human potency and make labor the fundamental force of promoting the development of human society (Chang, 2020). Labor is the essential activity of mankind. Great work creates great glory is an important interpretation of the rules of human civilization and progress. This further enriches and deepens the Marxist labor concept and emphasizes the important role of labor in promoting the development and progress of human society. Labor is the essence of human beings, is a self-realization, active and creative practice. Today's labor has historically grown richer and more complex. Human beings develop with newer forms of labor, existing in the continuance of all forms of labor, the process of labor development is the process of human development.

Labor is an important bond for building a community of common destiny for all mankind. At the first congress of the Communist League, Engels and others put forward the slogan Workers of all lands unite. In the context of that time, direct labor was the core bond of the formation of this worldwide unity. With the continuous changes in the specific form, scope and status of direct labor in social development, the practice of worldwide innovation and entrepreneurship is becoming a key driving force for the community of common destiny for all mankind construction. No country can become an independent innovation center or reap the benefit of innovative alone. Innovation results should benefit the world, rather than becoming a treasure buried in a cave. It is necessary to strengthen international cooperation in scientific and technological innovation in all aspects. In all fields, builds the platform for the common development of all countries, create opportunities. At the same time, China also encourages competent Chinese companies to go global and contribute Chinese wisdom and solutions to the better life of the people in other countries.

Colleges should strengthen the cultivation of the concept of community of common destiny for all mankind.

**Figure 1**

*Theoretical Model of the Labor Concept Training System for Chinese College Students*




Colleges should strengthen the cultivation of the concept of community of common destiny for all mankind. Figure 1 shows the theoretical model of the labor concept training system for Chinese college students. Labor education occupies an important position in the college student education (Steinhardt et al., 2004). After satisfying one's material wealth and spiritual wealth needs through labor creation, human beings will have higher levels and more types of demand. The highest form of this demand upgrade will eventually lead to innovation and entrepreneurship in order to make welfare of all mankind. You can see it in luminaries from all walks of life. The innovative and entrepreneurial practices they are launching are no longer for the growth of personal material wealth, or even for the benefit of the people of their own nation, but focus on the progress and development of the entire human society. Chinese college students in the new era will inevitably go abroad in the global trend of innovation and entrepreneurship. Colleges should sow the seeds of the community of human destiny concept for them when they are young, and expand their levels of life value pursuit systems which have rich layers and the common touch. The system helps college students gradually establish a correct Marxist labor concept in a new era that keeps pace with the times.

## 6. Conclusion

Educational principles and traditions that contribute to empowerment education, and a step-by-step process that is required to achieve the goals of worker involvement and empowerment (Wallerstein & Baker, 1994). Launching labor education around innovation and entrepreneurship is the best way for colleges to train contemporary college students to form a correct labor concept. It is also the fundamental task of establishing moral integrity in cultivation and the actual demand for cultivating newcomers who can take on the great mission of national rejuvenation. Create material wealth actively, attach importance to the creation of spiritual wealth, help achieve national rejuvenation, and participate in the construction of a community of common destiny for all mankind, forming a four-fold progressive dimension. It can run through the labor value pursuit of college students at different stages of life. At the same time, those four dimensions formed a closely connected whole which is fused with each other. Colleges cultivate students to form a correct new-era Marxist labor concept, which will draw a clear blueprint for students to step into society and work in the future, and will not get lost in this materialistic society due to the lack of direction. Under the guidance of the correct labor concept system, contemporary college students will surely grow into the Chinese youth of the new era who take the responsibility of national rejuvenation and the main force in building a community of common destiny for all mankind.

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# Effect of Organizational Behavior on Teachers' Occupation Teaching Competence of Higher Vocational Colleges in China

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**Abstract**

In order to better improve the professional teaching ability of teachers and promote the development of education, this paper based on the competency theory,was written to evaluate the influence of school organizational behavior on teachers' occupation teaching competence of higher vocational colleges in China. Through a questionnaire survey of 326 teachers from 15 higher vocational colleges in Shandong, Zhejiang, Hebei, Henan, Fujian and other provinces, SPSS software was used to conduct descriptive statistics, reliability and validity analysis, exploratory factor analysis, independent sample t test, ANOVA test, correlation analysis, regression analysis and other analysis. The results show that gender and types of institutions have no significant impact on teachers' occupation teaching competence, while different professional title levels do. It is found that organizational behavior in higher vocational colleges has significant influence and positive correlation on teachers' occupation teaching competence. The results of this study have certain reference value for further improving teachers' occupation teaching competence.

**Keywords:** School Organizational Behavior, Teachers of Higher Vocational Colleges, Teachers' Occupation Teaching Competence

## 1. Introduction

As an important part of China's education system, schools undertake the responsibility of inheriting national culture, imparting knowledge to the students, cultivating their ability, shaping sound personality and promoting students' all-round development. The realization of this goal and task depends on the smooth operation of the school organization, the standardization and scientificity of the operation of the school organization power, as well as the comprehensiveness and impartiality of education policies, moreover, even the implementation of school policies (Zeng, 2011). The school organization, with the principal being its core representative, will play a leading role in the school's overall development.

Teachers undoubtedly play an irreplaceable role in the process of running a university and are the key to the development of a school. The level is high or low, the result is success or failure of school running is determined by the professional and teaching ability of teachers. (Xu, 2018). The organizational behavior of schools has a guiding effect on teachers' career development. Therefore, how can colleges and universities use scientific and reasonable management methods to effectively and comprehensively improve teachers' occupation teaching competence, stimulate innovation enthusiasm, enhance innovation behavior, constantly improve the teaching level, are of great significance for talent cultivation in China.

The purpose of this study is to explore the influence of teacher gender, school category and professional title on teachers' vocational teaching ability in higher vocational colleges, as well as the relationship between school organizational behavior and teachers' vocational teaching ability.

## 2. Literature Review and Hypothesis

### *2.1 Definition of School Organization Behavior*

The concept of organizational behavior was firstly put forward by Organ (1988), which is a branch of behavioral science using the knowledge of many subjects and human psychology and behavior in the system, attaches great importance to the management of people, under the environment of organization is human psychological characteristics and behavior is discussed, and thus formed in the laws of the people behavior under the basis of prediction or guide. Dipaola et al. (2001) first drew lessons from Organ's organizational citizenship behavior to study the organizational behavior of schools. Universities can be regarded as a collection of long-term transaction contracts concluded by multiple stakeholders, that is, an "entity" in a relatively orderly state formed by numerous contracts as connection points.

Within colleges and universities, organizational behavior replaces interpersonal friction and bargaining behavior (Lashari, et al., 2016). DiPaola (2005) showed that the externality problem was also highlighted, that is, the benefits of an individual's hard work would not be enjoyed by him alone, and the cost of his laziness would not fall on him alone, so everyone might have the motivation of "free-riding". The general "free rider" psychology makes no one resist the possible abuse of public property rights and the loss of organizational interests, and these conflicts of interest are accompanied by complex game behaviors. Therefore, only continuous strengthening of school organizational behavior can be conducive to building a good campus culture, forming interpersonal harmony among teachers, enhancing organizational identity and sense of belonging, thus strengthening organizational centripetal force and cohesion, and improving school organizational performance (DiPaola & Tschannen-Moran, 2001; DiPaola et al., 2005).

### *2.2 Definition of Teachers' Occupation Teaching Competence*

At present, it was found by the academia that teachers' occupation teaching competence mainly refers to as personnel, who are professional and technical, engaged in the education of teachers in teaching activities with rational use of education and the education experience, the flexibility to deal with education, education behavior of the agile response, to encourage students to comprehensive, active and lively development of the education skills necessary to (Greenberg, 1990).

Ping (2011) pointed out that education and teaching should be included in a teacher's professional ability, Educational ability refers to the personality influence of teachers on the educatees. Teaching ability refers to the influence on the intellectual development of the educational objects. Furthermore, there is a close relationship between them. Teacher's education ability is mainly reflected in the student individual subjectivity, excitation, the process of ascension, is educational ability, reflects the rational value of education work, directly affects the effect of teaching activities and teaching ability, is in the pedagogue rational development, forging necessary ability, teachers focus on the knowledge and skills (Fu & Liu, 2005). Ping (2011) believes that the research on teachers' professional ability is very important, which is conducive to promoting teachers' continuous reflection on their own teaching status, and more conducive to the active integration of teaching concepts, rules and experience, so that teachers' professional ability is updated and teaching skills are increasingly mature.

*2.3 Analysis of Differences in Teachers' Occupation Teaching Competence in Different Genders, School Categories and Professional Titles*

Research shows that male teachers are significantly superior to female teachers in practice, school-industry cooperation and social service ability, and female teachers are significantly superior to male teachers in teaching ability (Wang, 2018). Therefore, this study proposed **H1:** Discuss different gender teachers on teachers' occupation teaching competence of higher vocational colleges.

The key construction task of double-high vocational colleges is to strengthen the construction of teachers' ethics and ethics to build a high-level double-high professional team (Guo, 2019). Based on previous literature research, Therefore, this study proposed **H2:** for this study. Discuss different school categories on teachers' occupation teaching competence of higher vocational colleges.

Gao (2019) found that there were significant differences in the overall level of teaching ability among teachers with different professional titles, and the professional abilities of teachers with senior professional titles were significantly higher than those of teachers with junior and intermediate professional titles. Therefore, this study proposed **H3**: Discuss teachers who have different professional titles on teachers' occupation teaching competence of higher vocational colleges.

*2.4 Relationship between School Organizational Behavior and Teachers' Occupation Teaching Competence*

Ping (2011) studied that teacher's development in colleges and universities is just like the constraints of the internal and external environment of the organization. If teachers' ability is less than the reward given by the school, they will improve their own ability more actively and actively, and even carry out more training or do extra work as compensation. On the contrary, teachers may cut corners, be content with the status quo, no longer strengthen professional ability, and reduce efforts to seek psychological balance (Wang, 2018). Therefore, this study proposed **H4**: that school organizational behavior has a positive correlation with teachers' occupation teaching competence.

*2.5 Application of Competency Theory in the Evaluation of teachers' Occupation Teaching Competence*

*2.5.1 Definition of Competency Theory*

In 1973, Mc Clelland, a professor at Harvard University, proposed competency, pointing out that competency is ubiquitous in People's Daily life and work, which is closely related to people's attitude, knowledge, skills and ability (Chouhan & Srivastava, 2014). In 1993, Spencer, an American psychologist, defined competency. He believed that competency can distinguish excellent workers from ordinary workers at work. Competency is an assessment of self-worth and a discrimination of certain skills or behaviors, which can be accurately measured and distinguished. (Ryan et al., 2009)

Competency theory refers to the self-worth, intrinsic motivation and other elements for the completion of a certain performance goal. These elements can not only measure the skills and behaviors of an employee, but also have guiding significance, which can improve the enthusiasm of employees and contribute to the development of the unit (Xu & Ye, 2014). Establish an effective competency management model, determine the competency evaluation standard, select the best and the inferior according to the standard, select the high-performance staff and the general ability, and then review, and then transform into a model, after the completion of construction, constantly improve, optimize and update, so as to ensure the reliability and validity of competency management (Pattersonet et al., 2000). The competency theory has been gradually recognized and applied in all walks of life. For example, Zou (2020) constructed a theoretical model of the competency of contracted doctors in rural families. Zhao (2018) applied the head nurse competency model to nursing management practice. At present, the competency theory not only improves the function of human resource management, but also achieves positive results to some extent (Gao, 2021).

*2.5.2 Application of Competency Theory in the Cultivation of Teachers' Occupation Teaching Competence*

Based on the theory of competency and Xie (2021) analysis investigation found that by strengthening the informationization teaching consciousness, strengthen the informationization teaching characteristics training, improve the information infrastructure construction, promote the informatization construction of teaching teams, construction of the informationization teaching management system and a series of measures to improve the teaching ability of young teachers in higher vocational informatization. Through the preliminary research, it is found that competency theory can be applied to the evaluation standard of teachers' vocational education ability, so as to discuss the influence of school organization ability on teachers' occupation teaching competence in higher vocational colleges.

## 3.Research Questions

Through the collation and analysis of previous literature review, this study puts forward the following four questions:

(1) Do gender teachers have significant differences in teachers' occupation teaching competence?

(2) Are there significant differences in teachers' occupation teaching competence among different school categories?

(3) Do teachers with different professional titles have significant differences in teachers' occupation teaching competence?

(4) Does school organizational behavior have an impact on teachers' occupation teaching competence?

## 4.Research Methods

### *4.1 Research Object*

#### *4.1.1Data Collection and Analysis*

The object of this study is composed of teachers from a number of higher vocational colleges in Shandong, Zhejiang, Hebei, Henan, Fujian and other provinces. 348 questionnaires were collected, of which 326 were valid. Among the 326 teachers, 32.5% were male and 67.5% were female. People aged 21-30 (9.5%), 31-40 (38.3%), 41-50 (34.7%), and above 51 (17.5%). In terms of titles, assistant lecturers account for 16.9%, lecturers for 45%, associate professors for 27.9%, professors for 3.8%, and others for 6.4%.In terms of educational background, 47.6% have bachelor's degree, 50.6% have master's degree and 1.8% have doctor's degree. In terms of schools, 61.3% of dual vocational colleges and 38.7% of regular vocational colleges.

### *4.2 Tools*

#### *4.2.1 Organizational Behavior Scale*

The scale of this study was compiled by Cai (1985) and senior scholars. there are 19 questions in total, divided into three dimensions school organizational structure, school organizational atmosphere, teachers' job satisfaction. Likert five-point scoring method was used to score the co-questions in the scale. Among them, school organizational structure and school organizational atmosphere. The value ranges from 1 to 5 expressed agreement and disagreement. teacher job satisfaction degree ranges from 1 to 5 expressed satisfaction and dissatisfaction. After the pre-test, 6 questions were deleted and the remaining 13 questions were issued as formal questionnaires. KMO=.947 (Bartlett=3848.63, $P$<.001), factor load range between.533-.815 (greater than.4), cumulative total explanatory variation = 78.805%, indicating good validity. Cronbach's α values of each dimension are as follows: school organizational structure α=.897, school organizational atmosphere α=.919, teachers' job satisfaction α=.902, and total amount of school organizational behavior α=.957, all of which are greater than 0.8, indicating good reliability.

#### *4.2.2Teachers' Occupation Teaching Competence Scale*

The scale for this study is single dimension including 20 questions in total and a single dimension, which compiled by Zhu (2017).One question was deleted after the pre-test, and 19 questions remained. The scale adopts five-point Likert scoring method, ranging from "1 accord" to "5 disagree". In this study, KMO=.947 (Bartlett=7110.713, $P$<.001), factor load ranged from.706 to.908 (> .4), cumulative total explanatory variation = 68.774% (> 50%), indicating good validity. Cronbach's α value of the total amount table =.972 (greater than 0.8), with good reliability.

### *4.3 Implementation of the Strategy*

In this study, data were collected through the combination of researchers issuing questionnaires themselves and entrusting others to issue questionnaires. In the questionnaire survey, it was also stated that it was only academic research and did not involve personal privacy, and it was guaranteed that the answers of the subjects would not be disclosed. The questionnaire was filled in anonymously to ensure that the teachers under investigation could authenticate their truthful answers. If the investigation is commissioned by others, the purpose of the research and matters needing attention should be explained to the client before the investigation, which can ensure better investigation results.

### *4.4 Data Processing*

In this study, descriptive statistics, independent sample t test, ANOVA test, correlation analysis, reliability and validity analysis, exploratory factor analysis, regression analysis and other statistical methods were used to further verify the research hypothesis. The statistical tool used is SPSS.

## 5. Results

### *5.1 Difference Analysis*

The differences of teachers' occupation teaching competence in gender and school category were analyzed by independent sample *t* test, and the differences of teachers' professional teaching ability in title were analyzed by single factor ANOVA test.

#### *5.1.1 Differences in Teachers' Occupation Teaching Competence between Genders*

Table 1 shows the difference analysis of male and female samples. The result showed that there was no significant difference in teachers' occupation teaching competence between genders ($p> .05$).

**Table 1**
*Gender Differences in Teachers' Occupation Teaching Competence*

| | Gender | N | M | SD | *t* |
|---|---|---|---|---|---|
| *TOTC* | male | 106 | 1.339 | .563 | .120 |
| | female | 220 | 1.331 | .517 | |

Note: TOTC=Teachers' occupation teaching competence

#### *5.1.2 Differences in Teachers' Occupation Teaching Competence among School Categories*

As can be seen from Table 2, the difference analysis of school categories showed that $p> .05$ was not significant, and there was no significant difference in teachers' occupation teaching competence in school categories.

**Table 2**

*Differences of Teachers' Occupation Teaching Competence in School Categories*

| | School classes | N | M | SD | *t* |
|---|---|---|---|---|---|
| *TOTC* | Twin vocational schools | 200 | 1.350 | .547 | .660 |
| | Ordinary higher vocational | 126 | 1.310 | .508 | |

Note: TOTC=Teachers' occupation teaching competence

*5.1.3 Differences of professional titles on teachers' occupation teaching competence*

The difference analysis of teachers' professional titles showed that the *P* value of Levene test was significant ($p< .05$), indicating that there was no significant difference among different professional titles and the number of variation was homogeneous (Table 3).The *p* value of univariate ANOVA test was less than .05, which was significant, indicating that the mean of different professional titles had significant difference, that is, different professional titles had significant difference in the overall Teachers' occupation teaching competence.

Since there are significant differences in the mean values of different professional titles, it is necessary to conduct post-hoc comparison. Due to the different quality of the factors and variables, T2 method is used for verification. According to the *P*-value of the report matrix, only the lecturer and associate professor reach a significant $p$ =.012( $p< .05$), and the lecturer > professor.

**Table 3**

***Differences of Teachers' Occupation Teaching Competence in Professional Titles***

| | | Sum | Df | M | *F* | *P* | *Post hoc* |
|---|---|---|---|---|---|---|---|
| TOTC | Between groups | 2.503 | 3 | .834 | 3.006 | .031 | [2]>[4] |
| | Withinthe group | 89.369 | 322 | .278 | | | |

Note:1.Homogeneity of variances, Scheffe method was used for post-comparison;The variance was different in quality, and T2 method was used for post-comparison.

2.$^{*}p< .05$;$^{**}p< .01$;$^{***}p< .001$.

3.[1] Assistant lecturer;[2] Lecturer;[3] Associate Professor;[4] Professor.

4.TOTC=Teachers' occupation teaching competence

*5.1.4 Descriptive Statistics and Correlation Analysis*

It can be seen from Table 4 that there are significant positive correlations between variables in this study, and school organizational behavior is significantly positively correlated with Teachers' occupation teaching competence (R =.765, $p$< .01).Since the correlation coefficient is not more than 0.8, there is no high correlation, so there is no serious collinearity problem.

**Table 4**

***Descriptive Statistics and Correlation Analysis***

| variable | M | SD | SOB | TOTC |
|---|---|---|---|---|
| SOB | 1.690 | .731 | 1 | |
| TOTC | 1.334 | .532 | $.765^{**}$ | 1 |

Note:1.SOB=School organizational behavior ; TOTC=Teachers' occupation teaching competence

2.$^{**}$ p< .01

*5.1.5 Regression Analysis Results*

Through regression analysis, the impact of school organizational behavior on teachers' professional teaching ability is tested. In Table 5, Model 1 shows that school organizational behavior has a significant positive impact on Differences of professional titles on teachers' occupation teaching competence (β=.765, $p$<.001).

**Table 5**

*Regression Analysis of the Impact of School Organizational Behavior on Teachers' Occupation Teaching Competence Abstract Table*

| | TOTC |
|---|---|
| SOB | |
| **B** | .765 |
| ***$R^2$*** | .584 |
| ***F*** | $456.970^{***}$ |
| ***t*** | $21.377^{***}$ |

Note:1.SOB=School organizational behavior；TOTC=Teachers' occupation teaching competence.

2.$^{***}P$ <. 001.

## 6. Discussion

The results of this study show that the professional teaching ability of lecturers is higher than that of professors, and there is a difference in the professional teaching ability of teachers, which is consistent with the research results of Gao (2019) that there is a significant difference in the overall level of teaching ability of teachers with different professional titles. There is no significant difference in the types of schools and the gender of teachers in the vocational teaching ability of teachers, which may be the reason why there are many new female young teachers in double-high vocational schools and ordinary vocational schools, which have only been established for two years and have a short construction period, and the organizational behavior and cultural construction of schools have not changed significantly. There is a significant positive correlation between school organizational behavior and teachers' professional teaching ability, which is consistent with Wang (2018) view that caring about teachers' development and improving teachers' teaching conditions can improve teachers' professional teaching ability.

## 7. Conclusion

The results of this study show that organizational behavior has a significantly positive impact on teachers' occupation teaching competence. Teachers with different professional titles will considerably impact teachers' professional teaching ability， The professional teaching ability of lecturers is higher than that of professors. There is no noticeable difference in teachers' professional teaching ability between different genders, nor in the professional titles in different school categories.

According to the research results, it provides theoretical basis and practical path for higher vocational colleges to strengthen organizational behavior construction and improve teachers' professional teaching ability.

On one hand, higher vocational schools need to perfect the school's organizational mechanism via strengthening the institution building, department framework and widening communication channels; on the other hand, they need to create a sound working atmosphere with which the teachers are offered with availabilities to promotions and incentives motivating job satisfactions and positivity, ultimately bringing their professional teaching abilities up to a new level.

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# Impact of Social Support on Entrepreneurial Intention among College Students in Beijing: The Mediation Role of Achievement Motivation

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**Abstract**

In this study, we investigated the impact of social support on the entrepreneurial intention of college students in Beijing (China) and the mediation role of achievement motivation as a link between social support and entrepreneurial intention. We collected 276 effective questionnaires through convenience sampling of college students in Beijing. We found that social support had a significant positive impact on entrepreneurial intention and achievement motivation. Achievement motivation has a significant positive impact on entrepreneurial intention and plays an mediation role in linking social support and entrepreneurial intention. Thus, the study results provide some reference for further improving entrepreneurial practice and education.

**Keywords:** College Students, Social Support, Entrepreneurial Intention, Achievement Motivation

## 1. Introduction

The Ministry of Education of the People's Republic of China, in 2021, reported that there were about 9.09 million college graduates between 2020 and 2021, with an increase of 350,000 from the previous year. This was the highest number of college graduates recorded, which resulted in an imbalance between the limited number of jobs available and the graduates applying to those jobs. This created heavy employment pressure on college graduates in China. In 2020, the Ministry of Education issued a "Circular on Supporting the Employment and Entrepreneurship of College Graduates to Graduate in 2021", which reported that in 2021 college graduates faced heavy employment pressure, and the Ministry of Education would launch an "action to promote the employment and entrepreneurship of college graduates to graduate in 2021". The nation promoted the entrepreneurship of college students. Thus, the entrepreneurial intention of college students has gained much attention.

Entrepreneurial intention is influenced by many factors, of which, support is an important one, including social support, family support, and policy support. Several studies have been conducted regarding this (Nguyen, 2020; Ahmed et al., 2020). Some studies were conducted on the impact of social support on entrepreneurial intention (Cho et al., 2020; OK et al., 2020). Cho et al. (2020) found that social support and achievement motivation showed significant positive effects on entrepreneurial intention. OK et al. (2020) provided empirical evidence for the effect of social support on entrepreneurial behavior. Thus, stronger social support can better facilitate entrepreneurial intention and behavior. Therefore, in this study, we aimed to understand the impact of social support on entrepreneurial intention.

The effect of social support and achievement motivation on the development of entrepreneurial intention needs further investigation to determine the mechanism of action. Researchers have suggested that achievement motivation has an mediation effect on entrepreneurial intention (Zhao, 2015). Ai et al. (2016) surveyed students of 13 universities in Tianjin and found a positive correlation between achievement motivation and entrepreneurial intention. Zhao (2015) studied entrepreneurial intention based on achievement motivation. However, there are relatively few studies on the relationship between social support, achievement motivation and entrepreneurial intention.

According to the data of the "Completion of Business Incubation System for Students of Universities in Beijing" released by the Central People's Government of the People's Republic of China (2020), 303 entrepreneurial teams in the high-tech business incubators of college graduates in Beijing received revenue of around 400 million Yuan. The city's Education Commission supported and certified the high-tech business incubators of the students of 25 universities, and 157 teams finished industrial and commercial registration. Thus, the government strongly supported college entrepreneurship in Beijing. Huang et al. (2015) showed that Beijing paid great attention to the entrepreneurship education of college students. Therefore, we selected the students of three of the 25 universities in Beijing that were supported and certified by the city's Education Commission for this study.

We evaluated the relationships among social support, entrepreneurial intention, and achievement motivation and the mediation role of achievement motivation in the impact of social support on entrepreneurial intention. We aimed to establish a reference for the entrepreneurship of college students.

## 2. Literature Review

### *2.1 Social Support*

In the 1970s, Cassel and Cobb formulated the concept of social support (Wang, 2018). Later, experts further investigated the concept and provided a relevant definition. Thoits (1986) defined social support as the help provided by the people who play a key role in the life of an individual to overcome difficulties and anxieties by relieving stress, providing psychological counseling, and material support. Kerres and Kilpatrick (2002) showed that social support provided an individual with the motivation to overcome difficulties when they were unwelcome. Cobb (1976) defined social support as a repertoire of behaviors or information such as respect, care, and attention perceived by an individual from society.

Based on the above analysis and from the perspective of social support, we argue that social support is the repertoire of behaviors such as respect and care, and information perceived or obtained by an individual from society (Cobb, 1976).

### *2.2 Entrepreneurial Intention*

Krueger et al. (2000) defined entrepreneurial activity as a series of planned behaviors. The ideas and entrepreneurial intention of an individual are the foundation for starting a new business, as well as, the beginning of the entrepreneurial process. The intention can guide the attention of an individual towards a goal and mental state for realizing the goal and can directly influence their behavior (Bird, 1988). Beck and Ajzen (1991) considered entrepreneurial intention to be a plan for starting a new business and through which personal behaviors and organizational outcomes might be predicted. It also shows the readiness of an individual to start a business represents a strong belief to start a business in the future.

*2.3 Achievement Motivation*

Achievement motivation is the desire of an individual to realize a goal according to a set of standards (Partovi & Razavi, 2019). McClelland (1961) defined achievement motivation as an internal drive that can propel an individual to perform an activity that is important or valuable to them and become more efficient at it. Individuals with a higher achievement motivation will try their hardest to avoid failure and pursue what they perceive as valuable.

In summary, in this study, we argue that the achievement motivation of college students refers to the internal drive of an individual to make progress and realize the goal, the tendency of the individual to seek perfection in performing an activity, and the effort to overcome the obstacles and difficulties while pursuing the goal.

*2.4 The Relationship between Social Support and Entrepreneurial Intention*

The development of the entrepreneurial intention of an individual is affected by the external environment, in different environments, the nature, source, and degree of social support received by an individual varies, different kinds of social support influence the development of the entrepreneurial intention of an individual to different degrees (Molino et al., 2018). Cho et al. (2020) found that social support and achievement motivation had a significant positive effect on the development of entrepreneurial intention. OK et al. (2020) empirically showed that social support had a positive influence on entrepreneurial behavior. High social support has a significant positive impact on entrepreneurial intention. In this study, we argue that social support affects entrepreneurial intention and propose H1 as follows:

H1: Social support has a significant positive impact on the entrepreneurial intention of college students in Beijing.

*2.5 The Relationship between Social Support and Achievement Motivation*

Kocaj et al. (2018) showed that social support is positively correlated with the achievement motivation of students of special education. The social support of PE teachers was found to be positively correlated with the achievement motivation of students (Salari & Badami, 2014). Similarly, a study by Choi (2021) also found that the support of teachers and friends, as a sub-factor of social support, can directly influence the achievement motivation and school adaptation of teenagers from different cultural backgrounds. Therefore, in this study, we proposed H2 as follows:

H2: Social support has a significant positive impact on the achievement motivation of college students in Beijing.

*2.6 The Relationship between Achievement Motivation and Entrepreneurial Intention*

Increasing the entrepreneurial confidence of college students can inhibit the motivational tendency to avoid failure. Ai et al. (2016) surveyed the students of 13 universities in Tianjin and found that achievement motivation has a significant positive impact on entrepreneurial intention. Zhao (2015) found that achievement motivation had a significant positive impact on entrepreneurial intention. Based on this result, we proposed H3 as follows:

H3: Achievement motivation has a positive impact on the entrepreneurial intention of college students in Beijing.

*2.7 The Mediation Role of Achievement Motivation in the Relationship between Social Support and Entrepreneurial Intention*

Studies suggest that achievement motivation often plays the role of a mediation variable in the cognition of individuals (Wu, 2021; Zhao, 2020). The mediation role of achievement motivation to pursue success is greater than its role in avoiding failure. Wu (2021) discovered that the achievement motivation of college students played a mediation role between proactive personality and entrepreneurial learning. Zhao (2020) found that achievement motivation plays a mediation role between the growth of a mindset and determination. Thus, achievement motivation was shown to play a mediation role in previous studies on entrepreneurship. This indicates that achievement motivation might play an mediation role between social support and entrepreneurial intention. This study investigated the mediation role of achievement motivation between social support and entrepreneurial intention. Regarding this, we proposed H4 as follows:

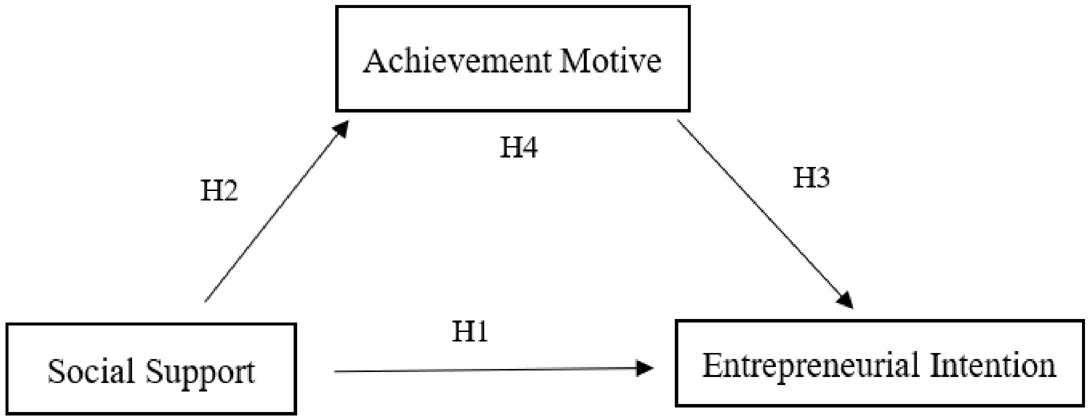
H4: Achievement motivation plays a mediation role in the impact of social support on the entrepreneurial intention of college students in Beijing.

**3. Study Design**

*3.1 Framework of the Study*

**Figure 1**

*The Framework of the Study*




*3.2 Hypotheses*

H1: Social support has a positive impact on the entrepreneurial intention of college students in Beijing.

H2: Social support has a positive impact on the achievement motivation of college students in Beijing.

H3: Achievement motivation has a positive impact on the entrepreneurial intention of college students in Beijing.

H4: Achievement motivation has a mediation role between social support and entrepreneurial intention of college students in Beijing.

*3.3 Objective of the Study*

The formal questionnaire was distributed on 17 January 2022 and returned on 20 January 2022. The results of Israel, the formula for calculating the sample size: Sample size = z2 × p (1 - p)/e2/1+( z2 × p(1 - p)/e2N), z = 1.65, N = 60000, p=0.5, e2 = 0.0025, The sample size of the study is approximately 272. It was expected that 300 questionnaires will be distributed. According to the proportion, 30%, 30%, and 40% of college students in each of the three higher vocational colleges were selected separately as respondents. We circulated the questionnaires on Wenjuanxing, an online questionnaire platform, and received 300 questionnaires. Finally, a total of 276 valid questionnaires were obtained. The effective recovery was 92%, which met the sampling criteria.

Before conducting the survey, the researcher communicated with the class teacher and explained the purpose of the study for approval. The teacher distributed a questionnaire in the class for the survey. To ensure that the answers given by the students were accurate and honest, the students had the freedom to fill, not reveal their identity, and keep any other information anonymous. The respondents were not required to fill in their real names. The aim of the study was also stated to them.

*3.4 Research Tools*

*3.4.1 Social Support*

The perceived social support scale of Zimet et al. (1988) was used in this study to measure the perceived social support of the respondents. The scale consisted of 12 items in three dimensions. In this study, the CR value of each dimension and general scale of perceived social support were as follows: CR of family support = 0.836, CR of friend support = 0.875, CR of other support = 0.836, all values were higher than the referential value of 0.600. The AVE value of each dimension and general scale of perceived social support were as follows: AVE of family support = 0.563, AVE of friend support = 0.636, and AVE of other support = 0.563, all being higher than the referential value of 0.500. The social support scale has a fine convergent validity. The Cronbach's α value of each dimension and general scale of perceived social support were as follows: Cronbach's α of family support = 0.830, Cronbach's α of friend support = 0.875, Cronbach's α of other support = 0.837, and Cronbach's α of the general scale = 0.924. This indicated that the formal scale of perceived social support had good internal consistency.

*3.4.2 Achievement Motivation Scale*

The achievement motivation scale developed by Ye (1992) was used for the study, which consists of 30 items in two dimensions. In this study, the CR values of each dimension and general scale of achievement motivation were as follows: CR of motivation to pursue success = 0.920 and CR of motivation to avoid failure = 0.943; all values were greater than 0.600. The AVE values of each dimension and general scale were as follows: AVE of motivation to pursue success = 0.438, AVE of motivation to avoid failure = 0.534. These values were consistent with the standard proposed by Fornell and Laecker (1981), which stated that an AVE value above 0.36 is acceptable. The achievement motivation scale showed good convergent validity. The Cronbach's α values of each dimension and general scale of achievement motivation were as follows: Cronbach's α value of motivation to pursue success = 0.918, Cronbach's α of motivation to avoid failure = 0.943, and Cronbach's α of general scale = 0.838. This indicated that the formal achievement motivation scale had good internal consistency.

*3.4.3 Entrepreneurial Intention Scale*

This study used the entrepreneurial intention scale of Linan and Chen (2009) to measure the entrepreneurial intention of individuals with four questions in a single dimension. In this study, the CR of entrepreneurial intention was 0.878, which was higher than the referential value of 0.600. The AVE of entrepreneurial intention was 0.548, which was higher than the referential value of 0.500. The entrepreneurial intention scale showed good convergent validity. The Cronbach's α of entrepreneurial intention was 0.876, which indicated that the formal entrepreneurial intention scale had good internal consistency.

**4. Outcome Analysis**

*4.1 Relevancy Analysis*

The three scales used the Likert Scale to measure. The college students in Beijing had an average score of 3.880 in “social support”, 3.370 in “achievement motivation”, and 3.442 in “entrepreneurial intention”. This indicated that the “social support”, “achievement motivation”, and “entrepreneurial intention” of college students were above average.

To learn about the specific relevancy among the three variables, we conducted a relevancy analysis of the “social support”, “achievement motivation”, and “entrepreneurial intention” of college students in Beijing. From Form 1, the correlation between “social support” and “achievement motivation” was found to be 0.182, and the p-value was smaller than the referential value of 0.01, which was statistically significant. The correlation between “social support” and “entrepreneurial intention” was 0.388, and the p-value was smaller than the referential value of 0.001, which was statistically significant. The correlation between “achievement motivation” and “entrepreneurial intention” was 0.241, and the p-value was smaller than the referential value 0.001, which was statistically significant. In the relevancy analysis of the three variables, there were no issues of collinearity. The analysis is presented in Table 1.

**Table 1.**

*Descriptive and Relevancy Analysis of Each Variable*

| Variable | M | SD | Social Support | Achievement Motivation | Entrepreneurial Intention |
|---|---|---|---|---|---|
| Social support | 3.879 | .618 | 1 | | |
| Achievement motivation | 3.370 | .358 | .182** | 1 | |
| Entrepreneurial intention | 3.442 | .587 | .388*** | .241*** | 1 |

Notes. *, p <0.050; **, p <0.010; ***, p <0.001.

*4.2 Regression Analysis*

In this study, the t-test analysis results showed that there was no significant difference between gender (t=.400, p>.050) and only child (t=.933, p>0.050) in college students' entrepreneurial intentions. Therefore, this study does not control the influence of gender and only child on entrepreneurial intention. In Model 1, social support for college students had a significant positive impact on entrepreneurial intention ($\beta$ = 0.388, $t$ = 6.960, $p$ < 0.001; Table 3); thus, hypothesis H1 was valid. In Model 2, social support had a significant positive impact on achievement motivation ($\beta$ = 0.182, $t$ = 3.072, $p$ < 0.01); thus, hypothesis H2 was valid. In Model 3, the mediation variable achievement motivation was added. Social support had a significant positive impact on entrepreneurial intention ($\beta$ = 0.356, $t$ = 6.379, $p$ < 0.001) and achievement motivation had a significant positive impact on entrepreneurial intention ($\beta$ = 0.176, $t$ = 3.155, $p$ < 0.01); thus, hypothesis H3 was valid. The $\beta$ *value* of the impact of social support on entrepreneurial intention was higher in Model 1 ($\beta$ =0.388) (which reached a significant level) than in Model 3 ($\beta$ =0.356) (which also reached a significant level). This indicated that achievement motivation played a mediation role in the impact of social support on the entrepreneurial intention of the college students; thus, hypothesis H4 was valid. To further confirm the mediation effect, we performed the Sobel test, where non-standardized regression coefficients and standard errors are used for the analysis. A Z-value above 1.96 indicates that the mediation effect is significant (Sobel, 1982). The results suggested that achievement motivation (Z = 2.221, $p$ < 0.05) played a significant mediation role between social support and entrepreneurial intention. In Model 3, VIF < 10 indicated that there were no issues of collinearity. The analysis is presented in Table 2.

**Table 2.** *The Verification of the Mediation Role Played by Achievement Motivation in the Impact of Social Support on Entrepreneurial Intention.*

| Variable | Model 1 Entrepreneurial intention | | Model 2 Achievement motivation | | Model 3 Entrepreneurial intention | | |
|---|---|---|---|---|---|---|---|
| | $\beta$ | $t$ | $B$ | $t$ | $\beta$ | $t$ | VIF |
| Social support | .388 | 6.960*** | .182 | 3.072** | .356 | 6.379*** | 1.034 |
| Achievement motivation | | | | | .176 | 3.155** | 1.034 |
| $R^2$ | .150 | | .033 | | .180 | | |
| $AdjR^2$ | .147 | | .030 | | .174 | | |
| $F$ | 48.445*** | | 9.436*** | | 29.990*** | | |

Notes. *, $p$ <0.050; **, $p$ <0.010; ***, $p$ <0.001. $\beta$ represents standardized regression coefficient

## 5. Conclusion and Suggestions

*5.1 Relationships among Social Support, Entrepreneurial Intention, and Achievement Intention of College Students in Beijing*

The results suggested that social support had a significant positive impact on entrepreneurial intention, which was consistent with the outcomes of most previous studies (Cho et al., 2020; OK et al., 2020). This might be because social support can motivate the students and prevent them from feeling lonely in their endeavors. This could help them achieve higher entrepreneurial intention and increase their willingness to start a business. Therefore, higher social support might increase entrepreneurial intention.

Our results suggested that social support had a positive impact on achievement motivation, which was consistent with the results of the study by Kocaj et al. (2018), Salari and Badami (2014), and Choi (2021). This might be because social support and assistance could make individuals feel appreciated and assisted, which might motivate them to pursue success, strive to achieve their goals, and prove their abilities. We found that an increase in social support increased the achievement motivation of the students.

The results of the study suggested that achievement motivation had a significant positive impact on entrepreneurial intention, which was consistent with the results of the study by Zhao (2020), and Ai et al. (2016). This could be because individuals have a motivation to pursue success; they wish to be recognized and prove their excellence. This can be achieved by starting a business and receiving praise and recognition from others. Therefore, a higher achievement motivation indicates higher entrepreneurial intention.

The results of the study suggested that achievement motivation plays a mediation role in the impact of social support on entrepreneurial intention. There are relatively fewer studies regarding this topic in China. The results of previous studies have shown that achievement motivation plays an mediation role in entrepreneurship (Zhao, 2015). This might be because social support can increase the achievement motivation of individuals and make them feel appreciated, which might increase their willingness to pursue success and prove their abilities. Their motivation to pursue success might be enhanced, along with their determination and impetus to start a business.

### *5.2 Suggestions*

Based on the results of this study, we suggest the following. First, regarding social support, schools and families can encourage the students to optimize the quantity and quality of their friends, optimize their ways of getting along with their partners, attach importance to the exemplary role of successful partners in entrepreneurship, and deepen their entrepreneurial intention through incentives and sharing. The policy support for the entrepreneurship of students is still insufficient in the benefited scope and awareness rate. The policy support system needs further improvement. Moreover, we should adopt flexible methods of publicity and strengthen the promotion efforts of policies, to increase the familiarity of college students with the aims and contents of policy support, improve their entrepreneurial intention, and provide targeted entrepreneurial education. Second, schools should use public and mainstream media to publicize the successful entrepreneurship cases of college students and provide examples of successful endeavors to motivate the students pursuing entrepreneurship, reduce their confusion, anxiety, and frustration. Third, society should encourage successful business enterprises to get involved in the entrepreneurship of college students and form connections among the enterprise, school, and society. It should provide the college students with more opportunities for entrepreneurial activities and provide guidance and support more effectively and systematically to increase their achievement motivation, enhance their entrepreneurial intention, and increase the feasibility of their entrepreneurial practice.

*5.3 Limitations and Prospects*

This study had some limitations that might be addressed by future studies. First, this study only considered the impact of social support and achievement motivation on entrepreneurial intention. However, the entrepreneurial intention is influenced by more factors. Therefore, future studies on entrepreneurship should include more variables. Second, this study only investigated the college students of three universities in Beijing, and thus, the inference that can be drawn is limited. Future studies should include different types of college students and expand the scope of research objects to increase the accuracy and validity of their results.

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# The Relationship between Primary School Students' Sports Learning Environment and Sports Learning Interest Level: The Intermediary Effect of Willingness to Participate

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**Abstract**

This study uses questionnaires to investigate the sports learning environment, its interest level, and willingness to participate of 900 primary school students in 9 schools in Jinan. This study explores the relationship between sports learning environment and sports learning interest level, and the intermediary role of willingness to participate. The results show that: (1) sports learning environment positively impacts the level of sports learning interest; (2) sports learning environment positively impacts the willingness to participate; (3) The results show that pupils with better physical learning environment have a higher willingness to participate, thus, forming a higher interest in physical learning.

**Keywords:** Sports Learning Environment; Interest in Sports Learning; Willingness to Participate; Intermediary Effect.

## 1. Introduction

Sports learning interest is the subordinate concept of learning interest. It focuses on the interest of sports learning activities independently and is the psychological tendency produced by the interaction of subjective feelings and environmental characteristics. The interest in sports learning motivates students to try sports learning and participate in physical exercise, and it is to students' own physical health (Lin, 2019). Results from the 2014 national student physical and health survey revealed that compared to previous years, primary school students showed varying degrees of decline in physical forms and physiological functions (Zhang et al., 2016). The levels of liver function indicators and blood pressure regulation were equally significant. The State Council of China issued the State Council's Opinions on the Implementation of Health China Actions on 25th June 2019 (hereinafter, referred to as the Opinions) (Chinese Students' Physique and Health Research Group, 2014). The Opinions highlights that the key stages of student growth and development are their primary and secondary school years. Their family, school, and society need to assume the responsibility of jointly maintaining the physical and mental health of schoolchildren, paying attention to fostering their physical exercise habits, enhancing their physical fitness and well-being, and preventing diseases like myopia and obesity. On September 2nd, 2019, the General Office of the State Council issued the Outline for the Construction of a Strong Sports Country (hereinafter referred to as the Outline) (Central People's Government of the People's Republic of China, 2019). It implies that sports is the soul of a strong country, and it creates a strong country. The paper also stresses that building a strong sports country is an important strategic measure for the future of the nation and the modernization of socialism. The Outline highlights arranging the promotion of adolescent sport development as a major Chinese project (Central People's Government of the People's Republic of China, 2021). It includes motivating elementary school students' interest in physical learning to spend more time and energy to the physical activity than previous. Individuals tend to have an interest in sports learning to actively explore, recognize and learn sports, and it also the motivating force for individuals to actively acquire sports skills and learn sports items (Ann & Suzanne, 2015). The physical health of students affects their growth and development, and their healthy life. Multiple studies show that insufficient physical activity is the major reason for the decline in physical health of students, and most primary students in China still show an unmet level of physical activity (Dehao & Liu, 2017). Chinese researchers also studied the influential factors of primary school students' lack of physical exercise on multiple levels. Research shows that interest in sports learning is an important factor, affecting participation in physical exercise (Lin, 2019). Low interest in sports learning will hinder participation in physical exercise and affect health. Thus, the study of the physical education interests and improvement of physical health of students is necessary.

The physical education learning encompasses all the factors for students to study and participate in physical activities that include family, school and social physical environment (Bongjeong & Sun, 2018; Otundo & Garn, 2019; Romero-Blanco et al., 2020). As the family is the first school in life, and the first teacher is their parents, the family sports environment is vital in the interest of primary school students in sports. It helps form sports habits and develop a mature and stable willingness to participate in sports (Badura et al., 2017). Primary school students spend most of their daytime studying in school. The most common way to develop physical training habits is through the school's physical education. The physical education environment becomes an important factor affecting their interest in sports learning (Okta et al., 2019). Social sport environments include a sporting atmosphere created by social resources, sports infrastructure, and socially transmitted sport culture orientations. These are factors affecting the interest of schoolchildren in sports learning (Mark et al., 2020). This study considers sports learning environment factors as important factors affecting the interest of primary and secondary school students in sports learning.

Willingness to participate influences people to adopt a particular behavior and is the strongest indicator of predicting actual behavior (Lin, 2019). It influences participation behavior. During participation, it becomes crucial in people's participation behavior. It motivates elementary school students to participate in physical activities (Song et al., 2020). Ajzen (1992) defined willingness as a determinant of a person's conversion of motivation to behavior. It is a psychological state of a person. The analysis shows that willingness to participate stems from the strength of motivation to participate and the feasibility of participatory behavior. This study holds that the willingness of primary school students to participate in sports learning activities indicates their participation in it. If this tendency gets stronger, the willingness to participate in sports learning activities will become stronger, and it will generate increased sports participation behaviors. The willingness to participate actively is based on primary school students' awareness of participating in sports activities and begins their lifelong sports habits. Thus, the willingness to participate is an important prerequisite for primary school students participating in sports activities or not.

This study mainly analyzes the internal mechanism of the influence of sports learning environment on primary school students' interest in sports learning. It starts from a sports learning environment, taking primary school students' interest in sports learning as the result variable and understanding the practical role of willingness to participate.

This paper takes interest development theory and social cognition theory as the theoretical basis of the research. Hidi (2006) is the main representative of interest development theory. He put forward the four stage theory of stimulation of situational interest, maintenance of situational interest, germination of individual interest and maturity of individual interest. He pointed out that interest changes continuously with the increase of cognition and is not always a stable learner attribute. Interest is a process that requires both stimulation and maintenance conditions. Bandura (1977) pointed out in the social cognitive theory that the results of people's reaction in the process of behavior can not directly and actively act in the behavior. The results of all behavior processes affect the behavior through certain thinking activities. In today's society, social cognitive theory has been widely used in different fields, which is the theoretical basis for studying human behavior in various fields.

There is diverse research on sports learning environment, interest in sports learning, and willingness to participate. Sallis (2001) specified that the factor of school sports environment is similar to teenagers' enthusiasm to participate in sports. Hassandra et al. (2003) argued that the environment is an important factor in interest generation. Roure et al. (2019) proposed that students' interest in physical education learning is affected by the environment. Liu et al. (2021) found that family sports atmosphere and participation of family member community influences adolescents' interest in sports learning. Lentillon-Kaestner and Roure (2019) discovered that physical education teaching methods in schools influence students' interest in sports learning. Lin (2019) found that the social media cultural atmosphere influences the interest in participating in sports activities. Therefore, while investigating the factors affecting the interest in sports learning, they compiled a questionnaire on its environmental factors. It was mainly from the three levels of the school environment, family environment, and social environment. Based on the above research, this study aims to explore whether primary school students are interested in sports learning if they receive an adequate sports learning environment from the family, school, and society. Therefore, this paper proposes the flowing research hypothesis:

Hypothesis 1: Sports learning environment significantly impacts sports learning interest.

Yang et al. (2017) believes that all the factors affecting the family members' sports activities belongs to the family sports environment. The results show that the degree of students' sports participation is affected by their family sports environment. Harrison and Narayan (2003) found that the school environment influences adolescents' motivation to participate in sports activities. Cui (2018) also found that the community environment influences the persistence of community residents' participation in physical exercise. The improvement in the community environment improves the community residents' willingness for physical exercise. The above research shows that the family sports environment is vital in promoting students' willingness to participate in sports. The school sports environment is a vital factor affecting students' participation in sports. The social sports environment has seriously impacted residents' willingness to participate in sports. Based on the above research, hypothesis 2 and 3 are proposed:

Hypothesis 2: Sports learning environment significantly impacts the willingness to participate. The sports learning environment may affect sports learning interest through participation intention.

Hypothesis 3: Participation intention plays an intermediary role between sports learning environment and sports learning interest level.

## 2. Research Methods

### *2.1 Participants*

This study uses a convenience sampling method to investigate the primary students in 9 schools in Jinan city with specific survey methods: during the students' schooling time, we distributed the questionnaires on-site, had it filled in-person and collected it on the site. The physical education courses of the nine primary schools are carried out normally, the sports facilities and equipment are equipped with perfect, and the teaching level of the physical education teachers is not different. Teachers used classroom multimedia to project the questionnaire to ensure the quality of questionnaire filling. They gave a detailed explanation for each item to ensure that students could correctly understand the item, to accurately collect students' survey data. We sent out a total of 900 questionnaires to primary students in Jinan. We collected 900 questionnaires, excluding 17 invalid questionnaires. Thus, 883 valid questionnaires remained, with an effective rate of 98.11%. These schools are public schools and plays an exemplary role in education across the country. So the sample is representative.

### *2.2 Measurement*

Variable measurement items are derived from its related literature. The measurement of sports learning environment variables depends on the *Questionnaire of Sports Learning Environment Factors* compiled by Lin (2019), with a total of 16 items. The questionnaires are on a Likert five-level scale, and they record scores from "very disagree" to "very agree" as 1 point to 5 points, respectively. Except for 7 question items under the negative interest dimension of sports learning that are reverse scored, i.e., 5 points for choosing "strongly disagree", the remaining items have positive scores. The willingness to participate is measured through its dimensions on the scale of *Individual Interest in Physical Education Learning* compiled by Lin (2019) that has four items in total. The questionnaire is in the form of a Likert five-level scale, and they record scores from "very disagree" to "very agree" as 1 point to 5 points, respectively.

### *2.3 Produce*

We distributed 150 paper questionnaires to examine the reliability and validity of the measurement. We did it on a small scale before conducting a large-scale survey. We recovered a total of 150 questionnaires, indicating the recovery rate was 100%. All 150 questionnaires were valid after screening, and the effective rate was 100%. For survey data, we used Cronbach's $\alpha$ to detect the reliability of the scale. Table 1 shows Cronbach's $\alpha$ reflecting the internal consistency for each variable.

**Table 1**

*Reliability Test Results*

| Survey Scale | Cronbach's $\alpha$ Coefficient |
|---|---|
| Survey Scale of Sports Learning Environment Factors | 0.892 |
| Survey Scale of Primary School Students' Interest in Sports Learning | 0.853 |
| Survey Scale of Willingness to Participate | 0.795 |

## 3. Results

### *3.1 Descriptive Statistics of Sample Information*

Employ SPSS26.0 to perform descriptive statistical analysis on the age, grade, and gender of the subjects. The results of descriptive statistical analysis are shown in Table 2.

**Table 2**

*Descriptive Statistics*

| | Option | n | Sports Learning Environment | | Willingness to participate | | Sports Learning Interest | |
|---|---|---|---|---|---|---|---|---|
| | | | M | SD | M | SD | M | SD |
| Age | 6 | 76 | 67.29 | 11.36 | 15.36 | 3.67 | 107.66 | 16.96 |
| | 7 | 132 | 66.69 | 10.84 | 14.11 | 4.45 | 104.37 | 16.69 |
| | 8 | 147 | 63.84 | 10.13 | 13.14 | 4.17 | 99.59 | 16.81 |
| | 9 | 120 | 64.51 | 8.59 | 12.76 | 3.70 | 97.91 | 15.67 |
| | 10 | 155 | 66.86 | 9.09 | 13.75 | 3.60 | 99.07 | 15.19 |
| | 11 | 149 | 63.31 | 10.28 | 13.02 | 3.32 | 101.17 | 15.31 |
| | 12 | 90 | 62.51 | 10.78 | 12.92 | 4.10 | 99.93 | 16.74 |
| | 13 | 14 | 58.93 | 10.88 | 14.21 | 2.75 | 104.79 | 13.80 |
| Grade | 1 | 147 | 66.93 | 11.70 | 15.15 | 4.05 | 107.17 | 16.59 |
| | 2 | 148 | 65.03 | 10.13 | 13.20 | 4.41 | 101.23 | 16.48 |
| | 3 | 148 | 63.83 | 8.52 | 12.63 | 3.51 | 97.30 | 16.50 |
| | 4 | 143 | 64.73 | 10.01 | 13.80 | 3.64 | 98.59 | 14.35 |
| | 5 | 145 | 66.77 | 10.26 | 13.37 | 3.65 | 99.86 | 16.33 |
| | 6 | 152 | 62.12 | 9.79 | 12.93 | 3.64 | 102.07 | 15.62 |
| Gender | Boy | 443 | 64.24 | 10.28 | 13.74 | 3.81 | 102.22 | 16.16 |
| | Girl | 440 | 65.53 | 10.13 | 13.27 | 3.99 | 99.88 | 16.32 |

### *3.2 Correlation between Sports Learning Environment, Willingness to Participate and Sports Learning Interest*

Table 3 shows a significant positive correlation between sports learning environment and willingness to participate ($r=0.508$, $p<0.001$). There is a significant positive correlation between sports learning environment and sports learning interest ($r=0.508$, $p<0.001$) and willingness to participate and interest in sports learning ($r=0.437$, $p<0.001$). The correlation coefficient is between .437 and.508, which is moderately correlated to avoid collinearity.

**Table 3**

*Correlation Analysis of Sports Learning Environment, Willingness to participate and Sports Learning Interest*

| Variables | M | SD | 1 | 2 | 3 |
|---|---|---|---|---|---|
| 1. Sports Learning Environment | 4.06 | 0.64 | 1 | | |
| 2. Willingness to participate | 3.38 | 0.98 | 0.508*** | 1 | |
| 3. Sports Learning Interest | 3.74 | 0.60 | 0.508*** | 0.437*** | 1 |

Note: * means $P<0.05$, ** means $P<0.01$, *** means $P<0.001$

### *3.3 Intermediary Role Analysis of Willingness to Participate*

According to the correlation analysis results, we further test the intermediary role effect between willingness to participate and sports learning environment and sports learning interest. This test adopts the intermediary effect test process proposed by Wen and Ye (2014), and Table 4 shows the results. In model 1, the sports learning environment has a positive predictive effect on sports learning interest, i.e., coefficient c is significant ($\beta=0.503, p<0.001$). In model 2, the sports learning environment has a positive predictive effect on participation intention, i.e., coefficient a is significant ($\beta=0.501, p<0.001$). In model 3, we added participation intention as an intermediary variable. The intention to participate has a significant positive predictive effect on sports learning interest, i.e., coefficient b was significant ($\beta=0.212, p<0.001$). The sports learning environment has a significant positive predictive effect on sports learning interest, i.e., coefficient c' is significant ($\beta=0.397, p<0.001$). In model 3, the value of β indicating the influence of sports learning environment on sports learning interest decreases from 0.503 (significant) in the first step to 0.397 (significant). Thus, the willingness to participate becomes an partial mediating between the sports learning environment and sports learning interest. The intermediary effect accounts for 21.116% of the total effect, $VIF<10$, and there are no collinearity issues.

This study uses the Sobel test to test the intermediary effect of willingness to participate, $z = 7.758$, $P<0.001$, which shows the significance of the intermediary effect.

**Table 4**

*Analysis and Test of the Intermediary Effect of Willingness to participate between Sports Learning Environment and Sports Learning Interest*

| | 1.Model 1 | 2.Mode 2 | 3.Mode 3 | VIF |
|---|---|---|---|---|
| Variables | Sports Learning Interest | Willingness to participate | Sports Learning Interest | |
| | Beta | Beta | Beta | |
| Independent Variables | | | | |
| Sports Learning Environment | 0.503*** | 0.501*** | 0.397*** | 1.364 |
| Intermediary Variables | | | | |
| Willingness to participate | | | 0.212*** | 1.404 |
| F Value | 87.376*** | 88.667*** | 81.365*** | |
| $R^2$ | .285 | .288 | .317 | |
| $\triangle R^2$ | .281 | .284 | .313 | |

Note: * means *P*<0.05, ** means *P*<0.01, *** means *P*<0.001

## 4. Conclusion and Discussion

### *4.1 Conclusions*

This study introduces willingness to participate as an intermediary variable to explore the relationship between the sports learning environment and the level of interest in sports learning. Through the analysis, the following conclusions were drawn: (1) Sports learning environment has a significant influence on the level of interest in sports learning. (2) Sports learning environment significantly affects willingness to participate. (3) Willingness to participate becomes a partial mediating between the sports learning environment and the level of interest in sports learning. Primary school students with a better sports learning environment have a higher willingness to participate. They will probably form a higher interest in sports learning. However, in the long run, by improving the sports learning environment and strengthening the willingness to participate, we can improve the level of primary school students' interest in sports learning.

### *4.2 Discussion*

Firstly, this study found, by examining the relationship between sports learning environment and the level of interest in sports learning, that they have a positive effect on each other, that is, there is a significant direct impact between the two that is consistent with the results of most studies. Hassandra et al. (2003) specified in their study that the environment is an important factor in generating interest. Chai and Lin (2019) made a comprehensive investigation and research on the interest of Chinese primary and secondary students in sports learning and implied that it is affected by the environment. Therefore, a good physical learning environment motivates primary school students with high physical learning interests, which is beneficial for primary school students to develop sports habits and enhance their physical health.

Secondly, the study found that a sports learning environment has a direct positive effect on willingness to participate, i.e., a good sports learning environment will improve students' willingness to participate in sports. This remains consistent with the results of several studies: Sallis (2001) showed that school environmental factors influence adolescents' motivation to participate in sports. The results of Yang et al. (2017) study indicated that the family sports environment influences the degree of students' participation in sports. Cui (2018) specified that the better the social sports environment, the more willing the community residents to participate in physical exercise. A good sports learning environment is also a "catalyst" for willingness to participate, since it increases the willingness of primary school students to participate in sports, helps them to take physical exercise consciously, and stay healthy.

Finally, one of the most important study findings is that the willingness to participate is an intermediary between the sports learning environment and the level of sports learning interest. It has an intermediary effect where the proportion of the intermediary effect to the total effect is 21.116%. This result shows that if the family, school, and society improve the sports learning environment and enhance the willingness of primary school students to participate in sports, it will promote their interest in it. This prompts us that schools, families, and society need to promote students' willingness to participate through other effective ways and increase their interest in sports learning. This would generate sports habits and promote healthy development.

## 5. Suggestions

Later, when doing work to improve primary students' physical health, we need to follow their interest in sports learning. It starts from promoting their willingness to participate in sports learning and creating a good sports learning environment to improve pupils' interest in sports learning and further improve their physical circumstances. According to the above research, the following suggestions are proposed to promote the interest of primary school students in sports learning.

Firstly, we have to value sports learning interests to enhance the willingness to participate in sports. Although primary school students are interested in learning, their interests are not long-lasting. Thus, we should focus on improving interest in sports learning to improve physical health. We can cultivate the willingness to participate in sports among primary school students by fully using the interaction of family environment, school environment, and social environment. Primary school students can actively participate in sports if their interest in sports inspires them. Therefore, in school physical education, teachers motivate students to join sports, activate the classroom atmosphere, so that students can experience the fun of sports learning. In the family environment, parents should actively encourage students to participate in sports. When time permits, parents and children can play sports together to stimulate children's enthusiasm. As for the social sports environment, the state should be more responsible in creating a strong social sports atmosphere.

Secondly, we need to create a good environment for sports learning needs to guarantee the continued development of interest in sports learning. The encouragement of interest in physical education learning is a good physical education learning environment. The development of the sports industry depends on the good sports infrastructure, and it contributes to the rapid formation and wide dissemination of sports culture. The rapid formation and wide dissemination of sports culture will create a good sports learning environment and ensure the continuous development of sports learning interests. Meanwhile, the maintenance of sports infrastructure and the timely maintenance of damaged sports infrastructure should be increased, which is necessary to ensure the normal development of social sports activities. Therefore, we can guarantee the normal progress of sports social activities and the continuous development of interest of students in sports learning. It helps increase the time of sports activities and enhance the physical health of primary school students.

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# The Influence of Occupational Pressure of Teachers in Xuzhou Urban Public Primary Schools on Occupational Happiness: Taking Psychological Capital as A Mediator

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**Abstract**

The research aimed to explore the impact of occupational pressure on occupational happiness of teachers in public primary schools in Xuzhou and applied psychological capital as a mediator variable to establish a research model. A questionnaire survey was conducted by convenience sampling to 159 teachers in public primary schools in Xuzhou. The research results found that there are significant differences in occupational happiness and psychological capital among teachers of different genders; there are significant differences in occupational stress, occupational happiness, and psychological capital among teachers of different ages; occupational pressure has a negative yet significant effect on occupational happiness; It also occurs negative impact on psychological capital; Furthermore, psychological capital will greatly impact occupational happiness positively, while having a mediating effect between occupational pressure and occupational happiness.

**Keywords**: Occupational Pressure; Occupational Happiness; Psychological Capital; Urban Public Primary Schools

## 1. Introduction

On July 24, 2021, China proposed a double reduction policy. The double reduction policy not only puts forward higher requirements for the education quality of schools and teachers in the compulsory education stage, but also puts forward higher requirements for the education quality of schools and teachers in the compulsory education stage (Zhang, 2014).

When a researcher communicated with primary school teachers around him, they found that many teachers by Liu (2021) were affected by different degrees of work pressure, and showed anxiety, fatigue, irritability, neurasthenia, and other phenomena at work, and even caused more serious problems. If teachers' occupational pressure is not taken seriously, it will inevitably have an impact on the development of education in our country.

In Blegen's (2010) survey, it was found that occupational stress has a significant impact on occupational happiness, especially at work. The research of Jin and Chen (2012) on the relationship between teachers' occupational stress and occupational happiness shows that the occupational stress represented by poor interpersonal relationships, mutual distrust, and high anxiety in the group can have a profound impact on teachers' performance. Personal health issues, and levels of happiness at work. According to Shi (2019), the research showed mediation effect model, psychological capital can be used as a mediating variable to indirectly affect the relationship between dependent variables and outcome variables. Shi (2019) primary school teachers' psychological capital has a mediating effect between occupational stress and occupational happiness, that is, teachers' occupational stress affects occupational happiness through psychological capital.

Based on the above research, this study explores the influence of occupational stress on teachers' occupational happiness in urban public primary schools under the double reduction policy, using psychological capital as an intermediary variable, hoping to reduce teachers' occupational stress and improve teachers' occupational happiness through research.

## 2. Literature Review

### *2.1 Teachers' Occupational Stress*

Caplan and Cobb (2008) believe that occupational stress refers to any feature of the work environment that poses a threat to an individual, and two types of occupational stress may threaten an individual: one is that needs cannot be met, and the other Insufficient resources to meet demand.

Kyriacou and Sutcliffe (2010) define the teacher's occupational stress and defines the teacher's occupational stress as an unpleasant and negative emotional experience, such as anger, anxiety, depression or loss, which are all caused by the teacher's occupation itself. This definition model essentially treats teacher occupational stress as a negative emotional experience, emphasizing that it arises from teachers' perception that their work situation poses a threat to their self-esteem or health.

Teachers' occupational stress is the application of the term stress in the field of educational scientific research, which refers to teachers' work-related reasons such as long working hours, heavy workload, excessive class size, It is an unpleasant negative emotional experience in which students' misbehavior leads to excessive physical and mental fatigue, nervousness, frustration, torture, etc.

### *2.2 Occupational Happiness*

Happiness is a subjective experience, including the cognitive level, emotional attitude and other aspects of happiness (Diener, 1982). Huang (2003) believes that teachers' professional happiness refers to the psychological and spiritual satisfaction and happiness that teachers obtain after educating and cultivating students through a series of labor such as education and teaching and achieving their ideal goals. Tan (2002) believes that the teaching profession is particularly special, and the teacher's labor object, labor method, and labor process determine the special value of teachers' professional happiness.

Therefore, teachers' professional happiness is defined as a pleasant subjective psychological experience for teachers to satisfy their own growth, emotions, needs, and values in the process of teaching and educating people.

### *2.3 Psychological Capital*

Hosen et al. (2003) believe that psychological capital is an internal psychological structure with persistence and stability. The research of Goldsmith (1997) and Tettegah (2002) regards psychological capital as a psychological characteristic that is formed early and has an important influence on the future. Avolio et al. (2004) believe that psychological capital is a combination of positive psychological states related to individual job performance and happiness index.

Luthans et al. (2005) believe that psychological capital is an important positive psychological ability of an individual, and a positive psychological state that has a positive impact on individual cognition and satisfaction. Of these views, Luthans' views are the most influential.

*2.4 Theoretical Basis and Variable Relationships*

According to Lazarus and Folkman's (1987) Transactional Theory, Karasek's (1979) job demand-control model, and other theories and models, when the individual perceives that the available resources and abilities cannot meet the needs of the job When there is a need, stress will arise, resulting in stress responses such as job burnout. A large number of studies have confirmed that occupational stress has a wide range of effects on individuals' physical and mental health, emotional state, life, and work satisfaction, and quality of life (Lazarus & Folkman, 1984), and physical and mental health is an important factor affecting occupational happiness (Diener & Folkman, 1984) so it can be inferred that occupational stress is an important factor affecting occupational happiness. Empirical research confirms the predictive effect of stress on happiness (Daniels & Guppy, 1994). Research on teacher groups also found that primary and secondary school teachers' occupational stress can negatively predict their subjective happiness (Horn et al., 2004). Stress includes three parts: stressor, stress response, and the interaction between stressor and stress response. This study uses the occupational stress response of teachers to reflect their stress status. This is consistent with the previous studies mentioned above. Bandura (2008) believes that self-efficacy, optimism, hope, and resilience (the four components of psychological capital) are important for managing and coping with occupational stress and improving happiness. Empirical studies have confirmed that the four components of psychological capital can help individuals better cope with negative stressful situations (Bandura, 2008), thereby improving happiness. Therefore, the following theoretical assumptions are made:

H1. There are significant differences between different genders in occupational stress, occupational happiness and psychological capital scales.

H2. There are significant differences in occupational stress, occupational happiness and psychological capital scales at different ages.

H3. The occupational stress of teachers in urban public primary schools in Xuzhou has a negative and significant impact on occupational happiness.

H4. The occupational stress of teachers in urban public primary schools in Xuzhou has a negative and significant impact on psychological capital.

H5. The psychological capital of teachers in urban public primary schools in Xuzhou has a positive and significant impact on occupational happiness.

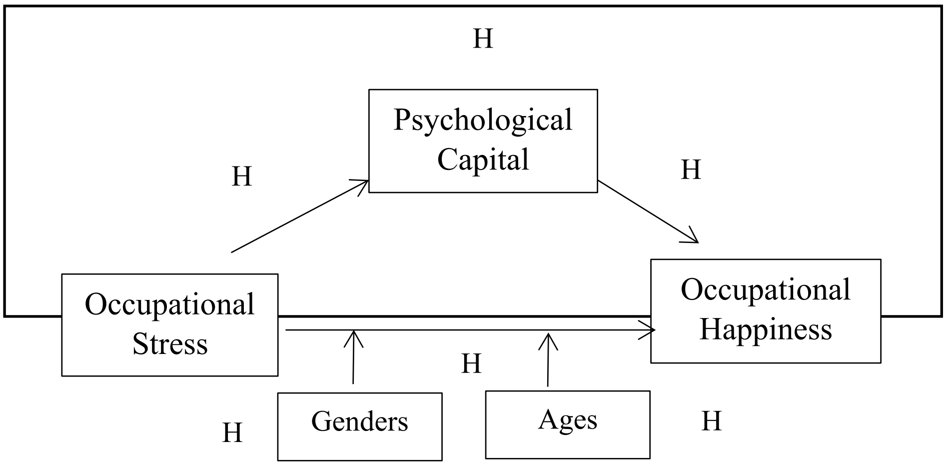
H6. The psychological capital of urban public primary school teachers in Xuzhou has a mediating effect between occupational stress and occupational happiness.

## 3. Method

*3.1 Research Framework*

A research framework was constructed according to the aforementioned hypotheses (Figure 1).

**Figure 1**
*Research Framework*




*3.2 Research Participants and Procedure*

This study used a questionnaire survey method. Compared with other research methods, the questionnaire method is more targeted and normative, it can measure a large number of respondents at the same time and collect a large amount of research data in a short period of time (Lu, 1993). In this study, teachers from three urban public primary schools in Xuzhou were selected as the research objects, and the method of convenience sampling was adopted. The staff of the human resources departments of the three schools sent the questionnaires to the WeChat group and called on teachers to fill in the questionnaires. A total of 180 questionnaires were filled in, and 159 questionnaires were valid.

*3.3 Research Instruments*

The occupational stress, occupational happiness, and psychological capital scales employed by this study are detailed as follows:

(1) Occupational Stress Scale
This study uses the scale compiled by Li et al. (2011) to measure the occupational stress of primary school teachers. Tested by Dong (2020), the α coefficient of the entire scale is 0.973, indicating that the data reliability of each dimension is good, and the KMO value is 0.950 and passed Bartlett's sphericity test with a significance level of 0.001, the scale has good reliability and validity.

(2) Occupational Happiness Scale
This research uses the "Primary Teachers' Happiness Questionnaire" compiled by Professor Hu (2015) as a tool. The teacher happiness scale mainly includes the structure and possible influencing variables of teachers' occupational happiness. The structure of teachers' occupational happiness refers to the four dimensions included in the survey, namely, professional identity, educational and teaching satisfaction, interpersonal harmony, and occupational situational comfort. There are 20 questions in this part. The reliability alpha coefficient of the scale is 0.828, the KMO value is 0.888, and the reliability and validity are good (Cheng, 2020).

(3) Psychological Capital Scale
The psychological capital scale in this study adopts the scale modified by Wen et al. (2009) on the items and structure of Luthans et al. (2007) psychological capital questionnaire. The scale contains 4 dimensions, namely hope, optimism, self-confidence, and resilience. Each dimension has 4 items, for a total of 16 items. This study used Likert 5-point scale. The Cronbach's alpha coefficient for this scale in this study was 0.955. Using AMOS24.0 for confirmatory factor analysis, the fitting results obtained are, 2/df=4.315, GFI=0.930, AGFI=0.904, IFI=0.955, CFI=0.955, NFI=0.904, TLI=0.946, RMSEA= 0.049, indicating that the scale has good reliability and validity.

## 4. Results

### *4.1 Reliability and Validity Analysis*

According to the research conclusion of Devellis (1991), when the questionnaire Cronbach's $\alpha>0.7$, it indicates that the reliability of the questionnaire is good and acceptable; when KMO>0.7, and The Bartlett spheroid test is significant, indicating that the questionnaire has good validity and can be accepted. Cronbach's$\alpha$of occupational stress questionnaire was 0.902, KMO was 0.845; Cronbach's$\alpha$of occupational happiness questionnaire was 0.872, KMO was 0.817; Cronbach's$\alpha$of psychological capital questionnaire was 0.955, KMO was 0.877. In conclusion, the questionnaires used in this study have high reliability and validity.

### *4.2 Analysis of Variance*

In this study, there is a significant difference between male teachers and female teachers in terms of occupational happiness, and female teachers' occupational happiness is higher than that of male teachers. There is a significant difference in psychological capital between male teachers and female teachers, and the psychological capital of female teachers is significantly different. The capital is greater than that of male teachers; therefore, suppose that H1 hold.

**Table 1**
*Difference analysis table for different genders in variables*

| Variable | Male (54) | | Female (105) | | *t* | *p* |
|---|---|---|---|---|---|---|
| | M | SD | M | SD | | |
| OS | 3.223 | 0.906 | 2.999 | 1.158 | 1.388 | 0.167 |
| OH | 3.322 | 0.397 | 3.561 | 0.726 | -2.684** | 0.008 |
| PC | 3.316 | 0.459 | 3.728 | 1.158 | -4.509*** | 0.000 |

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

Whether there are significant differences in occupational stress, occupational happiness, and psychological capital among teachers of different ages will be analyzed by means of the mean and ANOVA single-factor variance test. The age settings are divided into five groups, numbered A (20-25 years old), B (26-30 years old), C (31-35 years old), D (36-40 years old), E (41 years old and above). The results are shown in Table 2. Therefore, H2 will hold.

**Table 2**
*Difference analysis table for different ages in variables*

| Variable | A (6) | B (27) | C (66) | D (45) | E(15) | F | Comparison |
|---|---|---|---|---|---|---|---|
| OS | 4.413 | 3.541 | 3.458 | 2.504 | 1.661 | 23.990*** | A、B、C > D; A、B、C > E |
| OH | 2.700 | 3.100 | 3.388 | 3.793 | 4.340 | 57.120*** | E > A、B、C; D > A、B、C |
| PC | 3.250 | 3.138 | 3.414 | 3.908 | 4.337 | 18.159*** | E > B、C; D > B、C |

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

*4.3 Correlation Analysis*

In this study, the correlation analysis of occupational stress, occupational happiness, and psychological capital was carried out, and the pairwise correlation coefficients were 0.546-0.739, all of which were medium correlations, indicating that there was no collinearity problem. Further regression analysis can be done.

**Table 3**
*Correlation Analysis*

| Variable | OS | OH | PC |
|---|---|---|---|
| OS | 1 | -.668*** | -.546*** |
| OH | | 1 | .739*** |
| PC | | | 1 |

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

*4.4 Regression Analysis*

In this study, occupational stress, occupational happiness and psychological capital were analyzed by regression, and the results are shown in the table below, in Model 1, β=-.668, t=-11.249, p < 0.001, indicating that occupational stress can significantly negatively affect occupational happiness, that is, higher occupational pressure, lower occupational pressure, higher occupational happiness, so the study assumes H3; in Model 2, β=-.546, t=-8.164, p< 0.001, indicating that occupational pressure can significantly negatively affect psychological capital, that is, higher occupational pressure, the lower psychological capital, but lower occupational pressure, higher psychological capital, so the study assumes H4 is established; in Model 3, β=.739, t=13.749, p<0.001, indicating that psychological capital can significantly positively affect occupational happiness, that is, higher psychological capital, and lower occupational happiness, so the study assumes H5; in Model 4, β=-.377, t= -6.629, p<0.001 reaching significant and absolute value less than the value of occupational stress on occupational happiness in Model 1, while the value of mental capital on occupational happiness =.533, t=9.381 and the p<0.001 to significant, thus indicating that psychological capital has a partial mediation effect between occupational stress and occupational happiness, so the study presented in this study assumes H6 holds.

**Table 4**
*Regression Analysis*

| Variable | Model 1 | | Model 2 | | Model 3 | | Model 4 | |
|---|---|---|---|---|---|---|---|---|
| | OH | | PC | | OH | | OH | |
| | β | t | β | t | β | t | β | t |
| OS | -.668*** | -11.249 | -.546*** | -8.164 | | | -.377*** | -6.629 |
| PC | | | | | .739*** | 13.749 | .533*** | 9.381 |
| $R^2$ | .446 | | .298 | | .546 | | .646 | |
| Adj$R^2$ | .443 | | .294 | | .543 | | .641 | |
| F | 126.549*** | | 66.653*** | | 189.035*** | | 142.340*** | |

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

## 5. Discussion

The occupational pressure of teachers in urban public primary schools in Xuzhou City is at a medium level, with no significant difference, indicating that teachers in urban public primary schools in Xuzhou are equal to men and women at work, with a harmonious working environment and no adverse pressure. In terms of occupational happiness and psychological capital, both male and female teachers are at the upper-middle level, and female teachers are significantly higher than male teachers. This study believes that for the teaching profession, women can better meet their emotional needs than men realize one's own value, and produce a sense of pleasure.

There are significant differences in occupational stress, occupational happiness and psychological capital among teachers of different ages. Teachers of different ages have significant differences in occupational stress, occupational happiness, and psychological capital. In terms of occupational stress, teachers aged 20-35 are more stressed than teachers aged 36-40, and teachers aged 20-35 are more stressed than teachers aged 41 and above; in terms of occupational happiness, teachers aged 36-40 Teachers' occupational happiness is greater than that of teachers aged 20-35, teachers aged 41 and above are higher than teachers of 20-35 years of age; in terms of psychological capital, teachers aged 36-40 are higher than those of 26- 35-year-old teachers, 41-year-old and above teachers have higher psychological capital than 26-35-year-old teachers, 20-25-year-old teachers have higher psychological capital and 26-30-year-old teachers indicate that young people just entering the workplace have higher psychological capital.

The research results found that occupational pressure has a negative yet significant effect on occupational happiness; It also occurs a negative impact on psychological capital; Furthermore, psychological capital will greatly impact occupational happiness positively, while having a mediating effect between occupational pressure and occupational happiness.

Based on the above research results, this study puts forward suggestions: (1) Schools should establish more humane and multi-faceted evaluation standards to relieve teachers' professional pressure; (2) Improve the teaching environment, provide social security, and enhance the social image and quality of primary school teachers. Social support, reduce teachers' occupational pressure, and improve teachers' occupational happiness; (3) Set up staff mental health care lectures to improve teachers' psychological capital.

## 6. Research Limitations and Future Recommendations

The selection of subjects was not broad enough. Due to limited research time, location and funding, the study only selected primary school teachers as subjects to study the relationship between variables. There is no selection for domestic provinces, cities, and middle schools, so the study has certain limitations (Zhou, 2012). In future research, more grades can be selected to expand the research, the selection of samples can be expanded, and the research objects can be subdivided to make the research more comprehensive and the conclusion more objective.

The research methods need to be improved. The study only used the questionnaire survey method. Although the questionnaire survey method has the advantages of strong operation, its limitations cannot be ignored (Qin, 2011). In the future, more methods can be used. For example, the combination of qualitative and quantitative research methods can be used to carry out research. In addition to quantitative research using questionnaire analysis, qualitative research methods such as interview methods, field investigation methods, and observation methods can also be used. Research method to understand the deep thoughts of the subjects.

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# The Influence of Father's Education Attainment on College Students' Learning Engagement：The Mediating Role of Parent-Child Relationship

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**Abstract**

This study aims to explore the influence of fathers' educational attainment on college students' learning engagement in Ningbo, China. And the parent-child relationship is used as an intermediary variable to establish a research model. Convenience sampling was used to conduct a questionnaire survey, and students from a comprehensive university in Ningbo were selected as the research objects. The results of the study found that the father's education attainment significantly affected the learning engagement of college students, that is, the higher the father's education attainment, the higher the college student learning engagement. The education attainment of the father significantly affects the parent-child relationship, that is, the higher the education attainment of the father, the better the parent-child relationship. The parent-child relationship significantly affects the learning engagement of college students, that is, the better the parent-child relationship, the higher the college student learning engagement. The parent-child relationship has a significant intermediary effect between the father's education attainment and the college student's learning engagement.

**Keywords:** Father's Education Attainment, Learning Engagement, Parent-Child Relationship, College Student

## 1. Introduction

### *1.1 Study Background and Motivation*

Under the background of the rapid development of the scale of higher education in China and the deepening of popularization, the mechanism of access to higher education opportunities has attracted more and more attention. However, starting point of fairness in access to higher education opportunities is not the whole of fairness in higher education. fairness in higher education is an integrated concept, which is composed of fairness of starting point, fairness of process, and fairness of results, and takes fairness of opportunity as the logical basis to gradually realize the expansion of process fairness and result fairness. (Gao & Song, 2017)

Colleges and universities have their own operating logic, which is a relatively independent relationship field, which can examine the impact of differences in family cultural capital in the process of college students' "admission", "presence" and "departure" (Pan & Yang, 2019). However, most of the academic concerns are the fairness of the starting point when college students "admission", that is, the impact of family cultural capital on access to higher education opportunities (Wang & Jiao, 2016; Li & Lu, 2015; Wu, 2013; Wei, 2017; Xie & Wang, 2006; Yan & Wang, 2012), there is not enough attention to the relationship between family cultural capital and the "presence" learning process of college students after entering college. In the field of Higher Education in China, even if the inferior class successfully obtains higher education opportunities and escapes the elimination of "admission", after entering the university, the upper-class families pay more attention to the education of their children than the lower class families, and often realize the differentiation and stratification in the university field through the "hidden" exclusion of cultural capital (Pan & Yang, 2019). Therefore, access to higher education opportunities is not the end of the effectiveness of family cultural capital, and the academic performance of college students during school may still be affected by family cultural capital.

The higher the educational attainment of parents, the more objective and rational they are to see problems and deal with things, more able to respect others, pay attention to the inner feelings of others, and can combine the physiological and psychological characteristics of children, adopt a more scientific attitude and appropriate methods to raise their children; at the same time, due to the influence of cultural level, status, and surrounding environment, they may have higher and stricter requirements for their children in all aspects, giving their children the impression of excessive interference; and parents with low education attainment, because of their limited knowledge and susceptibility to feudal traditional concepts, rely more on their own experience, don't respect their children enough, simple and rude handling of things, parental style or unprincipled blind doting (Song et al., 2004).

Study by Noack & Puschner (1990) shows that children who are constantly subjected to father indifference, rejection, or excessive manipulation can create a sense of estrangement between parents and children. In the family environment with a good parent-child relationship, it will lead to a high degree of individual learning engagement, while a family environment with control, contradiction, and poor parent-child relationship will easily lead to low learning engagement of individuals (Liu, 2016).

Studies have shown that whether a child receives higher education is significantly positively influenced by the educational attainment of their parents (Hou et al., 2008). Among them, the father's cultural level and family political capital will significantly affect the years and quality of education of future generations (Li, 2003). Sun and Yan (2015) found that children's educational opportunities at the higher education stage were greatly affected by their father's educational background, while the educational opportunities at the compulsory education and high school stages of children's younger years were more affected by the mother's educational background after using CEPS data.

Therefore, by investigating the level of learning engagement of college students during school, analyzing how the father's education attainment affects college students' learning engagement, using the parent-child relationship as an intermediary variable, in order to arouse people's attention to the academic performance of college students in school and optimize the learning experience of college students and provide guidance and reference for family education.

## 2. Literature Review

### *2.1 Father's Educational Attainment*

The Census Bureau defines educational attainment as the highest level of education completed by an individual, usually recognized by the State and issued with the corresponding academic certificates. It is mainly divided into primary school, junior high school, high school, junior college, undergraduate, master's, and doctoral students. Since the income and occupation of children and adolescent groups cannot be assessed in the three measures of family socioeconomic status (income, educational attainment, and occupation), the educational attainment of fathers in children and adolescents is often used as a common indicator to measure the socioeconomic status of children. (Ganzach, 2000; Pang et al., 2013).

The father's educational attainment is closely related to the parenting style. Lareau (2003) found an interesting finding in the study that fathers with higher education were more likely to interact and play with their children, make reasonable demands during the interaction, and have restrictions on the child's behavior, but listen carefully and respect the child's opinion. The reason is that fathers with middle and higher education are more inclined to an authoritative parenting style, which fosters a sense of entitlement in children by controlling organized activities, encouraging children in many ways, and discussing with them, which plays an active role in children's education and development. Less educated fathers are more likely to issue orders to their children in their interactions with their children, demanding that their children obey them unconditionally. This is because fathers from families with lower education attainment prefer authoritarian parenting, leading to a sense of bondage in their children.

In this study, the educational attainment of fathers is the highest level of education completed by individuals and is also a common indicator of the socio-economic status of children (Ganzach, 2000), mainly divided into primary school, junior high school, high school, junior college, undergraduate, master's, and doctoral students.

### *2.2 Learning Engagement*

Schaufeli et al. (2002) draw on the theory of job involvement in organizational behavior to propose the concept of learning engagement. He believes that students' learning engagement is like the job involvement of adult individuals, attracted by tasks, and willing to invest in it with a positive and enthusiastic attitude, which also reflects students' learning attitudes. Therefore, learning engagement is a process of continuous and stable action on learning with positive cognition, behavior, and high emotional emotions. And Fredricks et al. (2004) believe that learning engagement is a state of learning characterized by three dimensions: vitality, dedication, and concentration. Vitality is usually described as a person full of vitality, as a performance feature of learning engagement, here refers to the process of learning, thoughts, and behaviors are very positive and active like to challenge difficult tasks, and always keeps full of energy. Dedication means that a person thinks that learning is a sense of happiness, and is committed to learning with full enthusiasm, being able to face challenges head-on, full of confidence, and being proud of it. Concentration refers to a state in which an individual devotes a lot of energy to learning during the learning process and feels happy and joyful about it. Based on their own research, other scholars have proposed a definition of learning engagement that is different from Schaufeli et al. (2002). Fredricks et al. (2004) operationally defined it from three aspects of behavior, cognition, and emotion, and Flynn (2014) believes that learning engagement mainly emphasizes the learner's engagement and concentration in the learning process. Chinese scholar Qiao (2006) defines learning engagement as the degree of involvement of individual behavior in learning situations and the quality of emotional experience, including two dimensions: behavior and emotion.

This study defines learning engagement as a unity formed by the interaction and influence of three dimensions of behavior, emotion, and cognitive engagement, and defines learning engagement as an individual's active participation and deep thinking in the learning situation, facing challenges and difficulties Vibrant with positive emotional experiences in the learning situation (Zhang, 2012).

At present, most of the domestic scholars in the study of learning engagement follow the definition of foreign scholars. In this study, the definition of learning engagement by Schaufeli et al. (2002) is adopted, that is, learning engagement refers to the learning state characterized by vitality, dedication, and concentration.

### *2.3 The Parent-Child Relationship*

The parent-child relationship is one of the interpersonal relationships in the family, when the husband and wife have children, the relationship between father and son, mother and child is formed, that is, the parent-child relationship. In psychology, the parent-child relationship refers to the mutual relationship between parents and children (Zhang, 2012). Wang and Feng (2006) define the parent-child relationship as based on blood and common life, the interaction between parents and children in daily life constitutes an interpersonal relationship, and this definition adds a two-way relationship between parents and children, which is more rigorous and reasonable. In the formation of the parent-child relationship, the most important thing is to rely on both blood relations and legal relations, blood relationship refers to the relationship between parents and their own biological children, and legal parent-child relationship, general lack of blood relations, such as the adoption of children (Meng et al. 1998).

Chen (2009) believes that the parent-child relationship is a two-way interpersonal relationship between parents and children, which will change with the growth of children, which is a continuous process, and children will also have complex changes from dependent on their parents to mature development. Chen (2009) also believes that the parent-child relationship is a kind of interpersonal relationship between parents and children in family life, which affects each other emotionally, psychologically, and behaviorally, and the parents’ behavior and attitudes will affect the behavior of the children, and the same way, the children’s reactions will also affect the parents’ behavior and attitudes.

In this study, Chen (2009) definition of the parent-child relationship is adopted, that is, the parent-child relationship is a kind of interpersonal relationship between parents and children in family life, which affects each other emotionally, psychologically, and behaviorally, and the parents’ behavior and attitudes will affect the behavior of the children, and the same way, the children’s reactions will also affect the parents’ behavior and attitudes.

### *2.4 Theoretical Basis - Intergenerational Transmission Theory*

The concept of intergenerational transmission comes from the study of class inheritance and status acquisition (Ding, 2010). Intergenerational transmission refers to the flow of social status between generations, mainly to study the change rule, inheritance mode, and transmission mechanism of social status between fathers and children, (Wei, 2017) that is, the phenomenon that children accept and inherit their parents’ ideological concepts, behavioral abilities, and development results. Intergenerational transmission in education is a form of intergenerational transmission, which can be understood as the process of transferring the education attainment of parents to the output of their children's education, and parents with higher educational levels are easier for their children to obtain good education attainment through the intergenerational transmission mechanism (Zeng, 2017). Family education attainment is a predictor of this study, which is an important component of family cultural capital. Family cultural capital is based on the concept of cultural capital. After excluding the influence of economic location and social origin, students from more cultured families not only have higher academic success rates but also show different types and ways of cultural consumption and cultural expression than those of students from other families in almost all fields. Parents' years of schooling can be a good reflection of family cultural capital because parents with higher education attainment can often provide more cultural capital to their children than parents with lower educational attainment, which helps to improve children's learning ability and educational aspirations (Coleman, 1966). Between the family and the individual, the parent-child relationship also plays a great role. In the family environment with a good parent-child relationship, it will lead to a high degree of individual learning investment, while a family environment with control, contradiction, and poor parent-child relationship will easily lead to low learning investment of individuals (Liu, 2016).

Therefore, this study proposes four theoretical assumptions:

H1: The father's education attainment significantly affected the learning engagement of college students, that is, the higher the father's educational attainment, the higher the college student's learning engagement.

H2: The education attainment of the father significantly affects the parent-child relationship, that is, the higher the educational attainment of the father, the better the parent-child relationship.

H3: The parent-child relationship significantly affects the learning engagement of college students, that is, the better the parent-child relationship, the higher the college student learning engagement.

H4: The parent-child relationship has a significant intermediary effect between the father's educational attainment and the college student's learning engagement.

## 3. Research Methodology

### *3.1 Subjects*

This study selected students from a comprehensive university in Ningbo city as the study object. The selected university is the first batch of world-class discipline construction universities in China and the first batch of key construction universities in Zhejiang Province, and is the most famous comprehensive university in Ningbo, with high representativeness. This study adopts a convenient sampling method, and the use of the questionnaire survey method is due to its strong purpose, high degree of standardization, the ability to 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, 1993). Gorsuch and McPherson (1989) believe that in terms of the number of formal questionnaire respondents, it is recommended that the number of samples is at least five times the number of questions in the largest number of questions and that it should be greater than one hundred as a principle. In this study, the scale of the largest number of questions is the learning engagement scale, a total of 17 questions, ten times the number of 170 copies, considering that there will be invalid questionnaires, a total of 330 questionnaires were distributed, and 294 valid questionnaires were recovered.

*3.2 Research Tools*

Using the *Learning Engagement Scale* compiled by Schaufeli et al. (2002), which has been revised by domestic scholars, studies have proved that the scale has high reliability and validity in measuring adolescent learning engagement. Learning engagement includes three dimensions of vitality, dedication, and concentration, with a total of 17 items. Using the five-point Likert Scales method (1 = very non-conforming, 5 = very consistent), no reverse scoring, the higher the score, the higher the student's level of learning engagement. The Cronbach's α coefficient for this scale in this study is 0.955. AOS24.0 was used for validation factor analysis, and the fitting results were 2/df=4.315, GFI=0.930, AGFI=0.904, IFI=0.955, CFI=0.955, NFI=0.904,TLI=0.946, RMSEA=0.049, indicating that the reliability and validity of the scale is good.

In this study, the parent-child relationship of college students is measured by Shi (2004) according to the parent-child relationship evaluation scale compiled by 0lson et al. in 1979, which is more in line with China's national conditions. This scale measures the degree of affinity of fathers and consists of 10 items on a 5-point scale, 1-5, indicating almost never-almost always, of which items 3, 4, 8, and 9 are reverse scales. The higher the score, the better the parent-child relationship, the scale reliability is 0.82, and its internal consistency coefficient score is 0.7944. The study is judged by the average number of father scale scores, with higher scores indicating better parent-child relationships. The Cronbach's α coefficient for this scale in this study is 0.739.

## 4. Research Findings

*4.1 Scale Reliability and Validity Analysis*

The Educational Attainment Scale of this study was measured using the grading criteria of Ganzach (2000); the Learning Engagement Scale was measured using Schaufeli et al. (2002) measure students' learning engagement; the parent-child relationship scale uses the parent-child relationship scale adapted by Shi et al. (2004) to measure students. By using the statistical analysis software SPSS for reliability and validity analysis, the results show that the overall Cronbach's α of each scale is greater than 0.7, the KMO is greater than 0.5 and the Bartlett spherical test is significant, the average variation extraction is greater than 0.5, and the combined reliability is greater than 0.7, indicating that the model fit is good, so the reliability and validity of this questionnaire is good.

**Table 1**
*Reliability Analysis Table*

| Variable | Cronbach's α | KMO | Bartlett spherical test |
|---|---|---|---|
| Education attainment | 0.897 | 0.725 | Significant |
| Variable | Cronbach's α | KMO | Bartlett spherical test |
| Learning engagement | 0.903 | 0.759 | Significant |

| | | | |
|---|---|---|---|
| Parent-child relationship | 0.915 | 0.803 | Significant |

Source: This study is self-organized

*4.2 Descriptive and Correlation Analysis*

The educational attainment scoring method used in this study was measured by the seven-point Likert scale, and the learning engagement and parent-child relationship were measured by the five-point Likert scale. Through the analysis of the collected data, the average score of “educational attainment” is 4.180, SD= 1.731, which is at the middle and higher level; the average score of “learning engagement” is 3.510, SD=1.096, which is at the middle level; and the average score of “the parent-child relationship” is 3.722, SD= 0.839, which is at the middle level.

In terms of the specific correlation between educational attainment, learning engagement and parent-child relationship, the correlation analysis of the father’s educational attainment, learning engagement, and the parent-child relationship was carried out. The analysis results were shown in the table. The results showed that educational attainment was correlated with learning engagement ($r = .534$, $p<.001$), so it can be shown that there is a significant positive correlation between educational attainment and learning engagement. Educational attainment is correlated with the parent-child relationship ($r =.541$, $p<.001$), so it can be shown that there is a significant positive correlation between educational attainment and the parent-child relationship. The parent-child relationship is correlated with learning engagement ($r =.682$, $p<.001$), so it can be shown that there is a significant positive correlation between the parent-child relationship and learning engagement.

**Table 2**
*Correlation Analysis Table（N=294）*

| Variable | | *SD* | Education attainment | Learning engagement | Parent-child relationship |
|---|---|---|---|---|---|
| Education attainment | 4.180 | 1.731 | 1 | | |
| Learning engagement | 3.510 | 1.096 | .534*** | 1 | |
| Parent-child relationship | 3.722 | 0.839 | .541*** | .682*** | 1 |

Source: This study is self-organized

*4.3 Regression Analysis*

This section will verify the relationship between the influence of education attainment and learning engagement, the relationship between education attainment and parent-child relationship, the parent-child relationship and learning engagement, and the mediating role of parent-child relationship between education attainment and learning engagement, and will use linear regression analysis to operate, and the results of the study are shown in the table:

In terms of the relationship between educational attainment and learning engagement, the results show that educational attainment can significantly positively affect learning engagement (β=.613, p<.001), indicating that the hypothesis H1 is true. In terms of the relationship between education attainment and parent-child relationship, the results show that education attainment can significantly positively affect parent-child relationship (β=.541, p<.001), indicating that the hypothesis H2 is true. In terms of the influence between parent-child relationship and learning engagement, the results show that parent-child relationship can significantly positively affect learning engagement (β=.708, p<.001), indicating that the hypothesis H3 is true. In terms of verifying the mediating role of parent-child relationship in education attainment and learning engagement, the results show that parent-child relationship has a significant mediating role between the father's education attainment and learning engagement (β=.532, p<.001), and the regression coefficient of education attainment for learning engagement in mode 4 is less than the regression coefficient of education attainment for learning engagement in mode 1, so it shows that parent-child relationship plays a part of the mediating role in education attainment and learning engagement, indicating that H4 is true.

**Table 3**
*Regression Analysis Table (N=294)*

| Variable | Model 1 Learning engagement | | Model 2 Parent-child relationship | | Model 3 Learning engagement | | Model 4 Learning engagement | |
|---|---|---|---|---|---|---|---|---|
| | β | *t* | β | | β | *t* | β | *t* |
| Education attainment | .613 | 7.603*** | .541 | 6.305*** | | | .325 | 4.095*** |
| Parent-child relationship | | | | | .708 | 9.812*** | .532 | 6.688*** |
| $R^2$ | .376 | | .293 | | .501 | | .576 | |
| Adj$R^2$ | .369 | | .285 | | .496 | | .567 | |
| F | 57.810*** | | 39.747*** | | 96.283*** | | 64.435*** | |

Note: 1. ***, *p* <0.001. *β is a normalized regression coefficient.*

Source: This study is self-organized

## 5. Conclusions and Implications

The education attainment of fathers in Ningbo City, China is at a medium and high level, indicating that Ningbo has a high level of education, the level of college students' learning engagement is at a medium level, the learning engagement of college students should be increased, and the parent-child relationship is also at a medium level, and exchanges with parents and children should be strengthened.

The results of the study found that the father's education attainment significantly affected the learning engagement of college students, that is, the higher the father's education attainment, the higher the college student learning engagement. The education attainment of the father significantly affects the parent-child relationship, that is, the higher the education attainment of the father, the better the parent-child relationship. The parent-child relationship significantly affects the learning engagement of college students, that is, the better the parent-child relationship, the higher the college student learning engagement. The parent-child relationship has a significant intermediary effect between the father's education attainment and the college student's learning engagement.

There are still many people in society who face obstacles to their education from themselves, families, and society, and according to the theory of intergenerational transmission, it is difficult for them to obtain fair educational opportunities, be treated equally, and achieve equal educational results. Due to the lack of education, many people are unable to enjoy the benefits of modern social development, thus limiting the opportunities for improvement in their life situation. This phenomenon is the social inequity caused by educational inequities. Therefore, it is necessary for the Government to facilitate the enrolment of children from low education attainment families and to give more attention and support to schooling. In view of the backward education methods and concepts of parents in low-education families, schools can use lectures, training meetings and other methods to train parents in need.
Secondly, this study found that the parent-child relationship plays a positive guiding role in the father's education attainment and the college student's learning engagement, and the purpose of strengthening the parent-child relationship is to improve the level of college students' learning engagement, improve the learning efficiency, and successfully complete their studies. This will have a good impact on the education of future generations, thus carrying out a virtuous circle.

The selection of subject was not extensive enough. Due to the limited time, place, and funding of the study, only one language university student was selected as the subject, and the relationship between the variables was studied. There is no choice for other language universities in China, so the study has certain limitations (Zhou, 2012). In future study, more language universities can be selected to expand the research, and the selection of samples can be expanded, so as to subdivide the research objects, so that the study is more comprehensive, and the conclusions are more objective.

The method of the study needs to be improved. The study only adopted the questionnaire survey method, and although the questionnaire survey method has the advantages of strong operability, the limitations cannot be ignored (Qin, 2011). In the future, more methods can be used, such as study methods, and the combination of qualitative and quantitative study methods can be used to carry out study, and while using questionnaire analysis for quantitative study, qualitative study methods such as interview method, field investigation method, and observation method can also be used to understand students' in-depth ideas.

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# Analysis of the Influence of College Students' Online Learning Self-efficacy and Teacher-Student Interaction on Learning Satisfaction

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**Abstract**

In this paper, in order to probe into the influence of online learning self-efficacy and teacher-student interaction on college students' learning satisfaction, under the guidance of the constructivist learning theory, an investigation was conducted among the 465 undergraduates from two universities in North China who participated in online learning by adopting the method of questionnaire on learning self-efficacy. It was shown from the results that there was a significant positive correlation among the college students' online learning self-efficacy, teacher-student interaction and learning satisfaction; the college students' online learning self-efficacy had a significant positive predictive effect on the learning satisfaction; the teacher-student interaction had a significant positive predictive effect on the learning satisfaction during the college students' online learning process. This conclusion is helpful to understand the mechanism of college students' self-efficacy and teacher-student interaction on learning satisfaction, which provided practical and feasible support for the normalization and smooth development of online learning.

**Keywords:** College Students, Online Learning, Self-efficacy, Teacher-Student Interaction, Learning Satisfaction

## 1. Introduction

With the rapid development of information technology such as mobile Internet, online learning activities have emerged. It was shown in the 44th China Statistical Report on Internet Development (2019) that as of June 2019, the online learning users in China accounted for 27.2% of the total number of Internet users. During the prevention and control of COVID-19, 32,400,000 teachers and students in China were involved in classes in the form of "online teaching" (Huang et al., 2020). Online learning, as a new learning method, has broken through the limitations of time, space and place, and plays an important role in achieving the sharing of education resources and the promotion of education equity (Lin, 2014). However, with the constant development of online learning, many problems such as unsatisfactory learning experience and learning effects (Wang et al., 2020) and low learning satisfaction have been gradually exposed (Deng & Benckendorff, 2017; Hew & Cheung, 2014), and online teaching met the unprecedented challenges (Cai et al., 2020).

## 2. Literature Review

The learning satisfaction of college students is a realistic indicator to measure the teaching level of colleges and compare the quality among colleges (Zhou Yan et al., 2020). It is the overall perception of the educational process by the students against their preconceived expectations and one of the important indicators to measure the higher education organizations and their management (Wen, 2019). The difficulties met by the students in the process of online learning may be the lack of self-efficacy in online learning (Liu et al., 2019).

According to the viewpoints of constructivist learning theory, learning is a process for the learners to actively construct meaning in the process of social interaction with others based on their previous knowledge and experience (Vygotsky, 1978; Chen et al., 1998). Yang (2014), Chen (2016), Cheng et al., (2019), Zhu (2020) and other scholars believed that the interaction between the learners and teachers and the classroom exchanges and interaction among the students had a significant impact on the learners' satisfaction. The student-student interaction is significantly reduced in the process of online learning, but the teacher-student interaction remains at a high level (Yukselturk & Yildirim, 2019).

In conclusion, under the guidance of the constructivist learning theory, the mechanism affecting the learning satisfaction in online learning process has been further revealed in this study from the perspective of self-efficacy and teacher-student interaction, and through analyzing the correlation between college students' online learning self-efficacy, teacher-student interaction and learning satisfaction, and investigating the predictive effects of online learning self-efficacy and teacher-student interaction on learning satisfaction, so as to provide assistance for the effective implementation of online learning among the college students.

## 3. Research Methods

### *3.1 Testees*

This study adopted the convenience sampling method to select the undergraduate students from two universities in North China as the research objects. Affected by the epidemic situation, 502 questionnaires were obtained in the form of WJX.CN. After excluding the 29 questionnaires that did not participate in the online course learning and 8 invalid questionnaires, 465 effective testees participating in the online course learning were obtained, with a questionnaire return rate of 92.63%. Among them, there were 150 males (32.3%) and 315 females (67.7%); 216 freshmen (46.5%), 47 sophomores (10.1%), 123 juniors (26.5%) and 79 seniors (17.0%); 97 only children (20.9%) and 368 non-only children (79.1%).

### *3.2 Research Tools*

#### *3.2.1 Questionnaire on Self-Efficacy*

The scale is based on the learning self-efficacy scale compiled by Liang and Zhou (2000) of Central China Normal University. With reference to the relevant dimensions of learning self-efficacy questionnaire compiled by Pinirich and DeGroot (1990), the scale divides the academic self-efficacy into two independent dimensions: self-efficacy for learning ability and self-efficacy for learning behavior. Each dimension has 11 questions, and there are a total of 22 questions. Using Likert's five-point scoring standard, 1-5 points are scored from "highly disagree" to "highly agree" respectively. The higher the score, the higher the sense of self-efficacy. The sum of the scores of the 22 questions is the total score of learning self-efficacy. In this study, the internal consistency coefficient Cronbach's α of two dimensions in the scale is 0.966 and 0.965 respectively, and the internal consistency coefficient Cronbach's α of the total scale is 0.981.

*3.2.2 Questionnaire on Teacher-Student Interaction*

It adopts the questionnaire on teacher-student interaction in online learning compiled by Jia (2014). In the questionnaire, it mainly evaluates the degree of teacher-student interaction that the learners felt in the online learning process from the seven aspects: interaction mode, interaction frequency, interaction emotion, interaction content, interaction depth, interaction time and interaction motivation. The questionnaire contains 21 questions. It adopts Likert's five-point scoring standard, and 1-5 points are scored from "highly disagree" to "highly agree" respectively. The higher the score, the higher the level of teacher-student interaction. In this study, the internal consistency coefficient of the scale Cronbach's α=0.975.

*3.3.3 Questionnaire on Learning Satisfaction*

In this study, as learning satisfaction is defined as a subjective and holistic feeling of the individual, A direct measurement method is used in this study for conducting the measuring by asking "In general, are you satisfied with your current learning situation?" based on the previous study (Zhang, 2005). The questionnaire adopts 5-point scale, which ranges from "highly dissatisfied" to "highly satisfied", and the satisfaction level rises in turn, among which, 1 indicates "highly dissatisfied" and 5 indicates " highly satisfied". The interviewees shall make their own choices based on their own feelings.

*3.3 Data Processing*

Various measurement tools are designed and published through a special questionnaire website. SPSS is adopted for data analysis which involves the following statistical methods of descriptive statistics, t-test, Pearson correlation analysis, regression analysis etc.

## 4. Research Results

*4.1 Common Method Deviation Test*

As the variable data involved in this research are all provided by the same group of interviewees, measures such as anonymous questionnaire survey and reverse scoring etc. are adopted to avoid common method deviation. After data retrieval, Harman exploratory factor analysis method is used to detect the extent to which the common method deviates. Exploratory factor analysis involves 6 factors, among which, the interpretation rate of the first factor is 28.32%, less than the critical value of 40%, indicating that no severe common method deviation occurs to the data in this research (Xiong et al., 2012).

*4.2Current Situation of College Students' Online Learning Self-Efficacy, Teacher-Student Interaction and Learning Satisfaction*

The online learning self-efficacy scale ranges from "highly disagree to highly agree" and each item is scored on a 1 - 5 scale, while 3 is the intermediate value. According to Table 1, the score (3.77) of college students' online learning self-efficacy is greater than 3-the intermediate value, which indicates the level above the average.

**Table 1**
*General Description of Online Learning Self-Efficacy*

| Dimension | Min | Max | M | SD |
|---|---|---|---|---|
| Self-efficacy of learning ability | 2.00 | 5.00 | 3.77 | 0.657 |
| Self-efficacy of learning behavior | 2.00 | 5.00 | 3.76 | 0.663 |
| Total score of self-efficacy | 2.00 | 5.00 | 3.77 | 0.646 |

The teacher-student interaction scale ranges from "highly disagree to highly agree" and each item is scored on a 1 - 5 scale, while 3 is the intermediate value. According to Table 2, the teacher-student interaction score (3.78) is greater than 3-the intermediate value, which indicates the level above the average.

**Table 2**
*General Description of Teacher-Student Interaction*

| Dimension | *Min* | *Max* | *M* | *SD* |
|---|---|---|---|---|
| Interaction mode | 1.33 | 5.00 | 3.75 | 0.685 |
| Interaction frequency | 2.00 | 5.00 | 3.72 | 0.686 |
| Interaction mood | 1.67 | 5.00 | 3.93 | 0.714 |
| Interaction content | 1.67 | 5.00 | 3.76 | 0.766 |
| Interaction depth | 1.67 | 5.00 | 3.77 | 0.787 |
| Interaction time | 1.67 | 5.00 | 3.78 | 0.746 |
| Interaction motivation | 2.00 | 5.00 | 3.78 | 0.708 |
| Total score of teacher-student interaction | 1.90 | 5.00 | 3.78 | 0.651 |

The learning satisfaction scale ranges from "highly dissatisfied to highly satisfied" and each item is scored on a 1 - 5 scale, while 3 is the intermediate value. According to Table 3, the score of learning satisfaction (3.80) is greater than 3-the intermediate value, which indicates the level above the average.

**Table 3**
*Overall Description of Learning Satisfaction*

| Dimension | *Min* | *Max* | *M* | *SD* |
|---|---|---|---|---|
| Learning satisfaction | 2.00 | 5.00 | 3.80 | 0.811 |

According to Table 4, in terms of gender, the online learning self-efficacy (3.913) of male students is significantly higher than online learning self-efficacy (3.696) of female students, of which, $P < 0.001$, which is statistically significant; The score of teacher-student interaction (3.862) and learning satisfaction (3.850) of male students are higher than teacher-student interaction (3.746) and learning satisfaction (3.780) of female students, but this is not statistically significant.

**Table 4**
*Differences in Online Learning Self-Efficacy, Teacher-Student Interaction and Learning Satisfaction by Gender*

| Dimension | Male (*n*=150) | | Female (*n*=315) | | *t* | *p* |
|---|---|---|---|---|---|---|
| | *M* | *SD* | *M* | *SD* | | |
| Self-efficacy of online learning | 3.913 | 0.692 | 3.696 | 0.612 | 3.424 | 0.001 |
| Teacher-student interaction | 3.862 | 0.707 | 3.746 | 0.620 | 1.810 | 0.071 |
| Learning satisfaction | 3.850 | 0.817 | 3.780 | 0.809 | 0.777 | 0.438 |

According to Table 5, the scores of online learning self-efficacy (3.816), teacher-student interaction (3.817) and learning satisfaction (3.860) of college students who are only-child are higher than those of online learning self-efficacy (3.753), teacher-student interaction (3.775) and learning satisfaction (3.790) of college students who are non-only-child, but this is not statistically significant.

**Table 5**
*Differences of Online Learning Self-Efficacy, Teacher-Student Interaction and Learning Satisfaction between Only-Child and Non-Only-Child*

| Dimension | Only child ($n$=97) | | Non-only child ($n$=368) | | $t$ | $p$ |
|---|---|---|---|---|---|---|
| | M | SD | M | SD | | |
| Self-efficacy of online learning | 3.816 | 0.638 | 3.753 | 0.648 | 0.848 | 0.397 |
| Teacher-student interaction | 3.817 | 0.679 | 3.775 | 0.644 | 0.571 | 0.568 |
| Learning satisfaction | 3.860 | 0.790 | 3.790 | 0.817 | 0.701 | 0.484 |

*4.3 Correlation Analysis of Online Learning Self-Efficacy, Teacher-Student Interaction and Learning Satisfaction of College Students*

Pearson correlation analysis method is used to investigate the extent to which the college students' online learning self-efficacy, teacher-student interaction and learning satisfaction are correlated. According to Table 6, it shows the positive correlation among three variables of the online learning self-efficacy, teacher-student interaction and learning satisfaction of college students. Specifically: A significant and positive relationship exists between online learning self-efficacy and teacher-student interaction ($r=0.728$, $p<0.001$); A significant and positive relationship exists between Online learning self-efficacy and learning satisfaction ($r=0.732$, $p<0.001$); A significant and positive relationship exists between teacher-student interaction and learning satisfaction ($r=0.672$, $P < 0.001$). It indicates that there is the possibility of further analyzing the relationship between the variables. The correlation coefficient is 0.672 - 0.732, indicating the correlation level of below average, so there is no collinearity problem.

**Table 6**
*Correlation Analysis of Online Learning Self-Efficacy, Teacher-Student Interaction and Learning Satisfaction (N=465)*

| | Self-efficacy of online learning | Teacher-student interaction | Learning satisfaction |
|---|---|---|---|
| Self-efficacy of online learning | 1 | | |
| Teacher-student interaction | $0.728^{***}$ | 1 | |
| Learning satisfaction | $0.732^{***}$ | $0.672^{***}$ | 1 |

Note: *$p$<0.05, **$p$<0.01, ***$p$<0.001.

*4.4 Analysis of the Influence of College Students' Online Learning Self-Efficacy and Teacher-Student Interaction on Learning Aatisfaction*

To further investigate the predictive effect of online learning self-efficacy and teacher-student interaction on learning satisfaction, by setting online learning self-efficacy and teacher-student interaction as independent variables, setting learning satisfaction as dependent variable, and setting gender and whether students are only-child as control variables, Enter method is adopted to analyze and check the predictive effect of online learning self-efficacy and teacher-student interaction on learning satisfaction of college students. According to regression analysis results (Table 7), the college students' online learning self-efficacy has a significant and positive predictive effect on learning satisfaction (β= 0.580, $p$<0.001), and teacher-student interaction has a significant and positive predictive effect on learning satisfaction (β = 0.198, $p$ < 0.001). Collinearity diagnosis indicates VIF < 10, so it can rule out the existence of multicollinearity.

**Table 7**
*Regression Analysis of the Influence of Online Learning Self-Efficacy and Teacher-Student Interaction on Learning Satisfaction*

| Variables | Beta | *t* | Tolerance | VIF |
|---|---|---|---|---|
| Self-efficacy of online learning | 0.580 | $10.338^{***}$ | 0.307 | 3.256 |
| Teacher-student interaction | 0.198 | $3.555^{***}$ | 0.313 | 3.198 |
| Value F | | $143.669^{***}$ | | |
| $R^2$ | | 0.555 | | |
| Adj $R^2$ | | 0.552 | | |

Note: 1. *$p$<0.05, **$p$<0.01, ***$p$<0.001; 2. Gender is a control variable, male = 1, female = 0; Whether the students are only child is a control variable, yes = 1, no = 0.

## 5. Discussion

### *5.1 Relationship Between Online Learning Self-Efficacy and Teacher-Student Interaction*

According to Table 1, the score (3.77) of college students' online learning self-efficacy is greater than 3- the intermediate value, which indicates the level above the average. It is higher than theoretical mean value (Mean=3.49 > 3), but lower than norm score about Jessica Lee's research on online learners. Before implementing the online teaching, teachers can train students to master the method of using online teaching tools and platforms so as to enhance students' self-efficacy in terms of learning network technology; Teachers can also design various questions, inspire students to think in a thought manner, make them have a deep understanding of knowledge, encourage students to discuss more through online learning, etc.

### *5.2 Effect of Online Learning Self-Efficacy on Learning Satisfaction*

Based on analysis, this research paper concludes that online learning self-efficacy has a significant positive predictive effect on learning satisfaction. This conclusion is basically consistent with the research results of Shen et al. (2013). Good online learning technology can improve the online learning self-efficacy of college students. On one hand, college students with higher online learning self-efficacy may try to solve technical problems that they encounter in the learning through online consultation, information retrieval, video learning, etc. While on the other hand, in practical online course learning, online learning efficacy allows the college students to be more autonomous, selective and brave in exploring, and more confident in overcoming the difficulties and setbacks encountered in online learning.

### *5.3 Effect of Teacher-Student Interaction on Learning Satisfaction*

According to data analysis results, at the level of teacher-student interaction, the factor that most affects students' learning satisfaction is the online interaction content. This research holds that teachers shall pay more attention to hot issues while preparing the interaction contents, design questions that students are interested in, and take use of various teaching methods and forms to mobilize and stimulate students' interest and enthusiasm in learning; The teachers can design the interaction contents for different types of students to stimulate their potential, improve the learners' psychological expectations, and form an effective teacher-student interactive mechanism.

## 6. Conclusions

In this study, it took the college students as the research objects and investigated the effect of online learning self-efficacy and teacher-student interaction on college students' learning satisfaction. The conclusion was as follows: there was a significant positive correlation among the college students' online learning self-efficacy, teacher-student interaction and learning satisfaction; the college students' online learning self-efficacy had a significant positive predictive effect on the learning satisfaction; the teacher-student interaction had a significant positive predictive effect on the learning satisfaction during the college students' online learning process.

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# Current Learning Status Analysis of Chinese Doctors of Philosophy in Educational Administration at A University of Thailand

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**Abstract**

For the purpose of achieving an in-depth understanding on the current learning status of overseas Chinese Doctor of Philosophy in educational administration, this study has consequently been conducted among the Chinese doctoral students majoring in educational administration at A University of Thailand. Not only was a questionnaire survey implemented to look further into the influence of various dimensions like learning motivation and learning attitude provoked on learning achievement, but the interviewing method was simultaneously adopted so that the critical problems encountered at a study by doctoral students abroad of this major could be ultimately exposed. At length, it turned out that both interests in knowledge seeking and learning intention would noticeably cast enormous impacts on learning achievement. Accordingly, to enhance the learning achievement among overseas Doctor of Philosophy in educational administration, it is thus proposed that their interest in knowledge seeking deserves to be focused on and progressively boosted, so does their establishment of positive learning intention. Additionally, doctoral students themselves are expected to effectively balance their study with work and family with respect of time and energy.

**Keywords**: Overseas Doctors of Philosophy in Educational Administration, Current Learning Status, Learning Motivation, Learning Attitude, Learning Achievement

## 1. Introduction

In 2018, Ministry of Education, Ministry of Finance and National Development and Reform Commission (NDRC) (2018) jointly issued *Guidance on Accelerating the "Double Tops" Construction in Institutions of Higher Education*, in which the followings have been proposed: to propel the supply-side structural reform of high-level talents; to optimize the cultivating structure of students at different levels; to adjust the training scale and objectives based on requirements; to expand the scale of doctoral students, and to accelerate the progression of doctoral education. Due to the large population as well as relatively less doctoral resources in China, proportionately fewer opportunities are available regarding the enrollment in Ph.D. program and comparatively higher entry barriers are prevalent domestically. In contrast, lower entry barriers are set up for the Ph.D. program enrollment, though with stricter graduation criteria, in diverse overseas institutions. Under this condition, a large number of Chinese students prefer to acquire their doctoral degrees in foreign nations, among which South Korea, Malaysia, Thailand, Australia, and the United States are in better graces of those Chinese students. On the other side, the Ph.D. program in educational administration has upgraded into another hot option for Chinese students owing to the scale expansion of doctoral students, and to the upsurging demand for high-level talents equipped with specialization and practicality in education.

Additionally, the worldwide spreading of the COVID-19 pandemic which began in 2020 has brought enormous opportunities in terms of Ph.D. enrollment because doctoral students could attend online classes directly at home, and subsequently obtain the doctoral degree without holding up their own work. Nevertheless, considerable inconveniences followed, including distribution of time and energy, English-language lecturing, quality of online courses, literature review, life safety and health security.

Currently, plenty of educational researches have been performed with regards to learning problems (Dong, 2019) and learning adaptation (Enhe, 2021), apart from previous studies primarily concentrated on perspectives like learning attitude (Li, 2017), learning motivation (Zhang, 2009), and learning achievement (Shang, 2018), among which learning motivation and learning attitude are deemed as two key variables which affect students' learning since diverse motivation and/or attitude are likely to induce differentiated learning outcomes (Li, 1994). Besides, it has been rectified that a definitive learning motivation and a positive learning attitude would accelerate students' learning achievement (Zhang, 2021; Xia, 2020).

Learning motivation, which has constantly been perceived as one of the core issues in the pedagogical studies, is the optimum reflection of both the purpose and the initiative of a student's learning behavior owing to its manifested role as either a psychological tendency or an internal driving force of students' learning behavior. Motivation triggers and maintains the action and leads that action to a specified goal (Lin, et al., 2003). Biggs and Moose (1993) classified learning motivation into four categories: external motivation, social motivation, achievement motivation, and internal motivation. As an internal impetus in learning stimulation, learning motivation imposes an indispensable impact on learning style, learning attitude, and learning behavior (Amrai, et al., 2001). It has been verified that students who are equipped with stronger internal motivation generally perform better at learning. When this group of students engage in a learning task, high-level interest is ubiquitously devoted to that specific task; additionally, participation in a learning task is counted by this community as a spiritual reward as never are their hope anchored on any explicit external rewards, neither are they constrained to other exterior restrictions alike (Schunk, DHetc, 2008). Lan Tian and Weigang Pan firmly believed that college students' learning motivation is the "virtual or realistic cause to induce college students to learn" (Tian & Pan, 2010). According to the diversified concepts of motivation mentioned above, out of question, it is supposedly rational to define learning motivation as the psychological tendency or internal driving force to not only trigger and subsequently maintain a student's learning behavior but furthermore guide his/her learning behavior to a concrete learning goal set by that individual. Up to a point, learning motivation will inevitably impact the autonomy and efficiency of a student's learning activities, both of which could similarly affect a student's learning achievement as well as performance to a certain extent.

In terms of learning attitude, its definition and constituents are the two core elements theoretically analyzed in research of psychology, particularly social psychology. Thomas, a prestigious early scholar, was convinced that "social psychology is the science of attitude" (Jin, 2010). All along opinions vary on the definition of attitude. Part of scholars reckon attitude as a form or tendency of both cognition and evaluation, while some perceive attitude as a symbol of emotion; some deem attitude as some state of readiness for behavioral response (Le, 2013), "attitude contributes to a persistent system with cognitive component, expressive component and behavioral tendency contained towards any given objective, thought or individual" (Myers,1977). Just because learning attitude is precisely a learner's fundamental view on learning activities as well as on the words and deeds, it is advocated globally that adequate attention needs to be paid to appropriate teaching strategies adopted in the cultivation of students' proper, active and optimistic learning attitude.

## 2. Theoretical Background and Research Framework

### *2.1 Theoretical Background*

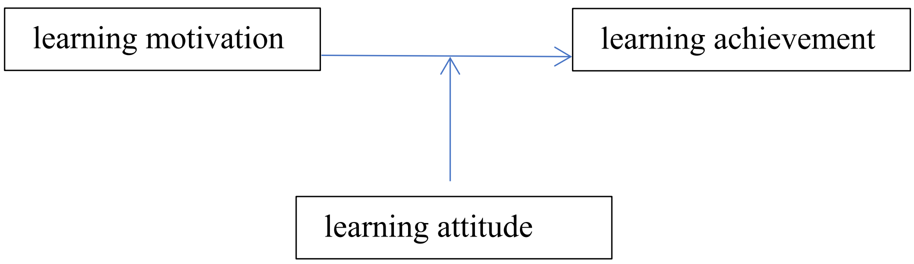
Undoubtedly theoretical framework provides the fundamental basis for research. It is believed by Gestalt in his *Learning Theory* that the process of learning is an unexpected resolution of problems under the current situation. In Koffka's view (Koffka, 2010), behavior originates from and is simultaneously regulated by the behavioral environment. Chinese scholar Tao Deqing (2001) reckoned that learning attitude refers to "'learners' psychological tendency towards various objects involved, including emotional experience, behavioral tendency, and cognitive level". In terms of behavioral tendency, learning attitude is the response previously prepared for learning, so there comes the nature of preparation. As to achievement motivation, it is theoretically deemed as a manifestation of an internal driving force which could affect people's behaviors straightforwardly.

### *2.2 Research Framework*

Learning motivation and learning attitude, as pointed out in studies on educational psychology, are two decisive variables that profoundly exert influence on students' learning. It is deduced that different motivations and attitudes are quite likely to produce separate learning outcomes (Li, 1994). In the confrontation with the torrent of daily-deepening educational reform, it is theoretically significant and practically meaningful to gain a full-scale knowledge of learning motivation and learning attitude for the sake of quality improvement in education and teaching. That is to say, approaches to effectively enhancing learning attitudes for higher learning motivation and better learning achievement are incredibly necessary. In this context, this study, by the means of investigating the current learning status of Chinese Doctors of philosophy in educational administration at A University of Thailand, has subsequently been implemented. The research framework of this study is illustrated below.

**Figure 1**

*Research Framework*



Based on this framework, the following hypotheses have been consequently proposed:

Hypothesis 1: Learning motivation significantly impacts learning achievement.

Hypothesis 2: Learning attitude significantly impacts learning achievement.

## 3. Research Design

*3.1 Participants*

In this research, Chinese doctoral students majoring in educational administration at A University of Thailand were randomly invited as the research objectives. For the aim of data collection, a questionnaire survey and interview were adapted correspondingly. The number of samples was calculated via the formula below after 150 copies of questionnaires have been distributed and taken back through so jump. All of them were judged valid, successfully uplifting the effectiveness rate to 100%. Among the 150 respondents, 142 were part-time workers, accounting for 94.7%, while the rest took a full-time position, accounting for 5.3%. For the further interview, 10 out of the 150 questionnaire respondents were selected by convenient sampling. Among them, 5 were doctoral freshmen, 3 were second-year students, and the rest 2 were at the third year. The interviews were conducted online, and each took approximately 30 to 40 minutes. The reason why Chinese doctoral students majoring in educational administration at A University of Thailand were chosen as the survey objectives is because A University in Thailand is a comprehensive institution of higher education that is though geographically situated in Thailand, while academically open to the whole world. It has been highly recommended by not only the Thai Ministry of Education, but also the foreign-related supervision information network of China. At present, lecturing in Chinese language is available for Chinese students, and hundreds of Chinese students of differentiated majors have already graduated here.

$$\text{Sample size} = \frac{\dfrac{z^2 \times p\,(1-p)}{e^2}}{1 + \left(\dfrac{z^2 \times p\,(1-p)}{e^2 N}\right)}$$

### 3.2 Research Instruments

*3.2.1 Learning Motivation Scale*

Jointly compiled by Tian and Pan (2010), this learning motivation scale contains 34 questions sub-categorized into four dimensions: interest in knowledge seeking, ability pursuit, reputation acquisition and altruistic orientation. As an integral auxiliary, Likert scale was simultaneously used. In this study, Cronbach’s α value of each dimension mentioned above was: 0.862 for interest in knowledge seeking, 0.737 for ability pursuit, 0.826 for reputation acquisition, 0.805 for altruistic orientation, manifesting a favorable internal consistency when compared with Cronbach's α value of this motivation scale 0.805.

*3.2.2 Learning Attitude Scale*

This scale, in an ideal combination of both the theoretical research of Tao (2001) on learning attitude, as well as the studies of Zhang and Geng (2009) and Liu (2018) on the same genre, was adapted from the Learning Attitude Scale originated from *Oral Science* which was published by several scholars, including Peng et al.(2019). Totally there were 14 questions sub-grouped into three dimensions: learning emotion, learning intention, and learning cognition. With Cronbach's a value of this learning attitude scale revealing 0.811, its internal consistency proved satisfying.

*3.2.3 Learning Achievement Scale*

This learning achievement scale was compiled in accordance with the Academic Achievement Scale collaborated by Wang (2002) as well as Wang et al. (2011). With 15 questions included, this scale was composed with 3 dimensions: learning performance, interpersonal promotion and learning dedication. Cronbach's α value of each dimension here was 0.886 for learning performance, 0.912 for interpersonal promotion, and 0.872 for learning dedication, similarly indicating a favorable internal consistency as Cronbach's α value of the total scale was 0.933.

*3.3 Data Analysis*

All data in this study were statistically analyzed via SPSS software.

## 4. Data Analysis and Findings

*4.1 Analysis of Demographic Variables and of Major Distribution for Master's Degree*

The questionnaire survey was executed among the 150 participants to explore in detail the distribution of their gender, grade, age and major for master's degree. There were 52 males and 98 females, making up 34.7% and 65.3% respectively. Among them, 118 were doctoral students at their first year, 26 were at the second grade, while the rest 6 were studying for the third year, accounting for 78.6%, 17.3% and 4% separately. In terms of age distribution, 27 invitees were aged 25-30, occupying 18%; 61 were 31-35, 40.7%; 47 were in the 36-40 group, 31.3%; 12 are within 41-45, 8%; 3 of them exceeded 46, 2%.

As for master's degree, the Discipline and Specialty Catalogue issued by China Academic Degrees and Graduate Education Development Center (CDGDC) was sufficiently referred to in the first-level discipline classification of these 150 respondents. Based on the classification, there were overall 24 first-level disciplines. 21 students held their master's degree in educational administration while 129 participants belonged to the other regimes, with the former group accounting for 14% and the latter 86%.

*4.2 Correlative Analysis among Variables*

From Table 1 the significant positive correlation could be asserted without ambiguity between learning achievement and the four dimensions: interest in knowledge seeking ($r=.603$, $p < .001$), ability pursuit ($r=.407$, $p < .001$), reputation acquisition ($r=.214$, $p < .05$) and altruistic orientation ($r=.320$, $p < .01$). Learning motivation induced a positive impact on learning achievement. Learning intention maintained a significant positive correlation with learning achievement ($r=.454$, $p < .001$), while learning cognition shared a significant negative correlation with learning achievement ($r=-.223$, $p < .05$). The correlation coefficient between each sub-genre of learning motivation and learning achievement ranged from .214 to .792, counted as medium-low correlated, hence no co-linear issue was there.

**Table 1**

*Correlation analysis of each sub-genre of learning motivation as well as learning attitude towards learning achievement*

| Variable | M | SD | Learning emotion | Learning intention | Learning cognition | Interest in knowledge seeking | Ability pursuit | Reputation acquisition | Altruistic orientation | Learning achievement |
|---|---|---|---|---|---|---|---|---|---|---|
| learning emotion | 3.00 | .199 | 1 | | | | | | | |
| learning intention | 1.68 | .651 | .093 | 1 | | | | | | |
| learning cognition | 3.53 | .678 | .137 | -.382*** | 1 | | | | | |
| interest in knowledge seeking | 1.93 | .711 | .142 | .347*** | -.126 | 1 | | | | |
| ability pursuit | 1.58 | .565 | .079 | .416*** | -.238* | .652*** | 1 | | | |
| reputation acquisition | 2.49 | .922 | .000 | .078 | -.143 | .492*** | .555*** | 1 | | |
| altruistic orientation | 2.14 | .774 | .105 | .163 | -.117 | .616*** | .668*** | .792*** | 1 | |
| learning achievement | 1.98 | .592 | .088 | .454*** | -.223* | .603*** | .407*** | .214* | .320** | 1 |

Note：*p＜.05 **p＜.01 ***p＜.001

*4.3 Regression Analysis and Hypothesis Testing*

With the interference of demographic variables excluded, regression analysis was carried out to probe into the influence on learning achievement by each sub-dimension of learning motivation. As shown in Table 2, merely interest in knowledge seeking (β=.623, p<.001) yielded a significant positive impact on learning achievement, without significant impact from the other 3 sub-dimensions. So, Hypothesis 1 has been partially supported.

**Table 2**

*Regression Analysis of Each Sub-Dimension of Learning Motivation towards Learning Achievement*

| Variable | Model<br>learning achievement | | |
|---|---|---|---|
| | *β* | *t* | VIF |
| interest in knowledge seeking | .623 | 5.462*** | 1.938 |
| ability pursuit | .804 | .698 | 2.177 |
| reputation acquisition | -.117 | .873 | 2.697 |
| altruistic orientation | -.027 | .175 | 3.593 |
| *F* | 14.021*** | | |
| *R²* | .376 | | |
| *Adj R²* | .349 | | |

Note：*p＜0.05 **p＜0.01 ***p＜0.001

Regression analysis was also utilized to detect the influence of learning cognition and learning intention on learning achievement. Based on Table 3, apparently, no co-linear relationship existed as the VIF value between the two variables eventually turned out to be 1.171, which was way higher than 0.4, evidently revealing the significant positive impact on learning achievement by learning intention (β=.431, p<.001), one of the sub-dimensions of learning attitude. On this account, Hypothesis 2 is partially supported likewise.

**Table 3**

*Regression Analysis of Learning Cognition and Learning Intention towards Learning Achievement*

| Variable | Model<br>learning achievement | | |
|---|---|---|---|
| | *β* | *t* | VIF |
| learning cognition | -.058 | .592 | 1.171 |
| learning intention | .431 | 4.366*** | 1.171 |
| *F* | 12.523*** | | |
| *R²* | .209 | | |
| *Adj R²* | .192 | | |

Note：*p＜0.05 **p＜0.01 ***p＜0.001

*4.4 Analysis of Major Learning Issues*

In analysis of the interview carried out among these overseas Doctors of philosophy in educational administration, the following 4 aspects, among all the issues collected, were apparently highlighted: 1) hardship in the rational allocation of time and energy into study; 2) restricted skills in English reading and writing; 3) toughness in dissertation completion for graduation; 4) interdisciplinary learning barriers.

*4.4.1 Hardship in Rational Allocation of Time and Energy into Study*

Hardship in rational allocation of time and energy into study was commonly reckoned as the biggest impediment for those who were steadily determined to pursue a PhD overseas during the COVID epidemic. As plenty of time and energy were required to complete a series of course essays, they were painfully cast into an awkward predicament of balancing study, work and family.

*4.4.2 Restricted Skills in English Reading and Writing*

A considerable proportion of these overseas students frankly evaluated their English reading and writing skills as relatively scanty. Whenever confronted tortuously with courses lectured in the English language apart from a large amount of foreign literature, the plight of reading and understanding smoothly fell upon them, seriously worsening their learning efficiency. Likewise, the awkwardness in oral communication was another headache for them.

*4.4.3 Toughness in Dissertation Completion for Graduation*

There also came the agonizing yet compulsory dissertation for graduation. Unfortunately, the majority of those freshmen failed in selecting a befitting topic. A considerable percentage of those who were in the second year or higher were inescapably restless psychologically due principally to their slowness in content editing.

*4.4.4 Interdisciplinary Learning Barriers*

Interdisciplinary affairs were equally reflected among those who had never stepped into the academic field of educational administration before. The vast scope of the current curriculum made it seems unattainable to supplement in a systematical approach all the basis of educational administration so as ultimately to broaden their professional horizon.

Moreover, the following issues were equitably pointed out: conflict with work and family owing to a long duration of studying overseas, far-inadequate experience in scientific research, unsatisfying literature review, unavailability of effective data collection in practice, unceasing concerns about being unable to interact productively with supervisors, issue of epidemic prevention and control while staying abroad, personal procrastination, inability to keep in pace with lecturers simultaneously, and sluggish reaction due to age matter.

## 5. Conclusions

It can be concluded based on the analysis above that for overseas Chinese Doctors of philosophy in educational administration, both their interest in knowledge seeking and learning intention pose a positively significant impact on their learning achievement. From the level of colleges and universities, great efforts are deserved to be painstakingly forged both by boosting the interest in knowledge seeking among this group of students, and by facilitating students in consolidating a positive learning attitude to lay a solid foundation in specialized knowledge in educational administration, as well as relevant skills at the doctoral stage. From the student level, it is far from enough for overseas Chinese doctoral students themselves to purely be equipped with strong learning motivation and explicit learning intention; rather for the sake of superior enhancement in academic achievement, more endeavors as well as, ample time, and energy are suggestively expected from them so that they would eventually succeed in balancing their study and work.

## 6. Discussions and Recommendations

*6.1 Discussions of Results*

*6.1.1 Direct Impact of Interest in Knowledge seeking on Learning Achievement*

Seen from the research results, it can be noticed that interest in knowledge seeking, among the whole four dimensions of learning motivation, generated a positive impact on learning achievement ($p < .001$). In conformity with Ulfah, et al. (2015), this number indicated that interest in knowledge seeking could positively trigger strong learning motivation. Via the questionnaire, it could be recognized that increasing attention from overseas doctoral students was predominantly paid to personal growth during their career development. Practically speaking, this community of students was used to acquiring unknown knowledge step by step for the sake of their own enrichment and perfection, which on the other hand assisted to avoid the embarrassment of falling behind not only in daily life but in routine work as well, without any exceptional learning purposes included.

*6.1.2 Direct Impact of Learning Intention on Learning Achievement*

Intention is an individual's reversed tendency to attitude, namely the readiness of behavior; while learning attitude is the core factor affecting academic performance (Chiang, 2015). It could be notified from the information above that learning intention positively affected learning achievement ($p<.001$). With reference to learning intention, 86.74% of the interviewees expressed their sincere hope to accomplish more specialized knowledge in educational administration beyond mere textbooks; 86.72% of them refused to proclaim this major as that daunting; furthermore, 80.62% evenly acknowledged the potential significance endowed by the specialized knowledge in educational administration which could not be underestimated in their future career. In this way, conscientiousness and enthusiasm somewhat imbued by students majoring in educational administration could be visibly sensed as they plotted to coalesce ingeniously what they have acquired academically into work.

*6.2 Recommendations*

*6.2.1 Elaborate Thorough Subjective Initiative and Cultivate Keen Professional Interest*

As a doctoral student studying abroad, what he/she is supposed to obtain includes not only increasing expertise and a more solid professional foundation, but also a higher scientific level. On this ground, they are earnestly advised to elaborate their subjective initiative thoroughly and to establish both rational learning targets and acceptable attribution conception by consolidating their learning interest progressively to gain learning achievement.

*6.2.2 Clarify Explicit Learning Intention and Formulate Positive Learning Attitude*

Conventionally students with an explicit learning intention normally tend to face complexities directly and bravely, which contributes to their perseverance, independent inquiry, and diligent study in the long run. As far as doctoral students are concerned, both adequate ability of self-learning, tenacity, and a spirit of exploration are exceedingly essential during the learning process. Hence institutions of higher education, along with their teachers internally, are supposed to manifest more frequently the practical prospects of specialized technology as well as the structure of professional knowledge so as to ameliorate their overseas doctoral students' acknowledgment of their own major.

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# Development of a Strategic Service Marketing Mix: The Case of Mother Tongue-Based Multilingual Education Institutions in Germany

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**Abstract**

The current study examines the development of strategies to deliver a service marketing mix to a target audience. The focus is on German educational institutions and curricula, and the target is Thai nationals or Thai–German dual nationals residing in the Federal Republic of Germany and seeking education solutions for their children. The results of a survey questionnaire found that the most important factors in this decision-making are: (1) teachers' academic qualifications, areas of specialisation, teaching experience and language proficiency (people factors); (2) institution safety and security measures (physical factors); and (3) other factors such as the location where students can travel on their own by public transport, a smooth transition to the workforce after graduation or to pursue higher education and tuition fees or other related costs. The findings show that strategic marketing plans must focus on enhancing the quality assurance of education and integrating curriculum standards with the multilingual system while making the best use of personnel, resources and quality technology in order to meet the needs of all learners and build a strong international education network.

**Keywords**: Marketing Mix Factors, Decision-making, Institution, Multilingual, Germany

## 1. Introduction

The education system of the Federal Republic of Germany [Federation] is one of the best in the world and has adopted an internationally recognised standards curriculum. The Federal Statistical Office of Germany [Statistisches Bundesamt: Destatis]'s annual report year 2019 stated that the education industry income accounted for 3.6 percent, while research and education development accounted for 9.3 percent of the country's gross domestic product. The education system of the Federation aims to develop individuals according to their age and aptitude through the implementation of German and English language-based programmes along with foreign language classes. Nevertheless, educational institutions have included the Thai language in their native language teaching course (Herkunftssprachlicher Unterricht in den Schulen). In the states of North Rhine-Westphalia and Hessen, Thai people represent 29.6 percent of the population across 16 states (Destatis, 2016). This is in contrast with the average of 23.5 percent and has increased over the past decade, making Germany the country with the second highest expatriate Thai population followed only by the United States (Destatis, 2017). This has led to problems such as a higher concentration of educational establishments in large cities and the inability to accommodate the growing population of Thai or Thai–German nationals, foreign spouses and adoptive children of Thai nationality, whose rates are continuously increasing.

In addition, the impact of the epidemic of the new coronavirus is causing a slowdown in business activities around the world. The same is true for the federal education industry, which has had to accelerate the transformation of teaching and learning styles, postpone the opening of the semester and deal with restrictions on international mobility. As a result, private educational institutions that rely on international students as their main income source, accounting for 11.7 percent of domestic students (World Education Service, 2021) including immigrant/refugee students, will continue to decline until 2025. This also affects the assessment of the effectiveness of the education system on the international level and implementation of international cooperation in education, including the foreign labour market and the Federation's highly skilled workers in the future.

However, the decision factors that parents have to take into account when choosing a school for children born and raised abroad have many dimensions regarding the expected educational achievements of their children. In other words, it lays the foundation of language in order to continue with higher education and it may affect the learning, socialisation and life of their children in the long term. The possibility of institutions being able to offer alternatives that cater to the needs of parents and learners is what enables new entrepreneurs to penetrate this niche market through the creation of added value and the highest satisfaction level. Existing educational institutions and even the regulatory teaching agencies should improve their teaching and learning systems, manage schools well and develop an effective marketing strategy that caters to customers' needs. This will not only enhance accreditation and assess the quality of educational institutions in order to respond to differences in the context of the area, but it will also promote linguistic and cultural diversity. Moreover, it has the potential to increase the opportunity for all children and youth to access education equally.

*1.1 Study Objectives*

- To understand the marketing mix factors that influence the decision to choose a multi-lingual school for children who use Thai as their mother tongue in the Federation.
- To formulate strategies for reaching and responding to the needs of the target group of Thai and Thai–German nationals.
- To provide information for new entrepreneurs to set up educational institutions and develop a curriculum that is appropriate to the economic, social and cultural context of the Federation.
- To make recommendations and guidelines for educational institutions and the agencies responsible for supervising the quality improvement in accordance with the requirements.

## 2. Literature Review

The study 'Development of a strategic service marketing mix: the case of MTB-MLE educational institutions in the Federation' examined factors that influence the decision of the target audience. The researcher incorporates this study to develop a marketing strategy in accordance with the identified needs. To achieve the objectives, the researcher reviewed related concepts, theories and research studies. In addition to studying and researching information on the multilingual system and education business in the Federation, the following theory and concepts were explored.

*2.1 Theory and Concept*

- Engel, Blackwell and Miniard (1995) defined 'consumer purchasing decisions' as an important mental process. Such decisions are often based on information and limitations in different situations. This process meets consumer's needs that could arise one-by-one, e.g. perceptions, need recognition, information search, evaluation of alternatives, making decisions, making purchases and post-purchase satisfaction.

- Siriwan Sereerat et al. (2003) and Chaisompol Chaoprasert (2004) defined 'marketing mix' as a controllable variable of a service business. By focusing on physical factors such as product, price, place, promotion, people, process and physical evidence.
- Welke (2016) commented on multilingualism in the Federation as follows: more than 35–40 percent of children can communicate in more than three languages if parents and teachers provide support for enhancing the child's language. The surrounding environment is an important factor that enables a multilingual life. When children observe, follow and learn language patterns, they become familiar with them, which will help them grow with a variety of languages.

*2.2 Related Research*

- Sudarat Wutthimongkolpanich (2016) studied 'Factors affecting the decision to purchase tutoring classes at private institutes for grade 1 to grade 6 students in Krung Thep Maha Nakhon (Bangkok)'. This study analysed questionnaire data collected from a sample of 385 high school students who purchased tutoring classes at private institutes in Krung Thep Maha Nakhon. The results showed that of the factors influencing decision-making, the most common were personnel, curriculum and teaching process, tuition fees and payments, and location and teaching materials.
- Mesinee Kupramit (2016) published the study 'Elements of decision-making in choosing a multilingual school for children'. This collection analyses data from interviews with education experts and 17 parents who want to send their children to study in schools that offer more than two languages. The result obtained from this study stated that parents want to send their children to schools that focus on improving communication skills and fluency in languages. The factors that most affect the decision to choose a school are the needs of children, teaching guidelines, security measures and the development of skills for living in society.
- Panachai Lertratananon (2009) presented the study 'Choosing a school for sons and daughters of modern parents: a case study of private schools in Krung Thep Maha Nakhon'. This study analysed questionnaire data collected from a sample of 400 parents residing in Krung Thep Maha Nakhon. The results indicated that parents placed the most importance on security measures and the academic reputation of schools. This was followed by the need for qualified teachers who focused on transferring knowledge and the convenience of pick-up and near residence. The most influential reference factors are outsiders and cost is the last priority: the reason given is they are willing to pay high fees in exchange for a quality education system.
- Walai Wattanasiri (2010) studied 'Decision-making behavior of students in the greater Mekong sub-region in pursuing an international higher education in Thailand'. This study analysed questionnaire data collected from a sample of 269 international students studying in Thailand. The results summarised that bachelor's degree programmes attracted more interest than higher education levels where the choice of educational institution is a decision of the student and approved by the parents. Parents are willing to pay for expensive tuition fees if the educational institutions in Thailand have international standardised courses, qualified teachers and modern teaching materials.

## 3. Methods of Conducting Research

*3.1 Sample Group*

The population used in this study comprised people of Thai or Thai–German nationality, which total 58,765 residents in the Federal state. According to Krejcie and Morgan (1970), to determine the sample size needed for a confidence level of 95 percent, a sample size of 381 was required. The researcher used a sample size of 400 people answering the questionnaire to obtain the completeness of data used to study the factors influencing the decisions of those samples.

*3.2 Data Collection*

The study collected data from relevant research and a sample of 400 Thai or Thai–German nationality residents in the Federal state. The questionnaire was divided into five parts: (1) a statement about the research objectives; (2) instructions for completing the questionnaire; (3) demographic characteristics or independent variables including gender, age, level of education, occupation, marital status, number of household members, number of children and gross monthly household income; (4) needs and factors influencing decision-making process or dependent variables, including product, price, place, promotion, people, physical, process and resource; and (5) additional feedback from the respondents.

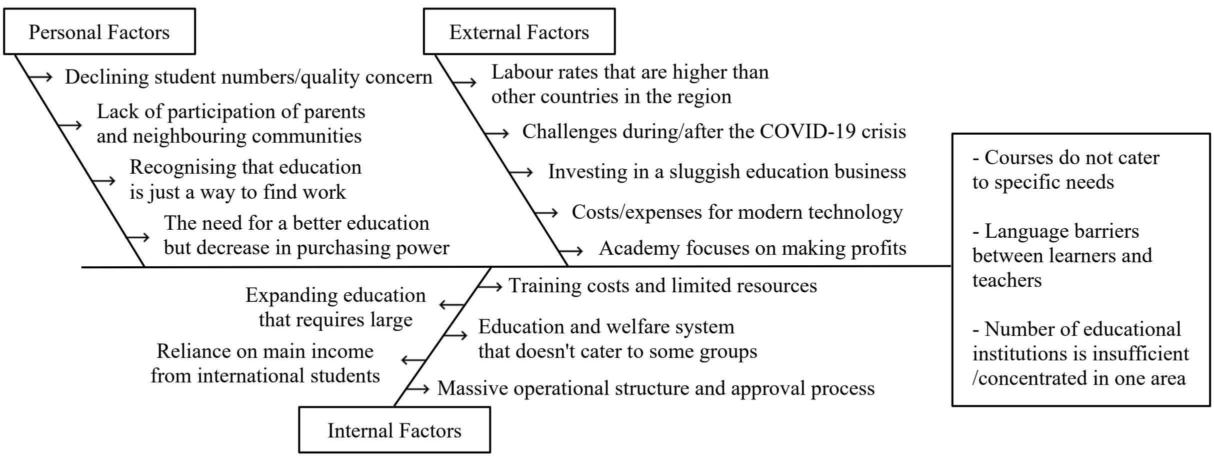
*3.3 Data Analysis*

Data obtained from the questionnaire were used to calculate basic statistics using the Statistical Package for Social Science (SPSS). Basic statistics included percentage, mean, frequency and standard deviation. The data were analysed together using SWOT analysis and TOWS Matrix analysis in order to formulate strategies effectively.

*3.4 Creating Alternative Solutions for Problem Solving*

To conduct a causal analysis of multilingual schools for children who use Thai language as their mother tongue in the Federation, the researcher used a Cause-and-Effect Diagram or Fishbone Diagram, to create alternative solutions as shown in the following table.

**Table 1**
*Cause-and-Effect Diagram*




## 4. Research Results

*4.1 Demographic Characteristics*

From the survey results (*N* = 400), it can be seen that most of the respondents are female, aged 26–35 years, married, hold a bachelor's degree or equivalent, and most work for private companies. They have a household number consisting of 3–5 people, including one child, and a mean monthly household income 4,500–5,499 euros.

*4.2 The Level of Demand for Marketing Mix and Other Factors Influencing the Decision to Choose an Educational Institution*

The level of demand for marketing mix and factors influencing the decision to choose an educational institution in general were at a high level and can be divided into eight main factors as follows:

(1) The most influential product factors considered when choosing an educational institution include a smooth transition to the workforce after graduation or to pursue a higher education (mean 4.68 and standard deviation 0.63), multilingual education programmes—mother tongue-based (German) and other foreign languages (mean 4.54 and standard deviation 0.74) and a trusting relationship between students and teachers (mean 4.35 and standard deviation 0.78). Also noted was high-quality and adequate teaching–learning materials (mean 4.16 and standard deviation 0.80).

(2) The most influential price factors in the decision to attend an educational institution was appropriate tuition fees and relevant charges (mean 4.62 and standard deviation 0.66).

(3) The most influential place factor in the decision to choose an educational institution was the location where students could travel on their own by public transport (mean 4.58 and standard deviation 0.63).

(4) The most influential promotion factor in the decision to choose an educational institution was to keep parents informed about their children, programmes and institution updates (mean 4.52 and standard deviation 0.63).

(5) The most influential people factor in the decision to choose an educational institution was teachers' academic qualifications, areas of specialisation, teaching experience and language proficiency (mean 4.71 and standard deviation 0.57).

(6) The most influential physical factors in the decision to choose an educational institution was the institution's safety and security measures (mean 4.53 and standard deviation 0.71).

(7) The most influential process factors in the decision to choose an educational institution was planning and preparation of teaching or teaching–learning materials (mean 4.46 and standard deviation 0.68).

(8) The most influential resource factor in the decision to choose an educational institution was iconic and influential alumni, e.g. academics, athletes or politicians (mean 4.04 and standard deviation 0.83).

*4.3 Strategy Formulation by Analysing the Relationship of Each Business Factor*

The questionnaire data were analysed using SWOT to examine the environment and potential of the industry and the TOWS Matrix was used to match and analyse the relationship of each business factor. The researcher can conclude that strategies for reaching the target group and responding to factors that influence the decision to choose a multilingual school system are as summarised in the following table.

**Table 2**
*TOWS Matrix*

| | Organisational Level | Business Level | Operational Level |
|---|---|---|---|
| Aggressive Strategy | Implement growth strategies to expand regional markets to increase cooperation and educational alliances. Develop a multilingual system curriculum in accordance with the social context. | Implement focus and differentiation strategies that offer a wide range of educational options. Market penetration and catering to the specific needs of a group of dual nationals and foreign children. | Implement marketing strategies to build trust among parents and students. Study the needs of the target audience and changing social trends.<br>Implement research and development strategies to enhance teachers' potential and update educational technology. |
| Defensive Strategy | Implement growth strategies to leverage opportunities from collaborative networks to expand education through online teaching management to reach all learners and eliminate the weakness of a high concentration of schools. | Implement focused and low-cost strategies to provide integrated teaching and a multilingual learning system as added value to meet the needs of foreign learners. Take advantage of technology to reduce resource and location costs. | Implement marketing strategies by expanding the market to a group of learners in the region to take advantage of the economic system and career opportunities.<br>Implement operational strategies to reduce operational steps in times of crisis as well as educational quality control and defensive planning for possible changes in the future. |
| Conservative Strategy | Implement static strategies from the requirements and rules during the COVID-19 situation to elaborate businesses education to maintain a network of cooperation, including the standard of operations required to be stable. | Implement focused strategies to create a competitive advantage by highlighting technology and content expertise for the distance learning target audience. Focus on the learner's benefits by putting the quality of education and learning achievements of the learners as a priority. | Implement marketing strategies in relation with research and development strategies for educational institutions, courses and personnel to offer better educational options. Focus on building positive confidence and responding to the various needs of customers. |
| Competitive Strategy | Implement static strategies in parallel with the development of the operating structure of the organisation to create a plan for future situations that may arise. Consider the study of trends and needs of learners and parents to be aligned with the growth strategies. | Implement focused and low-cost strategies to respond to the need for quality education at an affordable price to be able to maintain income from international students and penetrate the market of dual nationals and learners in the region through offering affordable tuition fees. | Implement human resource management strategies and financial strategies for the purpose of recruiting potential employees that align with high labour rates. This will help achieve effective teaching and learning management, and reduce the cost of training management.<br>Implement marketing strategies to build trust in the value that the school can offer and organise activities that encourage parent and community engagement. |

### *4.4 Implementing a Strategy and Measuring Success*

The results of data analysis using the Cause-and-Effect Diagram and TOWS Matrix resulted in a strategy that can be divided into three work plans and measures of success. The work plans focus on efficiency and operations in order to achieve management objectives as shown in the following table.

**Table 3**
*Strategy Execution and Measurement of Success*

Strategy Execution and Measurement of Success

*Objective*

To raise the level of educational quality assurance based on achievements by using educational, integrated teaching and learning activities standards in accordance with the learner's mother tongue. To develop a multilingual system of curriculum, personnel and technology for access to education that covers all the learner's needs. Make the best use of available resources. Encourage participation from all divisions and the development of strong educational networks.

Organisational Restructure

*Plan*

(1) Improve the management team's efficiency so it can be flexible and adaptable to ever-changing environmental factors.
(2) Improve the quality assurance of educational institutions and educational outcomes.
(3) Forecast future costs, manage risks and streamline operational procedures.
(4) Cultural diversity management and fostering a pluralistic environment in educational institutions.

Operation Modification

*Plan*

(1) Develop multilingual system courses and focus on the integration of education to enhance the potential and development of learners.
(2) Improve the effectiveness of technology and educational information.
(3) Improve the internal supervision system so that it can independently examine and control educational quality.
(4) Promote responsibility unitedly through a network of educational cooperation and the engagement of parents and surrounding communities.

Allocate Resources and Human Resources

*Plan*

(1) Transfer of educational technology resources between organisations to reduce costs.
(2) Optimise the recruitment process to account for high labour costs.
(3) Use a knowledge management system for personnel development and focus on performing duties according to their roles and duties with maximum efficiency.
(4) Assess the dual bonus system to aid in driving strategy and long-term sustainable development.

*Success Metrics*

(1) Percentage of students who meet the knowledge assessment criteria and achieve higher levels of academic achievement.
(2) Percentage of learners who are fluent in a foreign language and the number of courses offered in that language.
(3) According to standards and indicators, the competence and characteristics of the educational curriculum have improved.
(4) Level of engagement in educational network activities and learning exchanges.
(5) Level of integration of learning activities and disseminating progress in educational innovation.
(6) Effective resource allocating, budgeting and financing.
(7) The system for supervising, directing, evaluating and tracking personnel advancement has improved.
(8) Serves as a model of multicultural participation in education.
(9) Learners' and parents' satisfaction with educational management is very high.
(10) Demonstrates awareness of the current situation, including the diversity of races, religions, cultures, genders, attitudes and differences among students, faculty and administrators.

## Conclusion

*4.5 Summary of Study Results*

The data analysis of questionnaire responses found that the marketing mix and influencing factors that impacted most on parents' decision-making are as follows: (1) teachers' academic qualifications, areas of specialisation, teaching experience and language proficiency (people factors); (2) institution safety and security measures (physical factors); and (3) other factors such as the location where students can travel on their own by public transport, a smooth transition to the workforce after graduation or to pursue higher education and tuition fees or other related costs.

On the other hand, the majority of respondents further commented that providing education that is equitable and inclusive for individual learners is essential for educational institutions to consider in conjunction with the management of multilingual education. They should also adopt modern educational technology to help learners gain a deeper understanding, affordable tuition fees and a complete educational information service. In addition, it is suggested schools promote participation in and build a network of Thai parents in the Federation. These are considered important factors that will help students understand, access and adapt to living in a multicultural society.

*4.6 Recommendations*

- A comparative study of the factors influencing the decision should be conducted to select between private and government schools in particular in order to distinguish the differences. Each type of educational institution must be managed appropriately in accordance with the needs of consumers.
- Further studies should explore the location and number of schools in each state by specifying the area of study in order to compare needs and assess opportunities to reach the target audience. Schools should also create strategies that are relevant to the context of each area and that reduce the risk of investment in a location with a large concentration of educational institutions.
- Data collection should be done by in-depth interviews with a sample group that includes school administrators. This should include experimental research or case studies in order to obtain information in various dimensions and on educational management approaches that will be able to concretely extend the results.
- Studies should examine the factors of income and expenses per household by the tax rate of the German population. The Federation has a progressive taxation system at a higher rate; hence, income-related factors affect the decision-making behaviour of consumers based on different income.
- Studies should explore the operational guidelines of personnel in educational institutions in order to increase efficiency and meet professional standards and educational ethics. Research should include the ability to determine the salary system, compensation and incentives appropriately.
- Studies should delve into educational institutions' participation with parents, communities and businesses in order to improve the relationships, promote cooperation from the outside and create a good image for educational institutions.

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# Research on the Quality of Property Management by Traditional Factors in Emerging Communities and Emerging Factors

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**Abstract**

The main purpose of this study is to explore the impact of the corporate culture of Chinese emerging communities and property companies on the quality of property management services, and to explore the interference role of property company culture in emerging communities and the quality of property management services.Through hierarchical sampling methods, a total of 489 valid questionnaires were recovered, and analyzed by SPSS 24.0 software, with descriptive statistical analysis of population background variables, and the current situation of emerging neighbourhood, property company culture and the quality of property management services. The results of class regression show that new communities (traditional factors) and property company culture have significant positive impact on property management service quality; property company culture has a positive effect between new communities (traditional factors, emerging factors) and property management service quality.

**Keywords:** Emerging; Property Company Culture; Property Management Service Quality

# 新兴社区中的传统因素及新兴因素对物业管理质量的研究

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**摘要**

本研究的主要目的系在探讨中国新兴社区与物业公司的企业文化对物业管理服务质量的影响，同时探讨物业公司文化在新兴社区与物业管理服务质量之间的干扰作用。

通过分层抽样方法，进行网络问卷调查，共回收有效问卷 489 份，通过 SPSS 24.0 软件进行分析，描述性统计分析了人口背景变量、以及新兴社区、物业公司文化与物业管理服务质量的现状。阶层回归研究结果显示：新兴社区（传统因素、新兴因素）与物业公司文化对物业管理服务质量有显著正向影响；物业公司文化在新兴社区（传统因素、新兴因素）与物业管理服务质量之间具有正向调节作用。

**关键词**：新兴社区；物业公司文化；物业管理服务质量

## 1. 绪论

### 1.1 研究背景

中国现代物业管理的时间里，近 5 年，资本市场和科技应用结合非常紧密。这个结合的由来有来自物业企业管理费收取受限制，人工成本年年攀升，物业公司费用收取后除了物业管理费用，亦是提供各式客户服务的物业费，前者是物管服务提供商应该提供的义务，后者是市场经济发展的衍生（任海鹏，2016）。另外，股东关注的价值置换，物业企业本身关注的价值认同，业主关注的物权保障，政府机构关注社会治理都要求物

业管理公司要利用各种资源提升物业管理上的服务范围。视角不同，每个方面对物业管理的专业价值都有各自的解读和期许，有期许就有进步的空间（李新伟，2016）。社会的快速发展，不仅推动了市场经济的改革，也带来了社区建设机遇与发展，经济的发展，使越来越多的城市实行城市化甚至乡镇化，大批群众汇集到有机会的地区工作（张金娟，2019）。随着人口流动的影响，社区管理也起到了不可或缺的唯一力量。社区管理工作如何既能给人民带来生活水平及生活质量的提高，又能把社区管理的井井有条，服务完善、环境优美、治安安全、交通便利、产业链齐，能给人民带来更加广大完善的和谐家园，又能使人民生活更加的充实，带来更多的方便。

**1.2 研究动机与目的**

企业经营的目的无非是追求获利成长与永续经营。Kotler (1991) 表示做生意唯一不变的原则就是满足消费者的需求，通过整合市场营销提高客户满意度，通过消费者的满意产生利润。因此如何让物业管理公司追求获利成长，服务业者必须为客户创造价值并通过客户满意度实现增长，这是通往可持续业务的途径。因为顾客满意是影响消费者行为的主要因素 (Woodside et al., 1989)。因此物业管理公司竞争之道应该着实重视顾客的需求，进而满足顾客的期望，达到顾客满意度，创造顾客的价值，形成正向服务口碑，以提高市场占有率及更佳的竞争优势。

近年来随着科技的发展，所崛起的新兴社区，正是带给物业管理业者新的契机，以改变传统以价格为导向的竞标市场，走出产业竞争激烈的市场，以满足消费者的需求，进而在消费者满意中获取利润的蓝海策略。因此，本研究意欲探讨新兴社区与物业管理服务质量间的关系，进而形成企业可用的经营策略，而能在经营实务上能有帮助，这是本研究的第一项动机。

住户是居住环境的基本个体，住宅最基本对是满足住户身与心的双重需求，在中国经济已正式迈向已开发国家之列的同时，对于居家的软、硬件要求也必须要同步提升。想要拥有良好的住宅环境，是每个人所冀望的目标，现代社会结构的改变、通讯科技的进步，使得居住环境比过往得到更高的层次。人与人的互动跟随生活环境、家庭概况、工作情形等而有所影响。而在现代科技发达社会，住宅大楼林立的环境中，居民的居住环境之感受是否随而提升，却有待探讨。

基于上述动机所述，本研究将新兴社区对物业管理服务质量进行研究调查，并了解物业公司的企业文化是否会在新兴社区与物业管理服务质量间的干扰作用期提供未来物业服务业者之参考，盼能以更优质的服务质量回馈于住户。具体而言，本研究欲达到之目的可归纳如下：

研究目的 1：探讨新兴社区、物业公司文化、物业管理服务质量的现状。

研究目的 2：探讨新兴社区与物业管理服务质量之间的关系。

研究目的 3：探讨物业公司文化在新兴社区与物业管理服务质量之间的关系。

**1.3 研究意义**

**1.3.1 理论意义**

未来社区需要一套未来生活数字化服务平台，通过 5G、云计算、大数据、人工智能、物联网、CIM 等新一代 ICT 技术的应用，实现传统社区管理向智慧型管理的转型（黄金安、黄有光，2019）。社区智慧化转型，基于云城市大脑的设施，促进社区平台中脑与生活终端小脑的互联互通，利用高效的物联网进行高度智能化、智能化的社区信息和管理服务，实时智能社区响应时间（张鸿雁、邵颖萍，2011）。未来新兴社区将打破传统的社区模式。从之前的只需要满足居民需求的一种工作模式，到将来会变成以促进人的全面发展和社会的整体发展，打破传统的故步自封模式发展成为，以人为本、生态化、数据化为价值导向、绿色集约、互相尊重相互尊敬、平台共享是创造新形式亲密

关系的根本意义，以生活品质为核心，构建的一个亲切感、温馨感、科技感的新模式。

未来的社区管理手段必然是法制化和德治化方法的相互结合，这也是社区管理手段所要追求的目标，要实现这个目标，在进行社区的管理时就必须不断的进行创新，转变社区管理的手段（柴玉冰，2015）。创新点在本研究中在于跳出现有的社区管理模式，进一步探索未来城市社区治理方式，着眼于其未来的发展前景和发展方向，提出从网格管理到网络治理的研究视角，在社区管理模式取得过实质性城市作为标志进行借鉴分析，以调查的方式为主要理论研究，通过访谈获得第一手资料，总结社区管理中的有效及创新的方法，以重庆新兴社区发展规划城市为参考依据，并对创新做法想全国推广。

以往对于物业公司方面的研究，多普遍集中在物业的满意度、物业的企业文化建设（曹宏亮、张艳青，2004）；智慧社区公共服务设施建设公众满意度（焦琎，2019）等，较少有研究影响物业公司服务质量满意度的影响因素的研究，本文以卢敏与王锡刚（2007）的传统居民小区指标综合评价与李睿等人（2021）研究的智慧社区指标相结合，通过传统与新兴的因素，研究对物业管理服务质量的影响；企业文化是组织成员之间共同价值观、信仰、工作规范等，企业文化不仅影响员工思想、行为表现，更影响组织运作型态，随环境变化而改变、进化 (Hoorn, 2017)。以物业公司的企业文化作为影响物业管理服务质量的因素，同时作为干扰变量，研究其对物业管理服务质量的影响和干扰作用。弥补以往对新兴社区的不足，弥补以及对物业公司服务质量满意度的影响因素的研究不足。

### 1.3.2 实务意义

社区是社会中的基础，是建设一个城市及调高城市知名度不可缺少的一部分，而社区管理随着时代的飞速发展，将成为发展城市中最重要的组成部分，提高社区管理服务于服务专业水平，必须打破传统模式，开拓创新，加强社区管理与服务专业性，建立全兴的新兴社区模式。把产业和社区进一步联结。社区专注于数字管理研究、数字货币、数字出行、智能家居、数字健康、智慧教育等应用，包括城市云治理、智慧安防社区等，构建未来有机社区。创造社区导向集成数据库的新型城市功能模块（赵妙聪等人，2019）。

物业管理在中国行业中，比起其服务的资产主体房地产而言，多数人□ 认为物业管理企业是纯粹劳动型服务企业，效益有限，随着人工成本日益攀升，服务主体要求的增加，如何持续经营之余创造出属于物业管理企业的利润是行业管理者的一致目标。物业公司如何利用智能科技，做到企业规模日益扩张，集团化管理，以机代人，运用科技手段使在线及线下的服务相结合，减轻物业管理企业负担，提升客户满意度，解决物业管理公司持续经营的问题。

## 2. 文献探讨与假设发展

### 2.1 基础理论

### 2.1.1 服务质量 (PZB)

服务质量的高低，取决于有形性、可靠性、反应性、关怀性和保证性。Parasuraman et al. (1985) 研究提出，服务业的发展，使得质量探讨，应以顾客需求为服务导向。对于服务质量，归纳出三个特性：A. 对于顾客而言，服务质量比产品质量更难以衡量；B. 知觉服务质量是顾客期望与实际服务表现之互相比较，而形成的结果；C. 质量评估包含服务传递过程与最后服务结果。Grönroos (1982) 指出，当服务提供商知道顾客是如何评估所接受的服务时，企业将知道如何去提供正确以及顾客真正所需的服务。Parasuraman et al. (1985) 提出，在汰弱存强的竞争市场下生存，更需要重视对消费者的服务质量与满意程度，因为消费者是评量服务质量的唯一评价者。

中国常见的普通住宅的物业管理市场，因低价竞争，造成服务质量普遍低落，因

此小区管理委员会频于更换物业公司，主要原因就在于服务质量不如预期。张鸿雁与邵颖萍（2011）说明，客户感受到实际服务与预期服务之间的差距，这是一个持续的比较过程。王畅畅等人（2015）认为，当感知服务水平高于预期服务水平时，则服务质量更高，如果感知服务水平低于预期服务水平，则服务质量很差。故服务质量可用顾客对服务的感受与其事先期待的落差来表示，可作为服务业的关键性绩效指标。张鸿雁、邵颖萍（2011）分析，物业管理业的服务供给主要来自于人力，服务异质性高，服务质量有明显的差异。因此服务质量是社区管理委员会，对物业管理公司提供服务的预期服务水平与感知服务水平的比较，物业管理公司的服务质量，能够显著提高社区管理委员会对其选择意愿。目前，社区管理维护产业，对于如何运用高端服务质量来提升新兴社区顾客满意度的方式，并不全面与确实。对物业管理公司来说，也就是才有长期永续经营的机会，并以受顾客肯定的社区物业服务质量，形成口碑，提高物业管理公司的名气与社区的房价。因此，本研究将针对服务质量观念性模式的部分如何提升价值与创价进行探讨。

Parasuraman et al. (1985) 发展出一个服务质量的观念性模式 (简称 PZB)，该模型的主要目的是描述服务提供商提供的服务质量，而服务商为什么不能满足客户的需求呢？但同时这也表明，这样的服务模式需要突破五个质量差距。以满足客户的需求五个服务缺口为影响服务质量的关键要素，针对五个服务缺口定义说明：A. 缺口一，即顾客期望与服务业者所认知的顾客期望之间的差距，此缺口系因服务业管理者未能正确认知顾客所期待的服务质量；B. 缺口二，即服务业者对顾客期望认知与订定服务质量标准规范之间的差距，此缺口因管理者可能正确认知顾客需求，却受限于业者内部或外在环境限制，而无法提供符合顾客实际所需的服务规格；C. 缺口三，即服务质量标准与服务传递之间的差距，此缺口因服务人员之工作服务质量未能保持一定水平所造成；D. 缺口四，即服务传递与外部沟通所显示服务之间的差距，此缺口因顾客期望之服务质量水平，会受到公司在广告与网络讯息等影响，太多的承诺或保证，导致顾客提高期望，当在实际接受服务时，却未能达到预期之期望时，而大为降低顾客对该服务质量之认知；E. 缺口五，即顾客实际体验服务与顾客事先期望之间的差距，此缺口是顾客对原先的服务期望与接受服务后认知之间的差距，即服务质量缺口。当认知的服务达到或优于期望的服务，是正面的服务质量，反之则是负面的服务质量。

### 2.2 研究假设

#### 2.2.1 新兴社区与物业管理服务质量的关系

在政策引导下，新兴社区成为未来物业建设与发展的新趋势（高凡，2021）。引入优质品牌搭建社区经济生态圈，通过线上+线下双线运营，提供家居美居、资产管理、空间服务、生活服务等一系列便民保障服务新模式、新业态，打通末端服务最后一百米，不断升级业主增值服务体系，打造智慧社区生活新生态。未来在新基建的加持下，物业将得到快速发展，在社区治理、智慧城市、智慧社区建设中的作用将得到进一步放大，拓展物业服务外延，从服务小区居民到为城区居民提供全方位的生活服务，实现物业行业供给侧结构改革，从附属于房地产业的传统服务业向城市社区生活服务供应商的现代服务业转型升级（陶悦，2020）。互联网的第三次浪潮的实质，就是要将万维网升华为网格 (Hobson et al., 2016)，成乔明（2016）认为网格化管理实现了从管制向服务的转型，把高科技设施、先进技术与创新型社区治理方式相结合，让社区更“聪明”，让居民生活更便捷。综上所述，本文提出以下假设：

H1：新兴社区对物业管理服务质量有正向影响

陈军华与王雅玲（2011）来自成都多个社区的调查样本，发现成都新型社区社会工作介入会干预服务质量，且社区社会工作的介入，会较之前有了很大的服务质量的

提高。社区人员对社区社会工作干预的总体满意度比较高。可以理解对新型城市社区社会工作的深入研究是需要专业人才的培养。综上所述，本文提出以下假设：

H1a：新兴社区的传统因素对物业管理服务质量有正向影响

焦琎（2019）认为现代信息技术飞速发展，物联网、云计算、大数据、区块链等越来越多的新技术应用在社区中，并调查杭州市滨江智慧社区建设经历了五年的探索，提升了社会治理效率，居民普遍满意，取得了明显的成效。通过基础建设、社区安全、邻里互助、社区归属感等方面对小区的物业管理服务质量予以正向的肯定。综上所述，本文提出以下假设：

H1b：新兴社区的新兴因素对物业管理服务质量有正向影响

### 2.2.2 物业公司文化的调节作用

企业文化是组织成员之间共同价值观、信仰、工作规范等，企业文化不仅影响员工思想、行为表现，更影响组织运作型态，随环境变化而改变、进化 (Hoorn, 2017)。并且相互影响作用，不需命令就能协调员工行为，替代权威式协调员工行为。企业文化对组织影响非常深远，不仅对组织运作型态、员工工作价值观有显著影响，更不断创新与成长，是组织成员共有价值观与信念，能成为公司经营成败关键 (Karyotakis & Moustakis, 2016)。

高珂强（2009）展示了物业管理企业文化的内涵和特征应该包括开拓、创业、微利、归因、细节、决策权，并提出企业文化建设的基本内容，这包括七个系统步骤：凝炼组织价值、组织目标设定、企业精神建设、明确组织发展目标、培养企业道德观念、完善企业管理制度和塑造企业形象。综上所述，本文提出以下假设：

H2：物业公司文化在新兴社区与物业管理服务质量间具有正向调节作用

姚晓光（2019）的研究称，企业无法单独藉由企业文化而建构竞争优势，竞争优势的建立是必须依赖企业文化与企业的制度相互结合而产生，由于文化和制度两者紧密结合所形成的动态能力，才能在现今讯息万变的市场环境之中取的一席竞争之地。企业文化对竞争优势的影响力的重要性，企业要在竞争市场上取的长期的竞争优势，企业文化程度越高，越是以顾客为中心，处处考虑顾客的需求，才能提高顾客对服务质量的满意度。综上所述，本文提出以下假设：

H2a：物业公司文化在传统因素与物业管理服务质量间具有正向调节作用

赵士德与钱丽萍（2005）从企业文化视角提升酒店服务质量，认为谁的服务质量好，谁就能招来更多的客人入住，所以酒店的企业文化程度越高，提供的服务质量程度也越高；马翠霞（2010）表示企业文化利于增强核心竞争力，创建企业制度文化，以提高管理效率；创建质量文化，以提高服务质量。董珊（2012）在研究物流企业服务质量的影响因素发现，物流企业文化正向影响物流服务质量。综上所述，本文提出以下假设：

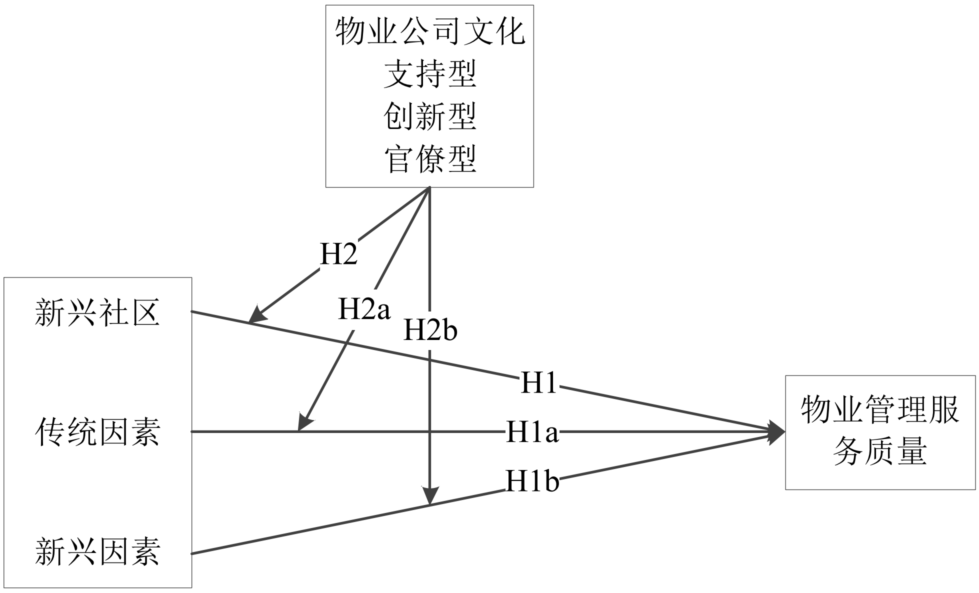
H2b：物业公司文化在新兴因素与物业管理服务质量间具有正向调节作用

## 3. 研究方法与设计

### 3.1 研究框架

本文依据 Parasuraman et al. (1985) 提出的服务质量为基础理论，探讨物业管理服务质量；新兴社区选取传统因素与新兴因素两个方面作为解释变量研究其对物业管理服务质量的影响因素，并探索物业公司文化研究对模型的干扰作用，建立研究框架图，如图 1 所示。物业公司作为社区的管理方，可以依据相关物业管理条例，通过业主大会的要求，重新规划社区的建设，所以拥有比较创新文化的物业公司会对社区的传统因素与新兴因素都会产生正向的促进作用，同时，物业公司文化也会有效提高物业管理服务质量。

**图 1**
*研究框架图*




资料来源：本研究自行整理

### 3.2 变量的衡量

#### 3.2.1 新兴社区

社区的传统因素量表，选用卢敏与王锡刚（2007）的传统居民小区指标综合评价，共包含基础设施、安全设施、环境设施 3 个维度，共计 10 个测量项目，原量表经测量均有良好的信效度。社区的新兴因素，主要以李睿、刘娟、路冬磊与赵佳（2021）研究的智慧社区的衡量维度与指标作为调查工具，共包括智能服务、智能安全、智能环境 3 个维度，共计 11 个测量项目，原量表经测量均有良好的信效度。

#### 3.2.2 物业公司文化

参考 Wallach (1983) 的量表，并参考本研究的测量对象进行题意修改，该量表共分为支持型、创新型、官僚型 3 个维度，共计 12 个测量项目，原量表经测量均有良好的信效度。

#### 3.2.3 物业管理服务质量

采用 Parasuraman et al. (1988) 的 SERVQUAL 量表，结合物业管理的属性，对内容进行略微修改，该量表共分为有形性、确实性、关怀性、可靠度、回应力 5 个维度，共计 22 个测量项目，原量表经测量均有良好的信效度。

### 3.3 抽样方法与抽样对象

本研究采取分层抽样法实施研究 (Stratified Sampling)，本文调查对象为新兴社区的业主，选取重庆市三个智慧小区进行调查，这三个小区住户分别为 508 户，476 户，1283 户，共计 2267 户，三个小区的住户比例分别是 22%、21%、57%。根据 Dillman (2000) 推导之样本计算公式，在 95%信心水准下，抽样误差±5%，母体范围在极大值的情况下，样本数须达到 329 份。为了获得更加精准的数据，本研究预计收集 600 份。

本研究对三个的社区居民住户，通过网络查询开发商，联系社区群主说明来源，确保参与的真实性、准确性。不分性别、不分职业、不分年龄、不能文化阶层进行了问卷调查，利用 QQ、微信社交软件，发放问卷星网络链接进行问卷调查，使居民愿意参与到本研究的问卷调查中。

# 4. 预计研究结论与贡献

### 4.1 研究结论

本文调查的重庆市新兴社区的业主，对于新兴社区及传统因素、新兴因素的感知程度越高，则对社区的物业管理服务质量的满意度越高；新兴社区的业主所感知到的物业公司文化程度越高，则新兴社区及传统因素、新兴因素与物业管理服务质量的满意度之间的关系也会越高。本文建议发挥新兴社区中传统因素对物业管理质量的作用、完善新兴社区中新兴因素对物业管理质量的功能、注重物业企业文化这新兴社区物业管理中的调节作用。

### 4.2 研究贡献

本文基于期望 PZB 服务品质理论，以传统因素与新兴因素两种因素构建的新兴社区对物业管理服务质量的影响机制，同时考虑物业公司的文化特征作为调节变量，希望物业企业为更好的发展，获取更大利益，就有人力服务模式并不能满足发展的需求。多业态、智能化将成为行业的大趋势发展所在。随着物管企业的做大做强，智能化的管理系统实现了无纸化办公，实时资料信息传递，远程工作安排。

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# The Influence of Employee Creativity and Employee Initiative on Superior Support: The Mediating Role of Work fun and the Regulating Role of Work Passion

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**Abstract**

In recent years, with the change of work values, work is one of a way for people to pursue a happy life. Therefore, work fun is more and more valued. Nowadays, many enterprises gradually try to integrate work fun into work as a means of motivation or regulation , and find that work fun can stimulate the work impetus of employees, so as to improve work efficiency. Therefore, this study intends to explore how creativity and initiative of employees will affect their work fun, so as to influence perception of superior support, as well as the moderating effect of work passion. This study conducted a questionnaire survey on employees in Kunming, Yunnan province, and analysis of data showed that employee creativity and initiative can make employees more active at work, so as to feel the fun of work and obtain better work experience , and this kind of experience will make employees more feel superior support. In addition, the high work passion of employees can promote the employees with high level of creativity and initiative to feel work fun.

**Keywords:** Employee Creativity; Employee Initiative; Work Fun; Superior Support; Work Passion.

# 员工创造力及员工主动性对上级支持的影响：工作乐趣的中介作用与工作激情的调节作用

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**摘要**

近年来随着工作价值观的改变，工作已成为人们追求幸福生活的方式之一，工作乐趣越来越受到重视。如今许多企业将工作乐趣融入到工作中，并发现工作乐趣能够激发员工的工作动力，从而提高工作效率。本研究旨在探讨员工创造力、员工主动性会对工作乐趣起到怎样的影响，从而影响上级支持，以及工作激情的调节作用。本研究以云南昆明的员工为研究对象进行问卷调查，通过数据分析后得出员工创造力与主动性能够使员工更加积极，从而感受到工作乐趣，进而感受到上级支持。此外，员工的高工作激情能促使创造力与主动性水平较高的员工感受到工作乐趣。

**关键词**：员工创造力；员工主动性；工作乐趣；上级支持；工作激情

## 1.引言

随着工作价值观的改变，工作不再仅仅是谋生的手段，更成为人们追求幸福生活的方式，工作乐趣也越来越受到人们的重视。许多企业尝试将工作乐趣融入到工作中

作为激励或调剂手段，并且发现工作乐趣能够激发员工工作动力、提高工作效率。

先前的研究大多探讨影响工作乐趣的外在环境因素，本研究想要探讨影响工作乐趣的内在因素有哪些，以及员工创造力和员工主动性会对工作乐趣起到怎样的影响，从而使员工感受到上级支持。因此，本研究以员工创造力，员工主动性为前因变量，探讨员工的创造力、主动性是否影响员工的工作乐趣，从而使员工感知到上级支持，以及员工的工作激情是否能够起到促进员工的创造力、主动性对其工作乐趣的影响。探索工作乐趣对员工创新行为的影响机制，可以帮助管理者妥善利用这一新兴激励手段，为企业源源不断输送创新发展动力，帮助企业收获更多有价值的创新绩效，具有不容忽视的实践意义。

## 2.理论基础与研究假设

### 2.1 社会交换理论

社会交换理论(Social Exchange Theory)是由社会学家 Homans(1958)提出的，该理论认为互惠互利是双方利益交换的前提与义务，因为人类社会的原则是互相帮助，别人给予好处后要回报，社会交换原则普遍存在。人们对社会交往中的报酬和代价进行分析，人们总是尽量使自己的社会交往提供最大报酬。当员工之间建立相互关系时，为保证自身利益的最大化，在得到报酬时，也要付出报酬，组织为员工提供一定程度的支持，可以让员工感知到自己为组织建设应尽的义务从而更加努力地工作。

### 2.2 社会认知理论

社会认知理论深刻探讨了个人、环境及其行为之间的动态的相互决定关系。个人通过自己的主观信念、能动性来支配个体的行为，而行为产生的结果又反过来影响个体的主观情绪变化。个人通过个体的主观特征来引起或激活外部环境的反应，不同环境的反应也会引起个人主观情绪的变化。行为不仅受个人的支配，也受环境的制约。基于以上理论，员工的创造力与主动性会引导支配员工努力工作，而外部环境因素如工作乐趣、上级支持等也会影响员工的工作激情；当内部和外部因素为员工带来持久的、充满积极情感的、有意义的工作状态时，就产生了工作激情。

### 2.3 相关变量概念

员工创造力是指员工针对工作和组织提出新颖且有潜在价值的事物或想法(Zhou & Hoever,2014)。创造力是某种综合能力的体现，会让人表现出优于常人的创造能力。

员工的主动性行为指的是员工为了影响组织的环境或者自身所处的环境而主动去做出有利于环境改善或自我提升的行为(Grant & Ashford, 2008)。员工的主动性行为重点在于实现改变，主动行为不仅包括采用新的工作方法或者策略来改变情境，还包括采纳新的学习技能用来应对工作需要从而改变自身。

Ford et al. (2003)认为工作乐趣是指企业有意识地鼓励、支持和创造令人愉快的一系列有趣活动，并且这些活动积极影响员工的态度和生产率。

Kottke and Sharafinski(1998)认为上级支持是员工与上级之间的一种互惠的关系。员工应对其上级保持忠诚，努力完成上级交给的任务，上级对员工也应该有相应的承诺，重视其贡献并关注其福利。

Zigarmi et al. (2009)认为工作激情是个体基于对工作和组织情况的认知和情感评价所产生执着的、积极的、幸福的状态，从而产生一致的、建设性的工作意图和行为。

**2.4 员工创造力与工作乐趣之间的关系**

Oldham(1996)的研究中提到拥有高创造力水平的人格特质包含兴趣爱好广泛、喜欢挑战有难度的事情、高度自信、有着极其敏锐的嗅觉等。张印轩等人（2020）认为员工创造力能够影响员工对于事业当中的困难产生挑战欲望而更加积极地工作，并对于工作当中的一切事物都产生浓厚的兴趣。Perry-Smith and Mannucci (2017)认为创造力能够激发员工对于新事物的欲望，能够对工作中新颖的事物产生兴趣，并乐意从事这份工作。Ford et al. (2003)认为工作乐趣是指企业有意识地鼓励、支持与创造令人愉快的一系列有趣活动，并且这些活动能够积极影响员工的态度和生产率。Plester (2009)认为工作乐趣是能带来欢乐的幽默事情及有趣的、令人享受的活动。因此本研究认为创造力水平较高的员工能够在工作当中感受快乐与乐趣，提出以下假设：

H1a:员工创造力正向影响工作乐趣

**2.5 员工主动性与工作乐趣之间的关系**

李红与刘洪（2014）认为员工主动性行为是员工出于想要改变个人或优化环境的目的，使自我能够融入到当前的工作中，适应工作从而更好地进行工作的开展，在工作当中更加积极。汪亚明等人（2017）对工作乐趣的边界界定在工作空间场所以内，员工自发的乐趣活动均视为工作乐趣。张健东等人（2018）提出主动性行为是个体自发的、面向未来的、想要提升自我或优化当前所处的工作环境的一系列行为。因此主动性水平较高的员工会自发进行提升自我或者优化工作环境的行为，从而更好地投入到工作当中，提高工作效率，而工作乐趣作为提升工作效率的手段，会使员工更加积极，提出以下假设：

H1b:员工主动性正向影响工作乐趣

**2.6 工作乐趣与上级支持之间的关系**

组织发起的庆祝会等乐趣活动使员工感受到工作乐趣，从而传递出组织对员工成长和成就的认可(Tews et al., 2014)，同时社交和个人自由也由于得到组织的鼓励而自发展开(Han et al., 2016)。多种形式的工作乐趣均会使员工感受到组织支持，从而产生对组织的情感依恋(Becker & Tews, 2016)。当员工感受到工作乐趣时，则更加能够感到上级支持。因此本研究提出以下假设：

H2:工作乐趣正向影响上级支持

**2.7 工作激情的调节作用**

工作激情意味着员工热爱工作，对工作有新鲜感和主动性，并具有良好的工作状态。Zigarmi et al. (2009)认为工作激情是个体基于对工作和组织情况的认知和情感评价所产生的执着的、积极的、幸福的状态，从而产生一致的工作意图和行为。Ho *et al*.(2011)认为工作激情是包含对工作强烈的喜欢与享受并感知到工作对个体具有重要意义的工作态度。在假设 H1a 中提到，拥有创造力的员工会对工作中的事务感兴趣，从而产生工作乐趣，即工作激情会增强员工创造力与工作乐趣之间的强烈倾向。而假设 H1b 中李红与刘洪（2014）提出员工主动性是想要改变或优化个人或环境，使自我能够融入当前的

工作当中，适应工作从而更好的进行工作的开展。工作乐趣作为激励或调剂手段，在激发员工工作动力、提高工作效率等方面起到重要作用，进而提出假设：

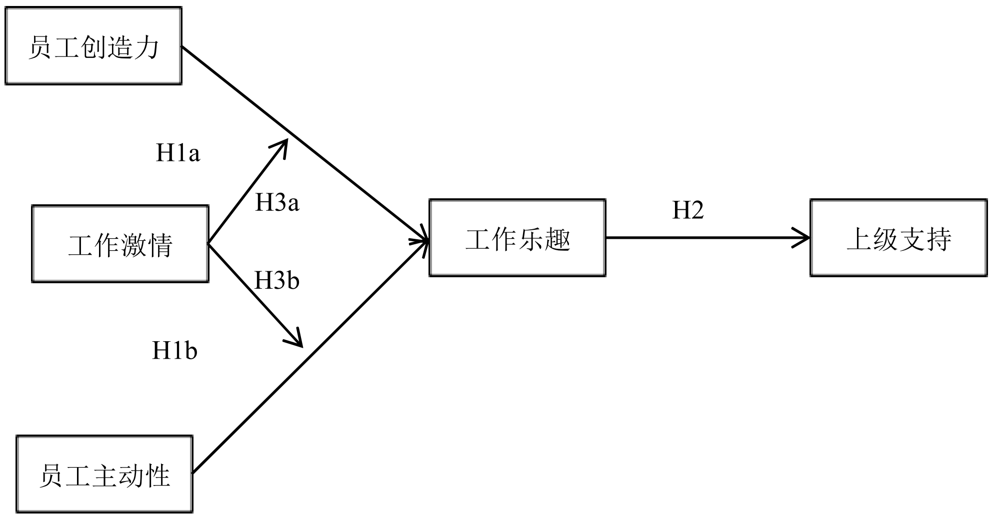
H3a:工作激情正向调节员工创造力与工作乐趣之间的关系

H3b:工作激情正向调节员工主动性与工作乐趣之间的关系

**2.8 研究框架图**

**图 1**

*研究框架图*




资料来源：本研究整理

## 3.研究方法

**3.1 数据搜集与研究样本**

本研究采用问卷调查法，本研究在进行正式发放之前对自己以及身边朋友进行预测试，预测试通过后，进行正式问卷调查。正式问卷的发放时间为 2021 年 9 月至 2021 年 10 月。研究对象为云南省昆明市的在职员工，因新冠疫情的影响，问卷统一采用问卷星网络问卷的形式进行发放回收。共发放 590 份网络问卷，回收 564 份网络问卷，回收率 95.5%。剔除其中漏填无效问卷 25 份，都填相同答案 6 份，答案都是中立不表态 4 份，时间少于 3 分钟 29 份，最终得到有效问卷共 500 份，回收问卷有效率为 84.7%。

其中，男性 256 人（51.2%），女性 244 人（48.8%）；20-25 岁 136 人（27.2%），25-30 岁 161 人，占比（32.2%），30-35 岁 110 人（22%），35 岁以上 88 人（17.6%）；未婚 166 人（32.2%），已婚 334 人（66.8%）；大专以下学历 24 人（4.8%），大专学历 87 人（17.4%），本科学历 306 人（61.2%），硕士学历 83 人（16%）；生产部门工作 72 人（14.4%），在销售部门工作 191 人（38.2%），在行政部门工作 130 人（26%），在财务部门 10 人（2%），在其他部门工作 97 人（19.4%）；普通员工 383 人（76.6%），基层管理者 74 人（14.8%），中层管理者 25 人（4.5%），高层管理者 18 人（3.6%）；国有企业 104 人（20.8%），私有企业 196 人（39.2%），政府机构 74 人（14.8%），其他单位 20 人（4%）。由以上分析可知，婚姻状况已婚的多于未婚，学历方面本科生较

多，工作部门主要集中在销售部门和行政部门，普通员工较多，国有企业和私有企业员工较多。从以上基本信息统计结果可以看出，研究样本总体上具有较好的结构分布，基本符合本研究的要求可以进行下一步研究。

**3.2 变量的测量**

本研究测量的变量包括员工创造力、员工主动性、工作乐趣、上级支持以及工作激情。问卷中所使用的各量表均经典量表的基础上直接进行引用或调整后进行引用。

员工创造力取自 Farmer et al.(2003)直接开发的测量员工创造力量表。该量表共有 6 道题，内容包括“工作中，我是高度创造性想法的好来源”、“我能够在工作中表现出原创性”等。为提升答卷可信度，本研究采用李克特 5 点计分法，回答从“非常不同意”到“非常同意”共五个答项，得分越高表明员工创造力水平越高。删去可能有误差的相关题项后，经过验证性因子分析发现 $\chi^2$=8.188 (DF=2)，RMSEA=0.077，SRMR=0.008，TLI=0.938，CFI=0.934，GFI=0.984，NFI=0.990，各项目因子载荷均大于 0.88，模型拟合良好，具有良好的结构效度。同时，因子的平均方差萃取 AVE 值为 0.607，组合信度 CR 值为 0.902，说明量表有较高的收敛效度。问卷的 Cronbach $\alpha$ 系数为 0.899。

员工主动性行为取自傅学萃（2013）直接开发的测量员工主动性量表。该量表共有 9 道题，内容包括“我会主动采用更好的方式来完成工作职责”、“我会主动思考如何改善本职工作”等。为提升答卷可信度，本研究采用李克特 5 点计分法，回答从“非常不同意”到“非常同意”共五个答项，得分越高表明员工主动性行为水平越高。删去可能有误差的题项后，经过验证性因子分析发现 $\chi^2$=8.468(DF=2)，RMSEA=0.073，SRMR=0.052，TLI=0.992，CFI=0.997，GFI=0.996，NFI=0.994，各项目因子载荷均大于 0.9，模型拟合良好，具有良好的结构效度。同时，因子的平均方差萃取 AVE 值为 0.592，组合信度 CR 值为 0.969，说明量表有较高的收敛效度。问卷的 Cronbach $\alpha$ 系数为 0.928。

工作乐趣取自 McDowell(2005)直接开发的测量工作乐趣量表。该量表共设有 24 个题目，题项内容包括“在工作中我经常与同事的进行社交活动”、“工作中会有的集体庆祝活动”、“我所在的公司是个充满乐趣的公司”等。为提升答卷可信度，本研究采用李克特 5 点计分法，回答从“非常不同意”到“非常同意”共五个答项，得分越高表明工作乐趣水平越高。删去可能有误差的相关题项后，经过验证性因子分析发现 $\chi^2$=11.376(DF=9)，RMSEA=0.093，SRMR=0.017，TLI=0.997，CFI=0.996，GFI=0.984，NFI=0.988，各项目因子载荷均大于 0.87，模型拟合良好，具有良好的结构效度。同时因子的平均方差萃取 AVE 值为 0.561，组合信度 CR 值为 0.966，说明量表有较高的收敛效度。问卷的 Cronbach $\alpha$ 系数为 0.966。

上级支持取自王辉等人（2006）直接开发的测量上级支持量表。该量表共有 6 道题，内容包括“我的上司通常乐意帮我解决工作方面的问题”、“我的上司常常鼓励我发展新的技能”等。为提升答卷可信度，本研究采用李克特 5 点计分法，回答从“非常不同意”到“非常同意”共五个答项，得分越高表明上级支持水平越高。删去可能有误差的相关题项后，经过验证性因子分析发现 $\chi^2$=11.256 (DF=2)，RMSEA=0.057，SRMR=0.016，TLI=0.994，CFI=0.987，GFI=0.996，NFI=0.990，各项目因子载荷均大于 0.89，模型拟合良好，具有良好的结构效度。同时，因子的平均方差萃取 AVE 值为 0.511，组合信度 CR

值为 0.861，说明量表有较高的收敛效度。问卷的 Cronbach $\alpha$ 系数为 0.858。

工作激情取自 Vallerand and Houlfort (2003)所直接开发的测量工作激情量表。该量表共有 14 道题，内容包括“我的工作能够使我体验到各种经历”、“工作中发现的新事情，让我更加欣赏它”等。为提升答卷可信度，本研究采用李克特 5 点计分法，回答从“非常不同意”到“非常同意”共五个答项，得分越高表明员工工作激情水平越高。删去可能有误差的相关题项后，经过验证性因子分析发现 $\chi^2$=8.376 (DF=5)，RMSEA=0.073，SRMR=0.018，TLI=0.992，CFI=0.990，GFI=0.989，NFI=0.984，各项目因子载荷均大于 0.81，模型拟合良好，具有良好的结构效度。同时，因子的平均方差萃取 AVE 值为 0.560，组合信度 CR 值为 0.946，说明量表有较高的收敛效度。问卷的 Cronbach $\alpha$ 系数为 0.945。

# 4. 结果

## 4.1 各变量的描述性统计与相关性分析

各变量的描述统计及相关性分析如表 1 所示。结果显示各研究变量之间均存在显著正相关性。

**表 1**

*各变量的描述性统计及相关性分析(N = 500)*

| | M ± SD | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 员工创造力(1) | 4.152 ± 0.031 | 1 | | | | |
| 员工主动性(2) | 4.325 ± 0.037 | 0.155** | 1 | | | |
| 工作乐趣(3) | 4.313 ± 0.045 | 0.262** | 0.314** | 1 | | |
| 上级支持(4) | 4.212 ± 0.042 | 0.353** | 0.352** | 0.315* | 1 | |
| 工作激情(5) | 4.423± 0.038 | 0.027** | 0.090** | 0.340** | 0.107** | 1 |

注1：*为$p$<0.05 水平，**为$p$<0.01，***代表 $p$<0.001 时，达到显著水平，下同；

注2：所有数值通过四舍五入保留三位小数，下同。

资料来源：本研究整理

## 4.2 调节效应检验

采用 Process 中的 Model 59 对模型进行检验，调节作用分为三个模型，模型 1 中包括自变量（员工创造力），以及 1.性别，2.年龄，3.婚姻状况，4 学历，5.工作部门，6.职务，7.所在公司性质等 7 个控制变量；模型 2 在模型 1 的基础上加入调节变量（工作激情），模型 3 在模型 2 的基础上加入交互项（自变量与调节变量的乘积项）。工作激情在员工创造力与工作乐趣之间的调节效应检验结果见表 2。

**表2**

*工作激情在员工创造力与工作乐趣之间的调节作用*

| 因变量 | 工作乐趣 | | | | | |
|---|---|---|---|---|---|---|
| | 模型 1 | | 模型 2 | | 模型 3 | |
| | $\beta$ | $p$ | $\beta$ | $p$ | $\beta$ | $p$ |

| | | | | | | |
|---|---|---|---|---|---|---|
| 性别 | 3.927 | 0.253 | 2.619 | 0.418 | 2.493 | 0.436 |
| 年龄 | 0.430 | 0.556 | 0.367 | 0.593 | 0.385 | 0.571 |
| 婚姻状况 | -0.135 | 0.941 | -0.159 | 0.927 | 0.102 | 0.952 |
| 学历 | -0.290 | 0.748 | -0.323 | 0.704 | -0.257 | 0.760 |
| 工作年限 | -0.044 | 0.954 | 0.100 | 0.889 | 0.223 | 0.753 |
| 职务 | 1.915 | 0.123 | 1.790 | 0.125 | 1.564 | 0.176 |
| 公司性质 | 2.395 | 0.235 | 1.653 | 0.378 | 1.356 | 0.268 |
| 员工创造力 | 0.904 | 0.000** | 0.879 | 0.000** | 0.877 | 0.000** |
| 工作激情 | | | 0.546 | 0.000** | 0.558 | 0.000** |
| 交互项 | | | | | 0.034 | 0.000** |
| $R^2$ | 0.077 | | 0.186 | | 0.205 | |
| 调整 $R^2$ | 0.062 | | 0.171 | | 0.188 | |
| F 值 | 5.109 | | 12.441 | | 12.577 | |
| △$R^2$ | 0.077 | | 0.109 | | 0.019 | |
| △F 值 | 5.109 | | 65.708 | | 11.419 | |

注：$p$＜0. 05*, $p$＜0. 01**, $p$＜0. 001***

资料来源：本研究整理

在模型 1 中，在不考虑调节变量（工作激情）的干扰时，自变量（员工创造力）对于因变量（工作乐趣）的影响情况。由表 2 可知，自变量（员工创造力）呈现出显著性 ( $\beta$=0.904, $p$=0.000< 0.05)，这意味着员工创造力对工作乐趣会产生显著影响关系。员工创造力与工作激情的交互项呈现出显著性( $\beta$=0.034, $p$=0.001< 0.05)，意味着员工创造力对工作乐趣有影响时，工作激情在不同水平时影响幅度具有显著性差异，因此工作激情具有调节作用，假设 H3a 成立，即工作激情正向调节员工创造力与工作乐趣之间的关系。

采用 Process 中的 Model 59 对模型进行检验，调节作用分为三个模型，模型 1 中包括自变量（员工主动性），以及 1.性别，2.年龄，3.婚姻状况，4 学历，5.工作部门，6.职务，7.所在公司性质等 7 个控制变量；模型 2 在模型 1 的基础上加入调节变量（工作激情），模型 3 在模型 2 的基础上加入交互项（自变量与调节变量的乘积项）。工作激情在员工主动性与工作乐趣之间的调节效应检验结果见表 3。

**表3**

*工作激情在员工主动性与工作乐趣之间的调节作用*

| 因变量 | 工作乐趣 | | | | | |
|---|---|---|---|---|---|---|
| | 模型 1 | | 模型 2 | | 模型 3 | |
| | $\beta$ | $p$ | $\beta$ | $p$ | $\beta$ | $p$ |
| 性别 | 5.808 | 0.084 | 4.525 | 0.156 | 4.634 | 0.115 |
| 年龄 | 0.441 | 0.538 | 0.385 | 0.570 | 0.459 | 0.463 |
| 婚姻状况 | 0.805 | 0.656 | 0.694 | 0.685 | 0.502 | 0.750 |
| 学历 | 0.362 | 0.683 | 0.298 | 0.723 | 0.268 | 0.729 |
| 工作年限 | -0.055 | 0.941 | 0.080 | 0.910 | 0.153 | 0.814 |
| 职务 | 1.805 | 0.139 | 1.689 | 0.143 | 1.253 | 0.239 |
| 公司性质 | 1.725 | 0.126 | 2.007 | 0.367 | 2.235 | 0.566 |
| 员工主动性 | 0.752 | $0.000^{**}$ | 0.685 | $0.000^{**}$ | 0.649 | $0.000^{**}$ |
| 工作激情 | | | 0.512 | $0.000^{**}$ | 0.535 | $0.000^{**}$ |
| 交互项 | | | | | 0.062 | $0.000^{**}$ |
| $R^2$ | 0.109 | | 0.205 | | 0.326 | |
| 调整 $R^2$ | 0.095 | | 0.190 | | 0.312 | |
| F 值 | 7.530 | | 13.999 | | 23.652 | |
| $\triangle R^2$ | 0.109 | | 0.095 | | 0.121 | |
| $\triangle$F 值 | 7.531 | | 58.672 | | 88.124 | |

注：$p<0.05^{*}$, $p<0.01^{**}$, $p<0.001^{***}$

资料来源：本研究整理

在模型 1 中，在不考虑调节变量（工作激情）的干扰时，自变量（员工主动性）对于因变量（工作乐趣）的影响情况。由表 3 可知，自变量（员工主动性）呈现出显著性 ( $\beta$=0.752, $p$=0.000< 0.05)，这意味着员工主动性对工作乐趣会产生显著影响关系。员工主动性与工作激情的交互项呈现出显著性( $\beta$=0.062, $p$=0.000<0.05)，意味着员工主动性对工作乐趣有影响时，工作激情在不同水平时影响幅度具有显著性差异，因此工作激情具有调节作用，假设 H3b 成立，即工作激情正向调节员工主动性与工作乐趣之间的关系。

为更好地验证工作激情对于员工创造力和工作乐趣之间的调节作用，本研究利用斜率图进行更好的诠释。

假设 H3a 的斜率图如图 2 所示。对于工作激情水平较高(M + 1SD)的被试，员工创造力对工作乐趣产生显著的正向预测作用(*simple slope* = 0.257, $t$ = 2.346, $p$ <0.05)；对于工作激情水平较低(M - 1SD)的被试，员工创造力对工作乐趣也具有显著的正向预测作用(*simple slope* = 0.298, $t$ = 6.663, $p$ <0.01)，表明随着工作激情水平的提高，员工创造力对工作乐趣的预测作用呈逐渐升高的趋势，工作激情起正调节作用。

假设 H3b 的斜率图如图 3 所示。对于工作激情水平较高(M + 1SD)的被试，员工主动性对工作乐趣产生显著的正向预测作用(*simple slope* = 0.419, $t$ = 3.825, $p$ <0.01)；对于工作激情水平较低(M - 1SD)的被试，员工主动性对工作乐趣也具有显著的正向预测作用(*simple slope* = 0.463, $t$ = 10.353, $p$ <0.01)，表明随着工作激情水平的提高，员工主动性对工作乐趣的预测作用呈逐渐升高的趋势，工作激情起正调节作用。

**图 2**

*高低水平工作激情与员工创造力对工作乐趣交互影响的差异图*

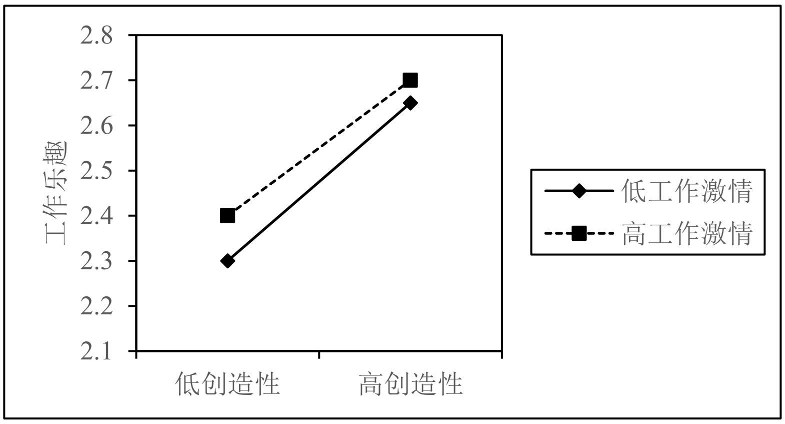
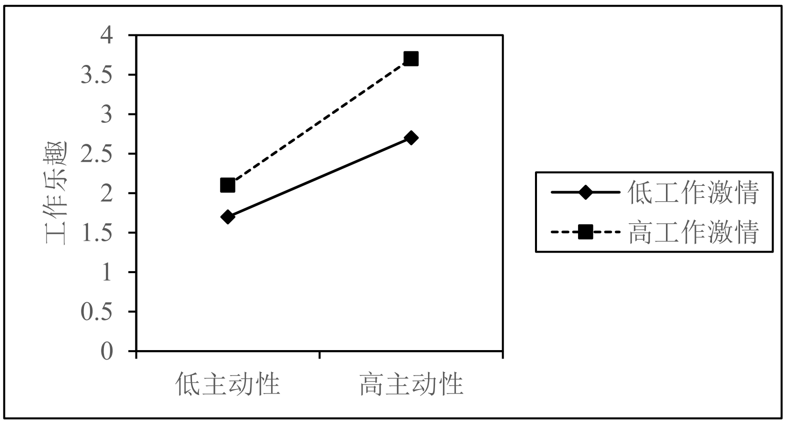



**图 3**

*高低水平工作激情与员工创造力对工作乐趣交互影响的差异图*




资料来源：本研究整理

## 5.结论与讨论

### 5.1 研究结论

本研究在社会交换与社会认知的理论视角下，以工作乐趣为中介变量、工作激情为调节变量构建了一个有调节的中介模型，明确了员工创造力、员工主动性是如何影响工作乐趣，进而影响上级支持的，以及在什么条件下员工创造力与主动性对工作乐趣的影响更显著的问题。本研究探讨了工作激情在员工创造力、员工主动性与工作乐趣之间关系中的调节作用，发现工作激情在员工创造力、员工主动性与工作乐趣的关系中起到正

调节作用，即工作激情可以促进员工创造力和主动性水平的提高，进一步促进工作乐趣的提高。本研究的结果不仅丰富了工作乐趣的影响机制研究，更帮助了企业领导者制定更加科学有效的管理方式，进一步激发员工的创造力和主动性，激励员工产生创新行为，为公司的发展助力。

**5.2 管理意涵**

企业可以采取如下措施来增强员工工作乐趣：第一，适当增加工作场所的情趣，增添娱乐措施、人文设施等，使员工在更舒适的场所进行工作，为提高员工创造力和主动性提供前提。第二，主动培养员工创造力和主动性，多进行创造力方面的培训，或者在工作环境中尽量开放包容，多给予员工锻炼自己、提升自我的机会，并采取奖励制度鼓励员工克服工作中遇到的困难，得到自我成长和更好的工作体验。第三，管理者应当提升管理能力，多给予员工人文关怀，努力营造和谐正向的工作氛围，使员工找到归属感，感知到组织关怀与支持，认可组织和领导，从而更好地进行工作。

**5.3 研究的意义与不足**

本研究通过问卷调查数据分析，得出员工的创造力、主动性以及有趣的工作环境都能够有效提高员工在工作乐趣，产生更多归属感，感知到组织的支持，从而提高工作效率，从实践上为企业提供了打造良好工作氛围与提升员工工作体验方面的参考和建议。管理者可以妥善利用这一激励手段帮助企业收获更多有价值的创新绩效。

本研究虽然得到了部分研究结果，但也存在许多不足之处。首先，本研究选取的样本数量与分布范围存在一定的局限性。由于疫情影响，本研究仅选取了云南省昆明市的企业员工为研究对象，在样本的选择上没有进行很好的分层，因而结果可能不能代表整个市场的发展状况和运作机制。其次，本研究在变量的选择上较为常见，在创新上存在一定的局限性。员工自身因素与工作乐趣之间的实际影响因素是复杂多变的，本文仅仅对员工创造力与主动性对于工作乐趣、工作激情、上级支持的影响机制进行猜想验证，员工自身因素与工作乐趣之间的影响机制还有待进一步的研究。最后，本研究所用的量表均借鉴于国内外学者的成熟量表，虽有较高的信度和效度，但是仍不能充分说明该量表适合测量员工自身因素与工作乐趣之间的关系现状，仍然需要找出更适合的量表进行检测。

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# The Influence of Perceived Differential Climate on Professional Calling: Affective Work Commitment as the Mediating Variable and Inclusive Leadership as the Moderating Variable

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**Abstract**

Perceived differential climate is very common in work by employees in enterprises, and may have a negative impact on the work performance or professional calling of employees. Based on affective event theory and self-regulation theory, this study will investigate the mediating role of affective occupational commitment to bridge above negative effect and will explore the moderating effect of inclusive leadership on the negative effects of perceived differential climate to affective occupational commitment or on the positive effect of affective occupational commitment to professional calling of employees. Questionnaires would be distributed to those employees of Shanton Province in China though QQ or WeChat chattering group. The returned data will be analyzed by SPSS and AMOS software to verify hypotheses in the conceptual framework. It would be expected to provides reference for companies to manage human resource.

**Keywords**: Perceived Differential Climate; Affective Occupational Commitment; Professional Calling; Inclusive Leadership

# 差序氛围感知对职业召唤的影响研究：以情感型职业承诺为中介变量，以包容性领导为调节变量

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**摘要**

差序氛围的格局在中国的本土组织环境中普遍的出现，并会对员工的工作结果产生负面影响。本研究将根据情感事件理论和自我调节理论，调查差序氛围感知的中介作用，以及能够缓解其负面影响。探讨差序氛围感知通过情感型职业承诺对职业召唤的影响，以包容性领导对差序氛围感知负面影响的调节效果。员工感知差序氛围会导致员工产生情绪低落的心理，降低员工的情感型职业承诺，从而影响职业召唤，包容性领导能够缓解员工低情感型职业承诺对于职业召唤的影响，组织可以通过包容性领导来缓解差序氛围的不公正待遇所带来的负面影响

**关键词：**差序氛围感知；情感型职业承诺；职业召唤；包容性领导

## 1. 绪论

在管理界，差序氛围的格局在中国的本土组织环境中普遍的出现，并且在企业发展的进程中起着一定的影响，在员工管理中扮演着重要角色。本研究以情感事件理论和

自我调节理论为基础，探讨分析员工差序氛围感知在个体层面和组织层面对职业召唤的影响，并引入员工由差序氛围感知产生的低情感型职业承诺作为中介变量，加入包容性领导作为调节变量，构建了有中介的调节模型。本研究根据情感事件理论，探讨员工差序氛围感知对员工工作方面的负面影响，调查员工通过对差序氛围的感知而产生的低情感型职业承诺如何影响职业召唤，研究差序氛围感知的中介路径和作用机制。同时在自我调节理论的角度，探讨包容性领导的作用。其中主要研究问题如下：（1)探讨差序氛围感知如何影响职业召唤；(2)探讨差序氛围感知对情感型职业承诺的影响；(3)探讨情感型职业承诺对职业召唤的影响；(4)探讨包容性领导的调节效果；

## 2. 文献综述

### 2.1 情感事件理论

情感事件理论(Affective Events Theory, AET)是由 Weiss and Cropanzano (1996)提出，该理论指出员工在工作场所遭遇的情感事件能够影响员工的情感反应以及行为后果。此外，情感事件理论进一步阐述了情感反应作用于工作行为的两条路径，一条是情感驱动行为(Affect-driven Behaviors)，另一条是判断驱动行为(Judgment-drivenbehaviors)。在本研究中差序氛围感知是员工感知到组织对他区别对待，自己没有办法享受到和部分同事同等的待遇以及感知到资源分配不均的问题（朱瑜、谢斌斌，2018）这个时候员工会感觉组织对自己是不公平的，个体在这种情况下很容易造成自身的认知冲突，很容易产生消极的情绪，从而可能会降低自身的敬业程度，但员工如果能够感觉得到领导对于员工本身的相互尊重、平等、信任和员工一起共同制定目标完成目标，从而激发员工的工作满意，积极情绪(Carmeli et al., 2010)，认为领导是公平的，尊重自己的，从而反过来思考自我是不是自我本身的原因导致的差异，从而降低员工的差序氛围感知。

### 2.2 差序氛围感知

差序格局是基于中国社会传统文化特征提出的社会心理学概念，差序氛围感知是指员工对组织内部以个体为核心的人际关系亲疏程度的感知，主要表现在两个方面，即对组织中“差”的感知，包括差别对待、偏私资源分配等；对组织中“序”的感知，包括权力尊卑有序、关系导向、对某些人支持与关心等（朱瑜、谢斌斌，2018）。已有相关实证研究证明差序氛围感知对员工的认知和行为都会产生显著的影响（于伟、张鹏，2016；朱瑜、谢斌斌，2018；黄攸立等人，2018），朱瑜与谢斌斌（2018）探讨差序氛围感知与员工沉默行为之间的影响，研究结果表明，当员工感知到的差序氛围越高的时候，会认为组织是存在不公平的，因此员工认为建言献策行为会伴随着较大的风险和不确定性，进而导致员工产生沉默行为。

综合所述，本研究的定义将采用朱瑜、谢斌斌，（2018）的定义，认为差序氛围感知指的是员工对团队中以领导为中心的人际关系疏密差异程度及分配不均的感知，主要是一种员工感知到组织不公平的一种内心感受。

### 2.3 情感型职业承诺

承诺领域的研究最早聚焦于组织承诺，直至 Morrow (1983)在其研究工作中识别并区分了员工可能的承诺焦点，如工作本身(Work itself)、职业、团体(Union) 等，该领域的研

究焦点开始逐步扩展到个体对其他目标的承诺，如职业承诺。

Lee et al. (2000)对相似的术语进行了梳理：“事业”指一系列工作、职业选择以及与个人职业生涯相关的其他工作相关活动(Arthur et al., 1989)，所指代的范围过于广泛；“专业”的范围又过于狭隘，一般指某些特定的专业活动。Lee et al. (2000)年的一篇元分析中，归并了不同的观点，最终将情感型职业承诺定义为“基于个体对当前职业的情感反应所产生的个体与职业间的心理纽带”。相较于情感型职业承诺的前因研究，在工作态度方面，较为普遍的观点为情感型职业承诺越高的员工，其离职意向越低 (Weng & McElroy， 2012；Lee et al., 2000)。Lee et al.(2000)的元分析发现情感型职业承诺可有效预测领导者评估的工作绩效。

综合所述，本研究的定义将采用 Lee et al. (2000)对情感型职业承诺的界定，将情感型职业承诺定义为“基于个体对当前职业的情感反应所产生的个体与职业间的心理纽带”。

**2.4 职业召唤**

召唤 (Calling) 最早起源于宗教, Luther ( 1883)在新教改革的过程中将其世俗化,认为个体的职业来源于上帝的召唤。Bellah (1985)认为召唤是一种职业价值取向,具有职业召唤的员工将工作视为自己的身份,追求工作对自我和大众的意义。Hall 和 Chandler(2005)将职业召唤定义为最高层次的主观职业成功,认为职业召唤是个体视之为人生意义和目的的工作本身。

Dobrow 和 Tosti-Kharas (2011)将职业召唤定义为个体对从事特定工作感受到的强烈而富有意义的激情,认为职业召唤是主观而内在的心理构念 (Berg, Grant, & Johnson, 2010; Wrzesniewski et al.,1997) ,这一定义下，职业召唤是动态变化而可塑造的，适宜于做职业召唤的潜在来源分析, 得到了越来越多学者的应用,因而本研究以这一定义为基础展开分析。

关于召唤的来源，目前有三种主要的观点: (1)外部召唤( Extemnal Summons) (2)注定应做(Destiniy ) (3)自我-职业的完美契合(Perfect Fit)。职业召唤是动态变化的，可以被各种潜在的因素所塑造 (Dobrow, 2013) ,因而这一观点越来越为学者们所认可,成为职业召唤潜在影响因素研究的基础(Dobrow,2013; Hirschi & Hermann, 2013; Bott & Duffy, 2014; Creed et al.,2015)。综合所述，本研究的定义将采用 Dobrow 和 Tosti-Kharas( 2011 )的定义，沿用以往职业召唤潜在影响因素研究的理论基础，从“自我-职业的完美契合”这一观点出发，探索可能阻碍职业召唤探索过程的外部因素，认为职业召唤是主观而内在的心理构念。

**2.5 包容性领导**

“包容性”和“领导”思想的融合引起了西方学术界的轰动，Nembhard and Edmondson (2006)首次提出“包容性领导” (Inclusive Leadership) 的概念，他们认为，包容性领导能够发挥“包容性”的特质，领导作为组织的管理者，通过资源合理分配与促进目标接纳，有效促进团队成员之间的合作，减少团队成员差异性。

Carmeli (2010) 以 Nembhard and Edmondson (2006) 的概念为基础，从互动关系视角提出包容性领导指管理者与下属进行有效的沟通、交流和互动中展现出的涵盖开放性、有效性和易接近性三类特征的一种领导风格。他们强调的是一种“关系式”领导，在这种关系中

领导者与下属建立一种相互依存、相互依赖领导-成员关系 Carmeli (2010)对包容性领导的定义应用得到了较多学者的认可。国内学者对于包容性领导内涵的界定也进行了诸多研究，虽然多数学者直接借鉴国外学者的观点，但是随着研究的日益加深，也有学者结合中国本土情境来归纳总结包容性领导的内涵。

综合所述，本研究的定义采用 Carmeli 对包容性领导的定义，认为突出领导与下属之间的平等、相互尊重，领导者与员工共同制定发展目标或目标达成，通过这种共同发展激发员工的潜质和价值。

**2.6 研究假设**

2.6.1 差序氛围感知对情感型职业承诺的影响

员工在差序氛围的情境下，不公平对待的管理方式与员工公平公正的价值观相违背，易于导致员工认知失调，从而产生负面情绪（黄攸立等人，2018）。在本研究中差序氛围感知是员工感知到组织对他区别对待，自己没有办法享受到和部分同事同等的待遇以及感知到资源分配不均的问题（朱瑜、谢斌斌，2018），个体在这种情况下很容易产生消极的情绪，表现出对组织的不满（黄攸立等人，2018）。

在朱瑜、谢斌斌（2018）对于差序氛围感知与沉默行为的关系的研究中，差序氛围感知通过使员工产生消极情绪从而降低员工在工作当中的情感承诺，

综合所述，差序氛围感知使员工产生消极情绪，从而导致员工从情感上脱离组织，因此本研究提出假设：

$H_1$：差序氛围感知负向影响情感型职业承诺

**2.6.2 情感型职业承诺对职业召唤的影响**

低情感职业承诺下会使员工产生对于组织的不信任，使员工从感情上脱离其所在的组织和工作环境（朱瑜、谢斌斌 2018），而职业召唤则是员工对于组织的信任，依附而产生的(Lu et al., 2016)，而情感职业承诺则破坏这种信任与依附，因此低的情感型职业承诺可能会降低职业召唤，则员工情感承诺越低，职业召唤越低。

对于在本研究中，消极情绪是员工在差序氛围的情境下，不公平对待的管理方式与员工公平公正的价值观相违背，处理这些负面情绪会消耗员工的资源，职业召唤高的员工从事工作的个人精力充沛，对工作充满热情，并完全沉浸于工作活动中(Schaufeli, 2006)，是一种更持久和普遍的情感认知状态。因此当个体的资源被消极情绪消耗后，可能没办法集中精力沉浸于工作活动中，而消极情绪是降低员工情感型职业承诺的因素，从而有可能会造成员工的职业召唤下降。

综合所述，本研究提出假设：

$H_2$：情感型职业承诺正向影响职业召唤

$H_3$：情感型职业承诺在差序氛围感知与职业召唤之间起中介作用

**2.6.3 包容性领导的调节作用**

在本研究中，当员工感知到组织中的差序氛围较高时，员工会感受到自己被领导差别对待，感觉自己受到了不公平的待遇（朱瑜、谢斌斌，2018）而包容性领导下，员工感知，领导者与下属建立一种相互依存、相互依赖领导-成员关系，因此本研究认包容性领导可以缓解差序氛围感知所产生的消极情绪而产生的低情感型职业承诺与低职业召

唤。

综合所述，本研究提出假设：

$H_4$：包容性领导负向调节差序氛围感知对情感型职业承诺的负向影响。

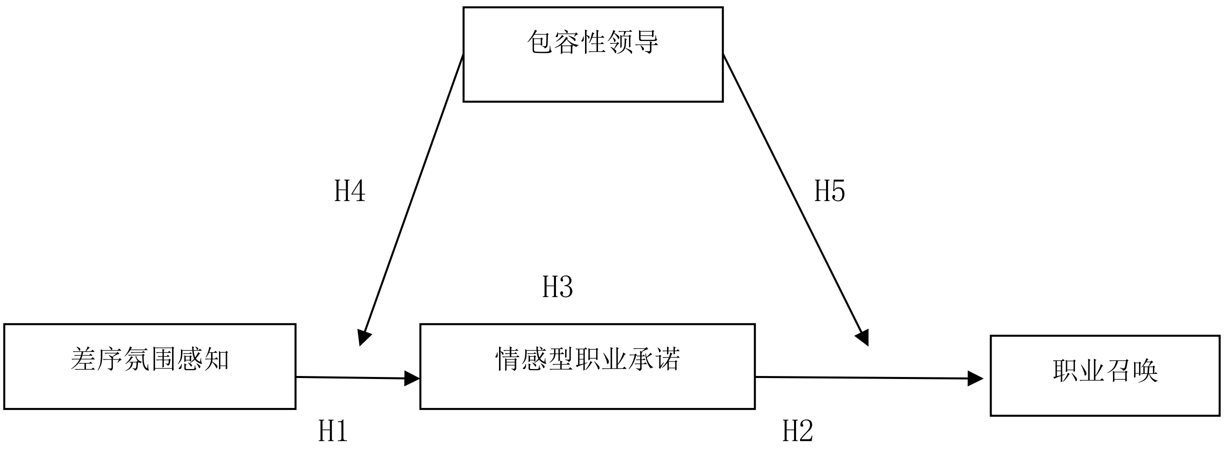
$H_5$：包容性领导正向调节情感型职业承诺对职业召唤的正向影响

**2.7 研究框架**

本研究根据情感事件理论，探讨员工差序氛围感知对员工工作方面的负面影响，调查员工通过对差序氛围的感知而产生的低情感职业承诺如何影响职业召唤，研究差序氛围感知的中介路径和作用机制。同时在包容性领导调节角度，探究，使差序氛围感知降低对于情感职业承诺的影响继而降低职业召唤，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：本研究整理

## 3. 研究方法与设计

### 3.1 操作性定义与衡量

#### 3.1.1 差序氛围感知

A. 差序氛围感知的操作性定义

在本研究中，差序氛围感知是员工感知的组织内领导区别对待会对员工（刘贞妤，2003）因此本研究选取刘贞妤（2003）自我控制的操作性定义：下属觉到的领导对待下属的方式和行为存在差异的程度。

B. 测量方式

本研究选取刘贞妤（2003）的量表，即相互依附、偏私对待、亲信角色。量表题项一共 11 题

#### 3.1.2 情感型职业承诺

A. 本研究采用 Gao-Urhahn et al. (2016)的操作性定义认为职业承诺是指个体对当前职业或专业的态度

B. 测量方式

本研究选取情感型职业承诺。Gao-Urhahn et al. (2016)的量表被用于测量情感型职业承诺。该量表包括 8 个题项

**3.1.3 职业召唤**

A. 本研究采用 Dobrow 和 Tosti-Kharas( 2011 )的定义，认为职业召唤是主观而内在的心理构念。

B. 测量方式

本研究采用裴宇晶和赵曙明(2015)翻译的 Dobrow 职业召唤量表

**3.1.4 包容性领导**

A. 本研究采用 Carmeli *et al*. (2010)提出的定义：感知与领导在工作过程中与能够进行积极的互动，尊重员工的需求，显露出开放性、易接近性、有效性的三个特点。

B. 测量方式

本研究参考了 Carmeli *et al*. (2010)的测量量表，共 8 项题项

**3.2 研究对象与数据收集方式**

本研究的调查对象为在中国山东省聊城市企业工作的员工，本研究主要探讨员工感知差序氛围，是由员工个体感知的一种不公平的知觉，因此本研究只选取基层员工作为主要研究对象，根据本研究资源的有限性和便利性， 本研究将采用随机抽样的方法，通过 QQ，微信发放问卷星的链接，为了保证目标群体更愿意的填答本研究的问卷，本研究预计采取奖励填答的方式。根据 Dillman (2000)推导之样本计算公式，在 95%信心水准下，抽样误差不超过 5%，母体范围在极大值的情况下，样本数须达到 384 份。为了获得更加精准的数据，本研究预计收集 600 份。

**3.3 数据分析方法**

**3.3.1 描述性统计分析**

主要分析研究对象的性别、年龄、职业、学历、月收入、拥有子女的个数、年龄和性别。通过分析各个题目的频数、百分比和累积百分比来得知研究对象的基本背景信息统计, 以及样本特征和基本态度情况分析 (Hwang & Hyun, 2017)。

**3.3.2 相关分析**

相关分析是研究两个变量数据之间的密切度和密切关系情况，以及相关分析是研究有没有关系。目的是探究变量间的相关程度，线性相关系数主要包括: Pearson 相关系数。为了考察各研究变量间是否显著相关，将其作为下一步统计回归分析基础。

**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。通常衡量问卷内容一致性的是利用 Cronbach's Alpha 系数来判断。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。

**3.3.4 回归分析**

本研究采用线性回归(Linear Regression)并画出调节效应图，线性回归是利用数理统计中回归分析，来确定两种或两种以上变量间相互依赖的定量关系的一种统计分析方法，运用十

分广泛。

## 4. 预期研究贡献

### 4.1 理论意义

本研究通过调查研究证明差序氛围感知如何影响个体的工作表现，以情感事件理论为基础，发掘差序氛围感知的中介路径，通过员工感受不公平对待从而产生低情感型职业承诺的形式，造成对职业召唤的负面影响，探讨差序氛围感知对员工的影响中是否能够被包容性领导所影响降低，为员工差序氛围感知研究提供实证上的借鉴。本研究另一个理论贡献是包容性领导对于缓解差序氛围感知的意义，本研究在情感事件理论和自我调节理论的基础下，通过关注员工对差序氛围的感知，不断延展，充实了差序氛围感知的文献。

### 4.2 实务意义

对本土企业管理者而言，如何避免差序氛围带来的消极影响是需要组织重视应对的问题，以个人利益为中心的差序格局是进行人际交往的基本形态，但组织中员工对差序氛围的感知能够破坏组织内的公正氛围，员工的受排斥感就会增强，为此需要找到解决措施（于伟、张鹏，2016），根据本研究预测结果，员工可以利用包容性领导来缓解差序氛围的不公平感所带来的负面消极情绪。管理者要建设公平机制，让员工感受到组织的公平对待，从而使得员工的情感承诺正向的，营造组织内公正的氛围，通过包容性领导，减轻差序氛围的负面影响。

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# Research on the Relationship between Entrepreneurial Leadership and Employee Creativity:The Mediator Role of Work Passion

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**Abstract**

In today's environment of rapid changes in the world, market competition has brought enormous pressure to many companies, forcing them to improve the efficiency and effectiveness of their organizations in order to compete with other companies. Based on the relevant literature, this paper chooses interactive determinism, arguing that behavior, personal factors and environmental factors are interconnected and mutually influenced. Therefore, environmental factors (Organizational Identity) and personal factors (Active Personality) will have an impact on behaviors (Work Passion, Employee Creativity). This paper believes that organizational identity will interfere with the relationship between entrepreneurial leadership and work passion; Proactive personality interferes with the relationship between entrepreneurial leadership and employees' innovative behavior. This paper has important theoretical significance for verifying the mechanism of entrepreneurial leadership and deepening people's cognition of the field of entrepreneurial leadership.

**Keywords:** Entrepreneurial Leader; Organizational Identity; Employee Creativity; Work Passion; Active Personality

# 创业型领导与员工创新行为的关系研究：工作激情的中介作用

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**摘要**

现今在全球面临急遽变动的环境下，市场竞争带给许多企业巨大无比的压力，迫使他们必须提高组织的效率与效能，才能与其他企业抗衡。本文通过相关文献，选择交互决定论，认为行为、个人因素及环境因素是相互连系及相互影响的。因此，环境因素（组织认同）、个人因素（主动型人格）会与行为（工作激情、员工创新行为）有所影响，既本文认为，组织认同会干扰创业型领导与工作激情之间的关系；主动型人格会干扰创业型领导与员工创新行为之间的关系。本文对于验证创业型领导的作用机制，对于深化人们对创业型领导领域的认知有重要的理论意义。

**关键词：**创业型领导；组织认同；员工创新行为；工作激情；主动型人格

# 1. 绪论

## 1.1 研究背景与动机

现今在全球面临急遽变动的环境下，市场竞争带给许多企业巨大无比的压力，迫使他们必须提高组织的效率与效能（赵思嘉等人，2017），才能与其他企业抗衡，员工会因应外在环境的变化而进行改变，外在环境亦可以视为一种领导者的管理风格，不同的主管亦有不同的领导风格（林芹与易凌峰 2020），因此，领导者被认为在员工的工作环境下扮演了举头轻重的角色。想要成长想要稳步发展，就要在保持原来稳定的情况下，再寻求创新，寻求新的机遇，让公司变的强大，只有公司变的强大，才可以在大环境中站稳脚步。以适应这些变化，现实行业和理论界都在关注新的领导风格，这种新的领导风格就是创业型领导。（杨娟等人，2019）。

关于员工创新行为的影响因素，国内外学者们已经进行了许多研究，不仅提出了哪些因素能提高员工的创造能力，而且还深入理解这些因素对员工创新行为的影响机制。总之，影响员工创新行为的因素具有个体因素和环境因素 (Baucus et al., 2008)，比如员工内在动机，工作自主性、员工工作负担要求、创造过程参与，领导行为，领导对员工的鼓励与支持、资源及其有效性等 (Kremer et al., 2019)。环境因素中对员工创新行为起实质影响的关键因素即是领导 (Ahadiat & Dacko, 2020)。对于创业型的企业，领导首先拥有的特性就需要创业型领导，学者们越来越关注的这一新兴课题。领导能给予下属适当的权力与足够的自由度，从而激发下属的工作激情和动力（秦伟平与赵曙明，2015）。

人们的激情不再仅仅依靠金钱等外在报酬来激发，基本需求的满足、促进个体内心成长等内在因素成为促进工作激情的重要因素。具有工作激情的个体能够产生持久的、有益的工作动机和行为 (Ahadiat & Dacko, 2020)，并且伴有积极的、一种持续而有意义的幸福状态，且工作是有意义和有价值的体验 (Egan et al., 2019)。工作激情是个体对工作表现出强烈喜欢的倾向与状态，它对于员工发展和组织绩效有促进作用，且推动员工创新（赵思嘉等人，2017）。

对于新时代背景下的企业员工来说，工作不仅仅是获取物质的一种渠道，同时也是自我价值体现的平台。人格特质是影响个体越轨创新行为的重要因素（姚艳虹，2013）。其中主动性人格是导致个体主动性行为产生的主要因素之一 (Luo & Chen, 2019)。主动性人格员工本身工作独立性和自主意识较强，具有强烈的意愿想要主动改变工作环境，这也造成了企业对于员工主动性人格的矛盾：一方面，如果不给予这些员工较高的自主性空间，那么就难以满足他们的创新需求，从而对其创新行为产生限制；另一方面，如果给予过高的自主性空间，也容易造成他们对于工作产生盲目感，以造成认知资源的浪费（胡进梅，2014）。由此可见，主动性人格特质员工是否能激发创新，也成为现代企业人力资源管理的一大难题。

## 1.2 研究意义

### 1.2.1 理论意义与创新

创业型领导是一种新兴领导方式。由创业和领导力研究领域交叉融合下产生的。以创业型领导为核心，分析其产生与形成的因素，在各种中小型以及大型企业中对于个人、团队甚至整个企业的作用，员工的工作激情对于创新行为的影响以及创业型领导对于员

工创新行为的影响，员工主动型人格的作用，员工对于组织认同在领导与创新行为之间产生的作用。对于验证创业型领导的作用机制，对于深化人们对创业型领导领域的认知有重要的理论意义。

#### 1.2.2 实务意义

一个企业要面临来自市场以及各方面的压力，因为一个企业要发展就必须要创新。首要面临这些压力的就是领导，要思索如何带领企业在市场竞争中处于一个有利地位。员工面临的压力就是来自于工作以及工作之余的生活，一个领导当然希望员工对于他是完全信任的，对企业充满了认同感，希望员工工作积极，会积极为企业。而员工当然也希望在企业中为企业出谋划策，争取升职加薪，以此改善生活。

基于以上论述，本研究选取企业中的创业型领导对于员工创新行为的影响机制进行研究。想要找到一种合适的方法，为领导者如何促进下属绩效的增长，员工如何更好的适应领导风格，为企业创造价值，并最终达到双方共赢，具有重要的实务意义。

## 2. 文献综述与研究假设

### 2.1 基础理论

交互决定论是由心理学家班德拉所提出的理论 (Bandura, 1978)，也是社会认知理论及社会学习理论的核心概念，两者都是在强调行为、个人因素及环境因素的相互影响。交互决定论指出，行为 (Behavior)、个人因素 (Personal Factors，例如：认知、情感、人格等) 及环境因素 (Environmental Factors) 是相互连系及相互影响的。其中，个人因素和环境因素皆都对行为有所影响。因此，三者相互影响，形成三角关系。

### 2.2 研究假设

#### 2.2.1 创业型领导与员工创新行为的关系

创新行为需要打破传统思维的规则、承担风险、创造建设性冲突、挑战权威 (Baucus et al., 2008)。Kim et al. (2018) 在创新行为的过程中，会遇到许多风险、冲突、困难和伦理困境。由于创新行为是一项涉及高风险的非常规工作，因此，员工需要领导者的支持 (Javed et al., 2017)。Amabile (1988) 提出了各种特定的领导行为，例如：咨询、认可和支持，这些行为可能影响内在动机，最终激发员工的创新行为。有效的领导对于培养员工的创新行为非常重要 (Carmeli et al., 2013)，若以鼓励和支持的方式指导员工时，他们会有更多的创新行为 (Oldham & Cummings, 1996)。Bavik et al. (2017) 认为具有正面作用的领导对于促进员工态度和行为的提升有很大的影响，创业型领导者会倾听且鼓励员工透过双向公开的沟通方式来表达意见和疑虑，从而产生更大的信任。这种公开的沟通方式，会鼓励追随者利用他们的想象力来产生新颖的想法，以改善目前的工作程序和流程 (Kim et al., 2018)。其他研究发现，创业型领导与员工创新行为之间存在正向关系 (Elqassaby, 2018; Ma et al., 2013)。因此，本研究推论以下假设：

H1：创业型领导正向影响员工创新行为。

#### 2.2.2 创业型领导与工作激情的关系

凭借独特的机会开发能力和清晰的可达路径，创业型领导传达的未来愿景更容易获得员工的理性认同，而理性化的目标认同具有稳定性，对员工的工作投入和积极情绪有较强的预测 (Salessi et al., 2017)。

林芹与易凌峰（2020）同样证明了创业型领导的愿景描绘以及构建的创新发展平台能引起员工对未来的向往和信心，增加工作满意度，而工作激情恰好与工作满意度紧密相关。其次，有研究表明，创业型领导的效果逻辑和手段导向，不仅是对环境变动和机会窗口的快速响应也能同时唤起其“精英”的自我身份认知（赵思嘉等人，2021）。机会开发时的高超技巧和行为体验将行动者带来成就感，并产生兴奋、愉悦等正向情感，进而在组织中扩散，促使下属形成相应的工作情感状态，极大地鼓舞工作热情 (Harun et al., 2021)。不仅于此，创业型领导的高度专注和行为投入也会被员工感知、学习和模仿，使其在工作中自觉地加大精力的投入（王影与苏涛永，2019）。

正向情感的堆积和工作中的自愿投入共同造就了员工的工作激情。再则，创业型领导愿意帮助下属获取创新资源，鼓励员工在任务完成过程中实施手段导向，直接由当前状态转向新状态（秦伟平与赵曙明，2015）。工具性支持的感知将满足员工的胜任感需求，再造工作意义和创新能力的知觉 (Kremer et al., 2019)。一旦员工意识到工作是重要的事情，将诱发其在工作中的积极情绪，增强对本职工作的喜爱，激活承载价值观的情绪体验，即工作激情。因此，本研究推论以下假设：

H2：创业型领导正向影响员工工作激情。

**2.2.3 工作激情与员工创新行为的关系**

Kremer et al. (2019) 提出当公司鼓励员工敬业，并提出相关的政策，会提高员工激情程度，员工会以提高顾客满意度作为自己的目标，进而主动发挥创意提出可行方案。Gichohi (2014) 针对图书馆 31 个员工的研究显示，高工作激情的员工都乐在工作，会主动进行创造性的思考，寻求突破，发现员工工作激情会引导产生更多的创新。

Simon et al. (2019) 的调查显示，认为高度激情工作的员工会有积极作为，逐步提升组织绩效，员工会因此而影响其在工作上的表现。杨娟等人（2019）的研究也表示员工投入的程度会增加组织的竞争优势，进而提升工作投入，员工会乐于贡献自己所长，将本身的知识及智能发挥在工作上。当一个员工高度工作投入时，会非常专注在工作上，当兴趣与工作结合时，会与工作有产生密切的联结。很容易埋首于工作当中，工作时会充满能量与干劲，工作遇到困难时，能够仍不屈不挠去迎接挑战，工作遇到挫折时，很快就能恢复（赵玉田、刘晓伟，2017）。因此，本研究推论以下假设：

H3：工作激情正向影响员工创新行为。

**2.2.4 工作激情介于创业型领导与创新行为之中介作用**

在工作环境下的内在激情被过去研究学者定义为员工创新行为的核心特点 (Amabile, 1988)，可以加强工作本身激情及挑战性，促使员工追求新颖解决方法，并使其拥有高层次的创新行为。

创业型领导善于利用创业成功的示范并且有着清晰的目标路径，这样可以赢取追随者的认同。并且，这一稳定的认同感可以转化为员工在工作中的积极情感以及时间精力的主动投入（秦伟平、赵曙明，2015）。再加之创业型领导是通过影响和指引员工的创新行为推动组织战略目标实现，从而有助于员工在工作中体验到个体价值，重塑工作意义 (Harun et al., 2021)。这种由创业型领导诱发的承载价值观的情绪体验就是工作激情。同时，如果说情感是即兴的燃点，那么工作中的认知积累就是即兴的燃料。聚合情感和

认知要素的工作激情，为解释创业型领导驱动员工即兴的微观影响机制提供了重要视角 (Egan et al., 2019)。应该说，借助行为互动，创业型领导能活化员工的工作激情，并经由情感与认知的共同作用，推进员工的创新行为。因此，本研究推论以下假设：

H4：工作激情在创业型领导与员工创新行为之间具有中介作用。

**2.2.5 组织认同在创业型领导与工作激情之间的调节作用**

识别一个组织意味着其成员调整他们的目标和价值观，并努力实现这些目标和价值观 (Miller et al., 2000)。当组织目标和价值观成为个人目标和价值观时，组织成员个体将表达出对组织情感与认知之间的一致性，这是组织成员与组织合而为一的情感依附，也是认定自己属组织成员身份，而有特定的忠诚度绩效可以将一个人的态度和行为与组织分配的角色相结合 (Edwards & Peccei, 2007)。当组织成员的组织认同度越高，正向的领导影响的作用就会使得员工的同目标与价值的影响，创业型领导传达的未来愿景更容易获得员工的理性认同，促进员工的工作激情，也会使该组织的发展与其他组织相较而形成明显的差异。

Bakker and Demerouti (2010) 认为员工会将高工作要求和高工作资源的情景看作是“挑战”，并且愿意为这种挑战付出努力，展现出高的工作动机和敬业水平，进而表现出积极的工作态度和行为；相反对于高要求和低资源的情景，员工会受挫消沉，进而采取消极应对。

员工将自己视为某一特定组织的成员，这种识别代表了组织成员通过认知过程的自我分类，分类标准基于个人与组织成员之间的相似性，创业型领导的效果逻辑和手段导向，快速唤起员工的的自我身份认知（赵思嘉等人，2021），激发员工的工作激情，在员工有较高的认知过程的自我分类，会受到创业型领导的影响，既促进员工的工作激情。因此，本研究推论以下假设：

H5：组织认同在创业型领导与工作激情之间具有正向调节作用。

**2.2.6 主动型人格在创业型领导与员工创新行为之间的调节作用**

Kim et al. (2009) 主动性人格是影响创新行为的一项个人特质，主动的人通常会有主动的行为和超出正常工作期望的表现，似乎对创新行为有正向的影响。根据交互理论的个人因素与行为相互影响的情况，具有主动性人格的人会有更多的创新行为。而主动性人格较高的人相对的不受情境的约束，且会寻找机会、表现出主动的行为，并采取行动使环境有所改变 (Crant, 1996)，与其他不主动的员工相比，倾向于主动行事的员工会产生更高的创新行为。

Kim et al. (2017) 研究主动性人格与工作绩效的关系。结果显示，个体感知到的工作主动性水平调节主动性人格与工作绩效的关系，即工作主动性感知越强的个体，其工作主动性与工作绩效的正向关系越强；反之，工作主动性感知越低的个体，其工作主动性与工作绩效的正向关系越弱。创新行为的过程是有风险、冲突和困难的 (Kim et al., 2018)，而主动积极的员工可能比其他人更轻松容易的应对风险和困难，因为主动的人愿意采取主动行动并改变组织环境，且很快就能适应较高的工作创新行为需求，从而产生高度的创新行为 (Kim et al., 2009)。

Crant (1996) 的研究强调主动性人格在员工创新行为中的重要作用。其他研究发现，

主动性人格与员工创新行为之间存在正向关系 (Kim et al., 2009)。因此，本研究推论以下假设：

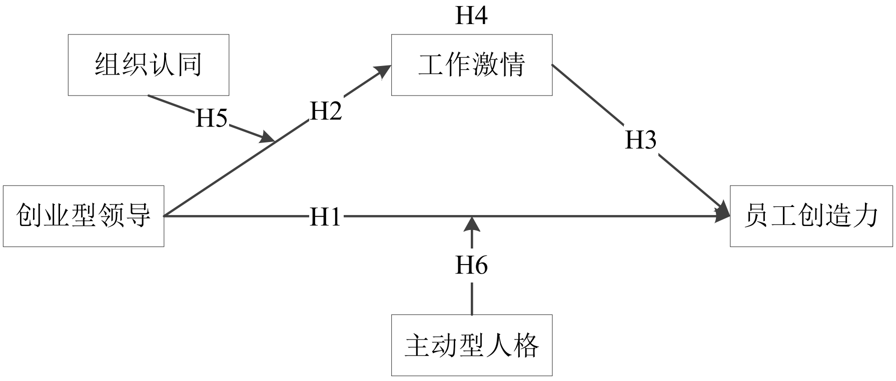
H6：主动型人格在创业型领导与员工创新行为之间具有正向调节作用。

## 3. 研究方法与设计

### 3.1 研究框架

依据交互决定论，行为、个人因素及环境因素 (Environmental Factors) 是相互连系及相互影响的。其中，个人因素和环境因素皆都对行为有所影响。因此，三者相互影响，形成三角关系。既环境因素（组织认同）、个人因素（主动型人格）会与行为（工作激情、员工创新行为）有所影响，既本文认为，组织认同会干扰创业型领导与工作激情之间的关系；主动型人格会干扰创业型领导与员工创新行为之间的关系。据此，本节部分提出本研究的研究架构图，如图 1 所示。

**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 创业型领导

本研究测量工具以 Bass and Avolio (1994) 所编制的创业型领导量表为主，并依据研究对象的特性加以修正，以适用于本研究对象，此量表为一个构面，包含 11 题题目。计分方式是采用李克特 Likert5 点计分法，分数高低来表示创业型领导的程度，该量表得分越高者表示创业型领导程度愈高；反之则越低。

3.2.2 组织认同

本研究测量工具以 Cook and Wall (1980) 所编制的组织认同量表为主，并依据研究对象的特性加以修正，以适用于本研究对象，此量表为一个构面，包含 6 题题目。计分方式是采用李克特 (Likert) 5 点计分法，分数高低来表示员工对于组织认同的程度，该量表得分越高者表示自评的组织认同程度愈高；反之则越低。

3.2.3 工作激情

本研究测量工具以秦伟平与赵曙明（2015）所编制的工作激情量表为主，并依据研究对象的特性加以修正，以适用于本研究对象，此量表为一个构面，包含 6 题题目。计

分方式是采用李克特 (Likert) 5 点计分法，分数高低来表示员工激情的程度，该量表得分越高者表示员工的工作激情程度愈高；反之则越低。

3.2.4 主动型人格

本研究是以员工的角度来自评主动型人格的程度，衡量方式引用量表参考 Claes et al. (2005) 的研究。此量表为一个构面，包含 6 题题目。计分方式是采用李克特 (Likert) 5 点计分法，分数高低来表示员工主动型人格的程度，该量表得分越高者表示自评的主动型人格程度愈高；反之则越低。

3.2.5 员工创新行为

本研究是以员工的角度来自评创新行为的程度，衡量方式引用 Zhou and George (2001) 编定的创新行为量表，此量表为一个构面，包含 6 题题目。计分方式是采用李克特 (Likert) 5 点计分法，分数高低来表示员工创新行为的程度，该量表得分越高者表示自评的创新行为程度愈高；反之则越低。

**3.3 抽样方法与抽样对象**

本次调查对象为在职企业的非领导员工。考虑到新冠肺炎疫情的情况，本研究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，本研究在样本的数据搜集方式上，采用采便利抽样法，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的同事进行填写问卷。

## 4. 预期研究贡献

创新行为需要打破传统思维的规则、承担风险、创造建设性冲突、挑战权威，由于创新行为是一项涉及高风险的非常规工作，因此，员工需要领导者的支持与言传身教，在言语与行为上其模范作用，有效的领导对于培养员工的创新行为非常重要，具有正面作用的领导对于促进员工态度和行为的提升有很大的影响，也就是会促进员工的工作激情，当员工的工作激情程度被创业型领导所激发，会非常专注在工作上，当兴趣与工作结合时，会与工作有产生密切的联结。很容易埋首于工作当中，工作时会充满能量与干劲，工作遇到困难时，能够仍不屈不挠去迎接挑战，工作遇到挫折时，很快就能恢复。员工会以提高工作创新、生产创新、管理创新等作为自己的目标，进而主动发挥创意提出可行方案（主动型人格）。当员工的需求和期望得到满足，会让员工更能发挥能力和而得到认可（组织认同），进而更认同工作，提升工作绩效，很容易提出新奇的方法来提升员工创新行为。

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# Effect of Creative Green Products and Value Perception on Green Consumption Behavior: Environmental Awareness and Strategic Social Responsibility as Moderators

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**Abstract**

As environmental sustainability issues, such as warming, water pollution, air pollution, land pollution, and waste generation, have prompted society to change its traditional consumption patterns and purchasing behaviors in pursuit of environmental sustainability, green consumer behavior A new paradigm for the marketing discipline that has developed into contemporary marketers and researchers in the field of consumer research. Based on the value-belief-norm theory, this research explores users' perception of creative green products and their consumption behavior. It is hoped that through the research of this paper, it can bring competitiveness to enterprises producing green products, and guide more enterprises to develop in the direction of producing creative green products.

**Keywords:** Creative Green Products; Customer Value Perception; Green Consumption Behavior; Environmental Protection Awareness; Strategic Social Responsibility

# 创意绿色产品、顾客价值感知对绿色消费行为的影响：以环保意识与策略性社会责任为调节变量

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**摘要**

随着环境永续性议题，诸如暖化、水污染、空气污染、土地污染，以及废弃物产生等，促使社会改变其传统的消费模式以及购买行为以追求环境永续，因此，绿色消费者行为已经发展为当代消费者研究领域的营销人员和研究人员的营销学科的新典范。本研究以价值-信念-规范为理论基础，据以探讨使用者对创意绿色产品的感知程度及其消费行为。希望通过本文的研究，可以为生产绿色产品的企业带来竞争力，并引导更多的企业向生产创意绿色产品方向发展。

**关键词：**创意绿色产品；顾客价值感知；绿色消费行为；环保意识；策略性社会责任

# 1. 绪论

## 1.1 研究背景

随着环境永续性议题，诸如暖化、水污染、空气污染、土地污染，以及废弃物产生等，促使社会改变其传统的消费模式以及购买行为以追求环境永续 (Jaiswal & Kant, 2018)，因此，绿色消费者行为已经发展为当代消费者研究领域的营销人员和研究人员的营销学科的新典范 (Jaiswal & Kant, 2018)。

当前社会消费者的可选择性越来越多，各产品生产厂家逐步进入红海市场，如何传递卓越的价值给消费者，才能创造新的竞争优势，需针对知觉价值的测量与顾客之间连接，这样才能够倾听完整的顾客知觉信息提供给生产厂商参考 (Woodruff, 1997)。价值感知是消费者决策过程的重要因素 (Rust & Oliver, 2000)，较多学者都实证了消费者对于价值的感知可以预测其未来对于某些产品的购买意图或者行为（陈冠仰、陈柏元、戴有德、巫立宇，2016）。顾客的价值感知是决定顾客忠诚的关键因素。所以本文希望了解，价值感知是否会影响消费者的绿色消费行为 (Petrick, 2004)。

在现今的社会中，环境保护意识抬头及政府法令开始对环境保护有所规范，如何让企业在进行生产和获益的同时，有效地减少资源的浪费和环境保护，成为企业管理的主要方针之一。绿色管理已成为趋势，环境保护是企业的责任，同时也能为企业带来竞争优势。企业开始进行环境保护管理除了尽可能高效率的使用资源、降低非必须的消耗和成本，同时，消费者也开始选择对环境污染较低的绿色产品，购买具备环境责任企业的产品及服务 (Yin & Jamali, 2016)。所以是否具有策略性社会责任的企业，其所生产的产品，是否会干扰消费者的价值感知与绿色消费行为之间的关系，也是企业迫切需要了解的内容。所以本文以策略性社会责任作为调节变量，来检验是否会干扰价值感知与绿色消费行为之间的关系。

本研究欲了解创意绿色产品是否会通过价值感知影响消费者的绿色消费行为，以及消费者本身的环保意识与购买的绿色产品的企业的策略性社会责任是否会干扰创意绿色产品、价值感知与绿色消费行为的关系。希望通过本文的研究，可以为生产绿色产品的企业带来竞争力，并引导更多的企业向生产创意绿色产品方向发展。

## 1.2 研究动机

近几十年来，绿色已成为全球组织日益关注的相关领域及议题 (Tsai et al., 2016)，加上环保意识逐渐抬头，越来越多的生产商与经销商把产品的绿色特性增加到生产与营销中，系统可以通过绿色特性吸引更多的消费者的购买行为，并给予消费者传递国家要求的生态环保的教育理念的绿色概念（张学睦、王希宁，2019）。

消费者本身对于产品的功能优劣及质量好坏，往往只能透过电视广告、网络讯息及亲朋好友的经验得知，且都有先入为主的观 便宜无好货，进而影响消费者心中的价值感知。但是消费者对于创意绿色产品价格相对一般商品高但有通过各项环保标识、节能低碳等功能时又该如何作选择？以功能导向优先或价格考虑优先？具有环保意识的消费者对于购买一项产品或服务时，是否会干扰创意绿色产品与价值感知的关系？目前尚无定论，故本研究将就环保意识的消费者的调节作用作进一步的探讨。

## 1.3 研究意义

### 1.3.1 实务意义

2018 年对于中国的生态环境保护事业发展来说，是意义非凡的一年。经过十三届全国人大代表的会议表决后，全体成员一致通过了宪法的修正案，把新发展理念、生态文明和建设美丽中国的这三个要求加入了宪法当中。根据郑辉（2019）的数据显示，在空气质量方面，全国各省市直辖市自治区 338 个城市优良天数比例为 79.3%，相比较于同时期的历史数据，优良天气的平均天数上升了 1.3 个百分点，然而雾霾出现的频率大幅

度降低。在全国各省市自治区直辖市等 338 个城市中，全年一共发生重度污染天数总和为 1899 天，总体上相比于去年减少了 412 天；而发生的严重污染天数为 822 天，相较于去年增加了 20 天。

本文主要探究创意绿色产品、价值感知、绿色消费、环保意识、策略性社会责任五者间的关系及内在作用机制。研究结论有助于政府制定相关的法律法规以及政策来引导消费者，使其改变消费方式，鼓励其绿色消费。最后，文章通过实证研究，探寻创意绿色产品、价值感知、绿色消费、环保意识、策略性社会责任五者之间的作用机制，可以有针对性地为政府、企业及消费者自身的绿色消费行为提出政策建议。

### 1.3.2 理论意义

创意绿色产品是在绿色产品的基础上增加了创意的特性，对于长久使用绿色产品的消费者来说，可能会增加新的购买需求，而偏好购买绿色产品的消费者的价值感知也会随着使用创意绿色产品而增加，尤其是针对具有环保意识的消费者来说，购买有绿色策略社会责任的企业所生产的产品也会增加购买的意愿与行为，做出亲环境的行为，同时还会影响周围的人，逐渐形成一种积极向上的社会风气，进而改变传统的消费模式，形成绿色消费观念，共同保护环境，改善生活质量与环境卫生，创建一个绿色生态文明的社会。虽然国内外的许多学者把消费者的消费行为进行了一系列深入浅出的研究和学习，随着生活水平的提高，使得人们开始对环境问题的关注程度不断提高，国外关于绿色消费行为形成过程及影响因素的研究较多，且定性与定量研究二者兼有。然而国内学者对于消费者绿色消费行为方面的研究起步较晚，结合中国自身的实际情况来进行绿色消费行为的实证研究较少。

## 2. 文献探讨与假设发展

### 2.1 基础理论

“价值→信念→规范理论” (Value-Belief-Norm Theory, VBN) 是 Stern 在 2000 年基于价值基础理论 (Value Theory)、新生态范式 (The New Environmental Paradigm) 及规范-激活理论 (Norm-Activation Theory) 提出来的，并构建了该理论模型。该理论认为个人具有与环境相互联系的价值观，且当人们意识到自身必须采取某种行动，才能够主动的提高规范，并认为自身有这样的能力时，会产生对环保的责任感与使命感，最后环境保护行为可能会发生。该理论是包含个人价值→新环境范式→后果意识→责任归属→环境保护行为规范五个关键变量的因果链。这条因果链是从相对稳定的方向移动，从个人的环境价值观到人与自然的特定信念，再到信念所包含的中心元素后果意识及责任归属，接着激活人们环保行为意愿，最终致使环境保护行为的发生。

在价值→信念→规范理论中，人们的环境保护行为分为了四种 (Stern, 2000)。第一种为激进的环保行为 (Activism Behaviors)，指人们主动积极参与利于环境保护的公共组织的环保活动；第二种是指社会情境性的主动行为 (Social Contextual Active Behavior)，指个人认同公共组织有关环保的政策，但不参与其中；第三种是指个人领域的环保行为 (Private-Sphere Behaviors)，消费过程前、的环保行为中、后都注重对环境的保护与资源的节约。主要是绿色消费行为及在第四种是指个体在组织中 (Behaviors in Organizations)，如工程师设计更环保的产品，组织决策者和发展者制定符合环保标准的决策及生产流程。

### 2.2 研究假设

#### 2.2.1 创意绿色产品对绿色消费行为的影响

主观规范定义为一个人执行或不执行某项行为所感到的社会压力 (Ajzen, 1991)，其可能受到与自身密切或重要的其他人关系的影响，例如关系亲密的朋友、亲戚、同事或商业伙伴 (Paul et al., 2016)，其被认为是自然界中的一个社会因素 (Ajzen, 1991)。依据

计划行为理论，有多种因素可以影响消费者的行为，其中包括主观规范，既消费者受到社会压力的影响来一定程度的决定其行为，而对于规范性信念，是指个人对他人（他人对他人的举止具有重要意义）希望在某种情况下的行为的看法，而遵守动机则是个人希望遵守重要的他人的意见的意愿 (Yadav & Pathak, 2017)。

在绿色产品信息与绿色消费行为的研究中，中国很多消费者未将绿色产品作为常态消费品，绿色产品与消费行为上还存在信息不对称，消费者对于绿色产品还仅限于生态、无污染、有机等概念，在通过对 477 份有效数据的回归分析，结果为绿色产品与绿色消费行为呈现正相关（高道军，2016）。产品绿色属性与消费者行为意愿的影响研究中，随着消费者绿色意识的逐步增强，消费者对绿色产品呈现出浓厚的兴趣，普通绿色产品与具有创新的绿色产品之间具有显著差异，绿色属性差异对消费者感知价值和行为意愿有正向影响 (Yucedag et al., 2018)。

在购买行为理论中，消费者在购买产品的时候，最重要的因素是这个产品的品牌的喜好，这也会排除消费者购买其他品牌的行为倾向 (Howard & Sheth, 1969)。综上所述，本文认为创意绿色产品会正向影响绿色消费行为，故提出假设：

H1：创意绿色产品正向影响绿色消费行为

**2.2.2 创意绿色产品对顾客感知价值的影响**

价值观能否影响消顾客感知价值，已有学者曾经提出两者之间的关联，中国传统价值观对顾客感知价值具有正向影响（郑辉，2019）；消费者对于绿色产品的购买意愿以感知价值作为内在心理因素，节能家电产品能够有效的提高消费者的价值感知，例如节能、环保、健康等价值感知（盛光华等人，2018）。消费者对绿色产品呈现出浓厚的兴趣，普通绿色产品与具有创新的绿色产品之间具有显著差异，绿色属性差异对消费者感知价值和行为意愿有正向影响 (Yucedag et al., 2018)。

基于绿色感知价值和印象管理动机理论，印象顾客价值感知的购买意愿模型中，绿色产品会通过绿色价值与情感价值两个维度正向影响绿色产品的重复购买意向（王大海等人，2018），既绿色产品会正向影响情感价值、正向影响绿色价值，社会价值是商品价格的基础，包含商品属性（绿色环保价值）。张学睦和王希宁（2019）研究具有生态标签的产品能够正向影响消费者的感知价值，其中影响社会价值的程度要高于影响情感价值。绿色感知价值对采用绿色产品的重要作用，其中，绿色产品感知价值受感知质量影响，绿色信任受绿色感知价值影响，购买意图同时受绿色信任、绿色感知价值和感知质量影响，绿色信任和感知价值对购买意图的影响，同时强调了绿色产品对消费者购买意图的重要性 (Cheung et al., 2015)。

综上所述，本文依据绿色产品的研究，认为创意绿色产品会正向影响顾客价值感知的维度，故提出以下假设：

H2a：创意绿色产品正向影响顾客情感价值

H2b：创意绿色产品正向影响顾客社会价值

**2.2.3 顾客感知价值对绿色消费行为的影响**

随着环境永续性议题，诸如暖化、水污染、空气污染、土地污染，以及废弃物产生等，促使社会改变其传统的消费模式以及购买行为以追求环境永续的问题，是各企业所重点关注的方向，如何给企业提供新的竞争力，并传递绿色环保价值观给消费者，需要企业了解消费者对于产品感知价值的测量与结果，否则无法提供顾客完整的声音供管理者参考 (Woodruff, 1997)。

价值感知是消费者决策过程的重要因素 (Rust & Oliver, 2000)。较多的学者均表示，顾客对于产品价值的感知力，是决定其最终购买的概率（陈冠仰等人，2016）；顾客的价值感知是决定顾客忠诚的关键因素 (Petrick, 2004)。

在消费服务方面，李玲（2016）整合了生态价值观与计划行为理论，构建感知价值→态度→消费行为的模型，通过结构方程式的验证，发现感知价值的生态价值、社会价值、地位价值可以通过消费者的绿色态度而影响顾客绿色饭店消费意向，同时感知价值的生态价值、社会价值、地位价值也可以直接预测消费者绿色饭店消费意向。

综上所述，本文认为顾客价值感知的维度会正向影响消费者的绿色消费行为，故提出以下假设：

H3a：顾客情感价值正向影响绿色消费行为

H3b：顾客社会价值正向影响绿色消费行为

**2.2.4 顾客感知价值在创意绿色产品与绿色消费行为之间的关系**

王大海等人（2018）基于绿色感知价值和印象管理动机理论，构建印象顾客价值感知的重复购买意愿模型，绿色产品会通过绿色价值与情感价值两个维度正向影响绿色产品的重复购买意向。Cheung et al. (2015) 数据分析论证了绿色感知价值对采用绿色产品的重要作用。其中，绿色产品感知价值受感知质量影响，绿色信任受绿色感知价值影响，购买意图同时受绿色信任、绿色感知价值和感知质量影响，绿色信任和感知价值对购买意图的影响，同时强调了绿色产品对消费者购买意图的重要性。

对环境的关注导致消费者对环保产品的需求增加，通过对绿色产品、社会影响和感知价值与绿色购买行为间的关系的模型中，社会影响与感知价值在绿色产品与绿色购买行为间具有部分中介效应 (Harahap et al., 2018)。

价值感知是作为主观感受以及体验要素，是购买过程的衡量要素。购买产品意味着时间与金钱的付出，而对于需求满足程度存在着不确定性，创意绿色产品是有区别于传统的绿色产品，消费者面对创意绿色产品，更偏向于自己主观上对于该产品是否为创意绿色产品的判断，而依据 Ajzen (1991) 的主观规范发现消费者会受到社会的压力而改变自己的行为，也就是一系列可以影响到消费者做决策的社会压力，例如家人、亲朋好友、同侪等，消费者在受到外界的压力，或者对于创意绿色产品的偏好，就会产生绿色消费行为 (Howard and Sheth (1969)，依据 Stern (2000) 的 VBN 理论，价值感知被认为是在消费者的消费预期与消费行为的中间心理变量，所以本文提出以下假设：

H4a：顾客情感价值在创意绿色产品与绿色消费之间具有中介作用

H4b：顾客社会价值在创意绿色产品与绿色消费之间具有中介作用

**2.2.5 环保意识对创意绿色产品与顾客价值感知关系的影响**

在购买行为理论中，产品的口碑与品牌的价值是消费者对于这一些列产品的筛选的重要因素与指引方向，这也是消费者更倾向与购买他所熟知的产品，而不会选择自己尚未使用过或听说过的产品的行为倾向 (Howard & Sheth, 1969)。Cheung et al. (2015) 把顾客价值感知分为认知和情感成分，认为应在不同层面审查人类活动，包括决策、选择行为、消费模式和一般生活方式，通过全球环境变化人文因素框架，研究可持续发展先决条件的心理问题。

Kennedy and Hauslik (2018) 认为拥有较高环保意识的消费者，在日常生活中购买对环境影响较小的商品和服务，既在维持基本生活所需并追求更佳生活质量的同时，降低天然资源与毒性物质之使用及污染物排放，目的在不影响后代子孙权益的消费模式。Roberts and Bacon (1997) 探讨新环境典范 (NEP) 与生态意识消费者行为(Ecologically Conscious Consumer Behavior, ECCB)之间的关系，从 572 名受访者的全国邮件样本中收集，具有环保意识的消费者会回收利用，购买可重复使用的产品或包装较少的产品，并愿意为环境的利益做出牺牲（例如，购买绿色商品，减少驾驶汽车）。

消费者的绿色产品的价值观受限于消费者个体的环境意识，环境意识较高时，消费者的价值观强化作用明显（王财玉和吴波，2018）。在绿色奢侈品于顾客感知价值方面，

低环保意识消费者对绿色奢侈品的感知价值较低，高环保意识消费者对普通绿色商品的感知价值更高（汪涛等人，2016）。

综上所述，本文认为，高环保意识的消费者会强化创意绿色产品与价值感知之间的关系。故提出以下研究假设：

H5：环保意识在创意绿色产品与价值感知之间具有正向调节作用

### 2.2.6 策略性社会责任对顾客价值感知与绿色消费行为间关系的影响

在现今的社会中，环境保护意识抬头及政府法令开始对环境保护有所规范，如何让企业在进行生产和获益的同时，有效地减少资源的浪费和环境保护，成为企业管理的主要方针之一。绿色管理已成为趋势，环境保护是企业的责任，同时也能为企业带来竞争优势。企业开始进行环境保护管理除了能够最大限度的提高资源的利用率，同时可以降低浪费与节约成本，同时，消费者也开始选择对环境污染较低的绿色产品，购买具备环境责任企业的产品及服务 (Yin & Jamali, 2016)。

绿色金融与绿色供应链整合对雄安新区企业绿色创新绩效的影响中，企业履行社会责任的强度会调节两者之间的关系，绿色金融和绿色供应链与企业绿色创新之间具有显著的预测关系，也就是说，雄安新区的企业具备且行使社会责任的强度越高，企业绿色创新绩效越好（陈鹏轩，2020）。企业可以通过提高其社会责任来获得在市场与同行的竞争的强有力反感，同时，具有战略意义的企业社会责任的企业可以有效的提高其在消费者群体及社会上的市场价值（孙福兵，2013）。

综上所述，本文以策略性社会责任作为调节变量，来检验是否会干扰价值感知与绿色消费行为之间的关系，提出以下研究假设。

H6：策略性社会责任在价值感知与绿色消费之间具有正向调节作用

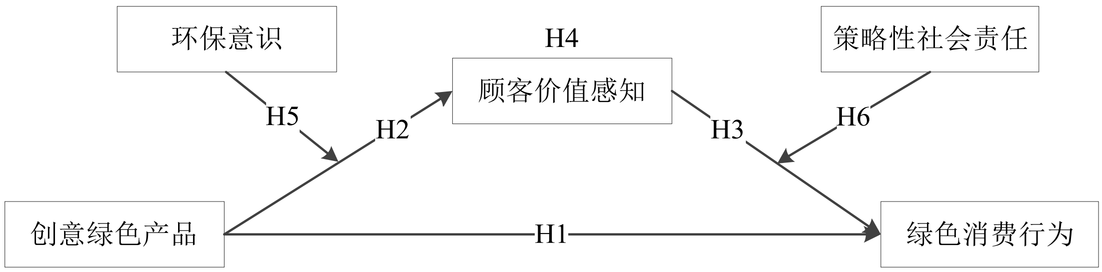
## 3. 研究方法与设计

### 3.1 研究框架

VBN 理论对环境行为的分类是目前最为全面及广泛使用的依据，如学者盛光华等人（2018）以价值→信念→规范理论为基础，构建了环境价值观、环境信念与主观规范为解释变量，进行预测绿色消费行为的模型。结合文章研究内容可知，本文界定的绿色消费行为可归为环境行为的第三种，由 VBN 理论可知，环境价值观可能对消费者绿色消费行为产生影响。如此，本文构建图 1 所示的研究框架图。

**图 1**

*研究框架图*




资料来源：本文自行整理

### 3.2 变量的衡量

### 3.2.1 创意绿色产品

依据盛光华等人（2018）设计的绿色产品的维度与工具，增加创意的属性，用来测量本文提出的创意绿色产品的概念。采用李克特五点尺度量表，量表的得分越高表示购买或使用创意绿色产品的程度越高。

### 3.2.2 绿色消费行为

采用学者盛光华等人（2018）的衡量量表，量表题项共有 10 题，采用李克特五点尺度量表，民众在绿色消费行为量表的得分越高表示对绿色消费的行为越积极且更愿意执行实践绿色消费以保护环境。

### 3.2.3 消费者感知价值

量表引用 Soutar (2001) 所构建的量表，共 12 个项目，分为两个维度，其中有 6 个项目是情感价值，另 6 个项目是社会价值。采用李克特五点尺度量表，分数越高表示消费者对于绿色产品的价值感知愈强。

### 3.2.4 环保意识

量表采用 Kim and Chung (2011)设计的单构面的问卷内容，共 5 个题项，本量表采用李克特 (Likert) 五点尺度量表，分数越高表示消费者对于环保意识观念愈强。

### 3.2.5 策略性社会责任

问卷发展是依据 McElhaney (2010) 对策略性社会责任的研究的五个定义为基础，分别为领导者的支持、明确的企业目标、核心能力、完整的激励管理系统和完整的绩效测量，共 5 题。采用李克特五点尺度量表，分数越高表示生产绿色产品的企业具有较高的策略性社会责任。

### 3.3 抽样方法与抽样对象

本文通过研究山东省胶州市与青岛市的消费者作为研究对象，希望了解创意绿色产品、消费者的环境意识、消费者对于绿色产品的价值感知、拥有环保担当的策略社会责任企业的产品等，来研究胶州市与青岛市居民的绿色消费行为。

依据 Sudman (1983) 提出地区型研究，需要样本约在 500 人至 1000 人之间较为适宜，本文主张该观点，对山东省胶州市与青岛市 18 岁以上的消费者进行调查，采用随机抽样的方法，抽取最少 500 位消费者；为保证有效样本在 500 份以上，故初步发放 700 份样本，对胶州市发放 350 份、青岛市发放 350 份。

## 4. 预期研究贡献

基于相关文献回顾，创意绿色产品可能通过一系列心理变量对消费者的绿色消费行为产生影响。但研究创意绿色产品对消费者绿色消费行为的文献相对而言较缺乏，且研究结论存在不一致；且创意绿色产品作为绿色产品，增加了创新与创意的属性，是绿色消费行为的重要预测变量，绿色消费行为是一种保护环境的消费行为。因此，本文以创意绿色产品为自变量，主要探讨分析城市居民的绿色消费行为，故将其作为因变量。价值感知被认为是比价值观更高一级的心理变量，故选取价值感知为中介变量。根据已有研究结论可以得知“创意绿色产品→绿色消费行为”这一路径中，可能存在其他变量的中介影响，如价值观会通过态度、群体压力、信念、主观规范及感知行为控制等中介变量进而影响绿色消费行为，故本文依据研究框架，对学术界建议后续可以增加“创意绿色产品→绿色消费行为”这一路径的其他中介变量，以丰富绿色消费行为的影响机制。

根据 Yucedag et al. (2018) 的环保意识研究，其表示随着环保意识的普及与增强，消费者对于购买产品的同时，考虑价格的因素会降低，也就是拥有较高的环保意识的消费者，购买绿色产品时对其价格的敏感度不高，由此可以推断，不同的环保意识在创意绿色产品与价值感知之间具有干扰作用，故本文把环保意识作为调节变量来检验其干扰作用。依据 Yin and Jamali (2016) 策略性有社会责任的企业调查结果，消费者选择对环境污染较低的绿色产品时，更偏向于购买具备环境责任企业的产品及服务，由此可以推断，拥有高策略性社会责任的企业所生产的绿色产品，会增加消费者对其价值感知与消费行为，故本文把策略性社会责任作为调节变量来检验其干扰作用。本文依据研究框架，对

学术界建议后续可以增加新的调节变量，以丰富绿色消费行为的影响机制。

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# Influence of Service Quality on the Purchase Willingness of New Energy Vehicles: With Perceptual Value as a Mediator, Green Consciousness and Government Policy as a Moderator

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**Abstract**

This article focuses on potential consumers entering the 7 BYD new energy vehicle 4S stores in Hainan Province as the survey object. There are 459 valid questionnaires. The valid questionnaire data is tested by structural equation. The results are as follows: Service quality has a positive impact on perceived value; service quality has a positive impact on purchase intention; perceived value has a mediating role between service quality and BYD new energy vehicle purchase intention; green awareness positively regulates service quality and perceived value Green consciousness positively moderates the relationship between service quality and purchase intention; Green consciousness positively moderates the relationship between perceived value and purchase intention; government policy positively moderates the relationship between perceived value and purchase intention; Government policies positively moderate the relationship between service quality and purchase intention.

**Keywords:** Percent Value; Green Awareness; Quality of Service; Government Policy; Purchase Willingness

# 服务质量对新能源汽车购买意愿的影响：以知觉价值为中介，绿色意识和政府政策为调节

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**摘要**

本文针对海南省 7 家比亚迪新能源汽车 4S 店的入店潜在消费者作为调查对象，有效问卷 459 份，通过对有效问卷数据的进行结构方程式检验，结果如下：

服务质量对知觉价值具有正向影响关系；服务质量对购买意愿具有正向影响关系；知觉价值在服务质量与比亚迪新能源汽车购买意愿之间具有中介作用；绿色意识正向调节服务质量与知觉价值之间的关系；绿色意识正向调节服务质量与购买意愿之间的关系；绿色意识正向调节知觉价值与购买意愿之间的关系；政府政策正向调节知觉价值与购买意愿之间的关系；政府政策正向调节服务质量与购买意愿之间的关系。

**关键词：**知觉价值；绿色意识；服务质量；政府政策；购买意愿

# 1. 绪论

## 1.1 研究背景

2017 年，中国设计出台了高达 32 项目与新能源汽车相关的政策，涉及到宏观、补贴、基础设施、安全管理、技术研发、智能网联等诸多方面（马亮等人，2017）。海南省作为中国最南面的独立岛型的省级行政区，四面临海，政府对其环境有及其严格的要求，例如限制非海南车牌的汽车在海南岛一年仅能形式 120 天，以限制外来车辆对海南岛的环境污染（袁敏和段景辉，2010）。对于海南岛购买普通燃油汽车，需要进行摇号排队，中签率较低，为推广新能源汽车，海南岛政府不仅对购车进行地方性补贴，而且针对海南岛车牌摇号排队困难、充电设施不足的现状，出台了多项针对性政策，例如，免征车辆购置税。海南省作为示范型城市，迫切希望在纯电动汽车市场取得突破。故此选取海南省进行实地调研，以期为其政策的制定和优化提供帮助。

自从“双积分”政策发布、燃油禁售令全球范围内陆续颁布，新能源汽车在市场逐渐得势（高伟和胡潇月，2020）。比亚迪先人一步，全面覆盖发展潜力更为广阔、更高端的 12-30 万元级别市场，并收割该领域近 70%的市场份额（曹亚梅，2017）。针对比亚迪新能源汽车的销量多，消费者与潜在消费者基数多，便于进行研究，以及研究具有代表性，故本研究针对比亚迪新能源汽车的潜在消费者为研究对象。

## 1.2 研究动机

从研究背景得知，新能源汽车的推广成为当下热议的问题（肖俊涛，2021），因此，如何探讨电动汽车购买意愿的研究成为学术界迫切需要解决的重要课题。众多学者提出服务质量会正向影响绿色产品购买意愿 (Straughan & Roberts, 1999; Wei et al., 2017; Chaudhary & Bisai, 2018)、知觉价值会正向影响绿色产品购买意愿 (Ali et al., 2018; Wang et al., 2019; Giuliani et al., 2020)，但是在购买行为过程中，存在消费者与经销商之间的服务环节（金立印，2008），而大宗产品的销售也会造成消费者的谨慎与多重思考（孙宾峰，2021），当前对此研究较为缺乏，对于经销商服务环节的体现的服务质量的影响来改变消费者的知觉价值，并间接影响消费者购买大宗产品的研究急需解决，此乃一项重要的理论基础。

## 1.3 研究意义

### 1.3.1 实务意义

本文的研究有利于企业合理设计产品绿色属性，整合资源，寻找绿色利益与传统利益的契合点，由于资源是稀缺的，企业必须决定侧重点来获取最具竞争力的优势，当绿色商品所带来的利益与传统的产品属性带来的利益会产生权衡效应时，在政府政策的作用下，对于产品绿色商品属性应当更侧重于属性中心性较低的部分，因为绿色商品属性中心性较低的产品相对于绿色商品属性中心性较高的产品有更高的知觉价值，从而更能吸引消费者购买该产品的同时进行口碑传播（马少辉等人，2021）。

其次，中国大多学者都是从经济和技术以及管理学角度出发（王志刚等人，2021），而本文从实际体验到的 4S 店的服务质量角度出发，研究不同的消费者内心感知的价值、主观的绿色意识、以及客观的政府政策等对消费者购买新能源汽车意愿的作用机制。本文依据期望效用理论 (Oliver, 1980)、计划行为理论 (Ajzen & Fishbein, 1975)，借鉴大量文献的基础上，建立理论模型，通过实证数据来验证研究服务质量是如何通过知觉价值影响消费者对于新能源汽车的购买意愿，这也为以后的相关理论研究提供了借鉴。其次，本研究为绿色营销提供一个新视角。着重于消费者的知觉价值、主观的绿色意识以及客观的政府政策的多个视角出发，探讨不同的角度对于购买意愿的影响及干扰作用。为企业开展绿色营销和绿色产品设计提供重要的理论依据，有利于企业合理配置资源，在绿色经济形势下获得竞争优势。

最后，本文的研究能够使企业充分认识知觉价值和绿色意识的重要性，通过多种途径提升消费者对比亚迪新能源汽车的购买意愿，从而提高环保商品的受欢迎程度。当前环保已经成为全社会共识的时候，具有绿色意识的消费者更偏好绿色环保商品，但是消费者购买产品依然是基于产品的知觉价值以及消费者的绿色意识是否能充分满足消费者的需求。本研究认为，一件绿色商品让消费者的知觉价值越高，消费者就更愿意购买该产品、进行口碑传播或为其支付溢价。因此，对于绿色商品，够识别多种路径、从多个角度有效提升知觉价值，有助于公司提升绿色商品的受欢迎程度，更有可能达成环境保护和公司利润双赢的期望。最后，本文有利于企业重视商品的绿色属性，构建良好的信息沟通框架，提升消费者的知觉价值和绿色意识，利用政府政策扶持的条件下，进而改变绿色购买态度（海辰，2017）。提升商品的绿色程度并不会必然以牺牲商品的质量或性能为代价，部分研究显示绿色商品信息框架和产品认证可以消除消费者绿色商品质量低下的疑虑，这样既能充分提升绿色商品的基本属性又对产品绿色评价不构成影响，还不损害商品的绿色环保价值。

**1.3.2 理论意义**

关于知觉价值和绿色意识对购买意愿的实证研究很少，在现有的关于实证研究中主要是从知觉价值 (Ali et al., 2018; Wang et al., 2019; Giuliani et al., 2020)、绿色产品认知 (Straughan & Roberts, 1999; Wei et al., 2017; Chaudhary & Bisai, 2018)、网络平台以及政府政策（安海彦，2019；赵骅、郑吉川，2019）方面进行研究。在文献的阅读中发现消费者绿色购买意愿的导向体系中，还包含者消费者知觉价值，所以在理论模型的构建过程中，依据以往一些学者的研究将服务质量做为自变量，并通过消费者的感知价值，间接影响绿色商品购买意愿的因素，建立新能源汽车购买因素模型，弥补以往研究的不足。

最后，本研究将为绿色消费者行为理论做出一定的贡献。之前许多研究将绿色产品的价值当做是既定的，然后研究影响消费者选择的因素。本研究旨在从价值和意识两个层面研究消费者最终对新能源汽车的购买意愿，特别是基于 4S 店的服务质量所提供的服务性质为自变量，揭示了消费者知觉价值对消费者购买新能源汽车的重要作用机制。

## 2. 文献探讨与假设发展

**2.1 研究假设**

**2.1.1 服务质量对购买意愿的影响**

服务行业或者销售行业，必定是顾客与销售之间的互动接触，如果消费者对产品不了解或是不清楚功能，则互动过程较为单调与无趣；消费者通过产品的主观与客观的了解认识后，就会产生全面的评价，就是知觉价值，这种评价是基于一种感觉到获得了什么的认知。消费者首先通过口碑、广告、以往经验等对产品有一定的价值了解，才能在与销售方的互动过程中获得更多想要获取的资讯，既消费者的绿色意识与对产品的知觉价值都可能增加服务质量，并主动获得产品有用的讯息（金立印，2008）。期望确认理论中的期望建立在销售员所提供的资讯在消费者心中的信任与重要程度，也就是销售方用言语、图片以及实物在消费者的视觉、听觉、幻想中营造出一种主观的产品特性，让消费者在心里对产品有一个明确的预测，通过与之前内心的知觉价值与绿色意识进行比较，用以来评量确认程度，通过一些列的决策比较步骤，所得出的产品的实际表现与预期的差距，如果实际表现大于预期，就会让消费者感到满意，反之则不满意，而满意会进一步增加消费者购买产品的概率（蒋婷、胡正明，2021）。

H1：4S 店的服务质量会正向影响消费者的购买意愿

**2.1.2 服务质量对知觉价值的影响**

依据计划行为理论 (Ajzen & Fishbein, 1975)，消费者的意愿受到态度、主观规范、

知觉行为控制的影响；海南省地区政府都在促进新能源汽车的消费，消费者受到主观规范，既消费者受到的社会压力，当身边朋友亲戚陆续更换新能源汽车，并且提到新能源汽车所带来的环保，也会进一步促进消费者进入新能源汽车 4S 店去主动了解新能源汽车。马妍等人（2009）的研究表明服务质量会影响影响消费者的知觉价值，所以可以认为消费者在 4S 店体验的服务质量会提高消费者的知觉价值。马妍等人（2009）表示消费者的知觉价值来自于口碑、实际体验、以往经验等多种途径获取的信息所引起的内心对于产品的价值的判定，包括价格、质量、功能等等。消费者在进入 4S 店体验了之后，通过对新能源汽车的实际试驾，以及产品宣传资料等，会对产品的价格、质量、功能有一个更加明确的感知，所以可以认为服务质量与知觉价值是呈正向相关关系的。

H2：4S 店的服务质量会正向影响消费者的知觉价值。

**2.1.3 知觉价值对购买意愿的影响**

顾客往往是选择性能与价格比例最大的产品，这种价值观通常表现在购买较大金额产品的选择，依据消费者的知觉价值是否符合他们的期望价值来决定购买与否 (Meuter et al., 2000)。因此，市场上企业之间的竞争可以看作是公司通过价格和产品特性向消费者给出消费者剩余的“出价”过程。消费者会选择消费者剩余最高的公司，比竞争对手提供的消费者剩余少的公司将输掉这场争夺消费者的战争。

Granville (1890) 表示，个人自己的用品可以体现与定位自身价值与社会上的表现。功能与知觉价值有较大关联性，而非客观上的价值，也包含较多的社会属性价值等 (Jin & Suh, 2005)。通过上述的研究可以看出，消费者在购物过程中，由多种因素进行交互而成，比如产品的价格、属性、功能、性能等制约，以及自身受到的压力的大小，同时对于产品的喜爱程度和限制程度等等。众多西方学者分别从心理学和社会学两个视角对知觉在消费行为学或者消费心理学等领域的有关方面进行了长达半个世纪的研究，在理论上深入探讨知觉的作用和知觉在消费行为中的地位（马妍等人，2009）。

H3：知觉价值对消费者购买意愿具有正向影响关系

**2.1.4 知觉价值在服务质量与购买意愿之间的中介作用**

知觉价值之所以会影响消费者的购买意愿，是因为任何人的消费行为都有意或者无意地受到其自我知觉的影响，使其在消费行为中必须保持自我的一致性（蒋婷、胡正明，2021）。消费者任何购买行为都是为了满足自己一定的需要：比如购买食物是为了解决饥饿感，这就是满足的一种需要，这是对功能性价值的一种表现，另一方面，有环境的限制也会造成知觉价值的限制，比如政府提出的新能源车牌可以在市区内形式，也会促成有需求的消费者选择购买新能源汽车。

消费者通过 4S 店提供的服务，感受到服务所带来的满意度，进而对产品的主观与客观的了解认识后，就会产生全面的评价，就是知觉价值，这种评价是基于一种感觉到获得了什么的认知。自有品牌能够满足那些寻求纯价值的消费者，而这些消费者对制造商品牌很少或者只有一点点的忠诚度 (Ali et al., 2018)。虽然已经有人通过两种产品种类（食品和家用电器）检验了知觉价值对自有品牌购买意愿的影响 (Jin & Suh, 2005)，但是以前的测量方法和维度不够全面。期望效用理论认为消费者既有最大化他们期望的效用的动机，又有依据与总财产相关的风险的大小作出风险规避或者风险中性决策。Chaudhary and Bisai (2018) 表示消费者对产品的价值的认可度越高，就会存在潜在的购买意愿，而针对汽车这类大宗产品，消费者选择过程中会更加谨慎，会通过多次到达 4S 销售店与销售人员多次沟通了解与试驾，所以 4S 销售店以及销售人员提供的服务质量，也会间接通过提高消费者的知觉价值而影响消费者的购买意愿，所以本文认为，知觉价值会在服务质量与购买意愿之间存在中介关系，故提出以下研究假设：

H4：知觉价值在服务质量与购买意愿之间具有中介作用。

**2.1.5 绿色意识在服务质量与知觉价值之间的调节作用**

现有的关于绿色购买行为研究主要集中在人口统计变量、产品有关的价值属性、产品认知、信任、风险化及消费者有关的价值观、生活方式、环境态度等因素对绿色购买行为的影响。纵观消费购买行为的研究中发现，消费者拥有绿色意识的确可预测消费者的行为。Engek et al. (1995) 认为消费者会因为购买环境影响消费决策，包括店内布置、音乐及服务人员等因素。Park (1981) 提出主观意识是客观信息和内在信心的配合，消费者的主观意识越高，他们就越自信，从而容易促进正确决策的产生。Wei et al. (2017) 研究认为产品绿色意识水平的不同，其购物的价值观也会产生不同，就会对最终的行为结果造成不同。

Minton et al. (2018) 认为消费者选择决策会因消费者绿色意识不同而有所不同，绿色意识较强的消费者会导致较高的决策质量。王依和王芹（2020）在关于有机蔬菜购买行为的调查中发现，消费者购买决策的制定受到自身主观认知的影响，当消费者对有机蔬菜的信息掌握的越多，认知越强，有机蔬菜的购买欲望越强。熊小明等人（2015）认为绿色意识会提高消费者所感知到的产品质量与绿色产品的价值之间的正向关系。

H5：绿色意识在服务质量与知觉价值之间具有正向调节作用。

**2.1.6 绿色意识在服务质量与购买意愿之间的调节作用**

Donovan and Rossiter (1982) 认为消费者如果在实体零售商店的正向情绪较显着，代表消费者较享受实体服务环境，透过消费者愉悦的情绪与卖场气氛，将会提高消费者实体商店的购买意愿。依据期望确认理论 (Oliver, 1980)，绿色意识的崛起让消费者在传统燃油汽车与新能源汽车的比较中，更倾向于新能源汽车（马琪等人，2019），但是知觉价值方面，由于新能源汽车势必比同类燃油汽车价格更高，同时新能源汽车的充电与换电较为繁琐与麻烦，而新能源的使用成本比普通燃油汽车更低，就会吸引消费者对新能源汽车产生预期期望，就会吸引消费者进入 4S 店进行了解与体验，就会触发 4S 店的服务质量，4S 店提供的服务也可能会进一步影响消费者最终做决策的因素（高红柳、赵毓锋，2020）。

依据计划行为理论，消费者做出决策通常是态度、主观规范与知觉行为控制组成 (Ajzen & Fishbein, 1975)，其中 4S 店销售人员通过专业的培训，在消费者进入 4S 店后，给消费者施加主观规范，既让消费者感受到的社会压力的认知，例如销售人员对比亚迪新能源的产品性能的评价很好，销量很好，就会促使消费者对比亚迪新能源汽车的购买欲望的增加。

H6：绿色意识在服务质量与购买意愿之间具有正向调节作用。

**2.1.7 绿色意图在知觉价值与购买意愿之间的调节作用**

Baker and Cameron (1996) 服务场景会影响消费者对服务的内在响应例如认知或情感的反应，与外在响应例如再购或购买意愿。服务人员的情绪是服务行为的核心，而服务人员的情绪会与消费者的情绪产生连结，藉此影响消费者满意度与再购意愿 (Westbrook & Oliver, 1991)。服务质量也提供消费者可以在与服务人员直接面对的过程当中，取得对企业的整体印象（姜维维，2018）。服务质量会正向影响消费者购买情绪及产品评价，甚至比环境布置更有影响力。

依据计划行为理论 (Ajzen & Fishbein, 1975)，消费者的意愿受到态度、主观规范、知觉行为控制的影响；消费者的态度，既绿色意识越高，对环境保护的责任越大，就会提高消费者进入新能源汽车 4S 店去主动了解新能源汽车；主观规范，既消费者受到的社会压力，当身边朋友亲戚陆续更换新能源汽车，并且提到新能源汽车所带来的环保，也会进一步提高消费者进入新能源汽车 4S 店去主动了解新能源汽车；而消费者而针对汽车这类大宗产品，消费者选择过程中会更加谨慎，会通过多次到达 4S 销售店铺与销

售人员多次沟通了解与试驾。

H7：绿色意图在知觉价值与购买意愿之间具有正向调节作用

#### 2.1.8 政府政策在知觉价值与购买意愿之间的调节作用

许高桐（2018）认为，行业当中所存在的不良竞争的现象，以及政府干预过程当中的疏忽纰漏，可能使得相关财政补贴效果欠佳。正是因为财政补贴数额和新能源汽车的销售数额并不匹配，所以财政补贴在人们的内心当中并未占到较高的位置，李宝民（2019）提出，国家在今天所进行的购车税的优惠、有关设施的大幅度完善、政府采购政策以及良好的市场环境打造是至关重要的。

政府在消费方面出台的政策法规以及相关激励宣传手段对于消费者消费行为具有良好的调节作用。王志刚等人（2021）在研究中指出政策法规对于消费者购买行为有着重要影响。范春晓（2015）研究中指出政府对于绿色消费信息以及政策的宣传推广是促进消费者对于绿色认知的动力，从而对于绿色消费行为产生影响。马琪等人（2019）研究发现实行命令性规范信息可有效提升绿色购买意愿，外部激励政策显著影响绿色购买意愿，消费者对于绿色消费的关注和理解的正确性可以通过政府的宣传得到有效提升，绿色消费知识了解水平提高，从而作用于消费者绿色产品购买意愿。

H8：政府政策在知觉价值与购买意愿之间具有正向调节作用。

#### 2.1.9 政府政策在服务质量与购买意愿之间的调节作用

Alder (2003) 研究了消费者在选择传统汽车和新能源汽车的偏好时发现，政府的税费减免以及补贴等措施，对于消费者的购买有拉动作用；例如中国在经济一般的情况下，为了刺激消费者的购买情况，采用家电下乡、汽车下乡等方式进行一定的补贴来提高消费者的购买力。McKelvey and MacDonald (2019) 在研究当中提出，加拿大地区所实行的税收优惠可刺激消费者对新能源的购买意愿，大大提高了新能源汽车的市场份额。消费者在感知到政府政策有较多的优惠补贴的时候，则会在自己能力与需求的范围之内提前消费或者增加消费力。海辰（2017）提出，指标单独配置对于购买者有着极大的调动，同时不限行政策也产生了一定的影响。

H9：政府政策在服务质量与购买意愿之间具有正向调节作用。

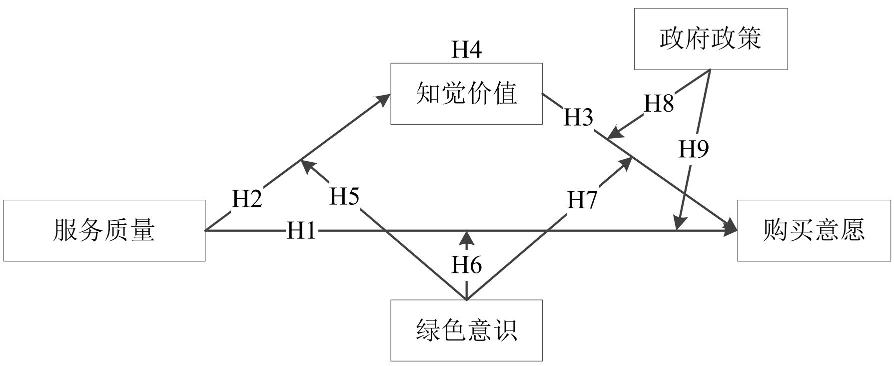
## 3. 研究方法与设计

#### 3.1 研究框架

依据上述研究假设，本文提出如图 1 所示的研究框架图。

**图 1**

*研究框架图*




资料来源：本研究自行整理

### 3.2 变量的衡量

#### 3.2.1 比亚迪新能源汽车的购买意愿

结合 Blackwell et al. (2001) 的文献，将购买意愿分为 5 个项目，以李克特 5 点量表来衡量消费者对比亚迪新能源汽车的购买意愿。验证性因子方面，$\chi^2$/df=2.788<3，GFI=0.939>0.9, AGFI=0.903>0.8, CFI=0.927>0.9, RMSEA=0.072<0.08, PCFI=0.741>0.5；Cronbach’s α 系数值为 0.958，量表具有相当的信度与效度。

#### 3.2.2 知觉价值

参考 Sweeny and Soutar (2001) 知觉价值的研究，以情感价值、社会价值、购买价值及质量价值作为衡量构面，并参考 Sweeny and Soutar (2001) 的问卷内容，列出共 15 题的题项。以李克特 5 点量表衡量消费者的感知价值。验证性因子方面，$\chi^2$/df=3.258<5，GFI=0.937>0.9, AGFI=0.810>0.8, CFI=0.956>0.9, RMSEA=0.076<0.08, PCFI=0.748>0.5；Cronbach’s α 系数值为 0.912，量表具有相当的信度与效度。

#### 3.2.3 绿色意识

参考 Kim and Chung (2011) 的问卷内容，设计了单构面的问卷内容，修改列出共 5 题的衡量题项。以李克特 5 点量表衡量消费者的绿色意识。验证性因子方面，$\chi^2$/df=3.609<5，GFI=0.906>0.9，AGFI=0.849>0.8，CFI=0.941>0.9，RMSEA=0.079<0.08，PCFI=0.561>0.5；Cronbach’s α 系数值为 0.883，具有相当的信度与效度。

#### 3.2.4 服务质量

参考金立印（2008）服务质量的研究，以任务导向、仪式导向及特殊情境作为衡量构面，并参考马妍等人（2009）的问卷内容，列出共 9 题的衡量题项。以李克特 5 点量表衡量消费者对服务质量的感受。验证性因子方面，$\chi^2$/df=2.077<3，GFI=0.997>0.9，AGFI=0.982>0.8，CFI=0.999>0.9，RMSEA=0.048<0.08，PCFI=0.727>0.5；Cronbach’s α 系数值为 0.882，具有相当的信度与效度。

#### 3.2.5 政府政策

参考安海彦（2019）研究中的测量量表。以李克特 5 点量表来衡量消费者对政府政策强度的感受。验证性因子方面，$\chi^2$/df=1.581<3，GFI=0.998>0.9，AGFI=0.986>0.8，CFI=0.999>0.9，RMSEA=0.036<0.08，PCFI=0.733>0.5；Cronbach’s α 系数值为 0.927，量表具有相当的信度与效度。

### 3.3 抽样方法与抽样对象

本研究对象为海南省比亚迪新能源汽车的潜在消费者，故抽查地为海南，采用分层随机抽样调查法进行抽样。海南省海口市共有 7 家销售比亚迪新能源汽车销售公司，为了准确回收到有效资料，本研究委托这 7 家公司的销售经理对每天进店咨询新能源汽车的顾客发放纸质问卷，既专门咨询新能源汽车的顾客为潜在消费者。

本研究于 2021 年 9 月 20 日分别在 7 家公司便利抽样了 121 份有效问卷，计算前测问卷的最大方差，带入公式计算求得问卷之发放最小，样本数 437 份。对后续问卷的发放，采用便利抽样调查法进行分层抽样。于 2021 年 10 月 8 日至 2021 年 10 月 28 日对海南省海口市共有 7 家比亚迪新能源汽车 4S 店内的顾客进行问卷调查，共回收 473 份。

## 4. 实证分析

### 4.1 共同方法偏差

本文采用哈门氏单因子检测法检验数据是否存在共同方法偏差。第一个主成分解释变异是 34.385%，未超过 40%，说明本研究中的共同方法偏差的程度并未引起严重问题。

### 4.2 描述性统计分析

在性别方面，男性占样本数的 81.9%；年龄方面，18-25 岁的占样本数的 20.3%；教

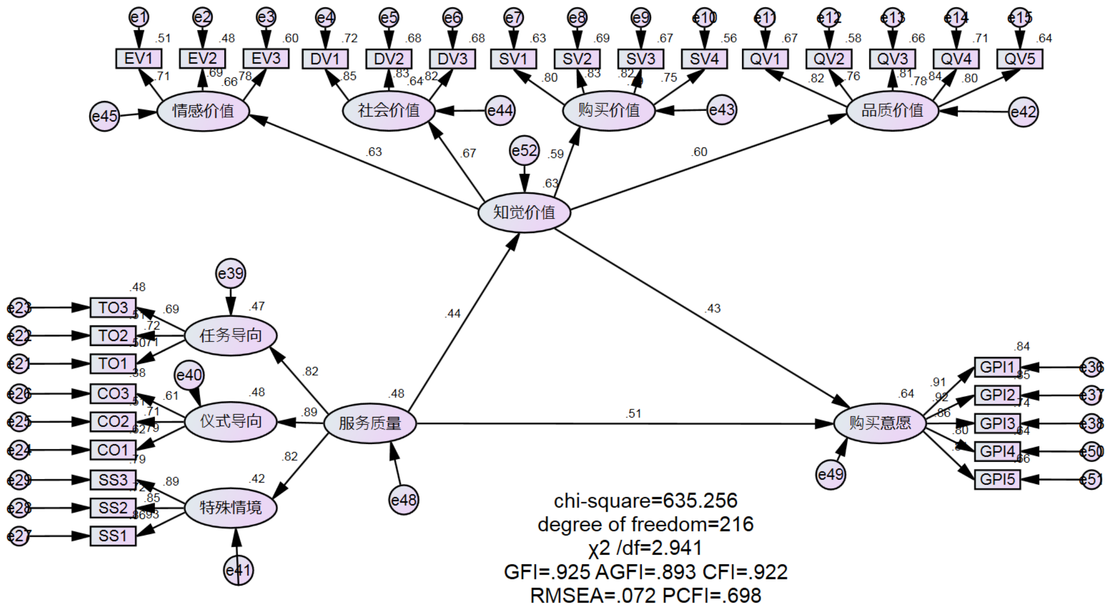
育程度方面，高中及以下的占样本数的 20.9%；在工作产业方面，制造业占样本数的 10.7%；家庭年收入方面，5 万以内占样本数的 11.1%。

### 4.3 结构方程式

为检验服务质量对知觉价值对购买意愿的路径系数以及中介效应，结果如图 2 所示，模型拟合指标显示，$\chi^2$/df=2.941<5，适配良好；GFI=0.925>0.9，适配良好，AGFI=0.893>0.8，适配良好；CFI=0.922>0.9，适配良好；RMSEA=0.072<0.08，适配良好；PCFI=0.698>0.5，适配良好。依据依据吴明隆（2009）的标准，各指标均符合要求，说明模型与数据的匹配程度较好。

**图 2**

*结构方程图*




资料来源：本研究整理

本研究透过 AMOS 24.0 进行路径系数的运算并得知其路径 t 值是否有显著性。分析结果假设 H1 服务质量对购买意愿有正向影响（$\beta = 0.514, t = 6.964, p < 0.001$）；H1 获得支持；假设 H2 服务质量对知觉价值有正向影响（$\beta = 0.439, t = 6.021, p < 0.001$）；H2 获得支持；假设 H3 知觉价值对购买意愿有正向影响（$\beta = 0.431, t = 5.155, p < 0.001$），H3 获得支持。

为检验中介效应，在整体模型中运用 AMOS24.0 的穷举法 (Bootstrap) 进行验证，其中在 Bootstrap 中设定为 5000 次运行，置信区间上限与下限分别设置为 95%。服务质量通过知觉价值影响购买意愿的间接效应为 0.189，95%置信区间的下限与上限分别为 0.133 与 0.579，置信区间不包含 0，且 p 值小于 0.001，假设 H4 获得支持。

### 4.4 调节效应检验

为检验调节效应，各解释变量均去中心化处理，如表 1 所示，模型 1 (F=111.505, p<0.001) 具有统计意义；在标准回归系数方面，交互项中心化服务质量与去中心化绿色意识的乘积项对知觉价值呈显著正向影响关系($\beta$=0.102, p<0.001)，假设 H5 获得支持。模型 2 (F=33.430, p<0.001) 具有统计意义；在标准回归系数方面，交互项中心化服务质量与去中心化绿色意识的乘积项对购买意愿呈显著正向影响关系($\beta$=0.089, p<0.01)，假设 H6 获得支持。模型 3 (F=28.453, p<0.001) 具有统计意义；在标准回归系数方面，交

互项中心化知觉价值与去中心化绿色意识的乘积项对购买意愿呈显著正向影响关系(β=0.074, p<0.05)，假设 H7 获得支持。模型 4 (F=59.095, p<0.001) 具有统计意义；在标准回归系数方面，交互项中心化知觉价值与去中心化政府政策的乘积项对购买意愿呈显著正向影响关系(β=0.095, p<0.05)，假设 H8 获得支持。模型 5 (F=61.820 p<0.001) 具有统计意义；在标准回归系数方面，交互项中心化服务质量与去中心化政府政策的乘积项对购买意愿呈显著正向影响关系(β=0.143, p<0.01)，假设 H9 获得支持。

**表 1**

*调节效应检验表*

| | 知觉价值 | 购买意愿 | 购买意愿 | 购买意愿 | 购买意愿 |
|---|---|---|---|---|---|
| | 模型 1 | 模型 2 | 模型 3 | 模型 4 | 模型 5 |
| 服务质量 | .336*** | .475*** | | | .249*** |
| 绿色意识 | .597*** | .259*** | | | |
| 知觉价值 | | | .450*** | .207*** | |
| 绿色意识 | | | .242*** | | |
| 政府政策 | | | | .464*** | .474*** |
| 绿色意识×服务质量 | .102*** | .089** | | | |
| 绿色意识×服务质量 | | | .074* | | |
| 政府政策×知觉价值 | | | | .095* | |
| 政府政策×服务质量 | | | | | .143** |
| $R^2$ | .511 | .563 | .523 | .564 | .586 |
| Adj $R^2$ | .504 | .546 | .505 | .551 | .574 |
| *F* | 111.505*** | 33.430*** | 28.453*** | 59.095*** | 61.820*** |
| DW | 2.01 | 1.979 | 1.934 | 1.975 | 1.979 |

注：*$p$<0.05, **$p$<0.01, ***$p$<0.001

## 5. 研究结论与贡献

### 5.1 研究结论

通过对调研数据进行实证分析，本文提出的假设都得到了验证：服务质量对知觉价值具有正向影响关系；服务质量对购买意愿具有正向影响关系；知觉价值在服务质量与比亚迪新能源汽车购买意愿之间具有中介作用；绿色意识正向调节服务质量与知觉价值之间的关系；绿色意识正向调节服务质量与购买意愿之间的关系；绿色意识正向调节知觉价值与购买意愿之间的关系；政府政策正向调节知觉价值与购买意愿之间的关系；政府政策正向调节服务质量与购买意愿之间的关系。

### 5.2 研究贡献

本文提出以下研究创新：

A. 绿色意识是消费者的思想与情感对于环境的关怀与热爱，造成对环境的一种保护意念。知觉价值是消费者通过一系列的比较后，得出产品的价值的肯定程度 (Zeithaml, 1988)。两者的区别在于绿色意识是消费者内心升华的一种意念，而知觉价值更偏向于客观上消费者客观上的实际情感价值、社会价值、购买价值、品质价值，对于两者的影响以及两者的比较的研究，比较缺乏，所以本文的研究是确定消费者的价值为中介变量，同时确定主观意识的意识为调节变量，以弥补精神层面与物质层面比较的研究。

B. 本文基于期望效用理论与计划行为理论为基础，构建以精神层面与物质层面双向基础，以服务质量为期望比较来判定消费者的满意度，最终影响消费者购买意愿的“新能源汽车消费行为”的模型，并依据当前政策对于新能源汽车销售的政策支持为调节变量，以及消费者主观上的绿色意识为调节变量，增加当前对于新能源汽车的购买意愿的研究。

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# A Study of the Relationship among Customer Relationship Management, Switching Costs and Customer Loyalty of B After-school Trusteeship of Primary School Students

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**Abstract**

With the deepening of market competition and the change of people's educational concept, after-school trusteeship of primary school students have been developing and expanding in recent years. However, many after-school trusteeship still adhere to the traditional marketing concept, fail to properly handle the relationship with consumers, ignore customer relationship management, reveal the dilemma of low user loyalty, and need to make timely changes. This study adopts the questionnaire survey method to investigate the customer relationship management, switching cost and customer loyalty of B primary school after-school trusteeship of primary school students in Xi'an. The analysis results show that the higher the degree of customer relationship management of after-school trusteeship, the higher the customer loyalty. The positive correlation of switching cost affects customer loyalty. Finally, this paper gives some suggestions that after-school trusteeship of primary school students should pay attention to customer relationship management, and in order to the further development.

**Keywords**: Customer relationship management; Conversion cost; Customer loyalty; After-school Trusteeship

# B 小学生课后托管机构顾客关系管理、转换成本与顾客忠诚度关系之研究

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**摘要**

随着市场竞争激烈程度的加深和人们教育观念的转变，小学生课后托管机构近年来不断发展壮大。但是目前许多课后托管机构仍旧秉承传统营销观念，未妥善处理与消费者之间的关系，忽视顾客关系管理，逐渐显露出用户忠诚度低等困境，需要及时做出改变。本研究以西安市具有代表性的 B 小学生课后托管机构为例，进行顾客关系管理、转换成本与顾客忠诚度的问卷调查。结果表明课后托管机构顾客关系管理程度越高，其顾客忠诚度越高。转换成本正向影响顾客忠诚度。最后本文为小学生课后托管机构在顾客关系管理方面给出一些建议，以期获得更好的发展。

**关键词：**顾客关系管理；转换成本；顾客忠诚度；课后托管

## 1.引言

随着市场竞争激烈程度的加深和人们教育观念的转变，小学生课后托管机构近年来不断发展壮大。有效的课后托管不仅可以保障小学生在课外生活中的安全和健康，还能

提高小学生的学习能力和生活技能，有利于解决家长在接送孩子上下学和辅导作业方面的困扰，有利于维持家庭的稳定和社会的和谐发展。

但是目前许多课后托管机构仍旧秉持传统的营销观念，过分强调与竞争对手的敌对关系，大打价格战，未妥善处理与消费者之间的关系，忽视顾客关系管理，因而逐渐显露出用户忠诚度低、购买率低等困境，需要及时做出改变。

本文以顾客关系管理视角来研究小学生课后托管机构的发展问题，寻求小学生课后托管机构的生存之道，实现顺利转型，对于进一步完善我国小学生课后托管的制度体系具有重要的理论和现实意义。顾客关系管理的核心是将顾客作为企业重要的资源之一，深入分析顾客需求，提升顾客服务质量，从各方面满足顾客的多元化需求，提高顾客转换成本，提高顾客满意度和信任度，增加顾客忠诚度，提高顾客的口碑传播频次和消费频次，提升品牌形象，增加收益，实现长远发展。

## 2.理论基础与研究假设

### 2.1 关系营销理论

关系营销理论认为关系营销是一种旨在建立、发展和维持成功交换关系的营销活动 (Morgan & Hunt, 1994)。其核心观念是企业从整体出发，与消费者建立起良好的关系，以促进企业营销活动的顺利开展，提高企业经济效益。一方面，在当下的教育环境中，课后托管行业需要将关系营销理念作为指导方法来获取更大的行业活力。因为课后托管机构提供的是无形的照管和教育服务，相比于以实物为基础的交易营销，用户更加看重课后托管机构各方面的表现, 从而形成较为稳定的态度倾向. 当这一倾向为积极正面时, 其购买意愿随之增强。因此，课后托管机构可以通过关系营销与用户建立起良好的关系网络，拉进与用户的心理距离。另一方面，网络社交的迅速发展也为关系营销在课后托管行业的执行提供了便利条件，增加了关系营销理论在课后托管行业落地的可能性。

### 2.2 社会交换理论

社会交换理论最早是由社会学家 Homans(1958)提出的，该理论认为社会交换原则普遍存在，互惠互利是双方利益交换的前提与义务。当课后托管机构与学生及家长建立相互关系时，是以无形的感情、承诺和信任作为交换的基础。课后托管机构为保证自身利益的最大化，在得到报酬时，也要付出其相对应的看护和教育义务，小学生在放学与家长下班之间的时间段内可以得到一定程度的安全保障，家长可以安心工作，双方的利益都得到了满足。

### 2.3 相关变量概念

张翔（2008）提出顾客关系管理是指综合运用多种信息技术和软硬件结合的管理方法，对企业现有的顾客资源进行深入地挖掘和快捷管理，从顾客沟通方面构建和谐的顾客关系，并在生产、销售、服务和技术支持等方面进行全面整合和改善，以此来提高企业生产、营销和服务等相关环节的效率。

Jones *et al.* (2000) 认为转换成本是能够使用户转换服务商或服务产品变得困难的因素，即使客户对现有的服务商或产品不满意，也会由于经济损失或心理负担等种种原因而继续维持现有的服务商或产品。

Parasuraman *et al.* (1985) 认为顾客忠诚是指本身的再购意愿和向他人推荐并给予正面口碑的行为，包括向他人称赞此公司、向询问的人推荐此公司、鼓励亲友到此家公司消费、消费时会优先选择此公司、常去此家公司消费等行为。

### 2.4 顾客关系管理对于转换成本的影响

Fornell (1992) 指出，当顾客转换供应商时，如果知觉到某些障碍，即转换成本，则会限制顾客的转换意图。转换成本越高，对顾客转换成本的限制就会越高。转换成本主要包括搜寻成本、交易成本、顾客折扣等等，企业一般通过积分福利、折扣、服务质量等方式来提高顾客的转换成本。本研究认为企业良好的顾客关系管理可以提高顾客的服务体验，增加用户粘性，能在一定程度上提高用户转换成本，限制其转换意图。

基于以上分析，本文提出假设 H1：顾客关系管理正向影响转换成本

**2.5 转换成本对于顾客忠诚度的影响**

企业之间的竞争归根到底是顾客资源的竞争。Jones (2000) 指出企业通过与顾客建立良好关系取得顾客的满意与信任，增加顾客忠诚度，即是提高了转移成本。而顾客忠诚度高的顾客相较于普通顾客将在与企业的关系中投入更多的时间、金钱和情感，即便是对现有的产品和服务不那么满意，这些投入也使得顾客将不会立即转向其他品牌，因为理性顾客都知道这样的转换是需要付出相应成本的，这些成本有助于减弱顾客的转换意向，驱动顾客在行为层面上的忠诚。此外，顾客在转换其他服务供应商中面临较高的风险和不确定性，因为在实际购买之前他们无法评价替代产品或服务。因此许多顾客为了避免这种风险而愿意维持与现有企业之间的关系。Liu *et al.* (2011) 对台湾移动用户的研究发现转换成本对其用户的忠诚度具有显著的正向影响。随着越来越多学者对转换成本理论研究的不断深入，大量研究表明转换成本与顾客忠诚度之间是正相关影响的。

基于以上分析，本文提出假设 H2：转换成本正向影响顾客忠诚度。

**2.6 顾客关系管理对于顾客忠诚度的影响**

Ellinger et al. (1999)在相关研究中得出，企业实施顾客关系管理一系列行为后，如工作人员与顾客频繁沟通，定期征求顾客反馈，与顾客个别访谈倾听顾客声音等，顾客的满意度与忠诚度明显提高了。Kumar *et al.*(1995)指出，企业良好的顾客关系管理会减少顾客与企业之间的冲突，提升顾客对企业的信任，并增加顾客的再购意愿和再购行为，从而提升顾客忠诚度。因此可以认为，良好的顾客关系管理确实会增加顾客的忠诚度。本研究预期小学生课后托管机构良好的顾客关系管理，如收集了解家长及小学生是否有困难或抱怨等资料，可以体现机构对小学生及家长的关心和关注，让家长及小学生感受到好的服务品质，从而正向提升其顾客忠诚度。

基于以上分析，本文提出假设 H3：顾客关系管理正向影响顾客忠诚度。

**2.7 转换成本的调节效应**

近年来，学者们开始关注转换成本在顾客关系管理与顾客忠诚度中的调节作用，研究发现较低的转换成本将促使顾客转向其他托管机构，从而造成顾客流失，这会迫使托管机构从各方面改善服务质量以挽回顾客，特别是顾客关系管理方面。而设置较高的转换成本会将顾客与托管机构牢牢绑定，顾客没有强烈的动机去转换托管机构，但是这会降低托管机构改善顾客关系管理的积极性。

因此本研究认为，转换成本越低，顾客转向其他托管机构的可能性越大，这时托管机构具有更强的动机来提升顾客关系管理，来提升顾客忠诚度，即低转换成本很可能会促使托管机构有动力提升顾客关系管理，从而提升顾客忠诚度；反之，转换成本越高，意味着顾客转向竞争者的可能性越低，托管机构改善顾客关系管理的动机将明显降低，从而削弱顾客关系管理对顾客忠诚度的影响。

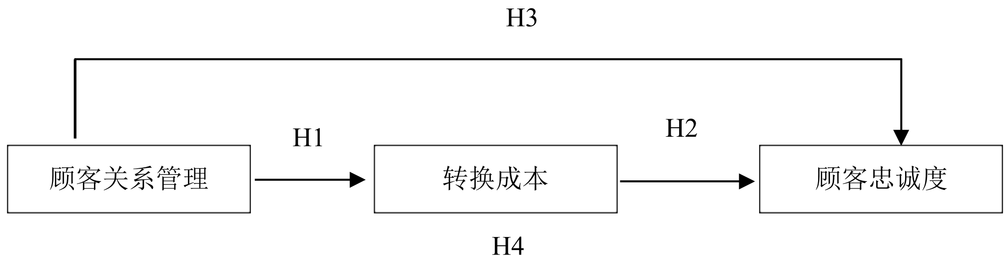
基于以上分析，本文提出假设 H4：转换成本对顾客关系管理和顾客忠诚度具有正向调节作用。

**2.8 研究框架图**

本研究的研究框架如图 1 所示：

**图 1**

*研究框架图*




资料来源：本研究整理

# 3.研究方法

## 3.1 数据搜集与研究样本

本研究采用问卷调查法，预测试于 2021 年 9 月进行。正式问卷于 2021 年 10 月进行，因新冠疫情的影响，问卷统一采用问卷星网络问卷的形式进行发放回收。研究对象为陕西省西安市 20 家 B 小学生课后托管机构的小学生家长。共发放 500 份网络问卷，回收 500 份网络问卷，回收率 100%。将问卷中答案全部相同，前后答案矛盾过多的问卷设定为无效问卷，共剔除无效问卷 35 份，保留有效问卷 465 份，有效回收率为 93%，达到统计要求。

其中，一年级小学生 77 人（16.5%），二年级小学生 80 人（17.2%），三年级小学生 82 人（17.6%），四年级小学生 66 人（14.2%），五年级小学生 75 人（16.1%），六年级小学生 85 人（18.2%）；男性 260 人（56.9%），女性 205 人（43.1%）；放学时间在 18 点的有 150 人（32.2%），放学时间在 19 点的有 209 人（44.9%），放学时间在 20 点的有 106 人（22.7%）；入托时长在一学期以内的有 89 人（21%），入托时长在两年以内的有 149 人（32%），入托时长在两年以上的有 129 人（27.7%）；托管内容为自习的有 56 人（12%），托管内容为作业辅导的有 125 人（26.9%），托管内容为兴趣培养的有 138 人（29.7%），托管内容为作业辅导与兴趣培养的有 146 人（31.4%）。总体上被试样本具有较好的结构分布，基本符合本研究的要求。

## 3.2 变量的测量

本研究的变量包括顾客关系管理、转换成本与顾客忠诚度。问卷中所使用的变量量表均选取于经典量表，根据实际情况进行了适当修改，最终形成符合本研究的量表。

顾客关系管理量表在参考陈莹琏（2020）编制量表的基础上，结合各成熟量表的适用性问题，按照调研对象进行修改，最终形成本次调研的顾客关系管理量表，该量表共设计 10 个题目。题项内容包括“您为孩子报名托管班时，工作人员会引导您填写详细完整的个人资料”“工作人员和老师都很亲切服务并有礼貌”“工作人员具有良好的专业知识，能提供相关的托管咨询服务”等。对题项的测量采用李克特 5 分制量表计分，回答从“非常不同意”到“非常同意”共五个答项，得分越高表明顾客感知到 B 课后托管机构的顾客关系管理水平越高。删去可能有误差的相关题项后，经过探索性因子分析发现 KMO 系数为 0.896，Bartlett 卡方值为 1328.875，且显著水平 0.000，显著拒绝零假设，能够因子分析，表明顾客关系管理量表具有良好的效度。使用主成分法提出公共因子，对顾客关系管理的 10 道题目进行因子分析，提出 1 个公因子，贡献率为 59.564%，

累积解释方差为 59.564%，符合本研究设定的变量因素，因此认为本文采用的顾客关系管理量表具有良好的结构效度。该问卷的 Cronbach *α* 系数为 0.837。因此顾客关系管理量表的信度和效度均符合要求。

转换成本量表在参考陈淑美（2016）编制量表的基础上，结合各成熟量表的适用性问题，按照调研对象进行修改，最终形成本次调研的转换成本量表，该量表共设计 8 个题目。题项内容包括“如果转换托管班，需要花费时间精力寻找合适的托管班”“如果转换托管班，需要重新建立与新老师同学的关系”“如果转换托管班，可能会出现某些潜在的费用”等。对题项的测量采用李克特 5 分制量表计分，回答从“非常不同意”到“非常同意”共五个答项，得分越高表明顾客感知到 B 课后托管机构的转换成本越高。删去可能有误差的相关题项后，经过探索性因子分析发现 KMO 系数为 0.883，Bartlett 卡方值为 912.061，且显著水平 0.000，显著拒绝零假设，能够因子分析，表明转换成本量表具有良好的效度。使用主成分法提出公共因子，对转换成本的 8 道题目进行因子分析，提出 1 个公因子，贡献率为 65.891%，累积解释方差为 65.891%，符合本研究设定的变量因素，因此本文采用的转换成本量表具有良好的结构效度。该问卷的 Cronbach *α* 系数为 0.845。因此转换成本量表的信度和效度均符合要求。

顾客忠诚度量表在参考靳铁军（2017）编制量表的基础上，结合各成熟量表的适用性问题，按照调研对象进行修改，最终形成本次调研的顾客忠诚度量表，该量表共设计 8 个题目。题项内容包括“如果您能够重新选择，您还是会选择该托管机构”“您愿意主动推荐您朋友的孩子到该机构托管”等。对题项的测量采用李克特 5 分制量表计分，回答从“非常不同意”到“非常同意”共五个答项，得分越高表明顾客对 B 课后托管机构的忠诚度越高。删去可能有误差的相关题项后，经过探索性因子分析发现 KMO 系数为 0.908，Bartlett 卡方值为 1492.039，且显著水平 0.000，显著拒绝零假设，能够因子分析，表明顾客忠诚度量表具有良好的效度。使用主成分法提出公共因子，对顾客忠诚度的 8 道题目进行因子分析，提出 1 个公因子，贡献率为 75.714%，累积解释方差为 75.714%，符合本研究设定的变量因素，因此本文采用的顾客忠诚度量表具有良好的结构效度。该问卷的 Cronbach *α* 系数为 0.923。因此顾客忠诚度量表的信度和效度均符合要求。

# 4.结果

## 4.1 各变量的描述性统计与相关性分析

本研究利用 SPSS25.0 对顾客关系管理、转换成本和顾客忠诚度三个量表的变量进行变量描述性统计，然后通过 SPSS25.0 软件的 Pearson 相关分析对各个变量两两进行相关性分析，检测各变量之间是否存在相关关系及其相关程度。各变量的描述统计及相关性分析如表 1 所示。

**表 1**

*各变量的描述性统计及相关性分析(N = 465)*

| | M ± SD | 1 | 2 | 3 |
|---|---|---|---|---|
| 顾客关系管理(1) | 3.235 ± 0.752 | 1 | | |
| 转换成本(2) | 3.468 ± 0.809 | 0.746*** | 1 | |
| 顾客忠诚度(3) | 3.798 ± 0.779 | 0.565** | 0.532** | 1 |

资料来源：本研究整理

注 1：*为 $p<0.05$ 水平，**为 $p<0.01$，***代表 $p<0.001$ 时，达到显著水平。

注 2：所有数值通过四舍五入保留三位小数，下同。

由表 1 可以看出，顾客关系管理均值为 3.235，说明顾客关系管理处于中等水平。转换成本的均值为 3.468，说明小学生家长的转换成本处于平均水平。顾客忠诚度的均值为 3.798，高于前两项的均值，且接近 4，说明小学生家长的忠诚度相对较高。

顾客关系管理、转换成本、顾客忠诚度的相关系数分别为为 0.746、0.565、0.532，且 $p<0.01$，表明顾客关系管理与转换成本在 0.01 显著性水平上高度正相关，转换成本与顾客忠诚度在 0.01 显著性水平上中度正相关，顾客关系管理与顾客忠诚度在 0.01 显著性水平上中度正相关。

## 4.2 回归分析

本研究利用 SPSS25.0 统计工具进行回归分析，结果如表 2 所示。

**表 2**

*顾客关系管理、转换成本、顾客忠诚度回归分析*

| 模型 | | 非标准化系数 | | 标准误差 | *t* | *Sig.* | 调整 $R^2$ | *Sig.F*更改 |
|---|---|---|---|---|---|---|---|---|
| | | B | 标准系数 | 试用版 | | | | |
| 1 | （常量） | 0.763 | 0.152 | | 5.925 | 0.000 | | 0.000 |
| | 转换成本 | 0.776 | 0.036 | 0.769 | 20.541 | 0.000 | 0.585 | 0.000 |
| 2 | （常量） | 1.538 | 0.165 | | 8.952 | 0.000 | | 0.000 |
| | 顾客忠诚度 | 0.546 | 0.043 | 0.563 | 11.687 | 0.000 | 0.557 | 0.000 |
| 3 | （常量） | 1.433 | 0.176 | | 8.109 | 0.000 | | 0.000 |
| | 顾客忠诚度 | 0.562 | 0.048 | 0.526 | 11.351 | 0.000 | 0.603 | 0.000 |

资料来源：本研究整理

从表 2 可以得出，在模型 1 中，F 检验的 *Sig* 数据显示为 0.000，表明 *Sig.*值非常接近 0，结果表明其关系非常显著；T 检验的 *Sig* 数据显示为 0.000，表明 *Sig.*值非常接近 0，表明顾客关系管理与转换成本的回归方程成立，即假设 H1 得到验证，即顾客关系管理对转换成本有正向影响关系。另外，调整后的 $R^2$ 为 0.585，表示顾客关系管理能够解释 58.5%转换成本的变异量。

在模型 2 中 F 检验的 *Sig* 数据显示为 0.000，表明 *Sig.*值非常接近 0，表明其关系非常显著；T 检验的 *Sig* 数据显示为 0.000，表明 *Sig.*值非常接近 0，表明转换成本与顾客忠诚度的回归方程成立，即假设 H2 得到验证，即转换成本对顾客忠诚度有正向影响关系。另外，调整后的 $R^2$ 为 0.557，表示转换成本能够解释 55.7%的顾客忠诚度变异量。

在模型 3 中 F 检验的 *Sig* 数据显示为 0.000，表明 *Sig.*值非常接近 0，表明其关系非常显著；T 检验的 *Sig* 数据显示为 0.000，表明 *Sig.*值非常接近 0，表明顾客关系管理与顾客忠诚度的回归方程式成立，即假设 H3 得到验证，即顾客关系管理对顾客忠诚度有正向影响关系。另外调整后的 $R^2$ 为 0.603，表示顾客关系管理能够解释 60.3%顾客忠诚度的变异量。

## 4.3 调节效应

采用 Process 中的 Model 59 对模型进行检验，调节作用分为三个模型，模型 1 中包括自变量（顾客关系管理），以及 1.年级，2.性别，3.放学时间，4.入托时长，5.托管内容等 5 个控制变量；模型 2 在模型 1 的基础上加入调节变量（转换成本），模型 3 在模型 2 的基础上加入交互项（自变量与调节变量的乘积项）。转换成本在顾客关系管理与顾客忠诚度之间的调节效应检验结果见表 3。

**表3**

*转换成本在顾客关系管理与顾客忠诚度之间的调节作用*

| 因变量 | 顾客忠诚度 | | | | | |
|---|---|---|---|---|---|---|
| | 模型 1 | | 模型 2 | | 模型 3 | |
| | *β* | *p* | *β* | *p* | *β* | *p* |
| 年级 | 2.395 | 0.290 | 2.493 | 0.459 | 2.723 | 0.469 |
| 性别 | 0.556 | 0.576 | 0.356 | 0.538 | 0.302 | 0.552 |
| 放学时间 | -0.125 | 0.915 | -0.176 | 0.927 | 0.105 | 0.925 |
| 入托时长 | -0.223 | 0.790 | -0.378 | 0.729 | -0.298 | 0.723 |
| 托管内容 | 0.065 | 0.986 | 0.125 | 0.814 | 0.223 | 0.814 |
| 顾客关系管理 | 0.456 | $0.000^{**}$ | 0.315 | $0.000^{**}$ | 0.649 | $0.000^{**}$ |
| 顾客忠诚度 | | | 0.157 | $0.000^{**}$ | 0.312 | $0.000^{**}$ |
| 交互项 | | | | | 0.562 | $0.000^{**}$ |
| $R^2$ | 0.582 | | 0.597 | | 0.685 | |
| 调整 $R^2$ | 0.579 | | 0.593 | | 0.678 | |
| F 值 | 7.109 | | 13.841 | | 13.562 | |
| $\triangle R^2$ | 0.095 | | 0.121 | | 0.034 | |
| △F 值 | 5.672 | | 58.124 | | 11.531 | |

注：$p<0.05^{*}$, $p<0.01^{**}$, $p<0.001^{***}$
资料来源：本研究整理

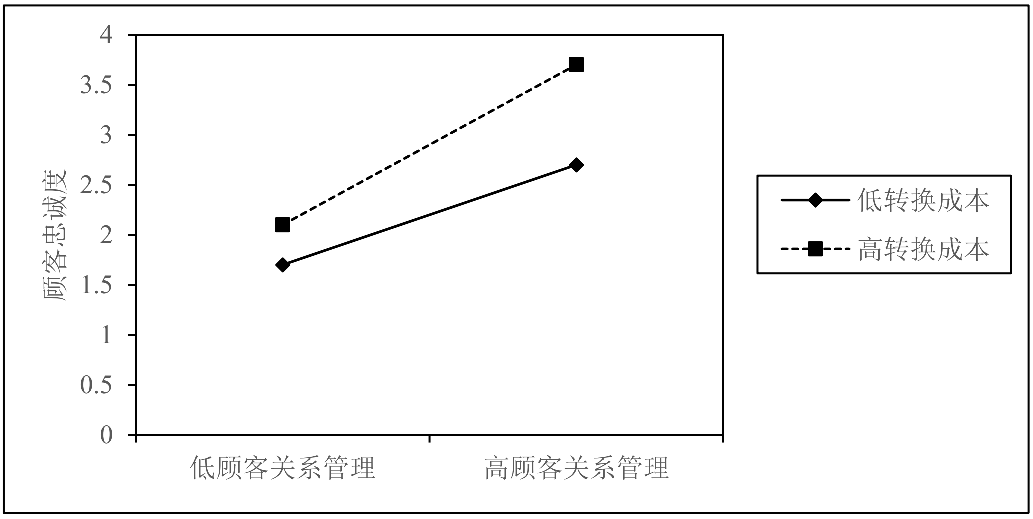
由表 3 可知，在模型 1 中，不考虑调节变量（转换成本）的干扰时，自变量（顾客关系管理）对于因变量（顾客忠诚度）的影响情况。当自变量（顾客关系管理）呈现出显著性( $\beta$=0.456, $p$=0.000< 0.05)，这意味着顾客关系管理对顾客忠诚度会产生显著影响关系。顾客关系管理与顾客忠诚度的交互项呈现出显著性( $\beta$=0.562, $p$=0.000< 0.05)，意味着顾客关系管理对顾客忠诚度有影响时，转换成本在不同水平时影响幅度具有显著性差异，因此转换成本具有调节作用，假设 H4 成立，即转换成本正向调节顾客关系管理与顾客忠诚度之间的关系。

为更好地验证转换成本对于顾客关系管理和顾客忠诚度之间的调节作用，本研究利用斜率图进行更好的诠释。

假设 H4 的斜率图如图 2 所示。对于转换成本水平较高(M + 1SD)的被试，顾客关系管理对顾客忠诚度产生显著的正向预测作用(*simple slope* = 0.420, $t$ = 3.021, $p$ <0.05)；对于转换成本水平较低(M - 1SD)的被试，顾客关系管理对顾客忠诚度也具有显著的正向预测作用(*simple slope* = 0.468, $t$ = 11.663, $p$ <0.01)，表明随着转换成本水平的提高，顾客关系管理对顾客忠诚度的预测作用呈逐渐升高的趋势，转换成本起正调节作用。

**图 2**

*高低水平转换成本与顾客关系管理对顾客忠诚度交互影响的差异图*




资料来源：本研究整理

# 5.结论

## 5.1 研究结论

本研究以小学生课后托管为切入点，梳理了当前小学生课后托管的行业特点和发展趋势，在已有相关文献的基础之上构建了顾客关系管理、转换成本与顾客忠诚度关联性研究理论模型，运用问卷调查法对西安市 B 小学生课后托管机构的顾客关系管理进行研究，通过编制和发放网络调查问卷，对收集的有效数据进行了描述性统计、相关性分析、回归分析和调节效应分析，从而验证了本文提出的研究假设均得到了数据支持。

研究发现：（1）顾客关系管理对转换成本有着显著的正向影响，即顾客关系管理程度越高，转换成本越高。因此，小学生课后托管机构需要以顾客需求为导向，做好顾客关系管理，使顾客知觉到良好的服务质量，形成较多的转换阻碍，从而提高转换成本。（2）转换成本对顾客忠诚度有着显著的正向影响，即顾客的转换成本越高，顾客忠诚度越高。这可能是因为如今的顾客越来越重视个人情感因素，追求愉快的情绪体验，因此顾客感知到较高的转换成本会产生更加强烈的正面情感反应，进而导致忠诚度提升。（3）顾客关系管理对顾客忠诚度有着显著的正向影响，即顾客关系管理程度越高，顾客忠诚度越高。（4）转换成本对顾客关系管理和顾客忠诚度具有正向调节作用。

## 5.2 管理建议

本研究对小学生课后托管机构的顾客关系管理现状进行了剖析，提出综合性建议：
（1）提升顾客关系管理能力，增强用户粘性。

小学生课后托管机构属于教育行业也属于服务行业，因此小学生课后托管机构不仅要重视教育教学，也要注重服务水平的提升，与顾客保持良好的合作关系，增强用户粘性。小学生课后托管机构需要可下几个方面着手：

第一，定期进行顾客关系管理方面的员工培训，加强工作人员了解和迅速响应顾客需求的能力，积极建立与家长沟通互动的桥梁；第二，多关注顾客需求，定期主动询问家长可能所需的服务需求，传达关于学生在托管班情况的资讯，第三，提高机构的响应能力，机构应建立家长普遍反映的孩子安全问题、饮食问题等投诉及建议处理的有效渠道并及时反馈，第四，建立健全顾客交流渠道。机构利用微信社群、APP 家校通工具增加服务范围，满足家长的外延需求；教师应注重与学员的关系搭建，和谐的关系有利于提高孩子的学习效果，还可以搭建起家长和孩子之间信息畅通的桥梁。
（2）形成独特竞争优势，提高转换成本。

虽然小学生课后托管机构拥有广阔的市场和发展潜力，但是不同托管机构提供的产

品或服务往往是同质的，有较高的可替代性。对于顾客来说，在哪家托管机构影响并不大。因此托管机构要打造独特竞争优势，提高转换成本，留住顾客。小学生课后托管机构可从以下几个方面着手：第一，提升用户体验，满足家长及学生多方面的利益诉求；第二，加强对本托管机构的宣传，增强口碑，同时合法的手段增加顾客对其竞争对手产品的风险感知；第三，实施情感营销，强化与顾客间的关系强度，这样能够锁定用户与其社交群体的关系。另外，还需要注意，过度的从机构自身角度出发，无限制提高转换成本的做法也是不可取的。过低的转换成本不利于留住顾客，但是过高的转换成本使得顾客被动强制锁定，难以放弃现有服务，失去了消费者应有的自由选择的权利反而会增加他们的反感，不利于机构口碑的培养和顾客的长期维持。因此，转换成本的使用应该有度，避免过度使用。

（3）维持顾客忠诚度。

通过本研究的各项分析可知，顾客忠诚度越高，使用意愿和推荐行为也就越高，因此小学生课后托管机构应贯彻顾客关系管理，将顾客忠诚度最大化，让孩子们享受到更好的课外托管教育，健康成长，快乐生活，并愿意推荐给亲朋好友。例如，加强机构的教学质量和服务质量，降低顾客更换托管机构的动机；加强与顾客互动，设计互联网互动活动，提高顾客的转发推荐行为。

**5.3 研究局限性**

虽然本研究验证了顾客关系管理、转换成本与顾客忠诚度之间的影响机制，但是由于时间、样本容量、地缘限制以及个人能力的限制，还存在一定的局限性：

（1）本研究的量表借鉴了国内外学者的成熟量表，虽具有较高的信度和效度，但是仍不能充分说明该量表适合测量小学生课后托管机构的顾客关系管理现状，在研究工具上还需要更充分的量表进行检测，找出更适合小学生课后托管机构的顾客关系管理量表。

（2）小学生课后托管机构顾客关系管理的实际影响因素是复杂多变的，能否真正有效实施还归结于机构管理层各方面因素的考量。本文仅仅是对小学生课后托管行业特性进行猜想验证，关于策略实施的有效性还有待进一步的研究。

（3）本研究选取的样本数量与分布范围存在一定的局限性。受时间、人力、财力等各种客观因素的限制，本研究仅选取了陕西省西安市的小学生课后托管机构进行研究，且集中于城市地区，没有在全国围内进行全面调查，可能不能代表整个小学生课后托管市场的发展状况和运作机制，其研究结果可能有局限性。

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# The Influence Of Perceptual Marketing On Consumers' Purchase Intention:the Case Of Tiktok

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**Abstract**

This article first reviews and organizes literature on perceptual marketing,perceived value,brand loyalty and purchase intention. And on the basis of previous research， the concepts and scales of perceptual marketing,perceived value,brand loyalty and purchase intention variables are determined,the research hypothesis of this article is proposed，and the final formal questionnaire is determined through pre-investigation. Through research，it is found that perceived value is composed of perceived practical value and perceived emotional value; perceptual marketing has a positive effect on perceived value; perceived value has a positive effect on purchase intention; sexual marketing has a positive effect on purchase intention ; Perceived value plays an intermediary role between perceptual marketing and purchase intention; brand loyalty plays a positive regulatory role between perceived value and purchase intention.

**Keywords:**Perceptual marketing ; Perceived value;Brand loyalty; Purchase Intention

# 感性行销对消费者购买意愿的影响：以抖音为例

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## 摘要

本文首先对感性行销、感知价值、品牌忠诚度和购买意愿相关文献进行回顾和整理。并且在前人的研究基础上确定了感性行销、感知价值、品牌忠诚度和购买意愿变量的概念和量表，提出了本文的研究假设，通过预调研确定了最终的正式问卷。通过研究发现感知价值由感知实用性价值和感知情感性价值维度构成；感性行销对感知价值有正向影响作用；感知价值对购买意愿具有正向影响作用；性行销对购买意愿有正向影响作用；感知价值在感性行销和购买意愿之间起中介作用；品牌忠诚度在感知价值和购买意愿之间起正向调节作用。

**关键词：**感性行销；感知价值；品牌忠诚度；购买意愿

# 1.绪论

## 1.1 研究背景

2021 年 2 月 3 日，中国互联网络信息中心（CNNIC）发布了中国互联网络发展状况的第 47 次统计报告。报告显示，截至到 2020 年 12 月，中国网民规模达到 9.89 亿，高于 2020 年 3 月的人数。月增长为 8540 万，互联网普及率达到了 70.4%。自 2013 年以来，我国已经连续八年作为全球最大的网络零售市场。同时报告指出了，2020 年我国网络零售额达到了 11.76 万亿元，比 2019 年同比增长 10.9%。其中，实物商品网络的零售额为 9.76 万亿元，占全部消费品零售额的 24.9%。销售额方面，截至到 2020 年 12 月，我国网购用户数达到了 7.82 亿，超过了 2020 年 3 月的 7215 万，占网民总数的 79.1%。

## 1.2 研究动机

本研究的研究动机，在感性行销方式和消费者购买意愿之间，可能需要应调整营销策略，以反映消费者在各个阶段的心理变化。目前，关于活动对抖音感知消费者价值的影响以及消费者与互联网社区成员之间差异的研究和数据很少；因此，本研究以此为例说明营销工具的使用和时机。确定呈现的活动内容是否符合消费者的心理变化和感性行销的特点的要点和目标，以了解商家在面对消费者时提供的服务和产品的包装策略有这样的活动，达到活动的目标。

消费者的购买意愿与消费者在活动过程中的感知价值是否与消费者生活习性和个人喜好存在着感性方面的关联，或者消费者仅仅是因为理性的看在赠品的存在才来参与活动，在参与活动后又是什么影响着消费者的购买意愿。这其中的差异程度将作为厂家在抖音平台销售策略的重要依据。而这些差异程度在消费者对于产品来看是否又与品牌忠诚度之间存在着重要的联系，这是本研究的研究动机。

## 1.3 研究意义

(1).理论意义

首先是已有的研究主要是理性行销方面的研究，对于感性行销方面的研究极少。所以本文以感性行销为自变量，并且参考相关的文献研究感性行销对于消费者购买意愿的影响。其次以感知价值为中介变量，品牌忠诚度为调节变量，探究感性行销对消费者购买意愿影响的过程中，感知价值在感性行销和消费者购买意愿之间的作用，同时在不同的品牌忠诚度的影响下的关系。建立了“感性行销—感知价值—购买意愿”模型，以此丰富现有的感性行销的相关理论。

(2).现实意义

随着现如今人们生活水平的不断提升，人们已不仅仅追求的是商品的性价比、实用性和质量等，也开始追求心理和情感上的满足。所以，针对于这一现象，商家也随之改变了自己的策略不仅仅实行以价格战为主的理性行销，也逐渐开始尝试进行感性行销手段，通过刺激消费者的心理和情感的满足，进而来刺激消费者进行消费。通过感性行销来提升感知价值提高消费者的购买意愿，其次通过研究发现较高的品牌忠诚度也能影响消费者的购买意愿，所以，想要提高消费者的购买意愿需要制定良好的感性行销策略来刺激消费者的消费意愿。

### 1.4 研究创新性

本文在已有的相关文献基础之上，进一步分析感性行销、感知价值、品牌忠诚度与购买意愿四者者之间的相互作用，可能存在的创新点如下所示：

(1)在以往的文献中，感性行销、感知价值、品牌忠诚度和购买意愿都是关注的主要变量，多数研究也是结合两者或三者变量之间的关系，并未讨论它们四者者之间的作用机理。也由于感性行销的特殊性，在销售中实施感性行销战略是否能提高消费者感知价值的能力和购买意愿，也并未给出明确的答案。因此，本文想针对感性行销在品牌忠诚度的调节下对感知价值和消费者购买意愿的作用进行研究，构建四个变量之间的研究理论模型，探讨分析它们之间的相互影响和作用。

(2)以往关于感性行销与购买意愿的研究，研究者把注意力更多地放在总体研究中，并未涉及具体行业。互联网平台售货作为现代新兴行业，其行业的特殊性较为明显，对消费者的行销策略有必要进行研究。所以本文在感性行销对消费者购买意愿的基础上将其具象化在抖音这一平台上，通过在品牌忠诚度这一调节变量之下，感性行销对感知价值这一中介变量的影响进而影响消费者的购买意愿。因此本文的研究出发点比较推成出新，研究内容能为社会短视频热点和网络销售两现象结合提供有效的参考，贴近社会现实需求。

## 2. 文献综述

### 2.1 感性行销

袁波(2004)认为，作为一种崭新的营销观念，感性营销是通过感性观点来分析人们的消费行为。它认为消费者在购买感性商品时依据的是心理上的感性评价标准，这种购买行为建立在感觉逻辑之上，因此企业的行销活动必须根据感性消费时代的特殊要求来运用相对应的行销策略。后来吕贤浩(2019)认为，基于对感性消费的认知所得，产品的售价和质量已不再是影响消费者购买意愿的唯一标准，消费者对于产品的情感体验和主观心理、感官体验和身体体验也成为消费者购买过程中一个重要的影响因素。

依据 Plutchik(1980)的观点感性理论发展起来，包括八个基本的知觉元素：喜悦、期待、谨慎的愤怒、厌恶、悲伤、惊讶、恐惧和接受。公司以客户满意度为目标，通过这八个基本的感性要素来捕捉客户的感性感知。基于感性的综合情感可以有效地提取出大多数客户重视的需求，从而来获得客户的情感认可，进而完成购买，这在现代营销非常重要的关键的步骤(张瑞山，2014)。郑永斌(2016)认为感性吸引力是一种激励的策略，它利用心理角度对情感运动产生影响，以此打动消费者，提升公司和产品形象，进而对产品产生认同感。

综上所述，本研究较于上述文献进行研究后，感性行销就是在满足消费者的基本的生理需求之后，满足消费者在心理和感情等方面的多方面需求的行销策略。

### 2.2 感知价值

不同的学者对感知价值有着了不同的定义。董大海等(1999)认为在消费过程中，感知价值是消费者获得的感知效用和付出成本的比较。在对于感知价值的定义的过程中，对于首先提出感知价值单一维度的 Zeithaml(1988)来说，学者们认为他忽略了感知价值

存在的潜在的客户价值的多维度。从多维度角度出发 Sheth(1991)明确表示了客户感知价值的五个方向：功能价值、认知价值、实用价值、社会价值和情感价值。功能价值是指来自产品或服务的功能、效用或物理特性的有形的感知效用；社会价值是指从产品或服务与一个或多个特定群体的关联中获得的感知效用；情感价值是从对产品或服务被唤起情感或情感状态的能力的参考之后得出的感知效用。认知价值是指从产品或服务引起了好奇心、提供新颖性和满足其对知识的渴望的能力中得出的感知效用；条件价值是指选择遇到的特定情况或一系列问题之后获得的感知效用。

综上所述，对于多位学者对于感知价值的定义借助 Songailiene(2011)指出，顾客感知价值的定义是不同的，但是，感知价值是高度个人的和主观的，价值是根据顾客个人的看法进行评估的，由于不同的顾客的具备专业知识不同，相同的产品可能在不同的顾客眼中拥有不同的价值水平。所以，感知价值对于个人来说是基于个人的得失所得到的结果。

**2. 3 品牌忠诚度**

Brown(1952)认为顾客忠诚就是多次购买某一产品或某一服务，强调的是这一行为的重复性。用行为这一维度来对品牌忠诚这一概念进行定义，将连续购买三次或三次以上相同产品或服务这一行为定义为品牌忠诚。而也有不同的学者提出了不同的观点，例如 Jocoby and Chestnut(1978)通过研究表明，行为维度这一单一维度并不足以定义忠诚度这一概念，因为消费者多次或重复的购买某一产品或服务不一定能表明消费者的品牌忠诚也可能是习惯的使然，使消费者多次重复的购买某一产品或服务。于是态度忠诚理论形成。但通过学者通过长时间的研究又提出了新的观点，认为对于某一产品或服务的多次购买，然后通过对于这一品牌的的喜爱和赞赏重复进行多次购买这一产品或服务，这一行为和态度结合的观念才算是真正的忠诚度。

综上所述，对于品牌忠诚的定义共分为了三个时期。首先，仅通过行为维度对品牌忠诚进行定义。其次，形成了态度维度对品牌忠诚进行定义的观点。最后，将行为维度和态度维度相结合对品牌忠诚进行定义。品牌忠诚度是消费者对某一品牌的产品或服务在产生购买欲望和在情感的基础上进行多次重复购买的行为。

**2. 4 购买意愿**

对于购买意愿，Ajzen(1974)认为，购买意愿是消费者对产品或服务的主观态度，这可以一定几率影响消费者的购买行为。Dodds(1991)认为，购买意愿可以被看作是消费者选择特定产品的主观倾向。王崇(2007)将消费者在网络环境中的购买意愿定义为以互联网为载体的消费者在“虚拟购物中心”购买商品的概率。钟凯(2013)认为在网络环境中购买意愿是消费者在网上购买商品的主观概率或能力并保持良好关系的愿望和倾向。

综上所述，总结多位学者的观念，购买意愿是一种主观的对产品或服务的概念。

**2.5 各变量之间的关系**

**2.5.1 感性行销和消费者购买意愿之间的关系**

徐淑贞(2017)在研究中表明，感性行销的好处是让客户忠诚，并使制造商和销售商与消费者建立长期关系。感性行销会直接影响消费者对一个品牌的联想，并间接鼓励消费者购买该品牌的产品或服务。感性能从一定程度上解释消费者的购买行为。

综上所述，感性行销对消费者购买意愿具有正向影响。因此，提出假设：

H1：感性行销对消费者购买意愿具有显著正向影响。

### 2.5.2 感性行销和感知价值之间的关系

获得客户情感方面的认可，从而进行购买，这是现代营销非常关键的手段(张瑞山,2014)。基于感性消费的认知，产品价格和质量不再是影响消费者购买意愿的唯一标准。消费者对产品的情感体验、主观心理、感官体验和身体感知也成为重要的影响因素(吕贤浩,2019)，等多为学者都如此认为。总结来说感性行销主要是通过消费者在感官、心理和情绪等方面得到满足的一种行销策略。对于感知价值来说，顾客的感知价值主要来源于对产品或服务的付出和所得(Dodds et al.,1991)。也有其他学者对这一方面进行了阐述，例如吕贤浩(2019)通过 研究表明如果一家公司想在面向消费者的市场上盈利，需要更加个性化，满足消费者多方面的精神需求。它需要管理和快乐感。从众多社交媒体平台可以看出，我国的主要消费群体并未受到压制。它为营销人员提供了新的机会。在感性消费时代时代，以消费者为中心，以消费者为导向的跟进利益的概念，让制造商、销售商和消费者三者可以联手去情感投诉。寻找共鸣是创建有效的感性行销策略的第一步。黄大海等(1999)认为，感知价值是在消费的过程中，消费者获得的效用和成本的比较。钟凯(2013)通过研究证明分析结果表明，情感价值对购买意愿的影响较大，实用价值对购买意愿的影响次之。由此可见，网购的重要性不仅仅在于网民买东西，也在于享受网上购物的乐趣。王崇(2007)通过研究表明感知价值对网络消费者购买意愿有显著的影响。从影响程度上看，感知情感性价值对购买意愿的影响程度要强于感知实用性对购买意愿的影响。张越群(2011)通过研究显示实用价值和情感价值对购买意愿有正向影响。其中情感价值对购买意愿意的影响最大，实用价值次之。在这个基础上，情感性价值和实用性价值等维度又是和感性行销策略相重合的部分，所以提出假设：

H2：感性行销对感知实用性价值具有显著正向影响;

H3：感性行销对感知情感性价值具有显著正向影响

H4：实用性价值在感性行销对消费者购买意愿之间有部分中介作用;

H5：情感性价值在感性行销对消费者购买意愿之间有部分中介作用。

### 2.5.3 感知价值和消费者购买意愿之间的关系

Zeithanl(1988)运用实证分析的方法进行大量的研究最后得出结论，消费者在购买商品时，越能从感知商品中获益，对消费者的感知价值就越大，感知价值水平越高，消费者的购买意愿就越大。Ajzen(1974)认为，消费者购买产品的态度主要来源于感知利益和感知风险，感知利益使消费者对产品或服务的质量和性能以及感知到的心理收益和实际收益。购买产品的态度也能一定程度代表感知价值，因此消费者对产品态度越积极也就是感知价值越大，购买产品意愿也就越大。反之，对产品态度越消极，感知价值越小，购买产品意愿也就越小。

都雯雯(2021)通过研究证明感知情感价值指的是，消费者在对商品与整体服务的感知，例如产生兴奋、幸福、愉悦、认可感、归属感等情感方面的价值。消费者对产品感知到的幸福等情感越强，那么消费者对产品的购买意愿也就会越强。

综上所述，对产品的心理收益和产品的质量看作情感性价值和实用性价值，对购买

意愿也起着一定的影响。虽然对于消费者感知价值和消费者购买意愿之间已经有一定量的研究，但是对于在感性行销的前提条件下，对于消费者感知价值和购买意愿的研究确是极少。因此，提出假设：

H6：在感性行销策略中，感知实用性价值对消费者购买意愿具有显著正向影响;

H7：在感性行销策略中，感知情感性价值对消费者购买意愿具有显著正向影响。

**2.5.4 感知价值、品牌忠诚度和消费者购买意愿之间的关系**

对于感知价值和消费者购买意愿之间的关系，国内外学者都进行了这方面的研究。Dubinsky (2002) 在研究中认为，消费者满意度被认为是刺激消费者购买行为所必需的，但真正能刺激消费者购买行为的最重要因素是消费者感知价值。林炜珈(2017)在研究中表明消费者从产品中受益越多，他们购买该产品的意愿就越大。项九秀(2013)的研究中得到结论，消费者感知价值在群体购买中起着重要作用，感知价值会影响消费者的群体购买意愿。对于品牌忠诚度和消费者购买意愿之间的关系，吴童(2021)通过研究表明。当消费者感受到电商平台上购物很有品位，以及被认为是一种不错的生活方式时，则更愿意对该平台忠诚，更愿意在该平台进行消费。对于感知价值、品牌忠诚度和消费者购买意愿之间的关系，Amron(2017)认为，忽视所提供产品或服务质量的营销人员将失败，因为消费者变得不忠诚，产品或服务的销售额将趋于下降。Stanaland 等(2011)的研究表明，消费者会自主意识的选择具 有一定忠诚度品牌的产品或服务，并愿意为此支付溢价。综上所述，品牌忠诚度在感知价值和消费者购买意愿之间起正向调节作用，因此提出假设：

H8：品牌忠诚度在感知实用性价值与消费者购买意愿之间存在正向调节作用;

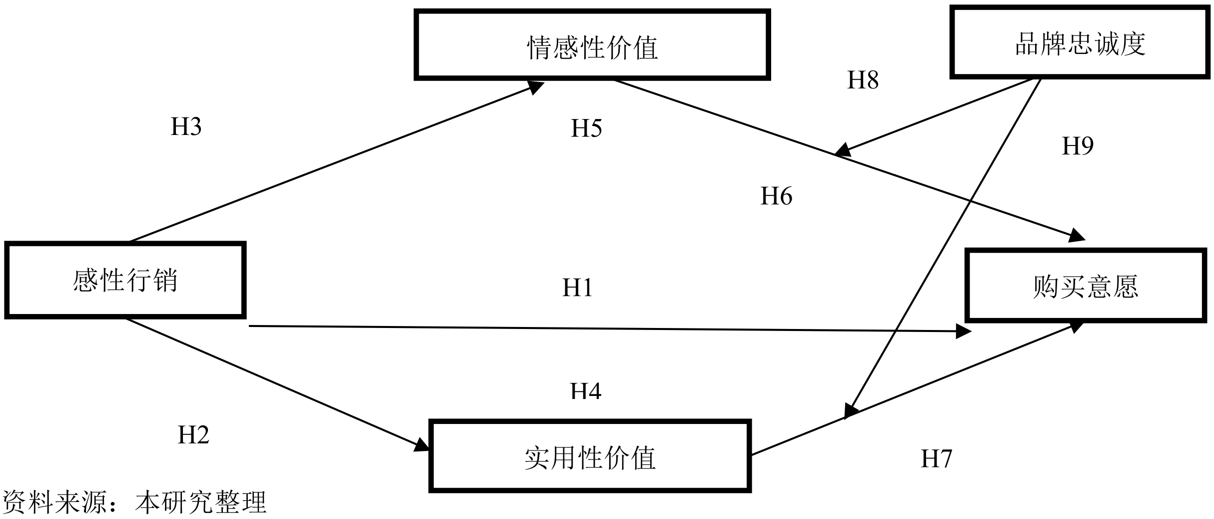
H9：品牌忠诚度在感知情感性价值与消费者购买意愿之间存在正向调节作用。

# 3. 研究方法与设计

**3.1 研究框架图**

**图 2**

*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 感性行销

消费者会做出选择并影响对公司的忠诚度。感性行销就是在满足消费者的基本的生理需求之后，满足消费者在心理和感情等方面的多方面需求的行销策略。

**表 1**

*感性行销量表*

| 来源 | 题项 |
|---|---|
| 曾沛籴(2016) | 在抖音购买过程中，服务人员展现了对您的关怀 |
| | 在抖音购买产品时，服务人员帮助您提供了耐心的解答 |
| | 在抖音购买时，产生了让您难忘的消费经历 |

资料来源：曾沛籴(2016)。

#### 3.2.2 感知价值

感知价值是高度个人的和主观的，价值是根据顾客个人的看法进行评估的，由于不同的顾客的具备专业知识不同，相同的产品可能在不同的顾客眼中拥有不同的价值水平。所以，感知价值对于个人来说是基于个人的得失所得到的结果。选取了感知价值的的两个维度：实用性价值和情感性价值。

**表 2**

*感知价值量表*

| 来源 | 维度 | 题项 |
|---|---|---|
| 程众爱(2014);钟凯(2013) | 实用性价值 | 您在这抖音买到了性价比很高的商品 |
| | | 在抖音上您可以买到您需要的商品 |
| | | 在抖音上您能够方便地购物 |
| | 情感性价值 | 在抖音上购买的产品会使您感到愉快 |
| | | 在抖音上购买产品是很有趣的事情 |
| | | 您很喜欢在抖音上购买的产品 |

资料来源：程众爱(2014);钟凯(2013)。

#### 3.2.3 品牌忠诚度

消费者忠诚度是重复购物行为和积极态度的无缝结合。这是一个渐进的过程(庄德, 2007)。基于品牌忠诚度分为行为忠诚维度和态度忠诚维度来说，品牌忠诚度就是消费者对于某一品牌的产品或服务在产生购买欲望和在情感的基础上进行重复购买的行为。

**表 3**

*品牌忠诚度量表*

| 来源 | 维度 | 题项 |
|---|---|---|
| 庄德(2007) | 行为忠诚 | 您在抖音的消费占您网络消费支出的比例较大 |
| | | 您在抖音消费次数 |
| | | 您会在抖音进行重复购买 |
| | | 如果重新选择，您会考虑从其他平台购买产品 |
| | 态度忠诚 | 您很喜欢和其他人讨论抖音产品 |
| | | 您会鼓励亲朋好友使用抖音 |

资料来源：庄德(2007)。

### 3.2.4 购买意愿

购买意愿是一种主观的对产品或服务的概念。针对于本研究将购买意愿定义为消费者购买抖音产品的可能性和主观概率。

**表 4**

*购买意愿量表*

| 来源 | 题项 |
|---|---|
| 董金昌(2015) | 您会考虑继续购买抖音的产品 |
| | 您会在浏览产品信息后购买可能性比较大 |
| | 您会持续关注抖音平台提供的商品并购买 |

资料来源：董金昌(2016)。

## 3.4 研究方法

### 3.4.1 文献分析法

搜集大量关于感性行销、感知价值、品牌忠诚度和购买意愿的相关文献进行阅读以及深入研究。了解感性行销、感知价值、品牌忠诚度和购买意愿相关的理论知识，掌握这几个变量各自的特点，明确它们的相关概念进行总结，从而向成本篇研究的研究思路研究假设和分析模型。

### 3.4.2 问卷调查法

根据本文的研究目的，选取符合标准的目标群体和调查数量，首先制定预实验调查问卷，对问卷进行了小范围的测试，以确保问卷具有足够的信度和效度。结合反馈和意见，对问卷做了进一步完善，形成最终的调查问卷。并且采用随机抽样的方式发放问卷。

### 3.4.3 实证分析法

在对感性行销、感知价值、品牌忠诚度和购买意愿的文献研究的基础上，提出理论假设，通过收集相关的样本数据运用 SPSS 统计分析软件对样本数据采取因子分析、描述性统计以及回归分析等，对所提出的理论假设进行了实证检验。

### 3.5 测试

为了验证相关测量变量的有效性，在正式问卷形成之前，需要通过预测试对测量项目进行删除和修正。预试样本数至少应有 30 人。样本的初步测试共发放问卷 100 份，回收有效样本 94 份。问卷回收率为 94%。

本研究将使用 SPSS23 进行测试和分析。数据分析后是得到的结果，通过分析每个变量和假设得到的研究结果。预计所有的数据都支持该研究的假设。感性行销对消费者购买意愿具有显著正向影响；感性行销对感知价值具有显著正向影响;感知价值在感性行销对消费者购买意愿之间有部分中介作用；在感性行销策略中，感知价值对消费者购买意愿具有显著正向影响;品牌忠诚度在感知实用性价值与消费者购买意愿之间存在正向调节作用。

在预期研究结果的基础上，结合本研究的背景和目的，提出了一些建议：研究结果表明，提高消费者的购物体验和服务体验；在实行感性行销的过程中提高消费者的感知价值能力；提高消费者对于抖音的品牌忠诚度，都可以进一步的加强消费者的购买意愿。

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# The Effect of Job Remodeling on Employee Innovation Behavior: Taking Self-Efficacy as A Mediator Variable and Transformational Leadership as A Moderator Variable

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**Abstract**

The main purposes of this research are to explore the impact of work remodeling onemployees'innovative behaviors in enterprises, the feasibility of demographic background variables, job remodeling, self-efficacy, reforming new leadership, and innovation behavior scales are analyzed with descriptive statistics. The job remolding has a positive impact on employee innovation behavior. Job remodeling has a positive effect on employees' self-efficacy. Self-efficacy has positive influence on employee innovation behavior. Self-efficacy mediates the relationship between job remodeling and innovation behavior. Transformational leadership plays a positive role in job remodeling and innovation behavior.

**Keywords:** Self-efficacy; Innovative Behaviors; Reforming New Leadersh

# 员工工作重塑对创新行为的影响：以自我效能感为中介效果、变革型领导为调节效果

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**摘要**

本研究的主要目的系在探讨企业中员工工作重塑对其创新行为的影响，通过描述性统计分析了人口背景变量、以及工作重塑、自我效能感、变革新领导和创新行为量表的可行性。阶层回归研究结果显示：工作重塑对员工创新行为产生正向影响。工作重塑对员工自我效能感产生正向影响。自我效能感对员工创新行为具有正向影响。自我效能感在工作重塑与创新行为之间起中介作用。

**关键词：**工作重塑；自我效能感；创新行为；变革新领导

## 1. 绪论

### 1.1 研究背景

当前新冠疫情对我们的生活的冲击，不可谓之不大。如此世界级的灾难面前，没有一个人可以独善其身，大到世界上的任何一个国家，小到我们自己个人，都应当积极为抵抗疫情，尽自己的一份绵薄之力。在此就可以看出，一些不懂革新的企业都已慢慢退出了历史的舞台。而如今疫情的情况也面临者二次的爆发，情况十分不容乐观。中国受其影响颇深，但也成就了抗击疫情的领头羊。所以每个企业，每个拥有社会责任感的人，

都应该以迎合抗击疫情的面貌，为社会做出一份绵薄之力。

可对于员工而言，并不一个简简单单的工作环境的改变，也不是员工工作内容的变化，便可以让员工清晰地认识到工作重塑，并符合抗击疫情的精神面貌。而是创新，在组织的帮助下，变革型领导的带领下，让促使员工增强自己的自我效能感，使员工产生对自己职业有新的意识、理解和奉献精神。这样员工才能自发的达到工作重塑，产生创新行为，企业才能开发新技术和产品，实现整个企业的组织创新。

虽然新冠肺炎这样的大灾难下，企业面临各个方面的压力。但我相信，一个拥有这样社会责任感的企业，会不自觉地触发员工的工作重塑而产生的创新行为，会为企业带来更大收益，也只有创新这条可持续发展的道路下，经历过疫情的企业，才会有更加厚重的文化背景和更加雄厚的经济根基。

**1.2 研究动机与目的**

在如今的疫情影响下，要找到一种击败疫情的方式方法，主要就依靠产品技术、产品和行为的创新，不管是何种创新，都离不开员工不懈的努力。随有不少学者已经对于其自身的创新行为，有了很深入的研究。可就当下如此敏感的疫情环境下,企业应于环境的改变而发生的发展创新,以及员工创新行为的关键因素,和进一步的提高创新行为结果的作用机制尚存在争议、不足。因此结合了当代疫情,想探索中国疫情环境下员工的工作重塑影响其创新行为，以及将十分有社会责任的变革型领导的组织行为而促使员工的积极情愫与创新行为研究相结合，并且在员工具有自我效能感的影响下，多方面的为员工进行创新行为的可能性进行研究(Leana *et al.,* 2009)。虽以有文献已经暗示了这种关系，但在新冠肺炎这样的大型世界灾难环境下，并未给予明确的说明与测试。于是在此，本文就会对具有工作重塑员工的特性，以及行为做出讨论，并根据科学合理的统计方式，做出因疫情而工作重塑，自我效能感，以及变革型领导等多方面的因素，对员工自行的创新行为的多方面详解。所以本研究有三个研究目的，首先研究员工工作重塑后对于其创新行为影响，确认工作重塑对员工创新行为的具体关系强度。其次，阐明创造性自我效能在工作重塑和员工创新行为之间的中介作用。最后，阐明变革型领导在工作重塑、自我效能感对员工创新行为之间的调节作用。

A.研究员工工作重塑对创新行为和我效能感的影响；

B.研究自我效能感对创新行为的影响；

C.研究自我效能感在员工工作重塑与创新行为间的中介作用；

D.研究变革型领导在员工工作重塑与创新行为之间的调节作用。

**1.3 研究意义**

**1.3.1 理论意义**

根据研究学者 Ryan and Deci (2001) 提出并不断发展自我决定理论，认为个体具有主动投入的行为，也有被动懒散的行为，表现出何种行为取决于社会环境条件是阻碍还是驱动个体行为的内在动机。Zhou (2000) 认为内在动机指个体被任务本身所吸引的动机状态，其与外在动机相反，外在动机指个体被任务所带来的外在成果所吸引的动机状态，内在动机通常以量表的形式让被试者自己评价。

就现在自我决定理论对于员工创新行为的研究还十分有限，其中自我决定理论对于变革型领导及自我效能感的研究较为普遍，根据自我决定理论的解释，变革型领导通过

提高员工创新内在动机，进而提高其创新行为，主要原因如下：1、变革型领导通过外部刺激激发员工自身的创新能力，以便其挑战现有工作理念或方法，鼓励员工探索发现问题并积极尝试新方法解决问题，从而提高创新内在动机；2、变革型领导通过个人关怀关注员工的需要并提供各种条件和资源支持员工发展，鼓励员工独立探索，发挥他们的创新潜能，并满足他们工作自主感的需要，有利于提高其内在动机；3、变革型领导为员工设立有吸引力的创新愿景目标，加上领导本身极大的人格魅力，员工往往把其当成行为的榜样，更容易认可创新的愿景，依据目标设定理论，对愿景目标的追求有利于提高员工的内在动机和创新行为。

而变革型领导也会对员工自我效能感有一定的促进作用，基于 Bandura (1997)的自我决定理论，认为变革型领导对创新行为起作用的心理过程机制在于变革型领导提高了员工内在的自我效能感，从而促进创新行为的产生。其自我效能感表现在员工自己有组织成就感，同时个体在某一特定领域的自我效能感会泛化到其他领域中。

总之，这项研究有三个方面的理论意义。首先，本文研究将自我效能感的这个概念引入到自我决定理论模型的研究中。由于自我决定理论对变革新领导以及创新行为的影响研究十分普遍，所以本文增添了自我效能感作为中介变量，研究变革型领导对自我效能感的影响，从而影响员工的创新行为。第二，从理论和实证两方面深入诠释了在特殊环境下，员工对提高创新行为能力的重要性。第三，本研究通过调查个体的个性、特质的存在，填补了自我决定理论对自我效能感影响的这个空白，这可能会在员工们的个人工作中突发的创新行为下的潜在影响。

**1.3.2 实务意义**

对于一个企业创新不仅是一个简单的词汇，更是一个伟大的壮举。一个懂得创新的企业，才算是有灵魂，有底蕴的企业，所以企业公司的发展离不开创新，离不开员工的辛勤工作。可在疫情当前的情况下，员工的创新行为，可能会被赋予一种新的，必不可缺的社会责任使命。这种创新与传统的企业产品或技术创新不同，往常员工参与创新想法时，为了鼓励员工开发新产品，或对产生新想法的员工，公司一定会给与丰厚的奖励。但如今，不仅仅是奖励员工，更是变革型领导起带头作用，启迪员工主动、自发调整之后实现对自身角色的认同，从而产生创新行为，增加个体工作绩效影响组织绩效。

本研究将工作重塑拓展到员工创新行为，首先通过领导者自身魅力、领导感召力以及领导者本身的社会责任感，这会让员工意识到所承担的责任及任务的重要性，激发其更高层次的需要，也会给予员工对相信自身能力以及去完成伟大工程的自信心，从而使员工从工作的性质，到认知和联系边界都发生变化，是自己的工作行为产生创新行为。

总之，抗击疫情的影响下，这项研究有这几个方面的意义。首先，在疫情下，员工的工作重塑对于抗击疫情，对于企业发展，对于员工创新行为都有十分重要的意义。我们将变革型领导引入到员工自我效能感，将工作重塑对于员工的创新行为相联系，强调员工创新行为对于疫情下企业的重要性。通过本文的研究，有利于领导如何激发员工对本职工作的认识，重塑员工对自己角色的认知，组织可以让员工个体的归属感更加强烈，从而也让员工自身增加社会责任感，增加个体工作绩效。更会培养员工的自我效能感，增加创新思想，提高企业整体创造力，使企业稳重磅礴发展。

# 2. 文献探讨与假设发展

## 2.1 基础理论

### 2.1.1 自我决定理论

自我决定理论(Self-determination Theory ;SDT)提出普遍的心理需求得到满足时，就会导致良好的状态(Ryan & Deci, 2000)。内部和外部动机区别在于个体是因为被事情本身吸引还是想获得某种外部结果，无动机状态指的是个体未收到动机的激发。外部动机可以通过自主动机，经过认同，引进和整合的过程来内部化。其产生的原因甚多，而且目前自我决定理论对员工的创新行为的研究还十分有限。

自我效能是指个体将目标融入自我价值，调节是指行为被整合到了自我之中。因此认为达成工作目标是自身追求的一部分。认同整合当一个人将自主动机定位为与自己的价值观和目标相一致的内部动机的应用时，内部动机的水平就会提高。当需要在环境中满足个人自治，胜任和关系时，就会形成自主动。Deci (2001) 认为理解动机时需要考虑个体心理对能力、自主性和关系的内在心理需求。

Bakker et al. (2008) 人强调了内在工作动机的功能，他指出内部动机对于促进工作投入至关重要。个体工作投入的动机，根据研究中所划分的不同类型有关，自主动机是一种被事情本身吸引而自发产生的满足感，那些具有外部动机的人将从活动的外部后果中获得充实感。外部动机有不同的内化程度，当整合调节时，最初出于外部原因而采取的行动与个人的价值观和需求完全一致，并融于自身。研究表明，与外在动机相比，内在动机与幸福感的许多积极方面相关，例如更高的工作享受和工作投入，更低的疲劳和倦怠，更低的焦虑水平和身体症状。另外，目标内容理论是理论的一个划分，同时也是一种扩展，强调了目标对于个人动机的重要性。与其他阐述动机的模型不同的是，目标内容理论强调区分目标的特性，而不是数量或者价值，同时，该理论认为目标质量将改善作用于个人的激励成效(Deci& Ryan,2000)。

学者 Deci and Ryan (2000) 认为社会环境也是重要的影响因素。在这项研究中，我们认为变革型领导可以指导下属设定更高的挑战目标，激励下属成长，然后刺激重塑行为的产生。

综上所述，在当下的疫情环境的研究中，我们根据自我决定理论，结合员工的工作重塑取决于环境，但其中也会有员工自发性的，或是领导引导出的这些内部激励状态，从而刺激员工产生创新行为。

## 2.2 研究假设

### 2.2.1 工作重塑与创造行为之间的关系

在时代发展中技术知识员工的主动性在不断增强，拥有挑战工作的机会、追求自我价值的实现，成为此类员工孜孜追求的目标。而员工个体层面的主动性人格、促进自我提升等内在因素都正向影响工作重塑;组织层面主要聚焦工作压力、职级、工作任务特征、领导方式都会因组织或环境的变化发生变化（管春英，2007）。目前，研究范围涉及工作重塑的内涵、结构与测量、影响因素与作用机制等方面。工作重塑的结果变量也主要集中在工作意义、员工幸福感、工作投人以及主动性行为等研究热点方面，而对与一些大环境影响的研究很少。

所以庄梦媛（2009）研究分析中，单独从工作重塑角度来分析对员工创新行为影响

的研究。根据组织大环境政策及领导方针，对员工当前的工作边界做出了新的理解。员工会通过主动地寻求更有力的条件、进行更有挑战性的工作、提高自己的工作能力来对自己的工作进行有效的重塑。这便是工作认知的改变，此类改变会大大增强员工工作效率，激发员工的创造力，使员工做出创新行为。其次，打破工作性质的界限，在疫情之下，多数企业已经开始推崇网络办公，及承担了社会责任，又支持抗疫工作，员工在新的工作职位也会有新的创意，达到创新行为。最后是打破工作关系界限，新的工作方式，会让员工获得新的工作关系，使其更能适应自己的工作环境，工作的创造力也越高，从而也有着更高的工作绩效。当员工完全将自己的精气神放在自己的工作中时，这会给他们的工作带来更丰富的创造思维。

具体来看，员工在疫情的环境下，工作环境也会随之改变，工作内容更是需要不断更新知识、提高技能为抗击疫情提供知识基础保障，也是为开展创新提供了强大的动力。通过增加社交性资源，员工可以扩展交际范围，提升交往质量，相互的交流与创新资源的获取会更有助于展现创新行为。为了迎接疫情这样的挑战，员工主动寻求更多的机会、参与更多新事物，强化自身实力的同时，心灵也会随之越加饱满，员工自我效能感也会不断加强。这样的员工工作重塑过程，为成功抗击疫情建立了夯实的基础。

因此，提出如下假设:

H1：工作重塑对员工创新行为产生正向影响

H2：工作重塑对员工自我效能感产生正向影响

**2.2.2 变量间的关系**

经研究表明，一般所测的自我效能感，正是员工自尊自信的水平。而这样的情感，在员工创新中有不可分割的作用。所以在管理学中，自我效能感对于未来事物的预测，及对完成的工作满意度，改变创新的自信程度等多个方面都有着莫大的关系。对此，我们查阅了大量的文献，从文献中总结出自我效能感形成的因素，以及对人格的影响从而对员工创新行为触发做出铺垫。其本文总结认为，领导的带领或员工做出行为后的成败经验。这无疑对自我效能感的影响良深，一个成功的行为经历，肯定会促使员工积极完成下一个挑战，而一个失败的经历，虽说失败是成功的垫脚石，可在积极性和自信心方面就会大打折扣，这算是外部机遇等不可控的因素，可更应该关注的是失败影响自身的自我效能感这样可控的内部因素。因此引导员工内部因素，使其直观的影响自我效能感。这样的失败对于自我能力等内部的可控的因素，这样不一定会降低效能感，反而促进员工自身能力。

情景环境因素中不同的环境在提供外部资源是十分不一样的，其包括人事安排差异，信息的交换源等，都会影响身在其环境的员工自我效能感，而员工在接受或模仿他人家经验时也会有所差别，所以情境条件不同会提供给人们的信息是大不一样的（李永周、王月，2015）。可是当员工进入一种紧急并伴随使命感的时候，往往会正向影响自我效能感的。

所以自我效能感应促进员工创新行为。基于之前的假设，工作重塑影响员工心理资本水平，更进一步，自我效能感会影响员工心理状态，导致员工产生相应的行为表现。证明了个体自我效能感对员工创新行为具有积极作用。具体而言，自我效能感水平较高

的员工会更相信自己能够完成创新工作，具备高度自我激励特征，主动展现创新行为;充满希望的员工会追求不同寻常的途径，具有很强的创造力;创新过程具备较多的不确定性，风险较高，充满乐观和韧性的员工会不断挑战自我，进行积极归因，排除万难，开展创新工作。并且本文以变革型领导对员工做出指引，在抗击疫情这样极富使命感的环境下，定会影响员工的自我效能感，因而激发员工做出创新行为。

因此，提出如下假设:

H3：自我效能感对员工创新行为具有正向影响

**2.2.3 变革型领导的调节作用**

在新型领导理论阶段选择变革型领导的原因有很多，其中团队工作重塑可以被视为一种创新行为，而在以往研究中，变革领导被大多研究者证实与创新行为有关。但是国内学者发现交易型领导风格与变革型领导相对应，交易型领导理论将下属的工作视为一种交易行为，下属完成组织交代的工作来获取相应的奖励，如若在工作中出现差错，则会相应的收到惩罚。该领导风格起不到激发员工工作激情的作用，因而使得员工在工作中缺乏动力。所以难以激发员工的创新行为。

而且变革新领导与其他领导的不同之处在于，变革型领导并不是单纯地通过物质奖惩来影响下属，而是强调工作的价值以及组织的愿景，通过赋予员工工作意义，而使下属将关注点从个人利益转为集体利益，进而得到超预期的结果。因此本研究认为变革领导会对下属产生额外的影响效果.

另外 Skinner (1965)提出的强化理论，变革型领导本身不愿意固守成规，通常会积极主动寻求变革或创新，身体力行进行创新，员工往往将变革型领导当成行为榜样，学习创新的间接经验，因此，提高其创新自我效能感。其次，创新这一工作过程充满挫折和反复，因此员工在这一过程中容易出现挫折感或焦虑等，而变革型领导在创新过程中对员工表现出个性化关怀，关注员工的需要，并进行指导，去除相应的障碍，发展员工的潜能，有助于降低负面情绪唤起对创新自我效能感的不利作用。最后，变革型领导最大的特点是强调变革和愿景的激励，设立创新目标，这对员工工作重塑的三个维度都有促进作用。

因此，提出如下假设:

H4：变革型领导在工作重塑与创新行为中起到正向调节作用

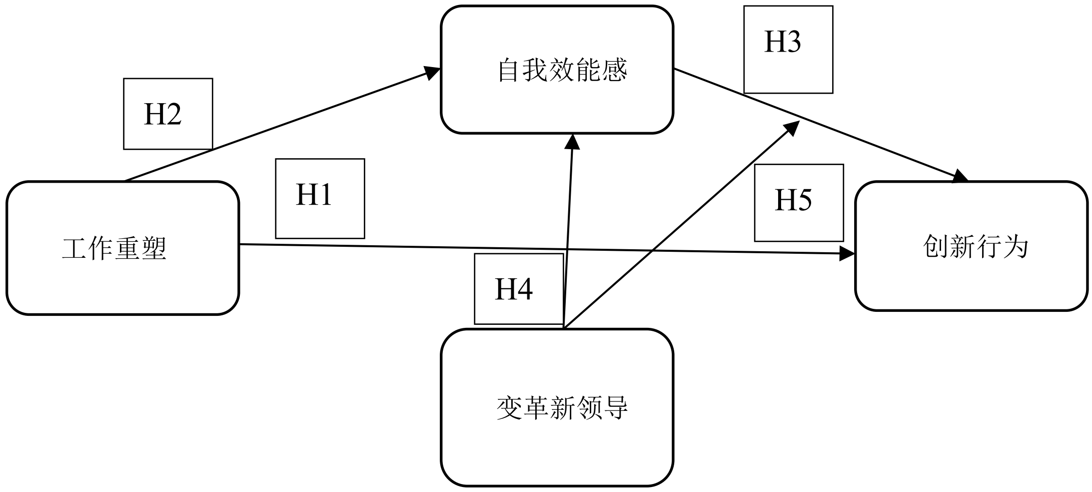
H5：变革型领导在自我效能感与创新行为中起到正向调节作用

## 3. 研究方法与设计

**3.1 研究框架**

本文根据自我决定理论(Self-determination Theory ;SDT)提出普遍的心理需求得到满足时，就会导致良好的状态(Ryan & Deci, 2000)。且依据内部和外部动机区别在于个体是因为被事情本身吸引还是想获得某种外部结果，无动机状态指的是个体未收到动机的激发。这个机理，符合工作重塑以及变革新领导对员工自我效能感的影响，从而影响员工创新行为的产生，因此，本文设计了以下的研究框架，如图 3.1 所示。

**图 1**
*研究框架图*




资料来源：本研究自行整理

### 3.2 变量的衡量
#### 3.2.1 工作重塑

问卷测量方面，大多是采用界限转变观和工作要求—资源模型观编制的问卷。基于任务、认知、关系重塑的测量，国外研究已取得一定的成果。工作重塑量表。基于 Bakker (2000)开发的包括 21 个题项。题项包括:“我努力提高自己的能力”、“我希望得到上级的鼓励”等。其中“我决定自己的工作方式”不符合本文要求，未通过检验，将其删除，最终测量量表包含 12 个题项。问卷采用 5 分制的李克特量表(1=完全不同意，5=非常同意)对结果予以衡量。

#### 3.2.2 自我效能感

有关创新自我效能感制定的三个题。其也为了制定创新自我效能感量表，全面分析了创造力理论与有关自我效能感理论。之后，制定初始的一组题项，在这些题项中体现了员工在工作中对自己创新能力的自信情况。

#### 3.2.3 变革新领导

本文结合抗疫工作给各企业，组织和领导带来的冲击，我们为领导改变工作性质，改变工作界限，改变工作角色认知而投入自己全部身心，始终保持高度的热情的相关问题。具有较高的信度和效度。

### 3.3 创新行为

出于概念性定义与衡量尺度的一致性考虑；衡量工具的适应性与有效性考虑；全面性与本土因素考虑。因此，本研究将创新的构想产生以及实施，这 2 个维度进行研究。并且使用 Zhou and George(2001)量表的中的 7 题。

## 4. 研究结论与贡献

### 4.1 研究结论

研究显示：工作重塑对创新行为具有显著正向影响。虽然新馆疫情的爆发到如今已经过去许久，但如今疫情的形式依旧严峻。而在此大环境的影响下，许多人的生活工作

也会受此影响。那么如何适应并有效抗击疫情，就成了当今社会最大的问题。此工程浩大，并不是依靠医学科研人员和政府公务人员就可以完成的，更是需要全国乃至全世界的人民共同合作，一起抗击疫情。再次，抗疫的创新行为就显得尤为重要。

综上所述，工作重塑的维度方面，任务重塑、关系重塑、认知重塑都对创新行为具有显著的正向效果，对创新行为的影响系数由大到小排序分别是关系重塑、任务重塑、认知重塑。工作重塑对自我效能感具有显著的正向效果，且工作重塑对自我效能感都具有显著的正向效果，对自我效能感的影响系数由大到小排序分别是关系重塑、任务重塑、认知重塑。由此可见，药厂科技技术员工与制造基础员工在疫情的大环境下，如果能管理得当，并使其充分交流，交换资源，就会可能突破关系重塑和任务重塑，达到工作重塑促进员工创新行为的产生。

**4.2 研究贡献**

本文是在疫情这样的特殊环境下进行员工的工作重塑调查研究，这样的形势下，中国政府为了对人民负责，制定出一切符合科学常理的抗疫规章制度，作为企业领导，应该极其重视抗疫的规章制度，积极配合政府机关的抗疫工作，并依据现有情况来促进员工的创新行为，以达到更有效更快速地完成这场抗击疫情的攻坚战。

本文的研究表明，工作重塑正向影响了员工创新行为。管理者应该认识到，之所以工作重塑能够积极地创造变化，一方面具有较高适应环境能力的个体(即拥有较高水平的工作重塑)，更易于在变化中创造变化，这种变化也就是创新行为。另一方面，员工自我效能感可能是源于工作重塑的作用，也可能是其对自我工作价值的认可，也就是员工获取了幸福感，进而产生创新行为。所以，虽然组织领导要求员工如何去开展工作，但是组织依旧可以通过制定一系列的激励政策，并根据如今大环境的员工情怀来促进员工提高工作效率、提高工作积极性等，促使其进行工作重塑，从而获取更多的创新成果。

最后组织领导应该深化宣传对工作重塑内涵的理解，加强员工培训，激发员工工作重塑行为，提高员工创新水平。第一，进行工作重塑专题培训，让员工理解工作重塑的重要作用,把握工作重塑的四种方式、知晓应该如何结合自身的岗位进行工作重塑;第二，进行个体主动性培训，工作重塑从本质上来看是员工自觉主动开展的，需要通过提升员工主动性水平来进一步升华增强员工自觉自愿开展工作重塑的意愿;第三，进行岗位知识与技能培训，组织管理者希望员工能够胜任工作。

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# The Influence of Domestic Brand Awareness on Brand Preference of Domestic Sports Brands is Mediated by Consumer Awareness of Domestic Brand and Moderated by Social Responsibility of Domestic Brand

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**Abstract**

With the continuous development and progress of China's economy, China began to move toward the high-value end of manufacturing. Domestic goods are no longer "cheap", "poor quality" pronoun, with the status of domestic goods in people's minds gradually improved. Consumers' brand preference for domestic sports brands is strengthening day by day, thus promoting the sales of domestic sports brands. Therefore, domestic sports brand awareness and brand preference are affected by those factors and how they affect the establishment of the topic of interest to scholars. Therefore, this study will take consumers' awareness of domestic brands as the mediating variable and the social responsibility of domestic brands as the moderating variable to explore the relationship between the popularity of domestic brands and brand preference of domestic sports brands, and construct a research framework as the basis for subsequent empirical research.

**Keywords:** National Brand; Reputation; Brand Preference; Social Responsibility; Brand Awareness

# 国货品牌知名度对国产运动品牌品牌偏好的影响，以消费者的国货意识为中介变量，以国货品牌的社会责任为调节变量

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**摘要**

随着中国经济的不断发展进步，中国开始向制造业高价值端前进。国货不再是“价廉”，“质差”的代名词，随着国货在人们心目中的地位逐渐提高。消费者对国产运动品牌的品牌偏好日益加强，进而提升了国产运动品牌的销售量。因此，国产运动品牌知名度和品牌偏好受到那些因素的影响以及如何影响成立学者们感兴趣的课题。故本研究将以消费者的国货意识为中介变量，以国货品牌的社会责任为调节变量，探讨国货品牌的知名度与国产运动品牌品牌偏好之间的关系，并建构研究框架，作为后续实证研究的基础。

**关键词：**国货品牌、知名度、品牌偏好、社会责任、品牌意识

# 1. 绪论

孙嘉（2020）国货的出现和对国货的提倡可以追溯至清末，之后直到 20 世纪 80 年代前，国货占据了中国民众生活的绝大部分。但是改革开放后大量民众开始青睐进口商品，特别是在运动品牌方面，进口的阿迪达斯，耐克受到了中国消费者的疯狂追捧，很多消费者为了面子甚至不顾进口运动品牌的高价仍然成为其忠实的支持者。这种局面导致在很多年中国产运动品牌一直处于低估，尽管一些国产运动品牌例如李宁，鸿星尔克虽然成立早也做了一定的宣传，却因为洋品牌的冲击和自身的时尚性和科技上存在一些不足，所以品牌知名度却不是很高，很难取得满意的销售业绩。

陈伊人（2020）直到 2000 年以后，国产运动品牌在申奥成功的促进。同时在这一时期内中国的经济消费包括各行各业都在发生着巨大的变化，就服饰行业而言，有着最大发展变化的正是国产运动品牌。2000 年之前仅有李宁，匹克等几个品牌为代表的国产运动品牌，而自 2000 年安踏斥资千万豪赌孔令辉的冠军梦大获全胜后，国产运动品牌才上升了一个新的高度。数以百计的品牌大厦迅速“拔地而起”，国产运动品牌与国外运动品牌的竞争由原来的“螳臂档车”逐渐具备了“群狼逐虎”的条件。在加上 2001 年申奥成功的强烈刺激，国产运动品牌一改昔日不受欢迎的局面，品牌知名度逐渐提高，进入属于自己的黄金时代。2018 年以后由于全民健身和爱国主义教育的普及，特别是 2020 年以后国产运动品牌在公共事件中表现出的社会责任感大大地提升了国产运动品牌在消费者心目中的地位。加上“新疆棉”事件让一部分消费者对进口运动品牌表示失望转而支持国产运动品牌。

另一方面，随着经济的发展，人民生活水平的不断提高，爱国情怀和民族认同感更加强烈，高度的爱国自信进一步加强了消费者对国产运动品牌的喜爱。

国产运动品牌受到近年来重大热点事件的影响下日益受到人们的重视，销售额大大提升，拉进了与国际运动品牌的距离。其影响因素引发了学者的兴趣。

通过查阅学者的调查结果发现，到目前为止，虽然国产运动品牌近几年来取得了进步，但仍然有部分消费者特别是青年消费者便是仍然会选择进口品牌，认为国产品牌不足以打动自己。这就说明了消费者的国产运动品牌品牌偏好有较大的提升空间。本文选择了最近较为热门的国产运动品牌“鸿星尔克”为例，选择中青年消费者为研究对象，探讨如何进一步加强中国消费者的国产运动品牌品牌偏好以吸引更多的消费者，提升国产运动品牌的销售额，以促进国内经济的发展。本研究将消费者的国货意识为中介变量，以国货品牌的社会责任为调节变量。归纳出下列研究问题 a:国货品牌的知名度是否会影响消费者的国货意识。b：国货品牌的知名度是否会影响国产运动品牌的品牌偏好

# 2.文献综诉

## 2.1 国货品牌知名度

### 2.1.1 定义

王斌（2013）认为国货品牌知名度是衡量消费者心目中某一国货品牌的凸显程度。丁若咖（2019）国货品牌知名度是指潜在顾客认出或想起某类国货产品中的某一国货品牌的能力。Keller（2009）告诉我们国货品牌知名度反映的是消费者确认国产品牌与进口

品牌差异度的能力，是有关国产品牌在消费者记忆上的连结强度。刘婷婷（2020）国货品牌知名度是指某国货品牌被公众知晓，了解的程度，它说名国货品牌为多少或多大的消费者比例所知晓，反映的是顾客关系的广度。林君珍（2014）国货品牌知名度为国货品牌信息在消费者头脑中的积累，品牌知名度高的国货品牌能提高消费者的购买意愿。谢小江（2019）国货品牌知名度是消费者在产品识别，选购中作为优先考量的重要依据。李雪（2019）国货品牌知名度是一种量测国货品牌名称在消费者心目中的突出程度。黄湘财（2013）国货品牌知名度是指国货品牌通过消费者对其差异度的感知而在消费者记忆中形成的连结强度。本研究根据王王斌（2013）将国货品牌的知名度定义为认为国货品牌知名度是衡量消费者心目中某一国货品牌的凸显程度。

**2.2 国产运动品牌品牌偏好**

张艳（2014）消费者对国产运动品牌表现出来的喜好程度，以及品牌态度倾向和购买倾向，即消费者对国产运动品牌和进口运动品牌中的国产运动品牌表现出来的特别的喜好。欧霞（2017）国产运动品牌品牌偏好是指消费者对国产运动品牌产品的差异化态度。吴源虹（2019）国产运动品牌品牌偏好是指与在消费者考虑集内的进口运动品牌相比消费者喜欢国产运动品牌所提供的产品。张晓东（2019）国产运动品牌的品牌偏好是消费者对于国产运动品牌的品牌形象的感情认可或行为支持。丁勇（2017）国产运动品牌品牌偏好是消费者对国产运动品牌产品表现出来的带有较强情感色彩和购买倾向的行为意向。本研究选择丁勇（2017）国产运动品牌品牌偏好是消费者对国产运动品牌产品表现出来的带有较强情感色彩和购买倾向的行为意向。

**2.3 消费者的国货意识**

程周南（2006）消费者的国货意识指一个国家的消费者出于对本国家或本民族的热爱，以及对外国货可能给本国利益造成伤害的忧虑，而对源自于本国企业品牌认同和推崇的程度。韩小林（2017）消费者的国货意识是消费者民族情感（即消费者对于自己国家的热爱，关心，自豪和忧虑）在消费领域的映射。官希奎（2017）消费者的国货意识是指消费者对国产货物正确的评价，认同和推崇程度的一种观念反应，主要包括国货民族情感，国货效用评价，国货横向比较，国货购买意向 4 个要素。李凤瑞（2016）消费者的国货意识是指在产品质量，性能，价格相同的条件下，消费者优先购买国货，使用国货的倾向性。庄贵军（2019）消费者的国货意识是指一个国家的国民或消费者出于对本国家或本民族的热爱，以及对外国货可能给本国利益造成伤害的忧虑而对本土品牌的认同和推崇程度。王鹏（2015）消费者的国货意识是消费者民族情感在消费领域的映射，包括基于自豪感和国货意识和基于危机感的国货意识两种类型。汪蓉（2019）消费者国货意识是指某一国家中的民众或消费者由于热爱本国产品或是避免本国产品遭受外国产品伤害而产生的一种，对本国的产品或品牌的认可和喜爱程度。刘进平（2016）消费者的国货意识是指一个国家的国民或消费者出于对本国或本民族的热爱，责任感以及对外国货可能给本国利益造成伤害的忧虑，而对本国产品产生的偏向意识。本研究依据汪蓉（2019）消费者国货意识是指某一国家中的民众或消费者由于热爱本国产品或是避免本国产品遭受外国产品伤害而产生的一种，对本国的产品或品牌的认可和喜爱度。

**2.4 国货品牌的社会责任**

林常荣（2013）国货品牌企业不能把最大限度的为股东盈利或赚钱作为品牌企业存在的唯一目的，还必须最大限度的增进除股东之外的所有其他利益相关者的利益。李艳（2016）国货品牌的社会责任就是指品牌企业对其各种利益相关者的一种综合性责任，这种责任既包括了企业经济层面的责任，也包括了道德方面的责任，法律层面的责任以及慈善方面的责任，本研究主要倾向国货品牌企业在慈善方面的责任。李晓惠（2010）国货品牌的社会责任是指在企业在寻求股东利益最大化的同时，要维护和增加社会利益的义务。金立印（2006）企业不仅要对股东负责创造经济利益，而且要承担对消费者，环境，员工的责任，包括保护员工合法权益，遵守商业道德，参与社会公益，支持慈善。卢代富（2012）国货品牌的社会责任是指国货品牌企业在寻求股东利益最大化的同时，要维护和增加社会利益，这种义务称为企业的社会责任。本文根据卢代富（2012）国货品牌的社会责任是指国货品牌企业在寻求股东利益最大化的同时，要维护和增加社会利益，这种义务称为企业的社会责任。

**2.5 各变量之间的相互关系**

**2.5.1 国货品牌知名度与消费者的国货意识**

王鹏飞（2019）品牌知名度高的企业通常会在消费者心目中留下深刻的印象，在消费者的视角上品牌知名度高的国货品牌企业的行为会对消费者产生引导作用。刘典达（2020）消费者购物时会下意识的选择熟悉的且口碑好的商品品牌，所以国产运动品牌想要唤醒消费者的国货意识，就必须从各方面提升自身品牌的知名度。例如，鸿星尔克捐款的行为在公众中引起了极大的轰动，本来几乎快要被国内消费者遗忘了的国产运动品牌大大提升了它的知名度，一时间火遍大江南北，成了无数消费者学习的榜样。鸿星尔克品牌企业的爱国表现唤醒了大量消费者的爱国热情，消费者们纷纷到实体店或者透过直播间等方式购买以红星尔克为代表的国产运动品牌。消费者的国货意识肉眼可见的得到了增强。因此，国货品牌应积极投身社会公益，在为社会做出贡献的同时也提升了自身的品牌知名度，同时可以增强消费者的国货意识。所以国货品牌知名度越高，消费者的国货意识越强。基于此，本研究提出以下假设：

H1：国货品牌的知名度正向影响消费者的国货意识。

**2.5.2 国货品牌知名度与国产运动品牌品牌偏好的关系**

本研究将国产运动品牌品牌偏好定义为消费者对国产运动品牌的产品表现出来的带有较强情感色彩和购买倾向的行为意向。陈林林（2020）消费者在选购商品时通常会下意识选择知名度较高的品牌。一个品牌的品牌知名度高更容易在消费者心中留下印象，同时品牌知名度高的品牌会为更多消费者所知晓，更容易通过口碑营销进行宣传，进而增强消费者对国产运动品牌的兴趣，以至于更加偏向国产运动品牌。调查结果显示，大部分消费者会支持知名度高的产品可靠性强。例如红星尔克品牌在经历捐款事件后品牌知名度大增，短短几天之内无论是线上直播间和线下门店都实现了销售额的大幅度增长。基于此，本文提出如下假设：

H2:国货品牌知名度正向影响消费者的国货意识

**2.5.3 消费者的国货意识与国产运动品牌品牌偏好**

消费者的国货意识代表消费者出于热爱而对本国产品更加认可，薛松（2020）在购物时会更倾向于国产品牌，在产品质量相当的情况下受到爱国情怀的影响更加喜爱选择国产运动品牌，表现出对国产运动品牌强烈的购买倾向。有利于提升国产运动品牌的销售额，促进国内经济发展。因此消费者的国货意识越强，国产运动品牌的品牌偏好越强，消费者的国货意识越弱，国产运动品牌的品牌偏好越弱。基于此，本研究提出如下假设：

H3：消费者国货意识正向影响国产运动品牌的品牌偏好。

**2.5.4 国货品牌的社会责任在消费者国货意识与国产运动品牌品牌偏好之间的关系**

王启亮（2021）在对于企业社会责任担当的实证研究中，可以发现承当社会责任有助于企业获得更多的关注，对维持企业的持久竞争力有促进作用，缺乏社会责任则会削弱企业的竞争力。

如果国货品牌企业社会责任感越强，能够很好的回馈社会，在公共事件表现积极。就会让消费者受到精神上的鼓舞，唤起消费者的爱国热情，消费者对国产运动品牌认可的越强，国货意识越强，进而激发起消费者对国产运动品牌的更加强烈的购买倾向。国产运动品牌的品牌倾向也随之加强。反之，如果国货品牌企业没有积极承担社会责任，国货品牌的社会责任感越弱，消费者的国货意识和国产运动品牌的品牌偏好也会减弱。基于此，本文提出以下假设：

H4：国货品牌的社会责任在消费者国货意识与国产运动品牌品牌偏好关系中具有正向的调节作用。

**2.5.5 国货品牌社会责任在国货品牌知名度与国产运动品牌品牌偏好之间的关系**

王家媛（2018）国货品牌表现出高度的社会责任感的时候便会受到公众的关注，其品牌知名度便会提高，消费者会更加倾向于购买国产运动品牌，国产运动品牌的品牌偏好会提高。因此，国货品牌社会则任感越强，国货品牌知名度和国产运动品牌品牌偏好就会提高，国货品牌的社会责任感越弱，国货品牌知名度和国产运动品牌品牌偏好就会降低。基于此，本研究提出如下假设：

H5：国货品牌社会责任感在国货品牌知名度与国产运动品牌品牌偏好的关系中具有正向调节作用。

**2.5.6 国货品牌社会责任在国货品牌知名度与消费者的国货意识之间的关系**

李秀丽（2021）企业具有社会属性，企业的社会责任可以体现为支持慈善事业，发起有影响力的社会活动等。

当国货品牌企业积极承担社会责任，社会责任感强，为国家提供援助时，其品牌企业的爱国行为会快速被消费者关注到提升其国货品牌的知名度，进而使消费者更倾向于购买国货品牌，加强消费者国国货品牌的认可和喜爱程度，增强消费者的国货意识。国货品牌社会责任越强，国货品牌的知名度与消费者的国货意识会加强，反之会减弱。基于此，本研究提出如下假设

H6：国货品牌社会责任在国货品牌知名度与消费者国货意识的关系中具有正向调节作用。

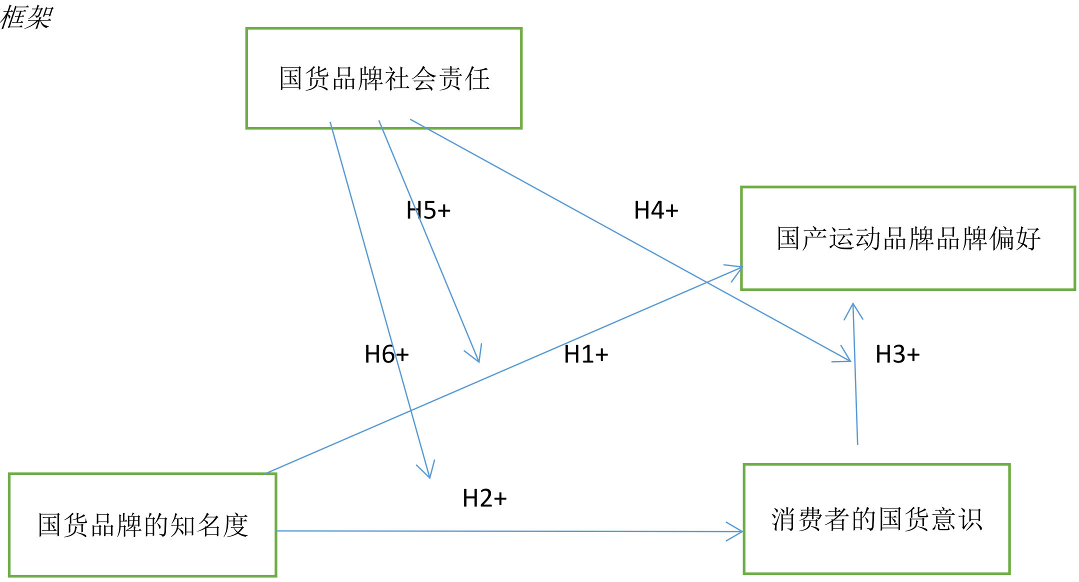
# 3. 研究方法与设计

## 3.1 研究框架

经过第二章的文献整理后，本研究认为（1）国货品牌的知名度正向影响消费者的国货意识。（2）国货品牌知名度正向影响消费者的国货意识。（3）消费者国货意识正向影响国产运动品牌的品牌偏好。(4) 国货品牌的社会责任在消费者国货意识与国产运动品牌品牌偏好关系中具有正向的调节作用。(5) 国货品牌社会责任感在国货品牌知名度与国产运动品牌品牌偏好的关系中具有正向调节作用。(6) 国货品牌社会责任在国货品牌知名度与消费者国货意识的关系中具有正向调节作用。基于此，本研究特提出研究框架，如图一所示：

**图一**

*研究框架*




## 3.2 操作性定义和衡量

### 3.2.1 国货品牌知名度

本研究对国货品牌知名度的之操作定义为:消费者记起某某标志代表某品牌的能力。因此，本研究参考武丽莎与段锦云（2019）整理 David，Scott（2008）；Journal of Clinical Medicine（1999）；余孟佳（2000）的衡量表设计出 6 题问项并使用李克特尺度作为本研究问题选项。

### 3.2.2 消费者的国货意识

本研究对消费者的国货意识的操作定义为:消费者购物时喜欢选择中国品牌。因此，本研究参考杨欣与陈立婷(2015)；牛诗笛与岳宣峰(2018)；张和平(2016)刘军(2006)的衡量表设计出 5 题问项，并采用五点李克特尺度作为本研究问题选项。

### 3.2.3 国产运动品牌品牌偏好

本研究对国产运动品牌品牌偏好的操作定义为:相对于进口运动品牌消费者更喜欢

国产运动品牌的产品并有购买意愿。本研究综合参考沈光辉和宋乃庆（2016）；周玉清（2014）；王晴（2018）；李方和于胜民（2016）；石营波（2012）；的衡量表设计出 5 题问项，并采用李克特五点尺度量表作为本研究问题选项。

3.2.4 国货品牌的社会责任

本研究对国货品牌社会责任的操作定义为：在公共事件发生时企业做到积极提供支持。本研究综合参考曾国军于胡淑芹（2018）；舒旭峰（2017）；刘莉与杨杰（2020）；黄霆（2020）；的衡量表设计出 5 题问项，并采用李克特五点尺度量表为本研究问题选项。

**3.3 研究对象与数据收集**

本研究的母体选择的是中国辽宁省盘锦市兴隆台区石油大街办公区 8 家公司的共计 16000 名员工，本研究属于探测性调查，上班族是购物的主力军，考虑到时间成本与便利性等因素，本研究采取便利抽样法。本研究在研究母体的 8 家公司内部各找了朋友协助在每个公司各随机抽取 80 人，为 8 个部门，8 个公司共计 640 人。朋友利用中午休息的时间将网络调查问卷链接发送到该部门同事的微信群中请他们作答。回收问卷后，剔除漏答无效问答的问卷后，使用统计软件 SPSS22.0 软件工具中的可靠性分析的 Cronbach Alpha 值确定了问卷的可信度。

**3.4 研究工具**

本研究采用的是电子版调查问卷作为收集数据的工具。通过分析本研究的研究框架和做出的研究假设，电子版调查问卷最终涵盖五部分内容，第一部分包括受访者的年龄，性别，学历等基本信息。剩下 4 部分为国货品牌知名度，国产运动品牌品牌偏好，消费者的国货意识，国货品牌社会责任的分量表，各个量表的测量都是采用 Likerts5 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”

**3.5 资料分析**

**3.5.1:描述性统计分析**

本研究根据所接收的有用问卷，以描述性统计方法对其进行初步剖析，通过梳理后给予量化，求得样本资料人数，平均数，标准差以及百分比等统计资料。从而了解有效样本的受试者特质以及其在各个维度的分布差异。

**3.5.2：信效度分析**

（a）信度分析

本研究判断 Cronbach‘s ，如果值大于 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。

（b）效度分析

本研究之结构效度检测将从区别效度和收敛效度两个方面进行分析，收敛效度一般指的是各衡量题项是否反映了同一个特性，采用多种测量手段对特定特性的相似的进行测定，收敛效度主要通过验证性因素分析的组合信度，平均变异数萃取量来实现衡量。

**3.5.3 回归分析**

本研究通过回归分析检验假设，以检验国货品牌知名度与国产运动品牌品牌偏好之间的关系，并将消费者的国货意识作为中介效应，国货品牌的社会责任作为调节效应。

**3.5.4 相关分析**

本研究采用 pearsion 相关分析来确认维度间的关联性，用来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，反之不相关。

4.1

**4.1.1:预期研究成果**

本文主要调查研究了，国货品牌社会责任，国货品牌知名度以及消费者的国货意识对国产运动品牌品牌偏好的影响。研究方法主要采用问卷调查法。最终得到结论三者均对国产运动品牌的品牌偏好有着正向影响。其中国产品牌的社会责任会对消费者的国产运动品牌品牌偏好产生明显的促进作用。社会责任感强的国产运动品牌企业会受到大多数消费者的青睐。本研究的结论旨在为国产运动品牌企业提供指导。引导国产运动品牌尽己所能承担社会责任，回馈社会，以吸引消费者获得更多的利润。

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# A Study of the Dual Effects of Involution Competition

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**Abstract**

In recent years, "involution" is a very popular term, which has been used by major media, deepening the society's research on various hot events and this phenomenon. Based on the theory of resource conservation and from the perspective of employees, this paper constructs an intermediary model based on job driving force, and introduces the moderating variable of job norms to test the mechanism of involution competition on work behavior. This paper empirically tests the dual effects of involution competition on work behavior. The research results provide ideas for understanding the double-edged sword effect of involution competition, and further enrich the related theories of involution competition and work behavior. At the same time, the different levels of work norms of employees will also have an impact on their strategies for dealing with involutionary competitive relationships, helping employees and enterprises to pay more attention to the cultivation of personal work norms.

**Keywords**: Involution; Competitive Relationships; Work Drivers; Work Behaviors; Work Norms

# 内卷化竞争的双重影响研究

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## 摘要

近年来，“内卷化”是一个很热门的词汇，被各大媒体所应用，加深了社会对各种热点事件对此现象的研究本文举例说明。本文基于资源保存理论，从员工角度出发，构建以工作驱动力为主的中介模型，并引入工作规范这一调节变量，检验了内卷化竞争关系对工作行为的作用机制。本文实证检验了内卷化竞争关系对工作行为的双重影响，研究结果为理解内卷化竞争关系具有双刃剑效应提供了思路，进一步丰富了内卷化竞争关系及工作行为的相关理论。同时，员工不同程度的工作规范水平也会对其应对内卷化竞争关系的策略产生影响，帮助员工和企业更好地重视个人工作规范能力的培养。

**关键词：**内卷化；竞争关系；工作驱动力；工作行为；工作规范

## 1. 绪论

“内卷”作为最近最火爆的学术用语最早出现于美国人类学家 Geertz(1963)的著作《农业内卷化：印度尼西亚的生态变化过程》。格尔茨在爪哇岛调研时发现，随着劳动力的增加，人们对土地耕种的细致程度日渐上升，但岛民的生活水平却并未随之提高，岛屿仍在朝着劳动密集型方向发展。其农业发展呈现出的趋势被格尔茨称为“内卷”。对此，Geertz（1963）解释道：“‘内卷’就是某文化达到最终形态后，无法自我稳定，也无法转变为新形态，只能使自己在内部更加复杂化。”而百度对“内卷”一词的专业

解释则是，一种社会或文化模式在发展到一定阶段后停滞不前，或无法转化为更高级模式的现象（倪昕怡，2020）。

### 1.1 论文选题背景

社会在进步，时代在发展，目前，中国显然已经进入了一个内卷化的阶段，在发展转型的过程中，内卷化已经取代了进化，成为常态。目前，社会环境描绘了一幅〞内卷化社会 的图景：单调无趣的学习，枯燥无聊的工作，巨大的压力和不成正比的报酬。如今，一提到竞争不公、资源分配不均等问题，就归咎于“内卷化”（周圣玉，2020），所以内卷竞争通常用以描述一些无意义的竞争和组织内部消耗，是一种具有“过度竞争”特征的现象。这里有两类现象。

一是竞争得过于激烈让秩序发生乱象（李静，2013），我们社会上每个人都在很努力地生活，为的就是追求自己的优势，这样的竞争就让整个秩序发生了很大的问题，二是很多时候内卷化的竞争关系会带来一定程度的精益求精（徐佳敏，2021）。

综上，在探讨内卷化这种竞争方式对工作行为的影响时，需要同时考虑消极面与积极面，以帮助员工在实践中对内卷化竞争给工作行为带来的影响进行“趋利避害”，同时也有助于我们在理论层面上更全面地认识内卷化竞争的影响效果。

### 1.2 论文研究目的与意义

通过分析内卷化的概念来说明内卷化竞争与当今社会产业变化以及员工工作效率变化的关系。国内外很多的文献对于内卷化竞争的研究都是负面的，然而对于内卷化竞争的正面和负面影响的研究很少有文章的提出，也弥补了这方面的空缺，本文以理论研究为基础，研究分析内卷化竞争对工作行为产生的影响，在以驱动力为中介因素，产生出积极的工作行为和消极的工作行为，并分析出工作规范在内卷化竞争与工作行为中间的调节效果。

首先从理论意义上来说，本文是充实对企业内卷化的研究。目前对企业内卷化的研究从对员工过度劳动研究较多，一味地将员工加班纳入了负面内卷化现象，这种负面反馈使人们在工作中的被控制感等消极体验增强，导致焦虑和工作倦怠。而对于内卷化竞争的积极方面影响研究却非常的少，原因主要在于现如今社会发展的不平衡而导致的结果。其次从现实意义上来说，进入于 21 世纪，人才是企业生存下去的根本（江玲雅，2022），而要想留住人才，让企业进行可持续的发展，关键点就在于找到那个创造性转化与创新发展的新模式，让企业不再变成没有发展的增长，真正让企业有一个新发展，摆脱企业员工内卷行为。

### 1.3 研究的创新之处

考虑了内卷化竞争的双重效应。目前的研究大多集中在内卷化竞争关系给个人以及组织所带来的负面影响上，近年来也有学者提及内卷化竞争关系可以提高员工的工作绩效，同时也有研究表明领导的内卷化竞争关系有助于领导个人更好地从事管理工作。因此，本研究试图将内卷化竞争关系对工作行为的正面性及负面性进行研究，来探讨内卷化竞争关系如何发挥它的双重效应。

## 2. 文献综述

### 2.1 资源保存理论综述

随着压力理论研究的深入，资源保存理论（The Conservation of Resource Theory）作为一种新的理论视角开始被使用于各类研究之中。资源保存理论强调，人们总是在积极努力地维持、获取他们所珍视的资源，并且当这些资源遭受潜在或者实际上的损失时，人们往往会认为这是对于自身的一种困境与威胁。在这其中，资源的含义得以延伸。它是指个体自身的特质、条件等诸多能够使其觉得有价值的事物或者是能够获取这些有价

值事物的行为，并且这些资源既能使个体感到满足，也能指引个体合理定位并找到适合自身的社会角色定位（廖化化，2022)。

内卷化竞争作为组织中个体常见的一种竞争现象，这种管理方式也会引发资源的损耗（吴晓英，2010）。席猛（2015）研究发现，当员工面临内卷化的竞争关系时，一方面，他们不仅需要耗费时间与精力应付上级的管理方式，进而缺乏足够的精力去全神贯注地投入到工作之中。另一方面，个体考虑到自身原有的资源不多，为了保护现有资源，避免造成资源的浪费，他们会实行消耗自身资源的策略应对。

**2.2 内卷化竞争定义与度量**

内卷化竞争是近年来常见的一个竞争现象，具体来说，就是内卷化原本是社会学家观察到的一个现象，指一个社会或者是企业员工，长时期停留在一种简单的自我重复状态（杨霞，2022），后来的研究中，内卷化不仅会呈现出对员工工作行为上的不合理竞争，也会呈现出员工心理上的压力，产生各种职业倦怠。

国内外学者针对内卷化竞争各个层面所产生的消极影响展开了丰富的探究，杨霞在《内卷化视角下的人力资源管理路径》中说到，内卷化竞争会降低员工个体对工作的满意程度、情感承诺及规范承诺等变量，同时，倘若员工个体对于工作可变动性的感知较高，则相应地会提升其在上述变量关系中发挥的作用。国内学者许璐瑶（2022）以我国组织情境中的员工为研究样本研究发现，员工感受到的不平等竞争关系与其报告的自身工作投入状态成负相关，成员的组织公平感常常发挥隐蔽的作用。我国学者李达（2011）通过对我国互联网企业的分析研究，结果表明内卷化竞争会降低同事之间信任程度，并且员工的非公平私欲性在内卷化竞争与工作行为中发挥负向调节作用。但是这种内卷文化关系也存在着一定的合理性和必要性，而目前的实证研究大都集中于内卷化竞争的负面效能，例如，增加员工的压力感、焦虑感、情绪耗竭以及沮丧感。依据资源保存理论，受到内卷化竞争的员工会认为同事威胁到自己的资源，从而会无视制度破坏规则。

综上所述，通过梳理以往学者的研究，本文认为内卷化竞争会给员工个人的诸多方面带来影响，包括心理、健康、工作、人际关系等等。但是内卷化竞争在一定程度上也具有积极的一面，譬如通过不断提升角色内行为来提高绩效和执行力、挖掘自身的创新能力，帮助企业进一步提升，然而目前针对内卷化竞争的积极作用的探讨却十分匮乏。

**2.3 工作行为的定义与度量**

为了提高组织的竞争力，必然要求管理者关注员工的心理与行为结果（周书楠，2007）。当员工在组织中受到不公正对待，对组织心存不满时，出现对于企业的仇恨的敌意，被称为反生产工作行为 （counterproductive work behavior，简称 CWB）（徐小驰、汤书琪，2020），员工在公司里不断受到不公平的竞争而引发的自我压迫时，会对组织绩效产生不利影响，从而导致绩效损失巨大。经过长期的管理实践，不难发现员工在工作过程中产生的行为是受到两方面的因素影响的，即员工个人心理因素及所处的环境。

员工作为企业发展的根本，是组织中重要的组成部分，员工工作行为通常可分为身份内行为及身份外行为（刘云，2014）。身份内行为是正式的、岗位说明书上明确指出的与工作职责和责任相关的行为(何奎，2017)，如工作表现（job performance)；身份外行为则更多表现为组织公民行为（organizational citizenship behavior，OCB)（黄勇，2020），它是指对工作任务发生的社会和心理环境提供支持作用的行为。学者们在研究角色内行为时，更多的是探讨其前因变量，例如，吕霄（2016)通过对中国实证研究发现：前摄型人格与角色内绩效、个性化交易和员工创新行为均有正相关关系；刘云（2014）通过问卷等形式实证调查了企业和员工的实际情况，结果发现，企业社会责任对角色内行为会产生积极的效应，同时，道德认同增加企业社会责任对角色内行为的积极效应。荣，鲁

峥嵘和蒋奖（2013）研究发现，上司排斥与同事排斥负向影响员工的角色内、外行为。除此之外，也有学者研究了不同的领导风格对员工角色内行为产生影响，例如，莫丽娟（2014）认为，服务型领导与角色内绩效之间存在正向激励，企业当中的服务型领导越多，表现出的角色内绩效就越多；郭淑梅（2012）检验结果表明，关怀维度可以有效抑制工作压力各维度（不包括工作超负荷压力）对角色内绩效的消极影响。

## 2.4 工作驱动力的定义与度量

企业员工在工作中既有竞争也有合作，竞争与合作的程度因集团而异，因为企业资源的稀缺性（王铁男等人，2014），所以权力和资金的分配十分关键。通常，员工的工作驱动力动力归纳为两类：第一类是利益性的，即获取财富、权力地位，这个工作驱动力是主观为自己，客观为他人，工作是实现个人目标的途径；第二类是意义性的，也就是情感性的，为了自我实现需求，人生价值，职业目标，这个工作驱动力主观为他人，客观为自己，工作本身就是目标。这个世界上从事任何行业的任何人工作驱动力都可以归纳为其中一类（黄婷婷，2019）。

员工在企业里的竞争程度主要来自于自身的需求行，出自情感性目的工作的员工，这部分员工工作意义明确，有自发的工作积极性。人的创造力是天生的，情感是第一驱动力，这样的驱动力让员工的自主性有了很大的提升，主动去学习，去进步，这种价值的体现，最终都是来自于员工的使命感，员工与企业的契约关系也会得到充分的发挥。李栋丽 (2011）研究提出，使命感是一种内在的、主观的心理结构，是个体注定要从事某一职业的心理体验，个体从事特定职业并为之努力的强烈的激情与力量。刘婕(2009）提出职业使命感是一种具有利他性的正义感，价值观作为基本动机践行特定生命角色。张望军和彭剑锋等曾对我国知识型员工的需要进行过研究，并提出相应的激励措施吴建国与李和风、赵兰香等研究了我国科研机构薪酬制度问题，并提出了薪酬分配要兼具竞争性和公平性马明等研究了员工满意度与敬业度的关系。

## 2.5 工作规范的定义与度量

任何企业都是在制度环境下开展生产经营活动（苏皑等人，2021）， 因此企业内部员工的行为必定会受到制度制约。“没有规矩，不成方圆”，制度本身是人们 主动构建的行为规范，具有目的性。有效的制度，能够让制度相关人在这类制度 规范下的行为活动获得公平一致的收益，如此才能让行为主体有足够的内在驱动力去持续努力、创新，营造充满奋斗、创新精神的社会环境，进而不断推动经济 提升和社会的发展、进步。包括组织成员间的相互信任、有效激励、领导支持、组织支持等。比如，员工因为各项原因进行加班，员工的自我工作规范受制于其真实的加班动机，会在对其各项驱动力中呈现出一个调节的效果。

目前，员工自我工作规范感被国内外学者广泛用于心理学、教育学、组织行为学等领域（吴洪梅，2013）。在工作规范的结果变量研究方面，Frontiers in psychology(2022）的研究表明，工作规范可以提升组织绩效和个体绩效，工作规范会增强员工的工作投入度、工作满意度以及承诺水平，降低工作拖延、离职倾向水平（Zhang，2022）。工作规范有很好的调节效果，可以让员工在企业里自己的行为有了很高的敏锐性，相互之间的竞争关系有了很大的约束性，这样让企业里的员工相互之间的竞争关系都达到了一个和谐的处境，员工的职业倦怠行为才能得到根本性的改变。

## 2.6 研究假设

### 2.6.1 内卷化竞争与工作行为之间的关系

行为即指所谓的举止行为。我国自古就有文人学者对行为作出了定义和解释。凡人类通过大脑的反应所体现出来一切行动称为行为。根据何兹伯格的双因素理论观点，我们可以得知人的行为的产生及发展受到两方面因素的影响，即个人因素与环境因素（杨

眉，2018）。这里我们将内卷化竞争划分为两个维度，第一个是内卷化的程度，第二是工作竞争的程度。

内卷化程度对于企业员工从工作上来说，就是让员工工作的增量变成了员工工作上的存量（周云成，2013），员工从增量竞争，转变为存量竞争，这样的竞争，也许给员工带来工作压力，这样形成的内卷化，也是增长的一部分，对于增长，有的员工会因为这样的内卷化程度，做到从自我行为当中去寻求解决问题的办法，比如自我学历的提升，自我技能的提升等等。这些都是属于增量上的，但是内卷化的程度也会让员工不知道自我的创新发展，只有存量上的进步，这样时间长了必然会导致工作的重复性以及岗位的重叠性（周浩、马前，2014），降低企业员工的职场认知感以及自我价值方面的认知感，产生一系列的职业倦怠以及焦虑情绪（俞诗佳，2020）。

对于工作竞争的程度，前面我们提到了内卷化就是增量竞争转换成存量竞争，比如现在企业要招聘人员，要招聘是十个人，但是前来面试的人会达到 100 人左右，但是对于现在内卷化的竞争程度来说，可能你只是要招聘 10 个人，但是会来 500 人进行面试，这样就要想办法去拼自己的学历、阅历、技能等等综合实力如果求职者全部都具备上进、努力这种品质，那么企业可能就会要求员工有 211、985 学历，又或者，员工得接受大小周休息、甚至于 996 上班等等。所以在存量竞争中，任何一方都有可能去不断突破底线来获得一个竞争上的优势（叶檀，2014）。

基于以上研究，本研究提出以下假设：

H1：内卷化竞争对部分积极工作行为有正向作用影响

H2：内卷化竞争对部分消极工作行为有正向作用影响

### 2.6.2 工作驱动力的中介作用

对于工作行为和工作驱动力的研究虽然始于哲学和心理学领域（黄婷婷，2019）。如今，企业员工对工作行为的动力，大多数都来自于自己的需求理论（马红、马贵梅，2020）。（贺珍，2014）在《基于马斯洛理论对企业激励的探讨》中提到了马斯洛需求理论，马斯洛认为按照需要由低到高的顺序，只有当低一级的需要得到基本满足后，人们才会去追求更高一级的需要，只有未满足的需要才能影响行为。员工在职场的需求无外乎就是其物质性和精神性。其中物质性主要就是薪酬激励。“激励”一词源于拉丁文，它的意思是“驱动”（余洪湲，2021）。内外关于激励驱动力有很多方式，比如心理契约的方式，吴永强 (2021) 将心理契约的概念进行了明确。他将心理契约定义为存在于雇佣关系中的，雇员与雇主之间隐性的、未明确表达出来的期望，这种期望是相互的。当员工为了很好的绩效需要很多的时间去投入到里面时，企业内部的内卷化竞争关系会让员工有很大的竞争压力，精神紧张，情绪耗竭，最终职业倦怠所以面对内卷化的竞争关系中，情感在内卷化竞争关系对员工工作行为的中间起到了很大的中介效果。综上所述提出以下假设：

H3：工作驱动力在内卷化竞争对工作行为有中介作用

### 2.6.3 工作规范的调节作用

靳涛等（2012）基于制度经济学的视角提出，判断制度有效与否可以考虑三个因素：制度的效率、正义性和增益性。在任燕平（2014）看来，虽然目前制度有效性还没有一个统一的定义，但是 总体可以分为三类：第一个是指制度设计的合法性，它反映的是制度相关人认同 和遵守制度的程度；第二个是指制度能够在多大程度上影响人的行为；第三个是指制度能否达到制度制定时的预期目标及可达程度。在工作规范的要求高的情况下，面对公司的内卷化竞争，员工自身可能会通过自身约束以及公司相关制度管理对自己的工作行为产生较小的影响（周浩、马前，2014）。员工自己具备较强的自律性，加上公司的工作规范制度，以制度办事，从而淡化关系经营，此时员工的使命感会增强，

心理契约程度变高，所以不会对工作行为造成太大影响。因此。对于高工作规范会加强应对内卷化竞争关系时的工作行为。由此提出以下假设：

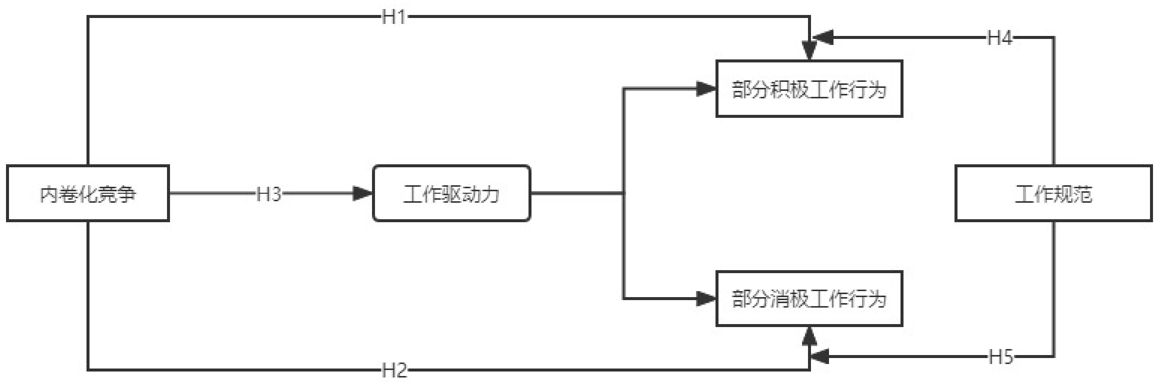
H4：工作规范在内卷化竞争对积极工作行为中有调节作用

H5：工作规范在内卷化竞争对消极工作行为中有调节作用

### 2.7 研究框架

**图 1**

*研究框架图*




资料来源：本研究整理所得

## 3 研究方法

### 3.1 问卷设计与样本选取

本研究采取分层随机抽样的方法，这样可以很好的降低其误差值，本研究以宁夏回族自治区 IBI 育成中心为调研对象的总体样本，IBI 育成中心是银川本地区互联网公司的集聚地，大厦共 25 层，有超过 50 家互联网企业在大厦内办公，工作人员超 5000 人，由于现在正处疫情阶段，大厦内公司是禁止外人进入的，只能按照大厦内的人员分布进行问卷的发放，依据大厦内人员分布，将分为一楼大厅，咖啡厅，展览中心这三个公共区域发放问卷，为了保证随机性，除了在大厦内随机邀请工作人员进行填写问卷调查之外，还将使用问卷星进行线上问卷调查，本次调查有以下几个特点：第一，大厦内的工作人员年龄普遍比较年轻，21-35 岁年龄比较集中，对于内卷这个新兴词汇比较敏感。第二，大厦内绝大多数人员从事的行业为互联网行业，行业内数据信息比较掌握，各个公司之间的竞争压力比较大，有很好的共鸣性。第三，大厦内各个公司为了更好的开展工作，有完善的线上微信群体，这样有利于较为完整的进行线上调查分析。

最终问卷样本收集从 2022 年 2 月 15 号到 2022 年 2 月 18 号，样本累计收集 280 份，其中线下问卷共收集 200 份，线上问卷共收集 80 份，根据问卷质量排除了 16 份废卷，最终回收有效样本为 264 份，样本的有效率为 94.28%。具体线上问卷收集链接如下：https://www.wjx.cn/vj/mXgkHYr.aspx

### 3.2 研究相关量表

**表 1**

*研究相关变量表*

| 总变量 | 分变量 | 含义 | 参考文献 |
|---|---|---|---|
| 内卷化竞争 | 内卷化程度 | 度量员工内卷化现象的程度 | 陈亮,王楠 & 倪丹.(2018).员工正念对工作倦怠的影响——内在动机的中介作用.(eds.)第二十一届全国心理学学术会议摘要集 |
| | 工作竞争的程度 | 度量员工在工作当中竞争的程度 | 王铁男,张良 & 王者.(2014).资源与竞争优势对企业绩效影响的实证研究.华东经济管理(06),90-96 |
| 员工驱动力 | 内在需求 | 度量员工的内在需求 | 马红 & 马贵梅.(2020).基于扎根理论的新生代员工需求分析及管理对策.山东纺织经济(11),19-21+28 |
| | 外在需求 | 度量员工的外在需求 | 杨眉.(2018).基于双因素理论的企业核心员工管理与激励研究.企业改革与管理(24),92-93.https://doi.org/10.13768/j.cnki.cn11- |
| 积极工作行为 | 积极现象 | 度量在公司里积极的工作行为表现 | 俞诗佳.(2020).职场负面八卦、人际信任与组织公民行为的关系研究(硕士学位论文,浙江工商大学 |
| 消极工作行为 | 消极现象 | 度量在公司里消极的工作行为表现 | 黄勇.(2020).员工感知的组织职业生涯管理对新生代员工角色外行为的影响研究(硕士学位论文,山东大学). |

资料来源：本研究整理

本研究总结了前人的分析成果设计出了本文的研究框架。研究以内卷化竞争为自变量，积极和消极的员工行为为因变量。其中，内卷化竞争有两个子变量，分别为内卷化程度和工作竞争的程度，员工驱动力为中介变量，有内在需求和外在需求两个子变量，工作规范为调节变量。

### 3.2 研究工具

问卷调查法：本研究采用问卷调查法，将研究分析中需要用到的数据转化为书面问卷的形式，发放给被调查对象，从而达到准确收集被调查者的相关研究资料。

信度分析：本文中在问卷调查分析部分运用了可信度检验的方法，希望通过可信度系数来测量问卷的可信度以及问题相对变量的诠释。

效度分析：本文中在问卷调查分析部分运用了因子分析来进行问卷的效度的测量。

相关性分析：本文对内卷化竞争，员工驱动力，积极和消极的员工工作行为，工作规范人这五个变量进行了相互间的相关性分析。

回归性分析：本文运用了主成分分析法提取了内卷化竞争变量的公因子以及工作行为的公因子并对公因子进行双变量回归分析，以期获得内卷化竞争对工作行为的影响。

## 4 结论

### 4.1 结论

本文使用 264 份有效问卷进行分析，内卷化竞争、员工工作驱动力、员工的积极工作行为与消极工作行为、工作规范分别通过验证性因子分析与信度分析，具有收敛效度、区别效度与信度，最后使用 SPSS 22.0 进行阶层回归分析，检验直接效应与调节效应。

第一，作为一种现代企业的竞争方式，内卷化竞争所产生的消极作用在多种情境及样本中被广泛研究过(徐佳敏，2021)，然而，在以往的研究中，它的两面性研究却没有

得到应有的重视。不同于以往研究仅聚焦于内卷化竞争对工作行为的负面作用，本研究发现内卷化竞争具有双重性效应，进一步拓宽了学术界对内卷化竞争的影响范围的认识，并为全面认识内卷化竞争这种竞争行为的两面性提供更为宽广的视角，本研究结论与卢晓雯(2021)得出的内卷化竞争对工作带来的消极工作行为相一致，同时也证实了徐佳敏(2021)提出的内卷化竞争对工作行为也有促进作用这一猜测，为如何合理应对、转化和排解内卷化竞争提供了一种新的思路。

第二，本研究从员工视角切入，将组织中内卷化竞争对工作行为的研究方向引向如何运作，通过纳入员工工作驱动力中内在需求和外在需求这一中介机制验证了以往学者得出的内卷化竞争会对员工工作行为产生积极效应的结论以及消极效应的结论(刘晓琴等，2017)，同时本研究还发现内卷化竞争通过员工驱动力这条作用路径能够对积极的员工工作行为起到负向效能，即员工在内卷化的竞争过程中，不平等的竞争关系，让员工产生了很大的职业倦怠，工作热情降低，违反各种工作行为，情绪低落。反之则加速了内卷化的程度，对于员工消极的工作行为起到了一个促进作用。

第三，本研究阐述了工作规范是如何在内卷化竞争对积极工作行为以及消极工作行为变量之间发挥调节作用的，员工工作规范越高，在面临内卷化的竞争关系中，他们越不会放弃，会更加努力，坚信自己能够很好地应对所处的困境与挑战，从而更倾向于自己驱动力的选择。可见，本研究为我们理解个体自身认知对组织成员行为的调节作用提供了帮助。

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# The Influence of Empowered Leadership on Employees' Professional Calling and Withdrawal Behavior: The Mediating Role of Individual Energy and the Moderating Role of Employees' Constructive Responsibility Perception

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**Abstract**

This study explores the influence of authorized leadership on employees' occupational calling and withdrawal behavior in their organizations. The individual energy of employees is taken as the mediating variable, and the perception of constructive responsibility is taken as the moderating variable, so as to better understand employees' occupational calling, and employees' withdrawal behavior can help enterprises better manage employees and improve corporate performance. After the 495 valid questionnaires were analyzed, the authorization type of leadership can enhance employees' individual energy positively, thus reduce the work of the negative emotions, effectively inhibit behavior, more to promote the staff's professional calling, but will not be able to effectively enhance authorized under the leadership of staff behavior and individual energy under the employee's behavior.

**Keywords:** Empowered Leadership; Individual Energy; Career Call; Withdrawal Behavior; Sense of Responsibility

# 授权型领导对员工职业召唤的影响；个体能量的中介作用，员工建设性责任知觉的调节作用

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## 摘要

本研究探讨其组织中授权型领导对员工职业召唤与退缩行为的影响，以员工的个体能量为中介变量，建设性责任知觉为调节变量，从而更好的了解员工的职业召唤，与员工退缩行为帮助企业更好的实现管理员工，提高企业绩效，本研究通过对员工进行问卷发放，对其 495 份有效问卷进行分析后得出，授权型领导能够正向增强员工的工作个体能量感，从而降低工作当中的消极情绪，从而有效的抑制退缩行为，更多的去促进员工的职业召唤，但不能够有效的增强授权领导下员工退缩行为的减少以及个体能量下员工的退缩行为。

**关键词**：授权型领导；个体能量；职业召唤；退缩行为；责任感

# 1. 绪论

## 1.1 研究背景

面对日益动态化、复杂化的外部环境，组织愈发依赖于人力资源的灵活性。管理者难以凭一己之力应对挑战，授权行为得到管理实践领域关注，亦成为近年来领导力研究领域的热点。而授权型领导对员工应对不断扩大的工作角色至关重要。不同于变革型领导，授权型领导强调将权力和责任下放给员工以激发员工内在动机，鼓励员工自我领导及自我管理（赵金国等人，2019）。

新的时代背景下，追求个性自由和自我价值的员工逐渐进入工作场所或成长企业核心骨干，以往注重满足员工物质及尊重需要的激励策略变得难以发挥作用，管理者期望引导员工产生职业召唤以促进良好的组织及个人绩效职业召唤对员工的职业发展和生活质量具有积极的影响，因此可见对于研究组织中员工的职业召唤帮助企业更好的了解员工职业召唤使员工更好的投入到工作当中，留住员工具有一定的实际意义，而员工退缩行为则是与之相反，使员工产生工作当中，回避，逃避工作。

# 2.变量定义与衡量

## 2.1.1 授权型领导定义与衡量

管理授权的定义有多种多种释义，其中认可度较高的释义是将管理授权分为两种形式，一个是情境授权，另一个是心理授权。情景授权是指领导对下属释放职权时，对团队采取以自身为榜样、积极参加团队讨论、指导工作开展、给予资源倾斜等行为(Srivastava et al., 2006)。心理授权是指领导对下释放职权时，心理方面给予团队心理支持，提高其自我能动性、自我价值感知的行为 (Srivastava et al., 2006)。

仅从单一角度来释义授权型领导是不全面的，Srivastava (2007)把两个维度进行了统一，认为授权型领导从根本上可以释义为领导者通过与下属分享权利，提升团队或员工更多的决策权，达到激发员工责任感和内在积极性的效果。Susmita (2018)从情境授权和心理授权两方面研究授权型领导与员工的建言行为之间的关系，这种统一视角对授权型领导的定义得到广泛使用。

在本文研究中采用 Susmita (2018)对授权型领导的定义认为授权型领导从根本上可以释义为领导者通过与下属分享权利，提升团队或员工更多的决策权，达到激发员工责任感和内在积极性的效果。

## 2.1.2 个体能量概念

Chen et al. (2016) 从员工能量产生、发展与行动表现视角来将员工能量定义为蕴含在员工体内的，在组织情境下感知到的身体强健程度、积极情感状态、对事情的积极预期程度以及完成工作任务能力的活力水平。并提出员工能量是由基础能量、成长能量和行动能量构成的三维结构，其中基础能量包括生理能量和情感能量；生理能量是指在组织情景中员工的身体的强健程度；情感能量是指员工的积极情感状态；成长能量是指个体对完成工作任务或未来发展的积极预期状态；行动能量是指个体在组织中完成工作任务能力的活力水平。

**2.1.3 员工退缩行为概念**

March (1958)首次将工作退缩行为运用到了企业领域中，并将其界定为“个体在工作场所中面对自身付出与组织回报失衡而采取的一系列应急行为”，诸如离职或缺席等行为。这一流派普遍认为如缺席、迟到早退、离职等具体行为是源于不同成因且会造成不同影响结果，因而不能笼统地归纳为工作退缩行为进行统一研究。

Gupta et al. (1991)指出工作退缩行为是当员工感知或看到自己组织内部存在让人产生逆反心理的情况时，为了规避任务和减少与企业的心理连接所选择的种种脱离的态度或举动。同时，他进一步提出工作退缩行为的不同表现形式是一个影响程度依次递加的行为序列，最初仅仅表现为上班期间开小差或做白日梦，后扩大到偶尔上班迟到、无故缺席，长期以往最终导致离席的一个过程。

**2.1.4 职业召唤概念**

职业召唤在管理学、心理学和社会学上的研究始于 Bellah (1985)对工作价值导向的划分，他将个体的对工作的追求划分成谋生、职业和召唤这三个类别，这三个类别的层次不断演进，从将工作当作谋生手段，工作只为报酬，到将工作作为职业，工作为了发展，最后到工作是一种召唤，工作是为了实现个人的主观成就和使命。

Dobrow（2011）认为职业召唤是个体针对工作内容来自内心的强烈情感和动力，是内心的认同和强烈的渴望。现代职业视角的观点主要强调了职业召唤对个体价值的影响和主观的感受，缺少了对工作社会价值和影响的内容，在职业召唤的研究中还有一种综合性的视角认为,职业召唤既是自我实现的强大驱动力,也是社会价值的外部作用影响。代表性的学者有 Dik and Duffy(2009）、Bunderson and Thompson（2009）。

综合各方面研究的观点，本研究认为职业召唤是一个来自于个体内外的综合性概念。首先，职业召唤的存在意味着个体对外部条件的价值认可，其次它的存在也要求自我具有向往和激情。综合的认知让个体对事业充满了内部驱动力和使命。本文在以往的研究成果基础上，结合不同学者的观点，认为职业召唤是个体将工作视作自身使命的一种强烈的内部动机，具有主观性和连续性。同时，它具有认可工作的社会价值与自我实现意义的特点。

**2.1.5 建设性责任知觉概念**

建设性责任知觉是个人认为自己有义务为组织带来建设性改变的信念，反映了员工以有利于本组织的建设性方式投入更多精力、实现改进或开发新程序以及纠正问题的意愿(Liang et al., 2012)。建设性责任知觉高的员工具有强烈的内部动机使他们所在的组织受益，更倾向于做出有利于提高组织效率的建设性行为，责任知觉作为一种重要的自我概念，是个体对作为客体自我的想法和知觉，反映了个体感知到对自身工作结果负有责任和义务（田晓明、李锐，2015）。

与之相比，建设性责任知觉则反映了这种责任和义务中更加具有“主动性”的成分。也即，建设性责任知觉不仅体现了个体为承担义务而付出更多努力的意愿，还体现了个体为提升现状而主动改进方法，设定更高工作目标的意愿。建设性责任知觉使得员工将这种“主动性”内化为工作职责的一部分，当其通过建设性的行为完成目标时，便会对工作感到满意和有成就感。反之，墨守成规和安于现状则会让此类员工有“失职”的感

受，进而在社会规范的压力下感到不安(Zgu & Akhtar, 2019)。

### 2.2 研究假设

### 2.2.1 授权型领导与个体能量的研究假设

在心理授权理论中，授权的方式是作用于员工的心理感受，来提高下属的积极自主性，激发下属的内心工作意愿等让员工认识到公司价值的实现就是自身价值得到实现的观念。情境授权和心理授权出发点并不相同，情境授权的出发点在于对团队的环境和工作方式的影响。而心理授权的出发点在于改变团队个体的心理感受(Spreitzer, 1995)，适度心理授权能引导员工的心理健康和提升员工工作投入度(Gyu Park, 2017)。Frese and Fay(2001)认为积极主动性高的人更负责任、克服障碍并积极应对不同需求，与个体能量有正向关系。

Schippers et al.(2005)认为采取积极主动行为的员工能更快恢复自身能量损耗。何斌等人（2014）认为正能量领导力就是要激发领导过程的正能量，抵制或规避领导过程的负能量，其本质是以领导者和追随者双方正能量的发挥和运用为基础的领导力。综上所述，授权型领导通过授权提高员工工作的积极性，内在工作动机从而提高员工的个体能量，拥有授权型领导通常会激励员工开发自身潜能，并帮助员工提升其思维能力。当员工受到上级的激励时，会更好的激发员工为公司积极贡献的心理，满足上级领导对自己的期待，这种授权行为会使员工对工作满意度、团队期待以及团队认可度等方面得到极大的提升（崔杨、于桂兰，2019），因此本研究提出下列假设：

H1a：授权型领导正向影响员工个体能量

### 2.2.2 授权型领导与员工退缩行为的研究假设

员工对自身与组织或组织的代表（如领导、主管）间关系质量的评价，能有效预测他们的工作态度和工作行为(LeBreton et al., 2004)。所以当领导者对员工采取支持、认可等积极的领导行为时，根据社会交换理论，员工会对此作出积极反应如更高的工作积极性、更高的组织忠诚度来进行回报。反之，当领导采取消极的领导行为时，员工也会采取退缩行为来予以回馈。Masterson and Stamper (2003)研究也发现当领导和员工关系越好，即领导成员交换质量越高，员工的离职倾向水平就越低，从而减少员工的退缩行为。

Susmita(2018)认为授权型领导从根本上可以释义为领导者通过与下属分享权利，提升团队或员工更多的决策权，达到激发员工责任感和内在积极性的效果，促进领导与员工之间的关系，综上所述，授权型领导，通过授权领导，促进与员工之间的关系减少员工退缩行为。因此本研究提出下列假设：

H1b，授权型领导负向影响员工退缩行为。

### 2.2.3 授权型领导与职业召唤的研究假设

Dik and Duffy(2009)认为职业召唤是个人将自身和社会的价值均看作自我追求精神意义的来源。职业召唤是员工找到的具有价值的社会分工中的位置，具有亲社会的属性。而授权型领导让员工能够摆脱严格管理的束缚实现自我管理。此情境着重体现在领导的实际放权行为，比如与员工分享管理经验、共享资源，给予员工更大程度的工作自主权等等，提升下属工作技能和风险应对能力，以及提高工作效率。心理授权是指领导对下

释放职权时，心理方面给予团队心理支持，提高其自我能动性、自我价值感知的行为（Leach S & Wilson，2010）。

在心理授权理论中，授权的方式是作用于员工的心理感受，来提高下属的积极自主性，激发下属的内心工作意愿等让员工认识到公司价值的实现就是自身价值得到实现的观念。心理授权的出发点在于改变团队个体的心理感受（Spreitzer, 1995）。则授权型领导使员工感受到，工作的价值，从而提高员工的职业召唤，因此本研究提出下列假设：

H1c，授权型领导正向影响员工职业召唤

### 2.2.4 个体能量对员工退缩行为的研究假设

Ash (1913) 提出精力充沛的员工是组织成功的关键，拥有高能量水平的员工更具有生产力、创造力并对他人产生积极的影响，这标志着能量引入了组织管理领域。Freud (1920) 提到人类能量与生理和心理健康有关系，后来却很少涉及，也没有明确的衡量能量。能量长期一直是心理学研究的前沿，在很多研究中都涉及到，但都是很隐晦的提到，例如与敬业度 (Maslach et al.，2001)。

Chen et al. (2016)从员工能量产生、发展与行动表现视角来将员工能量定义为蕴含在员工体内的，在组织情境下感知到的身体强健程度、积极情感状态、对事情的积极预期程度以及完成工作任务能力的活力水平。则个体能量能够增加员工对于工作的投入，敬业度，积极情绪，从而减少员工的退缩行为，因此本研究提出下列假设：

H2a：个体能量感负向影响员工退缩行为

### 2.2.5 个体能量对职业召唤的研究假设

职业召唤是一个来自于个体内外的综合性概念。首先，职业召唤的存在意味着个体对外部条件的价值认可，其次它的存在也要求自我具有向往和激情。综合的认知让个体对事业充满了内部驱动力和使命，Chen et al. (2016) 从员工能量产生、发展与行动表现视角来将员工能量定义为蕴含在员工体内的，在组织情境下感知到的身体强健程度、积极情感状态、对事情的积极预期程度以及完成工作任务能力的活力水平。则个体能够能够增加员工对于工作的投入，敬业度，积极情绪，则员工个体能量能够是员工产生更多的极情感状态、对事情的积极预期程度以及完成工作任务能力的活力水平，对于工作的价值认可从而影响员工的职业召唤，因此本研究提出下列假设：

H2b，员工个体能量正向影响员工职业召唤

### 2.2.6 建设性责任知觉的调节作用

建设性责任知觉高的员工具有强烈的内部动机使他们所在的组织受益，更倾向于做出有利于提高组织效率的建设性行为，责任知觉作为一种重要的自我概念，是个体对作为客体自我的想法和知觉，反映了个体感知到对自身工作结果负有责任和义务（田晓明、李锐，2015）。

与之相比，建设性责任知觉则反映了这种责任和义务中更加具有“主动性”的成分。也即，建设性责任知觉不仅体现了个体为承担义务而付出更多努力的意愿，还体现了个体为提升现状而主动改进方法，设定更高工作目标的意愿。建设性责任知觉使得员工将这种“主动性”内化为工作职责的一部分，当其通过建设性的行为完成目标时，便会对工作感到满意和有成就感（Zgu & Akhtar, 2019）。

前述 H1 推论中，授权型领导通过授权提高员工工作的积极性，内在工作动机从而提高员工的个体能量，拥有授权型领导通常会激励员工开发自身潜能，并帮助员工提升其思维能力。当员工受到上级的激励时，会更好的激发员工为公司积极贡献的心理，满足上级领导对自己的期待，这种授权行为会使员工对工作满意度、团队期待以及团队认可度等方面得到极大的提升（崔杨、于桂兰，2019），则建设性责任知觉通过个体为承担义务而付出更多努力的意愿，而提高员工的积极性，前述 H1b 推论中，Susmita(2018)认为授权型领导从根本上可以释义为领导者通过与下属分享权利，提升团队或员工更多的决策权，达到激发员工责任感和内在积极性的效果，促进领导与员工之间的关系，授权型领导, 通过授权领导, 激发员工的责任感促进与员工之间的关系减少员工退缩行为。前述 H1c 推论中，授权型领导使员工感受到工作的价值，积极主动性，从而提高员工的职业召唤，前述 H2a 推论中，个体能量能够增加员工对于工作的投入，敬业度，积极情绪，从而减少员工的退缩行为，前述 H2b 推论中，员工个体能量能够是员工产生更多的极情感状态、对事情的积极预期程度以及完成工作任务能力的活力水平，对于工作的价值认可从而影响员工的职业召唤，因此本研究提出下列假设：

H3a：建设性责任知觉正向调节授权型领导与员工退缩行为之间的关系

H3b：建设性责任知觉正向调节授权型领导与员职业召唤之间的关系

H3c：建设性责任知觉正向调节个体能量与员工退缩行为之间的关系

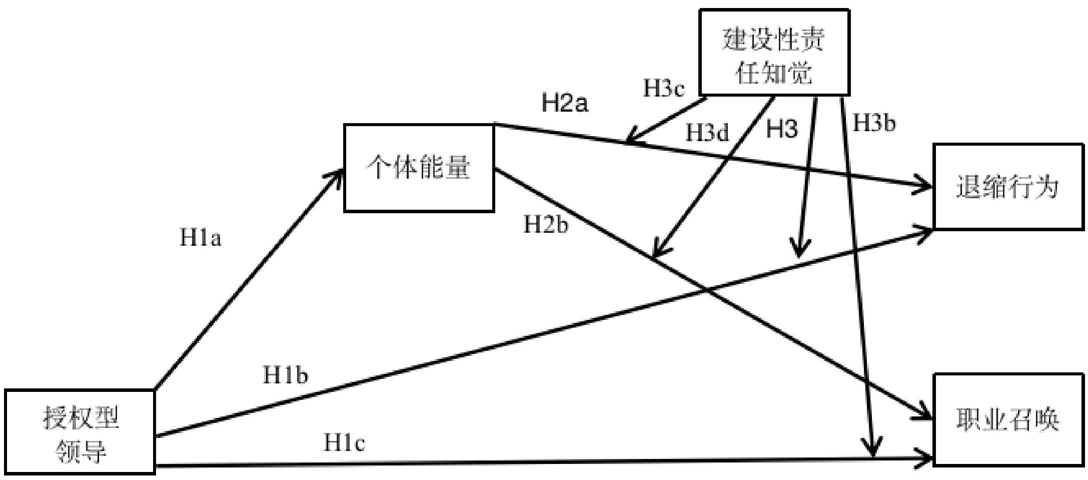
H3d：建设性责任知觉正向调节个体能量与员职业召唤之间的关系

**2.3 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，共设立假设共九条，既 H1a、H1b、H1c、H2a、H2c、H3a、H3b、H3c、H3d。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. 研究设计与方法

## 3.1 研究方法

本研究采取立意抽样的方式对黑龙江企业员工进行问卷调查，主要通过 QQ、微信问卷星链接发送，预计发放的份数参照 Tinsley（1987）样本的数量：问卷题项数比例为 1：5——1:10 之间，以及 Sudman (1976)的建议，有效样本应在 500—1000 之间，本研究预计发放 580 份问卷。

## 3.2 变量的衡量

### 3.2.1 授权型领导操作型定义与量表

认可 Susmita（2018）对授权型领导的定义，认为授权型领导从根本上可以释义为领导者通过与下属分享权利，提升团队或员工更多的决策权，达到激发员工责任感和内在积极性的效果。采用 Likert 5 点计分，表示“非常不同意”到“非常同意”。

### 3.2.2 个体能量的操作型定义与量表

Chen et al.（2016）将个体能量定义为蕴含在个体内的，在与身边的一些重要的人进行互动、交流时感知到的身体强健程度、积极情感状态和认知活力水平。采用 Likert 5 点计分，表示“非常不同意”到“非常同意”。

### 3.2.3 退缩行为的操作型定义与量表

Gupta et al. （1991）指出工作退缩行为是当员工感知或看到自己组织内部存在让人产生逆反心理的情况时，为了规避任务和减少与企业的心理连接所选择的种种脱离的态度或举动。采用 Likert 5 点计分，表示“非常不同意”到“非常同意”。

### 3.2.4 职业召唤的操作型定义与量表

Dobrow（2011）认为职业召唤是个体针对工作内容来自内心的强烈情感和动力，是内心的认同和强烈的渴望。采用 Likert 5 点计分，表示“非常不同意”到“非常同意”。

### 3.2.5 设性责任知觉的操作型定义与量表

建设性责任知觉是个人认为自己有义务为组织带来建设性改变的信念，反映了员工以有利于本组织的建设性方式投入更多精力、实现改进或开发新程序以及纠正问题的意愿（Liang et al., 2012）。采用 Likert 5 点计分，表示“非常不同意”到“非常同意”。

# 4. 数据分析结果

## 4.1 假设检验

### 4.1.1 H1a、H1b、H1c 授权型领导对个体能量、退缩行为、职业召唤影响的假设检验。

H1a、H1b、H1c 授权型领导对个体能量、退缩行为、职业召唤影响的假设检验结果如表 4.1 所示，其中 H1a 授权型领导正向影响员工个体能力的检验中，授权领导的回归系数值为 0.347(p=0.000<0.01)，意味着授权领导会对个体能量产生显著的正向影响关系，因此假设 H1a 成立，H1b 授权型领导负向影响员工退缩行为假设检验中授权领导的回归系数值为-0.172（p=0.000<0.01)，意味着授权领导会对退缩行为产生显著的负向影响关系，假设 H1c 中授权型领导正向员工职业召唤的检验中，授权领导的回归系数值为 0.264(t=6.550，p=0.000<0.01)，意味着授权领导会对职业召唤产生显著的正向影响关系，因此 H1c 成立。

### 4.1.2 H2a、H2b 个体能量感对员工退缩行为于职业召唤的影响

H2a、H2b 个体能量感对员工退缩行为于职业召唤的影响如表 2，其中 H2a 个体能量感负向影响员工退缩行为假设鉴定中，个体能量的回归系数值为-0.152(-p=0.000<0.01)，意味着个体能量会对退缩行为产生显著的负向影响系。假设 H2b 中，个体能量的回归系数值为 0.169(t=4.752，p=0.000<0.01)，意味着个体能量会对职业召唤产生显著的正向影响关系，因此本研究假设 H2b 成立。

**表 1**

*假设鉴定 1*

| | 个体能量 | | 退缩行为 | | 职业召唤 | |
|---|---|---|---|---|---|---|
| | β | p | β | 0.557 | β | p |
| 学历 | -0.037 | 0.346 | -0.019 | 0.69 | 0 | 0.989 |
| 年龄 | -0.149 | 0.115 | -0.031 | 0.864 | 0.044 | 0.566 |
| 职务 | -0.165 | 0.121 | -0.015 | 0.494 | -0.065 | 0.444 |
| 工作年龄 | 0.208 | 0.037* | -0.057 | 0.366 | -0.034 | 0.674 |
| 性别 | 0.056 | 0.518 | -0.066 | 0.106 | 0.056 | 0.428 |
| 婚姻 | 0.133 | 0.607 | -0.348*** | 0.000** | 0.17 | 0.414 |
| 授权领导 | 0.347** | 0.000** | -0.172*** | 0.557 | 0.264*** | 0.000** |
| $R^2$ | 0.104 | | 0.042 | | 0.09 | |
| 调整 $R^2$ | 0.091 | | 0.028 | | 0.077 | |
| F | 8.102** | | 3.502** | | 6.844** | |
| D-W | 2.016 | | 2.206 | | 1.911 | |

资料来源：本研究自行整理

**表 2**

*假设鉴定 2*

| | 退缩行为 | | 职业召唤 | |
|---|---|---|---|---|
| | β | p | β | p |
| 学历 | -0.014 | 0.668 | 0.006 | 0.853 |
| 年龄 | -0.008 | 0.916 | 0.07 | 0.371 |
| 职务 | 0.014 | 0.876 | -0.031 | 0.724 |
| 工作年龄 | -0.091 | 0.276 | -0.073 | 0.374 |
| 性别 | -0.076 | 0.295 | 0.043 | 0.546 |
| 婚姻 | -0.361 | 0.094 | 0.161 | 0.449 |
| 个体能量 | -0.152 | 0.000** | 0.169 | 0.000** |
| $R^2$ | 0.044 | | 0.054 | |
| 调整 $R^2$ | 0.003 | | 0.004 | |
| F | 3.169 | | 3.952 | |
| D-W | 2.020 | | 1.914 | |

资料来源：本研究自行整理

### 4.2 假设检验

本研究调节检验如表 3 与 4 所示，其中责任知觉对于授权型领导与退缩行为的调节检验结果调节效应可通过查看模型 3 中交互项的显著性。

从上 4.3 可知，授权领导与责任知觉的交互项呈现出显著性(t=5.738, p＞ 0.05)。意味着授权领导对于退缩行为影响时，调节变量(责任知觉)在不同水平时，不具有显著性差异，则假设 H3a 不成立。

责任知觉对于授权领导与责任知觉的交互项呈现出显著性(t=6.367, p=0.000<0.05)。意味着授权领导对于职业召唤影响时，调节变量(责任知觉)在不同水平时，影响幅度具有显著性差异，因此责任知觉在这之间具有正向调节作用，因此假设 H3b 获得本研究数据支持。

责任知觉对于个体能量与退缩行为的调节检验如表 4.4，个体能量与责任知觉的交互项呈现出显著性(t=4.573, p＞0.05)。意味着个体能量对于退缩行为影响时，调节变量(责任知觉)在不同水平时，不具有显著性差异，则责任知觉在个体能量与退缩行为不具有调节作用，假设 H3c 不成立。

责任知觉对于个体能量与职业召唤的调节作用如表 4.4，个体能量与责任知觉的交互项呈现出显著性(t=3.622, p=0.000<0.05)。意味着个体能量对于职业召唤影响时，调节变量(责任知觉)在不同水平时，影响幅度具有显著性差异，因此责任知觉在这之间具有正向调节作用，因此假设 H3d 获得本研究数据支持。

**表 3**

*调节检验 1*

| | 退缩行为 | | | 职业召唤 | | |
|---|---|---|---|---|---|---|
| | t | t | t | t | t | t |
| 1. 学历 | -0.588 | -0.266 | -0.462 | 0.014 | 0.434 | 0.242 |
| 2. 年龄 | -0.399 | -0.589 | -0.722 | 0.575 | 0.39 | 0.278 |
| 4. 职务 | -0.172 | -0.05 | -0.123 | -0.766 | -0.649 | -0.754 |
| 6. 工作年龄 | -0.684 | -0.503 | -0.338 | -0.42 | -0.191 | 0.002 |
| 7. 性别 | -0.906 | -1.263 | -1.532 | 0.793 | 0.432 | 0.196 |
| 8. 婚姻 | -1.619 | -1.559 | -1.452 | 0.818 | 1.003 | 1.216 |
| 授权领导 | 4.119** | 3.456 | 3.655 | 6.55** | 5.891 | 6.222 |
| 责任知觉 | | 5.953** | 5.755 | | 7.29** | 7.146 |
| 授权领导 X 责任知觉 | | | 5.738 | | | 6.367** |
| $R^2$ | 0.042 | 0.107 | 0.164 | 0.09 | 0.18 | 0.243 |
| 调整 $R^2$ | 0.028 | 0.092 | 0.148 | 0.077 | 0.166 | 0.229 |
| F 值 | 3.052** | 7.289** | 10.563** | 6.88** | 13.312** | 17.299** |
| $\triangle R^2$ | 0.042 | 0.065 | 0.057 | 0.09 | 0.09 | 0.063 |
| △F 值 | 3.052 | 35.441 | 32.920 | 6.884 | 53.144 | 40.535 |

资料来源：本研究自行整理

**表 4**
*调节检验 2*

| | 退缩行为 | | | 职业召唤 | | |
|---|---|---|---|---|---|---|
| | t | t | t | t | t | t |
| 1. 学历 | -0.429 | -0.132 | -0.034 | 0.185 | 0.582 | 0.668 |
| 2. 年龄 | -0.106 | -0.339 | -0.375 | 0.896 | 0.659 | 0.643 |
| 4. 职务 | 0.156 | 0.228 | 0.14 | -0.353 | -0.289 | -0.366 |
| 6. 工作年龄 | -1.091 | -0.848 | -0.815 | -0.889 | -0.588 | -0.556 |
| 7. 性别 | -1.048 | -1.383 | -1.684 | 0.604 | 0.262 | 0.046 |
| 8. 婚姻 | -1.678 | -1.609 | -1.585 | 0.758 | 0.956 | 1.012 |
| 个体能量 | 4.216** | 3.547 | 3.73 | 4.752** | 3.996 | 4.133 |
| 个体能量 | | 5.939 | 6.075 | | 7.381** | 7.485 |
| X 责任知觉 | | | 4.573 | | | 3.622** |
| $R^2$ | 0.044 | 0.108 | 0.145 | 0.054 | 0.149 | 0.172 |
| 调整 $R^2$ | 0.03 | 0.094 | 0.129 | 0.04 | 0.135 | 0.156 |
| F 值 | 3.169** | 7.376** | 9.149** | 3.952** | 10.647** | 11.158** |
| $\triangle R^2$ | 0.044 | 0.065 | 0.037 | 0.054 | 0.095 | 0.022 |
| △F 值 | 3.052 | 35.267 | 20.911 | 3.952 | 54.481 | 13.120 |

资料来源：本研究自行整理

# 5. 结论

## 5.1 研究结论

本研究得出以下结论授权型领导能够正向增强员工的工作个体能量感，从而降低工作当中的消极情绪，从而有效的抑制退缩行为，更多的去促进员工的职业召唤，授权型领导同时能够很好的抑制员工在工作当中产生的退缩行为，能够增强员工的职业召唤，增强员工在工作当中的自我价值肯定，员工的责任知觉能够有效的增强授权领导下员工的职业召唤以及个体能量下员工的职业召唤。但不能够有效的增强授权领导下员工退缩行为的减少以及个体能量下员工的退缩行为。

## 5.2 研究贡献

本研究得出，授权型领导能够正向增强员工的工作个体能量感，从而降低工作当中的消极情绪，从而有效的抑制退缩行为，更多的去促进员工的职业召唤，授权型领导同时能够很好的抑制员工在工作当中产生的退缩行为，能够增强员工的职业召唤，员工的责任知觉能够有效的增强授权领导下员工的职业召唤以及个体能量下员工的职业召唤。从而更好的了解员工的职业召唤，与员工退缩行为，在实践上帮助企业更好的实现管理员工，激发员工的职业召唤、避免员工的退缩行为，从而更好的工作，提高企业绩效做出了有效的参考。

在工作当中领导应当将更多的权力下放给员工从而更好的是员工产生积极情绪，从而有效的提高员工在工作当中的能量感，从而减少退缩行为，增加其职业召唤，工作价值。培养提高员工的责任知觉，从而更好的帮助员工在工作当中更加有激情的去

进行工作，产生对工作渴望，价值。

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# The Impact of Cross-Cultural Consumption and E-commerce on the Cognitive Value and Purchasing Behavior of Luxury Brands:with Celebrity Endorsements as Interference Effects

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**Abstract**

This study is to study the cognitive value of luxury brands and luxury purchase behavior under the influence of cross-cultural consumption behavior and e-commerce, with celebrity endorsements as interference. To test the influence of cross-cultural consumption behavior and e-commerce on luxury brand cognitive value and luxury purchase behavior, and introduce celebrity endorsement as a disturbance variable to test whether it has an interference effect on the relationship between the above variables. Based on the existing relevant literature, starting from the connotation of cross-cultural consumption behavior, combined with the attributes of luxury goods, this paper verifies the cognitive value and purchase behavior of luxury brands by cross-cultural consumption behavior. E-commerce has verified the cognitive value and purchasing behavior of luxury brands; the results show that cross-cultural consumption behavior has a positive impact on the cognitive value and purchasing behavior of luxury brands; e-commerce has a positive impact on the cognitive value and purchasing behavior of luxury brands have a positive impact. And celebrity endorsements play a positive disruptive role. It provides theoretical insights and management inspiration for luxury brands to implement cross-cultural consumption behavior and e-commerce strategies.

**Keywords**: Cross-cultural consumption behavior；E-commerce；Luxury cognitive value; Luxury purchase behavior；Celebrity endorsement

# 跨文化消费行为与电子商务对奢侈品品牌认知价值和购买行为的影响—以名人代言为干扰效果

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**摘要**

本研究是从跨文化消费行为，电子商务的作用下研究奢侈品品牌认知价值和奢侈品购买行为，以名人代言为干扰。检验跨文化消费行为和电子商务对奢侈品品牌认知价值和奢侈品购买行为的影响，并引入名人代言为干扰变量，检验其是否对以上变量之间的关系有干扰效果。本文基于现有相关文献, 从跨文化消费行为的内涵出发, 结合奢侈品的属性特征, 将跨文化消费行为对奢侈品品牌认知价值及购买行为做了验证，以及从电子商务角度出发，对电子商务对奢侈品品牌认知价值和购买行为做了验证；结果显示, 跨文化消费行为对奢侈品品牌认知价值和购买行为有正向影响；电子商务对奢侈品品牌认知价值和购买行为有正向影响。以及名人代言起到有正向的干扰作用。为奢侈品品牌实施跨文化消费行为，电子商务策略提供了理论洞见与管理启示。

**关键词：**跨文化消费行为；电子商务；认知价值；购买行为；名人代言

# 1.绪论

## 1.1 研究背景

在二十一世纪，贸易和商业变得如此多样化，以至于全世界出现了多渠道的网络购物模式，网上购物显著增加（Andreassen *et al.*，2001）。在全球范围内，电子商务构成了巨大的市场，2020 年达到 4 万亿美元（Marketer，2016）。在各种电子商务中，如企业对企业（B2B）、企业对消费者（B2C）（Zuroni & Goh，2012）的销售额（15%）和订单（Marketer，2016）都有两位数的增长。

与美国、英国、日本和欧洲国家等成熟市场相比，亚太地区是在线购物增长的领头羊。亚太地区实现了巨大的增长，特别是在中国。2016 年，亚太地区的在线销售额约为$1 万亿美元，其中大部分来自中国，约为$8990 亿美元（eMarketer，2016）。随着越来越多的消费者越来越熟悉互联网及其带来的好处，网上购物变得越来越流行，并在一群寻求更好的信息、便利、成本和选择价值主张的消费者中得到青睐。奢侈品在中国的火热程度近年来越来越高，即使是在 Covid-19 爆发之后，奢侈品在中国的销量经过短暂的低靡之后又快速反弹。

# 2 文献探讨与假设发展

## 2.1 奢侈品认知价值

奢侈品，也被称为高级商品，是一种需求与消费者收入呈指数级直接相关的产品(Perez et al., 2010)。客户对认知策略的价值认知来自于信息、产品优势或产品属性的沟通 (Schaefer & Rotte, 2007)。世界各地的消费者出于各种原因购买或希望购买奢侈品，但这些消费者通常具有相似的价值观。无论来自哪个国家，奢侈品消费者的基本动机驱动因素在奢侈品价值观的财务、功能、个人和社会维度上都是相似的，尽管这些维度的相对重要性各不相同 (He*nni*gs et al., 2012)。

## 2.2 奢侈品购买行为

消费者购买行为是指消费者在购买产品或服务之前所采取的行为（包括线上和线下）(Park & Kim, 2003)。这种行为是消费者在购买产品或服务时对其在市场上的行为的态度、偏好、意图和决定的总和 (Carrigan & Attalla, 2001)。它是指人们为个人或集体使用而购买产品或服务的决定和行为 (Follows & Jobber, 2000)。Kotler and Keller（2011）指出，消费者购买行为是研究个人、团体和组织购买和处置商品、服务、想法或经验的方式，以满足其需求。本文从三个方面来研究购买行为，分别是面子文化 (曹子夏，2006)，集体主义(罗辑等人，2019)，便利性（夏冰清，2017）。

## 2.3 跨文化消费行为

消费是一个社会和文化过程，涉及文化符号和观念，而非经济的、功利的过程(Leismann et al., 2013)。“跨文化消费行为”是指产品或服务在一种文化中生产，但在另一种文化中消费 (Olsen et al, 2007)。跨文化消费行为是一个迷人的指南，它可以引导人们了解全球商品的文化含义，以及它们的生产者对商品的意义和用途。当它们被出口时，它们可以作为交流或统治的手段 (Cornwell & Drennan，2004)。

不同文化群体的消费者对奢侈品可能产生不同的价值认知。Lim and Ang (2008)

Stathopoulou and Balabanis (2019) 发现，文化价值观影响消费者对可用性、独特性、质量和社交奢侈品价值观的认知。自我提升和社会奢侈品价值观是消费者奢侈品消费倾向的关键驱动力。基于此文做出假设：

H1：跨文化消费行为对奢侈品品牌的认知价值起正向影响。

Yang et al. (2018) 探讨了消费者的全球认同，他们对奢侈品的感知功能，个人和社会价值以及他们购买奢侈品的意图之间的关系。中国和美国的参与者作为研究对象。全球认同感与奢侈品的购买意愿成正比，这是通过感知的功能，个人和社会价值来介导的。基于此文做出假设：

H2：跨文化消费行为对奢侈品购买行为起正向影响。

**2.4 电子商务与奢侈品品牌认知价值的关系**

电子商务是指将整个贸易活动利用电子化的交易方式来实现，其业务包含广告，销售，电子支付，服务（售前以及售后），物流等等 (王永钊，2015)。世界贸易组织对电子商务的定义是: 电子商务是利用电子网络作为媒介（或平台）来进行的生产、营销、销售和流通等活动的一种销售模式（程华，2001；王磊，2013）。电子商务具有优越性。第一，电子商务可以克服地域限制。第二，电子商务使公司能够通过搜索引擎可见性获得新客户。实体零售由品牌和关系驱动。第三，电子商务可以帮助企业降低成本。这些降低的成本中的一部分可以以折扣价格的形式造福于客户。贝恩咨询公司的《2010 中国奢侈品报告》显示，目前在中国购买奢侈品的消费者当中，已经有 43%的人开始在网上购买奢侈品。（贝恩咨询 2010 年中国奢侈品市场研究）基于此文做出假设：

H3: 电子商务对奢侈品品牌的认知价值起正向影响。

**2.5 电子商务与奢侈品购买行为的关系**

Liu et al. (2013) 的研究表明，在线奢侈品购物者注重价格，更喜欢在线产品，对在线客户评论有更高的信任度。奢侈品零售商应关注新兴的在线奢侈品消费者群体。缺乏信任阻碍了更多奢侈品消费者在互联网上购物，卖家的可信度有助于吸引潜在的购物者。Ryu (2020) 通过实证研究发现，参与者在决定网上购买价格折扣的奢侈品时采用了理性的思维方式。另一方面，当参与者选择参观提供奢侈品牌和奢侈服务的商店时，会激发出一种体验式思维方式。基于此本文做出假设：

H4: 电子商务对奢侈品购买行为起正向影响

**2.6 名人代言**

名人代言指的是一种品牌或广告活动形式，涉及知名人士利用其声誉来帮助推广产品或服务（Silvera & Austad，2004）。它是是指一种营销策略，其目的是使用一个或多个名人为特定产品或服务做广告。在这种情况下，主要目标是获得更多的观众，以名人的粉丝群为代表 (Silvera & Austad， 2004)。客户对他们最喜欢的名人代言的产品有一定的满足感。因此，当今大多数公司相信，名人对其产品的代言将有助于销售其产品和服务。名流代言被无数形形色色的企业用作营销策略。虽然一些批评家指出，它们对企业销售几乎没有积极影响，但其他人则断言，通过使用它们，一家公司可以享受到数不清的好处 (Byrne et al. 2003)。

本文所采用的定义是 Silvera and Austad （2004）对名人代言的定义。

**2.7 名人代言对跨文化消费行为行为行为与奢侈品品牌认知价值间关系的影响**

企业借助各类名人明星这一稀缺资源来提高自己的形象与声誉,甚至不惜重金聘请名人代言以提升品牌资产,已经成为常见的品牌营销手段”,各类名人名星往往引领着大众的时尚消费。（何浏与王海忠，2014）McCrackern(1989)认为名人代言人是任何一个拥有公共识别度，并且利用这种公众识别度去代表一种消费品并与之共同出现在一个广告里的个人。同时，他认为一个名人拥有一组独特的、个性的和复杂的文化意义，这个意义可以被迁移到产品上，然后通过产品迁移到消费者身上。确信代言人真正喜欢和用其代言产品（王珏瑶，2013）。基于此本文做出假设：

H5: 名人代言对跨文化消费行为与奢侈品品牌认知价值间之关系具有正向干扰作用

**2.8 名人代言对跨文化消费行为行为行为与奢侈品购买行为间关系的影响**

王怀明(2004)通过实证研究发现名人与产品的一致性对名人广告效果有重要的影响。名人为高档商品做广告时，广告效果优于非名人广告效果，为低档商品做广告时，非名人广告效果优于名人广告效果。进一步分析表明，受众相信名人使用广告商品的口能性是制约名人广告效果的重要心理机制（王珏瑶，2013）。基于此文本文做出假设：

H6: 名人代言对跨文化消费行为与奢侈品购买行为间之关系具有正向干扰作用；

**2.9 名人代言对电子商务与奢侈品品牌认知价值有正向干扰作用**

电子商务企业的营销推广不以某个商品为导向，而是以整个品牌的传播为作用点传递信息。例如，天猫启用易烊千玺为代言人运用了其在公众形象中热爱生活的外在形象，从另一方面推广了天猫“理想生活”的生活理念、向外塑造了天猫平台高生活品质追求的品物形象。同时，也暗示使用天猫平合进行购物的消费者为有生活品质追求的人群。在这个基础上，消费者对天猫的认知加强，名人代言提升了天猫对于其他同类平台的辨识度（翁雨婷、曾玉琴，2018）。基于此本文做出假设：

H7: 名人代言电子商务与奢侈品品牌认知价值间之关系具有正向干扰作用

**2.10 名人代言对电子商务与奢侈品品牌购买行为有正向干扰作用**

明星代言对电子商务企业品牌传播在粉丝群体中能够产生较大影响，其至有忠实粉丝能够为了偶像的代言工作买下许多本不必要的产品，冲动型消费的现象比较普遍，这对于交易额的提升几有积极意义。对于品牌代言来说，品血形象的推广更能增值品”的无形资产（翁雨婷、曾玉琴，2018）。基于此本文做出假设：

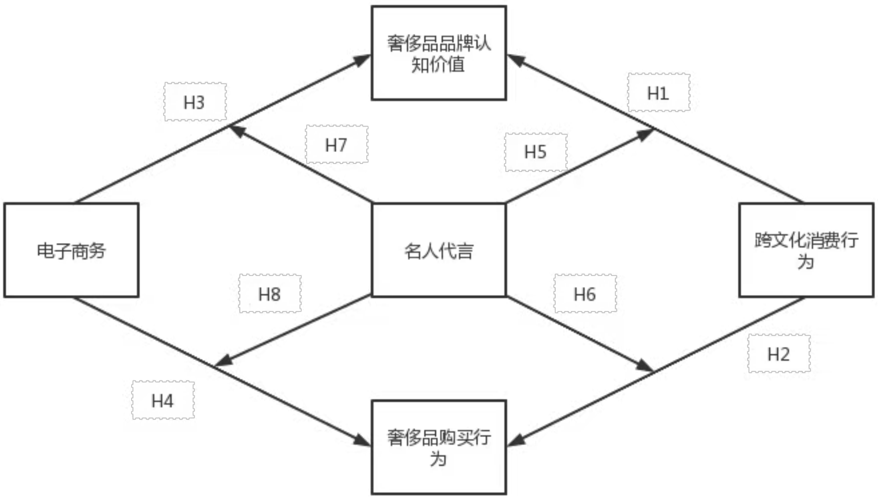
H8: 名人代言对电子商务与奢侈品购买行为间之关系具有正向干扰作用

## 3.研究设计

**3.1 研究框架图**

**图 1**

*研究框架图*




资料来源：本研究整理

### 3.2 变量的操作性定义与衡量

本文对跨文化消费行为的定义是指产品或服务在一种文化中生产，但在另一种文化中消费 (Olsen et al.,2007)。跨文化消费行为是一个迷人的指南，它可以引导人们了解全球商品的文化含义，以及它们的生产者对商品的意义和用途。本研究主要是参考了 Pitigala Arachchilage Priyalal Samantha Kumara（2008）对国外产品的期待有哪些量表分为两个部分共 9 题，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。

本文对电子商务的定义指的是在线奢侈品购买。(Palacios & Jun, 2020)。本文用电子商务的便利性、价格优势和物流来衡量电子商务这个变量。采用的是 Palacios and Jun (2020) 便利性量表，刘玉明、张卫莉与惠调艳在 2012 年使用的价格优势量表，以及陈抗（2011）使用的物流量表。量表分为三部分共计 10 题，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。

本文的奢侈品认知价值指的是在中国消费者心目中，在线购买的奢侈品本身的价值。(Doss & Robinson, 2013)。本文使用 Lacroix and Jolibert (2017) 的量表来衡量奢侈品品牌在中国消费者心目中的认知价值。还有谢伟彤，候国红（2022）品牌认知的测试题项。量表共计 7 题，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。

消费者的购买行为和意愿指的是他们有没有实际发生购买行为，还有他们有没有意向最终决定购买某产品（Kuo et al.，2009）。本文采用彭刚平、马军平、李建岭与李纯青（2009）认为重复购买意向是衡量重复购买行为最为关键的变量之一。购买意向一般可以用以前是否经常购买，以后会不会再接着购买，以及会不会对该产品/品牌进行口碑宣传为衡量（Tuu & Olsen, 2012）。量表共计 6 题，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。

名人代言指的是一种品牌或广告活动形式，涉及知名人士利用其声誉来帮助推广产品或服务（Silvera & Austad，2004）。聂烜（2019）结合移动互联网时代名人代言人负面信息传播的特征和消费者对负面信息的感知，将名人代言人负面信息划分为数量,可信度和严重性三个维度。量表共计 6 题，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 抽样方法**

本研究的研究对象主要是上海地区使用电子商务平台进行跨文化奢侈品购买行为的消费者。采用的研究方法是问卷调查法，为了确保研究结果的全面性，本研究预计使用网络平台（问卷星）的电子问卷，以确保数据的有效性，分析和提高研究的可靠性，问卷发放形式以亲戚朋友微信群、钉钉群加上朋友圈的转发等形式进行发放。

本研究使用简单随机抽样对上海地区使用电子商务平台进行跨文化奢侈品购买行为的消费者。我们逐个从总体中抽取个体，每次抽到的个体不再放回总体中，这种叫做不放回随机抽样。

## 4. 预期结果

在所有问卷回收以后，本研究会对问卷进行甄选，剔除其中的无效问卷，防止无效问卷干扰研究数据。在 500 份问卷回收过程中，有的问卷收不回，会有若干份问卷填写不完整与填写都是相同的答案被归结为无效问卷，理应被剔除，得到若干份有效问卷后对数据进行整理编码输入 Excel 建档，利于后期使用。

本研究将使用 SPSS23 进行检验分析，在得到数据分析结果后，根据每个变量与假设进行分析得出研究结果，预计所有数据都支持研究假设，跨文化消费行为对奢侈品品牌的认知价值有正向显著影响;跨文化消费行为对奢侈品购买行为正向显著影响;电子商务对奢侈品价值有正向显著影响;电子商务对奢侈品购买行为有正向显著影响;名人代言在跨文化消费行为与奢侈品品牌认知价值之间有正向干扰作用;名人代言在跨文化消费行为与奢侈品购买行为之间具有正向干扰作用名人代言在电子商务与奢侈品品牌认知价值之间具有正向干扰作用名人代言在电子商务与奢侈品品牌购买行为之间具有正向干扰作用。

在预计研究结果的基础上，结合本研究的研究背景和研究意义，提出建议：通过研究结果表明，跨文化消费行为，电子商务对奢侈品品牌认知价值和购买行为有显著正向的作用，这给奢侈品品牌方提供了营销和宣传的好的参考，也为消费者在认知和购买方面有一个好的认知和购买渠道。名人代言起到了正向干扰作用，这就要求品牌方在选择代言时要谨慎，综合考量，也提醒消费者要适度理智，不能盲从。

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# The Impact of Mobile Network Technology and Online Live Broadcast on Hedonic Consumption: Taking the Density and Personality Characteristic of Express Outlets as Interference Variables

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**Abstract**

People can access data, information, webcasting, etc. anytime and anywhere through mobile network technology. The development of mobile technology has stimulated many emerging industries, and the live broadcast of Internet celebrities has sprung up. The 47th "China Internet Development Statistical Report" released by the China Internet Network Information Center pointed out that as of December 2020, the number of online shopping users in China has reached 782 million, of which the utilization rate is 79.1%. The form of live streaming has become a new trend in online shopping (China Economic Net, 2021). Live webcasts are conducted in real time, with frequent interactions with consumers. The anchor can operate the product in real time. Consumers can participate in the live broadcast, ask questions, and the anchor can respond according to the content of the live broadcast. Consumers can complete purchases through embedded links provided by suppliers (Ren Wei, 2013).

**Keywords:**Mobile Network Technology; Internet Celebrity Live Broadcast; Hedonic Consumption; Express Delivery Outlets; Personality Characteristics

# 移动网络技术和网红直播对享乐型消费的影响——以快递网点密度和个性特点为干扰（调节）变量

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## 摘要

人们可以通过移动网络技术随时随地访问数据、信息、网络直播等。移动技术的发展刺激了很多新兴产业，网红直播带货拔地而起。第 47 期中国互联网信息中心发布的《中国互联网发展统计报告》指出，截止 2020 年 12 月，中国的网络购物用户数量已达到 7.82 亿人，其中，利用率为 79.1%。直播带货的形式已成为网购的新趋势 (中国经济网, 2021)。 网络直播是实时进行的，和消费者的互动频繁。主播可以实时操作产品。消费者可以参与直播，提出问题，主播可以根据直播的内容做出回应。消费者可以通过供应商提供的嵌入式链接来完成购买（任慰, 2013）。

**关键词：**移动网络技术；网红直播；享乐型消费；快递网点；个性特点

# 1. 绪论

## 1. 1 研究背景

在过去的十年中，移动网络技术和电子商务在中国迅猛发展，给人们的生活带来了巨大的改变，使人们的生活更加便利。直播带货商业模式开创于 2015 年，并在 2019 年井喷式发展。根据中国互联网发展统计报告发布的信息，移动网络下的直播行为已成为电子商务中增长最快的业务。在 2020 年，中国网络直播用户已达到 6.17 亿人。随着政府刺激消费以及扩大国内消费市场政策的颁布实施，直播带货电子商务已然成为主流 (中国经济网, 2021)。直播类型可以分为三种：（1）包含商业活动（例如抖音）的直播平台；（2）电子商务网站、市场（例如淘宝、天猫）或集成了直播功能的移动应用程序；（3）添加直播功能的社交网站（SNS）（例如，Facebook Live）。与传统电子商务相比，网络直播在产品展示、时间成本、购物体验和销售逻辑方面具有显著优势。网络直播带货不仅是供应商的重要渠道，而且是一种新的商业模式，允许供应商直接面对消费者并与之互动。

# 2.文献探讨与假设发展

## 2.1 享乐型消费

享乐消费是消费者研究中一个相对较新的研究领域。它为传统的信息处理提供了一个补充范式，侧重于消费体验方面，这些方面是主观的，如感觉寻求、情感唤起和幻想 (Hirschman & Holbrook, 1982)。它是指个人在满足基本的衣食住行需求后，为了体验幸福而消费的产品 (Wakefield & Barnes, 1996)。享乐消费通过使用某些产品和服务来解决用户的情感体验，这些产品和服务除了其功能效用之外，还可以创造适当的体验、感觉和情感，如愉悦、唤醒、乐趣、快乐和幸福。享乐价值源于个人溺爱、放纵或奖赏自己的动机 (Hennigs & Klarmann, 2015)。Hollebeek et al.,2021) 把电子游戏享乐主义消费定义为个人在玩电子游戏时的快乐、情感满足和享受的快乐水平。

本文采用的是 Wakefield and Barnes (1996) 以及 Hennigs and Klarmann (2015) 的定义。

## 2.2 网红直播

网红直播是以直播平台为载体，以网红为核心，对粉丝进行产品推荐和内容输出的个性化营销 (王琳等人，2021)。网红几乎都是来自直播平台。他们的法宝是粉丝数量以及传播数量 (王婷、邓月，2017)。网红直播的营销手段，以时尚达人为形象代言人，以网红的眼光和品位为先决条件，进行视觉推广和选款，形成社交媒体人气，依赖巨大的粉丝群体进行有目标的营销，从而将粉丝转化为利润 (陆绍阳与杨欣茹，2017)。每个人心目中的网红不一样。有的人认为网络名人才是网红，有的人则认为凡是在网上直播带货比较成功的人，即便只是普通人，不是名人，也可以称之为网红。

本文采用的定义是王琳、李从心与王泽茜（2021）的定义。

## 2.3 网红直播对享乐型消费的影响

在网红直播对享乐型消费的影响方面，刘凤军，孟陆，陈斯允与段坤 (2020) 进行的实证研究表明，网红信息源特性通过享乐性和实用性这两个消费者感知购物价值，对

购买意愿产生影响。另外，产品形象与网红形象的一致性对网红信息源特性和消费者感知实用性购物价值之间的关系起调节作用。姜佳奇 (2019) 的研究表明，消费者的认知态度受高度互动性、信任、网红个人魅力、优质内容的正向影响；消费者的情感态度受增值内容、高度互动性、网红个人魅力、激励机制的正向影响。而消费者的购买决策受他们的情感态度、认知态度的正向影响。可是这项研究并未涉及享乐型消费这个变量。王琳、李从心与王泽茜 (2021) 的研究得出结论，明星效应、物流的便捷性、平台知名度、网红诚信度、广告语效应、个人需求是网红直播带货商业模式对消费者行为的主要影响因素，而所涉及的产品是化妆品和服装。这项研究也没有涉及享乐型消费这个变量。总之，还需要进行更多的研究以检验网红直播对享乐型消费的影响：

对于网红直播与享乐型消费之间的关系，推论为：网红直播倾向于吸引一些有钱有闲的消费者，他们的消费能力较强，无论观看网红直播还是购买网红推荐的产品，都有一种体验消费和享乐型消费的特点。所以，本文提出第一个假设：

H1：网红直播对享乐型消费有正向影响。

**2.4 移动网络技术**

移动技术是一种用户所向披靡的技术。它由便携式双向通信设备、计算设备和连接它们的网络技术组成。目前，移动技术的典型特征是智能手机、平板电脑和手表等支持互联网的设备。移动宽带技术支持无线广域网（WWAN）。简单来说，它通过无线发射塔为便携式设备提供无线高速互联网接入。使用移动宽带技术，可以连接到任何基于 GSM 或 CDMA 的移动互联网连接蜂窝服务的地方 (Zhao, 2014)。

本文采用 Zhao (2014) 定义的前半部分作为操作型定义。

**2.5 移动网络技术对享乐型消费的影响**

人们会出于休闲目的使用移动设备。移动设备的使用在休闲方面占主导地位，因此用户对移动设备使用的态度受到强烈的影响。Ozturk et al. (2016) 旨在开发和测试一个基于理论的模型，通过实证调查消费者对移动酒店预订(MHB)技术的持续使用行为意图的前因。利用来自 396 名 MHB 用户的数据，通过结构方程建模(SEM)对该模型进行了测试。结果表明功利价值和享乐价值对用户的持续使用意愿有显著影响。感知风险、主观规范和创新性对功利价值和享乐价值有显著影响。Liu et al. (2020) 认为，享乐的对应物与消费者处理购物体验的情感和多感觉方面的情感行为有关。顾客相应的情感购买只能通过享乐消费活动的存在来实现。网上购物也是如此。由于网上购物环境的特点是存在一个具有 IT 支持的网络界面，作为客户和供应商之间联系的焦点，它的设计应该嵌入享乐的元素，以创造一个整体的购物体验。网上购物体验作为调节变量，不仅影响客户如何形成功利和享乐的期望，也影响他们如何评估电子商务网站的功能和审美表现。通过对 303 名受访者进行的在线调查问卷证实了该观点。

基于以上理论论述和实证研究结果，本文推论如下：移动网络技术的普及应用，为享乐型消费者提供了便利，使他们足不出户便可以购买比以前丰富得多的产品类别，极大地拓展了他们的消费渠道。所以，移动网络技术本身对享乐型消费的影响是积极的。

有鉴于此，本文提出第二个研究假设：

H2：移动网络技术对享乐型消费有正向影响。

**2.6 快递网点密度**

快递网点指的是快递公司在各个区域分布和设置的收取快递的业务联系地点。和其他商业网点类似，设置快递网点要接近消费者，需要一定的交通运输条件。当地的经济发展水平和人口数量都是决定网点密度的因素（梁会民等人 2015）。本文采用这一定义作为快递网点密度的操作型定义。

**2.7 快递网点密度对移动网络技术与享乐型消费间关系的影响**

对快递网点密度的相关研究较少。但学者们和研究人员做了一些关于快递服务的各个维度对消费者网购意愿的研究。Choi et al. (2019) 研究探讨了网上购物物流服务的质量对顾客满意度和推动后续重复购买行为的影响。结果发现：网上购物与配送物流之间存在很强的相关性，两部分之间的耦合曲线呈倒“U”型。2005-2008 年，耦合效应迅速下降，网上购物的发展速度更快，配送物流的瓶颈效应表现突出 (Han *et al.*, 2011)。然而这篇文章没有把移动网络技术与享乐型消费纳入进来作为主要变量。

总之，关于快递服务对网购影响的文章并不多。但可以推断的是，快递服务网点的多少会影响消费者取货是否方便，从而对他们的网上购物行为产生影响，包括享乐型消费。如果快递网点稀少，即便移动网络技术很成熟，通过移动设备下单很方便，但取货不方便，也会对消费者的网购意愿、享乐型消费等产生负面影响。所以，本文引入快递网点密度作为调节变量，检验假设如下：

H3: 快递网点密度对移动网络技术与享乐型消费间关系有干扰（调节）作用。

**2.8 快递网点密度对网红直播与享乐型消费间关系的影响**

有关快递网点密度对网红直播影响的实证研究经查找没有发现。只有 Han (2020) 的文章指出，应该深入理解网红电商对寄递服务的需求特征, 加速推进快递服务产品的精细化, 定制化和链条化, 才能更好把握快递业务增长的蓝海。Zhai (2020) 指出，网络技术以及快递服务的日益增强, 使网购成为人们生活购物的新风口, 同时也催生出了网红这种新的职业。

这方面实证研究的稀少说明，需要进一步建构快递网点密度对网红直播与享乐型消费间关系影响的模型。

推论为：快递网点密度大，可以为网红直播的货品递送提供方便，也可以给通过网购和网红直播的形式进行在线享乐型消费的消费者提供取货的便利。所以，快递网点多的地区，对网红直播带货的购买意愿会相对较高，进行享乐型消费的概率会较高。

鉴于此，本文提出第四个假设：

H4: 快递网点密度对网红直播与享乐型消费间关系有调节作用。

**2.9 消费者个性特点对移动网络技术与享乐型消费关系的影响**

许多当代人格心理学家认为，人格有五个基本维度，通常被称为“大 5”人格特质。该理论描述的五大人格特征是外向性（通常也被称为外向性）、随和性、开放性、责任心和神经质（Jahansa & Nickbakhsh, 2014）。本文选取的是外向性和内向性作为消费者个性特点的定义。

心理结构是影响享乐主义消费的一大因素 (Hirschman & Holbrook, 1982)。Itani, et.al(2020)的研究发现，外向性与客户员工互动呈正相关，这反过来导致客户感知到更多

的功利和享乐价值。因此，这两种类型的价值都会在客户推荐、知识分享和社会影响方面诱导出更高的客户参与行为。Zelenski et al. (2013) 认为性格内向者会产生情感预测错误，低估外向行为的享乐益处。他们研究发现，当被要求在各种假设情境中想象行为外向但不内向时，性格内向者预测的积极和愉快情绪较少，而消极和自我意识情绪较多（与外向者相比）。内向者往往不太准确，特别是通过高估与外向行为相关的负面影响和自我意识。这可能解释了为什么内向者不经常表现出外向的行为（即，他们高估了没有真正实现的享乐成本），并对理解和试图改变内向者特有的较低幸福水平产生了影响(Zelenski et al.，2013)。从这一点来讲，性格内向的人实际进行的享乐主义消费可能相对较少。

以上研究表明，消费者的个性特点对移动网络技术的使用以及享乐主义消费都是有影响的。那么个性特点可能会对移动网络技术与享乐主义消费之间的关系起到干扰（调节）作用。但目前还没有实证研究来对这一点进行检验。本文提出研究假设如下，以进行这方面的检验，填补研究空白：

H5：消费者的个性特点在移动网络技术和享乐主义消费之间关系方面起调节作用。

**2.10 消费者个性特点对网红直播与享乐型消费之间关系的影响**

关于消费者个性特点对网络直播销售的影响的研究相对较少，只有沈燕 (2019) 的研究得出结论，在淘宝直播方面，消费者的外向性与他们的购买行为之间具有显著的正向关系, 即外向性得分越高的群体越容易产生购买行为。在线互动在外向性人格特征和消费者购买行为之间具有显著的正向调节作用。另外，消费者个性的开放性、宜人性、神经质与他们的淘宝直播购买行为之间具有显著的正向关系。而尽责性与消费者购买行为之间具有显著的负向关系。

虽然没有研究直接检验消费者个性特点对网红直播与享乐型消费关系干扰（调节）作用，但可以推断，不同个性特点的消费者可能会喜欢不同类型的网红或不同形式的网红直播等，进而影响他们的享乐型消费。外向型的人可能喜欢娱乐色彩较重的网红，而内向型的人可能比较喜欢一些能讲述知识类话题的网红，等等。或者，外向型的人会比较注重体验式享乐型消费，而内向型的人可能比较注重对商品本身的享受，例如拥有奢侈品的包包等。

基于此，本文提出最后一个研究假设：

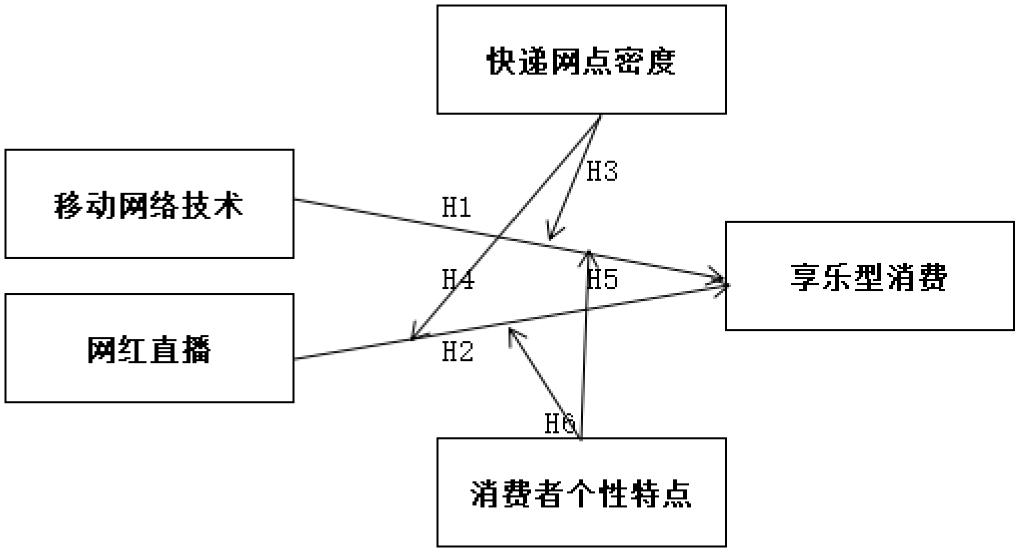
H6：消费者个性特点对网红直播与享乐型消费关系有调节作用。

# 3.研究设计

## 3.1 研究框架

**图 1**

*研究框架*




资料来源：本研究整理

**3.2 变量定义与衡量**

本研究指的移动网络技术的典型特征是智能手机、平板电脑和手表等支持互联网的设备 (Zhao, 2014)。变量名称是移动网络技术。维度是卢益 (2015) 的易用性，社交化，趣味性，个性化和便利性来衡量移动网络技术，从而研究移动网络技术的特点对消费者的在线购买行为会产生怎样的影响。题项共 12 题，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。

本研究指的网络直播是以直播平台为载体，以网红为核心，对粉丝进行产品推荐和内容输出的个性化营销 (王琳等人，2021)。变量名称是网红直播。维度是根据刘凤军，孟陆，陈斯允，段坤 (2020) 的研究，以可信性，专业性，互动性，吸引力来衡量网红直播来源的质量。题项共 14 题采用 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。

本研究享乐型消费的操作型定义指的是网红直播购物给消费者带来的身心愉悦的体验，包括体验、感觉和情感，如愉悦、唤醒、乐趣、快乐和幸福。消费者可以得到个人溺爱、放纵或奖赏自己的动机等享乐价值 (Hennigs & Klarmann, 2015)。它是指个人在满足基本的衣食住行需求后，为了体验幸福而消费的产品(Wakefield & Barnes, 1996)。变量名称是享乐型消费。维度是根据刘凤军，孟陆，陈斯允，段坤 (2020) 的愉悦感、感受到的快乐、享受、情感、享乐的追求以及分享等，来衡量网红直播带货的享乐性购物价值。题项共 6 题采用 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。

本文对快递网点密度做哑变量处理。

本文对消费者个性特点的操作型定义是用内向型和外向型来衡量消费者的个性特点。外向型倾向于表现在外向、健谈、精力充沛的行为中，而内向型则表现在更内向和孤独的行为中（Hills & Argyle, 2001）。变量名称是个性特点。维度包括内向型和外向

型。题项共 22 题。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 抽样方法**

本文选取的抽样方法是分层抽样。本文的分层抽样采用的方法是浙江省东西南北四个城市：分为北（绍兴市），南（瑞安市），西（衢州市）和东（舟山市）。在这四个城市中进行抽样调查。

笔者确定的样本量是 500 份有效问卷，以达到 95%的置信率。

问卷将用微信发放，等答卷人填写完问卷后，再通过微信回传给笔者。

**4.1 预期成果**

在所有问卷回收以后，本研究会对问卷进行甄选，剔除其中的无效问卷，防止无效问卷干扰研究数据。本文的原始数据输入和整理将用 MS Excel 进行。为了保证更准确的统计结果，SPSS 统计软件将被用来进行各种分析。

根据每个变量与假设进行分析得出研究结果，预计所有数据都支持研究假设，网红直播对享乐型消费有显著正向影响;移动网络技术对享乐型消费有正向影响;快递网点密度对移动网络技术与享乐型消费间关系有干扰（调节）作用;快递网点密度对网红直播与享乐型消费间关系有调节作用;消费者的个性特点在移动网络技术和享乐主义消费之间关系方面起调节作用;消费者个性特点对网红直播与享乐型消费关系有调节作用。

在预计研究结果的基础上，结合本研究的目的探明移动网络技术和网红直播是否会对消费者的享乐型消费产生影响，以及快递网点密度和消费者的个性特点这两个重要因素的调节作用。在中国目前移动网络技术普及应用达到较高程度的情况下，产生网红直播，吸引了大量消费者的关注，创造出可观的经济和社会效益。移动网络技术和网红直播在现今受新冠疫情负面影响的市场环境下，可以起到提振经济的积极效果。通过移动网络技术和网红直播，能促进消费，尤其是一些具有较强购买力的高端消费者，移动网络技术和网红直播可以影响他们的享乐型消费。所以进行这方面的研究具有重要意义。

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# The Influence of Corporate Image Maintenance on Employees' Good will Deception: The Mediating Role of Responsibility Perception and the Moderating Role of Organizational Sense of Belonging

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**Abstract**

The purpose of this study is to explore the impact of corporate image maintenance on employees' benign deception behavior, with the sense of responsibility as the mediating variable and the sense of organization as the moderating variable. The research adopts the questionnaire method and the convenience sampling method to issue 550 questionnaires. The results of the study are as follows: Corporate image to maintain positive influence on employee goodwill fraud, responsibility awareness, was influenced by corporate image maintenance responsibility awareness positive affect employee fraud of goodwill, organization belonging positive adjustment responsibility awareness and goodwill cheat behavior, the relationship between the organization sense of belonging towards regulating corporate image maintenance and the relationship between the goodwill fraud.

**Keywords**: Corporate image maintenance, sense of responsibility, organizational sense of belonging, employee goodwill deception

# 企业形象维护对员工善意欺骗行为的影响：责任感知的中介作用，组织归属感的调节作用

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## 摘要

本研究旨在探讨企业形象维护对员工善意欺骗行为的影响，责任感知为中介变量，组织归属感为调节变量，研究采用调查问卷法，通过便利抽样的方式发放问卷，问卷发放量为 550 份，研究发现：企业形象维护正向影响员工善意欺骗行为，企业形象维护正向影响责任感知，责任感知正向影响员工的善意欺骗行为，组织归属感正向调节责任感知与善意欺骗行为之间的关系，组织归属感正向调节企业形象维护与善意欺骗行为之间的关系。

**关键词：**企业形象维护；责任感知；组织归属感；员工善意欺骗行为

## 1. 绪论

### 1.1 研究背景

在现在的时代背景下，信息的性质对当代企业管理产生了庞大影响。在一方面，信息的流通可以扩大企业影响范围，加强企业与公众的互动，为企业塑造形象，为企业改善同客户的关系提供了渠道；而其中员工与公众客户接触最多，而另一方面，不管从哪

层方面来说互联网都是把双刃剑，而对于企业而言，现如今公众在新媒体平台上评论民主化、自由化，并且当前各类社交软件层出不求，还具有传播率高、范围广、受众影响大、信息量多而杂等特点，因此企业一旦发生负面新闻，新闻内容会更加难以控制，许多信息对企业并非有利，有些甚至可以威胁到企业生存，在这种情况下互联网成为这些负面新闻的“放大镜”和“助力器”。前景理论认为，大众对利益损失的敏感度会比对受益更高。使企业遭受巨大的损失是负面消息，因此负面信息比正面消息更能影响公众的行为，因此今许多企业已经有意识地去树立企业形象，而员工是与客户直接接触的对象，因此研究员工对于企业的形象维护尤为重要。

### 1.2 研究意义

本研究整理了有关企业形象维护对善意欺骗行为的影响：责任感知的中介作用，组织归属感的调节作用各个变量的相关研究，了解了国内外学者对企业形象维护、责任感知、善意欺骗行为、组织归属感几个概念的研究现状。首先，本研究丰富和发展了对员工善意欺骗行为的概念和作用效果的研究。本研究通过企业形象维护对员工善意欺骗行为的研究内容，进一步发展员工善意欺骗的理论意义。其次，本研究通过问卷调查法采集数据并进行实证研究的方法，探究员工善意欺骗行为的因素，发现员工善意欺骗行为的研究却稍显不足，国内目前关于员工善意欺骗行为的研究各大网站的实证研究较少，因此，本研究对员工善意欺骗行为相关研究丰富和完善具有重要意义。

## 2. 文献综述

### 2.1 变量定义与衡量

#### 2.1.1 企业形象维护定义与衡量

企业形象本质上就是企业关系人对企业的活动及其表现的总体印象和评价。其表现形式主要概括为三方面，即“企业本体形象”“企业延伸形象”和“企业感官形象”（沈云岗，2002）。但是，随着企业形式的多样性增加和社会需求发展的加快，关于企业形象表现形式的细化正在基于研究目的的不同而不断细化，这也恰恰证明了企业形象塑造越来越为社会和学界所关注。关于重要性问题，主要将其概括为以下三点：（1）企业形象有助于协调企业发展的外部环境，使企业能够赢得各行各业的合作与支持。（2）企业外部环境决定了企业在发展过程中所会遭遇的不可抗力以及其所能获得的帮助和支持。企业有良好的形象可以帮助企业更好地规避风险，同时尽可能多地获取发展的所需资源和良好机遇。在市场化不断深化的今天，企业优胜劣汰的丛林法则正在不断地证明企业形象在经营过程中的重要地位。（3）企业形象有助于提高企业的竞争能力，有助于拓展销售领域、增强销售力（郭占民，2008）。企业形象维护的量表主要由王振华（2014）开发的三维度企业形象维护量表，包括 9 个项目。包含企业品牌维护（如：我会主动与客户沟通企业的品牌优点），企业用户好感度维护（遇到体验差的用户我会诚心进行道歉），企业优越度维护（我会告知顾客企业在行业当中的地位），本研究采用此量表。

#### 2.1.2 组织归属感定义与衡量

组织归属感的理论研究基础起源于：由于员工对组织产生了单边投入，造成员工倾向于维持行为的一致性。Meyer and Allen (1993)认为组织中的个体会对组织产生情感性

依赖并且存在继续留下的义务，而且离开组织需要付出一定的代价。员工对这些因素强度的综合判断决定了其继续留在组织意愿的强烈程。刘小平（2002）将组织归属感定义为员工在情感上认同自己所在的企业或组织，并且愿意为企业或组织付出和承担相应责任。员工的归属行为应当是员工自愿的和会持续一段时间的。针对本文的研究，本文认为归属感是组织中的员工在了解了组织的目标和价值观后，与个体之间达到了契合，因此希望继续留在组织中，并愿意为了实现组织的共同目标而做出努力。集合本研究，本研究认可刘小平（2002）的观点将组织归属感定义为员工在情感上认同自己所在的企业或组织，并且愿意为企业或组织付出和承担相应责任。Hagerty（1995）将归属感分为公平感、价值感、认同感、使命感和成就感五个子维度，并编制了归属感量表。

### 2.1.3 责任感知定义与衡量

Schlenker，(1994)认为，责任感是指个人通过承诺和履行符合社会规范的职责的过程。Lerner(1999)认为，责任是个人认知，情感和行为相关的主导或暗示的心理期望，当个体评估他人的行为时会产生这种期望。Mount et al. (1995)将责任感分为成就感和可依赖感两个维度。 根据拉赫曼等（Rachman，1995）等对责任感维度的划分，包括伤害责任，社会责任，责任的积极看法，以及认知和行动的结合这四个维度。Hough et al. (1997)将也责任感分为四个维度，分别是条理、工作努力、自控和一致；Costa et al. (1999)分别将责任感分为“忠诚度、自我控制、对成功的追求和条理清晰”四个维度和“尽职尽责、条理清晰、勤勉务实和决断力”四个维度；责任感的测量由 Morrison and Phelps（1999）提出的责任感知的概念及结构维度，（Felt Responsibility Scale，FRS）共 5 个题目，如“我有义务适时改进我的工作方法与程序”、“我有责任指出或改正工作中出现的问题”等，采用 Likert5 点计分的方式，1 表示“非常不同意”，5 表示“非常同意”。量表得分越高，表示员工责任感知水平越高，责任感越强。该问卷在之前的研究中具有良好的内部一致性信度，其 Cronbach’s α 系数为 0.78（石沅沅，2013）。

### 2.1.4 员工善意欺骗行为定义与衡量

按照汉语字典的解释：“欺骗”是个体通过虚假的语言或者非语言的行为掩盖事实真相，而让他人信服上当。第一，“欺骗”是为了传递虚假信息，掩盖真相；第二，“欺骗”需要让他人信服，符合被欺骗者的认知观念；第三，“欺骗”是为了获得好处或者避免损失。虽然“欺骗”是为了掩盖真相、获得利益等，但是它不同于“欺诈”，欺骗行为属于道德。层面，而欺诈行为则属于法律层面，虽然欺骗行为可能会给他人带来伤害，但是这种伤害并不触及法律，属于不道德的行为（陈劼人，2016）。此外，Shu et al. (2011)具体化定义了欺骗行为，认为“欺骗行为”是违反公认的标准或者规则并为自身带来利益的不道德行为。该定义存在如下涵义：第一，欺骗行为是不合理的或被社会认为是道德不当的行为。即使这种行为和组织的发展目标相一致（如，为了组织利益欺骗客户），但它违反了道德的信仰和价值观（第二，欺骗行为是一种自利行为，行为者试图最大化自身的利益。第三，欺骗行为是一种故意行为。行为的目的是产生有益的结果或避免消极结果(Trevifiolk, 2014)。

个体产生欺骗行为的本质原因学者们主要从三种视角进行研究的：经济视角、自我概念视角和动机视角。经济学视角的学者们，假设人都是理性的，在决定采取欺骗行为

之前，会充分考虑该行为的成本－收益比，当利大于弊时，必然会选择欺骗行为。自我概念视角的学者们，认为个体决定采取欺骗行为主要会权衡内在自我的利弊，当道德自我和不道德自我产生的收益相差较大时，个体可能会为了利益而放弃道德的自我（Mazar et al., 2008）。

### 2.2 研究假设

#### 2.2.1 企业形象维护与员工善意欺骗行为之间的关系研究假设

Leavitt and Sluss (2015)的研究认为当员工的善意欺骗行为产生因素是当员工为了维护某种意义，自己的利益，以及当前的环境立场，同时也是为了能够利他，而产生善意欺骗行为，杨偃成（2014）人们会为了维护自己的利益，为了维护他人的利益，而对他人产生善意的欺骗行为，Levine and Schweitzer (2015)的研究表明在工作当中当员工为了维护组织的利益，尊严在面对消费者时也会产生对于消费者的善意谎言如我会推荐消费者使用更好的产品，从而得到更好的体验，而撒谎之前的产品没有了。当消费者需要的产品没有了时，我会推荐其它相同的功效产品并告知他此产品效果比之前那款更好。而企业形象维护则是员工为了维护企业形而产生的正向行为，如，我会以公司利益为重，而忽略其它因素。遇到体验差的用户我会诚心进行道歉。因此本研究以下假设：

H1:企业形象维护正向影响员工善意欺骗行为

#### 2.2.2 企业形象维护与责任感知的关系研究假设

员工企业形象维护是指企业员工主动自发进行通过传播信息、品牌树立、产品的营销方式等方式获得社会公共，客户的信赖和认同的一种手段，从而可以借此优化企业自身形象，从而提高企业在市场上的优势，使得企业不断发展其竞争力包含企业品牌维护、企业用户好感度维护、企业优越度维护（王振华，2014）。企业形象维护是每个员工的责任，在组织当中当员工感知到自己是组织当中的一份子时，会提高员工对于企业的维护担当（施佳钰，2020），李兆梁（2013）指出员工责任感就是员工对于自身责任的认同感和自我意识，用于衡量员工能否全力履行自身职责并勇于承担后果的倾向。江洁（2017）在论述人性化管理对员工责任感的影响中指出伴随政策、培训机制、员工自主性和精神激励均有助于提升员工的责任感，实现人性化管理，为企业在竞争中无往不胜，因此提出以下假设：

H2:企业形象维护正向影响责任感知

#### 2.2.3 责任感知与善意欺骗行为之间的关系研究假设

责任感知作为产生员工主动性行为的重要内驱力，任感知是员工主动采取职责外行为和创新行为的一种积极心理状态 (Liang et al., 2012)，是在一些给员工带来风险的自由决定行为中的一个重要变量 (Freseetal，1996)。Fuller et al.(2006)实证研究发现责任感知与建言行为（即建设性建言，以改变为方向的交流）呈正相关；田启涛（2017）研究发现当员工表现出强烈的责任感知时，会关心组织利益，提高顾客导向的组织公民行为；Graham（1986）认为回应一个原则性问题的决定显著地依赖于感知责任，有高度责任感的员工，在机会出现时更容易采取行动，并把具有挑战性的行为视为更可行或更容易成功的行为；李响（2017）研究发现员工为回报领导-部署之间高质量的交换关系，会展现出更高的责任意识，提升服务创新行为。由此可知，在某种程度上，具有较高的个人责

任感知的员工，他们将高度积极地对工作负责，提高自己的满足感和成就感，做出有益于组织的行为（梁建，2014），而员工善意欺骗行为为一种对于组织负责任有利的行为，具有较高的个人责任感知的员工，他们将高度积极地对工作负责，提高自己的满足感和成就感，做出有益于组织的行为（梁建，2014）而善意欺骗行为为有利于组织的行为：因此提出以下假设：

H3：责任感知正向影响员工的善意欺骗行为。

**2.2.4 责任感知与善意欺骗行为之间的关系研究假设**

Meyer and Allen (1993) 认为组织中的个体会对组织产生情感性依赖并且存在继续留下的义务，而且离开组织需要付出一定的代价。员工对这些因素强度的综合判断决定了其继续留在组织意愿的强烈程。刘小平（2002）将组织归属感定义为员工在情感上认同自己所在的企业或组织，并且愿意为企业或组织付出和承担相应责任。员工的归属行为应当是员工自愿的和会持续一段时间的。蒲清平与龚丽（2007）认为当员工对企业的认同感不再仅仅停留在表面，而是发自内心的认同时，归属感得以形成。愿意继续留在组织的组织认同感，归属感是组织中的员工在了解了组织的目标和价值观后，与个体之间达到了契合，因此希望继续留在组织中，并愿意为了实现组织的共同目标而做出努力结合假设 1 与假设 2 当员工感知到自己是组织当中的一员时会产生善意欺骗行为。因此提出以下假设：

H4：组织归属感正向调节责任感知与善意欺骗行为之间的关系

**2.2.5 归属感调节企业形象维护与善意欺骗行为之间的关系研究假设**

如假设 3 所述，归属感为组织中的个体会对组织产生情感性依赖并且存在继续留下的义务，而且离开组织需要付出一定的代价。员工对这些因素强度的综合判断决定了其继续留在组织意愿的强烈程，员工在情感上认同自己所在的企业或组织，并且愿意为企业或组织付出和承担相应责任。员工的归属行为应当是员工自愿的和会持续一段时间的（刘小平，2002）。刘小平通过访谈得知员工更看重企业会给继续留下来的他们提供什么支持，即使目前的条件不尽如人意，只要企业未来的发展是前途光明的，他们愿意维持目前的工作状态。员工比起眼前利益更看重企业长足发展的行为，又如假设 1、2 中当员工感知到自己是组织当中的一员时会产生善意欺骗行为因此提出以下假设：

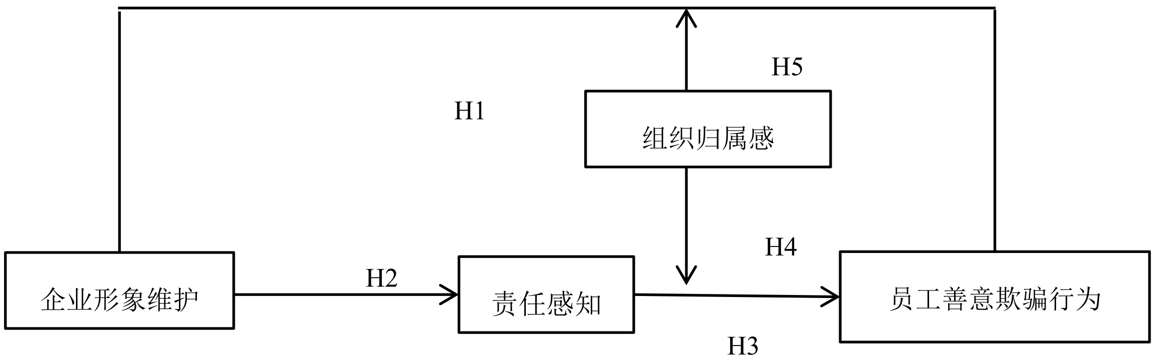
H5：组织归属感正向调节企业形象维护与善意欺骗行为之间的关系.

**2.3 研究框架**

根据上述上述假设整理出研究框架图 H1 至 H5，为后期数据分析提供框架思路。

**图 1**

*研究框架图*




资料来源：本研究整理

## 3. 研究设计与方法

### 3. 1 研究方法

通过对统计数据的整理，故本文延续学者们观点，本研究的问卷主要通过网络分发给山东临沂的公司，让在职员工帮忙填写，最后，收回问卷，并对问卷的数据进行统一的整理。通过计算将本文预计问卷发放数量设为 550 份利用 SPSS26 和 AMOS 统计分析软件，进行数据分析，采用 AMOS 线性结构方程模型进行建模，因子分析，回归分析，信效度分析等，并且利用 AMOS 来进行验证性因素分析，通过对数据量表的数据分析，本研究希望能够从数据当中，得出结论，并且为企业日后发展提供有效的措施与建议。

### 3.2 变量的衡量

企业形象维护：本研究将借鉴王振华（2014）开发的的企业形象维护量表，采用 Likert 5 点计分，表示“非常不同意”到“非常同意”

组织归属感：本研究将借鉴刘小平（2002）开发的组织归属感量表，该量表采用 Likert 5 点计分，表示“非常不同意”到“非常同意”

责任感知：本研究将借鉴李兆梁（2013）开发的责任感知量表，该量表采用 Likert 5 点计分，表示“非常不同意”到“非常同意”

员工善意欺骗行为：本研究将借鉴 Levine and Schweitzer (2015)卡法的员工善意欺骗行为量表。计分方式采用 Likert 5 点计分，表示"非常不同意”到“非常同意”。

## 4.数据分析结果

### 4.1 线性回归检验

企业形象维护正向影响员工善意欺骗行为鉴定，企业形象维护的回归系数值为 $\beta=0.222(p=0.000<0.01)$，意味着企业形象维护时会对善意欺骗行为产生显著的正向影响关系，则当员工感知到企业形象需要维护时会产生积极的情绪，同时也维护企业形象因此会降低自身的善意欺骗行为，因此 H1 成立。

企业形象维护正向影响责任感知的假设鉴定，企业形象维护的回归系数值为 $\beta=0.140(p=0.000<0.01)$，意味着企业形象维护会对责任感知产生显著的正向影响关系。

则当员工感知到需要维护企业形象时，员工会产生更多的积极情绪，产生对企业的信任，责任担当，当员工感知被企业形象影响时便会产生对于企业，组织的责任感，强调维护好企业形象可以提升个体对企业关怀和依赖等情绪的感知，并最终以高组织承诺感体现出来，而高组织承诺表现为员工的高责任感，进而达到提高对员工的尊重和关怀的目的，因此 H2 成立。

责任感知正向影响员工的善意欺骗行为假设鉴定示，责任感知的回归系数值为 β=0.222(t=4.834，p=0.000<0.01)，意味着组责任感知会对善意欺骗行为产生显著的正向影响关系，因此 H3 成立.

**4.2 中介检验**

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 值若低于加入之间则存在中介作用，自变量与因变量之间的存在显著性关系则存在部分中介，模型一中，自变量企业形象维护与因变量员工善意欺骗行为存在 β=0.222(p=0.000<0.01) F 值为 5.094**的显著性关系，模型二中，自变量与中介变量存在 β=0.14(p=0.000<0.01) F 值为 3.029**为显著性关系，模型三中，加入中介变量后自变量与中介变量的 β=0.216(p=0.000<0.01) F 值为 6.232**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 0.222，综上所述，因此责任感知在企业形象维护与员工善意欺骗行为存在中介作用，且为部分中介。

**4. 3 调节检验**

调节作用分为三个模型，模型 1 中包括自变量，以及 1. 性别, 2. 年龄, 3. 婚姻状况, 4. 学历, 6. 职务, 7. 工作年限等 6 个控制变量；模型 2 在模型 1 的基础上加入调节变量，模型 3 在模型 2 的基础上加入交互项(自变量与调节变量的乘积项)。针对模型 1，其目的在于研究在不考虑调节变量的干扰时，自变量对于因变量的影响情况。从表格可知，自变量呈现出显著性(t=4. 834, p=0. 000<0. 05)。意味着企业形象维护对于员工善意欺骗行为会产生显著影响关系。调节效应可通过两种方式进行查看，第一种是查看模型 2 到模型 3 时，F 值变化的显著性；第二种是查看模型 3 中交互项的显著性。

企业形象维护与组织归属感的交互项并不会呈现出显著性(t=0. 416, p=0. 001 小于 0. 05)，且 F 值存在显著性，以及从模型 1 可知，X 对于 Y 产生影响关系，意味着企业形象维护对于善意欺骗行为影响时，调节变量(组织归属感)在不同水平时，影响幅度影响幅度具有显著性差异。结合调节斜率图更好的解释组织归属感的调节作用，在高水平的组织归属感时，比低水平组织归属感时，其员工善意欺骗行为存在明显的扩张趋势，因此组织归属感对企业形象维护与员工善意欺骗行为之间具有正向调节作用。因此 H4 成立。

组织归属感正向调节企业形象维护与善意欺骗行为之间调节作用，调节作用分为三个模型，模型 1 中包括自变量(企业维护形象)，以及 1. 性别, 2. 学历, 3. 你的年龄, 4. 职务, 5. 工作年龄等 5 个控制变量；模型 2 在模型 1 的基础上加入调节变量(组织归属感)，模型 3 在模型 2 的基础上加入交互项(自变量与调节变量的乘积项)。针对模型 1，其目的在于研究在不考虑调节变量(组织归属感)的干扰时，自变量对于因变量的影响情况。从上表格可知，自变量呈现出显著性(t=6. 931, p=0. 000<0. 05)。意味着企业

形象维护对于善意欺骗行为会产生显著影响关系。从表 4.10 可知， 企业形象维护与组织归属感的交互项呈现出显著性(t=-5.524, p=0.061＞0.05)。意味着企业形象维护对于员工善意欺骗行为影响时，调节变量(组织归属感) 在不同水平时，影响幅度不具有显著性差异，则不具备调节作用，因此假设 H5 不成立。

## 5. 结论

本研究通过对山东临沂的企业员工进行实证研究，数据分析结果表明了，企业形象维护，员工对于组织的归属感、责任感知能够有效的改善工作当中的善意欺骗行为，维护企业形象与归属感都能够影响员工积极工作情绪，对于组织的情感认同，产生强烈工作责任感，从而有效的避免员工的不道德行为，减少员工的善意欺骗行为。组织归属感、责任感知能够改善员工的工作态度和行为，最终提升员工的工作积极性，从而减少欺骗行为， 组织归属感能够在企业形象维护与善意欺骗行为之间起到良好的正向调节作用。

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# The Influence of Online Game Social Interaction on Online Game Virtual Commodity Purchasing Behavior：Self-Identity as the Mediating Variable and Perceived Value As the Moderating Variable

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**Abstract**

China novel coronavirus pneumonia epidemic prevention and control has achieved results, and our online game industry is also stepping forward. The current modern college students, after meeting the basic material needs, begin to pursue spiritual enjoyment. Contemporary college students are the main force of Internet users in China. Due to the social behavior of contemporary college students in online games, player interaction has almost become an important way of social communication. In order to have a wide range of intimate social behaviors and improve their position in other people's hearts, compare krypton gold and consume ahead of time. In order to solve this problem, this study will take social interaction as the independent variable, krypton behavior as the dependent variable, self-identity as the intermediary variable and perceived value as the regulatory variable to study the impact of College Students' social interaction behavior in online games on purchasing behavior in games.

**Keywords**: Social interaction; Online games; Online Purchasing behavior; Self-identification; Perceived value

# 大学生网络游戏社交互动对网络游戏虚拟商品氪金行为的影响：以自我认同为中介变量，以感知价值为调节变量

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**摘要**

中国在游戏产业今非昔比，随着中国新冠肺炎疫情防控已取得成效，我国的网络游戏产业同样也在跨步性前进。当前的现代大学生，在满足基本的物质需求后，开始追求精神上的享受。当代大学生是我国网民的主力军。当代大学生由于在网络游戏中的社交行为，玩家互动几乎成了社会交往的某种重要方式。为了广泛亲密的社交行为和提高在别人心中的地位，攀比氪金,超前消费。为了解决这一问题，本研究将以社交互动为自变量，氪金行为做因变量，自我认同为中介变量，感知价值为调节变量，来研究大学生在网络游戏的社交互动行为对游戏内氪金行为的影响。

**关键词**：社交互动；网络游戏；氪金行为；自我认同；感知价值

## 1.绪论

### 1.1 研究背景

中国在游戏产业今非昔比，自主创新能力逐渐增强，游戏类型的产业也多元化，精

品化的发展。随着中国新冠肺炎疫情防控已取得成效，我国的网络游戏产业同样也在跨步性前进。

当前的现代大学生，在满足基本的物质需求后，开始追求精神上的享受。在思想意识上他们竞争意识和独立自主的意识突出，求知欲强、思想开放且富有创新精神。在对新鲜事物的探索和游戏娱乐的追求上他们有多元的想法，而在未来 5 年内，他们将全面步入社会和工作岗位，并成为消费的主力。

2021 年 7 月 29 日，中国音数协游戏工委(GPC)与中国游戏产业研究院发布了《2021 年 1-6 月中国游戏产业报告》，报告显示：2021 年上半年中国游戏市场实际销售收入 1504.93 亿元，同比增长 7.89%。2021 年上半年中国游戏用户达到 6.67 亿。中国互联网络信息中心（CNNIC）发布第 48 次《中国互联网络发展状况统计报告》。截至 2021 年 6 月，我国网民规模达 10.11 亿，互联网普及率达 71.6%。十亿用户接入互联网，形成了全球最为庞大、生机勃勃的数字社会。报告中显示，截至 2021 年 6 月，我国 10-19 岁和 20-29 岁网民规模分别占网民整体的 12.3%和 17.4% 。可见，当代大学生仍然是我国网民的主力军，曹银忠（2012）也提到大学生网民群体是网络的先行者和生力军，是网络社会中一支不可忽视的重要力量。

“氪金”这个流行语，近几年在互联网中流行起来。在已有研究中，学者认为它本是日文游戏中的词语，特指在免费游戏中的充值行为（王霜奉，2018）。中国游戏玩家通常用“氪金”来指称游戏内购行为（曹书乐、许馨仪，2020）。

**1.2 研究目的**

大学生的对于大学生网络游戏消费行为，本应该是为了节省时间，缓解压力，当代大学生由于在网络游戏中的社交行为，为了广泛亲密的社交行为，为了提高在别人心中的地位，为了面子虚荣心，攀比氪金, 贷款，超前消费，造成过度消费，荒废学业，沉溺于网络游戏的虚拟世界里不能自拔，完全脱离现实生活，给生活和家庭带来不必要的，甚至不可估量的经济困难。社会上出现的网络游戏氪金消费，为了与游戏中的“战友”争高低，带来的因贷款带来的一系列问题比比皆是，都是攀比消费心理，虚荣心作祟。发生了一系列诸如偷用父母银行卡进行虚拟消费、沉迷网络游戏赌博等网络游戏中的不健康的虚拟消费行为，由此可见，对于网络游戏玩家的自我呈现和虚拟消费行为研究十分必要。纠正大学生在游戏中的互动而产生的虚荣心，以及树立正的消费观是很有必要的，为了网络游戏消费市场的良性发展提供研究背景。

本研究针对大学生在网络游戏中的以社交互动为目的氪金行为，在大学生网络游戏氪金行为的基础上，进行对策研究，了解大学生群体社交互动行为的现状，来探究大学生群体感知出的氪金的感知有用价值对于他们网络游戏氪金行为的影响。

**1. 3 理论意义**

随对网络游戏氪金行为的研究逐渐深入，日益增加，引发网络游戏中的虚拟物品的氪金行为，消费者的虚荣心。玩家互动几乎成了社会交往的某种重要方式，甚至是不可或缺的方式。也正因为这种态度问题，使得玩家互动也成为刺激人们消费的一个重要动机。在游戏里，玩家互动依旧是随处可见。而由于迷失自我，自我认同的方向偏差，导致发生了一系列诸如偷用父母银行卡进行虚拟消费、沉迷网络游戏赌博等网络游戏中的不健康的虚拟消费行为，由此可见，对于网络游戏玩家的自我认知和虚拟消费行为研究十分必要。

**1. 4 现实意义**

对游戏厂商的意义，对企业来说越早了解未来潜在用户的行为习惯和消费需求，就越能在瞬息万变的市场中把握机会。“感知价值”、“社交互动”、“自我认同”、“氪

金行为”都可以很好的为厂商提供意见，便于其做出更符合玩家诉求的游戏。为了解决游戏市场的瓶颈、促进游戏行业健康发展，游戏公司需要充分了解大学生用户的特征，游戏虚拟商品的消费习惯和挖掘潜在消费用户。研究这类人群的产品定位，可以针对性的开发新产品等，在定价上带来启示，以及为这种消费者带来量身打造的广告营销，精准消费。

针对网络游戏的互动研究方向，希望可以通过对于网络游戏中的互动这一课题方向的研究，总结出一些适用于网络游戏这一较特殊的互联网产品的理论原则，探寻网络游戏未来前进方向，从而为网络游戏产业的发展做出一些贡献。

对网络游戏消费市场的良性发展提供理论依据。现阶段社会对于网络游戏的认知压力，有很多人认为没有经济基础、消费无目的且无自律精神的大学生为游戏付费是一种不合情理的行为，在游戏投入过多精力和时间也会影响其正常的学习和生活。

因此，本文也希望通过调查数据和相关理论客观地对.上述问题进行验证，同时为游戏消费市场的健康发展提供一定的理论依据。

**1. 5 研究创新**

中学界对大学生网络游戏消费行为方面的问题的研究的比较多。也针对了网络游戏成瘾的问题分析也不少。还有一部份消费者研究行为学者研究对网络游戏的发展提供战略性指导。但是对于社交玩家之间的互动而言而引发的对于游戏内的氪金行为，往往是冲动鲁莽的。对于这一方面的研究，工商管理学界研究比较局限。在以往的研究中，社会互动和认同都是多维度的概念，而玩家之间的聊天交友、帮助交换、合作竞争等社会互动行为，构成了玩家成就认同与社会认同的基础。但该研究缺少定量分析数据。根据以上研究缺口，本文确定了以社交互动为目的的氪金行为，结合自我认同和感知易用性的中介作用，进行研究，为以后消费者行为学界提供研究资源

## 2.文献综述

**2.1 社交互动**

**2.1.1 社交互动概念**

王燕(2016)认为互动是消费者为了查询获得所需要的信息而发生的一系列分享、交流的行为,将网络游戏玩家互动定义为玩家为了满足其角色需求和购买决策的需要而发生的交流、分享等行为。于涵(2016）认为互动性是网络游戏的基本特性和魅力所在，网络游戏互动的形式包括用户与计算机、用户与用户、用户与游戏三种互动，可基于游戏内容、游戏操控、游戏界面实现。李夕冉(2017)认为网络环境下的顾客间互动是以互联网为主要媒介进行的信息或感受交流过程。陈珍珠(2018)指出网络游戏社群基于互联网平台，超越时间和地域的限制，使社群成员可以随时随地自由交互，是玩家互动的重要场所。本研究将网络游戏玩家的社交互动行为定义为概括为在网络游戏中的玩家与玩家进行的人际互动，信息交流互动，交易行为互动。

**2.1.2 社交互动衡量**

研究将网络游戏玩家的社交互动行为定义为概括为在网络游戏中的玩家与玩家进行的人际互动，信息交流互动，交易行为互动。陈珍珠(2018)主要从互动内容的角度解释网络游戏社交互动。张静(2007)基于角色扮演类网络游戏玩家互动行为对忠诚度影响的研究。本研究基于陈珍珠(2018)，张静(2007)的三维度互动行为量表的基础上进行修改。分为三个维度：人际互动，信息交流互动，交易行为互动

**2.2 氪金行为**

**2.2.1 氪金行为概念**

“氪金”本身来源于游戏，“氪金”一词可能最早出现在大型网络游戏《魔兽世界》第一部资料片《燃烧的远征》中，是该版本里一种价值昂贵的稀有矿石的名称（张来栋，2018）在已有研究中，学者认为它本是日文游戏中的词语，特指在免费游戏中的充值行为（王霜奉，2018）。中国游戏玩家通常用“氪金”来指称游戏内购行为（曹书乐、许馨仪，2020）。本文中的氪金行为是指网络游戏消费行为，王萌（2009）网络游戏消费行为研究就是指对网络游戏玩家通过参与网络游戏来满足他们自身愿望与需要的过程进行研究。毕钰（2012）网络游戏消费者购买和使用网络游戏相关产品及其增值服务的行为就是网络游戏消费者行为。消费者行为的测量指标可以分为消费者的时间投入、金钱投入和精力体力投入。周常春、罗敏（2006）网络游戏消费行为研究就是指对网络游戏玩家通过参与网络游戏来满足他们自身愿望与需要的过程进行研究得出此过程中呈现出的特点。综合上述观点，在本文中，网络游戏氪金行为是指在网络游戏或已购买的游戏中另外对待花钱购买游戏内虚拟商品的行为。

**2.2.2 氪金行为衡量**

根据已有研究对消费态度的解释，本文中氪金行为指的网络游戏或已购买的游戏中另外对待花钱购买游戏内虚拟商品的行为。网络游戏氪金行为的问卷，采用的是毕钰（2012）网络游戏用户消费行为问卷，根据 Zeithamletal(1988)的问卷编制而成，分为两个维度，消费行为和消费意向

**2.3 感知价值**

**2.3.1 感知价值概念**

“感知价值”的概念，国外的研究者 Chen and Dubinsky (2003）将消费者感知价值表达为消费者在商品交换中为获得预期的效益所付出的费用，是对其所获得的净利益的感知。Amini 与 Schmitt(2014)进一步指出从感知价值分为感知利得与感知利失。国内的研究者对感知价值的定义，董大海,权小妍,曲晓飞（1999）在前人研究的基础上提出消费者感知价值就是消费者在整个产品或服务的消费使用过程中所感知的实际效用与其付出的成本之间的比较。网络游戏的感知价值，Park and Lee（2011）在 Sheth(1969)构建的感知价值模型的基础上，结合网络游戏中虚拟物品的特点，提出了乐趣价值、角色能为价值、视觉主导价值、货币价值。而关于国内网络游戏上的感知价值研究，欧阳邦宏（2015）提出网络游戏感知价值是指消费者对购买和使用网络游戏虚热物品过程中的感知利得和感知利失进行权衡后产生的一种主观心理体验。

综合上述观点，虚拟商品感知价值是网络游戏消费者，对购买和使用网络游戏虚拟道具过程中感知利得和感知利失的进行权衡主观心理体验。

**2.3.2 感知价值衡量**

本文中的感知价值是指，网络游戏消费者，对购买和使用网络游戏虚拟道具过程中感知利得和感知利失的进行权衡主观心理体验。在感知价值的衡量研究方面，采用 Park 和 Lee(2011)提出的网络游戏中感知价值的维度分类:乐趣价值(enjoymentvalue）、角色能力价值(character competency value)、视觉主导价值(visual authorityvalue）、货币价值(monetary value）维度以上四个维度。

**2.4 自我认同**

**2.4.1 自我认同概念**

认同感是一种社会心理稳定感,具有群体性(即社群性)。心理学家埃里克森(Erikson)（1998）指出,一个成熟的心理认同的渐进发展是以人所属的团体为条件的,团体的传统价值对个人的成长意义非常。心理学家米德（2005）“指出认同的本质不但是心理的,它也包含群体的概念,是一项自我的延伸,是将自我视为一个群体的一部分。

齐水霞（2019）总结出现代消费中的“自我实现”。在消费社会中，人们不再以拥有物品相争，而是通过个人的个性化消费实现自我。网络游戏给使用者提供了更多展现自我的工具与途径选择。在网络中人们可以根据自己的能力与偏好选择自我能够驾驭的方式从而塑造与建构自我。苗力（2018）网络游戏中游戏者的社会身份认同建构，实际上就是游戏者之间关系的形成，在网络游戏群体中，个体融入到群体中，展现自己的兴趣爱好、身份特征，获取群体的认同。获得群体的认同，增加了自我效能感，进而获得了自我认同。综合上述观点，本文的自我认同指网络游戏中，社交型玩家通过互动交流，展示虚拟角色身份，表达信息等方式展现自我，进行自我实现，对自己的行为认可而获得的认同感

**2.4.2 自我认同衡量**

本文将自我认同指网络游戏中，社交型玩家通过互动交流，展示虚拟角色身份，表达信息等方式展现自我，进行自我实现，对自己的行为认可而获得的认同感。选择薛倩莲(2018)网络游戏参与动机、自我认同和网络游戏成瘾的关系研究的自我认同量表

**2.5 研究假设**

**2.5.1 社交互动对大学生网络游戏氪金行为的影响**

郑博强.(2021)互联网使用与社会互动都是影响居民消费行为的重要因素。齐水霞（2019）社交型玩家的一个明显的特征是，其虚拟消费行为极易受到游戏好友的影响，同时有些消费行为还是为了维持社交关系而产生的。社交型玩家通过聊天话语建构自我形象。明铭铭.(2021)电商直播中的平台互动性、主播互动性、消费者间互动（ 信息型互动、娱乐型互动） 均会显著正向影响消费者的积极情绪唤醒。Choi 与 Kim（2004） 认为交互性或社交性对用户网络游戏的消费态度和意向有着积极影响。研究结果表明消费者社交互动影响其购买行为。根据以上观点，做出如下假设：

H1: 社交互动正向影响大学生网络游戏氪金行为。

**2.5.2 自我认同对大学生网络游戏氪金行为的影响**

刘忻.(2010)虚拟消费对自我认同的建构可以分为两种途径:第一，通过虚拟消费实现虚拟自我形象的建构，从而影响现实的自我认同。第二，通过虚拟消费实现虚拟地位的建构，从而影响现实的自我认同。按照现实与虚拟的联结程度、影响的性质。目前文献对于网络游戏自我认同的消费行为的内容较少，但是针对网络消费的自我认同比较多。杨淑萍（2014）在炫耀性消费对中学生自我认同的影响研究中提到消费不再是简单地购买商品和服务，更是一种自我认同和自我表达的手段。研究结果表明自我认同影响其消费行为。根据以上观点，做出如下假设：

H2：自我认同正向影响大学生网络游戏氪金行为。

**2.5.3 自我认同在社交互动和大学生网络游戏氪金行为的中介作用**

朱丹红,吴自强与黄凌飞(2013)通过访谈也发现，玩家在网络游戏中的社会互动，对于成就认同和社会认同的建构,有着重要的影响。网络游戏中的社会互动本身,也能够带给玩家成就感，而且社会互动本身就是玩家社会认同的重要维度。

刘忻(2010)个体认同的建构是在与他人的互动过程中逐渐形成与确立的，而虚拟商品使用动机总结，追求人际关系，相关虚拟商品主要是礼物，用于促进人际关系与交流互动。用户和用户之间相互“赠送礼物”礼尚往来。促进了人际与情感的交流和互动赠送好友后还能增加虚拟魅力值和亲密度等数值。通过礼物的赠与，促进了互动，显示友

好。礼物的交换和赠与过程是关系的建立过程，其本质是附着于其上的人际关系。根据以上观点，发现自我认同在社交互动和大学生网络氪金行为存在中介关系，并做出如下假设：

H3：自我认同在社交互动和大学生网络游戏氪金行为起中介作用

**2.5.4 感知价值在社交互动和大学生网络游戏氪金行为的调节作用**

齐水霞（2019）他们为了能更好社交不得不购买装备来完善游戏形象，并且为了和游戏好友有“共同话题”，也会选择购买同样的抽奖道具。她通过访谈，归纳出年轻玩家群体本身就存在着“花钱就能变强”的潜意识，所以他们也愿意通过消费来“强化”自己，进而能够促进社交。社交型玩家交流内容多围绕服饰及服饰道具抽奖为主，玩家在围绕游戏道具的交流过程中不可避免地受到其他玩家的话语影响，在他们“变相推荐与刺激”下，会去购买一些服饰相关的道具。从中可以看出，玩家为了与玩家之间的互动，觉得氪金行为是必要的。李志兰（2015）通过对顾客间互动的影响进行综述后，发现其不仅可以为企业带来良好的营销效果，而且可以提升顾客的感知价值。张一鸣（2018）使用理论推导和实证研究方法，以感知价值为中介，研究感知价值在虚拟品牌社区顾客间互动与溢价支付意愿二者之间所起的作用，结果表明顾客间互动会对感知价值产生积极作根据以上观点，做出如下假设：

H4：感知价值在社交互动和大学生网络游戏氪金行为起调节作用

**2.5.5 感知价值在自我认同和大学生网络游戏氪金行为的调节作用**

牛力(2021)从传播学视角下青少年在手机游戏中的虚拟消费行为与自我认同心理研究.研究出，在手机游戏中，青少年为完成自我认同开始构建“虚拟自我”。青少年玩家在手机游戏中对“虚拟自我”的形象构建呈现出迫切的心理，这也正是他们进行虚拟消费的主要原因。从中可以看出青少年玩家从虚拟消费中的“虚拟自我”的感知出有用价值。

常亚楠(2021)在消费与认同的研究中，通过对网络超前消费者访谈，曾为了“成为某一类人”或“融入某个群体”而购买各种各样的商品，即拥有物品的所有权得知。他们所购买的商品往往是在某个群体中所流行的，或是仅被某一类人所喜爱的，这便是这些商品特定的符号。消费者们通过购买这些带有符号的商品建构自我认同，为自画像上添上自己喜欢的一笔。这反映出这些超前消费者的感知出他们认定的商品的特定符号是有价值的。从中可以看出这些超前消费者为了社会交往以及构建自我认同，买认定的商品的特定符号是有他们认为价值的。研究结果表明感知价值影响其网络游戏氪金行为。根据以上观点，做出如下假设：

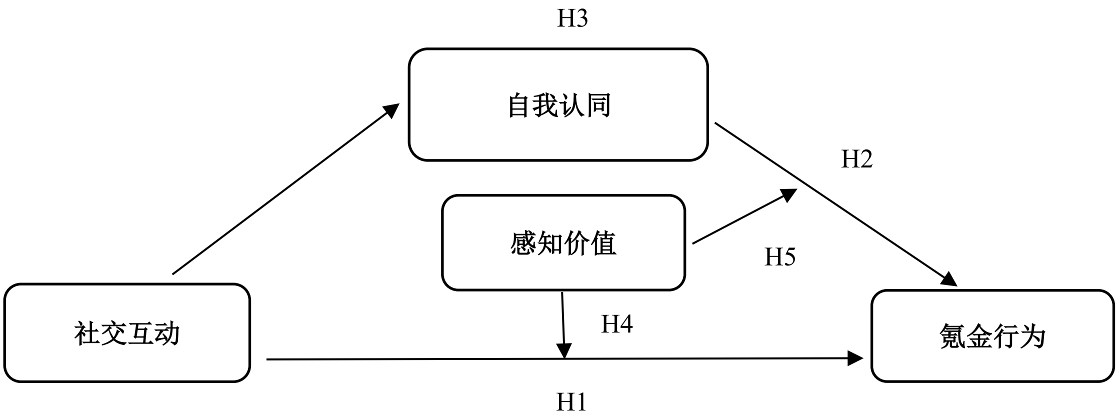
H5：感知价值在自我认同和大学生网络游戏氪金行为的调节作用

**2.6 研究框架图**

经过第二章相关文献探讨与整理后基此，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 社交互动

研究将网络游戏玩家的社交互动行为定义为概括为在网络游戏中的玩家与玩家进行的结交朋友的互动，语言交流与文字交流或者信息的传递，以及物品与货币之间，物品与物品之间的交换。陈珍珠(2018)主要从互动内容的角度解释网络游戏社交互动。张静(2007)基于角色扮演类网络游戏玩家互动行为对忠诚度影响的研究。本研究基于陈珍珠(2018)，张静(2007)的三维度互动行为量表的基础上进行修改。分为三个维度：人际互动，信息交流互动，交易行为互动。一共 18 个问题。

#### 3.1.2 氪金行为

据已有研究对消费态度的解释，本文中氪金行为指的网络游戏或已购买的游戏中另外对待花钱购买游戏内虚拟商品的行为。网络游戏氪金行为的问卷，采用的是毕钰（2012）网络游戏用户消费行为问卷，根据 Zeithaml et al.(1988)的问卷编制而成，分为两个维度，消费行为和消费意向。

#### 3.1.3 感知价值

本文中的感知价值是指，网络游戏消费者，对购买和使用网络游戏虚拟道具过程中的中，获得的游戏道具的感知购买值不值得的体验。在感知价值的衡量研究方面，采用 Park 和 Lee(2011)提出的网络游戏中感知价值的维度分类:乐趣价值(enjoymentvalue）、角色能力价值(character competency value)、视觉主导价值(visual authorityvalue）、货币价值(monetary value）维度以上四个维度。量表共 13 个题目，其中乐趣价值为 3 个题目，α 系数为 0.84;角色能力价值为 3 个题目，α 系数为 0.78;视觉主导价值为 4 个题目，α 系数为 0.84;货币价值为 3 个题目，α 系数为 0.76。

#### 3.1.4 自我认同

### 3. 2 研究对象

本文将我认同指网络游戏中，社交型玩家通过互动交流，展示虚拟角色身份，表达信息等方式展现自我，进行自我实现，对自己的行为认可而获得的认同感。参考采用选择薛倩莲(2018)网络游戏参与动机、自我认同和网络游戏成瘾的关系研究的自我认同量

表，自我认同量表一共 8 道题目，内部一致性 α =0.975＞0.9，因此具有可信度，适合做接下来的数据分析。

本研究采用问卷法。选择来自临沂市的临沂大学的在校生进行问卷发放和采用网上发送问卷的方式，从回收的有效问卷中随机抽 300-400 作为研究样本。选择临沂大学在校生的原因基于发放问卷的便利，并且临沂大学的在校生来自于全国各地，学生的地区范围比较广。本次问卷调查对象的甄选条件是需要在过去一年至少深入的玩过 1 款游戏，并且在游戏中消费过。|

Tinsley（1987）研究指出，题项数量与抽样调研的样本数量之间应该保持合理的比例，一般控制在 1:5—1:10 之间为宜。因此，为确保研究样本的充足性，本论文拟采用 1:10 的比例。根据本研究的设计，相关变量的有关题项大约为 40 项，所以，应该向相关组织发放问卷 400 份左右为宜，本研究拟向相关单位发放问卷 300-400 份。

**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 25.0 软件工具中的可靠性分析(Reliability Analysis)进行分析的 Cronbach Alpha 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”

**3.4 资料分析**

**3.4.1 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。

**3.4.2 信效度分析**

**信度分析:**本研究判断 Cronbach’s α 的系数，如果 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进行分析。收敛效度一般指的是各衡量题项是否反映了同一个特性，采用多种测量手段对特定特性的相似度进行测定；收敛效度主要通过验证性因素分析的组合信度(Composite Reliability, CR)和平均变异数萃取量(Average Variance Extracted, AVE)来实现衡量。

**3.4.3 相关分析**

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。

**3.4.4 回归分析**

本研究旨在通过回归分析验证假设，以社交互动与氪金行为之间的关系，并将自我认同为中介效应；感知价值为调节效应。

**中介分析:**本研究参考 Baron与Kenny(1986)提出的中介分析法来检定自我认同在社交互动与氪金行为之间的中介效果。

**调节分析**:本研究涉及到的调节变量为感知价值。一般来讲，调节变量与其他变量之间存在着一种相互交叉作用，尤其是在回归方程分析中作为一个交互项存在

## 4.预期研究成果

### 4.1 预期成果

本研究主要采用描述性统计、信度分析、效度分析、验证性因子分析、相关分析、回归分析等。本研究预计结果能支持以下研究假设: 社交互动正向影响大学生网络游戏氪金行为；自我认同正向影响大学生网络游戏氪金行为；自我认同在社交互动和大学生网络游戏氪金行为起中介作用；感知价值在社交互动和大学生网络游戏氪金行为起调节作用；感知价值在自我认同和大学生网络游戏氪金行为的调节作用。

预计各个假设得以证实。在此基础上结合本研究背景，给出相关建议:本研究预期，人群的互动行为正向影响着网络游戏氪金行为因此，在网络游戏中虚拟商品的设计实践中，一方面要更加关注虚拟商品在游戏中的实际作用及带给玩家的需求满足。现阶段社会对于网络游戏的认知压力，有很多人认为没有经济基础、消费无目的且无自律精神的大学生为游戏付费是一种不合情理的行为，在游戏投入过多精力和时间也会影响其正常的学习和生活。因此，本文也希望通过调查数据和相关理论客观地对上述问题进行验证，同时为游戏消费市场的健康发展提供一定的理论依据。

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# Research of the Impact of Relative Deprivation on Professional Engagement

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**Abstract**

A sense of relative deprivation is common in Chinese organizational environments. When employees perceive a sense of relative deprivation, it will have a negative impact on their psychology and behavior. Based on social comparison theory and social exchange theory, this study explores the mechanism of action of relative deprivation, and explores the conditions for alleviating the negative effects of relative deprivation. This study selects employees in enterprises as the main research objects, adopts random sampling method, and collects a total of 508 valid questionnaires to explore the impact of relative deprivation on employee engagement through organizational support, with employee vocation orientation as a control variable. Regression analysis shows that: relative deprivation has a positive effect on engagement; organizational support has a mediating effect between relative deprivation and engagement; vocation orientation has a controlling effect

**Keywords:** Management Relative Deprivation; Sense of Organizational Support; Engagement; Vocation Orientation

# 相对剥夺感对敬业度的影响研究

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## 摘要

相对剥夺感在中国组织环境出现较为普遍，员工在感知到相对剥夺感后，会对心理与行为上造成负面影响。本研究根据社会比较理论和社会交换理论，探究相对剥夺感的作用机制，探寻缓解相对剥夺感产生的负面影响条件。本研究选取企业中的职员作为主要研究对象，采用随机抽样法，共回收了 508 份有效问卷，探讨相对剥夺感通过组织支持感对员工敬业度的影响，以员工天职取向作为控制变量。回归分析显示：相对剥夺感对敬业度有正向影响；组织支持感在相对剥夺感与敬业度之间有中介作用；天职取向有控制作。

**关键词：**相对剥夺感；组织支持感；敬业度；天职取向

## 1. 绪论

### 1.1 研究背景

随着经济的全球化，企业所面临的市场环境越来越复杂，内部员工结构逐渐复杂化，员工流动性也在增加。企业不再单纯依靠技术、产品、服务等方面来获得竞争优势，人力资本价值成为决定企业竞争胜负的重要因素，其中影响人力资本开发的员工敬业度，发挥着更重的影响力。相对剥夺感是一种消极的心理学情感，企业中的员工会将自己与同事或与自己地位相近的参考对象进行比较，当感知到自身处在不利的状态时，有可能

会引发相对剥夺感，进而感受到更多的负面消极情绪。近些年，已有大量研究证实相对剥夺感对离职率、工作效率、合作意愿等有负面影响（Melkonian，2011），但对员工敬业度的影响研究数量较少。仅有类似工作幸福的，组织认同，心理契约等前因变量的论文研究。至于员工的相对剥夺感的感知对员工敬业度有何种影响，缺乏具体的研究探索。

目前国内对于相对剥夺感的研究较少，且大多是聚焦大学生，少数民族等特殊或弱势群体。本文希望通过研究相对剥夺感对敬业度的影响，发现其中的影响机制，同时探索组织支持感在相对剥夺感和敬业度的关系中所起到的作用，补充国内对相对剥夺感的研究空白，为降低员工相对剥夺感提出行之有效的管理对策。

**1.2 研究动机与目的**

已经有研究表明由于产生层次不同，个人相对剥夺感的影响结果主要包括内在的心理健康和外在的个体行为。个人相对剥夺感显著地提升了心理健康障碍的发生率，愤怒、恐惧、悲伤等消极情绪在相对剥夺感和心理健康之间起到了中介作用。当员工感受到相对剥夺感时，会对组织或上级产生负面的情绪与看法。员工认为组织剥夺了自己应得的权力，并破坏对于组织回报的期望。组织里的成员是基于组织的公平报酬，良好的晋升空间和支持性产生的互惠责任。当员工认为组织或上级剥夺了自己的权力，便会认为组织之前的承诺没有被兑现，由此出现违背了心理契约的想法。由于这种想法的产生，组织中的个体会感受到一种被背叛的愤怒情绪（黄嘉欣，2018）。由此影响员工对于组织公平感的感知。组织回报、公平报酬、组织承诺、心理契约等均是员工敬业度的前因变量，它们会对敬业度产生影响，但是相对剥夺感是通过什么机制，如何对员工敬业度产生影响，以及怎样缓解相对剥夺感对员工产生的负面影响是需要研究的重点。相对剥夺感对于员工的影响力是否具有独特特征与内在规律，是需要深入研究探讨的。

因此本文研究员工的相对剥离感对员工的敬业度产生怎样的影响，研究相对剥夺感的中介路径。由于相对剥夺感还会对员工的组织支持感产生负向影响，所以本文同样研究组织支持感作为中介变量产生的影响如何。本文提出探讨在天职取向作为控制变量的情况下，相对剥夺感对元敬业度能起到怎样的作用。探讨弱化企业中员工相对剥夺感的条件。

**1.3 研究意义**

**1.3.1 理论意义**

本研究是通过对相对剥夺感进行研究，求证相对剥夺感是怎样影响员工在工作中的表现，将社会比较理论和社会交换理论作为依据，研究相对剥夺感的作用路径，通过对相对剥夺感的感知，影响组织支持感感知情况，最终对员工敬业度造成影响。讨论在天职取向作为控制变量的情况下，相对剥夺感与组织支持感对于员工敬业度是否产生影响，可以给员工相对剥夺感的研究中提供借鉴。

**1.3.2 实务意义**

在当下社会，企业管理者需要面对的问题众多，怎样提高员工的敬业度就是其中之一。根据本研究所预测，员工相对剥夺感与组织支持感会对员工敬业度产生影响。因此企业中的公平机制与管理措施是管理者需要着重关注的，应当确保对所有员工一视同仁，要确保程序，信息等的公正。对于员工在企业中的回报，薪酬，福利等利益问题上杜绝不公平手段存在，让企业的内部保持公平。定期开展进行心理疏导的会议，缓解员工在工作中积攒的消极情绪，减轻相对剥夺感带来的负面影响，在一定程度改善或避免员工敬业度的降低。

**1.4 名词解释**

Stouffer(1949)的理论认为当人们把自身的处境和某种标准或某种参照物进行比较后，如果察觉自身相比参展对象位于劣势时，会产生被剥夺感，继而出现负面的情绪，

比如愤怒、怨恨或不满。简单而言，当人们认为自己没有获得应该享有的事物时，便会产生相对剥夺感。相对剥夺感并不单指某一个现状，而是指个体感知到的所希望拥有却没有的差距。感知到差距后，便会出现负面情绪体验。

Eisenberger (2001) 认为组织支持感是员工对于组织是否重视他们所做的贡献以及组织是否关注他们的个人利益的感知。简单来说，就是企业中的员工是否感知到组织支持他们。

Kahn(1990)首次提出的。他指出，敬业度是由员工将自身与某一工作角色结合这一过程而来的。在这一过程中，员工在情感、认知、体力等方面对于工作角色的投入程度可以用来体现员工敬业度的程度。

Bellah(1985)认为持工作取向的人是基于对物理的渴望才选择的工作，对于他们来讲工作本身只是为了可以获得用来生活需求的方式。持工作取向的人选择工作的重要原因是为了获取回报也就是工资。而持事业取向的人会投入更多的精力在工作中，他们不仅仅是为了获得物质上的回报，还是为了获取更好的职业发展。

## 2. 文献探讨与假设发展

### 2.1 基础理论

#### 2.1.1 社会比较理论

Festinger(1956)提出了社会比较理论（Social Comparison Theory, SCT）。也被称作经典社会比较理论。理论指出：当对象有了对于自己观点和能力进行评价的需求时，由于缺乏较为客观的标准用于评价，个体为减少不确定性，也为了给自己做客观评价，会将和自己各方面相近的个体来作比较。社会比较就是个体将自身观点与能力和别人进行比较的过程。Festinger 提出社会比较理论后又继续提出新的观点，社会中的个体会有希望自身更优秀的需求，这也是一种向上驱动力的基础，而这种驱动力只存在于能力维度。对象对于能力维度的比较往往维持原样，但是对于观点维度却截然相反。

Festinger 提出的社会比较理论是基于当社会缺乏客观标准的情况，个体才会将自身与他人作比较。Schachter(1995)为社会比较理论提出了新的维度，即情绪。他认为，在对象处于某种不明的情绪，且无法通过合适的标准进行比较时，会下意识的使用社会比较去评判自身的情况。此种维度的提出，将社会比较理论变得更加合理化。后 Kruglanski(1990)提出新的观点，个体并不只在缺乏标准的情况下才会与其他人做比较，就算社会中已有相对客观标准，个体为了评价自身，依旧会在某些情况下与其他人作比较。

Wood and Taylor(1985)认为人们之所以会进行社会比较行为，是因为想要通过与其他人进行比较来获取与自身有关的信息。想要完成这一行为，需要通过与自身相像的人比较来获取信息，接着通过总结发现自身与他人的相同与不同点来对信息进行处理。

Goethals(1986)年提出社会比较理论中的与个体作比较的对象有关信息或许只是个体猜测或相像的。这种构建性比较或许会比现实中的真正比较要更早。

随着学者的研究深入，可以在选择研究对象方面，可以分为四种类型（俞国良，2005）。

(a) 下行比较，人们有时会将差于自己的人作为比较对象，以便维持自信。当个人在遇到挫折时，他们对于自己的评价会降低，为了提高评价，个体便不会再选择与他们相似的目标作为比较对象，而是会故意降低标准，选择差于自己的对象比较。

(b) 上行比较。当人们想要寻找自身缺点时，会挑选强于自己的对象进行比较。当

上行比较发生时，基于个人对自身的认知产生两种情况，第一种，如果个体认为自身会达到比较对象的水平，便会提高对自身的评价。并一种，如果个体认为自身达不到对比目标的标准，会降低自身的评价。

(c) 平行理论。Festinger(1956)认为当社会中不存在客观标准时，个体会寻找与自身相近的他人作为比较对象，不同对象拥有的影响力也不同，当个体认为对比的目标的某一项特征与自身相似度越高时，则影响越大。反之越小。

(d) 构建性比较。以上理论全部建立在个体会寻找现实中真实存在的比较对象，但Goethals(1986)认为，个体在某些时候会将想象的目标作为比较对象，不需要借助现实信息，就可以进行社会比较。

**2.1.2 社会交换理论**

在 20 世纪的中期兴起了一种社会学理论，社会交换理论（Social Exchange Theory），社会交换理论是由霍夫曼首先提出。社会交换理论的研究主体是交易中的个体或组织，理论表示人们之所以做出会与他人交易的行为，是因为想要以此获得好处或回报。布劳认为如果社会交换中的双方如果有一方没有做出报答性反应，那么社会交换则不会发生。人们互相交易的本质是交换价值。在 1986 年 Bandura 提出一种新的理论，他认为人们进行交易的原因除了是为了获得回报，还可能是为了逃避惩罚。社会交换理论认为人们所有互动的本质是基于交换，人们的的态度与行为取决于他们在互相交换中获得的利益。

布劳认为，社会交换可以分为内在性、外在性、混合性报酬等三种交换形式。内在性报酬将人们之间的交换看做是最终目的。外在性报酬是将人们之间的交换看做是为了实现更加远大的目标。混合性报酬则两种特征兼备。不论是何种形式，人们之所以会进行社会交换的前提是产生了社会吸引。社会吸引的原因在于人们无法独自解决所有问题，在许多时候需要别人的帮助，如果某人可以给你提供你需要的帮助，那么他便会对你产生社会吸引。

当产生社会吸引后，往往会出现两种交换关系，第一种，人们进行社会交换时不需要借助契约，而是将情感作为基础，且交换两方都不确定什么时候会得到回报，会得到怎样的回报。第二种，人们在进行社会交换时会提前签署协议，且交换双方对于回报的结果有所了解。

**2.2 研究假设**

**2.2.1 相对剥夺感对敬业度的影响**

组织中的员工常常会和自己的过去以及本组织的员工进行比较，甚至会和其他组织与自己类似的员工进行比较，当比较后认为自己处在劣势，或者现状没有到达自己所期待的结果时，就会产生机会和权益被剥夺的感受。员工的相对剥夺感越强，就越容易产生消极的情绪认知。在本研究中，相对剥夺感是员工感知到组织对他区别对待，当员工认为自己组织中受到不公平的对待，就会降低幸福度，进而降低其面对困难、解决困难、保持积极向上的心理能量（苗元江，2009）。同样袁浩（2011）对上海市的新白领进行了调查，结果显示，上海市新白领的相对剥夺感与工作幸福感呈反向关系，影响相对剥夺感的重要因素之一是收入水平这些观点表明，员工在与其他人进行比较，发现自己收入较低或遭受不公正对待时，就有可能产生相对剥夺感，降低员工的幸福感。Fredrickson(2001)在研究幸福度对员工敬业度的研究中发现，当一个员工拥有积极的情感能力如工作满意、积极情绪，同时较少地体验到消极情绪时，他会更加主动地调动其各项潜力努力工作并实现超额的工作目标。因此，该研究认为，作为一种愉悦的情感体验，工作幸福度有利于刺激员工产生的工作状态。

而消极情绪通常窄化人们的知行能力，甚至做出低于举动以防止自身资源受损，

从而降低敬业度。综上所述，相对剥夺感通过使员工产生例如降低工作幸福度的消极情绪从而降低员工在工作中的敬业度。因此本研究提出假设：

H1：相对剥夺感负向影响员工敬业度

**2.2.2 相对剥夺感对组织支持感的影响**

员工在感知到相对剥夺感后，会认为这是由不公平导致的，并会产生一种被剥削的感觉，这种感觉会诱发消极情绪，表现愤怒、怨恨或不满（Wood，1989）。在本研究中，相对剥夺感是员工在感知到自己受到了来自组织的区别对待，自己没法享受到与自己相似的同事的同等待遇所引发的负面感受。这时，员工会认为自己和同事相比处在不利地位，并产生不公平感，这种感觉会引起负面的消极情绪。公平是导致组织支持感的最主要原因，员工感受到公平对待，意味着组织维护员工利益，关心和重视员工，从而存进组织支持感的产生（祁晓雪，2014）。Mastersons and Lewis（2000）在研究员工公平和支持感的研究后认为，任何存在于社会中的组织，都无法避免与内部或外部成员进行交换，组织越公正，员工越能感知到来自组织的支持感。熊英（2010）的调查显示，薪酬公平正向影响组织支持感。祁晓雪（2014）对制造业蓝领员工进行研究，同样得出薪酬公平正向影响组织支持感这一结论。

综上所述，相对剥夺感会导致员工产生不公平感，这种不公平感会影响员工对于组织支持感的感知。本研究提出假设：

H2：相对剥夺感负向影响组织支持感

**2.2.3 组织支持感对员工敬业度的影响**

社会交换理论是组织支持感的理论基础，在员工获得来自工作中的授权，上司对于工作资源的支持，福利与薪酬最大化，管理规范，价值观趋同等情感，经济或工作环境的利益时，员工会在心理，情感和生理上和组织进行交换，不知会保持较好的工作状态，主动在工作中投入时间和精力，并有效的开展工作，认同组织的目标并一起努力。

组织的支持有利于员工能力水平的发挥，给员工体现其敬业度提供良好的条件。另外，在感知到组织对于自己的关心后，员工会感受到温暖，同时也会感受到组织对于他的努力，信任与对其能力的肯定。这些正向的感受会提高员工在工作中的参与度与自我决策能力，从而提高员工的敬业度。

纵观敬业度，是员工在行为或心理高度投入，所表现出的精神状态例如：与组织价值和理念高度认同，工作中精力充沛以及全身心投入。在工作中，员工如果接收到来自组织对于自己工作成绩的认可时，会感到组织对于自己的认同，鼓舞和重视，并会产生个人成就感。同时，也会让员工有更强烈的胜任相应工作和掌握技能想法，表现出状态即为敬业度。

James B DeConinck（2010）的研究认为，组织对员工的关心可以体现在薪酬待遇与福利等方面上。员工的工作安全感在感知到上级的支持后会显著提升，通过上级的支持也能判断出组织对员工利益与福利的关心程度。Saks（2006）认为组织支持感可以很好的预测出员工的敬业度。李金波等（2006）通过研究也发现，组织支持感正向影响员工敬业度。姜秀梅（2008）将山东省煤电行业员工作为研究对象，调查发现，组织支持感对敬业度有正相关影响关系。因此本文提出假设：

H3：组织支持感正向影响员工敬业度

**2.2.4 组织支持感的中介作用**

在目前已有的一些有关组织支持感的中介效应研究中，蒋春燕（2007）的研究认为组织支持感在组织承诺和离职倾向中起到中介效应。员工在与过去自己或组织中的员工进行比较后，如果认为自己处在劣势，会产生机会与权益被剥夺的感受。员工感

知到的剥夺感越强，则越容易产生负面的消极情绪，对组织的承诺度也会下降，进而产生离职的想法（梁振东，2020）。员工敬业度是工作态度与行为的结合，因此自然让人联想到组织支持感在相对剥夺感和敬业度之间起中介作用。

社会交换理论指出，员工在感知到来自组织的支持后，会以更加愉悦与幸福的状态留在组织里，为了维持组织成员身份，其会自发的避免那些不利于组织的情况出现，并会占在组织的视角考虑问题。因此组织如果可以公平且公正地对待每一个员工，不搞特殊化，便可以一定程度减少员工相对剥夺感的产生，员工也因此能感受到更多来自组织的温暖，这种精神与物质层面的情感体验，可以在一定程度上提高员工的组织支持感。基于社会交换理论，且在中国这种人情社会的情况下，员工接受到组织恩惠，便会想基于组织回报，也就是更加努力的工作。因此，组织支持感在员工感知到的相对剥夺感和员工给予组织的敬业回报之间起到一定桥梁作用。综上所述，本文提出假设：

H4：组织支持感在相对剥夺感与员工敬业度中间起到中介作用

### 2.2.5 组织支持感的中介作用

Heslin（2005）的研究认为，拥有工作使命感的人，会愿意投入更多时间和精力在工作上，并会认为这是理所应当的。拥有高天职使命的人，在行动时会有更强的明确性，在职业领域也会有更强的责任感，愿意去主动承担工作。French and Domene（2010）研究同样表明拥有天职取向的人会对工作投入更多激情。Mcgree（2003）认为天职取向者能够在工作时，感受到真实的自我。拥有天职取向的员工会更多经历积极的情绪体验。本文认为天职取向程度高的员工工作时会体验到更完满、积极的情绪，其敬业度水平也会变高。因此本文提出如下假设：

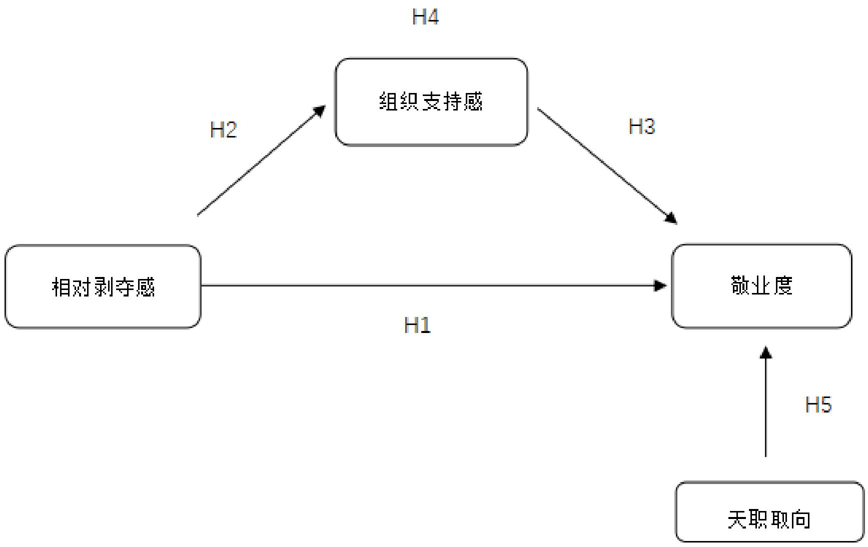
H5：天职取向对敬业度产生正向影响

## 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：本研究自行整理

### 3.2 变量的衡量

**3.2.1 相对剥夺感**

本文选择耿梦欣团队根据中国企业员工访谈编制的量表，分为两个维度，即个体认知相对剥夺感，个体情感相对剥夺感。量表一共 19 道题，采用李克特五点量表 (5-point Likert Scale) 做计分,从完全不同意到完全同意分为 1 到 5 分。

**3.2.2 组织支持感**

本研究使用 schaufeli 等人的操作性定义，分为工作支持，对员工价值认同，关心员工利益等三个维度。本研究使用 schaufeli 等人的量表来测量组织支持感。该量表共 12 个题项，样本题项比如“公司重视我在工作中的意见”。问卷使用 5 分支的李克特量表（1=完全不同意，5=非常同意）。

**3.2.3 敬业度**

本研究使用 Schaufeli et al(2006)定制的量表，该量表共 9 个题项，共三个维度。采用李克特五点量表 (5-point Likert Scale) 做计分，计分方式从“完全同意”到“完全不同意”记为 5 到 1 分，分数越高，则代表问卷对象对于工作投入的活力、专心、奉献程度越高。

**3.2.4 天职取向**

天职取向分为意义感，使命感，价值感三个维度，量表包含 9 个题项，量表使用李克特量表，由“非常不符合”到“非常符合”分别用 1-5 表示。

**3.3 抽样方法与抽样对象**

根据有关研究显示，相对剥夺感是指个体在与参照物对比后，产生的自身利益被剥夺的感受。当人们把自身的处境和某种标准或某种参照物进行比较后，如果察觉自身相比参展对象位于劣势时，会产生被剥夺感，继而出现负面的情绪，比如愤怒、怨恨或不满。简单而言，当人们认为自己没有获得应该享有的事物时，便会产生相对剥夺感。相对剥夺感并不单指某一个现状，而是指个体感知到的所希望拥有却没有的差距。感知到差距后，便会出现负面情绪体验。本文挑选普通员工作为研究对象，使用随机抽样的方式，利用网页，群组进行问卷的发放，在用户填写完毕后，会以红包的形式最会感谢。

## 4. 预计研究结论与贡献

本研究通过对文献将研究所需变量内容进行梳理，假设其中的关系，为后续研究相应领域提供参考，补足了对于相对剥夺感与员工敬业度的研究理论、反应机制，以及天职取向对于敬业度的控制作用。研究了员工感知的相对剥夺感对员工敬业度的影响机制，进一步扩展相对剥夺感的研究内容，拓宽相对剥夺感的研究对象范畴。相对剥夺感以往的研究大多是以少数或特殊群体为研究对象，例如学生，农村群体，少数民族等，研究丰富了相对剥夺感的研究对象范畴。

通过本研究结果让企业明白了相对剥夺感对于员工在工作中的情感、活力、奉献以及对于工作的态度等影响，并让企业了解相对剥夺感对于员工的危害，不仅来自于情感方面，还会影响到员工的工作行为。通过了解相对剥夺感的危害，而更好的管理员工。为企业提供参考。

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# More Haste and Less Speed: Discuss Procrastination Caused by Time Pressure

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**Abstract**

With the acceleration of the pace of modern social development, more and more individual procrastination phenomenon, procrastination has become a management problem that can not be ignored at present. Procrastination may not be spontaneous, it may be due to the urgency of work tasks under time pressure. Therefore, based on cognitive evaluation theory, this study explores procrastination behavior under time pressure, and introduces job remodeling and psychological distress as mediating variables and future job self-definition as moderating variables to further broaden the research field of procrastination behavior. On the other hand, it is called on enterprise managers to arrange work tasks reasonably and train employees' psychological endurance so that they can deal with challenges in work more actively.

**Keywords**: Work Procrastination; Time Pressure; Job Crafting; Psychological Distress; Future Work Self Salience

# 欲速则不达：探讨来自时间压力下造成的工作拖延

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## 摘要

随着现代社会发展节奏的加快，个体拖延现象越来越多，拖延成为目前不容忽视的管理问题。工作拖延有可能不是员工自发的行为，有可能是由于时间压力下的工作任务导致的紧迫性造成的。因此本研究基于认知评价理论，探讨时间压力下的工作拖延行为，同时引入工作重塑与心理困扰为中介变量、未来工作自我清晰度为调节变量，进一步拓宽拖延行为的研究领域。另一方面呼吁企业管理者可以合理的布置工作任务，多多培养员工自身的心理承受能力，让他们更积极去应对工作中的挑战。

**关键词：**工作拖延；时间压力；工作重塑；心理困扰；未来工作自我清晰度

## 1.绪论

### 1.1 研究背景

随着现代社会发展节奏的加快，个体拖延现象越来越多，拖延成为目前不容 忽视的管理问题。所谓拖延，是指尽管预见到该行为会带来不利后果，人们仍自愿推迟开始或完成某一计划好的行为 (Steel, 2007)。在组织环境中，员工的拖延行为不仅会对员工的工作绩效、薪资水平和工作幸福感等产生影响 (Bolden & Fillauer, 2020)，还会导致组织效率低下、增加生产成本等 (Seda, 2019)。工作拖延行为是指故意推迟预期完成的工

作任务 (Solomon & Rothblum, 1984)，对员工的生活和组织发展产生深远而广泛的影响 (Bolden & Fillauer, 2020)。探索工作拖延行为的前因至关重要，因为它为如何有效避免这些问题提供了理论解释和实践指导。时间压力 (Time Pressure) 正是一种时间紧缺的感受，既包括客观的没有充足的时间进行所需的活动，又包括主观生活节奏紧张、忙碌、焦虑等情感体验 (Szollos, 2009)。时间压力真的只会造成不良的影响吗？也有学者提出，时间压力不只会对个体产生负性的影响，也会对个体产生积极的促进作用，Kronenwett and Rigotti (2019) 提出当个体将工作时间要求视为一种挑战时，时间压力与工作投入呈正相关，对工作投入具有正向的促进作用，因此员工在面对时间压力时，为了使工作按照既定的要求完成，必然会在现有的情况下对工作进行调整，进而产生工作重塑行为 (Job Crafting)。

**1.2 研究目的**

本研究基于压力认知评价以及自我调节理论，探讨时间压力可能会带来两个不同影响，通过个体对于压力的认知不同会产生两种不同的结果，一方面会对个体的心态造成比较负面的情绪干扰，也就是心理困扰，在此情境下，个体可能会产生工作拖延；另一方面可能会让员工产生工作重塑行为，通过改善目前的工作环境积极的去调整自己的工作方式，产生积极主动的行为，在此情况下，可能会抑制工作拖延的产生。同时引入未来工作自我清晰度这一调节变量，来进一步验证如何应对时间压力下的工作任务，帮助员工更加积极的去应对工作中的挑战，更好的为组织带来比较有利的影响。

**1.3 研究问题**

本研究从压力认知评价理论以及自我调节理论视角进入，探讨为什么同样是面对时间压力下的任务，员工通过认知的不同，所表现出的反应也不同，有可能会促进工作拖延，也有可能会降低工作拖延。同时未来工作自我清晰度较高的员工是否会积极的应对时间压力下的工作任务，提出本研究问题：

（1）时间压力是否会造成员工心理困扰从而产生工作拖延？

（2）时间压力是否会通过员工工作重塑行为进而减少工作拖延？

（3）未来工作自我清晰度较高的员工是否会积极的应对时间压力下的工作任务？

**1.4 研究意义**

目前有关拖延行为的的研究主要集中在学校学生领域，只有少部分研究针对工作场所中的员工拖延。然而，个体因素和环境特征均对拖延行为有影响，而工作环境比学业情境更复杂也更具有动态性。因此，本研究基于认知评价理论以及自我调节理论，探讨时间压力下的工作拖延行为，同时引入工作重塑与心理困扰为中介变量、未来工作自我清晰度为调节变量，进一步拓宽拖延行为的研究领域。

## 2. 文献综述

**2.1 理论基础**

**2.1.1 压力认知评价理论**

压力认知评价理论是一种基于评估的压力理论，描述了一个涉及认知评价和应对反应的主观过程 (Lazarus & Folkman，1987)，用于研究个体对压力反应的差异性（马迎霜等人，2018）。评价可以是有意识的，也可以是无意识的，并且受到情境、时间和个人

因素的影响。应对是为了使情况更易于管理而做出的认知和行为上的努力。压力认知评价理论认为，压力不单独存在于人身上或环境中，而是存在于人与环境的结合中，压力的本质是一种人和环境相互作用的关系，压力的产生过程是一个受个体心理调节的过程。人与环境相结合的评价过程涉及两个重要的评价过程。

当个体有较多的内部资源应对这一压力或从某一情境中可以获得较大外部收益时，个体多认为其具有挑战性，因而对压力做出挑战性的评价。也就是说，个体对压力源的认知评价与应对方式会受到外部环境与个体特征的共同影响（陈畅等人，2019）。在本研究中，时间压力给员工带来一种由于没有充足的时间用以完成想要完成的任务而产生的紧张和紧迫感 (Hamermesh & Lee, 2007)，在此情境下，可能会让员工很容易产生比较负面的情绪以及感觉，从而产生心理困扰，导致工作拖延的产生；与此同时，员工在面对时间压力时，为了使工作按照既定的要求完成，也有可能会在现有的情况下对工作进行调整，进而产生工作重塑行为。因此本研究利用压力认知评价理论解释时间压力、心理困扰、工作重塑以及工作拖延之间的关系。

**2.1.2 自我调节理论**

Bandura (1991)认为自我调节是因果过程的核心，包括对一个人的行为，决定因素及其影响的自我观察、判断个人行为与个人标准和环境有关的行为以及情感上的自我反应，它不仅可以调节大多数外部影响的效果，而且为有目的的行动提供了基础。大多数有目的的个体行为都受深谋远虑的约束，具有对未来事情预测的洞察力。这类型的个体会对自己能做什么形成信念，他们会预测未来行动可能产生的后果，他们会为自己设定目标，还会制定可能产生预期结果的行动计划，通过深思熟虑，人们以一种预期的、积极的方式激励自己并引导自己的行动。也就是说个人具备自我调节的机制，有能力通过自我导向改变影响自己的行为，个人通过和环境的交互，观察和收集环境带来的显性和隐性信息，对信息进行理解和判断，对照自己的行为，选择保持或者改变行为以适应环境，此过程即自我调节过程。

未来工作自我清晰度是指与个人在未来对自己的反映，反映了他或她对工作的期望和抱负 (Strauss *et al.*, 2012)。因为在工作中，相比消极的可能自我，积极的未来工作自我更能够促使个体专注于某个目标，调节行为的能力更强 (Wongleedee, 2020)。因此当未来工作自我清晰度较高的员工面对时间压力时，他会将这种压力当成是一种挑战，可以塑造自己的职业生涯，也就是说他会积极的去面对这种时间压力，他希望通过这种压力更好的去磨练自己，可以推动自己的职业生涯发展，从而让自己的未来更好。本研究通过自我调节理论来解释未来工作自我清晰度的调节效果 (Lou & Ye, 2019)。

**2.2 时间压力对工作重塑的影响**

时间压力会影响员工对于现有资源和工作状态的认知，会令员工感受到一定的压力进而采取相应的措施以面对压力 (Kronenwett & Rigotti, 2019)。员工在面对时间压力时，为了使工作按照既定的要求完成，必然会在现有的情况下对工作进行调整，进而产生工作重塑行为。根据压力认知评价理论，当个体有较多的内部资源应对这一压力或从某一情境中可以获得较大外部收益时，个体多认为其具有挑战性，因而对压力做出挑战性的评价，在此情境下，个人关心的是我可以做些什么，以及如何最好地应对这种情景

(Vansteenkiste *et al.*, 2018)。在面对时间压力时，员工无法自主安排时间，失去了无时间压力时的胜任感，与工作本身和同事之间的关系变得紧张，因此失去了自主、胜任、关系的基本心理需要 (Ruppanner *et al.*, 2019)。为重新获得这三种心理需要，员工可能会自主产生重塑工作的行为 (Tian & Liu, 2017)，是因为员工在面对时间压力时，为了使工作按照既定的要求完成，也有可能会在现有的情况下对工作进行调整，进而产生工作重塑行为。综上所述，本研究提出假设：

H1：时间压力正向影响工作重塑

**2.3 时间压力对心理困扰的影响**

李爱梅等人（2015）认为时间压力是指“个体客观‘拥有’的时间少于‘需要’时间，从而产生时间匮乏的心理感知和贫穷思维模式”。也就是说，时间压力给员工带来一种由于没有充足的时间用以完成想要完成的任务而产生的紧张和紧迫感 (Hamermesh & Lee, 2007)。在此情景下，时间压力可能会给员工带来比较大压力，很容易产生比较负面的情绪以及感觉，而心理困扰正是一种员工在日常生活过程中，因内、外部原因的影响而引起的在某一时期出现的焦虑与烦恼、迷茫与疑惑、低沉与沮丧等不良反应的心理状态(Ridner, 2004)。因此，本研究提出假设：

H2：时间压力对心理困扰具有正向的影响

**2.4 心理困扰对工作拖延的影响**

心理困扰属于心理健康领域，指人的心理因家庭、工作和生活问题造成的情感困境和思想干扰，导致精神不稳定、意志消沉、行为无趣等状况 (Ridner, 2004)。心理困扰指，个体受内因和外因的影响，在工作与生活中不定期出现烦躁、迷茫、抑郁等消极情绪和不良心态 (Alwerthan *et al.*, 2018)。员工在心理困扰的情境下会产生负面的情绪状态，并不能很好的将自己的时间和精力投入到工作中去 (Park *et al.*, 2018)。在此情境下，员工可能会产生回避的行为，选择性的将手上的工作延后，在工作情境下的拖延行为称为工作拖延(Kaur *et al.*, 2010)。综上所述，本研究提出假设：

H3：心理困扰对工作拖延具有正向影响

**2.5 工作重塑对工作拖延的影响**

工作重塑是指员工为了让自己的能力与爱好跟自己工作岗位相匹配而自发地采取一系列措施去改变其工作关系的边界和工作任务的主动性行为 (Wrzesniewski & Dutton, 2001)。工作重塑是员工在组织对岗位的正式设计的基础上，从自身特点出发主动对工作内容、人际关系、工作边界和工作方式等进行重构，目的是感受更多的工作意义和工作自主性 (Slemp & Brodrick, 2013)。具有工作重塑较高的个体，他会积极的寻求工作的资源，愿意投入大量的时间和精力到工作中去，通过积极地将工作本身转变为一个更适合的工作”(Tian & Liu, 2017)，而工作拖延指的是一种员工故意推迟与工作相关的行为，故意将时间和精力浪费在与工作无关的事情，明知道会产生不良的后果，但仍选择将事情延后 (Kaur *et al.*, 2010)。因此，本研究认为，工作重塑较高的员工会积极的去寻找工作的意义，以此来更好的实现自己的价值 (Zhang & Parker, 2019)，往往这类型的员工会集中精力在工作中，可能不太会产生工作拖延的行为。因此，本研究提出假设：

H4：工作重塑对工作拖延具有负向影响。

**2.6 未来自我清晰度的调节效果**

未来的工作本身可能会扩展个人的抱负，拓宽他们对未来可能性的创造性思维，这使他们能够更好地主动塑造自己的职业生涯 (Strauss et al., 2012)。首先，自我调节理论表明，通过在当前自我和理想的未来自我之间制造差异，突出的未来工作自我会激发预期和面向未来的行为，并使人们能够朝着想象的未来努力 (Fugate et al., 2004)。作为对理想未来的认知表征，未来工作将可能发生的未来事件转化为当前目标。这种预先考虑的形式是人类能动性的核心组成部分 (Lin et al., 2012)。当未来工作自我清晰度较高的员工面对时间压力时，他会将这种压力当成是一种挑战，可以塑造自己的职业生涯，也就是说他会积极的去面对这种时间压力，他希望通过这种压力更好的去磨练自己，可以推动自己的职业生涯发展，从而让自己的未来更好 (Wongleedee, 2020)。因此这类型的员工，会积极的面对时间压力，有可能会投入更多的时间和精力去应对来自于时间压力下的挑战，在此情境下，可能并不会产生比较负面的情绪，而是会想着如何去更好的处理这些任务。也就是说他会将这种压力当成是一种挑战，可以塑造自己的职业生涯 (Lou & Ye, 2019)，也就是说他会积极的去面对这种时间压力，他希望通过这种压力更好的去磨练自己，可以推动自己的职业生涯发展，从而让自己的未来更好。

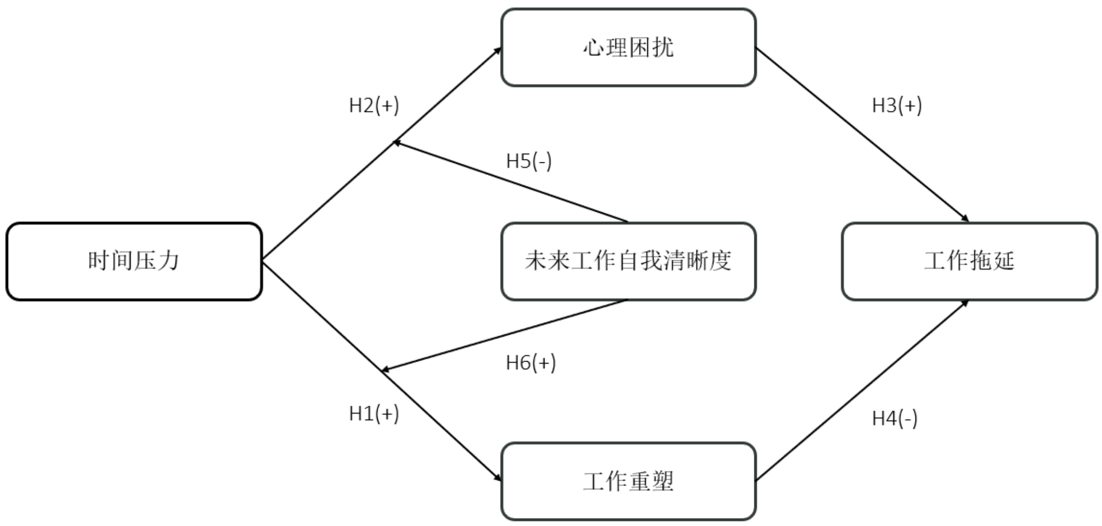
综上所述，本研究提出假设：

H5：未来工作自我清晰度可以负向调节时间压力对心理困扰的影响

H6：未来工作自我清晰度可以正向调节时间压力对工作重塑的影响

**图 1**

*研究框架图*




资料来源：本研究整理

# 3.研究方法与设计

## 3.1 研究对象与抽样方法

根据本研究的对象是中国企业的员工，根据本研究的内容，主要是探讨工作情景下的拖延行为，体现于是员工故意推迟与工作相关的行为，故意将时间和精力浪费在与工作无关的事情，明知道会产生不良的后果，但仍选择将事情延后(Kaur et al., 2010)。Beheshtifar et al. (2011)研究指出公司职员即国内传统意义上所说的“白领”一族，易产生工作拖延行为，是因为往往这类型的人才有较高教育背景和工作经验，所以面临的工作压力也比较大。同时考虑到自身资源的有限性，本研究预计选取山东济南当地私营企业员工，主要行业为当地高新技术企业的员工。采用的研究方法是问卷调查法，为了确保研究结果的全面性，本研究预计使用网络平台（问卷星）的电子问卷，以确保数据的有效性，分析和提高研究的可靠性，这也是最为便捷和低成本的方法 (Smith et al., 1991)。

本研究采用 Likert(1932)之 5 级评分法，该量表由一组陈述组成，每一陈述有“非常同意”、“同意”、“不一定”、“不同意”、“非常不同意”五种回答，分别记为 5、4、3、2、1，每个被调查者的态度总分就是他对各道题的回答所得分数的加总，这一总分可说明他的态度强弱或他在这一量表上的不同状态。根据 Dillman(2000)推导之样本计算公式，在 95%信心水准下，抽样误差不超过 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，本研究有效样本量应大于 384 份，所以拟定发放问卷 500 份。

## 3.2 变量量表

时间压力：关于时间压力的操作性定义，本研究认为是员工感知到任务时间紧迫感的程度，程度越高，员工感知到的压力越大。本研究采用 De Voe and Pfeffer (2011)开发的量表，共 7 个题项，代表题项如“我觉得工作时间不够用。

工作重塑：本研究认为工作重塑的操作性定义为员工为了让自己的能力与爱好跟自己工作岗位相匹配从而自发想要采取一系列措施去改变其工作关系的边界和工作任务的主动性的行为倾向。主要采取 Tims et al. (2012)开发的量表，包括社会工作资源、增加结构性工作资源、增加挑战性工作需求和减少阻碍性工作需求等四个维度的量表，共计 21 个项目。

心理困扰：关于心理困扰的操作性定义，本研究认为是对近期生活困难的负面反应(Massé et al., 1998)。本研究将采用 Massé et al. (1998) 开发的的量表，一共 11 个题项，采用 Likert 5 点计分，表示“非常不同意”到“非常同意”。

工作拖延：关于工作拖延的操作性定义，本研究认为是个体想要推迟工作一种行为倾向。本研究采取的是 Metin et al. (2016)开发的量表，由于本研究只研究工作拖延行为，因此只选取其中一个维度，主要题项例如：当我工作时，甚至在我做了决定之后，我也会推迟付诸行动、我在开始我必须做的工作之前拖延了一下等，经过实证分析，具有良好的信效度。

未来工作自我清晰度：本文沿用 Strauss et al. (2012) 的未来工作自我清晰度定义：个人可以清晰，轻松地想象他们未来的工作和生活的程度。主要题项有：我很清楚我想在未来的工作中成为什么样的人，做什么样的事、这个未来对我来说是很容易想象的等。

### 3.3 数据分析方法

描述性统计分析：本研究设计的调查问卷第一部分为样本人口统计信息。该部分主要用于掌握被调查者的基本情况和一些会干扰到变量的控制变量。如：性别、年龄、受教育程度等。

信度分析：信度是检验量表内部一致性 (Internal Consistency) 的程度 (Cronbach, 1951)。若信度系数大于 0.80，则信度非常好；信度系数在 0.70-0.80 之间是可以接受的；如果在 0.60 左右，则该量表应进行修订，但仍不失其价值；如果低于 0.60，量表就需要重新设计。因此量表最好在 0.70 以上，0.60-0.70 之间是可以接受的，如果信度系数达 0.85 以上，表明问卷信度良好。

效度分析：效度是指应用一定测量工具，测量结果的准确性，即量表是否能准确检测出研究者所预测效果。效度越高代表测量结果越能代表目标测量对象的真正特征，因此本研究通过结构方程模型 (Structural Equation Modeling) 对研究模型进行模型拟合度分析与模型指标分析。同时还需要检测量表的收敛效度与区分效度，来判定量表的有效性，收敛效度也称为聚合效度，是指测量潜变量的不同题项之间的相关程度，如果观测题项的平均萃取方差 (Average Variance Extracted, AVE) 值大于 0.5，组合信度 (Composite Reliability, CR) 大于 0.7，表明该模型的收敛效度是合格的 (Campbell & Fiske, 1959)。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。如果所有相关系数的置信区间均不含有 1.0，则表示所测量的各变量间有显著区别。当模型的指标与其潜变量的共同方差，比该潜变量与其他潜变量的共同方差更大时，表明测度模型有较好的区分效度。

回归分析：本研究采用线性回归 (Linear Regression) 并画出调节效应图，线性回归是利用数理统计中回归分析，来确定两种或两种以上变量间相互依赖的定量关系的一种统计分析方法，运用十分广泛。其表达形式为 $y = w'x+e$，e 为误差服从均值为 0 的正态分布。

## 4. 预计研究结果

本研究基于压力认知评价理论以及自我调节理论，探讨时间压力下的工作拖延行为，预计研究结果表明，时间压力会造成员工产生心理困扰，从而提高其工作拖延行为；另一方面，工作重塑和未来工作自我清晰度较高的员工可以积极的应对时间压力下的工作任务，从而降低工作拖延行为。本研究的预计结果同样给企业管理者带来一些比较客观的建议：呼吁企业管理者可以合理的布置工作任务，尽量减少给员工带来任务的紧迫性感觉，同时也需要多多培养员工自身的心理承受能力以及积极应对工作中挑战的能力，让他们更好的积极的去应对工作中的挑战，从而会组织带来更多的绩效

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# The Influence of Energy-saving Personal Norms and Environmental Awareness on Energy-saving Behavior：The Moderating Role of Organizational Support

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**Abstract**

Energy is an important resource for national and social development, and with the continuous consumption, there has been a shortage of energy so far, so we need to improve the efficiency of energy use and promote energy conservation and emission reduction. After reviewing the literature, this article puts forward a research question: How do employees produce energy-saving behaviors in the workplace? This study uses norm activation theory and self-determination theory to introduce four variables: personal norms, environmental awareness, environmental self-efficacy, and organizational support to explore the relationship between them and employees' energy-saving behaviors. This article uses the questionnaire survey method, adopts the principle of convenient sampling, and distributes online questionnaires in this city, and finally collects them uniformly. After analysis, the conclusion of this article is reached: Organizations can stimulate employees' environmental self-efficacy and promote employees' energy-saving behaviors by cultivating employees' personal standards and improving employees' environmental awareness. At the same time, the support from the organization determines to a large extent whether employees want to perform energy-saving behaviors in the workplace.

**Keywords**: Energy-saving Personal Norms; Environmental Awareness; Environmental Self-efficacy; Organizational Support; Energy-saving Behaviors

# 节能个人规范与环境意识对节能行为的影响：组织支持感的调节作用

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**摘要**

能源是国家和社会发展的重要资源, 随着不断的消耗, 至今已出现能源不足的问题, 所以我们需要提高能源利用效率，促进节能减排。本文经过文献回顾，提出研究问题：在工作场所中，员工如何产生节能行为？本研究运用规范激活理论与自我决定理论，引入节能个人规范、环境意识、环保自我效能感与组织支持感四个变量，探讨他们与员工节能行为之间的关系。本文使用问卷调查法，采取便利抽样原则，在本市进行发放网络问卷，最后统一收集。经分析后，得到本文的结论：组织可通过培养员工节能个人规范与提高员工环境意识来激发员工的环保自我效能感，促进员工节能行为。同时，来自组织的支持在很大程度上决定了员工是否要在工作场所进行节能行为。

**关键词**：节能个人规范；环境意识；环保自我效能感；组织支持感；节能行为

# 1. 绪论

## 1.1 研究背景

能源是国家和社会发展的重要要素，随着当前社会的持续进步，对能源的依赖愈发显著，导致能源供需矛盾愈发尖锐，能源短缺的问题也日益凸显。例如，在夏季用电高峰期，很多城市都面临缺电问题，需要采取拉闸限电措施。至 2021 年的今天，政府规定无必要的工厂进行限电管制，很多企业属于干一天休三天的状况。因此，提高能源利用效率，促进节能减排，是我国的重要任务。

节能减排目标的实现，离不开个人的积极参与，特别是对企业来说，员工的积极参与对企业节能目标的实现至关重要。企业各类节能措施的实施，最终需要员工去执行，如果可以调动员工节能积极性，非常有利于企业节能减排。虽然节能对公司是有利的，可以降低公司用能成本，很多公司也希望促进员工在企业的节能行为。但是，实际情况是员工并不一定主动在企业进行节能，能源浪费现象也是屡见不鲜，因为员工并不能直观感受到资源浪费的情况，且就算浪费资源，员工也不需要买单，所以为了促进员工节能，需要了解员工在企业进行节能的行为机理，揭示出关键的影响因素，以弥补学术界对员工节能行为的研究空白点与不足之处。

节能行为的类型主要有两大类, 一种是技术型节能行为, 另一种是习惯型节能行为。技术型节能行为主要包括改变房屋结构、安装隔温材料、安装双层隔温玻璃、购买节能电器、使用节能灯、选择电动汽车代替汽油车、购买简单包装和可回收产品等 (Amador et al., 2013; Park & Kwon, 2017)，从技术上节约能源，降低能源的损耗。习惯型节能行为是通过直接的调整行为、缩减用能量等方式减少日常用能，例如，调节温控设备、关闭空房间照明设备、少用或不用烘干机、及时维修用能电器保证其能效等，主要方式是改变和调整个人的行为习惯和生活方式 (Barr et al., 2005)。

习惯型节能行为分为家庭节能行为与员工工作场所节能行为。目前节能行为的文献大多关注居民家庭节能及其绿色交通出行行为，这些研究对理解工作场所节能行为机理和影响因素具有一定借鉴意义。根据 Tang et al. (2019)的研究，影响居民家庭节能的影响因素可以分为三类：社会人口学因素、政策干预和心理学因素。而员工工作场所节能行为与居民家庭节能行为具有一定的不同之处。例如，居民家庭用能费用一般由自己负担，这增加了居民节能的动力，但是，员工在企业的能源消费一般是由企业免费提供的，这会降低员工节能的积极性。因此，对员工在组织中的节能行为需要进行深入的研究。通过考察，发现对员工工作场所节能行为的影响因素主要有个人因素与组织因素两类。

在个人层面上，Blok et al. (2015)以荷兰一所大学的员工为样本，研究了他们的节能行为，较之前研究较多的居民节能，员工节能影响因素中出现了管理层对节能的支持等新的影响因素。Chen and Knight (2014)以中国某国有电厂员工为样本，基于计划行为理论探究了员工对能源的关注对员工节能意愿有正向影响。此外，员工节能行为还受到心理因素的影响如价值观、社会规范和态度 (Wang et al., 2018; Ding et al., 2017)。在组织层面上，组织对节能的支持氛围 (Zhang et al., 2014)、团队意识 (Dixon et al., 2015)、组织承诺 (Paille et al., 2013)等，都会对员工节能行为产生正向影响。

个人规范是为履行或不采取具体行动的道德倾向和义务感，同样会受到个体所在的社会地位、知识结构、生活经验、人格特质的影响 (Ates, 2020)。本文结合节能概念，将节能个人规范认为是如果不采取节能行为的道德倾向和义务感。环境意识是指对环境问题的认识和积极参与环保组织，是培养对积极环境行为的积极态度和情感的触发器 (Karatekin, 2014)。当人们开始了解环境或发现环境问题，并打算参与到环保当中时，说明环境意识开始觉醒，而环境意识的提升有助于员工更加了解环境状况等信息。Roberts (1996) 将其运用在环境领域，发展出环保自我效能感，并将环保自我效能感定义为个体

对自身是否有能力去解决环境和资源问题的认知和判断，表现出的是一种环保行为的信心，对自我的一种认知与判断。通过文献回顾，本文主要将这几个变量联系在一起，构建出一个新的模型，探讨他们之间的关系。

**1.2 研究动机与目的**

通过文献整理发现，资源浪费的现象随处可见，但目前全球资源告急，面临能源短缺的情况，很多工厂因限电而无法施工，为了节约资源，所以本文要进行节能研究。过去的研究主要集中在居民节能行为，探究员工节能行为的研究较少，且员工节能行为与居民节能不一样，例如居民节能可能是因为需要付出，能明显感觉到资源的浪费，而组织中主要是由组织承担，员工无法直观感受到，所以可能不会产生节能行为，所以本文需要探究影响员工节能的因素。本研究的目的是探究节能个人规范与环境意识对员工节能行为的影响，首先，本文将节能行为从生活中拓展到组织中，进一步完善对节能行为的研究。其次，本文通过回顾文献，尚未发现节能个人规范及环境意识与员工节能行为之间的关系。最后，本文是以员工节能行为为基础建立模型，通过理论探究员工内部因素与外部因素对员工行为的影响，确定了员工发生节能的边界条件，为后人的研究提供理论指导。

**1.3 研究问题**

本文通过文献回顾，通过分析，发现现有研究的缺乏与不足，因此，运用规范激活理论与自我决定理论，将节能个人规范、环境意识、环保自我效能感、节能行为、组织支持感五个变量结合在一起，建立出一个新的研究模型，最后提出本文的研究问题：在工作场所中，员工如何产生节能行为？

**1.4 研究意义**

随着能源的短缺，全球面临着能源不足的危机，因此，节能行为受到大多数学者的关注，但有关节能行为的研究主要集中在居民节能行为中，员工节能行为的研究较少，所以本文对员工节能行为探究。理论上，首先，本文的研究丰富对节能行为的研究，其次，本文通过实证，给未来的学者们提供一些指导建议，同时还提出新的思路可供参考。实务上，本文通过研究发现，节能个人规范与环境意识可通过环保自我效能感而增加员工的节能行为，且组织支持感会促进这种节能行为，所以本文的研究成果告诉组织管理者，组织需要培养员工正确的节能个人规范，提高员工的环境意识，激发员工们的环保自我效能感，这样员工才会积极的做出节能行为。最后，希望企业能给员工们提供一些支持，比如组织官方宣传环保、开设环境知识讲座、举办环保活动、给环保者奖励等，让员工们感受到组织对他们的支持，员工就会更加积极的做出节能行为。

**1.5 研究创新**

从文献回顾中发现，虽然学术界已有对节能行为展开研究，但大部分研究在居民的节能行为方面，在员工节能方面的研究相对较少，所以本文的第一个创新点在于研究员工节能方面，探究节能行为的影响因素。同时在文献回顾中，尚未发现节能个人规范与环境意识对员工节能行为的影响探究，所以这是本文的第二个创新点。除此之外，还加入环保自我效能感为中介变量，组织支持感为调节变量，丰富模型的研究，提高模型的全面性与完整性，使研究变得更为细致，研究更加有价值和说服力。

# 2. 文献综述

**2.1 理论基础**

**2.1.1 规范激活理论(Norm Activation Model)**

在规范激活模型中，主张个人规范的激活需要具备 2 个条件：（1）个体必须能意识到自己的某种潜在行为可能会对他人的福扯产生影响；（2）个体必须对自己的行为及

行为后果承担一定的责任。具体表现为，个体对于不去实施某一亲社会行为而给周围其他的人、事、物以及整个社会和自然环境等带来消极影响的结果意识越强、对于没有实施某一亲社会行为而给周围其他的人、事、物以及整个社会和自然环境等带来消极影响的责任归属越强，其个人规范就越容易被激活(Schwartz, 1977)。

**2.1.2 自我决定理论(Self-determination Theory)**

自我决定理论认为，每个人都具有心理上的成长、不受伤害和健康福利所需要的先天心理需求。人类一共有三种基本的需要：自主的需要、胜任的需要和关系或归属感的需要。当个体满足基本需要后，会使其产生动机，促使其做出某种行为(Deci & Ryan, 1985)。自主的需要是指人们需要感到自己的行为是自愿的且是有选择的。胜任的需要主要是指人们对环境施加影响的效能感的需要。关系的需要是爱与被爱以及关怀与被关怀的相互之间的需要，是指自己与他人相互联系、被他人所接纳的一种需要。

**2.2 节能个人规范与环保自我效能感**

根据规范激活模型，当个人规范被激活时，会受到结果意识与责任归属的影响，使员工做出亲社会行为(Schwartz, 1977)。当员工节能个人规范高时，如果员工不采取节能行为，会感觉违背自身的道德原则(Nguyen et al., 2018)，因此员工会产生节能的意图。换句话说，节能个人规范高的员工会因为结果意识，而想到如果自己不进行节能行为，会给周围其他的人、事、物以及整个社会和自然环境等带来的消极影响，同时还会因为责任归属，员工会想到，如果自己给周围其他的人、事、物以及整个社会和自然环境等带来的消极影响，那么自己应该承担这些责任，因此，员工为了避免造成这种后果与承担产生这些后果的责任，员工会坚定其节约能源的信念与决心，相信自己一定能做到节能，所以会增加员工的环保自我效能感。

环保自我效能感是员工对其是否有能力执行不同的活动来实现绿色目标的认知和判断，简单来说就是员工认识到自己是否有能力实现节约能源行为的信心，属于一种内在动机(Moeller & Stahlmann, 2019)。根据自我决定理论，人类具有自主、胜任、归属等基本的、与生俱来的心理需要，当基本心理需要被满足时，有助于提升个体的幸福感和内在动机(Deci & Ryan, 2000)。当员工的节能个人规范高时，员工会受到后果意识与责任归属的影响，愿意做出更多的节能行为，此时员工自身的道德义务感得到满足，根据自我决定理论，当员工自身的的心理需要被满足时，会提升员工节能的内在动机，即环保自我效能感。

在价值观-信念-行为规范的研究中，认为信念受到个人价值观的影响（如利他主义价值观），最后影响到行为规范 (Sawitri et al., 2015)，而节能个人规范是员工对节能的道德义务感，节能个人规范高的员工会认为如果自己不进行节能，就会违反自身的道德准则，这属于个人对节能的价值观，所以会增加员工节能的信念，也就是增加员工环保自我效能感。Cicognani and Zani (2011)通过对大学生酗酒行为发现，发现支持酗酒行为的规范会降低个体抵制使用酒精的自我效能感，反对酗酒行为的同伴规范则会增加个体抵制使用酒精的自我效能感。Phua (2013)在研究中发现，戒烟规范能显著提升戒烟者的自我效能感。因此本研究提出假设：

H1：节能个人规范正向影响环保自我效能感

**2.3 环境意识与环保自我效能感**

环保意识是指对环境问题的认识和积极参与环保组织，是培养对积极环境行为的积极态度和情感的触发器(Karatekin, 2014)，能反映环境状况的许多方面，如人们的知识、个人考虑和行为、公共能力等。这是一种自我认知，这种自我认知受到员工自身以及外部环境信息及个体与环境互动的影响，环境意识高的员工，对目前环境相关问题的认知程度较高，了解目前的环境状况，明白环境存在很大的问题，当员工意识到实施某种行

为会对环境产生不利影响时，他们会倾向于避免这种行为 (Han, 2015; Rezaei et al., 2019)。例如，当员工意识到浪费能源能会造成负面影响时，可以形成强烈的自我信念和道德义务，会制止这种做法。

根据自我决定理论 (Deci & Ryan, 1985)，环境意识高的员工会认识到人类对环境造成的潜在损害，以及有必要努力应对和防止这种损害 (DeYoung, 2000)，同时员工对环境的认知程度越高，员工知道必须要保护环境与节约能源，同时员工会更有把握应对和解决问题，使员工增加能够完成这项任务的信心，满足员工胜任的心理需要，所以会提升员工的内在动机，即环保自我效能感。换句话说，相对于环境意识低的员工来说，员工环境意识高的员工，对环境的认知程度越高，越有更多的办法进行补救，能选择适合自己的方法进行环境保护，更加相信自己具备环保倡议所需的能力、资源和条件，从而对执行保护环境的活动充满信心，因此可以提升环保自我效能感。

一个人采取亲环境做法的决定是通过先前经验形成的意识和信念形成的 (Molla et al., 2014)，而环境意识高的员工通过对人类活动造成的环境问题的认知，可以塑造保护环境的信心 (Yoon, 2018)，环保自我效能感是对自身是否有能力完成节能行为的信心，所以环境意识高的员工会增加环保自我效能感。当员工对环境问题、生态退化、生态友好实践的重要性和感知到的行为控制有充分了解时，他们更有可能实际表现出亲环境的行为 (Crossman, 2011)。研究表明，环境意识对人们从事亲环境行为的内在动机和行为意图有正向影响 (Ari & Yilmaz, 2017)。因此本研究提出假设：

H2：环境意识正向影响环保自我效能感

## 2.4 环保自我效能感与节能行为

环保自我效能感是个体对自身是否有能力去解决环境和资源问题的认知和判断 (Robert, 1996)，是员工对自己是否有能力做不同的活动来实现绿色目标的信心。根据自我决定理论，内在动机会促使员工去做某件事情 (Deci & Ryan, 1985)，环保自我效能感是一种内在动机，当员工环保自我效能感高时，员工会认为自己有能力执行节能行为，他们会经历一种由自己的能力判断所产生的内在满足感，使员工在特定的时间内集中精力完成目标，即使遇见困难，也会毫不退缩，所以员工会做出更多的节能行为。

简单来说，环保自我效能感高的员工认为自己有能力能减少环境污染与资源短缺的问题，且非常有信心，员工的内心对自己感到满意，所以员工就会在工作场所节约能源，达到绿色环保的目的，而环保自我效能感低的员工，会认为自己没有能力解决环境与资源问题，缺乏自信心，并产生自我怀疑，这种情况下，即使有外部因素的鼓励，员工也会因为缺乏内在动机，所以不会产生节能行为 (Bandura, 1997)。

DeYoung (2000)强调了自我效能作为内在强化的力量，他指出我们不能假设人们应该知道该做什么，而是他们应该知道为什么应该这样做以及如何行为。关键在于，当个人觉得有能力执行某种行为时，他们会产生内在满足感，这样会促进新行为和个人发展的选择。Corbett (2005)认为，需要存在个人利益以及价值观和信念（利他主义、个人规范、参与、选择的可能性）才能实现亲环境行为。Meinhold and Markus (2005)研究结果表明，自我效能感作为一个自变量可以预测亲环境行为。Falanga et al. (2014)在研究中发现自我效能感与亲社会行为显著相关，自我效能感高者往往会实施更多的亲社会行为。因此本研究提出假设：

H3：环保自我效能感正向影响节能行为

## 2.5 组织支持感的调节作用

环保自我效能感属于一种内在动机，环保自我效能感高的员工会认为自己有能力执行节能行为时，他们会经历一种由自己的能力判断所产生的内在满足感，从而完成节能行为，所以环保自我效能感会正向影响节能行为。组织支持感是员工对组织在重视成员

贡献、关心员工福利程度方面的总体体验与看法 (Eisenberger et al., 1986)。

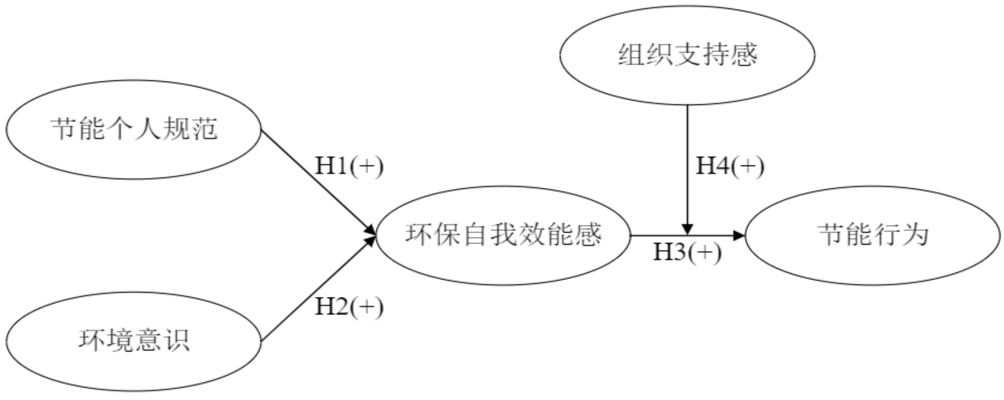
当员工组织支持感水平高的时候，员工会感知到组织对员工自身有很多支持，比如组织很重视员工、关心员工福利、给员工提供很多工作中的资源等，而员工获得组织对员工自身的支持后，会对组织产生感激之心，产生积极的工作态度，为组织创造更多的利益，比如说在组织中节约用水、节约用电等节能行为。这表明组织支持感是一种外部力量，能通过影响员工自身而使员工产生利组织行为 (Ficapal-Cusi et al., 2020)。Bock et al. (2005) 提出个人的能耗行为更容易受到组织环境的影响。Gao et al. (2017)强调，激励个人进行节能行为可能有助于节能。

根据自我决定理论 (Deci & Ryan, 1985)，当员工感知到组织支持的水平高时，员工会感觉到组织对自己的关心、重视以及帮助，所以员工会很信任组织，对组织产生特殊的情感，满足了员工的归属需求，进而会提升员工的内在满足感。而在环保自我效能感与节能行为的这段关系中，员工通过认为自己非常有能力且有信心在组织中做出节能行为，这时员工会因为对自己能力的判断而产生一种内在满足感，使员工在特定的时间内集中精力完成目标，从而做出节能行为，因此组织支持感会通过提升员工的内在满足感而使员工集中更多的精力去完成目标，会增加员工的节能行为，所以组织支持感会加强环保自我效能感与节能行为之间的关系。

换句话说，当员工有能力且有信心做到节能行为时，员工就会集中精力完成目标，做出节能行为，而组织支持感高的员工，在获得了组织对自己的支持后，会对组织产生感激与回报之心，会促使员工产生动机，导致员工更努力的完成目标，做出更多的节能行为。反之，当员工感知到组织支持水平低时，则对环保自我效能感与节能行为之间的关系影响不大。Hameed et al. (2019)在讨论企业社会责任与员工亲社会行为之间的关系时发现，感知到组织支持程度高的员工会做出更多的亲社会行为。研究表明，来自高层管理的支持有助于组织的节能行为(Zhang et al., 2018)。因此本研究提出假设：

H4：组织支持感正向调节环保自我效能感与节能行为之间的关系. 综上所述，本文提出研究框架图（参考图 1）。

**图 1**
*研究框架图*




资料来源：本研究整理

# 3. 研究方法

## 3.1 研究对象与资料收集

本研究的对象是企业中的员工，主要针对有环保及重视企业社会责任的组织员工。因疫情的原因，本研究采取便利抽样的方式，这样更容易获得足够多的样本进行分析，所以选择在本市中寻找符合要求的组织进行调查。首先，筛选出重视环保及企业社会责

任的组织，然后联系这些组织的负责人，表明需要其组织的帮助来做研究，并保证所得资料仅用于做研究。为避免员工的虚假填写，问卷不通过组织领导直接发放，而是从组织负责人处获得员工的联系方式，通过 email 或微信的方式单独联系员工。为了保证问卷填写的真实性，告知员工此次调查仅用于学术研究，且匿名填写，不涉及隐私，希望员工能认真如实填写。

**3.2 变量的操作性定义与测量**

节能个人规范采取 Gao et al. (2017)提出的定义，将节能视为一种行为准则和道德义务感，并采用 Xu et al. (2021)编制的量表，一共包含 5 个题项。环境意识采取 Karatekin (2014)提出的定义，指对环境问题的认识和积极参与环保组织，是培养对积极环境行为的积极态度和情感的触发器，采用 Dunlap et al. (2000)编制的量表，一共有 15 个题项。环保自我效能感采取 Moeller and Stahlmann (2019)提出的定义，指人们对自己通过自己的行动在环境中产生预期效果的能力的信念，并采用 Moeller and Stahlmann (2019)编制的量表，一共有 10 个题项。组织支持感采取 Eisenberger et al. (1986)提出的定义，指员工感知到组织对员工自己的工作贡献，关心员工利益所提供支持的一种总体看法，并采用 Eisenberger et al. (1986)编制的量表，一共有 8 个题项。节能行为采取 Barr et al. (2005)提出的定义，指人们试图减少整体能源使用的行为，并采用 Chen and Chen (2021)编制的量表，一共有 4 个题项。

**3.3 分析方法**

本研究根据研究架构及假设，对有效样本进行样本特征分析、信度分析、相关分析、效度分析、 验证性因子分析、结构方程模型与回归分析等。叙述性统计分析是指对样本的人口统计变量进行分析，例如性别、年龄、 学历、工龄、工作行业及工作性质等。信度分析是检验量表内部一致性的程度。效度分析是检验问卷的有效性，即问卷结果是否可以精确地测出需要测量的程度。结构方程模型是建立模型进行分析，分析模型中变量间的关系，用于检验变量间的假设是否成立。回归分析是指建立一个回归模型，分析变量间的关系，用于检验调节作用是否存在。

## 4. 结论

本文通过对节能行为的研究，获得以下四个重要结论：（1）节能个人规范高的员工，会因为个人规范的激活，而坚定自己节能的信念，产生节能的意图，会提高员工的节能行为。（2）环境意识高的员工对环境的认知程度较高，也愿意积极的参与到与环境的相关的活动中，一方面更容易解决环境存在的问题，增加节能的信心，另一方面更愿意积极的投入到节能的行动中，保护环境。（3）环保自我效能感高的员工会认为自己有能力做出节能行为，会因为内在满足感而产生内在动机，促使员工克服困难，做出节能行为。（4）组织支持感高的员工会感知到组织对自己的支持，比如资源、情感等支持，员工会因为组织的帮助对组织产生特殊的情感，会使员工产生归属感，满足员工的归属需要，同时员工也会因为受到恩惠而回报组织，所以会促使员工产生更多的节能行为。

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# The Effect of Workplace Exclusion on EVLN: The Mediating Effect of Workplace Marginalization and the Moderating Effect of Organizational Differential Climate

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**Abstract**

This study uses organizational difference order behavior as the moderating variable and workplace marginalization as the mediating variable to explore the impact of workplace exclusion on the new generation of employees' building disruptive response behavior (EVLN). Alleviate workplace exclusion behavior of employees, enable employees to work in a happy mood in the company, help companies better manage employees, and further improve the overall competitiveness of the company. In this study, random sampling was used, and questionnaires were distributed from October 19, 2021 to October 27, 2021. This study selected the new generation of employees from 13 companies in the Beijing area. Through online questionnaire surveys, a total of 514 questionnaires were returned. Finally, use SPSS and AMOS data analysis software to perform descriptive statistical analysis, correlation analysis, reliability and validity analysis, regression analysis, and intermediary analysis on the sample data to verify the hypothesis, and draw the conclusion: (1) Workplace exclusion will affect the construction of the new generation of employees And disruptive response behaviors (EVLN); (2) workplace exclusion will affect occupational marginalization; (3) occupational marginalization will affect the new generation of employee construction and disruptive response behaviors (EVLN); (4) occupational marginalization will affect workplace exclusion The new generation of employee construction and destruction response behavior (EVLN) has an intermediary effect; (5) The organizational difference atmosphere has a moderating effect between the workplace exclusion pair and the new generation of employee construction and destruction response behavior (EVLN).

**Keywords**:Workplace Exclusion; Construction and Destruction Response Behavior (EVLN); Organizational Difference Atmosphere；Workplace Marginalization

# 职场排斥对新生代员工建设性及破坏性反应的影响：职场边缘化的中介效应和组织差序氛围的调节效应

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## 摘要

本研究以组织差序氛围为调节变量、职场边缘化为中介变量，探究职场排斥对新生代员工建设破坏反应行为（EVLN）的影响。缓解企业员工的职场排斥行为，使员工能够在企业中心情愉悦的工作，帮助企业更好地对员工的进行管理，进一步提高企业的整体竞争力。本研究采用随机抽样，从 2021 年 10 月 19 日到 2021 年 10 月 27 日发放问卷。本研究选取了北京地区 13 家企业的新生代员工，通过线上问卷调查方式，共回收问卷 514 份。最后运用 SPSS 及 AMOS 数据分析软件对样本数据进行描述性统计分析、相关

分析、信效度分析、回归分析、中介分析等以验证假设，得出结论：（1）职场排斥会影响新生代员工建设及破坏反应行为（EVLN）；（2）职场排斥会影响职场边缘化；（3）职场边缘化会影响新生代员工建设及破坏反应行为（EVLN）；（4）职场边缘化在职场排斥对与新生代员工建设及破坏反应行为（EVLN）之间具有中介作用；（5）组织差序氛围在职场排斥对与新生代员工建设及破坏反应行为（EVLN）之间具有调节作用。

**关键词**：职场排斥；建设破坏反应行为；组织差序行为；职场边缘化

## 1.绪论

### 1.1 研究背景

职场排斥是组织情境中的普遍现象，2017 年针对中国员工的网络调查显示, 71%的员工表示 受过不同程度的排斥对待（陈晨等人，2017）。而对于新生代员工，鄢雪芳 (2020) 指出当新生代员工受到职场排斥时，会使得他们心理产生很大压力，从而不能全心投入工作中。对于组织来说，新生代员工受到职场排斥会使其归属感降低，缺乏工作激情。

Robert et al.2009）指出职场排斥是指在工作场所中某个个体或群体感受到的被其他个体或群体拒绝、忽视或排斥的一种主观感受。Hirschman（1970）提出的 EVLN 行为反应模型，即员工建设及破坏反应，用以分析在对组织关系不满意的情况下员工的行为反应，寄希望于在发现员工在出现员工排斥或不满意工作环境时，尝试通过积极地解决问题改善这种情况, 该模型整合了退出行为(Exit)、建言行为(Voice)、忠诚行为(Loyalty)和忽略行为（Neglect）四类不同的员工行为，是一个较为全面的员工的行为反应模型。鄢雪芳 (2020) 而基于社会认同理论, 个体在职场情境下根据对自己身份的定位及认知, 将自己归类为某种群体。为了赢得别人的尊重并且与他人和谐相处，个体一定会与特定群体保持高度一致的行为，当他们的内部人身份被认可时，可激发员工的积极性和责任感，从而激发员工的建言与忠诚的积极行为，反之员工就不会认同组织文化、价值观和领导方式等，进而也就无法与组织保持一致行为，会让员工产生损害组织利益的忽略行为和退出行为。因此，本研究旨在通过深入对员工建设及破坏反应（EVLN 行为反应）的研究，来探讨职场排斥的相关影响。

刘军和王未（2009）指出员工与组织中的其他成员的关系好坏也是其是否被同事排斥和处于边缘化位置的前因。但是排斥与边缘化也有重要区别，叶仁荪等人（2015）指出排斥是领导和同事对待个体的行为, 边缘化是个体在群体中的位置状态。薛文美（2014）指出职场边缘化是员工个体被组织或团队其他成员孤立、排斥，感到自身虽是该组织的法定成员但又游离于组织事实存在之外的一种状态，这种现象是个体与整体的关系反映, 而职场排斥则是出现职场边缘化的原因之一。因此本研究希望通过职场边缘化来进一步探究职场排斥与新生代员工建设及破坏反应之间的关系。

张诗琪和刘丽红（2019）指出组织差序氛围是个体察觉到的组织成员和权力核心之间关系的疏密差别，而组织差序氛围将导致组织资源的非对等性配置，降低了员工的感知互动公平，从而会促使员工产生不当行为。而建设及破坏行为正是员工受到不同环境对待时所产生的行为反应，因此，本研究通过组织差序氛围的调节效果，进一步探讨职场排斥对于新生代员工建设及破坏行为之间的关系。

因此，基于以上所述，通过对相关文献进行分析探讨，本研究将通过对职场排斥对新生代员工建设破坏反应行为的研究。探讨组织差序行为的调节作用以及职场边缘化的中介效果。

### 1.2 研究目的

本研究的核心目的是剖析职场排斥对新生代员工建设及破坏反应的影响，李元勋和李瑞（2012）指出职场排斥会威胁个体的自尊，引发高水平的消极情绪，增加员工的离职倾向和越轨行为，降低员工绩效。根据容志良等人(2015)研究表明，关于职场排斥与员工行为之间的研究虽然不少，但是基本上都是将员工的行为分开探究，很少同时探讨职场排斥对员工的双向（建设及破坏）反应行为的影响，对员工的 EVLN 行为进行综合分析和探究的还很少，因此本研将职场排斥作为自变量，员工建设及破坏反应作为因变量在探究两者关系，旨在希望探索员工职场排斥的解决之道。

本研究在了解职场排斥和新生代员工建设及破坏反应的现状的情况下，希望进一步研究两者之间的关系，根据李莹（2006）的研究表明,员工职场边缘化与职场排斥之间存在密切的关系，虽然已有文献探讨两者之间存在显著影响，但数量支撑不充足。因此本研究以职场边缘化作为中介变量进一步探究职场排斥和新生代员工建设及破坏反应行为（EVLN）之间的关系。

并且通过对于组织差序氛围的阐述，了解到组织内差序氛围会影响员工的心智和行为，并且由于研究多聚焦于对组织内知识转移和团队绩效等的影响等方面，对于员工自身以及其心智的研究上有不足（于伟、张鹏，2016）。因此本研究也将通过组织差序氛围来探讨其与职场排斥与新生代员工建设及破坏反应行为（EVLN）之间的关系。

### 1.3 研究意义

#### 1.3.1 现实意义

为了从多个角度探索职场排斥，本研究将建设与破坏反应行为作为因变量来研究，由于建设与破坏反应行为分为积极行为，所以本研究希望通过对职场排斥对于新生代员工建设与破坏反应行为之间的作用机制的探索，缓解企业员工的职场排斥行为，帮助企业更好地对员工的进行管理，进一步提高企业的整体竞争力。

#### 1.3.2 理论意义

其次，梳理了组织差序氛围在职场排斥对于新生代员工建设与破坏反应行为之间的作用机制，指出组织差序氛围在员工行为上具有一定的调节作用（萧健邦，2018）。同时为了更加贴合现在社会的发展步伐，将新生代员工作为研究对象，进一步丰富对新生代员工的实证研究，并以更加精准的研究组织差序氛围，职场边缘化在职场排斥对于新生代员工建设与破坏反应行为之间的作用机制，以能为企业在缓解员工职场排斥上提供丰富的理论依据。

## 2. 文献探讨与假设发展

### 2.1 理论基础

社会认同理论（Social Identity Theory）的提出为社会心理学这一领域增添了新的活力。Turner and Tafel（1986）区分了个体认同与社会认同，认为个体认同是指对个人的认同作用，是个人特有的自我参照；而社会认同是指社会的认同作用。费孝通（1994）研究中发现社会认同的分层可以分为个体认识自己、个体认识群体、群体中的成员。一个个的人组成的群体，这种不同于生物界的动物群体又组成了社会，人同时具有生物人和社会人的属性。从这个层面来看，人有情感的需要，社会人的属性赋予了他们审视自身和他人以及群体的能力。

### 2.2 职场排斥与 EVLN 相关研究

从个体角度来讲，职场排斥易引发员工的反社会行为，抑制员工积极情绪。同时，Chandra（2009）的研究指出排斥也能降低个体的认知状态，使被排斥者对排斥施加者给予更消极、负面的评价，还会影响被排斥者对自我的认知评价，员工会出现反社会行为

这类破坏性防御策略。

从组织层面来讲，杜建政等人（2012）认为职场排斥会降低员工工作投入和绩效，抑制员工的角色外行为，如组织公民行为 、职外绩效、进谏行为等；在心理健康方面，职场排斥也能导致员工焦虑、压抑，提升员工离职倾向，降低员工工作满意度等（Rusbult，1988）。通过上述研究可认为，当职场排斥发生时，大量负面情绪的产生，可以导致新生代员工降低对组织的忠诚度和建言意愿，他们更容易选择离职（Ferris，2008）。基于以上论述，本文提出如下假设：

H1a：职场排斥对新生代员工退出行为存在显著的正向影响作用。

H1b：职场排斥对新生代员工呼吁行为存在显著的负向影响作用。

H1c：职场排斥对新生代员工忠诚行为存在显著的负向影响作用。

H1d：职场排斥对新生代员工忽略行为存在显著的正向影响作用。

**2.3 职场排斥与职场边缘化相关研究**

员工在职场中的被排斥意指其感受到的被工作群体（通常是部门这种“法定”群体）中的其他人群忽视、不重视的程度（叶仁荪等人，2015）；而边缘化则描绘的是员工与工作群体中其他成员的 距离，即某个员工与工作群体中的其他人的人际距离较大（离群体中心较远）则该员工处于群体的边缘位置（倪昌红等人，2013）。

因此，员工在职场中与领导、同事的关系质量决定了其是否可能被排斥和边缘化，而被领导和同事“拒于千里之外”则导致了员工在群体中处于边缘化位置（刘军、王未，2009）。故而，职场排斥可能是员工被边缘化的前因变量，边缘化是员工被排斥的直接结果。这表明员工名义上是工作群体或组织的成员却又游离于工作群体或组织之外（刘军等人，2012）。考虑到前文对职场排斥的分析，社会认同理论认为感受到的来自职场的排斥是员工成为边缘化人群的原因（尹奎、刘永仁，2013）。因此，本文对职场排斥、边缘化的关系做如下假设：

H2：职场排斥对职场边缘化具有正向影响。

**2.4 职场边缘化与 EVLN 相关研究**

职场边缘化作为一种职场冷暴力，通过恶化组织人际关系、降低工作满意度、消极怠工等行为和情绪变化使员工做出不适应当前组织的反应，从而产生离职倾向（薛文美，2014）。而只有被组织接纳，责任感与义务感才会油然而生，才会有理由和动力去接纳组织的价值观、制度和任务指派，对组织忠诚；否则，个人在形式上属于某一组织或者群体但实质上已经游离在外，是难以发挥其才智与能量的（刘军等人，2012）。由此可以得出假设：

H3a：职场边缘化对 EVLN 退出行为有正向影响。

H3b：职场边缘化对 EVLN 呼吁行为有负向影响。

H3c：职场边缘化对 EVLN 忽略行为有正向影响。

H3d：职场边缘化对 EVLN 忠诚行为有负向影响。

**2.5 职场边缘化在职场排斥与新生代员工建设及破坏反应的中介作用相关研究**

Murphy et al.（2013）员工感觉被排斥会引发其心理变化，危及员工的工作安全感，这种不安全感可能会是产生负面工作环境与不良工作结果间关系的纽带，被排斥员工逐渐产生与其他员工之间的疏离距与边缘化，而林忠等人（2010）指出员工建设及破坏反应是员工在职场中所作出的一系列行为反应，其建设及破坏行为反应包括退出、建言、忠诚、玩忽职守。

而林忠等人（2010）指出员工建设及破环反应是员工在职场中所做出的一系列行为反应，其建设及破环行为反应包括退出、建言、忠诚、玩忽职守。并对其做出进界定：退出是指通过辞职、调离、组织内寻找新工作等方式远离不满意的工作的意愿和行为；

建言是指员工积极主动地提出改善工作条件和绩效的建议；忠诚是指员工相信并支持组织，但被动地等待恶化的工作环境改善的行为；玩忽职守是指通过迟到、旷工和错误率升高等方式报复组织的行为。因此，职场边缘化在职场排斥与员工建设及破环行为反应之间有中介作用。因此，职场边缘化在职场排斥与员工建设及破坏行为反应之间有中介作用。因此我们提出如下假设：

H4：职场边缘化在对职场排斥与新生代员工建设及破坏反应之间具有中介作用。

H4a：职场边缘化在对职场排斥与新生代员工建设及破坏反应（退出）之间具有中介作用。

H4b：职场边缘化在对职场排斥与新生代员工建设及破坏反应之间（建言）具有中介作用。

H4c：职场边缘化在对职场排斥与新生代员工建设及破坏反应之间（忽略）具有中介作用。

H4d：职场边缘化在对职场排斥与新生代员工建设及破坏反应之间（忠诚）具有中介作用。

**2.6 组织差序氛围对职场排斥与新生代员工建设及破坏反应之调节作用相关研究**

于伟（2016）在对服务企业作为调查对象的研究中发现，组织差序氛围会导致员工的新生代员工建设及破坏反应的出现，而该机制的具体发生是通过组织差序氛围对职场排斥产生影响，进而弱化了员工的组织自尊，最终导致员工的各种退出或玩忽职守等漠视行为在组织中的出现（张鹏，2016）。可见组织差序氛围这一变量与职场排斥可能在一定程度上存在着相关关系。

陈娜（2017）的研究发现，组织中的职场排斥行为会导致员工产生强制性的新生代员工建设及破坏反应，而该行为的产生还可通过心理安全感的降低而实现。即组织差序氛围会损害员工心理安全感，从而导致员工出现强制性的员工建设及破坏反应，在其中起到调节作用（刘兵等人，2018）。可见组织差序氛围与新生代员工建设及破坏反应间可能存在着一定的相关关系。

张超等人（2019）研究发现，组织差序氛围会职场排斥对产生负向预测作用，同时会对组织员工的新生代员工建设及破坏反应产生影响，赵志鹏（2016）提出，组织差序氛围越高，员工所产生的新生代员工建设及破坏反应负向反应越强，两者具有显著的相关关系（郑伯埙，2004）。因此我们提出如下假设：

H5：组织差序氛围在职场排斥与新生代员工建设及破坏反应间具正向调节作用。

H5a：组织差序氛围在职场排斥与新生代员工建设及破坏反应（退出）间具正向调节作用。

H5b：组织差序氛围在职场排斥与新生代员工建设及破坏反应间（发言）具有负向调节作用

H5c：组织差序氛围在职场排斥与新生代员工建设及破坏反应间（忽略）具有正向调节作用。

H5d：组织差序氛围在对职场排斥与新生代员工建设及破坏反应之间（忠诚）具有负向调节作用。

**2.7 组织差序氛围对职场边缘化与新生代员工建设及破坏反应之调节作用相关研究**

员工的组织差序氛围好，则其职场边缘化和新生代员工建设及破坏反应（负向）会越弱（Lawler，1996）。而且高组织差序氛围带来的满足感和成就感会一定程度上抵消职场排斥和边缘化带来的负面情绪、强化新生代员工建设及破坏反应带来的正面情绪（叶仁荪等人，2015）。

因此我们提出如下假设：

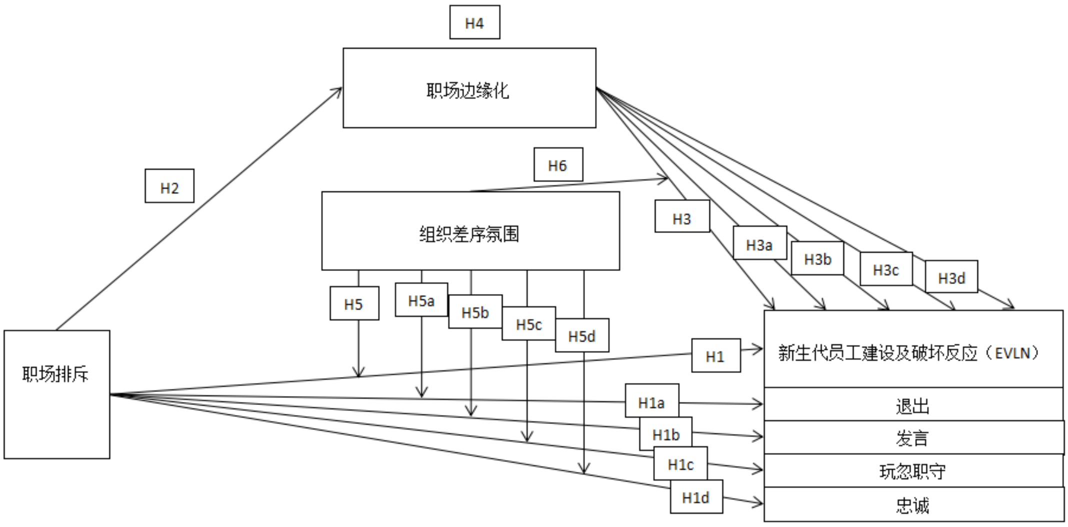
H6：组织差序氛围在对职场边缘化与新生代员工建设及破坏反应之间具有正向节作用

# 3. 研究方法与设计

## 3.1 研究框架

**图 1**

*研究框架图*




资料资源：本研究整理

## 3.2 变量的衡量

本研究采用的是 Ferris（2008）的职场排斥定义：在工作场所中，个体主观感知到的他人对自己的忽略、排挤和拒绝，它是一种普遍存在于组织且具有隐蔽性的消极行为。本研究采用的衡量工具是 Ferris（2008）对职场排斥进行了开拓性地研究后，开发出职场排斥的测量量表，获得了学术界极大的关注与认可。该量表起初包括 13 个题项，后来经过修订，减少到 10 个题项，问卷内部一致性系数为 0.904，采用 Likert 七点计分法，1 表示从不，2 表示偶尔，3 表示有时，4 表示较经常，5 表示常常，6 表示频繁，7 表示一直如此，分数越高表明职场排斥越强。本研究将七点计分法改为四点计分法，选项为从不、很少、经常、一直如此，依次计分为 1、2、3、4 分，分越高，职场排斥越严重。

**表 1**

*职场排斥量表*

| 以下是关于你的职场排斥调查，请您仔细阅读下面的每一个条目，并根据您的真实感受进行选择，以代表您同意该条目与您的实际情况的程度。选项分别是“从不、很少、经常、一直如此”。 | 从不 | 很少 | 经常 | 一直如此 |
|---|---|---|---|---|
| 1、在工作中，你感到被人忽视了。 | 1 | 2 | 3 | 4 |
| 2、在工作中， 你发现当你走近时，其他人就走开了。 | 1 | 2 | 3 | 4 |

资料来源：本研究整理

本研究采用的是 Farrel（1983）关于 EVLN 行为的定义，其中，退出行为和忽略行为被用来描述和分析员工在职场中遭遇困境时所表现出的消极行为；呼吁行为和忠诚行为被用来描述和分析员工在职场中遭遇困境时所表现出的积极行为。

EVLN 行为问卷采用 Rusbult 等（1982）对于 EVLN 行为的测量问卷，双向翻译而得，问卷涉及退出、呼吁、忠诚和忽略四个维 度，包括 25 个题项。Rusbult（1982）等人开发了 EVLN 行为反应问卷一直被我国学者沿用，该问卷涉及退出反应、呼吁行为、忠诚反应和忽略反应四个维度，一共包含 17 道题目。其中退出反应（4 个题目）、呼吁（4 个题目）、忠诚（4 个题目）和忽略（5 个题目）该问卷采用 Likert 5 量表形式，要求被试对 I7 道题项进行选择，表示个体是否赞同相应的行为，1 表示完全同意，5 表示完全不同意。

**表 2**

*EVLN 量表*

| 以下是关于你的 EVLN 调查，请您仔细阅读下面的每一个条目，并根据您的真实感受进行选择, 以代表您同意该条目与您的实际情况的程度。选项分别是“完全不符合、不符合、不确定、比较符合、完全符合”。 | 完全不符合 | 不符合 | 不确定 | 比较符合 | 完全符合 |
|---|---|---|---|---|---|
| 1、我经常察觉我想要辞去工作。 | 1 | 2 | 3 | 4 | 5 |
| 2、我经常就组织中某些问题向上级领导提出建议。 | 1 | 2 | 3 | 4 | 5 |
| 4、不管组织处于顺境还是逆境，我都不会离开。 | 1 | 2 | 3 | 4 | 5 |
| 5、我不会全力以赴地工作。 | 1 | 2 | 3 | 4 | 5 |

资料来源：本研究整理

本研究采用的是刘军等人（2012）对职场边缘化的定义：指员工个体被组织或团队其他成员孤立、排斥，感到自身虽是该组织（团队）的法定成员但又游离于组织（团队）实存之外的一种状态。

**表 3**

*职场边缘化量表*

| 以下是关于你的职场边缘化调查，请您仔细阅读下面的每一个条目，并根据您的真实感受进行选择, 以代表您同意该条目与您的实际情况的程度。选项分别是“完全不符合、不符合、不确定、比较符合、完全符合”。 | 完全不符合 | 不符合 | 不确定 | 比较符合 | 完全符合 |
|---|---|---|---|---|---|
| 1、我的行为对单位形象没有影响。 | 1 | 2 | 3 | 4 | 5 |
| 2、我不在时（休假或出差），对工作不会有影响。 | 1 | 2 | 3 | 4 | 5 |

资料来源：本研究整理

本研究同样采用刘军等人（2012）编制的职场边缘化量表，该量表是单维度量表，共有四个条目，采用 Likert 5 点计分，1 为非常不认同，5 为非常认同，信度系数为 0.72。四个题目中，我的行为对单位形象没有影响和我不在时（休假或出差），对工作

不会有影响是正向计分，领导通常会采纳我的建议和在单位认识我的人比我认识的人多是反向计分。

本研究采用的是刘贞妤（2003）差序氛围定义：下属感知到组织中充满了领导对不同关系的下属员工采取差序管理的氛围。刘贞妤（2003）通过因子分析，得出差序氛围三维度结构，即偏私对待、相互依附、亲信角色。

本研究采用刘贞妤（2003）开发的三维度测量工具。该量表采用 1 分（完全不一致）到 5 分（完全一致）来评分。共有 11 个问题，其中测量相互依附有 6 题，测量偏私对待有 3 题，测量亲信角色有 2 题。刘军等人（2009）通过探索性因素分析来验证其结构，结果表明量表具有良好的信度和效度。

表 4

*组织差序氛围量表*

| 以下是关于你的组织差序氛围量表调查，请您仔细阅读下面的每一个条目，并根据您的真实感受进行选择，以代表您同意该条目与您的实际情况的程度。选项分别是“完全不符合、不符合、不确定、比较符合、完全符合”。 | 完全不符合 | 不符合 | 不确定 | 比较符合 | 完全符合 |
|---|---|---|---|---|---|
| 1、在组织中，领导会和几个固定的下属分享他的想法和做法。 | 1 | 2 | 3 | 4 | 5 |
| 2、在组织中，有特定的同事会替领导代行一些权力。 | 1 | 2 | 3 | 4 | 5 |

资料来源：本研究整理

### 3.3 研究对象

陈畑子（2021）将新生代员工定义为 1990 年及以后的年轻员工，其研究结论表明，这类员工都有着其不同于过往员工的思维方式与行为特征。李延莉等人（2021）也将新生代员工定义为 90 后员工，并指出新生代已经成为当今劳动力市场的重要供给主体。因此，本研究将新生代员工定义为 1990 年及以后的年轻员工。

本研究的研究对象选取为北京地区 13 家企业的新生代员工，张光磊等（2015）指出新生代员工有着共同的出生年代、共同成长的社会背景与关键历史事件以及共同群体特征与行为方式等特征，因此具有时代特征和具体的代表性，对学术研究来说，能够更有利于通过具体分析以类为代表划分的实证研究。因此选取新生代员工为研究对象，能够更加具有针对性的了解该类员工的职场排斥现状，并且可以更精准地提出相关的意见建议。

## 4. 研究成果

### 4.1 研究结论

本研究主要采用问卷调查法。由于 Roscoe （1975）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，因此本研究拟回收线上问卷 500 份。为了避免无效问卷，从 2021 年 10 月 19 日到 2021 年 10 月 27 日实际共发放问卷 550 份，回收有效问卷 514 份。本研究使用 SPSS 与 AMOS 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，得出以下结论。

关于新生代员工得分水平：经过统计结果的得出新生代员工职场排斥处于中等水平、

职场边缘化处于中等偏下水平、组织差序氛围处于中等偏下水平。

关于变量间的预测效果：职场排斥对建设及破坏反应存在预测效果、职场排斥对组织差序氛围存在预测效果、组织差序氛围对建设及破坏反应存在预测效果、职场排斥对职业边缘化存在预测效果、职场边缘化对建设及破坏反应存在预测效果。

关于中介作用的结论：新生代员工的职场边缘化在其职场排斥对建设及破坏反应的影响中起部分中介作用。

关于调节作用的结论：新生代员工的组织差序氛围在其职场排斥对建设及破坏反应的影响中起调节作用。

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# The Influence of Authoritarian Leadership on Job Satisfaction: Mediated by Team Psychological Security and Moderated by Effect of Ranking and Grading Atmosphere

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**Abstract**

The main purpose of this study is to explore the impact of leadership authoritarian behavior on employees' job satisfaction. Data are collected through the questionnaire network, and SPSS software is used to analyze the feasibility of variables such as demographic background variables, authoritarian leadership, team security, differential atmosphere and job satisfaction. The expected research results are: leaders choose the leadership style that meets their own management needs, which can improve employees' job satisfaction, reduce employees' turnover rate and improve employees' job performance.

**Keywords:** Authoritarian Leadership; Team Psychological Security; Differential Atmosphere; Job Satisfaction

# 威权领导对工作惬意感的影响——以团队心里安全感为中介，以差序氛围为调节

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**摘要**

本研究的主要目的系在探讨企业中领导威权行为对员工工作惬意感的影响，在问卷网通过问卷调查法收集数据，运用 SPSS 软件分析了人口背景变量、威权领导、团队安全感、差序氛围和工作惬意感等变量的可行性。预期的研究结果为：领导者选择符合自身管理需要的领导方式，可以提高员工的工作惬意感，并对降低企业员工的离职率，提高员工的工作绩效有很大的帮助。

**关键词：**威权领导；团队心里安全感；工作惬意感；差序氛围

## 1.绪论

提出研究背景，本文首先威权型领导对员工工作惬意感的影响；团队心理安全感的中介作用，团队差序氛围的调节作用进行研究背景的提出；接着，本研究的研究目的；最后，总结问题，本研究的意义，梳理出本研究的研究流程图。

### 1.1 研究背景

伴随着经济社会的发展，不断加快的节奏让整个社会得不到片刻的喘息，组织面临的外部竞争越来越激烈，员工同时也面临着内部和外部的双层竞争压力，只有跟随着社会的节奏不断发展才能不被社会所淘汰。当个体面临的压力过大，不能顺利应对；大多

数员工的工作需求都无法与其专业技能相匹配时，导致他们无法在工作中寻找到乐趣，进而降低工作惬意感(Bakker, 2008)。降低后首先会对个体的生理和心里产生较大的影响，出现失眠、衰竭、情绪低落等症状，导致个人工作绩效降低，进而会影响组织的绩效，对组织的竞争力产生较大的负面影响（魏顺，2015）。

在中国文化背景下，领导不仅具有强大的权利和威严，而且会对下属表现出关怀和照顾并且会成为下属的榜样。作为华人社会中普遍存在的一种领导风格，威权领导会对员工的生活和工作以及组织的发展产生怎样的影响？是积极的还是消极的？是否会对员工在工作中的惬意感显著地影响？其中的作用机制是怎样的？这都是值得研究的问题。

**1.2 研究目的**

目前学术界关于工作惬意感的研究分析很少，本研究从企业员工群体因素角度入手通过文献研究法、问卷调查法等来对工作惬意感展开研究。考虑到领导行为影响的是群体行为，因此引入团队心理安全感将领导风格的影响微观化到员工群体层面。又因为差序氛围广泛存在于华人组织中，特别是中小型企业，其内部差序氛围较为浓厚。所以本研究引入差序氛围作为调节变量，从而更好的了解员工的工作惬意感，避免因惬意感降低导致的工作绩效下降。激发员工对工作的专注、愉悦心理。

**1.3 研究意义**

**1.3.1 理论意义**

（1）威权领导根植于中国传统的儒家和法家文化,是华人企业管理者所具有的典型领导风格。但已有研究却发现威权领导可能存在诸多负面影响,因此就有学者将其视作是一种负向的、有问题的领导方式（郑伯埙,1995）。员工的工作惬意感是否也会因为领导者权威至上的行事风格而产生呢?

（2）工作惬意感理论的出现，为员工心理特征的研究注入了新力量，拓宽了研究视角。目前国内外学者对工作惬意感的研究较少，对于团队心理安全感变量在威权领导与员工工作惬意感之间关系中产生的影响的研究还不够充分。

（3）本文从理论和实证两个方面分析了在差序氛围下威权领导对员工工作惬意感影响，不仅揭示了团队心理安全感作用于员工工作惬意感的情境边界和作用机制，同时也丰富了差序氛围理论。

**1.3.2 实务意义**

（1）有利于中国企业探索员工工作适配的影响因素，使管理者清楚认识到，企业为员工所做到工作需求与其专业技能相匹配时，会提高员工绩效的水平。同时国内学者李金波等（2006）经过实证研究，发现个人工作绩效与离职倾向显著负相关。所以此研究可以引导更多的领导者选择符合自身管理需要的领导方式，对减少员工的离职率具有重要的实践意义。

（2）通过在威权领导对员工工作惬意感的影响的相关性研究中加；团队心理安全感的中介作用，组织差序氛围的调节作用，能够进一步深挖变量间的影响机理，从而辨别出何种管理活动能够最终提高员工工作惬意感行为的出现。本文的研究有望能够给国内的管理实践活动提供建议。

# 2. 文献综述

第二章理论基础部分重点在于总结与本研究相关变量的概念内涵和理论分析。通过梳理威权领导、团队心理安全感、工作惬意感、差序氛围变量的概念内涵进行界定，以及变量之间的关系文献整理，为研究模型的理论构建提供支持。

## 2.1 威权领导

### 2.1.1 概念

威权领导是在亚洲文化背景下发展起来的一种特殊的领导风格，反映了家族传承、父权控制以及遵从权威的特征(Farh & Cheng, 2000), 与中国社会传统的价值观相适应。相较于西方国家而言，在中国几千年的封建社会统治思想的浸润，以及泛家族主义的传承之下，威权领导仍然广泛存在于中国社会的企业和组织之中.

在东西方文化和价值观交流融合的过程中，威权领导的构念发生了新的变化。Farh et al.(2008)学者认为威权领导包含建立声誉、威权与控制以及严肃纪律三种行为表现。

本文采用傅晓等人（2012）参照于海波等人（2008）研究成果之后对威权领导的定义：认为威权领导是指领导者强调其权威是绝对的、不容挑战的，对下属进行严密的控制要求下属毫不保留地服从。

### 2.1.2 维度与衡量

主要参考付晓等人（2012）的威权领导量表，并结合实际情况修订而成。该量表属于单维度结构。

### 2.1.3 威权领导的相关研究

Pellegrini and Scandura (2008)经过研究发现，威权领导水平越高，员工的工作满意感水平越低。威权领导水平越高，员工的组织承诺程度越低，离职倾向也越高 (Huang & Chou, 2002)。

郑伯埙等人（2003）的研究发现，威权式领导行为会减少下属的组织公民行为。具体主要存在以下两方面的原因：第一，领导以自我利益为中心的行为会减少其对员工的影响力(Yorges et al., 1999)。第二，由于领导在一定程度上代表着组织，他们的行为也会直接影响员工对于组织的态度和行为(Levinson, 1965)。

## 2.2 团队心理安全感

### 2.2.1 概念

心理安全感(Psycholog icalsafety)是指个体相信自己在组织中公开谈论对组织的看法，或者建议等行为是安全的，不会因此受到惩罚、排斥和抵制的一种共同信念，它是一种对于人际风险后果的感知 (Edmondson, 2002)。心理安全感可以分为个体层面、组织层面和团体层面。

本文采用 Edmondson (2002)对心里安全感的定义：个体相信自己在组织中公开谈论对组织的看法，或者建议等行为是安全的，不会因此受到惩罚、排斥和抵制的一种共同信念。

### 2.2.2 维度与衡量

主要参考杨付、张丽华（2012）的团队心理安全感量表，并结合实际情况修订而成。

**2.2.3 团队心理安全感相关研究**

团队心理安全感容易受多种因素的影响，在对现有关于团队心理安全感的研究文献进行梳理后，大致能把影响团队心理安全感的因素主要归为以下几类。

一是领导行为。Tynan (2005)在研究中观察到当领导能够更顾及员工的感受和想法时，员工会对这段关系产生更高程度的心理安全感。

二是情境支持。在《工作团队中的心理安全和学习行为》一书中，Edmondson (1999)指出情境支持可能与团队心理安全感有关。

三是非正式群体。组织中存在的非正式群体也能影响团队心理安全感，在非正式组织中，成员之间较无利益关联且拥有共同话题，因此会感觉比较放松与安全。

除此之外也有学者认为，团队成员异质性过大会造成彼此之间沟通损耗增加，导致团队冲突、团队分层等问题，进而造成团队缺乏心理安全感。

**2.3 工作惬意感**

**2.3.1 概念**

惬意感(Flow)又称心流体验、沉浸体验、流畅体验、流畅感或陶醉感，是人们完全沉浸在一项活动中并尽情享受其乐趣时的一种意识状态(Bakker, 2008)。Csikszentmihalyi (1989)发现，个体只要完全投入到一项兼具挑战性和可驾驭性的活动之中，即可体验到一种独特的愉悦、欣喜的心理状态。在这种状态下，个体产生一种强烈的指向活动本身的动机，该内在动机对行为的驱动作用比外部强化的作用更稳定且持久，使个体表现出更高的效率。

Bakker (2008)将惬意感引入到工作情境中。他推断，既然当情境的挑战性与人们应对挑战的技能达到平衡时最可能产生惬意感，那么类推到工作情境中，当员工的工作需求与其专业技能相匹配时，他们将会体验到工作惬意感(flow at work)。

本文采用 Bakker (2008)对工作惬意感的定义：惬意感又称心流体验、沉浸体验、流畅体验、流畅感或陶醉感，是人们完全沉浸在一项活动中并尽情享受其乐趣时的一种意识状态。

**2.3.2 相关研究**

目前文献尚未检索到适用于工作情境、测评员工工作惬意感的有效工具。鉴于惬意感更多地来自工作领域 (Csikszentmihalyi, 1989), 为推动工作情境中的惬意感研究，本研究拟引进 WOLF，并通过考量中文版问卷在中国企业员工样本中的信度和效度指标，检验其跨文化适用性。

**2.4 差序氛围**

**2.4.1 概念**

组织中领导根据不同的归类标准 将员工进行了分类 然后对员工进行差序式管理 组织中弥漫着的领导不一致对待的氛围就被称为差序氛围。

**2.4.2 维度与衡量**

郑伯埙（1995）认为，企业主或领导者在分配组织资源、带领下属时会采取差序式管理，这会在组织中形成一种差别式对待的氛围这种氛围就是差序氛围。

郑伯埙（1995）通过对华人企业的研究发现，企业主通常依据关系、忠诚与才能对员工进行分类，从本质上来说，也是属于差序格局。

本文采用刘贞妤（2003）的观点，将差序氛围定义为：下属感知到组织中弥漫的领导对不同员工采取差别式对待的氛围。

差序氛围测量采用的是刘贞妤（2003）的题项量表。刘军、章凯与仲理峰用探索性因素分析方法检测其内在结构，结果发现该量表对于华人具有良好的测量效度。

**2.5 变量之间的假设构建**

**2.5.1 威权领导与团队心理安全感之间的关系**

学者研究发现，对心理安全感产生影响的个体特征大多是员工在组织中的身份地位，以及其自身的心理感知（Roberts, 1974）。Nembhard and Edmondson (2006)认为团队中的身份地位是影响个体心理安全感的一个显著因素。Roberts (1974) 研究发现当团队地位差距拉大时，成员的心理安全感会显著降低

近年来很多学者都对领导特征对心理安全感的影响做了大量研究。道德领导会显著影响成员的心理安全感知 (Walumbwa, 2009)。Siemsen et al.(2009)也指出在工作中，如果当下属犯错时，领导更多是帮助下属分析犯错的原因，吸取教训，把犯错看成是学习的机会，而不是一味责怪和惩罚，则下属会有较高的心理安全感。

Tynan (2005) 在研究中观察到当领导能够更顾及员工的感受和想法时，员工会对这段关系产生更高程度的心理安全感。因此，领导者主动构建开放式、支持性的组织氛围，可以有效地提高组织内成员的心理安全感 (May, 2004)。

法家强调上位者要与下属保持地位差距，以此给下属带来逼迫感，迫使下属顺服其统治，保持地位差距意味着下级与上级间有不可逾越的鸿沟，并且威权领导者常常保持着如“不会明确表达计划”等 7 种行为；Westwood (1992)则将华人企业中出现的领导风格归结为命令与服从。

Edmondson (1999)指出当员工感受到组织制度，同事支持，上级支持时，会增加对组织的情感承诺，有利于提高团队心理安全。

这种不开放、不信任、不包容的管理风格无法提升组织成员的心理安全感。所以本研究推论出下列假设：

H1：威权领导负向影响团队心里安全感

**2.5.2 威权领导与工作惬意感之间的关系**

通过对工作惬意感的相关研究发现，有研究显示（薛桂英等人，2021），工作兴趣、职业成长机会、工作动机、挑战性活动、工作重塑等因素均可改善个体的工作惬意感。其中，职业成长机会是指组织为员工提供的可以增加其专业知识和技能的机会，是对个体以往工作效果的肯定，个体在获得肯定后，会体验到工作旺盛感、幸福感，对工作时的惬意感有积极影响。相反，当个体得不到组织关心，无法得到有利于自身发展的资源时，就会出现焦虑等负性情绪，而负性情绪又会对工作惬意感产生消极影响，故缺乏职业成长机会的员工，在工作中很少会体验到惬意感。

Sliln (1976) 对台湾的一家大型私企进行了个案研究，将该企业的领导风格总结为：教诲式领导、德行领导、中央集权、保持上下级距离、领导意图和控制。Sliln (1976) 认为，华人社会组织的领导与西方有不同的特质，在华人企业中，领导是不会错误的，公开的提出质疑代表对领导者的不信任；由于华人企业中的上下级权力距离很大，下级必须用适度畏惧的方式来表达对领导尊重。而郑伯勋（1996）为代表的学者，认为领导注

重于对员工个人的控制，要求员工绝对顺从和服从，并通过贬低员工、独断专行、信息控制等手段达到控制员工的目的。上述中的贬低员工是对个体工作效果的否定，所以本研究推论出下列假设：

H2：威权领导负向影响工作惬意感

**2.5.3 团队心理安全感对工作惬意感的影响**

在组织行为学领域，诸多针对工作惬意感的研究发现，工作惬意感不仅在个体自尊、自我效能感以及个体幸福感等个人因素方面的改善有着重要的意义，同时对减少工作倦怠行为、提高创新行为、工作绩效等组织行为也有着积极作用。

李宁、严进（2007）指出心理安全感对工作绩效的影响是通过两条路径。一是路径是通过员工学习和创新来提升工作绩效。也就是说，团队心理安全感能够提升团队的学习及创新行为，进而提高的团队的工作绩效。

由上述可知，工作惬意感和团队心理安全感都对工作绩效有正面影响。所以本研究推论出下列假设：

H3：团队心里安全感和工作惬意感呈现正相关

**2.5.4 团队心理安全感的中介作用**

团队安全感是指员工普遍接受人际冒险是安全的，且对于因公开谈论而不受惩罚、排斥和抵制的一种共同信念。

在工作场所中，个体实施风险行为时，总会估量其他人的反应(Edmondson et al., 2004)。Edmondson (2003)认为个体在认知过程中，会对自己行为的人际风险进行评估，以决定是否采取潜在的行动。

本文认为威权式领导通过两种机制影响团队的心理安全感，从而对员工工作惬意感产生消极的影响。第一，威权领导者常常保持着如“不会明确表达计划”等 7 种行为，不给员工提供反馈，并且经常责备和惩罚，不允许员工犯错误使得员工降低心理安全感。第二，威权领导者为了给下属带来逼迫感迫使下属顺服其统治，所以要与下属保持地位差距。导致团队中领导和个体地位不平等，而 Roberto (1974) 研究发现当团队地位差距拉大时，成员的心理安全感会显著降低。

这种不开放、不信任、不包容的管理风格降低员工的心理安全感。同时团队的心理安全感负面影响工作绩效（李宁、严进，2007）导致工作绩效降低，而工作绩效也与工作惬意感存在联系（H3 推论）两者属于 A（心理安全感）与 B（工作惬意感）分别与 C（工作绩效）为正比例关系。所以基于以上分析，本研究推论出下列假设：

H4：团队心理安全感在威权领导对工作惬意感中起到中介作用

**2.5.5 差序氛围的调节作用**

威权领导对员工工作满意度会有负向影响（郑伯勋，2003），当员工发现威权领导者对待自己很严格，但是对待圈内员工没有对待自己那么严格时，会在工作上产生更多的不满意，因此差序氛围会在威权领导行为与员工的工作满意度之间产生调节作用。

Hoppock (1935) 最早提出了工作满意度的概念，将其定义为员工心理上和生理上对工作环境和工作本身的满意感。

而工作惬意感是指员工完全沉浸在自己的工作中，他们感到时间过得很快，忘记了

周围的一切，他们对自己的工作生活质量做出一种积极的判断。工作满意度和工作惬意感都存在着个体对工作的评价。因此，本研究推论出下列假设：

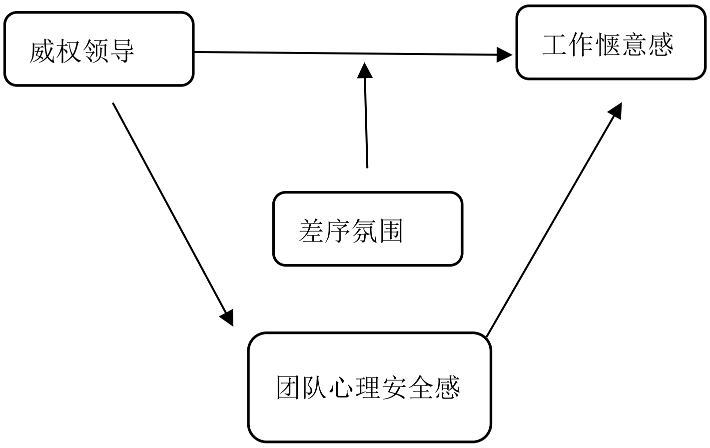
H5：差序氛围在威权领导对工作惬意感的影响过程中具有调节作用

**2.6 研究框架图**

本研究通过对威权领导、心理安全感、留任意愿、差序氛围变量之间的关系梳理，提出本研究的假设 H1、H2、H3、H4、H5，探讨威权领导对员工留任意愿行为的影响；心理安全感的中介作用，差序氛围的调节作用构建本研究的研究框架图如图 1 所示：

**图 1**

研究框架




资料来源：本研究自行整理

## 3. 研究方法与设计

第三章研究设计与检验部分着重论述了研究方法及实施过程，和实证检验结果的相关分析。通过梳理以往研究，确定四个主要变量的量表并制定调查问卷，并设计合理的研究方法流程。

**3.1 问卷设计与发放**

本研究在遵循实证研究一般范式的基础上，第一步是确定研究对象，再明确调查问卷设计和发放流程，最后通过数据分析软件进行描述性统计、信效度分析、相关分析和层次回归分析，以验证所提出的假设模型。

本研究采取立意抽样的方式对宁夏企业员工进行问卷调查，主要通过 QQ、微信问卷星链接发送按照要求对问卷进行发放与回收。

**3.2 研究方法**

（1)信度检验问卷信度是指所使用的量表工具去测量研究结果的稳定性和一致性,即量表的可靠性水平，量表的信度系数越高，测量结果的标准误差越小。

（2）效度检验在预测试检验中通常根据建议检验问卷的结构效度以及问卷的内容效度。主成分分析方法进行正交旋转分析，如果所有提取的因子能够解释的总变异量大于 60%，则表示内容效度良好，当问卷的 KMO 值在 0.6 以上时说明问卷可以接受，具

有较好的结构效度。

（3）假设检验采用简单回归分析，将自变量、控制变量、因变量放入回归分析模型，检验自变量与因变量之间是否存在 P 小于 0.05 的显著性效果。若存在则变量之间具有正负影响。

（4）调节检验调节检验采用回归分析，看模型三中自变量与调节变量的交互项是否对因变具有 P 小于 0.05 的显著性效果，若存在则具有调节作用。

**3.3 问卷预测试**

为了能够保证问卷的有效性以及实用性本研究首先对本研究的问卷进行预测试，于 12 月 30 日进行回收共发放 7 天，期间共发放问卷 106 份，回收 90 份，有效问卷 84 份，问卷回收率为 85%，问卷有效率为 93.3%。本研究预测问卷结果的各题项的 CITC 均达到了阀值，α 系数也均大于大于 0.6。其各项指标均符合上述标准，因此本研究量表，问卷具有很好的信度，可据此开展正式调研。

## 4. 预期研究贡献

**4.1 可能的理论贡献**

为管理学领域拓宽了研究视角，揭示了团队心理安全感作用于员工工作惬意感的情境边界和作用机制，同时也丰富了差序氛围理论。

**4.2 可能的实务贡献**

1、以后管理者在面试员工时，会对员工进行专业技能测验，以此来匹配员工的专业技能，并且最大化地满足员工的工作需求。

2、更多企业杜绝员工“走后门”现象，对员工做到一视同仁，在寻求员工想法时做到雨露均。

3、企业会对员工定期进行调查心理安全感的访问。

4、促进中小企业改变管理者的行事风格，引起领导者对自身管理方式的自省，引导更多的领导者选择符合自身管理需要的领导方式，以能提高员工工作惬意感的领导方式管理员工。降低企业员工的离职率，并且提高员工的工作绩效。

5、企业管理者不在以员工绩效为主，而是对员工的心里健康问题重视起来。

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# The Influence of Shared Management on Job Embeddedness: Workplace Friendship as the Mediating Variable and Achievement Motivation as the Moderating Variable

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**Abstract**

The purpose of this study is to explore the impact of shared management on job embeddedness. Workplace friendship is the intermediary variable and achievement motivation is the moderating variable. The study uses the questionnaire method and distributes 586 questionnaires through convenient sampling. The study finds that the positive impact of shared management on job embeddedness is established, and shared management positively affects workplace friendship Workplace friendship plays a complete intermediary role in the impact of shared management and job embeddedness, and achievement motivation plays a positive regulatory role in the impact of shared management on job embeddedness. Achievement motivation plays a positive role in the influence of workplace friendship on job embeddedness.

**Keywords**: Shared Management；Workplace Friendship；Job Embeddedness；Achievement Motivation

# 共享型管理对工作嵌入度的影响：职场友谊为中介变量，成就动机为调节变量

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**摘要**

本研究旨在探讨共享型管理对工作嵌入度的影响，职场友谊为中介变量，成就动机为调节变量，研究采用调查问卷法，通过便利抽样的方式发放问卷，问卷发放量为 650 份，研究发现：共享型管理对工作嵌入度的正向影响是成立的、共享型管理正向影响职场友谊、职场友谊在共享型管理与工作嵌入度的影响当中，起到了完全中介的作用、成就动机在共享型管理对工作嵌入度的影响当中，起到了正向调节作用。成就动机在职场友谊对工作嵌入度的影响当中，起到了正向调节作用。

**关键词**：共享型管理；职场友谊；工作嵌入度；成就动机

## 1.绪论

### 1.1 研究背景

随着时代经济的高速发展，世界经济已经逐渐趋向于高度全球化的趋势，经济模式高速发展，在基于全球新型冠状病毒的影响之下，全球性经济均出现了不同程度的波动性，各种营销模式也逐渐浮出水面，但也正是这种因素的促使下，各个行业对于人才的

高度需求，已经成为全球企业亟待解决的问题之一，这也促使世界竞争模式开始向人力资源竞争方向发展，工作嵌入概括了令员工继续留在工作上的相关的因素，这些因素包括组织和社区因素等，研究发现，工作嵌入在员工离职问题的研究中比员工满意度、组织承诺等传统组织学变量运用的更好。随着对工作嵌入研究的逐渐展开，工作嵌入作为前因变量在预测离职意向行为、工作绩效等方面起到了很大的作用，但是对于如何提高员工的工作嵌入水平的研究依旧较少。（袁宏庆与陈文春，2008）在众多研究结果中都指出了工作嵌入度是最具有说服力的研究变量，并且很多学者都采用工作嵌入度理论，来解释并说明员工不离开工作的原因(Mitchell et al.,2008）。

关于职场友谊最新的研究是社会关系、动机和性别对职场友谊的影响（OKemena Onemu , 2014）。因为职场友谊在企业管理当中属于一个非正式的人际关系，而且职场友谊属于一把双刃剑，一方面很多企业都希望通过建立起员工与员工之间良好的关系来进一步促进企业的整体性绩效，通过良好的职场友谊来激发员工的工作嵌入度，从而进一步扩大企业的核心能力。另外，如果一味的追求较好的职场友谊，促使员工与员工的关系过好，很多员工可能会疏忽日常的工作，从而耽误企业的正常活动。

### 2.1 变量定义与衡量

#### 2.1.1 职场友谊定义与衡量

Lincoln, and Miller（1979）曾认为职场友谊是企业在做重大决策的同时，企业的内外部资源有高的流动性，对于内外部资源隐瞒等情况下，在执行其他企业活动过程当中所产生的互动与之相结合的系统。Song and Olshfski（2008）提出了不同的观点，他认为，职场友谊是指单位内部员工与员工或者与其他成员所产生的信任与依赖，职场友谊的发展程度能够时刻反映出员工自身的社会情感目标。Lin, et al.（2013）认为，职场友谊指的是员工所在工作的组织当中，通过日常接触，而建立起来的较为亲密的人际关系，并且这种友谊模式也是可以通过在较为正式的工作当中演化过来的。Jiang et al.（2019)指出，职场友谊与我们在日常生活当中所提到的友情，是有着一定的区别，这种区别的产生是基于员工具有一定程度情感依靠的需求而产生的非正式人际关系。梁进龙（2007）他认为，职场友谊是每一个人在企业当中与同事的人际关系，这种人际关系包含同事之间的信赖、承诺以及在工作与生活上的沟通。张昊民(2020）也提出了观点，他认为职场友谊与企业正常的工作关系有不同，这种非正式关系在企业当中普遍存在，这种关系也会促使企业间的员工产生更加亲密的关系，会对企业有很多帮助。

#### 2.1.2 工作嵌入度定义与衡量

Mitchell et al.（2001）根据 Karl Polanyi 学者的理论，随后提出了“工作嵌入”这一概念：工作嵌入是能够使人“粘连”在上面的“粘连剂“，这种粘连剂就是员工与工作相关的内外部因素依附力度的一种体现。高珊与刘勇(2008）在根据前人对工作嵌入的研究当中，通过总结与分析，也提出了自己的不同观点，她认为工作嵌入是在企业当中，员工个体与其所处的组织机构当中和与其任务有关的内外部因素而连接成的关系总和。杨春江等人(2014）的研究当中，认为工作嵌入度是指员工在基于内外部环境，其中包括社会、经济网络当中，工作嵌入是内外部环境中的千丝万缕的联系，这其中也包含了家

庭之中、群体内部、企业外部以及他们所处的物质环境等。

**2.1.3 成就动机定义与衡量**

国外学者对于成就动机理论的研究是较早的，国内的研究是相对较晚的研究。杨国枢（1978）他对成就动机的研究，是国内较早的一位学者，他认为成就动机理论是每个个体在日常生活当中从事自身认为对自己非常重要工作的同时，所需要具备的推动力，并对这种推动力进行了诠释，他认为个体中所在驱动力主要有两个来源方向，一方面来源于周围环境，另一方面来源是来自自身。。

**2.1.4 共享型管理定义与衡量**

Belk（2014）认为 Felson and Speath（1978）、Botsman（2011）两个研究对协同消费的定义都过于宽泛，他们仅仅强调了消费的共同性，在研究当中，并没有关注到“将自己所拥有的如何分配给他人使用的行为和过程”的协调性，即：只有“同”没有“协”，Botsman(2011)认为共享经济应该是人们为了货币或非货币报酬，协同获取和分配资源的过程。Richardson（2015）通过对共享经济的研究，他认为共享经济是指通过在线平台相互促进的交换形式，其中包括了各种不同的营利性和非营利性的活动，这些活动的的总体目标都是希望通过“共享”来开放未被充分利用资源的使用权。Dixon et al.（2000）认为个体将所拥有的知识分享给他人，并且与他人和组织形成一种共有相关知识的模式，李菁楠等人（2010）从信息沟通角度进行了研究，他认为当知识被共享的时候，是在进行一种传递、沟通的过程。Contracto et al.（2012），在从不同的时间维度变化时候，通过对不同群体的调查与分析，他们通过理论与数据论证了共享型管理属于一个动态的过程。

**2.2 研究假设**

**2.2.1 共享型管理与工作嵌入度的研究假设**

Joseph Stiglit（1999）认为，企业在进行共享的时候，期间总是会伴随着一些活动，它的特点是分担的、协作的、所有成员共同参与的，并存在这样一些实体，它们是相互融合、一致，或者″同舟共济″，通过交流让员工之间能够产生一个感知（Preey-Smith and Shalley，2001），知识共享能增加团队成员的理解和认可，提升自我效能感，更能产生创新想法（路琳、梁学玲，2009），对于资源共享的贡献者来说，能够主动的向他人传授知识并且促进了知识外化，会得到同事或组织的肯定、尊敬，提高自我效能、工作激情（王仙雅等人，2014）。同时员工也会在这个基础之上，个体之间会将双方看作是一种积极互动的社会交换关系而不仅仅是基于利益往来的经济交换关系，员工拥有更多的资源支配权和事业机会，同时也激发员工的工作主动性和能动性并促进他们提高。

故本文做出如下假设：

H1：共享型管理对工作嵌入度起到正向的影响作用

**2.2.2 职场友谊的中介作用**

Park（2010）通过将职场友谊定义为是一种混合性的、多功能性的关系，员工在工作当中必须要有管理与胜任布置的任务和担当社会角色的能力。而员工也需要在这两者之间找到一个平衡点，因为在工作当中可能会受到过多的阻碍性，导致员工在平衡双方的时候，会出现不等的误差性。Hallowell(1999)的研究当中 ，通过研究表明了职场友谊不

单单是一种非正式的关系，同时也包含了一般友情关系特征，这里也包括了信任和利益分享等等 。

窦璐（2015）通过对酒店服务业的员工作为调查对象，研究了职场友谊与员工离职倾向的关系，通过对数据的总结与梳理，发现职场友谊与员工离职倾向具有相反的作用力。Lee and Mitchell（2004）提出了工作嵌入的三个维度来看，他认为员工工作嵌入的水平越高，那也也就代表着企业员工在正常工作当中和员工所处的内外部环境、朋友以及同事等发生的联系数量、频率越多，联系越紧密。王语（2020）的研究当中，通过尝试探究工作嵌入度与员工离职倾向的研究，认为工作嵌入对于员工的离职倾向具有负向影响力。虽然工作嵌入度的研究当中，并没有说过这种联系必须是友谊，但是也提到了同事间的关系强度会增加工作嵌入（Mitchell et al.,2001）。Berg et al.（2010）认为工作嵌入深的员工通常与同事会有频繁的往来，而职场友谊的提高，会促使员工之间产生较为频繁的往来，另外基于感知的存在，员工基于职场友谊更加希望能够留在原有企业当中，由此可见原工作对于员工的影响是较大的。从而提高工作嵌入度（Mitchell et.al.,2001），本文做出如下假设：

H2：共享型管理对职场友谊有正向的影响作用。

H3：职场友谊对工作嵌入度起到正向的影响作用。

H4：职场友谊在共享型管理与工作嵌入度的研究当中起到了中介作用。

**2.2.3 成就动机的调节作用**

在吴建凤（2015）的研究体系当中，他认为工作绩效会受成就动机的影响，并且体现正向影响力。李莹（2016）在研究当中指出，工作嵌入的提高也会促使员工工作绩效的提高，另外基于成就动机，成就动机是员工内心的驱动力所促使员工能够做出一些成就，但是企业内部很大一部分原因存在着资源受限的问题，谢青与岳亮 （2008）认为，某些员工会资源等多方面企业资源短缺的问题，而且基于员工具有高度的成就动机，自身具有高度的自我实现需要。本文提出如下假设：

H5：共享型管理对工作嵌入度的作用程度受到成就动机的调节作用。

周娅（2013）通过一系列当中，得出结论，他认为基于中国人从传统观念出发，会将家庭等外界因素也逐渐融入进每个员工的内心驱动力当中，这同时也就导致员工所产生的成就需要也会更加倾向于社会化角度。并且大部分都是基于他人去考虑的，在任密密（2014）的研究当中，她得出成就动机对工作绩效有正向影响的结论，王帮俊与杨东涛（2014）认为工作绩效对于工作嵌入起正向影响力. 故本文做出如下假设：

H6：职场友谊对工作嵌入度的作用程度受到成就动机的调节作用。

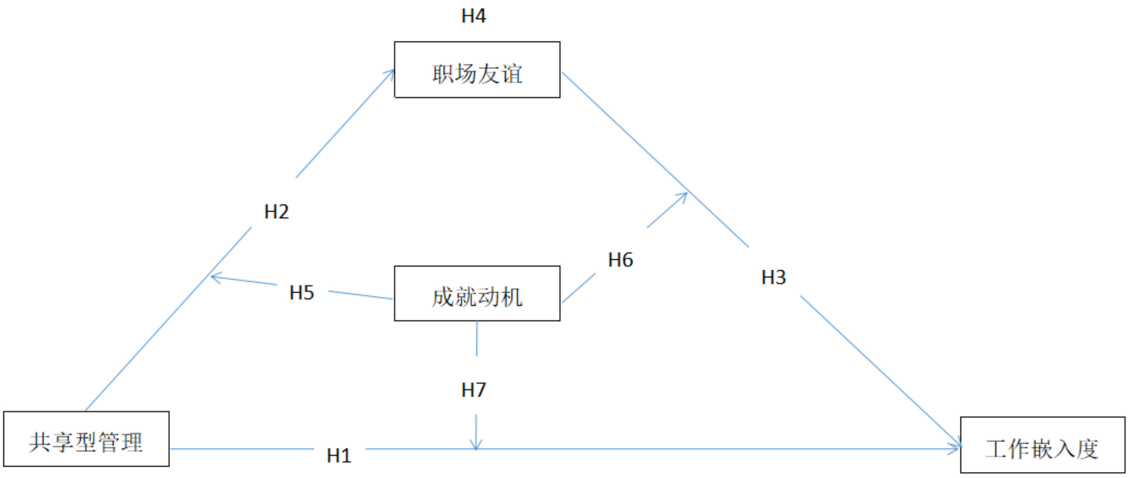
H7：共享型管理对职场友谊的作用程度受到成就动机的调节作用。

**2.4 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，共设立假设共七条，即 H1~H7，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.研究设计与方法

### 3.1 研究方法

本研究针对于沈阳市的员工进行问卷的发放，并且通过对统计数据的整理，故本文延续学者们观点，通过计算将本文预计问卷发放数量设为650份，利用SPSS26和AMOS统计分析软件，进行数据分析，采用AMOS线性结构方程模型进行建模，因子分析，回归分析，信效度分析等，并且利用AMOS来进行验证性因素分析，通过对数据量表的数据分析，本研究希望能够从数据当中，得出结论，并且为企业日后发展提供有效的措施与建议。

### 3. 2 变量的衡量

共享型管理：本研究将借鉴Yi, J. (2009)开发的共享型管理量表，采用Likert 5点计分，表示“非常不同意”到“非常同意”。

成就动机：研究采取叶仁敏(1992)的和谐式工作激情量表，该量表采用 Likert 5 点计分，表示“非常不同意”到“非常同意”。

职场友谊：本文沿用Nielsen *et al.*（2000）的未来工作自我清晰度量表，该量表共计 5 个题项，采用 Likert 五点计分，表示“非常不同意”到“非常同意”。

工作嵌入度：本研究沿用 Mitchell *et al.*（2001）的量表；根据 UWES 量表为参考进行修改的量表，用于工作投入的测量。共 9 个题项。计分方式采用 Likert 5 点计分，表示"非常不同意”到“非常同意”。

## 4.数据分析结果

### 4.1 线性回归检验

资源共享对工作嵌入度的回归系数值 β=0.309** (p<0.001，t=7.989)，因此资源共享对工作嵌入度产生显著的正向影响关系；信息共享对工作嵌入度的回归系数值β=0.316** (p<0.001，t=8.167)，经验交流对工作嵌入度的回归系数值 β=0.305** (p<0.001， t=7.885)，利益分享对工作嵌入度的回归系数值 β=0.363** (p<0.001，t=9.584)，因此 H1 成立

资源共享对职场友谊的回归系数值 $\beta$=0.327***($p$<0.001，t=8.47)，信息共享对职场友谊的回归系数值 $\beta$=0.350** ($p$<0.001，t=9.145)，经验交流对职场友谊的回归系数值 $\beta$=0.277** ($p$<0.001，t=7.103)，因此经验交流对职场友谊产生显著的正向影响关系；利益分享对职场友谊的回归系数值 $\beta$=0.288*** ($p$<0.001，t=7.387)，因此 H2 成立。

友谊广度对工作嵌入度的回归系数值 $\beta$=0.262***($p$<0.001，t=6.687)，友谊密度对工作嵌入度的回归系数值 $\beta$=0.318** ($p$<0.001，t=8.262)，友谊强度对工作嵌入度的回归系数值 $\beta$=0.328** ($p$<0.001，t=8.537)，因此 H3 成立。

**4.2 中介检验**

本研究放入控制变量，自变量共享型管理，因变量工作嵌入度进行线性回归，由结果可知，共享型管理对工作嵌入度的标准化系数为 0.461，F 值为 27.858，并且 P 小于 0.001，接着检定共享型管理到中介变量职场友谊的关系，本研究放入控制变量性别，自变量共享型管理，中介变量职场友谊进行线性回归，共享型管理对职场友谊的标准化系数为 0.446，F 值为 25.186，并且 P 小于 0.001，在第三次回归分析中，本研究放入控制变量，自变量共享型管理，中介变量职场友谊、因变量工作嵌入度进行线性回归，共享型管理对工作嵌入度的标准化系数为 0.334，职场友谊对工作嵌入度的标准化系数为 0.284，F 值为 33.737***，并且 P 小于 0.001，标准化 β 系数由 M1 中的 0.461***，M3 中再加入中介职场友谊后，标准化 β 系数减少到 0.334***。综上所述，3 个模型得出的结果可表明职场友谊在共享型管理与工作嵌入度之间具有部分中介效果，故本研究 H4 获得支持。

**4.3 调节检验**

本研究放入控制变量、自变量（共享型管理）、调节变量（成就动机），因变量（工作嵌入度）。在模型 M2 中，F 值为 27.695*** (p<0.001)，表示模型拟合良好，调整后 R2 为 0.234，表示模型 M2 对工作嵌入度可解释程度位 23.4%；同时，共享型管理 (β=0.433***，p<0.001，t=12.053)与成就动机(β=0.165***，p<0.001，t=4.599)对工作嵌入度显著正向影响。在添加自变量、调节变量（成就动机）的两个交互项的回归方程后，F 值为 24.969*** (p<0.001)，表示模型拟合良好。调整后 R2 为 0.239，表示模型 M2 对工作嵌入度可解释程度位 23.9%；同时，结合回归系数得出自变量、调节变量的两个交互项对因变量有显著的正向影响(β=0.077*，p＜0.001，t=2.168)。由此本研究成就动机在共享型管理与工作嵌入度之间存在调节作用，结合系数正负可以得出该调节为正向调节，所以假设 H5 获得支持。

在 M2 中，本研究放入控制变量、自变量（职场友谊）、调节变量（成就动机），因变量（工作嵌入度）F 值为 23.913*** (p<0.001)，表示模型拟合良好，调整后 R2 为 0.208，表示模型 M2 对工作嵌入度可解释程度位 20.8%；职场友谊(β=0.403*** p<0.001，t=10.973)与成就动机(β=0.162***，p<0.001，t=4.416)对工作嵌入度显著正向影响。添加自变量（职场友谊）、调节变量（成就动机）的两个交互项的回归方程后，F 值为 22.267*** (p<0.001)，表示模型拟合良好。调整后 R2 为 0.218，表示模型 M2 对工作嵌入度可解释

程度位 21.8%；同时，结合回归系数得出自变量、调节变量的两个交互项对因变量（工作嵌入度）有显著的正向影响 (β=0.107**，p＜0.001，t=2.937)。由此本研究成就动机在职场友谊与工作嵌入度之间存在调节作用，结合系数正负可以得出该调节为正向调节，所以假设 H6 获得支持。

本研究放入控制变量、自变量（共享型管理）、调节变量（成就动机），因变量（职场友谊）。根据表 4.12 所示。在模型 M2 中，F 值为 23.282*** (p<0.001)，表示模型拟合良好，调整后 R2 为 0.204，表示模型 M2 对职场友谊可解释程度位 20.4%；同时，共享型管理(β=0.427***，p<0.001，t=11.633)与成就动机(β=0.117***，p<0.001，t=3.302)对职场友谊显著正向影响。另一方面，在模型 M3 中，在添加自变量、调节变量的两个交互项的回归方程后，F 值为 22.757*** (p<0.001)，表示模型拟合良好。调整后 R2 为 0.222，表示模型 M2 对职场友谊可解释程度位 22.2%；同时，结合回归系数得出自变量、调节变量的两个交互项对因变量有显著的正向影响(β=0.138***，p＜0.001，t=3.831)。由此本研究成就动机在共享型管理与职场友谊之间存在调节作用，结合系数正负可以得出该调节为正向调节，所以假设 H7 获得支持。

## 5. 结论

本文通过不断的进行深入研究，以及在数据的分析结果的支持下，本文得出的结论为（1）共享型管理对工作嵌入度的正向影响是成立的、（2）职场友谊在共享型管理与工作嵌入度的影响当中，起到了完全中介的作用。（3）成就动机在共享型管理对工作嵌入度的影响当中，起正向调节作用。（4）成就动机在职场友谊对工作嵌入度的影响当中，起正向调节作用。（5）成就动机在共享型管理对职场友谊的影响当中起正向调节作用。

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# The Impact of Corporate Social Responsibility on Consumers' Willingness to Purchase: Explore the Intermediary Role of Corporate Reputation and Product Perceived Quality

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**Abstract**

Within decades after industrial age to internet popularity at age after millennium, competition between enterprises and homogeneous products have been increased to different level. Thus, the focus of service and product among business fields will not be only from product quality and price favorability. Turning that corporate social responsibility and business entity of its reputation have become the key factors of consumer perception and their favorability while purchased and selected on brands. In order to study the purchase intention nowadays by users and consumers, this paper will draw on local and international scholars' works, literature and papers, exploring the major factors that affect by conducting questionnaire surveys and data analysis on mid-to-high end mobile phone users, whereas link and focus on how corporate social responsibility and reputation, leading to purchase intention and perception of business service/product as well as to product quality insight through analysis.

**Keyword:** Corporate social responsibility; Consumer perception; Business reputation; Customer favorability; Purchase intention.

# 企业社会责任对消费者购买意愿之影响：探讨企业声誉和产品感知质量的中介作用

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## 摘要

随着经济的发展与社会的进步以及企业规模的不断扩大，企业之间的竞争焦点已经从产品质量不断提升转变为企业社会责任的履行和实施。企业对于消费者的购买意愿的关键因素从产品质量的满意和企业声誉的好坏转变成为对企业社会责任的关注，因此履行企业社会责任是提高企业绩效的重要一个环节。对于掌握消费者购买意愿必须要清晰了解到消费者的关注点，其中哪些会影响消费者的购买决策，从而为企业带来收益。本研究将借鉴国内外学者文献，通过探究消费者购买意愿的影响因素，对其各个环节进行问卷调查和数据分析，同时通过分析着重探讨企业社会责任对消费者购买意愿的影响。本研究宗旨在探析企业社会责任对消费者购买意愿的影响，并以产品感知质量和企业声誉为中介变量，对中高端手机消费者进行问卷调查。

最后根据研究结果确定企业社会责任对消费者购买意愿并无显著影响作用，但企业社会责任的履行和实施会提升消费者内心的好感度，从而促使消费者产生优先购买的思想。产品感知质量和企业声誉起到中介作用。

**关键词：企业社会责任、产品感知质量、企业声誉、消费者购买意愿**

# 1.介绍

社会经济的发展主要支柱是企业，企业是社会经济中的一个非常重要的环节，怎么提升企业社会责任的意识，加强企业的声誉，这些问题是目前企业所应该需要深思熟虑的。目前消费者对于产品选择的优先侧重点偏向产品品质的好坏，之后才关注到企业社会责任，因此厂商没有突出企业社会责任的急迫性。而本篇论文研究探讨的切入点是企业社会责任与消费者的购买意愿的联动作用，中间的动态因素为企业声誉及产品质量，探讨消费者及企业能否达到良性互动双赢局面，鼓励企业对于企业社会责任的重视度。

# 2. 文献综述

## 2.1 企业社会责任

企业社会责任理论从根本上将企业社会责任的内涵完全的诠释了出来。同时也说明企业不仅要把生产利润做到最优化，另外的社会责任要进行。Bowen & Johnson (1953) 经过与业内学者不断持续的深度探讨企业社会责任，得出了经济目标不能只是仅仅只是赚取更多利润，恰好说明印证了企业社会责任的必要性。Sethi (1975) 提出企业社会责任是社会约束、责任、和社会相应的三维模型，到了 Carroll (1979) 則表示企业社会责任高级形式应为取得利润的同时并做好慈善行为，都提及了企业社会责任的初步概念，但仍没有点出必要性，到了 Friedman (2007) 提出企业仅仅有一种担当即是股东财富最优化。章辉美和李绍元 (2009) 发现企业不但要追逐利益，还要根据利益相关者互动及因应做出的对社会效益的担当。

**表 1**

*企业社会责任的定义*

| 学者 | 定义 |
|---|---|
| (Carroll, 1979) | 企业社会责任高级形式应为取得利润的同时并且做好慈善行为，该行为基本形式是在道德的高尚、完全遵守法律的规定 |
| (Maignan & Ralston, 2002) | 企业社会责任（股东、供应商、员工、顾客、社会）五大维度的 |
| (屈晓华, 2003) | 分析探讨后认为企业社会责任是对有关利害群体积极反应为企业运用本身行为和制度表现积极责任。 |
| (Thompson & Zakaria, 2004) | 马来西亚企业社会责任重点分析探讨，对社会责任做出归纳。 |

资料来源：分析整理

## 2.2 消费者购买意愿

从本质上对消费者购买意愿 Purchase Intention 进行研究的前提要件是需要接近于完美的掌握消费者行为及心理的。把消费意愿具体化至消费者可能消费的行为，使消费意愿特定可能性行为能够准确有效地做出预测 (Ajzen & Fishbein, 1975)。

可否准确的预测消费者意愿，通过分析研究表明了个体会不会从事某种行为意愿可以运用预测意愿做出判断(Koballa, 1988)。购买企业服务及产品的可能性就是消费者的购买意愿的本质(Ajzen & Fishbein, 1977) 以及 (Doddset et al.,, 1991) 。消费者已经完成

消费或服务后有了良好的体验会不会第二次购买，甚至还可能会向其它消费者推荐此种服务或产品统称为消费者购买意愿。(陈帘仔, 2004)。

消费者想要使用特别的购买行为的机率高或者低就是消费者的购买意愿。Mullet & Azar (2009) 认为消费者对某些公司的产品或品牌的认知与态度，再加上外在因素所产生的作用，从而构成消费者的购买意愿，购买意愿被作为消费者的选择产品的主观意向，并可以证实作为预知检测消费行为的标准。

**表 2**

*消费者购买意愿的定义*

| 学者 | 定义 |
|---|---|
| (Doddset, Monroe & Grewal, 1991) | 消费者可能享受服务、消费某种产品或即是购买意愿 |
| (Bruce, Boling, & Kindy, 1996) | 消费者会不会重复同一种消费主要预测标准之一就是购买意愿，它们具有直接影响的关联 |
| (冯建英、穆维松、傅泽田, 2006) | 消费者在消费前会有一定的本人需求心理，这种对特对需要是消费可能 |
| (陈帘仔, 2004) | 消费者已完成消费或服务后有了良好的体验会不会第二次购买，甚至还可能会向其它消费者推荐此种服务或产品统称为消费者购买意愿。 |

资料来源：本研究整理

## 2.3 产品感知质量

Zeithaml (1988) 认为，感知质量是“关于一个产品的优越性或卓越性的判”』。毕雪梅 (2004) 将顾客按照自己对产品的使用目的和需求状况总结为感知质量的概念，分析并结合市场上各种消息来源所对产品或者服务做出的主观想象的评价。

**表 3**

*产品感知质量的定义*

| 学者 | 定义革 |
|---|---|
| (Grönroos, 1982) | 第一个把消费者服务感知质量定义确立并提出，指出消费者可以准确了解服务质量层次，消费者对服务或产品期望和实际使用后心理感知之间的差异度就是感知质量 |
| (Lehtinen & Lehtinen, 1991) | 指出消费者实际享有的服务体验与个体需要体验对比后得出的差异度即服务感知质量 |
| (Olson & Jacoby, 1972) | 评价产品的质量就是感知质量 |
| (Holbrook & Corfman, 1985) | 主观评价、产品和消费者关联结果、消费者经验认为为感知质量几个方面 |

资料来源：本研究整理

本文将产品感知质量定义能够直接左右消费者购买意愿因素，产品感知质量是深层

次抽象概括是一种消费态度。消费者消费决定主要的、直接的内在动力之一产品就是感知质量，还能够把个性的消费者满意度扩散到潜在的消费者的消费具体行为，把这种互动作用融入对消费者消费行为分析探讨中，恰是本篇论文中分析的消费者购买意愿及产品感知质量间二者关联。

**2.4 企业声誉**

根据学者专家的研究理论成果了企业声誉几个方面，企业品牌的效力、能够预测远期行为、有规范合法企业财务、准确定位出企业身份、分隔出市场竞争中不同的门槛 (Fombrun, 1996)。

**表 4**

*企业声誉的定义*

| 学者 | 定义 |
|---|---|
| (Weigelt & Camerer, 1988) | 总结确立其非经济与经济属性的表现总和就是企业声誉的概念。 |
| (Fombrun & Rindova, 1996) | 企业以往一贯的行为综合显现，是利益关联者获知并定位企业价值能力的体现 |
| (Whetten & Mackey, 2002) | 指出企业声誉是各方面利益关联者对企业的自我要求及综合分析对企业产生影响因素后做出的综合评判 |
| (Gotsi & Wilson, 2001) | 利益关联者既往看法、企业一贯做法、企业与同类企业相比内在的优势物质是企业声誉的三个重要方面 |
| (干勤, 2001) | 指出企业声誉为企业为取得特定社会信任<br>判断来源来自多方面的因素、很长时间内形成的、并不是确立后就不再改变为企业声誉三个表现 |

资料来源：本研究整理

部分学者將企业声誉看做单维度来测量，Keh & Xie (2009) 在探讨分析企业声誉对消费意愿影响力时把它看做变量来研究。分析时按两个维度的也有一部分的研究者。Reinartz, Krafft & Hoyer. (2004) 表示情感和认知成分是构成企业声誉的两个维度。能够把企业本身情感做为（也是本企业会不会更关爱）测量的切入点，也可以把企业主观认知做为突破口（主要是产口质量及企业品牌认知力），他明确提出企业声誉含有四个动务两上维度，依次为绩效、社会责任、产品质量、企业的吸引力。

经过分析研究可以看出企业要想有良好的声誉一般要满足几个条件一是良好的企业公民，二是备受尊敬的雇主，表明这个企业对比潜在价值有更好的发展空间，消费者较为主动的与企业产生关联。Grewal, Krishnan, Baker & Borin (1998) 经过分析消费者之所以到某个企业消费与企业良好声誉有很大的关联。

比较细化的以消费者眼光分析研究企业声誉可以得知，交易费用的高低也会受到企业声誉高低的联动影响，对消费施加影响的前提要件表现在消费者信任、顾客满意、顾客忠诚几个内容 (Walsh & Beatty, 2007)。

企业声誉的推动力主要表现在社会责任、消费者导向、产品质量，经过分析探讨消

费者消费意愿与企业声誉有积极的互动作用 (王广伟, 2008)。企业声誉对消费者购买意愿的正向作用已被业内专家广泛认可，可是具体的正向关联不太明晰。通过深层次分析得出了他们之间互动关联动态变量是消费者认同及信任 (Keh & Xie, 2009)。

根据以上学者专家学术分析，本篇论文把企业声誉概念确定为企业为取得的特定社会信任判断来源来自多方面的因素、是很长时间内形成的、并不是确立后就不再改变是企业声誉三个表现，是企业所做出的一种综合评价。Whetten & Mackey (2002) 及 Van Threes (2004)企业声誉从能不能实现期望的眼光分析，在社会中不同利益群体期望有直接关系。这种期望表明了人民如果在某种期望能够有共同的趋向作用就会影响到消费者购买意愿。

## 3.研究方法

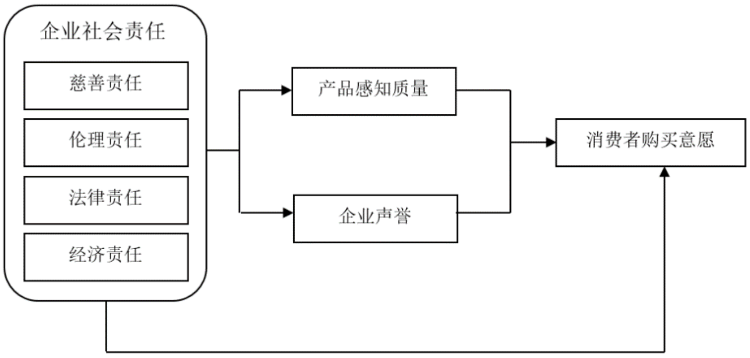
### 3.1 研究方法與假設

针对研究的主题，根据文献所提供的理论意义，本研究选用了中高端手机产品消费者作为实际调查对象，本调查运用李克特五点量表，根据文献研究中的量表把调查问卷设计出来。先做小范围的调查，实际检验是根据小样本测试对问卷做出。在实际检验之后，再进行大规模调查，主要的方式就是问卷。使用 SPSS 20. 0 统计分析软件对经过问卷调查分析总结数据做出特定分析。

### 3.2 研究架构

**图 1**

*研究架构*




资料来源：本研究整理

### 3.3 数据归集与分析方法

文章以拥有中高端手机产品消费者为调查对象，发放 30 份调查样表，最后回收样表，检测问卷的有关信度，有效问卷的标准是检测信度要求在 0.7 以上，然后把调查问卷全面发放。在问卷的信度前测可以确认为有效问卷之后，在 2017 年 3 月 10 日至 31 日发放问卷 480 份，回收有效问卷 457 份。

## 4.研究结果

### 4.1 样本基本信息描述统计

根据回收的有效样本，统计个人资料人数及百分比，填写问卷调查表的性别以男性

居多，占 51.64%，女性占 48.36%，其男女比例并没有太大差距。在年龄层面部分，18-25 岁的人占的比例最高为 54.92%，其次分别为 26-30 岁、31-40 岁、40 岁以上、18 岁以下各占 26.48%、8.75%、8.75%、1.09%。在学历部分，本科受试者最多，占 45.51%，其次分别为大专、 硕士及以上、高中及以下各占 24.29%、22.1%、8.1%。在职业部分，全日制学生占比最高，为 35.23%，其次分别为其他、销售人员、行政/后勤人员、财务/审计人员、人力资源各占 18.16%、9.85%、9.63%、7%、5.91%、5.69%、4.38%、4.16%。在月收入方面，收入在 1001-5000 元的人数量最多，为 49.02%，其次是收入在 1000 元以下、5001-8000 元、8000 元以上的人，占比分别是 27.79%、18.38%、4.81%。

**4.2 样本基本信息描述统计**

为了，本研究采用信度分析保证了题项间稳定性和一致性，测验的信度在于表示测验题项与题项之间是否相互符合。本研究采用 Cronbach's α 信度系数来检定量表同一维度下个体向间的一致性，α 值越大表示内部一致性越大，信度越高。根据 Nunnally（1978）运用信度衡量标准，通常认为 α 值大于等于 0.7 属标准；α＞0.8，说明量表信度优秀；α＜0.6，表示量表信度较低，拒绝接受。

**表 5**

*各变量的量表整体信度*

| 变量 | 题数 | Cronbach's α |
|---|---|---|
| 企业社会责任 | 16 | 0.914 |
| 产品感知质量 | 4 | 0.868 |
| 企业声誉 | 4 | 0.835 |
| 消费者购买意愿 | 4 | 0.889 |

资料来源：本研究整理

**4.3 效度分析**

效度分析即要调查目标特征的正确性程度。本研究以问卷量表作为测量的工具，该问卷量表被用在多位学者的相关研究中，并且具有理想的效度，因此，本研究对问卷量表仅做题项调整和体已修改后加以引用。说明如下：

**表 6**

*各变量验证性因素分析结果*

| 变量 | S.E. | C.R. | P | Ave |
|---|---|---|---|---|
| 企业社会责任 | 0.071 | 11.978 | *** | 0.798 |
| 产品感知质量 | 0.054 | 17.828 | *** | 0.888 |
| 企业声誉 | 0.065 | 16.087 | *** | 0.864 |
| 消费者购买意愿 | 0.050 | 20.654 | *** | 0.893 |

资料来源：本研究整理

从上述表 4.2.2 中可知，根据 Fornell and Larcker (1981)建议组合信度值（CR），应为 1.96 以上。而平均解释变异量（AVE）要在 0.50 以上，表示测量题项均收敛与相对应的维度。因此以上指标均符合标准，各测量题项可显著被解释。

**表 7**

*拟合度表*

| Model | CMIN/DF | RMR | GFI | AGFI | CFI | RMSEA | IFI | Delta2 |
|---|---|---|---|---|---|---|---|---|
| Default | 3.15 | 0.04 | 0.85 | 0.81 | 0.91 | 0.07 | 0.909 | |
| model | 5 | 0.5 | 0.8 | 0.8 | 0.8 | 0.8 | 0.8 | |

资料来源：本研究整理

从上述表 4.2.3 中可知：比照指标标准，CMIN/DF5 以下，RMR0.5 以下，GFI0.8 以上，AGFI0.8 以上，IFI0.8 以上，CFI0.8 以上，RMSEA0.8 以下，数据才人达到要求，而问卷数据的各项指标的数值均符合规定，所以数据可以被使用。

**表 8**

*各变量区别效度分析结果*

| | 企业社会责任 | 产品感知质量 | 企业声誉 | 消费者购买意愿 |
|---|---|---|---|---|
| 企业社会责任 | 0.798 | | | |
| 产品感知质量 | 0.473** | 0.888 | | |
| 企业声誉 | 0.429** | 0.757** | 0.864 | |
| 消费者购买意愿 | 0.431** | 0.692** | 0.778** | 0.893 |

注 1：a.* 表示 $p<0.05$:；b.** 表示 $p<0.01$；c.*** 表示 $p<0.001$，对角线部分为平均解释变异量（AVE）的平方根；非对角部分为各构面间的相关系数。

资料来源：本研究整理

根据 Hair et al. (1998)的建议，两个不同概念间的关联系数应小于每一概念的平均解释变异量（AVE）之平方根。从 4.2.4 可知，企业社会责任、产品感知质量、企业声誉及消费者购买意愿所有的维度之平均解释变异量（AVE）的平方根均大于两个构面间的关联系数，也符合 Hair et al. (1998)的建议。因此，本研究的测量工具，具有一定的信度、效度，是可以被使用的。

## 4.4 各研究变量的相关分析

相关系数表示两两配对随机变量的关系，分析产品感知质量、企业社会责任、消费者购买意愿和企业声誉各变量间关联力度。以 Pearson 相关系数的大小把两两变量的相关程度揭示出来。在有关研究结果显示，相关程度越高数值越大，相关程度越低数值越小，相关系数为负是表示为负相关，相关系数为正时表示为正相关。

由上表 4.2.4 可知：企业社会责任与产品感知质量间（$r=0.473$，$p<0.01$）具有显著正相关，企业社会责任与企业声誉间（$r=0.429$，$p<0.01$）具有显著正相关，企业社会责

任与消费者购买意愿间（r=0.431，p＜0.01）具有显著正相关，产品感知质量与企业声誉间（r=0.757，p＜0.01）具有显著正相关，产品感知质量与消费者购买意愿间（r=0.692，p＜0.01）具有显著正相关，企业声誉与消费者购买意愿间（r=0.778，p＜0.01）具有显著正相关。综合上述验证了本研究所提出的假设 H1、H2、H3、H4、H6 成立。

**4.5 各研究变量的回归分析**

本文章使用回归分析检测定义消费者购买意愿企业社会责任、企业声誉、产品感知质量等各个变量间的关联程度，进一步掌握自变量预测因变量强度和预测力。各变量在回归模型中对于因变量的解释程度从中也可以得知：

**4.5.1 产品感知质量在企业社会责任与消费者购买意愿间的中介效果检验**

本文章首先以企业社会责任和产品感知质量为预测变量，分别针对企业社会责任和产品感知质量进行阶层回归分析，以探究这二个预测变量对消费者购买意愿的预测能力。

回归分析结果得知，企业社会责任在对消费者购买意愿中有显著正向相关影响，企业社会责任对产品感知质量具有正向相关影响，产品感知质量对消费者购买意愿有显著正向影响。当企业社会责任与产品感知质量同时作为预测变量时，二者表现出了明显的正向影响，而产品感知质量与消费者购买意愿具显著正向影响，所以产品感知价值在企业社会责任与消费者购买意愿间具中介效果，为部分中介，因此本研究假设 H5 成立。

**表 9**

*产品感知质量在企业社会责任与消费者购买意愿间中介效果检测结果*

| | 自变量 | 因变量 | Beta | T值 | Sig. | $R^2$ | 调整后$R^2$ | F |
|---|---|---|---|---|---|---|---|---|
| 模式一 | 企业社会责任 | 产品感知质量 | 0.473 | 11.465 | 0.000 | 0.224 | 0.222 | 131.456 |
| 模式二 | 企业社会责任 | 消费者购买意愿 | 0.431 | 10.184 | 0.000 | 0．186 | 0.184 | 103.721 |
| 模式三 | 产品感知质量 | 消费者购买意愿 | 0.629 | 16.572 | 0.000 | 0.493 | 0.490 | 220.372 |
| 模式四 | 企业社会责任、产品感知质量 | 消费者购买意愿 | 0.133<br>0.629 | 3.506<br>16.572 | 0.000<br>0.000 | 0.186<br>0.493 | 0.184<br>0.490 | 103.721<br>220.372 |

资料来源：本研究整理

**4.5.2 企业声誉在企业社会责任与消费者购买意愿间中介效果检验**

回归分析结果得知，企业社会责任对消费者购买意愿具有显著正向相关影响，企业社会责任对企业声誉具有正向相关影响，企业声誉对消费者购买意愿有显著正向相关影响。当企业社会责任与企业声誉同时作为预测变量时，企业社会责任对消费者购买意愿

具有显著正向相关影响，而企业声誉对消费者购买意愿也具显著正向相关影响，所以企业声誉在企业社会责任与消费者购买意愿间具中介效果，为部分中介，因此本研究假设 H7 成立。

**表 10**

*企业声誉在企业社会责任与消费者购买意愿间中介效果监测结果*

| | 自变量 | 因变量 | Beta | T值 | Sig. | $R^2$ | 调整后$R^2$ | F |
|---|---|---|---|---|---|---|---|---|
| 模式一 | 企业社会责任 | 企业声誉 | 0.429 | 10.135 | 0.000 | 0.184 | 0.182 | 102.728 |
| 模式二 | 企业社会责任 | 消费者购买意愿 | 0.431 | 10.184 | 0.000 | 0.186 | 0.184 | 103.721 |
| 模式三 | 企业声誉 | 消费者购买意愿 | 0.727 | 22.613 | 0.000 | 0.617 | 0.615 | 365.704 |
| 模式四 | 企业社会责任、 | 消费者购买意愿 | 0.119 | 3.694 | 0.000 | 0.186 | 0.184 | 103.721 |
| | 企业声誉 | | 0.727 | 22.613 | 0.000 | 0.617 | 0.615 | 365.704 |

资料来源：本研究整理

## 5.研究结论

本研究以中高端手机消费者为研究对象，根据文献探讨与使用描述性统计分析、Pearson 相关分析、回归分析，检验本研究的假设是否成立，验证结果如下表 5.1 本研究的假设验证表所示。

**表 11**

*研究假设验证表*

| 序号 | 验证假设项目 | 验证结果 |
|---|---|---|
| H1 | 企业社会责任对消费者购买意愿有正向影响 | 成立 |
| H2 | 企业社会责任对产品感知质量有正向影响 | 成立 |
| H3 | 企业社会责任对企业声誉有正向影响 | 成立 |
| H4 | 产品感知质量对消费者购买意愿有正向影响 | 成立 |
| H5 | 产品感知质量在企业社会责任对消费者购买意愿的影响中起中介作用 | 成立 |
| H6 | 企业声誉对消费者购买意愿有正向影响 | 成立 |
| H7 | 企业声誉在企业社会责任对消费者购买意愿的影响中起中介作用 | 成立 |

资料来源：本研究整理

### 5.1 研究建议

由于中国市场经济的飞速的发展，企业社会责任就越值得企业进行实施。有的已具国际视角，将社会责任当成企业回馈社会应尽的义务。而个别企业却不是出于真心而伪慈善公益。企业要在产品质量和消费者权益上多下功夫，从而从根本上提升消费者内心的好感度，从而理性化发展。

**5.2 研究局限性**

本篇文章所作出的企业社会责任对消费者购买意愿影响研究，因本行业与企业社会责任关系比较密切，且是品牌多元的行业，但如将本研究结论放在其他行业，还需进一步的验证。另外在产品感知质量、企业声誉有关结论分析中，一些研究者对企业声誉、感知质量做出了维度划分。但因需建立的模型太过复杂，需要处理的变量太多，故未将此二变量进行更加细致的划分定义。

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# Strategic Policies Influencing Chinese Students' Choice to Study in Thailand: A Case Study of Private Universities

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**Abstract**

The purpose of this study is 1) to study and analyze the strategic policies that affect Chinese students' choice to study in Thailand. 2) Research analyzes differences in individual factors for students to study at Thai universities. As a result, a survey was conducted. The data comes from 500 Chinese students who studied or studied in Thailand. Questionnaires were distributed to Chinese students at three private universities in Thailand. The study used descriptive statistical analysis data that included percentages, means, and standard deviations. Analyze hypotheses using independent sample T-test and one-way ANOVA testing with inference statistics. The impact of SWOT strategic policy and 7PS marketing mix strategic policy on Chinese students choosing to study in Thailand is also analyzed. The findings found that Chinese students are at a high level in choosing to study at Thai universities. They have the highest rating of the curriculum, followed by the geography of the university. Hypothesis test results show that Chinese students with different genders, ages and education levels have no overall differences in choosing to study in Thailand.

**Keywords**: Strategic; Chinese Students; Marketing Mix; SWOT

# 影响中国学生选择前往泰国学习的战略政策：以私立大学为例

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## 摘要

本文研究的目的是 1）研究分析影响中国学生选择前往泰国学习的战略政策。2）研究分析学生前往泰国大学学习的个人因素差异。因此，进行了调查研究。其数据来自 500 名在泰学习或曾在泰学习的中国学生。分别对泰国三所私立大学的中国学生发放问卷。本次研究使用描述性统计分析数据，其包含了百分比、平均值和标准差。使用独立样本 T 检验和单因子方差分析用推理统计量检验分析假设。并分析 SWOT 战略政策与 7PS 营销组合战略政策对中国学生选择前往泰国学习的影响。研究结果发现，中国学生在选择前往泰国大学学习方面位于高度水平。他们对课程设置有最高度的评价，其次是大学的地理位置。假设检验结果表明，性别、年龄和教育水平不同的中国学生在选择前往泰国学习时总体上没有差异。

**关键词**：战略政策；中国学生；7PS 营销组合战略；SWOT

# 1. 引言

教育服务行业很重要。因为它是一项为出口国创造收入的企业。（WTO, 2001, 引自于, Chemsripong，2019）例如，美国是世界第一大教育出口国。教育服务贸易额高达 110 亿美元（Böhm 等人，2004 ）。此外，全球化趋势导致服务业自由化 GATT 协定（GATS WTO（2001 年）第 XIX 条由于国际贸易的便利性和更多的投资，因其促进了教育服务贸易的扩大，从而加速了机构的流动性。同时，源于国际贸易和投资的便利，教育机构或管理人员向不同国家的流动性转向变得日益方便。这导致了经济的增长且国际学生流动的数量从 2000 年的 180 万增加，预计到 2025 年将增加到 720 万（Böhm 等，2004；Knight，2006）。因此，越来越多的国家对接受国际学生到本国学习感兴趣。

泰国认识到国际教育服务的重要性，在过去的 10 年里，根据泰国高等教育委员会（OHEC）的最新数据显示，在泰国学习的国际学生人数已超过 19,000 名。来自中国的学生最多，占到泰国大学教育机构的国际学生总数的 38.50%。它每年为国家的各级部门创造了超过 26 亿泰铢的收入，特别是高等教育每年的收入超过 30 亿泰铢。其中来自国际学生的收入每年增加 30 亿泰铢。所以泰国教育机构的发展必须达到国际标准，以适应国际学生（DTN，2018, 引自于 Chemsripong，2019）。但是，介于每个国家都有属于自己本国的经济战略政策，泰国也受此战略政策的影响。因此本文想探究哪些战略政策会影响外国学生前往泰国学习？

### 1.1 研究目的

1）研究分析影响中国学生选择前往泰国学习的战略政策。

2）研究分析学生前往泰国大学学习的个人因素差异。

### 1.2 研究假设

中国学生选择前往泰国学习的缘由因人而异。个人特征因素包括性别、年龄和受教育程度。

# 2. 相关文献综述

### 2.1 战略

战略也是一个组织实现其目标的行动的一个广泛的基本计划(Stanton et al., 2000)。

战略也可以被定义为一种艺术，即利用组织的技能和资源，通过在最有利的条件下与环境建立的有效关系来实现其目标(Salusu & Salusu, 2008)。

在决定和制定战略时，需要进行良好的管理。战略管理是一组决定公司长期绩效的管理决策和行动，包括战略的制定，实施和评估 (Hunger & Wheelen, 2000)。

战略分析是设计、构建和选择有效商业战略的重要步骤。许多研究提供了证据，证明营销市场情报在所报告的有效战略规划中的重要性 (Caudron, 1994; Huster, 2005)。

### 2.2 SWOT 分析

SWOT 分析越来越多用于教育领域(Gill et al., 2017; Hargis et al., 2014; Hung & Nguyen, 2006; Kuiper & Thomas, 2000; Lee et al., 2000; Schroeder et al., 2010; Sharma, 2005; Thomas et al., 2014; Westhues et al., 2001) 。SWOT 已经用于职业教育战略制定(Lee et al., 2000)，大学商业课程改革 (Kuiper & Thomas, 2000)、社会工作教育（Westhues 等，2001），健康教育(Sharma, 2005), 大学体制环境(Hung & Nguyen, 2006)。

优势 (S) 是一个积极的内部条件，它在面对以下情况时提供竞争优势。教育机构的竞争，例如：教育成本优势、专业知识产生创新和充足的财政资源和卓越的技术技能。优势(S)也是对产品质量所表达的状态或条件的组织内部检查（Ch et al., 2016）。

劣势 (W) 是一种负面的可能破坏组织内部评估的条件，例如：组织仍然薄弱，分销网络薄弱，制造成本不足。对组织的战略变化，缺乏明确的战略方向和缺乏理解与管理相关问题的理论知识。

机会 (O) 是对现在或未来组织机构发展的有利条件。这有利于大学高等教育机构的发展，例如国际留学生市场需求。

威胁 (T) 存在并且是组织外部的评估条件。一种不会受益并可能严重影响教育机构未来的条件。如：降低教育成本的外国竞争者的进入，越来越多的类似的大学，以及相当复杂和昂贵的监管要求（Harray，2009）。

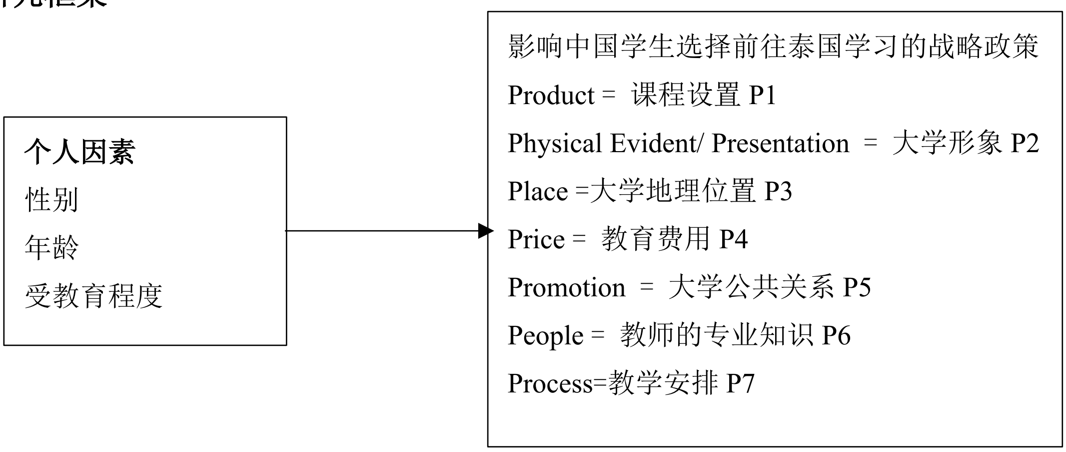
**2.3 营销组合 7PS**

Kotler (1997) 为服务业务提供营销策略概念（营销混合 7 P's），影响消费者的选择包括产品因素、价格因素、分销渠道因素、促销因素、促销因素和产品因素。服务流程、人员因素、物理和演示因素，每种因素都是密不可分的且平等的。具体取决于管理层的战略决策。专注于每一种因素的权重比例，以便能够满足目标市场的需求。

Thanuttamanon (2021) 影响中国学生决定在 Rajamangala University of Technology Thanyaburi 学习的成功因素。其中包括产品：课程设置;大学形象;大学位置;教育费用;大学公共关系;教师的专业知识;过程：教学安排。

## 3. 研究方法

**研究框架**




**3. 1 人口和样本**

调查对象是在泰国大学学习的中国学生。在 2021 年 5 月至 12 月期间，由于未知数量，使用 Cochran 公式 （1977），显著性水平为 0.05，样本大小不少于 385 个样本，并采用 500 个样本的随机抽样调查方法。

### 3.2 研究工具

本研究是一项定量型研究。通过线上收集数据问卷。第 1 部分个人因素问题包括性别、年龄和受教育程度，第 2 部分是服务营销因素问题。28 个问题，从 Kotler (1997) 的概念和 Thanuttamanon (2021)的测量工具，作为一个测量尺度，Cronbach's Alpha 置信区间为 0.969-970 。

### 3.3 分析数据

使用描述性统计数据分析数据，包括：频率分布、百分比、平均值和标准偏差以及推论统计包括用于性别分析的独立采样 t 检验和用于年龄分析的 ANOVA 单向分析。

## 4. 研究结果

### 4.1 个人因素分析

根据性别、年龄和教育程度分列的 500 名中国学生的个人因素数据如下：男性 251 人（50.20%），女性 249 人（49.80%），20 岁以下 113 人（22.60%）。20-25 岁 321 人（64.20%）， 25 岁以上 66 人（13.20%）。学历低于本科 81 名（16.20%）， 335 名本科生（67.00%）和 84 名硕士或博士（16.80%）。

### 4.2 影响中国学生选择前往泰国学习的战略政策分析

表 1
*中国学生选择前往泰国学习的战略政策分析的标准偏差（S. D. ）(N=500)*

| 营销策略 | 评论级别 | | |
|---|---|---|---|
| | $\bar{x}$ | S.D. | 结果说明 |
| 课程设置 | 4.55 | 0.51 | 最高水平 |
| 大学形象 | 4.49 | 0.54 | 最高水平 |
| 大学位置 | 4.55 | 0.53 | 最高水平 |
| 教育费用 | 4.49 | 0.54 | 最高水平 |
| 大学公共关系 | 4.48 | 0.54 | 最高水平 |
| 教师的专业知识 | 4.53 | 0.53 | 最高水平 |
| 教学安排 | 4.53 | 0.53 | 最高水平 |
| 总述 | 4.52 | 0.46 | 最高水平 |

从表 1 可以看出，中国学生选择前往泰国学习的战略政策总体上处于最高水平（$\bar{X}$ =4.52，S.D=0.46），并按降序排列，即课程设置（$\bar{X}$ =4.55，S.D.=0.73），大学位置（$\bar{X}$ =4.55，S.D.=0.53），教师的专业知识（$\bar{X}$ =4.53，S.D.=0.53），教学安排（$\bar{X}$ =4.53，

S.D.=0.53），大学形象（$\bar{X}$=4.49，S.D.=0.54）和教育费用（$\bar{X}$=4.49，S.D.=0.54），大学公共关系（$\bar{X}$=4.48，S.D.=0.54）

## 5. 假设测试

中国学生选择前往泰国学习的原由因人而异。个人特征因素包括性别、年龄和受教育程度。

**5.1**

**表 2**
*中国学生选择前往泰国学习的营销战略政策分析，按性别来分类*

| | 性别 | | | | | | |
|---|---|---|---|---|---|---|---|
| | 男性(n=251) | | 女性(n=249) | | | | |
| 营销策略 | $\bar{X}$ | S.D. | $\bar{X}$ | S.D. | t | df | Sig. |
| 课程设置 | 4.54 | 0.52 | 4.55 | 0.50 | -0.10 | 498 | 0.92 |
| 大学形象 | 4.51 | 0.52 | 4.47 | 0.55 | 0.92 | 498 | 0.36 |
| 大学位置 | 4.58 | 0.53 | 4.52 | 0.53 | 1.25 | 498 | 0.21 |
| 教育费用 | 4.52 | 0.55 | 4.47 | 0.54 | 0.96 | 498 | 0.34 |
| 大学公共关系 | 4.51 | 0.54 | 4.46 | 0.53 | 1.17 | 498 | 0.24 |
| 教师的专业知识 | 4.56 | 0.53 | 4.50 | 0.52 | 1.27 | 498 | 0.20 |
| 教学安排 | 4.55 | 0.53 | 4.50 | 0.52 | 1.07 | 498 | 0.29 |
| 总述 | 4.54 | 0.46 | 4.49 | 0.46 | 1.09 | 498 | 0.28 |

*在 0.05 水平上具有统计显著性。

从表 2 可以看出，中国大学生的性别不同。从选择前往泰国学习的战略政策分析中，无论是整体还是各方面都没有什么差异。

**5.2**

**表 3**
*中国学生选择前往泰国学习的营销战略政策分析，按年龄来分类(N = 500)*

| 营销策略 | F | Sig | 结果说明 |
|---|---|---|---|
| 课程设置 | 1.11 | 0.33 | 没有差异 |
| 大学形象 | 0.53 | 0.59 | 没有差异 |
| 大学位置 | 0.24 | 0.79 | 没有差异 |
| 教育费用 | 0.39 | 0.68 | 没有差异 |
| 大学公共关系 | 0.21 | 0.81 | 没有差异 |
| 教师的专业知识 | 0.03 | 0.97 | 没有差异 |
| 教学安排 | 0.90 | 0.41 | 没有差异 |
| 总述 | 0.19 | 0.83 | 没有差异 |

从表 3 可以看出，中国大学生的年龄不同。从选择前往泰国学习的战略政策分析中，无论是整体还是各方面都没有什么差异。

**5.3**

**表 4**
*中国学生选择前往泰国学习的营销战略政策分析，按受教育程度来分类(N = 500)*

| 营销策略 | F | Sig | 结果说明 |
|---|---|---|---|
| 课程设置 | 0.97 | 0.38 | 没有差异 |
| 大学形象 | 1.18 | 0.31 | 没有差异 |
| 大学位置 | 2.87 | 0.06 | 没有差异 |
| 教育费用 | 0.86 | 0.42 | 没有差异 |
| 大学公共关系 | 0.29 | 0.75 | 没有差异 |
| 教师的专业知识 | 0.08 | 0.92 | 没有差异 |
| 教学安排 | 0.14 | 0.87 | 没有差异 |
| 总述 | 0.76 | 0.47 | 没有差异 |

从表 4 可以看出，中国大学生的受教育程度不同。从选择前往泰国学习的战略政策分析中，无论是整体还是各方面都没有什么差异。

# 6. 讨论结果

## 6.1 SWOT

本文以泰国中国学生人数最多三所私立大学为例（A,B,C），

数据文献分别来自：

| | A | B | C |
|---|---|---|---|
| Strength | ● 不定期举办中泰交流会让中泰两国学生交流经验。<br>● 任职教师既来自泰国，也有来自许多国家的外教。<br>● 任职教师毕业于名校。 | ● 大学拥有良好的声誉。<br>● 学费与校园环境成正比。如：实验设备。<br>● 中泰交流会共同学习两国间文化。 | ● 校园交通公共设施便利。<br>● 学习成本与生活成本较低。<br>● 师资力量雄厚，商科专业闻名。 |
| Weakness | ● 运用泰语授课的机会较少。<br>● 教育成本与其他大学相比较为昂贵。<br>● 学费没有与大学的其他服务成正比。 | ● 中国学生泰语和英语交流水平较低。<br>● 日常交流以中文为主。<br>● 学习期间还需要支付额外的学杂费。 | ● 大学安排的实习机会较少。<br>● 校友见面会较少。<br>● 学术访谈会较少。 |
| Opportunity | ● 大学响应政府的政策大力推动教育师资发展。<br>● 东盟“一带一路政策”引进<br>● 对中国学生录取要求没有过高。 | ● 学士学位证被两国教育局所认可。<br>● 大学毕业生毕业后受到社会认可。<br>● 大学教育质量被教育局认可。 | ● 大学响应政府的政策大力推动教育师资发展。<br>● 大学教育质量被教育局认可。<br>● 毕业证可用于参加毕业招聘。 |
| Threat | ● 中泰两国间的文化差异。<br>● 大学地势低，易受洪水威胁。<br>● 政府政策不稳定。 | ● 语言障碍。<br>● 文化差异。<br>● 政治因素干扰。 | ● 文化差异。<br>● 泰国政治危机<br>● 经济动荡 |

数据文献来源：Education in Thailand (2016). 110-111

### 6.2 营销策略分析

通过比较中国学生在市场组合方面运用的营销策略对个人因素进行分析包括性别、年龄、受教育程度。发现整体与各方面没有差异，且都处于较高水平。并考虑了排序的评价，从高到低，包括课程设置，大学的位置、教师的专业知识 、教学安排、大学形象、教育费用和大学公共关系。

研究表明，中国学生选择在泰学习的战略政策是由市场营销组合策略而来。结果显示，课程设置评论水平最高。从而说明了中国学生对国外大学教育的期望非常高且重视课程设置。与（Education in Thailand, 2016）所提出的观点保持一致。例如：中国学生在泰国学习过程中，不仅希望大学设置的课程能够提高自己的英语水平和思考方式，以及在大学期间扩大学生们的学术视野。他们还希望获得泰国和中华人民共和国教育当局（如教育部）认证的学位证书。毕业生可以在企业或私营企业或自营职业者中就业，以及毕业的毕业生可以进入高等教育。

## 7. 建议实施及研究结果

课程设置：大学应提供具有多种学科的课程，并持有两国教育部认可的教育证书。大学所开设的课程应为学生考虑到实用性。在进入学习课程前大学能够为学生进行英泰语言培训。

地理位置：大学应位于安全且适于教学地带。校园交通公共设施便利。大学可以中国留学提供宿舍。

教师专业知识：通过聘请更多的客座教授，创造高质量的出版物和带来优质教学。邀请教师和学生参加学术访谈会议，以便开展学术交流及提高大学知名度。同时，希望教授能够更用心地照顾学生，适当地包容理解文化带来的差异。

教学安排：增加在线服务，如电子图书馆，使学生能够在线借阅书籍。

大学形象：在大学官网上，可用中文在校园网站或社交媒体上公布近期学术研讨会及中泰文化交流会，以此提高学校知名度。

教育费用：大学应根据教育费用提供适当的学习环境和资源。为成绩优异的学生提供奖学金，以便继续攻读硕士学位或博士学位。

公共关系：可通过联系校友会或其他渠道为学生提供实习或工作的机会。

## 8. 研究建议

1） 应进一步研究与战略政策相关的变量，如在学生需求与营销组合之间的关系。如：选择去泰国学习的动机。

2） 除了调查问卷之外，还可以添加通过焦点小组访谈收集信息的方法，以便获得更深入的见解。

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# The Impact of Short Video Content Marketing on Customer Citizenship Behavior: Exploring the Different Roles of Perceived Value, Product Involvement, and Internet Word of Mouth

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**Abstract**

With the continuous development of Internet information technology, traditional media is losing its influence on consumers. Enterprises need to use high-quality marketing content on short video platforms to encourage customers to spontaneously generate corresponding recommendations, feedback, help and other customer citizenship behaviors to improve the enterprise. marketing effect. Based on the SOR theory, this paper builds a theoretical model between short video content marketing, perceived value and customer citizenship behavior, and takes the short video content marketing customer group as a sample through a questionnaire survey to study the effect of short video content marketing on customer citizenship. The influence relationship of behavior, perceived value plays a mediating role and the moderating role of product involvement and Internet word of mouth is verified, and corresponding suggestions are put forward according to the results.

**Keywords**: short video; content marketing; perceived value; customer citizenship behavior

# 短视频内容营销对顾客公民行为的影响:<br>探索感知价值、产品涉入度、网络口碑的不同作用

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**摘要**

随着互联网信息技术的不断发展，传统媒体正在失去对消费者的影响力，企业需要通过短视频平台上优质的营销内容来促使顾客自发产生相应的推荐、反馈、帮助等顾客公民行为进而提高企业营销效果。本文以 SOR 理论为基础构建短视频内容营销、感知价值与顾客公民行为间的理论模型，通过问卷调查的方式以短视频内容营销顾客群体为样本，实证分析来研究企业短视频内容营销对顾客公民行为的影响关系，感知价值在其中起中介作用以及验证产品涉入度与网络口碑所起的调节作用，并根据结果提出了相应建议。
**关键词：**短视频；内容营销；感知价值；顾客公民行为

## 1. 绪论

如今随着移动互联网络时代的发展和新媒体技术的不断进步，移动短视频成为人们获得信息咨询的重要途径之一。艾媒咨询（2021）报告中提到 2020 年中国短视频市场规模达到 1408.3 亿元继续保持高增长姿态，2021 年预接近 2000 亿元，短视频内容浏览

和消费习惯的普及使得短视频内容流量所带来的价值与商机得以不断扩宽与发觉，越来越多的企业和组织开始关注短视频领域并利用短视频来进行内容营销。尽管内容营销成为大部分企业的战略选择并将其运用到短视频等新兴媒体领域，但事实上很多企业并未收获到应有的效益，内容营销的本质尚未得到完全真正的理解，为此企业开始反思需要什么样的内容营销策略、为什么有部分受访者认知和感觉某些内容营销效果一般或者较低。如何精准有效地传递营销信息、挖掘用户述求、拓展用户传递将成为未来短视频营销市场的核心要素。Angelis (2005)对感知价值进行研究发现专业的服务、有效的沟通和营销的效率是顾客感知价值的驱动因素，其中在营销效率的情况下客户享有更高的感知价值。感知价值作为顾客行为和感知的影响因素，也是企业在内容营销时不可忽视的重要部分。胡红利（2019）认为企业在进行内容营销时，需要用优质的内容选题去刺激用户主动分享内容，当顾客的分享形成后，企业营销主题的搜索指数就会变更高，学会利用用户积极行为来塑造企业品牌，这在当今竞争激烈的商业环境中显得极其重要。关辉与陈治政（2020）认为在电商竞争加剧，营销成本不断攀升的背景下，顾客公民行为成为企业考虑的关键要素，顾客公民行为不仅能让其他顾客产生回报也能让企业产生收益，进而推动企业的发展。内容营销相较于其他营销模式不仅仅只是企业作为信息发出者来发布产品的相关信息，更多的是希望用内容来影响顾客，通过顾客进一步的积极反馈、宣传以及推荐等行为提升产品的影响力。另一方面产品涉入度和网络口碑也是企业内容营销时要考虑的因素，Zaichkowsky (1994)认为涉入度指的是消费者基于自身的特定需求、价值观和兴趣所产生的对某一特点事物产生的重要感知。罗汉洋等人（2019）认为网络口碑中往往包含对产品的属性特征、对产品以及企业的各种表现评价，越良好客观的网络口碑越能有效的表明产品的实际情况与企业的产品营销内容相符合，从而提高消费者对企业的营销内容所感知的真实与可信度。本研究认为消费者在基于自身需求、价值取向、兴趣爱好等方面对某一产品重要性的涉入重视程度，产品涉入度在内容营销对顾客感知价值和行为的影响的过程中起到重要的作用，同时顾客也可以借助网络口碑信息来快速了解产品或服务的基本内容，建立起对企业或产品的印象感知。

本文研究动机与目的分为以下三点：

第一点，通过对短视频内容营销维度与价值的探索，构建短视频内容营销—顾客公民行为的理论模型，进一步探索不同类型内容营销对顾客公民行为的影响与差异，使企业或者短视频平台在进行短视频相关内容营销的时候能更好的激发和促进顾客的公民行为。第二点，将感知价值作为中介变量，研究短视频内容营销对顾客公民行为的影响路径中感知价值所起到的中介作用来完善研究框架路径模型。第三点，企业在考虑内容营销对顾客行为影响的同时，还需要考虑一些外在因素的影响问题，所以通过对产品涉入度与网络口碑的影响探讨，帮助企业结合这些外在影响因素运用合理的策略来提高营销效果并为企业与顾客提供更多的价值。

## 2. 文献探讨与假设发展

### 2.1 内容营销对顾客公民行为的影响

企业通过在社交渠道上进行内容营销来影响顾客，顾客在心理或生理上会产生一定

的反应，这种反应会推动顾客产生相应的公民行为。Groth (2005)将社会交换理论运用到营销领域中解释了顾客公民行为的形成机理以及相关因素，认为当个体从他人那里受益时，个体会产生相应的回报责任感以及公民行为，而这种关系也可以扩展到顾客与企业之间，当顾客在企业所提供的产品内容或者服务中获得价值与感到满意时，顾客会产生自愿进行顾客公民行为的倾向。张梦倩（2017）在研究中指出内容营销是一种关注价值体验创造的策略，在内容营销下，品牌创造的内容能够让顾客得到帮助，能够提升顾客心中对品牌产品的喜爱，进而影响顾客产生推荐、积极反馈、帮助其他顾客等顾客公民行为，这些公民行为有利于品牌产品长远发展。傅慧芬与赖元薇（2016）对社交媒体上的内容营销策略进行了探究，并基于社交货币概念提出人们在社交媒体上进行分享、帮助他人、反馈意见等公民行为的原因有很多，例如第一是因为营销内容有价值，值得分享；第二是希望展示自我形象，能引起别人的关注：第三是自我表达能力和知识面的局限性，想借营销中的内容表达自己的观点等等原因，而社交媒体上有价值的内容营销具有吸引受众关注的特性，其中的信息型、娱乐型、情感型等内容属性符合顾客的不同需求，顾客在这些因素影响下会积极参与内容营销，企业产品的内容营销会促使顾客主动进行宣传推荐、反馈等公民行为来使顾客得到不同动机驱使下的满足。因此，本文提出假设 1 如下：

H1:内容营销对顾客公民行为具有正向影响

H1a:内容营销中的信息型内容对顾客公民行为具有正向影响

H1b:内容营销中的娱乐型内容对顾客公民行为具有正向影响

H1c:内容营销中的情感型内容对顾客公民行为具有正向影响

**2.2 内容营销对感知价值的影响**

企业感知价值是顾客在获取产品或服务时对感知利得与感知付出进行权衡后从中感受到的价值，且受到多种因素的影响。Porter and Donthu (2008)认为向顾客提供高质量有价值的内容信息可以使顾客感受到企业的诚意，顾客很留意有价值的内容，在此基础上增加趣味性，将会给受众带来更高的感知价值。Cao *et al*. (2005)通过对电子商务网站进行研究认为与消费者有关有内容的营销更能满足消费者的需求，并且信息质量、服务质量和系统质量等内容对顾客感知价值的影响发挥重要作用。王琦（2019）从消费者角度进行考虑，发现只有提升消费者对内容的满意度，企业的内容营销才能达到预期的效果，企业通过完善内容营销策略会很好的提升消费者的感知价值。因此，本文提出假设 2 如下：

H2:内容营销对感知价值具有正向影响

H2a:内容营销中的信息型内容对感知价值具有正向影响

H2b:内容营销中的娱乐型内容对感知价值具有正向影响

H2c:内容营销中的情感型内容对感知价值具有正向影响

**2.3 感知价值对顾客公民行为的影响**

黄京华等人（2016）从品牌社区的角度来系统性的研究企业微博，发现娱乐价值、社交价值、目的价值等感知价值会正向影响微博认同，同时也会对企业发布的内容进行点赞、转发、评论反馈等顾客公民行为。Brodie (2013)认为企业激发消费者的情感共鸣

能够满足消费者在情感方面的感知需求，进而促使消费者进行非商业驱动的推荐与传播行为。孙乃娟与李辉（2015）基于社会交换理论中的互惠原则，顾客在感知到企业提供物为其所创造的价值和益处之后，顾客出于回报和互惠动因做出有利于企业的亲社会行为。因此，本文提出假设 3 如下：

H3：感知价值对顾客公民行为具有正向影响

**2.4 感知价值的中介作用**

史伟（2015）认为面向顾客的企业行为本质上是知识的内容载体和表达形式，企业所传达的价值观与经营哲学等营销内容，帮助顾客构建相应的价值感知与认同，从而实现基于互惠与情感的顾客角色内化，来促使顾客通过顾客公民行为这一角色表达形式向他人传递内容。胡茜（2021）认为感知价值在企业营销对消费者行为的影响中起到中介作用，企业通过营销为消费者提供信息刺激，提升顾客感知价值来影响消费者行为。杨宁与陈慧（2019）认为在网络媒体环境中，当顾客获得所需的信息等资源或契合自身需求的产品时，会促使顾客感知其中多方面的价值和利益，在这些所感知的价值驱动下顾客会做出相应的贡献，从而产生顾客公民行为。因此，本文提出假设 4 如下：

H4：感知价值在内容营销对顾客公民行为的影响中发挥中介作用。

H4a: 感知价值在内容营销的信息型内容维度对顾客公民行为的影响中发挥中介作用。

H4b: 感知价值在内容营销的娱乐型内容维度对顾客公民行为的影响中发挥中介作用。

H4c: 感知价值在内容营销的情感型内容维度对顾客公民行为的影响中发挥中介作用。

**2.5 产品涉入度的调节作用**

Petty *et al.* (1983)提出精细加工可能性模型（ELM）认为涉入度是决定信息如何被加工处理的关键因素，涉入高时消费者会采用中枢路径的处理方式，采用中枢路径的消费者会投入更多精力在产品相关内容信息上，对于企业产品相关营销内容会更加认真检查和感知处理相关信息以及做出相关行为，而涉入度低时消费者则采用边缘路径的处理方式，采用边缘路径的消费者不会投入太多的认知资源来进行感知与决策，对获得的信息进行简略的处理。张锋等人（2016）认为在市场营销领域，产品涉入度越高说明产品使用结果越符合消费者对其形成的期望，越会发现产品有趣，这种趣味感主要来自消费者对此产品能够满足自身价值观和追求目标的感知。关思琦（2018）认为涉入度在一定程度上会对受众的广告信息处理过程产生作用，用户的产品涉入度越高则用户对于广告的注意和感知水平越高，相应的认知态度和情绪越积极。因此，本文提出假设 5 如下：

H5：产品涉入度正向调节内容营销与感知价值之间的关系。

H5a：产品涉入度正向调节信息型内容与感知价值之间的关系。

H5b：产品涉入度正向调节娱乐型内容与感知价值之间的关系。

H5c：产品涉入度正向调节情感型内容与感知价值之间的关系。

**2.6 网络口碑的调节作用**

李蔚与王志章（2011）认为网络口碑在一定程度上可以调节信息发布平台对消费者因果推论和产品感知判断所产生的影响，消费者在面对网络产品时更多的倾向于通过网络平台上的相关产品网络口碑信息来进行了解，来帮助形成产品感知判断从而减少决策风险。吴林武（2017）发现高质量的网络口碑能为企业带来正面的影响，也会影响到顾客的感知价值，良好的感知价值来源于正确的网络口碑。王建军等人（2019）指出企业

管理者将网络口碑有针对性地应用在广告营销、在线评论系统等方面，可以更好的促进消费者理解与感知产品，同时口碑也会影响消费者对产品的价值评估。高芳（2021）认为网络口碑对企业的品牌发展具有重要作用，顾客在参与营销过程中所获得的营销信息的内容和质量的感知与期望值受到外部信息的影响，而网络口碑属于外部信息的一种，当顾客了解到负面的网络信息时，顾客将会怀疑企业所提供的商品或服务信息，从而降低对营销内容的期望值与对应的感知价值。因此，本文提出假设 6 如下：

H6：网络口碑正向调节内容营销与感知价值之间的关系。

H6a：网络口碑正向调节信息型内容与感知价值之间的关系。

H6b：网络口碑正向调节娱乐型内容与感知价值之间的关系。

H6c：网络口碑正向调节情感型内容与感知价值之间的关系。

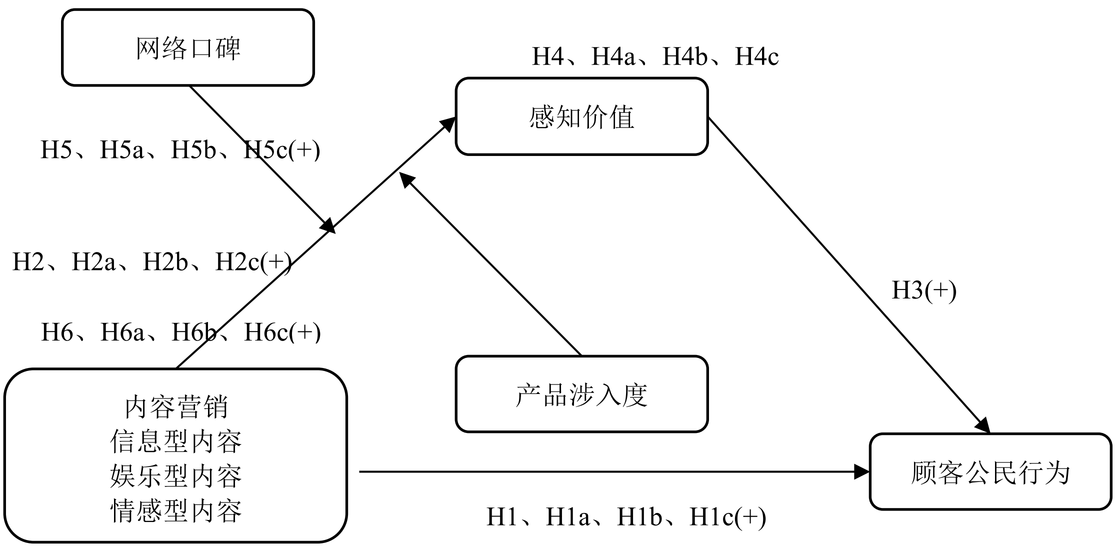
## 3. 研究方法与设计

### 3.1 研究框架

本文以短视频为媒介的内容营销出发，把内容营销分为信息型内容、娱乐型内容、情感型内容三个部分，感知价值作为中介变量、产品涉入度和网络口碑作为调节变量，顾客公民行为作为因变量。具体研究框架模型如图 1 所示。

**图 1**

*研究框架*




资料来源:本研究整理

### 3.2 变量的操作性定义与衡量

本研究参考 Content Marketing Institute (2015)对内容营销的界定，结合本文定义为企业从顾客的需求角度来创建和分发有价值、相关且一致的内容以吸引和获取受众的战略营销方法，其目标是推动有利可图的客户行动。本文借鉴孙天旭（2016）的内容营销

的量表，共计 12 个题项。

本研究参考 Zaithaml (1990)对感知价值的界定，结合本文定义为网络用户在浏览和参与到企业所发布的能吸引受众的有价值、相关的营销内容时，对内容总体效用的主观评价与认知。本文借鉴王琦（2019）的感知价值的量表，共计 7 个题项。

本研究参考 Groth (2005)对顾客公民行为的界定，结合本文定义为顾客在浏览与参与到企业所发布的能吸引受众的有价值、相关的营销内容销后，自愿自发实施的利于促进提升企业内容营销效果的有利行为。本文借鉴 Groth (2005)的顾客公民行为的量表，共计 10 个题项。

本研究参考王家玮等人（2021）对产品涉入度的界定，结合本文定义为顾客对于营销中涉及到的相关产品的关心程度以及个人赋予相关产品的自我意识与认知程度。本文借鉴 Zaichkowsky (1994)的产品涉入度的量表，共计 6 个题项。

本研究参考候海青（2019）对网络口碑的界定，结合本文定义为网络用户通过自媒体平台同其他网络用户分享他们关于某产品、服务、品牌以及企业的正面或负面的非正式和非商业性的评价。本文借鉴 Cheung et al. (2008)、李佳（2015）的产品涉入度的量表，共计 7 个题项。

**3.3 抽样方法**

本研究的主要针在短视频平台参与内容营销的顾客群体，所以本研究将问卷作答对象选定为浏览与关注过“抖音”短视频应用上的企业产品内容营销相关活动与话题的顾客，通过委托问卷星软件平台的提供样本服务，用判断抽样的方式对研究对象进行抽样，本文预计的有效样本应达到 400 份，所以拟定发放 500 份问卷，本问卷采用的是李克特 5 点量表的测量形式，各项回答分别用 1-5 表示“非常不赞同”、“不赞同”、“无意见”、“赞同”、“非常赞同”等不同层级。

## 4. 预期结果与研究意涵

本在所有问卷回收后，本研究会针对问卷进行有效问卷的筛选，剔除其中的无效问卷来防止无效问卷对研究结果的干扰，在得到有效问卷样本数据后进行描述性统计分析、共同方法偏差、信效度分析、相关性分析、回归分析、中介变量和调节变量的效果等检验。

在得到数据分析结果后，根据每个变量与假设进行分析得出研究结果，预计所有研究假设都成立，内容营销对顾客公民行为具有正向影响；内容营销对感知价值具有正向影响；感知价值对顾客公民行为具有正向影响；感知价值在内容营销对顾客公民行为的影响中发挥中介作用；在内容营销对感知价值的正向影响关系中，产品涉入度具有正向调节作用；在内容营销对感知价值的正向影响关系中，网络口碑具有正向调节作用。

在预计研究结果的基础上结合本文的研究背景与目的，提出理论意涵和现实意涵。在理论意涵方面，本文将内容营销的概念扩展到短视频媒体，深化了内容营销研究所运用的理论范围，使相关研究更加完整。同时本文所建立的短视频内容营销、感知价值与顾客公民行为的互相关联模型为其他学者提供参考与思路，丰富内容营销的理论研究，进一步完善了内容营销和顾客行为之间联系的相关研究，证明了产品涉入度和网络口碑

等外部因素以及顾客的自身特征会对这个过程正向影响，这些外部环境以及顾客自身特征因素的探索分析，为其他学者在相关领域的外部因素考虑方面研究提供了参考。

在现实意涵方面提出相应的营销启示，通过结果表明企业应该学会运用短视频内容营销以取得更好的营销效果，合理的利用和结合短视频内容营销中的信息型、娱乐型、情感型等不同内容来引发顾客的公民行为，在帮助其他顾客、分享产品经验以及为企业提供反馈等方面的帮助，在扩大企业营销效果的广度的同时也会扩大营销效果所带来的深度，企业在考虑短视频内容营销本身的策略与内容的同时，还需要考虑网络环境以及顾客特征等外在因素来保障企业短视频内容营销效果。

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# A Study on the Impact of Transactional Leadership on Employee Innovation Behavior: The Mediating Role of Innovation Self-efficacy

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## Abstract

Innovation is the core of the competitive development of enterprises. As the main body of enterprise innovation, how to guide employees to innovate and improve their innovation ability is the focus of enterprises. This study explores the relationship between rewards, exception management and employee innovative behavior in different dimensions of the modern transactional leadership model by investigating the way companies focus the sense of mediation and transaction. Leaders' innovative behaviors of employees; another behavioral type of leadership has an impact on employees' innovative behaviors; at the same time, leaders discover innovative behaviors that may have an impact on the enterprise through innovative behaviors. By setting goals for employees and setting incentives to motivate employees to create innovative self and stimulate employees to create innovative behaviors.

**Keywords**: Transactional leadership; Contingency reward; Exceptional management; Employee innovative behavior; Innovative self-efficacy

# 交易型领导对员工创新行为的影响研究：以创新自我效能感为中介变量

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## 摘要

创新，是企业竞争发展的核心。员工作为企业创新的主体，如何引导员工创新，提升员工创新能力，是现代企业关注的重点。本研究通过问卷调查的方式，探讨了交易型领导风格的两个维度权变奖励、例外管理与员工创新行为之间的关系，并在此基础上探讨了员工创新自我效能感在交易型领导与员工创新行为之间的中介作用。预期研究得出，权变奖励交易型领导对员工创新行为有正向影响；另外管理交易型领导对员工创新有负向影响；同时发现交易型领导通过创新自我效能感激发员工的创新行为。因此，在交易型领导的企业中，可以通过给员工制定目标，设置奖励的方式来激励员工创新自我效能感的产生，进而刺激员工创新行为的产生。

**关键词**：交易型领导；权变奖励；例外管理；员工创新行为；创新自我效能感

# 1.绪论

## 1.1 研究背景

创新，作为现代企业生存及竞争发展的关键，一直是企业在发展过程中十分重视的问题。领导者及员工作为企业的主体，对企业的创新发展来说都是很重要的角色。近年来，涌现出很多探讨企业领导风格与员工创新行为关系的研究，Krugman（1994）提出认为领导风格影响创新行为。而创新行为是指员工有意识地提出、采用或实践新的且对员工个人、工作团队或组织有用的产品、技术和管理理念等（Amabile et al., 2012）。

## 1.2 研究动机与目的

近年来关于变革型领导与员工创新行为的研究：众多研究证明变革型领导对员工创新行为及绩效有正向影响（曲如杰等，2014）；包容型领导与员工创新行为的研究：包容型领导正向影响员工创新行为（宋德玲等，2020）；亦或者是综合几种领导风格与员工创新行为之间关系的研究，也都证明了这些领导风格与员工创新行为是有关的。

在中国情景下进行交易型领导研究时，鲜有学者对交易型领导对员工层面的影响深入研究，所以加强这方面的研究是有必要的（陈晓暾等，2020）。基于此，本研究针对交易型领导与员工创新行为之间的直接影响关系进行了探讨，探讨交易型领导的两个维度：权变奖励及例外管理对员工创新行为的影响。此外陈晓暾等学者也提出目前有关交易型领导的研究主要集中在领导风格概念、理论及对员工个人和组织层面的浅层次影响等方面，而引入相关中介变量及调节变量进行完整分析的研究还比较少，因此在本文中，在交易型领导与员工创新行为之间加入中介变量-创新自我效能感，研究创新自我效能感在交易型领导与员工创新行为之间的中介作用。最终目的是希望能增加关于探讨交易型领导与员工创新行为之间关系研究的理论文献，同时对交易型领导的企业提出有效的建议和策略，如何激励企业员工自我效能感的产生和引导企业员工创新行为的产生，从而提高企业的创新发展和竞争优势。本文的研究主要是针对在中国管理情境下交易型领导对于员工创新行为的影响，存在显著国别差异。

根据本研究内容作者提出以下问题：

A.交易型领导风格的两个维度权变奖励、例外管理与员工创新行为之间的关系为何？

B.员工创新自我效能感在交易型领导与员工创新行为之间的作用为何？

# 2.文献综述与研究方法

## 2.1 交易型领导与员工创新行为

### 2.1.1 交易型领导

交易型领导的概念最先是被 Burns 于 1978 年在《领导》（Leadership）提出，他认为交易型领导指的是通过物质奖励的方式与员工进行短期的物质交换行为的领导。强调领导与成员之间的交换是基于物质层面及心理层面的的价值交换，是一个短期互惠的过程（Burns, 1978）。而交易型领导理论的构建是 Bass 于 1985 年在《领导与超越期望的绩效》形成的。Bass 认为交易型领导强调的是一种契约试的交易，领导根据下属的努力和贡献给予下属以相应的奖励（Bass,1985）。Sergiovanni（1990）提出交易型领导是基于领导-成员交换理论和社会交换理论发展而来的，强调的是领导与员工之间关系的确立是基于交换的原则。员工为了获取利益而完成领导分配的任务，而领导为了获取利益给予员工相应的回报，他们之间是一个相互依赖的关系，都把对方视为满足需要的途径。员工同意接受领导的要求或对领导妥协以换取领导的肯定、奖赏或避免惩罚。所以一个公司的领导者掌握着公司的里下属想要的资源，比如薪酬、各种福利、工作岗位的晋升等，领导者根据员工的表现来进行这些资源的分配。

此外，还有更多的学者对交易型领导进行了不同的定义。Sergiovanni（1990）认为，交易型领导是一种以物易物的领导。领导者与下属为了各自的利益与目的，通过协议约定而各取所需。也有学者认为交易型领导者通过设置角色及工作的需求来建立目标与方向，以此来引导或激励下属（Kalsoom et al., 2018）。综合历来学者对交易型领导的定义，发现交易型领导风格侧重的就是利益的让渡和交换，员工为追求利益完成工作，领导为追求利益付出回报。

**2.1.2 员工创新行为**

关于员工创新行为的界定大多数是根据创新的过程来描述的（梁君丽等，2017）。Oldham 等（1996）把员工创新行为定义为：在组织情境下，员工产生新颖且有用的想法，而且这些想法能帮助组织改进自身产品、服务和管理流程。Kleysen＆Street （2001）研究指出，个人创新行为的过程应该分为寻找机会、产生想法、进行调查、支持和应用这几个阶段，个人的创新行为不应该只是创新的想法，还要保证最终能用到实践中去。个人创新行为分为产生创新想法的行为及执行创新想法的行为两个阶段。所以总结来说员工创新行为，是指员工把自己的创意、想法付诸实践并产生结果的过程。

**2.2 交易型领导与员工创新行为的关系**

Amabile 等（2004）研究发现，交易型领导对员工创新行为有着显著预测作用。霍伟伟和罗瑾琏（2011）研究指出，交易型领导能够积极影响员工的创新态度与行为。魏峰等（2009）学者认为如果给予员工较大的自主权，在团队中形成高授权氛围，会促进创新绩效的提高。而有 学者则通过研究发现交易型领导对员工创新行为存在负向影响（陈晓暾、程姣姣，2020）。同时也有学者认为组织授权程度高，交易型领导风格会抑制员工绩效（Pieterse et al.，2010）。此外，吴文华和赵行斌（2010）具体探讨了交易型领导与知识型员工创新行为之间的关系，发现交易型领导在一定程度上会限制和阻碍知识型员工的创新行为，但加入调节变量目标导向行为后，交易型领导风格也可以促进知识型员工创新。

根据以上学者研究我们可以发现，在交易型领导风格与员工创新行为的关系的研究中，存在着不同的看法。为了更进一步探究交易型领导与员工创新行为的关系，在本研究中从交易型领导的维度具体切入。

Bass 以及 Avolio 等学者通过研究把交易型领导分为权变奖励及例外管理两个维度（Avolio et al.,1999）。权变奖励（Contingent Reward）是指领导给予员工适当的奖励和避免让员工受到处罚，来调动员工的积极性，包含精神上和物质上，靠奖励和惩罚来管理员工。这个奖励或避免使用处罚是和员工的工作成绩、目标相联系在一起的，通过强调达到工作的预期结果会获得的奖励来激励下属努力工作。所以注重的是建立领导者与员工之间给与取的关系，领导用报酬来和员工交换工作绩效（Lowe et al., 1996）。员工为了获得想要的奖励，可能就会积极去创新创造，为团队、公司的整体绩效出力。此前也有学者研究指出这一发现，冯彩玲和张丽华（2014）通过研究指出，交易型领导中的权变奖励管理有助于约束和管理员工外部行为，从而使员工更好地完成创新任务。因此，提出假设。

H1：权变奖励交易型领导正向影响员工创新行为

交易型领导的另一个维度是例外管理（Management By Exception），是指领导者通过对员工行为的监管，对下属不合乎规矩的行为进行纠正、制止甚至做出处罚（Bass et al., 2003）。这种领导风格可能会使得员工认为自己被领导严密监控，随时会被领导纠正，有种被束缚的感觉，因此会降低员工工作的自主性和能动性（Deci et al., 1987）。从某种程度上说，例外管理更加注重负强化管理模式。因此，提出假设。

H2: 例外管理交易型领导负向影响员工创新行为

**2.3 员工创新自我效能感与员工创新行为的关系**

创新自我效能感是 Tierney 和 Farmer 于 2002 年将自我效能感相关研究与 Amabile 的创造力结构模型相结合的创造性结果，认为"创新自我效能感"不是一种技能而是对自己能够用所拥有的技能创造性地解决特定领域的问题并能够取得创新成果的信心认知（Tierney et al., 2002）。国内学者马琳、张惠康、杨映雪（2017）将创新自我效能感定义为员工在工作中对创新工作持有的信念，这种信念往往是创新工作的开端，展现了员工对工作任务、预期目标以及可能面临的挑战的一种态度。所以，在本文中，把创新自我效能感总结为员工对自己在特定任务或工作中可以做出创新行为的能力与信息的一种自我评价。

根据自我决定理论，行为是人们内在心理需要得到满足的基础上形成的（暴占光等，2005）。所以，交易型领导通过给予员工物质及精神的奖励来满足员工的需要，从而激励员工创新自我效能感的产生。交易型领导把员工达到目标后会获得的奖励这个信息传达给员工后，员工会把自己的利益和公司团体的利益结合在一起，积极投身到公司发展中，同时通过对领导目标奖励的设置感受到领导对自己的期望，从而促进了自身的创新自我效能感的产生。

创新自我效能感能刺激员工创新行为的产生。创新自我效能感对员工创新行为的积极作用得到了实证研究的支持（顾远东、彭纪生，2010）。员工创新行为的产生和员工心理需要的满足有关，员工通过对自己创新行为能力及信心的评价，在工作中及时调整自己的创新行为（宋德玲、杜静文，2020）。当在创新过程中遇到挫折或失败的时候，拥有越高的创新自我效能感，越发会对自己的创新有信心，从而促进创新行为的产生。在交易型领导与员工创新行为的研究中，王宁等（2014）学者通过研究指出，交易型领导对员工的自我效能感有着正向影响，同时员工的自我效能感能直接影响自己心理感受及对领导的行为反馈。因此，提出假设。

H3：在交易型领导与员工创新行为的关系中，创新自我效能感起中介作用

本研究根据学者们的理论定义进行总结，作者提出以下假设：

H1：权变奖励交易型领导正向影响员工创新行为

H2：例外管理交易型领导负向影响员工创新行为

H3：在交易型领导与员工创新行为的关系中，创新自我效能感起中介作用

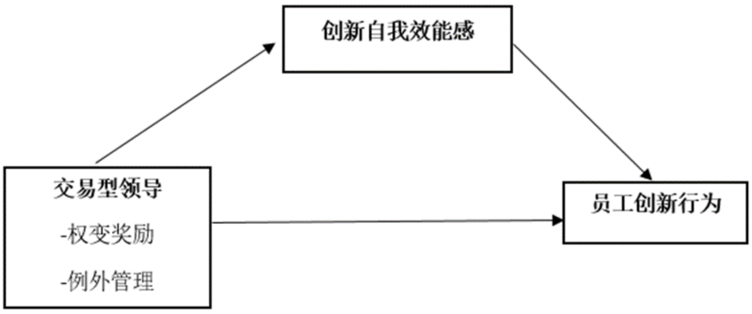
# 3.研究方法与设计

**3.1 研究框架**

笔者结合本文研究和文献整理将本文研究框架制定如下如下图示 1-1。

**图 1-1**

*研究框架图*




**3.2 研究对象与抽样**

A 企业为中国著名大型企业，成立至今已拥有 50 余年文化底蕴，其公司产品研发一直处于同行的先行者。本研究采用问卷调查法对中国 A 企业 400 名研发和销售具有创新特质的员工进行数据收集，样本的选择主要采用以下两个标准：一是被调研组织具有创新活动，二是为确保被调研组织有充足时间开展知识管理活动，被调研组织不能是新成立。本文共发放问卷 400 份，剔除填写不完整、不匹配的卷，得到有效样本 362 份，有效回收率为 90.5%。样本数据的统计分析与假设检验采用统计软件 SPSS22. 0 和 AMOS21.0 完成。

**3.3 研究工具**

**3.3.1 交易型领导量表**

交易型领导的测量采用：Bass 和 Avolio（1996）编制的多因素领导问卷，共有 12 个题项，其中权变奖励有 4 个题项，例外管理有 8 个题项。权变奖励问卷的内部一致性系数 α 为 0.71，例外管理问卷的内部一致性系数 α 为 0.70。问卷采用 Likert Scale5 点计分，以非常不同意为 1、不同意为 2 分、普通为 3 分、同意为 4 分至非常同意为 5 分进行测量。

**3.3.2 创新自我效能感量表**

创新自我效能感的测量采用 Carmeli 和 Schaubroeck （2007）开发的创新自我效能感问卷，包含 8 个题项，来进行测量，如"我相信我可以创造性地执行许多不同的任务"等，其量表内部一致性系数 α 为 0.92。问卷采用 Likert Scale5 点计分，以非常不同意为 1、不同意为 2 分、普通为 3 分、同意为 4 分至非常同意为 5 分进行测量。

**3.3.3 员工创新行为量表**

员工创新行为测量采用的是张振刚等（2016）修订而成的员工创新问卷，共有 8 个题项。如，"我经常尝试采用新的方法解决工作中出现的问题"。其量表的内部一致性系数 α 为 0.844。问卷采用 Likert Scale5 点计分，以非常不同意为 1、不同意为 2 分、普通为 3 分、同意为 4 分至非常同意为 5 分进行测量。

此外，根据相关的研究（曲如杰等，2014；宋德玲等，2020），本研究选取员工的性别、年龄、学历、工作年限、职务层次、行业类别作为控制变量进行测量。

## 4.预期研究结果假设

本文一共提出三个假设，按照资料分析方法，将通过对 362 份有效收集得来的各项

数据，使用统计软件对各项数据进行信效度分析、相关分析、回归分析、中介检验以及调节检验。

本研究预计所获得数据足够支持研究假设，得出预期研究结果假设权变奖励交易型领导对员工创新行为有正向影响；例外管理交易型领导对员工创新有负向影响；同时发现交易型领导通过创新自我效能感激发员工的创新行为。因此，在交易型领导的企业中，可以通过给员工制定目标，设置奖励的方式来激励员工创新自我效能感的产生，进而刺激员工创新行为的产生。

## 5.不足与建议

该研究通过问卷调查的方式，探讨了交易型领导风格的两个维度权变奖励、例外管理与员工创新行为之间的关系，并在此基础上探讨了员工创新自我效能感在交易型领导与员工创新行为之间的中介作用。提出三个假设，并用收集的数据进行提前结果假设得出预期研究结果假设权变奖励交易型领导对员工创新行为有正向影响；例外管理交易型领导对员工创新有负向影响；同时发现交易型领导通过创新自我效能感激发员工的创新行为。由于数据收集以A公司作为样本具有局限性和单一性，不能够起到足够的代表性，同时研究最后只做出预期研究结果假设，无法确保实际结果和假设结果一致，同时文献支持不足，也存在一定的局限性。

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# A Review of Research on Mental Health among Chinese International Students from 2018-2022: Using a SATI-Based Analysis Tool

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**Abstract**

With the eruption of the COVID-19 pandemic, mental health has garnered more attention, particularly the mental health of overseas students. Using the analysis tool SATI, this study selected literature on the subject of mental health of Chinese international students from two database systems, Web of Science and China Knowledge Network (CNKI), for analysis and discussion from 2018 to 2022, in order to determine the current state of research on mental health of Chinese international students, as well as research hotspots, and to ascertain the research direction. The search yielded 329 valid documents, and the number of articles published annually increased; the hot research dimensions were mental health, depress, anxiety, life satisfaction, self-esteem, lonely, and Wellbeing. China is the most published nation; the Chinese Academy of Sciences is the most published organization; and the Children and Youth Services Review is the most published publication.

**Keywords**: Chinese International Students; Mental Health

# 中国留学生心理健康研究综述2018-2022年—基于SATI分析工具

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**摘要**

随着COVID-19疫情的爆发，心理健康越来越受到人们的重视，特别是留学生的心理健康更是引起社会各界的关注。本研究利用分析工具SATI，选取2018-2022年Web of Science和中国知网（CNKI）两个数据库里对中国留学生心理健康这一主题的文献进行分析和讨论，对当前中国留学生心理健康的研究现状和研究热点进行分析，了解研究方向。研究结果：检索共得到有效文献329篇，发文量呈逐年上升的趋势；研究热点维度集中在心理健康、抑郁、焦虑症、生活满意度、自尊、孤独和幸福感等方面；发文量最多的国家是中国；发表文章最多的机构是中国科学院；发文最多的期刊是Children and Youth Services Review。

**关键词：**中国留学生；心理健康

## 1. 介绍

2020年初爆发的新冠COVID-19疫情对全球人类的生命健康带来了巨大的威胁，这种威胁不仅是生理上的，同时也是心理上和社会上的，传染病大范围的爆发和抑郁、焦虑等心理问题密切相关（Bao et al., 2020）。如压力、悲痛、恐惧、焦虑、抑郁症状、睡

眠障碍、否认、愤怒、沮丧和不信任 (Mukhtar, 2020; Rana et al., 2020)。除了传染病本身带给人们的恐惧和焦虑之外，为了疫情防治而采取的城市封锁政策也会对人们的心理健康产生了消极影响（Ali et al., 2020）。

据中国教育部统计，2019年中国出国留学人数为70.35万人，是世界上最大的生源国（中国人民共和国教育部，2020）。自新冠肺炎疫情暴发以来，国际交流合作频受阻碍，对教育交流活动的冲击亦首当其冲（姜羽歆，2020）。对于留学生而言，关闭学校、线上教学、签证限制等一系列政策导致大量留学生无法返校、滞留家中，使得留学生群体在面对考试、毕业和就业方面更加的焦虑和担心（Lee，2020）。因面临文化差异等因素，留学生可能会遇到不同的心理问题，而疫情暴发后的恐慌与居家隔离时的孤独无疑正加重这一问题（姜玉婷，2020）。2021年教育部办公厅发布的《关于加强学生心理健康管理工作的通知》提出，及早分类疏导各种压力，针对学生在学习、生活、人际关系和自我意识等方面可能遇到的心理失衡问题，主动采取举措，避免因压力无法缓解而造成心理危机。增强学校、家庭和社会教育合力（中国人民共和国教育部，2021）。

在这样的背景下，本研究对2018年至2022年中国留学生心理健康研究文献进行计量学和知识图谱的可视化分析，展现这一阶段中国留学生心理健康的研究现状、研究热点和趋势，以期为之后中国留学生心理健康的研究提供一些思路。

## 2. 研究方法

### 2.1 数据来源与检索策略

本研究的数据来源于Web of Science和中国知网（CNKI）这两大数据库。借助Web of Science和中国知网这两个可信度高的权威平台，以质量较高的期刊和论文为研究素材，可以在一定程度上了解目前世界上和我国在相关领域的发展现状、研究热点和研究成果。本研究的检索时间为 2022年3月17日，在Web of Science数据库以“Chinese student”and “mental health”为关键词，在中国知网（CNKI）以“中国留学生心理健康”为关键词，检索年限为2018年1月1日-2022年3月17日，剔除重复、信息不全、与研究内容无关、非研究性文献后共得到有效文献329篇，分别为Web of Science的有效文献317篇，中国知网（CNKI）的有效文献12篇。

### 2.2 研究方法和研究工具

本研究主要采用了SATI软件来对从Web of Science和中国知网（CNKI）检索到的329篇有效文献，用词频分析法和文献计量分析法，分别对出版年份与发文量、研究方向、国家与机构、出版物等方面来进行分析，同时根据研究目的和内容，利用EXCEL对数据资料进行统计分析。并对目标文献进行关键词的字段抽取、词频统计和矩阵生成，利用其自带的社会网络分析软件Ucinet和Netdraw软件绘制出中国留学生心理健康领域研究热点和发展趋势的可视化知识图谱。分析时采用双人文献检索、录入、统计，从而增强准确性。

SATI软件是一种在中国国内应用较为广泛的、具有通用价值的文献可视化分析软件，可导入HTML、EndNote、NoteExpress、NoteFirst等多种格式的国内外文献题录数据，具有题录格式转换、字段信息抽取、词条频次统计和知识矩阵构建四大功能，通过借助SPSS, Ucinet, Netdraw等软件可直接生成可视化结果, 以揭示文献集合内外部特征并延伸挖掘出学科研究结构与发展动态（刘启元、叶鹰，2012）。

词频分析法是利用能够揭示或表达文献中出现的频次高低来确定该领域研究的热点问题和发现动向的文献计量方法（马费成、张勤，2006）。文献计量分析法是基于统计学的方法来描述、评价和预测相关领域的现状与发展趋势的分析方法（叶鹰等人，2006）。

## 3. 研究结果

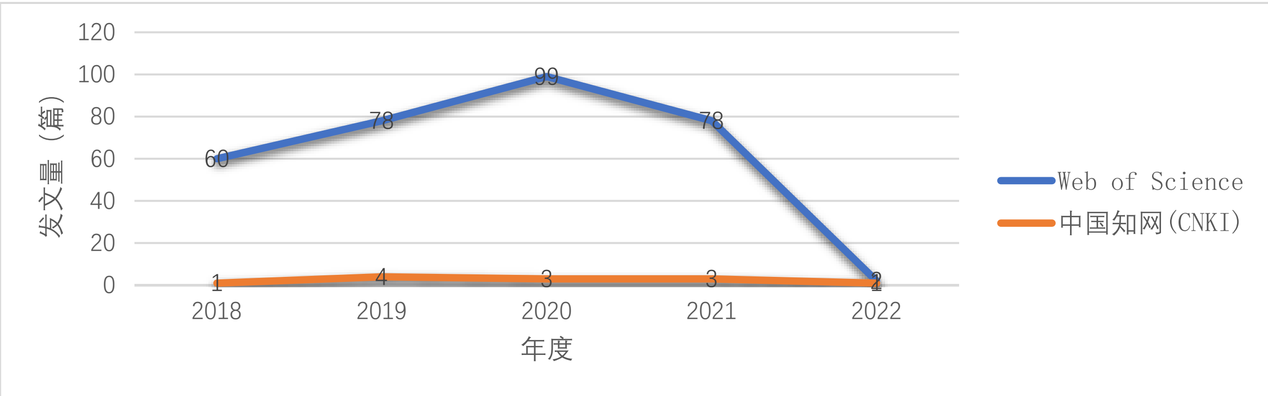
### 3.1 文献的出版年份和发文量

从纳入文献数量的出版年份分布的情况来看(如图1所示), 2018-2022年， 在Web of Science 数据库中收录有关中国留学生心理健康研究的有效文献共317篇，分别为2018年60篇、2019年78篇、2020年99篇、2021年78篇、2022年2篇；在中国知网(CNKI)数据库中收录有关中国留学生心理健康研究的有效文献共12篇，分别为2018年1篇、2019年4篇、2020年3篇、2021年3篇、2022年1篇，两个数据库2018-2022年的发文量都呈逐年上升的趋势。

由图1可知，中国留学生心理健康研究文献数量在2020年和2021年, 呈现出较多的研究，表明疫情爆发初期到中期，中国留学生心理健康受到了中外学者的重视，而由于2022年现在才到三月份，所以发文量还不多。

**图 1**

*2018-2022 年中国留学生心理健康研究的出版年份和发文量*



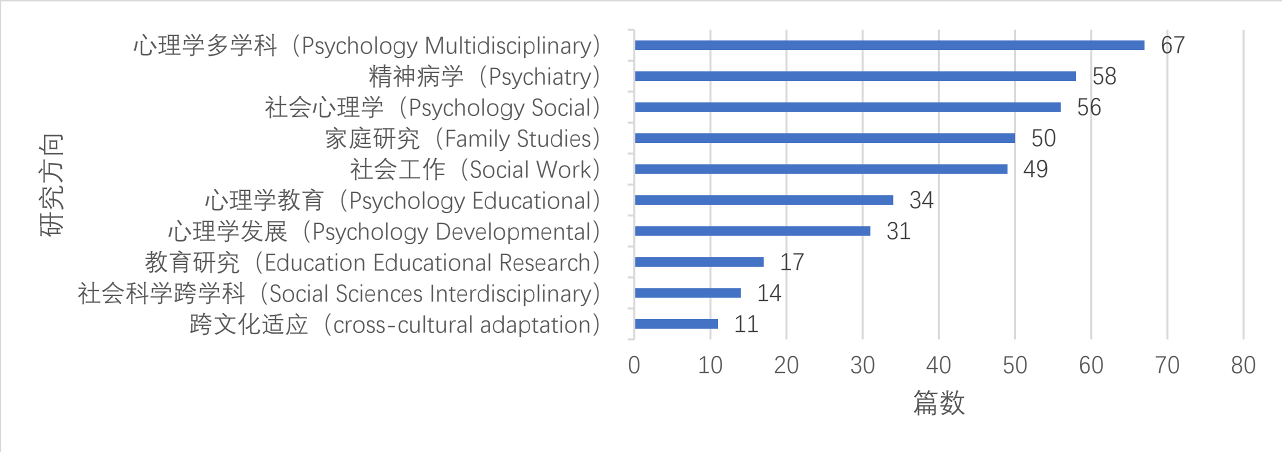

资料来源：本研究整理

### 3.2 研究方向

从纳入文献的研究方向来看(如图2所示)，2018-2022年，中国留学生心理健康研究的文献涉及36个研究方向，其中，文献数量排名前10的有：心理学多学科（Psychology Multidisciplinary）、精神病学（Psychiatry）、社会心理学（Psychology Social）、家庭研究（Family Studies）、社会工作（Social Work）、教育心理学（Psychology Educational）、心理学发展（Psychology Developmental）、教育研究（Education Educational Research）、社会科学跨学科(Social Sciences Interdisciplinary)和跨文化适应(cross-cultural adaptation)。

**图 2**

*2018-2022 年中国留学生心理健康研究文献的研究方向*



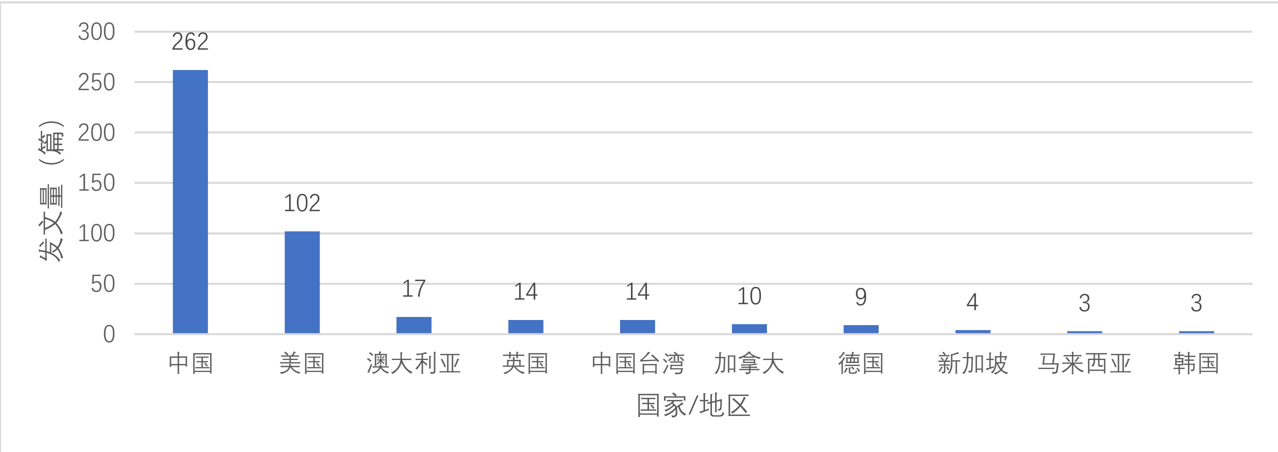

资料来源：本研究整理

### 3.3 国家与机构

从纳入文献的国家来看（如图3所示），2018-2022年，共有33个国家/地区参与中国留学生心理健康的相关文献发表，其中发文量最多的国家是中国，共262篇，其次是美国、澳大利亚、英国和中国台湾。

**图 3**

*2018-2022 年中国留学生心理健康有关文献发布量前 10 的国家/地区*

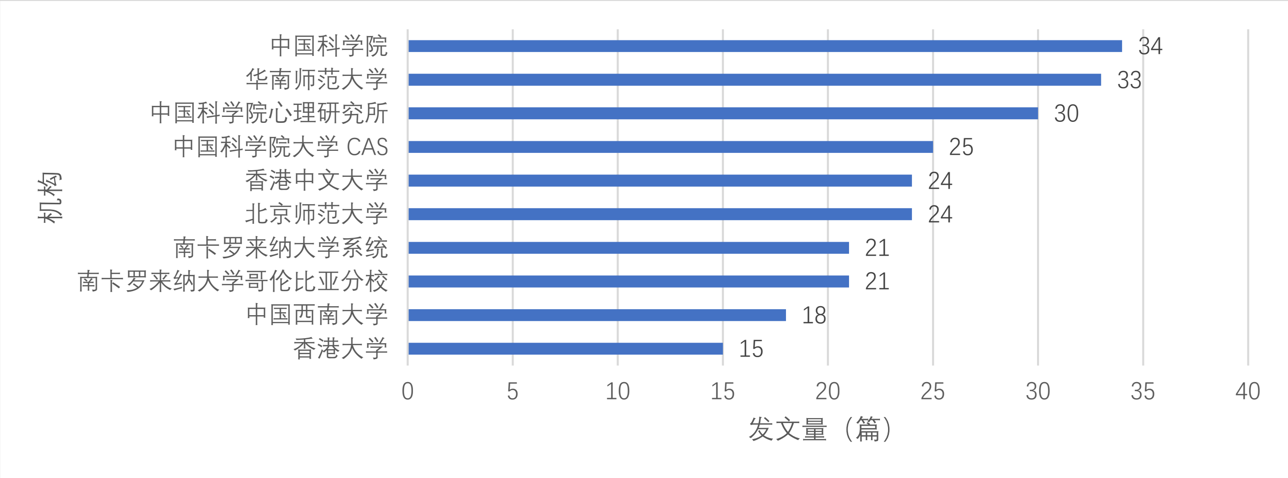



资料来源：本研究整理

从纳入文献的机构来看（如图4所示），近5年，共有1119家机构发表中国留学生心理健康研究的文献，发文量最多的是中国科学院，共34篇，其次是华南师范大学和中国科学院心理研究所。发文较多的前10家机构中，有8家来自中国，2家来自美国。

**图 4**

*2018-2022 年中国留学生心理健康有关文献发布量前 10 的机构*




资料来源：本研究整理

## 3.4 出版物来源分布

从纳入文献的出版物来源分布来看(如表1所示)，2018-2022年，发文量最多的期刊是Children and Youth Services Review，共31篇，其次是 Personality and Individual Differences 和 Current Psychology。

**表** 1

*2018-2022 年中国留学生心理健康相关文献发文量前 10 的期刊*

| 出版物来源 | 发文量（篇） | 影响因子 |
| --- | --- | --- |
| Children and Youth Services Review | 31 | 2.393 |
| Personality and Individual Differences | 17 | 3.004 |
| Current Psychology | 15 | 4.297 |
| Psychiatry Research | 13 | 3.222 |
| Psych Journal | 12 | 1.513 |
| Social Behavior and Personality | 12 | 0.676 |
| School Mental Health | 9 | 2.959 |
| Asian American Journal of Psychology | 6 | 2.261 |
| Asian Journal of Psychiatry | 6 | 3.543 |
| Child Abuse & Neglect | 6 | 3.928 |

资料来源：本研究整理

## 3.5 中国留学生心理健康研究热点

本研究首先通过SATI软件生成高频关键词矩阵,以展现中国留学生心理健康的研究热点关键词，其次通过关键词聚类来揭示研究热点领域。关键词是作者对文章核心内容

的高度精炼与概括，体现着文章的研究价值与方向，出现频次高的关键词常常反映出一个研究领域的热点问题。本研究将出现频次≥10的关键词整理成表(如表2和表3所示)。

由表2和表3可知，中国留学生心理健康领域的热点研究对象集中在青少年、大学生和中国留学生三个方面；研究的热点维度包括：心理健康(mental health)、抑郁(depress)、焦虑(anxiety)、生活满意度(life satisfaction)、自尊(self-esteem)、孤独(lonely)和幸福感(Wellbeing)等方面。

**表 2**

*2018-2022 年 Web of Science 数据库中国留学生心理健康研究的高频关键词*

| 序号 | 关键词 | 频次 |
|---|---|---|
| 1 | 心理健康(mental health) | 40 |
| 2 | 抑郁(depress) | 35 |
| 3 | 青少年(adolescent) | 32 |
| 4 | 中国(china) | 17 |
| 5 | 焦虑(anxiety) | 15 |
| 6 | 生活满意度(life satisfaction) | 15 |
| 7 | 自尊(self-esteem) | 13 |
| 8 | 孤独(lonely) | 11 |
| 9 | 幸福感(Wellbeing) | 11 |
| 10 | 大学生(college student) | 10 |

资料来源：本研究整理

**表 3**

*2018-2022 年中国知网(CNKI)数据库中国留学生心理健康研究的高频关键词*

| 序号 | 关键词 | 频次 |
|---|---|---|
| 1 | 中国留学生 | 10 |

资料来源：本研究整理

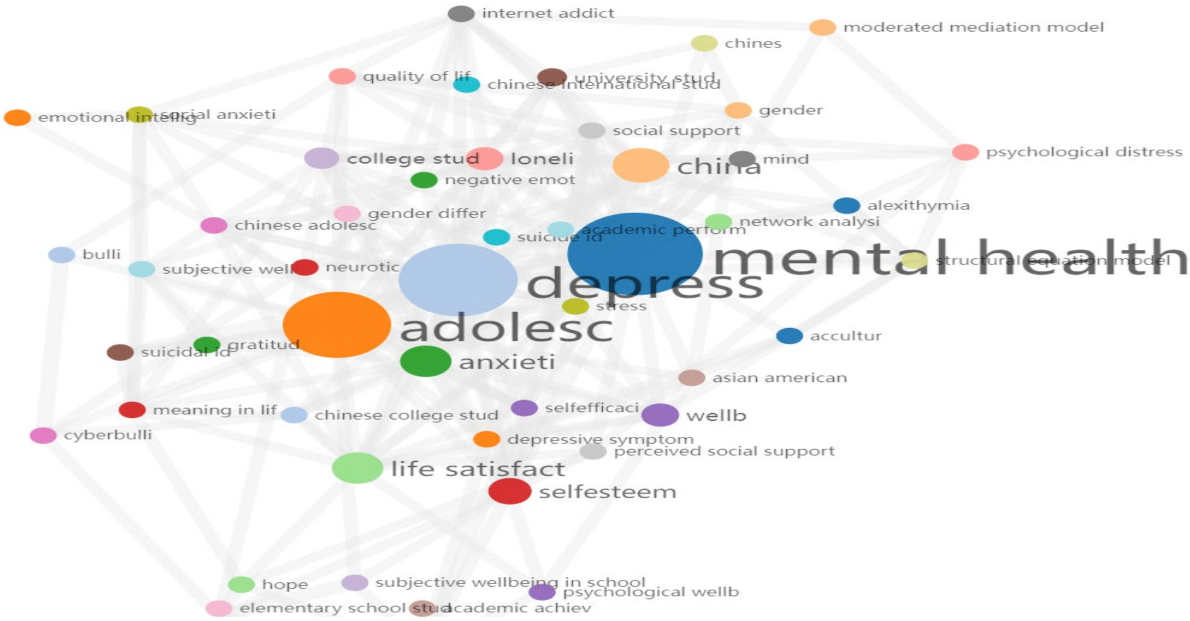
本研究进一步通过SATI软件生成关键词矩阵, 利用Ucinet和Netdraw软件对关键词进行聚类, 绘制出关键词聚类标签知识图谱(如图5和图6所示)，这些聚类群折射出中国留学生心理健康研究的热点领域。图5和图6中以节点表示关键词，关键词节点的大小代表研究数量的多少，圆圈的重叠代表研究领域的交叉。节点间的连线表示两个关键词曾经共同出现过, 连线的数量则代表两个关键词共现频次的次数。关键词节点既能反映相关关键词在该领域研究文献中出现的频率，也代表该领域的研究热点。

由图5知识图谱可知，“心理健康(mental health)”是此知识图谱中最大的节点，这就说明学者在此领域对于“心理健康(mental health)”主题的研究数量和规模最大；而“抑郁(depress)”、“青少年(adolescent)”、“中国(china)”是仅次于前者的大节点，也是学者的研究热点。

由图6知识图谱可知，“中国留学生”是此知识图谱中最大的节点，这就说明学者在此领域对于“中国留学生”主题的研究数量和规模最大；而“心理健康”是仅次于前者的大节点，也是学者的研究热点。

**图 5**

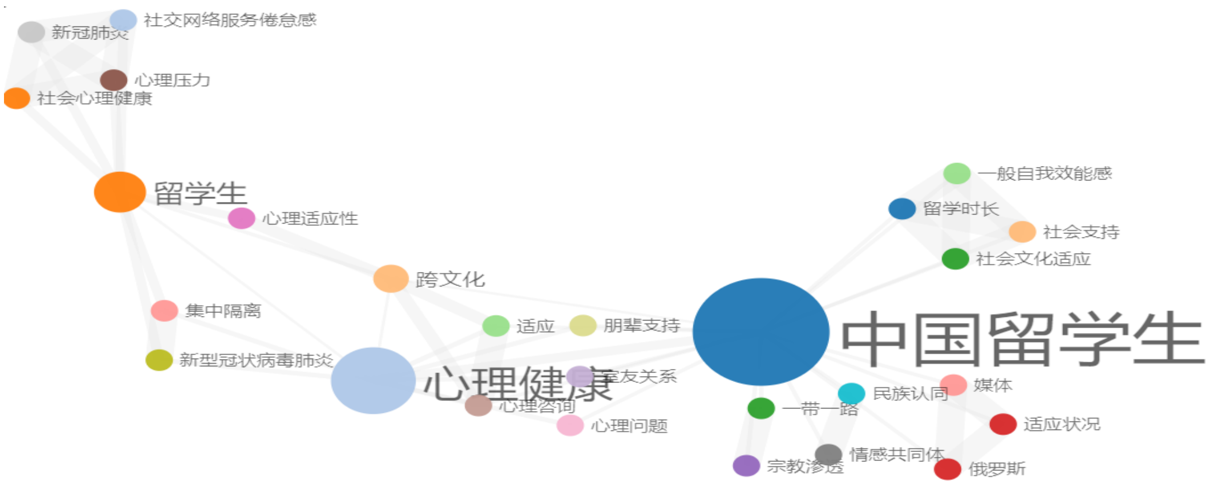
*2018-2022 年 Web of Science 数据库中国留学生心理健康研究热点图谱*




资料来源：样本来自 Web of Science

**图 6**

*2018-2022 年中国知网(CNKI)数据库中国留学生心理健康研究热点图谱*




资料来源：样本来自中国知网(CNKI)

本研究通过SATI软件的聚类视图来展示研究领域的布局情况（如图7和图8所示），这对于从纷繁冗杂的大量数据信息中梳理出研究方向具有重要作用。

由图7聚类视图可知，中国留学生心理健康研究文献的关键词主要围绕以下四方面主题进行聚类：心理健康会影响学术表现和学术成就；社会支持会影响学生消极的心理

健康状况，如抑郁、焦虑、霸凌等；性别差异会影响中国留学生的心理健康状况；学生的心理健康状况会影响学生的幸福感。

由图8聚类视图可知，中国留学生心理健康研究文献的关键词主要围绕以下两个方面主题进行聚类：多元环境对中国留学生心理健康的影响研究，如一带一路、新冠COVID-19疫情等；社会支持（宗教、学校）、家庭支持（父母）、同辈团体（朋友）对中国留学生心理健康支持研究。

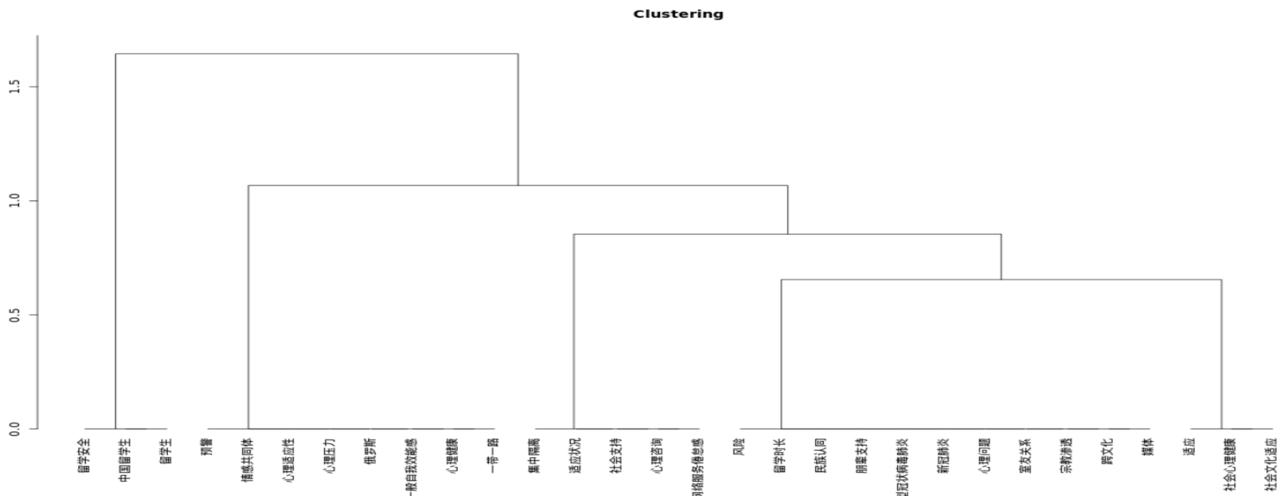
**图 7**

*2018-2022 年 Web of Science 数据库中国留学生心理健康研究聚类视图*


资料来源：样本来自 Web of Science

**图 8**

*2018-2022 年中国知网(CNKI)数据库中国留学生心理健康研究聚类视图*




资料来源：样本来自中国知网(CNKI)

## 4. 结论

留学生受文化背景、生活习惯、环境适应等原因的影响，特别在COVID-19这样重大的

卫生突发事件的影响下，部分留学生在思想情绪和心理健康方面出现了问题，影响了正常的学习、生活和社交，对教育教学秩序也带来了一定的干扰，成为留学生教育管理关注的焦点。本研究运用SATI软件对Web of Science和中国知网(CNKI)两大数据库中，2018-2022年中国留学生心理健康研究的相关文献生成了图谱、进行了可视化研究与不同层次的分析,从文献计量分析和关键词研究热点的嬗变中得出了以下结论：

**4.1 中国留学生的心理健康关注度不断提高**

本研究结果显示，2018-2022年中国留学生心理健康研究的相关文献呈逐年递增的趋势，特别是在2020年和2021年,呈现出较多的研究，表明新冠疫情爆发初期到中期，中国留学生心理健康受到了中外学者的重视，其重视度在不断提高；从文献的国家和机构显示，中国学者的发文量在近5年逐年增多，说明从疫情发生到疫情常态化，中国学者更多的关注到了心理健康，特别是中国留学生的心理健康，可以实时的为中国留学生、相关的学校和国家提供可实施性的针对中国留学生的心理健康管理的策略和建议。

从文献的出版物来源期刊显示，参与中国留学生心理健康研究的科研人员队伍不断壮大,研究机构种类繁多。但值得注意的是该领域已有的研究机构合作较少,针对这一情况,需建立长期高效的交流机制,充分保障科研队伍与科研机构之间的有效沟通,进而促进中国留学生心理健康研究的良性循环。

**4.2 中国留学生心理健康的研究热点**

从研究对象来看，中国留学生依然是近五年的研究热点。特别是新冠疫情爆发后，根据《中国留学发展报告（2020～2021）》报告显示，中国出国留学人数继续保持正增长，新冠肺炎疫情并未明显影响出国留学的实际需求；留学目的地国呈现更加多元化发展态势；在美博士留学生比例大幅下降，其他国家和地区将可能迎来高层次人才竞争的新机遇。突如其来的全球性新冠肺炎疫情，并没有彻底阻断国际交往，曾经侧重线下互联的世界借助信息技术的发展转型为以线上互联为主的模式，留学也转为了在线学习。但碍于世界各国抗疫方式和抗议决心不尽相同，疫情可能会更加深刻地影响到未来一段时期内学生选择出国留学的意愿与积极性，对国际教育和整个留学产业的发展具有深远影响（中国留学发展报告2020-2021，2021)。未来的研究可以持续关注中国留学生这个领域，特别是自2020年新冠疫情爆发到现在，进入到疫情常态化的背景，未来的研究可以探讨疫情常态化下中国留学生的心理健康的现状、心理健康管理的方向和策略。

从研究的热点来看，心理健康(mental health)、抑郁(depress)、焦虑(anxiety)、生活满意度(life satisfaction)、自尊(self-esteem)、孤独(lonely)和幸福感(Wellbeing)等方面，是近五年的研究的热点。海外留学生们不仅要面对和本地同学一样的学业压力、实习压力和就业压力，同时也要面对诸如跨文化适应、语言障碍、思乡、孤独、歧视等更多严峻挑战（Sun et al., 2020；Neto, & Pinto, 2021；Zhang & Goodson, 2011)。最新研究发现，在新冠疫情爆发后，仍在国外的中国留学生的焦虑水平高于中国人整体的焦虑水平，且这种焦虑和留学生们感知到的歧视程度密切相关（Ma & Miller, 2020），数据显示，31%的人回答在其生活的社区内受到了歧视，58.2%的人回答自己在接触新闻媒体时受到了歧视。由于将COVID-19视为“中国病毒”的污名，亚洲国际学生受到了种族主义和歧视（McKie, 2020）。因此，自新冠疫情爆发后，中国留学生在留学所在国家和地区的文化

适应、心理健康、感知到的歧视等问题十分凸显，值得长期关注和系统探究（Zhai & Du, 2020）。

综上所述，本研究检索了Web of Science和中国知网（CNKI）这两大数据库收录的2018-2022年，近5年来中国留学生心理健研究的相关文献。结合本研究的结果，心理健康会影响学术表现和学术成就；社会支持会影响学生消极的心理健康状况，如抑郁、焦虑、霸凌等（Shi, 2021）；性别差异会影响中国留学生的心理健康状况（Zhang et al., 2018）；学生的心理健康状况会影响学生的幸福感（Bieda et al., 2019）；多元环境对中国留学生心理健康的影响研究，如一带一路、新冠COVID-19疫情等（邓净月等人，2021；Patsali et al., 2020）；社会支持（宗教、学校）（Hou et al., 2018），家庭支持（父母）（Chen et al., 2021；Jen et al., 2019），同辈团体（朋友）（胡仪萱，2020；史晓婷、霍祥湖，2018）对中国留学生心理健康支持研究是全球关注的热点。

目前已有学者关注到新冠疫情与中国留学生心理健康的影响（邓净月等人，2021；Patsali et al., 2020），但目前已进入到疫情常态化，并没有更全面、更深入的研究，下一步还需更多不同地区、不同文化背景下的新冠疫情与中国留学生心理健康的研究，特别是需要加强新冠疫情常态化后，中国留学生心理健康管理的措施和策略，为中国留学生在海外的留学学习和生活保驾护航。本研究未能纳入未公开发表的论文，因此对本研究的文献查全率有一定的影响，后续研究可补充该方面的内容，从而完善国内外中国留学生心理健康研究的现状和研究热点。

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# The Effect of Internal Control Personality on Entrepreneurial Intention among College Students-Entrepreneurial Alertness as a Mediating Variable

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## Abstract

To explore the impact from internal locus of control on entrepreneurial intention of college students in China as well as the mediating effect of entrepreneurial alertness. The scales of internal locus of control, entrepreneurial alertness, and entrepreneurial intention have been used to conduct a questionnaire survey among 651 undergraduates from five universities in China. The results show four key findings. First, the internal locus of control has a positive and significant impact on entrepreneurial intention. Second, the internal locus of control has a positive and significant impact on entrepreneurial alertness. Third, the entrepreneurial alertness has a positive and significant impact on entrepreneurial intention. Finally, the entrepreneurial alertness plays a mediating role in the relationship between internal locus of control and entrepreneurial intention. This study provided a theoretical and practical reference for improving the entrepreneurial intentions of university students.

**Keywords**: College Students; Internal Locus of Control; Entrepreneurial Alertness; Entrepreneurial Intention

# 大学生内控型人格对创业意向的影响
# —创业警觉为中介变量

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## 摘要

探究中国大学生内控型人格对创业意向的影响，以及创业警觉的中介作用。采用内控型人格量表、创业警觉量表与创业意向量表，对中国 5 所高校 651 名大学生进行问卷调查。研究结果显示：1、内控型人格对创业意向有正向显著影响；2、内控型人格对创业警觉有正向显著影响；3、创业警觉对创业意向有正向显著影响；4、创业警觉在内控型人格与创业意向关系之间有中介作用。本研究为提高大学生创业意向提供了理论和实践参考。

**关键词：**大学生；内控型人格；创业警觉；创业意向

# 1.引言

创业意向在创业中扮演着重要的角色(Liñán & Chen, 2009)，在进行创业之前一定要先具备创业意向。了解大学生的创业意向，就能更好地预测他们是否会采取实际行动来创业，促进大学生的创业意向可以有效地增加大学生创业的可能性(Wu & Wu, 2008)。因此，本研究将主要对中国大学生的创业意向进行研究及探讨。

影响创业意向的一个重要因素就是内控型人格(Shane et al., 2003)，具有内控型人格的个体倾向于积极面对挑战和困难，通过寻找有效的方案来解决问题(Luthans et al., 2006)，还可以在创业过程中会利用社会资本来弥补自身的不足，获取更多的创业资源来促进创业成功(Obschonka et al., 2012)。而具有内控型人格的个体，创业动机更加明确，创业意向也越发强烈，最后进行创业活动 (Baldegger et al., 2020)。此外，创业警觉也是创业意向的一个的关键驱动力(Hayton & Cholakova, 2012; Lee, 2016)。创业警觉是指个体能够主动察觉出被其他人忽略的机会，是一种发现机会的能力(Kirzner, 1997)，是一种独特的计划能力，能够持续地扫描环境，随时准备发现机会(Kaish & Gilad, 1991)。具备创业警觉性的个体可以寻找机会建立和管理自己的企业(Karabulut, 2016)，总的来说创业警觉可以增强个体的创业意向，并激励他们创业(Glederen et al., 2018) 。

上述已经提到内控型人格、创业警觉作为前置变量对创业意向形成的重要性。也有研究指出，内控型人格可以显著正向影响创业警觉(Tang, 2009)，还有研究结果表明，创业警觉在人格变量与创业意向关系之间扮演了关键的中介角色(Yan et al., 2018; Yasir et al., 2020)，此外创业警觉性高的个体对环境变化具有敏感的意识，更有可能发现创业机会(Hajizadeh & Zali, 2016)，所以创业警觉有助于个体形成创业意向并开始创业行为(McMullen & Shepherd, 2006)。为此，本研究通过创业警觉作为中介变量，构建一个中介效应模型来考察内控型人格对创业意向的影响，为创业理论提供实证研究证据，确定影响创业的中介机制，推动创业领域的研究。本研究结果将为高校提供实践性建议，更好地规划与落实大学生创业课程，以此来激励大学生进行创业。

# 2.文献综述

## 2.1 内控型人格与创业意向

Lii and Wong (2008)表明个体是认为自己的生活可以被自己努力所影响的，既是内控型人格。Denoble et al. (1999)提出创业意向是指个体对创办新公司热衷程度和意愿倾向。Peng et al.(2013)认为创业意向是一种心理取向，如欲望、愿望及希望等，这些心理取向影响着他们的创业选择。

Ang and Hong (2000)发现内控型人格是创业意向的决定因素，Zhao (2010)的研究结果显示内控型人格能够提升个体的创业意向。此外，内控型人格对个体创业意向的构建有着重要作用(Baldegger et al., 2017)，内控型人格能正向影响创业意向(Tentama & Abdussalam, 2020)，具有内控型人格的个体会选择成为创业者，因为他们认为自己的决定和行动能够影响他们成功创业(Karabulut, 2016)，大学生的内控型人格也能够正向影响他们的创业意向(Hsiung, 2018)，说明当个体的内控型人格越强，创业意向就越高(Kristiansen & Indarti, 2004)。

据此，本研究提出假设 1：大学生内控型人格对创业意向有显著正向影响。

**2.2 内控型人格与创业警觉**

Busenitz (1996)认为个体的创业警觉性是一种对机会开放的心理状态，虽然创业警觉性可能会在已知的环境下进行搜索行为，但其更普遍的是一种随时都对机会接纳的态度。Kirzner (1997)也对创业警觉的定义进行补充，认为个体能够主动察觉出被其他人忽略的机会，是一种发现机会的能力。

个体在受到外界条件刺激并且自身具有稳定特质的结合下，可以帮助个体提高警觉性(Shapero, 1980)，而内控型人格可以提高创业警觉，促使创业者进行创业(Harper, 1998)，还有研究发现大学生内控型人格对创业警觉性有正向显著影响(Ghasemi & Rowshan, 2016)。内控型人格可以正向显著预测创业警觉，证实了内控型人格对创业警觉具有相当重要的影响，说明个体拥有内控型人格，可以让其具备自我控制的能力，这有助于激发个体的创业警觉性，激励创业者不断寻求新的想法，因此内控型人格是创业警觉的重要前因(Tang, 2009)。据此，本研究提出假设 2：大学生内控型人格对创业警觉有显著正向影响。

**2.3 创业警觉与创业意向**

Baron and Ensley (2006)指出，创业警觉是一种认知能力，是创业者在创业过程中发现机会的主要技能之一，不具备创业警觉的创业者，想要在庞大的商业市场中捕捉到隐藏的创业机会是比较困难的。Hu and Ye (2017)以社会认知理论为指导，探讨创业警觉对创业意向的预测作用，结果发现创业警觉对创业意向有显著的正向影响。Samo and Hashim (2016)基于计划行为理论，分析了创业警觉对创业意向的影响，他们发现创业警觉对创业意向有正向影响，说明创业警觉对潜在创业者的创业意向方面发挥着至关重要的作用。因此，创业警觉提高了个体的判断能力，有助于个体形成创业意向并开始创业行为(McMullen & Shepherd, 2006)。据此，本研究提出假设 3：大学生创业警觉对创业意向有显著正向影响。

**2.4 创业警觉在内控型人格与创业意向之间的中介作用**

Gozukara and Colakoglu (2016)探讨了大学生创业警觉在创新性与创业意向关系中的中介作用，研究结果表明，创业警觉性在创新性与创业意向之间的关系中起完全中介作用。Lu and Wang (2018)测试创业警觉在计划行为理论模型中所扮演的角色，研究结果显示，创业警觉部分中介了创业态度对创业意向的影响。Yasir et al. (2020)以大学生为研究样本，使用了创业自我效能感、主动性人格、创造力等作为自变量，机会识别和可持续创业意向作为因变量，创业警觉作为中介变量来进行考察，结果发现创业警觉都对以上变量之间关系产生了中介作用。Yan et al. (2018)考察了大学生的创业警觉、机会识别作为中介变量对人格特质与创业意向之间关系的影响，结果发现创业警觉、机会识别在人格特质与大学生创业意向之间起到中介作用。据此，本研究提出假设 4：大学生创业警觉在内控型人格对创业意向的影响起到中介作用。

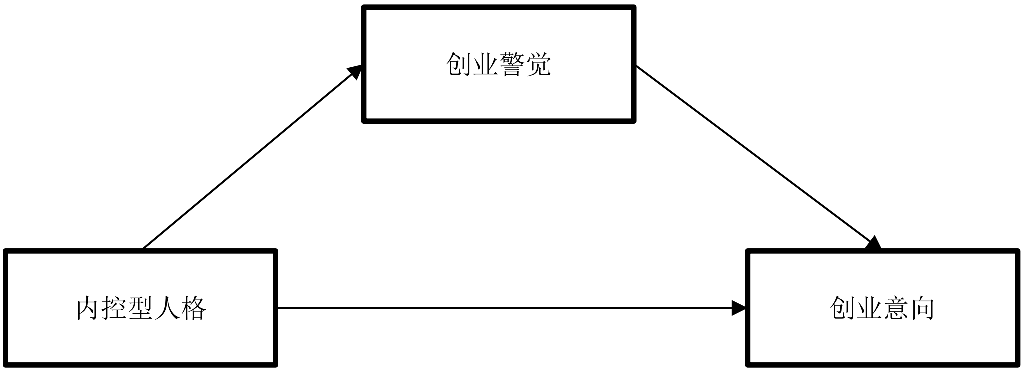
# 3.研究方法

### 3.1 研究框架

本研究根据研究假设提出研究架构，如图 1 所示。

**图 1**

*研究框架图*




资料来源：本研究整理

### 3.2 研究对象

本研究采取立意抽样法选择样本，抽取来自广东、陕西、江西、湖南、海南等 5 所高校的大学生为研究对象。抽取样本时需要调查人口学变量并收集到受访者的个人信息，同时在调查过程中会咨询到受试者创业方面的有关问题，可能会使一些正在创业并遭遇不顺的受试者产生厌恶或是心理的压力。因此，在调查受试者之前，会以信任度较高的的书面报告来通知受访者，征得受访者的同意或认可，且将一切个人信息进行匿名和保密，之后才进行正式的测试，并承诺本次调研数据只用于学术研究。

### 3.3 研究工具

本研究以问卷调查法为主要研究方法，对回收样本数据进行分析，其中研究工具有内控型人格、创业警觉与创业意向等量表，兹分别说明如下：

#### 3.3.1 内控型人格量表

内控型人格的测量主要借鉴 Asante and Affum-Osei (2019)的内控型人格量表，该量表主要针对初创业群体的进行测量，其中研究对象包含了大学生，共有 4 道题目，当时该量表的 Cronbach's α=0.90，具有良好的信度。本研究使用李克特 5 点评分来进行测量，从“完全不同意”到“完全同意”，得分越高，内控型人格水平越强。

#### 3.3.2 创业警觉量表

创业警觉的测量采用 Tang et al. (2012)设计的创业警觉量表，该量表研究样本来自美国东南部一所大型州立大学的大学生，由 3 个维度（搜索警觉性、关联警觉性、评价与判断警觉性），13 个题目组成，当时该量表各构面 Cronbach’s α 都在 0.91 以上，具有良好的信度。本研究使用李克特 5 点评分来进行测量，从“完全不同意”到“完全同意”，得分越高，创业警觉水平越强。

#### 3.3.3 创业意向量表

创业意向测量采用 Liñán and Chen (2009)开发的创业意向量表，该量表主要研究对象为大学生，共 6 道题目，当时该量表 Cronbach’s α=0.94，具有良好的信度。本研究使用李克特 5 点评分来进行测量，从“完全不同意”到“完全同意”，得分越高，创业意

向水平越强。

**3.4 资料统计分析方法**

本研究使用 SPSS 统计软件对所收集预试及正式资料进行数据分析，包括描述统计、相关分析等。其中采用 SPSS Process Macro 对研究假设进行检验，并使用模型 4 检验中介模型(Hayes, 2013)。

# 4.结果分析

**4.1 研究对象描述统计**

本研究调查正式问卷共收回问卷 673 份，其中有效问卷 651 份，有效回收率为 96.493%。在本研究中，背景变项包括了：性别、年级、专业、常住地总共四项，通过搜集到的研究样本实施统计、资料整理与分析。在性别中：本研究所受访的男生人数为 404（62.1%）， 女生人数为 247（37.9%）；年级方面：大一学生 50 人（7.7%），大二学生 118 人（18.1%），大三学生 184 人（28.3%），大四学生 299 人（45.9%）；专业类别：文科生 285 人（43.8%），理科生 366（56.2%）；常住地：城市 238 人（43.5%），乡镇 185 人（28.4%），农村 183 人（28.1%）。

**4.2 变量描述统计与相关分析**

从表 1 中可得各变量平均数和标准差为：内控型人格（M=3.771，SD=0.647），创业警觉(M=3.445,SD=0.562)，创业意向 (M=3.044,SD=0.776)，四个量表均为 5 点量表，根据研究结果显示，各变量在现况的表现均属于中上水平。本研究中的所有变量之间均存在显著正相关，各变量相关系数介于 0.366—0.535 之间，所有相关系数均未超过 0.8，不存在严重的共线性问题(Lee Rodgers & Nicewander, 1988)。

**表 1**

*变量描述统计与相关分析摘要表*

| 变量 | M | SD | 内控型人格 | 创业警觉 | 创业意向 |
|---|---|---|---|---|---|
| 内控型人格 | 3.771 | 0.647 | 1 | | |
| 创业警觉 | 3.445 | 0.562 | 0.366** | 1 | |
| 创业意向 | 3.044 | 0.776 | 0.402** | 0.535** | 1 |

注：**$p<0.01$

资料来源：本研究整理

**4.3 假设检验**

由表 2 显示，内控型人格对创业意向的 B=0.482（p＜0.001），显示大学生内控型人格可以显著正向影响创业意向，研究假设 1 获得支持；内控型人格对创业警觉有显著正向影响（B=0.318，p＜0.001），显示大学生内控型人格可以显著正向影响创业警觉，研究假设 2 获得支持；创业警觉对创业意向有显著正向影响（B=0.618，p＜0.001），显示大学生创业警觉可以显著正向影响创业意向，研究假设 3 获得支持；在内控型人格→创业警觉→创业意向的这条路径上，创业警觉受内控型人格的作用（B=0.318，p＜0.001）最后再影响创业意向（B=0.618，p＜0.001），验证了创业警觉在内控型性人格与创业意向之间能够起到中介作用，研究假设 4 获得支持；此外，内控型人格对创业意向有显著正向影响(B=0.285, p＜0.001），所以创业警觉在内控型人格与创业意向之间的关系起到

部分中介作用，如图 2 所示。

**表 2**

*变量回归分析表*

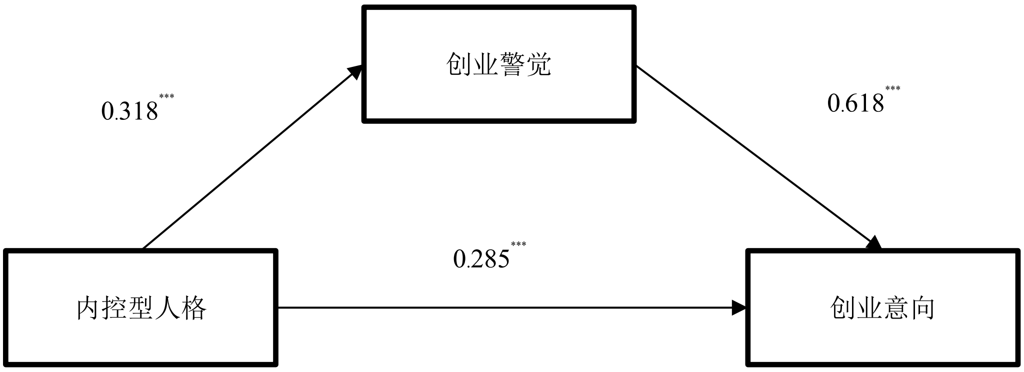
| 变量 | 模型 1 创业意向 | | | 模型 2 创业警觉 | | | 模型 3 创业意向 | | |
|---|---|---|---|---|---|---|---|---|---|
| | B | SE | t | B | SE | t | B | SE | t |
| 常数项 | 1.228 | 0165 | 7.439*** | 2.247 | 0.121 | 18.499*** | 0.161 | 0.182 | -0.885 |
| 内控型人格 | 0.482 | 0.043 | 11.169*** | 0.318 | 0.032 | 10.016*** | 0.285 | 0.041 | 6.905*** |
| 创业警觉 | | | | | | | 0.618 | 0.048 | 13.001*** |
| $R^2$ | 0.161 | | | 0.134 | | | 0.335 | | |
| F | 124.740 | | | 100.320*** | | | 163.023** | | |

注：***$p$＜0.001

资料来源：本研究整理

**图 2**

*中介模型影响路线图*




资料来源：本研究整理

## 4.4 Bootstrap 中介效应检验

表 3 显示，总效应值=0.285，置信区间为（0.397，0.566）；间接效应的路径为内控型人格→创业警觉→创业意向，效应值=0.196，置信区间为（0.152，0.242），不包含 0，所以创业警觉在内控型人格与创业意向之间起到中介作用，研究假设 4 获得验证；另外，直接效应的路径值=0.285，置信区间为（0.204，0.366），不包含 0，验证了创业警觉在内控型人格与创业意向之间起到部分中介作用。

**表 3**

*中介效应 Bootstrap 检验分析表*

| 路径 | 效应值 | 标准误 | 95%置信区间（上限） | 95%置信区间（下限） |
|---|---|---|---|---|
| 直接效应 | 0.285 | 0.041 | 0.204 | 0.366 |
| 总效应 | 0.482 | 0.043 | 0.397 | 0.566 |
| 间接效应 | 0.196 | 0.023 | 0.152 | 0.242 |

注：*间接效应路径为内控型人格→创业警觉→创业意向*

资料来源：本研究整理

## 5.讨论

本研究探讨内控型人格与创业意向之间的关系，还探讨了创业警觉在内控型人格与创业意向之间的关系，研究结果如下：

内控型人格对创业意向有显著正向影响，与之前的研究结果一致(Hsiung, 2018)。说明内控型人格的创业者更能够积极地接受挑战，克服困难(Luthans et al., 2006)，有更好的前瞻性和理性思考能力，还能提供创新和创造性的想法来促进创业(Roberts, 1991)，当个体的内控倾向越强，创业意向就越大(Mazzaro et al., 1999)。

内控型人格对创业警觉有显著正向影响，与之前的研究结果相同(Ghasemi & Rowshan, 2016)。证实内控型人格会激发了个体对外在环境的警觉性(Prakash et al., 2015)，有抱负的创业者如果认为自己有自控力，就会在追求目标的过程中表现出警觉性(Ng et al., 2006)。

创业警觉对创业意向有显著正向影响，与之前的研究结果相同(Hussain and Hashim, 2015; Hu et al., 2018)。说明创业警觉提高了个体的判断能力，有助于个体形成创业意向并开始创业行为(McMullen & Shepherd, 2006)。

创业警觉在内控型人格与创业意向关系之间起到了部分中介作用，与之前的研究结果相似，创业警觉发挥了重要的中介作用(Lu & Wang, 2018)。说明具有较高创业警觉性的个人对视察周边的创业环境就越有敏锐性，能够更快速的发现创业机会，创业意向也就更加的主动与强烈(Hayton & Cholakova, 2012; Lee et al., 2016)。

## 6.建议

大学生的内控型人格可以显著正向影响创业意向，因此高校应该多开展人生规划以及自我管理等课程，在模块化课程内加入创业要素，主动测试和了解大学生的内控型人格程度，帮助大学生增强他们的内控型人格、提高其主动性和积极性，从而激发其创业意向。

创业警觉在内控型人格与创业意向之间起到部分中介作用。高校在加强大学生内控型人格的同时，要整合创业学习课程，培养大学生对创业信息的敏锐度，强化大学生对创业信息的解读，因为这些都会对大学生搜索、关联、评价与判断的警觉性产生影响。因此高校可以多开设一些关于创业行为、创业认知、创业行动和创业经验等课程、讲座、校内竞赛或研讨会，以此来提高大学生对市场环境中的警觉性。另外，要透过创业专业

知识教育来提升他们创业警觉能力，多开设大学生的创业实训课程，培养大学生对创业机会优劣的洞察能力，让大学生到公司或创业机构去实习，帮助大学生直面接触到创业环境，使其分析创业市场情况及自身创业能力，最后促进其创业意向的发展，增加创业的成功率。

## 7.研究限制与未来研究

本研究样本问卷调查是基于同一时间调查所得的横截面数据，未对调查样本进行阶段性跟踪，不能对大学生创业意向的动态形成过程进行深入研究剖析，所以未来可通过纵向数据追踪的研究方法，深入发掘这些变量之间的关系。或是能够同时采用质性研究方法，以此获取更丰富的研究结果。最后，在未来的研究中可以继续探讨其它中介变量对内控型人格与创业意向之间关系的中介作用，为内控型人格与创业意向之间的实证研究结果提供更多的证据。

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# Study on Consumers' Self-Concept and Purchase Behavior of Vitamin Beverage under The Pandemic Situation——An Exploratory Research Based on Grounded Theory

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**Abstract**

Based on semi-structured in-depth interviews with 14 vitamin beverage consumers, this paper uses grounded theory to analyze the role of vitamin beverage consumer self-concept in the process of purchasing vitamin beverages during the pandemic situation. This paper found that the purchase reasons of vitamin beverage consumers during the pandemic situation are not necessarily related to the impact of the pandemic, but they are related to the imbalance of consumers' self-concept status, which may occur before or during the pandemic. After purchasing vitamin beverages, consumers of vitamin beverages will form social-self and self-extension of products. These two self-concept concepts will form self-consistency with their purchase reasons and purchase behavior.

**Keywords**: Vitamin Beverage; Consumers' Self-image; Purchase Behavior; Pandemic Situation

# 疫情下消费者自我概念与维生素饮品的购买行为的研究 ——基于扎根理论的探索性研究

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**摘要**

本文通过对 14 名维生素饮品消费者的半结构化深度访谈，运用扎根理论分析了在疫情下维生素饮品消费者自我概念在购买维生素饮品过程中的作用。本文发现疫情下维生素饮品消费者的购买原因不一定与疫情影响相关，但都与消费者自我概念状态失衡相关，这种状态的失衡可能发生在疫情前也可能发生在疫情中。维生素饮品消费者购买维生素饮品后会形成对产品的社会自我和延伸自我，这两种自我概念感知会有与他们的购买原因和购买行为构成自我一致性。

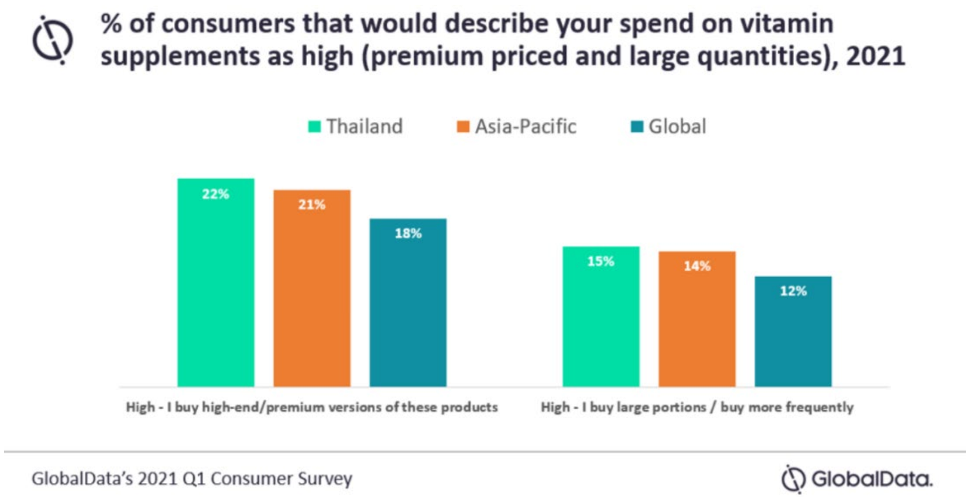
**关键词：**维生素饮品；消费者自我概念；购买行为；疫情

## 1. 研究背景与动机

自新冠疫情席卷全球，不仅对人们的生命健康产生威胁，更是引发全球商业发展的转型和改变。以保健品行业为例，随着人们保健意识的不断增强，在疫情期间对于保健食品的需求激增，该行业也在疫情常态化的新历史时期迎来了发展和机遇。维他命饮品是功能性健康饮品，因可以增强免疫力在疫情期间备受消费者青睐，据 Global Data 2021

Q1 的消费者调查研究数据显示：泰国消费者市场愿意以高价购买大量维他命饮品的比例是世界第一。如下图 1 所示：

**图 1**
*泰国消费者市场愿意以高价购买大量维他命饮品的比例*




资料来源：Global Data (2021, May 27). Explosive growth of vitamin-infused drinks shows no signs of slowing in Thailand. *Global Data*. https://www.drinks-insight-network.com/comment/growth-vitamin-infused-drinks-thailand/

在泰国的 7-11 便利店和商场随处可见各式各样的维他命饮品，可见全球新冠疫情的爆发加剧了新兴"健康生活"趋势产生共鸣。自我概念与消费者的购买行为息息相关，本研究以维他命饮品为例，来探讨在疫情下消费者自我概念与购买维生素饮品行为之间的关系。本研究的研究目的主要有以下这点：

- 探究疫情下自我概念不同的消费者对于维他命饮品购买行为的差异。
- 探究实际自我、理想自我与社会自我、延伸自我与消费者购买维他命饮品之间的相关性。
- 依据研究成果，能够为保健品生产商提出借鉴和可行的建议。

关于自我概念的研究，与行销领域相关的研究多聚焦于化妆品和香水行业，保健品行业的研究较少，尤其是在疫情背景下的维生素饮品购买行为与消费者自我概念的研究较少。希望通过该研究丰富自我概念研究领域，为后续学者们提供参考和借鉴，也丰富疫情下消费者行为的研究，为疫情后的维生素饮品市场提供一些有用的信息。

## 2. 文献综述

本文将会针对研究的主题，对维他命及自我概念的相关理论及文献进行整理和探讨。

### 2.1 关于维他命

维他命是食物中六大营养素其中之一，人体在新陈代谢的过程中依赖于维他命和矿物质的帮助，因此维生素这类营养素也会称之为维他命。一般情况下我们可以通过摄入蔬菜水果来获取维生素，但随着现在生活节奏加快工作压力增加等诸多因素，现代人开始依赖通过摄入维他命来补充体力、增强免疫力和消除疲劳。

随着新冠疫情在全球范围内的持续肆虐，为避免生病，民众想尽办法提高免疫力，除了加强体育锻炼，通过服用维他命也成为提高免疫力的重要选择。据调查显示泰国维生素饮品的一项调查研究显示，泰国消费者对具有增强免疫力的成分（如维生素）的产品异常感兴趣。根据 2021 年 Global Data 调查，60% 的泰国受访者表示增强免疫力的成分是产品购买的关键驱动因素。

**2.2 自我概念定义**

自我概念（self-concept）最早是由哈佛大学的心理学家 James 在 1890 首次提出。他提出自我一般包含“主我”和“客我”两种形式，“主我”是积极的知觉、思考的自我部分。“客我”是自我中被知觉、思考和注重的自我，自我概念就是指其中的客我 (James, 1890)。他提出自我概念是一种自我意识，这种意识是由纯粹自我和经验自我构成。在此基础之上其他学者对自我概念的定义进行了不断地探究研究，总结归纳如下表所示：

**表 1**
*自我概念定义归纳表*

| 学者（年份） | 自我概念定义 |
|---|---|
| Dusek (1996) | 是一种我们看待自我、我们形容自我的方法。 |
| Schwarzer (2000) | 个体将自身经验加以系统化的存储并转化成为自我的参考架构，是自我细化的认知。 |
| 曾智 (2005) | 自我概念就是个体对自身一切的知觉、了解和感受的总和。 |
| Solomon et al. (2012) | 个体对自己本身所拥有的特征及自身评价自我特质所持有的信念。 |

资料来源：本研究整理

自我概念是基于个体对自己的看法（实际自我）形象和个体想让他人认为自己是什么样（理想的我形象）形成的，而自我形象影响个体的感知和行为，因此自我概念与行为的研究的相关性是毫无疑问的 (Oumlil & Erdem, 1997)。因此自我概念在消费者行为的研究领域被广泛采用。

Sirgy (1982) 认为消费者的购买行为是一种自我概念的表达方式，消费者对自我形象的认知对其购买行为能够产生作用，产品消费象征着个人的属性、动机和社会模式，符号消费反映消费者的个性和生活方式，表达社会差异，因此运用自我概念來研究消费者购买行为意义非凡。该作者指出当产品传递的形象与实际自我和理想自我一致或者能够强化这种一致性时，就会成为消费者优先购买的产品，而理想自我和社会自我对消费者购买行为的影响则要低一些。Malhotra (1981) 在研究也指出自我概念与消费行为例如产品偏好和品牌忠诚度等存在着一种全息投射关系，即一个人拥有什么，他也就是什么。也就是说消费者所消费的产品是一种象征的符号，可以侧面的反映出消费者的身份地位、财富状况和社会角色等方面的性格特征。消费者选择与他们的自我概念一致的产品、品牌和服务，购买和使用产品可以让消费者定义、维护和增强他们的自我概念 (Grubb &

Grathwohl, 1967)。综上所述，企业可从消费者的自我概念入手探求消费者内在需求，对消费者行为及市场销售意义非凡。

**2.3 自我概念的构面**

自我概念的构面本研究将在过去学者相关研究 (Hawkins & David L., 2015; Sirgy, 1982) 基础之上结合本研究主题进行调整，将自我的构面划分为四个部分：

- 实际自我（actual self-concept）：代表消费者目前是什么样子。
- 理想自我（ideal self-concept）：代表消费者想要成为什么样子。
- 社会自我（social self-concept）：代表消费者在别人眼中想要成为什么样子。

**2.4 延伸自我的定义**

延伸自我（extended self）最早由 Belk 在 1988 年提出，延伸自我包括我加上所有物，包括礼物、金钱、身体部位、纪念物和地点等能定义自我身份的所有物。Bagozzi (2006) 在之前学者的相关研究基础上，提出了自我一致性是消费者延伸自我的形成路径之一。自我一致性指当消费者选择某产品时，会选择最匹配其自我概念的品牌。该物品是消费者自我表达、展示自我的媒介，因此该品牌就成为一种所拥物。Kleine et al. (1985) 认为消费者的购买行为反映自主和从属关系的产品在购买时成为延伸自我。

## 3. 研究方法与研究设计

疫情下的消费者自我概念与维生素饮品购买行为相关研究不多，因此本研究依据扎根理论对疫情下的消费者与维生素饮品购买行为进行探索性的理论研究。 Glaser 和 Strauss 在 1967 年首次提出了扎根理论，它是一种质性研究方法。通过扎根的方法首先需要通过科学严谨的手段获得原始数据资料,再通过对数据进行编码、比较、汇总,最终形成和提炼类别与范畴,直至研究人员发现实质性理论或者概念性假设。

本研究根据疫情下的自我概念与维生素饮品购买行为的主题,选择具有代表性的在泰维生素饮品消费者作为访谈对象，其选取标准如下:①疫情时期维生素饮品消费者②在泰国工作或学习超过 2 年的人员③样本选取尽量多元化，以免过早出现理论饱和。所以本研究的访谈对象基本信息如下表 3-1 所示：

**表 2**

*受访者基本信息与访谈情况信息表*

| 采访顺序 | 性别 | 年龄（岁） | 职业 | 饮用产品信息 | | 采访方式 | 采访地点 |
|---|---|---|---|---|---|---|---|
| | | | | 品牌 | 饮用频率 | | |
| 1 | 男 | 28 | 销售 | C-Vitt | 每 2 天 1 次 | 视频采访 | 微信 |
| 2 | 女 | 28 | 在读研究生 | C-Vitt | 一周 2 次 | 视频采访 | 微信 |
| 3 | 女 | 25 | 助理 | Yanhee | 一个月 2-3 次 | 面对面采访 | 办公室 |
| 4 | 男 | 39 | 大学讲师 | VitaDay、Blue | 一周 1-2 次 | 面对面采访 | 办公室 |
| 5 | 男 | 22 | 学生 | C-vitt | 2 天 1 瓶 | 视频采访 | 微信 |
| 6 | 男 | 27 | 总经理助理 | C-vitt | 1 个月 1-2 次 | 视频采访 | 微信 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 7 | 女 | 42 | 大学讲师 | DHC、Fancl | 每天喝 | 语音与文本采访 | Line |
| 8 | 女 | 33 | 大学讲师 | C-vitt | 每天喝 | 面对面采访 | 办公室 |
| 9 | 女 | 31 | 大学讲师 | Yanhee | 一周 2-3 次 | 面对面采访 | 办公室 |
| 10 | 男 | 39 | 网络工程师 | C-vitt | 1-2 天 1 瓶 | 面对面采访 | 咖啡厅 |
| 11 | 女 | 37 | 互联网公司职员 | Blue | 1 个月 1-2 次 | 视频采访 | 微信平台 |
| 12 | 女 | 35 | 大学讲师 | C-vitt、Brand | 每天喝 | 面对面采访 | 办公室 |
| 13 | 男 | 44 | 大学讲师 | C-vitt | 每天喝 | 面对面采访 | 办公室 |
| 14 | 女 | 31 | 互联网公司职员 | Vitaday、Concept Water、Blue | 一周 1~2 次 | 视频采访 | 微信平台 |

资料来源：本研究整理

从性别来看,女生 8 人，男生 7 人；从年龄来看，大部分人集中在 30-40 岁；从职业来看,大学讲师有 6 人，学生有 2 人，其余人都是公司职员；从饮用的品牌和频率来看，C-vitt 占比最多，其次是 Yanhee， Blue, VitaDay 等品牌；受访者中几乎每天饮用的有 5 人，每周 1-3 次的有 6 人；其余 3 名受访者每个月饮用 1-3 次。访谈日期为 2022 年 3 月 22 日至 2022 年 3 月 25 日，共进行了 14 次半结构化访谈,每次 访谈时间为 30-40 分钟。深度访谈过程主要围绕以下 8 个问题展开:

1) 在疫情期间，您是如何看待自己的，认为自己是怎样的人？可以描述一下疫情之下的生活日常吗？
2) 请问您满意目前的这样一个生活方式吗？这是一个理想状态吗？为什么？
3) 您是从什么时候开始喝维生素饮品的呢？为什么想要喝？
4) 那您在疫情期间，喝维生素的频率有高于平常吗？您在疫情期间喝维生素饮品会让你有一些不同的感觉吗？
5) 疫情过后，您还会继续购买维生素饮品吗？
6) 除了喝维生素饮品，在疫情期间您还会做哪些事来让自己觉得很不错吗？
7) 您会把维生素饮品推荐给家人、朋友吗？为什么 ？
8) 您认为喝维生素饮品的人群都是怎样的人群？为什么？
9) 您对维生素饮料有什么改善建议吗？

第 9 个问题只是用于收集对维生素饮品品牌的改善建议，可以为维生素饮品行业未来的发展提供一些为满足的消费者需求，不被划为消费者自我概念和购买行为研究的研究框架范围。其中第 1-3 题是针对现实自我和理想自我的探究，4-6 题是对自我一致性的行为的探究，第 7 题是针对社会自我的探究，第 8 题是针对延伸自我概念的探究。研究题目准备好之后，研究人员对第 1 位受访者进行采访，采访完成后并对第 1 名受访者的访谈资料进行录音整理、转录和扎根分析，并且画出理论模型，表 3 展示了对第 1

位受访者的开放性编码的过程。接下来，研究人员需要采访第 2 位符合要求的受访者，并对其访谈资料进行开放性编码分析后，出现了与第 1 位受访者不相同的内容，研究人员对原有理论模型进行修改。本研究重复此步骤一共对 12 名受访者采访内容进行了扎根分析并修正了理论模型，第 13 位受访者已没有新的编码出现，为了检验理论饱和度，研究人员采访了第 14 位受访者，依然没有新的编码出现。

### 3.1 开放性编码

开放性编码作为编码的第一个环节,是确定概念和构建理论至关重要的步骤。以下列标准对抽象概念进行挑选:①对含义相同或相似的概念进行合并;②对相反或者违背常理的概念予以剔除;③剔除出现次数低于两次的概念。最终,确定 23 个概念、9 个范畴。开放编码形成的概念、范畴及对应原始资料如表 3 和 4 所示。

**表 3**

*开发性编码形成范畴 （以第 1 个受访者为例）*

| 序号 | 原始资料 | 概念（a） | 范畴（A） |
|---|---|---|---|
| 1 | A：在疫情期间，您是如何看待自己的，认为自己是怎样的人？可以描述一下疫情之下的生活日常吗？<br>LIKE：在疫情期间，我觉得我还是基于正常，就是和疫情之前的差别可能不是太大，也不是一个特别谨慎或者是小心的人，就是生活还是如旧，在更多的方面，生活方面可能还是遵循疫情之前的一个生活方式，就是减少了一些外出，类似的，但是就是对我而言，感觉疫情前后的变化其实没有太多。 | ● 生活状态（$a_1$）<br>● 心理状态（$a_2$）<br>● 行为改变（$a_3$） | 疫情下的实际自我（$A_1$） |
| 2 | A：那针对您第一问的回答，请问您满意目前的这样一个生活方式吗？这是一个理想状态吗？为什么？<br>L：还是比较满意的，但是你说他是理想的状态嘛，肯定也不是理想的状态，因为疫情还是限制了很多想要做的事情，生活啊或者是各方面都还是被疫情所影响，但是这个状态也不是很糟，因为自我也能调节，所以对我来说也还好。 | ● 生活状态（$a_1$）<br>● 心理状态（$a_2$）<br>● 行为改变（$a_3$）<br>● 自我调节（$a_4$） | 疫情下的理想自我（$A_2$） |
| 3 | A：您是从什么时候开始喝维生素饮品的呢？为什么想要喝？<br>L：很早就开始喝吧，十八九岁上大学的时候吧，因为怕死，想活的长一点，所以就开始喝了，觉得自己健康啊，对自己健康，因为本来也就年轻人嘛，就生活不规律，就不知道哪天会死，所以用这些偏门的方式看看能不能拯救一下自己。 | ● 心理状态（$a_2$）<br>● 健康意识（$a_6$） | 消费者自我概念失衡（$A_3$） |

| | | | |
|---|---|---|---|
| 4 | A：那您在疫情期间，喝维生素的频率有高于平常吗？<br>L：并没有。因为就算在疫情前，也没有把它当作一种就是正常的饮食规律，只是帮他作为一种补充剂，并且在平时的生活中也会每天都吃一些维生素片或者是营养药片来补充，所以并没有把这种维他命饮作为一种必需品来饮用。 | • 产品概念和功能（$a_9$） | 对产品重要性的认知（$A_5$） |
| 5 | A：您在疫情期间喝维生素饮品会让你有一些不同的感觉吗？<br>L：也没有。因为就算在疫情前喝，也没有什么特殊的感觉，因为这些东西都都其实只是一个替代品吗？你只是觉得让它能够替代一些其它饮食，或者生活中不能满足的一些维生素，所以没有把它当作是一个正式的东西，所以也没有觉得它有多重要。<br>A：那除了喝维生素饮品，在疫情期间您还会做哪些事来让自己觉得很不错吗？<br>L：嗯，也没有。就正常生活吧，正常作息，然后出门戴口罩，出门戴口罩是必要的，其他就没有了。 | • 产品概念和功能（$a_9$）<br>• 行为改变（$a_4$） | 自我一致性的感知与行为（$A_5$） |
| 6 | A：那疫情过后，您依然会保持喝维生素饮品的频率吗？<br>L：会，只要还有工作，就是手上还有闲钱的话都还会喝。 | • 持续购买行为（$a_{13}$） | 购买意向（$A_7$） |
| 7 | A：那您会把维生素饮品推荐给家人、朋友吗？为什么 ？<br>L：可能会推荐，并不是因为它的功效，可能是因为它味道还不错，会跟朋友们小小的提一提。 | • 推荐行为（$a_{14}$）<br>• 味道（$a_{15}$） | 消费者对产品的社会自我感知（$A_8$） |
| 8 | A：那您认为喝维生素饮品的人群都是怎样的人群？为什么？<br>L：我觉得是要有一定生活要求和经济能力的人吧，因为这种东西就像保健品一样，就只是一个心理作用，它并不是能很好立竿见影的反应效果，所以我觉得都是一些在温饱已经被解决了的人才会考虑这个东西。 | • 有经济能力（$a_{18}$） | 消费者对产品延伸自我的感知（$A_9$） |

资料来源：本研究整理

### 3.2 主轴编码

为提取主范畴,本研究将表 3 中 9 个范畴确定为次要范畴,并归纳出 4 个主要范畴,主范畴、次要范畴如表 4 所示。

### 3.3 选择性编码

在选择性编码这一过程中， 是需要将所有范畴围绕核心范畴进行统一。首先，研究需要确定核心范畴,其次需要明确其它范畴与主范畴的逻辑因果关系。根据主轴编码阶段提炼的消费者平衡状态失调（$AA_1$）、产品需求和认知（$AA_2$）、自我一致性方式（$AA_3$）、

消费者对产品的自我概念（$AA_4$）这 4 个主范畴内涵以及各主范畴之间的关系,结合原始材料对比分析发现,它们均是围绕消费者自我概念与维生素购买行为的整个发展过程的,因此将消费者自我概念确定为核心范畴。其中,自我概念可以分为两大部分，一部分是购买行为产生前的实际自我和理想自我，另一部分是购买行为发生后消费者对产品的自我概念。基于扎根理论的研究范式进一步理顺并验证了核心范畴与主范畴之间的连接关系和作用路径,本文在选择性编码阶段遵循消费者平衡状态失调-产品的需求和认知-购买和使用行为-消费者对产品的自我概念的购买行为过程形成了理论模型,如图 2 所示。

**表 4**

*开发性编码和主轴编码过程（14 位受访者资料汇总）*

| 概念（a） | 范畴（A） | 主范畴（AA） |
|---|---|---|
| ● 生活状态（$a_1$）<br>● 心理状态（$a_2$）<br>● 行为改变（$a_3$） | 疫情下的实际自我（$A_1$） | |
| ● 生活状态（$a_1$）<br>● 心理状态（$a_2$）<br>● 行为改变（$a_3$）<br>● 自我调节($a_4$) | 疫情下的理想自我（$A_2$） | 消费者平衡状态失调（$AA_1$） |
| ● 心理状态（$a_2$）<br>● 健康意识（$a_5$） | 消费者自我概念失衡（$A_3$） | |
| ● 尝试心理（$a_6$）<br>● 广告宣传（$a_7$）<br>● 朋友推荐（$a_8$） | 外部信息打破平衡状态（$A_4$） | |
| ● 产品概念和功能 ($a_9$) | 对产品重要性的认知（$A_5$） | 产品的需求和认知（$AA_2$） |
| ● 产品概念和功能 ($a_9$)<br>● 行为改变（$a_{10}$）<br>● 运动（$a_{11}$）<br>● 健康食物（$a_{12}$） | 自我一致性的感知与行为（$A_6$） | 自我一致性方式（$AA_3$） |
| ● 持续购买行为（$a_{13}$） | 购买行为意向（$A_7$） | |

| | | |
|---|---|---|
| ● 推荐行为（$a_{14}$）<br>● 味道（$a_{15}$）<br>● 替代品建议（$a_{16}$）<br>● 功能性建议（$a_{17}$） | 消费者对产品的社会自我感知（$A_8$） | 消费者对产品的自我概念（$AA_4$） |

续 表 4

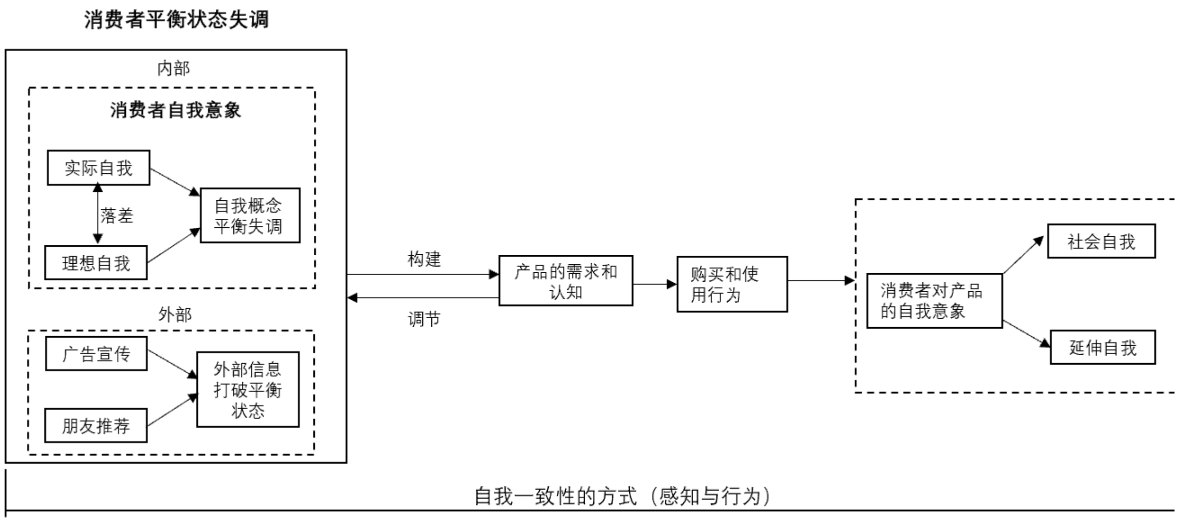
*开发性编码和主轴编码过程（14 位受访者资料汇总）*

| 概念（a） | 范畴（A） | 主范畴（AA） |
|---|---|---|
| ● 有经济能力（$a_{18}$）<br>● 运动人群（$a_{19}$）<br>● 关心健康（$a_{20}$）<br>● 尝新人群（$a_{21}$）<br>● 信息搜索能力强的人群（$a_{22}$）<br>● 爱美人群（$a_{23}$） | 消费者对产品延伸自我的感知（$A_9$） | 消费者对产品的自我概念（$AA_4$） |

资料来源：本研究整理

**图 2**

*消费者自我概念与维生素饮品购买行为过程研究*




资料来源：本研究整理

# 4. 结果与讨论

## 4.1 模型阐释

通过本次研究发现，饮用维生素饮品的人群按照第一次购买维生素饮品时间可分为疫情前购买者和疫情后购买者，两类群体在饮用维生素饮品的原因是大不相同的。

疫情前购买者他们由于自身心理变化、健康意识产生、尝试心理或者外界信息的摄入（广告或朋友推荐）打破了原有的心理平衡状态，于是产生了购买维生素饮品的需求。由于是疫情前选择购买，第一次购买维生素饮品的原因并不是因为疫情，因此在疫情期间即便继续购买维生素饮品也是对之前感知和行为的自我一致性的体现。若打破疫情前购买者心理平衡的是健康意识的考量，那么刚好与疫情的大背景有所契合，饮用维生素饮品会为他们一些带来心理上的安慰。若疫情前购买者是出于对运动后能量的补充、对于美白皮肤的需求，那么他们在疫情下饮用维生素饮品只被看作行为习惯，并不会在疫情下产生特殊的心理暗示和心理安慰。

疫情后购买者他们通常是由于疫情下的实际自我状态和理想自我状态出现了落差，才导致维生素饮品的需求，这种状态落差一般源于在疫情带来的心理压力、健康状况担忧和行为改变等方面，因此疫情期间饮用维生素饮品可以缓解他们在疫情下紧张的心理状态，给他们带来较大的心理安慰。疫情下主动购买维生素饮品的消费者具备较好的信息搜索能力，他们善于寻找解决方案来调节自己失衡的状态，而饮用维生素饮品就是他们应对疫情恐慌的情绪而采取的解决方案之一，与之相对的自我一致性的行为有运动、食用健康食物等方法增强自身抵抗力，并伴随积极的防疫行为。

随着维生素饮品购买行为的发生，消费者让自己与产品有了内在自我概念的联系，采访中 13 位受访者都表示会将维生素饮品推荐给自己的朋友与家人，这体现了消费者他们的社会自我概念：他们应该做什么，而推荐这一行为也体现了消费者购买维生素饮品后的一致性自我行为。13 位受访者表示发生推荐行为通常源于维生素饮品味道、功能和维生素饮品相对其他饮品的替代性。其中 1 位受访者不愿意推荐维生素饮品给朋友和家人，深入研究他的采访资料，我们得知，他的购买行为是属于随机购买行为，购买行为发生后他并没有对产品形成较强的产品认知，追溯他购买的原因也是因为尝试心理。

受访者如何描述维生素饮品的消费者人群这是消费者对产品延伸自我的体现，消费者购买维生素饮品的原因、消费者对维生素饮品的认知与消费者的延伸自我高度一致。例如，有一位受访者因为身体缺乏维生素而饮用维生素饮品，他就会认为饮用维生素饮品的消费者是缺乏维生素的人群，这也是一致性自我的体现。本研究发现了 5 种提及频率较高的消费者延伸自我的概念，它们分别是：有经济能力（$a_{18}$）；运动人群（$a_{19}$）；关心健康（$a_{20}$）；尝新人群（$a_{21}$）；信息搜索能力强的人群（$a_{22}$）；爱美人群（$a_{23}$）。

## 4.2 实践价值

对于维生素饮品品牌来说，了解到消费者购买维生素饮品的原因可以更加准确地与消费者市场进行沟通，并建立与消费者市场的紧密联系。维生素饮品可以利用自我一致性的概念去进行更多的市场营销，例如运动型维生素饮品可以和健身房或者运动装备品牌进行战略合作；C-vitt 这一类维 C 含量丰富的饮品可以和医院、健康保险公司等进行战略合作。维生素饮品品牌在进行市场宣传时，应引导消费者了解维生素的重要性以及

缺乏维生素的危害，这样的外在信息在潜在消费者人群中传播时更容易打破他们的平衡状态，唤醒他们对维生素饮品的需求。

针对不同消费者的延伸自我概念，维生素饮品品牌可以通过消费者不同延伸自我概念的研究并深耕其产品亮点。在收集到的消费者对维生素饮品的建议中，有些健康意识较强的受访者提出主打健康的维生素饮品应该在糖分含量上做到严格的控制，在尽量不牺牲维生素饮品味道的同时改良饮品配方控制糖分含量是未来维生素饮品标榜产品健康理念的一个切入点。有些价格敏感型消费者希望维生素饮品可以降低产品的感知价格，如果维生素饮品可以增加不同的受消费者喜爱的口味或功能，如增加咖啡口味和提神功能，这样消费对产品的感知价值上升，感知价格便会下降。增加维生素饮品的功能价值还可以从知识传递方面入手，有些受访者表示希望维生素饮品可以将外包装或广告宣传作为与消费者沟通的渠道，让消费者更容易去获取产品信息和健康知识信息，从而教育和引导消费者哪种维生素更适合自己。这种产品与消费者的沟通方式的尝试也许可以更好地抓住随机购买行为的消费者，让他们能够加深对产品功能与重要性的认知，从而增加购买次数，强化自我一致性的行为，随之加强消费者社会自我概念从而推荐行为。

**4.3 不足与展望**

扎根理论构建的消费者的自我概念与维生素饮品购买行为研究存在一定程度的主观性，若在进行扎根分析的过程中让其他参与研究人员进行二次扎根就可以去除一些文章在编码时的主观偏差，但是由于时间、资源等限制，本研究并没有将研究资料进行二次操作。

在受访者的选取过程中，有一个选取标准是在泰国工作或学习超过两年的人员，因此受访者的国籍或地区并没有受到限制。但是，由于研究人员的语言限制，所以在选择受访者时只挑选了可以以中文为主要沟通方式的人员，这会造成采访过程中受试者有时会无法用中文很确切地表达自己的想法，需要研究人员在采访过程中沟通其表达意思，可能会造成对采访内容的干扰。

未来的研究可以从定量方面入手，对比在不同的文化和中泰疫情管控状态下的维生素饮品的消费者产品功能感知和其购买行为的差别，也可以研究如何增强随机购买行为的消费者的社会自我概念。

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# Research on Network Public Opinion Monitoring, Early Warning and Coping Strategies in Higher Vocational Colleges under the Background of Epidemic Situation

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**Abstract**

Under the background of epidemic situation, the network public opinion of higher vocational colleges is facing great risks. How to deal with the sudden network public opinion events quickly and efficiently is not only related to the stability and long-term development of the school, but also the urgent need of building a harmonious society. This paper analyzes the current situation of network public opinion monitoring and early warning mechanism from three aspects: network public opinion monitoring scope, network public opinion management system, network public opinion information analysis and processing, puts forward five principles of network public opinion response in higher vocational colleges, and expounds from the aspects of network public opinion working mechanism construction, network public opinion guidance subject construction, multi-level network public opinion management system construction, etc. In order to provide reference and suggestions for the network public opinion processing in higher vocational colleges.

**Keywords**: Vocational Colleges; Network Public Opinion; Monitoring and Early Warning; Coping Strategies

# 疫情背景下高职院校网络舆情监测预警及应对策略研究

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**摘要**

疫情背景下，高职院校网络舆情面临重大风险隐患，如何快速、高效地应对突发的网络舆情事件不仅关系到学校的稳定和长远发展，也是构建和谐社会的迫切需要。从网络舆情监测范围、网络舆情管理制度、网络舆情信息的分析和处理三个方面分析了网络舆情监测预警机制的现状，提出了高职院校网路舆情应对的五个原则，并从网络舆情工作机制建设、网络舆情引导主体建设、多级网络舆情管理体系建设等几个方面进行阐述，以期对高职院校网络舆情处理提供参考建议。

**关键词**：高职院校；网络舆情；监测预警；应对策略

受新冠肺炎疫情影响，全国各级各类学校延期开学，大中专院校按照教育主管部门“停课不停学”有关工作安排的通知，积极开展线上教学，学生居家学习，这是一种特殊背景下的封闭教育方式，对学校、学生和家长都是一种尝试，存在诸多未知因素。在

此期间，学生大多通过网络了解外面所发的事情，自由宽松的网络环境是各种观点正面交锋的重要阵地，涉及社会问题和事件的方方面面，一些庸俗的、反动的负面信息也不时充斥网络，高职院校学生作为高等教育大军中的重要群体，面对“网络大熔炉”的各种观点和文化时，不能理性的做出判断，容易被别有用心的人利用，而且他们“从众现象”严重，容易发生集体事件（陈建华，2017）。特殊时期，对这部分群体引起的网络舆情分析及引导机制研究已成为当务之急。

## 1.高职院校网络舆情的形成因素

1.1 高职院校网络舆情形成的客观因素

微信、QQ、抖音、博客、贴吧、超话社区、知乎等社交软件的广泛应用及电脑的普及为网络舆情的快速传播提供了便利条件。网络通讯技术的快速发展为人们获取资讯、发布消息和发表言论提供了基础条件，而微信、QQ、抖音、博客、贴吧、超话社区、知乎则是大学生进行交谈和沟通的主要途径。学生在一种相对宽松的环境里释放热情，各种思想和价值取向相互碰撞和激发，使大学生共享因技术带来的自由自在的交流。从这个意义上说，各类通讯软硬件的普及为网络舆情的形成提供了有力的技术支撑和条件，进一步扩大了网路舆情的影响范围。尤其是校园贴吧、超话社区、知乎最容易引发网络舆情产生“蝴蝶效应”。一些涉及学生诉求和利益的热点话题极易在这里快速传播，引起叠加效应，假如处理不及时，往往会造成网络舆情。

疫情导致的学生群体活动受限是网络舆情传播的客观环境。受疫情大环境影响，学生出行受限，获得的各类信息基本都来源于网络。长时间的封闭环境导致部分学生产生心理应激反应。少数学生从个人视角对疫情进行“反思”、抱怨社会、“问责”学校，通过“网络麦克风”发泄内心不满（杨廷伟，2020）。

1.2 高职院校网络舆情形成的主观因素

“00”后的大学生是融媒体时代的网络弄潮儿。高职院校学生是一个知识素质比较高的群体，已经逐步形成自己的思维方式、认知特点和是非判断力，他们推崇自由平等的交流氛围，各种观点、认知的碰撞能够促成一个讨论交流的涡旋地带，引发一场又一场的“思维角逐”。

充沛的课余时间给大学生提供更多的接触网络舆情的机会。高职院校教育管理模式不同于中等教育学校，其学生有更大的自主性和更广阔的活动空间。除了校园活动场所，他们在业余时间喜欢在网络空间遨游，从而增加了他们接触网络舆情的机会。

## 2.高职院校网络舆情监测预警机制的现状

2.1 网络舆情的监控域存在漏洞

目前，各个学校的网络舆情监控覆盖面不够宽泛，虽然部分高职院校利用校园微博、校园公众号、BBS 等网络平台对网络舆情实施监控，但效果并不理想，仅靠这些平台难以及时、有效的对海量的信息进行识别、研判，还没有形成富有成效的监控预警机制。

2.2 缺乏健全的网络舆情管理制度

一是缺乏网络舆情应急预案，大多数高职院校没有现成的应急预案，遇到舆情手忙

脚乱，大都一事一议。二是缺乏舆情等级划分制度，大都根据个人感觉预判舆情重要程度。三是网络舆情处置流程不规范，逐级汇报流程不明确，缺少对网络舆情内容的分类识别。

2.3 网络舆情信息研判和处置能力不足

虽然部分高职院校建立了网络预警机制，但只是停留在理论阶段，并没有成熟的实际应对经验，即时收集到一些网络舆情信息，由于缺乏专业的分析软件和专业人员，不能对网络信息进行有效筛选、处置和引导，对舆情信息研判存在滞后甚至误判情况时有发生，严重影响了网络舆情处理时效，给学校的安全稳定造成不可挽回的后果（曾昭皓等人，2013）。

## 3.高职院校网络舆情应对基本原则

3.1 实事求是原则

科学应对网络舆情，首要的是端正态度，坦诚以对。有些高职院校一遇到网络舆情就想大事化小，小事化了，这种心情是可以理解的，但一定要事实就是，本着解决问题而不是息事宁人的态度来面对网络舆情，否则，可能事与愿违。

3.2 敢于担当原则

疫情期间，需要进行舆情应对的主体，一般是学校党委宣传部或有关系部处室，也可能涉及某系辅导员或班主任。不管是哪方面的主体，在舆情发生后，不仅要开诚布公、实事求是地公布事实情况，还要勇于承担责任，决不能推卸责任。

3.3 平等待人原则

有压制，就会有反抗，舆情处理主体要换个维度考虑问题，很多时候对网络舆论的消极控制往往不能奏效。事实也证明，通过平等对话的方式来与学生交流互通，比控制舆情要有效得多。

3.4 讲求时效原则

网络舆情应对对时间和速度的要求极高，舆情危机是否会广泛扩散，往往在一夕之间，及时有效的平等对话，能极大地缓和学生的紧张情绪，通过线上线下的及时沟通，不仅能实现有效沟通和疏通，而且能使对自身有益的舆情信息得以传达。

3.5 未雨绸缪原则

要构建舆情预警机制，制定网络舆情应急预案。当舆情发生后，立即启动应急预案，力争把舆情的种子消灭在萌芽状态。

## 4.高职院校网络舆情应对措施

4.1 健全网络舆情处理机制

单靠某一个部门无法全盘应对网络舆情工作，必须集各部门的力量，相互配合。建立有效的网络预警机制一方面要加强网络舆情信息排查，安排专职人员负责主流网站论坛、贴吧、超话社区、微信（QQ）群等网络热区，实时追踪热点信息；另一方面要建立信息梳理机制，定期梳理汇总信息，区分主要信息和次要信息，掌控趋势和苗头；再就是要建立信息报送机制，根据前期梳理汇总的数据，分门别类，按照信息内容报送分管领导及有关科室。除此之外，还要配备专门的网络舆情处理软硬件设备，信息时代，完全靠

人工根本不可能处理复杂的海量数据，比如配备一定的网络舆情搜集平台和熟悉网络工作的专门工作人员（Xu et al., 2018）。在网络舆情工作人员的配备上，也要注意，网络舆情工作人员不能仅仅懂得网络知识，还要熟悉舆情处置、学生管理等各方面的知识，要求政治站位高，思维敏捷，视野宽广，有大局意识的复合型人才。

4.2 进一步加强网络舆情引导主体的建设

鉴于网络舆情的即时性以及所产生的蝴蝶效应、沉默螺旋效应，为防止舆情进一步扩大，必须形成正确的舆论引导。这就需要加强网络舆情引导主体的建设，笔者认为，高职院校网络舆情引导主体需要做好以下几个方面的建设。一是加强“意见领袖”的引导（Chen et al., 2019），他们在话题讨论中占有主动优势，在一定程度上，意见领袖的话语权能影响整个舆情态势；二是学院官方机构要统一语调，设立新闻发言人，对舆情问题统一回复，避免出现多个部门不同声音出现。三是畅通与媒体人的沟通机制，借助媒体的传播力度将网络舆情正面报到，防止次生灾害。四是加强辅导员、班主任、学生干部的舆情引导意识，舆情发生后，能够保持清醒的头脑，及时有效引导网络舆情。以上几个方面需要各方形成合力，交叉用力，构成全方位的网络舆情引导力量

4.3 建立立体网络多级舆情管理体系

发展并完善网络舆情管理组织，在组织中建立多级立体式管理体系，该组织将由管理人员、网络舆情引导人员以及特约引导人员等共同组成。可以将组织结构设定为三级横向或者三级纵向的网状管理结构，一是校级级别的网络舆情管理机构，委任一名校级主要领导管理，由办公室、宣传统战部、安全保卫处、学生工作处（团委）负责人组成；二是二级学院级别的网络舆情管理机构，由系总支书记领导管理，各支部书记、思政老师、专职导员及班主任构成；三是学生级别的网络舆情管理机构，由学生会主席、学生党员、班干部以及其他学生成员组成。这样组织内部各机构可以灵活沟通，能提高高职院校在网络舆情方面的操作和管理效率。

## 5.总结

当前，我国新冠疫情已进入到后疫情时代，但仍需我们进一步高度重视网络舆情态势。网络已成为校园舆论主导的媒介工具，学校教育管理者需要对网络舆情特殊及其形成规律、传播规律、转换规律进行深入探索，加强网络舆情预测、监控、分析、应急流程体系构建，这既是维护校园安全稳定，创造良好学习环境的现实需要，也是网络时代赋予高职院校的一项新的重要任务。

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# Experimental Research on the Experiential Teaching of College Students' Mental Health Education Courses

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**Abstract**

Mental health course is an important education course in universities to promote the construction of social psychological service system. Therefore, this paper will explore the connotation, advantages and principles of experiential teaching in the new period. It is expected to help them continue to develop in the changing new era.

**Keywords:** New Period; College Students; Mental Health Education Courses; Experiential Teaching

# 大学生心理健康教育课程体验式教学的实验研究

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**摘要**

心理健康课程是高校在推动构建社会心理服务体系时设置的一项重要教育课程，高校对大学生开展心理健康教育课程能加深其对基础心理知识了解，促使学生在遭遇心理问题时可以做到及时有效地自我调节来缓解心理压力，因此，本文将基于新时期下体验式教学的内涵、优势、原则与其应用在大学生心理健康教育课程中的现状情况进行探索，期望能提出有参考价值的应用方式来帮助高校大学生心理健康课程在不断变化的新时代中持续发展。

**关键词：**新时期；大学生；心理健康教育课程；体验式教学

## 一、前言

我国对高校心理健康教育的重视程度从不断出台的相关文件要求中可见一斑，大学生心理健康教育课程从诸多职业资格证的必要课程，逐渐成为了所有大学生都必修的一门公共教育课程。并且，心理健康教育课程与专业的心理疏导、心理咨询、自学心理知识等教育方式和途径相较而言，前者对大学生心理知识掌握能力、自我调节与危机防控等方面都能产生更加突出的积极影响。

## 二、心理健康教育概况

综合过往有关大学生心理健康教育课程的国内研究文献来看，张霞与郝丽（2004）曾提到有关“问题—领悟”式教学模式在心理健康教育课程中的实践应用方法，两位学者立足于此教育模式在教学理念、课程定位、教学目标等方面的特性谈到其应用优势与

实践操作流程；钟贞（2007）在一篇文献中谈到了大学生心理健康教育课程的特殊性以及体验式教学的操作流程和要点；邹晓翔（2015）同样提到了体验式教学在大学生心理健康教育课程中的应用价值并简述了此课程当时的发展状态；陈涛（2022）在一篇研究文献中点出了有关民办高校的心理健康教育课程现状问题并指出了改善措施和做出了未来发展形势的展望。时至今日，依然有很多学者就相关问题展开了一系列研究和讨论，细数关乎体验式教育和大学生心理健康教育课程的研究文献中都可以看到历年来学者们对二者发展的展望，可见在大学生心理健康教育课程上应用体验式教学模式具有较高的研究意义与实用价值。

## 三、大学生心理健康教育课程现状问题

### （一）课程安排不合理

尽管我国高校基本做到了普及开设大学生心理健康教育的必修与选修课程，但在实际情况中却存在课时不足、课程设置不合理、心理知识深入不到位等问题。具体表现在一些高校中没有按照教育部相关规定为心理健康教育课程规划设置足够的课时安排，仅仅将开办心理健康教育课程视为必要课程而非重要课程，甚至以监管力度不足的网课形式开展心理健康教育课程的教学活动，存在形式主义倾向。同时，目前还有不少高校将大学生心理健康教育课程全部安排在学生大一阶段，忽视了学生在其他年级阶段可能出现的不同心理发展问题与心理知识学习需求，比如说职业资格证考试、学业负担、考研压力、情感问题与就业创业等各方面问题大多是不会在大一阶段出现的。另外，由于课时安排、教师数量、班级规模等多种因素的限制导致很多高校为采用多班级共同上课的形式进行教学，并且这种集体大课的教学形式更容易出现课堂纪律混乱的问题致使教师难以分出更多精力管理学生，即使是开展体验式教学也无法保证每个学生都有充足的感悟时间。

### （二）教学形式单一

大部分高校在开展心理健康教育课程时都更倾向于理论知识教学为主，再加上如今很多大学生秉持着“及格万岁”的消极思想，面对课堂心理理论知识教学敷衍对待却在考前突击背诵以求及格。造成这种情况发生的一大原因是由于部分心理健康教育课程教师没有充分正视当代大学生的学习需求，在课堂上难以激发学生对心理知识的学习兴趣并逐渐演变成了“课本中心”的传统教学模式。另一方面则是由于高校学生的学习风气受到了错误思潮的影响而导致的，而身为心理健康教育课程的教师则有义务对学生的消极思想进行积极引导和鼓励。

### （三）师资力量不足

师资力量不足是很多高校心理健康教育课程无法顺利落实体验式教学的关键原因，目前在高校就任心理健康教育课程教师的主要是心理学专业出身的教师、具备心理咨询师资格证书的非专业教师、从事思政教育的代课教师这三类教师人群，专业出身的心理健康教育教师在数量上相较于其他两类教师存在明显的数量不足现象。专业人才的缺失导致不少高校普遍存在教学活动师资力量不足、教师队伍专业素质参差不齐等突出问题，尤其在当下年轻人心理疾病比例日渐上涨的社会环境中，高校心理健康教育课程中的知

识技能成为众多学生自助、互助与助人的良药，很多大学生对心理健康教育知识的需求越来越迫切，而强化心理健康教育专业教师的培养和引进工作能为高校建设专业化教师团队、提高教学质量和丰富教学内容提供更多助力。表 1 是重庆师范大学某次学生心理健康调查情况。

**表 1**

*心理健康调查情况*

| 项目 | 大学生得分（n=388） | 国内常模 | t |
|---|---|---|---|
| 躯体化 | 1. 47±0. 52 | 1. 37±0. 47 | 4. 175 |
| 强迫 | 1. 81±0. 56 | 1. 62±0. 57 | 6. 241 |
| 人际关系敏感 | 1. 77±0. 49 | 1. 65±0. 61 | 8. 451 |
| 抑郁 | 1. 64±0. 54 | 1. 50±0. 59 | 3. 916 |
| 焦虑 | 1. 54±0. 51 | 1. 38±0. 43 | 5. 905 |
| 敌对 | 1. 61±0. 57 | 1. 49±0. 55 | 4. 803 |
| 恐怖 | 1. 47±0. 53 | 1. 23±0. 44 | 9. 124 |
| 偏执 | 1. 52±0. 51 | 1. 43±0. 57 | 3. 699 |
| 精神病性 | 1. 54±0. 53 | 1. 29±0. 44 | 9. 924 |

注：$p<0.05$

## 四、研究方法

本文通过运用准实验设计以事实个体现象推导出大学生心理健康教育课程所面临的阻碍发展问题，通过实地考察情况所展现的普遍性问题认识体验式教学应用在大学生心理健康教育课程中的可操作性，透过具体问题把握内在共性以及探究其根本原因。然后以归纳总结出的共性问题为切入点演绎体验式教学在大学生心理健康教育领域中的发展前景，期望能帮助当下大学生心理健康教育事业不断深化对体验式教学内涵价值与实践操作流程的认识。

## 五、实施步骤

### （一）准备阶段

首先，加强“体验式教学”理论的学习作为自身基础素养与课题研究的能力基础，同时收集整合“体验式教学”与“大学生心理健康教育课程”的相关文献资料作为课题研究的理论基础。

其次，初步了解“体验式教学”与“大学生心理健康教育课程”的发展现状并依据本课题研究目标设计调查问卷，通过无记名采样调查等方式了解目前体验式教学法应用在大学生心理健康教育课程中所展现出的现状问题、优势、原则以及应用方式等内容，构成调查报告，在此基础上预设出体验式教学法的实践方案。

### （二）实施阶段

本文主要立足于大学生心理健康教育课堂的日常教学活动进行体验式教学法的应用研究和探索，通过教学设计、课堂教学、案例研究、教师与学生反馈等环节不断调整

优化体验式教学法的实践方案，确保体验式教学法能发挥实效。

**（三）总结阶段**

整理研究过程中的所有资料并据此来撰写“大学生心理健康教育课程体验式教学的实验研究”课题的总结报告，同时，修改调整本课题的研究教学案例合集与研究成果以确保其完整性和真实性。最后，申报课题结题并推广应用。

## 六、参与者

本课题在调查实施时以社会调查名义亲自前往高校发放调查问卷，将调查目的、方法、注意事项等内容明确告知各高校领导与教师并在调查结束后立刻回收问卷。收回有效问卷共 645 份，面向教师问卷 243 份，面向校领导问卷 46 份，面向学生问卷 356 份。

## 七、课程设计概念

**（一）体验式教学内涵分析**

体验式教学就是通过受教者的亲身经历来切实感知教学内容或事物，基于受教者原有的知识经验与认知结构之上引导其深刻认识不同事物并产生情感。在大学生心理健康教育课程中应用体验式教学需要教师创设特定情境以便于引导学生参与体验过程，通过多元化教学方法有组织、有目的地引领学生亲身经历、亲身感受心理知识中的内容与情感，然后在学生切身体验与掌握基础心理知识的同时发展培养心理自愈、互愈和愈他能力，达成灵活运用心理知识的参与社会活动的目标。

**（二）体验式教学的应用优势**

1.能发挥学生的主体作用

体验式教学顺应了新时期国民教育所推崇的素质教育、学生主体等教学理念，将其应用在心理健康教育课程中需要教师作为组织者和引导者角色来完成整个教学活动，同时，体验式教学的实践性特征也能帮助学生在参与心理健康教育课程时逐渐提升实践素质，让学生在“做中学”。当教师深入研究和应用体验式教学理念与方式后就可以更加清晰地认识到学生个体差异性和个性化特征，然后能通过体验式教学中的互动交流、分享感悟等环节去调动学生参与心理健康教育课程的积极性，促使学生在轻松愉悦且民主平等的环境中获得更适合自身发展需求的心理知识与技能，进而在完成教学任务、学习目标的同时扭转原本沉闷的心理健康教育课堂，一举突破传统教学模式在理念、方法、时间与空间上的局限性，促使学生在参与体验式教学活动时越发积极主动地渴求获取更多心理知识与技能。

2.以体验为核心有利于内化学习效果

以体验为核心的教学模式具有较高的稳定性，能够稳定学生的学习效果、课堂秩序与知识的影响成效，这种在创设情境中自行感悟和体验心理知识的方式有助于学生将知识内化为自己的学习效果，并且还能推动高校教师与学生在心理健康教育课堂的体验活动中进行友好沟通和互动交流。教师在心理健康教育课程应用体验式教学时所创设的情境需要确保符合学生知识结构与经验背景，在合理情境下才能引导学生通过自己的体验感受理解掌握心理知识并将其灵活应用到生活实际中，最终达成教学目标。

**（三）应用原则概述**

1. 体验性

高校心理健康教育课程教师在开展体验式教学时需要重视学生的自我感悟与成长过程，也就是强化实践环节来确保和提升体验式教学的实用价值与学生学习效果，要为学生规划出充足的体验活动参与时间以保证其能全身心投入其中。同时，教师在设计体验活动内容与环节时要符合大学生的身心发展规律、学习需求与兴趣取向，在适用的基础上充分确保学生可以提高参与积极性并乐于分享交流自己所获的心理知识，让学生在体验情境完成学习任务的过程中互相启发思维和共同实现心理健康成长。

2. 自主性

体验式教学要激发学生的内在驱动力而非教师督促参加，才能提高学生的心理知识技能学习成效，体验式教学的关键在于学生自发自主地参与教学活动、团队合作、协调分工、完成任务与分享交流。教师要认识到大学生在理解能力、思维能力和自觉能力的掌握逐渐趋向于成熟，在适当的时候放手让学生主动去探讨心理健康教育课程的学习任务与自发组织团队合作，以此来培养学生的人际交往能力、自主探索能力、积极面对问题的态度与解决问题的多元思维。因此，教师需要秉持着自主性原则设计心理健康教育课程的体验式情境与学习任务，促使学生在较高自主性的环境中通过自己的活动方式感悟心理知识的内涵价值。

3. 情感性

在心理健康教育课程中开展体验式教学需要引导学生通过亲身体验来产生情感共鸣和推动心理发展，促使学生基于自身经历、内心情感、知识结构等内容去完成对心理知识和情感的正迁移活动，进而让学生在创设情境中丰富情感体验并对类似的现实场景形成更深刻地感受和体悟，同时还能激发学生学习应用心理知识和发展对应技能的动力与潜能。

## 八、课程评估

**（一）课程实施现状**

针对所回收的 243 份有效问卷进行分析，教师普遍支持将体验式教学应用在大学生心理健康教育课程中，但却有 46.27%的教师认为实践操作较为困难且不一定能吸引大学生主动参与其中，19.61%的教师认为可能会流于形式。在实施过程中，81.48%的心理健康课程教师认为教学负担加重且工作量增加，86.01%的教师认为教学难度上涨且需要花费更多精力进行课堂管理，这说明教师还需要深入培训来转换课堂角色去适应体验式教学对课程的教育改革。

**（二）环境影响**

首先是教学硬件设施，有 45.45%的学校为心理健康教育课程开设了专用活动室，但仅有 36.36%的心理健康课程教师经常使用专用活动室，而有 13.58%的教师认为学校硬件设施充足但利用程度低下。这说明学校应当大力建设心理健康教育课程专用活动室并强化日常维护，教师则需要积极发挥专用活动室的效用作为提升学生学习成效和提高其参与积极性的物质基础。

其次是师资力量，教师普遍接受来自于市区县或是学校统一组织的培训活动，省级、国家级组织的教师培训较少。而在 46 份面向校领导的调查问卷中显示，71.73%的领导认为应当将假期和平时这两段时间结合起来进行常态化教师培训工作，23.91%的的领导认为借助定期教研活动开展教师培训即可，4.36%的领导则认为应当将教师培训安排在假期时间。

**（三）实施者对课程的意见**

其中，87.83%的教师对体验式教学的实践结果反馈良好，认为学生在体验式教学活动过程中能更好地实现全面发展以及提高其心理素质，34.78%的教师认为体验式教学活动操作难度较大且较为浪费课堂时间，4.35%的教师反馈中表示体验式教学活动对大学生吸引程度较低且难以为学生带来能力上的持续发展。

**（四）学生意见**

在面向学生的 356 份问卷中表示，有 19.66%的学生表示心理健康教育课程的体验式教学活动毫无新意且没有参与兴趣，有 46.06%的学生表示有一定参与兴趣但还需要进一步优化。另外，有 83.98%的学生表示心理健康教育课堂开展体验式教学活动可以有效培养自身的综合能力、促进人际交往以及提高理论知识学习效率。

## 九、体验式教学在大学生心理健康教育课程中的应用实践

**（一）情境体验**

教师要根据心理健康教育课程的教学目标与内容创设相应的主题情境来引导学生进入体验场景，其教学情境可以是真实发生的情境或模拟现实生活的情境。前者需要心理教育教师根据学生过往经验与成长背景来创设符合现代社会环境的生活化情境，类似于古代背景、外国背景等都不适合作为情境创设背景的选用。在应用体验式教学时教师要确保学生能够通过亲身体验和情感体悟来获得有效成长，因而只有源自学生真实生活环境的素材所创设出的心理健康教育课程教学情境，才能确保学生体会到更真实、深刻的感悟与总结反思，从而将体悟到的情感与学会的心理知识应用到现实生活所发生的类似事件中。另一种模拟现实生活所创设的虚拟情境要保证以真实生活素材作为参考依据，借助图片、音乐、材料等事物来构建一个模拟环境引导学生进入体验活动，教师可以灵活调整开展形式以便于学生能够更真实的深入参与到对应情境中去思考解决问题的有效方法，进而获得情感体验与心理知识技能。

**（二）游戏活动**

教师在开展体验式教学时可以利用恰当的游戏活动来实现团体心理辅导，同时还能将抽象的心理知识通过学生在游戏活动中的体验和感悟将其具象化。譬如在进行“人际交往”主题的心理知识教育活动中，教师先要认识到有很多学生面对陌生环境、陌生人都会存在胆怯或羞于表达自我的现象，在进行体验式教学时就可以利用“警察抓小偷”的绘画游戏作为人际交往知识内容的导入。首先要提前准备一张白纸与两种不同颜色的笔，然后教师再组织学生与周围的陌生同学进行两人配对来鼓励学生迈出扩大人际交往圈子的第一步，接着需要两人一人扮演“小偷”角色，另一人扮演“警察”角色，“小偷”角色在纸上逃亡的同时“警察”角色追寻其足迹进行抓捕，教师则倒计时 1-2 分钟，

时间停止后就组织两人角色互换后开始第二轮游戏。这种简单的游戏可以快速活跃课堂气氛和激发学生的好奇心和教学活动参与积极性，在结束游戏活动时教师就可以借此引出人际互动知识并帮助学生认识到自己的人际交往行为与方式，促使其在体验游戏活动的过程中了解掌握相关知识和实现自我调节。图 1 是某大学心理活动健康月开展游戏活动的现场图片。

**图 1**

*心理活动健康月现场*


**（三）角色扮演**

教师可以通过情景剧、电影片段或小品等形式编排一段心理剧并组织学生积极参与扮演其中的任务角色，以大学生最常见和最容易出现的爱情心理问题为例，教师可以设置“恋爱观”主题并以著名的情感影视剧，如《泰坦尼克号》、《乱世佳人》等作为任务背景来组织学生拍摄 3-5 分钟的续集微视频。教师需要提前几个课时为学生布置拍摄作业和提供样本视频，为学生留足准备剧本和拍摄剪辑的时间，同时教师还要强调一个拍摄视频中的参与人数需要控制在 6 人或 8 人以内。在心理健康教育课堂上教师要轮流播放每个视频作品并鼓励学生交流续写故事与参与体验活动的心理感受和体悟，而教师则根据续演内容及其感受来分析学生出现的一些突出情感问题和爱情观念，进而有针对性地引导学生树立正确的爱情观和价值观。当然，教师也要清晰地认识到学生生活成长环境的不同所带来的差异性特征，学生对不同情感与事物的认知存在错误认知是很常见的现象，教师就需要在体验式教学活动中引导学生正确分析自我以帮助其及时发现自身存在的心理问题或危机倾向，并促使学生在学习心理知识的过程中不断化解危机来实现心理上的健康成长。

## 十、结论与建议

综上所述，体验式教学在大学生心理健康教育课程中具有较高的实用价值与现实意

义，高校教师在新课改背景下应当充分重视体验式教学在保证学生主体地位与提高其学习成效的积极作用，并且心理健康教育课程教师还要深挖体验式教学的应用原则来改进应用方式。教师要基于解决现阶段在课程安排、教学形式、师资队伍等不合理问题之上去最大化发挥体验式教学的实际效用，然后通过情境体验、游戏活动、角色扮演等多个方式将体验式教学落实应用到实处，从而实现丰富学生的情感体验、强化综合素质与互帮互助解决心理危机的目的。

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# The Influence of Chinese Overseas Students' Happiness on the Cognition of Life Value

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**Abstract**

Considering the increasing number of Overseas Chinese students, it can be seen that the psychological status of overseas Chinese students needs to be paid great attention, this study investigates the impact of overseas students' happiness on life values from the perspective of subjective happiness. We hope to assist international students in improving their happiness and establishing proper life values. This study used the Subjective Well-Being and Psychological Well-Being Scale as a useful tool to collect data from 202 overseas students from Hong Kong SPECIAL Administrative Region, of which 242 were effective participants, with an effective rate of 83.47 %, in order to understand their emotional status and academic pressure. To test and analyze this study, descriptive statistics, independent sample T-test, correlation analysis, and regression analysis were used. The findings show that the subjective well-being of international students has a significant positive impact on life values.

**Keywords:** Overseas students; Subjective well-being; Life values; Regression analysis

# 中国留学生幸福感对于生命价值认知的影响

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**摘要**

基于目前中国境外留学生群体逐渐增多，随之可见留学生的心理状况是需要极其重视的，本研究从主观幸福观出发，探究留学生幸福感对生命价值观的影响。以希望帮助海外留学生提升幸福感以及树立正确的生命价值观。本研究使用主观幸福感量表以及大学生生命价值观量表对 202 名香港特别行政区的留学生，以发放线上问卷的形式进行便利抽样，其中有效的研究参与者为 242 人，问卷有效率 83.47%，对其情感状况和学业压力进行了解，本研究通过采用描述性统计、独立样本 T 检定、相关分析、回归分析进行检验分析，研究结果发现留学生的主观幸福感对生命价值观有显著正向影响。

**关键词：**留学生;主观幸福感;生命价值观;回归分析

# 1. 前言

随着留学生群体的逐渐增多，留学生的心理状况成为了当经社会的一个问题，有的留学生会因为文化差异等微妙问题的不同(Bradley, 2000)，感到孤独甚至无助，并且认为当下生活的幸福感较低，渐渐的就会有缺乏自信的问题产生甚至对生命产生威胁。

幸福感是一门具有存在意义的科学，其目的以研究人类的生存为前提，探究人类的外部发展与内心的辩证统一的学科（苗元江、王青华，2009），幸福被定义为满足和幸福状态的积极影响，即以快乐为特征，源于有意义的生活(Forgeard, 2011)。段建华（1996）认为主观幸福感是指个体根据自己的标准对生活质量进行的整体评价，是衡量其生活质量的一项重要心理指标，也就是通过根据生活质量的好坏来决定幸福感存在。目前学界围绕主观幸福感的讨论主要围绕其产生的效果进行展开。Diener (2009)认为不同程度的幸福感会影响人乃至社会对于生命的认知，在其关于主观幸福感的书中主要提及到主观幸福感的作用并无法界定，因为其个人情感色彩过于强烈，因此其是否能从积极的情感中起到对现实的刺激作用是值得探究的。在心理学界，也将幸福感作为对生活满意度和影响的主观评价（Keyes, 1998）。在 Bakker and Oerlemans (2011)的论文中也提到，近些年来，越来越多的学者将注意力放在了主观幸福感的积极作用上，因为其在工作中和生活中所起到的正向作用。在 Raza et al. (2020)的研究中更是强调，主观幸福感对于个人心理的生命认知情况有着强烈连接，这会导致个体产生评估他们现有生活的想法。中国社会调查所调查结果显示,超过 1/4 的被访者,曾经有过自杀念头。据国际心理学会亚洲理事高鸿鸣提供的数字显示,尽管每年大学生自杀的绝对数量不多，但是 10%增长速度确实令人吃惊（朱贻庭，2002），在考虑到这个问题出现的同时，除了心理健康这种内部环境，生活压力以及文化背景不同所带来的外部压力都有可能造成这种情况(Chen et al., 2018)。可见大学生对于生命的重视程度不够同时也说明了部分学生对于生命的意识比较薄弱，生命价值认知的缺乏，因此才会导致了这些问题的产生。

生命价值观其概念起源于马克思唯物主义论，认为人的价值就是现实人的价值，是遵循美的规律的。在朱俊林（2013）的论述中强调生命价值观的本质是探究人与自然和平共处、平衡个人发展与社会进步以及个人对于自由程度的深度探索。目前国内教育界十分注意这一领域，刘感（2011）曾经提到，生命价值观的形成在于帮助个体理解和自我探究，需要从多个维度去进行探讨价值观,是指在一定的社会条件下人的全部生活实践对自我和他人以及社会所产生的意义的自觉认识（陆树程，2008），生命认知情况是包含着人们对于生活和死亡的一些整体思考，从本质上来说，其是在人们的幸福感达到顶峰之后才会深化的问题，是进阶性对于生命的研究。中国学者徐晓颖、李丹（2011）在其研究中提及到生命认知具有多元化意义的，是值得往不同方向进行探索的。

根据 Zhang (2009)的研究指出，自从中国政府开始实施“开放政策”以来，中国留学生逐渐成为海外留学生中的最大群体，由于文化差异以及学习成绩等压力因素，中国留学生的主观幸福感水平在逐渐下降。以目前的情况来看，不满意当前的学业成就等因素，会使身处于异国他乡的留学生产生一系列无法预见的后果(Minutillo et al ., 2020)。根据前文提到过的大学生自杀率问题，在留学生中也有重要体现，中国留学生在西方国家学习过程当中，其高居不下的自杀率一直是被作为重要样本研究的(Huang & Saito

2020)。另外，情感也有可能是导致留学生面临压力的另一点重要因素，在 Gebregergis et al (2020)的研究中，他表示情感对于国际学生的心理状态是呈现正向影响的。根据孙河川（2010）的研究指出，我国共有超过一百万人员在海外进行学习进修，在如此庞大的基数之下，重视中国留学生的心理问题已经是一件必要的事情。在蒋少容（2017）的研究中，也有相同的结论出现，他认为部分高校学生过分注重内心体验，因此常感到迷茫且无所适从，原因是因为其缺少对于生命的思考，因此树立正确的生命价值观是需要且必要的。

本研究旨在探讨中国留学生对于生命价值的认知及留学生幸福感、性别、年龄是否会对生命价值观产生影响进行验证性分析，本研究之研究问题为：留学生的幸福感是否正向显著影响生命价值观？

## 2. 研究方法

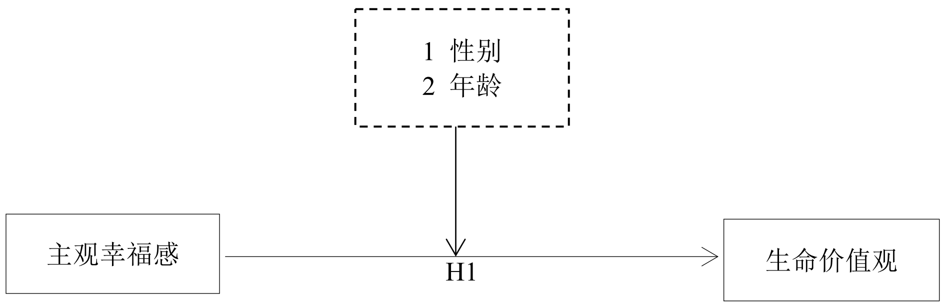
根据研究目的，经文献探讨后建立本研究框架，再以问卷调查作为研究方法进行验证。资料回收完成之后，将采用统计分析得出研究结果最终达成研究目的。

### 2.1 研究模式

本研究探讨主观幸福感对生命价值观的影响，以及性别、年龄为控制变相对生命价值观的差异影响，本研究框架为图 1：

**图 1**

*研究框架图*




资料来源：本研究整理

### 2.2 研究假设

本研究主要研究境外中国留学生对于生命价值的认知以及留学生的幸福感, 提出以下假设：

H1 留学生的幸福感显著正向预测生命价值观

**2.3 研究实施**

本研究采用便利抽样方式，使用问卷星制作电子问卷，在高校及高校微信群中线上问卷发放，问卷发放对象为香港两所高校的中国境外留学生，问卷收集从 2022 年 02 月 19 日至 2022 年 02 月 21 日止，共收集到 242 份问卷。本研究参与者 242
人，删除无效数据共 40 份，有效研究参与者 202 人，有效回收率为 83. 47%，男生 120 人（59.4%），女生 82 人（40.6%）。

**2.4 问卷工具**

主观幸福感量表

主观幸福感量表，Subjective Well-Being (SWB)，Diener (1984)所提出，主观幸福感指个体依据自我标准对生活质量整体评价，含情感与认知两大构面。与心理幸福感量表 Psychological Well-Being Scale (PWBS)并列为目前最常评量幸福感的量表。邢占军（2002）修正为中文简版，共 20 题目，通过项目分析删除了 3 题，保留 17 题，反向计分有 8 题，使用 Likert 五点计分方式，Cronbach’s α 系数为 0.818，具有较好的信度。

大学生生命价值量表

由胡海清等人（2009）编制 27 题 6 个纬度，该量表包含了目前已有生命价值观研究所涉及的珍爱生命和消极宿命，也体现大学生生命价值观中拼搏进取、积极乐观的特点，分为生命价值观 α 系数为 0.796、珍爱生命 α 系数为 0.804、消极宿命 α 系数为 0.677、悲观困惑 α 系数为 0.64、狭隘 α 系数为 0.879、积极乐观 α 系数为 0.731 共 6 个维度，通过项目分析删除了 2 题保留了 25 题，该量表没有反向计分题目，使用 Likert 五点计分方式，Cronbach’s α 系数为 0.798，具有良好的信度。

**2.5 统计工具**

使用 SPSS 26.0 统计工具进行统计分析。

**2.6 变项的信度与效度分析**

在本研究中采用主观幸福感量表该问卷具备较好的信度，删除了部分题目后达到良好的信效度，Cronbach’s α 系数为 0.818，KMO 值 0.814，P<.001，效度较好，大学生生命价值观量表具有较好的信度，删除了部分题目后达到良好的信效度，Cronbach’s α 系数为 0. 798，KMO 值 0.816，P<.001，总体来说本研究所采用的个两量表都有较好的信度与效度。

## 3. 研究结果

**3.1 研究模式验证分析**

从表 1 主观幸福感与生命价值观的描述统计分析结果显示的数据来看，在港留学生的，主观幸福感与生命价值观的平均分为 3.491 分、3.944 分，其中生命价值观的平均分要比主观幸福感高。两个量表均采用 Likert5 点计分，理论中值得分为 3 分。首先将主观幸福感得分在 3 分以上的在港留学生视为对于现在的生活状况比较满意，认为是比较幸福的，得分越高说明对于生活的满意程度越高，结果显示有 199 人符合这种情况，即 98.5%的在港留学生均对当下的生活比较满意认为生活比较幸福，其次 1.5%的在港留学生认为当下的生活没有能让自己满意，没有足够的幸福感。最后将生命价值观得分在 3

分及以上的在港留学生视为对生命的认知比较全面，得分越高说明对于生命价值的认可程度比较高，结果显示有 157 人符合，即 77.7%的在港留学生均对于生命的认知有比较全面认可程度，说明其对于生命的态度是保持积极的。其次有 22.3%的在港留学生对于生命价值的认知比较薄弱，需要进一步的进行辅导与疏通。

为进一步了解在港留学生主观幸福感与生命价值观的相关情形，以 SPSS 进行分析，以了解两者之间的关联性，由表一分析结果得知，在港留学生主观幸福感与生命价值观之间呈显著正相关(r=.201，p＜0.001)，说明在港留学生的主观幸福感越高，生命价值观也就越高，主观幸福感越高对于生命的认知程度也就越高。

**表 1**

*主观幸福感与生命价值观的描述统计及相关矩阵（N=202）*

| 变量 | M | SD | 主观幸福感 | 生命价值观 |
|---|---|---|---|---|
| 1. 主观幸福感 | 3.491 | 0.532 | 1 | |
| 2. 生命价值观 | 3.944 | 0.412 | 0.201*** | 1 |

注：**p＜0.005,***p＜0.001
资料来源：本研究整理

## 3.2 研究对象基本情况分析

从表2可知，随机抽样的方法来抽取在港留学生，总统计人数共为202人，男生共有120人占比59.4%，女生82人占比40.6%，留学生的年龄层大致在20岁至25岁之间，20岁以下有5人占2.5%，20岁至22岁有117人占比57.9%，23岁至25岁有80人占比39.6%，可见主要还是20岁以上的人群较多，20岁至22岁之间的可以推断为本科生，23岁以上为研究生居多，在学习压力层面来看有35人认为现在的没有任何的学习压力，占比17.3%，有88人认为既没有压力也不认为有压力，占比43.6%，有79人认为当下来自学习的压力是比较大的，占比39.1%，通过感情状况来看的话，现在的留学生基本都有谈过恋爱，只有13人从未谈过恋爱占比6.4%，但是认为恋爱后有发生挫折的有98人占比48.5%，没有产生挫折的有91人占比45%，可见，在恋爱中受挫的留学生要比没有受挫过的留学生要多。

**表 2**

*研究对象之基本情况表（N=202）*

| 背景变项类别 | | 次数 | 比例% |
|---|---|---|---|
| 性别 | 男 | 120 | 59.4% |
| | 女 | 82 | 40.6% |
| 年龄 | 20 岁以下 | 5 | 2.5% |
| | 20～22 岁 | 117 | 57.9% |
| | 23～25 岁 | 80 | 39.6% |
| 学习压力 | 学习压力不大 | 35 | 17.3% |
| | 普通 | 88 | 43.6% |
| | 学习压力大 | 79 | 39.1% |
| 感情状况 | 从未恋爱过 | 13 | 6.4% |
| | 恋爱受挫过 | 98 | 48.5% |
| | 恋爱未受挫过 | 91 | 45% |

资料来源：本研究整理

## 3.3 不同性别在主观幸福感与生命上差异的分析

从表3不不同性别在主观幸福感与生命上差异的分析结果可知，不同性别的在港留学生没有存在显著差异，也说明了不同性别在在港留学生之间对于主观幸福感与生命价值观没有存在明显差异。

**表3**

*不同性别在主观幸福感与生命上差异的分析表（N=202）*

| 构面与变项 | 背景变项 | M | SD | t | p | 差异 |
|---|---|---|---|---|---|---|
| 主观幸福感 | 男 | 3.475 | 0.604 | -1.05 | .962 | - |
| | 女 | 3.484 | 0.591 | | | |
| 生命价值观 | 男 | 4.111 | 0.413 | 0.845 | .224 | - |
| | 女 | 4.063 | 0.376 | | | |

资料来源：本研究整理

## 3.4 主观幸福感与生命价值观回归分析

由表4的回归分析结果可知：在Model 1中，以控制变项性别与年龄为自变项，生命价值观为依变项进行分析，结果显示性别与年龄对生命价值观的影响未达到显著水平（$p>.05$）。

在Model 2中，以主观幸福感为自变项，生命价值观为依变项进行分析，结果显示$R^2=.028$，表示香港特别行政区中国境外留学生的幸福感可解释生命价值观2.8%的变异量，其标准化回归系数β为.148，达到显著水平（$p<.01$），且其标准化回归系数为正数，表示香港特别行政区中国境外留学生的幸福感显著正向预测生命价值观。

**表 4**

*主观幸福感与生命价值观回归分析表（N=202）*

| 变项 | Model 1<br>生命价值观 | | Model 2<br>生命价值观 | |
|---|---|---|---|---|
| | β | t | β | t |
| 背景变项 | | | | |
| 性别 | .006 | .092 | -.072 | -.260 |
| 年龄 | -.111 | -1.573 | -.019 | -1.029 |
| 自变项 | | | | |
| 主观幸福感 | | | .148* | 2.101 |
| F | 1.243 | | 1.896 | |
| $R^2$ | .012 | | .028 | |
| $\triangle R^2$ | .002 | | .013 | |

注：*p＜0.05　**p＜0.01　***p＜0.001
资料来源：本研究整理

# 4. 研究讨论

## 4.1 留学生的幸福感显著正向影响生命价值观

由差异性分析来看，本研究发现香港在读境外中国留学生中性别和年龄对生命价值与幸福感没有差异，通过回归分析可知，以控制变项性别与年龄为自变项，生命价值观为依变项进行分析，结果显示性别与年龄对生命价值观的影响未达到显著水平，也可见生命价值对于中国境外留学生的性别以及年龄没有产生影响。Pant and Srivastava (2019)发现不同性别的大学生对于心理健康和生命的认知没有显著差异，这与本研究是有所符合。关于性别和年龄对于生命价值的差异，实际上是存在一些争议的，在 Freire and Ferreira (2020)的研究中认为女性和年纪稍微大些的留学生会对生命有更多的思考，这与本研究结果有所不同的。

本研究考量留学生的幸福感对生命价值观的影响，根据（Røysamb et al., 2018）的研究结果表明，对于生命的情绪倾向直接证明了其对于生活满意度有正向影响，由回归分析可知，香港特别行政区境外中国留学生的幸福感显著正向预测生命价值观，所以假设成立，同时也意味着留学生所感受到的幸福感越高就会越看重生命、珍爱生命，相反如果留学生对于当下幸福感的不满足，往往会出现不同程度的心理问题，甚至很有可能会危及到生命。这里与 Deb et al (2020)的研究结论是一致的，学生的主观幸福幸福感表现出了一种正向的相关性对于生命的的满意度和认知。在 Bieda et al (2019)的研究中也表现出了相同的结论，幸福感对于心理问题等方面展示出了较高的预测性。

# 5. 研究结论及建议

通过对留学生幸福感和生命价值观这两个方面进行研究，分别将这两方面的参数进行分析，结果发现了，　　留学生幸福感显著正向影响生命价值观，也就是留学生当在留学地感觉生活得比较舒适时，留学生的幸福感会被其对于生活的满意程度进行正向的

影响，因此幸福感提高后往往对自己生命价值的认知就能加深提高。正是因为对生活的满意所以压力会减小，并且不用担心其他外部因素的威胁，由此可见建立一个正向的幸福感是极其重要的。

通过对留学生幸福感和生命价值观两者关系的研究，产生的本次实验的结论与发现，极大部分的留学生对于当下生活是满意的，幸福感处于一个较高的水平，多数人对于生命的价值也是有重视和尊重的态度，但是还是会有小部分学生群体认为幸福感没有得到满足，对于生命价值的认知度不高，通过调查发现有中等偏上的留学生存在学习压力大的现象，多数的留学生在感情上曾经有受挫过，所以学习压力和感情状况很有可能是对于少部分留学生对于幸福感不满意和生命价值认知程度较低的原因，在学习压力和情感状况上本研究认为可通过多加开设生命教育课程以及心理辅导室进行解决，高雯等（2017）认为建立联系是心理干预的基础，并且认为可以产生和谐有效的互动关系。因此通过课上给学生树立正确的生命价值观念，教导学生怎样去给自己解压以及面对生活；课上认为问题没能得解决的学生可以预约心理辅导室，通过更为专业的心理辅导减轻学生的心理压力，并且有助于提高幸福感，更容易的加深对于生命价值的认知。

## 6. 未来研究建议

本研究究存在几个局限性。首先，考虑到发放问卷的客观难度以及收集数据的纵向难度，本研究样本数不够大，仅存在于香港特别行政区的两所高校内。这样的样本群体可能无法表示其他地区的留学生也存在同样关于幸福感的问题。然而本研究结果从一定程度上反映了留学生的幸福感对于他们生命认知的影响情况。其次由于描述性统计方面，我们只设置了学习压力和感情因素的影响，是否有其他因素对于留学生的幸福感造成影响还需要进一步的研究。

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# Assessing the Impact on Study Burden and Subjective Well-being of Primary Students Through Double Reduction Policy in China

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**Abstract**

Under the current background of China's educational development and reform, 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 Students' Homework and Off-campus Training in Compulsory Education, which clearly stated that the burden of primary and secondary school students should be effectively reduced within one year. Therefore, the purpose of this study is to explore the impact of the double reduction policy on the academic burden and subjective well-being of primary school students since it was implemented for one year. Taking the fifth and sixth grade students of a primary school in Wuhan, Hubei Province, China as the research objects, an interview method was used to investigate. Without considering demographic variables, this study takes the implementation of double reduction policy as independent variable, and the academic burden and subjective well-being of primary school students as dependent variables. It is found that the implementation of double reduction policy can reduce the academic burden of primary school students and improve their subjective well-being.

**Keywords**: Double Reduction Policy; Academic Burden; Subjective Well-Being.

# 中国双减政策的实施对小学生学业负担和主观幸福感的影响探究

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## 摘要

在当下中国教育发展改革的时代背景下，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》，意见明确提出要在一年内为中小学生有效减负。因此，本研究旨在探讨双减政策实施一年以来，对小学生学业负担和小学生主观幸福感的影响，以中国湖北省武汉市某小学五、六年级的学生为研究对象，通过访谈法进行调查。本研究在不考虑人口学变量的情况下，以双减政策的实施为自变量，小学生学业负担和小学生主观幸福感为因变量，研究发现双减政策实施能够减轻小学生的学业负担，并且可以提升小学生主观幸福感。

**关键词**：双减政策；学业负担；主观幸福感

# 1. 绪论

## 1.1 研究背景

伴随着人类社会的不断进步，人们的生活节奏感逐渐加快，社会竞争也愈演愈激烈，在这种时代大背景的催生下，为父为母的家长们都不希望自己的孩子输给别人家的。于是，这种竞争压力就自然而然的从家长身上下移到了广大学生身上(来聪聪，2020)。学生除了要完成一科多辅的作业外，课余时间被花样百出的辅导班、兴趣班等塞得严严实实，学生们承受着其年龄段内不可承受的巨大压力(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》，以下简称为“双减”政策。“双减”政策要求全面压减作业总量和时长，减轻学生过重作业负担，健全作业管理机制，合理调整作业结构，分类明确作业总量，提高作业设计质量，加强作业完成指导。但是，家长考虑到学生的未来，学校考虑到升学率等因素，双减政策落实情况并不乐观(汪昌海，2002)。

2021 年 7 月 7 日，教育部办公厅发布了《关于加强学生心理健康管理工作的通知》，以下简称《通知》。《通知》明确指出：加强源头管理，全方位提升学生心理健康素养；加强过程管理，提升及早发现能力和日常咨询辅导水平；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调查公布的结果表明：2020 年约有 80%多的学生有不同程度上的厌学心理，有近 20%的学生有心理疾患(龚晓娟，2012)。在学习的过程中，只有让学生的学业负担有效减轻，学生才能体会得到学习带来的快乐，体验到学习的幸福感、才能源源不断地激发学生自主学习的内在动力(田宗友，2008)。而当下，学生在学习中作业负担偏重，学习幸福感下降，绝大部分学生并没有找到合理的应对方式和解决的方法。

自“双减”政策实施以来，很多学者开展了关于学业负担、主观幸福感等方面的研究，主要针对的是大学生及中学生，而针对小学生，特别是五、六年级的小学生在这个方面的研究数量有限(李红梅，2014)。鉴于此，本研究以“双减”政策的实施为自变量，以小学生的学业负担和主观幸福感为因变量，期望能够通过“双减”政策的实施，减轻小学生的学业负担，提升小学生的主观幸福感。

## 1.2 研究目的

借鉴已有研究，将小学五、六年级学生作为研究对象，探究双减政策的实施对小学生学业负担的影响，以及对小学生主观主体幸福感的影响。为“双减”政策的实施效果进行评估，为小学生合理地应对学业压力，获得主观幸福感提供依据。主要研究目的如下：

A. 了解“双减政策”实施的现状。

B. 探讨“双减”政策的实施对小学生学业负担的影响。

C. 探讨“双减”政策的实施对小学生主观幸福感的影响。

## 1.3 研究问题

依据上述研究目的，本研究问题如下述。

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学业负担产生影响？

C. “双减”政策的实施是否对小学生主观幸福感产生影响？

## 2. 文献综述

本章将分为双减政策、学业负担、学生主观幸福感、双减政策与学业负担，学生主观幸福感之间的关系四个部分进行相关的理论及研究探讨。

### 2.1 “双减”政策的相关研究

“双减”政策主要是减轻义务教育阶段学生作业的负担和校外培训负担。一直以来办人民满意的教育是我国历届政府的工作重心，减轻学生过重的学业负担成为政府政策文本的关键词，国家与地方政府相继出台减负令，力图以严格的减负政策引导与规制教育行动。达成减负提质的目标（王贤文、周险峰，2021）。

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》 （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，确保难度不超国家课标。建立作业校内公示制度，加强质量监督。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。小学三至六年级书面作业平均完成时间不超过 60 分钟。学校和家长要引导学生放学回家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劳动，开展适宜的体育锻炼，开展阅读和文艺活动。学校要充分利用资源优势，有效实施各种课后育人活动，在校内满足学生多样化学习需求。引导学生自愿参加课后服务。充分用好课后服务时间，指导学生认真完成作业，对学习有困难的学生进行补习辅导与答疑，为学有余力的学生拓展学习空间，开展丰富多彩的科普、文体、艺术、劳动、阅读、兴趣小组及社团活动。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”政策出台后国内一些学者对“双减”政策进行了分析，“双减”政策是减轻学生负担,提升教育治理效能的系统性、针对性措施（罗枭、侯浩翔，2022）。在义务教育阶段，“双减”政策完善教学与作业体系，增加课后服务数量及提高服务质量，进一步明确学校办学目标和方向（付屹璇，2021）。明确提出要全面压减作业总量和时长，全面规范校外培训行为消除学科类校外培训中的各种乱象（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，减少学生课业量，保证学生睡眠与休息的时间，保护青少年健康成长（付屹璇，2021）。

结合访谈大纲，本研究主要探讨“双减”政策中有关于作业时长、课后服务两个方面的内容。

### 2.2 学业负担的相关研究

尚春香（2019）认为“学业负担”是一个相对抽象、模糊的概念，需要借助操作性指标评判，如作业时间、主观体验、身心健康等客观指标。纵观已有研究，把学业负担视为我国基础教育领域的事实存在，评判其过重的依据有二。其一，完成学业任务的时间过长，侵占了学生必要的睡眠、闲暇时间。其二，学业难度过大，违背了教育教学规律。如教育部印发的《中小学生减负措施》（教基〔2018〕26号）提出：“切实减轻违背教育教学规律、有损中小学生身心健康的过重学业负担”。据此，侵占学生过多时间或损害学生身心健康，不利于学生全面发展，是评判学业负担过重的核心指标，也是“学

业负担”成为问题的依据（尚春香、满忠坤，2019）。

代其平（1987）提出学业负担不是一个普遍的问题, 每个学生由于其学习能力不同, 承受的学习量也不同, 因此每个人对学业负担的感受也不一样。郑逸农（1998）认为在同一学校, 不同年级的学生“学习负担”就有所差异。对中小学学业负担的认识, 既包括了对学校层面有关上课时间、作业时间、课程教学、考试、测验等客观因素的测量和评价, 也包括了对中小学生个体对学习任务、学习难易程度, 对学习的自我效能感等方面的主观体验和个人感受（艾兴，2015）。一直以来, 应试结果都是学校家庭学生最为关心的话题, 为获得满意的应试结果, 学生的课内作业和校外培训压力过大（周秋婷、车旭升，2022）。家长、校外辅导成为学生课业负担的重要来源，继而造成“校内减负校外补”的局面，由此衍生出减负政策的“负效应”（王贤文、周险峰，2021）。

王晓春（2010）认为中小学生学业负担过重的原因主要体现在：陈旧的教育思想，提供了加重学生学业负担的理论注脚；课程设置与教材内容因素也导致了学生负担过重；教学模式陈旧；社会环境影响的原因四个方面。袁蓉（2014）认为学生学业负担过重的原因主要有：课程改革未能有效减轻学生的学业负担；学业质量的评价方式增加了学生的学业负担；教育的功利化增加了学生的学业负担。学生学业负但过重一直是我国教育非常严重的问题，它导致学生睡眠不足，心理焦虑加剧，一半左右学生近视，与生活世界高度隔离，等等。这种状况不但与我们的教育目的严重背离，培养不出高素质的人才，而且还具有反教育性（黄首晶，2011）。

Mingyue et al.（2021）发现亲子关系和同伴关系是小学生学业压力的重要保护因素。因此，本研究在调查学业负担时考虑了家庭关系和学生之间的关系。

**2.3 学生主观幸福感的相关研究**

国际积极心理学领军者之一，被称为“幸福博士”的美国伊利诺伊州立大学约瑟夫杰出教授 Diener 认为，主观幸福感是个体对自己的社会生活质量做出总体评价，前提是以自定的准则为评价标准。有学者认为学习主观幸福感可分为两个部分：认知和情感成分。认知是指学习满意度，即涉及个体所感受到的学习期望与学习成就是否吻合的问题，包含着个体对自己学习方方面面的满意度。情感成分是指学习者在学习中所体验到的情绪情感，它可以是积极情感，也可以是消极情感（陈洪岩，2007）。

所谓幸福感，就是人们根据内化了的社会标准对自己生活质量的整体性、肯定性的评估，是入们对生活的满意度及其各个方面的全面评价，并由此而产生的积极性情感占优势的心理状态（李跃辉，2012）。主观幸福感包括生活满意度和情感体验两个基本成分，前者是指个体对生活总体质量的认知评价，后者是指个体生活中的情感体验，通过教育使孩子成为一个幸福快乐的人才是教育的真谛之所在（李芳，2012）。对于小学生来说，影响学生主观幸福感的因素主要有两大方面。一是来源于教师的认可度，二是与朋友的相处关系（胡素霞、薛兴海，2019）。

Kanonire et al.（2020）认为学校的满意度、对学校的影响、合作、对同学的敌意和主观幸福感可以被认为是学校总体主观幸福感的组成部分。马颖、刘电芝的（2005）研究表明，中学生学习主观幸福感普遍偏低，这一结果与 Huebner et al.（2000）的研究结果一致。显然，如此低的中学生学习主观幸福感不利于培养学生热爱学习的良好品质，

将妨碍终身学习理念的确立。学习体验是直接影响中学生学习主观幸福感的最主要因子，学习体验，即学生在学习过程中的主观体验是影响中学生学习主观幸福感的关键因（马颖、刘电芝，2005）。如果学生在学习过程中经常体验不到积极情感，久之必然厌倦学习，学习主观幸福感降低，这也符合积极情绪“拓延-建构”理论（Fredrickson，2001）。

本研究在李芳（2012）对学生主观幸福感的定义上，在访谈中加入学生对学校的满意度，对同学的关系几个方面的问题。

**2.4 双减政策与学业负担，学生主观幸福感之间的关系**

2010 年《国家中长期教育改革和发展规划纲要》明确指出要“减轻中小学生课业负担”。2011 年教育部关于印发《切实保证中小学生每天一小时校园体育活动的规定》的通知，通知提出保证中小学生每天一小时校园体育活动，对于全面推进素质教育，促进学生健康成长，切实提高学生体质健康水平具有重要意义。

鲍道宏、鲍清源（2022）认为在课堂教学以外应设置多种多样的课外活动，这不仅有助于充分调动学生参与活动的积极性和主动性，有助于强身健体，同时也有助于益智健脑，提升学生的幸福感。一般情况下，中小学生如果学习压力过大，学习环境恶劣，或在学习中受到他人不公正评价时，学生的幸福感就会明显下降，并直接影响其学习行为和表现（李春超、李宁，2012）。在核心素养培养时代背景下，减轻“学生过重作业负担”不只是简单减少作业量。它的基础与前提首先要提升课堂教学有效性，推动学生深度学习；其次要分清作业性质与层次，强化作业针对性，并在作业量减少的基础上，加强作业评改针对性，综合提升作业练习实效，从而有效减轻义务教育阶段学生过重作业负担（鲍道宏、鲍清源，2022）。张悦（2022）认为教学活动中注重中小学生的差异性和多元化的学业追求，保护学生的学习趣味喜好、探索求知欲，全面调动学生的自主意志和开拓进取创造力，并倡导中小学生主动、协作、探索的求学工作方式。小学作为我们的最基本学习阶段，打下中小学生扎实的专业技术基础才是最关键的，要培养中小学生正确的读书习惯，培养中小学生正确的读书理想，为中小学生今后的学业发展作好铺垫（张悦，2022）。

结合本研究实际情况认为双减政策背景下减少学生的作业负担和校外培训负担能够让孩子在艺术、体育、科技方面去展示自己的天赋，去激发自己的潜能，有利于提升孩子的主观幸福感。

## 3. 研究方法

本章主要阐述了研究方法（访谈法）、研究对象、研究工具（两个因变量的访谈问题）以及访谈主题分析方式。

**3.1 研究方法**

本研究为探讨双减政策的实施对小学生学业负担和小学生主观幸福感的影响，采用了访谈法。访谈法是教育研究中重要的质性研究方法之一。在现代教育科学研究中，访谈调查法的使用越来越普遍，在教育研究实施过程扮演着举足轻重的角色（田继园，2019）。访谈法是建立在解释学、建构主义的基础之上，特点是研究者与研究对象进行面对面的交谈 ,优点有利于对心理、教育问题进行深人广泛的研究，通过访谈法可以获

得丰富的资料（张伟，2013）。叶俊等人（2021）提出访谈法方便总结调查存在的问题并提出相对应的解决策略。但是访谈法要考虑研究对象的素质，如果研究对象提供虚假信息，访谈结果容易受到影响（张伟，2013）。本研究的研究对象为小学生，通过思想教育，他们不易说谎，因此采用访谈法，进行深入分析，从而了解他们的内心真实感受。访谈法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被重视，进而能够认真、详细的表述自己的想法（魏国清，2018）。

**3.2 研究对象**

本研究拟以中国湖北省武汉市某小学五、六年级的学生为研究对象。该小学是武汉市十所省级示范学校之一，为武汉市重点小学。其中有特级教师 6 人，武汉市学科带头人 10 人以上，区学科带头人近 50 人。学生家庭背景大部分都是硕士、博士，家庭经济条件较好，因此家长对学生的教育比较关注。基于以上情况，本研究拟在五、六年级中随机抽样 15 人（表 1）进行一对一个别访谈，以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 |
|---|---|---|
| A 学生 | 男 | 五年级 |
| B 学生 | 女 | 五年级 |
| C 学生 | 男 | 五年级 |
| D 学生 | 女 | 五年级 |
| E 学生 | 男 | 五年级 |
| F 学生 | 女 | 五年级 |
| G 学生 | 男 | 五年级 |
| H 学生 | 男 | 六年级 |
| I 学生 | 女 | 六年级 |
| J 学生 | 男 | 六年级 |
| K 学生 | 女 | 六年级 |
| M 学生 | 男 | 六年级 |
| L 学生 | 女 | 六年级 |
| N 学生 | 男 | 六年级 |
| O 学生 | 女 | 六年级 |

资□ □源：本研究整理

**3.3 研究工具**

本研究的研究工具为学生学业负担访谈表（表 2）和学生主观幸福感访谈表（表 3）。访谈问题主要根据在双减政策实施下，学生学业负担和主观幸福感两个方面进行问题的提出与回答，从而进行深入研究。其中学业负担 5 题，学生主观幸福感 5 题。访谈地点为湖北省武汉市某小学，访谈时间约为 20 分钟，以访谈问题为主，但不设定固定答案，重在让学生表述自己的真实想法。

访谈问题的来源，学习负担是根据郭校曼（2017）访谈内容结合双减政策的相关内容进行问题的组成。学生主观幸福感来源于来聪聪（2020）的学生主观幸福感的几个维度以及量表，结合学业压力、双减政策的相关内容进行问题的组成。

**表 2**
*学生学业负担访谈问题表*

| |
|---|
| 1.双减政策实施后，在学习、作息、上课、娱乐、运动方面，与原来相比有哪些变化？ |
| 2.双减政策实施后，你现在每天回家完成家庭作业需要多长时间？ |
| 3.双减政策实施后，你还参加了哪些补习机构？学科类还是非学科类？ |
| 4.双减政策实施后，现在的考试多吗？ |
| 5.相对于之前，双减政策实施后，你认为学习还有压力吗？ |

资□□源：郭校曼(2018)。*小学高段学业负担现状调查研究*。[硕士学位论文, 河北师范大学]，中国知网，https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD201802&filename=1018022383.nh

**表 3**
*学生主观幸福感访谈问题表*

| |
|---|
| 1.双减政策实施后，你和家人的相处有什么不同？ |
| 2.双减政策实施后，你的生活有什么变化？ |
| 3.双减政策实施后，你感觉学校有什么变化？ |
| 4.双减政策实施后，你觉得老师们和原来有什么变化？ |
| 5.相对于之前，双减政策实施后，你和朋友在一起的时间变多了吗？ |

资□□源：本研究整理

### 3.4 数据分析方式

本研究采用访谈主题分析。主题分析法是对搜集到的数据进行关键词出现频率的统计，从而进行分析（周莲等人，2010）。吴玫与朱文博（2017）认为主题分析法基于符号聚合理论的数据收集与分析方法。本研究更倾向于高淑清（2001）认为主题分析法是对访谈资料进行系统分析，从大量零碎的素材中，总结与研究问题相关的内容，以主题的方式展示。

## 4. 研究结果分析

本章根据双减政策实施情况、学习负担、学生主观幸福感三个方面的访谈的结果进行分析。

### 4.1 双减政策实施情况分析

通过对学生两个方面的访谈结果分析，受访的 15 名学生都表示学校和教育局都在严格的落实双减政策。“双减”政策实施后，9 名孩子有更多的时间去武汉欢乐谷湖北省图书馆、极地海洋世界、羽毛球馆、舞蹈教室等场所，这表明“双减”政策让学生有更多时间更多精力接触社会实践活动，课余生活也更加丰富，这在减轻学生压力的同时还能提升学生的综合素质能力。

学生学习时间变少了，便与家长有了更多时间相处，有利于构建和谐的亲子关系。“双减”政策实施后，困扰义务教育阶段学生、家长的作业负担和校外培训负担明显减轻。

### 4.2 学生学业负担访谈分析

学业负担访谈结果总结，第一题，受访的学生 15 位学生都表示自从双减政策实施之后，他们的回家的家庭作业时间明显减少，多数孩子每天能够在 9 点之前睡觉。周末也有时间打球，和朋友出去玩。

第二题，15 名学生表示自己能够在学校完成作用，回家后也能在 1 小时之内完成学校的作业。但是有 4 名六年级的学生表示由于自己是毕业年级，所以父母会给他们买一

些辅导书籍，在完成学校的家庭作业后继续做辅导练习。例如：

*D 学生说自己会争分夺秒的利用学校时间，把每一天所要做的事情提前规划好。放学后，也有多余的时间散步，打球。*

第三题，大部分学生表示还是参加了课外辅导机构的，不过只有更多的同学参加的是非学科的培训机构，例如钢琴、编程等。有 5 名学生表示还有数学、英语学科的辅导机构。但是 15 名学生都说相对于之前，辅导机构的学习时间变短了，也不会强制留作业增加负担了。

第四题，所有学生均表示现在学校每学期只有一次期末考试了，原来的单元考试现在都已经取消了。例如：

*G 学生说原来每学期还有期中考试、单元考试，现在老师将单元考试变成单元回顾练习在课上完成了。*

第五题，有 10 名学生表示学习压力相比较之前轻松了，家长、老师也不逼他们了。有 4 名六年级学生表示还是有毕业压力，担心初中后成绩跟不上。

通过以上访谈的分析，可以表明大多数学生在双减政策实施后，学业负担都有所减轻，只有少数因为是毕业年级，因此父母还会给予一些学业压力。

**4.3 学生主观幸福感访谈分析**

学生主观幸福感访谈结果总结：第一题，10 名学生表示有更多的时间和父母利用周末的时间出去踏青，家庭关系更和谐了，不会总是因为作业问题发生争吵。例如：

*A 学生表示原来父母会经常检查我的家庭作业，经常会提出各种质疑，批评我，现在作业都在学校完成了，他们也就很少检查我的作业了。*

第二题，15 名学生均表示自己的生活变化很大，放学和周末没有一个又一个的学科培训班了，更多的是体育、艺术方面的培训班，有的内容比较感兴趣。

第三题，大多数学生表示学校有课后服务，布置的作业能利用课后服务的时间做完，有 5 名学生说他们会经常利用课后服务时间看书、下棋。

第四题，15 名学生均表示老师们不拖堂了，他们的课间十分钟可以充分利用起来。老师们布置的家庭作业也不多，每个学科的老师都互相配合的控制作业时间。

第五题，大多数学生表示周末会和同学、朋友约着一起打球。玩的时间变多了。

通过以上访谈的分析，可以表明大多数学生在双减政策实施后，主观幸福感都有所提升，和父母、朋友、老师的关系更和谐了。

## 5. 研究结论与建议

研究结果发现“双减”对于整个教育工作有重大的意义。学校提供了课后服务，有效促进学生的学习回归了校园。武汉的小学开展了丰富多彩的课后服务，体现在学校社团上，则是时长更长，项目更多，覆盖面更广，除了群众基础广泛的足球、篮球、排球、乒乓球、田径、啦啦操、书法、美术、舞蹈等常规社团外，更多小众社团如轮滑、击剑、旗舞、刀舞、舞龙、汉剧等，开始成为学生学校生活中的常客。

本研究针对学业负担的访谈结果显示，“双减”政策实施减轻了学生的学业负担。双减政策出来后，教育现状发生了很大的改变。首先是学校有关领导会三令五申

强调，不要给孩子学习压力，不要布置超过二十分钟的作业，要将快乐还给孩子。学校甚至会建立作业台账，所有老师将自己当天的作业登记在台账上，并且一周访问一次家长，孩子回家后的作业总时长有没有超过一个小时，对作业的布置是否满意的调查。

本研究针对学生主观幸福感的访谈结果显示，“双减”政策实施提升了学生的主观幸福感。“双减”政策落地之后，学生们作为教育的直接参与者与受益者，将会有着更好地成长环境，在学科培训乱象得到整治之后，我们也能够去憧憬更多的孩子能够在艺术、体育、科技方面去展示自己的天赋，去激发自己的潜能。而学校将明确自己学习“主战场”的地位，更多的配套政策、更专业的教学规划、更多样的课后服务，将使得学校在整个教育教学工作中发挥重要的作用。

本研究对未来的研究建议在于：一、从目前的国内落实情况来看，发达地区与相对落后地区落实情况差距较大，某些地方落实程度不够，因此希望重点关注农村学校双减的实施情况。二、目前的双减政策主要实施对象是中小学阶段，对高中影响不大，但目前高中生的学习压力也非常大，课外辅导情况严重存在。建议扩大双减政策对象由中小年级扩大到高中，从而扩大双减政策的影响。三、本研究建议大力加强文化素质教育，身体素质教育和综合素质教育。以致学生能在双减政策下，能够正确的利用好课余时间，来学习课外知识，加强自身本领，达到健康良好的成长作风环境。使得学生的主观进幸福感增强。

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# The Influence of Emotion management on Career success of College teachers: The Mediating effect of self-efficacy

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**Abstract**

Higher education is an important dependence and power source of social development, which cannot be separated from higher education. If individual teachers are unable to effectively manage their emotions, they may have negative work experience, which is not conducive to the career growth and development of university teachers. Taking teachers from a full-time comprehensive undergraduate college in Yuxi city, Yunnan Province as the research object, we conducted an investigation by interview method to study the influence of college teachers' emotional management on career success, with self-efficacy as the mediating effect. The conclusion is that teachers with higher emotional management ability are more likely to achieve subjective career success with higher level of self-efficacy.

**Keywords**: Emotion Management; Career Success; Self-Efficacy

# 高校教师情绪管理对职业成功的影响：自我效能的中介效果

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**摘要**

高等教育是社会发展的重要依靠，是社会发展的动力之源，社会发展离不开高等教育。如果教师个体无法有效的进行情绪管理，有可能给他们自身带来消极的工作体验，也无助于高校教师的职业成长与发展。我们以云南省玉溪市某全日制综合性普通本科高等院校的高校教师为为研究对象，采用访谈法进行进行调查，研究高校教师情绪管理对职业成功的影响，以自我效能为中介效果。研究结论是情绪管理能力较高的教师具有较高水平的自我效能感更容易实现主观职业成功。

**关键词**：情绪管理; 职业成功; 自我效能

## 1.绪论

高校教师的职业特性与其他职业有所不同，他们主要有三大职责：科学研究、教育教学、社会服务（刘红、母小勇，2015）。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（刘丽丹、王忠军，2021）。以上这种现象被称为教师的主观职业成功，教师的主观职业成功指的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（赵小云、李福华，2019）。

据相关研究表明，情绪管理在职业成功中具有比较好的促进作用(Urquijo et al., 2019)。

具备较高水平的情绪管理能力的教师，可以帮助自己在遇到各种工作与生活压力的时候，能够适当地处理好各种负面情绪，促进自身的健康且长期发展(Olson et al., 2019)。情绪管理能力越强的教师，越懂得运用情绪进行自我激励，不断鼓励自己克服困难，激励自己在受到工作挫折时汲取经验教训，以便更好地完成任务目标。随着时间的考验，个体不断地把顺利完成工作任务的经验转化为信心，其自我效能感也会得到明显的提高（高晓文，2019）。拥有较高自我效能感的教师通常对自己有信心，目标比较明确，拥有较为积极的心态，在面对巨大工作压力时，可以很好的去处理这些压力，并且可以在工作中表现出更高的水平，努力的追求工作中的目的感和意义感，具有一定的社会关怀意识和责任担当精神，有利于高校教师的职业成长与发展，从而实现主观职业成功（谢宝国等人，2016）。

同时，以往研究也指出自我效能感是影响个体职业成功的关键变量之一(Carter et al., 2018)。自我效能即个体对于自身所拥有的技能能否完成某项工作的信心程度(Bailey & Austin, 2006)。自我效能高的人自我评价高，拥有较高的自信，喜欢挑战以及接受难度大的任务，对于目标更加执着，因此成功的机会更大（邵思源，2016）。自我效能感会影响个体在职业过程中的坚持性与努力程度，高自我效能感的员工可能会尝试高挑战性的工作，目标设置的水平也较高，并会表现出较强的目标承诺，进而提高工作绩效，获得职业成功的机会(Perera et al., 2019)。相反，低自我效能感的员工，其个人能力信念较弱，对自己能否成功应对工作要求也表示怀疑，通常会采取消极态度，最终其业绩平平，得到的报酬也较少，晋升的可能性也不大，不易取得职业成功（吴量、詹浩洋，2017）。

## 2.研究目的

（1）探讨教师情绪管理、自我效能与职业压力的影响现状;
（2）探讨教师情绪管理对职业成功的影响;
（3）探讨教师情绪管理对自我效能的影响
（4）探讨自我效能对职业成功的影响;
（5） 探讨自我效能在教师情绪管理与职业成功之间中介作用。

## 3.研究问题

依据上述研究目的，提出本研究问题：
（1）教师情绪管理、自我效能与职业压力的影响现状如何？
（2）教师情绪管理对职业成功的影响如何？
（3）教师情绪管理对自我效能的影响如何？
（4）自我效能对职业成功的影响如何？
（5） 自我效能在教师情绪管理与职业成功之间是否有中介作用？

## 4.文献综述

本章将分为职业成功、情绪管理、自我效能三个部分进行相关的理论及研究探讨。

**4.1 职业成功的相关研究**

目前，对于影响主观职业成功的因素主要可被归纳为内部因素（个体因素）与外部因素。个体因素方面，翁清雄等（2016）的研究发现，个体间不同的人格特质对对主观职业成功有着显著的影响；于桂兰等人（2017）在研究中发现，呼唤作为个体的内部力量，有助于帮助个体实现主观职业成功；闫文昊等人（2018）、则在研究之中发现，个体的生涯适应力对主观职业成功的正向预测效应显著；田启涛与葛菲（2019）对职业使命感的研究进行梳理和归纳中发现，职业使命感高的个体，更容易感受到职业成功。Atay (2017)在研究中发现，职业价值观也是影响个体主观职业成功的重要因素之一；另外，研究表明，心理资本（常潇匀等，2018）、职业自我效能感(Rigotti et al., 2018)等个体因素对主观职业成功亦有显著的影响。 同样，多样化外部支持作为积极因素，对员工的主观职业成功具有积极的促 进作用。Spurk et al. (2018)研究表明组织支持、社会支持等外界支持性因素对员工的主观职业成功有积极的促进作用。Koekemoer et al. (2020)则在研究中发现，家庭作为员工生活中重要的部分，家庭支持有利于员工体验到职业成功。除了家庭因素、组织因素，领导因素也是影响员工主观职业成功的重要外部因素之一，譬如，赵红丹与江苇（2018）在研究中发现，领导类型显著影响员工的主观职业成功，Park et al. (2017)则在研究中发现，领导-成员交换关系显著影响员工的主观职业成功，拥有高质量领导-成员交换关系的员工，可从领导处获取更多的工作资源，为实现工作成功提供强大的资源保障。另外，Yoon et al. (2019)在研究中发 现，工作重塑能够使得个体技能与工作要求相符合，员工在工作中体验到胜任感，便体验到更多的职业成功。

**4.2 情绪管理的相关研究**

“情绪管理”一词，在美国哈佛大学心理学博士 Daniel Goleman 于 1995 年出版的《情绪商》一书中被首次提出 Goleman (1995)指出，情绪管理是指个体和群体对自身情绪和他人情绪的认识、协调、引导、互动和控制，充分挖掘和培植个 体和群体的情绪智商、培养驾驭情绪的能力，从而确保个体和群体保持良好的情绪状态，并由此产生良好管理效果的一种管理手段。情绪管理就是善于掌握自我，善于调制合体调节情绪，对生活中矛盾和事件引起的反应能适可而止的排解，能以乐观的态度、幽默的情趣及时地缓解紧张的心理状态（唐丹丹等人，2021）。

教师情绪管理就是教师通过对自身情绪状态的自我影响，消除自己的不良情绪，在教学过程中不产生负面情绪，更不能把不良情绪发泄到受教育者身上（陳佳雯，2012）。教师的职业特殊性要求其在工作状态中长期保持情绪稳定、精神饱满，始终展现出积极向上、和蔼可亲、友善真诚的情绪（Olson et al., 2019）。尹弘飚（2017）从情绪智力的角度诠释教师情绪管理，其涉及觉察自我情绪； 妥善管理自我情绪；自我激励；觉察他人的情绪及人际关系。Bellocchi (2019)在研究中指出，教师是具有情绪传导职能的职业，良好的情绪管理、保持积极向上的精神状态有利于学生的身心健康和学业提升。风梅尉与丽萍崔（2019）指出，教师情绪管理能力与智慧才是教学成功与否的关键所在，良好的情绪管理能力有利于掌控教学过程中发生的各种场景，不断调整教学策略和情绪调动策略，优化教学实施手段。施佳圆（2021）研究发现，教师情绪知觉、情绪理解、情绪管理与个人教学效能感呈现显著的正相关，教师情绪理解和情绪管理能够正向预测教师

个人教学效能感。

**4.3 自我效能的相关研究**

自我效能是个人对自己在某个特定环境或情况下，对自己能否能胜任或完成某项任务的能力评价或自我信念(Bandura, 1977)。由于自我效能感属于特定的任务，人们可能同时对某些任务具有较高的自我效能感，而对另一些任务则具有较低的自我效能感(Heslin & Klehe, 2006)。教师的自我效能感主要是教学效能感，“既包括认知成分也包括情感成分；既是一种能力，又是一种信念；教师在特定的情况下，积极主动的帮助学生有效的学习”(Perera et al., 2019)。教师的自我效能感存在整体性的特征，教师自我效能感既是教师对自身的一种自我感受和信念，也是教师对自己的教宵教学水平和能力的一种判断，其中包含着认知的成分，也包含着情绪的成分(Perera et al., 2018)。教师的自我效能感存在主体性的特征，自我效能感反映了教师在教育教学活动中表现出的教学积极性和教学方法的新颖性（邵思源，2016）。如果教师自我效能感高，那么他们在教育教学过程富有挑战性，会为自己设定教学目标，会从内在激发自己的教学动机，不断的开拓创新；而如果教师的自我效能感巧低，那么则一般会选择守旧保守、循规蹈矩，不愿冒险、不敢创新（吴量、詹浩洋，2017）。

自我效能感水平不同的教师在实际工作中有着明显差别，在工作投入方面，自我效能感较高的教师会对其教学工作勤于反思与总结，积极与学生和同事交流，在这个过程中自身能力与工作成就感逐步提升；自我效能感较低的教师对教学工作存在应付式的心理，就导致其在教学工作中手段单一、内容枯燥，不能依据学生学习水平对教学方法做出及时有效的调整(Perera et al., 2018)。而效率低下的教学方法和应付式的教学心理，反过来又可以影响到教师的自我效能感。在师生关系方面，自我效能感较高的教师通常具有很强的责任心，抱着对学生的发展负责态度，更乐于引导学生对所教学科产生浓厚兴趣、同时理解到所教学科知识的重要性(De Smul et al., 2018)；自我效能感低的教师会因为学生不喜欢所教学科，导致其对自身教学能力产生怀疑，从而影响到自身教学，最后形成师生之间的恶性循环（刘玲，2016）。

## 5.研究方法与设计

本章主要研究对象、研究方法和研究工具。

**5.1 研究对象**

本研究拟以中国云南省玉溪市某全日制综合性普通本科高等院校的高校教师为研究对象。有 13 个二级学院、9 个研究机构、4 个教辅机构，开设 57 个本科专业，有全日制在校学生数为 14246 人，教职工 784 人。

**5.2 研究方法**

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）。

**5.3 研究工具**

本研究情绪管理采用的是李彦君（2002）开发的情绪管理量表，共 26 个题项。职业成功根据文献梳理，借鉴前人研究，沿用结合 Greenhaus (1990)和 Eby et al. (2003)两个版本的量表，将职业成功分为组织内竞争力、组织外竞争力和职业满意度三个维度共

计 11 个题项进行测量。自我效能采用 Chen et al. (2001)开发的自我效能量表(NGSE)量表。

## 6.研究结果分析

本研究通过展开正式问卷的发放、回收与整理，从而得到问卷数据，为本文的实证分析提供数据基础。此次通过网络渠道，共计发放问卷 712 份，剔除无法使用和无效问卷，共计回收有效问卷 569 份，共删除无效问卷 48 份，有效率为 80%，以进行数据统计分析。

**表 1**

*基本信息描述*

| 变量 | 类型 | 样本数 | 百分比（%） |
|---|---|---|---|
| 性别 | 男 | 273 | 48 |
| | 女 | 296 | 52 |
| 年龄 | 24-30 | 201 | 35.3 |
| | 31-40 | 155 | 27.2 |
| | 41-50 | 116 | 20.4 |
| | 51 以上 | 97 | 17 |
| 学历 | 本科以下 | 0 | 0 |
| | 本科 | 78 | 13.7 |
| | 硕士 | 406 | 71.4 |
| | 博士 | 85 | 14.9 |
| 职称 | 助教 | 264 | 46.4 |
| | 讲师 | 188 | 33 |
| | 副教授 | 64 | 11.2 |
| | 教授 | 53 | 9.3 |

资料来源：本研究整理

由表 1 可知，本研究设置基本资料包括性别、年龄、学历以及职称。在有效样本（N=569）中，从性别分布上看，男性 273 人，占 48%、女性 296 人，占 52%，由此可知，样本中男女之间相差不大；从年龄分布上看，24-30 岁 201 人，占 35.3%、31-40 岁 155 人，占 27.2%、41-50 岁 116 人，占 20.4%、51 以上 97 人，占 17%，；从学历分布上看，本科以下的人数为 0、本科 78 人，占 13.7%、硕士 406 人，占 71.4%、博士 85 人，占 14.9%；从职称分布上看，助教 264 人，占 46.4%、讲师 188 人，占 33%、副教授 64 人，占 11.2%、教授 53 人，占 9.3%，具体数据如表 1 所示。

### 6.1 信度分析

由表 2 可见，教师情绪管理量表 Cronbach's α 为 0.928，达标判定标准；教师自我效能量表 Cronbach's α 为 0.948，达标判定标准；教师职业成功量表 Cronbach's α 为 0.888，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。

**表 2**

*信度分析表（N=569）*

| 变量 | 题数 | Cronbach's α |
|---|---|---|
| 教师情绪管理 | 26 | 0.928 |
| 教师自我效能 | 8 | 0.948 |
| 教师职业成功 | 11 | 0.888 |

资料来源：本研究整理

### 6.2 相关分析

本研究为了进一步确认教师情绪管理、教师自我效能、教师职业成功之间的关系，首先进行变量的相关分析，其数据统计结果表明，教师情绪管理、教师自我效能、教师职业成功存在显著关系，且均在 0.001 的显著性水平下显著。从变量的相关系数看，教师情绪管理、教师自我效能、教师职业成功的相关系数绝对值均超过 0.4，说明教师情绪管理、教师自我效能、教师职业成功之间具有明显的相关关系，适合拟进行下一步的回归分析。其 Person 检验结果如表 3 所示。

**表 3**

*相关系数分析表（N=569）*

| 变量 | 教师情绪管理 | 教师自我效能 | 教师职业成功 |
|---|---|---|---|
| 教师情绪管理 | 1 | | |
| 教师自我效能 | $.494^{***}$ | 1 | |
| 教师职业成功 | $.460^{***}$ | $.500^{***}$ | 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

### 6.3 回归分析

本研究探讨高校教师情绪管理、自我效能与职业成功的影响，以及自我效能在教师情绪管理与职业成功两个变量之间的中介效果。为求研究严谨度，根据 Baron and Kenny（1986）所提出的观点，以阶层回归分析验证网络口碑变项的中介效果是否存在，并根据分析结果进行讨论。

为了避免预测变项与交互作用项相关性过高而产生共线性问题，可参考 Aiken et al. (1991)作法，将自变项与调节变项之值透过线性平移至 0，再计算相乘积，并以变异膨胀因素(VIF)作为共线性检验指标，倘若 VIF 值大于 10 时，即表示变项间具明显的共线性

问题(Myers, 1990)。

因此，为了了解高校教师情绪管理、自我效能对职业成功的预测效果，以教师情绪管理为自变量，教师自我效能为中介变量，教师职业成功为因变量。采用阶层回归方式进行分析，如表 4 所示。

**表 4**

*教师情绪管理透过自我效能对职业成功的阶层回归分析表（N=569）*

| | 模型 1 | 模型 2 | 模型 3 |
|---|---|---|---|
| 变项 | 教师职业成功 | 教师自我效能 | 教师职业成功 |
| | Beta | Beta | Beta |
| 自变项 | | | |
| 教师情绪管理 | .460*** | .464*** | .282*** |
| 中介变项 | | | .360*** |
| 教师自我效能 | | | |
| F 值 | 152.482*** | 182.672*** | 127.248*** |
| $R^2$ | .212 | .244 | .310 |
| $\triangle R^2$ | | .032 | .066 |
| VIF | 1.000 | 1.000 | 1.322 |

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

在模型 1 中，以回归分析教师情绪管理对教师职业成功的影响关系，通过分析结果发现，$R^2$ 为 0.212，表示教师情绪管理可解释教师职业成功 21.2%的变异量，其标准化回归系数β值为 0.460，并达到显著水平(p＜0.001)，表示教师情绪管理对职业成功具有正向显著影响，即教师情绪管理越高，教师职业成功也越高。

在模型 2 中，以回归分析教师情绪管理对教师自我效能的影响关系，通过分析结果发现，$R^2$ 为 0.244，表示教师情绪管理可解释教师自我效能 24.4%的变异量，其标准化回归系数β值为 0.464，并达到显著水平(p＜0.001)，表示教师情绪管理对自我效能具有正向显著影响，即教师情绪管理越高，教师自我效能也越高。

在模型 3 中，同时将教师情绪管理与教师自我效能加入回归模型中，以阶层回归检验自我效能在教师情绪管理与职业成功两个变量之间的中介效果。通过分析结果发现，$R^2$ 为 0.310，表示教师情绪管理与教师自我效能共同解释教师职业成功 31%的变异量，其标准化回归系数β值分别为教师情绪管理 0.282、教师自我效能 0.360，并达到显著水平(p＜0.001)，同时模型 3 中教师情绪管理的标准化β值由原本模型 1 中的 0.460 下降为 0.282，说明教师自我效能在教师情绪管理与教师职业成功中起部分中介作用。

在阶层回归中 VIF 皆小于 10，因此，高校教师情绪管理、自我效能与职业成功彼此之间没有共线性。

## 7.研究结论及建议

### 7.1 研究结论

根据研究结果表明，情绪管理可以积极影响职业成功，情绪管理可以积极影响自我效能，自我效能可以积极影响职业成功。根据研究结果得出结论：情绪管理能力较高的教师在面对工作、科研的压力时更加倾向于表现出积极乐观的态度，对自己的能力也表现的更具信心，所以也就具有较高水平的自我效能感。因此本研究认为情绪管理能力较强的教师，更能稳定处事，积极待人，更懂得如何应对自己在工作中可能会遭遇破坏性情绪，不会随着负面情绪的侵入而一蹶不振，会努力的激励自己，从而自己的自我效能感可能会随着积极、正面、稳定的情绪状态维持在一个较高的水平；拥有较高自我效能感的教师通常对自己有信心，目标比较明确，拥有较为积极的心态，在面对巨大工作压力时，可以很好的去处理这些压力，并且可以在工作中表现出更高的水平，努力的追求工作中的目的感和意义感，具有一定的社会关怀意识和责任担当精神，有利于高校教师的职业成长与发展，从而更容易实现主观职业成功。

### 7.2 研究建议

1. 转移注意、调整心态

高校教师在工作及生活中遭遇到消极情绪的困扰时，可以将注意力转到自己有兴趣或愿意从事的工作上，使自己的心境较快地从消极情绪中解脱出来，达到心理平衡。

2. 锻炼意志、自我提醒

在处理不良的情绪时，有时会因消极情绪的刺激而作出不理智的举动，高校教师可以通过自我提醒和意志的克制，减缓情绪造成的不良后果，确保教育教学工作的顺利进行。

3. 加强交流、保持沟通

高校教师要学会将自己和谐地融于社会之中，加强与外界特别是科研机构、相关组织、行业等的交流与学习，还要善于与同事、家长，特别是与学生保持融洽的人际关系。宽松、愉快的工作氛围和有效沟通，以及较强的交流能力会大大降低繁重工作带来的心理压力和不良情绪的出现。

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# The Influence of Curiosity on the Consumer Demand: A Case of Special Local Product

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**Abstract**

This study aims to discuss how curiosity affects consumer demand, using local specialty products as an example. This study introduces nostalgia as a intermediary and uses social curiosity and product personality congruence as moderating variables to explore the impact on changes in consumer demand. A total of 794 questionnaires were returned through an online format, and after data analysis, it was concluded that curiosity makes consumers nostalgic; nostalgia positively influences consumer demand. The moderating relationship of explicit social curiosity between curiosity and nostalgia is established, while the moderating relationship of implicit social curiosity and product personality congruence is not established.

**Keywords**：Curiosity; Consumer Demand; Nostalgia; Product Personality Congruence; Social Curiosity

# 好奇心对消费者需求的影响：以地方特产为例

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**摘要**

本研究旨在研究以地方特产为例，好奇心如何影响消费者需求。本研究加入怀旧作为中介变量，并以社交好奇心和产品人格一致性作为调节变量，探讨对消费者需求变化的影响。通过网络形式投放问卷，总共回收 794 份问卷，经过数据分析后得出结论，好奇心会使得消费者产生怀旧情绪；怀旧情绪正向影响消费者需求。显性社交好奇心在好奇心与怀旧之间的调节关系成立，而隐性社交好奇心与产品人格一致性的调节关系不成立。

**关键词：**好奇心；怀旧；消费者需求；产品人格一致性；社交好奇心

## 1.绪论

### 1.1 研究背景

地方特产由于本身带有相当浓厚的当地特色，在长期的发展演变中产品本身、包装、还是生产方式都与当地文化紧密结合在一起，导致很多地方特产因为过于独特的地方特色不被外来消费者所接受。本研究基于此想探索一些能应用在地方特产销售上的因素。而消费者需求理论和行为理论指出，消费者需求是消费者行为的内在因素，消费者需求作为一种消费者在消费者行为中产生的一种内在心理活动，是消费者行为的驱动力和决定因素。

随着时代的进步，消费者对产品的需求已经不仅仅满足于产品本身的功能上，消费者开始关注选购产品时自身的心理满足，会追求更多样的刺激感和新鲜感，为达成这些

需求，产品必须往多样化的方向发展（宁呈旭，2021）。因此满足消费者对产品的需求无疑是地方特产销售中最重要的一步。

怀旧作为一种情绪广泛存在于每个人心中，所有人或多或少都会受到怀旧的影响。在现代商业竞争中，怀旧作为一种常见的商业策略被应用在方方面面。相比新品牌，老品牌拥有更长久的历史，一些老品牌也强调自身传统的生产工艺，这些都能更容易的唤起消费者对过去的记忆，提升双方的亲密感与消费者达成共鸣。Govers and Schoormans (2005)的研究也证明当产品人格与消费者个性一致时对消费者偏好会产生积极影响。因此是否能通过怀旧勾起消费者对产品的美好回忆，美化地方特产在消费者的心理形象，或是以怀旧情绪弥补地方特产在消费者心理中的缺陷，从而让消费者对地方特产产生一定的好感从而满足消费者的需求。

好奇心作为一种伴随人类终生的心理兴趣，也是推动人类对未知世界探索的关键心理力量(Kidd & Hayden, 2015)。如果能通过对好奇心的分类研究，使得消费者克服厌恶感踏出这关键的一步进行尝试，对地方特产的营销无疑是关键的一步，同时好奇心和怀旧同样作为一种心理行为那么两者之间的关系到底如何同样让人非常好奇，不同类型的好奇心和怀旧之间是否会产生相似或是相反的影响，从而影响消费者需求，因此基于以上考量将好奇心作为变量加入对怀旧的影响研究。

**1.2 研究目的**

消费者需求、消费者行为理论认为消费者需求是行为的内在因素，同时也决定着行为的产生。消费者需求作为一种内在心理因素，由于需求对产品产生的购买意愿都是基于一定的情绪反应，并且受到情绪的影响。怀旧作为一种普遍存在于每个个体的的心理情绪，消费者往往会把怀旧情绪寄托的对象转换为具体的商品，并且将其化为对产品以及服务的需求，好奇心同样作为一种广泛存在的心理因素，也是人类对未知探索的关键力量(Kidd & Hayden, 2015)，不同类型的好奇心和怀旧之间会产生怎样的影响？在引入社交好奇作为调节变量后两者之间又会产生怎样的反应？因此本研究通过消费者需求理论在消费者需求和怀旧之间构建模型，通过在产品-人格一致性的调节下，探讨怀旧对消费者需求的影响机制，从而设计出更符合消费者个人特质以及消费者需求的地方特产。

通过研究把好奇心分为五个维度后对怀旧情绪的影响机制以及作用，结合情绪理论和消费者行为模型等，更具有针对性的研究不同类型的好奇心特质对怀旧情绪的影响机制，从而通过对不同影响机制的研究，针对使用更合适、更多变的商业策略调动消费者的好奇心和怀旧情绪达成更好的销售目标，最终带动地方特产的销售。

## 2.文献综述

**2.1 相关变量定义**

理论学家认为好奇心对人类的行为和学习有着重大的作用，是人类创造性思维和创造性能力的重要特征(Kidd & Hayden, 2015)。好奇心可以定义为人们对某种新奇、具有挑战性和不确定性事件的强烈探索渴望(Kashdan & Silvia, 2009)。当我们产生好奇时，我们会充分意识并接受当下可能存在的任何未知事物，并且开始着手进行调查。

随着时代的进步学术界越来越多的学者开始把目光投向将好奇心作为一种人格特

质进行研究，并且好奇心也是一种多维度的结构，要将好奇心区分维度进行讨论(Kashdan & Silvia, 2009)。

在最近 Kashdan et al. (2020)创立一个多维度的好奇心量表，从两种最初的好奇心表现出发先将好奇心分为快乐探索与剥夺敏感性两个维度，本研究变量好奇心即基于该量表进行展开研究。

快乐探索指当我们发现未知的世界以及获得全新的知识、挑战时所获得的愉快体验，我们将其称为快乐探索(Kashdan & Silvia, 2009)。

Zuckerman (1994)将寻求刺激定义为在面对新事物的挑战所产生的压力时，有些人会迎难而上主动去追求这种挑战，这些人不仅仅是忍受挑战带来的压力，甚至会心甘情愿主动的追求这些额外在身体健康或是财务、法律上的风险来获得全新的体验，

Renner (2006)认为显性社交好奇是一种公开的对他人思想活动，个人行动感兴趣的行为。

Holbrook and Schindler (1991)将怀旧定义为对过去某种事物的喜爱之情，一种对过去温暖回忆的怀念感觉。

Tian et al. (2001)将消费者需求定义为满足消费者个性化的需求，并且认为消费者之所以对个性化有所需求是由于个体对于独立性的一种体现。Govers and Schoormans (2005)的研究也证明当产品个性契合消费者个性后，会正向影响消费者行为，从而促使消费者产生购买欲望。

**2.2 快乐探索和怀旧之间的关系**

好奇心是一种强大的心理推动力(Kidd & Hayden, 2015)，它会让我们积极的对未知进行探索。从好奇心的角度出发，快乐探索则会在探索未知的世界，全新的谜题时反馈给自己愉快体验。怀旧可以分为个人怀旧和历史怀旧，并且历史怀旧不受时间的限制可以远在出生前的时间，因此历史怀旧对我们来说完全是未知的、新奇的。而对这种未知怀旧的探索可以给予我们源源不断的愉快反馈，就如很多人会对过去的经历产生向往一样，人们因为过去未知的怀旧产生好奇，好奇推动人们对过去进行探索，未知的、全新世界的探索会反馈给人们充分的愉快体验，由此推导出以下假设：

H1：快乐探索与怀旧正相关。

**2.3 寻求刺激和怀旧之间的关系**

Holbrook and Schindler (1991)研究指出怀旧相较正面情绪更偏向负面情绪，很多怀旧正是由于人们对过去的遗憾、后悔的负面情绪引导下所产生的，正如有些人喜欢看恐怖电影一样，人们会为满足自身需求，减少驱力而主动追寻过去的负面怀旧，无论目的是为满足自身好奇也好，还是对过去经历的悔恨也好，充满未知的怀旧带来的刺激感和新奇体验都会让人们主动去追寻它，因此推导出以下假设：

H2：寻求刺激与怀旧正相关。

**2.4 显性社交好奇心的调节作用**

Kashdan et al. (2018)实地研究指出显性社交好奇心的个体对他人行为、思想感兴趣从而产生好奇心理，会倾向于主动发起对话与他人交流从而得知信息。李天然和俞国良（2015）研究指出个体在社交生活中会主动与他人进行比较，关注比较自身、他人，或

是自身与他人之间存在的信息差异，而为顺利进行这种比较，个体会产生主动去探索信息的需求。根据“信息缺口理论”当人们认识到自身与目标存在知识差距时，会主动去学习从而弥补差距。因此个体在对过去怀旧的探索中，如果发现自身某方面存在缺陷，以及因为社交好奇与他人比较中发现自身的不足，会进一步激发个体对过去怀旧探索的力度，从而减少信息差距缓解剥夺感，而通过不断对过去未知的探索也会产生源源不断的快乐情绪。同样的由于社交好奇导致的个体与他人的比较，如果存在差距反而会产生压力促使个体在压力下主动寻求挑战，满足自身对刺激的需求，由此推导出以下假设：

H3：显性社交好奇心越大，快乐探索对怀旧的影响越强烈。

H4：显性社交好奇心越大，寻求刺激对怀旧的影响越强烈。

**2.5 怀旧与消费者需求之间的关系**

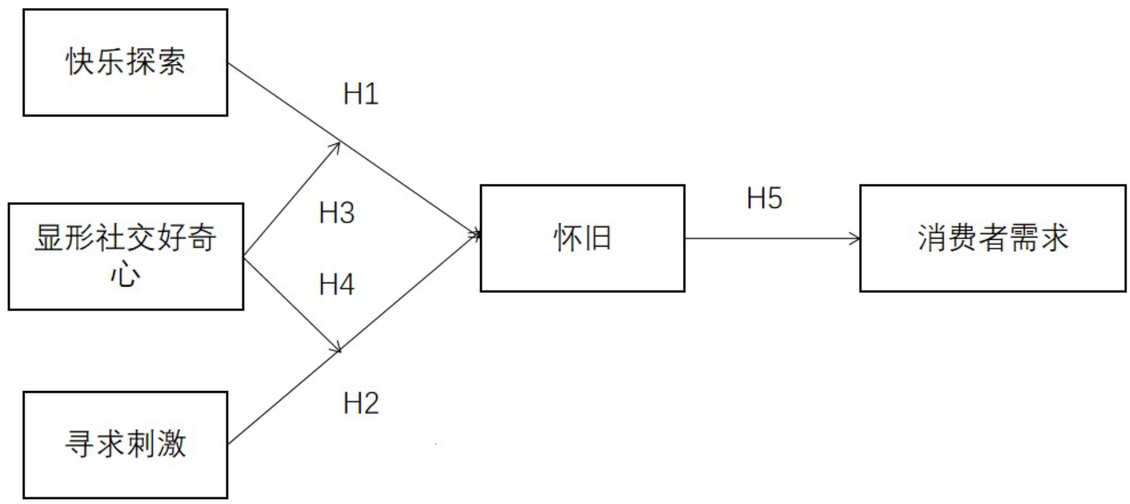
韩小芸等人（2004）在消费者满意度研究中指出，消费者在消费之前的情感不仅能影响消费后产生的反馈情绪，同时也会对自身的消费经历、产品评价产生影响，而根据消费者需求理论和消费者行为理论，消费者需求并不是固定不变的，当对某一产品产生好感时，消费者也会以根据产品来改变消费者自身的需求。同时怀旧作为一种情绪，根据情绪理论的研究，情绪会唤起个体与当前场景关系的评价，评价的结果会引起一系列反应，也即是个体的主观体验，情绪的唤起也会引发个体的思考，并且让个体的行为方式存在一定的倾向因此怀旧会通过情绪反应引导消费者，让消费者对产品产生信任感，从而影响消费者对产品的需求。由此推导出以下假设：

H5：怀旧正向影响消费者需求。

**2.6 研究框架图**

**图 1**

*研究框架图*




资料来源：本研究整理

# 3.研究方法与设计

本研究数据收集选用发放调查问卷进行，问卷设计参考之前研究者经过验证的成熟量表，并进行部分修正所制作。

调查问卷选用李克特五点点量表将选项划分为 1=完全不符合；2=不太符合；3=不确定；4=比较符合；5=完全符合。问卷目标发放对象为 18-45 岁有一定消费能力，有过购买地方特产经历或有购买意愿的消费者，为使样本更具有代表性样本收集过程使用随机抽样原则。考虑到地方特产的销售重心逐渐向网络购物平台便宜（吴凤霞、关玉安，2009），因此受访者需要对网络有一定了解且有过网络购物经历。

平台选择受众最广泛的腾讯“问卷星”。考虑问卷题项较多，因此在问卷筛查中剔除掉答题时间小于 1 分钟的问卷，同时为提高问卷的覆盖率以及填写的积极性，在答题完毕后可随机获得一定小礼品，如支付宝、微信红包或小额优惠券。但同时考虑到问卷的有效性因此在填写方面进行相关限定，本问卷同一 IP 地址，同一设备，同一微信仅可填写一次。在问卷星推送的同时，利用家人、朋友、同学等进行协助发放。考虑到产品评价发生在消费者购买产品之后，及消费者经行消费之后，同时考虑到消费者对产品的评价会随着时间流逝，导致产品印象模糊的现象，以及学者王睿博等人（2015）研究指出，调查时间最好选择在周末休息日和节假日 14:00—21:00。但本研究出于实际考虑为保证收获的调查问卷份数，取消周末节假日限制，在问卷发放平台上限制填写时间为 14:00—21:00。

# 4.研究结果分析

## 4. 1 调节检验

各变量的相关性分析如表 1 所示。结果显示各研究变量之间均存在显著正相关性。

| 变量 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. 快乐探索 | 1 | | | | |
| 2. 寻求刺激 | 0.402*** | 1 | | | |
| 3. 显性社交好奇 | 0.363*** | 0.300*** | 1 | | |
| 4. 怀旧 | 0.474*** | 0.490*** | 0.445*** | 1 | |
| 5. 消费者需求 | 0.268*** | 0.290*** | 0.209*** | 0.376*** | 1 |

资料来源：本研究整理

## 4. 2 调节检验

模型 1 中的控制变量为性别，购买地方特产经历，年龄，网络购物经历，每月生活开支。模型 2 在模型 1 的基础上加入快乐探索，寻求刺激，显性社交，模型 3-1 在模型 2 的基础上加入快乐探索与显性社交的交互项，模型 3-2 在模型 2 的基础上加入寻求刺激与显性社交的交互项。

从表 1 可知，模型 3-1 在模型 2 的基础上加入欢乐探索与显性社交的交互项后，F 值变化呈现出显著性($p$<0.05)，意味着加入快乐探索与显性社交的交互项加入后对模型具有解释意义。具体来看，快乐探索与显性社交的交互项的回归系数值为 0.073，并且呈现出显著性($\beta$=2.471，$p$=0.014<0.05)，表明显性社交在快乐探索与怀旧之间存在正向调节作用。因此假设 H3 得到验证。

模型 3-2 在模型 2 的基础上加入寻求刺激与显性社交的交互项后，F 值变化呈现出显著性($p<0.05$)，意味着寻求刺激与显性社交的交互项加入后对模型具有解释意义。另外，*R* 方值由 0.376 上升到 0.401，意味着寻求刺激与显性社交的交互项可对怀旧产生 2.4%的解释力度。具体来看，寻求刺激与显性社交的交互项的回归系数值为 0.110，并且呈现出显著性($\beta$=3.878，$p<0.05$)，表明显性社交在寻求刺激与怀旧之间存在正向调节作用。因此假设 H4 得到验证。

**表 1**

*显性社交好奇对怀旧调节效应检验表*

| 因变量：怀旧 | 模型 1 | 模型 2 | 模型 3-1 | 模型 3-2 |
|---|---|---|---|---|
| 常数 | 2.820*** | 1.048*** | 1.012*** | 1.025*** |
| 性别 | 0.054 | 0.006 | 0 | -0.005 |
| 购买地方特产经历 | 0.037 | 0.023 | 0.028 | 0.015 |
| 年龄 | 0.056 | 0.044 | 0.038 | 0.033 |
| 网络购物经历 | -0.059 | -0.083* | -0.084* | -0.080* |
| 每月生活开支 | 0.038 | 0.011 | 0.012 | 0.013 |
| 快乐探索 | | 0.241*** | 0.248*** | 0.250*** |
| 寻求刺激 | | 0.274*** | 0.275*** | 0.263*** |
| 显性社交 | | 0.160*** | 0.156*** | 0.160*** |
| 快乐探索*显性社交 | | | **0.073*** | |
| 寻求刺激*显性社交 | | | | **0.110***** |
| $R^2$ | 0.020 | 0.376 | 0.386 | 0.401 |
| *F* 值 | 0.825 | 18.535 | 17.815 | 18.916 |
| $\triangle R^2$ | 0.020 | 0.356 | 0.012 | 0.024 |

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

资料来源：本研究自行整理

为更好地验证工作激情对于员工创造力和工作乐趣之间的调节作用，本研究利用斜率图进行更好的诠释。

假设 H3 的斜率图如图 2 所示。高显性社交好奇心的斜率曲线大于低显性社交好奇心的斜率曲线，因此说明显性社交好奇心在快乐探索与怀旧之间具有正向调节作用。

假设 H4 的斜率图如图 3 所示，高显性社交好奇心的斜率曲线大于低显性社交好奇心的斜率曲线，因此说明显性社交好奇心在寻求刺激与怀旧之间具有增强作用

图 2

*显性社交好奇对快乐探索与怀旧的调节行为简单斜率图*

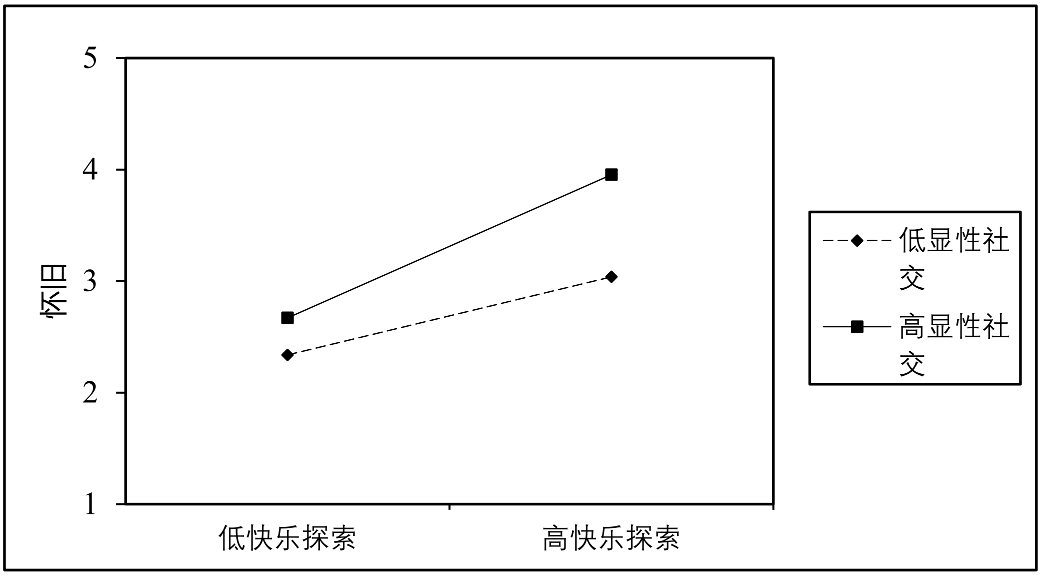
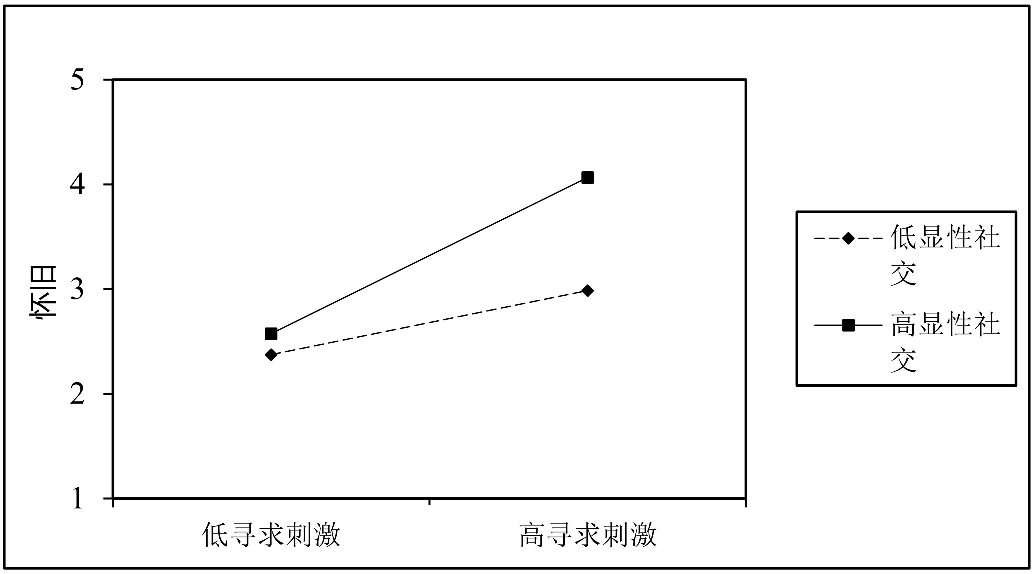



图 3

*显性社交好奇对寻求刺激与怀旧的调节行为简单斜率图*




资料来源：本研究自行整理

## 5.结论与讨论

### 5.1 研究结论

通过对有效问卷的分析，本研究确认持有快乐探索、寻求刺激两种类型的消费者会对怀旧产生正向影响。我们会因为对产品产生好奇从而挖掘产品背后的故事，而在探索的过程中随着对产品的熟悉与了解，我们也会因此产生对于产品的怀旧情绪。本研究结论：怀旧正向影响消费者需求与其类似，怀旧同样是基于消费者自身的心理因素并且影响消费者决策，地方特产自身普遍带有的较长的历史容易让消费者对其产生怀旧情绪，怀旧作为一种消费者自身的内在心理因素同样对消费者决策产生影响。消费者决策的产

生则来源于需求，并且两者之间的影响是双向的。当消费者对于自身的决策产生改变时，也会让自身的需求发生改变，最终使得怀旧对消费者需求产生影响。本研究证明显性社交好奇，在快乐探索和寻求刺激对于怀旧的正向调节作用。当消费者处于社交场合，因为自身对于他人信息的好奇，比如他人的谈吐、使用的物品、交流的内容等从而正向影响怀旧情绪。

**5.2 研究贡献**

本研究通过将不同类型好奇心对于怀旧的影响，以及怀旧对消费者需求的影响搭建研究框架，并引入产品人格一致性与社交好奇作为调节变量，补足好奇心和怀旧之间的相关心理研究理论，从不同类型的好奇心触发，通过数据分析验证与怀旧之间的因果逻辑关系，理论上补充怀旧与好奇心的相关理论。通过怀旧对消费者需求的影响研究，补充消费者怀旧情绪对于消费者需求理论相关研究。对于经营地方特产的企业，可以在怀旧营销的基础下针对消费者制定进一步的商业策略，进一步细分市场。并且当前社交媒体也处于蓬勃发展的时代，消费者对于社交媒体的依赖也越来越深，通过对于显性、隐性社交好奇的调节作用的研究可以使得企业精确的制定社交公关策略，引导消费者对于地方特产的好奇心，通过怀旧情绪调动满足消费者需求，使得企业利益进一步增长。

**5.3 研究局限与未来建议**

本研究数据样本并没有考虑地域划分，地方特产特点在不同地域存在不同的细分特点，地方特产销售由于自身特点往往需要结合当地实情进行考虑。而且数据样本也没有考虑产品自身的分类，如地方特产中的日用品、装饰品、食品等分类。因此对于地方特产具体的企业和行业需要更进一步的探讨，收集数据对其进行分析研究。未来可以选择更具体的地方特产企业进行分析，将研究对象细分到具体公司的特定产品。

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# The Effect of Online Interaction on Cross-purchase:the Mediating Function of Heart Flow Experience, and the Moderating Functions of Celebrity Effect

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**Abstract**

Due to COVID-19 outbreak in recent years, make the people have to implement the disease at home, therefore, e-commerce live sales way quickly hot, become one of the hottest sales channels in recent years, how to let consumers in the live environment for consumption has become one of the most concerned problems.Therefore, this study will study the connection between online interaction and cross-purchase with heart flow experience and celebrity effect as the adjustment variable, so as to establish the research framework of this study and serve as the basis for subsequent research.

**Keywords**: SOR theory; Online Interactivity; Heart Flow Experience; Cross-purchase; Celebrity Effect

# 在线互动性对于交叉购买之影响:心流体验之中介作用，名人效应之调节作用

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## 摘要

由于近几年新冠肺炎疫情的原因，使得全民不得不实施在家抗疫，也正因此，电子商务直播销售的方式快速火爆起来，成为了近几年最火热的销售渠道之一，如何能够让消费者在直播的环境之下进行消费也成为了商家最关心的问题之一。因此本次研究，以 SOR 理论为基础，将以心流体验为中介变量，名人效应为调节变量来研究在线互动性与交叉购买之间的联系，同时将在线互动性分为两个维度，分别是消费者与主播的互动、消费者与消费者之间的互动，分别探讨其与交叉购买之间的联系，以此建立本篇研究的研究框架，同时作为后续研究的基础。

**关键词**：SOR 理论；在线互动性；心流体验；交叉购买；名人效应

## 1. 绪论

### 1.1 研究背景

近年来，随着网上购物和消费的日益现代化，消费领域出现了新的场景、新的产业和新的应用。结合 5G 基础设施的建设和商业应用的部署，这它不仅有助于人们智能和舒适生活的发展，也有助于工业的智能转型和现代化。虽然许多实体业受疫情的打击，但

电子商务直播却成长很快，已成为大多数部门重新启动生产和补偿销售损失的重要工具。尤其是自从央视主持人以及很多 明星纷纷加入直播电商行业之后，将电商直播推上了“全面顶峰”的一年，综上，自从商务直播有了明星们的加入，新潮流便成为了“居家经济”，可以看出名人效应起到了很大的用处。其实在这之前很多研究表明，名人在社会中具有一定的认可度以及感召力，能够对社会带来一定影响力，因此我们可以看到，当他们加入到直播过程后，名人的行为、言语是受到许多人的关注的，因此由于他们的感召力以及用户们基于名人光环所带来的信任度都是能够带动人们的交叉购买行为。

### 1.2 研究意义

本研究通过对以往学者对于在电子商务直播的背景之下研究互动性对于交叉购买大部分的研究针对的是互动性对于顾客的重复购买以及购买意向等。本篇基于前者的研究加入心流体验为中介因素，来研究如何对交叉购买产生影响，从而丰富相关的研究角度与范围。因此，本篇通过对互动性且深入研究对于交叉购买的影响来证实互动性的重要。其次交叉购买是需要消费者通过购买同一直播间不同产品来发生的，因此本篇也通过研究启示相关管理者应通 过一定方式使消费者对于直播间、主播以及产品产生信赖与忠诚。本文通过深入研究，证明了在线互动性与心流体验能够影响交叉购买，证明除了商品品质，管理者应更加注重消费者的购物体验从而去达到带动商品销量的目的，同时也可以使企业在这个电商直播成为“主导模式”的时代下更好地了解消费者。本研究对交叉购买相关研究丰富和完善具有重要意义。

## 2. 文献综述

### 2.1 变量定义与衡量

#### 2.1.1 心流体验定义与衡量

对心流体验的研究源于 Mihaly Csikszentmihalyi（1960）对游戏的兴趣和研究，他将心流定义为个体将精力完全聚焦于特定活动的主观感受，并且提出心流是一种最优生活方式，可以通过运动和控制自己的意识来追求幸福；丛芳（2008）也提出，心流体验能给人带来幸福感，是最快乐的一种心理状态；王娜（2014）在研究中对于心流体验的定义则为个人从事特定活动时，将全部的精力倾注于该活动中去，从而形成强烈的情绪体验。目前心流体验作为积极心理学的一个重要概念，已经受到大众以及学术的认可。因此可以从上述前者的研究当中可以看出，互动性对于心流体验是有非常大的影响，尤其是我们以电子商务直播为背景，消费者在观看直播或者在直播当中购物的过程当中，会与其他消费者、平台主播以及供应商客服产生一定的互动性，主播的介绍也会使得消费者产生沉浸体验，互动性越高，消费者产生的愉悦感就会越高，那么心流体验就会越强。，本文我们将参考王娜（2014）对于心流体验的定义：从事特定活动时，将全部的精力倾注于该活动中去，从而形成强烈的情绪体验，将心流体验定义为消费者在与主播、其他消费者的互动以及直播间的氛围使消费者能够产生愉悦、专注等强烈的情绪体验，从而去影响消费者的购物体验，进而影响消费者的购买欲望。

**2.1.2 在线互动性定义与衡量**

互动性往往被用来认作是计算机来作为媒体的沟通技术的一个主要特征（Hetter ，1989），Liu and Shrum（2002）认为互动性信息交换双方对彼此、对信息媒介以及对信息的交互影响程度，并且分为了三个维度分别是：用户控制（user control）、双向沟通（two-way communication）、同步性（synchronieity）。赵宏霞（2015）在文献中将互动分为两个角度，一个是感知角度：在互动过程中用户感受到的可控制程度；过程观角度：交往被定义为交换信息和相互沟通的过程。郭国庆与李光明（2012） 也提出消费者通过媒体与系统、贸易商、其他消费者形成双向交流以及应对措施 的实施程度。唐嘉庚（2006）根据互动性的定义，提出了五个互动因素：感知有用性、感知易用性、双向性、响应性和互惠性，其中互惠性是他的研究中最先提出的因素之一，指的是消费者通过访问某个在线供应商网站上的虚拟社区，感知到从其他消费者那里获得知识和经验方面的帮助程度。因此综上所述，在本篇中基于在网络直播的环境下，我们针对在线互动性中 互动关系的不同，将在线互动性分为两种，分别是，消费者与主播之间的互动、 消费者与消费者之间的互动。

**2.1.3 交叉购买定义与衡量**

交叉购买是 Cort and Dominguez（1977）首次提出了交叉购买的观点，同时也是首次将交叉购买的观点引入营销当中，他们将交叉购买定义为：消费者访问多个零售渠道，同一零售商提供许多相同的产品以满足不同细分市场的需求。在学术界，除了上述观点之外，还有其他学者将交叉购买定义为其他两种观点，第二种观点认为在契约条件下，Verhoef *et al*（2001）认为交叉购买是指客户从同一个供应商那里购买不同商品或服务的数量。Ngobo（2004）也认为交叉购买是指除了已经购买的商品之外，消费者从现有的供应商处购买其他产品或服务。学者陈明亮（2002）定义交叉购买为客户购买他们从未购买过的产品或产品类别。杨宜苗和夏春玉（2009）在零售业的背景下，定义交叉购买为消费者在购物过程中除了已经购买的产品外，还愿意从零售商那里购买额外的产品或品牌。综上可得，这些学者对于交叉购买的定义主要集中于强调服务或者产品的不同点。本文将参考杨宜苗和夏春玉（2009）对于交叉购买的定义：消费者购物过程中，在已经购买的商品或者品牌之外，又在该零售商处购买其他产品或者品牌的意愿。

**2.1.4 名人效应定义与衡量**

我们从汉典网上可以查到，名人，在狭义上可以指著名人物、知名人士或者引人注目的人物；而在广义上的名人是指在一定范围内具有高知名度的人，比如社会知名人士、公众人物等并且存在于各个行业，比如娱乐、政治等。Erdogan and Baker （2001）发现名人效应会带来传播品牌形象、提升产品知名度、增加视觉记忆图像以及加强消费者之间交流等的广告效果；张喜凤（2012）也通过眼动技术实验发现名人知名度会引起公众的注意力，增强视觉记忆，从而激发对有吸引力名人的情绪记忆，提高广告劝服力（汪璟琳，2016）发现名人代言的产品会引发消费者的信息摄入ー加工ー购买意向的心理过程。对于在代言中的名人效应来看（Freiden, 1984 , Atkin and Block, 1983）在研究中提出，在代言方面，名人要比非名人更受消费者的喜爱，因此也会导致，名人广告要比非名人广告更有效果。

### 2.2 研究假设

#### 2. 2. 1 在线互动性与交叉购买的关系研究假设

Ngobo（2004）认为交叉购买是指除了已经购买的商品之外，消费者从现有的服务供应商处购买其他产品或服务。由于目前网络购物存在一定的信息不对称，使得一些消费者对于线上购物既想尝试但又害怕实物与图片不符白白浪费时间，而互动则可以很好的展现商家对于消费者积极的态度，同时也可以建立消费者与商家之间的信任(McKnight et al.2002)。消费者在直播间进行购买时，通过与主播之间以及其他消费者之间的互动能够更多的了解到产品更加细节的信息，同时也可以通过其他消费者的建议了解想要购买的产品的真实质量。因此，互动性越强烈，消费者能够了解到的信息就越多，就可以更好的带动消费者购买欲望，从而去影响交叉购买。因此我们提出假设 H1、H1a、H1b。

H1:在线互动性正向影响交叉购买。

H1a:消费者与主播之间的互动正向影响交叉购买。

H1b:消费者与消费者之间的互动正向影响交叉购买

#### 2. 2. 2 在线互动性与心流体验的关系研究假设

消费者在观看直播并且进行线上消费时非常容易产生信息不对称，因此需要主播对商品进行详细的展示与介绍才可以在一定程度上降低信息不对称。因此，消费者需要通过与主播以及其他消费者们进行沟通与交流，主播需要通过消费者们所提出的关于商品的信息进行逐一解答，并且给予消费者一定的购买建议，从而使得消费者产生一定的愉悦、专注等强烈的心流体验。消费者与主播以及其他消费者的互动性越强，心流体验感则越强，据此提出 H2、H2a、H2b。

H2:互动性正向影响心流体验。

H2a:消费者与主播之间的互动正向影响心流体验。

H2b:消费者与消费者之间的互动正向影响心流体验

#### 2. 2. 3 心流体验与交叉购买的关系研究假设

Korzaan and Boswell (2008) 在研究当中提出并验证了消费者浏览在线购物平台时所产生的心流可以影响到消费者的购买意向。丛芳（2008）也用实证得出在网络环境下，购买意愿是受到心流体验的影响的。聂静（2020）针对消费者互动性对持续使用意愿的主题研究，得出了心流体验正向影响对电商平台的持续使用意愿。邓乐（2020）也提出心流体验正向影响消费者购买意愿，并获得了实证支持。因此在本文中，消费者通过互动产生强烈的心流体验，而强烈的心流体验很可能吸引消费者产生购买行为，心流体验越强，越容易产生交叉购买，基于此我们提出假设 H3.

H3:心流体验正向影响交叉购买。

#### 2. 2. 4 心流体验在在线互动性与交叉购买之间的关系研究假设

基于 SOR 理论，在线互动性作为影响消费者购买行为的“环境刺激”因素、心流体验作为“机体状态”是消费者通过一定程度的互动交流从而被唤起的愉悦、信任等情绪、将交叉购买作为“反应”是消费者是否会通过在线互动性产生购买可能性。在直播购物的环境下，消费者与主播、其他消费者互动都可以是消费者产生对商品的好奇程度，通

过互动的过程，偶尔加上主播们有趣的聊天方式以及小游戏，都是可以刺激消费者对直播间以及主播产生兴趣，从而去对主播所推荐的产品进行了解，进而影响消费者们的购买。据此我们提出假设 H4、H4a、H4b。

H4:心流体验在在线互动性与交叉购买的关系中具有中介作用。

H4a:心流体验在消费者与主播之间的互动和交叉购买中具有中介作用。

H4b:心流体验在消费者与消费者之间的互动和交叉购买中具有中介作用

### 2.2.5 名人效应在在线互动性与交叉购买之间的关系研究假设

从直播行业兴起时，出现了许多的“网红”进行直播营销，他们往往凭借着自身的魅力吸引了许多的受众群体，形成了固定的粉丝群体，进而带动商品销量。但是明星对比网红有着先天的优势，他们本身就有着固定的强大的粉丝群体，粉丝对其有着一定的崇拜心理，同时粉丝对其自身喜爱的明星往往存在着一定的信任度，当明星们适当放低自身的身段，在直播当中采用受众相对能接受并且喜爱的方式进行互动以及商品的宣传往往能够更受消费者的喜欢，从而使消费者在直播过程当中产生沉浸体验，使消费者产生心流，进而对消费者的购买产生影响。据此我们提出假设 H5。

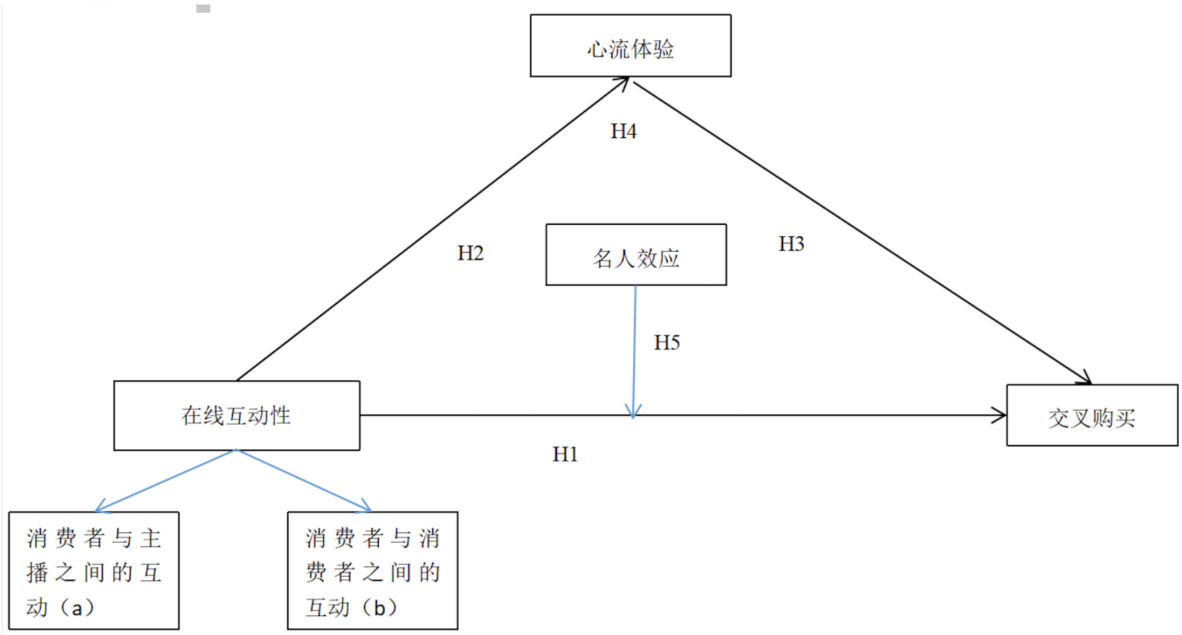
H5:名人效应在在线互动性与交叉购买的关系中具有调节作用。

## 2.3 研究框架

根据上述上述假设整理出研究框架图 H1 至 H5，为后期数据分析提供框架思路。

**图 1**

*研究框架图*




资料来源：本研究整理

# 3.研究方法与设计

### 3.1 研究方法

通过对统计数据的整理，故本文延续学者们观点，本研究的问卷主要通过网络分发给全国范围内的发放，对于网络直播有一定程度的了解，且有过一定程度的购买经历的群体作为研究对象，最后，收回问卷，并对问卷的数据进行统一的整理。通过计算将本文预计问卷发放数量设为 509 份利用 SPSS26 和 AMOS 统计分析软件，进行数据分析，采用 AMOS 线性结构方程模型进行建模，因子分析，回归分析，信效度分析等，并且利用 AMOS 来进行验证性因素分析，通过对数据量表的数据分析，本研究希望能够从数据当中，得出结论，并且为日后发展提供有效的措施与建议。

### 3. 2 变量的衡量

在线互动性：本研究将借鉴 Ruyter and Wetzels(2000)以及郑兴（2019）的衡量表设计 8 题问项并使用五点李克特尺度作为本研究问题选项.

交叉购买：本研究将借鉴 Ngobo(2004)以及吕妍（2013）的衡量表设计 3 题问项并使用五点李克特尺度作为本研究问题选项。

心流体验：本研究将借鉴 Koufaris(2002)Wu、Chang(2005)、郑兴（2019）的衡量表设计 7 题问项并使用五点李克特尺度作为本研究问题选项。

名人效应：本研究将借鉴 Park and Lessig（1997）、Bansal and Voyer（2000）、Tsai and Men(2016)的衡量表设计 5 题问项并使用五点李克特尺度作为本研究问题选项。

# 4. 数据分析结果

### 4. 1 线性回归分析

在线互动性会对交叉购买产生显著的正向影响：F 值变化呈现出显著性(p<0.05)，意味着在线互动性加入后对模型具有解释意义。另外，R 方值由 0.020 上升到 0.255，意味着在线互动性可对交叉购买产生 23.5%的解释力度。具体来看，在线互动性的回归系数值为 0.676，并且呈现出显著性(t=11.275，p=0.000<0.01)，由此 H1 成立。

在线互动性会对心流体验产生显著的正向影响：F 值变化呈现出显著性(p<0.05)，意味着在线互动性加入后对模型具有解释意义。另外，R 方值由 0.011 上升到 0.296，意味着在线互动性可对心流体验产生 28.5%的解释力度。具体来看，在线互动性的回归系数值为 0.633，并且呈现出显著性(t=12.796，p=0.000<0.01)，由此 H2 成立。

心流体验会对交叉购买产生显著的正向影响关系：F 值变化呈现出显著性(p<0.05)，意味着心流体验加入后对模型具有解释意义。另外，R 方值由 0.020 上升到 0.253，意味着心流体验可对交叉购买产生 23.3%的解释力度。具体来看，心流体验的回归系数值为 0.571，并且呈现出显著性(t=11.210，p=0.000<0.01)，由此 H3 成立。

消费者与主播互动会对交叉购买产生显著的正向影响：F 值变化呈现出显著性(p<0.05)，意味着消费者与主播互动加入后对模型具有解释意义。另外，R 方值由 0.020 上升到 0.202，意味着消费者与主播互动可对交叉购买产生 18.2%的解释力度。具体来看，消费者与主播互动的回归系数值为 0.510，并且呈现出显著性(t=9.606，p=0.000<0.01)，由此 H1a 成立。

消费者与主播互动会对心流体验产生显著的正向影响：F 值变化呈现出显著性($p<0.05$)，意味着消费者与主播互动加入后对模型具有解释意义。另外，R 方值由 0.011 上升到 0.189，意味着消费者与主播互动可对心流体验产生 17.8%的解释力度。具体来看，消费者与主播互动的回归系数值为0.428，并且呈现出显著性($t=9.403$，$p=0.000<0.01$)，由此 H2a 成立。

交叉购买会受消费者与消费者之间的互动影响：F 值变化呈现出显著性($p<0.05$)，意味着消费者与消费者互动加入后对模型具有解释意义。另外，R 方值由 0.020 上升到 0.143，意味着消费者与消费者互动可对交叉购买产生 12.3%的解释力度。具体来看，消费者与消费者互动的回归系数值为 0.371，并且呈现出显著性($t=7.598$，$p=0.000<0.01$)，由此 H1b 成立。

心流体验会受消费者与消费者之间互动的影响：F 值变化呈现出显著性($p<0.05$)，意味着消费者与消费者互动加入后对模型具有解释意义。另外，R 方值由 0.011 上升到 0.221，意味着消费者与消费者互动可对心流体验产生 21.1%的解释力度。具体来看，消费者与消费者互动的回归系数值为 0.413，并且呈现出显著性($t=10.453$，$p=0.000<0.01$)，由此 H2b 成立。

### 4.2 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值若低于加入之间则存在中介作用，自变量与因变量之间的存在显著性关系则存在部分中介，模型一中，$\beta=0.486$($p=0.000<0.01$) F 值为 22.993**，加入中介之后β值从 0.486 降至 0.318，表明消费者与主播互动不仅能够直接预测交叉购买，而且能够通过心流体验的中介作用预测交叉购买。因此 H4a 成立。模型二中，$\beta=0.486$($p=0.000<0.01$) F 值为 22.993**，加入中介之后β值从 0.486 降至 0.271，表明消费者与消费者互动不仅能够直接预测交叉购买，而且能够通过心流体验的中介作用预测交叉购买。模型三中，$\beta=0.354$($p=0.000<0.01$) F 值为 11.191**，加入中介之后β值从 0.354 降至 0.164，表明在线互动性不仅能够直接预测交叉购买，而且能够通过心流体验的中介作用预测交叉购买。综上所述，消费者与主播互动、消费者与消费者之间的互动以及在线互动性不仅能够直接预测交叉购买，而且能够通过心流体验的中介作用预测交叉购买。因此 H4、H4a、H4b 成立。

### 4.3 调节作用

调节作用分为三个模型，自变量(在线互动性)呈现出显著性($t=11.281$，$p=0.000<0.05$)。意味着在线互动性能够正向影响交叉购买且效果显著。调节效应可通过两种方式进行查看，第一种是查看模型 2 到模型 3 时，F 值变化的显著性；第二种是查看模型 3 中交互项的显著性，本次以第二种方式分析调节效应。在线互动性与名人效应的交互项呈现出显著性($t=3.013$，$p=0.003<0.05$)。因此，H5 成立。

## 5. 结论

本研究通过对数据分析结果表明了，在线互动性正向影响交叉购买、消费者与主播之间的互动正向影响交叉购买、消费者与消费者之间的互动正向影响交叉购买、在线互动性正向影响心流体验、消费者与主播之间的互动正向影响心流体验、消费者与消费者之间的互动正向影响心流体验、心流体验正向影响交叉购买、心流体验在在线互动性与交叉购买的关系中具有中介作用、心流体验在消费者与主播之间的互动和交叉购买中具有中介作用、心流体验在消费者与消费者之间的互动和交叉购买中具有中介作用、名人效应在在线互动性与交叉购买的关系中具有调节作用。

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# The Association of Organizational Change Expectation with Adaptive Performance and Spontaneous Positive Behavior

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**Abstract**

The 21st century is an era of economic globalization. New technologies such as big data, cloud computing, artificial intelligence and 3D printing are emerging one after another, making every organization in a fast-changing social environment. In order to survive and sustain only efficient organizational change can make the organization better cope with the technology and product updates, the size of the organization to expand, the development of domestic and foreign markets, and so on the change of internal and external environment, to ensure that the organization research and development, marketing, public relations, transfer of technology and human resources planning work is completed, so as to realize the benign development of the entire organization, Organizational change perception before change and adaptive performance after change are key factors for the success of organizational change. The purpose of this study is to explore the correlation between them.

**Keywords**: Organizational change expectations; Spontaneous and positive behavior; Adaptive performance; Organizational support

# 组织变革预期与适应性绩效及自发性积极行为的关联性研究

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## 摘要

21 世纪是经济全球化的时代，大数据、云计算、人工智能以及 3D 打印等新技术层出不穷使得每一个组织都处在快速变化发展的社会环境中，为了生存与维续只有高效的组织变革才能使得组织更好的应对技术和产品的更新、组织规模的扩大、国内外市场的拓展等等内外部环境的变化，保证组织的研究开发、市场营销、公共关系、技术转让和人力资源规划等工作顺利完成，从而实现整个组织的良性发展，而变革前的组织变革认知与变革后的适应绩效是其变革是否成功的关键因素，本研究主旨意在探索其之间的关联性。

**关键词：**组织变革预期；自发性积极行为；适应性绩效；组织支持感

## 1.绪论

### 1.1 研究背景

21 世纪组织都处在快速变化发展的社会环境中，为了延续与增加利润所有组织都在不断扩大的组织规模、不断充实的人员、不断更新的技术和产品、不断拓展的国内外

市场、不断加强的企业的竞争力等等内外部环境的变化，这种种原因都使得组织必须不断的调整现有的组织战略和工作范式，以实现整个组织的良性发展。只有高效的组织变革才能保证组织的研究开发、市场营销、公共关系、技术转让和人力资源规划等工作顺利完成，即怎样对组织战略、结构和文化等方面进行变革以应付内外部环境变化现已成为组织所面临的一个重要挑战 (Cuminings & Worley, 2015)。

尽管组织的领导者纷纷表现出了对组织变革的极大兴趣，这一课题也受到了学术界的充分关注，但是 Payne (1976) 的研究结果发现，只有 40%不到的组织变革努力最终产生了积极的效果,并且大约 50%的变革没有达到预期目标而以失败告终。

全球著名的管理咨询公司麦肯锡于 2008 年对全球共 3199 名高管进行了访问调查,其结果显示,组织变革的成功率始终 30%左右徘徊,即组织变革的失败率高达 70 %，这表明组织变革的结果大部分时候是令人失望的。那么组织变革的结果为何总是不如人意？以员工变革准备和变革恐惧为关键词进行了研究，结果表明员工对于变革有天然的恐惧，原因是变革让员工有失控感，因员工总是预期变革会给其带来影响，在这样的组织变革预期下如失去工作保障等，所以在发生变革后员工的自发性工作热情与工作绩效都会受到影响 (Weeks et al., 2004)。

**1.2 研究问题**

21 世纪是经济全球化的时代，大数据、云计算、人工智能以及 3D 打印等新技术层出不穷使得每一个组织都处在快速变化发展的社会环境中，唯有高效的组织变革才能使得组织更好的应对技术和产品的更新、组织规模的扩大、国内外市场的拓展等等内外部环境的变化，保证组织的研究开发、市场营销、公共关系、技术转让和人力资源规划等工作顺利完成，从而实现整个组织的良性发展。 以往对组织变革的研究大多从宏观层面进行，希望开发出一种组织变革模型，来引导组织变革努力的方向，但是组织变革是以人为中心的，员工对组织变革的预期直接影响其组织变革立场。从认知的角度而言，组织变革预期是员工对变革这一外界刺激经过再确认、编译，最终形成自身对于变革看法的意识活动,所本研究的研究问题如下：

（1）员工对于组织变革的预期是否影响变革后员工的适应性绩效？

（2）组织变革预期对于员工的自发性积极行为的影响？

（3）组织支持感在适应性效绩和组织变革预期之间是否起到调节作用？

（4）员工组织变革预期和员工自发性积极行为以及员工适应性绩效的关联性证明？

**1.3 研究意义**

**1.3.1 理论意义**

拓宽组织变革预期有关研究 已有的关于组织变革预期的国内外研究成果，多集中在组织层面，如组织结构的变化、经营策略的转变及工作流程的改变等，从微观角度进行的研究成果并不丰富。因此本研究选取了认知这一微观视角来研究组织变革，通过实证研究，丰富组织变革预期的理论和实践成果。以认知为切入点，拓宽适应性绩效有关研究以往对适应性绩效的研究往往会从角色特征、任务特征、工作交互作用，人际关系、管理风格和组织规范等角度着手，却忽略了，员工往往是以认知和情感来表达自我，并对其行为和态度产生影响。因此，本研究组织变革预期对适应性绩效的影响，不仅能丰

富适应性绩效的研究成果，也拓宽了适应性绩效的后续理论和研究方向。

**1.3.2 现实意义**

理解员工在变革中的心理变化 尽管在变革前，领导者对变革的结果都有一定的预期，但变革的实际结果是难以估测的，又面临着高失败率的风险，因此领导者在组织变革过程前后，务必要将个体的、微观的因素作为变革成败的一个重要考量因素。推进变革举措的实施 已知员工在组织变革中起到关键作用，那么领导者就应该在变革期间通过正面的宣传或者其他潜移默化的影响，引导员工形成对变革的积极认知，使得员工减少对于变革可能为自身带来的影响的焦虑感和不确定感。

## 2.文献综述

**2.1 理论定义**

**2.1.1 组织变革预期的定义维度**

组织变革研究始于 20 世纪 40 年代，陈春花与张超（2006），随着经济全球化的发展，近年来，信息技术的发展和现代企业的不断发展受到了理论研究者和实践管理者的越来越多的关注。然而，传统的组织变革研究侧重于组织变革的原因、模型和其他组织和系统研究蒋衔武与陆勇（2009），基于员工视角的组织变革研究相对不足，主要侧重于企业员工对组织变革的反应研究石伟与刘杰（2008）对组织变革预期这一员工组织变革成功关键因素的研究较少。

陈烨（2007）通过研究，将组织变革预期划分为前程发展认知、工作保障认知、变革必要性认知和变革效益认知四个维度，并设计出了 18 个题项的组织变革预期调查问卷；刘雅琼（2009）将组变革认知划分为五个维度，分别是：变革实践影响、变革过程强度与重要性、变革的意义、变革的显著性、对变革的个人控制。并据此设计量表，该文献的量表在实证结果的证明下，量表的信度值达到了 0.92，内部一致性较好。

国内外学者的研究各有所长，大多是结合自身调查对象和调查目的划分组织变革预期，但从信效度结果来看，刘雅琼的变革实践影响、变革过程强度与重要性、变革的意义、变革的显著性、对变革的个人控制的五维度是最具权威性和代表性的。本篇论文也采用这种划分。

**2.1.2 自发性积极行为定义的定义维度**

自发性积极行为是工作特征的关键维度，最早由 Hackman 和 Oldham 于 1975 年提出，认为自发行及积极行为是单一维度概念并将其定义为：个体对工作程序及进程的自决策程度。随着实践认识的加深，自发性积极行为除代表个体自主完成工作外，也代表着个体获得了领导的授权与信任。自发性积极行为是个体在决定如何执行工作方面，被赋予多大程度的自由和自主决定的权利 (Breaugh, 2003) 进一步将自发性积极行为概念具体化，将其定义为员工在工作方式、工作程序、工作标准上能够自行安排的程度。

根据研究本文采用 Parker Collins（2010）：改变自身的个人环境主动契合行为，包括反馈、信息寻求、关系构建等；改变组织内部环境的主动性工作行为，包括个人创新、负责、建言等；改变组织外部环境的主动性战略行为，的维度划分。

**2.1.3 适应性效绩的定义维度**

最早在 20 世纪 90 年代之前，绩效被视为单一结构。20 世纪 90 年代以后，研究人员将绩效视为一种多维结构（王淑珍、张巧玲，2012），同时 Borman et al. (1993) 把绩效划分为任务绩效和关系绩效。任务绩效是员工对工作行为的明确描述，并在组织中受到更多关注，关系绩效不是直接的生产和服务活动，而是构成组织，社会和心理环境的支持行为，独立于特定任务，但能提高任务绩效。Pulakos et al.(2000)提出的八因素模型，具体将绩效划分为特定工作任务效率与非特定任务效率、努力表现、文字和口头沟通、促进团队与同事绩效、遵守个人纪律、管理与行政、管理监督与领导这八个维度。这两种绩效研究思想在绩效研究中起着至关重要的作用，但信息时代彻底改变了员工的工作方式，员工必须不断调整自己的行为，以适应不断变化的工作需求，而任务绩效和周边绩效的原始二维模型并未反映出这种深刻的转变。针对这种情况，侧重于员工对变化的响应。并且通过实证研究证实，除了任务绩效和关系绩效之外，适应性绩效确实独立存在，并且有必要进行研究 。

国内学者陶祁和王重鸣（2006）采用 Pulakos 等人提出的适应性绩效八维模型，根据国内情境编制的关于适应性绩效的调查问卷，是中国比较具有代表性的适应性绩效问卷。

**2.1.4 组织支持感**

组织支持感的提出与内涵 19 世纪 80 年代，在对员工激励方面深入研究之后,其中最为核心的内容是对组织支持感的界定。Eisenberger 在 1986 年对组织支持感定义为：员工在工作中感知到的组织对其贡献的评定、对其幸福感的关注程度，这些因素综合形成员工对组织支持这一方面的感知。

从上述定义可以看出，组织支持感包括以下内容：员工会感知到对于他们为组织做出的贡献，组织是否会予以肯定；员工会感知到对于他们在幸福感这一方面的渴求，组织能否予以重视。Eisenbergeret al. (1986)认为，组织支持感会影响员工对组织的忠诚与信任度。当员工组织支持感越强烈，越会认为自己与组织间存在着“关系型”关系；反之则是“交易型”关系。显然，组织支持感决定着企业员工对于这种关系的判断。而在“关系型”关系下，一方面表明员工感觉到自身的价值得到了组织给予的肯定，自身的一些情感性需求也得到了组织的高度重视和落实，另一方面表明员工更倾向于回报组织，以尽自身最大的努力来推动组织发展 (LA Burke & LA Witt, 2002)。

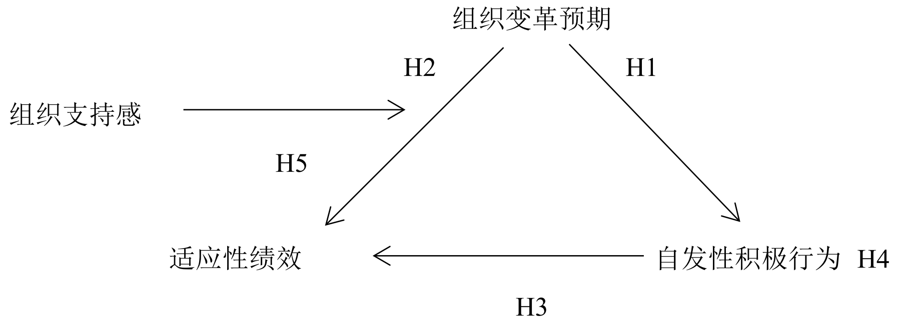
根据学者在不同的研究背景下可以选择适用的维度。结合本研究的内容，本文倾向认同陈志霞（2008）提出的对组织支持感的二维度的划分。

# 3.研究框架与研究方法

## 3.1 研究框架

**图 1**

*研究框架图*




资料来源：本研究整理

本研究框架以组织变革预期为自变量，自发性积极行为中介变量，适应性绩效为因变量，组织支持感为中介变量(如图 1 所示)，并提出以下五条假设：

H1 组织变革预期正向影响自发性积极行为

H2 组织变革预期正向影响适应性绩效

H3 自发性及行为正向影响适应性绩效

H4 自发性积极行为在在组织变革和适应性绩效之间起中介作用

H5 组织支持感在组织变革和适应性绩效之间起正向调节作用

## 3.2 研究方法

本研究采用问卷调查法，与其它研究方法比较,好处在于调查动机强,能应付大量的调查对象。同时收集，便捷、方便、成本低，可以在同样的时间里收集到更多信息（鲁志鲲，1993）。本研究采用被国内外学者反复使用且认可度较高的成熟量表编制问卷，先进行小范围的预调查，据预调查的结果，对初始问卷做出相应的调整，最终确定正式问卷进行范围内的发放，并回收数据并测量。

本研究使用 SPSS 进行相关的统计研究，首先，对问卷的信效度进行了检测，保证问卷结果的有效性和可信程度；其次，进行描述性统计分析，包括了调查对象的性别、年龄、学历、职位、工作年限等，再次，进行变量间的相关分析和回归分析；最后，运用多层回归法进行中介作用进行检验。

## 3.3 研究对象

本研究拟以中国大陆地区任一地区任意一代表性变革中企业员工作为母群，采用便利抽样方法选取领导和一线员工群体为研究对象，并施以问卷星网络问卷调查通过商会等组织发放问卷 500 份以上，Gorsuch and McPherson (1989) 认为在正式问卷对象的人数上，建议样本数至少为题数最多之量表题数的五倍，且要大于一百为原则，基于此本

研究共收集有效问卷 549 份。

目前已拟定牧原集团员工为主要问卷收集对象，牧原集团为中国五百强企业，国内畜牧业龙头企业，具有代表性且其是目前中国最大的变革中转型企业，具有代表性研究。

为了使问卷的发放与回收顺利，问卷有效率高。选取被试方愿意配合且协助帮忙的联系人，联系人为被试的管理层，施测时利用休息时间以部门为单位发放调查问卷，指导成员按照指导要求规范作答，完成后当场收回调查问卷。

基于研究的严谨性，为减小之后数据检验的误差，本研究会针对回收的问卷进行严格且有效的筛选。首先，对个人基本情况的部分填写不完整或出现与文章研究不相符的情况进行筛选，此类视为无效问卷。其次，如出现问卷答案连选，则视为无效问卷。

# 4.分析与结论

## 4.1 回归分析

**表 1**

*中介回归分析表*

| | Ma1 | Ma2 | Ma3 | Ma4 | Ma5 | Ma6 |
|---|---|---|---|---|---|---|
| | 适应性绩效 | 适应性绩效 | 自发性积极行为 | 自发性积极行为 | 适应性绩效 | 适应性绩效 |
| 性别 | -0.038 | -0.018 | -0.005 | 0.019 | -0.035 | -0.027 |
| 学历 | 0.057 | 0.007 | 0.047 | -0.010 | 0.027 | 0.012 |
| 工作年限 | -0.021 | 0.005 | -0.011 | 0.019 | -0.015 | -0.005 |
| 组织变革预期 | | 0.528*** | | 0.604*** | | 0.215*** |
| 自发性积极行为 | | | | | 0.632*** | 0.519*** |
| R 方 | 0.001 | 0.270 | 0.002 | 0.318 | 0.444 | 0.475 |
| R 方变化量 | | 0.269 | | 0.316 | 0.443 | 0.205 |
| F | 0.240 | 50.357*** | 0.392 | 63.321*** | 108.774*** | 98.185*** |
| F 变化量 | | 200.445*** | | 251.568*** | 433.802*** | 211.538*** |

资料来源：本研究整理

如表 1 数据所示，经回归分析可以看出，在控制人口学变量的情况下，首先在模型 Ma1 中，以回归分析性别、学历、工作年限对适应性绩效的影响关系，通过分析结果发现，$R^2$为 0.0001，表示性别、学历、工作年限基本对变异量无解释影响，然后在模型 Ma5 中，中介变量自发性积极行为对适应性绩效有显著的独立影响（$p<0.001$）当自发性积极行为越高时，其适应性绩效也会越强，当自发性积极行为每增长一个单位，其适应性绩效也会相应地提高 0.632 个单位，因此可以接受假设 H3；自发性积极行为和适应性绩效存在正相关关系，在模型 Ma6 中，控制自变量组织变革预期后，中介变量自发性积极行为对因变量适应性绩效的影响在 0.001 的水平下通过显著性检验，其系数为 0.519，且加入中介变量后，组织变革预期的系数分别由 0.529 降低到 0.215，根据中介效应逐步检

验，第一步，模型 Ma2 中，自变量组织变革预期对因变量效应显著（β=0.528，p<0.001），因此可以接受假设 H2；组织变革和适应性绩效存在正相关关系，第二步，模型 Ma4 中，自变量自发性积极行为对中介变量效应显著（β=0.604，p<0.001），因此可以接受假设 H1；组织变革和自发性积极行为存在正相关关系；第三步，加入自变量后，中介变量自发性积极行为对因变量的效应显著（β=0.519， p<0.001）；说明自发性积极行为在组织变革预期和适应性绩效之间起到了部分中介作用，因此可以接受假设 H4 自发性积极行为在在组织变革和适应性绩效之间起中介作用。

**表 2**

*调节回归分析表*

| | Mb1<br>适应性绩效 | Mb2 | Mb3 |
|---|---|---|---|
| 性别 | -0.018 | -0.022 | -0.046 |
| 学历 | 0.007 | 0.010 | 0.016 |
| 工作年限 | 0.005 | 0.007 | 0.011 |
| 组织变革预期 | 0.528*** | 0.528*** | 0.530*** |
| 适应性绩效 | | 0.060 | 0.050 |
| 组织支持感 | | | 0.233*** |
| R 方 | 0.270 | 0.275 | 0.303 |
| R 方变化量 | | | 0.296 |
| F | 50.357*** | 41.235*** | 39.337*** |
| F 变化量 | | | 21.905*** |

资料来源：本研究整理

如表 2 数据所示，在调节分析表模型 Mb3 中，组织支持感在组织变革预期对适应性绩效的相关系数起到正向调节的作用，（β=0.236，p<0.01），组织支持感增强了组织变革预期对适应性绩效的相关系数，当组织支持感越高时，组织变革预期对适应性绩效的相关也会增大; 且模型 Mb3 中调整后的 R 方相对于模型 Mb1 由 0.270 提高到了 0.303, 说明了加入调节变量后, 对适应性绩效的解释程度有了显著提高, 因此可以接受假设 H5: 组织支持感在组织变革预期和适应性绩效之间起正向调节作用。

**4.2 研究结论**

本研究运用 SPSS 数据统计分析的方法，将研究假设逐一验证，如表 3 所示：

**表 3**

*研究结论图*

| 序号 | 假设 | 结果 |
|---|---|---|
| H1 | 组织变革预期和自发性积极行为存在正相关关系 | 成立 |
| H2 | 组织变革预期和适应性绩效存在正相关关系 | 成立 |
| H3 | 自发性及行为和适应性绩效存在正相关关系 | 成立 |
| H4 | 自发性积极行为在在组织变革预期和适应性绩效之间起中介作用 | 成立 |
| H5 | 组织支持感在组织变革预期和适应性绩效之间起正向调节作用 | 成立 |

资料来源：本研究整理

本研究基于组织变革预期，探讨组织变革预期对于员工的变革后适应性绩效的影响经分析结果显示，组织变革预期越高员工的适应性绩效就越高，起到积极影响，同时组织变革预期越高该员工的自发性积极行为也就越高，同时进一步正向影响适应性绩效，组织支持感对于组织变革预期与适应性绩效间起到正向调节作用。

### 4.3 研究建议

#### 4.3.1 加强变革正向宣传，建立变革沟通机制

组织变革预期虽然是一个主观的知觉行为，但预期的产生也需要外界刺激，因此组织在准备变革的过程中，一定要给出“变革是有利于组织和个人”的暗示和或者宣传，当给出一个正向的、积极的刺激以后，员工会自发的将其转化为自己对于变革的积极预期，从而从员工角度，提高适应性绩效。从组织角度，这样良好的组织变革氛围和员工良好的适应能力和反应能力，最终会使得变革事半功倍。

#### 4.3.2 善于施加积极自发性积极行为，鼓励员工在变革环境中创造效益

积极的自发性积极行为表现为，积极地情绪状态，极大的希望感，可控制感和极大的意义感。这就告诉管理工作者，在变革动员和沟通的过程中，要给出一个正面的积极的印象，同时通过利益保障，极大的降低员工的不安全感，让员工感觉到，即使在变革中，自己的工作也是可以控制的，而且自己参与变革是有意义的。但注意不可太过夸张，适当的神秘感会引起好奇心，也是引导员工参与变革、了解变革，从而产生明确认知的一个好方法。

### 4.4 研究不足和未来展望

一是研究样本存在局限性。本研究是以变革中的企业员工为研究对象，但受条件和能力所限，无法进行分层取样，而对象也仅限于自己所能所能接触到的企业的员工，行业受到了一定的限制，且这些员工大部分来自大型知名企业，企业性质也受到了一定限制，这使得本文的研究结论可能会受到片面性影响。

二是缺乏对员工个体特征因素的考量。本研究聚焦于员工在组织变革中的预期知和积极行为来探索组织变革，并没有考察员工个人特性特征的影响，然而，相关研究表明个体特征对于员工组织变革预期和自发性积极行为也具有一定的的影响因素,未来研究可从从此处切入进行深化研究。

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# Research on the Impact of Interactive Marketing on Community Group Buying, with Bundling Strategy as the Moderating Variable

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**Abstract**

As the integration of life and the Internet deepens, people's way of life is changing imperceptibly, and people are more and more accustomed to shopping online. Community group buying is an online group buying platform, which relies on real community scenes and has strong social attributes. Based on the behavioral intention model of consumers, this paper takes perceived value as a mediator and bundling strategy as a moderator to explore the impact of interactive marketing on the willingness to continue using community group buying. The research selects people with community group buying experience to conduct a questionnaire survey and analyzes the data. The results show that interactive marketing has a significant positive impact on the willingness to continue using community group buying, the perceived value has a partial mediating effect, and the bundling strategy has a negative regulatory effect. This provides a certain reference value for the operation and development of the follow-up community group buying platform.

**Keywords**: Willingness to Continue Using Community Group Purchase；Interactive Marketing；Perceived Value；Bundling Strategy.

# 互动营销对社区团购的影响研究:以捆绑策略为调节

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## 摘要

随着生活与互联网的融合程度不断加深，生活方式正潜移默化的改变，人们逐渐习惯在线上购物。本次研究以依托真实的社区场景，具有社交属性的社区团购运营模式为出发点，基于消费者行为意向模型，将感知价值作为中介变量，加入捆绑策略作为调节变量，探讨互动营销对社区团购持续使用意愿的影响。研究选择具有社区团购经验的人群进行问卷调查，通过数据统计分析。结果显示，互动营销对社区团购持续使用意愿具有显著正向影响，感知价值具有部分中介效应，捆绑策略具有负向调节的作用。这为后续社区团购平台的运营和发展提供一定的参考价值。

**关键词：**社区团购持续使用意愿；互动营销；感知价值；捆绑策略

## 1. 绪论

本章介绍了互动营销与社区团购的研究背景及研究动机，并对研究的目的、问题和意义进行了详细的说明。

### 1.1 研究背景

随着万物互联的发展，人们的生活方式也在潜移默化的发生改变。网络基础设施的逐步完善，使网络普及率越来越高。网络已经融入到生产、生活的方方面面，与人们密切相关。人们也越来越倾向于通过线上进行购买。

新冠疫情期间，居家隔离等状况严重影响人们的日常生活。受出行不便，大量实体店铺暂停营业等因素的影响，人们对日常生活用品的需求在社区团购这一消费模式中得到实现。疫情的契机促使社区团购迎来爆发式增长，成为新的发展热潮。根据布瑞克中国生鲜行业报告显示，2020 上半年线上生鲜交易额达到 1821.2 亿元，同比增长 137.6%。对拥有超千亿级的市场，众多大型互联网公司投入其中，并迅速掀起了一场价格补贴战。低于成本的价格竞争损害了生产厂商与线下商店等多方的利益，但这仅仅只是一种暂时的拓展手段，不能促进行业的良性竞争，不能给社区团购的发展带来持续动力。

**1.2 研究目的**

无论我们是否已准备好迎接社区团购化时代，这已经是发展的大趋势，企业盲目跟随竞争对手的营销策略对企业本身会造成利益损害，甚至会在模仿浪潮中所淘汰，社区团购的价格战就是很好的例子。如何通过制定合理的营销策略，充分了解对消费者产生影响的种种因素，以更好的促进购买意愿，是社区团购行业发展的重点。本文基于社区团购行业，来探讨互动的方式如何影响持续购买意愿的情况。

本文认为互动与持续使用意愿之间存在着密切联系，将互动营销作为自变量，将社区团购持续使用意愿作为因变量，将感知价值作为中介变量，加入捆绑策略作为调节变量，探讨互动与社区团购持续购买意愿之间的关系。以此，本文的主要研究目的有以下几点：

(1).探讨互动营销对社区团购持续使用意愿的影响。

(2).研究互动营销对感知价值是否具有促进作用，以及感知价值在互动营销与社区

(3).团购持续使用意愿之间是否具有一定的中介作用。

(4).研究捆绑策略在互动与社区团购持续使用意愿之间的起到怎样的影响作用。

**1.3 研究问题**

为了实现本研究的研究目标，将通过文献梳理对各变量的含义进行介绍，结合变量间的相互关系，提出以下研究问题：

(1).互动营销开展的现状，用户参与互动营销的动机、意愿和状态如何？

(2).目前，互动营销、社区团购、捆绑策略的实际发展现状如何？

(3).互动营销对社区团购持续使用意愿的具体影响包含哪些方面？

(4).感知价值对社区团购持续使用意愿的具体影响包含哪些方面？

(5).捆绑策略在互动与持续使用意愿的影响中是否具有调节作用？

**1.4 研究的理论意义与务实意义**

在互动营销与持续使用意愿的研究中，加入捆绑策略作为调节变量，从价格与产品互补性方面，丰富了互动对持续购买意愿影响的角度，充实当前社区团购领域的研究，增加该领域的理论研究视角。

本研究将互动划分为产品导向与人际导向两方面，通过多维度探讨互动是否会在产品的信息、经济利益、人际互动方面等因素上对持续使用意愿产生影响，研究顾客的互动参与程度对社区团购的持续购买意愿是否有转化作用。在实践上，可以为社区营销工作的开展提供思路，对如何优化营销策略方面提供参考意见，促进行业多渠道发展。

## 2. 文献综述

本章将对互动营销、社区团购持续使用意愿、感知价值、捆绑策略进行文献综述，基于变量的理论基础，进行变量的定义与衡量，并根据各变量之间的联系提出研究假设。

**2.1 互动营销**

随着互联网技术的不断发展，自媒体应用越来越广泛，人们的消费模式已经进入追求个性化、互动性的消费阶段。互动营销建立在互动导向理论的基础上，是从关系营销与直接相应营销发展而来的（王建瑞,2019）。以互动为主导，通过建立互动双方的交流，可以维系互动双方的关系（余庆泽等人，2013），能够及时了解到消费者的需求，通过建立互动连接和便捷的沟通环境，提供更加舒适有趣的消费场景（孙涵，2019），符合时代的背景与需求，成为近年来的热门话题。简嘉静与郭品妏（2014）认为，多数的网购消费者，会对销售过程中的互动现象进行关注。

互动营销是研究中的自变量，本研究将互动营销理解为：企业通过与消费者建立互动交流，向消费者传递产品、信息的营销策略。选取王建瑞（2019）将互动分为产品导向与人际导向的维度划分方式。通过互动中的信息互动、经济利益互动、休闲娱乐互动和社交互动进行衡量，以探究互动变量对因变量的影响程度。

**2.2 社区团购持续使用意愿**

社区团购本质上是一种 O2O 模式，是网络购物的一种微创新模式（王桂琦，2020）。潘达（2019）认为社区团购是一种新零售形式，是社区居民团体通过低价购买同种商品的消费行为。辛晓海（2020）认为，社区团购存在于一定的地理区域范围内，依托真实社区，是由个体组织的团购消费模式。社区团购区别于去中心化的拼团，是依托于信任与情感基础上的购物场景，较高的复购率才能维系社区团购的成立（佟志强，2018）。

社区团购平台的商品品类丰富，但在平台人们更倾向于购买生活所需品。生活所需品具有普适、刚需、高频的特点，存在一定的复购率，因此本研究以持续使用意愿作为互动对社区团购运营状况的量化指标，探究互动模式对社区团购运营产生的影响效果。本研究将社区团购持续使用意愿理解为：用户对依托于真实小区，以社区为单位的线上购买平台的持续使用概率。

**2.3 感知价值**

感知价值不仅拥有丰富的理论研究成果，在维度的划分上也有多样的视角。本文将感知价值理解为：消费者通过权衡成本损益与效果后，对产品或服务形成的综合评定结果。鉴于研究主要探讨互动对持续购买意愿的影响，以互动中的产品导向与人际导向为切入点，为了更好的对互动变量进行观察与衡量，中介变量感知价值参考 Sweeney and Soutar (2001) 根据产品类型与功能的差异上，将消费者感知价值维度划分为感知质量、感知成本、感知情感与感知社会四个维度的划分，考虑到本研究的研究目的，选取感知价值维度中的功能价值、情感价值，两个维度进行变量衡量。

**2.4 捆绑策略**

Adams and Yellen (1976) 最早提出了捆绑销售的概念，将捆绑销售定义为多个产品打包出售，并根据产品捆绑的方式分为单纯捆绑、混合捆绑以及零件捆绑三种类型。Yadav and Monroe (1993) 认为捆绑销售是将多个产品或服务以一个价格进行出售。根据对文献的探讨，本文将捆绑销售理解为：将两个或多个产品或服务以一个价格进行出售的方式。不限品类、功能和品牌的限制，可以是产品与服务的组合捆绑。本文参考陶晓波（2011）在零售业捆绑策略研究中，将捆绑划分为价格折扣与产品互补性的角度，进行捆绑策略的研究。

**2.5 研究假设**

在互动的过程中，能够及时的了解到消费者的真实意见，可以对消费者的需求进行迅速反馈，在直面消费者的过程中企业的产品会更容易被消费者接受（刘美媛，2013）。互动对消费者的购买行为产生影响（姜参等人，2014）。在对电商平台的互动研究中发现，互动能够提升持续使用意愿（陆柯羽、华诗瑶，2021）。提出如下假设：

H1：互动营销显著正向影响社区团购持续使用意愿

本研究从互动的产品导向与人际互动导向两个方面探讨互动对社区团购持续使用意愿的影响。周志民等人（2019）认为，移动 APP 中的互动会对持续使用意愿产生影响。Palmer(2000）认为产品的经济利益会影响消费达成意向。吴江与李珊珊（2017）认为互动中的信息支持，对使用意愿具有显著影响。由此，提出假设：

H2：产品导向互动显著正向影响社区团购持续使用意愿

互动更多的是一种人与人交往、沟通和进行娱乐活动的方式，Palmer(2000）基于演化博弈理论发现，商家与消费者之间的交往、了解程度有能够推动合作意向。赵雪芹与王少春(2019)认为娱乐性对互联网用户的持续使用意愿有积极影响。翟姗姗等人(2019)认为用户通过评论、分享等互动方式，能更好的获得使用体验，对提升持续使用意愿有很大帮助。由此，提出假设：

H3：人际导向互动显著正向影响社区团购持续使用意愿

研究从互动的产品导向与人际互动导向两个方面探讨互动对感知价值的影响。以产品为导向的互动中，董庆兴等人（2019）认为，来源可靠、准确的信息能够提高用户的感知收益。郝俊俊（2019）认为，在线上购买产品或服务的过程中，商家对问题回答的有效性决定了消费者对感知价值的高低。张娟（2018）认为，消费者在互动过程中能够通过获取针对性的信息，能够更好的了解或发现企业的产品或服务，有助于感知价值的提高。由此，提出假设：

H4：产品导向互动显著正向影响感知价值

以人际关系为导向的互动中，吴江与李珊珊（2017）认为，用户在互动参与中，通过互动回复等来获得认可与人际交往的行为，是感知价值中社会性价值的体现。王建瑞（2019）发现，在短视频平台中，顾客互动参与影响功能性体验价值，积极的与用户开展互动，促进人际关系，能够提升用户的感知价值，注重用户的反馈与需求能够促进用户对互动环节的参与程度。周志民等人(2019)认为人际交流上的互动具有感知趣味性，继而影响感知价值。由此，提出假设：

H5：人际导向互动显著正向影响感知价值

宋慧玲等人（2019）在对感知价值的研究中发现，感知开放性、感知有用性、感知交互性间直接影响用户的持续使用意愿，社区归属感接影响用户的持续使用意愿。马睿阳（2020）认为，感知价值中的觉察感知度和安全感知对持续使用意愿有正向影响。吴江与李珊珊（2017）基于感知价值理论，发现社会支持、成就需要和感知信任对用户使用意愿具有正向影响。根据互动导向与感知价值的假设推论，结合感知价值对持续使用意愿的假设推论，提出假设：

H6：感知价值对互动营销和社区团购持续使用意愿有中介效应

马祖军等人（2015）在影响消费者购买决策的研究中发现，捆绑策略的满意程度影响消费者购买决策。陶晓波（2011）认为捆绑销售的价格越低或折扣幅度越大时，消费者的顾客忠诚度越强。张艳坤（2015）在研究中发现，捆绑策略对顾客的购买意愿和感知价值都有显著正向的影响作用。本文加入捆绑策略的角度，来研究互动营销与持续购买意愿之间的关系，将捆绑策略引入研究框架作为调节变量，根据相关研究推论提出假设：

H7：捆绑策略正向调节互动与社区团购持续使用意愿之间的关系

## 3. 研究方法与设计

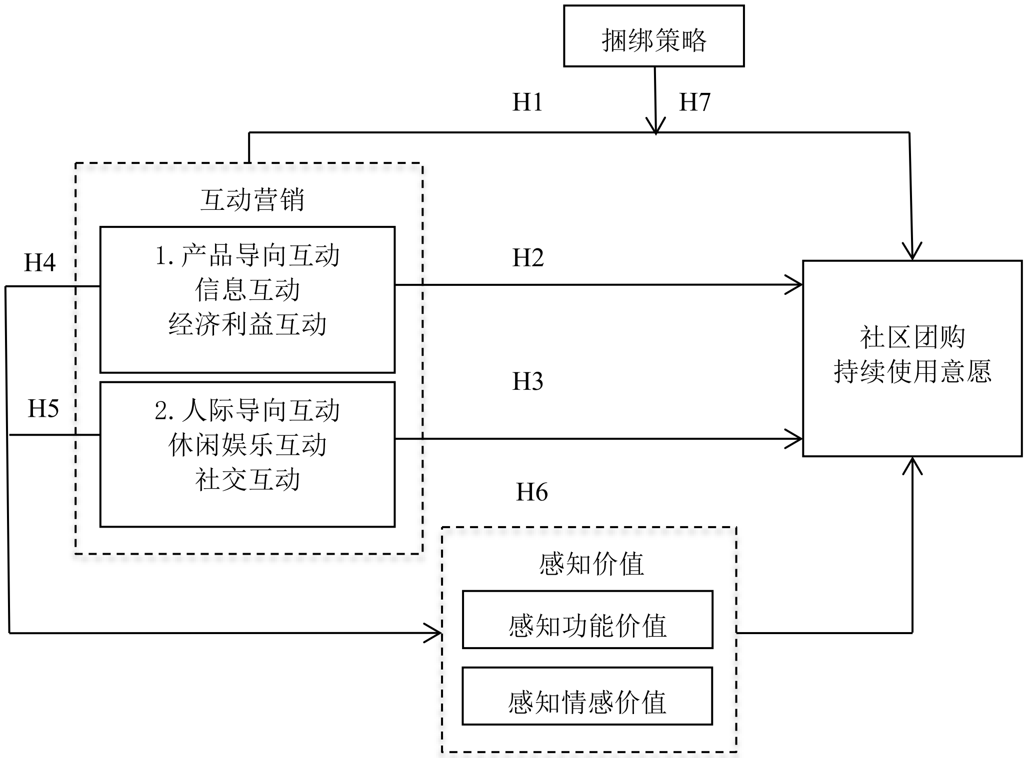
本章以收集的相关文献资料作为研究架构的依据。根据变量之间的关系进行研究框架的构建，并对研究的定义与衡量，研究对象、工具展开详细说明。

### 3.1 研究框架

在进行互动营销的研究中，本文基于相关文献的梳理与总结，最终把互动营销作为自变量，把社区团购持续使用意愿作为因变量，把感知价值作为中介变量，捆绑策略作为调节变量进行研究。框架图如图 1 所示。

**图 1**

*研究框架图*




资料来源：本研究整理

### 3.2 研究对象

研究目的是样本数据来源的重要因素，考虑到本文主要探讨社区团购的持续使用意愿状况，研究以有一定经济基础，具有社区团购经验的人群为研究对象，这类人群属于本文研究主体的受众人群，符合调查对象总体的特质。调查区域覆盖全国各个城市，考虑到样本规模,本文采用非概率抽样,在具体实施过程中严格遵循样本抽样方法与程序,使样本具有较高的代表性。采用五级李克特量表进行测量，通过在微信、微博、社区网格群等平台进行问卷发放，利用问卷调查收集的数据进行数据分析。

### 3.3 研究分析方法

研究方法的设计贯穿整个研究过程，是思维、行为方式和程序准则的汇合。其中涵盖研究的计划，研究的策略，研究的手段、工具，研究的步骤和过程（陈向明，2000）。本文通过文献综述的形式将相关理论知识进行梳理与总结，提出研究框架。以问卷调查的形式，设计并发放问卷，进行数据的收集。使用 SPSS26.0 数据分析软件进行实证分析，将数据结果分析进行处理。最后，提出本文的研究结论。

### 3.4 问卷设计与衡量方式

本文的问卷设计包含五个方面，首先对受试者的基本信息进行调查，包含消费者的性别、年龄、教育背景和月可支配收入状况。其次为本研究的四个变量量表。

互动营销，本文采用王建瑞（2019）将互动营销分为产品导向和人际导向的维度进

行衡量。将感知价值作为中介变量，根据 Sweeney and Soutar(2001) 对维度的划分，从感知价值的功能和情感两个维度层面进行衡量。将捆绑销售策略作为调节变量，参考陶晓波（2011）将捆绑销售分为价格折扣和产品互补性的思考角度进行题目设计和衡量。

# 4. 研究结果分析

本章主要以 SPSS26.0 软件进行问卷的数据处理，分别进行了问卷内容和数据的描述性统计和实证结果的分析。其中包括对问卷的信效度的统计分析，对量表现状的描述性统计，对人口学变量的差异分析，各个变量之间的相关分析，回归分析和中介效应、调节作用的检验。最后对研究假设的验证结果进行整理汇总。

## 4.1 问卷的发放与收集

本次研究采用问卷星进行问卷的发放与收集，调查对象为 18 岁以上使用过社区团购平台的人群。本次调查预计发放 500 份，通过 SPSS 26.0 进行问卷筛选，在剔除年龄不符合和极端值等无效问卷后，最终共确认有效问卷为 449 份，这符合在正式问卷对象的人数要求上，样本数在量表题项的五倍以上的原则(Gorsuch,1983)。

## 4.2 回归分析

本研究使用回归方法来检验变量间的因果关系，通过 SPSS26.0 建立互动营销、感知价值与社区团购持续使用意愿的回归分析，对各项假设进行验证。

首先是对总体变量之间的线性回归。模型一为互动营销量表对持续使用意愿量表的回归。模型二为互动营销量表对感知价值量表的回归。模型三为感知价值量表对持续使用意愿量表的回归。

表 1

*量表总的回归分析表*

| | M1 | | M2 | | M3 | |
|---|---|---|---|---|---|---|
| | β | t | β | t | β | t |
| 变项 | 持续使用意愿 | | 感知价值 | | 持续使用意愿 | |
| 互动营销 | 0.82 | 17.85*** | 0.79 | 27.25*** | | |
| 感知价值 | | | | | 0.56 | 14.35*** |
| $R^2$ | 0.42 | | 0.62 | | 0.31 | |
| F | 318.74*** | | 742.45*** | | 204.38*** | |
| $\triangle R^2$ | 0.42 | | 0.62 | | 0.11 | |
| △F | 318.74*** | | 742.45*** | | 70.07*** | |

注：*$P$＜0.05，**$P$＜0.01，***$P$＜0.01

资料来源：本研究整理

从表 1 互动营销与社区团购持续使用意愿之间的线性回归可知，互动营销量表的拟合度模 $R^2$值为 0.4，2，说明信息互动、经济利益互动、休闲娱乐互动、社交互动可以解释持续使用意愿 42%的变化原因。回归模型通过 F 检验（F=318.74，P=0.000），存在变量对持续使用意愿产生影响。回归系数为正，且 P 值均小于 0.05，说明互动营销显著正向影响社区团购持续使用意愿，假设 H1 得到验证，并在进一步的维度回归分析中验证了假设 H2 和 H3 的成立。

互动营销量表与感知价值量表之间的线性回归中可知，互动营销量表的拟合度模 R

²值为 0.79，说明信息互动、经济利益互动、休闲娱乐互动、社交互动可以解释感知价值 79%的变化原因。回归模型通过 F 检验（F=742.45，P=0.000），存在变量对持续使用意愿产生影响。回归系数为正，且 P 值均小于 0.05，说明互动营销显著正向影响社区团购持续使用意愿，以及在进一步的维度回归分析中验证了假设 H2 和 H3 的成立。

由感知价值量表与持续使用意愿量表之间的线性回归中可知，互动营销显著正向影响社区团购持续使用意愿，感知价值是否具有中介效应还需要进一步的中介效应检验。以下通过三个步骤进行感知价值的回归分析，来验证感知价值的中介效应。

**表 2**

*感知价值的中介效应*

| | M1 | | M2 | | M3 | |
|---|---|---|---|---|---|---|
| 变项 | 持续使用意愿 | | 感知价值 | | 持续使用意愿 | |
| | Beta | t | Beta | t | Beta | t |
| 互动营销 | 0.65 | 17.85*** | 0.79 | 27.25*** | 0.54 | 9.19*** |
| 感知价值 | | | | | 0.13 | 2.29* |
| $R^2$ | 0.42 | | 0.62 | | 0.42 | |
| F | 318.74 *** | | 742.45*** | | 163.49*** | |
| $\triangle R^2$ | 0.42 | | 0.62 | | 0.42 | |
| △F | 318.74 *** | | 742.45*** | | 163.49*** | |

注：*P＜0.05，**P＜0.01，***P＜0.01

资料来源：本研究整理

结果如表 2 所示，在模型一中放入预测变量互动营销，因变量持续使用意愿进行回归。检验回归系数的显著性。模型二中放入预测变量互动营销，因变量感知价值进行回归，检验回归系数的显著性。最后，在模型三中放入预测变量互动营销和感知价值，因变量持续使用意愿进行回归。结果均为显著。综合来看互动营销对持续使用意愿在两个回归模型中均显著，所以本研究属于部分中介效应。自变量互动营销对因变量持续使用意愿的中介效应不完全通过中介变量感知价值来达到影响。假设 H6 部分成立。

本研究以捆绑策略作为调节变量，由于自变量互动营销和调节变量捆绑策略为连续变量，这里通过层次回归的方式验证捆绑策略的调节效应。第一层放入互动营销与捆绑策略，第二层加入互动营销与捆绑策略的交互项 XM。

**表 3**

*捆绑策略对互动营销与社区团购持续使用意愿之间的调节效应*

| 自变量 | M1 | | M2 | |
|---|---|---|---|---|
| | Beta | t | Beta | t |
| 互动营销 | 0.52 | 11.82*** | 0.71 | 6.88*** |
| 捆绑策略 | 0.21 | 4.70*** | 0.55 | 3.19*** |
| X_M | | | -0.49 | 2.05** |
| $R^2$ | 0.44 | | 0.45 | |
| F | 177.98 *** | | 120.91 *** | |
| $\triangle R^2$ | 0.44 | | 0.01 | |
| △F | 177.98 *** | | 4.21 * | |

注：$*P<0.05$，$**P<0.01$，$***P<0.01$

资料来源：本研究整理

由表 3 的层次回归结果可知，加入交互项 XM 后，判定系数 $R^2$提升了 0.01，说明模型二好于模型一，存在调节效应。交互项的显著性为 0.041，小于 0.05，Beta 值为-0.49，回归系数为负，表明捆绑策略对互动营销与社区团购持续使用意愿的关系具有负向强化的调节作用，假设 H6 没有得到验证。

## 4.3 假设结果验证

经过检验分析，将论文假设验证结果进行整理汇总，如表 1 所示。

**表 4**

*研究假设验证结果汇总*

| 研究假设 | 验证结果 |
|---|---|
| H1：互动营销显著正向影响社区团购持续使用意愿 | 成立 |
| H2：产品导向互动显著正向影响社区团购持续使用意愿 | 成立 |
| H3：人际导向互动显著正向影响社区团购持续使用意愿 | 成立 |
| H4：产品导向互动显著正向影响感知价值 | 成立 |
| H5：人际导向互动显著正向影响感知价值 | 成立 |
| H6：感知价值对互动营销和社区团购持续使用意愿有中介效应 | 部分成立 |
| H7：捆绑策略正向调节互动与社区团购持续使用意愿之间的关系 | 不成立 |

资料来源：本研究整理

在互动营销与社区团购持续使用意愿的作用中，互动营销显著正向影响社区团购持续使用意愿，H1 成立，其中的 H2 和 H3，以产品和人际为导向的互动营销策略均显著正向影响社区团购持续使用意愿。H4 和 H5 说明在互动营销与感知价值的作用中，互动营销显著正向影响感知价值，其中，以产品和人际为导向的互动营销策略均显著正向影响感知价值。在感知价值与社区团购持续使用意愿的作用中，感知价值显著正向影响社区团购持续使用意愿，H6 成立。但自变量互动营销对因变量持续使用意愿的中介效应

不完全通过中介变量感知价值来达到影响。感知价值在其关系中具有部分中介效应。在 H7 捆绑策略的调节作用中，研究结果与假设不一致，捆绑策略在互动营销与感知价值的作用中具有调节作用，但与假设方向不一致，具有负向调节的作用。

## 5.结论与讨论

本章为研究结论与探讨。主要根据第四章节的研究检验结果，并回顾与梳理此次研究过程，进行总结与讨论。根据研究结果，对社区团购平台的未来发展提出可行性建议，展望未来可能的研究方向。

### 5.1 结论

本次研究以探讨社区团购平台的持续使用意愿状况及影响因素为主，通过实证分析，探讨了互动营销、感知价值、捆绑销售和社区团购持续使用意愿的相关关系，根据数据统计分析，验证了假设推论结果。根据研究假设结果，得出以下结论。

在互动营销与社区团购持续使用意愿的作用中，互动营销显著正向影响社区团购持续使用意愿，其中，以产品和人际为导向的互动营销策略均显著正向影响社区团购持续使用意愿。即互动营销策略的实施能够促进用户在社区团购平台上的持续使用意愿倾向，将能够有利于平台的持续以及为后续发展提供良好条件。

在互动营销与感知价值的作用中，互动营销显著正向影响感知价值，其中，以产品和人际为导向的互动营销策略均显著正向影响感知价值。即互动营销策略的实施能够促进用户在感知价值上的表现，促使用户在产品或服务功能和情感上的体验。互动营销策略的实施能够促进用户在感知价值上的表现，通过以产品互动为重点的交流，和以人际关系为突破口的互动，能够促使用户在产品或服务功能和情感上的体验。

在感知价值与社区团购持续使用意愿的作用中，感知价值显著正向影响社区团购持续使用意愿。说明用户通过在产品功能、情感价值的体验感受中，可以提高团购平台的持续使用意愿。本研究以探讨感知价值在互动营销与社区团购持续使用意愿之间的中介效应为目标，回归分析表明，自变量互动营销对因变量持续使用意愿的中介效应不完全通过中介变量感知价值来达到影响。说明用户对平台的持续使用意愿不完全通过感受到的价值来实现，也可以从互动交流中直接产生影响。

捆绑策略在其中具有负向调节的作用。企业与平台在制定捆绑策略的时候需要谨慎衡量，捆绑策略所带来的作用，是否具有正向的促进效果。

### 5.2 管理启示

社区团购平台在运作与营销过程中，加强与用户的互动性能够帮助用户感知价值的提高，这在平台的持续使用中起到重要的作用。互动营销策略中，可以将产品导向和人际导向的互动作为策略规划重点，注重对产品信息、经济利益、休闲娱乐感、社交互动感的传递和交互。以及商家或平台等在进行互动营销策略的制定与执行时，需要加入教育背景和月收入等差异层面的衡量。在进行捆绑策略的执行与制订时，需要加入年龄、教育背景和月收入状况等层面的衡量。社区团购平台仍有很大的发展空间，拥有巨大的市场潜力。以价格战为起点的恶性竞争已经受到各方的抵制，提高平台和商户的获利水平，让用户感受到商品或服务的价值，是促进平台的长远良性发展的重要一环。

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# The Influence of Interpersonal Relationships on Employees' Silent Behavior: Taking Organizational Justice as The Mediating Variable and Moral Identity as The Moderating Variable

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**Abstract**

This study aims to explore the influence of employee interpersonal relationships on the silent behavior of employees in enterprises and institutions. Take organizational justice as the mediating variable, and moral identity as the moderating variable. After reviewing a certain amount of literature, this article sorts out the related concepts and theories of interpersonal relationship and employees' silent behavior. The research in this article is a supplement to previous studies. 553 questionnaires were distributed, and the number of valid questionnaires was 501, accounting for 90.6%. The research results show that the negative impact of interpersonal relationships on employees' silent behaviors is significant; organizational justice has a partial mediating effect between interpersonal relationships and employees' silent behaviors; moral identity has a positive adjustment between interpersonal relationships and employees' silent behaviors effect.

**Keywords**：Interpersonal Relationship; Employee Silent Behavior; Organizational Justice; Moral Identity; LMX;TMX

# 人际关系对员工沉默行为的影响：组织公平为中介变量道德认同为调节变量

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## 摘要

本研究旨在探讨员工人际关系对企事业单位员工沉默行为的影响。以组织公正为中介变量，道德认同为调节变量，建立研究模型。本文在查看一定量文献后，梳理了人际关系与员工沉默行为的相关概念和理论，本文的研究是对前人研究的补充。发放问卷 553 份，有效问卷数为 501 份，占比 90.6%。研究结果表明，人际关系对员工的沉默行为的负面影响呈现显著的关系；组织公平在人际关系与员工沉默行为之间具有部分中介作用；道德认同在人际关系与员工沉默行为之间具有正向调节作用。

**关键词:**人际关系；员工沉默行为；组织公平；道德认同；领导成员交换关系；团队成员交换关系

# 1.绪论

## 1.1 研究背景

随着全球化和科技的快速发展，企业的竞争环境变得更加多变，如何在多变的环境中及时地发现问题并适应环境，发挥员工的智慧和创造力显得尤为重要。实证研究发现，超过半数的管理者和专业人员即使发现了非常严重的问题，但是他们在工作中发现一些问题后依然会有保持沉默的现象(Milliken et al., 2003)。在中国的文化背景下，沉默现象更加的普適。中国的权力距离大，许多员工不敢对领导的话表示出来质疑，即使有不同的意见也选择听从领导的看法；集体主义观念强，员工都希望合群，害怕“枪打出头鸟”，认为主动建言会让自己贴上“另类”的标签。“沉默是金，言多必失”更是被许多员工奉为职场成功的法典。

员工沉默的问题是近年来研究的热点问题。Morrison and Milliken (2000)明确地提出了员工沉默的概念”，并得到了广泛的关注。对员工沉默的中国本土化研究在 2005 年开始变多，但对其研究仍处于一个有待发展完善的阶段。

社会交换理论作为组织行为学重要的理论框架，解释人际关系与行为的重要工具。19 世纪 60 年代，Gouldner et al. (1960)提出社会交换理论。社会交换关系理论的核心观点是：人际关系本质上是一种社会交换关系，即当得到来于他人的积极对待或者是善意时，人们会倾向给予他人同样积极的同报。在职场上看，员工为了赚钱而工作，当组织关心和善待员工吋，员工也会努力工作以使组织实现其愿景。

## 1.2 研究目的

本研究要达到以下三个方面的目的：

A、基于社会交换理论的框架，探讨职场上人际关系，即领导成员交换关系和团队成员交换关系的质量足否对员工沉默产生负向影响。

B、验证组织公平，在领导成员交换关系与员工沉默之间，和团队成员交换关系与员工沉默之间是否起到了中介作用。

C、验证道德认同，即个体在社会生活中形成的同一的道德价值观，在领导成员交换关系与员工沉默之间，和团队成员交换关系与员工沉默之间是否起到了调节作用。

## 1.3 研究意义

### 1.3.1 理论意义

员工沉默行为从 21 世纪初逐渐进入学术界的研究视角，到目前为止关于员工沉默行为还没有统一且被广泛接受的的概念界定，导致研究结果出现不同的结论。同时，虽然关于员工沉默行为的影响因素研究主要集中于各种类型的领导这方面，但在人际关系对员工沉默行为的影响研究方面相对空白。另一方面，现有研究大多是基于西方的理论基础进行研究。因此本文试图通过实证的方法来证实人际关系的对员工沉默行为的影响。希望通过本研究深化人际关系、员工沉默行为的理论内涵，构建对员工沉默行为的正确认识，拓宽相关研究视角，从理论上为后续的研究提供参考。

1.3.2 现实意义

目前我国正处于经济转型期，企业在经营管理的过程中面临着复杂的企业环境带来的威胁，企业想要有良好的发展前景，就需要全员参与管理，员工能够为工作的顺利展开献言献策。本文通过深入探讨人际关系、组织公平，道德认同以及员工沉默行为四者之间的关系，为抑制和减少员工沉默行为的发生提供理论指导。

## 2.文献综述

### 2.1 人际关系和员工沉默行为的关系

人类作为社会群体，有尊重需要、社交需要等一些社会需要。社会需要比自然需要的层次更高，当满足员工社会心理需求时，能有效激发其工作的积极性（郑鑫，2007）。

对于员工而言，沉默行为会降低员工的工作投入和工作主动性;对于企业而言，沉默行为会影响组织的纠错能力与决策的质量(Morrison & Milliken 2000)。

汪曲与李燕萍（2017）认为高质量的团队成员交换关系会减少成员间的心理隔阂，增加对其他成员的工作方式和思考方式的关注，进而增加员工间的信任，减少其沉默行为。由此，提出假设：

H1：人际关系对员工沉默行为成负相关。

H1a：领导成员交换关系对员工沉默行为成负相关。

H1b：团队成员交换关系对员工沉默行为成负相关。

### 2.2 人际关系与组织公平的关系

邹艳春与印田彬（2017）在回顾以往组织公平感的相关文献时，认为组织内个体间的互动与交流的方式会影响组织公平感。高质量的人际关系意味着员工能感受到工作环境中良好的氛围，提高员工的组织公平感。

Nembhard and Edmondson (2006)认为领导能影响员工前途，因此领导因素是影响组织公平的关键因素。

Mishra and Chandrasekaran (2015)认为成员之间具有充分沟通和互动的机会时，内部信息的交流就会增多，员工会提升组织公平感知。

此外，高质量人际关系有利于人们之间建立关爱等因素，提高员工的支持感，信任与支持又会进而影响到组织公平感(May et al., 2011)。由此，提出假设：

H2：人际关系对组织公平有正向影响。

H2a：领导成员交换关系对组织公平有正向影响。

H2b：团队成员交换关系对组织公平有正向影响。

### 2.3 组织公平在人际关系和员工沉默行为间的关系

何轩（2009）在其研究中证实了组织公平对沉默行为之间的关系为负相关。高组织公平感的员工，认为组织的分配手段、决策的程序以及人际互动都是公平的。

低组织公平感的员工，认为组织的运作机制有失公平公正，会将自己对组织环境在认知或行为上的真实评价隐藏起来，在面对组织内的事件时，往往害怕提出意见之后会受到不公平的对待，因此会采取冷眼旁观、漠不关心之类的态度，发生沉默行为的概率增大（王琳，2016）

Rus (2015)指出团队中员工感受到良好的人际关系，会拉近彼此距离，提高员工组织公平感，在满足了社交与尊重的需求之后，员工更投身于自我提升，主动采取建言行为，提高工作效率，最终达到自我实现。由此，提出假设：

H3：组织公平对员工沉默行为之间有负向影响。

H4：组织公平在人际关系与员工沉默行为之间具有中介作用。

H4a：组织公平在领导成员交换关系与员工沉默行为之间具有中介作用。

H4b：组织公平在团队成员交换关系与员工沉默行为之间具有中介作用。

**2.4 道德认同的调节作用**

傅旭波和吴明证（2013）对道德认同的内在化维度进行研究，发现其与学生的学术不端行为之间显著负相关。

杨继平（2015）的研究表明，高道德认同地个体不易产生非伦理行为。高道德认同的个体由于自身并没有进行非伦理行为，结合社会交换理论的分析，在面对同事或者领导的非伦理行为时他们就会产生会更加强烈的相对剥削感。由此，提出假设：

H5：道德认同在人际关系与员工沉默行为间起到调节作用。

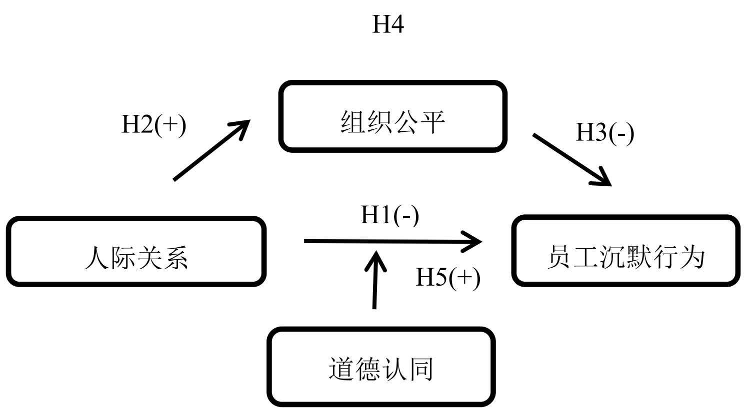
H5a：道德认同在领导成员交换关系与员工沉默行为间起到调节作用。

H5b：道德认同在团队成员交换关系与员工沉默行为间起到调节作用。

**2.5 研究框架**

**图** 1

*研究框架图*




资料来源：本研究整理

**2.6 衡量量表**

人际关系量表：由 Graen (1995)编制的领导成员交换关系及 Seers et al.(1995)编制的团队成员交换关系量表修订而成。该量表 17 个题项，原量表的信度值均在 0.7 以上，信度较好。对此量表进行验证性因素分析，证明模型拟合指数良好。以上题目的评分均采用五点计分法，1-5 分表示得分从低到高。得分越高，绩效越高。

组织公平量表：本文选用 Niehoff and Moorman (1993)开发的组织公平量表进行测量，包括分配公平（5 个题项）、程序公平（6 个题项）和互动公平（9 个题项）组成。

量表总解释变异量为 59.47%，总信度为 0.861。分配公平、程序公平和互动公平的三个维度的 Cronbach’s α 系数 0.824、0.821 和 0.798。因此，组织公平量表的总体信效度较好。

道德认同量表：本文沿用 Aquino and Reed (2002)开发的道德认同量表进行测量，包括表象化（5 个题项）和内在化（5 个题项）组成。量表总解释变异量为 58.57%，总信度为 0.775。表象化和内在化的两个维度的 Cronbach’s α 系数 0.742 和 0.762。因此，道德认同量表的总体信效度较好。

员工沉默行为量表：采用中国学者郑晓涛等人（2008）开发设计的员工沉默行为量表，包括默许性沉默（4 个题项）、防御性沉默（4 个题项）和漠视性沉默（4 个题项）组成。量表总解释变异量为 59.47%，总信度为 0.736。默许性沉默、防御性沉默和漠视性沉默的三个维度的 Cronbach’s α 系数 0.651、0.603 和 0.824。因此，员工沉默行为量表的总体信效度较好。

# 3.研究方法

### 3.1 研究方法和研究工具

本研究综合运用文献研究法、问卷调查法来进行研究。文献分析法，根据之前对人际关系、道德认同、组织公平和员工沉默行为的研究。本研究对相关文献进行分析和总结，并进行系统的归纳整理，然后以社会交换理论做为理论基础，以组织公平和道德认同为路径，对研究进行假设并设计研究框架。问卷调查法和其它研究方法比较,他的好处在于调查动机强,能应付大量的调查对象同时收集，便捷、方便、成本低。可以在同样的时间里收集到更多信息（鲁志鲲，1993）。此次研究的调查问卷是由人际关系、组织公平、道德认同和员工沉默行为四个量表组合编制而成，再获取第一手数据资料后，先是对资料进行整理，随后删除无效问卷，确保形成研究需要的研究样本，再以此为基础展开研究。

Gorsuch and McPherson (1989) 认为在正式问卷对象的人数上，建议样本数至少是题数最多之量表题数的五倍，且要大于一百为原则。以本研究而言，最多题数之量表为组织公平量表，共计 20 题，取其十倍为 200 份，考虑会过程中存在无效问卷，为此阶段预计发放 500 余份问卷正式问卷。研究所需的数据均来自问卷调查，发放与收集方式主要通过问卷星进行数据采集，通过描述分析、相关分析、回归分析等方法探寻郑州市企事业单位的人际关系对于员工沉默行为的影响。

### 3.2 研究对象

本研究分析郑州市企事业单位的职员人际关系与员工沉默行为之间的关系。由于本研究所需的样本容量需求大，需采用调查问卷的方式进行调查。本文选取的郑州市企事业单位作为一个人口基数大，工作层级多，职位发展制度明确具有代表意义。因此本文将选取此郑州市企事业单位的成员作为本研究的研究对象。本研究将选取 500 名人员作为研究对象。

本研究将采取滚雪球法，先随机选择一些被访者并对其实施访问，再请他们提供另外一些属于所研究目标总体的调查对象，根据所形成的线索选择此后的调查对象。根据

Fanning(2005)所推导出出来的样本计算公式，抽样误差不超过 5%，母体范围在较为庞大的情况下，样本数需达到数量不少于 400 份，为获取更加精准的数据，研究的有效样本量应大于 400。本研究调查问卷，最终确定有效问卷数 500 份，以此为基础展开分析。

# 4.研究结果分析

## 4.1 相关分析

**表 1**

*各变量的相关分析（N=501）*

| 相关性 | 领导成员交换关系 | 团队成员交换关系 | 组织公平 | 道德认同 | 员工沉默行为 |
|---|---|---|---|---|---|
| 领导成员交换关系 | 1 | | | | |
| 团队成员交换关系 | 0590** | 1 | | | |
| 组织公平 | 0.562** | 0.635** | 1 | | |
| 道德认同 | 0.157** | 0.194** | 0.325** | 1 | |
| 员工沉默行为 | -0.442** | -0.466** | -0.441** | -0205** | 1 |

资料来源：本研究整理

为了解河南省企事业单位人际关系、组织公平、道德认同、员工沉默行为之间的相关性，本研究采用 Pearson 相关分析对其进行相关性检验。由表 1 可知，领导成员交换关系(r=-0.442，$p$<0.01)、团队成员交换关系(r=-0.466，$p$<0.01)、组织公平(r=-0.4412，$p$<0.01)、道德认同(r=-0.205，$p$<0.01)均对员工沉默行为产生显著负相关影响；组织公平(r=0.562，$p$<0.01)、道德认同(r=0.157，$p$<0.01)对领导成员交换关系产生显著正相关影响；组织公平(r=0.635，$p$<0.01)、道德认同(r=0.194，$p$<0.01)对团队成员交换关系产生显著正相关影响。

## 4.2 回归分析

### 4.2.1 中介效应分析

**表 2**

*组织公平在人际关系和员工沉默行为间的阶层回归分析表*

| | | 模型 1 | 模型 2 | 模型 3 | 模型 4 | 模型 5 |
|---|---|---|---|---|---|---|
| 控制变量 | 性别 | 0.229** | 0.178** | -0.027 | 0.188** | 0.173** |
| | 学历 | -0.008 | -0.014 | 0.001 | -0.011 | -0.014 |
| | 年限 | 0.049 | 0.039 | -0.036* | 0.027 | 0.032 |
| 自变量 | LMX | | -0.211** | 0.221** | | -0.171** |
| | TMX | | -0.302** | 0.407** | | -0.228** |
| 中介变量 | 组织公平 | | | | -0.47** | -0.184** |
| F | | 7.613*** | 39.738*** | 85.191*** | 35.207*** | 35.48*** |
| $R^2$ | | 0.044 | 0.286 | 0.463 | 0.221 | 0.301 |
| $\triangle R^2$ | | 0.038 | 0.279 | 0.457 | 0.215 | 0.293 |
| VIF | | 1.007 | 1.012 | 1.012 | 1.014 | 1.018 |

注 1：LMX 指领导成员交换关系；TMX 指团队成员交换关系。

资料来源：本研究整理

根据中介变量之定义，如果变量 M 能够影响自变量 X 和因变量 Y 间的相互关系，则称 M 为中介变量，其中 X 对 Y、X 对 M、M 对 Y 均有显著影响。模型 1 中，对性别、学历、年限作为控制变量。模型 2 中，LMX、TMX 的显著性小于 0.05，回归系数小于 0，说明对员工沉默行为有显著负向影响，假设 H1 成立。模型 3 中，LMX、TMX 的显著性小于 0.05，回归系数大于 0，说明对组织公平有显著正向影响。假设 H2 成立。模型 4 中，组织公平的显著性小于 0.05，回归系数小于 0，说明对员工沉默行为有显著负向影响，假设 H3 成立。

综上，自变量 LMX 和 TMX 对中介变量组织公平、因变量员工沉默行为有显著影响，中介变量组织公平对因变量员工沉默行为有显著影响，可以进一步进行中介效应检验。当自变量 LMX 和 TMX、中介变量组织公平同时纳入模型中，回归系数的绝对值下降，由之前的 0.221**、0.407**，下降到-0.171**、-0.228**。相比只有自变量 LMX 和 TMX 与因变量员工沉默行为纳入的模型，影响程度表现出下降趋势。根据上表的回归结果可知，自变量 LMX 和 TMX 对中介变量组织公平、因变量员工沉默行为均有显著影响，中介变量组织公平对因变量员工沉默行为有显著影响，且当中介变量组织公平引入时，自变量 LMX 和 TMX 对因变量员工沉默行为的影响程度下降，说明中介效应显著。

### 4.2.2 调节效应分析

**表 3**

*道德认同在人际关系和员工沉默行为间的阶层回归分析表*

| 变量 | | 员工沉默行为 | | | |
|---|---|---|---|---|---|
| | | 模型 1 | 模型 2 | 模型 3 | 模型 4 |
| | | Beta | Beta | Beta | Beta |
| 背景变量 | 性别 | -0.196*** | -0.152*** | -0.159*** | -0.158*** |
| | 学历 | 0.023 | 0.018 | 0.02 | 0.017 |
| | 工作年限 | -0.063 | -0.048 | -0.051 | -0.049 |
| 自变量 | LMX | | -0.239*** | -0.23*** | -0.215*** |
| | TMX | | -0.315*** | -0.297*** | -0.309*** |
| 调节变量 | 道德认同 | | | -0.119** | -0.085** |
| 自变量和调节变量交互项 | LMX 与道德认同交互项 | | | | 0.095** |
| | TMX 与道德认同交互项 | | | | 0.113** |
| F 值 | | 7.054*** | 39.264*** | 34.851** | 27.159** |
| R2 | | 0.041 | 0.284 | 0.297 | 0.306 |
| △R2 | | 0.041 | 0.243 | 0.013 | 0.009 |
| VIF | | 1.005 | 1.229 | 1.204 | 1.475 |

资料来源：本研究整理

调节变量是指影响自变量和因变量之间关系强弱和正负方向的变量。如果自变量 X 与因变量 Y 的关系是变量 M 的函数，则称 M 为调节变量。自变量 X 对因变量 Y 的影响效应直接取决于调节变量 M。对于调节效应的检验，本研究采用逐步多元回归方法进行统计检验，要求自变量与调节变量的交互项对因变量具有显著的回归效应。以 LMX 和 TMX 作为自变量，道德认同作为调节变量，员工沉默行为作为因变量，回归步骤为：模型 1：令 LMX 和 TMX 进入回归模型。模型 2：令 LMX、TMX 和道德认同同时进入回归模型。模型 3：令 LMX、TMX、道德认同和人际关系与道德认同的交互项同时进入回归模型。

若 LMX、TMX 与道德认同的交互项对员工沉默行为存在显著的回归效应，则证明道德认同的调节作用存在。从上表可以看出，LMX、TMX、道德认同的显著性小于 0.05，回归系数小于 0，说明 LMX、TMX、道德认同对员工沉默行为有显著负向影响。LMX、TMX 与道德认同的的显著性小于 0.05，回归系数大于 0，说明道德认同对人人际关系和员工沉默行为的关系之间起正向的调节作用。

# 5、研究结论

## 5.1 研究结论

通过对前面事件的分析，得出这些结论；

| | 假设内容 | 结果 |
|---|---|---|
| H1： | 人际关系对员工沉默行为有负向影响 | 成立 |
| H1a： | 领导成员交换关系对员工沉默行为有负向影响 | 成立 |
| H1b： | 团队成员交换关系对员工沉默行为有负向影响 | 成立 |
| H2： | 人际关系对组织公平有正向影响 | 成立 |
| H2a： | 领导成员交换关系对组织公平有正向影响 | 成立 |
| H2b： | 团队成员交换关系对组织公平有正向影响 | 成立 |
| H3： | 组织公平对员工沉默行为有负向影响 | 成立 |
| H4： | 组织公平在人际关系和员工沉默行为中起中介作用 | 成立 |
| H4a： | 组织公平在领导成员交换关系和员工沉默行为中起中介作用 | 成立 |
| H4b： | 组织公平在团队成员交换关系和员工沉默行为中起中介作用 | 成立 |
| H5： | 道德认同在人际关系和员工沉默行为中起调节作用 | 成立 |
| H5a： | 道德认同在领导成员交换关系和员工沉默行为中起调节作用 | 成立 |
| H5b： | 道德认同在团队成员交换关系和员工沉默行为中起调节作用 | 成立 |

## 5.2 研究意义

它丰富了现有关于人际关系与员工沉默行为之间关系的研究。当前关于员工沉默行为的学术研究主要集中在个别特殊领导风格和类型与沉默行为之间的关系。尽管一些研究者通过实证研究探讨了两者之间的关系，但仍得出不同的结论。可能的原因是，不同的研究者在探讨二者关系时所选择的边界条件和解释机制是不同的，因此，通过引入与之前研究不同的边界条件和解释机制来探讨二者之间的关系很有必要。尤其是在中国的情境下很具有研究的价值和意义。本研究所探讨的二者之间的关系会补充现有的研究。

识别了组织公平在人际关系和员工沉默行为之间的中介作用。此前引发员工沉默行为产生的中介机制主要是通过员工的信任、承诺以及认同来实现的，但是有关组织公平是否能够解释引发员工沉默行为的作用机制的探讨寥寥无几。本研究将员工的组织公平引入模型框架中来，试图探究员工的组织公平在人际关系和员工沉默之间所发挥的作用机制，可以填补这一理论上的空白。

## 5.3 研究的局限性

首先，本研究没有详细的探讨控制变量、人口统计变量对于员工沉默行为的影响，缺乏一定的普遍的结论。其次，本研究的数据收集方式是通过网络发放，并没有采用现场发放的方式，在未来的研究当中应该使用更多轮次的数据收集，探讨更全面的边界条件，并争取采用现场收集的方式，以此来保证数据的真实性。

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# The Research on the Influence of Bundle Sales Mode on Impulsive Purchase: with Flow Experience and Time Pressure as Moderating Variable

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**Abstract**

The purpose of this study is to explore the impact of bundling on impulsive purchase, and establish a research model with perceived value as the intermediary variable and flow experience and time pressure as the regulatory variable. This study integrates the bundling model, time pressure and flow experience into a new research perspective to explore the impact of the three on impulse buying, and explore the interaction between them in combination with perceived value. Based on the literature review and research hypothesis, this study uses the method of questionnaire to analyze.The results of data analysis show that the bundling model can promote consumers' impulsive purchase behavior, the bundling model can promote perceived value, the perceived value can promote consumers' impulsive purchase behavior, flow experience has a positive regulatory effect between bundling mode and consumers' impulsive purchase behavior, and time pressure has a positive regulatory effect between bundling mode and consumers' impulsive purchase behavior.

**Keywords**:Bundle sale ; Impulsive Purchase ; Time pressure ; Perceived value ；Flow experience.

# 捆绑销售模式对冲动性购买的影响：以心流体验、时间压力为调节变量

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## 摘要

本篇研究旨在探讨捆绑销售对冲动性购买的影响，建立以感知价值为中介变量，心流体验和时间压力为调节变量的研究模型，将捆绑销售模式、时间压力、心流体验整合成一个全新研究视角，探讨三者对冲动性购买的影响，以及结合感知价值探究它们的互相作用。本篇研究在文献综述和研究假设的基础上，采用问卷调查的方法进行分析。结果表明，捆绑销售模式对消费者的冲动性购买行为和感知价值都具有正向影响，感知价值对消费者的冲动性购买行为具有正向影响，心流体验和时间压力都在捆绑销售模式和消费者的冲动性购买行为之间有正向调节作用。

**关键词：**捆绑销售；冲动性购买；时间压力；感知价值；心流体验

# 1.绪论

## 1.1 研究背景

随着我国经济的迅速发展，商家在销售商品时，捆绑销售作为一个重要营销手段被运用于各个行业。捆绑销售模式被商家广泛使用，是因为它可以增加市场需求，降低交易成本，从而增加利润。近年来，冲动性购买行为在市场销售份额中占比越来越高，商家会通过各种营销活动来促进消费者的冲动性购买行为。有学者发现，消费者在消费过程中，有 80%的购买行为都是冲动性购买行为。由此可见，冲动性购买行为在日常生活中非常常见。

## 1.2 研究目的

前人对于捆绑销售和时间压力对消费者的购买意愿的影响已经有过研究，但他们并未将其结合起来进行研究。本研究主要是分析捆绑销售模式对消费者的冲动性购买行为的影响，以及时间压力、感知价值和心流体验的作用。所以，本研究具体研究问题如下:

（1）捆绑销售模式对消费者的冲动性购买行为有何影响？

（2）捆绑销售模式对感知价值有何影响？

（3）感知价值对消费者冲动性购买行为有何影响？

（4）时间压力在捆绑销售模式和消费者的冲动性购买行为之间的调节作用如何？

（5）心流体验在捆绑销售模式和消费者的冲动性购买行为之间的调节作用如何？

## 1.3 研究意义

理论上，本篇研究将捆绑销售模式、时间压力、心流体验结合起来整合成一个全新的研究视角，探讨三者对冲动性购买的影响，以及结合感知价值探究他们之间的互相的“干扰作用”。探讨相关研究，详细描述捆绑销售模式、时间压力、心流体验在冲动性购买发生过程中所发挥的作用，有助于完善相关的理论，丰富捆绑销售模式在营销领域中的应用。

实务上，捆绑销售模式被商家广泛使用，是因为它可以增加市场需求，降低交易成本，从而增加利润。本篇研究可以使商家联系实际，深入了对消费者的了解，给予了商家在之后的捆绑营销策略中一定的建议和参考，商家可以通过本文的研究结果，增强消费者的购买意愿，增加自身的销售额，提高经营绩效。

# 2.文献综述

## 2.1 S-0-R 理论模型

S-0-R 理论模型是由 Mehrabian and Rusell 在 1974 年根据环境心理学理论提出的。S-0-R 理论模型是刺激（Stimulus）机体（Organsm）反应（Response）模型的缩写。这个模型现在被用于解释外界环境对于人们的行为的影响。

如图 1 所示：

**图 1**

*S-0-R 理论模型*

刺激（S） ⟶ 机体（O） ⟶ 反应（R）

资料来源：本研究整理

S-0-R 理论模型中，Stimulus 是前因变量，它代表能够影响人们认知与情绪的外部刺激，比如：外部环境、促销活动等。Organsm 是中介变量。它代表人们受外界刺激后，人们个体的过程，包括认知与情绪，比如感知价值、愉悦感等。 Response 是结果变量，它代表人们机体在发生心理变化后，做出的反应，比如，冲动性购买行为等。

S-0-R 理论模型最开始被用来解释环境对人们机体的影响机制，随后被引入营销学领域，用来研究购物环境对消费者的行为的影响。因此本篇研究选择这个成熟的理论模型作为理论基础。

**2.2 研究假设**

近年来，各大购物网站在进行促销活动时，都会选用捆绑销售模式来进行销售商品，比如：淘宝“双 11”，京东“618”等，都获得了成功，并且极大的提高了销售量。李雪欣等人（2018）通过研究交易效用的角度发现，商品的的价格折扣能够有效地影响消费者的冲动性购买行为。Dawson and Kim(2009)认为商品的免运费活动、促销折扣、附加产品价值等营销策略能够促使消费者产生冲动性购买行为。从经济学的视角，当商家采取捆绑销售时，当商品出售的价格小于消费者心理预期的价格的时候时，就会产生消费者剩余，从而消费者就会产生冲动性购买行为。由此，提出假设：

H1：捆绑销售模式对消费者的冲动性购买行为具有正向促进作用，即捆绑销售模式会增加消费者的冲动性购买意愿。

捆绑销售作为一种营销手段，往往给顾客省下一些钱和带来一些其他利益。李洁（2021）发现商家限制促销时间或者发放优惠券这样的促销方式更能够使消费者感到物超所值，这样可以使消费者的感知价值大幅提高。郑灿灿（2019）通过研究发现，商品的促销折扣能够有效地影响消费者的感知价值，特别是商品的价格折扣。站在消费者的立场上来说，消捆绑销售给消费者创造了更多的利益并且还可能会带来了一些附加价值，消费者受到诸如此类的吸引，感知价值就会相应的提高。由此，提出假设：

H2：捆绑销售模式对感知价值具有正向促进作用，即捆绑销售模式会使消费者的感知价值更明显。

Beatty and Ferrell(1998)研究得出消费者对商家的商品的感知价值与消费者的冲动性购买意愿之间为正向影响的关系，消费者感知价值越明显，冲动性购买意愿就越强烈。陈凯等人(2019)通过研究发现感知价值对消费者的购买意愿的产生有非常重要的作用。王秀俊等人（2019）通过研究发现消费者从商品中自身感受到的商品价值对冲动性购买

有促进作用。当消费者感觉商品能为自己带来较大的利益时，消费者的感知价值会较高，较高的感知价值使其产生较强的购买欲望。由此，提出假设：

H3：感知价值对消费者冲动性购买行为具有正向促进作用，即消费者的感知价值越明显时，消费者的冲动性购买意愿越强烈。

易加斌和纪淑娴（2011）的研究发现心流体验能够促进消费者产生购买意愿。姚思海（2016）研究发现消费者产生冲动性购买行为时，他的情绪变化会非常大，情绪变化越大，消费者就会产生越明显的心流体验。龚潇潇（2019）研究发现当消费者沉浸于了解商品的信息时，消费者对商品专注、完全享受商品带来的快乐，而且商品的信息把人们吸引了，使人们忘记的时间。消费者受到了这些商品信息的刺激，就会更容易产生冲动性购买。由此，提出假设：

H4：心流体验在捆绑销售模式和消费者的冲动性购买行为之间具有正向调节作用，当心流体验越明显时，消费者的冲动性购买意愿越强烈。

消费者做出购买决定的这个过程中，决策时间对消费者的决策有着非常重要的影响。卢长宝等（2013）通过问卷调查，发现时间压力会影响消费者购买决策。消费者的时间压力越小时，会阅读大量的产品相关信息并且会与其他商品不断进行对比，最后做出购买决定，消费者的时间压力越大时，消费者来不及阅读信息和对比商品，更多的运用自己的直觉来选择商品。赵占波等（2015）认为，时间压力与消费者的冲动性购买行为之间呈正相关关系，即时间压力越大，消费者的冲动性购买行为越明显。由此，提出假设：

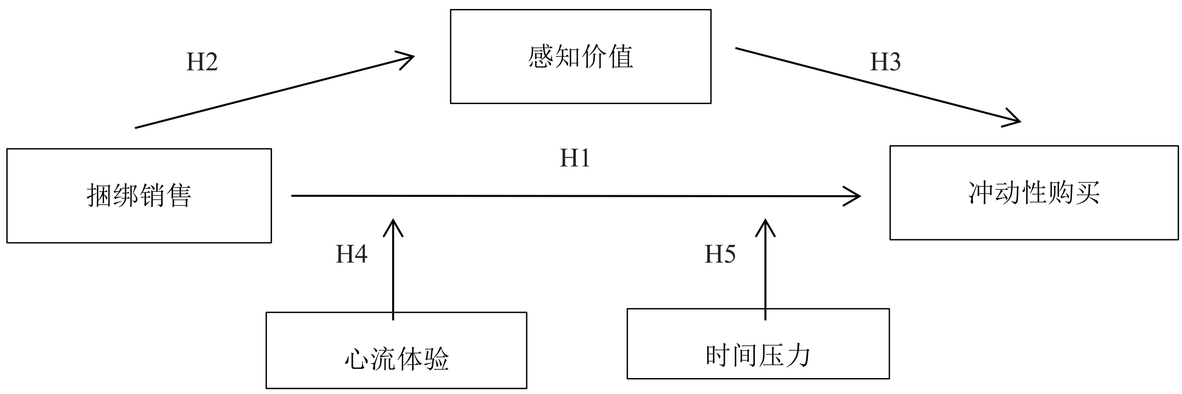
H5：时间压力在捆绑销售模式和消费者的冲动性购买行为之间具有正向调节作用，当时间压力越大时，消费者的冲动性购买意愿越强烈。

## 3.研究方法与设计

### 3.1 研究框架

**图 2**

*研究框架图*




资料来源：本研究整理

### 3.2 研究方法

本篇研究采用抽样调查法，对研究的样本进行抽样调查目前在中国调查研究中普遍的方法。本文探讨的是捆绑销售和冲动性购买，该研究是建立在购买的基础上的。所以，本研究的调查对象是18岁以上，具有一定购买能力并且有过消费经历的消费者。在研究母体的的数量偏大时，难以做到随机抽样，可以考虑有目的抽样，可以使用非随机的抽样方式。由于本次主要使用问卷星的在线问卷，通过QQ、微信等社交软件进行问卷的发放与收集，所以本次采用的抽样方法为非随机抽样。本次主要使用问卷星的在线问卷，通过QQ、微信等社交软件进行问卷的发放与收集，并且即时收回。本次共收集问卷452份，无效问卷23份，有效问卷为429份，本文运用SPSS和AMOS数据处理软件，来处理本次得到的相关数据，并进行分析，最后得出结论。

# 4.研究结果分析

## 4.1 数据分析

**表 1**

*感知价值分析表*

| | 模型 1 | | | 模型 2 | | | 模型 3 | | |
|---|---|---|---|---|---|---|---|---|---|
| 变项 | 冲动性购买 | | | 感知价值 | | | 冲动性购买 | | |
| | Beta | t | VIF | Beta | t | VIF | Beta | t | VIF |
| 年龄 | -.002 | -.084 | 1.248 | .003 | .120 | 1.248 | -.004 | -.139 | 1.248 |
| 学历 | .006 | .226 | 1.097 | .013 | .549 | 1.097 | .001 | .023 | 1.098 |
| 月可支配收入 | .013 | .470 | 1.152 | .003 | .126 | 1.152 | .012 | .456 | 1.152 |
| 捆绑销售 | .847*** | 32.751 | 1.010 | .878*** | 37.618 | 1.010 | .485*** | 9.685 | 4.380 |
| 感知价值 | | | | | | | .413*** | 8.252 | 4.375 |
| $R^2$ | 0.719 | | | 0.771 | | | 0.758 | | |
| 调整后 $R^2$ | 0.716 | | | 0.769 | | | 0.755 | | |
| F 值 | 271.182*** | | | 357.775*** | | | 264.900*** | | |
| DW | 2.000 | | | 2.092 | | | 1.912 | | |

注：*P＜0.05，**P＜0.01，***P＜0.01

资料来源：本研究整理

首先检验自变量捆绑销售直接到因变量冲动性购买的关系，在第一次回归分析中，本研究放入控制变量性别、学历以及月可支配收入，自变量捆绑销售，因变量冲动性购买进行线性回归。在表 1 的模型 1 中结果可以看出，捆绑销售对冲动性购买的标准化系

数为 0.847，F 值为 271.182，并且 P 小于 0.001，所以捆绑销售对冲动性购买具有显著正向影响，所以可以进行下一步检验。

然后检验捆绑销售对感知价值的影响，在第二次回归分析中，本研究放入控制变量性别、学历以及月可支配收入，自变量捆绑销售，因变量感知价值进行线性回归，在表1 的模型 2 中结果可以看出，捆绑销售对感知价值的标准化系数为 0.878，F 值为 357.775，并且 P 小于 0.001，所以捆绑销售对感知价值具有显著正向影响，所以可以进行下一步检验。

最后检验捆绑销售、感知价值同时对冲动性购买的影响，在第三次回归分析中，本研究放入控制变量性别、学历以及月可支配收入，自变量同时放入捆绑销售、感知价值，因变量冲动性购买进行线性回归，在表 1 的模型 3 中结果可以看出，捆绑销售对冲动性购阿米的 β 系数为 0.209，功 能性价值对线上购买决策的标准化系数为 0.485，F 值 264.900，并且 P 小于 0.001，同时由模型 2 和模型 3 看出捆绑销售对冲动性购买的影响，标准化系数由原来的 0.847， 在加入中介感知价值后，标准化系数减少为 0.413。

综上所述，3 个模型得出的结果可以说明感知价值在捆绑销售与冲动性购买之间具有部 分中介效果。

本模型以受访者的年龄、学历、月可支配收入为控制变量，捆绑销售作为自变量，冲动性购买作为因变量，心流体验作为调节变量，对数据进行分析。

**表 2**

*心流体验分析表*

| | 模型 1 | 模型 2 | 模型 3 |
|---|---|---|---|
| 变项 | 冲动性购买 | | |
| | Beta | Beta | Beta |
| 年龄 | -.075 | -.006 | -.006 |
| 学历 | .038 | -.004 | -.004 |
| 月可支配收入 | .030 | .000 | -.001 |
| 捆绑销售 | | .458*** | .423*** |
| 心流体验 | | .464*** | .425*** |
| 捆绑销售×心流体验 | | | .072*** |
| F 值 | 1.145*** | 303.681*** | 252.676*** |
| $R^2$ | .008 | .782 | .782 |
| 调整后 $R^2$ | .001 | .780 | .779 |

注：*P＜0.05，**P＜0.01，***P＜0.01

资料来源：本研究整理

在表 2 可以看出，模型 2 加入自变量捆绑销售和调节变量心流体验后，调整后 $R^2$为 0.780，说明 M2 能够解释捆绑销售 78%的变异量，F 值为 303.681，P 值均小于 0.001，证明回归模型显著。

模型 3 在模型 2 的基础上加入捆绑销售和心流体验的交互项之后，调整后 $R^2$为 0.779，说明模型 3 能够解释社会性价值 77.9%的 变异量，F 值为 252.676, P 值均小于 0.001，证明回归模型显著，且捆绑销售和心流体验的交互项标准化系数为 0.072，数值为正，p 值小于 0.001。

因此本研究得出结果，心流体验可以正向调节捆绑销售与冲动性购买之间的关系。本模型以受访者的年龄、学历、月可支配收入为控制变量，捆绑销售作为自变量，冲动性购买作为因变量，时间压力作为调节变量，对数据进行分析。

**表 3**

*时间压力分析表*

| | 模型 1 | 模型 2 | 模型 3 |
|---|---|---|---|
| 变项 | 冲动性购买 | | |
| | Beta | Beta | Beta |
| 年龄 | -.075 | .003 | .002 |
| 学历 | .038 | .002 | .001 |
| 月可支配收入 | .030 | .003 | .000 |
| 捆绑销售 | | .601*** | .526*** |
| 时间压力 | | .318*** | .246*** |
| 捆绑销售×时间压力 | | | .142*** |
| F 值 | 1.145*** | 267.041*** | 222.800*** |
| $R^2$ | .008 | .759 | .760 |
| 调整后 $R^2$ | .001 | .757 | .757 |

注：*P＜0.05，**P＜0.01，***P＜0.01

资料来源：本研究整理

在表 3 可以看出，模型 2 加入自变量捆绑销售和调节变量时间压力后，调整后 $R^2$为 0.757，说明模型 2 能够解释捆绑销售，75.7%的变异量，F 值为 267.041，P 值均小于 0.001，证明回归模型显著。

模型 3 在模型 2 的基础上加入捆绑销售和时间压力的交互项之后，调整后 $R^2$为 0.757，说明模型 3 能够解释社会性价值 75.7%的 变异量，F 值为 222.800， P 值均小于 0.001，证明回归模型显著，且捆绑销售和时间压力的交互项标准化系数为 0.142，数值为正，p 值小于 0.001。

因此本研究得出结果，时间压力可以正向调节捆绑销售与冲动性购买之间的关系。

### 4.2 假设结果验证

具体的检验结果可以见表 4:

**表 4**

*验证结果表*

| 研究假设 | 验证结果 |
|---|---|
| 捆绑销售模式对消费者的冲动性购买行为具有正向影响 | 成立 |
| 捆绑销售模式对感知价值具有正向影响 | 成立 |
| 感知价值对消费者的冲动性购买行为具有正向影响 | 成立 |
| 心流体验在捆绑销售模式和消费者的冲动性购买行为之间具有正向调节作用 | 成立 |
| 时间压力在捆绑销售模式和消费者的冲动性购买行为之间具有正向调节作用 | 成立 |

资料来源：本研究整理

# 5.研究结论

## 5.1研究启示及措施

基于研究结果，结合市场的实际情况，提出如下建议措施:

（1）以消费者的需求为主要目标

商家应该制定正确的捆绑销售策略，以消费者的需求为主要目标，不同的消费者对商品有着不同的需求。所以，商家在制定捆绑销售策略时，应该以消费者需求的变化为主。对于销售商品的市场投放，商家需要紧贴消费者需求的变化。

（2）减少促销的频率

商家以捆绑销售形式进行促销时，次数不应该太多。并且商家需要加强捆绑销售商品的性价比，降低消费者对于捆绑销售商品的价格敏感性。在具体的捆绑销售商品定价方面，捆绑销售商品的价格，需要要低于单独销售商品的价格，可以使消费者感觉到捆绑销售商品的性价比更高。

（3）设置合理的时间限制

设置合理的时间限制来促进消费者的购买意愿。商家的促销活动可以引起消费者的关注，如果此时再加上合理的时间限制，会更加吸引消费者的注意力。商家在设置时间限制时，需要根据不同的促销产品设置不同的时间。如果促销时间太短，可能会导致大部分消费者来不及参与，从而反感限时促销活动，如果促销时间太长，促销活动可能会失去对消费者的吸引力。所以商家在进行促销时，要设置合理的时间限制。

## 5.2研究展望与不足

由于本人自身的学术能力和外在客观条件的限制，本篇研究仍然有需要改进之处以供自己或其他研究者进行参考，包括:

（1）问卷调查

本篇研究的结论主要基于问卷调查，而这种研究方法是建立在自我报告的基础上，并且由于疫情原因，只在网络上进行发放，从而在某种程度上会造成共同方法偏差。在以后的研究中，研究者可以增加调查样本的发放数量，丰富调查样本的范围，采用网络和纸质问卷相结合的发放方式增加样本的多样性，提高研究的可靠性。

（2）研究结构

虽然实证分析和讨论验证了感知价值、心流体验和时间压力变量的作用，但这并

不意味着消费者的冲动性购买只受感知价值、心流体验和时间压力的影响，也可能受到消费者个人需求、风险偏好、个人的情商等影响。因此，在后续研究中，研究者可以引入更多的变量进行分析，建立更完善、更有指导性的理论模型。

（3）影响因素

本篇研究意在探究捆绑销售对消费者冲动性购买的影响。在现实生活中影响消费者冲动性购买的因素还有很多，因此本研究得出的结果在现实的应用中可能会受到一定的限制。在未来的研究中，可以将影响消费者冲动性购买的更多因素加入研究范围内，与本篇研究的影响因素进行结合，从而更加完善的进行消费者冲动性购买的分析。

## 参考文献

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# The Impact of Short Video Content Marketing on Brand Activation in the New Media Era: Brand Image as an Intermediary Variable and Product Involvement as a Moderating Variable

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**Abstract**

With the change of The Times, the economic development and the emergence of new technologies, the old brands inevitably produce various discomfort with consumer demand.With the development of information technology, short video quickly occupies the global market. While weakening themselves, time-honored brands should face more and stronger rivals, so they should not be waiting.Use the characteristics of new media to activate the aging brand and bring more new brand image to consumers.This article will start from the content marketing of content, put forward suggestions on brand activation, hoping to bring some help to more time-honored brands.

**Keywords:** Short video; content marketing; brand image; brand activation

# 新媒体时代短视频内容营销对品牌活化的影响：以品牌形象为中介变量，产品涉入度为调节变量

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## 摘要

随着时代的变迁，经济的发展以及新技术的出现，老品牌不可避免地与消费者需求之间产生种种不适。信息技术的发展，短视频迅速占领全球市场，老字号品牌在自身衰弱的同时，又要面对更多更强大的对手，这种时候不应该在等待了。运用新媒体的特点，活化已经老化的品牌，给消费者带来更多的新品牌形象。本文将从内容营销方面着手，提出有关于品牌活化的建议，希望能给更多的老字号品牌带来一点帮助。

**关键词**：短视频；内容营销；品牌形象；品牌活化

## 1.文献综述

### 1.1 内容营销

内容营销在企业中的实践可以追溯到上百年前,但在学术界仍然是一个较新的概念。Pulizzi and Barrett (2009)界定内容营销为企业通过制作和传播多样化的教育性或娱乐性内容来吸引并留住客户的手段。。赖元薇(2017)在整理国内外有 UG 理论研究基础上阐述了用户挑选社交媒体主要出于以下动机，分别是功能性需求、社交需求以及自我概念

需求的满足。新社交媒体的发展在满足消费者多样化需求的同时，也为内容营销注入新的活力，不同于传统常规营销策略，新载体下的内容营销倾向于创造更佳传播裂变价值。短视频内容营销内容下往往与点赞、评论、转发等特色互动形式和机制相联合，因此本文参考学者 Licb 和赖元薇有关内容营销的划分维度，结合实际背景，在功能性内容、娱乐性内容这两个维度基础上，选择社交互动内容作为第三个维度进行探讨。通过梳理已有的研究，其中功能性内容量表参照 Wiertz and Caroline(2007)的研究，娱乐性内容量表参照 Liu and Amett(2000)的研究，社交互动内容参照 McAlexander（2020）, Spotts et al(2009), and Barker(2009)的相关测量量表。

**1.2 产品涉入度**

针对产品涉入度测量，不同学者设计开发了不同的量表工具。Zaichkowsky(1985)最先设计了基于个人单维度的比较简单的测量量表。之后学者 Kapferer et al (1985)认为应该从多个维度解释产品涉入度，基于此，又设计开发了 CIP 量表，该量表共包含五个维度，分别是产品重要程度、产品愉悦程度、产品象征意义、风险概率和风险重要性。具体而言，产品重要性测量产品对消费者重要程度的高低; 产品愉悦度测量产品对消费者的享乐诉求和情感需求的满足程度;产品象征意义是测量产品能否帮助消费者实现自身地位的提高或者自身形象的提升与展现，进而更好的表达自我;风险概率是指消费者主观判断可能发生错误决定的可能性; 风险重要性是测量消费者为不当购买承担的风险是否重要，也就是这种风险在消费者看来是否是重要的或者在可承受范围内的。然而，在之后的研究中发现该量表在内部一致性以及量表效度等问题上还存在一些弊端。Mittal(1989)认为该量表涉及的五个维度只是影响产品涉入度高低的五个因素，因此提出不能用来测量产品涉入度的观点。后来学者 Zaichkowsky(1994)又重新开发了衡量产品涉入的 PRI 量表，该量表涵盖了重要程度、关联程度、贵重性、令人兴奋、趣味性等十项指标，通过后续验证，该量表在信度和效度方面效果较好，因此本文将结合实际研究，进行适度调整，继续在该量表层面上展开探究。

**1.3 品牌形象**

罗子明(2001)、陈柏棪(2018)综合心理学中的形象设计角度和消费者个人行为因素将品牌形象分类为品牌认知即消费者对品牌的主观认知产品属性认知即对产品硬属性和软属性的认知、品牌联想即消费者对品牌产生的情感和想法、品牌价值即品牌的使用价值以及品牌忠诚即消费者对品牌的偏好倾向五个方面。由于品牌形象自身的心理因素，品牌形象还具有多维组合性、复杂多样性，即某品牌形象不仅涵盖品牌产品的质量、外部特征以及来源地等还应涵盖消费者对该品牌的感知价值、价值评价以及品牌信任等。品牌形象的相对稳定性体现在确立品牌形象后，需要长期稳定的维持该品牌形象，百年老店能很好的解释品牌形象的这个特征品牌形象的可塑性和易碎性证实了品牌形象并非一成不变，还可以随着环境的变化如品牌丑闻或者正面影响事件而改变品牌形象。

**1.4 品牌活化**

Brown, Kozinet and Sherry (2003)围绕品牌内涵，提出品牌精髓、品牌故事、品牌矛盾、品牌社群这 4 大品牌活化要素。他们还指出在越来越不稳定的风险社会中,人们的怀旧情绪会越发浓厚，企业可以借机抓住消费者的怀旧心理，通过似曾相识的口号或标识，

将品牌经典元素重新注入产品中，让记忆中的美好点滴重新涌上心头，撩拨消费者个人情感”。通过学者们的案例分析和总结，品牌活化策略研究领域已经出现大量可供企业参考的方法建议。本文主要从媒体宣传方面入手，以短视频的高效传播对品牌活化的影响分析。

## 2.研究模型与假设

Katz and Lazarsfeld (1964)指出信息内容会对内容接收者的态度、意图和行为造成影响。McMillan et al (2002)...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。

RoseR (2013)的研究认为传递信息的价值性与娱乐性影响内容营销的实际效果，要想一定程度达到期望结果，需要两方面同时满足。金晓彤与赵太阳(2017)在探讨消费者对环保型产品的购买意愿研究中发现，环境保护描述性规范信息、产品环境知识信息企业社会责任信息皆可对购买意愿产生正向影响。根据扎根理论，高质量的网络互动利于提升用户体验，从而积极影响消费者的购买意愿。受众关于自我概念的认知和评估会进一步引导其行为，当产品或品牌同消费者的自我概念相匹配时，人们倾向于产生更强的消费意愿。

基于上诉分析，提出以下假设：

H1.短视频娱乐性对品牌形象有正面作用

H2.短视频功能性对品牌形象有正面作用

H3.短视频社交互动对品牌形象有正面作用

对于老字号来说，品牌特色形象是老字号核心价值的体现，正是老字号独有的文化内涵才使得品牌生长。产品包装是消费者了解品牌的最直接的方式，包装设计能凭借直接的视觉形象有效传达文化内涵。因此，设计师需要以老字号固有文化为基础，调用品牌传统，提炼出品牌最独特最本质的理念，通过情感诉求唤醒消费者的品牌记忆，增加被回忆的概率和频率，保留老字号核心价值的独特性和不可复制性。由此提出以下假设：

H4：品牌形象对品牌活化有正向影响。

自媒体内容营销可能会对品牌产生什么样的影响?有研究基于品牌故事内容展开探索，以实验实证了品牌叙事结构对消费者品牌形象感知的影响。Woodside et al(2008)...等从消费者心理和市场营销角度对品牌故事的内容进行分析发现，讲故事的形式能使品牌成为消费者心目中的偶像，从而唤醒消费者的品牌感知。汪涛(2011)等对讲故事与品牌建构和传播之间的关系进行了系统研究，以具体的品牌故事案例论证了讲故事如何成功塑造品牌从而影响消费者的品牌认知、情感和行为。Spotts(2015)等的最新研究也发现在品牌广告播放前后，品牌与消费者在社交媒体中的对话交流能显著增强消费者对广告中品牌的认知、关注和行为意向，从而对品牌产生积极影响。 Hollebeek(2014)等则在其关于顾客品牌参与的研究中，对以往顾客参与对品牌影响的文献进行了系统归纳，认为顾客在认知、情感、行动上的深度参与对消费者的品牌意识、注意度、品牌态度、关系和忠诚等方面具有显著正向影响。可以看出，现有属于内容营销范畴的关于对话、讲故事、顾客互动参与方面的研究，分别探讨和验证了三种内容形式对消费者品牌感知、品牌态

度等层面的影响，但他们往往只关注了其中的某一种内容形式，并没有结合自媒体对内容营销三种形式对品牌的影响进行对比。而就已有研究来看，不同形式对品牌的影响也不完全相同。因此提出以下假设:

H5:短视频功能性对品牌活化有正向影响

H6:短视频娱乐性对品牌活化有正向影响

H7:短视频互动内容对品牌活化有正向影响

Keller（1999）指出，改变品牌知名度是一种相对比较简单让品牌活化的方法，有时还需要对品牌形象做出调整，这种调整甚至有可能是根本性的改变。重塑品牌形象，可以通过增强品牌联想的强度、赞誉度和独特性而实现，也可以通过加强积极的品牌联想、淡化消极的品牌联想，同时创造新的积极的品牌联想。改善品牌形象，往往需要对品牌进行重新定位。在对品牌重新定位时，既要保留容易转换的顾客，又要找回流失的顾客;同时要识别新的细分市场，吸引新顾客。而在本研究中，品牌形象将作为品牌中重要的中介变量。由此提出以下假设

H8:品牌形象在短视频功能性与品牌活化中起中介作用

H9:品牌形象在短视频娱乐性与品牌活化中起中介作用

H10:品牌形象在短视频社交互动与品牌活化中起中介作用

钟宽仁(1989)认为产品涉入度会全面影响产品购买，在不同的产品涉入度中，消费者基于产品涉入度的差异，面对同一产品搜集信息的努力程度、面对该产品的消费态度都会存在差异，进而导致购买行为的不同。张雪琳（2010）指出当企业产品是体验类产品时，甚于自身的网络信息发布营销效果更好，顾客在采购体验品和搜寻品而言时庆取产品信息的拿到不同，关注这类产品信息也不相同，对顾客的购物行为也会有不同的影响。产品涉入程度是消费者对产品的介入度或者关联度，了解产品程度。企业会加强营销活动，通过营销刺激与广告等手段提升消费者的产品涉入度，而当信息接收者的涉入程度越高，判别信息正确与否程度的能力也越高，所以比较不易受到信息口碑传播的影响。产品低涉入时，消费者不了解产品，所以网络信息的影响会较大。由此提出以下假设：

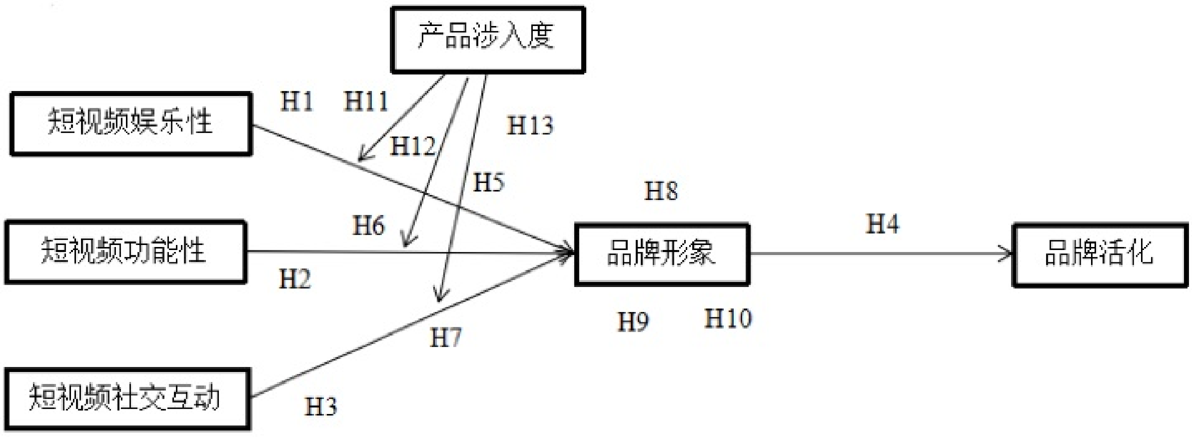
H11：产品涉入度在短视频功能性和品牌形象中起到调节作用。

H12：产品涉入度在短视频娱乐性和品牌形象中起到调节作用。

H13：产品涉入度在短视频社交互动和品牌形象中起到调节作用。

**图 1**

*研究架构*




资料来源：本研究整理

## 3.实证研究分析

### 3.1 测量和数据收集

本研究分别从内容营销三个维度展开探索，其中功能性内容指的是有教育意义且质量较高能够帮助消费者购买决策进行的有价值内容(Lieb,2012)，参考 Wiertz and Ruyter(2007)的研究。娱乐性内容指的是能够吸引用户，产生情感共鸣的内容(Lieb，2012)，参考 Liu and Amett(2000)的量表。社交互动内容是实现消费者情感诉求、交往与信息交流分享需要的内容(Quan-Haase，2010)参考 McAlexander(2002))相关研究。本研究采用以往的研究中的成熟量表，适当修正后使其符合本研究的相关情况，采用李克特五级量表，“1”代表“非常不同意”，“5”代表“非常同意”，得分越高表明内容营销越强。本研究采取问卷调查法被试人员一般为家人、同学、老师、朋友等人员，能够确保回收问卷数据的真实与有效。问卷设计主要透过各个变量的操作性定义与衡量问项之说明，发展出符合本研究的问卷。借助线上问卷调查工具问卷星进行发放，共发放问卷份数 600 份，收回问卷数量为 543 份，去除题项作答不完整等无效数据，最终有效问卷数量是 490 份，达到 81%的有效回收率。

### 3.2 数据分析

本研究运用 Spss24.0、Amos 等工具对收集的大样本数据进行处理、分析，检验本研究所提出的理论假设。

3.2.1 信效度分析

本研究返用 Cronbach's α 系数值来衡量各个变量的信度水平，得到内容营销中的功能性内容、娱乐性内容、社交互动内容和品牌形象、品牌活化、产品品涉入度等构念相应 Cronbach's α 指标值，分别为 0.889、0.909、0.851、0.886、0.880、0.902,结果均大于 0.7,说明测量量表信度较好，能够满足学术研究要求，各个构念 AVE 值均大于 0.5,同时组合信度 CR 值均大于 0.7，均符合要求，由此可以认为本研究各构念具有良好的收敛效度。

3.2.2 回归分析

3.2.2.1 主效应检验

首先验证功能性内容、娱乐性内容、社交互动内容、品牌形象四个变量之间是否具有直接因果关系，从下表中结果可以看出:功能性内容对品牌形象具有显著正向影响(β=0.831，p<0.001)，因此假设 H1 成立；娱乐性内容对品牌形象具有显著正向影响(β=0.674，p<0.001)，因此假设 H2 成立；社交互动内容对品牌活化具有显著正向影响(β=0.699，p<0.001),因此假设 H3 成立。具体见表 1。

**表** 1

*内容营销对品牌形象的回归分析表*

| | 品牌形象 | | | |
|---|---|---|---|---|
| | 标准化系数 | R 方 | 调整后 R 方 | F 值 |
| 功能性内容 | 0.831*** | 0.691 | 0.685 | 105.279 |
| 娱乐性内容 | 0.674*** | 0.454 | 0.443 | 39.132 |
| 社交互动内容 | 0.699*** | 0.488 | 0.477 | 44.831 |

注：***p<0.001,**p<0.01,*p<0.05

资料来源：本研究整理

其次验证功能性内容、娱乐性内容、社交互动内容、品牌活化四个变量之间是否具有直接因果关系，从下表中结果可以看出:功能性内容对品牌活化具有显著正向影响(β=0.607，p<0.001)，因此假设 H5 成立；娱乐性内容对品牌活化具有显著正向影响(β=0.529,p<0.001)，因此假设 H6 成立；社交互动内容对品牌活化具有显著正向影响(β=0.672,p<0.001),因此假设 H7 成立。具体见表 2。

**表** 2

*内容营销对品牌活化的回归分析表*

| | 品牌活化 | | | |
|---|---|---|---|---|
| | 标准化系数 | R 方 | 调整后 R 方 | F 值 |
| 功能性内容 | 0.607*** | 0.368 | 0.355 | 27.379 |
| 娱乐性内容 | 0.529*** | 0.279 | 0.264 | 18.216 |
| 社交互动内容 | 0.672*** | 0.452 | 0.440 | 38.748 |

注：***p<0.001,**p<0.01,*p<0.05

资料来源：本研究整理

该表验证了品牌形象正向影响品牌活化，标准化系数为0.688，显著性水平为0.000，假设 H4 成立。具体见表 3。

**表** 3

*品牌形象对品牌活化的回归分析*

| | 品牌活化 | | | |
|---|---|---|---|---|
| | 标准化系数 | R 方 | 调整后 R 方 | F 值 |
| 品牌形象 | 0.688*** | 0.474 | 0.463 | 42.304 |

注： ***p<0.001,**p<0.01,*p<0.05

资料来源：本研究整理

3.2.2.2 中介效应检验

要验证品牌形象的中介作用,首先要验证内容营销及其各维度内容对品牌活化产生显著影响，其次验证内容营销及其各维度内容能够对品牌形象产生显著影响，再次品牌形象能够对品牌活化产生显著影响，最后把品牌形象和内容营销及其各维度内容、品牌活化同时进行回归,若内容营销及其各维度内容对品牌活化的影响由原始的的显著变为不显著,则意味着品牌形象在内容营销及其各维度内容和品牌活化之间起到完全中介作用,反之若内容营销及其各维度内容对品牌活化的影响仍然显著,不过显著系数有所降低，则表明品牌形象在内容营销及其各维度内容和品牌活化之间起到部分中介作用，同时中介作用显著。

由下表可得知从功能性内容与品牌形象到品牌活化回归的过程中，功能性内容在品牌形象加入后并没有变得不显著，而且标准化系数还从 0.607 增加到了 0.664，同时显著水平低于 0.001，调整后的方差从 0.478 降到 0.455。因此品牌形象在功能性内容与品牌活化间完全中介，H8 成立。从娱乐性内容与品牌形象到品牌活化回归的过程中，功能性内容在品牌形象加入后并没有变得不显著，而且标准化系数还从 0.529 增加到了 0.560，同时显著水平低于 0.001，调整后的方差从 0.478 降到 0.459。因此品牌形象在功能性内容与品牌活化间完全中介，H9 成立。从社会互动内容与品牌形象到品牌活化回归的过程中，功能性内容在品牌形象加入后并没有变得不显著，而且标准化系数还从 0.672 增加到了 0.680，同时显著水平低于 0.001，调整后的方差从 0.545 降到 0.525，因此品牌形象在社会互动内容与品牌活化间部分中介，H10 成立。

**表 4**

*品牌形象直接效应检验*

| | | 品牌活化 | | | | | |
|---|---|---|---|---|---|---|---|
| 自变量 | 功能性内容 | 0.607*** | 0.664** | | | | |
| | 娱乐性内容 | | | 0.529*** | 0.560** | | |
| | 社会互动内容 | | | | | 0.672*** | 0.680** |
| 中介变量 | 品牌形象 | | 0.637** | | 0.651** | | 0.457* |
| $R^2$ | | 0.368 | 0.478 | 0.279 | 0.484 | 0.452 | 0.545 |
| 调整 $R^2$ | | 0.355 | 0.455 | 0.264 | 0.459 | 0.440 | 0.525 |
| F 值 | | 27.379 | 21.023 | 18.216 | 21.346 | 38.748 | 27.575 |

注： ***p<0.001,**p<0.01,*p<0.05

资料来源：本研究整理

3.3.2.3 调节效应检验

对于产品涉入度在功能性内容、娱乐性内容、社交互动内容和品牌形象之间的调节作用的验证，本文参考学者温忠麟和叶宝娟(2013)有调节的中介作用的检验方式，基于本文提出的研究假设,选择层次回归法探究产品涉入度是否在内容营销与品牌形象之间起到调节效用。在 Spss24.0 中，将品牌形象作为因变量，功能性内容、娱乐性内容、社交互动内容作为自变量，产品涉入度作为调节变量，若自变量与调节变量交互项的回归系数显著时，则表明存在调节作用，反之则不存在调节效应。同时考虑到共线性问题，因此再展开分析前先对自变量、调节.变量以及因变量进行标准化操作处理。

产品涉入度在功能性内容与品牌形象之间起到显著的负向调节效应，H11 因此成立。

产品涉入度在娱乐性内容与品牌形象之间起到显著的负向调节效应，H12 因此成立。

产品涉入度在社交互动性内容与品牌活化之间起到显著的负向调节效应，H13 因此成立。

结果如表 5 所示。

**表 5**

*产品涉入度调节检验*

| | | 品牌活化 | | | | | |
|---|---|---|---|---|---|---|---|
| 自变量 | 功能性内容 | 0.684 | 0.067 | | | | |
| | 娱乐性内容 | | | 0.439 | 0.281 | | |
| | 社会互动内容 | | | | | 0.465 | 0.405 |
| 调节变量 | 产品涉入度 | 0.241 | 0.299 | 0.407 | 0.508 | 0.350 | 0.396 |
| 交互项 | 功能*调节 | | -0.165 | | | | |
| | 娱乐*调节 | | | | -0.256 | | |
| | 社交*调节 | | | | | | -0.105 |
| $R^2$ | | 0.691 | 0.727 | 0.454 | 0.564 | 0.488 | 0.556 |
| 调整 $R^2$ | | 0.685 | 0.716 | 0.453 | 0.554 | 0.477 | 0.537 |
| F 值 | | 105.279 | 61.398 | 39.132 | 29.767 | 44.831 | 27.575 |

基于上诉研究，对本文所提出的研究假设进行归纳和整理，具体如表 6

表 6

*研究结果*

| 假设编号 | 研究假设 | 结果 |
|---|---|---|
| H1 | 短视频功能性对品牌形象有正面作用 | 成立 |
| H2 | 短视频娱乐性对品牌形象有正面作用 | 成立 |
| H3 | 短视频社交互动对品牌形象有正面作用 | 成立 |
| H4 | 品牌形象对品牌活化有正向影响 | 成立 |
| H5 | 短视频功能性对品牌活化有正向影响 | 成立 |
| H6 | 短视频娱乐性对品牌活化有正向影响 | 成立 |
| H7 | 短视频社交互动对品牌活化有正向影响 | 成立 |
| H8 | 品牌形象在短视频功能性与品牌活化中起中介作用 | 成立 |
| H9 | 品牌形象在短视频娱乐性与品牌活化中起中介作用 | 成立 |
| H10 | 品牌形象在短视频社交互动与品牌活化中起中介作用 | 成立 |
| H11 | 产品涉入度在短视频功能性和品牌形象中起到调节作用 | 成立 |
| H12 | 产品涉入度在短视频娱乐性和品牌形象中起到调节作用 | 成立 |
| H13 | 产品涉入度在短视频社交互动和品牌形象中起到调节作用 | 成立 |

资料来源：本研究整理

# 4.结论

### 4.1 短视频内容营销对品牌活化的影响

短视频内容营销对消费者心理存在显著正向影响，经验证得出短视频内容营销过程中，功能性内容，娱乐性内容，社交互动内容均会正向影响品牌活化。也就是说内容营销越强，品牌活化就能做得更好。线上购物环境无法避免信息不对称问题，由于消费者无法切身感知产品，所以会利用一切可获得的线索判断产品是否值得购买，而老字号品牌因为长久更能得到消费者的信任。老字号企业更应该把握机会，多做内容营销，携手忠实的消费者，勇往直前，再创新的辉煌。

### 4.2 品牌形象的中介作用

品牌形象对品牌活化也有显著的正向影响,同时内容营销三个维度内容即功能性内容、娱乐性内容、社交互动内容都可以通过品牌形象正向影响品牌活化。这意味着通过短视频内容营销拉近了品牌或产品与顾客之间的距离。当今时代消费者面临着海量信息与广泛选择，消费者与产品之间的心理距离普遍存在，企业可以通过多类型优质内容的输出，产生良好传播效果,建立起消费者对产品或品牌的好感和信任,从而降低消费者对购买风险的感知程度，进而引导其做出购买决策。

### 4.3 产品涉入度的调节作用

产品涉入度在功能性内容、娱乐性内容、社交互动内容与品牌活化之间具有负向的调节作用。无论是高涉入度产品还是低涉入度产品，内容营销中的功能性内容、娱乐性内容、社交互动内容都是消费者对品牌产生印象的可参考外部线索，影响消费者对产品或服务的价值评估。具体而言，相较于低产品涉入度，当消费者处于高产品涉入度情境

下，倾向于广泛搜集信息，决策周期较长，同时信息获取渠道相对较少，决策过程相对谨慎。此时虽然短视频内容营销可以通过有效传达信息，一定程度帮助消费者消除顾虑，但因为高不确定性和风险感知，短视频营销内容起到的效果不是特别理想。

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# The Impact of Short-Term or Long-Term Orientation of Cross-Border E-Commerce on Category Management Decisions under the New Retailing Mode

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**Abstract**

Taking the newly developed new retail model as the background condition, this paper studies the influence of the cultural dimension of long-term orientation on the category management decision-making effect of cross-border e-commerce enterprises. In terms of category management, from the perspective of consumer demand, it studies how to better build their own brands of cross-border e-commerce enterprises. In the context of highly developed information, cultural dimension plays an important role in the market. For cross-border enterprises, the problem of cultural dimension is more prominent. In the face of consumers from two or more different countries, making good use of cultural dimension will attract more domestic and foreign consumers. Facing consumers in different cultures, enterprises should make corresponding decisions to satisfy consumers in different cultures, so as to promote consumers in more countries to recognize their own corporate culture. Starting from long-term orientation, this paper takes consumers with large differences in long-term orientation indexes in China and Australia as the research subjects to conduct a sample survey, and quantitatively observe the degree of influence of long-term orientation on the effect of cross-border e-commerce management decisions by means of factor analysis and regression. It is also proved that consumers who prefer long-term orientation will make corresponding product pricing promotion and other category management decisions will have a positive impact.

**Keywords:**The New Retailing ; Short-term or Long-term Orientation ;Category Management Decisions

# 新零售模式下跨境电商长短期导向对品类管理决策之影响

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**摘要**

以新零售模式作为背景，研究长期导向这一文化维度对跨境电商企业的品类管理决策效果之影响，品类管理方面从消费者需求角度出发研究如何更好的打造自己跨境电商企业的品牌，跨国企业的文化维度的问题显得更加突出，面对两个甚至多个不同国家的消费者，利用好文化维度就会吸引更多的内外地消费者，企业面对不同文化下的消费者应当做出对应的决策来满足不同国家文化下的消费者，以此来促进更多国家的消费者认可自己企业的企业文化。本文以长期导向出发，通过因子分析及回归等方式来定量观察长期导向对跨境电商品类管理决策效果的影响程度。

**关键词：**新零售模式；长期导向；品类管理

# 1. 绪论

本文将针对近年来新发展的新零售模式这一环境下，跨境电商企业如何做出最优的品类管理决策进行研究，从消费者需求角度出发更好的打造自己企业的品牌。跨境电商这个行业发展至今已经逐渐到达顶峰，很难再取得突破性进展，而针对传统电商未来的发展问题，中国国务院 2016 年推出了《关于推动实体零售创新转型的意见》推动了新零售模式这种跨境电商的新模式，来指导电商未来及实体经济的创新转型。在这种新零售环境下，跨境电商在未来将会打破现状进入进新的时代。在这种注重消费者体验的新零售模式中，跨境电商不可忽视的国家之间文化维度问题将会在企业品牌的打造，品类的决策影响中占比不断增加。本研究主要针对国家文化维度中的长期导向和短期导向这一维度进行主要分析，将新零售模式这一定向发展的趋势作为自变量，企业的品类管理决策作为因变量，而不同国家文化维度中的长短期导向作为本文的中介变量来进行更详细深入的比较。以此来研究企业面对不同维度国家的消费者如何更好的做出品类管理决策，以及这一文化维度对企业品类管理将会产生什么影响进行研究。

**1.1 跨境电商研究背景**

**1.1.1 跨境电商研究背景**

跨境电子商务作为互联网高速发展与经济全球化的共同产物正在高速发展，跨境电商是基于网络平台来达成不同关境的主体能够进行贸易，进行电子支付，及跨区域物流的国际商业活动（成诚，2021）。

跨境电子商务正处于快速发展的过程中，它不仅突破了国家间交易的限制，加速了全球国际贸易的紧凑性，而且改变了传统的国际贸易惯例，实现世界经济全球化的转型。论文主要研究对象为跨国电子商务企业，基于当地企业向其他国家开展海外跨境业务的企业进行分析。在此次疫情期间，跨境电子商务遭受到了空前的挑战，货物进出口的限制，及停工带来的物流不畅，可能会使跨境电商遭受到供应链断链的风险。这也是当前经济背景下跨境电商所面临的挑战之一。

**1.1.2 跨境电商研究依据**

对于跨境电商来说近年来互联网的发展迅速，跨境电商方面的研究也越来越多，们的研究理论依据主要集中在以下几个方面: (1) 评价研究，如刘有升与陈笃彬(2016) 基于复合系统协同度模型构建协同评价模型，这是对跨境电商行业少有的模型贡献，同时，该研究还就跨境电商与现代物流之间的协同发展水平进行深入研究并做出建议评价; (2) 机制及转型，如 Pengyan (2018) 就跨境电商的内部机制进行研究并讨论跨境电子商务的发展与转型；(3) 发展现状、困境及对策研究，如何江与钱慧敏(2017) 探究了跨境电商与跨境物流协同机理，剖析二者协同现状与困境，并提出系列协同策略；(4) 基于国外经验建立数据库和资金服务与政策服务平台以及国际性购物平台(向磊，2016)；(5)新零售环境下电商物流配送优化路径分析（成诚，2021）等众多研究。

中国颁布的《贸易便利化协定》为电商跨境创造了优良的全球大环境，而中国现在的“一带一路”政策带动了中国与沿线国家的国际贸易，在此背景下，电商平台供应的企业不断扩大增加，其中较大规模的电商平台已经能使生产系统对市场需求变化做出快速使适应的柔性生产，提高资源的有效协调利用，使回向订单成为主流。阿里巴巴等一些跨境企业开始在国际上逐渐有影响力，在自己的跨境电商领域中不断发展国际市场。据统计，截至 2018 年中国跨境电商贸易规模达 90065.0 亿元，同比增长 11.6%，在 2020

年贸易总额已达到 117601.3 万亿元，同比增长 10.6%。

根据数据显示，亚马逊 2020 年第一季度财报营收达 754.52 亿美元，比去年 597 亿美元同期增长 26%，由 2018 到 2020 年的数据观察出即使疫情期间下，实体经济遭受重大打击，跨境电商行业依然能保持 25%以上的经济增长，相较于传统实体经济模式，电商领域有着巨大的优势，然而这背后依然有着不小的成本支出第一季度净利润为 25 亿美元，而去年同期的净利润为 35.61 亿美元，同比下降 29%（资料来源：中国零售业发展监测与分析报告）。

**1.2 新零售模式研究背景**

新零售模式这一概念最初是由中国国务院 2016 年针对电商行业未来发展及实体经济的转型做出的指导意见《关于推动实体零售创新转型的意见》发展而来。传统零售业单一的零售方式以及不能满足现在的市场需求，只基于线下实体店面进行经营活动已经被电子商务所带来的便捷性取代，黄英（2019）强调新零售并不是简单的对现有的电商或是实体经济的基础上进行升级，新零售模式更像是一种重塑，重塑了行业的业态结构，它创新性的整合了线上服务线下体验，并对现代化物流加以融合全面的对商品的生产销售物流进行重塑。新零售模式发展得益于大数据人工智能在今年来的快速发展。

新零售模式的发展趋势是必然的。当跨境电商行业发展到瓶颈，新的互联网技术的不断踊跃这一背景下，必然会出现新的技术来继续这一行业的发展，而新零售模式对于跨境电商来说就是最好的解决途径，同时也是对传统行业模式的新的挑战。

新零售模式不光是零售业与电商的改革，更是将消费者与企业之间联系起来，哪个企业能更有效的利用新零售模式，就可以在同行业中争取到更多的消费者也能在市场中分得更多的红利。

**1.3 长短期导向研究背景**

长期导向短期导向是文化维度中的一个重要维度，指的是某一文化中成员更加注重未来回报，对物质需求、情感等延时满足的接受程度。文化维度这一概念最早是 1980 年由国际文化合作研究所所长 Geert Hofstede 所提出，创新性的对文化因素进行定量分析，如果说将跨文化领域比作一道困难的函数，那 Geert Hofstede 所提出的文化维度理论就是为这一领域建立起了坐标系。这一理论起初只基于对西方文化进行了四个维度的研究，随后与加拿大对以中国为主的东方文化 23 个国家价值观调查的基础上才引入了以东方文化为主的长期导向短期导向（Long-term versus Short-term，LTO）这一文化维度。

长期导向作为 1987 年 Geert Hofstede 参考中国文化联结机构对 23 个东方国家做出的调查研究纳入的文化维度，对中国跨境电商及周边国家的发展在六个维度中占有最大的参考价值，同时也更利于对外宣扬中国文化，提高中国国际地位，使中国跨境公司企业文化也更容易被其他国家所接受。

**1.4 品类管理研究背景**

首先品类管理就是指企业包括零售商制造商等以商品品类划分的管理决策流程，相当于是以消费者为中心的对商品的决策思维。虽然是企业的决策流程，但是核心仍然是以消费者需求为中心。

品类对消费者来言就是可以互相替代的一类商品，企业如何从消费者的角度出发将

品类管理决策转化成消费者实际购买力是企业决策制定者要追求的目标，依据品类管理的国际定义，品类管理不仅仅是一个企业进行的决策，更偏向于一个供应链上的产业集群，让分销商和供应商共同合作，对商品品类组合促销以及其他策略来进行共同管理。这个决策强调两个中心，一是强调以消费者需求为出发点，二是强调合作性。他们共同协作将将整个商品品类以消费者需求为中心进行企业内部决策，实现共赢目标提高盈利能力（刘潇潇，2017）。而新零售模式这对于品类管理来说是最有利的商业环境模式，新零售模式不仅仅为供应商和分销商提供了有利的平台，并利用自身大数据及互联网技术为整个产业链带来大量的消费者数据支持，极为契合品类管理所需要的的所有条件。

**1.5 研究目的**

本文目的为研究跨境电商行业中长短期导向这一文化维度对品类管理决策效果的影响，跨境电商作为一种国际化商业活动，大大加快了全球经济一体化，作为互联网发展的新兴产物，一直是比较热门的话题，不断的有新的企业涌入，以及大型企业向这方面涉及，阿里、京东等大型电商平台无一不意识到跨境电商的发展潜力。但是在这个领域始终没有太大的进展，在此良好的发展前景下，新的疫情出现导致各国之间实体贸易出现严重的影响。路炜平与魏雪（2020）强调跨境电子商务平台一方面面临着极大地需求，同时，也面临着全球化不可避免的系统风险。新零售模式的发展无疑是现今跨境电商未来走向的最优选择，应对未来的大数据发展环境，国家间文化维度的重要性逐渐占据重要地位，企业面对不同文化下的消费者应当做出对应的决策来满足不同国家文化下的消费者，以此来促进更多国家的消费者认可自己企业的企业文化。

因此，当今全球化发展基本成型，在文化带动经济的大背景下，电商公司应该更为重视消费者对品类管理决策带来的的影响，尤其是对于跨国公司来说，如何更好的利用起文化维度对企业利益最大化是一个比较难以解决的问题。在科技时代，互联网技术给人们的工作和生活带来了翻天覆地的变化，零售业也是如此。零售企业与消费者关系的定位决定了企业商业模式的成败。新零售产业的概念产生，必须从创新的角度强调企业与消费者之间的互动发展关系 (Bing, 2020)。跨境电商企业如何将商品及服务贴近当地的文化需求。从文化维度方面利用不同地区消费者不同文化的特性来制定其适合当地文化的品类管理决策，例如：而本土化可以对冲全球化带来的风险，应用到跨境企业的营销决策中会解决大量的系统风险。增加当地消费者的认同感，来达到增加利益的目标。本文从文化维度中的长短期导向来出发，定量分析以此来证明一个国家长期导向越高则该地区针对消费者的品类管理决策效果越好。

**1.6 研究意义与创新点**

在查阅中国知网文献中发现，新零售模式这一行业研究集中在 2019 到 2020 年之间，属于前沿的行业模式。文献多数都是定性对新零售模式对跨境电商的一些定性影响，本研究创新性的通过调查数据建模等定量的方式来探求在新零售这一新环境下如何定量的对跨境电商企业造成影响，量化研究长期导向与该地区针对消费者的品类管理决策效果是否存在影响关系。

同时，本研究导入了文化维度中长短期导向这一维度来方便直观的体现跨境电商在不同文化维度下，对新零售模式的反应程度。也更方便将企业品类管理决策中的要素进

行量化分析。在品类管理决策方面，抓住以消费者需求为核心，通过消费者的购买行为来制定跨境电商的品类管理决策，从而更好的提升自己的品牌形象，企业一旦抓住了消费者的潜在购买需求，就会从情感上接近消费者，同时提高企业盈利，进行品类管理决策时也应当重视消费者潜在需求，并对企业决策做出相应的调整（徐芬，2020）。因此，本文研究不以供货商和零售商为研究对象而从消费者需求的角度出发，更容易使今后的零售商方面做出有针对性的决策。

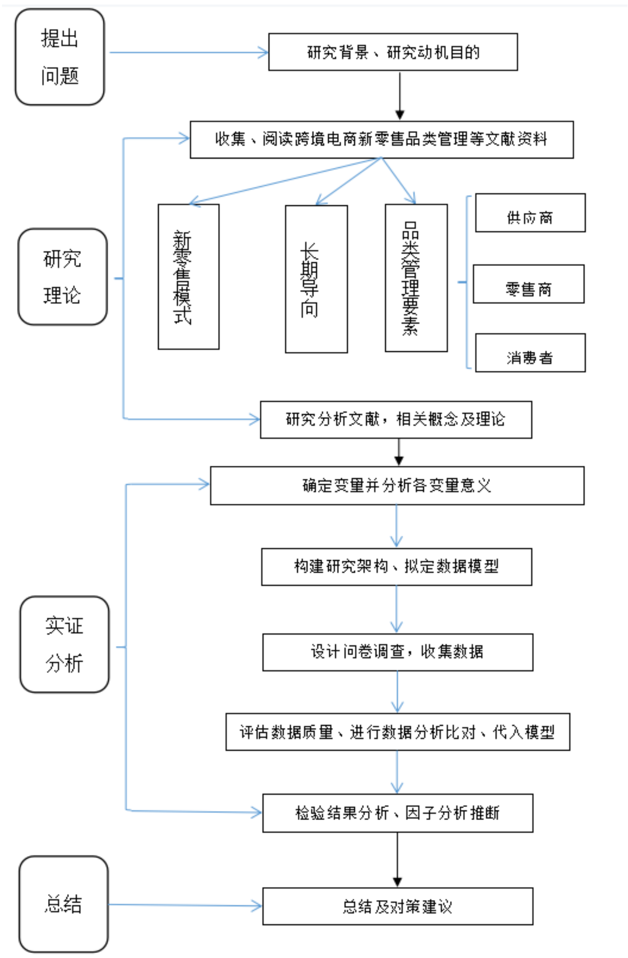
**1.7 研究流程**

本文想要研究的问题是新发展的新零售模式作为背景条件，研究长期导向这一文化维度对跨境电商企业的品类管理决策效果有何影响，因此，首先对文中各要素进行研究背景的调查，在对研究的问题背景了解清楚后明确研究目的为：从文化维度中的长短期导向来出发，定量分析以此来证明一个国家长期导向越高则该地区针对消费者的品类管理决策效果越好。

然后是针对各要素进行文献的查阅收集过程，分别对跨境电商、新零售模式、长期导向、品类管理等各要素进行逐一收集调查。文献收集完成后，再针对的文献将要素细分并确定研究变量，根据量表设计问卷并发放调查。下一步是将问卷回收，将收集到的数据利用 SPSS 进行数据分析处理。最后将分析结果进行总结，以此流程制作出图。

**图** 1

*研究流程图*



资料来源：本研究整理

## 2.文献综述

中国作为世界第二大经济体，不断吸引着外来投资者的进入，也不断有国内企业家走出国门，面相世界更大的市场。跨境电商在我国取得巨大成功的因素，包括融入当地文化，寻找双方均满意的战略协调模式等（咸杨，2016）。

### 2.1 跨境电商

跨境电子商务在全球正处于快速发展的过程中，它不仅突破了国家间交易壁垒，加速了国际贸易联系，而且改变了传统的国际贸易惯例，实现世界经济的转型，但对于电商这一行业来说已经很难再取得突破。近年来，与中国贸易总量增长乏力相比，新零售模式将成为未来我国对外贸易新的增长点（洪旭，2020）。截止至 2020 年，我国跨境电商的总营业额与预测值仍然以每年均速 50%的速度增长，自 2016 年国家提出新零售概念以来，截至到 2020 年，我国新零售行业收入占跨境电商总行业收入已达 30%（资料来源：中国零售业发展监测与分析报告）。

目前，跨境电商的发展存在着很多问题：例如不能完全保证产品质量、支付平台的安全性得不到保障、现物流技术落后导致商品流通缓慢（陈敏等人，2016）。跨境电子商务平台想要在大数据时代依靠互联网实现进一步地发展，就必须依靠新零售模式和提高跨文化意识来解决这些问题，而其关键就是企业品类管理决策中跨文化部门的企业文化管理。

周雨娴（2021）强调关于跨境电商在品类管理下数字化仓储的运营管理研究，该研究提到电商在现在环境中应当充分利用大数据技术，结合自身企业情况进行数据化仓储运营，作为商品流通的重要环节，数字化仓储在品类管理中也应该重视起来。

网络营销具有传统营销无法比拟的优势且不受时空限制，新零售的兴起更是将即将衰退的传统营销模式代入到了新的时代，跨境电商更是极大的方便了国际之间的贸易联系，使全球资源能够及时有效地整合和利用，加快跨国企业运转效率；具有高辐射性，能加速产业间的融合和发展，便于形成优质新兴产业；同时跨境电商具有快速传播的特点，加快企业之间的竞争；节省了市场淘汰不良公司的进程（李杨等人，2018），而这些优势即扩大了企业文化传播速度的同时使更多的消费者能更快的了解到企业文化，这就需要公司更加注重公司的品类管理决策来适应更广泛的消费者，扩大消费者购买力。

### 2.2 长短期导向

在文化维度中很难将一个维度单独取出来分析，因此，本研究着重研究长期取向这一维度的同时还会涉及到一小部分其他维度的内容。而长期导向与经济增长有着很大的关联性，它不仅反映出社会集群的长期规划，同时也反映了个体的消费习惯，长期导向一度被 Geert Hofstede 认为是当时促进东方文化经济发展的主要原因（李文娟等人，2011）。

以消费者长期导向来划分市场，是为我国本土企业和外资企业提供了细分市场的新变量（杨清云，2008）从现状出发看，本土企业和外资企业这种企业结构与跨境电商企业有着相似的企业结构，不关是内部员工组成还是面对的消费者都要面对不同文化下的群体。研究指出长期导向对消费者对品牌的喜好是存在正相关影响的，长期导向越高的国家，消费者对品牌的忠诚度就越高，对品牌的喜好程度越高。

### 2.3 品类管理决策

跨境电商的品类管理决策是一个较为复杂的问题，企业不仅仅要面对不同国家的消费者，甚至还有企业供应链上的供货商，乃至公司内部员工的一系列不同文化之间的矛盾与交融，因此，跨境电商企业要想制定出有效的品类管理决策离不开文化维度的支撑，更好的掌握跨文化来提高员工间工作沟通效率，同时也更容易吸引消费者。

所以，品类管理决策的关键还是要从消费者角度考虑，并在国际零售业上广受认同，这种消费者导向的品类管理更容易提高企业的核心竞争力，对能满足消费者需求，让消费者有良好的消费购物体验的商品进行品类定义，利用大数据对品类进行针对化的作业流程制定：企业策略-企业流程-企业组织能力-信息技术分析-协同合作的交易关系-评量表，以此来确定货架上的商品品类，这样才能使零售商真正满足消费者的潜在需求(晏凡，2018)。

在跨境电商平台进入新零售模式条件下，企业可以很容易通过大数据观察到消费者对商品组合的购买力以此来推测未推出之前的消费者潜在产品需求。并作为衡量依据来为跨境电商企业更好的做出品类管理决策。

### 2.4 研究假设

我们首先假设收回的有效问卷中数据真实可靠。对长期导向这个自变量的变化进行分析，通过文献研究及调查取样进行初步分析。

品类管理决策的先导是顾客因素。王正萍(2003)提出，想要制定最有利的品类管理决策，首先要掌握消费者分析结果，从顾客利益角度出发，长期导向越高则该地区针对消费者的品类管理决策效果越好。因此，假设方向对应着消费者最核心的利益要素同时对应划分维度，产品、定价促销及外部因素来进行假设研究，从之前做的研究来提取相应的假设进行数据分析，我们对新零售模式下跨境电商长短期导向维度对品类管理决策做出如下假设：

假设 H1a：新零售模式下长期导向正向影响品类管理决策要素中的顾客因素。

假设 H1b：新零售模式下长期导向越高的国家与顾客因素的正向影响越大。

假设 H2：新零售模式下长期导向负向影响品类管理决策要素中的定价因素。

假设 H3：新零售模式下长期导向正向影响品类管理决策要素中的促销因素。

假设 H4：新零售模式下长期导向正向影响品类管理决策要素中的外在因素因素。

假设 H5：新零售模式下长期导向正向影响品类管理决策总体效果。

基于上述假设，总结做出总体假设，长期导向这一文化维度会对品类管理决策效果存在正向影响，这也是本文主要研究的目的。

## 3. 研究方法与设计

自变量拟定霍夫斯塔德提出的不同国家的文化维度用来调节，在六个文化维度中，本文选择更直观的长短期导向这一文化维度来研究，以中国和澳大利亚的长期导向作为本文的自变量，我们将长期导向来作为自变量的变化标准，更直观的体现跨境公司在东西方不同文化或者同一文化维度国家这些不同环境下新零售模式这一环境对企业决策和发展带来的影响。

因变量本文拟定为品类管理中的各个要素，各个要素间因中澳两国长期导向变化发

生的变化，品类管理的定义为企业和供应商为了更好的提高销售水平，以消费者价值为出发点，根据消费者需求来对商品进行分类管理，以此来提高企业的销售能力和调高消费者的购物体验（王正萍，2021），这与新零售模式着重消费者体验的观点不谋而合。本文中品类管理营销决策的重心也是从消费者需求角度出发，因此本文的操作性定义决定以顾客导向为主以满足客户需求增加顾客价值为出发点来设计要素，从跨境电商的角度来设计问题，分别对产品（顾客）顾客因素，价格因素，促销因素、外在（社会）因素四个层面进行分析。

# 4. 总结

## 4.1 研究结论

经过研究分析可以看到，长期导向这一文化维度对品类管理决策存在着明显的正向相关性，新零售模式下长期导向越高的国家与顾客因素的正向影响越大时，由于现阶段新零售模式发展规模问题，暂未有更多数据支持为本文研究的遗憾点，新零售模式下长期导向与品类管理决策要素中的定价因素存在负向影响，和新零售模式下长期导向与品类管理决策要素中的促销因素存在正向影响。基于毛照昉（2021）学者的定价模型分析的结果来看，本文的假设 H2 未成立，说明新零售模式下长期导向与品类管理决策要素中的定价因素及促销因素均存在正向影响。新零售模式下长期导向与品类管理决策要素中的外在因素因素存在正向影响。在品类管理的外在因素方面，徐芬（2020）学者提出新零售模式下外在因素和社会刺激可以显著的影响消费者需求的内在因素，本文经过数据分析得证假设成立，验证了学者正确的观点。

## 4.2 研究贡献

在学术贡献方面，本研究证实了学者邵帅（2020）提出的观点，说明了新零售模式下品类管理决策与顾客因素存在正向影响关系，并通过了毛照昉（2021）学者的定价模型分析出长期导向正向影响品类管理决策的定价促销两个因素。验证了学者对品类管理决策方面的研究，并通过数据分析证明了长期导向正向影响品类管理决策。

在实务贡献方面，新零售模式下的跨境但是企业对长期导向之一文化维度的反应效果是不错的，跨境电商公司在做品类管理营销决策时，可以针对长期导向这一地区消费者的不同需求来制定相应的品类管理决策，可以取得不错的效果。

本研究对品类管理决策的制定者建议，在指定品类管理营销决策时应当注重文化维度的重要性，在长期导向维度方面，针对偏向长期导向的消费者对产品、定价和促销做出相应的决策来达到最优效果。

## 4.3 研究局限性

由于新零售模式这一新模式刚刚兴起，跨境电商的品类管理决策是一个较为复杂的问题，企业不仅仅要面对不同国家的消费者，甚至还有企业供应链上的供货商，乃至公司内部员工的一系列不同文化之间的矛盾与交融，因此，跨境电商企业要想制定出有效的品类管理决策离不开文化维度的支撑，更好的掌握跨文化来提高员工间工作沟通效率，同时也更容易吸引消费者。此外在数据收集方面仅有几家大型的跨境电商企业进行试推行，因此数据收集难度较大，调节变量等较难比较为本研究的不足之处。

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# Research on the Influence of Sports Event-sponsored Brand Communication on Consumers Purchase Intention

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**Abstract**

Since the end of the Second World War, the world has moved towards the trend of peace and development. The people of the world are no longer bothered by their material needs, but are increasingly seeking spiritual satisfaction, it also gave a new lease of life to sports during this period. Sports play an increasingly important role in today's society. First of all, sports have great help in improving the physical quality of the people. At the same time, with the progress of communication technology, the limitation of time and region has been broken down,the influence of sports has been strengthened, and sports events are often entertaining and sportsmanlikeand are therefore sought after by the public.The audience can often see a variety of sponsorship advertisements when watching sports events. There are more and more cases of brand communication by sponsors through sports events. Therefore, this study will be sports event sponsorship as the orientation, through factor analysis and regression and other ways to quantitatively observe the impact of brand communication on consumers' purchase intention.

**Keywords:**Sports sponsorship；Purchase intention；Brand communication

# 体育赛事赞助的品牌传播对消费者购买意愿的影响研究

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## 摘要

二战结束以来，世界格局迈向和平与发展的潮流，世界人民不再受物质需求的困扰，更多的转向追求精神层面的满足，这也让体育运动在这个时期重新焕发生机。体育运动在当今社会中扮演的角色越来越重要。首先，体育运动在提升国民身体素质方面有很大的帮助，同时随着传播技术的进步，打破了时间和地域的局限性，增强了体育运动的影响力，并且体育赛事通常带有娱乐性质以及体育精神，因此被大众所追捧。观众在观看比赛时往往能看到繁多的赞助广告，赞助商通过体育赛事进行品牌传播的案例越来越多。因此本研究将体育赛事赞助为导向，通过因子分析及回归等方式来定量观察品牌传播对消费者购买意愿的影响程度。

**关键词：**体育赛事赞助；购买意愿；品牌传播

## 1.绪论

本章节主要是交代了本论文将进行探究实验的研究背景，以及来做这次研究的研究目的。另外，本章节还需要探讨本次研究的研究问题，本次研究的实际意义以及对于现

实中的启示。本章节在最后部分展示了本次研究论文的研究过程、实验流程，以及分布情况。本文将针对近年来体育赛事赞助的案例进行研究分析，赞助商通过赛事攒足如何做出最优的提升品牌传播效果，对消费者购买意愿的角度出发研究体育赛事赞助对品牌传播的影响。

**1.1 研究背景**

随着 2022 年北京冬奥会的临近，未来五年将是体育产业发展的黄金时代。奥林匹克体育运动更是给体育产业带来了新的发展动力，全民体育再次反作用于体育行业，体育产业得到快速发展。当前，依据国家体育总局和国家统计局的数据统计结果显示，至 2019 年，全球各类体育行业的生产总值规模高达 29483 亿元，其增长价值高达 11248 亿元,增长百分比为 10.9，其中增长值的变化率更是达到了 11.6%。第三产业及其领域的进一步快速拓展主要得益于近年来体育产业的快速发展，由于近年体育产业结构的进一步优化调整，不仅大幅度提升了我国相关产业的经济附加值，同时也进一步有力推动了其他领域相关行业的快速发展。

因此，推进国民体育产业进步，可保障国民身心健康，保障 GDP 水平的良性增长。体育赞助商伴随着体育行业的进步和发展而强势崛起，并逐渐地成为体育融入实体经济的一个重要切入点。它给无数的企业带来了巨大商机的同时，也已成为我国体育产业发展的一个重要方面。消费者在心理程度上更易接受体育赞助形式所带来的产品。据统计显示，在过去的 16 年里（1996-2010）赞助营销的业务增长了 613%，与此同时促销费用和广告费用仅仅增长了 127%和 103%。由此可见，体育赛事赞助被越来越多的企业所追捧，从而提高品牌传播力，塑造品牌价值。

从体育赛事赞助商数量和数量的不断增长可以看出，企业越来越重视体育赞助的方向性，提升品牌传播效果。品牌是企业在 21 世纪发展的核心因素，越来越多的企业承认，拥有强大的品牌是企业竞争力的主要资源和必要的武器，因此，近年来，如何形成强大的品牌已成为各领域专家研究的课题。

对品牌传播策略的研究是一个复杂而漫长的过程，品牌传播的关键在于对品牌有一定的认知，并且认可品牌，愿意作出购买行为，品牌传播效果与消费者购买意愿之间存在的密切关系。随着近些年研究学者对体育赞助品牌与购买意愿的关系研究的扩大和深化，越来越多的人发现了品牌传播的价值所在。因此，随着体育赛事影响力扩大，无论对于赞助品牌商还是消费者都产生了一定的影响，而体育赞助对于观众的品牌认知及购买意向都值得本文进行深入研究。

**1.2 研究的意义**

**1.2.1 理论意义**

本研究在对已有体育赞助理论研究梳理的基础上，结合赞助品牌传播的具体特点，确定的赞助商品牌的传播效果分析理论模型，进一步补充了我国体育赛事赞助分析理论研究的不足，并为消费者购买行为与赞助商品牌的传播效果的关联性提供理论参考。

**1.2.2 实践意义**

本研究构建的赞助商品牌的传播效果分析框架，可以检验赞助商品牌对购买行为的影响程度，对于赞助企业具有一定的指导意义，有利于赞助企业对赞助计划的调整和把

控，检测赞助计划是否合理，为赞助商品牌下一次进行赞助赛事活动提供参考价值。同时，也为赛事主办方为以后的赛事遴选赞助品牌有一定的参考价值。

**1.3 研究目标与内容**

**1.3.1 研究目标**

在吸收、消化和借鉴相关文献研究的基础之上，构建一个以体育赞助品牌与消费者购买行为的关系为重点的的分析框架和计量模型。其次，基于对消费者的问卷调查数据，实证检验了体育赛事赞助品牌传播对消费者购买行为的相关性及其差异。结合实证分析结果，从宏观的角度提出优化品牌赞助策略、提升品牌传播效果的基本对策。

**1.3.2 研究内容**

本研究共分为六个部分。第一部分为绪论，主要阐述研究的背景、研究的意义、研究的思路、研究内容与研究方法；

第二部分为基础理论，包括相关研究综述，对赞助品牌传播、消费购买意愿等相关概念进行界定，对人力资本理论、就业理论等相关理论进行梳理与归纳总结以及研究意义、研究创新点；

第三部分为第三章研究方法与设计，定义变量，确定分析方法，并通过对前人的理论观点与实证分析进行推导与演绎，提出本文的假设条件与理论模型；问卷调查及研究结果分析，主要是利用调查数据采用回归分析方法对前面提出的假设进行实证检验，并进一步分析体育赛事赞助品牌传播影响消费者购买行为的作用机制；

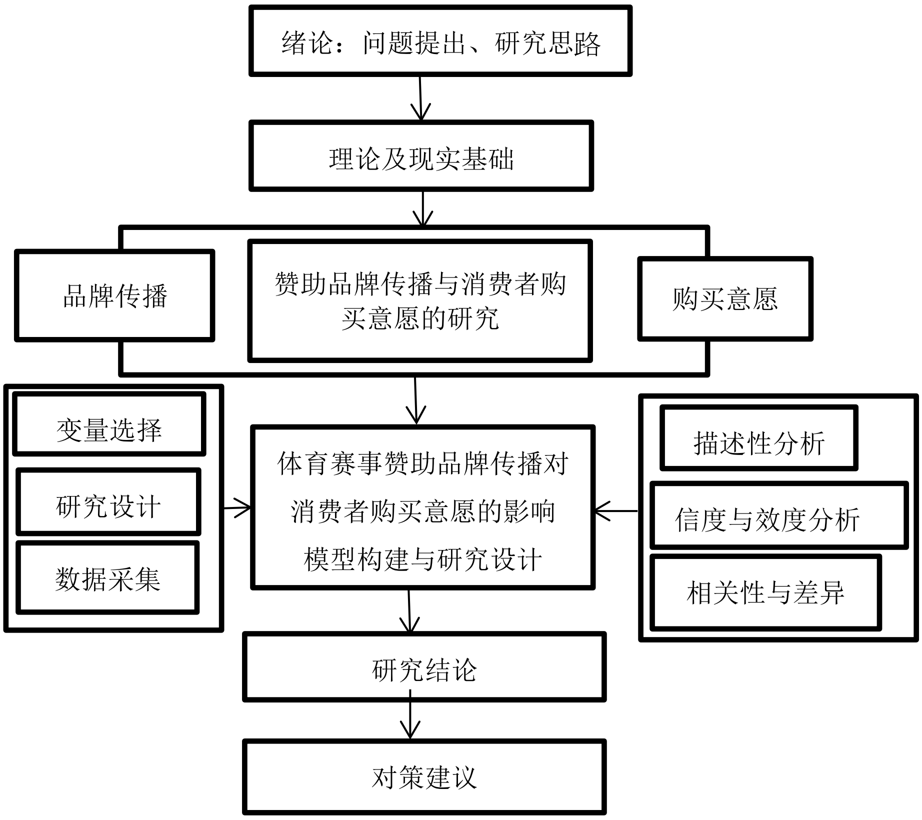
第四部分为研究结论、局限性与未来展望，对本文的研究成果进行总结，并基于研究结论提出相应的对策建议，以及对后续研究工作的展望。

**1.4 研究主要思路**

本文主要技术路径如图 1：

**图 1**

*技术路径*




资料来源：本研究自行整理

## 2. 文献综述

NBA 赛事 2019 年总决赛全美收视人数达到 1514 万、2019 年超级碗赛事全美收视人数高达 9850 万、18-19 赛季欧冠总决赛收视人数约为 7.2 亿，这也意味着体育运动背后蕴含着巨大的商机。体育市场的产生促使了体育营销理论的形成，越来越高的关注度让体育市场的规模在不断扩大，对于赞助商而言，如此规模的市场对于品牌而言必然有着较高的传播效果。

### 2.1 体育赞助与品牌传播的效果的关系研究

徐玖平与朱洪军（2008）指出企业在进行赛事赞助时，活动质量和契合度会影响企业的品牌资产，且活动质量和契合度与品牌资产之间存在相互作用。刘亚冰（2019）选取参与和感知价值作为中介变量，研究了商品房购买决策参与对购买意愿的影响，研究结果显示，参与及客户感知价值都对购买意愿具有显著的积极影响，顾客参与和感知价值在购买决策参与对购买意向的影响中起中介作用。

高小婷（2019）使用感知契合作为调节变量来探讨品牌资产对延伸产品购买意图的影响，研究发现，随着消费者感知契合程度的提升，越容易让消费者的态度实现转移，从而增强产品的购买意向。刘玉崟等人（2014）研究了体育赞助中赞助商的品牌熟识度和赞助方式对消费者品牌态度与购买意愿的影响，结果表明相比于独家赞助，非相似型多家赞助商共同赞助可以显著提高消费者对低熟识度赞助品牌的品牌态度和购买意愿，

但对高熟识度赞助品牌的品牌态度和购买意愿并没有产生显著影响。张永韬等人（2019）研究了体育赞助对赛事品牌资产的影响，赞助企业品牌资产对赛事品牌资产存在显著正向影响，具体而言，赞助企业品牌的感知质量、品牌忠诚度、品牌意识、品牌联想正向影响赛事品牌资产。Christoph Breuer 等人（2015）研究得出：消费者注意力是评估体育赞助效果的关键所在，因此，企业进行赞助活动时需要首先考虑如何有效地吸引消费者的注意力，从而提高消费者对该赞助品牌的记忆。

周宇翔（2013）通过研究耐克公司赞助中国高中篮球联赛发现，耐克通过赞助中国高中篮球联赛，在目标群体中获得了关注度和好感度，将自己的品牌内涵较为准确的传递给了球员、球迷、教练、以及家长，在他们心中树立起了一个健康、积极、拼搏努力的品牌形象，建立了一定程度的品牌忠诚度。倪园园（2017）针对大型体育赛事赞助商赞助效果建立了综合评价指标体系，认为包含经济效果、传播效果、品牌效果、社会效果 4 个一级指标和销售指标、投资效率、市场份额、媒体报道、传播印象、品牌价值、品牌信任、企业社会责任、企业形象 9 个二级指标以及销售量增长率、传播力度、品牌忠诚度、企业美誉度等 26 个三级指标。

**2.2 体育赞助与消费者购买行为的关系研究**

Madrigal（2000）对校际足球联赛的学生观众进行实证研究发现，观众的球队认同感正向影响球迷的行为规范和对赞助产品的购买意愿；Trail 等人（2000）研究显示，球迷对体育赛事的认同感越高，越有可能采取现场观赛、购买商品等行为。Jalleh（2002）及其团队通过对大量的数据进行分析得知赞助可以影响品牌知名和品牌态度，而健康赞助比所研究的商业赞助更具吸引力，其中的数据进一步证实社会影响活动中更多使用赞助的潜在用途。Pope 等人（2000）通过问卷调查法得出体育赞助对消费者的购买意愿会产生一定的影响这一结论。具体是体育赛事赞助活动会增强品牌的曝光率，改善赞助企业的形象并增加消费者的购买意向，与此同时消费者的购买意向也受到品牌自身和品牌熟悉度的影响。刘文彬（2007）基于中国高校在校生的数据，研究了体育赞助对消费者购买意向影响，研究表明体育赞助对消费者（学生）购买意向会产生积极作用,但是由于消费者的品牌偏好和价格敏感性等所存在的差异。付磊与蔡兴林（2020）研究了中国企业赞助俄罗斯世界杯，结论表明在签约事件窗口内企业获得正向的市场绩效,而在开赛日事件窗口内企业获得负向的市场绩效。百度指数与股票异常收益的关系,说明网络关注度对事件影响产生催化剂的作用。企业赞助大型赛事需要注重短期和长期的效果，采用营销组合的手段扩大赞助带来的影响和收益。

**2.3 赞助品牌传播与消费者购买意愿的关系研究**

Speed and Thompson（2000）表明赞助匹配对品牌联想有积极作用。公司和赞助活动的匹配度愈吻合，消费者对赞助公司的品牌、广告等的关注就愈多，他们的购买意愿就愈高。Deitz and Jaison（2012）运用情景模拟实验法调查南美校际体育比赛的大学生观众后证实，个体的球队认同、赞助商与体育赛事间的匹配度以及赞助商的赞助动机通过品牌认知和品牌态度的中介作用正向影响其对赞助产品的购买意向。Zaharia 等人（2016）对英国 CFC 足球俱乐部的球迷进行网络问卷调查发现，该俱乐部与其赞助商间的匹配度通过品牌认知和品牌态度显著影响消费者对赞助产品的购买意向及其实际

购买行为。Shahid（2017）及其团队通过研究认为品牌认知对购买意向产生正向影响。消费者更喜欢购买他们熟知的品牌，消费者总是不愿意购买新产品，如果消费者知道某个产品的任何不利信息，他将不会购买，因此公司必须非常努力地塑造正面形象以维持客户。Ilyas 等人(2020)认为顾客的品牌满意会对消费者的再购买意愿产生一定的影响。Ilyas 团队通过调研指出：在电子商务的领域中，品牌化是市场营销中必不可少的策略，消费者的回购会受到其满意水平的影响，但是并不会对回购产生明显的影响。朱翊敏与周延风（2013）通过研究了赞助事件中品牌熟悉度与赞助方式对消费者品牌态度与购买意愿的影响认为品牌单独赞助时，消费者对低熟悉度赞助品牌的态度和购买意愿会显著提高，但对高熟悉度赞助品牌的态度和购买意愿则没有显著变化。当两个品牌共同赞助某一事件时，消费者对低熟悉度品牌的态度和购买意愿会显著降低，而对高熟悉度品牌的态度和购买意愿则没有显著影响。徐夕珵（2019）增加赞助商在运动员微博上的赞助曝光,提升粉丝们在运动员微博上对赞助信息的获取程度,有利于品牌将赞助投资转化为有影响力的内容。实证研究表明微博平台上运动员赞助认知对购买意向有显著的正向影响，品牌资产对购买意向存在显著的正向影响。

### 2.4 评述

综上所述，关于赛事赞助品牌与消费者购买意向的文献研究也相对成熟。结合赞助体验-品牌认知-品牌满意-购买意向链条，梳理得出本课题研究变量的基本概念、测量维度以及各种变量之间的相互关系，为本课题研究后续工作开展提供了理论上的支撑，通过国内外相关学术文献进行梳理得出以下结论:

第一，国内关于赞助品牌传播与消费者购买行为的研究文献较少。基本上是选择其中一个维度来研究体育赞助。国外对赛事质量满意度行为意向链的研究较多，但所选取的量表大多比较陈旧，量表较新且相关领域较为认可的文献不多。

第二，由于近两年受到新冠疫情的影响比较大，由于体育赛事采用了赛会制度，没有任何现场观众，观赛群体进一步年轻化。未来几年，线上赛事转播的发展趋势相当明显。虽然不少学者提出了疫情后办赛的理念和做法，但这些建议的可操作性有待进一步研究。

第三，品牌传播与购买行为之间存在极大的关联性与差异性。品牌认知属于品牌的主要来源，品牌传播效果会受到各种因素的影响，一定程度上也会作用于消费者购买行为的影响。目前这方面的研究有待进一步探讨，需要从实证研究角度去论证两者之间的关系。

## 3.总结

### 3.1 研究假设

本研究在一定程度上补充了疫情后体育赞助、品牌传播和购买意愿等方面的相关文献，为体育赛事的发展和今后体育赛事赞助的选择提供了建议和参考，同时提出假设。

假设 H1：体育赞助营销下品牌传播效果正向影响消费者行为。

假设 H2：体育赞助型式的改变对消费者行为产生正向影响。

假设 H3：体育赞助传播正向影响消费者购买意愿。

假设 H4：体育赞助行为有助于品牌传播效果的提升。

**3.2 研究局限性**

本研究发放的问卷对象都是中国消费者群体，并没有国外的消费者群体，国外的消费者群体可能有不同的文化氛围。本研究的问卷发放基本上在线上发布，所收集到的样本可能有少许局限并不能概括到全部的工作群体。研究主要群体为观看体育赛事的消费者，因此数据收集难度较大，调节变量等较难比较为本研究的不足之处。

同时随着互联网的普及，精神文化需求的提高，电竞游戏因为门槛低参与性高、设备需求简单而受到青年一代的喜爱，游戏产业的发展让电子竞技登上时代的舞台，逐渐成为一条完整的产业链。本研究缺少对于电子经济赛事的赞助研究，对于传统体育赛事和电子竞技体育赛事是否不同本研究尚未可知。

**4.3 未来展望**

未来可以基于国外的不同消费者群体的消费氛围来研究与国内之间是否存在共同性和差异性。

未来研究发放问卷可以采用线上线下同时发放来保证能覆盖尽可能多的消费者群体。

未来研究可以增加研究变量，并考虑各个变量之间的相互作用，从而完善作用机制来提出更准确的理论模型与更有价值的实际意义。

未来研究可以对传统体育赛事和电子竞技体育赛事进行分类研究分析，分析两者对品牌传播效果以及消费者购买意愿的影响和差别。

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# Are Green Products Really Green? Research on the Impact of Consumers' Green Consumption Behavior Based on Perceived Deception and Perceived Trust

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**Abstract**

In the new era, green consumption has become the inevitable requirement of China's construction of ecological civilization. More and more domestic consumers begin to practice green consumption. The existing research on green consumption generally focuses on economics and sociology, emphasizes the influence of environmental value and personal psychological factors, and ignores the influence of consumers' green product cognition on green consumption behavior. This paper will explore the impact of consumers' green product cognition on consumers' green consumption behavior, and try to demonstrate that perceived trust and perceived deception have intermediary effects between green product cognition and green consumption, and discuss social norms as regulatory variables. Based on the existing research results and relevant theories, this paper puts forward research hypotheses and establishes a research framework. Although there is no sample survey and data verification, this study helps to improve consumers' awareness of green products and promote green consumption; It also provides a reference for enterprises to build a perfect green marketing system.

**Keywords**: Green products;Sense of trust; Perceived deception;  Social norms; Green consumption behavior.

# 绿色产品真的绿色吗？感知信任和感知欺骗对绿色消费行为的影响

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**摘要**

新时代，绿色消费成了中国建设生态文明的必然要求，国内越来越多的消费者开始践行绿色消费。现有对绿色消费的研究普遍侧重于经济学和社会学，强调环境价值和个人心理因素的影响，忽视了消费者绿色产品认知对绿色消费行为的影响。本文将探讨消费者绿色产品认知对消费者绿色消费行为的影响，并尝试论证感知信任和感知欺骗在绿色产品认知与绿色消费之间有中介效应，且把社会规范作为调节变量进行讨论。本文基于现有的研究成果和相关理论为基础提出研究假设，并建立研究框架图，虽未进行样本调查、数据验证，但本研究有助于提高消费者绿色产品认知水平，进而推动绿色消费；也为企业构建完善的绿色营销体系提供借鉴。

**关键词**：绿色产品；感知信任；感知欺骗；社会规范；绿色消费行为

# 1. 绪论

## 1.1 研究背景

近年来，随着我国社会经济的快速发展，人们的生活水平不断得到提升，人们对物质文明与精神文明的需求变得日益多元化、绿色化。我国已经进入消费全面升级转型的阶段，消费者购买安全放心的绿色产品的意愿不断增强。《中共中央国务院关于完善促进消费体制机制进一步激发居民消费潜力的若干意见》中也明确提出，坚持绿色发展，培育健康理性消费文化。提高全社会绿色消费意识，鼓励节约适度、绿色低碳、文明健康的现代生活方式和消费模式，力戒奢侈浪费型消费和不合理消费，推进可持续消费。随着“绿水青山就是金山银山”理念的不断深入，绿色消费早已成为各界间热烈讨论的话题和研究热点。然而，现有的绿色消费研究主要集中在经济学和社会学的学科范畴，这些学科考察消费者的个体理性认知、价值判断、人格特征等因素对绿色消费的影响（Barr , 2007）以及绿色消费受社会规范、文化传统等宏观因素影响（Kim et al.，2012)，但单纯研究消费者态度、意愿等特性意味着对社会结构的形塑作用的忽视（Spaargaren & Van Vliet, 2000)。

此外，随着各种标有绿色标志的绿色产品不断推出市场，导致绿色产品鱼目混珠，而且其只要和绿色挂钩，价格还居高不下。加之监管不到位，消费者缺乏绿色产品认知等原因，导致绿色产品下的“伪绿色”现象凸显，不仅损害了消费者利益，也严重影响了消费者进行绿色消费的积极性，进而影响国家生态文明建设。已有研究表明，消费者在购买绿色产品时，对商品的感知利得和感知风险会共同存在，对绿色产品的真实性产生怀疑，从而影响其绿色消费行为。当前，Ren et al.（2020）认为，中国绿色消费发展中的不平衡以及不协调仍然是主要问题，如何推动社会生活以及相关消费领域的绿色消费转型急需考虑。

## 1.2 研究目的与动机

本文以 Ajzen（1991）提出的计划行为理论为基础，并结合 Ajzen and Fishbein（1977）行为推理理论等，以消费者对绿色产品认知影响的绿色购买行为为研究重点，并考虑消费者感知信任和感知欺骗对绿色消费行为中介作用，在研究过程中加入社会规范的调节作用，构造研究模型，以期再进一步丰富影响绿色消费行为理论研究的同时，找到影响绿色购买行为的源头，为有效促进绿色消费市场发展提供理论支持，也为全民参与绿色消费，促进国家生态文明建设做些贡献。

本文通过构造研究模型探究影响消费者绿色购买行为的因素作用，根据模型论证了解各因素的影响程度大小，并根据模型所得到的结论给予有效建议，以便更好的进行相关政策的制定以及策略的提出，推动绿色消费进程。

## 1.3 研究问题

已有的研究表明，消费者自身的心理因素、消费习惯、教育程度等因素会影响其绿色消费行为，但从生态环境部环境与经济政策研究中心发布的《公民生态环境行为调查报告(2020 年)》中发现真正践行绿色消费的消费者相对较少，从消费者角度出发探索绿色消费行为的影响因素仍有很大的探索空间。本文聚焦消费者对绿色产品认知研究影响绿色消费行为理论。同时结合价值观理论和计划行为理论，深入探讨感知信任和感知欺

骗的中介效应，和社会规范的调节效应。通过构建影响绿色消费行为理论框架图，分别进行分析并得出研究结论，提出促进消费者绿色消费行为的策略，对政府、社会和企业倡导绿色消费有一定的借鉴意义。

### 1.4 研究创新与意义

本文研究了消费者绿色产品认知对绿色消费行为的影响及其作用机制，进一步拓展了价值观念理论在消费行为学领域的研究。第二，本文创造性的通过中介变量感知信任和感知欺骗来研究影响消费者绿色行为理论，对研究绿色消费理论体系进行了补充和完善。第三，本研究充分考虑了社会规范的调节作用，未仅局限于消费者本人因素影响绿色消费行为，拓展了相关理论在绿色消费行为研究领域的应用。

## 2. 文献综述

### 2.1 绿色产品

“绿色产品”最先出现在 20 世纪 70 年代，它是世界各国为适应全球环保战略，进行产业结构调整的产物。由于发展历史不长，绿色产品至今尚无严格准确的行业标准，但从消费市场来看，目前得到公认的绿色标準包括以下三条：①产品在生产过程中少用资源和能源，并且不污染环境。②产品在使用过程中能耗低，不会对使用者造成危害，也不会产生环境污染物。③产品使用后可以和易于拆卸、回收、翻新或能够安全废置并长期无虑。Mostafa（2007）认为绿色产品是危害性低，可回收利用，并且不会产生能源浪费。国内学者商巍等人（1999）认为绿色产品从生产到消费者使用以及产品处理整个连续性过程不会对生态环境以及健康带来负面影响，并起到保护资源作用特性的产品；Song et al.（2019）认为绿色产品指产品生产时利用先进技术进行设计制造、满足环境保护的一系列要求、危害小资源利用高。

### 2.2 绿色消费、绿色消费行为

绿色消费研究最早出现于 20 世纪 70 年代，英国学者 Elkington and Hailes 最早正式提出绿色消费概念，并将其定义为避免使用危害健康、浪费资源、过度包装、捕杀动物和损害他国利益的商品的消费。国内学者 Liu（1999）认为绿色消费所面向的对象并不局限于绿色产品，只要对环境危害性更小的消费都被归纳为绿色消费。

对于绿色消费行为的概念，业界比较认同在广义和狭义两个层面进行界定。基于广义层面，Lao andWu（2013）认为绿色消费行为是指消费者在产品的购买、使用和用后处置过程中，努力减少资源浪费和降低环境污染，从而使其消费对环境产生的危害最小化的消费行为。绿色消费行为的狭义概念侧重于绿色购买行为，即消费者倾向于购买环境友好型产品，并且产品本身及产品生产方式不会对环境造成危害。如 Yan et al.( 2019)认为绿色消费行为是消费者对绿色产品的偏爱与选择其消费对环境产生的危害最小化的消费行为。

### 2.3 社会规范

社会规范是一种社会规则或者法律的遵从，这些规则可能是一些具体的法律或者政策，也可能是一种抽象的原则。Zhang andYe（2018）认为社会规范既可以是由社会力量发布的必须遵守的行为规则，例如：限塑令；也可以是内化了的个人意识，不受社会规

则的监督，是人们约定俗成的、源自于个人价值观的一些规则，例如：不随便乱扔垃圾。因此，社会规范可以影响消费者个人行为规范，促使形成保护环境、节约资源等行为，也可以使消费者获得更多绿色资讯，提升感知信任和识别感知欺骗的能力，从而会影响绿色消费行为。

### 2.4 感知信任

感知信任是买卖双方建立关系的重要基础，代表了消费者对商家的营销行为和推广产品内容的相信程度。Mayer et al.( 1995) 将感知信任划分为能力、善意、正直 三个维度。McKnight and Chervany( 2002) 在 Mayer 研究的基础上，增加了诚意、可预测性因素。国内学者朱彧( 2019) 则选取能力与善意作为感知信任因素进行探析。于宁（2008）从生命周期的角度探讨了消费者信任，认为消费者信任是和实体产品同样具有生命周期，提出了初始信任、过程信任和退化信任 3 个阶段过程。企业推行绿色产品，进行绿色营销，倡导绿色消费，向消费者描绘企业绿色发展愿景，传递实现企业绿色转型信号。但由于信息不对称，消费对绿色产品的信任程度可能会对消费响应起到一定作用。感知信任是基于双方存在的，在绿色产品盛行环境下，消费者对绿色产品的信任及认可度将是决定是否实施绿色消费行为。

### 2.5 感知欺骗

感知欺骗是指消费者认为商家有意操控信息内容或形式从而引诱消费者做出认知或行为改变的主观认知和心理判断（Riquelme＆Roman，2014）。感知欺骗是消费者的一种主观感知，是消费者在外部信息刺激下做出的一种主观判断。感知欺骗不一定涉及商家的有意操控，它只是潜在顾客对于商家提供的产品信息以及对商家本身的一种主观判断。学者指出对于产品信息的感知欺骗进行研究是具有现实意义的（Xiao & Benbasat，2011）。消费者在进行绿色产品消费时对产品是否真正绿色产生怀疑，并根据自身经验、认知、产品信息等主观判断是否受到欺骗，感知欺骗一般受消费者个人、消费情景、产品信息等因素影响。

## 3. 研究理论和研究假设

### 3.1 绿色产品认知对感知信任、感知欺骗和绿色消费行为的影响

Yadav and Pathak (2016)研究结果表明计划行为理论中消费者的主观规范变量以及知觉行为控制对于绿色购买意愿产生显著影响。Kim et al.(2012)提出消费者感知效力、参照群体以及对于市场感知行情会对消费者绿色消费行为产生显著影响。认知是个体内在心理活动的产物，是将活动中的信息和感情进行储存、编码、重构、形成概念和判断问题的过程。大多数学者将绿色消费认知界定为对绿色消费相关知识的认识和绿色消费意识两方面。一般来说，消费者对产品了解越深入，购买的可能性就越大。绿色产品也是一样，消费者认可度越高，对绿色产品的了解就更加全面、深入，从而对其产生感知信任，进而积极影响其绿色消费行为。因此，本文提出以下假设：

H1a：消费者绿色产品认知正向影响其绿色消费行为。

H1b：消费者绿色产品认知正向影响其对绿色产品的感知信任。

信任是营销领域最为关键的条件之一， 它是促成消费者购买意向的直接驱动力。

Morgan and Hunt（1994）认为成功的关系营销需要承诺与信任，并建立“关键中介模型，认为承诺和信任是导致关系营销成功的关键中介要素。Garbarino and Johnson(1999)认为顾客信任是将来购买意向的显著决定因素。Chen(2013)研究认为提高消费者的绿色感知价值、绿色满意度和绿色信任可以提高消费者的绿色忠诚。消费者是否会购买绿色产品，感知信任是主要的影响变量。感知信任在消费者绿色消费行为研究中占有非常重要的位置，消费者在进行绿色消费时，感知信任会简化其购买决策过程，正向影响绿色消费行为。因此，本文提出以下假设：

H2：消费者绿色产品的感知信任正向影响其绿色消费行为。

由于绿色产品认知既可以正向影响绿色消费行为，也对感知信任有积极影响，而感知信任也正向影响绿色消费行为。因此，本文可提出以下假设：

H3：感知信任在绿色产品认知和消费者绿色消费行为之间有中介作用。

随着市场上众多绿色产品的出现，消费者在进行选购时会产生对绿色产品质量的怀疑，以及对其所谓的绿色性也表示怀疑。尤其是近几年，消费者经常发现企业有“漂绿”行为，夸大地宣扬他们产品的环境友好性。Bonini et al. (2008)研究认为，消费者会遇到购买绿色产品的各种障碍， 包括缺少意识、消极感知、不信任、高价格和低实用性。Ginsberg and Bloom（2004）研究证明实践中企业的绿色营销并没有达到许多管理者和实践者的希望或梦想。在未取得消费者的绿色信任前，再多的绿色营销也很难促使消费者产生绿色购买行为。在消费者进行绿色消费时，如果产生感知欺骗，就会阻碍消费者形成购买决策，甚至会影响后续绿色消费行为。因此，本文提出以下假设：

H4a：消费者绿色产品的感知欺骗负向影响绿色消费行为。

学者们普遍认为，知识显著正向影响绿色消费行为，如果消费者拥有丰富的知识，其更有可能采取亲社会消费行为。但是，关于知识影响作用的认知并不一致，有学者指出，丰富的知识并不一定会促使消费者进行绿色消费行为。消费者拥有丰富知识，对绿色产品就会更加了解，在选择绿色产品时，首先会判断其是否真实，在缺乏信任情况下从而产生怀疑，容易认定为“伪绿色”，导致感知欺骗。

从以往文献的研究结论来看，消费者的感知欺骗程度越高，购买意愿越低。为了做出有效的购买决策，消费者需要拥有与绿色消费相关的信息，但是由于缺少可靠的绿色信息及绿色产品标准，这使得消费者对绿色产品缺乏信任，而且有些商家打着“绿色产品”的招牌其实并不是真正的绿色产品。生产商欺骗消费者，以较高的价格获取高利润。当消费者意识到被欺骗时会产生相应的负面情绪。一部分人会对绿色产品失去信任，开始怀疑其绿色属性的真实性并不愿再购买。因此，本文提出以下假设：

H4b：消费者绿色产品认知负向影响感知欺骗。

综上假设 4，本文可提出以下假设：

H5：感知欺骗在绿色产品认知和消费者绿色消费行为之间有中介作用。

### 3.2 社会规范通过对消费者绿色产品感知信任、感知欺骗的调节作用影响绿色消费行为

Schultz et al.(2008)通过研究发现，社会规范是资源保护一个很好的解释变量。王建明（2011）、Viscusi et al.（2011）研究发现，政府的相关政策能够显著影响消费者的相关绿色消费行为。Zhang and Ye （2018）发现社会规范通过激活个体的环境责任感来影

响绿色消费行为，即越遵守社会规范的人，其环境责任感也越强，从而也会进行更多的绿色消费行为。根据对以往文献的梳理，学者们一致认为社会规范能够通过激活个体的环境责任感来影响绿色消费行为，能够正向影响一些有利于环保的行为，也可以影响消费者个人行为规范，促使形成保护环境、节约资源等行为，从而以使消费者获得更多绿色资讯，提升感知信任和识别感知欺骗的能力，最终影响绿色消费行为。万松钱和鞠芳辉通过实验设计发现感知效力、社会规则对绿色产品购买意向产生显著影响，进一步作用于绿色消费行为。因此，本文提出以下假设：

H6a: 社会规范在绿色产品认知对感知信任间的正向影响关系中具有正向调节关系；

H6b: 社会规范在绿色产品认知对感知欺骗间的负向影响关系中具有正向调节关系。

**总结上述研究假設推论，整理如下:**

H1a：消费者绿色产品认知正向影响绿色消费行为。

H1b：消费者绿色产品认知正向影响其对绿色产品的感知信任。

H2：消费者绿色产品的感知信任正向影响其绿色消费行为。

H3：感知信任在绿色产品认知和消费者绿色消费行为之间有中介作用。

H4a：消费者绿色产品的感知欺骗负向影响绿色消费行为。

H4b：绿色产品认知负向影响感知欺骗。

H5：感知欺骗在绿色产品认知和消费者绿色消费行为之间有中介作用。

H6a: 社会规范在绿色产品认知对感知信任间的正向影响关系中具有正向调节关系；

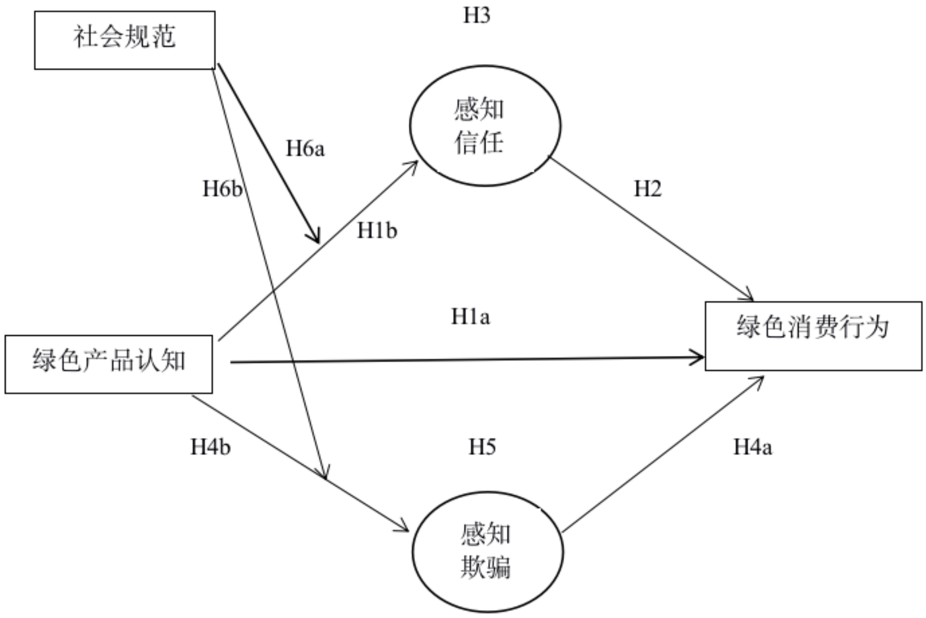
H6b: 社会规范在绿色产品认知对感知欺骗间的负向影响关系中具有正向调节关系。

## 3.3 研究架构图

本研究在阅读大量国内外文献的基础上，聚焦消费者对绿色产品认知研究影响绿色消费行为理论。同时结合价值观理论和计划行为理论，深入探讨感知信任和感知欺骗的中介效应，以及社会规范的调节效应，构建了影响绿色消费行为理论框架。在该框架中，通过研究绿色产品认知和绿色消费行为之间关系识别出感知信任和感知欺骗两个中介变量以及社会规范这一调节变量，拓展和完善了相关理论在绿色消费行为研究领域的应用。

**图 1**

*影响消费者绿色消费行为理论架构图*




资料来源：本研究整理

## 5.讨论

本文通过回顾绿色消费行为以及行为国内外研究，并阐述计划行为理论、行为推理理论等支撑，进一步完成本研究绿色消费行为影响因素模型的建立。本文对绿色产品认知、感知信任、感知欺骗对绿色消费行为的影响进行了分析，重点对感知信任、感知欺骗的中介作用和社会规范的调节作用进行了探索。本文基于现有研究和相关理论分析认为，绿色产品认知和感知信任对绿色消费行为均具有显著正向影响；社会规范对绿色产品认知、感知信任、感知欺骗和绿色消费行为之间的关系具有显著的调节作用。 中介作用的分析表明，绿色产品认知对绿色消费行为的影响受感知信任和感知欺骗的中介作用。绿色产品认知有利于加强消费者绿色购买意向，从而影响消费者绿色消费行为。

## 6. 研究展望

（1）在条件允许下，本研究将继续深入研究，增加样本调查，并结合具体消费实践探讨如何激励消费者的绿色消费行为。通过发放问卷调查等方式取得有效数据，采用回归分析等工具进行假设验证，以支持该理论研究，这样结论会更有说服性、普遍性，也更易于推广、实践。

（2）本研究对绿色产品认知进行了概念界定，并将消费者感知信任和感知欺骗作为中介进行研究。认为，消费者的绿色产品认知是消费者通过学习或经验习得相关绿色产品知识，在消费过程中产生感知信任，会更加主动承担节约资源、保护环境，从而促使其进行绿色消费行为；但如果消费者在消费过程中产生感知欺骗，会阻碍消费者形成购买决策，甚至会影响后续绿色消费行为。

（3）本研究认为社会规范对引导消费者进行绿色消费行为有显著促进作用，政府应加强正面宣传，出台奖罚措施，增强消费者环保意识，促使绿色消费行为。

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# The Influence of Workplace spirituality on the Work Engagement: Exploring the Mediating Role of Harmonious Work Passion, the Moderating Role of Future Work Self-Salience Risk

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**Abstract**

As the extent to which workplace spirituality can provide a positive response to employees' achievement of future goals is unclear in empirical research, this study examines whether the positive impact of workplace spirituality can explain positive adjustments in employees' psychology and behaviour based on self-regulation theory. A total of 511 valid questionnaires were collected from employees of Nanjing enterprises in Jiangsu Province as the main respondents of this study, and the results were obtained through empirical analysis. The results show that employees with high workplace spirituality further increase their engagement in work by increasing their own harmonious work passion, and that future self-definition can positively regulate the impact of workplace spirituality on harmonious work passion and the impact of workplace spirituality on work engagement.

**Keywords**:Workplace spirituality；Harmonious Work Passion；Work Engagement；Future Work Self-salience Risk

# 工作场所灵性对员工工作投入的影响：探讨和谐式工作激情的中介效果，未来自我清晰度的调节效果

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**摘要**

由于在实证研究中尚不明确工作场所灵性对员工实现未来目标能够提供的积极反应程度，因此本研究基于自我调节理论，检验工作场所灵性的积极影响能否对员工心理与行为的积极调整做出解释。本研究以江苏南京企业员工为主要调查对象，共收集有效问卷511份，通过实证分析得出其结果。结果表明，具有高工作场所灵性的员工通过提高自身的和谐式工作激情，进一步增加了自己在工作中的投入程度，未来自我清晰度可以正向调节工作场所灵性对和谐式工作激情的影响以及可以正向调节工作场所灵性对工作投入的影响。

**关键词：**工作场所灵性；和谐式工作激情；工作投入；未来工作自我清晰度

## 1 绪论

### 1.1 研究背景

根据现有研究发现，工作场所灵性可以消除负面情绪所带来的影响。工作场所灵性可以缓解压力所导致的一些心理负面问题，如紧张、耗竭和抑郁等，提高员工的心理健

康水平(Kumar & Kumar, 2014)。Zou and Dahling (2017) 利用资源节约理论调查酒店与银行的员工，发现表面行为与主观幸福感之间的负相关关系是由工作场所的灵性所缓解。因此，工作场所灵性对于员工的积极引导作用毋庸置疑。Pradhan et al. (2017)认为，工作场所灵性使工作场所在员工之间建立了精神联系，在为员工提供有意义的工作概况的同时，指导员工的价值观与组织目标保持一致，以及教导员工更有同情心。根据自我调节理论，当一个目标被认为特别重要时，人们会选择对追求该目标最有帮助（或最强烈、最独特）的手段(Inzlicht et al., 2021)。因此在自我调节过程中，个体的信念和动机的重要性毋庸置疑。未来工作自我清晰度为个人提供了一种激励资源(Kao et al., 2020)，因此与其他员工相比，这类型的员工越会关注和重视与未来的工作自我相关的信息、行为和反馈，帮助个体设定更具挑战性的工作或职业目标，更容易促使个体进行更多的实践以实现理想的未来(Bai et al., 2020)。综上所述，本研究将基于自我调节理论，去探讨解释工作场所灵性给员工带来的有关心理与行为上的积极影响。

### 1.2 研究问题

当代员工个人的自主性和独立性也非常强，他们不再仅仅关注传统的薪酬激励，也更加追求精神上的安全感和满足感(Petchsawang & McLean, 2017)。对此，企业已经由对传统的“物质资源”的关注转变为对“人”的关注，企业想要拥有人才优势，不得不努力满足员工的内在精神需求，以提高员工工作投入，从而在增强自身对优秀新员工吸引力的同时保证现有员工队伍的稳定和活力(Vasconcelos, 2018)。与此同时，还有一些学者正致力于“工作场所灵性”与管理实践的整合以促进员工更有效地工作从而保证企业更加成功(Naseer et al., 2020)。虽然工作场所灵性可以与组织文献中的许多更发达的概念相关联，但该领域的研究仍然被认为是比较欠缺的(Rathee & Rajain, 2020)。因此本研究旨在以个体的自我调节作为理论基础，解释工作场所灵性对员工行为及情感状态的积极影响及作用路径，同时以未来自我清晰度作为一种用以区分的员工特质，观察员工内在动机在自我调节中的支持。因此本研究所探讨的问题有一下几点：

（1）工作场所灵性对工作投入有何影响；
（2）工作场所灵性对和谐式工作激情有何影响；
（3）和谐式工作激情是否具有中介作用；
（4）未来自我清晰度是否具有调节作用。

## 2 文献综述

### 2.1 工作场所灵性对工作投入的影响

“工作场所灵性是指一个工作环境能够让人认识到这份工作既有思想又有灵魂，能够在工作中寻找意义，能够渴望与他人建立联系 (Milliman et al., 2003)。工作场所灵性较高的员工可以感知到，工作与自己之间建立了精神联系，企业在为自己提供有意义的工作概况的同时，也可以感受到组织的目标和价值观与自己相同(Pradhan et al., 2017)。工作场所灵性的良性发展使员工自我价值得到实现，工作得到激励，同事之间更懂交流和分享，员工工作幸福感提升，团队协作能力得到提升，工作效率提高（张同全等，2017）。在职场中，员工如果感知到自己所做的工作是有意义的，并且可以从中获得自己的价值，

那么员工会从工作中体验到幸福感，同时也会自觉自愿的付出努力去解决工作中的问题，而工作投入正是一种积极的、充实的情感激活状态，可视为个体对自身生理、认知及情绪等多方面加以控制，调动自身对工作积极且持续输出的过程(Schaufeli & Bakker, 2010)。因此，本研究提出假设：

H1：工作场所灵性正向影响工作投入

**2.2 工作场所灵性对和谐式工作激情的影响**

在本研究中，工作场所灵性指的是员工可以从工作中体验到快乐与意义，自我价值的实现，并能将自己视为工作组织中的一份子，找到深层次的自我认同感和组织认同感(Pradhan et al., 2017)。工作场所灵性较高的员工会对其工作有很强烈的归属感，并认为自身工作是有意义的，工作和个人的内在生命价值是可以相互融合共同成长的。工作场所灵性给个体带来的积极感能够使个体感受到良好的情感，这种情感可能会加深个体的责任感，从而对工作抱有持续的热情与责任感(Inzlicht et al., 2021)，因此员工感知的工作场所灵性越高，可能会对工作表现出更多的热情，从而增强自身的和谐式工作激情。综上所述，本研究提出假设

H2：工作场所灵性对和谐式工作激情起正向影响。

**2.3 和谐式工作激情的中介作用**

根据 Bandura (1991)的理论，自我调节对外部环境影响有着一定的调节效果，并支持着个体进行贯彻目标的行动。个体通过预测未来行动可能产生的后果，而设定目标，制定相应的行动计划，而后以一种预期的、积极的方式激励自己并引导自己的行动。在自我调节的过程中，个人通过对环境进行认知，观察环境以收集相关的显性和隐性信息，并对信息进行理解和判断，对照自己的行为，选择保持或者改变行为以适应环境(Usher & Schunk, 2018)。Bandura (2001)认为自我调节是个体、行为及环境因素三者交互的结果。因此在工作场所灵性的环境下，个体感知到了工作机会与工作价值意义(Pradhan et al., 2017)，通过对工作环境的认知而感知到积极信息，预测到了未来的良好结果，因此员工可能会更愿意付出时间和精力到工作中去，提高自己的和谐式工作激情(Zigarmi et al., 2018)，如果员工对自己的工作充满和谐的激情，那么他们就会把这份工作当作自己的工作来对待在内心激情的驱使下，员工会在工作中付出巨大努力，并有强烈的使命感，能够提出建设性的建议或指出问题，以改进工作(Gao & Jiang, 2019)。和谐式工作激情刺激员工会在工作中投入更多的认知能量，从而增加工作投入(Ho et al., 2018)。综上所述，本研究提出假设：

H3：和谐式工作激情在工作场所灵性与工作投入之间具有中介效果得更多绿色资讯，提升感知信任和识别感知欺骗的能力，从而会影响绿色消费行为。

**2.4 未来工作自我清晰度的调节效果**

未来工作自我清晰度是指与个人在未来对自己的反映，反映了他或她对工作的期望和抱负 (Strauss et al., 2012)，为个人提供了一种激励资源。Oyserman and Markus (1990)认为，未来自我清晰度的个人可以用来控制和指导自己行动的动机资源，他们激励旨在改变和自我发展的自我指导行为，为个人提供了一个“指南针，也就是对未来工作的期望，所以积极的未来工作自我更能够促使个体专注于某个目标，调节行为的能力更强。

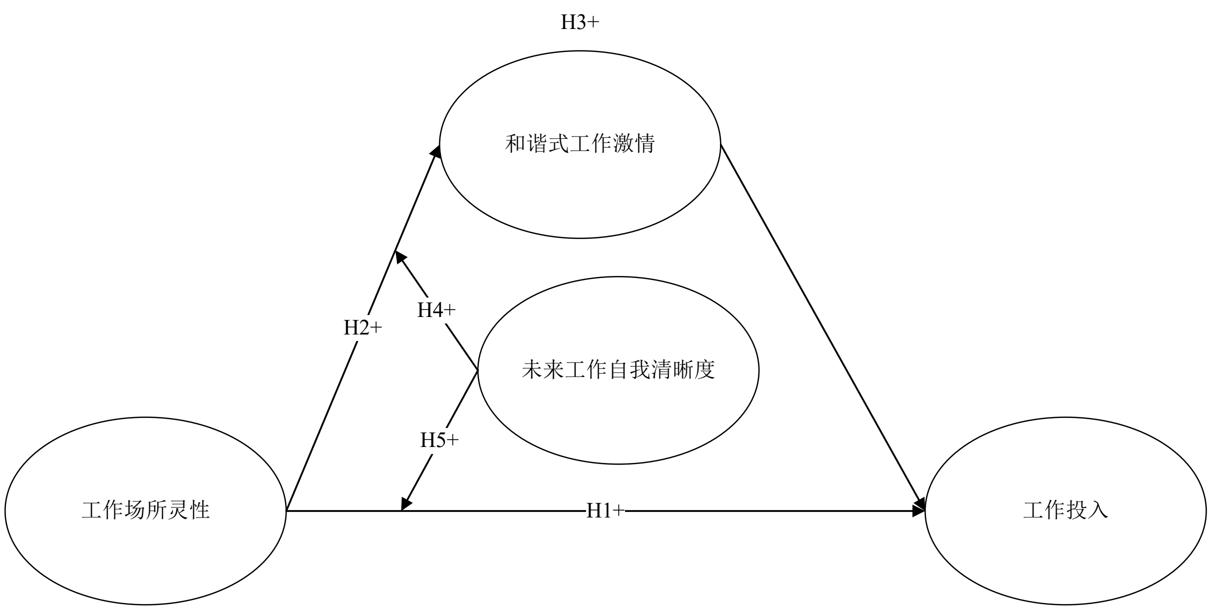
在本研究中，未来工作自我清晰度较高的员工往往对未来拥有远大的期望和抱负，他希望未来可以发展的很好，未来工作自我清晰度为个人提供了一种激励资源(Kao et al., 2020)，因此这类型的员工越会关注和重视与未来的工作自我相关的信息、行为和反馈，帮助个体设定更具挑战性的工作或职业目标，使个体能创造性地想象未来工作或职业的多样化可能性，也更容易促使个体进行更多的实践以实现理想的未来，进而扩展了个体的职业生涯发展路径(Bai et al., 2020)。所以当未来工作自我清晰度较高的员工感知到自己目前所做的这份工作既有思想又有灵魂，能够在工作中寻找到意义时(Milliman et al., 2003)，他相比于那些未来工作自我清晰度较低的员工，可能会付出更多的时间和精力来达到他们内心的理想状态，实现未来的规划。因此本研究提出假设：

H4：未来工作自我清晰度可以正向调节工作场所灵性对和谐式工作激情的影响。

H5：来工作自我清晰度可以正向调节工作场所灵性对工作投入的影响。

**图 1**

*研究框架图*




资料来源：本研究整理

## 3 研究方法与设计

### 3.1 研究对象与抽样方法

根据本研究的对象主要是针对中国江苏省南京市企业的员工。由于疫情原因，调查形式主要以线上为主，通过家里在高新技术行业的亲戚、朋友在他们工作的微信群进行发放问卷星电子问卷，为了让受访者更愿意的填答本研究的问卷，本研究采取红包奖励填答的方式进行。考虑到本研究资源的有限性，预计使用便利抽样方法进行，便利抽样可以快速的获得数据，成本和时间相比于其他的抽样方式花费较少(Smith et al., 1991)。

### 3.2 变量量表

工作场所灵性：本研究将采用 Milliman et al. (2003) 开发的工作场所灵性量表，采

用 Likert 5 点计分，表示“非常不同意”到“非常同意”。

和谐式工作激情：研究采取 Vallerand et al. (2003)的和谐式工作激情量表，该量表采用 Likert 5 点计分，表示“完全不同意”到“完全同意”。

未来工作自我清晰度：本文沿用 Strauss et al. (2012)的未来工作自我清晰度量表，该量表共计 5 个题项，采用 Likert 五点计分，让受访者自评自己的未来工作自我重视，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，说明受访者的未来工作自我清晰度越强。

工作投入：本研究借鉴 Schaufeli et al. (2006)的量表；根据 UWES 量表为参考进行修改的量表，用于工作投入的测量。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，员工的工作投入程度越高。

**3.3 数据收集**

2021 年 8 月到本年 10 月开始实施正式调研，调研对象主要针对中国江苏省南京市企业的员工，采取网上调查为主的数据获取方式。由于问卷采用的是必答题模式，题项空缺时，不能提交问卷，故此次问卷的回收率为 100%。此次正式调研累计回收 786 份问卷根据收回来的问卷，根据本次研究的相关问题，对问卷的筛选方式如下：其中剔除答题时间少于 170 秒、在工作中不需要与他人合作以及全部填写相同数字的无效问卷 275 份，最后有效问卷共 511 份，有效率 65.01%。

## 4.数据分析

**4.1 信度分析**

由表 1 数据可知，工作场所灵性 (Cronbach's α=0.879, >0.8)、和谐式工作激情 (Cronbach's α=0.878, >0.8)、未来工作自我清晰度 (Cronbach's α=.0.844, >0.8)、工作投入 (Cronbach's α=0.0.91, >0.9)，均大于 0.6。因此本问卷是有效可信的。

**表 1**

*变量及维度信度分析*

| 变量 | 题目数量 | Cronbach’s Alpha |
|---|---|---|
| 工作场所灵性 | 6 | 0.879 |
| 和谐式工作激情 | 7 | 0.878 |
| 未来工作自我清晰度 | 5 | 0.844 |
| 工作投入 | 9 | 0.91 |

资料来源：本研究整理

**4.2 验证性因子分析**

拟合效度分析目的是检验样本与模型的吻合度。模型适配度中简约适配指数的 2/df 低于 3、RMSEA、SRMR、IFI、TLI 符合指数，为就可以说明总体模型拟合度的吻合度较好（吴明隆，2009）。验证性因子分析结果表明，($\chi^2$/df =1.065; RMSEA=0.011;

SRMR=0.032; CFI=0.995)，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。

收敛效度的测量，一般取观测题项的平均萃取方差 (AVE) 和组合信度 (CR)。验证性因子分析结果表明，工作场所灵性CR=0.865，AVE=0.517；和谐式工作激情CR=0.878，AVE=0.509；未来自我清晰度 CR=0.845，AVE=0.523；工作投入 CR=0.910，AVE=0.531。CR 值与 AVE 值均符合要求(Fornell & Larcker, 1981)，表明本研究具有收敛效度。

区别效度分析目的是检验两两变数之间的区分性。变数的 AVE 开根数高于各个变数的相关性系数值，即可表明各个变数有可区分性。研究结果表明，各变量的 AVE 开根数，分别为 0.735、0.713、0.723、0.729，均大于两两变数的相关性系数，因此说明本研究的数据具有良好的区分效度。

**4.3 直接假设分析**

从分析的结果可知，将变量中的工作场所灵性作为自变量，而工作投入作为因变量进行分析。当人口统计变量与工作场所灵性回归模型 M2 后，M2 中工作场所灵性对工作投入的回归系数值 $\beta=0.327^{***}$ ($p<0.001$，$t=7.849$)。因此工作场所灵性对工作投入产生显著的正向影响关系，说明工作场所灵性越高，员工工作投入越高。同时，M2 的 $R^2$为 $0.128^{***}$($p<0.001$)，表示整个模型会工作投入解释程度为 12.8%，调整后 $R^2$为 $0.115^{***}$($p<0.001$)，调整后模型解释程度为 11.5%，F 值为 $10.507^{***}$($p<0.001$)，表示模型拟合良好。另外，DW 通常在 0-4 之间取值，当 DW 值越接近 2，则残差间自相关程度越小；当 DW 值越接近 0，说明正自相关程度越高；当 DW 值越接 4，则说明负自相关程度越高(Durbin & Watson, 1951)。M2 中的 DW 为 2.043，说明自相关程度很低。回归模型显著，因此 H1 成立。

将变量中的工作场所灵性作为自变量，而和谐式工作激情作为因变量进行分析。当人口统计变量与工作场所灵性回归模型 M2 后，M2 中有工作场所灵性对和谐式工作激情的回归系数值 $\beta=0.341^{***}$ ($p<0.001$，$t=8.145$)。因此工作场所灵性对和谐式工作激情产生显著的正向影响关系，说明工作场所灵性越高，员工的和谐式工作激情越高。同时，M2 的 $R^2$为 $0.121^{***}$ ($p<0.001$)，表示整个模型会和谐式工作激情解释程度为 12.1%，调整后 $R^2$为 $0.109^{***}$ ($p<0.001$)，调整后模型解释程度为 10.9%，F 值为 $9.926^{***}$ ($p<0.001$)，表示模型拟合良好。另外，M2 中的 DW 为 1.908，说明自相关程度很低。回归模型显著，因此 H2 成立。

**4.4 中介假设分析**

中介检验采用 SPSS 三步法进行验证中介效果。第一步，验证自变量对中介变量、因变量的影响是否显著。第二步，验证中介变量是否对因变量存在显著影响。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(Baron & Kenny, 1986)。

根据上述的描述，首先自变量（工作场所灵性）直接到因变量（工作投入）的关系，和自变量（工作场所灵性）到中介变量（和谐式工作激情）的关系已在前面的直接假设中验证，并获得支持。也就是说，本研究检验中介效果的先行条件都获得支持。

而最后在 M3 中，也就是中介检验的第三步，同时置入自变量与中介变量、控制变量。F 值为 12.433*** ($p < 0.001$)，表示模型拟合良好。调整后 R2 为 0.152***($p < 0.001$)，表示模型对工作投入的可解释程度为 15.2%；工作场所灵性(β=0.257***，$p<0.001$)与和谐式工作激情(β=0.207***，$p<0.001$ )对工作投入正向显著影响。工作场所灵性回归系数从 0.327（M1）降到了 0.257（M2），依然显著($p<0.001$)。因此，可以说明和谐式工作激情部分中介了工作场所灵性对工作投入的影响。因此本研究假设 H3 成立（结果如表二所示）。

**表 2**
*和谐式工作激情在有意义的工作与和工作投入关系中的中介作用检验*

| | 工作投入 | | 和谐式工作激情 | | 工作投入 | |
|---|---|---|---|---|---|---|
| | M1 | | M2 | | M3 | |
| | β | t | β | t | β | t |
| 性别 | 0.062 | 1.487 | -0.018 | -0.423 | 0.066 | 1.608 |
| 年龄 | 0.122 | 1.226 | 0.104 | 1.046 | 0.1 | 1.029 |
| 受教育程度 | -0.043 | -0.826 | -0.011 | -0.206 | -0.041 | -0.8 |
| 工作经验时间 | -0.064 | -0.721 | -0.074 | -0.832 | -0.048 | -0.559 |
| 职位 | 0.048 | 0.973 | 0.013 | 0.258 | 0.045 | 0.939 |
| 岗位类别 | -0.079 | -1.889 | 0.026 | 0.615 | -0.084* | -2.059 |
| 有意义的工作 | 0.327*** | 7.849 | 0.341*** | 8.145 | 0.257*** | 5.908 |
| 和谐式工作激情 | | | | | 0.207*** | 4.768 |
| R2 | 0.128*** | | 0.121*** | | 0.165*** | |
| 调整后 R2 | 0.115*** | | 0.109*** | | 0.152*** | |
| F 值 | 10.507*** | | 9.926*** | | 12.433*** | |
| DW 值 | 2.043 | | 1.908 | | 2.066 | |

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 调节作用检验

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 (Baron & Kenny, 1986)。在做乘积项之前，本研究通过相关数据分析工具先将自变量与调节变量进行标准化处理，再乘积。数据标准化处理可以有效的降低多重共线性问题。

首先检验未来自我清晰度在工作场所灵性与工作投入之间的调节效应分析，在 M2 中，本研究放入控制变量（性别、年龄、受教育程度、工作经验时间、职位、岗位类别）、自变量（工作场所灵性）、调节变量（未来自我清晰度），因变量（工作投入）。根据研究结果所示。在模型 M2 中，F 值为 16.481*** ($p<0.001$)，表示模型拟合良好。调整后 R2 为 0.195*** ($p<0.001$)，表示模型 M2 对工作投入可解释程度位 19.5%；同时，工作场所灵性(β=0.29***，$p<0.001$)与和未来自我清晰度(β=0.289***，$p<0.001$ )对工作投入

正向显著影响。在模型 M3 中，在添加自变量（工作场所灵性）和调节变量（未来自我清晰度）的两个交互项的回归方程后，F 值为 17.909*** (p<0.001)，表示模型拟合良好。调整后 R2 为 0.23*** (p<0.001)，表示模型 M2 对工作投入可解释程度位 23%；同时，结合回归系数得出自变量（工作场所灵性）和调节变量（未来自我清晰度）的两个交互项对因变量（工作投入）有显著的正向影响 (β=0.193***，p＜0.001)。由此本研究未来自我清晰度在工作场所灵性到工作投入的正向影响之间存在调节作用，结合系数正负可以得出该调节为正向调节。所以假设 H5 获得支持（结果如表三所示）。

**表 3**

*未来自我清晰度在工作场所灵性与工作投入之间的调节效应分析*

| | 工作投入 | | | | | |
|---|---|---|---|---|---|---|
| | M1 | | M2 | | M3 | |
| | *β* | t | *β* | t | *β* | t |
| 性别 | 0.075 | 1.7 | 0.062 | 1.561 | 0.077 | 1.957 |
| 年龄 | 0.141 | 1.344 | 0.086 | 0.911 | 0.09 | 0.968 |
| 受教育程度 | -0.048 | -0.874 | -0.013 | -0.256 | 0.01 | 0.203 |
| 工作经验时间 | -0.072 | -0.768 | -0.046 | -0.542 | -0.072 | -0.875 |
| 职位 | 0.044 | 0.847 | 0.07 | 1.5 | 0.076 | 1.652 |
| 岗位类别 | -0.07 | -1.571 | -0.106 | -2.647 | -0.096 | -2.448 |
| 灵性 | | | 0.29*** | 7.214 | 0.287*** | 7.299 |
| 未来 | | | 0.289*** | 7.141 | 0.319*** | 7.949 |
| 灵性×未来 | | | | | 0.193*** | 4.841 |
| $R^2$ | 0.021 | | 0.208*** | | 0.243*** | |
| 调整后 $R^2$ | 0.009 | | 0.195*** | | 0.23*** | |
| *F* 值 | 1.776 | | 16.481*** | | 17.909*** | |
| *DW* 值 | | | 2.073 | | 2.062 | |

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

最后检验未来自我清晰度在工作场所灵性和谐式工作激情之间的调节效应分析，在 M2 中，本研究放入控制变量（性别、年龄、受教育程度、工作经验时间、职位、岗位类别）、自变量（工作场所灵性）、调节变量（未来自我清晰度），因变量（和谐式工作激情）。根研究结果所示，在模型 M2 中，F 值为 12.427*** (p<0.001)，表示模型拟合良好。调整后 $R^2$ 为 0.152*** (p<0.001)，表示模型 M2 对和谐式工作激情可解释程度位 15.2%; 同时，工作场所灵性(β=0.313***, p<0.001)与和未来自我清晰度(β=0.214***, p<0.001)对和谐式工作激情正向显著影响。在模型 M3 中，在添加自变量（工作场所灵性）和调节变量（未来自我清晰度）的两个交互项的回归方程后，F 值为 11.617*** (p<0.001)，表示模型拟合良好。调整后 R2 为 0.158* (p＜0.05)，表示模型 M2 对和谐式工作激情可解释程度位 15.8%；同时，结合回归系数得出自变量（工作场所灵性）和调节变量（未来自我清晰度）的两个交互项对因变量（和谐式工作激情）有显著的正向影响 (β=0.088*，p＜0.05)。由此本研究未来自我清晰度在工作场所灵性到和谐式工作激情的正向影响之间存在调节作用，所以假设 H4 获得支持（结果如表四所示）。

表 4

*未来自我清晰度在工作场所灵性和谐式工作激情之间的调节效应分析*

| | 和谐式工作激情 | | | | | |
|---|---|---|---|---|---|---|
| | M1 | | M2 | | M3 | |
| | $\beta$ | t | $\beta$ | t | $\beta$ | t |
| 性别 | -0.004 | -0.094 | -0.018 | -0.432 | -0.011 | -0.273 |
| 年龄 | 0.124 | 1.176 | 0.078 | 0.802 | 0.08 | 0.82 |
| 受教育程度 | -0.016 | -0.291 | 0.012 | 0.226 | 0.022 | 0.428 |
| 工作经验时间 | -0.082 | -0.873 | -0.06 | -0.699 | -0.073 | -0.84 |
| 职位 | 0.009 | 0.168 | 0.029 | 0.611 | 0.032 | 0.665 |
| 岗位类别 | 0.036 | 0.8 | 0.006 | 0.141 | 0.01 | 0.252 |
| 灵性 | | | $0.313^{***}$ | 7.596 | $0.312^{***}$ | 7.589 |
| 未来 | | | $0.214^{***}$ | 5.14 | $0.227^{***}$ | 5.418 |
| 灵性×未来 | | | | | $0.088^{*}$ | 2.109 |
| $R^2$ | 0.005 | | $0.165^{***}$ | | $0.173^{*}$ | |
| 调整后 $R^2$ | -0.006 | | $0.152^{***}$ | | $0.158^{*}$ | |
| *F* 值 | 1.776 | | $12.427^{***}$ | | $11.617^{***}$ | |
| *DW* 值 | | | 1.883 | | 1.883 | |

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

## 4.6 讨论与分析

### 4.6.1 工作场所灵性对工作投入的关系讨论分析

本研究结果表明工作场所灵性及其所属维度对工作投入具有正向影响。工作场所灵性是指一个工作环境能够让人认识到人既有思想又有灵魂，能够在工作中寻找意义，能够渴望与他人建立联系 (Milliman et al., 2003)。根据本研究的结果表明，工作场所灵性的三个维度：有意义的工作、社区意识以及价值观一致性，均对工作投入具有正向的影响。也就是说当员工在公司工作的时候，工作能能够让他体验到乐趣、意识到自己已经是企业/团队的一份子，或者来自同事的关爱，以及自我的价值观与企业价值观一致的时候，员工会产生出对工作持续性的热情与奉献的一种心理状态。正如 Erdogan et al. (2011) 说的，如果该工作符合他们的价值观和兴趣，他们仍然会对此感到非常满意，进而负面态度/行为减少。若员工的价值观和组织价值观相匹配，这将激起员工对组织做出贡献，增加对组织的认同甚至增加员工的一些积极行为。

### 4.6.2 工作场所灵性对和谐式工作激情的关系讨论分析

本研究结果表明工作场所灵性及其所属维度对和谐式工作激情具有正向影响。也就是说，当员工在企业若能使员工产生对他们的工作感到有趣、同事之间相处友好甚至是认为自己已成为其中的一份子，以及员工的价值观和组织价值观相匹配，他们会对工作产生积极的情感评价及认知。这中积极的情感评价和认知，会员工会对工作充满激情，

并愿意主动投入精力和时间到工作中去(Zigarmi et al., 2011)。因为他们认为，如当员工与组织的精神价值观之间存在强烈的匹配时，会觉得自己的工作可以与我的生活很好的融合在一起，并在其中投入大量的时间。研究也表明鼓励工作场所灵性对个人乃至整个组织都是有利的。比如，当员工的价值观和他们对组织的精神价值观之间存在强烈的匹配时，就会产生更多积极的态度上的结果。事实上，那些认同并接受组织氛围中明显的价值观的员工，会对他们的组织和工作产生更强的依恋感，并持有更好的态度(Kolodinsky et al., 2008)。同样，有意义的工作与社区意识也是会产生更多积极的态度上的结果。有意义的工作是对工作的深层意义和目的感 (Milliman et al., 2003)，或者说工作给人们带来的意义和价值。认为自己的工作有意义的人，会表现出更积极的情绪，更低的焦虑和抑郁水平。此外，他们对组织更有内在动机、更投入、更满意、更投入。而社区意识是一种与同事的关系和联系感 (Milliman et al., 2003) 有助于培养归属感。例如鼓励和认可。而且，它们有相同的目标感或提高目标感，会使工作环境更加愉快。这些都会使得员工对工作产生积极的情感评价及认知。

**4.6.3 和谐式工作激情的中介作用讨论分析**

本研究结果表明和谐式工作激情在工作场所灵性与工作投入之间具有中介效果。工作场所灵性是通过在社区环境中进行有意义的工作来使个人表达内心生活的场所。也就是说员工个体以及组织内在的一种人生的认知，而这种认知是在团队中，依赖有意义的工作以及价值观一致性培养起来的。这种感受可以说是企业的企业文化。研究表明个人通过对环境进行认知，观察环境以收集相关的显性和隐性信息，并对信息进行理解和判断，对照自己的行为，选择保持或者改变行为以适应环境(Usher & Schunk, 2018)。因此在工作场所灵性的环境下，个体感知到了这份工作给他带来的乐趣，并且将团结精神作为工作中精神的一部分以及自我的价值观与企业价值观匹配程度很高。这种通过对工作环境的认知而感知到积极信息，预测到了未来的良好结果。也因此员工会对工作积极的情感评价和认知评价，并愿意主动投入精力和时间到工作中去。并且这种激情是一种动机性的自主的内在化，而不是情感上的或建构性上的。它引导个体选择从事自己喜欢的活动，会导致员工在工作上持久的和精力充沛的投入。

**4.6.4 未来自我清晰度的调节作用讨论分析**

本研究结果表明未来自我清晰度在工作场所灵性与工作投入之间具有正向的调节作用。未来自我清晰度高的员工，会对自己的未来有一个清楚的定位。因为未来工作自我清晰度被定义为一种积极的可能自我，它是指与个人在未来对自己的反映，反映了他或她对工作的期望和抱负 (Strauss et al., 2012)。这种定位可以为个人提供一种激励资源，使他们能够将他们的工作和职业与他们的价值观相一致。同时拥有清晰的未来工作自我的个体，更能关注或意识到外界中的工作自我相关的信息和反馈，并能以一种开放性的态度接收和理解这些信息，从而产生更多的主动职业行为和进取行为(Guardado, 2019)。因此，他们在工作的时候会觉得这是有意义的，因为他们会觉得这是在向理想的未来努力，对工作投入更多的时间以及精力，甚至于把个人的自我融入到工作中。同时，作为一种内在动机，会使个体产生一钟强烈的倾向，如激情。引导个体

选择从事自己喜欢的活动。所以当未来工作自我清晰度较高的员工感知到自己目前所做的这份工作既有思想又有灵魂，能够在工作中寻找到意义，相比于那些未来工作自我清晰度较低的员工，他们会对工作产生更多的激情以及工作投入。

## 5 结论

根据第四章的研究结果可知，所有假设全部成立。研究结果表明，具有高工作场所灵性的员工通过提高自身的和谐式工作激情，进一步增加了自己在工作中的投入程度，主要是因为具有较高工作场所灵性感知的员工，通过工作环境的识别认为自己目前所做的工作是有意义的，自己可以从中获得人生的价值，在此感知情境下，员工可能会表现出更愿意自发性付出很多时间和精力到工作中去的倾向，随着自身的和谐式工作激情不断的提高，那么他们将会把目前所做的工作当成自己实现人生价值的一部分，在内心自愿性激情的作用驱使之下，员工会实际的真正的去付出巨大的努力，从而增加工作投入。同时，研究结果还发现未来自我清晰度可以正向调节工作场所灵性对和谐式工作激情的影响以及可以正向调节工作场所灵性对工作投入的影响，主要是因为未来自我清晰度认知较高的个体，对于工作拥有比较长远的期望和抱负，当他感知到现在所做的工作是有意义和价值的，这个时候员工会更加关注和重视现有的工作，从而促使他更加的愿意投入更多的实践到此工作中。本研究基于自我调节理论，检验工作场所灵性的积极影响能否对员工心理与行为的积极调整做出解释，具有一定的理论创新和实践指导意义。

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# The Study on Brand Marketing Strategy of "Lancui" Wine

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**Abstract**

Brand marketing is an enterprise publicity strategy with brand as the core. If an enterprise wants to develop, it must carry out brand marketing and create enterprise brand image. With the improvement of Chinese people's living standards, wine is more and more popular with Chinese consumers. Ningxia Helanshan wine producing area is one of the internationally renowned wine producing areas, but its brand awareness is low and it is at a disadvantage in the international and domestic competition, which affects the expansion and strength of enterprises. Through the investigation of the current situation of "lancui" wine brand marketing, this paper finds out the problems existing in the company's brand marketing at the present stage, and puts forward targeted brand marketing strategies by using brand and marketing management theory, so as to provide reference for Lilan winery to improve and adjust brand marketing strategies.

**Keywords:** Wine Industry; Brand Marketing; Strategy Research.

# "揽翠"葡萄酒品牌营销策略研究

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## 摘要

品牌营销是以品牌为核心的企业宣传战略，一个企业要想发展，必须进行品牌营销，打造企业品牌形象。随着中国人民生活水平提高，葡萄酒越来越受中国消费者喜爱。宁夏贺兰山葡萄酒产区是国际知名的葡萄酒产区之一，但品牌知名度低，在国际国内竞争中处于劣势，影响企业做大做强。本文通过"揽翠"葡萄酒品牌营销现状的调查，找出公司现阶段在品牌营销中存在的问题，运用品牌及营销管理理论，提出有针对性品牌营销策略，为立兰酒庄改进和调整品牌营销策略提供参考。

**关键词：**葡萄酒产业； 品牌营销； 策略研究。

## 1. 绪论

### 1.1 研究背景

近年来, 随着经济全球化进展加快和中国市场经济的日益成熟，特别是中国经济持续快速增长，老百姓消费水平和生活品质快速提升，给中国葡萄酒行业的发展带来了巨大空间。自 2015 年起，中国葡萄酒消费呈快速增长态势，据国际葡萄酒组织（OIV）统计数据显示，截至 2020 年，中国已成为仅次于美国、法国、意大利、德国全球第五大葡萄酒消费市场。

中国宁夏贺兰山东麓葡萄酒产业凭借其独特的发展优势，逐步得到全球葡萄酒业界和葡萄酒消费者的认可。随着中国对外开放的不断扩大和深化，"一带一路"战略的实

施，越来越多的进口葡萄酒进入中国市场，给本土葡萄酒企业带来了明显的压力。市场竞争非常激烈。立兰酒庄作为贺兰山东麓葡萄酒核心产区一家葡萄酒专业企业。在葡萄酒销售大市场中，竞争压力越来越大，影响了立兰葡萄酒公司的发展和壮大。

### 1.2 研究目的

本文通过对立兰葡萄酒公司所属“揽翠”品牌葡萄酒营销策略和品牌建设现状进行全面分析，借鉴国内外葡萄酒营销和品牌建设方面的研究成果，运用品牌营销理论，找出立兰公司在葡萄酒品牌建设和市场营销方面存在的问题，提出在互联网和物联网飞速发展的当下，符合立兰酒庄“揽翠葡萄酒”的创新性营销策略和差异化葡萄酒品牌建设建议，助力企业创新发展。

### 1.3 研究意义

国内外葡萄酒营销理论研究者们在葡萄酒企业营销策略和品牌建设的研究方面做了大量工作，也取得了一些研究成果，但多数研究停留在传统营销策略和模式的完善和改进上。如何制定个性化的营销策略并能在竞争中取得竞争势优的研究较少。本文通过分析“揽翠”葡萄酒市场竞争环境，探索在互联网和物联网高度发展的条件下，葡萄酒营销策略的改进方案和新模式，为包括“揽翠”葡萄酒在内的宁夏本土葡萄酒品牌营销提供新的方法和路径，希望能为宁夏贺兰山东麓葡萄酒产业发展贡献一点力量。

### 1.4 研究流程与方法

本文遵循发现问题，分析问题，解决问题的思路来开展研究。通过对立兰葡萄酒公司员工的访谈和市场随机问卷调查分析来发现问题、梳理分析、开展研究，找出公司在品牌建设和营销方面存在的现实问题，确立研究方向。同时通过查阅疏理相关文献资料和国内外学者的研究成果，运用现代营销理论为立兰酒庄“揽翠”葡萄酒品牌建设和营销策略的改进提出可行的解决方案和策略建议。本研究主要采取的方法为文献分析法、问卷调查法和个案分析法。

## 2. 相关理论及文献探讨

本章主要介绍品牌营销相关理论和研究使用的波特五力理论和 SWOT 分析方法；分析近年来国内外学者在葡萄酒品牌建设和营销方面的研究成果。

### 2.1 品牌营销理论

美国市场营销协会（American Marketing Association）赋予品牌的定义是：品牌是由某个商品的名词、名称、设计或符号，也或是由其中几个的组成的组合体。品牌营销（Brandmarketing)是指让客户在市场营销过程中对企业品牌及其产品的一个认知过程。主要包括品牌的定位、识别、形象塑造和品牌推广等，其核心内容的是品牌定位和品牌识别。

品牌定位（brand positioning)是指建立一个与目标市场紧密相关的品牌形象的过程。Kotler 认为，品牌就是把产品、价格、促销、渠道结合到一起的粘合剂，核心内容是市场定位的 STP，包括市场细分、目标市场选择和市场定位。

品牌识别是指品牌运营者在规划品牌体系建设和设计其核心价值时，给消费者提供一个让其感触和了解企业的认知过程。品牌全面展示给消费者需要不断的调整和改变，这一过程称之为品牌形象塑造，核心内容包括品牌的知名度、品牌的美誉度和品牌的忠诚度。

品牌推广是指企业塑造自身及产品形象，得到消费者普遍认同的活动过程。品牌是企业之无形资产，是企业可持续发展的重要保证。著名品牌管理大师凯文·凯勒指出："虽然品牌的价值并没有列在企业的资产负债表中，但确是其他企业无法复制的、最具有价值的合法自产，是未来企业收益的保证"。

**2.2 研究分析方法**

PEST 模型是目前使用分析产业宏观环境的一种分析模型，包含政治（Political）、经济（Economic）、社会（Social）和技术（Technological）四个方面。

波特五力模型是迈克尔波特于 20 世纪 80 年代提出的一种企业战略竞争分析法，包括供应商的议价能力、购买者的议价能力、新进入者的威胁、替代品的威胁和同业竞争者的竞争程度五个方面。

SWOT 分析法是美国管理学教授韦力克首先提出的。它是将公司战略与公司内部资源及外部环境有机地统合起来用以确定企业本身竞争优势与劣势、机会和威胁的一种分析方法。其中，S（strengths）表示优势、W（weaknesses）表示劣势，O（opportunities）表示机会、T（threats）表示威胁。

**2. 3 国内外相关研究**

国内研究：

唐文龙（2012）通过研究分析中国葡萄酒行业相关数据，发现营销策略的差异化和个性化，是中国葡萄酒企业应优先选择的营销策略。

王显苏等（2017）从企业文化培育的视角研究葡萄酒生产企业，认为有效的企业文化建设可促进葡萄酒企业和行业的发展。

朱红等（2017）研究指出，随着国内葡萄酒市场快速发展，国内葡萄酒营销产生了策略误区，目前面临"低价陷阱"，葡萄酒营销企业需转变思路，共同创造健康市场环境。

张红梅（2014）就国内葡萄酒产业可持续发展问题提出了建议，加强原产地保护、培育葡萄酒文化可有助于葡萄酒营销可持续发展。

国外研究：

Lima(2009)研究了不同国家经济宏观经济政策变化对葡萄酒市场的影响，发现不同国家经济政策对葡萄酒市场影响不呈正相关关系。

Mowle(2015)指出良好的用户体验，可以有效增加葡萄酒的销量，有利于企业获得更多利润。

Ionescu(2015)指出葡萄酒生产经营企业开展的所有促销活动中，在线推广是一种新兴的而且非常重要的方法。

Stefanie(2014)分析了利用微博传播方式对外传达有关葡萄酒信息的行为对葡萄酒业的影响。为从事葡萄酒行业市场营销人员提供了有价值的见解。

从国内外葡萄酒营销方面的研究成果分析来看，研究无论从何角度出发主要是阐述怎样改进传统营销模式，针对在互联网飞速发展条件下营销策略的改进方面的研究开展的不多。本研究主要侧重提出互联网和物联网条件下葡萄酒品牌建设和市场营销的一些观点，力求理论创新。

# 3. 市场竞争者分析

本章主要针对立兰酒庄“揽翠”葡萄酒市场营销竞争者进行分析，阐明其面临的市场竞争环境，分析“揽翠”葡萄酒市场营销的优势、劣势、机会与威胁。

## 3.1 行业竞争分析

国外竞争者分析：FAO 统计显示：目前全球葡萄酒出口国家和地区达 110 个以上，最多的国家是法国和意大利，法国是意大利的两倍多，贸易值达 48 亿美元。近年来，我国葡萄酒需求持续增长，增长速度每年都超过 10%，国外葡萄酒企业正是看中了中国葡萄酒消费市场，积极开发中国市场。

国内竞争者分析：2015 年以来，中国酿酒葡萄种植面积变化不大，但产量出现了明显下滑。随之表现出的是消费下滑，从 2015 年的 157 万千升下降到 2019 年的 111.3 万千升。国内葡萄酒消费量下滑，使“揽翠”葡萄酒企业面临着生存发展更加困难，竞争压力更大。目前宁夏酿酒葡萄种植面积已达到 49 万亩，超过全国种植面积的 1/4，现已建成葡萄酒酒庄 101 家，年产葡萄酒总计 1.4 亿瓶，产值达 268 亿元左右。加之国内一些大型葡萄酒企业、国际知名葡萄酒企业纷纷进入宁夏，给“揽翠”葡萄酒这样的中小企业本就生存困难的状况雪上加霜。

## 3.2“揽翠”葡萄酒内部状况分析

立兰葡萄酒有限公司成立于 2013 年，葡萄种植面积 2400 亩，年产葡萄酒 400 吨，“揽翠”葡萄酒是酒庄的王牌产品，拥有 4 款产品，分别为揽翠·特级园红葡萄酒、揽翠·一级园红葡萄酒、揽翠·月光白白葡萄酒和揽翠·西拉红葡萄酒。产品主要定位在中档档次。**“揽翠”**葡萄酒生产、营销、财务状况。如表 1 所示：

**表 1**

*“揽翠”葡萄酒公司 2015-2019 年部分财务数据一览表（单位：万元）*

| | 2015 年 | 2016 年 | 2017 年 | 2018 年 | 2019 年 |
|---|---|---|---|---|---|
| 货币资金 | 6293 | 6002 | 4656 | 3140 | 2257 |
| 存货 | 1221 | 1293 | 4732 | 1720 | 4108 |
| 流动资产 | 13004 | 14009 | 10313 | 13078 | 7153 |
| 资产总额 | 15782 | 16684 | 17415 | 17798 | 18032 |
| 流动负债 | 5438 | 5384 | 4138 | 5067 | 3137 |
| 负债总额 | 5494 | 5439 | 4304 | 5119 | 3708 |
| 营业收入 | 9760 | 10005 | 10489 | 10807 | 11025 |
| 营业成本 | 4938 | 4575 | 4347 | 5135 | 5240 |
| 净利润 | 557 | 572 | 625 | 646 | 662 |

资料来源：宁夏立兰葡萄酒公司内部财务数据整理

企业偿债能力分析：通过对立兰酒庄财务数据分析看出，近几年企业的流动比率数据变化趋势平稳，始终保持在 2 到 3 之间， 说明企业负债规模比较合理, 在企业可控范

围之内。速动比率保持在 2 左右，是一个可以接受的状态，但在 2017 年速动比率下降较多，原因是存货增多。2019 年速动比率再次下降，降到 1 以下，这需引起重视，原因是存货再次大幅增加，其根本原因就是企业营销跟不上生产节奏。现金比率指标较为理想，说明企业具备足够的偿还短期债务能力。如表 2 所示：

**表 2**
*企业偿债能力分析表*

| 年份<br>指标 | 2015 年 | 2016 年 | 2017 年 | 2018 年 | 2019 年 |
|---|---|---|---|---|---|
| 流动比率（%） | 2.39 | 2.60 | 2.49 | 2.58 | 2.28 |
| 速动比率（%） | 2.16 | 2.36 | 1.34 | 2.24 | 0.97 |
| 现金比率（%） | 1.15 | 1.11 | 1.13 | 0.62 | 0.72 |
| 资产负债率（%） | 0.34 | 0.32 | 0.25 | 0.29 | 0.21 |

资料来源：宁夏立兰葡萄酒公司内部财务数据整理

企业盈利能力分析：盈利能力是指企业获取利润的能力，本文选取销售毛利率、销售净利率和资产报酬率三个指标来分析，相关财务数据如表 3 所示，可以看出，企业销售毛利率保持在 50%左右，和行业水平基本持平，但净利率维持在 6%左右，表明企业总体盈利能力不强。企业的资产报酬率呈缓慢上升趋势，说明企业资产总体得到合理利用。

**表 3**
*企业盈利能力分析表*

| 年份<br>指标 | 2015 年 | 2016 年 | 2017 年 | 2018 年 | 2019 年 |
|---|---|---|---|---|---|
| 销售毛利率（%） | 49.40 | 54.27 | 58.55 | 52.48 | 52.47 |
| 销售净利率（%） | 5.70 | 5.71 | 5.95 | 5.97 | 6.04 |
| 资产报酬率（%） | 3.53 | 3.48 | 3.58 | 3.63 | 3.67 |

资料来源： 宁夏立兰葡萄酒公司内部财务数据整理

企业成长能力分析：对企业未未来发展前景的判断可以通过企业成长能力分析来评价。本分析使用主营业务收入增长率，净利润增长率和总资产增长率这三项指标来衡量。相关财务数据如表 4 所示。企业三项指标数值普遍偏低，主营业务收入增长率低，说明企业产品市场需求欠佳，这与立兰酒庄近几年营销理念和营销策略密切相关。净利润增长率不高，说明公司经营业绩不好，获利能力和竞争能力较弱。总体分析，立兰酒庄成长能力较弱，发展速度较慢，亟需通过改变经营模式特别是改进营销策略实现跨越式发展，充分运用互联网和物联网技术，强化营销，减少存货，增加一定贷款盘活生产。

**表 4**
*企业成长能力分析表*

| 年份<br>指标 | 2015 年 | 2016 年 | 2017 年 | 2018 年 | 2019 年 |
|---|---|---|---|---|---|
| 主营业务收入增长率（%） | 2.24 | 2.50 | 4.83 | 3.03 | 2.01 |
| 净利率增长率（%） | 3.32 | 2.69 | 9.26 | 3.36 | 2.47 |
| 总资产增长率（%） | 3.38 | 5.71 | 4.38 | 2.19 | 1.31 |

资料来源：宁夏立兰葡萄酒公司内部财务数据整

### 3.3 “揽翠”葡萄酒营销环境 SWOT 分析

分析可以看出“揽翠”葡萄酒具有原料优势、地理优势和先进的生产工艺优势；存在资金短缺、物流成本高和生产管理经验不足劣势；具有消费需求潜力巨大和政府政策支持的机会；存在竞争对手实力雄厚、劳动力价格上涨、销售回款慢的威胁。“揽翠”葡萄酒应该充分利用自身优势，借助国家实施“西部大开发”和“一带一路”战略给宁夏带来的难得的发展机遇，制定符合自身发展的营销策略，做好立兰酒庄“揽翠”葡萄酒的品牌定位，强化企业成本管理，扬长避短，积极应对竞争者的威胁和面临的挑战。

## 4. 品牌营销现状及问题分析

本章主要通过对“揽翠”葡萄酒品牌建设和营销管理的现状进行全面阐述，分析梳理出“揽翠”葡萄酒品牌建设和营销策略上存在的主要问题。

### 4.1“揽翠”葡萄酒品牌营销现状

品牌定位与识别现状：

立兰酒庄产品定位在面向中等消费者的市场定位。这部分人群同样也是所有品牌葡萄酒企业争取的对象，竞争异常激烈。立兰酒庄目前开发了“揽翠”系列 4 款产品，其中，一款为中高端产品，3 款为中端产品。“揽翠”葡萄酒的商标设计着力体现中国文化元素和葡萄特征，以增强消费者的识别度。

品牌形象塑造及传播现状：

品牌形象塑造方面积极开展葡萄酒文化传播工作，积极开展网络推介。受资金不足的制约，企业对品牌在广告、媒体的宣传上的投入不足。特别是在互联网、物联网高度发展的当下，公司营销观念创新不够，没有很好利用电子商务平台来解决产品营销问题。

### 4.2“揽翠”葡萄酒品牌营销存在的问题分析

调查问卷基本情况分析：

营销调查问卷，随机发放 366 份，收回 350 份，有效问卷 326 份，有效率为 93.14%。结果显示：消费者年龄在 26-50 岁的居多，占比 70.6%；从收入情况看，收入在 3000-

5000 元的占被调查者的 60.4%；从学历看，本科及专科学历的占比较大；从职业看，企事业单位、大学生和和专业技术人员占比大，为 58.6%。从消费场所和场合看，有 71.3%的消费选择场所在餐厅和商务会所。有 59%的消费者注重品牌的重要性；不同人群对葡萄酒价格选择各不相同，家庭消费群体多选择 100-200 的价格区间。

“揽翠”葡萄酒的品牌认知度为 11. 8%，而西夏王、张裕、等知名葡萄酒品牌均在 50%以上，这些品牌中西夏王、类人首为宁夏本土品牌葡萄酒，张裕、长城为外省知名品牌产品，“揽翠”属于新创立的宁夏本地酒庄酒品牌，知名度均处于较低水平。说明立兰酒庄品牌在产品宣传上存在明显不足，消费者对企业产品的了解和体验存在很大局限性。市场调查分析看，受访者对“揽翠”葡萄酒认识和印象模糊，这说明公司在品牌宣传方面存在明显短板，产品品牌的名称和形象没有给消费者留下深印象，品牌形象展示推广工作，与知名品牌相比有明显差距。

经对问卷统计分析找出存在的主要问题是：品牌形象展现力度不够；品牌认知度和识别度低；品牌定位不清晰，性价比不合理。因此公司需要对品牌定位及时做适应性调整，降低价格，以最大限度满足中档消费群体。

## 5. 品牌营销策略改进对策

本章针对“揽翠”品牌葡萄酒品牌建设和市场营销提出品牌营销策略改进对策，创新提出公司在互联网和物联网条件下营销策略的改进策略。

### 5.1 品牌营销策略改进的原则和目标思路

品牌营销策略改进的原则：

一是将品牌营销作为公司发展的重要战略；二是制定品牌营销策略要符合企业实际；三是品牌营销要有创新性，需要凸显时代特点，要更加注重网络营销。

品牌营销策略改进的思路和目标：

一是品牌定位。根据产品的比较优势，确定市场目标群体，制定新的价格定位，增强品牌竞争力；二是品牌识别。优化改进产品包装、商标等，吸引消费者注意力；三是品牌整合营销传播。成立专门团队，将品牌传播渠道、网络新媒体等促销公关方式统一整合；四是维护客户品牌忠诚度，助力企业可持续发展。

“揽翠”葡萄酒品牌营销三步走目标：

短期目标:持续巩固银川市场，向银川周边地区辐射，提高产品在宁夏全境的知名度；中期目标:建立完善的管理体系，让企业和产品走出宁夏；长期目标:全面走向全国市场，把“揽翠”葡萄酒打造成全国性品牌。

### 5.2 营销策略的改进

品牌定位的改进策略：

酒庄应全面分析宁夏葡萄酒市场情况，坚持将品牌定位在生产品质优良的中档手工酿造酒庄酒，产品主要面向中产消费阶层人群。在互联网经济下应扩大到更广泛的中产消费阶层人群。“揽翠”葡萄酒目标市场定位要立足宁夏面向全国，充分利用互联网平台优势来达到扩大市场的目标。在价格的定位上，要适度降低定价，凭借酒庄酒优势，获得消费者的认知度和忠诚度。面对激烈的市场竞争，“揽翠”葡萄酒应在电子商务平

台与消费者积极互动，根据消费者的个性化需求，开发个性化产品产品，增加增值服务赢得消费者。

品牌识别的改进策略：

酒庄应积极组织开展葡萄酒品鉴体验活动，通过互动，让顾客充分感知品牌中包涵的产品品质和服务,提高消费者对品牌的认知度和忠诚度。产品包装应突出产区特色，提高档次，改进口感，满足消费者对高品质的追求。立兰酒庄应不断加强企业文化建设，让公司提出的“让中国人喜欢上中国葡萄酒”的愿景有效实现。

品牌传播和推广策略改进：

一是“揽翠”葡萄酒应重视广告宣传，内容要有创意，传播宣传方式应该更多元化，应在各大电商平台上架立兰酒庄公司的进口葡萄酒产品，从宣传策略上讲，关注年轻人，通过召集网红进行产品宣传，文化引导上可打造公众微信号，引导更多的年轻人了解葡萄酒文化，从而关注公司产品。公共关系传播策略方面，酒庄应积极参加各种线上线下大型商务活动及公益性的商务活动，大力开展公共关系传播工作。应及时调整促销策略，宜采取线上线下结合的方式进行。尤其是要注重线上方式的促销，对线上消费者开展送赠品、打折扣和积分兑换、产品折让等。

二是充分利用物联网技术建立快速安全的配送体系，立兰酒庄应将物联网技术尽快应用到其酒类产品的销售中，利用物联网技术的优势改善现在落后的销售经营管理，使酒类产品的销售管理与当代高新技术相融合，创造新的价值。

三是培养员工对公司和品牌的忠诚度，建设一支对企业忠诚对企业品牌忠诚的员工团队是最终提高客户对产品品牌忠诚度的基础性保障。立兰酒庄应强化员工忠诚度培养。

**5.3 结论**

葡萄酒产业是宁夏经济发展的重点产业，国家提出实施“一带一路”发展战略，为宁夏葡萄酒产业发展带来了机遇，“揽翠”葡萄酒只有确定符合市场和企业自身实际的品牌营销战略，树立互联网经济理念，充分利用互联网和物联网技术优势开展企业品牌建设和产品营销，才会为企业赢得更大的消费市场空间，为企业健康快速发展奠定坚实基础，才能在日趋激烈的市场竞争中有更广阔的生存发展空间，才能拥有更大的竞争优势，实现可持续性的发展。

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# A Study on the Perplexin Factors of Graduation Creation of Art and Design Majors in Chinese Colleges and University

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**Abstract**

It's very rare for college students to have contact with art creation after graduation. The purpose of this study is to explore the problems that Chinese college students majoring in art and design will encounter after graduation, and put forward corresponding countermeasures, so as to help students majoring in art and design successfully complete their college studies. Through interviews with 8 undergraduate students majoring in art and design (including four fresh graduates and four previous graduates) and 4 fresh graduate students majoring in art and design facing graduation, this study finally comes to the conclusion that the graduation creation problems of students majoring in art and design in Chinese colleges and universities mainly come from three aspects: unreasonable curriculum design, teachers' failure to fulfill their duties and weak mastery of knowledge.

**Key words:** Chinese Universities; Art Design; Graduate; Graduation Creation; Interview

# 中国高校艺术设计类专业学生毕业创作困扰因素之研究

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## 摘要

艺术创作不是易事，对于面临毕业，极少接触完整设计项目的大学生更是如此。本研究旨在探讨中国高校艺术设计类专业学生毕业创作会遇见哪些困扰，并提出相应对策，从而帮助艺术设计专业学生顺利完成大学学业。本研究通过对 8 名艺术设计专业本科生(包含四个应届毕业生，四个往届毕业生)与 4 名面临毕业的应届艺术设计类研究生进行访谈，最后得出结论，中国高校艺术设计专业学生的毕业创作困扰主要来源于课程设计不合理，教师职责缺失，学生自身经验不足这三个方面。

**关键词：**中国高校；艺术设计；毕业生；毕业创作；访谈

## 前言

艺术创作过程是一种审美创造活动的集合，它包含了创作者丰富的心理活动和感情活动，艺术创作复杂性和高级性的凸显就在于每一个设计者所处环境和思考方式的差异性、独立性。所有的艺术作品都有其独特的创作过程。艺术创作过程可以分为三个部分：体验，构思和表现。其中的“体验”作为艺术创作的先行条件，也最重要的一环。“体验”是一种积累，设计者通过将学习和生活的各种见闻内化为个人心理情感活动，激发创作灵感和创作欲望，进一步将其转化为完整构思。这也就意味着一件完整的作品一定是作者世界观、阅历、生活经验等诸多信息的集合。创作者在头脑中对这些“原材料”

进行加工、提炼、组合、研究、创作，形成艺术意象。没有足够多的体验，就没有办法做出优秀的艺术/设计作品(管玉箫，2018)。毕业设计也属于艺术创作，创作流程也大致相同。然而，对于一直生活在象牙塔中的学生而言，最重要的艺术体验环节却成了一道难以跨越的障碍(马思齐，2017)。

客观来讲，大学生缺乏阅历，并不只是其本身的缘故，中国的教育体制在一定程度上限制了学生的眼界和思维。在考入大学前，学生几乎都在进行半封闭式学习，娱乐活动较少，进入大学后，也只是以校园为基点扩大社交范围。艺术体验大多也都来自于课堂，极少涉及到完整的设计流程。到了制作毕业设计的时候学生们自然抓耳挠腮，做不出来。最后在导师的催促下，只能加紧赶工，交出的作品往往不伦不类，不知所云。甚至有些学生由于做不出毕设而选择抄袭他人作品，花钱请人代作毕设的更是大有人在。究其根本，还是由于学生没能在学习期间培养出独立思考与创作的能力。

现在学校严查严打毕业设计抄袭代做，然而学生做毕业设计困难的问题依然存在。作为教师我们又应如何帮助学生，从根本上扭转艺术设计专业学生，“做毕设难，做毕设差”等问题。本研究意欲分析中国高校艺术设计专业学生在进行毕业创作时会遇见哪些困扰，并在此基础上探讨中国高校艺术设计课程教育应如何改进。

## 文献综述

### 1.1 归因理论

归因理论最早出现在上个世纪中叶。著名社会学家 Fritz Heider 在他的著作《人际关系心理学》中以通俗心理学的角度提出了归因理论。Fritz Heider 认为影响人们行为的是人们对于事件的感知而不是事件的本身。行为的后果受内外部因素共同影响。其中内部因素包括个人的能力和动机，而外部因素包括事件本身的难易度和运气（J. Richard Eiser，1944）。每个人都具有预测人的行为和周围环境的强烈动机。人们运用某种手段可以像预测物理事件一样去预测行为事件，并对行为事件实施有效的干预。人们可以通过各种不同的方法去寻求结果与原因之间的平衡。

20 世纪 60 年代，归因理论得到了进一步的发展。1965 年，社会心理学家 Jones 和 David 出版了《从行动到素质》一书，其中详细论述了关于意向的系统假说。指出“人的行为一般由人的相对稳定的意向内容决定，行为者的意向是归因的前提，而行为者的知识和能力则决定着人的意向内容”。

1967 年，美国社会心理学家 Kelley 出版了《社会心理学的归因问题》一书，运用协方差原理即三维理论，全面系统地阐述了他的归因理论观点。Kelley 认为“人们在归因过程中总是涉及三个方面的因素即客观刺激物、行动者和所处关系或情境”（Kelley,1967）。

20 世纪 70 年代，美国心理学家 Weiner.B 将归因理论系统化。他结合归因、情感和行为，提出了行为的三维归因模式，并将其直接应用于教育。他着重分析了学校教育情境下学生行为成功或失败的归因现象，将归因理论推向了心理学研究的巅峰。在 Weiner.B 研究结论的基础上，Rotter 提出控制点的理论，把人分为内控型和外控型。其中内控型的人认为成败都是由能力和努力等内部因素造成的；外控型的人则认为成败是

由于压力和运气等外部因素造成的（Rotter,J.B,1966）。Weiner.B 在深入研究的基础上于上世纪 80 年代修正了该理论，并运用它来探讨和解释人们造成自身行为成败结果的原因。此时，归因理论进入了它的活跃发展期，逐渐成为国内外认知领域中颇有影响力的研究课题之一。

随着归因理论的发展，它已经超越了简单理论的范畴，在教育领域的应用也日渐深入。Scott E. Gaier 利用归因理论及其相关因素帮助教师分析理解学生学习和行为。他认为这种行为其核心在于，对学生的行为的理解决定了教师帮助学生学习的反应和方法。（Scott E. Gaier，2015）简言之就是教师的认识、态度和措施，包括对学生当前状态的认识，对当前学生所处环境的掌握，对当前状态形成原因的判断，对学生未来行为的预测，应对学生当前状态和未来可能状况的方法等。当然，在文章中 Scott E. Gaier 也提到了归因时的识别和理解问题。如何得出因果关系并归因因果关系？立刻快速，毫不费力，全面的信息，摒除偏见，抛却刻板印象。这对于最终结论的判定和未来发展趋势的把握和影响是十分重要的。对于中国高校艺术设计专业毕业生毕业设计创作困难的有效归因，是解决“创作难”问题的重中之重。

**1.2 艺术创作**

艺术创作源于生活，又高于生活。无论是美术创作、音乐创作，还是戏剧创作，都是从生活当中获取灵感。但生活不等于艺术，艺术家精神与品格确立的可贵之处，就是在理解形式的过程中重新建立起承载自己精神内涵的形式。艺术创作对于人们来说是一种高层次的智力活动，因为一个人的观察能力、想象能力、理解与分析能力都是在其创作活动中展现出来的(张少川，2010)。

艺术创作过程可分为艺术体验，艺术构思，艺术表现三个重要的阶段。艺术体验，是创作者在长期的积淀的生活体验和审美经验的基础上，产生的深切的感受和审美发现，激发创作的欲望萌动和动机生成。好的艺术作品不是凭空想象出来的，而是经过艺术家对艺术的审美经验积累的，也是通过生活体验引发的。艺术作品就是对“艺术源于生活又高于生活”的表达，如果创作者本身生活经验匮乏，也没有什么感悟，就缺乏艺术创作的基础。

其次艺术构思是艺术创作的中心环节，是艺术家在艺术体验的基础上，在特定创作动机的引导下，通过艺术思维，对生活素材进行概括，提炼，加工，虚构创作出来的，是意识与无意识共同运作下产生的精神活动(裴智凡，2022)。我们以产品设计为例，以“水”为主体进行创作，首先就要根据过往的生活经验和看到过的成功的作品来寻找初步方向。这个步骤可以通过网络搜索，也可以通过线下展览的实地参观来完成。有了初步方向，接下来要完成的就是作品功能定义，选材，和作品整体形态问题。然后在根据定下来了的方向，绘制草稿，精进细节，最后制作成品。这一系列的过程，就叫做艺术构思。

最后，艺术表达是指在艺术体验和艺术构思的基础上，艺术家借助一定的物质材料和艺术语言运用艺术方法和艺术技巧，将构思成熟的艺术形象转化为艺术作品。艺术表达是艺术创作过程的最后完成阶段。艺术表达必须借助一定的物质材料和艺术语言。每一种艺术样式都有自己独特的物质材料和艺术语言，所有艺术传达都要通过一定的物质

材料实现。艺术表现是艺术家将自己的艺术构思中心以及基本形成的艺术意象转化为艺术符号，并以物质化形态使之得以显现，成为具体可感知的艺术形象和艺术体系(王建宏，2010)。

**1.3 学生作业困难**

作业困难是指学生在完成作业的过程中，经过主观努力仍无法解决或错误解答的行为，是无论优生差生都会存在的常见现象。在教学中常常把产生这种情况的原因简单地归咎于学生没有认真学习或过于随意等。这种泛泛而论或形式化的总结对教学不能提供行之有效的具体指导。从认知角度看，学生作业困难主要有知识断链,认知障碍和结构不良领域知识经验的缺乏等，周友士(2003)为此曾做过问卷调查，研究后将由认知因素导致的错误进行划分，得出的结果表明，作业困难可以分为一下几种类型：

（1）知识断链，也就是人们俗称的“忘记”。其实质是知识之间没有形成连通的网络，即新旧知识之间本应建立非人为的、实质性的联系的断裂，从而影响知识顺畅地、正确地运用和迁移。

（2）认知障碍，原意指潜藏于认知活动本身与认知行为同时并存，但却是认知活动所无法逾越的一种障碍。现是指学习者已有的一些知识，这些知识一方面是进一步学习理解的基础或必经之路。但另一方面因包含有错误的或不够全面的成分，有可能妨碍新知识的建立和运用。

（3）结构不良领域知识经验的缺乏。人类知识经验有两类：结构不良领域与结构良好领域。结构不良领域有以下两个特点：一是，知识应用的每个实例中，都包含着许多应用广泛的概念在相互作用，即概念的复杂性。二是，同类的各个具体实例之间，所涉及的概念及其相互作用的模式有很大差异，即实例之间的差异性。 结构良好领域的知识经验一般是指规范的，有内在逻辑联系的，从多种情境中抽象出来的学科的基本概念、原理和方法。在将结构良好领域知识经验应用于具体情境时，便会产生结构不良的特征，即在解决具体问题时，学过的知识无法做到拿来即用，一用就灵。从而使作业受挫，发生困难。

（4）情绪消极，学生的情绪主要通过影响学生的自主调节学习和学习动机影响学业成绩。在相关研究中，成就情绪被定义为与成就活动或成就结果直接相关的特定情绪，因此可区分出与持续成就相关的活动情绪以及与结果相关的结果情绪、预期情绪和回顾情绪两类成就情绪：（Pekrun,2006）。在现有概念框架下，情绪作为情感、认知、心理和行为因素的多成分过程，通过中介过程对学生学业成绩负责。中介过程涉及到的学生学习策略的使用，内在学习动机的管理等，依赖这些步骤和过程与任务需求之间的相互作用，影响学生的各种认知和元认知策略，强调学习者的主动作用。在作用过程中，当前学习资源、学习环境、他人帮助、成绩预期对于学生作业态度也产生反作用。但由于情绪、自主调节学习和学习动机都属于个体主观范畴，其之间的相对关系还需要深入研究。（Lucia Ronconi, Rossana De Beni, Carolina Mega，2014）

# 研究方法

### 3.1 研究方法

本研究采用半结构式访谈法和内容研究法，以立意抽样的方式通过对 12 位艺术设计专业毕业生的访谈资料进行分析。访谈大纲设置了 10 个问题，不限制具体时长，最后再用内容研究法对访谈内容进行分析。

### 3.2 研究实施与对象

访谈对象包括 4 名正在做毕设的应届本科毕业生，4 位有延期毕业经历的往届本科毕业生，4 位正在做毕设的应届硕士毕业生。

访谈大纲为自行编写，访谈方式为半结构性访谈，设置 10 个问题，不限制具体时长。访谈内容分为三个部分，第一部分以非理论的引导性的问题为主，围绕“你觉得毕业设计是否为你造成了困扰”展开。借此去了解毕业生们受毕业设计困扰的程度。第二部分偏重进一步引导受访者说出他们在制作毕业设计时遇见的困难，希望得到哪些帮助。第三部分为收尾部分，围绕毕业生对自己的毕业满意程度展开，以此探查他们对于制作毕设这一过程的真实感受。访谈在征求受访者同意后皆进行了录音，并于访谈完毕后将录音内容转换成了逐字稿。

访谈资料编码如下，应届毕业生代号为 D，往届并延期毕业生代号为 G，应届研究生代号为 C，字母后的数字为编号，访谈对象与编码详览表请参见表 1。

**表 1**

*访谈对象及访谈情况信息表*

| 访谈对象 | 性别 | 年龄 | 编码 | 代号 | 访谈日期 | 访谈地点 |
|---|---|---|---|---|---|---|
| A | 女 | 21 | D1 | D1 | 2022.3.15 | 网上连线 |
| B | 女 | 21 | D2 | D2 | 2022.3.16 | 网上连线 |
| C | 男 | 22 | D3 | D3 | 2022.3.16 | 网上连线 |
| D | 女 | 21 | D4 | D4 | 2022.3.16 | 网上连线 |
| E | 女 | 23 | G5 | G5 | 2022.3.15 | 网上连线 |
| F | 女 | 27 | G6 | G6 | 2022.3.14 | 网上连线 |
| G | 女 | 26 | G7 | G7 | 2022.3.14 | 网上连线 |
| H | 女 | 23 | G8 | G8 | 2022.3.15 | 网上连线 |
| I | 女 | 25 | C9 | C9 | 2022.3.15 | 网上连线 |
| J | 男 | 26 | C10 | C10 | 2022.3.15 | 网上连线 |
| K | 女 | 25 | C11 | C11 | 2022.3.15 | 网上连线 |
| L | 男 | 28 | C12 | C12 | 2022.3.16 | 网上连线 |

### 3.3 访谈提纲

本研究主要探讨分析中国高校艺术设计专业学生的毕业创作困扰，因而采用半结构

化的访谈形式，相对自由的谈话方式可以使被访者更自由的表达其想法，也使研究者能够全面、深入地收集更为丰富的言语信息和非言语信息。访谈研究针对艺术设计专业毕业生和毕业设计，并从这两方面设计访谈提纲。具体如下：

(1) 你选择的毕设选题方向是什么？选题是如何订定？(艺术体验，毕设选题相关题)

(2) 你在毕设中预期运用哪些技法？这些技法最后得以实现了吗？(艺术构思，创作过程相关题)

(3) 你在制作毕设的时候是否有遭遇到哪些困扰吗?为什么会认为这些是影响你创作的困扰？

(4) 在这些困扰中，你认为最大的困扰是什么?为什么会这样认为?

(5) 在你制作毕设遇到困扰的时候，通常会怎么应对？是否有尝试向老师或同伴求助吗？

(6) 当困扰无法解决时，你采取了什么(积极或消极)因应方法？

(7) 在制作毕设的过程，你是否随着毕设进程而频繁出现负面情绪？如果有，如何进行纾压？(学业焦虑相关题)

(8) 对自己的毕设满意吗？制作毕业设计的过程让你收获了什么呢？(艺术表现相关题)

(9) 你的毕设在评审时，获得了怎样的评价？(艺术表现相关题)

(10) 基于自身经验，当有人毕设遭遇问题，你建议如何解决或寻求帮助？

### 3.3 研究信度与效度

#### 3.3.1 研究的信度

一般的质性研究的信度需要保证资料收集过程、记录、编码、分析及结果解释的一致性。因而，本研究通过以下策略来保证信度：

第一：经过多方参考制定访谈大纲,并请指导老师帮忙审核访谈大纲,以保证其严谨性。

第二：两位访谈者同时对一名受访者进行访谈、录音等。保证资料收集过程和记录的一致性。

第三：由两位研究者独自对收集到的资料使用 Nvivo 进行编码、分析和结果解释，之后进行对比，讨论决定保留主要的、恰当的编码、分析和结果解释，舍弃次要的、不恰当的编码、分析和结果解释。

#### 3.3.2 研究的效度

首先，尽量减少研究者的主观偏见。研究者在进行访谈的过程中尽量保持价值观中立，对受访者的谈话不做评价，不做诱导性提问。其次，访谈过程中研究者与受访者建立良好的关系,耐心倾听受访者讲述,并实时记录。再次,资料收集与资料分析同时进行，保证资料收集的丰富性和准确性，并深深扎根于第一手资料进行分析。

## 结果与讨论

### 4.1 中国高校艺术设计专业学生毕设困扰因素结构

根据访谈记录，可发现当前中国高校艺术设计专业毕业生在毕设制作过程中的确存在许多困扰。以归因理论为基础，在各项困扰因素中归纳总结出了三点共同性因素：中国高校课程设计问题，教师职责缺失，以及学生自身经验不足。

#### 4.1.1 中国高校课程设计问题

由访谈结果可知，多位同学创作毕设过程中遇见的最大的困扰就是“不知道该怎么做”，学生们对于自己的毕业设计，既无想法，也不知该如果操作，例如，在问及“在创作毕设是否有遭遇到困扰”的时候，本科受访者们对于自己的困扰，是这样表达的：

*“创意吧，想法太多，不知道怎么开头。”(D1)*

*“想法不足吧，时间不够。动笔之前就感觉自己好像什么都不会，但又什么都会一点，细想之下，发现自己又上过这门课。以插画课举例子，我们专业只有两次插画课程，而且老师并不会认真教学，因为这跟他们的评教不挂钩，哎…应该还是我自己的问题吧。不是有句俗话叫：老师领进门，修行在个人嘛。”(G5)*

而硕士受访者们则是这样回答的：

*“困扰是创意方案吧，甲方更想要产品包装的功能或者结构上的创新，目前还没有更好的想法。因为市面上主流的化妆品的结构设计，以容器的开合为例，主流的开合方式仍然是磁吸、旋转、扣盖等，想要创新的话要考虑实际使用的密封性、是否可以建模量产等问题，需要更多的产品设计的经验。”(C9)*

*“资料太多，需要调研难度大，许多还需要数据等支持，难以整理”(C12)*

通过这两个群体的回答不难看出，硕士的艺术设计专业毕业的困扰更多的是来源于毕设本身的难度，而本科的艺术设计专业毕业生的回答明显透露出课程教学方面的问题。许多本科生尽管平时课业成绩非常棒，想法也不少，可是等到真正开始做毕设的时候却不知从何处入手，仔细回想，许多知识自己都学过，可在实际应用时却又跟没学过差不多，缺乏完成设计项目的基本能力和素质。

要理清造成这一现象的原因，还是需要从高校的课程设置方面入手。我对受访者们所在高校从入学以来的课程表进行了调查研究，发现造成这一现象的并非只是个人的原因，很大一部分原因源自中国教育体制下课程设置的不足。总的来说分为两点，一是课程设置的顺序错误，二是课程设计的非互动性；

##### 4.1.1.1 课程设计的顺序错误

受中国教育体制限制，艺术设计专业要从硕士研究生开始，才能真正参与和接触到设计项目，而大学生从本科入校起，就一直在单纯的学习理论和技术课程，直到毕业设计，才开始接触到完整的系统性的设计项目操作流程，一时间找不到头绪在所难免。而中国高校艺术设计专业的课程，从排课设计上就存在问题，课程与课程之间顺序错误。

以设计史论等通识课程为例，设计史论是艺术设计专业学生的基本功课，也是决定一位设计师发展道路是否能够长远的重要基石。学习史论，不止能够提升学生的人文素养，还可以帮助学生快速的建立起设计知识体系，在以后进行调研和创作时可以找到方向和范围。这样的课程本应随着学生技术课程逐步深入，但中国高校的艺术设计专业，

只将史论课程当做提升学生艺术素养的入门课程，往往在大一的时候就讲完了，等到学生们进入毕业设计，需要为自己的毕业设计做调研时，就会发现那些知识早就还给了老师，自然无从下手，脑袋空空。这种情况在综合类大学的艺术设计专业本科生身上尤为明显。

**4.1.1.2 课程设计的非互动性**

此处的非互动可分为两点，第一点就是课堂中师生教学的非互动性。良好的课堂互动可以提升教学质量，帮助学生更快的理解所学内容。这一点用在设计教育上更是如此。著名的包豪斯学院，采取的就是学徒制教学，从实际中学习，老师和学生之间的关系也更加平等，互动和沟通也更为便利。然而中国高校的艺术设计专业授课方式，却是与高中别无二致，老师们 PPT 授课，学生或听或不听，课堂氛围很差。

设计是一种技能，实际操作远比理论重要的多。以插画设计课程为例，许多表现手法和构图均需要老师进行范画才能达到最佳教学效果，仅用 PPT 展示、讲授，然后学生们自行摸索尝试，很难做到学以致用。而采用多种方法进行展示，并强调这些技法和设计语言，例举其曾经在哪些成功案例和展览中进行过衍义，其最终引导的插画设计趋势是什么，才能够将一门具体的设计语言转化为学生们的内在知识。 技法之间存在高中低之分，分别讲解或许可以让学生当堂学会，但是却无法让学生在后续的自主创作中融会贯通。

第二点是与社会需求的非互动性。设计是非常需要和社会的现实情境进行互动的专业，对于从业人员创新与时俱进的要求也相对较高。如果艺术设计专业的教职工本身不具备这些能力，或者怠于研发与时下相匹配的课程，那么就会导致课程滞后。有采访者称，自己曾在 2017 年的课堂上发现老师讲课所用的 PPT 中引用 2009 年的事例。而当她毕业后进入社会也发现原来自己在学校学习的全是皮毛，自己熟知的案例和设计方法早已过时，一切都要从头开始。学习的知识和现实社会情境完全脱离。这样的教学方式又怎么能培养得出能够适应时代的人才(张宝奎，2021)。

好的课程设计应该符合学生发展状态，能够及时解决学生学习问题和困难，促进学生有效学习；应该有坚实的学理基础，能集国内外相关经验之精华，设计精巧、简单有效；应该能充分显示学生学习效果，促进学生积极学习(赵炬明，2020)。而通过访谈我们也可以看出，现在的中国高校中的艺术设计专业课程显然并不能完全做到。

**4.1.2 教师职责缺失**

在教师方面，部分教师并不能很好地履行自己应当担负的教师职责。几乎所有受访者在毕业创作中遇见困难后都不会将求助老师作为第一选择，而是不约而同地优先选择自己想办法，解决不了就去求助同学，最终实在无法解决才会求助导师，同时也有多位受访者表示导师并不会给予学生实际的帮助。

*“寻求老师帮助也没什么太大用还得自己找方法，就挺憋屈的。”(G6)*

*“有时候问了老师没用，而且这种情况还蛮多的。感觉老师不会直接告诉你怎么做，都是给你指个路让你悟。这种情况的话，我会先去自己查资料，做调研，写东西整理思路。一般整理出来后，自己会清楚很多，如果还没有解决的话再去和同学讨论”(D4)*

还有受访者直言老师就是自己毕业创作遇见的困扰之一。

*“我们那个老师就是眼高手低，讲不出来什么，还不给学生们讲明白问题，让我们自己去猜问题，后来我们找了一个业界挺厉害的老师帮我们指导了一下，瞬间就豁然开朗了，也根本没有像之前那个老师说的那样麻烦，我们找的这个老师还是之前否定我们的那个老师的老师。”(D3)*

随着我国教育的不断发展，高校也在不断的扩招，艺术专业早已不是当初人们口中不好就业的冷门专业，如今的艺术专业，一个导师在毕设时往往要指导四到五组学生，工作量很大。同时高校的持续扩招导致师生比不断攀升，师资严重不足，很多高校为了扩招和迎接教育部评估招进了不少高学历的青年教师，整个师资结构呈高学历化发展趋势，但实际素质良莠不齐。很多青年教师刚毕业就被推上讲台。然而成长为一名优秀的高校教师需要长时间的教育教学理论探讨和实践摸索。尽管高校均设置了导师帮扶制度，但形式大于实质。有些指导教师象征性地听几节课，碍于情面或出于私心不愿真教。此外部分青年教师心高气傲，认为自己学历层次高、学术能力强，只要搞好科研，教学工作不在话下，不愿俯下身子虚心向有经验的教师请教，缺乏钻研教材教法或尝试教改的热情。事实上，他们在教学理论和教学经验方面都很欠缺，抗干扰能力和是非辨别能力弱，没有意识到自己的言传身教时刻影响着学生，无法做到既教书又育人，自然会发生敷衍塞责甚至有违师德的现象(徐俊、年晓萍，2014)。

**4.1.3 学生自身经验不足**

除以上三条之外，毕设困扰还离不开学生自身的知识经验不足。大部分受访者在被问及创作困扰时都会提到“没思路”，“不知从何作起”。这是由于学生在进入大学之前，大部分时间都处于封闭学习的状态，课外娱乐时间很少，其生活也多被其父母包揽，没有什么生活经验。而创作中最重要的一环艺术体验，又往往是从创作者本人的生活经验中得来的。没有生活经验，再加上入学后，学校不适宜的教学方式和部分导师的职责缺失，毕设设计困难这一现象，也就随之出现了。

## 结论与建议

**5.1 结论**

毕业设计是学生完成高等教育中最为重要的收尾环节，这个环节直接影响到了学生能否顺利地按时毕业，同时也是学生对自己本科、硕士研究生期间学习成果的检验。受中国教育制度影响，很多大学生直到毕业设计才接触到完整的设计项目流程，因此也有许多毕业生将自己的毕设作品当做求职的工具。但是由于学校课程设计的不合理，教师职责缺失，再加上学生自身设计素养不足，很多学生的毕业作品往往只是勉强达到了及格的标准，而并没有真正学会自主创作，而且很多学生也不能将自己学过的知识和技能融会贯通，所以说，对于中国高校艺术设计专业一众遭遇毕设创作困扰的学生来说，解决课程设计所存在的问题和教师职责缺失问题，提出相应对策，是我们应该关注的。

**5.2 建议**

综上所述，研究者认为中国高校艺术设计专业学生毕业创作的困扰，大多来自于自身艺术素养低下，知识经验不足，其背后另外一个重要原因是高校设计教育课程设置的

不合理以及教师的职责缺失。对此研究者认为可以给出如下建议：

**5.2.1 教学设计：项目式教学/多专业联合毕设**

在学校层面，艺术设计类教育流于表面，课程之间关联性不强，整体课程结构也无法与社会实际需要相结合。学生要到研究生阶段才能接触到项目，与甲方接触，接受到包豪斯学院所提倡的项目式教学。项目制课程培养的是一个学生从发现问题到解决问题全过程中所需的能力。诸多设计课程都是围绕着这一终极目的而设置(陈肯，2009)。

在项目制教学体验缺失的情况下，为了应付作业，学生从掌握设计完整的流程，转而变为一味地追求最终的设计效果；很多学生在本科期间的设计作业，都只能称之为“小样”，这种“小样”式的作业，是完全无法称其为“完整的作品”的。设计项目并不是单纯的效果展示，而是给看设计的人展示一个设计从想法诞生到最终成型的所思所想和完整转化的过程。“项目的完整性”也就意味着它一定不能是单纯意义上的渲染图或效果图。换句话说，从大学一年级开始，就应该以设计项目为基本单元，进行知识的学习和创作。不同年级之间的区别，只在于设计能力、设计方法和设计深度之间的掌握力(李亢，2022)。学生在项目式教学中得到了锻炼，也可以获取许多应对突发情况的经验，眼界见识也会得到相应的提升，可以在很大程度上解决学生做毕设难，没有思路的困扰难题。

除此之外，院校还可以尝试开展多专业联合毕设教学。艺术设计是一个较大学科种类，有许多下属学科。传统的毕业设计教学模式对学生的培养目标缺乏清晰认识。在确定毕业设计的题目和内容要求时，普遍缺乏对学生综合能力培养的清晰认识。在教学内容方面，过于集中关注“设计”本身，忽视设计题目开放的社会性需求，因而往往过于狭隘(赵雪峰，2021)。多专业毕业设计的开展可以促进学科内相互交流，完成思想、理念彼此碰撞，在协同合作的基础上快速提高毕业设计的教学质量。

**5.2.2 规范教师职责履行**

教师发展关乎学校发展，教师特色就是学校特色。一个学校最重要的支撑力量是教师，教师是学校最重要的资源，没有好的教师队伍就办不好一个学校。教师要代表社会的主流价值观，是社会发展最重要的推动力量，而不能成为社会的附庸。身为艺术设计专业的教师更应及时提升自己，紧随社会发展，专注课程研发。另外，高校艺术设计专业教师科研能力的不足，职责缺失，与科研资源和学校管理也有一定关系。有些高校不重视，也不信任教师的科研能力，不愿意在场地、物资上支持教师，部分高校还存在着因怕担责任而拒绝做出改变的情况。长此以往，教师的能力得不到施展，就会慢慢出现职业倦怠和职责缺失等现象(程军，2021)。高校应从多方面入手，深度探究教师出现职责缺失的原因为何，对症下药，从根本上解决，教师职责缺失问题同时也侧面帮助学生减少了制作毕设过程中的障碍。

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# A Study on Interpersonal Relationship, Mental Health and Perceived Social Support of College Students in Chengde, China

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**Abstract**

This study aimed at investigating interpersonal relationship, mental health and perceived social support of college Students in Chengde China. A questionnaire was conducted to 500 college students of Hebei Tourism Vocational College in Chengde City, Hebei Province. And 500 questionnaires were distributed, of which 462 were finally valid. The results show that gender has a significant influence on interpersonal relationships, mental health and perceived social support among Chengde college students, which is not valid. The interpersonal relationship of Chengde university students has a significant impact on their mental health, the sense of perceived social support and interpersonal relationship of Chengde university students have a significant impact on their mental health, and the moderating effect of perceived social support on interpersonal relationship and mental health of Chengde university students are all established.

**Keywords**：Interpersonal Relationship；Mental Health；Perceive Social Support**;** College students

# 中国承德市大学生人际关系、心理健康与领悟社会支持感的研究

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## 摘要

本研究对河北省承德市河北旅游职业学院 500 名大学生进行问卷调查，发放 500 份问卷，最终有效问卷 462 份。研究结果是性别对承德市大学生人际关系、心理健康、领悟社会支持感存在显著影响不成立；承德市大学生在人际关系对心理健康具有显著影响、领悟社会支持感与承德市大学生人际关系对心理健康有显著影响、领悟社会支持感对承德市大学生人际关系与心理健康的调节作用均成立。

**关键词：**人际关系；心理健康；领悟社会支持感；大学生

## 1. 绪论

新冠疫情期间，大学生接受在线教育，这导致了学生之间和师生之间可以面对面交流的机会减少。因此，大学生容易出现人际交往和心理健康的问题，他们的心理健康已成为研究的焦点（张强等人，2004）。

不充足的社会支持会令大学生在面对压力和困境的时候感觉到越发无措和无助，容易通过愤怒、自我封闭等消极的方式来处理，导致心理健康的水平下降（黄晓清，2014）。

社会支持在某种情境下是个体间或个体与群体间的依恋，能够促进情感、提出可以参考的指导以及提供个人身份还有成就的反馈（何闽江等人，2011）。白志凡（2015）认为社会支持拥有以被支持者作为中心，被支持者及其周围与他（她）实行接触的支持者，以及被支持者和这些人之间支持性的活动所构成的系统。功能上，社会支持是个体从其本身拥有的社会关系中所获取的精神和物质上的援助；操作上，社会支持为个体所拥有之社会关系的量化表征（赵学瑶，2015）。社会支持强调人与人之间的紧密联系，也作为一种相互的社会互动，因此人际关系好的大学生更加容易得到社会支持（秦向荣等人，2010）。

在调查与研究中，承德市三所高校（承德医学院，承德民族师范高等专科学校，承德石油高等专科学校）里不同院校的大学生在交往焦虑、人际信任均存在显著性差异（李明等人，2011）。经问卷研究，承德市大学生出现由于心理压力大导致睡眠质量问题的状况（李晓敏等人，2020）。通过实际观察和问卷调研，承德市贫困大学生存在人际交往敏感和强烈的焦虑、抑郁等心理问题（李晓敏等人，2020）。研究者在百度学术和知网中进行对“承德市大学生领悟社会支持感”这一关键词进行搜索，没有发现符合关键词的相关文章。基此，中国承德市大学生在人际关系、心理健康、领悟社会支持感需要被进一步探究。

综上所述，本文研究将针对承德市大学生在“人际关系”，“心理健康”、“领悟社会支持感”这三个变项的关系及影响进行探究。

## 2. 文献探讨

### 2.1 性别对人际关系、心理健康和领悟社会支持感的研究

男大学生人际困扰显著高于女大学生（高可欣，2017）。女生比男生在人际交往上显示出更多的优势（汪婷婷，2014）。对大学生心理问题发生人数比例进行分析，结果发现有中等程度以上心理健康问题的大学生人数比率从 0.8%到 12.6%不等，男女人数比率略有不同（潘丽红等人，2006）。研究指出，在对家庭内支持和家庭外支持的领悟水平上，女生显著高于男生（何心展与尤海燕，2006）。研究显示，在家庭内支持、家庭外支持以及总的领悟社会支持水平上，女生均显著好于男生（王艳芝，2007）。通过对数据分析得出：男女大学生在人际关系上，男生的人际关系没有女生好（$t$=4.203，$p$=0），此结论是有显著性的（秦向荣等人，2010）。领悟社会支持总分显著（$t$=5.520, $p$＜0.001），且女生显著高于男生（庞敏，2014）。透过数据方差分析显示，在男女大学生之间，社会支持的整体水平有显著差异（$F$=6.083，$p$＜0.05）（韦耀阳与王艳，2018）。男女学生在社会支持水平存在显著差异，男生社会支持水平不足为 23%，女生社会支持水平不足为 12%，女生获得社会支持感得分明显高于男生（赵晓军与刘国权，2020）。据此，本研究提出假设一：

H1：性别对承德市河北旅游职业学院的大学生人际关系、心理健康、领悟社会支持感上存在显著差异。

H1a：性别对承德市河北旅游职业学院大学生人际关系具有显著差异。

H1b：性别对承德市河北旅游职业学院大学生心理健康具有显著差异。

H1c：性别对承德市河北旅游职业学院大学生领悟社会支持感具有显著差异。

2.2 人际关系对心理健康的研究

人际关系的好坏又是心理健康的标准之一（蒋艺，2018）。大学生心理健康特征中包含人际关系和谐以及环境适应良好，对环境的适应能力为人类赖以生存的基础条件，而人际关系和谐是心理健康的一个重要指标，也是大学生获得心理健康的重要途径；稳定的人际关系可以让大学生拥有值得信赖的朋友，其社会支持系统就强而有力（燕良轼，2006）。以心理健康为因变量，人际交往能力总分为自变量进行回归分析，再以人际交往能力的各维度作为自变量，心理健康为因变量进行逐步多元回归，结果显示：回归模型整体性检验的 $F$ 值为 60.547（$p<0.001$），$\beta$ 值为 0.304，表明回归分析达到显著水平，人际交往能力对心理健康有显著的正向预测作用（蒋艺，2018）。对社会支持、心理健康和人际关系三者相关分析的结果来看，人际关系与心理健康呈现负相关，数值为-0.442（$p<0.01$），意味着一个人的人际关系越好，SCL-90 呈现的阳性症状越少，心理就越健康（秦向荣等人，2010）。据此，本研究提出假设二：

H2:承德市河北旅游职业学院大学生在人际关系对心理健康具有显著影响。

2.3 领悟社会支持感与人际关系对心理健康的研究

数据表明，在疫情流行期间，对学生开展社会支持、心理健康的研究十分必要，可以认清疫情下学生的心理状况，构建社会支持系统，达到解除心理困扰之目的，提升大学生心理素质（赵晓军与刘国权，2020）。当今大学生面临着学业、就业、实现自我价值等多重压力，寻求社会支持是大学生排解焦虑、摆脱困境的有效途径，对大学生身心健康和正确行为模式的形成都有着深远的影响（窦全平与姬如静，2014）。据此，本研究提出假设三：

H3:领悟社会支持感与承德市河北旅游职业学院大学生人际关系对心理健康有显著影响。

2.4 领悟社会支持感的研究

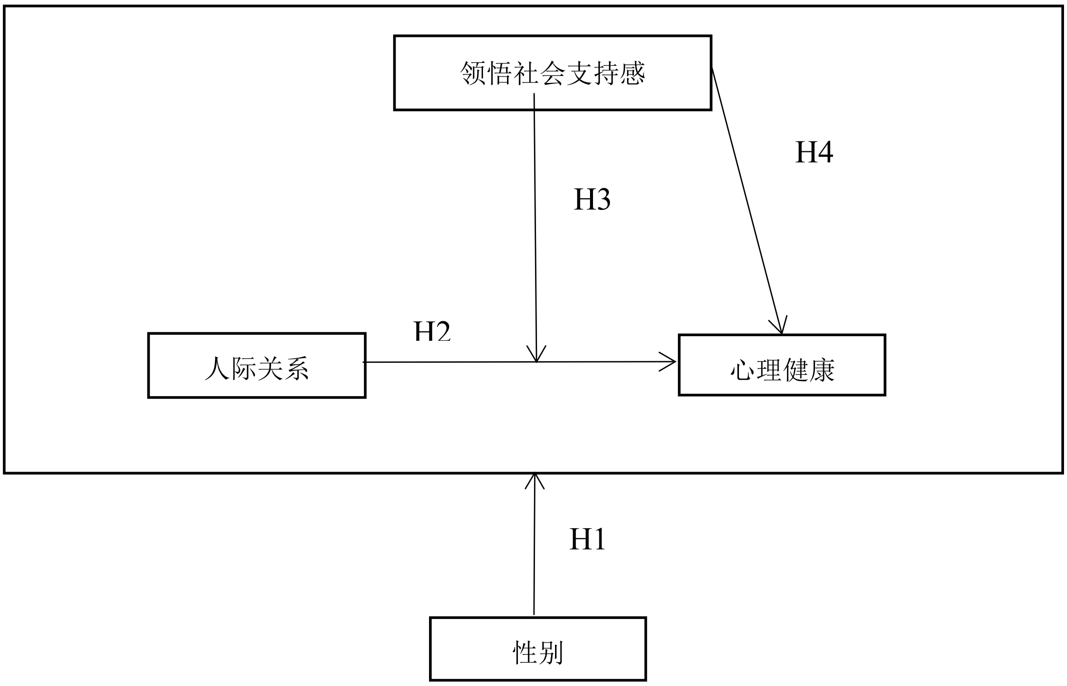
新生在感受到较多的社会支持时，一方面可以给他们带来积极情绪体验，对新的环境更容易产生归属感和控制感，有利于消除或减轻不良情绪；另一方面可以帮助他们发展出更为有效的应对方式，从而更好地应对新的发展任务，提升心理健康水平（张文龙与叶一舵，2019）。社会支持在人格特征和心理健康水平之间起调节作用（林初锐等人，2004）。社会支持是个体某些良好心理和行为的重要促进因素，也是阻碍某些不良心理和行为产生的保护因素（皮华英与徐希铮，2014）。社会支持本身就强调人与人的紧密关系，社会支持也是一种双向的社会互动，所以人际关系好的大学生更容易获得社会支持（秦向荣等人，2010）。据此，本研究提出假设四：

H4:领悟社会支持感在承德市河北旅游职业学院大学生对于人际关系与心理健康具有调节效果。

# 3. 研究设计

3.1 研究框架与假设

**图 1：**




研究假设：

H1：性别对承德市河北旅游职业学院大学生人际关系、心理健康、领悟社会支持感上存在显著差异。

H1a：性别对承德市河北旅游职业学院大学生人际关系具有显著差异。

H1b：性别对承德市河北旅游职业学院大学生心理健康具有显著差异。

H1c：性别对承德市河北旅游职业学院大学生领悟社会支持感具有显著差异。

H2：承德市河北旅游职业学院大学生在人际关系对心理健康具有显著影响。

H3：领悟社会支持感与承德市河北旅游职业学院大学生人际关系对心理健康有显著影响。

H4：领悟社会支持感在承德市河北旅游职业学院大学生对于人际关系与心理健康具有调节效果。

3.2 研究对象

据 2020 年 4 月河北旅游职业学院之学校官网显示，学校分南北两个校区，全日制在校生 8000 余人。本研究将针对承德市河北旅游职业学院的 500 名大一学生进行问卷调查。

3.3 研究工具

本研究采用的量表为“人际关系能力问卷”。“人际关系能力问卷”具有基本符合心理计量学要求的信度和效度，适合在中国借鉴用来评估人际交往能力水平；该问卷的克隆巴赫系数为 0.87；验证性因素分析表明，总体上五维模型（主动交往、适当拒绝、

自我表露、冲突管理、情感支持）的拟合可接受（魏源，2005）。

研究者选用评价量表（SCL-90）测量大学生的心理健康程度。目前，在心理研究领域内经常使用的评价量表（SCL-90）。变量表中共包括十个主要的分析因子，并在测量过程中采用了五点评分。1 表示“完全不相同”；2 表示“部分不符合”；3 表示“不确定”；4 表示“部分相同”；5 表示“完全相同”。该量表是比较成熟的量表。在实验过程中，此量表对应的克隆巴赫系数为 0.976（韩佳圻，2021）。

本研究采用“领悟社会支持量表”。领悟社会支持量表采用严标宾与郑雪（2006）修订，讲量表中“领导、同事”改成“老师、同学”，具有较高的信度，修订的总量表 α=0.9，家庭支持 α=0.87，朋友支持 α=0.82，其他人支持 α=0.9。该量表是自评量表，共有 12 个条目，由其他人支持、家庭支持和朋友支持三个项目组成，采用 7 级计分法，总分是所有条目分累加，得到分越高表示领悟到的社会支持程度越高（庞敏，2014）。

## 4. 研究结果

### 4.1 描述性统计

在本研究中，研究考察性别的分布情况。如表 4.1 所示：

**表 4.1**

*正式样本人口变量统计表*

| 人口变量 | 分类 | 频率 | 百分比 |
|---|---|---|---|
| 性别 | 男 | 206 | 44.6% |
| | 女 | 256 | 55.4% |

资料来源：本研究统计

### 4.2 相关分析

在统计学中，如果涉及到两个变量并且变量是连续的，其统计关系通常是以线性相关的形式进行分析，开展相关分析的宗旨为取决表达清楚不同连续变量的线性关联特性，由线性关联的根底上向前研究相互变项的解释和预测关系则为回归分析。其中，积差分析体现连续变量之间包含的线性关系范围标准，积差关联性系数数值越大，表示线性关系越强（邱皓政，2006）。

**表 4.2**

*人际关系、心理健康与领悟社会支持感的相关分析*

| | 人际关系 | 心理健康 | 领悟社会支持感 |
|---|---|---|---|
| 人际关系 | 1 | | |
| 心理健康 | -0.092* | 1 | |
| 领悟社会支持感 | -0.102* | 0.110* | 1 |

注：*，p＜0.050；**，p＜0.010；***，p＜0.001

资料来源：本研究整理

### 4.3 差异分析

通过操作数据可得，性别对人际关系在独立样本 $t$ 检验中，$F$=1.993，$p$=0.159，说明性别对人际关系具有显著差异这一假说不成立;性别对心理健康在独立样本 $t$ 检验中，$F$=0.735，$p$=0.392，表明性别对心理健康具有显著差异这一假说不成立；性别对领悟社会支持感在独立样本 $t$ 检验中，$F$=0.115，$p$=0.734，可知性别对领悟社会支持感有影响具有显著差异这一假说不成立。整体观察数据可知，研究假设 H1 性别对承德市大学生人际关系、心理健康和领悟社会支持感上存在显著差异是不成立的。

### 4.4 回归分析

通过表 4.3 可得，将性别作为控制变项，人际关系作为自变项，心理健康作为因变项，模型通过 $F$ 检验（$F$=6.698，$p$=0.001＜0.010），说明人际关系对心理健康产生影响关系。研究假设 H2 承德市大学生在人际关系对心理健康具有显著影响是成立的。

**表 4.3**

*人际关系对心理健康的回归分析表*

| 因变项目：心理健康 | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | | 共线性统计 | |
| | $F$ | $R^2$ | Adj.$R^2$ | B | $\beta$ | 允差 | VIF |
| 控制变项 | | | | | | | |
| 性别 | | | | -0.283** | -0.141** | 1.000 | 1.000 |
| 自变项 | | | | | | | |
| 人际关系 | | | | -0.090 | -0.090 | 1.000 | 1.000 |
| | 6.698** | 0.028 | 0.024 | | | | |

注：*，p＜0.050；**，p＜0.010；***，p＜0.001

资料来源：本研究整理

通过表 4.4 可得，将性别作为控制变项，人际关系与领悟社会支持感作为自变项，心理健康作为因变项，模型通过 $F$ 检验（$F$=5.982，$P$=0.001＜0.010），说明人际关系和领悟社会支持感对心理健康产生影响关系。研究假设 H3 领悟社会支持感与承德市大学生人际关系对心理健康有显著影响是成立的。

**表 4.4**

*领悟社会支持感与人际关系对心理健康的回归分析表*

| 因变项目：心理健康 | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | | 共线性统计 | |
| | $F$ | $R^2$ | Adj.$R^2$ | B | $\beta$ | 允差 | VIF |
| 控制变项 | | | | | | | |
| 性别 | | | | -0.277 | -0.138 | 0.999 | 1.001 |
| 自变项 | | | | | | | |
| 人际关系 | | | | -0.080 | -0.080 | 0.989 | 1.011 |
| 领悟社会支持感 | | | | 0.097 | 0.097 | 0.988 | 1.012 |
| | 5.982** | 0.038 | 0.031 | | | | |

注：*，p＜0.050；**，p＜0.010；***，p＜0.001

资料来源：本研究整理

由于是研究不同性别的大学生在人际关系、心理健康，领悟社会支持感，依此，本研究将性别作为回归模型中的控制变项。以阶层回归检验，分析结果如表 4.5 所示：在控制性别的前提下，在模型 1 中，自变项可以解释心理健康的 2.8%，$F$=6.698，$p$=0.001；在模型 2 中，投入调节变项领悟社会支持感之后，可以共同解释心理健康 3.8%，$F$=5.982，$p$=0.001；在模型 3 中，投入交互项后，解释百分比还是 3.8%，$F$=4.529，$p$=0.001。在此阶层回归模型 3 中，VIF 的数值介于 1.001~1.007，小于 10，表明人际关系和领悟社会支持感的交互作用项彼此之间没有共线性。通过模型 3 和模型 2 的比较，$F$ 值从 5.982 下降到 4.529，因此，领悟社会支持感在承德市大学生对于人际关系与心理健康具有调节效果成立，研究假设 H4 成立，领悟社会支持感具有调节效果。

**表 4.5**

*领悟社会支持感的调节效果检验*

| 项目 | 模型 1 | 模型 2 | 模型 3 | |
|---|---|---|---|---|
| | $\beta$ | $\beta$ | $\beta$ | VIF |
| 控制变项 | | | | |
| 性别 | -0.141** | -0.138** | -0.138** | 1.002 |
| 自变项 | | | | |
| 人际关系 | -0.090 | -0.080 | -0.083 | 1.039 |

**续表 4.5**

*领悟社会支持感的调节效果检验*

| 项目 | 模型 1 | 模型 2 | 模型 3 | |
|---|---|---|---|---|
| | $\beta$ | $\beta$ | $\beta$ | VIF |
| 调节变项 | | | | |
| 领悟社会支持感 | | 0.097* | 0.098* | 1.012 |
| 交互项 | | | | |
| 人际关系*领悟社会支持感 | | | -0.021 | 1.030 |
| $R^2$ | 0.028 | 0.038 | 0.038 | |
| Adj.$R^2$ | 0.024 | 0.031 | 0.030 | |
| $F$ | 6.698** | 5.982** | 4.529** | |

注：1.*，p＜0.050；**，p＜0.010；***，p＜0.001. $\beta$ 为标准化回归系数。
2.女生为对照组。
资料来源：本研究整理

# 5. 结论与建议

## 5.1 结论

整体观察数据可知，研究假设 H1 性别对承德市河北旅游职业学院大学生人际关系、心理健康和领悟社会支持感上存在显著差异是不成立的。通过回归分析得到操作结果，证明研究假设 H2 承德市河北旅游职业学院大学生在人际关系对心理健康具有显著影响、研究假设 H3 领悟社会支持感与承德市河北旅游职业学院大学生人际关系对心理健康有显著影响、研究假设 H4 领悟社会支持感在承德市河北旅游职业学院大学生对于人际关系与心理健康具有调节效果，均结果成立。

汇总结果如表 5.1 所示：

**表 5.1**

*研究假设与验证结果*

| 项目 | 研究假设 | 验证效果 |
|---|---|---|
| H1 | 性别对承德市河北旅游职业学院大学生人际关系、心理健康、领悟社会支持感上存在显著差异。 | 不成立 |
| H1a | 性别对承德市河北旅游职业学院大学生人际关系具有显著差异。 | 不成立 |
| H1b | 性别对承德市河北旅游职业学院大学生心理健康具有显著差异。 | 不成立 |
| H1c | 性别对承德市河北旅游职业学院大学生领悟社会支持感具有显著差异。 | 不成立 |
| H2 | 承德市河北旅游职业学院大学生在人际关系对心理健康具有显著影响。 | 成立 |
| H3 | 领悟社会支持感与承德市河北旅游职业学院大学生人际关系对心理健康有显著影响。 | 成立 |
| H4 | 领悟社会支持感在承德市河北旅游职业学院大学生对于人际关系与心理健康具有调节效果。 | 成立 |

资料来源：本研究整理

5.2 建议

本研究以河北省承德市河北旅游职业学院大学生为研究样本做问卷调查，建议后续

研究可通过承德市多所大学来发放问卷收据数据进行研究，在研究方法上，建议加上访谈法，能避免在学生填答问卷的时候不严谨，造成问卷数据不真实或出现重复作答情况，也能够得到通过学生视角看问题的第一答案。可以继续在师生之间加深互相关怀，同学之间多在学习和生活上的互相帮助，加强家长对孩子给予在生活和学习上的精神支持。

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# A Summary of the Research on Loneliness of Chinese Students in Thailand

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**Abstract**

At present, more and more scholars are paying attention to the important factor of loneliness. There are relatively few domestic and foreign studies on the loneliness of international students. This paper mainly focuses on the loneliness of Chinese students studying in Thailand. By collecting and sorting out the relevant literature on loneliness of college students at home and abroad, the concept of loneliness, related research, measurement methods and current situation are analyzed and understood, and conclusions are drawn. And based on the existing results, it puts forward relevant suggestions for the mental health education of international students in major universities in Thailand.

**Keywords**：Loneliness; Mental Health; Thai Students; College Students

# 在泰中国留学生孤独感研究综述

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## 摘要

目前越来越多的学者关注孤独感这一重要因素，国内外有关于留学生孤独感的相关研究较少，本文主要是关注在泰中国留学生的孤独感。通过对国内国外大学生孤独感的相关文献进行收集和整理，对孤独感的概念、相关研究、测量方式以及现状进行分析理解并得出结论。并且在现有成果上对泰国各大高校针对留学生的心理健康教育提出相关建议。

**关键词：**孤独感;心理健康;泰国留学生;大学生

## 1、绪论

中国自从改革开放后，出国留学的人数日益增加，留学的国家也从早期的欧美西方国家，转向为更多元化的选择，其中泰国因为相对来说的低消费水平与迷人的异域文化，成为中国学生留学的主要考虑国家之一。在泰中国留学生的族群，随着 2010 年中国—东盟贸易区建立，呈现更为爆炸性的增长，较 2001 年增长近 10 倍，资料显示，目前在泰国留学的中国留学生约达到了 4 万，占了留学生总数的四分之三，中国成为泰国最大的留学生来源国（黎史翔，2016）。泰国高等教育主要分为公办大学和私立大学，就目前中国留学生所在高校来看，还是以私立大学居多。泰国私立大学教育具有别具一格的国际化发展特色，聚集了泰国高等教育灵活、公平等优质点，是泰国政府教育政策支持

与保护的重要成果。正是由于泰国政府鼓励、引导并支持泰国私立高等教育的国际化发展，使其在现如今已经具备了相对完善和成熟的教育制度体系（王昭华，2021）。

而在泰大学生是社会中比较特殊的一种群体，近年来有关于大学生的心理问题也受到越来越多的关注，大学作为个体发展阶段的一个转折点，越来越多的学者开始研究大学生的心理问题。而孤独感作为当个体的社会关系网络在质或量上出现缺陷时产生的一种负性的情绪体验，也让很多人意识到消极的孤独感可能会引起抑郁、自卑、害羞等心理健康水平下降的表现（Rokach，2002）。虽然轻微的、短暂的孤独感不会导致心理与行为的紊乱，但长期的或严重的孤独感则可引发某些情绪障碍，降低人的心理健康水平（常若松等人，2007）。陈雪峰等研究指出个体现实的社会支持程度高的人，其对孤独感的体验就较低（陈雪峰等人，2008）。李赛兰（2012）认为，孤独感与社会支持及其各个维度之间呈负相关，对于大学生来说，外界支持多和较好的自我对支持的利用的大学生表现出较低的孤独感体验，通过提高个体社会支持的程度，能够减少个体孤独感体验。

事实上，孤独感也是导致当前大学生中出现的各种心理和行为问题的根源之一，如在大学生群体中出现的发泄、恶意攻击、酗酒甚至企图自杀等不良行为都与其孤独心态有关。另外，孤独也影响着大学生社会化的进程。所以，大学生的孤独问题应当引起高校的重视，研究大学生的孤独心理，探讨其影响因素，对于有针对性地开展心理卫生教育，提高大学生的心理健康水平，具有重要的理论和实践意义。

## 2、文献探讨

### 2.1 孤独感的概念

孤独感是指个体在人际交往过程中不能达到预期的交往状态而产生的负面情绪体验。近年来，大学生这一群体普遍存在着不同水平的孤独体验，这给大学生正常的生活与学习带来了很大的困扰（郭冬升，2021）。孤独感可以导致各种各样的心理和生理障碍，能够影响身心健康，并且许多研究已经证实孤独感能够对大学生的行为障碍产生重要影响，孤独感导致的行为障碍主要为逃避行为、成瘾性行为、反社会行为，这表明孤独感能够对大学生心理健康水平产生重要影响（何安明，2014）。社交需要理论 (Social Needs Theory) 认为，孤独感是对社交需要未满足的反应。人生来就有与人保持交往和被关爱的需要，除非个体的人际关系满足了这种固有的需要,否则孤独感就会产生（李紫涵，2019）。

Qualter et al.（2010）认为孤独感是一种不积极的情绪体验，这种情绪体验来自对个体自身社会关系网络的不满意，孤独感是影响心理健康的重要因素同时也会对心理机能的发展产生影响。Cacioppo et al.（2006）把孤独定义为对外界环境的一种不安感，是通过对环境中的威胁高度警觉和无意识地监控周遭的环境变化表现出来的。孤独感的形成和强化是一个循环：孤独感高的个体把社会当成一个充满危险的地方，不情愿让自己参加到社会中，并且会注意到更多的负面社会信息。这种想法会使他人不愿意与之交流，他人的疏远又让孤独者认为其对社会的认知是正确的，从而加强了他对周遭环境的警惕程度。朱智贤（1989）认为孤独感是个体主观感觉到的、自己与社会他人存在一定的距

离而感受到周围只有自己一人的心理状态。黄希庭（2004）把孤独感定义为一种负向情绪体验，这种情绪体验来自个体理想中的社会网络联系或亲密关系与现实交往的落差。

国内学者李传银（2000）认为个体在人际交往过程中，没有办法去改变时，人们的心理长期感受到负面情绪而产生的一种空虚感。虽然现在对孤独感的界定还没有一个统一的标准，但是不难看出孤独感有三个方面的重要特征：第一，这种感觉往往只会存在于人与人之间的交往中，主要是由于与人交往的能力不强；第二，这种感觉也取决于人们自身的一个感觉和期望；第三，这种感觉对人们的生活、学习和工作等各方面均会造成不利的影响，因此这种感觉是一种不愉快的体验（PEPLAU，1982）。美国学者 Robert S．Weiss（1987）发表了一篇文章，该文章对当前的学生之间存在的孤独感进行了有力的论述，在他认为孤独感是当前人们在人际交往的过程中出现了低于自己预期的差距而产生的一种主观的体验，这一心理感受就是孤独感。Weiss（1987）认为在个体的人际交往中出现某种重要的缺陷时，孤独感就产生了。与社交需要理论相比，认知加工理论(Cognitive Processes Theory) 认为，孤独感的产生不是因为人类固有的社会交往需要得不到满足，而是因为个体对觉知到的人际关系现状不满意（林昕潞，2019）。

2.2 孤独感的相关研究

在情感支持方面，当个体感受到孤独感时可以向朋友寻求情感支持，这可以减低个体的孤独感，维护个体的健康发展(谢其利等人,2016)。可以通过增加个体的社会支持，满足个体与外界社会交流的需求进而实现减轻孤独感过高的情况(Kuhirunyaratn, 2007)。在人际交往方面上，孤独感与人际关系紧密联系，孤独体验是一种情感差距，来自于自己的实际人际关系过低而期望的人际关系过高(张兴等人,2016)。孤独感是人类共有的一种消极情绪体验，其中老年人、社交孤立的人和女性这三类群体更容易体验到孤独感(姚若松等人,2018)。

在抑郁方面，大学生的孤独感与抑郁之间显著相关，当个体在学校感受到高孤独感学生在抑郁方面情况得分也会较高(戴革等人,2017)。孤独是一个人想拥有的人际关系与现有的人际关系间存在差异时所体验到的令人厌恶的状态（张日升，2018）。孤独感可以通过个体的社会支持对学生的抑郁情况进行影响，孤独感可以预测抑郁(李晓玉等人,2017)。孤独感和抑郁症状有着密切关系，个体的反刍思维以及问题解决方式对于缓解学生抑郁症状有着一定的影响作用(张春阳等人,2019)。

在人口学变量上，男生孤独感得分显著高于女生，其中初中生亲子冲突、朋友冲突和孤独感三者在性别上存在着差异(胡思远等人,2019)。对一批被试同时进行孤独感的测量。研究表明孤独感在性别变量上不存在明显的差异，但是男性孤独感均值高于女性，男性在学校里感受到孤独的情况比女性多(周丽等人,2015)。男生与女生在孤独感方面对于性别不存在明显差异(任泽鑫,2020)。男生在学校比女生的容易感受到孤独，年级的预测作用不显著孤独感，性别和年级可以解释其变异的 5.4%性别可以预测孤独感(李世强等人,2015)。

2.3 孤独感的测量

由于目前对孤独感的维度划分尚未统一，所以对于孤独感的测量方法也不尽相同。对于此的研究很多，主要分为：人口变量学的差异、其与人格的关系、其与社会支持的

关系，孤独感与父母教养方式、应对方式的关系。结合目前对孤独感的研究，国内外专家学者也对孤独感维度划分提出了对应的建议和意见，以维度划分为基础制定出对应的量表。Scmhidt et al.（1983）从孤独感的产生与个体人际关系、亲密关系和团队组织等多个方面紧密相连，以此为基础编制了孤独感量表(DLS)。Weiss（1987）指出的孤独类型测试基础上，确定出了情绪一社交孤独感量表(ESLI)。Russell et al.（1988）指出，孤独感作为一种单维度情绪，是人们对社会交往的渴望对比现实情况出现较大落差时产生的情绪，以此为基础设计了孤独感量表(UCLA)。该量表被广泛使用，信效度良好，量表共有 20 个题目，采用 4 点计分法，从“从不”到“一直”，得分越高，孤独感体验越高，这也是目前学术界测量孤独感较为广泛使用的量表之一。孤独量表 (Loneliness Rating Scale)由学生在感到孤独时用以形容其情感体验的 70 个形容词组成。这是一个评价孤独者特殊情感的频度与强度的量表，它在几个方面与 UCLA 量表(Loneliness Scale，University of California at Los Angels) 首版于 1978 年，测量“对社会交往的渴望与实际水平的差距”而产生的孤独感（黎芝，2012；周亮，2012）。Russell 等人编制而成，曾经在 1980 年和 1988 年进行两次修订，分别为第二版和第三版。该量表为自评量表，主要评价由对社会交往的渴望与实际水平的差距而产生的孤独感。每个条目有 4 级频度评分：4= 一直：3 = 有时；2= 很少；l= 从未。其中有 9 个条目反序记分，分数越高，孤独程度越高。第三版是作者为非大学生所设计的，同时也降低对条目的理解所需的阅读能力要求。孤独量表不同:它针对孤独的情绪而不是对其人际关系根源的推断;它是多维的;它所取形式是一种形容词检查表 (Scalisetal., 1984)。

## 3、孤独感的现状

通过前人的研究可以发现，大多数的关于孤独感的研究都是基于留守儿童和空巢老人居多，本身针对于大学生的研究数量相对较少，研究国外留学生领域的更是寥寥无几。泰国留学本身相较于欧美国家选择的学生就会偏少一些，教育资源也会相对来说较少，在泰国不同的文化、生活环境和饮食习惯会给中国留学生带来很多不适应的情况。比如天气和气温的不适应，泰国的温度常年都在 30 度左右。以及人文风格和习惯的不同，泰国是君主立宪制国家并且会有自己的宗教信仰。这些差异会产生很多不同的情绪，包括会有很多年纪偏小的学生。在泰大学生的人数日益增多，当前大学生的心理健康状况不容乐观。孤独感在我国大学生中普遍存在，绝大多数的大学生都体验过不同程度的孤独感。对于基础理论的研究主要成果集中的国外，对孤独感进行了界定、分类，还分别从不同的学派对孤独感进行解释；对于孤独感的相关研究大致从网络因素、家庭因素、人格因素方面展开，并得出了相应的成果；应对策略方向研究目前尚未形成理论体系，但根据各地的实际情况，也有相关的说明。

3.1 大学生孤独感和网络因素的相关研究。

与留学生孤独感和网络因素的相关研究中，分别有两个方面的研究：第一方面是有关于大学生网络成瘾和孤独感的相关研究；另一方面是关于手机依赖和孤独感关系研究。如焦开山（2016）研究表明大学生的孤独感与使用网络呈正相关，大学生对移动互联网的过度使用不仅不能避免孤独感，而且有可能从现实抽离出来，进一步提升孤独感。关

于大学生孤独感和网络因素的关系研究很多，总的说来，大学生孤独感与互联网使用互为原因和结果。在其研究结果中进一步指出，网络成瘾大学生比非网络成瘾大学生有更高孤独感。关于手机依赖综合征（MPDS）与大学生孤独感关系研究发现，MPDS 是大学生孤独感的危险性因素，MPDS 者产生孤独感的可能性是非 MPDS 者的 1.6 倍（孙江伟等人，2014）。

3.2 大学生孤独感和家庭因素的相关研究。

孤独感与家庭因素的相关研究主要有孤独感与家庭功能、父母教养方式两方面的研究。邓丽芳等人（2012）表明家庭功能对情绪表达性、亲情孤独感、爱情孤独感以及社交孤独感存在显著的预测作用，家庭突变或适应性水平高的大学生更倾向于表达自身的情绪，体验到的亲情、爱情以及社交孤独也较少。也有学者探讨了大学生孤独感和父母教养方式的关系。研究表明，大学生孤独感与父母教育方式、身心健康都有一定的关系。家庭教养方式，尤其是母亲给予的情感支持直接影响着大学生孤独感的体验（张雪琴等人，2010）。

3.3 大学生孤独感和人格因素的相关研究。

李传银（2000）研究结果显示，孤独与人格特点有密切的关系。孤独与情绪稳定性呈负相关，与神经质、精神质呈显著正相关。还有学者探讨了大学生孤独感与依恋、自尊的关系，如李彩娜（2010）等人指出，自尊与孤独感显著负相关，说明个体自尊程度越高，越少体验到孤独感，高孤独感往往与高依恋焦虑、高依恋回避密切相关。这是因为不安全依恋的个体通常对自我和他人采取消极评价，导致其不良人际关系而产生的强烈孤独感。李彩娜等（2010）学者还探讨了大学生孤独感和害羞之间的关系，指出害羞与孤独感密切相关，害羞的行为和认知层面能够有效预测大学生的孤独感。

3.4 孤独感与社会支持的关系研究。

国外关于大学生孤独感与社会支持的关系研究，主要集中于以下三方面的内容：（1） 低质量的社会支持与孤独感之间是否存在性别差异；（2）缺乏社会支持，会增加孤独感；（3）不同年龄阶段因为需要不同的社会支持而产生的孤独感。研究结果表明，社会支持与孤独感之间的关系有性别差异，与家庭成员和朋友间的不良关系会导致孤独感的产生，而且女性更容易因社会支持的质量低下而感到孤独，女生对低水平的社会支持更敏感（Chih-Yuan，2016）。说明，如果某个年龄阶段的社会支持没有满足该年龄阶段的心理发展需要，孤独感就会产生。

## 4、结论

通过梳理国内外关于大学生孤独感的文献发现：虽然国内外关于孤独感的研究内容有很多相似之处，如孤独感与其他因素的关系，但国内外的研究仍存在很多差异：（1）国外的研究方法比较全面，国外对留学生孤独感的研究多采用问卷调查和实验相结合的方法，研究方法相对灵活。然而在我国大学生孤独感的研究方法采用单一的测量方法，研究方法也会相对比较单一。（2）在研究对象方面，国外的研究对象主要是按照人类发展的阶段划分的，而国内的研究对象主要是按照生命的不同阶段划分的。（3）在研究方法上，中国应尝试综合运用多种方法，尤其是更深入的定性研究。（4）尝试更多的跨文

化研究，看看在不同信仰和文化背景下成长的留学生的孤独感是否不同。

## 5、建议

在未来关于孤独感的研究中，作者认为可以加强对孤独感的成因和影响因素的研究，选择适合中国学生的测量量表来干预和治疗留学生产生的孤独感，从而找到留学生孤独感的应对策略，帮助高校真正摆脱中国留学生不良情绪的困扰，提高在泰中国留学生的整体心理健康水平。在留学生领域，对孤独感的定性研究还不够深入。关于孤独感在人口统计学变量上的差异，研究结果仍然存在差异。主要讨论了影响因素，缺乏对生物场和文化因素的分析和研究

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# A Study on the Influence of Security, Loneliness and Social Anxiety of Grade 4-6 Pupils in Xi'an, China

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**Abstract**

Primary school students are in the accelerated period of psychological development. This study discusses the characteristics and relationship between primary school students' sense of security, social anxiety and loneliness, and then puts forward reasonable suggestions on cultivating primary school students' awareness of health, improving peer relationship and reducing the level of loneliness. It is suggested to pay special attention to the role of social anxiety in the process of primary school students' mental health education and physical health education.

**Keywords**：Sense of Security；Aloneness；Social Anxiety；Pupils in Grades 4-6

# 中国西安市 4-6 年级小学生安全感、孤独感与社交焦虑影响研究

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**摘要**

本研究对小学生安全感与社交焦虑、孤独感的特征及关系进行了探讨,进而对培养小学生健康的意识、改善同伴关系、降低孤独感水平提出合理的建议。在小学生心理健康教育和生理健康教育过程中应该特别注重社交焦虑的作用。

**关键词**：安全感；孤独感；社交焦虑；4-6 年级小学生

## 1. 绪论

本研究目的为探究中国西安市 4-6 年级小学生在“安全感”、“孤独感”和“社交焦虑”这三个层面的关系及影响，本章将呈现本研究背景与动机、目的、问题及意义等相关内容。

此外,调查显示,教师认为存在心理问题的学生总数占29.8%,近1/3的小学生存在各种心理健康问题（朱智贤，2018）。尤其是 4-6 年级儿童，正处于心理发展的骤变期和人格塑造的关键期，了解他们在交往中的不良情绪体验有极其重要的意义。

近年来，儿童的孤独感越来越成为社会比较关注的一个焦点问题。孤独感界定为个体认识到其期望达到的和实际达到的社交网络模式存在差距而产生的不愉快体验（李幼穗、孙红梅，2017；杨在花，2010）。对于儿童来讲孤独是个体基于对自己在同伴群体中社交和友谊地位的不满足而产生的孤单、寂寞、失落、疏离和不愉快的主观情绪体验，是一种消极的、弥漫性的心理状态，儿童长期处于此状态会导致适应不良（刘红、王洪礼，2019）。

孤独会使人缺乏自信心，自我评价降低，进而引发情绪障碍，并产生种种消极体验，如沮丧、失助、抑郁、烦躁、自卑、绝望等，因此孤独极大地危害着学生的心理健康。虽然一定的孤独体验对于人格成长的作用可能并不全是消极的，但孤独感给儿童造成相当大的痛苦。孤独体验与抑郁和被遗弃感，社交的焦虑感相联系，使儿童找不到社会归属感，并导致自尊下降。Asher et al.（2018）研究表明 10%~16%的学龄儿童报告存在严重的孤独感。同伴接纳水平较低的儿童会体验到较高水平的孤独知学习环境和社交环境，这一结论得到多项研究的支持，其中有小学一年级的幼小儿童 (Cassidy & Asher, 2019)，有三年级到六年级的小学儿童 (Crick & Ladd, 2019), 有六年级或七年级良好的人际交往，到八年级的早期青少年。 这些研究表明，即使是一年级的儿童也能觉察到同伴群体中的情绪反映和行为表现及对自己社交交往困难，并体验到被同伴拒绝的不愉快感(Cassidy，2019）在学业水平的知觉而产生的孤单（Asher, 2018)。

周宗奎与范翠英(2011)对西安市儿童社交焦虑与孤独感的关系研究中，发现二年级学生的社交焦虑得分显著地高于四年级的学生,并且六年级学生体验社交焦虑的情绪也显著地高于四年级的学生。张妍等人（2016）小学生的社交焦虑在学业成绩上的差异显著，即差生的社交焦虑水平高于优生和中等生，中等生的社交焦虑水平是最低。

在目前的研究中产生的教育缺口存在以下几点内容：一是并没有重视心理健康教育校本课程的研发与实施，教学内容流于表面，并没有结合本校学生普遍存在的心理问题进行引导,教学效果不佳,学生常见心理问题得不到解决。二是缺少高素质的心理老师，其它学科的老师没有关注小学生的心理健康，在管理和教学方法上有一些问题，这些问题的解决方法会直接影响到学生的心理健康；三是学校与家长沟通存在问题，家长对于学生的心理健康不够重视，学校教育与家庭教育内容存在不一致的情况，最终影响心理健康教育质量的提升（赫连妍，2021）。

从上述相关研究来看，近年来研究关于安全感、社交焦虑、孤独感相关内容的研究成果丰硕，并尝试大量不同的研究方式，丰富心理学的研究。但以往研究大多停留在对其中一个因素的分析探讨或安全感与孤独感、社交焦虑与孤独感之间相互关系的研究，安全感和社交焦虑的研究几乎没有，对三者之间的综合分析更是鲜被重视。

综上所述，本文研究将针对西安市 4-6 年级小学生在“安全感”，“孤独感”、“社交焦虑”这三个变项的关系及影响进行探究。

根据上述研究背景，本研究以中国西安市 4-6 年级小学生为研究对象，其探索主要目的可归纳如下：

A.探究性别对西安市 4-6 年级小学生的安全感、孤独感、社交焦虑上的影响。

B.探究西安市 4-6 年级小学生在安全感对孤独感的影响。

C.探究社交焦虑与西安市 4-6 年级小学生安全感对孤独感的影响。

D.探究社交焦虑对西安市 4-6 年级小学生对于安全感与孤独感的中介效果。

# 2. 文献探讨

2.1 安全感的概念

安全感是整个儿童期心理健康发展的重要基础,儿童期又是安全感建立的重要时期,此时安全感建立的好坏会对其以后的心理健康和人格发展产生重要的影响（王小昕，2021）。

安全感是个体心理健康的重要标准，在心理学中具有举足轻重的意义。马斯洛认为安全感指的是一种自由、安全和信心的感觉,这种感觉是从恐惧和焦虑中分离出来（Leiber，1996）。安全感能够使一个人对现在和未来各种需要的满足是一种温暖的感觉（郭晓秋，2021）。加拿大心理学家 Bretz（1946）认为:安全感是人在自然奋斗中，一种主宰行动并对行为后果负责的过程。在这种行为过程中，根据一定的目标得到完成，又能够给个体的人格增加的安全感”（侯立元，2010）。

综上所述，本研究认为，安全感的涵义就是人在社会生活中或是情感生活中有种稳定的不害怕的感觉。安全感是一种感觉、一种心理，是来自一方的表现所带给另一方的感觉，是一种让人可以放心、可以舒心、可以依靠、可以相信的言谈举止等方面表现带来的。

教育评比的分值化导致小学生心理安全感的缺失。现在,很多小学教育只是追求分数的提高，老师对小学生好坏的评价都体现在考试成绩方面.袁友华（2021）研究发现教师的评价对于小学生心理安全感会产生影响，若是好评价，则是正向提升心理安全感，然而，负评价是负向产生心理安全感的问题。

安全感量表由丛中与安莉娟于 2003 年编制。该量表的同质性信度和重测信度分别为:0.7958 和 0.7420，证明该量表有较好的信度（丛中等人，2004）。研究者认为由于测试人群的样本量小，安全感量表符合安全感的理论构想，且具有较好的信度和效度。可用于对正常人的安全感心理特征实施检测，在心理学上的实践中具有较为广泛的应用前景。

2.2 孤独感的概念

孤独被描述为一种消极的且具有感染性的心理状态，儿童长期体验孤独的状态，会导致其生活各方面的适应不良″（吴剑等人 2006）。体验孤独感的儿童内心是很痛苦的，他们长期处于孤独的状态，安全感降低，使他们没有来自家庭和社会的归属感。

Weiss（1973）认为，孤独是当个人感觉到缺乏令人满意的人际关系,自己对交往的渴望与实际的交往水平产生差距时的种主观心理感受和体验。Jones（1945）表示,一个人的朋友的数量不能很好预测其孤独感。事实上，Parker（1937）和 Seal（1940）发现,至少对孩子来说，依据一个人朋友的数量可预测其孤独感,只有一个朋友的孩子不比有很多朋友的孩子孤独感多,但比没有朋友的孩子孤独感少（房文杰，2018）。

孤独量表 (Loneliness Rating Scale)由学生在感到孤独时用以形容其情感体验的 70 个形容词组成。这是一个评价孤独者特殊情感的频度与强度的量表，它在几个方面与 UCLA 量表(Loneliness Scale，University of California at Los Angels) 首版于 1978 年，测量“对社会交往的渴望与实际水平的差距”而产生的孤独感（黎芝，2012；周亮，2012）。

综上所述，孤独被描述为一种非积极向上的且具有同理性的心理状态，儿童长期维

持着孤独的状态，会导致其生活各方面的适应不良与社交隔断（叶恬，2020），本研究认为孤独感是一种封闭心理的反映，是感到自身和外界隔绝或受到外界排斥所产生出来的孤伶苦闷的情感。

2.3 社交焦虑的概念

Horney (1885) 在 Freud (1856) 对焦虑研究的基础上，提出自己的对焦虑的观点。不同于弗洛伊德研究的侧重点，她更注重后天环境对个体焦虑的影响。他强调父母的态度和行为对子女焦虑的产生有重要的影响。

社交焦虑在小学四、五、六年级间存在显著差异，其中六年级分别与四、五年级间存在显著差异，六年级社交焦虑水平显著低于四、五年级，这与以往的研究不一致，有的研究表明六年级报告的社交焦忠显著高于四年级（冯秋景，2010）。基于小学生随着年龄的增长，知识经验的增多，心理水平的提高，其社交焦虑水平有所降低。但六年级学生处于童年期向青春期过渡的前期，社交焦虑的水平低于四五年级学生，可能是又一次黑暗前的黎明。也可能是因为小学六年级的学生正面临着升学的压力,更多的精力放于学业上,人际交往活动会怕对减少，对人际变化不会那么敏感,没有时间去思考和关注这个问题（赵笑梅，2010）。

综上所述，本研究认为社交焦虑是一种与人交往的时候，觉得不舒服、不自然、紧张甚至恐惧的情绪体验。严重的情形是社交焦虑症患者每天的各种活动：走路、社会活动甚至打电话都是对他们很大的挑战。他们不仅与“权威人士”交往困难，与普通人交往也出现障碍。

儿童社交焦虑量表（Social Anxiety Scale for Children, SASC）是一个新的量表，标准化的数据很少，美国学者 Greey et al.（1988）年编制。小学二年级和三年级的被试者评分显著高于四、五、六年级。(其中二年级的均值为 104，三年级的均值为 9.9，四年级的均值为 8.9，五年级的均值为 7.7，六年级的均值为 84)。在不分年极的测查中，女生的评分(均值为 9-8)显著高于男生(均值为 8-3)。此量表主成份因子分析的结果表明，它包含有两个大因子:其一为害怕否定评价(第 1、2、5、6、8 及 10 条)。其二为社交回避及苦恼(第 3、4、7 及 9 条)。整个 SASC 的 Cronbah’s a 值为 0.76，两周重测信度为 0.67 (n=102) （肖文杰，2020）。

综上所述，本研究采用的量表为《儿童社交焦虑量表》Greey et al.（1988），是不分维度的，整体量表中总共有 16 道题目。研究者认为：《儿童社交焦虑量表》的题目浅显易懂，适合低年龄学生对每道问题的理解，并能够做出准确回答，每道题有五个选项，考虑更全面。

## 3. 安全感、孤独感、社交焦虑三者的现状研究

有研究指出,儿童在学校中建立的良好同伴关系、师生关系有助于降低其孤独体验。而且教师的幸福感高低会影响认知能力,情绪状态。一个好的状态面对学生不仅可以促进师生关系,更有利于建立良好和谐的班级氛围，从而有利于学生在这样的氛围中缓解焦虑形成健康的心理状态（田仕静等人，2020）。小学阶段是人身心发展的基础阶段,发展的状况对其一生都有重要影响（罗仲民，2020）。前人研究发现，焦虑的产生会使得

儿童更容易产生消极情绪，从而产生内生性的问题，从而抑制儿童的亲社会行为。对于不同性别而言，只有社交焦虑得分差异达到统计学标准，其中女生的得分著高于男生。因考虑到不同性别下，社交焦虑得分差异显著，遂对不同性别分别进行层次回归分析，发现对于男生而言，社交焦虑调节显著，对于女生而言，社交焦虑并没有显著的调节显著效应（高洁，2007）。

3.1 性别对西安市 4-6 年级小学生安全感、孤独感、社交焦虑的相关研究。

小学生的心理健康状况在不同性别、年级、城乡之间差异明显（马德珍，2010）。高屹等人（2008）的研究表明，不同性别的小学生在心理健康总量表和分量表的得分存在非常显著的差异，姓的心理健康水平都非常显著地好于男生。杨碧秀等人（2006）的研究表明，随着年龄的增长由于心理和生理的变化,不同年级的心理状况各有差异。通过文献研究，我们可以明显感受到男生和女生在安全感、孤独感、社交焦虑上的看法存在明显的不同。这表明，孤独感和社交焦虑都能够显著预测个体的亲社会倾向（阴云航等人，2019）。

3.2 西安市 4-6 年级小学生在安全感对孤独感的相关研究。

随着社会的发展,政府越渐重视中小学心理健康教育。已有研究表明（裘索，2020），相比于其他阶段的学生,小学生体验到更多的孤独感。孤独感,是一种负向情绪体验,代表个体期望的人际交往与实际人际交往之间的差距。许多研究者发现（胡丽蓉等人，2008）,若个体长期体验到较为严重的孤独感,那他们的情绪会受到很大影响,可能会引发某些情绪障碍。因此,研究学生孤独感及其影响因素,对降低孤独感水平、提高心理健康状态有重要作用。通过对孤独感相关文献进行梳理,笔者发现,安全感、自尊与孤独感密切相关。其中,安全感与孤独感呈显著负相关（梁秋霞，2019）。

3.3 西安市 4-6 年级小学生社交焦虑对孤独感的相关研究。

儿童社交焦虑不仅指主观上的焦虑,还包括社交回避和害怕否定评价;孤独感是感到缺乏社交技巧、缺乏社会信任,感到被孤立的情感体验（赵伟伟，2020）。较早的研究者 Maccoby（1983）注重儿童社交焦虑、孤独感与同伴关系、社交地位等的相关性;在测量的人群方面，主要关注的人群是留守儿童、流动儿童、大学生等。近几年的研究者陈熙维（2011）注重社交焦虑与孤独感的相关研究，并且发现二者的相关性很高，并且明确指出儿童的社交焦虑能显著的预测孤独感（康莹，2012）。在 Crick (1993) 研究表明，儿童的社交焦虑和孤独感与同伴关系显著相关，即儿童社交焦虑和孤独感与同伴的接受呈负相关，而与同伴的拒绝呈正相关。

3.4 西安市 4-6 年级小学生社交焦虑在安全感与孤独感的相关研究。

显然， 温暖、和睦、互助的家庭氛围将有助于婴幼儿建立安全感,形成安全型依恋;反之，冷漠、疏远、拒绝的家庭氛围则易使儿童产生恐惧和焦虑，缺乏安全感，形成焦虑型依恋（杨元花，2006）。因此，教育工作者要提高中下等生的社会适应性，改善其同伴关系，帮助他们建立积极的情绪情感体验和健康的心理（张妍等人，2006）。发现儿童的亲子依恋关系、孤寂感、社交焦虑和心理安全感的中介作用模型，即家庭的亲子关系是流动儿童心理安全感的一个直接影响源，而安全感又影响流动儿童的孤寂感和社交焦虑,安全感是亲子关系作用于流动儿童孤寂感和社交焦虑的中介因素。因此，亲子

关系好，安全感高，同时孤寂感和社交焦虑低（杨堂英，2008）。

为探究研究目的，本研究将采用问卷调查法。问卷法是国内外社会调查中较为广泛使用的一种方法。问卷是指为统计和调查所用的、以设问的方式表述问题的表格。问卷法就是研究者用这种控制式的测量对所研究的问题进行度量，从而搜集到可靠的资料的一种方法。问卷法大多用邮寄、个别分送或集体分发等多种方式发送问卷。由调查者按照表格所问来填写答案。一般来讲，问卷较之访谈表要更详细、完整和易于控制。问卷法的主要优点在于标准化和成本低。因为问卷法是以设计好的问卷工具进行调查，问卷的设计要求规范化并可计量（刘军，2006）。

除问卷调查法，本研究另采用访谈法。访谈法（Interview）又称晤谈法，是指通过访员和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。因研究问题的性质、目的或对象的不同，访谈法具有不同的形式。访谈法运用面广，能够简单而叙述地收集多方面的工作分析资料，因而深受人们的青睐。访谈法收集信息资料是通过研究者与被调查对象面对面直接交谈方式实现的，具有较好的灵活性和适应性。访谈广泛适用于教育调查、求职、咨询等，既有事实的调查，也有意见的征询，更多用于个性、个别化研究。访谈是一种言语事件，本身就是“现实”存在的一种方式，反映的是一种特定的社会现实（杨威，2001）。

“立意抽样”，一种依据调查者的主观判断来选取样本的非随机抽样方法。判断抽样一般是对被研究的总体先作初步了解，然后主观地、有意识地抽选某些具有代表性的对象作为调查样本，借以了解和掌握总体的一般状况。判断抽样在中国被很多人称为典型调查。它的好处是方便、迅速、节省，判断抽样的优点是：研究者能够充分利用自己的经验、技能和所具有的知识，去获得更多更准确的信息（刘建明等人，1993）。

# 4.研究结果

## 4.1 安全感量表项目分析

A. 项目分析。变革型领导量表分析结果显示，所有题项的决断值介于 17.109 至 26.409 之间，均达统计显著水准（$p$<.001）且绝对值大于 3，符合标准；所有题项与总分相关介于 0.823 至 0.887 之间，达统计显著水准（$p$<.01），均大于.400， 符合标准；所有校正后题项与最高分相关介于 0.798 至 0.869 之间，达统计显著水准($p$<.01)，均大于.400，符合标准（邱皓政，2013）；所有题项在题项删除后的 α值，均符合标准（吴明隆，2009）；所有题项的共同性均大于.2，符合标准；所有题项的因素负荷量均高于.500，符合标准。综合判断，安全感量表中的所有题项在进行项目分析后，均符合统计学标准，因此决定保留安全感量表所有题项，安全感量表共 16 题，不做删除。如表 3.4 所示：

**表 3.1**

*安全感量表项目分析表*

| 题项 | 极端组比较 | 相关性检测 | | 同质性检测 | | | 未达标准指标数 | 备注 |
|---|---|---|---|---|---|---|---|---|
| | 决断值 | 题项与总分相关 | 校正题项与总分相关 | 题项删除后的α 值 | 共同性 | 因素负荷量 | | |
| 标准 | ≥3.0 | ≥0.4 | ≥0.4 | <0.976 | ≥0.2 | ≥0.4 | | |
| AQ1 | 23.482** | 0.852** | 0.830 | 0.974 | 0.725 | 0.852 | 0 | 保留 |
| AQ2 | 17.109** | 0.823** | 0.798 | 0.975 | 0.677 | 0.823 | 0 | 保留 |
| AQ3 | 21.350** | 0.866** | 0.846 | 0.974 | 0.751 | 0.866 | 0 | 保留 |
| AQ4 | 20.275** | 0.869** | 0.850 | 0.974 | 0.757 | 0.870 | 0 | 保留 |
| AQ5 | 19.625** | 0.850** | 0.827 | 0.974 | 0.721 | 0.849 | 0 | 保留 |
| AQ6 | 19.049** | 0.857** | 0.837 | 0.974 | 0.736 | 0.858 | 0 | 保留 |
| AQ7 | 23.979** | 0.887** | 0.869 | 0.974 | 0.786 | 0.887 | 0 | 保留 |
| AQ8 | 25.737** | 0.868** | 0.847 | 0.974 | 0.752 | 0.867 | 0 | 保留 |
| AQ9 | 20.610** | 0.842** | 0.818 | 0.975 | 0.708 | 0.841 | 0 | 保留 |
| AQ10 | 17.806** | 0.836** | 0.813 | 0.975 | 0.700 | 0.837 | 0 | 保留 |
| AQ11 | 23.726** | 0.863** | 0.842 | 0.974 | 0.745 | 0.863 | 0 | 保留 |
| AQ12 | 18.516** | 0.844** | 0.822 | 0.974 | 0.713 | 0.844 | 0 | 保留 |
| AQ13 | 20.880** | 0.871** | 0.851 | 0.974 | 0.758 | 0.871 | 0 | 保留 |
| AQ14 | 19.052** | 0.856** | 0.836 | 0.974 | 0.734 | 0.857 | 0 | 保留 |
| AQ15 | 22.010** | 0.859** | 0.838 | 0.974 | 0.738 | 0.859 | 0 | 保留 |
| AQ16 | 26.409** | 0.868** | 0.847 | 0.974 | 0.752 | 0.867 | 0 | 保留 |

注 1：*$p<0.05$； **$p<0.01$

2:AQ-安全感

资料来源：本研究整理

## 4.2 孤独感的项目分析、探索性因素分析和信度分析

A.项目分析。UCLA 孤独感测试量表经过项目分析后，分析的结果显示，所有题项的决断值介于 17.219 至 29.867 之间，均达到统计显著水准（$p<0.001$）且绝对值大于 3，符合标准；所有题项与总分相关介于 0.823 至 0.879 之间，达统计显著水准（$p<0.01$），均大于 0.4，是符合标准。综合判断，所有题项均符合统计学标准，因此保留所有题项，共 20 题。

表 3.2

*UCLA 孤独感量表项目分析表*

| 题项 | 极端组比较决断值 | 相关性检测 题项与总分相关 | 校正题项与总分相关 | 同质性检测 题项删除后的α值 | 共同性 | 因素负荷量 | 未达标准指标数 | 备注 |
|---|---|---|---|---|---|---|---|---|
| 标准 | ≥3.0 | ≥0.4 | ≥0.4 | <0.981 | ≥0.2 | ≥0.4 | | |
| GD1 | 19.784** | 0.852** | 0.836 | 0.980 | 0.728 | 0.879 | 0 | 保留 |
| GD2 | 27.290** | 0.872** | 0.856 | 0.980 | 0.759 | 0.872 | 0 | 保留 |
| GD3 | 29.867** | 0.867** | 0.851 | 0.980 | 0.751 | 0.871 | 0 | 保留 |
| GD4 | 25.458** | 0.872** | 0.857 | 0.979 | 0.761 | 0.868 | 0 | 保留 |
| GD5 | 18.414** | 0.838** | 0.820 | 0.980 | 0.703 | 0.868 | 0 | 保留 |
| GD6 | 20.002** | 0.857** | 0.840 | 0.980 | 0.735 | 0.866 | 0 | 保留 |
| GD7 | 23.490** | 0.851** | 0.834 | 0.980 | 0.724 | 0.866 | 0 | 保留 |
| GD8 | 24.690** | 0.862** | 0.846 | 0.980 | 0.743 | 0.862 | 0 | 保留 |
| GD9 | 22.557** | 0.868** | 0.853 | 0.980 | 0.754 | 0.861 | 0 | 保留 |
| GD10 | 17.984** | 0.850** | 0.833 | 0.980 | 0.723 | 0.857 | 0 | 保留 |
| GD11 | 26.308** | 0.868** | 0.852 | 0.980 | 0.753 | 0.856 | 0 | 保留 |
| GD12 | 26.357** | 0.860** | 0.844 | 0.980 | 0.741 | 0.853 | 0 | 保留 |
| GD13 | 19.748** | 0.841** | 0.823 | 0.980 | 0.707 | 0.851 | 0 | 保留 |
| GD14 | 26.791** | 0.879** | 0.865 | 0.979 | 0.773 | 0.850 | 0 | 保留 |
| GD15 | 17.219** | 0.834** | 0.815 | 0.980 | 0.695 | 0.846 | 0 | 保留 |
| GD16 | 18.188** | 0.842** | 0.824 | 0.980 | 0.709 | 0.842 | 0 | 保留 |
| GD17 | 23.719** | 0.847** | 0.828 | 0.980 | 0.715 | 0.841 | 0 | 保留 |
| GD18 | 26.017** | 0.866** | 0.850 | 0.980 | 0.750 | 0.839 | 0 | 保留 |
| GD19 | 17.519** | 0.823** | 0.803 | 0.980 | 0.676 | 0.833 | 0 | 保留 |
| GD20 | 20.397** | 0.856** | 0.839 | 0.980 | 0.733 | 0.822 | 0 | 保留 |

注 1：*$p<0.05$； **$p<0.01$

2:GD-孤独感

资料来源：本研究整理

表 3.3

*UCLA 孤独感量表探索性因素分析与信度分析摘要表*

| 维度 | 题项 | 因素负荷量 | 特征值 | 解释变异量% | Cronbach’s a |
|---|---|---|---|---|---|
| | GD1 | 0.879 | | | |
| | GD2 | 0.872 | | | |
| | GD3 | 0.871 | | | |
| | GD4 | 0.868 | | | |
| | GD5 | 0.868 | | | |
| | GD6 | 0.866 | | | |
| | GD7 | 0.866 | | | |
| | GD8 | 0.862 | | | |
| 孤独感 | GD9 | 0.861 | 14.634 | 73.170 | 0.981 |
| | GD10 | 0.857 | | | |
| | GD11 | 0.856 | | | |
| | GD12 | 0.853 | | | |
| | GD13 | 0.851 | | | |
| | GD14 | 0.850 | | | |
| | GD15 | 0.846 | | | |
| | GD16 | 0.842 | | | |
| | GD17 | 0.841 | | | |
| | GD18 | 0.839 | | | |
| 孤独感 | GD19 | 0.833 | 14.634 | 73.170 | 0.981 |
| | GD20 | 0.822 | | | |
| 累计总解释变异量 73.170% | | | 量表整体信度 0.981 | | |

资料来源：本研究整理

## 4.3 社交焦虑的项目分析、探索性因素分析和信度分析

A. 项目分析。社交焦虑量表经过项目分析后，分析的结果显示，所有题项的决断值介于 19.541 至 27.163 之间，均达到统计显著水准（$p$<0.001）且绝对值大于 3，符合标准；所有题项与总分相关介于 0.857 至 0.890 之间，达统计显著水准（$p$<0.01），均大于 0.4，是符合标准。综合判断，所有题项均符合统计学标准，因此保留所有题项，共 10 题。

B. 探索性因素分析。结果显示 Kaiser-Meyer-Olkin（KMO）值为 0.974、Bartlett 球形检定值 3376.662（$p$=0.000），适合做因素分析，各题项因素负荷量介于 0.857 至 0.891 之间，量表特征值为 7.639，累计总解释变异量 76.394%，量表在本次实际测量中具有良好的建构效度。

C. 信度分析。结果显示社交焦虑量表整体 Cronbach's a 系数为 0.966，社交焦虑量表

在本次测量中具有良好的信度。

**表 3.4**

*社交焦虑量表项目分析表*

| 题项 | 极端组比较 | 相关性检测 | | 同质性检测 | | | 未达标准指标数 | 备注 |
|---|---|---|---|---|---|---|---|---|
| | 决断值 | 题项与总分相关 | 校正题项与总分相关 | 题项删除后的 a 值 | 共同性 | 因素负荷量 | | |
| 标准 | ≥3.0 | ≥0.4 | ≥0.4 | ＜ 0.966 | ≥0.2 | ≥0.4 | | |
| SJ1 | 24.807** | 0.871** | 0.838 | 0.962 | 0.757 | 0.870 | 0 | 保留 |
| SJ2 | 26.346** | 0.874** | 0.843 | 0.962 | 0.764 | 0.874 | 0 | 保留 |
| SJ3 | 20.709** | 0.860** | 0.828 | 0.962 | 0/742 | 0.861 | 0 | 保留 |
| SJ4 | 27.163** | 0.872** | 0.838 | 0.962 | 0.758 | 0.871 | 0 | 保留 |
| SJ5 | 23.470** | 0.867** | 0.834 | 0.962 | 0.752 | 0.867 | 0 | 保留 |
| SJ6 | 27.918** | 0.890** | 0.863 | 0.961 | 0.794 | 0.891 | 0 | 保留 |
| SJ7 | 26.720** | 0.886** | 0.857 | 0.961 | 0.786 | 0.887 | 0 | 保留 |
| SJ8 | 24.638** | 0.886** | 0.856 | 0.961 | 0.783 | 0.885 | 0 | 保留 |
| SJ9 | 19.541** | 0.857** | 0.822 | 0.963 | 0.734 | 0.857 | 0 | 保留 |
| SJ10 | 26.018** | 0.877** | 0.845 | 0.962 | 0.768 | 0.877 | 0 | 保留 |

注 1：*$p$＜0.05； **$p$＜0.01

注 2：SJ-社交焦虑

资料来源：本研究整理

综上分析，预试问卷在经过项目分析、探索性因素分析、信度分析，保留预试问卷所有题目。所有题项编入正式问卷分别为：安全感量表 16 题；UCLA 孤独感量表 20 题；社交焦虑量表 10 题。

## 5. 结论与建议

本次研究通过对西安市三所小学的小学生安全感、孤独感与社交焦虑的研究和讨论。

小学高段学生安全感的发展存在性别差异，女生的安全感整体高于男生。小学阶段是人生最基础的教育，也是学生最重要的人生阶段。

首先，小学生处于身心发展的特殊阶段，这阶段侧重点是发展孩子的思维能力、培养良好的学习习惯。其次，小学阶段是学生探索世界的重要时期。有些小学生却没能顺利的走上正轨，出现了不被人重视的心理缺陷，因此，研究小学生安全感，对丰富小学生心理安全感具有重要意义。

父母的情感温暖、理解教育方式、父母亲的惩罚、严厉教养方式、父母亲的拒绝、否认教养方式过于保护养育方式与孤独感都有着相关并且对孤独感的发展有着显著影响。

研究发现，小学生的社交焦虑和孤独感因学习成绩不同而不同，说明学习成绩对儿童的社交情绪有一定的影响。中国国内一些对不同学习水平学生的焦虑研究中也得到了类似的结论，即差生的孤独感和社交焦虑度显著高于中上等生，说明差生不仅是学业上的弱势群体，也是心理和情绪情感上的弱势群体，学习成绩影响了其情绪情感和社会交往。

本研究显示，差生存在着某些不良的情绪体验，这种体验将会影响他们的人际情感和行为。

首先，耐心与共情、与孩子进行有效沟通和交流。其次是关爱与疏导，架起学生情感表达沟通的桥梁。第三点是活动与辅导，让孩子建立存在感与安全感（袁琳立，2021）。亲子依恋、同伴接纳、师生关系、学业成就、年级等不是孤立地影响小学生孤独感，而是共同对小学生孤独感发生作用（张连云，2008）。所以，提出以下两点建议：

第一点是提升亲子依恋水平。第二点提升同伴接纳水平。

从家庭教养方式入手,家长需要回顾和审视自己的教育方式是否适合孩子,若在教育过程中使用了过度心理控制,批评、抑制和有条件的爱，则要及时改变,多给予孩子肯定,积极赞美,提高孩子的自信心,创造民主的教养方式（熊丹丹，2019）。

教育者要关注学生的社交情况,在提高教学质量的同时也要注重学生的身心问题。教育者可以在校内营造积极的社交环境,多组织活动鼓励学生同伴交往、开设人际交往主题的班会课和心理课帮助学生获得社交技巧,为学生创造成功的社交体验（赵伟伟，2020）。

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# The Effect of Learning Stress on College Students' Involution Motivation--the mediating role of mental toughness

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**Abstract**

In 2020, "Involution" have become fashionable on the line, the world has entered an age of everything in the circle, what the mechanism of involution, how they motivates us? Purpose: to investigate the relationship between learning stress and involution motivation of college students, and the mediating effect of mental toughness between them. Ways: 675 college students were measured using the college students' competitive scale, college students' learning stress questionnaire and adolescent psychological resilience scale. Results:1.The competitive motivation differs significantly in gender and age; 2.The academic burden pressure of learning pressure was negatively correlated with the positive cognitive dimension of mental toughness and competitive motivation, yet it was positively correlated with the interpersonal assistance dimension of mental toughness; 3.Interpersonal assistance and positive cognition play a partial mediating effect between academic load and competitive motivation. Conclusion: academic burden affects competitive motivation, partly through interpersonal assistance and positive cognition. The results of the study help to reveal the mediating mechanism between the academic burden and the competitive motivation, and have guiding significance for establishing the rational competitive motivation of college students.

**Keywords:**Involution Motivation; Competitive Motivation; Learning Stress; Mental Toughness; Academic Burden

# 探究学习压力对大学生内卷动机的影响
# -心理韧性的中介作用

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**摘要**

2020 年内卷一词从网络爆红，世界仿佛进入了一个万物皆在卷的时代，究竟是什么促使我们都在内卷呢，内卷动机是什么？目的：考察学习压力与大学生内卷动机的关系，以及心理韧性在二者之间的中介效应。方法：采用大学生竞争心理量表、大学生学习压力感问卷和青少年心理韧性量表对 675 名大学生进行测量。结果：①竞争动机得分在性别、年级上的差异显著；②学习压力的课业负担压力与心理韧性的积极认知维度和竞争动机呈负相关，学习压力的课业负担压力与心理韧性的人际协助维度呈正相关；③人际协助与积极认知在课业负担与竞争动机之间起部分中介效应。研究结论：课业负担影响竞争动机，且部分影响通过人际协助与积极认知起作用。研究结果有助于揭示课业负担与竞争动机之间的中介机制，对于树立大学生的理性竞争动机具有指导意义。

**关键词：**内卷动机、竞争动机、学习压力、心理韧性、课业负担

# 前言

最近内卷越来越频繁被人们谈及，“内卷”被解释为：非理性、白热化的竞争。在学习、就业、社交等方面得不到有效的提升、但又无休无止的互相竞争，这不可避免的引起了很多大学生人群的焦虑，尤其是学习上的压力；通过 Kumar and Jadaun（2018）研究表明伴随社会经济的发展，社会对教育的要求也越来越高，大学生的压力也呈不断上升的趋势。此外，雍政等人（2021）认为激烈的竞争给人带来巨大压力，往往会用尽所能使胜利的天平倾向自己，若不加以引导，竞争者极大可能为了非理性的追求成功而不计后果，做出违背社会公约、人性良知的事，严重危害社会安定和谐。进一步地，在 Abouserie(1994)的研究中揭示了，大学生最大的压力源是与学习直接相关的因素。而这些都是学习压力的核心成分，因此了解大学生学习压力对内卷（非理性竞争）动机的影响是非常必要。

也有一些研究者对心理韧性进行了更细致的研究，如 Graeme（2017）研究发现心理韧性与学习压力之间存在密切的关系；刘环宇等人（2017）认为心理韧性好通常意味着一种个体能够面对现实学习、工作和日常生活的重大压力和对发生挫折的重大心理压力反弹的适应。另外，杨伟才（2006）认为当代大学生的竞争意识还是较强，从注重学习知识、专业技能等方面增强自身的竞争力，但在这个过程中也存在一些内卷（不良）竞争动机。大学生竞争压力的日趋加重，部分大学生存在“内卷”的竞争心理动机，结果伤害了他们自身，也给社会带来了一定负面影响。当代大学生是新时代的栋梁之才，以后将作为未来现代社会建设的参与者、建设者、管理者，他们对社会发展的未来影响深远，培养大学生理性的竞争动机, 并且他们的心理健康状态对于社会的稳定起着不可小觑的作用。这也是国家、社会、高校、家庭以及教育工作者任重道远的责任。探讨他们的内卷动机（非理性竞争动机），帮助他们培养健康的竞争动机，愈显必要。

# 文献探讨

### 1.1 内卷（竞争）动机

内卷最早由 Geertz(1965)提出，内卷即“向内演化”。人类社会在一个发展阶段达到某种确定的形式后，停滞不前从而向精细化、细节化向内演化发展。近年的研究，欧阳天明(2021)指出在资源没有增加的情况下，参与社会资源竞争的人数增加，单位劳动日报酬降低演化为出现非理性竞争，且薛月琦与张荣华(2021)指出：个体出于外部的原因去行动，就是外在动机驱动。以高等教育为例，出于就业要求、升学压力等外在动机驱动去非理性竞争，外部驱动长期非理性激烈竞争，个体学习满意度和行为的可持续性会下降，自然而然导致疲惫、焦虑，甚至导致个体做出违法乱纪的行为。同时郑渝川(2021)内卷是竞争方式的一种，却具有一定的盲目性，需要明确内卷竞争动机。之后付茜茜(2022)认为“内卷化”竞争意指非理性竞争，使人们陷入“进退两难”的尴尬境地，并成为较为常态化的生活方式，而内卷动机可以定义为非理性的竞争动机。

### 1.2 学习压力

本研究认为的学习压力是从心理学视角出发，陈旭（2004）将学习压力定义为：“学习的内外部环境要求超出了学生自身应对能力的范围，或者感到会对自身产生威胁的一

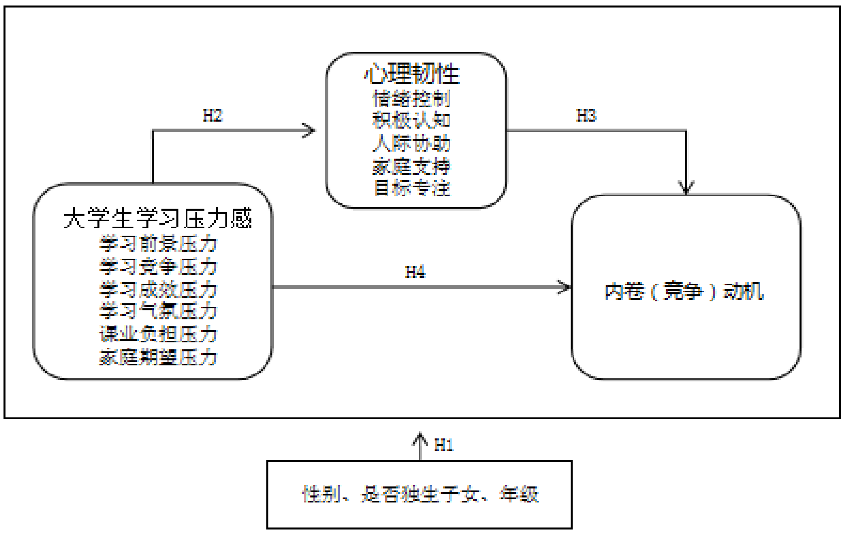
种心理反应和主观感受”。进一步地，梁云美（2020）指出大学生正处于人生的转折时期，在可承压范围内，学习成绩会随着压力的增大而提升，但当学习压力超过一定阈值后，学习成绩将会下降。如果学习压力过大，持续时间过长，对学生的生理和心理健康都会产生不利影响。许多学者对压力来源的进行了研究，但对学生的学习压力的来源的研究较少。另外，王鹏（2004）分析,大学生的学习压力主要包括外部环境因素与个体的内部因素，如外部：教师的期望、同学间不恰当的攀比、繁重的课业等；内部：智力因素、学习动机、学习兴趣等。而本文采纳田澜与邓琪(2008)对大学生学习压力来源进行分析发现，大学生学业压力主要来源于学习前景、学习竞争、学习成效、学习气氛、课业负担、学习条件、家庭期望。

**1.3 心理韧性**

关于心理韧性（resilience）的研究最早起源于美国，最初是研究在不利的处境条件下，Rutter（1979）认为儿童内部心理发展变化的结果。不少研究者出发点不一样给出了不一样心理韧性的定义，如 Luthar 等人（2000）认为心理韧性是个体经历了重大挫折和生活压力仍表现出良好适应的过程此外，邓雨婷等人（2020）探究了心理韧性对青年学生的影响，结果表明学生由中学阶段进入到大学阶段时，会由于环境的变化而产生心理上的不适应，之后又面临新的压力，此时心理韧性对大学生心理健康的作用不容忽视。而胡月琴与甘怡群 (2008)认为心理韧性是一种个体获得社会支持并依靠自身的能力在逆境中相互作用并成功应对的动态过程，心理韧性包括个人力（内部自我心理韧性）与支持力（外部社会资源）如人格、认知方面的因素，还包括个体所拥有的一些社会资源，如来自家庭、社会以及同伴的支持和帮助。

## 研究方法

**2.1 研究架构**



### 2.2 内卷（竞争）动机、学习压力、心理韧性之间的相关研究

金颖(2021)从心理学视角出发认为内卷（竞争）动机的成因与内在的心理机制、集体潜意识、从众心理与同伴压力是分不开的，更和一个人的自我价值与自我评价体系是密切关联的。依据自我决定理论，自主感、能力感和关系感三种基本需要满足，能够促进个体身心健康和自我实现，避免“内卷化”。相反，如果大学生在学习中无法满足自主学习、学习能力以及和谐学习氛围时便产生“内卷”动机。此外，邓琪（2008）认为适度的学习压力会引起人适度的紧张感，从而提高智力活动的效率，但持续、过大的学习压力则会使学生产生过度、非理性的竞争动机，导致大学生学习效率降低。从而提出本研究的假想 H2：大学生学习压力各维度对大学生内卷动机有显著预测作用。

当社会资源无法满足所有人的需求时，人们通过竞争来获取更多资源。随着高等教育进入高质量严要求时代，大学生能躺平毕业现象也不存在了。内卷动机其实就是非理性竞争动机，随着竞争越来越激烈，知识总量和质量没有增加，大学生们就会产生学习倦怠。而心理韧性是指个体在面对挫折或困难时体现出的一种能力，表现在个体通过对自身的调节，能够使个体从失调状态恢复到以前的良好状态并且能够积极发展的过程。邓雨婷等人(2020)研究发现，心理韧性作为应对压力的反弹力对学习压力具有负向预测作用，是反映心理健康程度的重要指标。从而提出本研究的假想 H3：心理韧性各维度对大学生内卷动机有显著预测作用。

心理韧性高的个体拥有丰富的心理资源，如乐观等，在面对压力时能及时调动并合理分配心理资源来应对内卷心理，表现出良好的适应状态，心理韧性可以缓解个体的心理异常。赵诗羽(2020)指出心理韧性使个体在遭遇挫折时消除焦虑，顺利适应，形成良好的抗压能力。由此我们推论，可能因心理韧性的强弱不同而存在差异，从而提出假想 H4：心理韧性各维度在大学生学习压力对内卷动机影响之间有中介作用。

### 2.3 研究实施与参与者

本研究遵循数据保密，被试自愿参与、匿名作答的原则，对问卷施测。通过对问卷填写的指导语进行详细讲解，并要求被试结合自身的实际情况认真、独立作答。本研究将采用问卷调查法与便利取样法，对江西省地区某高校大学生进行调查。由于疫情政策防控，不允许线下聚集，本研究通过问卷星共发放并回收 675 份问卷，其中 675 份有效问卷，有效率约 100%。

### 2.4 研究工具

#### 2.4.1 大学生竞争动机量表

由于大学生内卷动机其实就是非理性竞争动机的表现，所以采用大学生竞争心理量表-竞争动机分量表，该量表由岑延远（2009）编制。竞争心理由竞争倾向、竞争动机、竞争策略和竞争内容四个维度构成，共设置 61 题。该量表中各分量表的内部一致性系数都在 0.73 以上，重测系数介于 0.71－0.84 之间，具有较好的信度和效度。本研究将采用大学生竞争心理量表中竞争动机分量表进行施测。

#### 2.4.2 大学生学习压力感问卷

本研究采用田澜与邓琪（2007）编制的《大学生学习压力感问卷》来测量大学生在学习中的压力感。该问卷由 42 个项目构成，共 7 个维度，即学前景压力、学习成效压

力、学习竞争压力、学习气氛力、课业负担压力、学习条件压力及家庭期望压力。大学生学习压力感问卷的内部一致性系数和分半系数分别为 0.93 和 0.89，各分问卷之间的信度在 0.65 以上，各分问卷与总量表之间的相关系数在 0.54～0.84，各分问卷之间的相关为 0.28～0.68. 所以大学生学习压力感问卷具有较好的信、效度。

**2.4.3 青少年心理韧性量表**

该问卷由胡月琴和甘怡群（2008）编制，包括情绪控制、积极认知、人际协助、家庭支持、目标专注 5 个维度，共计 27 个项目。反向题目为：1、2、5、6、9、15、16、17、21、26、27 题。采用 5 级计分制，总分代表心理韧性水平越高，该问卷的内部一致性信度为 0.83，信度良好。

**2.4.4 数据统计与分析**

将问卷星调查数据导入 Excel 进行整理，采用 SPSS20.0 软件进行数据处理，采用统计方法包括独立样本 t 检验、单因素方差分析、相关分析、回归分析和中介效应检验，对研究假设进行检验。

## 研究结果

**3.1 内卷动机、大学生学习压力感、心理韧性在人口学变量上的差异分析**

独立样本 t 检验结果（表 1）显示，内卷（竞争）动机在性别方面存在显著的差异，男生得分均高于女生得分，且在是否独生子女方面不存在显著差异。心理韧性各维度在性别方面存在显著的差异，在积极认知、人际协助、家庭支持、目标专注四个维度女生得分均高于男生得分，在情绪控制维度男生得分高于女生得分。学习前景压力、学习竞争压力、学习成效压力、学习气氛压力、课业负担压力、家庭期望压力在性别方面存在显著的差异，女生得分均高于男生得分。

**表 1**

*不同性别被试对内卷动机、学习压力、心理韧性各变量（M±SD）*

| | 男生 | 女生 | *F* |
|---|---|---|---|
| 内卷（竞争）动机 | *3.45±0.76* | *3.30±0.64* | *8.22*** |
| 学习前景压力 | *2.63±0.97* | *3.01±0.89* | *5.06**** |
| 学习竞争压力 | *2.36±0.76* | *2.56±0.61* | *3.71**** |
| 学习成效压力 | *2.53±0.87* | *2.72±0.66* | *4.80**** |
| 学习气氛压力 | *2.48±0.76* | *2.56±0.61* | *4.06**** |
| 课业负担压力 | *2.52±0.90* | *2.77±0.71* | *3.89**** |
| 家庭期望压力 | *2.75±0.94* | *2.96±0.77* | *3.00*** |
| 情绪控制 | *3.88±0.58* | *3.73±0.61* | *3.25**** |
| 积极认知 | *3.13±0.99* | *3.41±0.74* | *-4.14**** |
| 人际协助 | *3.18±0.68* | *3.31±0.66* | *-2.43*** |
| 家庭支持 | *3.17±0.53* | *3.31±0.47* | *-3.43**** |

| | | | |
|---|---|---|---|
| 目标专注 | *2.96±0.93* | *3.14±0.66* | *-2.98*** |

方差分析结果显示，内卷（竞争）动机在年级方面存在显著的差异。事后两两比较（采用 Scheffe 检验法），结果显示，对于竞争动机：大一学生得分显著高于大三（$^*p<0.05$）和大四（$^*p<0.001$）学生得分，大二学生得分显著高于大四学生得分（$^*p<0.05$）。学习压力感各维度在年级方面存在显著的差异。

### 3.2 内卷（竞争）动机、大学生学习压力感、青少年心理韧性的相关分析

Pearson 相关分析结果（表 2、表 3）显示，竞争动机分别与大学生学习压力感的各维度：学习前景压力、学习竞争压力、学习成效压力、学习气氛压力、课业负担压力、学习条件压力、家庭期望压力七个维度呈显著负相关；内卷（竞争）动机与心理韧性的各维度：与情绪控制、人际交往呈显著正相关，与积极认知、家庭支持呈显著负相关。

**表 2**

*内卷（竞争）动机、大学生学习压力感、青少年心理韧性的相关分析*

| | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| 1、情绪控制 | 1 | | | | | |
| 2、积极认知 | -0.05 | 1 | | | | |
| 3、人际协助 | 0.46*** | -0.01 | 1 | | | |
| 4、家庭支持 | 0.16*** | 0.61*** | 0.19*** | 1 | | |
| 5、目标专注 | -0.08 | 0.77*** | 0.05 | 0.55*** | 1 | |
| 6、学习前景压力 | -0.53*** | 0.24*** | -0.41*** | 0.05 | 0.32*** | 1 |
| 7、学习竞争压力 | -0.53*** | 0.33*** | -0.42*** | 0.09** | 0.41*** | 0.85*** |
| 8、学习成效压力 | -0.49*** | 0.25*** | -0.41*** | 0.05 | 0.31*** | 0.84*** |
| 9、学习气氛压力 | -0.45*** | 0.29*** | -0.38*** | 0.07 | 0.38*** | 0.75*** |
| 10、课业负担压力 | -0.53*** | 0.24*** | -0.43*** | 0.03 | 0.30*** | 0.80*** |
| 11、学习条件压力 | -0.48*** | 0.15*** | -0.44*** | -0.07 | 0.27*** | 0.72*** |
| 12、家庭期望压力 | -0.53*** | 0.33*** | -0.41*** | 0.11** | 0.39*** | 0.83*** |
| 13、内卷（竞争）动机 | 0.24*** | -0.11** | 0.24*** | -0.10** | -0.07 | -0.29*** |

**表 3**

*内卷（竞争）动机、大学生学习压力感、青少年心理韧性的相关分析*

| | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
|---|---|---|---|---|---|---|---|
| 7、学习竞争压力 | 1 | | | | | | |
| 8、学习成效压力 | 0.83*** | 1 | | | | | |
| 9、学习气氛压力 | 0.83*** | 0.79*** | 1 | | | | |
| 10、课业负担压力 | 0.82*** | 0.82*** | 0.77*** | 1 | | | |
| 11、学习条件压力 | 0.74*** | 0.70*** | 0.70*** | 0.74*** | 1 | | |
| 12、家庭期望压力 | 0.88*** | 0.78*** | 0.74*** | 0.75*** | 0.70*** | 1 | |
| 13、内卷（竞争）动机 | -0.26*** | -0.30*** | -0.27*** | -0.34*** | -0.23*** | -0.22*** | 1 |

### 3.3 心理韧性各维度在大学生学习压力感与内卷（竞争）动机之间的中介效应检验

十三个变量转化为标准分，并采用逐步回归分析法进行中介效应检验。结果（表 4）显示：（1）将大学生学习压力感各维度和内卷（竞争）动机纳入回归方程后，只有课业负担压力对内卷（竞争）动机的负向预测作用（*β*=-0.314，**p*<0.001）显著，$R^2$=0.13；其他维度不达显著（2）将课业负担压力和心理韧性各维度纳入回归方程后，课业负担压力对情绪控制的负向预测作用（*β=-0.526，*p<0.001*）显著，课业负担压力对积极认知的正向预测作用（*β=0.242，*p<0.001*）显著，课业负担压力对人际协助的负向预测作用（*β=-0.428，*p<0.001*）显著，课业负担压力对目标专注的正向向预测作用（*β=0.302，*p<0.001*）显著；家庭支持维度方面不达显著（3）将内卷（竞争）动机、大学生学习压力感各维度、心理韧性各维度一起纳入回归方程后，课业负担压力对内卷（竞争）动机的负向预测作用（*β=-.251，*p<0.001*）显著；积极认知对竞争动机的负向预测作用（*β=-0.121，*p<0.05*）显著，人际协助对内卷（竞争）动机的正向预测作用（*β=0.109，*p<0.05*）显著。课业负担压力在模型 3 中 *β* 值绝对值比模型 1 中小，这一结果说明：积极认知与人际协助在课业负担压力与内卷（竞争）动机之间起部分中介效果。

**表 4**

*心理韧性各维度在大学生学习压力感与内卷（竞争）动机之间关系*

| 回归方程 | | | 整体拟合指数 | | | 回归系数显著性 | |
|---|---|---|---|---|---|---|---|
| 步骤 | 因变量 | 预测变量 | Adj$R^2$ | $R^2$ | F | B | t |
| 第一步 | | 学习前景压力 | | | | -0.09 | -1.13 |
| | | 学习竞争压力 | | | | 0.06 | 0.57 |
| | | 学习成效压力 | | | | -0.10 | -1.22 |
| | 竞争动机 | 学习气氛压力 | 0.11 | 0.13 | 8.17*** | -0.04 | -0.53 |
| | | 课业负担压力 | | | | -.32*** | -4.24 |
| | | 学习条件压力 | | | | 0.05 | 0.86 |
| | | 家庭期望压力 | | | | 0.13 | 1.63 |
| 第二步 | 情绪控制 | | 0.29 | 0.30 | 46.72*** | -0.51*** | -15.12 |
| | 积极认知 | | 0.07 | 0.08 | 9.83*** | 0.24*** | 6.30 |
| | 人际协助 | 课业负担压力 | 0.20 | 0.20 | 29.06*** | -0.45*** | -12.54 |
| | 家庭支持 | | 0.02 | 0.02 | 2.77** | 0.03 | 0.80 |
| | 目标专注 | | 0.10 | 0.10 | 12.78*** | 0.29*** | 7.60 |
| 第三步 | | 课业负担压力 | | | | -.25*** | -5.24 |
| | | 情绪控制 | | | | 0.04 | 0.96 |
| | 竞争动机 | 积极认知 | 0.13 | 0.14 | 10.83*** | -.12* | -2.10 |
| | | 人际协助 | | | | 0.11** | 2.51 |
| | | 目标专注 | | | | 0.11 | 1.82 |

注：*p＜.05, **p＜.01, ***p＜.001

# 研究讨论

## 4.1 内卷（竞争）动机、大学生学习压力感各维度、心理韧性各维度的人口学变量差异

本研究发现，男生比女生的内卷（竞争）动机更强。这一结果与前人研究结果一致。传统观念认为，男主外女主内社会角色的要求和自我能力要求，男生更愿意面对竞争激烈、追求学习的成功，内卷（竞争）动机强烈，而女生更愿意从事一些比较温和的竞争，激烈的竞争女生心理压力会更大，Horner(2010)甚至提出了“女生具有一种惧怕成功的动机体系。另外岑延远（2009）发现，女生相对于男生缺乏冒险精神与风险承受能力。这可能导致男生和女生在内卷（竞争）动机的的差异。女生比男生的学习压力感更强，传统观念认为，女生比男生更看重学习的结果，所以在学习前景压力和学习成效压力两个方面的得分高于男生，使得女生在竞争中更加的积极去参与，同样也导致女生在课业负担压力与学习气氛压力方面也高于男生。同时欧阳乐等人（2017）发现，女生比男生的心理韧性的分数更高，薄思涵等人（2021）认为：在情绪控制、积极认知、家庭支持和人际协助方面，女生都显著高于男生。

在本研究中，内卷（竞争）动机在年级上存在显著差异。综合来说，大一年级的内卷（竞争）动机得分最高。这一结果与前人研究结果基本一致。卢水平（2011）地方高校大学生竞争心理分析，大一年级学生对大学新事物充满好奇，加之相对于高中的学习负担减少，因此新生参与活动内卷（竞争）动机强烈。大学生学习压力感在年级上存在显著差异，大一的学生学习压力感得分最低　这一结果与陈雪飞等人的研究结论不甚一致　他们认为　大学生学业压力感总体上不存在年级差异。这种不一致可能与测量时机有关，本研究是在当地高校新生刚刚入学封闭在学校的背景下进行数据采集，大一新生在还未正式开展正常大学的学习生活，因此导致施测的数据差异化。

## 4.2 内卷（竞争）动机、大学生学习压力感各维度与心理韧性各维度的关系

本研究发现，大学生学习压力感的课业负担压力可负向预测大学生内卷（竞争）动机，这进一步的支持了前人的观点。陈雪飞（2021）认为高校扩招，大学生的数量越来越多，接受来自学习、课业、生活、就业各方面压力，大学生在课业的压力越小，从而导致竞争动机越来越强烈。因此学习压力作为压力源的主要类型之一，而课业负担压力越小，大学生参与竞争的精力和时间就会更充足，竞争动机也会越强烈。重要的是，本研究发现，大学生学习压力感的课业负担压力通过心理韧性的积极认知和人际协助间接预测了大学生内卷（竞争）动机。课业负担压力越小的大学生，有更多的精力和时间，去运用认知手段和方法去适应大学的学习、生活环境，着手规划未来、提升自我、充满好奇、敢于尝试经常。进入高年级后，大学生思想和行为日趋成熟，他们不断修正竞争动机，正确的面对现实。此外，在外积极寻求外界社会的帮助，通过人际协助学习处理和解决课业负担压力，以便与正确认适竞争，树立理性的竞争动机。

# 研究结论、限制与建议

## 5.1 研究结论

在高校中竞争是较为普遍的现象，拥有理性的内卷（竞争）动机对于大学生而言至关重要，大学生由于其心智尚未完全成熟，在强烈的课业负担压力下很容易出现非理性竞争，从而对自身、周围人乃至社会造成影响。本研究有助于从心理韧性中积极认知和人际协助的视角解读大学生课业负担压力与内卷（竞争）动机的关系，也启示大学相关教育工作者在对大学生学习压力方面和竞争心理充分考虑不同性别、不同年级的学生课业压力，有针对性地疏导同学们的压力，并给予他们相应的心理疏导、学业规划建议等，

让他们学会去认识与了解自己。余江舟（2008）引导学生正确认识自身, 确定合理的竞争目标。“人贵有自知之明”, 但也有“不识庐山真面目, 只缘身在此山中”时, 引导学生根据自己的实际情况, 确定恰当的竞争目标, 比如在学习上要超过谁, 达到什么程度，取得什么样的成绩等。让学生们明白确定的竞争目标一定要切实可行，既不过高，也不过低。只有理性的内卷（竞争）动机, 才能激发热情, 催人奋进, 始终保持饱满的学习情绪和旺盛的斗志, 以达到竞争的目标。

**5.2 研究限制与建议**

那琳娜（2021）认为目前国内外对大学生竞争心理的相关研究已有一些成果，但是针对大学生竞争心理的研究探讨不够深入，研究方法较为单一。而且，近年来有关大学生竞争心理的研究数量较少，大学生竞争心理方面研究存在被轻视的趋势，而以前的研究无法很好地应用于当下。本研究中存在问卷测量时间的限制，施测时机把握不准确，施策在高校新生刚刚入学封闭在校并未进行正常大学生活学习的背景下进行数据采集，新生在还未正式开展正常大学的学习生活，因此存在施测的数据差异化。

基于以上研究，针对大学生树立理性的内卷（竞争）动机提出以下建议：

1、加强认知教育。引导学生认识社会日趋激烈的竞争现实，要勇敢面对竞争，在竞争中成长，在竞争中提升自身的能力和素质。让学生们明白确定的竞争目标一定要切实可行，既不过高，也不过低。只有理性的内卷（竞争）动机, 才能激发热情, 催人奋进, 以达到人生的目标。缓解课业负担压力，课业负担压力对大学生内卷（竞争）动机有显著的消极影响，为了树立大学生理性的内卷（竞争）动机，就要缓解其学业压力。

2、构建完善的社会支持体系来自社会、学校和家庭的外部支持系统对大学生心理韧性的培养有重要影响。当代社会竞争激烈，注重社会价值导向，社会更应该关注和重视大学生的心理健康状态。高校可以在大学生心理普查中增加竞争心理教育的相关内容，筛查可能存在不良的竞争心理的学生，并及时给予心理辅导，同时学校要重视挫折教育、压力教育、人际关系指导等教学工作，可以开展有关竞争心理的课程，有利于引导学生树立健康的竞争观，保持良好的竞争心态。家庭与学生建立良好有效的交流渠道，有助于培养大学生良好的心理韧性。

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# A study on the moderating effect of personality traits of higher vocational students on entrepreneurship education and entrepreneurial intention-- a case study of Binzhou Polytechnic

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**Abstract**

Taking Binzhou Polytechnic, a higher vocational college in China, as an example, this study explores the relationship among higher vocational students' entrepreneurial education, entrepreneurial intention and personality traits based on the Big Five Personality Theory (FFM). The moderating effect of personality traits on the former two is the focus of this study. In this study, a total of 1036 valid questionnaires were issued to sophomore (grade 2020) vocational college students, including 793 male students (76.5%) and 243 female students (23.5%), involving finance and commerce majors (3.5%), electronic information majors (41.2%) and equipment manufacturing majors (55.3%). SPSS.22 was used to analyze the data. Results: In predicting entrepreneurial intention, entrepreneurial education (β=.593, P <.001), extraversion (β=.278, P <.001), neuroticism (β=.-057, P <.05), entrepreneurial education and extraversion (β=.094, P <.001) were correlated. The interaction between entrepreneurship education and neuroticism (β=-.068, P <.01) was significant. Conclusion: Entrepreneurship education and extroversion have a significant positive effect on entrepreneurial intention, while neuroticism has a significant negative effect. Extraversion and neuroticism have significant positive and negative moderating effects on entrepreneurial education and entrepreneurial intention, respectively. This study verified the moderating effect of personality traits on entrepreneurship education and entrepreneurial intention, supplemented research materials for related studies, and provided a theoretical basis for carrying out individualized entrepreneurship education teaching based on individual personality.

**Keywords**: Personality traits; Regulating effect; Entrepreneurship education; Higher vocational students; Entrepreneurial intention.

# 高职生人格特质在创业教育和创业意向的调节作用研究——以滨州职业学院为例

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**摘要**

本研究以中国一所高职院校滨州职业学院为例，基于大五人格理论（FFM）探究高职生创业教育、创业意向、人格特质三者间关系，人格特质在前两者间的调节作用为本研究重点。本研究通过对大二年级（2020 级）高职学生发放问卷，共获得有效问卷 1036 份，男生 793 人（76.5%），女生 243 人（23.5%），涉及财经商贸类专业（3. 5%），电子信息类专业（41. 2%），装备制造类专业（55. 3%）；使用 SPSS.22 对数据进行分析。结果：在预测创业意向上，创业教育（β=.593,p<.001），外倾性（β=.278, p<.001），神经质（β=.-057, p<.05），创业教育与外倾性交互项（β=.094, p<.001），创业教育与神经

质交互项（β=-.068, p<.01），各项影响显著。结论：创业教育、外倾性对创业意向有显著正向影响，神经质有显著负向作用；外倾性和神经质分别在创业教育和创业意向间有显著正向和负向调节作用。本研究验证了人格特质在创业教育和创业意向间的调节作用，丰富了相关研究，并为依据个体人格因材施教地开展创业教育提供了理论依据。

**关键词：**人格特质；调节作用；创业教育；高职生；创业意向

## 前言

创业可以减少失业、贫穷等问题（Santos et al., 2019)，与脱贫、区域发展和经济发展有着密切的关系(Naminse et al., 2018)。2015 年，中国国务院以国发〔2015〕32 号文件印发《关于大力推进大众创业万众创新若干政策措施的意见》，2018 年又发布《关于推动创新创业高质量发展打造"双创"升级版的意见》。可见，创新创业作为关系民生、经济发展的问题受到中国国家层面高度重视。

创业意向因对创业行为有显著的预测作用（张西华等人，2020），众多研究者以创业意向作为主题深入研究。在研究中，创业教育对创业意向的积极作用被认可（Handayati, et al., 2020）。同时，人格特质对创业意向的作用也引起部分研究者关注。Espiritu-Olmos et al.（2015）认为人格特质对创业意向的影响要超过工作价值观，而金丹与黄莎莎(2019)通过对江苏省某高校 1153 名在校本科生研究后认为不同人格特质个体在创业教育对创业意向影响上存在显著差异。

从人格特质角度对创业教育和创业意向进行研究，对于高校通过个性化创业教育以提高人才培养质量有着重要的现实意义。正因如此，众多研究对创业教育、人格特质与创业意向两两间的关系进行研究，但对三者关系研究较少。本研究以大五人格理论为理论基础，对创业教育与创业意向、人格特质（外倾性和神经质）分别与创业意向间的关系以及人格特质（外倾性和神经质）在期间的调节作用进行验证，以补充相关理论。

本研究使用问卷调查法对中国山东省某高职院校学生进行便利抽样，使用 SPSS22.0 对数据进行统计分析对以下问题开展研究：1. 创业教育是否正向影响创业意向；2. 外倾性是否正向影响创业意向；3. 神经质是否负向影响创业意向；4. 外倾性是否在创业教育和创业意向间有正向调节作用；5. 神经质是否在创业教育和创业意向间有负向调节作用。

## 文献探讨

### 一、创业意向

创业意向（Entrepreneurial intention）被定义为将创业者的注意力、精力和行为集中到某一特定目标的心理状态（Bird，1988)。Thompson（2010）则认为创业意向是一个人相信能够创业的信念以及有计划实施创业行为的想法。本研究对创业意向的定义改编自 Thompson 的定义，认为创业意向是学生计划创业的心理意愿和能够创业的信念。

创业意向作为最能预测创业行为的因素成为研究主题(Handayati, et al., 2020)。众多研究中，创业教育对创业意向的作用是非常明确的。前人研究认为创业教育可以通过创业态度、创业自我效能感、社会网络影响创业意向（Wardana, 2020；余嘉璐等人，2020；陈寒松等人，2017）。而创业自我效能感作为一种个体变量又受到了人格特质的影响（金

丹、黄莎莎，2019；林群新，2019）。Bryan et al. (2018) 对主动人格对创业自我效能感有积极作用。也就是说，人格特质有可能通过影响创业自我效能感而调节创业教育对创业意向的影响。在研究人格特质在创业教育和创业意向间调节作用的研究较少的情况下，此方面的研究就十分必要了。

**二、创业教育**

创业教育（Entrepreneurship education）在较早时期被定义为包括教育体系及非教育体系在内的旨在促进参与者执行创业行动及创业意向的产生的整套教育培训活动，内容包括企业家一致具有的能力、态度和个人品质以及知识（Liñán, 2004）。而 Fayolle et al.（2006）提出创业教育涉及"任何有关创业态度和技能的教学计划或教育过程"。创业教育也被描述为促进学生创造企业而进行的与培训基本知识、技术、技能和必要道德的教育计划（Adam & Fayolle, 2015）。在本研究中，采用 Liñán (2004)对创业教育的定义：通过对学习者教授知识、技能、技术和企业家态度以及培养创业者品质，促进其创业意向以及创业行动的教育活动。

创业教育是多年来教育界的研究热点（Santos, 2019; Linnan, 2004）。从创业教育的定义界定上能看出与创业意向有明确的相关关系（Liñán, 2004；Fayolle, 2006），而 Handayati, et al.（2020）通过实证研究证实了这一点。Gm and Klk（2021）则发现创业教育通过个人态度、主观规范、感知行为控制和创业自我效能感等影响创业意向。基于此，假设如下。

H1: 创业教育对创业意向有显著正向影响

**三、人格特质**

人格特质（Personality traits）被认为是个人特定的态度、感觉和行为模式，成年期后具有相对稳定性。在教育领域，人格特质被广泛用于对学生学业成就、认知以及教师领导力等研究（Nambudiri et al., 2019; Madison et al., 2021）。相关理论中，大五人格理论（Five-Factor Model）被广泛应用并得到认可（金丹、黄莎莎，2019；Maggio et al., 2022）。大五人格中，外倾性是指人具有在社会活动中表现出稳定的正面积极的态度，自信、主动表达积极情绪或认知状态的一种人格特质（Buckner et al., 2012）；神经质则表现出负向的态度、情绪或认知状态的一种人格特质（Giluk & Postlethwaite, 2015）。本研究采用以上对外倾性和神经质的定义。这两种代表了人格特质中的两个极端，能够比较好的代表不同人格特质，故以此两维度代表人格特质。

在人格特质对创业影响的研究中，金丹与黄莎莎（2019）以及林群新（2019）对外倾性和神经质对创业意向的影响进行验证，确认外倾性与创业意向正相关，神经质则与创业意向负相关。Oğuzhan and Şebnem (2015)认为外倾性可以正向预测创业意向，同时 Rahma et al. (2022)认为学生的创业意向与高情绪稳定性和低神经质有关，而 Antoncic et al.（2015）则提出低外倾性的人成为企业家的可能性较低。基于以上，提出假设。

H2：外倾性对创业意向有显著正向作用

H3：神经质对创业意向有显著负向作用

人格特质对创业教育的影响研究文献相对较少。张志华与芮李婷（2018）研究认为外倾性能够正向调节创业教育对创业意向的影响，而神经质作用不显著。曾桃等人（2021）

证实主动性人格在创业教育与创业意向间起积极作用，而张凡迪与江潇（2017）在研究创业人格与创业教育关系时得出，创业人格中的冒险倾向、内控倾向等因子影响创业教育成效。金丹与黄莎莎（2019）怎对高外倾性和低神经质通过创业自我效能感正向影响创业意向进行了验证。以上文献证明人格特质可以直接或间接的影响创业意向，而在创业教育也通过创业自我效能感影响创业意向被证实的情况下，可以推测外倾性和神经质对创业教育影响的调节作用。基于以上，作如下假设。

H4：外倾性在创业教育对创业意向的影响中有显著正向调节作用

H5：神经质在创业教育对创业意向的影响中有显著负向调节作用

## 研究方法

### 一、理论背景

大五人格理论（Five-Factor Model，FFM）源于一个假设，即说词汇假设（lexical hypothesis）：人类生活的重要方面有大量的词汇用于描述，如果一个事物真实存在且重要，那对应的词汇会更多。因此，有大量学者使用因素分析的统计方法对词典等资料进行分析研究（Allport & Odbert, 1936；Cattell et al., 1970）。后来经过大量研究人员努力，总结出了人格特质的五种因素，Goldberg（1981）将其称为人格五大特质，分别为外倾性（Extraversion）、宜人性（Agreea bleness）、神经质（Neuroticism）、责任心（Conscientiousness）、开放性（Openness），被广泛用于对人格的研究。

### 二、研究实施

滨州职业学院为中国一所综合性公办高职院校，中国第一批骨干高职院校，“双高”建设院校，在校生 12000 余人，是中国高职院校的典型代表。因大一学生在问卷发放之时，尚未对创业教育课程进行学习，故本研究的调查对象确定为滨州职业学院大二年级（2020 级）高职生。本研究采用便利抽样的方式对研究对象相关数据进行采集，涉及财经商贸、电子信息、装备制造三类专业。共回收问卷 1314 份，删除无效数据共计 278 份，有效的研究参与者为 1036 人，有效回收率为 78. 8%，其中男生为 793 人（76. 5%），女生为 243 人（23. 5%）；财经商贸类专业 36 人（3. 5%），电子信息类专业 427 人（41. 2%），装备制造类专业 573 人（55. 3%）。

### 三、研究工具

问卷问题皆采用李克特 5 点量表（1-5 代表非常不同意到非常同意）评价标准。问卷回收后，先将无效问卷剔除，后将反向题重新编码为正向，再使用 SPSS 22 对各维度进行信度分析，确认量表信度可接受后，使用 SPSS 22 对数据进行分析研究。

#### （一）创业教育

根据本研究对创业教育的定义参考使用 Denanyoh et al.(2016)编制的量表，以检测研究参与者对于创业教育的感知。Handayati et al.（2020）曾用过此量表，前测中，信效度良好，其中 Cronbach’s α 为.937，CR 值为.950, AVE 为.759，因子负荷在.849 到.904 之间。

#### （二）创业意向

根据本研究对创业意向的定义参考使用本研究参考 Ruizalba Robledo et al.（2015）编制的量表, 以衡量参与者对于创业意向的感知。Handayati et al.（2020）曾使用此量表，在测试中，信效度良好，具体为 Cronbach's α 为.915，CR 值为.936, AVE 为.745，因子负荷在.859 到.871 之间信效度良好。

**（三）人格特质**

根据定义本研究参考 John et al.（1991）编制，朱小佳(2012)修编的大五人格量表，选取外倾性与神经质分量，以衡量参与者在人格特质方面的特征。量表原始信度良好，整体 Cronbach's α 为.703，外倾性和神经质的分量表 Cronbach's 分别为.805 和.702; KMO 值为.785, Bartlett 球形检验达显著，外倾性因子载荷量在.512 到.741 之间，神经质因子载荷量在.301 到.677 之间。由于采集样本量足够大（1036 人），因子负荷量标准可适当降低（Fabrigar et al.,1999）。跟据陈顺宇（2004）的研究，当参试样本数量超过 350 人，因子负荷量标准可选为大于.300。故该量表在新效度上皆达到要求。

## 研究结果

**一、变项的信效度分析**

信度分析采用可靠性分析进行内部一致性检，效度分析采用探索性因素分析的方法对量表进行结构效度检验，并将因子负荷量低于.400 的题项进行删除。对不达标题项删除处理后，创业教育、创业意向、外倾性、神经质四个维度的 Cronbach's α 值分别为.932、.898、.871、.820，皆高于.70；各项 KMO 介于.841 到.907 之间，均大于.80，Bartlett 值均达显著，累计解释变异量均大于 50%，且各因子载荷量在.639 到.900 之间，均大于.40。以上数据说明各量表信效度良好。如表 1 所示。

**二、变项的差异性分析**

按照专业分类对各维度进行 ANOVA 分析。结果显示，在创业教育维度，装备制造类专业显著高于电子信息类专业（p<.05），财经商贸类专业同其他两个专业之间无显著差异；在创业意向维度，装备制造类专业显著高于经商贸类与电子信息类两类专业（p<.01）。外倾性和神经质在不同类别专业间无显著差异。

按照性别分类对各维度进行 T 检定分析。结果显示，不同性别在各维度存在显著差异，其中在创业教育（t=2.855, p<.01）、创业意向（t=6.019, p<.001）、外倾性（t=4.742, p<.001）三个维度上，男生平均值显著大于女生；而在神经质维度（t=-.806, p>.05）,男生跟女生无显著差异。

**三、变项间回归分析及调节效应**

采用阶层回归分析的方法对人格特质的调节作用进行分析，分阶段对创业教育，创业教育和人格特质，创业教育、人格特质以及两者交互项对创业意向做回归分析。结果显示，（1）模型一中，创业教育（β=.593, p<.001）对创业意向有显著正向影响。（2）模型二中，创业教育（β=.465, p<.001）和外倾性（β=.278, p<.001）对创业意向有显著正向影响；创业教育（β=.581, p<.001）和神经质（β=.-057, p<.05）对创业意向分别有显著正向和负向影响。（3）模型三中，创业教育与外倾性交互作用项（β=.094, p<.001）对创业意向有显著正向影响，说明外倾性在创业教育对创业意向的影响中起正向调节作用；

创业教育与神经质两者交互项（β=-.068, p<.01）对创业意向有显著的负向影响，说明神经质在创业教育对创业意向的影响中起负向的调节作用。各个变项的 VIF 值均小于 10，表示各个变项之间没有明显的共线性问题。如表 1 所示。

**表 1**

*人格特质在创业教育对创业意向的影响之阶层回归分析摘要表*

| 变项 | 模型一<br>创业意向 Y | 模型二<br>创业意向 Y | 模型三<br>创业意向 Y | VIF |
|---|---|---|---|---|
| 创业教育 X | .593$^{***}$ | .465$^{***}$ | .479$^{***}$ | 1.290 |
| | | .581$^{***}$ | .582$^{***}$ | 1.042 |
| 外倾性 M1 | | .278$^{***}$ | .273$^{***}$ | 1.271 |
| 神经质 M2 | | −.057$^{*}$ | −.041 | 1.071 |
| ZX*ZM1 | | | .094$^{***}$ | 1.018 |
| ZX*ZM2 | | | −.093$^{***}$ | 1.029 |
| $R^2$ | .352 | .413 | .421 | |
| | | .355 | .363 | |
| F | 560.673$^{***}$ | 362.791$^{***}$ | 250.460$^{***}$ | |
| | | 283.912$^{***}$ | 196.191$^{***}$ | |

注 1：ZX=标准化后的创业教育，ZM1=标准化后的外倾性，ZM2 标准化后的神经质

注 2：$^{*}p < .05$　$^{**}p < .01$　$^{***}p < .001$

对数据分析结果可见，H1-H5 各项假设皆成立，即创业教育对创业意向有显著正向影响；外倾性对创业意向有显著正向影响；神经质对创业意向有显著负向影响；外倾性在创业教育对创业意向的影响中有显著正向调节作用；神经质在创业教育对创业意向的影响中有显著负向调节作用。

# 讨论与建议

## 一、研究讨论

创业教育（β=.593, p<.001）对创业意向有正向显著影响。多项研究认为创业教育对创业意向有正向显著作用(Wang et al., 2021; 余嘉璐等人，2020)，陈寒松等人（2017）认为创业学习可以显著正向预测创业意向，潘炳超和陆根书（2020）认为创业教育不但直接对创业意向有显著正向影响，还可以通过创业自我效能感作为中介变量对创业意向产生积极影响。本次研究结果为研究参与者创业教育对创业意向有显著正向影响，与前人研究结果相符。

人格特质的不同因素对创业意向的影响不同。刘颖(2015)提出外倾性人格对创业意向有正向作用，多项实证研究也证实了这点(Sahinidis et al., 2020; Khan et al., 2021)。同时 Sahinidis et al.（2020）认为神经质人格特质对创业意向有着负向的影响作用。本次研究结果为本次研究结果为外倾性（β=.278, p<.001）对创业意向有显著正向影响，神经质

（β=.-057, p<.05）对创业意向有显著负向作用，与以上学者研究结果相符。

人格特质在创业教育与创业意向之间有调节作用。研究人格特质在创业教育对创业意向之间的调节作用的文献较少，张志华与芮李婷(2018)在研究中发现外倾性人格特质在创业教育对创业意向作用中起到正向作用，神经质的调节作用不显著。本研究认为外倾性人格对创业教育影响创业意向中起显著调节作用（β=.094, p<.001），与以上研究相符；而神经质有显著的负向作用（β=-.068, p<.01），与上述文献不完全相符。

不同专业类别以及不同性别在创业教育、创业意向、人格特质上存在显著差异。创业教育维度上装备制造类专业显著高于电子信息类专业（p<.05）;创业意向维度，装备制造类专业显著高于财经商贸类和电子信息类专业（p<.01）；性别差异表现方面，在创业教育（t=2.855, p<.01）、创业意向（t=6.019, p<.001）、外倾性（t=4.742, p<.001）三个维度上，男生显著高于女生；而在神经质维度,女生和男生无明显差异。

**二、建议**

外倾性和神经质对创业教育和创业意向之间的调节作用分别是正向（β=.094, p<.001）和负向（β=-.068, p<.01），但有学者认为创业大学生的人格特质中, 对成功创业有帮助作用的特征可以通过创业教育有意识地激发和诱导, 从而有效改变和提升创业教育的效果(陶漫、胡文靖, 2018)。所以对神经质倾向学生进行创业教育中应注意对诸如乐观、冷静、热情等积极特征的引导，面对此类学生，教师应有更多的耐心。

外倾性和神经质对创业意向分别有正向（β=.278, p<.001）和负向（β=.-057, p<.05）的影响，高外倾性创业意向较高，高神经质创业意向较低，说明不同人格特质倾向的个体创业意向确实存在着差异。这就提醒着我们的创业教育工作者在工作中应根据能反映学生个人情况有针对性地培养，对高外倾性学生注重创业技能、创业精神的培养，完善个人创业素养；对高神经质学生，尊重个人意愿，不能强制进行创业意识灌输。

本次研究选取了大五人格理论中的两个维度，下一步的研究方向可以将全部五个维度全部纳入研究，这样可以更全面、更细致的了解创业教育、人格特质、创业意向之间的关系。同时研究中发现有学者提出在创业教育对创业意向的影响中自我效能感起到部分中介作用（潘炳超、陆根书, 2020），且孙杨等人（2015）认为创业教育自我效能感在外向性和创业意向之间起到中介作用，或可将创业教育、创业自我效能感、人格特质和创业意向四个变量放入研究，系统探讨四个变量之间的关系，探明之间的路径。

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# Exploring the Influence of Taibi Culture on Female Middle School Students Sexual Attitudes

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**Abstract**

The modern society Taibi culture is a unique, become a phenomenal female to the storm fire subject matter. However, it has also created an impact among minors. The purpose of this study is to investigate whether delay culture has an effect on the sexual attitudes of middle school students, thus helping them develop psychologically healthy. Through interviews with eight Female middle school with Taibi culture fans and five adults with Taibi culture fans, this study concluded that Taibi culture can have an impact on Female middle school ' sexual attitudes through four aspects: confusion of sexual values caused by foreign thoughts, lack of sex education, influence of media environment, and peer influence.

**Keywords**: Middle school students; Sexual attitude; interview;Taibi culture

# 探究耽美文化对女中学生性态度的影响

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## 摘要

现代社会耽美文化一枝独秀，成为现象级女性向暴火题材。但也在未成年人中造成了影响。本研究旨在探究耽美文化对女中学生的性态度是否会产生影响，从而帮助中学生心理健康发展。本研究通过对 8 名有深度耽美爱好的女中学生与 5 名有深度耽美爱好的成年女性作为参照组进行访谈，最后得出结论，耽美文化会通过外来思潮导致的性价值观的混乱，性教育缺失，媒介环境的影响，同伴影响四个方面对女中学生的性态度产生影响。

**关键词：**耽美文化；中学生；性态度；访谈

## 前言

时代潮流风起云涌，网络传播的大潮席卷，其中随着网络技术的不断发展的耽美文化是里面的“一枝独秀”，是新媒体大趋势下的先驱者（胡婧瑜、谢晨，2020）。曾雯婷（2017）更是强调因为网络传播和制作的成本十分低廉,进一步扩大了网络的包容性,使之几乎成为无限性。所以虽然耽美的整体叙事内容和当下的主流价值观有一些冲突，但是在互联网的传播和耽美爱好者强大创作能力与高度的社群粘性下，耽美受众群体规模日渐庞大（白丁，2021）。耽美作品的影视化以“耽改剧”为开端，现阶段以“耽改剧”为主要传播形式。虽然“耽改剧”在内容上（特别是角色感情线）进

行了很大的改动，但是丝毫没有影响耽美同好者对两位男主角之间的爱情幻想，也以一些“打擦边球”的镜头和台词捕获了众多“腐女”的眼球（邓楠楠、韩敏，2019）。现有的耽改类影视作品大多由一些相关网 站中具有圈内知名度的耽美小说孵化而来,在发展过程中，耽改剧不断迎合某些观众的欣赏口味，比如最近大火的耽改剧《陈情令》、《山河令》等等，这些耽改剧掀起了我国耽美的热潮(严文，2021)。

从客观角度来讲，耽美作品搬上荧幕并不是一件坏事。它在一定程度上反应了我国影视行业变得更加开放包容、自由平等。但问题在于，我国的影视、文学作品没有年龄分级，而耽美影视剧的受众很大一部分为青少年， 低龄化的耽美文化受众的人生观和价值观还没有完全建立， 而某些耽美作品中的特异的价值观很容易会引发青少年潜在的同性恋取向或好奇心， 进而影响到自己的价值判断（葛志远等人，2009）。易思（2017）也认为如果青少年长期沉浸在耽美题材影视构建的“拟态环境”里,有可能会将误读过的耽美爱好延伸到现实生活中或对同性恋爱产生盲目的崇拜。耽美作品中存在的性内容，一方面会成为青少年了解性知识的重要途径，另一方面也会潜移默化影响到他们对待性的态度和行为。现在耽改剧被 “一刀切”，但并不能从根源上解决问题。因此教师应正确引导学生，建立正确的性态度。本研究以意欲通过分析耽美文化对于女中学生性态度的影响，并在此基础上探讨女中学生性教育应如何改进。国内外目前对于耽美文化对女中学生性态度的影响的研究都较少，所以该篇文章具有一定的创新性和研究价值。

## 名词解释

### 1.1 耽美文化

王伟（2020）认为耽美”即是对美的沉溺，对唯美主义的信奉。“耽美”是一个外来词，来自日语（たんび，日文发音为 TANBI），它本源于欧洲的唯美主义文艺运动。“耽美”最早出现在日本近代文学的耽美派，耽美派是日本近代文学流派“唯美派”衍生出来的分支之一,最初本意是“反对暴露人性的丑恶面为主的自然主义,并找出官能美、陶醉其中追求文学的意义”（姚培娜，2012）。“耽美”一词在中文中所指涉的内容,即女性向的男性同性爱情故事,在日语中表达相同意义的词汇花样繁多,主要有 “BL”(Boys’Love 的缩写)、“JUNE”、“少年爱”等（江涛，2020）。耽美文学在日本的流行仅仅只是流星一抹，却也意外引导耽美文化在日本的流行潮。但耽美文化和男同性恋文化不能混为一谈，耽美只追求同性恋文化中唯美的那部分，很少涉及同性恋文化中现实主义视角下丑陋的部分，主角永远是美男子。其受众群体绝大部分也是异性恋女性而非同性恋群体。其本质上是借用男性身份，以女性思维诠释的理想中的爱情（黄子旸，2018）。

### 1.2 性态度

1935 年，美国社会心理学家 Gordon Willard Allport 给态度下过一个定义：“态度是这样一种心理的神经的准备状态，它由经验予以体制化，并对个人心理的所有反应过程起指示性的或动力性的影响作用。”性态度是人的一种稳定的心理状态，我们对日常接触的事、物和人都持有一定的态度，而态度是一种稳固的心理反应倾向。Hovland 则将 Allport 对态度的定义具体展开，从而提出了态度的三要素说，即态度它由三种因素构

成 ：认知、情感和行为倾向。三种因素彼此交错，形成稳定的、持久的系统。态度是行为决定过程中的关键成分，而性态度是性行为决定过程中的关键成分。有研究发现家庭学校教育，社会传播媒介和周围环境等的外因会影响性态度的形成（沙莲香，2006）。

社会心理学家 Freedman 在三要素说的基础上，对态度做了定义，强调态度的组成和特性。“态度对任何给定的客观对象、思想和人，都是具有认识的成分、表达情感的成分和行为倾向。认识的成分由关于态度客观对象的信念构成；表达情感的成分由与这些信念联系着的感情上的情感构成；而行为倾向就是 Allport 在一种特殊的方式中，称之为反应准备就绪状态的那种说法。”Freedman 还认为，态度一旦确定下来就具有很大的稳固性。弗里德曼对态度的定义，是目前公认的对态度较好的解释，本文也是基本上采用弗里德曼对态度的定义。性态度作为态度的一种具体表现，特指的是对性行为的态度，具有态度的普遍组成和特性（Freedman，1997）。

一个人的性态度体现着他(她)在性方面的基本价值取向和道德判断。性态度往往直接制约着当事人如何具体对待和具体处理自己在性方面的各种事务与所遇到的情况。因此，性态度是一个人的具体的性关系、性行为和性表现的心理基础（Myers，2006）。

## 研究方法

### 3.1 研究方法

作为一种新兴文化,以质性访谈的方式来认识热爱耽美文化的未成年耽美群体将会是一个很好的切入口(胡婧瑜、谢晨,2020)。所以本研究采用半结构式访谈法,以立意抽样的方式通过对 13 位深度耽美爱好者（在采访前均了解过其接触耽美文化的背景）的访谈资料进行分析。访问的深度耽美爱好者包括 8 名未成年耽美爱好者和 5 位成年耽美爱好者，性别均为女，成年女性是为参照组。访谈大纲设置了 10 个问题，不限制具体时长。

### 3.2 研究实施与对象

访谈对象包括 8 名未成年耽美爱好者和 5 位成年耽美爱好者，均为女性。其中未成年受访者年龄在 14~17 岁之间，接触耽美文化时间长度约在 2 到 5 年之间。在采访前均了解过其是否接触过耽美文化。成年受访者年龄在 24 到 27 岁之间，接触耽美文化时间长度均为 8 年以上，成年女性为参照组。

访谈大纲改编自华中师范大学《在校大学生婚前性观念访谈研究报告》，访谈方式为半结构性访谈，设置 10 个问题，不限制具体时长。访谈内容分为两部分，第一部分以非理论的引导的问题为主，例如你观看过哪种类型的耽美作品？内容大概有什么？耽美文化的普及你怎么看待？借此去了解手机受访者们对耽美文化深入的程度。第二部分主要进一步引导受访者说出在涉猎耽美文化后，性观念是否有受到影响。借此对比这两部分的资料，增加本研究的客观性、真实性。访谈在征求受访者同意后皆进行了录音，并于访谈完毕后将录音内容转换成了逐字稿。

访谈资料编码如下，未成年初中生代号为 D，未成年高中生代号为 G，成年人代号为 C，字母后的数字为编号，如 C6 代表编码 6 的 I，C7 代表编码 7 的 J。由于大家都只有一次访谈，所以编码与代号都是相同的。访谈对象与编码详览表请参见表 1。

**表 1**

*访谈对象及访谈情况信息表*

| 访谈对象 | 性别 | 年龄 | 编码 | 代号 | 访谈日期 | 访谈地点 |
|---|---|---|---|---|---|---|
| A | 女 | 14 | D1 | D1 | 2021.9.30 | 网上连线 |
| B | 女 | 15 | D2 | D2 | 2021.10.1 | 网上连线 |
| C | 女 | 14 | D3 | D3 | 2021.10.3 | 网上连线 |
| D | 女 | 17 | G4 | G4 | 2021.10.3 | 网上连线 |
| E | 女 | 16 | G5 | G5 | 2021.10.3 | 网上连线 |
| F | 女 | 17 | G6 | G6 | 2021.10.3 | 网上连线 |
| G | 女 | 16 | G7 | G7 | 2021.10.11 | 网上连线 |
| H | 女 | 17 | G8 | G8 | 2021.10.11 | 网上连线 |
| I | 女 | 27 | C6 | C6 | 2021.9.29 | 办公室 |
| J | 女 | 25 | C7 | C7 | 2021.10.6 | 某民宿 |
| K | 女 | 24 | C8 | C8 | 2021.10.8 | 学校宿舍 |
| L | 女 | 25 | C9 | C9 | 2021.10.18 | 办公室 |
| M | 女 | 24 | C10 | C10 | 2021.10.20 | 办公室 |

### 3.3 访谈提纲

本研究欲了解耽美文化对中学生性态度的影响，因而采用半结构化的访谈形式，所形成的相对自由的谈话方式可以使被访者更自由的表达其想法，也使研究者能够全面、深入地收集更为丰富的言语信息和非言语信息。访谈研究针对耽美文化和性态度，并从这两方面设计访谈提纲。具体如下：

(1)你有阅读或者观看过耽美作品吗？是从几岁开始涉猎的？

(2)你认为当今中国形势下，耽美文化的普及是正常的吗？你怎么评价这个现象？

(3)你会创作耽美作品吗？如果会的话你会开“车”吗

(4)(如果 Q3 问题一，回答的是会）从读者转变为创作者的原因或契机是什么？

(5)(如果 Q3 问题二，回答的是会）你在作品中的性描写是取材于什么

(6)你接受同性恋吗？你认为应该怎么看待同性恋群体？

(7)接受你的朋友同性恋吗？如果你身边人有同性性行为，你会怎么看待他/她？

(8)你曾有过性行为的经历吗？

(9)你认为涉猎耽美作品有影响到你的性观念吗？

(10)你认为发生性行为是出于什么想法？（显示爱情的忠诚、追求刺激与快乐、好奇、作为个性成熟的标志）

### 3.4 研究信度与效度

一般的质性研究的信度需要保证资料收集过程、记录、编码、分析及结果解释的一致性。因而，本研究通过以下策略来保证信度：

经过多方参考制定访谈大纲,并请指导老师帮忙审核访谈大纲,以保证其严谨性。两位访谈者同时对一名受访者进行访谈、录音等。保证资料收集过程和记录的一致性。由两位研究者独自对收集到的资料进行编码、分析和结果解释，之后进行对比，讨论决定保留主要的、恰当的编码、分析和结果解释，舍弃次要的、不恰当的编码、分析和结果解释。

本研究通过以下策略来保证效度：首先，尽量减少研究者的主观偏见。研究者在进行访谈的过程中尽量保持价观值中立，对受访者的谈话不做评价，不做诱导性提问。其次，访谈过程中研究者与受访者建立良好的关系,耐心倾听其对耽美文化的看法，以及对事件、经历的描述。再次，资料收集与资料分析同时进行，保证资料收集的丰富性和准确性，并深深扎根于第一手资料进行分析。

## 结果与讨论

### 4.1 耽美文化对女中学生性态度影响成因结构

根据访谈的访谈记录，可发现耽美文化确实会对女中学生性态度产生影响，并在此结论基础上，归纳总结出耽美文化对女中学生性态度影响成因的四个因素：外来思潮导致的性价值观的混乱，性教育缺失，媒介环境的影响，同伴影响。

#### 4.1.1 外来思潮导致的性价值观的混乱

随着时代进步，西方性解放、性自由思潮进入中国，思维活跃的且受过一定教育的女中学生首当其冲。例如，在问及耽美文化是否会影响其性态度的时候，成年女性受访者直言自己有受到影响：*“完全有影响到！毕竟是一些虚构的作品嘛，对主角的描写总是很出彩的，但是现实中遇不到。然后两个人在一起甚至让双方家人接受的困难程度比异性恋更难，两个人最后还能在一起说明是深爱啊！而且也不用生孩子。看了这么多作品，有时候我觉得同性之间才是最能理解对方的，男女思想有时候会不一样（C8）。”*而未成年高中受访者则表示自己并不清楚，但也倾向于承认有受到影响：*“会一定的影响吧。比如我是可以接受男同性恋之间的性行为的。但是我身边没看过耽美的人就接受不了（G4）。”*

西方文化思潮渗透着个人主义,个人主义表现在性态度上就表现为将性行为作为一种独立行为，是个人的自由和权利，反对国家或者集体对个人性行为的干预和约束。而五千年的华夏文明形成了内涵丰富的中国传统性文化,性文化在历史长河的演变过程中也不断影响着人们的性心理（于少萍、徐华春，2014）。中国传统性观念一直强调性与传宗接代功能的关系，忽视性所带来的个体欢愉感受。而耽美文化中的性价值观正好与中国传统性观念相悖,青少年由于缺乏生活经验,对各种价值观缺乏判断能力,因而在多种不同性价值观念的影响下，容易产生性认知混乱和认知偏差。

#### 4.1.2 性教育缺失

在性教育方面，中国对青少年的性教育始终处于朦胧状态。有未成年受访者坦白表示：*写“车”一大部分的原因是为了满足自己由于并没有接受很完善的性相关教育而产生的好奇心（G7）*。Ya Ki（2012）也强调了性教育对性态度的影响，认为形成的性态度会影响人一生的价值观。关于这个问题，一份对大学生性观念的问卷调查发现，学生在成长发育中家庭、学校所进行的性教育程度普遍较低。73%的学生认为在成长发育过程

中家庭进行性教育的程度比较缺乏和非常缺乏。76.3%的学生认为在成长发育过程中学校进行性教育的程度比较缺乏和非常缺乏（程毅，2011）。家长应当是孩子早期性教育的启蒙者，但是中国的家长对性往往避而不谈或故意隐瞒，让孩子更加充满好奇心；另一方面导致孩子在性方面遇到困惑时也不想与父母交流。如果家长都谈性色变，如何让孩子以坦然、真诚的态度来认识性。学校是对学生进行系统的、正式的性教育的场所，学校性教育的不全面，会导致学生对性知识的认知模糊，反易引起青春期少男少女们对性的好奇心。当学校正规学习途径满足不了他们的认知需求时，他们就会从其他的途径来获取信息，而媒体就是理想的信息渠道之一。

**4.1.3 媒介环境的影响**

在众多影响因素中，不可忽视媒体环境中的性内容对青少年性态度的影响。特别是那些始终无法根除的色情信息，令家长和社会不安。从媒介的角度来看，每个时代都有不同的承载性内容的媒介。媒介不同，承载的信息量大小和良莠程度也不同，从而对接收者产生不同的影响。古代主要的了解性内容的媒介有：诗歌、雕塑（性崇拜雕塑）、音乐、舞蹈、绘画（春宫图）以及性文学等。在内容上，古代的性内容侧重于性生理知识的介绍，尤其是直接的男女性交，较少涉及性心理、性伦理、性道德、性审美等内容，性行为的目的是生育和传宗接代。这与现在媒体环境中的性内容的表达方式截然不同。

从受访者的回答中，可以看出许多人最初涉猎耽美文化是因为环境影响。例如，在问题一“何时开始涉猎耽美文化”中，有多位受访者表示是网络推送（G8）。

*“十一二岁左右吧。一开始因为个人喜好接触到的圈子比较小众，当时就是看浏览器嘛，看同人，然后看到了一些不是小圈的文章，就觉得写的好好，后来因为作者跑路了。好奇怪的理由…然后开始自己尝试着写，再到后来初中了有了自己的手机，接触面更广了。（D1）”*

*“初一初二在快看上看得漫画，就开始接触耽美漫画，然后看到了名流巨星的漫画，中考前三个月开始看原耽小说，就比如一些漫画原作，觉得剧情比言情小说新颖很多，然后就开始找别的文看，然后一直到现在出不去了。”（D2）*

*“第一次接触大概是在初中时期，百度贴吧看到的，真正成为比较稳定的耽美读者是初三到高一。（G7）”*

性内容在媒介中的传播，是随着媒介的发展而深化和渗透的（Bryant，2009）。诚如受访者所说，随着互联网的不断发展，越来越多的人接触到了耽美这一领域，使得耽美文化不再是小众群体的自娱自乐，而是成为了具有强大群众基础的流行亚文化（白丁，2021）。杨揄熹和刘柏因(2012)亦是提出耽美作品的出现使社会价值观趋于多元化,且耽美文化的受众在此类文学作品潜移默化的影响下,对同性恋者的态度改变,增强了部分受众对这类群体的宽容性。整个大环境的“向腐而生”，无论是公众明星、文学作品或是身边真人，均处于一种万物皆可“嗑”的状态。钢琴家李云迪，曾经因为“找力宏”被推成绝美 cp；电视剧《古剑奇谭》中的陈伟霆与李易峰动作表情令人遐想；电视剧《陈情令》肖战与王一博的动人演绎更让他们稳坐一线小生的位置。资本深谙这流量密码，各大演员们更是知腐卖腐，各种大肆撒糖（故意做出互动，让受众者感觉心里很甜），圈粉（指扩大自己粉丝群）腐女无数。“耽溺于美”让卖腐风潮愈演愈烈。

国外大量研究表明，接触媒体中明显的性内容会影响到人们在性方面的各种态度和价值观。特别是接触一些生动的媒介色情事件会使得我们对真实世界中这些行为发生的可能性有过高的估计，从而形成与真实世界完全不符的认知。加之耽美文化本身的特殊性，所描绘的性内容也较为不同，使得青少年（尤其女性）在观看时会产生一种旁观感，换句话说就是去责任化。Hey Kyoung (2017)也强调错误的性价值观被树立后，不负责任的性行为可能引发问题，引发严重社会问题的可能性增大。

*“大多数人看耽美应该都是为了看车吧。至少我见过的腐女都是这样的。”（G4）*

*“看 bl 和看 bg 的人的目的是不一样的啊。多数看 bl 的人是为了看两个男的搞基，而多数看 bg 的人是为了看爱恨情仇。bl 作品里的车的数量远远大于 bg 作品，这就说明问题了呀。就拿我个人经历来说，我身边只看 bg 作品的女孩子对“车”根本就没有概念。而看 bl 作品的女生恰好相反。（G4）”*

20 世纪 60 年代，传播学者 George Gerbner 提出了培养理论（Cultivation Theory）。培养理论关注的是电视对观众潜移默化的长期效果。Gerbner 在事例研究中发现，电视暴力内容对青少年犯罪具有‘诱发效果’，同时还发现，长时间收看电视的人，其对社会现实的看法更加接近于电视所呈现出来的景象，而非真实现实。”这一理论是针对电视的研究，但是对于长期接触网络，接触耽美文化的人是否会同样会产生“培养效果”，将耽美文化中呈现的性内容和性关系理解为现实中的真实关系，需要进一步进行验证。

**4.1.4 同伴影响**

除以上三条之外，性态度的变化还离不开自身经历和同伴的影响，尤其是同伴的影响。同伴的作用往往比父母的影响力更大，因为同伴之间面对的问题相似，交流性话题也较多，而父母与子女之间对性话题的讨论却比较少。生理发育的早晚也会影响到性态度，生理上的早熟会促使青少年更早去关心和了解性问题。随着生活质量水平的提高，青少年性特征发育越来越早，这使得生理发育这一因素变得越来越重要。我们的访谈中也有多位受访者提到自己最初涉猎耽美是来自身边人的推荐。

## 结论与建议

**5.1 结论**

随着女中学生性生理的发育，对性产生好奇并对耽美文化中的性内容进行阅读，这些行为在一定程度上反映女中学生的性发育状况和性意识的成熟，可算作女中学生一种性补偿和性宣泄的行为。现在的女中学生对性更宽容，更能接受传统婚姻关系以外的性行为。但碍于中国传统的保守观念，保守的女中学生往往不会将自己的性需要付诸于行动，而是转而寻找其他途径来获取满足感,耽美文化就是其中之一。

女中学生在没有形成稳定的价值观前性态度是易变的，媒体中的一条性内容就可能影响到她们的看法和态度。特别是未成年受访者讲到自己看的某耽改作品中的情爱桥段是唯美还是粗糙时，给出的评价就截然不同。甚至她们还喜欢援引自己看过的某些讲述情爱的“名言警句”或是了解的某个爱情故事，来阐述自己的观点。正因如此，我们才强调要注重把握耽美作品的质量，加强审核，加强对女中学生性态度的合理引导。

**5.2 建议**

综上所述，研究者认为现代社会的女中学生对耽美文化的狂热崇拜与越界创作，大多来自于媒介环境和同伴的影响，其背后真正原因是外来思潮导致的性价值观的混乱以及性教育的缺失。对此研究者认为可以给出如下建议：

**5.2.1 性教育方面**

在学校层面，中学生性教育课程存在以下问题：首先缺乏专业教师，其次缺乏专业教材和多元资源。学校承担着保护青少年健康成长的责任，学校应该定期邀请专业人员进行演讲，帮助学生了解科学的性知识；让有资质的专业机构与学校建立长期合作关系，让教师也进行相关的性知识教育，让教师在平日的教学活动中，给学生带来正面的、科学的性知识普及（张晓桐，2021）。

在家庭层面，父母的言传身教和自身对性的理解与态度在很大程度上影响孩子的性发展（李佳洋与刘文利，2021）。父母是青少年性知识的启蒙老师，家长不应避讳谈性，应该和青少年进行有效的沟通，真实有效的回答孩子的问题。青少年需要感受到父母的关怀，需要创新的具有包容性的性教育（Grace，2018）。

**5.2.2 大环境监管**

一个文明的有序的网络环境对未成年的成长具有正向的影响。郑植文（2018）认为我们应该加以把关、甄别质量参差不齐的耽美作品，塑造一个更成熟、理性、干净的媒体环境，这样对中学生汲取更有价值的营养才是有帮助的。国家有关部门应该制定出明确的准入门槛，健全耽美分级制度，完善耽美作品审核的机制，对适龄的青少年，特别是处在青春萌动期的中学生进行科学合理的性教育，提高性教育的普及程度。这样或许才能真正达到“净网”行动的最佳效果。

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# การประยุกต์เหมืองข้อมูลในการศึกษาลักษณะของผู้ใช้บริการที่บัญชีไม่เคลื่อนไหวผ่านการทำแบบจำลอง Clustering

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**บทคัดย่อ**

งานวิจัยในครั้งนี้นำความรู้ด้าน Data Mining มาประยุกต์เพื่อศึกษาลักษณะของผู้ใช้บริการที่บัญชีไม่เคลื่อนไหวระยะเวลาเกิน 1 ปี เพื่อให้สามารถสร้างผลิตภัณฑ์หรือกิจกรรมส่งเสริมการขายให้กับกลุ่มลูกค้าดังกล่าวอย่างตรงความต้องการ โดยการศึกษาครั้งนี้จะเป็นการนำข้อมูลลูกค้าและบัญชีเงินฝากในปี 2563 จากธนาคารแห่งหนึ่งมาจัดกลุ่มลูกค้า (Clustering) ตามลักษณะจำเพาะของแต่ละกลุ่ม ในการศึกษานี้ใช้เครื่องมือแบบจำลอง Simple K-Mean ซึ่งการศึกษาพบว่าการจัดกลุ่มที่เหมาะสมที่สุดคือการแบ่งออกเป็น 4 กลุ่ม และมีบางปัจจัยที่มีผลต่อการจัดกลุ่มอย่างชัดเจน อาทิ อาชีพ กลุ่มช่วงวัย (Generation) เพศ สถานภาพ และพื้นที่อาศัย เป็นต้น ซึ่งผู้ศึกษานำเสนอแนวทางในการลดจำนวนบัญชีที่มีสถานะไม่เคลื่อนไหวระยะเวลาเกิน 1 ปี ออกเป็น 3 แนวทาง คือ 1. การให้ความรู้ในการใช้ Mobile Banking 2. การเสนอขายผลิตภัณฑ์ประกันหรือเงินฝากสงเคราะห์ชีวิตให้ตรงตามวัฒนธรรมและพื้นที่อาศัย และ 3. การส่งเสริมให้ลูกค้าใช้บัญชีเงินฝากในการชำระสินค้าหรือบริการแบบอัตโนมัติ ซึ่งหากนำแนวทางที่เสนอแนะไปใช้จะคาดว่าจะสามารถลดบัญชีที่มีสถานะไม่เคลื่อนไหวระยะเวลาเกิน 1 ปีได้ โดยสามารถเลือกแนวทางใดแนวทางหนึ่งหรือจะดำเนินการทั้ง 3 แนวทางไปพร้อม ๆ กัน

**คำสำคัญ:** บัญชีไม่เคลื่อนไหว, Clustering, Simple K-Mean, Elbow Method

## 1. บทนำ

ในช่วงต้นปี พ.ศ.2563 ประเทศไทยได้รับผลกระทบจากสถานการณ์การระบาดของเชื้อไวรัสโควิด-19 ส่งผลให้ธุรกิจด้านการบริการได้รับผลกระทบ ธนาคารที่เป็นธุรกิจการบริการทางด้านธุรกรรมทางการเงินก็เป็นหนึ่งในธุรกิจที่ได้รับกระทบอย่างมากเช่นกัน ปริมาณการใช้บริการในรูปแบบต่าง ๆ ของสาขาลดลงอย่างมี

นัยสำคัญ สวนทางกับการเพิ่มขึ้นของปริมาณการทำธุรกรรมประเภท Self Service เช่น Mobile Banking แต่ก็มีลูกค้าบางกลุ่มที่ไม่สามารถเข้าถึงบริการ Mobile Banking อาจส่งผลให้บัญชีเงินฝากของธนาคารบางส่วนไม่มีการเคลื่อนไหว และเมื่อบัญชีธนาคารไม่มีการเคลื่อนไหวเกิน 1 ปี บัญชีเหล่านั้นจะไม่สามารถทำธุรกรรมได้หากเจ้าของบัญชีไม่แสดงความจำนงกับธนาคาร ธนาคารต่าง ๆ จึงมีนโยบายในการลดการเกิดบัญชีไม่เคลื่อนไหวเกิน 1 ปี เพื่อเป็นการเพิ่มโอกาสในการให้บริการและลดช่องทางในการที่พนักงานจะสามารถนำบัญชีเหล่านั้นไปทำการทุจริตได้

โดยวัตถุประสงค์ของการศึกษาเพื่อหาลักษณะเฉพาะของผู้ใช้บริการที่บัญชีไม่เคลื่อนไหวระยะเวลาเกิน 1 ปี เพื่อให้สามารถสร้างผลิตภัณฑ์หรือบริการให้เหมาะสมกับลูกค้าและหาแนวทางปริมาณลดบัญชีไม่เคลื่อนไหวเหล่านั้น ทั้งนี้เพื่อเป็นการลดภาระของสาขาในการติดตาม เชิญชวนลูกค้าเพื่อกลับมารับบริการและลดช่องทางในการทำทุจริตจากการใช้บัญชีไม่เคลื่อนไหวดังกล่าว การศึกษานี้จะใช้ข้อมูลจริงของปี 2563 ซึ่งเป็นปีที่เกิดการระบาดของไวรัสโควิด-19 ของธนาคารแห่งหนึ่ง ด้วยวิธีการทำเหมืองข้อมูลและแบบจำลองการจัดกลุ่ม เพื่อใช้ในการแยกแยะกลุ่มลูกค้าที่มีบัญชีไม่เคลื่อนไหว

ในอดีตธนาคารไม่เคยจำแนกลักษณะลูกค้าที่เป็นเจ้าของบัญชีไม่เคลื่อนไหว การทำเหมืองข้อมูล โดยใช้แบบจำลองการจัดกลุ่มข้อมูล ที่ไม่ต้องกำหนดค่าเป้าหมายของแต่ละกลุ่มข้อมูล จึงเหมาะสมในการนำไปจำแนกกลุ่มลูกค้าตามลักษณะจำเพาะเนื่องจากเป็น Unsupervised Learning และการเลือกใช้แบบจำลอง Simple K-Mean ที่มีคุณสมบัติเหมาะสมในการจัดกลุ่มข้อมูลที่มีขนาดใหญ่ ยืดหยุ่น มีการประมวลผลรวดเร็วและง่ายต่อการทำความเข้าใจจึงเหมาะสมแก่การเลือกมาใช้ในการศึกษาครั้งนี้ที่ข้อมูลมีขนาดใหญ่และมีข้อจำกัดด้านเวลา ซึ่งข้อมูลที่ได้จากการศึกษานี้จะทำให้ธนาคารมีแนวทางที่จะสามารถสร้างผลิตภัณฑ์และบริการให้เหมาะสมและตรงใจกลุ่มเป้าหมายข้างต้น ส่งผลให้ลูกค้าจะกลับมารับบริการกับธนาคารอีกครั้งอย่างยั่งยืน

## 2. การทบทวนวรรณกรรม

### *2.1 แนวคิด ทฤษฎี และเครื่องมือในการวิเคราะห์*

แนวคิด ทฤษฎี และเครื่องมือในการวิเคราะห์ที่เกี่ยวข้องของงานวิจัยในครั้งนี้แบ่งออกเป็น 4 กลุ่มใหญ่ คือ

2.1.1 แนวความคิดเรื่องบัญชีไม่เคลื่อนไหว

บัญชีที่ไม่มีการทำธุรกรรมเป็นเวลานานจะเป็นช่องทางให้พนักงานสามารถใช้เป็นช่องทางในการยักยอกหรือทำการฟอกเงินได้โดยเจ้าของบัญชีไม่ทราบ ธนาคารแห่งประเทศไทยจึงมีแนวปฏิบัติที่ดีสำหรับการควบคุมความเสี่ยงของธนาคารให้บัญชีไม่ได้เคลื่อนไหวเป็นระยะเวลานานต้องมีสถานะไม่เคลื่อนไหว (Unclaimed) เพื่อลดความเสี่ยงดังกล่าว

2.1.2 ทฤษฎี Generation

แนวคิดเรื่อง Generation เกิดขึ้นในช่วงศตวรรษที่ 20 และได้ตีพิมพ์เผยแพร่ในปี 1923 ในผลงานชื่อ The Problem of Generations โดย Karl Mannheim ได้ในเสนอว่าผู้คนจะได้รับอิทธิพลจากบริบทในสังคมและประวัติศาสตร์ หมายความว่าถ้าเกิดท่ามกลางเหตุการณ์สำคัญใดก็จะส่งผลต่อลักษณะนิสัยของผู้คนยุคนั้น

2.1.3 ข้อมูลและเครื่องมือ

เบื้องต้นการทำ Data Mining จะเป็นการนำข้อมูลที่เป็น Structured Data มาใช้ในการวิเคราะห์ ซึ่งงานวิจัยครั้งนี้ใช้ IDEA Data Analysis Software เป็น แอปพลิเคชันที่สามารถใช้ในงานค้นหาข้อมูลตามเงื่อนไขและวิเคราะห์ข้อมูลที่มีโครงสร้างข้อมูลขนาดใหญ่ได้ ในการทำการเตรียมข้อมูลก่อนนำไปจัดทำแบบจำลอง และใช้ Waikato Environment for Knowledge Analysis (Weka) เป็นซอฟต์แวร์สำเร็จรูปพัฒนามาเพื่อศึกษา Machine Learning (ML) และการทำเหมืองข้อมูล (Data Mining) ในการจัดทำแบบจำลอง

2.1.4 เหมืองข้อมูล (Data Mining)

ขั้นตอนการทำเหมืองข้อมูลที่นิยมใช้ในปัจจุบันมีหลายแบบ แต่งานวิจัยนี้จะใช้กระบวนการ Cross-Industry Standard Process for Data Mining (CRISP-DM) ในการจัดทำ Data Mining

*2.2 งานวิจัยที่เกี่ยวข้อง*

งานวิจัยที่เกี่ยวข้องครั้งนี้แบ่งออกเป็น 3 กลุ่ม ดังนี้

2.2.1 งานวิจัยที่เกี่ยวข้องกับการทำ Data Mining

จากงานของ นิสานันท์ พลอาสา (2559) ได้ศึกษาเรื่องการสร้างแบบจำลองการขายผลิตภัณฑ์และพยากรณ์ยอดขายประกันชีวิตโดยเทคนิคการทำเหมืองข้อมูล กรณีศึกษาบริษัทประกันชีวิตแห่งหนึ่ง พบว่าจากกลูกค้าตั้งแต่ปี พ.ศ. 2550 - พ.ศ. 2557 จำนวนทั้งสิ้น 24,150 รายการ ซึ่งเป็นผู้ถือกรมธรรม์มากกว่า 2 แบบขึ้นไป สามารถโปรแกรม WEKA ในการทำเหมืองข้อมูลด้วยแบบจำลอง K-Means แบ่งกลุ่มและหาความสัมพันธ์ได้ 5 กลุ่ม ซึ่งในงานวิจัยก็ได้นำเสนอแนวทางการนำไปพัฒนาเป็นผลิตภัณฑ์เฉพาะกลุ่ม และ สุรีพร หวานแท้ (2560) ศึกษาเรื่องการจัดกลุ่มลูกหนี้ค้างชำระสินเชื่อธุรกิจขนาดกลางและขนาดย่อมโดยใช้เทคนิคเหมืองข้อมูล กรณีศึกษาของธนาคารพาณิชย์แห่งหนึ่ง พบกว่าการนำข้อมูลลูกค้าประเภทบริษัทและห้างหุ้นส่วนจำกัดของลูกค้าสินเชื่อธุรกิจขนาดกลางและขนาดย่อม กรณีศึกษาธนาคารพาณิชย์แห่งหนึ่ง เป็นข้อมูลตั้งแต่เดือนมกราคม-ตุลาคม ปี 2559 จากสถาบันการเงินแห่งหนึ่งทั้งหมด 16,777 ราย ซึ่งกลุ่มข้อมูลตัวอย่างลูกค้าสินเชื่อธุรกิจขนาดกลางและขนาดย่อมที่ค้างชำระหนี้ทั่วประเทศจำนวน 962 ราย สามารถใช้การจัดกลุ่ม (Clustering data) โดยวิธี K-means ออกมาได้ 5 กลุ่ม

2.2.2 งานวิจัยที่เกี่ยวข้องกับ Generation

งานของ เดชา เดชะวัฒนไพศาล (2552) ศึกษาเรื่อง การรับรู้คุณลักษณะของเจนเนอเรชั่นวายและแรงจูงใจในการทำงาน: มุมมองระหว่างเจนเนอเรชั่นต่าง ๆ ในองค์กร กับ งานวิจัยของ พัชสิรี ชมภูคำ และ ณัฐธิดา จักรภีร์ศิริสุข (2563) ที่ศึกษาปัจจัยที่มีอิทธิพลต่อความพึงพอใจและแรงจูงใจในการทำงาน:กรณีศึกษาเปรียบเทียบคนเจเนอเรชัน Y และเจเนอเรชัน Z ในเขตกรุงเทพมหานคร มาใช้เป็นแนวคิดการแบ่งกลุ่มคนตาม Generation

2.2.3 งานวิจัยด้านการบริหารและการตลาด

จากงานวิจัยของ สิทธิพร เถวสูงเนิน (2564) เรื่องแนวทางการเพิ่มยอดเงินฝากออมทรัพย์กลุ่มลูกค่าที่มียอดเงินฝากในบัญชีคงเหลือต่ำกว่า 500 บาทและที่ไม่มีการเคลื่อนไหวบัญชีระยะเวลาเกิน 1 ปีของลูกค้า ธ.ก.ส.สาขาสีดา พัชราภา นพคุณขจร (2564) ศึกษาเรื่องแนวทางการเพิ่มสัดส่วนเงินฝากต้นทุนต่ำ ธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร สาขามีนบุรี เพื่อใช้เป็นแนวทางในการนำข้อมูลที่ได้จากการทำ Data Mining มาประยุกต์ใช้กับการแก้ปัญหาเชิงธุรกิจอย่างสอดคล้อง

## 3. วิธีดำเนินการวิจัย

จากที่กล่าวไว้ข้างต้นงานวิจัยนี้จะใช้กระบวนการ CRISP-DM ในการจัดทำ Data Mining จากข้อมูลทุติยภูมิทั้งหมดโดยใช้ข้อมูลของธนาคารในปีบัญชีธนาคารที่ 2563 ซึ่งกระบวนการ CRISP-DM จะมีการดำเนินการอยู่ 6 ขั้นตอน ดังนี้

*3.1 Business Understanding*

กระบวนการนี้เริ่มศึกษาธุรกิจโดยเริ่มที่การศึกษาประเภทบัญชีที่มีอยู่ทั้งหมดของธนาคาร การศึกษาลูกค้าประเภทต่าง ๆ ศึกษางานวิจัยที่เกี่ยวข้อกับการเพิ่มฐานของเงินฝากและบัญชีไม่เคลื่อนไหว ผู้ศึกษาใช้วิธีสัมภาษณ์ผู้เชี่ยวชาญด้านเงินฝากและความเสี่ยง พบว่าผลเสียของบัญชีประเภท Unclaimed อาจเกิดเสียโอกาสในการให้บริการและเป็นช่องทางในการทุจริตได้

*3.2 Data Understanding*

กระบวนการนี้เป็นการศึกษาโครงสร้างข้อมูลทำให้ทราบว่าข้อมูลที่จะนำมาใช้ในการจัดทำ Data Mining ของข้อมูลบัญชีเงินฝากและข้อมูลลูกค้าของธนาคาร โดยสิ่งที่จะนำมาพิจารณาจากฐานข้อมูล คือ เพศ สถานภาพ จำนวนเงินคงเหลือในบัญชี และพื้นที่อาศัยโดยพิจารณาจากพื้นที่การขึ้นทะเบียนเป็นลูกค้า วันเดือนปีเกิดของลูกค้า ความเสี่ยงที่ธนาคารจัดกลุ่มไว้ อาชีพและสถานะบัญชี

*3.3 Data Preparation*

ขั้นตอนนี้จะเป็นกระบวนการการคัดเลือกข้อมูล การทำความสะอาดข้อมูลโดยการคัดข้อมูลที่ไม่สมบูรณ์ออก เช่น ข้อมูลที่มีค่าว่างในบางสดมภ์ หรือ ข้อมูลที่บันทึกผิดพลาดชัดเจน เป็นต้น การรวบรวมข้อมูล จัดการโครงสร้างข้อมูลใหม่โดยรูปแบบของข้อมูลใหม่ ซึ่งจะเป็นกระบวนการที่มีความซับซ้อนและใช้เวลามากที่สุดในกระบวนการทั้งหมดของ CRISP-DM ด้วยโปรแกรมสำเร็จรูป IDEA และ Microsoft Excel

งานวิจัยครั้งนี้คัดเลือกข้อมูลจากข้อมูล 2 ส่วน คือ ข้อมูลบัญชีเงินฝาก และข้อมูลลูกค้า ตามขอบเขตที่สนใจของงานวิจัยนี้จะใช้ข้อมูลบัญชีเงินฝากในปีบัญชี 2563 ทั้ง 12 เดือน ซึ่งแต่ละเดือนจะมีบัญชีสถานะ Unclaimed ประมาณเดือนละ 30,000 บัญชี

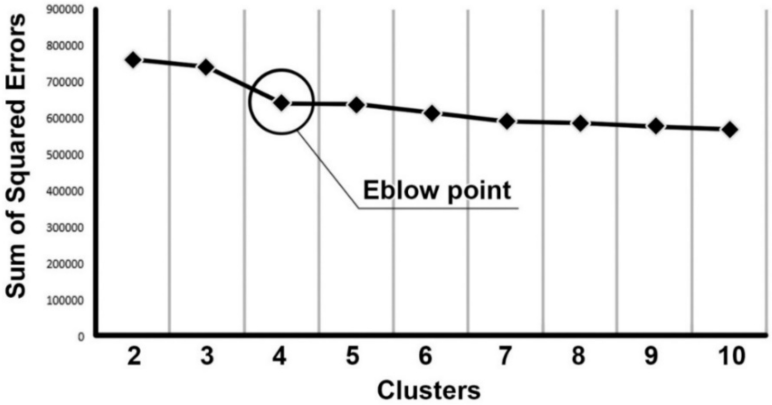
*3.4 Modeling*

ผู้วิจัยเลือกใช้โปรแกรม WEKA ในการทำ Clustering Analysis และใช้แบบจำลอง Simple K-Means เนื่องจากเป็นแบบจำลองที่นิยมนำมาใช้กับข้อมูลที่มีความกระจัดกระจาย และสามารถใช้งานกับข้อมูลที่มี

ปริมาณมากได้อย่างดี โดยใช้ค่าผลรวมความเบี่ยงเบนกำลังสอง (Sum of Squared Errors) ของแบบจำลองทั้งหมดมาจัดทำกราฟเพื่อดูจำนวนกลุ่มที่เหมาะสมด้วย Elbow Method

**ภาพที่ 1**

**แผนภาพ Elbow Method**




*3.5 Evaluation*

ขั้นตอนนี้จะประเมินแบบจำลองที่ได้จากกลุ่มผู้ชำนาญและมีประสบการณ์ด้านการตลาด เพื่อพิจารณาความเหมาะสมในการนำแบบจำลองไปประยุกต์ใช้ว่ามีความแม่นยำต่อการนำไปใช้งานมากน้อยเพียงใด

*3.6 Deployment*

ขั้นตอนนี้จะนำข้อมูลการแบ่งกลุ่มที่ได้จากการทำ Data Mining มาวิเคราะห์เพื่อเสนอแนวทางการ ในการลดบัญชีสถานะไม่เคลื่อนไหวระยะเวลาเกิน 1 ปีของธนาคาร

## 4. ผลการวิจัย

จากการวิจัยพบว่าหลังจากการเตรียมข้อมูลจะเหลือข้อมูลเพียง 247,680 รายการ ซึ่งคิดเป็น 89% ของข้อมูลก่อนการจัดกลุ่ม โดยผู้วิจัยได้ทำแบบจำลองแบ่งกลุ่ม (Cluster Analysis) เพื่อจัดกลุ่มข้อมูลที่กระจัดกระจาย โดยจะใช้เอกลักษณ์หรือลักษณะจำเพาะของข้อมูลเป็นตัวแบ่ง งานวิจัยนี้จะใช้แบบจำลอง Simple K-Mean ในการแบ่งกลุ่ม ซึ่งแบบจำลองดังกล่าวจะไม่มีการกำหนดจำนวนกลุ่มที่แน่นอน ผู้วิจัยจึงเริ่มด้วยการแบ่งข้อมูลออกเป็น 2 - 10 กลุ่ม และใช้ Elbow Method ในการพิจารณาจำนวนกลุ่ม (Clusters) ที่เหมาะสมซึ่งจะได้ลักษณะจำเพาะที่ชัดเจนและใกล้เคียงกับความเป็นจริงมากที่สุด โดยจุดที่กราฟมีการหักงอมากที่สุดจะเป็นจำนวนกลุ่มที่เหมาะสมต่อการแบ่งกลุ่มเพื่อนำไปใช้ในการวิเคราะห์ข้อมูล ซึ่งจากข้อมูลจะเห็นได้ว่าจุดที่ 4 กลุ่มที่มีค่าผลรวมความเบี่ยงเบนกำลังสองเท่ากับ 643681 บนกราฟจะมีความหักงอมากที่สุดจึงเหมาะสมให้ค่า K ในแบบจำลอง Simple K-Mean มีค่าเท่ากับ 4 หรือแบ่งข้อมูลออกเป็น 4 กลุ่มตามภาพที่ 1 และเมื่อทำการแบ่งกลุ่มตามการทำ Elbow Method จะได้กลุ่มที่มีเอกลักษณ์ตามตารางที่ 1

**ตารางที่ 1**

**ข้อมูลทั่วไปของกลุ่มตัวอย่าง**

| Attribute | กลุ่ม 1 | กลุ่ม 2 | กลุ่ม 3 | กลุ่ม 4 |
|---|---|---|---|---|
| เพศ | ชาย | หญิง | หญิง | หญิง |
| สถานภาพ | ไม่ระบุ | โสด | แต่งงานจดทะเบียน | ไม่ระบุ |
| จำนวนเงินฝาก | 0 | ≈50,000 | 0 | 0 |
| พื้นที่อาศัย | เหนือตอนบน | ใต้ตอนบน | ใต้ตอนล่าง | เหนือตอนล่าง |
| Generation | Baby Boomer | Baby Boomer | Generation X | Baby Boomer |
| ความเสี่ยง | ต่ำ | ต่ำ | ต่ำ | ต่ำ |
| อาชีพ | เกษตรกร | ว่างงาน | เกษตรกร | เกษตรกร |

จากตารางข้างต้นผู้วิจัยได้ทำการตั้งชื่อกลุ่มทั้ง 4 ตามลักษณะจำเฉพาะและเพื่อให้สามารถเรียกชื่อได้ง่ายดังนี้

<u>กลุ่ม 1:</u> เกษตรกรชายรุ่นบุกเบิก เป็นเพศชาย ไม่ระบุสถานภาพการสมรส มีความเสี่ยงตามการจัดชั้นของธนาคารอยู่ในเกณฑ์ต่ำ มีอาชีพเป็นเกษตรกร อายุ 56 ปี ขึ้นไป อยู่ในกลุ่ม Generation Baby Boomer อาศัยอยู่พื้นที่ภาคเหนือตอนบน ก่อนบัญชีถูกเปลี่ยนสถานะเป็น Unclaimed ไม่มีเงินในบัญชี

<u>กลุ่ม 2:</u> หญิงโสดรุ่นใหญ่ เป็นเพศหญิง สถานภาพโสด มีความเสี่ยงตามการจัดชั้นของธนาคารอยู่ในเกณฑ์ต่ำ ว่างงาน อายุ 56 ปี ขึ้นไป อยู่ในกลุ่ม Generation Baby Boomer อาศัยอยู่พื้นที่ภาคใต้ตอนบน ก่อนบัญชีถูกเปลี่ยนสถานะเป็น Unclaimed มีเงินในบัญชีประมาณ 50,000 บาท

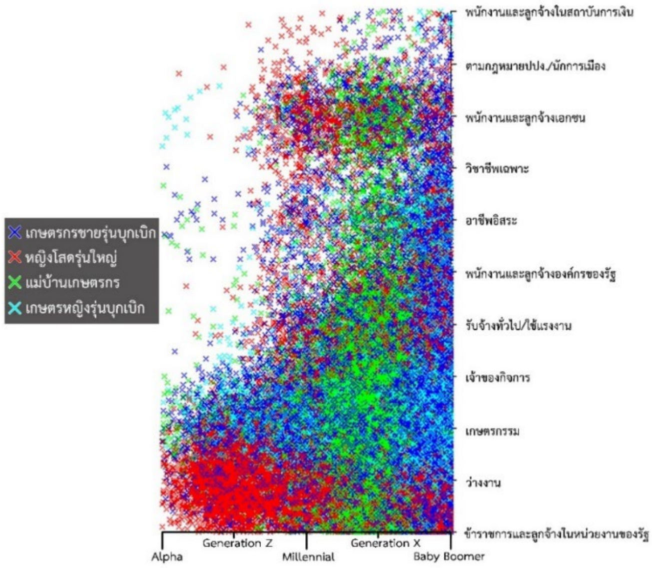
<u>กลุ่ม 3:</u> แม่บ้านเกษตรกร เป็นเพศหญิง สถานภาพแต่งงานและจดทะเบียนสมรส มีความเสี่ยงตามการจัดชั้นของธนาคารอยู่ในเกณฑ์ต่ำ มีอาชีพเป็นเกษตรกร อายุระหว่าง 41 - 56 ปี อยู่ในกลุ่ม Generation X อาศัยอยู่พื้นที่ภาคตะวันออก ก่อนบัญชีถูกเปลี่ยนสถานะเป็น Unclaimed ไม่มีเงินในบัญชี

<u>กลุ่ม 4:</u> เกษตรหญิงรุ่นบุกเบิก เป็นเพศหญิง ไม่ระบุสถานภาพการสมรส มีความเสี่ยงตามการจัดชั้นของธนาคารอยู่ในเกณฑ์ต่ำ มีอาชีพเป็นเกษตรกร อายุ 56 ปี ขึ้นไป อยู่ในกลุ่ม Generation Baby Boomer อาศัยอยู่พื้นที่ภาคเหนือตอนล่าง ก่อนบัญชีถูกเปลี่ยนสถานะเป็น Unclaimed ไม่มีเงินในบัญชี

จากกลุ่มตัวอย่างทั้ง 4 เมื่อนำข้อมูลดังกล่าวมาทำการ Visualize จะพบว่ามีบางปัจจัยที่มีผลต่อการจัดกลุ่มอย่างชัดเจน เช่น อาชีพ Generation เพศ สถานภาพ และพื้นที่อาศัย ดังตัวอย่างภาพที่ 2

**ภาพที่ 2**

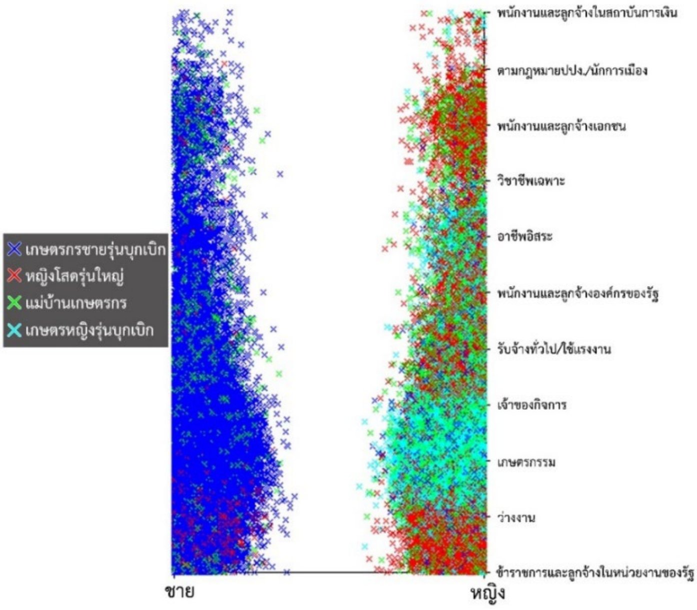
**ตัวอย่างการทำ Visualize ความสัมพันธ์ระหว่าง Generation และอาชีพ**




จะเห็นได้ว่าธนาคารยังมีลูกค้าที่มี Generation อยู่ในช่วง Alpha และ Generation Z ที่น้อยเมื่อเทียบกับ Generation อื่น โดยกลุ่มนี้จะประกอบอาชีพข้าราชการและลูกจ้างในหน่วยงานของรัฐ ในทางตรงข้ามลูกค้าส่วนใหญ่จะอยู่ในกลุ่มอาชีพเกษตรกรรม และว่างงาน ซึ่งถ้าพิจารณาที่ Generation จะเป็นกลุ่ม Millennial Generation X Baby Boomer ซึ่งเป็นกลุ่มที่มีอายุตั้งแต่ 25 ปี ขึ้นไป และยังเห็นกลุ่มหญิงโสดรุ่นใหญ่เป็นกลุ่มว่างงานที่ Generation กระจายตัวอยู่ตั้งแต่ Generation Z ถึง Baby Boomer

**ภาพที่ 3**

**ตัวอย่างการทำ Visualize ความสัมพันธ์ระหว่างอาชีพ และเพศ**

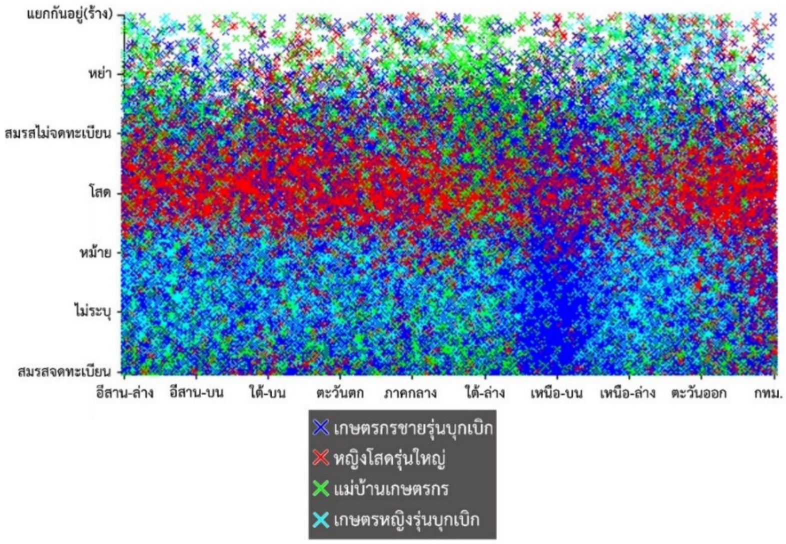


จากภาพที่ 3 หากพิจารณาความสัมพันธ์อาชีพร่วมกันกับเพศแล้วจะเห็นได้อย่างชัดเจนว่าเพศชายส่วนใหญ่จะถูกจัดกลุ่มอยู่ในกลุ่มเกษตรกรชายรุ่นบุกเบิก กระจุกตัวอยู่ในอาชีพเกษตรกรรมและว่างงานในทุก Generation และกระจายตัวไปยังอาชีพอื่น ๆ ในช่วง Generation X

เมื่อพิจารณาเปรียบเทียบกันระหว่างพื้นที่อาศัยและสถานภาพ ซึ่งจะเห็นได้ว่ากลุ่มเกษตรกรขายรุ่นบุกเบิกและเกษตรกรหญิงรุ่นบุกเบิกจะเป็นกลุ่มที่มีความหนาแน่นมากที่สุดซึ่งส่วนใหญ่จะไม่ได้ระบุสถานภาพ ซึ่งจะอาศัยอยู่ในพื้นที่ภาคเหนือตอนบนและภาคเหนือตอนล่างเป็นหลัก และอีกกลุ่มที่เห็นได้อย่างชัดเจนคือกลุ่มแม่บ้านเกษตรกรที่จะเห็นได้ว่าจะอยู่อาศัยในพื้นที่ภาคใต้ตอนล่าง และลูกค้าที่มีสถานภาพ หย่า และแยกกันอยู่ (ร้าง) จะเป็นกลุ่มที่มีน้อยที่สุดเมื่อเทียบกับกลุ่มสถานภาพอื่นดังภาพที่ 4

**ภาพที่ 4**

**ตัวอย่างการทำ Visualize ความสัมพันธ์ระหว่างพื้นที่อาศัย และสถานภาพ**




ในด้านการนำไปใช้ถึงแม้งานวิจัยจะยังไม่ได้นำข้อมูลที่ได้มาไปลงมือปฏิบัติ หรือแก้ไขปัญหาให้ธนาคาร แต่ผู้วิจัยก็เสนอแนวทางในการลดบัญชีสถานะไม่เคลื่อนไหวระยะเวลาเกิน 1 ปีของธนาคาร ไว้ 3 แนวทาง ดังนี้

*4.1 เกษตรกรรุ่นใหญ่ หัวใจ Mobile Banking*

กลุ่ม Generation Baby Boomer อาจเป็นกลุ่มคนที่ยังไม่ถนัดในการใช้เทคโนโลยี จึงควรจัดแคมเปญสอนการใช้งาน Mobile Banking ให้กับลูกค้า โดยอาจให้พนักงานออกพื้นที่ เป็นผู้เข้าไปสอนลูกค้าถึงที่หมู่บ้านหรือเขตชุมชน โดยหากลูกค้าที่เข้าร่วมกิจกรรมท่านใดมีอายุ 50 ปี เพื่อเป็นการกระตุ้นการรับบริการแบบ Self Service จนสร้างเสริมเป็นความเคยชิน ซึ่งบัญชีของลูกค้าก็จะมีการใช้งานและไม่เปลี่ยนเป็นบัญชี Unclaimed โดยแคมเปญนี้อาจเริ่มนำร่องในพื้นที่ภาคเหนือตามข้อมูลของกลุ่มเกษตรกรชายรุ่นบุกเบิก และกลุ่มเกษตรหญิงรุ่นบุกเบิกก่อน และขยายออกไปเมื่อประสบผลสำเร็จ

*4.2 เบาใจ หายห่วง*

หญิงโสดรุ่นใหญ่เป็นกลุ่มที่อายุ 50 ปีขึ้นไป และไม่มีบุตร ทำให้ลูกค้ากลุ่มนี้อาจจะมีความกังวลเรื่องสุขภาพ ฉะนั้นประกันหรือเงินฝากสงเคราะห์ชีวิตที่ทำหน้าที่จ่ายสินไหมในการคุ้มครองชีวิต และสุขภาพตามเงื่อนไขกรมธรรม์ จะช่วยลดความกังวลดังกล่าวได้ อีกทั้งกลุ่มหญิงโสดรุ่นใหญ่นี้ยังเป็นกลุ่มที่มีเงินเก็บในบัญชี ทำให้ทราบได้ว่าเป็นกลุ่มที่มีการวางแผนการใช้เงินได้ด้วยตนเอง ส่วนเรื่องข้อแม้ในกรมธรรม์อาจต้องให้ผู้ชำนาญด้านคณิตศาสตร์ประกันภัยเป็นผู้พิจารณาโดยละเอียด แคมเปญนี้อาจเริ่มนำร่องในพื้นที่ภาคใต้ตอนบนตามข้อมูลของกลุ่มหญิงโสดรุ่นใหญ่จากนั้นจึงขยายออกไปในพื้นที่อื่นเมื่อประสบผลสำเร็จ โดยต้องพิจารณาตามความเหมาะสมของหลักศาสนาอิสลามด้วย เนื่องจากในพื้นที่ภาตใต้มีลูกค้าที่นับถือศาสนาอิสลามเป็นจำนวนมาก ซึ่งบัญชีเงินฝากของลูกค้ากลุ่มดังกล่าวจะเป็นบัญชีเงินฝากรักษาทรัพย์ที่ไม่ได้ให้ผลตอบแทนในรูปแบบดอกเบี้ย

*4.3 แม่บ้านเกษตรกรยุคใหม่ ไร้พะวง*

ครอบครัวในสังคมไทยมีไม่น้อยที่เมื่อแต่งงานแล้วจะให้ภรรยาเป็นผู้ดูแลเรื่องค่าใช้จ่ายภายในครัวเรือน ถึงแม้ปัจจุบันจะมีบริการรับชำระค่าบริการมากมาย ทั้งการชำระที่เค้าเตอร์บริการ และชำระผ่านโทรศัพท์ Smart Phone แต่จะสะดวกยิ่งขึ้นหากใช้บริการหักผ่านบัญชีแบบอัตโนมัติของธนาคาร ซึ่งผู้รับบริการต้องมีบัญชีเงินฝากออมทรัพย์หรือเงินฝากกระแสรายวันของธนาคาร ปัจจุบันยังมีข้อจำกัดในด้านการลงลายมือชื่อที่สาขากับพนักงาน เพื่อแสดงความยินยอมในการหักเงินเพื่อชำระสินค้าหรือบริการ แต่ในอนาคตเมื่อสามารถยืนยันตัวตนผ่านระบบ NDID ได้แล้ว การแสดงความยินยอมก็จะสะดวกยิ่งขึ้นเนื่องจากไม่ต้องเดินทางไปที่สาขา และจะตอบโจทย์กลุ่มแม่บ้านเกษตรกร โดยแคมเปญนี้อาจเริ่มนำร่องในพื้นที่ภาคตะวันออกตามข้อมูลของกลุ่มแม่บ้านเกษตรกรก่อน และขยายออกไปในพื้นที่อื่นเมื่อประสบผลสำเร็จ

## 5. สรุป

*5.1 สรุปผลการวิจัย*

จากการนำข้อมูลที่ได้จากการทำ Data Mining ด้วยแบบจำลอง Simple K-Means ผ่านโปรแกรม WEKA พบว่าถึงแม้การแบ่งกลุ่มออกเป็น 4 กลุ่ม โดยให้ค่า K = 4 จะเป็นการแบ่งกลุ่มที่ดึงคุณลักษณะจำเพาะออกมาได้ชัดเจนที่สุด จากทดลองใช้ค่า K = 2,3,4,5,6,7,8,9,10 แต่ Simple K-Means ก็ยังมีข้อจำกัดในความยากในการจะเลือกใช้ค่า K จึงจำเป็นต้องใช้เทคนิคอื่นเข้ามาใช้ในการช่วยเลือกจำนวนกลุ่ม อีกทั้งการที่ยึดค่า K เป็นศูนย์กลางในการแบ่งกลุ่ม Simple K-Means มีข้อจำกัดอีกในเรื่องของรูปร่างของข้อมูล เมื่อนำข้อมูลที่ได้จากการทำ Data Mining สอบถามผู้ชำนาญด้านการตลาดจึงทราบได้ว่ามีข้อมูลบางชุดซึ่งในที่นี้คือ กลุ่ม 1 และ กลุ่ม 4 ที่ถึงแม้จะมีลักษณะจำเพาะที่แตกต่างกันแต่ก็มีความคล้ายคลึงกันมาก อาจตีความได้ว่าทั้งสองกลุ่มอาจสนใจสินค้าและบริการที่ใกล้เคียงกัน

*5.2 ข้อเสนอแนะสำหรับการวิจัยครั้งนี้*

5.2.1 เนื่องด้วยงานวิจัยนี้เป็นการใช้ข้อมูลจริงจากฐานข้อมูลธนาคาร จึงจำเป็นอย่างยิ่งที่ต้องระวังเรื่องพรบ.คุ้มครองข้อมูลส่วนบุคคลของลูกค้า และการนำเสนอข้อมูลของธนาคาร ซึ่งในการวิจัยครั้งนี้พบข้อจำกัดและสิ่งที่สามารถปรับปรุงได้

5.2.2 เนื่องด้วยเป็นการใช้ข้อมูลทั้งปีธนาคาร จึงทำให้ข้อมูลมีขนาดใหญ่มาก หากไม่มีความชำนาญในด้านข้อมูล เช่น การเลือกสดมภ์ที่นำมาใช้งานไม่เหมาะสม จะต้องเสียเวลาในการจัดทำข้อมูลใหม่ ส่งผลให้ใช้เวลาในขั้นตอนการเตรียมข้อมูลใช้เวลานาน

*5.3 ข้อเสนอแนะสำหรับการวิจัยในครั้งต่อไป*

การวิจัยครั้งนี้ ผู้วิจัยได้ดำเนินการภายใต้ข้อจำกัดด้านเวลา และอุปกรณ์คอมพิวเตอร์ส่วนบุคคล เพื่อเป็นแนวทางในการศึกษาครั้งในต่อไป ผู้วิจัยจึงขอเสนอแนวทางในการปรับปรุงและพัฒนา เพื่อให้สามารถต่อยอดงานวิจัยในอนาคตได้อย่างมีประสิทธิภาพ

5.3.1 หากต้องการใช้แบบจำลองอื่น เช่น Hierarchical Clusterer บนโปรแกรม WEKA อาจใช้เทคนิคการการสุ่มตัวอย่างตามหลักสถิติเข้ามาช่วยในการเลือกกลุ่มตัวอย่างไปเข้ากระบวนการ Data Mining

5.3.2 ข้อมูลบางสดมภ์ที่สมควรเพิ่ม เช่น ข้อมูลประเภทลูกค้าว่าเป็นลูกค้าเงินฝากหรือลูกค้าผู้กู้เงื่อนไขเวลาในการมาติดต่อธนาคาร และเพิ่มสดมภ์เดือนของข้อมูลเพื่อให้ทราบว่าเป็นข้อมูลจากเดือนใด เป็นต้น

5.3.3 งานวิจัยนี้ใช้การวิเคราะห์โดยอ้างอิงจากข้อมูลเป็นหลักเพียงอย่างเดียว หากต้องการให้ขั้นตอนการนำไปใช้มีประสิทธิภาพยิ่งขึ้น อาจต้องไปปรึกษาผู้เชี่ยวชาญเฉพาะด้านเกี่ยวกับผลิตภัณฑ์ประเภทนั้น ๆ ก่อนนำมาสร้างเป็นผลิตภัณฑ์หรือบริการจริง

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# การศึกษาแบบจำลองเหมืองข้อมูลที่เหมาะสม ต่อการหาปัจจัยที่มีผลต่อการค้างชำระของลูกค้าเงินกู้ธนาคารแห่งหนึ่ง

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## บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อการศึกษาแบบจำลองเหมืองข้อมูลที่เหมาะสมต่อการหาปัจจัยที่มีผลต่อการค้างชำระของลูกค้าเงินกู้เกษตรกรรายใหม่ เพื่อสร้างแบบจำลองในการพิจารณาข้อมูลการให้สินเชื่อกับลูกค้าเกษตรกรรายคนให้มีประสิทธิภาพมากยิ่งขึ้น และป้องกันความเสี่ยงในการค้างชำระของลูกค้าที่จะเกิดขึ้นในอนาคต โดยใช้ข้อมูลประวัติของลูกค้าที่ได้ผ่านการอนุมัติสินเชื่อตามโครงการปกติจากฐานข้อมูลของธนาคาร โดยมีปัจจัยที่ใช้ในการพิจารณา จำนวน 10 ปัจจัย และ จำนวนตัวอย่างทั้งหมด 9,113 รายการ ซึ่งได้ใช้เทคนิคในการจำแนกกลุ่ม จำนวน 3 เทคนิค คือ 1) แบบจำลองเทคนิคต้นไม้ตัดสินใจ (Decision Tree) 2) แบบจำลองเทคนิควิธีโครงข่ายประสาทเทียม (Artificial Neural Network) 3) แบบจำลองเทคนิคข้อมูลอย่างง่าย (Naïve Bayes Classifier) ในโปรแกรม Weka (Waikato Environment for Knowledge Analysis) จากผลการทดลองพบว่า การจำแนกกลุ่มเทคนิค ต้นไม้ตัดสินใจ (Decision Tree) โดยการใช้การทดสอบชุดข้อมูลการเรียนรู้ (Training Set) โดยมีค่าความถูกต้องของการจำแนกข้อมูล (Accuracy) อยู่ที่ 88.8291 % โดยปัจจัยที่มีผลทำให้ลูกค้าค้างชำระมากสุด 2 ลำดับคือระยะเวลาการกู้เงิน และอายุของลูกค้า

**คำสำคัญ**: เหมืองข้อมูล, แบบจำลองต้นไม้ตัดสินใจ, แบบจำลองโครงข่ายประสาทเทียม, แบบจำลองเทคนิคข้อมูลอย่างง่าย, ความเสี่ยงด้านสินเชื่อ

## 1. บทนำ

ในปัจจุบันการพิจารณาสินเชื่อแต่ละประเภทของธนาคารทำโดยการพิจารณาจากนโยบายสินเชื่อซึ่งจะระบุหลักเกณฑ์ของผู้ขอสินเชื่อแต่ละคน ซึ่งจะนำมาประกอบกันเพื่อการพิจาณาสินเชื่อและรับสมัครเข้าเป็น

ลูกค้า เช่นการขอสินเชื่อตรงตามวัตถุประสงค์ที่ธนาคารสนับสนุนหรือไม่ คุณสมบัติของผู้กู้ตามหลักการ 7Cs ซึ่งจะประกอบไปด้วย ความน่าเชื่อถือและคุณลักษณะของผู้กู้ เงินทุนสินทรัพย์หรือเงินฝากของผู้กู้ ความสามารถในการชำระหนี้ หลักประกันการให้กู้ และปัจจัยภายนอกต่าง ๆ เช่น สภาพเศรษฐกิจ สังคม วัฒนธรรม สงครามและสิ่งแวดล้อม ซึ่งธนาคารรวบรวมข้อมูลเพื่อประกอบการพิจารณาร่วมกับการประกอบธุรกิจของผู้กู้ ซึ่งการให้สินเชื่อในแต่ละครั้งนั้น ธนาคารย่อมมีความเสี่ยงที่จะเกิดหนี้ไม่ก่อให้เกิดรายได้ (Non-Performing Loan : NPL) ขึ้นได้ ทำให้ธนาคารต้องกันเงินสำรองเพื่อสินทรัพย์จัดชั้นสงสัยจะสูญ จัดชั้นสงสัยหรือจัดชั้นต่ำกว่ามาตรฐานตามเกณฑ์ของธนาคารแห่งประเทศไทย ที่ร้อยละ 100 ของยอดคงค้างของต้นเงินที่ไม่รวมดอกเบี้ยค้างรับ (หลักเกณฑ์การกำกับดูแลด้านกระบวนการสินเชื่อ, ธนาคารแห่งประเทศไทย) ซึ่งส่งผลกระทบให้การบริหารงานไม่เป็นไปตามตัวชี้วัด (Key Performance Indicator : KPI ) ของธนาคาร และยังส่งผลกระทบด้านลบต่อความน่าเชื่อถือของภาพลักษณ์ธนาคารต่อผู้ถือหุ้นและประชาชนทั่วไปอีกด้วย

บทความนี้จึงเสนอการประยุกต์ใช้เทคนิคเหมืองข้อมูล (Data Mining) ประกอบด้วย แบบจำลองเทคนิคต้นไม้ตัดสินใจ (Decision Tree) แบบจำลองเทคนิควิธีโครงข่ายประสาทเทียม (Artificial Neural Network) และแบบจำลองเทคนิคข้อมูลอย่างง่าย (Naïve Bayes Classifier) มาช่วยสร้างแบบจำลองเพื่อช่วยในการตัดสินใจในการให้สินเชื่อ กับลูกค้าประเภทต่างๆที่เข้ามายื่นขอสมัครเป็นลูกค้าและยื่นกู้กับทางธนาคาร โดยมีวัตถุประสงค์เพื่อศึกษาปัจจัยที่มีผลต่อการค้างชำระหนี้เงินกู้ของลูกค้าเกษตรกรรายคน และเพื่อสร้างแบบจำลองประกอบการพิจารณาข้อมูลการให้สินเชื่อกับลูกค้าเกษตรกรรายคนให้มีประสิทธิภาพมากยิ่งขึ้น

แบบจำลองที่ได้ออกมานั้นสามารถนำไปใช้ในการวิเคราะห์สินเชื่อ เพื่อจะเป็นประโยชน์กับพนักงานพัฒนาธุรกิจในส่วนของการพิจารณาการให้กู้เงิน ให้มีการวิเคราะห์ข้อมูลได้อย่างรวดเร็ว ทันสมัย สามารถให้คำแนะนำและช่วยเหลือแก่ลูกค้าที่มีความเสี่ยงที่จะค้างชำระได้ทันท่วงที เป็นการป้องกันและลดความเสี่ยงด้านการค้างชำระหนี้ของลูกค้าในอนาคตอีกด้วย

## 2. การทบทวนวรรณกรรม

2.1 การทำเหมืองข้อมูล (Data Mining)(วันวิสาข์ ชนะประเสริฐ, 2559) คือการค้นหารูปแบบและความสัมพันธ์ที่ซ่อนอยู่ในชุดข้อมูล เป็นการทำกับข้อมูลจำนวนมากที่ได้มาจากแหล่งต่าง ๆ นั้น ซึ่งในปัจจุบันนั้นไม่ว่าจะเป็นด้านธุรกิจ เศรษฐกิจ สังคม ได้มีการประยุกต์การทำเหมืองข้อมูลไปใช้งานหลายประเภท เพื่อนำมาใช้ในการทำเหมืองข้อมูลได้อย่างมีประโยชน์สูงสุดเพื่อที่จะได้นำข้อมูลเหล่านั้นมาใช้ประโยชน์ในการดำเนินงานและประกอบการตัดสินใจขององค์กร (ขวัญนภา พิมพ์ชารีย์, 2564) กระบวนการทำเหมืองข้อมูลที่สำคัญ มีดังนี้ 1. การคัดเลือกข้อมูล (Selection) 2. การเตรียมข้อมูล (Preprocessing) 3. การแปลงข้อมูล (Transformation) 4. การวิเคราะห์และค้นหารูปแบบข้อมูล (Data Mining) 5. การแปล/ประเมินผล การวิเคราะห์ข้อมูล (Interpretation/Evaluation)

2.2 การจำแนกประเภท (Classification & Prediction) ( ทิพย์ธิดา วงศ์พิพันธ์, 2556 ) , ( ศุภามณ จันทร์สกุล, 2561 ) เป็นการสร้างตัวแบบจากข้อมูลที่ได้มีการจำแนกประเภทไว้แล้ว เพื่อใช้ตัวแบบจำลองในการจำแนกข้อมูลที่ไม่ทราบประเภท ซึ่งวัตถุประสงค์เพื่อใช้ในการเป็นต้นแบบในการทำนายประเภทของชุดข้อมูล ตัวอย่างเช่นการจำแนกความเสี่ยงของลูกค้าที่ทำการกู้ยืมเงิน การจำแนกลูกค้าที่ป่วยเป็นโรคต่างๆ การจำแนกนักศึกษาที่จะเข้าเรียนต่อ เป็นต้น ซึ่งเทคนิควิธีการจำแนกกลุ่ม (Classification) ที่นิยมได้แก่ การวิเคราะห์เครือข่ายใยประสาท (Neuron Networks) และการวิเคราะห์ต้นไม้ตัดสินใจ (Decision Tree)

2.3 การจำแนกข้อมูลด้วยต้นไม้ตัดสินใจ (Decision Tree) (ญาณินี สิทธิสาร, 2561) เป็นโครงสร้างที่ใช้เพื่อแสดงแบบจำลองที่ได้จากการจำแนกประเภทข้อมูล ซึ่งแบบจำลองต้นไม้ตัดสินใจมีลักษณะคล้ายโครงสร้างของต้นไม้ ที่แต่ละโหนดแสดงคุณลักษณะ (Attribute), แต่ละกิ่งแสดงเงื่อนไขในการทดสอบ และโหนดปลาย (Leaf Node)

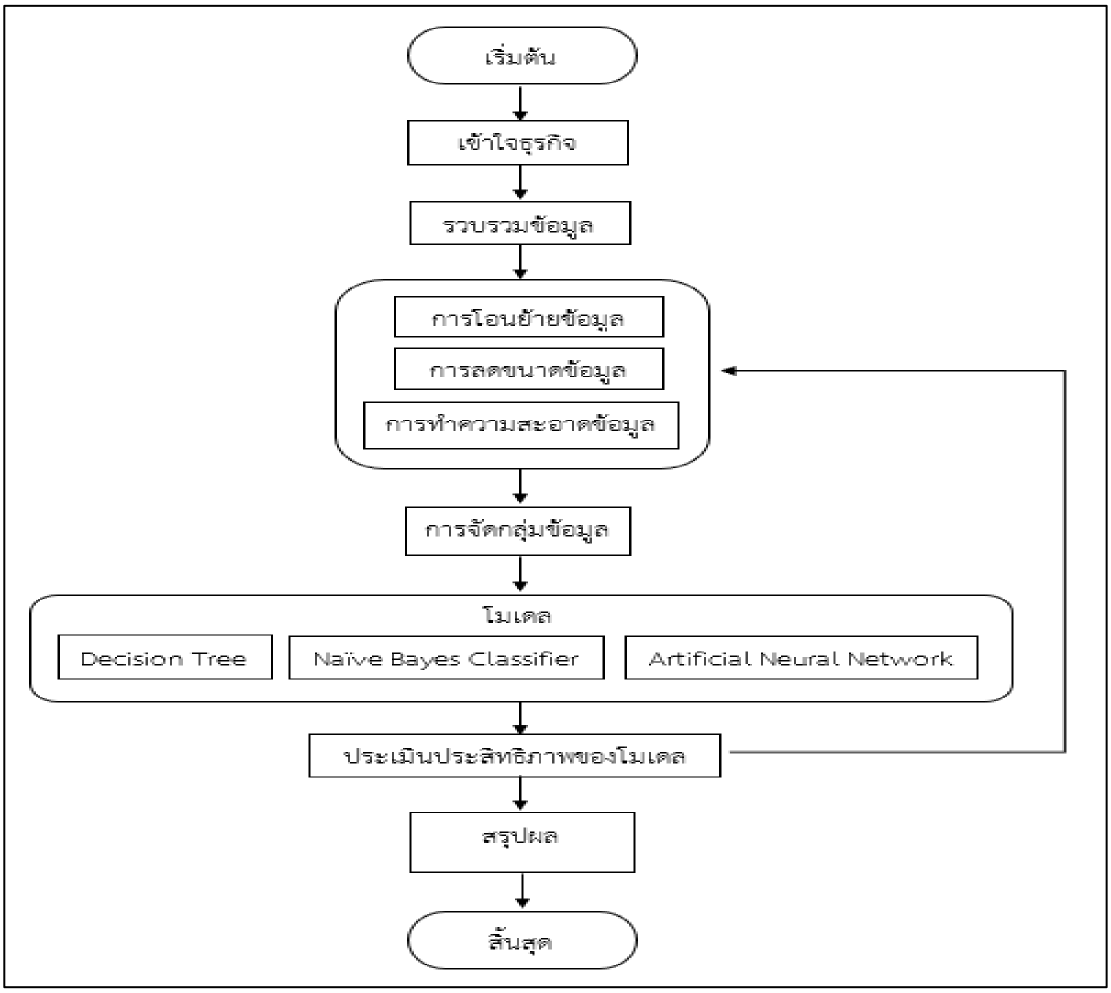
2.4 การจำแนกประเภทข้อมูลอย่างง่าย (Naïve Bayes Classifier) (ญาณินี สิทธิสาร, 2561) เป็นแบบจำลองการแยกประเภทข้อมูลที่ใช้งานได้ดี และเหมาะกับข้อมูลที่มีตัวอย่างจำนวนมากและคุณสมบัติของข้อมูลที่ไม่ต่อเนื่องกัน โดยแบบจำลองจะทำการวิเคราะห์ความสัมพันธ์ระหว่างตัวแปรตามและตัวแปรอิสระแต่ละตัว เพื่อสร้างเงื่อนไขของความน่าจะเป็นที่ได้ ตามเงื่อนไขของความสัมพันธ์ทางทฤษฎี ซึ่งการทำนายผลของแบบจำลอง Naïve Bayes จำเป็นจะต้องให้ตัวแปรอิสระทั้งหมดมีความเป็นอิสระต่อกัน ถึงจะทำให้แบบจำลองมีความถูกต้องมาก

2.5 การจำแนกประเภทข้อมูลด้วยโครงข่ายใยประสาท (Artificial Neural Network) (ทิพย์ธิดา วงศ์พิพันธ์, 2556) การทำงานของเครือข่ายใยประสาทเป็นการทำให้เครื่องเรียนรู้จากตัวอย่างต้นแบบ และระบบจะฝึกคิดการแก้ปัญหาที่กว้างขึ้นได้ ส่วนประกอบของเครือข่ายใยประสาทประกอบด้วยโหนด สำหรับการการนำเข้า ส่งออกข้อมูล และการประมวลผลกระจายเป็นโครงสร้างเป็นชั้นๆ ได้แก่ อินพุต เอาต์พุต และโหนดระหว่างกลาง

## 3. **วิธีดำเนินการวิจัย**

การศึกษาวิจัยครั้งนี้ผู้วิจัยได้ใช้วิธีมาตรฐานกระบวนการวิเคราะห์ข้อมูล หรือเรียกว่า Cross Industry Standard Process for Data Mining (CRISP - DM) โดยประกอบด้วยขั้นตอน ดังภาพที่ 1

**ภาพที่ 1 แสดงกระบวนการทำงาน**




*3.1 ขอบเขตการศึกษาและจำนวนประชากรของการศึกษา*

การศึกษาวิจัยเพื่อพยากรณ์และวิเคราะห์แนวโน้มการเกิดหนี้ค้างชำระของลูกค้าเกษตรกรของธนาคารแห่งหนึ่งและจัดกลุ่มลูกค้าที่มีความเสี่ยงที่จะค้างชำระโดยใช้ข้อมูลทุติยภูมิ โดยกลุ่มประชากรได้จากฐานข้อมูลที่ถูกจัดเก็บไว้ในฐานข้อมูลบนระบบของธนาคารแห่งหนึ่ง และเป็นลูกค้าประเภทเกษตรกรที่กู้เงินตามโครงการปกติ กับธนาคาร ทั้งที่เป็นหนี้ค้างชำระ และไม่เป็น หนี้ค้างชำระ โดยเป็นหนี้ที่อยู่ในฐานข้อมูลตั้งแต่ เดือน ธันวาคม 2563 - เดือน พฤษภาคม 2564 จำนวน 9,113 รายการ

*3.2 ขั้นตอนการรวบรวมข้อมูลและการพิจารณาทำความเข้าใจข้อมูล*

ได้รวบรวมข้อมูลของลูกค้าที่ได้กู้เงินยืมเงินของธนาคาร และผ่านการอนุมัติแล้ว โดยมีข้อมูลจาก 2 แหล่งที่มา คือ จากข้อมูลของหนี้เงินกู้ และข้อมูลส่วนบุคคลของของลูกค้า ซึ่งจัดเก็บในฐานข้อมูลลูกค้า โดยมีจำนวนแอททริบิวต์รวมกันทั้งหมดจำนวน 108 แอททริบิวต์ ดังภาพที่ 2 มีจำนวนแถว 104,149 แถว ข้อมูลที่จำเป็นต้องใช้ในการประกอบการพิจารณาสินเชื่อ มีจำนวน 10 แอททริบิวต์ ได้แก่ อายุ เพศ ประเภทลูกค้า

ประเภทเงินกู้ ประเภทวัตถุประสงค์การใช้เงินกู้ ระยะเวลาสัญญากู้ จำนวนหนี้คงเหลือ จำนวนรายได้ต่อปี สถานะภาพ และ สถานะหนี้ โดยรวบรวมข้อมูลให้เข้ามาอยู่ในรูปแบบฐานข้อมูลเดียวกัน

**ภาพที่ 2 แสดงแอททริบิวต์ที่ได้จากฐานข้อมูลลูกค้า**

| (1)วันที่ข้อมูล | (2)เลขรหัสทะเบียนลูกค้า | (3)เลขประจำตัวประชาชน | (4)คำนำหน้าชื่อ | (5)ชื่อ | (6)นามสกุล | (7)ประเภทบุคคล(บุคคล/นิติบุคคล) | (8)ประเภทลูกค้า | (9)ประเภทลูกค้าย่อย | (10)รหัสสาขา | (11)ชื่อสาขา | (12)รหัสหน่วยอำเภอ |
|---|---|---|---|---|---|---|---|---|---|---|---|
| [redacted] | | | | | | 1-บุคคลธรรมดา | 01-บุคคลธรรมดา | [redacted] | | | |
| | | | | | | 1-บุคคลธรรมดา | 02-เกษตรกร | | | | |
| | | | | | | 1-บุคคลธรรมดา | 02-เกษตรกร | | | | |
| | | | | | | 1-บุคคลธรรมดา | 01-บุคคลธรรมดา | | | | |
| | | | | | | 1-บุคคลธรรมดา | 01-บุคคลธรรมดา | | | | |
| | | | | | | 1-บุคคลธรรมดา | 01-บุคคลธรรมดา | | | | |
| | | | | | | 1-บุคคลธรรมดา | 02-เกษตรกร | | | | |
| | | | | | | 1-บุคคลธรรมดา | 02-เกษตรกร | | | | |
| | | | | | | 1-บุคคลธรรมดา | 01-บุคคลธรรมดา | | | | |
| | | | | | | 1-บุคคลธรรมดา | 01-บุคคลธรรมดา | | | | |

| (13)หน่วยอำเภอ | (14)เขตสินเชื่อ | (15)เลขทะเบียน(เก่า) | (16)ชั้นลูกค้า | (17)กลุ่ม(เก่า) | (18)กลุ่มผลิตภัณฑ์ | (19)เลขที่สัญญา | (20)ผลิตภัณฑ์ | (21)ผลิตภัณฑ์ย่อย | (22)โครงการ | (23)วัตถุประสงค์การกู้ ยืมตามBOT |
|---|---|---|---|---|---|---|---|---|---|---|
| [redacted] | | | ลูกค้าชั้นดี (Go | [redacted] | Consumer Loans | [redacted] | 7200-สินเชื่อส่วนบ | 20003-เงินกู้ อ.35 โดย | 1010-เงินกู้ฉบับ 35 (สลากออมทรั | เพื่อการอุปโภคบริโภคส่วนบุคคล (เฉพาะบุ |
| | | | ลูกค้าชั้นดีมาก | | Commercial Loans | | 8200-เงินทุนหมุนเ | 50001-เกษตรกรรม | 1001-โครงการปกติของธนาคาร | เงินทุนหมุนเวียนเพื่อธุรกิจในประเทศ |
| | | | ลูกค้าชั้นดีมาก | | Commercial Loans | | 8100-เงินกู้ที่มีกำห | 40004-บริการ | 1141-บริการนอกภาคเกษตร | เงินทุนหมุนเวียนเพื่อธุรกิจในประเทศ |
| | | | ลูกค้าชั้นดี (Go | | Consumer Loans | | 7200-สินเชื่อส่วนบ | 20002-สวัสดิการ | 1669-สินเชื่ออเนกประสงค์ | เพื่อการอุปโภคบริโภคส่วนบุคคล (เฉพาะบุ |
| | | | ลูกค้าชั้นดี (Go | | Consumer Loans | | 7200-สินเชื่อส่วนบ | 20002-สวัสดิการ | 1669-สินเชื่ออเนกประสงค์ | เพื่อการอุปโภคบริโภคส่วนบุคคล (เฉพาะบุ |
| | | | | | Consumer Loans | | 7200-สินเชื่อส่วนบ | 20003-เงินกู้ อ.35 โดย | 1010-เงินกู้ฉบับ 35 (สลากออมทรั | เพื่อการอุปโภคบริโภคส่วนบุคคล (เฉพาะบุ |
| | | | ลูกค้าชั้นดี (Go | | Commercial Loans | | 8200-เงินทุนหมุนเ | 50001-เกษตรกรรม | 1001-โครงการปกติของธนาคาร | เงินทุนหมุนเวียนเพื่อธุรกิจในประเทศ |
| | | | ลูกค้าชั้นดี (Go | | Commercial Loans | | 8200-เงินทุนหมุนเ | 50001-เกษตรกรรม | 1001-โครงการปกติของธนาคาร | เงินทุนหมุนเวียนเพื่อธุรกิจในประเทศ |
| | | | | | Consumer Loans | | 7200-สินเชื่อส่วนบ | 20003-เงินกู้ อ.35 โดย | 1011-เงินกู้ฉบับ 35 (เงินฝากประจำ | เพื่อการอุปโภคบริโภคส่วนบุคคล (เฉพาะบุ |
| | | | | | Consumer Loans | | 7200-สินเชื่อส่วนบ | 20003-เงินกู้ อ.35 โดย | 1010-เงินกู้ฉบับ 35 (สลากออมทรั | เพื่อการอุปโภคบริโภคส่วนบุคคล (เฉพาะบุ |
| | | | | | Consumer Loans | | 7200-สินเชื่อส่วนบ | 20003-เงินกู้ อ.35 โดย | 1010-เงินกู้ฉบับ 35 (สลากออมทรั | เพื่อการอุปโภคบริโภคส่วนบุคคล (เฉพาะบุ |

| (24)วัตถุประสงค์การกู้ยืมตาม | (25)สถานะบัญชี | (26)สถานะดำเนินคดี | (27)วงเงินกู้ | (28)จำนวนต้นเงินคงเหลือ | (29)จำนวนต้นเงินปกติ(BAL-DUPR) | (30)จำนวนต้นเงินค้าง(DUPR) | (31)ดอกเบี้ยพึง | (32)อัตราดอกเบี้ย | (33)อัตราดอกเบี้ยปรับ | (34)ชั้นหนี้ของลูกค้า |
|---|---|---|---|---|---|---|---|---|---|---|
| การพัฒนาคุณภาพชีวิต | 0 | | 300000 | 300000 | 300000 | 0 | 5903.42519 | 4.25 | 0 | 1 - ปกติ |
| | 0 | | 50000 | 50000 | 50000 | 0 | 3269.17734 | 9.25 | 3.75 | 1 - ปกติ |
| | 0 | | 450000 | 405000 | 405000 | 0 | 26685.6174 | 9.25 | 3.75 | 1 - ปกติ |
| การพัฒนาคุณภาพชีวิต | 0 | | 260000 | 154389.43 | 154389.43 | 0 | 111.03656 | 5.25 | 7.75 | 1 - ปกติ |
| การพัฒนาคุณภาพชีวิต | 0 | | 200000 | 123800.79 | 123800.79 | 0 | 89.03613 | 5.25 | 7.75 | 1 - ปกติ |
| การพัฒนาคุณภาพชีวิต | 0 | | 50000 | 50000 | 50000 | 0 | 844.1784 | 4.25 | 0 | 1 - ปกติ |
| | 0 | | 60000 | 60000 | 60000 | 0 | 121.64384 | 9.25 | 3.75 | 1 - ปกติ |
| | 0 | | 60000 | 60000 | 60000 | 0 | 15.20548 | 9.25 | 3.75 | |
| การพัฒนาคุณภาพชีวิต | 0 | | 1100000 | 1078969.32 | 21030.68 | 1057938.64 | 8614.86856 | 5.2 | 0 | 1 - ปกติ |
| การพัฒนาคุณภาพชีวิต | 0 | | 90000 | 90000 | 90000 | 0 | 41.9178 | 4.25 | 0 | 1 - ปกติ |
| การพัฒนาคุณภาพชีวิต | 0 | | 90000 | 90000 | 90000 | 0 | 41.9178 | 4.25 | 0 | 1 - ปกติ |
| การพัฒนาคุณภาพชีวิต | 0 | | 1590000 | 1590000 | 1590000 | 0 | 4269.04114 | 7 | 6 | 1 - ปกติ |
| | 0 | | 30000 | 30000 | 30000 | 0 | 144.45206 | 9.25 | 3.75 | 1 - ปกติ |

*3.3 การเตรียมข้อมูล*

เป็นขั้นตอนจัดการกับข้อมูลที่รวบรวมมาได้ โดยในขั้นตอนแรกได้ทำการย้ายข้อมูลจากที่จัดเก็บเดิมคือฐานข้อมูลของธนาคาร โดยการนำออกมาจากฐานข้อมูลให้มาอยู่ในรูปแบบไฟล์ Microsoft Excel และบันทึกในรูปแบบไฟล์สกุล .CSV เนื่องจากข้อมูลที่ได้รับมา มีปริมาณมากและไม่มีความสะดวกในการใช้ศึกษา ขั้นตอนในการเลือกข้อมูลสำหรับการวิเคราะห์ จากข้อมูลทั้งหมด ทางผู้วิจัยได้ทำการสุ่มข้อมูลออกมาทั้งหมด 10 ชุด และได้ทำให้ข้อมูลที่ได้มามีความถูกต้องสมบูรณ์และครบถ้วนนั้น จึงต้องมีการลดขนาดของข้อมูลลง การลดจำนวนข้อมูลแอทริบิวต์ที่ไม่ครบถ้วน และพบว่าบางส่วนของข้อมูลมีข้อมูลไม่ครบถ้วน จึงต้องตัดข้อมูลส่วนที่ไม่สมบูรณ์ออกไป และต้องตัดแอททริบิวต์ที่ไม่มีผลต่อการศึกษาวิจัย เช่น ที่อยู่ สาขาของลูกค้า เลขทะเบียน ชื่อ-นามสกุล โดยคงเหลือ จำนวนแอททริบิวต์ ดังตาราง 1 เพื่อให้ง่ายและสะดวกต่อการนำไปเข้าผ่านโปรแกรม Weka

**ตารางที่ 1 อธิบายรายละเอียดของค่าในแต่ละแอททริบิวต์**

| **รายละเอียดของค่าในแต่ละแอททริบิวต์** | | | |
|---|---|---|---|
| ลำดับ | แอททริบิวต์ | ชื่อรายการ | รายละเอียด |
| 1 | Customer | อาชีพลูกค้า | Cus_Agri |
| 2 | Type of Loan | ประเภทเงินกู้กำหนดระยะเวลา | LT |
| | | ประเภทเงินกู้ทุนหมุนเวียน | WC |
| | | ประเภทเงินกู้สินเชื่อส่วนบุคคล | PL |
| | | ประเภทเงินกู้เพื่อพัฒนาคุณภาพชีวิต | IL |
| 3 | Subtype | วัตถุประสงค์เพื่อทั่วไป | general |
| | | วัตถุประสงค์เพื่อการพาณิชย์ | commerce |
| | | วัตถุประสงค์เพื่อการบริการ | service |
| | | วัตถุประสงค์เพื่อการเกษตร | agriculture |
| 4 | Loan | จำนวนเงินกู้คงเหลือ | ปรับข้อมูลเป็น 5 ช่วง |
| 5 | Time | ระยะเวลาสัญญากู้ | ตามข้อมูลจริงปรับค่า |
| 6 | Age | อายุลูกค้า | ตามข้อมูลจริง |
| 7 | Sex | เพศชาย | M |
| | | เพศหญิง | F |
| 8 | Status | สถานะภาพหย่า สถานะภาพร้าง | D |
| | | สถานะภาพสมรสจดทะเบียน สถานะภาพสมรสไม่จดทะเบียน | M |
| | | สถานะภาพโสด | S |
| | | สถานะภาพหม้าย | W |
| 9 | Income | รายได้ต่อปี | ปรับข้อมูลเป็น 5 ช่วง |
| 10 | Class | ไม่ค้างชำระ | Green |
| | | มีความเสี่ยงที่จะค้างชำระ | Yellow |
| | | ค้างชำระ | Red |

*3.4 การสร้างแบบจำลอง (Modeling)*

ขั้นตอนการวิเคราะห์ข้อมูล โดยการเลือกอัลกอริทึมที่เหมาะสม จากตารางที่ 1 หลังจากที่ได้คัดเลือก ลดขนาด ปรับปรุงและทำความสะอาดข้อมูลที่ได้มาในครั้งแรกแล้วจะได้ แอททริบิวต์ที่ใช้ในการศึกษาครั้งนี้ จำนวน 10 แอททริบิวต์ หลังจากการเตรียมข้อมูลให้มีความสมบูรณ์ ครบถ้วน และความหลากหลายของข้อมูลเรียบร้อยแล้ว จึงนำข้อมูลที่ได้ มาสร้างแบบจำลองโดยใช้โปรแกรม Waikato Environment for Knowledge

Analysis (WEKA) Version 3.8.5 ซึ่งการเลือกใช้ เทคนิคสำหรับการเปรียบเทียบกัน จำนวน 3 เทคนิค ดังนี้ 1. เทคนิคต้นไม้ตัดสินใจ (Decision Tree) 2. เทคนิคข้อมูลอย่างง่าย (Naïve Bayes Classifier) 3. เทคนิควิธีโครงข่ายประสาทเทียม (Artificial Neural Network)

*3.5 การวัดประสิทธิภาพของแบบจำลอง (Evaluation)*

การประเมินผลและการเปรียบเทียบประสิทธิภาพของแบบจำลอง จากภาพที่ 1 จะเห็นข้อมูลที่ใช้ในการศึกษาครั้งนี้ผู้ศึกษาได้ใช้ข้อมูลในการทดสอบซึ่งมีจำนวน แอททริบิวต์ 10 แอททริบิวต์และจำนวนรายการ 9,113 แถว ใช้การทดสอบแบบจำลองเพื่อนำมาเปรียบเทียบประสิทธิภาพของเทคนิคต่างๆ 3 แบบ คือ 1.การใช้ Training Set และ Supplied Test Set 2. 10 Folds Cross Validation 3. 80% Percentage Split เพื่อให้สามารถวัดประสิทธิภาพความน่าเชื่อถือ และความถูกต้องของแบบจำลองโดย วัดค่าความถูกต้องของการจำแนกข้อมูล (Accuracy) เพื่อหาความถูกต้องที่มีค่ามากที่สุด

## 4. ผลการวิจัย

จากผลการทดสอบแบบจำลองผู้วิจัยได้ทำการเปรียบเทียบผลที่ได้จากการทดสอบแบบจำลองแต่ละรูปแบบ และพิจารณาวัดจากค่าความถูกต้องของการจำแนกข้อมูล (Accuracy) ที่มีค่ามากที่สุด ซึ่งมีผลตามตารางที่ 2 โดยสามารถอธิบายรายละเอียดได้ดังนี้

**ตารางที่ 2 แสดงค่าเปรียบเทียบค่า Accuracy ของแต่ละเทคนิค**

| | **รูปแบบการทดสอบ** | **ค่าความถูกต้องของการจำแนกข้อมูล (Accuracy)** |
|---|---|---|
| **เทคนิคต้นไม้ตัดสินใจ (Decision Tree)** | ชุดข้อมูลการเรียนรู้ (Training Set) | 88.8291% |
| | 10-Fold Cross Validation | 84.6703% |
| | 80% Percentage Split | 82.6659% |
| **เทคนิคข้อมูลอย่างง่าย (Naïve Bayes Classifier)** | ชุดข้อมูลการเรียนรู้ (Training Set) | 72.0838% |
| | 10-Fold Cross Validation | 71.8205% |
| | 80% Percentage Split | 73.0115% |
| **เทคนิควิธีโครงข่ายประสาทเทียม (Artificial Neural Network)** | ชุดข้อมูลการเรียนรู้ (Training Set) | 79.1726% |
| | 10-Fold Cross Validation | 78.4814% |
| | 80% Percentage Split | 78.1130% |

เทคนิคต้นไม้ตัดสินใจ (Decision Tree) ที่ใช้การทดสอบชุดข้อมูลการเรียนรู้ (Training Set) มีค่าความถูกต้องของการจำแนกข้อมูล (Accuracy) มากที่สุด อยู่ที่ 88.8291 % รองลงมาคือการใช้แบบ 10-Fold Cross Validation และ แบบทดสอบ 80% Percentage Split ซึ่งค่าความถูกต้องของการจำแนกข้อมูล (Accuracy) อยู่ที่ 84.6703 % และ 82.6659 % ตามลำดับ

ในส่วนของแบบจำลองที่มีค่ารองลงมาคือ เทคนิควิธีโครงข่ายประสาทเทียม (Artificial Neural Network) ซึ่งค่าสูงสุดของแบบจำลอง คือการใช้ชุดข้อมูลการเรียนรู้ (Training Set) มีค่าความถูกต้องของการจำแนกข้อมูล (Accuracy) อยู่ที่ 79.1726 % รองลงมาคือการใช้แบบทดสอบ 10-Fold Cross Validation และ แบบทดสอบ 80% Percentage Split ซึ่งค่าความถูกต้องของการจำแนกข้อมูล (Accuracy) อยู่ที่ 78.48139 % และ 78.113 % ตามลำดับ

และเทคนิคข้อมูลอย่างง่าย (Naïve Bayes Classifier) มีค่าน้อยที่สุดเมื่อเทียบกับอีก 2 แบบจำลอง คือ การใช้แบบทดสอบ 80% Percentage Split มีค่าความถูกต้องของการจำแนกข้อมูล (Accuracy) อยู่ที่ 73.0115 % รองลงมาคือการใช้แบบทดสอบ ชุดข้อมูลการเรียนรู้ (Training Set) และ 10-Fold Cross Validation ซึ่งค่าความถูกต้องของการจำแนกข้อมูล (Accuracy) อยู่ที่ 72.0838 % และ 71.8205 % ตามลำดับ

## 5. สรุป

ผลของการศึกษาข้อมูลของลูกค้าที่ได้กู้เงินกับธนาคารในครั้งนี้ จากการเปรียบเทียบเทคนิคการทำเหมืองข้อมูล ทั้ง 3 เทคนิค คือ แบบจำลองเทคนิคต้นไม้ตัดสินใจ (Decision Tree) แบบจำลองเทคนิควิธีโครงข่ายประสาทเทียม (Artificial Neural Network) และแบบจำลองเทคนิคข้อมูลอย่างง่าย (Naïve Bayes Classifier) พบว่าการจำแนกกลุ่มเทคนิคต้นไม้ตัดสินใจ (Decision Tree) โดยการใช้การทดสอบชุดข้อมูลการเรียนรู้ (Training Set) มีค่าความถูกต้องของการจำแนกข้อมูล (Accuracy) มากที่สุดอยู่ที่ 88.8291 % ซึ่งผลที่ได้มีค่าความถูกต้องของการจำแนกข้อมูลมากกว่าแบบจำลองเทคนิคข้อมูลอย่างง่าย (Naïve Bayes Classifier) และแบบจำลองเทคนิควิธีโครงข่ายประสาทเทียม (Artificial Neural Network) ซึ่งสอดคล้องกับแนวคิดของ (ทิพย์ธิดา วงศ์พิพันธ์,2556), (Jafar Hamid, A., & Ahmed, T. M, 2016), (วทัญญุตา นีลาภาตระกูล และ ชุติมา เบี้ยวไข่มุข,2562), (Princess May G.S. & Galapon A.C., 2020) ที่ได้กล่าวว่าการจำแนกกลุ่มเทคนิคต้นไม้ตัดสินใจ (Decision Tree): J48 สามารถให้ค่าความถูกต้องของแบบจำลองมากกว่าการใช้วิธีอื่น

ผลการศึกษาที่ได้ ธนาคารสามารถนำกฎของเทคนิคต้นไม้ตัดสินใจ (Decision Tree) ไปสร้างเป็นโปรแกรมสำหรับการเลือกผลิตภัณฑ์สินเชื่อที่เหมาะสมกับกลุ่มลูกค้า และสามารถใช้เป็นแนวทางในการพัฒนาโปรแกรมระบบสำหรับการประเมินลูกค้าและวิเคราะห์สินเชื่อก่อนที่จะรับลูกค้าเพื่อขอสินเชื่อประเภทต่างๆ โดยจะช่วยในการวิเคราะห์สินเชื่อให้มีประสิทธิภาพมากขึ้นและช่วยตรวจสอบความเสี่ยงของลูกค้าที่ยื่นกู้

สินเชื่อ ใช้ในการพยากรณ์การชำระหนี้ของลูกค้าได้ ซึ่งโปรแกรมที่ได้จะเป็นเครื่องมือเพื่อช่วยให้ธนาคารป้องกันและลดจำนวนการเกิดหนี้ที่ไม่ก่อให้เกิดรายได้ (NPL) ที่จะเกิดขึ้นในอนาคต

## 6. ข้อเสนอแนะ

ข้อมูลที่ได้มาในครั้งนี้เป็นข้อมูลที่ได้จากฐานข้อมูลของลูกค้าเพียงสาขาเดียว ซึ่งมีความหลากหลายของคุณลักษณะต่าง ๆ ที่ได้มามาจากลูกค้าแต่ละรายนั้นไม่มาก อีกทั้งข้อมูลของลูกค้าที่ใช้ในการพิจารณาเป็นเพียงประเภทหนี้ที่ยังมีสถานะปกติ ไม่รวมถึงหนี้ที่เป็นลักษณะการปรับปรุงโครงสร้างหนี้ ซึ่งถือว่าเป็นหนี้ที่ไม่ก่อให้เกิดรายได้ จึงควรที่จะนำข้อมูลของลูกค้าหลายสาขา และหนี้หลากหลายประเภทเข้ามาพิจารณาเพื่อใช้ในการทำการศึกษาในครั้งต่อไป

ในการทำเหมืองข้อมูลนั้น ข้อมูลสำคัญที่จำเป็นในการวิเคราะห์ข้อมูลคือ โครงสร้างของฐานข้อมูล เพื่อความถูกต้องในการคัดเลือกแอททริบิวต์เพื่อนำมาใช้ในการทำนายผลลัพธ์ของแบบจำลอง ที่เกิดขึ้นจากการทำเหมืองข้อมูล เพื่อที่จะส่งผลให้แบบจำลองเกิดประสิทธิภาพสูงสุด จึงควรที่จะต้องมีข้อมูลที่หลากหลายในการนำมาทดสอบเพื่อให้ได้ผลลัพธ์ในการวิเคราะห์มีความน่าเชื่อถือมากยิ่งขึ้น  นอกจากนี้ เห็นควรว่าการนำแบบจำลองที่มีระดับความถูกต้องที่เพียงพอ ไปต่อยอดด้วยการสร้างโปรแกรมเพื่อใช้ในการพิจารณารับลูกค้าใหม่ก่อนการให้กู้สินเชื่อ เพื่อทำการแบ่งประเภทจัดกลุ่มลูกค้า เป็นประเภทกลุ่มความเสี่ยงน้อย กลุ่มความเสี่ยงมาก ป้องกันการรับลูกค้าที่มีความเสี่ยงในการที่ปล่อยสินเชื่อแล้วทำให้เกิดหนี้ที่ไม่ก่อให้เกิดรายได้ในอนาคต

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# การพยากรณ์การค้างชำระของสินเชื่อเบิกเกินบัญชี (OD) ของธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร สำนักกิจการนครหลวง

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## บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์ เพื่อศึกษาปัจจัยที่ก่อให้เกิดการค้างชำระของสินเชื่อเบิกเกินบัญชี ของธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร สำนักกิจการนครหลวง และประยุกต์ใช้เหมืองข้อมูลในการพยากรณ์ลูกค้าที่มีโอกาสค้างชำระ และเสนอแนะแนวทางป้องกันแก้ไขปัญหาการค้างชำระของสินเชื่อเบิกเกินบัญชี โดยใช้หลักการของ CRoss-Industry Standard Process for Data Mining (CRISP-DM) ทำการรวมรวบข้อมูลตั้งแต่เดือนมกราคม พ.ศ. 2559 ถึงเดือนพฤษภาคม พ.ศ.2564 และใช้โปรแกรม Weka ในการประมวลผลข้อมูลและเลือกใช้อัลกอริทึมจำนวน 4 อัลกอริทึม คือ J48 , Random Tree , Naïve Bayes และ K-Nearest Neighbour สร้างโมเดลแบบจำลองการตัดสินใจ เพื่อทำการเปรียบเทียบประเมินค่าความถูกต้องและเลือกใช้โมเดลที่เหมาะสมกับการศึกษาในครั้งนี้ ผลการศึกษาพบว่าปัจจัยที่มีผลต่อการค้างชำระ ได้แก่ ระดับชั้นลูกค้า อาชีพ รายได้ ค่าใช้จ่าย หนี้กู้เงินอื่นที่มีกับธนาคาร วงเงินสัญญาเบิกเกินบัญชี อัตราดอกเบี้ยเงินกู้เบิกเกินบัญชี และมูลค่าหลักประกัน และโมเดลที่สร้างด้วยอัลกอริทึม Random Tree มีค่าความถูกต้องในการพยากรณ์อยู่ที่ 86.67 ซึ่งมีความเหมาะสมสำหรับการศึกษาในครั้งนี้ โดยจะสามารถช่วยแก้ไขปัญหาการเกิดหนี้ค้างชำระ (NPL) ในอนาคตได้ ข้อเสนอแนะแนวทางป้องกันแก้ไขปัญหาการค้างชำระของสินเชื่อเบิกเกินบัญชี (OD) ได้วางแนวทางไว้ 3 แนวทางคือ 1) ใช้ผลการพยากรณ์จากโมเดลแบบจำลองการตัดสินใจประกอบการพิจารณาสินเชื่อ 2) ชี้แจงทำความเข้าใจเงื่อนไขหลักเกณฑ์การใช้งานและรูปแบบการคิดดอกเบี้ยของสินเชื่อเบิกเกินบัญชี (OD) ก่อนการให้สินเชื่อโดยละเอียด 3) ตรวจเยี่ยมลูกค้าทุกรายที่ใช้บริการสินเชื่อเบิกเกินบัญชี (OD) เพื่อทำการตรวจสุขภาพหนี้ ประเมินศักยภาพและวิเคราะห์ความสามารถในการชำระหนี้ของลูกค้า

**คำสำคัญ:** สินเชื่อเบิกเกินบัญชี (OD), CRoss-Industry Standard Process for Data Mining (CRISP-DM), โปรแกรม Weka

## 1. บทนำ

ธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร (ธ.ก.ส.) สำนักกิจการนครหลวง (สกน.) มีสาขาจำนวน 16 สาขา รับผิดชอบการดำเนินงานของธนาคาร ในพื้นที่กรุงเทพมหานคร ดำเนินงานภายใต้วิสัยทัศน์ “เป็นแหล่งระดมทุนและแหล่งตลาดสินค้าเกษตรให้แก่ภาคชนบท และให้บริการทางการเงินครบวงจร” ด้วยพื้นที่การให้บริการในเขตกรุงเทพมหานคร มีการแข่งขันด้านสินเชื่อที่สูง และผลิตภัณฑ์สินเชื่อของธนาคาร ธ.ก.ส. ไม่สามารถตอบโจทย์ลูกค้าในพื้นที่กรุงเทพฯ ได้อย่างทั่วถึงเนื่องจากลูกค้าส่วนใหญ่มีการประกอบอาชีพนอกภาคการเกษตร ดังนั้น ธ.ก.ส.สาขาในเขตกรุงเทพฯ จึงมุ่งเน้นการขยายสินเชื่อเพื่อเสริมสภาพคล่องให้กับลูกค้าผู้ประกอบธุรกิจแปรรูป บริการ และตลาดสำหรับสินค้าที่เกี่ยวเนื่องกับภาคการเกษตร และหนึ่งในผลิตภัณฑ์สำหรับการเสริมสภาพคล่องนั่นคือ สินเชื่อเบิกเกินบัญชี (OD) ซึ่งมีความคล่องตัวในการใช้งานสูงเหมาะกับลูกค้าในเขตกรุงเทพฯ ลักษณะของสินเชื่อเป็นการให้สินเชื่อหมุนเวียนระยะสั้น โดยธนาคารจะยินยอมให้ผู้กู้เบิกเงินเกินจำนวนที่มีอยู่ในบัญชีกระแสรายวันของผู้กู้ได้เท่ากับจำนวนเงินที่กำหนดไว้ในสัญญากู้เงินเบิกเกินบัญชี ดอกเบี้ยส่วนที่ไม่ได้ชำระจะถูกนำไปทบเข้าเป็นต้นเงิน เมื่อมีการสนับสนุนสินเชื่อเกิดขึ้นสิ่งที่ตามมาคือการติดตามการชำระหนี้ของลูกค้า ซึ่งจากรายงานการชำระหนี้คืนของสินเชื่อเบิกเกินบัญชี (OD) ของสำนักกิจการนครหลวง ข้อมูลย้อนหลัง 5 ปี พบว่าลูกค้ามีอัตราการค้างชำระอยู่ในระดับที่สูงและมีแนวโน้มจะเพิ่มสูงขึ้น ทำให้มีค่าใช้จ่ายในการสำรองเงินเผื่อหนี้จะสูญเพิ่มขึ้นตามเช่นกัน ซึ่งจะส่งผลกระทบต่อผลการดำเนินงานของสำนักกิจการนครหลวง การศึกษาในครั้งนี้จะทำการรวบรวมข้อมูลลูกค้าเงินกู้ที่ใช้บริการสินเชื่อเบิกเกินบัญชี(OD) ทั้งหมดเพื่อทำการประมวลผลข้อมูลและสร้างโมเดลแบบจำลองการตัดสินใจ เพื่อหาปัจจัยที่ก่อให้เกิดการค้างชำระ และพยากรณ์ลูกค้าที่มีโอกาสในการค้างชำระ เพื่อจะได้นำไปเป็นแนวทางในการแก้ไขปัญหา

### *1.1 วัตถุประสงค์ของการวิจัย*

1) เพื่อศึกษาปัจจัยที่ส่งผลให้ลูกค้าค้างชำระของสินเชื่อเบิกเกินบัญชี (OD)

2) เพื่อประยุกต์เหมืองข้อมูลเพื่อพยากรณ์ลูกค้าที่มีโอกาสค้างชำระของสินเชื่อเบิกเกินบัญชี (OD)

3) เพื่อเสนอแนะแนวทางป้องกันและแก้ไขปัญหาการค้างชำระของสินเชื่อเบิกเกินบัญชี (OD)

### *1.2 ประโยชน์ที่คาดว่าจะได้รับ*

1) ทราบปัจจัยที่ส่งผลให้ลูกค้าในสังกัดสำนักกิจการนครหลวงค้างชำระของสินเชื่อเบิกเกินบัญชี (OD)

2) สามารถพยากรณ์ลูกค้าที่มีโอกาสค้างชำระของสินเชื่อเบิกเกินบัญชี (OD)

3) ได้ข้อเสนอแนะแนวทางป้องกันและแก้ไขปัญหาการค้างชำระของสินเชื่อเบิกเกินบัญชี (OD)

4) ลดการค้างชำระของสินเชื่อเบิกเกินบัญชี (OD) ช่วยให้ธนาคารลดภาระการกันเงินสำรองหนี้ลง มีรายได้และกำไรเพิ่มมากขึ้น

5) นำข้อมูลจากการศึกษาเป็นแนวทางการวิเคราะห์ลูกค้าเพื่อการปล่อยสินเชื่ออย่างมีคุณภาพ

## 2. การทบทวนวรรณกรรม

การนำเทคนิคการแบ่งประเภทหรือแยกหมวดหมู่ข้อมูล Classification เป็นวิธีการจำลองจัดหมวดหมู่จากกลุ่มตัวอย่างของข้อมูลและสามารถพยากรณ์กลุ่มข้อมูลที่ยังไม่ถูกจัดหมวดหมู่ได้ รุจิรา ธรรมสมบัติ (2554) ได้ให้ความเห็นเกี่ยวกับการใช้เทคนิคต้นไม้ตัดสินใจ (Decision Tree) ในการวิเคราะห์ข้อมูล เพื่อให้ระบบได้เรียนรู้จดจำและทำการประมวลผล โดยให้ผลลัพธ์ที่สามารถนำมาสนับสนุนการตัดสินใจได้ ซึ่งปัจจัยที่จะส่งผลต่อความสามารถในการชำระหนี้ ญาณินี สิทธิสาร(2561) ได้ให้ความเห็นไว้ว่าปัจจัยที่ประกอบไปด้วย จำนวนบุตร เพศ อายุ รายได้ จำนวนเงินกู้ ภาระหนี้ การทำประกันและจำนวนเงินงวด ล้วนมีผลต่อความสามารถในการชำระหนี้ เมื่อนำตัวแปรดังกล่าวมาเปรียบเทียบกับข้อมูลที่สามารถรวบรวมได้พบว่ามีสิ่งที่ใกล้เคียงและสอดคล้องกับความเห็นนี้นั่นคือ ปัจจัยที่ประกอบด้วย ระดับชั้นลูกค้า อาชีพ รายได้ ค่าใช้จ่าย หนี้กู้เงินอื่นที่มีกับธนาคาร วงเงินสัญญาเบิกเกินบัญชี อัตราดอกเบี้ยเงินกู้เบิกเกินบัญชี และมูลค่าหลักประกัน ซึ่งปัจจัยเหล่านี้สามารถนำมาใช้ในการสร้างโมเดลแบบจำลองการตัดสินใจเพื่อพยากรณ์โอกาสในการค้างชำระของสินเชื่อเบิกเกินบัญชี ซึ่ง ทิพย์ธิดา วงศ์พิพัฒน์ (2556) ได้ให้ความเห็นไว้ว่าการพัฒนาระบบการวิเคราะห์สินเชื่อ โดยการนำกฎที่ได้จากการทำเหมืองข้อมูลมาใช้เป็นเงื่อนไขในการเขียนโปรแกรมวิเคราะห์สินเชื่อ โดยโปรแกรมที่ได้จะเป็นเครื่องมือช่วยในการวิเคราะห์สินเชื่อให้มีประสิทธิภาพยิ่งขึ้น เพื่อลดปัญหาหนี้สูญให้น้อยลง

เมื่อสามารถพยากรณ์ได้ว่าลูกค้ารายใดที่มีโอกาสในการค้างชำระ การหาแนวทางป้องกันการเกิดการค้างชำระที่เหมาะสมสำหรับลูกค้าจะช่วยให้องค์กรลดค่าใช้จ่ายในการดำเนินการลงได้ซึ่ง สุรีพร หวานแท้ (2560) ได้ให้ความเห็นไว้ว่าการจัดกลุ่มลูกค้าจะช่วยแก้ไขปัญหาให้กับลูกค้าได้ตรงกับกลุ่มลูกค้า และสามารถหาแนวทางป้องกันลูกค้าไม่ให้เกิดการค้างชำระได้ ทำให้องค์กรลดใช้จ่ายในการดำเนินการลงได้

## 3. วิธีดำเนินการวิจัย

*3.1 ประชากรและกลุ่มตัวอย่าง*

3.1.1 ประชากรของการศึกษาคือ ลูกค้าผู้ใช้บริการสินเชื่อเบิกเกินบัญชี (OD) ของธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร ในสังกัดสำนักกิจการนครหลวง (จังหวัดกรุงเทพมหานคร) ทั้งหมดซึ่งมีจำนวนทั้งสิ้น 135 ราย

3.1.2 จำนวนตัวอย่างของการศึกษาคือ ลูกค้าผู้ใช้บริการสินเชื่อเบิกเกินบัญชี (OD) ตามข้อ 3.1.1 จำนวน 135 ราย โดยแบ่งข้อมูลออกเป็น 2 ชุด คือ คือ ชุดข้อมูลสำหรับการเรียนรู้ เป็นชุดข้อมูลที่ใช้ในการสร้างโมเดล จำนวน 100 ราย และชุดข้อมูลสำหรับทดสอบโมเดล จำนวน 35 ราย

*3.2 เครื่องมือที่ใช้ในการศึกษา*

1) เครื่องมือที่ใช้สำหรับการสร้างโมเดลแบบจำลองการตัดสินใจ คือ โปรแกรม Weka ซึ่งโปรแกรมมีอัลกอรีทึมสำหรับการสร้างโมเดลอยู่หลากหลาย และเหมาะสำหรับการสร้างโมเดลแบบจำลองการตัดสินใจเพื่อหาปัจจัยในการค้างชำระของสินเชื่อเบิกเกินบัญชี (OD) และพยากรณ์โอกาสในการค้างชำระของลูกค้า ซึ่งสามารถนำผลการพยากรณ์ไปใช้ประกอบการพิจารณาการให้สินเชื่อได้

2) โปรแกรม Microsoft Excel เพื่อเตรียมข้อมูลสำหรับใช้ในการสร้างโมเดลแบบจำลองการตัดสินใจ

*3.3 วิธีการวิเคราะห์ข้อมูล*

กระบวนการในการทำเหมืองข้อมูล ตามหลักการของ CRoss-Industry Standard Process for Data Mining (CRISP-DM) ประกอบไปด้วย 6 ขั้นตอน

1) การทำความเข้าใจธุรกิจ (business understanding) ภาพรวมของการดำเนินงานของ ธ.ก.ส.สำนักกิจการนครหลวง มีหนี้ค้างชำระ (NPLs) เปรียบเทียบสัดส่วนต่อเงินกู้ (Loan) คิดเป็นร้อยละ 9.58 กลยุทธ์การบริหารจัดการหนี้ กำหนดแนวทางติดตามหนี้หลังให้สินเชื่ออย่างใกล้ชิด พร้อมให้ความรู้เรื่องการลดต้นทุนและการเพิ่มผลผลิต การออม

2) การทำความเข้าใจข้อมูล (Data Understanding) ข้อมูลที่นำมาใช้ในการสร้างแบบจำลองข้อมูลจะใช้ข้อมูลของสินเชื่อเบิกเกินบัญชี (OD) จากระบบงานสารสนเทศของธนาคาร โดยรวมรวบข้อมูลตั้งแต่เดือนมกราคม พ.ศ. 2559 ถึง เดือนพฤษภาคม พ.ศ.2564

3) การเตรียมข้อมูล (data preparation) การนำข้อมูลที่รวบรวมได้มารวมเป็นไฟล์เดียวกันและทำการคัดเลือกข้อมูลที่สำคัญและทำการแปลงค่าข้อมูล ลบข้อมูลที่ไม่จำเป็นออก และทำการกำหนดรหัสแทนคุณลักษณะด้วยตัวอักษรภาษาอังกฤษ

4) การสร้างโมเดลและเลือกเทคนิคที่เหมาะสม (modeling) เพื่อจัดการข้อมูลให้อยู่ในกลุ่มที่กำหนด โดยเป็นการจำลองจัดหมวดหมู่จากกลุ่มตัวอย่างของข้อมูลและสามารถพยากรณ์กลุ่มข้อมูลที่ยังไม่ถูกจัดหมวดหมู่ได้ โดยมี 4 แบบจำลอง ได้แก่ อัลกอริทึม J48 Random Tree Naïve-Bayes และ K-Nearest Neighbour

5) การทดสอบและประเมินผล (evaluation) เปรียบเทียบอัลกอริธึมที่มีค่าความแม่นยำมากที่สุด โดยค่าที่ได้ควรมากกว่า 80% จากนั้นทำการทดสอบกับชุดข้อมูลสำหรับทดสอบโมเดลที่สร้างขึ้นมา (Testing Data) เพื่อเป็นการประเมินความถูกต้อง

6) การนำแบบจำลองไปใช้ (deployment) นำโมเดลแบบจำลองการตัดสินใจที่ได้จากการเลือกเทคนิคที่เหมาะสม มาใช้ในการวิเคราะห์หาปัจจัยที่ก่อให้เกิดการค้างชำระ และลูกค้าที่มีโอกาสในการค้างชำระ โดยนำผลที่ได้จากโมเดลมาใช้ประกอบในพิจารณาการให้สินเชื่อเพื่อลดความเสี่ยงในการค้างชำระของลูกค้า

## 4. ผลการวิจัย

*4.1 ผลการวิเคราะห์สาเหตุของปัญหา*

ผลจากการวิเคราะห์พฤติกรรมลูกค้าจากข้อมูลที่รวบรวมได้จากรายงานหนี้ค้างชำระ สินเชื่อเบิกเกินบัญชี (OD) ข้อมูลตั้งแต่เดือนมกราคม 2559 ถึงเดือนพฤษภาคม 2564 พบว่าการชำระหนี้ของลูกค้ามีทั้งการค้างชำระเป็นบางเดือน ค้างชำระติดต่อกันหลายเดือน และไม่มีการค้างชำระ ซึ่งจากข้อมูลที่ทำการรวบรวมได้สามารถวิเคราะห์ได้ว่าปัจจัยที่ส่งผลต่อพฤติกรรมการชำระหนี้ของลูกค้าและก่อให้เกิดการค้างชำระประกอบด้วย ระดับชั้นลูกค้า อาชีพ รายได้ ค่าใช้จ่าย หนี้เงินกู้อื่นที่มีกับธนาคาร วงเงินสัญญาเบิกเกินบัญชี อัตราดอกเบี้ยเงินกู้เบิกเกินบัญชี และมูลค่าหลักประกัน

*4.2 ผลการสร้างทางเลือกสำหรับการแก้ไขปัญหา*

<u>แนวทางที่ 1</u> การใช้โมเดลแบบจำลองการตัดสินใจพยากรณ์โอกาสการค้างชำระของลูกค้า นำผลที่ได้ไปใช้ประกอบการพิจารณาสินเชื่อ เพื่อเป็นแนวทางในการควบคุม ติดตาม และป้องกันการค้างชำระของสินเชื่อเบิกเกินบัญชี

<u>แนวทางที่ 2</u> ชี้แจงทำความเข้าใจเงื่อนไขหลักเกณฑ์การใช้งานและการคิดดอกเบี้ยของสินเชื่อเบิกเกินบัญชี (OD) ก่อนการให้สินเชื่อ เช่นการคิดดอกเบี้ยทบต้นของสัญญาเบิกเกินบัญชี (OD) ทุกสิ้นเดือนดังนั้นลูกค้าต้องชำระอย่างน้อยคือดอกเบี้ยทุกเดือนเพื่อไม่ให้เกิดการนำดอกเบี้ยเข้าไปทบต้นเงินจนต้นเงินเกินวงเงินที่กำหนดไว้ซึ่งถือเป็นการค้างชำระ

<u>แนวทางที่ 3</u> ตรวจเยี่ยมลูกค้าทุกรายที่ใช้บริการสินเชื่อเบิกเกินบัญชี (OD) เพื่อทำการตรวจสุขภาพหนี้ประเมินศักยภาพและวิเคราะห์ความสามารถในการชำระหนี้ของลูกค้า วางแผนการตรวจเยี่ยมลูกค้าที่มีการค้างชำระ 0-3 เดือน และค้างชำระมากกว่า 3 เดือน ตามลำดับความสำคัญ ซึ่งลูกค้าที่ค้างชำระ 0-3 เดือน ยังไม่ถูกจัดชั้นหนี้เป็นหนี้ด้อยคุณภาพ (NPL) ควรตรวจเยี่ยมรวมทั้งนำเสนอแนวทางการจัดการหนี้ให้กับลูกค้าได้เหมาะสมกับศักยภาพของลูกค้าในแต่ละรายก่อนที่จะกลายเป็นหนี้ด้อยคุณภาพ (NPL) และเป็นการเพิ่มโอกาสให้ลูกค้ากลับมาเป็นหนี้ปกติ

*4.3 ผลการทำความเข้าใจข้อมูล (Data Understanding)*

1) ข้อมูลลูกค้าที่ใช้บริการสินเชื่อเบิกเกินบัญชี (OD) กับธนาคาร สามารถนำข้อมูลมาจากระบบสารสนเทศของธนาคาร คือรายงานต้นเงินกู้คงเหลือเงินให้สินเชื่อเบิกเกินบัญชี โดยข้อมูลในส่วนนี้จะแสดงข้อมูลของลูกค้าเป็นรายบุคคล ซึ่งถูกแยกไว้เป็นรายสาขา ทำให้การรวบรวมข้อมูลในส่วนนี้ต้องเรียกรายงานทีละสาขาจนครบทั้ง 16 สาขา

2) ข้อมูลรายละเอียดของลูกค้าแต่ละราย ได้แก่ ข้อมูลด้านรายได้ ค่าใช้จ่าย หลักประกัน และข้อมูลสินเชื่อประเภทอื่นที่ลูกค้ามีกับธนาคาร และข้อมูลชั้นลูกค้า ข้อมูลเหล่านี้ไม่สามารถเรียกรายงานออกมาได้จำเป็นต้องเก็บข้อมูลด้วยตนเอง

*4.4 ผลการเตรียมข้อมูล (Data preparation)*

1) ผลการแปลงค่าข้อมูลประวัติการค้างชำระของลูกค้า ข้อมูลที่ได้จะเป็นยอดการใช้งานต้องทำการเปรียบเทียบกับวงเงินว่าในแต่ละเดือนมียอดการใช้งานที่เกินวงเงินหรือไม่ หากเกินจะถือเป็นการค้างชำระและหากไม่เกินจะถือว่าไม่ค้างชำระโดยการแทนค่า 1=ไม่ค้างชำระ, 2=ค้างชำระ ,0=ไม่มีข้อมูล และปรับค่าเงินให้อยู่ในหลักพันบาท

2) ผลการกำหนดค่าค้างชำระ กำหนดให้ลูกค้าที่มีจำนวนการค้างชำระตั้งแต่ 10 ครั้งขึ้นไปถือว่าเป็นการค้างชำระ คิดเป็น 15% ของจำนวนข้อมูลที่ทำการรวบรวม ซึ่งกำหนดโดยการเทียบเคียงจากข้อมูลผลการดำเนินงานประจำไตรมาสที่ มีสัดส่วนการค้างชำระ 15% 1

3) ผลการกำหนดคุณลักษณะ ทำการกำหนดคุณลักษณะและลบข้อมูลที่ไม่จำเป็นออก

**ตารางที่ 1 ตารางแสดงคุณลักษณะ**

| **รหัส** | **คุณลักษณะ** |
|---|---|
| Class (ระดับชั้นลูกค้า) | A0=ลูกค้าทั่วไป, A1=ลูกค้าชั้นดี, A2 = ลูกค้าชั้นดีมาก, A3=ลูกค้าชั้นดีเลิศ |
| Occupation (อาชีพ) | Farmer=เกษตรกร, processed=แปรรูป, รวมรวม, จำหน่าย สินค้าเกษตร, Non Agricultural=นอกภาคเกษตร |
| OD (การค้างชำระ) | No = ไม่ค้างชำระ ,Yes =ค้างชำระ |

**ตารางที่ 2 คำอธิบายข้อมูลสำหรับการสร้างโมเดลแบบจำลองการตัดสินใจ**

| **ลำดับ** | **ชื่อฟิลด์** | **คำอธิบาย** | **ชนิดข้อมูล** |
|---|---|---|---|
| 1 | class | ระดับชั้นลูกค้า | nominal |
| 2 | occupation | อาชีพ | nominal |
| 3 | income | รายได้ | numeric |
| 4 | cost | ค่าใช้จ่าย | numeric |
| 5 | Margin | มูลค่าหลักประกัน | numeric |
| 6 | loan | หนี้กู้เงินอื่นที่มีกับธนาคาร | numeric |
| 7 | loan overdraft | วงเงินหนี้สัญญา OD | numeric |
| 8 | interest | อัตราดอกเบี้ยเงินกู้เบิกเกินบัญชี | numeric |
| 9 | OD | ค้างชำระ | nominal |

จากการเตรียมข้อมูลและกำหนดคุณลักษณะของข้อมูลจะได้ไฟล์ข้อมูลที่ได้จะเป็นไฟล์ Excel ทำการแปลงไฟล์เป็น .CSV เพื่อนำใช้ในการสร้างโมเดลแบบจำลองการตัดสินใจ

*4.5 ผลการสร้างโมเดลและเลือกเทคนิคที่เหมาะสม (modeling)*

**ตารางที่ 3 ผลการสร้างแบบจำลองด้วยชุดข้อมูลสำหรับการเรียนรู้ (Training)**

| ค่าของโมเดล | J48 | Random Tree | k-NN | Naïve-Bayes |
|---|---|---|---|---|
| ค่าความถูกต้อง Correctly | 86.00 | 100.00 | 100.00 | 82.00 |
| ค่าความแม่นยำ (Precision) | 86.00 | 100.00 | 100.00 | 93.60 |
| ค่าความระลึก (Recall) | 100.00 | 100.00 | 100.00 | 84.90 |
| ค่าวัดประสิทธิภาพ (F-measure) | 82.50 | 100.00 | 100.00 | 89.00 |

นำโมเดลที่มีค่าความถูกต้องสูงกว่า 80% ทำการทดสอบกับชุดข้อมูลสำหรับทดสอบเพื่อเป็นการประเมินความถูกต้องและเลือกใช้โมเดลที่เหมาะสมกับการศึกษาในครั้งนี้

*4.6 ผลการทดสอบและประเมินผล (evaluation)*

**ตารางที่ 4 ผลการสร้างแบบจำลองด้วยชุดข้อมูลสำหรับการทดสอบ (Testing)**

| ค่าของโมเดล | J48 | Random Tree | k-NN | Naïve-Bayes |
|---|---|---|---|---|
| ค่าความถูกต้อง Correctly | 93.33 | 86.67 | 86.67 | 62.50 |
| ค่าความแม่นยำ (Precision) | 93.30 | 91.40 | 95.60 | 89.00 |
| ค่าความระลึก (Recall) | 100.00 | 86.70 | 86.70 | 63.30 |
| ค่าวัดประสิทธิภาพ (F-measure) | 96.60 | 88.60 | 89.50 | 72.50 |

เมื่อประเมินความถูกต้องและเลือกใช้โมเดลที่เหมาะสมพบว่า ส่วนโมเดล J48 ให้ค่าความถูกต้องที่สูงแต่ไม่สามารถประมวลผลได้ โมเดล Naïve-Bayes ให้ค่าความถูกต้องต่ำไม่เหมาะสำหรับการนำมาใช้ โมเดล k-NN ให้ค่าความถูกต้องใกล้เคียงกับ โมเดล Random Tree แต่เนื่องจากโมเดลนี้เหมาะกับข้อมูลที่มีจำนวนมากจึงไม่เหมาะกับการศึกษาในครั้งนี้ และโมเดลแบบจำลองการตัดสินใจ Random Tree ให้ค่าความถูกต้องที่เหมาะสมกับการศึกษาในครั้งนี้ ซึ่งโมเดลนี้สามารถประมวลผลข้อมูลและสร้างกฏที่ง่ายต่อการเข้าใจ

4.7 ผลการนำแบบจำลองไปใช้ (deployment)

ผลการนำโมเดลแบบจำลองมาใช้ทดสอบกับชุดข้อมูลสำหรับทดสอบ (Testing Data) โมเดล Random Tree มีค่า Correctly Classified Instances เท่ากับ 86.66% ค่าความแม่นยำ (Precision) เท่ากับ 91.40 ค่าความระลึก (Recall) เท่ากับ 86.70 ค่าวัดประสิทธิภาพ (F-measure) เท่ากับ 88.60 ดังแสดงในภาพที่ 1

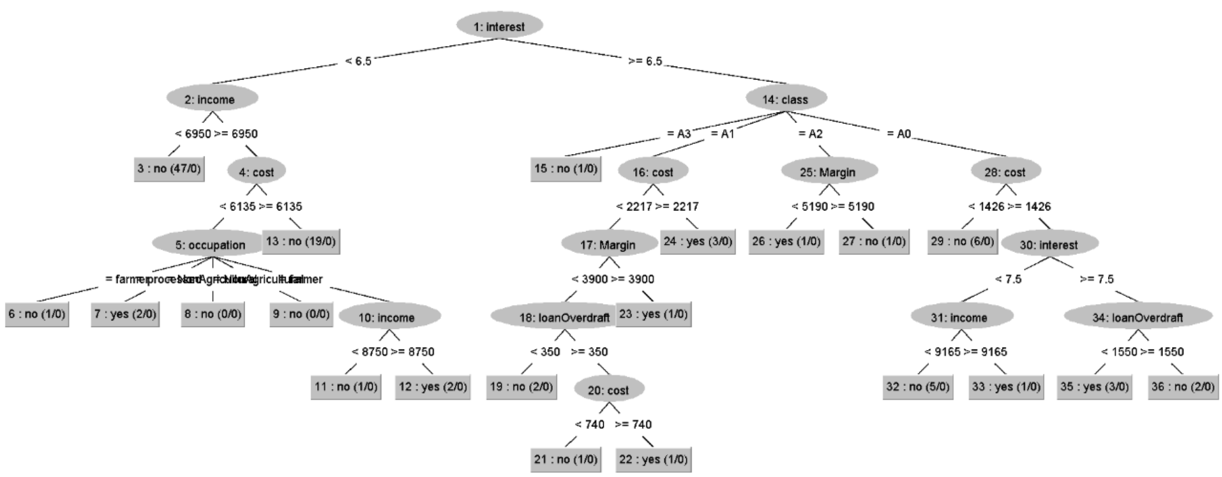
**ภาพที่ 1 ผลการนำแบบจำลอง Random Tree มาใช้**

```
=== Classifier model ===


RandomTree
==========

interest < 6.5
|   income  < 6950 : no (47/0)
|   income  >= 6950
|   |   cost < 6135
|   |   |   occupation  = farmer : no (1/0)
|   |   |   occupation  = processed : yes (2/0)
|   |   |   occupation  = NonAgricultural  : no (0/0)
|   |   |   occupation  = NonAgricultural : no (0/0)
|   |   |   occupation  = farmer
|   |   |   |   income  < 8750 : no (1/0)
|   |   |   |   income  >= 8750 : yes (2/0)
|   |   cost >= 6135 : no (19/0)
interest >= 6.5
|   class = A3 : no (1/0)
|   class = A1
|   |   cost < 2217
|   |   |   Margin  < 3900
|   |   |   |   loanOverdraft < 350 : no (2/0)
|   |   |   |   loanOverdraft >= 350
|   |   |   |   |   cost < 740 : no (1/0)
```

```
    28        1:no        1:no        1
    29        1:no        1:no        1
    30        1:no        1:no        1
    31         1:?        1:no        1
    32         1:?        1:no        1
    33         1:?        1:no        1
    34         1:?       2:yes        1
    35         1:?        1:no        1

=== Summary ===

Correctly Classified Instances          26               86.6667 %
Incorrectly Classified Instances         4               13.3333 %
Kappa statistic                          0.2683
Mean absolute error                      0.1333
Root mean squared error                  0.3651
Total Number of Instances               30
Ignored Class Unknown Instances                   5

=== Detailed Accuracy By Class ===

                 TP Rate  FP Rate  Precision  Recall   F-Measure  MCC      ROC Area
                 0.893    0.500    0.962      0.893    0.926      0.288    0.589
                 0.500    0.107    0.250      0.500    0.333      0.288    0.689
Weighted Avg.    0.867    0.474    0.914      0.867    0.886      0.288    0.596

=== Confusion Matrix ===

  a  b   <-- classified as
 25  3 |  a = no
  1  1 |  b = yes
```

โมเดลมีกฎการจำแนกประเภทที่ได้จากชุดทดสอบ จำนวน 36 กฎ เช่น If interest < 6.5 AND income < 6950 THEN no หมายความว่าถ้าลูกค้าได้รับอัตราดอกเบี้ยน้อยกว่า 6.5 และรายได้น้อยกว่า 6950 ดังนั้นลูกค้าไม่ค้างชำระสินเชื่อ OD สามารแสดงผล tree ได้ดังภาพที่ 2

**ภาพที่ 2 ภาพแสดงแบบจำลองต้นไม้ตัดสินใจโดยโมเดล Random Tree**




## 5. สรุป

การศึกษาปัจจัยที่ก่อให้เกิดการค้างชำระของสินเชื่อเบิกเกินบัญชี (OD) โดยการสร้างโมเดลแบบจำลองการตัดสินใจ โดยเลือกใช้อัลกอริทึมจำนวน 4 อัลกอริทึม ได้แก่ เทคนิคต้นไม้ตัดสินใจ (Decision Tree) อัลกอรีทึม J48 และ อัลกิริทึม Random Tree, อัลกอริทึม Naïve Bayes และอัลกอริทึม K-Nearest Neighbour (KNN) โดยใช้ข้อมูลของลูกค้าที่ใช้บริการสินเชื่อเบิกเกินบัญชี (OD) ของสำนักกิจการนครหลวงทั้งหมดจำนวนทั้งสิ้น 135 ราย รวบรวมข้อมูลตั้งแต่เดือนมกราคม พ.ศ. 2559 ถึงเดือน พฤษภาคม พ.ศ.2564 ซึ่งมีการแบ่ง

ข้อมูลสำหรับการเรียนรู้ (Training) 100 ราย และสำหรับการทดสอบโมเดล 35 ราย จากปัจจัยทั้งหมด 8 ปัจจัย ประกอบด้วย ระดับชั้นลูกค้า อาชีพ รายได้ ค่าใช้จ่าย หนี้กู้เงินอื่นที่มีกับธนาคาร วงเงินสัญญาเบิกเกินบัญชี อัตราดอกเบี้ยเงินกู้เบิกเกินบัญชี และมูลค่าหลักประกัน เมื่อทำการสร้างโมเดลแบบจำลองการตัดสินใจด้วยชุดข้อมูลสำหรับการเรียนรู้ (Training) สามารถสรุปผลและเปรียบเปรียบข้อมูลได้ดังภาพที่ 3

**ภาพที่ 3 ภาพแสดงผลค่าความถูกต้องของโมเดลแบบจำลองการตัดสินใจ**


| | J48 | Random Tree | k-NN | Naïve-Bayes |
|---|---|---|---|---|
| Correctly Training | 86.00 | 100.00 | 100.00 | 82.00 |
| Correctly Testing | 93.33 | 86.67 | 86.67 | 62.50 |

เมื่อนำโมเดลแบบจำลองการตัดสินใจที่ได้จากทั้ง 4 อัลกอริทึม มาทดสอบด้วยชุดข้อมูลสำหรับการทดสอบ (Testing) พบว่าแต่ละโมเดลมีค่าความถูกต้อง,ค่าความแม่นยำ,ค่าความระลึก และค่าวัดประสิทธิภาพแตกต่างกัน โมเดลที่ค่าความถูกต้องสูงคือ J48 มีค่าความถูกต้อง 93.33% แต่ไม่สามารถแสดงค่า Tree และสร้างกฎการจำแนกข้อมูลได้ ลำดับถัดมาคือ Random Tree และ k-NN โดยมีค่าความถูกต้องเท่ากันที่86.67% ค่าความแม่นยำ ค่าความระลึก และค่าวัดประสิทธิภาพที่ใกล้เคียงกันและลำดับสุดท้าย Naïve Bayes ที่มีค่าความถูกต้องต่ำสุด ทำการเลือกโมเดลที่เหมาะสำหรับการศึกษาครั้งนี้คือ Random Tree ซึ่งมีค่าความถูกต้องในระดับที่มีความน่าเชื่อถือและสามารถแสดงค่า tree ได้ และสามารถสร้างกฎที่ง่ายต่อการเข้าใจ ซึ่งผลการพยากรณ์จากโมเดลนี้สามารถนำไปใช้ประกอบการพิจารณาตัดสินใจอนุมัติสินเชื่อโดยสามารถช่วยพยากรณ์ได้ว่าลูกค้าที่ขอสินเชื่อนั้นมีโอกาสในการค้างชำระหรือไม่ซึ่งพิจารณาจากปัจจัยดังต่อไปนี้ ระดับชั้นลูกค้า อาชีพ รายได้ ค่าใช้จ่าย หนี้กู้เงินอื่นที่มีกับธนาคาร วงเงินสัญญาเบิกเกินบัญชี อัตราดอกเบี้ยเงินกู้เบิกเกินบัญชี และมูลค่าหลักประกัน

*5.1 อภิปรายผลของการศึกษา*

จากการศึกษาปัญหาการค้างชำระของสินเชื่อเบิกเกินบัญชี (OD) ของสำนักกิจการนครหลวง โดยการสร้างโมเดลแบบจำลองการตัดสินใจเพื่อหาค้นหาปัจจัยที่ทำให้เกิดการค้างชำระ ด้วยการนำเทคนิคการแบ่ง

ประเภทหรือแยกหมวดหมู่ข้อมูล Classification เป็นวิธีการจำลองจัดหมวดหมู่จากกลุ่มตัวอย่างของข้อมูลและสามารถพยากรณ์กลุ่มข้อมูลที่ยังไม่ถูกจัดหมวดหมู่ได้ เมื่อนำข้อมูลมาทดสอบกับแบบจำลองการตัดสินใจด้วยวิธีการต้นไม้ตัดสินใจ พบว่าปัจจัยจำนวน 8 ปัจจัย ประกอบด้วย ระดับชั้นลูกค้า อาชีพรายได้ ค่าใช้จ่าย หนี้กู้เงินอื่นที่มีกับธนาคาร วงเงินสัญญาเบิกเกินบัญชี อัตราดอกเบี้ยเงินกู้เบิกเกินบัญชีและมูลค่าหลักประกัน มีผลต่อพฤติกรรมการค้างชำระของลูกค้า สอดคล้องกับแนวคิดของ ญาณินี สิทธิสาร(2561) ซึ่งให้ความเห็นไว้ว่าปัจจัยที่ประกอบไปด้วย จำนวนบุตร เพศ อายุ รายได้ จำนวนเงินกู้ ภาระหนี้ การทำประกันและจำนวนเงินงวดมีผลต่อความสามารถในการชำระหนี้ และสอดคล้องกับแนวคิดของ กานต์พิชชา กองคนขวา(2561) ให้ความเห็นว่า ค่าใช้จ่ายสูงกว่ารายได้จึงทำให้ความสามารถในการชำระหนี้ลดลง โดยโมเดลแบบจำลองต้นไม้ตัดสินใจให้ค่าความถูกต้อง 86.67% ซึ่งถือว่ามีความน่าเชื่อถือสามารถนำโมเดลแบบจำลองการตัดสินใจไปเป็นเครื่องมือช่วยในการพิจารณาสินเชื่อเพื่อลดความเสี่ยงในการค้างชำระของลูกค้าลง สอดคล้องกับแนวคิดของทิพย์ธิดา วงศ์พิพัฒน์ (2556) ซึ่งให้ความเห็นว่าการนำเหมืองข้อมูลมาใช้เป็นเครื่องมือช่วยในการตัดสินใจการให้สินเชื่อทำให้การวิเคราะห์สินเชื่อมีประสิทธิภาพมากขึ้นช่วยลดปัญหาหนี้สูญลงได้

*5.2 ข้อเสนอแนะสำหรับการศึกษาครั้งนี้*

1) การศึกษาในครั้งนี้ประสบกับปัญหาการเก็บรวมรวบข้อมูล ธนาคารมีข้อมูลของลูกค้าจำนวนมากสามารถนำมาใช้ในการสร้างโมเดลได้ แต่ข้อมูลบางอย่างยังไม่สามารถเรียกรวมออกมาเป็นรายงานจึงทำให้ต้องใช้เวลามากในการรวบรวมข้อมูล

2) ธนาคารควรนำผลการพยากรณ์โดยโมเดลต้นไม้ตัดสินใจประกอบการพิจารณาสินเชื่อด้วยความระมัดระวัง เพราะถึงแม้ว่าโมเดลจะมีค่าความถูกต้องที่สูงและสามารถพยากรณ์ได้ว่าลูกค้าจะมีโอกาสค้างชำระหรือไม่ แต่ก็เป็นเพียงโอกาสที่จะเกิดขึ้นเท่านั้นซึ่งอาจจะไม่เกิดขึ้นก็ได้ ดังนั้นจึงจำเป็นต้องมีการกำหนดหลักเกณฑ์และแนวทางการใช้งานผลการพยากรณ์อย่างเหมาะสม

*5.3 ข้อเสนอแนะสำหรับการศึกษาในครั้งต่อไป*

การศึกษาในครั้งนี้เพื่อการค้นหาปัจจัยที่ก่อให้เกิดการค้างชำระของสัญญาเบิกเกินบัญชี )OD) ของสำนักกิจการนครหลวงและนำมาพยากรณ์โอกาสในการค้างชำระของลูกค้า ซึ่งปัญหาการค้างชำระมิได้มีเพียงสินเชื่อประเภทนี้เท่านั้น สินเชื่อประเภทอื่นเองก็มีการค้างชำระเช่นกัน และปัจจัยที่ส่งผลต่อการค้างชำระของลูกค้าสินเชื่อแต่ละประเภทมีความแตกต่างและหลากหลาย โดยควรศึกษาปัจจัยอื่นที่ส่งผลต่อการค้างชำระของลูกค้าสินเชื่อประเภทอื่นด้วย

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# ปัจจัยที่มีผลกระทบต่อการส่งเงินคงเหลือของสมาชิกสมาคมฌาปนกิจสงเคราะห์ลูกค้า ธ.ก.ส.จังหวัดสมุทรปราการ สาขาบางบ่อ

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## บทคัดย่อ

งานวิจัยนี้มุ่งศึกษาปัจจัยที่มีผลกระทบต่อการส่งเงินคงเหลือของสมาชิกสมาคมฌาปนกิจสงเคราะห์ลูกค้าธ.ก.ส.จังหวัดสมุทรปราการ สาขาบางบ่อ ด้วยเทคนิคการทำเหมืองข้อมูล (Data Mining) มีวัตถุประสงค์เพื่อการศึกษาและค้นคว้าหาสาเหตุและปัจจัยที่เป็นปัญหาของการส่งเงินคงเหลือของสมาชิกเพื่อนำผลการศึกษาหาปัจจัยที่ได้ มาเป็นแนวทางการในการแก้ไขปัญหาการส่งเงินคงเหลือของสมาชิกสมาคมฌาปนกิจสงเคราะห์ลูกค้าธ.ก.ส จังหวัดสมุทรปราการ สาขาบางบ่อ โดยใช้การวิเคราะห์ข้อมูลตามกระบวนการวิเคราะห์ข้อมูลด้วย CRISP-DM ซึ่งมีขั้นตอนการทำงานอยู่ 6 ขั้นตอน โดยนำปัจจัยที่มาใช้ในการพิจารณา จำนวน 8 ปัจจัย และข้อมูลสมาชิกตั้งแต่เดือนมกราคม - กันยายน 2564 มาใช้ในการจำแนกข้อมูลด้วยเทคนิคการทำเหมืองข้อมูลในการจำแนกกลุ่ม จำนวน 3 วิธี ได้แก่ 1) วิธีการจำแนกข้อมูลแบบเบย์อย่างง่าย (Naïve bays) 2) วิธีเพื่อนบ้านใกล้ที่สุด K-Nearest Neighbors (K-NN) โดยใช้อัลกอริทึ่ม IBk 3) วิธีต้นไม้ตัดสินใจ (Decision Tree) โดยใช้อัลกอริทึ่ม J48 เพื่อหาโมเดลที่มีค่าความถูกต้องมากที่สุด ก่อนนำมาสร้าง Model ในการพยากรณ์โดยใช้โปรแกรม WEKA โดยนำเอาข้อมูลที่เตรียมไว้สำหรับ Training Set และ Test Set มาวิเคราะห์กับ Model ทั้ง 3 แบบ ผลการทดสอบทั้ง 3 Model พยากรณ์ค่าคำทำนายความถูกต้องได้เกินกว่า 90% ทั้ง 3 Model โดย Model J48 เป็น Model ที่มีค่าความคลาดเคลื่อนน้อยที่สุด ทำให้ได้ปัจจัยที่ส่งผลกระทบต่อการส่งเงินคงเหลือของสมาชิกสมาคมฌาปนกิจสงเคราะห์ลูกค้า ธ.ก.ส.จังหวัดสมุทรปราการ สาขาบางบ่อ และจากผลการศึกษาที่ได้ ทฤษฎีกลยุทธ์ทางการตลาด คุณภาพการบริการ ทั้งด้านผลิตภัณฑ์ บุคลากร รวมถึงความสามารถของระบบที่สามารถรับรองกับความต้องการของสมาชิกในปัจจุบัน เป็นสิ่งที่ทางสมาคมและธนาคารจะต้องนำผลที่ได้จากการศึกษาครั้งนี้ไปพัฒนาและปรับปรุงต่อไป

**คำสำคัญ** สมาชิกสมาคมฌาปนกิจสงเคราะห์ลูกค้า ธ.ก.ส., การวิเคราะห์ข้อมูลตามกระบวนการวิเคราะห์ข้อมูลด้วย CRISP-DM, ต้นไม้ตัดสินใจ, แบบเบย์อย่างง่าย, เพื่อนบ้านใกล้ที่สุด

## 1. บทนำ

ธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร ได้สนับสนุนให้มีการจัดตั้งสมาคมฌาปนกิจสงเคราะห์ตั้งแต่ ปี 2518 จนถึงปัจจุบัน ชื่อ “สมาคมฌาปนกิจสงเคราะห์ลูกค้า ธ.ก.ส.” เพื่อการสงเคราะห์ในกลุ่มลูกค้าและครอบครัว ในปัจจุบันมีทั้งสมาคมฌาปนกิจสงเคราะห์ผู้กู้และผู้ฝาก จำนวน 549 สมาคม ที่ตั้งตามสาขาของธนาคารครอบคลุมทุกจังหวัดทั่วประเทศ มีวัตถุประสงค์เพื่อการสงเคราะห์ซึ่งกันและกันในการจัดการศพ มิได้ประสงค์จะหากำไรหรือรายได้เพื่อแบ่งปัน ดำเนินกิจการภายใต้พระราชบัญญัติการฌาปนกิจสงเคราะห์ พ.ศ. 2545 (สมาคมฌาปนกิจสงเคราะห์ลูกค้า ธ.ก.ส.จังหวัดสมุทรปราการ, 2564)[1] เมื่อเกษตรกรลูกค้าเสียชีวิตลง ครอบครัวจะได้มีเงินจัดการศพและชำระหนี้สิน รวมทั้งมีเงินทุนแบ่งเบาภาระค่าใช้จ่ายครัวเรือนซึ่งเป็นการส่งเสริมคุณภาพชีวิตของเกษตรกรลูกค้าให้มีความเป็นอยู่ที่ดีขึ้น สมาคมฌาปนกิจสงเคราะห์ลูกค้า ธ.ก.ส. จังหวัดสมุทรปราการ สาขาบางบ่อ ตั้งอยู่ที่สำนักงาน ธ.ก.ส.จังหวัดสมุทรปราการ เลขที่ 458/29 ถนนสุขุมวิท ตำบลปากน้ำ อำเภอเมืองสมุทรปราการ จังหวัดสมุทรปราการ ก่อตั้งขึ้นเมื่อ วันที่ 22 มีนาคม ปี พ.ศ. 2550 ภายใต้การดูแลของธนาคารเพื่อการเกษตรและสหกรณ์การเกษตรสาขาบางบ่อ โดยโอนย้ายสมาชิกเข้าเป็นสมาชิกของสมาคมฌาปนกิจสงเคราะห์ลูกค้า ธ.ก.ส. สมุทรปราการ ตั้งแต่วันที่ถัดจากวันที่สมาคมฌาปนกิจสงเคราะห์ลูกค้า ธ.ก.ส. กรุงเทพมหานคร และสมุทรปราการ ถูกเลิกสมาคมฯ โดยอัตโนมัติ มีทุนดำเนินงานจำนวน 4,982,054.92 บาท (สี่ล้านเก้าแสนแปดหมื่นสองพันห้าสิบสี่บาทเก้าสิบสองสตางค์) ดูแลสมาชิกลูกค้าธนาคารเพื่อการเกษตรและสหกรณ์การเกษตรสาขาบางบ่อ อำเภอบางบ่อ จังหวัดสมุทรปราการ มีสมาชิกในปัจจุบัน ณ เดือนมกราคม 2564 จำนวน 2,705 ราย บริหารงานโดยคณะกรรมการสมาคม

ในปัจจุบันนอกจากปัจจัยที่สำคัญจากสภาพเศรษฐกิจ สภาพการแพร่ระบาดของโรคติดเชื้อไวรัสโควิด-19 ที่ไม่มีทีท่าว่าจะลดลงนั้น อีกปัญหาหนึ่งที่สำคัญของสมาคมฌาปนกิจสงเคราะห์ลูกค้า ธ.ก.ส.จังหวัดสมุทรปราการ สาขาบางบ่อ คือ ปัญหาการส่งเงินคงเหลือของสมาชิกนั่นเอง โดยเป็นสาเหตุหลักที่ทำให้เกิดปัญหาของการส่งเงินคงเหลือของสมาชิก ทำให้สมาชิกเสียสิทธิ ถูกถอนความเป็นสมาชิกสมาชิกของสมาคมฌาปนกิจสงเคราะห์ลูกค้า ธ.ก.ส จังหวัดสมุทรปราการ สาขาบางบ่อ โดยการศึกษาครั้งนี้มีวัตถุประสงค์เพื่อศึกษาสาเหตุปัจจัยที่ส่งผลกระทบต่อการส่งเงินคงเหลือของสมาชิกสมาคมฌาปนกิจสงเคราะห์ลูกค้า ธ.ก.ส จังหวัดสมุทรปราการ สาขาบางบ่อ จากปัจจัยที่กล่าวมาข้างต้น จึงทำให้ทางสมาคมต้องเตรียมหาวิธีการแก้ปัญหาดังกล่าวพร้อมกับการพัฒนาการให้บริการหรือพัฒนาเครื่องมือ ที่จะช่วยให้สมาชิกเข้าถึงการส่งชำระเงินของสมาคมได้ง่ายขึ้น ดังนั้น การนำเอากลยุทธ์ทางการตลาดใหม่ 4C'S แนวคิดและทฤษฎีเกี่ยวกับความภักดีของลูกค้า แนวคิดและทฤษฎีเกี่ยวกับคุณภาพการบริการ และการทำเหมืองข้อมูล (Data Mining) และ

กระบวนการวิเคราะห์ข้อมูลด้วย CRISP-DM มาช่วยวิเคราะห์ปัจจัย ที่ส่งผลกระทบต่อการส่งเงินคงเหลือของสมาชิก โดยนำข้อมูลมาสร้างเป็น โมเดลจำลอง เพื่อให้ทราบถึงปัจจัยต่าง ๆ ที่ส่งผลกระทบต่อการส่งเงินคงเหลือของสมาคม แล้วนำข้อมูลที่ได้ไปวิเคราะห์และพัฒนาเพื่อให้เกิดคุณค่ากับสมาชิก และองค์กรต่อไป

## 2. การทบทวนวรรณกรรม

*2.1 ทฤษฎีและแนวคิดกลยุทธ์ทางการตลาดใหม่*

ทฤษฎีและแนวคิดกลยุทธ์ทางการตลาดใหม่ 4C'S (ดร.ปิยนันท์ สวัสดิ์ศฤงฆาร, 2562) คือ กลยุทธ์ทางการตลาดอย่างที่นิยมใช้กันอย่างแพร่หลายในปัจจุบัน โดยการนำเอากลยุทธ์ 4c's มาใช้เพื่อการวิเคราะห์หาโอกาสทางการตลาดและนำส่วนผสมทางการตลาด (Marketing Mix) จากเดิมที่เป็นมุมมองของฝั่งผู้ผลิต (Price, Place, Product และ Promotion) มาเป็นมุมมองฝั่งผู้บริโภคแทน ว่าลูกค้าต้องการอะไร ซึ่งการตลาดแบบวิเคราะห์ปัจจัยแบบ 4c's จะช่วยให้เราให้ความต้องการของผู้บริโภคได้อย่างตรงจุดมากกว่านั่นเอง. 4C'S มีส่วนประกอบ คือ 1. Consumer คือ ผู้บริโภคที่เป็นลูกค้ากลุ่มเป้าหมายของเรา ไม่ว่าจะเป็น สินค้า ผลิตภัณฑ์ หรือการบริการ จะเป็นการวิเคราะห์เกี่ยวกับลูกค้าว่า กลุ่มเป้าหมายของเราคือใคร พร้อมทั้งศึกษาทำความเข้าใจความต้องการของผู้บริโภคกลุ่มนี้ 2. Cost คือ ราคา เป็นสิ่งที่เป็นค่าใช้จ่ายที่เกิดขึ้นของผู้บริโภคในการซื้อสินค้าและบริการ เพื่อที่จะได้สินค้าหรือบริการนั้น ๆ 3. Communication คือ การสื่อสาร เราต้องวิเคราะห์ว่าเราจะสื่อสารในรูปแบบไหน ผ่านช่องทางไหน จึงจะได้ประสิทธิภาพ และเป็นการสร้างการรับรู้และการเข้าถึงกลุ่มผู้บริโภคได้มากที่สุด 4. Convenience คือ ความสะดวกสบายในการเข้าถึงสินค้าและบริการนั้น ๆ ลูกค้าหรือกลุ่มเป้าหมาย สามารถซื้อสินค้าหรือบริการของเราสะดวกที่สุดได้อย่างไร เราจะมีบริการอะไรที่ช่วยอำนวยความสะดวกสบายให้กับลูกค้าได้มากที่สุด ทฤษฎีนี้สามารถนำมาปรับใช้ได้ โดยทำให้เราสามารถทราบถึงปัญหาต่าง ๆ ของสมาชิกที่ไม่สามารถส่งชำระเงินได้ สมาชิกมีความต้องการส่งชำระเงินแบบรายเดือน รายปี เพราะเหตุใด มีการสื่อสารกี่ช่องทางที่จะถึงตัวลูกค้า พร้อมทั้งความสะดวกในการติดต่อประสานงานระหว่างเจ้าหน้าที่สมาคม สมาชิก และธนาคาร รวมไปถึงการหาแนวทางในการแก้ไขปัญหาของสมาชิกต่อไป

ทฤษฎีนี้สามารถนำมาปรับใช้กับปัญหาการส่งเงินคงเหลือของสมาชิกสมาคมฌาปนกิจสงเคราะห์ลูกค้า ธ.ก.ส.จังหวัด สมุทรปราการ สาขาบางบ่อ ได้โดยทำให้เราสามารถทราบถึงปัญหาต่าง ๆ ของสมาชิกที่ไม่สามารถส่งชำระเงินได้  สมาชิกมีความต้องการส่งชำระเงินแบบรายเดือน รายปี เพราะเหตุใด มีการสื่อสารกี่ช่องทางที่สามารถเข้าถึงลูกค้าได้ พร้อมทั้งความสะดวกในการติดต่อประสานงาน ระหว่างเจ้าหน้าที่สมาคม สมาชิก และธนาคาร รวมไปถึงการหาแนวทางในการแก้ไขปัญหาของสมาชิกต่อไป

*2.2 การวัดความพึงพอใจ*

การวัดความพึงพอใจ (สุปราณี ศรีรัตนะ, 2558) สามารถทำได้หลายวิธี ดังนี้ 1. การใช้แบบสอบถาม เพื่อต้องการทราบความคิดเห็น ซึ่งสามารถกระทำได้ในลักษณะกำหนดคำตอบให้เลือกหรือตอบคำถามอิสระ คำถามดังกล่าว อาจถามความพึงพอใจในด้านต่าง ๆ 2. การสัมภาษณ์ เป็นวิธีการวัดความพึงพอใจทางตรง ซึ่งต้องอาศัยเทคนิคและวิธีการที่ดีจึงจะได้ข้อมูลที่เป็นจริง 3. การสังเกต เป็นวิธีวัดความพึงพอใจโดยการสังเกตพฤติกรรมของบุคคลเป้าหมาย ไม่ว่าจะเป็นการแสดงออกจากการพูดจา กริยา ท่าทาง วิธีนี้จะต้องอาศัยการกระทำอย่างจริงจัง และสังเกตอย่างมีระเบียบแบบแผน ทฤษฎีนี้สามารถนำมาปรับใช้ได้ โดยการใช้วิธีการให้ลูกค้าสมาคม ตอบแบบสอบถาม หรือ การสัมภาษณ์ทางโทรศัพท์ หรือการสังเกตพฤติกรรมของลูกค้าสมาชิกสมาคมที่มาใช้บริการที่ธนาคาร เพื่อให้ทราบถึงการบริการของพนักงาน ความต้องการของลูกค้า เพื่อนำไปวิเคราะห์เพื่อให้หาสาเหตุที่ทำให้ลูกค้าไม่สามารถส่งชำระเงินสงเคราะห์ให้กับสมาคมได้ในปัจจุบัน และนำไปสู่การแก้ไขปัญหาในลำดับต่อไป

*2.3 การทำเหมืองข้อมูล (Data Mining)*

การทำเหมืองข้อมูล (ศุภามณ จันทร์สกุล, 2561) และกระบวนการวิเคราะห์ข้อมูลด้วย CRISP-DM เหมืองข้อมูล คือกระบวนการที่กระทำกับข้อมูลจำนวนมากเพื่อค้นหารูปแบบและความสัมพันธ์ที่ซ่อนอยู่ในชุดข้อมูลนั้น ในปัจจุบันการทำเหมืองข้อมูลได้ถูกนำไปประยุกต์ใช้ในงานหลายประเภท ทั้งในด้านธุรกิจที่ช่วยในการตัดสินใจของผู้บริหาร ในด้านวิทยาศาสตร์และการแพทย์รวมทั้งในด้านเศรษฐกิจและสังคม การทำเหมืองข้อมูล (Data Mining) เปรียบเสมือนวิวัฒนาการหนึ่งในการจัดเก็บและตีความหมายข้อมูล จากเดิมที่มีการจัดเก็บข้อมูลอย่างง่าย ๆ มาสู่การจัดเก็บในรูปแบบฐานข้อมูลที่สามารถดึงข้อมูลสารสนเทศมาใช้จนถึงการทำเหมืองข้อมูลที่สามารถค้นพบความรู้ที่ซ่อนอยู่ในข้อมูล ข้อมูลที่ถูกเก็บไว้ในฐานข้อมูลหากเก็บไว้โดยไม่นำออกมาใช้ก็จะไม่เกิดประโยชน์ ดังนั้น จึงต้องมีการคัดเลือกข้อมูลออกมาใช้งานส่วนที่เราต้องการ ในอดีตเราได้ใช้คนเป็นผู้สืบค้นข้อมูลต่าง ๆ ในฐานข้อมูลซึ่งผู้สืบค้นจะทำการสร้างเงื่อนไขขึ้นมาตามภูมิปัญญาของผู้สืบค้น แต่ในปัจจุบันการวิเคราะห์ข้อมูลจากฐานข้อมูลเดียวอาจไม่ให้ความรู้เพียงพอและลึกซึ้งสำหรับการดำเนินงานภายใต้ภาวะที่มีการแข่งขันสูงและมีการเปลี่ยนแปลงที่รวดเร็วจึงจำเป็นที่จะต้องรวบรวมฐานข้อมูลหลาย ๆ ฐานข้อมูลเข้าด้วยกัน เรียกว่า “คลังข้อมูล” (Data Warehouse) ดังนั้นเราจึงจำเป็นต้องใช้ Data Mining ในการดึงข้อมูลจากฐานข้อมูลที่มีขนาดใหญ่ เพื่อที่จะนำข้อมูลนั้นมาใช้งานให้เกิดประโยชน์สูงที่สุด 1. การหากฎความสัมพันธ์ Association Rule แสดงความสัมพันธ์ของเหตุการณ์หรือวัตถุ ที่เกิดขึ้นพร้อมกัน ตัวอย่างของการประยุกต์ใช้กฎเชื่อมโยง เช่น การวิเคราะห์ข้อมูลการขายสินค้า โดยเก็บข้อมูลจากระบบ ณ จุดขาย (POS) หรือร้านค้าออนไลน์ 2. การแบ่งกลุ่มข้อมูล (Data clustering) ที่มีลักษณะคล้ายกันออกเป็นกลุ่ม เช่น แบ่งกลุ่มผู้ป่วยที่เป็นโรคเดียวกันตามลักษณะอาการ เพื่อนำไปใช้ประโยชน์ในการวิเคราะห์หาสาเหตุของโรค

โดยพิจารณาจากผู้ป่วยที่มีอาการคล้ายคลึงกัน 3. การจำแนกประเภทข้อมูล (Data classification) หากฎเพื่อระบุประเภทของวัตถุจากคุณสมบัติของวัตถุ เช่น การดูคุณสมบัติของลูกค้าเงินกู้ ว่าประวัติการชำระดีหรือไม่ เพื่อประกอบการพิจารณาการอนุมัติเงินกู้ เป็นต้น. ทฤษฎีนี้สามารถนำมาปรับใช้ได้ โดยนำเอาข้อมูลที่ได้จากการทำการสัมภาษณ์ รวมถึงการสังเกตพฤติกรรมของสมาคมที่มาใช้บริการที่ธนาคาร ข้อมูล ณ ปัจจุบันที่สมาคมมีอยู่ เพื่อนำมาเข้าโปรแกรมวิเคราะห์ถึงสาเหตุที่ส่งผลกระทบต่อการส่งชำระเงินคงเหลือของสมาชิก และเทคนิคในการทำ Data Mining ซึ่งเทคนิคที่เป็นที่ยอมรับอย่างกว้างขวางคือ กระบวนการวิเคราะห์ข้อมูลด้วย CRISP-DM โดยมีขั้นตอนในการดำเนินการทั้งหมด 6 ขั้นตอน

## 3. วิธีดำเนินการวิจัย

ในการศึกษาครั้งนี้ เป็นการศึกษาปัจจัยที่ส่งผลกระทบต่อการส่งเงินคงเหลือของสมาชิกสมาคมฌาปนกิจสงเคราะห์ลูกค้า ธ.ก.ส.จังหวัดสมุทรปราการ สาขาบางบ่อ เพื่อนำข้อมูลที่ได้ไปใช้เป็นแนวทางในการปรับปรุงการให้บริการสมาชิก มีขั้นตอนการศึกษาตามกระบวนการวิเคราะห์ข้อมูลด้วย CRISP-DM โดยมีขั้นตอนในการดำเนินการทั้งหมด 6 ขั้นตอน กลุ่มตัวอย่าง สมาชิกสมาคมฌาปนกิจสงเคราะห์ลูกค้า ธ.ก.ส.จังหวัดสมุทรปราการ สาขาบางบ่อ ตั้งแต่เดือน มกราคม ถึง เดือน สิงหาคม 2564 ข้อมูล ณ วันที่ 21 กันยายน 2564 จำนวน 2,643 ราย (สมาคมฌาปนกิจสงเคราะห์ลูกค้า ธ.ก.ส.จังหวัดสมุทรปราการ , 2564)

### *3.1 วิธีการเลือกกลุ่มตัวอย่าง*

1. กลุ่มลูกค้าสมาชิกสมาคมฌาปนกิจสงเคราะห์ลูกค้า ธ.ก.ส.จังหวัดสมุทรปราการ สาขาบางบ่อ พิจารณาจากข้อมูลลูกค้าสมาชิก เช่น ชื่อ ที่อยู่ เพศ อายุ สถานภาพ ระยะเวลาที่เป็นสมาชิก ยอดเงินกู้ ประเภทลูกค้า ประวัติการชำระหนี้ ยอดเงินคงเหลือ เป็นต้น โดยมีการนำข้อมูลจาก สมาคมฌาปนกิจสงเคราะห์ลูกค้า ธ.ก.ส.จังหวัดสมุทรปราการ และประวัติการชำระหนี้ของลูกค้าเงินกู้จาก ธนาคาร ธ.ก.ส.สาขาบางบ่อ โดยทำการรวบรวมข้อมูลแล้วนำไปวิเคราะห์ข้อมูล ด้วยกระบวนการวิเคราะห์ข้อมูลด้วย CRISP-DM เพื่อใช้ในการเก็บรวบรวมข้อมูล 2. กลุ่มผู้ให้ข้อมูล พนักงานธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร สาขาบางบ่อ จำนวน 2 คน และเจ้าหน้าที่สมาคม จำนวน 2 คน เพื่อใช้ในการสัมภาษณ์ สอบถาม ขอข้อมูลต่างๆ ที่เกี่ยวข้อง เพื่อนำมาวิเคราะห์ข้อมูล ในการหาปัจจัยที่ส่งผลกระทบต่อการส่งเงินคงเหลือของสมาชิก

### *3.2 เครื่องมือที่ใช้ในการศึกษา*

1. โปรแกรม Microsoft Excel 2016 2. โปรแกรม WEKA V.3.9.5 การวิเคราะห์ข้อมูลเมื่อได้ข้อมูลสมาชิกจากสมาคมฌาปนกิจสงเคราะห์ลูกค้า ธ.ก.ส.จังหวัดสมุทรปราการ สาขาบางบ่อ และข้อมูลด้านสินเชื่อของลูกค้าเงินกู้ ธนาคาร แล้ว ก็จะทำการวิเคราะห์ข้อมูลตามกระบวนการวิเคราะห์ข้อมูลด้วย CRISP-DM โดยใช้โปรแกรม Microsoft Excel และ โปรแกรม WEKA ในการวิเคราะห์ข้อมูลครั้งนี้ โดยเตรียมข้อมูลต่าง ๆ ที่

ได้ เพื่อเตรียมสร้างแบบจำลอง โดยเลือกใช้ 3 เทคนิค มาใช้ในการจำแนกข้อมูล ทั้ง 3 Model ดังนี้ 1. Classify : Naïve Baye 2. Classify : IBK 3. Classify : J48 เมื่อได้แบบจำลองมาแล้ว นำผลที่ได้มาเปรียบเทียบความถูกต้องของข้อมูลที่ได้จากแบบจำลองทั้ง 3 แบบ เพื่อวัดว่าแต่ละโมเดลมีประสิทธิภาพเพียงพอต่อการนำไปใช้งานหรือไม่ ซึ่งโมเดลแต่ละประเภทก็จะมีตัววัดประสิทธิภาพที่แตกต่างกันออกไปเพื่อให้สามารถวัดประสิทธิภาพความน่าเชื่อถือและความถูกต้อง

## 4. ผลการวิจัย

เมื่อรวบรวมปัญหาต่าง ๆ จากการเข้าสัมภาษณ์เจ้าหน้าที่สมาคมฌาปนกิจสงเคราะห์ลูกค้า ธ.ก.ส. จังหวัดสมุทรปราการ สาขาบางบ่อ และพนักงานธนาคาร ธ.ก.ส. สาขาบางบ่อแล้ว สรุปปัญหาที่คาดว่าน่าจะทำให้ลูกค้าของสมาคมไม่สามารถส่งเงินคงเหลือได้ ดังนี้

<u>ตามทฤษฎีกลยุทธ์ทางการ ตลาดใหม่ 4C'S</u> ผู้ให้สัมภาษณ์มีความคิดเห็นว่า 1. ความต้องการของสมาชิกในการส่งชำระเงินนั้น มีปัจจัยหลายข้อที่ทำให้ลูกค้าไม่สามารถส่งเงินได้ เช่น ลูกค้าไม่ทราบยอดเงินที่ต้องชำระ รายได้ของสมาชิกลดลงเนื่อง จากสภาพเศรษฐกิจปัจจุบัน และสถานการณ์การแพร่ระบาดของโรคระบาด โควิด-19 ในปัจจุบันอำเภอบางบ่ออยู่ในเขตพื้นที่ควบคุมสูงสุด เป็นต้น 2. ค่าใช้จ่ายต่าง ๆ ของสมาชิกในการมาธนาคารแต่ละครั้ง รวมไปถึงปัจจุบัน ผู้เสียชีวิตเพิ่มมากขึ้น ทำให้ยอดเงินสงเคราะห์ที่ส่งไว้ลดลงเป็นอย่างมาก 3. การสื่อสาร เป็นอีกสิ่งหนึ่งที่เป็นปัญหาในการส่งเงินชำระ เนื่องจากปัจจุบันการส่งใบแจ้งหนี้ทางไปรษณีย์มีความล่าช้าเป็นอย่างมาก และช่องทางการแจ้งเตือนการชำระเงิน ช่องทางการชำระเงิน ยังมีไม่มากพอ 4. ความสะดวกสบายในการเข้าถึงสินค้าและบริการนั้น ๆ เนื่องจากปัจจุบัน ระบบการชำระเงินของสมาชิกยังคงต้องมาชำระที่ธนาคาร และการมาชำระแต่ละครั้ง เนื่องด้วยลูกค้าธนาคารแต่ละวันมีปริมาณมาก ทำให้สมาชิกต้องรอคิวนาน ทั้งระบบการชำระเงินทางออนไลน์ อยู่ระหว่างการปรับปรุง จึงทำให้การเข้าถึงระหว่างสมาชิก สมาคม และธนาคารอยู่ในระดับที่ต้องปรับปรุงเป็นอย่างมาก

<u>ตามทฤษฎีเกี่ยวกับความภักดีของลูกค้า</u> ผู้ให้สัมภาษณ์มีความคิดเห็นว่า สมาชิกสมาคมฌาปนกิจสงเคราะห์ ยังคงมีความเชื่อมั่น และภักดีต่อสมาคม เห็นได้จากสมาชิกส่วนใหญ่ เป็นกลุ่มวัยรุ่นตอนปลายจนถึงกลุ่มผู้สูงอายุ ยังคงมีความต้องการเจอเจ้าหน้าที่สมาคม ต้องการมาทำธุรกรรมที่ธนาคาร มากกว่าการทำธุรกรรมออนไลน์ แต่ก็ยังคงมีความต้องการที่จะให้สมาคมเพิ่มช่องทางการตรวจเช็คยอดชำระการโอนเงินชำระการติดต่อสื่อสาร ข่าวสารจากสมาคมให้มีมากขึ้นกว่าในปัจจุบัน

<u>ตามทฤษฎีเกี่ยวกับคุณภาพการบริการ</u> ผู้ให้สัมภาษณ์มีความคิดเห็นว่า **ด้านผลิตภัณฑ์บริการ** จากที่เจ้าหน้าที่สมาคมได้รับฟังข้อเสนอแนะจากสมาชิก ส่วนใหญ่ อยากให้สมาคมปรับปรุง ดังนี้ 1. ช่องทางการชำระส่งเงินคงเหลือของสมาชิกให้เพิ่มมากขึ้น เช่น การโอนเงินผ่านทางช่องทางออนไลน์ และปรับปรุงช่องทางการตรวจเช็คยอดชำระส่งเงินคงเหลือของสมาชิก 2. เพิ่มช่องทางการประชาสัมพันธ์ การรับสมัครสมาชิกเพิ่ม การแจ้งสมาชิกเสียชีวิต ผ่านช่องทางต่าง ๆ มากขึ้น เช่น แผ่นพับ ใบปลิว เสียงตามสายประจำหมู่บ้าน หรือส่ง sms แจ้งเตือน เป็นต้น **ด้านการบริการ** จากที่เจ้าหน้าที่สมาคมได้รับฟังข้อ เสนอแนะจากสมาชิก ส่วนใหญ่

อยากให้สมาคมปรับปรุง ดังนี้ 1. อยากให้เจ้าหน้าที่สมาคมมาให้บริการที่สาขาเป็นประจำทุกวัน 2. พนักงานธนาคารบริการให้ บริการด้วยความสุภาพเรียบร้อย มีความกระตือรือร้นในการให้บริการ รวดเร็ว แต่การรอคิวชำระค่อน ข้างนาน เนื่องจากลูกค้ามาใช้บริการเป็นจำนวนมาก เมื่อรวบรวมและจัดเตรียมข้อมูลเสร็จสิ้นแล้ว ได้ข้อมูลเพื่อจัดเตรียมการวิเคราะห์ข้อมูลตามกระบวนการวิเคราะห์ข้อมูลด้วย CRISP-DM ทั้ง 6 ขั้นตอน ได้ผลการพยากรณ์การทำนาย ดังนี้ ผลการพยากรณ์การทำนาย Model แบบจำลอง ทั้ง 3 วิธี เมื่อนำข้อมูลทั้ง 2 ชุด เข้าโปรแกรม เพื่อทำการ Training Set และ Test Set โดยแบ่งข้อมูล Training Set จำนวน 90 % และ 10% ผลการทำนายถูกทุก Model ได้ค่าการทำนายความถูกต้องเกินกว่า 90% ทั้ง 3 Model ถือว่า Model ทั้ง 3 วิธี มีความน่าเชื่อ ถือ สามารถนำไปใช้งานได้จริง และ Model ที่มีค่าความคลาดเคลื่อน (error) น้อยที่สุด คือ Model J48 ตามด้วย KNN.IBk และ Naïve bays ตามลำดับ (ภาพที่ 1)

**ภาพที่ 1 ค่าคำนายความถูกต้อง**

| โมเดล | Load Model |
|---|---|

**Naïve bays**

```
=== Re-evaluation on test set ===

User supplied test set
Relation:     chapatest
Instances:     unknown (yet). Reading incrementally
Attributes:   17

=== Summary ===

Correctly Classified Instances         100               100      %
Incorrectly Classified Instances         0                 0      %
Kappa statistic                          1
Mean absolute error                      0.0051
Root mean squared error                  0.0408
Total Number of Instances              100

=== Detailed Accuracy By Class ===

                 TP Rate  FP Rate  Precision  Recall   F-Measure  MCC      ROC Area  PRC Area  Class
                 1.000    0.000    1.000      1.000    1.000      1.000    1.000     1.000     good
                 1.000    0.000    1.000      1.000    1.000      1.000    1.000     1.000     bad
Weighted Avg.    1.000    0.000    1.000      1.000    1.000      1.000    1.000     1.000

=== Confusion Matrix ===

  a  b   <-- classified as
 85  0 |  a = good
  0 15 |  b = bad
```

**KNN.IBk**

```
=== Re-evaluation on test set ===

User supplied test set
Relation:     chapatest
Instances:     unknown (yet). Reading incrementally
Attributes:   17

=== Summary ===

Correctly Classified Instances         100               100      %
Incorrectly Classified Instances         0                 0      %
Kappa statistic                          1
Mean absolute error                      0.0004
Root mean squared error                  0.0004
Total Number of Instances              100

=== Detailed Accuracy By Class ===

                 TP Rate  FP Rate  Precision  Recall   F-Measure  MCC      ROC Area  PRC Area  Class
                 1.000    0.000    1.000      1.000    1.000      1.000    1.000     1.000     good
                 1.000    0.000    1.000      1.000    1.000      1.000    1.000     1.000     bad
Weighted Avg.    1.000    0.000    1.000      1.000    1.000      1.000    1.000     1.000

=== Confusion Matrix ===

  a  b   <-- classified as
 85  0 |  a = good
  0 15 |  b = bad
```

J48

```
=== Re-evaluation on test set ===

User supplied test set
Relation:     chapatest
Instances:     unknown (yet). Reading incrementally
Attributes:   17

=== Summary ===

Correctly Classified Instances         100              100      %
Incorrectly Classified Instances         0                0      %
Kappa statistic                          1
Mean absolute error                      0
Root mean squared error                  0
Total Number of Instances              100

=== Detailed Accuracy By Class ===

                 TP Rate  FP Rate  Precision  Recall   F-Measure  MCC      ROC Area  PRC Area  Class
                 1.000    0.000    1.000      1.000    1.000      1.000    1.000     1.000     good
                 1.000    0.000    1.000      1.000    1.000      1.000    1.000     1.000     bad
Weighted Avg.    1.000    0.000    1.000      1.000    1.000      1.000    1.000     1.000

=== Confusion Matrix ===

  a  b   <-- classified as
 85  0 |  a = good
  0 15 |  b = bad
```

## 5. สรุป

จากการศึกษาวิจัยครั้งนี้ เรื่องการหาปัจจัยที่ส่งผลกระทบต่อการส่งชำระเงินคงเหลือของสมาชิกสมาคมฌาปนกิจสงเคราะห์ลูกค้า ธ.ก.ส.จังหวัดสมุทรปราการ สาขาบางบ่อ ด้วยเทคนิคการทำเหมืองข้อมูล (Data Mining) มีวัตถุประสงค์เพื่อการศึกษาและค้นคว้าสาเหตุ ปัจจัยที่เป็นปัญหาของการส่งเงินคงเหลือของสมาชิก เพื่อนำผลการศึกษาสาเหตุที่ได้มาเป็นแนวทางการในการแก้ไขปัญหาการส่งเงินคงเหลือของสมาชิกสมาคมฌาปนกิจสงเคราะห์ลูกค้า ธ.ก.ส จังหวัดสมุทรปราการ สาขาบางบ่อ โดยใช้การวิเคราะห์ข้อมูลตามกระบวนการวิเคราะห์ข้อมูลด้วย CRISP-DM ซึ่งมีขั้นตอนการทำงานอยู่ 6 ขั้นตอน โดยนำปัจจัยที่มาใช้ในการพิจารณาจำนวน 8 ปัจจัย และข้อมูลสมาชิกตั้งแต่เดือนมกราคม - กันยายน 2564 มาใช้ในการจำแนกข้อมูลด้วยเทคนิคการทำเหมืองข้อมูลในการจำแนกกลุ่ม จำนวน 3 เทคนิค ได้แก่ 1) วิธีการจำแนกข้อมูลแบบเบย์อย่างง่าย (Naïve bays) 2) วิธีเพื่อนบ้านใกล้ที่สุด K-Nearest Neighbors (K-NN) โดยใช้อัลกอริทึ่ม IBk 3) วิธีต้นไม้ตัดสินใจ (Decision Tree) โดยใช้อัลกอริทึ่ม J48 เพื่อหา Model ที่มีค่าพยากรณ์ความถูกต้องมากที่สุด และค่าความคลาดเคลื่อนน้อยที่สุด ก่อนนำมาสร้าง Model ในการพยากรณ์โดยใช้โปรแกรม WEKA โดยนำเอาข้อมูลที่เตรียมไว้สำหรับ Training Set และ Test Set มาวิเคราะห์กับ Model ทั้ง 3 วิธี ผลการทดสอบทั้ง 3 Model พยากรณ์ค่าคำทำนายความถูกต้องได้ เกิน 90% ทั้ง 3 Model โดย Model J48 เป็น Model ที่มีค่าความคลาดเคลื่อนน้อยที่สุด ทำให้ได้ปัจจัยที่ส่งผลกระทบต่อการส่งเงินคงเหลือของสมาชิกสมาคมฌาปนกิจสงเคราะห์ลูกค้า ธ.ก.ส.จังหวัดสมุทรปราการ สาขาบางบ่อ และจากผลการศึกษาที่ได้ ทฤษฎีกลยุทธ์ทางการตลาด คุณภาพการบริการ ทั้งด้านผลิตภัณฑ์ บุคลากร รวมถึงความสามารถของระบบที่สามารถรับรองกับความต้องการของสมาชิกในปัจจุบัน เป็นสิ่งที่ทางสมาคมและธนาคารจะต้องนำผลที่ได้จากการศึกษาครั้งนี้ไปพัฒนาและปรับปรุงต่อไป ทางเลือกในการศึกษาครั้งนี้ เป็นการใช้เทคนิคจำแนกข้อมูลมาใช้ในการวิเคราะห์การตัดสินใจ ใช้เป็นแนวทางที่จะหาปัจจัยที่ส่งผลกระทบต่อการส่งชำระเงินคงเหลือของสมาชิกสมาคม โดยสรุปข้อดี ข้อเสียได้ ดังนี้ ข้อดี ค่าพยากรณ์คำทำนายทั้ง 3 Model เกินกว่า 90% แสดงให้เห็นว่าแบบจำลองมีความน่าเชื่อถือ สามารถนำไปใช้งานได้จริง สามารถนำผลสรุปปัจจัยต่าง ๆ ที่ได้นำมาสรุปหาปัจจัยที่ทำให้เกิดผลกระทบต่อการส่งชำระเงินคงเหลือของสมาชิกได้ ข้อเสีย เนื่องจากข้อมูลที่นำมา ใช้อาจมีปริมาณไม่เยอะ ถ้าใช้

ข้อมูลที่นำมาวิเคราะห์มากไป เทคนิคต้นไม้การตัดสินใจ ที่อาจมีทางเดินที่มากเกินไป อาจจะเกิดภาวะแทรกซ้อนของการตัดสินใจที่มากเกินไปทำให้การวิเคราะห์เป็นอัมพาตได้

อภิปรายผลของการศึกษา จากการศึกษาในครั้งนี้ ผลการศึกษาจากการได้เข้าสัมภาษณ์เจ้าหน้าที่สมาคมทำให้ทราบว่า ปัญหาที่ส่งผลกระทบต่อการส่งเงินของสมาชิกนั้น มีความสอดคล้องกับทฤษฎีที่อ้างอิงทั้งหมด ไม่ว่าจะเป็น ทฤษฎีกลยุทธ์ทางการตลาด คุณภาพการบริการ ทั้งด้านผลิตภัณฑ์ บุคลากร รวมถึงระบบที่สามารถรับรองกับเทคโนโลยีและสถานการณ์ปัจจุบัน ที่ทางสมาคมจะต้องผลที่ได้จากการศึกษาไปพัฒนาและปรับปรุงต่อไป และในส่วนของการวิเคราะห์ข้อมูล โดยใช้เทคนิคการทำเหมืองข้อมูล (Data Mining) ด้วยการวิเคราะห์ข้อมูลตามกระบวนการวิเคราะห์ข้อมูลด้วย CRISP-DM นั้น มีความสอดคล้องกับวิจัยที่เกี่ยวข้องสามารถนำมาประยุกต์ใช้ในการใช้เทคนิคต่าง ๆ ขั้นตอนกระบวนการ ตั้งแต่ วางแผนงาน รวบรวมข้อมูล จนกระทั่ง การทดสอบ จำแนกแยกตาม Model ทั้ง 3 วิธี เพื่อให้ได้ผลการทดสอบการพยากรณ์คำทำนายที่ได้ผลถูกต้อง เหมาะสมที่สุด และสามารถนำไปพัฒนาต่อยอดให้กับระบบการชำระเงิน การเช็คยอดเงินคงเหลือของสมาชิกสมาคมฌาปนกิจสงเคราะห์ลูกค้า ธ.ก.ส.จังหวัดสมุทรปราการ สาขาบางบ่อ ต่อไป ข้อเสนอแนะ การศึกษาครั้งนี้ เป็นการนำเอาเทคนิคการจำแนกข้อมูลทั้ง 3 วิธี มาสร้างเป็นแบบจำลอง อาจจะใช้เทคนิคการจำแนกข้อมูลด้วยวิธีการอื่น เช่น SVM ANN เป็นต้น เพื่อหาค่าการพยากรณ์ความถูกต้องของข้อมูลในหลาย ๆ ทางเลือกเพื่อหาค่าคำทำนายที่ถูกต้องมากที่สุด ที่เป็นปัจจัยที่ส่งผลกระทบต่อการส่งชำระเงินคงเหลือของสมาชิกสมาคมฌาปนกิจสงเคราะห์ลูกค้า ธ.ก.ส.จังหวัดสมุทรปราการ สาขาบางบ่อ ได้ผลจากการวิเคราะห์ข้อมูล ทั้ง 3 Model มีความถูกต้องของข้อมูลเกินกว่า ร้อยละ 90 ซึ่งสอดคล้องกับแนวคิดของ วทัญญุตา นีลาภาตระกูล , ชุติมา เบี้ยวไข่มุก ที่กล่าวว่าการเรียนรู้เทคนิคต้นไม้ตัดสินใจ (DecisionTree) J48 เทคนิคเบย์เซียน แบบง่าย (Naïve Bayes) และเทคนิคเพื่อนบ้าน ใกล้สุด (K-Nearest Neighbors) ในการประเมินประสิทธิภาพการหาปัจจัยที่ส่งผลกระทบต่อการส่งชำระเงินคงเหลือของสมาชิกพบว่า สมาชิกที่มีรายได้สูงส่งผลต่อความสามารถในการส่งชำระเงินคงเหลือของสมาชิกด้วยเช่นกัน และระดับความความพึงพอใจในภาพรวมสมาคมฌาปนกิจ อยู่ใน ระดับที่ดี ในขณะเดียวกันสมาชิกได้ให้ข้อเสนอแนะว่าควรปรับปรุงระบบการส่งชำระเงินคงเหลือของสมาชิก และช่องทางการเช็คยอดคงเหลือของสมาชิก ให้เพิ่มมากขึ้น เพิ่มเติมการสื่อสารให้หลากหลายช่องทาง และควรให้ระบบรองรับการชำระเงินผ่านระบบออนไลน์ได้ด้วย

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# ปัจจัยที่มีผลต่อการซื้ออสังหาริมทรัพย์ขนาดกลางและขนาดย่อมเพื่อที่อยู่อาศัยผ่านธนาคารอาคารสงเคราะห์ จังหวัดศรีสะเกษ

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## บทคัดย่อ

การศึกษาปัจจัยที่มีผลต่อการซื้ออสังหาริมทรัพย์ขนาดกลางและขนาดย่อมเพื่อที่อยู่อาศัย ผ่านธนาคารอาคารสงเคราะห์ จังหวัดศรีสะเกษ มีวัตถุประสงค์เพื่อ 1) เพื่อศึกษาปัจจัยที่ส่งผลต่อการตัดสินใจซื้อของกลุ่มผู้ซื้อเพื่อที่อยู่อาศัย 2) เพื่อเป็นข้อมูลในการนำไปพัฒนาผลิตภัณฑ์อัตราดอกเบี้ยให้ตอบสนองความต้องการของลูกค้า กลุ่มตัวอย่างคือ ประชากรที่เป็นลูกค้าธนาคารอาคารสงเคราะห์ ที่มีความสนใจซื้ออสังหาริมทรัพย์ภายในจังหวัดศรีสะเกษและจังหวัดใกล้เคียง จำนวน 300 ราย เครื่องมือที่ใช้ในการศึกษาครั้งนี้เป็นแบบสอบถาม สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าร้อยละ ค่าเฉลี่ย และค่าส่วนเบี่ยงเบน มาตรฐาน ผลการศึกษาพบว่า ผู้ตอบแบบสอบถามส่วนมากเป็นเพศหญิง อายุระหว่าง 31-40 ปี สถานภาพโสด ระดับการศึกษาปริญญาตรี ประกอบอาชีพ พนักงานรัฐวิสาหกิจ รายได้เฉลี่ย 20,000-30,000บาท ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม ส่วนมากมีที่อยู่อาศัยเป็นของตนเองอยู่และไม่เคยกู้ธนาคารอาคารสงเคราะห์ ประเภทของอสังหาริมทรัพย์ที่ต้องการมากที่สุดคือ บ้านเดี่ยว ราคา 1.1-2.0 ล้านบาท เหตุผลหลักในการซื้ออสังหาริมทรัพย์คือ ต้องการมีที่อยู่อาศัยเป็นของตนเอง และช่องทางในการรับข้อมูลผ่านสื่อออนไลน์ เช่น Facebook มากที่สุด ข้อมูลทางด้านปัจจัยส่วนประสมทางการตลาดในภาพรวม อยู่ในระดับมาก เรียงลำดับความสำคัญ ได้แก่ 1) ปัจจัยด้านบุคลากร 2) ปัจจัยด้านผลิตภัณฑ์ 3) ด้านลักษณะทางกายภาพ 4) ปัจจัยด้านราคา 5) ด้านกระบวนการ 6) ด้านการส่งเสริมการตลาด 7) ด้านสถานที่ แนวทางสำหรับการแก้ปัญหาของงานวิจัยมี 2 แนวทาง คือ แนวทางที่ 1 แนวทางเชิงรุก การประชาสัมพันธ์และแนวทางที่ 2 แนวทางเชิงรับ การบริการหลังการขาย ตัดสินใจเลือกทางเลือกที่ดีที่สุดคือ แนวทางที่ 1 แนวทางเชิงรุก การประชาสัมพันธ์เพื่อเพิ่มฐานลูกค้าใหม่ โดยจะกำหนดโครงการในการประชาสัมพันธ์ ดังนี้ 1) พัฒนาผลิตภัณฑ์สำหรับกลุ่มอาชีพโดยเฉพาะ เช่น บุคลากรทางการแพทย์ กลุ่มวิชาชีพพิเศษ ข้าราชการ พนักงานบริษัท 2) จัดทำทีมให้บริการนอกสถานที่ โดยไปลงพื้นที่ที่สำนักงานขายของโครงการหมู่บ้านต่าง ๆ เนื่องจากปัจจัยหลักที่ส่งผลต่อการตัดสินใจซื้อคือปัจจัย

ด้านบุคลากร ดังนั้นควรเน้นการพัฒนาบุคลากรและอัตราดอกเบี้ยให้มีประสิทธิภาพและเข้าถึงลูกค้าเพื่อสร้างความพึงพอใจของลูกค้าต่อไป

**คำสำคัญ:** อสังหาริมทรัพย์, ผลิตภัณฑ์สินเชื่อที่อยู่อาศัย, ธนาคารอาคารสงเคราะห์

## 1. บทนำ

ปี 2563 ที่ผ่านมา นับเป็นช่วงเวลาแห่งวิกฤตการณ์ที่เกิดโรคระบาดจากเชื้อไวรัสโคโรนา 2019 (COVID-19) ซึ่งได้สร้างผลกระทบ อย่างมากต่อทุกภาคส่วน ภาคเศรษฐกิจ โดยเฉพาะภาคการท่องเที่ยวของประเทศไทย เนื่องจากนักท่องเที่ยวต่างชาติเดินทางเข้ามา ท่องเที่ยวในประเทศไม่ได้หรือได้ยากมากขึ้น และการล็อกดาวน์ในช่วงเดือนเมษายน - กรกฎาคม 2563 ยังส่งผลให้กิจกรรมทางเศรษฐกิจ ของไทยเกิดการชะลอตัว กระทบต่อธุรกิจในทุกระดับ รวมถึงการจ้างงานในประเทศอีกด้วย ภาวะเช่นนี้ได้ส่งผลโดยตรงอย่างมากต่อตลาดที่อยู่อาศัยของประเทศไทยในปี 2563 ในภาวะการณ์หดตัวอย่างชัดเจน จะเห็นได้จาก จำนวนหน่วยที่อยู่อาศัยเปิดตัวใหม่ในกรุงเทพฯ และปริมณฑล ลดลงถึงร้อยละ -36.66 และอัตราการดูดซับที่สะท้อนสถานการณ์การขายในตลาดที่ได้ปรับตัวลดลงจากร้อยละ 3.34 ต่อเดือน เหลือร้อยละ 2.97 ต่อเดือน ซึ่งสะท้อนกำลังซื้อในภาพรวมที่หดตัวลง เนื่องจากการแข่งขันในตลาดอสังหาริมทรัพย์ในปัจจุบัน มีอัตราการแข่งขันสูง ธนาคารหลายแห่ง ให้ความสนใจการซื้ออสังหาริมทรัพย์มากขึ้น มีการแข่งขันทางด้านดอกเบี้ย การบริการ และด้านอื่นๆ ทำให้ธนาคารอาคารสงเคราะห์ที่เป็นธนาคารสำหรับที่อยู่อาศัยโดยเฉพาะ จึงต้องหาปัจจัยในการซื้อที่อยู่อาศัยของลูกค้า เพื่อการพัฒนาผลิตภัณฑ์ ให้สามารถตอบสนองความต้องการของลูกค้าได้ และทำให้ธนาคารเป็นผู้นำด้านสินเชื่อที่อยู่อาศัยต่อไป

## 2. วัตถุประสงค์

1. เพื่อศึกษาปัจจัยที่ส่งผลต่อการตัดสินใจซื้อของกลุ่มผู้ซื้อเพื่อที่อยู่อาศัย
2. เพื่อเป็นข้อมูลในการนำไปพัฒนาผลิตภัณฑ์อัตราดอกเบี้ยให้ตอบสนองความต้องการของลูกค้า

## 3. ประโยชน์ที่คาดว่าจะได้รับ

1. ทราบถึงปัจจัยที่ส่งผลต่อการตัดสินใจของกลุ่มผู้ซื้ออสังหาริมทรัพย์เพื่อที่อยู่อาศัย
2. เป็นการพิจารณาในการคิดค้นผลิตภัณฑ์ใหม่ ที่ตอบสนองลูกค้าในการซื้ออสังหาริมทรัพย์

## 4. การทบทวนวรรณกรรม

ผู้วิจัยได้ศึกษาค้นคว้า แนวคิด ทฤษฎี และงานวิจัยที่เกี่ยวกับ ปัจจัยส่วนบุคคล พฤติกรรมผู้บริโภค ส่วนประสมทางการตลาด ทฤษฎีการตัดสินใจ ซึ่งมีรายละเอียดดังต่อไปนี้

พฤติกรรมผู้บริโภค หมายถึง กิจกรรมที่บุคคลต้องเอาใจใส่เมื่อได้ทำการเลือกซื้อและใช้ผลิตภัณฑ์ที่สนองความสนใจหรือความต้องการของตน กิจกรรมเหล่านี้จะเกี่ยวข้องกับกระบวนการภายในจิตใจ และอารมณ์ อีกทั้งกระบวนการหรือกิจกรรมต่าง ๆ ที่บุคคลได้เข้าไปมีส่วนร่วมหรือส่วนเกี่ยวข้องในการเสาะแสวงหา การเลือก การซื้อ การใช้บริการ การประเมินผล และการกำจัดผลิตภัณฑ์ รวมถึง การบริการหลังการใช้ เพื่อสนองความต้องการของตนเอง และความปรารถนาอยากได้เพื่อให้ได้รับความพอใจ สูงสุด จึงสรุปได้ว่าพฤติกรรมผู้บริโภคนั้น คือการกระทำหรือการแสดงออกของบุคคลที่มีต่อเหตุการณ์ต่างๆ โดยเราสามารถสังเกตได้ และสังเกตไม่ได้ เช่น การให้ความสนใจ การเกิดความชอบ การเกิดการพอใจ ความรู้สึกนึกคิด เป็นต้น อีกทั้งการที่ผู้บริโภคเลือกซื้อสินค้าหรือเลือกใช้บริการต่างๆ และเกิดปฏิกิริยา เช่น การพอใจหรือไม่พอใจหลังการใช้ โดยเรียกเหตุการณ์ดังกล่าวว่า การประเมินหลังการใช้และลงความเห็นการตัดสินใจว่าควรซื้อสินค้าหรือบริการนี้ต่อไปหรือไม่

ส่วนประสมการตลาดบริการ ประกอบด้วย 7 ด้าน คือ ผลิตภัณฑ์ ราคา สถานที่และช่องทางการจัดจำหน่าย การส่งเสริมการตลาด บุคลากร กระบวนการ และลักษณะทางกายภาพ (Zeithaml and Bitner, 2010) ซึ่งทั้งหมดล้วนแล้วแต่จะทำให้ธุรกิจดำเนินไปได้ด้วยดี ทุก ๆ ด้านข้างต้น ล้วนเป็น ตัวกำหนดแผนธุรกิจที่สำคัญในทุกๆด้าน เพื่อตอบสนองความต้องการของลูกค้าอย่างสูงสุด เพื่อให้ลูกค้า เกิดความพอใจหรือประทับใจ และส่งผลให้เกิดความภักดีต่อธุรกิจต่อไป และยังสามารถรักษาฐานลูกค้า และพัฒนาธุรกิจให้เป็นไปในทางที่ดีที่สุด ฉะนั้นการทำธุรกิจบริการจึงเห็นส่วนนี้เป็นสิ่งสำคัญ

การตัดสินใจ หมายถึง ขั้นตอนที่ผู้บริโภคนั้นได้พิจารณาการซื้อสินค้า หรือการได้รับการบริการ ซึ่งผู้บริโภคหรือผู้ซื้อใช้ความรู้ ประสบการณ์ต่าง ๆ ที่มีมา เพื่อนำมาคิด วิเคราะห์ ไตร่ตรอง หาสิ่งที่ดีที่สุดหรือทางเลือกที่คิดว่าดีที่สุด แล้วจึงทำการตัดสินใจซื้อหรือใช้บริการนั้น ๆ จากนั้น เมื่อซื้อเสร็จหรือได้รับการบริการหรือการบริโภคแล้ว ผู้บริโภคจะทำการตัดสินใจว่าพอใจหรือไม่พอใจต่อสินค้าหรือบริการนั้น ๆ

## 5. งานวิจัยที่เกี่ยวข้อง

การทบทวนงานวิจัยที่เกี่ยวข้องกับปัจจัยที่มีผลต่อการซื้ออสังหาริมทรัพย์ขนาดกลางและขนาดย่อมเพื่อที่อยู่อาศัยผ่านธนาคารอาคารสงเคราะห์ สาขาศรีสะเกษ มีความเชื่อมโยงต่อแนวทางการศึกษา ผู้วิจัยสามารถแบ่งรายละเอียด ดังนี้

*5.1 ปัจจัยที่ส่งผลต่อความต้องการอสังหาริมทรัพย์*

*5.1.1 ด้านประชากรศาสตร์*

จากการศึกษางานวิจัยพบว่า อายุของผู้ซื้ออสังหาริมทรัพย์ อยู่ระหว่าง 26-40 ปี มีสถานะ โสด ซึ่งช่วงอายุดังกล่าวจะเป็นกลุ่มคนที่เริ่มต้นวัยทำงาน สามารถ มีเงินเก็บ และมีความต้องการเป็นเจ้าของอสังหาริมทรัพย์ โดยมีรายได้อยู่ที่ 15,000-30,000 บาทต่อเดือน จากงานของ เกษรี ศรีโปฎก (2562) ศึกษา

เรื่องปัจจัยที่มีผลต่อการตัดสินใจเลือกซื้ออสังหาริมทรัพย์เพื่อการลงทุน ในจังหวัดเชียงใหม่ อายุของผู้ที่ถือครองอสังหาริมทรัพย์ จะมีอายุในช่วง 31-40 ปี สถานภาพโสด โดยมีรายได้อยู่ที่ 10,000-20,000 บาทต่อเดือน โดยผลการศึกษามีความใกล้เคียงกับ จุฑาวัฒน์ สุทธิกมลา (2560) ที่มีผลสำรวจอายุผู้มีความต้องการซื้ออสังหาริมทรัพย์ส่วนใหญ่อยู่ที่ 26-35 ปี สถานภาพ โสด มีรายได้เฉลี่ยอยู่ที่ 20,000-40,000 บาทต่อเดือน

*5.2 ด้านอาชีพ*

จากการศึกษางานวิจัยพบว่า อาชีพที่ซื้ออสังหาริมทรัพย์มากที่สุด คือ พนักงานบริษัทเอกชน เนื่องจากค่อนข้างมีรายได้ที่แน่นอน มั่นคง และมีความสามารถในการกู้เงิน ผ่านสถาบันการเงินได้ง่าย ดังพบได้จากงานวิจัยของ ชวลัน ธรินายางกูร และนิพิฐพนธ์ สนิทเหลือ (2562). ปัจจัยที่มีอิทธิพลต่อการตัดสินใจซื้ออสังหาริมทรัพย์ประเภทที่อยู่อาศัย ในจังหวัดสมุทรปราการ และอาชีพที่ รองลงมาคือ ข้าราชการ / รัฐวิสาหกิจ ซึ่งผลการศึกษาดังกล่าวมีความสอดคล้องกับงานวิจัยของ จุฑาวัฒน์ สุทธิกมลา (2559) ปัจจัยที่ส่งผลต่อความต้องการซื้ออาคารชุดระหว่างกลุ่มนักลงทุน และกลุ่มผู้พักอาศัย ในเขตกรุงเทพมหานคร. เกษรี ศรีโปฎก (2562) ศึกษาเรื่องปัจจัยที่มีผลต่อการตัดสินใจเลือกซื้ออสังหาริมทรัพย์เพื่อการลงทุน ในจังหวัดเชียงใหม่ โดยจากงานวิจัยทั้ง 3 ฉบับนี้ มี ผลการสำรวจที่มีความสอดคล้องไปในทิศทางเดียวกัน

*5.3 ด้านการศึกษา*

สำหรับด้านการศึกษาของผู้ที่ซื้ออสังหาริมทรัพย์พบได้ว่า ส่วนใหญ่มีระดับการศึกษาในระดับปริญญาตรี และรองลงมาคือ มีระดับการศึกษาที่สูงกว่าปริญญาตรี ดังพบได้ จากงานวิจัยของ เกรียงศักดิ์ สันติพจนา (2557) รูปแบบการตัดสินใจซื้อคอนโดมิเนียมของผู้บริโภค ในเขตกรุงเทพฯ และปริมณฑล และงานวิจัยของ จุฑาวัฒน์ สุทธิกมลา (2559).ปัจจัยที่ส่งผลต่อความต้องการซื้ออาคารชุดระหว่างกลุ่มนักลงทุน และกลุ่มผู้พักอาศัย ในเขตกรุงเทพมหานคร. ผลการศึกษาตรงกับงานวิจัยของ เกษรี ศรีโปฎก (2562). ศึกษาเรื่องปัจจัยที่มีผลต่อการตัดสินใจเลือกซื้ออสังหาริมทรัพย์เพื่อการลงทุน ในจังหวัดเชียงใหม่ โดยสรุปจากงานวิจัยที่ได้กล่าวไปข้างต้นทั้ง 3 งานนั้น มีผลการวิจัยที่ตรงกัน

*5.4 ด้านปัจจัยทางการตลาด*

ปัจจัยทางการตลาดที่ส่งผลต่อการตัดสินใจ พบว่า ปัจจัยด้านราคา คุณภาพของผลิตภัณฑ์ ทำเลที่ตั้ง ด้านรูปลักษณ์ และความน่าเชื่อถือ ปฏิสัมพันธ์ที่มีต่อผู้พักอาศัย ดังเช่นงานวิจัยของเกษรี ศรีโปฎก (2562) ศึกษาเรื่องปัจจัยที่มีผลต่อการตัดสินใจเลือกซื้ออสังหาริมทรัพย์เพื่อการลงทุน ในจังหวัดเชียงใหม่ พบว่า ปัจจัยส่วนประสมทางการตลาด มีผลต่อการตัดสินใจ เลือกซื้ออสังหาริมทรัพย์โดยภาพรวมอยู่ในระดับมากสุด พิจารณารายด้าน ด้านผลิตภัณฑ์ มีผลต่อการตัดสินใจเลือกซื้ออสังหาริมทรัพย์มากที่สุด รองลงมาคือ ด้านกระบวนการ และด้านราคา เช่นเดียวกับ ชวลัน ธรินายางกูร และ นิพิฐพนธ์ สนิทเหลือ (2562) ปัจจัยที่มีอิทธิพลต่อการตัดสินใจซื้ออสังหาริมทรัพย์ประเภทที่อยู่อาศัย ในจังหวัดสมุทรปราการ พบว่า ส่วนประสมทางการตลาด ได้แก่ ด้านผลิตภัณฑ์ ด้านราคา ด้านช่องทางการจัดจำหน่าย ด้านการส่งเสริมการตลาด ด้าน

พนักงาน ด้านกระบวนการให้บริการ และด้านสิ่งแวดล้อมทางกายภาพ มีอิทธิพลต่อการตัดสินใจซื้ออสังหาริมทรัพย์ประเภทที่อยู่อาศัย

## 6. วิธีดำเนินการวิจัย

*6.1 ประชากรและกลุ่มตัวอย่าง*

ประชากรกลุ่มตัวอย่างที่จะเลือกมาตอบแบบสอบถามและจำนวนที่จะตอบแบบสอบถาม ประชากรกลุ่มตัวอย่างคือ กลุ่มลูกค้าสินเชื่อเพื่อซื้ออสังหาริมทรัพย์ของธนาคารอาคารสงเคราะห์ ทั้งลูกค้าเดิมและผู้ที่สนใจซื้ออสังหาริมทรัพย์ผ่านธนาคารอาคารสงเคราห์สาขาศรีสะเกษและสาขาใกล้เคียง จำนวนทั้งสิ้น 1,185 ราย โดยใช้การคำนวณหากลุ่มตัวอย่างโดยใช้สูตรของทาโร่ ยามาเน่ (Taro Yamane, 1973 : 727-728) ผลจากการคำนวณได้กลุ่มตัวอย่างจำนวน 299.05 ปัดเศษเป็น 300 ราย

*6.2 เครื่องมือที่ใช้ในการวิจัย*

เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสอบถาม แบ่งเป็น 3 ส่วน ดังนี้

<u>ส่วนที่ 1</u> ข้อมูลส่วนบุคคลของผู้ตอบแบบสอบถาม ได้แก่ เพศ อายุ สถานภาพ ระดับการศึกษา อาชีพ รายได้ มีลักษณะเป็นแบบตรวจสอบรายการ (Check List)

<u>ส่วนที่ 2</u> คำถามเกี่ยวกับพฤติกรรมการซื้ออสังหาริมทรัพย์ประเภทที่อยู่อาศัย ในเขตจังหวัดศรีสะเกษของธนาคารอาคารสงเคราะห์ ได้แก่ ประเภทของอสังหาริมทรัพย์ วงเงินกู้ ทำเลที่ตั้ง งบประมาณในการซื้อและเหตุผลในการซื้อ เป็นคำถามแบบตัวเลือก ให้เลือกตอบข้อใดข้อหนึ่งเพียงคำตอบเดียว (Close Ended Question)

<u>ส่วนที่ 3</u> คำถามเกี่ยวกับส่วนประสมทางการตลาด (7Ps) ที่ส่งผลต่อการตัดสินใจซื้ออสังหาริมทรัพย์ประเภทที่อยู่อาศัยในเขตจังหวัดศรีสะเกษ ได้แก่ โดยใช้ระดับการวัดข้อมูลแบบมาตราส่วนประมาณค่า (Rating Scale) มี 5 ระดับจากน้อยที่สุดจนถึงมากที่สุด

## 7. การวิเคราะห์ข้อมูล

1. วิเคราะห์ปัจจัยส่วนบุคคลของผู้ตอบแบบสอบถาม โดยใช้ค่าความถี่และค่าร้อยละ
2. วิเคราะห์พฤติกรรมการใช้บริการธนาคารอาคารสงเคราะห์ โดยใช้ค่าความถี่และค่าร้อยละ
3. วิเคราะห์ปัจจัยส่วนประสมทางการตลาด โดยใช้ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน และ แปลความหมายของค่าเฉลี่ยตามเกณฑ์ของ ประคอง กรรณสูต (2542) ดังนี้

| ค่าเฉลี่ย | ระดับความคิดเห็น |
|---|---|
| 4.50 – 5.00 | หมายถึง มากที่สุด |
| 3.50 – 4.49 | หมายถึง มาก |
| 2.50 – 3.49 | หมายถึง ปานกลาง |
| 1.50 – 2.49 | หมายถึง น้อย |
| 1.00 – 1.49 | หมายถึง น้อยที่สุด |

**8. ผลการวิจัย**

ส่วนที่ 1 ผลการวิเคราะห์ข้อมูลการแจกแจงความถี่ และหาค่าร้อยละของปัจจัยส่วนบุคคล

ข้อมูลปัจจัยส่วนบุคคลของผู้ตอบแบบสอบถาม พบว่า ส่วนใหญ่เป็นเพศหญิง จำนวน 188 คน คิดเป็นร้อยละ 62.7 อายุระหว่าง 31-40 ปี จำนวน 165 คน คิดเป็นร้อยละ 55 สถานภาพโสด จำนวน 140 คน คิดเป็นร้อยละ 46.7 ระดับการศึกษาปริญญาตรี จำนวน 188 คน คิดเป็นร้อยละ 62.7 อาชีพข้าราชการรัฐวิสาหกิจ จำนวน 113 คน คิดเป็นร้อยละ 37.7 รายได้เฉลี่ยอยู่ที่ 20,001-30,000 บาท จำนวน 107 คน คิดเป็นร้อยละ 35.7

ส่วนที่ 2 ผลการวิเคราะห์ข้อมูลการแจกแจงความถี่ และหาค่าร้อยละของพฤติกรรมการซื้อ

พฤติกรรมการซื้ออสังหาริมทรัพย์ พบว่า ส่วนใหญ่มีที่อยู่อาศัยเป็นของตนเอง จำนวน 193 คน คิดเป็นร้อยละ 64.3 และไม่เคยซื้ออสังหาริมทรัพย์ผ่านธนาคารอาคารสงเคราะห์ จำนวน 204 คน คิดเป็นร้อยละ 68 มีความต้องการอสังหาริมทรัพย์ประเภทบ้านเดี่ยว จำนวน 208 คน คิดเป็นร้อยละ 69.3 ต้องการวงเงินกู้ 1.1-2.0 ล้านบาท จำนวน 122 คน คิดเป็นร้อยละ 40.7 เหตุผลในการซื้อส่วนใหญ่ต้องการมีที่อยู่อาศัยเป็นของตนเอง คิดเป็นร้อยละ 47 และส่วนใหญ่ศึกษาข้อมูลจากช่องทางออนไลน์ เช่น Facebook Line คิดเป็นร้อยละ 52.7

ส่วนที่ 3 ผลการวิเคราะห์ค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐานของปัจจัยที่ส่งผลต่อการตัดสินใจซื้ออสังหาริมทรัพย์ประเภทที่อยู่อาศัยผ่านธนาคารอาคารสงเคราะห์ในจังหวัดศรีสะเกษ

จากการวิเคราะห์ข้อมูล พบว่า ภาพรวมผู้ใช้บริการมีการตัดสินใจ ใช้บริการอยู่ในระดับมาก ($\bar{X}$ = 4.28) เมื่อพิจารณาเป็นรายด้านพบว่า ปัจจัยในการตัดสินใจใช้บริการ โดยให้ความสำคัญกับปัจจัย ด้านบุคลากรมากที่สุด ( $\bar{X}$ = 4.35) รองลงมาคือ ด้านผลิตภัณฑ์ ( $\bar{X}$ = 4.33) ด้านลักษณะทางกายภาย ( $\bar{X}$ = 4.32) ด้านราคา ( $\bar{X}$ = 4.30) ด้านกระบวนการ ( $\bar{X}$ = 4.29) ด้านการส่งเสริมการขาย ( $\bar{X}$ = 4.27) และลำดับสุดท้ายคือด้านสถานที่ ( $\bar{X}$ = 4.12) ดังข้อมูลในตารางที่ 1

**ตาราง 1 คะแนน ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน ของปัจจัยที่ส่งผลต่อการตัดสินใจซื้ออสังหาริมทรัพย์ประเภทที่อยู่อาศัยผ่านธนาคารอาคารสงเคราะห์ในจังหวัดศรีสะเกษ**

| ปัจจัยที่ส่งผลต่อการตัดสินใจซื้อ | $\bar{X}$ | S.D. | ความหมาย |
|---|---|---|---|
| ด้านผลิตภัณฑ์ | 4.33 | 0.70 | มาก |
| ด้านราคา | 4.30 | 0.71 | มาก |
| ด้านสถานที่ | 4.12 | 0.80 | มาก |
| ด้านการส่งเสริมการขาย | 4.27 | 0.69 | มาก |
| ด้านบุคลากร | 4.35 | 0.66 | มาก |
| ด้านลักษณะทางกายภาพ | 4.32 | 0.69 | มาก |
| ด้านกระบวนการ | 4.29 | 0.70 | มาก |
| **รวม** | **4.28** | **0.71** | **มาก** |

การสร้างทางเลือกสำหรับการแก้ไขปัญหาด้วยการประเมินกลยุทธ์แบบ Richard Rumelt ทำให้ทราบว่าแนวทางที่ควรนำมาเป็นทางเลือกคือ แนวทางที่ 1 แนวทางเชิงรุก การประชาสัมพันธ์เพื่อเพิ่มฐานลูกค้า

<u>แนวทางที่ 1 แนวทางเชิงรุก</u> คือการเน้นการประชาสัมพันธ์ เจาะกลุ่มลูกค้าบริเวณใกล้เคียงธนาคาร และบริเวณโดยรอบ เพื่อเป็นการสร้างฐานลูกค้าใหม่ และดำเนินการประชาสัมพันธ์ไปยังส่วนราชการต่างๆ หน่วยงานเอกชน ผู้ประกอบการ ตลาดสด ในจังหวัดศรีสะเกษ ประชาสัมพันธ์ผลิตภัณฑ์ผ่านทางโครงการหมู่บ้านจัดสรรต่างๆ โดยเริ่มจากการทำป้ายประชาสัมพันธ์ผลิตภัณฑ์ต่างๆของธนาคาร ทั้งภายในภายนอกธนาคาร และนำป้ายไปประชาสัมพันธ์ที่หน่วยงานและโครงการหมู่บ้านต่างๆ เพื่อดึงดูดสายตาลูกค้า วางแผนการหาลูกค้านอกสถานที่ โดยจัดทีมพนักงานสินเชื่อให้บริการตามหมู่บ้านและสถานที่ต่างๆเพื่อให้ความรู้และให้คำปรึกษาเกี่ยวกับผลิตภัณฑ์ต่างๆของธนาคาร แนะนำการทำธุรกรรมผ่านแอปพลิเคชันของธนาคาร เพื่อลดขั้นตอน และอำนวยความสะดวกให้แก่ลูกค้า โดยไม่ต้องเดินทางมาที่ธนาคาร

## 9. สรุปผลการศึกษาและข้อเสนอแนะ

จากการศึกษาพบว่า ปัจจัยส่วนบุคคลทางด้านอาชีพ และรายได้ ส่งผลต่อการตัดสินใจซื้ออสังหาริมทรัพย์มากที่สุด โดยอาชีพข้าราชการและรัฐวิสาหกิจนั้นมีรายได้มั่นคง รายได้เฉลี่ยอยู่ที่ 20,000 – 40,000 บาท ทำให้อธิบายได้ว่า กลุ่มอาชีพข้าราชการและรัฐวิสาหกิจ มีความพร้อมด้านการเงินและมีความต้องการซื้ออสังหาริมทรัพย์เพื่อเป็นที่อยู่อาศัยมากที่สุด ในขณะที่ความต้องการมีที่อยู่อาศัยเป็นของตนเอง ประเภทของอสังหาริมทรัพย์ที่ต้องการที่สุด คือ บ้านเดี่ยว อธิบายได้ว่า ประชาชนส่วนใหญ่ต้องการมีที่อยู่อาศัยที่เป็นสัดส่วนเพื่อการสร้างครอบครัวหรือการขยายครอบครัวในอนาคต ปัจจัยส่วนประสมทางการตลาดบริการในภาพรวม อยู่ในระดับมาก สอดคล้องกับทฤษฎี ส่วนประสมทางการตลาดของ Kotler and

Armstrong (2539) ที่สรุปว่าส่วนประสมทางการตลาด เป็นเครื่องมือทางการตลาดที่สามารถทำงานร่วมกันเพื่อตอบสนองความพึงพอใจและความต้องการของลูกค้าที่เป็นกลุ่มเป้าหมาย และทฤษฎีการตัดสินใจซื้อ ที่กล่าวว่า การตัดสินใจเป็นกระบวนการที่ผู้บริโภคตัดสินใจว่าจะซื้อผลิตภัณฑ์ หรือบริการ ซึ่งจะประกอบไปด้วยขั้นตอนต่าง ๆ หลายขั้นตอน โดยขั้นตอนเหล่านั้นผู้บริโภคจะทำตามลำดับขั้นตอนหรือไม่ก็ตาม แต่สุดท้ายแล้วเป้าหมายของผู้บริโภคคือ การได้มาซึ่งสินค้าหรือบริการเพื่อตอบสนองความต้องการของผู้บริโภค ผลการศึกษาพบว่า ปัจจัยส่วนประสมทางการตลาดที่ส่งผลต่อการตัดสินใจซื้อมากที่สุดคือ ปัจจัยด้านบุคลากร การให้ความรู้อธิบายรายละเอียดที่ชัดเจนแก่ลูกค้า ความรู้ความสามารถ และความเชี่ยวชาญในการให้บริการสินเชื่อของพนักงาน การเสนอผลิตภัณฑ์ให้แก่ลูกค้าได้ตรงตามความต้องการ เป็นปัจจัยหลักในการตัดสินใจเลือกใช้บริการ

แนวทางที่ค้นพบจากการศึกษาครั้งนี้สอดคล้องกับผลงานวิจัยของ จุฑาวัฒน์ สุทธิกมลา (2559) ปัจจัยที่ส่งผลต่อความต้องการซื้ออาคารชุดระหว่างกลุ่มนักลงทุน และกลุ่มผู้พักอาศัย ในเขตกรุงเทพมหานคร และพบว่า ข้อมูลส่วนประสมทางการตลาด 7P’s จากความเห็นของกลุ่มผู้ซื้ออาคารชุดให้เหตุผลในด้านของสถานที่ตั้งโครงการ ความสะดวกในการเดินทาง ด้านสภาพแวดล้อมโครงการ และบริการหลังการขาย มีผลต่อการตัดสินใจซื้อมากที่สุด สำหรับข้อมูลด้านประชากรศาสตร์ กลุ่มตัวอย่างที่มีสถานภาพโสด ประกอบอาชีพรับราชการ หรือ พนักงานบริษัท จะมีโอกาสเป็นกลุ่มผู้พักอาศัยเพิ่มขึ้น กลยุทธทางการตลาด เพื่อการได้มาซึ่งส่วนแบ่งการตลาด ในส่วนของจุดแข็ง ควรสร้างความแข็งแกร่งให้แก่แบรนด์ เป็นผลของการนำไปสู่การสร้างความน่าเชื่อถือในผลิตภัณฑ์ อีกทั้งควรทำการตลาดที่มองหาโอกาส เช่น การประชาสัมพันธ์และการเข้าถึงเชิงรุกในการหาบริษัทคู่ค้าภาคเอกชน เช่น ธนาคารที่มีอัตราดอกเบี้ยต่ำ และสอดคล้องกับงานวิจัยของ เกษรี ศรีโปฎก (2562) ปัจจัยที่มีผลต่อการตัดสินใจเลือกซื้ออสังหาริมทรัพย์เพื่อการลงทุนในจังหวัดเชียงใหม่ ผลการวิจัยพบว่า กลุ่มตัวอย่างส่วนใหญ่เป็นเพศหญิง มีอายุระหว่าง 31-40 ปี มีสถานภาพโสด มีระดับการศึกษาปริญญาตรี ประกอบอาชีพรับราชการ มีรายได้เฉลี่ยต่อเดือนอยู่ที่ 10,001-20,000 บาท งบประมาณในการซื้ออสังหาริมทรัพย์ คือ 1,000,001 – 2,000,000 บาท ประเภทอสังหาริมทรัพย์ที่ต้องการซื้อคือ บ้านเดี่ยว ปัจจัยส่วนประสมทางการตลาด ที่มีผลต่อการตัดสินใจ เลือกซื้ออสังหาริมทรัพย์เพื่อการลงทุน โดยภาพรวมอยู่ในระดับมากสุด และเมื่อพิจารณาเป็นรายด้านพบว่า ด้านผลิตภัณฑ์ มีผลต่อการตัดสินใจเลือกซื้ออสังหาริมทรัพย์มากที่สุด รองลงมาคือด้านกระบวนการ และด้านราคา

**10. ข้อเสนอแนะ**

จากการศึกษาเรื่อง ปัจจัยที่มีผลต่อการซื้ออสังหาริมทรัพย์ขนาดกลางและขนาดย่อมเพื่อที่อยู่อาศัย ผ่านธนาคารอาคารสงเคราะห์ จังหวัดศรีสะเกษ มีข้อเสนอแนะ ดังนี้

1. การศึกษาอาจยังไม่ครอบคลุมทั้งหมดเพราะเนื่องจากในสถานการณ์ปัจจุบัน มีปัญหาในการแพร่ระบาด Covid-19 ทำให้ลูกค้าบางรายที่ทำงานอยู่ในภาคแรงงานนั้นได้รับผลกระทบจากการแพร่ระบาด Covid -19 เช่น ถูกเลิกจ้าง ตกงาน ลดเวลาการทำงาน ส่งผลให้รายได้ลดลง ความจำเป็นในการใช้จ่ายเพิ่มมากขึ้น ความต้องการซื้ออสังหาริมทรัพย์ลดลง เพราะต้องนำเงินไปใช้จ่ายสิ่งที่จำเป็นมากขึ้น

2. ข้อจำกัดทางด้านเกณฑ์การให้กู้ธนาคาร ทำให้ลูกค้าบางรายไม่เข้าเกณฑ์ ควรผ่อนปรนเกณฑ์การให้กู้ให้ยืดหยุ่นมากขึ้นตามสถานการณ์ในปัจจุบัน

3. ควรสนับสนุนทรัพยากรในการประชาสัมพันธ์เพิ่มขึ้น เนื่องจาก พนักงานมีจำกัด การปฏิบัติงานตามแผนจำเป็นต้องใช้จำนวนพนักงานเยอะขึ้น

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# การศึกษาพฤติกรรมในการใช้เครื่องบริการอิเล็กทรอนิกส์ธนาคารอาคารสงเคราะห์ สาขาเดอะมอลล์บางแค

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## บทคัดย่อ

งานวิจัยนี้ได้รับแรงบันดาลใจจากกลยุทธ์ในการปรับปรุงระบบบริการดิจิทัลของธนาคารอาคารสงเคราะห์ (GH Bank) สิ่งสำคัญของกลยุทธ์ดังกล่าวคือการนำเสนอธุรกรรมที่สะดวกและปลอดภัยยิ่งขึ้นแก่ผู้ใช้ ในฐานะที่เป็นธนาคารผู้ให้บริการสินเชื่อที่อยู่อาศัยชั้นนำของประเทศไทย หนึ่งในธุรกรรมที่สำคัญที่สุดคือบริการใบเสร็จรับเงิน ธนาคาร GH ให้บริการชำระเงินกู้อิเล็กทรอนิกส์ผ่าน LRM (Loan Repayment Machine) สำหรับลูกค้าที่ทำสินเชื่อจำนอง ปัจจุบันการสมัคร LRM สาขาเดอะมอลล์บางแคประสบปัญหาความเชื่อมั่น ผลงานที่สำคัญของการศึกษานี้มีสองขั้นตอน ขั้นแรก มีการตรวจสอบพฤติกรรมและความพึงพอใจของผู้ใช้ LRM และผู้ใช้ที่ไม่ใช้ LRM เพื่อสำรวจสาเหตุที่เป็นไปได้ของการใช้และไม่ใช้ระบบ LRM ประการที่สอง มีการเสนอแนวทางการปรับปรุงบริการหลายประการ มีการตรวจสอบตัวอย่างทั้งหมด 200 ตัวอย่าง จากผลสำรวจพบว่า ปัจจัยหลักของการไม่ใช้บริการดังกล่าวคือ การขาดความมั่นใจ ในขณะที่การสนับสนุนลูกค้าคือผลกระทบหลักของความพึงพอใจ สองแนวทางที่เสนอ ได้แก่ เชิงรุกและเชิงรับ ในกรณีของโครงการเชิงรุก ลูกค้าเป้าหมายจะได้รับการติดต่อเพื่อให้ข้อมูลที่เกี่ยวข้องเพื่อให้เกิดความเข้าใจที่ดีขึ้นและมั่นใจมากขึ้นในการบริการ พนักงานจะเสนอและโฆษณาสิ่งจูงใจหลายอย่างเพื่อเพิ่มจำนวนผู้ใช้

**คำสำคัญ:** พฤติกรรม, ธนาคาร, เครื่องบริการอิเล็กทรอนิกส์,เครื่องชำระเงินกู้อิเล็กทรอนิกส์

## 1. บทนำ

ในปี 2560 ธนาคารอาคารสงเคราะห์เตรียมปรับโครงสร้างองค์กรสู่ดิจิทัลแบงก์กิ้งโดยจัดทำแผน “Transformation to Digital Services”สร้างนวัตกรรมผลิตภัณฑ์ทางการเงิน และช่องทางการให้บริการด้วย

เทคโนโลยีสมัยใหม่เพื่อตอบโจทย์ไลฟ์สไตล์ผู้บริโภคในยุค ไทยแลนด์ 4.0 เปิดตัวเครื่องชำระหนี้เงินกู้อิเล็กทรอนิกส์ (Loan Repayment Machine) หรือ LRM ให้บริการลูกค้า ซึ่งธนาคารอาคารสงเคราะห์สาขาเดอะมอลล์บางแค ก็เป็นสาขาที่มีเครื่องชำระเงินกู้อิเล็กทรอนิกส์ หรือ LRM ให้บริการลูกค้า แต่จากการให้บริการพบว่าลูกค้าปฏิเสธการเลือกใช้บริการต้องการชำระเงินกู้กับพนักงานบริการหน้าเคาน์เตอร์ในรูปแบบเดิมจึงต้องการทราบถึงปัญหาสาเหตุการไม่ใช้บริการ โดยอาศัยการศึกษาพฤติกรรมผ่านทางแบบสอบถามจากข้อมูลที่ได้รับจากการสัมภาษณ์ เพื่อใช้ในการปรับปรุงการให้บริการ LRM ได้อย่างมีประสิทธิภาพและเป็นการส่งเสริมการใช้บริการ LRM ในการให้บริการลูกค้า

## 2. ทบทวนวรรณกรรม

*2.1 แนวคิด ทฤษฎีและงานวิจัยที่เกี่ยวข้อง*

Kotler (1997) ได้ให้ความหมายของพฤติกรรมของผู้บริโภคว่า พฤติกรรมผู้บริโภค (Consumer Behaviorหมายถึง ผู้บริโภคที่มีการคิด และการตัดสินใจในการซื้อผลิตภัณฑ์หรือบริการ

การศึกษาพฤติกรรมของผู้บริโภค เพื่อให้ทราบถึง ผู้บริโภคคือใคร ผู้บริโภคต้องการอะไร ผู้บริโภคทำไมถึงซื้อ ผู้บริโภคซื้ออย่างไร ผู้บริโภคซื้อเมื่อไร ผู้บริโภคซื้อที่ไหน ผู้บริโภคใช้บ่อยเท่าไร

การวิเคราะห์พฤติกรรมผู้บริโภค (Analyzing Consumer Behavior) เป็นการค้นหาหรือวิจัยเกี่ยวกับพฤติกรรมการซื้อ และการใช้ของผู้บริโภค เพื่อทราบถึงลักษณะความต้องการและพฤติกรรมการซื้อและการใช้ของผู้บริโภค คำตอบที่ได้ จะช่วยให้นักการตลาดสามารถจัดการกลยุทธ์การตลาด (Market Strategies) ที่สามารถสนองความพึงพอใจของผู้บริโภคได้อย่างเหมาะสม

ทฤษฎีคุณภาพการบริการ (Service Quality) จากความหมายของการบริการที่มีความเกี่ยวข้องในธุรกิจบริการ ประกอบไปด้วย 2 ส่วนหลัก ๆ (สมพล ชาวประเสริฐ, 2546) ได้แก่

ผู้ให้บริการ กล่าวคือ นับตั้งแต่เจ้าของธุรกิจ ผู้บริหาร พนักงาน รวมไปจนถึงพนักงานรักษาความปลอดภัย แม่บ้าน ล้วนมีส่วนเกี่ยวข้องกับการดำเนินงานของห้างร้านและบริษัทในแนวทางการให้บริการแทบทั้งสิ้น

ผู้รับบริการ กล่าวคือ ลูกค้า ผู้บริโภค หรือผู้ที่มารับบริการ ต้องมีความสัมพันธ์กับผู้ให้บริการตลอดเวลาโดยเริ่มตั้งแต่ก่อนการซื้อ ระหว่างการซื้อ หลังการซื้อขาย

*2.2 งานวิจัยที่เกี่ยวข้อง*

เกศวิฑู ทิพยศ (2557) ในการวิจัยเรื่อง ปัจจัยที่มีอิทธิพลต่อการตัดสินใจใช้บริการธุรกรรมทางการเงินผ่านสื่อออนไลน์กรณีศึกษา ธนาคาร ซีไอเอ็มบีไทย จำกัด (มหาชน) มีดังต่อไปนี้ ศึกษาปัจจัยที่มีอิทธิพลต่อการ

ตัดสินใจใช้บริการธุรกรรมทางการเงินผ่านสื่อออนไลน์ เพื่อที่จะนำผลการวิจัยศึกษาไปใช้เป็นข้อมูลในการตัดสินใจวางแผนกลยุทธ์ทางการตลาด ประชากรที่ใช้ในการศึกษาในครั้งนี้ คือ กลุ่มลูกค้าของธนาคาร ซีไอเอ็มบี ไทย จำกัด (มหาชน) ในเขตกรุงเทพมหานคร ที่ไม่เคยใช้บริการธุรกรรมทาง

การเงินผ่านสื่อออนไลน์ของธนาคาร จำนวน 400,000 รายโดยใช้กลุ่มตัวอย่างจำนวน 200 คน ใช้การสุ่มแบบไม่อาศัยความน่าจะเป็น (Non-Probability Sampling) จากประชากรทั้งหมด แล้วทำการคัดเลือกตัวอย่างแบบเจาะจง (Purposive Sampling) สถิติที่ใช้ ได้แก่ ความถี่ ร้อยละ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน วิเคราะห์ข้อมูลด้วยโปรแกรมสำเร็จรูป SPSS/ PC เขียนรายงานวิจัยเชิงพรรณนา สรุปผลการวิจัย ได้ดังต่อไปนี้

พฤติกรรมการใช้บริการธุรกรรมทางการเงิน จากการศึกษาวิจัย พบว่า พฤติกรรมการใช้บริการธุรกรรมทางการเงินที่มีอิทธิพลต่อการตัดสินใจใช้บริการธุรกรรมทางการเงินผ่านสื่อออนไลน์ (Online Banking) ของลูกค้าธนาคาร ซีไอเอ็มบี ไทย จำกัด (มหาชน) ในเขตกรุงเทพมหานคร ถ้าหาก (1) การทำธุรกรรมของลูกค้าผ่านทางธนาคารออนไลน์ได้รับการดำเนินการอย่างถูกต้องแม่นยำ (2) ลูกค้ารู้สึกปลอดภัยเมื่อทำธุรกรรมออนไลน์กับเว็บไซต์ของธนาคาร (3) ลูกค้าสามารถเข้าถึงเว็บเพจของธนาคารได้อย่างรวดเร็วและง่ายดาย (4) การทำธุรกรรมผ่านทางเว็ปของธนาคารสามารถดำเนินการจนเสร็จบริบูรณ์ด้วยความรวดเร็ว และ (5) ธนาคารช่วยแก้ปัญหาที่ฉันพบกับการทำธุรกรรมออนไลน์ได้อย่างรวดเร็ว 2. ปัจจัยด้านส่วนประสมทางการตลาด จากการศึกษาวิจัยด้านส่วนประสมทางการตลาดพบว่าส่วนประสมทางการตลาดของการใช้บริการธุรกรรมทางการเงินผ่านสื่อออนไลน์ (Online Banking) ที่มีอิทธิพลต่อการตัดสินใจของลูกค้าธนาคาร ซีไอเอ็มบี ไทย จำกัด (มหาชน) ในเขตกรุงเทพมหานคร คือ ปัจจัยด้านผลิตภัณฑ์ด้านราคาบริการ ด้านช่องทางการให้บริการ ด้านการส่งเสริมการตลาด ด้านพนักงานให้บริการด้านกระบวนการให้บริการ และด้านสิ่งแวดล้อมกายภาพ

## 3 วิธีการศึกษา

เป็นการเก็บข้อมูลแบบปฐมภูมิเก็บข้อมูลจากกลุ่มตัวอย่างผู้ใช้บริการเครื่องบริการอิเล็กทรอนิกส์ธนาคารอาคารสงเคราะห์สาขาเดอะมอลล์บางแคและผู้ไม่ใช้บริการ จากลูกค้าผู้เข้ามาทำธุรกรรมชำระหนี้ที่ธนาคาร เครื่องมือที่ใช้ในการศึกษาคือแบบสอบถามที่จัดทำโดยอ้างอิงข้อมูลจากการสัมภาษณ์ผู้ใช้บริการและไม่ใช้บริการ โดยเก็บแบบสอบถามจากลูกค้าที่เข้ามาใช้บริการในธนาคาร

### *3.1 กลุ่มตัวอย่าง*

ประชากรกลุ่มตัวอย่างที่จะเลือกมาตอบแบบสอบถามและจำนวนที่จะตอบแบบสอบถาม ประชากรกลุ่มตัวอย่างคือ กลุ่มลูกค้าผู้ใช้บริการชำระเงินกู้ทั้งผู้ใช้และไม่ใช้เครื่องบริการอิเล็กทรอนิกส์กับธนาคารอาคารสงเคราะห์ จำนวนทั้งสิ้น 200 คน ข้อมูลจากฐานข้อมูลธนาคารเฉลี่ยย้อนหลัง 6 เดือน

วิธีการเลือกกลุ่มตัวอย่างประชากรกลุ่มตัวอย่าง กลุ่มลูกค้าผู้ใช้บริการและไม่ใช้บริการเครื่องบริการอิเล็กทรอนิกส์กับธนาคารอาคารสงเคราะห์ จำนวนทั้งสิ้น 387 คนโดยใช้การคำนวณหากลุ่มตัวอย่างโดยใช้สูตรของทาโร่ ยามาเน่ (Taro Yamane, 1973: 727-728) ดังนี้

$$\text{สูตร } n = \frac{N}{1+N(e)^2}$$

เมื่อ n แทน ขนาดของประชากร

N แทน ขนาดของประชากร

e แทน ค่าความคลาดเคลื่อนของการสุ่มตัวอย่าง

เมื่อ N = 387

e = 0.05

เมื่อแทนค่าจะได้กลุ่มตัวอย่างดังนี้

$$\text{สูตร } n = \frac{387}{1+387(0.05)^2}$$

$$n = 196.69 \approx 197$$

ดังนั้น กลุ่มตัวอย่างที่ต้องใช้ในการเก็บข้อมูล คือ 197 ราย เพื่อให้ได้ข้อมูลจากแบบสอบถามตามจำนวนที่กำหนดจึงได้กำหนดให้มีการทำแบบสอบถามเพิ่มเติมเป็น 200 ราย เพื่อป้องกันการผิดพลาดในการเก็บข้อมูล

*3.2 การเก็บรวบรวมข้อมูล*

เป็นการใช้เครื่องมือแบบสอบถาม (Questionnaire) ซึ่งผู้ค้นคว้าได้จัดทำขึ้นเพื่อการศึกษาแนวทางการพัฒนาเพื่อเพิ่มความพึงพอใจในการใช้บริการ กรณีศึกษา ธนาคารอาคารสงเคราะห์ สาขาเดอะมอลล์บางแค โดยแบบสอบถามเป็นการนำข้อมูลที่ได้รับจากการสัมภาษณ์ลูกค้าธนาคารจากทั้งผู้ใช้และไม่ใช่เครื่อง LRM เป็นแนวทางการในการจัดทำแบบสอบถาม โดยแบ่งแบบสอบถามออกเป็น 4 ส่วน ดังนี้

<u>ตอนที่ 1</u> ข้อมูลด้านประชากรศาสตร์ของผู้ตอบแบบสอบถาม ได้แก่ เพศ อายุ สถานภาพการสมรส ระดับการศึกษา อาชีพ รายได้เฉลี่ยต่อเดือน ลักษณะคำถามปลายปิด มีคำตอบหลายตัวเลือก จำนวน 6 คำถาม

<u>ตอนที่ 2</u> ข้อมูลเกี่ยวกับส่วนปัจจัยการยอมรับเทคโนโลยี

<u>ตอนที่ 3</u> ข้อมูลเกี่ยวกับความพึงพอใจในการใช้บริการเครื่องบริการอิเล็กทรอนิกส์ ธนาคารอาคารสงเคราะห์ สาขาเดอะมอลล์บางแค

ตอนที่ 4 นำข้อเสนอแนะอื่น ๆ จากแบบสอบถามส่วนที่ 3 มาสรุปหรือวิเคราะห์ในลักษณะการบรรยายเชิงพรรณนา

*3.3 การวิเคราะห์ข้อมูลจากแบบสอบถาม*

งานวิจัยนี้ใช้วิธีการทางสถิติ นำข้อมูลที่รวบรวมมาได้จากแบบสอบถามมาทำการคำนวณและวิเคราะห์ด้วยโปรแกรมสำเร็จรูปทางสถิติดังนี้ สถิติพื้นฐาน , ค่าร้อยละ (Percentage) , ค่าเฉลี่ย (Average: $\bar{x}$) ส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation: S.D. )

แบบสอบถามตอนที่ 1 สอบถามข้อมูลทั่วไปของผู้ตอบแบบสอบถาม และวิเคราะห์โดยการหาร้อย ละ แล้วสรุปในรูปแบบตาราง จะใช้การวิเคราะห์ทางสถิติเชิงพรรณนา ซึ่งประกอบไปด้วยการแจกแจงความถี่ ค่าร้อยละ เพื่อวิเคราะห์ลักษณะของประชากรศาสตร์ของกลุ่มตัวอย่างที่ศึกษา

แบบสอบถามตอนที่ 2 ข้อมูลเกี่ยวกับส่วนปัจจัยการยอมรับเทคโนโลยีและแบบสอบถามตอนที่ 3 ข้อมูลเกี่ยวกับความพึงพอใจในการใช้บริการเครื่องบริการอิเล็กทรอนิกส์ ธนาคารอาคารสงเคราะห์ สาขาเดอะมอลล์บางแค แบบสอบถามมีลักษณะเป็นการสอบถามความพึงพอใจซึ่งได้นำ การวัดระดับความสำคัญปัจจัยความพึงพอใจของสำหรับผู้ตอบแบบสอบถามด้วย Likert Scale ออกเป็น 5 ระดับ และกำหนดคะแนนแต่ละระดับดังนี้

เกณฑ์การแปลความหมายของค่าเฉลี่ยคะแนน

เฉลี่ย 4.50 – 5.00 หมายถึง ความพึงพอใจในระดับมากที่สุด

เฉลี่ย 3.50 – 4.49 หมายถึง ความพึงพอใจในระดับมาก

เฉลี่ย 2.50 – 3.49 หมายถึง ความพึงพอใจในระดับปานกลาง

เฉลี่ย 1.50 – 2.49 หมายถึง ความพึงพอใจในระดับน้อย

เฉลี่ย 1.00 – 1.49 หมายถึง ความพึงพอใจในระดับน้อยที่สุด

โดยจะใช้การวิเคราะห์ทางสถิติเชิงพรรณนา ซึ่งประกอบไปด้วยค่าเฉลี่ย ค่าร้อยละ และส่วนเบี่ยงเบนมาตรฐาน เพื่อวิเคราะห์ข้อมูลเกี่ยวกับระดับความคิดเห็นเกี่ยวกับปัจจัยที่ส่งผลต่อปัจจัยความพึงพอใจโดยนำเสนอข้อมูลในรูปแบบตารางควบคู่กับการบรรยาย

## 4. ผลการวิจัย

*4.1 ลักษณะประชากรศาสตร์ของกลุ่มตัวอย่าง*

พบว่าผู้ตอบแบบสอบถามส่วนมากเป็นเพศชายมีอายุช่วงระหว่าง 51-60 ปี สถานภาพสมรสการศึกษาระดับปริญญาตรีประกอบอาชีพพนักงานบริษัทเอกชนมีรายได้อยู่ในช่วง 30,001-50,000 บาท

*4.2 ผลการวิเคราะห์ความพึงพอใจในการใช้เครื่องบริการชำระเงินกู้อิเล็กทรอนิกส์ธนาคารอาคารสงเคราะห์สาขาเดอะมอลล์บางแค*

โดยมีความคิดเห็นต่อปัจจัยความเชื่อมั่นความปลอดภัยในการใช้บริการแบ่งเป็น 1) รายละเอียดความชัดเจนขั้นตอนการใช้งาน 2) ความปลอดภัยในการชำระเงิน3) ความเชื่อมั่นการตรวจสอบย้อนหลังการรับชำระเงิน 4) การช่วยเหลือระหว่างการใช้บริการ 5) ขั้นตอนการใช้งานที่สะดวกรวดเร็วไม่ซับซ้อน 6) รายละเอียดใบเสร็จการรับชำระเงินที่ถูกต้องและชัดเจนมีระดับความพอใจอยู่ในระดับมาก ความคิดเห็นต่อปัจจัยภาพลักษณ์ 1) รูปแบบเครื่องบริการชำระเงินกู้อิเล็กทรอนิกส์ที่น่าเชื่อถือทันสมัย 2) สถานที่ตั้งเหมาะสม 3) รายการเลือกรูปแบบอักษร การใช้สีในการแสดงผลเหมาะสมกับการใช้งาน มีระดับความพอใจอยู่ในระดับมาก ปัจจัยคุณภาพการบริการ 1) การจัดการแก้ไขปัญหากรณีที่เกิดจากจากรับชำระเงินกู้ผ่านเครื่องบริการชำระเงินกู้อิเล็กทรอนิกส์ 2) จัดการส่งเสริมการใช้งานเครื่องบริการชำระเงินกู้อิเล็กทรอนิกส์ต่าง ๆ อาทิเช่นการสะสมคะแนนจากการใช้งานแลกรับของรางวัล มีระดับความพอใจอยู่ในระดับมาก

**ตารางที่ 1 แสดงผลการวิเคราะห์ความพึงพอใจในการใช้เครื่องบริการชำระเงินกู้อิเล็กทรอนิกส์**

| ลำดับ | รายการ | ระดับ ผลกระทบ | | |
|---|---|---|---|---|
| | | $\overline{x}$ | S.D. | ความหมาย |
| | 1. **ความเชื่อมั่นความปลอดภัยในการใช้บริการ** | | | |
| 1 | การช่วยเหลือระหว่างการใช้บริการ | 4.02 | 0.77 | มาก |
| 2 | ขั้นตอนการใช้งานที่สะดวกรวดเร็วไม่ซับซ้อน | 3.72 | 0.86 | มาก |
| 3 | รายละเอียดใบเสร็จการรับชำระเงินที่ถูกต้องและชัดเจน | 3.64 | 0.77 | มาก |
| 4 | ความเชื่อมั่นการตรวจสอบย้อนหลังการรับชำระเงิน | 3.57 | 0.60 | มาก |
| 5 | ความปลอดภัยในการชำระเงิน | 3.54 | 0.54 | มาก |
| 6 | รายละเอียดความชัดเจนขั้นตอนการใช้งาน | 3.52 | 0.51 | มาก |
| | 2. **ภาพลักษณ์** | | | |
| 1 | 2.2 สถานที่ตั้งเหมาะสม | 4.33 | 0.72 | มาก |
| 2 | รายการเลือกรูปแบบอักษร,การใช้สีในการแสดงผลเหมาะสมกับการใช้งาน | 4.06 | 0.87 | มาก |
| 3 | รูปแบบเครื่องบริการชำระเงินกู้อิเล็กทรอนิกส์ที่น่าเชื่อถือทันสมัย | 4.02 | 0.83 | มาก |
| | 3. คุณภาพการบริการ | | | |
| 1 | 3.1 การจัดการแก้ไขปัญหากรณีที่เกิดจากจากรับชำระเงินกู้ผ่านเครื่องบริการชำระเงินกู้อิเล็กทรอนิกส์ | 3.54 | 0.62 | มาก |
| 2 | 3.2 จัดการส่งเสริมการใช้งานเครื่องบริการชำระเงินกู้อิเล็กทรอนิกส์ต่าง ๆ อาทิเช่นการสะสมคะแนนจากการใช้งานแลกรับของรางวัล | 3.38 | 0.66 | ปานกลาง |

*4.3 ผลการวิเคราะห์ระดับความคิดเห็นการไม่ใช้เครื่องบริการชำระเงินกู้อิเล็กทรอนิกส์ธนาคารอาคารสงเคราะห์ สาขาเดอะมอลล์บางแค*

ข้อมูลระดับความคิดเห็นการไม่ใช้เครื่องบริการชำระเงินกู้อิเล็กทรอนิกส์ธนาคารอาคารสงเคราะห์สาขาเดอะมอลล์บางแคจากผู้ไม่ใช้เครื่องบริการชำระเงินกู้อิเล็กทรอนิกส์นั้นมีการให้ความสำคัญสาเหตุการไม่ใช้บริการตามลำดับจากมากไปน้อยดังนี้ 1) ไม่เชื่อมั่นความปลอดภัยในการใช้บริการ 2) วิธีการใช้ระบบและการแสดงผลที่ซับซ้อนของเครื่องบริการชำระเงินกู้อิเล็กทรอนิกส์ 3) ความรวดเร็วประมวล (ผล) เมื่อเปรียบเทียบกับการให้บริการของพนักงาน 4) ความชัดเจนถูกต้องในใบเสร็จรับเงินและความคงทนในการเก็บรักษา 5) ความเหมาะสมที่ตั้งเครื่องบริการชำระเงินกู้อิเล็กทรอนิกส์ 6) จำนวนเครื่องบริการชำระเงินกู้อิเล็กทรอนิกส์ที่ไม่เพียงพอ

**ตารางที่ 2 แสดงผลการวิเคราะห์ระดับความคิดเห็นการไม่ใช้เครื่องบริการชำระเงินกู้อิเล็กทรอนิกส์ธนาคารอาคารสงเคราะห์ สาขาเดอะมอลล์บางแค**

| ลำดับ | รายการ | ระดับผลกระทบ | |
|---|---|---|---|
| | | $\bar{x}$ | S.D. ลำดับที่ |
| 1 | ไม่เชื่อมั่นความปลอดภัยในการใช้บริการ | 5.32 | 0.76 |
| 2 | วิธีการใช้ระบบและการแสดงผลที่ซับซ้อนของเครื่องบริการชำระเงินกู้อิเล็กทรอนิกส์ | 5.04 | 0.80 |
| 3 | ความรวดเร็วประมวล (ผล) เมื่อเปรียบเทียบกับการให้บริการของพนักงาน | 3.80 | 1.44 |
| 4 | ความชัดเจนถูกต้องในใบเสร็จรับเงินและความคงทนในการเก็บรักษา | 2.20 | 0.87 |
| 5 | ความเหมาะสมที่ตั้งเครื่องบริการชำระเงินกู้อิเล็กทรอนิกส์ | 1.60 | 0.77 |
| 6 | จำนวนเครื่องบริการชำระเงินกู้อิเล็กทรอนิกส์ที่ไม่เพียงพอ | 3.04 | 1.25 |

จากแนวทางจากการศึกษาพฤติกรรมในการใช้เครื่องบริการอิเล็กทรอนิกส์ธนาคารอาคารสงเคราะห์สาขาเดอะมอลล์บางแค กรณีศึกษาธนาคารอาคารสงเคราะห์สาขาเดอะมอลล์บางแค มีทางเลือกในการแก้ปัญหา 2 แนวทางดังนี้

<u>แนวทางที่ 1 แนวทางเชิงรุกเข้าหาประชาสัมพันธ์ให้ความรู้สร้างความเชื่อมั่นแก่กลุ่มเป้าหมาย</u>

การเจาะกลุ่มลูกค้าบริเวณใกล้เคียงธนาคารอาคารสงเคราะห์ สาขาเดอะมอลล์บางแคผ่านทางบริษัทห้างร้านเอกชน หน่วยงานราชการ ที่เป็นพันธมิตรกับทางธนาคารอาคารสงเคราะห์ เพื่อประชาสัมพันธ์โดยมีการนำแผ่นผับประชาสัมพันธ์ให้ความรู้เกี่ยวกับการการใช้บริการรวมถึงสิทธิประโยชน์พิเศษที่จะได้เฉพาะการใช้บริการที่ธนาคารอาคารสงเคราะห์สาขาเดอะมอลล์บางแคเพื่อเป็นการสร้างแรงจูงใจในการใช้บริการและจัด

ให้มีการให้ความรู้นอกสถานที่โดยขออาศัยความร่วมมือกับทางบริษัทห้างร้านเอกชน หน่วยงานราชการ ที่เป็นพันธมิตรกับทางธนาคารในการจัดให้พนักงานที่มีประสบการณ์ให้ความรู้แก่ลูกค้าได้ทราบถึงประโยชน์และสร้างความเชื่อมั่นในการใช้บริการเครื่องบริการชำระเงินกู้อิเล็กทรอนิกส์ ที่สามารถช่วยลดขั้นตอนในการทำธุรกรรมทำให้ได้รับการบริการที่รวดเร็วและปลอดภัยได้ด้วยตนเอง

<u>แนวทางที่ 2 แนวทางเชิงรับจัดพนักงานนำเสนอสร้างแรงจูงใจเพิ่มสร้างความเชื่อมั่น</u>

การจัดพนักงานการเงินให้ประจำอยู่ที่เครื่องบริการชำระเงินกู้อิเล็กทรอนิกส์ในการให้คำแนะนำให้การช่วยเหลือการใช้งานให้แก่ผู้ที่ไม่เคยใช้บริการเพื่อเป็นการเพิ่มความมั่นใจในการใช้บริการและจัดกิจกรรมให้สิทธิพิเศษสำหรับผู้ใช้บริการเครื่องบริการชำระเงินกู้อิเล็กทรอนิกส์เฉพาะสาขาเดอะมอลล์บางแคในการลุ้นรับรางวัลเพื่อเพิ่มความสนใจและแรงจูงใจในการใช้บริการ

## 5. สรุป

ตามทฤษฎี Kotler (1997) พฤติกรรมผู้บริโภค (Consumer Behavior) หมายถึง ผู้บริโภคที่มีการคิดและการตัดสินใจในการซื้อผลิตภัณฑ์หรือบริการ การศึกษาพฤติกรรมของผู้บริโภค เพื่อให้ทราบถึง ผู้บริโภคคือใคร ผู้บริโภคต้องการอะไร ผู้บริโภคทำไมถึงซื้อ ผู้บริโภคซื้ออย่างไร ผู้บริโภคซื้อเมื่อไร ผู้บริโภคซื้อที่ไหน ผู้บริโภคใช้บ่อยเท่าไรโดยเมื่อทราบถึงคำตอบของคำถามที่กล่าวมานั้นแล้วจะเป็นแนวทางนำมาสู่การพิจารณาถึงสิ่งที่ผู้ใช้บริการต้องการและพึงพอใจในด้านต่าง ๆ ได้แก่ ความเชื่อมั่นความปลอดภัยในการใช้บริการ รายละเอียดความชัดเจนขั้นตอนการใช้งาน ความปลอดภัยในการชำระเงิน ความเชื่อมั่นการตรวจสอบย้อนหลังการรับชำระเงิน การช่วยเหลือระหว่างการใช้บริการ ขั้นตอนการใช้งานที่สะดวกรวดเร็วไม่ซับซ้อน รายละเอียดใบเสร็จการรับชำระเงินที่ถูกต้องและชัดเจน ด้านภาพลักษณ์รูปแบบเครื่องบริการชำระเงินกู้อิเล็กทรอนิกส์ที่น่าเชื่อถือทันสมัย,สถานที่ตั้งเหมาะสม รายการเลือกรูปแบบอักษร การใช้สีในการแสดงผลเหมาะสมกับการใช้งานด้านคุณภาพการบริการ การจัดการแก้ไขปัญหากรณีที่เกิดจากการรับชำระเงินกู้ผ่านเครื่องบริการชำระเงินกู้อิเล็กทรอนิกส์ จัดการส่งเสริมการใช้งานเครื่องบริการชำระเงินกู้อิเล็กทรอนิกส์ต่าง ๆ อาทิเช่นการสะสมคะแนนจากการใช้งานแลกรับของรางวัลและสาเหตุการไม่ใช้เครื่องบริการชำระเงินกู้อิเล็กทรอนิกส์ธนาคารอาคารสงเคราะห์สาขาเดอะมอลล์บางแคในด้านต่าง ๆ ได้แก่ความไม่เชื่อมั่นความปลอดภัยในการใช้บริการ วิธีการใช้ระบบและการแสดงผลที่ซับซ้อนของเครื่องบริการชำระเงินกู้อิเล็กทรอนิกส์, ความรวดเร็วประมวล (ผล) เมื่อเปรียบเทียบกับการให้บริการของพนักงาน ความชัดเจนถูกต้องในใบเสร็จรับเงินและความคงทนในการเก็บรักษา ความเหมาะสมที่ตั้งเครื่องบริการชำระเงินกู้อิเล็กทรอนิกส์ จำนวนเครื่องบริการชำระเงินกู้อิเล็กทรอนิกส์ที่ไม่เพียงพอ ซึ่งสามารถสรุปได้ว่าจากการศึกษาพฤติกรรมในการใช้เครื่องบริการอิเล็กทรอนิกส์ธนาคารอาคารสงเคราะห์สาขาเดอะมอลล์บางแคนั้น พฤติกรรมการใช้บริการของผู้ที่ใช้บริการนั้นให้ความสำคัญคำนึงถึงความปลอดภัยในการทำธุรกรรมเป็นหลักรวมถึงความรวดเร็วในการ

ใช้บริการ และในกลุ่มของผู้ไม่ใช้บริการนั้นด้วยสาเหตุหลักจากการไม่มีความเชื่อมั่นความปลอดภัยในการใช้บริการเครื่องบริการชำระเงินกู้อิเล็กทรอนิกส์ โดยหากสามารถเพิ่มความเชื่อมั่นความปลอดภัยให้แก่ผู้ที่ไม่ใช้บริการเครื่องบริการชำระเงินกู้อิเล็กทรอนิกส์ได้ก็จะเป็นการแก้ปัญหาและสามารถเพิ่มจำนวนผู้ใช้บริการได้มากยิ่งขึ้น

จากการศึกษาพฤติกรรมในการใช้เครื่องบริการอิเล็กทรอนิกส์ธนาคารอาคารสงเคราะห์สาขาเดอะมอลล์บางแค กรณีศึกษา ธนาคารอาคารสงเคราะห์สาขาเดอะมอลล์บางแค มีทางเลือกในการแก้ปัญหา 2 แนวทาง ดังนี้

<u>แนวทางที่ 1</u> แนวทางเชิงรุก (โดยการเข้าหาเข้าหาประชาสัมพันธ์ให้ความรู้สร้างความเชื่อมั่นแก่กลุ่มเป้าหมาย)

<u>แนวทางที่ 2</u> แนวทางเชิงรับ (จัดพนักงานนำเสนอสร้างแรงจูงใจเพิ่มสร้างความเชื่อมั่น)

## 6. ข้อเสนอแนะ

จากการศึกษาพฤติกรรมในการใช้เครื่องบริการอิเล็กทรอนิกส์ธนาคารอาคารสงเคราะห์สาขาเดอะมอลล์บางแค เป็นการศึกษาที่มีการรวมข้อมูล ตอบแบบสอบถาม แสดงความคิดเห็นจากลูกค้าผู้ใช้บริการธนาคารอาคารสงเคราะห์สาขาเดอะมอลล์บางแค ซึ่งในช่วงของการศึกษาการรวบรวมข้อมูลที่แสดงถึงปัจจัยการใช้บริการและไม่ใช้บริการเครื่องบริการอิเล็กทรอนิกส์ เป็นช่วงเวลาที่มีการแพร่ระบาดเชื้อไวรัสโควิด-19 จึงอาจทำให้การรวบรวมข้อมูลที่ได้รับไม่ครอบคลุมทั้งหมด อาจขาดการเข้าถึงปัญหาบางประการจากผู้ใช้บริการที่ลดลงไปจากช่วงเวลาดังกล่าว

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# การศึกษาปัจจัยที่ส่งผลต่อการใช้บริการสินเชื่อเงินด่วน (A-Cash) กรณีศึกษาลูกค้าเงินกู้ของธนาคารเพื่อการเกษตรและสหกรณ์การเกษตรสาขาน่าน

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**บทคัดย่อ**

สินเชื่อเงินด่วน (A-Cash) เป็นผลิตภัณฑ์สินเชื่อของธนาคารเพื่อการเกษตรและสหกรณ์การเกษตรที่จัดทำขึ้นเพื่อให้ลูกค้าที่มีประวัติการชำระหนี้ดีได้มีโอกาสเข้าถึงแหล่งเงินทุนในอัตราดอกเบี้ยพิเศษ ตลอดระยะเวลา 3 ปีที่ผ่านมาสินเชื่อเงินด่วน (A-Cash) มีอัตราการเติบโตที่ลดลง ซึ่งส่งผลต่อรายได้จากดอกเบี้ยและค่าธรรมเนียม ผู้วิจัยจึงมีแนวคิดในการศึกษาถึงปัจจัยที่ส่งผลต่อการตัดสินใจใช้บริการสินเชื่อเงินด่วน (A-Cash) โดยสร้างแบบสอบถามเพื่อสำรวจความคิดเห็นจากกลุ่มตัวอย่างจำนวน 400 คน แล้วนำมาวิเคราะห์สถิติเชิงพรรณนาได้แก่ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และสถิติเชิงอ้างอิงที่ใช้ในการทดสอบสมมติฐาน คือ การวิเคราะห์สมการถดถอยเชิงพหุคูณ ผลการศึกษาพบว่า ปัจจัยด้านกระบวนการ ปัจจัยด้านลักษณะทางกายภาพ ปัจจัยด้านผลิตภัณฑ์ และปัจจัยด้านช่องทางการจัดจำหน่าย มีผลต่อการตัดสินใจใช้บริการสินเชื่อเงินด่วน (A-Cash) ของลูกค้าเงินกู้ธนาคารเพื่อการเกษตรและสหกรณ์การเกษตรสาขาน่านอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

**คำสำคัญ:** สินเชื่อเงินด่วน (A-Cash), การวิเคราะห์สมการถดถอยเชิงพหุคูณ

## 1. บทนำ

สินเชื่อเงินด่วน (A-Cash) เป็นผลิตภัณฑ์สินเชื่อพิเศษของธนาคารเพื่อการเกษตรและสหกรณ์การเกษตรเพื่อให้ลูกค้าที่มีประวัติการชำระหนี้ดีได้มีโอกาสเข้าถึงแหล่งเงินทุนในระบบ เพื่อเป็นค่าใช้จ่ายฉุกเฉินในครัวเรือน ซึ่งมีการพิจารณาเงินกู้แยกจากวงเงินกู้ปกติ มีวงเงินกู้ไม่เกินรายละ 50,000 บาทต่อคน อัตราดอกเบี้ยเท่ากับลูกค้าชั้นดีเลิศ (AAA+) คือ อัตราดอกเบี้ย MRR+0.00 (MRR = 6.50)

ตลอดระยะเวลา 3 ปีที่ผ่านมาสินเชื่อเงินด่วน (A-Cash) มีอัตราการการเติบโตที่ลดลงทุกปี ทำให้ธนาคารเพื่อการเกษตรและสหกรณ์การเกษตรสาขาน่านต้องสูญเสียรายได้ทั้งจากดอกเบี้ยและค่าธรรมเนียมการกู้ จนเป็นส่วนหนึ่งที่ทำให้สาขาประสบปัญหาการขาดทุนต่อเนื่อง จากประเด็นปัญหาดังกล่าวทำให้ผู้วิจัยมีความสนใจต่อปัจจัยที่ส่งผลต่อการใช้บริการสินเชื่อเงินด่วน (A-Cash) เพื่อหาแนวทางในการเพิ่มจำนวน

ผู้ใช้บริการสินเชื่อดังกล่าว

## 2. การทบทวนวรรณกรรม

*2.1 แนวคิดและทฤษฎีเกี่ยวกับส่วนประสมทางการตลาด*

ส่วนประสมการตลาดบริการ หมายถึง การจัดกิจกรรมที่เกี่ยวข้องกับการนำเสนอสิ่งซึ่งสามารถตอบสนองความต้องการของผู้บริโภค โดยทำให้กิจการสามารถบรรลุวัตถุประสงค์และอยู่รอดได้อาจรวมถึงสามารถขยายขนาดกิจการได้ในอนาคต (Phillip Kotler, 2546) ซึ่งประกอบด้วย

1. ผลิตภัณฑ์ (Product) หมายถึง สิ่งที่เสนอขายโดยธุรกิจเพื่อสนองความต้องการของลูกค้าให้พึงพอใจ ผลิตภัณฑ์ที่เสนอขายอาจจะมีตัวตน หรือไม่มีตัวตนก็ได้ ผลิตภัณฑ์จึงประกอบด้วย สินค้า บริการ ความคิด สถานที่ องค์กรหรือบุคคล ผลิตภัณฑ์ต้องมีอรรถประโยชน์ (Utility) มีค่า (Value) ในสายตาของลูกค้า จึงจะมีผลทำให้ผลิตภัณฑ์สามารถขายได้

2. ราคา (Price) หมายถึง คุณค่าผลิตภัณฑ์ในรูปตัวเงิน ราคาเป็นต้นทุน (Cost) ของลูกค้าผู้บริโภคจะเปรียบเทียบระหว่างคุณค่า (Value) ผลิตภัณฑ์กับราคา (Price) ถ้าคุณค่าสูงกว่าราคาเขาก็จะตัดสินใจซื้อ

3. การจัดจำหน่าย (Place หรือ Distribution) ช่องทางการจัดจำหน่าย หมายถึง ช่องทางในการทำให้ลูกค้าสามารถเข้าถึงและเลือกใช้บริการได้ ซึ่งมักจะทำโดยผ่านตัวกลางต่าง ๆ ที่มีอยู่ในตลาด เช่น บริษัทนำเที่ยว (Tour Operator) และบริษัทตัวแทนท่องเที่ยว (Tour Agent) ต่าง ๆ โดยช่องทางการจัดจำหน่ายต่าง ๆ เหล่านี้ ไม่ได้เป็นเพียงช่องทางในการขายสินค้า หรือ บริการเท่านั้น แต่ยังเป็นช่องทางในการกระจายข้อมูลข่าวสาร การส่งเสริมการขาย การจอง และการชำระเงินอีกด้วย

4. การส่งเสริมการตลาด (Promotion) เป็นการติดต่อสื่อสารเกี่ยวกับข้อมูลระหว่างผู้ซื้อและผู้ขาย เพื่อสร้างทัศนคติและพฤติกรรมการซื้อ การติดต่อสื่อสารอาจใช้พนักงานขายทำการขาย (Personal Selling) และการติดต่อสื่อสารโดยไม่ใช้คน (Non -Personal Selling) เครื่องมือในการติดต่อสื่อสารมีหลายประการ ซึ่งอาจใช้เครื่องมือการสื่อสารแบบประสมประสานกัน (Integrated Marketing Communication) โดยพิจารณาถึงความเหมาะสมกับลูกค้า ผลิตภัณฑ์คู่แข่งขัน โดยบรรลุจุดมุ่งหมายร่วมกันได้

5. บุคลากร (People) หรือ พนักงาน (Employees) ซึ่งต้องอาศัยการเลือก (Selection) การฝึกอบรม (Training) การจูงใจ(Motivation) เพื่อให้สามารถสร้างความพึงพอใจกับลูกค้าได้แตกต่างเหนือคู่แข่งขัน พนักงานต้องมีความสามารถ มีทัศนคติที่ดีที่สามารถตอบสนองลูกค้ามีความคิดริเริ่ม มีความสามารถในการแก้ปัญหา และสามารถสร้างค่านิยมให้กับบริษัท บุคลากรหรือพนักงานถือได้ว่าเป็นสินทรัพย์ที่มีคุณค่ามากที่สุดในธุรกิจบริการ ผู้บริหารองค์กรที่เป็นธุรกิจบริการมีหน้าที่ที่จะต้องบริหารบุคลากรเหล่านี้ให้เป็นสิ่งที่สร้างความสามารถในการแข่งขันให้กับธุรกิจ

6. กระบวนการ (Process) เป็นการส่งมอบคุณภาพในการให้บริการกับลูกค้าได้รวดเร็วและประทับใจ (Consumer Satisfaction) ในองค์กรธุรกิจด้านบริการ กระบวนการในการให้บริการมีความสำคัญเป็นอย่างยิ่ง เนื่องจากเป็นกระบวนการที่ลูกค้ามีส่วนร่วมในการผลิตบริการนั้นด้วยกระบวนการด้านการบริการจึงต้องได้รับการออกแบบเป็นอย่างดี เพื่อให้พนักงานทำงานอย่างสะดวก ลดความผิดพลาดที่อาจเกิดขึ้นได้ในกระบวนการและสร้างความพึงพอใจให้กับลูกค้า

7. การนำเสนอลักษณะทางกายภาพ (Physical Evidence) โดยพยายามสร้างรูปแบบการให้บริการเพื่อสร้างคุณค่าให้กับลูกค้า (Customer - Value Proposition) ไม่ว่าจะเป็นด้านความสะอาด ความรวดเร็ว หรือผลประโยชน์อื่น ๆ ด้วยลักษณะที่จับต้องไม่ได้ของการบริการ จึงทำให้ผู้ที่คาดว่าจะเป็นลูกค้า ไม่สามารถประเมินการบริการได้จนกว่าจะได้รับการบริการนั้น ซึ่งทำให้เกิดความเสี่ยงในการที่ลูกค้าจะตัดสินใจซื้อบริการหรือไม่ ส่วนประกอบที่สำคัญในการวางแผนการตลาด คือ การลดความเสี่ยงที่ลูกค้าจะตัดสินใจไม่ซื้อบริการ โดยการออกแบบลักษณะทางกายภาพต่าง ๆ เพื่อให้ลูกค้าเกิดความมั่นใจ ซึ่งสามารถทำได้หลายรูปแบบ เช่น แผ่นพับ ที่แสดงรูปภาพ ให้เห็นถึงบริการต่าง ๆ ที่ลูกค้าจะได้รับ เครื่องแบบพนักงานที่ได้รับการออกแบบอย่างเหมาะสม และอาคารสถานที่ที่ได้รับการดูแลเป็นอย่างดี

*2.2 แนวคิดและทฤษฎีเกี่ยวกับพฤติกรรมผู้บริโภค*

พฤติกรรมผู้บริโภค (ปริญ ลักษิตานนท์, 2544) หมายถึงการกระทำของบุคคลใดบุคคลหนึ่ง ซึ่งเกี่ยวข้องโดยตรงกับการจัดหาและการใช้ผลิตภัณฑ์ ทั้งนี้หมายรวมถึงกระบวนการตัดสินใจซึ่งเกิดขึ้นก่อนและมีส่วนในการกำหนดให้มีการกระทำ

*2.3 แนวคิดและทฤษฎีเกี่ยวกับการตัดสินใจเลือกซื้อของผู้บริโภค*

กระบวนการตัดสินใจเลือกซื้อของผู้บริโภค (Consumer buying decision process) เป็นลำดับขั้นตอนในการตัดสินใจซื้อของผู้บริโภค จากการสำรวจรายงานของผู้บริโภคจำนวนมากในกระบวนการซื้อพบว่าผู้บริโภคผ่านกระบวนการ 5 ขั้นตอน คือ 1) การรับรู้ถึงความต้องการหรือการรับรู้ปัญหา 2) การค้นหาข้อมูล 3) การประเมินผลทางเลือกก่อนการซื้อ 4) การตัดสินใจซื้อ 5) พฤติกรรมภายหลังการซื้อ ทั้งนี้ผู้บริโภคอาจข้ามหรือย้อนกลับไปเริ่มต้นขั้นตอนก่อนนี้ก็ได้ ซึ่งแสดงให้เห็นว่ากระบวนการตัดสินใจซื้อเริ่มต้นก่อนการซื้อจริง ๆ และมีผลกระทบหลังจากการซื้อ (ศิริวรรณ เสรีรัตน์และคณะ, 2541)

*2.4 งานวิจัยที่เกี่ยวข้อง*

ภัทราพร ศรีโยหะ (2562) ศึกษาเกี่ยวกับการแก้ไขปัญหาอัตราการกู้สินเชื่อเงินด่วน (A-Cash) ลดลง กรณีศึกษาธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร (ธ.ก.ส.) สาขามุกดาหาร

วรรณวจี ดิสกะประกาย (2562) ศึกษาเกี่ยวกับปัจจัยที่ส่งผลต่อการตัดสินใจเลือกซื้อสินค้าของผู้บริโภคเครื่องดื่ม All Café ในกรุงเทพมหานครและปริมณฑล

สุภาวดี หลีเฮง (2562) ศึกษาเกี่ยวกับพฤติกรรมของลูกค้าที่ตัดสินใจเลือกซื้อผลิตภัณฑ์ด้านสินเชื่อประเภทบุคคลของธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร (ธ.ก.ส.) ในจังหวัดภูเก็ต

อภิญญา ศรีสำราญ (2562) ศึกษาเกี่ยวกับแนวทางการตลาดบริการเพื่อเพิ่มจำนวนผู้ใช้บริการสินเชื่อเงินด่วน (A-Cash) ของธนาคารเพื่อการเกษตรและสหกรณ์การเกษตรสาขาท่าเรือพระแท่น

## 3. วิธีดำเนินการวิจัย

*3.1 กลุ่มตัวอย่าง*

ลูกค้าเงินกู้ธนาคารเพื่อการเกษตรและสหกรณ์การเกษตรสาขาน่าน ที่มีชั้นลูกค้าระดับ AA (ลูกค้าชั้นดีมาก), AAA (ลูกค้าชั้นดีเยี่ยม) และ AAA+ (ลูกค้าชั้นดีเลิศ) ที่อายุตั้งแต่ 20 ปีขึ้นไป ทั้งหมด 2,686 คน โดยใช้หลักการสุ่มตัวอย่างของทาโร่ ยามาเน่ (Taro Yamane, 1973) ที่ระดับนัยสำคัญ 0.05 ได้กลุ่มตัวอย่างที่ใช้ในการวิจัยจำนวน 400 คน โดยใช้วิธีการสุ่มอย่างง่าย

*3.2 การเก็บรวบรวมข้อมูล*

ผู้ศึกษาได้สร้างเครื่องมือแบบสอบถามโดยแบ่งออกเป็น 4 ส่วน ดังนี้

<u>ส่วนที่ 1</u> เป็นแบบสอบถามเกี่ยวกับข้อมูลส่วนบุคคล ได้แก่  เพศ อายุ สถานภาพ ระดับการศึกษา ชั้นลูกค้า และรายได้เฉลี่ยต่อเดือน

<u>ส่วนที่ 2</u> เป็นแบบสอบถามเกี่ยวกับระดับความพึงพอใจของลูกค้าต่อปัจจัยส่วนประสมทางการตลาด จำนวน 7 ด้าน ได้แก่ ด้านผลิตภัณฑ์ ด้านราคา ด้านช่องทางการจัดจำหน่าย ด้านการส่งเสริมการตลาด ด้านพนักงาน ด้านกระบวนการ และด้านลักษณะทางกายภาพ

<u>ส่วนที่ 3</u> เป็นแบบสอบถามเกี่ยวกับการตัดสินใจของลูกค้าในการเลือกใช้บริการสินเชื่อเงินด่วน (A-Cash)

<u>ส่วนที่ 4</u> เป็นข้อเสนอแนะ

จากแบบสอบถามส่วนที่ 2 และส่วนที่ 3 ผู้ตอบแบบสอบถามจะให้คะแนนตามความคิดเห็นตามที่ได้กำหนดไว้ 5 ระดับคือ ระดับความคิดเห็น (5 = เห็นด้วยมากที่สุด, 4 = เห็นด้วย, 3 = ไม่แน่ใจ, 2 = ไม่เห็นด้วย, 1 = ไม่เห็นด้วยมากที่สุด) โดยผู้วิจัยได้ทำการแปลความหมายของระดับความคิดเห็นใช้สูตรคำนวณความกว้างอันตรภาคชั้น (กัลยา วานิชย์บัญชา, 2554) โดยค่าเฉลี่ยของระดับความคิดเห็นในการวิจัยสามารถกำหนดได้ดังนี้

**ตารางที่ 1 ค่าเฉลี่ยของระดับความคิดเห็นในการวิจัย**

| ระดับคะแนน | รายการเลือก | ระดับความพึงพอใจ เกณฑ์การให้คะแนนค่าเฉลี่ย |
|---|---|---|
| 5 | เห็นด้วยมากที่สุด | 4.21 – 5.00 |
| 4 | เห็นด้วย | 3.41 – 4.20 |
| 3 | ไม่แน่ใจ | 2.61 – 3.40 |
| 2 | ไม่เห็นด้วย | 1.81 – 2.60 |
| 1 | ไม่เห็นด้วยมากที่สุด | 1.00 – 1.80 |

## 4. การวิเคราะห์ข้อมูล

1. ค่าความถี่และค่าร้อยละ (Percentage) เพื่อใช้อธิบายข้อมูลที่ได้จากแบบสอบถามส่วนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสัมภาษณ์ ได้แก่ เพศ อายุ สถานภาพ ระดับการศึกษา ชั้นลูกค้า และรายได้เฉลี่ยต่อเดือน

2. ค่าเฉลี่ย ($\bar{x}$) และค่าเบี่ยงเบนมาตรฐาน S.D. (Standard deviation) ใช้อธิบายข้อมูลที่ได้จากแบบสอบถามส่วนที่ 2 ที่เกี่ยวกับระดับความพึงพอใจของลูกค้าต่อปัจจัยส่วนประสมทางการตลาด จำนวน 7 ด้าน ได้แก่ ด้านผลิตภัณฑ์ ด้านราคา ด้านช่องทางการจัดจำหน่าย ด้านการส่งเสริมการตลาด ด้านพนักงาน ด้านกระบวนการ และด้านลักษณะทางกายภาพ และส่วนที่ 3 ที่เกี่ยวกับการตัดสินใจของลูกค้าในการเลือกใช้บริการสินเชื่อเงินด่วน (A-Cash)

3. การทดสอบสมมติฐานด้วยสถิติเชิงอ้างอิง เป็นการวิเคราะห์ระดับอิทธิพลของข้อมูลที่เกี่ยวข้องกับตัวแปรที่ศึกษาคือส่วนที่ 2 ส่งผลต่อตัวแปรตามส่วนที่ 3 โดยใช้การวิเคราะห์ปัจจัยที่ส่งผลต่อการใช้บริการสินเชื่อเงินด่วน (A-Cash) กรณีศึกษาลูกค้าเงินกู้ของธนาคารเพื่อการเกษตรและสหกรณ์การเกษตรสาขาน่าน โดยใช้การวิเคราะห์สมการถดถอยเชิงพหุคูณตามลำดับความสำคัญของตัวแปร (Multiple Regression Analysis) และทำการสรุปผลสมมติฐานที่ระดับนัยสำคัญที่ 0.05

## 5. ผลการวิจัย

*5.1 ข้อมูลส่วนบุคคล*

ผู้ตอบแบบสอบถามเป็นเพศชาย จำนวน 263 คน คิดเป็นร้อยละ 65.8% อายุระหว่าง 51 ปีขึ้นไป จำนวน 218 คน คิดเป็นร้อยละ 54.5% สถานภาพสมรส จำนวน 285 คน คิดเป็นร้อยละ 71.3% ระดับการศึกษาประถมศึกษา จำนวน 208 คน คิดเป็นร้อยละ 52% มีชั้นลูกค้าระดับ AAA+ จำนวน 267 คน คิดเป็นร้อยละ 66.8% และมีรายได้เฉลี่ยต่ำกว่า 10,000 บาท จำนวน 234 คน คิดเป็นร้อยละ 58.5%

*5.2 ปัจจัยด้านส่วนประสมทางการตลาดและบริการ*

**ตารางที่ 1 ค่าเฉลี่ย และค่าเบี่ยงเบนมาตรฐานของปัจจัยส่วนประสมทางการตลาดและบริการ**

| ปัจจัยส่วนประสมทางการตลาดและบริการ | $\bar{x}$ | S.D. | ระดับความคิดเห็น |
|---|---|---|---|
| 1. ด้านผลิตภัณฑ์ | 4.56 | 0.02 | เห็นด้วยมากที่สุด |
| 2. ด้านราคา | 4.50 | 0.03 | เห็นด้วยมากที่สุด |
| 3. ด้านช่องทางการจัดจำหน่าย | 4.53 | 0.04 | เห็นด้วยมากที่สุด |
| 4. ด้านการส่งเสริมการตลาด | 4.54 | 0.04 | เห็นด้วยมากที่สุด |
| 5. ด้านพนักงาน | 4.59 | 0.02 | เห็นด้วยมากที่สุด |
| 6. ด้านกระบวนการ | 4.56 | 0.02 | เห็นด้วยมากที่สุด |
| 7. ด้านลักษณะทางกายภาพ | 4.62 | 0.00 | เห็นด้วยมากที่สุด |
| **รวม** | 4.55 | 0.01 | เห็นด้วยมากที่สุด |

จากตารางที่ 1 พบว่า Service quality โดยรวมอยู่ในระดับเห็นด้วยมากที่สุด ($\bar{x}$ = 4.55) เมื่อพิจารณารายด้าน ลำดับแรกคือด้านลักษณะทางกายภาพ ($\bar{x}$ = 4.62) รองลงมาคือด้านพนักงาน ($\bar{x}$ = 4.59) รองลงมาคือด้านผลิตภัณฑ์และด้านกระบวนการ ($\bar{x}$ = 4.56) รองลงมาคือด้านการส่งเสริมการตลาด ($\bar{x}$ = 4.54) รองลงมาคือด้านช่องทางการจัดจำหน่าย ($\bar{x}$ = 4.53) และด้านราคา ($\bar{x}$ = 4.50) ตามลำดับ

*5.3 การตัดสินใจใช้บริการสินเชื่อเงินด่วน (A-Cash) ของลูกค้า*

**ตารางที่ 2 ค่าเฉลี่ย และค่าเบี่ยงเบนมาตรฐานของการตัดสินใจใช้บริการสินเชื่อเงินด่วน )A-Cash(**

| การตัดสินใจเลือกใช้บริการ | $\bar{x}$ | S.D. | ระดับความคิดเห็น |
|---|---|---|---|
| 1.ท่านมีความมั่นใจในตัวผลิตภัณฑ์และจะตัดสินใจใช้บริการ A-Cash | 4.54 | 0.66 | เห็นด้วยมากที่สุด |
| 2. ท่านจะเลือกตัดสินใจใช้บริการ A-Cash ถึงแม้ว่าไม่ใช่บริการสินเชื่อที่เคยใช้บริการ | 4.55 | 0.66 | เห็นด้วยมากที่สุด |
| 3. ท่านจะแนะนำให้คนใกล้ชิด คนรู้จัก ใช้บริการ/A-Cash | 4.55 | 0.66 | เห็นด้วยมากที่สุด |
| **รวมเฉลี่ย** | 4.54 | 0.00 | เห็นด้วยมากที่สุด |

จากตารางที่ 2 พบว่าการตัดสินใจเลือกใช้บริการสินเชื่อเงินด่วน (A-Cash) โดยรวมอยู่ในระดับเห็นด้วยมากที่สุด ($\bar{x}$ = 4.54) เมื่อพิจารณารายข้อลำดับแรกคือ ท่านจะเลือกตัดสินใจใช้บริการ A-Cash ถึงแม้ว่าไม่ใช่

บริการสินเชื่อที่เคยใช้บริการ และท่านจะแนะนำให้คนใกล้ชิด/คนรู้จัก ใช้บริการ A-Cash ($\bar{x}$ = 4.55) รองลงมาคือท่านมีความมั่นใจในตัวผลิตภัณฑ์และจะตัดสินใจใช้บริการ A-Cash ($\bar{x}$ = 4.54) ตามลำดับ

*5.4 การทดสอบสมมติฐาน*

**ตารางที่ 3 ผลการวิเคราะห์สมการถดถอยเชิงพหุคูณของปัจจัยที่มีผลต่อการตัดสินใจใช้บริการสินเชื่อเงินด่วน (A-Cash)**

| Variable | B | Std. Error | Beta ($\beta$) | t | Sig. |
|---|---|---|---|---|---|
| (Constant) | -0.171 | 0.131 | | -1.301 | 0.194 |
| ด้านผลิตภัณฑ์ | 0.211 | 0.041 | 0.220 | 5.182 | 0.000* |
| ด้านราคา | 0.028 | 0.042 | 0.031 | 0.671 | 0.502 |
| ด้านช่องทางการจัดจำหน่าย | 0.127 | 0.045 | 0.127 | 2.835 | 0.005* |
| ด้านการส่งเสริมการตลาด | -0.057 | 0.041 | -0.059 | -1.388 | 0.166 |
| ด้านพนักงาน | 0.033 | 0.051 | 0.031 | 0.640 | 0.523 |
| ด้านกระบวนการ | 0.363 | 0.051 | 0.349 | 7.092 | 0.000* |
| ด้านลักษณะทางกายภาพ | 0.321 | 0.056 | 0.280 | 5.695 | 0.000* |
| R = 0.883, $R^2$ = 0.78, Adjusted $R^2$ = 0.776, F = 198.461, Sig. = 0.000 | | | | | |

*มีนัยสำคัญทางสถิติที่ระดับ 0.05

จากตารางที่ 3 สามารถอธิบายสมมติฐานที่ตั้งไว้ได้ว่า การวิเคราะห์สมการถดถอยเชิงพหุคูณ(Multiple Regression Analysis) ด้วยวิธี Enter พบว่า ด้านผลิตภัณฑ์ (Sig = 0.000) ด้านช่องทางการจัดจำหน่าย (Sig = 0.005) ด้านกระบวนการ (Sig = 0.000) และด้านลักษณะทางกายภาพ (Sig = 0.000) ที่ระดับนัยสำคัญทางสถิติ 0.05 แสดงว่าปัจจัยดังกล่าวสามารถพยากรณ์การตัดสินใจใช้บริการสินเชื่อเงินด่วน (A-Cash) อย่างมีนัยสำคัญ

ตัวแปรต้นที่มีอำนาจพยากรณ์ดีที่สุด คือ ด้านกระบวนการ ค่าสัมประสิทธิ์ถดถอยมาตรฐานของการพยากรณ์เท่ากับ 0.363 รองมาคือ ด้านลักษณะทางกายภาพ ค่าสัมประสิทธิ์ถดถอยของการพยากรณ์เท่ากับ 0.321 รองลงมาคือ ด้านผลิตภัณฑ์ ค่าสัมประสิทธิ์ถดถอยมาตรฐานของการพยากรณ์เท่ากับ 0.211 และ ด้านช่องทางการจัดจำหน่าย ค่าสัมประสิทธิ์ถดถอยมาตรฐานของการพยากรณ์เท่ากับ 0.127 ตามลำดับ ทำให้ตัวแปรทั้ง 4 ตัวนี้สามารถอธิบายความแปรปรวนของการตัดสินใจใช้บริการสินเชื่อเงินด่วน (A-Cash) ได้ร้อยละ 0.78 หรือมีอำนาจพยากรณ์ร้อยละ 78 ($R^2$ = 0.78) ซึ่งสามารถสร้างสมการพยากรณ์ด้วยค่าสัมประสิทธิ์ถดถอยได้ดังนี้

$$Y = -0.171 + 0.363X_1 + 0.321X_2 + 0.211X_3 + 0.127X_4$$

โดยให้ Y = การตัดสินใจใช้บริการสินเชื่อเงินด่วน )A-Cash(

$X_1$ = ปัจจัยด้านกระบวนการ

$X_2$ = ปัจจัยด้านลักษณะทางกายภาพ

$X_3$ = ปัจจัยด้านผลิตภัณฑ์

$X_4$ = ปัจจัยด้านช่องทางการจัดจำหน่าย

จากสมการพยากรณ์ด้วยค่าสัมประสิทธิ์ถดถอยข้างต้นแสดงให้เห็นว่า การตัดสินใจใช้บริการสินเชื่อเงินด่วน (A-Cash) ของลูกค้าเงินกู้ธนาคารเพื่อการเกษตรและสหกรณ์การเกษตรสาขาน่าน ขึ้นอยู่กับส่วนประสมทางการตลาดในปัจจัยทั้ง 4 ด้าน ได้แก่ปัจจัยด้านกระบวนการ ปัจจัยด้านลักษณะทางกายภาพ ปัจจัยด้านผลิตภัณฑ์ และปัจจัยด้านช่องทางการจัดจำหน่าย ตามลำดับ

## 6. สรุป

ปัจจัยที่ส่งผลต่อการใช้บริการสินเชื่อเงินด่วน (A-Cash) ของลูกค้าเงินกู้ธนาคารเพื่อการเกษตรและสหกรณ์การเกษตรสาขาน่านมากที่สุดคือ ปัจจัยด้านกระบวนการ รองลงมาคือปัจจัยด้านลักษณะทางกายภาพ ปัจจัยด้านผลิตภัณฑ์ และปัจจัยด้านช่องทางการจัดจำหน่าย ตามลำดับอย่างมีนัยสำคัญทางสถิติที่ 0.05 โดยสอดคล้องเรื่องส่วนประสมทางการตลาดของ Phillip Kotler (2546) ที่กล่าวถึงการตอบสนองความต้องการของผู้บริโภค โดยทำให้กิจการสามารถบรรลุวัตถุประสงค์และอยู่รอดได้

การศึกษาในครั้งนี้แสดงให้เห็นว่าลูกค้าพึงพอใจในกระบวนการให้บริการ ลักษณะภายนอกของธนาคาร ลักษณะพิเศษของผลิตภัณฑ์ และช่องทางการใช้บริการที่หลากหลาย ซึ่งสอดคล้องกับงานวิจัยของ วรรณวจี ดิสกะประกาย (2562) ที่ศึกษาเรื่องปัจจัยที่ส่งผลต่อการตัดสินใจเลือกซื้อสินค้าของผู้บริโภคเครื่องดื่ม All Café ในกรุงเทพมหานครและปริมณฑล โดยผลของการศึกษาพบว่าส่วนประสมทางการตลาดส่งผลต่อการตัดสินใจใช้บริการสินเชื่อเงินด่วน (A-Cash) และการศึกษาของ สุภาวดี หลีเฮง (2562) ที่ศึกษาเกี่ยวกับพฤติกรรมของลูกค้าที่ตัดสินใจเลือกซื้อผลิตภัณฑ์ด้านสินเชื่อประเภทบุคคลของธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร (ธ.ก.ส.) ในจังหวัดภูเก็ต โดยผลการศึกษาพบว่าปัจจัยส่วนประสมทางการตลาดด้านกระบวนการมีผลต่อการตัดสินใจซื้อผลิตภัณฑ์ด้านสินเชื่อประเภทบุคคลมากที่สุด มีค่าเฉลี่ย 4.96

## 7. ข้อเสนอแนะ

*7.1 ข้อเสนอแนะสำหรับการศึกษาครั้งนี้*

จากการศึกษาพบว่าปัจจัยที่ส่งผลต่อการใช้บริการสินเชื่อเงินด่วน (A-Cash) ของลูกค้าเงินกู้ธนาคารเพื่อการเกษตรและสหกรณ์การเกษตรสาขาน่านขึ้นอยู่กับปัจจัย 4 ด้าน ได้แก่ ปัจจัยด้านกระบวนการ ปัจจัยด้านลักษณะทางกายภาพ ปัจจัยด้านผลิตภัณฑ์ และปัจจัยด้านช่องทางการจัดจำหน่าย ตามลำดับ โดยธนาคารควรจัดลำดับความสำคัญของปัจจัยทั้ง 4 เพื่อออกแบบกิจกรรมที่นำไปใช้ในการตอบสนองความต้องการของผู้ลูกค้าให้บรรลุวัตถุประสงค์ขององค์กร

*7.2 ข้อเสนอแนะสำหรับการศึกษาในครั้งต่อไป*

1. ศึกษาภาพรวมของธนาคารจากกลุ่มตัวอย่างทั่วประเทศด้วยวิธีวิจัยเดียวกัน เพื่อเป็นข้อมูลในการกำหนดกลยุทธ์ของธนาคารในการเพิ่มปริมาณการใช้บริการของลูกค้าต่อไป

2. ศึกษากับปัจจัยภายนอกที่ส่งผลต่อการใช้บริการสินเชื่อธนาคาร นอกเหนือจากปัจจัยส่วนประสมทางการตลาด เพื่อนำข้อมูลจากผลการวิจัยมาสร้างแนวทางการเพิ่มปริมาณการใช้บริการที่หลากหลายมากยิ่งขึ้น

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# การศึกษาปัจจัยที่มีผลต่อการตัดสินใจใช้บริการแอพพลิเคชั่น A-mobile กรณีศึกษา ลูกค้าเงินฝากของธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร สาขาน่าน

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**บทคัดย่อ**

งานวิจัยนี้มีวัตถุประสงค์ เพื่อศึกษาระดับความสำคัญของปัจจัยที่ส่งผลต่อการตัดสินใจเลือกใช้บริการ A-mobile และเพื่อหาแนวทางในการเพิ่มปริมาณผู้ใช้บริการ A-mobile กลุ่มตัวอย่างคือกลุ่มลูกค้าเงินฝากของ ธ.ก.ส.สาขาน่าน ที่มีบัญชีเงินฝากออมทรัพย์และมีอายุตั้งแต่ 15 ปีขึ้นไป จำนวน 400 คน โดยใช้แบบสอบถามในการเก็บรวบรวมข้อมูล และใช้ข้อมูลทางสถิติในการการวิเคราะห์ข้อมูล ค่าเฉลี่ย (average; $\bar{x}$) และค่าเบี่ยงเบนมาตรฐาน (Standard Deviation; S.D.) ผลการศึกษาพบว่า ผู้ตอบแบบสอบถามมีความคิดเห็นต่อปัจจัยส่วนประสมทางการตลาดที่ส่งผลต่อการตัดสินใจใช้บริการ ธ.ก.ส. A-mobile ภาพรวมอยู่ในระดับมากที่สุดถึงมากเรียงลำดับความสำคัญได้แก่ 1) กระบวนการให้บริการ 2) ลักษณะทางกายภาพ 3) ด้านบุคคล 4) ด้านผลิตภัณฑ์ 5) ด้านราคา 6) ด้านช่องทางการให้บริการ และ 7) ด้านส่งเสริมการตลาด ผู้ศึกษาจึงได้มีข้อเสนอแนะดังนี้ 1) ธนาคารควรปรับปรุงฟังก์ชั่นในการใช้งานให้ทันสมัย ง่ายต่อการใช้งาน เพื่อให้ผู้ใช้บริการตัดสินใจใช้งานผ่านทางแอพพลิเคชั่นมากขึ้น 2) ธนาคารควรมีสนับสนุนให้ใช้ ธ.ก.ส. A-Mobile มากขึ้น ให้ครอบคลุมทุกช่วงวัยและทุกอาชีพ 3) ส่งเสริมให้มีการให้ความรู้เรื่องการใช้งาน ธ.ก.ส. A-mobile ในกลุ่มลูกค้าเกษตรกรให้มีความรู้ความเข้าใจมากขึ้น

**คำสำคัญ:** Application ธ.ก.ส. A-mobile, ธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร (ธ.ก.ส.)

## 1. บทนำ

ในปัจจุบันมีการเปลี่ยนแปลงของเทคโนโลยีทางการเงินที่ส่งผลต่อสถาบันการเงินอย่างธนาคาร เนื่องจากพฤติกรรมการใช้บริการของลูกค้าส่วนใหญ่ได้เปลี่ยนแปลงไป ธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร

หรือ ธ.ก.ส. จึงได้พัฒนาและออกแบบการให้บริการทางการเงินในรูปแบบของ Mobile Application อย่าง A-mobile ขึ้น เพื่อตอบสนองความต้องการให้กับลูกค้าที่เปลี่ยนแปลงไปกับเทคโนโลยี

แม้ว่า ธ.ก.ส. จะมีอัตราการเติบโตของจำนวนบัญชีเงินฝากที่เพิ่มมากขึ้นในทุก ๆ ปี แต่อัตราการเติบโตของผู้ใช้บริการ A-mobile ไม่ได้เติบโตอย่างสอดคล้อง ในขณะเดียวกัน จากข้อมูลการเติบโตของบัญชีเงินฝากของ ธ.ก.ส. สาขาน่าน พบว่าในเดือนพฤษภาคม พ.ศ. 2564 ธ.ก.ส. สาขาน่านมีจำนวนบัญชีเงินฝากออมทรัพย์ทั้งสิ้น 26,470 บัญชี เป็นบัญชีเงินฝากของลูกค้าที่มีอายุตั้งแต่ 15 ปี ขึ้นไป ประมาณร้อยละ 90 ของบัญชีเงินฝากทั้งหมดและเป็นบัญชีเงินฝากประเภทที่สามารถใช้บริการ A-Mobile ร้อยละ 80 บัญชีเงินฝากทั้งหมด คิดเป็นจำนวนเงิน 20,000 บัญชี อย่างไรก็ตามจำนวนผู้ใช้บริการ A-Mobile ของ ธ.ก.ส. สาขาน่านสะสม ณ เดือนพฤษภาคม มีเพียง 3,326 ราย บัญชี (ธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร สารสนเทศเพื่อการบริหาร) ซึ่งถือว่ามีผู้ใช้บริการดังกล่าวเพียงร้อยละ 16 ของจำนวนบัญชีที่สามารถใช้บริการได้ แม้ว่า ธ.ก.ส. จะมีอัตราการเติบโตของจำนวนบัญชีเงินฝากที่เพิ่มมากขึ้นในทุก ๆ ปี แต่อัตราการเติบโตของผู้ใช้บริการ A-mobile ไม่ได้เติบโตอย่างสอดคล้องกัน จึงทำให้ผู้ศึกษาเล็งเห็นปัญหาที่เกิดขึ้น และต้องการศึกษาถึงปัจจัยที่ส่งผลต่อการตัดสินใจเลือกใช้บริการ Mobile Application ดังกล่าว เพื่อหาแนวทางในการแก้ปัญหาต่อไป

## 2. การทบทวนวรรณกรรม

### *2.1 แนวคิดและทฤษฎีเกี่ยวกับส่วนประสมทางการตลาด*

ส่วนประสมการตลาดบริการ หมายถึง การจัดกิจกรรมที่เกี่ยวข้องกับการนำเสนอสิ่ง ซึ่งสามารถตอบสนองความต้องการของผู้บริโภค โดยทำให้กิจการสามารถบรรลุวัตถุประสงค์และอยู่รอดได้ อาจรวมถึงสามารถขยายขนาดกิจการได้ในอนาคต (Kotler, 2546, p.449) ประกอบด้วย

1. ผลิตภัณฑ์ (Product) หมายถึง สิ่งที่เสนอขายโดยธุรกิจเพื่อสนองความต้องการของลูกค้าให้พึงพอใจ ผลิตภัณฑ์ที่เสนอขายอาจจะมีตัวตน หรือไม่มีตัวตนก็ได้ ผลิตภัณฑ์จึง ประกอบด้วย สินค้า บริการ ความคิด สถานที่ องค์กรหรือบุคคล ผลิตภัณฑ์ต้องมีอรรถประโยชน์ (Utility) มีค่า (Value) ในสายตาของลูกค้า จึงจะมีผลท าให้ผลิตภัณฑ์สามารถขายได้

2. ราคา (Price) หมายถึง คุณค่าผลิตภัณฑ์ในรูปตัวเงิน ราคาเป็น P ตัวที่สองที่เกิดขึ้นมาถัดจาก Product ราคาเป็นต้นทุน (Cost)ของลูกค้าผู้บริโภคจะเปรียบเทียบระหว่างคุณค่า (Value) ผลิตภัณฑ์กับราคา (Price) ถ้าคุณค่าสูงกว่าราคาเขาก็จะตัดสินใจซื้อ

3. การจัดจำหน่าย (Place หรือ Distribution) ช่องทางการจัดจำหน่าย หมายถึง ช่องทางในการทำให้ลูกค้าสามารถเข้าถึงและเลือกใช้บริการได้ ซึ่งมักจะท าโดยผ่านตัวกลางต่าง ๆ ที่มีอยู่ในตลาด เช่น บริษัทนำเที่ยว (Tour Operator) และบริษัทตัวแทนท่องเที่ยว (Tour Agent) ต่าง ๆ โดยช่องทางการจัดจำหน่ายต่าง ๆ

เหล่านี้ ไม่ได้เป็นเพียงช่องทางในการขายสินค้า หรือ บริการเท่านั้น แต่ยังเป็นช่องทางในการกระจายข้อมูลข่าวสาร การส่งเสริมการขาย การจอง และการชำระเงินอีกด้วย

4. การส่งเสริมการตลาด (Promotion) เป็นการติดต่อสื่อสารเกี่ยวกับข้อมูลระหว่างผู้ซื้อและผู้ขาย เพื่อสร้างทัศนคติ และพฤติกรรมการซื้อ การติดต่อสื่อสารอาจใช้พนักงานขาย ทำการขาย (Personal Selling) และการติดต่อสื่อสารโดยไม่ใช้คน (Non -Personal Selling) เครื่องมือในการติดต่อสื่อสารมีหลายประการ ซึ่งอาจใช้เครื่องมือการสื่อสารแบบประสมประสานกัน (Integrated Marketing Communication) โดยพิจารณาถึงความเหมาะสมกับลูกค้า ผลิตภัณฑ์คู่แข่งขัน โดยบรรลุจุดมุ่งหมายร่วมกันได้

5. บุคลากร (People) หรือ พนักงาน (Employees) ซึ่งต้องอาศัยการเลือก (Selection) การฝึกอบรม (Training) การจูงใจ (Motivation) เพื่อให้สามารถสร้างความพึงพอใจกับลูกค้าได้แตกต่างเหนือคู่แข่งขัน พนักงานต้องมีความสามารถ มีทัศนคติที่ดีที่สามารถตอบสนองลูกค้ามีความคิดริเริ่ม มีความสามารถในการแก้ปัญหา และสามารถสร้างค่านิยมให้กับบริษัท บุคลากรหรือพนักงานถือได้ว่าเป็นสินทรัพย์ที่มีคุณค่ามากที่สุดในธุรกิจบริการ ผู้บริหารองค์กรที่เป็นธุรกิจบริการมีหน้าที่ที่จะต้องบริหารบุคลากรเหล่านี้ให้เป็นสิ่งที่สร้างความสามารถในการแข่งขันให้กับธุรกิจ

6. กระบวนการ (Process) เป็นการส่งมอบคุณภาพในการให้บริการกับลูกค้าได้รวดเร็วและประทับใจ (Consumer Satisfaction) ในองค์กรธุรกิจด้านบริการ กระบวนการในการให้บริการมีความสำคัญเป็นอย่างยิ่ง เนื่องจากเป็นกระบวนการที่ลูกค้ามีส่วนร่วมในการผลิตบริการนั้นด้วยกระบวนการด้านการบริการจึงต้องได้รับการออกแบบเป็นอย่างดี เพื่อให้พนักงานทำงานอย่างสะดวก ลดความผิดพลาดที่อาจเกิดขึ้นได้ในกระบวนการ และสร้างความพึงพอใจให้กับลูกค้า

7. การนำเสนอลักษณะทางกายภาพ (Physical Evidence) โดยพยายามสร้างรูปแบบการให้บริการเพื่อสร้างคุณค่าให้กับลูกค้า (Customer - Value Proposition) ไม่ว่าจะเป็นด้านความสะอาด ความรวดเร็ว หรือผลประโยชน์อื่น ๆ ด้วยลักษณะที่จับต้องไม่ได้ของการบริการ จึงทำให้ผู้ที่คาดว่าจะเป็นลูกค้า ไม่สามารถประเมินการบริการได้จนกว่าจะได้รับการบริการนั้น ซึ่งทำให้เกิดความเสี่ยงในการที่ลูกค้าจะตัดสินใจซื้อบริการหรือไม่ ส่วนประกอบที่สำคัญในการวางแผนการตลาด คือ การลดความเสี่ยงที่ลูกค้าจะตัดสินใจไม่ซื้อบริการ โดยการออกแบบลักษณะทางกายภาพต่าง ๆ เพื่อให้ลูกค้าเกิดความมั่นใจ ซึ่งสามารถท าได้หลายรูปแบบ เช่น แผ่นผับ ที่แสดงรูปภาพ ให้เห็นถึงบริการต่าง ๆ ที่ลูกค้าจะได้รับ เครื่องแบบพนักงาน ที่ได้รับการออกแบบอย่างเหมาะสม และอาคารสถานที่ที่ได้รับการดูแลเป็นอย่างดี

*2.2 แนวคิดและทฤษฎีเกี่ยวกับพฤติกรรมผู้บริโภค*

Loudon and Bitta (2531, p. 4) ได้ให้ความหมายไว้ว่า พฤติกรรมผู้บริโภคอาจหมายถึงกระบวนการตัดสินใจและกิจกรรมทางกายภาพที่บุคคลเข้าไปเกี่ยวข้อง เมื่อมีการประเมินการได้มาการใช้หรือการจับจ่ายใช้สอยซึ่งสินค้าและบริการ

Engle, Blackwell and Miniard (2536, p. 5) ได้ให้ความหมายของพฤติกรรมผู้บริโภคว่าหมายถึงกระบวนการตัดสินใจและลักษณะกิจกรรมของแต่ละบุคคลเพื่อทำการประเมินผลการจัดหาการใช้และการใช้จ่ายเกี่ยวกับสินค้าและบริการให้ได้มาซึ่งการบริโภค

*2.3 งานวิจัยที่เกี่ยวข้อง*

มัณฑนา ผลารุจิ (2562) ศึกษาเรื่องแรงจูงใจและพฤติกรรมที่ส่งผลต่อการตัดสินใช้ใช้บริการ ธ.ก.ส. A-Mobile ของลูกค้า ธ.ก.ส. สาขาแหลมฉบัง อำเภอศรีราชา จังหวัดชลบุรี โดยมีวัตถุประสงค์เพื่อศึกษา ลักษณะทั่วไปของ ธ.ก.ส. สาขาแหลมฉบัง อำเภอศรีราชา จังหวัดชลบุรีรวมไปถึงการใช้งานธ.ก.ส. A-Mobile ของลูกค้า ธ.ก.ส. สาขาแหลมฉบัง และเพื่อศึกษาปัจจัยส่วนบุคคล พฤติกรรม และส่วนประสมทางการตลาดที่ส่งผลต่อพฤติกรรมการตัดสินใจใช้บริการ ธ.ก.ส. A-Mobile ของลูกค้าธ.ก.ส. สาขาแหลมฉบัง โดยมีการเก็บรวบรวมข้อมูลโดยใช้แบบสอบถามจากกลุ่มตัวอย่างจำนวน 400 ราย และนำมาวิเคราะห์ข้อมูลโดยการใช้เครื่องมือทางสถิติ และแบบจำลองโลจิต ผลการศึกษาพบว่า ผู้ตอบแบบสอบถามส่วนใหญ่เป็นลูกค้า ธ.ก.ส. ไม่ต่ำว่า 6 ปี และมีบัญชีเงินฝากออมทรัพย์กับ ธ.ก.ส. มีความถี่ในการมาใช้บริการเพื่อทำธุรกรรมที่สาขาต่ำกว่า 5 ครั้งต่อเดือน โดยมีปัจจัยส่วนประสมทางการตลาดที่กลุ่มตัวอย่างให้ความสำคัญที่สุดได้แก่ สิ่งแวดล้อมทางกายภาพ ประบวนการให้บริการ ช่องทางการให้บริการ ราคา ผลิตภัณฑ์และบริการ บุคคล และการส่งเสริมการตลาด ตามลำดับ และผลจากการวิเคราะห์จากแบบจำลองโลจิต พบว่า ปัจจัยที่มีผลต่อการตัดสินใจใช้ ธ.ก.ส. A-Mobile ได้แก่ การมีผลิตภัณฑ์ของ ธ.ก.ส. ประเภทธุรกรรมที่ใช้บริการ ธ.ก.ส. รวมทั้งปัจจัยส่งเสริมการตลาดด้านราคา ช่องทางให้บริการ ลักษณธทางกายภาพ และกระบวนการให้บริการ

สุภาวดี ขอเหนี่ยวกลาง (2563) ศึกษาเกี่ยวกับแนวทางการเพิ่มยอดการสมัครใช้งานระบบ BAAC Corporate Banking มีวัตถุประสงค์ เพื่อศึกษาถึงปัจจัยส่วนประสมทางการตลาดที่ส่งผลต่อการตัดสินใจใช้บริการระบบ BAAC Corporate Banking สำนักงาน ธ.ก.ส. จังหวัดกาฬสินธุ์ และเพื่อเสนอแนวทางการเพิ่มยอดการสมัครใช้งานระบบ BAAC Corporate Banking สำนักงาน ธ.ก.ส. จังหวัดกาฬสินธุ์ โดยมีแบบสอบถามเป็นเครื่องมือที่ใช้ในการศึกษา โดยเลือกกลุ่มตัวอย่างแบบเฉพาะเจาะจง คือ กลุ่มลูกค้าที่จดทะเบียนเป็นนิติบุคคล กลุ่มหน่วยงานหรือองค์กรต่าง ๆ กลุ่มหน่วยงานราชการ กลุ่มรัฐวิสาหกิจกลุ่มผู้ประกอบการ หรือร้านค้าเจ้าของคนเดียว และลูกค้าที่มีบัญชีเงินฝากออมทรัพย์หรือบัญชีกระแสรายวันของธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร ในจังหวัดกาฬสินธุ์ จำนวน 400 คน ดำเนินการวิจัยโดยการสัมภาษณ์และนำมาวิเคราะห์ข้อมูลโดยใช้เครื่องมือทางสถิติ จากการศึกษาพบว่าปัจจัยส่วนประสมทางการตลาดที่ส่งผลต่อการตัดสินใจใช้

บริการระบบ BAAC Corporate Banking ภาพรวมอยู่ในระดับมากเรียงลำดับ ความสำคัญได้แก่ ด้านบุคลากร ด้านบริการ ด้านองค์ประกอบทางกายภาพ ด้านช่องทางการจัดจำหน่าย ด้านการส่งเสริมการตลาด ด้านราคา และด้านผลิตภัณฑ์ ตามลำดับ และพฤติกรรมการจัดการธุรกรรมทางการเงินขององค์กร สรุปได้ว่ามีการโอนเงินผ่านระบบ Internet Banking หรือผ่าน Mobile Banking เพราะช่วยให้ทำธุรกรรมทางการเงินได้คล่องตัวขึ้น

## 3. วิธีดำเนินการวิจัย

ประชากรและกลุ่มตัวอย่างคือ ลูกค้าที่มีบัญชีเงินฝากของธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร สาขาน่าน ที่มีอายุ 15 ปีขึ้นไป ที่มีความเคลื่อนไหวของบัญชีเงินฝากออมทรัพย์ภายใน 3 ปี จำนวนทั้งสิ้น 5,000 คน โดยใช้การคำนวณหากลุ่มตัวอย่างโดยใช้สูตรของ ทาโร่ ยามาเน่ (Taro Yamane, 1973) และการสุ่มตัวอย่าง จะใช้วิธีสุ่มอย่างง่าย ในการสำรวจตัวอย่าง 400 คน

เครื่องมือที่ใช้ในงานการศึกษา คือ แบบสอบถาม (Questionnaire) ที่สร้างขึ้นมาจากการนำแนวคิดทฤษฎีและผลงานวิจัยที่เกี่ยวข้องมาศึกษา และคำถามแบบมาตราส่วนประมาณค่า (Rating Scale) มีตัวเลือก 5 ระดับ โดยแบ่งโครงสร้างคำถามเป็น 3 ส่วน ดังนี้

ส่วนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม ได้แก่ เพศ อายุ ระดับการศึกษา อาชีพ รายได้เฉลี่ยต่อเดือน

ส่วนที่ 2 คำถามที่เกี่ยวกับแรงจูงใจและพฤติกรรมการใช้บริการ A-Mobile ของลูกค้าที่มาใช้บริการที่ ธ.ก.ส. สาขาน่าน

ส่วนที่ 3 คำถามเกี่ยวกับปัจจัยส่วนประสมทางการตลาด เป็นแบบสอบถามระดับความสำคัญ ประกอบด้วยคำถาม 7 ด้าน คือ ด้านผลิตภัณฑ์ ด้านราคา ด้านช่องทางการให้บริการ ด้านการส่งเสริมการตลาด ด้านบุคคล ด้านลักษณะทางกายภาพ และด้านกระบวนการให้บริการ ที่มีผลต่อการตัดสินใจเลือกใช้บริการ A-Mobile ของลูกค้า ธ.ก.ส. สาขาน่าน

## 4. วิธีการวิเคราะห์ข้อมูล

การวิเคราะห์เชิงพรรณนา (Descriptive Analysis) โดยการนำข้อมูลจากแบบสอบถามในส่วนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม และส่วนที่ 2 พฤติกรรมที่ส่งผลต่อการตัดสินใจใช้และไม่ใช้บริการ A-Mobile ของลูกค้าธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร สาขาน่าน โดยวิธีการแจกแจงความถี่ และหาค่าร้อยละ

การวิเคราะห์เชิงปริมาณ (Quantitative Analysis) จะวิเคราะห์ถึงปัจจัยที่มีผลต่อการตัดสินใจใช้บริการ A-Mobile ของลูกค้าธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร สาขาน่าน โดยใช้มาตรวิดวิธีของลิเกิร์ต (Likert’s Scale) ซึ่งเป็นมาตราส่วนประเมินค่าคำตอบ โดยให้ผู้ตอบแบบสอบถามเลือกเพียงคำตอบเดียว แบ่งเป็น 5 ระดับ โดยมีหลักเกณฑ์ดังนี้

5 คะแนน หมายถึง มีความสำคัญในการตัดสินใจเลือก มากที่สุด

4 คะแนน หมายถึง มีความสำคัญในการตัดสินใจเลือก มาก

3 คะแนน หมายถึง มีความสำคัญในการตัดสินใจเลือก ปานกลาง

2 คะแนน หมายถึง มีความสำคัญในการตัดสินใจเลือก น้อย

1 คะแนน หมายถึง มีความสำคัญในการตัดสินใจเลือก น้อยที่สุด

เมื่อได้ข้อมูลเกี่ยวกับพฤติกรรมที่มีผลต่อการเลือกใช้บริการ A-Mobile มาแล้ว ก็นำคะแนนที่ได้มาหาค่าเฉลี่ย (Weight Mean Score: WMS) ด้วยเกณฑ์จัดระดับความสำคัญที่ได้กำหนดช่วงคะแนนเฉลี่ยเพื่อวิเคราะห์และแปลความหมายความสำคัญของปัจจัยด้านส่วนประสมทางการตลาด

เมื่อได้ข้อมูลเกี่ยวกับปัจจัยที่มีผลต่อการเลือกใช้บริการ A-Mobile มาแล้ว ก็นำคะแนนที่ได้มาหาค่าเฉลี่ย (Weight Mean Score: WMS) ด้วยเกณฑ์จัดระดับความสำคัญที่ได้กำหนดช่วงคะแนนเฉลี่ยเพื่อวิเคราะห์และแปลความหมายความสำคัญของปัจจัยด้านส่วนประสมทางการตลาดในแต่ละด้าน และนำคะแนนที่ได้มาหาค่าเฉลี่ยถ่วงน้ำหนัก (Weight Mean Score: WMS) โดยการใช้ค่าความถี่ของแต่ละระดับคะแนน หาค่าส่วนค่าเบี่ยงเบนมาตรฐาน (Standard Deviation หรือ S.D.)

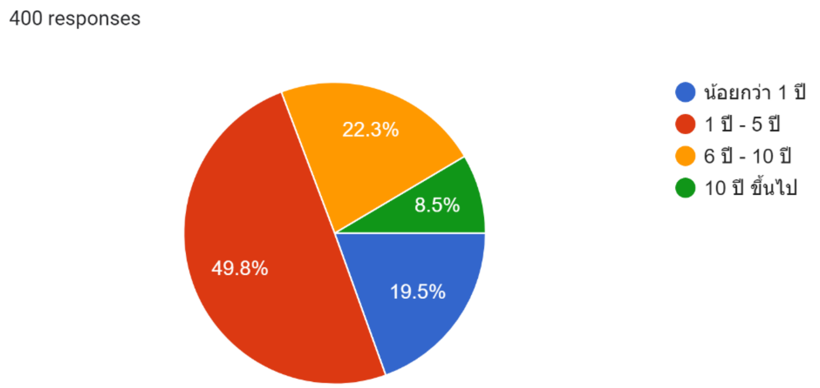
## 5. ผลการวิจัย

<u>ส่วนที่ 1</u> พบว่าผู้ตอบแบบสอบถามส่วนใหญ่เป็นเพศชาย จำนวน 207 คน คิดเป็นร้อยละ 51.7 มีอายุระหว่าง 35 – 44 ปี จำนวน 141 คน คิดเป็นร้อยละ 35.3 ส่วนใหญ่มีสถานภาพสมรส จำนวน 193 คน คิดเป็นร้อยละ 48.2 และมีการศึกษาสูงสุดระดับปริญญาตรีขึ้นไป จำนวน 152 คน คิดเป็นร้อยละ 38 ประกอบอาชีพพนักงานบริษัท จำนวน 112 คน คิดเป็นร้อยละ 28 ประกอบอาชีพรับราชการหรือพนักงานของรัฐวิสาหกิจ จำนวน 90 คน คิดเป็นร้อยละ 22.5 ประกอบอาชีพเกษตรกร จำนวน 85 คน คิดเป็นร้อยละ 21.3 ประกอบอาชีพรับจ้างทั่วไป จำนวน 49 คน คิดเป็นร้อยละ 12.3 ซึ่งผู้ตอบแบบสอบถามที่มีรายได้เฉลี่ยต่อเดือน 15,001 – 20,000 บาท จำนวน 141 คน คิดเป็นร้อยละ 35.2 รายได้เฉลี่ยต่อเดือน 20,001 – 30,000 จำนวน 88 คน คิดเป็นร้อยละ 22 รายได้เฉลี่ยต่อเดือน 10,001 – 15,000 บาท จำนวน 86 คน คิดเป็นร้อยละ 21.5%

และรายได้เฉลี่ยต่อเดือนมากกว่า 30,000 บาท จำนวน 44 คน คิดเป็นร้อยละ 11 และรายได้เฉลี่ยต่อเดือนน้อยกว่า 10,000 บาท จำนวน 41 คน คิดเป็นร้อยละ 10.3

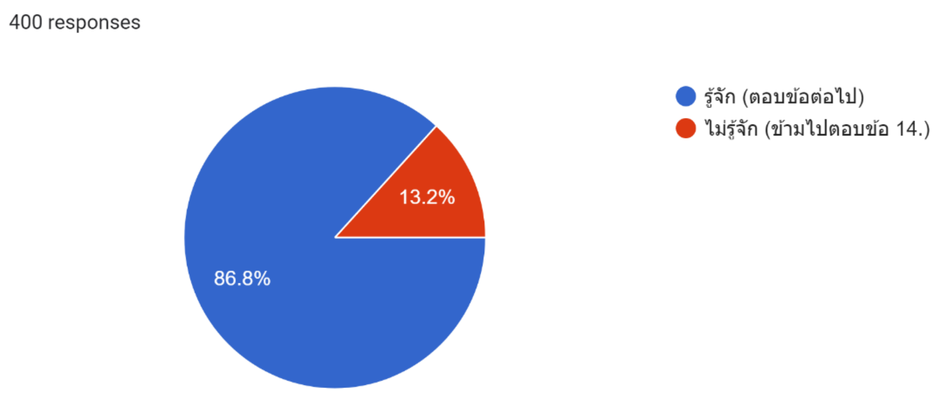
ส่วนที่ 2 คำถามที่เกี่ยวกับแรงจูงใจและพฤติกรรมการใช้บริการ A-Mobile ของลูกค้าที่มาใช้บริการที่ ธ.ก.ส. สาขาน่าน

**รูปที่ 1 ระยะเวลาการเป็นสมาชิก ธ.ก.ส. สาขาน่าน**



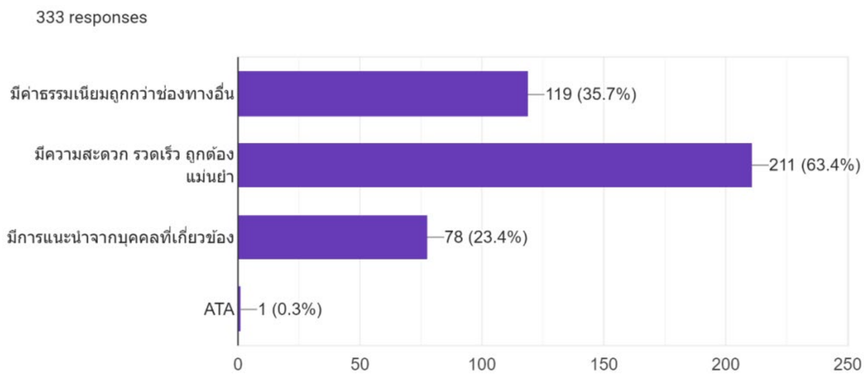

จากรูปที่ 1 พบว่าลูกค้าส่วนใหญ่มีการเข้าเป็นลูกค้าหรือสมาชิก ธ.ก.ส.สาขาน่านมาแล้วไม่ต่ำว่า 1 ปี และมีการใช้งานผลิตภัณฑ์เงินฝากออมทรัพย์จำนวน 197 คน คิดเป็นร้อยละ 49.3 รองลงมาคือสลากออมทรัพย์ จำนวน 104 คน คิดเป็นร้อยละ 26 โดยส่วนใหญ่จะมาใช้บริการด้านฝาก/ถอน บ่อยที่สุด จำนวน 208 คน คิดเป็นร้อยละ 52 รองลงมาคือบริการชำระค่าสินค้าและบริการ จำนวน 134 คน คิดเป็นร้อยละ 33.5 ซึ่งส่วนใหญ่จะเข้ามาทำธุรกรรมที่สาขาเป็นหลักจำนวน 178 คน คิดเป็นร้อยละ 44.5 ทำธุรกรรมผ่านโมบายแบงค์กิ้ง หรือ ธ.ก.ส. A-Mobile จำนวน 168 คน คิดเป็นร้อยละ 42 โดยส่วนใหญ่มีความถี่ในการใช้บริการน้อยกว่า 5 ครั้งต่อเดือน จำนวน 185 คน คิดเป็นร้อยละ 46.3

**รูปที่ 2 แสดงถึงจำนวนผู้ตอบแบบสอบถามที่รู้จักและไม่รู้จัก ธ.ก.ส. A-Mobile**



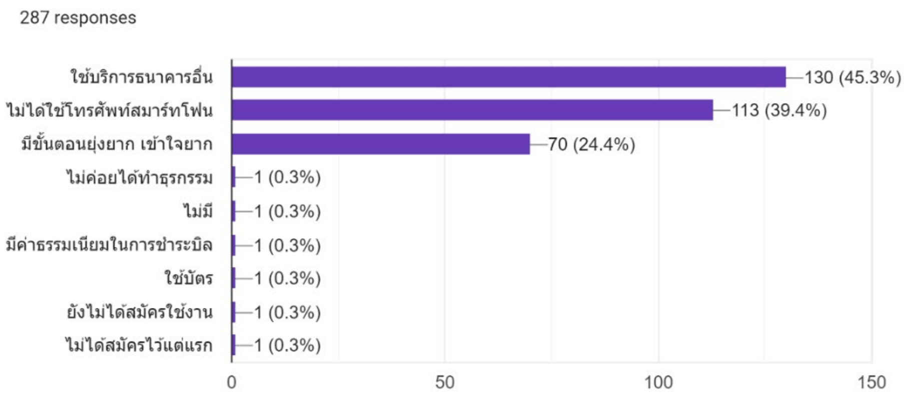
จะเห็นว่าลูกค้าผู้ตอบแบบสอบถามไม่น้อยกว่า 86% รู้จัก ธ.ก.ส. A-Mobile ซึ่งจากการสอบถามพบว่าส่วนใหญ่นั้นรู้จักผ่านการแนะนำของพนักงาน ถึง 164 คน คิดเป็นร้อยละ 45.7 ของผู้ตอบแบบสอบถามทั้งหมด

**รูปที่ 3 สาเหตุที่ลูกค้าเลือกใช้บริการ ธ.ก.ส. A-Mobile**




ลูกค้าที่รู้จัก ธ.ก.ส. A-Mobile ส่วนใหญ่ที่เลือกใช้งานแอพพลิเคชั่น เพราะมีความสะดวก รวดเร็ว ถูกต้อง และแม่นยำ ประมาณ 63.4 % ซึ่งจากการสอบถามพบว่าลูกค้าจะเน้นใช้บริการ ธ.ก.ส. A-Mobile เพื่อโอนเงิน เป็นหลัก จำนวน 182 คน คิดเป็นร้อยละ 52.6

**รูปที่ 4 สาเหตุที่ลูกค้าไม่เลือกใช้บริการ ธ.ก.ส. A-Mobile**




นอกจากนี้ จากการสำรวจพบว่าสาดหตุที่ลูกค้าไม่เลือกใช้บริการ ธ.ก.ส. A-Mobile เพราะว่า ใช้บริการของธนาคารอื่นอยู่ถึง 45.3 % และไม่ได้ใช้โทรศัพท์สมาร์ทโฟน ถึง 39.4 %

<u>ส่วนที่ 3</u> คำถามเกี่ยวกับปัจจัยส่วนประสมทางการตลาด เป็นแบบสอบถามระดับความสำคัญ ประกอบด้วยคำถาม 7 ด้าน คือ ด้านผลิตภัณฑ์ ด้านราคา ด้านช่องทางการให้บริการ ด้านการส่งเสริมการตลาด ด้านบุคคล ด้านลักษณะทางกายภาพ และด้านกระบวนการให้บริการ ที่มีผลต่อการตัดสินใจเลือกใช้บริการ A-Mobile ของลูกค้า ธ.ก.ส. สาขาน่าน สามารถอธิบายผลการศึกษาได้ดังตารางต่อไปนี้

**ตารางที่ 1 ค่าเฉลี่ยของแต่ละปัจจัย**

| **ค่าเฉลี่ยของแต่ละปัจจัย** | ค่าเฉลี่ย $\overline{X}$ | S.D. | ระดับ |
|---|---|---|---|
| ด้านผลิตภัณฑ์ | 4.43 | 0.03 | มาก |
| ด้านราคา | 4.40 | 0.02 | มาก |
| ด้านช่องทางการให้บริการ | 4.40 | 0.04 | มาก |
| ด้านส่งเสริมการตลาด | 4.31 | 0.01 | มาก |
| ด้านบุคคล | 4.44 | 0.02 | มาก |
| ด้านลักษณะทางกายภาพ | 4.50 | 0.11 | มากที่สุด |
| ด้านกระบวนการให้บริการ | 4.52 | 0.03 | มากที่สุด |

## 6. สรุป

จากการสำรวจข้อมูลทั่วไปของผู้ที่ตอบแบบสอบถามส่วนใหญ่เป็นเพศชายมากกว่าเพศหญิงมีสถานภาพการสมรสมากกว่าสถานภาพโสดหรืออย่าร้างและส่วนใหญ่มีกาศึกษาสูงสุดระดับปริญญาตรีขึ้นไป ส่วนใหญ่มีรายได้เฉลี่ยต่อเดือน 15,001 – 20,000 ส่วนในด้านแรงจูงใจและพฤติกรรมการใช้บริการ A-Mobile ของลูกค้าที่มาใช้บริการที่ ธ.ก.ส. สาขาน่าน พบว่า ผู้ตอบแบบสอบถามส่วนใหญ่มีระยะเวลาการเป็นลูกค้ามาแล้วไม่ต่ำกว่า 1 ปี และลูกค้ามีบัญชีเงินฝากออมทรัพย์เป็นหลัก ซึ่งสอดคล้องกับงานวิจัยของ มัณฑนา ผลารุจิ (2562) โดยศึกษาเกี่ยวแรงจูงใจและพฤติกรรมที่ส่งผลต่อการตัดสินใช้ใช้บริการ ธ.ก.ส. A-Mobile ของลูกค้า ธ.ก.ส. สาขาแหลมฉบัง อำเภอศรีราชา จังหวัดชลบุรี ที่สำรวจพบว่า ผู้ตอบแบบสอบถามส่วนใหญ่เป็นลูกค้า ธ.ก.ส. ไม่ต่ำว่า 6 ปี และมีบัญชีเงินฝากออมทรัพย์กับ ธ.ก.ส. มีความถี่ในการมาใช้บริการเพื่อทำธุรกรรมที่สาขาต่ำกว่า 5 ครั้งต่อเดือน และประเภทบริการที่ลูกค้ามาใช้บริการบ่อยที่สุดคือ บริการ ฝาก/ถอน ซึ่งส่วนใหญ่จะเน้นเข้ามาทำธุรกรรมที่สาขามากกว่าการทำธุรกรรมผ่านโมบายแบงค์กิ้ง หรือ ธ.ก.ส. A-Mobile และทำธุรกรรมผ่านตู้ ATM ซึ่งส่วนใหญ่ทุกคนรู้จักผลิตภัณฑ์ ธ.ก.ส. A-Mobile จากการแนะนำของพนักงาน และสาเหตุที่ลูกค้าเลือกใช้บริการ ธ.ก.ส. A-Mobile เนื่องจากมีความสะดวก รวดเร็ว ถูกต้อง และแม่นยำ มากกว่าค่าใช้จ่ายด้านค่าธรรมเนียม นอกจากนี้พบว่าประเภทการทำธุรกรรมส่วนใหญ่ที่เลือกใช้ ธ.ก.ส. A-Mobile คือ การโอนเงิน การเช็คยอดในบัญชีเงินและ ใช้ชำระค่าสินค้าและบริการ และสาเหตุที่กลุ่มตัวอย่างผู้ตอบแบบสอบถามไม่ใช้บริการ ธ.ก.ส. A-Mobile คือ จำนวนคนที่ใช้บริการโมบายแบงค์กิ้งของธนาคารอื่น มากกว่าคนที่ไม่ได้ใช้โทรศัพท์สมาร์ทโฟน และมีลูกค้าส่วนน้อยที่คิดว่า ธ.ก.ส. A-Mobile มีขั้นตอนยุ่งยาก เข้าใจยาก ในด้านของปัจจัยส่วนประสมทางการตลาด เป็นแบบสอบถามระดับความสำคัญ ประกอบด้วยคำถาม 7 ด้าน คือ ด้าน

ผลิตภัณฑ์ ด้านราคา ด้านช่องทางการให้บริการ ด้านการส่งเสริมการตลาด ด้านบุคคล ด้านลักษณะทางกายภาพ และด้านกระบวนการให้บริการ พบว่าระดับความสำคัญของปัจจัยส่วนประสมทางการตลาดที่มีผลต่อการตัดสินใจใช้บริการ ธ.ก.ส. A-Mobile ด้านผลิตภัณฑ์ จะเห็นว่าลูกค้าให้ความสำคัญกับความน่าเชื่อถือ ความถูกต้อง แม่นยำ และปลอดภัย รวมไปถึงการประหยัดเวลาและค่าใช้จ่าย อีกทั้งการทำธุรกรรมที่ไม่มีความซับซ้อน สะดวกและรวดเร็ว และการทำธุรกรรมที่มีความทันสมัย ตรงกับความต้องการ ด้านราคา จะเห็นได้ว่าลูกค้าให้ความสำคัญกับค่าธรรมเนียมในการทำธุรกรรมต่อครั้งต่ำกว่าช่องทางอื่น ๆ รวมไปถึงค่าธรรมเนียมที่ต่ำกว่าธนาคารอื่น ด้านช่องทางการให้บริการจะเห็นได้ว่าลูกค้าให้ความสำคัญกับความสามารถในการเข้าถึงบริการทุกที่ ทุกเวลา รวมไปถึงความสะดวกในการสมัครเพื่อใช้บริการ ด้านการส่งเสริมการตลาดจะเห็นได้ว่าลูกค้าให้ความสำคัญกับโปรโมชั่นในการสมัครใช้งานมากกว่าความสำคัญกับการโฆษณาโปรโมทผ่านสื่อประชาสัมพันธ์ต่าง ๆ รวมไปถึง เอกสารหรือแผ่นพับ ในการให้ข้อมูลการใช้บริการ ธ.ก.ส. ด้านการบุคคลจะเห็นได้ว่าลูกค้าให้ความสำคัญกับความรู้ ความสามารถในการให้คำแนะนำได้ชัดเจน และถูกต้องของพนักงานและให้ความสำคัญกับความสุภาพ และให้บริการที่ดีของพนักงานตั้งแต่เริ่มต้นจนสิ้นสุดกระบวนการ ด้านลักษณะทางกายภาพจะเห็นได้ว่าลูกค้าให้ความสำคัญกับความน่าเชื่อถือและภาพพจน์ของ ธ.ก.ส. ในระดับมากที่สุด ด้านกระบวนการให้บริการจะเห็นได้ว่าลูกค้าให้ความสำคัญกับระบบรักษาความปลอดภัยที่สร้างความมั่นใจให้ผู้ใช้บริการในระดับมาก ซึ่งสอดคล้องกับงานวิจัยของ มัณฑนา ผลารุจิ (2562) โดยศึกษาเกี่ยวแรงจูงใจและพฤติกรรมที่ส่งผลต่อการตัดสินใช้ใช้บริการ ธ.ก.ส. A-Mobile ของลูกค้า ธ.ก.ส. สาขาแหลมฉบัง อำเภอศรีราชา จังหวัดชลบุรี ที่สำรวจพบว่า โดยมีปัจจัยส่วนประสมทางการตลาดที่กลุ่มตัวอย่างให้ความสำคัญที่สุด ได้แก่ สิ่งแวดล้อมทางกายภาพ ประบวนการให้บริการ ช่องทางการให้บริการ ราคา ผลิตภัณฑ์และบริการ บุคคลและการส่งเสริมการตลาด ตามลำดับ

## 7. ข้อเสนอแนะ

1. ธนาคารควรปรับปรุงฟังก์ชั่นในการใช้งานให้ทันสมัย ง่ายต่อการใช้งาน เพื่อให้ผู้ใช้บริการตัดสินใจใช้งานผ่านทางแอพพลิเคชั่นมากขึ้น

2. ธนาคารควรสนับสนุนให้ใช้แอพพลิเคชั่น ธ.ก.ส. A-Mobile มากขึ้น ให้ครอบคลุมทุกช่วงวัยและทุกอาชีพ

3. ส่งเสริมให้มีการให้ความรู้เรื่องการใช้งาน ธ.ก.ส. A-mobile ในกลุ่มลูกค้าเกษตรกรให้มีความรู้ความเข้าใจในการใช้ Mobile Banking มากขึ้น

4. จัดให้มีการส่งเสริมด้านการตลาดเพื่อกระตุ้นให้กลุ่มลูกค้าที่ไม่มีสมาร์ทโฟนหันมาสนใจและใช้สมาร์ทโฟนเพื่อใช้ในการใช้งาน ธ.ก.ส. A-mobile มากขึ้น

## 8. ข้อเสนอแนะสำหรับการศึกษาครั้งต่อไป

ควรมีการศึกษาในด้านการพัฒนาแอพพลิเคชั่น ธ.ก.ส. A-Mobile เกี่ยวกับการให้สินเชื่อ ทั้งสินเชื่อที่เป็นสินเชื่อในภาคการเกษตร สินเชื่อที่เกี่ยวเนื่องกับภาคการเกษตร และสินเชื่อนอกภาคการเกษตร

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# การวิเคราะห์การจำหน่ายสินค้าเกษตรผ่านช่องทาง Branch Outlet ธ.ก.ส.สาขาเดอะฟิล สุขุมวิท 54

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**บทคัดย่อ**

การศึกษาค้นคว้าอิสระครั้งนี้ มีวัตถุประสงค์เพื่อศึกษาพฤติกรรมของลูกค้าที่มีผลต่อการตัดสินใจซื้อสินค้าเกษตรผ่านช่องทาง Branch Outlet และเพื่อวิเคราะห์ข้อมูลที่มีผลต่อการตัดสินใจซื้อสินค้าเกษตรผ่านช่องทาง Branch Outlet สาขาเดอะฟิล สุขุมวิท 54 โดยการรวบรวมข้อมูลการจำหน่ายสินค้าตั้งแต่วันที่ 1 เดือนเมษายน พ.ศ. 2562 ถึงวันที่ 30 กันยายน พ.ศ. 2564 เพื่อพัฒนาคลังข้อมูลแบบ Fact Constellation (Galaxy schema) และแสดงผลด้วยภาพด้วย Power BI ผลการศึกษา พบว่า พฤติกรรมการซื้อสินค้าของลูกค้า ซื้อสินค้าโดยตรงผ่านธนาคารเมื่อมาทำธุรกรรมธนาคาร เนื่องจากธนาคาร มีช่องทางจำหน่ายเฉพาะที่สาขาเท่านั้น จากการพัฒนาคลังข้อมูลการซื้อสินค้าของลูกค้า และแสดงผลด้วยภาพด้วย Power BI พบว่า ในปี พ.ศ. 2563 ข้าวกล้องไรซ์เบอรี่ A-Rice บรรจุ 1 กิโลกรัม มียอดจำหน่ายสูงสุดในเดือนมีนาคม จากจังหวัดบุรีรัมย์ และจังหวัดสุรินทร์ คิดเป็นร้อยละ 47.15 และ 36.68 ตามลำดับ ทั้งนี้ สามารถแสดงมุมมองของข้อมูลที่หลากหลายด้วยการใช้การดำเนินงานแบบ OLAP ช่วยสนับสนุนในการตัดสินใจสำหรับผู้บริหารในการจัดการสินค้าได้ตรงตามความต้องการของผู้ซื้อ กล่าวโดยสรุป คลังข้อมูลและธุรกิจอัจฉริยะช่วยสนับสนุนในการตัดสินใจการบริหารจัดการสินค้า ลดปัญหาสินค้าค้างสต็อก และเสริมสภาพคล่องทางการเงินของธนาคารได้เป็นอย่างดี สำหรับการศึกษาขั้นต่อไป คือ การพัฒนาโปรแกรมขายสินค้าเกษตรใน A-mobile เพื่อเพิ่มช่องทางในการจำหน่ายสินค้ามากขึ้น และสามารถนำข้อมูลมาวิเคราะห์พฤติกรรมเชิงลึกของผู้ซื้อในการส่งเสริมการขายเฉพาะบุคคล เพื่อเพิ่มยอดขายต่อไปในอนาคต

**คำสำคัญ**: Fact Constellation (Galaxy schema), data visualization, Power BI

## 1. บทนำ

เริ่มตั้งแต่ปี 2562 ธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร (ธ.ก.ส.) ในเขตพื้นที่กรุงเทพมหานครเป็นตัวแทนนำร่องการวางจำหน่ายสินค้าเกษตรผ่านช่องทางสาขา (Branch Outlet) ทั้งนี้เพื่อมุ่งขยายช่องทางการจำหน่าย ประชาสัมพันธ์สร้างการรับรู้ผลิตภัณฑ์ของเกษตรกรลูกค้า และสถาบันเกษตรกรในบริเวณ

พื้นที่สาขา แต่เนื่องจากทำเลพื้นที่ดำเนินการของสาขาเดอะฟิล สุขุมวิท 54 เป็นบริเวณย่านศูนย์กลางธุรกิจและพาณิชยกรรม (CBD : Central Business District) ได้แก่ พื้นที่เขต สีลม-สาทร-สุขุมวิท-บางนา มีศูนย์การค้า ซุปเปอร์มาร์เก็ต ร้านสะดวกซื้อ ตั้งอยู่ภายในพื้นที่เขตการดำเนินงานเป็นจำนวนมาก และเวลาในการเปิดบริการยาวนานกว่าเวลาทำการธนาคาร ซึ่งเปิดให้บริการ 08.30 – 15.00 น. ซึ่งเวลานี้เป็นเวลาที่ผู้บริโภคปฏิบัติงานอยู่ภายในออฟฟิศ ไม่สะดวกต่อการมาเลือกซื้อสินค้า ทำให้ผู้บริโภคส่วนใหญ่มักเข้าไปเลือกซื้อสินค้าภายในศูนย์การค้าซึ่งเปิดให้บริการถึง 22.00 น. และมีสินค้าให้เลือกซื้ออย่างหลากหลาย เปรียบเทียบราคาได้ รวมถึงมีโปรโมชั่นส่งเสริมการขายต่างๆ กอปรกับธนาคารไม่ได้มีการประชาสัมพันธ์การจำหน่ายสินค้าเพื่อสร้างความรับรู้และความจูงใจ ทำให้การจำหน่ายสินค้าเกษตรผ่านช่องทาง Branch Outlet ไม่เป็นที่รับรู้ของผู้บริโภค ส่งผลต่อการจำหน่ายสินค้าดังกล่าวไม่เป็นไปตามเป้าหมาย และประสบกับปัญหาสินค้าค้างสต๊อก และ ขาดสภาพคล่องทางการเงิน เนื่องจากการนำสินค้ามาจำหน่ายนั้นเป็นไปในรูปแบบการฝากขายโดยให้เครดิต มีระยะเวลาในการชำระเงินที่แน่นอน เมื่อครบกำหนดชำระเงินแต่ไม่สามารถจำหน่ายสินค้าได้หมด ทำให้ไม่มีเงินมาชำระค่าสินค้า และขาดเงินหมุนเวียนในการใช้จ่ายการบริหารจัดการสินค้ามาจำหน่ายเพิ่มเติม

*1.1 วัตถุประสงค์ของการศึกษา*

1. เพื่อศึกษาพฤติกรรมของลูกค้าที่มีผลต่อการตัดสินใจซื้อสินค้าเกษตรผ่านช่องทาง Branch Outlet
2. เพื่อวิเคราะห์ข้อมูลที่มีผลต่อการตัดสินใจซื้อสินค้าเกษตรผ่านช่องทาง Branch Outlet

*1.2 ประโยชน์ที่คาดว่าจะได้รับ*

1. พัฒนาช่องทางในการจำหน่ายสินค้าเกษตรของสาขา เกษตรกรลูกค้าและสถาบันเกษตรกรมีช่องทางการจัดจำหน่ายและประชาสัมพันธ์สินค้าเพิ่มขึ้น
2. สร้างรายได้ให้แก่เกษตรกรลูกค้าและสถาบันเกษตรกรเพิ่มขึ้น และสนับสนุนการพัฒนาเศรษฐกิจฐานราก
3. เชื่อมโยงสินค้าคุณภาพจากลูกค้า ธ.ก.ส. SMAEs และชุมชน สู่ผู้บริโภคในราคาที่ยุติธรรม
4. เป็นการใช้พื้นที่สาขาให้เกิดประโยชน์สูงสุด และส่งเสริมภาพลักษณ์การช่วยเหลือสนับสนุนเกษตรกรด้านการตลาด
5. เพื่อขยายโอกาสทางธุรกิจและธุรกรรมทางการเงินของ ธ.ก.ส.

## 2. การทบทวนวรรณกรรม

กนกพร กลิ่นเกลา (2558) ได้ศึกษาเรื่อง พฤติกรรมการซื้อสินค้า (Shopper Behavior) และกลยุทธ์การตลาดในแต่ละช่องทางการจำหน่ายข้าวอินทรีย์ โดยมีวัตถุประสงค์เพื่อแบ่งกลุ่มผู้บริโภคข้าวอินทรีย์ตามพฤติกรรมการซื้อสินค้า (Shopper Behavior) ในแต่ละช่องทางการจำหน่ายและศึกษาความต่างในแต่ละกลุ่มผู้บริโภค และเพื่อศึกษากลยุทธ์การตลาดสำหรับผู้บริโภคแต่ละกลุ่ม ผลการศึกษาพบว่าผู้ซื้อข้าวอินทรีย์แต่ละช่องทางจัดจำหน่ายมีพฤติกรรมการซื้อที่แตกต่างกัน โดยเฉพาะอย่างยิ่งความแตกต่างด้านเหตุผลในการเลือกซื้อระหว่างกลุ่มผู้ซื้อผ่านร้านค้าปลีกสมัยใหม่และร้านกรีน จะคำนึงถึงสุขภาพของตนเองและครอบครัวเป็น

หลัก ในขณะที่กลุ่มผู้ซื้อผ่านตลาดนัดสีเขียว แหล่งผลิต และระบบสมาชิก จะคำนึงถึงเกษตรกร มีความต้องการช่วยเหลือเกษตรกรเป็นหลัก

นิศานาถ บุญโญ (2548) ได้ศึกษาเรื่อง ปัญหาการเพิ่มช่องทางในการจัดจำหน่ายข้าวสารกรณีศึกษา บริษัท โรงสีข้าวสวนดุสิต จำกัด เพื่อกำหนดกลยุทธ์ทางการตลาดในการแก้ปัญหาเพิ่มช่องทางการจัดจำหน่ายของบริษัท ผลการศึกษาพบว่าทางบริษัทจะต้องใช้กลยุทธ์ ในการสื่อสารแบบครบวงจรมาใช้ควบคู่กับกุลยุทธ์ดึงและกลยุทธ์ผลัก พร้อมกลุยุทธ์การแย่งชิงส่วนแบ่งทางการตลาดมาดำเนินการก่อนในระยะสั้น โดยนำเสนอผลิตภัณฑ์ข้าวบรรจุถุง ซึ่งจำหน่ายภายใต้ตราสินค้า “สวนดุสิต” เป็นเครื่องรับรองตัวสินค้า พร้อมใช้กลยุทธ์ดึงเน้นไปยังผู้บริโภคคนสุดท้าย โดยได้ใช้การส่งเสริมการขายมาช่วย ในส่วนของกลยุทธ์หลักเน้นไปที่คนกลาง ซึ่งเป็นผู้ช่วยและผู้เชียร์ โดยใช้การจูงใจคนกลาง

2.3 พิพัฒน์ เกียรติ์กมลรัตน์ (2560) ได้ศึกษาเรื่อง ระบบธุรกิจอัจฉริยะเพื่อสนับสนุนงานขายของผู้บริหาร กรณีศึกษา กลุ่มธุรกิจค้าปลีก โดยพัฒนาขึ้นในลักษณะการใช้โปรแกรมระบบธุรกิจอัจฉริยะมาช่วยในการวิเคราะห์งานขายและออกแบบระบบฐานข้อมูล ทั้งนี้ จากผลการศึกษาพบว่าการนำระบบธุรกิจอัจฉริยะมาใช้ในการปฏิบัติงานช่วยเพิ่มศักยภาพการแข่งขันในตลาดได้ เพราะมีรูปแบบที่เข้าใจง่าย ยืดหยุ่นและตอบสนองความต้องการประกอบการตัดสินใจสำหรับผู้บริหาร เพิ่มความสามารถในการแข่งขันของธุรกิจ นำเอาข้อมูลที่มีอยู่มาก่อให้เกิดประโยชน์สูงสุด ช่วยในการตัดสินใจได้ถูกต้องแม่นยำ

**3.วิธีดำเนินการวิจัย**

*3.1 วิธีการเก็บข้อมูลในการศึกษา*

โดยการรวบรวมข้อมูลยอดขายสินค้า ในโครงการจำหน่ายสินค้าเกษตรผ่านช่องทาง Branch Outlet สาขาเดอะฟิล สุขุมวิท 54 ตั้งแต่วันที่ 1 เดือนเมษายน พ.ศ. 2562 ถึงวันที่ 30 กันยายน พ.ศ. 2564 ซึ่งข้อมูลจะประกอบไปด้วยยอดขายสินค้าแต่ละประเภทเป็นรายวัน และยอดสั่งซื้อสินค้าเพื่อนำมาจำหน่าย

*3.2 เครื่องมือที่ใช้ในการศึกษา*

เครื่องมือที่ใช้ในการศึกษาครั้งนี้เป็นการออกแบบโครงสร้างคลังข้อมูล แบบ Fact Constellation (Galaxy schema) ใช้ในการประมวลผลที่เกี่ยวเนื่องกับหัวข้อทางธุรกิจ และประมวลผลด้วยโปรแกรม Power BI

*3.3 วิธีการวิเคราะห์และออกแบบระบบ*

การวิเคราะห์และออกแบบระบบตามหลักการของ software development life Cycle : SDLC ประกอบด้วย 6 ขั้นตอน ดังนี้

3.3.1 Problem definition โครงการจำหน่ายสินค้าเกษตรผ่านช่องทาง Branch Outlet ยังขาดการประชาสัมพันธ์สร้างการรับรู้ให้แก่ลูกค้า ตลอดจนการจัดโปรโมชั่นส่งเสริมการขายต่างๆ และไม่มีโปรแกรมหรือ

ระบบงานรองรับการใช้งานทั้งด้านผู้ซื้อและผู้จำหน่าย และไม่มีการจัดเก็บข้อมูลลูกค้าทำให้ไม่สามารถนำข้อมูลมาวิเคราะห์เพื่อวางแผนการจัดจำหน่ายสินค้าได้ และเนื่องจากเป็นการรับสินค้าของเกษตรกรมาแปรรูปและขายทำให้ธนาคารไม่ได้ทำกำไรจากการขายสินค้า หากธนาคารจัดรายการส่งเสริมการขายเช่นการลดราคาหรือการแถมสินค้า สาขาต้องรับผิดชอบค่าใช้จ่ายส่วนที่ทำการลดและแถมเองทำให้ไม่มีโปรโมชั่นดึงดูดความสนใจและปัจจุบันเกิดการระบาดของเชื้อไวรัส Covid-ปริมาณลูกค้าที่มาทำธุรกรรมที่สาขาลดลง ส่งผลให้ 19 ยอดจำหน่ายสินค้าลดลงไปด้วยและไม่เป็นไปตามเป้าหมายที่กำหนด ทำให้สาขาประสบกับปัญหาสินค้าค้างสต๊อก และขาดสภาพคล่องทางการเงิน ในด้านการจำหน่ายสินค้า ขาดเงินทุนหมุนเวียนในกิจการ

ดังนั้น จึงจำเป็นต้องมีการวิเคราะห์การจำหน่ายสินค้าเกษตรผ่านช่องทาง Branch Outlet ธ.ก.ส.สาขาเดอะฟิล สุขุมวิท 54 เพื่อนำมาซึ่งการวางแผนหาแนวทางในการเพิ่มยอดการจำหน่ายสินค้าเกษตรเกษตรผ่านช่องทาง Branch Outlet และเมื่อได้แนวทางการจำหน่ายสินค้า จะช่วยให้ปัญหาสินค้าค้าง สต๊อกสามารถหาแนวทางในการจำหน่ายสินค้าได้มากขึ้น ปัญหาจากสินค้าคงคลังค้างสต๊อก หรือสภาพคล่องทางการเงินก็จะหมดไปและมีระบบการจัดเก็บข้อมูลลูกค้าเพื่อนำไปใช้ในการวางแผนเสนอขายสินค้า

3.3.2 User requirementการรวบรวมข้อมูลปัญหาความต้องการของผู้ซื้อเพื่อนำไปออกแบบระบบ ซึ่งเดิมการจำหน่ายสินค้ามีช่องทางการจำหน่ายเพียงช่องทางเดียว เป็นการจำหน่ายภายในสาขา ยอดการซื้อสินค้าจะขึ้นอยู่กับปริมาณการเดินทางมาทำธุรกรรมที่สาขาของลูกค้าเท่านั้น หากลูกค้ามาใช้บริการที่สาขาจำนวนมากจะสามารถจำหน่ายสินค้าได้ในปริมาณมาก หากลูกค้าใช้บริการที่สาขาจำนวนน้อย ยอดการจำหน่ายสินค้าจะลดลงไปด้วยเช่นกัน

ดังนั้นหากธนาคารมีช่องทางจำหน่ายแบบออนไลน์ จะทำให้ยอดขายสินค้าเพิ่มสูงขึ้น เพราะลูกค้าสามารถเลือกซื้อสินค้าได้ตลอดเวลาและหากธนาคารมีระบบการจัดเก็บข้อมูลลูกค้าเพื่อทำฐานข้อมูลลูกค้า เช่น รายละเอียดการซื้อขายสินค้า ความถี่ในการซื้อสินค้า จำนวนการซื้อต่อครั้ง หรือสินค้าที่มีการซื้อควบคู่กัน เป็นต้น ทั้งนี้ เพื่อนำมาใช้ในการวางแผนการขายสินค้าเพื่อเพิ่มยอดการสั่งซื้อสินค้า

3.3.3 System analysis and design การวิเคราะห์และออกแบบระบบเพื่อแก้ไขปัญหาการซื้อสินค้าของธนาคาร ในการศึกษาในครั้งนี้ ใช้ use case diagram เพื่อให้เห็นภาพที่แสดงการปฏิสัมพันธ์ระหว่างระบบงานและสิ่งที่อยู่นอกระบบงาน และ Sequence diagram เพื่อแสดงรายละเอียดความสัมพันธ์ของการดำเนินงาน หรือการทำงานของระบบการซื้อขายสินค้า Branch Outlet และสร้างแบบจำลองโครงสร้างคลังข้อมูล แบบ Fact Constellation (Galaxy schema)

3.3.4 Implementation ในขั้นตอนนี้จะนำข้อมูลที่ได้จากการจัดทำคลังข้อมูลมาประมวลผลข้อมูลเพื่อนำมาใช้ในการวิเคราะห์วางแผนงาน โดยการนำเสนอผลการดำเนินงานให้เห็นภาพชัดเจนด้วย Power BI

3.3.5 Evaluation and Evaluation มีการประเมินผลการดำเนินงานจากการวิเคราะห์ข้อมูล ทั้งนี้ เพื่อหาความเกี่ยวพันโดยเฉพาะกับประเด็นที่มีความซับซ้อน เช่น ผลกระทบ หรือผลได้ ความยั่งยืนและความสอดคล้อง ตลอดจนการหาแนวทางแก้ไขหรือแผนการเพื่อรองรับการดำเนินงานให้สามารถบรรลุวัตถุประสงค์ของการดำเนินงานได้

3.3.6 Maintenance เป็นขั้นตอนการบำรุงรักษาระบบต่อเนื่องหลังจากเริ่มดำเนินการ ผู้ใช้ระบบอาจจะพบกับปัญหาที่เกิดขึ้นภายหลัง

## 4. ผลการวิจัย

*4.1 ผลการค้นหาปัญหาองค์กร*

ผู้ศึกษาได้วิเคราะห์สภาพแวดล้อม SWOT Analysis การจำหน่ายสินค้าเกษตรผ่านช่องทาง Branch Outlet ดังนี้

**ตารางที่ 1 การวิเคราะห์สภาพแวดล้อม SWOT Analysis**

| จุดแข็ง (Strengths) | จุดอ่อน (Weaknesses) |
|---|---|
| S1ภาพลักษณ์ธนาคารที่เป็นธนาคารช่วยเหลือเกษตรกรและลูกค้าที่มาซื้อสินค้าต่างอยากช่วยเหลือสินค้าจากเกษตรกรโดยตรง<br>S2 แบ่งใช้พื้นที่ภายในสำนักงาน โดยไม่ต้องเช่าพื้นที่เพิ่ม<br>S3 สินค้าคัดคุณภาพ | W1 พนักงานมีการโยกย้ายบ่อยทำให้ขาดคนดูแลอย่างต่อเนื่อง ทั้งในเรื่องการควบคุมดูแล การสั่งซื้อสินค้าใหม่<br>W2 ไม่มีการมอบหมายหน้าที่ความรับผิดชอบ<br>W3 ไม่มีการจัดเก็บข้อมูลลูกค้า<br>W4 ไม่มีการประชาสัมพันธ์<br>W5 การส่งเสริมการตลาดน้อย เช่น การลดราคา หรือการแถมสินค้า ทำให้ไม่จูงใจลูกค้า |
| **โอกาส (Opportunities)** | **อุปสรรค (Threats)** |
| Q1 เนื่องจากเป็นธนาคารของรัฐ มักได้รับมอบหมายภารกิจในการดำเนินตามนโยบายต่างๆ และลูกค้าที่เข้าร่วมโครงการต่างต้องมาติดต่อทำธุรกรรมที่ธนาคาร ทำให้สามารถสร้างยอดขายและเพิ่มการรับรู้ได้จากลูกค้าที่มาติดต่อ | T1 ตั้งอยู่ใจกลางศูนย์การค้าขนาดใหญ่หลายแห่ง<br>T2 คู่แข่งมีกลยุทธ์ในการส่งเสริมการขายดีกว่าและมีสินค้าให้เลือกเปรียบเทียบมากกว่า |

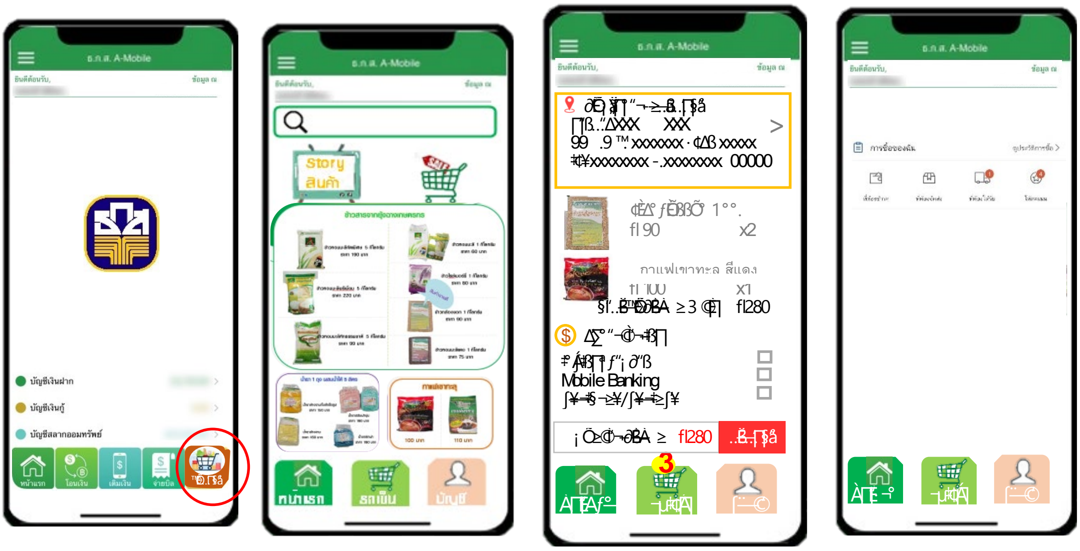
**ตารางที่ 2 แสดงการวิเคราะห์ TOWS Matrix**

| | **โอกาส (Opportunities)**<br>เนื่องจากเป็นธนาคารของรัฐ ได้รับภารกิจให้ดำเนินตามนโยบายรัฐซึ่งลูกค้าต้องมาติดต่อทำธุรกรรมที่ธนาคาร ทำให้สร้างยอดขายและสร้างการรับรู้ได้จากลูกค้าที่มาติดต่อ | **อุปสรรค (Threats)**<br>- ตั้งอยู่ใจกลางศูนย์การค้าขนาดใหญ่หลายแห่ง<br>- คู่แข่งมีกลยุทธ์การส่งเสริมการขายและสินค้าให้เลือกมากกว่า |
|---|---|---|
| **จุดแข็ง (Strengths)**<br>-ภาพลักษณ์ธนาคาร ที่เป็นธนาคารช่วยเหลือเกษตรกรและลูกค้าที่มาซื้อสินค้าต่างอยากช่วยเหลือสินค้าจากเกษตรกรโดยตรง<br>- ใช้พื้นที่ภายในสำนักงาน โดยไม่ต้องเช่าพื้นที่เพิ่ม<br>- สินค้าคัดคุณภาพ | SO STRATEGIES<br>-มอบหมายพนักงานมาดูแลเล่าเรื่องราวของสินค้าต่อลูกค้า เพื่อเป็นการดึงดูดความสนใจและเชิญชวนซื้อสินค้า | ST STRATEGIES<br>-สร้างเรื่องราวของสินค้าให้น่าสนใจ เนื่องจากลูกค้าในเมืองส่วนใหญ่ชอบช่วยเหลือและอุดหนุนสินค้าที่เป็นจากเกษตรกรโดยตรง เพราะเมื่อซื้อสินค้าไป จะเกิดความรู้สึกทางใจว่าได้ช่วยเหลือเกษตรกร<br>- จัดรายการส่งเสริมการขาย เช่น ซื้อน้ำยาปรับผ้านุ่ม ควบคู่กับซื้อซื้อน้ำยาล้างจานถูกกว่า |
| **จุดอ่อน (Weaknesses)**<br>-พนักงานมีการโยกย้ายบ่อยทำให้ขาดคนดูแลอย่างต่อเนื่อง ทั้งในเรื่องการควบคุมดูแล การสั่งซื้อสินค้าใหม่<br>- ไม่มีการมอบหมายหน้าที่ความรับผิดชอบ<br>- ไม่มีการจัดเก็บข้อมูลลูกค้า<br>- ไม่มีการประชาสัมพันธ์<br>- การส่งเสริมการตลาดน้อย เช่น การลดราคา หรือการแถมสินค้า ทำให้ไม่จูงใจลูกค้า | WO STRATEGIES<br>-มอบหมายพนักงานดูแลเป็นลายลักษณ์อักษร จัดทำเอกสารให้เป็นระบบ ใช้เทคโนโลยีเข้ามาบริหารจัดการมากขึ้น<br>-มีการจัดเก็บข้อมูลลูกค้า อาจจะด้วยระบบบัตรสมาชิก เพื่อทำฐานข้อมูลลูกค้า<br>-จัดชั้นวางสินค้าให้มีความโดดเด่นติดป้ายราคาชัดเจน<br>-ส่งหนังสือแนะนำสินค้าต่อหน่วยงานรัฐ เช่น สถานศึกษา สำนักงานเขต หรือบริษัทต่างๆ เพื่อใช้ในโอกาสต่างๆ อาจซื้อเป็นของที่ระลึกมอบให้พนักงานหรือคู่ค้าทางธุรกิจเนื่องในโอกาสพิเศษ หรือบริจาคช่วยเหลือ | WT STRATEGIES<br>-จัดกิจกรรมส่งเสริมการขาย<br>-เข้าถึงแหล่งชุมชน เพื่อนำสินค้าไปวางจำหน่ายในร้านค้าชุมชนที่เป็นพันธมิตรกับธนาคาร |

*4.2 ผลการศึกษาความต้องการของผู้ใช้งาน*

ผู้ศึกษาได้ออกแบบ UX design การซื้อสินค้าผ่าน Mobile Banking ของ ธนาคาร โดยทำการเพิ่มเมนูซื้อสินค้าเข้ามา ซึ่งรูปแบบการใช้งานแสดงรายละเอียดได้ดังภาพที่ 1

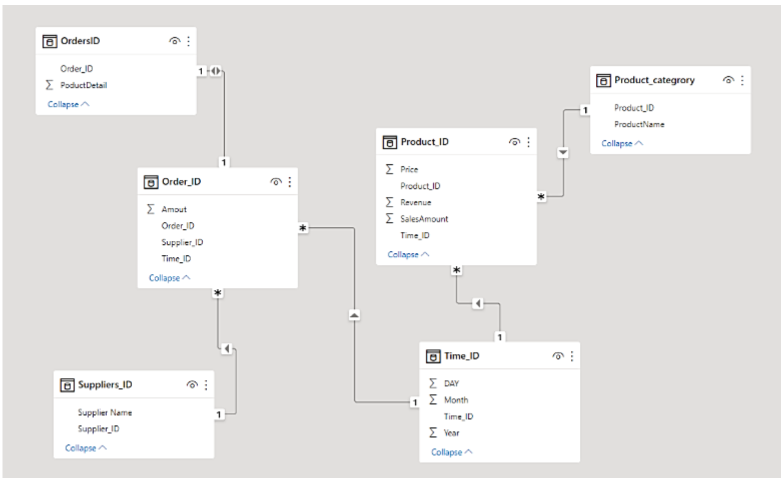
**ภาพที่ 1 หน้าจอแสดงการซื้อสินค้าผ่าน Mobile Banking ของ ธนาคาร**



*4.3 ผลการวิเคราะห์และออกแบบระบบ*

ผลการวิเคราะห์การจำหน่ายสินค้าเกษตรผ่านช่องทาง Branch Outlet สาขาเดอะฟิล สุขุมวิท 54 โดยการรวบรวมข้อมูลจากฝ่ายต่างๆและนำข้อมูลที่ได้มาสร้างแบบจำลอง โดยแบบจำลองที่นำมาสร้างคือ แบบจำลองคลังข้อมูลแบบ Fact Constellation (Galaxy schema) แสดงในภาพที่ 2

**ภาพที่ 2 แบบจำลอง Fact Constellation (Galaxy schema)**



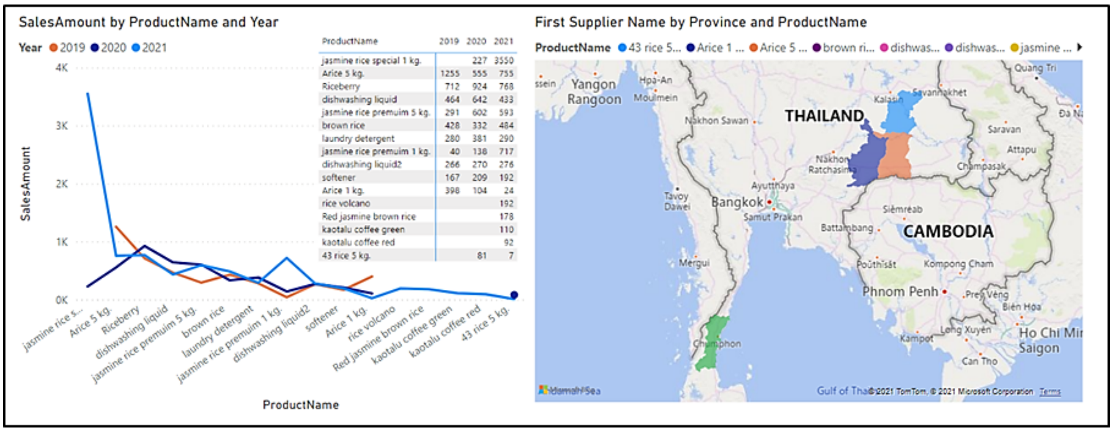

จากภาพที่ 2 โครงสร้าง Fact Constellation (Galaxy schema) ของการวิเคราะห์การจำหน่ายสินค้าเกษตรผ่านช่องทาง Branch Outlet ประกอบด้วย ตาราง fact table 2 ตาราง คือ FactTable Product และ FactTable Order_ID และตารางมิติ 4 ตาราง ได้แก่ Dimension Table Product Category , Dimension Time_ID , Dimension Supplier_ID , Dimension OrdersID

*4.4 ผลจากการนำข้อมูลที่ได้มาใช้จริง*

*4.4.1 ผลการศึกษาข้อมูลทุติยภูมิ*

จากข้อมูลทุติยภูมิพบว่ายอดขายสินค้าตั้งแต่ ปี 2562 – 2564 (วันที่ 1 เมษายน 2562 ถึงวันที่ 30 กันยายน 2564) ดังแสดงในภาพที่ 3

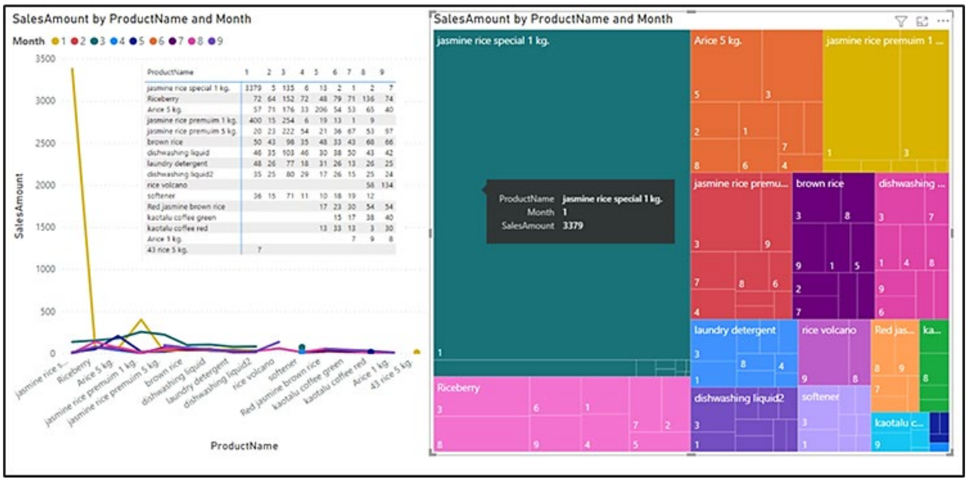
**ภาพที่ 3 ยอดขายสินค้า ปี 2562 – 2564**




จากภาพที่ 3 วิเคราะห์ผลการจำหน่ายสินค้า 3 ปีย้อนหลังพบว่าสินค้าประเภทข้าวสารจะมียอดการจำหน่ายได้มากกว่าสินค้าประเภทน้ำยาซึ่งจะมีน้ำยาล้างจาน น้ำยาซักผ้า และ น้ำยาปรับผ้านุ่ม และสินค้าประเภทข้าวสารจะเป็นสินค้าที่จำหน่ายได้มากเป็นอันดับหนึ่งตลอด 3 ปีที่ผ่านมา ซึ่งในปี 2564 (1 มกราคม 2564 – 30 กันยายน 2564) สามารถจำหน่ายสินค้าประเภทข้าวหอมมะลิคัดพิเศษ บรรจุ 1 กิโลกรัมได้มากที่สุด ส่วนในปี 2563 สินค้าที่สามารถจำหน่ายได้มากที่สุดคือสินค้าประเภทข้าวกล้องไรซ์เบอรี่ A-Rice บรรจุ 1 กิโลกรัม และในปี 2562 สินค้าที่สามารถจำหน่ายได้มากที่สุดคือสินค้าประเภทข้าวหอมมะลิบรรจุ A-Rice 5 กิโลกรัม

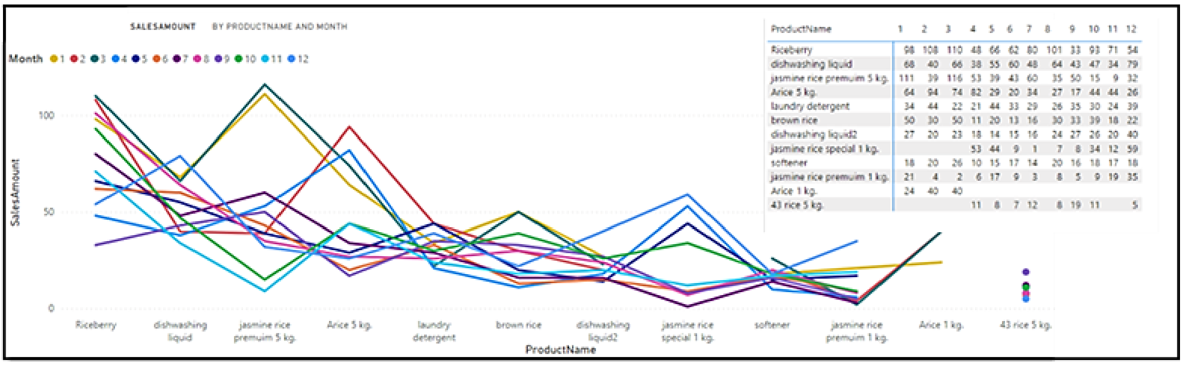
*4.4.2 ช่วงเวลาที่มีการจำหน่ายสินค้าได้มากที่สุดในแต่ละปี*

**ภาพที่ 4 ยอดการจำหน่ายสินค้าในปี 2564**



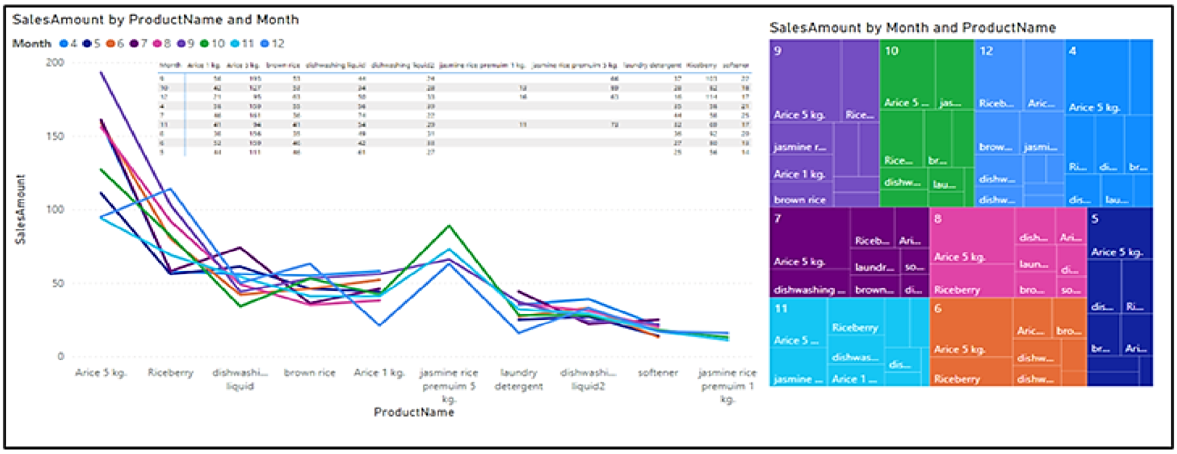
จากภาพที่ 4 แสดงยอดขายสินค้าในแต่ละเดือนในปี พ.ศ. 2564 ซึ่งเดือนที่มีการจำหน่ายสินค้าได้มากที่สุด คือเดือนมกราคม 2564 สินค้าที่มีการจำหน่ายได้มากที่สุดคือสินค้าประเภทข้าวหอมมะลิคัดพิเศษ บรรจุ 1 กิโลกรัม ทั้งนี้ สาเหตุที่เดือนนี้มีการจำหน่ายได้มากกว่าสินค้าชนิดอื่น เนื่องจากเป็นช่วงเทศกาลปีใหม่ ลูกค้าซื้อไปเป็นของขวัญของชำร่วยเนื่องในเทศกาลดังกล่าว

**ภาพที่ 5 ยอดการจำหน่ายสินค้าในปี 2563**




จากภาพที่ 5 แสดงยอดขายสินค้าในแต่ละเดือนของปี พ.ศ. 2563 ซึ่งเดือนที่มีการจำหน่ายสินค้าได้มากที่สุดคือเดือนมีนาคม 2563 และสินค้าที่มีการจำหน่ายได้มากที่สุดคือ สินค้าประเภทข้าวกล้องไรซ์เบอรี่ A-Rice บรรจุ 1 กิโลกรัม

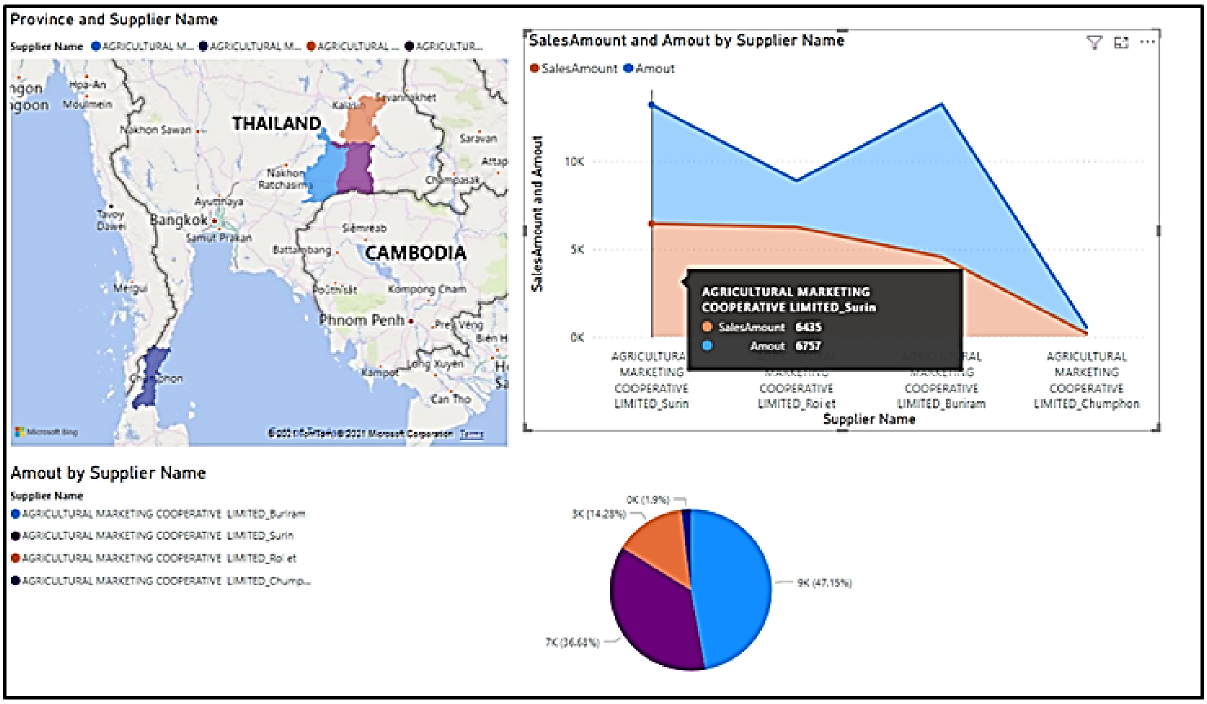
**ภาพที่ 6 ยอดการจำหน่ายสินค้าในปี 2562**




จากภาพที่ 6 แสดงยอดขายสินค้าในแต่ละเดือนของปี พ.ศ. 2562 ซึ่งเดือนที่มีการจำหน่ายสินค้าได้มากที่สุดคือเดือนกันยายน 2562 และสินค้าที่มีการจำหน่ายได้มากที่สุดคือสินค้าประเภทข้าวหอมมะลิ บรรจุ A-Rice 5 กิโลกรัม

*4.4.3 เปรียบเทียบยอดจำหน่ายสินค้าและยอดสั่งซื้อสินค้าของผู้ผลิตแต่ละราย*

**ภาพที่ 7 ยอดการจำหน่ายสินค้าและยอดสั่งซื้อสินค้าของผู้ผลิตแต่ละราย**




จากภาพที่ 7 เปรียบเทียบยอดจำหน่ายสินค้าและยอดสั่งซื้อสินค้าของผู้ผลิตแต่ละรายทั้งนี้เพื่อนำมาใช้ในการวางแผนปริมาณการสั่งซื้อสินค้าจากแหล่งผลิตสินค้าที่สามารถจำหน่ายสินค้าให้แก่ลูกค้าได้มากที่สุด

## 5. สรุปผลการศึกษา

จากการที่ผู้ศึกษาได้ศึกษาการวิเคราะห์การจำหน่ายสินค้าเกษตรผ่านช่องทาง Branch Outlet ธ.ก.ส. สาขาเดอะฟิล สุขุมวิท 54 ทั้งนี้เพื่อศึกษาพฤติกรรมของลูกค้าที่มีผลต่อการตัดสินใจซื้อสินค้าเกษตรผ่านช่องทาง Branch Outlet และช่วงระยะเวลที่มีการซื้อสินค้านั้น สามารถสรุปได้ว่าพฤติกรรมการซื้อสินค้าของลูกค้า ซื้อสินค้าโดยตรงผ่านธนาคารเมื่อมาทำธุรกรรมที่ธนาคาร เนื่องจากธนาคารมีช่องทางจำหน่ายเฉพาะที่สาขาเท่านั้น จากการพัฒนาคลังข้อมูลการซื้อสินค้าของลูกค้า และแสดงผลด้วยภาพด้วย Power BI พบว่า ในปี พ.ศ. 2563 ข้าวกล้องไรซ์เบอรี่ A-Rice บรรจุ 1 กิโลกรัม มียอดจำหน่ายสูงสุดในเดือนมีนาคม จากจังหวัดบุรีรัมย์ และจังหวัดสุรินทร์ คิดเป็นร้อยละ 47.15 และ 36.68 ตามลำดับ ทั้งนี้สามารถแสดงมุมมองของข้อมูลที่หลากหลายด้วยการใช้การดำเนินงานแบบ OLAP ช่วยสนับสนุนในการตัดสินใจสำหรับผู้บริหารในการจัดการสินค้าได้ตรงตามความต้องการของผู้ซื้อ กล่าวโดยสรุป คลังข้อมูลและธุรกิจอัจฉริยะช่วยสนับสนุนในการตัดสินใจการบริหารจัดการสินค้า ลดปัญหาสินค้าค้างสต็อก และเสริมสภาพคล่องทางการเงินของธนาคารได้เป็นอย่างดี

*5.1 ข้อเสนอแนะสำหรับการศึกษาครั้งนี้*

5.1.1 ธนาคารควรมีการพัฒนาระบบฐานข้อมูลเพื่อบันทึกการซื้อของลูกค้า เพื่อนำข้อมูลจากการซื้อขายสินค้ามาวิเคราะห์ข้อมูลเพื่อใช้ในการวางแผนและคิดกลยุทธ์เพิ่มยอดการขายสินค้าได้

5.1.2 ธนาคารควรเพิ่มช่องทางการจำหน่ายสินค้าแบบหลายช่องทาง (omnichannel) โดยเฉพาะช่องทางออนไลน์ เช่น facebook, line, Instagram , Shoppee , Lazada เป็นต้น หรือเพิ่มช่องทางให้ซื้อสินค้าได้ผ่าน โมบายแบงค์กิ้ง ธ.ก.ส. A-mobile ซึ่งตามที่ธนาคารเพื่อการเกษตรและสหกรณ์การเกษตร ได้เปิดใช้งาน Application Mobile Banking ในชื่อ ธ.ก.ส. A-Mobile เพื่อให้ลูกค้าสามารถทำธุรกรรมผ่านช่องทางออนไลน์ได้ตลอด 24 ชั่วโมง นั้น ซึ่งแอพพลิเคชั่นดังกล่าวเปิดให้บริการเฉพาะด้านการเงินและสินเชื่อ หากเพิ่มช่องทางการจำหน่ายสินค้าเกษตรกรในโครงการ Branch Outlet โดยเพิ่มเมนูซื้อสินค้าเข้าไปในรายการทำธุรกรรม เชื่อว่าจะเป็นการง่ายและสะดวกต่อการเข้าไปซื้อสินค้ามากยิ่งขึ้น เป็นการเพิ่มช่องทางการจำหน่ายสินค้าผ่านช่องทางออนไลน์ นอกเหนือจากการจำหน่ายสินค้าแค่ที่บริเวณสำนักงานเท่านั้น ทั้งนี้ยังสามารถจัดเก็บข้อมูลและเป็นฐานข้อมูลได้อีกด้วย โดยลูกค้าสามารถซื้อสินค้าได้ง่ายๆ ด้วยการเข้าสู่ระบบเลือกเมนูซื้อสินค้า และเลือกรายการสินค้า พร้อมชำระค่าสินค้าได้ง่ายๆ โดยการหักชำระจากแอพพลิเคชั่น ธ.ก.ส. A-Mobile ได้เลย ซึ่งเป็นการสะดวกและเป็นการใช้งานแอพพลิเคชั่นได้เกิดประโยชน์สูงสุด แอพพลิเคชั่นเดียวสามารถทำรายการได้ทั้งด้านการเงิน ด้านสินเชื่อและการซื้อขายสินค้า

*5.2 ข้อเสนอแนะสำหรับการศึกษาในครั้งต่อไป*

สำหรับการศึกษาครั้งต่อไป ควรมีการพัฒนาโปรแกรมขายสินค้าเกษตรในแอพพลิเคชั่น ธ.ก.ส. A-Mobile เพื่อเพิ่มช่องทางในการจำหน่ายสินค้ามากขึ้น และยังสามารถนำข้อมูลมาวิเคราะห์พฤติกรรมเชิงลึกของผู้ซื้อในการส่งเสริมการขายเฉพาะบุคคล เช่น เหตุผลการซื้อ ความถี่ในการซื้อ ประเภทสินค้าที่เลือกซื้อประจำหรือซื้อควบคู่กัน ตลอดจนแรงจูงใจในการซื้อสินค้า เพื่อเพิ่มยอดขายต่อไปในอนาคต

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# แรงจูงใจที่มีผลต่อการตัดสินใจเลือกเข้าทำงานของกลุ่มวัยเริ่มทำงาน (First Jobber) กรณีศึกษาไทยสมายล์แอร์เวย์

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**บทคัดย่อ**

การศึกษาเรื่อง แรงจูงใจที่มีผลต่อการตัดสินใจเลือกเข้าทำงานของกลุ่มวัยเริ่มทำงาน (First Jobber) กรณีศึกษาไทยสมายล์แอร์เวย์ มีวัตถุประสงค์เพื่อศึกษาแรงจูงใจที่มีผลต่อการเลือกเข้าทำงานของกลุ่มวัยเริ่มทำงาน (First Jobber) ในปัจจุบัน และศึกษาความแตกต่างกันทางด้านประชากรศาสตร์ต่อแรงจูงใจในการตัดสินใจเลือกเข้าทำงานของกลุ่มวัยเริ่มทำงาน (First Jobber) โดยใช้ระเบียบวิธีวิจัยเชิงปริมาณ กลุ่มตัวอย่าง คือ ประชากรไทยที่อยู่ในวัยเริ่มต้นการทำงาน และมีความสนใจเข้าทำงานกับไทยสมายล์แอร์เวย์ จำนวน 400 คน ใช้แบบสอบถามในการเก็บรวบรวมข้อมูล และวิเคราะห์ข้อมูลด้วยค่าความถี่ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน t-test, ANOVA ผลการวิจัยพบว่า กลุ่มตัวอย่างส่วนใหญ่เป็นเพศหญิง มีอายุ 21 – 25 ปี ระดับการศึกษาปริญญาตรี สาขาวิชาที่ศึกษาศิลปศาสตร์ และมีระดับผลการเรียนเฉลี่ย 2.51 – 3.00 แรงจูงใจในการเลือกเข้าทำงานกับไทยสมายล์แอร์เวย์ โดยภาพรวม พบว่ามีแรงจูงใจอยู่ในระดับมาก (= 4.19, S.D. = 0.523) เมื่อพิจารณาเป็นรายด้าน พบว่า ด้านลักษณะงานมีค่าเฉลี่ยมากที่สุด สำหรับกลุ่มวัยเริ่มทำงาน (First Jobber) ที่มีอายุ ระดับการศึกษา และระดับผลการเรียนเฉลี่ยแตกต่างกัน ส่งผลต่อการตัดสินใจเลือกเข้าทำงานของกลุ่มวัยเริ่มทำงาน (First Jobber) กับไทยสมายล์แอร์เวย์แตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

**คำสำคัญ:** แรงจูงใจ, การตัดสินใจเลือกเข้าทำงาน, กลุ่มวัยเริ่มทำงาน

## 1. บทนำ

ปัจจุบันหลายองค์กรได้ให้ความสำคัญต่อทรัพยากรบุคคล เนื่องด้วยทรัพยากรบุคคลเป็นสิ่งสำคัญสำหรับการขับเคลื่อนองค์กรให้มีความก้าวหน้าไปในทิศทางที่ดีและนำไปสู่การบรรลุเป้าหมายขององค์กรในการรับสมัครพนักงานเข้าองค์กรจึงสำคัญอย่างยิ่ง ซึ่งถือได้ว่าเป็นจุดเริ่มต้นของการสร้างคุณภาพให้กับองค์กรในระยะยาว โดยต้องมีการสรรหาและคัดเลือกบุคลากรที่มีความรู้ ความสามารถ ทักษะที่เหมาะสมกับตำแหน่งงาน อีกทั้งประสบการณ์ที่ส่งเสริมกับตำแหน่งงานที่ได้รับ ซึ่งทำให้องค์กรมีโอกาสได้พนักงานที่มีคุณภาพมาร่วมงานด้วยและบุคคลเหล่านั้นก็จะเป็นกำลังในการพัฒนาองค์กรให้เจริญก้าวหน้าในอนาคตอีกด้วย ศุภานัน พุฒตาล (2562) กล่าวว่า ในทางตรงกันข้ามถ้าหากองค์กรได้พนักงานที่ไม่มีความรู้และความสามารถตรงตามความ

ต้องการ ก็จะส่งผลกระทบเป็นลูกโซ่ จากปัญหาความไม่เหมาะสมของบุคลากรกับตำแหน่งงาน ดังนั้นองค์กร จากการสำรวจของกระทรวงการอุดมศึกษา วิทยาศาสตร์ วิจัยและนวัตกรรม (2564) ได้ระบุพบว่าจำนวนผู้สำเร็จการศึกษาประจำปีการศึกษา พ.ศ. 2563 จำแนกตาม สถาบัน คณะ สาขาวิชา ระดับการศึกษาและเพศ ว่ามีผู้สำเร็จการศึกษาระดับปริญญาตรี เพศชาย 78,691 คน และเพศหญิง 139,537 คน รวมจำนวนทั้งหมด 218,228 คน อีกทั้งปัจจุบันอยู่ในช่วงที่เกิดสถานการณ์การแพร่ระบาดของโรคติดเชื้อไวรัสโคโรนา 2019 จึงทำให้ผู้ที่พึ่งสำเร็จการศึกษามีปัญหาการว่างงานสูง และต้องเจอกับสภาวะการแข่งขันในตลาดแรงงานที่สูงขึ้น เนื่องมาจากหลายองค์กรต้องปิดกิจการ หยุดกิจการชั่วคราว ลดจำนวนพนักงานลง หรือไม่มีนโยบายรับพนักงานใหม่ อย่างไรก็ตาม ควรพร้อมรับมือกับสถานการณ์ที่จะเกิดขึ้นอยู่เสมอสำหรับการเริ่มต้นเลือกสมัครงานในครั้งแรกของผู้ที่พึ่งสำเร็จการศึกษาควรมีการตัดสินใจอย่างรอบคอบ ใช้เวลาพิจารณาอย่างถี่ถ้วน ไม่ควรรีบร้อนเลือกงานเพราะจะทำให้ตัดสินใจผิดพลาด และควรมีการเตรียมความพร้อมสำหรับการสมัครเข้าร่วมงานกับองค์กรที่สนใจ เพราะนอกจากความรู้ความสามารถที่ได้ศึกษามาจากมหาวิทยาลัยแล้วนั้น ทักษะที่เกิดมาจากประสบการณ์การใช้ชีวิต การเข้าสังคม และการทำงาน ซึ่งต้องอาศัยระยะเวลาในการพัฒนา ก็มีส่วนสำคัญในการสมัครงานและการทำงานในชีวิตจริง

ไทยสมายล์แอร์เวย์ เป็นสายการบินพาณิชย์ อีกทั้งยังเป็นสายการบินย่อยของบริษัท การบินไทย จำกัด (มหาชน) ที่ให้บริการอากาศยานพาณิชย์โดยมีเส้นทางทั้งในและต่างประเทศ รวมถึงเป็นหน่วยธุรกิจหนึ่ง (Business Unit) โดยดำเนินการภายใต้ใบรับรองผู้ดำเนินการเดินอากาศ (Airline Operator Certificate: AOC) เดียวกันกับการบินไทยภายใต้ชื่อ การบินไทยสมายล์ (Thai smile Airways) สำหรับผู้ที่ต้องการเข้าร่วมงานกับไทยสมายล์แอร์เวย์ การเตรียมความพร้อมสำหรับการสมัครเข้าร่วมงานเกี่ยวกับสายการบินนั้นเป็นส่วนสำคัญ เพราะในบางตำแหน่งงานจะไม่ระบุสาขาวิชาที่สำเร็จการศึกษาโดยคุณลักษณะที่ขาดไม่ได้คือมีความอดทน มีไหวพริบในการแก้ไขปัญหา สามารถปรับตัวเข้ากับผู้อื่นและสังคมได้ง่าย และต้องกล้าตัดสินใจ และสิ่งสำคัญ คือ จะต้องเป็นคนที่มีสุขภาพดีและแข็งแรง (มหาวิทยาลัยหอการค้าไทย, 2564)

อย่างไรก็ตาม ไม่ใช่เพียงแต่นอกจากผู้ที่พึ่งสำเร็จการศึกษาที่ต้องเตรียมตัวสำหรับการสมัครงาน ซึ่งองค์กรเองก็ควรที่จะเตรียมพร้อมสำหรับการเปิดรับสมัครพนักงานเข้ามาในองค์กรอีกด้วย และสิ่งหนึ่งที่ควรใส่ใจ เป็นพิเศษคือ ประกาศรับสมัครงานขององค์กรที่ไม่ใช่ระบุเพียงข้อมูลพื้นฐานอย่างเดียวเท่านั้น แต่ในขณะเดียวกันต้องสร้างแรงจูงใจและสร้างภาพลักษณ์ที่ดีให้กับองค์กรด้วย โดยจะต้องมีการระบุข้อมูลที่ถูกต้องชัดเจนและครบถ้วน ตั้งแต่คุณสมบัติ รายละเอียดงาน (Job Description) การแนะนำองค์กร ตลอดจนที่อยู่และรายละเอียดติดต่อกลับฝ่ายทรัพยากรบุคคล ควรตรวจสอบความถูกต้องให้เรียบร้อยก่อนจะลงประกาศรับสมัครงาน โดยสิ่งที่จะส่งผลต่อการตัดสินใจนั้นคือ การใส่ข้อเสนอลงไปในประกาศรับสมัครงานโดยเฉพาะอัตราเงินเดือนที่จะช่วยทำให้การตัดสินใจชัดเจนและรวดเร็วขึ้น ดังนั้น ทรัพยากรบุคคลจึงควรใส่ใจรายละเอียด

ตั้งแต่ข้อมูลการรับสมัคร ไปจนถึงภาพลักษณ์ขององค์กร รวมถึงการสร้างแรงจูงใจและความน่าเชื่อถือของข้อมูลการรับสมัครงานอีกด้วย

คณะผู้จัดทำจึงมีความสนใจที่จะศึกษาเรื่อง แรงจูงใจที่มีผลต่อการตัดสินใจเลือกเข้าทำงานของกลุ่มวัยเริ่มทำงาน (First Jobber) กรณีศึกษาไทยสมายล์แอร์เวย์ โดยศึกษาปัจจัยด้านแรงจูงใจปัจจัยด้านประชากรศาสตร์ และองค์ประกอบที่ทำให้เกิดความพึงพอใจในการปฏิบัติงาน ข้อมูลทั้งหมดนี้ทำให้ทราบถึงแรงจูงใจที่มีผลต่อการตัดสินใจเลือกเข้าทำงานของกลุ่มวัยเริ่มทำงาน (First Jobber) กรณีศึกษาไทยสมายล์แอร์เวย์ เพื่อให้สายการบินสามารถนำผลที่ได้จากการวิจัยไปพัฒนาปรับปรุงใช้เป็นแนวทางในการเสริมสร้างแรงจูงใจให้กับบุคคลที่มีศักยภาพในการเลือกเข้าทำงานกับสายการบินในอนาคตจึงต้องตระหนักถึงความสำคัญของการรับบุคลากรเพื่อสรรหาบุคลากรที่มีความเหมาะสมเข้ามาร่วมงาน

*1.1 วัตถุประสงค์ของการวิจัย*

1. เพื่อศึกษาความแตกต่างกันทางด้านประชากรศาสตร์ต่อแรงจูงใจในการตัดสินใจเลือกเข้าทำงานของกลุ่มวัยเริ่มทำงาน (First Jobber)

2. เพื่อศึกษาแรงจูงใจที่มีผลต่อการเลือกเข้าทำงานของกลุ่มวัยเริ่มทำงาน (First Jobber) ในปัจจุบัน

*1.2 ประโยชน์ที่คาดว่าจะได้รับ*

1. เพื่อทราบถึงแรงจูงใจที่มีผลต่อการเลือกเข้าทำงานของกลุ่มวัยเริ่มทำงาน (First Jobber) ในปัจจุบัน

2. เพื่อทราบความแตกต่างกันทางด้านประชากรศาสตร์ที่มีผลต่อแรงจูงใจในการตัดสินใจเลือกเข้าทำงานของกลุ่มวัยเริ่มทำงาน (First Jobber) และสายการบินสามารถนำผลการศึกษาครั้งนี้ไปเป็นแนวทางในการกำหนดกลยุทธ์การพัฒนาและสร้างแรงจูงใจให้กับกลุ่มวัยเริ่มทำงาน (First Jobber) ที่สนใจเข้าทำงานกับสายการบินไทยสมายล์แอร์เวย์

## 2. การทบทวนวรรณกรรม

งานวิจัยเรื่อง “แรงจูงใจที่มีผลต่อการตัดสินใจเลือกเข้าทำงานของกลุ่มวัยเริ่มทำงาน (First Jobber) กรณีศึกษาไทยสมายล์แอร์เวย์” ผู้วิจัยได้ศึกษาค้นคว้าแนวความคิด ทฤษฎี งานวิจัย และเอกสารที่เกี่ยวข้อง ซึ่งแบ่งออกได้ ดังนี้

*2.1 แนวคิดและทฤษฎีเกี่ยวกับลักษณะประชากรศาสตร์*

ศิริวรรณ เสรีรัตน์ และคณะ (2559, หน้า 41) ได้สรุปการแบ่งส่วนตลาดตามตัวแปรลักษณะ ส่วนบุคคลประกอบด้วย ดังนี้ 1) เพศ ความแตกต่างทางเพศทำให้บุคคลมีพฤติกรรมของการติดต่อสื่อสารต่างกัน 2) อายุ

เป็นปัจจัยที่ทำให้คนมีความแตกต่างกันในเรื่องของความคิด และพฤติกรรม 3) การศึกษาเป็นปัจจัยที่ทำให้คนมีความคิด ค่านิยม ทัศนคติ และพฤติกรรมแตกต่างกัน 4) สถานะทางสังคมและเศรษฐกิจ หมายถึง อาชีพ รายได้ และสถานภาพทางสังคมของบุคคลมีอิทธิพลอย่างสำคัญต่อปฏิกิริยาของผู้รับสารที่มีต่อผู้ส่งสารเพราะแต่ละคนมีวัฒนธรรมประสบการณ์ ทัศนคติ ค่านิยมและเป้าหมายที่ต่างกัน

*2.2 แนวคิดและทฤษฎีเกี่ยวกับแรงจูงใจ*

ทฤษฎีเกี่ยวกับแรงจูงใจเป็นทฤษฎีที่อธิบายถึงความต้องการหรือปรารถนาภายในของบุคคล ซึ่งกระตุ้นให้เกิดพฤติกรรมหรืออธิบายถึงกลไกความต้องการ นักจิตวิทยา มาสโลว์ (Abraham Maslow) มองว่าทฤษฎีมานุษยวิทยา (ทรัพยากรมนุษย์) คือ “มนุษย์ที่ประสงค์จะทำงานให้สำเร็จด้วยตนเอง” เป็นทฤษฎีที่เกี่ยวข้องกับความต้องการขั้นพื้นฐานของมนุษย์ โดยมาสโลว์มองว่าความต้องการของมนุษย์มีลักษณะเป็นลำดับขั้น จากระดับต่ำสุดไปยังระดับสูงสุด ซึ่งความต้องการมีทั้งหมด 5 ระดับ ประกอบไปด้วย 1) ความต้องการทางร่างกาย (Physiological needs) เป็นความต้องการขั้นพื้นฐานของมนุษย์เพื่อความอยู่รอด 2) ความต้องการความปลอดภัยและมั่นคง (Security or safety needs) เป็นความปลอดภัยทางด้านร่างกายและจิตใจ 3) ความต้องการความผูกพันหรือการยอมรับ (Affiliation or Acceptance needs) เป็นความต้องการเป็นส่วนหนึ่งของสังคม 4) ความต้องการการยกย่อง (Esteem needs) หรือความภาคภูมิใจในตนเอง เป็นความต้องการการได้รับการยกย่องนับถือ และสถานะจากสังคม 5) ความต้องการความสำเร็จในชีวิต (Self-actualization) เป็นความต้องการสูงสุดของแต่ละบุคคล ซึ่งมีความแตกต่างกันไปในแต่ละบุคคล

*2.3. แนวคิดและทฤษฎีที่เกี่ยวกับการตัดสินใจ*

สมคิด บางโม (2559) กล่าวว่า สำหรับบัณฑิตที่จบใหม่กำลังจะเริ่มทำงานก็จำเป็นต้องคิดตัดสินใจเลือกอาชีพที่เหมาะสมกับตนเอง จึงต้องอาศัยกระบวนการตัดสินใจวิเคราะห์พิจารณาอย่างรอบคอบ เพื่อให้การตัดสินใจเลือกอาชีพนั้นมีประสิทธิภาพและเกิดประสิทธิผลสูงสุด โดยกระบวนการตัดสินใจนั้นประกอบด้วยขั้นตอนดังต่อไปนี้ 1) การหาข้อมูลและวิเคราะห์ข้อมูล ได้แก่ กระบวนการรวบรวมข่าวสารข้อมูลจากสภาพแวดล้อมหรือสิ่งที่เกี่ยวข้องกับปัญหา แล้วนำมาวิเคราะห์เพื่อเป็นข้อมูลสำหรับการตัดสินใจ 2) คาดคะเนผลที่จะเกิดขึ้นในอนาคต 3) การพิจารณาแนวทางปฏิบัติที่จะนำไปใช้รวมทั้งวิเคราะห์ประเมินค่าสำหรับแนวทางปฏิบัตินั้น ๆ ควรพิจารณาหาทางเลือกไว้หลาย ๆ ทาง 4) เลือกทางปฏิบัติทางใดทางหนึ่งจากแนวทางที่เกี่ยวข้อง โดยเลือกแนวทางที่จะเกิดประโยชน์สูงสุดต่ออนาคตตนเอง 5) ตัดสินใจเลือกอาชีพที่ดีที่สุดต่อตนเอง 6) วัดผลอาชีพงานที่เลือกไป โดยนำไปเปรียบเทียบกับความคาดคะเนที่เคยตั้งไว้

*2.4 ผลการศึกษาที่เกี่ยวข้อง*

1) ธีรยุทธ แก้วเกร็ด (2560) ได้ศึกษาการตัดสินใจเลือกอาชีพของพนักงานองค์กรเอกชนในจังหวัดนครปฐม 2) ณัฐพัชร์ ทิพย์ณภัทร (2560) ได้ทำการศึกษาและวิจัยทัศนคติของนักศึกษาที่สำเร็จการศึกษาปี 2559 หรือกลุ่ม Generation Y ในการเลือกสถานที่ทำงาน 3) วิภาดา ลิ้ไพบูลย์ (2560) ได้ศึกษาแรงจูงใจในการเลือกบริษัทฯ เพื่อการสมัครงานของกลุ่มนักศึกษาจบใหม่ 4) คุณิตา ไตรอังกูร (2562) ได้ศึกษาปัจจัยที่มีอิทธิพลต่อการตัดสินใจเลือกเข้าทำงานในองค์กรของกลุ่ม Generation Z 5) ศุภานัน พุฒตาล (2562) ได้ทำการศึกษาเรื่อง แรงจูงใจที่มีผลต่อการตัดสินใจสมัครเข้าทำงานที่มหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี 6) Uppal, Wadhwa and Vashisht (2017 อ้างถึงใน คุณิตา ไตรอังกูร, 2562) ได้ศึกษาวิจัยปัจจัยด้าน Employer Branding ที่มีผลต่อการดึงดูดผู้สมัครในยุค Generation Z 7) Sidorcuka and Chesnovicka (2017 อ้างถึงใน คุณิตา ไตรอังกูร, 2562) ได้ศึกษาปัจจัยในการดึงดูดพนักงานในกลุ่ม Generation Z

## 3. วิธีดำเนินการวิจัย

กลุ่มตัวอย่างที่ใช้ในการศึกษาครั้งนี้ คือ ประชากรไทยที่อยู่ในวัยเริ่มต้นการทำงาน และมีความสนใจเข้าทำงานกับไทยสมายล์แอร์เวย์ เนื่องจากไม่ทราบจำนวนประชากรที่แน่นอน ดังนั้น ผู้ศึกษาจึงใช้สูตรการในการคำนวณขนาดกลุ่มตัวอย่างของ Cochran (1977) โดยกำหนดค่าคลาดเคลื่อนที่ 5% และค่าความเชื่อมั่นที่ 95% จากการคำนวณจำนวนกลุ่มตัวอย่างในการวิจัยครั้งนี้เท่ากับ 385 คน ทั้งนี้ เพื่อเพิ่มความสมบูรณ์ให้แก่การศึกษา ผู้ศึกษาได้จัดทำแบบสอบถามสำหรับงานศึกษาครั้งนี้เพิ่มอีก 15 ชุด รวมกลุ่มตัวอย่างทั้งสิ้น คือ 400 ตัวอย่าง เพื่อให้ผลที่ได้มีความแม่นยำในการวิเคราะห์สมมติฐานมากยิ่งขึ้น

ผู้ศึกษาใช้วิธีการเลือกตัวอย่างวโดยใช้วิธีการเลือกกลุ่มเป้าหมายแบบเฉพาะเจาะจง (Purposive Sampling) จากประชากรไทยที่มีอายุอยู่ในช่วง 21 - 25 ปี ซึ่งเป็นวัยเริ่มต้นการทำงานที่อาศัยกระจายอยู่ทั่วประเทศไทย และมีความสนใจเข้าทำงานกับไทยสมายล์แอร์เวย์ จากกลุ่มสาธารณะใน Facebook ซึ่งเป็นกลุ่มที่มีการสื่อสารและมีความสนใจเกี่ยวกับการสมัครเข้าทำงาน สายการบิน และเป็นกลุ่มที่มีจำนวนสมาชิกหรือผู้ติดตามมากที่สุดจำนวน 5 กลุ่ม ดังนี้ 1) JobThai Official Group เพื่อการหางาน หาคน และแลกเปลี่ยนประสบการณ์ในการทำงาน 2) หางานในกรุงเทพมหานคร/ปริมณฑล/รังสิต 3) คนทำงานสายการบิน (Airlines Worker) 4) สนามบินสุวรรณภูมิ รับสมัครงาน 5) Thai Aviation Careers หางานงานการบิน งานสายการบิน งานสนามบิน ลูกเรือ

เครื่องมือที่ใช้ในการวิจัยครั้งนี้ คือ แบบสอบถาม (Questionnaire) เพื่อให้แบบสอบถามสอดคล้อง กับวัตถุประสงค์ที่ได้ตั้งไว้ และมีความเที่ยงตรง ผู้วิจัยใช้วิธีการหาคุณภาพของเครื่องมือ โดยการให้อาจารย์ที่ปรึกษาตรวจสอบเนื้อหา และอาจารย์ท่านอื่น ๆ ตรวจสอบแบบสอบถาม ผ่านแบบประเมินดัชนีความ

สอดคล้องของเครื่องมือวิจัย (IOC) สำหรับผู้ทรงคุณวุฒิพิจารณาประเมิน และให้คำแนะนำ และปรับปรุงแก้ไขให้มีความเหมาะสม

ผู้ศึกษาได้ตรวจสอบความสมบูรณ์ของแบบสอบถามที่เก็บรวบรวมข้อมูลมาเพื่อวิเคราะห์ข้อมูลโดยใช้การวิเคราะห์สถิติเชิงพรรณนา (Descriptive Statistics) และการวิเคราะห์สถิติเชิงอนุมาน (Inferential Statistics) ดังต่อไปนี้ 1) แบบสอบถามเกี่ยวกับข้อมูลทั่วไปของผู้ตอบแบบสอบถาม วิเคราะห์ด้วยค่าความถี่ (Frequency) และค่าร้อยละ (Percentage) 2) แบบสอบถามเกี่ยวกับแรงจูงใจในการเลือก เข้าทำงานกับไทยสมายล์แอร์เวย์ของกลุ่มวัยเริ่มทำงาน (First Jobber) และการตัดสินใจเลือกเข้าทำงานกับไทยสมายล์แอร์เวย์ วิเคราะห์โดยหาค่าเฉลี่ย (Mean) และส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation: SD) โดยใช้ค่าเฉลี่ยของผลคะแนนเป็นตัวชี้วัดตามเกณฑ์ในการวิเคราะห์ ตามแนวคิดของBest (1997) 3) การทดสอบสมมติฐานวิเคราะห์ด้วย t-test และ One-way ANOVA 4) ข้อเสนอแนะอื่น ๆ ใช้การวิเคราะห์เนื้อหา (Content Analysis)

## 4. ผลการวิจัย

สมมติฐานที่ 1 ปัจจัยด้านแรงจูงใจมีผลต่อการตัดสินใจเลือกเข้าทำงานของกลุ่มวัยเริ่มทำงาน (First Jobber) กับไทยสมายล์แอร์เวย์

**ตารางที่ 1 ผลการทดสอบสมมติฐานที่ 1**

| **แรงจูงใจ** | **การตัดสินใจเลือกเข้าทำงานของกลุ่มวัยเริ่มทำงาน (First Jobber) กับไทยสมายล์แอร์เวย์** | | | |
|---|---|---|---|---|
| | $\overline{X}$ | **S.D.** | **Sig.** | **ผลทดสอบ** |
| 1. ลักษณะงาน | 4.21 | 0.670 | 0.000* | มีผลต่อการตัดสินใจ |
| 2. ชื่อเสียงองค์กร | 4.32 | 0.671 | 0.000* | มีผลต่อการตัดสินใจ |
| 3. โอกาสการเจริญก้าวหน้าในงาน | 4.08 | 0.696 | 0.000* | มีผลต่อการตัดสินใจ |
| 4. ความมั่นคงในงาน | 4.31 | 0.572 | 0.000* | มีผลต่อการตัดสินใจ |
| 5. ผลตอบแทนและสวัสดิการ | 4.18 | 0.915 | 0.000* | มีผลต่อการตัดสินใจ |

* ระดับนัยสำคัญทางสถิติที่ระดับ 0.05

จากตารางที่ 1 พบว่า ปัจจัยด้านแรงจูงใจ มีผลต่อการตัดสินใจเลือกเข้าทำงานของกลุ่มวัยเริ่มทำงาน (First Jobber) กับไทยสมายล์แอร์เวย์ อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

สมมติฐานที่ 2 ปัจจัยด้านประชากรศาสตร์ของกลุ่มวัยเริ่มทำงาน (First Jobber) ที่แตกต่างกัน ส่งผลต่อการตัดสินใจเลือกเข้าทำงานของกลุ่มวัยเริ่มทำงาน (First Jobber) กับไทยสมายล์แอร์เวย์แตกต่างกัน

**ตารางที่ 2 ปัจจัยด้านเพศของกลุ่มวัยเริ่มทำงาน (First Jobber)**

| เพศ | การตัดสินใจเลือกเข้าทำงานของกลุ่มวัยเริ่มทำงาน (First Jobber) กับไทยสมายล์แอร์เวย์ | | | | |
|---|---|---|---|---|---|
| | $\overline{X}$ | S.D. | t | Sig. | ผลทดสอบ |
| ชาย | 4.11 | 0.702 | -1.634 | 0.103 | ไม่แตกต่าง |
| หญิง | 4.24 | 0.538 | | | |

* ระดับนัยสำคัญทางสถิติที่ระดับ 0.05

จากตารางที่ 2 พบว่า กลุ่มวัยเริ่มทำงาน (First Jobber) ที่มีเพศแตกต่างกัน ส่งผลต่อการตัดสินใจเลือกเข้าทำงานของกลุ่มวัยเริ่มทำงาน (First Jobber) กับไทยสมายล์แอร์เวย์ไม่แตกต่างกัน

**ตารางที่ 3 ปัจจัยด้านอายุของกลุ่มวัยเริ่มทำงาน (First Jobber)**

| อายุ | การตัดสินใจเลือกเข้าทำงานของกลุ่มวัยเริ่มทำงาน (First Jobber) กับไทยสมายล์แอร์เวย์ | | | | |
|---|---|---|---|---|---|
| | $\overline{X}$ | S.D. | F | Sig. | ผลทดสอบ |
| ต่ำกว่า 21 ปี | 4.26 | 0.504 | 19.364 | 0.000* | แตกต่าง |
| 21 – 25 ปี | 4.27 | 0.520 | | | |
| | 4.20 | 0.000 | | | |
| 26 – 30 ปี | 4.31 | 0.543 | | | |
| 31 – 35 ปี | 3.23 | 0.656 | | | |
| 36 ปีขึ้นไป | | | | | |

* ระดับนัยสำคัญทางสถิติที่ระดับ 0.05

จากตารางที่ 3 พบว่า กลุ่มวัยเริ่มทำงาน (First Jobber) ที่มีอายุแตกต่างกัน ส่งผลต่อการตัดสินใจเลือกเข้าทำงานของกลุ่มวัยเริ่มทำงาน (First Jobber) กับไทยสมายล์แอร์เวย์แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

**ตารางที่ 4 ปัจจัยด้านระดับการศึกษาของกลุ่มวัยเริ่มทำงาน (First Jobber)**

| ระดับการศึกษา | การตัดสินใจเลือกเข้าทำงานของกลุ่มวัยเริ่มทำงาน (First Jobber) กับไทยสมายล์แอร์เวย์ | | | | |
|---|---|---|---|---|---|
| | $\overline{X}$ | S.D. | F | Sig. | ผลทดสอบ |
| ต่ำกว่าปริญญา | 4.16 | 0.648 | 16.691 | 0.000* | แตกต่าง |
| ตรี | 4.27 | 0.502 | | | |
| ปริญญาตรี | 3.55 | 0.848 | | | |

| | | | | | |
|---|---|---|---|---|---|
| สูงกว่าปริญญาตรี | | | | | |

* ระดับนัยสำคัญทางสถิติที่ระดับ 0.05

จากตารางที่ 4 พบว่า กลุ่มวัยเริ่มทำงาน (First Jobber) ที่มีระดับการศึกษาแตกต่างกัน ส่งผลต่อการตัดสินใจเลือกเข้าทำงานของกลุ่มวัยเริ่มทำงาน (First Jobber) กับไทยสมายล์แอร์เวย์แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

**ตารางที่ 5 ปัจจัยด้านสาขาวิชาที่ศึกษาของกลุ่มวัยเริ่มทำงาน (First Jobber)**

| สาขาวิชาที่ศึกษา | การตัดสินใจเลือกเข้าทำงานของกลุ่มวัยเริ่มทำงาน (First Jobber) กับไทยสมายล์แอร์เวย์ | | | | |
|---|---|---|---|---|---|
| | $\overline{X}$ | S.D. | F | Sig. | ผลทดสอบ |
| สังคมศาสตร์ | 4.13 | 0.643 | 1.185 | 0.317 | ไม่แตกต่าง |
| มนุษยศาสตร์ | 4.04 | 0.909 | | | |
| ศิลปศาสตร์ | 4.22 | 0.479 | | | |
| ธุรกิจการบิน | 4.29 | 0.630 | | | |
| นิเทศศาสตร์ | 4.27 | 0.483 | | | |

* ระดับนัยสำคัญทางสถิติที่ระดับ 0.05

จากตารางที่ 5 พบว่า กลุ่มวัยเริ่มทำงาน (First Jobber) ที่มีสาขาวิชาที่ศึกษาแตกต่างกัน ส่งผลต่อการตัดสินใจเลือกเข้าทำงานของกลุ่มวัยเริ่มทำงาน (First Jobber) กับไทยสมายล์แอร์เวย์ไม่แตกต่างกัน

**ตารางที่ 6 ปัจจัยด้านระดับผลการเรียนเฉลี่ยของกลุ่มวัยเริ่มทำงาน (First Jobber)**

| ระดับผลการเรียนเฉลี่ย | การตัดสินใจเลือกเข้าทำงานของกลุ่มวัยเริ่มทำงาน (First Jobber) กับไทยสมายล์แอร์เวย์ | | | | |
|---|---|---|---|---|---|
| | $\overline{X}$ | S.D. | F | Sig. | ผลทดสอบ |
| 2.00 – 2.50 | 3.63 | 0.480 | 6.965 | 0.000* | แตกต่าง |
| 2.51 – 3.00 | 4.23 | 0.608 | | | |
| 3.01 – 3.50 | 4.29 | 0.558 | | | |
| 3.51 - 4.00 | 4.20 | 0.442 | | | |

* ระดับนัยสำคัญทางสถิติที่ระดับ 0.05

จากตารางที่ 6 พบว่า กลุ่มวัยเริ่มทำงาน (First Jobber) ที่มีระดับผลการเรียนเฉลี่ยแตกต่างกัน ส่งผลต่อการตัดสินใจเลือกเข้าทำงานของกลุ่มวัยเริ่มทำงาน (First Jobber) กับไทยสมายล์แอร์เวย์แตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05

## 5. สรุป

การวิเคราะห์ข้อมูลทั่วไปของกลุ่มตัวอย่าง พบว่า โดยส่วนใหญ่เป็นเพศหญิง มีอายุ 21 – 25 ปี ระดับการศึกษาปริญญาตรี สาขาวิชาที่ศึกษาศิลปศาสตร์ และมีระดับผลการเรียนเฉลี่ย 2.51 – 3.00สำหรับการวิเคราะห์ข้อมูลแรงจูงใจในการเลือกเข้าทำงานกับไทยสมายล์แอร์เวย์ โดยภาพรวม พบว่ามีแรงจูงใจอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่า ด้านลักษณะงาน มีค่าเฉลี่ยมากที่สุด สิ่งเหล่านี้จึงเป็นแรงจูงใจให้บุคคลกลุ่มวัยเริ่มทำงานในการเข้าทำงานกับไทยสไมล์แอร์เวย์ สอดคล้องกับงานวิจัยของ ศุภานัน พุฒตาล (2562) ผลการวิจัยพบว่า แรงจูงใจที่มีผลต่อการตัดสินใจสมัครเข้าทำงานที่มหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี ด้านลักษณะงาน อยู่ในระดับมากที่สุด และสำหรับการวิเคราะห์ข้อมูลการตัดสินใจเลือกเข้าทำงานกับไทยสมายล์แอร์เวย์ โดยภาพรวม พบว่ามีการตัดสินใจอยู่ในระดับมาก เมื่อพิจารณาเป็นรายด้าน พบว่า จะแนะนำเพื่อน/คนรู้จักให้สมัครเข้าทำงานกับไทยสมายล์แอร์เวย์มีค่าเฉลี่ยมากที่สุด อาจเป็นเพราะว่าการเข้าทำงานกับไทยสมายล์แอร์เวย์เป็นงานเกี่ยวกับสายการบินซึ่งเป็นที่คาดหวังและให้ความสนใจของบุคคลทั่วไปที่ใฝ่ฝันอยากทำงานกับสายการบิน โดยบุคคลจึงต้องการแนะนำให้กับญาติพี่น้องหรือคนรู้จักในการเข้าทำงานกับไทยสไมล์แอร์เวย์ด้วย สอดคล้องกับงานวิจัยของ ณัฐพัชร์ ทิพย์ณภัทร (2560) ผลการศึกษาพบว่า ผลตอบแทน (เงินเดือน และสวัสดิการ) เป็นปัจจัยแรกที่กลุ่มนักศึกษาจบใหม่นึกถึง ปัจจัยรองลงมา คือการประเมินผลการปฏิบัติงานที่ชัดเจน ภาพลักษณ์ขององค์กร ชื่อเสียงของบริษัท และถูกแนะนำโดยบุคคลใกล้ชิด ตามลำดับ

ผลการทดสอบสมมติฐาน ประกอบไปด้วย 1) ปัจจัยด้านแรงจูงใจด้านลักษณะงาน ด้านชื่อเสียงองค์กร ด้านโอกาสการเจริญก้าวหน้าในงาน ด้านความมั่นคงในงาน และด้านผลตอบแทนและสวัสดิการมีผลต่อการตัดสินใจเลือกเข้าทำงานของกลุ่มวัยเริ่มทำงาน (First Jobber) กับไทยสมายล์แอร์เวย์อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 สิ่งเหล่านี้จึงเป็นแรงจูงใจให้บุคคลกลุ่มวัยเริ่มทำงานในการเข้าทำงานกับไทยสไมล์แอร์เวย์ สอดคล้องกับงานวิจัยของ วิภาดา ลี้ไพบูลย์ (2560) ผลการวิจัย พบว่า กลุ่มนักศึกษาที่มีเพศที่แตกต่างกันส่งผลต่อแรงจูงใจด้านการเดินทาง ลักษณะงานภาพลักษณ์การส่งเสริมพัฒนา/การบังคับบัญชา ความมั่นคงในงาน 2) กลุ่มวัยเริ่มทำงาน (First Jobber) ที่มีอายุ ระดับการศึกษา และระดับผลการเรียนเฉลี่ยแตกต่างกัน ส่งผลต่อการตัดสินใจเลือกเข้าทำงานของกลุ่มวัยเริ่มทำงาน (First Jobber) กับไทยสมายล์แอร์เวย์แตกต่างกัน อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ส่วนเพศ และสาขาวิชาที่ศึกษาไม่ส่งผลต่อการตัดสินใจเลือกเข้าทำงานของกลุ่มวัยเริ่มทำงาน (First Jobber) กับไทยสมายล์แอร์เวย์ อาจเป็นเพราะว่าบุคคลที่มีอายุในช่วงวัยเริ่มทำงานเป็นวัยที่ต้องการมองหาอาชีพที่มีความท้าทาย ซึ่งการทำงานกับสายการบินเป็นสายอาชีพที่เป็นความต้องการของตลาดแรงงาน รวมทั้งบุคคลที่มีระดับการศึกษาสูงขึ้นจะมีการตัดสินใจทำงานกับสายการบินมากขึ้น อาจเป็นเพราะการทำงานกับสายการบินจำเป็นต้องใช้ระดับการศึกษาเฉพาะทางและอย่างน้อยอาจจะต้องมีวุฒิปริญญาตรีขึ้นไป เป็นต้น สอดคล้องกับงานวิจัยของ วิภาดา ลี้ไพบูลย์ (2560) ผลการวิจัยพบว่า บุคคลที่มีอิทธิพลสำคัญต่อการตัดสินใจสมัครงานของกลุ่มนักศึกษาส่วนใหญ่เป็น ตัวนักศึกษา โดยกลุ่มนักศึกษาที่มีเพศ

ที่แตกต่างกันส่งผลต่อแรงจูงใจด้านการเดินทาง ลักษณะงานภาพลักษณ์ การส่งเสริมพัฒนา/การบังคับบัญชา ความมั่นคงในงาน

*5.1 ข้อเสนอแนะจากผลการวิจัย*

จากผลการศึกษา พบว่า ค่าเฉลี่ยของแรงจูงใจด้านโอกาสการเจริญก้าวหน้าในงาน มีค่าเฉลี่ยต่ำที่สุด ดังนั้น ฝ่ายทรัพยากรบุคคลของไทยสมายล์แอร์เวย์ ควรกำหนดกลยุทธ์การพัฒนาเส้นทางความก้าวหน้าในสายอาชีพที่ชัดเจนตามสายงานของพนักงานแต่ละระดับ และควรมีการวางแผนการบริหารงานบุคคลเพื่อส่งเสริมสนับสนุนความก้าวหน้าในสายอาชีพ เช่น การฝึกอบรมอย่างน้อยปีละ 1 ครั้ง การศึกษาต่อในระดับที่สูงขึ้น เป็นต้น

*5.2 ข้อเสนอแนะวิจัยเพื่อการวิจัยในครั้งต่อไป*

การศึกษาครั้งนี้ ใช้วิธีการเก็บข้อมูลจากแบบสอบถามเพียงอย่างเดียว อาจทำให้ผลการวิจัยเกิดความคลาดเคลื่อนจากความเป็นจริง ดังนั้น เพื่อให้การวิจัยครั้งต่อไปมีความถูกต้อง ครบถ้วนสมบูรณ์มากขึ้น ผู้วิจัยขอเสนอการทำวิจัยเชิงคุณภาพ หรือควรใช้เทคนิคของเครื่องมือในการวิจัยอื่น ๆ เช่น การสังเกต การสัมภาษณ์ เพื่อให้ได้ข้อมูลเชิงลึกมากขึ้น และควรศึกษาเปรียบเทียบแรงจูงใจที่มีผลต่อการตัดสินใจเลือกเข้าทำงานของกลุ่มวัยเริ่มทำงาน (First Jobber) ขององค์กรอื่น ๆที่มีลักษณะงานใกล้เคียงกัน

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# ความรับผิดชอบต่อสังคมของธุรกิจโรงแรมระดับ 4 ดาว ในกรุงเทพมหานคร ที่มีผลต่อความจงรักภักดีของผู้จัดประชุมสัมมนาชาวไทย

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## บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ (1) สำรวจความคิดเห็นของผู้จัดประชุมสัมมนาชาวไทย และผู้ให้บริการสถานที่ประชุม ต่อกิจกรรมความรับผิดชอบต่อสังคม (CSR) ของธุรกิจโรงแรมระดับ 4 ดาว เขตกรุงเทพมหานคร และ (2) ศึกษาการรับรู้ของผู้จัดประชุมสัมมนาชาวไทย และผู้ให้บริการสถานที่ประชุมต่อกิจกรรมความรับผิดชอบต่อสังคม (CSR) ของธุรกิจโรงแรมระดับ 4 ดาวเขตกรุงเทพมหานคร ที่ส่งผลต่อความจงรักภักดีเป็นการวิจัย เชิงคุณภาพ โดยการสัมภาษณ์เชิงลึกกับตัวแทนผู้จัดประชุมสัมมนาชาวไทย จำนวน 8 คน และผู้ให้บริการสถานที่ประชุมของโรงแรม 4 ดาว เขตกรุงเทพมหานคร จำนวน 4 คน โดยการเลือกแบบเจาะจง และการวิเคราะห์ข้อมูลเชิงเนื้อหา ผลการวิจัยพบว่า (1) ผู้จัดประชุมสัมมนาชาวไทยมีความคิดเห็นต่อกิจกรรมความรับผิดชอบต่อสังคม (CSR) ของธุรกิจโรงแรมระดับ 4 ดาว เขตกรุงเทพมหานคร คือ โรงแรมที่เลือกใช้บริการในการจัดประชุม สัมมนา มีการทำกิจกรรมเกี่ยวกับความรับผิดชอบต่อสังคม ได้แก่ การตกแต่งบริเวณต่าง ๆ ด้วยวัสดุจากท้องถิ่น มีจุดวางถังขยะตามจุดต่าง ๆ อย่างทั่วถึง มีการประชาสัมพันธ์กิจกรรมตามสื่อต่าง ๆ เช่น Facebook Website มีป้ายหรือข้อความรณรงค์ในการขอความร่วมมือจากลูกค้า และไม่ใช้วัสดุจากกระดาษหรือพลาสติกในการเสิร์ฟอาหาร/อาหารว่าง โดยใช้จาน/แก้วกระเบื้อง และ (2) ผู้จัดประชุมสัมมนาชาวไทยมีการรับรู้ของต่อกิจกรรมความรับผิดชอบต่อสังคม (CSR) ของธุรกิจโรงแรมระดับ 4 ดาว เขตกรุงเทพมหานครที่ส่งผลต่อความจงรักภักดี คือ บริษัท/หน่วยงานมีความรู้สึกประทับใจต่อกิจกรรมความรับผิดชอบต่อสังคมของโรงแรม ซึ่งให้ความสำคัญกับสิ่งแวดล้อม และกิจกรรม CSR ในระดับหนึ่ง ได้รับการบริการและการต้อนรับที่ดี การติดต่อสื่อสารกับโรงแรมรวดเร็ว พนักงานมีมิตรไมตรี และมีจิตบริการ มีความเหมาะสมของความคุ้มค่ากับเงินที่ต้องจ่ายไป มีข้อความในการขอความร่วมมือลูกค้าในการช่วยประหยัดพลังงาน มีถังขยะตามจุดต่าง ๆ อีกทั้งบางโรงแรมมีมาตรการลดการใช้พลาสติกและกระดาษ และบริษัท/หน่วยงานส่วนใหญ่จะกลับมาใช้บริการของโรงแรมในการจัดประชุมสัมมนาอีก เนื่องจากมีการใช้บริการมาเป็นระยะเวลานานและต่อเนื่อง

**คำสำคัญ:** ความรับผิดชอบต่อสังคม, โรงแรมระดับ 4 ดาว, ความจงรักภักดี, ผู้จัดประชุมสัมมนาชาวไทย

**1. บทนำ**

ความรับผิดชอบต่อสังคมขององค์กร (Corporate Social Responsibility) หรือ CSR เป็นสิ่งที่องค์กรทั่วโลกให้ความสนใจมาก เพราะการเป็นองค์กรที่ดีและประสบความสำเร็จและเติบโตได้อย่างยั่งยืนนั้นการทำกำไรสูงสุดอย่างเดียวไม่เพียงพอ องค์กรนั้น ๆ ต้องเรียนรู้เพื่อจะทำสิ่งดี ๆ ตอบแทนสังคมและสิ่งแวดล้อม ด้วยเหตุนี้การรับผิดชอบต่อสังคมจึงเป็นเรื่องที่สำคัญและเป็นสิ่งจำเป็นที่ภาคธุรกิจต้องใส่ใจและพัฒนาธุรกิจของตนเองเพื่อสร้างความไว้วางใจและความเชื่อใจซึ่งกันและกันให้เกิดขึ้น อันจะส่งผลให้ธุรกิจและชุมชนและสังคมสามารถอยู่ร่วมกันอย่างเกื้อกูลและพัฒนาเติบโตไปด้วยกัน (พักตร์ศุภางค์ ศรีสวัสดิ์, 2554) ธุรกิจโรงแรมโดยเฉพาะอย่างยิ่งในแหล่งท่องเที่ยวสำคัญ เช่น กรุงเทพฯ ภูเก็ต และพัทยา ซึ่งเป็นพื้นที่เป้าหมายมีการขยายตัวอย่างต่อเนื่องเป็นอย่างมากแนวโน้มของการลงทุนในธุรกิจโรงแรมคาดว่าจะเติบโตขึ้นร้อยละ 10 ภายในปี 2562 ซึ่งเป็นผลมาจากมาตรการส่งเสริมการท่องเที่ยวของรัฐบาลและเพื่อรองรับนักท่องเที่ยวทั้งชาวไทยและชาวต่างชาติ ส่งผลให้มีการแข่งขันระหว่างผู้ประกอบการธุรกิจโรงแรมรายเก่าและรายใหม่มากมาย ทิศทางของโรงแรมขนาดใหญ่ในปี 2562 นี้ จะเป็นไปในลักษณะของการมุ่งขยายไปยังกลุ่มธุรกิจโรงแรมระดับ 4 ดาวมากขึ้นเพราะใช้เงินลงทุนและค่าใช้จ่ายในการบำรุงรักษาโรงแรมที่ต่ำกว่าโรงแรมระดับ 5 ดาว (ศูนย์วิจัยเศรษฐกิจ ธุรกิจและเศรษฐกิจฐานราก ธนาคารออมสิน, 2561) ส่งผลให้ผู้ประกอบการธุรกิจขนาดกลางและขนาดเล็กจึงจำเป็นต้องปรับกลยุทธ์โดยต้องมุ่งนำเสนอความคุ้มค่าสำหรับนักท่องเที่ยว มีการปรับปรุงสถานประกอบการและคุณภาพในการให้บริการที่ดีให้เทียบเท่ากับโรงแรมขนาดใหญ่ เพื่อดึงดูดนักท่องเที่ยวและผลักดันธุรกิจให้บรรลุตามเป้าหมายที่ได้กำหนดไว้ จากภาวะแข่งขันนี้ทำให้โรงแรมต้องมีกลยุทธ์โดยสร้างความได้เปรียบทางการแข่งขันซึ่งเป็นการนำเสนอภาพลักษณ์ที่แตกต่างออกไปแสดงให้เห็นถึงด้านความรับผิดชอบต่อสังคมเพื่อเพิ่มจำนวนลูกค้าผู้เข้าพักและรักษาฐานลูกค้าเดิมไว้

ศูนย์วิจัยธนาคารออมสินเผยรายงานระบุว่า ธุรกิจโรงแรม ปี2563 หดตัวแรงโดยได้รับผลกระทบสำคัญจากทั้งเศรษฐกิจและการค้าโลกที่หดตัวและยังถูกซ้ำเติมจากการแพร่ระบาดของโรคติดเชื้อไวรัสโคโรนา 2019 หรือโรคโควิด 19 ทำให้หลายประเทศรวมทั้งประเทศไทยออกมาตรการปิดเมือง-ปิดประเทศ (Lockdown) เพื่อควบคุมการแพร่ระบาดจนทำให้เกิดการหยุดชะงักอย่างฉับพลันของเศรษฐกิจทั่วโลก ซึ่งส่งผลกระทบต่อการจ้างงาน รายได้ และการดำเนินชีวิตของประชาชนเป็นเหตุให้นักท่องเที่ยวตัดสินใจเลื่อนหรือยกเลิกแผนการเดินทางทั้งหมด ทำให้ผู้ประกอบการธุรกิจโรงแรมขาดรายได้อย่างฉับพลันและส่งผลให้ภาพรวมของธุรกิจหดตัวรุนแรงอย่างหลีกเลี่ยงไม่ได้ซึ่งผู้ประกอบการบางรายที่ทนแบกรับภาระค่าใช้จ่ายและหนี้สินไม่ไหวจำเป็นต้องยุติการดำเนินธุรกิจฯ และประกาศขายกิจการ คาดว่าทิศทางธุรกิจโรงแรมจะกลับมาฟื้นตัวอย่างค่อยเป็นค่อยไปในช่วงครึ่งปีหลังเนื่องจากสถานการณ์การแพร่ระบาดของโรค มีแนวโน้มปรับตัวดีขึ้นต่อเนื่องส่งผลให้รัฐบาลเริ่มผ่อนคลายมาตรการป้องกันเป็นลำดับขั้น และมีการออกมาตรการทางการเงินการคลังเพื่อช่วยเหลือผู้ประกอบการภาคธุรกิจท่องเที่ยวประกอบกับหากประเทศไทยมีการเปิดประเทศแบบจำกัดหรือเต็มรูปแบบ คาดว่านักท่องเที่ยวต่างชาติจำนวนมากจะเลือกประเทศไทยเป็นประเทศแรก ๆ ในการเดินทางมาท่องเที่ยว อย่างไรก็ตามหากมีการกลับมาระบาดรุนแรงอีกในรอบที่ 2 อาจทำให้ทุกประเทศออกมาตรการป้องกันที่เข้มข้นขึ้นและใช้ระยะเวลานานกว่าเดิมซึ่งอาจกระทบต่อการดำเนินธุรกิจและผลประกอบการของ

ธุรกิจโรงแรมอย่างฉับพลันอีกครั้งหนึ่งได้ กระทรวงการท่องเที่ยวแห่งประเทศไทย (2563) ได้คาดการณ์จำนวนนักท่องเที่ยวต่างชาติอยู่ในช่วง 14 ถึง 16 ล้านคน หดตัวร้อยละ-59.8 ถึง -64.8 จากปีก่อนมีรายได้ 8.28 แสนล้านบาท หดตัวร้อยละ -57.8 และมีจำนวนนักท่องเที่ยวชาวไทย 100 ล้านคน หดตัวร้อยละ -41.7 และมีรายได้เพียง 4.02 แสนล้านบาท หดตัวร้อยละ -63.6 จากปีก่อน ทั้งนี้ศูนย์วิจัยธนาคารออมสินได้ประเมินการสูญเสียรายได้ของธุรกิจโรงแรมจากผลกระทบจากสถานการณ์ดังกล่าวอยู่ในช่วง –279,293.2 ถึง –418,440.3 ล้านบาท (ศูนย์วิจัยธนาคารออมสิน, 2563)

จากสถานการณ์ดังกล่าว ทำให้ธุรกิจโรงแรมมีการปรับเปลี่ยนกลยุทธ์ การนำเสนอบริการ และหาช่องทางการตลาดใหม่ๆ เพื่อเป็นทางออกให้ธุรกิจอยู่รอด เช่น เสริมบริการเดลิเวอรี่อาหาร เสริมบริการซัก-รีด รับทำความสะอาดเสื้อผ้าแบบรับส่งถึงหน้าประตู โดยมุ่งเน้นความรับผิดชอบต่อสังคม (CSR) มากขึ้น นอกจากนี้ยังมีบริการเพื่อสังคมโดยเปิดโรงแรมให้แก่บุคลากรทางการแพทย์เข้าพักฟรี ซึ่งสร้างความประทับใจและชื่อเสียงของโรงแรมในอนาคต โรงแรมบางแห่งมีการปรับตัวโดยร่วมกับภาครัฐเปิดให้เป็นสถานที่กักตัวสำหรับกลุ่มเสี่ยง หรือการปรับเปลี่ยนห้องพักให้กลายเป็นโรงพยาบาลสนามชั่วคราว เป็นต้น และอีกบริการหนึ่งที่ได้รับความนิยมคือ การเปิดห้องพักให้เช่ารายวันรายเดือนสำหรับผู้ที่ต้องการกักตัวเองแยกออกจากคนในครอบครัว ซึ่งโรง แรมต่าง ๆ ได้มีโปรโมชั่นต่าง ๆ ในสภาวะวิกฤตครั้งนี้ เช่น การลดราคาห้องพักลงเกินกว่า 50 เปอร์เซ็นต์ สำหรับห้องพักหรูหรา บริการสะดวกสบาย มาตรฐานระดับ 5 ดาว แพ็กเก็จ “WORK FROM HOTEL” บริการให้เช่าห้องพักที่มีความสะดวกสบายสำหรับการทำงาน พร้อมสัญญาณอินเทอร์เน็ต และอาหารมื้อ ซึ่งกำลังได้รับความนิยมในกลุ่มวัยทำงานที่ต้องการหาสถานที่ใหม่ ๆ นั่งทำงาน (ผู้จัดการออนไลน์, 2563)

ด้วยเหตุดังกล่าว ผู้วิจัยจึงมีความสนใจที่จะศึกษา ความรับผิดชอบต่อสังคมของธุรกิจโรงแรมระดับ 4 ดาว ที่มีผลต่อความจงรักภักดีของผู้จัดประชุมสัมมนาชาวไทย ซึ่งผู้วิจัยมีความเห็นว่า ธุรกิจโรงแรมเป็นธุรกิจการให้บริการและมีความเกี่ยวข้องกับสังคมในวงกว้าง การที่จะประสบความสำเร็จได้นั้นจำเป็นต้องดำเนินธุรกิจโดยคำนึงถึงผลกระทบที่อาจเกิดขึ้นต่อสิ่งแวดล้อม ชุมชน และสังคมด้วย ทั้งนี้ โดยการนำเอาการดำเนินงานด้านความรับผิดชอบต่อสังคมมาเป็นส่วนหนึ่งของกลยุทธ์ทางธุรกิจ จะช่วยส่งเสริมภาพลักษณ์ในเชิงบวกของธุรกิจโรงแรม อีกทั้งยังมีผลต่อความอยู่รอด ความพึงพอใจ และความจงรักภักดีของลูกค้าอีกด้วย ผู้ประกอบการโรงแรม จึงจำเป็นต้องให้ความสำคัญในด้านความรับผิดชอบต่อสังคม ซึ่งผลจากการวิจัยครั้งนี้ยังเป็นประโยชน์ต่อผู้ประกอบการโรงแรมในการกำหนดกลยุทธ์ด้านความรับผิดชอบต่อสังคม การวางแผนดำเนินงาน การพัฒนาคุณภาพการบริการ เพื่อเพิ่มขีดความสามารถในการแข่งขันให้เหนือกว่าคู่แข่ง และเพิ่มศักยภาพของโรงแรมเพื่อรองรับผู้รับบริการในทุก ๆ ด้าน ต่อไป จากการศึกษาและทบทวนงานวิจัยที่เกี่ยวข้องยังไม่ปรากฏการศึกษาเกี่ยวกับความรับผิดชอบต่อสังคมของธุรกิจโรงแรมระดับ 4 ดาว ที่มีผลต่อความจงรักภักดีของผู้จัดประชุมสัมมนาชาวไทย ดังนั้น ผู้วิจัยซึ่งเป็นผู้ที่เกี่ยวข้องกับการปฏิบัติงานโรงแรมจึงมีความสนใจในการศึกษาประเด็นดังกล่าว เพื่อเป็นประโยชน์ต่อผู้ประกอบการและหน่วยงานที่เกี่ยวข้องในการส่งเสริมและสนับสนุนให้ธุรกิจโรงแรม 4 ดาว และโรงแรมทุกระดับให้ความสำคัญต่อความรับผิดชอบต่อสังคมต่อไป

1.1 วัตถุประสงค์การวิจัย

1.1.1 เพื่อสำรวจความคิดเห็นของผู้จัดประชุมสัมมนาชาวไทย และผู้ให้บริการสถานที่ประชุม ต่อกิจกรรมความรับผิดชอบต่อสังคม (CSR) ของธุรกิจโรงแรมระดับ 4 ดาว เขตกรุงเทพมหานคร

1.1.2 เพื่อศึกษาการรับรู้ของผู้จัดประชุมสัมมนาชาวไทย และผู้ให้บริการสถานที่ประชุมต่อกิจกรรมความรับผิดชอบต่อสังคม (CSR) ของธุรกิจโรงแรมระดับ 4 ดาวเขตกรุงเทพมหานคร ที่ส่งผลต่อความจงรักภักดี

1.2 ประโยชน์ของงานวิจัย

1.2.1 เพื่อทราบถึงความคิดเห็นของผู้จัดประชุมสัมมนาชาวไทย และผู้ให้บริการสถานที่ประชุมที่มีต่อกิจกรรมความรับผิดชอบต่อสังคม (CSR) ของธุรกิจโรงแรมระดับ 4 ดาว เขตกรุงเทพมหานคร

1.2.2 ประโยชน์เชิงธุรกิจ ฝ่ายงานที่เกี่ยวข้องสามารถนำผลการวิจัยไปใช้ในการวางแผน ปรับปรุง ประยุกต์พัฒนากลยุทธ์ด้านความรับผิดชอบต่อสังคมของธุรกิจโรงแรม เพิ่มขีดความสามารถในการแข่งขันให้เหนือกว่าคู่แข่ง และเพิ่มศักยภาพในทุก ๆ ด้านต่อไป

1.2.3 ประโยชน์เชิงวิชาการ ผู้ที่สนใจศึกษาในประเด็นดังกล่าวสามารถนำผลการวิจัยไปใช้อ้างอิงทางวิชาการได้

## 2. การทบทวนวรรณกรรม

*2.1 แนวคิดเกี่ยวกับความรับผิดชอบต่อสังคม (CSR) ธุรกิจโรงแรม*

ปราชญ์ ศรีอักษร (2557, น. 19) ได้กล่าวว่า ความรับผิดชอบต่อสังคม (CSR) คือ Commitment เป็นความรับผิดชอบขององค์กรต่อสังคมที่เราอยู่ Vision ก็คือบริษัทคนไทยที่มุ่งตอบแทนสังคมไทยและคนไทยให้มีความอยู่ดีกินดี ซึ่งมีหลายแนวทางให้เลือกทำ เชื่อว่าต้องสร้างจากข้างในเสียก่อนหมายถึง สร้างคนของเราก่อนเพราะคนคือเครื่องมือ เช่นเดียวกับ ฌานสิทธิ์ ยอดพฤติการณ์ (2557, น.7) ได้กล่าวถึงความหมายของ CSR ว่าเป็นคำย่อจากภาษาอังกฤษว่า Corporate Social Responsibility หรือ บรรษัทบริบาล หมายถึง การดำเนินกิจกรรม (Activities) ภายในและภายนอกองค์กร ที่คำนึงถึงผลกระทบต่อสังคมทั้งในองค์กรและในระดับใกล้และไกลด้วยการใช้ทรัพยากรที่มีอยู่ในองค์กรหรือทรัพยากรจากภายนอกองค์กร ที่จะทำให้อยู่ร่วมกันในสังคมได้อย่างปกติสุข ทั้งนี้คำว่า กิจกรรม ในความหมายข้างต้น หมายรวมถึง การคิด การพูด และการกระทำซึ่งครอบคลุมตั้งแต่ การวางแผน การตัดสินใจ การสื่อสาร การประชาสัมพันธ์การบริหารจัดการและการดำเนินงานขององค์กร

*2.2 แนวคิดเกี่ยวกับการรับรู้*

ธัญชนก พิสุทธิรติการุณย์ (2551) กล่าวว่า การรับรู้ (Perception) หมายถึง กระบวนการตีความหมายจากสิ่งที่เราพบเห็นในสิ่งแวดล้อม หรือแปลความหมายของมนุษย์ที่ได้จากความรู้สึกสัมผัสเมื่อสิ่งเร้ามากระทบประสาทสัมผัสทั้ง 5 ซึ่งประกอบด้วย การมองเห็นจากดวงตา การได้ยินจากหู การได้กลิ่นจากจมูก การชิมรสจากลิ้น และ การสัมผัสจากอวัยวะต่าง ๆ ทางร่างกาย โดยการจำแนกคัดเลือก วิเคราะห์ด้วยระบบการทำงานของภาวะร่างกาย เทียบเคียงกับประสบการณ์เดิมในความทรงจำให้กลายเป็นสิ่งหนึ่งสิ่งใดที่มีความหมาย จดจำส่งผลต่อการแสดงพฤติกรรมและนำไปใช้ในการรับรู้ต่อไป เช่นเดียวกับ Robbins (2010) ได้กล่าวว่า การรับรู้

(Perceptions) หมายถึง กระบวนการ ที่ปัจเจกบุคคล จัดระบบหรือตีความสิ่งที่ประสาทสัมผัสได้ เพื่อให้ความหมายให้กับสภาพแวดล้อมของสิ่งนั้น ๆ

*2.3 แนวคิดและทฤษฎีเกี่ยวกับความจงรักภักดีต่อธุรกิจโรงแรม*

Oliver (1999, p. 34) กล่าวไว้ว่า ความจงรักภักดี คือ ข้อผูกมัดอย่างลึกซึ้งที่จะซื้อซ้ำหรือให้การอุปถัมภ์สินค้าหรือบริการที่พึงพอใจอย่างสม่ำเสมอในอนาคต ซึ่งลักษณะการซื้อจะซื้อซ้ำในตราสินค้าเดิม หรือชุดของตราสินค้าเดิม การเปลี่ยนพฤติกรรมนี้จะได้รับอิทธิพลจากสถานการณ์ที่มี ผลกระทบและศักยภาพของความพยายามทางการตลาด โดยความจงรักภักดีในตราสินค้า (Brand Loyalty) หมายถึง ความพึงพอใจที่สม่ำเสมอและ/ หรือ การซื้อตราสินค้าเดิมในผลิตภัณฑ์ ของบริษัทใดบริษัทหนึ่ง เป็นการศึกษาถึงอุปนิสัยการซื้อของหรือใช้บริการของผู้บริโภคพบว่าตราสินค้าและบริการที่มีส่วนครองตลาดมากขึ้นเกิดจากกลุ่มของผู้ซื้อที่มีความจงรักภักดีต่อตราสินค้า กล่าวโดยสรุปความจงรักภักดีของลูกค้า หมายถึง ข้อผูกมัดอย่างลึกซึ้งของลูกค้าที่จะให้การอุปถัมภ์สินค้าหรือบริการที่พึงพอใจอยู่อย่างสม่ำเสมอซึ่งความจงรักภักดีนอกจากจะมีส่วนเกี่ยวข้องกับพฤติกรรมการซื้อของลูกค้าแล้วยังเกี่ยวข้องกับทัศนคติของลูกค้าที่มีต่อสินค้าและบริการ กล่าวคือหากลูกค้ามีทัศนคติที่ดีต่อสินค้าและบริการและเกิดความสัมพันธ์ที่ดีในระยะยาวระหว่างลูกค้ากับองค์กรแล้วจะส่งผลให้เกิดพฤติกรรมการซื้อซ้ำสม่ำเสมอได้ (Schiffman; & Kanuk, 2007, p. 220)

## 3. วิธีดำเนินการวิจัย

3.1 ผู้ให้ข้อมูลสำคัญ (Key Informants) คือ ผู้จัดประชุมสัมมนาชาวไทยทั้งภาครัฐและภาคเอกชนที่มีประสบการณ์การใช้บริการโรงแรมระดับ 4 ดาว ในกรุงเทพมหานคร จำนวน 8 คน และผู้ให้บริการสถานที่ประชุมซึ่งมีหน้าที่ดูแลรับผิดขอบกิจกรรมความรับผิดชอบต่อสังคม (CSR) ของโรงแรม 4 ดาว เขตกรุงเทพมหานคร จำนวน 4 คน โดยการเลือกแบบเจาะจง (Purposive Sampling) จากโรงแรมที่ได้รับการรับรองมาตรฐานที่เกี่ยวข้องกับความรับผิดชอบต่อสังคม ตามเกณฑ์มาตรฐานของสมาคมโรงแรมไทย (2562) และกรมส่งเสริมคุณภาพสิ่งแวดล้อม (2562) โดยมีเกณฑ์การคัดเลือกผู้ให้ข้อมูลสำคัญที่มีคุณสมบัติข้อใดข้อหนึ่งต่อไปนี้

3.1.1 ตัวแทนผู้จัดประชุมสัมมนาชาวไทยที่มีประสบการณ์การใช้บริการโรงแรมระดับ 4 ดาว ในกรุงเทพมหานคร ได้แก่ โรงแรม A โรงแรม B โรงแรม C และโรงแรม D เขตกรุงเทพมหานคร อย่างน้อย 1 ครั้ง โรงแรมละ 2 คน รวมทั้งสิ้น 8 คน

3.1.2 ผู้ให้บริการสถานที่ประชุม ซึ่งเป็นผู้บริหารหรือพนักงานที่รับผิดชอบงานด้านความรับผิดชอบต่อสังคมของโรงแรม A โรงแรม B โรงแรม C และโรงแรม D เขตกรุงเทพมหานคร อย่างน้อย 6 เดือน โรงแรมละ 1 คน รวมทั้งสิ้น 4 คน

3.2 เครื่องมือที่ใช้ในการวิจัย คือ แบบสัมภาษณ์แบบเจาะลึก (In-depth Interview) ประกอบด้วย 3 ส่วน คือข้อมูลทั่วไปของผู้ให้สัมภาษณ์ ความรับผิดชอบต่อสังคมของธุรกิจโรงแรมระดับ 4 ดาว ในกรุงเทพมหานคร และความจงรักภักดีของผู้จัดประชุมสัมมนาชาวไทยต่อธุรกิจโรงแรมระดับ 4 ดาว เขตกรุงเทพมหานคร

3.3 การเก็บรวบรวมข้อมูล โดยผู้วิจัยสัมภาษณ์โดยตรง (Face to face) กับผู้ให้ข้อมูลสำคัญ ร่วมกับการจดบันทึก และการบันทึกเสียง

3.4 การวิเคราะห์ข้อมูล โดยการวิเคราะห์เชิงเนื้อหา (Content Analysis) ด้วยการบรรยายเชิงพรรณนา

**4. ผลการวิจัย**

4.1 ผู้จัดประชุมสัมมนาชาวไทย และผู้ให้บริการสถานที่ประชุม มีความคิดเห็นของต่อกิจกรรมความรับผิดชอบต่อสังคม (CSR) ของธุรกิจโรงแรมระดับ 4 ดาว เขตกรุงเทพมหานคร พบว่า โรงแรม 4 ดาว มีกิจกรรมความรับผิดชอบต่อสังคม ได้แก่ การตกแต่งห้องประชุมและห้องพักด้วยวัสดุจากชุมชนท้องถิ่น การวางถังขยะตามจุดต่าง ๆ อย่างทั่วถึง การประชาสัมพันธ์กิจกรรมความรับผิดชอบทางสังคมตามสื่อต่าง ๆ เช่น Facebook Website และป้ายโฆษณา มีการจัดทำป้ายรณรงค์ในการขอความร่วมมือจากลูกค้าในห้องพักหรือห้องประชุมเกี่ยวกับการปิดเครื่องใช้ไฟฟ้าหลังการใช้งาน ไม่ใช้วัสดุจากกระดาษหรือพลาสติก ในการเสิร์ฟอาหาร/อาหารว่าง โดยจะใช้เป็นจานและแก้วกระเบื้อง มีการเสิร์ฟอาหารท้องถิ่นในมื้ออาหารว่างสำหรับผู้เข้าร่วมประชุม เช่น ขนมไทยห่อใบตอง มีถังขยะตามจุดต่าง ๆ มีป้ายแจ้งเตือนการทิ้งขยะ และมีการเก็บทำความสะอาดบ่อย ๆ ส่วนผู้ให้บริการสถานที่ประชุมมีความคิดเห็นต่อกิจกรรมความรับผิดชอบต่อสังคม (CSR) ของธุรกิจโรงแรมระดับ 4 ดาว เขตกรุงเทพมหานคร คือ การลดปริมาณขยะที่อาจเกิดขึ้น โดยการเลือกใช้ผลิตภัณฑ์ที่ย่อยสลายง่ายและกระทบต่อสิ่งแวดล้อมน้อยที่สุด ให้บริการเครื่องดื่มโดยไม่ใช้หลอดพลาสติก ให้บริการน้ำดื่มเป็นขวดแก้ว ใช้บรรจุภัณฑ์สบู่เหลว แชมพู และครีมนวด จากผลิตภัณฑ์ที่ย่อยสลายได้ง่าย เมนูอาหารต่าง ๆ มาจากผลิตภัณฑ์ในชุมชนท้องถิ่น และมีการจัดกิจกรรมเพื่อสังคม เช่น การจัดงานวันเด็กร่วมกับชุมชน การบริจาคสิ่งของต่าง ๆ ให้โรงเรียนในพื้นที่ห่างไกล โครงการปันน้ำใจสู่ชนบท โครงการเติมฝันปันน้ำใจให้น้องวันเด็ก เป็นต้น มีการเชิญชวนให้แขกประหยัดน้ำ เปิดเผยข่าวสารข้อมูลเกี่ยวกับสถานที่และบริการอย่างครบถ้วน ถูกต้อง และไม่บิดเบือนข้อเท็จจริง ลดจำนวนการใช้ผ้าขนหนู เลือกใช้ภาชนะใส่ อาหารโดยใช้จานกระเบื้องแทนการใช้ถ้วยกระดาษหรือฟอยล์ รวมทั้งการคัดเลือกและซื้อผลิตภัณฑ์หรือวัสดุที่หาได้ในท้องถิ่นและเป็นมิตรกับสิ่งแวดล้อม เช่น ข้าวอินทรีย์ปลอดสารเคมี ข้าวออร์แกนิกจากเกษตรกรผักปลอดสารพิษ เป็นต้น จัดเตรียมภาชนะเพื่อรองรับเอกสารต่าง ๆ ที่ผู้ร่วมประชุมไม่ต้องการ เพื่อนำไปใช้เป็นกระดาษรีไซเคิล เลือกใช้วัสดุธรรมชาติที่ย่อยสลายได้เป็นวัสดุที่ใช้แล้วทิ้ง และกิจกรรมความรับผิดชอบต่อสังคมยังสร้างความพึงพอใจให้กับลูกค้าเพิ่มขึ้น สร้างคุณค่า และการดำเนินธุรกิจให้เกิดประโยชน์ต่อสิ่งแวดล้อมและตอบแทนชุมชนท้องถิ่น ช่วยประหยัดทรัพยากร สร้างชื่อเสียงให้กับโรงแรม ลดปริมาณขยะ และสร้างความมั่นใจในคุณภาพการบริการสำหรับลูกค้า

4.2 ผู้จัดประชุมสัมมนาชาวไทย และผู้ให้บริการสถานที่ประชุม มีการรับรู้ของต่อกิจกรรมความรับผิดชอบต่อสังคม (CSR) ของธุรกิจโรงแรมระดับ 4 ดาว เขตกรุงเทพมหานคร ที่ส่งผลต่อความจงรักภักดี พบว่าผู้จัดประชุมสัมมนาชาวไทย และผู้ให้บริการสถานที่ประชุม มีการรับรู้ว่าโรงแรมมีการดำเนินกิจกรรม CSR ที่ส่งผลต่อความจงรักภักดี ได้แก่ โรงแรม 4 ดาว เขตกรุงเทพมหานคร ให้ความสำคัญกับสิ่งแวดล้อม สังคม และชุมชน ผ่านกิจกรรมความรับผิดชอบต่อสังคม โดยมีการขอความร่วมมือให้ลูกค้าช่วยกันประหยัด

พลังงาน การจัดการขยะมูลฝอย ลดการใช้วัสดุที่ทำลายสิ่งแวดล้อม เช่น พลาสติก กระดาษ ซึ่งส่งผลต่อความจงรักภักดีและกลับมาใช้บริการของโรงแรมในการจัดประชุมสัมมนาอีกครั้งหนึ่ง อีกทั้งยังส่งผลให้ลูกค้าเกิดความประทับใจในการใช้บริการโรงแรมอีกด้วย

4.3 ผู้จัดประชุมสัมมนาชาวไทยมีข้อเสนอแนะเพิ่มเติมเกี่ยวกับความรับผิดชอบต่อสังคมของโรงแรมในสถานการณ์ปัจจุบัน คือ ควรมุ่งเน้นด้านความปลอดภัย ความสะอาดของบริเวณต่าง ๆโดย เฉพาะห้องพัก เพิ่มมากขึ้น ซึ่งเดิมโรงแรมได้ดำเนินการดีอยู่แล้ว แต่เนื่องจากสถานการณ์การแพร่ระบาดของโควิด-19 ในปัจจุบันจึงต้องการให้ใส่ใจมากกว่าเดิม และควรรักษามาตรฐานการให้บริการอยู่เสมอ และควรให้ความสำคัญต่อกิจกรรม CSR อย่างคอบคลุมทุกด้านอย่างต่อเนื่อง ผู้ให้บริการสถานที่ประชุมมีการดำเนินกิจกรรมความรับผิดชอบต่อสังคมของโรงแรมที่มีผลต่อการกลับมาใช้บริการซ้ำของบริษัท/หน่วยงาน คือ มีการดำเนินกิจกรรม CSR อยู่แล้วในทุกประเด็น เช่น การช่วยเหลือสังคม ชุมชน เป็นต้น และผู้ให้บริการสถานที่ประชุมมีข้อเสนอแนะเพิ่มเติมเกี่ยวกับความรับผิดชอบต่อสังคมของโรงแรม คือ การปรับตัวเพื่อความอยู่รอดของธุรกิจโดยไม่ทำลายสิ่งแวดล้อม ให้ความสำคัญเกี่ยวกับความปลอดภัยและความสะอาด และปฏิบัติตามมาตรการของภาครัฐอย่างเคร่งครัด เนื่องจากธุรกิจโรงแรมต้องเผชิญกับวิกฤตต่าง ๆ จากมาตรการล็อคดาวน์จึงจำเป็นต้องลดภาระค่าใช้จ่ายเท่าที่จำเป็น และกิจกรรม CSR เป็นกิจกรรมที่มีประโยชน์ทั้งกับโรงแรม ชุมชน และลูกค้าโรงแรมให้ความสำคัญต่อกิจกรรมเพื่อสังคมตามนโยบายขององค์กรภายใต้หลักการเว้นระยะห่างทางสังคมสวมใส่หน้ากากอนามัยตลอดเวลาที่ทำกิจกรรม ปรับเปลี่ยนวิธีการดำเนินธุรกิจผ่านระบบออนไลน์ และมุ่งเน้นความใส่ใจต่อคุณภาพชีวิตของพนักงาน โดยการปรับปรุงกระบวนการทำงานบางส่วนให้เป็นแบบออนไลน์ (work from home)

**5. อภิปรายผล**

5.1 จากผลการศึกษา พบว่า ผู้จัดประชุมสัมมนาชาวไทย และผู้ให้บริการสถานที่ประชุม มีความคิดเห็นของต่อกิจกรรมความรับผิดชอบต่อสังคม (CSR) ของธุรกิจโรงแรมระดับ 4 ดาว เขตกรุงเทพมหานคร พบว่าโรงแรม 4 ดาว มีกิจกรรมความรับผิดชอบต่อสังคม ได้แก่ การตกแต่งห้องประชุมและห้องพักด้วยวัสดุจากชุมชนท้องถิ่น การวางถังขยะตามจุดต่าง ๆ อย่างทั่วถึง การประชาสัมพันธ์กิจกรรมความรับผิดชอบทางสังคมตามสื่อต่าง ๆ เช่น Facebook Website และป้ายโฆษณาอาจเนื่องมาจากกระแสทางสังคมเกี่ยวกับการดูแลรักษาสิ่งแวดล้อม นโยบาย Green Hotel และมาตรการด้าน CSR ที่ทุกองค์กรต้องปฏิบัติ จึงทำให้โรงแรมต่าง ๆ ให้ความสำคัญด้าน CSR เพิ่มมากขึ้น รวมทั้งมีการทำกิจกรรมต่าง ๆ ที่แสดงให้เห็นถึงความรับผิดชอบต่อสังคมที่มีต่อผู้มาใช้บริการ เช่น การประหยัดพลังงานในรูปแบบต่าง ๆ ลดการใช้วัสดุที่ทำลายสิ่งแวดล้อม ดูแลและใส่ใจต่อผู้มาใช้บริการ พนักงาน และชุมชน ซึ่งเห็นได้จากกิจกรรมการต่าง ๆ ที่โรงแรมช่วยเหลือชุมชนผ่านสื่อต่าง ๆ เช่น การบริจาคสิ่งของให้ชุมชนห่างไกล การอบรมให้ความรู้แก่ชุมชนด้านสิ่งแวดล้อม การทำกิจกรรมด้านสิ่งแวดล้อมร่วมกับชุมชนในโอกาสวันเด็ก วันสิ่งแวดล้อมโลก เป็นต้น สอดคล้องกับ Levy & Park (2011) ได้เสนอแนวคิดการวิเคราะห์กิจกรรม CSR ในอุตสาหกรรมที่พักอาศัย จากการสำรวจของผู้บริหารโรงแรมในสหรัฐพบว่า กิจกรรม CSR ด้านสิ่งแวดล้อมสำคัญที่สุดในอุตสาหกรรมที่พักของสหรัฐอเมริกา ทุก

โรงแรมส่วนใหญ่ให้ความสำคัญในการจัดการพลังงาน ขยะ และน้ำ และจากการดำเนินกิจกรรม CSR ในด้านนี้ส่งผลให้โรงแรมลดสามารถลดต้นทุนในการผลิต และสร้างภาพลักษณ์ที่ดีกับแบรนด์ของโรงแรมได้เป็นอย่างดี ผู้ให้บริการสถานที่ประชุมมีความคิดเห็นต่อกิจกรรมความรับผิดชอบต่อสังคม (CSR) ของธุรกิจโรงแรมระดับ 4 ดาว เขตกรุงเทพมหานคร คือ มีการลดปริมาณขยะที่อาจเกิดขึ้น การจัดงานวันเด็กร่วมกับชุมชน การบริจาคสิ่งของต่าง ๆ ให้โรงเรียนในพื้นที่ห่างไกล โครงการปันน้ำใจสู่ชนบท เป็นต้น อาจเป็นเพราะโรงแรมต่าง ๆ เป็นหน่วยด้านการบริการจึงจำเป็นต้องให้ความสำคัญกับกิจกรรมความรับผิดชอบต่อสังคม โดยเฉพาะอย่างยิ่งในสถานการณ์ปัจจุบันซึ่งส่งผลกระทบต่อธุรกิจโรงแรมเป็นอย่างมาก ดังนั้น สิ่งที่จะแสดงถึงความรับผิดชอบต่อสังคมคือ การให้ความสำคัญด้านความสะอาด สุขอนามัย และความปลอดภัยของลูกค้า สร้างความมั่นให้ลูกค้าเข้ามาใช้บริการ และสร้างสิ่งดึงดูดใจที่แตกต่างจากคู่แข่ง เช่น การตกแต่งที่เป็นธรรมชาติ หรือ การมีเมนูอาหารท้องถิ่นที่โดดเด่น

5.2 จากผลการศึกษาพบว่า ผู้จัดประชุมสัมมนาชาวไทย และผู้ให้บริการสถานที่ประชุม มีการรับรู้ของต่อกิจกรรมความรับผิดชอบต่อสังคม (CSR) ของธุรกิจโรงแรมระดับ 4 ดาว เขตกรุงเทพมหานครที่ส่งผลต่อความจงรักภักดี พบว่า โรงแรม 4 ดาว เขตกรุงเทพมหานคร ให้ความสำคัญกับสิ่งแวดล้อม สังคม และชุมชนผ่านกิจกรรมความรับผิดชอบต่อสังคม โดยมีการขอความร่วมมือให้ลูกค้าช่วยกันประหยัดพลังงาน การจัดการขยะมูลฝอย ลดการใช้วัสดุที่ทำลายสิ่งแวดล้อม เช่น พลาสติก กระดาษ เป็นต้น ซึ่งส่งผลต่อความจงรักภักดีและกลับมาใช้บริการของโรงแรมในการจัดประชุมสัมมนาอีกครั้งหนึ่ง อีกทั้งยังส่งผลให้ลูกค้าเกิดความประทับใจในการใช้บริการโรงแรมอีกด้วย อาจเนื่องมาจากผู้จัดประชุม/สัมมนามีความคุ้นเคยกับสถานที่และมีการมาใช้บริการโรงแรมนั้นเป็นประจำ จึงได้เห็นถึงการดำเนินการของโรงแรมในด้านต่าง ๆ รวมทั้งในปัจจุบันกระแสการรักษ์โลกเป็นที่พูดถึงกันอย่างมากในทุกองค์กร ซึ่งผู้จัดประชุมฯ ก็คำนึงถึงการรักษ์โลกมากขึ้นประกอบกับนโยบายของผู้บริหารองค์กรของผู้จัดประชุมฯ บางแห่งมุ่งเน้นการจัดประชุมฯ ที่มุ่งเน้นการรักษาสิ่งแวดล้อม ลดการใช้วัสดุที่ทำลายสิ่งแวดล้อม และพยายามมองหาสถานที่จัดประชุมฯ ที่ให้ความสำคัญและตอบสนองต่อความต้องการในด้านนี้ได้ ดังนั้น ผู้ประสานงานในการจัดประชุมฯ ขององค์กรจึงได้เสนอความต้องการไปยังโรงแรม และโรงแรมที่เลือกใช้บริการสามารถตอบสนองต่อวัตถุประสงค์ดังกล่าวได้ในระดับหนึ่ง จึงทำให้ผู้จัดประชุมฯ เกิดความประทับใจ และนำไปสู่ความจงรักภักดี และการกลับมาใช้บริการโรงแรมเดิมซ้ำ ๆ สอดคล้องกับ มณฑกานติ ชุบชูวงศ์ (2561) ได้เสนอว่ากิจกรรม CSR สามารถโน้มน้าวใจของนักท่องเที่ยวให้ทำสิ่งใดสิ่งหนึ่งให้ประสบผลสำเร็จ หรือตัดสินใจที่จะเดินทางท่องเที่ยวได้ หากธุรกิจโรงแรมมีการจัดกิจกรรม CSR ที่มีประสิทธิภาพอาจส่งผลต่อความพึงพอใจของนักท่องเที่ยวได้ นอกจานี้ ผู้ให้บริการสถานที่ประชุมมีการดำเนินกิจกรรมความรับผิดชอบต่อสังคมของโรงแรมที่มีผลต่อการกลับมาใช้บริการซ้ำของบริษัท/หน่วยงาน คือ มีการดำเนินกิจกรรม CSR อยู่แล้วในทุกประเด็น เช่น การช่วยเหลือสังคม ชุมชน เป็นต้น และให้ความสำคัญเกี่ยวกับความปลอดภัยและความสะอาด และปฏิบัติตามมาตรการของภาครัฐอย่างเคร่งครัด เนื่องจากธุรกิจโรงแรมต้องเผชิญกับวิกฤตต่าง ๆ ปรับเปลี่ยนวิธีการดำเนินธุรกิจผ่านระบบออนไลน์ และมุ่งเน้นความใส่ใจต่อคุณภาพชีวิตของพนักงาน โดยการปรับปรุงกระบวนการทำงานบางส่วนให้เป็นแบบออนไลน์ (work from home) อาจเป็นเพราะการสร้างความประทับใจให้กับลูกค้าที่สำคัญของธุรกิจโรงแรมคือ ความสะดวกสบาย

สิ่งอำนวยความสะดวกต่าง ๆ ความสวยงามของสถานที่ ชื่อเสียงของโรงแรม และการบริการที่ดี ซึ่งกิจกรรมการความรับผิดชอบต่อสังคมเป็นเพียงกิจกรรมหนึ่งที่มีส่วนช่วยให้ผู้ที่สนใจด้านสิ่งแวดล้อมให้ความสนใจเป็นพิเศษในการเลือกโรงแรมเข้าพัก สอดคล้องกับ ชุติมา วุ่นเจริญ (2559) ได้ศึกษาพบว่า การดำเนินงานที่แสดงความรับผิดชอบต่อสังคมของธุรกิจโรงแรมจะส่งผลต่อชื่อเสียงของกิจการ และส่งผลต่อการตัดสินใจเลือกใช้บริการของลูกค้า ซึ่งจะส่งผลต่อเนื่องในระยะยาวจากการดำเนินกิจกรรม CSR ของโรงแรม โรงแรมสามารถนำกิจกรรมความรับผิดชอบต่อสังคมมาใช้เป็นกลยุทธ์หนึ่งในการบริหารจัดการ และมีผลกระทบเชิงบวก ในด้านชื่อเสียง อีกทั้งผลการดำเนินงานทำให้ส่งผลต่อมูลค่าของกิจการทำให้มีความได้เปรียบทางการแข่งขันอย่างยั่งยืน

## 6. ข้อเสนอแนะ

*6.1 ข้อเสนอแนะจากผลการวิจัย*

6.1.1 กระทรวงการท่องเที่ยวและกีฬา และสมาคมโรงแรมไทย ควรให้ความสำคัญกับธุรกิจโรงแรม ในการส่งเสริมให้ความรู้และประโยชน์ที่จะได้รับ มีมาตราการกระตุ้นและสนับสนุนให้กลุ่มธุรกิจโรงแรมสามารถดำเนินการเกี่ยวกับการรับผิดชอบต่อสังคม เช่น การออกมาตรการลดภาษีให้กับธุรกิจโรงแรมและที่พักที่มีการจัดทำ CSR เป็นต้น

6.1.2 ความรับผิดชอบต่อสังคมเป็นมาตรฐานของโรงแรมสีเขียว ดังนั้น ธุรกิจโรงแรมสามารถนำข้อมูลไปใช้ประโยชน์เป็นแนวทางในการสร้างความผูกพันให้เกิดกับพนักงานได้มากขึ้น โดยกำหนดนโยบายที่สอดคล้องกับมาตรฐานของ Green Hotel และมีการสื่อสารโดยประกาศให้พนักงานในองค์กรได้รับทราบถึงนโยบายดังกล่าว รวมถึงการให้พนักงานได้ มีส่วนร่วมเป็นคณะกรรมการในการดำเนินการตามมาตรฐานที่กำหนดไว้ เพื่อให้พนักงานเกิดความภาคภูมิใจในการได้เป็นผู้มีส่วนในการรับผิดชอบต่อสังคมร่วมกับองค์กร

*6.2 ข้อเสนอแนะในการทำวิจัยครั้งต่อไป*

6.2.1 การวิจัยครั้งนี้เป็นการวิจัยเฉพาะเชิงคุณภาพ ในการศึกษาวิจัยครั้งต่อไปเพื่อให้ได้ข้อมูลในหลายมุมมองมากขึ้น และเป็นข้อมูลที่มีความน่าเชื่อถือในเชิงสถิติ ควรมีการศึกษาวิจัยแบบผสมผสาน (Mixed Method Research) โดยการศึกษาวิจัยเชิงปริมาณในประเด็นการรับรู้กิจกรรมความรับผิดชอบทางสังคมของธุรกิจโรงแรมที่ส่งผลต่อความจงรักภักดีของผู้ใช้บริการ

6.2.2 ควรมีการศึกษาเปรียบเทียบกับธุรกิจประเภทอื่น เพื่อศึกษาความแตกต่างของการทำ CSR (Corporate Social Responsibility) และนำไปสู่การนำไปปรับใช้ให้เกิดประโยชน์ต่อธุรกิจและชุมชน

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# ทัศนคติของผู้โดยสารสายการบินชาวไทยที่มีต่ออาหารเพื่อสุขภาพและอาหารที่บริการบนเครื่องบิน กรณีศึกษาผู้โดยสารสายการบินชาวไทยที่อาศัยอยู่ในเขตกรุงเทพมหานคร

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**บทคัดย่อ**

การวิจัยเชิงปริมาณนี้มีวัตถุประสงค์คือ 1) เพื่อศึกษาทัศนคติต่ออาหารเพื่อสุขภาพของผู้โดยสารสายการบินชาวไทย 2) เพื่อศึกษาความคิดเห็นของผู้โดยสารสายการบินชาวไทยต่ออาหารที่บริการบนเครื่องบิน 3) เพื่อศึกษาความสนใจอาหารเพื่อสุขภาพที่ให้บริการบนเครื่องบินของผู้โดยสารสายการบินชาวไทย ประชากรคือผู้โดยสารสายการบินชาวไทยอายุ 20 ปีขึ้นไปที่อาศัยอยู่ในเขตกรุงเทพมหานครและเคยเดินทางด้วยเครื่องบินโดยใช้เวลาในการเดินทางไม่น้อยกว่า 1 ชั่วโมง ผู้วิจัยทำการเก็บรวบรวมข้อมูลด้วยแบบสอบถามออนไลน์จำนวน 203 ชุดและวิเคราะห์ข้อมูลด้วยสถิติเชิงพรรณนาคือ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน ผลการวิจัยพบว่า ผู้โดยสารส่วนใหญ่เดินทางโดยเครื่องบินปีละ 1-2 ครั้ง โดยใช้บริการสายการบินต้นทุนต่ำมากกว่าสายการบินที่มีบริการเต็มรูปแบบ ส่วนใหญ่ใช้บริการอาหารและเครื่องดื่มบนเครื่องบินระหว่างเดินทางเป็นบางครั้ง ผู้โดยสารสายการบินชาวไทยคิดเห็นว่าอาหารเพื่อสุขภาพกำลังเป็นที่นิยมในปัจจุบัน มีความสนใจและซื้ออาหารเพื่อสุขภาพรับประทานเป็นประจำ ส่วนอาหารที่ให้บริการบนเครื่องบินนั้นมีความสด สะอาด ปริมาณเหมาะสมและดูน่ารับประทาน แต่ราคาและความหลากหลายของอาหารมีความเหมาะสมน้อยที่สุด ผู้โดยสารมีความสนใจและความยินดีซื้อบริการอาหารเพื่อสุขภาพบนเครื่องบิน แต่ความยินดีซื้อจะลดลงหากมีราคาแพงกว่าอาหารปกติ

**คำสำคัญ:** อาหารเพื่อสุขภาพ, อาหารที่บริการบนเครื่องบิน, ผู้โดยสารสายการบินชาวไทย

## 1. บทนำ

ในปัจจุบันกระแสการดูแลสุขภาพเป็นที่นิยมมากขึ้นในประเทศไทย ด้วยประชาชนตระหนักถึงความสำคัญของการดูแลสุขภาพให้แข็งแรง โดยเฉพาะในช่วงที่มีการระบาดของโรคโควิด 19 (Covid 19) ซึ่งผู้ที่เสียชีวิตมักจะเป็นผู้ที่มีโรคประจำตัว เช่น โรคอ้วน เบาหวาน ความดันโลหิตสูง (สำนักงานกองทุนสนับสนุนการสร้างเสริมสุขภาพ, 2564) สวนดุสิตโพลได้ทำการสำรวจเรื่องการดูแลสุขภาพของคนไทยในปี 2020 (โพสต์

ทูเดย์, 2563) พบว่า คนไทยดูแลสุขภาพมากขึ้นร้อยละ 68.10 และใช้จ่ายเงินเพื่อดูแลสุขภาพมากขึ้นร้อยละ 59.38 โดยสิ่งที่คนไทยดูแลสุขภาพเป็นพิเศษรวมถึงการรับประทานอาหารที่มีประโยชน์ การออกกำลังกาย และการซื้ออาหารเสริมรับประทาน นอกจากนี้ สำนักงานสถิติแห่งชาติคาดการณ์ว่าในปีพ.ศ. 2565 ประเทศไทยได้เข้าสู่สังคมผู้สูงอายุโดยสมบูรณ์ (Aged society) คือมีประชากรอายุ 60 ปีขึ้นไปมากกว่าร้อยละ 20 ของจำนวนประชากรทั้งหมด (กรมสุขภาพจิต, 2563) ดังนั้น การดูแลสุขภาพให้แข็งแรงจึงเป็นสิ่งจำเป็นเพื่อให้ประชาชนมีคุณภาพชีวิตที่ดีทั้งด้านร่างกายและจิตใจ ไม่เป็นภาระต่อครอบครัวและสังคม หนึ่งในวิธีการดูแลสุขภาพคือ การรับประทานอาหารเพื่อสุขภาพ (Healthy food) ซึ่งประโยชน์ของการรับประทานอาหารเพื่อสุขภาพมีหลายประการ ทั้งการช่วยป้องกันโรคภัยไข้เจ็บ ควบคุมน้ำหนัก ชะลอความชรา เป็นต้น

ปัจจุบันธุรกิจสายการบินมีการขยายตัวอย่างมาก มีการขยายเส้นทางการบินไปสู่เมืองต่าง ๆ และการเปิดเส้นทางการบินอย่างเสรีในภูมิภาคอาเซียน (เรวัต กล้าโชตชัย และ เจริญชัย เอกมาไพศาล, 2556) การเข้ามาสู่ตลาดของสายการบินใหม่โดยเฉพาะสายการบินต้นทุนต่ำส่งผลให้ธุรกิจสายการบินมีการแข่งขันสูง กล่าวคือผู้โดยสารมีตัวเลือกในการเดินทางโดยเครื่องบินมากขึ้น ประกอบกับสถานการณ์ปัจจุบัน พฤติกรรมและความต้องการของผู้โดยสารที่เปลี่ยนไป เช่น การระบาดของโรคโควิด 19 ความสนใจในการดูแลสุขภาพ การเปรียบเทียบข้อมูลจากแหล่งต่าง ๆ ก่อนตัดสินใจซื้อ ปัจจัยเหล่านี้ล้วนทำให้สายการบินต้องมีการปรับกลยุทธ์การดำเนินงานและการบริการเพื่อให้สอดคล้องกับความเปลี่ยนแปลง ซึ่งในการเดินทางโดยเครื่องบินไม่ว่าจะเป็นสายการบินประเภทที่ให้บริการเต็มรูปแบบ (Full service airlines) หรือสายการบินต้นทุนต่ำ (Low cost airlines) ส่วนใหญ่มักมีบริการอาหารและเครื่องดื่มแก่ผู้โดยสาร โดยเฉพาะในเที่ยวบินระหว่างประเทศที่ต้องใช้เวลาเดินทางหลายชั่วโมง ผู้โดยสารจะต้องนั่งอยู่แค่เพียงที่นั่งของตนเองและจำเป็นต้องรับประทานอาหารที่สายการบินมีบริการ งานวิจัยหลายชิ้นที่เกี่ยวข้องกับการบริการของสายการบินแสดงให้เห็นว่า อาหารที่บริการบนเครื่องบิน (In-flight meals) เป็นหนึ่งในปัจจัยสำคัญที่มีผลต่อความพึงพอใจของผู้โดยสาร ผู้วิจัยจึงสนใจศึกษาความคิดเห็นของผู้โดยสารชาวไทยต่อการบริการอาหารที่บนเครื่องบินโดยเฉพาะอย่างยิ่งอาหารเพื่อสุขภาพที่กำลังเป็นที่นิยมมากขึ้น เพื่อเป็นแนวทางให้แก่ธุรกิจสายการบินในพัฒนาการบริการอาหารบนเครื่องบินให้ตรงกับความต้องการของผู้โดยสาร

*1.1 วัตถุประสงค์ของการศึกษา*

1.1.1 เพื่อศึกษาทัศนคติต่ออาหารเพื่อสุขภาพของผู้โดยสารสายการบินชาวไทย

1.1.2 เพื่อศึกษาความคิดเห็นของผู้โดยสารสายการบินชาวไทยต่ออาหารที่บริการบนเครื่องบิน

1.1.3 เพื่อศึกษาความสนใจอาหารเพื่อสุขภาพที่ให้บริการบนเครื่องบินของผู้โดยสารสายการบินชาวไทย

*1.2 ประโยชน์ที่คาดว่าจะได้รับ*

1.2.1 เพื่อให้เข้าใจทัศนคติและความสนใจของผู้โดยสารสายการบินชาวไทยที่มีต่ออาหารเพื่อสุขภาพ

1.2.2 เพื่อให้ธุรกิจสายการบินสามารถใช้เป็นแนวทางในการปรับปรุงการบริการอาหารบนเครื่องบินเพื่อเพิ่มความพึงพอใจของผู้โดยสารโดยเฉพาะกลุ่มผู้โดยสารที่ดูแลและใส่ใจสุขภาพ

1.2.3 เพื่อให้ผู้ที่สนใจสามารถนำผลการวิจัยไปศึกษาต่อยอดด้านอาหารเพื่อสุขภาพและการบริการอาหารบนเครื่องบินได้

## 2. การทบทวนวรรณกรรม

*2.1 แนวคิดเกี่ยวกับทัศนคติ*

ทัศนคติ (Attitude) หมายถึง ความรู้สึกและความคิดเห็นของบุคคลต่อสิ่งของ บุคคล สถานการณ์ สถาบันและข้อเสนอใดๆ (แต ซก ยัง, 2017 อ้างถึงใน กัลยารัตน์ ธีระธนชัยกุล, 2562: 113) ซึ่งจะนำไปสู่แนวโน้มในการมีปฏิกิริยาตอบสนอง การกระทำหรือการปฏิบัติอย่างใดอย่างหนึ่ง ทัศนคติแบ่งออกเป็น 2 ลักษณะคือ 1) ทัศนคติเชิงบวก (Positive attitude) ซึ่งมักทำให้เกิดการปฏิบัติเชิงบวก 2) ทัศนคติเชิงลบ (Negative attitude) ซึ่งมักทำให้เกิดการปฏิบัติเชิงลบ ทัศนคติเป็นสิ่งที่เกิดจากการเรียนรู้ของบุคคลและหลังจากการประเมินสิ่งแวดล้อมภายนอก ซึ่งทัศนคติจะติดอยู่กับบุคคลนั้น แต่ทัศนคติสามารถเปลี่ยนแปลงได้หากมีกระบวนการเรียนรู้หรือประเมินใหม่มาแทนที่ ทัศนคติของบุคคลได้รับอิทธิพลมาจากปัจจัยหลายอย่าง ได้แก่ การจูงใจทางร่างกาย ข่าวสารข้อมูล การเกี่ยวข้องกับกลุ่ม ประสบการณ์ และบุคคลิกภาพ (กัลยารัตน์ ธีระธนชัยกุล, 2562)

*2.2 การบริโภคอาหารเพื่อสุขภาพ*

อาหารเพื่อสุขภาพ (Healthy food) หมายถึง อาหารที่ถูกสุขอนามัย รับประทานแล้วก่อให้เกิดประโยชน์ต่อร่างกายและจิตใจ มีสารอาหาร 5 หมู่ครบถ้วนในปริมาณที่จำเป็นต่อร่างกาย (ธัญญลักษณ์ ทอนราช และคณะ, 2558; นักสิทธิ์ ปัญโญใหญ่, 2556) โดยอาหารเพื่อสุขภาพแบ่งออกเป็นหลายประเภท เช่น อาหารมังสาวิรัติ อาหารชีวจิต อาหารคลีน อาหารคีโตเจนิค เป็นต้น ซึ่งแต่ละประเภทมีรายละเอียดของหลักการในการรับประทานที่แตกต่างกัน อาทิ อาหารคลีน (Clean food) คือ อาหารที่เน้นธรรมชาติของอาหารนั้นๆ สดสะอาด ผ่านการปรุงแต่งหรือแปรรูปเพียงเล็กน้อย ไม่ใส่สารเสริมหรือสารกันบูด ซึ่งคล้ายคลึงกับหลักการของอาหารชีวจิต ในขณะที่อาหารมังสาวิรัติ (Vegetarian food) คือการรับประทานผลิตภัณฑ์ผักผลไม้ ไม่รับประทานรับประทานเนื้อสัตว์และผลิตภัณฑ์จากสัตว์

จากการศึกษาพฤติกรรมการบริโภคอาหารเพื่อสุขภาพของผู้บริโภคในอำเภอเมือง จังหวัดเชียงใหม่ ของพิมพ์ใจ สิงคราช (2557) พบว่า อาหารเพื่อสุขภาพที่ผู้บริโภคนิยมรับประทานมากที่สุดคือ อาหารมังสาวิรัต อาหารเจ และอาหารชีวจิต ซึ่งปัจจัยในการเลือกรับประทานอาหารเพื่อสุขภาพนั้นประกอบด้วย ก) ปัจจัยด้านวัฒนธรรมและประเพณี ข) ปัจจัยด้านสังคมและเศรษฐกิจ ค) ปัจจัยส่วนบุคคล และ ง) ปัจจัยด้านจิตวิทยา นอกจากนี้ ยังพบว่าผู้ที่บริโภคอาหารเพื่อสุขภาพอยู่แล้วมีแนวโน้มที่จะบริโภคอาหารเพื่อสุขภาพต่อไป ส่วนผู้ที่ไม่เลือกบริโภคอาหารเพื่อสุขภาพเป็นเพราะรสชาติไม่ถูกปากหรือไม่อร่อยและเมนูไม่หลากหลาย แต่มีบางส่วนที่คิดว่าจะบริโภคอาหารเพื่อสุขภาพในอนาคตเมื่ออายุมากขึ้นและเมื่อต้องการดูแลสุขภาพ

ธีรวีร์ วราธรไพบูลย์ (2557) ได้ศึกษาเรื่องพฤติกรรมการบริโภค: อาหารนิยมบริโภคกับอาหารเพื่อสุขภาพ พบว่า พฤติกรรมของการรับประทานอาหารของผู้บริโภคเปลี่ยนไปจากอดีต ส่วนหนึ่งเพราะอาหารนานาชาติเข้ามาเป็นที่นิยมสำหรับคนไทย ในส่วนพฤติกรรมการบริโภคอาหารเพื่อสุขภาพนั้นพบว่า เมื่ออายุมากขึ้น ผู้บริโภคมีแนวโน้มเลือกอาหารที่บริโภคแล้วสุขภาพแข็งแรงและส่งผลให้เลือกบริโภคอาหารเพื่อสุขภาพอื่นๆ โดยมักเลือกซื้อจากห้างสรรพสินค้าและร้านสะดวกซื้อที่ผู้บริโภคมีความสะดวกมากที่สุด จากการศึกษาของณัฏฐ์กร ชื่นวัฒนพงศ์ (2562) พบว่า ผู้บริโภคในปัจจุบันมีความตระหนักเรื่องสุขภาพและมี

ความรู้เกี่ยวกับอาหารออร์แกนิค ซึ่งทั้งสองข้อเป็นปัจจัยที่สำคัญต่อความตั้งใจซื้อผลิตภัณฑ์อาหารออร์แกนิคของผู้บริโภค และความตั้งใจซื้อก็มีผลต่อพฤติกรรมการตัดสินใจซื้อผลิตภัณฑ์อาหารออร์แกนิคดังกล่าว

*2.3 อาหารที่ให้บริการบนเครื่องบิน*

อาหารที่ให้บริการบนเครื่องบินเป็นหนึ่งในปัจจัยที่มีผลต่อความพึงพอใจของผู้โดยสารที่มีต่อสายการบินและมีผลต่อความได้เปรียบในการแข่งขันของสายการบิน จากการศึกษาเรื่องความพึงพอใจและปัจจัยที่ส่งผลต่อความสามารถเชิงแข่งขันในการบริการบนเครื่องบินของ เรวัต กล้าโชตชัย และ เจริญชัย เอกมาไพศาล (2556) พบว่า คุณภาพของอาหารและเครื่องดื่มที่บริการบนเครื่องบินเป็นปัจจัยที่มีผลสำคัญต่อการบริการบนเครื่องบินโดยผู้โดยสารในชั้นประหยัดจะเน้นเรื่องคุณภาพของอาหาร ในขณะที่ผู้โดยสารชั้นพิเศษจะให้ความสนใจในเครื่องดื่มที่ผสมแอลกอฮอล์ องค์ประกอบของอาหารที่ให้บริการบนเครื่องบิน ได้แก่ รสชาติ ความสดสะอาด หน้าตา และเมนูอาหารล้วนแต่สำคัญต่อผู้โดยสารโดยเฉพาะในเที่ยวบินระยะไกล อาหารที่บริการบนเครื่องบินไม่เพียงแต่มีผลต่อความพึงพอใจ แต่ยังก่อให้เกิดความตั้งใจกลับมาโดยสารอีกครั้ง (Re-flying intention) ของผู้โดยสารด้วย (Mohd Zahari et al., 2011)

จากการศึกษาเรื่องคุณค่าทางโภชนาการของอาหารที่บริการในสายการบิน Libyan ของ Sachithananthan et al. (2009) พบว่า อาหารมื้อต่าง ๆ ที่บริการบนเครื่องบินประกอบด้วยพลังงานคาร์โบไฮเดรต ไขมันอิ่มตัวในปริมาณที่สูง เมื่อเปรียบเทียบกับปริมาณสารอาหารที่แนะนำให้แต่ละคนได้รับในแต่ละวัน (RDA: Recommended Dietary Allowances) ในขณะที่ปริมาณแร่ธาตุ อาทิ วิตามิน A, E และ C กลุ่มวิตามิน B ธาตุเหล็กและแคลเซี่ยมยังไม่เพียงพอตามปริมาณสารอาหารที่แนะนำ ซึ่งสอดคล้องกับการศึกษาของ Grammatikopoulou et al. (2007) ที่พบว่า อาหารในเที่ยวบินของสายการบินหลัก 2 แห่งของประเทศกรีซ มีปริมาณพลังงาน ไขมัน และโซเดี่ยมสูง โดยเฉพาะเมนูอาหารในเที่ยวบินระหว่างประเทศนั้นประกอบด้วยพลังงานและไขมันมากที่สุด

ในด้านรสชาติของอาหารที่บริการบนเครื่องบิน เมื่อปี 2010 The Fraunhofer Institute ซึ่งเป็นสถาบันวิจัยในประเทศเยอรมนี ได้ศึกษาร่วมกับสายการบิน Lufthansa (พลอยจันทร์ สุขคง, 2562) พบว่าความดันอากาศและความชื้นของอากาศมีผลต่อต่อมรับรู้รสชาติโดยตรง การเปลี่ยนแปลงของความดันและความชื้นในอากาศขณะโดยสารบนเครื่องบินทำให้คนรับรสเค็มและหวานได้เพียงร้อยละ 30 จากปกติ ส่วนรสเปรี้ยว ขม เผ็ด ยังคงรับได้ตามปกติเหมือนเดิม นอกจากนี้ เสียงรบกวนจากผู้โดยสารคนอื่นและการที่อาหารที่บริการบนเครื่องบินส่วนใหญ่เป็นอาหารแช่แข็งที่ปรุงสุกจากภาคพื้นดินแล้วถูกลดอุณหภูมิอย่างรวดเร็วซึ่งมีรสชาติอร่อยน้อยกว่าอาหารปรุงสดล้วนแต่ผลให้ผู้โดยสารรู้สึกว่าอาหารที่บริการบนเครื่องบินรสชาติไม่อร่อย

## 3. วิธีดำเนินการวิจัย

*3.1 ประชากรและกลุ่มตัวอย่าง*

การวิจัยครั้งนี้เป็นการวิจัยเชิงสำรวจ (Survey research) ประชากรในการวิจัยคือ ผู้โดยสารสายการบินชาวไทยอายุ 20 ปีขึ้นไป ที่อาศัยอยู่ในเขตกรุงเทพมหานครและเคยเดินทางด้วยเครื่องบินโดยใช้เวลาในการเดินทางไม่น้อยกว่า 1 ชั่วโมง กลุ่มตัวอย่างที่ใช้ในการศึกษาวิจัย คือ ผู้โดยสารสายการบินชาวไทยอายุ 20 ปีขึ้น

ไปที่อาศัยอยู่ในเขตกรุงเทพมหานคร จำนวน 203 คน ผู้วิจัยเลือกใช้วิธีการสุ่มตัวอย่างแบบบังเอิญ (Accidental sampling) ซึ่งเป็นการเลือกกลุ่มตัวอย่างแบบตามสะดวกเพื่อให้ได้จำนวนตามต้องการโดยกำหนดว่ากลุ่มตัวอย่างต้องมีลักษณะสอดคล้องกับนิยามของประชากร

*3.2 เครื่องมือที่ใช้ในการเก็บข้อมูล*

เครื่องมือที่ใช้ในการวิจัยคือ แบบสอบถามออนไลน์ (Online questionnaire) ซึ่งสร้างขึ้นจากการศึกษาแนวคิดและงานวิจัยที่เกี่ยวข้อง ผู้วิจัยได้นำแบบทดสอบไปการทดสอบ (Try-out) จำนวน 20 ชุดเพื่อตรวจสอบความเหมาะสมของคำถาม จากนั้นได้ทดสอบความเชื่อมั่นของแบบสอบถามโดยใช้เกณฑ์สัมประสิทธิ์แอลฟ่าของครอนบาค พบว่าความเชื่อมั่นของข้ออยู่ระหว่าง 0.74 จึงนำแบบสอบถามไปใช้เก็บข้อมูลกับกลุ่มตัวอย่าง โดยแบบสอบถามออนไลน์แบ่งออกเป็น 5 ตอน ได้ดังนี้

<u>ส่วนที่ 1</u> ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม ได้แก่ เพศ อายุ ระดับการศึกษา อาชีพและการใช้บริการสายการบิน

<u>ส่วนที่ 2</u> ทัศนคติต่ออาหารเพื่อสุขภาพของผู้โดยสารสายการบินชาวไทย ได้แก่ ประโยชน์ต่อผู้บริโภค ความคุ้มค่า ความนิยมและความสนใจ

<u>ส่วนที่ 3</u> ความคิดเห็นผู้โดยสารสายการบินชาวไทยต่ออาหารที่ให้บริการบนเครื่องบิน ได้แก่ รสชาติ หน้าตา ความสะอาด ปริมาณ ความหลากหลาย และราคา

<u>ส่วนที่ 4</u> ความสนใจและความยินดีซื้ออาหารเพื่อสุขภาพที่ให้บริการบนเครื่องบินของผู้โดยสารสายการบินชาวไทย

<u>ส่วนที่ 5</u> เป็นส่วนปลายเปิดให้ผู้ตอบแบบสามารถแสดงความคิดเห็นเพิ่มเติม

ลักษณะแบบสอบถามในตอนที่ 2 – 4 เป็นคำถามปลายปิด (Close-ended questions) โดยใช้มาตรวัดแบบลิเคิร์ท (Likert scale) ที่มีการประเมินค่า 5 ระดับ ได้แก่

5 หมายถึง เห็นด้วยหรือสนใจมากที่สุด

4 หมายถึง เห็นด้วยหรือสนใจมาก

3 หมายถึง เห็นด้วยหรือสนใจปานกลาง

2 หมายถึง เห็นด้วยหรือสนใจน้อย

1 หมายถึง เห็นด้วยหรือสนใจน้อยที่สุด

จากหลักเกณฑ์ดังกล่าว ได้กำหนดการแปลความหมายของระดับคะแนน ดังนี้

คะแนนเฉลี่ย 4.21 - 5.00 หมายถึง ระดับความคิดเห็นในระดับมากที่สุด

คะแนนเฉลี่ย 3.41 - 4.20 หมายถึง ระดับความคิดเห็นในระดับมาก

คะแนนเฉลี่ย 2.61 - 3.40 หมายถึง ระดับความคิดเห็นในระดับปานกลาง

คะแนนเฉลี่ย 1.81 - 2.60 หมายถึง ระดับความคิดเห็นในระดับน้อย

คะแนนเฉลี่ย 1.00 - 1.80 หมายถึง ระดับความคิดเห็นในระดับน้อยที่สุด

*3.3 การเก็บรวบรวมและวิเคราะห์ข้อมูล*

ในการเก็บรวบรวมข้อมูล ผู้วิจัยเลือกใช้วิธีการสุ่มตัวอย่างแบบบังเอิญ (Accidental sampling) โดยใช้ช่องทางออนไลน์ในการส่งแบบสอบถามในระหว่างเดือนเมษายนถึงเดือนกันยายน พ.ศ.2564 ได้จำนวนกลุ่มประชากรตัวอย่างผู้โดยสารสายการบินชาวไทยที่อาศัยในเขตกรุงเทพมหานคร 203 คน

ในการวิเคราะห์ข้อมูลลักษณะทั่วไปและข้อมูลด้านทัศนคติของผู้ตอบแบบสอบถามต่ออาหารเพื่อสุขภาพและอาหารที่บริการบนเครื่องบิน ผู้วิจัยได้ใช้โปรแกรมคอมพิวเตอร์สำเร็จรูปเพื่อหาสถิติเชิงพรรณา (Descriptive statistics) ได้แก่ ค่าความถี่ (Frequency) ร้อยละ (Percentage) ค่าเฉลี่ย (Mean) และค่าส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation)

## 4. ผลการวิจัย

จากการเก็บข้อมูลตัวอย่างศึกษาในครั้งนี้มีจำนวน 203 คน แบ่งเป็นเป็นเพศหญิง ร้อยละ 77.8 เพศชาย ร้อยละ 20.7 และเพศทางเลือก ร้อยละ 1.5 โดยผู้ตอบแบบสอบถามอยู่ในช่วงอายุ 40-49 ปีมากที่สุด ร้อยละ 49.3 รองลงไปคือช่วงอายุ 30 – 39 ปี ร้อยละ 22.2 อายุ 20 – 29 ปี ร้อยละ 20.7 และอายุมากกว่า 50 ปี ร้อยละ 7.9 ด้านระดับการศึกษา ผู้ตอบแบบสอบถามมีการศึกษาระดับปริญญาตรีมากที่สุด คือร้อยละ 52.2 ระดับสูงกว่าปริญญาตรี ร้อยละ 40.4 และระดับต่ำกว่าปริญญาตรี ร้อยละ 7.4 สำหรับอาชีพ ผู้ตอบแบบสอบถามเป็นพนักงานบริษัทหรือหน่วยงานเอกชนมากที่สุดคือ ร้อยละ 32.5 ประกอบธุรกิจส่วนตัว ร้อยละ 26.1 รับราชการหรือรัฐวิสาหกิจ ร้อยละ 20.7 และอื่น ๆ เช่น แม่บ้าน นักศึกษา เป็นต้น คิดเป็นร้อยละ 20.7

สำหรับข้อมูลการใช้บริการสายการบิน ผู้ตอบแบบสอบถามเดินทางโดยเครื่องบินปีละ 1-2 ครั้งมากที่สุด คือ ร้อยละ 55.7 ปีละ 3-4 ครั้ง ร้อยละ 23.2 และปีละมากกว่า 5 ครั้งขึ้นไป ร้อยละ 21.2 ส่วนประเภทของสายการบินที่ใช้บริการเดินทาง ผู้ตอบแบบสอบถามใช้บริการสายการบินต้นทุนต่ำ ร้อยละ 65 ใช้บริการสายการบินที่ให้บริการเต็มรูปแบบ ร้อยละ 32 และใช้บริการทั้งสายการบินต้นทุนต่ำและสายการบินที่ให้บริการเต็มรูปแบบ ร้อยละ 3 เมื่อสอบถามเรื่องการใช้บริการอาหารและเครื่องดื่มบนเครื่องบินระหว่างเดินทาง ผู้ตอบแบบสอบถามใช้บริการบางครั้ง ร้อยละ 34.5 ใช้บริการทุกครั้ง ร้อยละ 24.1 ใช้บริการบ่อยครั้ง ร้อยละ 20.7 ใช้บริการนานๆครั้ง ร้อยละ 13.3 และไม่เคยใช้บริการเลย ร้อยละ 7.4

**ตารางที่ 1 การรับรู้และทัศนคติต่ออาหารเพื่อสุขภาพของผู้โดยสารสายการบินชาวไทย**

| ข้อความคิดเห็น | $\bar{X}$ | S.D. | แปลผล |
|---|---|---|---|
| 1. ท่านคิดว่าอาหารเพื่อสุขภาพดีต่อสุขภาพของท่าน | 4.22 | 0.86 | มากที่สุด |
| 2. ท่านคิดว่าอาหารเพื่อสุขภาพสามารถใช้ในการควบคุมน้ำหนักหรือช่วยป้องกันโรคได้ | 4.27 | 0.82 | มากที่สุด |
| 3. ท่านคิดว่าอาหารเพื่อสุขภาพกำลังเป็นที่นิยมในปัจจุบัน | 4.45 | 0.72 | มากที่สุด |
| 4. ท่านคิดว่าอาหารเพื่อสุขภาพคุ้มค่ากับราคา | 3.59 | 1.00 | มาก |
| 5. ท่านคิดว่าอาหารเพื่อสุขภาพสามารถหารับประทานได้ง่าย | 3.34 | 0.94 | ปานกลาง |
| 6. ท่านมีความสนใจในการเลือกซื้ออาหารเพื่อสุขภาพ | 4.08 | 0.91 | มาก |

| | | | |
|---|---|---|---|
| 7. ท่านซื้ออาหารเพื่อสุขภาพรับประทานอยู่เป็นประจำ | 3.59 | 1.14 | มาก |
| รวม | 3.93 | 0.13450 | มาก |

จากตารางที่ 1 ทัศนคติของผู้ตอบแบบสอบถามต่ออาหารเพื่อสุขภาพโดยรวมอยู่ในระดับมาก ($\overline{X}$ = 3.93) โดยผู้ตอบแบบสอบถามคิดว่าอาหารเพื่อสุขภาพกำลังเป็นที่นิยมในปัจจุบัน มีค่าเฉลี่ยสูงสุด คือ 4.45 ตามด้วยความคิดเห็นว่าอาหารเพื่อสุขภาพสามารถใช้ในการควบคุมน้ำหนักหรือช่วยป้องกันโรคได้ ($\overline{X}$ = 4.27) ผู้ตอบแบบสอบถามมีความสนใจเลือกซื้ออาหารเพื่อสุขภาพและซื้ออาหารเพื่อสุขภาพรับประทานอยู่เป็นประจำอยู่ในระดับมาก ($\overline{X}$ = 4.03 และ 3.59 ตามลำดับ) ในขณะที่ความคิดเห็น “อาหารเพื่อสุขภาพสามารถหารับประทานได้ง่าย” มีค่าเฉลี่ยน้อยที่สุดคือ 3.34

**ตารางที่ 2 ความคิดเห็นผู้โดยสารสายการบินชาวไทยต่ออาหารที่ให้บริการบนเครื่องบิน**

| ข้อความคิดเห็น | $\overline{X}$ | S.D. | แปลผล |
|---|---|---|---|
| 1. ท่านคิดว่าอาหารที่บริการบนเครื่องบินดูน่ารับประทาน | 3.36 | 0.82 | ปานกลาง |
| 2. ท่านคิดว่าอาหารที่บริการบนเครื่องบินมีรสชาติอร่อย | 3.10 | 0.82 | ปานกลาง |
| 3. ท่านคิดว่าอาหารที่ให้บริการบนเครื่องบินมีความสดและสะอาด | 3.52 | 0.86 | มาก |
| 4. ท่านคิดว่าอาหารที่บริการบนเครื่องบินดีต่อสุขภาพ | 3.06 | 0.85 | ปานกลาง |
| 5. ท่านคิดว่าปริมาณอาหารมีความเหมาะสม | 3.41 | 0.96 | มาก |
| 6. ท่านคิดว่ามีเมนูอาหารให้เลือกอย่างหลากหลาย | 2.85 | 0.96 | ปานกลาง |
| 7. ท่านคิดว่าราคาของอาหารที่บริการบนเครื่องบินเหมาะสม | 2.76 | 0.96 | ปานกลาง |
| รวม | 3.15 | 0.06708 | ปานกลาง |

ความคิดเห็นของผู้ตอบแบบสอบถามต่ออาหารที่ให้บริการบนเครื่องบินโดยรวมอยู่ในระดับปานกลาง ($\overline{X}$ = 3.15) ตามที่แสดงในตารางที่ 2 โดยข้อความคิดเห็นที่มีค่าเฉลี่ยมากที่สุดคือ อาหารที่ให้บริการบนเครื่องบินมีความสดและสะอาด ($\overline{X}$ = 3.52) ตามด้วย ปริมาณอาหารที่ให้บริการมีความเหมาะสม ($\overline{X}$ = 3.41) และอาหารที่บริการบนเครื่องบินดูน่ารับประทาน ($\overline{X}$ = 3.36) ในขณะที่ข้อความคิดเห็นที่มีค่าเฉลี่ยคะแนนน้อยที่สุดคือ ราคาของอาหารที่บริการบนเครื่องบินมีความเหมาะสม ($\overline{X}$ = 2.76)

**ตารางที่ 3 ความสนใจและความยินดีซื้ออาหารเพื่อสุขภาพที่ให้บริการบนเครื่องบิน**

| ข้อความคิดเห็น | $\overline{X}$ | S.D. | แปลผล |
|---|---|---|---|
| 1. ท่านคิดว่าสายการบินควรมีอาหารเพื่อสุขภาพบริการแก่ผู้โดยสาร | 3.99 | 0.82 | มาก |
| 2. ท่านจะเลือกซื้ออาหารเพื่อสุขภาพหากมีบริการบนเครื่องบิน | 3.45 | 1.11 | มาก |
| 3. ท่านยินดีที่จะซื้ออาหารเพื่อสุขภาพบนเครื่องบนหากมีราคาแพงกว่าอาหารปกติ | 3.18 | 1.18 | ปานกลาง |
| รวม | 3.54 | 0.19087 | มาก |

จากตารางที่ 3 ผู้ตอบแบบสอบถามแสดงความสนใจและความยินดีซื้ออาหารเพื่อสุขภาพที่ให้บริการบนเครื่องบินอยู่ในระดับมาก ($\overline{X}$ = 3.54) โดยผู้ตอบแบบสอบถามคิดว่าสายการบินควรมีอาหารเพื่อสุขภาพ

บริการแก่ผู้โดยสารมีค่าเฉลี่ยมากที่สุดคือ 3.99 นอกจากนี้ผู้ตอบแบบสอบถามมีความสนใจเลือกซื้ออาหารเพื่อสุขภาพหากมีบริการบนเครื่องบินในระดับที่มาก ($\overline{X}$ = 3.45) แต่ความยินดีที่จะซื้ออาหารเพื่อสุขภาพบนเครื่องบนหากมีราคาแพงกว่าอาหารปกติลดลงอยู่ในระดับปานกลาง ($\overline{X}$ = 3.18)

สำหรับความคิดเห็นเพิ่มเติมเกี่ยวกับอาหารเพื่อสุขภาพและอาหารที่บริการบนเครื่องบิน ผู้วิจัยได้สรุปความคิดเห็นของผู้ตอบแบบสอบถามที่เกี่ยวข้องได้ดังนี้ ก) การมีบริการอาหารที่หลากหลายบนเครื่องบินเป็นสิ่งที่ดี และอาหารเพื่อสุขภาพควรเป็นอีกทางเลือกหนึ่งให้กับผู้ที่สนใจ ข) อาหารที่ให้บริการบนเครื่องบินเป็นประเภทไหนก็ได้ที่ไม่ทำให้ป่วยระหว่างการเดินทาง ค) อาหารเพื่อสุขภาพบางอย่างและอาหารที่บริการบนเครื่องบินมีราคาสูงเกินไป ง) อยากให้มีอาหารเพื่อสุขภาพที่ราคาไม่แพงและหาซื้อได้ง่าย จ) รสชาติของอาหารมีความสำคัญมาก ดังนั้นอาหารเพื่อสุขภาพควรมีรสชาติอร่อย

## 5. สรุปผลการวิจัย

จากการสำรวจทัศนคติของผู้โดยสารสายการบินชาวไทยจำนวน 203 คนต่ออาหารเพื่อสุขภาพและอาหารที่ให้บริการบนเครื่องบิน สามารถสรุปผลการวิจัยได้ดังนี้

ผู้โดยสารชาวไทยมีทัศคติต่ออาหารเพื่อสุขภาพในระดับมาก โดยเห็นว่า อาหารเพื่อสุขภาพนั้นดีต่อสุขภาพ สามารถช่วยการควบคุมน้ำหนักหรือช่วยป้องกันโรคได้ และกำลังเป็นที่นิยมในปัจจุบัน นอกจากนี้ผู้โดยสารชาวไทยมีความสนใจเลือกซื้ออาหารเพื่อสุขภาพและซื้ออาหารเพื่อสุขภาพอยู่เป็นประจำ ซึ่งสอดคล้องกับการศึกษาของกันต์วิรุฬห์ พลูปราชญ์ และ ณัฐนรี สมิตร (2563) ที่พบว่า ผู้บริโภคในเขตกรุงเทพมหานครมีความต้องการต่อผลิตภัณฑ์อาหารเพื่อสุขภาพในระดับที่มาก เช่นเดียวกับการศึกษาของปราโมทย์ มิตรชู และ พันธ์ศักดิ์ ศุกระฤกษ์ (2560) ที่พบว่า พนักงานบริษัทเอกชนในกรุงเทพมหานครมีความรู้เกี่ยวกับอาหารเพื่อสุขภาพและมีเจตคติต่ออาหารเพื่อสุขภาพในระดับสูง รวมทั้งมีพฤติกรรมการบริโภคอาหารเพื่อสุขภาพโดยรวมอยู่ในระดับมาก ซึ่งสามารถสรุปได้ว่าคนไทยโดยเฉพาะผู้ที่มีการศึกษาและอาศัยในเมืองใหญ่มีแนวโน้มในการดูแลสุขภาพและการเลือกรับประทานอาหารที่ดีต่อสุขภาพมากขึ้น

ความคิดเห็นของผู้โดยสารสายการบินชาวไทยต่ออาหารที่ให้บริการบนเครื่องบินอยู่ในระดับปานกลาง ผู้โดยสารคิดว่าอาหารที่ให้บริการบนเครื่องบินมีความสดและสะอาดมากที่สุด สอดคล้องกับการศึกษาของปรียานุช แสงชุมพล และ พีรภาว์ ทวีสุข (2561) ที่ศึกษาความสัมพันธ์ระหว่างความพึงพอใจของผู้โดยสารสายการบินและระดับความตั้งใจซื้ออาหารบนเครื่องบิน พบว่า ความสะอาดของอาหารมีระดับความพึงพอใจสูงสุด เช่นเดียวกับผลการศึกษาของ Lee & Ko (2016) ที่พบว่า ความสะอาดของอาหารเป็นปัจจัยที่สำคัญที่สุดต่อคุณค่าสำหรับลูกค้าและความภักดีของลูกค้าสายการบิน (Customer value and loyalty) อย่างไรก็ตาม การศึกษาครั้งนี้พบว่า ผู้โดยสารสายการบินชาวไทยมีทัศนคติต่อความหลากหลายของเมนูอาหารและความเหมาะสมของราคาของอาหารที่ให้บริการบนเครื่องบินน้อยที่สุด ($\overline{X}$ = 2.85 และ 2.76 ตามลำดับ) ซึ่งสรุปได้ว่า สายการบินควรปรับปรุงให้เมนูอาหารมีความหลากหลายและราคาของอาหารที่ให้บริการบนเครื่องบินมีความเหมาะสมมากที่สุด

ผู้โดยสารสายการบินชาวไทยมีความสนใจและความยินดีซื้ออาหารเพื่อสุขภาพที่ให้บริการบนเครื่องบินอยู่ในระดับมาก ซึ่งผู้โดยสารคิดว่าสายการบินควรมีอาหารเพื่อสุขภาพบริการบนเครื่องบิน และมีความสนใจที่จะเลือกอาหารเพื่อสุขภาพหากมีให้บริการ อย่างไรก็ตาม หากอาหารเพื่อสุขภาพนั้นมีราคาแพงกว่าอาหารปกติ ความยินดีซื้ออาหารเพื่อสุขภาพของผู้โดยสารจะลดลงอยู่ในระดับปานกลาง ซึ่งสอดคล้องกับการศึกษาของ กันต์วิรุฬห์ พลูปราชญ์ และ ณัฐนรี สมิตร (2563) ที่พบว่า ราคาของอาหารเพื่อสุขภาพมีผลต่อการตัดสินใจซื้อของผู้บริโภคโดยเฉพาะกลุ่มผู้บริโภคที่มีรายได้น้อย จึงสรุปได้ว่า ผู้โดยสารสายการบินอาจไม่พิจารณาซื้ออาหารเพื่อสุขภาพหากมีราคาแพงกว่าอาหารปกติ

*5.1 ข้อเสนอแนะการวิจัยครั้งนี้*

1) เนื่องจากผู้โดยสารสายการบินชาวไทยมีความสนใจต่ออาหารเพื่อสุขภาพและซื้ออาหารเพื่อสุขภาพรับประทานอยู่เป็นประจำ สายการบินจึงควรเพิ่มเมนูอาหารเพื่อสุขภาพเพื่อตอบความต้องการของผู้โดยสารที่ใส่ใจต่อสุขภาพ อีกทั้งเป็นการแสดงออกถึงความห่วงใยต่อสุขภาพของผู้โดยสาร

2) สายการบินควรจัดให้มีเมนูอาหารที่บริการบนเครื่องบินที่หลากหลายขึ้น และสายการบินไม่ควรตั้งราคาของอาหารสูงเกินไปเพื่อให้ผู้โดยสารสามารถเลือกซื้ออาหารที่บริการบนเครื่องบินมากขึ้น ซึ่งจะส่งผลให้สายการบินมีรายได้เพิ่มขึ้นและเป็นการช่วยเพิ่มความพึงพอใจของผู้โดยสารด้วย

3) ผู้โดยสารคิดว่าสายการบินควรมีอาหารเพื่อสุขภาพบริการบนเครื่องบิน แต่ราคาของอาหารเพื่อสุขภาพไม่ควรแพงเกินกว่าอาหารปกติเพราะอาจส่งผลให้ผู้โดยสารไม่เลือกซื้ออาหารเพื่อสุขภาพนั้น นอกจากนี้สายการบินควรทำการตลาดและประชาสัมพันธ์เพื่อให้ผู้โดยสารที่สนใจอาหารเพื่อสุขภาพได้รับรู้และอาจตัดสินใจเลือกซื้ออาหารเพื่อสุขภาพของสายการบิน

*5.2 ข้อเสนอแนะเพื่อการวิจัยครั้งต่อไป*

สำหรับการวิจัยครั้งต่อไป ผู้วิจัยควรศึกษาจำนวนตัวอย่างประชากรมากกว่านี้เพื่อให้ได้ข้อมูลที่สามารถอนุมานถึงกลุ่มประชากรผู้โดยสารสายการบินได้แม่นยำมากขึ้น นอกจากนี้ผู้วิจัยควรทำการเก็บข้อมูลจากผู้โดยสารชาวไทยที่อาศัยในจังหวัดอื่น เพื่อให้ทราบถึงทัศนคติของผู้โดยสารสายการบินชาวไทยที่หลากหลายขึ้น โดยอาจใช้การเก็บแบบสอบถามควบคู่กับการสัมภาษณ์ซึ่งจะช่วยให้ทราบข้อมูลเชิงลึกมากขึ้น

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# การวิเคราะห์ส่วนประสมทางการตลาดออนไลน์ของธุรกิจสปาในจังหวัดเชียงใหม่

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**บทคัดย่อ**

การวิเคราะห์ส่วนประสมทางการตลาดออนไลน์ของธุรกิจสปาในจังหวัดเชียงใหม่ มีวัตถุประสงค์ 1) เพื่อศึกษาการนำเสนอส่วนประสมการตลาดออนไลน์ของธุรกิจสปาในจังหวัดเชียงใหม่ โดยวิเคราะห์จากเนื้อหาที่ปรากฏบนเว็บไซต์ 2) เพื่อสำรวจคำวิจารณ์ออนไลน์ของลูกค้าเกี่ยวกับการบริการของธุรกิจสปาในจังหวัดเชียงใหม่โดยจำแนกออกเป็นคำวิจารณ์เชิงบวกและเชิงลบ 3) เพื่อสัมภาษณ์ความคิดเห็นของลูกค้าเกี่ยวกับปัจจัยที่สร้างความมั่นใจในการใช้บริการของลูกค้า ในช่วงการระบาดของโควิด19 เพื่อศึกษา เพื่อวิเคราะห์ส่วนประสมทางการตลาดออนไลน์รวมถึงคำวิจารณ์และความคิดเห็นทางเว็บไซต์ธุรกิจสปาของลูกค้าหรือผู้ใช้บริการ การวิจัยครั้งนี้ผู้วิจัยได้เก็บรวมรวมข้อมูลการตลาดต่าง ๆ ด้วยตนเองผ่านทางเว็บไซต์ของธุรกิจสปาในจังหวัดเชียงใหม่จำนวน 10 แห่ง คำวิจารณ์ด้านบวกจำนวน 100 คน คำวิจาร์ณด้านลบจำนวน 30 คน รวมถึงการสัมภาษณ์ความคิดเห็นในด้านปัจจัยที่สร้างความมั่นใจในการใช้บริการของลูกค้าหรือผู้ใช้บริการในช่วงการระบาดของโควิด-19 ผลการวิจัยพบว่า ธุรกิจสปาส่วนใหญ่ไม่แสดงข้อมูลผลิตภัณฑ์ในด้านจำนวนห้องสปามากที่สุดร้อยละ 80 ด้านราคาพบว่าไม่แสดงราคาเป็นสกุลเงินต่างชาติมากที่สุดร้อยละ 100 ด้านช่องทางจัดจำหน่ายพบว่าไม่แสดงข้อมูลด้านแบบสอบถามออนไลน์มากที่สุดร้อยละ 60 ด้านโปรโมชั่นพบว่าไม่แสดงบริการนวดสปานอกพื้นที่ มากที่สุดร้อยละ 80 ในด้าน คำวิจารณ์ด้านบวกพบว่า ผู้ใช้บริการประทับใจบรรยากาศของร้านสปาที่ดีมากที่สุด ร้อยละ 32 คำวิจารณ์ด้านลบพบว่า การบริการไม่ดีของพนักงานร้านสปามากที่สุดร้อยละ 50

**คำสำคัญ:** ส่วนประสมทางการตลาด คำวิจารณ์ออนไลน์ ความคิดเห็นออนไลน์

## 1. บทนำ

ปัจจุบันเห็นได้ว่าธุรกิจสปาเป็นธุรกิจที่มีบทบาทที่สำคัญต่อเศรษฐกิจและอุตสาหกรรมการท่องเที่ยวเชิงสุขภาพของประเทศเป็นอย่างมาก ทั้งนี้การวิเคราะห์ส่วนประสมทางการตลาดออนไลน์จึงจำเป็นในการพัฒนาธุรกิจสปา เนื่องจากในปัจจุบันช่องทางการตลาดออนไลน์กลายเป็นเรื่องสำคัญที่เหล่านักธุรกิจให้ความสนใจเพื่อให้ธุรกิจสามารถปรับตัวให้สอดคล้องกับสถานการณ์โควิด-19ระบาดในประเทศไทยได้ ผู้วิจัยจึงสนใจที่จะศึกษาการวิเคราะห์ส่วนประสมทางการตลาดออนไลน์ของธุรกิจสปา โดยได้ทำการศึกษาธุรกิจสปาในจังหวัดเชียงใหม่ ซึ่งเป็นหนึ่งในจังหวัดแหล่งท่องเที่ยวที่สำคัญของประเทศ ดังนั้นผู้วิจัยจึงได้นำความคิดเห็นของลูกค้าข้อมูลด้านการตลาดออนไลน์ต่าง ๆ ของธุรกิจสปา ในจังหวัดเชียงใหม่ มาวิเคราะห์เสนอแนวทางพัฒนาและ

แนวทางการสร้างความมั่นใจในการใช้บริการสปาในช่วงสถานการณ์การระบาดของโรคโควิด-19 ในประเทศไทย ซึ่งส่วนประสมทางการตลาดออนไลน์ของธุรกิจสปานับว่ามีความสำคัญเป็นอย่างยิ่งในยุค New Normal ซึ่งสามารถนำมาประยุกต์ใช้ในการดึงดูดผู้ใช้บริการได้เป็นอย่างดี ซึ่งกิจการสปาแต่ละที่ควรจะมีกลยุทธ์การตลาดต่างๆในการดึงดูดลูกค้าให้มาสนใจใช้บริการกิจการสปาแต่ละแห่งมากยิ่งขึ้น (ธัญญ์วรี ธรศิริปุณโรจน์, 2562)

ธุรกิจสปาเป็นหนึ่งในธุรกิจที่สำคัญในอุตสาหกรรมท่องเที่ยว ซึ่งเป็นหนึ่งในธุรกิจที่โดดเด่นของอุตสาหกรรมความงาม และการดูแลสุขภาพ โดยอุตสาหกรรมความงามมีการปรับเปลี่ยนตามกระแสความนิยมของโลก ซึ่งการเข้ามาของเทคโนโลยีใหม่ๆซึ่งผลกระทบโดยตรงต่อแนวโน้มพฤติกรรมผู้บริโภคที่เปลี่ยนแปลงไปในการหันมาใช้เทคโนโลยีในชีวิตประจำวันมากยิ่งขึ้น ซึ่งทำให้เกิดคำวิจารณ์มากมายทั้งด้านบวกและด้านลบของผู้ใช้บริการธุรกิจสปา ซึ่งคณะวิจัยได้เล็งเห็นความสำคัญในการพัฒนาธุรกิจสปาซึ่งคำวิจารณ์สามารถนำมาปรับปรุงและพัฒนาการบริการของธุรกิจสปาในจังหวัดเชียงใหม่ให้ดียิ่งขึ้นไป

การบริการด้านสุขภาพ (health and wellness) ในประเทศไทยนั้นมีความได้เปรียบอยู่พอสมควร เนื่องจากประเทศไทยเป็นประเทศที่ได้รับการยอมรับในบริการด้านสุขภาพจากนักท่องเที่ยวทั้งชาวไทยและชาวต่างชาติส่งผลให้การท่องเที่ยวเชิงสุขภาพของไทยขยายตัวต่อเนื่อง โดยอาศัยจากการสัมภาษณ์ความคิดเห็นของลูกค้าในการสร้างความมั่นใจในสถานการณ์ปัจจุบันซึ่งมีการระบาดของสถานการณ์โควิด-19 (ชรินทร์ทิพย์ ดารากร ณ อยุธยา, 2564) ซึ่งด้านความคิดเห็นด้านความมั่นใจของลูกค้าหรือผู้ใช้บริการ เป็นต้น

*1.1 วัตถุประสงค์การวิจัย*

1.1.1 เพื่อศึกษาการนำเสนอส่วนประสมการตลาดออนไลน์ของธุรกิจสปาในจังหวัดเชียงใหม่ โดยวิเคราะห์จากเนื้อหาที่ปรากฏบนเว็บไซต์

1.1.2 เพื่อสำรวจคำวิจารณ์ออนไลน์ของลูกค้าเกี่ยวกับการบริการของธุรกิจสปาในจังหวัดเชียงใหม่โดยจำแนกออกเป็นคำวิจารณ์เชิงบวกและเชิงลบ

1.1.3. เพื่อสัมภาษณ์ความคิดเห็นของลูกค้าเกี่ยวกับปัจจัยที่สร้างความมั่นใจในการใช้บริการของลูกค้าในช่วงการระบาดของโควิด-19

*1.2 ประโยชน์ที่คาดว่าจะได้รับ*

เพื่อเป็นประโยชน์แก่ผู้ประกอบการธุรกิจสปาในจังหวัดเชียงใหม่ ในการพัฒนาการตลาดออนไลน์และเพิ่มแรงจูงใจในการตัดสินเลือกใช้บริการของนักท่องเที่ยว

*1.3 ขอบเขตการวิจัย*

1.3.1 ขอบเขตด้านเนื้อหา

การวิจัยครั้งนี้ผู้วิจัยได้ศึกข้อมูลเว็บไซต์ของธุรกิจสปาในจังหวัดเชียงใหม่ โดยเนื้อหาด้านส่วนประสมทางการตลาดที่นำมาวิเคราะห์ทั้งหมดและการสัมภาษณ์ลูกค้ารวมถึงเก็บข้อมูลคำวิจารณ์ข้อคิดเห็นจากเว็บไซต์ทั้งด้านบวกและด้านลบ ต้องแสดงอยู่ภายในเว็บไซต์ของธุรกิจสปาในจังหวัดเชียงใหม่ จำนวน 10 แห่ง

1.3.2 ขอบเขตด้านเวลา

ตั้งแต่เดือน กุมภาพันธ์ ถึง มีนาคม พ.ศ. 2565

## 2. การทบทวนวรรณกรรม

*2.1 ธุรกิจสปา*

อุตสาหกรรมสปาในประเทศไทยเริ่มมีการขยายตัวอย่างชัดเจนตั้งแต่ปี 2545 มีการขยายตัว โดยรวมทั้งในด้านจำนวนผู้มาใช้บริการและสถานที่ให้บริการ จำนวนสถานที่ให้บริการสปาในประเทศไทยมี 320 แห่ง ส่วนใหญ่เป็นผู้ประกอบการรายเล็กเกือบครึ่งของสปาทั้งหมดอยู่ในรีสอร์ต โดยมีการจ้างงานกว่า 5,000 คน การดูแลสุขภาพของคนไทยจะทำให้ธุรกิจสปาขยายตัวออกจากโรงแรมและขยายตัวอย่างรวดเร็ว ในย่านธุรกิจและแหล่งท่องเที่ยวภายใต้แนวคิดการให้บริการที่หลากหลายรูปแบบและเป็นที่จับตากันว่าธุรกิจสปา จะเป็นหนึ่งในกลุ่มธุรกิจบริการด้านสุขภาพที่มีศักยภาพการเติบโตสูงต่อไปคาดว่ารายได้จากธุรกิจสปาในตลาดท่องเที่ยวน่าจะขยายตัวได้อีก เนื่องจากความต้องการมีแนวโน้มการเติบโตตามอุตสาหกรรมท่องเที่ยวที่ภาครัฐให้การส่งเสริมและสนับสนุนอย่างต่อเนื่องทั้งยังเป็นหนึ่งในธุรกิจด้านสุขภาพที่ภาครัฐกำหนดเป้าหมายให้ประเทศไทยเป็นศูนย์กลางสุขภาพของเอเชียปี 2546-2554 และนำรายได้เข้าประเทศไม่น้อยกว่า 100,000 ล้านบาท (กรมสนับสนุนบริการสุขภาพ, 2564)

*2.2 แนวคิดและทฤษฎีที่เกี่ยวข้องกับการตลาดออนไลน์*

การตลาดออนไลน์ เป็นการนำเสนอผลิตภัณฑ์หรือบริการที่ใช้อินเทอร์เน็ตเป็นสื่อกลางที่ช่วยในการโฆษณา ประชาสัมพันธ์ และใช้เป็นช่องทางในการติดต่อสื่อสารกันระหว่างเจ้าของธุรกิจกับลูกค้า เป็นการลงทุนทำการตลาดที่มีราคาไม่สูงสามารถแก้ไขหรืออัพเดตข้อมูลได้เสมอ ไม่ว่าจะเป็นการโพสต์หรือแชร์ข้อมูลข่าวสารที่ธุรกิจต้องการให้ลูกค้าทราบก็สามารถทำได้อย่างง่าย สะดวก และรวดเร็ว เกิดจากการเข้ามาของการพาณิชย์อิเล็กทรอนิกส์ (E-Commerce) ซึ่งเป็นการดำเนินธุรการทางการค้าผ่านสื่ออิเล็กทรอนิกส์ การใช้เทคโนโลยีเป็นสื่อกลางระหว่างผู้ที่เกี่ยวข้อง ได้แก่ ตัวบุคคล องค์กร หรือตัวบุคคลกับองค์กร เพื่อช่วยสนับสนุนและอำนวยความสะดวกในการดำเนินกิจกรรมต่าง ๆ (ทวีศักดิ์ กาญจนสุวรรณ, 2552) ที่เกี่ยวข้องกับกระบวนการซื้อสินค้า การขายสินค้า การจัดส่งสินค้าการแลกเปลี่ยนสินค้าหรือบริการ หรือสารสนเทศผ่านทางอินเทอร์เน็ต เป็นต้น (วรินทร์พิพัชร วัชรพงษ์เกษม, 2560)

## 3. วิธีดำเนินการวิจัย

*3.1 เครื่องมือที่ใช้ในการวิจัย*

<u>ส่วนที่ 1</u> แบบสำรวจเนื้อหาที่ปรากฏบนเว็บไซต์ของธุรกิจสปาในจังหวัดเชียงใหม่ ทั้งหมด 10 แห่ง จำแนกโดยใช้ส่วนประสมทางการตลาด (4Ps) ประกอบด้วย 1. ด้านผลิตภัณฑ์ (Product) 2. ด้านราคา (Price) 3. ด้านช่องทางจัดจำหน่าย (Place) 4.ด้านการส่งเสริมการตลาด (Promotion) โดยระบุจำนวนร้านสปาลงในช่องรายการที่พบเนื้อหาที่ปรากฏบนเว็บไซต์

<u>ส่วนที่ 2</u> แบบสำรวจคำวิจารณ์ออนไลน์ของลูกค้าเกี่ยวกับการบริการของธุรกิจสปาในจังหวัดเชียงใหม่ทั้งหมด 10 แห่ง โดยจำแนกออกเป็นคำวิจารณ์เชิงบวกและเชิงลบ

<u>ส่วนที่ 3</u> แบบสัมภาษณ์ความคิดเห็นของลูกค้าเกี่ยวกับปัจจัยที่สร้างความมั่นใจในการใช้บริการสปาของลูกค้า ในช่วงสถานการณ์ระบาดของโควิด-19

*3.2 การเก็บข้อมูล*

การวิจัยครั้งนี้ผู้วิจัยได้เก็บรวมรวมข้อมูลการตลาดต่าง ๆ ด้วยตนเองผ่านทางเว็บไซต์ของธุรกิจสปาในจังหวัดเชียงใหม่ โดยมีขั้นตอนดังนี้

1. ค้นหาเว็บไซต์ของธุรกิจสปาในจังหวัดเชียงใหม่

2. ผู้วิจัยนำข้อมูลที่ปรากฏบนเว็บไซต์มาวิเคราะห์ และเปรียบเทียบข้อมูลของแต่ละร้านสปา ทั้งยังจัดหมวดหมู่ข้อมูลที่ได้เป็นส่วนประสมทางการตลาดทั้ง 4 ด้าน ดังนี้ 1. ด้านผลิตภัณฑ์ (Product) 2. ด้านราคา (Price) 3. ด้านช่องทางจัดจำหน่าย (Place) 4. ด้านการส่งเสริมการตลาด (Promotion)

3. ผู้วิจัยได้รวบรวมความคิดเห็นออนไลน์ของลูกค้าที่มีต่อการบริการของธุรกิจสปาในจังหวัดเชียงใหม่ทั้งหมด 10 แห่งซึ่งเป็นลูกค้าชาวไทย โดยแบ่งความคิดเห็นออกเป็น 2 ด้าน คือ ด้านบวกจำนวน 100 คน และด้านลบ 30 คน

4. ผู้วิจัยได้สัมภาษณ์ความคิดเห็นของลูกค้าเกี่ยวกับปัจจัยที่สร้างความมั่นใจในการใช้บริการสปาของลูกค้า ในช่วงสถานการณ์ระบาดของโควิด-19

*3.3. การวิเคราะห์ข้อมูล*

ในงานวิจัยนี้ใช้วิธีการวิเคราะห์เนื้อหา (Content Analysis) เพื่อใช้ในการกำหนดขอบเขต เนื้อหาสารสนเทศ ซึ่งผู้วิจัยได้วิเคราะห์ข้อมูลเชิงปริมาณ นำเสนอผลในรูปความถี่และร้อยละเชิงคุณภาพ รวมถึงนำเสนอผลในรูปความเรียงประกอบตาราง โดยการรวบรวมข้อมูลที่ปรากฏบนเว็บไซต์ธุรกิจสปาในจังหวัดเชียงใหม่ ข้อมูลประเภทสารสนเทศที่ปรากฏ ข้อมูลทุติยภูมิ และเรียบเรียงลำดับข้อมูลดังกล่าวให้เป็นไปตามวัตถุประสงค์ที่ตั้งไว้ในข้างต้น แล้วจึงทำการรายงานผลดังกล่าวในรูปแบบร้อยละ

## 4. ผลการวิจัยและอภิปรายผล

*4.1 วิเคราะห์และเปรียบเทียบข้อมูลส่วนประสมทางการตลาดที่ปรากฏบนเว็บไซต์ธุรกิจสปาในจังหวัดเชียงใหม่*

**ตารางที่ 1 แสดงข้อมูลด้านผลิตภัณฑ์ (Product) จากเว็บไซต์ออนไลน์ของผู้ประกอบการธุรกิจสปา**

| **ข้อมูลด้านผลิตภัณฑ์ ที่แสดงบนเว็บไซต์** | **แสดงในเว็บไซต์** (ร้อยละ) | **ไม่แสดงในเว็บไซต์** (ร้อยละ) | **รวม** (ร้อยละ) |
|---|---|---|---|
| **ภาพบรรยากาศภายในร้าน** | **10 ร้าน** (100) | **0 ร้าน** - | **10 ร้าน** (100) |
| **เมนูสปา** | **8 ร้าน** (80) | **2 ร้าน** (20) | **10 ร้าน** (100) |
| **ข้อมูลของห้องสปา** | **3 ร้าน** (30) | **7 ร้าน** (70) | **10 ร้าน** (100) |
| **จำนวนห้องสปา** | **2 ร้าน** (20) | **8 ร้าน** (80) | **10 ร้าน** (100) |

| | | | |
|---|---|---|---|
| **สิ่งอำนวยความสะดวกภายในร้านสปา** | **5 ร้าน** (50) | **5 ร้าน** (50) | **10 ร้าน** (100) |

จากตารางที่ 1 พบว่า ผู้ประกอบการธุรกิจสปา ทั้งหมดจำนวน 10 แห่ง ส่วนใหญ่ไม่แสดงข้อมูล ด้านผลิตภัณฑ์จากเว็บไซต์ออนไลน์ ดังนี้ (1) จำนวนห้องสปา จำนวน 8 แห่ง คิดเป็นร้อยละ 80 (2) ข้อมูลของห้องสปา จำนวน 7 แห่ง คิดเป็นร้อยละ 70 (3) สิ่งอำนวยความสะดวกภายในร้านสปา จำนวน 5 แห่ง คิดเป็นร้อยละ 50 (4) เมนูสปา จำนวน 2 แห่ง คิดเป็นร้อยละ 20 และ (5) ภาพบรรยากาศภายในร้าน จำนวน 0 แห่ง

**ตารางที่ 2 แสดงข้อมูลด้านราคา (Price) จากเว็บไซต์ออนไลน์ของผู้ประกอบการธุรกิจสปา**

| **ข้อมูลด้านราคาที่แสดงบนเว็บไซต์** | **แสดงในเว็บไซต์** (ร้อยละ) | **ไม่แสดงในเว็บไซต์** (ร้อยละ) | **รวม** (ร้อยละ) |
|---|---|---|---|
| **แสดงราคาสปาแต่ละประเภท** | **4 ร้าน** (40) | **6 ร้าน** (60) | **10 ร้าน** (100) |
| **แสดงราคาการส่งเสริมการตลาด** | **2 ร้าน** (20) | **8 ร้าน** (80) | **10 ร้าน** (100) |
| **แสดงราคาเป็นสกุลเงินอื่น เช่น สกุลเงินเหรียญดอลล่าร์ สหรัฐอเมริกา สกุลเงินเยนญี่ปุ่น** | **0 ร้าน** - | **10 ร้าน** (100) | **10 ร้าน** **(100)** |

จากตารางที่ 2 พบว่า ผู้ประกอบการธุรกิจสปา ทั้งหมดจำนวน 10 แห่ง ส่วนใหญ่ไม่แสดงข้อมูลสำคัญด้านราคาสปา คือ (1) แสดงราคาเป็นสกุลเงินอื่น เช่น สกุลเงินเหรียญดอลลาร์ สหรัฐอเมริกา สกุลเงินเยนญี่ปุ่น จำนวน 10 แห่ง คิดเป็นร้อยละ 100 (2) แสดงราคาโปรโมชั่น จำนวน 8 แห่ง คิดเป็นร้อยละ 80 และ (3) แสดงราคาสปาแต่ละประเภท จำนวน 6 แห่ง คิดเป็นร้อยละ 60

**ตารางที่ 3 แสดงข้อมูลด้านช่องทางจัดจำหน่าย (Place) จากเว็บไซต์ออนไลน์ของผู้ประกอบการสปา**

| **ข้อมูลช่องทางการจัดจำหน่ายที่แสดงบนเว็บไซต์** | **แสดงในเว็บไซต์** (ร้อยละ) | **ไม่แสดงในเว็บไซต์** (ร้อยละ) | **รวม** (ร้อยละ) |
|---|---|---|---|
| **เบอร์โทรศัพท์ติดต่อพื้นฐาน** | **10** (100) | **0** - | **10** (100) |
| **เบอร์โทรศัพท์แบบมือถือ** | **8** (80) | **2** (20) | **10** (100) |
| **โต้ตอบจดหมายอิเล็กทรอนิกส์** | **8** (80) | **2** (20) | **10** (100) |

| | | | |
|---|---|---|---|
| **แอปพลิเคชัน Facebook** | **6**<br>(60) | **4**<br>(40) | **10**<br>(100) |
| **แอปพลิเคชันไลน์ออฟฟิศ** | **7**<br>(70) | **3**<br>(30) | **10**<br>(100) |
| **แผนที่และที่อยู่** | **9**<br>(90) | **1**<br>(10) | **10**<br>(100) |
| **แบบสอบถามข้อมูลออนไลน์** | **4**<br>(40) | **6**<br>(60) | **10**<br>(100) |

จากตารางที่ 3 พบว่า ผู้ประกอบการธุรกิจสปา ทั้งหมดจำนวน 10 แห่ง ส่วนใหญ่ไม่แสดงข้อมูลสำคัญด้านช่องทางจัดจำหน่าย คือ (1) แบบสอบถามข้อมูลออนไลน์ จำนวน 6 แห่ง คิดเป็นร้อยละ 60 (2) แอปพลิเคชัน Facebook จำนวน 4 แห่ง คิดเป็นร้อยละ 40 (3) แอปพลิเคชัน ไลน์ออฟฟิศ จำนวน 3 แห่ง คิดเป็นร้อยละ 30 (4) เบอร์โทรศัพท์แบบมือถือและโต้ตอบจดหมายอิเล็กทรอนิกส์ หัวข้อละ จำนวน 2 แห่ง คิดเป็นร้อยละ 20 (5) แผนที่และที่อยู่ จำนวน 1 แห่ง คิดเป็นร้อยละ 10 และ (6) เบอร์โทรศัพท์ติดต่อพื้นฐาน จำนวน 0 แห่ง

**ตารางที่ 4 แสดงข้อมูลด้านการส่งเสริมการตลาด จากเว็บไซต์ออนไลน์ของผู้ประกอบการธุรกิจสปา**

| **ข้อมูลด้านโปรโมชั่น ที่แสดงบนเว็บไซต์** | **แสดงในเว็บไซต์** (ร้อยละ) | **ไม่แสดงในเว็บไซต์** (ร้อยละ) | **รวม** (ร้อยละ) |
|---|---|---|---|
| **โปรโมชั่นสมัครบัตรสมาชิก ลด 5 %** | **9**<br>(90) | **1**<br>(10) | **10**<br>(100) |
| **โปรโมชั่นเข้าครอสสปาแถมฟรีผลิตภัณฑ์** | **5**<br>(50) | **5**<br>(50) | **10**<br>(100) |
| **บริการนวดสปานอกพื้นที่** | **2**<br>(20) | **8**<br>(80) | **10**<br>(100) |

จากตารางที่ 4 พบว่า ผู้ประกอบการธุรกิจสปา ทั้งหมดจำนวน 10 แห่ง ส่วนใหญ่ไม่แสดงข้อมูลสำคัญด้านการส่งเสริมการตลาด คือ (1) บริการนวดสปานอกพื้นที่ จำนวน 8 แห่ง คิดเป็นร้อยละ 80 (2) การส่งเสริมการตลาด เข้าครอสสปาแถมฟรีผลิตภัณฑ์ จำนวน 5 แห่ง คิดเป็นร้อยละ 50 และ (3) โปรโมชั่นสมัครบัตรสมาชิก ลด 5% จำนวน 1 แห่ง คิดเป็นร้อยละ 10

4.2 วิเคราะห์ความคิดเห็นออนไลน์ของผู้ที่เข้ามาใช้บริการธุรกิจสปาในจังหวัดเชียงใหม่ ทั้งหมด 10 แห่ง จำนวน 100 คน ซึ่งแบ่งความคิดเห็น ออกเป็น 2 ด้าน คือ ด้านบวกและด้านลบ และวิเคราะห์ผลออกมาในรูปแบบค่าร้อยละ

**ตารางที่ 5 การแสดงความคิดเห็นด้านบวกของผู้ที่เข้ามาใช้บริการธุรกิจสปาในจังหวัดเชียงใหม่**

| รายละเอียดคำวิจารณ์ | จำนวนคน | ร้อยละ |
|---|---|---|
| **บรรยากาศของร้านสปาที่ดี** | 32 | 32 |
| **การบริการของพนักงานร้านสปาที่ดี** | 27 | 27 |
| **การนวดของร้านสปาที่ดี** | 22 | 22 |
| **สิ่งอำนวยความสะดวกที่ครบครัน** | 19 | 19 |
| **รวม** | **100** | **100** |

จากตารางที่ 5 จะเห็นได้ว่า นักท่องเที่ยวมีความคิดเห็นต่อการใช้บริการธุรกิจสปา ทั้ง 10 แห่ง ในด้านบวก ของจังหวัดเชียงใหม่ พบว่า นักท่องเที่ยวที่เคยมาใช้บริการส่วนใหญ่มีความคิดเห็นว่า (1) บรรยากาศของร้านสปาที่ดี จำนวน 32 คน คิดเป็นร้อยละ 32 (2) การบริการของพนักงานร้านสปาที่ดี จำนวน 27 คน คิดเป็นร้อยละ 27 (3) การนวดของร้านสปาที่ดี 22 คน คิดเป็นร้อยละ 22 (4) สิ่งอำนวยความสะดวกที่ครบครัน 19 คน คิดเป็นร้อยละ 19

<u>ตัวอย่างคำวิจารณ์ด้านบวก</u>

1.ร้านสปามีบรรยากาศสงบ การต้อนรับ การดูแล การบริการของพนักงานเป็นที่ประทับใจ และราคาคุ้มค่ากับคุณภาพการให้บริการ

2.การตกแต่งร้านมีความสวยงามตามสไตล์ล้านนา มีการนวดเพื่อผ่อนคลายสุขภาพ และมีบริการคาเฟ่ภายในร้านสปา ถือว่าเป็นสิ่งที่แปลกใหม่

3.มีการบริการดี ตั้งแต่เข้าไปในร้าน มีบริการอาหารว่างสำหรับลูกค้า

4.พนักงานทุกคนมีความเป็นมืออาชีพ และได้รับการอบรมมาเป็นอย่างดี การนวดถือว่าอยู่ในระดับที่ดีมาก และสปาสะอาดและสวยงามมาก คนที่ชอบใช้บริการสปาต้องลองไปใช้บริการแล้วคุณจะติดใจ

**ตารางที่ 6 การแสดงความคิดเห็นด้านลบของผู้ที่เข้ามาใช้บริการธุรกิจสปาในจังหวัดเชียงใหม่**

| รายละเอียดคำวิจารณ์ | จำนวนคน | ร้อยละ |
|---|---|---|
| **การบริการไม่ดีของพนักงานร้านสปา** | 15 | 50 |
| **การรับโทรศัพท์และตอบอีเมลช้า** | 7 | 23.33 |
| **ราคาแพงเกินไป** | 6 | 20 |

| | | |
|---|---|---|
| **การนวดที่ไม่ดีพอ** | 2 | 6.67 |
| **รวม** | **30** | **100** |

จากตารางที่ 6 จะเห็นได้ว่า นักท่องเที่ยวมีความคิดเห็นต่อการใช้บริการธุรกิจสปา ทั้ง 10 แห่ง ในด้านลบ ของจังหวัดเชียงใหม่ พบว่า นักท่องเที่ยวที่เคยมาใช้บริการส่วนใหญ่มีความคิดเห็นว่า (1) การบริการไม่ดีของพนักงานร้านสปา จำนวน 15 คน คิดเป็นร้อยละ 50 (2) การรับโทรศัพท์และตอบอีเมลช้า จำนวน 7 คน คิดเป็นร้อยละ 23.33 (3) ราคาแพงเกินไป จำนวน 6 คน คิดเป็นร้อยละ 20 และ (4) การนวดที่ไม่ดีพอ จำนวน 2 คน คิดเป็นร้อยละ 6.67

<u>ตัวอย่างคำวิจารณ์ด้านลบ</u>

1.พนักงานต้อนรับมีสีหน้าที่ไม่ต้อนรับ รู้สึกไม่ประทับใจ จึงไม่รับบริการในครั้งต่อไป

2.บริการไม่ดีมาก ใช้สาขาอื่นไม่เห็นเป็นแบบนี้ เอาแต่คุยนวดไม่เป็น นั่งหลับ แรงในการนวดไม่ถึงเส้น เสียดายเงินมากตั้งแต่เคยนวดมา เลยตัดสินใจออกก่อนเวลา แถมไม่มีใคร ออกมาขอโทษ หรือรับผิดชอบด้วย ผิดหวังมากกับที่นี้ ไม่ไปแล้ว

3.ประสบการณ์ที่แย่มาก ๆ ไม่คุ้มกับราคาเลย ไม่เคยได้รับการนวดที่แย่นักแม้แต่การนวดที่พบข้างตลาดปายก็มีความเป็นมืออาชีพมากกว่าที่นี่และราคานั้นแพงมาก แต่สภาพแวดล้อมนั้นธรรมดามากและรู้สึกโกง ทุกคนไม่ได้มาจริงๆ

*4.3 ผลการวิเคราะห์ข้อมูลจากการสัมภาษณ์เชิงลึกกับกลุ่มผู้ใช้บริการร้านสปา ในจังหวัดเชียงใหม่*

จากผลการวิเคราะห์ข้อมูลการสัมภาษณ์เชิงลึกกับกลุ่มผู้ใช้บริการร้านสปาทั้ง 10 แห่งในจังหวัดเชียงใหม่ เพื่อวิเคราะห์ความคิดเห็นเกี่ยวกับปัจจัยที่สร้างความมั่นใจในการใช้บริการของลูกค้า ในช่วงการระบาดของโควิด-19 โดยการสัมภาษณ์แบบกึ่งโครงสร้าง สรุปผลได้ดังนี้

1.ลูกค้าส่วนใหญ่เห็นว่าในช่วงการระบาดของโควิด-19 นั้น ทางร้านสปาได้มีมาตรการการป้องกันการแพร่กระจายของเชื้อด้วยการกำหนดให้พนักงานสาวมหน้ากากอนามัยรวมถึง face shield และงดการพูดคุยตลอดเวลาการให้บริการ ซึ่งเป็นการให้ความร่วมมือและการปฏิบัติตามข้อกำหนดของภาครัฐได้อย่างดี และสามารถสร้างความมั่นใจให้กับผู้ใช้บริการได้ว่าจะไม่เกิดการติดเชื้อผ่านน้ำลายหรือละอองน้ำลายที่ออกมาจากบริเวณปากในขณะที่มีการพูดคุยกันอีกด้วย

2. ลูกค้าส่วนใหญ่เห็นว่าในช่วงการระบาดของโควิด-19 นั้นทางร้านสปามีการจัดการกับการร้องเรียนและช่องทางการร้องเรียนมากยิ่งขึ้น โดยการร้องเรียนจากผู้ใช้บริการ ร้านจะนำไปปรับปรุงแก้ไขโดยเร็วที่สุดเพื่อต้องการเสริมสร้างความเชื่อมั่นให้กับลูกค้าอีกครั้ง เช่น ลูกค้าบางรายมีการร้องเรียนว่าร้านสปาละเลยการให้บริการเจลแอลกอฮอล์ล้างมือ ทางร้านจะดำเนินการจัดหาเจลแอลกอฮอล์ล้างมือให้บริการกับลูกค้าอย่างเร็วที่สุด ในด้านช่องทางการร้องเรียน ทางร้านสปาได้มีการให้ผู้ใช้บริการ แสกนคิวอาร์โค้ด เพื่อให้ข้อเสอแนะหรือร้องเรียนการไม่ปฏิบัติตามมาตรการการป้องกันโควิด-19 ของทางร้านได้โดยรวดเร็วและไร้การสัมผัสอีกด้วย

3. ลูกค้าส่วนใหญ่เห็นว่าในช่วงของการระบาดโควิด-19 นั้นทางร้านสปามีการจำกัดจำนวนผู้ให้บริการและผู้ใช้บริการต่อการให้บริการ 1 ครั้ง เพื่อลดความแออัดและการแพร่เชื้อได้ ซึ่งสามารถเสริมสร้างความเชื่อมั่นให้และความปลอดภัยกับผู้ใช้บริการได้เป็นอย่างดี

4. ลูกค้าส่วนใหญ่เห็นว่าในช่วงการระบาดของโควิด-19 นั้น ทางร้านสปามีการปรับเปลี่ยนระบบจากเดิมเพื่อสร้างความมั่นใจรวมถึงคัดกรองผู้ใช้บริการ คือทางร้านสปาเริ่มมีการให้จองคิวก่อนเข้ารับบริการผ่านแอพพลิเคชั่นต่างๆ อาทิ Facebook, Instagram และ Line ซึ่งดำเนินการได้โดยให้ผู้ใช้บริการทำการติดต่อจองวัน เวลา การใช้บริการกับทางร้าน และในบางร้านยังมีการสำรวจข้อมูลเพิ่มเติมของผู้ใช้บริการโดยการสร้างแบบสอบถามให้ผู้ใช้บริการทำการกรอกข้อมูลเบื้องต้นก่อนเข้ารับการให้บริการ เช่น เคยติดโรคโควิด-19 หรือไม่ หรือเคยเดินทางไปพื้นที่เสี่ยงหรือไม่ เป็นต้น ซึ่งสามารถสร้างความเชื่อมั่นให้กับลูกค้าและยังเป็นการแก้ปัญหาให้กับบางร้านที่มีลูกค้ารายวันจำนวนมาก ซึ่งสามารถช่วยสร้างความประทับใจให้ลูกค้าเป็นอย่างดี

**5. ข้อเสนอแนะ**

1.จากการศึกษาส่วนประสมการตลาดออนไลน์ของธุรกิจสปาในจังหวัดเชียงใหม่ โดยวิเคราะห์จากเนื้อหาที่ปรากฏบนเว็บไซต์พบว่าร้านสปาบางแห่งไม่แสดงข้อมูลส่วนประสมทางการตลาดไม่ว่าจะเป็นทางด้านผลิตภัณฑ์ ราคา ช่องทางจัดจำหน่ายและโปรโมชั่น ธุรกิจสปาทุกแห่งควรหันมาพัฒนาในการอัพเดทข้อมูลส่วนประสมทางการตลาดทางเว็บไซต์มากยิ่งขึ้นเพื่อทำให้ผู้ที่ใช้บริการตัดสินใจในการใช้บริการธุรกิจร้านสปาของตนเองมากยิ่งขึ้น

2.จากการสำรวจคำวิจารณ์ออนไลน์ของลูกค้าเกี่ยวกับการบริการของธุรกิจสปาในจังหวัดเชียงใหม่ทั้งด้านบวกและด้านลบ โดยด้านบวกสิ่งไหนที่ดีอยู่แล้วก็ควรพัฒนาให้ดีเยี่ยมขึ้นไปไม่ว่าจะเป็นด้านบรรยากาศการบริการที่ดี การนวด รวมถึงสิ่งอำนวยความสะดวก เป็นต้น ส่วนในด้านคำวิจารณ์ด้านลบธุรกิจสปาควรพัฒนาจุดบกพร่องในด้านต่างๆไม่ว่าจะเป็นด้านบริการของพนักงาน ผู้ประกอบการหรือเจ้าของธุรกิจสปาควรอบรมพนักงานให้มีคุณภาพมากกว่านี้ รวมถึงให้พนักงานใส่ใจเรื่องการรับโทรศัพท์หรือตอบอีเมลลูกค้าหรือผู้ใช้บริการให้รวดเร็วยิ่งขึ้นรวมถึงมีการลดราคาค่าบริการให้ถูกลงหรือจัดโปรโมชั่นให้ดึงดูดน่าสนใจมากยิ่งขึ้นรวมไปถึงพัฒนาการนวดให้มีคุณภาพมากยิ่งขึ้น

3.จากการสำรวจความคิดเห็นของลูกค้าเกี่ยวกับปัจจัยที่สร้างความมั่นใจในการใช้บริการของลูกค้าในช่วงการระบาดของโควิด-19 ส่วนใหญ่ลูกค้าหรือผู้ใช้บริการจะให้ความคิดเห็นด้านมาตรการและความปลอดภัยในการให้บริการ ซึ่งร้านสปาบางแห่งมีการละเลยในด้านความปลอดภัยเช่น เจลล้างมือไม่มี ซึ่งทุกธุรกิจสปาควรเน้นและใส่ใจมาตรการด้านความปลอดภัยเป็นอย่างมาก

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# การวิเคราะห์ส่วนประสมทางการตลาดออนไลน์ของธุรกิจที่พักแรม บูติกแคมป์ในประเทศไทย

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## บทคัดย่อ

การวิเคราะห์ส่วนประสมทางการตลาดออนไลน์ของธุรกิจที่พักแรม บูติกแคมป์ ในประเทศไทย มีวัตถุประสงค์ 1) เพื่อศึกษาการนำเสนอส่วนประสมการตลาดออนไลน์ของธุรกิจที่พักแรม บูติกแคมป์ ในประเทศไทย โดยวิเคราะห์จากเนื้อหาที่ปรากฏบนเว็บไซต์ 2) เพื่อสำรวจคำวิจารณ์ออนไลน์ของลูกค้าเกี่ยวกับการบริการของธุรกิจที่พักแรม บูติกแคมป์ ในประเทศไทย โดยจำแนกออกเป็นคำวิจารณ์เชิงบวกและเชิงลบ 3) เพื่อสัมภาษณ์ความคิดเห็นของลูกค้าเกี่ยวกับปัจจัยที่สร้างความมั่นใจในการเข้าใช้บริการของลูกค้าในช่วงการระบาดของโควิด-19 การวิจัยครั้งนี้ผู้วิจัยเก็บรวบรวมข้อมูลการตลาดต่างๆ ด้วยตนเองผ่านทางเว็บไซต์ออนไลน์ของธุรกิจที่พักแรม บูติกแคมป์ จำนวน 15 แห่ง คำวิจารณ์จากลูกค้าที่เคยใช้บริการ ด้านบวก 50 คน และด้านลบ 50 คน รวมจำนวน 100 คน กลุ่มตัวอย่างที่ใช้ในการสัมภาษณ์ความคิดเห็นเกี่ยวกับปัจจัยที่สร้างความมั่นใจในการเข้าใช้บริการช่วงการระบาดของโควิด-19 จำนวน 5 คน ผลการวิจัยพบว่าผู้ประกอบการแสดงข้อมูลบนเว็บไซด์ไม่ครอบคลุม เช่น มีการระบุลักษณะพิเศษของที่พัก แต่ไม่แสดงมาตรฐานความปลอดภัยของที่พัก เป็นต้น คำวิจารณ์ด้านราคาที่พักแพงเกินไป ช่วงการระบาดของโควิด-19 การจำกัดจำนวนคนเข้าพักเป็นปัจจัยที่ทำให้ลูกค้ามั่นใจเลือกเข้าใช้บริการเพิ่มมากขึ้น

**คำสำคัญ:** บูติกแคมป์ , การตลาดออนไลน์, ส่วนประสมทางการตลาด

## 1. บทนำ

*1.1 ความเป็นมาและความสำคัญของปัญหา*

ธุรกิจที่พักแรมบูติกแคมป์ในประเทศไทย ตามที่ ชมัยพร แก้วรอด (2558) ได้กล่าวไว้ว่า ในอดีตที่ผ่านมามีการใช้บริการของลูกค้าไม่มากนัก เนื่องจากยังไม่มีความสะดวกสบายในการเข้าพัก และยังไม่มีจุดเด่นพอที่จะดึงดูดความสนใจให้ลูกค้าเข้ามาใช้บริการ แต่ปัจจุบันธุรกิจที่พักแรมบูติกแคมป์ในประเทศไทย มีการพัฒนาให้เกิดความสะดวกสบายมากยิ่งขึ้น และมีจุดเด่นพอที่จะดึงดูดความสนใจให้ลูกค้าเข้าใช้บริการ มีเครื่องอำนวยความสะดวกในที่พักครบครัน เช่น มีที่นอน มีแอร์ ทำให้ธุรกิจที่พักแรมบูติดแคมป์ เติบโตขึ้นอย่างรวดเร็วและมีการแข่งขันกันค่อนข้างสูง ดังนั้นธุรกิจจำเป็นต้องปรับเปลี่ยนกลยุทธ์ทางการตลาดให้ตรงกับความต้องการของลูกค้า โดยเฉพาะการทำตลาดออนไลน์ (Online Marketing) ซึ่งเป็นการประยุกต์ใช้ความก้าวหน้าทาง

เทคโนโลยีกับการบริการเข้าด้วยกัน ทำให้เกิดความสะดวกสบายรวดเร็ว เหมาะกับการนำมาใช้ในการพัฒนาธุรกิจตามที่ อาทิตยาพร ประสานพานิช (2561) ได้กล่าวไว้ว่าพฤติกรรมของลูกค้าปัจจุบันนิยมเข้ามาศึกษาข้อมูลและข้อเสนอแนะต่าง ๆ จากผู้ที่เคยเข้าใช้บริการที่ปรากฏอยู่บนเว็บไซต์ออนไลน์

ผู้วิจัยจึงสนใจที่จะศึกษาการวิเคราะห์ส่วนประสมทางการตลาดออนไลน์ 4Ps ของธุรกิจที่พักแรม บูติกแคมป์ ในประเทศไทย จากเว็บไซต์ออนไลน์ จำนวนทั้งหมด 15 แห่ง ในช่วงระหว่างปี พ.ศ. 2564-2565 โดยการนำข้อมูลมาวิเคราะห์และสรุปผล เพื่อให้ผู้ประกอบการสามารถนำข้อมูลไปใช้ให้เกิดประโยชน์ในการพัฒนาการตลาดออนไลน์ เพื่อเป็นแรงจูงใจให้นักท่องเที่ยวทั้งชาวไทยและชาวต่างชาติ ตัดสินใจที่จะเลือกใช้บริการที่พักแรม บูติกแคมป์ ในประเทศไทย ได้ดียิ่งขึ้น

แม้ว่าธุรกิจที่พักแรม บูติกแคมป์ ในประเทศไทย จะเติบโตขึ้นมากเพียงใด แต่ยังคงมีนักท่องเที่ยวอีกมากที่ยังไม่เคยใช้บริการที่พักแรม บูติกแคมป์ ดังนั้นคณะผู้วิจัยจึงได้เล็งเห็นถึงความสำคัญในการที่จะพัฒนาธุรกิจที่พักแรมให้เป็นที่รู้จักและมีนักท่องเที่ยวเข้ามาใช้บริการให้เพิ่มมากขึ้น คณะผู้วิจัยจึงได้นำคำวิจารณ์ทั้งด้านบวกและด้านลบของลูกค้าที่เคยเข้าใช้บริการที่พักแรม บูติกแคมป์ มาทำการศึกษา วิเคราะห์ และสรุปผล เพื่อให้ธุรกิจนำไปใช้ในการพัฒนาและเปลี่ยนแปลงธุรกิจที่พักแรม บูติกแคมป์ ในประเทศไทย ให้นักท่องเที่ยวตัดสินใจเข้ามาใช้บริการเพิ่มมากขึ้น

จากการแพร่ระบาดของโรคโควิด-19 ตามที่ อรไท ครุธเวโช และคณะ (2564) ได้กล่าวไว้ว่า เป็นครั้งแรกในประเทศไทยที่มีการใช้ พระราชกำหนดฉุกเฉิน เพื่อควบคุมสถานการณ์ และมีการควบคุมจำนวนผู้ร่วมกิจกรรมไม่ให้แออัด หรือการเว้นระยะห่างทางสังคม ตามที่ กิรฐากร บุญรอด และคณะ (2564) ได้กล่าวไว้ว่าธุรกิจที่พักแรมควรปรับปรุงที่พักและบริการเพื่อสร้างความมั่นใจในเรื่องความปลอดภัยในช่วงระบาดของโรคโควิด-19 เพื่อกระตุ้นและฟื้นฟูธุรกิจที่พักแรมและบริการ ให้มีผู้ใช้บริการเพิ่มมากขึ้น

*1.2 วัตถุประสงค์*

1.2.1 เพื่อศึกษาการนำเสนอส่วนประสมทางการตลาดออนไลน์ของธุรกิจที่พักแรมบูติกแคมป์ในประเทศไทย โดยวิเคราะห์จากเนื้อหาที่ปรากฏบนเว็บไซต์

1.2.2 เพื่อสำรวจคำวิจารณ์ออนไลน์ของลูกค้าเกี่ยวกับการบริการของธุรกิจที่พักแรมบูติกแคมป์ในประเทศไทย โดยจำแนกออกเป็นคำวิจารณ์เชิงบวกและเชิงลบ

1.2.3. เพื่อสัมภาษณ์ความคิดเห็นของลูกค้าเกี่ยวกับปัจจัยที่สร้างความมั่นใจในการเข้าใช้บริการของลูกค้า ในช่วงการระบาดของโควิด-19

*1.3 ประโยชน์ที่คาดว่าจะได้รับ*

เพื่อให้ผู้ประกอบการธุรกิจที่พักแรมบูติกแคมป์ในประเทศไทยสามารถนำไปใช้ให้เกิดประโยชน์ในการพัฒนาการตลาดออนไลน์ อีกทั้งยังใช้เป็นแรงจูงใจให้นักท่องเที่ยวทั้งชาวไทยและชาวต่างชาติตัดสินใจที่จะเลือกใช้บริการได้ดียิ่งขึ้น

*1.4 ขอบเขตการวิจัย*

การวิจัยในครั้งนี้ศึกษาข้อมูลจากเว็บไซต์ออนไลน์ของธุรกิจที่พักแรมบูติกแคมป์ในประเทศไทย โดยการนำทฤษฎีส่วนประสมทางการตลาด 4Ps มาใช้ประกอบการวิจัย และได้นำความคิดเห็นและคำวิจารณ์ของผู้ใช้บริการที่แสดงอยู่บนเว็บไซต์ที่พักแรมบูติกแคมป์ในประเทศ จำนวน 15 แห่ง ในช่วงระหว่างปี พ.ศ. 2564-2565 มาใช้ในการวิเคราะห์

**2. การทบทวนวรรณกรรม**

ตามแนวการวิจัยที่ รณิภา หงส์โม่ และคณะ (2564) กล่าวไว้ในงานวิจัยการตลาดออนไลน์ของโฮมเสตย์ในประเทศไทย ผู้วิจัยได้ทำการสืบค้นจากวรรณกรรม หรือทฤษฎีที่เกี่ยวข้องกับงานวิจัยจากแหล่งข้อมูลได้แก่สื่อออนไลน์ บทความเชิงวิชาการ ทฤษฎีต่างๆ รวมถึงงานที่เกี่ยวข้องกับงานวิจัยในครั้งนี้ เพื่อนำมาอ้างอิงและเป็นแนวทางในการวิเคราะห์ ซึ่งมีงานวิจัยที่เกี่ยวข้องดังต่อไปนี้

*2.1 งานวิจัยที่เกี่ยวข้องกับที่พักแรม บูติกแคมป์ ในประเทศไทย*

รพีพรรณ ทองพรายวงศ์ (2555) กล่าวไว้ว่า การแบ่งประเภทของ Boutique Camping Resort ในประเทศไทย แบ่งได้เป็น 3 ระดับ คือ 1) ระดับบน (Luxury) ราคาห้องพักต่อคืน 15,001 บาทขึ้นไป เช่น Four Seasons Tented Camp Golden Triangle และ Kirimay Golf Resort & Spa 2) ระดับกลาง (Mid-Range) ราคาห้องพักต่อคืน 2,501 – 15,000 บาท เช่น Farm Chokchai Buoutiqe Camp, Khao Kheaw Estate, Hintok River Camp และ 3) ระดับล่าง (Camp ground) ราคาค่ากางเต้นท์ต่อคืน 300-2,500 บาท เป็นพื้นที่ธรรมชาติที่ให้บริการสถานที่สำหรับกางเต็นท์ เช่น อุทยานแห่งชาติต่างๆ และรีสอร์ทบางแห่งที่มีลานกางเต็นท์ไว้ให้บริการ พร้อมทั้งมีเต้นท์ให้เช่า ซึ่งในแต่ละประเภทมีลักษณะเด่นของทำเลที่ตั้ง ในส่วนของกิจกรรมรูปแบบภาพรวมการออกแบบที่แตกต่างกัน ส่วนใหญ่ตั้งอยู่ในพื้นที่ที่มีความเป็นธรรมชาติ หรือใกล้กับสถานที่ท่องเที่ยวทางธรรมชาติ ก่อให้เกิดกิจกรรมที่ส่งเสริมกัน (รพีพรรณ ทองพรายวงศ์, 2555: 54-55)

*2.2 ทฤษฎีเกี่ยวกับส่วนประสมทางการตลาด*

ศิริวรรณ เสรีรัตน์ และคณะ (2541) ได้กล่าวไว้ว่า ส่วนประสมการตลาด (Marketing Mix) คือองค์ประกอบที่สำคัญในการดำเนินงานการตลาดเป็นปัจจัยที่กิจการสามารถควบคุมได้ กิจการธุรกิจจะต้องสร้างส่วนประสมการตลาดที่เหมาะสมในการวางกลยุทธ์ทางการตลาด

ส่วนประสมการตลาด ประกอบด้วย ผลิตภัณฑ์ (Product) การจัดจำหน่าย (Place) การกำหนดราคา (Price) การส่งเสริมการตลาด (Promotion) เราสามารถเรียกส่วนประสมทางการตลาดได้อีกอย่างหนึ่งว่า 4'Ps ส่วนประกอบทั้ง 4 ตัวนี้ ทุกตัวมีความเกี่ยวพันกัน P แต่ละตัวมีความสำคัญเท่าเทียมกันแต่ขึ้นอยู่กับ

ผู้บริหารการตลาดแต่ละคนจะวางกลยุทธ์ โดยเน้นน้ำหนักที่ P ใดมากกว่ากัน เพื่อให้สามารถตอบสนองความต้องการของเป้าหมายทางการตลาด คือ ตัวผู้บริโภค

ธุรกิจในอุตสาหกรรมบริการ (Service Industry) มีความแตกต่างจากธุรกิจอุตสาหกรรมสินค้าอุปโภคและบริโภคทั่วไป เพราะมีทั้งผลิตภัณฑ์ที่จับต้องได้ (Tangible Product) และผลิตภัณฑ์ที่จับต้องไม่ได้ (Intangible Product) เป็นสินค้าและบริการที่นำเสนอต่อลูกค้าหรือตลาด กลยุทธ์การตลาดที่นำมาใช้กับธุรกิจการบริการจำเป็นที่จะต้องจัดให้มีส่วนประสมทางการตลาดที่แตกต่างจากการตลาดโดยทั่วไป โดยเฉพาะอย่างยิ่งธุรกิจที่มีการต้อนรับขับสู้ (Hospitality) เป็นหัวใจหลักในการทำธุรกิจ

*2.3 แนวคิดและทฤษฎีเกี่ยวกับการตลาดออนไลน์*

การตลาดดิจิทัล (Digital Marketing) คือ การตลาดที่พัฒนามาจากการตลาดสมัยก่อน โดยเป็นการทำการตลาดแทบทั้งหมดผ่านสื่อดิจิทัล เป็นรูปแบบใหม่ของการตลาดที่ใช้ช่องทางดิจิทัลเพื่อสื่อสารกับผู้บริโภค แม้ว่าจะเป็นสื่อใหม่แต่ยังคงใช้หลักการการตลาดดั้งเดิม เพียงแต่เปลี่ยนแปลงช่องทางในการติดต่อสื่อสารกับผู้บริโภคและการเก็บข้อมูลของผู้บริโภค โดย Wertime และ Fenwick (2008) ได้ให้ความหมายของ การตลาดดิจิทัล (Digital Marketing) ว่าคือ "พัฒนาการของตลาดในอนาคตเกิดขึ้นเมื่อบริษัทดำเนินงานทางการตลาดส่วนใหญ่ผ่านช่องทางสื่อสารดิจิทัล สื่อดิจิทัลเป็นสื่อที่มีรหัสระบุตัวผู้ใช้ได้ จึงทำให้นักการตลาดสามารถสื่อสารแบบสองทาง (Two-way Communication) กับลูกค้าได้อย่างต่อเนื่องเป็นรายบุคคล ข้อมูลที่ได้จากการสื่อสารกับลูกค้าแต่ละคนในแต่ละครั้งเป็นการเรียนรู้ร่วมกัน ซึ่งอาจจะเป็นประโยชน์กับลูกค้าคนต่อไป ต่อเนื่องและสอดคล้องกันเหมือนการทำงานของเครือข่ายเซลล์ประสาทสั่งการ นักการตลาดสามารถนำข้อมูลที่ทราบแบบเรียลไทม์นี้ รวมทั้งความคิดเห็นที่รับตรงจากลูกค้ามาใช้ให้เกิดประโยชน์สูงสุดแก่ผู้บริโภคในโอกาสต่อ ๆ ไป หรือ วิธีการในการส่งเสริมสินค้าและบริการโดยอาศัยช่องทางฐานข้อมูลออนไลน์เพื่อเข้าถึงผู้บริโภคในเวลาที่รวดเร็ว มีความสัมพันธ์กับความต้องการ มีความเป็นส่วนตัว และใช้ต้นทุนอย่างมีประสิทธิภาพ (Reitzen J. 2007: ออนไลน์)

## 3. วิธีการดำเนินการวิจัย

*3.1 เครื่องมือที่ใช้ในการวิจัย*

<u>ส่วนที่ 1</u> แบบสำรวจเนื้อหาที่ปรากฏบนเว็บไซต์ของธุรกิจสที่พักแรม บูติกแคมป์ ในประเทศไทยทั้งหมด 15 แห่ง จำแนกโดยใช้ส่วนประสมทางการตลาด (4Ps) ประกอบด้วย 1. ด้านผลิตภัณฑ์ (Product) 2. ด้านราคา (Price) 3. ด้านช่องทางจัดจำหน่าย (Place) 4. ด้านการส่งเสริมการตลาด (Promotion) โดยระบุจำนวนที่พักแรม บูติกแคมป์ ในประเทศไทย ลงในช่องรายการที่พบเนื้อหาที่ปรากฏบนเว็บไซต์ การเลือกที่พักแรม บูติกแคมป์ จำนวน 15 แห่ง เลือกจากธุรกิจที่มีเว็บไซต์และได้รับการรีวิวบน Trip Advisor จากกลุ่มผู้ที่เข้ามาแสดงความคิดเห็นเกี่ยวกับที่พักประเภทเต็นท์พักแบบบูติก ระหว่างปีค.ศ. 2021 - 2022

ส่วนที่ 2 แบบสำรวจคำวิจารณ์ออนไลน์ของลูกค้าเกี่ยวกับการบริการของธุรกิจที่พักแรม บูติกแคมป์ ในประเทศไทย จำนวน 100 คน โดยจำแนกออกเป็นคำวิจารณ์ด้านบวก 50 คน และคำวิจารณ์ด้านลบ 50 คน

ส่วนที่ 3 แบบสัมภาษณ์ความคิดเห็นของลูกค้าเกี่ยวกับปัจจัยที่สร้างความมั่นใจในการใช้บริการ ที่พักแรม บูติก แคมป์ ของลูกค้า ในช่วงสถานการณ์การแพร่ระบาดของเชื้อไวรัสโควิด-19

*3.2 การเก็บรวบรวมข้อมูล*

การวิจัยในครั้งนี้คณะผู้วิจัยได้เก็บรวบรวมข้อมูลการตลาดต่าง ๆ ด้วยตนเองผ่านทางเว็บไซต์ของธุรกิจที่พักแรม บูติกแคมป์ ในประเทศไทย โดยมีขั้นตอนดังนี้

3.2.1. คณะผู้วิจัยค้นหาเว็บไซต์ของธุรกิจที่พักแรม บูติกแคมป์ ในประเทศไทย และนำข้อมูลที่ปรากฏบนเว็บไซต์มาทำการวิเคราะห์ โดยการรวบรวมข้อมูลและจัดเก็บลงในตารางวิเคราะห์ส่วนประสมทางการตลาด จัดแบ่งข้อมูลที่ได้เป็น 4 ด้าน ดังนี้ 1.ด้านผลิตภัณฑ์ (Product) 2.ด้านราคา (Price) 3.ด้านช่องทางจัดจำหน่าย (Place) 4.ด้านการส่งเสริมการตลาด (Promotion)

3.2.2 คณะผู้วิจัยได้รวบรวมความคิดเห็นออนไลน์ของลูกค้าที่มีต่อการบริการของที่พักแรม บูติก แคมป์ ในประเทศไทย ทั้งหมดจำนวน 100 คน โดยแบ่งความคิดเห็น ออกเป็น 2 ด้าน คือ ด้านบวกจำนวน 50 คน และด้านลบ 50 คน แจกแจงความคิดเห็นตามความถี่ของลูกค้า

3.2.3 คณะผู้วิจัยได้สัมภาษณ์ความคิดเห็นของลูกค้า จำนวน 5 คน เกี่ยวกับปัจจัยที่สร้างความมั่นใจในการใช้บริการที่พักแรม บูติกแคมป์ ในประเทศไทย ในช่วงสถานการณ์การแพร่ระบาดของเชื้อไวรัสโควิด-19 เนื่องจากเป็นการวิจัยในชั้นเรียน จึงไม่มีขั้นตอนในการขอจริยธรรมการวิจัย

*3.3 การวิเคราะห์ข้อมูล*

ในงานวิจัยครั้งนี้ใช้วิธีการวิเคราะห์ข้อมูลเชิงเนื้อหา (Content Analysis) เพื่อใช้ในการกำหนดขอบเขตเนื้อหาสารสนเทศ ซึ่งคณะผู้วิจัยได้วิเคราะห์ข้อมูล โดยการเก็บรวบรวมข้อมูลที่ปรากฏบนเว็บไซต์ธุรกิจที่พักแรม บูติกแคมป์ ในประเทศไทย จากนั้นนำข้อมูลประเภทสารสนเทศที่ปรากฏข้อมูลทุติยภูมิและเรียงลำดับข้อมูลดังกล่าวให้เป็นไปตามวัตถุประสงค์ที่ตั้งไว้ในข้างต้น แล้วจึงทำการรายงานผลในรูปแบบร้อยละ และนำเสนอผลในรูปความถี่และร้อยละ

## 4. ผลการวิจัย

4.1 วิเคราะห์และเปรียบเทียบข้อมูลส่วนประสมทางการตลาดที่ปรากฏบนเว็บไซต์ธุรกิจที่พักแรม บูติกแคมป์ ในประเทศไทย จำนวน 15 แห่ง โดยวิเคราะห์แยกประเด็นตามส่วนประสมทางการตลาด 4Ps ดังนี้

**ตารางที่ 1 แสดงข้อมูลด้านผลิตภัณฑ์ (Product) จากเว็บไซต์ออนไลน์ของผู้ประกอบการธุรกิจที่พักแรมบูติกแคมป์ประเทศไทย**

| **ส่วนประสมทางการตลาดออนไลน์ ด้านผลิตภัณฑ์** | **มีระบุในเว็บไซต์ จำนวนแห่ง (ร้อยละ)** | **ไม่มีระบุในเว็บไซต์ จำนวนแห่ง (ร้อยละ)** | **รวม จำนวนแห่ง (ร้อยละ)** |
|---|---|---|---|
| การระบุลักษณะพิเศษของที่พัก | 12 (80) | 3 (20) | 15 (100) |
| ข้อมูลของเต็นท์พัก | 9 (60) | 6 (40) | 15 (100) |
| ข้อมูลมาตรฐานความปลอดภัยของที่พัก | 6 (40) | 9 (60) | 15 (100) |
| สิ่งอำนวยความสะดวกในเต็นท์พัก | 12 (80) | 3 (20) | 15 (100) |

จากตารางที่ 1 ด้านผลิตภัณฑ์ สรุปผลได้ว่า ผู้ประกอบการธุรกิจที่พักแรมบูติกแคมป์ในประเทศไทยส่วนใหญ่มีการระบุลักษณะพิเศษของที่พัก มีข้อมูลเต็นท์พัก และมีสิ่งอำนวยความสะดวกในเต็นท์พัก แต่ส่วนใหญ่ยังไม่มีข้อมูลด้านมาตรฐานความปลอดภัยของที่พัก

จากการวิเคราะห์ด้านผลิตภัณฑ์พบว่า ผู้ประกอบการธุรกิจที่พักแรม บูติกแคมป์ ในประเทศไทย จำนวนทั้งหมด 15 แห่ง ส่วนใหญ่แสดงข้อมูลและไม่แสดงข้อมูลด้านผลิตภัณฑ์ คือ (1) แสดงข้อมูลการระบุลักษณะพิเศษของที่พัก จำนวน 12 แห่ง คิดเป็นร้อยละ 80 และไม่แสดงข้อมูลการระบุลักษณะพิเศษของที่พัก จำนวน 3 แห่ง คิดเป็นร้อยละ 20 (2) แสดงข้อมูลของเต็นท์พัก จำนวน 9 แห่ง คิดเป็นร้อยละ 60 และไม่แสดงข้อมูลของเต็นท์พัก จำนวน 6 แห่ง คิดเป็นร้อยละ 40 (3) แสดงข้อมูลมาตรฐานความปลอดภัยของที่พัก จำนวน 6 แห่ง คิดเป็นร้อยละ 40 และไม่แสดงข้อมูลมาตรฐานความปลอดภัยของที่พัก จำนวน 9 แห่ง คิดเป็นร้อยละ 60 (4) แสดงสิ่งอำนวยความสะดวกในเต็นท์พัก จำนวน 12 แห่ง คิดเป็นร้อยละ 80 และไม่แสดงสิ่งอำนวยความสะดวกในเต็นท์พักจำนวน 3 แห่ง คิดเป็นร้อยละ 20

**ตารางที่ 2 แสดงข้อมูลด้านราคา (Price) จากเว็บไซต์ออนไลน์ของผู้ประกอบการธุรกิจที่พักแรม บูติกแคมป์ ในประเทศไทย**

| **ส่วนประสมทางการตลาดออนไลน์ ด้านราคา** | **มีระบุในเว็บไซต์ จำนวนแห่ง (ร้อยละ)** | **ไม่มีระบุในเว็บไซต์ จำนวนแห่ง (ร้อยละ)** | **รวม จำนวนแห่ง (ร้อยละ)** |
|---|---|---|---|
| แสดงราคาเต็นท์พัก | 11 (73) | 4 (27) | 15 (100) |
| แสดงราคาพิเศษ | 5 | 10 | 15 |

| ส่วนประสมทางการตลาดออนไลน์ด้านราคา | มีระบุในเว็บไซต์ จำนวนแห่ง (ร้อยละ) | ไม่มีระบุในเว็บไซต์ จำนวนแห่ง (ร้อยละ) | รวม จำนวนแห่ง (ร้อยละ) |
|---|---|---|---|
| | (33) | (67) | (100) |
| แสดงราคาเป็นสกุลเงินอื่น เช่น สกุลเงินเหรียญดอลล่าร์ สหรัฐอเมริกา สกุลเงินเยน ญี่ปุ่น | 0<br>(0) | 15<br>(100) | 15<br>(100) |

จากตารางที่ 2 ด้านราคา สรุปผลได้ว่า ผู้ประกอบการธุรกิจที่พักแรมบูติกแคมป์ในประเทศไทย ส่วนใหญ่แสดงราคาเต็นท์พัก แต่ส่วนใหญ่ไม่แสดงราคาพิเศษ และไม่แสดงราคาสกุลเงินอื่น เช่น สกุลเงินเหรียญดอลล่าร์ สหรัฐอเมริกา สกุลเงินเยน ญี่ปุ่น

จากการวิเคราะห์ด้านราคาพบว่า ผู้ประกอบการธุรกิจที่พักแรมบูติกแคมป์ในประเทศไทยจำนวนทั้งหมด 15 แห่ง ส่วนใหญ่แสดงข้อมูลและไม่แสดงข้อมูลสำคัญด้านราคา คือ (1) แสดงข้อมูลด้านราคาเต็นท์พัก จำนวน 11 แห่ง คิดเป็นร้อยละ 73 และไม่แสดงข้อมูลด้านราคาเต็นท์พัก จำนวน 4 แห่ง คิดเป็นร้อยละ 27 (2) แสดงข้อมูลด้านราคาพิเศษ จำนวน 5 แห่ง คิดเป็นร้อยละ 33 และไม่แสดงข้อมูลด้านราคาพิเศษ จำนวน 10 แห่ง คิดเป็นร้อยละ 67 (3) ไม่แสดงข้อมูลด้านราคาเป็นสกุลเงินอื่น เช่น สกุลเงินเหรียญดอลล่าร์ สหรัฐอเมริกา สกุลเงินเยน ญี่ปุ่น จำนวน 15 แห่ง คิดเป็นร้อยละ 100

**ตารางที่ 3 แสดงข้อมูลด้านช่องทางจัดจำหน่าย (Place) จากเว็บไซต์ออนไลน์ของผู้ประกอบการธุรกิจที่พักแรม บูติกแคมป์ ในประเทศไทย**

| ส่วนประสมทางการตลาดออนไลน์ด้านช่องทางจัดจำหน่าย | มีระบุในเว็บไซต์ จำนวนแห่ง (ร้อยละ) | ไม่มีระบุในเว็บไซต์ จำนวนแห่ง (ร้อยละ) | รวม จำนวนแห่ง (ร้อยละ) |
|---|---|---|---|
| มีเว็บไซต์ | 15<br>(100) | 0<br>(0) | 15<br>(100) |
| มีวิดีโอหรือคลิปบนโซเชียลมีเดีย | 6<br>(40) | 9<br>(60) | 15<br>(100) |
| มีการรีวิวบนทริปแอดไวเซอร์ | 15<br>(100) | 0<br>(0) | 15<br>(100) |
| มีระบบการจองตรงหน้าเว็บไซต์ | 15<br>(100) | 0<br>(0) | 15<br>(100) |

| **ส่วนประสมทางการตลาดออนไลน์ด้านช่องทางจัดจำหน่าย** | **มีระบุในเว็บไซต์ จำนวนแห่ง (ร้อยละ)** | **ไม่มีระบุในเว็บไซต์ จำนวนแห่ง (ร้อยละ)** | **รวม จำนวนแห่ง (ร้อยละ)** |
|---|---|---|---|
| มีแชทหน้าเว็บไซต์ | 5 (33) | 10 (67) | 15 (100) |

จากตารางที่ 3 ด้านช่องทางจัดจำหน่ายสรุปผลได้ว่า ผู้ประกอบการธุรกิจที่พักแรมบูติกแคมป์ในประเทศไทย ส่วนใหญ่มีเว็บไซต์มีการรีวิวบนเว็บไซต์ทริปแอดไวเซอร์ และมีระบบการจองตรงหน้าเว็บไซต์ แต่ส่วนใหญ่ไม่มีวิดีโอหรือคลิบบนโซเชียลมีเดียและไม่มีแชทหน้าเว็บไซต์

จากการวิเคราะห์ด้านช่องทางการจัดจำหน่ายพบว่า ผู้ประกอบการธุรกิจที่พักแรมบูติกแคมป์ในประเทศไทย จำนวนทั้งหมด 15 แห่ง ส่วนใหญ่แสดงและไม่แสดงข้อมูลสำคัญด้านช่องทางจัดจำหน่าย คือ (1) แสดงข้อมูลมีเว็บไซต์ จำนวน 15 แห่ง คิดเป็นร้อยละ 100 (2) แสดงข้อมูลมีวิดีโอหรือคลิปบนโซเชียลมีเดีย จำนวน 6 แห่ง คิดเป็นร้อยละ 40 และไม่แสดงข้อมูลมีวิดีโอหรือคลิปบนโซเชียลมีเดีย จำนวน 9 แห่ง คิดเป็นร้อยละ 60 (3) แสดงข้อมูลมีการรีวิวบนทริปแอดไวเซอร์ จำนวน 15 แห่ง คิดเป็นร้อยละ 100 (4) แสดงข้อมูลมีระบบการจองตรงหน้าเว็บไซต์ จำนวน 15 แห่ง คิดเป็นร้อยละ 100 (5) แสดงข้อมูลมีแชทหน้าเว็บไซต์ จำนวน 5 แห่ง คิดเป็นร้อยละ 33 และไม่แสดงข้อมูลมีแชทหน้าเว็บไซต์ จำนวน 10 แห่ง คิดเป็นร้อยละ 67

**ตารางที่ 4 แสดงข้อมูลด้านโปรโมชั่น (Promotion) จากเว็บไซต์ออนไลน์ของผู้ประกอบการธุรกิจที่พักแรม บูติกแคมป์ ในประเทศไทย**

| **ส่วนประสมทางการตลาดออนไลน์ด้านการส่งเสริมการตลาด** | **มีระบุในเว็บไซต์ จำนวนแห่ง (ร้อยละ)** | **ไม่มีระบุในเว็บไซต์ จำนวนแห่ง (ร้อยละ)** | **รวม จำนวนแห่ง (ร้อยละ)** |
|---|---|---|---|
| แพคเกจพิเศษ | 7 (47) | 8 (53) | 15 (100) |
| โครงการ Test and Go | 3 (20) | 12 (80) | 15 (100) |
| โครงการ “เราเที่ยวด้วยกัน” | 1 (7) | 14 (93) | 15 (100) |
| นโยบายการท่องเที่ยวยั่งยืน | 5 (33) | 10 (67) | 15 (100) |

จากตารางที่ 4 ด้านการส่งเสริมการตลาดสรุปผลได้ว่า ผู้ประกอบการธุรกิจที่พักแรมบูติกแคมป์ในประเทศไทย ส่วนใหญ่ไม่แสดงแพคเกจพิเศษ โครงการ Test and Go โครงการ “เราเที่ยวด้วยกัน” และนโยบายการท่องเที่ยวยั่งยืน

จากการวิเคราะห์ด้านการส่งเสริมการตลาดพบว่า ผู้ประกอบการธุรกิจที่พักแรมบูติกแคมป์ในประเทศไทย จำนวนทั้งหมด 15 แห่ง ส่วนใหญ่แสดงและไม่แสดงข้อมูลสำคัญด้านการส่งเสริมการตลาด คือ (1) แสดงข้อมูลแพคเกจพิเศษ จำนวน 7 แห่ง คิดเป็นร้อยละ 47 และไม่แสดงข้อมูลแพคเกจพิเศษ จำนวน 8 แห่ง คิดเป็นร้อยละ 53 (2) แสดงข้อมูลโครงการ Test and Go จำนวน 3 แห่ง คิดเป็นร้อยละ 20 และไม่แสดงข้อมูลโครงการ Test and Go จำนวน 12 แห่ง คิดเป็นร้อยละ 80 (3) แสดงข้อมูลโครงการ “เราเที่ยวด้วยกัน” จำนวน 1 แห่ง คิดเป็นร้อยละ 7 และ ไม่แสดงข้อมูลโครงการ “เราเที่ยวด้วยกัน” จำนวน 14 แห่ง คิดเป็นร้อยละ 93 (4) แสดงข้อมูลนโยบายการท่องเที่ยวยั่งยืน จำนวน 5 แห่ง คิดเป็นร้อยละ 33 และไม่แสดงข้อมูลนโยบายการท่องเที่ยวยั่งยืน จำนวน 10 แห่ง คิดเป็นร้อยละ 33

4.2 วิเคราะห์ความคิดเห็นออนไลน์ของผู้ที่เข้ามาใช้บริการธุรกิจที่พักแรมบูติกแคมป์ในประเทศไทยทั้งหมด 15 แห่ง จำนวน 100 คน ซึ่งแบ่งความคิดเห็น ออกเป็น 2 ด้าน คือ ด้านบวกและด้านลบ และวิเคราะห์ผลออกมาในรูปแบบค่าร้อยละ

**ตารางที่ 5 การแสดงข้อมูลความถี่เกี่ยวกับความคิดเห็นออนไลน์ด้านบวกของผู้ที่เข้ามาใช้บริการธุรกิจที่พักแรมบูติกแคมป์ในประเทศไทย**

| **รายละเอียดคำวิจารณ์** | **ความถี่ของความคิดเห็นออนไลน์ด้านบวก (จำนวนครั้ง)** | | | | | |
|---|---|---|---|---|---|---|
| **ภาค** | **เหนือ** | **กลาง** | **ตะวันออกเฉียงเหนือ** | **ตะวันออก** | **ใต้** | **รวมความคิดเห็นออนไลน์ (จำนวนครั้ง)** |
| มีสิ่งอำนวยความสะดวกในเต็นท์พักครบครัน | 3 | 6 | 5 | 2 | 4 | 21 |
| ความสะอาดเต็นท์พัก | 5 | 5 | 4 | 2 | 4 | 20 |
| บรรยากาศของที่พัก | 7 | 3 | 2 | 3 | 10 | 25 |
| คุ้มค่าราคาที่จ่าย | 10 | 1 | 1 | 1 | 2 | 15 |
| ติดต่อง่าย | 2 | 3 | 1 | 5 | 1 | 12 |
| การเดินทางสะดวก | 3 | 6 | 3 | 1 | 1 | 14 |

| | | | | | | |
|---|---|---|---|---|---|---|
| การส่งเสริมการคลาด | 1 | 2 | 1 | 1 | 1 | 6 |
| รสชาติอาหารเช้าอร่อย | 7 | 5 | 5 | 2 | 8 | 27 |
| กิจกรรมเสริม | 5 | 1 | 1 | 1 | 2 | 10 |
| | | | | **รวม** | | 150 |

จากตารางที่ 5 แสดงข้อมูลความถี่เกี่ยวกับความคิดเห็นออนไลน์ด้านบวก 50 คน/ข้อความ รวมข้อมูลความคิดเห็นทั้งหมด จำนวน 150 ครั้ง พบว่า นักท่องเที่ยวที่มีความคิดเห็นต่อธุรกิจที่พักแรม บูติกแคมป์ประเทศไทย ส่วนใหญ่มีความคิดเห็นว่า (1) รสชาติอาหารเช้าอร่อย จำนวน 27 ครั้ง (2) บรรยากาศของที่พัก จำนวน 25 ครั้ง (3) มีสิ่งอำนวยความสะดวกในเต็นท์พักครบครัน จำนวน 21 ครั้ง (4) ความสะอาดของเต็นท์พัก จำนวน 20 ครั้ง (5) คุ้มค่ากับราคาที่จ่าย จำนวน 15 ครั้ง (6) การเดินทางสะดวก จำนวน 14 ครั้ง (7) ติดต่อง่าย จำนวน 12 ครั้ง (8) กิจกรรมเสริม 10 ครั้ง และ (9) โปรโมชั่น จำนวน 6 ครั้ง

<u>ตัวอย่างคำวิจารณ์ด้านบวก</u>

1. สถานที่ยอดเยี่ยม เต็นท์ที่ยอดเยี่ยม ข้างในเต็นท์มีทุกอย่างที่ต้องการ มินิบาร์ฟรี ไม่มีค่าใช้จ่าย อาหารเช้าอร่อยมาก รสชาติดี พนักงานเป็นกันเอง ใจดีมาก และยิ้มตลอดเวลา

2. บรรยากาศสงบ บริการที่ยอดเยี่ยม การนวดสปาผ่อนคลายพร้อมทิวทัศน์ที่สวยงาม ปางข้างที่น่าประทับใจและน่าจดจำ

3. วิวดีและสถานที่สะดวกสบาย ห้องเต็นท์และห้องน้ำสวยและสะอาด การบริการยอดเยี่ยม

ด้วยการต้อนรับแขกทุกท่านอย่างอบอุ่น อาหารเช้าอร่อย ธรรมชาติที่ดีและบรรยากาศดี

**ตารางที่ 6 การแสดงข้อมูลความถี่เกี่ยวกับความคิดเห็นออนไลน์ด้านลบของผู้ที่เข้ามาใช้บริการธุรกิจที่พักแรมบูติกแคมป์ในประเทศไทย**

| **รายละเอียดคำวิจารณ์** | **ความถี่ของความคิดเห็นออนไลน์ด้านลบ (จำนวนครั้ง)** | | | | | |
|---|---|---|---|---|---|---|
| **ภาค** | **เหนือ** | **กลาง** | **ตะวันออกเฉียงเหนือ** | **ตะวันออก** | **ใต้** | **รวมความคิดเห็นออนไลน์ (จำนวนครั้ง)** |
| มีสิ่งอำนวยความสะดวกในเต็นท์พักไม่ครบ | 3 | 2 | 2 | 2 | 10 | 19 |
| เต็นท์พักไม่สะอาด | 4 | 1 | 2 | 1 | 8 | 16 |
| บรรยากาศของที่พักไม่ดี | 1 | 1 | 1 | 1 | 1 | 5 |

| | | | | | | |
|---|---|---|---|---|---|---|
| ราคาไม่คุ้มกับที่จ่าย | 1 | 1 | 1 | 12 | 10 | 25 |
| ติดต่อยาก | 1 | 2 | 3 | 1 | 1 | 8 |
| การเดินทางไม่สะดวก | 3 | 1 | 1 | 10 | 1 | 16 |
| ไม่มีโปรโมชั่น | 2 | 1 | 1 | 1 | 1 | 6 |
| รสชาติอาหารเช้าไม่อร่อย | 2 | 1 | 3 | 1 | 3 | 10 |
| ไม่มีกิจกรรมเสริม | 5 | 1 | 1 | 1 | 1 | 9 |
| | | | | **รวม** | | 114 |

จากตารางที่ 6 แสดงข้อมูลความถี่เกี่ยวกับความคิดเห็นออนไลน์ด้านลบ 50 คน/ข้อความ รวมข้อมูลความคิดเห็นทั้งหมด จำนวน 114 ครั้ง พบว่า นักท่องเที่ยวที่มีความคิดเห็นต่อธุรกิจที่พักแรม บูติกแคมป์ประเทศไทย ส่วนใหญ่มีความคิดเห็นว่า (1) ราคาไม่คุ้มกับที่จ่ายจำนวน 25 ครั้ง (2) มีสิ่งอำนวยความสะดวกในเต็นท์พักไม่ครบ จำนวน 19 ครั้ง (3) เต็นท์พักไม่สะอาดและการเดินทางไม่สะดวก จำนวนหัวข้อละ 16 ครั้ง (4) รสชาติอาหารเช้าไม่อร่อย จำนวน 10 ครั้ง (5) ไม่มีกิจกรรมเสริม จำนวน 9 ครั้ง (6) ติดต่อยาก จำนวน 8 ครั้ง (7) ไม่มีโปรโมชั่น จำนวน 6 ครั้ง และ (8) ที่พักบรรยากาศไม่ดี จำนวน 5 ครั้ง

<u>ตัวอย่างคำวิจารณ์ด้านลบ</u>

1. มาตรฐานต่ำกว่าความคาดหวังเมื่อเปรียบเทียบกับราคาที่ต้องจ่าย

2. ความสะอาด คือ สิ่งสำคัญในการปรับปรุง สถานที่เลอะเทอะ สกปรกไปทั่ว อาหารเช้าไม่อร่อย เมื่อเทียบกับราคา

3. การจองยุ่งยาก ติดต่อโรงแรมยากมาก พนักงานไม่สามารถให้ข้อมูลได้ การเดินทางไม่ค่อยสะดวก ที่พักอยู่ห่างจากป้ายรถประจำทาง

*4.3 ผลการวิเคราะห์ข้อมูลจากการสัมภาษณ์เชิงลึก*

จากการสัมภาษณ์เชิงลึกกับผู้ใช้บริการธุรกิจที่พักแรม บูติกแคมป์ ในประเทศไทย จำนวน 15 คน เพื่อวิเคราะห์ความคิดเห็นเกี่ยวกับปัจจัยที่สร้างความมั่นใจในการใช้บริการของลูกค้า ในช่วงการแพร่ระบาดของเชื้อไวรัสโควิด-19 โดยสรุปผลการสัมภาษณ์ได้ดังนี้

4.3.1. ลูกค้าส่วนใหญ่เลือกใช้บริการที่พักแรม บูติก แคมป์ ในประเทศไทย ในช่วงสถานการณ์การแพร่ระบาดของเชื้อไวรัสโควิด-19 เนื่องจากลูกค้าเห็นว่าที่พักเป็นสถานที่ที่อยู่ท่ามกลางธรรมชาติ ไม่แออัด บรรยากาศร่มรื่น วิวสวย อากาศบริสุทธิ์ เงียบสงบ และปลอดภัย

4.3.2. ลูกค้าส่วนใหญ่เห็นว่าการเลือกใช้บริการที่พักแรม บูติก แคมป์ ในประเทศไทย ในช่วงสถานการณ์การแพร่ระบาดของเชื้อไวรัสโควิด-19 นั้น เนื่องมาจากที่พักแรมมีการจัดการด้านการจำกัดจำนวนผู้เข้าใช้บริการในแต่ละวัน เพื่อที่จะลดความแออัดและลดการแพร่ระบาดของเชื้อไวรัสได้

4.3.3 ลูกค้าส่วนใหญ่เห็นว่าในช่วงการแพร่ระบาดของเชื้อไวรัสโควิด-19 นั้น ทางธุรกิจที่พักแรม บูติก แคมป์ ในประเทศไทย ควรมีมาตรการและแนวทางปฏิบัติตามประกาศและคำสั่งของกรมควบคุมโรคติดต่อ เช่น มีการสอบถามข้อมูลการฉีดวัคซีนป้องกันโรควิด-19 หรือมีผลการตรวจหาเชื้อไวรัสโควิด-19 (ATK) ก่อนลูกค้าเข้ามาใช้บริการ รวมถึงที่พักมีการทำความสะอาดฆ่าเชื้อเต็นท์พักก่อนและหลังจากการใช้บริการทุกครั้ง

## 5. อภิปรายผล

จากการศึกษาส่วนประสมทางการตลาดออนไลน์จากเว็บไซต์ของที่พักแรมบูติกแคมป์ในประเทศไทย ข้อมูลด้านผลิตภัณฑ์ส่วนใหญ่มีการนำเสนอการระบุลักษณะพิเศษ ข้อมูลเต็นท์พัก และสิ่งอำนวยความสะดวกในเต็นท์พัก แต่ส่วนใหญ่ไม่แสดงข้อมูลด้านมาตรฐานความปลอดภัยของที่พัก ซึ่งเป็นปัจจัยที่ช่วยเพิ่มความมั่นใจในการเข้าใช้บริการของลูกค้า ข้อมูลด้านราคาส่วนใหญ่ไม่แสดงราคาพิเศษและสกุลเงินอื่น ทำให้เกิดความไม่สะดวกสำหรับลูกค้าที่ใช้สกุลเงินอื่น ข้อมูลด้านช่องทางจัดจำหน่ายส่วนใหญ่มีเว็บไซต์ มีการรีวิวบนเว็บไซต์ทริปแอดไวเซอร์ และมีระบบการจองตรงหน้าเว็บไซต์ แต่ควรเพิ่มคลิปวิดีโอที่แสดงให้เห็นถึงความน่าสนใจของที่พัก ด้านส่งเสริมการตลาด ส่วนใหญ่ไม่แสดงแพคเกจพิเศษ และโครงการท่องเที่ยวต่างๆ ที่รัฐบาลจัดขึ้น เพื่อเพิ่มสภาพคล่องให้ผู้ประกอบการและช่วยฟื้นฟูเศรษฐกิจของประเทศ เป็นต้น จากการศึกษาคำวิจารณ์จากเว็บไซต์ออนไลน์ของธุรกิจที่พักแรมบูติกแคมป์ ด้านบวกคือ สถานที่ยอดเยี่ยม บรรยากาศสงบและวิวสวย ทั้งนี้ควรพัฒนาเรื่องความสะอาด และควรเพิ่มช่องทางในการจองห้องพักให้มากขึ้น เพื่อให้ลูกค้าเกิดความสะดวกและตัดสินใจจองห้องพักได้ทันที และจากการสัมภาษณ์ลูกค้าส่วนใหญ่ชอบสถานที่ที่ไม่แออัด มีบรรยากาศร่มรื่น มีมาตรการและแนวทางที่ปฏิบัติตามประกาศและคำสั่งของกรมควบคุมโรคติดต่อ ในการป้องกันเชื้อโควิด-19 การจำกัดจำนวนคนเข้าพักเป็นปัจจัยที่ทำให้ลูกค้ามั่นใจเลือกเข้าใช้บริการเพิ่มมากขึ้น

## 6. ข้อเสนอแนะ

1.จากการศึกษาเนื้อหาที่ปรากฏบนเว็บไซต์ เรื่องการวิเคราะห์ส่วนประสมทางการตลาดออน ไลน์ 4Ps ของที่พักแรม บูติกแคมป์ ในประเทศไทย พบว่า ธุรกิจที่พักแรมบางแห่งไม่แสดงข้อมูลส่วนประสมทางการตลาด ไม่ว่าจะเป็นเป็นทางด้านผลิตภัณฑ์ ด้านราคา ด้านช่องทางจัดจำหน่าย และด้านการส่งเสริมการตลาด ดังนั้นธุรกิจที่พักแรมทุกแห่งควรหันมาพัฒนาในการอัพเดทข้อมูลส่วนประสมทางการตลาด ทางเว็บไซต์ให้มากยิ่งขึ้น เนื่องจากมีผลต่อการตัดสินใจของลูกค้าในการเลือกใช้บริการธุรกิจที่พักแรม บูติก แคมป์ ในประเทศไทย

2. จากการสำรวจคำวิจารณ์ออนไลน์ของลูกค้าเกี่ยวกับการใช้บริการที่พักแรมบูติกแคมป์ในประเทศไทยทั้งด้านบวกและด้านลบ โดยคำวิจารณ์ด้านบวกสิ่งไหนที่ดีอยู่แล้วก็ควรพัฒนาให้ดีเยี่ยมยิ่ง ๆ ขึ้นไปไม่ว่าจะเป็นด้านรสชาติของอาหาร ด้านบรรยากาศของที่พัก ด้านสิ่งอำนวยความสะดวกในเต็นท์พัก และด้านความสะอาดของที่พักเป็นต้น ส่วนคำวิจารณ์ด้านลบธุรกิจที่พักแรมควรพัฒนาจุดบกพร่องในด้านต่าง ๆ ไม่ว่าจะเป็นด้านราคาที่อาจจะแพงเกินไปเมื่อเทียบกับการบริการที่ลูกค้าได้รับธุรกิจที่พักแรมอาจใช้วิธีการจัดโปรโมชั่นให้เป็นที่ดึงดูดและน่าสนใจมากยิ่งขึ้น ในด้านเต็นท์ที่พักควรทำสะอาดก่อนและหลังจากการใช้บริการทุกครั้ง ในด้านความสะดวกควรมีรถรับ-ส่ง ไว้คอยบริการสำหรับลูกค้าที่เดินทางด้วยระบบขนส่งสาธารณะ เพื่อเพิ่มความสะดวกให้กับลูกค้าที่เข้ามาใช้บริการมากยิ่งขึ้น

3. จากการสำรวจความคิดเห็นของลูกค้าเกี่ยวกับปัจจัยที่สร้างความมั่นใจในการใช้บริการของที่พักแรมบูติกแคมป์ในประเทศไทย ในช่วงการแพร่ระบาดของเชื้อไวรัสโควิด-19 ผู้ประกอบการควรพัฒนาเรื่องการยกระดับมาตรการด้านความสะอาดหรือความปลอดภัยด้านสุขอนามัย เพื่อให้ลูกค้าเกิดความมั่นใจมากยิ่งขึ้น

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# การวิเคราะห์กลยุทธ์การตลาดออนไลน์ของธุรกิจของโรงแรมระดับ 3 ดาวในพัทยา จังหวัดชลบุรี

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**บทคัดย่อ**

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) เพื่อศึกษาการนำเสนอส่วนประสมทางการตลาดของธุรกิจโรงแรม 3 ดาวในพัทยา จังหวัดชลบุรี โดยวิเคราะห์จากเนื้อหาที่ปรากฏบนเว็บไซต์ 2) เพื่อสำรวจคำวิจารณ์ออนไลน์ของลูกค้าที่มีต่อที่พักระดับ 3 ดาวในพัทยา จังหวัดชลบุรีโดยจำแนกออกเป็นคำวิจารณ์เชิงบวกและเชิงลบ 3) เพื่อสัมภาษณ์ความคิดเห็นของลูกค้าเกี่ยวกับปัจจัยที่สร้างความมั่นใจในการใช้บริการของลูกค้า ในช่วงการระบาดของโควิด-19 การวิจัยครั้งนี้ผู้วิจัยได้เก็บรวมรวมข้อมูลการตลาดต่าง ๆ ผ่านทางเว็บไซต์ของธุรกิจโรงแรมระดับ 3 ดาวในพัทยา จังหวัดชลบุรีจากกลุ่มตัวอย่างทั้งหมด 20 แห่งและความคิดเห็นออนไลน์ของนักท่องเที่ยวชาวไทยและชาวต่างชาติที่เคยพักในโรงแรมระดับ 3 ดาวในพัทยา จังหวัดชลบุรี จำนวน 50 คน/ข้อความ รวมถึงการสัมภาษณ์ความคิดเห็นในด้านปัจจัยที่สร้างความมั่นใจในการใช้บริการของลูกค้าหรือผู้ใช้บริการในช่วงการระบาดของโควิด-19 ผลการวิจัยพบว่าผู้ประกอบการธุรกิจโรงแรมส่วนใหญ่  ในด้านผลิตภัณฑ์นั้นมีจำนวนโรงแรมที่ไม่แสดงขนาดห้องพักบนหน้าเว็บไซต์ จำนวน 11 แห่งจาก 20 แห่งที่ทำการสำรวจ ด้านราคาพบว่ามีโรงแรมจำนวน 15 แห่งไม่แสดงราคาสำหรับช่วงเทศกาล ด้านช่องทางจัดจำหน่ายมีโรงแรมจำนวน 12 แห่ง ไม่แสดงไลน์ออฟฟิศแอปพลิเคชันในเว็บไซต์ ด้านการส่งเสริมการตลาดมีโรงแรม 17 แห่ง ไม่แสดงฟรีอาหารเช้าในเว็บไซต์ คำวิจารณ์ด้านบวกพบว่าผู้ใช้บริการชื่นชมในการแสดงแผนที่ของโรงแรมอย่างชัดเจน และทำเลที่ตั้งของโรงแรมเข้าถึงได้ง่าย คำวิจารณ์ด้านลบพบว่า ห้องมีกลิ่นเหม็นและมีเสียงรบกวนจากการก่อสร้าง

**คำสำคัญ :** ส่วนประสมทางการตลาด  คำวิจารณ์ออนไลน์ โรงแรมระดับ 3 ดาว

## 1. บทนำ

*1.1 ที่มาและความสำคัญของปัญหา*

โรงแรมเป็นสถานที่ประกอบการเชิงการค้าที่นักธุรกิจก่อตั้งขึ้นเพื่อบริการผู้เดินทางในเรื่องของที่พักอาศัย อาหาร และบริการอื่น ๆ (สุรีย์ เข็มทอง, 2552) โดยธุรกิจโรงแรมเป็นธุรกิจหนึ่งที่อยู่คู่กับการท่องเที่ยวเมืองพัทยา จังหวัดชลบุรี โดยเฉพาะโรงแรมระดับ 3 ดาว ที่นักท่องเที่ยวหรือผู้ใช้บริการไว้วางใจเข้าไปใช้บริการ เนื่องจากเป็นระดับดาวที่ได้มาตรฐาน มีสิ่งอำนวยความสะดวกเพียงพอกับความต้องการของลูกค้าและราคาจับต้องได้ ในปัจจุบันโรงแรมระดับ 3 ดาวในพัทยา จังหวัดชลบุรีนั้นมีการเจริญเติบโตอย่างรวดเร็วและแข่งขันสูง  เนื่องจากมีนักท่องเที่ยวทั้งชาวไทยและต่างชาติมาท่องเที่ยวเป็นจำนวนมาก โดยโรงแรมที่มี

ความสามารถดึงดูดรายได้เข้ามาได้ดีจะต้องมีชื่อเสียงและภาพลักษณ์ที่ดี ดังนั้นธุรกิจโรงแรมส่วนใหญ่จึงได้มีการปรับเปลี่ยนกลยุทธ์ทางการตลาดให้ตรงกับความคาดหวังของลูกค้า โดยเฉพาะในช่วงสถานการณ์แพร่ระบาดโควิด-19 จะพบว่าโรงแรมส่วนใหญ่หันมาทำการตลาดออนไลน์ (Online Marketing) กันมากขึ้นเนื่องจากเป็นวิธีที่ลงทุนต่ำแต่ลูกค้าสามารถเข้าถึงได้จากทุกที่ จะพบได้ว่าจากการเจริญเติบโตของประชากรในสื่อสังคมออนไลน์ (Social Media) นั้นสร้างความเปลี่ยนแปลงในโลกของธุรกิจเป็นอย่างมาก โดยเฉพาะอย่างยิ่งในเรื่องของการทำการตลาดที่ใช้สื่อสังคมออนไลน์ (Social Media) กลายมาเป็นช่องทางหลักในการสื่อสารไม่ใช่แต่เพียงการโฆษณา ประชาสัมพันธ์เท่านั้น แต่ยังกลายมาเป็นอีกหนึ่งช่องทางสำคัญที่ทำให้ผู้บริโภคที่ไม่รู้จักกันมาก่อนก็สามารถที่จะพูดคุยแลกเปลี่ยนข้อมูลกันได้

ในการบริหารจัดการโรงแรมระดับ 3 ดาวในพัทยา จังหวัดชลบุรี ให้ตอบสนองความต้องการและสร้างความพึงพอใจให้แก่กลุ่มลูกค้านั้น ผู้วิจัยใช้กลยุทธ์ส่วนประสมทางการตลาด “4 Ps” ได้แก่ Product, Price, Place, Promotion การผสมผสานองค์ประกอบของส่วนประสมทางการตลาดอย่างเหมาะสม สามารถนำมาใช้กระตุ้นการตอบสนองของลูกค้าหรือผู้ใช้บริการได้ ผู้วิจัยมีแนวคิดว่า ปัจจัยส่วนประสมทางการตลาดจะเป็นสิ่งสนับสนุนทำให้โรงแรมระดับ 3 ดาวในพัทยา จังหวัดชลบุรีประสบความสำเร็จในการบริหารจัดการ

ผู้วิจัยจึงสนใจวิเคราะห์กลยุทธ์การตลาดออนไลน์ของธุรกิจของโรงแรมระดับ 3 ดาวในพัทยา จังหวัดชลบุรี โดยใช้ส่วนประสมทางการตลาด 4 Ps เพื่อตรวจสอบทางออนไลน์ว่าแต่ละโรงแรม 3 ดาวในพัทยา จังหวัดชลบุรี นั้นประกอบด้วยส่วนประสมทางการตลาดหรือไม่และในแต่ละองค์ประกอบนั้นสิ่งใดคือสิ่งที่ลูกค้าให้ความสำคัญมากที่สุด เพื่อจะได้ทราบว่าในการบริหารจัดการโรงแรมระดับ 3 ดาว ในเขตพัทยา จังหวัดชลบุรีควรให้ความสำคัญกับสิ่งใดมากที่สุด และรองลงมาคือสิ่งใด ผลการวิจัยจะเป็นประโยชน์ต่อการบริหารโรงแรมและทำให้ธุรกิจโรงแรมระดับ 3 ดาว มีจำนวนผู้มาใช้บริการมากขึ้นจนประสบผลสำเร็จในการดำเนินธุรกิจอย่างยั่งยืน

*1.2 วัตถุประสงค์ในการวิจัย*

1. เพื่อศึกษาการนำเสนอส่วนประสมทางการตลาดของธุรกิจโรงแรม 3 ดาวในพัทยา จังหวัดชลบุรี โดยวิเคราะห์จากเนื้อหาที่ปรากฏบนเว็บไซต์
2. เพื่อสำรวจคำวิจารณ์ออนไลน์ของลูกค้าที่มีต่อที่พักระดับ 3 ดาวในพัทยา จังหวัดชลบุรีโดยจำแนกออกเป็นคำวิจารณ์เชิงบวกและเชิงลบ
3. เพื่อสัมภาษณ์ความคิดเห็นของลูกค้าเกี่ยวกับปัจจัยที่สร้างความมั่นใจในการใช้บริการของลูกค้าในช่วงการระบาดของโควิด-19

*1.3 ประโยชน์ที่คาดว่าจะได้รับ*

1. เพื่อให้ผู้ประกอบการทราบถึงปัจจัยส่วนบุคคลที่มีผลต่อการตัดสินใจซื้อของลูกค้าชาวไทยและชาวต่างชาติ ในธุรกิจของโรงแรม 3 ดาวในพัทยา จังหวัดชลบุรี
2. เพื่อให้ผู้ประกอบการนำผลการวิจัยกลยุทธ์ทางการตลาดออนไลน์ที่ได้ทำการศึกษามาปรับใช้กับธุรกิจโรงแรม 3 ดาวในพัทยา ชลบุรี และพัฒนาโรงแรมให้เป็นไปตามสิ่งที่ลูกค้าชาวไทยและชาวต่างชาติต้องการเพื่อตอบสนองความต้องการของลูกค้าให้มากที่สุด

3. เพื่อเป็นประโยชน์ต่อผู้ที่ศึกษาหรือสนใจทำวิจัยต่อยอดจากการวิจัยครั้งนี้

*1.4 ขอบเขตการวิจัย*

ศึกษาการตลาดจากเว็บไซต์ของธุรกิจโรงแรมระดับ 3 ดาวในพัทยาจากกลุ่มตัวอย่าง 20 แห่ง รวมไปถึงความคิดเห็นของนักท่องเที่ยวชาวไทยและชาวต่างชาติที่มีต่อที่พักระดับ 3 ดาวในพัทยา จังหวัดชลบุรี โดยกลุ่มตัวอย่างที่จะใช้เป็นตัวแทนของการศึกษาวิจัยคือข้อความแสดงความคิดเห็นของนักท่องเที่ยวชาวไทยและชาวต่างชาติต่อที่พักระดับ 3 ดาวในพัทยา จังหวัดชลบุรีจากเว็บไซต์ ในช่วงเดือนกุมภาพันธ์-มีนาคม 2565

**2. การทบทวนวรรณกรรม**

งานวิจัยนี้ได้ทำการวิเคราะห์ส่วนประสมทางการตลาดจากเว็บไซต์ออนไลน์ของธุรกิจโรงแรมในประเทศไทย และความคิดเห็นออนไลน์ของนักท่องเที่ยวที่เคยพักในธุรกิจโรงแรมระดับ 3 ดาว ผู้วิจัยได้ทำการสืบค้นจาก วรรณกรรม หรือทฤษฎีที่มีส่วนเกี่ยวข้องกับงานวิจัย จากแหล่งข้อมูลทุติยภูมิ อันได้แก่ สื่อออนไลน์ บทความเชิงวิชาการ ทฤษฎีต่างๆ รวมถึงงานวิจัยที่เกี่ยวข้องกับงานวิจัยนี้ เพื่อนำมาอ้างอิงและเป็น แนวทางในการวิเคราะห์ ซึ่งมีดังต่อไปนี้

*2.1 ทฤษฎีส่วนประสมทางการตลาด*

คอตเลอร์, ฟิลลิป อ้างถึงใน Passakorn Tipcha (2560) กล่าวว่า ส่วนประสมทางการตลาด (Marketing Mix) หมายถึง เครื่องมือทางการตลาดที่สามารถควบคุมได้ ซึ่งกิจการผสมผสานเครื่องมือ เหล่านี้ให้สามารถตอบสนองความต้องการและสร้างความพึงพอใจให้แก่กลุ่มลูกค้าเป้าหมาย ส่วนประสม การตลาด ประกอบด้วยทุกสิ่งทุกอย่างที่กิจการใช้เพื่อให้มีอิทธิพลโน้มน้าวความต้องการผลิตภัณฑ์ของ กิจการ ส่วนประสมการตลาดแบ่งออกเป็นกลุ่มได้ 4 กลุ่ม ดังที่รู้จักกันว่าคือ “4 Ps” อันได้แก่

1. ผลิตภัณฑ์ (Product) ลักษณะบางประการของผลิตภัณฑ์ของบริษัทที่อาจกระทบต่อ พฤติกรรมการซื้อของผู้บริโภค คือ ความใหม่ความสลับซับซ้อนและคุณภาพที่คนรับรู้ได้ของผลิตภัณฑ์ ผลิตภัณฑ์ที่ใหม่และสลับซับซ้อนอาจต้องมีการตัดสินใจอย่างกว้างขวาง ถ้าเรารู้เรื่องเหล่านี้แล้วในฐานะ นักการตลาดเราควรจะเสนอทางเลือกที่ง่ายกว่า ผู้บริโภคมีความคุ้นเคยเพื่อให้ผู้บริโภคที่ไม่ต้องการ เสาะแสวงหาทางเลือกอย่างกว้างขวางในการพิจารณา ส่วนในเรื่องของรูปร่างของผลิตภัณฑ์ตลอดจน หีบห่อและป้ายฉลาก สามารถก่ออิทธิพลต่อกระบวนการซื้อของผู้บริโภค หีบห่อที่สะดุดตาอาจทำให้ผู้บริโภคเลือกไว้เพื่อพิจารณา ประเมินเพื่อการตัดสินใจซื้อ ป้ายฉลากที่แสดงให้ผู้บริโภคเห็น คุณประโยชน์ของผลิตภัณฑ์ที่สำคัญก็จะทำให้ผู้บริโภคประเมินสินค้าเช่นกัน สินค้าคุณภาพสูงหรือสินค้า ที่ปรับเข้ากับความต้องการบางอย่างของผู้ซื้อมีอิทธิพลต่อการซื้อด้วย

2. ราคา (Price) ราคามีอิทธิพลต่อพฤติกรรมการซื้อก็ต่อเมื่อผู้บริโภคทำการประเมินทางเลือก และทำการตัดสินใจ โดยปกติผู้บริโภคชอบผลิตภัณฑ์ราคาต่ำนักการตลาดจึงควรคิดราคาน้อย ลด ต้นทุนการซื้อหรือทำให้ผู้บริโภคตัดสินใจด้วยลักษณะอื่นๆ สำหรับการตัดสินใจอย่างกว้างขวางผู้บริโภค มักพิจารณารายละเอียดโดยถือเป็นอย่างหนึ่งในลักษณะทั้งหลายที่เกี่ยวข้องสำหรับสินค้าฟุ่มเฟือย ราคาสูงไม่ทำให้การซื้อลดน้อยลง นอกจากนี้ราคายังเป็นเครื่องประเมินคุณค่าของผู้บริโภคซึ่งก็ติดตามด้วยการซื้อ

3. ช่องทางการจัดจำหน่าย (Placement-Channel of Distribution) กลยุทธ์ของนักการตลาดใน การทำให้มีผลิตภัณฑ์ไว้พร้อมจำหน่าย สามารถก่ออิทธิพลต่อการพบผลิตภัณฑ์ แน่นอนว่าสินค้าที่มี จำหน่ายแพร่หลายและง่ายที่จะซื้อก็จะทำให้ผู้บริโภคนำไปประเมินประเภทของช่องทางที่นำเสนอก็อาจ ก่ออิทธิพลต่อการรับรู้ภาพพจน์ของผลิตภัณฑ์ เช่น สินค้าที่มีของแถมในร้านเสริมสวยชั้นดีใน ห้างสรรพสินค้าทำให้สินค้ามีชื่อเสียงมากกว่านำไปใช้บนชั้นวางของในซุปเปอร์มาร์เก็ต

4. การส่งเสริมการตลาด (Promotion-Marketing Communication) การส่งเสริมการตลาด สามารถก่ออิทธิพลต่อผู้บริโภคได้ทุกขั้นตอนของกระบวนการตัดสินใจซื้อ ข่าวสารที่นักตลาดส่งไปอาจ 140 เตือนใจให้ผู้บริโภครู้ว่าเขามีปัญหา สินค้าของนักการตลาดสามารถแก้ไขปัญหาได้และมันสามารถส่ง มอบให้ได้มากกว่าสินค้าของคู่แข่ง เมื่อได้ข่าวสารหลักการซื้อเป็นการยืนยันว่าการตัดสินใจซื้อของลูกค้าถูกต้อง

*2.2 แนวคิดและทฤษฎีเกี่ยวกับการตลาดออนไลน์*

ทวีศักดิ์ กาญจนสุวรรณ อ้างถึงใน ธนิดา อัศวโยธนิ (2561) การตลาดออนไลน์ เป็นการนำเสนอผลิตภัณฑ์หรือบริการที่ใช้อินเทอร์เน็ตเป็นสื่อกลางที่ช่วยในการโฆษณา ประชาสัมพันธ์ และใช้เป็น ช่องทางในการติดต่อสื่อสารกันระหว่างเจ้าของธุรกิจกับลูกค้า เป็นการลงทุนทำการตลาดที่มีราคาไม่สูง สามารถแก้ไขหรืออัพเดตข้อมูลได้เสมอ ไม่ว่าจะเป็นการโพสต์ หรือแชร์ข้อมูลข่าวสารที่ธุรกิจต้องการให้ ลูกค้าทราบ ก็สามารถทำได้อย่างง่าย สะดวก และรวดเร็ว เกิดจากการเข้ามาของการพาณิชย์ อิเล็กทรอนิกส์ (E-Commerce) ซึ่งเป็นการดำเนินธุรการทางการค้าผ่านสื่ออิเล็กทรอนิกส์ การใช้ เทคโนโลยีเป็นสื่อกลางระหว่างผู้ที่เกี่ยวข้อง ได้แก่ ตัวบุคคล องค์กร หรือตัวบุคคลกับองค์กร เพื่อช่วย สนับสนุนและอำนวยความสะดวกในการดำเนินกิจกรรมต่างๆ

*2.3 งานวิจัยที่เกี่ยวข้อง*

ณัฐธิดา เทพสุทิน (2558) ศึกษาเรื่องปัจจัยที่มีอิทธิพลต่อการเลือกใช้บริการโรงแรม 4 ดาวในขึ้นไปของนักท่องเที่ยวชาวไทยในพัทยา ผลปรากฏว่า ทางด้านปัจจัยส่วนประสมทางการตลาดนั้น ปัจจัยด้านบุคลากรและรักษาความปลอดภัย ปัจจัยด้านช่องทางการจัดจำหน่าย เป็นปัจจัยสำคัญที่มีอิทธิพลต่อการเลือกใช้บริการโรงแรม 4 ดาวในขึ้นไปของนักท่องเที่ยวชาวไทยในพัทยา

## 3. วิธีดำเนินการวิจัย

*3.1 เครื่องมือที่ใช้ในการวิจัย*

ส่วนที่ 1 แบบสำรวจเนื้อหาที่ปรากฏบนเว็บไซต์ของธุรกิจโรงแรมระดับ 3 ดาวในพัทยา จังหวัดชลบุรี จากกลุ่มตัวอย่างทั้งหมด 20 แห่ง จำแนกโดยใช้ส่วนประสมทางการตลาด (4Ps) ประกอบด้วย 1. ด้านผลิตภัณฑ์ (Product) 2. ด้านราคา (Price) 3. ด้านช่องทางจัดจำหน่าย (Place) 4. ด้านการส่งเสริมการตลาด (Promotion) โดยระบุจำนวนจำนวนโรงแรมลงในช่องรายการที่พบเนื้อหาที่ปรากฏบนเว็บไซต์

ส่วนที่ 2 แบบสำรวจคำวิจารณ์ออนไลน์ของลูกค้าเกี่ยวกับการบริการของโรงแรมระดับ 3 ดาวในพัทยา จังหวัดชลบุรี ทั้งหมด จำนวน 50 คน/ข้อความ โดยจำแนกออกเป็นคำวิจารณ์เชิงบวกและเชิงลบ

ส่วนที่ 3 แบบสัมภาษณ์ความคิดเห็นของลูกค้าเกี่ยวกับปัจจัยที่สร้างความมั่นใจในการใช้บริการโรงแรมของลูกค้า ในช่วงสถานการณ์ระบาดของโควิด-19

*3.2 การเก็บรวบรวมข้อมูล*

การวิจัยครั้งนี้ผู้วิจัยได้เก็บรวมรวมข้อมูลการตลาดต่าง ๆ ผ่านทางเว็บไซต์ของโรงแรมระดับ 3 ดาวในพัทยา จังหวัดชลบุรีโดยมีขั้นตอนดังนี้

1. ค้นหาเว็บไซต์ของธุรกิจโรงแรมระดับ 3 ดาวในพัทยา จังหวัดชลบุรี

2. ผู้วิจัยนำข้อมูลที่ปรากฏบนเว็บไซต์มาวิเคราะห์ และเปรียบเทียบข้อมูลของแต่ละโรงแรม ทั้งยังจัดหมวดหมู่ข้อมูลที่ได้เป็นส่วนประสมทางการตลาดทั้ง 4 ด้าน ดังนี้ 1. ด้านผลิตภัณฑ์ (Product) 2. ด้านราคา (Price) 3. ด้านช่องทางจัดจำหน่าย (Place) 4. ด้านการส่งเสริมการตลาด (Promotion)

3. ผู้วิจัยได้รวบรวมความคิดเห็นออนไลน์ของลูกค้าที่มีต่อการบริการของโรงแรมระดับ 3 ดาวในพัทยา จังหวัดชลบุรี ทั้งหมด 20 แห่ง โดยแบ่งความคิดเห็นออกเป็น 2 ด้าน คือ ด้านบวกจำนวน 142 คน / ข้อความ และด้านลบ 58 คน / ข้อความ ตามจำนวนข้อความที่ปรากฏในเว็บไซต์ของแต่ละโรงแรม

4. ผู้วิจัยได้สัมภาษณ์ความคิดเห็นของลูกค้าชาวไทยและชาวต่างชาติเกี่ยวกับปัจจัยที่สร้างความมั่นใจในการใช้บริการโรงแรมระดับ 3 ดาวของลูกค้า ในช่วงสถานการณ์ระบาดของโควิด-19

*3.3 การวิเคราะห์ข้อมูล*

ในงานวิจัยนี้ใช้วิธีการวิเคราะห์เนื้อหา (Content Analysis) เพื่อใช้ในการกำหนดขอบเขต เนื้อหาสารสนเทศ ซึ่งผู้วิจัยได้วิเคราะห์ข้อมูล โดยการรวบรวมข้อมูลที่ปรากฏบนเว็บไซต์ธุรกิจโรงแรมระดับ 3 ดาวในพัทยา จังหวัดชลบุรีข้อมูลประเภทสารสนเทศที่ปรากฏ ข้อมูลทุติยภูมิ และเรียบเรียงลำดับข้อมูลดังกล่าวให้เป็นไปตามวัตถุประสงค์ที่ตั้งไว้ในข้างต้น แล้วจึงทำการรายงานผลดังกล่าว

## 4. ผลการวิจัยและอภิปรายผล

*4.1 การศึกษาการตลาดจากเว็บไซต์ของผู้ประกอบการโรงแรม*

จากการศึกษาการตลาดผ่านเว็บไซต์ของผู้ประกอบการโรงแรมระดับ 3 ดาว ในพัทยา จังหวัดชลบุรี แต่ละแห่งจากเว็บไซต์ของธุรกิจโรงแรมระดับ 3 ดาวในพัทยาจากกลุ่มตัวอย่างทั้งหมด 20 แห่ง โดยวิเคราะห์ถึงสิ่งที่ลูกค้าต้องการทราบแต่ไม่แสดงในเว็บไซต์เพื่อให้ผู้ประกอบการนำไปปรับปรุง โดยแยกประเด็นตามส่วนประสมทางการตลาด (4Ps Mix Marketing) ดังนี้

**ตารางที่1 แสดงข้อมูลด้านผลิตภัณฑ์(Product) จากเว็บไซต์ออนไลน์ของผู้ประกอบการโรงแรมระดับ 3 ดาว ในพัทยา จังหวัดชลบุรี**

| หัวข้อด้านผลิตภัณฑ์ บนหน้าเว็บไซต์ | จำนวนโรงแรมที่มีปรากฏในเว็บไซต์ | ร้อยละ | จำนวนโรงแรมที่ไม่ปรากฏในเว็บไซต์ | ร้อยละ | รวม |
|---|---|---|---|---|---|
| 1. ชนิดของห้องพัก | 19 | 95 | 1 | 5 | 20 |
| 2. สิ่งอำนวยความสะดวก | 18 | 90 | 2 | 20 | 20 |

| | | | | | |
|---|---|---|---|---|---|
| 3. ขนาดห้องพัก | 9 | 45 | 11 | 55 | 20 |
| 4. จำนวนห้องพัก | 10 | 50 | 10 | 50 | 20 |
| 5. ภาพห้องพัก | 20 | 100 | 0 | 0 | 20 |

จากตารางที่ 1 พบว่าผู้ประกอบการโรงแรมระดับ 3 ดาวในเขตพัทยา จังหวัดชลบุรี ทั้งหมดจำนวน 20 แห่ง ไม่แสดงข้อมูล ด้านห้องพักจากเว็บไซต์ออนไลน์ ดังนี้ (1) ชนิดห้องพักจำนวน 1 แห่งหรือร้อยละ 5 (2) สิ่งอำนวยความ สะดวกสบายในห้องพัก จำนวน 2 แห่งหรือร้อยละ 20 (3) ขนาดของห้องพัก จำนวน 11 แห่งหรือร้อยละ 55 (4) จำนวนของห้องพัก 10 แห่งหรือร้อยละ 50 (5) แสดงภาพของ จำนวน 0 แห่งหรือร้อยละ 0

**ตารางที่2 แสดงข้อมูลด้านราคาห้องพัก (Price) จากเว็บไซต์ออนไลน์ของผู้ประกอบการโรงแรมระดับ 3 ดาว ในพัทยา จังหวัดชลบุรี**

| หัวข้อด้านผลิตภัณฑ์ บนหน้าเว็บไซต์ | จำนวนโรงแรมที่มี ปรากฏในเว็บไซต์ | ร้อยละ | จำนวนโรงแรมที่ไม่ ปรากฏในเว็บไซต์ | ร้อยละ | รวม |
|---|---|---|---|---|---|
| 1. แสดงราคาสำหรับช่วงเทศกาล วันหยุดนักขัตฤกษ์ | 5 | 25 | 15 | 75 | 20 |
| 2. แสดงราคาตามชนิดที่พัก | 17 | 85 | 3 | 15 | 20 |
| 3. แสดงราคาสกุลเงินอื่น | 8 | 40 | 12 | 60 | 20 |

จากตารางที่ 2 พบว่า ผู้ประกอบการโรงแรมระดับ 3 ดาว ในพัทยา จังหวัดชลบุรี ทั้งหมดจำนวน 20 แห่ง ส่วนใหญ่ไม่แสดงข้อมูลสำคัญด้านราคาห้องพัก คือ (1) แสดงราคาสำหรับช่วงเทศกาล วันหยุดนักขัตฤกษ์ จำนวน 15 แห่งหรือร้อยละ 75 (2) แสดงราคาตามชนิดที่พัก จำนวน 3 แห่งหรือร้อยละ 15 (3) แสดงราคาสกุลเงินอื่น จำนวนหัวข้อละ 12 แห่งหรือร้อยละ 60

**ตารางที่ 3 แสดงข้อมูลด้านช่องทางจัดจำหน่าย (Place) จากเว็บไซต์ออนไลน์ของผู้ประกอบการโรงแรมระดับ 3 ดาว ในพัทยา จังหวัดชลบุรี**

| หัวข้อด้านผลิตภัณฑ์ บนหน้าเว็บไซต์ | จำนวนโรงแรมที่มี ปรากฏในเว็บไซต์ | ร้อยละ | จำนวนโรงแรมที่ไม่ ปรากฏในเว็บไซต์ | ร้อยละ | รวม |
|---|---|---|---|---|---|
| 1. เบอร์โทรศัพท์ติดต่อ | 20 | 100 | 0 | 0 | 20 |
| 2.โต้ตอบจดหมายอิเล็กทรอนิกส์ | 14 | 70 | 6 | 30 | 20 |
| 3. แอปพลิเคชันเฟซบุ๊ก | 15 | 75 | 5 | 25 | 20 |
| 4. แผนที่แสดงที่อยู่ | 13 | 65 | 7 | 35 | 20 |
| 5. ไลน์ออฟฟิศแอปพลิเคชัน | 8 | 40 | 12 | 60 | 20 |

จากตารางที่ 3 พบว่า ผู้ประกอบการโรงแรมระดับ 3 ดาว ในพัทยา จังหวัดชลบุรี ทั้งหมดจำนวน 20 แห่ง ไม่แสดงข้อมูลสำคัญด้านช่องทางจัดจำหน่าย คือ (1) เบอร์โทรศัพท์ติดต่อ จำนวน 0 แห่ง (2) โต้ตอบจดหมายอิเล็กทรอนิกส์ จำนวน 6 แห่งหรือร้อยละ 30 (3) แอปพลิเคชันเฟซบุ๊ก จำนวน 5 แห่งหรือร้อยละ 25 (4) แผนที่แสดงที่อยู่ จำนวน 7 แห่งหรือร้อยละ 35 (5) ไลน์ออฟฟิศแอปพลิเคชัน จำนวน 12 แห่งหรือร้อยละ 60

**ตารางที่ 4 แสดงข้อมูลด้านการส่งเสริมการตลาด (Promotion) จากเว็บไซต์ออนไลน์ของผู้ประกอบการโรงแรมระดับ 3 ดาว ในพัทยา จังหวัดชลบุรี**

| หัวข้อด้านผลิตภัณฑ์บนหน้าเว็บไซต์ | จำนวนโรงแรมที่มีปรากฏในเว็บไซต์ | ร้อยละ | จำนวนโรงแรมที่ไม่ปรากฏในเว็บไซต์ | ร้อยละ | รวม |
|---|---|---|---|---|---|
| 1. ฟรีวายฟาย | 18 | 90 | 2 | 10 | 20 |
| 2. ฟรีอาหารเช้า | 3 | 15 | 17 | 85 | 20 |
| 3. รูปกิจกรรมของผู้ที่เคยมาเข้าพัก | 6 | 30 | 14 | 70 | 20 |

จากตารางที่ 4 พบว่า ผู้ประกอบการโรงแรมระดับ 3 ดาว ในพัทยา จังหวัดชลบุรี ทั้งหมดจำนวน 20 แห่ง ไม่แสดงข้อมูลสำคัญด้านการส่งเสริมการตลาด คือ (1) ฟรีวายฟาย จำนวน 2 แห่งหรือร้อยละ 10 (2) ฟรีอาหารเช้า จำนวน 17 แห่งหรือร้อยละ 85 (3) รูปกิจกรรมของผู้ที่เคยมาเข้าพักจำนวน 14 แห่งหรือร้อยละ 70

*4.2 วิเคราะห์ความคิดเห็นออนไลน์ของนักท่องเที่ยว*

จากการสำรวจความคิดเห็นออนไลน์ของนักท่องเที่ยวที่เคยพักโรงแรมระดับ 3 ดาว ในพัทยา จังหวัดชลบุรีจากเว็บไซต์ของธุรกิจโรงแรมระดับ 3 ดาวในพัทยาจำนวน 20 แห่ง สามารถวิเคราะห์แยกออกเป็น 2 ด้าน คือ ด้านบวกและด้านลบ ตามส่วนประสมทางการตลาด (4Ps Mix Marketing) ดังนี้

**ตารางที่5 แสดงข้อมูลความถี่จำนวนความคิดเห็นออนไลน์ด้านบวกของนักท่องเที่ยวที่เคยพักในโรงแรมระดับ 3 ดาว ในพัทยา จังหวัดชลบุรี**

| ประเด็นห้องพัก ราคา การติดต่อ และการส่งเสริมการตลาดโรงแรมระดับ 3 ดาว | ความถี่ของความคิดเห็น**ด้านบวก**ของนักท่องเที่ยว (จำนวนครั้ง) |
|---|---|
| สิ่งอำนวยความสะดวกสบายในห้องพัก | 33 |
| ความสะอาดของห้องพัก | 27 |
| คุ้มค่าราคาที่จ่าย | 20 |
| แผนที่แสดงที่อยู่ | 38 |
| รูปกิจกรรมของผู้ที่เคยมาเข้าพัก | 24 |
| รวม (จำนวนครั้ง) | 142 |

จากตารางที่ 5 แสดงข้อมูลความถี่การเก็บข้อมูลจำนวนความคิดเห็นออนไลน์ด้านบวก 50 คน โดยสามารถแสดงความคิดเห็นได้หลายประเด็น รวมข้อมูลความคิดเห็นทั้งหมดจำนวน 142 ครั้ง นำมาจัดเป็นกลุ่มได้ 5 ประเด็น คือ (1) สิ่งอำนวยความสะดวกสบายในห้องพัก (2) ความสะอาดของห้องพัก (3) คุ้มค่าราคาที่จ่าย (4) แผนที่แสดงที่อยู่ (5) รูปกิจกรรมของผู้ที่เคยมาเข้าพัก ความคิดเห็นออนไลน์ด้านบวก มากที่สุด คือ แผนที่แสดงที่อยู่ จำนวน 38 ครั้ง รองลงมา คือ สิ่งอำนวยความสะดวกสบายในห้องพัก จำนวน 33 ครั้ง และน้อยที่สุดคือ คุ้มค่าราคาที่จ่าย จำนวน 20 ครั้ง ดังนั้นผู้ประกอบการควรปรับราคาให้เหมาะสมกับที่พัก และควรเพิ่มเติมการส่งเสริมการตลาดของโรงแรมที่เพิ่มด้วยกิจกรรมหรือบริการต่าง ๆ ให้ดูคุ้มกับราคาที่ลูกค้าจ่าย

ตัวอย่างคำวิจารณ์ด้านบวก

1. มีการแสดงแผนที่ของโรงแรมอย่างชัดเจน ทำเลที่ตั้งของโรงแรมเข้าถึงได้ง่ายและอยู่ใกล้แหล่งซื้อของ
2. ห้องพักสะอาด มีการตกแต่งสวยงาม
3. มีสระว่ายน้ำ ฟิตเนส ที่สะอาดทำให้มั่นใจในช่วงสถานการณ์โควิด-19

**ตารางที่ 6 แสดงข้อมูลความถี่จำนวนความคิดเห็นออนไลน์ด้านลบของนักท่องเที่ยวที่เคยพักในโรงแรมระดับ 3 ดาว ในพัทยา จังหวัดชลบุรี**

| ประเด็นห้องพัก ราคา การติดต่อ และการส่งเสริมการตลาดโรงแรมระดับ 3 ดาว บนหน้าเว็บไซต์ | ความถี่ของความคิดเห็น**ด้านลบ**ของนักท่องเที่ยว (จำนวนครั้ง) |
|---|---|
| สิ่งอำนวยความสะดวกสบายในห้องพัก | 16 |
| ความสะอาดของห้องพัก | 13 |
| คุ้มค่าราคาที่จ่าย | 18 |
| รูปกิจกรรมของผู้ที่เคยมาเข้าพัก | 11 |
| รวม (จำนวนครั้ง) | 58 |

จากตารางที่ 6 แสดงข้อมูลความถี่การเก็บข้อมูลจำนวนความคิดเห็นออนไลน์ด้านลบ50 คน โดยสามารถแสดงความคิดเห็นได้หลายประเด็น รวมข้อมูลความคิดเห็นเป็นจำนวน 58 ครั้ง แล้วนำมา จัดเป็นกลุ่มได้ 4 ประเด็น คือ (1) สิ่งอำนวยความสะดวกสบายในห้องพัก (2) ความสะอาดของห้องพัก (3) คุ้มค่าราคาที่จ่าย (4) รูปกิจกรรมของผู้ที่เคยมาเข้าพัก สังเกตได้ว่ากลุ่มความคิดเห็นออนไลน์ด้านลบมากที่สุดคือ คุ้มค่าราคาที่จ่าย จำนวน 18 ครั้ง รองลงมา คือ สิ่งอำนวยความสะดวกสบายในห้องพัก จำนวน 16 ครั้ง ดังนั้นผู้ประกอบการควรเพิ่มการส่งเสริมการตลาดของโรงแรมที่เพิ่มกิจกรรมหรือบริการต่าง ๆ ให้ดูคุ้มกับราคาที่ลูกค้าจ่ายไป

ตัวอย่างคำวิจารณ์ด้านลบ

1. ห้องมีกลิ่นเหม็น มีเสียงรบกวนจากการก่อสร้าง
2. หากอยากได้ห้องที่สูงต้องจ่ายเงินเพิ่ม ซึ่งมีราคาที่ไม่สมเหตุสมผล

3. ที่จอดรถไม่พอ ไม่แนะนำให้ไปวันหยุด สถานที่แคบ แย่งกันกินและใช้สิ่งอำนวยความสะดวกของโรงแรม

*4.3 ผลการวิเคราะห์ข้อมูลจากการสัมภาษณ์กลุ่มนักท่องเที่ยว*

จากการสัมภาษณ์กลุ่มนักท่องเที่ยวที่เคยพักโรงแรมระดับ 3 ดาว ในพัทยา จังหวัดชลบุรีทั้ง 20 แห่ง เพื่อวิเคราะห์ความคิดเห็นเกี่ยวกับปัจจัยที่สร้างความมั่นใจในการใช้บริการของลูกค้าในช่วงการระบาดของโควิด-19 โดยการสัมภาษณ์ สรุปผลได้ดังนี้

1. ลูกค้าที่เข้าใช้บริการโรงแรมระดับ 3 ดาว ในพัทยา จังหวัดชลบุรี ในช่วงการระบาดโควิด-19นั้น ส่วนใหญ่จะเลือกโรงแรมที่ผ่านมาตรฐาน SHA ตามที่ทางภาครัฐกำหนด ซึ่งโรงแรมเหล่านี้ล้วนมีมาตรการของโรงแรมต่าง ๆที่ทำให้ลูกค้ามั่นใจถึงความสะอาด ปลอดภัย หากไกลเชื้อโควิด-19เช่น มีการฆ่าเชื้อผ้าที่ใช้ในห้องพักทั้งหมดด้วยการซักในอุณหภูมิสูง พนักงานต้องสวมหน้ากากป้องกันในพื้นที่สาธารณะ มีการทำเครื่องหมายบนพื้นเพื่อช่วยในการเว้นระยะห่างทางสังคม และมีน้ำยาล้างมือพร้อมให้ผู้เข้าพักและพนักงานใช้ เป็นต้น

2. ลูกค้าส่วนใหญ่ที่เข้าพักช่วงการระบาดโควิด-19ยังคงให้ความสำคัญกับการตรวจสอบเอกสารการฉีดวัคซีน จากทางโรงแรม อีกทั้งหากโรงแรมมีการการันตีว่าบุคลากรส่วนหน้าที่ติดต่อกับลูกค้าโดยตรงได้ผ่านการฉีดวัคซีนป้องกันโควิด-19แล้วนั้น ลูกค้าจะรู้สึกถึงความสบายใจที่จะเลือกพักที่นั้นๆ มากขึ้น

3. ลูกค้าส่วนใหญ่ที่เข้าพักช่วงการระบาดโควิด-19เห็นว่าทางโรงแรมมีการจำกัดจำนวนคนในการใช้บริการสิ่งอำนวยความสะดวกของโรงแรม เช่น การใช้บริการฟิตเนส สระว่ายน้ำ หรือแม้กระทั่งห้องซาวน่า เพื่อลดความแออัดของจำนวนผู้ใช้และลดความเสี่ยงในการแพร่เชื้อได้ ซึ่งสามารถเสริมสร้างความเชื่อมั่นให้กับผู้ใช้บริการได้

4. ลูกค้าส่วนใหญ่ที่เข้าพักช่วงการระบาดโควิด-19 เห็นว่าทางโรงแรมมีการเพิ่มระบบการเช็คอิน เช็คเอาต์ด้วยระบบไร้สัมผัส เช่น มีการเปิดระบบให้เช็คอินออนไลน์ล่วงหน้า มีการบริการรับชำระเงินแบบ QR Code ลดการสัมผัสเงินสด หรือมีกล่องไว้เก็บคีย์การ์ดหรือกุญแจของลูกค้าตอนเช็คเอาต์ ทั้งนี้เพื่อเป็นการหลีกเลี่ยงการสัมผัสสิ่งของหรือแม้กระทั่งการอยู่ใกล้กับคนอื่นซึ่งเป็นการลดโอกาสในการติดเชื้อโควิด-19ได้อีกอย่างหนึ่งด้วย

## 5. ข้อเสนอแนะ

การศึกษาเรื่อง วิเคราะห์ส่วนประสมทางการตลาดออนไลน์ของธุรกิจโรงแรมระดับ 3 ดาว ในพัทยา จังหวัดชลบุรีและความคิดเห็นออนไลน์ของนักท่องเที่ยวที่เคยพักในโรงแรมระดับ 3 ดาว ในพัทยา ผู้วิจัยจึงมีข้อเสนอแนะแก่ผู้ประกอบการในการปรับปรุง พัฒนาการตลาดเว็บไซต์ออนไลน์ ดังต่อไปนี้

1. ด้านผลิตภัณฑ์ (Product) จากการศึกษาส่วนประสมทางการตลาดด้านผลิตภัณฑ์ ส่วนใหญ่ไม่แสดงขนาดห้องพักที่ชัดเจน ดังนั้นผู้ประกอบการธุรกิจโรงแรมระดับ 3 ดาว ในพัทยานั้นควรเพิ่มข้อมูลนี้เพื่อประกอบการตัดสินใจในการเลือกสำรองห้องพักของลูกค้า เพราะลูกค้าชาวยุโรปมีรูปร่างใหญ่มักต้องการห้องที่มีพื้นที่กว้าง มีที่วางของ

2. ด้านราคา (Price) จากการศึกษาส่วนประสมทางการตลาดด้านราคา ไม่แสดงราคาสำหรับช่วงเทศกาล วันหยุดนักขัตฤกษ์มากพอ และแสดงราคาเป็นสกุลเงินอื่นน้อยไป ดังนั้น ผู้ประกอบการธุรกิจโรงแรมระดับ 3 ดาว ในพัทยา ควรเพิ่มหัวข้อด้านราคาพิเศษสำหรับช่วงเทศกาล และควรเพิ่มหัวข้อแสดงความคิดเห็นของนักท่องเที่ยวที่เคยเข้าพักที่มีความคุ้มค่ากับราคาที่จ่าย จะทำให้นักท่องเที่ยวที่จะเลือกเข้าพักเห็นรายละเอียดด้านราคาได้ชัดเจน เพื่อประกอบการตัดสินใจในการเข้าพัก

3. ด้านช่องทางการจัดจำหน่าย (Place) จากการศึกษาส่วนประสมทางการตลาดด้านช่องทางการจัดจำหน่าย ส่วนใหญ่แล้วนักท่องเที่ยวสามารถติดต่อได้สะดวก เช่น ทางโทรศัพท์ และจดหมายอิเล็กทรอนิกส์ ควรเพิ่มช่องทางการติดต่อให้กับนักท่องเที่ยว เช่น ทางไลน์ออฟฟิศแอปพลิเคชัน และอินสตราแกรม เพื่ออำนวยความสะดวกให้นักท่องเที่ยวติดต่อกับผู้ประกอบการโรงแรม เช่น การสำรองที่พักผ่านไลน์ออฟฟิศแอปพลิเคชัน ส่งคำร้องขอต่างๆ อัพเดทการส่งเสริมการตลาดที่พักของโรงแรม หรือแม้กระทั่งสอบถามความพึงพอใจในการเข้าพักผ่านแอปพลิเคชัน

4. ด้านการส่งเสริมการตลาด (Promotion) จากการศึกษาส่วนประสมทางการตลาดด้านการส่งเสริมการตลาดของผู้ประกอบการมีการส่งเสริมการตลาดที่ยังไม่ดึงดูดใจให้ลูกค้าเลือกใช้บริการเท่าที่ควร ผู้ประกอบการควรเพิ่มการส่งเสริมการตลาดให้มีความหลากหลายมากขึ้น เช่น มีส่วนลดให้กับลูกค้าที่เคยใช้บริการกลับมาใช้ซ้ำ การส่งเสริมการตลาดพักสองคืนติดกันวันธรรมดาฟรีอาหารเช้า หรือ การส่งเสริมการตลาดรวมอาหารเย็น หรือ สปา เป็นต้น เพื่อเพิ่มโอกาสในการขายสินค้าอื่นในโรงแรม อีกทั้งยังเพิ่มความประทับใจให้กับนักท่องเที่ยวอีกด้วย

5. จากการสำรวจคำวิจารณ์ออนไลน์ของลูกค้าเกี่ยวกับการบริการของธุรกิจโรงแรมระดับ 3 ดาว ในพัทยา จังหวัดชลบุรีทั้งด้านบวกและด้านลบ โดยด้านบวกสิ่งไหนที่ดีอยู่แล้วก็ควรพัฒนาให้ดีขึ้นไป เช่น ห้องพักสะอาด สิ่งอำนวยความสะดวกต่างๆ ถูกดูแลให้พร้อมใช้งาน และมีคนดูแลความสะอาดซึ่งถือเป็นสิ่งสำคัญช่วงโควิค-19 ส่วนในด้านคำวิจารณ์ด้านลบธุรกิจโรงแรมควรปรับปรุงให้ดียิ่งขึ้น เช่น ห้องพักไม่ควรมีกลิ่นไม่พึงประสงค์ ควรหาที่จอดรถรองรับลูกค้าให้เพียงพอในช่วงวันหยุด และเพิ่มสิ่งที่เพิ่มมูลค่าให้กับห้องพักและโปรโมทในเว็บไซต์ของโรงแรมหรือผ่านเฟซบุ๊กและไลน์ของโรงแรม เช่น จองโรงแรมฟรีอาหารเช้า หรือ เข้าพักวันหยุดได้ราคาพิเศษ หรือฟรีอัพเกรดห้องพักไปชั้นสูงขึ้นเพื่อให้เป็นสิ่งดึงดูดจากผู้ที่ต้องการทำการสำรองห้องพัก

6. จากการสำรวจความคิดเห็นของลูกค้าเกี่ยวกับปัจจัยที่สร้างความมั่นใจในการใช้บริการของลูกค้าในช่วงการระบาดของโควิด-19ลูกค้าส่วนใหญ่เลือกโรงแรมที่ผ่านมาตรฐาน SHA ตามที่ทางภาครัฐกำหนด และเน้นเลือกโรงแรมที่มีมาตรการในการรักษาความสะอาดอย่างสูงสุด แต่จะเห็นได้ว่าไม่ใช่ทุกโรงแรมที่จะผ่านมาตรฐาน SHA นี้ หากเป็นไปได้ทุกโรงแรมระดับ 3 ดาว ในพัทยา จังหวัดชลบุรี ควรมีมาตรการการดูแลรักษาความสะอาดตามมาตรฐานเดียวกันทุกโรงแรม เพื่อป้องกันไม่ให้เป็นแหล่งรวบรวมเชื้อโรค หรือแพร่กระจายเชื้อโควิด-19 ต่อไป

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# การวิเคราะห์ส่วนประสมทางการตลาดออนไลน์ของร้านอาหารมิชลินสตาร์ระดับ 2 ดาว ในประเทศไทย

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**บทคัดย่อ**

การวิเคราะห์ส่วนประสมทางการตลาดออนไลน์ของร้านอาหารมิชลินสตาร์ระดับ 2 ดาวในประเทศไทยครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาการนำเสนอส่วนประสมทางการตลาดออนไลน์ของธุรกิจร้านอาหารมิชลินสตาร์ระดับ 2 ดาว โดยวิเคราะห์จากเนื้อหาที่ปรากฏบนเว็บไซต์ 2) เพื่อสำรวจคำวิจารณ์ออนไลน์ของลูกค้าเกี่ยวกับการบริการของธุรกิจร้านอาหารมิชลินสตาร์ ระดับ 2 ดาว โดยจำแนกออกเป็นคำวิจารณ์เชิงบวกและเชิงลบ และ 3) เพื่อสัมภาษณ์ความคิดเห็นของลูกค้าเกี่ยวกับปัจจัยที่สร้างความมั่นใจในการใช้บริการของลูกค้าในช่วงการระบาดของโควิด-19 การวิจัยนี้เป็นการวิจัยเชิงเอกสาร ผู้วิจัยทำการเก็บรวบรวมข้อมูลจากเว็บไซต์ของร้านอาหารมิชลินสตาร์ระดับ 2 ดาวในประเทศไทย ซึ่งมีเพียง 6 ร้าน โดยใช้แบบฟอร์มสำรวจข้อมูลส่วนประสมทางการตลาด โดยแยกตามทฤษฎีส่วนประสมทางการตลาดได้แก่ ผลิตภัณฑ์ ราคา ช่องทางการจัดจำหน่าย และการส่งเสริมการขาย รวมไปถึงการรวบรวมคำวิจารณ์ออนไลน์ทั้งเชิงบวก จำนวน 53 คนและเชิงลบ จำนวน 11 คนจากเว็บไซต์ Trip Advisor และการสัมภาษณ์ลูกค้าจำนวน 10 คน เกี่ยวกับปัจจัยที่สร้างความมั่นใจในการใช้บริการร้านอาหารมิชลินสตาร์ระดับ 2 ดาว ของลูกค้าในช่วงการระบาดโควิด- 19 ผลการศึกษา 1) จากเว็บไซต์ของร้านอาหารทั้ง 6 ร้านในด้านส่วนประสมทางการตลาดมีครบถ้วนเกือบทั้งหมด โดยมีเพียงไม่กี่อย่างที่บางร้านอาหารยังไม่มี เช่น ในส่วนของราคาอาหาร แผนที่และที่อยู่ของร้าน หรือบริการการส่งอาหาร และการทำโปรโมชั่นส่วนลดต่าง ๆ 2) จากการสำรวจคำวิจารณ์เชิงบวกและเชิงลบจากหน้าเว็บไซต์ของร้านอาหาร ผู้ตอบส่วนใหญ่ตอบว่า อาหารมีรสชาติที่อร่อยและวัตถุดิบมีคุณภาพ มีความคุ้มค่าภายในร้านมีความสะอาด การบริการของพนักงานเป็นกันเอง การต้อนรับดี บรรยากาศดี รสชาติอาหารมีความเป็นเอกลักษณ์ อาหารเป็นสากล มีความคิดสร้างสรรค์ 3) จากการสัมภาษณ์ความคิดเห็นของลูกค้าเกี่ยวกับปัจจัยที่สร้างความมั่นใจในการใช้บริการของลูกค้า ในช่วงการระบาดของโควิด-19 ในส่วนของมาตรการทำความสะอาดภายในร้านตามมาตรการของกรมควบคุมโรค ร้านอาหารมิชลินสตาร์ระดับ 2 ดาวทุกร้านมีการปฏิบัติตามแนวปฏิบัติที่กำหนด และในส่วนของการใช้บริการในร้าน ร้านอาหารมิชลินสตาร์ระดับ 2 ดาวส่วนใหญ่มีการปฏิบัติตามที่กรมควบคุมโรคกำหนดเช่นกัน

**คำสำคัญ:** มิชลินสตาร์, การตลาดออนไลน์, ส่วนประสมทางการตลาด

## 1. บทนำ

ในปัจจุบันการตลาดในอุตสาหกรรมท่องเที่ยวมีการพัฒนาไปจากการตลาดแบบเดิมซึ่งเป็นแบบออฟไลน์ (Offline) โดยแทบทั้งหมดเปลี่ยนรูปแบบมาเป็นแบบออนไลน์ (Online) ผ่านสื่อดิจิทัล (Digital Marketing) ซึ่งเป็นรูปแบบใหม่ของการตลาดที่ใช้ช่องทางดิจิทัลเพื่อสื่อสารกับลูกค้า แม้ว่าจะเป็นสื่อใหม่แต่ยังคงใช้หลักการตลาดดั้งเดิม เพียงแต่เปลี่ยนช่องทางในการติดต่อสื่อสารกับลูกค้า โดยการใช้โซเชียลมีเดีย ไม่ว่าจะเป็น Facebook, Twitter, Linkedin, Instagram ฯลฯ ซึ่งถือเป็นช่องทางในการเผยแพร่ข้อมูลข่าวสารได้อย่างมีประสิทธิภาพ และสร้างการรับรู้ (Online Reviews) ทั้งด้านบวกและด้านลบได้อย่างรวดเร็ว รวมไปถึงการหาแพลตฟอร์มที่สามารถเชื่อมต่อโซเชียลมีเดียทั้งหมดมาใช้ แล้วแชร์ข้อมูลพร้อมกันในคราวเดียวได้ ซึ่งจะช่วยให้ผู้ประกอบการประหยัดเงินและประหยัดเวลามากขึ้น เทรนด์การตลาดออนไลน์ จึงจัดเป็นการตลาดรูปแบบใหม่ ซึ่งรวมไปถึงเทคโนโลยีการใช้เสียงในการค้นหาสินค้าที่ต้องการ (Voice Search) หรือเทคโนโลยี AI ที่ถูกนำไปใช้หรือเข้าไปอยู่ในผลิตภัณฑ์ซอฟท์แวร์ใหม่ ๆ เกือบทุกตัวในการทำการตลาดในอุตสาหกรรมท่องเที่ยว ซึ่งเมื่อกล่าวถึงธุรกิจบริการอาหารและเครื่องดื่ม ลูกค้าส่วนใหญ่จะให้น้ำหนักในการตัดสินใจเลือกใช้บริการร้านอาหาร โดยให้ความสำคัญในเรื่องคุณภาพและความคุ้มค่า ซึ่งจะทำการค้นคว้าและรวบรวมข้อมูลเบื้องต้นจากเว็บไซต์หรือสื่อโซเชียลต่าง ๆ ก่อนที่จะตัดสินใจเลือกใช้บริการ เพื่อศึกษาข้อมูล เปรียบเทียบราคา ศึกษาการการันตีชื่อเสียง คุณภาพ และการรีวิวของผู้ที่เคยใช้บริการของร้านต่าง ๆ เพื่อนำมาเป็นข้อมูลประกอบการตัดสินใจ

มิชลินสตาร์เป็นอีกทางเลือกหนึ่งที่มีการรับประกันคุณภาพร้านอาหารและเป็นที่ยอมรับของทั่วโลกมิชลินไกด์ได้กล่าวว่า กรุงเทพมหานครเป็นเมืองสำคัญในเอเชียที่มีชื่อเสียงในเรื่องอาหารอร่อยที่มีการนำเสนอหลากหลายรูปแบบตั้งแต่ร้านอาหารริมทางไปจนถึงภัตตาคารราคาสุดหรูจากสุดยอดฝีมือเชฟไทยและเชฟต่างชาติ ด้วยการสนับสนุนจากการท่องเที่ยวประเทศไทย (มิชลิน ไกด์ทีม, 2563) การรับประกันคุณภาพร้านอาหารดังกล่าว ทำให้ร้านอาหารได้รับการยอมรับจากลูกค้า มีภาพลักษณ์ที่น่าเชื่อถือ นำมาซึ่งความนิยมชมชอบและสามารถสร้างยอดขายให้แก่ผู้ประกอบการ

ด้วยเหตุนี้ คณะผู้วิจัยจึงสนใจที่จะศึกษารายละเอียดของร้านอาหารที่ได้รับการรับรองคุณภาพจากมิชลินสตาร์ ระดับ 2 ดาว ในประเทศไทยซึ่งมีทั้งหมดจำนวน 6 ร้าน เพื่อศึกษากลยุทธ์เกี่ยวกับส่วนประสมทางการตลาด เพื่อเป็นประโยชน์แก่สถานประกอบการอื่นๆ ที่ต้องการพัฒนาและยกระดับคุณภาพการให้บริการร้านอาหารของตนให้เป็นที่ยอมรับจากลูกค้า สามารถสร้างผลตอบแทนในทางเศรษฐกิจได้ นอกจากนี้มีการนำข้อมูลดังกล่าวมาประกอบกับการนำข้อคิดเห็นจากลูกค้าที่เคยมาใช้บริการมาเป็นแนวทางในการปรับปรุงแก้ไขการบริการให้มีคุณภาพ เพื่อสร้างความพึงพอใจให้แก่ลูกค้ามากยิ่งขึ้น และเพื่อให้รองรับกับสถานการณ์ในปัจจุบัน ได้มีการสัมภาษณ์ความคิดเห็นของลูกค้าเกี่ยวกับปัจจัยที่สามารถสร้างความมั่นใจในการใช้บริการลูกค้าในช่วงการระบาดของโควิด-19 ซึ่งร้านอาหารหรือสถานประกอบการที่เกี่ยวข้องสามารถศึกษาข้อมูล เพื่อ

นำไปปรับปรุง พัฒนาร้านอาหาร หรือสถานประกอบการของตนให้เหมาะและตรงตามความต้องการของลูกค้า นำมาซึ่งการบอกต่อและการซื้อซ้ำ เพื่อให้ส่งผลดีต่อการประกอบการในระยะยาวได้

*1.1 วัตถุประสงค์*

1.1.1 เพื่อศึกษาการนำเสนอส่วนประสมทางการตลาดออนไลน์ของธุรกิจร้านอาหารมิชลินสตาร์ระดับ 2 ดาว โดยวิเคราะห์จากเนื้อหาที่ปรากฏบนเว็บไซต์

1.1.2 เพื่อสำรวจคำวิจารณ์ออนไลน์ของลูกค้าเกี่ยวกับการบริการของธุรกิจร้านอาหารมิชลินสตาร์ระดับ 2 ดาว โดยจำแนกออกเป็นคำวิจารณ์เชิงบวกและเชิงลบ

1.1.3 เพื่อสัมภาษณ์ความคิดเห็นของลูกค้าเกี่ยวกับปัจจัยที่สร้างความมั่นใจในการใช้บริการของลูกค้าในช่วงการระบาดของโควิด-19

*1.2 ประโยชน์ที่ได้รับ*

1.2.1 ได้ทราบแนวทางส่วนประสมทางการตลาดออนไลน์ของธุรกิจร้านอาหาร

1.2.2 ร้านอาหารหรือสถานประกอบการสามารถนำผลจากการวิจารณ์ทั้งเชิงบวกและเชิงลบเกี่ยวกับการบริการของร้านอาหารมิชลินสตาร์ระดับ 2 ดาว ไปเป็นแนวทางในการปรับปรุงการบริการในร้านได้

1.2.3 ได้ทราบถึงความต้องการและปัจจัยการเลือกใช้บริการร้านอาหารของลูกค้า ในช่วงการระบาดของสถานการณ์โควิด-19

## 2. วรรณกรรมที่เกี่ยวข้อง

*2.1 ความเป็นมาของ มิชลิน สตาร์*

แรกเริ่มมิชลินไกด์ใช้ชื่อว่า “กีดรูฌ” (*Guide rouge*) เนื่องจากเล่มหนังสือเป็นสีแดง แรกเริ่มเป็นหนังสือแจกฟรีมานานถึง 20 ปี แต่ต่อมาได้ถูกใช้เป็นกระดาษรองแก้วน้ำ จึงเริ่มจัดจำหน่ายในราคา 7 ฟรังก์ ในปี ค.ศ. 1920 และมีการใส่รายชื่อโรงแรมและร้านอาหารแบ่งตามประเภทเป็นครั้งแรกด้วย ต่อมาในคริสต์ศตวรรษที่ 20 มิชลินไกด์ได้กลายเป็นหนังสือขายดี ปัจจุบันมิชลินจัดอันดับร้านอาหารและโรงแรมกว่า 40,000 แห่งในกว่า 24 ประเทศ

หลังจากนั้นได้มีการมอบรางวัลต่าง ๆ ให้ เรียกว่า “ดาวมิชลิน” โดยการมอบดาวหรือรางวัลให้แก่ร้านอาหารต่าง ๆ ในปีค.ศ. 1926 มีการแบ่งขั้นของดาว ตั้งแต่หนึ่งดาวจนถึงสามดาว โดยร้านอาหารที่ได้รับดาวนี้จะผ่านการพิจารณาจากคณะกรรมการหลายคน ในหลากหลายอาชีพ เพื่อให้ได้รับมุมมองที่มากที่สุด บางครั้งคณะกรรมการจะเข้าไปรับประทานโดยที่ไม่แจ้งให้กับทางร้านทราบล่วงหน้า และอาจต้องใช้เวลาในการชิมมากกว่าหนึ่งปี เพื่อให้ได้รับรู้มาตรฐานของร้านนั้น ๆ อย่างแท้จริง ซึ่งเกณฑ์การแบ่งมีดังต่อไปนี้

หนึ่งดาว: ร้านอาหารที่ดีมากในกลุ่มร้านอาหารประเภทเดียวกัน

สองดาว: อาหารอร่อยเลิศ คุ้มค่าแก่การขับออกนอกเส้นทางเพื่อแวะชิม

สามดาว: หนึ่งในบรรดาร้านอาหารยอดเยี่ยม ควรค่าแก่การเดินทางไปกิน

นอกจากนี้แล้วยังมีร้านอาหารประเภท "บีบกูร์ม็อง" (*Bib Gourmand*) คือ ร้านอาหารที่ดีเป็นพิเศษในราคาย่อมเยา

ในส่วนของประเทศไทย มิชลินไกด์ได้เริ่มมอบรางวัลเป็นครั้งแรกในปลายปีค.ศ. 2017 สำหรับร้านอาหารในปีเดียวกัน นับเป็นประเทศที่ห้าในทวีปเอเชียที่มีการจัดอันดับ และเป็นลำดับที่สองของเอเชียตะวันออกเฉียงใต้รองจากสิงคโปร์ในระยะแรกดำเนินการเฉพาะร้านอาหารในพื้นที่กรุงเทพมหานครเท่านั้น ในครั้งแรกของการมอบรางวัล มีร้านที่ได้มิชลินสตาร์ทั้งหมด 17 ร้าน โดยบางร้านยังเป็นร้านอาหารริมทาง ทั้งนี้เนื่องจากมิชลินได้รับการวิจารณ์ว่าให้รางวัลแต่เฉพาะร้านอาหารที่หรูหราและโน้มเอียงไปทางอาหารฝรั่งเศสและมีอีก 35 ร้านที่ได้บีบกูร์ม็อง (Wikepedia, 2022)

*2.2 แนวคิดและทฤษฎีส่วนประสมทางการตลาด*

คอตเลอร์ (2003) ส่วนประสมทางการตลาด (Marketing Mix) หมายถึง เครื่องมือทางการตลาด ที่สามารถควบคุมได้ ซึ่งกิจการผสมผสานเครื่องมือเหล่านี้ ให้มีความสามารถที่จะตอบสนองความ ต้องการ และยังสร้างความพึงพอใจให้แก่กลุ่มลูกค้าเป้าหมาย ส่วนประสมการตลาดประกอบด้วยทุกสิ่ง ทุกอย่างที่กิจการใช้เพื่อทำให้อิทธิพลสามารถโน้มน้าวความต้องการผลิตภัณฑ์ของกิจการ ส่วนประสม การตลาดแบ่งออกเป็นกลุ่มได้ 4 กลุ่ม ดังที่รู้จักกันว่า คือ “4 Ps” ได้แก่ผลิตภัณฑ์ (Product) ราคา (Price) การจัดจำหน่าย (Place) และการส่งเสริมการตลาด (Promotion)

*2.3 แนวคิดเกี่ยวกับการตลาดออนไลน์*

การตลาดดิจิทัล (Digital Marketing) หมายถึงการทำการตลาดผ่านช่องทางดิจิทัลเพื่อติดต่อกับผู้บริโภค โดยนำหลักการตลาดเดิมในอดีตมาประยุกต์ใช้ บริษัทที่ทำการตลาดออนไลน์จะติดรหัสระบุตัว ผู้ใช้ทำให้ทราบพฤติกรรมการสื่อสารกับลูกค้าเป็นรายบุคคล เพื่อให้พัฒนาวิธีการส่งเสริมสินค้าและบริการให้แก่ลูกค้ารายถัดไป ได้ตรงกับความต้องการของผู้บริโภค และจัดการต้นทุนอย่างมีประสิทธิภาพ (ไทยรัฐออนไลน์ , 2564)

การตลาดดิจิทัล (Digital Marketing) คือทุกสิ่งที่เกี่ยวกับการตลาดโดยใช้อุปกรณ์อิเล็กทรอนิกส์ รวมถึงอินเทอร์เน็ต และปัจจุบันธุรกิจต่างๆก็ใช้ประโยชน์ของการทำดิจิทัล มาร์เก็ตติ้ง ผ่านหลาย ช่องทาง เช่น โซเชียล มีเดีย อีเมล์ เว็บไซต์ เพื่อสื่อสารกับลูกค้า และสำหรับดิจิทัล มาร์เก็ตติ้ง นั้นการ รู้จักเทคนิคก็มีความสำคัญพอ ๆ กับการเลือกใช้สื่อตัวอย่างเทคนิคการทำดิจิทัล มาร์เก็ตติ้ง (ปรีดี นุกุลสมปรารถนา , 2563)

ในยุคที่เทคโนโลยีติดต่อสื่อสาร เป็นเหมือนหนึ่งในอวัยวะของร่างกาย การเข้าถึงข้อมูลต่าง ๆ ในรูปแบบดิจิทัลจึงรวดเร็วและสะดวกที่สุด สถานประกอบการที่สามารถทำให้ลูกค้าเข้าถึงผลิตภัณฑ์ของ ตัวเองได้รวดเร็วและสะดวกที่สุดย่อมจะได้เปรียบทางการตลาดมากกว่า ผู้ประกอบการต่างต้องปรับตัว เพื่อให้สถานประกอบการของตัวเองนั้นอยู่รอดในยุคสมัยที่เปลี่ยนไป รวมทั้งคู่แข่งที่เพิ่มมากขึ้น สถาน-ประกอบการต้องสามารถนำเสนอจุดเด่นและให้ลูกค้าได้รับข้อมูลที่ถูกต้องและครบถ้วน รวมถึงการ ได้รับการบริการที่ดีแม้จะยัง

ไม่ได้เดินทางไปใช้บริการที่สถานที่นั้นๆ ทั้งนี้ ช่องทางการตลาดออนไลน์ในปัจจุบันนั้น มีหลากหลายช่องทางมากในการสื่อสารข้อมูลไป ยังกลุ่มผู้บริโภค ซึ่งแต่ละช่องทางก็มีลักษณะและกลุ่มลูกค้าเป้าหมายที่แตกต่างกันออกไป (วิลาส ฉ่ำเลิศวัฒน์ และคณะ, 2559)

*2.4 ประชากรและกลุ่มตัวอย่าง*

กลุ่มประชากร ได้แก่ ร้านอาหารมิชลินสตาร์ระดับ 2 ดาว จำนวน 6 ร้านในประเทศไทย และจากเว็บไซต์ Trip Advisor

กลุ่มตัวอย่าง ได้แก่

1 เว็บไซต์ของร้านอาหารมิชลินสตาร์ระดับ 2 ดาว จำนวน 6 ร้านในประเทศไทย สำหรับการศึกษาส่วนประสมทางการตลาดออนไลน์

2 กลุ่มผู้ที่เข้ามาแสดงความคิดเห็นเกี่ยวกับร้านอาหารมิชลินสตาร์ระดับ 2 ดาว ผ่านเว็บไซต์ Trip Advisor ระหว่างวันที่ 15 กุมภาพันธ์ – 15 มีนาคม 2565 จำนวน 60 คน

3 กลุ่มลูกค้าที่มาใช้บริการ จำนวน 10  คน ที่ถูกสัมภาษณ์เกี่ยวกับปัจจัยที่สร้างความมั่นใจในการใช้บริการในร้านอาหารมิชลินสตาร์ระดับ 2 ดาว จำนวน 6 ร้านในประเทศไทยในช่วงการระบาดโควิด-19 โดยเลือกกลุ่มตัวอย่างแบบบังเอิญ (Accidental Sampling)

*2.5 ขอบเขตการวิจัย*

1. ขอบเขตด้านเนื้อหา ศึกษาเกี่ยวกับส่วนประสมทางการตลาดออนไลน์โดยวิเคราะห์จากเนื้อหาที่ปรากฏบนเว็บไซต์ การศึกษาคำวิจารณ์ออนไลน์ของลูกค้าเกี่ยวกับการบริการของธุรกิจร้านอาหารมิชลินสตาร์ระดับ 2 ดาว ในประเทศไทย โดยจำแนกออกเป็นคำวิจารณ์เชิงบวกเชิงลบผ่านเว็บไซต์ Trip Advisor และการสัมภาษณ์ความคิดเห็นของลูกค้าที่มาใช้บริการเกี่ยวกับปัจจัยที่สร้างความมั่นใจในการใช้บริการในช่วงการระบาดของโควิด-19

2. ขอบเขตขอบเขตด้านพื้นที่ ศึกษาเฉพาะรายชื่อร้านอาหารที่ผ่านมาตรฐานของ Michelin Star ระดับ 2 ดาว จำนวน 6 ร้านในประเทศไทย

3. ขอบเขตด้านระยะเวลา ศึกษาและเก็บข้อมูลระหว่างวันที่ 15 กุมภาพันธ์ ถึง 15 มีนาคม 2565

*2.6 เครื่องมือและวิธีการศึกษา*

ผู้วิจัยเก็บข้อมูลจากเว็บไซต์ของร้านอาหารมิชลินสตาร์ระดับ 2 ดาว จำนวน 6 ร้านในประเทศไทยโดยใช้แบบสำรวจข้อมูลส่วนประสมทางการตลาดออนไลน์ โดยแบบสำรวจมีขอบเขตของคำถามที่แยกเป็นหมวดหมู่โดยใช้ทฤษฎีส่วนประสมทางการตลาดเป็นเกณฑ์ ได้แก่ ผลิตภัณฑ์ ราคา ช่องทางการจัดจำหน่าย และการส่งเสริมการขาย ในส่วนของการแสดงความคิดเห็นของผู้ใช้บริการร้านอาหารมิชลินสตาร์ระดับ 2 ดาว จำนวน 6 ร้านในประเทศไทย ซึ่งศึกษาผ่านทางเว็บไซต์ Trip Advisor โดยนำมาแยกเป็นการวิจารณ์เชิงบวกและลบ

รวมถึงการสร้างคำถามเพื่อใช้ในการสัมภาษณ์โดยใช้มาตรการป้องกันการแพร่ระบาดของโควิด-19 ของกรมควบคุมโรคสำหรับสถานประกอบการมาประกอบการสัมภาษณ์ ซึ่งผู้วิจัยมีขั้นตอนการสร้างเครื่องมือสำหรับสำรวจและสัมภาษณ์เพื่อใช้ในการวิจัยดังนี้ 1) ทบทวนวัตถุประสงค์ในการวิจัย เพื่อให้ทราบถึงประเด็น และขอบเขตในการสร้างแบบสำรวจ 2) ศึกษาค้นคว้าจากบทความ เอกสาร และงานวิจัยที่เกี่ยวข้อง 3) กำหนดประเด็น และขอบเขตของแบบสำรวจ ด้วยการจัดเป็นหมวดหมู่ 4) สร้างแบบสำรวจและแบบสัมภาษณ์ฉบับร่าง นำไปให้ผู้เชี่ยวชาญที่มีความรู้และประสบการณ์ในเรื่องที่ทำการศึกษาได้ทำการตรวจสอบเกี่ยวกับความถูกต้องและครอบคลุมของเนื้อหา หลังจากที่ผู้เชี่ยวชาญได้พิจารณาตรวจสอบแล้ว จึงนำผลที่ได้มาปรับปรุงแก้ไขแบบสำรวจ 5) สำรวจ จัดทำข้อมูล ตามแบบสำรวจและแบบสัมภาษณ์ แล้วนำมาวิเคราะห์ผลที่ได้สรุปผล และให้ข้อเสนอแนะ

*2.7 การจัดทำข้อมูลและวิเคราะห์ข้อมูล*

จากวัตถุประสงค์ของการวิจัย ในส่วนของการศึกษาส่วนประสมทางการตลาดออนไลน์ของร้านมิชลินสตาร์ระดับ 2 ดาว ในประเทศไทย ผ่านทางเว็บไซต์ของร้านอาหารจำนวน 6 ร้าน และกลุ่มผู้ที่เข้ามาแสดงความคิดเห็นเกี่ยวกับร้านอาหารมิชลินสตาร์ระดับ 2 ดาว ผ่านเว็บไซต์ Trip Advisor ระหว่างวันที่ 15 กุมภาพันธ์ – 15 มีนาคม พ.ศ. 2565 โดยข้อมูลที่ได้จะทำการวิเคราะห์โดยใช้สถิติเชิงพรรณนา ได้แก่ การหาค่าความถี่ ค่าร้อยละและใช้การวิเคราะห์ข้อมูลเชิงเนื้อหา (Content Analysis)

## 3. ผลการศึกษา

*3.1 ผลการศึกษาตอนที่ 1*

**ตารางที่ 1 ส่วนประสมทางการตลาดออนไลน์ของธุรกิจร้านอาหารมิชลินสตาร์ระดับ 2 ดาว โดยวิเคราะห์จากเนื้อหาที่ปรากฏบนเว็บไซต์**

| ส่วนประสมทางการตลาดออนไลน์ | มีปรากฏในเว็บไซต์ (ร้อยละ) | ไม่มีปรากฏในเว็บไซต์ (ร้อยละ) | รวม (ร้อยละ) |
|---|---|---|---|
| 1. Product (ผลิตภัณฑ์) | | | |
| ความหลากหลายของเมนูอาหาร | 6 ร้าน<br>(100%) | 0 ร้าน<br>(0%) | 6 ร้าน<br>(100%) |
| บอกจุดเด่น / ลักษณะพิเศษของอาหาร | 5 ร้าน<br>(83.35) | 1 ร้าน<br>(16.67%) | 6 ร้าน<br>(100%) |
| รูปภาพอาหาร/คลิปวิดีโอแนะนำ | 6 ร้าน<br>(100%) | 0 ร้าน<br>(0%) | 6 ร้าน<br>(100%) |
| มีการแจ้งที่มาของวัตถุดิบ | 2 ร้าน<br>(33.34%) | 4 ร้าน<br>(66.68%) | 6 ร้าน<br>(100%) |
| 2.Price (ราคา) | | | |

| | | | |
|---|---|---|---|
| ระบุราคาอาหาร | 1 ร้าน (16.67%) | 5 ร้าน (83.35%) | 6 ร้าน (100%) |
| **3.Place (ช่องทางการจัดจำหน่าย)** | | | |
| ขายหน้าร้าน | 6 ร้าน (100%) | 0 ร้าน (0%) | 6 ร้าน (100%) |
| เดลิเวอรี่ | 0 ร้าน (0%) | 6 ร้าน (100%) | 6 ร้าน (100%) |
| สื่อโซเชียล | 6 ร้าน (100%) | 0 ร้าน (0%) | 6 ร้าน (100%) |
| ที่อยู่ / สถานที่ตั้ง | 2 ร้าน (33.34%) | 4 ร้าน (66.68%) | 6 ร้าน (100%) |
| แผนที่ | 2 ร้าน (33.34%) | 4 ร้าน (66.68%) | 6 ร้าน (100%) |
| E - mail | 6 ร้าน (100%) | 0 ร้าน (0%) | 6 ร้าน (100%) |
| เบอร์โทร | 6 ร้าน (100%) | 0 ร้าน (0%) | 6 ร้าน (100%) |
| **4.การส่งเสริมการตลาด** | | | |
| มีการจัดโปรโมชั่นส่วนลด | 1 ร้าน (16.67%) | 5 ร้าน (83.35%) | 6 ร้าน (100%) |
| มีรายการอาหารพิเศษ | 6 ร้าน (100%) | 0 ร้าน (0%) | 6 ร้าน (100%) |

จากตารางที่ 1 ผู้วิจัยได้ทำการสำรวจส่วนประสมทางการตลาดออนไลน์ของธุรกิจร้านอาหาร มิชลินสตาร์ระดับ 2 ดาว ในประเทศไทย สามารถสรุปผลได้ดังนี้

การศึกษา**ส่วนประสมทางการตลาดออนไลน์ ด้านผลิตภัณฑ์ (Product)** ความหลากหลายของเมนูอาหาร จำนวน 6 ร้าน คิดเป็นร้อยละ 100% มีรูปภาพอาหาร/คลิปวิดีโอแนะนำ จำนวน 6 ร้าน คิดเป็นร้อยละ 100% บอกจุดเด่น / ลักษณะพิเศษของอาหาร จำนวน 5 ร้าน คิดเป็นร้อยละ 83.35 ไม่บอกจุดเด่น / ลักษณะพิเศษของอาหาร จำนวน 1 ร้าน คิดเป็นร้อยละ 16.67% มีการแจ้งที่มาของวัตถุดิบ จำนวน 2 ร้าน คิดเป็นร้อยละ 33.34% ไม่มีการแจ้งที่มาของวัตถุดิบ จำนวน 4 ร้าน คิดเป็นร้อยละ 66.68%

การศึกษา**ส่วนประสมทางการตลาดออนไลน์ ด้านราคา (Price)** ระบุราคาอาหาร จำนวน 1 ร้าน คิดเป็นร้อยละ 16.67% ไม่ระบุราคาอาหาร จำนวน 5 ร้าน คิดเป็นร้อยละ 83.35%

การศึกษา**ส่วนประสมทางการตลาดออนไลน์ ด้านช่องทางการจัดจำหน่าย (Place)** ขายหน้าร้าน จำนวน 6 ร้าน คิดเป็นร้อยละ 100% สื่อโซเชียล จำนวน 6 ร้าน คิดเป็นร้อยละ 100% เบอร์โทร จำนวน 6

ร้าน คิดเป็นร้อยละ 100% แผนที่ จำนวน 2 ร้าน คิดเป็นร้อยละ 33.34% ไม่มีแผนที่ จำนวน 4 ร้าน คิดเป็นร้อยละ 66.68% ที่อยู่ / สถานที่ตั้ง จำนวน 2 ร้าน คิดเป็นร้อยละ 33.34% ไม่ที่อยู่ / สถานที่ตั้ง จำนวน 4 ร้าน 66.68%

การศึกษา**ส่วนประสมทางการตลาดออนไลน์ ด้านการส่งเสริมการตลาด (Promotion)** มีรายการอาหารพิเศษ จำนวน 6 ร้าน คิดเป็นร้อยละ 100 มีการจัดโปรโมชั่นส่วนลด จำนวน 1 ร้าน คิดเป็นร้อยละ คิดเป็นร้อยละ 16.67% ไม่มีการจัดโปรโมชั่นส่วนลด จำนวน 5 ร้าน คิดเป็นร้อยละ (83.35%)

*3.2 ผลการศึกษาตอนที่ 2*

ผลการศึกษาคำวิจารณ์จากลูกค้าที่ใช้บริการของร้านมิชลินสตาร์ระดับ 2 ดาว จากเว็บไซต์ Trip Advisor โดยจำแนกออกเป็นคำวิจารณ์เชิงบวกและเชิงลบ ซึ่งสำรวจในช่วงระหว่างวันที่ 15 กุมภาพันธ์ - 15 มีนาคม พ.ศ. 2565 ดังนี้

**ร้าน ก**

| **คำวิจารณ์เชิงบวก** | **คำวิจารณ์เชิงลบ** |
|---|---|
| 1. ร้านบรรยากาศดี สวยงาม อาหารรสชาติอร่อย | - |
| 2. พนักงานให้การบริการต้อนรับเป็นอย่างดี | |
| 3. อาหารรสชาติอร่อย ร้านตกแต่งสวยงามและมีความสะอาด | |
| 4. ประทับใจทุกการบริการ รวมถึง การตกแต่งอาหารมีความสวยงาม | |
| 5. อาหารได้คุณภาพมาตรฐานไม่ผิดหวังรวมถึงการบริการของพนักงาน | |
| 6. เอกลักษณ์ไม่ซ้ำแบบใคร อาหารอร่อย | |
| 7. พนักงานสามารถให้คำแนะนำรายละเอียดของอาหารได้ | - |
| 8. พนักงานมีความเป็นกันเอง | |
| 9. รสชาติอาหารลงตัว ตื่นเต้นทุกครั้งที่ทาน | |

**ร้าน ข**

| **คำวิจารณ์เชิงบวก** | **คำวิจารณ์เชิงลบ** |
|---|---|
| 1. บรรยากาศร้านตกแต่งสวนสวยงามร่มรื่นด้วยพรรณไม้นานาพันธุ์ | 1. การบริการแย่มาก |
| 2. รสชาติอาหารยอดเยี่ยม | 2. รสชาติอาหารปานกลาง |
| 3. อาหารสด สะอาด รสชาติอร่อย | ไม่น่าประทับใจเท่าที่ควร |
| 4. เป็นสถานที่เหมาะกับการนัดพบกับคนรัก เพื่อนฝูง | |
| 5. บรรยากาศดี ร้านอาหารติดริมแม่น้ำเจ้าพระยา | |
| 6. อาหารมีความหลากหลาย และรสชาติอร่อย | |
| 7. ราคาอาหารไม่สูงจนเกินไป | |
| 8. ประทับใจทุกการบริการ รวมถึง การตกแต่งอาหารมีความสวยงาม | |
| 9. การบริการเป็นกันเอง | |

10. พนักงานให้การบริการต้อนรับเป็นอย่างดี

**ร้าน ค**

**คำวิจารณ์เชิงบวก**

1. การบริการที่สมบูรณ์มีความสวยงาม
2. พนักงานมีการบริการที่ยอดเยี่ยม
3. เมนูที่ดีนำเสนอด้วยความเชี่ยวชาญจากเชฟ
4. อาหารรสชาติอร่อย
5. การตกแต่งอาหารสวยงาม
6. คุณภาพวัตถุดิบมีสดใหม่
7. มีความคิดสร้างสรรค์ของเมนู
8. เป็นร้านอาหารที่มีคุณภาพสูง คุ้มค่ากับราคา
9. เครื่องดื่มรสชาติเยี่ยม
10. บรรยากาศดี

**คำวิจารณ์เชิงลบ**

1. ราคาแพง
2. บรรยากาศในร้านไม่ดี
3. คุณภาพของอาหารไม่ดี
4. พนักงานบริการแย่มาก

**ร้าน ง**

**คำวิจารณ์เชิงบวก**

1. รสชาติอาหารดี
2. มีการตกแต่งอาหารที่สวยงาม และมีความประณีต
3. อาหารรสชาติดี
4. ภายในร้านอาหารมีการตกแต่งที่สวยงาม
5. พนักงานมีความอัธยาศัยดี  เป็นมืออาชีพ
6. อาหารมีคุณภาพดี และวัตถุดิบมีความสดใหม่
7. มีมาตราฐานของร้านอาหารที่เป็นสากล
8. เชฟมีความเป็นมืออาชีพ

**คำวิจารณ์เชิงลบ**

1. รสชาติอาหารปานกลางไม่น่าประทับใจเท่าที่ควร
2. ไม่มีไวน์บริการลูกค้า

**ร้าน จ**

**คำวิจารณ์เชิงบวก**

1. รสชาติอาหารอร่อย มีความสดใหม่
2. ประทับใจกับความคิดสร้างสรรค์ของเมนู
3. บรรยากาศดี และมีการปฏิสัมพันธ์กับเชฟ
4. พนักงานบริการดี
5. การบริการรวดเร็ว
6. น่าประทับใจมาก
7. พนักงานสามารถสื่อสารภาษาอังกฤษได้เป็นอย่างดี
8. มีมาตราฐานของร้านอาหารที่เป็นสากล
9. เชฟมีความเป็นมืออาชีพ

**คำวิจารณ์เชิงลบ**

1.การบริการแย่มาก

2.พนักงานบริการแย่มาก

10. เมนูมีความคิดสร้างสรรค์

**ร้าน ฉ**

| คำวิจารณ์เชิงบวก | คำวิจารณ์เชิงลบ |
|---|---|
| 1. หนึ่งในร้านอาหารที่ดีที่สุด มีการยกระดับส่วนผสมให้แตกต่าง | 1.คุณภาพของอาหารไม่ดี |
| 2. พนักงานให้การต้อนรับเป็นอย่างดี | |
| 3. ราคาอาหารไม่แพงจนเกินไป | |
| 4. การตกแต่งร้านอาหารมีความสวยงาม แปลกตาและดูทันสมัย | |
| 5. รสชาติของอาหารมีความลงตัว | |
| 6. ตั้งอยู่ใจกลางเมือง เข้าถึงง่าย | |

*3.3 สรุปผลความคิดเห็นจากเว็บไซต์ Trip Advisor*

ผู้แสดงความคิดเห็นในเว็บไซต์ Trip Advisor ส่วนใหญ่มีความคิดเห็นในเชิงบวก และมีเพียงส่วนน้อย ที่แสดงความคิดเห็นในเชิงลบ ซึ่งสามารถแจกแจงรายละเอียดได้ ดังนี้

<u>คำวิจารณ์ในเชิงบวก</u>

1. ด้านรสชาติ ผู้แสดงความคิดเห็นในเว็บไซต์ Trip Advisor ส่วนใหญ่มีความคิดเห็นว่า ร้านอาหารมีรสชาติ ที่อร่อย รสชาติอาหารมีความเป็นเอกลักษณ์

2. ด้านความคุ้มค่า ผู้แสดงความคิดเห็นในเว็บไซต์ Trip Advisor ส่วนใหญ่มีความคิดเห็นว่า มีความคุ้มค่า

3. ด้านการเข้าถึง ผู้แสดงความคิดเห็นในเว็บไซต์ Trip Advisor ส่วนใหญ่มีความคิดเห็นว่า การเข้าถึงง่าย สะดวกไม่ซับซ้อน มีสถานที่ตั้งอยู่ใจกลางเมือง

4. ด้านสุขอนามัย ผู้แสดงความคิดเห็นในเว็บไซต์ Trip Advisor ส่วนใหญ่มีความคิดเห็นว่า ภายในร้านมีความสะอาด

5. ด้านการบริการ ผู้แสดงความคิดเห็นในเว็บไซต์ Trip Advisor ส่วนใหญ่มีความคิดเห็นว่า มีความประทับใจ ในการให้บริการ รวมถึงการบริการของพนักงานที่ยอดเยี่ยม พนักงานให้บริการได้อย่างรวดเร็ว พนักงานให้การต้อนรับเป็นอย่างดี คุณภาพการบริการเกิน ความดาดหมาย มีความพิถีพิถันทุกขั้นตอน พนักงานมีความรู้ในการอธิบายวัตถุดิบได้ เป็นที่พึงพอใจของลูกค้า

6. ด้านการตกแต่ง บรรยากาศ และความดึงดูดใจ ผู้แสดงความคิดเห็นในเว็บไซต์ Trip Advisor ส่วนใหญ่ มีความคิดเห็นว่า การตกแต่งมีการสร้างบรรยากาศที่น่าประทับใจ บรรยากาศดี

7. ด้านวัตถุดิบ ผู้แสดงความคิดเห็นในเว็บไซต์ Trip Advisor ส่วนใหญ่มีความคิดเห็นว่า วัตถุดิบมีคุณภาพมีการคัดสรรอย่างดี อาหารมีคุณภาพ

<u>คำวิจารณ์ในเชิงลบ</u>

1. ด้านวัตถุดิบ ผู้แสดงความคิดเห็นในเว็บไซต์ Trip Advisor ส่วนน้อย มีความคิดเห็นว่า ร้านอาหารบางร้าน มีคุณภาพของอาหารที่ไม่ดี

2. ด้านรสชาติ ผู้แสดงความคิดเห็นในเว็บไซต์ Trip Advisor ส่วนน้อย มีความคิดเห็นว่า ร้านอาหารบางร้าน รสชาติไม่น่าประทับใจเท่าที่ควร

3. ด้านราคา ผู้แสดงความคิดเห็นในเว็บไซต์ Trip Advisor ส่วนน้อย มีความคิดเห็นว่า ร้านอาหาร บางร้านราคาค่อนข้างสูง

4. ด้านการบริการ ผู้แสดงความคิดเห็นในเว็บไซต์ Trip Advisor ส่วนน้อย มีความคิดเห็นว่าร้านอาหารบางร้าน พนักงานบริการแย่มาก

5. ด้านสุขอนามัย ไม่มีผู้แสดงความคิดเห็นในเว็บไซต์ Trip Advisor เกี่ยวกับด้านสุขอนามัย

6. ด้านการเข้าถึง ไม่มีผู้แสดงความคิดเห็นในเว็บไซต์ Trip Advisor เกี่ยวกับด้านการเข้าถึง

*3.4 ผลการศึกษาตอนที่ 3*

สัมภาษณ์ความคิดเห็นของลูกค้า จำนวน 10 คน เกี่ยวกับปัจจัยที่สร้างความมั่นใจในการใช้บริการของลูกค้า ในช่วงการระบาดโควิด-19

**<u>ตารางที่ 2</u> มาตรการทำความสะอาดภายในร้านอาหารมิชลินสตาร์ระดับ 2 ดาว**

| **มาตรการป้องกันการแพร่ระบาดของโควิด-19 ของกรมควบคุมโรคสำหรับสถานประกอบการ** | **มี (ร้อยละ)** | **ไม่มี (ร้อยละ)** | **รวม (ร้อยละ)** |
|---|---|---|---|
| **1. มาตรการทำความสะอาดภายในร้านมาตรการโควิด-19** | | | |
| มีการทำความสะอาดจุดสัมผัส ปิดร้าน-เปิดร้าน | 6 ร้าน (100%) | 0 ร้าน (0%) | 6 ร้าน (100%) |
| มีการทำความสะอาดโต๊ะและเก้าอี้ทุกครั้งหลังลูกค้ารับประทานเสร็จ | 6 ร้าน (100%) | 0 ร้าน (0%) | 6 ร้าน (100%) |
| มีเจลแอลกอฮอลล้างมือบริการตามจุดต่างๆ | 6 ร้าน (100%) | 0 ร้าน (0%) | 6 ร้าน (100%) |
| มีการฆ่าเชื้อภาชนะอาหารต่างๆ เช่น ช้อน ส้อม จาน | 6 ร้าน (100%) | 0 ร้าน (0%) | 6 ร้าน (100%) |

| | | | |
|---|---|---|---|
| พนักงานมีการสวมหน้ากากอนามัยและถุงมือ | 6 ร้าน (100%) | 0 ร้าน (0%) | 6 ร้าน (100%) |

จากตารางที่ 2 การศึกษามาตรการทำความสะอาดภายในร้านอาหารมิชลินสตาร์ระดับ 2 ดาวมาตรการทำความสะอาดภายในร้านมาตรการโควิด-19 มีการทำความสะอาดจุดสัมผัส ปิดร้าน-เปิดร้านจำนวน 6 ร้าน คิดเป็นร้อยละ 100% มีการทำความสะอาดโต๊ะและเก้าอี้ทุกครั้งหลังลูกค้ารับประทานเสร็จจำนวน 6 ร้าน คิดเป็นร้อยละ 100% บอกจุดเด่น / มีเจลแอลกอฮอล์ล้างมือบริการตามจุดต่างๆ 6 ร้าน คิดเป็นร้อยละ 100 มีการฆ่าเชื้อภาชนะอาหารต่างๆ เช่น ช้อน ส้อม จาน จำนวน 6 ร้าน คิดเป็นร้อยละ 100% พนักงานมีการสวมหน้ากากอนามัยและถุงมือจำนานว 6 ร้าน คิดเป็นร้อยละ 100%

**ตารางที่ 3 การเข้าใช้บริการในมาตรการณ์โควิด-19 ภายในร้านอาหารมิชลินสตาร์ระดับ 2 ดาว**

| มาตรการป้องกันการแพร่ระบาดของโควิด-19 ของกรมควบคุมโรค สำหรับสถานประกอบการ | มี (ร้อยละ) | ไม่มี (ร้อยละ) | รวม (ร้อยละ) |
|---|---|---|---|
| 2. การเข้าใช้บริการในมาตรการณ์โควิด-19 | | | |
| ลงทะเบียนเข้าใช้บริการด้วยการสแกนแอปพลิเคชันไทยชนะ | 4 ร้าน (66.68%) | 2 ร้าน (33.34%) | 6 ร้าน (100%) |
| เข้ารับการตรวจคัดกรองตามที่ทางร้านกำหนด เช่น วัดอุณหภูมิ | 6 ร้าน (100%) | 0 ร้าน (0%) | 6 ร้าน (100%) |
| มีการเว้นระยะห่างระหว่างโต๊ะตอนนั่งทานตามที่สาธรณสุขกำหนด | 6 ร้าน (100%) | 0 ร้าน (0%) | 6 ร้าน (100%) |
| มีพิจารณาสั่งซื้ออาหารหรือจองคิวล่วงหน้าด้วยระบบออนไลน์หรือโทรศัพท์และควรเว้นช่วงที่มี ผู้ใช้บริการจำนวนมากเพื่อลดความแออัด | 5 ร้าน (83.35%) | 1 ร้าน (16.67%) | 6 ร้าน (100%) |
| แนะนำให้ชำระเงินค่าบริการผ่านระบบออนไลน์ (e-Payment) หรือ QR Code ผ่านแอปพลิเคชัน ต่างๆ และหากชำระด้วยเงินสดต้องไม่สัมผัสมือโดยตรง | 6 ร้าน (100%) | 0 ร้าน (0%) | 6 ร้าน (100%) |

จากตารางที่ 3 การศึกษาการเข้าใช้บริการในมาตรการณ์โควิด-19 ภายในร้านอาหาร ระดับ มิชลินสตาร์ 2 ดาว มีลงทะเบียนเข้าใช้บริการด้วยการสแกนแอปพลิเคชันไทยชนะ จำนวน 4 ร้าน คิดเป็นร้อยละ (66.68%) ไม่มีปรากฏในเว็บไซต์ จำนวน 2 ร้าน คิดเป็นร้อยละ 33.34% เข้ารับการตรวจคัดกรองตามที่ทางร้านกำหนด เช่น วัดอุณหภูมิ ร้านจำนวน 6 ร้าน คิดเป็นร้อยละ 100% มีการเว้นระยะห่างระหว่างโต๊ะตอนนั่งทานตามที่สาธรณสุขกำหนดจำนวน 6 ร้าน คิดเป็นร้อยละ 100% มีพิจารณาสั่งซื้ออาหารหรือจองคิวล่วงหน้าด้วยระบบออนไลน์หรือโทรศัพท์และควรเว้นช่วงที่มี ผู้ใช้บริการจำนวนมากเพื่อลดความแออัดจำนวน 5 ร้าน คิดเป็นร้อยละ 83.35% จำนวน 1 ร้าน ไม่ปรากฏในเว็บไซต์ คิดเป็นร้อยละ 16.67 แนะนำให้ชำระเงินค่าบริการผ่านระบบออนไลน์ (e-Payment) หรือ QR Code ผ่านแอปพลิเคชัน ต่างๆ และหากชำระด้วย เงินสดต้องไม่สัมผัสมือโดยตรง จำนวน 6 ร้าน คิดเป็นร้อย 100%

## 4. อภิปรายผล

1.จากผลการวิเคราะห์ข้อมูล พบว่าส่วนประสมทางการตลาดออนไลน์ของธุรกิจร้านอาหารมิชลินสตาร์ ระดับ 2 ดาว จำนวน 6 ร้านในประเทศไทย ที่จำแนกตามหมวดหมู่ ตามทฤษฎีส่วนประสมทางการตลาด โดยส่วนใหญ่มีข้อมูลหน้าเว็บไซต์ชัดเจน จะมีเพียงบางส่วนเช่น การแจ้งที่มาของวัตถุดิบ หรือช่องทางการจัดจำหน่าย ซึ่งได้แก่ การบริการเดลิเวอรี่ แผนที่ของร้าน หรือการจัดโปรโมชั่นส่วนลดที่ส่วนใหญ่ยังไม่ระบุอย่างชัดเจนมากนัก อาจเป็นเพราะว่าเป็นส่วนหนึ่งของการบริหารจัดการร้านอาหารเองด้วย

2.ผลจากการศึกษาคำวิจารณ์เชิงบวกและลบของผู้ที่มาใช้บริการร้านอาหารมิชลินสตาร์ระดับ 2 ดาว จำนวน 6 ร้านในประเทศไทยผ่านเว็บไซต์ Trip Advisor โดยส่วนใหญ่คำวิจารณ์จะอยู่ในเชิงบวก ไม่ว่าจะเป็นการบริการของพนักงาน บรรยากาศของร้าน คุณภาพ การตกแต่งและรสชาติอาหาร หรือความเป็นเอกลักษณ์ของร้าน ในส่วนของด้านลบนั้นจะเป็นการวิจารณ์ในเรื่องของการบริการของพนักงานเสียส่วนใหญ่ รองลงมาคือคุณภาพและรสชาติของอาหาร และราคาซึ่งเป็นการวิจารณ์ทางลบที่น้อยที่สุด

3.ผลจากการสัมภาษณ์ผู้ที่มาใช้บริการร้านอาหารมิชลินสตาร์ระดับ 2 ดาว จำนวน 6 ร้านในประเทศไทย จากการสัมภาษณ์พบว่า ร้านอาหารทั้ง 6 ร้านส่วนใหญ่ปฏิบัติตามมาตรการป้องกันการแพร่ระบาดของโควิด-19 ของกรมควบคุมโรคสำหรับสถานประกอบการ ซึ่งเหมาะสมกับสถานการณ์ในปัจจุบันที่สถานประกอบการร้านอาหารต่างๆ ต้องคำนึงถึงความสะอาด ปลอดภัยให้กับผู้บริโภคหรือผู้มาใช้บริการ

## 5. ข้อเสนอแนะ

1.จากการศึกษาส่วนประสมทางการตลาดออนไลน์ของร้านอาหารมิชลินสตาร์ ระดับ 2 ดาว ค่อนข้างสมบูรณ์และมีครบถ้วนเกือบทุกหัวข้อ โดยบางร้านไม่ค่อยแจ้งราคาอาหารในหน้าเว็บไซต์ ซึ่งบางครั้งราคาก็เป็นส่วนหนึ่งในการตัดสินใจเข้าใช้บริการของลูกค้า นอกจากนี้ยังมีในส่วนของที่อยู่และแผนที่ของร้าน ซึ่งจากความหมายของมิชลินสตาร์ ระดับ 2 ดาว คือ อาหารอร่อยเลิศ คุ้มค่าแก่การขับออกนอกเส้นทางเพื่อแวะชิม ฉะนั้น ลูกค้าอาจเป็นคนที่มาจากที่อื่น หรือนอกพื้นที่ที่ต้องการมาลิ้มลองอาหาร การใส่แผนที่ หรือที่อยู่จึงเป็นสิ่งสำคัญที่ขาดไม่ได้ในหน้าเว็บไซต์ เพื่อเป็นลดความยากในการเข้าถึงจากลูกค้า และสิ่งสำคัญในช่วงสถานการณ์ โควิด-19 คือ เดลิเวอรี่ ซึ่งร้านอาหารมิชลินสตาร์ ระดับ 2 ดาว แทบจะไม่มีเลย จึงควรปรับปรุงให้มีบริการการส่งอาหารจากร้าน เพื่อตอบรับกับสถานการณ์ในปัจจุบันที่ลูกค้าบางกลุ่มต้องกักตัว หรือไม่ประสงค์ออกมารับประทานอาหารที่ร้าน

2.จากการสำรวจคำวิจารณ์จากผู้ใช้บริการ ส่วนใหญ่จะเป็นเรื่องของการบริการ ในส่วนนี้เจ้าของร้านหรือผู้จัดการร้านอาหารควรมีหลักสูตรการฝึกอบรมด้านการบริการให้กับพนักงานในทุก ๆ วัน ก่อนเริ่มปฏิบัติงาน และมีการติดตามผล ว่าพนักงานมีการพัฒนาการบริการไปในด้านบวกหรือยัง โดยอาจมีการเสริมขวัญและกำลังใจให้กับพนักงาน ในกรณีที่พนักงานได้รับคำชมเชยจากลูกค้า

3.จากการสัมภาษณ์ความคิดเห็นของลูกค้าเกี่ยวกับปัจจัยการเข้าใช้บริการในช่วงสถานการณ์โควิด-19 นั่น ส่วนใหญ่ลูกค้ามั่นใจในการใช้บริการในร้านอาหารมิชลินสตาร์ ระดับ 2 ดาว เนื่องจากร้านอาหารทั้งหมดปฏิบัติตามแนวทางปฏิบัติของกรมอนามัย และกรมควบคุมโรค กระทรวงสาธารณสุข

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